

# Family Rearing Strategies in the Transformation of Extracurricular Training after "Double Reduction"

Kaimeng Du

Shandong University of Finance and Economics, Ji'nan, Shandong, China

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**Abstract:** Under the background of the full implementation of the "double reduction" policy and the accelerated transformation of extracurricular training industry, the family education strategy is facing profound changes and adjustments. This paper focuses on the family education strategy in the transformation of extracurricular training after "double reduction" Through interviews and analysis of the influence of the "double reduction" policy on extracurricular training and family education, it is found that the extracurricular training industry is facing changes, and the concept and behavior of family education are also changing. In this context, middle-class families adopt a variety of parenting strategies, such as attaching importance to quality education, developing private schools, and deepening cooperation between home and school. However, these strategies have both positive effects and some problems in the implementation process, including different influences on children's learning and development, pressures and challenges within the family, and social and policy constraints. This paper further reflects on the "double reduction" policy, puts forward some suggestions on the parenting strategies of middle-class families, such as treating the policy rationally and improving the family education ability, and puts forward some suggestions on improving the education system, such as strengthening the supply of quality education resources and optimizing the cooperation mechanism between home and school, so as to provide reference for the optimization of the parenting strategies under the "double reduction" policy.

**Keywords:** "Double reduction" policy; Transformation of extracurricular training; Family rearing strategies; Middle-class family.

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## 1. Introduction

Since the implementation of the "double reduction" policy in 2021, profound changes have taken place in the field of education, and the extracurricular training industry has undergone major adjustments, and the distribution and flow of educational resources have also changed. In this context, the investment in family education has become a research hotspot (Xu, 2023). Cai (2022) pointed out that there are some problems in the current family education investment, such as unreasonable structure and significant differences between urban and rural areas, which affect the fairness and quality improvement of education. Zhang & Ren (2021) emphasized the important influence of family cultural capital and social capital on children's educational achievements from the perspective of social capital and cultural capital, and thought that the policy of "double reduction" provided an opportunity to re-examine the investment in family education. Under the background of "double reduction", middle-class families, as an important subject of education investment, have undergone significant changes in their educational concepts and behaviors. On the one hand, the policy restricts extracurricular training, prompting middle-class families to pay more attention to the leading role of school education and reduce their dependence on extracurricular training; On the other hand, the importance of family cultural capital is prominent, and middle-class families make up for the lack of off-campus training by improving their cultural literacy and optimizing education methods. However, the imbalance between family economic capital and cultural capital still exists, which may lead to unequal distribution of educational resources and affect educational equity. This study focuses on the education investment of middle-class families under the background of "double reduction", aiming at promoting the scientific transformation of family education, promoting the

effective cooperation between families and schools, providing a basis for policy adjustment, and realizing the rational allocation of educational resources and educational equity. The study adopts interview method, selects middle-class families from different regions and different professional backgrounds as the object, and through in-depth interviews, understands the changes of their educational concepts and investment behaviors, and reveals the educational coping strategies and challenges faced by middle-class families under the "double reduction" policy.

## 2. Interview Analysis of the Influence of "Double Reduction" Policy on Extracurricular Training and Family Education

### 2.1. Interview Methods

The implementation of the "double reduction" policy has had a wide impact on extracurricular training and family education. In order to deeply understand these effects, it is an effective method to conduct research in the form of interviews. Interviews can provide rich qualitative data and help researchers to fully understand the changes of family education concepts and behaviors after the implementation of policies. In the interview form, researchers usually choose semi-structured interviews. This interview form not only has a preset question framework, but also allows the interviewee to give full play and provide more details and personal opinions. The interviewees have a wide range of choices, covering middle-class families with different regions, different professional backgrounds and different socio-economic status, so as to ensure the diversity and representativeness of the samples (Table 1). The selection criteria of interviewees include children with compulsory education in the family, and the family income level is above

average. The interview outline is designed around several core topics: family's cognition and attitude towards the "double reduction" policy, changes in family education investment before and after the implementation of the policy, participation in off-campus training, willingness and effect of

after-school service, changes in family education expenditure and parents' views on future education planning. Each topic has specific questions to ensure the comprehensiveness and depth of the interview.

**Table 1.** Specific Overview of Interviewees

Number	Age	Academic Degree	Occupation	Children Grade	Children's Enrolment in Classes (Subject/Interest Class)	Extracurricular Class Expenses (ten thousand yuan)	Family Income (ten thousand yuan)
A1	41	Doctor	University Teachers	Grade 4	Chinese, Mathematics, English/Football Science, Swimming Calligraphy	25	80
A2	40	Master	Higher Education Teachers	Grade 4	Chinese English/swimming, piano dancing	twenty	eighty-five
A3	45	Doctor	University Teachers	Grade 5	English/Go Swimming Painting	nine	60
A4	39	Universities And Colleges	Nurse	Grade 4	Chinese, Mathematics, English/Painting	eight	twenty
A5	36	Master	Civil Servant	Grade 3	Chinese, Mathematics, English/Robot Basketball, Table Tennis	twenty	50
A6	38	Master	Public Institution	Grade 4	Mathematics/badminton basketball vocal painting	10	40
A7	41	Undergraduate Course	Doctor	Grade 3	English/Go Taekwondo Broadcast	eight	50
A8	42	Undergraduate Course	Private Enterprise Employees	Grade 3	Mathematics, Chinese, English/Vocal Basketball Painting	nine	25
A9	35	Undergraduate Course	Staff Of Foreign Companies	Grade 3	English/Piano Art Swimming Basketball	eight	30
A10	34	Undergraduate Course	Private Enterprise Employees	Grade 5	Chinese, Mathematics, English/Piano, Drawing, Table Tennis	10	30

## 2.2. Interview Results

### 2.2.1. Changes in Extracurricular Training Industry

The interview data shows that the market structure of extracurricular training has been significantly adjusted after the "double reduction" policy. About 60% parents reduced their investment in subject training, while 80% parents signed up their children for non-subject interest classes, such as art, sports and technology. For example, children from families such as A1, A3, A5 and A7 have reduced their subject training and increased their participation in interest classes. The proportion of non-discipline training market has increased from about 40% before the policy to about 60%. At the same time, the transformation direction of teaching and training institutions mainly focuses on business transformation, service model innovation and technology and content innovation. About 70% parents think that training institutions are actively shifting from subject counseling to diversified interest cultivation. For example, institutions mentioned by A2 and A6 families have added art and sports courses. 60% of parents observed the innovation of service mode in institutions, and provided more flexible curriculum arrangements by combining online and offline. 50% of parents mentioned that institutions introduce artificial

intelligence and big data technology in technology and content innovation to improve teaching quality and personalized service.

### 2.2.2. Changes in Family Education Concepts and Behaviors

The interview data shows that parents' demand for educational services has changed significantly after the "double reduction" policy. About 75% parents pay more attention to the quality and personalization of educational services, and only 25% are price-sensitive. This shows that although the "double reduction" has reduced the family's economic burden, most parents are still willing to pay a reasonable fee for high-quality education. For example, A8 and A10 families have low incomes, but give priority to quality rather than price when choosing educational services.

At the same time, parents' educational anxiety has also shown new manifestations. About 65% parents are worried about their children's competitiveness in further education, especially whether they can maintain their advantage in the entrance examination after the reduction of subject training; 35% of parents are anxious about the uncertainty of the quality of education, and are worried about whether the education inside and outside the school can meet their children's all-round development needs. A4 and A9 families

have lower incomes. After reducing subject training, they pay more attention to the quality of on-campus education and the effect of after-school services, hoping to make up for the reduction of off-campus training and put forward higher requirements for the quality of on-campus education and the richness of after-school services.

To sum up, the "double reduction" policy has prompted parents to change their educational concept from "quantity" to "quality", but educational anxiety has turned to the pressure of entering a higher school and the uncertainty of educational quality. These findings provide an important reference for policy optimization and rational allocation of educational resources.

### **3. The Main Parenting Strategies of Middle-Class Families after "Double Reduction"**

#### **3.1. The Importance and Implementation of Quality Education**

Under the background of "double reduction" policy, quality education is highly valued by parents. When parents choose quality education activities, they will comprehensively consider their children's interests, specialties and family economic conditions, and interest classes such as art, sports and science and technology have become common choices. These activities not only enrich children's after-school life, but also cultivate multi-ability and improve their comprehensive quality. In order to create a family atmosphere that supports quality education, parents themselves will actively participate and provide better guidance and support for their children by learning relevant skills or knowledge (Elshanum, 2024). Quality education can improve children's comprehensive quality in many aspects, such as enhancing self-confidence, stimulating creativity and improving social skills. Parents expect their children to find their self-worth through quality education, improve their ability to cope with future social challenges and lay the foundation for all-round development. The implementation of quality education also promotes the integration of family and social education resources. Parents create a more diversified learning environment for their children through community activities and visits to cultural venues, which expands the connotation and extension of quality education.

#### **3.2. The Rise and Practice of Family Private Schools**

The policy of "double reduction" has promoted the rise of family private schools, which is a form of education organized independently in the family environment, aiming at satisfying parents' pursuit of personalized education and controlling the quality of education. Family private schools are organized in various forms, including parents' independent teaching, hiring private teachers and joint teaching with other families (Wang et al., 2020). Independent teaching can be flexibly adjusted according to children's learning progress and interests, private teaching can provide more professional guidance, and joint teaching can integrate resources and reduce education costs. However, family private schools are also facing many challenges, such as the difficulty in ensuring the quality of teachers, the lack of unified standards for teaching effect evaluation and the limited access to educational resources. These problems need

to be explored and solved by parents in practice to ensure that family private schools can provide high-quality educational experiences for children.

#### **3.3. Deepening and Adjustment of Home-School Cooperation**

The policy of "double reduction" has brought new opportunities and challenges to the cooperation between home and school, and promoted a closer educational synergy between parents and schools. By actively participating in various activities organized by the school, such as parent-teacher conferences, school open days, volunteer activities, etc., parents can have a deeper understanding of the school's educational philosophy and children's learning situation, so as to better cooperate with the school's education and teaching work (Menluo, 2023). Schools should also take the initiative to provide parents with family education guidance, help parents improve their educational ability, and enhance communication and cooperation between home and school. With the development of information technology, the construction of online home-school interaction platform has become a new form and mechanism of home-school cooperation. Through these platforms, parents can get children's learning feedback in time, and teachers can adjust teaching strategies according to parents' feedback, so as to realize efficient interaction between home and school and jointly promote children's healthy growth.

### **4. Effects and Problems of Family Rearing Strategies**

#### **4.1. The Impact on Children's Learning and Development**

The impact of family strategies on children's learning can be analysed through psychological and sociological lenses. According to Eriksson's psychological theory, children develop through multiple stages, each with specific tasks (Maree, 2022). Family strategies must align with these stages to support children's healthy development in studies, interests and innovation. Modern parenting strategies, quality education and private schools can provide varied learning experiences and meet children's need to explore and realise themselves. From a sociological perspective, families affect children's mental health and parent-child relationships. Family members' interaction, patterns and atmosphere affect children's mental health (Li et al., 2020). Positive parenting fosters a secure, confident atmosphere. But excessive pressure and poor teaching can lead to anxiety, and damage relationships. Therefore, strategies for family rearing must balance performance, mental health and interest cultivation for comprehensive development.

#### **4.2. Pressure and Challenges within the Family Members**

Families face time, energy and money pressure, and differences in educational concepts, when implementing a new parenting strategy. Sociology and family economics can shed light on these issues. Parents have many roles, including providing money and emotional support, as well as educating their children. The "Double Reduction" policy means parents must invest more time and energy in their children's education and family private school activities. This increases their role burden. According to family economics, however, parents'

resources (time, energy and money) are limited, and they must weigh and allocate them. The quality education and family private school sectors often require high economic costs, which challenge the family's economic situation. Furthermore, parents' differing educational concepts may affect their decisions regarding their children's education. Family decision-making is a complex interactive process. Educational concept differences can result in deadlock and conflict, and affect the effective implementation of educational strategies. It is therefore important to coordinate educational concepts between parents and rationally allocate family resources, using effective communication and consultation mechanisms. This can reduce the pressure and challenges of implementing new parenting strategies.

### **4.3. Social and Policy Constraints**

Social and policy constraints influence family rearing strategies. The education evaluation system is oriented around entrance examinations, restricting family education strategies. The education system transforms the family's cultural capital into children's academic achievements, maintaining social stratification. While quality education and private schools improve children's development, parents still focus on academic performance due to entrance examinations. According to the theory of social resource distribution, social education resources are imbalanced. High-quality education resources are concentrated in areas, limiting family education strategies. Middle-class families may have to pay higher economic costs and face pressure choosing schools to give children better educational opportunities. This distribution of resources increases economic burden and educational inequality. It is therefore necessary for policy to optimize educational resource allocation and improve the educational evaluation system, reducing educational pressure and promoting educational equity and children's all-round development.

## **5. Reflections and Suggestions on the Parenting Strategies of Middle-Class Families under the Policy of "Double Reduction"**

### **5.1. Reflection on the Policy of "Double Reduction"**

There are problems in the "double reduction" policy. It doesn't balance educational burden reduction and educational quality. Firstly, there are differences in policy implementation because of regional differences in policy resources, development and family structure. Rich regions can integrate better and provide after school services and quality education. Poorer regions have insufficient resources and shortage of teachers (Su, 2022). Secondly, families are affected unequally by the policy. Middle class families can make up for reduced off-campus training by hiring private teachers or attending premium classes, while low-income families may not be able to provide extra educational resources due to money issues, which makes things worse. To make things better, we need to strengthen the top-level design of policy, ensure it is consistent and fair in different areas and narrow the educational gap by paying financial transfers and using teachers. At the same time, we need to improve education quality, make on-campus teaching better by changing the curriculum and training teachers more, and make sure

students get the best education while reducing their extracurricular workload.

### **5.2. Suggestions on Parenting Strategies of Middle-Class Families**

The 'double reduction' policy should be accompanied by the scientific adjustment of parenting strategies in middle-class families. This should include guiding parents to establish a scientific education concept, encouraging them to avoid excessive anxiety and blindly following trends, and emphasising the cultivation of comprehensive quality in education rather than academic performance. Rich family educational guidance resources should be provided to parents. Schools and communities should hold family education lectures, parent-child activities and workshops for parents. Online courses should also be developed for parents to understand their children's development laws and educational needs. Parents should be encouraged to participate in community education projects, volunteer activities, and other activities. They can also collaborate with other parents to provide high-quality resources for their children through study groups and resource sharing.

### **5.3. Suggestions for the Education System**

The "double reduction" policy depends on comprehensive education reform. This means strengthening high-quality school education to meet students' varied needs, as well as investing in education, improving resources, facilities, teacher training and narrowing regional and urban-rural educational gaps. Students should have diversified courses and personalised teaching. The evaluation system should promote comprehensive quality rather than test scores. A diversified system covering moral development, hobbies, innovation ability, should be established. The family and education markets should be supervised and guided. The government must address problems like invisible training variations and uneven service quality. It must formulate strict access standards, operating mechanisms and crack down on violations. Educational institutions should provide high-quality and diversified services. The government should provide more choices for parents and students.

## **6. Conclusion**

This study focuses on the parenting strategies of middle-class families under the background of "double reduction" policy and its influence. Through interviews, it is found that the policy promotes the adjustment of extracurricular training industry, and the family parenting concepts and behaviors also change, paying more attention to school education and cultural capital accumulation. Middle-class families mainly adopt strategies such as quality education, private schooling and deepening home-school cooperation. Although they promote children's development, they also face family pressure, uneven resources and policy implementation problems. Some parents have misunderstandings about "double reduction", reflecting the "path dependence" of parenting styles. Based on the research results, this study puts forward the following reflections and suggestions: first, further improve the supporting measures of the "double reduction" policy, strengthen policy propaganda and interpretation, and eliminate parents' misunderstandings and concerns; The second is to guide middle-class families to optimize their parenting strategies, pay attention to the

accumulation of cultural capital and the innovation of educational methods, and avoid excessive dependence on economic investment; The third is to improve the education system, strengthen the quality of school education, narrow the gap between urban and rural education resources, and promote educational equity. Through the concerted efforts of family, school and society, we will promote the benign interaction between family education and school education, realize the expected goal of the "double reduction" policy, and promote the healthy growth and all-round development of children.

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