

The Current Situation of Primary and Secondary School Education under the Impact of the "Double Reduction" Policy and the Countermeasures of Teaching and Training Institutions

-- Taking Bengbu as an Example

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Abstract

Reducing the schoolwork pressure of primary and secondary school students, further promoting education equity and improving education quality have been the focus of the government and Society for a long time. In recent years, the implementation of the double reduction policy has aroused widespread concern in society. Teenagers are the pillars of the country in the future, and their learning status has a far-reaching impact on the future development of our country. Therefore, it is urgent to reduce the pressure on primary and secondary school students. This paper aims to explore the current situation of primary and secondary school education under the impact of the "double reduction" policy and the Countermeasures of education and training institutions, investigate and comprehensively evaluate the effect of the double reduction policy.

Keywords

Double Reduction Policy; Primary and Secondary School Students; Educational and Training Institutions.

1. Introduction

Education is an important factor to promote social integration and mobility, ensure economic growth and even enhance national competitiveness. Improving the quality of education is crucial to the high-quality development of our country. For a long time, China's educational reform has focused on reducing the educational burden of primary and secondary school students. The heavy academic burden makes the education quality of primary and secondary school students low, the teaching effect is poor, and the students are under too much pressure, which seriously affects the healthy growth of teenagers. In order to effectively reduce the academic burden of primary and secondary school students, on July 24, 2021, the general office of the CPC Central Committee and the general office of the State Council issued the opinions on further reducing the homework burden and after-school training burden of students in the stage of compulsory education (hereinafter referred to as "double reduction"), proposing to solve the academic burden and after-school training burden of primary and secondary school students, and fundamentally reduce the burden. Current research generally agrees with the role of government, schools and society in reducing the burden, and believes that the G2S collaborative governance model should be followed, that is, the practice of reducing the burden should generally be standardized and guided by government policies, schools should carry out management and teaching reform, and society should participate in policy discussion and support [1]. At present, there is no literature to investigate and comprehensively evaluate the

effect of the double reduction policy. This study provides a new perspective for the double reduction of China's education industry, and helps to enrich the literature in this field.

This paper takes Bengbu City, Anhui Province as an example to investigate the current situation of primary and secondary school students' education and the Countermeasures of training institutions under the background of double reduction. This paper mainly studies the following two aspects: (1) is there a significant improvement in the burden reduction of primary and secondary school students before and after the implementation of the double reduction? (2) Can the double reduction reasonably regulate the training institutions?

2. The Process of Reducing the Burden of Education in China

2.1. Reduce the Burden of Schoolwork

Table 1. Policy documents on reducing the schoolwork burden of primary and secondary schools

Time	Policy document	Primary coverage
1955.07.01	The instruction on reducing the heavy burden on primary and secondary school students	The burden of primary and secondary school students in different regions and grades is different, mainly manifested in that the school burden in large and medium-sized cities is heavier than that in small cities and rural schools, middle schools are heavier than primary schools, and higher grades are heavier than lower grades.
1964.05.04	Report on overcoming the overburden of primary and secondary school students and improving the quality	Reduce homework and exams after class, and don't pay too much attention to the enrollment rate.
1988.05.11	Several provisions on reducing the excessive burden of schoolwork on primary school students	The school should carry out normal teaching order and arrange homework and exams according to the prescribed teaching plan.
1993.03.24	Instructions on reducing students' excessive schoolwork burden at the stage of compulsory education and comprehensively improving the quality of Education	Schools should teach in accordance with the regulations. They should not organize to buy exercise books, leave more homework, and set up more activity courses.
1994.11.10	Opinions on comprehensively implementing the educational policy and reducing the heavy schoolwork burden of primary and secondary school students	Renew the educational concept and vigorously build the teaching staff.
1999.06.17	Decision on deepening educational reform and comprehensively promoting quality education	Implement quality education and attach importance to moral education.
2013.08.22	Ten regulations on reducing the burden of primary school students	All localities should realize the exemption from examination and enroll in nearby schools. They are not allowed to enroll by grade, and it is forbidden to make up classes in violation of regulations.
2018.02.26	Notice on effectively reducing the extracurricular burden of primary and secondary school students and carrying out the special action of extracurricular training institutions	Rectify the off campus training institutions.
2020.05.08	Notice of the general office of the Ministry of education on printing and distributing the negative list of over standard advanced training in six subjects of compulsory education (for Trial Implementation)	Investigate and deal with the behavior of exceeding the standard in advance training according to law.
2021.07.24	Opinions on further reducing students' homework burden and off campus training burden at the stage of compulsory education	It is proposed to standardize off campus training institutions and effectively reduce the burden on primary and secondary school students.

Since the founding of the People's Republic of China, the discussion on the schoolwork burden of primary and secondary school students has been in full swing, and relevant burden reduction policy documents have been issued successively. The main contents are shown in Table 1.

After the introduction of many documents on reducing the burden of schoolwork, all regions have formulated relevant measures, which has also caused extensive discussion in the academic community. In this regard, the academic community believes that the sources of schoolwork burden are mainly school, family and students' personal factors. School is the starting point of education. Students spend a lot of time in school every day. Therefore, school has a far-reaching impact on the schoolwork burden of primary and secondary school students. Based on relevant research at home and abroad, Donghui et al. concluded that "stressors" mainly come from three aspects: "teacher teaching", "homework tasks" and "examination evaluation", in which school resources, systems, and cultural atmosphere have a certain impact on students' homework burden. Family plays an important role and position in student education. Taking family background as the distinguishing dimension, Tong Xing makes a differential analysis on the schoolwork burden of students with different backgrounds. The results show that students with different family backgrounds have different objective schoolwork pressure. The better their family background is, the greater the objective schoolwork pressure is. Among them, the educational background of their parents has the greatest impact, but it has no significant impact on students' subjective schoolwork pressure [2]. Students are the bearers of schoolwork pressure. Based on relevant literature, Wen Jianbing investigated the influencing factors of schoolwork burden from the individual level, mainly including three aspects: demographic background variables, students' intellectual factors and non intellectual factors, and concluded that non intellectual factors such as academic self-concept, psychological endurance, perception of parents' and teachers' expectations, self-efficacy Learning interests, learning habits and methods will have a complex impact on students' personal academic pressure [3].

It can be seen that students' schoolwork pressure has many sources, of which the most obvious is the pressure of learning content. Therefore, reducing the burden on primary and secondary school students' schoolwork is not only a policy level, but also should involve learning, family and social levels, so as to fundamentally reduce the burden and avoid the inevitable negative impact of students' heavy schoolwork burden.

2.2. Off Campus Training Burden Reduction

Table 2. Policy documents regulating off campus training institutions

Time	Policy document	Primary coverage
2021.07.29	Notice on further clarifying the scope of disciplinary and non disciplinary training at the stage of compulsory education	The scope of subject and non subject training in the stage of compulsory education.
2021.09.03	Notice on the unified registration of discipline after-school training institutions for students in compulsory education as non-profit institutions	By the end of 2021, complete the administrative examination and approval and legal person registration of discipline after-school training institutions for students in compulsory education stage as non-profit institutions. Training institutions should suspend enrollment and charging behavior before completing the registration of non-profit institutions.
2021.09.06	Notice on strengthening the supervision of discipline after-school training fees in the stage of compulsory education	Strengthen the supervision of the fees for Discipline after-school training at the stage of compulsory education.
	Notice on resolutely investigating and dealing with the issue of carrying out discipline extracurricular training in disguised violation	We will resolutely investigate and deal with the hidden variation of after-school training of disciplines, and investigate and deal with it according to law if it does not meet the regulations.
2022.03.03	Announcement on standardizing non subject extracurricular training	Put forward eleven specific requirements for non disciplinary training institutions.

If we want to fundamentally reduce the burden on primary and secondary school students, we must explore the fundamental source of their burden. In recent years, due to the rise of the education and training institution industry and parents' desire for success, many parents choose to send their children to education and training institutions, ostensibly for the good of their children and to obtain knowledge and skills, but in fact, off campus training institutions are no longer simple training institutions, and many training institutions are operated illegally, The psychology of comparison between parents and the profit seeking of trainers have led to the proliferation of training institutions and even the phenomenon of arbitrary charges. Many low - and middle-income families can't afford the high costs, making the burden on students heavier and heavier [4]. After the implementation of the double reduction policy, China has issued many documents on regulating after-school training institutions, the main contents of which are shown in Table 2.

3. Effect Analysis of Double Reduction Policy

Taking Bengbu City, Anhui Province as an example, this paper explores the current situation of reducing the burden of primary and secondary school students from two aspects: the current situation of primary and secondary school education and the countermeasures of teaching and training institutions, in order to make a comprehensive evaluation of the double reduction policy and give relevant suggestions. The researchers randomly selected several primary and secondary schools in Bengbu City for research, and distributed questionnaires through the combination of online and offline. A total of 120 questionnaires were distributed, and 106 were effectively recovered, accounting for 88.3%, reflecting the effectiveness of the questionnaire.

3.1. Pressure Changes of Primary and Secondary School Students before and after the Implementation of the Double Reduction Policy

According to the collected data, primary and secondary school students faced great pressure and serious health problems before the implementation of the double reduction policy. More than half of primary and secondary school students had insufficient sleep. Among them, as far as primary school students are concerned, the heavy burden of schoolwork and lack of spare time are the main reasons for lack of sleep; For middle school students, in addition to the heavy burden of schoolwork and lack of spare time, high learning pressure and participation in many after-school counseling classes are also the reasons for lack of sleep.

Table 3. Pressure faced by primary and secondary school students in Bengbu before the implementation of the double reduction policy

X\Y	High learning pressure	Sleep debt	Heavy schoolwork burden	No spare time	Participate in many after-school tutoring courses	Academic performance problems	Subtotal
Grades 1-3	18(42.86%)	22(52.38%)	26(61.90%)	18(42.86%)	10(23.81%)	8(19.05%)	42
Grades 4-6	12(35.29%)	18(52.94%)	14(41.18%)	24(70.59%)	16(47.06%)	4(11.76%)	34
Grades 7-9	14(46.67%)	16(53.33%)	16(53.33%)	16(53.33%)	12(40%)	2(6.67%)	30

The survey results show that most primary and secondary school students' homework takes 1-2 hours, and some students' homework takes more than 3 hours to complete, which shows the heavy academic burden of students before the implementation of the double reduction policy.

According to the survey, there were nearly a dozen suicides among primary and secondary school students in China in 2018. In recent years, due to academic, family, social and other problems, primary and secondary school students tend to commit suicide and self mutilation. Among them, according to the analysis results of suicide samples of primary and secondary school students in 2013, high learning pressure has become an important reason for primary and secondary school students' suicide. It can be seen that the heavy academic burden will increase the pressure of primary and secondary school students, lack of sleep and even affect their physical and mental health.

3.2. The Current Situation of Schoolwork of Primary and Middle School Students after the Implementation of the Double Reduction Policy

The time of this survey is one year after the implementation of the double reduction policy. According to the results, the schoolwork burden of primary and secondary school students has been reduced a lot, but there are still some problems. Among them, most primary school students think that the burden is not or can be borne, but some still think that the burden is relatively large or even very large; Most middle school students think they are not burdened or can bear it, but some are still under great pressure.

It can be seen that although the double reduction policy has reduced the schoolwork burden of some students to a certain extent, there are still some students whose schoolwork burden has not been reduced.

Table 4. Schoolwork pressure of primary and secondary school students in Bengbu after the implementation of the double reduction policy

X\Y	No burden	Affordable	Relatively large	Very large	Subtotal
Grades 1-3	24(57.14%)	2(4.76%)	8(19.05%)	8(19.05%)	42
Grades 4-6	12(35.29%)	12(35.29%)	4(11.76%)	6(17.65%)	34
Grades 7-9	10(33.33%)	10(33.33%)	4(13.33%)	6(20%)	30

3.3. Development Status of Off Campus Training Institutions

The researcher visited some after-school training institutions in Bengbu and reached the following conclusions through field research.

Before the implementation of the "double reduction" policy, parents had two main concerns in choosing off campus training institutions: first, teaching resources. The quality of teaching resources fundamentally determines whether parents will choose this training institution. Research shows that educational resources such as teaching environment and teacher strength are the focus of parents' attention, parents tend to choose training institutions with strong teacher strength, and the level of teacher teaching has a far-reaching impact on students' learning effect; Second, training costs. According to the survey, families with higher annual income are more inclined to enroll in training courses for their children, and the higher the income, the more training courses for their children. However, due to the importance of education, families with medium and low annual income will also choose to enroll in training courses for their children. In general, the education expenditure of training courses accounts for a part of family income. The lower the family income is, the higher the proportion is.

Before the implementation of the double reduction policy, the development of the off campus training institution industry was booming, and the high profit return attracted a large number of businesses to enter the industry. Taking advantage of the parents' attention to education, some educational institutions operated in violation of regulations, and the "teachers" in many training institutions were actually part-time college students, and even did not obtain the teacher qualification certificate, which greatly reduced the quality of teaching. Some training

classes have a single teaching method and lack of innovation, which makes the children's academic performance not greatly improved after the training class.

After the introduction of the double reduction policy, the general office of the Ministry of education and other three departments issued a notice requiring the completion of the administrative examination and approval and legal person registration of discipline specific after-school training institutions for students in the stage of compulsory education as non-profit institutions by the end of 2021. One year after the implementation of the double reduction policy, the researchers learned from a visit to the education and training institutions in Bengbu that since the implementation of the double reduction policy, many pre-existing after-school training institutions have withdrawn from the discipline training market in the stage of compulsory education, training institutions that operate in violation of regulations have been investigated, dealt with and cancelled, and many institutions are facing rectification. Representatives of discipline training institutions at the stage of compulsory education in China are still transforming to non discipline training. During the visit, the researchers found that some educational institutions still adhere to discipline training, but have been registered as non-profit institutions in accordance with relevant regulations and implemented government guidance, which greatly reduces the training expenditure of families compared with before. Behind this is the national double reduction policy playing a role.

4. Conclusion and Suggestions

4.1. Conclusion

In this survey, 45.28% of students believe that the schoolwork burden has been significantly reduced after the implementation of the double reduction policy. This data shows that after the implementation of the double reduction policy, the burden reduction situation of primary and secondary school students has been significantly improved, and the sleep time and after-school time of students have been improved to a certain extent. 30.19% of students' participation in extracurricular training has been reduced, but there are still some students whose pressure has not been reduced. Although the double reduction policy has reasonably standardized training institutions, many trainers are facing unemployment, and some parents are still looking for tutors to improve their children's academic performance.

4.2. Suggestions

(1) Improve the quality of school teaching. The fundamental reason why parents sign up for training classes for their children is to improve their academic performance. In order to fundamentally improve students' academic performance and reduce the burden of extracurricular training, we must first improve the teaching quality of school teachers, adopt innovative teaching methods, cultivate students' thinking and innovative ability, teach students according to their aptitude, attract more students to the classroom, and create a good reputation.

(2) Change parents' thinking. The purpose of learning is not grades. Changing the parents' concept of only grades is an important aspect of reducing students' schoolwork burden. At the same time, parents' educational concept and family relationship mode will affect children to a certain extent, so we should form a good family relationship mode and healthy educational concept, do not put pressure on them to enter school, pay attention to the cultivation of learning interest, and imperceptibly reduce children's pressure.

(3) Schools, educational and training institutions and parents cooperate in teaching. Schools can cooperate with educational and training institutions to provide students with rich extracurricular activities courses by using the time of after-school services, which can not only cultivate students' interests and skills, but also reduce the burden on families, and reduce the

unemployment rate in the training industry. Finally, as the main position of students' education, schools should make full use of its role to guide families and society to fully understand students' burden, create a good social atmosphere, fundamentally reduce students' burden and lay a foundation for students to create a better future.

Acknowledgments

This work is supported by Fund Project: Anhui University of Finance and Economics College Students' innovation and entrepreneurship training program project, "the current situation of primary and secondary school education under the impact of the double reduction policy and the countermeasures of teaching and training institutions -- Taking Bengbu City as an example" (No.: S202110378502).

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