

Research on the Status and Countermeasures of After-school Extended Hours Service in Yunnan Primary Schools

-- Zhaotong City as an Example

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Abstract. Objective: Under the background of the "Double Reduction Policy", there is a mismatch between the time when primary school students leave school and the time when parents go off work, and picking up and dropping off children on time has become a problem for people's livelihoods. In order to solve the "three and a half hours" problem derived from this, and to further enhance the capacity of education services, the Ministry of Education issued a relevant document in 2017 to encourage the provision of custodial after-school services by schools. In order to solve the "3:30" problem and further enhance the capacity of education services, the Ministry of Education issued a relevant document in 2017, encouraging schools to provide custodial after-school services. With the support of this document, and adhering to the principle of "one school, one case", schools around the world have implemented after-school extended hours services. This study takes Zhaotong City, Yunnan Province, as an example, and uses questionnaire survey method and interview method to survey 262 primary school students and 18 teachers within Zhaotong City to understand the current situation of after-school extended hours service implementation. The survey found that the after-school extended hours service in Yunnan primary schools exists problems such as lack of characteristics in content, imperfect infrastructure configuration, low motivation of participating teachers and insufficiently strong school management. In response to the above problems, the survey proposes countermeasures such as relying on the existing conditions to explore curriculum resources, improving the basic configuration of after-school extended hours service, strengthening the management of after-school extended hours service in schools, and improving the systematic guarantee of after-school extended hours service. In order to provide a certain reference for the development of after-school extended hours service in Yunnan primary schools.

Keywords: Primary Schools; After-school Extended Hours; Responses.

1. Introduction

While the "Double Reduction Policy" has been introduced and effectively implemented, the problem of "three and a half hours" has become more and more prominent, and the concern of various sectors of the society about this issue has been rising. In order to solve this problem and further enhance the capacity of education services, the Ministry of Education issued the "Guiding Opinions of the General Office of the Ministry of Education on Doing a Good Job in After-school Services for Primary and Secondary School Students" (hereinafter referred to as the "Opinions") in 2017, which encourages schools to provide custodial after-school extended hours services. [1] Scholar Cui Qing mentioned that after-school extended-time services are designed to solve the problem of nursing and caring for primary school students, tutoring their after-school homework, and developing their interpersonal and social integration literacy. [2] Chen Hui's study concluded that parents are one of the most important interest subjects in after-school services, which affects the effectiveness and quality of the school's after-school service work, and that parents' satisfaction can be improved in three aspects: the teacher strength, management work, and content setting of after-school services. [3] Wang Yong, on the other

hand, investigated the real problem of after-school pick-up and drop-off, and comprehensively analysed the current situation of after-school service implementation, problems and coping strategies in schools. [4] Yan Yan is from the specific practice to understand the existing problems: insufficient hardware and software in school after-school service, the collaborative service mechanism is not sound, the content is not rich enough, the supervision and assessment and evaluation mechanism is not perfect; and put forward a sound management system, strengthen the school's supervisory responsibilities; optimize the teacher structure, collaborative enhancement of the quality of after-school service optimization recommendations; enrich the content of the service, improve the environment of the after-school service facilities; sound evaluation and assessment mechanism; Improve the management level. [5]

Through combing the current relevant research, we can conclude that: 1. from the geographical point of view of the study, most of the educational frontier cities such as Sichuan-Chongqing, Shanghai, and so on, relative to the educationally underdeveloped areas of limited significance. 2. from the research perspective, most of the existing research is from the regional actuality, to see the bigger picture in a small way, and to summarise the general applicable methods from the special. The study of regional differences has both reference objects and regional characteristics. Therefore, there is still room for exploration in this field. This paper takes Zhaotong City as the object of study, focusing on the topic of underdeveloped regions, with a view to providing replicable experience for primary schools that are relatively backward in education, which has certain research value.

2. Objects and Methods

2.1. Objects of Research

2.1.1. Objects of Investigation

Two representative primary schools in Zhaotong City were selected as the sampling sites, where the implementation of relevant policies is more effective; both urban primary schools with a large scale and a long history and rural primary schools with a small scale and a large number of left-behind children. Because students in grades 1 and 2 could not complete the questionnaire on their own, students and parents in grades 3 to 6 were selected as the sample.

The student version of the questionnaire was distributed to 270 students, of which 132 were boys and 138 were girls, and a total of 262 were returned. There were 262 valid questionnaires, with a recovery rate of 97.04 per cent. The parents' version of the questionnaire was distributed 190 times and 186 copies were recovered, with 186 valid questionnaires and a recovery rate of 97.89 per cent.

2.1.2. Interview Subjects

Interviews were conducted with school administrators and teachers involved in after-school extended hours services. The school administrators were the school leaders who were involved in the formulation of the policy of the extended hours service in the school; the teachers were selected as the teachers who were involved in the extended hours service for grades three to six. A total of four school administrators and 14 teachers were interviewed. There were 8 male teachers and 10 female teachers.

2.2. Research Methods

2.2.1. Questionnaire Method

Referring to the relevant questionnaire information that has been made public, the self-administered questionnaire was divided into the student version and the parent version. The student questionnaire consists of 8 questions to understand the object, content, teachers and effectiveness of after-school extended hours service in Zhaotong primary schools; in addition, the parent questionnaire is designed from the understanding of after-school extended hours service, content, teachers, problems and

overall evaluation of the five dimensions of the parent questionnaire, with a total of 11 questions, which provides an important data basis for the study.

2.2.2. Interview Method

Drawing on existing studies, we prepared interview outlines and interviewed school administrators around policy formulation, funding sources, teacher strength and resource allocation; and interviewed teachers in terms of their awareness of after-school extended hours, motivation to provide services, and salary and compensation. To further understand the existing problems and enrich the basis of the survey. The Symptom Self-Control Scale (SCL-90) was used, which was organised and administered by trained teachers, and the questionnaires were distributed and returned on the spot.

3. Analysis of Results

3.1. Results of the Questionnaire Survey on the Status of After-school Extended Hours Service in Yunnan Primary Schools

3.1.1. Results of Student Questionnaire Survey

3.1.1.1 Statistical Analysis of After-school Extended Hours Service Targets

Among the sample students, 51.15% are girls and 48.85% are boys, indicating that the gender distribution of the student sample is even, which can further improve the accuracy of the research results.

3.1.1.2 Statistical Analysis of the Content of After-school Extended Hours Services

The results of the survey on the types of after-school extended service programmes in primary schools show that the types of after-school extended service programmes carried out by rural and urban primary schools are involved in homework guidance, extracurricular reading, club activities and school-specific activities. Among them, homework help and extracurricular reading accounted for 83.96%, a relatively high percentage; school special activities and club activities accounted for 70.99%, which shows that in some rural primary schools where educational resources are relatively backward, the curricula are biased towards cultural knowledge rather than the development of students' interests and hobbies. Students' choices of after-school services are largely consistent with and influenced by the types of programmes offered by schools. The infrastructure of after-school extended service is not perfect, and most of the lessons are done by school teachers, which to some extent makes students think that it is a continuation of classroom teaching and creates a negative mentality.

To sum up, the setting of the type of after-school extended service classes in primary schools affects students' choices, and the content of after-school extended service lacks characteristics, making it difficult to meet students' individual needs.

3.1.1.3 Statistical Analysis of Teachers of After-school Extended Hours Service

Among the teachers of the after-school extended hours service, 54.9 per cent are local teachers, followed by 28.6 per cent interns, and some hours are taken up by parent volunteers and outsiders. It can be seen that the implementation of the service may increase the amount of teaching hours for teachers in the school; and due to the fixed specialisation of teachers in the school, the special courses and skills training provided to students may also be limited.

3.1.1.4 Statistical Analysis of the Effectiveness of After-school Extended Hours Service

Students' expectations of after-school extended hours service are 53.44%, including performance, physical quality, hobbies and other aspects, especially the cultivation of special skills; the changes that happened to students after participating in the after-school extended hours service are in line with the expectations, 50.38% think that their hobbies are more extensive, followed by the love of sports accounted for 40.46%, the improvement of performance and study habits are 33.21% and 28.63%

respectively. and 28.63 per cent respectively. The overall evaluation of students is on the upper side. The proportion of very satisfied and basically satisfied totaled 74.81%, which is greatly related to the changes in grades, physical fitness, hobbies, study habits and other aspects after students' participation.

The combination of students' expectations, the changes that occurred after attending the programme and the satisfaction evaluation shows that the effectiveness of the after-school extended hours service is good on the whole, but it still needs to be further improved.

3.1.2. Results of Parents' Questionnaire Survey

3.1.2.1 Statistical Analysis on the Understanding of After-school Extended Hours Service

Most parents' understanding of after-school extended hours service is not in place. Those who think that they can cultivate and develop their children's interests and specialties do not exceed half, accounting for only 40.32%; those who think that they can tutor their children's after-school homework and promote the improvement of their children's academic performance account for 28.49%; those who think that they can keep an eye on their children to ensure their children's safety account for 21.51%; and there are still 9.68% of the parents who don't have any understanding of after-school extended hours service.

3.1.2.2 Statistical Analysis of the Content of After-school Extended Hours Service

Among the parents' demand for courses, 53.23% of parents tend to choose homework counselling, indicating that the vast majority of parents regard after-school extended hours service as school tuition, and make use of the time of after-school extended hours service to improve their children; 44.62% of parents choose extracurricular reading, which is similarly not very different from school learning in the conventional sense; the next most popular choices are clubs and special school activities. Parents' demand for the curriculum also influences the choice of the content of the school's follow-up services.

3.1.2.3 Statistical Analysis of Teachers of After-school Extended Hours Service

The source of teachers for after-school extended hours service can be reflected by parents' demand for teachers. 60.75% of the parents preferred our school teachers; the proportion of students and volunteers from colleges and universities only accounted for 22.58%, which showed that many parents trusted our school teachers more.

3.1.2.4 Statistical Analysis of the Overall Evaluation of After-school Extended Hours Service

Regarding the changes that occurred after the students participated in the after-school extended hours service, 82.26% of the parents thought that their children's grades had improved or that they had developed their hobbies and interests, while a very small number of parents thought that there was no change. The results of the survey on parents' satisfaction with the after-school extended hours service are as follows: Parents' satisfaction with the after-school extended hours service is relatively high, with 46.77% and 38.71% being very satisfied and basically satisfied respectively, but there are also a very small number of people who are not very satisfied or dissatisfied. Parents' satisfaction is associated with the changes that have taken place in their children, which indicates that the service has solved certain real-life difficulties for parents, so the overall evaluation of the after-school extended hours service is relatively good.

3.1.2.5 Statistical Analysis of Problems of After-school Extended Hours Service

This questionnaire concludes with parents' opinions and suggestions on the problems in the after-school extended hours service. From the perspective of parents, the problems of lack of school resources and low social participation are more prominent and account for the largest proportion; in the process of implementation, there are certain problems in the implementation of policies and systems and school management. In response to the above problems, parents suggested increasing the number of professional teachers, adjusting the service hours, enriching the contents of the programmes and limiting the number of people served. Some parents hoped that more special programme activities would be carried out to broaden students' horizons. This shows that there are

certain deficiencies in the implementation of the programme, which requires coordination and cooperation among the Government, schools, teachers, society and other parties to explore countermeasures to solve the problem.

3.2. Results of the Interviews on the Status of After-school Extended Hours Service in Yunnan Primary Schools

3.2.1. Interview Results of School Administrators

In the interviews on the understanding of after-school extended hours service, school administrators believe that after-school extended hours service is a major policy of the Party and the State, and they will resolutely obey the instructions of their superiors and carry out after-school extended hours service that meets the actual needs of their schools. Regarding the participation of students in after-school extended hours services, interviewees said that the vast majority of students participated, with the participation rate of some schools as high as 99.8 per cent. Due to the implementation of the "Double Reduction" policy, extended school hours have become the choice of most parents.

Regarding the content and form of after-school extended hours services, School A administrators indicated that the main focus was on the second class, including arts and culture, sports, science and technology, supplemented by homework assistance. However, due to the limitations of the school site, there is a limit to the number of students in the relevant courses, in order to ensure the quality of the courses and to promote teaching in an orderly manner. School B administrators said: township primary schools due to infrastructure and teacher constraints, mainly to carry out homework guidance and extracurricular reading, in addition will also be based on the existing teachers, to carry out special courses, the majority of students involved are also specialised in this area.

Regarding the institutional measures to ensure the safe and effective implementation of after-school extended hours service, the answers given by the administrators of the two schools were basically the same. Both schools have set up a headmaster as the head of the organisation, with an office responsible for the development and implementation of the activities; teachers on duty conduct safety patrols, check class sizes, and follow up on the specifics of absent and absentee students, but the specific management rules are not in writing.

The problems in the process of after-school extended hours service are summarised as follows: lack of funding sources, some parents do not understand and do not support; parents bear the main source of funding, free of charge for students with genuine difficulties, which may cause dissatisfaction among some parents; teachers of the school take on most of the courses, which increases the burden of motivation is frustrated; infrastructure is not perfect, the implementation of the special courses lack of venues, equipment, teachers, etc., and it is difficult to satisfy the individual needs of the students. Inadequate infrastructure, lack of space, equipment, teachers, etc. for special programmes, and difficulty in meeting students' individual needs.

Regarding the suggestions on the implementation of after-school extended hours service, it is hoped that policies and regulations can be introduced to provide institutional protection; management personnel can pay more attention to it and strengthen the management; all the main bodies of the society can provide understanding and support; and a tripartite approach can be introduced to supplement the lack of teachers outside the school.

3.2.2. Results of Teachers' Interviews

Some teachers understood the connotation of after-school extended hours service and were willing to participate in after-school extended hours service, but more than half of them also believed that after-school service increased their workload. In terms of content, they generally said that the service mainly focused on language and mathematics subjects and tutoring after-school homework, while group activities such as music, sports and aesthetics had few students participating due to the scarcity of available resources; the addition of two classes made teachers and students even more tired, and the effect was not good. Again, with regard to adaptation and effective organisation, the vast majority

of teachers said that they could not, but had to, implement it, which shows a low level of motivation. With regard to remuneration, teachers reported that they were not well informed. In terms of recommendations, Teacher A expressed the hope that the cost of the extended after-school service would be put to good use, that it would be fair and equitable, and that it would be rewarding for the participants; Teacher B hoped that the policy would be implemented, that it would be considered from the perspective of the students, and that it would truly promote student development.

4. Suggested Countermeasures

4.1. Relying on Existing Conditions to Tap Curriculum Resources

Firstly, relying on the government's macro-control role, social education resources are integrated. The government should coordinate with museums, stadiums and other places with abundant public resources to provide curriculum resources; and mobilise retired people with professional skills and folk artists to serve as supplementary teachers. Secondly, schools should develop school-based curricula according to local conditions: adhering to the principle of "life is education" and starting from students' life experience, rural primary schools offer collective activity classes such as collective planting and crop picking that make full use of local resources and meet the needs of students' personalities; ethnic minority areas offer ethnic folk culture programmes to provide a platform for interested students. In areas with a concentration of ethnic minorities, ethnic folk culture programmes are offered to provide a platform for interested students. Finally, parents should invest some energy and financial support for their children's development, so as to expand resources for the school's after-school extended hours service programmes.

4.2. Improving the Basic Configuration of After-school Extended Hours Services

The issue of software and hardware facilities required for teaching and learning is more prominent in the basic configuration. The improvement of hardware needs to rely on the government's financial input to provide financial security for schools; schools should make sure that the financial allocation is put to practical use. Teacher strength is the basis for improving after-school extended hours service, we should continue to enrich the professional teaching staff of after-school service, focusing on cultivating the teacher strength of the school at the same time, we can also hire part-time teachers from the industry. Secondly, schools can also rely on the resources of local colleges and universities to receive relevant teacher trainees as the teachers' supplementary force for after-school extended hours service in primary schools, so as to alleviate the status quo of insufficient service teachers.

4.3. Strengthening the Management of After-school Extended Hours Service in Schools

After-school extended hours service curriculum schools should strictly implement the requirements of the Ministry of Education, involving homework counselling, audio, physical and aesthetic specialties, and the same force; the class size of the second classroom courses in accordance with the actual expansion of the school, and strive to take into account the needs of the students and to ensure the quality of teaching. On the basis of the teachers' wishes, the class time arrangement should be based on the sharing of class time, so that the interests and tasks are equally divided. Teacher management should strictly implement the attendance system to avoid the phenomenon of missed classes without supervision, and promote the implementation of the evaluation system. In addition, safety management should strictly require students' leave procedures, for leave or absent students to strictly implement the destination; classroom teachers roll-call and duty teachers patrol combination, timely detection and reduce the occurrence of hidden safety hazards.

4.4. Sound After-school Extended Hours Service System Protection

The construction of a sound education system is an important guarantee of the work of the school, to promote the policy of after-school extended hours service really landing, the government as a system developer and supervisor, should actively implement the relevant policies for the school to carry out

after-school extended hours service to provide support for the rights and interests of teachers to provide institutional protection. Schools should promptly fill the institutional gaps and formulate management rules in the teacher appraisal system and student safety management, so that every participant is aware of them and implement them conscientiously. The remuneration system should ensure that participating teachers are rewarded reciprocally, and that after-school extended hours service is included in teachers' performance appraisal, to enhance teachers' motivation to participate and the quality of teaching in after-school extended hours service.

5. Conclusion

Since the promulgation of the policy of after-school extended hours service, primary and secondary schools across the country have responded positively. The survey of Zhaotong City found that the implementation of after-school extended hours service in primary schools in the city has begun to bear fruit, but there are problems that need to be solved in terms of service content, teachers' motivation, infrastructure, and institutional safeguards. To eliminate these problems at the root, it is necessary for the relevant stakeholders to co-operate with each other and work together. There are also many shortcomings in the study: due to the existing conditions, the scope of the research object is limited and the number is small; secondly, the change of education information, there is a certain lack of collection and analysis of the latest information and policies.

Acknowledgments

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