



A Comparative Study on the Teaching Effect of Delayed Service after Music Class in Urban and Rural Primary Schools under the "double reduction" policy, Taking A and B Primary Schools as Examples

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ABSTRACT

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Objective: The primary purpose of this study is to investigate the instructional impact of delayed service after music class in urban and rural elementary schools implementing the "double reduction" policy. In recent years, China's "double reduction" policy has been a significant "burden reduction" policy for basic education, enforcing higher standards for school teaching levels in basic education. Concurrently, the "double reduction" policy firmly establishes the fundamental educational objective of "cultivating people by virtue" and emphasizes students' overall development, allowing for the accelerated development of aesthetic education in primary schools. **Methodology:** This paper investigates the relationship between the "double reduction" policy and school aesthetic education, as well as the connotation and structure of primary school music after-class delay service within the context of the "double reduction" policy.

This paper examines the similarities and differences between A and B primary schools regarding after-school delayed service of music teaching resources, after-school music club activities, and the impact of after-school delayed service of music. The research employed a comparative approach based on descriptive statistics. **Results:** A primary school outperforms B primary school, indicating that its school has sufficient music teachers, all of whom are full-time, thereby eliminating the need to divert teaching energy to other subjects. Second, the disadvantages of B's music instructional spaces, equipment, and other hardware facilities are evident. **Implications:** A primary school clearly outperforms B primary school, indicating that its school has ample music teachers, all of whom are full-time music teachers, eliminating the need to divert teaching resources to other subjects. The disadvantages of B's music instructional spaces, equipment, and other hardware facilities are readily apparent. **Novelty:** The study is among the first to examine double reduction issues.

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1. Background

The initial phase of this study's analysis involved confirming the consistency of the variables. In order to reduce the likelihood of spurious regression, the stationarity of the variables was evaluated using the Philipps-Perron method and the panel Fisher-type unit root test. [Ma, Ahmad, and Oei \(2021\)](#) prove that the variables are stable within the specified ranges. The Fisher-type test for unit root was developed by combining the p-values from four unit-root tests specific to panel data. [Abonazel and Shalaby \(2021\)](#) outlined the methodologies utilized. Different Augmented Dickey-Fuller (ADF) tests are applied to individual sections and projections. The p-values were modified using three distinct techniques: the inverse-normal, inverse-2, and inverse-logit procedures. Adapting the inverse 2 transformations to achieve the optimal strategy is commonly employed when N is anticipated to be infinite. This test is predicated on the premise that all panels possess a unit root. The demonstration of the stationarity of the variables led to the rejection of the alternative hypothesis. The test's initial presumption is that each panel contains a unit root. The study examined the effect of varying latency times on the primary outcomes. The results, however, revealed no statistically significant differences.

This study's primary objective is to compare the effect of postponed service following music classes in urban and rural primary schools on students' overall academic achievement and specific learning outcomes. By examining and contrasting the benefits and drawbacks of postponed service in various educational contexts, we hope to gain a deeper understanding of the unique circumstances present in each. Through a comparative analysis of the two contexts, one can gain a deeper understanding of implementing the "double reduction" policy in urban and rural areas and the various factors that may facilitate or impede its efficacy in each setting. Specifically, we will better understand how implementing the "double reduction" policy may lead to varying levels of academic achievement.

The study will employ a mixed-methods research strategy to achieve its objectives. The assessment of academic progress among students, educators, and parents, as well as their respective perspectives on such progress, will be conducted by administering pre- and post-tests, examining academic documentation, and distributing surveys. Through focus group discussions and one-on-one interviews, qualitative data will be collected to obtain a comprehensive understanding of the perspectives and experiences of various stakeholders. The anticipated outcome of this investigation into the impact of the "double reduction" policy on primary music education is poised to augment the existing knowledge on this topic. Policymakers, educators, and school administrators can use the findings to make informed decisions regarding the feasibility and methodology of incorporating deferred intervention following music lessons. The study aims to ensure that all students have equitable access to superior music education. In addition, it will assist in identifying the unique needs and obstacles encountered by urban and rural schools, thereby facilitating the implementation of targeted interventions and resource allocation.

This comparative analysis seeks to determine the impact of the "double reduction" policy on the educational value of postponed service following music class in urban and rural elementary schools. It is anticipated that the results of this study will be useful for enhancing extant music pedagogies and overcoming unique challenges encountered in various educational settings. The acquisition of this knowledge will be facilitated by an

analysis of the various factors that may influence students' instructional effectiveness and academic performance. The study's primary objective is to facilitate the development of a comprehensive and equitable educational framework that fosters artistic aptitudes in students and promotes their holistic development in urban and rural settings. Rationale

Despite implementing the "Double Reduction" policy in both contexts, it is necessary to evaluate the efficacy of deferred service following music instruction in urban and rural primary schools (Gillette, 2022). There is a significant disparity between urban and rural institutions' opportunities and limitations. There may be significant differences between urban and rural environments regarding educators' credentials, infrastructure adequacy, and cultural amenities' availability. Consequently, it is necessary to investigate the pedagogical effects of delayed provision following music instruction in both types of educational institutions in order to determine the presence or absence of significant differences (Song, 2022).

Following the "Double Reduction" policy, this study aims to evaluate and contrast the pedagogical benefits of postponed service following music instruction in urban and rural primary schools. This research aims to contribute to the current discourse on educational policies and their efficacy in various contexts. This will be accomplished by analyzing the relevant policy's impact on music education outcomes.

To achieve the study's objective, the following research questions will be addressed:

- How does delayed service after music class affect students' music learning outcomes in urban primary schools?
- How does delayed service after music class affect students' music learning outcomes in rural primary schools?
- Are there any significant differences in the teaching effect of delayed service after music class between urban and rural primary schools?

2. The connotation and form of delay service after primary school music class

2.1. double reduction" policy "and the promotion of aesthetic education

The term "Double Reduction" refers to the "Opinions on Further Reducing Students' Homework Burden and Off-campus Training Burden in Compulsory Education Stage," which were published on July 24, 2021, by the State Council and the General Offices of the CPC Central Committee (She, Ramasamy, & Loahavilai, 2023). It is the most significant basic education policy released in China recently. There are 30 opinions on the "double reduction" policy, with the majority concentrating on reducing students' overall workload, vigorously addressing off-campus training institutions, reducing students' off-campus training workload, attempting to improve quality and efficiency, school education quality, after-school service level, meeting students' diverse needs, strengthening supporting governance, and strengthening support and support capacity. The "double reduction" in subject education has resulted in a "double increase" in aesthetic education, necessitating a wider range of student growth. Since the "double reduction" policy's implementation, educational institutions at all levels have reacted favorably to it, and it has actively looked into innovative approaches to all-round education. Around the past year or so, primary schools nationwide have expanded the variety of after-school activities and refined the meaning of after-school delay services with positive outcomes. In addition to resolving the

conflict between parents' and kids' free time, the after-school delay program also creates new opportunities and a crucial position for enhancing the standard of aesthetic education in classrooms (Lin, 2022).

People are affected by aesthetic education in a subtle but significant way. Schiller wrote that the main way people gain freedom is through beauty in the Letters of Aesthetic Education (Louden, 2023). Aesthetic education is crucial today because it supports China's core educational objective of "cultivating people by virtue and educating people all-round," it helps free human nature and fosters creative thinking. In schools, students largely acquire an aesthetic education. Aesthetic education policies like the "Memorandum on School Aesthetic Education Reform and Development" and "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" have been released one after the other, raising the bar for school aesthetic education. In recent years, China has given school aesthetic education more national attention. The "double reduction" policy's implementation shows the way forward in lightening the load and boosting the capacity of school education while simultaneously presenting a chance to advance and expand school aesthetic education (Xue & Li, 2022). The "double reduction" policy's primary goals are to educate parents about the importance of all-round development in education and to end the "baton" effect of college admission exams (Yao, 2022). The "double reduction" approach boosts pupils' aesthetic education from the start, and art education and training prosper in society. Second, as part of the "double reduction" policy, elementary schools nationwide have built a range of post-class delayed services that are both content- and form-rich, opening up a vast new universe for advancing children's aesthetic education. Last but not least, within the framework of the "double reduction" policy, aesthetic education teachers in schools are continuously updating their educational conceptions, exchanging their teaching experiences, and developing new teaching techniques, thereby promoting aesthetic education. It is obvious that the "double reduction" program and the advancement of aesthetic education go hand in hand and are interdependent.

2.2 Primary school music after-school delay service

In primary and secondary schools, "after-school delay service" refers to the student custody service offered by schools or social institutions to parents after school. Since the early completion of primary and secondary education required by China's basic education burden reduction policy and the difficulty of picking up and dropping off children from many dual-income families, after-school delayed service has been developed in China for nearly 30 years. So, with the aid of social capital, organizations like "night care classes," "homework tutorial classes," and "art trusteeship classes" have developed (Morgan-Ellis, Marvel, & Malphurs, 2023; Wu, 2023). After-school delay services for primary and secondary school students have been carried out as important work for primary and secondary schools across the country to improve teaching quality and educate people holistically. Implementing the "double reduction" policy has made this shift possible. The after-school delay program offered by primary schools under the "double reduction" policy upholds the idea of student and parent autonomy who voluntarily choose to join or not based on their circumstances (Gelinias, 2022). Some specific forms include assisting children with homework, reading independently, viewing educational films, learning about life and work, developing character, joining art organizations, playing amusement games, and

engaging in physical activity. Under the "double reduction" policy, the after-school delay program has improved education, particularly in the three categories indicated below. Giving full play to the school's core duty is crucial, as is coordinating the teaching resources of the school, home, and community to create a cohesive force for education. In addition, support left-behind children, migrant workers' children, and other vulnerable individuals and families by addressing everyone voluntarily and independently (Reich et al., 2020). Last but not least, delayed service after school is not covered for centralized teaching or make-up lessons; rather, it is a kind of education intended to foster students' creativity and life skills from the perspective of quality education and allowing students' subjectivity full expression. These two components of the current school's after-school delay program still need improvement. First, there is a lack of comprehension of the "double reduction" policy, the after-school delay service system is imperfect, and behavior is not standardized. Second, the after-school delay service is a formality, requiring more care than education. Third, there are not enough resources available to schools for teaching, and teachers lack motivation due to their extensive workload. We must continue to mobilize all available resources, offer institutional and financial security, optimize management approaches, enhance the supervision and evaluation mechanism, and improve the after-school delayed service's comprehensive education function to raise the after-school delayed service level under the "double reduction" policy.

Music instruction is a significant part of aesthetic education in primary schools. An auditory window into artistic feeling is provided by music instruction. We can better appreciate and produce beauty in elementary school pupils by teaching them music and exposing them to various beautiful things and feelings in life through auditory art. In parallel, elementary school kids' ideological and moral character and personal qualities will be quietly improved by taking music classes, resulting in an upbeat attitude toward life. Appreciating music is another powerful tool for adjusting and unwinding students' stressful study schedules (Li, 2021). The "Double Reduction" policy represents an exceptional chance to promote music teaching in primary schools. The "Double Reduction" approach has been found to have increased both the popularity of music instruction in society and the concentration of resources used for music education in schools (Zhang, 2021).

However, the "double reduction" policy will harm primary school music instruction due to a teacher shortage, a lack of equipment, and a lack of creative teaching methods. In this instance, following careful planning and reasonable arrangement, the delay activities of primary school music after class supplement the teaching of music in the classroom (Biasutti, Antonini Philippe, & Schiavio, 2022). Primary schools distinguish between in-class and extracurricular music teaching in two different ways. All kids in the school are given access to organized and scheduled music teaching and experience events after school. Music club activities, including dance performances, vocal music singing, music appreciation, instrumental music performances, and so on, make up most elementary school music delay activities.

Additionally, schools can create distinctive music-based curricula and plan community-oriented opera and folk music events. The two key issues facing delayed music services after class in primary schools are the absence of educational resources and the disparity between urban and rural development—the teacher shortage and overworked teachers, in particular, impact the teaching effect. The curriculum is uniform, but financial

restrictions hinder the entry of exceptional teachers into society. Inadequate or outdated hardware. An uneven distribution of teaching resources between urban and rural areas (Boice et al., 2021). Primary school music teachers must actively explore activity design, teaching methods, and teaching mentality adaptation due to all of these factors, which also affect the true popularization and landing of the after-class delay service of primary school music. Additional overall planning is needed at education management units and schools.

3. Comparison of the effect of delayed service after music class between schools A and B

3.1 Basic introduction to the two schools, A and B

With the growth of China's social economy, an increase in resident income, and the attention of the national education department, the level of music education in China's basic education is continually rising. However, some issues still require urgent attention, the most important of which is the disparity between urban and rural music education, specifically the absence or deficiency of music education in rural primary schools (Sharma et al., 2020). The lack of music teachers in remote primary schools, a lack of focus on discipline, and poor management are the main problems in primary school music instruction. Contrarily, education is not the sum of all available educational resources (Erdmann et al., 2021). Reasonable recommendations must be made on the balanced growth of music education in urban and rural primary schools based on the unique qualities and benefits of urban and rural primary schools and comparing music education and teaching in both.

The two urban and rural elementary schools, A and B, selected for this essay are in the Jiangsu Province city of Xuzhou. As is customary for urban primary schools, a primary school is situated in the center of Xuzhou with convenient access to public transit, developed commercial areas, multiple colleges and institutions, and clear educational location advantages. B The Primary School has a long history of operating as a school, a strong educational atmosphere, and extensive hardware facilities, including a teaching building, function room, and library. It is located in an administrative village in a distant town in the eastern suburbs of Xuzhou. This rural elementary school is up to date (Nhan, Bowen, & Bartula, 2020). The development of pupils' artistic ability is prioritized in two primary schools, A and B, which represent urban and rural primary schools. Since the "double reduction" policy's adoption, they have participated in numerous after-school delayed music club events, which is of comparative significance in this paper.

3.2 A, B two schools after-school delayed service music teaching resources comparison

Without the support of adequate teaching resources in the school, which are broken down into hardware resources like music classrooms, musical instruments, and clothing, multimedia, and software resources like teachers, management, and social support, a good after-school delayed music service cannot exist. We can intuitively detect disparities in the environment for creating an after-school music delay service by examining and contrasting the music teaching resources of the two schools (Bonal & González, 2020). The differences in teaching resources, such as the music classroom, musical instruments and equipment, teacher-student ratio, and the importance attached by managers between A and B, are

discovered through interviews with music teachers and the questionnaire for teachers of delayed service after class in primary schools assembled in this paper.

First and foremost, A primary school performs significantly better than B primary school regarding hardware infrastructure and equipment resources. While B primary school only has one music classroom and 999 students, A primary school has 5,125 students and nine music classrooms. Primary school A has a significantly greater student to music classroom ratio than primary school B. A primary school boasts 50 electronic organs, 9 pianos, and the entire Orff percussion instrument group regarding musical instruments and equipment. According to the interview in this article, there is only one piano in B Primary School, which is inaccurate and out of repair.

Additionally, the utilization rate for the music classroom and piano is incredibly low. Based on the corresponding items of the questionnaire for teachers of delayed service after class in primary schools, [Table 1](#) compares the differences in the satisfaction of the music teachers at the two schools with the facilities and equipment for music instruction and the funding for music club activities. 25% of music teachers in a primary school think there are enough facilities and tools for after-school delayed music groups, and 37.5 % think there are enough resources. The after-school delayed music club's activity area, equipment, and funding are all viewed as ordinary or insufficient by most music teachers at B primary school, while none of them think they are adequate.

Table 1

Comparison Table of Music Teaching Hardware Equipment and Community Activities Funds between schools A and B

	Sufficient	Common	Insufficient	No	Subtotal
Adequacy of activity rooms and equipment for music clubs					
x\y					
city	2(25%)	5(62.5%)	0(0.00%)	1(12.5%)	8
countryside	0(0.00%)	2(50%)	2(50%)	0(0.00%)	4
Sufficiency of funds for music club class activities					
x\y					
city	3(37.5%)	2(25%)	1(12.5%)	2(25%)	8
countryside	0(0.00%)	0(0.00%)	3(75%)	1(25%)	4

Second, regarding access to the best music educators and resources, B primary school's situation is also worse than A primary school's. 4 teachers graduated from primary school B, which has 999 children, and there are 17 full-time music teachers at primary school A, which has 5,125 pupils. The teacher-student ratio for music in primary school B is, as can be seen from the data, higher than in primary school A. However, it should be noted that all 17 music teachers in primary school A are full-time music educators, whereas the four graduates of primary school B are part-time teachers who primarily instruct Chinese, mathematics, English, and other major examination subjects. The marginalization of music is blatantly obvious, and it is obvious that music teachers at B primary school did not make the best use of their students. Regarding academic credentials, teaching experience, and other major aspects that determine the level of teachers, A primary school has some advantages over B primary school. [Figure 1](#) demonstrates that both schools' music teachers have undergraduate and graduate degrees, although primary school A has a higher percentage of graduate music teachers – 37.5% – than primary school B (25%).

The age difference between the music teachers at the two schools is depicted in Figure 2. The age distribution of the music teachers in primary school A is diverse, showing that the age structure of the teachers is reasonable, with both youthful, enthusiastic teachers and middle-aged teachers with experience. In contrast, the age and teaching structure of the music teachers at Primary School B is quite straightforward. Regarding self-awareness in music teaching, music teachers in primary school A often outperform those in primary school B. Take the question "Will you carefully study the Music Curriculum Standards for Primary Schools?" as an example. In A, 62.5% of primary school music instructors frequently study it, 37.5% occasionally, and in B, all primary school music teachers occasionally study it. In addition, half of the music teachers in a primary school claimed in-depth subject knowledge, while the other half thought their knowledge was very broad. The teaching confidence of the music teachers in B primary school is obviously insufficient, despite everyone believing they have attained mastery of subject knowledge.

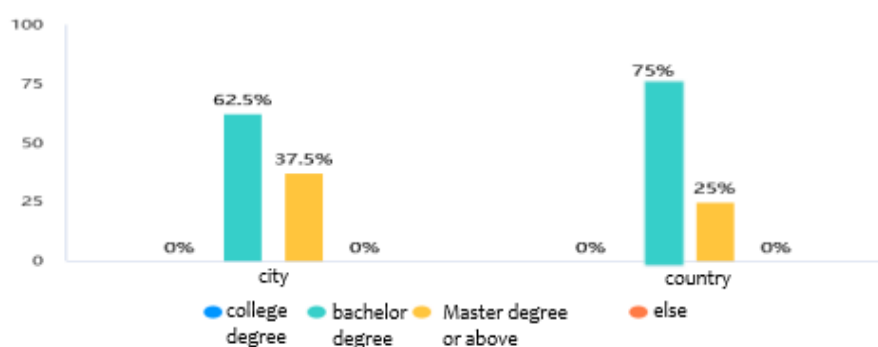


Figure 1: Comparison of the educational structure of music teachers in schools A and B.

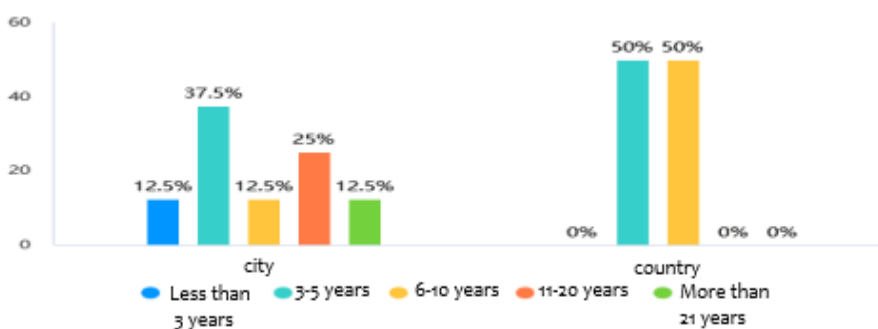


Figure 2: Comparison of teaching experience structure of music teachers in schools A and B.

The management level of a school and the leadership's focus on music education greatly influence how well music education develops. In this aspect, A primary school continues to do better than B primary school. Figure 3 shows that 12.5% of music teachers in a primary school in A chose "attach great importance," 62.5% chose "attach importance," and 12.5% chose "average" and "ignore," respectively, when asked whether leaders attach priority to delayed music club activities after class. The delayed music club activities after class are only considered vital by 25% of music teachers at B Primary School, while the other 75% think they are of common value. There is still much space for improvement in rural primary schools regarding the administration and focus of school administrators, which directly affects music teachers' motivation and professional happiness.

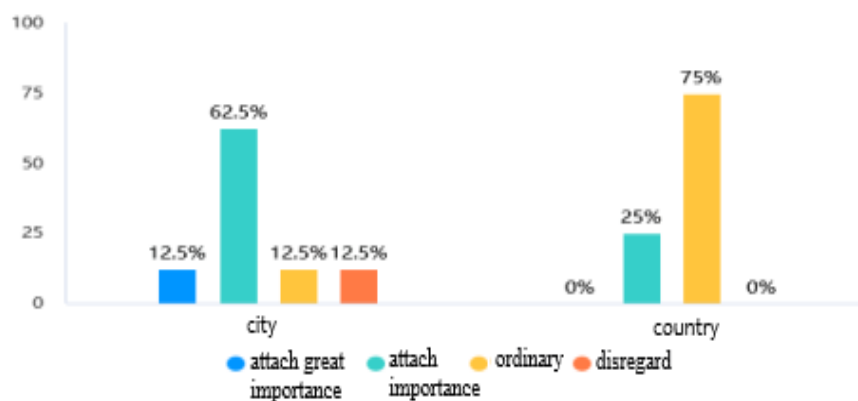


Figure 3: Comparison of music teachers' attention to music club activities between schools A and B.

3.3 Comparison of after-school extended service music activities in schools A and B

Higher standards for the level of music education in elementary schools are put forth by implementing the "double reduction" program. Schools A and B proactively comply with the policy criteria and utilize the after-school delayed service to conduct rich music club activities, allowing children to interact with various musical cultures. A Primary School has 7 after-school delayed music clubs, with 298 students participating. They are vocal music clubs, local opera clubs, chorus clubs, erhu clubs, zither clubs, accordion clubs, guqin clubs (a seven-stringed plucked instrument somewhat similar to the zither), and organ clubs. With 126 pupils participating, the B Primary School founded the zither, chorus, electronic organ, and guitar clubs. A primary school outperforms B primary school in terms of the variety of music club projects, whereas B primary school outperforms A primary school in terms of the engagement of music teachers and students. While A primary school has different arrangements depending on the characteristics of the school and the number of students in the club, with 50% of the teachers having classes twice a week, 12.5% of the teachers having classes three times a week, and the rest of the teachers having only one music club activity per week, B primary school is relatively simple, with each music club only having one class after school on Wednesday.

The main element influencing the impact of teaching is the teaching ability of the teachers. According to the poll in this research, A primary school does better than B primary school when creating lesson plans and using instructional materials for postponed music groups after school activities. Table 2 shows that, in primary school A, 37.5% of the lesson plans for music clubs are independently created by the music teachers, but in primary school B, the lesson plans are primarily created by reference. Only 50% of the music instructors in primary school B belong to this circumstance, but 62.5% of the music teachers in primary school A can frequently use nearby resources.

Table 2

Comparison of lesson preparation and teaching of music teachers in schools A and B

Lesson preparation for music club courses				
x\y	Write independently	Draw lessons from writing	No teaching plan	Subtotal
city	3(37.5%)	5(62.5%)	0(0.00%)	8
countryside	0(0.00%)	3(75%)	1(25%)	4
Using the resources around you for teaching				
x\y	often	once in a while	No	Subtotal
city	5(62.5%)	3(37.5%)	0(0.00%)	8
countryside	2(50%)	2(50%)	0(0.00%)	4

Primary school music is an expanding area of classroom music instruction that requires the school's support regarding facilities, resources, and personnel. Schools A and B differ in selecting off-campus instructors and managing social support. Figure 4 illustrates how highly aware the music teachers are in both schools of mobilizing social resources to support the activities of music associations. Through this conversation, I learned about the zither factory in the administrative village where B Primary School is located. The zither factory donated 50 zither sets for the school to use as a music club for free through communication and collaboration with the village committee and the person in charge of the zither factory, which helped shape the qualities of the school's zither and the musical ambiance. B Primary School frequently invites folk musicians to the school to spread awareness of the local folk opera among the kids. By doing this, B Primary School mobilizes social resources to enhance school music education and combines music club lessons with the local folk music tradition. Schools A and B have also employed outstanding teachers from outside the institution to support their after-school music club activities, such as the zither club in school B and the local opera club in school A. Off-campus teachers are employed, which improves the types of after-school music club activities and guarantees the development of music club activities with qualified teachers.

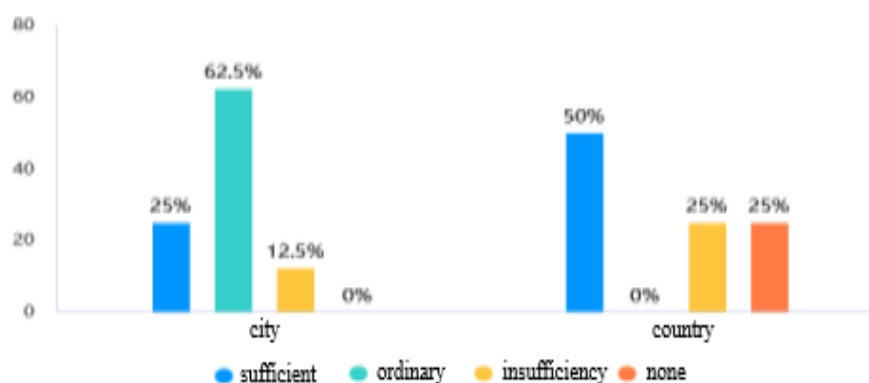


Figure 4: Comparison of Social Resources Mobilization between schools A and B

3.4 Comparison of the effectiveness of after-school delayed music services in schools A and B

In order to compare the differences between A and B in terms of teachers' and students' awareness of the importance of delayed music service after class, students' learning in delayed music clubs after class, and the support of schools and parents, this paper assembled a questionnaire on the delayed teaching of music after class in primary schools, including two volumes: teachers' volume and students' volume.

The examination and analysis of the music teachers' assessments of the significance of the after-school music delay program reveal considerable disparities between schools A and B. According to Table 3, 50% of primary school music teachers think that delayed music activities beyond class are highly important and that these activities would undoubtedly help pupils develop their musical literacy. However, only 25% of music teachers in B primary school have a very significant cognitive attitude toward after-school music delay activities, and that percentage is significantly lower than that of A primary school. They also believe after-school music delay activities will promote students' music literacy. However, B primary school outperforms A primary school in terms of parental cooperation; in other instances, instructors feel that parents do not collaborate. The data shown above demonstrate that, due to the marginalization of music disciplines and their primary teaching emphasis on test courses, the value of music teachers in rural primary schools has dropped well behind that of music teachers in urban primary schools (Potter, 2021). Additionally, it can be noticed that parents in rural areas are more accommodating than those in urban areas. This may be because parents in rural areas tend to respect teachers' identities and actively support their teachers' instructional requirements.

The impact of delayed service after music class can be evaluated using student comments on music club activities and instructor evaluations. Teachers of

comparable music clubs in schools A and B delivered questionnaires (student papers) on delayed music training in elementary schools to parents for this study. Parents helped students fill out and collect the surveys. According to the cross-analysis of the electronic questionnaire, there are some differences between the students who participate in music club activities after school in schools A and B regarding their passion for music and their commitment to learning. According to Table 4, 53.36% of kids who participated in the music club at primary school A think that the lesson they attended was significant, as opposed to 15.08% of students at primary school B. In addition, just 19.05% of B primary school music club members enjoy their classes, compared to 55.37% in A primary school. Because they do not appreciate the value of the music club and do not like it, B primary school students do much worse than those in A primary school. Compared to 50% in primary school A, only 16.67% of students in primary school B practice what they learned in the music club activity class at home. A primary school continues to fare better than B primary school regarding family support. The survey results in this paper show that 56.04% of the students in a primary school's music club believed that their parents would take the initiative to care about the learning environment of their music club classes and that nearly 90% of the students had studied music outside of the classroom, either through singing or studying an instrument. Compared to A primary school, only 15.08% of B primary school music club members believed their parents would always be interested in their lessons, while 35.71% of B primary school children studied music or sang outside of school. According to the previous investigation results, kids in rural primary schools place little value on music clubs, their investment in learning, and their parents' support. In order to change this situation, schools, teachers, and parents will all need to work together.

Table 3

Comparison of Teaching Effects of Music Teachers' Music Associations in schools A and B

Do you think it is important to delay music activities after class?					
x\y	very important	important	Common	Unimportance	Subtotal
city	4(50%)	4(50%)	0(0.00%)	0(0.00%)	8
countryside	1(25%)	2(50%)	1(25%)	0(0.00%)	4
Do you think the delayed music activities after class will promote students' music literacy?					
x\y	Yes	common	No		Subtotal
city	8(100%)	0(0.00%)	0(0.00%)		8
countryside	2(50%)	2(50%)	0(0.00%)		4
Do parents cooperate with your after-school music club teaching?					
x\y	Very cooperative	cooperate	common	Misbecome	Subtotal
city	2(25%)	5(62.5%)	0(0.00%)	1(12.5%)	8
countryside	2(50%)	1(25%)	1(25%)	0(0.00%)	4

Table 4*Comparative Table of Learning Attitudes of Music Club Students in schools A and B*

Do you think this music club class is important?				
x\y	important	not indispensable	unimportance	Subtotal
City primary school	159(53.36%)	99(33.22%)	40(13.42%)	298
Rural primary schools	19(15.08%)	39(30.95%)	68(53.97%)	126
Do you like this music club class?				
x\y	like	common	dislike	Subtotal
City primary school	165(55.37%)	93(31.21%)	40(13.42%)	298
Rural primary schools	24(19.05%)	41(32.54%)	61(48.41%)	126
Can you take the initiative to practice the contents of the music club class after class?				
x\y	often	rarely	never	Subtotal
City primary school	149(50%)	113(37.92%)	36(12.08%)	298
Rural primary schools	21(16.67%)	43(34.13%)	62(49.21%)	126

4. Analysis of the problem of after-school delayed service in primary schools under the "double reduction" policy and suggestions for coordinated development between urban and rural areas.

4.1 Analysis of common problems of after-school extended hours music service in schools A and B

The most popular after-school music activities for students are delayed music clubs. These activities complement the classroom's music curriculum and help pupils develop a passion for music and learning. Delaying music club activities after class is a crucial part of the "double reduction" policy since it helps students become more literate in music and develop the campus's musical culture (Zhang, 2023). Following adopting the "double reduction" policy in two primary schools, A and B, we found that the two schools share some issues with the music after-school delay service. These issues may be broadly categorized into the following two points. The first is scheduling delayed service tasks for the a and b proofreaders after music class. The weekly class schedule is very straightforward. However, schools A and B highly value delayed service after school. The number of performances by music clubs is rather modest, the implementation plan for curriculum assessment lacks a cohesive and effective model, and the after-school music club teachers receive insufficient training.

The second issue is the teachers' zealotry and level of productivity in the music club after school. As seen in Figure 5, half of the teachers in the after-school delayed music club at A primary school feel that their workload has increased greatly since the "double reduction" policy's introduction, while the other half feel it has increased slightly.

Elementary school B faces the same problem. The "double reduction" approach has increased the workload, according to 75% of after-school delayed music club teachers. Increased workload will unavoidably affect relevant instructors' families, job satisfaction, and their passion for employment. The results of the previous analysis show that there is potential for improvement in both urban and rural primary schools regarding the timing of delayed service following music class, teachers' professional development, teachers' compensation, and flexible working arrangements.

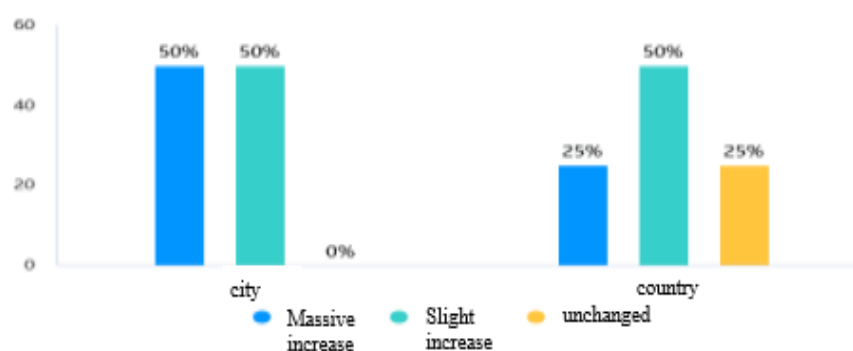


Figure 5: Comparison of workload changes of music teachers in schools A and B.

4.2 Analysis of the differences between the after-school extended hours' music services in schools A and B

It has long been problematic that primary schools in urban and rural areas teach music differently. Due to the rapid economic development of rural areas, improved education departments, and parents' attention to their children's musical literacy, the gap between urban and rural primary school music education is steadily narrowing. The questionnaire survey in this study found that, while there is still a large disparity between rural primary schools and urban primary schools, primarily in the five areas stated below, rural primary schools are even better than urban primary schools in several respects. First, about educators, The fact that A primary school surpasses B primary school shows that it has enough full-time music teachers in its school, eliminating the need to shift teaching resources to other disciplines. Second, B primary school has glaring shortcomings regarding facilities for teaching music, hardware, and other hardware resources. There is only one unused music classroom at this school. The lack of a dedicated activity area in half of the music club courses prevents the growth of delayed service following music class. Third, in rural regions, test scores frequently take precedence over the growth of musical literacy. This concept is demonstrated by the marginalization of music classes in schools, which deprives administrators of some attention and support as well as funding for music club activities. Fourth, compared to urban parents, parents in rural areas tend to emphasize their children's musical development less due to economic and educational concerns. The survey results also show that children in B primary school have fewer opportunities to learn music outside of the classroom and that their parents are less concerned about their music club classes than those in A primary school. Fifth, B primary school is inferior to A primary school in terms of students' music literacy and learning attitude since music

lessons there are generally taught by Chinese instructors or math teachers, which prevents students' music knowledge and skills from being properly developed. The "double reduction" policy's implementation has created a fresh opportunity for raising students' musical literacy. Rural primary schools should grab the chance, fill in the gaps, and build on their advantages to catch up to urban primary schools.

4.3 Suggestions on the coordinated development of urban and rural areas with delayed service after primary school music class

The core of high-quality education is the organic blending of students' intellectual, physical, moral, and aesthetic educations. The cultivation of literacy and the implementation of aesthetic education through music instruction are crucial for the entire development of students. However, there is still a substantial divide between urban and rural primary school music instruction, with various manifestations in delayed service following music class, due to the economic discrepancy between urban and rural areas and the enrichment of educational resources in cities. Based on data analysis of questionnaires and interviews with music club teachers, this paper makes three recommendations to support the coordinated development of delayed music service after class in primary schools in urban and rural areas. This is done in light of the similarities and differences in delayed music service after class in these urban and rural primary schools.

The music after-school delay service must first and foremost be made to function properly from a system perspective. The spiritual significance of the "double reduction" policy should be fully understood by education officials at all levels, who should then create focused strategies for the coordinated growth of after-school music programs in both urban and rural locations. Define special education funds for post-music class services and shift the distribution of educational resources toward remote primary schools; Regular training sessions for music after-school delayed service teachers will be held to enhance their capacity to instruct students. Rekindle the passion for work among music teachers who work after-school delayed hours, enhance the flexible working system, maximize the system for evaluating work performance, and raise music teachers' general well-being and job satisfaction.

The management of music after-school delayed service at the school level must be done well to support the regular development of after-school music club activities effectively. Administrators in schools, especially those in rural primary schools, should better understand the value of music education, work to end the marginalization of music disciplines, and acknowledge the crucial role that delayed service after school plays in enhancing campus culture and student music literacy. Urban primary schools should fully enlist the enthusiasm of their music educators, investigate their areas of expertise, and diversify the after-school music club activities. Rural primary schools should plan music teachers' lessons sensibly to prevent wasting time. Primary schools in urban and rural areas should have a thorough music after-school delayed service program, special activity funds, and after-school music club activities to be customized to the school's unique circumstances and cultural traits. Utilize the surrounding culture of each school and seamlessly combine it with the delayed service following music class. Students' interest in learning music can be increased by providing a large stage for student musical performances and organizing frequent campus cultural festivals and other music club exhibition activities. These actions can also improve the school's cultural life.

Last but not least, the after-school music delay program increases the burden for primary school music teachers and sets higher standards for their working practices and instructional quality. When instructing after-school music club activities, music teachers in urban and rural primary schools should be aware of facing all, prioritizing interests, and moving from simplicity to complexity. They should also develop useful lesson plans for music club activities and participate in proper training for music teaching skills. On the other hand, primary school music teachers must actively change their mindset to better teach after-school music club activities due to the increasing workload. When instructing music club classes, primary school music teachers should always be mindful of the most recent primary school music curriculum standards. They should also fully use the additional function that the music after-school delay service plays in music instruction in the classroom.

5. Conclusion

A long-standing issue is the inequality in music instruction between urban and rural areas. The "double reduction" program ensures the promotion of aesthetic education in primary and secondary schools. Through delayed service following primary school music lessons, rural primary schools can close the gap with urban primary schools' music education by offering pupils various music teaching services. Urban and rural primary schools, education management departments, and music club course instructors must thoroughly understand the "double reduction" policy for after-school music-delayed service activities in primary schools. They also must develop a scientific after-school music service plan, make full use of the school's management function, their capacity to coordinate resources for off-campus music instruction and their initiative.

Implications

The findings of this study on the "Double Reduction" policy-compliant effects of postponed service after music instruction in primary schools located in urban and rural areas can benefit various educational institutions. The discussion that follows provides an examination of the results:

- The results of this study have the potential to help lessen the discrepancy in music education that exists between urban and rural settings. The ability of policymakers to prioritize allocating resources and support to rural schools would improve the quality of music education programs provided in such schools. This ability would be demonstrated by demonstrating the effectiveness of delayed service provision after music class in both scenarios. This measure can foster a full learning experience for children living in rural areas that is equivalent to that of their urban and suburban peers and can facilitate fair access to musical instruction. The "Double Reduction" strategy gives pupils access to extracurricular activities to promote holistic development. The study's results might be used to emphasize the importance of musical education in furthering the achievement of this objective. The findings of this study may be helpful to legislators and educational administrators working to include music education in the academic curriculum and raise more money for it. For those interested in the topic, the findings of this study may be helpful.
- The study's findings can help music educators understand the benefits and drawbacks of providing delayed service after the completion of music classes. Within the time

constraints of their lesson plans, teachers may maximize their effectiveness by investigating cutting-edge pedagogical approaches for music instruction. • Leveraging cooperative efforts between educational institutions and local communities. Implementing delayed service after music class successfully depends on cooperation between schools and local resources for music instruction. The school's management may use this inquiry's findings to forge stronger connections with local music organizations, professional performers, and student musical organizations. Through this collaboration, students will access a wider range of musical styles and instruments and opportunities to learn from working experts in related fields. The study's findings may be used by educational policymakers to create "Double Reduction" and music education programs that are empirically supported. The findings allow for the distribution of resources and the creation of educational programs to be decided upon with knowledge. Policymakers can also use the findings to evaluate current initiatives' success and identify improvement areas. The study's findings may be useful for policymakers who want to enhance primary school music curricula and ensure that every student, regardless of location, has equal access to chances for instrumental learning.

- It has been proven that including music in the classroom improves student outcomes, including academic performance, engagement, and well-being. According to the study's findings, rewarding students with a postponed service for their musical endeavors after a class can increase their motivation, creative production, and capacity for emotional expression. Institutions of higher learning go above and beyond the mere fulfillment of a requirement when they recognize the holistic character of their students and provide them with opportunities to pursue music instruction. Instead, they encourage their kids' full development throughout their existence.

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