

A Study on the Current Situation of Childcare Anxiety among Secondary School Students under the Double Reduction Policy

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ABSTRACT

In recent years, with the increasing pressure of employment competition, the society as a whole attaches great importance to education. The unified education standard has been unable to meet the needs of Chinese families for children's education, which directly leads to the aggravation of students' academic burden and the prevalence of parents' childcare anxiety. It has become a common social phenomenon. In response to this phenomenon, the government has issued a "double reduction policy" to regulate and rectify from four parts: reducing the homework burden, improving the school teaching quality, standardizing off campus training institutions and ensuring the after-school service level. This research takes urban middle school parents as the interview participants, through the interview to understand the change of middle school parents' childcare anxiety after the introduction of the policy, and deeply explore the relief and influencing factors of the policy on parents' childcare anxiety. Based on the policy, this research puts forward relevant suggestions to alleviate parents' childcare anxiety from the three dimensions of society, government and family.

Keywords: double reduction policy, childcare anxiety, secondary school parents, school mana

1. INTRODUCTION

Nowadays, parental childcare anxiety has gradually spread into a group phenomenon [1] and shows a trend of younger age [2]. Childcare anxiety refers to the nervous and even painful emotional state caused by the deviation between the educational intention of children and the expected results in the process of raising children [3].

From the perspective of objective factors to analyze childcare anxiety, the imbalance of educational resources is a factor that cannot be ignored. There are obvious differences in curriculum, teaching implementation and quality education among regions, and the quality gap of compulsory education between regions is still large [4]. Only a few students with good grades can obtain the high-quality educational resources, so parents are extremely worried about children's grades. In a research, Gu refined this kind of anxiety into "diversion anxiety" and "starting point anxiety" [5]. "Diversion anxiety" is specifically reflected in the parents' pursuit of famous teachers and schools. In addition, the high rate of return on education is also an important factor. Since the establishment of human capital theory in the 1960s, a large number of

empirical studies have proved that investment in education can improve individual future income level [6], and higher quality education can bring greater increase to future income [7]. In recent years, the degree of income inequality in China has increased, and the penetration rate of higher education has increased significantly. Scholars have proved through research that in this case, parents will have a stronger willingness to invest in education [8]. So, the high rate of return brought by education investment has a great attraction to parents. Moreover, the hype of training institutions also makes parents fall into the dilemma of choice [9]. Whether children need to participate in tutorial classes and which tutorial class to choose have become major anxiety problems for parents. According to the survey report, more than 80% of parents agree that extracurricular counseling is an essential part of primary and secondary school stage, and are willing to invest in high education costs [10]. Training institutions seize this opportunity to continuously reproducing, but lead to uneven quality.

From the perspective of subjective analysis, Bian discovered that a lot of childcare anxiety comes from the bias of parents' view of parenting [11]. Besides, in

traditional Chinese educational concept, parents always play a leading role in children's education. Many parents place their unfulfilled expectations on their children. When children can't meet their expectation, a strong sense of gap triggers the generation of childcare anxiety [12]. In order to let children, achieve higher expectations, parents provide their children with better education resources by continuously increasing the educational investment. The "peer pressure" is also an important factor leading to childcare anxiety [13], which means "comparing children", parents will eventually become more and more anxious in this competition.

In recent years, the state has successively issued many "burden reduction" policies, but in fact, it has not work. In view of this situation, the "double reduction policy" came into being, it is a great change in the educational field of China. The purpose of this policy is to effectively standardize out of school training (including online and offline training), reduce the heavy homework burden and out of school training burden of students, and alleviate parents' childcare anxiety.

By reviewing the previous literature, we found that a large number of scholars have conducted researches on "childcare anxiety". The "double reduction policy" was introduced recently, so no scholars conduct targeted investigation on the current situation of childcare anxiety. This study interviews the childcare anxiety of urban middle school students' parents after the introduction of the double reduction policy, and obtains first-hand research data through interviews. On this basis, it focuses on the main factors that still affect parents' childcare anxiety after the introduction of the policy, and explores the levels at which the policy alleviates their childcare anxiety. Finally, we will put forward effective measures to alleviate parents' childcare anxiety from the two dimensions of society and government.

2. METHODS

2.1 Interview

At the early stage of the interview, we designed the draft interview outline, which was distributed to 5 pre-interviewees for interview. On the basis of the pre-interview, we revised and finalized the interview outline. The first part of the interview outline is the basic information of the subjects, including the children's school attendance, the subjects' educational background, the proportion of family income and family annual education expenditure; the second part is the change of childcare anxiety caused by the policy, mainly from the aspects of after-school service, training institution norms, educational resource quality and enrollment pressure.

At the middle of the interview, we identified 24 interviewees, including 4 males and 20 females. The students who learned psychology conducted the

interview with the subjects and do a record. During the interview, the participants were first informed of the confidentiality of the interview results, followed by the interview process and content, and finally conducted a formal interview.

2.2 Coding

In this interview, we coded the subjects in order to quote and distinguish them later. The code is in the following form: the first digit code - "G" stands for high school, "C" stands for junior high school; the second code - "W" means that the interviewee is women, "M" means that the interviewee is men; the third digit code - Arabic numerals represent the city type, that is, "1" represents the first tier city, "2" represents the second tier city, and so on; the fourth digit code - the number "1" represents public schools and the number "0" represents private schools; the fifth digit code-subject serial number.

Taking "CW2001" as an example:

"C" represents that the child is in junior high school, "W" represents that the interviewee is the child's mother, "2" represents that the subject is from a second-tier city, "0" represents that the subject's child is in a private school, and "01" represents the first of the 24 interviewees.

2.3 Data processing

This study classifies the childcare anxiety into three dimensions: emotional investment, economic investment and time investment. Through the interview results, we find that there are great differences in different types of parents' anxiety relief in various policies. Therefore, according to the school background of the parents and children, we divided the research participants into three categories: parents from public middle school, private middle school and international middle school. The change of parents' anxiety under the policy is mainly reflected in three aspects of policy orientation: school funding, training institution norms and enrollment pressure.

3. RESULT ANALYSIS

3.1 The help of school

3.1.1 The help of after-school services

The policy requires after-school services to "ensure service time and service quality, broaden after-school service channels" and promote the improvement and rectification of after-school services. Most parents agree with this policy and believe that this policy can alleviate some of their childcare anxiety.

Excerpt from interview data:

We support this service. We don't have so much time to take care of children after work. We trust school teachers' tutoring. We hope children can complete the homework in school. (No. CW2021)

Although most interviewees said that the policy could alleviate their childcare anxiety to a certain extent, there were also some new worries. Specifically, they are worried about the quality. Some interviewees expressed concern that prolonging the working hours of school teachers will affect the quality of after-school service.

Excerpt from interview data:

Teachers are on duty for one day, so they won't be so responsible after class (No. GW1019).

Unified after-school counseling should be targeted. Teachers can't take care of all the children in the class. In this way, after-school tutoring can't work, and the quality of children's homework can not be guaranteed. (No. GW1122)

In addition to worrying about the quality of teacher guidance, some parents also said that only homework guidance can not improve children's scores. They believe that schools should provide supplementary courses to really improve children's performance, which is explicitly prohibited in the policy. Therefore, how to ensure the efficiency of after-school services remains to be discussed.

3.1.2 Improve after-school service quality and meet diversified needs.

In the policy, it is mentioned that after-school service is not only to strengthen homework tutoring, but also puts forward higher requirements: service should carry out popular science, sports, art, labor, reading, interest groups and community activities according to students' individual talent and interests, promoting the all-round development of students.

A few parents who support the policy think this policy can let children have more time to learn other skills, which can enhance their future competitiveness. The school provides this service, which can enable children to develop their own varied interests and hobbies on weekdays, this can reduce some parents' worries about whether their children can develop in an all-round way.

Excerpt from interview data:

It's good for schools to support the development of quality education. Now the competition is too fierce. Learning more skills will help children's future competitiveness. (No. CW2021)

Parents also questioned the quality of after-school services. They believed that after-school services could not guarantee the professionalism of teachers, and

professional tutorial institutions were more effective than after-school services. Therefore, how to introduce and use teacher resources from many aspects is an important research point after the implementation of the policy.

However, most parents in public schools do not support this. They generally believe that a good diploma rather than comprehensive quality is the first element of their children's future employment and development, which is not only the reason for the high cost of childcare, but also the cause of their anxiety.

Excerpt from interview data:

Of course, we know that comprehensive quality education is good for children's development, but a diploma will decide her future job and life. (No. CW2107)

We don't support her hobbies, grades are the most important. (No. GW2104)

"Comprehensive quality" is not the "combination" of various qualities, but to find the internal relationship between different qualities and integrate them into a personalized whole [14]. Its function is difficult to define, but the standard of diploma is relatively more unified and stricter, so parents will pay more attention to their children's achievements. Therefore, this policy can not alleviate their anxiety, but deepen their confusion about the direction of education.

3.1.3 The polarization attitude about the reduction of homework.

Although most parents agree that their children's schoolwork burden is too heavy, but they also agree that a large number of repeated exercises can indeed play an effect in improving their children's grades.

Excerpt from interview data:

I still agree with doing much practice, because I think it is still a more effective way to help children consolidate the knowledge they have learned. (No. CW2001)

The improvement of curriculum design is a common concern of parents. Xie xiangding and Wu yuzeng found that the method innovation of curriculum design in practical teaching not only depends on the active exploration of teachers and the independent participation of students, but also depends on the transformation of the concept of practical education, the practical teaching resources and the innovation and reconstruction of practical teaching management system [15].

How to do a good job in the transformation of curriculum design is a problem that education departments and educators must think deeply.

3.2 Training institutions

3.2.1 Grades

The interview results show that the parents of children with excellent performance agree with the provisions of the policy. They believe that as long as children listen to the teacher carefully and complete their homework carefully, they can achieve satisfactory results (parents' test of children's academic performance is usually quantified by scores). The cancellation of training institutions has reduced the economic pressure brought by their children's participation in training courses.

Excerpt from interview data:

I'm glad that the state has introduced this policy. In the past, we were also afraid that our children would fall behind, so we sent our children to training institutions. Now we don't need to follow suit. Economic expenditure can be reduced. (No. GW1019)

In fact, school education is the most important, even if the training institution is cancelled, there's no problem with children's study. (No. CW2021)

The parents of middle and low score children hold the opposite attitude. Some parents believe that school education can not meet children's educational needs, and children lack self-awareness and efficient learning ability. Extracurricular training institutions can make up for children's learning loopholes and supplement children's learning content. This provision will deprive many children of additional learning opportunities. In addition, many parents said that if there were no training institutions, they might hire tutors, and the high cost would increase their childcare anxiety.

Excerpt from interview data:

I'm worried, teachers in training institutions are more responsible, if children don't go to Extra-curricular training institutions, their grades can't be improved, If the institutions stop, we could only ask for tutors, but tutors are very expensive. (No. CW2117)

3.2.2 School nature (public/private school)

The interview results show that parents in private and public schools show large differences in views and attitudes. Parents in public schools are more concerned about the removal of training facilities. Parents who choose private schools perceive that schooling essentially meets their child's educational needs, Parents who chose public schools felt that teachers' sense of responsibility was inadequate, teaching was of low quality, and could not guarantee children's competitiveness. The substantial removal of extracurricular training institutions deprives children of these additional learning and supplementary resources, and finding a home teacher faces high costs.

Excerpt from interview data:

It has little impact, but I support this policy. The teachers in school are very responsible and teach well, the school management system is also very strict, so the learning quality of children in school can be guaranteed. It's good to cancel it. Children can have more time to review. (No. CW2021)

I'm worried. I'll ask a tutor to give one-on-one tutoring to my children. There will be some economic pressure. (No. CW4112)

Some public school parents also talked about another phenomenon after policy implementation, whereby some teachers were training admissions through secret social relations. In this context, some extracurricular coaching courses may continue under a systematically supervised blind area. Private mentoring cannot be regulated like a training organization by the market, and the quality of mentoring is difficult to guarantee due to the loss of cross-sectional comparisons, the loss of visualization of the training costs and training status of students in private training classes, deepening parents' anxiety about their children's after-school learning, and increasing the financial burden for parents.

3.3 Parents' views on the pressure of entering a higher school

3.3.1 The policy cannot be realized in China's educational environment

Respondents talked about the intense competition for social education and the supply and demand for quality high school resources, and if the volume gap was too large, unequal numbers would inevitably lead to screening and competition. Therefore, many parents say that this phenomenon is difficult to change fundamentally. As the matter of fact, the parent responses of students with different learning conditions were also different.

Excerpt from interview data:

In fact, I think that the average distribution may not be much, but it is better than not having this policy. I also hope that children can have the opportunity to go to a better high school. (No. CW2001)

I think it has little impact on my mentality, but since there are levels between some schools, I will worry about whether this will affect the students of some schools and the school management and learning atmosphere. (No. CW2107)

Based on the interview results, this measure significantly improved the anxiety of parents of upper middle-aged students. These students are themselves at the juncture of regular high school and high-quality high school. Promoting equal distribution of high-quality high school resources gives these students the opportunity for

better allocation of teachers and teaching resources, while students in upper and lower grades are less affected by policy and there is no significant change in their parents' anxiety in this regard.

3.3.2 Resource flow is a double-edged sword

As for the regulation of "teacher flow", there was no obvious change in parental attitude in private schools. They endorsed the teaching resources at the school and believed that the policy had little impact on the children. For parents whose children are studying in public schools, they will fear that high-quality teachers come to relatively common secondary schools, and teachers' teaching attitudes will not be as strict as they used to be; On the other hand, teacher's curriculum design is not necessarily suitable for students with different disciplinary bases, and teacher's teaching may lose its pertinence.

Excerpt from interview data:

If so, I will be more worried about whether these teachers will treat all school students so seriously and responsibly, and this will not cause teachers to forget their students and then don't understand the situation of students. Maybe they can remember the situation of individual students with good grades at most. I think it may be difficult to implement this. (No. GW2105)

This measure provides some students with the opportunity to experience excellent teachers, but whether the teaching quality of teachers can be guaranteed under the background of this policy is the key issue concerned by parents.

4. CONCLUSION

Based on the current situation of the spread of "childcare anxiety" in China and the promulgation of the "double reduction policy", this study conducted an interview survey on the changing tendency of childcare anxiety after the promulgation of the policy, in order to understand in which aspects the double-reduction policy alleviated or aggravated parents' childcare anxiety. And on this basis, combined with the relevant regulations of the "double reduction policy", reasonable suggestions are given.

According to the research results, we can summarize the following views. In the "double reduction policy", it is proposed to reduce the number of schoolwork of primary and secondary school students and improve the quality of schoolwork design to reduce the anxiety of parents in tutoring their children's homework, which has played a certain role, but the anxiety of parents focuses on the possible impact of the reduction of practice. In implementing after-school services, parents also expressed the need for schools to ensure the quality of after-school services. In the "double reduction policy", changes have been made in terms of teachers, school

resource allocation and enrollment evaluation system, but parents have different attitudes towards this. Parents of children attending private schools say that they pay attention to the responsibility of private school teachers and the high enrollment rate of the school, The parents of children in public schools are more worried that the uneven level of teachers will affect their children's academic performance. As for the enrollment evaluation system, most parents believe that this change is difficult to implement. The "double reduction policy" has issued relevant regulations for training institutions, which have been strictly standardized in terms of opening, management, publicity and so on. The anxiety of some parents has changed from the burden of allowing their children to participate in training institutions to the economic pressure caused by the difficulty of children's after-school training, the difficulty of ensuring the quality of private training and the rise of tutoring expenses.

To sum up, compared with reducing anxiety, the introduction of the "double reduction policy" actually transfers some childcare anxiety. To alleviate this problem, the government, parents, society and other aspects need to continue to make efforts.

First of all, the number of interview samples in this study is small, which is supported by individual research data, but it is difficult to represent the majority of the situation. In the follow-up study, the scope of the survey can be expanded to investigate the parenting situation of most parents. Secondly, the starting point of this study on the causes of childcare anxiety is mainly based on performance, and the actual childcare anxiety is not only focused on this, but also the follow-up investigation and research can be expanded according to the relevant regulations of the "double reduction policy", so as to put forward effective suggestions and measures.

5. DISCUSSION

First of all, we need to make it clear that parents' childcare anxiety is not only an individual's state performance, but also reflects a kind of social resonance. It is caused by the temporary imbalance in the distribution of high-quality educational resources, the unscientific educational evaluation system and parents' excessive participation in educational practice [16]. Through interview, we found that the policy alleviated parents' childcare anxiety by enhancing the quality of after-school service and promoting the rational allocation of educational resources. However, the total amount of anxiety did not decrease, but turned to other aspects.

Due to the China's current development, the current society is in a double superposition state of production and consumption [17]. How to balance the relationship between work, family and children's education is an important factor causing parents' anxiety for a long time.

According to the findings, three quarters of the

parents stated that their children had many learning tasks after school. School teachers will assign parents tasks such as monitoring the completion of assignments on time. These parents said that their child's after-school counseling tasks added more burden. First, everyday busy jobs leave parents tired, but after work they still need to guide their children's schoolwork.

Second, all parents mentioned in the interviews that it also caused significant anxiety for them because they did not have the wealth of knowledge and ability to help their children with some problems in homework tasks. The "double reduction policy" emphasizes to improve the quality of after-school services, and this policy can considerably alleviate parents' anxiety of companionship and distress of homework counseling.

At present, the problem of heavy academic burden among secondary school students has attracted the academic attention. Song naiqing and Yang Xin did a study, and the results indicated that high school and parental concerns about the test scores would significantly increase the student burden, and the increase in homework time would affect the physical and mental development of children [18]. This phenomenon engages parents in an emotional friction between worry about their child's physical and mental health and worry about declining child performance. In view of this, the "double reduction policy" has proposed an important provision to reduce school workload and improve the quality of school work. However, childcare anxiety became less of an effect of homework and practice.

Education, as a highly rewarding investment, is highly tempting for parents. So famous schools were regarded as "" votes "" for success by parents. After basic education was guaranteed, students and parents were in increasing demand for high-quality educational resources.

Indeed, the local government has long allocated educational resources by school level and has invested significant funds in key schools, resulting in a severely uneven distribution of educational resources [19]. And the imbalance of regional development, parents' pursuit of educational resources and screening of high-quality students from different schools exacerbated the differentiation of school quality, especially the difference of student quality, which in turn makes the problem of school selection more serious [20]. Promoting balanced development of education is an important issue in educational reform.

In accordance with this, the policy changed systems for assessment of faculty, school resource allocation, and enrollment. Parents of children in private schools and parents of children in public schools have different attitudes. By comparing the interview information, we found that the reasons mainly come from the imbalance in Teachers' attitudes and teaching quality in private and public schools.

In recent years, training bodies have been very popular and have attracted much attention from society. The existence of training facilities that enable children from different family backgrounds to access different educational resources has exacerbated educational inequalities [21]. Policies have issued regulations pertaining to this phenomenon that rigorously regulate the establishment, management, and advocacy of training institutions, and the greatest change resulting from implementing this regulation is the loss of extracurricular mentoring opportunities for a significant number of students.

Through interviews, we found that some parents' child care anxiety about training institutions has shifted from fear of the quality of teaching in training institutions to the inability of children to perform extracurricular learning after training institutions are controlled for and poses financial pressure on parents as training institutions decrease and training costs rise. The first reason is that China adheres to the "one child policy" for nearly 40 years, which makes childcare occupy a higher position in the family, so the family will spend most of its income on the child's educational costs [22]. Second, the amount of extracurricular educational resources is inversely proportional to their price, and decreases in training and educational resources imply increases in educational costs. Fear that policies reduce children's access to educational training and increase the cost of educational training for children are important causes of new parenting anxiety for parents.

6. RECOMMENDATION

6.1. Social measures

6.1.1. Training institutions

Training institutions play a particularly key role in promoting the prevalence of "childcare anxiety". The fierce social competition is the prerequisite for its development, and the "chicken baby" (this means in order to get good grades, parents arrange much practice and extra-curricula for their kids). mentality of parents is the necessary condition for its development. In fact, almost all the parents approve the independent education system led by training institutions. From the interview results, it can be seen that the rectification of training institutions by the "double reduction policy" has not been unanimously recognized by parents. On the contrary, it has also increased the economic pressure and childcare anxiety. The conflict between the reduction of training institutions and parents' emotion of "chicken babies" leads to the private operation of tutoring industry and training institutions.

In view of the above situation, the state's policy restricts training institutions, so training institutions should be based on the national level, strictly abide by

and implement the policy requirements promulgated by the state, and cooperate with the state in the adjustment of the education industry. Secondly, the restriction of training institutions does not mean the closure of off campus training institutions, but gives training institutions a sense of vigilance. Training institutions should re-examine the characteristics of teenagers' physical and mental development and cognitive style, reflect on the standards and curriculum arrangements for teenagers' learning requirements, focus on the sustainable development of teenagers' growth and learning, adjust the curriculum design within the institutions, promote the transformation, adjustment and upgrading of training institutions, escorting the healthy growth and development of teenagers.

6.1.2 School system improvement

6.1.2.1 The school education evaluation mechanism

The limitations of the school education evaluation mechanism are reflected parents' behavior, which means parents judge their children's learning results only by their grades. At the same time, "grades" is also the most direct factor of parents' anxiety, so the school education evaluation mechanism plays a vital role. In this regard, the school should re-examine the rationality of the curriculum and assessment system, combine the development characteristics and individual differences of students, uphold the scientific concept of sustainable development, and evaluate and consider the development of students from all aspects.

6.1.2.2 The management of school staff and the high-quality after-school services

Why parents choose after-school training institutions? First, they have high expectations for children's performance, on the other hand, the key is that the school teaching quality is not guaranteed.

In response to the "double reduction policy" of strengthening the after-school service quality, the interviewees said that the implementation of the regulation would help alleviate their childcare anxiety, but at the same time, most interviewees also mentioned that the after-school service quality is difficult to be guaranteed.

In order to solve this problem, the school should first formulate a detailed assessment and evaluation system for the quality of after-school service, make some certain standards and requirements for the teaching staff, ensuring the efficient after-school service; Secondly, the school should provide subsidies for the after-school service staff, ensure the work enthusiasm and work quality of the service; Moreover, schools should actively implement corresponding policies, enrich the types of after-school services, provide students with diversified

choices, not only limited to the guidance of academic performance, but also promote students' all-round development.

6.1.2.3 The quality of school educational resources

The quality of school educational resources is the main incentive for parents' anxiety about choosing school for their kids, and the uneven regional development is the primary reason for the uneven educational resources. In the "double reduction policy", it is proposed to promote the share of excellent educational resources among different schools. However, through interviews, we find that parents still doubt the possibility of the implementation of the policy, which is specifically reflected in the fact that the changeable educational resources will cause students' maladjustment to teachers' different learning methods and the unfairness brought by the share of resources.

In fact, this way can only solve the temporary problem, but can not solve the problem of unbalanced resources from the essence. The school should constantly update the teacher resources in the school by improving the salary and access threshold of teaching staff at the same time. Also, the school should regularly hold teacher training and teaching seminars to promote teachers' quality and widen the store of knowledge. Furthermore, colleges and universities should also help cultivate excellent teachers and deliver higher quality teacher resources to schools.

6.2 Government measures

6.2.1 Improve policy supporting measures

6.2.1.1 Improve the educational legal system and regulations

Improving education laws and regulations to ensure the effective implementation of the double reduction policy requires the government to play its role and further promote the improvement of relevant laws and regulations, especially in school management and teacher assessment. The parents who participated in the survey generally expressed concern about the quality of after-school services and the teaching level of schools after the normalization of teachers' job rotation. The government should actively revise laws and regulations such as the compulsory education law of the people's Republic of China, the Teachers Law of the people's Republic of China and the education law of the people's Republic of China, adhere to the rule of law, empowerment and governance according to law, regulate the school's education and teaching behavior through law and respond to parents' concerns with practical actions.

6.2.1.2 Deepen the reform of educational equity

Under the background of the implementation of the double reduction policy, the government should further promote the fair flow of educational resources and ensure the balanced development of education in all regions. The double reduction policy proposes to implement the teacher rotation system. In addition, the government also focuses on the teaching environment. With the implementation of the measure of teacher rotation, the school's teaching environment and teaching management level also need to be paid attention to. To achieve this goal, we need to improve the teaching environment in some areas, such as teaching equipment, campus environment and book resources, accelerate the popularization of innovative teaching management mode, and promote the transmission of advanced teaching ideas. Only after the educational equity and teaching quality are further guaranteed, can parents' concerns be effectively solved. This needs special attention in the part of after-school services. Many parents studying in ordinary public middle schools and some parents whose children are not ideal expressed concern that teachers will not focus on ordinary schools and students with learning difficulties. In the face of this concern, the government should continue to promote educational fairness and strengthen the supervision of Teachers' professional ethics Professional quality training and assessment.

6.2.1.3 Build a home school cooperation platform

In order to solve the key and difficult points under the policy, the government needs to make efforts to build an effective home school cooperation platform. During the interview, some parents are worried because they do not understand the current situation of school education and children's learning, and some parents only evaluate their children's learning through the scores of achievement test. The government should build an effective platform through various media to provide effective information to parents and answer the key questions that parents need and pay attention to. In this process, the government can also organize some expert consultation meetings or home school seminars to help parents better understand the current situation of schools and students to alleviate parents' anxiety and actively listen to parents' opinions to promote the effective implementation of policies.

6.2.2 Strengthen the supervision over the implementation of the policy

6.2.2.1 Guide the shutdown and transformation of teaching and training institutions

According to the results of the interview, most parents said that some institutions were not significantly affected by the policy except that some operations were changed from mandatory to "Recommended Practice", and the

inspection and transformation direction of the policy for the closure of teaching and training institutions need to be further implemented, Making good use of the original resources and personnel of the education and training institutions can focus on guiding the education and training institutions to change to the direction of trusteeship services, quality improvement, literary and artistic interests, language skills and so on to meet the all-round development of children and the practical needs of parents. At the same time, the government should also strictly publicize the examination and approval and filing of training institutions, establish a publicity system for the basic situation of teaching and training institutions, so that the fees, teachers, teaching contents and learning environment of institutions are supervised by the government and parents, make the external publicity of institutions fit with the actual service contents, and severely crack down on "false transformation and real cram learning" by combining online and offline supervision and management Teachers' confusion, arbitrary charges, false publicity and other phenomena can reduce the economic and emotional burden of students' parents.

6.2.2.2 Strengthen the investigation and punishment of private education and training

The interview results show that after the implementation of the policy, some parents with high income and poor children's performance will still arrange a large number of extra-curricular tutors for their children by employing "private education" or "class competition", which not only does not reduce the pressure on their children, but also does not solve the problem of make-up competition in parenting, It cannot alleviate the burden and anxiety of parents. In view of this phenomenon, while strengthening the supervision and guidance of training institutions, the government should severely crack down on private education and training. The measures in this part can cooperate with the improvement of laws and regulations, clearly stipulate that teachers shall not teach in private classes, severely punish the private education behavior of on-the-job teachers, and build a reporting platform to encourage students and parents to jointly supervise.

7. REFLECTION

This study was based on the "double reduction" policy and interviewed 24 parents from tier 1, 2 and 3 cities. The sample was selected to be representative of the class, as reflected by the difference in income levels and the nature of the schools (children attending private schools or attending public schools) attended by their children. However, the number of interview samples was limited by the COVID-19 and the sample size was not large enough to collect more valid information. Secondly, the majority of the interview sample were mothers and

very few fathers were interviewed, which to some extent may affect the comprehensiveness of the interview results.

In addition, in many previous studies in the literature, parents with anxiety disorders were mostly seen as having childcare anxiety, but most of the parents in the actual interviews did not reach the level of clinical anxiety disorder, so it was difficult for the interviewees to define whether they had childcare anxiety at the time of the interview. To address these issues, further research is needed to find more effective strategies to reduce childcare anxiety in conjunction with the “double reduction policy”.

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