

The Phenomena and the Formation of Parents' Anxiety under 'Double Reduction' Policy

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Abstract. Educational anxiety has always been a key issue in the study of education. With the implementation of the "double reduction" policy, significant achievements have been made in reducing students' burden, but parents' educational anxiety still exists, which not only increases the economic burden of parents, but also increases the mental pressure of students and parents. This article summarizes the expressions of family anxiety in contemporary Chinese society. Through careful analysis, this article holds that parents' educational anxiety comes from internal and external sources: first, the concept of achieving class circulation through education is deeply rooted; the second is the lack of parents' imaginative subjectivity family capital; third, the capital of off-campus training institutions to pursue profits; fourth, the requirements of exam-oriented education and the process of reducing the burden do not match. In order to alleviate parents' anxiety about education, this article puts forward some suggestions on policy, evaluation system and parents' concept of parenting.

Keywords: Double reduction policy; Parents' educational anxiety; Family capital.

1. Introduction

Not long ago, under the support and promotion of all kinds of capital, offline and online education training companies are surging forward, and online education is soaring. According to data from iiMedia Research, the growth rate of China's online education industry gradually decreased in 2019, and the dividend of users gradually faded. However, in 2020, with the outbreak of COVID-19, the growth rate of online education market recovered under the policy support of "no school suspension", and the market size reached 485.8 billion yuan, with the growth rate rising to 20.2%. However, "get more than a thousand points" "let children win at the starting line", this kind of education "internal roll" seriously overdraw the body and energy of parents and students. Regulation is inevitable. The heavy study burden of primary and secondary school students is not only detrimental to their physical and mental health development, but also causes parents' general anxiety. The introduction of double reduction policy may be the "antidote" to this problem.

The Publicity Department of the Communist Youth League Central Committee and the Social Survey Center of China Youth News conducted a survey on "Attitudes toward the Double Reduction Policy among parents of students in compulsory education nationwide". A total of 511,043 parents participated. The survey showed that 87.0 percent of parents felt anxious about their children's education. After the implementation of the policy, 72.7% of parents surveyed said their anxiety about education had eased. However, it is the greatest hope of every Chinese parents for their children. The reduction of students' academic burden and the reduction of out-of-school training under the "double reduction" cause most parents to have new anxiety at the same time, especially in the context of exam-oriented education. Regardless of the success or failure of "reducing the burden", parents are always anxious, what are they anxious about? What is the cause of anxiety under the double reduction policy? This is the main research purposes of this paper.

At present, the internalization of education is attributed to the evil of capital. Some studies show that family education capital affects parents' educational anxiety. French sociologist Pierre Bourdieu first introduced the concept of "capital" in the Form of Capital, which is manifested in three basic forms: economic capital, which is institutionalized in the form of property rights; Cultural capital. It is institutionalized in the form of educational qualifications; social capital, which is institutionalized

in the form of a kind of high street . Xue Haiping and other scholars found that parents with high economic, cultural and educational capital are prone to moderate educational anxiety, while parents with low economic, cultural and educational capital are more likely to have excessive anxiety. The reason is that, unlike economic capital, family culture and educational capital cannot be directly inherited by children in the form of inheritance. However, the current research more focused on the anxiety of education itself, using the method of case analysis, investigation, revealing the education level of anxiety and the status quo, less research education mechanism of anxiety, this article is based on “double reduction” policy, on the basis of the theory of domestic capital, explore family anxious expression in the new period as well as causes and puts forward the measures to solve these problems.

2. Organization of the Text

2.1 Symptom focus of educational anxiety phenomenon

Psychology usually defines anxiety as a person's emotional response and psychological experience to perceived potential dangers. In the author's opinion, educational anxiety is mainly expressed as parents' excessive worry and fear of educational environment and educational results. Based on the research findings, the middle class is more prominent in anxiety group, and this article will focus on families with anxiety symptoms. To sum up the basic symptoms of social education anxiety in China, the following aspects are highlighted.

First, parents worry that their children will lose at the starting line and desperately "jump start". Many parents worry that their children's education is unfair and inferior when their children are young. What they are concerned is that their children's backward academic performance will affect future employment opportunities and career development. Therefore, they compete for high-quality educational resources for their children from primary school to kindergarten. One mother who felt that the effect was not obvious said, "Everyone is making up lessons, you and I. The one who stops first loses. Even if there is no effect, I also want to continue, this is at least a psychological entry." Guided by this herd mentality, no one is willing to stop first. Under the coverage of the theater effect of tutoring, everyone is a victim.

Second, the anxiety and fear of entrance examination spread to the lower school level. In addition to the tension of the college entrance examination, the anxiety and fear of the junior high school entrance examination have gradually increased in recent years. After the implementation of the "double reduction", off-campus training classes are banned, but the baton of the middle school and college entrance examination continues to play a role: the middle school graduates are shunted, and the high school admission rate is 50 percent. These external conditions will aggravate the anxiety of these parents. Parents and children's anxiety duration is lengthening and the frequency is increasing. The degree increases so much that it permeates the whole stage of the child's development. A child's world is surrounded by homework, tests and consumed by parental anxiety.

Based on the above discussion, the current double reduction has brought new anxiety problems to families. For the current research, most of them focus on the investigation of educational anxiety itself. They use case analysis and survey methods to reveal the level and status quo of educational anxiety, and few of them study the generation mechanism of educational anxiety. Based on the double reduction policy, this article uses the family capital theory to explore the new era of family anxiety, its causes and propose corresponding solutions.

2.2 The Cause of Anxiety

2.2.1 Endogenous anxiety

2.2.1.1 The desire for upward mobility under class solidification

In sociology, people are usually divided into different classes based on their access to resources and opportunities. In Chinese society, the trend of social stratification is becoming more and more intense. People habitually divide society into upper, middle and lower classes. The gradation itself is

the beginning of solidification. "Class solidification" refers to when relative differences in the distribution of many specific resources or opportunities between social classes remain constant or stabilize for a long time, especially when certain groups of people have relatively monopoly rights over those important social resources and opportunities, while others are excluded. There is too much emphasis on the instrumental value of education, which is seen only as an important way to achieve upward mobility and the best way to help people achieve better economic and social status. This is especially true for the middle class, which holds a certain amount of property but does not hold the power. There is little room for upward mobility and they face the pressure of class solidification. Education is the most trustworthy way. This drives them to invest the economic and social capital of the family into the education of their children as much as possible, in order to continue or improve their social status.

2.2.2.2 Lack of subjective family capital

Pierre Bourdieu believes that families have economic capital, cultural capital and social capital. Economic capital refers to household wealth and income, which can be measured in monetary terms; cultural capital is usually defined as cultural signals that are widely recognized by the mainstream class; social capital is defined as the collection of actual or potential resources available to individuals through an institutionalized network of social relationships. From the analysis of family capital theory, economic capital should be the key factor restricting the acquisition of education, which can directly promote the production and reproduction of cultural capital and the construction and accumulation of social capital.

Due to the lack of economic capital, ordinary people cannot pursue differentiated high-quality education resources; as the field of quality education, cultural capital has become a tool for families of superior class to make continuous differences. Social capital further aggravates the inequity of the initial capital of the family in the access to educational resources. Due to the weak position of the general public in the social structure, their children have many aspects and helplessness in education that are difficult to reach and care for.

The shortage of subjective resources is an important factor leading to the generation of parents' educational anxiety, that is, the imaginary educational anxiety intensifies parents' anxiety. The subjective shortage of resources comes from the condensation of reality and future expectations of education. After the "double reduction", the educational resources of subjects may gradually become more equitable. However, the more hidden inequality of quality education resources persists, and working-class parents who cannot break the capital barrier will be forced into a vicious circle of education anxiety. Many middle-class families also worry that they are not enrolling their children in enough classes. The frequency of private education is too little, so that it has caused the common phenomenon of following the trend of tutoring and making up lessons blindly. What causes parents' anxiety is not the objective "how much is my family capital" but the subjective judgment "whether my family capital is enough". However, as the amount of family capital and the degree of investment is like a black box, it makes it impossible for parents to rationally measure.

2.2.2 Exogenous anxiety

2.2.2.1 The profit-driven of off-campus institutions

Training institutions seize the parents' mentality of "keeping up with the Joneses" and "following the trend" to increase marketing. Driven by utility and bound by capital, many of them trap parents and students in a way that makes parents think their children will fall behind if they do not make up the extra lessons. The hype of parental anxiety by training institutions is akin to the historic "tulip bubble" which businessmen reduce supply and pick up the selling price. Some education and training institutions and public opinion propaganda media in order to achieve their own purposes, continue to spread "don't learn too late..." "Can't lose at the starting line" and other wrong educational concepts, for this kind of imaginary education anxiety, resulting in the shortage of parents' subjective education resources, constantly aggravate the parents' education anxiety. They hype by exaggerating the publicity effect, for example, as long as you sign up, you can get the targeted guidance of famous teachers, but also through the way of signing up to ensure that you get the ideal results in your mind,

so as to better universities, to achieve social class. After the double reduction, under the background of the COVID-19 and the macroeconomic impact, many off campus training institutions have difficulties in transformation, and some off-campus training institutions will only choose the business from the "tooling" to "underground" such as the choice to private "one-to-one" teaching or small class teaching, adding to the economic burden of the family. "Underground" off-campus training institutions will face greater difficulties in supervision due to their hidden nature. The effect of its regulation and governance is affected, which may lead to the limited role of the "double reduction" policy.

2.2.2.2 The contradiction between "double reduction" and "exam-oriented"

Reducing the burden is not just for reduction, but to improve the quality of this premise. "Double reduction" policy, clearly put forward to effectively improve the quality of school teaching, since so, why does it contradicts with the original intention of students to "raise scores"?

In 1977, the restoration of college entrance examination system has brought great vitality to the development of Chinese society. However, things are developed and contradictions are transformed. The college entrance examination system gradually derived from the "only scores only admission", "the test of life", "thousands of horses across a single-plank bridge" and other exam-oriented education disadvantages. In view of the disadvantages of exam-oriented education, the Party and the government did not attach great importance to the children as early as the 20th century, and carried out a strong correction and correction, but the system itself inherent huge magnetic and tension. As well as the path dependence caused by long-term implementation, it has been affecting schools and teachers, and binding parents and students.

The national higher education, which has entered the popularization stage, means that people have a higher demand for higher education to provide high-quality and personalized personnel training, which undoubtedly puts forward higher requirements for the reform of college entrance examination enrollment. Technical and institutional reforms have focused on "what to test", while "how to test" has not changed significantly. "For the comprehensive quality evaluation, not only the scores, as the admission conditions, we have not been able to reach a step, because our society has not formed a complete credit system, but only be a reference at present. "Chen Zhiwen said. The setting of examination subjects has changed from the original "3+3" mode to the "3+1+2" mode, and the recombination of different subject days will not lead to the change of students' preparation methods in essence, and it does not play a good effect on the improvement of students' learning ability. The comprehensive quality evaluation in the mode of "two basis, one reference" has not been well implemented. The comprehensive quality evaluation in our country is mainly carried out in the form of portfolio, which requires a lot of time and energy to complete. It is also difficult to quantify the formal results of statistics and critique.

One advocate reducing the learning burden of students in compulsory education and encourages students to enrich their lives in their spare time to cultivate students' interests and hobbies. Enable students to develop morally, intellectually, physically, aesthetically and in an all-round way. The other attaches great importance to students' examination results, and leads to cramming teaching, one-sided attention to intellectual education, despise moral education, physical education, aesthetic education and labor education, requiring students not to waste a minute of time to study, anything should be ranked after learning. In this "you can't have your cake and eat it" situation, it's understandable that parents are feeling a new anxiety.

2.3 The measures to ease parents' anxiety about education

2.3.1 Develop high-quality resources in a balanced way and pay attention to the education of disadvantaged families

An objective reason for the enduring phenomenon of educational anxiety is the shortage of high quality resources for basic education in China. To this end, on the basis of consolidating the achievements in the basic and balanced development of compulsory education, governments at all levels should further promote the balanced development of compulsory education to high quality, and

strive to expand the supply of quality education resources in primary and secondary schools. Based on this, the first is to link education poverty alleviation, increase the two levels of government compensation. The two levels of government should increase the measures of poverty alleviation and intellectual support through education, especially from the economic level to improve the employment and income of vulnerable families. We will increase the construction of educational resources and comprehensive investment in the western rural areas, and reduce and reduce the educational consumption of disadvantaged families. Second, we will encourage multi-party participation and expand channels for assistance from social forces. Social forces need to pay more attention to the education of vulnerable families, and eliminate the educational poverty of vulnerable families through educational services such as funding assistance, awarding, publicity, counseling, and psychological guidance for overly anxious families.

2.3.2 Turn educational anxiety into educational motivation and set up correct concept of parenting

As the main body of educational anxiety, parents are supposed to change their educational concept. Correctly understand the meaning and value of education. Respect the objective law of educational development and transform their educational anxiety into educational expectation for their children. There are rules for the development of education and there are rules for the growth of individuals. Parents' education of their children should not violate the law of education and individual growth and development. Simply allowing children to invest too much time and energy in their studies will only reduce the effectiveness of education and lead to some results contrary to their wishes. Therefore, parents should pay attention to guide their children's ability development and training, to help their children better adapt to the development of the future society. In addition, parents need to turn their excessive anxiety about their children's education into reasonable educational motivation.

2.3.3 Promote education reform and establish a diversified evaluation mechanism

The tendency of educational utilitarianism has intensified the parental educational anxiety, which originates from some problems in education system currently existing in the educational development of our country. For example, a single educational evaluation model is not conducive to the all-round development of human beings and has affected the healthy development of education. Therefore, promoting education reform and establishing multiple evaluation mechanism are effective measures to alleviate parents' educational anxiety. The first is to cultivate morality and cultivate people as the fundamental purpose, highlight the intrinsic attribute and value of education, really give play to the function of education, and promote the all-round development of people. Second to speed up the construction of diversified personnel training mechanism, break only score "only" entrance "diploma" only the education evaluation mechanism of focus on students' individual character development needs, provide opportunities for growth for each student, adhere to the principle of no child left behind, according to their aptitude and so on education, make students under the influence of diversified evaluation is oriented to realize its own growth and development.

2.3.4 Implement the double reduction policy and strengthen communication and coordination

The "double reduction" policy affects various subjects, so that the "double reduction" policy can really play its role. It is necessary to understand the will and ideas of the subjects involved and strengthen communication and coordination. The two parts of the "double reduction" policy are directly related to schools and off-campus training institutions, but it will further profoundly affect the educatees and their families, and the educatees inside and outside the school. Therefore, it is necessary to strengthen communication and coordination with relevant subjects, prevent and resolve possible problems and hidden dangers, and take into account the interests of all subjects as much as possible while implementing the "double reduction" policy through consultation[11,12]. Therefore, it is necessary to strengthen communication and coordination with relevant subjects, prevent and resolve possible problems and hidden dangers. The interests of all parties should be taken into account as much as possible while implementing the "double reduction" policy through consultation.

3. Conclusion

At the present stage, the double reduction policy reduces the burden of students' study but raises the requirement of students' study, which alleviates the anxiety of parents and at the same time creates new anxiety. Education anxiety will affect all aspects of children's education, and through the whole process of children's education, children's development has an important impact. Anxious parents pay too much attention to their children's academic performance and blindly increase their children's academic burden and educational investment, which will not only affect the children's physical and mental health development, disrupt the normal educational order, but also lead to the imbalance of family consumption structure, causing a certain economic burden to the family. Factors such as the fierce competition for educational resources, the development tendency of utilitarianism in education and imaginary education anxiety are constantly giving rise to and intensifying parents' education anxiety, and making parents deeply involved. The society needs to increase education investment, deepen the reform of education system, and transform parents' education anxiety into education expectation, so as to relieve parents' anxiety, reduce the burden of family education and students' academic pressure. To create a more fair and healthy educational environment for students, constantly promote the development of our education.

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