



# Research on the Implementation Path of Quality Education for Primary and Secondary School Students from the Perspective of Game Theory

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**Abstract.** The advocacy for the implementation of quality education within primary and secondary school students by the government has spanned over three decades, yet it has encountered substantial resistance from diverse quarters. The purpose of this paper is to investigate the causes of this resistance. This investigation, achieved through a literature review and interviews, reveals that the application of quality education within the primary and secondary school spectrum has plunged into a "prisoner's dilemma." Taking into account game theory and the practical execution of quality education, this paper argues that the evolution of traditional educational principles embraced by all stakeholders, the pursuit of a shared understanding of quality education objectives, and the innovation and enhancement of the education system, are indispensable steps towards extricating education from the "prisoner's dilemma" and channeling quality education along a positive development path.

**Keywords:** Game theory, Prisoner's dilemma, Quality education, Primary and secondary school students

## 1 Introduction

In an effort to mitigate the academic strain on primary and secondary school students and foster their holistic development in moral, intellectual, physical, artistic, and labor capacities, the Chinese government, since the inception of the People's Republic of China, has invariably viewed the enhancement of the nation's overall quality as a fundamental task integral to the broader objective of socialist modernization. Numerous national leaders have underscored the need to lighten the academic load on primary and secondary school students. General Secretary Xi Jinping has emphasized that basic education is integral to nurturing individuals of integrity. Consequently, he has advocated for a robust perspective on talent, the fervent promotion of quality education, the encouragement of schools to develop unique characteristics, and the urging of teachers to adopt distinctive teaching styles. In sync with this perspective, the State Council, educational authorities, and other related departments have issued a series of directives on reducing the academic load on primary and secondary school students and fostering the

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execution of quality education. These directives have established relevant work requirements and underscored the importance of implementing quality education at the basic education stage.

Despite the fact that the concept of "quality education" has been actively implemented for over 30 years since its introduction in the mid-1980s, the tangible results of promoting and executing quality education have not effectively resolved the issue of excessive academic load on primary and secondary school students<sup>[1]</sup>. On the contrary, the problem has become more acute, sparking widespread attention and discourse across various societal sectors.

This paper endeavors to explore novel approaches to the implementation of quality education and enhance its relevance and effectiveness from the perspective of game theory.

## 2 Literature review

The implementation of quality education, a practice that respects individual differences, emphasizes the comprehensive development of individuals, and advocates for lifelong learning, inevitably poses challenges to the relevant regulations of traditional exam-oriented education. It also necessitates corresponding reforms and adjustments in traditional teaching objectives, content, methods, and evaluation systems. During this reform and adjustment process, stakeholders involved in the implementation of quality education, such as the government, educational administrative departments, schools, teachers, parents, and students, are compelled to make decisions regarding whether to implement quality education, how to execute it, and how to construct an evaluation system for quality education.

In light of the apparent reality that the effectiveness of quality education is not robust, scholars have initiated research on the implementation of quality education from the perspective of game theory. For instance, Wang Binggang et al. (2017) suggested that as long as there exists a significant gap in the supply of educational resources (primarily higher education resources) and substantial differences in the distribution of benefits between recipients and non-recipients of higher education resources, it will be challenging to circumvent excessive competition and difficult for the country to achieve the goal of reducing the burden on primary and secondary school students<sup>[2]</sup>. Given China's large population and relatively low per capita GDP, the supply gap of higher education resources may persist for a long time. Consequently, the intense competition for scarce higher education resources may also endure, the serious implications of which ought to be given due consideration by relevant departments and the public. Zhang Wei et al. (2019) posited that due to the scarcity of educational resources and the inconsistency of individual rationality, "education burden reduction" manifests as a "prisoner's dilemma" game<sup>[3]</sup>. As long as the current education system remains unaltered, and there exists a shortage and uneven distribution of educational resources, the "prisoner's dilemma" game of education will persist. The reduction of the "education burden" represents an ideal state, while the "increased burden" constitutes the "Nash equilibrium point" of the education game. Zhou Mingzhe et al. (2020) pointed out that

despite the state investing significant manpower, material resources, and finances to enforce the policy of reducing the burden on basic education, the outcomes have not been satisfactory<sup>[4]</sup>. The primary reason for this lies in the fact that pertinent entities such as educational administrative departments, schools, teachers, and parents of students harbor their own clandestine agendas when reducing the burden, culminating in a game among the entities. To effectively implement quality education, it is necessary to alter the structure of the game. Yu Haibo (2018) analyzed the implementation of quality education using the Stalagmite game and discovered that a completely-informed static game is not feasible, as numerous students or parents may not divulge whether they will participate in after-school tutoring to others<sup>[5]</sup>. Subsequently, based on the analysis of the incomplete information of the Kuhn game, a hypothesis was put forth that children can only choose how many tutoring classes to attend, but cannot decide whether to participate in tutoring classes outside of school. Upon verification, the solution to the predicament of quality education from the perspective of game theory is to elevate the cost of tutoring classes and grant parents the "right to choose" for their children.

The aforementioned research findings have conducted in-depth investigation and exploration of quality education from the perspective of game theory. Potential strategies have been proffered to address the inherent issues and inconsistencies found within quality education. These strategies are anticipated to offer valuable insights and serve as a guiding reference for the practical application and refinement of quality education.

### **3 Methodology**

This study primarily employs a comprehensive qualitative and quantitative approach, utilizing sampling surveys and incorporating pertinent theories from various disciplines, such as economics, education, and sociology.

#### **3.1 Participants and Sample Size**

Sampling surveys were conducted on a subset of educational administrative staff, school principals, teachers, and parents. The sample comprised 10 educational administrative staff members, 10 principals and teachers each, and 30 randomly selected parents of students from these schools (given the cognitive level of students, the questionnaire survey was constrained to parents). Semi-structured interviews were conducted to evaluate the fundamental understanding and attitudes towards quality education.

#### **3.2 Specific Research Methods**

**Literature Review.** By examining theoretical research on quality education for primary and secondary school students from domestic and international sources, this study establishes a theoretical basis. The literature compilation primarily encompasses the following aspects: (1) Macro policies related to quality education for primary and secondary school students; (2) Policies, opinions, documents, and plans executed by

government and educational authorities in eastern and western cities concerning the implementation of quality education for primary and secondary school students; (3) Investigation on quality education for primary and secondary school students from an economic perspective; (4) The theoretical foundation and scope of application of game theory; (5) Theoretical and practical research on quality education for primary and secondary school students in foreign journals.

**Interview Method.** The interviewees in this study were primarily situated in eastern and western cities, including Beijing, Shanghai, Hangzhou, Yunnan, Guangxi, and Guizhou, amounting to six cities in total. The author visited key personnel responsible for quality education from educational administrative departments (education bureaus), principals of primary and secondary schools, teachers, and parents of students. The interview questionnaire consisted of two parts: the first part focused on basic information, including the respondents' gender, occupation, satisfaction with the implementation of quality education for primary and secondary school students, and satisfaction with students' overall quality. The second part addressed five dimensions: government and educational administrative department's policy support for quality education, the implementation of quality education in schools, teachers' execution of quality education, the current status of student quality, and obstacles to implementing quality education. Nine questions were posed to the respondents. Through semi-structured interviews, subjective and objective insights were gathered regarding the present status and existing issues of quality education in primary and secondary schools.

## 4 Results and analysis

### 4.1 Basic Information of the Respondents

The author visited a total of 60 individuals, including 10 personnel responsible for quality education supervision from educational administrative departments, 5 secondary school principals, 5 primary school principals, 5 secondary school teachers, 15 primary school parents, and 15 secondary school parents. Basic information of the respondents is depicted in Table 1.

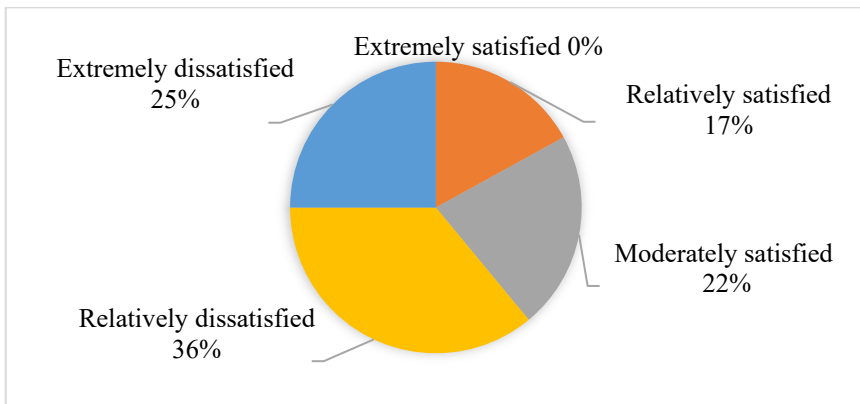
**Table 1.** Basic Information of the Respondents Involved in the Study.

City	Administrative Department	Secondary School Principals	Secondary School Teachers	Secondary School Parents	Primary School Principals	Primary School Teachers	Primary School Parents	Total
Beijing	1	1	1	2	1	1	1	8
Shanghai	1	1	1	1	1	1	1	7
Hangzhou	2	1	1	2	2	1	1	10
Yunnan	3	2	2	2	2	2	2	15
Guangxi	2	2	2	2	1	2	1	12
Guizhou	1	2	1	1	1	1	1	8

Total	10	9	8	10	8	8	7	60
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### 4.2 Satisfaction with the Comprehensive Quality of Primary and Secondary School Students and Quality Education

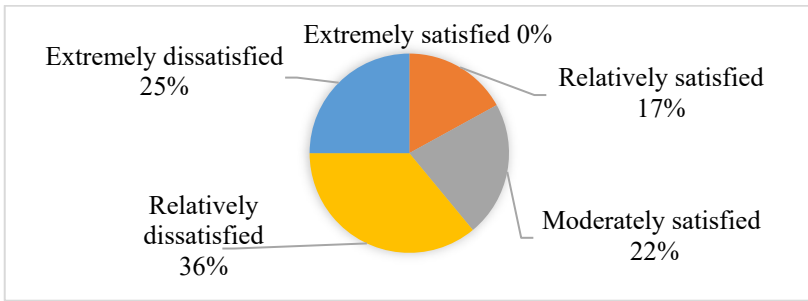
The survey results (as shown in Figure 1) reveal that 58% of respondents conveyed an overall satisfaction with the holistic quality of primary and secondary school students' education. Nevertheless, it is noteworthy that within this satisfied demographic, none of the respondents professed an "extremely satisfied" viewpoint, with the bulk voicing "moderate satisfaction." This underscores the fact that irrespective of their role - be it educational administrators, principals, teachers, or parents - although more than half of the populace maintains a favorable disposition towards the holistic quality of students' education, there exists a significant number of quality areas that necessitate further refinement and augmentation. Of the respondents expressing "dissatisfaction," a significant 81% consisted of educational administrators, principals, and teachers. This finding suggests that parents, who formed part of the respondent pool, potentially exhibit a degree of subjectivity in their perspectives, with a possible inclination towards lauding and defending the qualities of their own children.



**Fig. 1.** Satisfaction level of the respondents on the current state of the comprehensive quality of primary and secondary school students

As illustrated in Figure 2, the level of satisfaction concerning the implementation of quality education in primary and secondary institutions presents a relatively pessimistic outlook. The cumulative satisfaction rate associated with the execution of quality education is merely 39%, and notably, none of the respondents elected the "extremely satisfied" option. A substantial proportion of respondents, 61%, registered a general sense of dissatisfaction. This underscores the fact that the targeted and efficacious implementation of quality education within primary and secondary schools remains deficient. It is yet to attain recognition and endorsement from key stakeholders such as parents, as well as the implementing cohort comprising school principals and educators.

Consequently, the path towards the reformation and innovative research of quality education continues to confront considerable challenges and a demanding journey lies ahead.



**Fig. 2.** Satisfaction level of the respondents with the implementation of quality education in their schools

#### 4.3 The Current Situation and Issues in the Development of Quality Education for Primary and Secondary School Students

Through the execution of in-depth interviews with educational administrators, school principals, educators, and parents, this study garnered comprehensive insights into the prevailing circumstances and challenges associated with the deployment and advancement of quality education for primary and secondary school students.

##### **Educational Administrators**

Educational administrators, encompassing local educational entities such as education departments and bureaus, function as the primary advocates and overseers of quality education initiatives for primary and secondary school students. Intrinsicly, these administrators are typically in favor of the execution of quality education. The enforcement and application of national policies form a critical aspect of an educational administrator's role, with the caliber of such execution directly influencing their performance evaluation. Principally, these administrators offer support to schools in two primary areas: the creation of documentation concerning the enforcement of quality education and the consistent assessment and evaluation of school implementations. However, practical application often reveals a lack of scientific grounding in the evaluation indicators. The assessment standards are not systematically derived from the objectives, content, and unique attributes of quality education. Moreover, these standards do not undergo suitable modifications to align with local circumstances, resulting in their limited practicality. Interview findings indicate significant disparities in the level of attention and policy backing provided by educational administrators across various regions. Urban educational administrations in the eastern regions, for instance, demonstrate a more pronounced focus on quality education compared to their counterparts in the western regions.

### **School Principals.**

Through extensive interviews, it was revealed that school principals harbor varied interpretations and conceptions of quality education. There is a distinct disparity in this understanding between schools located in eastern and western regions, with the latter demonstrating a more pronounced lag in acknowledging the significance of quality education. Nonetheless, principals in the eastern regions conceded to confronting a plethora of challenges and impediments when it comes to executing quality education within their institutions. For instance, evaluations from superior departments are exhaustive and encompass a wide range of facets, with quality education representing merely a fraction of the entire assessment and evaluation indicators. The multifaceted responsibilities of schools often present a complex obstacle to the full implementation of quality education, particularly without deviating significantly from enrollment rate considerations. Principals communicated a common aspiration across schools, which is to augment their influence and extend their societal reputation. However, societal and parental assessments predominantly emphasize enrollment rates, a metric that also weighs heavily on the performance evaluations by educational administrative departments. While principals expressed dissatisfaction with the present status of students' quality, they also acknowledge the profound impact of the school's reputation on resource allocation. Consequently, schools often find themselves navigating the precarious path of risking critique and potential sanctions from higher-level educational administrative bodies. While these principals advocate for alleviating academic burdens on primary and secondary students and prioritizing quality education, paradoxically, they also fill students' extracurricular time with pressure-laden classes. As long as these strategies culminate in enhanced student performance and elevated enrollment rates, they not only receive commendation from the educational administrative departments but also secure additional discretionary resources.

### **Teachers**

Teachers across the board concur on the necessity to actualize quality education for pupils at the primary and secondary school levels. They recognize that a more conducive and relaxed learning atmosphere facilitates not just academic absorption but also provides sufficient time for extracurricular engagements, contributing significantly to the holistic development of the students, both physically and mentally. This approach opens avenues for pupils to delve into their interests and hobbies, understand their unique characteristics and capabilities, and cultivate a comprehensive set of skills that encompass moral values, intellectual prowess, physical health, aesthetic appreciation, and labor skills. However, the stark reality presents a contrasting picture. The educational institutions, it seems, have yet to cultivate the appropriate environment or allocate the necessary resources to ensure the implementation of quality education. Furthermore, the burdensome teaching responsibilities imposed by these institutions severely impede the teachers' capacity to devote the required time and energy towards the realization of quality education. The teachers, despite their apprehension about the students' comprehensive abilities and the deleterious effects of escalating academic pressure on the pupils, find themselves in a predicament. They are wedged between the institutional pressure to meet assessment benchmarks and the parental expectations for

stellar student performance. Consequently, with a sense of reluctance, they are compelled to tread the path of examination-oriented education.

### **Parental Involvement**

Through the course of the interviews, it became apparent that parents largely exhibit contentment towards the multifaceted qualities their children possess, yet they simultaneously express a myriad of concerns. This dichotomy reveals an inherent tension in parental attitudes towards comprehensive education. Evidently, parents possess a limited comprehension of the school's pedagogical approach to holistic education, both in terms of content and structure. Concurrently, there appears to be minimal curiosity regarding the role of subject-based education in fostering their children's all-round development. The primary apprehensions voiced by parents gravitate towards the disparities in educational resources, a factor that holds substantial sway over their children's future life trajectories. Rooted deeply within these parental perspectives is the traditional Chinese belief of aspiring for their sons to 'become dragons' and daughters to 'become phoenixes'. This metaphorical expression encapsulates the desire for their children to attain academic prowess and secure admission into esteemed institutions of higher learning. In response to these aspirations, parents are unyielding in their efforts to cultivate the most conducive learning environments for their children, nurturing hopes that their children will display increased dedication, invest more effort into their academic pursuits, and continue to tread the path of examination-focused education. Nevertheless, parents also articulate their discomfort at witnessing their children grappling with such colossal pressure at a tender age, conscious of the potential detrimental consequences on their physical and mental health. However, ensnared within a fiercely competitive educational landscape, parents feel a profound sense of helplessness, leading them to spare no effort in their quest to provide the best possible opportunities for their children.

#### **4.4 Analysis of Interactions Among Stakeholders**

Upon careful examination of the aforementioned subject matter, it becomes abundantly clear that academic performance serves as more than just a practical and efficacious gauge of students' learning outcomes—it holds substantial implications that extend beyond the classroom. It acts as a pivotal basis and metric for post-secondary educational establishments in the student selection process. Consequently, the caliber of a student's academic performance, whether exemplary or subpar, has a profound impact on their ability to gain admission into their preferred educational institutions for advanced studies. This, in turn, shapes their future career trajectories, job opportunities, and overall life quality. In the intricate balance between "exam-oriented education" and "holistic education," the decision-making process of schools, educators, students, and parents becomes a subject of interest. These stakeholders deliberate and evaluate their options in light of their personal interests and objectives. Therefore, the challenges and predicaments that surface during the execution of holistic education serve to underscore the ongoing dynamic interaction among the involved parties.



Firstly, the authors center discussion around parents, positioning them as the primary subjects of analysis. Within the context of conventional Chinese familial education, it is a notable trend for parents to exhibit a high degree of involvement in their children's developmental journey. This represents a frequently witnessed characteristic of an educational system that emphasizes family participation and is orientated towards academic achievement. Drawing upon the theory of the rational actor, it is posited that individuals invariably opt for the course of action that results in the highest degree of personal utility. Imagine, for the sake of this argument, two families—Family A and Family B—with comparable familial circumstances but with asymmetrical information shared between them. Both families can adopt one of two strategies: Strategy 1, the "Implementation of Holistic Education", or Strategy 2, the "Implementation of Exam-Oriented Education". The interactive dynamics between the two families are depicted in Table 2. The highest possible utility is attained by both families when they elect to support the adoption of a holistic educational approach. Family A, in its decision-making process, will not only evaluate the available strategies but also consider the selections made by Family B. If Family B decides on holistic education and Family A follows suit, an equilibrium of opportunities is achieved. However, if Family B opts for an exam-oriented approach while Family A persists with holistic education, Family B will find its opportunities enhanced at the expense of Family A. In the event that both families choose the exam-oriented education, they will again find themselves on an equal footing, albeit at the cost of minimized utility. Hence, regardless of Family B's choice, Family A's decision to implement exam-oriented education would align with the principle of maximizing its own utility. Analogously, Family B would find itself confronted with a similar strategic decision.

**Table 2.** The game matrix between two households

		Family B	
		holistic education	exam-oriented education
Family A	holistic education	( 10 10 )	( 9 6 )
	exam-oriented education	( 6 9 )	( 6 6 )

Secondly, attention is directed towards the perspective of schools as educational institutions catering to citizens. These establishments face demands from a myriad of stakeholders, including the government, educational administration, parents, students, and the broader society. Their primary objective is to provide an optimal learning environment that enhances students' academic achievements. In pursuit of this goal, schools adopt an exam-oriented education approach, which yields higher grades for students, fosters opportunities for higher education, and secures recognition and rewards from students, parents, educational administrators, and the government. This outcome promotes an improved reputation and influence for the school, attracting higher-caliber students and creating a positive feedback loop. Comparisons between schools lead to imitation, culminating in a dilemma that is difficult to overcome. In this inter-school competition, students become the most direct "sacrificial lambs." Nonetheless,

students represent not only the aspirations of their families but also the potential contributors to national development. The implications of this situation are unmistakable.

Consider two schools, A and B, with comparable standards. Both have two potential strategies: Strategy 1 entails the implementation of "holistic education," while Strategy 2 involves the adoption of "exam-oriented education." The game matrix between the two schools is depicted in Table 3. If School A employs Strategy 1 and School B implements Strategy 2, School B's students would secure higher education opportunities, thereby maximizing School B's utility. Conversely, if School A chooses Strategy 2 and School B opts for Strategy 1, School A's students would seize higher education opportunities, maximizing School A's utility. In cases where both schools adopt either Strategy 1 or Strategy 2, opportunities for further education remain equitable. Utilizing the underlining method, it becomes evident that both School A and School B would likely favor exam-oriented education as their primary approach, engaging in relentless competition to ensure enhanced prospects for their students' higher education. Although this strategy may appear beneficial in the short term for obtaining tertiary education placements, it ultimately undermines the comprehensive growth and improvement of students' holistic competencies. However, from a wider perspective, it is clear that the selection of Strategy 1, or the implementation of holistic education, not only enables harmonious coexistence among schools, teachers, and families, but also ensures the psychological and physical well-being of students, providing ample opportunities for their comprehensive development. As the distribution of higher education opportunities between the two schools remains equitable, it becomes evident that the utility of adopting Strategy 1, or holistic education, surpasses all other alternatives.

**Table 3.** The game matrix between two schools.

		School B	
		holistic education	exam-oriented education
School A	holistic education	(5 5)	(2 8)
	exam-oriented education	(8 2)	(5 5)

Furthermore, there is a notable strategic interaction akin to a game dynamic at play among students. Let us consider two students, denoted as Student A and Student B. Each of these students is assumed to be endowed with comparable academic abilities and similar circumstances. Nevertheless, due to the limited availability of educational resources, only one can secure a university admission. The students have two distinct strategies available to them: the first is defined by an active engagement in holistic education, which emphasizes a well-rounded approach to learning, while the second strategy entails an embrace of an exam-oriented education, that is, an approach that prioritizes test performance above all else. The strategic interplay between these two students can be visually depicted as shown in Table 4. In this highly competitive milieu where a solitary university admission spot is up for grabs, Student A's decision-making process is shaped not only by their own strategic choice but also by their expectation of Student B's decision.

If Student B opts for the first strategy of holistic education and Student A opts for the second, an exam-oriented approach, the advantageous outcome will be realized by Student A. Under these conditions, Student B stands to lose the chance of securing advanced education. Alternatively, if Student B decides to employ the second strategy, the exam-oriented approach, and Student A chooses the first, the holistic approach, the reward will be reaped by Student B, leaving Student A facing the potential jeopardy of missing out on further education. However, when both Student A and Student B independently choose the first strategy, the pursuit of holistic education, the cumulative utility of their actions is maximized, resulting in the highest mutual benefit. Conversely, if both students decide to adopt the second strategy, the total utility of their actions is minimized, consequently hindering their potential for comprehensive personal and academic development.

**Table 4.** The game matrix between two students

		Student B	
		holistic education	exam-oriented education
Student A	holistic education	(3 3)	(1 4)
	exam-oriented education	(4 1)	(2 2)

In this game, the optimal selection for both students entails the adoption of Strategy 1, embracing the holistic educational approach. This choice would allow them to collaboratively maximize their benefits, thereby fostering a more comprehensive developmental experience. However, it is imperative to recognize that individual students may be enticed to adopt Strategy 2, driven by the desire to protect their prospects for higher education. The outcome of this game is contingent upon each student's decision-making process and their awareness of the collective advantages inherent in holistic education.

Amidst an intensely competitive societal framework, a multitude of students participate in this educational "game." Encouraging them to simultaneously pursue quality education and adhere to its principles presents a significant, potentially insurmountable, challenge. This stems from the fact that the regulations governing this "game" provide rewards to those who disregard the rules, while rule-abiding individuals forgo several opportunities. Analogous game-like dilemmas manifest among various entities within the educational sphere, such as administrative departments, teachers, regulatory organizations, institutions, and students' parents. This article does not explore the intricacies of these specific situations.

## 5 Conclusions and countermeasures

Based on the insights gleaned from research interviews, it is abundantly clear that entities such as educational administrative departments, schools, teachers, and parents are cognizant of the detrimental effects of an exam-oriented education on students. These entities concur that mitigating students' academic pressures and implementing a quality education strategy are beneficial for their physical and mental health and their holistic

development. However, within the confines of the current educational system and model, it is apparent that the adoption of quality education could transiently result in subpar academic performance, whereas an exam-oriented approach tends to yield higher scores. From a long-term developmental perspective, quality education facilitates the refinement of students' character and the cultivation of their individuality, while an exam-oriented approach may catalyze the estrangement of students' character and a skewed development. Despite acknowledging the importance and significance of instituting a quality education approach, a common occurrence in the actual implementation process is a greater emphasis on rhetoric over tangible action. As discussed in previous sections, there exists a game-like challenge among different stakeholders regarding the choice between quality and exam-focused education. This issue primarily stems from the inequitable distribution of higher education resources in China, compounded by the shortage of educational resources relative to students' actual needs. This scenario precipitates a range of education-related problems that gravely impact various facets of students' future development. The scarcity of educational resources inevitably fosters excessive competition, posing substantial challenges to the attainment of comprehensive quality education goals.

To proactively address the national call for the implementation of quality education and foster an environment and platform conducive to students' enhancement of ideological and moral attributes, competence development, personality growth, and physical and mental health, it is imperative to alter the outcome orientation of the game's participants from a game theory perspective. This necessitates a change in the game's structure, such as the rules governing the game. Thus, the following aspects warrant attention for innovation and improvement.

Firstly, it is necessary to discard traditional educational concepts and strive for a consensus on the implementation of quality education. Although the current game dynamics of educational activities favor exam-oriented education as a rational individual choice, the strategy of selecting exam-oriented education appears to offer individuals a sense of security in terms of the game's outcome. However, from a long-term perspective, this does not optimize the interests of the game's participants. The exam-oriented strategy impedes the fundamental educational objective of fostering moral character and individual growth. Consequently, all participants in the game incur significant costs as it disrupts the natural, harmonious and ecological environment vital for human growth and development. This shift in mindset extends beyond merely acquiring new knowledge and skills. It crucially entails the restructuring of cognitive schemas, psychological anticipations, and a balance of interests. In the epoch of economic, cultural, and technological globalization, characterized by a knowledge explosion, information convergence, and rapid transformations, individuals' learning, living, and working contexts are no longer restricted to a single country, province, or city. People's culture, lifestyle, values, and ideologies are shaped by transnational exchanges, interactions, conflicts, and integration. The relationships between individuals, organizations, the environment, society, and countries face unprecedented challenges. This era has simultaneously contracted and flattened the world. As such, contemporary education requires a global perspective and framework, necessitating not only a microscope-like approach

for meticulous observation but also a telescope-like stance for a broader and loftier viewpoint.

Secondly, it is crucial to innovate the education system and harmonize the interests of all game participants. At present, both exam-focused education and quality education are closely intertwined with the specific interests of educational administrative departments, schools, teachers, students, and parents in terms of cost, outcome benefits, and responsibility costs.

Moreover, it is vital to innovate the education system and balance the interests of diverse stakeholders. In light of the current situation, both exam-oriented education and quality education are intricately linked to the specific interests of educational administrative departments, schools, teachers, students, and parents. To some degree, these two forms of education embody individuality, privacy, and self-interest. When enforcing quality education policies, the government's objective is to elevate the nation's overall quality and contribute to its development and progress. It is clear that the goal of quality education policy is centered on public educational interests and national interests, emphasizing the values of public welfare. For a more profound acceptance within society, it is incumbent upon us to take into account the vested interests of all stakeholders. The quest for public welfare values ought not to overshadow the unique and diverse interests of schools, teachers, students, and parents. Moreover, policy frameworks and associated systems can only attain endorsement and be actualized by stakeholders if they rest upon a just and equitable allocation of educational benefits among all parties implicated. Specifically, the escalation in the rivalry between exam-oriented education and quality education stems from the scarcity of educational resources and the monolithic nature of educational evaluation. As such, it is unavoidable for educational administrative departments, schools, teachers, students, and parents to adopt a strategy that gives precedence to exam-oriented education as it provides an avenue to augment their value and educational advantages within the current educational landscape and reality. Subsequently, the equilibrium of quality education resides in the adoption of a predominantly exam-oriented educational methodology. It is unequivocal that we can only stimulate innovation in the educational system by reforming the evaluation mechanism that excessively accentuates academic scores.

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