



COUNTERMEASURES FOR OPTIMIZATION IMPLEMENTATION OF
CHINA'S DOUBLE REDUCTION POLICY IN PRIMARY AND
SECONDARY SCHOOLS, CHINA

BY
TING HUANG

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	Countermeasures for Optimization Implementation of China's Double Reduction Policy in Primary and Secondary Schools, China
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Program	Master of Education in Educational Administration (International Program)
Advisor(s)	Apirut Singtrangarn, Ph.D.

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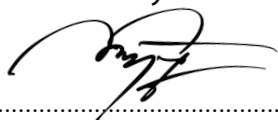


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Abstract

This paper takes primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China as the research object to understand the implementation status of the "double reduction" policy in primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China, and finds that the implementation effect of the "double reduction" policy is generally good, but there are still some problems, such as short implementation period, insufficient allocation of financial resources, imperfect relevant laws and regulations, excessive use of electronic products by students in the information age, and mismatched social resources. Public support for the "double reduction" policy is not high. Discover problems from a micro perspective, summarize experience, provide some practical support for the development of the "double reduction" policy implementation policy, provide certain ideas and directions for the further improvement of the policy implementation, enrich China's "double reduction" policy cases, and promote the modernization of China's education policy.

Keywords: Primary and secondary schools, Double reduction policy, Smith model theory, Policy implementation

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Ting Huang

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Chapter 1

Introduction

1.1 Research background and significance

1.1.1 Research background

Education is the cornerstone of national development. The report of the 20th National Congress of the CPC clearly pointed out that "building a strong educational country is a fundamental project for the great rejuvenation of the Chinese nation, and education must be given priority, education modernization must be accelerated, and education that is satisfactory to the people must be run well" [1]

"Reducing the burden" is a topic of continuous concern in the field of education in China. Since the 1950s and 1960s, students' burden was too heavy due to their poor health, and in the 1980s and 1990s, the pressure of entering school was reduced. After entering the 21st century, students' various problems continued to emerge, such as depression, anxiety, lack of sleep time, and addiction to the Internet... [2] The most important reason is that parents' excessive anxiety about their children caused students' burden to be too heavy. The hot words in China's current society, such as "inside roll", "lying flat", "chicken baby", all point to education.

In July 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions,

abbreviated as the "double reduction" policy [3], which aims to solve the problem that the current education chaos is emerging in endlessly. The "double reduction" policy is not only aimed at reducing the burden on students in the compulsory education stage, but also at standardizing the management of offline and online training institutions outside the school, hoping to fundamentally solve the problem of the heavy burden on primary and secondary students and the shortsightedness of compulsory education Utilitarianism. In addition to the original burden reduction policy, the "double reduction" policy requires greater efforts to reduce the burden of students in and out of school at the stage of compulsory education, directly enforce the after-school services expected by the society from the national level, and improve the market rules by taking the governance and supervision of off-campus discipline training institutions as the leading role of the state, aiming at building a high-quality education system, implementing the fundamental task of cultivating morality and people, and alleviating the anxiety of parents' education, Let the school return to the main position of education.

1.1.2 Theoretical significance

The schoolwork burden of primary and secondary school students has become heavier and heavier under the influence of parents' educational anxiety, and has always been the focus of national and social attention. From personal distress to public education issues, China has done a lot of exploration in terms of the analysis of the text of the double-reduction policy, the construction of the

model of students' schoolwork burden and off-campus training burden, as well as the research on the low efficiency of policy implementation and other issues. Review and summarize many policies related to education burden reduction issued after the founding of the People's Republic of China, analyze the focus of the education burden reduction policies issued in different periods, deeply interpret the experience and shortcomings of the previous policies from the launch to the implementation process, find out the most fundamental reasons for the problems in the implementation of the "double reduction" policy, and then apply the right medicine to the case according to the problems, with a view to adjusting measures to local conditions. Therefore, based on the process model of Smith's policy implementation and based on the local area of Wanjiang District, Dongguan City, Guangdong Province, China, this paper studies the four variables of "policy itself, implementation agencies, target groups, and policy environment", and on this basis, uses the feedback mechanism to further consider the policy implementation, analyzes the reasons for the policy implementation, and explores effective strategies to prevent and control the policy implementation block, Enrich the theoretical research on the implementation of the burden reduction policy for primary and secondary school students in the region.

1.1.3 Practical significance

At present, the heavy academic burden of primary and secondary school students is not only a concern in the field of education, but also a hot issue in the

field of society. With the deepening of the work of load reduction, the field of load reduction extends from inside to outside school, and from offline to online. The executive body is no longer the government's "one big one", and more emphasis is placed on diversification. However, in reality, there are still problems such as selective implementation, mechanical implementation, and resistance to implementation, which is not reduced in reality. It is conducive to correctly guide schools, families, society and off-campus training institutions to face up to the problem of education burden reduction, standardize off-campus training institutions according to policies, put forward new requirements for school education, and make efforts to reduce the burden through multiple linkage, so as to ensure the implementation of the "double reduction" policy. Therefore, this paper takes Wanjia District, Dongguan City, Guangdong Province, China as an example, based on the actual situation of education and policy implementation in this district, and through empirical analysis, tries to reveal the internal logic and essence of the operation of the burden reduction policy, taking the idealized policy, the executive agency, the target group, and the executive environment as the core variables, to explore the reasons why the implementation of the burden reduction policy is blocked, and propose targeted improvement strategies, With a view to helping the efficient implementation of the local burden reduction policy.

1.2 Research Objectives

This is the purpose of research:

- 1) Identify the main manifestations of problems in the implementation of the double reduction policy for primary school students in Wanjiang District, Dongguan City, Guangdong Province, China.
- 2) Determine the optimization countermeasures and guidance in the implementation of the double reduction policy.

1.3 Research Hypotheses

The impact of the following three factors on policy implementation will be analyzed.

The feasibility of policy issues has a significant impact on the implementation of the "double reduction" policy.

The regulatory capacity of the policy itself has a significant impact on the implementation of the "double reduction" policy.

Variables other than the policy itself have a significant impact on the implementation of the "double reduction" policy.

1.4 Scope of Research

1.4.1 Scope of study object

This study uses the questionnaire on the current burden and feelings of primary and secondary school students in Wanjiang District, Dongguan City, Guangdong Province, China, and parents' attitudes towards the implementation of

the double reduction policy in education, to investigate the primary and secondary schools in three primary schools and three middle schools in Wanjiang District, Dongguan City, Guangdong Province, China, a total of six schools, to understand the problems in the implementation of the double reduction policy in this area.

1.4.2 Regional scope

This study takes Wanjiang District, Dongguan City, Guangdong Province, China as the research area, mainly including school workers, children, parents, and workers of after-school training institutions in primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province.

1.4.3 Content scope

The purpose of this study is the main manifestation of the problems in the implementation of the double reduction policy in primary and secondary schools, the deep logic behind the problems in the implementation of the double reduction policy, and how to minimize the obstacles in the implementation of the double reduction policy under the current educational environment.

1.5 Benefits of Research

1.5.1 Theoretical significance

The schoolwork burden of primary and secondary school students has become more and more heavy under the influence of parents' educational anxiety, and has always been the focus of national and social attention. From personal distress to public education issues, China has done a lot of exploration, whether it is

the analysis of the text of the double-reduction policy, the construction of the model of the schoolwork burden of students and the burden of off-campus training, or the research on the inefficient implementation of the policy. Review and summarize many policies related to education burden reduction issued after the founding of the People's Republic of China, analyze the focus of the education burden reduction policies issued in different periods, deeply interpret the experience and shortcomings of the previous policies from the launch to the implementation process, find out the most fundamental reasons for the problems in the implementation of the "double reduction" policy, so as to apply the right medicine to the case according to the problems, with a view to adjusting measures to local conditions. Therefore, based on the process model of Smith's policy implementation and based on the local area of Wanjiang District, Dongguan City, Guangdong Province, China, this paper studies the four variables of "policy itself, implementation agencies, target groups, and policy environment", and on this basis, uses the feedback mechanism to further consider the policy implementation, analyzes the reasons for the policy implementation, and explores effective strategies to prevent and control the policy implementation block, Enrich the theoretical research on the implementation of the burden reduction policy for primary and secondary school students in the region.

1.5.2 Practical significance

At present, the heavy academic burden of primary and secondary school students is not only a concern in the field of education, but also a hot issue in the field of society. With the deepening of the work of load reduction, the field of load reduction extends from inside to outside school, and from offline to online. The executive body is no longer the government's "one big one", and more emphasis is placed on diversification. However, in reality, there are still problems such as selective implementation, mechanical implementation, and resistance to implementation, which is not reduced in reality. It is conducive to correctly guide schools, families, society and off-campus training institutions to face up to the problem of education burden reduction, standardize off-campus training institutions according to policies, put forward new requirements for school education, and make efforts to reduce the burden through multiple linkage, so as to ensure the implementation of the "double reduction" policy. Therefore, this paper takes Wanjia District, Dongguan City, Guangdong Province, China as an example, based on the actual situation of education and policy implementation in this district, and through empirical analysis, tries to reveal the internal logic and essence of the operation of the burden reduction policy, taking the idealized policy, the executive agency, the target group, and the executive environment as the core variables, to explore the reasons why the implementation of the burden reduction policy is blocked, and propose targeted improvement strategies, With a view to helping the

efficient implementation of the local burden reduction policy.

1.6 Terminology

1.6.1 Double reduction policy

"Double reduction" means reducing the burden of homework and off-campus training of students in compulsory education. There are a lot of homework for primary and secondary school students, and the negative impact of off-school training. Low-quality homework will not only reduce students' interest in learning, but also fail to achieve educational goals, and take up students' free time. The "double reduction" policy is to clarify the specific implementation measures of education burden reduction, and give children a relaxed and happy world, so that children can grow better. [3]

1.6.2 Policy implementation

Policy implementation refers to the process of taking specific behavior patterns to achieve policy objectives through certain ways and methods. In the context of different times, put forward the concept form to adapt to the development direction, that is, formulate policies, and then decompose the policies into concrete operational actions.

1.6.3 Smith model theory

In 1973, Thomas Smith, an American scholar, put forward and constructed a theoretical model for the first time in the article "Policy Implementation Process" to analyze the factors of policy implementation and the impact on policy effects,

which is called Smith Model by the academic community.

Smith believes that there are four basic elements in policy implementation: idealized policies, executive agencies, target groups and environmental factors. The elements form a whole relationship. The whole model is like a closed chain. The strength and weakness of a factor will affect the status of other factors in the same chain, and then affect the normal operation of the whole model. Therefore, once there is a positive or negative state between the factors, the overall tension of the model will be formed. At this time, it is necessary to eliminate the tension in the model through "processing" procedures. In addition, the results of policy implementation will enter the "feedback" process, and participate in the process of policy formulation in the form of precedent, so as to realize the dynamic adjustment of the policy, so as to make the policy adapt to the new changes in time.

1.6.4 Primary and secondary schools

Primary and secondary schools refer to primary and secondary education, which is a collective term.

Primary education refers to grades 1 to 6 of primary school, while secondary education includes three years of junior high school and three years of senior high school. Among them, primary school and junior high school are compulsory education in China and are free.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 Concept definition

2.1.1.1 Education burden reduction

"Reducing the burden" means reducing the burden, that is, reducing the students' academic burden and psychological burden. To avoid unreasonable assignments from school teachers, return the time to students, and require schools to reduce unnecessary examinations to avoid causing students' anxiety, that is, to set the burden of learning within the acceptable range of students and not exceed the students' affordability. The topic of reducing the burden of education has been the focus of the educational circles for a long time. The focus is to simplify the unreasonable and unnecessary steps in school education, so that our education can develop with high quality. To sum up, education burden reduction is to reduce the unnecessary academic and psychological burden beyond students' bearing capacity, promote students to play their subjective initiative, and promote the happy growth of the majority of primary and secondary school students in China. Throughout the development of China's education history, various policies related to education burden reduction have been promulgated, but none of them has completely realized the real burden reduction. According to the statistics of the Institute of

Psychology of the Chinese Academy of Sciences, 95.9% of primary school students and 92.6% of junior high school students in China have not met the standard of sleep time. The detection rate of adolescent depression in 2022 is 25.7% [4]. China's educational burden reduction policy has become the top priority in the development of education.

At the end of June 2022, the Ankang Survey Team of the National Bureau of Statistics carried out a sampling survey on mental health education in primary and secondary schools in Ankang City. After investigation and research, more than 70% of the students concluded that the biggest influence factor of psychological stress is the pressure to enter school [5]. Therefore, it is imperative to pay attention to efficiency while reducing the burden of education. School teachers should constantly innovate educational and teaching methods, and students should also constantly improve learning methods and change the traditional exam-oriented education concept. The implementation of the burden reduction policy is affected by many factors. First of all, school education should respond to the call of the policy in a real sense, completely abandon the wrong concept of "fractional theory", adopt a more scientific evaluation system, discover the strengths of each student, strengthen the innovation of school teacher education and teaching methods, transform the traditional "teacher talk" into "student study", teach students to plan their time reasonably, understand learning skills, and be willing to explore, Stimulate students' potential, boldly challenge the difficulties in life and study, and learn to

move forward in adversity; The second is family education. There are many reasons for the high learning pressure, and the parents' education mode is also one of the important factors. Parents should establish a scientific education mode, not put pressure on children and blindly compare with them, not be harsh on children's performance, pay attention to the training of practical ability, and change parents' over-high education concept; Finally, in society, China's high-quality education resources are relatively limited, and not everyone can enjoy better education. The unfair distribution of education resources is closely related to the effect of famous schools and the entrance threshold and learning performance of famous schools.

The anxiety of academic performance caused by off-campus training institutions has affected the actual effect and smooth implementation of the work of load reduction, and some schools have even escaped from the phenomenon of load reduction. These schools have reported false information and false data "in accordance with the regulations" in order to pursue the rate of enrollment, and have ostensibly implemented policies to cope with the inspection of the higher authorities. The burden reduction in education has a long way to go, which is inseparable from China's talent selection mechanism. There may be a long way to go to realize the burden reduction in education in a real sense. It is necessary to constantly revise and improve China's education system, and constantly optimize China's talent selection mechanism. Talent selection should not be limited to college entrance examination results, but also vigorously support and develop

higher vocational education, and solve the root education problems from the institutional mechanism.

2.1.1.2 Double reduction policy

Primary and secondary school students have a heavy burden of homework, and the heavy burden of after-school training is one of the important issues in the compulsory education stage. The heavy burden of homework and after-school training on the one hand leads to the heavy burden of energy and money on parents, on the other hand, it also seriously affects the process of education reform and development. Under the background that short-sighted and utilitarian education has become a social problem, the "double reduction" policy was issued. On the one hand, homework design is not scientific, homework management is not perfect, and students' homework burden is still heavy; On the other hand, the "internalization" of education competition has spawned some extra-curricular training projects with abnormally high fees. The excessive influx of capital chasing profits has overheated the extra-curricular training industry, and the over-standard training has further intensified the competition and plunged into a vicious circle. Some institutions have even used the parents' idea of "looking forward to the success of their children, looking forward to the success of their daughters" to "roll money and run away", and the burden of extra-curricular training has become increasingly serious. The ultimate goal of the "double reduction" policy is to reconstruct a harmonious educational ecological environment, conscientiously

implement the "student-oriented" educational concept, so that children can truly grow up healthily, and achieve the educational goal of cultivating new people of the era with all-round development.[6]

The "double reduction" policy is an important decision-making arrangement made by the Party Central Committee and the State Council from the strategic perspective of realizing the great rejuvenation of the Chinese nation. It requires all regions and departments to conscientiously implement it in combination with the actual situation, recognize and treat it from a political perspective, deepen the reform of the education system and mechanism, fully implement the Party's education policy, implement the fundamental task of building morality and cultivating people, and promote the comprehensive development and healthy growth of students [7].

2.1.1.3 Policy implementation

Policy implementation refers to the behavior of taking certain ways and methods to achieve policy objectives and finally transforming policy objectives into results. In the context of different times, put forward the concept form to adapt to the development direction, that is, formulate policies, and then decompose the policies into concrete operational actions. From the perspective of public management, public policy runs through the whole process of public management. Through formulating policies, public organizations decompose policies into achievable goals and implement policies with the help of resources of all parties.

They interact with the environment in the process of policy implementation, and the environment gives different feedback to return to the policy, thus forming a new round of policy implementation. Such a cycle constitutes public management activities. A complete policy system operation includes policy formulation, policy implementation, policy evaluation, policy monitoring, policy termination, and policy change. Chinese scholar Chen Zhenming believes that policy implementation is the implementation of policy programs and the solution of practical problems of the public, including specific activities such as policy publicity, organization construction, and coordination and communication. [8]

Due to the different implementation subjects, whether the quality consciousness, interest tendency, implementation mechanism, implementation responsibility and supervision mechanism of the subject are sound or not will have different policy implementation effects. In the process of policy implementation, we often face such related problems as too shallow or excessive interpretation of the policy, mechanically copying, pursuing advantages and avoiding disadvantages, and avoiding the heavy ones. The attitude and ability of the executive will affect the interpretation of the policy and whether the executive can concretize the abstract policy regulations; Low compliance of target groups will lead to local protectionism and game countermeasures. In the process of policy implementation, we should pay attention to reducing the subjective manipulation of the executive in the process of policy implementation, making the implementation plan reasonable and

scientific, establishing and improving the supervision and feedback mechanism, and timely tracking and analyzing the progress, so as to ensure the implementation effect and close to the implementation goal.

The implementation of the "double reduction" policy mainly includes: improving the quality of delayed service classes after school, promoting the optimization and upgrading of school education, carrying out a variety of teaching activities, providing school hosting services, taking full account of students who need to make up classes, rectifying and standardizing off-campus training institutions, strictly prohibiting causing anxiety among parents and students, and refining the specific operation process of the "double reduction" policy, so as to achieve a clear division of responsibilities, To lay a solid foundation for the realization of the goal of teaching and treatment burden reduction. In the process of implementing the "double reduction" policy, all participants need to interact with each other in accordance with their clear responsibilities, and finally achieve the effective implementation of the "double reduction" policy. However, there are often deviations in the process of policy implementation, resulting in the final failure to achieve the policy objectives.

2.1.2 Relevant theoretical basis

2.1.2.1 Smith policy implementation process model

In the middle and late 20th century, the western academic circles set off a upsurge of research on policy implementation in the field of public policy. In 1973, Thomas

Smith, an American scholar, put forward and constructed a theoretical model for the first time in the article "Policy Implementation Process" to analyze the factors of policy implementation and the impact on policy effects, which is called Smith Model by the academic community. Smith believes that there are four basic elements in policy implementation: idealized policies, executive agencies, target groups and environmental factors [9]. Different factors interact and are closely linked with each other and act together on the implementation of policy implementation. In the process of policy implementation, the above four factors will exert a certain tension on the policy, resulting in the deviation from the original policy objectives in the actual implementation process, and the inability to achieve the idealized objectives. Through the feedback mechanism, the implementation strategy is constantly improved, so as to achieve a stable state and closer to the idealized expectations. Smith policy implementation process model is as follows:

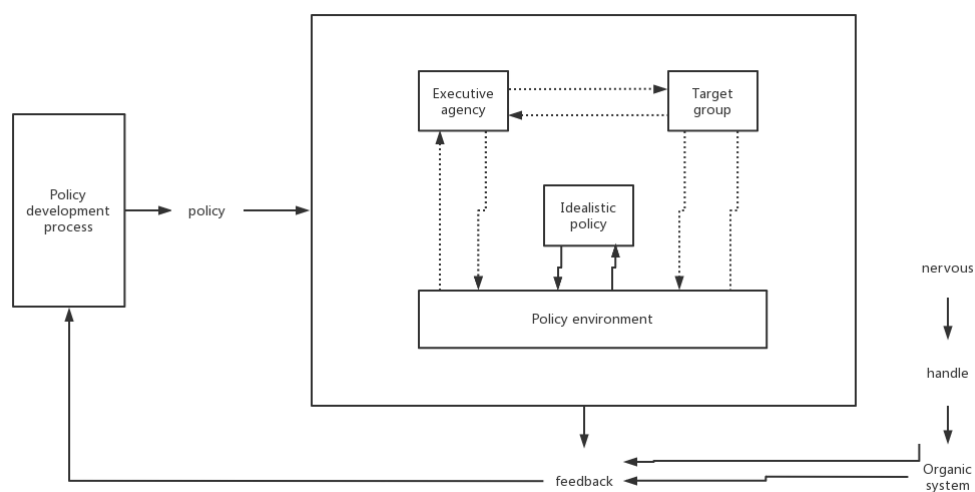


Figure 2.1 Smith's Process Model

The idealized policy of Smith's policy implementation process model is the premise and basis for effective implementation of the policy. The pursuit of the rationality and feasibility of the policy is closely related to the type, content, support and scope of the policy text; The executive agency is not only limited to the units and departments responsible for policy implementation in a narrow sense, but also includes the abilities and qualifications of the executive staff, the leadership style and personal charm of leaders, etc; The target group, the object of policy implementation, is the group most affected by the policy. Its interest demands and the degree of recognition of the policy are also factors that can not be ignored that affect the effect of policy implementation; The policy environment is the general term of various external factors that affect the implementation of policies. It has the effect of inhibiting or supporting the implementation of policies.

Summarize the factors affecting the implementation of China's "double reduction" policy, whether the "double reduction" policy is reasonable, whether the policy can effectively reflect the actual problems, and whether the implementation details meet the expected objectives of the policy; Whether the policy is clear, the specific content of the policy and the direction are clear; Whether the policy is coordinated, and whether the implementation of the policy conflicts with the reality. Only if the policy is reasonable, clear and coordinated can the policy implementation be carried out smoothly. The implementation agencies of the "double reduction" policy mainly involve the executive departments and executive

workers. China promulgates policies and responds to and implements relevant work level by level. Governments at all levels should give full play to government functions, coordinate the implementation of policies on the basis of policy recognition, strengthen the personal and professional qualities of the executive workers, and do a good job of supervision and feedback. The target groups for the implementation of the "double reduction" policy mainly involve primary and secondary schools, students, parents, and after-school training institutions. The policy involves a large number of objects. In the implementation process, we should pay attention to the orderly, collect and sort out the substantive feedback of the target groups on the implementation of the policy, and pay attention to the attitudes of different objects to the implementation of the policy. The implementation of the "double reduction" policy is constantly affected by social, political, economic, cultural and other aspects. It is necessary to fully combine the national conditions of China and the actual situation of various regions to carry out the policy implementation. A good policy "implementation environment is conducive to the realization of policy objectives. The specific analysis framework is shown in the figure:

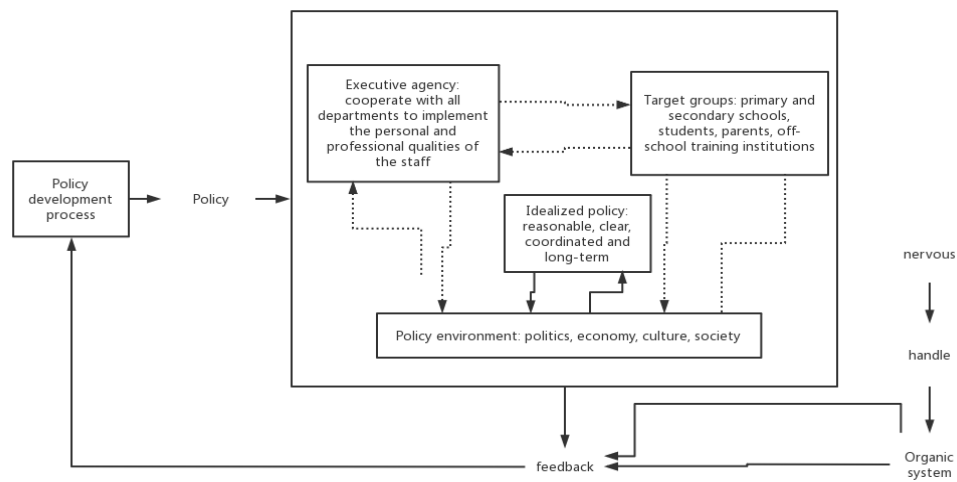


Figure 2.2 Schematic diagram of China's "double reduction" policy implementation analysis

2.2 Literature reviews

The "double reduction" policy is a major strategic decision for China to build a high-level education system and cultivate high-quality talents. It is also a major policy adjustment for the reform of the public service system of basic education and the promotion of the return of education to the campus. In July 2021, after the introduction of the policy, the education authorities and primary and secondary schools acted quickly to implement it by controlling homework, providing after-school services, and improving education level. Under the dual effects of macro policy and micro behavior, the "double reduction" policy presents different thinking and behavior.

2.2.1 Overview of domestic research

2.2.1.1 Relevant research on the burden reduction policy

Through the literature review of domestic experts and scholars in China, it can be found that the research on the burden reduction policy is mainly divided into the following two categories: on the one hand, in-depth analysis of the concept of burden reduction, or review of the burden reduction policy text since the founding of the People's Republic of China; on the other hand, it is to discuss the current situation and difficulties in the implementation of the burden reduction policy, and put forward countermeasures and suggestions. With the in-depth study of scholars, the burden of students has also expanded from the dimension of academic burden to psychological burden and economic burden. [10] The concept of burden reduction by experts and scholars is not static. Since 1997, burden reduction refers to the tasks and responsibilities that students should complete, but due to their weak physical and mental endurance, it needs to be moderate, so it is proposed to reduce the burden. [11] At the same time, it also changes from the burden of a single school learning task to the pressure brought by in-class and extracurricular learning tasks. [12] Through the study of the concept of burden reduction, we can find that the concept of burden reduction has become more and more detailed.

In addition, through sorting out the burden reduction policy since the founding of the People's Republic of China, we can understand the development of the burden reduction policy in a more macroscopic way, and analyze the changes of the burden reduction policy from different angles, trying to analyze the

advantages and disadvantages of the previous burden reduction policy, and provide theoretical inspiration for the implementation of the "double reduction" policy. From the perspective of policy change, Qiao Xiaohua found that the policy focus in different periods was different, and the policy subject and content were increasingly expanded. "Xiang Xianming explored the path of burden reduction through summarizing the experience of education reform in the past 70 years." [13] From the perspective of the policy text, "Shanzi believes that the burden reduction policy has shortened the life cycle of the policy because it has not explored the essence of burden reduction." [14] According to the sorting of burden reduction policies in different periods in China, "Wei Jianguo divided it into five stages, mainly the period of physical fitness, the pressure of entering a higher school, the period of improving teaching quality, the period of basic curriculum reform, and the period of deepening reform." [15]

2.2.1.2 Research summary on the implementation of the burden reduction policy.

In the process of the implementation of load reduction, many Chinese scholars have studied the current situation and existing difficulties of the implementation of load reduction, and put forward countermeasures and suggestions. Through the analysis on the basis of predecessors, we can better understand the problems in the process of load reduction policy, which also has certain positive significance for the effective implementation of the "double

reduction" policy. "Dai Tiejun and others analyzed the dilemma of the implementation of the burden reduction policy from the perspective of education compensation, which lies in the objective education resource gap, the public's too much attention to the score, and the deterioration of the burden reduction policy in the implementation process." [16] "Yang Chunni and others believed that the implementation of the burden reduction policy is based on the reduction of quantity while ignoring the quality, leading to the fact that it is not reduced. At the same time, the policy support force is weak in the policy implementation process." [17] "Xiao Yuanjun and others summarized that the reasons for the distortion of the policy implementation lie in the defects of the policy itself, the game between the participants, the adverse impact of the social environment on the policy, and the lack of supervision." [18] "Yang Tingting pointed out that the backward education view of parents is also one of the reasons for the poor implementation of the burden reduction policy." [19] "Feng Bing started with the implementation of the burden reduction policy for primary school students in Lanzhou City, and through the grounded theory and the benefit analysis framework, concluded that the factors that led to the deviation in the implementation of the burden reduction policy include the policy implementation subject, regional factors, etc." [20] "From the perspective of economics, Ma Jiansheng and Wu Jianni believe that the implementation dilemma of the burden reduction policy lies in not seeing clearly the essence of the burden reduction is not only to reduce the total amount of

homework, but also lies in the uneven time distribution of the academic burden."

[21] "Zhu Jingde and Zhu Xiaoqing, based on the game theory, put forward that the dilemma of the implementation of the burden reduction policy is caused by the scramble for high-quality educational resources, and each subject's interests are ultimately damaged by the scramble for educational resources to maximize their own interests." [22] Meng Zhaohai, from the perspective of the policy itself, believes that fragmented reform, peripheral reform, and ceremonial reform ultimately lead to incomplete and incomplete educational reform, This leads to inefficient educational reform. " [23] "Gu Xiulin and She Linmao believe that the implementation dilemma of the burden reduction policy lies in the inadequacy of policy discourse, content, promotion methods, and policy support, which leads to the poor implementation of the burden reduction policy." [24]

After analyzing the causes of the problems in the implementation of the burden reduction policy, many Chinese experts and scholars also put forward corresponding opinions on the countermeasures and suggestions of the burden reduction policy. "Tong Xing believes that we should build a multi-agent, multi-level and multi-channel mechanism to reduce the burden, and strengthen the internal communication between the subjects." [25] "Tu Yi and others believed that the target of the burden reduction policy should not only stay in schools, but also supervise parents and after-school training institutions. At the same time, using the 'theater effect' perspective, they analyzed the difficulties in the implementation of

the burden reduction policy, and put forward countermeasures and suggestions to strengthen government supervision, improve the quality of school education and improve the education evaluation system." [26] "Zhang Huizi pointed out that an effective policy supervision mechanism is a new opportunity for the implementation of the burden reduction dilemma." [27] "Yang Xin stressed from three aspects that the government should provide security for the burden reduction policy, schools should carry out 'leverage' burden reduction, and families should cultivate and shape the correct talent values." [28]

2.2.1.3 Standardize relevant research of off-campus training institutions

An important conflict of interest in the implementation of the "double reduction" policy lies in the standardization of off-campus training institutions. Under the background of examination-oriented education in China, performance is crucial for students. Parents can't tolerate that their children's academic performance is not ideal. Therefore, out-of-school training to improve students' academic performance has developed rapidly, which has become an important aspect that affects education fairness and hinders education reform. There are three main views on how to regulate the off-campus training institutions in policy:

2.2.1.4 Return to campus theory

Wang Xuenan (2020) conducted a multi-group survey on the academic burden of students in Beijing's ordinary middle schools, and found that social

anxiety and people's obsession with scores led to excessive academic burden. The root cause was the unbalanced allocation of social education resources and inadequate development of education [29]. Ding Yadong (2020) believes that out-of-school training institutions are an important factor affecting education equity. In a country with relatively scarce educational resources and large regional gap, China should eradicate its breeding ground and eliminate its living space [30]. Gao Huirong (2021) and Guo Shujuan (2021) believed that the government should focus on cultivating public welfare organizations for extracurricular practice, learn from foreign advanced experience, such as the United States and other educational public welfare organizations and volunteer groups to build more mature countries, introduce public welfare education into the social education system, gradually replace the beneficial training institutions, and promote the model of public welfare remedial study [31].

2.2.1.5 Coexistence within and outside the school

Zhou Cuiping (2019) believed that after-school training institutions for primary and secondary students are a useful supplement to school education, an important part of China's lifelong education system, and an important force in education. Its nonstandard behavior is the result of the multiple effects of capital, market needs, and weak supervision. It is necessary to gradually establish a comprehensive governance system led by the government and participated by multiple subjects (off-school training institutions, markets, industry organizations, etc.) according to the

national conditions and the people's conditions, strengthen joint and collaborative management, and support the development of industry organizations. At the same time, off-school training institutions should also take into account the educational functions and market needs to achieve benign self-discipline development [32]. Zhang Zhiyong (2021) pointed out that as an auxiliary institution of basic education and mainstream education, off-campus training institutions have natural existence necessity and practical needs. They should regulate their behavior, guide their development, and treat it as a social problem to solve [33]. Ma Jiahong (2018) and Qin Jing (2018), based on the analysis of the supply-demand deviation of training governance for off-campus institutions, concluded that off-campus training institutions, as a useful supplement to mainstream education, need the correct guidance of the government to make them a supplement to basic education, rather than compete with basic education for resources. The research results show that there are many out-of-school training institutions, such as a large number of subjects, uneven teaching quality and teachers' quality, and poor environmental conditions and service level [34].

2.2.1.6 Stratified education theory

Off-school training institutions should play the role of "cooperators" in school education, and achieve effective connection and collaborative education between on-campus and off-campus education. Yang Ting (2020) and Huang Wengui (2020) believed that the focus of the regulation of off-campus training institutions is to curb

their "preemptive", advanced teaching and other improper behaviors, encourage them to constantly reform their teaching methods, and launch special courses to meet the needs of students and parents with ability. Its educational content should focus on courses and knowledge beyond school education to form a match with school education, rather than a homogeneous competitive relationship [35]. Qi Zhanyong (2019) believes that although there are differences in the role and nature of out-of-school training institutions and in-school education, out-of-school training institutions still have many potential forces similar to in-school education. In-school education should be oriented towards health and healthy development, and carry out spontaneous and equal cooperation, so that the basic care of in-school education groups and the individual development care in out-of-school education can be organically combined to achieve different levels of education needs [36]. Lu Daokun (2019) believed that off-campus training institutions should play an active role in meeting the selective learning needs of primary and secondary schools, cultivating the development interests and specialties, and expanding comprehensive quality, so as to "supplement" school education, realize the interaction between off-campus training institutions and schools, and create a good education ecology [37].

2.2.2 Overview of foreign research

Some foreign countries have made remarkable achievements in the study of education burden reduction, which has important reference significance for the implementation of China's education burden reduction policies and policies.

Finland's primary and secondary schools emphasize the "people-oriented" education concept, strive to maximize the efficiency of serving, communicating and connecting with students, optimize and adjust in time according to students' different curriculum needs, teach students in accordance with their aptitude to improve their comprehensive practical ability, and stimulate students' originality in the classroom teaching process. At the same time, schools adopt an incentive education evaluation model to cultivate high-quality school leaders and teachers, Extend the classroom space (such as the full coverage of library network services and the provision of free borrowing services) [38].

Japan began to implement "loose education" in the 1970s, but because the "burden reduction" policy is only aimed at public schools, there are no restrictions on private schools and after-school counseling institutions, resulting in the burden reduction policy finally superficial [39].

Singapore began to implement the "split system" of elite education. In order to reduce the burden on students, it has successively put forward the education reform system. Through the reform of the examination system and student evaluation, as well as the entrance examination exemption, it has vigorously developed after-school activity services to improve the overall quality of students, and carried out social practice, interest groups and other activities [40].

The UK carries out the work of reducing the burden of teachers in combination with the workload of primary and secondary school teachers. The

pressure faced by primary and secondary school teachers in the UK mainly comes from international testing, additional work brought by changes and review of education policies, inadequate implementation of education burden reduction policies, poor support and guarantee for teachers, unclear teaching objectives, complex work procedures, etc. The UK solutions include: carrying out periodic workload surveys, It also pays attention to the pertinence of the burden reduction policy, tests the implementation process and effect, and provides training for teachers [41].

In the 1970s, South Korea also paid more and more attention to education, but good schools were limited after all. Off-school training institutions began to prevail. Many families had too much burden in education investment. At that time, 43.1% of junior and senior high school students said that learning pressure was too high, and 4.7% of them had self-mutilation because of learning pressure, so the government began to crack down on off-school training institutions [42].

In 2002, the United States issued the "No Child Left Behind Law" to promote education equity, which gave policy support to students from some vulnerable groups and put forward an education accountability mechanism, but ultimately did not achieve the desired effect and to some extent expanded the differences between different groups. In 2010, the Obama administration proposed the "Reform Blueprint" to promote education equity through government financial support and improving the quality of teachers. Although some achievements have been made,

the pressure of economy and politics has finally been abandoned. In 2015, the United States government issued the "Every Student Success Act", which became the current basic education act of the United States [44].

2.2.3 Review of research at home and abroad

According to the research status at home and abroad, it can be seen that all countries attach great importance to the work of education burden reduction and are moving forward in continuous exploration and revision. In China, the topics related to the heavy academic burden of primary and secondary school students often appear in the news of educational media, and are also the focus of scholars' continuous discussion and research. With the continuous promotion of educational reform, the relevant policies of educational burden reduction have been promulgated and implemented, but the excessive behavior of primary and secondary school students due to the heavy academic pressure is still frequent, which also shows that the cause of educational burden reduction in China has not achieved the desired effect. To solve this problem from the source, it is necessary to sort out the development process of China's education burden reduction, analyze the main difficulties faced in the implementation process under the "double reduction" policy, and combine the experience of foreign countries to formulate an implementation plan suitable for China's national conditions and applicable to all regions. On the one hand, do a good job of reducing the academic and psychological burden of students' learning, on the other hand, reduce the burden of

after-school training, and change the parents' education concept. The state has put forward new requirements for the education industry, especially for the rectification of discipline-based out-of-school training institutions. With the implementation of China's "double reduction" work and various special rectification activities of the Ministry of Education, the progress of pilot work in large cities and the results obtained have, to a certain extent, guided local governments to actively respond to the policy requirements and thoroughly implement the "double reduction" policy.

Through the investigation and research of primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China, this paper has obtained a certain amount of first-hand data, which has certain reference basis and value for the government to promote the "double reduction" policy, schools to implement the "double reduction" requirements, training institutions to transform and develop, teachers, students and parents to reduce the burden.

2.3 Concept Framework

IV : Each specific factor of the independent variable affects the process of policy implementation, including the following;

The feasibility of policy issues: ①There are effective theories and technologies at present; ②Diversity of target group behavior; ③Number of primary and secondary students.

Regulation ability of the policy itself: ①Clear policy instructions; ②The policy itself contains sufficient causality; ③Recruit executive personnel.

Variables other than the policy itself: ①economic environment and technology; ②Enthusiasm and leadership skills of employees; ③The continuous attention of the media to the problem.

DV : Each stage of the dependent variable policy process is divided into five stages, including the main revision of the policy, the policy output of the executive organ, the perceived impact on the policy output, the actual impact of the policy output, and the compliance of the target group to the policy output. In this process, the advantages and disadvantages of the policy are displayed and adjusted.

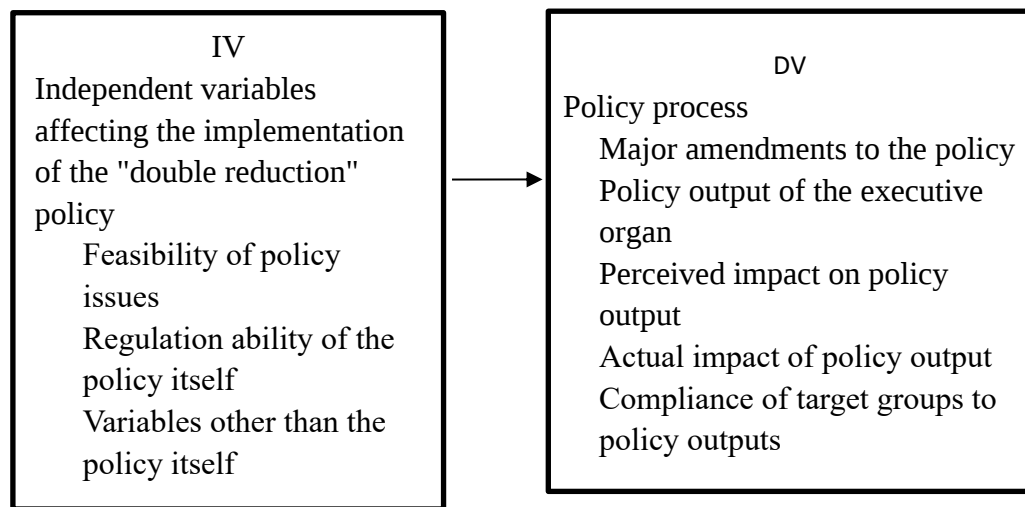


Figure 2.3 Research Conceptual Framework

Chapter 3

Research Methodology

3.1 Methodology

This research is a descriptive research using the following methods.

3.1.1 Questionnaire method

Relevant data were collected by randomly distributing paper questionnaires to the students of three primary schools and three middle schools in Wanjiang District, Dongguan City, Guangdong Province, China. The six schools were three primary schools and three middle schools (with a large number of students as the subject of the questionnaire). Each school distributed 50 questionnaires, and the six schools had a total of 300. Classify and sort the relevant data of primary and secondary school students' workload, learning pressure, course difficulty, test cycle, teacher evaluation, whether to participate in after-school training, specific types of training, etc., in order to increase the credibility of the study, and obtain feasible insights from relevant surveys.

3.1.2 Interview method

Through the exchange and discussion with the teachers of primary and secondary schools, parents of students participating in after-school training institutions, and educational practitioners of training institutions in Wanjiang District, Dongguan City, Guangdong Province, China, and through the interpretation of their

understanding and views, the problems existing in the implementation of the "double reduction" policy will be deeply explored, and the amendment plan in the implementation of the policy will be proposed based on their views and suggestions, In order to ensure the smooth implementation of the "double reduction" policy, more practical and feasible measures are proposed for the local education department in the implementation of the policy.

3.2 Population/Sample

The research object of this study is the students, teachers, parents of students participating in after-school training institutions, and educational practitioners of training institutions in three primary schools and three secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China, a total of six schools.

150 questionnaires were distributed to three primary schools in Wanjiang District, Dongguan City, Guangdong Province, China, and 150 questionnaires were distributed to three middle schools in Wanjiang District, Dongguan City, Guangdong Province, China, with a total of 300 questionnaires. The questionnaire is in the form of electronic questionnaire, mainly distributed through WeChat links. The questionnaire was distributed by teachers from three primary schools and three middle schools in Wanjiang District, Dongguan City, Guangdong Province, China, and was filled in by parents. A total of 300 questionnaires were distributed and 283 were recovered, with an effective recovery rate of more than 94.3%, meeting the data

collection standard.

3.3 Sample selection method

This survey is based on all primary school students, parents, parents of students attending after-school training institutions, and education practitioners of training institutions in Wanjiang District, Dongguan City, Guangdong Province, China. The survey objects are selected by random sampling. The sampling of respondents and the distribution and recovery of questionnaires in this survey were conducted in strict accordance with social survey research methods.

3.4 research tools

3. 4.1 Questionnaire design

Primary and secondary school students are the direct target group of the "double reduction" policy. By distributing paper questionnaires to primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China to investigate the burden and feelings of primary and secondary school students inside and outside the school, and collecting first-hand data to provide data basis for the implementation study of the "double reduction" policy in Wanjiang District, Dongguan City, Guangdong Province, China. The subjects of the questionnaire were students from three primary schools and three middle schools in Wanjiang District, Dongguan City, Guangdong Province, China, a total of six schools. Each school distributed 50 questionnaires, a total of 300 questionnaires, and 283 valid questionnaires were retrieved. Because the questionnaire involves primary and

secondary school students, the design language of the questionnaire is simple and easy to understand, and the questionnaire is based on multiple choice questions. The total number of questions is 20 (see Appendix 1 for details). The specific content roughly includes: the grade of the subject (question 1), the students' sleep and rest conditions (questions 2 and 3), the length of students' physical exercise (question 4), the arrangement of comprehensive practical courses such as school art (question 5) Students' after-school life arrangement (question 6), students' participation in after-school training institutions (questions 7, 8 and 9), homework arrangement (questions 10, 11, 12 and 13), examination (questions 14, 15 and 16), "5+2" after-school delay service (questions 17 and 18), and students' subjective feelings about learning pressure (questions 19 and 20). Through the questionnaire, the preliminary effect of the implementation of the "double reduction" policy can be analyzed, It can also reflect the degree of implementation of the policy by schools and off-campus training institutions. Students are the "judges" with the most voice, and can truly reflect the achievements and problems encountered in the implementation of the "double reduction" policy.

3.4.2 Design of interview questions

Teachers and parents are indispensable target groups in the implementation of the double reduction policy. On January 1, 2022, the Family Education Promotion Law came into force. One of the biggest highlights is to respond positively to the double reduction policy and provide legal protection for the implementation of the

double reduction policy [45]. The Family Education Promotion Law clarifies the concept and fundamental task of family education in the "General Principles" and Chapter II "Family Responsibility", and specifies the content and method of family education. The administrative leaders and teachers of primary schools are also one of the important implementers of the double reduction policy. Their attitude and implementation of the double reduction policy also directly affect the implementation effect of the policy.

According to the analysis of the questionnaire, nearly half of the learning pressure of primary and secondary school students comes from family pressure, and about 20% comes from school pressure. Therefore, parents, teachers and others fully understand and take seriously the burden reduction of education, which will help the implementation of the "double reduction" policy.

The interview with students' parents (see Appendix 2 for details) can further supplement the impact of the "double reduction" policy on students, understand the problems in the implementation of "double reduction" from the perspective of parents, and understand the perspective of parents' concern.

Interviews with school teachers (see Appendix 3 for details) can provide a more detailed understanding of how schools respond to the policy under the "double reduction" policy. Different schools may have some differences in the implementation of the policy, and have a deeper understanding of the current situation of policy implementation. From the perspective of school teachers, we can

understand the reasons for students' heavy learning burden and the obstacles encountered in the implementation of the "double reduction" policy in schools.

For the interviews with teachers and other staff of off-campus training institutions (see Appendix 4 for details), the implementation effect of the "double reduction" policy can be tested from the specific rectification status of off-campus training, and the shortcomings of the "double reduction" policy in the implementation can be analyzed, so as to seek more perfect programs and measures.

3.5 Data Collection

In this questionnaire, parents of primary and secondary school children in Wanjiang District, Dongguan City, Guangdong Province, China were selected as the subjects of the questionnaire. The questionnaires are distributed in a centralized way and with the assistance of the curriculum principals of each school. After the teacher explains the general content and filling requirements of the questionnaire, please ask the parents to fill in the questionnaire. 150 questionnaires were distributed to three primary schools in Wanjiang District, Dongguan City, Guangdong Province, China, and 143 valid questionnaires were collected; 150 questionnaires were distributed to three middle schools in Wanjiang District, Dongguan City, Guangdong Province, China, and 140 valid questionnaires were collected. A total of 300 questionnaires were distributed and 283 were recovered. The effective recovery rate exceeded 94.3%, meeting the data collection standard.

In this interview, ten parents of students were interviewed. The interviewees were randomly selected at the school gate. The final effective interviewees were six parents of primary school students and four parents of middle school students. Seven school teachers were interviewed, including four junior high school teachers and three primary school teachers. Four of the seven teachers served as class teachers, and the other three were teachers. Through visiting many training institutions, a total of 10 off-campus trainers were interviewed, including 7 off-campus teachers, 1 off-campus front desk staff, 1 headmaster assistant, and 1 headmaster of the training institution. According to the interview, the job requirements for teachers recruited by most institutions are not high. Those with college degree or above have employment opportunities, and the requirements for work experience and teacher qualification are not necessary.

3.6 Data Analysis

According to the statistics of the questionnaire

3.6.1 The statistical chart of sleep time every night is as follows:

63% of the students said that they had eight or nine hours of sleep every night, which means that most of the students' sleep time meets the standard requirements, and some students' sleep time does not meet the expected goal, with the proportion of less than eight hours accounting for about 17%. In order for

Chinese primary and middle school students to achieve better growth, the quality of sleep must be guaranteed. The sleep time of primary school students should reach 10 hours, the sleep time of junior high school students should be about 9 hours, and the sleep time of senior high school students should be about 8 hours. It can be seen that under the "double reduction" policy, the sleep time of primary and secondary school students is still not up to the standard. Of course, there are many reasons that affect students' sleep time. It may be that students have bad habits and like to stay up late and play games. It may also be influenced by learning factors. The lack of sleep time for a long time will affect students' health and learning.

3.6.2 The statistical chart of daily lunch break time is as follows:

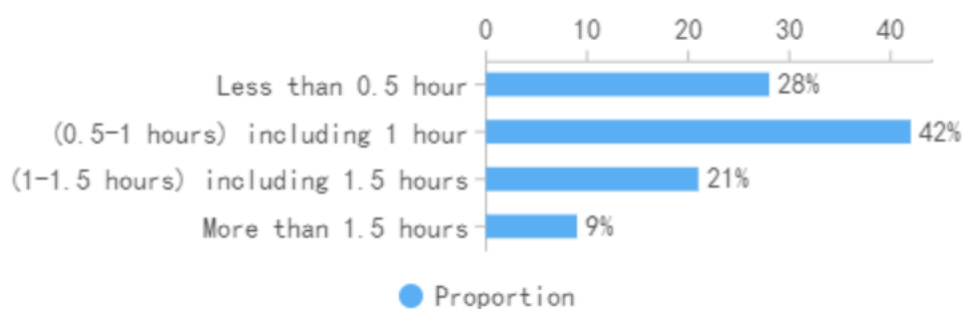


Figure 3.2 Daily lunch break time

72% of students have lunch breaks of more than 0.5 hours, and students have lunch breaks between 2-3 hours. Students can have sufficient time for lunch breaks, which can make students energetic in the afternoon, and the school lunch

break is reasonable.

3.6.3 The time of daily off-campus physical exercise is shown in the figure:

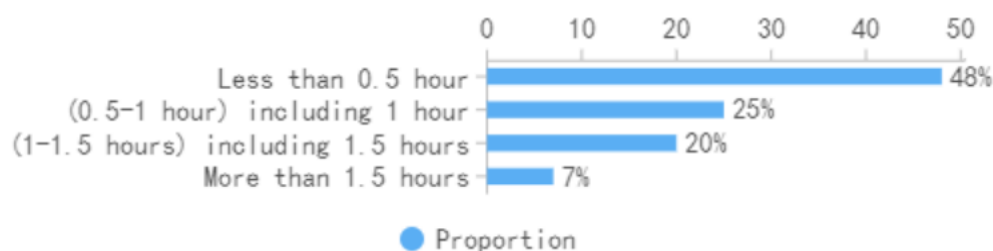


Figure 3.3 Daily off-campus physical exercise time

In terms of the school physical education curriculum, specific requirements were put forward, which stipulated that the number of physical education classes per week should reach 5 or more in primary school, and the number of physical education classes per week in junior high school should meet 4 or 5, so that primary and secondary school students can exercise for one hour per day in school. According to the questionnaire, the amount of physical education for primary and secondary school students is still insufficient at this stage.

3.6.4 The research schools all offer art, music, physical education and other courses, and the students are very fond of such courses, but 35% of the students still reflect that these comprehensive practical courses will be occupied by teachers of other disciplines, and 15% of the students note "self-study" in other options. The comprehensive practice curriculum is not paid enough attention, and the

phenomenon of curriculum form and illusion still exists.

3.6.5 The arrangement statistics after school every day are shown in the figure:

Only about 4% of the students can freely arrange their time after school, with less entertainment time. After school, some students participate in extracurricular training in Chinese, mathematics, English and other disciplines and art training in dance, art and other disciplines, and there is less room for students to play their subjective initiative.

3.6.6 Off-school training institutions

According to the statistics of the questionnaire, 86% of the students have participated in off-campus training, and about 63% of the students are still participating in off-campus training. Because the "double reduction" policy requires that the training time of off-campus training institutions is limited, many students can not take both in-campus and off-campus courses every day. Some students apply for temporary suspension in off-campus training institutions, 37% of the students participate in discipline off-campus training, and about 21% of the students participate in art off-campus training, About 2-3 off-campus training courses a week, and the class time is 19:00-21:00 on weekdays. About 64% of the students who participate in after-school training obey their parents and teachers, not voluntarily.

3.6.7 Operation

After the implementation of the "double reduction" policy, about 81% of the students can complete their homework within one hour. The form of homework is mainly written homework. About 30% of the students think that the homework is very difficult. 25% of the parents of the students will give their children extra homework after school. Students reported that although the number of written assignments was reduced, there were many invisible assignments to be completed, such as preview, data review, etc. Each teacher assigned an open assignment, and the completion process was also very difficult.

3.6.8 Examination

According to the results of the questionnaire survey, the primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China will organize two large-scale examinations every semester, namely the mid-term and final examinations. 64% of the students said that they would have the rankings, but they would not publish them in the class. You can consult the teachers' rankings by yourself. The test results are not ideal. Most parents hold a comforting and encouraging attitude, but about 27% of the students' parents will carry out duties and punishment on the students. There are also some left-behind children whose parents are not around. The students think that their parents do not care about their study.

3.6.9 Delay after "5+2" class

About 72% of the students choose to delay the class after class to be taught or written by the teacher. Only a few students choose to carry out knowledge contest activities, watch documentary film and television works or carry out hands-on practice classes. It can be seen that the form of delayed class after class is too simple and the content is not rich and colorful. 38% of the students are dissatisfied with the "5+2" delayed class service, About 41% of the students thought that the delayed class after class held by the school had no special significance, just the delay of school time.

3.6.10 Learning pressure supervisor's feeling and source of pressure

About 23% of students think that their learning pressure is too great to bear, and more than 52% of students think that they are under pressure but can bear it. About 62% of students think that learning pressure comes from teachers, classmates and parents, and about 22% of students think that learning pressure comes from after-school training institutions.

3.6.11 Analysis of interview results with parents

In terms of students' academic achievements, two parents said that their children's academic achievements were excellent, and they didn't have to worry about their academic achievements too much. The children had strong self-consciousness; Five parents said that their children's academic achievements were average and needed to be improved; The other three are students' grandparents.

They don't ask too much for their children's grades. They only want their children to be healthy and happy.

In terms of helping students check and correct homework: six parents said that parents would take turns to check and correct homework for their children at home, two parents said that parents would occasionally check their children's homework, and two parents said that their level was limited and they could not help children to check and correct homework.

In the arrangement of students' after-class time: three parents arranged after-school training to make up for lessons after school, four parents said they would watch their children's homework, and three parents did not restrict their children and let them freely arrange after-class time.

In terms of students' participation in after-school training: seven parents signed up for after-school training institutions for their children, five chose discipline after-school training, two chose art after-school training, and the other three wanted their children to attend after-school training, but because of the heavy workload every day, they had no time to attend after-school training. Four parents said that their children were unwilling to take part in the after-school training because they were too tired. They went to take part in the after-school training immediately after school. The time was too tight and the energy was limited, which affected the next day's class.

In terms of students' poor performance: all ten parents understand that

children's learning is not easy. While comforting, they should also point out the problem and set the goal for the next exam.

In terms of parents' anxiety, eight parents said they were worried about their children's junior high school entrance examination or middle school entrance examination, and worried that their children's grades could not pursue better learning resources. The other two parents had a "let it be" mentality because of their children's poor grades.

In terms of students' learning burden, there is a parent who pays more attention to children at ordinary times and can feel their learning pressure. This parent is a full-time mother, who has enough time to pay attention to children, who have to study late every day, and the child's performance has been stable in the top three of the class; Another six parents said that their children's learning pressure was not

Yes, I think that children have not put enough energy on learning and can be properly pressurized; Another three parents said that their children did not like learning at all. They began to play after school and did not put their minds on learning. The children were very rebellious and did not listen to their parents' education. The children did not have any learning pressure.

After the implementation of the "double reduction" policy, five parents reported that their children did not have the energy to participate in the after-school training courses. It was unreasonable not to allow the after-school training

institutions to operate on weekends. The students still did not complete the class hours they had purchased, and the training institutions were not willing to refund the fees. After the whole day of school courses, the children did not have the energy to participate in the after-school training courses. Three parents said that the "5+2" after-school delay service is reasonable, and it is in line with the commute time, so there is no need to worry about the children's personal safety. Two other parents failed to feel the obvious change, which was similar to the original situation.

Three parents were satisfied with the "double reduction" policy, one parent thought it was average, four parents raised their dissatisfaction, and two parents said they were not very clear about the specific content of the policy.

3.6.12 Analysis of interview results with teachers

According to the interview, the school will organize mid-term and final exams every semester, but will not publish the grade ranking in the class. Students who want to know their grades can consult the teacher alone.

After the implementation of the "double reduction" policy, the school required teachers to assign assignments in a variety of forms. Most teachers changed to assign reading assignments, but increased the difficulty in the acceptance of assignments. Some teachers avoided the acceptance and verification of assignments, and some teachers assigned assignments based on practical assignments, allowing students to acquire knowledge and improve their abilities through observation, experiment, social investigation, etc., but there were also too idealistic assignments,

Many students do not have a platform for field research.

Every class will have some students who have too much learning pressure. They are often not good at socializing, like to be alone, and are nervous about exams. Some students even worry about poor exams and cheat. Under the "double reduction" policy, the school implements a "5+2" after-class delayed service. During the extended service period, teachers can voluntarily apply for participation, and the head teacher must stick to it every day. If the teaching tasks of the teachers of each subject are not completed, they can give lectures to the students during the delay period, or use the delay time after class to let the students finish the homework or preview the new class as soon as possible, occasionally hold class meetings, organize learning competitions, etc.

The "double reduction" policy puts forward higher requirements for school education. Teachers should constantly optimize education and teaching programs, and the longer time spent with students is conducive to fully understanding students, becoming a good teacher and friend of students, helping them improve their confidence and ability to solve problems, and cultivating good personality.

Some items of the "double reduction" policy are not conducive to teachers' diagnosis of students' learning situation, reducing the amount of homework, and even prohibiting the assignment of written homework in grade one and grade two. This is not conducive to students' consolidation of the knowledge they have learned. Students cannot visually present the learning effect, and teachers cannot

timely adjust teaching without feedback.

3.6.13 Interview with staff of off-campus training institutions

Through visiting several training institutions, a total of 10 off-campus trainers were interviewed, including 7 off-campus training institution teachers, 1 off-campus training institution front desk staff, 1 off-campus training institution principal assistant, and 1 off-campus training institution principal. According to the interview, the job requirements for teachers recruited by most after-school training institutions are not high. Those with college degree or above will have employment opportunities, and the relevant requirements for work experience and teacher qualification certificate are not necessary.

Out-of-school training institutions generally adopt the form of renewal. Generally, they first obtain student information through advertising, holding audition classes, etc. The teachers of the training institutions develop targeted teaching guidance through the audition of students, and then convert them into long-term class students. If the training effect is good, that is, the academic performance of the supplementary courses is indeed improved, and the staff of the training institutions remind parents to renew the fees before the class expires. The salary structure of teachers in off-campus training institutions is roughly divided into: basic salary+class hour fee+performance. The performance is mainly obtained through the conversion of audition students and the renewal of old students. This also puts forward higher requirements for teachers in training institutions. In addition to the

interesting teaching content, it is also necessary to communicate with parents and timely report the performance of students. The implementation of the "double reduction" policy has an impact on the class hour fee and performance of off-campus training teachers. In the interview, three teachers of after-school training institutions said that they would not continue to work in the institutions.

It can be seen from the requirements of recruitment information that the strength of teachers in off-campus training institutions in Wanjiang District, Dongguan City, Guangdong Province, China is relatively weak. It can be seen from the interview that the teachers of local off-campus training institutions do not have high requirements, which may also be related to the scarcity of local talents. Most of the teachers of off-campus training institutions have college degrees, and some of them are part-time college teachers. The holding of teacher qualification certificates is not 100%. At the same time, there is a serious phenomenon of job separation, That is to say, the teacher qualification certificate is not consistent with the actual teaching subjects, and the professional level of teachers is also questionable. Most teachers are not teachers.

Chapter 4

Data Analysis Result

By analyzing the problems in the implementation of the "double reduction" policy in primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China, it is found that the overall implementation effect of the "double reduction" policy is good, but at present, due to the short implementation period, no long-term measures have been formed; The policy requirements for students, parents, schools and off-campus discipline training institutions cannot be put in place in a short time; There is still a slight lag in the arrangement of teachers, finance and supporting equipment; The legal norm system is not perfect; Are students still highly dependent on electronic products in the social environment? Public support for the "double reduction" policy is low.

4.1 The feasibility of the "double reduction" policy

4.1.1 The implementation period is short, and the effect needs to be strengthened

At the beginning of September 2021, the Education Bureau of Wanjiang District, Dongguan City, Guangdong Province, China carried out a special inspection of "three classes" and after-school services. At the beginning of the semester, the country also built a national monitoring platform for primary and secondary education and teaching (<https://jjjc.zxxs.moe.edu.cn/>), which will show the

important news, policies and regulations, typical experience and local progress related to "double reduction" one by one, At the same time, it also provides the account number with the smallest unit as the school, in order to understand the implementation of "double reduction" in different schools in different regions by filling in the form and uploading the file... In short, the determination to reduce the "double reduction" policy is strong, but the time to introduce it is relatively short. It should be noted that "burden reduction" is a commonplace problem in the Chinese education system, mainly reducing the students' academic burden, There are many situations that have not been reduced. Can the "double reduction" policy break the "curse" of "short life" of the burden reduction policy? This is still unknown. However, the governance of "the burden of after-school training" in the "double reduction" is still in its infancy in China, and the consequences of the pressure of the national government in the later stage are unpredictable.

4.1.2 The target group behavior needs to be adjusted too much

4.1.2.1 student

Students are an important part of the implementation of the "double reduction" policy. For the sake of their future life, even if the "double reduction" policy requires, students will not relax their requirements for the time being. In the survey of primary and secondary school students in Wanjiang District, Dongguan City, Guangdong Province, China, 69.72% of the students hope that their parents can accompany their study and help them as much as possible; 47.35% of the students

said they would like to take part in after-school training and counseling classes and hope to learn more and improve further. As the key subject, students themselves have not really adapted to "double reduction".

4.1.2.2 The head of a family

In order for their children to gain access to the existing high-quality education resources, some parents who can win in the middle and high school entrance examination will certainly not reduce the burden on their children because of the "double reduction" policy implemented by the state, while the exam-oriented education evaluation system has not changed. After the "double reduction", the primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China carried out after-school delay services. The conformity of parents made almost all students in the school voluntarily participate in after-school services. Although the after-school service fee of 360 yuan per student per semester is very small, for some families, the expenditure on children's education has increased. "With the implementation of 'double reduction', children's learning tasks have been reduced, but parents' anxiety has been reduced at the end. The secondary school entrance examination has been shunted. Who wants their children not to go to high school and university, and can't do after-school training, so parents need to spend more and higher costs to improve." A parent wrote in a questionnaire. Although 49.35% of parents in primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China have significantly

relieved their anxiety after the implementation of the "double reduction", 38.53% of parents still feel that there is no obvious change, and even 13.12% of parents say that they are increasingly confused and increase their anxiety.

4.1.2.3 Teacher

First of all, according to the actual situation of primary and secondary schools in Wanjia District, Dongguan City, Guangdong Province, China, some teachers, under the pressure of school teaching evaluation or survival, did not reduce the burden on students in actual teaching, 19.67% of teachers did not guide students to complete most of the written assignments in the school, and 45% of teachers occasionally asked students to approve and modify their homework. Even though the school has repeatedly asked teachers to assign as little or no homework as possible, there are many teachers and students in the school, and it is difficult to popularize the school's supervision and assessment to every teacher and every student. Even if a specific student is assessed, because the students' learning conditions vary greatly, more than one teacher is taught to the student. It is also difficult to investigate whether each teacher implements the "double reduction" policy.

4.1.2.4 Off-school discipline training institutions

Off-school discipline training institutions have encountered a difficult period of development after the introduction of the "double reduction" policy. After the introduction of the "double reduction" policy, the advertising of education and

training institutions has been stopped. The "double reduction" policy explicitly prohibits training institutions from promoting discipline guidance. This measure cuts off the source of cash flow of training institutions. Off-school discipline training institutions with difficult capital turnover are difficult to maintain normal operation, It can only be transformed from discipline training to non-discipline training. Some off-campus discipline training institutions are ostensibly seeking transformation, but in fact, they are "new bottled old wine" to cope with supervision, and package sales with non-discipline training. 22.53% of parents said that their children had participated in discipline training in non-discipline training institutions. There are even discipline-type training institutions that have changed the large classes of many people into small classes of tutoring, and gradually developed the discipline training to the high-end direction.

4.2 The rule ability of the "double reduction" policy itself

4.2.1 Insufficient allocation of financial resources and insufficient social security for "double reduction"

The perfect "double reduction" resource allocation includes not only the government subsidies for after-school services, but also the overall coordination of supporting resources such as personnel, venues and equipment, as well as the improvement of various working mechanisms and processes. However, China's current funding for education cannot be fully guaranteed. 51.67% of teachers said that they did not know whether the school would take the performance of after-

school services as an important reference for the evaluation and employment of professional titles, recognition and reward, and performance salary distribution. 36.66% of teachers strongly disapproved of this practice. The reason for this is that teachers are not satisfied with their performance in after-school services, which further explains that the school has not done enough in the allocation of teachers' resources, resulting in the current situation that teachers are exhausted in after-school services, and the school is in a state of "seeking rain after a long drought" in the allocation of teachers.

4.2.2 The implementation rules of the "double reduction" policy are not clear, and relevant laws and regulations are not sound

The "double reduction" policy is a highly policy-oriented and guiding document issued by the General Office of the CPC Central Committee and the General Office of the State Council. Although there are currently no clear laws and regulations to regulate and restrict it, administrative means are mostly used at the implementation level, and the short-term effect is strong, resulting in the lack of institutional stability, sustainability and security of the "double reduction" policy. However, in October 2021, the National People's Congress of China said that the "double reduction" was intended to be explicitly incorporated into the law to avoid increasing the burden on students in compulsory education. A teacher wrote in the questionnaire that "the education administration department should formulate the assessment standards according to the specific situation". "Double reduction" is a

long-term work. From the perspective of overall and long-term development, it is necessary to establish an effective system of legal norms, put all links of "double reduction" into the track of legalization, and get the guarantee of the rule of law.

4.3 Variables other than the "double reduction" policy itself

4.3.1 Students take too long to learn online and use electronic products more frequently

Among the students who participate in online training in primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China, 60% of the students often have more than 30 minutes per class hour, while 50% of the students have only 10 minutes between classes; The length of time that 300 students use mobile phones and other electronic products every day was investigated, and 40% of the students who have 15 minutes or more; However, up to 70% of the 300 students used the software to search questions. Too easy access to network knowledge makes the main body of the "double reduction" policy - students appear careless in the treatment of after-school services provided by the school. Only 49.76% of the students will ask the teacher face to face until they understand when they meet the questions they can't answer.

4.3.2 The attitude of the sponsor group of the "double reduction" policy is not clear and the social resources are not matched

After the implementation of the "double reduction" policy, the original "score based" education evaluation standard has not been changed in a timely manner,

which has increased the resistance of "double reduction", increased the number of questions, and the effect is not ideal. The "double reduction" policy is one of the education policies. It does not exist in isolation, but is closely related to other education policies, such as the secondary school entrance examination policy, the college entrance examination policy, and the employment policy. After the introduction of the "double reduction" policy, the impact on primary and secondary schools is negligible. According to the results of the questionnaire survey of primary and secondary schools in Wanjiang District, Dongguan City, Guangdong Province, China, the secondary school entrance examination policy that has not been reformed with the "double reduction" policy has prevailed, and the phenomenon of illegal unified examination and examination ranking still exists. 47.7% of parents said that their children have also participated in the monthly examination in school, in addition to the mid-term and final examinations. In other written tests, such as Zhou Kao, 19.65% of parents said that the school still published the students' test rankings, and with the support rate of 63.28%, it is not difficult to see that the secondary school entrance examination policy has defeated the "double reduction" policy in the minds of parents of primary and secondary school students in Wanjiang District, Dongguan City, Guangdong Province, China, and has not brought a positive effect to the "double reduction" policy. Both the government and the school are catering to the "double reduction" policy while promoting the middle and college entrance examination policy "steadily".

4.3.3 Public support for the "double reduction" policy is low and needs to be improved

In the questionnaire survey of primary and secondary school students in Wanjiang District, Dongguan City, Guangdong Province, China, only 56.78% of the students hoped that the "double reduction" would continue to be carried out in depth. In the questionnaire survey of parents, 33.68% of the parents thought that the "double reduction" policy idea was right, and the practice was OK, and 5.01% of the parents did not approve of the "double reduction". In the interview survey of teachers, only 57% of the teachers supported the "double reduction", 2.77% of teachers said that they could not be reduced. In terms of public support, the support of the "double reduction" policy is low and needs to be further improved.

Chapter 5

Conclusions and Discussion

5.1 Summary of research results

According to the "double reduction" policy and the relevant work dynamics implemented in Wanjiang District, Dongguan City, Guangdong Province, China, and in combination with the professional courses of public management discipline that have been studied, this paper studies and analyzes the implementation of the "double reduction" policy in Wanjiang District, Dongguan City, Guangdong Province, China, using the Smith policy implementation process model as the theoretical basis of the paper. Through questionnaires and interviews, it was found that many obstacles faced in the process of policy implementation also led to contradictions between government departments, schools, parents, after-school training institutions and other subjects. The country has been committed to reducing the burden of education for a long time, but the results have been phased and short-term. The implementation of the "double reduction" work in Wanjiang District, Dongguan City, Guangdong Province, China has not achieved the desired effect at the present stage. It is only limited to the implementation of superficial procedures. The degree of interpretation and conviction of the policy is low. There are problems in the implementation of the "double reduction" work by the government, schools, families and off-campus training institutions, such as the government's sending and

receiving implementation, the school's symbolic implementation, the family's suspicious implementation, and the off-campus training institutions' superficial implementation, All these problems hinder the effective implementation of the "double reduction" policy.

5.2 Discussion

To discuss the reasons for the problems in the implementation of the "double reduction" policy in Wanjiang District, Dongguan City, Guangdong Province, China. First of all, from the analysis of the factors of the policy itself, the local government mechanically copied and misappropriated the rules related to the policy, and the cooperation led by the Education Bureau was not smooth. The school did not do a good job in the propaganda work for the enforcement of the policy, which caused the dissatisfaction of teachers, parents and students, and affected the implementation process of the policy. In addition, The constant suppression of off-campus training institutions has also led to many disputes, such as the lack of coordination of the "double reduction" policy and the lack of scientific nature of the "double reduction" policy;

Secondly, from the factor analysis of the implementing agency, the policy was implemented according to the previous process of "accepting the instructions from the superior - issuing the instructions - integrating the work report - submitting the work report", without deep reflection on the difficulties and obstacles faced in the implementation of the policy, and the government departments failed to

cooperate with each other; The executive lacks the policy understanding, and the policy executive's interpretation of the "double reduction" policy is not deep, but mechanically follows the command, and the work is superficial, so such superficial implementation will not achieve the goal of the "double reduction" policy;

In addition, from the perspective of target group factors, parents oppose and question the policy, mainly because the "double reduction" policy conflicts with China's talent selection mechanism and the scarcity of high-quality education resources, and parents are powerless about children's education; Off-school training institutions seek vitality. According to the economic development situation of Wanjiang District, Dongguan City, Guangdong Province, China, there are relatively no good jobs to choose from. Off-school training institutions are places to attract young people. However, under the policy requirements, most off-campus training staff face the risk of unemployment, and it is difficult to change jobs, which has a certain fluctuation impact on the market.

Finally, from the perspective of policy environment factors, there are contradictions between social environment and policy implementation, the scarcity of high-quality education resources and the limitations of China's talent selection system. The threshold of social access has gradually increased, and the competition of all walks of life has evolved into the competition of talents. It seems that if you want to have a good development, you need to have a degree; There is a conflict between the economic environment and policy implementation. Under the

influence of the COVID-19, people's psychological pressure and life pressure have been affected to varying degrees. Many people are facing the risk of unemployment, and civil servants, career editors, etc. are competing for jobs. All these indicate that in the context of the economic environment, improving education has become the way out in people's minds.

5.3 Recommendations

Put forward some suggestions for the problems in the process of policy implementation. First, the government should strengthen the implementation uniformity of "double reduction", improve the feedback effectiveness of "double reduction", regulate the transformation of disciplinary training institutions, and assess the implementation effect of staff; Secondly, at the school level, we should take the classroom as the position, ensure the efficiency of in-school learning, reduce the burden of students' homework by means of efficiency, build educational synergy by taking the "double reduction" as an opportunity, and improve after-school service level by taking development as the direction; In addition, family education should be classified. Some parents should pay attention to family education, while others should ease education anxiety; Finally, do a good job in the transformation and development planning of off-campus training institutions, prevent fluctuations caused by massive layoffs in local training institutions, strictly abide by the "double reduction" regulations, improve the level of teachers in institutions, and optimize and upgrade the teaching content.

Through the research on the implementation of the "double reduction" policy in Wanjiang District, Dongguan City, Guangdong Province, China, this paper hopes to help the "double reduction" work to be smoothly carried out in the county, so that the "double reduction" policy can achieve long-term results. At the same time, it is hoped that the proposed countermeasures can have certain reference significance for the implementation of the local primary and secondary school students to reduce the burden of homework and the burden of off-campus training institutions; It is also hoped that it can play a certain role in reference to other regions facing the same challenges, so that the "double reduction" work can be carried out in an orderly and in-depth manner, so that students in primary and secondary schools can grow better. Due to my limited research level, the relevant work of "double reduction" is also constantly adjusted and explored, and there are inevitably shortcomings and loopholes in the research. I hope that it can be improved and improved through future hard research and practice.

Appendix 1

Questionnaire on learning situation of primary and secondary school students

Students:

Thank you for participating in this questionnaire, which is used for the study of the implementation of the "double reduction" policy. In order to make the research data accurate, the questionnaire is filled in anonymously without disclosing personal information. There is no right or wrong answer. Please

Fill in truthfully, thank you for your support!

1. What grade are you in now?

☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐
Grade 8 ☐ Grade 9

2. How many hours do you sleep every night during school?

☐ ≤ 8 hours ☐ 8-9 hours (including 9 hours)
☐ 9-10 hours (including 10 hours) ☐ More than 10 hours

3. How long is your lunch break every day?

☐ ≤ 0.5 hour ☐ 0.5-1 hour (including 1 hour)
☐ 1-1.5 hours (including 1.5 hours) ☐ More than 1.5 hours

4. How long do you exercise outside school every day?

☐ ≤ 0.5 hour ☐ 0.5-1 hour (including 1 hour)
☐ 1-1.5 hours (including 1.5 hours) ☐ More than 1.5 hours

5. Does your school offer art, music, sports and other courses? Do you like these

classes?

☐ Yes, like ☐ Yes, don't like ☐ Teachers from other disciplines ☐

Others _____

6. What do you do after school every afternoon?

☐ Write homework ☐ Free arrangement ☐ Participate in extracurricular training in subjects such as language, mathematics and English ☐ Participate in extracurricular training in arts such as dance and music

7. Have you attended after-school training courses?

☐ Previously participated ☐ Never participated ☐ Now participating

8. What are the contents of your after-school training classes?

☐ Language, math and other cultural courses ☐ Music, sports and beauty and other art courses

☐ Others (such as) ☐ Have not participated in the training class

9. Why do you attend after-school training classes?

☐ Self initiative request ☐ Parents forced ☐ Teachers suggested ☐ All students participated ☐ Not participated

10. How long do you usually need to do your homework?

☐ ≤ 0.5 hour ☐ 0.5-1 hour (including 1 hour)

☐ 1-1.5 hours (including 1.5 hours) ☐ More than 1.5 hours

11. What are the forms of homework assigned by the teacher every day? (Multiple choices are allowed)

☐ Reading homework ☐ Oral homework ☐ Written homework ☐ Practical homework ☐ Other_____

12. Do you think the homework assigned by the teacher every day is difficult?

☐ Very difficult ☐ General ☐ Easy ☐ No operation

13. Do parents give you extra homework every day?

☐ Every day ☐ Occasionally arranged ☐ Never arranged

14. How often does your school organize examinations?

☐ No examination ☐ Two mid-term and final examinations ☐ One examination every month ☐ One examination every week ☐ Other_____

15. Will the score ranking be published after each exam?

☐ Not published, but will rank ☐ Published ☐ Other_____

16. What is the attitude of parents if they fail in the exam?

☐ Comfort and encouragement ☐ Accuse and punish ☐ Don't care ☐ Others_____

17. How is your class arranged during the "5+2" after-school service? (Multiple choices are allowed)

☐ Lectures by teachers ☐ Self-study and homework writing ☐ Knowledge contest activities ☐ Watching documentary and other film and television works ☐ Hands-on practice class ☐ Others_____

18. Are you satisfied with the school's "5+2" after-school service?

☐ Very satisfied ☐ General ☐ Unsatisfied (reason)_____

19. Do you think you are under great pressure to study now?

☐ Very high pressure, can't bear ☐ General pressure, can bear ☐ No pressure ☐

Others_____

20. What is the source of your learning pressure? (Multiple choices are allowed)

☐ Teacher ☐ classmate ☐ parent

☐ Self ☐ Off-school training institutions ☐ Others_____

This is the end of the questionnaire. Thank you for your participation!

Appendix 2

"Double reduction" policy implementation talk content (parent version)

1. What grade is your child currently in?
2. Do you think your child's academic performance meets your expectations?
3. Have you checked and corrected your child's homework?
4. Will you help your child arrange the time after school?
5. Does your child attend after-school training classes? What type of training is it?
6. Is your child willing to participate in after-school training?
7. What do you think of your child's exam results if they are not ideal?
8. Do you feel anxious about your child's academic performance?
9. Do you think your child's learning burden is heavy?
10. After the implementation of the "double reduction" policy, how will it affect you and your child?
11. Do you support the "double reduction" policy?

Parent interview record

Serial number	Interview form	Relationship with students	grade
1	interview	mom	primary school
2	interview	mom	primary school
3	interview	grandpa	primary school
4	interview	grandma	middle school
5	interview	aunt	middle school
6	interview	grandma	primary school
7	interview	mom	middle school
8	interview	mom	primary school
9	interview	grandma	primary school
10	interview	mom	middle school

Appendix 3

"Double reduction" policy implementation talk content (school teacher version)

1. How often does your school organize examinations? Will the ranking of students' grades be made public?
2. After the implementation of the "double reduction" policy, what changes have your school made?
3. Do any students in your class feel too much learning pressure? How did they behave?
4. How do you implement the "5+2" after-school service?
5. How will the implementation of the "double reduction" policy affect your work?
6. What do you think are the shortcomings of the "double reduction" policy? Please give us your valuable suggestions.

Record of interview with school teachers

Serial number	Interview form	post	Teaching subjects	Academic period
1	interview	teacher	language	middle school
2	WeChat	headmaster	English	primary school
3	WeChat	teacher	Politics	middle school
4	interview	headmaster	mathematics	primary school
5	interview	headmaster	language	primary school
6	Telephone	teacher	music	middle school
7	interview	headmaster	Physics	middle school

Appendix 4

"Double reduction" policy implementation talk content (off-school training organization version)

Interviews with teachers of off-campus training institutions (interview record sheet 1-7):

1. After the implementation of the "double reduction" policy, how do you arrange your working hours?
2. Is there any change in wages?
3. How often do you conduct training?
4. How is the teaching content formulated?
5. What is your charging standard?
6. Do you give students homework?

The content of the interview with non-teacher staff in off-campus training (interview record form 8-10):

1. When will the regulatory authorities check after the implementation of the "double reduction" policy?
2. Which regulatory authorities are conducting inspections now?
3. What are the inspection contents of the supervision department?
4. What do you think of the inspection by the regulatory authorities?

Record of Interview with Workers of Off-school Training Institutions

Serial number	Interview form	Interview form	Discipline and section	Years of service
1	interview	Female, 32years old	English, primary school	5years old
2	Telephone	Male, 31 years old	Physics, junior high school	4years old
3	interview	Female, 25years old	English, primary school	1years old
4	interview	Female, 24years old	Chinese, junior high school+primary school	1years old
5	interview	Male, 24years old	Mathematics, junior high school	1years old
6	interview	Female, 28years old	Chemistry, junior high school	3years old
7	interview	Female, 25years old	Mathematics, junior high school	1years old
8	interview	Female, 27years old	Front desk staff	3years old
9	interview	Female, 33years old	Assistant Principal	7years old
10	interview	Female, 36years old	Principal of the institution	12 years old

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THIS IS TO CERTIFY THAT

Ting Huang

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