

Education environment and teaching quality in secondary vocational schools in China: Basis for school improvement plan

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Abstract

This paper analyzes the educational environment and teaching quality of the selected secondary vocational schools in China, and it aims to provide a reference for improving the level of secondary vocational education. This study, which investigated 343 students in Henan Province, China, determined the profile of the respondents in terms of age, gender, grade level, academic year, and program; evaluated the educational environment regarding teaching facilities, educational resources, faculty composition, and disciplinary structure; described the teaching quality in terms of teaching objectives, content, methods, evaluation, and improvement strategies; analyzed significant differences in responses when grouped according to demographic variables; tested the relationship of the three identified variables and lastly, proposed a school Improvement Plan based on the study's findings. The results showed that most of the students who participated in the survey are between 13 and 20 years old, belonging to different fields of specialization particularly those computer graphic design majors. In terms of educational environment, most students believe that teaching facilities, training bases and equipment for related teaching services need to be improved by putting in more investment on these areas. In terms of teaching quality, some students believe that teachers' teaching ability and teaching methods can be more diversified, and the teaching methods cannot attract students' attention. Most students claimed that the classroom is boring, and the digital application level of teachers needs to be further improved. Since the teaching facilities will affect the teaching quality, particularly in the teaching process, digital course can attract more attention of students, improve students' learning ability and practical ability, convenient teacher preparation. This present research propose some school improvement plans designed to create a school environment where students can feel that the classroom activities are lively and interesting, and particularly improve the teaching quality.

Keywords: education environment, teaching quality, teaching facilities, teacher team

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1. Introduction

Secondary vocational education plays an important role in China's education system and provides a key platform for students to develop their professional skills and knowledge. At the same time, vocational education also actively promotes the development of social economy and the optimization of industrial structure. Vocational and technical education in developed nations has matured in tandem with the progress of industrialization. Throughout centuries, each country has meticulously crafted its own secondary vocational and technical education systems, finely attuned to its unique national circumstances. These diverse models encapsulate a wealth of methods and experiences, serving as rich repositories of invaluable lessons for other nations seeking to enhance their own vocational and technical education frameworks.

Educational environment refers to the sum total of various social, political, economic and cultural factors related to educational activities, including the material environment, spiritual environment and institutional environment (Uralovich, et al. 2023). A good educational environment can promote the improvement of teaching quality, and the improvement of teaching quality can provide support for the optimization of educational environment. Teaching quality is the result of educational activities, which refers to the overall degree of the development of the knowledge, skills, abilities, emotions, attitudes and values acquired by students (Metsäpelto, et al. 2020; Fatimah, et al. 2023; Rao, 2020).

Contemporary educational infrastructure forms the foundation for enhancing teaching efficacy (Alenezi , 2023). In China, the government and all sectors of society have increased their investment in education, making many schools have advanced teaching facilities, such as multimedia classrooms, computer rooms, laboratories and soon (Liu & Ko, 2020). These facilities afford students access to a broader array of diverse learning resources, which can help stimulate students' learning interest and creativity, thus improving the quality of teaching. Rich educational resources are also the key to improving the teaching quality. In China, the government and educational institutions actively promote the informatization and digitalization of education, so that many schools have rich educational resources, such as e-books, online courses, teaching software and soon. These resources facilitate a more streamlined and effective learning approach for students, enhancing their autonomy and overall academic proficiency, thereby elevating the quality of instruction. Exceptional educators serve as the cornerstone for enhancing teaching standards. In China, both the government and various societal sectors prioritize the training and recruitment of outstanding teachers, bolstering the teaching profession. Through the implementation of a series of teacher training programs and incentive mechanisms, teachers can enhance their pedagogical proficiency and professional standards, thereby ensuring a higher caliber of teaching quality. Liu, et. al., (2019) believes elevating the caliber of educators lies at the heart of enhancing teaching excellence. And schools should strengthen teacher training and career development.

Many scholars have put forward the importance of the educational environment and the quality of secondary vocational education directly impacts the development of secondary vocational students (Cattaneo, et al. 2022; Li & Pilz, 2023; Zabolotska, et al. 2021). Chinese secondary vocational schools are facing many challenges, and these include a gap in the form of more studies of educational environment and teaching quality. Many secondary schools lack enough empirical data that would serve as basis for factual decision-making, particularly on crafting a definite school improvement plan. Towards efforts to address the concerns of education environment and teaching quality particularly in the secondary schools in China, there is a need to deeply analyze and investigate these two important aspects of Chinese education. This paper seeks to improve both the quality and standard of secondary vocational education, while also fostering the development of a larger pool of highly skilled individuals.

This paper aims to conduct a comprehensive analysis of the educational environment and teaching quality in secondary vocational schools in China, offering insights to enhance secondary vocational education. This study evaluated the educational environment and teaching quality of secondary vocational schools in China. The study evaluated the educational environment regarding teaching facilities, educational resources, faculty composition, and disciplinary structure; assessed the teaching quality by examining teaching objectives, content, methods, evaluation, and improvement strategies; tested the significant differences in responses when categorized by demographic variables; tested the significant relationship among identified variables; and proposed a School Improvement plan based on the study's findings.

2. Methods

Research Design - This study adopted the descriptive method. Descriptive research is characterized as a type of research that outlines the characteristics of the group of people or phenomenon being examined (Siedlecki, 2020). This paper is descriptive in nature as it outlined the demographic characteristics of respondents, including age, gender, and academic level, and provided an overview of the educational environment and teaching quality within selected secondary vocational schools in China. As emphasized by McCombes (2019), descriptive research aims to thoroughly and accurately depict a specific group of individuals, event, or phenomenon. This method is deemed appropriate when the objective is to identify characteristics, frequencies, trends, and classifications.

Participants of the Study - Participants of this study are mainly students from Henan Provincial Press and Publication School in Henan Province, for the academic year 2023. 100% of the total population of 343 students participated in the study. The selection is mainly focused on those majors with high requirements for the teaching and training room, which will be more convenient to study whether the teaching equipment in the teaching environment can meet the teaching needs and be more targeted. Students of each specialty using the stratified sampling method; this study ensured that all students participating in this study did so voluntarily.

Instruments of the Study - In this study, a four-point Likert scale questionnaire was selected as the primary assessment tool. This rating system, commonly utilized, is intended to gauge respondents' perspectives or sentiments regarding a specific subject or scenario (Taherdoost, 2019). Furthermore, the questionnaire utilized in this study was modified from prior research. Its design encompassed three primary sections: gathering basic information or profiles of students, assessing the teaching environment and teaching quality, and investigating student perspectives.

The initial segment of the questionnaire is intended to gather fundamental details about the students, including their gender, age, and field of specialization. The second part of the questionnaire mainly investigates whether the construction of the school educational environment meets the needs of students. It is further subdivided into four sub-parts, the educational environment: exploring whether the educational atmosphere provided by the school for students meets the development needs of students; teaching facilities: mainly focus on whether the construction of the school infrastructure is perfect; educational resources to understand whether the students' knowledge source is reliable; discipline construction: whether the coverage of professional courses is comprehensive. Each subsection is further divided into five questions. the third section of the questionnaire pertains to evaluating the quality of teaching, specifically focusing on teaching objectives. to understand the teaching objectives of secondary vocational students and their own development plan is clear, teaching content: whether the teaching content can be covered in multiple dimensions; teaching method: whether the method taught by teachers is convenient for students to learn and understand; teaching evaluation: to investigate the students' overall learning situation and the recognition of the school teaching.

The questionnaire underwent a pilot study involving at least 30 students to assess its validity. Subsequently, the researcher employed Cronbach's alpha to evaluate the questionnaire's validity and reliability using the pilot test results. The reliability test results, as shown below, indicated excellent internal consistency of the scales utilized in the questionnaire.

Data Gathering Procedure - The researcher conducted the study with permission from the identified schools. After approval, they were informed of the target respondents and assured them of the confidentiality of the data they will provide. Questionnaires then were distributed to the target respondents. Through online or paper surveys, schools were ensured to have enough time to complete the required data. The collected data were analyzed to understand the educational environment and teaching quality of secondary vocational schools.

Data Analysis - In this study, SPSS 27.0 was employed as the data analysis tool due to its advantages in statistical analysis. Consequently, many scholars favor utilizing SPSS for data analysis. Descriptive analysis methods such as mean calculation, frequency distribution, and percentage distribution statistics were utilized to study the educational environment and teaching quality. Additionally, correlation descriptive analysis was employed to evaluate the relationships between variables in the current study.

Ethical Considerations - Ethical considerations in academic research are paramount for upholding research quality and safeguarding participant rights. Firstly, this paper ensured that all participants comprehended the research's purpose and procedures, obtaining their informed consent. This not only respects their autonomy but also enhances transparency and trust in the study. Secondly, the study upheld the principles of privacy and data confidentiality, prioritizing participant protection. Additionally, fair treatment of participants was ensured, preventing discrimination based on factors such as gender, age, ethnicity, or socioeconomic status. Falsification or manipulation of data was strictly avoided to maintain the credibility of both the academic community and the study itself. Lastly, the research underwent scrutiny and approval by the university's Ethics Review Committee.

3. Results and discussion

Table 1

Summary Table on Education Environment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Teaching Facilities	3.08	Agree	4
2.Educational Resources	3.11	Agree	3
3.Teaching Body	3.21	Agree	1
4.Discipline Construction	3.15	Agree	2
Composite Mean	3.14	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 shows the summary of educational environment, including four aspects: teaching facilities, educational resources, teaching subjects and subject construction. As can be seen from the table, the students are most satisfied with the provision of teachers, with a weighted average of 3.21 points. In terms of educational environment, the average score of students was 3.14, among which teaching facilities and educational resources were below the average level, 3.08 and 3.11, respectively. To prove that the school needs to improve in both areas. All in all, the students agree with the educational environment concerns. The mobility of mathematics and science teachers, and the factors influencing their mobility are explored. The study found that teacher mobility has a greater impact on schools and students, while the determinants of teacher mobility involve many aspects including working environment, educational policy and individual factors (Ingersoll, et. al., 2019).

Table 2

Summary Table on Quality of Teaching

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching Objectives	3.17	Agree	1
2. Teaching Content	3.13	Agree	5
3. Teaching Method	3.16	Agree	2.5
4. Teaching Evaluation	3.16	Agree	2.5
5. Teaching Environment	3.14	Agree	4
Composite Mean	3.15	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 is a summary of teaching quality. In general, students' satisfaction with teaching quality is relatively high, with an average score of 3.15. However, from the summary table. This also suggests some need for

improvement, such as teaching content and teaching environment, which are significantly lower than the average score. So you should focus on these two aspects.

Enhancing teaching content and the learning environment is a crucial step in improving teaching quality and fostering student learning. Tailoring the teaching content to align with students' interests, learning styles, and needs ensures its relevance to their daily lives and educational requirements. Additionally, prioritizing student interests and needs involves leveraging a variety of teaching resources, including textbooks, online materials, instructional videos, and hands-on materials, rich teaching content, provide more diversified learning experience. Regularly update the teaching content, follow up the latest subject development and social changes, ensure the timeliness and foresight of the teaching content, and integrate the knowledge and skills of different disciplines, design interdisciplinary teaching content and activities, to help students better understand and apply knowledge.

School to improve the teaching environment, can create a positive, relaxed, interactive teaching atmosphere, encourage students to independent learning and explore, reasonable layout of the classroom, make it meet the teaching demand, create a comfortable, neat and orderly learning environment, make full use of education technology, such as intelligent classroom equipment, online learning platform, improve teaching efficiency and interactivity, promote the cooperation between students, build team cooperation and collaboration teaching environment. Tailoring learning support and guidance to match the characteristics and needs of students fosters a teaching environment conducive to their development.

In addition, the resources and facilities in the educational environment directly affect the teaching. Quality teaching facilities and resources offer enhanced support for teaching, providing teachers with more opportunities to deliver effective instruction, thus elevating teaching quality. Moreover, the caliber of educators within the educational environment significantly influences teaching quality. Exceptional teachers adeptly guide students in learning and enhance teaching effectiveness. Additionally, education policies and management mechanisms directly impact the standardization and oversight of teaching practices. Rational education policies and management mechanisms serve as crucial guarantees and support systems for teaching, facilitating the enhancement of teaching quality. Brookhart (2019) discussed how to evaluate students' high-order thinking skills in the classroom, such as analysis, creation, evaluation, etc. The authors proposed some effective evaluation methods and strategies to help teachers fully understand students' learning.

Table 3
Relationship Between Education Environment and Quality of Teaching

Teaching Facilities	r-value	p-value	Interpretation
Teaching Objectives	.865**	0.000	Highly Significant
Teaching Content	.870**	0.000	Highly Significant
Teaching Method	.869**	0.000	Highly Significant
Teaching Evaluation	.862**	0.000	Highly Significant
Teaching Environment	.879**		
Educational Resources			
Teaching Objectives	.902**	0.000	Highly Significant
Teaching Content	.906**	0.000	Highly Significant
Teaching Method	.897**	0.000	Highly Significant
Teaching Evaluation	.888**	0.000	Highly Significant
Teaching Environment	.893**		
Teaching Body			
Teaching Objectives	.898**	0.000	Highly Significant
Teaching Content	.898**	0.000	Highly Significant
Teaching Method	.894**	0.000	Highly Significant
Teaching Evaluation	.894**	0.000	Highly Significant
Teaching Environment	.907**		

Discipline Construction				
Teaching Objectives	.929**	0.000		Highly Significant
Teaching Content	.930**	0.000		Highly Significant
Teaching Method	.929**	0.000		Highly Significant
Teaching Evaluation	.918**	0.000		Highly Significant
Teaching Environment			0.000	Highly Significant
		.914**		

Legend: Significant at p -value < 0.01

To enhance the educational environment and elevate teaching quality, schools should focus on the following measures: 1) Strengthen the construction and upkeep of teaching facilities, providing advanced equipment and resources to support high-quality teaching activities; 2) Enhance teacher training to improve their professionalism and teaching competence, fostering a cadre of high-caliber educators to ensure teaching quality and efficacy; 3) Establish a robust teaching management mechanism, devising sensible teaching plans and evaluation systems, intensifying supervision and assessment of teaching processes to uphold standards and effectiveness; 4) Promote an educational ethos of respect, cooperation, and innovation, fostering a positive, inclusive atmosphere that encourages student engagement and creativity; 5) Foster collaboration between home and school, actively involving parents in school education, enhancing interaction and support between the school and the community to jointly elevate educational standards; 6) Address individual student differences by implementing personalized educational strategies to meet diverse learning needs and promote holistic development; 7) Establish effective communication channels among students, parents, and teachers, promptly gathering feedback from all stakeholders, soliciting suggestions for addressing issues, and continuously enhancing the educational environment and teaching quality.

Table 4
School Improvement Plan

Key Result Areas	Objectives	Enhancement Activities	Success indicator	Persons involved
Teaching facilities	To improve the perfection and modernization level of teaching facilities, to provide a good learning environment	1. Transform and upgrade the classroom and laboratory facilities 2. Update the teaching equipment and tools 3. Strengthen the construction of campus safety facilities	1. Classroom facilities complied with national standards and school needs 2. Complete teaching equipment and normal operation provided 3. Campus safety facilities are completed and barrier-free	School administrators, facility managers, and campus security personnel
Educational resources	To improve the richness and quality of educational resources to meet the learning needs of different students	1. Increase the purchase of teaching books and reference materials 2. Provide an online and offline learning resource platform 3. Build a digital teaching resource center	1. The school library has a rich book collection and complete electronic resources 2. Students can easily access to diversified learning resources 3. Perfect construction of digital teaching resource center and high utilization rate	The Academic Affairs Office, library administrators, and information technology personnel
Teaching staff	To improve the quality and professional level of teachers and improve the teaching effect	1. Strengthen the construction of the teaching staff and improve their teaching ability 2. Provide professional Development training and earning opportunities 3. Establish a platform for teacher exchange and cooperation	1. Teachers' teaching ability is improved, and their teaching quality is recognized 2. Teachers' professional development needs are met and their participation is high 3. The mechanism of teacher exchange and cooperation has been established and improved and achieved remarkable results	Education bureau, school leaders, teacher training teachers
Discipline construction	To improve the level of discipline construction and promote discipline Development and teaching innovation	1. Improve the subject curriculum system and teaching syllabus 2. Strengthen the construction of discipline teachers and discipline resources 3. Promote interdisciplinary integration and interdisciplinary teaching	1. The subject course is rich in content and strong in frontier 2. Subject teachers have high professional quality and excellent teaching level 3. interdisciplinary integration and interdisciplinary teaching mode innovation	School administrators, academic Affairs Office, head teacher, students
Instructional objectives	Establish clear teaching objectives and guide students to develop in an all-	1. Set school and class teaching objectives 2. Conduct regular objective evaluation and	1. The school and class have clear teaching objectives and quantifiable achievement 2 Student objective evaluation and feedback	School administrators, academic Affairs Office,

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	round way	feedback to students 3. Follow up and analyze the achievement of teaching objectives	is timely and effective 3. Tracking and analyzing the achievement of teaching objectives	head teacher, students
Content of courses	Update the teaching content, in line with the needs of the times and students' interests	Regularly evaluate the timeliness and effectiveness of the teaching content Adjust the textbook and course content according to the actual situation 3. Promote interdisciplinary and comprehensive quality-oriented education	1. The teaching content is adapted to the development of The Times and is in line with the educational plan 2. Students are highly interested in and highly receptive to the teaching content 3. Interdisciplinary and comprehensive quality-oriented education was promoted	Subject teachers, curriculum developers, and education experts
Teaching method	Promote the advanced teaching methods and improve the teaching effect	1. Promote teaching methods such as project-based learning and inquiry-based learning 2. Formulate the teaching activity plan and the classroom teaching design 3. Strengthen the training and communication of teachers' teaching methods	1. Innovative teaching methods and significant improvement of students' learning effect applied 2. Teachers have flexible use of teaching methods and rich and colorful classroom teaching activities 3. High participation in teachers' teaching method training and communication enjoined	Education bureau, school leaders, teacher training teachers
Teaching evaluation	Establish a scientific teaching evaluation system to promote the continuous improvement of teaching	1. Design a comprehensive teaching evaluation index and evaluation tools 2. Carry out regular teaching evaluation activities and classroom observation 3. Analyze and give feedback on the teaching evaluation results	The teaching evaluation system is perfect, covering all aspects of teaching quality. Targeted analysis of teaching evaluation results implemented improvement measures	Education Bureau, school leaders, Academic Affairs Office, teacher team
Teaching promotion	Constantly improve the quality of teaching, and promote students' all-round development	1. Establish a mechanism for learning sharing and cooperation, and promote education and teaching reform 2. Strengthen international exchanges and cooperation, and introduce high-quality educational resources 3. Carry out high-quality courses and characteristic teaching activities	1. Remarkable results have been made in school education and teaching reform 2. International exchanges and cooperation are carried out extensively, and the influence school education is enhanced. 3. High-quality courses and Characteristic teaching activities are rich and colorful	School administrators, academic Affairs Office, head teacher, students

4. Conclusions and recommendations

Students represent various majors, with graphic design majors being among the participants surveyed. In terms of the teaching environment, most student respondents expressed agreement with the efforts of the current teaching staff. Their positive attitude to school teachers, encourage students to participate in skills competition and cultural activities, promote all-round development, emphasize the personalized development of students, but the attention of the school teaching facilities construction and update is relatively low, respondents also claimed the school subject system and curriculum, in regular updating and optimization are not good enough, cannot combine theory with practice. In terms of teaching quality, most of the students respondents think schools in the setting of teaching objectives do relatively good, the most attention is to cultivate students' practical ability and comprehensive quality, and relatively weak in terms of teaching content, mainly manifested in the teaching content of practical and prospective, content can not combine theory and practice effectively. There exists a strong correlation between the teaching environment and the quality of education, indicating a significant relationship. This implies that a higher-quality educational environment corresponds to better teaching quality. A school improvement plan aimed at enhancing the management of teaching facilities and facilitating the seamless integration of teaching methods to enhance teaching efficiency and improve teaching quality is proposed.

School administrators and education departments may: Increase the investment in the teaching environment and teaching quality, and optimize the campus infrastructure and teaching equipment. Formulate relevant policies to promote the improvement of teaching management and teaching quality, and ensure the fair distribution and utilization of educational resources. Implement a teacher training mechanism to enhance teachers' teaching skills,

providing guidance and supervision to bolster the quality of school teaching. Clear teaching facilities development plans and long-term goals may be formulated to ensure the rational use of resources and the direction of long-term development. Moreover, considering funding sources, schools can receive more funding and resources from education departments, government agencies, businesses and charitable organizations to improve and build teaching facilities.

When allocating resources, priority may be given to the equipment needed by students and pay attention to the order of resources. Secondly, teaching facilities and educational resources may be updated according to social needs, and modern teaching equipment and technologies in order to enhance teaching effectiveness and students' learning experiences, continuously assess and refine maintenance and update plans, adjusting maintenance frequency and prioritizing updates accordingly. School Education Department may: Determine the teaching objectives and standards of various disciplines, clear students should master the knowledge, skills and ability, on this basis, curriculum design, curriculum should integrate the correlation between disciplines, to promote the development of interdisciplinary learning and comprehensive ability, in the process of teaching should emphasize practice teaching, including experiment, practice, practice training, project and others. In order to improve students' practical ability and problem-solving ability, strengthen semester cooperation, establish cooperative relations with enterprises and scientific research institutions, provide practical foundation and internship opportunities, let students learn in practice, and apply theoretical knowledge to practical problems to solve it.

In the teaching process, teachers may design incentive mechanisms to encourage students to actively participate in practical teaching and extracurricular activities, and cultivate students' innovative spirit and teamwork ability. In terms of improving the level of information technology, schools, educational institutions or educational departments may organize special training courses or seminars to help teachers master the basic knowledge and operational skills of modern teaching technology. These training courses include the use of educational software, multimedia teaching, online course design, and others and set up a special technical support team, timely to provide technical support and consulting services. This can help teachers to solve problems in time when using teaching skills and improve their ability to use teaching skills.

School Human Resources Management Department may organize a strong team of teachers plays a vital role in improving the quality of teaching, promoting the all-round development of students, creating a good learning atmosphere, and improving the overall education level of the school. Schools may attach importance to the recruitment, training and incentive mechanism of teachers, and constantly improve the overall quality and educational level of teachers, so as to achieve the educational goals and improve the learning effect of students. Teacher may Engage proactively in professional training to enhance teaching proficiency and professional standards. Continuously refresh teaching methods and content, prioritize students' learning requirements, and foster their comprehensive development. Enhance teaching effectiveness and quality by leveraging modern teaching equipment and educational technology. Discipline construction maybe employed to improve the quality of education, promote the development of disciplines, cultivate excellent talents, improve social competitiveness, and promote interdisciplinary cooperation and innovation. Therefore, educational administrative departments and educational institutions at all levels may attach importance to discipline construction, strengthen the support and investment in all disciplines, promote discipline construction, and achieve better results. Teachers may maintain a learning attitude, constantly understand the latest theoretical and practical development, update their knowledge and skills through training, seminars and academic conferences, actively participate in teaching research, explore new teaching methods and strategies, find out the problems of teaching content, and find solutions. Teachers may combine their own practical experience with educational theory, summarize the practical experience, reflect on the effectiveness of teaching methods, and constantly optimize the teaching content and teaching process. Enhance research on diverse teaching methods to cultivate students' practical skills and innovative thinking and improve teachers' proficiency in modern teaching technology through training and focus on students' individualized development to meet diverse learning needs.

During teaching, educators may continuously reflect on and refine their methods, summarize teaching

experiences, evaluate the strengths and weaknesses of teaching approaches, adjust strategies promptly, and enhance teaching flexibility and adaptability. Teachers may clearly define the learning objectives and evaluation criteria to ensure that the evaluation criteria are clear, operable and measurable. Various evaluation methods may be used, such as exams, homework, project, oral defense, performance evaluation, etc., to conduct a comprehensive investigation on students' knowledge, ability and performance to ensure the scientificity and objectivity of the evaluation. In order to actively listen to the opinions and suggestions of students and other relevant personnel, teachers may establish open communication channels, encourage students and other relevant personnel to give opinions and suggestions, and provide them with various feedback and communication methods, such as face-to-face communication, written feedback, online questionnaires, and others. Students may: Engage actively in classroom activities, participate enthusiastically in learning, and enhance interest and motivation for learning. Pay attention to personal learning situation, actively communicate with teachers, and timely give feedback on learning needs and confusion. All sectors of society may: Strengthen the support and investment in education, and provide more educational resources and support for schools. Actively participate in educational reform and teaching quality improvement, provide professional opinions and suggestions, and promote the development of education. Pay attention to educational equity, promote the balanced distribution of educational resources, and ensure that every student can enjoy high-quality educational resources and teaching environment.

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