

# Exploration of the Problems Existing in Junior High School Teaching Management under the Background of Quality Education

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## Abstract

With the development of society, people pay more and more attention to education, and the requirements of the country and society for talent are also gradually improved. The proposal of quality education makes the teaching management of junior high schools more scientific and standardized. Education is the foundation of national development, plays an important role in social development, and controls the reserve of national talent. After the implementation of the new curriculum reform in our country, the traditional “cramming” classroom has been reformed, and certain changes have been made in the education policy. Under the background of quality education, junior high school teachers need to change their teaching concepts and innovate teaching methods. This paper studies the teaching management of junior high schools in the context of quality education and comprehensively analyzes the problems exposed in the current teaching management of junior high schools, such as the backward management concept, the lack of humanization in the management of students, the prevalence of traditional education mode, the neglect of students’ life management in teaching management, the failure of teachers to play an exemplary role, the lack of training for students’ autonomy, and the unsound teaching management system. Taking Liangshan Yi Autonomous Prefecture of Sichuan Province as an example, this paper puts forward corresponding solutions to the current situation of junior high school teaching management, including changing traditional concepts and thinking patterns, improving communication and exchange between teachers and students, strengthening emotional interaction between teachers and students, improving the utilization of information science and technology, and optimizing the after-school homework mode, hoping to promote the better development of students under quality education and achieve the goal of quality education, as well as improve students’ comprehensive ability and promote their all-round development in modernization.

## Keywords

Quality education  
Junior high school  
Teaching management  
Comprehensive ability  
People-oriented  
After-school service

**Online publication:** August 21, 2024

## 1. Introduction

The importance of junior teaching management under the background of quality education is to reform and innovate traditional ideas, methods, and practical ways to adapt to the needs of social development. With the rapid economic growth in our country and the improvement of people's living standards, students are facing more and more temptations and challenges in the process of learning, and many people believe that the knowledge currently taught by school teachers does not meet their needs for ability development and self-realization. This requires us to innovate junior high school teaching management under the background of quality education to better adapt to social demands and play a more comprehensive role. In Sichuan's Liangshan Yi Autonomous Prefecture, the area's backward conditions have resulted in deficiencies in the local parents', teachers', and students' understanding of the significance of education for human growth and development. Many teachers are either village cadres or part-time substitutes, leading to a lack of professional teaching quality and reduced local educational standards. Additionally, inadequate education funding has led to irregular operations of school libraries and computer courses. These factors present significant challenges to teaching management in the Sichuan Yi region. Under the framework of quality education, research on junior high school teaching management primarily focuses on the Sichuan Yi region as a breakthrough point. This research takes a comprehensive and systematic perspective to detail the problems currently present in junior high school teaching management and proposes operational strategies. The aim is to improve the quality of junior high school teaching management and provide a certain degree of assurance for the comprehensive quality and abilities of junior high school students<sup>[1]</sup>.

## 2. An overview of quality education

### 2.1. The concept of quality education

Quality education emphasizes the education concept of people-oriented. It no longer takes the students' examination results as the only goal of learning but also improves the comprehensive development in morality, intelligence, physique, beauty, and labor. It is an inevitable requirement to comply with the development of the times.

Therefore, quality-oriented teaching should be analyzed and studied from the following perspectives: firstly, teachers need to improve their professional knowledge and skills and comprehensive management ability to ensure that they have the basic ability to strengthen the teaching management of junior high school students and can carry out targeted teaching management according to students' interests and actual learning conditions. Secondly, the ideological and moral qualities of teachers themselves, such as the role model and teaching attitude, are important. Quality education is the embodiment of reforming the traditional examination-oriented education, changing the previous education and teaching concepts, promoting quality education, and focusing on cultivating students' comprehensive ability. Teachers not only need to impart knowledge but also pay attention to students' potential and the ability to deal with social practical problems. At the same time, we should also pay attention to the changes in teaching methods and strategies, so that students can improve their comprehensive quality through independent learning, and then promote their comprehensive development<sup>[2,3]</sup>.

### 2.2. The principle of quality education

The largest difference between quality education and traditional education is that students can be the center of education. All teaching activities and management models are established to better serve students. The first aspect is adhering to the people-oriented concept.

In our country, the traditional belief that “learning and excellence are essential” is a fundamental truth. Therefore, the organization of teachers’ teaching activities and the management of students must be student-centered. One of the main objectives of teaching management is to enhance students’ interest in learning and their comprehensive practical skills. The second aspect is respect for individual differences. Different regions have various family backgrounds and lifestyles, and each student also has differences in knowledge acceptance and learning progress. Therefore, education should be tailored to individual needs, and personalized teaching management measures should be developed based on the learning characteristics and specific situations of different students. The third aspect is the principle of fairness and justice. Students are equal in the process of receiving education. Teachers should not discriminate against students based on their family background or external circumstances. They need to treat every student equally to ensure that each student is respected throughout the learning process.

### **3. Discussion on the teaching management objectives of junior high schools**

#### **3.1. The current shortcomings of junior high school teaching management objectives**

##### **3.1.1. Overly administrative teaching management**

In the current junior high school teaching management process, the teachers adopt the traditional mode. The school’s overly administrative approach to both teacher management and regular assessments limits teachers’ innovative thinking and results in low work efficiency in the actual teaching management process<sup>[4]</sup>. Additionally, teachers have varying levels of teaching ability, leading to differences in their teaching and lesson preparation methods. However, the uniform

requirements imposed by school management do not account for these differences, thereby stifling the advantages of some teachers. This reduces classroom teaching efficiency and is not conducive to improving students’ comprehensive abilities.

##### **3.1.2. Excessive reliance on quantitative management**

Generally, when judging the teachers’ teaching performance, the school administrators often pay more attention to the test results of the students in the class led by the teachers, especially the high score rate of the students in each exam. Additionally, the completion of daily lesson plans and the number of public classes in a semester often become key, or even the sole, standards for evaluation. While these metrics seem fair, they can reveal significant unfairness. On one hand, they fail to guide teachers in developing a comprehensive understanding of students’ needs and do not recognize the strengths of junior high school students in learning and practice. On the other hand, this approach negatively impacts the overall teaching quality of the school<sup>[5]</sup>.

#### **3.2. The new definition of the teaching management objectives of junior high schools under the background of quality education**

##### **3.2.1. Paying more attention to the improvement of teaching quality**

Under the background of quality education, teachers are not only knowledge providers but also key executors of teaching processes. The success of teaching management has the most direct relationship with the comprehensive quality of teachers themselves. Therefore, in the new era, school managers must focus on continuously improving teachers’ teaching quality. This begins with strengthening guidance for teachers in their actual teaching processes, allowing them to leverage their strengths and innovate in teaching management. If teachers remain content with

the status quo and continue using traditional teaching methods in modern society, it will hinder their teaching quality. School management should actively encourage teachers to thoroughly prepare lessons, identify and address their deficiencies and mistakes, and improve their professional abilities through continuous practice and learning from failures. Teachers need to enhance their teaching efficiency within the limited class time, optimizing their teaching design to help students grasp as much knowledge as possible in the 45-minute class period. This approach aims to reduce after-class academic burden and promote efficient and enjoyable learning for students. School managers should not overly rely on quantitative measures, as the focus of quality education is not merely on whether teachers complete expected teaching tasks but on the comprehensive development of students, which should remain the top priority.

### **3.2.2. Paying attention to teachers' professional ethics education**

Nowadays, the professional ethics of junior high school teachers is becoming increasingly prominent. It is undeniable that the emphasis on teachers' performance by school administrators is a contributing factor. In many cases, the ethical development of junior high school teachers is often overlooked when setting teaching management objectives. Under the background of quality education, this practice is unacceptable. To ensure that teachers serve as positive role models for students, building teachers' ethics is imperative. Therefore, school administrators should regularly organize professional ethics education activities, ensuring that all teachers participate. This approach will not only enhance the moral standards of teachers but also significantly contribute to improving students' moral quality<sup>[6]</sup>.

### **3.2.3. Facilitating the full development of the personalities of teachers and students**

In the process of teaching management, the students

must obey the relevant arrangements of the school and the orders issued by the teachers to the students, while the teachers need to obey the arrangements of the relevant leaders. In the long run, the personalized development of the teachers and the students is unfavorable, and the implementation of quality education has no substantial significance. In quality education, teachers are required not only to respect the individual differences of students but also to teach them according to their aptitude, so that students can shine in their fields. In actual classroom teaching, teachers need to strengthen the understanding of students' learning status and situation, supervise students' learning with personalized teaching management, and improve the efficiency and quality of learning. Therefore, the school administrators should let more teachers participate in the management work, give them more freedom and suggestions, and make the whole teaching activities more harmonious.

## **4. The significance of junior high school teaching management under the background of quality education**

### **4.1. Effectively improving the quality of school teaching**

Under the background of quality education and changes in the teaching management model, it is possible to optimize the learning strategies and methods, as well as the evaluation mechanisms for junior high school students. By analyzing the course content, educators can identify the unique traits of each student and, based on their interests, hobbies, and actual learning situations, develop personalized teaching management plans. This approach allows students to leverage their strengths in specific areas and fosters the development of their innovative thinking. Such changes in educational and teaching modes reflect a commitment to personalized education, enabling each student to



achieve notable success in their areas of strength. This not only produces diverse and well-rounded talents for society but also allows schools to contribute more effectively to the community by exporting highly skilled individuals. Furthermore, these changes can improve the overall teaching quality of the school, enhancing its strength and social influence in the local area.

## **4.2. Promoting students' all-round development**

Junior high school students are in the adolescent stage, during which teaching management and the learning atmosphere have a significant impact on their development. Traditional teaching concepts and methods often emphasize examination results and evaluate students primarily based on test scores. This approach limits students' innovative thinking, fails to cultivate their interests and hobbies, and does not effectively develop their abilities in other areas. In the context of quality education, adopting an innovative teaching management model is beneficial for enhancing students' interest in learning. Traditionally, teachers have acted primarily as knowledge transmitters and facilitators of activities. However, with the advancement of time, traditional teaching management methods no longer meet the current demands of students' learning and development. Teachers should now play a more supportive role in teaching activities. Students should be encouraged to take initiative in their learning without being compelled, fostering a strong desire to explore knowledge and acquire it incrementally. This approach helps to make their thinking more divergent and enhances their innovative abilities<sup>[7]</sup>.

## **4.3. Promoting the steady progress of education**

Under the background of quality education, teachers should actively respond to the strategic goals of "rejuvenating the country through science and

education" and the directives for school reform and innovation. They should make full use of family resources and the social environment to promote students' healthy development. Additionally, it is essential to enhance the quality of ideological and political theory teaching and improve classroom efficiency. These efforts can establish a solid foundation for advancing the comprehensive quality of junior high school students in China. Firstly, the focus on ideological and moral cultivation should be emphasized. Traditionally, it was believed that noble sentiments alone could drive better performance. However, in the context of quality education, the understanding of ideological and moral cultivation has evolved significantly. It now encompasses not only the pursuit of material and financial interests but also the effective strengthening of personal well-being during the learning process. Quality education requires individuals to develop holistically, integrating both their moral and material pursuits while ensuring their overall health and development<sup>[8]</sup>. In the reform of education and teaching, teachers should actively respond to the idea of quality education and improve students' comprehensive ability by improving their health level. Lastly, emotional attitudes and values are crucial. With the ongoing development and progress of society, there is an increasing demand for spiritual culture. Junior high school students should continuously strive to improve themselves, enrich their life experiences, and fulfill their personal needs to better realize their life values. Additionally, it is essential to enhance communication between teachers and students. Teachers should understand students' perspectives during the teaching process and make necessary adjustments based on actual situations to align with the needs of contemporary society. In short, within the framework of quality education, strengthening the management of junior high school students' teaching can advance educational progress and contribute significantly to the country's development.

## **5. Current situation of junior high school teaching management in Liangshan Yi Autonomous Prefecture, Sichuan Province**

### **5.1. Basic regional information**

Sichuan Liangshan Yi Autonomous Prefecture is located in the southwest of Sichuan Province. It belongs to a region with a large minority population in China. The local minority culture is strong and it is the largest Yi inhabited area in China. The population of this area is 1.67 million, accounting for 42.41% of the total population of Sichuan Province. It has a long history of development and has its own unique ethnic language. The education level in this area is significantly underdeveloped. Historically, there has been no formal school education in the region. However, this does not imply that the Yi people lack a tradition of education. From ancient methods of informal education to modern family-based teaching, the Yi people have demonstrated creativity within their cultural framework throughout their development. Despite this, much of Liangshan Prefecture remains impoverished, with education being particularly backward and many students unable to attend school<sup>[9]</sup>.

### **5.2. Current status of education in Yi areas**

#### **5.2.1. Weak economic foundation**

Due to its remote location and inconvenient transportation, the local economic conditions are poor. Affected by steep slopes, deep valleys, and lagging infrastructure, the Yi region has historically been one of the most impoverished areas, with nearly 2 million people living under extremely difficult conditions. In 2021, the region's per capita annual income remained significantly below the national average, and many families struggled to cover their daily expenses. Despite some support from government and social forces for local impoverished students and educational initiatives,

the region's economic development is hindered by its reliance on a single agricultural economy, limited by rugged terrain that prevents the cultivation of many cash crops. This results in slow economic growth and insufficient educational resources. Due to geographic isolation and poor transportation, students often face early entry into the workforce to support their families rather than pursue education. Many parents emphasize their poor economic conditions, leading to a lack of enthusiasm for learning among students. Consequently, many students are either unable to attend school or struggle significantly, with psychological burdens further impacting their educational prospects.

#### **5.2.2. Lack of ideological understanding**

The Yi area is one of the remote regions of our country, characterized by outdated thinking and a lack of emphasis on education. Many families do not fully appreciate the importance of knowledge for personal growth and may even view schooling as a waste of time. This perspective is particularly prevalent among families with boys, who are expected to contribute to farm work. As a result, many parents keep their children at home to help with agricultural tasks instead of attending school. Although the government has implemented preferential education policies, especially for remote and impoverished areas, the Yi region often does not fully benefit from these initiatives due to poor transportation and information accessibility. Despite national policies offering financial support, including tuition waivers and subsidies for students from poor areas, there remains a gap in awareness and utilization in the Yi region. Additionally, the government promotes student loans with favorable terms to help students from economically disadvantaged families afford education. However, due to traditional beliefs and concerns about debt, many local families view loans negatively, leading to psychological stress and reluctance to utilize this support. This traditional mindset results in minimal investment in children's education, causing many students to miss out on educational opportunities.

Moreover, the challenging living conditions and entrenched traditional views contribute to a lack of enthusiasm for learning among students. Many young people in the Yi area, influenced by their environment and family attitudes, believe that they lack the means to pursue education and consequently show little passion for learning<sup>[10]</sup>.

### 5.2.3. Weak teaching force

The Yi area faces significant challenges due to its harsh environment and poor conditions, which affect both teacher salaries and the overall teaching environment. As a result, many mainland teachers are reluctant to work in the impoverished and underdeveloped Liangshan Prefecture. This reluctance has led to a shortage of qualified teachers in local schools. To address the lack of professional educators, local village cadres—who are often seen as knowledgeable by the community—are sometimes asked to step in as substitute teachers. However, these individuals lack formal training in education, leading to substandard teaching and incorrect information being imparted to students. Additionally, financial constraints are a major issue. Many families in the Yi area cannot afford to purchase textbooks for their children. Teachers often have to advance funds for these materials out of their own pockets, which, combined with lower salaries compared to urban areas, diminishes their motivation and contributes to high turnover rates among educators. Many qualified teachers leave or switch careers due to inadequate compensation and challenging working conditions. In some cases, local village cadres believe that students should attend school, but the lack of professional teachers forces them to rely on substitute teachers who juggle teaching responsibilities with agricultural work. This dual role hampers their ability to focus on education, further compromising teaching quality. These factors collectively result in a shortage of teachers in the Liangshan Yi area, with a generally low level of educational quality and weakened teaching

capabilities.

### 5.2.4. Study difficulties and high loss rate

Currently, the average dropout rate for primary and middle school students in the Yi-inhabited areas of the prefecture is 25%, while junior high school students have an 11% dropout rate. According to the 2000 census data, the Yi nationality, along with other ethnic groups with populations exceeding one million, ranks second-to-last in educational attainment compared to the population aged 6 and above. This highlights a stark reality: the modern education of the Yi people lags significantly behind that of other ethnic groups, resulting in a generally low overall education level. The reasons for this situation are undoubtedly complex and multifaceted.

The Yi nationality area, situated in the remote Southwest of China, is characterized by its mountainous terrain, intersected by fault zones, and harsh climate. The region's cold climate and rugged conditions contribute to the Yi people's scattered settlement in high-altitude and semi-mountainous areas. This challenging natural environment results in inconvenient transportation, difficult communication, and relative isolation. Consequently, students face significant barriers to education. Many children must walk over ten kilometers to reach school, enduring summer rains, mountain floods, landslides, and debris flows, which often disrupt their attendance and pose safety risks. As a result, some parents, concerned about the safety and potential delays affecting their children's education, may choose to withdraw them from school, opting instead to have them contribute as laborers.

Secondly, the geographical environment of the Liangshan Yi area, characterized by its remote location and challenging terrain, severely hampers local economic development. The slow economic progress and low economic levels persist despite the democratic reforms that transitioned the region from a feudal society to a modern socialist one. The development of

productivity has not advanced quickly enough to meet current needs. Many local families struggle to cover basic daily expenses and provide for their children, making education a luxury beyond their reach. The region's extensive farming practices, which demand substantial labor, further limit the time and financial resources available for students to attend school <sup>[11,12]</sup>.

Moreover, the local terrain and environment contribute to a closed mindset that persists from ancient times. Many people believe that becoming an official is the only promising outcome of education and consider the investment in their children's education to be a waste of resources. This view is reinforced by the reality that many high school and college graduates still struggle to find jobs and often return to farming, while those who did not attend school start working on farms early. This reinforces the perception that education is useless and only depletes the family's savings, leading to reluctance to send children to school. Religion also plays a significant role in influencing school attendance. In Yi culture, the Bimo (religious leader) is highly revered and holds a high status, often earning money through religious activities. As a result, some families prefer to send their children to become Bimo rather than enrolling them in school.

### 5.2.5. Unbalanced gender ratio among the students

Traditional ideas and customs significantly contribute to the unbalanced gender ratio among students. In the remote Yi villages of Liangshan, customs such as son preference, early marriage, and early dating persist. For example, the saying "A married daughter is like spilled water" reflects the belief that once a girl is married, she becomes part of another family, leading her parents to feel that spending money on her education is no longer worthwhile. Early marriage is prevalent in these rural areas, and as a result, girls often drop out of school at higher grades, particularly as they approach their senior years <sup>[13]</sup>. This tradition further exacerbates the

imbalance in the number of male and female students.

Secondly, economic, transportation, and safety issues also contribute to the low education levels among girls. According to the 1998 UNDP Report on China: Human Development, "In China, girls' education is most vulnerable to poverty." Beyond these common barriers, psychological factors play a role as well. Traditional family education often instills a belief in girls that they are inferior to boys and should focus on domestic chores rather than education. This belief can lead to a lack of confidence in their academic abilities, exacerbated by language barriers and fear of difficulties. Such psychological factors contribute to a sense of inferiority and can result in girls losing interest and confidence in learning when faced with challenges. Furthermore, many regions and families continue to prioritize boys over girls in education, a concept that persists in today's society. Consequently, the proportion of girls attending school is generally lower than that of boys, contributing to the gender imbalance among students <sup>[14]</sup>.

### 5.2.6. Insufficient investment in education

The Yi nationality area, located in remote regions with poor economic conditions, faces significant challenges despite state efforts to support education in impoverished areas. Although schools such as Zhao Jue Middle School, Beauty County Middle School, and War Village Primary School have libraries, these facilities often have very few books, rendering them more decorative than functional. Due to limited educational funding, the purchase of additional books is not feasible, and libraries are frequently closed to save costs. This lack of resources severely limits students' access to knowledge. Furthermore, the infrastructure at these schools is inadequate. While there are some facilities, they fall short in both quantity and quality to meet the needs of students' learning and physical development. The lack of professional sports equipment is particularly problematic, especially as the country

emphasizes physical education. In terms of computer education, the economic constraints are similarly severe. Despite state support, funding is insufficient to cover the costs of advanced information technology equipment. Consequently, students are deprived of the opportunity to learn cutting-edge information science. The local schools, particularly in the Yi nationality area, struggle with inadequate material support for introducing scientific and technological equipment. This lack of resources is compounded by a shortage of teachers with professional computer knowledge, which further hampers the quality of computer education. The situation is even more dire at Wai Village Primary School, which, due to its remote location and lack of funds, does not offer any information technology courses. The absence of financial resources has prevented the introduction of necessary equipment and has led to a complete discontinuation of relevant courses.

## **6. Problems existing in junior middle school teaching management under the background of quality education**

### **6.1. Backward management concept**

Influenced by traditional education, many junior high school teachers still rely on outdated teaching management concepts and methods. They predominantly use students' test scores as the primary measure of learning outcomes, often neglecting the development of other skills. This traditional approach fails to embody the "people-oriented" philosophy of quality education. Some schools continue to use outdated textbooks and rote teaching methods, creating a monotonous classroom environment that dampens students' enthusiasm and initiative, which further deviates from the principles of quality education. In the Sichuan Liangshan Yi area, weak economic conditions and limited transportation contribute to

outdated teaching management concepts. Teachers often lack modern pedagogical strategies, resulting in deficiencies in basic teaching and management practices. Consequently, the overall quality of local teaching management remains low, reflecting the broader challenges faced in this region.

### **6.2. Teachers' attitudes in student management**

Many teachers overestimate their own position and role in the teaching process, viewing themselves as the primary authority in students' learning. They may react negatively to students' questions, perceiving them as challenges to their authority rather than opportunities for intellectual engagement. When students make mistakes, these teachers often respond with criticism or ridicule rather than constructive guidance. This approach, which lacks humanistic elements, is detrimental to students' learning. In the Yi nationality area of Liangshan, Sichuan Province, local teachers tend to view students as fortunate merely to receive an education. With a shortage of teachers, student management often becomes authoritarian, lacking the necessary humanistic approach. Influenced by an exam-oriented education system, many teachers place excessive emphasis on students' test scores, using them as the primary measure of students' abilities. Teachers' attitudes toward students frequently shift with their academic performance: they may be encouraging towards high achievers but dismissive or critical of those with lower scores, which undermines students' self-confidence. In Liangshan, the low teaching level combined with a focus on test results means that teachers may prioritize their own reputations over students' holistic development. This can be particularly harmful to junior high school students, who are still developing emotionally and are susceptible to feelings of inadequacy. The negative reinforcement from teachers in an area where students already face psychological challenges exacerbates their inferiority complex, hindering their learning and personal growth<sup>[15]</sup>.



### **6.3. Traditional teaching models**

Currently, although quality-oriented education is advocated, teachers lack a deep understanding of its principles, and its implementation in the classroom remains insufficient. Traditional methods, such as rote indoctrination and question-and-answer sessions, dominate, hindering students' engagement and their ability to develop their skills. This approach negatively impacts students' learning experiences. In Liangshan Yi Autonomous Prefecture, Sichuan Province, the educational level is relatively underdeveloped. Local teachers often lack exposure to modern educational theories and teaching management methods due to inadequate economic conditions, which prevents them from learning from more advanced institutions. Consequently, they rely on outdated teaching methods that fail to engage students, leading to boredom and rebellion, and do not meet their learning needs. Additionally, teachers in the Liangshan Yi area often exhibit outdated educational and teaching philosophies. They tend to overlook the importance of student-teacher communication, resulting in a one-way flow of information. This lack of interaction means that teachers are not aware of or responsive to students' learning difficulties, which diminishes the effectiveness and quality of education.

### **6.4. Neglect of life management in teaching management**

At present, China is still entrenched in an exam-oriented education system, with teachers dedicating nearly all their efforts to improving students' academic performance. This focus results in a significant neglect of students' overall well-being and life management. Teachers often fail to address the problems students encounter in their learning and personal growth, leading to the development of poor behavioral habits during adolescence. In the Liangshan Yi area of Sichuan Province, students who are fortunate enough to attend school face a similar situation. Teachers

primarily concentrate on enhancing students' academic achievements, leaving little time or energy for managing their daily lives. However, the influence of the school environment—both in terms of campus life and learning atmosphere—is crucial. Under the background of quality education, it is essential for teachers to balance academic management with life management. Teachers should aim to provide a safe, healthy, democratic, and harmonious learning environment, ensuring that students' psychological and physiological needs are met. By fostering a supportive campus life, educators can promote comprehensive and positive development, helping students build a correct understanding of life and personal well-being.

### **6.5. Lack of teachers' roles in teaching management**

For junior high school students, teachers hold significant authority, and their words and actions directly impact students. Currently, many teachers lack a commitment to lifelong learning and innovation, with their professional knowledge, skills, and moral development not keeping pace with contemporary needs. As economic development and social competition intensify, coupled with the limitations in students' overall quality, teachers' professional skills and comprehensive quality fall short of what is required to meet students' learning needs. This discrepancy leads to subpar teaching quality and a serious waste of resources, resulting in lower overall student quality. Furthermore, given the limited life experience and knowledge base of junior high school students, they rely heavily on teachers as their primary source of knowledge. When teachers lack depth in their professional expertise, it impedes the quality of education students receive. Additionally, teachers' shortcomings in comprehensive quality can adversely affect students' outlook on life and values. Junior high school is a critical period for students' development; thus, if teachers fail to set a positive example, it can

negatively influence students' psychological growth.

## **6.6. Lack of cultivation of students' autonomy**

Junior high school students are in adolescence and are full of curiosity and thirst for knowledge about new things. At this stage, it is crucial to focus on cultivating students' sense of autonomy. However, many teachers overlook the characteristics of junior high school students' physical and mental development. They often prioritize test scores and graduation rates over the holistic development of students. This narrow focus leads to neglecting the broader issues in the teaching process and failing to provide effective guidance for students in their learning journey. As a result, students can lose interest in learning, especially in the context of quality education. Moreover, some teachers' limited professional knowledge hampers their ability to guide students in scientific and reasonable ways for independent learning. They struggle to manage and support the entire learning process effectively. This deficiency in fostering students' autonomy results in a lack of enthusiasm for exploring knowledge and low participation in practical activities, which in turn negatively impacts the efficiency and quality of teaching. To address these challenges, there needs to be a concerted effort to enhance teachers' professional development and to shift the focus from merely improving test scores to fostering a more well-rounded, engaging, and supportive learning environment<sup>[16]</sup>.

## **6.7. Imperfect school teaching management system**

In traditional junior high school teaching, teachers are the central figures, while students play a passive role. This teaching management mode suppresses students' enthusiasm and initiative in learning, reducing both the efficiency and quality of teaching. With the continuous development of society and the strengthening of

educational reform, the quality requirements for talent training are becoming higher and higher. To provide more high-quality talents for society, schools need to formulate a new teaching management system. However, many schools currently lack a scientific system in their teaching management, which fails to provide standardized guidance for teachers. This leads to chaos in the actual teaching process, a lack of student management, and insufficient personalized management. As a result, teachers are unable to fully utilize their own initiative and innovative thinking abilities. These issues pose significant challenges to the implementation of quality education in teaching management.

## **7. The effective strategy of strengthening junior high school teaching management under the background of quality education**

### **7.1. Changing the education and teaching concept**

In terms of teaching contents and objectives, we need to abandon the traditional idea of taking examination results as the sole teaching objective and strengthen the attention to the cultivation of students' comprehensive quality. We need to take the improvement of students' cultural course results and the establishment of correct values as the dual objectives of teaching management, not only to enhance students' knowledge of cultural subjects but also to organize activities to improve students' practical skills. In order to improve the teaching management of junior high school students, teachers in the Liangshan Yi nationality area of Sichuan Province need to make a qualitative change in their thinking, recognize the importance of cultivating students' comprehensive quality and ability, and integrate their goals into the teaching process. Secondly, the students in poor areas cannot compare with the students in big cities in terms of knowledge, vision, or psychological endurance. Teachers should guide

students to establish strong psychological endurance because they will encounter many difficulties in their studies and future lives. Only by maintaining a positive attitude can students overcome difficulties, allowing each student to fully utilize their strengths and cultivate their comprehensive abilities<sup>[17]</sup>.

## 7.2. Strengthening the reform of junior high school teaching management

The junior high school stage plays a crucial role in students' learning and future growth. Given the diverse subjects and extensive content involved, reforming teaching management is a long-term and complex process. Effective reform requires systematic planning and scientific optimization of the entire teaching management process. For Sichuan's Liangshan Yi area, being in a remote location, there is a delay in receiving national education policies and advanced educational concepts. Thus, special attention must be given to reforming the teaching management model in junior high schools to bridge the gap between urban and rural education, ensuring that students in poor rural areas can also access advanced education.

- (1) Teaching management should conform to the requirements of quality education. Under the traditional exam-oriented education concept, teaching evaluation is mainly based on students' examination scores and the school graduation rate. However, quality education requires moving beyond these traditional evaluation metrics to focus on cultivating students' comprehensive qualities. This approach emphasizes the importance of practical and innovative abilities, ensuring that students develop a well-rounded skill set that significantly enhances their practical and innovative capabilities.
- (2) Teachers' knowledge structure should be optimized to improve their teaching quality. In teaching activities, teachers should break

the traditional boundary between liberal arts and sciences and focus on the comprehensive development of students. To improve their teaching quality and professional ability, teachers should enrich their professional skills through various channels, update educational concepts in a timely manner, and continuously innovate teaching methods. This will lay a solid foundation for efficient teaching and effective educational management.

- (3) It is necessary to pay attention to shaping students' sound personalities. Under the concept of quality education, the shaping of students' personalities and the cultivation of their abilities have become the basic core of modern education. In the teaching process, teachers should ensure that students learn rich basic knowledge and relevant professional skills. Simultaneously, they should help students establish correct values, shaping well-rounded personalities. School management should be student-centered, combining the cultivation of students' abilities with the cultivation of their ideological and moral qualities. This approach ensures that the concept of quality education is implemented in every aspect of teaching activities<sup>[18]</sup>.

## 7.3. Improving the teaching management and evaluation system

A well-structured evaluation system can significantly enhance the efficiency and quality of teaching management. This requires improvements in the evaluation systems for teaching, teachers, and students. Firstly, for the teaching evaluation system, the focus should be on achieving the "3D goal" (knowledge, skills, and quality). Teachers need to integrate these three elements into their teaching tasks, moving beyond the traditional focus on entrance examination scores as the sole measure of success. The evaluation

system should include new metrics and standards for different disciplines, assessing skills and quality throughout the semester. Secondly, the teacher evaluation system should not rely solely on class test scores to assess performance. It must also consider teachers' professional quality, innovative teaching abilities, and their adherence to quality education requirements. In the context of an increasingly digital society, evaluations should also include teachers' proficiency in media technology, such as the use of educational equipment, courseware design, video editing, and online teaching skills. Additionally, teachers' moral qualities should be evaluated based on their relationships with students, respect for students' subjectivity in classroom teaching, and attention to each student's individual needs. Lastly, the student evaluation system should align with the principles of quality education, which demand higher standards for student capabilities. Evaluations should not only test students' knowledge and exam results but also focus on their overall performance. This includes assessing students' participation in cooperative learning, practical activities, and experiments. Evaluations should use diverse methods, incorporating self-assessments and peer reviews alongside teacher evaluations. By integrating these various assessment results, a more accurate, objective, and comprehensive evaluation of student performance can be achieved.

#### **7.4. Strengthening the application of information science and technology**

With the development of science and technology, all aspects of life are inseparable from intelligent technology. In order to improve the efficiency of teaching management, it is necessary to strengthen teachers' application of information science and technology. First of all, the school should emphasize the importance of information technology by introducing advanced educational equipment as per the teaching demands. Each classroom should be equipped with

multimedia devices, and teachers should be trained to incorporate these technologies in their actual teaching. By using modern technology, teachers can create realistic teaching scenarios, allowing students to engage with the material in a more immersive environment. Additionally, the video functionality of multimedia technology can illustrate key and difficult points in a visually compelling manner, enhancing students' comprehension. The use of modern technological tools can also broaden students' horizons, allowing for an expansion of knowledge that aligns with the teaching content, thereby enriching their educational experience. Secondly, it is essential to integrate information technology into the curriculum. For junior high school students, who study a wide range of subjects, the integration of information science and technology can be implemented through project-based teaching. Teachers should regularly organize project activities, encouraging students to participate actively in practical tasks. These projects often encompass multiple subject areas, requiring students to apply various types of knowledge. This approach not only helps prevent students from forgetting material due to prolonged learning periods but also reinforces theoretical knowledge through practical application. Such innovative teaching methods can boost students' interest in learning, broaden their knowledge base, and improve their cultural literacy across different fields. Given the limited economic conditions of the Liangshan Yi area in Sichuan Province, the previous teaching management processes have been hindered by the lack of advanced information technology and equipment, making it difficult to conduct computer courses. Therefore, it is crucial to strengthen the application of information technology in schools. Schools should seek educational funding from the government to purchase computer equipment, allowing students to experience the benefits of technology firsthand. This will not only enhance students' understanding of science and technology but also help align their education with modern advancements.

### **7.5. Strengthening the communication between teachers and students**

In the process of teaching management, teachers need to establish a student-centered teaching approach and strengthen communication with their students. Firstly, teachers should focus on improving their professional skills and overall quality to establish authority in the classroom. This respect and authority should be earned through genuine relationships, where students follow the teacher's guidance willingly. Achieving this requires a harmonious teacher-student relationship built on mutual respect and understanding. Teachers in Sichuan's Liangshan Yi area should recognize the significance of effective communication with their students. They should prioritize emotional connections, treating students as friends or children rather than merely subjects to be disciplined. By understanding students' perspectives and addressing their concerns with empathy, teachers can foster a cooperative and supportive classroom environment. Given the challenging conditions in the Liangshan Yi area, it is especially important for teachers to avoid corporal punishment or pressuring students by contacting their parents for disciplinary reasons. Instead, they should maintain an equal and respectful attitude, understanding the specific problems students face in their studies and addressing them appropriately. Teachers should focus on the healthy development of each student, giving equal attention to all and regularly engaging in emotional communication. Respecting each student's unique personality helps build a harmonious teacher-student relationship. By doing so, teachers can ensure that quality education is effectively implemented, thereby improving the overall level and quality of junior high school teaching management. This approach can contribute significantly to the advancement of education in the Liangshan Yi area<sup>[19,20]</sup>.

### **7.6. Improving the teaching management system**

The establishment of a school teaching management

system plays a crucial role in managing junior high school students' education. The introduction of quality education sets higher standards for student management. Schools should develop new teaching management systems according to these requirements, standardizing teachers' behavior and improving their teaching quality. In terms of teaching methods, teachers should master the use, operation, and production techniques of computers, multimedia tools, electronic whiteboards, and micro-classes to create a modern classroom environment. They should be skilled in designing and organizing situational teaching, cooperative learning, and comprehensive practical activities. Regarding teaching philosophy, teachers should focus on student-centered approaches, completing the teaching process in a guiding manner rather than through traditional, controlled methods. It is also essential to strengthen the supervision of teachers' teaching management. Schools should establish a dedicated supervision department to observe and understand the classroom dynamics and teaching management processes. Additionally, developing questionnaires to collect students' feedback on their learning experiences and teachers' methods will provide valuable insights. By improving the teaching management system, schools can ensure that teachers conduct their teaching more systematically, ultimately enhancing the efficiency and quality of education.

### **7.7. Attaching importance to the role model of teachers**

Students have a natural sense of reverence for their teachers, and the words and actions of teachers directly impact students' learning and growth. In teaching management, teachers need to enhance their professional knowledge and skills, using their abilities to gain students' genuine respect and compliance. Firstly, teachers should adopt a lifelong learning mindset, aligning themselves with contemporary educational developments and the demands of quality



education. Teachers in the Liangshan Yi area of Sichuan need to continuously acquire new knowledge, not only deepening their subject-specific expertise but also broadening their understanding of other subjects. This interdisciplinary knowledge strengthens the connection between subjects, helping to consolidate students' understanding and broaden their cultural horizons. Secondly, teachers in this area should seek government funding for educational purposes, allowing them to study at high-quality schools where they can learn advanced, innovative teaching and management methods. By applying these best practices to the local teaching context, teachers can significantly enhance the efficiency of teaching management and contribute to the comprehensive education of their students. For students in the Liangshan Yi area, teachers' instruction may be their primary, if not sole, source of knowledge. Unlike students in larger cities, they may not have access to online courses or supplemental lessons during holidays. Therefore, teachers should serve as exemplary role models, helping students develop good study habits and instill positive, correct values. By embracing these approaches, teachers can better meet the educational needs of their students, fostering an environment where students can thrive academically and personally.

### **7.8. Establishing and improving the assessment mechanism for quality education**

In the teaching management of junior high schools, establishing and improving the assessment mechanism is an effective way to enhance students' academic performance and work efficiency. Within the framework of quality education, teachers should focus on a comprehensive evaluation of students and create a scientific and reasonable assessment mechanism. To begin with, teachers with outstanding abilities, innovative spirit, high ideological and moral standards, and a solid professional knowledge base should be

identified and promoted. This involves implementing a competitive selection system that offers development opportunities to those who meet the job requirements and hold the necessary academic qualifications and professional titles. This system ensures that capable teachers can advance and be recognized for their contributions. Moreover, fostering a culture of independent learning and cooperative inquiry among teachers is crucial. Encouraging teachers to actively participate in their own learning and engage with students in the classroom can significantly enhance the quality of teaching management in junior high school. Teachers should be encouraged to interact with students, promoting an environment of active participation and dialogue. For teachers in the Liangshan Yi area of Sichuan, the local government and relevant departments need to develop a robust assessment mechanism. This mechanism should reward excellent teachers with both material incentives and opportunities for promotion. By doing so, the enthusiasm and dedication of local teachers to their educational careers can be significantly increased, allowing them to contribute more effectively to the education of local students. By improving the assessment mechanism in line with the principles of quality education, the teaching management of junior high schools can become more standardized. Such a mechanism allows for the timely identification of issues within the teaching process, enabling strategic reforms and further strengthening the teaching and management of junior high school students. This comprehensive approach ensures that both teachers and students can thrive in a supportive and dynamic educational environment.

### **7.9. Strengthening the scientific planning of students' homework**

Influenced by traditional educational concepts and teaching models, many teachers believe that the more homework students complete, the better their learning outcomes will be. As a result, junior high school

students' spare time is often filled with excessive amounts of homework, leading many to feel more exhausted during holidays than during school days. This traditional homework model reduces the time available for rest and activities, which not only hinders the development of students' innovative thinking but also causes a long-term loss of interest in learning. To address this issue and promote effective teaching management, it is crucial to scientifically plan and manage students' homework.

(1) Improving the operation management mechanism: Under the coordinated management and guidance of the educational administration and teaching and research departments of the school, the grade group should manage the overall length of the written homework assigned by each subject group daily and regulate the structure of the homework. Additionally, the school should establish a written homework publicity system. Firstly, each discipline (preparation) group should display the specific content of the homework on a small blackboard in the office and use electronic forms to submit it to the grade group. This information should then be shared with students and parents for feedback and evaluation. Timely corrections should be made based on the feedback received. Secondly, the administration and teaching and research departments should organize team leaders and discipline (preparation) leaders to cross-evaluate the quantity and quality of the homework. This ensures that homework management requirements are effectively implemented.

(2) Improving the quality of operation design: At the level of homework content, it is essential to adhere to two key principles. First is the principle of "necessity"—ensuring that what must be learned becomes a shared understanding among teachers, thereby preventing unnecessary or irrelevant content

from being taught. Second is the principle of "difficulty"—prohibiting the use of problems that are either too advanced or too simplistic, mechanical, and repetitive. On the management level, schools should integrate homework design into the teaching and research system. This includes strengthening teacher training to enable more teachers to design high-quality homework. Additionally, expanding the function of collective lesson preparation is vital. By optimizing and improving teaching schemes, teachers can focus on researching and refining high-quality student homework, ensuring it becomes a resource for future assignments. During the process of refining homework design, schools should remind teachers to focus on utilizing high-quality resources. They should reference excellent homework designs and generate editable homework templates, ensuring that these resources are archived for future use. This systematic approach to homework design will enhance the overall quality and effectiveness of student assignments.

(3) Strengthening the operation guidance and comments: The "double reduction" policy mandates that students complete as much homework as possible within school hours. For those attending after-school services, all written assignments must also be finished at school. Homework must be collected within the designated timeframe, corrected promptly, and accompanied by precise feedback. In basic education, adhering to the principles of "four fine four must"—selecting, being concise, meticulous correction, and timely feedback—is crucial. The emphasis on these principles remains highly relevant and provides important practical and guiding significance in the context of implementing the "double reduction" policy.

### 7.10. Meeting students' diverse needs through after-school services

In addition to guiding students in completing their homework, after-school services should provide tutoring and address questions for students with learning difficulties. They should also expand the learning opportunities for students by offering a range of interest-based activities, such as popular science, sports, arts, labor, and reading clubs. Students can select activities based on their interests, gradually developing skills and expertise in these areas over time. The future of after-school services looks promising, and we should focus on the following two key points.

- (1) To maximize the effectiveness of after-school services, they should be integrated into the overall planning of school education and aligned with national curriculum objectives. Firstly, it is essential to make full use of after-school time to strengthen foundational learning and provide targeted assistance. This involves reinforcing basic skills, offering detailed homework help, and providing “point-to-point” support for students with learning difficulties. Given that the need for individualized attention may exceed the capacity of current teaching staff, hiring retired teachers to participate in these services, with appropriate labor subsidies, can be a viable solution. Secondly, for students with additional abilities, after-school programs should offer extended activities that complement the national curriculum. For instance, students who learn chemistry experiment skills in class can engage in comprehensive practical activities that apply their classroom knowledge, enhancing their practical and innovative abilities. Similarly, students who develop sports skills during physical education classes can benefit from additional practice sessions in after-school programs, helping them excel in activities and experience success

in sports. Such after-school services not only develop students' sports skills and improve their physical fitness but also reinforce the educational objectives of physical education.

- (2) The school needs to develop specific and detailed plans for after-school services, scheduling time for homework guidance, physical exercise, and comprehensive quality expansion in a structured manner. At the start of each semester, the school should announce the after-school service options to parents, allowing students to choose based on their interests and needs. In line with national aesthetic education guidelines, which emphasize developing students' art specialties, schools may face challenges due to limited resources and expertise. To address this, schools can consider partnering with compliant off-campus art institutions to enhance art education. However, the school should not merely delegate responsibilities to these institutions. Instead, it should actively oversee and guide the integration of art education principles into the off-campus training programs, ensuring they align with the school's educational goals. This approach will support students in cultivating their art skills effectively while maintaining the integrity and quality of the school's educational objectives.

## 8. Summary

Quality education, as a fundamental aspect of China's educational framework, plays a crucial role in advancing new curriculum reforms and implementing teaching innovations. The traditional rote learning approach is no longer sufficient to meet the needs of talent development in today's society. In the poverty-stricken Liangshan Yi Autonomous Prefecture in Sichuan Province, serious deficiencies in educational

conditions hinder both the ideological and practical aspects of teaching, negatively affecting the education of local junior high school students. This paper focused on Liangshan Yi Autonomous Prefecture to analyze the challenges in junior high school teaching management under the current quality education framework. These challenges include outdated management concepts, lack of personalized student management, persistent traditional education methods, neglect of students' life management, insufficient role modeling by

teachers, inadequate cultivation of student autonomy, and an incomplete teaching management system. Based on a thorough analysis, the paper proposed a series of solutions aimed at creating a positive learning environment for junior high school students, enhancing their self-learning abilities and innovation consciousness, and ensuring that education better serves students. These improvements are intended to provide a solid foundation for the country's future development.

## Disclosure statement

The author declares no conflict of interest.

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