

Career Impact of the Double-reduction Policy on Out-of-school Counselling Teachers

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Abstract. Since the implementation of the double-reduction policy, extracurricular tutoring teachers have faced many challenges. Through interviews with extracurricular tutoring teachers from New Oriental, this article provides insight into the current development of some extracurricular tutoring teachers, as well as relevant analyses and outlooks. The article will explore the impact of the double-reduction policy on extracurricular tutoring teachers and the challenges teachers face in adapting to the new policy. At the same time, the article will also focus on the future career trends of extracurricular tutoring teachers and how they cope with the changing educational environment. Through this study, readers will gain a better understanding of the impact of the double-reduction policy on extracurricular tutors. Through this study, readers will gain a deeper understanding of the impact of the double-decrease policy on extracurricular tutoring teachers. While this policy has resulted in the loss of job opportunities for some teachers, it has also provided new career paths for young teachers.

Keywords: Career impact; double reduction policy; teacher re-employment.

1. Introduction

In 2021, China published the Circular on Further Reducing the Extracurricular Burden of Primary and Secondary School Students (hereinafter referred to as the Double Reduction Policy), a policy that has sparked widespread attention and heated debate. The main goal of the Double Reduction Policy is to reduce the extracurricular burden of primary and secondary school students in compulsory education, thereby creating a healthier and more balanced educational environment. However, this policy has not only had a far-reaching impact on students and parents but has also triggered a series of changes in the community of out-of-school tutors.

The implementation of the double-decrease policy has forced out-of-school counsellors to re-examine their career plans, as the implementation of the policy has created unprecedented challenges for them. Teachers need to adapt to this new situation and react quickly [1]. At the same time, some external counsellors may be at risk of losing their jobs due to changes in market demand. However, the double-decrease policy also provides opportunities for young teachers, encouraging them to rethink their career paths and carefully consider their career choices in order to adapt to the new education policy and environment. The new social environment requires teachers to be open-minded and able to make adjustments and plans for their careers after self-assessment [1]. The implementation of this policy provides educators with the opportunity to face the challenges and opportunities ahead.

This paper will explore the impact of the double-decrease policy on China's out-of-school tutoring teachers and examine the opportunities and challenges facing teachers under the new policy. Teachers' career paths are both diverse and complex, and by delving into this topic, researchers can better understand the impact of the double-decrease policy on China's education sector, as well as the changes and prospects for out-of-school tutoring teachers' career plans in the midst of this change [2–4].

2. Method

2.1. Interviewee

The double reduction policy is mainly aimed at reducing the burden of students aged 6-15 in the compulsory education stage, which includes reducing the burden of students' on-campus homework and off-campus tutoring. The initial pilot cities are Beijing, Shanghai, Guangzhou and other 9 cities, the most affected group of teachers are engaged in junior high school teaching activities of extracurricular tutors. Therefore, the main targets of this report are extracurricular tutors engaged in junior middle school teaching activities, including junior middle school teachers who used to teach in Shanghai New Oriental, including teachers who were transferred after the promulgation of the double reduction policy and re-employed teachers. Table 1 shows interviewees' information.

Table 1. Information about interviewee

Respondents	Age	Age of teaching	City	Education
Interviewee 1	25	3	Shanghai	master's degree
Interviewee 2	27	4	Shanghai	bachelor's degree
Interviewee 3	46	18	Shanghai	bachelor's degree
Interviewee 4	33	8	Shanghai	master's degree
Interviewee 5	30	7	Shanghai	bachelor's degree
Interviewee 6	29	6	Shanghai	master's degree

2.2. Interview Outline

1. What industry have you engaged in or plan to engage in?
2. Do you consider continuing to engage in the education industry? Reason?
3. What is the impact of the double reduction policy on your career planning?
4. What do you think about the double reduction Policy?

2.3. Interview Process

The process is planned to be conducted online through social media such as WeChat or QQ. The advantage of this interview method is that it can be conducted remotely and recorded in the form of chat records.

3. Result

In the course of the interview, research found that most of the external training teachers interviewed had chosen to transfer to other jobs. Their career directions are varied, including transferring to other departments of New Oriental to continue working, engaging in photography, starting their own businesses, and some choose to further their studies. At the same time, a small number of teachers have decided to stick with their original teaching positions, usually in the form of individual workshops. These different career choices reflect the diversity and individuation of teachers in the transition process.

According to the interview, most of the teachers are very satisfied with this job. In particular, four teachers mentioned that it is a very valuable and meaningful job for them to help students in the teaching process and to constantly receive feedback from students through interaction with students to improve their teaching level. The job not only plays a role in helping students make progress, but also enhances their own sense of worth and achievement.

However, with the implementation of the double reduction policy, the work of many teachers has been significantly affected, especially since the number of class hours has decreased significantly. This is because a large number of student refunds have led to a reduction in teaching time for teachers,

which has significantly affected their monthly income levels. This phenomenon is especially common in some class-based classes, because due to the introduction of the double-reduction policy, many parents of students enrolled in classes no longer seek guidance from institutions but prefer to hire teachers to provide one-on-one guidance for students' weak points, which has led to a decline in the demand for class teaching. Therefore, teachers face certain challenges in adapting to the new educational environment and policy changes, especially in terms of class hours and income.

In general, different teachers hold different views on the double-reduction policy. Some teachers believe that the implementation of the dual-reduction policy has led to the rise of social unemployment, reducing the expectations and enthusiasm of these teachers for their careers. However, there are still some teachers who believe that the dual-reduction policy has certain advantages for teachers' career planning. This is because many young teachers enter the education and training industry directly after graduating from university without fully considering their career plans. Therefore, with the implementation of the dual-reduction policy, young teachers have the opportunity to re-examine their career development direction and find a career that is more suitable for them and more passionate. This can be seen as providing young people with a chance to choose a new career.

In particular, one teacher made it clear that she had learned a lot of good things during her years in the profession. For example, she said that in the process of teaching activities, it is not only the closed-loop process of preparing lessons, attending classes, and reviewing, but more importantly, the process has cultivated her learning ability. She improved her learning ability in class preparation, exercised her speech and expression skills in class, and formed the habit of regular summary and reflection in the review. These abilities and habits, no matter in which industry, can help practitioners improve their abilities in a short time to adapt to the new job. However, it should be noted that once tutors leave the original education and training industry, they may lose the core competitiveness that they already have.

In terms of career planning, most teachers did not have a detailed and specific plan when they went through the double reduction policy. They are more inclined to make short-term plans and less willing to make long-term plans at a time when the industry is facing great change. Many teachers choose to make short-term plans for one year because they are uncertain about the future of the education and training industry. In the early days of the trial run, some teachers believed that the teaching and training industry might gradually decline, so they were relatively unaffected. However, for those teachers who remain in the education and training industry, the situation is different. They may have invested a lot of time and resources, so the sunk cost is larger. Therefore, for these teachers, the impact they face may be more significant, because they need to continue to adapt to the new situation in the industry's changing environment.

For teachers who have not yet made a career plan, they are faced with three main choices. First, they are admitted to the teacher establishment, which is a relatively stable choice to teach in public or private schools, suitable for those teachers who want to stay in the education industry for a long time and contribute to the education cause. Secondly, they can choose to undergo educational transformation, engage in education-related training work, conduct employee training for enterprises, etc. Although this choice is divorced from K12 education, it is relatively easy to get started, and is especially suitable for people with education and training experience, because they can highlight their core competitive advantages. Finally, they can choose to switch to other professions. This option is relatively more challenging because it involves a completely unfamiliar field and carries a high risk, so few teachers will choose this path. These three directions offer different career options, depending on the individual's interest experience and risk tolerance. All in all, no matter what choice is made, the implementation of the dual-reduction policy is the catalyst for teachers to change careers, and it is also a decision that teachers must make to carry out longer-term career planning.

4. Discussion

Although the double reduction policy has had a huge impact on after-school tutors. In the long run, the promulgation of this policy has greatly promoted the equity of education. The double reduction policy forcibly places students on the same starting line, ensuring that every student receives the same level of education in school. Although this is a challenge for after-school teachers, it helps eliminate the learning gap caused by after-school tutoring, improves the equity of education, and ensures that more students can enjoy high-quality educational resources. This means that although the policy may cause inconvenience to some people, in the overall education system, the dual reduction policy will help build a more fair and equal education environment.

For the state or the government, relevant policies should be formulated to echo the double-reduction policy to further solve the problem of educational equity and promote the improvement of education quality. When students and parents choose off-campus tutoring, there are usually two main driving factors. First, students' learning ability cannot keep up with the teaching of teachers, resulting in learning difficulties, such as not understanding the content of the course or doing the problem wrong; Second, what students learn in school cannot satisfy their desire for knowledge, and they are eager to acquire more relevant knowledge to enrich their studies.

Therefore, schools should provide guidance and support according to the needs of different students and parents. Specifically, for the underachiever, the school can provide extended lessons to help them fill the gaps in their knowledge and provide some video resources to students as additional learning materials, so that they can check the gaps after class. For those students who are eager to acquire more knowledge to enrich themselves, the school can provide extension materials and competition opportunities to satisfy their thirst for knowledge.

These measures have been implemented to meet the needs of a diverse range of students and to address the employment problems of external counsellors. The provision of stable jobs is an important personal reason for the continuation of the teaching profession [5–7]. The state or government can select suitable teachers to teach the extension programme by way of selection and record supporting video resources. This flexible form of curriculum allows students to choose their favourite teachers and teaching methods for learning, thus promoting teachers' motivation to improve their teaching standards and facilitating innovation and creativity in the curriculum[7,8]. Rational allocation of educational resources can not only reduce the burden of students but also that of teachers. Excessive pressure and excessive workload also affect teachers' career planning to a certain extent [6,9].

Consideration should also be given to opening up school teaching posts so that the establishment will no longer be an iron rice bowl, and opportunities and platforms should be provided for those who have the ability to continue to pursue a career in education. This will not only expand employment opportunities, but also help improve the quality of education. With the reduction of out-of-school tutoring, the State, the Government, and other relevant bodies should step up regulation to ensure that students receive higher quality education at school. Schools should also focus on fostering students' independent learning ability, so as to achieve the education objective of "teaching a man to fish" rather than "teaching him to fish". In this way, the needs of different students can be better met, and the quality and equity of the entire education system can be improved.

In teachers' career planning personal interests and the social environment will work together to produce far-reaching effects. From a personal perspective, the ability of teachers to use their professional knowledge to help students, and whether they can make some efforts and choices have a very far-reaching impact on their self-motivation [2,8,10,11]. At the social level, the long-term stability of the profession, such as salary and promotion opportunities, also influences teachers' choices [5,12].

5. Conclusion

The implementation of the double-reduction policy has undoubtedly brought significant challenges and opportunities to out-of-school counselling teachers. To cope with the impact of this policy, teachers need to proactively rethink their career plans to better adapt to the new market environment and seek re-employment opportunities. This may include continuously upgrading their educational and professional skills to better meet changing employment needs.

At the same time, the state and government also have a responsibility to provide certain support and facilities to out-of-school tutors affected by the policy, in order to help them make a smooth transition to a new career field or position. This can be achieved through the provision of training and re-employment opportunities to ensure that this group will not lose the opportunity for career development as a result of the policy change.

In summary, the implementation of the double-reduction policy has brought about profound changes for out-of-school counselling teachers and the education sector as a whole. Through teachers' self-adjustment and the support of national policies, it is expected that a more balanced and sustainable education system will be realised, resulting in a higher quality of education for China's students.

When considering the limitations of this study, it is also worth noting that the geographic limitations of the respondents may have some impact on the extrapolation of the findings. By focusing primarily on teachers in Shanghai New Oriental, these results may differ in other regional educational settings. Therefore, future studies may consider broadening the geographic scope to include more districts and after-school tutoring schools to obtain more representative results.

Another potential limitation is the number of subjects interviewed. Although this study included a certain number of respondents, there is potential to expand the size and breadth of the study. A larger number of interviewees may help to provide more dimensions and depth of insights, thereby increasing the credibility of the study. Therefore, future studies may consider increasing the sample size to explore the relevant issues more comprehensively.

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