



# Changes of Anxiety of Middle School Students in Beijing Under the Double Reduction Policy and Countermeasures

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**Abstract.** The double reduction policy is an education policy promulgated by the National Institute of Education of China on July 4, 2021, aiming at the reform of schools and extra-curricular classes in order to reduce the pressure on students. The purpose of the research is to understand the specific impact of the implementation of the double reduction policy on students and students' demands after the implementation of the policy, which is of great importance to the subsequent adjustment and improvement of the policy and secondary education. This paper consists of two experiments, using SCARED anxiety Scale and individual case survey. Questionnaires were used to analyze students' cognition level and anxiety status of the double reduction policy, and interviews were used to understand students' specific demands. The results of this paper will be adjusted for subsequent school arrangements, teachers and parents.

**Keywords:** double-reduction policy · SCARED · case study · anxiety

## 1 Introduction

### 1.1 Research Background

#### 1.1.1 Student Anxiety

Before the double reduction policy was issued, students were under great pressure [1]. On the one hand, such pressure will bring negative physical effects on students, including premature cervical spondylosis, heart and lung problems, sleeping-disable, psychological diseases and so on, and will also bring vicious competition and unnecessary excessive efforts [2]. As for families, parents who feel increased pressure from their children may, on the one hand, worry about studying together. On the other hand, some parents will get tired of it and treat students worse, which leads to a vicious circle. For schools, too much psychological pressure on students is likely to lead to breakdown, no cooperation, inability to concentrate, cheating to achieve goals and so on [3].

### 1.1.2 The Introduction of Double Reduction Policy and Its Influence

The double reduction policy is an educational reform plan for primary and secondary school students issued by the Ministry of Education on July 24, 2021. In a statement promoting the “double reduction” policy, the government said that the “double reduction” policy refers to reducing the total amount and duration of homework in order to reduce students’ heavy homework burden. Among them, a policy that requires categorization of the total amount of work [4]. “The main target of the double reduction policy is the reform of homework and extracurricular classes, and also involves the adjustment of courses and examinations. It has been a year since the promulgation of the double reduction policy, and its effects have often been studied. Such education policies can reduce student stress, improve students’ quality of life and diversity of courses in school, and improve students’ happiness” [5]. As for the impact of the double-cut policy on society as a whole, Xiao said, “The consumption of education resources is significantly reduced, which will bring benefits to society. Meanwhile, parents’ and teachers’ stress levels and working conditions will be effectively improved, and the school will be more relaxed and the overall atmosphere will be better.”

In terms of the benefits of the double reduction policy, others hold that grades will no longer be the single standard to measure students, and students will no longer spend a lot of time on subjects they are not good at and destroy their interest in study [6]. Moreover, the editor in “Journal of Shanghai Institute of Physical Education” said that: “Students will improve their interest in sports and develop more hobbies, including music, art and so on. These quality types of education enhance student participation and help students develop in an all-round way.” However, many scholars believe that the double reduction policy still needs to be improved. There are still after-school institutions selling anxiety and putting pressure on students. At the same time, she believes, the classroom is still not as efficient as it should be [7]. At the same time, in terms of students’ psychology, she believes that many students with learning difficulties need as much attention as excellent students.

### 1.1.3 Definition of Anxiety

Middle school students’ anxiety mainly comes from family, school and society [8]. School accounted for a large proportion of anxiety. Similarly, some people have analyzed why students’ anxiety surges in the year or two before the double reduction policy is implemented. The reason is that the majority of students take classes online at home during the COVID-19 pandemic, which makes their assessment of their academic performance blurred and their self-positioning unclear. Moreover, many students are facing the pressure of taking exams, which makes them more anxious [9]. On the other hand, students’ anxiety has been on the rise in recent years, especially among students with learning difficulties [10]. At the same time, students with good academic performance will also suffer from anxiety caused by competition. Students sometimes struggled to get rid of their depression. For example, Experiments at Donggang Experimental School examined the specific effects of double reduction. They drew lessons from the age division of K12 education policy and investigated the financing of the education and training market to minimize the time and money spent by students in extracurricular classes.

Through the investigation of extra-curricular classes, the school absorbed more new education methods, carried out teaching according to the difficult points and examination points, and divided classes for mobility. This approach has achieved some results, with the average score of the middle grade two increased by 10% year on year.

However, the impact of the double reduction policy is still uncertain. The intended good effects will not be fully realized, but will bring negative effects. Student anxiety is likely to become more pronounced in this policy change.

## 1.2 Prior Research

### 1.2.1 Anxiety

Anxiety is defined as a psychological emotion measurement noun; it refers to some things in life or the fate of the future is worried about a kind of irritable mood [11]. Existing studies have explored how anxiety can be controlled, how to treat anxiety effectively, and the root causes of anxiety. Many papers proposed to start from hobbies and interests, to help students distract themselves and stop paying too much attention to study [12].

*The Relationship Between Classes and Anxiety* The middle school classroom has made great changes in the double reduction policy. In the previous class, the efficiency was not very good, and the students' absorption of knowledge was not good [13]. At the same time, she mentioned that many classes are not properly arranged, leading to students' too much pressure, inability to concentrate and too close knowledge filling. For the change of teaching, it can be roughly divided into the change of teaching methods, difficulty and auxiliary teaching tools. Most of the previous classes adopted the teacher-centered teaching method and took classroom tests as the acceptance standard. Many classes now include more group work and class discussions [14]. In addition to teaching methods, many teachers have pointed out in teaching research reports that real models and drawings are added to geography courses in middle schools as auxiliary teaching methods to present students with more intuitive ideas. The embodiment of double reduction here is to develop the mind of students, reduce the pressure of students, and provide students with more communication opportunities [15].

One of the fundamental ways to improve efficiency is to change the difficulty of learning, so as to avoid too difficult questions that delay time and affect the learning effect [16]. In addition, auxiliary teaching tools and methods provided by schools after the double-cut policy also help improve learning efficiency [17]. For example, lessons will be added to reduce the number of direct concepts and instead allow students to explore questions of moderate difficulty on their own.

An appropriate term for the classroom changes during the double reduction policy would be "diversified teaching". In the case of the change of Chinese class strategy, students participate in more ways of learning. Such as online courses, the improvement of reading, mind mapping and other learning methods [18]. To sum up, the change of the double reduction policy in the classroom is very obvious, and the overall trend is from single to diverse.

*The Relationship Between Homework and Anxiety* One of the most important aspects of the double reduction policy is the reduction of workload, which is embodied in the

reduction of workload and so on. When studying the changes of homework, most scholars have concluded that students spend less time and parents spend less time accompanying students to complete homework. As for teachers, the overall planning of homework is not easy. The repetitive questions of mathematics homework are reduced or adapted (just like the application of similar questions of a mathematical formula), but it does not deviate from the fundamental purpose of essentially adapting to the needs of the examination [19]. As he said, math, Chinese, English and other required subjects are objectively less difficult and require less time, but in essence, they still need to achieve the purpose of training students. In addition to job design, optimizing job design, setting a goal, designing process, coming to the conclusion and in the end summarizes the feedback a complete task, and to emphasize the importance of teachers' supervision results [20].

Many scholars always mention the keyword "innovation" when improving the design of homework. "Such words mean that students will think about more solutions to a problem when doing homework" [21]. For example, in the Chinese homework, a paragraph of the author's text, produce more understanding. I will enhance my understanding of writing while maintaining basic knowledge.

On the other hand, the changes to the operation in the double reduction policy are not perfect. As mentioned above, students gave feedback in the interview that the school did not completely reduce the amount of homework. Instead, in order to achieve the goal of banning the use of extra-curricular exercise books, the school printed many exercise books and handed them out in paper, which increased the weight of students' backpacks and did not reduce the students' burden. The same problem can arise with supervision. For example, a lot of homework has been changed to correct mistakes by students themselves, but when students are not highly disciplined, parents often have to take extra responsibility, and teachers cannot implement the effect of homework.

*The Relationship Between Tests and Anxiety* One oft-cited word under the policy is Involution, an unnecessary vicious competition between students that often causes great mental exhaustion and fatigue. Such competition tends to build on everyone putting more effort unnecessarily, and the Involution only goes on and on, causing great stress to students. The existence of the inner volume is also one of the reasons for the formulation of the double reduction policy. The internal paper is obviously reflected in the exam class after class, so it is also where the focus of the double reduction policy changes.

In terms of examinations, in order to adapt to such standard examinations, students usually participate in phased examinations mostly in accordance with the final examination to high score for the purpose of training students. But in the difficulty of the exam, the teacher will slightly lower the difficulty, reduce the number of questions.

The current examination is in a state of contradiction [22]. On the one hand, schools need to ensure that test scores and graduation rates don't change too much, and this requires designing puzzles (or questions that require flexible thinking) to ensure that they do. However, according to the policy, the difficulty of the exam should not be too big, more is to reduce the number of tests, reduce the number of questions. The double reduction brings about a lot of changes, but it is not easy to do both the exam-oriented examination and the quality improvement.

Others noted that test scores and rankings will now almost certainly be announced. On the one hand, it does reduce the pressure, but more students feel panic and helpless because they cannot accurately know their level and rank in the grade. The lack of rankings also means that parents cannot measure their students' learning status in a timely and accurate manner. Such measures, both good and bad, may require further accommodation in the future.

*The Relationship Between Extra-Curricular Classes and Anxiety* Extracurricular classes are very important for students' anxiety. There are many kinds of extra-curricular classes, such as large classes (classes of more than 20 students, usually with a teacher and a teaching assistant), small classes (classes of about 10 students), one-to-one (one teacher teaches one student), online classes and so on. The purpose of after-school classes is to help students keep up with school, but now many after-school classes are more developed to enable students to learn ahead of time, with the ability to research problems and expand their thinking [23]. Many parents have high expectations for students, so students often attend many extra-curricular classes, and their anxiety is very serious. At the same time, the increase of extra-curricular classes will make school teachers inactive or unable to accurately track students' learning progress. In addition, the price of after-school classes is often not cheap, and many families cannot afford many after-school classes. Some students feel inferior or anxious after childbirth because they can't get good extracurricular training. This vicious circle needs to change [24].

## 2 Questions

1. How did the changes in homework influenced student's anxiety?
2. How did the changes in tests influenced student's anxiety?
3. How did the changes in classes influenced student's anxiety?
4. How did the changes in extra-curricular classes influenced student's anxiety?

## 3 Research Method

### 3.1 Research Components

#### 3.1.1 Research 1

In this experiment, 206 junior middle school students in Beijing were selected as subjects. The questionnaire method was used to investigate the students' understanding of the policy and their observation of the changes caused by the policy in exams, homework, class and after-class. After that, SCARED questionnaire was used to investigate the anxiety of these 206 students after the double reduction policy. Finally, through the four variables corresponding to the degree of influence, investigate the size of the four variables on the students of the size of the comparison and degree.

### **3.1.2 Research 2**

In this experiment, 4 junior middle school students in Beijing were selected as subjects. Relevant questions were formulated according to the factors causing students' anxiety investigated in questionnaire 1, and the views and future expectations of the subjects on the policy were asked.

## **3.2 Research Object**

### **3.2.1 Research 1**

206 junior high school students are from grade seven to grade nine, of which grade one accounts for 22.33%, grade two 23.79% and grade three 53.88%. Male students account for 50.49% and female students for 49.51%. All students are from Dongcheng District, Xicheng District, Haidian District, Chaoyang District, Beijing, China.

### **3.2.2 Research 2**

The 4 interviewees are all grade two students, including two boys and two girls. Specific information is as follows:

Student A, female, A junior two student, is studying in A middle school in Dongcheng District. His mother is an employee of the community neighborhood committee, and his father is an ordinary company employee. The learning level is poor in the whole grade, and there are 3 extracurricular classes. Served as the PE representative in the school.

Student B, male, a junior two student, is studying in a middle school in Haidian District. Her mother is a bank manager and her father is an engineer. The learning level is excellent in the whole grade, enrolled in five extracurricular classes. In the school as commissary in charge of studies, English class representative.

Student C, female, is a junior two student, male, studying in a middle school in Xicheng District. His parents are employees of the same company. The learning level is excellent in the whole grade, enrolled in five extracurricular classes.

Student D, male, a junior two student, is studying in a middle school in Xicheng District. Her mother is a high school teacher and her father is a doctor. The learning level is medium in the whole grade, and there is an extracurricular class.

## **3.3 Research Tool**

### **3.3.1 Research 1**

The questionnaire first asks basic information, including gender, age and so on. Then, through four categories, the specific changes of students' schools and their surroundings due to the double reduction policy are counted. In the four aspects of curriculum, homework, examination and extracurricular classes, the questionnaire asked the respondents which specific aspects had been adjusted. After preliminary understanding of the implementation of the double reduction policy, respondents scored the degree of influence of the changes brought by the four variables of the double reduction policy on their anxiety. 1 was not affected, 2 was slightly affected, 3 was affected, 4 was very affected, and 5 was very affected. In a follow-up SCARED anxiety scale, participants filled out

questionnaires according to the rules, and the final data were compared with a score of 23 (no anxiety versus anxiety).

The part of SCARED followed the internal Cronbach's SA subscales ranged from 0.43 to 0.77, and the total score was 0.89. The retest reliability  $r$  was 0.51–0.82 and the total score was 0.61 at half a month interval, and the retest reliability  $R$  was 0.29–0.69 and the total score was 0.57 at three months interval. The subscales of consistency between parents and adolescent children ranged from 0.54 to 0.64, with an overall score of 0.67.

At the same time, compared the scores of 48 children with anxiety disorder, 30 children with depression disorder and 50 children with ADHD, SCARED scores were  $30.27 \pm 9.94$  in anxiety disorder group,  $24.67 \pm 10.43$  in depression disorder group,  $21.00 \pm 11.99$  in ADHD group and  $15.00 \pm 10.25$  in normal group. The score decreased in descending order,  $F = 46.58$  ( $P < 0.001$ ). Convergence validity: the correlation between SCARED total score and CBCL internalization disorder score ( $R = 0.41$ ) was higher than that of externalization disorder ( $R = 0.19$ ) ( $P < 0.01$ ). ROC analysis: with a total score of 25 points as the demarcation value, ROC analysis showed a sensitivity of 79% and specificity of 82% for the diagnosis of anxiety disorder and norm.

### 3.3.2 Research 2

Four interviewees were investigated by direct questioning. The questions are as follows:

1. Which do you think has the most to do with your anxiety or the changes in class, homework, exams and extracurricular classes?
2. Please talk about how your chosen factor affects your anxiety.
3. Do you think the double reduction policy is a positive policy? If so, why? If not, why?
4. How do you hope the double reduction policy can be further improved?
5. What are the inconveniences in study and life? What changes would you like to see in your school or surrounding environment?

### 3.4 Research Process

Through the "Questionnaire Star" mini program, it was put into the WeChat group of many middle schools in Xicheng District, Haidian District, Dongcheng District and Chaoyang District, and a total of 206 questionnaires were collected by February 10. After the collection, the data was analyzed. For the SCARED scale results, the conclusion is obtained by calculating the total score of each questionnaire without showing specific questions.

Communicate with four of the participants and invite them to participate in the interview. Use targeted questions to ask one to one, and keep the individual answers of all interviewees. Conclusions are drawn by comparing the answers of different interviewees.

**Table 1.** Basic statistics on student's background information and cognition of double reduction policy

	N	Minimum	Maximum	Mean	Std. Deviation
gender	206	1	2	1.50	.501
Grade	206	1	3	2.32	.816
familiarity	206	1	4	1.92	.761
changes of class	206	1	2	1.23	.421
Time	206	0	1	.58	.494
difficulty	206	0	1	.45	.498
flexibility	206	0	1	.63	.484
method	206	0	1	.53	.500
Other	206	0	1	.28	.448
changes of homework	206	1	2	1.27	.446
Time	206	0	1	.88	.327
difficulty	206	0	1	.50	.501
subject	204	0	1	.47	.500
checking	206	0	1	.44	.497
Other	206	0	1	.29	.455
changes of tests	206	1	2	1.36	.481
Time	206	0	1	.62	.487
difficulty	200	0	1	.58	.494
teaching method	206	0	1	.59	.494
inspection	206	0	1	.61	.489
Other	206	0	1	.42	.494
extra-curricular classes	206	1	2	1.50	.501
changes exist or not	203	1	2	1.18	.385
take one classes	206	0	1	.93	.252
take two classes	206	0	1	.82	.389
take three classes	206	0	1	.75	.433
take four classes and above	206	0	1	.71	.455
cancelled or not	206	0	1	.85	.358
difficulty3	206	0	1	.78	.414
size	206	0	1	.79	.407
Teaching method	205	0	1	.80	.400
Internet or not	206	0	1	.85	.358

*(continued)*



**Table 1.** (continued)

	N	Minimum	Maximum	Mean	Std. Deviation
others	206	0	1	.79	.411
sum-anxiety	206	.00	82.00	18.8883	19.63402
Valid N (listwise)	206				

**Table 2.** Students' perception of the relevance of class and homework

		gender	grade	familiarity	changes of class	changes of homework
N	Valid	206	206	206	206	206
	Missing	0	0	0	0	0
Mean		1.50	2.32	1.92	1.23	1.27
Median		1.00	3.00	2.00	1.00	1.00
Mode		1	3	2	1	1
Std. Deviation		.501	.816	.761	.421	.446
Range		1	2	3	1	1
Percentiles	25	1.00	2.00	1.00	1.00	1.00
	50	1.00	3.00	2.00	1.00	1.00
	75	2.00	3.00	2.00	1.00	2.00

**Table 3.** Changes related to courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	159	77.2	77.2	77.2
	no	47	22.8	22.8	100.0
	Total	206	100.0	100.0	

**Table 4.** Changes related to homework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	150	72.8	72.8	72.8
	no	56	27.2	27.2	100.0
	Total	206	100.0	100.0	

**Table 5.** Changes related to tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	132	64.1	64.1	64.1
	no	74	35.9	35.9	100.0
	Total	206	100.0	100.0	

**Table 6.** Changes related to extra-curricular classes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	103	50.0	50.0	50.0
	no	103	50.0	50.0	100.0
	Total	206	100.0	100.0	

## 4 Data Analysis

### 4.1 Research 1

For gender, 1 refers to male, 2 refers to female; For grade, 1 refers to grade 7, 2 refers to grade 8, 3 refers to grade 9; For familiarity, 1 means never heard before, 2 means a little bit familiar, 3 means familiar, 4 means very familiar; For the following questions, 0 means yes and 1 means no. Accordingly, SCARED questions followed this rule: 0 refers to never, 1 refers to sometimes, and 2 refers to always. Filling the table by choosing 0 to 2, the scale calculates the total score of each questionnaire, which is the “sum” (Tables 1, 2, 3, 4, 5 and 6).

By analyzing the data, we found that according to the principle of filling in 0 as female and 1 as male, the average value was 1.50, proving that males accounted for a larger proportion in the experiment. At the same time, the average age was 3.92, proving that grade 3 students played the role of the main participants in this experiment. In the question of familiarity with which 1 is completely unfamiliar and 4 is very familiar, the average is 1.92, indicating that junior middle school students have a good understanding of the double reduction policy. Among the questions about classes, homework, exams and extracurricular classes, students think that extracurricular classes have changed the most in the double reduction policy. There are more flexible changes to the class, including increased interactivity, than traditional changes such as difficulty. For homework, most of the students said that the change of time required for homework was the biggest. In terms of exams, there was little variation in the figures, but overall, there was a change. Extracurricular classes, most of the students reported that many extracurricular classes have been canceled, the overall size of the trend shows a decline.

**Table 7.** One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
sum-anxiety	206	18.8883	19.63402	1.36797

**Table 8.** One-Sample Test

	Test Value = 23				
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
sum-anxiety	-3.006	205	.003	-4.11165	-6.8087

**4.1.1 T-Test**

Through the independent sample T-test, compared with the score of 23, many students are still in the state of anxiety (Tables 7 and 8).

**4.2 Research 2**

To begin with, the first theme that emerges from my interview data is the sudden loss of the extra-curriculum classes due to double reduction policy, and correspondingly, the lack of coping strategies of local school. For example, P1 has pointed out how her parents decide to cancel. Extra-curriculum classes changed due to the policy requirement, and seeking for a private tutor is not affordable for this family. P1 also indicated her disappointment towards her school, as she wished the school to provide more specific and well-designed classes for students, yet in reality, even when facing such a huge turn in educational policy, her school had no change in its after-school arrangement.

On the contrast, it seems that students are greatly influenced by the family condition. That is because their family background decided whether they can enjoy a rather good quality of curricular classes. And since some of the cheapest ones are cancelled down, it is still unsure where they can get supplement in the future. Likewise, P2 and P4 also indicate similar disappointment. Family factors reflect a huge difference among these three students. Student 1 is from an ordinary family, so he is limited by the price of extracurricular classes and needs extra help from the school. Student 2, whose parents are professors, can have parents to help with the study. Student 4’s family conditions are good, so we can continue to look for one-to-one teachers to teach students. In addition, student 4 mentioned that many of his classmates are looking for one-on-one teachers, and the salaries offered to part-time teachers are getting higher and higher, with higher educational requirements. This suggests that family factors greatly influence student tutoring, further widening the gap and diminishing the positive effect. At the same time, students will feel powerless and anxious because of differences in family background. This is also contrary to the purpose of the double reduction policy.

Family background or social class significantly influence whether they can find an alternative approach even when those affordable classes are banned by the government. Such a difference can be clearly reflected in student 3 and 4, as shown in interview data.

As it turns out, when they lose this cheap after-school option, 4 says his parents have always found a way, even inviting teachers to their home to give lessons. This reflects the resourcefulness of different classes in the same policy.

Secondly, another concern identified from my interview data is the demotivation for the students, due to unable to see their academic ranking of each subject. In other words, it is used to be a common practice in Chinese schools to rank students. Based on their performance in each exam, this practice is also utilized as a motivating strategy for students. All four interviewees said that the loss of their rankings provided temporary relief on the one hand and left them wondering what they were really like at school on the other. For 1 and 3, their strong character will drive them to ask their rank after every exam. And 2 and 4 will be relatively unwilling to know the rank. 2. For a short time, he felt less pressure due to his lack of ranking. However, in the final big exam, he suddenly felt great pressure because of his serious deterioration. And it was hard for him to feel the change when he was going backwards. 4. He is indifferent to ranking and thinks he can control his learning progress well. When asked why he was able to control his study, he admitted that his parents and tutors helped him a lot. In the high school entrance exam, ranking is the only criterion to determine which school a student can enter. Before the final exam, all four respondents thought having a ranking would keep them on their toes. As it turns out, rankings may not be the biggest cause of anxiety, but the introversion and endless comparisons that rankings bring. When students were asked about their expectations of the ranking system, they thought the ranking could be kept, but with more privacy and a focus on how to help students improve their ranking.

Finally, all four students mentioned inner paper. When asked where their anxiety came from, all four mentioned "I'm worried that my classmates will outdo me." But it turns out that, at least for the high achievers 2 and 4, they don't really need to worry too much in school. 2 mentioned that although he was ranked fifth in grade, his parents did not stop urging him to nag his behavior. His parents will continue to compare him with the top three students in grade 2, even though grade 5 is the most valuable result for grade 2 without extra classes. 3 said he felt good that teachers at school would no longer openly compare students. But in reality, the meaningless comparisons and excessive efforts of students continue unabated. The four interviewees said they could accept reasonable competition, but they wanted it to be within their comfort zone. At this point, all said the double cuts did reduce some of their anxiety. Teachers and parents change their speech and behavior, making them less concerned about too much. In addition, they agree that sports, music and art talent show courses can relieve pressure to a certain extent, but they hope that these courses can be carried out more according to students' interests. I think that I am forced to choose boring courses because I cannot get many courses. I want to do homework and review in class, but I cannot concentrate on it and waste time. Additionally, All the participants mentioned a fact that parents are a factor that can always influence their study ability, study motivation, and even their choices on which extra-course to take. In general, students are calling for more control over their own time and their own choices.

## 5 Conclusion

It can be observed that the double reduction policy does play a certain role in reducing pressure, which can be proved by our second part of the experiment. In terms of homework and classes, flexibility is a key word. Examinations pay more attention to protect students' self-esteem, improve students' self-confidence, reduce pressure and avoid internal examination. At the same time, problems in the current stage reflected in the double reduction policy still exist.

Cultural background and family background are very influential factors for students. The shoulder policy tends to bridge the gap, ensuring that students have enough time for extracurricular activities and relaxation, but all of this relaxation is based on learning security. A good home environment can provide students with a stable learning environment and parents are more understanding of students' anxiety. On the contrary, some students who can't get the support of their parents will feel more anxious under the reform of the double reduction policy. Students' age also showed up in anxiety. Middle school students are in adolescence, unstable in mind, and the need for family and friends as well as teachers is obvious. Some academic adjustments will inevitably bring about psychological changes, which will require more help and comfort.

The following are the most substantive recommendations that emerge from the results of the data found in this article.

1. That schools have private conversations with students who need help without disclosing their quarterly test scores. Methods that can be used include empathy, psychological assessment, and psychological expectations to accomplish academic instruction while also providing a general understanding of the student's psychological state. Such a dialogue mechanism is required to provide a certain amount of privacy, such as a question-and-answer room, to try to avoid boredom and resistance or even fear on the part of students who fear that others will find out they are being interviewed. At the same time, teachers should try to make sure that students understand the meaning of such conversations. In addition, this type of conversation should be followed up consistently and with some frequency (e.g., twice a month, depending on the student's level) to constantly observe whether the student has changed and to ask the student how he or she feels about it.
2. Prior to the double reduction policy, extracurricular classes had been a strong indicator of parents' decisive position in their students' learning situation (as did our interviewees). Now, the reduction in extracurricular classes means that parents have substantially fewer opportunities to assign students to additional classes. The development of independent learning skills is crucial during the secondary school career from the age of twelve to fourteen. At this stage, if problems are identified and adjustments are needed, the first step should be to ask the student for advice rather than to inform the parents.

### Limitations

The double reduction policy is still in the stage of improvement. The problem of schools slacking off or using alternative methods, as reflected in the article, still needs to be

addressed. Schools should not blindly promote internal testing or push students to out-of-school training institutions, nor should they blindly push the responsibility to students and parents. It's not a good idea to always expect students to ask questions. The teachers of the school should do more is to carry out psychological counseling and investigation regularly, pay more attention to the students with psychological problems, reduce the use of stimulating language to force students to learn.

For parents, as illustrated by the SCARED scale, part of the reason for students' anxiety comes from their families. Middle school students at this age are in great need of parental support. Family background is not something that students can change after birth, and the shaping of family environment depends on the efforts of both parents. For example, parents can communicate with students on homework, tests, classroom content, and supervise rather than discipline students' learning.

For students, building a strong psychology is something to be achieved with great effort. Overall, children in cities enjoy better resources, but that doesn't mean they have an easier time. Under the pressure of college entrance examination and competition, the rationality of advanced training from junior middle school is still worth further thinking. How to keep students active in learning while reducing their pressure is a problem that needs further discussion.

China's active education policy is encouraging and, in a sense, driving change. However, supervision is needed in the implementation of more details. How to let students fall in love with their own school, love their own life, is one of the most precious teaching purposes. If the double-cut policy is aimed at education reform in schools, then the family planning policy, salary and job-related policies constitute the rest of society. Perhaps the double cut policy will be followed by the double increase policy, and the double cut policy will continue after that. This direction of constant fluctuation and adjustment is the significance of China's continuous progress in education. Cities are changing so fast that countless families will come to the city to build their dreams. What the government and education authorities should do is to give them a complete childhood, where they can study hard and play hard.

Generally speaking, this paper still has defects in the questionnaire. Future studies should explore the extent of influence in detail for each part of the four variables, and formulate more reasonable test, homework and classroom planning for schools. While the overall system of college entrance examination remains unchanged, schools still need to make more efforts.

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