

The Influence Of The Double Reduction Policy On Elementary And Middle Schools In China Since 2021

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Abstract: In 2021, China proposed the “Double Reduction” strategy. This approach’s goal is to decrease students’ stress related to schoolwork and after-school coaching. Presently, nearly a year after the fact, numerous nearby legislatures have implemented this strategy with their schooling arrangements. “Double Reduction” appears to have diminished the tension between families and students, as indicated by current internet-based assessments. Nonetheless, due to the “Double Reduction” strategy, students can’t procure information through after-school life as in the past, and metropolitan youngsters, particularly those from double-income families, need supplemental instruction from parents, as a rule. How do these vacuums influence students? Significant data were gathered through interviews and reviewing writing on the Web. In light of this useful information, this paper breaks down whether students get proper home schooling to make up for the loss of their ability to learn through extracurricular coaching and after-school schoolwork. Quantitative methodology was used to analyze the influencing factors in the effectiveness in the implementation of the Double Reduction Policy. The findings indicated that there were multiple significant but weak correlations between the combination of independent variables (familiarizing ideas, generating knowledge, reviewing knowledge, producing quality) and the dependent variable (teaching strategy). It was found that due to the absence of sufficient after-school schoolwork and after-school mentoring, some extremely successful students might in any case perform at a high scholastic level (upper and elementary grades), yet lower-accomplishing students’ scholastic performance turned out to be lower because of the absence of parental discipline.

Keywords: the influencing factors, the Double Reduction, elementary, middle school.

1. Introduction

Quality-situated schooling (QOE) has been a progressing worry for the Chinese government and neighborhood schools. The essence of QOE is to foster students’ comprehensive characters; more explicitly, QOE is intended to fortify students’ feelings of social obligation, improve their developmental outlooks, and advance their topic recognition and critical thinking abilities. Under the conventional test-oriented schooling system, there are a few issues with executing quality training in schools. The major issue is that students need more opportunities to work on quality from all angles, while likewise finishing truly challenging tests. China’s Double Reduction strategy was established by the Chinese Training Clergyman in 2021. As indicated by Yi Fei (2022), Double Reduction aims to diminish the learning burdens of students by reducing the load of homework, which helps to forestall negative impacts that are made by learning the knowledge too early by means of tutoring and course training during a student’s semester or another explicit learning period.

For the past one hundred years, numerous Chinese researchers have done philosophical and authentic foundation investigations on the subject of QOE, as well on as the approach of completing quality schooling in different disciplines. Since the presentation of the Double Reduction strategy, researchers have investigated measures aiming at improving the learning effectiveness and establishing quality schooling under the Double Reduction. A few researchers have concentrated on the investigation of the Double Reduction strategy and the effect of Double Reduction on essential disciplines. Liu Yujia (2021) zeroed in on investigating the functional marks of Double Reduction in the mandatory training stage, and he showed that the Double

Reduction strategy’s impetus to work on schools’ effectiveness and advance off-grounds preparation enhances the government’s policy execution. Liu Yujia (2021) claimed that the smooth execution of Double Reduction can actually diminish the weight on students and accomplish all over improvement of basic education. At the same time, while strategy producers and organizations effectively implement Double Reduction, the potential difficulties of Double Reduction have drawn the consideration of certain researchers. Zhang Miaomiao and Chang Feng (2021) took the predicament and technique of customary public games in school as their topic of study and talked about the issues of inadequate financing and lack of educators experienced in customary games, which are disliked with regards to Double Reduction. As of now, researchers’ examination and execution on points connected with Double Reduction and quality training are more centered around the promotion of and need for far-reaching examination.

This study takes the “Double Reduction” and “quality-situated instruction” as the beginning stage and inspects the impacts of the previous approach on the last option. This paper centers around the incredible effect of twofold deduction on the advancement of value-focused schooling in light of the issues and ideas surrounding execution of the advancement of value training under the Double Reduction strategy that researchers have put forward, and it gives more complete data for future researchers.

2. Influencing the Double Reduction

Before the Double Reduction strategy in 2021, China’s instruction preparation market size was on a sharp vertical rise, developing from 264.2 billion yuan to 528.6 billion yuan from 2015 to 2019. After-school instructional exercises are an

exceptional type of schooling organization advancement in China. As per insights, 47.3% of Chinese families with schoolchildren took part in after-school instructional exercise classes at different instructive foundations. After-school instructional exercises additionally extraordinarily added to students' pressure and monetary weight and interfered with students' adherence to school guidelines. The rise of the Double Reduction strategy has disturbed the after-school instructional exercise training market.

The Double Reduction strategy likewise centers around halting the activity of after-school, subject-based organizations, explaining the idea of subject-based preparation and no subject-based preparation, and managing instruction preparation administrations' behavior, while setting guidelines and administrative components for non-subject-based preparation. Both of China's biggest for-benefit instruction aggregates have been adversely impacted by this strategy. One of the biggest instructional organizations, New Oriental Schooling and Innovation Gathering, was impacted by the Double Reduction Strategy. Investigator Banglun Wu showed that "New Oriental Instruction's income was depending vigorously on K-12 coaching and the field was presently limited by the Double Reduction strategy straightforwardly." TAL Training Gathering (NYSE: TAL) was likewise one of the biggest instructional conglomerates in China and was confronted with comparable difficulties. Banglun Wu (2021) stated the organization lost 95% of its market capitalization within several months. Both New Oriental Instruction and TAL Schooling caused weighty misfortunes as an aftereffect of the Double Reduction strategy. These two organizations are just two of the auxiliary schooling delegates in China; there are several more small and medium-sized preparation organizations that have been endorsed and embroiled, large numbers of which are confronting cutbacks or potential terminations.

The Double Reduction strategy has without a doubt prompted the schooling business to acclimate to government limitations and to find new techniques for improvement straightaway. In 2021, Xuepeng Jin (2021) explained that since significant accentuation on assessments exists inside the Chinese educational system, parental uneasiness won't stop. According to Xuepeng Jin (2021), "A few guardians who live in richness enlist costly educators to mentor their youngsters at home in their homes. Subsequently, different guardians were unsatisfied with this uncalled-for training." The way that high-stakes assessment results are equivalent to the triumph of one's life is encouraging guardians to spend more on the training of their youngsters. In any case, the prohibition on cram schools has prevented guardians from normal families to consume instruction after school, while rich guardians still employ confidential instructors to give guidance to their youngsters. In both the present moment and the long haul, cultural shamefulness is probably going to increase. Besides, notwithstanding the estimation of riches, the instructive foundation of guardians will straightforwardly impact the training of kids.

3. Methodology

The investigator adopts the survey method of research. In the words of Adi Seshaiyah and Sekhar (1977), the survey method is necessary for the collection of facts and information

relevant to the problem investigated. The survey approach to educational problems is one of the most commonly used approaches. It goes beyond mere gathering and tabulation of data; it involves interpretation, comparison, measurement, classification, evaluation, and generalization, all directed towards a proper understanding and solution of significant educational challenges and suggests ways of addressing them.

Table 1: Research Design

Nature of the Study	Variables	Tools	Sample	Area of study	Statistical technique employed
Normative Survey Method	Influencing the Double Reduction policy	Influencing the Double Reduction policy	Random Sample of 150 schools in China	China	Multiple Regression

Various statistical techniques were implemented to analyze and systematize the data that were obtained through the tests in finding out the influencing factors towards implementing the Double Reduction policy in 2021 in China.

Table 2: Population

SL.No	Names of the School	Total Students
1.	Hangzhou Qiuzhi Primary School	25
2.	Fuzhou Qunzhonglu Primary School	25
3.	Wuhan Yucai Primary School	25
4.	Nanjing Fuxing Primary School	25
5.	Shanghai Xiangyang Primary School	50
Total		150

4. Analysis and Findings

There was a significant predictive effect on the Double Reduction policy. In order to address the research objective, statistical hypothesis testing multiple regression was performed on the variables. As an initial step, the bivariate correlation between the variables (familiarizing ideas, generating knowledge, searching for themes, reviewing knowledge, defining subject, producing quality) and the dependent variables were examined. If bivariate correlations were not significant for any of the independent variables with independent variables, it was deemed appropriate to exclude such variables from further analysis. All statistical hypothesis testing performed to assess the significance of the correlations was set using a significance level of .05, or 5%. A 5% significance level is the conventionally used maximum level in social science and behavioral science studies (Cohen, 1988).

Table 3: Bivariate Correlation Based on the influencing factors of Double Reduction Policy

	1	2	3	4	5	6
Familiarizing ideas	.000					
Generating knowledge	.305	.000				
Searching for themes	-.211	.384				
Reviewing knowledge	.048	.355	.588			
Defining subject	.095	.480	.208	.763		
Producing quality	.182	.063	.089	.446	.420	
	.026	.446	.277	.000	.000	

Note *denotes a significant relationship (the statistically significant level at $p = .05$, two-tailed). p values appear within parentheses below the correlation coefficients.

The correlation analysis revealed that, from the eight independent variables considered in this study, familiarizing ideas did not have a significant relationship with teaching strategy for the ($r = -.150$, $p = .067$). This finding suggested that this variable did not have a predictive relationship with the dependent variable addressed in this study. Hence, it was deemed appropriate to exclude this insignificant factor from further analysis.

Generating knowledge did not have a significant relationship with teaching strategy for the ($r = .041$, $p = .620$). This suggested that this variable did not have a predictive relationship with the dependent variable addressed in this study. Hence, it was deemed appropriate to exclude this insignificant factor from further analysis. Searching for themes did not have a significant relationship with teaching strategy for the ($r = .097$, $p = .238$). This finding suggested that this variable did not have a predictive relationship with the dependent variable addressed in this study. Hence, it was deemed appropriate to exclude this insignificant factor from further analysis.

Reviewing knowledge was found to be significantly, moderately, and positively correlated with the respondents' teaching strategy for the ($r = .499$, $p = .000$), at the significant level of .05. The coefficient of determination (r^2) for these variables was .25, which indicates that 25% of the variance in teaching strategy could be accounted for by the independent variable.

Defining subject was found to be significantly, weakly, and positively correlated with the respondents' teaching strategy for the ($r = .196$, $p = .016$), at the significant level of .05. The

coefficient of determination (r^2) for these variables was .038, which indicates that 3.8% of the variance in teaching strategy could be accounted for by the independent variable.

Producing quality was found to be significantly, moderately, and positively correlated with the respondents' teaching strategy for the ($r = .475$, $p = .000$), at the significant level of .05. The .115 coefficient of determination (r^2) for these variables was .23, which indicates that 23% of the variance in teaching strategy could be accounted for by the independent variable.

Overall, four out of six independent variables were found to be not significantly correlated with the dependent variable. These findings suggested that further correlational analysis using multiple linear regression could be performed. Correlational analysis using multiple linear regression is useful in determining the predictive relationship of a combination of independent variables (i.e., the predictors) on the dependent variable (i.e., the response). Through multiple linear regression it is possible to generate a predictive equation model for the dependent variable, using the relative contribution of each of the predictor variables as parameters.

The summary of the results obtained from conducting the multiple regression is presented in Table 4.

Table 4: Multiple Linear Regression for Factors Influencing the Double Reduction Policy since 2021

Variable	Coefficients	SE	T(df = 119)	p
Constant		.149	-1.986	.049
Familiarizing ideas	.424	.037	11.153	.000
Generating knowledge	-.014	.048	-.344	.731
Reviewing knowledge	.115	.045	2.258	.025
Producing quality	.185	.036	3.245	.001
N	150			
F(5,149)	132.872			
Prob >F	0			
R	0.907			
R ²	0.882			

Note. * The regression coefficients reported here for each of the predictor variables are unstandardized. An unstandardized or raw regression coefficient often denoted the relationship between the predictor and the dependent variable in some of the original (i.e., raw) units of measurement.

The regression analysis results shown in Table 4 revealed that the overall regression was significant. Moreover, there was a significant but weak multiple correlation between the combination of independent variables (familiarizing ideas, generating knowledge, reviewing knowledge, producing quality) and the dependent variable (teaching strategy) $r = .907$, $p = .000$. The multiple coefficient of determinations (R^2) for these variables was .822, which indicated that there was an 82% variance in leadership style to the teaching strategy.

5. Conclusion

The Double Reduction strategy is the biggest current initiative affecting China's mandatory schooling system. It has sped up the school quality instruction framework and advanced the broadened improvement of after-school activities in the school, seriously considering diminishing the pointless strain put on an excessive number of students. Simultaneously, it normalizes the off-grounds educational cost establishments, forbids the advancement of schooling capitalization, and removes enormous types of revenue from the monopolistic schooling undertakings, so that these instructive organizations start to ponder the valid implication of training and advance the change of the schooling business sector to quality schooling.

While Double Reduction brings a large number of potential open doors for quality instruction, there are some additional challenges, like the portion of assets and the value of schooling. With respect to open doors and difficulties, nearby government divisions ought to ponder the worries brought up in this article and stringently execute and regulate the approaches proposed by the local government. Likewise, school pioneers and instructors ought to follow the plans resulting from this turn of events, and make successfully learning and giving quality instruction their central goal. Guardians ought to diminish inordinate concerns and plan for the general improvement of their students. The investigation of this point clarifies the conceivable positive and adverse consequences under the major instructive arrangement defining moment of Twofold Decrease, advances a viable investigation for the hierarchical branches, and assumes a significant part in the execution of value training change in the cycle of government, society, schools, venture divisions, and establishments.

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Author Profile



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