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Research on the improvement of after-school service quality in junior middle schools under the background of double reduction policy

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ABSTRACT
This study focuses on the issue of improving after-school service quality in junior high schools under the background of the "double reduction" policy implementation. With the comprehensive promotion of the "double reduction" policy, school after-school services have become an important avenue for reducing students extracurricular training burden and promoting their all-round development. This paper systematically examines the current status, existing problems, and causes of junior high school after-school services through methods such as literature analysis, policy text interpretation, and case studies. It explores the construction of an after-school service quality evaluation system and proposes strategies for enhancing after-school service quality based on a "five-in-one" model. The research has significant theoretical and practical implications for deepening the implementation of the "double reduction" policy, improving after-school service quality in junior high schools, and promoting students all-round development.

KEYWORDS
double reduction policy; after-school service; improvement research

The "Opinion on Further Reducing the Burden of Homework and Off-Campus Tutoring for Students in the Compulsory Education Stage" (referred to as the "Double Reduction" policy), marking a new phase in educational reform in China. In this context, after-school services provided by schools have become an important measure to alleviate parents difficulties in picking up and dropping off their children and to reduce students burden from off-campus tutoring. The issue of improving the quality of these services has become increasingly prominent. Currently, junior high school is a critical period for students academic pressure and psychological development. High-quality after-school services not only ensure the effective implementation of the "Double Reduction" policy but also directly impact students all-round development and the realization of educational equity. Guided by reforms in educational evaluation and the fundamental task of fostering virtue and talent, systematically studying pathways to improve the quality of junior high school after-school services is both a necessary response to contemporary demands and policy directions and a practical need to promote students all-round development and build a healthy educational ecosystem. By establishing a scientific evaluation system for after-school service quality and strategies for improvement, we aim to provide theoretical support and practical guidance for the deep implementation of the "Double Reduction" policy and the enhancement of junior high school education quality.

1 Literature review

1.1 Research status of "double reduction" policy

The "double reduction" policy is a significant measure in Chinas basic education reform, aimed at reducing students homework burden and off-campus training load to reconstruct the educational ecosystem and promote students all-round development. Studies show that after the implementation of the policy, after-school services have become the core vehicle for implementing the "double reduction," but they still face multiple challenges in practice. For example, some schools misinterpret the policy, focusing excessively on subject tutoring, leading to insufficient provision of quality activities such as sports and arts. The disparity between urban and rural areas is particularly prominent; due to teacher shortages and lack of facilities, the coverage and quality of after-school services in rural areas are significantly lower than those in urban schools. Moreover, parents hidden anxiety about college admission continues to drive the "invisible mutation" of off-campus training, such as the rise of private tutoring and online classes, which undermines the effectiveness of the policy. Research also points out that the key factors constraining the implementation of the policy include an imperfect home-school collaboration mechanism and inadequate social resource integration.

1.2 Theoretical basis of after-school services

The theoretical foundation of after-school services primarily involves theories of educational equity, holistic development, and service quality evaluation. In terms of the theory of educational equity, justice provides a philosophical

basis for after-school services, which domestic scholars have concretized into three dimensions: "opportunity equity, process equity, and outcome equity," emphasizing that after-school services should be an important means to bridge educational disparities. Regarding the theory of holistic development, multiple intelligences theory has been applied to the design of after-school services, proposing that these services should focus on students cognitive, emotional, social, and physical development across multiple dimensions. Research based on the theory of "learning by doing" has developed a student-centered model of after-school services, which has proven effective through its implementation in several pilot schools. In terms of service quality evaluation theory, two additional dimensions— "personalization" and "safety" —have been added. Furthermore, research in the field of educational assessment has integrated the Balanced Scorecard (BSC) theory with educational evaluation theory, constructing a service quality evaluation system for after-school services that includes five dimensions: "service content, teacher competence, facility conditions, management mechanisms, and student development," providing significant reference for this study.

2 Construction of after-school service quality evaluation system in junior middle school

2.1 Design of evaluation index system

Research is based on systems theory and educational ecology to construct a comprehensive, scientific, and operational evaluation index system for after-school service quality in junior high schools. This system comprises six core dimensions: Accessibility indicators focus on the coverage, convenience, and cost-effectiveness of after-school services, ensuring all students can access them fairly; Content diversity indicators pay attention to the richness, interdisciplinary nature, and autonomy of after-school service programs, meeting students diverse developmental needs; Teacher professionalism indicators assess the professional competence, teaching ability, and continuous development level of teachers involved in after-school services, laying the foundation for service quality; Student development indicators concentrate on academic progress, interest cultivation, and mental health status during after-school services, reflecting an evaluation philosophy centered on student needs; Home-school collaboration indicators measure parental involvement, communication mechanisms, and satisfaction, emphasizing the construction of an educational community; Sustainability indicators evaluate the long-term mechanism of after-school services from three aspects: resource investment, institutional support, and innovation capabilities. These six dimensions are interrelated and mutually supportive, forming a dynamic and balanced evaluation system that not only focuses on the "hardware" conditions of services but also values the "software" quality, examining both immediate effects and long-term impacts, providing a scientific assessment and continuous improvement for after-school service qualityProvides a theoretical framework and practical tools.

2.2 Evaluation mechanism based on educational big data

Research has broken through the limitations of traditional evaluation methods and innovatively constructed an after-school service quality evaluation mechanism based on educational big data. In terms of data collection and analysis framework, a multi-source data collection system has been designed, incorporating student behavior data, teacher teaching data, resource usage data, and parent feedback data. This system achieves automated and routine data collection through smart terminals, learning management systems, and digital campus platforms, utilizing techniques such as data cleaning, feature extraction, and correlation analysis to process massive amounts of data. For the construction of multi-dimensional evaluation models, three major dimensions have been integrated: formative assessment and summative assessment, quantitative analysis and qualitative interpretation, immediate feedback and long-term tracking. Machine learning algorithms have been used to establish a post-service quality prediction model, enabling dynamic monitoring and precise evaluation of service quality. In terms of application paths for evaluation results, an innovative "data-decision-action" closed-loop application mechanism has been proposed, converting evaluation results into personalized service improvement suggestions, resource optimization plans, and policy adjustment bases. The interpretability and usability of evaluation results are enhanced through a visual presentation platform.

3 Five-in-one after-school service quality improvement strategy

3.1 Government-led: policy support and resource guarantee

The study proposes that the government should play a leading role in improving after-school service quality for junior high school students, establishing a three-in-one government support system. In terms of special fund investment mechanisms, an innovative multi-level fiscal input model of "basic guarantee + performance reward + special support" has been designed. A long-term mechanism for incorporating after-school service funds into the fiscal budget has been

established, and diversified financing channels involving social capital participation have been introduced to ensure adequate and stable funding for after-school services. In terms of cross-departmental collaborative governance models, traditional departmental barriers have been broken down, forming a collaborative governance framework involving multiple departments such as education, finance, human resources and social security, culture and tourism, and sports. This creates a work pattern characterized by resource sharing and complementary advantages, especially through the establishment of a cross-departmental coordination body to coordinate various resources towards after-school services. In terms of policy incentives and supervision mechanisms, systems have been established for recognizing teachers workload in after-school services, tilting title evaluations, and performance rewards. Additionally, a diversified supervision system combining third-party assessments, social oversight, and regular reports has been designed to ensure the effective implementation of policies.

3.2 School subject: content optimization and management innovation

Schools, as the main implementers of after-school services, should focus on two major aspects: content optimization and management innovation. First, in course design, a tiered and categorized strategy should be adopted, building a three-tier curriculum system—basic, extended, and advanced—based on students age characteristics, interests, and developmental needs, ensuring the relevance and appropriateness of service content. Second, leveraging the schools unique resources, projects with distinctive features should be developed, such as traditional culture, technological innovation, arts, and sports courses, to create a brand effect for after-school services. At the same time, management models should be innovated, establishing flexible operational mechanisms, including time flexibility (offering different time slots), content flexibility (diverse activities for student choice), and organizational flexibility (flexible teacher allocation and grouping). A scientific evaluation and feedback system should also be implemented to continuously optimize and enhance service quality. Through these measures, schools can build a rich, efficient, and distinctive after-school service system.

3.3 Family participation: home-school collaborative education mechanism

Family involvement is a crucial support for improving the quality of after-school services, and establishing a collaborative education mechanism between home and school is key to achieving educational synergy. First, schools should build a diversified parent resource database, fully tapping into and integrating parents professional skills, career backgrounds, and interests, inviting parents with specialized skills to serve as volunteers or instructors for special courses, enriching the content of after-school services. Second, improve the decision-making process involving parents through various means such as parent committees, needs surveys, and open days, allowing parents to participate in the planning, content selection, and quality assessment of after-school services, ensuring that the service meets the actual needs of students and families. At the same time, schools should provide systematic family education guidance services, using platforms like specialized lectures, individual consultations, and parent schools to enhance parents educational philosophies and methods, promoting consistency in home and school education concepts, and forming an educational synergy. Through this multi-dimensional collaborative mechanism between home and school, not only can the quality and relevance of after-school services be improved, but also the organic integration of family and school education can be promoted, jointly contributing to the comprehensive development of students.

3.4 Social support: a platform for integrating multiple resources

Under the background of the "double reduction" policy, social support is a key driving force for improving after-school service quality. It is necessary to establish a diversified resource integration mechanism characterized by "government guidance-platform integration-multi-party collaboration." First, the community resource connection mechanism should rely on street offices, cultural venues, and community volunteer resources to create a "community educational resource list." Through digital platforms, this can achieve resource sharing and precise matching, such as incorporating community libraries, science museums, and intangible cultural heritage bearers into the after-school service project database, launching "venue courses in schools" activities to address limitations in school space and professional resources. Second, deepen the cooperation model between enterprises and universities, encouraging tech companies to provide cutting-edge course resources like artificial intelligence and programming in a "public welfare + business" format. Universities can participate in after-school services through the "dual mentor system," sending teacher trainees or professional teams to jointly develop school-based courses (such as the "campus ecological garden" project with the University of Agriculture and Forestry). At the same time, establish a performance evaluation mechanism for university-enterprise cooperation to ensure the sustainability of resource supply. Furthermore, expand participation paths for non-profit organizations through government procurement services and public welfare venture competitions, introducing professional

organizations such as foundations and social work institutions to design differentiated service plans for groups like left-behind children and struggling students (such as "after-school classes" and "mental health workshops")A public resource traceability system will be established with the help of blockchain technology to ensure that services are transparent and subject to supervision.

3.5 Student autonomy: personalized development path design

Under the backdrop of the "double reduction" policy driving educational supply-side reform, students autonomy has become the core engine for improving after-school services. A closed-loop support system is needed, encompassing "precise demand identification-intelligent resource matching-dynamic service iteration. " By integrating smart questionnaires, academic data tracking, and Holland interest assessments, a three-dimensional student profile can be constructed: "academic foundation-interests and strengths-potential development." Leveraging collaborative filtering algorithms to develop personalized course selection platforms, this approach achieves precise recommendations tailored to individual needs (such as recommending programming and mathematical modeling courses for students with strong logical thinking skills), addressing the limitations of traditional one-size-fits-all service models. Establishing a "Student After-School Services Committee" and a proposal hearing mechanism grants students participation in curriculum design and the right to vote on low-satisfaction courses, promoting a shift from school-led content to a two-way interaction between supply and demand. Additionally, wearable devices and AI semantic analysis technologies are introduced to collect real-time data on classroom focus, interaction heat maps, and subjective evaluations, generating dynamic feedback reports that link to a "competency points bank." Project certificates and practical outcomes are incorporated into the comprehensive quality evaluation system, tackling the challenge of insufficient motivation for participation.

6 Sum up

The improvement of after-school services for junior high school students under the impetus of the "double reduction" policy essentially represents an ecological restructuring from single-control to multi-party governance in educational management. The quality dilemma stems from the lack of coordination among various entities and structural mismatches between supply and demand under traditional models. To address this, a "five-in-one" mechanism is needed to break down barriers between government resource support, school curriculum innovation, social force integration, family collaboration in education, and student autonomous development. This involves redesigning institutional frameworks to reshape the responsibilities and rights of all parties involved, complemented by digital tools to provide personalized services and dynamic evaluations. This transformation not only shifts after-school services from mere formal coverage to enhancing educational effectiveness but also promotes deeper integration of educational equity and literacy cultivation through resource reallocation and technological empowerment. Future efforts should focus on policy resilience, teacher rights protection, and technical ethics, ensuring that after-school services truly become a critical pivot for the implementation of the "double reduction" policy and the transformation of the educational ecosystem.

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