

The Reasonability of Social Cognitive Theory in Subject Remediation for Junior High School Students in the Era of "Double Reduction": Findings and Discussions Based on the Survey of Junior High School Students' Tutoring in Lucheng

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Abstract. In recent years, the Chinese government has been paying more and more attention to the effectiveness of the "double-reducing" policy, which aims to reduce the burden of education on students and parents, and at the same time to promote fairness in education. The implementation of the "double-reduced" policy has brought a great impact on the subject tutorial classes, junior high school students are the direct effect of the relevant policies, junior high school students in Wenzhou City have certain regional characteristics, and their subject tutoring behavior in the era of "post-double-reduced", the reasons for this, it is worth researching and exploring. The study will utilize social cognitive theory. This study will utilize the social cognitive theory to demonstrate the rationality of the theory in explaining the subject tutoring problems of junior high school students in Lucheng District, Wenzhou City. Through in-depth interviews, this study concludes that social cognitive theory is a reasonable explanation for junior high school students' adherence to subject tutoring in the "post-double-decrease" era, and on the basis of which it finds new reasons for participating in subject tutoring under the influence of the "double-decrease" policy, as well as new practices.

Keywords: Double reduction; subject remedial classes; secondary school students; social cognitive theory; Wenzhou.

1. Introduction

The General Office of the CPC Central Committee and the General Office of the State Council issued the Opinions on Further Reducing the Burden of Homework for Students in Compulsory Education and the Burden of Out-of-School Training (referred to as the "Double Reduction") in July 2017, which puts forward the idea that "the burden of students' excessive homework and the burden of out-of-school training, as well as the burden of family education expenditures and parental The "Double Reduction" (hereinafter referred to as the "Double Reduction") proposes that "the burden of students' excessive homework and out-of-school training, family education expenditure and parents' corresponding energy burden will be effectively reduced within one year, and the effect will be obvious within three years, and the people's satisfaction with education will be significantly improved. The implementation of the "double-decrease" policy to extracurricular training institutions has brought a huge impact on the business development time is greatly reduced, the volume of business is reduced, the living space is compressed, such as "New Oriental" in the "double-decrease" policy after the landing of the closure of the school. For example, New Oriental closed its subject training section after the implementation of the "double reduction" policy and was forced to transform and develop. Beijing Normal University, China Institute of Education and Social Development "based on the national 3564 schools of the national "double reduction" effectiveness of the survey report" shows that 83.5% of the students in the "double reduction" policy implementation did not participate in off-campus subject training [1]. Although the "Double Reduction" policy is recognized and supported by many parents, the demand for extracurricular tutorials to obtain quality education resources still exists [2]. Under the influence of the theater effect, underground tutoring has become a by-product of the "double-reducing" policy, and "one-on-one" private tutoring, villa tutoring, and tutoring organized by family committees as a publicity channel have become new forms of extracurricular training for

students, and tutoring institutions, tutoring teachers, and parents and the "double-reducing" policy have been supported by many parents. Parents are fighting with the "double reduction" policy in a variety of ways, but due to its small scale, hidden nature, and higher difficulty in monitoring and governance, it is not conducive to the improvement of the education ecology [3,4], exacerbating the inequity of education between families of different backgrounds, and even greatly increasing the cost of extracurricular training, which is not in line with the "double reduction" policy. Even the cost of extracurricular training is greatly increased, which is contrary to the original intention of the "double-decrease" policy [2]. In the "double reduction" policy eliminates the appearance of disorderly development of out-of-school training institutions, the extracurricular tuition market is shifting from training institutions to private tutoring, and there is a tendency to underground development, the trend will lead to the expansion of the education gap between different income groups, urban and rural areas, provinces and regions, and the increase in the cost of education will affect the birth rate of China's warming up [5]. Therefore, it is important to study the issue of tutorials under the "double reduction" policy.

Wenzhou is a fertile ground for the development of the private economy, is a national famous hometown of overseas Chinese, Wenzhou city in the first half of 2023 to realize the regional gross domestic product of 402.59 billion yuan, calculated on a comparable basis, a year-on-year growth of 7.5%. In Wenzhou society, which has a developed economy, developed industrial characteristics, and a strong culture of overseas Chinese, the "double-reduced" policy may have certain unique impacts on Wenzhou's compulsory education students, and the attitude and practice of extracurricular training courses may have some regional characteristics, which may affect other regions given Wenzhou's degree of influence in the whole province and the whole country. regions. However, previous studies have not explored the issue of extracurricular training programs in Wenzhou under the "Double Reduction" policy, and even fewer scholars have paid attention to the implementation of the "Double Reduction" policy and the problems encountered in a small area. This study is dedicated to exploring the participation and situation of extracurricular classes for secondary school students in Lucheng District, Wenzhou City, in the era of "double reduction" and the reasons for it, and exploring how all parties in Lucheng District can better respond to the call of "double reduction" and make the extracurricular classes more accessible to secondary school students. The study explores how all parties in Lucheng District can better respond to the call of "Double Reduction" and put "Double Reduction" into practice under the background of "Double Reduction", so that we can see the big picture in a small way, and provide new experiences for the standardization of extracurricular tutorial classes, the successful implementation of China's "Double Reduction", and the improvement of educational fairness.

2. Literature Review

2.1. Survival of Extracurricular Training Courses in the Post-"Double-decrease" Era

Extracurricular tutoring is internationally known as "shadow education" or "private tutoring" which includes three characteristics: privateness, supplementation and academics [2,6-8]. private tutoring including the privateness, supplementation and academic characteristics [2,6-8]. Internationally, extracurricular tutoring generally refers to subject-based tutoring only, and some studies in China define extracurricular tutoring as subject-based tutoring such as language, mathematics, and foreign languages, as well as non-subject-based tutoring including subject-based tutoring and audio, physical, and aesthetic tutoring [9]. The Chinese concept of extracurricular tuition will be used in this study.

On July 24, 2021, the "Double Reduction" Opinions formally came into effect, proposing a series of initiatives: stop approving new compulsory education stage discipline-based off-campus training institutions; discipline-based training institutions are uniformly registered as non-profit institutions, and capitalization is strictly prohibited; off-campus training institutions are not allowed to organize discipline-based training on national legal holidays, rest days and winter and summer vacations; schools provide after-school services; and the effectiveness of the "Double Reduction" is made a part

of the evaluation of the quality of compulsory education. Summer and winter vacations to organize discipline-based training; schools to carry out after-school services, and the "double reduction" effect as the quality of compulsory education evaluation content. This policy has had a considerable impact on extracurricular tutorial institutions and the industry, with many subject tutorial institutions closing down and many attempting to transform and enter other emerging niche areas [2]. Although a number of reports have shown that the "double reduction" policy has been quite effective, according to some media reports, the demand for tutoring has soared after the "double reduction" policy. According to a survey, 87% of parents said they would not give up off-campus tutoring because of the "double-minus" policy, while 37% would choose one-on-one or small-group tutoring as an alternative to off-campus training courses. In the summer vacation after the "double-minus" policy, the demand of elementary school students for college tutors has increased significantly compared to previous years [10]. After the closure of many large-scale formal tutoring institutions, "one-on-one" private tutoring, tutors and other forms of underground tutoring have become the preferred choice of students and parents in the post-"double-decrease" era, which to a certain extent has increased the expenditure on education and widened the education gap between families with different economic conditions. To a certain extent, this has increased the education expenditure and widened the education gap between families with different economic conditions, and at the same time, due to the informality of underground tutoring, the quality of teaching and teachers cannot be guaranteed [2].

As early as the early 1980s, South Korea adopted policies similar to China's current "double reduction" to combat out-of-school training institutions. In 1980, the South Korean government issued the "Measures to Regulate Education and Eliminate Overheating in Out-of-School Tutoring", which clearly pointed out that the existence of out-of-school training institutions would threaten the fairness of education. In July of the same year, the National Defense Emergency Response Committee issued the "7.30 Education Reform" policy under the slogan of "Maintaining Educational Equity" and "Equalizing the Starting Line of Education", the core contents of which include: increasing the number of university examinations and the number of university enrollments in order to increase the number of students who are eligible to study at the university. The core elements of the policy include: increasing the number of university examinations and university enrolment to ease the pressure of the college entrance examination; establishing a system of education management committees to provide relatively low-cost on-campus tutoring or distance tutoring through educational television to appropriately meet the needs of students for educational counselling; and strictly forbidding all university students and schoolteachers from providing paid extracurricular tutoring, with strict penalties for violators. In 1981, Article 9 of the newly revised Korean College Act explicitly reiterated that extracurricular tutoring was prohibited, and that the establishment of tutoring institutions must be recognized by the Education Bureau, and violators might be subject to criminal penalties. At the same time, the Korean government led the establishment of more than 30 "extracurricular tutoring inspection team", specifically responsible for picketing and suppression of extracurricular education and training institutions across the country, a time when all kinds of training institutions were explicitly banned [11]. But only the scores under the tone of the college entrance examination still exists, so the Korean society in private various forms of extracurricular training has not stopped, and even with the government to form a battle of wits and courage of the hand of the situation, the high amount of private tuition to make the middle and lower class families can not afford to march in protest, and finally, at the end of 1990's, the ban on extracurricular training institutions has been almost existed in name only. China is now facing a similar dilemma. Against the backdrop of the college entrance exams, scientific tutoring is still a necessity for some students, and China needs to absorb the best of foreign countries and find ways to deal with its own problems in order to be effective in its "double-decrease" approach.

2.2. Factors Affecting Students' Participation in Extra-curricular Tutorials

The research on the influencing factors of extracurricular tutoring is one of the focuses of the research on extracurricular tutoring in basic education in China, and the related studies have been explored at the micro, meso and macro levels [12]. At the micro level, the influence of family background on students' participation in extracurricular tuition is analyzed from the family perspective, for example,

by factors such as parents' educational background, income level, occupation, and educational expectations. At the meso level, the factors influencing students' participation in extracurricular tutoring include "reference group" and "peer effect". At the macro level, the influence of students' participation in extracurricular tutoring is explored from the research perspectives of "education balance" and "education competition" against the background of the implementation of the "Double Reduction" policy [2]. The following are some of the factors that influence students' participation in extracurricular tutoring. The details are as follows:

First, from the supply side and demand side of the extracurricular tutoring market, a series of measures have been introduced around the "Double Reduction" policy to standardize the governance of extracurricular training institutions from the supply side, so the demand side has become an important factor affecting students' participation in tutoring. Studies have shown that families with higher economic and cultural capital have higher expectations of their children's academic qualifications and invest more in their children's extracurricular tuition, with a view to maintaining or improving their children's social class and realizing the intergenerational transfer of family capital and class reproduction [13]. In contrast, families with intermediate or lower socioeconomic status usually do not participate in any extracurricular tuition [14]. As far as parental occupation is concerned, the middle class whose parents are managers of enterprises and public institutions invest significantly more in family education than the working class and farmers [15]. In terms of parenting styles, parents with authoritarian parenting styles with higher income levels were more likely to enroll their children in extracurricular tuition, while parents with authoritative parenting styles who tended to respect their children's choices were less likely to enroll their children in extracurricular tuition, and children in families with neglectful parenting styles were the least likely to enroll in extracurricular tuition [12].

Second, the quality of school education and peer effects are also important factors influencing students' participation in extracurricular tutoring [2]. Studies have shown that the quality of school education and the teacher-student ratio are negatively related to the likelihood of students' participation in extracurricular tutoring [16]. Jin Honghao et al. pointed out that the mechanism of peer influence on students' participation in extracurricular tutoring has a "normative effect" and a "pressure effect" [17]. The normative effect refers to the fact that the more students participate in tutoring in the class, the higher the recognition of parents and students for extracurricular tutoring, and the higher the probability of students' participation in extracurricular tutoring; the pressure effect refers to the fact that students are more inclined to participate in extracurricular tutoring in order to obtain a relative competitive advantage when students are better in the class as a whole [2].

Third, the concepts of "learning is good for one's career" and "all things are inferior but only studying is superior" are commonly held in China, including East Asia, and parents want their children to get good grades and gain good jobs and high social status, so they choose to enroll in remedial classes to enhance their students' competitiveness [11]. Therefore, they choose to enroll in remedial classes to improve students' competitiveness [11]. Secondly, in view of the strong screening of the Chinese examination system and the policy of universal streaming, in order to make students get better grades in the examination and not to be screened down, parents are afraid that their children will suffer if they enroll in fewer remedial classes. This also includes a psychological burden-shifting mechanism in which parents say, "If you tutor, I will feel relieved" [10].

Finally, extracurricular tutoring is also influenced by individual student characteristics, such as gender, academic performance, number of children, and household registration [16]. Some studies have pointed out that a higher percentage of female students participate in extracurricular tutoring than male students [18]. In terms of academic performance, studies have shown that students at the bottom of the class and at the top of the grade are more inclined to participate in extracurricular tutorials in order to achieve the purposes of "remediation" and "cultivation of excellence", respectively [19]. In terms of factors such as the number of children in the family and household registration, the proportion of students from one-child families and urban households participating in extracurricular tutoring is higher, and primary and secondary school students in the eastern region are more inclined to participate in extracurricular tutoring than those in the western region [20,21].

2.3. Characteristics of Students in Compulsory Education in Wenzhou

Wenzhou City is located in Zhejiang Province, which is not only the economic town of Zhejiang Province, but also a nationally renowned trade city and regional center. At the same time, Zhejiang Province is a large education province, rich in educational resources, many famous schools, but the competition is fierce, every year the number of people involved in the high school exams are rising. Children who study and grow up in such an educational and living atmosphere have some regional characteristics and may have special views on extracurricular tuition.

First of all, Wenzhou City, the private economy is developed, the family economic conditions are generally superior, willing to invest in children's education, so most of the students in Wenzhou City have extracurricular tutoring experience; also because of the superior family conditions, in the face of academic frustration is easy to be discouraged, and produces the idea of pendulum, etc., and is tired of extracurricular tutoring.

Secondly, Wenzhou is a famous overseas Chinese hometown, with many international schools and many overseas Chinese students in ordinary schools, whose university admission methods are slightly different from those of ordinary students, and the courses and methods of extracurricular tutoring are diversified.

Again, Wenzhou has a developed information network and good infrastructure, and students born in "Generation Z" are accustomed to acquiring knowledge from the network and perfecting their own knowledge structure, and extracurricular tutoring is carried out in the network learning platform.

Finally, in recent years, the age of psychological maturity of students has been shifted forward, the contemporary Wenzhou compulsory education stage parents are more white-handed, bold and courageous, the children in such a family atmosphere is infected with more perseverance and determination, more attention to their own academic performance, and hope that through the extracurricular tutorials to make themselves more outstanding.

2.4. Review of the Literature

To sum up, previous studies have shown the general situation of extracurricular tutorials after the implementation of the "double-reducing" policy and analyzed the reasons for students' participation in extracurricular tutorials from different perspectives, which provide important insights for this paper, but there are still the following shortcomings. First, from the perspective of research, few studies have explored the development of extracurricular tutorial classes in a certain region after the implementation of the "Double Reduction" policy, explored the special factors of students' participation in extracurricular tutorials in a certain region, and provided improvement measures according to the local conditions; second, from the perspective of research methodology, the research on the influencing factors of extracurricular tutorials focuses on large-scale quantitative research, and qualitative research is relatively lacking. Secondly, in terms of research methodology, research on the factors affecting extracurricular tutoring is mainly large-scale quantitative research, with a lack of qualitative research. Although quantitative research is characterized by wide data coverage, high sample size, and high feasibility, it has limitations in gaining a deeper understanding of the causes behind the phenomenon and in digging out what individuals really think and feel. Compared with large-scale data surveys, qualitative research and in-depth interview method can reveal the reasons and needs of students' extracurricular tutoring as well as parents' demands in a more in-depth and detailed way.

In view of the above shortcomings, this study will summarize the tutoring methods and approaches of Wenzhou students under the "double-reducing" policy through interviews with secondary school students and their parents in Lucheng District of Wenzhou City, comprehensively analyze the reasons for Wenzhou students' insistence on participating in extracurricular tutoring, and put forward creative and targeted initiatives on the basis of the interviews. On this basis, we propose creative and targeted initiatives in an attempt to contribute to a better outcome of the "double-reducing" policy.

3. Theoretical Framework

Social Cognitive Theory (SCT) began in the late 1970s with the American psychologist Bandura's Social Learning Theory (SLT), which was developed into SCT in 1986. SCT assumes that individual cognition, behavior, and the environment are constantly interacting with each other, forming a "triadic reciprocity". SCT assumes that there is a constant interaction between an individual's cognition, behavior, and environment, forming a "triad of reciprocity".

Ternary interaction determinism is the central idea of social cognitive theory, the main elements of which are as follows:

Personal factors in the sense of Self-efficacy refers to the individual's belief in their own ability to complete a particular activity and their own ability to subjective perception, in layman's terms, that is, a person's ability to achieve a particular goal of their own ability to achieve a particular goal and the confidence of the judgment. Self-efficacy may be influenced by four determinants: achievement performance, alternative experiences, verbal persuasion, and physiological state. In this study, the personal factor is mainly reflected in the students' confidence in their ability to achieve the desired academic goals, if this confidence is not enough, the students may have a tendency to insist on participating in extracurricular tutorials.

Outcome expectations in Behaviours Factors refers to the individual's prediction of the results and feedback that may be brought by his or her performance of a certain behavior, such as the possible material rewards, sensory experiences, and spiritual rewards. A person is motivated by outcome expectations if he believes that he can achieve similar success by imitating the behavior of others. In this study, students are motivated to participate in extracurricular tutoring in the context of double-decrement for reasons such as students' and parents' belief that there is still a possibility and need to participate in tutoring classes to improve their academic performance, or that others have reaped the benefits of their participation in after-school tutoring.

Environmental Factors on an individual's behavior may come from society and family; in addition, social cognitive theory considers the fact that an individual's past experiences may influence the motivations and expectations of an individual's behavior. In this study, this is mainly reflected in the influence of social atmosphere and family planning and expectations on students' participation in extracurricular tutoring.

Based on the form of students' participation in extracurricular tutoring under the "Double Reduction" policy, influencing factors and social cognitive theory, this study constructs an analytical framework for exploring the influencing factors of junior high school students' participation in extracurricular tutoring in Lucheng District, Wenzhou City, which consists of three main aspects: personal factors, behavioral factors, and environmental factors. Individual factors include students' personal academic requirements, assessment of their learning ability, and planning for their future; behavioral factors include the material or spiritual enjoyment of family, school, and friendship that can be gained by participating in tutorial classes, the phenomenon of peer tutoring, and the training effects and publicity of extracurricular training institutions; and environmental factors include the parents' occupations, educational backgrounds, economic status, social status, community peers, and school instructional management policies; the study also examines the impacts of participation in extracurricular tutoring on students' academic performance. Environmental factors include parents' occupation, educational background, economic status, social status, community peers' and schools' teaching and management policies, traditional Chinese cultural values, the legal and political systems of education, etc., such as the cultural values of "all things are inferior but only studying is superior" and "learning is superior to serving", the cultural values of "score-only", and the cultural values of "learning is superior to serving" and "learning is superior to serving". The "score-oriented" educational evaluation system.

4. Research Methodology and Target Audience

4.1. Research Methods

This study used the semi-structured interview method in qualitative research to dig deeper into the participation of junior high school students in extracurricular tutorial classes in Lucheng District, Wenzhou City, under the background of the "Double Reduction", the form of the tutorial classes they participated in, the reasons for participating in them, as well as the attitudes and perceptions of students and parents towards the "Double Reduction" policy.

The "extracurricular tutorials" in this study are for language, math, English and other subjects. The interviews focused on the reasons why students and parents chose to participate in extracurricular tutoring, and the main interview questions included: (1) Did you (your child) participate in extracurricular tutoring before the "Double Reduction"? Why? (2) Do you (your child) still participate in extracurricular tutoring after the "double reduction"? Why? (3) What forms of extracurricular tutorials do you know of at present? What changes have occurred compared to the situation before the "double reduction"? Why? (4) Has your child's extracurricular training cost increased or decreased after the implementation of the "Double Reduction" policy? Why? (5) Ask students: Has your study pressure and burden been reduced after the "Double Minus" policy? Why? (6) Ask parents: How do you feel about the "Double Minus" policy?

4.2. Research Subjects

This study selected 20 junior high school students and their parents in different school segments in Lucheng District, Wenzhou City, with the following basic information on the students' school segments, gender, type of school attended, and whether or not they are only children; and the parents' age and occupation:

Table 1: Basic information of the interviewed students

Name	Segments	Gender	School type	Only child or not
Shi	Grade seven	Female	Key junior school	Yes
Hui	Grade seven	Male	Key junior school	Yes
Yu	Grade seven	Female	International junior school	Yes
Long	Grade seven	Male	Ordinary junior school	Yes
Han	Grade seven	Female	Ordinary junior school	No
He	Grade seven	Male	Ordinary junior school	No
Xv	Grade eight	Male	Key junior school	No
Jie	Grade eight	Female	Key junior school	Yes
Qiao	Grade eight	Male	International junior school	Yes
Sen	Grade eight	Female	International junior school	No
Qi	Grade eight	Female	Ordinary junior school	Yes
Ming	Grade eight	Male	Ordinary junior school	No
Su	Grade eight	Male	Ordinary junior school	Yes
Jun	Grade nine	Male	Key junior school	Yes
Li	Grade nine	Female	Key junior school	No
Nuan	Grade nine	Female	International junior school	Yes
Yi	Grade nine	Male	International junior school	Yes
Nan	Grade nine	Male	Ordinary junior school	No
Ping	Grade nine	Female	Ordinary junior school	Yes
He	Grade nine	Female	Ordinary junior school	No

Table 2: Basic information of parents of interviewed students

Identity	Age	Education attainment	Occupation
Shi's mother	40	Undergraduate	Junior school teacher
Hui's mother	39	Undergraduate	Policeman
Yu's father	38	Undergraduate	Physician
Long's father	42	Undergraduate	Civil servant
Han's mother	55	Junior school	Self-employed person
He's mother	37	Professional training college	Housewife
Xv's father	50	Junior school	Self-employed person
Jie's mother	51	High school	Self-employed person
Qiao's mother	42	High school	Self-employed person
Sen's mother	44	Undergraduate	Civil servant
Qi's father	38	Professional training college	Liberal profession
Ming's mother	39	Undergraduate	Doctor
Su's mother	39	Undergraduate	High school teacher
Jun's mother	50	High school	Self-employed person
Li's father	43	High school	Self-employed person
Nuan's mother	43	Master's degree	High school teacher
Yi's father	44	Master's degree	Civil servant
Nan's mother	45	Junior school	Self-employed person
Ping's mother	39	Junior school	Housewife
He's father	40	High school	Self-employed person

4.3. Analysis of Research Findings

4.3.1. Participation in subject remedial classes before and after the introduction of the double reduction policy

According to the interviews, a total of 14 out of 20 students interviewed participated in subject tutorials before the Double Minus Policy was introduced. Among the five students attending international junior high schools, only one of them, Yu, participated in language subject tuition classes. Her father was from Italy, and her parents chose to let their daughter participate in extracurricular tutorials with the intention of enabling her to learn more about Chinese characters and Chinese culture, while the remaining four indicated that they would spend more time and experience on scientific research, entrepreneurial competitions and sports competitions to enhance their backgrounds in preparation for future applications to foreign institutions; students studying in Key Junior High School students their subject tutoring was the opposite, all six students were involved in extracurricular subject tutoring, Jun and Leigh indicated that they had participated in extracurricular tutoring since the third grade of elementary school, and Leigh in the ninth grade also had tutoring in the full range of language, math, English, and social studies; a similar situation was found in the regular junior high school, with the exception of the two students, River and Su, the rest of the seven students had tutoring in one to three subjects.

After the implementation of the double-minus policy on restricting extracurricular subject tutorials, the tutorial status of the 20 students interviewed did not change significantly. Yu did not continue to enroll in language study because of the closure of the tutorial classes; River joined a home-based tutorial class run by a famous school teacher because after-school tutoring by the teacher was canceled after the double-minus policy and subject problems could not be solved in a timely manner; and the rest of the students kept their original tutoring status unchanged.

In summary, the double-minus policy on subject tutorials did not have too much impact on the subject tutorial behavior of students in Lucheng, Wenzhou, and there were even cases of active participation in subject tutorials because of the double-minus policy's elimination of school night care.

4.3.2. Reasons for adherence to remedial education after the introduction of the double-decrease policy

Based on the framework of social cognitive theory, the reasons for interview participants' adherence to tutoring can be explored from three aspects: personal factors, behavioral factors, and environmental factors.

Personal factors: In this regard, it is mainly the factor of interest that drives students to insist on participating in tutorials, especially in the subject of mathematics. 7 out of 14 students who participated in tutorials said that they just like mathematics, and solving mathematical problems can bring them happiness, and they want to have more in-depth learning through tutorials in the subject, among which two of the interviewees, Xuk and Jie, are already in contact with the content of advanced mathematics.

Behavioral factors: In this regard, it can be understood that students and parents believe that participating in subject tutorials can help students get better grades and higher rankings in exams, which was mentioned in the interviews with 14 students and their parents who insisted on tutorials even after the "Double Reduction" policy was introduced. Parents enrolled their children in subject tutorials because they wanted their children to achieve high scores in the respective subjects. Secondly, parents of XU, SU and PING said that their children's classmates had made great progress after participating in the tutorial classes of a certain institution, so they chose the same tutorial classes for their children in the hope that their children would make similar great progress.

Environmental factors: Respondents' views in this area were numerous and scattered, and this paper summarizes their views into two perspectives: the social environment and the family environment.

From a social environment perspective: except for students attending international junior high schools and their parents, all interviewees mentioned the policy of the early batch of secondary school exams and the Trinity Exam, commonly known as "guaranteed transfer", especially for students from key middle schools, who have made it their goal to be guaranteed transfer to a key high school; however, the questions in the guaranteed transfer exams are very difficult and have a high degree of differentiation, and there are a lot of over-the-top questions. There are a lot of super outline topics, students want to better prepare for the "guaranteed transfer" exam, the most common way is to participate in the subject of remedial classes, learning advanced knowledge; at the same time on the 2024 examination, the implementation of the Zhejiang Provincial Unified Examination, the questionnaire according to the difficulty is divided into A, B two volumes, on the eve of the interview Wenzhou City, announced that it would choose a slightly more difficult A volume, many interviewees expressed concern, in order to overcome anxiety, parents, students have chosen to enroll in cram classes, by learning more knowledge, spend more time to get peace of mind; on the "general vocational streaming" policy on the society of different opinions, the Zhejiang people's mindset is that "at least to go to a general high school, can not go to vocational school", so the people of Zhejiang thinking is that "at least a general high school, can not The "good face" Wenzhou parents insisted on letting their children participate in subject tutorials, so that their children would have scores and face; when it comes to vocational high schools, the mother of the river reacted strongly, saying that the atmosphere of vocational high schools is too bad, and that the children will get bad habits if they go to vocational high schools, so she would rather spend money to enroll in expensive tutorials to let her children go to

the worst general high schools, which is the best way to make her children feel at ease. She would rather spend money to enroll in expensive cram schools to let her child go to the worst general high school than to accept her child to go to a vocational high school; the promotion and depreciation of academic qualifications in society as a whole, and the social involution of the society is serious, and a good academic qualification has only become a knock on the door of the work, not a pass, in order to have a stable, well-paid job in the future, you must start accumulating from a young age, and the secondary school examination is the first watershed faced by the children to enter the society, and no one would like to be stuck at the first hurdle, so join a cram school to join the army of involution. Join the army of internal scrolls and lay the foundation for a happy life in the future.

Family environment: except for Joe, the students whose parents' occupation is self-employed among the interviewees insisted on participating in subject tutorials, and the parents concerned all said that their own social experience was richer, and that there were too many difficulties to be overcome in starting a business, and they hoped that their children would study well and find a job with a stable establishment in the future; at the same time, because of their own low level of literacy, the difficulty in tutoring their children on their own, and their busy workloads, these parents were more willing to send their children to At the same time, these parents are more willing to send their children to cram schools because they are not highly educated, it is difficult for them to tutor their children themselves, and they are busy at work. Families of non-only-children and only-child families whose parents are not highly educated are more inclined to let their children participate in extracurricular cram schools to reduce the physical and mental burdens of parents.

To sum up, as far as Wenzhou Lucheng is concerned, the factors affecting junior high school students' choice of tutoring come more from the behavioral and environmental aspects, and spending money on tutoring to buy "peace of mind" has become the ideological consensus of parents.

4.3.3. Changes in the format and cost of remedial classes after the introduction of the "double-decrease" policy

Ms. Ki and Mr. Ming said that the fees of their tutorial classes had been reduced after the introduction of the "double-minus" policy. The "double-decrease" policy is a big blow to tutorial classes, their tutorial classes in order to retain students, they have taken the way to reduce prices, but after the "double-decrease" policy tutorial signboards withdrawn, students need to enter the class from the back of the fire door.

The rest of the parents said that the cost of tuition has increased a lot. After the banning of small-class teaching by large organizations such as New Oriental and Scholastic, most parents were left with the option of hiring "one-to-one" or "one-to-two" tutors, changing tutoring from "going out" to "going in". "Secondly, the number of extracurricular tutorials conducted by school teachers has increased, and parents, considering the varying qualifications of other tutors, would rather spend more money than "ask" school teachers to come to their homes for tutoring. School teachers come home to tutor their children, at the same time, many teachers take advantage of this "east wind" to open a home tutorial classes, students spend money but also from the basement into the teacher's home; Culmination of the mother mentioned that there is now a kind of "trusteeship" in the name of tutoring. "the name of the tutorial approach, nominally just tube children, so that children write homework, eat a full meal, in fact, as long as parents pay the cost of the appropriate subjects, the child can receive the appropriate tutoring, but the price is much higher than the previous formal tutorials; Finally, in order to properly reduce the cost of tutoring, students to take the network online tutoring, but the students interviewed that the effect is not good.

4.3.4. Views on the "double-decrease" policy and its future projections

Every participant agrees with the original intention of the "Double Reduction" policy, which was introduced to reduce the burden of students and parents, but is not satisfied with the effect of its implementation. Some interviewees said that the current situation is contrary to the policy's expectations, as schools are dismissed earlier, students learn more outside the classroom, students are

burdened with more work, and parents have to spend more energy and money; as an educator, Warm Mother said, "In the case of China's secondary and tertiary screening system, 'burden reduction' and 'happy education' are nonsense. As an educator, Mrs. Nuan said, "Under the screening system of China's middle and high school entrance exams, 'reducing the burden' and 'happy education' are nonsense"; in the case of the demand for tutorial classes by students, there is a need for them to learn more. Under the premise that there is a demand for tutorial classes, there will never be a shortage of supply, and the "double-reducing" policy will not be able to meet the perfect expectations.

5. Conclusion

The findings of this study are that the "double-reducing" policy on subject tutorials has failed to achieve the expected effect of reducing the burden on secondary school students in Lucheng District, Wenzhou City, and that the form of tutorials has shifted from formal and large-scale to underground and small-scale, and the quality of teaching in underground tutorial institutions is difficult to guarantee, with many teachers violating the regulations on tutorials and the family's expenditure on tutorials increasing compared with the period before the implementation of the "double-reducing" policy. Families' expenditures on tuition have increased compared to the period before the implementation of the "double reduction" policy. Secondly, Bandura's social cognitive theory can better explain the reasons why secondary school students in Lucheng District, Wenzhou City, insist on subject tutoring in the "post-double-decrease" era: in terms of self-efficacy of personal factors, Wenzhou is known as the hometown of mathematicians in China, and students hope to gain more knowledge through subject tutoring under the influence of their personal interests and regional pride, In terms of the outcome expectation of behavioral factors, the idea of "learning and excellence" is deeply rooted in the Chinese society and influences the thinking of Chinese people from generation to generation, so in order to get better grades and increase their own competitiveness, students will unanimously take part in the subject tuition to improve their abilities, and alternative experiences are also involved. Ability, while alternative experience is also in which affects students and parents for the choice of cram school; in the environmental factors: Zhejiang characteristics of the "guaranteed" early recruitment examination topics difficult; the unified examination of the different volumes, Wenzhou candidates need to complete the more difficult A paper; the universal streaming policy is clamoring, "good face" of the Wenzhou people. Face" Wenzhou people do not want to send their children to vocational high school, do not want their children to be contaminated with "rumors" in the vocational high school in the bad atmosphere; at the same time, along with the intensification of the involution of society as a whole, the overall level of education in society has increased, but the education continues to depreciate, students need to start from the midterm to stand out, to their future Lay a solid foundation for their future happiness, under the influence of such a social environment, students passively or actively into the cram school; family environment also has an impact on the students to participate in the behavior of the subject cramming, Wenzhou is a fertile ground for the private economy, parents start from scratch to provide their children with more affluent living conditions, parents do not want their children to eat like their own, "did not read good books! Parents do not want their children to suffer like themselves, "did not study well", but due to the lack of energy, education, more inclined to send their children to cram schools, with money to buy peace of mind. In the view of the "double reduction" policy, parents are showing "heart and mouth" helplessness, in the middle and high school entrance examination screening mechanism exists under the premise of the "double reduction" policy is afraid that it is difficult to truly The policy of "double reduction" may not be truly effective under the premise of the screening mechanism of the SSPA. Government departments should actively listen to the real feedback of students and parents, and make practical improvements to the implementation of the policy, avoiding the widespread emergence of the "one size fits all" situation, and paying attention to the still strong demand for tutoring; the country should also think about whether it is possible to learn from the western countries in Europe and the United States, and incorporate the outstanding performance in the areas of social practice, sports competitions, literature and art, etc. into the secondary school entrance examination. The state should also consider whether it can learn from western European and American countries and incorporate outstanding performance in social practice, sports competitions, literature

and art into the screening mechanism of the middle and high school entrance exams, so as to gradually change the social environment of "score theory".

This study provides many valuable references for future research in this direction.²⁰ On February 8, 2024, the Ministry of Education published the Regulations on the Administration of Out-of-School Training (Draft for Public Comments), which clarifies the basic positioning of out-of-school training as a powerful supplement to school education, and clarifies the basic principle of public welfare in out-of-school training, suggesting that the state has seen the shortcomings of the original regulations to a certain degree, and that future research should focus more on the changes in the situation and methods of subject tutoring for secondary school students after the implementation of the new regulations. Future research should focus more on the changes in the situation and methods of subject tutoring for secondary school students after the implementation of the new regulations, and explore what new expected results will come from China's "double reduction" path.

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