

# Research on the Current Situation of After-School Sports Services for Primary School Students in Yulin City under the "Double Reduction" Policy

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**Abstract:** *Implementing high-quality school sports programs helps improve students' physical fitness and health levels, enriches extracurricular cultural life, and plays an important role in cultivating lifelong sports awareness. The introduction of policy documents such as the "Opinions on Further Reducing the Homework Burden and Off-Campus Training Burden of Students in Compulsory Education" has promoted the development of after-school sports services. Under the "Double Reduction" policy, reducing academic pressure on primary school students is a crucial task, and after-school sports services have become an important means to achieve this goal. Although primary schools in Yulin City have actively responded to the "Double Reduction" policy and implemented corresponding measures, there may still be issues in practical operation. This paper aims to investigate and analyze the current situation and existing problems of after-school sports services in Yulin City and to propose corresponding improvement strategies and suggestions based on specific situations. This is to better achieve the goals of the "Double Reduction" policy, improve students' physical health, and provide more diverse after-school sports services to enrich students' extracurricular time.*

**Keywords:** *"Double Reduction" policy, Yulin City, urban primary school students, after-school sports services*

## 1. Introduction

To thoroughly implement the contents and spirit of the 19th National Congress and the Fifth Plenary Session of the 19th Central Committee, truly improve education management levels, and continue to strictly regulate off-campus training institutions, a series of policy measures have been taken to effectively reduce the homework burden and off-campus training burden of primary and secondary school students in the compulsory education development stage. On July 24, 2021, the General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden and Off-Campus Training Burden of Students in Compulsory Education," abbreviated as the "Double Reduction" policy.<sup>[1]</sup>

In the new journey of fully building a modern socialist country, education, as a national priority, holds a more fundamental and overall position during the "14th Five-Year Plan" period. In July 2021, the General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden and Off-Campus Training Burden of Students in Compulsory Education," aiming to regulate off-campus online and offline training and effectively reduce the excessive homework burden and off-campus training burden of students in the compulsory education stage. At the same time, it weakened subject courses and strengthened quality courses, which is an important measure to cultivate students' individuality and develop their abilities. This concerns the vital interests of every educator and student, attracting widespread attention from parents, schools, training institutions, and society as a whole.

By studying the current situation of after-school sports services for primary school students in Yulin City, this research seeks to identify the problems encountered in the process and analyze the reasons for these problems. Corresponding optimization strategies will be proposed for the issues found in the process to provide a theoretical basis for better implementation of after-school sports services in primary schools in Yulin City under the "Double Reduction" policy. Given the short implementation period of the "Double Reduction" policy and the limited related research, linking the "Double Reduction" policy with after-school sports services and following policy trends can also fill this research gap.<sup>[2]</sup>

## **2. Research Subjects and Methods**

### ***2.1 Research Subjects***

This study selected the after-school sports services of five primary schools in the urban area of Yulin City: Donghuan Primary School, Guding Primary School, Yudong Primary School, Experimental Primary School, and Mingshan Primary School. These schools were chosen due to their representative nature and varying sizes, which provide a comprehensive overview of the current state of after-school sports services in the region. Each school has its own unique approach to implementing the "Double Reduction" policy, offering a diverse range of sports programs and activities. The selection criteria also considered the schools' infrastructure, availability of sports facilities, and the level of support from school administration for after-school sports initiatives. By examining these schools, the study aims to identify common challenges and successful strategies that can be applied across different educational contexts in Yulin City.

### ***2.2 Literature Review Method***

According to the needs of the paper, materials on the current situation of after-school sports services were consulted in the library of Yulin Normal University and on CNKI. These documents were systematically analyzed to extract relevant information, providing references and theoretical bases for this paper. The literature review focused on recent studies and reports on the implementation of the "Double Reduction" policy, its impact on after-school activities, and best practices in promoting student participation in sports. Key themes explored included the benefits of after-school sports for student well-being, the role of community involvement in sports programs, and the challenges faced by schools in maintaining high-quality sports services under the policy. This comprehensive review helped to contextualize the findings of this study and highlight areas where further research is needed to support the development of effective after-school sports programs.

### ***2.3 Questionnaire Survey Method***

Based on the survey needs, questionnaires were distributed to Donghuan Primary School, Guding Primary School, Yudong Primary School, Experimental Primary School, and Mingshan Primary School to understand the participation of different primary school students in after-school sports services. A total of 210 questionnaires were distributed, with 204 recovered, yielding an effective response rate of 97.14%. The questionnaire included a variety of questions designed to gauge students' interest in different sports activities, the frequency and duration of their participation, and their overall satisfaction with the after-school sports services provided. In addition, the survey sought feedback from parents and teachers regarding the perceived benefits and potential areas for improvement in the sports programs. The high response rate indicates a strong level of engagement from the school community, providing valuable insights into the effectiveness of the "Double Reduction" policy in promoting physical activity and enhancing student well-being. The data collected from the questionnaires were analyzed to identify trends, preferences, and barriers to participation, forming the basis for recommendations to improve after-school sports services in Yulin City.

## **3. Problems in the Implementation of After-School Sports Services in Primary Schools in Urban Yulin City**

### ***3.1 Inadequate Understanding of the "Double Reduction" Policy and Low Participation Willingness***

The main beneficiaries of the "Double Reduction" policy should be the students. However, surveys on the understanding and willingness of primary school students in urban Yulin City to participate in after-school sports services revealed that 48.02% of students had a general or lower understanding of after-school sports services, and 52.44% had a general or lower willingness to participate. This indicates that primary school students in urban Yulin City do not have a deep understanding of the "Double Reduction" policy, likely due to the school's inadequate interpretation and implementation of the policy. Young primary school students rely on their teachers to explain policies, so insufficient explanation and implementation by the school will affect their willingness to participate. Additionally, parents often prioritize academic study, contributing to the low willingness of students to engage in after-school sports services.<sup>[3]</sup>

### ***3.2 Limited Variety of After-School Sports Services without School-Specific Characteristics***

As the recipients of after-school sports services, the variety and appeal of the sports programs offered should be considered. The current programs primarily include soccer (28.43%), basketball (23.53%), badminton (24.02%), table tennis (22.55%), volleyball (21.57%), and athletics (21.57%). These sports are popular due to national and educational promotion and media exposure. However, programs like martial arts, dance, taekwondo, and aerobics are less common, possibly due to inadequate facilities. Student satisfaction surveys indicate some students do not enjoy the offered programs, suggesting that the services do not fully meet the diverse needs of primary school students in urban Yulin City.

### ***3.3 Insufficient and Specialized Teaching Staff for After-School Sports Services***

The professional skills of teachers directly affect students' enthusiasm for learning. The survey revealed that while schools are the main venue for after-school services, the in-school teachers, who form the main teaching force, often have limited specialization. Most teachers excel only in their specific sports, and combined with their existing teaching responsibilities, this results in insufficient resources to meet student needs. This lack of diverse professional skills among teachers poses a significant issue for the effective implementation of the "Double Reduction" policy and students' experience of after-school sports services.<sup>[4]</sup>

### ***3.4 Insufficient Facilities Affecting the Normal Implementation of Services***

Improving the quality of after-school sports services requires not only strengthening teacher resources but also enhancing facilities. Sports grounds are fundamental for conducting after-school sports services. The survey found that 80.88% of the sports facilities in Yulin City's primary schools are outdoor. Many schools lack indoor facilities, leading to service suspension or self-study during inclement weather. Small school areas and non-standard facilities can lead to safety incidents, affecting students' participation and perception of after-school sports services.

### ***3.5 Single Organizational Forms and Unreasonable Service Times***

Diverse organizational forms directly impact the variety of after-school sports services offered. The survey found that 90.20% of after-school sports services in Yulin City's primary schools are organized as "interest classes." The single organizational form is a key factor in students' reluctance to participate. Additionally, most schools do not offer daily after-school sports services, typically providing them 2-3 times a week. Services are conducted from 16:30 to 18:00, but this time frame may not meet the high energy and activity needs of primary school students. Prolonged sports activities may cause fatigue, affecting students' willingness to participate and the effectiveness of the services.<sup>[5]</sup>

### ***3.6 Evaluation of After-School Sports Services in Yulin City's Primary Schools***

The effectiveness of after-school sports services is evaluated based on students' feedback. Among the 204 surveyed students, 34.80% were "very satisfied," 30.39% were "satisfied," and 24.51% had a "general" attitude. These data suggest that since the implementation of the "Double Reduction" policy, students have experienced reduced academic pressure and increased extracurricular time, allowing them to engage in their preferred sports activities and derive enjoyment from physical exercise.

Regarding the perceived benefits of participating in after-school sports services, 66.18% of students felt they were more willing to play with classmates, 60.29% felt they grew taller faster, and 42.16% and 49.51% felt they fell sick less often and felt less tired during exercise, respectively. These findings indicate that the "Double Reduction" policy has positively impacted the physical and mental health of primary school students in urban Yulin City, and students have their own standards for evaluating the after-school sports services they participate in.<sup>[6]</sup>

#### **4. Optimization Strategies for After-School Sports Services in Primary Schools in Urban Yulin City**

##### ***4.1 Implement the "Double Reduction" Policy Seriously***

The implementation of the "Double Reduction" policy aims to protect the fundamental interests of students and parents, returning "happy time" to primary school students. Currently, the "Double Reduction" policy is in its initial stage and is being actively implemented in primary and secondary schools across China. However, due to misunderstandings and inadequate promotion, some conceptual discrepancies exist. Therefore, the education bureau should issue relevant documents to enhance school leaders' understanding of after-school sports services under the "Double Reduction" policy.

Schools should actively organize relevant meetings or use parent meetings, discussion forums, and class meetings to interpret the policy for parents, teachers, and students, improving their understanding of the "Double Reduction" policy. Additionally, schools can utilize various communication channels such as newsletters, social media platforms, and school websites to continuously update and clarify policy details, ensuring that all stakeholders are well-informed.

Moreover, schools can involve parents directly in after-school sports services by referencing teaching methods from external institutions. By inviting parents to participate in sports activities on campus, they can witness and understand these services better, reducing misconceptions and enhancing their understanding. For instance, schools could organize regular "parent-student sports days" where families engage in various athletic activities together, fostering a collaborative environment that aligns with the goals of the "Double Reduction" policy. This hands-on approach not only helps in demystifying the policy but also encourages a community-centric approach to student development.

In conclusion, through enhanced communication, direct involvement of parents, and collaborative efforts, schools can effectively implement the "Double Reduction" policy, thereby optimizing after-school sports services and fostering a supportive educational environment.<sup>[7-10]</sup>

##### ***4.2 Develop Diverse Sports Programs Combining Ethnic Characteristics***

Yulin City, located in the Guangxi Zhuang Autonomous Region, boasts a rich cultural heritage, including the vibrant tradition of lion dancing. Primary schools in Yulin have a unique opportunity to leverage this cultural background to develop diverse and engaging after-school sports programs that reflect local ethnic characteristics. By designing programs such as embroidered ball throwing, wooden shoe races, stilt walking, and lion dancing, schools can offer students a variety of activities that celebrate and preserve Yulin's traditional culture.

To further enrich these programs, schools should consider creating a curriculum that not only introduces students to these traditional sports but also educates them about the cultural stories and historical contexts behind each activity. For instance, the embroidered ball throwing game can be accompanied by lessons on traditional embroidery techniques and their significance in local culture. Schools can organize workshops where students can learn to make their own wooden shoes and engage in stilt walking practices, thus gaining hands-on experience of these traditional activities. Additionally, schools can collaborate with local cultural experts and performers to lead workshops and cultural exchange sessions, offering students deeper insights into the traditions of Yulin's ethnic groups. By incorporating these elements, schools can provide a comprehensive learning experience that combines physical activity with cultural education, thus enhancing students' appreciation for their heritage while fulfilling their after-school sports needs. This approach not only enriches students' extracurricular activities but also supports the preservation and promotion of traditional ethnic sports and cultural heritage.

##### ***4.3 Strengthen School-Society Collaboration and Optimize the Teaching Team***

The implementation of the "Double Reduction" policy offers significant opportunities for enhancing sports education, while also presenting new challenges for the professional development of physical education teachers in Yulin City. To address the shortage of physical education resources, it is essential to build strong partnerships among government agencies, schools, families, and community organizations. Schools can collaborate with local government departments, the education bureau, and external training institutions to recruit qualified part-time coaches and sports teachers, enriching the after-school sports program with professional expertise. Additionally, continuous professional

development opportunities for both in-school and part-time teachers should be established to keep them updated on best practices and emerging trends in sports education. Schools can also explore innovative models, such as rotating specialized sports teachers among schools and engaging university students from local sports programs as part-time instructors. These strategies not only ensure high-quality after-school sports services but also foster the growth of future physical education professionals by providing practical teaching experiences and mentorship opportunities. By implementing these measures, schools can create a dynamic, adaptable, and comprehensive sports education system that not only meets the current needs of students but also prepares them for future challenges. Furthermore, these efforts help build a community-oriented approach to education, where collaboration and shared resources contribute to the holistic development of students, ultimately enhancing the overall educational environment in Yulin City.<sup>[11]</sup>

#### ***4.4 Implement Diverse Organizational Forms and Rationalize Frequency and Duration***

Research on the organization of sports activities should consider the suitability of the format and the characteristics of the students. Schools can initiate democratic voting to select appropriate organizational forms, with final decisions made through discussions among school leaders and service teachers. Various organizational forms should be used for different grade levels; younger students can be engaged with sports games that incorporate competitive elements to enhance participation, while older students can be motivated by adding competitive elements to traditional sports like basketball, soccer, and badminton. Additionally, schools can organize small sports competitions, with rewards for high achievers or teams to encourage more students to participate.

To further optimize these activities, schools should offer a variety of organizational forms tailored to different age groups. For younger students, incorporating playful and engaging sports games can stimulate interest and participation, whereas older students may benefit more from structured, competitive sports activities. Schools can also introduce inter-class and inter-school tournaments to foster a sense of camaraderie and healthy competition among students.

Regarding the frequency and duration of services, schools should offer after-school sports services daily but allow students to flexibly choose 2-3 times per week for participation, ensuring that every student can join without overbooking issues. The duration should be appropriate for the physical fitness needs of primary school students, as too long or too short sessions can affect their willingness to participate and the effectiveness of the services. Striking the right balance in the length of these sessions is crucial for maintaining student interest and ensuring they gain the maximum benefit from the activities. This strategic approach will help in fostering a culture of regular physical activity, promoting overall health and well-being among primary school students.

## **5. Conclusions and Recommendations**

### ***5.1 Conclusions***

The interpretation of the "Double Reduction" policy among primary school students in urban Yulin City is still somewhat superficial.

The implementation of the "Double Reduction" policy in Yulin City's urban areas faces challenges such as insufficient teaching staff, inadequate facilities, and limited professional skills among teachers.

The frequency, duration, and organizational forms of after-school sports activities are the main factors affecting primary school students' participation in these services.

After the implementation of the "Double Reduction" policy, students' satisfaction with after-school sports services has increased, their after-school sports activity time has increased, their homework time has decreased, and their concentration during study has improved.

The implementation of the "Double Reduction" policy has further improved students' psychological and physical health levels and their social abilities.

### ***5.2 Recommendations***

Government and educational institutions should strengthen the interpretation of the "Double Reduction" policy and ensure its thorough implementation for every student in schools.

Integrate local and school-based culture with after-school sports services, ensuring these services are genuinely student-centered.

The education department and schools should increase funding for after-school sports services and utilize existing social resources to diversify sports programs and facilities.

Optimize the pool of teachers for after-school sports services by hiring professional instructors to train students, ensuring students receive the maximum satisfaction from these services.

Employ discussion and voting methods to decide the format of after-school sports services, involving students in these decisions to maximize their interest and love for these services.

The weekly frequency and duration of after-school sports services should be set according to what is acceptable for primary school students' physical endurance, avoiding excessively long or short sessions.

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