

Catalyzing the Success of Implementation of After-School Physical Activity Program in Primary School under the “Double-Reduction” Policy

Shiyong Bi^{1,2,*}

¹ Graduate School, Adamson University, CO 1000, Manila, Philippines

² Guangxi Normal University, China

* Corresponding author Email: shiyong.bi@adamson.edu.ph

Abstract: The implementation of “Double-Reduction” policy creates a suitable external environment for the further development of after-school physical education services. In this study, literature review, questionnaire and interview methods are used as the main research methods to investigate the development status of after-school physical education services in urban primary schools in Guilin under the “double-reduction” policy environment, and to analyze and discuss the main influencing factors of after-school physical education services, such as coverage, contents, form and duration, participation and service mode, as well as quality and evaluation. The results revealed that: Under “double-reduction” policy, the after-school PE service coverage of primary schools in Guilin needs to continue to expand, and should strive to reach full coverage; Parents and students have strong demand for diversified after-school PE services, but there is a shortage of PE teachers, insufficient benefit guarantee for teachers to participate in after-school services, and the lack of quality and evaluation system. The paper suggests that relevant government departments should formulate after-school PE service policies to strengthen guidance, integrate high-quality after-school PE resources to participate in after-school service by purchasing services, strengthen the motivation of PE teachers to participate in after-school service, construct a reasonable after-school PE service evaluation system, and improve the quality of after-school PE service.

Keywords: After-school Physical Education; Double-reduction Policy; Guilin; Primary School; PE Teachers.

1. Background

It is widely recognized that physical activity (PA) has a positive and profound impact on children’s physical bodies, academic achievement, and cognition. Research indicated that children with a lower level of physical activities were significantly associated with lower agility, movement skills, and muscular endurance, while also demonstrated with a higher level of screen time compared with children with higher physical literacy scores (Pohl, Alpous, Hamer & Longmuir, 2019). Children with a higher level of physical fitness tend to engage in more physical activity, thus leading to positive health indicators and physiological adaptation (Caldwell et al., 2020; Cairney, Dudley, Kwan, Bulten & Kriellaars, 2019).

Young individuals who engage in physical activity are more inclined to continue leading active lives as they grow older, and children exhibiting improved motor skills tend to remain physically active both during their childhood and throughout adulthood.

The benefits of participation in regular PA for the physical and mental health of children and adolescents is widely reported in the literature. However, the majority of children and adolescents worldwide are not meeting daily PA guidelines (Aubert et al., 2018; Guthold et al., 2020). According to data from 1.6 million students aged 11–17 in 146 countries, 81% were insufficiently active in 2016 (Guthold et al., 2020).

Schools are ideally positioned to establish health-promoting environments by providing multiple opportunities for students to be active each day. This may include providing PA opportunities before school, during school class time,

including PE class, during recess and lunch breaks; and after school program (ASP). This whole-of-school approach to PA promotion is known as a comprehensive school physical activity program (CSPAP). One approach for increasing students’ activity levels during the school day, that may also improve educational outcomes, is scheduling PA during ASP, commonly known as after-school physical activity program (ASPAP). CSPAP have been identified as an intervention toward improving PA opportunities for youth throughout the school day. One of the most important elements of a CSPAP is ASPAP.

Students who participate in organized formal ASPAP are probably more familiar with the content of PE classes compared to students who do not. This may also be one of the reasons why students without ASPAP have demonstrated significantly lower scores on several motivational responses such as intrinsic motivation, as well as perceived physical competence and outcome expectancies in PE than students with ASPAP.

Due to the special features of the Chinese education system, the university entrance examination (Gaokao) has become the only narrow pathway for the vast majority of students to pursue higher education and ultimately secure a better career opportunity. This system dictates that students must dedicate the majority of their time to studying academic subjects in order to achieve higher scores in the university entrance examination. This is one of the main reason that children in China are not engaging in sufficient amounts of PA in the school for a long time and this lack is an emerging public health concern (Jing, 2022). Efforts to increase the PA engagement of children has become a national priority, attracting attention from professionals in education, public

health, medicine and so on. Although school-based PE is in a position to administer regular PA to children, the presence of PE in many regions in China has been reduced in favor of increased academic time. For many years, schools were thought to have great potential for providing youth with PA opportunities. However, the growing focus on academic success has resulted in reduced physical activity within schools. Subjects like art, music, physical education (PE), and recess are increasingly seen as supplementary activities that potentially disrupt academic pursuits. Due to the reduction of PA in school, inappropriately high weight, obesity and myopia in children is also a persistent problem in China. Children's physical health condition has been recognized as one of the most vital issues discussed widely in recent years.

Under the above circumstances, in July 2021, the General Office of the Communist Party of China (CPC) Central Committee and the General Office of the State Council jointly released a policy- 'Opinions on Further Reducing Student's Homework Load and After-school Learning Pressure in Compulsory Education Stage (from grade 1 to grade 9)', also known as Double-Reduction Policy (DRP) (State Council of the People's Republic of China, 2021). The policy takes "improving the quality of after-school program (ASP) and meeting diversified needs of students" as one of its core values. Along with the implementation of DRP, Chinese government has further strengthened the requirements of improving the quality and efficiency of ASP in compulsory education stage. The most significant impact of the DRP on ASPAP is that Chinese government has deemed afterschool academic training to be illegal and has closed those training institutions. This allows students to allocate their after-school time to PA and other non-academic training activities. Therefore, as an essential part of after-school program, the implementation of ASPAP and its improvement is becoming obviously urgent. This aims to enable students to master the basics of exercise and PA, as well as build a foundation for a lifetime of physical health (Lu, 2023). Thus, how to improve the quality of ASPAP effectively has become a key topic that needs to be investigated and discussed.

Primary school is not only the enlightenment stage for individual development, but also a key period of formatting lifelong sports habit. Chinese students in primary school are under relatively low academic pressure. The environment of school, family and community is also relatively friendly. Therefore, under the DRP, primary school stage would be the best window period to significantly improve the student's engagement of PA, cultivate their interest and build a lifelong sports habit. Thus, it is of great practical significance to implement ASPAP in primary school.

While policies and documents mentioned the importance of ASPAP and its role in youth development, an in-depth analysis of its implementations and practices is merely at the beginning in China.

The purposes of ASPAP in China are, on one hand, to help parents to ease the difficulty of picking up their children due to work and other reasons, on the other hand, to provide students with a quality PA platform in school settings to meet the diversified needs of students (Zhou, T., 2022).

Additionally, Primary schools are ideal locations for PA promotion: they have infrastructure in place, and almost all children attend primary school in China because it is in compulsory education stage. The high quality ASPAP have good chance to offer great potential and influences for increasing student's PA levels.

To conclude, the implementation of ASPAP in primary school is an essential element in terms of student's physical development. Moreover, it will benefit both the family and the nation in the long run.

The degree of implementation plays a significant role in influencing the outcomes achieved in promotion and prevention programs. The implementation process is affected by variables related to communities, providers and innovations, and aspects of the prevention delivery system (i.e., organizational functioning) and the prevention support system (i.e., training and technical assistance). Gathering data on the implementation process is a crucial aspect of program evaluations, and there is a demand for additional insights into the factors that impact implementation within diverse community contexts.

Therefore, indicating and evaluating the influential factors of implementation of ASPAP in primary schools of China is crucial to examine whether the DRP and its interventions can be successfully sustained and effective. In fact, there is strong empirical evidence to suggest that multiple factors affect the implementation of ASPAP in primary schools.

Lu, X (2023) concluded that the implementation of ASPAP in schools significantly affects the development of ASPAP in primary schools in Beijing, especially in the context of the DRP. The main influencing factors include the age of schoolteachers, their highest educational qualifications, the availability of teaching resources provided by the school, the participation of schoolteachers, the establishment of evaluation criteria by the school, and the effectiveness of the school's monitoring system.

Thus, by integrating experience in ASPAP in primary schools with expertise in PE, PA promotion, health promotion, and the social psychology of sport and PA, the researcher will try to analyze the status and influential factors of implementation of ASPAP for promoting PA in afterschool settings in primary schools in China. A growing number of studies have investigated the various facilitators and barriers that may influence the implementation of ASPAP during the school day. Staff who are educated about the policies, philosophy, and expectations of a specific program are much more likely to endorse the ASPAP and implement it effectively.

To date, the majority of studies investigating factors influencing the implementation of ASPAP in the primary school setting have been conducted in North America, Europe and the United Kingdom (Michael et al. 2019). A limited number of studies have been conducted in China in primary school from grade 1 to 6. Meanwhile, in China, academic pressures and demands may differ across the compulsory education stage and high school. Given that the primary schools are in a position to positively influence children's PA and the increased academic pressures associated with high school entrance examination and university entrance examination start normally from grade 7, this study focuses on the primary school from grade 1 to 6 in China. The aim of this study was to examine factors that influence the implementation of ASPAP in primary school in China, within a social ecological framework. Understanding the factors that may influence the implementation of ASPAP in primary school context will allow for a more targeted approach to support for children's physical development.

2. Theoretical/Conceptual Framework

Following a review of the relevant empirical literature, a social ecological approach was chosen as the theoretical framework. The socioecological framework was first suggested by Bronfenbrenner in the 1970s as an ecological systems theory and was later redefined by McLeroy et al. as a framework to promote health-related behavioral change. The social ecological framework can be used to gain a comprehensive understanding of the factors that influence behaviors at the individual, interpersonal, organizational, environmental and public policy levels (Bronfenbrenner 1977; McLeroy et al. 1988). As such, a social ecological model takes into consideration not only the attributes of an individual, but also the interpersonal, organizational, environmental and policy factors that may facilitate or inhibit the behavior of an individual (Sallis et al. 2003; Spence and Lee 2003).

The socioecological framework is a multilevel conceptualization of health that includes individual, interpersonal, organizational, environmental, and public policy factors. The socioecological framework emphasizes multiple levels of influence and supports the idea that behaviors both affect and are affected by various contexts.

Through social ecological framework, researchers are able to examine the contextual factors that may influence the implementation of ASPAP to students at primary school. Implementation factors that considered numerous levels of influence—from the individual to the overarching policy at the local, province, or national level—tended to have the greatest effect in addressing facilitators and barriers of high quality ASPAP in primary schools.

Social ecological theory helps to analyze how different factors in different level influence the implementation of ASPAP in primary school under DRP in China. ASPAP in primary schools is expected to facilitate the basics of exercise and PA among students, as well as build a foundation for a lifetime of physical health. There are some primary schools in China struggle to provide quality ASPAP. By applying social ecological theory into this study, facilitators and barrier as influential factors of ASPAP will be investigated at different level such as individual (i.e., staff beliefs and skills); interpersonal (i.e., relating to students and peers); organizational (i.e., school administration, training/resources); environmental (i.e., culture norms, physical environment, families) and policy (i.e., local, province and national policy).

3. Definition of Terms

The following presents the operational definitions of these terms as used in this study:

Comprehensive School Physical Activity Program (CSPAP): The whole-of-school approach to physical activity promotion is known as a comprehensive school physical activity program (CSPAP). It includes providing physical activity opportunities before school, during school class time, during recess and lunch breaks; and after school program, in addition to the inclusion of the regular physical education (PE) lessons. The widespread implementation of CSPAPs in Chinese primary schools in a key recommendation lately proposed to address rising concerns over the decreasing trends of PA of Chinese children.

Afterschool Program (ASP): Afterschool program (ASP) in this study refers to school-based educational activities led by schools, implemented in school campus, guided by policies

and with a charitable nature. One of its main purposes is to assist parents who cannot pick up their children on time due to work commitments by providing care for students during the time after school and offering them after-school education.

The school-based afterschool programs are provided in the background of the double reduction policy (DRP) of China, in order to reduce the academic burden on students and the burden of out-school extracurricular academic training on parents, based on the real needs of parents and students, with the aim of promoting comprehensive development and healthy growth of students, and with a fundamental focus on fostering students' interests and individual talents. These programs not only offer homework assistance but also provide personalized teaching services for students with the capacity for more advanced learning, emphasizing student autonomy and self-directed learning.

Afterschool Physical Activity Program (ASPAP): This refers to the physical activity which primary schools provided to the students in its afterschool programs. The main purpose of it is to increase opportunities for students to engage in physical activities, enhance their physical fitness, and meet the individualized needs in after-school programs.

Afterschool Physical Activity Staff: They are primary school staffs in China who would be involved in the development, implementation and evaluation of ASPA programs. Most of them are PE teachers, but classroom teachers of other subjects such as mathematics, literature, English may also be included, as long as they would lead the ASPA programs.

4. Research Field and Participants

The research object of this paper is the relevant situation and main influencing factors of after-school physical education service of primary schools in Guilin, Guangxi province. The relevant leaders in charge of education department, physical education teachers and parents of primary school students from 6 districts of Guilin were selected as the objects of the investigation.

5. Literature Review

Through online database resources to consult related literature, summarize the previous research results; Consult the policy notice documents of relevant government departments at all levels, especially the relevant documents issued by Guilin City in recent years, to understand the development trends of after-school services and lay the foundation and establish the framework for this study.

6. Questionnaire Survey

Based on the literature and previous research results, the research group independently designed two kinds of questionnaires for PE teachers and parents through discussion. Physical education teachers and parents of students in 6 districts of Guilin, namely Xiufeng, Diecai, Xiangshan, Qixing, Lingui and Yanshan, were randomly distributed online and offline. Among them, 110 questionnaires were sent out to teachers, and 104 were effectively received, with an effective recovery rate of 94.5%. 154 questionnaires were sent out to parents, and 137 were effectively received, with effective recovery of 89%.

7. Interview

Through discussion, the research group made an interview outline, and conducted structured and semi-structured interviews with some PE teachers, principals of schools, principals of government departments, parents, and students in face-to-face or telephone interview.

8. Data Gathering Procedure

The researcher will seek the necessary validation of experts to look into the survey questionnaire.

Firstly, the researcher recruits participants who fulfill the criteria for the study. Study participants include primary school staffs who would be involved in the development, implementation and evaluation of ASPAPs, if such ASPAPs were implemented at their school, there are three groups of participants in the study, including two kinds of ASPAP staffs-PE teachers and classroom teachers, and school administrators. Specifically, participants were eligible for inclusion in the study if they self-reported that they: (1) held an accredited PE teaching qualification; (2) were eligible to work in Chinese public or private primary schools; and (3) had responsibility as a school principal, deputy or assistant principal to supervise/oversee the delivery of ASPAPs at their school.

Secondly, upon the acceptance of the participants to be part of the study, the researcher will discuss the purpose of the research and their roles as participants. All information and ethical considerations will be discussed with them for transparency and effective data collection. The participants may accomplish the survey questionnaire completely at their preferred time and availability or they may withdraw anytime they decide to exclude themselves from the study. For clarification and questions, the interview may be conducted to further discuss the questions for better collection of complete answers from the participants. The collected data will be confidentially stored for consistent delivery of ethical considerations. Also, it will be secured using a reliable database software and data cleaning and verification procedures to ensure the accuracy and integrity of the data.

Lastly, the results of the survey questionnaire will be statistically analyzed, correlated, and interpreted to answer the research questions. The results will be the basis of the proposed investigation of implementation of ASPAP in primary school in China.

9. Results and Discussion

Analysis of after-school physical education service in Guilin Primary School

The after-school service of primary schools in Guilin 6 districts has been fully carried out, and the coverage rate has reached 100%, realizing the comprehensive coverage of the after-school service of the “double-reduction” policy. This has laid a good foundation for the development of after-school PE services in primary schools. According to the actual survey interviews and the cross-comparison and correction of the questionnaire results of teachers and parents, the coverage rate of after-school PE services in the 6 urban districts of Guilin is about 75%, that is, three quarters of the urban primary schools provide students with after-school sports services (Fig 1).

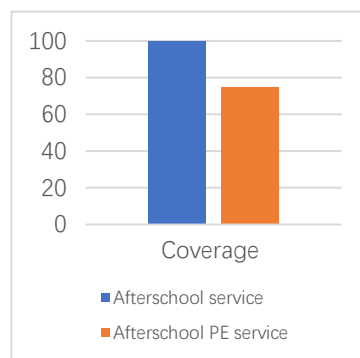


Fig 1. Coverage of after-school PE service

Parents' demand and satisfaction of after-school PE services

According to the survey on after-school service satisfaction, 25% of parents are very satisfied, 65% of parents are satisfied, and 90% of parents give positive comments, indicating that parents have a high level of satisfaction with after-school PE service. Parents' expectation and demand for after-school PE services are mainly to increase the choice of sports items and diversify the content of after-school PE services to meet children's different interests and needs

The status of PE teachers in after-school PE service

97.2% of the primary schools in Guilin that offer after-school sports services have their own PE teachers participating in part or even all of the after-school sports services. In terms of attitude towards after-school sports service, 95% of teachers choose to support or relatively support the after-school sports service in schools. The level of engagement and support has been excellent.

Model of after-school PE service

Different schools have different after-school services in class arrangement, service model and manage standards. There are also differences in after-school service development among different schools. In terms of class arrangement, the proportion of primary schools with 40-60 minutes of after-school PE service was the highest at 46%. The ratio of less than 40 minutes to more than 60 minutes is equal (Fig 2). After-school services are scheduled to end after 5:30 p.m. to ensure that they coincide with parents off work time. In terms of the frequency of after-school PE services, 64% of the schools arranged after-school services once or twice a week. Schools that arrange three or four times accounted for 28% (Fig 3).

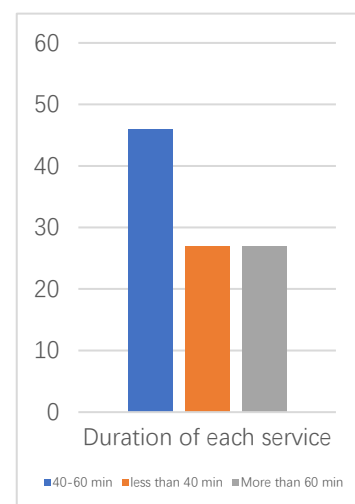


Fig 2. Duration of each PE service

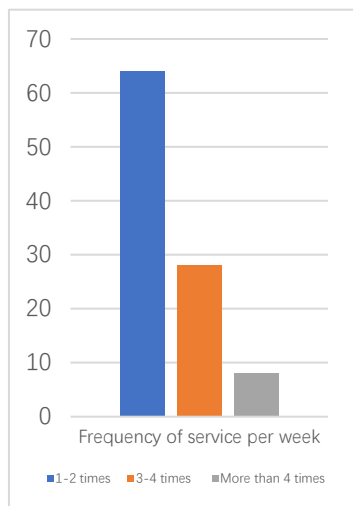


Fig 3. Frequency of service per week

The guidance from government and school administration

The lack of policies and regulations related to after-school PE services in primary schools, the unclear implementation rules at the schools, or inadequate implementation restrict the high-quality development of after-school PE services in primary schools, and the rights and interests of relevant personnel involved in after-school PE services cannot be effectively guaranteed, and there are unclear responsibilities, obligations, rights and interests in the development process. As a result, schools are afraid of taking responsibility in the process of implementing after-school PE services, and after-school PE services are under-developed.

At present, the after-school PE service of primary schools in Guilin is still in the initial stage. Relevant departments have not promulgated the corresponding unified implementation plan. Some primary schools have not established their own implementation plans according to the school situation and have not built the evaluation system of after-school PE services, leading to the low quality of after-school physical education service.

10. Limitations

Different scholars have different views on the concept of after-school service. According to the actual research, this paper defines the after-school service referred to in the study as the school-led service provided to students after the end of the afternoon teaching period. This is also a widely recognized form of after-school service. Its purpose is to help parents to ease the difficulty of picking up their children due to work and other reasons, and on the other hand to provide students with a quality education platform in school to meet the diversified needs of students. Among them, the after-school service with physical education activities as the main content is the after-school service of PE in this study.

11. Conclusion

Since the implementation of the policy "double-reduction", the after-school PE service of primary school in Guilin is facing the opportunity of development, but also meets many problems. At the present, the main problems are: the after-school PE service is not fully covered, and the after-school PE demands of some primary school students cannot be met; Physical education teacher resources shortage, working pressure, low subsidies, enthusiasm is not very high; The mode of after-school PE service is relatively simple, and

effectively integrate other high-quality resources of the society is not fully conducted. The diversification of after-school PE service is low. The lack of evaluation system of after-school sports service makes it difficult to supervise and evaluate the quality of after-school service, which is not good to improving the quality and efficiency of after-school service.

To provide after-school PE service for all pupils in need should be the primary goal of Guilin primary schools. In line with the principle of guidance, gradually improve the coverage of after-school PE services in Guilin primary schools, and finally achieve full coverage. In the school, teachers who participate in after-school services will be provided with flexible working hours and improved relevant benefits and subsidies, so as to relieve the pressure on teachers and improve their participation enthusiasm. The government should integrate high-quality social resources in multiple dimensions, selects qualified PE training institutions, and alleviates the economic pressure on schools and parents by purchasing services. Schools strengthen cooperation with colleges and universities, promote the diversification of participants in after-school services, meet the needs of students and parents, reduce the intensity work of in-school PE teachers, and improve the quality of after-school PE services.

12. Suggestions

Based on the results of the study, some recommendations were made:

- 1) Release policies, regulations related to after-school PE services, and strengthen government guidance and publicity.
- 2) Strengthen the guarantee of after-school PE services and increase the subsidies for PE teachers.
- 3) Expand after-school PE service mode, strengthen cooperation with professional after-school PE training institutions.
- 4) Implement relative evaluation standards to ensure the quality and efficiency of after-school PE services.

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