

Review Article

Research on the Problems and Countermeasures of After-school Delayed Service of Primary School in Anyang City

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Abstract: In order to help parents solve the problem of picking up their children and stop the unbridled development of the after-school care market, Anyang Education Bureau issued the Implementation Opinions of Anyang Primary and Secondary School Students' After-class Delayed Service. The No.3 Primary School in Anyang High-tech Zone responds to the policy of Anyang Education Bureau and carries out after-school delayed service. The after-school delayed services of the No.3 Primary School in Anyang High-tech Zone was investigated to understand the status quo of parents' satisfaction with after-school extended service in Anyang primary schools. From the implementation of after-school delayed service process, this article discussed the advantages and disadvantages of after-school delayed service work. Finally, on the basis of theoretical research and investigation research, we puts forward the optimization path of after-school delayed service in primary schools.

Keywords: After-school delayed service, Primary school, Quality of service.

FOREWORD

The European Union defines after-school care as any related arrangements for school-age children and regular use by children outside the scope of compulsory education, so that their parents or caregivers can participate in employment, training or other activities. Welfare policies for after-school care were formulated earlier in some developed countries in Europe and the United States. From 1980 to the present, better and better welfare policies for school-age children's after-school care have been implemented (Zou 2012). In 1994, the 21st Century Community Learning Center was established in the United States. The "No Child Left Behind Act" was introduced and proposed certain financial support in 2002. In 2015, Obama signed the "Make Every Student Success Act", which replaced the previous "No Child Left behind Act" and enriched the service content of the 21st century community learning project (Zhang 2018). There is also a similar related bill in Japan. In order to prevent children after school from being unsupervised and dangerous, the Japanese government introduced the "Children After School Plan" in 2007, hoping to promote the healthy growth of children and improve regional education. In August 2006, France passed the "Social Behavior and Family Law" regulations and made detailed plans for the custody of extracurricular activity hours, which benefited more families and students.

Since the 1980s, social changes and development have prompted more women to participate in social production, and there are more and more dual-worker families. In modern society, women are becoming more and more independent, and there is less and less phenomenon that both spouses have their children taken care of by the mother full-time. The implementation of the national burden reduction policy has greatly shortened the school time of primary and secondary school students and brought the end of school time of primary and secondary schools to 3:30 or 4:30 in the afternoon. However, this also makes the parents' off-duty time and the students' off-school time often conflict, resulting in the primary school students being unable to be picked up in time after school in the afternoon, and also making the pupils' after-school education, board and lodging, and personal safety issues gradually highlighted. Primary school students whose parents cannot take over on time after school, especially those in the lower grades, can get proper

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Arrangements after school and whether their safety can be basically guaranteed have long been a matter of close concern for primary schools and parents.

In China, the after-school custody classes started in the early 1990s, and the student custody in earlier periods was mostly off-campus custody, namely market trusteeship. The off-campus trustees provide guidance for the children to do their homework, take care of their lives, and ensure the safety of the children. To a certain extent, the off-campus trustees meet part of the parents' needs, but as time goes by, the drawbacks of the trustees are getting more and more. Obviously, many trusteeship institutions have problems such as unqualified fire protection facilities, weak teachers, safety condition, and lack of certain hygiene awareness. However, there were no relevant policies and systems for after-school trusteeship in our early days. It was not until February 24 that the Guidance of the Ministry of Education was issued on 2017 that after-school trusteeship was included in social welfare security. All primary and secondary schools were required to assume the responsibility of after-school services to ensure the healthy and comprehensive development of students. Compared with off-school trustees and community public welfare organizations, student parents obviously trust the school more, and hope that the primary school can provide relevant after-school services for students. In order to meet the urgent needs of students and parents for after-school services for primary and secondary school students, and strive to run the education satisfied with the people, Anyang Education Bureau and other six departments jointly issued the "Implementation Opinions on the After-School Service for Primary and Secondary School Students", and the fees and development methods of the after-school delayed service were strictly standardized (Chen 2021).

The after-school delayed service is not a "zero-start" new thing. On the one hand, many schools in the past and now actually undertake some trial services spontaneously and have accumulated sporadic practical experience. It's just that, before this, there are indeed widespread problems such as poor service scope, the responsibility subjects are not clear, and the guarantee mechanism is not perfect. On the other hand, some social school institutions in the market that meet the needs of students and parents in this regard are mixed, and many have incomplete qualifications, hidden safety hazards, early teaching and other chaos, which require further comprehensive management. In this background, it is very important to effectively provide the after-school delayed service for primary and middle school students. This paper observes and investigates the after-school delayed service of the No.3 Primary School in Anyang High-tech Zone, compares the relevant policies and actual effects at home and abroad, and puts forward appropriate suggestions for the after-school service policy of delayed at home and abroad.

INVESTIGATION STATUS

In response to the latest after-school delayed service policy proposed by Anyang City, the No. 3 Primary School of Anyang High-tech Zone began to prepare in October 2020. First, it issued a notice for each parent to carry out after-school delayed service activities. The school solicits the wishes of students and their parents whether to voluntarily participate in after-school delayed services. The school also signs voluntary agreements with students and parents who did not participate. After the week-long trial implementation, the students and their parents responded positively. Most parents said that the after-school delayed service has solved the conflict between picking up their children and working hours, and the students have completed most of their homework at school, and they have expressed satisfaction and support for the after-school delayed service activities.

Two weeks after the trial implementation, the No.3 Primary School of Anyang High-tech Zone officially began the after-school delayed service work. According to the Reply of the Anyang Development and Reform Commission on the After-School and Secondary Service Charging Standards for Primary and Secondary School "issued by the Anyang Education Bureau, all students who participate in the after-school delayed service will charge 80 yuan per student per month. The Anyang Development and Reform Commission stipulates that it is strictly forbidden to use the name of after-school delayed service to carry out "riding" charges, and all kinds of personnel expenses arising from after-school services are also included in the fees paid by students participating in after-school services (Wang 2020). If there is a need to carry out club activities in the after-school delayed service, the school must also strictly review the relevant fees and require that in addition to the necessary consumables paid by parents voluntarily, all "riding" charges should be eliminated. All the school's internal venues are used for post-class services, and all costs are borne by the school.

Investigation Situation Analysis

Based on a large amount of data, the survey used questionnaires to analyze the implementation status, existing problems and reasons of delayed service after school in the No. 3 Primary School of Anyang High-tech Zone. In the first questionnaire survey, a total of 100 teacher questionnaires were distributed and 99 were returned, including 93 valid questionnaires; 360 parent questionnaires were distributed and 360 were returned, including 349 valid questionnaires. After sorting and analyzing, the basic situation of the teachers in the questionnaire survey is shown in Table 1.

Table-1: Questionnaire Survey on the Basic Situation of Teachers

Category	Options	Number of Respondents	Percentage
Head Teachers	Yes	60	64.51%
	No	33	35.49%
Language, Mathematics and English Teachers	Yes	79	84.95%
	No	14	15.05%

The basic situation of the parents in the questionnaire survey is shown in Table 2.

Table-2: Questionnaire Survey on the Basic Situation of Parents

Category	Number of Respondents	Percentage
Single Worker	37	10.6%
Dual Worker	252	72.2%
Freelancer	38	10.8%
Other Occupations	22	6.3%
Grade 1-2	118	33.8%
Grade 3-4	114	32.7%
Grade 5-6	117	33.5%

The second questionnaire was a survey of elementary school students and their parents about their children's completion of homework after school. The questions in the questionnaire were mainly about the amount of homework and the difficulty of the homework, and then based on the results of the questionnaire; the students' completion of homework was analyzed. In this questionnaire, 10-20 people were randomly selected from each class in each grade in an anonymous manner, and 100 questionnaires were distributed to each grade. A total of 600 questionnaires were distributed in this survey, and 562 questionnaires were returned, of which 551 were valid questionnaires; 600 parent questionnaires were distributed and 553 were returned, of which 542 were valid questionnaires. Subsequently, a statistical analysis of all the questionnaires in this survey was carried out.

From the survey results of the questionnaire, it can be analyzed that in terms of the time for students to complete their homework, the first and second grades need the least time, 59.9% of the students can complete the homework within 1 hour, and 90% of the students do not exceed 2 hours All homework can be completed; although only 34.3% of students in grades 3 and 4 can complete their homework in 1 hour, 87.6% of students can basically complete homework in 2 hours; the amount of homework in grades 5 and 6 It can be seen that there is a significant increase. 41.8% of students need 2 to 3 hours to complete homework after class, but 86% of students can also complete their homework within 3 hours. From the data alone, a considerable number of students need to spend a relatively long time to complete homework.

At the same time, it is necessary to take into account that different students have different understanding and mastery of textbook knowledge, so the same amount of homework of the same difficulty will require different time for each student. From the perspective of the difficulty of homework: 12.1% of first grade primary and second grade primary school students "total need help from others" accounted for 12.1%, which may be related to the fact that the lower grades have not yet formed the habit of autonomous learning; fifth and sixth grades need help from others The number of people is also higher than that of the third and fourth grades, which may be related to the increase in academic difficulty. For students who "sometimes need" to ask others to help complete their homework after class, 80% are in grades one and two, 90.5% in grades three and four, and 85.6% in grades five and six.

Table-3: Whether the Student Needs Help from Others to Complete the Homework

Homework	Number of Respondents	Percentage
Always Need Other Help	194	35.2%
Sometimes Need Someone to Help	219	39.7%
Occasionally Need Help from Others	98	17.8%
No Need for Help	40	7.3%

Problem Discovery

Through the investigation found that the school made the parents understand the upcoming after-school services and encouraged the parents and students to actively participate in it, and the move has received considerable results. In addition, the author also made a questionnaire survey on the parents' understanding of the policies and documents related to after-school service. The survey results show that 7% of parents said they did not understand the relevant policy

documents; 46% of parents said they had seen them a little; 37% of parents said they had seen them; and only 10% of parents expressed a thorough study of the relevant policies and documents.

The attitude towards current after-school service is shown in Table 5: 64% of parents support and hope to continue the after-school delayed service; 4% do not support the after-school delayed service as useless; 30% think that the after-school delayed service should continue to wait and see, will choose the after-school service if it develops well, and the other 2% said they will not choose the after-school delayed service.

Table-4: Parents' Attitude towards the After-School delayed Service

Options	Number of Respondents	Percentage
Support	64	64%
Nonsupport	4	4%
Hesitate	30	30%
Won't Choose	2	2%

In addition, in terms of how schools can improve after-school delayed services, 18% of parents believe that the government should establish and improve after-school delayed services related systems as soon as possible; 22% of parents believe that schools should introduce qualified third-party services. The tripartite trusteeship is added to the school's service teachers; 22% of the parents believe that the school teachers should be responsible for the service work; and 38% of the parents choose to strengthen the evaluation and supervision of after-school delayed services.

The attitude of the 300 students surveyed to the teachers responsible for the after-school delayed service showed that 56% said that the school service teachers were particularly good and very satisfied with them; 23% said that the service teachers were OK and could achieve general satisfaction; while 16% thought that they were not satisfied with the after-school service teachers, and even 5% thought that they did not like the service teachers.

PROBLEM ANALYSIS

Through analyzing the data research, it is found that from the perspective of teachers, the reasons affecting the school delayed service are roughly as follows:

(1) The relevant system in the field of after-school delayed service has not been formulated and improved. Since the promulgation of after-school delayed service opinions in 2017, although various provinces and cities have also issued relevant documents to call on schools to carry out after-school service work. They lack specific guidance on how to implement this issue, and can only go forward with reference to relevant documents. This makes the definition of after-school service fuzzy, difficult to implement and lack of effective supervision.

(2) The relevant policies in the field of after-school delayed services have not yet been issued. In recent years, campus safety issues have frequently occurred but there are no clear regulations to change this status quo. The after-school delayed service has prolonged students' time at school and increased the probability of campus safety issues. Teachers' responsibilities have changed. Great. If accidents happen, what responsibilities should teachers assume? Who will protect the rights of teachers? These all require very specific laws and regulations to supervise.

(3) The teacher subsidy system has not yet been unified. The teacher is a living person without the clothes of teaching and educating people, bearing the pressure of life. The subsidy and welfare of the teacher are an indirect encouragement to the dedication and joy of the teacher, and getting the salary that matches the labor has a direct impact. Teachers' working attitudes, therefore, subsidies for teachers' participation in after-school delayed services should be emphatically considered. Through interviews, we learned that the No.3 Primary School of Anyang High-tech Zone does not have a unified standard for subsidies for teachers participating in school services. Some teachers think that the same time and energy will be paid less in return. They must be psychologically unbalanced, and gradually lose patience with service work., Which in turn affects students participating in after-school services. Therefore, the teacher subsidy system is also an urgent problem to be solved.

(4) The student safety guarantee system is not perfect. The original intention of the after-school delayed service was to provide students and parents with a trustworthy place to ensure their personal safety after school. However, this kind of public welfare cause as a teacher is unwilling or even resists participation. As mentioned above, the mentality of the teacher group It is also out of my own considerations: the extended time of students at school, the unclear nature of after-school services, and the incomplete relevant policies have resulted in unclear rights and responsibilities for student safety, and teachers dare not take such "risks". In addition, the school's preparations for after-school services are inadequate, and relevant documents such as plans for student safety during the service period, emergency response mechanisms and other related documents are not yet complete, resulting in teachers' safety education for students.

(5) The after-school delayed service should pay attention to the individual differences of students, the cultivation of students' interests, and promote the all-round development of students through carrying out diversified activities. In the results of the survey of parents and teachers, it is found that there are some deviation in their understanding of after-school delayed service: most of parents' understanding of after-school delayed service is to ensure the safety of children after school, followed by to develop students' interest; and teachers' understanding of after-school service is to cultivate students' interest.

STRATEGIES FOR THE AFTER-SCHOOL DELAYED SERVICE

The original intention of the after-school delayed service was to solve the problem of parents' pick-up and drop-off. However, after investigation, it was learned that many parents still said that they could not hand over their children with the school without gaps after the end of the after-school service. There is a "blank period". In order to make up for this "blank period", parents have to continue to choose to pick up and drop off their children by off-campus institutions or the elderly. In order to better play the role of after-school services, many parents expect that after-school delayed services will continue to be extended, but for teachers, continuing to extend their after-school service hours will undoubtedly increase teachers' work pressure and affect normal school teaching. Therefore, explore Another form of service supplementing school services is a more appropriate measure. The after-school service of primary school students is of a public welfare nature and is a subsystem of social public services, but only one subsystem in operation cannot solve the problem of parents' pick-up and drop-off. It requires the joint operation of the entire public service system.

Enhance the awareness of subjects

Subject consciousness is "the conscious awareness of the subject's status, ability and value of the subject as a subject of practice and knowledge" (Aydin and Vera 2020). In the process of after-school delayed service in primary schools, some primary schools and teachers are not very self-conscious and have a sense of participation. They believe that the after-school delayed service of primary school students has nothing to do with the primary school, and the responsibility lies with the parents and the market. In fact, as one of the main implementation institutions of public education, primary schools are uniquely endowed with advantages and post-class services are the best way to effectively solve the problem of 3:30 and 4:30 now. Taking primary school as the main channel of after-school delayed service can enable more parents of students in need to truly enjoy the welfare and care from the government, which is the embodiment of the Communist Party of China and the country's efforts to run education for people's satisfaction with the people. On the other hand, parents should not completely separate themselves from after-school delayed services in primary schools. They should realize that the after-school services provided by primary schools are not an obligation of primary schools, but a contract of entrustment. They should not use "morality" to kidnap elementary schools and teachers.

Through extensive publicity and communication with primary schools, teachers and parents, the purpose and significance of after-school delayed services in primary schools can be clearly conveyed, and the "subject consciousness" of both parties can be enhanced, thereby releasing endogenous motivation and inspiring the enthusiasm and initiative of the majority of primary schools, teachers and parents. It is conducive to promoting the implementation of public education policies that use primary schools as the main channel for after-school delayed services.

Clarify the responsibilities of all parties

It is necessary to clarify key issues such as the position, role, and role of each subject of the post-class post-class service in elementary schools. This can not only restrict the role of the behavior of various stakeholders, but also clarify the rights and responsibilities of different subjects. The responsibilities of all parties should be clarified by establishing relevant organizations, formulating systems and codes of conduct. Specifically, the local government should plan the overall situation when advancing the after-school service work of primary schools in the region, and be responsible for the overall planning of the post-school after-school service work in the region, the financing and allocation of funds, and the supervision of the after-school service work of the primary schools. At the same time, the corresponding evaluation standards will be established to evaluate and evaluate the primary schools. Primary schools play the main role, mainly responsible for organizing the school's after-school services, and seeking more after-school delayed service funds and infrastructure investment from the higher-level government; at the same time, effective incentive measures are adopted to encourage teachers of the school to actively participate in after-school services and actively accept parent's supervision. Teachers are the executors of the final link of after-school delayed services in primary schools and the main force in the implementation of service work, so they directly affect the quality of after-school delayed services. As far as teachers' responsibilities are concerned, two aspects of their responsibilities must be clarified. On the one hand, they must strictly implement the after-school delayed service regulations and work plans formulated by the school; on the other hand, they must actively maintain close communication with parents to make a good job of communication between the school and the family. Parents play a supplementary and supervising role, not only to put forward service needs, but also to effectively supervise and feedback to promote continuous improvement of after-school delayed services in primary schools.

In addition, there is a problem that must be clarified. The legal nature of the after-school delayed service is the result of parents' entrustment and transfer of the right to family education for students after school. Since the primary school is the main body of after-school service implementation, it should properly handle the entrusted legal relationship with the parents, and sign an after-school service agreement with the parents in advance to clarify the rights and obligations of both parties. For parents, they have the right to entrust their children to the school for after-school care and education, but they should also perform guardianship duties, assume guardianship responsibilities, and have the obligation to pay service fees to the elementary school; as far as the school is concerned, the school has the right to do The right to care and education commitments after class also has the obligation to perform corresponding duties and accept parental supervision in accordance with regulations (Yang 2021).

Establish an after-school service safety guarantee system

"Safety" is the most important factor for elementary school students' parents to choose after-school delayed services. If a student suffers a safety accident during the after-school delayed service in a primary school, the primary school, principals and teachers will not only have to bear a lot of pressure, but the relationship between the school and parents will also be damaged as a result. Therefore, safety issues are the first to be handled in the after-school delayed service of primary schools. With the extension of students' school time, the primary school's responsibility for safety management has become heavier. Therefore, primary schools should implement safety responsibilities in the process of organizing after-school delayed services, and establish a sound after-school delayed service safety guarantee system. According to the design principle that prevention is more important than handling, proper handling is more important than deliberate evasion, the system is designed around two aspects: the construction of safety management system and the formulation of safety emergency plans. First of all, schools should formulate the "Primary School Service Safety Management System", including improving the guard registration management system to prevent unrelated persons outside the school from entering the school, and at the same time preventing students from going out at will; strengthen the duty inspection system, implement the duty of duty personnel, and pass the inspection of fire protection and venues. Secondly, schools should formulate "Emergency Plan for Primary School Service Safety after Class" so that schools can respond quickly and accurately when encountering emergencies in the after-school service process. Specifically, a leading group for emergency handling should be established to stipulate an emergency reporting system, clear procedures and requirements; some unexpected emergencies that may occur during the after-school service process should be formulated, and the corresponding handling procedures and opinions should be clearly specified. Through the preset plan, the primary school's rapid response to emergencies can be improved.

CONCLUSION

With the rapid economic development, the pressure of life and work is increasing. The issue of custody of elementary school students after school has become an obvious problem in the field of people's livelihood. To solve this problem, the government proposes on-campus custody service (also called the after-school delayed service). Primary school students participate in the after-school delayed service provided by the school, and the after-school delayed service is also related to the healthy development of students' physical and mental health and the stable and harmonious development of society. However, as far as the current situation is concerned, the after-school delayed service work for primary school students in Anyang is still in its infancy, and a complete after-school delayed service system has not yet been formed. There are also many problems in the implementation of after-school delayed service work in various schools. Therefore, the most important thing is to improve the after-school delayed service work system, and improve the quality of after-school delayed service. The practical significance of this article is that by investigating the current situation of after-school delay service in Anyang Primary School, we can find out the imperfections and analyze the cause of this problem, and then put forward countermeasures, so as to improve the quality of after-school delay service work.

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