

# Difficulties Analysis and Response Strategies of School-after Services under the Background of "Double Reduction"

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**Abstract:** *This paper discusses the difficulties of school-after services in schools under the "double reduction" policy, analyzes in depth the problems faced by insufficient resources, and proposes corresponding response strategies. Through research and case analysis, this article summarizes the importance and implementation significance of strategies such as optimizing resource allocation, increasing investment, and strengthening public resource allocation, providing useful suggestions for solving current difficulties.*

**Keywords:** *double reduction policy, school-after services, insufficient resources*

## 1. Introduction

In recent years, China's education sector has implemented a "double reduction" policy aimed at reducing the academic burden on students and the pressure of off campus training, promoting educational equity and comprehensive development [1]. However, the implementation of this policy has also brought new challenges and difficulties to school-after services in schools.

This paper aims to explore the challenges faced by school-after services in schools under the background of the "double reduction" policy, and propose corresponding response strategies. Firstly, we will analyze in detail the direct and indirect impacts of the "double reduction" policy on after-school services in schools, including the impact of reducing student workload on the demand for after-school services, and the impact of the rectification of off campus training institutions on the allocation of school-after services resources. Subsequently, we will delve into the various difficulties faced by school-after services in schools, such as increased demand for school-after services, insufficient supply of educational resources, increased pressure on teachers and parents, and difficulties in ensuring the quality of student learning. The existence of these difficulties not only affects the learning experience and growth of students, but also tests the wisdom and ability of school administrators and educational practitioners. To effectively address these challenges, this article will propose a series of coping strategies. Among them, specific measures include reforming the school-after services model, optimizing the allocation of educational resources, and strengthening the construction of the teaching staff. Through the proposal and implementation of these coping strategies, we hope to provide useful ideas and methods for improving school-after services in schools, promoting the comprehensive development of students and the realization of educational equity.

I hope that the research in this paper can provide useful references and inspirations for education policy makers, school administrators, education practitioners, parents, and students, and work together to build a healthier, balanced, and sustainable education ecosystem.

## 2. The impact of the double reduction policy on school-after services in schools

### 2.1 Content and background explanation of the double reduction policy

The "double reduction" policy, as an important measure in the field of education in China, aims to alleviate the heavy academic burden on students and the problem of excessive competition among off campus training institutions, and promote the development of education equity and quality education. Specifically, the "double reduction" policy includes two aspects: reducing the homework burden on students and reducing the burden of off campus training. Through the implementation of this policy, the education department hopes to guide schools and parents to pay more attention to the

comprehensive development of students, reduce utilitarian education tendencies, and create a more relaxed and diverse learning environment.

The background of the "double reduction" policy is the widespread concern and criticism in current society towards the phenomenon of excessive academic burden and excessive training among students. For a long time, students have been troubled by excessive homework and training, posing a threat to their physical and mental health, and highlighting issues of educational equity [2]. Therefore, the government has introduced a "double reduction" policy, hoping to achieve the goals of comprehensive student development and social equity by reforming the education system, adjusting the education structure.

### ***2.2 The direct impact of the double reduction policy on school-after services in schools***

The implementation of the "double reduction" policy directly affects the development and development of school-after services in schools. With the reduction of homework burden on students, their demand for school-after services may decrease, especially for extracurricular services such as tutoring and tutoring. This will pose new challenges to the design and planning of school-after services projects in schools, requiring a greater emphasis on diversified and personalized service content. Furthermore, due to restrictions and rectification of off campus training institutions, some students may transfer the services they originally received from the training institutions to within the school. This means that the demand for school-after services in schools may increase, placing higher demands on the allocation and management of school resources.

### ***2.3 The indirect impact of the double reduction policy on school-after services in schools***

In addition to its direct impact, the "double reduction" policy will also have a series of indirect impacts on school-after services in schools. The reduction of students' academic burden may lead to a decrease in their learning motivation, which may have an impact on their participation and effectiveness in after-school services. Therefore, schools need to innovate the content and form of school-after services, stimulate students' interest in learning, and improve the attractiveness and effectiveness of services. The reconfiguration and adjustment of educational resources will also affect the quality and effectiveness of school-after services in schools. As some off campus training institutions exit the market, schools need to better integrate and utilize existing educational resources to enhance the level and influence of school-after services.

In summary, the dual reduction policy has both direct and indirect impacts on school-after services in schools. Schools need to flexibly adjust the content and methods of school-after services according to policy requirements and actual situations, ensuring that the services can better meet the needs of students and parents, promote the comprehensive development of students, and achieve educational equity.

## **3. Analysis of difficulties faced by school-after services in schools**

Under the implementation of the "double reduction" policy, school-after services in schools face some difficulties and challenges. The following will focus on analyzing issues such as the sharp increase in demand for school-after services, insufficient supply of educational resources, increased pressure on teachers and parents, and difficulty in ensuring the quality of student learning.

### ***3.1 Dramatic increase in demand for school-after services***

With the implementation of the "double reduction" policy, it is expected that the demand for school-after services among students may increase sharply. Due to restrictions and rectification of off campus training institutions, some students may transfer the services they originally received from these institutions to within the school. This transfer phenomenon has led to a significant increase in the demand for school-after services in schools, posing new challenges to their ability to provide diversified and personalized services. Schools need to quickly adjust their service planning and resource allocation to adapt to this surge in demand trend, ensuring that under the background of the "double reduction" policy, they can effectively meet the extracurricular education needs of students and parents.

In order to meet the needs of students, schools need to strengthen the planning and design of

school-after services projects, and provide more attractive and effective service content. At the same time, it is necessary to strengthen the construction of the teaching staff and cultivate more teachers with professional knowledge and service capabilities to ensure the quality and effectiveness of school-after services.

### ***3.2 Insufficient supply of educational resources***

In the context of the "double reduction" policy, the problem of insufficient supply of educational resources faced by schools has become increasingly prominent. With some off campus training institutions withdrawing from the market, schools urgently need to more effectively integrate and utilize existing educational resources to improve the quality and influence of school-after services[3]. However, the integration and full utilization of educational resources is not an easy task. Schools need to actively cooperate with other relevant departments and institutions to jointly address challenges in resource allocation and management. At the same time, the government plays an important role in this process and should increase investment and support for educational resources, continuously expand the scale of resource supply, to meet the urgent needs of schools to provide school-after services.

### ***3.3 Increased pressure on teachers and parents***

The implementation of the "double reduction" policy has increased the pressure on teachers and parents. Teachers need to undertake more teaching tasks and school-after services responsibilities, and need to carry out more service planning and organizational work. At the same time, parents also face more educational responsibilities and choice pressures, and need to pay more attention to their children's learning situation and development needs. To address this challenge, schools can strengthen the training and support of teachers, enhance their professional level and ability in school-after services. At the same time, schools can establish closer communication and cooperation mechanisms with parents, jointly focusing on the learning and growth of students, and reducing the pressure on both parties.

### ***3.4 Difficulty in ensuring the quality of student learning***

Although the "double reduction" policy aims to reduce the academic burden on students, ensuring the quality of student learning remains a challenge. On the one hand, students' learning motivation may decrease, which may have an impact on their participation and effectiveness in school-after services. On the other hand, due to the sharp increase in demand for school-after services in schools, teachers find it difficult to meet the personalized needs of each student within a limited time. In order to ensure the quality of student learning, schools can innovate the content and form of after-school services, stimulate students' interest in learning, and improve the attractiveness and effectiveness of services. In addition, schools can also use technological means such as online learning platforms and educational applications to provide more flexible and personalized learning services, in order to improve the learning effectiveness of students.

## **4. Strategies to address the difficulties in school-after services in schools under the background of "double reduction"**

### ***4.1 Reform the school-after services model***

In response to the challenges brought by the "double reduction" policy, schools can provide more flexible and diversified services by reforming the school-after services model to meet the needs of students and parents.

Introduce diversified forms of school-after services. Schools can introduce diverse forms of school-after services to broaden students' choices of extracurricular activities. For example, setting up interest groups, organizing club activities, and implementing practical projects are aimed at providing students with a more diverse range of school-after services. Through these diverse activities, schools can stimulate students' learning interests and development potential, enabling them to develop their talents and skills more comprehensively. In addition, these activities can also help students alleviate academic pressure, face learning with a more positive and enjoyable attitude, and promote their comprehensive growth and development. By introducing diverse forms of school-after services, schools can provide students with more attractive and personalized educational experiences, meeting

their diverse needs and interests.

Innovative school-after services management mechanism. In order to better manage and organize school-after services, schools can innovate their school-after services management mechanisms to establish a more scientific and reasonable service evaluation and supervision system. Schools can establish clear service standards and guidelines to ensure that each after-school service meets unified quality requirements and service standards. Establish a comprehensive service file and evaluation system to evaluate the quality and effectiveness of school-after services comprehensively. This means that schools need to establish detailed records, track and evaluate each school-after services, in order to promptly identify and solve problems. In addition, feedback mechanisms from students, parents, and teachers can be introduced to timely understand their evaluations and suggestions on school-after services, and further improve and optimize the management mechanism of school-after services. Through these innovative measures, schools can improve the quality and effectiveness of school-after services, ensuring that they provide students with a more high-quality and beneficial extracurricular learning experience.

Strengthen the integration and sharing of school-after services resources. Schools can strengthen the integration and sharing of school-after services resources, collaborate with communities, educational institutions, and enterprises to jointly develop and utilize educational resources. This includes co building and sharing educational facilities, resources, and faculty, as well as establishing interdisciplinary and cross disciplinary school-after services cooperation mechanisms to provide students with a more diverse and high-quality school-after services experience. By reforming the school-after services model, schools can better respond to the challenges brought by the "double reduction" policy, enhance the attractiveness and effectiveness of school-after services, promote the comprehensive development of students, and achieve educational equity.

#### ***4.2 Optimizing the allocation of educational resources***

In response to the challenges brought by the "double reduction" policy, schools can improve the quality and effectiveness of school-after services by optimizing the allocation of educational resources to meet the needs of students and parents.

Improve the efficiency of utilizing educational resources. Schools can optimize school-after services by improving the efficiency of utilizing educational resources. This includes optimizing course arrangements, making reasonable use of resources such as classrooms, libraries, and experimental equipment to ensure full utilization and maximum efficiency of resources. At the same time, schools can also utilize information technology tools, such as online learning platforms and educational applications, to provide more flexible and personalized learning services, further improving the efficiency of resource utilization.

Increase investment and support for educational resources. In order to meet the growing demand for school-after services, schools need to increase investment and support in educational resources. This includes increasing teacher staffing and training funds, improving the quality and ability of the teaching staff, to ensure the professional level and quality of after-school services. In addition, schools can also seek financial support from the government and society to improve educational facilities, purchase educational resources, and introduce advanced educational technologies, in order to enhance the level and effectiveness of school-after services.

Promote the balanced allocation of public education resources. In order to solve the problem of insufficient supply of educational resources, schools can promote the balanced allocation of public educational resources. This includes collaborating with other schools, communities, and educational institutions to jointly develop and utilize educational resources, achieving resource sharing and complementarity. At the same time, schools can also advocate for the government to increase investment in educational resources in rural and impoverished areas, promote fair distribution of educational resources, and ensure that every student can enjoy high-quality school-after services. By optimizing the allocation of educational resources, schools can improve the quality and effectiveness of school-after services, meet the needs of students and parents, and promote the realization of educational equity. At the same time, increasing investment and support in educational resources, promoting the balanced allocation of public educational resources, can further enhance the school-after services capabilities of schools, and improve the learning experience and outcomes of students.

#### ***4.3 Strengthen the construction of teaching staff***

In response to the challenges brought by the "double reduction" policy, schools can enhance the quality and effectiveness of school-after services by strengthening the construction of teaching staff to meet the needs of students and parents.

Improve the ability of teachers to provide school-after services. Schools can optimize school-after services by improving the ability of teachers to provide school-after services. This includes conducting relevant training and professional development activities, providing targeted school-after services education and training, and enhancing the professional knowledge and skills of teachers. Schools can also establish a teacher reserve pool to attract and select teachers with experience and ability in school-after services, ensuring the professionalization and personalization of school-after services.

Support the professional development and growth of teachers. In order to encourage teachers to actively participate and invest in after-school service work, schools can support the professional development and growth of teachers. This includes providing promotion opportunities and career development channels, establishing good incentive and evaluation mechanisms, encouraging teachers to participate in school-after services projects and research, and enhancing their professional status and social recognition. In addition, schools can establish a reward mechanism to recognize and reward teachers who have shown outstanding performance in school-after services, stimulating their enthusiasm and creativity.

Strengthen family school cooperation and jointly promote the comprehensive development of students. In order to better meet the needs of students and parents, schools need to strengthen home school cooperation and jointly promote the comprehensive development of students. This includes establishing regular communication and exchange mechanisms, working closely with parents to understand their expectations and opinions on school-after services. Schools can also organize family education training and parent-child activities to guide parents to participate in school-after services and jointly pay attention to the growth and development of students. By strengthening home school cooperation, schools can create a good atmosphere of interaction and cooperation among teachers, parents, and students, jointly promoting the comprehensive development of students. By strengthening the construction of the teaching staff, schools can improve the school-after services capabilities of teachers, support their professional development and growth, strengthen cooperation between families and schools, and jointly promote the comprehensive development of students. This can not only improve the quality and effectiveness of school-after services, but also enhance the overall strength and competitiveness of the school, laying a solid foundation for the growth and future development of students.

#### **5. Conclusion**

This paper aims to explore the difficulties faced by school-after services in schools under the background of the "double reduction" policy, and propose corresponding response strategies. Through the analysis of relevant literature and practical cases, it is found that the main difficulty faced by school-after services in schools under the dual reduction policy is insufficient resources. Due to the need for schools to reduce teacher staffing and curriculum arrangements, the teacher-student ratio has increased, and teacher time is limited, making it difficult to meet the growing extracurricular needs of students. In addition, the dual reduction policy may also lead to uneven allocation of educational resources, and students in rural and impoverished areas may face greater difficulties.

In response to these difficulties, this paper proposes that schools should optimize the allocation of educational resources. By making reasonable use of resources such as classrooms, libraries, and experimental equipment, we can improve the efficiency of resource utilization. At the same time, with the help of information technology tools such as online learning platforms and educational applications, flexible and personalized learning services are provided to further improve the efficiency of resource utilization. Furthermore, schools need to increase investment and support in educational resources. Increase teacher staffing and training funds, improve the quality and ability of the teaching staff, to ensure the professional level and quality of school-after services. At the same time, we will strive for financial support from the government and society, improve educational facilities, purchase educational resources, and introduce advanced educational technologies to enhance the level and effectiveness of school-after services. In addition, schools need to promote the balanced allocation of public education resources. Collaborate with other schools, communities, and educational institutions to jointly develop

and utilize educational resources, achieving resource sharing and complementarity. Equally important, schools should strive for the government to increase investment in educational resources in rural and impoverished areas, promote fair distribution of educational resources, and ensure that every student can enjoy high-quality school-after services.

In summary, under the background of double reduction, school-after services face difficulties such as insufficient resources. However, by optimizing resource allocation, increasing investment, and strengthening public resource allocation, these difficulties can be effectively addressed. These strategies will help improve the quality and effectiveness of school-after services, meet the needs of students and parents, and promote the realization of educational equity. In future practice, further research and exploration of more effective coping strategies are needed to provide strong support for the development of school-after services in schools.

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