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## EDUCATIONAL ADMINISTRATION UNDER THE CONTEXT OF THE DOUBLE REDUCTION POLICY FOR HIGH SCHOOL TEACHERS IN GUANGXI

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### Abstract

In this paper, an examination is conducted of the educational management work of high school teachers in Guangxi, China, under the national “Double Reduction” policy. Firstly, an analysis is conducted of the changes in curriculum, homework, and after-school service management that are triggered by this policy; then, we look into the challenges that teachers encounter. These challenges include inadequate educational resources and the conflict between policy requirements and long-standing academic pressure; next, the adaptive strategies adopted by teachers are discussed, these strategies involve collaborative professional development and enhancing cooperation among families, schools, and communities; finally, the implications for educational management are accentuated, with particular attention given to the importance of optimizing resource allocation and setting up a flexible policy framework. This study offers insights into how the “Double Reduction” policy is implemented within the unique educational context of Guangxi.

**Keywords:** Educational Administration, Double Reduction Policy, High School Teachers

### Introduction

21<sup>st</sup>-century education reforms keep pushing harder to balance tough academics with students’ well-being. That’s why countries everywhere are reworking how they run their schools (Sahlberg, 2020). This shift reflects recognition that excessive pressure undermines holistic development. So policymakers are working hard to find that balance where students do well in their studies and stay healthy. Against this backdrop, China’s 2021 Double Reduction Policy shook up school management. Its main move is to reduce homework and after-school tutoring (Ministry of Education, 2021). Most existing studies have focused on primary and middle schools, exploring new curricular, reduced workload, and parental perspectives (Li & Wang, 2022), with limited attention to high schools. Most studies so far have focused on how this plays out in primary and middle schools. They talk about new curricula, lighter workloads, what parents think (Li & Wang, 2022). But high schools? Not so much. And that’s a gap: high school is make-or-break for college plans, so how the policy lands here matters. It’s a tricky balance, too. Seniors are trying to handle college entrance exams and the push to lighten their load.



For high school teachers, the Double Reduction Policy has upped the admin stress. They're dealing with new curricula. They've got to design homework that's just right. And they need to make classes better than ever. At the same time, they rely less on outside tutors (Zhou et al., 2023). School administrators are key here. They're the ones who need to develop strategies, back teachers up, guide them through it. Without that, the policy can't really work. But here's the catch: places differ, and that makes one-size-fits-all impossible. Guangxi, a diverse and developing region, sees these challenges play out in tangled ways (Huang, 2021). It combines urban and rural landscapes and is home to many ethnic groups. This mix makes it stand out as a good case to look into. Regions with these kinds of characteristics tend to run into issues like lopsided resource distribution, not enough teacher training, and policies that don't fit local needs (Chen, 2022). For high school teachers in Guangxi, it poses unique challenges. They've got to stick to the policy, but also keep in mind what students and their families are hoping for when it comes to college. That means more work in adjusting lessons, putting together after-school activities, and checking in with everyone involved.

There is insufficient clarity on how these teachers perceive the situation. Specifically, we don't know much about their experiences in dealing with the increased administrative workload and how they adapt. This paper thus aims to fill this knowledge gap by exploring what Guangxi's high school teachers are going through: how their jobs are changing, what obstacles they face, what they're doing to make it work. The goal is to explore how high school teachers in Guangxi can tackle these challenges, so as to ensure the policy is effectively implemented in such unique contexts.

## **Policy-Induced Transformations in Educational Administration for High School Teachers in Guangxi**

### **Adjustments in Curriculum and Instructional Management**

The "Double Reduction" Policy has led to notable alterations in the curriculum and instructional management of high-school teachers in Guangxi. After the implementation of the policy, teachers need to optimize the curriculum setting to meet the requirements of quality education put forward by the policy (Ministry of Education, 2021). Sahlberg (2020) points out that a balanced education should place equal emphasis on both academic achievements and the physical and mental health development of students. Therefore, teachers in Guangxi are re-evaluating their teaching content. Their goal is to get rid of redundant knowledge and focus on core concepts and skills that are important for students' long - term development. When dealing with mathematics, high school teachers have scaled back on practice tasks that rely on mindless memorization. Instead, they've brought in more practical questions that tie closely to real-life situations. Recent educational research (Li & Wang, 2022) points out that this approach help students master mathematical concepts more deeply while enhancing their problem-solving ability. At the same time, it also makes them better at working out problems. There's also a push for interdisciplinary work, in Nanning high school, literature and history teachers collaborate on integrated lesson, analyzing historical event through literary perspectives, expands students' horizons beyond single subjects. Backed by global educational experiences



(Pellegrino & Hilton, 2019).

### **Changes in Homework and After-School Service Management**

The Double Reduction Policy has changed the management of homework and after-school services. It wants to cut down students' homework burden. So teachers in Guangxi now focus on designing more targeted and efficient assignments. The Report on the Implementation of the Double Reduction Policy in Guangxi (Educational Department of Guangxi Zhuang Autonomous Region, 2025) says this: in the policy's implementation, high-school teachers in Guangxi have worked hard to adjust homework management. They want to make sure students' burdens are effectively reduced. Zhou et al. (2023) point out that high-quality homework should be customized according to students' individual learning levels. In some schools in Guilin, teachers have actually carried out a tiered homework system. They provide tasks with different difficulties based on students' academic performance. This makes sure that every student can gain something from homework without being over-burdened.

At the same time, in the aspect of after-school services, the role of high-school teachers in Guangxi has been expanded. Now, besides academic teaching, they also take the initiative to organize a variety of extracurricular activities. In Liuzhou, many high schools have set up clubs such as those for science and technology, art, and sports. Teachers volunteer to serve as advisors and carefully guide students to carry out related activities. The Ministry of Education's 2021 policy guidelines make it clear: expanding after-school services this way is to help students develop in all areas. It does this by bringing together what they learn in class and real, creative activities.

### **Challenges Encountered by High School Teachers in Educational Administration under the Double Reduction Policy**

#### **Lack of Resources and Support**

For high-school teachers in Guangxi under the Double Reduction Policy, the scarcity of resources and support is a major challenge. Huang (2021) has found that there are obvious differences in educational resources between urban and rural areas in Guangxi. Specifically, rural high schools generally face problems such as a shortage of teaching materials and facilities, which greatly restricts teachers' ability to implement new curriculum standards.

In the field of experimental instruction, a number of rural schools are without upgraded lab apparatus. This leaves science educators unable to conduct the hands-on experiments specified in the revised course syllabi. What's more, the backing for teachers' professional growth falls far short of what's needed. As Chen (2022) has pointed out, a large number of instructors in Guangxi's rural and ethnic minority regions have only limited chances to participate in top-notch training programs. Without such professional development opportunities, teachers find it extremely tough to get to grips with the new teaching approaches and curriculum content that the policy demands. In certain counties, teachers also mention that they lack the necessary resources to develop creative teaching materials, and this situation clearly creates additional barriers to the policy being put into practice smoothly.



### **Difficulty in Balancing Policy requirements and Traditional Academic Pressures**

High-school teachers in Guangxi face great difficulties in balancing policy requirements and traditional academic pressures. The Double Reduction Policy aims to reduce students' excessive academic burdens, but the long-standing focus on college entrance examination results still puts pressure on teachers. Just as Thompson (2023) mentioned in his research on China's college - entrance examination system, the inflexibility of this selection mechanism makes it hard for teachers to completely abandon the traditional high - intensity training methods.

In many high schools across Guangxi, particularly in areas with intense college-entrance competition, teachers are in a dilemma. They have to reduce homework and teaching hours to follow the policy while ensuring students achieve well performance. This conflict weighs heavily on teachers. In some urban high schools in Nanning, educators have tried altering their teaching pace and methods to strike a balance between these demands, yet they still struggle to meet both policy requirements and the academic expectations of students and parents.

### **Adaptive Strategies Adopted by High School Teachers in Educational Administration Professional Development through Collaboration**

High school teachers in Guangxi face challenges. They have adopted adaptive strategies. Collective professional development is one of these adaptive strategies and has worked well. High schools in Guilin set up "urban-rural teaching and research groups. Urban and rural teachers meet regularly, both online and offline. Urban teachers share advanced teaching experiences and resources. This helps rural teachers improve their teaching. Guangxi's preschool education has similar urban-rural collaborative experiences. These experiences guide high school efforts. They show that these strategies make sense. Moreover, cities like Liuzhou have also carried out cooperation with local universities such as Guangxi Normal University to hold "project-based learning workshops" (Chen, 2023). These workshops train teachers in new instructional concepts and methods, including project-based learning and flipped classrooms. After the training, teachers are better equipped to design activities that aligned with the Double Reduction Policy, such as in - class research projects. These projects enrich the teaching content and boost students' participation.

### **Strengthening Home-School and Community Cooperation**

Guangxi high school teachers are also trying to make partnerships between homes, schools and communities stronger. In ethnic minority areas like Hechi, some schools have made a "culture-embedded" model. They have also organized "parent-teacher ethnic culture workshops" (Li, 2024). Through these workshops, parents and teachers work together to make "ethnic festival curricula." This makes parents understand and support school work better. It also helps keep ethnic traditions.

Schools are working with communities too. Some high schools in Nanning ask community volunteers to join after-school activities. These volunteers include experts in science, art and culture. They bring different resources and skills. This makes after-school



services better. It also helps students develop their interests. Educational administration theories say (Epstein, 2019) that such cooperation brings different educational forces together. This helps carry out the Double Reduction Policy.

## **Implications for Educational Administration in the Context of the Double Reduction Policy**

### **Optimizing Resource Allocation**

The experiences of Guangxi high school teachers provide key insights for educational administration. One is to make resource allocation better. Huang (2021) says it is very important to deal with regional differences in educational resources in Guangxi. Administrators should put more resources into rural and ethnic minority areas. They should provide new teaching equipment, textbooks and online learning tools. For teacher professional development, administrators should set up complete training systems. They can work with universities and research institutions. They can design training programs that fit the needs. Training for teachers in ethnic minority areas can focus on bilingual teaching and integrating ethnic culture into curricula. This way, resources can help carry out policies well.

### **Establishing a Flexible Policy Implementation Framework**

Educational administrators also need flexible policy frameworks. Guangxi has many different kinds of schools and students. So a policy that works for all is not good. Zhang and Liu (2021) say this: when making policies, administrators should think about differences between regions, types of schools, and student characteristics.

Take assessment standards. They can be different in different regions. Rural schools are not as strong. They can be checked on how much teaching gets better and how students grow in all ways. Urban schools have more resources. They can be checked on new ways of teaching and how well they work. This kind of flexibility helps the Double Reduction Policy work well in all parts of Guangxi.

## **Conclusion**

This paper fills the gap in understanding high school teachers' experiences with the Double Reduction Policy. It focuses on Guangxi's different educational situations. The policy has brought chances, problems, and big changes for these teachers. These changes are in curriculum, homework, and after-school services. The teachers face not enough resources. They also face stress between the policy and the usual pressure of school work. But they have taken active steps. They work together to get better at their jobs. They also get families, schools, and communities to work more closely. This helps put the policy into action. For those in charge of education, two things are very important. One is to make resource distribution better, especially for rural and ethnic areas. The other is to have flexible policy rules. These things will help teachers more. They will help Guangxi's high school education develop in a balanced way. This education will fit the different areas. It will also mix good school results with students' health and happiness.



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