

Causes and Ways of Relieving Parents' Anxiety Under the Double Reduction Policy

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Abstract. With the continuous implementation of the nine-year compulsory education policy, parents are increasingly anxious about their children's education. According to the analysis of various existing situations, parents' anxiety is still in a very serious degree, and it is urgent to understand and analyze parents' anxiety. On this basis, through the research review and analysis of different literatures, this paper makes an in-depth analysis, clarifies the internal logic of parental anxiety, and understands the different internal and external factors that lead to parental anxiety. Internal factors are due to parents' worries about their children's education, their worries about their children's future and the success of their education. Not only that, parents' comparison psychology, fear of policy uncertainty, as well as parents' own age and cultural background and other factors concentrate on the internal factors of parents' anxiety. From the external point of view, with the actual situation has been changing the education policy, the current social tension employment situation, the influence of traditional concepts and social public opinion, and the uneven distribution pattern of education resources have further deepened the anxiety of parents. In addition, the reform form of cram school is not optimistic, the influence of parents' education of children around them and the unsatisfactory home-school cooperation have also made parents' anxiety gradually become diversified and complicated. Parents need to change their concept of education, regain confidence in their children's education, change the way of education and use advanced network technology to build home-school cooperation.

Keywords: Double reduction policy; Educational anxiety; Educational policy.

1. Introduction

In recent years, the education level of the people is getting higher and higher, and parents are paying more and more attention to the education of their children, and most of the parents for a variety of reasons to their children's education not only schools, but also a variety of cram schools. So a variety of cram schools came into being. In order to cope with the complex social situation, realize educational fairness, and reduce the problem that poor students cannot receive good education, the state creatively proposed a dual-reduction policy, that is, effectively reduce the heavy homework burden and off-campus training burden of students in compulsory education. In terms of the school, the policy is introduced to further improve the quality of school education and teaching and service level, make homework assignment more scientific and reasonable, and basically meet the needs of students after school services, so that students can better return to school. In terms of off-campus, the implementation of the policy aims to make the training behavior of off-campus training institutions fully standardized, basically eliminate all kinds of chaos in off-campus training of disciplines, and gradually cool down the popularity of off-campus training. However, with the continuous implementation of the policy, a series of problems have emerged in an endless stream, the most complex of which is the anxiety of parents after the implementation of the policy. At present, the analysis of parents' anxiety after the double-reduction policy is mostly carried out in the form of local pilots or volunteers, which is representative to a certain extent. However, at present, the generalization of these problems is not perfect. At the same time, the summary of the causes of anxiety is vague, resulting in too general a solution. This paper aims to further improve and refine the existing research on the basis of summary, in order to have a deeper understanding of related research. Through the study and comprehensive analysis of the problems in the existing literature, the main factors of

parents' anxiety after the double-reduction policy in the existing studies, such as the allocation of educational resources, the pressure of admission competition, and the difficulty of school selection, are analyzed to help parents understand the nature of the problem more clearly [1]. Secondly, according to these major factors, this paper will extract the solutions already mentioned in the relevant research, and classify and summarize them. This allows parents to choose solutions that are appropriate for their situation to reduce anxiety and cope better. By summarizing and analyzing the problems in the existing literature, and gradually refining, this paper aims to propose solutions to parents' anxiety after the double-reduction policy. These solutions will focus on the allocation of educational resources, the pressure of competition for admission and the difficulty of choosing a school to help parents solve related problems and reduce anxiety [1]. At the same time, this paper will further improve the existing research, in order to provide more practical and specific guidance for parents.

2. Analysis of Parents' Anxiety after the Introduction of Double Reduction Policy

Double reduction policy refers to the educational policy of reducing the burden and reducing homework issued by the state. The policy is intended to reduce the burden on students and help parents deal with the pressure of their children going to school. However, with the development of time, the double reduction policy has brought new anxiety to parents in the process of continuous implementation.

2.1. Internal Factor

2.1.1. Anxiety about children's education

Many parents themselves have high expectations for their children's education and want them to have better learning outcomes and development opportunities [1]. Therefore, when policy reforms reduce some traditional learning and training requirements, parents may worry that their children's academic performance will suffer after the lack of pressure from extracurricular training.

2.1.2. Anxiety about whether the child will succeed

Many parents today ideologically desire their children to succeed in school and in life. This concept conveyed to the child's current bad stage will become excessive attention to the child's grades and competitiveness. When policy reforms reduce some evaluation indicators and criteria, these parents may have an impact on their children's chances of success and future progression, and thus have a sense of anxiety [2].

2.1.3. The comparison psychology of parents themselves

In some social and cultural contexts, parents use their children's academic performance, training experience, etc., to demonstrate the success of family education and their own prestige [3]. When policy reforms reduce some external recognition criteria such as external sources of achievement, these parents may worry that their children will not meet their expectations for their own education. In other words, they may lose the opportunity to demonstrate their educational success, which can lead to anxiety.

2.1.4. Fear of the uncertainty of new policies

The unknown changes brought about by the new policy reform may bring many uncertainties to parents [4]. They may fear that their inability to master the new education style will affect their children's educational level and opportunities, and ultimately their future development. This uncertainty can trigger further anxiety among parents. For some parents, it takes a while to get used to the new education style and reforms. During the period from the policy reform to the general recognition and adaptation of the public, some parents may face difficulties in adapting to the new

education policy, and have feelings of resistance to the change of the current education mode, and eventually form a sense of anxiety.

2.1.5. Age and cultural factor

In terms of age, parents of different ages have different educational ideas and methods [3]. For example, parents born after 1970 have a slightly more traditional educational concept than those born after 1990, so they are particularly anxious about choosing vocational high school and general high school for their children. In addition, parents born after 1970 have more children, the economic pressure and psychological pressure are relatively heavier, so the older the parents, the deeper the corresponding degree of education anxiety. In terms of education level, government agencies, leading cadres of enterprises, engineers, doctors, teachers, self-employed people and businessmen have a deeper degree of education anxiety. This is because the parents of this kind of occupation have a relatively high level of education and pay special attention to their children's education, so this group of people will have deeper education anxiety than those who have a lower understanding of education [4].

2.2. External Factor

2.2.1. Changing educational policies with the actual situation

After the implementation of the double reduction policy, due to the lack of full knowledge and understanding of the reform of the education system, many parents feel uncertain about the impact and consequences of the new policy [4]. Under the double reduction policy, measures to reduce the burden and academic burden of schools have been introduced, and the curriculum content and exam pressure are relatively reduced, but for parents, they may not know the specific operation and implementation details behind these reforms. This uncertainty can cause them to worry about whether their children will be able to adapt to the new educational environment and whether they will be able to successfully complete their studies. So, this uncertainty leaves many parents in a state of anxiety.

2.2.2. The pressure of employment competition from society is increasing

After the implementation of the dual-reduction policy, many parents may only take it at face value, believing that the reduced requirements for extracurricular training and competitive examinations may lead to the loss of competitiveness of their children in the future employment competition [5]. Parents are usually very concerned about their children's future. They hope their children can have good job prospects and stable career development. However, parents may lack a comprehensive understanding of the substance of the policy and its impact on the education system and job market [5]. Therefore, they may interpret the double-reduction policy only as "reducing the academic burden" and ignore the policy's goal in cultivating students' comprehensive quality and innovative ability. This perception increases parents' uncertainty and anxiety about their children's future employment.

2.2.3. The influence of public opinion and traditional ideas

In recent years, due to the influence of public opinion and the relative limitations of traditional education concepts, many parents may still believe that only through intensive learning and multiple training can achieve success [6]. Therefore, when they hear that these requirements have been lowered, they may worry that their children's learning pressure has been greatly reduced, and the class has also been less demanding. Parents often want their children to achieve academic excellence, which they believe is the key to success. Clinging to the traditional concept of education, they may believe that only through unremitting efforts and intense learning can children have the opportunity to enter high-quality schools and well-paid employment. Therefore, when the policy relaxes the requirements for academic burden, they may wonder whether this will affect their children's academic performance and competitiveness, increasing their anxiety. These factors can weaken a child's competitive advantage in the future and increase anxiety for parents.

2.2.4. Educational resources are unevenly distributed

Although China's educational resources have been greatly improved compared with the past, in some remote areas, such as rural areas, educational resources are relatively insufficient, and the teaching quality of schools needs to be improved [7]. In the context of the unbalanced development of urban and rural education, schools in some remote areas may face problems such as insufficient teachers and backward educational facilities, which brings challenges to children's learning environment [8]. Children educated in such an environment may have certain restrictions on their future development, which makes parents worried. Whether such an educational environment can provide children with the high-quality educational resources they need, and whether it can lay a good foundation for their future development [6]. This can cause anxiety among parents.

2.2.5. Changes in off-campus training institutions

The implementation of the double reduction policy makes the off-campus training institutions need to respond to the policy call, adjust, close or change their own industrial layout [5]. Under this trend, parents are worried that the old way of relying on training institutions is no longer sustainable. In addition, as the double reduction policy restricts out-of-school training institutions from providing preschool training for children with school knowledge, parents find that there is no place to provide further academic help for their children, which has an impact on their children's studies and future development. For some parents, out-of-school training institutions have been an important supplement to their children's learning, helping them to make up for the shortcomings of school education and improve academic performance [9]. However, due to the restriction of the dual-reduction policy, out-of-school training institutions have been affected to a certain extent, and some institutions have had to adjust their business strategies or close down, making parents worry that their children can no longer get the same learning guidance and educational resources [10]. In addition, the implementation of the double reduction policy also restricts the off-campus training institutions from providing pre-school training services in the field of school knowledge. In the past, some parents used out-of-school training institutions to expose their children to the knowledge needed in school in advance, so as to adapt to the learning environment in advance and lay a foundation for future studies. However, opportunities for such preschool training are now limited, leaving parents confused and uncertain when it comes to providing their children with academic help.

2.2.6. Part of the public opinion influence

In recent years, some media, especially we-media, have hyped up education hotspots, fabricated false information, and exaggerated college anxiety. In order to obtain traffic, malicious speculation has intensified the educational anxiety of the whole society. Some off-campus training institutions are full of advertisements, filled with bus and subway cars, street billboards, mobile phones and computers "occupy the screen" trend. Some exaggerated slogans - "Other people's children can tell English stories, what about yours?" "Come, I will bring up your children; you don't come, I train other kids to be competitors for your kids." These slogans have once again touched the sensitive nerves of parents. Some interviewed parents said that they often brush the Internet with other parents to encourage their children to apply for various tutoring classes, the whole social environment is such that parents are difficult not to worry.

2.2.7. The effect of home-school cooperation is not ideal

As a platform for collaborative education of children between home and school, the overall trend is to develop in a good direction, but affected by various factors such as internal and external factors, there are also some unsatisfactory places, which cause parents' educational anxiety. On the one hand, the differentiation of parent groups and their different demands test the practical ability of schools and their problem-solving wisdom. On the other hand, the lack of teachers' cognition and ability will also become the key to the home-school cooperation [3]. Good communication can promote the healthy development of home-school relationship, on the contrary, low quality communication may

cause home-school conflict, and the conflict between home and school will aggravate the anxiety of parents.

2.3. The Negative Effects of Parents' Anxiety on Themselves

However, long-term anxiety and stress may have a negative impact on the physical and mental health of parents, such as insomnia, anxiety, depression and so on. In daily life and work, they may experience symptoms such as inattention, fatigue and physical discomfort. Specific performance is as follows:

2.3.1. The psychological burden of parents increases

Parents' own constant anxiety may lead them to focus too much on their children's learning and development, falling into a state of constant self-criticism and psychological internal friction. They have high expectations for their children's achievements and are eager to see their children achieve excellent academic results and good future development [11]. Not only that, parents' excessive anxiety may lead them to interfere too much in their children's learning and life during the education process, and do not give children enough space and opportunities for independent development. They may be well-intentioned to arrange more learning resources and other forms of training for their children, but they ignore the child's interests and personality development. Such high expectations and anxious attitudes often add a heavy psychological burden to parents.

2.3.2. Family relationships become strained

Due to excessive anxiety, parents may interfere too much in children's study and life, and do not give them enough autonomous space and development opportunities. Such excessive interference and control can easily lead to tension and conflict between family members. Parental intervention and guidance may be seen by children as excessive interference and pressure, leading to strained relationships with parents and difficulty in establishing good communication and trust [11]. Second, excessive anxiety can have a negative impact on couples or spousal relationships. When one or both parents worry excessively about their child's learning and development, they may focus most of their time and energy on the child and neglect the emotional communication and attention between the couple. This can lead to increased distance and reduced communication between couples, which can ultimately lead to tension and conflict in the family.

2.3.3. Parents' self-denial and sense of loss

Some parents believe that the introduction of the dual-reduction policy has somehow weakened their children's competitiveness and development opportunities, and this belief has had a profound impact on parents' emotions. They may feel self-denial and loss, question their parenting style and abilities, and end up in a state of emotional depression [12]. The sudden restrictions on the children they once had high hopes for make them question their competitiveness and development opportunities. They may feel their parenting decisions are being swayed and feel disappointed and upset about their choices. They may reflect on their past parenting styles and choices and have negative feelings about their child's learning and development. They may constantly compare their children's grades and performance with other peers, putting undue pressure on themselves and their children. This constant self-questioning and depression can cause exhaustion and fatigue in parents.

2.3.4. Social influence around parents

The expression of parental anxiety is often revealed in their interactions with others and social activities. Due to excessive worry about children's learning problems, their thoughts are always entangled in children's education, cannot easily participate in social interaction. This causes the social circle around them to gradually shrink and increases the level of isolation. When parents are anxious, they tend to talk frequently about their children's learning and educational problems when communicating with others. Unconsciously passing on anxiety to others can cause discomfort and alienation in others to some extent. This excessive focus on children's problems can leave them feeling isolated in social situations and unable to form deeper and meaningful relationships with

others. In addition, due to excessive anxiety, parents are often unable to relax and actively participate in social activities, causing them to miss out on many social opportunities. They may not be able to fully enjoy social time because of inner restlessness and complex thoughts, and even often miss or choose to avoid social gatherings. This avoidance of social interaction further exacerbates their feelings of isolation and loneliness.

3. Suggestion for Parents' Anxiety

3.1. Updating Educational Concepts

Faced with the competitive pressure of modern society, the original intention of education has changed from teaching and cultivating ability to grade first. In this case, scores become the most important way to show their competitive advantage. But this way is not conducive to the improvement of students' core literacy. If we want to alleviate parents' anxiety about education, we must return to the understanding of the long-term significance of education. For the "double reduction" policy, most parents only pay attention to the policy itself to reduce the academic pressure on children, and do not understand its internal results through the appearance of reducing pressure. The fundamental purpose of the "double reduction" policy is to overcome the utilitarian nature of education, reduce students' unnecessary homework burden, and implement the fundamental task of cultivating morality and people, so as to help students grow up healthily [13]. Therefore, teachers should change parents' education concept and guide them to take the initiative to participate in children's education process. In the process of communicating with parents, teachers should consciously guide parents to pay attention to the comprehensive literacy of students and affirm the hard work of parents [5]. In the parents' meeting and other occasions, in addition to sharing the recent achievements of students, teachers should also show the multi-faceted nature of students' school life, so that parents can fully understand their children's school life as much as possible, so as to subtly change the parents' education concept.

3.2. Build Confidence in Educating People

After the implementation of the "double reduction" policy, the two major education subjects of family and school are more important to the growth of students. Some parents subconsciously think that sending their children to school has nothing to do with them. Now they need to participate in their children's education, so they don't know how to help their children grow up, which will produce educational anxiety [13]. In this regard, if teachers can guide the situation and help parents establish confidence in educating people, they can greatly eliminate parents' anxiety, form home-school collaboration, and improve the level of quality education.

3.3. Transforming Education Methods

After the "double reduction" policy, many parents complain that their children do not study seriously at home. At this time, teachers need to help parents create a relaxed and stable family atmosphere for their children [12]. "Parents are their children's first teachers." The way parents behave can deeply affect their children, so parents need to lead by example in their daily life. Education should not rush for quick success, parents should accept their children, understand their children, and accompany their children to grow up together. Parents need to face up to the problems found in education, explore the root causes of their children's problems, and discuss mutually acceptable solutions with their children. Finally, the problem is solved, and the purpose of helping children grow up and reducing parents' anxiety is achieved.

3.4. Information Technology Strengthens Ties

Parents can bring home and school closer by sharing with teachers through the online "cloud". To some extent, parents' misunderstanding of school is caused by the lack of communication between

home and school. Many teachers are busy, class, lesson preparation, homework correction and other work occupy most of the time, resulting in teachers and parents' communication time is compressed. Nowadays, the development of information technology has made communication more convenient. Parents and teachers can break through the limitation of time and space and use platforms such as wechat and Dingding to learn about students' school situation from teachers in a timely manner [4]. When students make progress, parents can affirm their progress and efforts, so that children can see hope, so as to get the motivation to continue to work hard; When students have problems, parents can discuss with the teacher to solve the problem, through timely communication with the teacher, help the teacher to solve the problem, so as to generate the teacher's sense of trust in the parents, but also to alleviate the anxiety of parents themselves. Students are complex individuals, they will show different mental outlook when they get along with parents, teachers and peers. Parents can use information technology to let teachers send students' school information to them through text, pictures, etc., to help parents know their children more comprehensively [12]. When they see children getting along with classmates and teachers happily, they can reduce their own anxiety and be more supportive of teachers' work.

4. Summary

To sum up, although the dual-reduction policy has a positive impact on students' educational burden and physical and mental health, its various factors that cause parents' anxiety should not be underestimated. Parents' anxiety about their children's education, worries about their children's future and the success of education, parents' comparison psychology, fear of policy uncertainty, and parents' own age and cultural background and other factors concentrate on the internal factors of parents' anxiety. From the external point of view, the changes in education policy caused by the ever-changing actual situation, the tense employment situation at the social level, the influence of traditional concepts and social public opinion, and the uneven distribution of educational resources have further deepened parents' anxiety. At present, the cram school is not clear and unreasonable reform form, the influence of parents' education experience around their children, and the unsatisfactory home-school cooperation in most cases also make the anxiety of parents more profound. For parents, this anxiety will not only bring some bad effects on themselves. First of all, the psychological burden of parents will continue to increase, and family relations will become strained because of anxiety. At the same time, parents' confidence will be lost with anxiety, and they will fall into deep anxiety and doubt. At the same time, parents' anxiety can also have a great negative impact on their social life. So parents need to deal with anxiety on all fronts. They need to relieve stress not only from within, but also from within. To be specific, it is from the educational concept, educational methods and methods to reform, rebuild education confidence. External mitigation methods are equally important, and information-based home-school cooperation is the most important part of it. On the one hand, proper communication and support can help parents understand the purpose and impact of the policy. On the other hand, parents can also adapt to change by taking positive steps.

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