

Research on the Current Situation of After-School Services in A Primary School in Changsha

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Abstract: In 2017, the Ministry of Education issued the Guiding Opinions of the General Office of the Ministry of Education on Doing a Good Job in After-school Services in Primary and Secondary Schools, which standardizes after-school services, but there are still problems in the process of implementation. Through the investigation of rural primary schools, it is found that the school has problems such as insufficient funds, single curriculum content and form, and imperfect after-school service evaluation system, and the following suggestions are put forward for problems. Therefore, we need to gather all parties to support the after-school service fund, based on students' core competencies, build three types of courses: culture, technology, and labor, improve the inspection standards of after-school service courses, provide feedback to parents on student growth charts, and deepen mutual trust between families and schools. Rural primary schools should carry out after-school services with the aim of improving teaching quality and meeting the needs of parents, leveraging their strengths and avoiding weaknesses, leveraging their own advantages, communicating more with external resources, forming an educational synergy, and building after-school services with school characteristics.

Keywords: Rural Primary School Students; After-school Services; Primary School Students

1. Introduction

In 2017, the Ministry of Education issued the Guiding Opinions of the General Office of the Ministry of Education on Doing a Good Job in After-school Services for Primary and Secondary School Students, which standardizes the independent selection of after-school services, the diversity of curriculum content, effectively ensures the safety of students, and

improves the after-school service mechanism. However, there are still some places where the after-school service mechanism is incomplete, the role of participating in the after-school service is not clear, and the behavior of the after-school service is not standardized, especially in rural areas, the educational resources in urban and rural areas still exist in this unfairness, and there will be insufficient education funds in relatively remote areas, the teaching quality is at the middle and lower level, and the teaching facilities are not complete.

2. The Purpose and Significance of The Investigation

2.1 The Purpose of the Investigation

After-school service is the biggest change in education in recent years, after the introduction of after-school service-related policies, it is very popular with the society and educators, and at the same time, the after-school service of the school can be investigated from the side, which can reflect the school's management system, teaching resources, teaching venues, etc. The purpose of this research is to investigate the after-school service of a primary school in Changsha, not only to understand the experience of learning from Changsha's local after-school service, but also to put forward some suggestions for the shortcomings.

2.2 The Significance of The Investigation

After investigating and researching the implementation status of after-school services, the existing problems are found, which has certain practical significance for re-planning the school after-school service system and ensuring the goal, form and implementation of after-school services. Practical significance of after-school service: first, to find out the current problems of after-school service in the primary school, second, to understand the current situation of after-school service in Xiangzikou Central Primary School, and third, to make

suggestions or strategies for the existing problems.

3. Investigation Ideas and Methods

This paper takes the current situation of after-school service in a primary school as the main content of the survey, and takes the teachers and parents of the primary school as the survey objects, investigates and studies the actual situation of the after-school service in the current Xiangzikou Central Primary School, and draws conclusions through data analysis, and puts forward targeted suggestions and strategies for the conclusions, so as to have a guiding role in the implementation of after-school services in the future.

4. Survey Results and Reasons for After-School Services in Primary Schools

Due to the practical consideration of school resource limitations, the school's after-school service is mainly based on tutoring students' homework, and the short-term continuous after-school service based on tutoring homework is conducive to the progress of students' performance, but from the long-term development perspective, such after-school services are not conducive to the all-round development of students.

1. Parents' academic qualifications, education investment, education evaluation, education concepts and other aspects can affect children's education. Parents believe that the main task of the school's after-school service is to complete the tutoring of subject homework and reduce the burden of family education. Parents generally identify the responsibility of after-school services as the school, so the school has become the main body of children's education in the hearts of parents. Homework help, study habit cultivation, children's character development, social skills, etc., parents believe that these contents should be completed in after-school services.

2. The after-school service of the primary school has very limited resources for the cultivation of students' interests, and there are basically no training institutions around the school, so it is very difficult to use the training resources outside the school. And most parents are not in favor of volunteers with expertise coming to campus. They also want to obtain more curriculum resources, but lack of resource support, which invisibly brings more burden on

school teachers to teaching content.

3. School teachers believe that after-school services need to be improved in terms of enriching the curriculum, such as the city's primary school after-school service courses include science, dance, track and field, football, basketball, martial arts, chess, ideology and politics and other courses, the curriculum resources in the city are rich and diverse, and there are professional teachers, so rural schools need to enrich the curriculum to carry out professional training and guidance for teachers.

This survey was conducted in the form of a questionnaire. The questionnaire survey method randomly selects the number of parents and teachers of the school to conduct a questionnaire survey, mainly to investigate the current situation of after-school services in a primary school in Changsha, to understand the current evaluation, suggestions and needs of parents and teachers for after-school services, and to provide practical data reference for investigation and research.

Questionnaire distribution: In the form of sharing the link of the Jinshan form, the parent and teacher questionnaire will be shared to the primary school teacher group, the teacher will fill in the teacher questionnaire, and then the class teacher will share the parent questionnaire with the student group. A total of 39 questionnaires were distributed to teachers and 218 parents.

5. Basic Information Analysis

Table 1. Statistical Table of Basic Information of Parents

topic	Options	Number	percentage
gender	man	113	51.8%
	woman	105	48.2%
grade	first grade	33	15.1%
	Second grade	31	14.2%
	third grade	42	19.3%
	Fourth grade	31	14.2%
	Fifth grade	46	21.1%
	Sixth grade	35	16.1%
Relations with students	parents	203	93.1%
	Grandparents	8	3.7%
	other	7	3.2%
	Grandparents	0	0%
Parents with the highest level	Junior high school and below	94	43.1%

education			
	High school, higher vocational, technical secondary school, etc	87	39.9%
	College, university and above	37	17.0%
Educational expenses per semester	Less than 300 yuan	7	3.2%
	310-1200 yuan	61	28.0%
	1201-2000 yuan	79	36.2%
	2001 yuan and above	71	32.6%

Table 2. Basic Information of Teachers

topic	Options	Number	percentage
gender	man	7	18.0%
	woman	32	82.0%
Grade taught	Junior	15	38.5%
	Middle grades	10	25.6%
	Seniors	14	35.9%
Teaching Subjects	Chinese	17	43.6%
	mathematics	15	38.5%
	English	2	5.1%
	synthesis	5	12.8%

It can be seen from the basic statistics of parents and teachers that there are many female teachers in the school, and most of them are parents who discipline students, but there are also left-behind children; the overall education level of parents is high, and the cost of education is also relatively high. Overall, the parents of the school are supportive of the students' education.

6. After-school Service Positioning

Parents and teachers feel that the school is responsible for after-school services. Teachers accounted for 35.3% and parents accounted for 36.7%, while teachers believed that it was the responsibility of schools (38.2%), much lower than parents (52.1%).

Most parents hope that their children can complete their academic tasks and develop study habits by participating in after-school services,

which shows that parents think that it is very difficult for students to complete their homework at home, and hope to solve their children's academic problems through after-school services. At the same time, parents also support that after-school services can spread more new knowledge and skills. Parents are more resistant to social activities, which are not very important for children's academic performance.

Participation in after-school services did not affect the enthusiasm of education and teaching for 92.3% of the people, of which three people were affected, two people had no time and energy due to busy work, and one person who did not have suitable hobbies and specialties to teach students. For each of the three teachers, activities can be taken to reduce the burden of after-school tasks and carry out teacher skills training.

7. Summary

From the data analysis, the overall situation of the school's after-school services is relatively good. From the teacher's evaluation, the understanding of after-school service and the discovery of the shortcomings in after-school service, the following three pieces of information can be obtained: 1. The after-school service carried out by the school has won the unanimous praise of most teachers; 2. The after-school service is not only a good time to complete the students' academic tasks but also a good time to cultivate students' interests; 3. The responsible party of the after-school service is in the school, so the school needs to provide a rich curriculum for students to be able to achieve the effect of "learning by playing, learning by playing" during the after-school service period. The following three points are summarized from parents' understanding of after-school services, the evaluation of after-school services and the suggestions of after-school services: 1. Parents hope that their children can develop good study habits and develop their own hobbies on the basis of completing their studies from the school's after-school services; 2. Children have improved their grades and changed their personalities in the process of after-school services, which reduces a lot of burden on family education; 3. The fees for after-school services can be reduced. The release of the "Opinions" article has promoted the standardization of after-school services,

improved the quality of after-school services, and made after-school services gain social attention and praise.

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