



A STUDY OF THE DEVELOPMENT OF EXTRACURRICULAR
TRAINING AND EDUCATION IN CHINA'S JIANGSU PROVINCE

BY
YI WANG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
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Independent Study Title A study of the development of extracurricular training and education in China's Jiangsu Province

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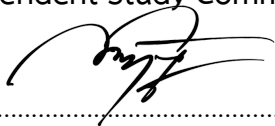


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Abstract

This research wants to use the amount of family capital that parents have now, prompted by a survey of parents of primary and secondary school students in the fourth, sixth, seventh and ninth grades in four districts at present. This research aim to investigate and analyze each of the six dimensions of choosing to participate in extracurricular training to better understand the current situation of primary and secondary school students' participation in extracurricular training. The current research shows that the participation of primary and secondary school students in extracurricular training is an extremely common phenomenon, and the number of participants continues to increase; in the process of participation in extracurricular training, the tendency of primary and secondary school students to choose extracurricular training is diverse, and the promotion grade is more prominent, and the purpose of concentration is to cultivate excellence; children's choice is influenced by various factors, especially from the family's economic income, parents' literacy level This choice is influenced by various factors, especially the family's financial income, parents' education level and the concept of "primary stage" education; there are also some problems in the process of choosing the status quo, and more importantly, the gap between urban and rural areas in terms of children's access to quality education is widened through participation in extracurricular training courses.

Keywords: extracurricular training institutions, development education, extracurricular courses

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Yi Wang

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Chapter 1

Introduction

1.1 Statement of the problem

Since ancient times, China has revered education and has always placed importance to its innovative development, such as Confucius, the teacher of the Confucian school, who put forward the ideas of "education without discrimination", "internal benevolence and external ritual" and "teaching according to one's ability". The Confucian school of education, for example, was the first to foster the development of education.^[1] Since the 19th National Congress, China's economy has been developing at a high quality and the national income level has been increasing. As education is the foundation of a thousand years of great work, the state has vigorously encouraged education and encouraged the steady development of the education modernization process. A series of national education policies have been gradually introduced, education laws and regulations have been enhanced, and the importance people assign to education has been rising, driving the rapid development of the education and training industry.

Under the strategy of developing the country through science and education, education reform is inevitable. We have a long way to go on the road of education reform. As the post-70s and post-80s become parents, the concern for the growth

^[1] Confucius. The Analects of Confucius [M]. Jilin Publishing Group Co. 2012(01).

and development of their children is rising. In China, the allocation of educational resources has not been equitable for a brief period of time due to long-standing problems such as uneven economic development, a phenomenon that has kept Chinese parents in a constant state of anxiety about the education of their children.

During the primary and secondary school years, parents attached importance to their children's education primarily by deciding to participate in extra-curricular training education for their children. With school education struggling to satisfy the progressively diverse developmental needs of students, extra-curricular education has arose as a new avenue and platform for parents attempting to access quality education. However, the selection of extracurricular training for families has demonstrated numerous problems, with different families selecting different types of extracurricular training for their children, and inequalities in parental investment in extra-curricular training leading directly to inequalities in access to education between students. Therefore, from the perspective of family capital, it is of great practical significance and reference value to direct parents to select extracurricular training rationally.

For primary and secondary school extra-curricular training institutions, how to play to their strengths in the fierce market competition and embrace scientific and sensible development strategies to stand out in the harsh market competition is becoming a severe issue for training institutions to ponder. There are two purposes for out-of-school tutoring: education and profit, which are abstracted in this paper as

education-oriented and market-oriented. The effect of the recently instituted "dual reduction" policy on out-of-school tutoring is bound to pursue these two orientations. Specifically, the existence of out-of-school tutoring has widened the gap between students from different families, resulting in inequitable educational opportunities; at the economic level, it has boosted family spending on education, making the economy lower productive. The implementation of the "dual reduction" policy in the field of out-of-school tutoring is a targeted solution to the problem, and in turn advances educational equity and economic efficiency at the social level.^[2]

It is easily to observe through a series of studies that behind the massive and rapid development, there are myriad concealed hazards. Extracurricular tutoring institutions are frequently found to have no qualifications and performing licenses, badly qualified teachers, security threats at the school location, early education, over-teaching, and encouragement of students to engage in cup competitions, among other phenomena and behaviours, which not only neglect the security of K12-aged students, but also severely influence their healthy growth. At one point, the situation became unmanageable. The government has also made certain guidelines and policies, such as the "notification on the specific Treatment of Off-Campus Training Institutions to Effectively decrease the Extra-Curricular Burden of

^[2] Zhang Zhiyong. Reconstruction and governance of the public education system under the pattern of "double reduction"[J]. China Journal of Education, 2021, (9): 20-26, 49.

Primary and Secondary School Students" issued in February 2018. After the promulgation of this circular, the uncontrolled growth of extracurricular training institutions has been effectively controlled. However, as the demand in the market remains to be hot, it poses a relatively big difficulty for the continuous work at a later phase. It is still a tough struggle to regulate the extracurricular tutoring institutions in an orderly manner and rapidly enhance the overall quality of the industry.

Therefore, this research will take hundreds of parents of primary and secondary school students in four districts of X city in S province and some of the surrounding extra-curricular training institutions as the research objects, and analyse the data statistically to find out the problems that exist in the extra-curricular tutoring institutions, primarily: parents select too utilitarian purposes, choose unreasonable types, invest too much money, there are many institutions with fierce competition, the inherent problems of the training institutions and the supervision of the supervision mechanism. Based on contemporary educational theories, this research explores the solutions to the problems and provides suitable suggestions for the reform and development of extra-curricular tutoring institutions, as well as for the parents of teachers and students on how to choose extracurricular tutoring institutions.

1.2 The Research Objectives

This research aims to

(1) Use the amount of family capital that parents currently have, prompted by a survey of parents of primary and secondary school students in the fourth, sixth, seventh and ninth grades in four districts of X city, S province, and the expectations that parents generally have of their children, to assess their children's choice of the type of extracurricular training (cultural or special arts and movement skills) in which they participate in extracurricular training programmes The survey was conducted on the type of extra-curricular training (cultural or special arts, movement and skills), the form of tuition (group or private), the length and timing of the extra-curricular training, the location and distance of the extra-curricular training, the teaching environment within the extra-curricular training institution (size and hygiene of the institution), the surname and level of teaching ability of the extra-curricular training teacher, the complimentary services provided by the extra-curricular training (availability of after-dinner fruit and snack service), and the price charged by the extra-curricular training institution Conduct a survey on the contemporary situation, delve into the factors that impact primary and secondary students' tendency to select extracurricular training, analyse the problems that exist in their selection of extracurricular training; evaluate the role and effect brought about by participation in extracurricular training;

(2) And look at the development of extracurricular training institutions in primary

and secondary schools from a macro perspective. It also supplies parents and primary and secondary school students with sound guidance on some of the problems that exist in their choice.

1.3 Research Hypothesis

Based on the literature review and applicable theories, this research uses self-administered questionnaires, interview methods and sampling methods to select dozens of parents of primary and secondary school students in four districts of X city in S province and some extracurricular training institutions in the nearby area as the research subjects, and conducts a survey and analysis on the scale of deciding to participate in extra-curricular training, the motivation of extra-curricular training, the form of tutoring in extracurricular training, the type of extra-curricular training courses, the length of extra-curricular training and the evaluation of the effective of extra-curricular. In order to better know the contemporary situation of primary and secondary school students' participation in extra-curricular training, a survey was conducted in each of the six dimensions of the evaluation of the effective of extracurricular training. The analysis of different families' choice of extra-curricular training for their children provides a more comprehensive understanding of the characteristics and influencing factors of different families' choice of extra-curricular training for their children. Therefore, an attempt is made to analyse the causes at the family, school and social levels.

H1: Parents invest too much money in extracurricular training; parents are too dependent on the brand of the training institute; parents choose extra-curricular training for improper reasons.

H2: The quality of teachers varies.

H3: Poor implementation of rectification measures of various circulars and policies introduced at national and local levels; lack of macro-regulation of the market.

1.4 Scope of Research

1.4.1 Limitations of the research

It is challenging to acquire data on the contemporary situation of after-school tutoring institutions in primary and secondary schools, and the reliability of the statistics requires to be investigated. At the same time, restricted to individual knowledge and insight, they were unable to further integrate theory and practice, and neglected to upgrade the quality of this paper.

Domestic scholars Sun Jurong and Wu Ni, by analyzing the statistical data and relevant policies of private training education, put forward the main dilemmas encountered by private training institutions in China: firstly, the characteristics are vaguely positioned, and the basis of applicable laws and policies needs to be refined; secondly, the quality varies, and the operation mechanism and business model needs to be enhanced; thirdly, the teachers are weak, and the professional

construction needs to be strengthened.

Li Man and Liu Xi of the Beijing Academy of Education Sciences point out in "The Governance Dilemma of Private Education and Training Institutions and Policy Responses" that the contemporary private education institutions are trapped in multiple management, the management model of pre-approval and one-point-one-certificate is detached from the true development of education and training institutions, the industry access standards lack a scientific basis for formulation, and at the same time, enforcement different understanding of the scope of regulation of education institutions in different places, the space and strength of law enforcement also vary The scope of regulation of education institutions differs from place to place, and the scope and strength of enforcement are different.

1.4.2 Scope of the research

This research firstly defines the original conceptual scope of the present extra-curricular training associated concepts based on related studies and after clarifying the literature on the concepts related to extra-curricular training. Secondly, the current situation of primary and secondary school students' tendency to participate in extracurricular training choices in four districts (Ting Hu, Yan Du, Cheng Nan, and Development Zone) in X city, S province, was used as the object of the study, and specific analyses were carried out using the answers to questionnaires returned by parents and the content of interviews with teachers of tutorial institutions.

Immediately afterwards, the students' propensity to select extracurricular training was considered in six dimensions: the scale of extracurricular training, the motivation for selecting extracurricular training, the form of extracurricular training, the type of course chosen, the length of extracurricular training chosen, and the assessment of the effectiveness of extracurricular training. From the children's perspective, the differences in the number, motivation and type of extra-curricular training in each grade are investigated, and from the parents' perspective, the differences in family financial capacity, parental education level, the level of education anticipated of their children and the sources and means of information accessible to parents are analysed, in order to investigate the tendency of primary and secondary school students and parents to participate in extra-curricular training. Finally, problems in the selection of extracurricular training in primary and secondary schools are detected, analysed and then targeted.

The extra-curricular training sector is characterised by a substantial volume, hot competition, separation and continuity, and although the contemporary education and training market in China is intensely aggressive, the aggregate volume is far from saturated. The severely fragmented extracurricular education and training market, with primary and secondary school students as the main service objectives, and the rigid requirements for geographical scope protect a number of local institutions, which need to stabilise their position with differentiated competition and enhance teaching efficiency by means of technological innovation.

1.5 Research terminology

(1) Extracurricular training in primary and secondary schools: Extracurricular training is recognized by diverse terms in intellectual circles, such as extracurricular tutoring, extracurricular tuition, and shadow education, all of which convey the same or comparable meaning as extracurricular training. In the 1990s, extracurricular training, internationally known as 'shadow education', was in full swing in China, and those running the courses were on the rise, gradually making it an significant part of the educational function of schools. As a supplement to school education, extra-curricular training has become a new way and platform for parents to discover superior instructional resources.

(2) Extracurricular training institutions: Extracurricular training institutions are named by diverse names in different countries; in some English-speaking countries, institutions that organise remedial education are named "Learning Centres", "Academies" or "Institutes". In Japan, off-campus training institutions are called "Juku", which can be divided into three categories depending on their particular function: The "entrance school" which aims to guide students to enter higher education and take various examinations, the "tutorial school" which aims to tutor students in their school curriculum, and the "relief school" which aims to teach students who are behind in school.^[3] In terms of nature, foreign countries generally consider "social education and training institutions" to be primarily profit-oriented institutions that

^[3] Niu Min. The historical development of studying juku in Japan[J]. World Education Information,2013(02):56-59.

provide remedial school curriculum and higher education guidance to primary and secondary school students for the purpose of improving their performance. In essence, the out-of-school training institutions are part of "Supplementary Education", which is also called "Shadow Education" by some scholars.

(3) Education: Education is an important way for individuals to learn knowledge and complete their individual character development. At the same time, however, education is more than just education; as one of the social subsystems, it is closely linked to social issues such as the transmission of social knowledge, socialization, and social mobility. In the past, most education-related research has been centered on the school field, but with the development of society, out-of-school counselling has become an progressively significant part of the education system, and to some extent has become a second channel of social reproduction.

(4) Contemporary situation: In China, numerous scholars have conducted research on the contemporary situation of students' participation in out-of-school training, and demonstrated the problems reflected behind the phenomenon of out-of-school training. Some researchers have used survey data from the Survey on Education and Employment of Urban Residents in China-2004 to determine that the proportion of students participating in out-of-school training is highest at the compulsory education level, that urban students' out-of-school training is primarily of the merit training type, and that family background and school background have a

The study demonstrates that The study reveals that education and training

activities are not conducive to attaining equity in basic education. The issue of regional differences in educational inequity was also analysed by researchers who compared urban areas with rural areas and found that the scale of out-of-school training was larger overall and that urban students participated on a much larger scale than rural students.

(5) Development: with the development of the national economy, the share of education expenditure in the national disposable income has reached 10.8%, and people are inclined to invest more time and energy in education. Education has become an important part of enhancing industrial optimization, facilitating social progress and development, and enhancing the overall quality of practitioners, with powerful market demand trends. However, with the advent of the Internet+ era and the constant updates of 5G science and technology, online education is favoured by students and parents for its time-saving, convenient and efficient features, posing a threat to the development of the education and training industry. The education and training industry is regarded by entrepreneurs to be one of the most profitable markets with a enormous scope for development and a growing number of potential competitors. Therefore, education and education companies need to formulate a reasonable development strategy, plan their development path and clearly position themselves in the market in order to obtain a foothold in the fierce competition.

1.6 Research benefits and significance

The rise of extracurricular training is an significant addition to school education, and the research of extracurricular education is a very popular topic in the field of education. With the advancement of time and technology, extra-curricular education has broken through the constraints of time and space and has been able to penetrate not only into the learning and lives of numerous children in urban areas, but also into rural areas. Therefore, the research of the contemporary situation and development of extra-curricular training has certain theoretical and practical significance for society as a whole.

(1) Theoretical significance

To To enrich and enrich theoretical research on extracurricular training. Today, the market for extra-curricular training is booming, but a search of the literature on the topic demonstrates that most of the research on extra-curricular education is empirical, and that more research has been conducted on the relationship between cultural training courses and children's educational performance, but lower on the tendency to choose extra-curricular training. Specifically, on the one hand, it can direct families to actively participate in the development of extra-curricular training education and deliver some theoretical analysis of the reality of individual parents and children's choice to participate in extra-curricular training, consequently enriching the data of extracurricular training research and enriching the theories associated to extra-curricular training, and supplying a theoretical basis to assure the

long-term and orderly operation of extracurricular training institutions. On the other hand, it encourages further extensive application of analogous disciplines. This research covers a broad range of fields, encompassing common sense knowledge of education, economics and management. Therefore, in this research on extracurricular training instruction, the theoretical knowledge of numerous disciplines is cross-applied to accomplish the purpose of the research and, to a certain extent, establish new research perspectives and entrance points for comparable disciplines.

(2) Practical significance

Firstly, after the promulgation of the "double reduction" policy, some parents have not yet thoroughly grasped the purpose of the policy, and their anxiety about their students' education has prompted them to look for other more costly and concealed forms of out-of-school tutoring; at the same time, the expanded responsibilities of school education have also increased the workload of school teachers. This research discusses how to recognize these problems and suggests additional improvements.

Secondly, it will assist parents to alter their spending behaviour. Through a questionnaire survey of a sample of parents from primary and secondary schools in the neighbourhood of X city in S province, it is possible to obtain a deeper understanding of the differences in parents' choice of extracurricular training courses for their children, and thus to understand the family capital behind different extracurricular education needs, so as to prevent parents from blindly and herd-like

spending on their children's education, and to better stimulate and direct parents to pick extracurricular training courses rationally and to invest properly in their children's future extracurricular children. This will assist to stimulate and direct parents to select extracurricular training courses rationally and to invest and spend appropriately on their children's extracurricular training courses in the future, which is a very significant guiding role.

Thirdly, to foster the appropriate and long-term development of extracurricular training institutions in primary and secondary schools. The research of extracurricular training institutions in X City, S Province, will help training institutions to comprehend their contemporary situation, characteristics and the laws of the training market in a more in-depth and clearer way, and consequently foster the sustainable and regular development of extra-curricular training, so that it can better supplement school education, guide the scientific and efficient rational development of training institutions, and constitute a benign and complementary relationship with school education, so as to better cultivate outstanding talents for China. Fourthly, we should accelerate the transformation of the education system into primary and secondary schools.

Fourthly, we should accelerate the change of the philosophy of education and instruction methods in primary and secondary schools, and the effect of inspiration. By discovering the reasons why primary and secondary school students participate in extra-curricular training and assessing the effects, it can make schools inspire and

enhance the concept of cultivating students, innovate and breakthrough in education methods, and make changes in the curriculum, which has significant inspirational significance.

Fifthly, it provides a reference for the government to introduce applicable laws and regulations. By analysing the factors influencing the investment of different family capitals in their children's extra-curricular training, it will supply government departments with suggestions for reference only, which will be conducive to the timely introduction of perfect laws and regulations by the government to foster the balanced flow of instructional resources, optimise educational resources and realise the normal long-term long-term fair, orderly and healthy development of education.

Changes in out-of-school coaching will inevitably lead to a series of changes at other social levels. By investigating the effect of the governance of out-of-school coaching institutions on family education expenditure, changes in the structure of the consumer market and parenting intentions, it will assist to provide a holistic understanding of the social phenomenon.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 Definition of concepts

(1) Extracurricular training

Grounded on the views of scholars at home and abroad, and on the definition of the concept of extracurricular training by many scholars, we would like to emphasise two points in this research: firstly, extracurricular training courses should involve not only cultural subjects that are consistent with school education and must be tested for further education, but also international languages that are essential for exchange abroad, the arts of qin, chess, calligraphy and painting, physical fitness and sports, and movement physical. The curriculum should also include international languages for exchange abroad, the arts of piano, chess, calligraphy and painting, sports and fitness, and vocational skills for survival. In brief, there are numerous different types of training courses, but this article would like to analyse a few standard types of courses. Extra-curricular training is not a group activity that is compulsory and free of charge for students in a specific grade, but instead a training course that parents determine on their own, taking into consideration a number of factors, and which is set up by society with the purpose of accumulating wealth, and which consumes the family's capital. The family's own

capability for learning and for acquiring the child's talents can be stimulated by the family's own capacity to acquire the child's "all-round talent", which is popular nowadays. In summary, this research tentatively defines extra-curricular training as a range of extra-curricular activities in which parents invest in their children's education during the time after school to expand their children's learning time.

(2) Extracurricular institutions

Extra-curricular institutions are the primary places where so-called extracurricular, shadow and private education holds place. As contrary to public schools and as opposed to public schools, they can be understood as a form of extra education outside of school, mainly used for supplemental purposes, hence why many people in China relate to extra-curricular tuition as "tutoring".

The range of areas covered by extracurricular providers is extremely broad. They are divided into two primary categories: subject-based and non-subject-based. Most of the non-disciplinary classes are hobby-oriented, such as dance, music, sports and so on. The subject-based tutorials are somewhat homogeneous, primarily focusing on the investigation and remediation of gaps in knowledge of various subjects. They are available in the form of afternoon courses, 1-to-1, 1-to-3, small classes, large classes and so on. These extra-curricular tutoring institutions take up students' non-school learning time to advance their cultural performance and check for gaps, mainly to improve students' school performance.

The emergence of extracurricular tutorials as a supplement to the school

classroom is in fact derived from the school classroom and the Chinese education system. though China's exam-based education has been reformed in contemporary years, major exams, such as the Chinese Language Examination, the Higher Education Examination and the Joint Arts Examination, are still of the utmost concern to candidates and parents, and their importance is naturally self-evident. These exams are less flexible and candidates can often excel through extensive training, so conventional school classroom time is not adequate for students with weak foundations, who are frequently the primary customers of extra-curricular educational institutions. Furthermore, although compulsory education is a reasonable education system for most students and most families, it has led to a certain degree of homogenisation, with the consequence that it is difficult to bridge the gap between students. As education advances and this homogenisation becomes unbearable, students flock to extracurricular education providers in search of a more personalised education.

In short, the creation of extracurricular education providers is in a sense a product of market demand. However, the over-reliance of parents and students on extra-curricular tutoring to enhance their learning and competitiveness in higher education has led to a proliferation of extra-curricular tutoring institutions in the market. In terms of volume, large and small institutions remain to arise each year; in terms of quality, there are no clear standards. Some institutions merely lease a simple house and assemble a few so-called master teachers without teaching

qualifications, and then make a big effort to recruit students; of course, there are also some institutions that have reached a certain scale, but most of them are solely registered as counseling companies with the Industrial and Commercial Bureau, and their scope of operation may not involve education and training, not to mention the qualifications of running schools. It is undeniable that the quality of instruction in extracurricular tutoring education institutions is indeed mixed, and most of them are good and bad.

(3) Shadow Education

Unlike the native nature of 'extra-curricular training', Shadow Education is a term typically used internationally. Many articles trace the educational concept of "shadow education" back to Stevenson DL and Baker DP's 1992 article. But according to Zhang Wei, there are about three different sources for the metaphor in the same period, one of which is a Malaysian study funded by the Singapore office of Canada's National Development Research Centre. The research used the term personal tuition and in its subsequent discussion regarded extracurricular tuition as a 'shadow education system'. The second is the most renowned study of Japan by Stevenson DL and Baker DP. The third is George's study in Singapore. It is as if Comte had developed the concept of sociology as a discipline, but if we are talking about what sociology studies and how it studies these questions of object and method, then we have to delay for Emile Durkheim to debate. The above-mentioned authors of the concept of shadow education do not provide a clear definition of shadow

education; Stevenson and Baker, for example, define shadow education in general terms as "a range of educational activities that occur beyond of schooling and are designed to enhance students' school performance".

The most widely disseminated definition of shadow education comes from Bray M. Which he defines in a monograph planned and issued by UNESCO in 1999 as follows: Firstly, the supplementary nature of shadow education, which follows the development of schooling, and which serves to complement schooling. The first is the complementary nature of shadow education, which follows in the footsteps of schooling, and which acts as a complement to schooling. The second is the private nature of shadow education, which demands payment and is not set in place; the third is the disciplinary nature of shadow education, which is oriented towards the assessment of primary and secondary school students in order to enhance their performance in subjects such as mathematics and languages, but not in subjects such as physical education, art and music. Although Bray M's study is widely recognised, other analogous concepts such as private tutoring or private supplement tutoring are also in use due to different regional contexts and usage preferences, and the differences in definitions between the different concepts pose some difficulties for comparative studies across countries and cultures.

Peng Pei was the first to introduce the concept of "shadow education" in China. In "Shadow Education": Research and Insights from Foreign Countries on Extracurricular Tutoring," he discusses that there are individual payment tutoring

models in primary and secondary schools that are outside of mainstream education. Later in China, the study of shadow education was popularized by several educational researchers who did empirical studies.^[4] But shadow education is an imported concept after all, and its definition has some difficulties in corresponding with the way public policies are formulated and implemented and the social and educational culture in China. As a result, the concepts of "after-school tutoring", "out-of-school education" and "out-of-school training" are also being used in domestic research in this field, and some scholars have even proposed "Some scholars have even proposed the concept of 'Chinese' shadow education, emphasising the relevance of their research to the local situation in China.

(4) Family capital

Based on the definition of capital, conventional thinking proposes that family capital must refer to the composition of a family's wealth. Family capital is derived from the theory of social capital, which denotes the resources that are latent in the larger social network and social relations. Sociologists typically concentrate on two specific types of capital, namely cultural capital and social capital. The below are the main views and perspectives of prominent sociologists on family capital.

Back in the late 1980s, in one of the articles by researcher Coleman, he disputed the treatment of family conditions as merely a single entity, showing that a measure of individual background is only one aspect of the formation and transmission of

^[4] For example, Xue H P, Hu R M, Fan W F, Li J L, etc.

family capital, and that other aspects, like the role of social capital, also exert an influence in the transmission process. He divides students' family capital, also known as the family's personal background, into three main categories: physical capital, social capital and human capital. According to Coleman, material capital, which is observable in terms of family assets or income, is a tremendous enhance to students' educational attainment - a stable place to learn and materials that aid students to study better; human capital is measurable by the parents' level of educational learning and can supply students with a speedy access to information in a good environment; social capital plays a role in enhancing and boosting the impact of family economic and human capital on students' educational achievement,. The French scholar Pierre Bourdieu (hereinafter referred to as Bourdieu) further distinguishes these three types of capital in detail: economic capital, social capital and cultural capital. First of all, he recognises the most fundamental role of economic capital in the development of human life, but also the important function of social and cultural capital. However, Bourdieu's favourite point of research is the study of cultural capital, which he elaborates in great detail. For Bourdieu, this capital is a number of cultural goods that are used for immediate penetration in various educational actions. It can be asserted that cultural capital makes children more motivated to learn and has a massive effect on their mastery of knowledge. It is true what scholars say: "Being in a high position of power and origin can have a great significance for the individual, and children from more

cultured families, in addition to being academically advanced, also display a very significant difference in cultural consumption and performance from other children from ordinary families in any other respect". It is apparent that cultural capital plays a pivotal role in the development of each individual.

On this basis, scholars in China have also begun to conduct research on family capital theory. Scholars Jiang Guohe and Yan Guangfen synthesize the research results of Bourdieu and Coleman abroad and divide family capital into three forms: family economic capital, family cultural capital and family social capital. The broad meaning of its cultural capital is based on the views put forward by the pioneers in the West, and further refined and supplemented and synthesized, while for the concept of family social capital, a qualitative definition has never been formed, although it is currently commonly agreed that the key to family social capital is better social network resources. In his study on family capital, Mr Fan Xianzuo classified it independently as: family economic capital, calculated by the family's economic income, while the amount of money in the family directly influences the parents' investment in their children's education; family cultural capital, which primarily relates to the role of parents in observing and learning from their children as role models; family human capital, which can be indirectly reflected by the parents' diplomas; and the social capital of the family, on the other hand, encompasses some of the connections established within and between the family and the outside.¹ Li Chunling scholars suggest that family capital should cover family

political capital in addition to the three former quantities of Jiang Guohe and others, which can be reflected by the composition (political outlook) of parents. Immediately afterwards scholars Li Jing and Xue Haiping divided family capital into five major categories: "family economic capital, family cultural capital, family social capital, family human capital and family political capital", and roughly measured family human capital in terms of parents' diploma qualifications. Scholars Zhao Yandong and others approximated family cultural capital as a family's cultural reserve, including taking students to visit some places about cultural atmosphere, such as science and technology museums, libraries, military exhibition halls, etc. Scholars Liu Zhimin and Gao Yao borrowed to understand family capital as the socio-economic background of the family, i.e. students can make full use of the existing conditions in the family to achieve certain desired purposes.

Taken together, it is evident that various scholars and professors have differentiated and categorized family capital types from different perspectives and given them specific measurable indicators to examine. For China, with its enormous population, the family is the lowest constituent unit of the state and society, and the family is a refuge for everybody, a habitat for the soul, and all the effects on each individual will be long-lasting. The above research is sufficient to demonstrate that family capital has a great effect on students' access to learning, opportunities and quality education, and furthermore, that family capital is something that influences the overall social equity. Specifically, family capital can supply resources

for upward mobility, and for primary and secondary school students, family capital can provide substantial support for their further education, scholastic performance and talent development, so that they can become "dragons among men, phoenixes among birds" and realise the dream of being the proudest son in the world. Based on prior research, this study considers three primary aspects: family economic capital (parents' material wealth consumed on their children's education), family cultural capital (parents' qualifications and expectations of what level of education their children should attain) and family social capital (parents' access to resources in society).

2.1.2 Theoretical Foundations

(1) Human capital theory

Human capital theory has been an important component of economics for a long time, and in the study of human capital theory, many scholars have regarded human capital as an important factor that drives economic growth. As we all know, human capital is a stable intrinsic capital that is formed by investing in people and slowly accumulating in them. Specifically, human capital is a kind of capital that can increase the intrinsic value of workers, certain knowledge, skills and some potential abilities that workers possess to contribute to the development of the country, especially to the development of the national economy. The human capital theory, with Schulz and Becker as important leading figures, has greatly inspired new paths in human perception of productivity.

The American economist Schultz was the first to elaborate this theory from a macroscopic point of view, dividing capital into two parts: physical capital and human capital. For the second type of capital, it can be formed through investment in human capital, which can also be used as part of the investment in labor, in the process of enhancing the input of labor in the production process, so that it can indirectly increase the value of labor. The investment in human capital, in general, mainly includes people's expenditure on education and learning, health care, and domestic and foreign mobility. By receiving education, the quality of workers' labor can be improved, which in turn increases people's income.^[5] In his theory of human capital, Schultz emphasizes that human education and a certain amount of training is an input that can be seen as productive and that the increase in the economy is in a sense an important output of knowledge and skills, that is, education, and a most important factor in the formation of human capabilities.^[6] And Gary Becker was the enabler of the theory's further formation and development. Becker brought together all his views on human capital in two highly visible books. Becker mainly analyzed the cost and income of schooling, but also indirectly discussed on-the-job training and derived the value that human capital generates for society. Suffice it to say that Gary Becker's view of this theory is that the formation of that capital is achieved after being educated, through some kind of training, or in the process of

^[5] Li S,Zhang Yudan. Research on human capital theory and the rate of return to education[J]. Beijing University Education Review,2020,18(01):59-79+189-190.

^[6] Li Zhou,Zhou Chao. Understanding and thinking about Schulz's human capital theory[J]. Jiangnan Forum,2019(06):21-23.

other human capital investments, etc., drawing to some extent on the former concept of that capital. He believes that human capital is acquired mainly through receiving education, but Becker, by combining human capital theory and income distribution, is more to fill the deficiencies of Schultz's analysis, which has a very great function in the gradual maturation of this theory. In conclusion, in the exploration of human capital theory in the West, the importance of human capital in economic growth and other aspects is fully highlighted, and it is also confirmed that human knowledge and talent are an important basis for accumulating social wealth, while a special emphasis is placed on the factor of laborers because only by labor, capital can be obtained. Based on the different human capital that each worker has, there are differences in the labor and value rewards obtained, because, as we should know, the differences caused by each person's intellectual, physical, and physiological constitution lead to a certain range of options to choose from, which to some extent limits the play of our human capital and prevents us from getting some kind of economic gain. It has to be admitted that human capital, like physical capital and monetary capital, can be obtained with some kind of benefit. If we say that in the agrarian era, the land was an important factor for people to form wealth; in the era of industrial civilization, money was the most valued; while today, with the advanced high-tech information industry, knowledge and ability are the mysterious treasures for people to become rich, and knowledge and talent, precisely, are formed gradually through education.

Human capital is a potential investment, which is made at the level of education funding and technical training. At the macro level, it comes from the financial allocations of government agencies, and at the micro level from internal family expenditures. In primary and secondary school, which is a critical period for children's development, parents begin to focus on the development of their children's intelligence and other comprehensive qualities, for them to get into a good university, find an ideal job, become the pride of the family, and parents themselves can gain a sense of superiority and psychological satisfaction, so parents begin to enroll their children in extracurricular training education.

(2) Consumption theory

By further drawing on selective education consumption underconsumption theory in economics as a reference point, this study explores what factors influence a family's choice of extracurricular training courses for their children given a certain stock of family capital. The following is a brief overview of consumption theory and selective education consumption behavior theory.

Tolstoy Van Buren was the first to propose a theory of consumption. In his book "The Theory of the Leisure Class - An Economic Study of Institutions", he argued that individual consumer preferences are based on their position in society and that people follow the habits and ways of consumption of people in higher classes, and that the behavior of consumption is influenced by the social environment around them and the consumption of others. People are influenced by their social

environment and other people's consumption concepts and behaviors, and are "social beings" who are susceptible to specific environmental influences, rather than rational "economic beings".^[7] In his "General Theory of Employment, Interest and Money", the famous economist Keynes introduced a variable "income" to analyze consumption behavior.^[8] In his opinion, one of the biggest obstacles affecting our consumption is economic income, specifically that consumption expands as income increases.^[9] Tindou-Sembe, on the other hand, argues that it is the joint result of current and previous income that influences people's consumption moves. He shows that two effects can be used to explain consumption, the first is the example demonstration effect, because the behavior of neighboring neighbors with similar income to the consumer affects various consumption inputs of us as consumers, while the second is the thorn-wheel effect, which means that once our consumption habits are formed, it is very difficult to change them, in other words, it is easy to increase consumption inputs with income, but with the shrinkage of income In other words, it is very easy to increase consumption input with income, but it is very difficult to decrease it with income reduction. In economics, the concept of consumer is defined as one who is able to make consumption decisions

^[7] Wang Lu. Research on factors influencing families' selective education expenditure at the compulsory education stage [D]. Shaanxi Normal University, 2016.

^[8] Chen Rui, Xu Ping. The "economic man" hypothesis and the limitations of interest group control theory[J]. Contemporary Economic Studies, 2008(06):21-25.

^[9] Chu Hongli. A review of the content and structure of household education consumption expenditure in basic education[J]. Education Science, 2007(02):1-4.

independently, either as an individual, a family, or even a group. The activity of selective education consumption is generally composed of a household, and the main element is the study of the effect of changes in each factor on the change in the amount of selective education demanded by the household. Consumers are free consumers who seek to maximize their benefits within the constraints of their budgets. Any consumer makes an action based on the price of elective education, the family's economic level, and personal preferences for elective education. Before parents spend money on extracurricular training for primary and secondary school students, parents generally consider the factors that influence their children's course choices. In extracurricular training consumption, parents consider parental time, money, and energy, as well as their personal preferences and preferences for the type of training courses, and their post-consumer satisfaction evaluation of them all influence one's consumption decisions.^[10]

In short, people are in a constantly changing and developing social environment, and due to the different social development, people's various behaviors and mannerisms are also different. Modern consumption theory suggests that people's preferences are not from birth, but in their later growth, through the gradual imitation of others' behavior, to conclude a set of practical results in favor of themselves, people's imitation of high-class people, the main reason is to enhance

^[10] Huang Qiuwen. Study on the consumption behavior and evolution of extracurricular education of primary school students in urban families[D]. Shanghai Jiaotong University, 2011.

the status of people.^[11] In the new era, people are an independent individuals, pursuing freedom and upward development, and their preferences are inevitably different, so inevitably people's consumption choices also have a variety of differences.

(3) Rosenthal effect and over-the-limit effect

The after-school tutoring industry is known as the third classroom, while the first classroom is family education and the second classroom is school education. Nowadays, both family education and school education are at the stage of inadequacy, which is why the so-called third classroom is developing so rapidly. In-home education and school education, the more representative theories are the Rosenthal effect and the overdrive effect.

The Rosenthal Effect, also known as the Pygmalion Effect and the Interpersonal Expectation Effect, is a psychosocial effect that refers to the phenomenon of teachers' high hopes for students dramatically receiving the desired results. It was discovered experimentally by American psychologists Rosenthal and L. Jacobsen in 1968. In general, this effect is mainly because teachers expect different behaviors from high and low achievers, respectively, and treat them differently, thus maintaining their original behavior patterns.

The Rosenthal effect in a way supports the educational concept of individualized

^[11] Ni Jingran. A study on extracurricular tutoring behavior of primary school students' families from the perspective of rational choice theory[D]. Hebei University, 2020.

development. Teachers and parents should have different expectations for children of different levels so that they receive the desired results through appropriate training later in life, rather than just pursuing the same goals. The prevailing situation in society is that regardless of the child's situation, and without considering the individual differences between children, the students are required to perform academically, resulting in many children being hindered in their individual development. The fact that extracurricular tutoring institutions are growing so rampantly is an indication of the seriousness of the situation.

The overload effect is a psychological phenomenon in which the stimulus is too much, too strong, or too long, thus causing extreme psychological impatience or rebellion. This situation is common in families with a Chinese educational philosophy, where children are thought to have poor self-discipline and a weak sense of purpose during the student years and thus need constant supervision and reminders from parents and teachers to persist in their academic or life goals. However, the essence is that the so-called goals of parents are not recognized by the students, or they do not match their interests, so in the process of achieving them, they inevitably slacken off and deviate from their goals. At present, many students study in extracurricular tutoring institutions, this action does not come from an internal drive, more helpless or forced to act, so students' performance improvement is mostly limited, not only not achieve the expected results, but also increased parental anxiety, in the long run, the family's economic pressure will also

be very large, resulting in a vicious circle.

(4) Theory of comprehensive and harmonious development of education

From the middle of the last century, Sukhomlinsky, as an educational theorist, published his papers on education, mainly about his own experience in education. The Soviet Union was not experienced educational reform in the last century, and the emergence of too many secondary school students and not enough higher education schools to accommodate them became an educational imperative. As a result, students were denied employment opportunities and some students performed poorly in school. Sukhomlinsky was deeply concerned about such problems, and he created and put into practice the theory of comprehensive and harmonious educational development. As the 1970s progressed, Sukhomlinsky's theory was refined and accepted by many scholars. His theories exerted a long-term influence on the state of education in the Soviet Union at that time.

Educational scholars believe that the core and foundation of Suh's educational theory lies in "comprehensiveness", "harmony" and "development". In other words, teachers and schools should take into account not only the overall development of the students themselves but also the harmonious development of the external social environment and the students themselves.

In Sukhomlinsky's view, education for all-round development includes five aspects of education, including physical education, moral and ethical education, intellectual education, labor education, and education for aesthetic ability. All five

aspects of education should receive the attention of teachers.

Harmonious Development Education In Sukhomlinsky's theory, Sukhomlinsky took the environment as a very important element. The environment here is not just about the environment, but about the interaction between students and their surroundings. Sukhomlinsky believes that the harmonious development of students and this interaction with the environment are inseparable.

2.2 Research Review

2.2.1 contemporary status of domestic and international research

(1) Current status of international research on extra-curricular training

As out-of-school training remains to develop in popularity and its influence on education and the economy, most countries or regions with large out-of-school training industries are anxious about this new industry and are conducting research on it. Out-of-school training, known abroad as Shadow Education, has a significant presence in China, but also in Asian countries such as South Korea and Japan, as well as in the US and some EU countries where there is a flourishing industry. Scholars have looked at the various social and economic effects of out-of-school education and, in doing so, have investigated the future of out-of-school education, or Shadow Education, in the process of diagnosing government regulation in the context of existing government policies.

a. American Style Shadow instruction

In the article Shadow Education, American manner: Test Preparation, the SAT

and College Enrollment, released in 2010, the author analyses the specific links behind American shadow education and the SAT college entrance test in terms of their relation to, among other things The issue of regulation by government agencies. The author asserts that the primary reason for shadow education is the existence of entrance exams such as the SAT, the structure of which has a massive effect on students' lives. While a high score on the SAT does not necessarily mean acceptance to a top school, a weak score on the SAT is a sure way to fail to get into a major institution. Studies have shown that students who have attended extracurricular education are more likely to achieve high on the SAT. The United States claims to be a democratic and egalitarian nation and naturally cannot accept that shadow education undermines the ostensible equality of the SAT. The purpose of the SAT in the first place by US government agencies was to assure equal rights for citizens. As an instance, if the SAT did not exist, admission to Harvard would be reserved forever for children from elite families (Lemann 1999). So after 1935 Harvard commenced demanding all candidates to take the SAT, and since then more and more universities have entered the ranks. By 1957 more than half a million American students had taken the SAT.^[12] But soon there was a downside to this testing policy, as some students were able to upgrade their grades by taking the test multiple times, which opened the way for shadow education. In the United States, the situation is analogous to that in China, in that parents are not able to

^[12] Sohu-education. http://www.sohu.com/a/302816121_174736

supervise their students at the same time as they abandon school, which can lead to a series of social problems. Not only primary and secondary school students, but in fact in the United States, students at the early elementary level are typically dismissed from school earlier, Some will be around 15:00.^[13] In the previous article, the authors find the source of shadow education and present the flaws brought about by it. Although the issue of regulation by government authorities is also mentioned, it lies more in the poor initiatives of government authorities in the past and not much is said about how it should be improved.

Huang Fang and Li Taiping point out in "Quality Assurance Mechanisms and Implications of Extracurricular Education in Primary and Secondary Schools in the United States" that there are five main components of the quality assurance mechanism for extracurricular education in the US. Policy escorts, the early development of community schools, teachers and foundations in the United States to create extracurricular education, and these extracurricular education has been widely recognized and highly valued by the federal government, state governments, local school districts, communities, and governments at all levels through legislation, program autonomy and other means to support from the policy and funding level to ensure its institutionalization and regularity. The most influential of these is the 21st Century Community Learning Centers program. The information guide, most of

[13] Chen Jiawen, Song Qingqing. "The global governance experience of the extracurricular tutoring market". Wen Wei Po, 2017,04(21).

the extracurricular education in the United States is private and public, and its scientific and healthy development is largely due to a transparent, complete and dynamic education system. In addition to providing comprehensive and integrated information on extracurricular education at the national and statewide levels, there are also websites that provide services and guidance on specific aspects of the needs of extracurricular education. Licensing regulations are very strict and all extracurricular education providers in the USA must apply for a business licence before they can open, with the exception of non-school, church-based extracurricular education and short-term extracurricular education such as summer camps. In addition, there are several departments responsible for the application for a business licence (including public health, social rehabilitation services or public services) and the criteria are strict, detailed, comprehensive and thorough, ensuring minimum standards for the opening of an extra-curricular education establishment. Accreditation and evaluation, a process designed to constantly stimulate and improve the quality and services provided by extracurricular education institutions. Accreditation is carried out by relevant third-party organisations, and assessment is the primary means of self-evaluation within the extracurricular education provider. Research support, as well as promoting the development of extra-curricular education in the USA, is also actively engaged in research and study of extracurricular education providers. Afterschool research institutes are constantly collecting and analysing comprehensive data on the afterschool education market,

so that they can keep track of developments in the market. The research will also focus on typical case studies, and through a series of actions such as evaluation, reflection, summarisation and refinement, good experiences, theories and results will be disseminated and promoted.

Through the study of the situation of extra-curricular education institutions in the US, the author makes four recommendations: firstly, improve the extra-curricular education funding system and explore multiple funding models; secondly, enhance the function of government services; thirdly, improve the evaluation mechanism of extra-curricular education; and fourthly, strengthen research on extra-curricular education. The above four points are the starting point for improving the poor situation of extracurricular education institutions.

b. The Korean government and private education

Shadow education, known as private education in Korea, has likewise enlarged swiftly over the past half-century, and its forms have evolved from one-to-one private tutoring to specialized industrialized tutorial education institutions.

In her paper "The contemporary Situation of Extra-curricular Tutoring in Korean Primary and Secondary Schools and its Reform Measures", Gui Wenling explores the contemporary situation of extra-curricular tutoring in Korean primary and secondary schools, hence summarising a series of problems generated by extra-curricular tutoring. These include: the massive monetary burden placed on families; the inequitable nature of educational resources; and the unhealthy development of

students. The author also provides some research and analysis of the Korean government's reform measures. Based on the above-mentioned background and negative situation, the Korean government has formulated three applicable policies since 1968, which are worth studying and studying. In the early 1990s, there was a switch towards the integration of private education through public education resources, particularly through 'extra-curricular schools' to combat extracurricular tuition. At the same time, the author also proposes three additional reforms. The first is to decrease the reliance on extracurricular tuition by reforming university entrance criteria and student assessment systems. Secondly, decreasing the monetary burden on families by supporting relatively low-cost online education, launching a public education broadcasting system, and further decreasing the expense of private tutoring by initiating an 'after-school school programme' for primary and secondary schools, among other measures, to expand access to extracurricular tutoring for low-income groups. Thirdly, enhancing public school education. Both the measures already implemented by the Korean government and the further reforms proposed by the writer can be studied and learnt from in the context of the contemporary situation in China.

In *South Korea: Fighting Extra-curricular Tutoring to the End*, Zhang Laisheng compares the substantial effects of several supervisory measures taken by the Korean government in reaction to extra-curricular tutoring. As mentioned in the article, the Korean government has attempted to regulate the problem of tuition by

reforming the entrance examinations. The specific elements of this measure are: free admission to junior and senior high schools; abolition of all leading schools and key classes; breaking the geographical restrictions on school admissions and abolition of all autonomous admissions and entrance exams; no admissions to all schools based on grades; and unification of all teaching materials. But the introduction of the policy has not enhanced the situation of extracurricular tuition, but has stimulated it even more. The main reason was that there was no more competition in public schools and parents' expectations for their children to attend prestigious universities did not alter as a result, so students from well-off families turned to public schools and students from average families became more dependent on extracurricular tuition, which also heightened the fiscal burden on families, yet some poor families merely could not afford the enormous costs of education and training. Furthermore, in 1980, Korea announced the Programme for the Standardisation of Education and the Elimination of Overheated Extracurricular Tutoring. This programme banned extracurricular tuition practically entirely. It curbed the number of educational institutions, primarily by raising taxes on them and scrutinising their qualifications, and also prohibited tuition by school teachers, among other things. On the face of it, the implementation of the programme should have had a extremely great effect on the extracurricular tuition situation, but its implementation, however, has not been adequate. The most noticeable problem is the absolute lack of public acceptance for the programme's implementation. Critics

contend that "the government's reaction to the deficiencies in primary and secondary education by banning extra-curricular tuition is as absurd as decreasing robbery by requesting the all population to be poor." As a result, the programme had to be annulled by the Supreme Court of Korea 20 years later on the grounds that it was unconstitutional. It can be said that the programme was implemented in a big way but to no avail. The article also points out the better measures that the Korean government has implemented down the line. Firstly, the hunt for alternatives to encourage equity, primarily through the After School Education Programme and satellite television and radio broadcasts, which provided alternatives to extra-curricular tuition; secondly, the improvement of the quality of public education, which is analogous to the situation in China, where teachers are civil servants and their lack of dedication to education leads to a weak quality of education in public schools. The second is to upgrade the quality of public education. The latter two approaches are less straightforward and take a more roundabout approach, but the results are much better. South Korea and China are both Asian countries, and the situation is to some extent comparable, so we can learn from the Korean situation.

c. EU: A First Look at Shadow Education

In his article "A First Look at "Shadow Education" in the EU", Yang Hongliang researches the formation and development of shadow education in the EU and the regulatory and governance policies of government agencies. The authors first

analyze the reasons for the rise of shadow education in the EU, studying different cultural, educational, political, and economic dimensions, and then analyze in depth different aspects of shadow education, such as the content and geographical distribution of shadow education, as well as the supply and demand sides of education and household expenditures. Thus, it is found that shadow education has different degrees of impact on social equity, mainstream schooling, and the economy. After in-depth research and analysis, the authors make three points. First, a "remedial education voucher" system should be established to provide remedial education services to low-income families. In short, it means to control the fees charged by educational institutions through government intervention. Second, relying on modern educational technology to promote the sharing of extracurricular tuition resources between urban and rural areas. In short, the government establishes some public platforms to integrate excellent teachers and provide free educational platforms for students in areas with insufficient educational resources and those whose families are financially disadvantaged. Third, build an information platform for extracurricular tuition to promote scientific decision-making. Specifically, the government needs to integrate relevant administrative departments, and based on a comprehensive and in-depth understanding of extracurricular tutoring institutions, and in combination with an emphasis on the power and role of various unions and associations, actively encourage them to work together to build an extracurricular tutoring information platform and make scientific decisions based on

it. The author also makes it very clear in the article that the solution to the problem of extracurricular tutoring institutions cannot be a simple one-size-fits-all approach, which can have a significant negative effect on the development of education.

In his article "The Challenge of Shadow Education: EU Tutoring and Its Impact on Policymakers": Interpretation and Implications, Yang Hongliang systematically interprets the report "The Challenge of Shadow Education: EU Tutoring and Its Impact on Policymakers" from the perspectives of its introduction background, main contents and recommendations, and core elements, and briefly summarizes its implications for China's education administration in formulating an effective policy on tutoring education. The authors argue that this has a greater relevance to the cultural context and ideology of the West. Eastern countries, such as South Korea, see shadow education as destructive to their collectivism, while Western countries, such as the European Union, see shadow education as one of the driving forces for their development. Because of this, the author argues that it is important to take into account the ideology of society rather than just the effects of government initiatives on shadow education. In addition, Yang Hongliang uses a matrix research method similar to Bray's to examine the characteristics of shadow education from different dimensions, which helps to understand the whole picture of shadow education comprehensively and objectively.

d. Private schooling in Japan

Private school in Japan is not the same concept as a private school in

Confucianism. In Japan, private schools are training institutions for primary and secondary school students, and the purpose of going to training institutions is to improve their academic performance in various subjects and eventually to achieve their desired goal of going to higher education, just like Chinese students.

Qi Yeguo and Liu Guangliang have made some research on Japanese private school education in their article "Private School Education in Japan". Private school education in Japan is characterized by large scale and rapid development; private and profitable; flexible and diverse to meet different needs; and wide source of teachers. This is determined by the special social background environment of Japan, and the main factors are the cultural tradition of expecting children to be educated; the shortage of formal school education; the new communication opportunities provided by private schools; the reasonable fees and convenient distribution, etc. Thus contributing to the rapid development of private schools in Japan.

Since the 1960s, the situation of all kinds of extracurricular tutoring began to take shape in Japan. After entering the 21st century, in a survey, it was found that the percentage of Japanese ninth graders attending extracurricular tutoring was about 87% (65.2% for training classes, 6.8% for tutors, and 15% for correspondence courses). The main reason for such a high percentage of extracurricular tutoring for ninth graders is that the importance of the midterm examination is equal to that of the entrance examination. 2009 data released by the Japanese Ministry of Education, Culture, Sports, Science, and Technology showed that the percentage of students of

all ages attending private schools in Japan was 35.6% for elementary schools, 62.5% for junior high schools, and 12.7% for high schools. 2010 data showed that Japanese families spent as much as \$12 billion on private schools.^[14] For decades, the Japanese government has been trying to regulate the situation of private schools in Japan, by enacting various laws and regulations, restricting public school teachers from working outside the school, setting standards for the private school industry, and certifying the training and competence of private school teachers. Even the Japanese government proposed and promoted a similar program for after-school children in 2007.

In the article "Japan: "private school" tuition interest-free loans to avoid the difference between the rich and the poor", Zhang Feng mentioned that in 2008, Tokyo, Japan implemented interest-free loans for children of low-income families with annual income less than 2 million yen to attend "private school" tuition. According to Prof. Sumiaki Ezuma (Sociology of Education) of Ochanomizu Women's University, the cost of education outside of school has a great impact on students' ability to learn, and it is a good solution to identify the problem of student disparity from economic factors such as family income and to provide assistance to low-income families for "private school" tuition.

(2) Current status of domestic extra-curricular training research

^[14] Zhang Dong. The three high points of modern "juku" development in Japan[J]. Education, 2010(20).

In her article "A Policy Study on the Governance of Shadow Education in China's Compulsory Education Stage - Based on a Game Theory Perspective", Xiao Ling clearly points out that most of the training institutions currently providing extra-curricular education tutoring services are registered as companies, which means that the business administration department defines the nature of these institutions as private companies. However, the article points out that there is no specific government department to regulate the qualifications of educational institutions. The Law on the Promotion of Private Education states that "the management of operating private training institutions registered with the administrative department for industry and commerce shall be separately regulated by the State Council." However, this "separately prescribed" department or authority has not yet emerged, resulting in private education institutions becoming a grey area where there is no way to comply. This is also mentioned in The Misconduct and Regulation of Shadow Education in Primary and Secondary Schools (He Xin 2016). Some papers also analyse the role played by government agencies in terms of the substance of private training institutions and the impact they cause.

In his study on excessive educational consumption in primary and secondary school families, Zhang Yongbin shows that the main causes of excessive educational consumption are: problems with educational institutions, problems with examination patterns, and problems with parents. Among the problems of instructional institutions, the main problem is that the admission criteria for

educational guidance institutions are not clearly defined, and there are no favourable and clear regulations to effectively restrain and administer them. The problem with examinations is that examination-based education is still the primary form of examination in China, and that most families who are financially well-off or whose parents are relatively well educated are willing to pay very high education fees (including tuition fees, school fees, school district housing, etc.) just so that their children can have access to better education resources (including high quality schools, schools with a good atmosphere, etc.). The primary problems among parents are blindly pursuing the tendency, blindly comparing, concentrating too much on intellectual factors, etc. And all these phenomena directly or indirectly contribute to the current situation of education consumption. The over-emphasis of children's education and the constant rise in spending on education consumption is definitely a form of gambling. The fact is that this massive tuition will only increase the burden on children and also go against the law of educational development, as the telling goes, speed is not enough.

Zhu Xiaoni, Yang Liying, Liu Peixin and Huang Peijun, in "Analysis of the problems and countermeasures of teachers in extra-curricular tutoring institutions in primary and secondary schools", reveal that the primary problems of teachers in extra-curricular tutoring institutions are: low recruitment threshold for teachers, posing as renowned teachers; no corresponding training; signing unequal contracts and squeezing salary. And corresponding improvement measures are proposed to

address the above problems: strengthening the government's management responsibilities, designing and enhancing applicable policies; enhancing the teacher management system of tutoring institutions; improving teachers' own quality; and strengthening social monitoring efforts.

Zhang Wei and Zhao Zhongze point out in "investigating the marketing strategies of primary and secondary school extra-curricular tutoring institutions" that, in addition to the problems of products, pricing, decision-making and creativity, there is also the significant problem of poor teaching management in the marketing of primary and secondary school extra-curricular tutoring institutions. The main manifestations are the difficulties in recruitment and the large rate of brain drain. The difficulties in recruitment are primarily caused by the single recruitment channel; the high turnover rate is mainly caused by the absence of professional training.

Ji Linfei, in 'A comparison and reflection on extra-curricular tutoring in primary and secondary schools in China, Korea, Japan and the European Union', points out the problems with teachers' salaries in the Chinese education system and the problems with the tax bill as a private company. For instance, while teachers in public primary and secondary schools in Korea have great social salaries, many public school teachers in China are not well paid, which is one of the reasons for the proliferation of extra-curricular tutoring institutions.

In addition, the author also doubts the qualifications of the schools. There is a risk that extracurricular tuition suppliers in China are not qualified to operate

schools. Teachers are recruited by the institutions themselves and there are no rigid requirements for qualifications or expertise (in fact, these institutions only demand professional competence, which is no weaker than that of public school teachers), but even some teachers who hold teaching qualifications are still insufficient in educational experience and management and organisational skills. The author compares China and Japan and indicates that China could study from Japan, where the government has set up a system for evaluating the competence of teachers in extra-curricular classes and arranges not only for "group teaching" but also for some "individual instruction". This would enable educators to take up positions as public school teachers and also teach in extracurricular institutions.

2.2.2 Review of the literature

In summary, various forms of extra-curricular training exist in both developed and developing countries. However, globally, extra-curricular training is more prevalent in Southeast Asia, and this wave of training will remain to rise and decline. Many scholars have analysed the reasons for this phenomenon and the differences in effect, and typically agree that it is the traditional culture, the low and uneven quality of schooling, and the pressure from examinations that has led to the prevalence of extra-curricular training. Because of this, they also consider that extra-curricular training education impacts the regular order of school education and also leads to inequity in access to quality education opportunities for children from rural

backward areas and urban areas, exacerbating the gap between the rich and the poor.

Scholars at home and abroad have been conducting studies on extra-curricular training education, and although the trend is still on the rise, the study of the concept of extra-curricular training in China is moderately late, and there is a absence of overall or national research; in addition, the basic theory on extra-curricular training education is still moderately superficial, such as the concept of extra-curricular training, its effects, and specific categories have not yet formed a systematic and standard definition. As described above, scholars on the concept of "extra-curricular training institutions" also have their own views and opinions, some of which are contradictory and conflicting. Therefore, it is important for us to enhance exchanges with foreign countries and to comprehend and analyse the strengths and measures of other countries in order to broaden the scope of our research.

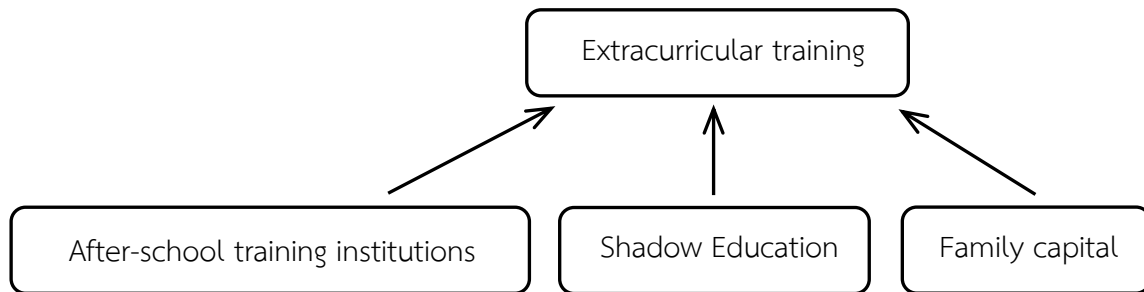
The depth and breadth of research on the content of extra-curricular training at home and abroad has laid a deep foundation of literature for further in-depth research on the content of extra-curricular training. However, when incorporating the applicable information, it is found that: the depth and width of research on the content associated to extracurricular training at home and abroad have laid a deep literature base for further in-depth research on the content related to extracurricular training.

The The depth and width of research on the content of extracurricular training in China and abroad has laid the foundation for further in-depth research. However, in consolidating the relevant data, it was found that students not only have to complete the homework tasks set by their teachers in school, but are also used to attend extracurricular training after school, which obviously adds a lot of extra burden force to primary and secondary school students, and in the process of students attending extracurricular training, primary and secondary school students are not yet mature physically and mentally, and do not have independent financial capacity, which further makes the selection of the type of training course for students This makes the choice of the type of course accessible to students all the more important as it is the will of the parents and the particular preferences of the adults that play a large role. However, this phenomenon has been less studied from the perspective of the propensity to select extracurricular training and less from the perspective of family input; furthermore, the number of studies on extracurricular training is not sufficient, because when doing empirical studies, international researchers typically gather a large amount of data, and often individual scholars in China will just take it and, on the basis of this data, further research it in depth. In contrast, this makes the data lack novelty and a slight lag.

Scholars at home and abroad have conducted numerous studies on the major problems related with students' participation in extracurricular education, and have proposed numerous measures and remedial strategies to address these problems.

Some of these measures, though apparently clear and specific, are not very practical and lack the tools to make them worthwhile. It is obvious that, as a whole, the problems emerging from extracurricular training cannot be solved by one party solely, but by the participation of multiple parties, including families, schools and government departments. In addition, China's research on extra-curricular training, the team is still not powerful enough, team strength is still weak, there is still an pressing need for more involved scholars to participate in the research together, conventional mainstream school education needs to change the instruction methods, methods, types of courses, parents need to modify the irrational view of education investment, the government and applicable departments should be more combined parents, common supervision of training institutions, take up the hands of "weapons" and bust down on the vicious behaviour of cheating and deceiving consumers. The only way to make the extra-curricular education market work better for the positive effects of education and training is to first let parents, the many front-line teachers on the job and the government recognize where the problem lies, so that they can implement the correct remedy and attain a spot-on effect.

2.3 Concept Framework



Chapter 3

Research Methodology

3.1 Methodology

3.1.1 The literature method method

The documentation method is a method of knowing and demonstrating the object of study by consulting literature. instructional literature is literature that documents and reflects educational activities, people, events and theories. In terms of the interrelationship between the creator of the literature and the content reflected in the literature, there is a distinction between first-hand and second-hand documentation in education. If a researcher desires to find the literature they require rapidly, they should first determine the scope of their research topic and understand the direction of their 'search'. This is followed by familiarity with the major national and international educational journals and the unique features of each. Researchers also require to be acquainted with the citation categories so that they can quickly find the source of the literature they need.

In order to obtain a good understanding of the literature related to education and training, a large amount of information was collected and sorted through various sources. In the early stages of data collection, crucial words used were extra-curricular education and training, training market, extra-curricular education, shadow education, contemporary situation of extra-curricular training, governance of training

institutions, current situation of extra-curricular tuition in primary and secondary schools, current situation of extra-curricular education in compulsory education, household capital, household expenditure on education, selective household consumption, etc. The primary sources of information were: compiling applicable examples of extra-curricular training from websites, consulting relevant library. The primary sources of information are: compiling applicable examples of extra-curricular training on websites, consulting relevant library materials, and using the free and convenient electronic resources open in schools to hunt for major types of well-known thesis repositories in China, such as the typically used illiterary Zhiwang.com, China National Digital Library, Wanfang, Wipu.com and other authoritative journal repositories, and on these repositories, searching and censoring various master's and doctoral theses and journal articles associated to extra-curricular training and family capital investment in primary and secondary schools, and then collating applicable educational works, so as to determine the direction of my research. The research direction of this research is based on a revision of the relevant scholarly works. As it was believed that related subject matter may differ in expression, the search was conducted using different search terms as far as possible in order to make the information sought more comprehensive and applicable. Through the knowledge of existing works, the theoretical findings of contemporary national and international research on extra-curricular training and family capital were made known, which supplied an significant theoretical reference to guide the

way for this study.

3.1.2 Interview method

The interview method is a frequently used research method in which the researcher talks to the interviewee to acquire information relevant to the research. Structured interviews are divided into structured and unstructured interviews, and different research methods are used for different needs. Structured interviews are conducted in accordance with the interview design, and the interview content is asked to the interviewees in turn, which can overcome the arbitrariness in the interview process, but its shortcoming is that it is stereotypical; unstructured interviews only have a rough outline of the interview interview, and there are no strict regulations on the interview process, and its greatest characteristic is that it has The greatest characteristic of unstructured interviews is that they are flexible and the interviewees are free to express their views fully, but their information is fragments are free The disadvantage of the interview method is that it has a small sample size, requires more manpower, resources and time, and demands a high level of interviewing skills. The number of interviews is therefore generally not very large.

In order to obtain direct, full and reliable valid information and to increase the authenticity and reasonableness of the study. This interview was intended to be a kind of filler and supplement to the questionnaire. The study started with the teachers of the extra-curricular training institutions, by observing a pre-planned

interview outline and going on site to have an in-depth face-to-face conversation and some questions with the teachers of the training institutions around issues relevant to their topic. With the consent of the interviewees in advance, and in order to prevent the reliability of the data, a convenient and safe audio recorder was used to record the data, and paper records were made if required, in the hope of acquiring information on what internal and external concerns parents of primary and secondary school students have when choosing extra-curricular training institutions, and what their views are on such institutions, in order to obtain more realistic first-hand information, and then to put into practice the applicable views and opinions on teacher education. The aim is to obtain first-hand information on the internal and external interests and perceptions of parents of primary and secondary school students in choosing extra-curricular training institutions, so as to acquire more realistic information, and then refine the relevant views and opinions on teacher education into my own thesis.

3.1.3 Questionnaire method

The questionnaire method is a frequently used method in educational surveys. The survey process is standardised and has the advantage of saving time, manpower and material resources, enabling a relatively large amount of data to be collected in a short time, and the questionnaire method is anonymous, extensive and efficient, and because of this, the survey process can avoid bias and reduce research errors. With the help of statistical software, the data can be collated and quantitatively

analysed so that subsequent research can be carried out.

The main research method for this study will be the questionnaire method, which will take the form of closed objective questions, semi-closed and semi-open fill-in-the-blank questions, and finally, fully open supplementary free expository short answer questions. Firstly, the respondents' questions were listed by delving into the survey area and taking into account the current situation. In preparation for the survey, the questions designed were amended in time to take into account the changing situation in order to launch a full range of investigations, from gathering the desired information, analysing the data returned and finally arriving at some of the answers that this study wanted to obtain.

3.2 Population/Sample

The main reason for concentrating on primary and secondary school students at the compulsory education phase is that, in terms of family investment in education, there are many statistics that show that primary and secondary school is the largest phase of family investment in education, and therefore the choice of primary and secondary school is more likely to help this study achieve its goals. Specifically, 440 parents of students in X city, S province, were selected as the main respondents of this study. A total of 210 copies were distributed to better comprehend the overall situation and factors influencing the choice of extracurricular training courses for their children, starting with parents. Due to my limited ability and expertise, I have

not studied statistics systematically, so I have used the overview and descriptive methods to analyse the questionnaire.

3.3 Data Collection

This research uses a stratified random sampling method for the questionnaire. For the purpose of this study, which is to investigate the contemporary situation of primary and secondary school students' propensity to pick extracurricular training classes, the questionnaire will be based on the rating of the quality of the school (geographical location, level of teachers, environmental facilities, and other evaluations), one school in each of the four districts of X city with a total of nine classes in primary and secondary schools will be selected and four classes in Year 4 and Year 6, and five classes in Year 1 and Year 3, respectively, will be taken as the the scope of this survey.

3.4 Data preparation and data analysis

As this study is primarily based on the questionnaire method, the title of this study is "Questionnaire Survey on Parents' Choice of Extracurricular Training for Primary and Secondary School Students" and it tracks the findings of scholars at home and abroad, taking into account the true situation and selecting some indicators that can represent and measure the capital in the family. By studying and drawing on the questionnaire design of some scholars on the content of

extracurricular training and selecting relevant questions, a comprehensive picture of students' choice of extracurricular training is presented. The questions include objective multiple-choice questions, semi-open and semi-closed fill-in-the-blank questions and open-ended short answer questions. The questionnaire consists of two main points regarding the student's family capital situation and the students' situation in this area of extracurricular training, specifically, it can be divided into three primary sections.

The first section is designed to supply parents with some basic individual information about the student, including gender, grade level, academic performance, whether the student is an only child and the area in which the student lives.

The second section is a survey of the student's family capital, including parental income and work, parental education and expectations of the child, satisfaction with the child's contemporary education, time spent supervising and accompanying the child in learning, and time and frequency of communication with other children's parents.

The third section of the survey will look at children's participation in extracurricular training, including children's motivation for participating in extracurricular training, the type of courses they attend, the length of training, the form of extracurricular training, and the way parents decide to enroll in extracurricular training, in order to better analyse children's tendency to participate in extracurricular training.

Table 1 Main structure of the main content of the self-administered questionnaire

Dimensionality	Specific indicators		Title number
Scale of extracurricular training	Grades involved		5,6,71
	Student Gender		
	Household economic capital	Average monthly household income	25,26,27
	Family culture	Parent's education level	23,24
	Capital		
		Parents' expectations of their children's educational attainment	29
	Family Social Capital	Family access to information on extracurricular training Access	35
Motivation for extracurricular training			10
Forms of coaching for extracurricular training			11
Types of extracurricular training courses			12
Length of extracurricular training			13,14
Evaluation of the effectiveness of extracurricular training			15,16

This study employs empirical speculation and expert judgement to expand the content validity of the questionnaire. The empirical approach is a way of testing the validity through various real-life practices. Parents of primary and secondary school students were asked to test the appropriateness of the questions, the content of the questionnaire, and the privacy of the questionnaire before the formal questionnaire was administered. The questionnaire will be adjusted to meeting the

concerns of the parents, the content of the questionnaire will meet the realities of the parents, the questionnaire will be clear and easy to comprehend, and the questionnaire will have better content validity.

The expert judgement method is used to determine whether the questions are reasonable, typical and representative of the content of the study. The questionnaire was developed on the basis of the questionnaires designed by prior studies. After the initial development, we invited our postgraduate housemates and professional teachers to review the questionnaire and request for their suggestions. In this way, the questions can reflect the events to be measured and attain better content validity.

The questionnaire was sent to parents in the form of an online survey by contacting teachers acquainted with the school and requesting them to ask the classroom teachers. 440 questionnaires were gathered and 410 valid questionnaires were acquired, with a return rate of 93.2%. The aggregate number of families who decided to attend extracurricular training was 325. The contents of the valid sample are shown on the table below.

Table 2 Basic information about the students surveyed (N=410)

Survey items	Features	Number of people	Percentage
Student Gender	Female	220	53.47%
	Male	190	46.30%
Only child or not	Yes	310	76%
	No	100	24.40%

Household Registration	Urban	260	63.40%
	Rural	150	36.60%
Area where the family lives	Tinghu District	170	41.50%
	Yandu District	60	14.50%
	Yanan District	70	17.10%
	Development	70	17.10%
	District		
	Other Districts	40	1%
Grade Level	Year 4	70	17.10%
	Year 6	80	19.50%
	Year 7	110	26.90%
	Year 9	150	29.30%
Class results	Top grade	50	12.20%
	Upper Intermediate	220	53.70%
	Moderate	90	22%
	Lower Intermediate	50	12.20%
Class level	Focus Classes	165	40.20%
	Parallel Classes	245	59.80%

From the above table, we can see that the questionnaire was still distributed in a considerable amount and the efficient rate of return was 93.2%, which in a certain sense is more in line with the principle of a large statistical sample.

In this study of the contemporary situation, the solutions to the questionnaires compiled were carefully consolidated and categorised, and the final results of the questionnaires were recorded in Excel and carefully processed for detailed statistics, aggregate analysis and quantitative data.

Chapter 4

Research Results

4.1 Overall size of participation in extracurricular training

4.1.1 Selection of grades involved in extra-curricular training

By contacting teachers in the primary and secondary schools to be surveyed, the questionnaires were entrusted to the teachers of each grade and distributed to the parents of their classes in order to conduct a wider survey on the content of extracurricular training. The results of the survey are shown below:

Table 3 Basic information on students' "grade level of students participating in extracurricular training courses"

Grade Level	Total (persons)	Number of people involved in extracurricular training	Percentage
Year 4	70	55	77.50%
Year 6	80	75	94%
Year 7	110	80	73%
Year 9	150	125	83.30%
Total	410	325	79%

From the above table, it can be observed that in the classes surveyed in the four districts of city X in province S, out of a total number of 410, the number of families involved in extracurricular training is 325, it is clear that the number of children enrolled in extracurricular training courses from grade 4 to grade 6, grade 7 to grade 9, gradually increases as the grade increases, compared to the number of

children in the higher grades, the number of children involved in extracurricular training in the lower grades is relatively small. The number of people participating in extra-curricular training is relatively low in the lower grades compared to the upper grades. This further demonstrates that the vast majority of primary and secondary school students are enrolled in extra-curricular training, and that the participation of primary and secondary school students in the overall extra-curricular training market has always been a high proportion of the industry, and is an important source of economic support for the development of the extra-curricular training market, and further enlivening the economy.

4.1.2 Gender of students choosing to participate in extracurricular training training

The survey revealed that out of the 410 students, there were 220 female students and 190 male students, of which only 172 out of a total of 220 primary and secondary school female students chose to participate in extracurricular training, accounting for 52.9% percent of the total number of students participating in extracurricular training. This is slightly lower than the participation rate of females, at 47.1%. It is not difficult to understand the gender ratio of male and female participation in extracurricular training. In the case of language courses, it is a matter of understanding and accumulation, and it is difficult to get immediate results from tutorials. This is why it is not surprising that the types of courses offered by the schools are so different.

4.1.3 Family situation of students who decided to participate in extra-curricular training

(1) The economic income level of the family

With the rapid development of the industrial economy and the increasingly updated concepts of the times, parents increasingly regard their children's education as important, and invest a wider range of time, energy and money in the field of their children's education. Extra-curricular training for children relies on financial support. As an extremely important part of a family's investment in education, the expenditure on extracurricular training accounts for a significant proportion of the total household expenditure. Accordingly, this study will examine the impact of the family's economic capital status on primary and secondary school students' choice of extra-curricular training in terms of the average monthly income of the family.

Firstly, the survey of parents' economic income shows that the smallest number of people, two, had an average monthly household income of less than 2k (RMB), accounting for 0.6% percent of the total respondents. The number of people with an average monthly income of 2k-10k was 43, accounting for 13.2% percent of the total survey respondents, slightly higher than the 2k RMB income group. There were 162 people in households with an average monthly income of 10k-20k, accounting for 49.8% percent of the total, already half of the overall group and the largest share of the overall population income range. The number of households with an average monthly income of 20k and above was 118, or 36.3%. It can be seen that

the largest number of families in this survey have an average monthly income of 10,000RMB and above for parents, which can also indicate that people are willing and have the capital to choose to receive extracurricular training for their children for additional educational training when only the family's financial earning capacity is good and when spending on training for their children will not affect people's burden and normal expenses in life.

Table 4 Basic information on average monthly income of parents (N=325)

Variable name	Variable indicators	Specific features	Number of persons	Percentage
Household economic capital	Average monthly income of parents	2k and below	2	0.60%
		2k-10k	43	13.20%
		10k-20k	162	49.80%
		20k and above	118	36.30%

(2) Parents' education level and expectations of their children's education level

A strong cultural heritage is always a soft power for a country's forward development, a national confidence, a constant supporting force for national progress and strengthening national self-confidence. At the same time, cultural capital, as a soft power in a family, is expressed through the parents' educational ideology and plays an important role in the life of the child. Cultural capital is mainly reflected in the parents' level of education and the degree of certain educational expectations of their children. Usually, the higher the parents'

educational expectations of their children, the more they pay special attention to their children's education, which in turn influences the decisions about their children's extracurricular education at all stages.

As can be seen from the table below, the educational attainment of the parents in this survey was predominantly a bachelor's degree, with 150 fathers (46.2%) and 140 mothers (43.1%) being at the bachelor's level of education. In addition, 86.2% percent of fathers and 89.3% percent of mothers had a specialist degree or higher. Therefore, from the above data, it is clear that the overall education level of the respondents is relatively high, with about two-thirds of the parents having generally received higher education. In addition, the higher the level of education, the more rational parents should be in their choice of extra-curricular training for their children, and less likely to follow the herd blindly and recklessly.

In addition, with the increasing popularity of education and the country's demand for high-level talent, parents' expectations of their children's education are also rising. The table shows that 61.8% of parents expect their children to have a postgraduate degree or above, while 28.6% percent of parents expect their children to reach the level of a bachelor's degree. Thus, the high level of parents' expectations for their children's education is a reflection of the increasing development and popularity of higher education in China. This is shown on the table below:

Table 5 On the educational attainment of the student's parents and the educational attainment of their children (N=325)

Variable name	Variable indicators	Specific features		Number of persons	Percentage
Family culture Capital	Parent's education level	Father	Junior	15	4.60%
			Secondary and below		
			Senior	30	9.20%
			Secondary and below		
			Tertiary education	45	13.80%
			Undergraduate education	150	46.20%
			Master and above	85	26.20%
		Mother	Junior	15	4.60%
			Secondary and below		
			Senior	20	6.10%
			Secondary and below		
			Tertiary education	90	27.70%
			Undergraduate education	140	43.10%
			Master and above	60	18.50%
			Senior	1	0.30%
	Parents' expectations of their children's educational attainment		Secondary and below		
			Tertiary education	30	9.20%

Undergraduate education	93	28.60%
Master and above	201	61.80%
All available	2	0.60%

(3) Families' access to information on extra-curricular training

In today's modern socialist country with a population of 1.4 billion people, where competition is becoming increasingly fierce, the only way to produce a child from a poor family is to receive an education, and education is the only fair channel to promote upward mobility for individuals. On the one hand, parents invest directly in their children's education through their considerable accumulated wealth, and on the other hand, they have to have enough time and energy to build up contacts and relationships for their children in order to gain effective information in an efficient manner. Thus, while the economic capital in the family can regulate the amount of money parents spend on their children's extracurricular training, the social capital of the family can have a significant influence on the direction parents take in their children's education.

As an ordinary person, parents are impacted by the external surroundings, in addition to subjective psychological factors, before making decisions. The most direct influence is on the parents in the neighbourhood and on the classroom groups. The communication and sharing between parents can aid their children to

learn better. Nowadays, with the development and use of modern communication tools, such as 3G, 4G and 5G, the rapid innovation and widespread use of high-tech information industry has greatly facilitated parents' access to information, and various social apps, such as QQ parent groups and WeChat parent punch list groups, have become a good platform for parents to share their educational experiences and interact with each other after tea time. The number of frequent conversations between parents is more than half of the total, which indirectly reflects the parents' concern and attention to their children's education. Therefore, through the analysis of the way parents discover about extra-curricular training information, 47.7% percent of parents know about it through various ways of publicity such as the media, while 52.3% percent of parents learn about it through interaction and communication with friends, relatives, teachers and parents, and under the profound influence of others, parents choose the best institution from a broad range of extracurricular training institutions. This also highlights the contagious effect of parents' good social networks on their children's choice of extra-curricular training courses, and the fact that a wide and well-connected network of resources is more probable to influence the selection of extracurricular training for their children. This is shown on the table below:

Table 6 Family access to information (N=325)

Variable name	Variable indicators	Specific features	Number of times	Percentage
Family Social Capital	Parents' access to information on extracurricular training	Look at the advertisements	150	46.10%
		Neighbourhood introduction	30	9.20%
		Recommended by colleagues and friends	70	21.60%
		Teacher Recommendations	25	7.70%
		Introduction by parents of the same class	40	12.30%
		From the child's mouth	5	1.60%
		Others	5	1.60%

4.2 Motivations for participating in extra-curricular training

As primary and secondary school students are at very different stages of development, their physical and mental development is very different and uneven, and the tasks and goals that students have to achieve at each stage are different, this makes it necessary for parents to consider different aspects when choosing extra-curricular training courses for their children. There are many different opinions as to why children should attend extracurricular training courses, and different parents hold different views.

There are many motivations for primary and secondary school students to choose to participate in extra-curricular training, and students' motivations are

roughly divided into ten categories, as shown in the chart below. The motivations of the 325 students who chose to participate in extra-curricular training were ranked in descending order of weight to allow for a visual and concrete observation of the specific situation. We found that the most important motivation was the need for the child to go on to higher education, followed by the need to check the child's performance and the lack of time for parents, followed by the parents' limited ability and the need to follow a neighbour's course, followed by the child's interest in developing his own interests and the teacher's request, with other motivations and the need for future development coming to last. The reason for the low weighting of future development is most likely due to the fact that parents prefer to focus on immediate goals, as their children are still young and prefer to start with their most recent developmental goals and build on them.

Table 7 Motivations of primary and secondary school students for choosing to participate in extracurricular training (N=325)

Motivation	Percentage
Need for further education	79%
Checking for gaps	67%
Improving academic performance	62%
Parents don't have time	58%
Parents' limited capacity and lack of competence	55%
Follow a neighbour's course	30%
The child likes it	17%
Teacher requirements	12%
Other motivations	8%
For future development	5%

In addition, it is obvious from the statistics of this status survey that the motivations for children's extra-curricular training choices vary accordingly due to the grade level. It was observed that for Primary 4, the highest percentage of reasons for being willing to send a child on extracurricular training was, among others, parents' lack of time, accounting for 45% percent of the overall percentage. For Year 6 students, the highest percentage was the desire for their children to enhance their grades and progress to higher education, with a total of 70%. For Year 7 students in secondary school, the highest percentage was shown to be parents wishing their child to complete a gap check, with a 56% percent share. For Year 9 students going into high school, the highest percentage of parents wishing their children to be more successful in their studies was 40%. The restricted ability of

parents at the Year 9 level also accounts for a substantial proportion, at 28%.

From the above statistics, we can discover that the primary reason parents choose extracurricular training for their children in the lower grades is that they do not have time to spend with their children, and that the purpose of selecting training courses is to take better care of and watch over aspects of their own children's lives and studies. This indicates that parents should free up as much time as possible to spend with their children during the primary school years. We know that the family is the home of the child's soul and that bonding is very important for the child's childhood and later development, and that children want their parents' company more than they want to be sent to classes. For children in the upper grades, improving their grades to facilitate their transition to a good middle or high school is a major motivating factor. This suggests that the system of test-based examinations, in which children are promoted to higher education mainly because of their test scores, is a strong incentive for parents to choose extra-curricular education for their children. Furthermore, during the interviews, two of the teachers on the extracurricular training courses told.

"At present, the services provided by our extra-curricular training courses are very broad, varied and complete, ranging from small care classes with round-the-clock care to large ones like civil service, career examinations for adults and self-examination education for adults. We also pay a lot of money for publicity. We also charge very reasonable fees, and if we see that parents are just thinking about the

cost, we will negotiate a solution based on the specific circumstances of the student. Anyway, haha, I definitely want them to come as often as possible, the more people the better, I still have to keep the business open (laughs)." -

Interviewee #1

"This, I think, I found that different grades, due to the test-based education in schools, whenever there is an exam, the students will pay attention to it, and once the students pay attention to it, the parents will follow, so when it comes to the exam, there are the most people. Different families, it is due to this big gap between the rich and poor, plus each parent's level of education is also different, they have different requirements for their children, the children's expectations of training goals are naturally different, this can be understood, after all, these training course expenses are really not small, at least 10k a year, right?" -Interviewee #2

4.3 Forms of participation in extracurricular training

Out of a total of 410 parents surveyed, 325 families opted to participate in extra-curricular training courses, principally in the form of online and offline training. In the questionnaire "What is the form of extra-curricular training your child participates in", 247 parents opted to participate in offline instruction and 78 chose to participate in online training. Of these, 135 people (41.5%) opted for offline group training, while 5 people (1.6%) opted for offline tutoring in the form of two to three pairs. The number of people who selected the home tutoring form with a university

student teacher was 90, accounting for 27.7% percent of the total number of participants in extracurricular training. The smallest number of people opted to go to a teacher's home, with only 2 people, accounting for 0.6% percent of the total number of people engaged in extracurricular training. There were 15 people who chose to go to offline extra-curricular training institutions in the form of one-to-one training, accounting for 4.7% out of the total number of people engaged in extra-curricular training; among online online education, single-person online teaching was the most common, accounting for 22.7%, and one-to-many online teaching accounted for 1.2%. From this poll, it is observed that children are mostly willing to choose the offline group format of one-to-many teaching, while if they choose online network teaching, they prefer the one-to-one format. It is easy to understand that offline training providers, by themselves, charge more expensive prices due to the inherent nature of the training provider itself, while choosing the one-to-many tutoring format, the fees are lower. On-line teaching, on the other hand, because of the breakthrough in time and space, saving time and effort, not taking up public resources, low threshold, college students can all work part-time, teaching teachers are more, the fees will be lower, parents are also willing to choose the network single teaching. The details of this are shown on the table below:

**Table 8 Statistics on children's "forms of participation in extracurricular training"
(N=325)**

Method	Form of participation		Number of persons	Percentage
Offline	Collective form	One-to-many institutional tutoring	135	41.50%
		One to two to three institutional tutoring	5	1.50%
	Private tutor form	One-to-one institutional tutoring	15	4.70%
		Home tutoring for university students	90	27.70%
		Going to the teacher's home for lessons	2	0.60%
Online	Collective form	One-to-many online teaching	4	1.20%
		Single person online teaching	74	22.70%

A headmaster of a training course that has been running for several years also told

"This bar, is rich, he will mainly enroll in the form of one-to-one tutoring, anyway, this parent bar, he is generally willing to go to the advertising more, advertising more, the longer, we have heard, we feel that the quality is good, you see now our side of the bus, the underground, there are training institutions everywhere posted banners, so big, cannot pay attention to it. As for those who don't come to enroll in training courses, I guess either they don't have money at home, or they don't have a high level of trust in this training course now on the

market, it's really a mixed bag now, for commercial interests regardless of everything, within this training institution, later on in terms of management, they must start paying attention." -Interviewee #3

"Most of the people I train are a group of children, there are a lot of people and I save a lot of time by training in a group, there are a lot of children and there is a learning atmosphere, the children learn from each other, they are infected with each other and it works quite well. But there is a downside, it's not easy to manage when there are many people, there are so many people talking. Very few students come to me for individual training, probably because they think I don't have the time, or maybe the fees are a bit high. Anyway, I rarely go to the door to train to make up lessons, to train is also online, now the network is developed, the children are not convenient, we do not want to run often, online teaching, save the time of parents and us." -Interviewee #4

4.4 Types of extracurricular training programmes

Students in different grades, due to their different tasks at school and the stages of their bodily and psychological development, pick a variety of extracurricular training courses for their children, but, in general, we can divide the extracurricular training courses for children into two main categories, namely cultural courses and unique skills, interests and arts. Firstly, the types of courses selected for each grade level will be compared horizontally. In the graph below, we can see that in Year 4,

out of a total of 55 students attending the course, 20 chose to take an interesting course and 20 chose to take a cultural course, both of which are the types of courses that a high percentage of students in that year choose to participate in, at 36.4%. From Year 6 onwards, the number of students opting for culture-based courses began to rise gradually. In Year 6, out of a total of 75 students, 62 (82.6%) chose to participate in a culture-based course; in Year 7, out of 70 students, 66 (94%) chose to participate in a culture-based course; and in Year 3, out of a total of 125 students, 111 (88.8%) chose to participate in a culture-based course. It is not difficult to understand this phenomenon: primary school students' cultural subjects are moderately basic and easy to master independently at school or at home, so they usually spend their time outside of school on developing their interests and skills, because, as in the case of the arts, it is only through acquaintance that one can become skilled, and only through long and diligent practice that one can become proficient and benefit from this. It is only through long and diligent practice that one can become proficient and benefit from it for life. However, when it comes to school, all parents and children start to focus on their cultural subjects to improve their grades. In secondary schools, due to the sudden increase in the number of learning tasks for the students themselves, on the one hand, and the maturity of their physical and mental development at secondary school age, children are able to clearly understand that their duty is to study hard and therefore cherish the time they have to study, so when they feel that they have not

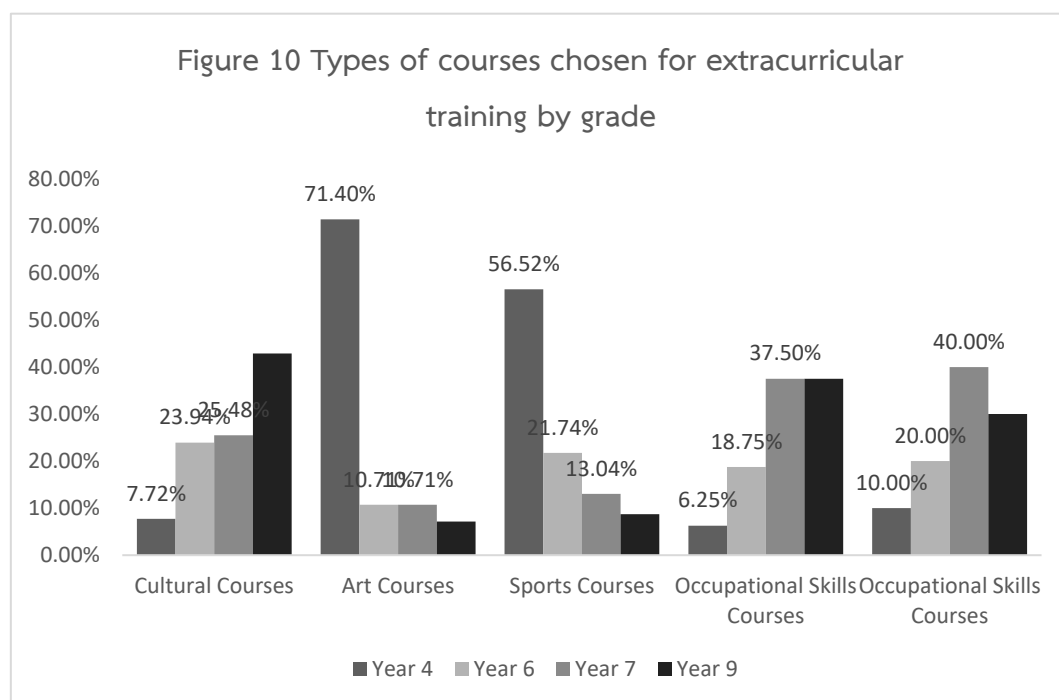
mastered what they have learnt in class, they opt for extracurricular tutorials so that they can improve their exam scores. The following table shows the details. The details are shown in the table below:

Table 9 Table of the types of courses your child attends after school training(N=325)

	Cultural training (people)	Art (Piano, Chess, Calligraphy and Painting)	Sports (Physical Fitness)	Skills (Occupational)	Other categories
Year 4	20	20	13	1	1
Year 6	62	3	5	3	2
Year 7	66	2	2	6	4
Year 9	111	2	3	6	3
Total	259	27	23	16	10

Next, in order to clearly show that grade level affects students' choice of extracurricular training courses, and to compare the types of courses chosen by grade level longitudinally, the percentage of students choosing Cultural courses, Art courses, Sport Type Courses, Occupational skills type courses and other types of courses by grade level is shown in the following graph. The number of students choosing Cultural courses, Art courses, Sport Type Courses, Occupational skills type courses and other types of courses by year is shown in the graph below. We can observe that Year 9 has the highest proportion of students choosing cultural courses;

Year 4 has the highest proportion of students choosing art courses; Year 4 still has the highest proportion of students choosing physical fitness and sports courses; Year 9 and Year 7 have the highest proportion of students choosing vocational skills type courses, but they have a small base; Year 7 has the highest proportion of students choosing other types of courses. Year 7 students are more likely to have a wide range of choices. It is easy to understand that as Year 4 students are young and at a critical point in their development of interests, parents tend to develop their children's strengths from an early age, but they also do not want their children to be left behind in cultural subjects. This is a two-pronged approach that is expected to start at a time when the child is not stressed. This is illustrated in the chart below:



During the exchange, one of the extra-curricular training teachers on the scene also told.

"Gee, according to our overall observation and understanding, we found that the courses chosen by students in different grades are different, for example, children, generally focus on the winter and summer holidays to enrol in some interest special art skills and so on, because this interest, not as important as grades, this needs to be slowly cultivated. Our art class, the teacher is also taught well, are graduated from the famous art school, unlike other training institutions, you can go to a class to experience, the teacher's professional level ah, is really general, really, you can go to see." -Interviewee #5

"I am a sports training course, take our teaching process, you can take a look at those students who dress well, the family economic conditions must be good, he has basically all kinds of sports classes, what sports he has involved, and also reported basketball, but also reported swimming and table tennis, but, right, reported a lot of courses, he can not focus, did not learn thoroughly He didn't learn it thoroughly and didn't learn it well. But most importantly, I found that these children are not able to bear hardships, so I guess they are spoiled and pampered by their families since they are young, and their parents do not strengthen their exercise from an early age, so they tend to be lazy over time. That's why this family education is important and must be cultivated from childhood." -Interviewee #6

4.5 Length of participation in extracurricular training

In general, students are mainly educated through extracurricular training in their free time, and the time when students engage in extracurricular training is mainly concentrated on weekends and during the winter and summer holidays. The summer and winter holidays are the peak periods for extracurricular training, with the largest number of children participating in extracurricular training during the summer and winter holidays, 155, accounting for 47.7% percent of the total, which is nearly half of the total. The number of families who undertook extracurricular training during the weekend was 105, or 32.3%. We know that during the holidays, on the one hand, the amount of tasks set by the school is high and the children themselves have poor self-control, they will run off to play games and so on without reading for a minute, On the other hand, the holidays are usually about forty days, which is a long time, students throw leave plenty of time and energy to participate in extracurricular training when they finish their own task load; and children choose to participate in extracurricular training during the weekend time, which may be related to Most parents are on their days off; on weekends, parents work. In addition, in order to avoid family conflicts and promote family harmony, many parents are willing to send their children outside on their days off in order to end up with clear ears and less tussles between families when spending time together. The length of time primary and secondary school students participate in extra-curricular training is shown in the table below:

Table 11 Length of participation of primary and secondary school students in extracurricular training

	Features	Number of people	Percentage
Time frame for participation in extracurricular training	Summer and winter holidays	155	47.70%
	Weekend	105	32.30%
	Monday - Friday after school	60	18.50%
	Other	5	1.50%
Time spent per day on extracurricular training	1 hour and below	20	6.20%
	1.5 hours	80	25%
	1.5 - 2 hours	175	54%
	2-2.5 hours	40	12.30%
	3 hours and above	10	3.10%

In addition, in terms of the intensity of the extracurricular training chosen, the vast majority of primary and secondary school students have to undergo extracurricular training every day, with 79% of students spending more than 1.5 to 2 hours a week and nearly 12.3% out of students spending 2-2.5 hours a day in training classes, an intensity that cannot be underestimated, and even more than 3.1% out of students receive more than 3 hours of extracurricular training in a day.

The intensity of this time, both in terms of stamina and willpower, is a huge test for primary and secondary school children, as they have little extra time to play and rest apart from classes, which can easily lead to excessive stress and may even run counter to the original intention of attending extracurricular training. In short, as society demands a holistic approach to talent development, parents are placing more and more emphasis on the cultivation and development of their children's many talents.

At the same time, the extra-curricular training teacher beside them speaks thus.

"Oh, how can I say this? Anyway, we have a lot of people on this course, both at weekends and during the week. The main reason is that we specialize in English and subject courses, which students have to learn every day at school, and if they learn every day, there will be new content and new homework, so students won't know how to keep up, so they will come here for tutoring. We can't afford to take the risk if there's an accident." -Interviewee #7

"We charge by the hour, so of course we want our children to train for as long as possible! Our after-school teachers are in charge at all points, but my observation is that most junior high school students attend on weekends, because when they are at school, they have a lot of homework, a lot of teaching tasks and a lot of learning content, so they can't spare much time. Primary school students have a wider range of times. They are more freer to come here in the afternoon after school and have dinner to tutor on their homework or do training. We train for a maximum of 2

hours, and after a long time, the teacher is tired and the students are bored, so the effect is greatly reduced in turn." -Interviewee #8

4.6 Evaluation of effectiveness after participation in extra-curricular training

In this questionnaire, it can be seen from the questionnaire survey of 410 parents that 325 families have children who are involved in extra-curricular training. As shown in the table below, in terms of the objective and quantitative evaluation of the academic performance of primary and secondary school students after participating in extra-curricular training, 280 students (86.4% out of the total number surveyed) showed an improvement in their academic performance, accounting for a significant proportion of the total number surveyed. The number of students who said that their performance had not improved at all was only 3.1%. This shows that it is extracurricular training that holds a satisfactory attitude. In addition, in a communication with the teacher of one of the extra-curricular courses, the teacher also said that after the training course, the child's enthusiasm for learning had suddenly increased, and also strengthened the child's concentration in reading, and in each of the modal exams, there was unexpected progress and new breakthroughs, and it was found that each child had room for breakthroughs and upward mobility. It can be found that, on the whole, after the extracurricular training, there is a certain degree of auxiliary promotion and promotion of children's knowledge and

interest, especially for the improvement of academic performance, which is the reason why the extracurricular training can continue to exist so hot in society. This is why extracurricular training continues to be so popular in society. This is illustrated in the chart below:

Table 12 Statistical table on "Whether the child's achievement has improved" (N=325)

	Fully compliant	More in line	Comparative non-conformity	Totally incompatible	Uncertain
Number of people	50	230	30	10	5
Percentage	15.40%	71%	9.20%	3.10%	1.50%

Chapter 5

Summary, discussion of findings and recommendations

5.1 Overview of research results

Current research shows that the participation of primary and secondary school students in extra-curricular training is already an especially common phenomenon, and the number of participants remains to rise; in the process of participation in extra-curricular training, the tendency of primary and secondary school students to choose extra-curricular training is diverse, more visible in the higher grades, and centered on the purpose of training for excellence; children's selection is impacted by various factors, particularly from the family's monetary income, the parents' literacy level. This selection is impacted by a variety of factors, particularly the family's monetary income, the parents' literacy level and the concept of 'primary' education; there are also problems in the process of choosing the status quo and, more importantly, the gap in access to quality education between urban and rural areas through participation in extra-curricular courses. These problems should not be underestimated and deserve to be taken seriously, and at the same time, we need to take measures to solve them. Happiness is a very simple thing for naive children. To make primary and secondary school students stressed-free and learn a lot, to make students not only concentrate on the improvement of their scores but

also on the overall development of their qualities, we need to follow up the efforts of particular families, schools and the government. By researching the contemporary situation of the selection of extra-curricular training for primary and secondary school students in X City, S Province, we hope that parents will respect their children's choice and willingness to study, hold a accurate and rational view of education, take the responsibility of nurturing their children's development from the reality of the family and their children's true situation, and avoid the bad psychological behaviour of tracking the crowd and comparing; we hope that schools will innovate the assessment system for students and actively encourage students' multi-face development. It is hoped that schools will innovate their student assessment systems, actively encourage the development of students in various aspects, develop rich and diverse club activities, stimulate children's interests and skills, raise the threshold of admission for teachers and enhance the quality of education within education; it is hoped that extra-curricular training institutions will perform well under the supervision and management of the government and its applicable departments, forming a good supplement to school education and complementing each other, together cultivating valid foundations and innovative talents for the country It is hoped that primary and beautiful childhood children will learn more useful knowledge and have a happy and wonderful childhood at the same time.

5.2 Discussion

5.2.1 Parental level

(1) Impact of family capital

The parents of this generation, who have increased their wealth, still keep the concept of education in the "primary stage" and still use material enjoyment and the opportunity to "run along" with substantial sums of money to make their children "win at the beginning line "The family's financial situation is not always the same.

a. There is a difference in the amount of money that families can afford to pay for their child's grade level. For students in Year 4 and Year 7 who attend extra-curricular training, parents invest lower in monetary investment, whereas whenever they encounter grades of advancement, such as Year 6 and Year 9, parents invest extraordinarily high amounts in extra-curricular training at this phase for the reason of enhancing their children's performance, and will spend a substantial amount of money to help their children obtain extra-curricular education. For families whose income is just enough to preserve a regular standard of living, little or no investment is made in extracurricular training, which leads to an progressively noticeable gap in the education received by children due to different family monetary incomes.

b. There is a monetary difference in the selection of extra-curricular training according to the parents' level of education. Firstly, those parents with advanced

diplomas have a long-term view and do not skimp on current money; they will spend their savings on their children's extracurricular training and education. Compared to parents with low levels of education, those with higher levels of education will rather see this behaviour as a long-term investment in human capital that will bring unexpected benefits later on, which leads to a gap between those children born in families with low educated parents, who have access to more educational opportunities for themselves and their peers, due to their parents' perceptions.

c. There are temporary differences in the choice of extracurricular training according to the mother's level of education. In a household, women work outside the home for shorter periods of time compared to men, and because they are less subject to interference from their husbands' opinions, they will choose the type of extra-curricular training course for their children from a feminine perspective, overlooking the interests of the boys. In addition, most of the parents in this survey are college educated or above, particularly for those women who have a high level of education, they are forward thinking and will take more responsibility for their children's education and invest more time and effort in their students as they comprehend the value behind education.

5.2.2 School level

(1) "Score-based" assessment indicators in schools

The Party and the government have always advocated quality education, calling on schools to concentrate on the development of students' overall comprehensive quality, so that contemporary instructional concepts and instruction methods can be adjusted to the development of primary and secondary school students and respect the development of children in stages. However, as there is no better way to evaluate students than by their grades, schools still utilize grades as the primary assessment criterion. Therefore, in order to enhance their children's educational performance and become the top students in their classes, parents begin to do everything possible to enhance their children's scholastic performance in various subjects. After receiving school education, children remain to vie for extra-curricular training and education to improve their scores and skills in order to outperform their peers.

(2) School teaching software and hardware development are not in sync

With the rapid economic development in China, the government is giving more attention to the significant role of education, which has led to the improvement of school facilities. However, this has inevitably led to numerous problems. Although the state has been expanding its financial allocation to schools every year, it has not been able to keep up with the cutting-edge teaching philosophy. In addition, although many schools do offer practical classes and experiments to nurture talents,

stimulate students' thinking skills and enhance their hands-on abilities, there is not enough experimental equipment and few laboratories, so teachers can only teach students some theoretical knowledge, and students cannot combine theory with practice, and it is impossible for students to improve. So in order to be able to develop the child in many ways, training is permitted to be selected according to the child's individual preference as a way of developing the child's innate strengths and evolving more skills.

(3) Skewed focus of school instruction

nowadays, competition and rating between schools is based on the overall strengths of the students, in addition to their performance each year. In this regard, schools occasionally carry out a variety of activities in order to better showcase the characteristics of their school. The most frequent is the environmental hygiene contest: "a big inspection in three days, a small inspection in two days", which takes up the regular school time of the students and does not guarantee the time for the children to research sufficiently, and also drains the energy of the students. In addition, many schools focus on administration, neglecting the original purpose of teaching and educating people. Some teachers, under the supervision and pressure of school leaders, have to collaborate with them to complete the tasks assigned to them and are sick of coping with the tasks given to them by their superiors, which makes teachers appear to despise their teaching work and develop burnout, and the quality of teaching is not enhanced. Parents have to request the assistance with

extra-curricular training in order for their children to progress to advanced education.

5.2.3 The social dimension

In today's progressively aggressive society, it is an evident fact that "if you don't have a certificate, you are not qualified to get the exam". It is as if people have entered a dead-end cycle: if they do not attend extra-curricular training and education, they will not be able to get into a crucial high school, and after graduation, they will basically be doing simple jobs with psychological work; if they do not attend extra education, they will not be able to get into a double-class school, and after graduation, they will not be able to find a decent job unless they remain to upgrade their qualifications, which is to go to graduate school; if they do not attend training courses, they will not be able to get into a graduate school, and they will be paid much less than others. If they do the training course, you won't be able to get into the civil service, you won't be able to enter the institutions, let alone the state enterprises. In such a aggressive atmosphere, in a cul-de-sac where extra-curricular training is the primary focus, students are perceived in terms of marks, parents are comparing themselves to each other and schools are battling to look the same within themselves.

5.3 Recommendations

This study employs surveys and questionnaires to conduct an in-depth study on the participation of primary and secondary school students in

extracurricular training and the factors influencing it in four districts of X city, S province. The study intends to create a healthy environment for extra-curricular training for primary and secondary school students, so that the value of extra-curricular training can really benefit every Chinese student from the bottom of their hearts. The below are the basic findings of this study and some proposed strategies to address the participation of primary and secondary schools in extracurricular training and the problems reflected in the process of participation.

5.3.1 Recommendations at the Parental Level

The focus on the function of education is a conventional style of Chinese children since ancient times. It is only through receiving education that students can better their scholastic performance, enhance their vocational skills, stimulate their artistic potential and stimulate their musical cells, which is the greatest wish of being a mom. The focus on children's education is naturally the primary motivation for investment in extra-curricular education, and parents are looking for instructional resources, attending extra-curricular classes and recruiting tutors to come to their homes in order to make their children sit out. In order to make sure that their children do not lose out to others from a young age, they hurry into the training market and enroll their children on all kinds of unique training courses, with little regard for their own wishes and feelings, which raises the psychological and bodily stress on their children. Therefore, it is essential to supply some practical advice for parents.

(1) Look at extracurricular training properly and invest in it rationally

Extracurricular training, as the name implies, is not necessarily essential and can be had or not, it is merely a supplementary auxiliary space market for formal school education. This is why it is important for parents to be rational in their choice of extracurricular training, to thoroughly consider the trade-offs, not to be impulsive and to live within their means. Every child is an individual and possesses his or her own unique characteristics. Parents should not chase the herd and make their children enrol in classes as quickly as they see their neighbours, colleagues and relatives enrolling in them. This is a totally undesirable idea and behaviour. In fact, for children at primary and secondary school level, "not being able to stand on the bench" and having weak self-control are the biggest drawbacks. You can utilize your own strengths to nurture your child's talents. Instead of investing a lot of money, you should spend more time providing your children "affectionate lessons".

(2) Establish an accurate view of talent development and respect for children

The times are moving on, society is evolving, and the country's needs for talent are diverse. Parents should take a different approach, be discerning, concentrate on cultivating their children's unique strengths, cultivate their children's independent learning and critical thinking skills, let their children learn to think for themselves, voice their own views, respect their children's every sensible selection, let their children have the right to independent choice and open space for activities; should not restrict their attention to enhancing their children's scores, but to

cultivate their children's It is important to nurture the development of children's talents in many areas. Parents should also react to the call for quality education by balancing the development of their children in all aspects of moral, intellectual, bodily, aesthetic and phonological development, not favouring the development of various abilities on the basis of good health, respecting their children's individual preferences and not being harsh on their children's quirks and misbehaviour, so that their children can not only feel liked and happy, but also grow up happily in a relaxed and happy family environment, thus setting a sturdy foundation for their solid solid foundation. This is a wonderful way to groom your child for a hopeful future.

5.3.2 Recommendations at the school level

(1) enhance the level of teachers in school education and enhance students' learning ability

The The above analysis shows that the reason why extra-curricular training is so hot reflects, to a certain extent, the difficulty of conventional mainstream school education in satisfying the needs of diverse types of students and parents. It is consequently proposed that, firstly, mainstream schools should enhance the quality of their innate education. The threshold for entrance of teacher-training teachers should be enhanced, and the qualifications for entrance into schools should be strictly regulated, so that the instruction standards, professional competence and ethical character of school teachers can satisfy the developmental needs of primary

and secondary school students. It is especially significant for teachers in all primary and secondary schools to make full use of the time slots in lessons while students are in school, not only to impart the knowledge learnt in textbooks, but also to extend the scope of knowledge, open students' horizons and develop their worldly exposure; to direct students to revise what they have learnt in lessons numerous times, strengthen it from time to time and strive to enhance their learning abilities. Secondly, teachers should treat every student equally in the classroom, not just those with good grades, but particularly those who are less advanced, giving them care and encouragement from time to time, and giving them confidence, so as to assure equality in the education process; finally, teachers should cultivate children's enthusiasm for learning and give them. Lastly, teachers should develop the children's enthusiasm for learning and set an example for them. In schools, there are not only teachers specialising in teaching subjects, but also teachers specialising in teaching skills, which play a very significant role in the bodily and psychological development of primary and secondary school students. Through their daily teaching activities, teachers foster the development of good motivation in learning so that students' self-control and willpower can be enhanced in their future autonomous learning days, and they can effectively avoid the need to pursue help and rely on children because they are not focused in their studies. This will prevent children from turning to, and relying on, extra-curricular training institutions because of their absence of concentration and tendency to run away from their studies.

(2) Innovative school education methods to enrich students' after-school lives

If the school changes the traditional boring education and teaching methods and opens a variety of club activities, such as various campus cultural activities, sports activities week, etc., students will feel fun and happiness, which will deeply attract the children to the campus, parents will not hear the demand of their children to enroll in interest classes. This is especially true for young children who are in a critical period of physical and mental development when both their perceptual and abstract thinking skills are in an important period of development, and anything new during this time can arouse students' curiosity and thus stimulate their inquisitiveness and innovation. At this time, students will be retained if the school can cultivate them with an open educational philosophy and innovative teaching methods, organize various club activities for them, stimulate their talent skills, and bring them new life experiences; in addition, teachers in regular schools should strengthen their communication with teachers from training institutions to learn from their strengths and weaknesses, and improve the whole classroom's Teaching efficiency.

5.3.3 Recommendations at the government level

(1) encourage a balanced allocation of quality education resources between urban and rural areas

Through the above discussion to parents are scrambling to get their children engaged in extra-curricular training for their children, one reason is because they

want to upgrade their grades so that they can better progress to higher education and acquire high quality high school education or even higher education later on; another reason is because some primary and secondary school students from rural and urban household registry want to decrease the gap with urban household registry want to reduce for the gap with urban education registration registration This another reason substantially demonstrates that behind extra-curricular training is a reflection of the imbalance between urban and rural education resources, the actual root cause of which is the contradiction between people's ardent desire for quality education resources and their insufficient supply. In this regard, based on the implementation of the "rural revitalization strategy" in China, we should increase the investment in excellent teachers and hardware equipment for rural schools, not only to provide "blood transfusion" support to rural schools, but also to implement "blood building" support. We should not only deliver "blood transfusion" support to rural schools, but also "blood building" support, and take the initiative to prioritise quality resources to weak and isolated rural schools every year, so that rural children can have access to schools and attend good schools, and enhance their self-confidence, consequently effectively enhancing the weak teaching standards and challenging learning atmosphere in rural schools, and consequently better decreasing the overall gap in teaching standards between rural and urban schools.

(2) enhance the system of standards concerning the provision of education and training industries

In addition, the growing market for extra-curricular training institutions, which comes in all forms and sizes and is a combined bag of good-for-nothings, has substantially generated parents great disruption and trouble in choosing extra-curricular training institutions for their children. Some of the top teachers at extracurricular training institutions advertise their recruitment under the guise of fraudulent qualifications, exaggerated identities and deceitful students. As a result, it is problematic for parents to have their interests effectively defended in the event of a conflict between them and the training supplier afterwards. At this point, government intervention is required to strengthen the regulation and governance of extra-curricular training through the enactment of applicable laws and regulations to effectively rectify the situation.

The extracurricular education and training market has gradually arose as a market sector along with the development of the times, and is a new industry. At present, many regions in China are negligent and do not give attention to extra-curricular training institutions, embracing a laissez-faire attitude towards development, and the government has not instituted a formal and comprehensive supervisory system. The reason for this is that extracurricular education and training is an abstract and intangible form of knowledge and capacity, and there is no unified standard scale to measure its rightness or wrongness. However, government departments, the education sector and the industry and commerce sector can work together to institute a set of detailed regulations with operational standards to raise the

threshold of access for both online and offline training institutions to assure that the effectiveness of instruction is to the satisfaction of consumers. In particular, the industrial and commercial sectors should conduct a rigorous examination of applications for the opening of extracurricular training institutions, the qualifications of the organisers, and the security of the venues in which they operate. Secondly, the large market of training institutions themselves should be designed at the top level, with a special supervisory and reporting committee responsible for extracurricular training institutions, to jointly supervise the internal development of training institutions, so that the government and all applicable departments can work in tandem to supplement each other.

(3) Stepping up efforts to monitor the implementation of the decree on extracurricular training institutions

Since the 19th National Congress report, China has placed special emphasis on attaining a gradual conversion from a state of law to a state of law, and of course, the hot extra-curricular training market, which is the left arm of a formal school education, is no exception. At the national education work conference, the relevant person in charge said that a significant effort to administer and rectify training institutions, which is the most pressing problem, this problem cannot be cracked, it is difficult to form a good education ecosystem. The country has centered its governance on such behaviour as profit-oriented, teaching ethics, misleading advertising and subject-based over-training. However, it is unlikely that the long-term

accumulation of ills will have an immediate effect, so the government should also step up its efforts to monitor the progress of the implementation of the applicable decrees. Based on some of the problems reflected in the extra-curricular training market, it should formulate preventive measures in advance by drawing on the advice of relevant experts to prevent and direct the healthy operation of extra-curricular training institutions; resolutely oppose any behaviour that is harmful to the rights and interests of students and parents, and strictly manage and, if necessary, impose severe punishments on extra-curricular training institutions that are recklessly exaggerating their propaganda and are of weak quality, such as sh

Secondly, the fees charged by extracurricular training institutions should be regulated corresponding to the local consumption level. In this poll, some parents have reported that the high fees charged by extracurricular training institutions have heightened the burden on their families, but they still try their best to get their children into extracurricular education for the sake of their children's future. In the long run, this will inevitably consequence in some profit-makers inviting fraud under the guise of education, influencing the reputation of the extracurricular training institutions as a whole, which is not conducive to the operation of the extracurricular training market.

To sum up, due to the limitations of individual ability and research level, there are many limitations and shortcomings in the research work of this paper. For instance, due to time and energy constraints, the survey was conducted in just four

areas of X city in S province, and the sample was not sufficient. The content of the questionnaire is not extensive enough and should be further enlarged; the analysis of the questions is not extensive enough and the concept of family capital is not well integrated with the selection of extracurricular training. Therefore, I need to continue to enrich myself in the future and attend more relevant training to enhance my overall strength.

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Appendix

Appendix A

Questionnaire on primary and secondary school students' preference for extracurricular training

Dear Parents.

Hello! This questionnaire has been designed to provide a comprehensive and clear picture of parents' commitment to their child's extra-curricular education. We guarantee that your information will be kept strictly confidential! The questions below are not correct or incorrect, so please do not have any concerns. However, we hope that you will fill in the questions as you see fit in order to ensure the validity of our findings. Thank you for your kind cooperation.

Instructions for filling in the form: Please fill in () with the symbol of the option that you think best fits the situation. If no special instructions are given the questions are all single choice, i.e. you can choose only one. Thank you again for your support.

Part I Basic information about your child

I. Multiple choice questions (please fill in the brackets with the option symbol that you think best fits the situation)

1、 Your child's gender ()

A. Male B. Female

2、 Is your child an only child ()

A. Yes B. No

3、 Your child's domicile ()

A. Rural B. Urban

4、 The area where your family lives ()

A. Tringhu District B. Yandu District C. Yanan District D. Development Zone E.

Other areas

5、 Your child's grade ()

A.4th grade B.6th grade C.7th grade D.9th grade

6、 The child's class performance ()

A. Upper B. Upper middle C. Middle D. Lower middle

7、 The level of the class the child is in ()

A. Key class B. Parallel class

Part II The child's participation in extra-curricular training

8、 Does the child take part in extra-curricular training ()

A. Yes B. No

(Note: If your child does not attend any extra-curricular training, please skip directly to the last open-ended question)

9、 Who decides whether your child attends extra-curricular training? ()

A. The child himself or herself B. The mother C. The father D. The parents decide

together

10、 What are the reasons for your child to attend extra-curricular training?

[Multiple choice] ()

- A. To spend time with the child
- B. To check the child's performance
- C. To improve the performance D. For further study
- E. For future development F. Followed by neighbours G. The child likes it and wants to develop his or her interest H. The teacher's request
- I. Not competent enough to train the child
- J. Other reasons

11. What is the form of extra-curricular training your child is involved in? ()

- A. offline 1-to-1 tutoring institutions B. offline 1-to-many tutoring institutions C. Offline 1-to-2 to 3 tutoring institutions D. going to teachers' homes
- E. home tutoring F. online network teaching 1-to-1 G. online network teaching 1-to-many

12、 What type of extra-curricular training does your child attend? [Multiple choice]()

- A. Cultural courses B. Foreign languages C. Piano, chess, calligraphy, painting and art D. Sports, fitness and exercise E. Vocational skills

13、 The time for children to participate in extra-curricular training ()

- A. Summer and winter holidays B. Weekends C. Monday to Friday after school

D. Other

14、 How much time does your child spend on extra-curricular training every day?

()

A.1 hour and below B.1.5 hours C.1.5-2 hours D.2-2.5 hours E.3 hours and above

15、 Has your child's performance improved through extra-curricular training? ()

A. Completely B. More in line C. Less in line D. Not at all E. Not quite sure

16、 What is your child's attitude towards the effectiveness of extra-curricular training?()

A. Completely satisfied B. Quite satisfied C. Quite dissatisfied

D. Completely dissatisfied E. Not quite sure

17、 The amount of money spent on extra-curricular training for your child in a year

()

A.2k and below B.2k-10k C.10k-20k D.20k and above

18、 What is the proportion of your total household expenditure on extracurricular training? ()

A.1/2 and above B.2/3 C.1/3 D.1/4 E.1/5

19、 Does the cost of extracurricular training affect your family's living standard? ()

A. No influence

B. A little, but it does not affect normal life

C. Increase the financial burden and save other expenses

D. Overburden the family and cause distress

20、 What factors influence your choice of extra-curricular training institutions? ()

A. The price of extra-curricular training

B. The brand of the training institution

C. The time of the training institution

D. The location of the training institution

E. The strength of the advertising of the training institution

F. The interest of the child

G. To improve the child's performance and ability

H. The influence of people around you

21、 How do you feel satisfied after consuming extra-curricular training and education?()

A. No matter what, my heart feels solid B. My child's performance and ability

have improved C. My child's interest and motivation in learning have increased

22、 Based on your own situation, will you continue to enroll your child in training courses? ()

A. Will not B. Will C. Not sure

Part 3: Family capital

23、 Mother's education level ()

A. Junior high school or below B. High school C. College D. Bachelor's degree E.

Master's degree or above

24、 The father's education level ()

A. Junior high school or below B. High school education C. College education D. Bachelor's degree E. Master's degree or above

25、 Family monthly income ()

A.2k and below B.2k-10k C.10k-20k D.20k and above

26、 Have you bought a house in the urban area? ()

A.Yes B.No

27、 Father's occupation ()

A.Boss B.Manager C.Civil servant D.Institution E.Worker F.Farmer
G.Businessman H. Technician I. Unemployed J. Other

28、 Mother's occupation ()

A. Boss B. Manager C. Civil servant D. Institution E. Worker F. Farmer
G. Businessman H. Technician I. Unemployed J. Other

29、 You expect your child's education level to be ()

A. High school and below B. College C. Bachelor's degree D. Master's degree
and below E. All of them

30、 The time you spend on your child's extracurricular training each week ()

A.2 hours and below B.2-5 hours C.5-8 hours D.8-11 hours E.11-14 hours
F.14-17 hours

31、 Which of the following cultural products does your child have? [Multiple

choice]()

A. Extra-curricular reference books B. English-Chinese dictionaries

C. Computers (including tablets) D. Mobile phones E. Electronic products without internet access F. Various musical instruments G. Various types of fitness equipment H. Various types of educational puzzles I. Others

32、 How do you communicate with other parents ()?

A.Often B.Occasionally C.Temporarily D.Never

33、 How much time do you spend with your children studying every day? ()

A. Once a day B. Twice a day C. Three times a day D. Occasionally E. No

34、 How much do you care about your child's study? ()

A. Very concerned B. More concerned C. Not too concerned D. Very unconcerned

35、 How do you know about extra-curricular training? ()

A. Through advertisements B. Through neighbours C. Through colleagues, friends and relatives D. Through teachers E. Through parents of the same class F. Through others

II. Short answer questions

1. Which aspect of extra-curricular training do you think can be done better?

Open questions

1、 What are the reasons why you do not send your child to extra-curricular

education?

This is the end of the questionnaire, thank you very much for your full support and cooperation, thank you parents!

Appendix B

Outline of an interview with a teacher from an after-school training institution

- 1、 What do you think are the reasons why more and more parents and children are choosing extra-curricular training?
- 2、 According to the forms of education offered by your courses, which forms of training do you consider children and parents prefer?
- 3、 The content of your courses is rich and varied, based on the details of the registration, which type of training do you consider children and parents prefer?
- 4、 When are your training courses typically the most popular among students? How long does it have to conduct a practice session? How long is the best duration of the course?
- 5、 Do you have any good suggestions for the future development of your training institute?

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