

Analysis of the Implementation and Effectiveness of China's Double-Reduction Policy

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Abstract: In today's society, test-based education is a common educational model in the educational environment, and this phenomenon has been going on in China for more than 40 years, which not only leads to a large number of educational models into a sea of problems, but also causes the burden of students to become more and more serious. Therefore, the government enacted a reform in 2021 to improve this kind of education environment ----The Double Reduction policy, but in the implementation of the Double Reduction policy, some scholars found that there are still some implementation problems. The theme of this paper is to explore the implementation and effectiveness of the Double-Reduction Policy, and to analyze the reasons for the imperfect implementation of the Double-Reduction Policy from the different roles played by training institutions, schools, and teachers in the social structure by using the method of literature review. The following measures need to be implemented in order to change the problems under the Double-Reduction Policy: increase the tripartite cooperation between schools, teachers and parents and try to break the test structure in the educational environment; improve the evaluation system of students and pupils; limit the capitalist interference in training institutions and improve the content of teaching and learning in schools; improve the traditional concepts of parents and break the 'Prisoner's Dilemma' of information blockage; and improve the quality of teaching and learning in schools. The 'Prisoner's Dilemma' of information blockage is avoided by avoiding blind spending on training institutions.

Keywords: Double Reduction policy, load shedding, extracurricular training, schooling

1. Introduction

In global development, the position of education in national development is undoubtedly fundamental as well as global, and improving the quality of education to promote educational development has also become a factor in the development of a country. As China's development becomes more and more prosperous, prioritizing the development of education has also become China's basic national policy. Since the founding of New China, the government has attached great importance to education and training, in order to improve the overall quality of contemporary youth and talent development, they issued a large number of learning tasks to the school and for the quality of student education research, but this makes the test environment also arise. A large number of education models becoming 'the sea of questions' in order to achieve the final target. As society develops day by day, the government has also noticed such problems, and has begun to promulgate a series of policies to

help students reduce their burden, such as 'Ten Rules for the Reduction of Burden on Primary School Pupils', but the actual implementation of the effect is not satisfactory. The Double Reduction Policy is also one of the burden-reducing policies arranged by the government for students, and its main purpose is to reduce the burden of homework and extracurricular training for students. Under the current test-oriented environment in society, the amount of homework in schools can be reduced through government control of schools, but training institutions outside schools are not subject to government control, and most of them are operated by capitalists. This has led to a series of problems for the current education system, disrupting the balance of resources within and outside the school. This capitalist-controlled marketing also puts a large number of parents in a 'prisoner's dilemma' of educational information and anxiety about their children's performance in the context of test-taking.

In conclusion, the implementation of the Double Reduction Policy did not meet the government's initial expectations in terms of results, although the reduction of the burden of homework in the classroom was accomplished with high efficiency, but the reduction of the burden of extracurricular training for the content of the training of students is still a hidden problem. Training institutions, schools, and teachers are the main actors in the social structure of the educational environment, and their behavior and views on educational policies have a real impact on the operation of the Double Reduction Policy. In this paper, we will analyze the reasons for the failure to implement the Double Reduction Policy from these three perspectives and propose solutions.

Reasons for the imperfect implementation of the Double Reduction Policy are analyzed in terms of the role played by the educational structure, the school, and the teacher in the social structure:

2. Reason

2.1. Capitalized Training Providers and Parents Suffering from the Prisoner's Dilemma

Extracurricular tutorials originally only helped students to consolidate their knowledge in class after class and to prepare for some knowledge points, but because of the increasingly serious test-taking environment in and out of school, this subconsciously shapes the meaning structure of tutorials and changes students' perception of normal tutorials, and under the influence of this meaning structure, it changes the original purpose of tutorials into a meaning product that simply increases the burden on students [1]. Many students and parents have regarded extracurricular tutoring as a necessity and as a measure of students' effort and labor in learning, which indirectly leads to parental anxiety and increases students' stress after school. Therefore, the concept of many parents under the influence of the general environment of the examination-oriented education has become only the pursuit of the final results. Capitalists also found this phenomenon, so a large number of extracurricular training institutions for the teaching of publicity as well as promotion and marketing have begun to appear [2]. The main reason for this is to capitalize on the fact that parents expect their children to pass the major indicator in the current exam context, which is the only way to obtain social class mobility through their own abilities [2]. Many training institutions have capitalized on the uniqueness of the college entrance exams in changing social class channels. Capitalists will take advantage of parents' anxiety and lack of information about education thus expanding the number of purchases of their courses, and training institutions will package their courses as 'scarce' courses for 'hunger marketing'. For example, they will name their courses as "one-on-one guidance", "expert teaching", "VIP courses", taking advantage of parents' ignorance of the education industry to carry out hunger marketing. The parents do not understand the education industry to carry out hunger marketing, most of the parents will adhere to the concept of 'not letting their children suffer' and thus purchase a large number of courses to ensure that their children have more opportunities to get better grades, which also allows training institutions to quickly profiteer [2]. According to relevant data and information, in 2017, China's elementary school students out-of-school disciplinary training participation rate of

33.4%, junior high school students for 43.7%, the average annual student training expenditure of 2,000 yuan, participated in out-of-school training of primary and secondary school students at least 43 million people [3]. As a result, under the influence of the contemporary test-based environment, capitalized extracurricular institutions have produced a very poor educational environment with a lot of publicity about boosting test scores, and more parents and students are seeking only to improve their grades. This has led to a huge flow of capital from training organizations in the education market. And this demand for remedial courses will continue to swell and increase in the test environment, driving more money in the future.

After the implementation of the Double Reduction Policy, if parents hear that children from other families do not fully implement the Double Reduction Policy but go to remedial classes, then their ethical perceptions will believe that they have not given the best to their children and will be condemned by the external society. So they will force their children not to lag behind and follow other parents' children to take extra classes, which is the shackle of social structure that Chinese society has been unable to break for a long time, and the stereotype that most parents face [1]. Because the demand is still there, most of the training institutions still can't be completely eliminated, and this form of tuition will evolve into more extreme as well as secretive forms of behavior. Parents, in order to keep their children's grades from dropping, utilize other avenues to improve their children's grades, such as private tutors, but this form of tutoring tends to be more expensive, and it is often the families that provide this type of spending in greater quantities [4]. This ultimately leads not only to no improvement in student stress but also increases the burden on families, indirectly enhancing the internalization of education [5].

2.2. School Interests Lead to the Formalization of Implementation

In the process of implementing various policies, the government has a complete set of implementation processes, firstly, the central government issues and monitors the implementation of policies to ensure that they are well implemented, and holds the overall benefits, while the local government assigns tasks and has the maximum benefits at its disposal in the prevailing environment and is subject to the central government's monitoring and pressure to fulfill the task targets [6]. However, the actors who carry out the tasks of their superiors will bring their own thoughts, perceptions and interests into their behavioral decisions. For example, in the case of the Double Reduction Policy, the school, as the implementer, considers that students may no longer be able to achieve high grades under the Double Reduction Policy, which may affect the school's promotion rate and thus the school's reputation and word-of-mouth, so under the constraints of this inherent standard of measurement, the school and the teachers unspokenly maintain the current arrangements for students in order to safeguard the original results and to minimize the risk of unnecessary benefits [1]. As a result, the arrangements for the Double Reduction Policy are often not practically implemented among students, and most of them are superficial. In order to fulfill the requirements of the Double Reduction Policy, schools will hold a large number of non-academic activities, such as increasing the number of classroom preaching activities and holding educational lectures, which, on the contrary, are a waste of students' time [6].

2.3. Unscientific Assessment Methods Make Teachers Overwhelmed

When test-taking skills have become a standard of measurement in society, then the students in the educational relationship, teachers and schools can only prove to the outside world through this way to prove their own contribution to society. Schools and society tend to judge teachers' abilities through quantitative grades, job titles, and other forms, so teachers can only increase the frequency of weekly classroom tests in order to meet external standards, and seize all the time to improve students' performance [7].

3. Solution

3.1. Breaking Down the Structure of Test-based Education and Enhancing Tripartite Cooperation

First of all, it is necessary to improve the current society's 'short-sighted' and 'utilitarian' view of education in the decades since the reform and opening up [6]. The government needs to address the fact that many schools are trying to fulfill the test-taking targets set by the government, and therefore have become tokenistic and selective in the implementation of the tasks of the Double Reduction Policy [6]. Under the influence of such behavioral thinking, the efficiency of the implementation results of the Double Reduction Policy ultimately run in the school will become very low, and ultimately become formalized, only on the surface presented perfectly. The government needs to focus on the implementation efficiency of local governments, rationalize the planning of target indicators, implement policies that are adapted to local conditions, and allocate more power to local governments. 'Individualized' and 'distinctive' governance is also the winning key to the implementation of the Double Reduction Policy in different regions, allowing each local school to give full play to its own distinctive strengths, which allows schools, students and teachers to connect and fully cooperate with each other [8]. They will 'localize' the Double Reduction Policy themselves, no longer formatting and formalizing the implementation of the Double Reduction Policy, so that the implementation of the Double Reduction Policy will be better and truly implemented on the students.

Secondly, the Government needs to strengthen the role of schools as the mainstay of compulsory education and increase tripartite cooperation between teachers, schools and parents. This will allow for closer ties and more communication, which will better help students to improve their performance.

3.2. Improvement of the School's Evaluation System for Students and Optimization of the Evaluation System for Teachers

Schools should establish a more diversified evaluation system, so that teachers and schools are not confined to evaluation criteria that enhance students' performance, and a healthier educational environment is created. The government should provide more teaching resources to schools to indirectly balance the quality of education in extracurricular institutions and in the classroom. This will reduce the burden on teachers so that they can devote themselves more to helping students develop in a diversified way and build a new society and new youth. In addition, teachers should set up correct values, firm students' moral, intellectual, physical, social, aesthetic and labor development in multiple ways, so that the school can become the main position of students' learning again, and make the implementation of the double reduction policy more thorough [7].

3.3. Limiting Capitalism in the Education Market

First of all, the dominant position of the school in the development of education should be clarified, and the primary and secondary relationship should be clarified to limit capitalism to continue to control the training institutions [5]. The Government should strengthen its control over training institutions, reduce exaggerated publicity by training institutions, increase the transparency of the contents of training institutions, and avoid meaninglessly 'burden-enhancing cramming'. In addition, the Government also needs to clearly delineate the positioning and boundaries of training institutions and schools, give full play to the complementary educational functions of training institutions, and provide non-utilitarian teaching guidance to students, so that both sides can develop together [9]. Schools also need to innovate the form of teaching and deepen the content of teaching, have more diversified forms of teaching so that students have quality learning and make full use of the school learning time, which can also reduce the dependence of students on extracurricular training

institutions [10]. The last point is to rationalize the distribution of education resources, so as to avoid the inflow of too many outstanding teachers into the training market, and instead, they will enter the schools for teaching, so as to enhance the overall quality of teaching in the schools.

3.4. Reversing the Contemporary Parental Concept of Teaching to the Test and Breaking the 'Prisoner's Dilemma' of Information Blockage

Firstly, parents should change their utilitarianism and short-sightedness, and set up a correct concept of education, instead of focusing on competing with other parents to see whether they have invested more money and time in education. Secondly, parents should pay more attention to the value of education ontology, focusing on the growth of children in learning, education itself does not have the characteristics of the test, but is accompanied by a long-lasting, lifelong valuable carrier [5]. The most important thing is to let their children in what they have gained, which is also the core purpose of the Double Reduction Policy, so that students have more time to cultivate their own hobbies. Thirdly, schools should maintain close contact with parents and strengthen tripartite cooperation, so that parents can personally understand the situation of their children in school to avoid the 'prisoner's dilemma' in educational information, which can also avoid the potential expenses of parents in training institutions.

4. Conclusions

This paper examines and analyses the problems that may exist in the structure of the socialization system in the implementation of the Double Reduction Policy, and proposes solutions to these problems. The implementation of the Double Reduction Policy in different regions and for different social roles and statuses is of great significance in the future. The implementation of the Double Reduction Policy in the districts has many problems due to the different social roles with different ultimate interests: the positioning of the training institutions has been shifted and gradually capitalized, and parents have been blinded by the information of the 'Prisoner's Dilemma'; the schools formalize the Double Reduction Policy in order to protect their own interests; and unscientific assessment methods allow teachers to focus only on improving the test-taking indicators. Teachers can only focus on improving test-taking indicators. There are also ways to deal with the imperfections in implementation caused by these social structures. Firstly, the government needs to break down the test-based structure of the educational environment and strengthen the tripartite link between schools, teachers and parents. Secondly, parents need to be prevented from creating a 'prisoner's dilemma' of poor educational information. Thirdly, the government needs to reduce the share of student achievement in teacher evaluations in schools and optimize the evaluation process so that teachers can better invest in the diversification of their students. Finally, the government needs to limit capitalized training institutions and balance educational resources inside and outside schools so that students can obtain quality learning within schools. Nevertheless, this paper still has some shortcomings, due to time constraints, this paper does not have the time to carry out the collection of the sample of the implementation of the Double Reduction Policy as well as the experimental data based on the questions. It is hoped that future research articles can conduct more detailed experimental studies based on the ideas in this paper, in order to support the veracity of the ideas.

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