

EDUCATIONAL MANAGEMENT OF THE DOUBLE REDUCTION MODEL IN THE CONTEXT OF COMPULSORY EDUCATION

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Abstract

With the development of China's political economy, compulsory education has played a great role, but it also faces many problems. For example, class solidification and uneven distribution of educational resources. In order to adhere to the student-centered approach, a "double reduction" policy has been implemented. It focuses on reducing the homework burden, regulating extracurricular training, and improving the quality of school education. Using both qualitative and quantitative research methods, the purpose of this study is to examine the effects of the double reduction on teachers' teaching patterns, students' academic stress, and educational training institutions. A questionnaire survey method was used, and the results showed that the double reduction had a significant contribution to the development of compulsory education. With the joint efforts of families, schools, teachers and out-of-school training institutions, the burden of compulsory education is reduced, quality education is provided, and students develop comprehensively in moral, intellectual, physical, aesthetic and labor aspects to better contribute to society. Although there are still shortcomings, it is of great progressive significance.

Keywords: Educational management of the double reduction model in the context of compulsory education

Statement of the Research problem

Whether the "double reduction" model can effectively improve the quality of teaching and learning

For schools, the "double reduction" policy requires compulsory education schools to reduce students' academic burdens, improve the quality of classroom teaching, reduce the quantity of students' homework, improve the quality of homework, and ensure that students can complete their homework tasks in school, improve the overall quality of education and teaching, and reduce parents' anxiety at the same time. Students spend most of their time in school, and improving the quality of teaching and learning must be done by capturing the classroom. Let students make full use of classroom learning time so that they can learn something, and the learning burden will naturally be reduced subsequently.

Can the "double reduction" model effectively reduce the burden of homework

The "double reduction" policy focuses on reducing the excessive homework burden of primary and secondary school students, reducing the total amount of homework and the length of homework. At present, exam-oriented education and a "sea of problems" make students' homework burden increasingly heavy. However, too much homework practice is too stressful for primary and secondary school students, and in practice, it does more harm than good. The longer the homework takes, the lower the students' academic performance.

Whether the "double reduction" model can effectively use after-school time

With the "double reduction" policy in place, students will be free from the heavy burden of homework and busy out-of-school training, and the scientific use of after-school time will become a new problem for students and families.

In recent years, primary and secondary school students have become increasingly dependent on the Internet, many primary and secondary school students are addicted to video games, even if there is a time limit for minors to play games, they will use their elders' ID cards to register, treating the symptoms but not the root cause.

Parents need to have a certain concept of education and time, guide their children's learning, communicate with them more, and understand their thoughts. The implementation of "double reduction" is a long and arduous process that cannot be achieved without the joint efforts of family, school, and society.

Research objectives

1. The impact of "double reduction" on teachers' classroom model
2. The impact of "double reduction" on students' academic pressure
3. Double reduction on the impact of education and training institutions

Conceptual Framework

The study was designed using the students' after-school schedule as a mediating variable as follows:

(1) To explore the impact of the "double reduction" model on teachers, students, and parents through a comparative analysis of literature.

(2) A questionnaire survey of students in Wenzhou Experimental Primary School was conducted to analyze the actual changes in students' academic performance brought by the "double reduction" model.

(3) The impact of the "double reduction" model on students' academic development was explored, and corresponding countermeasures and suggestions were made for the teaching model, methods, and reform strategies for primary and secondary students in the context of compulsory

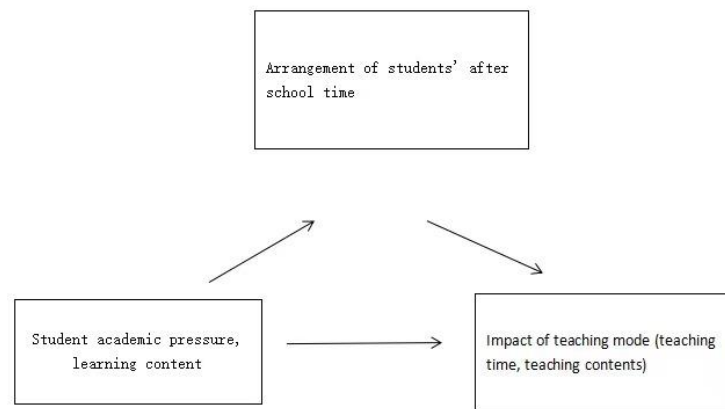


Figure 1.1: Conceptual Framework of the Study

Hypothesis of the "double reduction" study

1. "Double reduction" can effectively improve the quality of teaching
2. "Double reduction" can effectively reduce the burden of homework
3. "Double reduction" can effectively use the time after school

Research significance

This study investigates the "double reduction" model for primary and secondary school students in the context of compulsory education, and contributes to the study of the educational theory and implementation strategies of "double reduction". The study also aims to provide valuable teaching ideas for Wenzhou Experimental Primary School by disseminating theoretical knowledge and understanding the impact on schools, families, and communities.

This project aims to help reveal possible problems in the implementation of "double reduction", to better promote students' all-round development of moral, intellectual, physical and aesthetic development, to establish a professional evaluation system; to identify students' deficiencies and improve them in time, to analyze their development, to adjust the teaching model in time, to make students better able to develop in the direction they are good at, and to provide them with scientific advice.

The innovation of this study is to understand the current situation of education in China, optimize the practical teaching module, and devote to providing directions for the all-round development of primary and secondary school students' moral, intellectual, physical, and aesthetic development.

(1) It systematically summarizes the current situation of primary and secondary school students after the "double reduction" in compulsory education and proposes strategies for implementing educational reforms.

(2) The problems in the practical operation of the "double reduction" model are accurately elaborated, and the practical effects are provided with empirical references.

Concept and Theories

(1) The policy of "double reduction" refers to the policy of "Opinions on Further Reducing the Burden of Homework and Off-campus Training for Students in Compulsory Education" issued by the Ministry of Education, which means reducing the burden of homework for students in compulsory education and reducing the burden of off-campus training for students in compulsory education.

(2) The term stakeholder first appeared in an 18th-century English dictionary. Since Freeman introduced the stakeholder theory in his book *Strategic Management: A Stakeholder Approach* in 1984, there has been a surge of research on stakeholder theory in academic circles. Freeman believes that any group or individual whose achievement of an organization's goals can influence or be influenced, then they are a stakeholder. Clarkson considers stakeholders as individuals or groups who invest physical capital, human capital, financial capital, or something else of value in the activities of a business and take some risk in doing so.

Literature Review

The current situation of education under the double reduction policy

1. In-school homework reduction. At present, in-class teachers compress the amount of homework, improve the quality of homework, and allow students to do what they can. However, there are still students who are still young and have poor self-control, students who are busier or have a relatively low literacy level, it is difficult to complete the homework, the main thing is to improve the quality of classroom teaching.

2. off-campus training institutions to reduce the burden. The company is now no longer approving new subject-based out-of-school training institutions for compulsory education and is investigating and dealing with those that are not legal, controlling the number of institutions at the source and reducing students' reliance on tutoring institutions.

3. Parental anxiety relief. The high cost of extracurricular tuition brings great economic pressure to parents, and the anxiety is eased after the implementation of the double reduction policy, but there is still anxiety because of the fear that they cannot tutor their children and are overtaken by their peers, etc. Feasible measures still need to be introduced. Quality improvement of extracurricular services. Schools have taken the initiative to take responsibility for after-school services for their students and conduct interest groups while solving the problem of parents being unable to pick up their children on time. However, at present, the main participants of the after-school service are teachers, lack a flexible commuting system, and the quality of the courses offered in the short term has yet to be tested, and the practical exploration of the after-school service needs to be strengthened.

A study based on the "double reduction" policy

1. Meaningful research: return to the essence, reshape the ecology, grasp the meaning of research, is to answer the question of "why to reduce the burden", one is to return to the nature of education, to solve the educational problems caused by the excessive burden of schoolwork; the second is to reshape the new ecology of students' healthy growth.

2. Methodological research: overall focus, focus on cracking, in-depth investigation methodological research focused on "how to reduce" the problem. Based on the "double reduction" policy, the existing methodological research can be divided into two categories:

3. Historical research: sorting out history, exploring patterns, and inferring trends. Historical research is to retrace the occurrence, evolution, stage characteristics, and causes of load reduction from the time dimension.

Research Methodology

Population/Sampling Methods/Variables

The target population of this study was elementary school students in Wenzhou City, and a simple sampling principle was used to conduct the questionnaire. First, we asked people in the 6th-grade group of elementary school to score their satisfaction with the double reduction policy (on a percentage scale), and 100 people scored. Based on the satisfaction scores, 40 students each with the highest and lowest satisfaction scores were selected and invited to the WeChat group to complete the questionnaire by filling it out online.

Instruments/Research Design

This study is a hybrid study with precise qualitative (qualitative analysis) and quantitative (quantitative analysis) research. I used a web-based questionnaire to examine the questions to explore the impact of the change in study hours on student stress through students' choice of the option, and to determine whether the "double reduction" meets the expectations of students' educational status through their approval of the policy when the stress of schoolwork changes.

Statistics and Data Analysis

In this study, based on the above literature review and related theories and research purposes, a questionnaire was used to determine the research structure and the target population and to select the measurement tools suitable for this study. This questionnaire was distributed using an online electronic questionnaire, which was submitted by school students after answering online, soliciting students' opinions, and measured and collected directly from the online context to be classified and analyzed.

Data Analysis Result

Demographic Analysis of The Respondents

Of the sixth-grade students, 65% were aware or very aware of the double reduction policy, 30% were moderately aware, and 5% were not aware of the policy. This is closely related to the communication that teachers make with parents. According to the survey, 92.8% of teachers conveyed the requirements of the "double reduction" policy more frequently, and parents felt that they received more guidance on home education after the "double reduction," which also provided an important guarantee that the "double reduction" policy was recognized at the parental level.

Statistical Analysis Results

In the data compiled, it is clear that most elementary school students are not aware of the "double reduction" policy, but they can feel some changes in their learning situation compared to recent years. Many students found that classroom instruction and curriculum have changed since the "double reduction" policy, especially in terms of reducing their test and homework load, and their grades have improved. In the previous year, many students took more than an hour to complete each assignment, but after the implementation of the double reduction policy, their efficiency in writing assignments has improved.

Table 1 Satisfaction survey on "double reduction" in the context of quality education (N = 80)

	Yes	No
Decrease in homework load	64%	36%
More spare time in school	84%	16%
Increased learning efficiency	82%	18%
Learning anxiety eases	80%	20%
Increased time for reading outside of class	68%	32%

1. Effective improvement of teaching quality: The quality of teachers' teaching has become an important topic of concern after the "double reduction". 83% of the students think that the quality of the extended hour's service provided by the school is good or very good after the "double reduction", and the quality of teachers' teaching has been improved. Ninety-two percent of the students liked or liked very much the extended hour's service provided by the school, 7% of the students thought it was average, and less than 1% of the students did not like the extended hour's service.

2. Effectively reduce the burden of homework: After-school homework is one of the main elements of the "double reduction" requirement and is also the key to the implementation of the double reduction policy. According to the survey, 94% of teachers believe that the homework assigned to students has been reduced or significantly reduced after the "double reduction", while 90% of teachers believe that the frequency of examinations has been reduced or significantly reduced after the "double reduction".

3. Effective increase of after-school time: Students' participation in out-of-school training, especially subject-based training, is another key element of the 'double reduction policy. In a survey of parents' willingness to participate in out-of-school subject-based training, 56% of parents are still willing to let their children participate in out-of-school subject-based training.

Conclusions and Discussion

Conclusions and Discussion

The "double reduction" policy has made great progress, but the potential problems are becoming more apparent. Some academically disadvantaged students are becoming more independent, less disciplined, and unable to keep up with the curriculum, while students who are more capable of independent learning may have more time to improve themselves, which may make the polarization more serious. For the time being, education policies still need to be improved and upgraded.

(1) the academic pressure on students has indeed been reduced. However, students in the early grades of elementary school are not mature and do not have good self-discipline, and they used to spend most of their time studying at school and home under the supervision of teachers and parents. Some parents are very busy with their work and do not have too much discipline on their students.

(2) After-school extended hours services have been effective, but there are still many problems. Nowadays, primary and secondary schools implement 5+2 after-school extended hours service. In the view of many parents, elementary school students in the lower grades have a hard time reading at school during the day, and when they go home, they can play to their heart's content, which makes them happy and their parents feel relieved.

(3) Students' academic pressure has been reduced, but learning anxiety is still there, the fundamental purpose of the double reduction is to reduce the burden on students, not to reduce the results. Regardless of the changes in the education system, secondary school examinations still exist, especially secondary school examinations, and the rate of general education continues to decrease, and students and parents still have a sense of urgency.

The results of this study show that the double reduction has a positive effect on strengthening school education, improving the quality of school classroom teaching, optimizing homework assignments, improving the quality of after-school activities, reducing students' classroom burden, achieving the purpose of improving students' comprehensive literacy, and building a good ecology of education, enhancing people's understanding of the double reduction policy, facilitating the further implementation of the double reduction policy, reducing the mental burden of parents and the economic burden of families. It is also conducive to the further implementation of the double-reduction policy, reducing the mental burden of parents and the economic burden of families, and bringing subject education back to the main school.

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