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NEWSLETTER

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## **The Current State of Teacher Participation in After-school Service under the Double Reduction Policy and Improvement Suggestions: A Survey of 9,741 Teachers from 131 Primary and Secondary Schools in Beijing**

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**T**HE Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Compulsory Education Students (also known as the Double Reduction policy) released by the Chinese government in July 2021 stipulate that educational institutions must improve their after-school service to meet varied needs of the students. The purpose of this study is to examine through a questionnaire survey the current status of teacher engagement in the after-school service, the differences in the participation in the service among teachers of distinct professional backgrounds, teachers' intention of participation and actual involvements in the service, and the factors restricting teachers' intention of participation and involvements.

A survey was conducted on 9,741 teachers from 131 primary and secondary schools in Beijing. The questionnaire was aimed at gathering information about: (i) the teacher's in-service school backgrounds (grade, school district, the educational quality of the school) and professional experience (discipline, being the class teacher and/or leader of teaching research group or not); (ii) their engagement in after-school service, including attendance at the service, type of service, participation intention and actual involvements; (iii) factors influencing their participation in the service, such as workload, incentives for after-school service, training, school management, and family support.

The analysis of the survey data showed that 91.61% of the teachers investigated participated in the after-school service, and the majority of them had a high level of participation intention and involvement. There were significant differences in participation intention and involvements among teachers from different schools and with varying professional experience. Issues with after-school service in terms of incentives, management, and workloads remain to be addressed.

*Source: China Educational Technology, 2023; 2023(4):42-48.*