

The Impact of Double Reduction Policy in Suzhou Sports Training Institutions

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Abstract: In this research, 366 students from No. 11 Middle School in Suzhou City, Anhui Province were selected as the research objects, and questionnaires were used to investigate the number, type, items, time, frequency and reasons of students' participation in sports training institutions before and after the double-reduction policy. The results showed that the majority of the student respondents participated in sports training after DRP. A large percentage of the student respondents participated in badminton, basketball, and track and field after DRP. A large percentage of the student respondents spent from Monday to Friday after class time and both weekends in extracurricular sports training. The majority of the student respondents spent 1-2 times a week in off-campus sports training after DRP. A large percentage of the student respondents participated in off-campus sports training after DRP to cultivate their skills, as an exercise to enhance physical fitness, and to gain more friends and socialize.

Keywords: Double Reduction Policy, Sports Training Institutions, Impact

1. Introduction

China's test-oriented education system is destined to take academic performance as the most significant criteria for measuring students. From elementary school to high school, achieving better results has become the goal of struggle for students and parents. Other factors such as physical and mental health, social adaptation, team consciousness, etc. often ignore other factors that affect their children's growth. Compared with disciplines such as Chinese, mathematics, foreign languages, etc., education of sports, labor, art, and aesthetics seems pale and weak. China has practiced students' education for decades, but has not changed the training model of students. In July 2021, China promulgated the "Opinions on Further reduction of compulsory education students' family homework and off-campus training burden", put forward the "double reduction" policy of "reducing the burden of student homework and off-school training in the compulsory education stage. With the introduction of relevant documents, the "double reduction" working mechanism has been gradually improved. Low grade sections (primary school 1 and 2nd grades) will no longer arrange homework and set up examinations. Extra-disciplinary training will no longer be approved^[1]. Students in the enrollment compulsory education stage will not be allowed. Entertainment time. The introduction of the "double reduction" policy is the need for the development of China in the new era. The deep connotation us to understand and treat from the height of politics^[2]. From the inside of the system the fundamental task of man promotes the comprehensive and healthy development of young people.

2. Background of the Study

On July 24, 2021, the General Office of the Central Committee of the Communist Party of China the General Office of the State Council jointly released the "Opinions on Further Reduce the burden of compulsory education students' family homework and off-campus training" (hereinafter referred to as "Opinions")^[3]. It is pointed out that the "double reduction" policy refers to reducing the total amount time required for school homework, and reducing the burden on extra-curricular training programs. purpose of this policy is to improve the quality of overall education, reduce the burden of learning, and protect the health of students. In addition, the policy also aims to reduce the burden and anxiety of reduce social inequality, and further standardize off-campus training." Opinions" pointed out the basic tasks of educational education, student orientation, response concern, and governance according to law. The goal is to steadily advance the comprehensive progress of education.

With the implementation of the "double reduction" policy, local governments will no longer

discipline training institutions for new compulsory education students (primary and secondary school students). Outside -school training based on discipline courses will be banned, including schools in primary and secondary schools such as Chinese, history, geography, mathematics, English, physics, chemistry, and biology^[4]. For non -disciplinary projects such as sports, art, music, science, technology, etc. local governments will clarify to the corresponding competent authorities and regain their approval system^[5].

Subsequently, the four departments such as the Education Department of Anhui Province issued the "Notice on Further Regulating the after -service Works of Primary and Middle School Students", requiring compulsory education schools to carry out after -school services after school from Monday to Friday afternoon, at least 2 hours. In principle, the end time in principle Not earlier than the local normal time, the specific service time is determined by the local area according to the actual situation. At the same time, it was introduced to strictly govern off -school training institutions and ban many unsatisfactory institutions.

3. Research Methods

3.1 Research Locale

The study was conducted in Suzhou City, Suzhou Eleventh Central City Road Campus, investigate and understand data.

3.2 Research Tool

The researcher developed a student questionnaire and two interview guides. The questionnaire is aimed at the quantitative investigation tools of students. The questionnaire includes four aspects; the basic information of the student, participation in the sports training institution before and after, the physical, mental, psychological, and social effect of DRP to students', and satisfaction with sports training institutions. Topic guides are used to interview parents and teachers of sports training institutions. The questionnaires has undergone validation by three Chinese physical education experts to evaluate the effectiveness of the questionnaire.

3.3 Sampling Method

In the autumn semester of 2022, there were a total of 712 students in the 7th grade, 961 in the 8th grade, 850 in 9th grade students. The researcher aimed for a total of 366 students who were purposively selected to answer the survey instrument. The total number of students is $N = 2523$, the sample quantity is $n = n \div (1+n*e*e) = 346$ to ensure that the final recovery of the survey reaches 346 copies, and the actual survey will expand the sample volume to $n = 366$.

4. Results and Discussion

4.1 The Situation Before The DRP

4.1.1 Number

Table 1 Student Respondents' Participation in Off-Campus Training Institutions Before the Double Reduction Policy (DRP).

Participation Before DRP	Frequency	Percentage
Yes.	292	79.8%
No, have no time.	23	6.3%
No, economic reasons.	5	1.4%
No, no interest.	8	2.2%
No, heavy study load.	1	0.3%
No, unnecessary.	18	4.9%
No, incomprehension.	3	0.8%
No, personal reasons.	16	4.4%
Total	366	100%

Table 1 shows that two-hundred-ninety-two (292) or about 79.8% of the student respondents

participated in off-campus institutions before the double reduction policy (DRP). Twenty-three (23) or about 6.3% did not participate in off-campus institutions before DRP because they had no time. Five (5) or about 1.4% did not participate in off-campus institutions before DRP because of economic reasons. Eight (8) or about 2.2% did not participate in off-campus institutions before DRP because they had no interest in it. One (1) or about 0.3% did not participate in off-campus institutions before DRP because of heavy study load. Eighteen (18) or about 4.9% did not participate in off-campus institutions before DRP because for them, it is unnecessary. Three (3) or about 0.8% did not participate in off-campus institutions before DRP because of incomprehension. And, sixteen (16) or about 4.4% of the student respondents did not participate in off-campus institutions before DRP because of personal reasons. This goes to show that the majority of the student respondents participated in off-campus institutions before DRP.

4.1.2 Type

Table 2 Type of Off-Campus Training Institutions the Student Respondents Participated In Before the Double Reduction Policy (DRP).

Type of Off-Campus Training Institution	Frequency	Percentage
Discipline	15	4.1%
Art	115	31.4%
Technology	18	4.9%
Sports	128	35.0%
Others	16	4.4%
Did Not Want to Disclose	74	20.2%
Total	366	100%

Table 2 shows that fifteen (15) or about 4.1% of the student respondents participate in discipline training before DRP. One-hundred-fifteen (115) or about 31.4% participated in art training before DRP. Eighteen (18) or about 4.9% participated in technology training before DRP. One-hundred-twenty-eight (128) or 35.0% participated in sports training before DRP. Sixteen (16) or about 4.4% participated in other training before DRP. And, seventy-four (74) or about 20.2% of the student respondents did not want to disclose the training they participated in before DRP. This conveys that the majority of the student respondents participated in sports training.

4.1.3 Projects

Table 3 Projects the Student Respondents Participated in in Off-Campus Training Before the Double Reduction Policy (DRP).

Off-Campus Training	Frequency	Percentage
Table Tennis	153	41.8%
Badminton	174	47.5%
Tennis	85	23.2%
Basketball	228	62.3%
Football	147	40.2%
Volleyball	129	35.3%
Martial Arts	180	49.2%
Track and Field	134	36.6%
Gymnastics	95	25.9%
Swimming	139	38.0%
Jumping Rope	92	25.1%
Fencing	74	20.2%
Roller Skating	96	26.2%
Other (Music)	139	38.0%
Other (Dance)	106	29.0%
Other (Fine Arts)	78	21.3%
Other (Piano)	91	24.9%
Did Not Want to Disclose	19	5.2%

Table 3 shows that one-hundred-fifty-three (153) or about 41.8% of the student respondents participated in table tennis. One-seventy-four (174) or about 47.5% participated in badminton. Eighty-five (85) or about 23.2% participated in tennis. Two-hundred-twenty-eight (228) or about 62.3% participated in basketball. One-hundred-forty-seven (147) or about 40.2% participated in football. One-hundred-twenty-nine (129) or about 35.3% participated in volleyball.

One-hundred-eighty (180) or about 49.2% participated in martial arts. One-hundred-thirty-four (134) or about 36.6% participated in track and field. Ninety-five (95) or about 25.9% participated in gymnastics. One-hundred-thirty-nine (139) or 38.0% participated in swimming. Ninety-two (92) or about 25.1% participated in jumping rope. Seventy-four (74) or about 20.2% participated in fencing. Ninety-six (96) or about 26.2% participated in roller skating. One-hundred-thirty-nine (139) or 38.0% participated in music. One-hundred-six (106) or 29.0% participated in dance. Seventy-eight (78) or about 21.3% participated in fine arts. Ninety-one (91) or about 24.9% participated in piano. And, nineteen (19) or about 5.2% of the student respondents did not want to disclose the off-campus training they participated in. This suggests that a large percentage of the student respondents participated in basketball, martial arts, and badminton.

4.1.4 Time

Table 4 Time the Student Respondents Spent in Extracurricular Sports Training Before the Double Reduction Policy (DRP).

Time Spent in Extracurricular Sports Training	Frequency	Percentage
Monday to Friday	233	63.7%
Weekend	82	22.4%
Winter/Summer Vacation	153	41.8%
Other Holidays	78	21.3%
Did Not Want to Disclose	19	5.2%

Table 4 shows that two-hundred-thirty-three (233) or about 63.7% of the student respondents spent Monday to Friday in extracurricular sports training. Eighty-two (82) or about 22.4% spent the weekends in extracurricular sports training. One-hundred-fifty-three (153) or about 41.8% spent winter/summer vacation in extracurricular sports training. Seventy-eight (78) or about 21.3% spent the other holidays in extracurricular sports training. And, nineteen (19) or about 5.2% of the student respondents did not want to disclose the time they spent in extracurricular sports training. This indicates that a large percentage of the student respondents spent Monday to Friday and winter/summer vacation in extracurricular sports training.

4.1.5 Frequency

Table 5 Student Respondents' Participation in Off-Campus Sports Training Before the Double Reduction Policy (DRP).

Frequency of Participation in Off-Campus Sports Training Before the DRP	Frequency	Percentage
Less than once a week	88	24.0%
1-2 times a week	165	45.1%
3-4 times a week	21	5.7%
More than 4 times a week	18	4.9%
Did Not Want to Disclose	74	20.1%
Total	366	100%

Table 5 shows that eighty-eight (88) or 24.0% of the student respondents participated in off-campus sports training less than once a week before the DRP. One-hundred-sixty-five (165) or about 45.1% participated in off-campus sports training 1-2 times a week before the DRP. Twenty-one (21) or about 5.7% participated in off-campus sports training 3-4 times a week before the DRP. Eighteen (18) or about 4.9% participated in off-campus sports training more than 4 times a week before the DRP. And, seventy-four (74) or about 20.1% of the student respondents did not want to disclose how frequent they participated in off-campus sports training before the DRP. This exhibits that the majority of the student respondents participated in off-campus sports training 1-2 times a week before the DRP.

4.1.6 Reasons

Table 6 shows that two-hundred-seventy-four (274) or about 74.9% of the student respondents participated in off-campus sports training before DRP to cultivate their skills. Two-hundred-fifteen (215) or about 58.7% participated in off-campus sports training before DRP as a hobby during spare time. One-hundred-ninety-seven (197) or about 53.8% participated in off-campus sports training before DRP as training for professional career and competition. Three-hundred-thirteen (313) or about 85.5% participated in off-campus sports training before DRP as exercise to enhance physical fitness. One-hundred-thirty (130) or about 35.6% participated in off-campus sports training before DRP as preparation for sports in middle school entrance examination. One-hundred-seventy-three (173) or about 47.3% participated in off-campus sports training before DRP to gain more friends and socialize.

And, twenty-five (25) or about 6.8% of the student respondents participated in off-campus sports training before DRP because of other reasons. This conveys that a large percentage of the student respondents participated in off-campus sports training before DRP as exercise to enhance physical fitness, to cultivate their skills, and as a hobby during spare time.

Table 6 Reasons of the Student Respondents for Participating in Off-Campus Sports Training Before the Double Reduction Policy (DRP).

Reasons for Participating in Off-Campus Sports Training Before DRP	Frequency	Percentage
Cultivate my skills	274	74.9%
Hobby during spare time	215	58.7%
Training for professional career and competition	197	53.8%
Exercise to enhance physical fitness	313	85.5%
Preparation for sports in middle school entrance examination	130	35.6%
Gain more friends and socialize	173	47.3%
Other reasons	25	6.8%
	0	0
	0	0

4.2 The Situation After The DRP

4.2.1 Number

Table 7 Participation of Student Respondents in Off-Campus Training Institutions After the Double Reduction Policy (DRP).

Participation in Off-Campus Training Institutions After DRP	Frequency	Percentage
Yes.	289	79.0%
No, have no time.	21	5.7%
No, economic reasons.	5	1.4%
No, no interest.	5	1.4%
No, without reason.	20	5.5%
No, unnecessary.	15	4.1%
No, personal reasons.	1	0.3%
No, be affected by policy.	2	0.5%
No, great pressure on study.	3	0.8%
No, institutional closure.	2	0.5%
No, practice on your own.	3	0.8%
Total	366	100%

Table 7 shows that two-hundred-eighty-nine (289) or 79.0% of the student respondents participated in off-campus training institutions after DRP. Twenty-one (21) or about 5.7% did not participate in off-campus training institutions after DRP because they had not time. Five (5) or about 1.4% did not participate in off-campus training institutions after DRP because of economic reasons. Five (5) or about 1.4% did not participate in off-campus training institutions after DRP because they had no interest. Twenty (20) or about 5.5% did not participate in off-campus training institutions after DRP without any reason. Fifteen (15) or about 4.1% did not participate in off-campus training institutions after DRP because it is unnecessary. One (1) or about 0.3% did not participate in off-campus training institutions after DRP because of personal reasons. Two (2) or about 0.5% did not participate in off-campus training institutions after DRP because they are affected by policy. Three (3) or about 0.8% did not participate in off-campus training institutions after DRP because of great pressure on study. Two (2) or about 0.5% did not participate in off-campus training institutions after DRP because of institutional closure. And, three (3) or about 0.8% of the student respondents did not participate in off-campus training institutions after DRP because they can practice on their own. This presents that the majority of the student respondents participated in off-campus training institutions after DRP.

4.2.2 Type

Table 8 shows that eighteen (18) or about 4.9% of the student respondents participated in discipline training after DRP. One-hundred-four (104) or about 28.4% participated in art training after DRP. Seventeen (17) or about 4.6% participated in technology training after DRP. One-hundred-forty-four (144) or about 39.3% participated in sports training after DRP. Six (6) or about 1.6% participated in

other trainings after DRP. And, seventy-seven (77) or 21.0% of the student respondents did not participate in any training after DRP. This shows that the majority of the student respondents participated in sports training after DRP.

Table 8 Type of Off-Campus Training Institutions They Participated In after the Double Reduction Policy (DRP).

Type of Off-Campus Training Institutions	Frequency	Percentage
Discipline	18	4.9%
Art	104	28.4%
Technology	17	4.6%
Sports	144	39.3%
Others	6	1.6%
None	77	21.0%
Total	366	100%

4.2.3 Projects

Table 9 Projects the Student Respondents Participated in in Off-Campus Sports Training After the Double Reduction Policy (DRP).

Projects	Frequency	Percentage
Table Tennis	121	33.1%
Badminton	183	50.0%
Tennis	61	16.7%
Basketball	140	38.3%
Football	96	26.2%
Volleyball	99	27.0%
Martial Arts	95	26.0%
Track and Field	131	35.8%
Gymnastics	113	30.9%
Swimming	101	27.6%
Jumping Rope	59	16.1%
Fencing	38	10.4%
Roller Skating	35	9.6%
Others	16	4.4%

Table 9 shows that one-hundred-twenty-one (121) or about 33.1% of the student respondents participated in table tennis after DRP. One-hundred-eighty-three (183) or 50.0% participated in badminton after DRP. Sixty-one (61) or about 16.7% participated in tennis after DRP. One-hundred-forty (140) or about 38.3% participated in basketball after DRP. Ninety-six (96) or about 26.2% participated in football after DRP. Ninety-nine (99) or 27.0% participated in volleyball after DRP. Ninety-five (95) or 26.0% participated in martial arts after DRP. One-hundred-thirty-one (131) or about 35.8% participated in track and field after DRP. One-hundred-thirteen (112) or about 30.9% participated in gymnastics after DRP. One-hundred-one (101) or about 27.6% participated in swimming after DRP. Fifty-nine (59) or about 16.1% participated in jumping rope after DRP. Thirty-eight (38) or about 10.4% participated in fencing after DRP. Thirty-five (35) or about 9.6% participated in roller skating after DRP. And, sixteen (16) or about 4.4% of the student respondents participated in other projects after DRP. This reveals that a large percentage of the student respondents participated in badminton, basketball, and track and field after DRP.

4.2.4 Time

Table 10 Time the Student Respondents Spent in Extracurricular Sports Training After the Double Reduction Policy (DRP).

Time Spent in Extracurricular Sports Training	Frequency	Percentage
From Monday to Friday after class time	141	38.5%
Both weekends	108	29.5%
Winter and summer vacation	47	12.8%
Other holidays	70	19.1%
None	48	13.1%

Table 10 shows that one-hundred-forty-one (141) or about 38.5% of the student respondents spent

from Monday to Friday after class time in extracurricular sports training. One-hundred-eight (108) or about 29.5% spent both weekends in extracurricular sports training. Forty-seven (47) or about 12.8% spent winter and summer vacations in extracurricular sports training. Seventy (70) or about 19.1% spent other holidays in extracurricular sports training. And, forty-eight (48) or about 13.1% of the student respondents did not spend time in extracurricular sports training. This goes to show that a large percentage of the student respondents spent from Monday to Friday after class time and both weekends in extracurricular sports training.

4.2.5 Frequency

Table 11 Frequency of the Student Respondents' Participation in Off-Campus Sports Training After the Double Reduction Policy (DRP).

Participation in Off-Campus Sports Training After DRP	Frequency	Percentage
Less than once a week	96	26.2%
1-2 times a week	139	38.0%
3-4 times a week	35	9.6%
More than 4 times a week	19	5.2%
None	77	21.0%
Total	366	100%

Table 11 shows that ninety-six (96) or about 26.2% of the student respondents spent less than once a week in off-campus sports training after DRP. One-hundred-thirty-nine (139) or 38.0% spent 1-2 times a week in off-campus sports training after DRP. Thirty-five (35) or about 9.6% spent 3-4 times a week in off-campus sports training after DRP. Nineteen (19) or about 5.2% spent more than 4 times a week in off-campus sports training after DRP. And, seventy-seven (77) or 21.0% of the student respondents did not participate in off-campus sports training after DRP. This demonstrates that the majority of the student respondents spent 1-2 times a week in off-campus sports training after DRP.

4.2.6 Reason

Table 12 Reasons of the Student Respondents for Participating in Off-Campus Sports Training After the Double Reduction Policy (DRP).

Reasons for Participating in Off-Campus Sports Training After DRP	Frequency	Percentage
Cultivate my skills	213	58.2%
It is my hobby during spare time	136	37.2%
Training for professional career and competition	145	39.6%
As an exercise to enhance physical fitness	260	71.0%
As a preparation for sports in middle school entrance examination	98	26.8%
To gain more friends and socialize	241	65.9%
Others	134	36.6%
None	104	28.4%
	0	0
	0	0

Table 12 shows that two-hundred-thirteen (213) or about 58.2% of the student respondents participated in off-campus sports training after DRP to cultivate their skills. One-hundred-thirty-six (136) or about 37.2% participated in off-campus sports training after DRP as a hobby during their spare time. One-hundred-forty-five (145) or about 39.6% participated in off-campus sports training after DRP as training for professional career and competition. Two-hundred-sixty (260) or 71.0% participated in off-campus sports training after DRP as an exercise to enhance physical fitness. Ninety-eight (98) or about 26.8% participated in off-campus sports training after DRP as a preparation for sports in middle school entrance examination. Two-hundred-forty-one (241) or about 65.9% participated in off-campus sports training after DRP to gain more friends and socialize. One-hundred-thirty-four (134) or about 36.6% participated in off-campus sports training after DRP for other reasons. And, one-hundred-four (104) or about 28.4% of the student respondents did not provide reasons because they did not participate in off-campus sports training after DRP. This suggests that a large percentage of the student respondents participated in off-campus sports training after DRP to cultivate their skills, as an exercise to enhance physical fitness, and to gain more friends and socialize.

5. Conclusions

In conclusion, majority of the student respondents are grade two female students.

Additionally, the majority of the student respondents participated in off-campus institutions before the double reduction policy (DRP).

Also, the majority of the student respondents participated in sports training.

Furthermore, a large percentage of the student respondents participated in basketball, martial arts, and badminton.

Moreover, a large percentage of the student respondents spent Monday to Friday and winter/summer vacation in extracurricular sports training.

Besides this, the majority of the student respondents participated in off-campus sports training 1-2 times a week before the DRP.

What is more, a large percentage of the student respondents participated in off-campus sports training before DRP as exercise to enhance physical fitness, to cultivate their skills, and as a hobby during spare time.

Along with these data, the majority of the student respondents participated in off-campus training institutions after DRP.

Correspondingly, the majority of the student respondents participated in sports training after DRP.

Even more, a large percentage of the student respondents participated in badminton, basketball, and track and field after DRP.

Additionally, a large percentage of the student respondents spent from Monday to Friday after class time and both weekends in extracurricular sports training.

Furthermore, the majority of the student respondents spent 1-2 times a week in off-campus sports training after DRP.

Moreover, a large percentage of the student respondents participated in off-campus sports training after DRP to cultivate their skills, as an exercise to enhance physical fitness, and to gain more friends and socialize.

6. Recommendations

Hence, it is recommended for school administrators, school heads, and supervisors that to improve the training institutions based on the impacts of the Double Reduction Policy (DRP).

6.1 Enhance and Diversify Extracurricular Sports Training Opportunities

Given the majority of students' participation in off-campus sports training both before and after the implementation of the double reduction policy (DRP), it is important for school administrators to provide a wide range of sports options within the school curriculum. This can include partnering with local sports clubs, organizing intra-school sports competitions, and offering a variety of sports activities that cater to the interests and preferences of students^[6].

6.2 Develop Long-term Sports Training Programs

As a large percentage of students participate in sports such as basketball, martial arts, and badminton, it is crucial for administrators to establish long-term sports training programs that allow students to cultivate their skills and pursue their interests. These programs can include regular training sessions, coaching support, and opportunities for students to participate in competitive events at both intra-school and inter-school levels^[7].

6.3 Optimize Scheduling of Extracurricular Activities

Considering that students spend a significant amount of time in extracurricular sports training, it is essential to ensure a balanced schedule that allows them to effectively manage their academic and

sports commitments. School administrators should work towards creating a timetable that accommodates both academic instruction and extracurricular activities, taking into account the students' well-being and avoiding excessive workload.

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