

The Introversion of Education: The Landing Dilemma of the Double Reduction Policy and Its Countermeasures

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Abstract: A major issue in today's society is the "double reduction," and some studies have discovered that in recent years, the "education in-volume" has progressively gotten worse, leading to the emergence of school districts with exorbitant rents and the growth of training institutions. The implementation of the "double reduction" program is thus urgently needed. The policy's mechanism and its impacts on the ground, however, are not yet fully understood. The "double reduction" policy's effects and possible responses are the subject of this paper's investigation. The following describes the study methodology used in this paper: first, the author polled primary and secondary school students in Fuzhou on their opinions of the "double reduction" policy's actual implementation impact, level of satisfaction, and potential for improvement. The study's findings demonstrated that the "double reduction" policy may be effectively implemented by constructing a diverse evaluation system and offering many options for students' achievement. The study's findings demonstrate that the "double reduction" has a favorable effect on reducing the load on students and parents and can successfully address issues with the "school district" and uneven distribution of educational resources.

Keywords: Double reduction policy, primary and secondary school students, education in-volume, parents.

1. Introduction

In recent years, education has become a social issue of concern to parents. With the advancement of society, parents are becoming more and more concerned with their children's education, making it their lifelong goal for them to graduate from high school and attend a famous university. However, the negative effects of "education in-volume" cannot be ignored. Behind this phenomenon is competition BETWEEN the rich and poor classes, such competition also makes the children carry a heavy burden of learning shackles but also caused parents to worry about this situation. In this case, students' performance may only decrease but not increase, and many parents will attribute this to the poor quality of the teachers' teaching, thus enrolling their children in different classes in the hope that this will improve their children's academic performance. The education "inner circle" has thus begun to become more intense, bringing not only a serious psychological burden to the child, but also considerable economic pressure on each family: every parent expects their son to become a dragon and their daughter to become a phoenix, which makes many families have to put most of

their expenses on their children's educational resources, and even devote all their money to buy a school district house, just to make their children have the best education. This makes many families have to put most of their expenses on their children's educational resources and even devote all their money to buying school district houses just to make their children have the best educational resources.

The Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in Compulsory Education (hereinafter referred to as the "Double Reduction" Opinions) released by the General Office of the CPC Central Committee and the General Office of the State Council in July 2021 attracted significant public attention [1]. In accordance with the spirit of this policy, "double reduction" efforts are being vigorously promoted nationwide. It is extremely evident that the "view" of "double reduction" is intended to address the issue of student burden in compulsory education, namely to do away with the phenomenon of "reducing the burden in school while increasing the burden outside of school."

This study analyzes the impact of the "double reduction" policy on primary and secondary school students and their parents based on questionnaire data and attempts to put the social concerns of parents under the scrutiny of objective data. This study refines the general implementation plan and policy, collects respondents' opinions and provides directions for the transformation of extracurricular education institutions, and provides suggestions for policy adjustment. China is currently experiencing its finest period of progress in history, but in order to meet the "two hundred years" aim and bring about the great renaissance of the Chinese nation, the entire society must give innovation in educational quality greater attention. The "double reduction" policy's implementation can lessen the financial burden that students' parents bear for their children's education, guarantee the caliber of instruction on campus, and also compel society to regulate all forms of the education and training sectors, bringing children's learning and education back to the classroom, promoting the equitable distribution of the benefits of education development, and fostering the growth of social equity alongside educational equity.

2. Causes and Details of the Release of the Double Reduction Policy

The education sector has matured significantly in recent years with the aid of numerous sources of funding, and many educational institutions are now profitable. In this case, the "inside volume" gradually penetrates to parents and students, in such a fierce competitive pressure, parents of all kinds of cram school pursuit more and more fervent, grasping early grasping small become their choice WITHOUT retreat, so that their children to get good grades, on the famous school become their lifelong pursuit. However, behind this phenomenon of "education inside the volume", is a competition BETWEEN the rich and poor class education. Training used to be about "making up the difference," but now it's about "topping." This education gap will expand for low-income households when school education becomes the primary emphasis of comprehensive education and the heavy load of basic subject education is handled by off-campus training institutes. School education is especially important to parents of low-income families because they spend a lot of time working to support their families and little time or money on their children's education, whereas parents of high-income families have more time and resources to devote to their children and can afford to provide more high-quality educational resources for their children. It may be very challenging for the "poor" to raise "noble" children because when money seeps into the education sector, high-quality educational resources flood the community outside of the school. As a result, the student body of elite universities becomes more and more fixed.

According to the previous education model system, students are under very heavy pressure from school work, even beyond their tolerance limit. In the long run, students' interest in learning will be greatly weakened, and their accumulated learning knowledge will slowly fade away with their

interest in learning. This will not only create a lot of confusion for students, but more importantly, it will also make parents very anxious. In addition, the pressure of heavy school work is constantly compressing students' rest time after school, and such heavy school work does not improve the quality of students' learning but also increases the burden on parents.

In this case, students' grades may only decrease rather than increase, and many parents attribute this to the poor quality of the teachers' teaching, thus enrolling their children in different classes in the hope that this will improve their children's academic performance. The education "internal volume" also began to become more intense, not only to the child brought a serious psychological burden but also to each family brought a lot of economic pressure: every parent expects their son to become a dragon, expects their daughter to become a phoenix, quality school district near the school house has become a hot "meat and potatoes" Many parents are willing to spend all they have just to buy the "old rundown" school district house so that their children can learn in a better environment so that they can get into key high schools, key universities so that they can find good job opportunities [2]. This is one of the factors that have contributed to the decline in our fertility rate. In this context, our country has introduced the "double reduction" policy related to the implementation of the program.

The "Implementation Plan on Further Reducing the Burden of Homework and Off-Campus Training for Students in Compulsory Education" was released by the General Office of the CPC Fujian Provincial Committee and the General Office of the Fujian Provincial People's Government in order to coordinate the work of "double reduction" and give more time back to students. This plan aims to relieve students of their heavy study loads and bring subject education back to the classroom.

2.1. Implementation of Operational Fine Management Promotion Plan

Schools should strengthen the management of homework sources, design, assignment, correction, assessment, and counseling, as well as create and improve homework management strategies. To guarantee that the difficulty of the homework does not exceed national norms, it is important to improve the coordination of homework across subject areas and grade levels. The institution should also improve homework design and correction, integrate it into the teaching and research systems, develop basic homework in a systematic manner, actively implement graded, flexible, and individualized homework, and improve practical homework. Encourage the implementation of school-based homework in places and schools that are in a position to do so, and teachers design high-quality homework by selecting, adapting, and creating their homework, and no longer recommend the subscription of teaching and learning materials. Teachers should be fully corrected on students' written assignments, and provide students with question-and-answer tutorials by way of error modification and topic reconstruction. It should not be necessary for students to edit their assignments. A reliable monitoring system for homework management is in place at the same time. introduction of homework management monitoring techniques and integration of homework management into crucial content quality evaluation in schools. Create a mechanism for notifying students of their homework, notifying teachers of the type and amount of homework assigned to each grade, and conducting regular spot checks and assessments. It is completely banned to provide schoolwork to parents, give it to them under cover of night, or ask them to check and correct homework. Incorporate homework assignments and corrections into instructors' yearly evaluations and title evaluation systems, and strengthen the daily monitoring of teaching practices.

2.2. Implementation of Education and Teaching Quality Improvement Plan

Promote the effective and balanced development of compulsory education, plan for the integrated growth of compulsory education in both urban and rural areas within the county, organize the best possible distribution of resources between urban and rural education, and stick to the public schools as the primary providers of compulsory education. Support local efforts to examine large school district management reform, coordinate the development of a teaching force that is stronger, implement a principal and teacher rotation and exchange program, encourage the equitable distribution of high-quality teachers, and work to gradually close the achievement gap between urban and rural areas. Second, classroom instruction is the primary means of establishing moral education and showcasing the quality of education-oriented instruction. Schools should open the full range of the national curriculum, in strict accordance with the national curriculum standards to carry out teaching activities, the full implementation of the "zero starting point" teaching, not arbitrarily increase or decrease class time, increase the difficulty, speed up the progress. Optimize the evaluation system, reduce the pressure of exams, reduce the number of exams, no early end of class preparation, test questions over the standard, test ranking, and other behaviors [3].

2.3. Implementation of After-school Service Expansion and Quality Improvement Plan

After-school services in compulsory education schools should be fully covered, and students should be guided to participate voluntarily. The end of after-school services in the evening should generally not be earlier than the typical local closing time; for students with special needs, schools should provide extended hours care services. In general, after-school services should be provided according to parental demand during both the noon and evening hours on weekdays. On weekdays, junior high schools are only allowed to provide two hours of nighttime study programs. Every semester, the "menu" of after-school service projects and content is offered at compulsory education institutions as "a school a case" to develop. To guarantee that financing is available, all locations should strengthen their school after-school service funding guarantee mechanisms, taking financial subsidies, service fees or other levies, etc. Make good use of the national primary and secondary school network cloud platform, build a good public service platform for provincial education resources, allocate a good library of thematic education resources across the nation, actively explore the creation of "short, fast, and precise" learning resources, and provide high-quality learning resources. Accelerate the creation of online high-quality education and teaching resources.

2.4. Implementation of Off-campus Training Strict Governance Action

There will be a gradual reduction in the number of subject-based training institutes and no more approval of new out-of-school training programs for pupils enrolled in compulsory education. The audit was successful and all of the currently operating discipline-based training institutions were registered as non-profit organizations. However, the audit was unsuccessful and necessary corrections needed to be made before the license to operate schools could be revoked and training activities could be stopped legally. Off-campus training institutes may not plan discipline-based training on federal holidays, rest days, or the winter and summer vacation seasons, strictly adhering to the appropriate Protection of Minors Act rules. The establishment of a discipline-based training institutions information disclosure system requires that training institutions make their qualifications, teacher qualifications, fees, training content, and other information available to the appropriate authorities so they can take the initiative to report it. They must also prominently display this information on their website and in their school buildings so that students can accept social supervision. Control the excessive inflow of funds into training institutions tightly; subject training institutions are not permitted to list financing; and capitalization is strictly forbidden. The

management of out-of-school training ads should be strengthened, and out-of-school training advertisements should not be published or aired on traditional media, new media, billboards in residential areas, public spaces, or any other type of billboard [4].

3. The Dilemma of Landing the Double Reduction Policy

To evaluate the effect of the double reduction policy on the ground, the author conducted a questionnaire survey of compulsory education students and their parents in Fuzhou City. The parents of the students interviewed believe that the "double reduction" policy has successfully enhanced school behavior and maximized the quality of school instruction, but there are also concerns that the policy has decreased the burden of extracurricular activities without reducing the pressure on their children's future educational pursuits. Some parents also believe that the "double reduction" policy has actually increased pressure on their children's future educational pursuits. The industry of educational and training institutions has improved since the "double reduction" strategy was put in place, but the issue of universal tuition has not been resolved. More than 40% of the parents surveyed are waiting to see whether their children will take part in off-campus subject training in the upcoming semester, and they anticipate continuing to work toward improving access to high-quality educational resources, reforming the promotion and examination processes, and systematically raising teaching standards in schools in order to advance the "double reduction" on the ground.

According to the poll, only 65.27 percent of students required 60 minutes or longer to finish their homework following the introduction of the "double reduction" policy, a decrease of 9.73% from the pre-policy era. The percentage of students who "did not have homework" or "could complete all homework at school" increased from 25% to 34.72%. During weekends, holidays, and summer and winter vacations, 50% of students can complete all written assignments within 60 minutes.

3.1. The Emergence of the Deformation of Educational Support Institutions

The "double reduction" strategy has had a significant negative impact on the teaching and training sector. Strict governance measures have resulted in the closure of tutorials and training programs all throughout the nation. However, in this situation, some of the cram schools to be able to continue to survive, shake out a new pattern.

After the double reduction policy was announced, some parents did understand the severity of the issue and appropriately lightened their children's load so that they could get better rest and adjust their mindset over the weekends. These kids only needed to finish their homework before they had enough time to play. But not all parents think so, some students' parents think that reducing the burden is just a kind of rhetoric, students still need to continue to go through the middle and high school exams, so many students under the competition, if children relax, then they will be one step behind other children, so instead of adding to the burden of children.

Such ideas invariably promote the transformation of teaching and learning institutions, although extracurricular tutoring classes disappeared, parents began to find ways to find black tutoring institutions, and even some of the better off, directly invited home tutors, to students one-on-one tutoring, private custom. In this way, not only did not succeed in reducing the burden on children but also intensified the burden on parents, after all, the same tutoring, the cost is many times more than before. As a result of the implementation of the double reduction policy, it can be said that the inner volume does not simply disappear but also takes on a new intensity, which is hard for many students to accept. Some parents are also troubled because they had intended to lighten their children's load, but as other students' test scores keep rising, if they continue to do so, their children are likely to fall behind [5].

According to the data, more than 40% of parents choose to continue to participate, and online training is highly popular. After the introduction of the "double reduction" policy, 24.0% of parents surveyed said they would continue to participate in out-of-school subject training. Parents said the main reasons are: to expand their children's knowledge (51.4%); their children's performance is not very good and they hope to catch up with most of their peers through training (44.1%) and to enrich their children's after-school life (32.6%). Parents said that in addition to strengthening parents' tutoring, they would also choose to buy online subject tutoring courses for their children (44.6%); participate in after-school subject training in off-campus training institutions (34.7%); hire 1-to-1 tutors (17.5%), and have their children work with classmates to hire master tutors (16.4%).

3.2. Some Parents Still Have a Favorable Attitude

More than 60% of parents opted out, although they believe in the value of education. Following the adoption of the "double reduction" policy, 26.4% of parents stated they would not continue to make arrangements for their kids to take part in off-campus topic tutoring in the upcoming semester. Following the implementation of the "double reduction" policy, parents are doing this primarily for three reasons: to enroll in after-school subject-specific care classes; to believe that their children will receive better educational resources at school; and to believe that school teachers will be able to tutor their children WITHOUT the need for out-of-school tutoring.

"The focus of 68.06% of the parents surveyed is to further improve the standard of education in schools and the quality of classroom teaching. The school and the government should teach as much as they can, improve the standard of classroom instruction, increase the effectiveness of students' learning at school, and minimize the need for students to travel to off-campus institutions for "small meals" as much as possible in order to improve teaching methods [6].

Out-of-school training facilities are guided and helped to modernize. According to 36.11% of the parents polled, subject-based training at out-of-school institutions should get more oversight and scrutiny. Efforts should be made to regulate the scope and content of the institutions' training so that they can gradually transform into quality education, vocational education, after-school care, and in-school business, as permitted by the policy. Further stimulate the technology-enabled educational capabilities of relevant out-of-school training institutions to provide personalized services in sports, music, dance, art, technology, etc., to make up for the shortcomings of school education.

Reforming schooling and examinations to promote a benign environment. 61.11% of parents believe that primary and secondary schools should further rid themselves of the interference of exam-oriented education, consciously educate people for the Party and the country, and guide families and society with their exemplary actions to form a consensus on values. On the one hand, schools should enhance the standard of instruction through reforming school administration, curriculum, and instruction, as well as defending and promoting teachers' rights and interests. As opposed to this, schools should maintain or increase the amount of appropriate, moderate, and varied tasks while decreasing the amount of overly complicated, difficult, and boring homework. They should also respect individual differences, take into account students' developmental characteristics, personalities, and interests, and implement teaching based on these factors. Schools must also reinforce classroom guidance, classify and define the quantity of homework, and improve the "five management" system. Only in this way can students have enough time, energy, and interest to experience the joy of learning and the joy of success. Only when schooling meets the academic needs of students to the maximum extent possible can students learn enough to do well in school and truly reduce their burden.

4. How to Reduce the Burden of Homework and Out-of-school Training for Primary and Secondary School Students

4.1. Implementing the Transformation and Upgrading of Education and Training Institutions

On the one hand, after banning training institutions from using holidays, winter, and summer vacations for subject training, community care must be developed to provide students with a place to go, otherwise, families who cannot look after their children will face the problem of looking after their children. Moreover, holiday care cannot be just babysitting, if it is just babysitting, then parents are not willing to send their children to such care classes, but will choose to hire tutors, or send their children to underground training institutions.

The company's main goal is to provide a comprehensive range of products and services to the public. This is a return to the functional positioning of out-of-school training institutions as they should be [7].

Out-of-school education and training institutions must adapt to the "double reduction" document's implementation. The first step is to decide to leave the market. If discipline training constitutes the primary business of an after-school training facility, then restrictions prohibit capitalizing on, conducting training during holidays, winter, and summer breaks, and drastically compressing the profitability of discipline training. As a result, the listed institutions for out-of-school training will need to be delisted, and if the discipline education and training are deemed to be unprofitable, they will be completely withdrawn. Divest and metamorphose is the second choice. Listed out-of-school training institutions also have non-disciplinary training businesses, that can divest the subject training business, to the non-disciplinary training business listed. To survive and develop, training institutions must transform, in terms of development thinking, to transform to do education, rather than the pursuit of business, in terms of training content, to transform to do non-disciplinary training, including literacy training, adult development, skills training, etc. This will bring about a major reshuffle of out-of-school training institutions [8].

4.2. Advancing Education Reform

The excessive academic burden of students is a historical problem that not only affects students' physical health, blocks the connection BETWEEN students and nature and society, but also may stifle their creative thinking. The purpose of reducing the burden is to protect students' physical and mental health, improve the quality of teaching and learning, cultivate students' creative spirit, innovative ability, and comprehensive quality, promote students' all-round development, to train builders and successors of the socialist cause and serve the national strategic needs and socialist modernization. The implementation of "double reduction" requires the concerted efforts of the family, school, and society to free students from the heavy burden of schoolwork [9].

The implementation of the "double reduction" policy is not only a major adjustment to the pattern of education in China but also a major change in the concept of education. The first is adherence to the attributes of public welfare. Basic education is not a business, but a public good that the state must provide. Whether it is school education or out-of-school training institutions, the public welfare attributes of education must be upheld. From the perspective of maintaining fairness and justice, education equity is the cornerstone of social equity, education cannot become a luxury, let alone quality education become the "patent" of a few rich people. The second is the correction of the concept of education. China's primary and secondary education has long been subject to the interference of test-based education, the implementation of the "double reduction" policy, in essence, is a series of educational concepts of correction.

To reduce the burden, the government must effectively promote education evaluation reform, establish a diversified evaluation system, broaden students' choices of success, and dilute the function of education stratification. If the school still uses a single score to evaluate and select students and allocate high school education resources and higher education resources according to students' high and low scores, such as the general-vocational stream after the secondary examination becomes the general-vocational stratification, it will be difficult to eliminate the education anxiety and education volume in our society [10].

5. Conclusion

In conclusion, the promotion and implementation of "double reduction" is a long-term comprehensive project that requires the full cooperation and close collaboration of society, schools, parents, and departments at all levels. The administrators and educators must raise our political level, deeply understand the essence of the spirit of "double reduction", seriously implement it, jointly build a good education ecology, put the Party's education policy into practice, and jointly contribute to the cultivation of high-quality socialist builders and successors. Only by establishing a diversified evaluation system and creating multiple options for students to achieve success can students be freed from their academic burdens. WITHOUT reforming the education evaluation system, the governance will be to treat the symptoms but not the root cause, press the gourd to start the ladybug.

The research in this paper is based on the reality of the implementation of the "double reduction" policy, and the policy recommendations are based on the policy experience that has been fully practiced in other regions and achieved good results, highlighting the systematicity, scientific, sustainability, and operability of the policy. At present, there are many shortcomings in this thesis, such as the selection of data is too macro, lacking detailed data to reflect the specific development situation, which affects the depth of the analysis; lack of field research and practical experience, and the proposed policy recommendations need to be further explored and revised: the interpretation and analysis of the "double reduction" policy need to be further strengthened. The interpretation and analysis of the "double reduction" policy need to be further strengthened. All these shortcomings need to be explored and practiced in future studies, work and research.

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