

The Psychological Effects of “Double Reduction” Policy on Students, Teachers, and Parents

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ABSTRACT

The declining Chinese birth rate, the need to develop the manufacturing industry, and capital-dominated extracurricular tutoring classes that prevent the country from truly selecting innovative talents, moreover, the excessive academic burden has caused students to have varying degrees of psychological problems, so promote the “Double Reduction” policy. A “Double Reduction” policy aims to reduce students’ homework workload and off-campus training burden, ease family education anxiety, and improve teacher effectiveness. There is heavy learning pressure on students due to the problem of further education, teachers also experience varying levels of anxiety, and parents are concerned about their children’s education. “Double Reduction” has significantly reduced students’ pressure, but teachers’ and parents’ pressure have not diminished. This article examines the psychological changes of students, teachers, and parents in the context of the double reduction policy.

Keywords: Double reduction policy, psychological changes, students, teachers, parents

1. INTRODUCTION

On July 24, 2021, the CPC Central Committee and the State Council issued “Opinions on Further Alleviating the Burden of Homework and After-School Tutoring for Students in Compulsory Education” as a set of policy guidelines. It represents the official release and implementation of the “Double Reduction Policy”. Its significance is to effectively reduce the burden of excessive homework and off-campus training for students in the compulsory education stage. At the same time, the “Double Reduction Policy” has also eliminated the chaotic phenomenon of After-School Tutoring, destroyed private educational institutions, and shifted the focus of education back to the public schools. To regulate after-school tutoring classes, the government has established after-school services in public schools, students can participate voluntarily in these services. During after-school services, teachers assist students to complete schoolwork, reduce their learning burdens, and provide tutoring and answering questions for students with learning difficulties. The state wants to eliminate academic tutoring providers that charge fees, create free and standardized school after-school services, and establish free courses on the national primary and secondary school network cloud platform to truly provide free educational services. Since its promulgation, the

“Double Reduction Policy” has been in effect for nearly half a year. The purpose of this article is to analyze the psychological changes of students, parents, and teachers under this policy.

2. THE GOAL OF DOUBLE REDUCTION

The “Double Reduction” policy is a major change in Chinese education system. The change from “exam-oriented education” to “quality education” means paying more attention to the all-around development of students. As a consequence of “exam-oriented education”, an unhealthy learning environment has brought immense pressure on students. Furthermore, students in primary school are also under pressure from their families in their extracurricular activities away from school. Many parents sign their children up for extracurricular tutoring courses such as Chinese, mathematics, English, art, music, etc., this is because of the parental mentality that every child must win early. leaving the teens with no time for relaxation. Learning too much will inevitably lead to psychological problems in students. An investigation conducted in Northeast Province of China revealed that 35 % of students were psychologically abnormal and 5.3% suffered from mental disorders.[1]. “Double reduction” fundamentally reduces the learning pressure of teenagers, conforms to the healthy physical and mental development

of students, and improves students' motivation in learning. Encourage them with external factors to keep their enthusiasm in learning. Allow them maintain a sense of positive self-efficacy by reducing the difficulty of learning.

3. THE IMPACT OF THE DOUBLE REDUCTION POLICY

3.1 *Impact of the double-reduction policy on students' attitudes towards learning*

"Double reduction" policies can allow students to divert naturally, and at the same time, they can promote student development individually. The policy's main beneficiaries are teachers, parents, and students, but the core subjects of the policy are students, and the goal of the policy is to change students' learning ecosystems [2]. According to this study, students who understand the double reduction policy will experience varying degrees of change in their learning attitudes, which can roughly be divided into three categories.

The first type of students are the one who have excellent grades in the class. They accept the "Double Reduction" policy with a positive attitude. However, they do not relax their studies at all and are even more focused than before. As the reform progresses, they show a high degree of activity in class and a sense of relaxation and happiness in the learning process. As a result of the innovative classroom, students are able to accept knowledge more actively and use scientific methodologies to preview and review after classes, show an interest in learning, and recognize the inner drive of self-learning, in order to realize autonomous learning.

The second type of students are those with average grades in class.. Since they have less schoolwork to do, they can relax in their studies and they only need to master the textbook material. But they show a great interest in music, art, and sports in their spare time. In addition to their academic performance, such students actively participate in school activities and rely on their interests for a greater sense of self-efficacy.

The third type of students are those who originally display learning disabilities and dislike learning. As a result of their excessive and incorrect interpretation of the double reduction policy, they display extreme noncooperation in the classroom, disrupt classroom discipline, and refuse to complete learning activities. Ultimately, they turn into a complete abandonment of learning.

3.2 *The psychological impact of the double reduction policy on teachers*

Ministry of Education's "5+2" after-school service has increased teachers' energy requirements. How to

reduce students' learning burden, improve teaching quality, and change the teaching mode is undoubtedly a challenge to teachers. Tiered assignments and designs also take more time for teachers due to the background of "Double Reduction", some teachers can easily adapt to the policy, but there are also teachers who are anxious about the reform policy. According to this survey, there are two types of teachers.

The first type is teachers who are fully adapted to the double reduction policy, and their age group is relatively young. They actively change the classroom structure and teaching methods, adopting a student-centered model, reducing the learning burden of students, changing the teaching mode, paying attention to the teaching environment, organizing class activities carefully, and improving the quality of after-school services, also constantly improving their own educational effectiveness. Teachers show a positive attitude and are willing to realize and enjoy the dual values of individual and society. They can easily access teachers subjective well-being.

Teachers' behavior affects students' academic performance and social-emotional development the most. According to the OECD report, "What teachers and schools need to do for high-quality education" released in 2021, the OECD clearly pointed out that teachers' behavior will have a greater impact on students' academic performance and social-emotional development, and the direct impact factor is "classroom practice". Therefore, teachers have the most direct influence on students in the classroom. The fact is that teachers have a direct impact on students in the classroom [3]. Teachers' well-being affects their performance in the classroom, and students' well-being is affected by teachers' well-being as well. The classroom is the main venue through which teachers fulfill their responsibilities as educators and teachers. When teachers are willing to change and have a positive attitude, students will also be affected and will respond positively to the reform of education.

The second type is teachers who passively accept the policy. They have been teachers for so long that it is not easy to make changes in classroom teaching. Decreasing the burden, designing the classroom, and improving academic performance can cause a huge psychological burden and anxiety for teachers. In the meantime, as they grow older and their physical strength deteriorates, they are also experiencing exhaustion when dealing with the "5+2" after-school services, and suffer from both psychological and physiological exhaustion.

Because of the specificity and social nature of teachers' identity, teachers must actively engage with reforms, create a positive attitude, and meet society's needs. Under the "Double Reduction", teachers are transformed from leaders of students' learning to facilitators of students' development, from teaching students the knowledge to teaching them how to learn. At the same time, the relationship between teachers and

students has also changed, from educator-centered to learner-centered. The word “fairness” is to hand over the podium to the students, making the students the center of learning and establishing a student-centered teaching model.

3.3 The impact of the double reduction policy on parents

Chinese parents throughout history have been too concerned with the education of their children, causing them to feel tension and anxiety, which is called parent anxiety [4]. In a sense, the enforcement of the “Double Reduction” policy seems to lighten parents’ load, but in fact, it increases parental responsibility.. Parents should take initiative to update their educational concepts in time, tap their children’s potential and expertise, and let their children take the path in life that is most suitable for them [5]. The reduction of schoolwork and the ban of after-school tutoring have increased the pressure on parents.. A reasonable arrangement of children’s time at home ensures that children will be able to achieve excellent grades in a relaxed environment, which provides parents with a new source of anxiety. Due to the pressure of the college entrance exam, many parents are not in favor of the double reduction at present [6]. It should be noted that in the transition from “exam-oriented education” to “quality education”, if the scoreline will still be the only criterion for success or failure, the anxiety of parents couldn’t be eased, and also the meaning of dual reduction will be questioned. The reform of the college entrance examination has also become a question worthy of discussion. With the current examination system, it is not possible to implement the comprehensive quality that the college entrance examination reform seeks to improve [4]. In the college entrance exam itself, there is a contradiction, and with the proposal of the “Double Reduction”, the contradictory relationship between the comprehensive quality and the score becomes more apparent. As long as there is an exam, there will be exam-oriented. Therefore, the exam has to be reformed along with the reform of education and teaching. It is impossible to relieve the pressure and anxiety if the two are not synced.

3.4 The impact of the double reduction policy on the educational philosophy of schools

Considering the double reduction policy, schools must implement the national policy, publicize the policy, let parents and teachers change their conception of education and teaching, and make changes to the assessment of teachers and students. Additionally, high-quality activities are carried out with the characteristics of the times and school characteristics. The school-running philosophy- “one training and three styles” (school motto, school spirit, teaching style, and study style) will form the basis of its programs and practical

guidelines under the background of “Double Reduction” [7].

4. CONCLUSION

The “Double Reduction” policy is a double-edged sword. By implementing this policy, school education completes K12 basic education, and self-disciplined children learn better, forming a virtuous circle. Using the national online course platform for primary and secondary schools, students have the opportunity to preview material in advance and learn repeatedly after class if they do not understand. New Oriental can also be learned online for free, providing an ideal environment for children who study consciously. Students who lack self-discipline are likely to fall behind academically in the future, but teachers and parents can guide students and find suitable methods to guide learning or personalize development, and find a path that suits each child.

The change of teachers’ mentality, the improvement of their professional quality and the classroom reform are all related to the overall educational situation. Teachers’ acquisition of SWB also affects students. Develop a positive attitude, enhance teaching effectiveness, keep up with the times and make efforts for educational reform to understand the professional value deeply.

Family education plays a major role. Parents’ mentality and vision have a profound influence on their children’s words and deeds, leading to the emergence of the profession of home education instructor. Having a double reduction policy promotes the selection of talented and creative workers in the country who can handle the infrastructure construction needs. With the advancement of the double reduction policy, students, teachers, and parents will gain a deeper understanding of the policy and gradually accept it. The change of the concept will result in a positive attitude.

There is a need for the school to clarify the teacher training ideas of "growing young teachers, developing core teachers, and launching well-known teachers [8]. And gaining the trust of parents, cooperating with them, coming to a consensus concept, and moving on the road of education further and further.

In order to achieve a win-win situation, we need to clarify what schools, teachers, parents, and students are responsible for with the “Double Reduction” policy, and to work together to accomplish it.

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