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The Impact of the Double Reduction Policy on the Educational Anxiety of Parents Under Big Data

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ABSTRACT

In the context of the "double reduction" policy, using big data to carry out precision teaching is an effective way to improve the quality of teaching in schools and reduce the burden on teachers and students and increase efficiency. The formal implementation of the "double reduction" policy has not only reduced students' academic burden, but also increased students' spare time. However, according to relevant data, the current level of anxiety among parents about their children's education is still high, and different parents have different levels of education anxiety. In order to study the impact of the "double reduction" policy on the educational anxiety of parents of primary and secondary school students in the context of big data, this article puts forward some suggestions related to eliminating the educational anxiety of primary school parents based on the existing problems and their causes, so as to create a good educational atmosphere.

KEYWORDS

Double Reduction Policy, Educational Anxiety, Primary and Secondary School Students

In recent years, many primary and secondary schools have paid more and more attention to the design and evaluation of students' homework, in order to reduce students' learning burden and improve learning efficiency (Arokiasamy et al., 2024). However, through classroom observation, it can be found that the current homework is biased toward universality and the evaluation method is relatively simple, which cannot fundamentally cultivate students' problem-solving abilities and ultimately only increases the burden on teachers and students (Liu, 2023). The scale of China's quality education market from 2016 to 2023 is shown in the figure below (Casado et al., 2022).

In July 2021, relevant education departments in China introduced the Double Reduction Policy, with the core concept of reducing burden and increasing efficiency (Alotaibi & Alharbi, 2022). Therefore, in this context, schools must adjust their ineffective homework implementation strategies so that they can truly serve teachers' teaching and students' learning.

Traditional assignments often use a "universal" copy-and-paste method, resulting in duplication, redundancy, and confusion in students' work machines (Xue & Li, 2023). In the context of double reduction and in the wave of "Internet +," teachers must make full use of "big data" to design research

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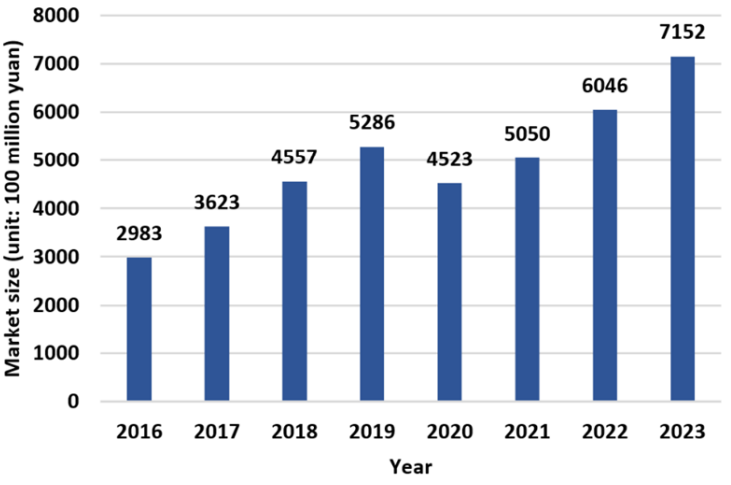
Figure 1. China's Quality Education Market Size From 2016 to 2023



and development assignments to make assignments more targeted and efficient for students (Xue & Li, 2023). In the context of double reduction, work must not only control quantity and reduce burdens, but also innovate and improve efficiency (Aulawi, 2021). In the spring semester of 2021 before the double reduction work was fully implemented, the average time it took students to complete written homework after class (Xue & Li, 2023). This is obviously different from the burden reduction goals of not assigning homework for the first and second grade students in primary school, the average completion time of written homework for grades three to six of primary school not exceeding 60 minutes, and the average time for completing written homework of junior high school not exceeding 90 minutes (Zhou, 2023). The details are as shown in the figure below (Zhou, 2023).

Figure 2. The Average Time it Takes for Primary and Secondary School Students to Complete Homework After Class in the First Half of the 2021 Semester