

Study on Education Quality Improvement based on the Participation and Cognition of Primary and Secondary School Students in Community Education under the “People Oriented” Concept

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Abstract: The concept of “people-oriented” is one of the core concepts of modern education. Education reform should be carried out based on students’ needs and reflect humanistic care. In this regard, this paper analyzes the participation and cognition of primary and secondary school students and their parents in community education, to understand the new needs of primary and secondary school students’ comprehensive quality improvement education. The survey results show that primary and secondary school students and their parents strongly support student-centered community education, such as community companion learning organized by college students, and hope that future education in and out of class will pay attention to the cultivation of comprehensive qualities. The ideal optimization measures would be helping parents establish a correct cognition of education, improving the home-school-community co-education mechanism, and promoting the “four cooperation” teaching strategy.

Keywords: People-oriented; Community education; Primary and secondary school students; Comprehensive quality education

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1. People-oriented education concept

“People-oriented” is the promise, foundation, direction, and soul of education ^[1]. It focuses on starting from the perspective of individuals, considering how to prioritize their all-around development in the educational process, and preparing talents to meet societal needs. This concept, deeply rooted in the tradition of humanism, is a core tenet of modern education originating from the West. Key propositions of modern humanistic pedagogy include “human-centered” “emphasizing the development and enhancement of human potential” and “prioritizing the dichotomy of body and mind” ^[2].

Humanistic care in education is evident in Confucian principles such as “teaching according to students’ aptitude” and “teaching without class distinctions”. The “humanistic spirit” in both Chinese and foreign

educational philosophies emphasizes being people-oriented, appreciating human value, and respecting human dignity. The fundamental purpose of education is to promote human growth and development ^[3].

Humanistic psychology, developed by Carl Rogers, Abraham Maslow, and others, focuses on the positive aspects of the human experience, emphasizing self-actualization and personal growth ^[4]. Modern pedagogy widely accepts the concept of people-oriented education, focusing on students as active participants and advocating for “learning by doing.”^[5] China’s Outline of the National Medium- and Long-Term Plan for Educational Reform and Development (2010–2020) clearly states the need for people-oriented education, promoting quality-oriented education and the all-round development of students. In the compulsory education phase, measures such as reducing workload and implementing personalized teaching are adopted to implement this concept. The core value orientation of educational humanization should be people-oriented, which better practices the humanization of education ^[6].

The people-oriented concept advocates the all-round development of morality, intelligence, physical fitness, beauty, and labor practice. It not only emphasizes the imparting of knowledge and skills but also the guidance of emotional attitudes and values and the cultivation of good morals and social responsibility ^[7]. Community education serves as a supplementary form of education that aligns with this concept. In community learning, recognizing students’ emotions leads to satisfaction and self-confidence, thereby stimulating their enthusiasm and persistence in learning ^[8]. Comprehensive quality education activities within community companion learning promote individualized development among students. This paper examines the participation and perception of primary and secondary school students and their parents in community education. It discusses the current situation and challenges and proposes educational countermeasures, with “people-oriented” as the guiding principle.

2. Analysis of the participation and cognition of primary and secondary school students in community education

The concept of people-oriented education emphasizes the healthy development of students, respecting students’ character and interests, and promoting their all-round development. People-oriented community education for primary and middle school students can not only improve the students’ sense of participation in community education but also foster interest and a sense of achievement ^[9].

2.1. Introduction to the basic information of the survey

A total of 378 questionnaires were sent out in this survey, and 330 were effectively recovered, accounting for 87.3% of the total. The respondents were distributed as follows: 48 under the age of 10, 109 aged 11 to 13, 107 aged 14 to 16, and 66 aged 17 to 19. The number of students from each age group was evenly distributed among the 330 respondents.

Of these 330 respondents, 323 were from downtown Ningbo, while the remaining 7 were from Xiangshan County and other surrounding areas of Ningbo. The distribution of respondents was similar across all regions of Ningbo.

2.2. Investigations

2.2.1. Extra-curricular learning of contemporary primary and secondary school students

According to the questionnaire data, 22.12% of the respondents study more than 4 hours after class every day, 40.91% study 2 to 4 hours, 28.48% study 1 to 2 hours, and only 8.48% study less than 1 hour after class.

It can be seen that most primary and secondary school students spend more than 2 hours on after-school

study every day. Therefore, the education of primary and secondary school students should pay attention to their needs and help them use their time for all-round development.

2.2.2. Participation of primary and secondary school students in comprehensive quality education activities inside and outside of school

According to the survey, as many as 72.73% of the surveyed students expressed their willingness to participate in comprehensive quality education activities both inside and outside the school. Additionally, 88.79% of students who participated in these educational activities received support from their parents. Most respondents had participated in art classes (43.07%), followed by language classes (21.91%) and sports classes (23.43%).

These findings indicate that students currently show a strong interest in comprehensive quality education activities, with art activities having the highest participation rate. According to the people-oriented education concept of the new era, educators should respect students' preferences and integrate more daily lessons with comprehensive quality improvement activities.

2.2.3. Primary and secondary school students' understanding of community comprehensive quality education activities

The community has become an important venue for comprehensive quality education for primary and secondary school students. People generally expect communities to offer educational activities in areas such as culture and art, sports and fitness, and social practice ^[10]. Among the comprehensive quality education courses provided in the community, learning skills courses were favored by 40.25% of primary and middle school students, followed by health courses (29.45%) and social courses (28.81%). This indicates that students are particularly interested in courses that enhance their personal qualities.

College students have emerged as new candidates for community education teachers. Their innovative thinking and professional knowledge align with the people-oriented education concept. According to the survey, when it comes to locations for participating in diversified community education led by college students, 42.56% of surveyed students preferred primary and secondary schools, 31.55% wanted to go to universities, and 24.70% chose communities. This suggests that with college students' involvement, community education can break conventional boundaries and offer diverse educational content and formats.

3. Analysis of parents' participation and cognition in community education of primary and secondary school students

3.1. Basic information of the survey

In Ningbo City, 27 parents of primary and secondary school students were interviewed and completed questionnaires regarding their participation in community education. Among the respondents, 85.19% indicated that their children were studying in primary schools, while 14.81% stated that their children were studying in secondary schools.

3.2. Analysis of the survey

(1) Question 1: Have your children participated in comprehensive quality education courses? Which type of courses are most common, and what is the frequency?

Our results revealed that 88.88% of surveyed parents have participated in comprehensive quality improvement courses. Among them, 54.09% chose art courses, 37.51% opted for language courses, and 8.40% preferred physical education courses. The majority of parents believe that participating in comprehensive

quality improvement education activities once or twice a week is more reasonable.

Therefore, it is clear that the trend of children participating in comprehensive quality improvement education courses is widespread. Both parents and teenagers show a preference for art courses.

(2) Question 2: Do you think the comprehensive quality education activities in the community help improve children's comprehensive quality?

According to the questionnaire responses, 33.33% of parents believe that community education activities are beneficial for enhancing children's comprehensive quality, while 40.74% consider them to be average, and 23.95% hold a negative attitude.

The interview results indicate that the majority of parents view community education activities as having a positive impact on enhancing their children's comprehensive quality. However, there are still some parents who adopt a wait-and-see approach or express distrust towards these activities.

(3) Question 3: Will you let your child participate in joint education activities between colleges and the community?

According to the questionnaire, 88.88% of parents are willing to take their children to participate in joint education activities.

Among the parents who expressed willingness to participate in educational activities, the main reasons for supporting community education are the reorganization of educational resources and trust in the educational quality provided by colleges and communities during their spare time. Conversely, factors such as time constraints and concerns about the teaching abilities of college students are the primary reasons for parents' reluctance to accept community education activities.

(4) What community comprehensive quality education do you prefer?

Sports activities received the most support from parents, accounting for 77.78%; culture and art and social welfare were also popular, with 66.67% and 62.96% support rates, respectively.

The interview findings indicate that most parents believe that rich and diversified community education activities should be conducted after class to relieve children's pressure, enhance their skills, and improve their comprehensive quality simultaneously.

3.3. Summary of results

The survey results reveal that the feedback from parents regarding comprehensive quality improvement education activities is largely consistent with that of primary and secondary school students. However, there are still parents who maintain a negative attitude towards community activities. Community education, rooted in grassroots communities, serves ordinary residents^[11]. Building upon this foundation, communities in the new era have evolved into juvenile education service network systems that integrate schools, homes, and communities. They serve as resource communities where all residents can engage in learning^[12].

4. Strategies and recommendations for achieving people-oriented comprehensive quality enhancement

To enhance the comprehensive quality education of primary and secondary school students, efforts should focus on improving parental perspectives, fostering collaboration among home, school, and community, refining teaching methods, and strengthening both extracurricular and classroom educational approaches.

4.1. Instilling correct educational concepts among parents

Ensuring a comprehensive quality education for students requires effectively engaging parents. The research

presented in this paper reveals that some parents still adhere to the “exam-oriented education” mindset, prioritizing academic scores over holistic development. Consequently, they hold a negative outlook on community-based comprehensive quality improvement courses. Without guiding parents to adopt the right educational mindset, implementing the comprehensive quality cultivation activities desired by students will be challenging.

To address this, education must prioritize students’ needs, providing them with meaningful learning experiences. Schools play a crucial role in this process by organizing class meetings and parent-teacher conferences to raise awareness and correct parents’ misconceptions about learning. By helping parents develop a more accurate understanding of education, schools can lay the groundwork for facilitating students’ multidimensional growth.

4.2. Improving the home-school-community co-education mechanism

Building upon researcher Men’s framework, fostering effective home-school-community collaboration necessitates innovative practices and shared responsibilities ^[13]. Under the “people-oriented” education mode, it is imperative to build a new home-school-community cooperation mechanism, formulate a unique plan for each child, and carry out comprehensive education in different directions.

With full parental support, leveraging Internet technology can enhance connectivity among home, school, and community, enabling “three real-time” functions: real-time information sharing, real-time policy updates, and real-time learning. Through this interconnectedness, students can access extracurricular quality training both at home and in the community, ultimately advancing the constructive goal of diversified and holistic student development.

4.3. Promoting the “four cooperation” education system

Currently, despite numerous advancements in China’s education sector, the influence of exam-oriented education persists, leading to a predominantly traditional classroom teaching mode. However, according to the questionnaire data in this paper, the majority of primary and secondary school students in Ningbo City endorse and appreciate the comprehensive quality cultivation curriculum, showing particular interest in learning skills, health, and social courses.

To address this, adjustments can be made to teachers’ teaching strategies. Regional teacher strategy seminars and learning meetings can be organized to facilitate the design of new classroom activities and the exploration of efficient learning methods. These initiatives aim to help students enhance their comprehensive qualities such as art, skills, health, and communication alongside knowledge acquisition. For instance, teaching groups comprising college students can conduct collective seminars for primary and secondary school communities, organized by colleges, schools, or districts. Through “four-party” collaborative efforts, teaching activities tailored to meet the comprehensive quality cultivation needs of primary and secondary school students can be implemented, thereby better aligning with the principles of people-oriented education ^[14].

5. Conclusion

Education is inherently about nurturing individuals, and the work of education revolves around people ^[15]. Under the principle of “people-oriented”, community education emerges as a novel approach to enhancing the comprehensive quality of primary and secondary school students. While comprehensive quality education, exemplified by community education, has garnered support and affirmation to some extent, doubts still exist. To address these concerns, a multifaceted approach is necessary. Implementing multi-level collaborative education

efforts can help realize a modern education system imbued with humanistic care, which ultimately benefits the growth of primary and secondary school students.

Disclosure statement

The authors declare no conflict of interest.

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