
NEWSLETTER

Does the Double Reduction Policy Alleviate Parental Education Anxiety? An Empirical Study Based on a Survey of 29 Provincial Administrative Regions in China

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PARENTAL education anxiety has long been a pervasive social issue in China. To shape a legitimate educational ecology to alleviate parental education anxiety, the Chinese government released the “Double Reduction Policy” in 2021. Effective governance of education anxiety necessitates a thorough understanding of the status quo of parental education anxiety and its contributing factors. This article is an in-depth investigation of the effects of various factors on parental education anxiety including policy-related factors at the macro level, school-related factors at the meso level, and parent- and student-related factors at the micro level.

Research Findings:

- The Double Reduction Policy has considerably lowered the levels of education anxiety in Chinese parents. Nevertheless, the focuses of their anxiety remained the same, namely, child academic results and school progression (school choice).
- There was intra-group heterogeneity in parental education anxiety regarding gender, occupation, home economic status, child education phase, child grade ranking, etc.
- Policy-, school-, parent- and student-related factors all had significant impacts on parental education anxiety. Parents with higher economic status, lower educational expectations, and lower frequency of homework tutoring had lower levels of education anxiety. Those having children with lower grade rankings, higher frequency of contact from teachers, and negative perceptions of the Policy had higher levels of education anxiety.
- Female parents tend to have higher levels of education anxiety than their male counterparts. Parents in urban areas had higher levels of education anxiety than those in rural areas. Parents with children at the junior secondary level had higher levels of education anxiety than those with children at the primary level. Parents having their children carry on participating in off-campus subject-based sup-

plementary tutoring after the release of the Double Reduction Policy had higher levels of education anxiety.

- Based on their research findings, the authors put forward the following suggestions:
- The government should improve publicity of the Double Reduction Policy and strengthening its regulation of the off-campus training market while also increasing investment in education to support balanced development of educational resources in urban and rural areas.
- It is important to establish a public school-supported home education counseling service system to facilitate home-school communication.
- It is imperative to help parents to improve their education ideas and discern those impractical educational expectations to reduce their education anxiety.

Source: Chinese Journal of Distance Education, 44(4):28-46.