

Parental Satisfaction of Runzheng Education and Training Center

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Abstract: The purposes of this research are 1) To understand the current development status of primary school off-campus trusteeship institutions; 2) To find out the problems existing in primary school off-campus trusteeship institutions and analyze the causes. The population/sample for this research is 150 parents of students who are in primary care outside the primary school in Runzheng Education and Training Center. The research instruments and program were Questionnaires and Interviews. This study collects data through questionnaires and interviews. The variables used in the data collection study were obtained from the parent satisfaction survey of primary care in primary schools, distributed and collected through "Questionnaire Star" and offline questionnaires. Use SPSS statistical software to process and analyze the collected data, including reliability and validity tests, significant difference tests, correlation analyses, etc. The results found that: 1) Among the four dimensions of the services of off-campus trusteeship institutions, average scores of parental satisfaction from highest to lowest in order of pick-up, meal, learning, and rest. 2) Parent satisfaction and off-campus trusteeship institutions' presentation of student pick-up, rest, meal, and learning dimensions are significantly correlated.

Keywords: Parent's satisfaction, Education and Training Center, Off-campus trusteeship institutions

1. Introduction

Social development and the increasing pressure of life, parents are gradually unable to do what they want in terms of student education. In order to solve the incompleteness of family education, off-campus trusteeship institutions came into being to solve the problem that parents have no time to take care of their children, and it also provides security for employees. Especially in large and medium-sized cities, many school-age children get their lunch from childcare institutions every day, which provides a sense of security for these families with school-age children. With the increase in the number and rapid development of trusteeship institutions, as well as the increased competition and pressure faced by the caretaker industry to meet the high demands of parents and students, the products and services offered by the trusteeship institutions have also been strengthened. There are also many special circumstances where off-campus care is combined with other educational support services. The scope of managed services is becoming more comprehensive and conceptually diverse. Vested interests may be credited to the rapid increase in the number of custodians, which has led to a dramatic increase in the number of custodians and disruption to the business.

On July 24, 2021, The "double reduction" policy: an "Opinion on Further Reducing the Burden of Homework and off-campus trusteeship institutions for Students in the Compulsory Education Stage" was published, that while the state has put forward higher requirements for school education, after-school activities are also in full swing. Will this affect the operation of off-campus care institutions? At the same time, the state launched an unprecedented campaign to regulate off-campus trusteeship institutions. Off-campus trusteeship institutions are undergoing drastic changes. Many off-campus trusteeship institutions have closed, and only a few functioning institutions are still in transition. Will there be a similar rectification plan for off-campus trusteeship institutions in the future? Maybe we can take this as a lesson to consider the direction of further operation and development of off-campus trusteeship institutions in the new social environment.

The rapid growth of off-campus trusteeship institutions for primary school students affects to problems with off-campus trusteeship institutions: as a new type of service industry, primary school off-campus trusteeship institutions still face some management problems. For example, there are various types of primary school custody institutions, irregular business models, inadequate supervision and management, food safety, student personal safety, accommodation, after-school education, and other issues that are constantly escalating. These factors limit the continuous development of the industry itself. At the same time, there is no specific legislation for this industry.

2. Literature Review

2.1 Satisfaction theory

Satisfaction theory is often referred to as customer satisfaction theory. Only when the needs of the first level are met can the needs of the second level be satisfied demand (MASLOW, 1954). Subsequently, Alderfer (1969) of Yale University took Maslow's hierarchy of needs theory as the basis of research and put forward the humanistic needs theory for the first time.

Parent satisfaction in this study refers to the degree of satisfaction of parents with educational products and services. According to Fornell (2006), customer satisfaction refers to the state that customers feel after comparing the characteristics of a company's product or service with their expectations. Parent satisfaction is the concentrated expression of satisfaction in the field of education. Huang Shuhan (2018)'s point of view is that parents as parents of their children, their satisfaction is not only related to the parents' own feelings but also related to the development of their children.

2.2 The development status of off-campus trusteeship institutions in primary schools

Off-campus trusteeship institutions are run by citizens, businesses, or other organizations, provide paid meals, rest, and homework guidance for elementary and middle school students, and are located near schools (Xiao Luan, 2017). Off-campus trusteeship institutions are usually located in residential areas near schools. Because of their small scale and few facilities, they are not easy to be found (Zhao Wei, 2022). In 2015, there were more than 1,200 off-campus trusteeship institutions registered in Lanzhou; in 2017, there were 1,710 off-campus trusteeship institutions registered in Jinan; in October 2020, the number of off-campus trusteeship institutions registered was 4,621. Analysis of the data found that there is a great market demand for off-campus trusteeship institutions (Wang Jiaojiao, 2022).

2.3 Services provided by off-campus trusteeship institutions

Pick up, Zhao Wei (2022) analyzed and found that "in the daily off-campus trusteeship, due to the large number of people gathered at the school gate after school, the environment is relatively chaotic and noisy, some primary school students like to go to the place where the trusteeship institution is located by themselves or with their classmates after school, but on the road, It may be necessary to cross the road, etc., and there are certain safety risks."

Meals, Zhong Yanhua (2019) found in a survey that "the larger the scale of the custody class that provides catering services, the higher the requirements for food safety, and professional chefs and the cleaning staff will be hired to take care of students' catering; To reduce costs, food safety risks are higher."

Rest, Zhao Wei (2022) analyzed and found that for small institutions, the main space for nursing students and primary school students is one to three rooms of regular size, and the space for activities and the rest of primary school students is relatively limited. In these old communities, there is generally less day lighting. Poor, some rooms don't even have windows, and the ventilation is not good.

Learning, Wang Wei (2019) mentioned in a paper that the quality of teachers in off-campus trusteeship institutions is generally low. Some teachers lack teaching qualifications, are impatient with students, and often abuse them. Therefore, there are problems with his teacher's style and morality. Third, the security issues of off-campus trusteeship institutions. Li Mengfan (2019) believes that student safety is the most important issue for off-campus trusteeship institutions. Primary school students playing on the way to and from school, and off-campus trusteeship institutions without fire extinguishers, etc., all show that trusteeship institutions lack safety awareness, which will lead to unexpected hidden dangers.

2.4 Domestic Research Status

Li Ya (2019) and Zhou Mingmin (2019) and others also conducted surveys on primary school care institutions in different regions of the country. They studied the time gap between Chinese primary and secondary school students going to school and working parents and pointed out that China's one-child system led to the emergence of the "2 + 1" small family model. These objective factors promote the establishment and expansion of off-campus trusteeship institutions for primary school students. The students playing on the way to and from school, and off-campus trusteeship institutions without fire extinguishers, etc., all show that trusteeship institutions lack safety awareness, which will lead to unexpected hidden dangers.

2.5 Current status of foreign research

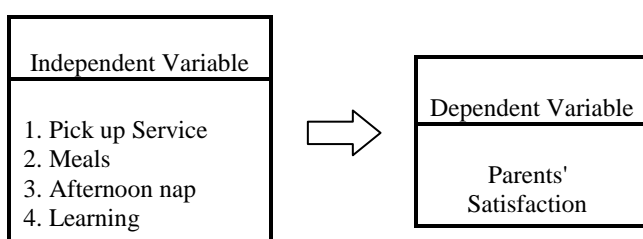
In France, most after-school care providers are mainly public, funded and regulated by the state. The Canadian government considers child care a public benefit and has added it to the public education system. In the United States, after-school care is also considered a benefit, with a government agency budgeting and the Department of Education executing the budget, including enrollment planning, funding allocation, and outcome

evaluation. In European countries, most hosting jobs are provided by the government for free (Zhang Yafei, 2020).

3. Methodology and Procedures

3.1 Research Design

The purpose of this study is to investigate the satisfaction of parents in the implementation of off-campus trusteeship institutions in Maonan District, Maoming City, Guangdong Province, to find out the shortcomings in the implementation of off-campus trusteeship and then to explore the causes of the problems and how to further develop in the process of evaluation and feedback to the implementation of expanded services. Through questionnaire survey and interview survey, this paper understands the actual implementation of off-campus trusteeship in Maonan District, Maoming City, Guangdong Province in terms of parental satisfaction, summarizes the main problems and reasons, and finds out the effective way to optimize the out-of-school care in Maonan District, Maoming City, Guangdong Province. At the same time, it also aims to find out an effective way to optimize the off-campus care service in Maonan District, Maoming City, Guangdong Province.



3.2 Population and Sample

Population

Parents of students at Runzheng Education and Training Center, 150 people.

The Sample Group

All of 150 parents of students at Runzheng Education and Training Center.

3.3 Data Collect

The data collection is completed through the questionnaire survey. This questionnaire is issued and collected by means of "Questionnaire Star" (ID: 212573202) and offline questionnaires-Satisfaction Survey Questionnaire for All Parents of Primary School Outside Custody. The scope of distribution includes offline, WeChat, etc. It took a week and a total of 150 questionnaires were collected. The questionnaires with obvious problems and single options were eliminated, leaving 138 valid questionnaires with an effective rate of 92%.

3.4 Research Instruments

a. Questionnaire

In this study, a questionnaire survey was used to collect data. The object of the survey is to the parents of primary school students who are choosing off-campus trusteeship institutions. The questionnaire is divided into three main parts with a total of 28 questions. The first part of the questionnaire is about the general situation of the student and the family and has 9 questions in total. The second part of the questionnaire is about the implementation of off-campus trusteeship institutions in primary schools, mainly involving motivation, content, concerns, etc., with a total of 6 topics. The third part of the questionnaire is a scale about parents' satisfaction with off-campus trusteeship institutions services. There are 13 questions in this part.

b. Interview Survey

The interviews focus on what cannot be elicited from the questionnaire. Since the main objects of the questionnaire are parents, who are the demanders of off-campus trusteeship institutions services, the interview questions are mainly aimed at parents. The interview questions mainly focused on the reasons why parents choose to participate in off-campus trusteeship care, and the reasons for their dissatisfaction with the pick-up, meals, rest and study in the off-campus trusteeship institutions. Interviews were then conducted to determine the needs of parents in four areas of after-school care.

3.5 Reliability and validity test

In order to ensure the validity of the data, the item-objective consistency (IOC) is applied to the assessment of the validity of the questionnaire, and the scoring range standard from -1 to +1 is used to evaluate

all items of the questionnaire, giving 1 (measuring)- Item ratings of 1 (does not meet the measurement) or 0 (suspicious), the items with a maximum score of 1 in the questionnaire were determined as excellent items agreed by all experts, the item content with a score between 0.5-1 was retained, while the Items with scores ranging from -1 to 0.5 are revised, and items with a minimum score of -1 are deleted. In this way, the content of the questionnaire is optimized to ensure that the responses collected through the questionnaire are reliable and on-target.

IOC can not only test the consistency between questionnaire items and research objectives but also detect invalid items that need to be modified or deleted, which improves the quality of the questionnaire. The use of IOC enables this research to be based on quantitative analysis, scientifically and effectively analyzing the reliability and validity of the questionnaire, thereby promoting the researchers to obtain a more objective comprehensive evaluation of the questionnaire. According to the evaluation by experts, the IOC values were all between 0.67-1.00, meeting the quality requirements.

3.6 Data Analysis

SPSS statistical software was used to process and analyze the collected questionnaire data. On this basis, charts are compiled to make the obtained data and information more intuitive and clear. The main analysis includes the following sections:

4. Result Analysis

4.1 Presentation of data analysis

a. The basic information of students and parents is statistically analyzed, and the results show that:

The gender distribution of students participating in off-campus trusteeship institutions remained basically balanced: male students accounted for 52.90%, and female students accounted for 47.10%.

The proportion of students participating in off-campus care services in all grades remained basically average: 18.12% in the first grade, 15.22% in the second grade, 18.84% in the third grade, 15.94% in the fourth grade, 15.22% in the fifth grade, and 16.67% in the sixth grade.

Distribution of students as only children: only children accounted for 36.96%, non-only children accounted for 63.04%

Most of the students participating in off-campus trusteeship institutions are at the upper middle level, accounting for more than 95% of the overall population.

The guardians of most students are parents, accounting for 85.40% of the total number.

The age of parents who choose off-campus trusteeship institutions is concentrated at 30 years old and above, accounting for 86.96% of the total.

The proportion of parents, single-career, and dual-career employees who participated in off-campus trusteeship institutions was 74.64%.

Parents who chose off-campus trusteeship institutions had a relatively high degree of education, with 69.56% of them having a college degree or above.

Most of the parents who choose off-campus trusteeship institutions have a monthly income of 3,000-10,000 yuan, accounting for 61.59%.

b. Statistical analysis is made on the development status of Chinese primary school off-campus trusteeship institutions, and the results show that:

The main motivation of parents to send their children to off-campus trusteeship institutions is to hope that their children will improve their grades, and 48.55% of parents choose off-campus trusteeship institutions. As shown in Figure 4.1.

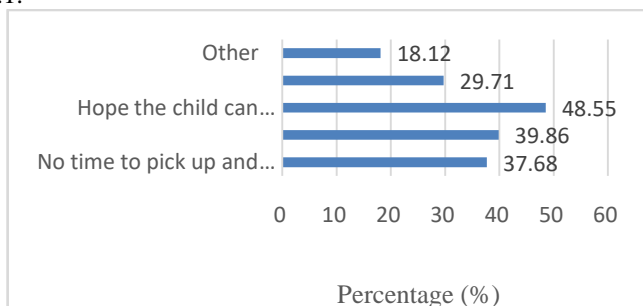


Figure 4.1 Reasons for choosing off-campus trusteeship institutions

In the survey of factors that parents value most when choosing an off-campus trusteeship institution, the most important factor is the quality of teachers, accounting for 42.75%. As shown in Figure 4.2.

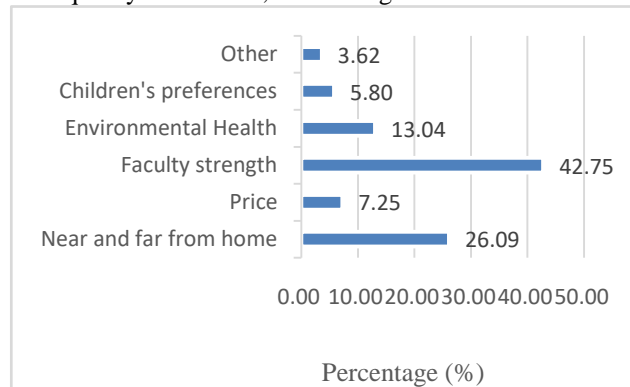


Figure 4.2 Factors that off-campus trusteeship institutions value

At present, among the main services provided by off-campus trusteeship institutions, homework guidance accounts for the largest proportion, accounting for 58.70%. As shown in Figure 4.3.

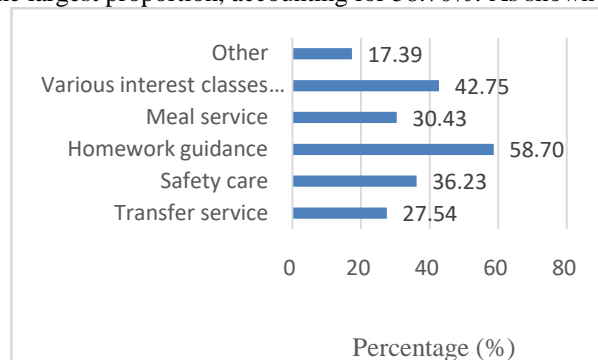


Figure 4.3 Main service contents of off-campus trusteeship institutions

When parents choose off-campus trusteeship institutions, they are most worried about the improvement of children's quality (accounting for 61.59%) and safety issues (accounting for 58.70%). As shown in Figure 4.4.

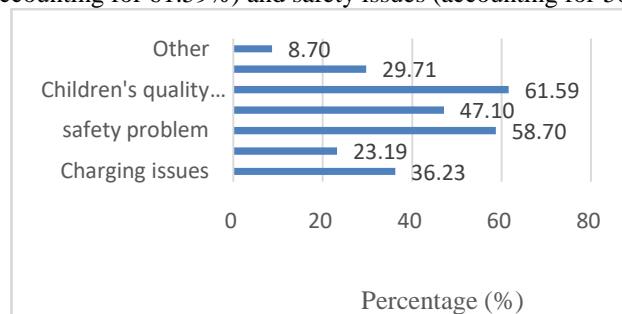


Figure 4.4 Main concerns when choosing a custodian

In order to improve the effectiveness of off-campus trusteeship institutions, 83.33% of parents hope to hire qualified and professionally trained personnel as caregivers. As shown in Figure 4.5

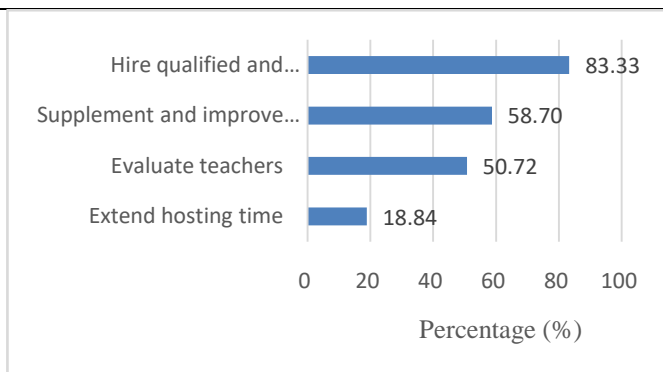


Figure 4.5 Improvements of off-campus trusteeship institutions

Parents who showed obvious satisfaction with the services of off-campus trusteeship institutions accounted for 30.96% of the total number of parents surveyed, accounting for only about one-third, and the overall satisfaction was not high.

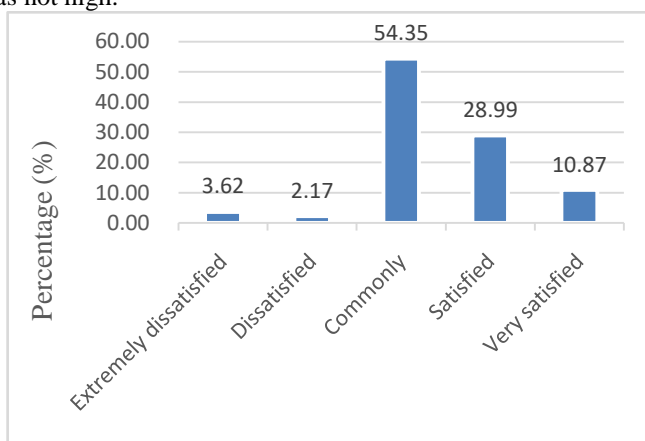


Figure 4.6 Satisfaction of parents of off-campus trusteeship institutions

c. Analysis of the problems existing in off-campus trusteeship institutions, the results show that:

The average satisfaction of parents with the four dimensions of off-campus trusteeship institutions was 4.00, and the average score of parent satisfaction was pick-up (M=4.20), meals (M=3.98), learning (M=3.94), and rest (M=3.90) from high to low. As shown in Table 4.1.

Table 4.1 Descriptive analysis of students' learning effects under the online teaching mode

	Sample size	Mean	Minimum	Maximum	Cronbach's alpha
Transfer	138	4.20	2.67	5.00	0.927
Meals	138	3.98	2.00	5.00	0.924
Rest	138	3.90	2.00	5.00	0.939
Study	138	3.94	3.00	5.00	0.989
Total	138	4.00	2.83	5.00	0.975

The average rating of parents for "Safe on the way to students picked up and dropped off by custodial institutions" is 4.13, which is lower than the average of the pick-up dimension. As shown in Figure 4.7 .

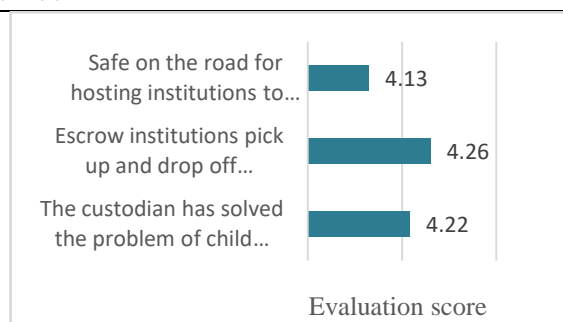


Figure 4.7 Scoring of pick-up and drop-off services

The average rating of parents for "Meals in Institutions is Nutritious, Delicious" is 3.91, which is higher than the average of the Meal dimension. As shown in Figure 4.8

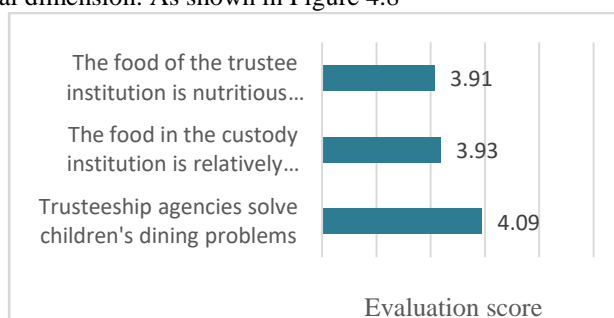


Figure 4.8 Scoring of Meal Dimension Services

The average rating of parents on "clean and hygienic nap bedding in off-campus trusteeship institutions" was 3.80, and the average rating of parents on "spacious and quiet nap place with good environment" was 3.85, which was lower than the average of the rest dimension. As shown in Figure 4.9.

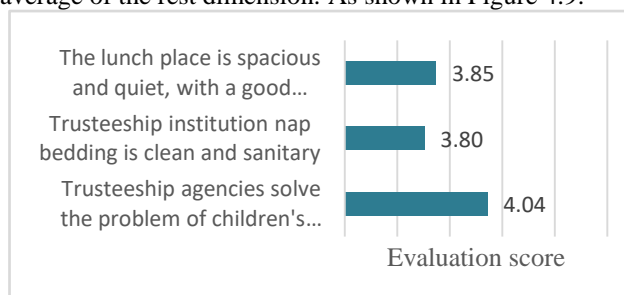


Figure 4.9 Scores of Rest Dimension Services

The average rating of parents on "satisfaction with the attitude and methods of tutoring teachers" was 3.93, which was slightly lower than the average of the learning dimension, the average rating of parents on "children satisfied with off-campus care teachers" was 3.93, and the average rating of parents on "satisfaction with the professional knowledge of tutoring teachers" was 3.93, both lower than the average of the learning dimension. As shown in Figure 4.10.

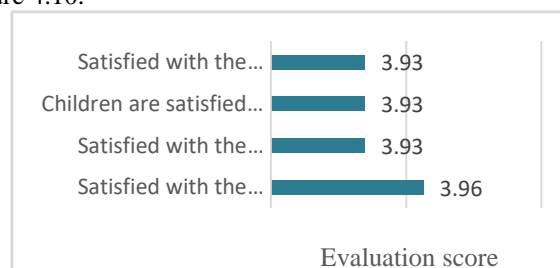


Figure 4.10 Scores of Learning Dimension Services

4.2 Correlation analysis

Different dimensions of services of off-campus care institutions have different impacts on parent satisfaction. The correlation between the four dimensions of pick-up, meals, rest and learning, and parent satisfaction was analyzed respectively, and the results are shown in Table 4.2

Table 4.2 Correlation between service dimensions and parent satisfaction

		Transfer	Meals	Rest	Study
	Pearson correlation	0.316*	0.347*	0.305*	0.406**
Parent satisfaction	Sig. (Double tailed)	0.033	0.018	0.039	0.005
	Number of cases	138	138	138	138
*. At the 0.05 level (double tailed), the correlation is significant.					
**. At the 0.01 level (double tailed), the correlation is significant.					

It can be seen from Table 4.4 that there is a significant correlation between pick-up (correlation = 0.316), meals (correlation = 0.347), rest (correlation = 0.305), study (correlation = 0.406), and parental satisfaction. Among them, the learning dimension has the greatest impact on parental satisfaction, followed by meals and transfers, and the least relevant is the rest dimension. Analyzing the reasons, it may be that when parents choose an off-campus care institution, the most important factor is the quality of teachers, and most parents choose an off-campus care institution because they are unable to tutor their homework or hope their children improve their grades, so they are satisfied with the off-campus care institution degree has the greatest correlation with the learning dimension. However, most parents do not pay much attention to the dimension of rest, which may be because parents do not pay enough attention to lunch breaks, thinking that it is just "sleep, nothing important".

5. Conclusion

The development status of primary school off-campus trusteeship institutions is: 48.55% of parents choose off-campus trusteeship institutions because they want their children to improve their grades; The most important factor for parents when choosing an off-campus trusteeship institutions is the quality of teachers; At present, homework guidance accounts for the largest proportion of the main services provided by off-campus trusteeship institutions; Parents are most worried about the improvement of children's quality and safety when choosing off-campus trusteeship; 83.33% of parents hope to hire qualified and professionally trained personnel as custodial personnel; Parents who showed obvious satisfaction with the services of off-campus care institutions accounted for 30.96% of the total number of parents surveyed. The demographic variables with significant differences in the pick-up dimension were grade, employment, caregiving, and income; Demographic variables with significant differences in the dietary dimension were grade, care; Demographic variables with significant differences in the rest dimension were grade, care; Demographic variables that differed significantly in the pick-up dimension were gender, grades, caregivers, and age. There was a significant correlation between parent satisfaction and the dimensions of student pick-up, rest, meals, and learning in off-campus trusteeship institutions. Among the four dimensions of off-campus trusteeship services, the average score of parent satisfaction was pick-up, meals, learning and rest in descending order.

Combining with the relevant research of customer satisfaction theory, it can be seen that parents have great expectations on the time, facilities, teachers and courses provided by after-school care institutions. Therefore, in this study, parent satisfaction is defined as the subjective feelings of parents after comparing their expectations of services provided by off-campus trusteeship institutions (primary schools) with their actual feelings in four aspects (pick-up, rest, meals and learning). In the survey of factors that parents value most when choosing off-campus trusteeship institutions, the most important factor is teachers, accounting for 42.75%, followed by distance from home (accounting for 26.09%), environmental health (accounting for 13.04%). Parents do not consider the preferences of children and price factors, accounting for 5.80% and 7.25% respectively. According to the statistics, the average satisfaction of parents on the four dimensions of off-campus trusteeship institutions is 4.00, and the average score of parents' satisfaction from high to low is pick-up (M=4.20), meal (M= 3.98), study (M=3.94), rest (M=3.90). The safety of the custodial institution on the way to pick up and drop off students has not been fully addressed; There is room for further improvement in the nutrition of custodial meals, and the problem of meal hygiene has not been fully solved; The environmental problems of the lunch break places of the trusteeship institutions need to be improved, and there are still certain

problems in the hygiene of the nap bedding of the trustees. There are still certain deficiencies in the teaching attitude, methods and arrangements of teachers in custodial institutions, which can be further improved.

Limitations

In this study, the research scope is limited to a certain district of Maoming City, Guangdong Province. In future research, the research scope should be expanded, and further research should be carried out in different regions and different types of off-campus trusteeship institutions to improve the universality and reliability of the research conclusions. representative.

In experimental research, clarifying experimental variables and measuring methods are necessary conditions and requirements for a good research design. Therefore, it is necessary to further optimize the research design, strictly control experimental variables, reduce the influence of other potential variables on research conclusions, and ensure teaching The experiments are carried out under scientific, rigorous, reasonable, and feasible conditions to enhance the objectivity and effectiveness of the research conclusions.

Parental satisfaction is not only affected by pick-up, meals, rest, and learning services, but also has an inseparable relationship with parents, schools, and students themselves. However, this study has no effect on the impact of other factors on parental satisfaction. Involved in the future research can be carried out and research on other influencing factors

Suggestion

a. Pick-up level

Safety management is not a matter of overnight, but a long-term continuous process. First, the person in charge of the trusteeship institution and the trusteeship teacher should always bear in mind the importance of security management and improve security awareness. Second, in the process of trusteeship education, increase the publicity and education of students' travel safety knowledge, and encourage students to actively establish a sense of safety protection in the form of rewards and punishments. Third, schools, families, and society should join forces to educate students about safety knowledge, enhance students' self-awareness of safety protection, and carry out safety knowledge publicity in various forms and through various channels.

b. Meal level

The problem of food is not only related to students themselves and their families, but also affects the steady development of our society. First, in addition to paying attention to whether the food is delicious and whether the child likes to eat, parents should pay more attention to the quality, health and source of food ingredients, and inform the trusteeship institutions of this demand, so that the trusteeship institutions pay attention to food hygiene and safety, food nutrition and other issues. Second, for out-of-school care institutions, it is important to ensure that the meals are hygienic, clean, nutritious and fresh. Third, for the market supervision department, it is necessary to strengthen the supervision of food health in off-campus trusteeship institutions, and regularly check whether the trusteeship institutions that provide their own meal services have health licenses, so as to provide good protection for the physical health of students. In the interview with parents, parents also put forward their own thoughts on issues related to meals.

c. Rest level

In order to ensure that students not only have a place to rest, but also can rest well, it is necessary to strengthen the improvement of the rest level of care institutions. First, it is necessary to ensure the spacious, quiet and environment of the rest place. Second, to ensure that the rest of the bedclothes are clean and hygienic. Third, it is necessary to strengthen the safety awareness of rest places. At the same time, in the process of administrative approval, government departments should highlight or emphasize the screening and investigation of safety management, and shall not authorize the operation of custodian institutions without safety fire protection measures or safety risks.

d. Learning level

In order to ensure the positive impact of off-campus care institutions on students' learning dimension, it is necessary to improve the care institutions accordingly. First, ensure the quiet learning place and complete hardware facilities. Second, improve teachers' teaching quality and teaching level. Secondly, in the process of the training of trusteeship teachers, the proportion of the teaching quality and teaching level of trusteeship teachers in the training should be increased, education and teaching should be taken as the content and form of the training, the professional concept of trusteeship teachers should be enhanced to teach and educate people, and the value orientation of trusteeship teachers should be reversed. Finally, under the current education and

management mode of trusteeship institutions, it is necessary to break through the commercial training mode of trusteeship teach .

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