

A study on the holiday life of primary school students under the "double reduction" policy—Based on a survey of parents in some primary schools in Wuhan City

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Abstract: After the introduction of the "double-decrease" policy, all kinds of large-scale tutorial institutions disappeared. With the continuous improvement of the policy system, the effect of the policy implementation has been revealed. In this study, the parents of some primary school students in Wuhan City were surveyed by questionnaire on the implementation of the "Double Reduction" policy and the current situation of students' holiday life, and it was learnt that students' written homework during holidays was reduced, the forms of homework were more diversified, and their holiday life was more enriched, but the demand for summer tutoring was increased. Finally, corresponding solutions were proposed.

Keywords: double reduction policy; holiday life; primary school students

1. Background to the investigation

On 24 July 2021, the General Office of the Central Committee of the Communist Party of China (CPC) and the General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Out-of-School Training. All regions and departments are required to seriously implement it in light of the actual situation. The introduction of the double-reducing policy has made a great impact on students' holiday life. The role of holidays for students is self-evident, students can review what they have learnt, prepare for the next semester, or choose to relax and meet the challenges of the next semester in full spirit. In this study, we conducted a questionnaire survey on the parents of primary school students in Wuhan about the implementation of the "Double Reduction" policy in schools and the related knowledge and attitudes, in the hope that through the perspective of parents, we can understand the changes in their children's holiday life and the problems that occur during the holidays, and put forward the relevant countermeasures, so as to contribute to the implementation of the "Double Reduction" policy in schools. We hope that through the perspective of parents, we can understand the changes in their children's holiday life and the problems that arise during the holidays, and put forward relevant countermeasures, so as to help the implementation of the "Double Reduction" policy and help primary school students to have a good and happy childhood.

2. Introduction

More than three months after the implementation of the "Double Reduction" Opinion, in order to better observe the implementation of the "Double Reduction" policy, the author conducted a questionnaire survey on the parents of some primary school students in Wuhan on the implementation of the "Double Reduction" policy and the related knowledge and attitude. In order to better observe the implementation of the "Double Reduction" policy, the author used a self-administered questionnaire to investigate the parents of some primary school students in Wuhan on the implementation of the "Double Reduction" policy in schools and the related knowledge and attitude. The questionnaire takes the holiday living arrangement of primary school students as an entry point to understand the implementation of the "double reduction" policy in schools, as well as the awareness and attitudes of teachers and parents, to analyse the difficulties and problems in the implementation of this policy, and to explore the measures to make the "double reduction" policy come into effect. (c) Analysing the difficulties and problems in the implementation of this policy and exploring measures to make the "double reduction" policy effective.

This survey selected some parents of primary school students in 13 districts of Wuhan as the research object (including Jiangan District, Jianghan District, Qiaokou District, Hanyang District, Wuchang District, Qingshan District, Hongshan District, Jingkai District, Caidian District, Jiangxia District, Huangpi District, Xinzhou District, and East and West Lake Districts), and took the way of distributing questionnaires on line to retrieve 300 copies, among which there were 300 valid questionnaires, with a validity ratio of 100 per cent. The basic information of parents is shown in Table 1.

Table 1: Basic information about parents

| variant | Variable content classification | Numerical value (%) |
|---------------------------------|--|---------------------|
| Parent Child Grade | Grade 1~2 | 36.33 per cent |
| | Grades 3~4 | 37 per cent |
| | Grades 5-6 | 26.67 per cent |
| Parental qualifications | Lower secondary and below | 24.33 per cent |
| | congrats! (on passing an exam) | 23 per cent |
| | branch (of medicine) | 21 per cent |
| | university undergraduate course | 26 per cent |
| | Postgraduate and above | 6 per cent |
| Parental careers | (Communist) Party and government organizations | 5% |
| | business unit | 12.33 per cent |
| | corporations | 21.33 per cent |
| | self-employment | 18.67 per cent |
| | freelancer | 14.67 per cent |
| | Other occupations | 11.33 per cent |
| | housewife | 15.33 per cent |
| peasants | 1.3 per cent | |
| Annual family income of parents | Less than 150,000 | 49.67 per cent |
| | 150,000-300,000 | 27.67 per cent |
| | 300-450,000 | 9 per cent |
| | 450,000-600,000 | 11.39 per cent |
| | Over \$600,000 | 4.7 per cent |

According to the survey report, the number of children of the parents, the grade of the children, and the education of the parents are shown to be relatively average in the results of this survey. Children's grades: 36.33 per cent in grades 1 to 2; 37 per cent in grades 3 to 4; and 26.67 per cent in grades 5 to 6. Parents' education: Parents' education is more evenly distributed in each stage, with the highest proportion being 26% for undergraduate education; 23% for high school education; 21% for specialist education; 24.33% for junior high school and below; and the smallest proportion, 6%, for postgraduate education and above. Occupation of parents: in descending order of weight, enterprises accounted for 21.33%; self-employment accounted for 18.67%; housewives (full-time mothers) accounted for 15.33%; freelancers accounted for 14.67%; institutions accounted for 12.33%; other occupations accounted for 11.33%; party and government organs accounted for 5%; and the smallest occupation was that of farmers, with a share of 1.3%. Parents' annual household income: 49.67 per cent or less than \$150,000; 27.67 per cent from \$150,000 to \$300,000; 9 per cent from \$300,000 to \$450,000; 11.39 per cent from \$450,000 to \$600,000; and the smallest proportion above \$600,000, at 4.7 per cent.

The content of this questionnaire is mainly divided into four aspects. They are four aspects of the survey, namely, the family situation of the respondents, the current situation of primary school students' holiday life in Wuhan, the changes of primary school students' holiday life in Wuhan and the suggestions for enriching the holiday life of primary school students in Wuhan.

3. Analysis of the results of the survey on primary school students' holiday life

3.1. The current situation of primary school students' holiday life

3.1.1. Whether or not they participate in out-of-school training

According to the results of the research, the ratio of primary school students in Wuhan who participate in training during holidays to those who do not is 49.33% and 50.67%, proving that under the influence of the current double-reducing policy, the number of students participating in after-school training has decreased, and the time belonging to the students' free time has been increased.

3.1.2. Types of training attended

Asking the parents of the students who attended the training courses, we found that the types of training courses that the students participated in were more diverse, not only limited to cultural courses, but also art (dance, musical instruments, etc.), sports (basketball, football, table tennis, taekwondo, etc.), science and technology (LEGO, modelling, programming, etc.), which is more reflective of the double-reduced policy of the students' holiday life is more enriching and conducive to the holistic development of the students. This also shows that the double reduction policy has enriched the students' holiday life, which is conducive to their all-round development.

3.1.3. Reasons for attending training

When we find out the reasons for students attending training courses during holidays, we see that students' voluntary participation, parents' request, and the wish to join their classmates continue to take up the main reasons. There are other reasons such as no one at home to take care of them, lack of self-control, etc. are other reasons we have collected.

3.1.4. Main forms of recreation

When primary school students in Wuhan had no after-school training and increased free time, we conducted a study of the main forms of recreation that students had during their holidays.

The survey shows that the proportion of those who watch television and play online games is relatively low, while the proportion of those who read and play with their peers is relatively higher. The proportion of those who take part in study tours during the holidays is about 22.33 per cent, with parent-child tours and tours with friends accounting for the bulk of the tours. "It is better to read a thousand books than to travel a thousand miles", and the implementation of the double-minus policy precisely gives students the time to travel a thousand miles.

During the holidays, students have relatively little time for sports, and the proportion of regular exercise is 52 per cent. Moreover, students also need to do some household chores at home to the best of their ability, to take up the responsibility of the family and to improve their labour ability. Nowadays, the new curriculum standard requires students to develop morally, intellectually, physically, socially, aesthetically and socially, and physical exercise and family labour are also something that students should not neglect. Making beds, packing up school supplies, sweeping the floor, washing dishes and so on are the chores that children will often do during the holidays.

3.2. Changes in Primary School Students' Holiday Life

3.2.1. Changes in the volume of operations

The most important element of the Double Reduction Policy is to reduce the total amount and duration of homework across the board and to alleviate the burden of homework on students. In the author's survey, we also saw that 51.33 per cent of parents thought that, compared with the past, the amount of written homework assigned by teachers had been reduced, and more diversified homework was assigned.

3.2.2. Changes in the form of operations

The form of homework is not confined to exercise books, written copying and writing, but there are many new ideas of homework, such as drawing newspaper (handwriting), handmade homework, storytelling video recording, etc. More diversified forms of homework to improve the students' ability to improve the student's multiple abilities, but also to enhance the students' interest in learning.

3.2.3. Changes in study time

Under the Double Reduction Policy, the pressure on students to study and do homework has been

significantly reduced. In order to complete their study tasks, children overwhelmingly study for 1-2 hours during the holidays, while their parents will assign other academic tasks to their children.

3.2.4. Changes in recreation time

More free time, more time for children to communicate with their parents, parents spending 6-8 hours with their children in most cases, and a more harmonious relationship between parents and children, a richer holiday life, and an increase in recreational time.

3.3. Suggestions for Primary School Students' Holiday Life

3.3.1. Proposals to enrich holiday life

In a survey on suggestions for further enriching the holiday life of primary school students in Wuhan, the author found that summer camps or study activities organised by schools were supported by parents, with 65% of students' parents expressing support for school-organised activities and willing to let their students participate in them.

3.3.2. Proposals for the development of community trusteeship

However, many schools do not have relevant summer camps during the holidays, and parents still need to continue to work during the summer and winter holidays, which results in students being left unattended during the free time they get because of the Double Reduction Policy, and hence the emergence of community-organized summer child care. However, we regret to find that 42% of the parents said that there is no summer child care service in their community, but more than 40% of the parents said that they are very willing to let their children attend community-organised summer child care.

When the author asked parents why they enrolled in the community summer care programme, the main purpose of the summer care programme was to help their children. 53% of the parents said they wanted the programme to develop their children's interests. Fifty-three per cent of the parents said they hoped that the summer care programme could cultivate their children's various interests, 41.33 per cent hoped that it could meet their children's needs for social interaction, and 37 per cent hoped that it could help their children complete their summer homework. There are also many other reasons, such as worrying that they do not have time to take care of their children, and worrying that their children will be left unattended at home to indulge in online games or television. If the children did not participate in community summer care, the main reasons were that they were not aware of the programme or that there was someone at home to take care of them.

When parents were asked about the relevant activities they would like to see set up in summer care, homework tutoring (58.67%), daily care (39.33%), reading activities (64%), art and sports activities (55.33%), fun activities related to language, mathematics and foreign languages and other courses (54%), and activities such as visiting museums and art galleries (54.33%) were strongly supported by parents. Strongly supported by parents, most of the parents' expectations of children's summer care time are concentrated in more than two weeks, and hope that primary school teachers, parents, university student volunteers, and caring members of the society can participate in the community summer care.

4. Problems and analyses of primary school students' holiday life

4.1. Continued existence of out-of-school academic training

Article 14 of the Opinions issued by the General Office of the CPC Central Committee and the General Office of the State Council: "..... The relevant provisions of the Law on the Protection of Minors shall be strictly implemented, and out-of-school training institutions shall not take up national legal holidays, rest days, and winter and summer vacation periods to organise discipline-based training"^[5]

From the results of the survey (Question 12), the types of training courses attended by children are interest classes (art, sports, etc.) accounting for 77.00% of the total survey, and culture (language, mathematics, etc.) accounting for 24.33%, indicating that there are still extracurricular subject-based tuition phenomenon exists. The implementation of the "Double Reduction" policy has effectively curbed the utilitarian development of training institutions, reduced the financial investment of ordinary people in education, promoted the construction of low-cost education, and accelerated the benign development of education. From the results of the survey, we can see that there are still deficiencies in the

implementation of the "Double Reduction" policy, and how to implement the "Double Reduction" policy in extracurricular training programmes is one of the issues that this survey focuses on.

4.2. The "double reduction" in operations was not fully implemented and completed

The "Double Reduction" policy in respect of students' homework is to reduce the total amount and duration of homework across the board, so as to alleviate the excessive burden of homework on students.

From the results of this survey (Question 19 <multiple choice>), in addition to written assignments, teachers also assign other assignments are handwriting 35.00 per cent, making PPT 13.33 per cent, doing handicrafts 38.33 per cent, video recording and storytelling 39.00 per cent, and reading 65.33 per cent. So it seems that teachers assign homework in a very diversified form, and this rich form of homework allows students to exercise their thinking and practical skills in the process of doing homework, and promotes students' all-round development. In addition, in the survey results (Question 18), 51.33% of the total number of respondents believe that the number of written assignments by teachers has been reduced. All of the above shows that the "Double Reduction" in terms of homework has a very significant effect, but there is still room for improvement. How to optimise homework so that students can have a richer holiday life is also one of the focuses of this survey.

4.3. Unreasonable forms of holiday recreation

In the results of this survey (Question 14 <multiple choice>), 61.67% of the total number of children in the survey mainly play with their peers as their main form of recreation during the holidays, 48.67% watch TV (movies, TV dramas, cartoons, etc.), 42.67% read, and participate in study tours accounted for 22.33%. In addition, in this survey, the children's recreation and leisure in the holidays also include playing online games, online chatting and so on, which is enough to see that the children's recreation and leisure in the holidays are still very diversified. However, there are still many families in the survey in the entertainment and leisure too much indulgence in the children's fun, or completely did not give the children the phenomenon of time for entertainment, this survey report will also be how to spend the holidays of the students to be rich, reasonable, and put forward some views and opinions.

4.4. Children lack parental companionship and care, and there is a strong demand for community care.

In the survey (question 24), parents who spend 6-8 hours a day with their children accounted for 52.74 per cent of the total survey, 8-10 hours for 17.72 per cent, 10-12 hours for 13.92 per cent, and all day for 15.61 per cent. From the results and what we learnt offline, it is not difficult to learn that some parents do not have enough time to spend with their children.

In order to solve the problem of "difficult to care for" children during holidays, local communities have launched summer care services. On the one hand, it meets the needs of parents, and on the other hand, it allows children to have a happy and safe holiday.

This aspect was also noted in the current survey. In the survey results (Question 29), on the question of whether or not summer care services for children are available in the respondent's community, 43.00% of parents' communities do not have such services, 29.67% of parents are not sure whether or not such services are available, and only 28.33% of parents' communities have summer care services. So it seems that the popularity and publicity of summer care is low in many communities, and this survey report will make some constructive suggestions on how to popularise summer care.

5. Strategies and recommendations

5.1. Implementation of extracurricular training programmes to ensure equity in education.

5.1.1. Strengthening publicity and guidance

The implementation of extracurricular training programmes is closely related to publicity and guidance. Certain places may not have a proper understanding of the "Double Reduction Policy" and may not be aware of its importance, and therefore the policy is not properly implemented. As a result, there are still extra-curricular training programmes that have survived, seizing the small loopholes and surviving. This is the result of insufficient publicity, insufficient awareness on the part of the leaders of

the relevant departments in the various districts of Wuhan, and a failure to provide timely and correct guidance.

Therefore, the implementation of extracurricular training courses and the safeguarding of educational equity require provincial education administrative departments to provide special training for leaders of education bureaus in cities (states) and counties (cities and districts).^[1] To make them fully understand the importance of the "double reduction policy", and actively study the "Opinions" issued by the General Office of the CPC Central Committee and the General Office of the State Council. From top to bottom to form a synergy, co-ordinate and regulate the service behaviour of off-campus discipline-based training institutions.

5.1.2. Carrying out special rectification

Despite the strong governance and strict supervision in certain districts, subject-based training classes still appear in society through a variety of "invisible" ways, and even this "cram school" is more harmful, the previous cram school is available to all, but now the In the past, remedial classes were available to everyone, but nowadays, "invisible" remedial classes are highly expensive and have a serious impact on the fairness of education. Therefore, it is necessary to effectively strengthen the construction of regional off-campus training institution governance team, and improve the management level and management ability of the team. Regular supervision of off-campus training institutions is an important task for the implementation of the "double reduction" policy in the future. Without regular and effective regulation, the governance of off-campus training institutions will not achieve good results.^[2]

5.1.3. Reduced training requirements

In order to completely curb extra-curricular training programmes, we must first think about what the essence of the existence of extra-curricular training programmes is. It is the inappropriate educational outlook of parents, the inappropriate fulfilment of the tasks of school education, and the excessive pressure to advance to higher education in modern society. To implement the remedial situation of extracurricular training courses, we have to start from the source - to reduce the demand for training. First of all, teachers should be in the prescribed teaching time, to complete the corresponding teaching tasks, and through the after-school service time, to ensure that the majority of students have "eaten through" the content of the day, and actively disseminate to parents the correct concept of education, all roads lead to Rome, we should respect the child's free development, to help parents to establish a correct concept of education. We should respect the free development of children and help parents to establish the correct education concept.

5.2. Promoting reform of the operational system

Against the background of "double reduction", reducing the burden of homework on students is the first priority. Holiday homework should be positively changed in terms of form and content. The purpose of holiday homework should be clarified, the concept should be changed, overall planning should be made, the form should be enriched, guidance should be strengthened, and evaluation should be emphasised. The design of holiday homework should meet the following three key points: Firstly, cultivating students' core qualities. Secondly, cultivate students' ability to learn independently. Thirdly, quality homework that enriches students' holiday life.^[3]

Therefore, all primary school teachers in Wuhan should continuously improve their homework design concepts. First, to cultivate students' core literacy, teachers should be clear about the positioning of homework. Its fundamental purpose is to educate people, not a mechanical, boring and simple training; Second, to cultivate students' independent learning ability. First of all, we should stimulate students' interest in learning. Holiday homework that is too difficult or too simple cannot well stimulate students' interest in learning, and it cannot cultivate students' independent learning ability. Secondly, according to the students' hobbies and abilities to lay out different levels of homework, which can better mobilise students' independent learning ability; Third, quality homework that enriches students' holiday life. Teachers should focus on enriching students' holiday life homework, which should not only be simple and mechanical written assignments, but also assist diversified handicraft activities, book and film appreciation, and museum viewing experience. At the same time, quality assignments can be displayed in various forms, such as videos, handmade newspapers, small essays and other forms of display.

5.3. *Proposals to promote diversification and rationalisation of holiday life in primary and secondary schools*

The implementation of the "double-reduced" policy has brought the holidays back to the essence of students' rest, all-round growth and broadening of horizons. The true meaning of holidays is to allow students to participate in a variety of useful activities outside the textbooks, broaden their horizons, develop their minds and learn how to live in practice.

5.3.1. *Popularise "study" tourism and return to education itself*

After the implementation of the "Double Reduction" policy, students have more time after school, and they have more choices, such as interest classes, summer camps, tours and so on, which makes their holiday life colourful. Quality outdoor study tours allow children to return to nature and experience a richer outdoor life while having fun. Excellent "study" tourism is not just about seeing the mountains and water, but also incorporates the curriculum, highlighting the value of "learning". In study tours, culture is combined with stories of the red revolution, heroes and celebrities, and emphasis is placed on the creation of content, maximising the combination of education and experience, interaction and fun.

5.3.2. *Carry out thematic activities to enrich holiday life*

To organise an exhibition of children's art and calligraphy works. Students who love art and calligraphy can complete their works around various themes during their holiday life and submit them to the art teacher or calligraphy teacher after the start of the school year to carry out an exhibition of their works.

5.4. *Popularising community-based summer care and improving parenting mechanisms*

Many families have parents who work all day and older family members who are not able to take good care of their children. Therefore, community-based summer care services play an important role. However, the popularity of community-based summer care services is not yet very high, and there is no perfect mechanism for nurturing children, so there are still certain safety and education loopholes in the usual management.

5.4.1. *Proposals for the development and popularisation of community-based summer care services*

The community-based summer care service is a service set up by the Government and run by the community itself. In the summer custodial service, not only does it solve the problem of the difficulty of parental care, but it also completes its own all-round development of morality, intelligence, physicality, aesthetics and labour through courses and activities organised by teachers from the Youth League Municipal Committee, university student volunteers, and volunteer teachers with a variety of special skills. The training content of the holiday care classes focuses on children's ideological and moral education, party history, natural environment, science, etc., which greatly increases the enjoyment of the summer care service and attracts children to arrive on time.

5.4.2. *Recommendations to ensure the long-term operation of community-based summer care services*

In order to develop the holiday care service in a high quality and to benefit more people, it is necessary to have a lot of vitality to join in this work. In this regard, we can consider mobilising various positive factors as volunteers, public service workers and members of social services to join in the work. It is also possible to combine the education concept of the trinity of society, school and family, play the function of parents' committees, gather the wisdom of many parties, and continuously strengthen the service force, so as to create a high-quality holiday care service that the society can rest assured, parents are satisfied, and students are benefited.^[4]

6. Conclusion

After this survey of the parents of some primary school students in Wuhan on the implementation of the "double reduction" policy in schools and the relevant understanding and attitude, we know that the implementation of the "double reduction" policy in Wuhan still has many positive aspects. After the implementation of the "double reduction" policy, in terms of vacation life, the quality of primary school students' vacation life has been significantly improved, and the original single-subject training has been transformed into diversified training, which has enriched students' vacation life and promoted the all-round development of students' moral, intellectual and physical beauty. At the same time, students have

more free time and can participate in various holiday activities. In terms of the change of holiday homework, the amount of students' homework is significantly reduced, and the forms are significantly more diversified, which can better improve students' multiple abilities and learning interests.

The implementation of the "double reduction" policy in Wuhan is relatively good, but there are still problems in the holiday life of primary school students, such as the existence of off-campus subject training, the "double reduction" in homework has not been fully implemented, the vacation entertainment is unreasonable, children lack the companionship and care of parents, and there is a strong demand for community care. In short, I believe that through our continuous improvement, the implementation of the "double reduction" policy will be more efficient.

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