Research on the Well-off Family Education Investment under the Policy of Double Reduction

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Abstract: Chinese education is like a large competitive game in the past time, with a lot of over-step learning and pre-emptive education increasing the extra — curricular pressure on primary and secondary school students day by day. In 2021, the national "double reduction" policy was implemented, and in 2022, the "Family Education Promotion Law of the People's Republic of China" was introduced. With the combined effect of "one government, one law", the status and role of family education have become more prominent, so it is of great practical significance to understand the education investment behavior of Chinese families. Therefore, this study is a case study of three students and their families from different schools in Weifang, Shandong Province in China. Through semi-structured interviews, this paper discusses the educational investment of well-off families after the implementation of the double reduction policy. The results show that art-related learning content dominates the education expenditure of well-off families after the implementation of the double-reducing policy, while cultural tutoring decreases. Because of (a) parents mainly want to cultivate their children's interests and hobbies or provide guidance for weak subjects; (b) the lack of understanding of the double reduction policy, leading to parents and students blindly follow the trend, increasing the pressure of students and parents' anxiety. This study focuses on the feelings of students and parents after the implementation of the double reduction policy, and attaches importance to the problems arising after the implementation of the policy. The findings are helpful to provide reference for future research on the educational investment of wealthy families after the implementation of the double reduction policy.

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1 Introduction

Education plays a pivotal role in shaping the future of individuals and societies. In recent years, with the implementation of the Policy of Double Reduction, there has been a growing emphasis on reducing the burden of excessive homework and alleviating the stress on students in China's education system. This policy aims to foster a more balanced and holistic educational environment. However, it is crucial to examine the impact of this policy on well-off families who have traditionally invested heavily in their children's education. (Wang et al., 2021). The Opinions on Further Reducing the Burden of Homework for Compulsory Education Students and the Burden of Out-of-School Training was promulgated in July, hoping to reduce the double burden on students both inside and outside of school and to fulfil the function of school services by regulating out-of-school training at the same time. The purpose of this research is to investigate the strategies and trends in education investment among well-off families under the Policy of Double Reduction.

At present, scholars are more focused on how to better comply with the double reduction policy in the classroom and how to implement it after class, but the impact of the policy on well-off families has not been reflected, which is also a research gap at present. By analyzing the financial and non-financial resources allocated to education, we aim to gain insights into the shifting priorities and adjustments made by well-off families in response to this policy. This study will employ a qualitative methods approach, qualitative interviews with well-off families (Shi, 2022). By examining the intuitive feelings of direct stakeholders, we can comprehensively understand the challenges and opportunities faced by well-off families in their educational investment decisions. Based on the impact of this policy on families' investment in education, this research question: the investigation of well-off families' investment in education after the implementation of the double reduction policy. Using case studies as a methodological approach and semi-structured interviews, this study analyses the differences in extended education expenditures for children among families in the well-off social strata, and what the reasons behind them are. The findings of this research will contribute to the existing body of knowledge on the impact of education policies and shed light on the potential implications of the Policy of Double Reduction on well-off families. Moreover, it will provide practical recommendations for policymakers and educators to better support well-off families in navigating the changing landscape of education investment. Overall, this research seeks to explore the complex dynamics between the Policy of Double Reduction and well-off family education investment, ultimately aiming to foster an inclusive and equitable education system for all students.

2 Literature review

2.1 Social stratification

In the current study of social stratification in China, the concept of social stratification is used in conjunction with the concepts of class and stratum. The meaning of social stratification is broader, and the content of stratification specifically includes class, stratum and stratum boundary. In China, the study of the state of social stratification and theory, academics is divided into three main stages. The first
stage is from the founding of New China to 1957. At this stage, social stratification in China was mainly based on the theory of class stratification, and the only criterion for class division was whether or not they possessed the means of production, how much they possessed, and their relationship with each other (exploitative relationship). The second stage was from 1957 to 1978. Social stratification in this stage was based on political foundations. That is, people were divided into different levels of society mainly on the basis of their family origin, identity, political stance, political views and political attitudes. The third stage is since the reform and opening up in 1978, the social stratification in this stage is mainly divided based on the basic criteria of economic elements such as income gap and property differences (Xu, 2003).

2.2 Investment and division of family education

In the 1960s, Schultz proposed the “human capital theory” when discussing the factors of economic growth in the United States. That is, the capital embodied in the human being himself is the sum of the stock of knowledge of production labour, management skills and health qualities produced by human beings. It is the sum of physical ability, knowledge, skills, etc. that bring together labourers, i.e. the content that embodies investment, intelligence, knowledge, creativity and development. The human capital theory considers investment in education as the core of human capital investment. According to the human capital theory, it can play an important role in economic development, the increase in the level of personal income and at the same time in the reduction of inequality in the social distribution of personal income. The reason for this is that the increase in the educational level of educated people will improve their knowledge base and skills, which in turn will increase labour productivity, thus making an increase in personal income. In fact, most families are willing to pay a certain amount of money in order to increase the income of their families to get the corresponding economic gains. Then, in order to increase the human capital of their family members, families also invest a certain amount of money in the higher education of their children, which is the human capital of the family members who receive higher education, with a view to obtaining a higher return.

2.3 Expenditure on family education

Household education expenditure is the educational input that families make to their children in parallel with their schooling, mainly if the parents pay through their own income from work.

From the existing literature in China, scholars have studied the structure of family education expenditures in the following two ways. The first categorisation is based on the purpose of education expenditures, and covers the following three aspects: First, the most basic education costs spent during the school year, basic education costs. The first is the most basic educational expenses spent during the school year, that is, basic educational expenses. Students are exempted from tuition and miscellaneous fees, but they are still responsible for their own expenses such as books and meals; Secondly, in school education. On the basis of the training costs incurred to enhance the child's interest and develop his or her talents, the extended education expenses. These education expenses are for the cost of extracurricular training for children, mainly paid to training institutions. Thirdly, there is currently a wide gap in the level of education in our country between provinces, cities and regions, as well as an uneven distribution of educational resources (Wu, 2022).

Enrolment rates vary from school to school,
and some families choose to pay some fees in order for their children to be better educated. Education, i.e., selective education costs, of which the most representative of this type is school choice fees.

The second way of classifying the structure of household education expenditure is to make schools as the core and divide household education expenditure into three parts: in-school education expenditure, out-of-school education expenditure and other education expenditure (Yan, 2023). Expenditure on in-school education mainly includes school fees, tuition and miscellaneous fees, and other in-school charges; household expenditure on out-of-school education mainly includes the costs of attending extracurricular tutorial classes and hiring tutors; and other educational expenses mainly include stationery, educational software and hardware, and extracurricular activities, and so on.

2.4 Well-off households

This paper addresses the positioning of well-off families as follows: the definition of well-off living, similar to the internationally used meaning of quality of life, includes material living conditions - food, clothing, housing, transport and other material conditions; living environment conditions - including air, transport, water quality, greening, etc.; and social environment conditions - including social order, sense of security in life, social morality and morals. In terms of the level of attainment of moderately well-offness, it "includes both improvement in material life and enrichment of spiritual life; it includes both an increase in the level of personal consumption by residents and improvements in social welfare and the labour environment".

Education is the main way of human capital accumulation and plays an important role in personal income and comprehensive development, while the efficiency and equity of educational resource allocation is also important factor affecting a country's long-term economic growth and social stability. Closely related to the research of this paper is the study on the relationship between family education inputs and the double-decrease policy, Das et al. (2013) pointed out that families will respond to changes in school education expenditures based on their expectations, and that when the increase in school education expenditures can be predicted, families will reduce their expenditures on children's education; and when the increase in school education expenditures is unpredictable, families will not change their expenditures on their children's education.

Discussions in the international literature on the effects of load-shedding policies in education have focused mainly on Korea and Japan. In particular, the Korean policy of reducing the burden of schooling, which lasted from the 1960s to the present day, was often referred to as the 'equalisation policy' until 2000 (Lee et al., 2010). Most studies have found that the equalisation policy has not been effective in significantly reducing household expenditure on education (Kim, 2008; Kim and Choi, 2004; Kim & Park, 2008); it has even had the opposite effect, such as lowering the educational expenditure of low-income households and thus creating educational inequality (Kang, 2007; Byun, 2010), or stimulate illegal tuition services (Lee et al., 2010).

The Japanese Government has promoted relaxed education since 2002. Lenient education is an educational method in Japan that reduces the length and content of classes in comparison with test-based education. In order to promote post-war economic recovery and development, Japan promulgated the "Essentials of Learning Guidance", clarifying the basic national policy of "education as a nation", and implemented "indoctrination education" in primary and secondary schools, centred on subject knowledge, which significantly increased the amount of learning content and homework, and raised the difficulty coefficient of the curriculum and exams (Fan, 2016). The difficulty coefficient of the curriculum
and examination has been raised (Fan, 2016). In the process of combing through the literature, it is found that a large number of documents are aimed at the evaluation of Japan's "relaxed education", and some of them are written about the comparison of China and Japan's policies on reducing the burden, while a large number of documents also mention the shortcomings of Japan's "relaxed education" policy.

China's education load reduction policies, since the founding of the People's Republic of China, the Party and the State have enacted a series of load-reduction policies to reduce the burden of schoolwork on primary and secondary school students. There is already literature that suggests that the effects of load-shedding policies are limited, such as Wang Xiaoli (2009) and Yang Min and Chen Angang (2019). There is also evidence in the literature that "the more the burden is reduced, the more the burden is increased", e.g., Liu and Zhang (2018) find that "burden reduction" has pushed up the market for private primary schools and out-of-school education in Shanghai, and Yang Xin et al. (2016) find that the implementation of the burden reduction policy has only reduced the burden of in-school education in the primary and secondary schools.

In 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued Opinions on Further Reducing the Burden of Homework on Students in Compulsory Education and the Burden of Out-of-School Training (referred to as the "double-reducing" policy). The content of the Opinions is mainly to reduce the total amount and length of homework, alleviate the excessive burden of homework, improve the level of after-school services, and meet the diversified needs of students. With regard to out-of-school training, it is stipulated that existing subject-based training institutions for students in the compulsory education stage should be registered as non-profit institutions, online subject-based institutions should be changed to an approval system, and subject-based training institutions should not be allowed to go public to raise funds, and capitalisation is strictly prohibited, nor should they organise subject-based training on national statutory holidays, rest days, or during winter and summer breaks.

Since its promulgation, the "double-decrease" policy has aroused the attention of scholars in China, who are more concerned about how the "double-decrease" policy is implemented in the disciplines and how the "double-decrease" policy is implemented in the teaching mode in the disciplines. Subjects in the teaching mode, as can be seen in the "double minus" policy is more concerned about the subject area and how to better implement the double minus policy. As for the investment in family education after the "double-decrease" policy, scholars have conducted fewer studies in this regard. How well-off families invest in education, there are fewer studies in this area, belonging to the research gap. Thus, the research question of this paper is what are the reasons for the investment in education of well-off families after the implementation of the double-decrease policy? In which part of the field of family education investment after the implementation of the double reduction policy?

2.5 Points of focus

CiteSpace, a software that visualizes and analyzes citation networks, is a popular instrument for scientometric analysis. This tool is particularly effective at identifying clusters of related research topics and visualizing the co-citation relationships between them. Combination diagram of CNKI and WOS shows the overall publication pattern over the last four years in terms of number of publications, growth rate, and average number of citations. the X-axis indicates the years 2019 to 2023. The primary Y-axis indicates the size of the number of publications, while the secondary Y-axis indicates the average number of citations for publications. The analysis
found that the majority of papers were published in 2022. In their efforts to understand the double-decrease policy and its impact on homeschooling, researchers found that the number of studies increased during this time period and may have encountered many policy implications.

It illustrates the keyword co-occurrence network for double-decrease policy and home education, which consists of 59 nodes and 178 co-citation links, spanning the five years from 2019 to 2023. And the clusters are listed in detail in terms of family, determinant, achievement, and major research topics in this knowledge area. Additive manufacturing, demand and educational investments are the main research frontiers of the cluster.

WOS illustrates an aggregated network of 59 nodes and 178 co-citation links for dual-minus policies and homeschooling, spanning the five-year period.
from 2019 to 2023. Figure 9 illustrates an aggregated network of 59 nodes and 178 co-citation links for dual-minus policies and homeschooling, spanning the five-year period from 2019 to 2023. Notably, the three largest cluster scores are all above 0.7, indicating that they are close to the maximum confidence score of 1.00. Cluster #0, which is related to housing, is the largest and the most important compared to the other clusters in the network. On the contrary, cluster #4 is the least important in the network due to its small size.

2.7 Purpose of the study and research questions

The research objective of this paper is the investment in the education of well-off families after the implementation of the double-decrease policy. The research questions are what are the reasons for the investment in the education of well-off families after the implementation of the double-minus policy? In which part of the field is the investment in the education of families after the implementation of the double-minus policy?

3 Research Methodology

3.1 Case Studies

Case studies can be divided into three types: intrinsic case studies, multi-case studies and instrumental case studies (Lu & Li, 2007). The intrinsic case study takes the independent case as the research object, and the purpose of the research is to reveal the characteristics, performance or principles of the case, and the research results are only responsible for the research case, which does not involve the theoretical extrapolation problem, and does not need to get the universal or generalised conclusions. Although the research object of the instrumental case study is also an independent case, the purpose of the study is to draw some kind of regularity and generalisation, or even to draw some kind of theory. In the instrumental case study, the analysis of the characteristics and performance of the case itself takes a back seat to the researcher's academic ambition to achieve theoretical extrapolation is the main purpose of the instrumental case study. The multi-case study is a special kind of instrumental case study. In the multi-case study, the researcher is not uniquely interested in the characteristics of the cases but rather seek the common characteristics and common laws of these cases by analysing a series of cases, and the researcher's ultimate aim is to extrapolate the theory to arrive at universal conclusions or theories (Lu & Li, 2007).

The strength of case studies is their ability to reflect the complexity of individual cases (the art of case study). A case study is the study of the specificity and complexity of a single case, that is, the gradual understanding of the activities of a case within its
The use of the case study methodology in this study is dependent on the purpose of the study. The purpose of this paper is to gain an in-depth understanding of a small group of families, which is perfectly in line with the case study method of capturing the complexity and nuances of human thought and behavior, rather than measuring a large group of students. This paper is a multi-case study, and the intention of this paper is to analyse three interviewees and seek to find common characteristics and common patterns in their investment in family education after the double-decrease policy, so as to draw a generalised conclusion.

Case studies encourage the use of a variety of methods for data collection, with interviews being the most common (with an emphasis on triangular corroboration). As a research method, interviews are somewhat different from everyday conversations. Interviews have a clear purpose and the contact between the interviewer and the respondent is more formal. The information provided by the interviewee should be broadly limited to the purpose of the interview. The interview itself is a co-constructed social event that has a certain 'reality' for both participants. The discursive style of the interview is co-constructed by both parties, and both parties ask and answer questions based on an understanding of the interview as a social event. The interviewer's questions provide an opportunity for the other to construct meaning. The other party's answer, whether it is a recollection or a description of reality, is a reconstruction of fact or meaning (Yang, 2001). In structured interviews, the researcher has some control over the structure of the interview while allowing the respondent to actively participate (Fei, 2000). This study adopts the interview method, which is often used in case studies, to control the entire interview process, but because the actual interview is not able to fully explore what the participants think and feel, it is also necessary to provide some appropriate guidance in the process. Therefore, semi-structured interviews were used as the main research method in this study in order to establish a better relationship with the participants and to understand their true thoughts and feelings.

3.2 Research method

An interview (interview) is a basic psychological research method to understand the psychology and behavior of the interviewee through a face-to-face conversation between the interviewer and the interviewee and is used for exploratory research to gain an understanding and deeper knowledge of the issue.

This study will be based on a pre-drafted interview outline, and semi-structured interviews with the research subjects, allowing some of the questions to be dispersed while basically focusing on the interview outline, and simultaneous audio recording of the interview process. The reason for choosing the interview method in this paper is that the interview method can help the author better answer the research questions, and the interview method can better understand the interviewer's situation in depth. The interview method can be targeted in the search for the interviewee, the scope of the research object includes secondary school students in Shandong Province, a total of three secondary school students were interviewed in this study.

3.3 Sample

In this study, in order to gain a deeper understanding of the implementation of the Policy of Double Reduction, the author selected six parents of students as interview subjects. These parents are from Weifang City, Shandong Province, China, and their children are all first-grade students. These students were previously mentored by the author, which allows for a certain level of familiarity with their educational experiences. By selecting students from this grade level, we can better observe their experiences and
changes in the educational process. Furthermore, to enhance comparability, three parents from public schools and three parents from private schools were chosen for the interviews. The selection criteria for these families were based on the standards of well-off families in China.

The preparation for this study began in October 2022 and all interview tasks were completed within the following two months. Through interviews with the parents of these students, the author aims to understand the differences in the implementation of the Policy of Double Reduction between public and private schools. This choice of participants and the timeline for the study will provide us with ample data and insights to address the research questions.

3.4 Data processing

In order to improve the standardization of data analysis, there are several key steps that can be taken:

Establish clear data collection protocols: It is important to define and document standardized procedures for data collection. This includes specifying the variables to be measured, the methods of data collection, and any specific guidelines to ensure consistency and accuracy.

Implement data cleaning and preprocessing techniques: Data cleaning involves identifying and correcting errors, inconsistencies, and missing values in the dataset. Preprocessing techniques such as normalization, outlier detection, and feature scaling should be applied to ensure that the data is in a suitable format for analysis.

Define a common data analysis framework: Creating a standardized framework for data analysis helps ensure consistency across different analyses. This framework should include guidelines for selecting appropriate statistical methods, defining analysis goals, and interpreting the results.

Document analysis procedures: It is essential to document all steps and decisions made during the data analysis process. This documentation should include details on the data used, the methods employed, and any assumptions made. This enables others to replicate the analysis and validate the results.

Encourage collaboration and peer review: Collaboration among data analysts and subject matter experts can help identify potential biases, errors, or alternative interpretations. Peer review of data analysis processes and results can contribute to the standardization and reliability of the findings.

Continuously update and improve analysis methods: Data analysis techniques are constantly evolving. It is important to stay updated with the latest developments in the field and continuously improve analysis methods. This may involve incorporating new statistical models, adopting advanced machine learning algorithms, or utilizing innovative visualization techniques.

Provide training and education: Standardizing data analysis requires providing training and education to data analysts. This includes teaching them the

<table>
<thead>
<tr>
<th>Interviewee</th>
<th>School</th>
<th>Nature of School</th>
<th>Age</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Guangwen Middle School</td>
<td>Public school</td>
<td>13</td>
<td>First year</td>
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<tr>
<td>W</td>
<td>Weifang Meijia Experimental School</td>
<td>Private school</td>
<td>13</td>
<td>First year</td>
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<tr>
<td>T</td>
<td>Xinhua Middle School Public school</td>
<td>Public school</td>
<td>13</td>
<td>First year</td>
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<tr>
<td>S</td>
<td>Weifang Hansheng school</td>
<td>Private school</td>
<td>13</td>
<td>First year</td>
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<tr>
<td>Z</td>
<td>Weifang Yizhong public school</td>
<td>Public school</td>
<td>13</td>
<td>First year</td>
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<tr>
<td>L</td>
<td>Weifang Binhai International School</td>
<td>Private school</td>
<td>13</td>
<td>First year</td>
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<td>Questions</td>
<td>Participant</td>
<td>Sub-theme</td>
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<tr>
<td>Q1: Are you aware of the double-decrease policy enacted by the State?</td>
<td>The student parents replied that they have heard of it, but it is only limited to hearing about it. They are not clear about the timing of the implementation of the double reduction policy and do not understand the content of the double reduction policy, resulting in insufficient understanding of the double reduction policy.</td>
<td>I only heard about it, but don't have a deep understanding</td>
<td></td>
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<tr>
<td>Q2: In your opinion, has there been any change before and after the Double Reduction Policy? (Can you tell me how you feel about it in the light of your own experience?)</td>
<td>Interviewer F mentioned: &quot;It is evident that the amount of homework in the school has decreased. Interviewer T mentioned Before the double reduction policy in primary school, there were more homework and exams. After the double reduction policy in primary school, the homework and exams would decrease a bit, and the exams would also decrease. Because the students who went to junior high school were in junior high school, and currently in their first year of junior high school, they were not very familiar with the homework before the double reduction policy. Anyway, although we have now reduced our homework, Xinhua will have a good amount of homework in my daily life, but it will be a large-scale exam in the mid-term and final exams Time. As a gesture, it will increase a bit</td>
<td>Reduced workload</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3: In your opinion, what is the impact on you after the Double Reduction Policy? How do you feel about the double-decrease policy?</td>
<td>Interviewer W mentioned the changes before and after the double reduction policy were not significant, and even had a lot of impact on me. I could have gone to school near home in the city, but now I can only go to the county and city because private schools in the city have stopped enrolling. At the same time, if I attend tutoring classes or cultural classes now, I need to sneak in. Although the advantage of the double reduction policy is that I have already gotten rid of the full tutoring classes on Saturdays and Sundays. But my family still arranges for me to attend tutoring classes during summer holidays, and I am currently studying far from home, which shows that the double reduction policy has had a significant impact on me.</td>
<td>The change is not significant</td>
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<tr>
<td>Q4: How much did you spend on extracurricular tuition or tutoring for your child before the double-minus policy?</td>
<td>Interviewer F mentioned, &quot;Before the double reduction policy, the content of my tutoring class was mathematics. I had been studying mathematics for several years, as well as studying biology and studying for a summer vacation. There was also learning to draw, starting at the age of four and drawing until now Interviewer W mentioned, &quot;Before the double reduction policy, I had already started learning about middle school content during my elementary school years. I had been studying mathematics, biology, geography, English, and other subjects for two summers. In addition, I also studied painting Interviewer T mentioned, &quot;I only studied dance for two years before the implementation of the double reduction policy, and I no longer do so. After the implementation of the double reduction policy, I learned a summer tutoring knowledge&quot;</td>
<td>Attend multiple tutoring classes</td>
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<td>Q5: The situation of your child's interest and specialty classes before the double-minus policy.</td>
<td>Interviewer F mentioned, &quot;Currently, I mainly focus on art, and my math skills are relatively weak. I have been filling in math and have not studied anything else Interviewer W mentioned, &quot;I haven't touched on anything at the moment Interviewer T mentioned, &quot;The content I am learning now is not much different from before the double reduction policy&quot;</td>
<td>The change is not significant</td>
<td></td>
<td></td>
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<tr>
<td>Q6: What are the main contents of your child's extracurricular activities after the double-minus policy? What are the costs involved?</td>
<td>Interviewer L: Focusing on children's disadvantaged subjects, there will be some interest in tutoring classes to explore</td>
<td>The change is not significant</td>
<td></td>
<td></td>
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<tr>
<td>Q7: Is this part of the cost within the affordability range?</td>
<td>Interviewer L: ok</td>
<td>Within the bearing range</td>
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<td>Q8: What is your greatest feeling about the Double-Cut Policy?</td>
<td>Interviewer T mentioned: My biggest feeling is that it's not very useful. The task volume is still the same, but I may have done it at a different time. Previously, I might have done two papers a day, but now I'm doing one in class and one after class, and the actual task volume is still two, no difference. It's also possible that for elementary school students, the pressure will decrease, but for students in the first to third stages of junior high school, the pressure is still heavy, and it doesn't reduce the burden</td>
<td>The change is not significant</td>
<td></td>
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</tbody>
</table>
principles of data analysis, statistical methods, and best practices for ensuring data quality and reproducibility. (Braun & Clarke, 2006).

By implementing these key steps, organizations can improve the standardization of data analysis, leading to more reliable and actionable insights from data. Table 2 shows the records of interviews.

3.5 Research ethics

Research ethics is an important guideline to be observed when conducting social science research. In order to benefit human society, scientific research results need to be regulated by scientific research ethics, and social science research must be conducted within the framework of research ethics (Huang & Pan, 2009).

Taking junior secondary school students in compulsory education as the target group, the study will examine the current situation of the perception, attitude and behavioral tendency of the families of junior secondary school students after the implementation of the Double Reduction Policy; analyse the investment in education by well-off families after the implementation of the Double Reduction Policy; and find out what problems remain after the implementation of the Double Reduction Policy. Since the subjects of the study are minors under the age of 18, it is necessary to obtain the consent of their families for this type of research.

The research in this paper was conducted as an academic study only and in accordance with the requirements of research ethics as the author had issued informed consent to the interviewers prior to the interviews.

4 Findings

4.1 Reduction in operations following the implementation of the double-decrease policy

In order to further understand the implementation status of the school under the "Double Reduction" policy, the author selected six students from three secondary schools in Weifang City by snowballing, and through interviews to understand their views on the "Double Reduction" policy before and after the double reduction policy, their own views on the impact and views of the school. The following interviews were conducted to understand their views on the Double Reduction Policy before and after the policy, the impact on themselves, and their views on the school. The following is a selection of representative responses from the interviews.

Interviewee F mentioned that "it is noticeable that the amount of homework in school is reduced".

Interviewer T mentioned that "after the double reduction, overall, the overall homework is decent and there will be more before the exam."

Through students’ expressions, it can be seen that students can indeed feel that the amount of homework has been reduced after the implementation of the Double Reduction Policy and the burden of students has been eased a bit, which reflects the very purpose of the implementation of the policy.

4.2 Effectiveness of the Double Reduction Policy in Public Schools is evident after its implementation

The interviewer W mentioned that "the double reduction policy has affected my child a lot, he could
have gone to school in the city (near my home), but now he can only go to school in the county, because the private schools in the city have stopped enrolling students." At the same time, if he take a cultural class now, he need to secretly go to it. Although the benefit of the dual-reduction policy is to get him out of the full Saturday and Sunday classes, I will still arrange for him to take classes in the summer holidays."

Interviewer W expressed his own perception of the benefits and drawbacks of the implementation of the Double Reduction Policy through her own experience during the course of the interview, expressing to the author her views on the benefits and drawbacks of the implementation of the Double Reduction Policy since before and after the Double Reduction Policy, as well as the local context. This perception was not mentioned by the two interviewees from public schools. For the private school context, I had another in-depth conversation with Interviewer W, as described below:

The interviewer W mentioned that "The biggest feature of private schools is that they have a lot of requirements, and there are no holidays on Saturdays and Sundays. My child doesn't feel much about the way she teach. She just doesn't feel free."

The author mentioned that "Is there any difference for you before or after the double-decrease policy?"

Interviewee W mentioned that "Before and after the double reduction policy, there is not much change for my child. Maybe if he have to say there is some difference, before the double-decrease policy he could go to tutorials openly, after the double-decrease policy was implemented, he could only go to tutorials surreptitiously."

It can be seen that the implementation of the double-decrease policy is more vigorous in public schools, and students will experience it more deeply. The experience of students in private schools is not so obvious.

4.3 Expenditure on family education after the implementation of the double-decrease policy is mainly on special studies

Prior to the implementation of the double-decrease policy, interviewees' learning was dominated by cultural tuition and arts-based learning.

Interviewee F mentions, "My child has been learning art specialties and has been tutoring in mathematics"

Interviewee W mentioned, "Before the double reduction policy, my child had already started to learn middle school level for two summers, studying subjects such as mathematics, biology, geography and English. Apart from that, he also learnt to draw."

Interviewer T mentioned, "My child only studied dance for two years before the Double-Down Policy and she doesn't study anymore. Learned a summer of content remedial knowledge after the Double-Down Policy was implemented."

After the implementation of the double-decrease policy, the author learnt during the interviews that the content of the interviewer's study mainly focused on the cultivation of artistic specialties, and the interviews are as follows:

The author mentions, "What is the main content of your extracurricular activities after the implementation of the Double Reduction Policy?"

Interviewee F mentioned, "At the moment my child is still focusing on art, and also she is weak in mathematics, she has been catching up on mathematics."

Interviewer W mentioned, "my child is not covering anything right now."

Interviewer T mentioned, "My child is learning now is not that different from what he was learning before the double-decrease policy."

In the process of students' expression, the author found that there is still a difference in what students learnt after the implementation of the double-minus policy compared with that before the double-minus
policy, and students also mentioned that at present they would not be too involved in tutorials for cultural subjects, unless they are weak subjects. The content of students' learning is based on the content of their specialty in the arts.

4.4 Student stress is on the high side

In the course of the interview, the author found that the interviewer's attitude was very hesitant in answering the effectiveness of the Double Reduction Policy, and the students did not know how to express themselves, as well as the students also mentioned in the course of the interview that they did not have much feeling at the moment, and they just felt that the pressure was still very great, as follows:

Interviewer T mentioned, "My child biggest feeling is that it doesn't help, the amount of task is still the same, it's just that maybe it's a different time to do this, before it might have been two papers a day; the stress is still high and there's no reduction in the burden."

4.5 Students are not sufficiently aware of the double-decrease policy

In the course of the interviews, the author asked students whether they had heard of the double-reduced policy, and they replied that they had heard of it, but only in the sense that they had heard of it, and that they were not clear about the time when it was enacted, and at the same time they did not understand the content of the double-reduced policy, so that they did not have enough sense of the double-reduced policy.

4.6 Anxiety exists among parents of students

In the course of the interview, the author had further questions about why such a situation existed in response to interviewer W's mention that her parents had asked her to attend two prep-based tutorials before she had attended a junior high school tutorial.

Interviewer W's parents replied, "In fact, for the reason why the child went to tutorial classes twice, I always feel that other children have learnt and she hasn't learnt, so I am quite uneasy."

In response to the interviewer's parents' answers, we can find that the reason why their children attend summer tutorials with the same content is simply because of the presence of parental anxiety, always believing that their children will suffer if they don't learn, and that the parents will not delve much deeper into the matter as to how much of the content learnt has been absorbed.

5 Results

The content of this paper is the implementation of the double-decrease policy after the implementation of the education investment in well-off families, in this paper, the author first of all to understand the interviewer's family situation, the family is at the level of well-off families, but is not considered rich, but each family will be on the child's family education expenditure, this cost is not small, but each interviewer in the process of mentioning their own family can support their own extracurricular tutoring of this cost. The overall economic income of the family affects the cost of home schooling, and in the well-off families where the interviews took place there was a sense of anxiety involved.

Expenditure on Family Education: The interviews revealed that well-off families allocate a significant portion of their overall income towards their children's education. While these families are not considered wealthy, they are able to afford the expenses associated with extracurricular tutoring. The economic status of the family influences the extent of investment in home schooling, and there is a sense of concern among well-off families regarding the cost of education.

Shift in Expenditure: Following the implementation of the Double Reduction Policy, the focus of family education expenditure has shifted towards artistic learning, while the investment in cultural subjects has decreased. Families are now allocating less financial resources towards cultural
tuition for their children.

Motivations for Investment: The primary reasons for well-off families' investment in education post-policy implementation are to cultivate their children's interests and to address any academic weaknesses or disadvantaged subjects. These aspects have become the main priorities for investing in education. However, there is also evidence of families following trends, such as enrolling their children in consecutive summer tutorials before entering junior high school, without a clear rationale. This suggests a certain level of indiscriminate spending in family education.

Limited Understanding of the Policy: The interviews indicated that well-off parents have inadequate knowledge and understanding of the Double Reduction Policy. They lack a comprehensive understanding of the policy's objectives and implications, which may affect their decision-making regarding education investment.

Overall, these findings shed light on the changes in well-off family education investment patterns and highlight the need for improved understanding and guidance regarding the Double Reduction Policy.

6 Conclusion

In the discussion section, we can further analyze and interpret the findings from the research on well-off family education investment under the Double Reduction Policy. Here are some points to consider:

Impact of the Double Reduction Policy: Discuss the observed effects of the policy on well-off families' education investment. Highlight how the policy has influenced the allocation of educational resources and the reduction in tuition fees for certain subjects, such as cultural subjects. Emphasize any improvements or challenges identified in the implementation of the policy.

Reasons for Family Education Investment: Explore the reasons provided by the interviewees for investing in their children's education. Discuss how these reasons align with the goals of the Double Reduction Policy, such as cultivating students' interests or addressing disadvantaged subjects. Analyze any patterns or variations in the reasons provided by the interviewees.

Challenges and Blind Spots: Address the blind spots and challenges identified in the expenditure of family education. Discuss the phenomenon of blindly following trends in extracurricular tutoring and the potential implications for students' education. Examine the interviewees' understanding of the Double Reduction Policy and highlight any gaps or misconceptions.

Disparities between Public and Private Schools: Discuss the differences observed in the implementation of the Double Reduction Policy between public and private schools. Analyze any disparities in the allocation of resources, tuition fees, or access to educational opportunities. Consider the implications of these disparities for educational equity and the effectiveness of the policy (Zhang, 2021).

Policy Recommendations: Based on the findings, provide recommendations for policymakers and stakeholders to improve the implementation of the Double Reduction Policy. Discuss potential strategies to address the identified challenges and ensure a more equitable and effective implementation of the policy. Consider the importance of enhancing parental understanding and engagement in the policy's objectives.

Contribution to the Field: Discuss the practical significance of the research findings in understanding educational "involution" and compulsory education reform initiatives in China. Highlight how the ideas presented in this paper complement existing research on educational "involution" and the internalization of education. Emphasize the potential implications and applications of the research findings for future policy development and educational practices.
References


