

*The Exploration of Primary School Teachers' Self-Expectation  
Under the 5+2 Education Model—Take Nan'an City as An Example*

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The Asian Conference on Education & International Development 2022  
Official Conference Proceedings

**Abstract**

China is implementing a series of "Further Reduce the Burden of Homework and After-School Tutoring on Students in Compulsory Education" ("Double Reduction") policy, the aim of the double reduction policy is to ensure the quality of students' learning and to require schools to improve after-school services to reduce the burden on families. This research mainly uses the method of questionnaire surveys to explore the 5+2 education model of primary school teachers (N=156) in Nan'an City, Quanzhou City, Eastern Fujian Province (5+2 education model, that is, after-school service is carried out 5 days a week, and the time of after-school service is not less than 2 hours a day). The results show that the work and rest adjustment of primary school teachers can affect their self-expectation under the 5+2 education model, which affects their coordination with policies. Through the survey results, this paper puts forward targeted solutions in order to improve teachers' cooperation with the new policy, guide teachers to focus on education and improve teaching quality.

Keywords: 5+2 Education Model, After-School Service, Primary School Teachers, Time Anxiety, Self-Expectation

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## **Introduction**

Since September, with the implementation of the "Double Reduction" policy in China, various places have been effectively reducing the burden of homework and off-campus training for students in the compulsory education phase in a variety of ways, the 5+2 education model is one of the most typical measures. 5+2 education model, that is, the school every week 5 days to carry out after-school services, after-school services not less than 2 hours a day. After-school services may seem like new initiatives, but they have long been popular in many countries. For example, in the Switzerland, after-school services provide after-school counseling for school students, interest development for students, and cultural adaptation services for immigrants (Christina Felfe, Michael Lechner, and Petra Thiemann,2016). The UK provides policy support for after-school program (Klumpner S.K., and Woolley M.E.,2021), and the Dutch scholars also discuss the emphasis of after-school services (Ruben Fukkink, and Marianne Boogaard.,2020). In China, especially in primary school, effective after-school service can reduce the educational pressure of parents and the study pressure of students. But at the same time, after-school service also brings some teachers time trouble (Mérida-López S., Extremera N., Rey L.,2017). The arrival of 5+2 education mode makes the work and rest of primary school teachers change, and the total working hours generally increase.

Therefore, this article will discuss: under the 5+2 education model, primary school teachers on their own current behavior and future development direction of the perception and expectations, and when the working hours and self-expectations do not match the extent of teachers' compliance with the policy (Christine M. Rubie-Davies, Elizabeth R. Peterson, and Chris G. Sibley et al.,2015). Based on this, this study investigates the overall situation of primary school teachers' after-school services in Nan' an city, finds out the status quo of teachers' work under the participation 5+2 education model, and explores the relationship between the working hours of primary school teachers and their self-expectations, to provide feasible suggestions for teachers to develop after-school service more actively (Ostad S.A., Ghanizadeh A., and Ghanizadeh M.,2019).

## **Current situation and investigation**

The implementation of the 5+2 education model reflects the public opinion and is recognized by parents and the society, while the after-school service of the school focuses on reducing the burden and the effectiveness, and teachers become the main force (Milton A.C., Stewart E., and Ospina-Pinillos L.,2021). How to better implement the after-school service, the key lies in teachers (Dehghayedi M., and Bagheri M.S.,2019). In the autumn semester of 2021, Nan' an city will fully launch the after-school service plan for primary and secondary school students. Schools will provide after-school services five days a week, at least two hours a day. Although the plan is mainly voluntary for teachers in principle, it is found in the actual investigation that almost all teachers must participate in after-school service, which means that teachers need to invest more working hours than before after-school service. Based on Rosenthal effect, the author proposes a hypothesis: the 5+2 educational model influence teachers' self-expectation, to some extent, and then adversely affect their work (Hu B.Y., Li Y., and Wang C. et al.,2021)? In view of this problem, the author takes Nan 'an city as an example to carry out research.

Following the principle of random sampling, a total of 156 questionnaires are distributed to primary school teachers in Nan' an city. The questionnaire is divided into two parts: the first

part is a general survey, the main subjects of the length of teaching and working hours and so on; the second part is a psychological state survey, the main subjects of work expectations and self-perception (Day C., Elliot B., Kington A.,2005). The questionnaire uses Excel for data entry and SPSS26.0 for data processing. The analysis method mainly uses variance analysis and correlation analysis.

### Analysis and discussion

First, by cross-analyzing the teachers' daily working hours and their willingness to improve themselves (Matsepe D., Maluleke M., Cross M.,2019), we find that most teachers' willingness to improve themselves is stronger when their working hours are shorter, whereas, if the teachers' working hours are longer, teachers' willingness to improve themselves will be weakened.

Table 1 is made by researchers shows the cross analysis of teachers' willingness to self-promote:

| X\Y           | Strengthen | Weaken     | None       | Count |
|---------------|------------|------------|------------|-------|
| 3-5 hours     | 2(100%)    | 0(0.00%)   | 0(0.00%)   | 2     |
| 5-8 hours     | 16(41.03%) | 15(38.46%) | 8(20.51%)  | 39    |
| 8-10 hours    | 17(23.61%) | 34(47.22%) | 21(29.17%) | 72    |
| Over 10 hours | 12(27.91%) | 21(48.84%) | 10(23.26%) | 43    |

Table 1: Teachers' willingness to self-promote

But the study also finds that a small number of teachers work more than 8 hours and are more willing to self-promote (Kordaki M.,2013). A cross-analysis of the working hours, willingness to self-promote and willingness to participate in after-school services is conducted for this group, the results show that they are more inclined to not participate in after-school services.

Table 2 is made by researchers shows the cross analysis of some teachers' subjective willingness to participate in after-school services:

| X\Y                           | Will      | Unwill     | None      | Count |
|-------------------------------|-----------|------------|-----------|-------|
| 8-10hours/<br>Strengthen      | 2(11.76%) | 11(64.71%) | 4(23.53%) | 17    |
| Over 10 hours /<br>Strengthen | 4(33.33%) | 6(50%)     | 2(16.67%) | 12    |

Table 2: Some teachers' subjective willingness

Secondly, by cross-analyzing the working hours and working efficiency of teachers, we find that the number of groups whose working hours are 8-10 hours is the largest, moreover, 62.5% of the teachers in this group thought that their work efficiency declines after the implementation of 5+2 education model. Chi-square test is conducted on teachers' work efficiency and expected teaching effect ( $p = 0.000 < 0.05$ ). The results show that teachers' work efficiency will greatly affect teachers' expected teaching effect, when teachers' work efficiency rises, they feel good about their expected teaching effect. If their work efficiency

decreases, they think their teaching effect is not as good as before the policy is implemented (Regier B. J.,2021).

Table 3 is made by researchers shows the cross analysis of teachers' expected teaching effect:

| X\Y       | Better    | Not as good as before the policy | None       | Count |
|-----------|-----------|----------------------------------|------------|-------|
| Increased | 5(35.71%) | 3(21.43%)                        | 6(42.86%)  | 14    |
| Decreased | 3(3.33%)  | 68(75.56%)                       | 19(21.11%) | 90    |
| None      | 3(5.77%)  | 15(28.85%)                       | 34(65.38%) | 52    |

Table 3: Teachers' expected teaching effect

Finally, we conduct a Chi-square test on teachers' expected teaching effect and their willingness to participate in after-class service ( $p=0.000<0.05$ ) (R.J.de Jong, J.van Tartwijk, and N. Verloop et al.,2012). The results show that there are significant differences between different teachers' teaching effect and their willingness to participate in after-class service, therefore, we cross-analyze these two variables and find that when teachers' expected teaching effect is decreased, teachers' subjective willingness to participate in after-school service is also decreased, on the contrary, when teachers expect their own teaching effect to be better, they are more inclined to participate in after-school service.

Table 4 shows the influence of teachers expected teaching effect on their participation in after-school service:

| X\Y                              | Will      | Unwill     | None       | Count |
|----------------------------------|-----------|------------|------------|-------|
| Better                           | 6(54.55%) | 4(36.36%)  | 1(9.09%)   | 11    |
| Not as good as before the policy | 5(5.81%)  | 66(76.74%) | 15(17.44%) | 86    |
| None                             | 8(13.56%) | 27(45.76%) | 24(40.68%) | 59    |

Table 4: Teachers' willingness to participation in after-school service

Through the analysis of variance between different psychological factors and the willingness to participate in after-school service (Junker Robin, Donker Monika H., and Mainhard Tim,2021). The results showed that there were significant differences in psychological factors and subjective willingness of different teachers to participate in after-school service at the significance level of  $\alpha=0.05$ . Therefore, regression analysis of the data bases on Pearson product-moment Correlation Coefficient data showed that,  $R^2=0.144$ , teachers' Work efficiency( $p=0.008$ ), Self-improvement( $p=0.000$ ), Expected teaching effect( $p=0.000$ ), Perceived ease of learning( $p=0.001$ ) and teachers' subjective willingness to participate in after-school service were significantly correlated, the higher the teachers' efficiency, the stronger their willingness to improve themselves, the better the expected teaching effect, and the stronger the students' willingness to participate in after-school service (Vidal E.M., Galvão W.N.M., Vieira S.L., Chaves J.B.,2019).

Table 5 shows when dependent variable is "subjective willingness to participate in after-school service", predictive variables (constant) are teaching effect, self-improvement, work efficiency, ease degree, the anova of teachers' participation in after-school service:

| Item  | SS     | v   | MS    | F     | P                 |
|-------|--------|-----|-------|-------|-------------------|
| SSR   | 8.112  | 4   | 2.028 | 6.372 | .000 <sup>b</sup> |
| SSE   | 48.061 | 151 | 0.318 |       |                   |
| Total | 56.173 | 155 |       |       |                   |

Table 5: Anova of teachers' participation in after-school service

Figure 1 shows the fitting degree of the distribution of different psychological factors and teachers' subjective willingness to participate in after-school service:

Figure1: Normal P-P Plot of Regression Standardized Residual

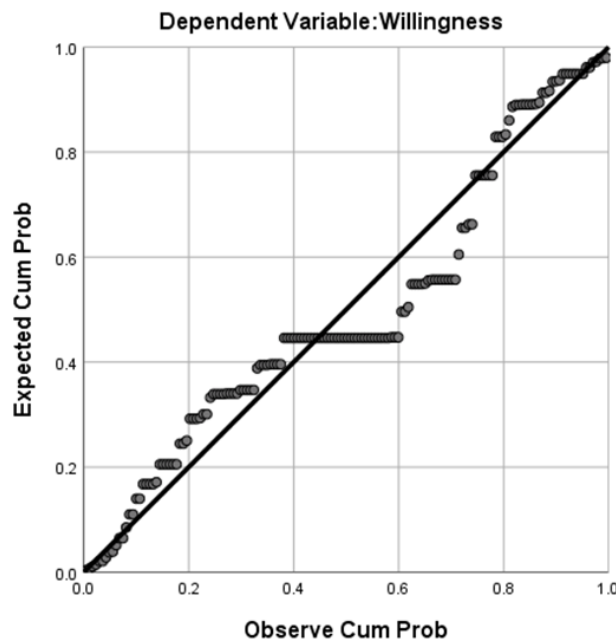
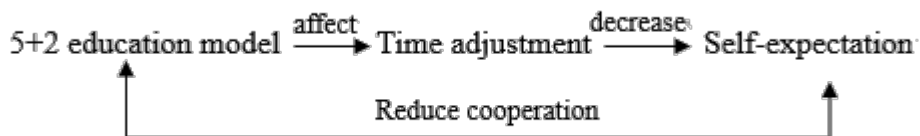


Figure 1: Teachers' subjective willingness to participate

Based on the above analysis, we find that under the current 5+2 education model, the increase of teachers' working hours will affect the teachers' expectation of their own work efficiency, teaching effect and self-improvement willingness, as well as to the student study easy degree forecast, then affects to the individual participation after-school service subjective willingness.



### Conclusions and recommendations

Through the investigation and analysis, we can draw the following conclusion of the investigation of primary school teachers' self-expectation under the 5+2 education model: 1. Excessive working hours will reduce teachers' work efficiency, reduce the expected teaching

effect, reduce the willingness to self-improvement; 2. Some teachers will enhance their willingness to self-improvement because of the increase of working hours;3. The weakening of teachers' self-expectation will reduce the degree of cooperation with the policy.

There are some suggestions on self-expectation of primary school teachers under the 5+2 education model:

1.The school optimizes the pattern and the reasonable arrangement time. Under the background of the double reduction policy, the 5+2 education model can reduce students' burden, parents' burden, and teachers' burden. In the after-school service work, because the working time is prolonged, the teacher easy to produce the negative mood, thus affects the teaching quality. Therefore, in schools where this model is implemented, the total working hours of teachers can be reduced through a shift system, and when teachers are involved in after-school services, other jobs such as administrative chores and extra-curricular training can be reduced, with different teachers alternating among themselves, individual teachers enhance their own work efficiency, in order to achieve the overall balanced development of teachers. Schools lacking teachers should provide appropriate human resources, hire auxiliary staff, retired teachers, or introduce excellent teachers, share the teachers' time pressure, and arrange the time of after-school service reasonably. We can also explore a 'Home-school co-operation' style to encourage good parents with free time to participate in after-school services on a voluntary, to further enhance the harmony between school education and child discipline.

2.Set expectations and keep a positive attitude. The most important part of the 5+2 education model is teachers themselves. Teachers should first correct their own mentality, establish the important concept of caring for students and lifelong learning, and devote themselves to after-school service with a positive attitude. In teaching activities, teachers should learn to know themselves correctly, accept themselves psychologically, be kind to themselves physically, set appropriate goals based on their own expectations, seek professional identity in their daily work, and strive to improve their own quality and professional accomplishment. Psychology research shows that, the higher the knowledge level of teachers, the more can stand on higher levels to see society with insight into life, they will also grasp the law of development of things, the more accurate, and therefore less prone to psychological barriers, even if meet the poor psychological state, they will also take corresponding measures in time, consciously adjust. Therefore, when teachers' working hours exceed the limit they can bear, they should learn to take a timely rest, adjust their mentality, and constantly tap their potential, to deal with pressure better and reduce bad emotions.

3.Deepening educational reform and earnestly safeguard teachers' s rights and interests. The 5+2 education model is related to the livelihood and well-being of each family, and local policies should better ensure the implementation of after-school services. From the material point of view, the local government can give teachers preferential treatment in terms of salary or other welfare for their labor services, to promote teachers' cooperation with the policy. From the spiritual aspect, we can combine after-school service modes of different schools to select excellent teachers and examples, give full play to the exemplary role of excellent teachers, and promote the development of education with better after-school service modes and spiritual radiation. In addition, the local authorities still can make a special training for class service, sourcing, planning better service after class curriculum, school-based courses can be combined with local characteristics, specific training of teachers. It can also use the existing professional teachers to carry out the service after class, arrange a variety of courses

for students, to safeguard the rights and interests of teachers and students, improve teachers' participation in after-school service policies.

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