

Research on the Life Education for Middle School Students under the Background of "Double Reduction" Policy

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Abstract: Rabindranath Tagore once said the ideal aim of education should lie in imparting life-breath to the complete man. Picking up the practice course of life education in school over these years, we can see its true connotation, that is, education is not only to teach people to cherish life, love life, or to oppose drug use, violence and suicide, but also to help people understand the meaning of life better as well as establish awareness of personal dignity and others' lives. Under the background of the implementation of the "double reduction" policy, schools and families should respectively shoulder the responsibility of life education for children. Teachers and parents should work together to carry out life education, in which schools take the main responsibility and families play the fundamental role. Therefore, in this context, the research on the life education of middle school students is very important.

Key words: "double reduction" policy; middle school students; family education; life education

1. Introduction

1.1 Needs of time to develop

A nation will prosper only when its young people thrive. Adolescent students are very vulnerable to various negative influences in the process of growth. Before the National Cyberspace Administration launched a series of "clean and bright" special campaigns, there had been a lot of illegal and harmful information on the internet such as pornography, gambling, violence and self-infringement, which seriously endangered the physical and mental health of young people. The massive dissemination and copying of information will damage the growth of the youth group, and the consequences are often irreversible and distressing. Therefore, for a long time, our Party and our government have attached great importance to the life education and mental health development of young students and implemented a series of policies in the direction of life education. For example, *The Outline of the National Medium-term and Long-term Education Reform and Development Plan (2010-2020)* clearly put forward the requirements of attaching importance to "safety education and life education", and life education has become an important part of students' education.

In addition to the importance of life education, we should also realize that compared with the mature trinity system in foreign countries, in our country, especially in the mainland, life education has not been fully developed yet, and there is a lack of continued comprehensive life education. In recent years, most of the domestic researches on life education remain at the theoretical level, and the practical effect is not obvious.

1.2 The importance of home-school collaboration in life education under the "double reduction" policy

The "double reduction" policy refers to a reduction of the total amount of time devoted to school homework and a reduction in the burden of off-campus or after-school training programs. The purpose of the policy implementation is to shift the growth and development of children from exam-oriented education to a new model of coordinated development of moral education, aesthetic education, and sports. And life education plays a key role. At the important stage when children shape their "three outlooks", in order to recognize themselves more clearly, understand others and the environment, and finally enter the society physically and mentally, it is necessary to provide students with a sound and scientific life education. It is an unavoidable topic in the implementation of the "double reduction" policy.

Students spend more time with their families and parents, leading to the issue of family education which was neglected in the past, and now are widely discussed under the spotlight of the public opinion environment. Since the promulgation of the first law on family education, the *Family Education Promotion Law* in 2021, the society has paid more attention to families and expects families and parents to truly shoulder their responsibility of being children's "first school" and "first teacher".

1.3 The situation of carrying out life education in schools allows of no delay

In China, life education in school hasn't been carried out for a long time, and there are obvious differences in teaching efficiency between urban and rural areas, developed areas and less-developed areas. In remote and backward areas with poor educational resources, qualified life education courses are rarely provided. The proportion of students who belong to left-behind children in these areas is higher, which means that they lack family education. Therefore, they haven't formed a complete concept of life education, let alone establish a correct outlook on life. In those areas with relatively more developed educational resources, although corresponding life education courses have been opened in schools, but judging from the results, it is still not difficult to find the existence of campus violence in the news and surrounding life. The root cause of problems such as campus violence is that there is contempt for others' lives in the minds of some students. A small team infringes one or more people through verbal and physical violence, causing serious physical and psychological harm to the victim.

2. Research Methodology

2.1 Specific investigation and research methods

2.1.1 Literature research

This research uses different data repositories to search for relevant literature with the keywords of "'double reduction' Policy, life education, family education and middle school students." In order to understand the current situation of life education in schools and families of the domestic and foreign middle school students, this research try to summarize the experience of predecessors and clarify the existing problems and lessons for reference by sorting out and analyzing searched contents.

2.1.2 Questionnaire survey

Questionnaire survey is an important method for collecting data and obtaining information to provide decision-making or to test educational results, which is widely used in educational research. According to the scale, questionnaires with satisfactory reliability and validity are formulated, and then the questionnaires are distributed and pre-tested. According to the feedback results, the questionnaires will be revised, then the sample size can be determined. After that the questionnaires can be distributed finally. This research used SPSS to analyze and process the data collected from the questionnaires.

2.1.3 Statistical analysis

This research used SPSS 26.0, NVIVO and Weiciyun as basic tools to analyze all collected data.

3. Survey Results of the Current Situation of Life Education Curriculum Implementation

In order to better understand the current situation of middle school students receiving life education, we conducted a questionnaire survey on 366 students about the school's life education courses. The questionnaire mainly included the content of the course, the implementation method, the actual experience and other aspects, so that we could comprehensively analyze the current implementation of the school's life education. The results were analyzed as follows.

3.1 Coverage of the course

Among these 366 students, we investigated whether students were exposed to specific education about the meaning and value of life in high school. The results showed that nearly 86% of the students indicate that they have been in contact with those contents. 41% believe that they have carried out special courses, 44% believe that they have been involved in specific subject courses, only 2.73% of the students think that there are no related contents, and 10% of the students feel that they do not understand those conceptions.

3.2 The content and format of life education courses

From the perspective of content, as to the 366 students, among the options of thematic education activities which are related to life education, the top three thematic education activities that schools provide are methods of escape and disaster prevention or first aid (89.07%), career education (84.15%), and anti-drug education (83.88%). Less thematic educational activities that schools provide mainly include the origin of life, survival skills, and environmental protection.

From the perspective of education form, the main form of thematic education activities is the development of special lectures (89%). In addition to special lectures, the other forms include that the activities are interspersed in the class and through games or scene simulations, accounting for 52% and 45%. Moreover, among other options, the form of class meeting is mentioned. At the same time, some students put forward in the questionnaire that they hoped that the scene simulation could be more realistic, rather than mere formality. Students wanted to have more authentic education activities and have more time to participate in such activities.

4. Survey Results on Family Life Education

4.1 Design and explanation of the questionnaire

In order to have a comprehensive understanding of the content of life education involved in current family education, we have conducted a survey on family life education. The main purpose of the investigation is to analyze the influence of father's educational level and mother's educational level on the family parenting style and life attitude; the second purpose is to analyze the influence of the family parenting style on the life attitude. Therefore, we screened out more authoritative questionnaires and scales from the existing family parenting styles and life attitude scales, and on this basis, combined with the actual situation of this study and the situation of the respondents, we revised them to formulate reliable and valid scales. The content of the questionnaire included three parts: basic information, parenting style, life attitude. There were multiple choice questions, fill-in-the-blank questions, and semi-closed questions.

4.1.1 Scale design of family parenting style

According to the relevant literature research content, we mainly referred to the authoritative questionnaire of the "parenting style evaluation scale" (EMBU Chinese translation) compiled by Yue Dongmei in 1990. The content of the scale mainly includes five parts: emotional warmth and understanding, excessive interference, excessive protection, refusal and denial, punishment and harshness. Among them, 25 test questions adopted the Likert scoring method, and the feedback included forward and reverse answers. Except for the reverse questions that were specifically stated, the scoring method

adopted the forward scoring method.

4.1.2 Scale design of attitude to life

According to the relevant literature research, we mainly referred to two highly authoritative questionnaires including the *Life Attitude Scale* compiled by Xie Manying in 2003 and the *LAP* compiled by Peker in 1981. The content of the scale mainly includes five parts: ideal, life autonomy, love and relationship, sense of existence, and life experience. Each content has 4 questions. Likert scoring method is used here. The collected data include positive and negative answers. Except for the reverse questions that are specifically stated, the forward scoring method is used.

4.2 Difference analysis

In the test, both scale of father's education level and mother's education level include more than two categorical variables, so the study uses one-way analysis of variance to analyze the influence difference between each factor. Results of 360 valid questionnaires are analyzed as follows.

Table 1. One-way analysis of variance (ANOVA) on parenting style and attitude to life (grouped by father's educational level)

		Sum of square	Degrees of freedom	Mean square	F	Significance
Total score of attitude to life	Between groups	2146.414	7	306.631	4.117	.000
	In one group	26201.086	352	74.435		
	Total	28347.500	359			
Total score of parenting style	Between groups	7775.727	7	1110.818	3.673	.001
	In one group	106448.243	352	302.410		
	Total	114224.000	359			

Taking the educational level of the father as the independent variable, the differences in family parenting style and attitude towards life were tested, and the results are shown in the table. Its significance probability value P is 0.000, less than 0.05. Therefore, there are significant differences in life attitudes and family upbringing styles among students with different fathers' educational levels.

Table 2. One-way analysis of variance (ANOVA) on parenting style and attitude to life (grouped by mother's educational level)

		Sum of square	Degrees of freedom	Mean square	F	Significance
Total score of attitude to life	Between groups	1276.258	7	182.323	2.371	.022
	In one group	27071.241	352	76.907		
	Total	28347.500	359			
Total score of parenting style	Between groups	9203.923	7	1314.846	4.407	.000
	In one group	105020.077	352	298.352		
	Total	114224.000	359			

Taking the mother's educational level as an independent variable, the differences in family parenting styles and life attitudes were tested, and the results are shown in the table. Its significance probability value P is 0.000, less than 0.05.

Therefore, there are significant differences in life attitudes and family upbringing styles among students with different mothers' educational levels.

4.3 Regression

Table 3. Regression coefficient ^a

Model		Unstandardized coefficients		Standardized coefficients		Significance
		B	Stderr	Beta	t	
1	(Constant)	25.630	6.617		3.874	.000
	Total score of attitude to life	.910	.095	.454	9.630	.000

*dependent variable a: Family total score

It can be seen from the table that the model is established and has a high degree of fitting, which indicates that family upbringing has a significant impact on attitude towards life.

4.4 Survey result

To sum up, the research shows that in family education, the educational level of parents and the different parenting styles of the family have a significant impact on children's life attitude. This shows that a good consensus on life education should be formed between families and schools to achieve mutual support and cooperation between each other, which is the key to implementing life education under the background of the "double reduction" policy. First, parents should pay attention to and consciously accept life education themselves. Second, they should join hands with schools to help adolescent middle school students learn to deal with their negative emotions and build a more positive and sunny life awareness through various methods such as organizing family meetings, parent-child reading or outdoor activities.

5. Conclusion

Under the background of vigorously promoting the "double reduction" policy across the country, both families and schools should have a new understanding of their own responsibilities. In particular, the parents' words and deeds in the family will play an increasingly important role. Life education requires the joint efforts of schools, families and society. Among them, family education is the most effective and directive way. Life "resources" accessible to families are abundant, and parents should also influence students subtly at home. At present, life education in most parts of our country is still in the preliminary stage, the society does not pay enough attention to it, and the theory and practice are not mature. Further thinking on the form, content and subject of responsibility for life education is needed. We must admit that it is an urgent task to actively carry out life education, especially in families.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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