

# Investigation and Research on the Quality of Teaching Support Activities in Rural Primary Education from the Perspective of Teachers' Perception

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**Abstract:** *This paper discusses the activities of supporting education in rural primary schools under the background of poverty alleviation education, and evaluates and analyzes the learning results. We need to get the content of the perspective of supporting teachers' development, strengthen poverty alleviation support, do a good job in teacher growth, long-term mutual assistance between teachers and recipients, and start from these countermeasures to realize the innovation of teaching management and create its foundation for follow-up sustainable development.*

**Keywords:** *Perceptual perspective; Primary education; Activity management*

## 1. Introduction

Poverty alleviation through education is a new way to improve the relatively backward areas and do a good job in the adjustment and utilization of educational resources, so as to improve the literacy of the subsequent population. In order to strengthen the teaching quality of education support activities in rural primary schools under the background of poverty alleviation through education, this paper evaluates it from the perspective of teachers' support for education, so as to provide a new opportunity for the sustainable development of poverty alleviation in education[1].

## 2. Research methods and results

### 2.1. Research methods

In order to solve the existing problems in the supporting education environment, study the factors affecting the quality of supporting teaching activities, and finally achieve the purpose of improving the supporting teaching environment and enhancing the willingness of teachers to support teaching, from December 2022 to January 2023, through the new situation questionnaire, educational research activities were carried out in six districts and two counties within the scope of X city. This study relies on the "questionnaire on the quality of Teaching support activities in Rural Primary Education". It mainly evaluates the quality of teaching activities from six dimensions: the investigation and training before supporting education, the evaluation of professional ability of supporting teaching, the sense of pressure of supporting teachers in the process of supporting teaching, the degree of cooperation of all parties in the process of supporting teaching, the process of supporting teaching and the reflection at the end of supporting teaching. Using Likert's five-point scale, the state and degree reflected by various factors increased with the increase of the score. After summing up the scores of each investigator in six dimensions, the individual score of the quality evaluation of supporting education activities was obtained. The final corresponding conclusions are drawn by means of descriptive statistical analysis, reliability and validity analysis and multiple regression analysis.

### 2.2. Research results

A total of 102 questionnaires were collected in this study, and the final results of descriptive statistical analysis of the samples are shown in Table 1 below. Among them, at the gender level, 31.37% of the respondents are men and 68.63% are women, which is in line with the distribution characteristics of male and female teachers in China, that is, there are more female practitioners in the teacher group; At the age level, the samples are concentrated in the groups aged 26 and below and 27-35, accounting

for 36.27% and 51.96% respectively, indicating that the teaching group is generally a young teacher group; From the distribution of academic qualifications, the samples are concentrated in undergraduate, master's and above groups, accounting for 42.16% and 53.92% respectively, indicating that the interviewed teaching teachers have higher academic qualifications; At the level of teaching experience, the teaching experience of the interviewed groups is less than 2 years, accounting for more than 50%, which shows that the groups who have just entered the teaching team are keen on teaching activities, which is linked to the distribution of teachers' professional titles; At the level of post nature, the proportion of private primary school teachers and public primary school teachers is basically equal, both of which are around 50%.

Table 1: Statistics of Sample Characteristics.

Demographic characteristics		Percentage	Number of people
Gender	Man	31.37%	32
	Woman	68.63%	70
Age	26 years old and under	36.27%	37
	27-35 years old	51.96%	53
	36-50 years old	9.8%	10
	Over 50 years old	1.96%	2
	Graduated from high school (including technical secondary school)	1.96%	2
Academic degree	Universities and colleges	1.96%	2
	Undergraduate course	42.16%	43
	Master degree or above	53.92%	55
Length of service as a teacher	Within 2 years	55.88%	57
	2-5 years	22.55%	23
	5 to 10 years	16.67%	17
	10 years and above	4.9%	5
Teachers titles	Full and senior teacher	2.94%	3
	A senior teacher	2.94%	3
	First-class teacher	15.69%	16
	Secondary teacher	28.43%	29
	Third-level teacher	50%	51
Post nature	Private primary school teachers	49.02%	50
	Public primary school teachers	50.98%	52

### 2.2.1. Reliability test

In this study, SPSS was used to test the reliability of 19 items corresponding to six dimensions: investigation and training before teaching, evaluation of professional ability of teaching, pressure of teaching staff, cooperation of all parties during teaching, implementation of teaching, and reflection at the end of teaching. The test results show that Cronbach  $\alpha$  coefficient of reliability is 0.713, which is greater than 0.7 as shown in Table 2, thus indicating that the reliability quality of research data is very good, and follow-up research can be carried out[2-3].

Table 2: Reliability Test Results

Ask questions	Alpha coefficient with deleted items	Cronbach $\alpha$ coefficient
I think the policies related to supporting education promulgated by the state have been implemented to a higher degree.	0.690	0.713
I think my place can respond to the national education policy in time.	0.713	
I think the policy of supporting education issued by the national education department meets the actual needs of modernization.	0.687	
I think the pre-teaching training set up by schools and education departments is rich in content.	0.690	
I think the pre-teaching training set up by schools and education departments meets the actual needs.	0.695	
I think it is necessary to carry out research and training before teaching.	0.689	

Ask questions	Alpha coefficient with deleted items	Cronbach $\alpha$ coefficient
I think individuals have better professional ability to teach.	0.703	
I think the teaching teachers around me have good teaching professional ability.	0.706	
Schools and education departments can identify teachers' professional ability of teaching.	0.724	
I think there is great personal pressure in the process of teaching.	0.709	
I think in the process of teaching, teachers and colleagues around me are under great pressure.	0.701	
Schools and education departments regularly provide psychological counseling to teaching staff, and have achieved certain results.	0.703	
I think personal difficulties in teaching can be supported accordingly.	0.705	
I think the workflow involved in the teaching process is more convenient.	0.689	
In my opinion, in the process of teaching, we seldom encounter the situation of mutual shirking between departments.	0.727	
Individuals will review and summarize the work after teaching.	0.706	
Individuals will feedback their feelings and experiences to schools or education departments after teaching.	0.683	
The school or education department will hold a concluding meeting after the end of teaching.	0.692	

### 2.2.2. Validity test

First of all, Bartlett sphericity test and KMO measurement are carried out on each scale. In general, the KMO coefficient of validity test ranges from 0 to 1. If KMO coefficient is greater than 0.8, the questionnaire has good structural validity, and the significance of Bartlett sphericity test is less than 0.05, which also shows that the questionnaire has good structural validity. The KMO test value and Bartlett sphericity test value are calculated by SPSS, and the results are shown in Table 3:

*Table 3: KMO and bartlett Test*

KMO and bartlett test		
KMO sampling suitability quantity		0.927
Bartlett sphericity test	Approximate chi-square	1449.663
	Freedom	328
	Significance	0

From the results of exploratory factor analysis shown in Table 3, it can be seen that the value range of KMO test coefficient is 0-1, and the closer it is to 1, the better the validity of the questionnaire. The KMO test value of this research questionnaire is 0.927, which is greater than 0.8, and it passes the significance test, so the KMO test value is required. At the same time, the observation value of Bartlett spherical test is 1449.663, and the significance of the test is infinitely close to zero, which rejects the original hypothesis, indicating that the correlation coefficient is significant at the level of 1%, the Bartlett spherical test is significant, and the questionnaire is valid[4-6].

### 2.2.3. Regression analysis

Taking the individual scores of the investigators' evaluation of the quality of supporting education activities as dependent variables and each dimensional index as independent variables, the results of multiple regression analysis in Table 4 below are obtained. Other indicators have a positive impact on the interviewees' quality scores of supporting education activities. Among them, the investigation and training before supporting education, the evaluation of professional ability of supporting teaching and the reflection at the end of supporting teaching are the main factors that affect the individual total score of the quality evaluation of dependent variable supporting teaching activities, and its independent variable shows a significant effect at the level of 1%.

*Table 4: Multiple Regression Analysis Results*

Dimension	Non-standardized coefficient		Standardization coefficient	T	Significance
	B	Standard error	Beta		
Constant	12.660***	1.084		30.126	0.000
Status of the implementation process of supporting education policy	1.101	1.417	0.093	0.242	0.809
Research and training before teaching	9.239***	1.143	0.245	3.276	0.002
Evaluation of teaching professional ability	11.336***	2.984	0.392	1.786	0.000
The pressure of the teaching staff in the process of teaching.	-3.624**	0.864	0.122	-2.394	0.023
The cooperation degree of all parties in the process of teaching	0.887	0.025	0.026	1.032	0.239
Reflection on the situation at the end of teaching	3.103***	2.169	0.114	3.611	0.000

### 3. Result analysis

#### 3.1. *Quality of supporting education activities*

The reaction process determined in this study analyzes the factors of teaching support, and evaluates them according to the pressure, cooperation, progress, summary and reflection satisfaction of teachers in the process of teaching support. Through regression analysis among the options, we can see that in terms of matching degree, some teachers say that there is a lot of pressure.

#### 3.2. *Evaluation of the Comprehensive effect of supporting Education activities*

On the whole, the quality of this education poverty alleviation and education support activity is relatively high, with an average score of 258.23 in various factors, and the satisfaction rate of individual factors is more than 80%. In terms of proportion structure, it shows that poverty alleviation through education has indeed improved the educational work in the region, as well as the adjustment of educational support and its content[7-8].

From the situation of preparatory work for teaching, the current situation of teaching is good. In terms of data display, the organization of teaching activities needs to conduct relevant training in advance. According to the training work and the implementation of the project, based on the data of teaching activities, only 10% of them have been trained and managed in teaching activities, while 17% have not been trained and managed, which shows that many teaching parties have not paid enough attention to the situation of teaching areas and the preliminary activities. The preparatory work is not solid enough, and there is also a lack of comprehensive understanding of teaching activities.

The self-recognition of teaching teachers. The self-confidence and self-recognition of teaching support teachers have reached 100%, indicating that the education level of teaching support teachers and the understanding of their units are relatively high. However, due to the high expectations of teachers or teaching units, it also affects the development of follow-up teaching activities. From the current situation of supporting education activities and its project implementation, it is easy to cause some difficulties. In the process of changing the project of supporting teaching activities, the invisible psychological pressure among supporting teachers is greater, which has a great impact on young teachers.

The plan for supporting education activities has been carried out smoothly. In the implementation of the plan to support education activities, it is considered that the overall activity process is smooth or relatively smooth as high as 100%, which to a certain extent reflects the quality and effect of the

current education support activities.

In the process of supporting education, the sense of pressure of the supporting side is the main factor that negatively affects the individual total score of the quality evaluation of teaching activities with dependent variables. According to the empirical regression results, it is found that the coefficient of stress dimension of supporting teachers in the process of supporting education is negative, and shows a negative significant effect at the level of 5% significance, indicating that the pressure at work is the main source of the deterioration of the working quality of supporting teachers. Solving teachers' stress and other problems from the aspects of psychological counseling is also the core of the work of educational departments and schools to improve the quality of teaching activities.

#### **4. Conclusions**

##### ***4.1. Project Quality Assurance and Teaching Staff Construction***

First, teachers with rich experience, excellent political literacy and strong professional ability should be selected to undertake teaching tasks, and be able to evaluate the contents of teaching activities and carry out the development of personal literacy in the process of teaching management.

Second, it can adjust the pressure in the process of supporting education. Among the supporting teachers, the teachers with older teaching years and high professional titles account for a large proportion. However, there are fewer novice teachers, and novice teachers are under greater pressure. This method reduces the opportunities for novice teachers to exercise and grow, which is not conducive to the construction of the current comprehensive team of primary school teachers. Therefore, it is necessary to systematically evaluate the teaching process and project quality, and optimize the teachers' ability at the same time.

Third, while selecting and sending excellent teachers, we should pursue the quality of supporting education projects and the simultaneous construction of teaching staff, so as to give consideration to both aspects, which is also the center for the quality assurance of supporting teaching projects and the synchronous construction of teaching staff.

##### ***4.2. The actual connection between the activities of supporting education and the recipient***

On the one hand, the government should increase its support for education programs. In the process of supporting education activities, evaluation is made from the aspects of policy replenishment, education poverty alleviation planning, public opinion guidance and funds allocation, so as to realize the optimization of monitoring and process management. Guide teachers to carry out development, so that the current poverty alleviation and education support activities towards a positive development situation.

On the other hand, the activists of supporting education projects should strengthen their research. In the construction of work objectives, we should also train and train new teachers through teaching activities to promote the development of education in our country[9-10].

##### ***4.3. The interaction between the supporting party and the educated side***

After the end of the teaching support project, the teaching support and the educated can actively carry out regular exchanges of online tracking services with the help of modern teaching means, so as to realize the understanding of each other's situation and needs. And return visits and records at any time, do a good job of continuous attention, practical protection in resources, so as to deepen the innovation of educational management, expand the situation of collaborative development, and complete the integration of follow-up education and teaching content.

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