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Research on the Transformation and Upgrading of The Education and Training Industry Under the Background of "Double Reduction".

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Abstract: On July 24, 2021, in order to standardize off-campus training institutions and reduce the excessive homework burden and off-campus training burden of students in the compulsory education stage, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of Students in the Compulsory Education Stage" (referred to as the "Double Reduction" Policy). The "double reduction" policy directly limits the scale of academic off-campus training institutions, reduces the duration of extracurricular training, and has a huge impact on the education and training industry. In order to help the education and training industry in Hubei Province solve the current practical problems, this paper conducts an in-depth analysis from the perspectives of internal environment and external environment, explores the influencing factors of the transformation and upgrading of the education and training industry in Hubei Province, and on this basis, constructs a structural model, further analyzes the mechanism between the influencing factors, and clarifies the relationship between the factors.

Keywords: Under the background of "double reduction", Education and training industry, Industrial transformation.

1. Introduction

The education industry can be divided into within the system and outside the system, among which, the education within the system refers to the public education provided by schools, and the education outside the system refers to the extracurricular training and education provided by education and training institutions. Education and training institutions are an important part of the education and training industry, and they are mainly divided into the following categories: vocational education, special education, preschool education, early education, and K12 basic education [1-2]. Among them, K12 basic education was once a hot spot for the development of the education and training industry, and it was also the primary choice of parents. However, in the current education and training market, there are obvious problems in K12 basic education, a large number of education and training institutions carry out school education courses for students in advance, and the academic pressure of primary and secondary school students is too heavy, which has caused serious harm to the physical and mental health of students. In order to solve the above problems, in July 2021, the "Opinions on Further Reducing the Burden of Homework and Extracurricular Training for Students in the Compulsory Education Stage" (referred to as the "Double Reduction" Policy) was promulgated. Although the introduction of the "double reduction" policy has dealt a serious blow to the education and training market, it has also provided a strong impetus for the transformation and development of the education and training industry. Therefore, whether it is in the market competition or under the influence of policies, the education and training industry must actively implement the "double reduction" policy, innovate and transform through self-examination, and comply with the new development requirements.

2. Research on the Education and Training Industry

With the continuous progress of the times, the public is also paying more and more attention to education. The development of a country is inseparable from education, and the level of education has become an important indicator to measure the strength of a country, and the level of education directly affects the level of national quality.

The education and training industry is a part of the overall education, and together with school education, it realizes the modernization of education and establishes a learning society, and the education and training industry also provides an important force for continuing education. Based on different realities, scholars have expressed similarities and differences in the definition and views of the education and training industry. Xu Zhe (2012) mentioned that the education and training industry is very important to the development of China's education market, and the rapid development of the education and training industry can also promote the scientific development of China's education economic market on the other hand [3]. Cheng Gang (2013) argues that China's private education industry has great value and a large number of education and training institutions are also developing [4]. From another perspective, Wang Xiaoling (2012) emphasized that the over-inflated extracurricular education and training industry will lead to an increase in the burden on students, an increase in the financial pressure on parents, and a decline in the quality of school education [5].

3. The Education and Training Industry Under the Background of "Double Reduction".

With the increasing attention of the public to education, the education and training market has absorbed a large amount of capital investment, but the excessive "education and training

fever" not only increases the academic burden of students, but also increases the economic pressure on parents, and conflicts with the "burden reduction" emphasized by the state. To this end, in July 2021, the "double reduction" policy was introduced, one to reduce students' after-school homework, and the other to reduce the burden of off-campus training. When interpreting the "double reduction" policy, Yuan et al. (2021) proposed that the "double reduction" policy is not to boycott education and training institutions, but to prohibit the capitalization of education and achieve green and harmonious education development [6]. Han Zhaoyuan and Li Hui (2021) argue that the "double reduction" policy can promote educational equity, while also reducing the economic pressure on education for parents and stopping the capitalization of education [7].

In view of the implementation purpose of the "double reduction", Liu Fuxing and Dong Xinyi (2021) believe that all sectors of education should clarify the internal logic of the "double reduction" and deal with the contradictory social education situation [8]. In addition, Wei Zhizhong and Wei Li (2021) also pointed out that the issuance of the "double reduction" policy heralds the beginning of a new round of education reform [9]. Guo et al. (2021) emphasized that under the "double reduction" policy, it is necessary to give full play to the role of schools and work with off-campus training to help education development [10]. Based on this, how to innovate in the education and training industry under the background of "double reduction" has become a problem that must be solved on the road to transformation. Yin Yuanyuan (2021) emphasized that education and training institutions need to adapt to the new policy market environment and determine the next development direction when conducting research on the development and transformation strategies of off-campus training institutions under the "double reduction" policy [11]. Lv Mingxin (2021) proposed that the education and training industry should actively explore the path of transformation in the context of "double reduction", grasp the development direction in a timely manner, and move towards quality education, vocational education and other fields [12].

It can be seen that in the context of "double reduction", if the education and training industry wants to become the beneficiary of "double reduction", it must comply with the requirements of the policy, adjust the traditional operation mode, and win the market with better service and quality. In addition, finding the most suitable path for transformation and upgrading is the next most important task for the education and training industry.

4. Influencing Factors of Industrial Transformation and Upgrading

The study of the influencing factors of industrial transformation and upgrading has always been a research hotspot for domestic and foreign scholars. Roy W Shin and Alfred Ho (1997) pointed out that industrial transformation is rich in content, and raw material supply, consumer market, scientific and technological capabilities, and policy conditions are all factors that promote industrial transformation and upgrading [13]. Grazyna (2016) argues that there are many influencing factors for industrial transformation and upgrading, and it is very important to form core competitiveness in industrial transformation and upgrading [14].

Kaplinsky & Morris (2001) emphasized that industrial transformation is inseparable from innovation ability, and innovation can improve the potential of industrial upgrading [15], and Aghion (2011) found that policy has an obvious effect on industrial production efficiency and has important value for industrial transformation and upgrading [16]. Guo Haomiao and Wang Xin (2019) summarized the influencing factors of industrial transformation and upgrading, namely technology and policy on the premise of analyzing structural evolution [17]. Since there is no unique criterion for determining the dimensions of the influencing factors of industrial transformation and upgrading, in order to study the influencing factors within a sufficiently free range, this paper summarizes and analyzes the research status of scholars at home and abroad from two aspects: internal factors and external factors. Internal factors include technological innovation, market perception ability, and learning and absorption ability, while external factors involve market environment and policy environment. Internal and external factors jointly promote industrial transformation and upgrading.

5. Conclusion

To sum up, the literature on industrial transformation and upgrading at home and abroad is quite abundant, as far as transformation and upgrading are concerned, domestic and foreign scholars have different levels of understanding of its connotation, but for the influencing factors of industrial transformation and upgrading, most of the scholars at home and abroad have included government behavior and innovation. It can be seen from many literatures that the factors affecting industrial transformation and upgrading have reached a basic consensus, but as far as this paper is concerned, the existing literature on industrial transformation and upgrading is mostly investigated from the non-education and training industry, and there is a lack of empirical evidence on the influencing factors of the education industry, which provides space for further exploration in this paper.

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