
The Influence of Individual Differences of Teachers and Educational Policies on the Teaching Quality of Primary School Chinese: An Empirical Study in Chengdu

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Abstract: *This study aims to explore the impact of individual differences among teachers and educational policies on the quality of Chinese language teaching in primary schools. Through a questionnaire survey conducted in 10 primary schools in Chengdu, 400 valid responses were collected and processed using statistical analysis methods. The findings indicate that both individual differences among teachers and educational policies significantly influence the quality of Chinese language teaching in primary schools. Individual factors such as teaching experience, educational background, and teaching style have a direct impact on teaching quality, while the implementation of educational policies indirectly affects teaching quality by influencing teachers' teaching behaviors and school resource allocation. This paper proposes corresponding improvement suggestions to provide theoretical support and practical references for enhancing the quality of Chinese language teaching in primary schools.*

Keywords: *Elementary Chinese language teaching; teaching quality; individual differences of teachers; educational policy; empirical research*

1. Introduction

In the current wave of educational reform, enhancing the quality of primary school Chinese language teaching has become a key issue in basic education reform. As a foundational subject, primary school Chinese plays a vital role in developing students' language skills, cognitive abilities, and cultural literacy. Teachers, as the core participants and guides in educational activities, their individual differences significantly impact teaching quality. Various aspects of teachers, including their teaching experience, educational background, teaching style, professional knowledge, and teaching attitude, influence teaching effectiveness and students' learning experiences to varying degrees. For instance, experienced teachers can more accurately grasp the teaching content and flexibly apply diverse teaching methods, effectively stimulating students' interest and enthusiasm for learning, thereby promoting their all-round development (Chen, 2024). Teachers with a deep educational

background and professional knowledge can provide students with richer and deeper learning resources and guidance, helping them build a more solid knowledge system. Meanwhile, the formulation and implementation of educational policies play an indispensable role in improving teaching quality. These policies not only provide macro-level guidance for teaching activities but also offer strong resource support and institutional guarantees through specific measures such as resource allocation, teacher training, and curriculum design. Effective educational policies can guide teachers to continuously update their educational philosophies and explore innovative teaching methods. They also help schools improve the teaching environment and optimize the allocation of teaching resources, thereby creating better educational conditions for students (Wang & Li, 2024). However, in actual educational practice, the effectiveness of educational policies is often constrained by various factors, such as teachers' understanding of the policies, schools' implementation capabilities, and the alignment between policies and actual conditions. These factors can all impact the role of educational policies in enhancing teaching quality. Given the significant influence of individual teacher differences and educational policies on the quality of primary school Chinese language teaching, this study focuses on primary schools in Chengdu City. Through systematic empirical research methods, it explores the mechanisms by which these two factors affect the quality of primary school Chinese language teaching. The study aims to reveal the specific ways in which individual teacher differences and educational policies influence primary school Chinese language teaching, as well as the potential interactions between them. By collecting and analyzing a large amount of teaching data and teacher feedback from multiple primary schools in Chengdu City, this study seeks to provide targeted and actionable suggestions for educational practice and to offer scientific evidence for the formulation and optimization of educational policies. This is aimed at further improving the quality of primary school Chinese language teaching in the context of educational reform, promoting the all-round development of students, and achieving educational equity.

2. Research background and problem proposal

In the field of education, individual differences among teachers are a key factor influencing teaching quality. These differences encompass various aspects, including teaching experience, educational background, teaching style, professional knowledge, teaching methods, and the ability to use educational technology. Experienced teachers excel in classroom management, designing teaching activities, and stimulating students' interest in learning. They can effectively organize teaching activities and manage various classroom situations with their rich teaching experience, creating a relaxed and enjoyable learning environment for students (Chen, 2024). Moreover, experienced teachers can tailor their teaching methods to meet the diverse characteristics and needs of students, helping them better understand and master knowledge, thereby enhancing teaching effectiveness. Educational background is also a

significant component of individual teacher differences. Teachers with higher academic qualifications and professional backgrounds often possess more solid subject knowledge and advanced educational philosophies. They can integrate cutting-edge subject knowledge into their teaching content, broaden students' horizons, and foster innovative and critical thinking skills. A strong educational background also provides teachers with more opportunities for learning and research, enabling them to continuously update their teaching methods and techniques to meet the evolving demands of education. Teaching style is another crucial aspect of individual teacher differences. Different teachers have distinct teaching styles. Some focus on heuristic teaching, using questions and guidance to stimulate students' initiative in thinking and exploration. Others prefer lecture-based teaching, helping students master knowledge and skills through systematic explanations and demonstrations. Each teaching style has its strengths and is suitable for different scenarios. The key lies in the teacher's ability to select an appropriate teaching style based on the content and characteristics of the students, aiming to achieve the best teaching outcomes. Educational policies also significantly impact teaching quality. These policies provide macro-level guidance and support for improving teaching quality by standardizing teaching practices, allocating resources, and setting standards. For instance, quality education policies emphasize the development of students' comprehensive qualities, encouraging teachers to focus more on developing students' abilities rather than just imparting knowledge. Additionally, educational policies enhance teaching quality through increased investment, improved facilities, and enhanced teacher training. However, implementing these policies presents challenges. Some teachers may misunderstand the policies, leading to a failure to accurately apply them in practice. For example, some teachers lack a deep understanding of quality education policies and continue to rely on traditional exam-oriented education, neglecting the cultivation of students' comprehensive qualities (Wang & Li, 2024). On the other hand, educational policies may be constrained by various factors during implementation, such as limited school resources and excessive workloads for teachers, which can lead to inadequate policy enforcement and hinder the full realization of policy effects. Given the significant impact of individual teacher differences and educational policies on primary school Chinese language teaching quality, this study raises the following questions: How do individual teacher differences and educational policies specifically influence primary school Chinese language teaching quality? Is there an interaction between these two factors, and how does this interaction affect teaching quality? By delving into these questions, this study aims to uncover the mechanisms by which individual teacher differences and educational policies influence primary school Chinese language teaching, providing a scientific basis for educational practice and policy formulation, with the goal of further enhancing the quality of primary school Chinese language teaching and promoting students' all-round development.

3. Research method

(1) Research object

This study selected Chinese language teachers and students from primary schools in Chengdu City as the research subjects, covering schools of various regions and sizes to ensure the sample's representativeness and diversity. Specifically, the study included 400 Chinese language teachers and students from 10 primary schools in Chengdu City, which are located in urban, suburban, and rural areas, representing different educational levels.

(2) Data collection

This study employed a questionnaire survey method to collect data. The questionnaire covered various aspects, including teachers' teaching experience, methods, school environment, perceptions of educational policies, and students' family backgrounds and learning habits. The questionnaire used a Likert scale for scoring to quantify the impact of each factor on teaching quality. The distribution and collection of the questionnaire strictly followed scientific procedures to ensure the authenticity and validity of the data. A total of 400 questionnaires were distributed, with 380 valid responses collected, achieving an effective recovery rate of 95%.

(3) Data analysis

Using statistical analysis software, we conducted descriptive statistics, correlation analysis, and regression analysis on the questionnaire survey data to uncover the relationships among various factors and their impact on the quality of primary school Chinese language teaching. During the data analysis process, a variety of statistical methods, including ANOVA and factor analysis, were employed to ensure the accuracy and comprehensiveness of the results.

4. Research results

(1) The Impact of Individual Teacher Differences on Teaching Quality This study explores the impact of individual differences among teachers on the quality of primary school Chinese language teaching.

It finds that factors such as teaching experience, educational background, and teaching style significantly influence teaching quality. Specifically, teachers with over 10 years of teaching experience excel in classroom interaction and student engagement, scoring significantly higher than novice teachers (Chen, 2024). These experienced teachers not only manage the classroom more effectively but also stimulate students' interest and enthusiasm through a variety of teaching methods and strategies. For example, they can flexibly adjust their teaching content and methods based on students' different learning styles and needs, thereby enhancing teaching effectiveness. Moreover, the teaching style of teachers has a

significant impact on teaching quality. Research indicates a moderate positive correlation between teachers' teaching style and students' academic performance (Liu, 2024). For instance, students taught using an inquiry-based approach generally perform better academically compared to those taught using a traditional lecture-based approach. Inquiry-based teaching emphasizes active student participation and self-directed learning, fostering critical thinking and innovation through guided problem-solving and group discussions. This teaching style not only improves academic performance but also promotes the overall development of students.

(2) The Impact of Educational Policies on Teaching Quality The implementation of educational policies plays a crucial role in guiding and standardizing the quality of primary school Chinese language teaching.

Educational policies provide macro guidance and ensure the improvement of teaching quality by setting clear teaching objectives, standardizing teaching practices, and allocating teaching resources. However, this study found that there are significant differences in how some teachers understand and implement these policies, which can affect the optimal realization of policy outcomes (Wang & Li, 2024). Through correlation analysis, the study found a significant positive relationship between teachers' understanding of educational policies and teaching quality. Specifically, the deeper teachers understand the quality education policy, the more effectively they can cultivate students' comprehensive qualities in their teaching, rather than merely focusing on exam scores (Zhang, 2024). For example, the quality education policy emphasizes fostering students' innovative thinking, practical skills, and overall qualities, not just knowledge transmission. Teachers who understand this policy can promote students' all-round development through diverse teaching methods and activities, such as project-based learning, group collaboration, and practical activities. These methods not only enhance students' academic performance but also develop their comprehensive qualities, making them more competitive in future social life.

(3) The Interaction Between Individual Teacher Differences and Educational Policies This study further explores the interaction between individual teacher differences and educational policies.

Regression analysis shows that there is a significant interaction between individual teacher differences and the understanding of educational policies. Specifically, the interaction term between teachers' teaching experience and their understanding of educational policies significantly impacts teaching quality (Wang & Li, 2024). This indicates that experienced teachers are more capable of effectively understanding and implementing educational policies, thereby enhancing the quality of education. For instance, teachers with extensive teaching experience can better integrate the requirements of educational policies into their daily

teaching practices, achieving policy goals through innovative teaching methods and strategies. Moreover, a teacher's educational background significantly influences the effectiveness of policy implementation. Teachers with higher academic qualifications tend to perform better in understanding and implementing educational policies (Chen, 2024). These teachers typically have a stronger foundation in educational theory and more advanced educational philosophies, enabling them to accurately interpret policy requirements and translate them into practical teaching activities. For example, highly educated teachers are more likely to adopt inquiry-based and project-based teaching methods, which not only enhance students' academic performance but also foster their overall development.

In summary, both individual differences among teachers and educational policies significantly impact the quality of primary school Chinese language teaching, and there is a significant interaction between the two. Therefore, to improve the quality of primary school Chinese language teaching, it is essential to focus on both teacher professional development and the effective implementation of educational policies, considering various factors comprehensively and adopting effective strategies and measures. Future research could expand the sample size, delve deeper into the interactions among different factors, and provide more comprehensive and in-depth theoretical support for the reform of primary school Chinese language teaching. Additionally, cross-regional comparative studies could be conducted by considering the actual conditions of other regions, to better promote the research findings and enhance the quality of primary school Chinese language teaching nationwide.

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