



**EVALUATING THE IMPLEMENTATION OF THE
"DOUBLE REDUCTION" POLICY IN CHINA'S COMPULSORY
EDUCATION (K12)**

CAN XIONG

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
ACADEMIC YEAR 2023
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Major Master of Arts (Education and Society)
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Academic Year	2023

ABSTRACT

The study examines the implementation of the "double reduction" policy in Guizhou Province compulsory education (K12). Although the policy implementation has achieved significant results, it still faces challenges. Based on that, the current study developed a three-tiered evaluation system using questionnaires and interviews with teachers, students, and parents. Employing the hierarchical analysis method (AHP) to analyze the data, the study found three challenges during the execution phase: "no progress," "limited new teachers," and "high pressure," with teachers exhausted and unqualified. Four suggestions were proposed: establishing a monitoring mechanism for teaching evaluation, eliminating the singular social mindset, strengthening new teacher training, and reducing resistance to the policy. These findings offer valuable insights into the nature of the double reduction policy's implementation and its challenges.

Keywords: Guizhou, the "double reduction" policy, construction of indicator system, implementation evaluation

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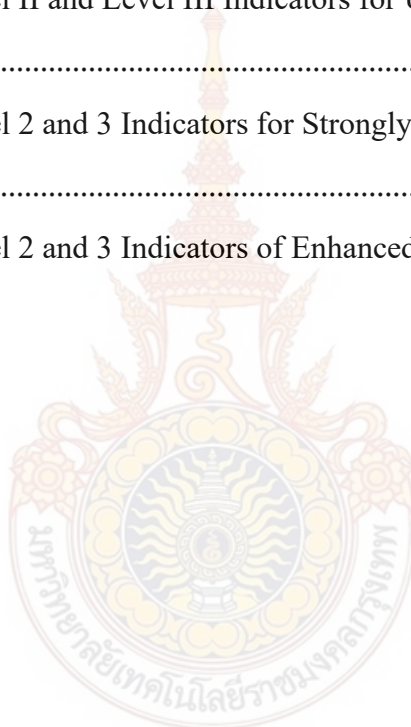


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CHAPTER I

INTRODUCTION

1.1 Background and Rationale

Load-shedding has become a hot topic in China's education industry, drawing attention from various sectors. It is now receiving increased emphasis from the Party and State due to its potential impact on the country's future development (Ni, Ma & Zhao, 2018). Tracing the origins of the "Durden Reduction" policy, we can see that for the past 70 years, the government has paid constant attention to this problem, taking it as its responsibility to reduce the educational burden on elementary and junior high schools. Following the establishment of New China in 1949, the progress of higher education has been closely aligned with the advancement of our national economy and the revitalization and growth of various other economic and social endeavors. Increasing attention is being devoted to promoting the recovery and development of higher education across diverse projects. As the population continues to rise, there is a shifting burden on higher education institutions. This subsequently affects students in both primary and secondary schools. On May 2, 1951, the Central Committee of the Communist Party of China emphasized that "production and education are the two most important jobs" in the Instructions on Overcoming Deviations in Current School Education Jobs (Literature Research Laboratory, 1992). Tracing the origins of the "Durden Reduction" policy reveals that for the past 70 years, the government has been actively addressing this matter and considering it their duty to alleviate the educational burden that primary and secondary schools face. Following the establishment of New China, higher education progressed in tandem with national economic growth and recovery and advancement in other economic and social endeavors. The increasing focus on different initiatives has led to a greater emphasis on the revival and advancement of higher education. With the expanding population, a growing demand

for higher education places additional pressure on elementary and middle school students. On May 2, 1951, the Central Committee of the Communist Party of China emphasized in the "Instructions on Overcoming the Deviations in the Current School Education Work" that "production and education are the two most important tasks" (Literature Research Laboratory, 1993). On April 8, 1954, the State Council of the Central People's Government continued to emphasize in its "Directions on the Improvement and Development of Secondary Education" that the current secondary education policy is strengthening and restructuring by the overall task of the country's transitional period. On top of the basics, it is necessary and possible to develop systematically, intensively, actively, and steadily improve the quality of secondary education (Literature Research Laboratory, 1993). Thus, the academic burden on elementary and junior high school students at that time was not a conspicuous problem in educational activities, and improving the quality of education centered on school education and student learning was still the keynote of educational policy. Since the autumn of 1954, this problem has become even more serious in some areas and schools. The issue of overcrowding is limited to specific areas and schools. The primary concern lies in the excessive amount of homework and exams assigned to students. However, it should be noted that overburdening students only occurs in certain regions and educational institutions. "Addressing the problem of overwhelming student workload and acknowledging the errors made in enhancing education quality does not undermine the significance of improving education quality," he emphasized. This does not negate the efforts and achievements made towards enhancing education quality but rather aims to promote a healthier approach to accomplishing this task more effectively (Literature Research Laboratory, 1998). However, located in the heart of the Communist Party of China at that time, the issue of academic burden had not yet been discussed, and the quality of education was still the main topic of education policy. On July 1, 1955, the "Instructions for Alleviating the Overwhelming Weight of Elementary and Junior High School Students" was the first "minus" document in New China, causing a "minus

boom" throughout the country. The "Instructions for Relieving the Overburden of Elementary and Adolescents in the Middle School Phase" is the first "minus" document in New China. This directive revealed that the problem of overburdening primary and secondary school students had existed for many years. On August 27, 1955, the Central Propaganda Department's "School Education Work Roundtable" directed the approval of the local party committee. The Report on the Association states, During socialist industrialization and the country's transformation into a socialist society, enhancing and advancing school education in alignment with these developments is imperative. At the same time, they pointed out that "the bourgeoisie competes with the bourgeoisie for leadership in schools" and asked party committees at all levels to criticize bourgeois ideas in schools. Party committees at all levels criticized the bourgeois ideology in schools, stating that they should "implement political examinations of teachers, students, and faculty members, improve school education politically, organizationally and ideologically, and improve the quality of education" (Literature Research Laboratory, 1993). This directive judged that the bourgeoisie was fighting for educational leadership in the schools, linking the educational question directly to the class struggle.

Since then, there has been consistent attention from various sectors in the country to alleviate the burden of education. This includes administrative departments, teachers, students, and individuals from all walks of life. Among these efforts, particular emphasis is placed on reducing the academic load for elementary school students as it dramatically impacts their personal growth and prospects for families. Consequently, this remains a top priority concern. In order to achieve this goal and enhance the quality and functioning of school education, China has introduced numerous policies over the past 70 years aimed at alleviating academic pressure.

Moreover, these policies have become more frequent recently, with each province, city, and district actively formulating and implementing tailored plans that consider local circumstances; however, some unintended negative consequences have

arisen from such initiatives. They possess many characteristics, and the factors influencing them demonstrate diverse traits. Recently, numerous educational training institutions have emerged rapidly, resulting in inconsistent quality. This has significantly impacted the organization of school education, the management of students' breaks for homework, parental anxiety, and the expenses associated with home education. The "dramatic effect" intensity steadily increases while socialization becomes increasingly prevalent.

Furthermore, parents and students are becoming more impatient as time passes. The next five-year plan was printed and distributed, stating that "a mechanism for monitoring the academic burden will be established and the burden on elementary and junior high school students will be reduced" (Issued by the State Council, 2017), "Minus" is an essential educational reform and development task. On December 28, 2018, nine departments, including the Ministry of Education, issued a "notice on some measures to reduce the burden on elementary and middle school students", including school operation, administration of training institutions located outside the campus, responsibility for home education, government supervision and management submitted 30 specific measures (announced by the Ministry of Education, 2018). In 2019, they proposed deepening education reform, comprehensively improving the quality of education in compulsory schools, and further improving the chaos in the education and training market. However, there is a big difference between hostile targets and policy implementation effects.

The primary conflict in our nation's social and educational progress has transformed due to the swift advancements in our society and economy. On July 24, 2021, when high demands were submitted, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Reducing the Burden of Schoolwork and Extracurricular Burden on Students at the Compulsory Education Stage. On the 24th of July, 2021, the General Office of the Central Committee of the Communist Party of China and the General

Office of the State Council released the "Opinions on further reducing the burden of homework and off-campus training for students at the stage of mandatory schooling" (from now on abbreviated as "double reduction") printed and distributed (issued by the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council, 2021), the "three limits" and "three strict" set forth strict requirements and norms for educational activities inside and outside the school. As an essential policy decision and arrangement of the Party Central Committee and people's livelihood project, the nationwide "double fall" activity officially kicked off.

At present, China's "double reduction" policy remains unimplemented. It has been launched over an extended period, and academic research on the "double reduction" policy has primarily concentrated on the underlying rationales for its implementation and prospective strategies for its advancement. It highlights the importance of upholding public interest in education, enhancing the quality of school-based learning, and establishing standardized extracurricular activities as crucial factors for successful implementation (Xue, Li & Liu, 2022). Implementing the "double reduction" policy is systems engineering, requiring government leaders and multi-sectoral collaboration to manage out-of-school training (Zhang, Yin & Liu, 2022). Some scholars analyze policy texts from the perspective of policy tools. It does not mean that policy values and goals have already been achieved after a hostile policy is enacted. It plays a significant role (Zhang & Gao, 2021). Taking Guizhou as an example, the data on the "double reduction" policy shows that the minus is undoubtedly excellent. However, there may be divergent opinions among educators, pupils, and guardians affiliated with primary educational institutions. So, as an essential measure, what would be the practical effects of landing a "double reduction" policy? What are the bottlenecks and pain points? These are all critical questions that this study seeks to answer.

Generally speaking, with the development of society and the changing times, the policy of "easing the burden of teaching" has undergone many revisions and adjustments in recent years. The dimension of selection, which is the breakthrough of

alleviating the load placed upon students, remains unchanged, and the ultimate goal of promoting the unchanged objective is to ensure the students' holistic development and promote their well-being. The primary objective remains consistent in fostering students' holistic development and well-being. The research on "double reduction" concentrates on its origin and future prediction, and assessing the impact of implementing "double reduction" is insufficient. In fact, in transforming from social issues to policy issues, the most important thing is the implementation of policies. Therefore, tracking and reviewing the policy implementation process will help the author better understand. The process of implementing the policy procedure is known as "double reduction". This study will take Guizhou Province as an example; through the systematic investigation and analysis of the implementation effect of the "double reduction" policy, to explore the effectiveness of the implementation of the "double reduction" policy, find out the specific reasons for the differentiation of burden reduction effects, and further regulate the training institutions; effectively improve the quality of school management and school-running. Further, standardize the off-campus training institution, effectively improve the management level and quality of the school, strengthen the educational concept of related departments, and effectively reduce the student's academic burden, parents' anxiety, and home education expenses.

1.2 Research Questions

Q₁: After implementing the "double reduction" policy, will it be possible to effectively reduce the excessive learning burden on students?

Q₂: Are there any bottlenecks and problems in implementing the "double reduction" policy?

Q₃: What are the societal implications of implementing the "double reduction" policy?

1.3 Research Objectives

1.3.1 After analyzing factors such as regional distribution, school types, and perspective roles, this research started from the perspectives of constructing an index system, distributing dimensions, analyzing the comparison results, and designing countermeasure proposals. It is hoped that the research on the implementation effects of policies will be further enriched and improved, and the materials for evaluating the implementation effects of the "double reduction" policy will be enriched.

1.3.2 This study examines the present state and influential factors of the execution regarding the implementation of the "double reduction" policy across primary and secondary educational institutions throughout the entire province, searches for the specific reasons why the policy "does not work" and the differentiation of the load reduction effect. It guides the practice, weakening urban-rural differences and promoting better consolidation of "double reduction" policies. Promote quality and balanced development of compulsory education.

1.3.3 By examining educators in primary and secondary schools, parents, and students in each region of our province, we put forward measures and suggestions as a plagiarism detector; it aims to minimize the similarity score of the original text by modifying its wording. In this case, the researcher aims to reduce the detection rate for both the "double reduction" policy implementation and educational development., to provide a scientific understanding of the "double reduction" policy. Effectively promote enactment and effective implementation, and ensure the promotion of hostile activities. Moreover, it further improves the quality of education.

1.4 Scope and Limitation of the Research Study

1.4.1 Research Scope

S₁: Evaluate the degree to which the workload of students' homework has been alleviated after implementing specific measures. A "double reduction" policy was

implemented, including changes in the number of assignments and homework demands.

S₂: Research how students participate in off-campus training and evaluate the extent to which off-campus training burdens are reduced, including participation rates and participation time.

S₃: To study how students participate in field trips and assess the degree of burden reduction for field trips, including participation rates and hours of participation.

S₄: Understand students' and parents' views and feedback on the "double reduction" policy, develop research studies, and comprehend and grasp the effectiveness and feasibility of the policy.

1.4.2 Research Limitations

I₁: It is essential to build a complete evaluation index. The purpose of the system is to guarantee objectivity and accuracy of evaluation while considering the individual differences among students.

I₂: Evaluating the effectiveness of "double reduction" policy implementation can be a relatively time-consuming research process due to the time required for review and data collection.

I₃: The allocation of educational resources ought to be optimized and thoroughly considered, and the fairness and sustainability it is recommended to implement the "dual reduction" policy should be ensured.

I₄: The research process may face school resource and policy limitations, and data may be challenging to obtain.

1.5 Research Framework

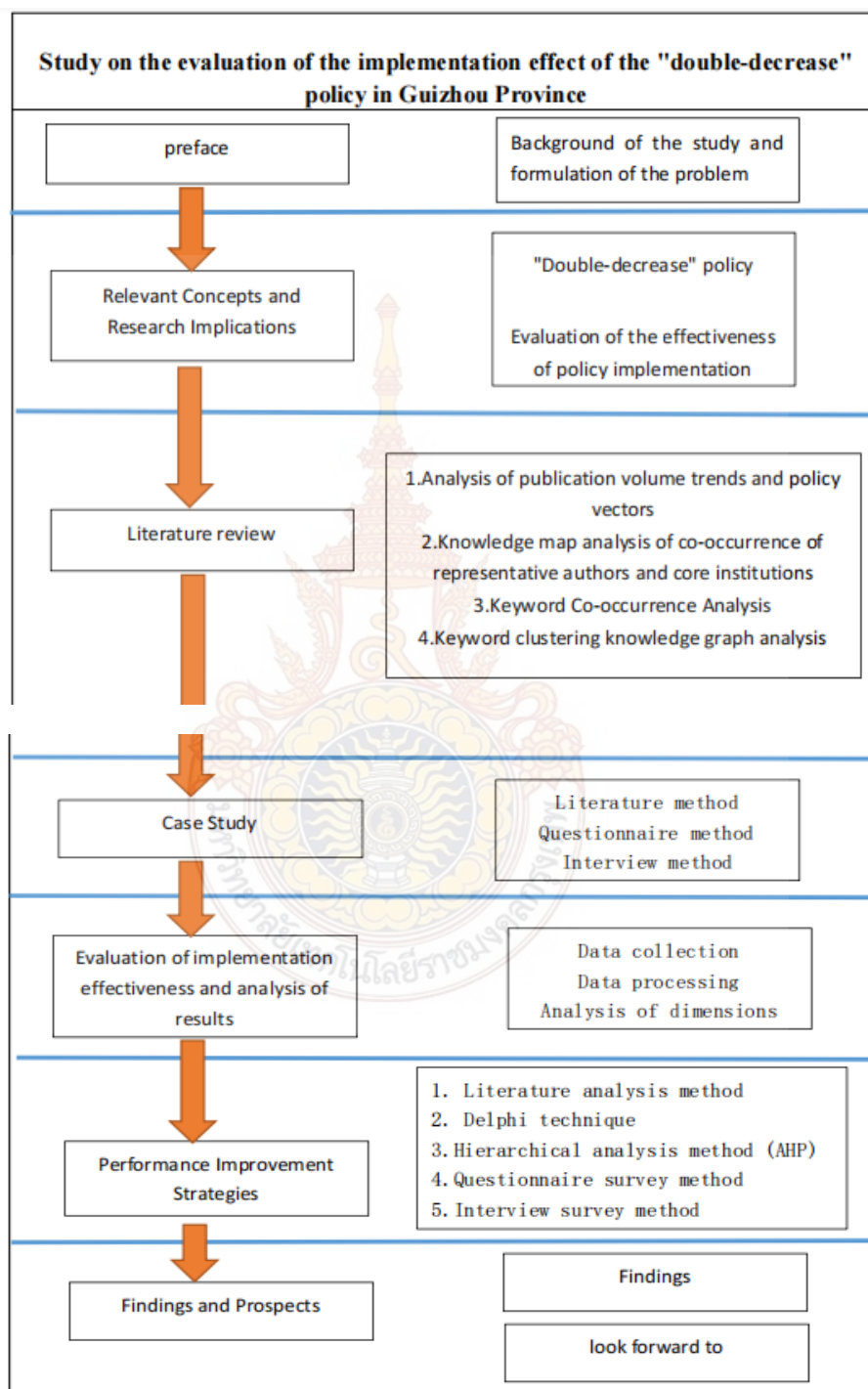


Figure 1.1 Research Framework for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy

1.6 Definition of Key Terms

"Double Reduction" Policy. Sincerely implement the spirit of the Party's 19th Congress and the 19th Party's Fifth Plenary Session, steadily raise the level of school education, constantly regulate field trips, and place an excessive burden of homework on students at the stage of compulsory education. On July 24, 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council published the "Opinions on further reducing the burden of homework and off-campus training for students at the stage of compulsory education" (from now on abbreviated as "double reduction"). It was printed and distributed. It proposes a "dual reduction" policy for mandatory education, aiming to alleviate the excessive workload and extracurricular training pressure on students during their compulsory education years. It realizes both a reduction in the burden on school and off-campus. The policy aims to improve education and schools' quality and service level. It is essential to offer post-class services that effectively cater to students' requirements and promote their learning to enhance homework's scientific and logical nature. It is also crucial to bring these improvements back into the campus environment and establish comprehensive regulations for off-campus training institutions to standardize their training practices. (Central General Office of the Communist Party of China, General Office of the State Council, 2021). As a recent policy with negative implications in China, introducing and enforcing the "double reduction" policy signifies a new phase in China's education reform. This brings forth novel policy concepts and models that impact the management of school education and extracurricular activities (Xue, 2022).

This study examines the application of the "double reduction" policy in Guizhou Province, explicitly investigating the implementation progress and factors influencing policy sample schools.

Evaluation of Policy Implementation Effect. Policy implementation effect evaluation establishes evaluation criteria and index systems based on policy

content and implementation status, applies relevant methods and technologies, and objectively and comprehensively evaluates the policy implementation process and the resulting social effects. Moreover, scientific analysis methods should be applied to organize the context of policy implementation systematically. The effectiveness of policy implementation means that public policies can be effectively implemented within a certain period through specific systems and schemes and achieve their intended goals. In order to evaluate the effects of policy implementation, it is necessary to evaluate and classify the inputs, outputs, and results of policy implementation scientifically. The "double reduction" policy plays a crucial role in alleviating the burden of compulsory education. There is a need to analyze the impact of implementation and focus analysis on beneficial changes resulting from policy implementation. Public services are provided to society and families.

The evaluation of the implementation effect of the "double reduction" policy in this study mainly focused on the extent to which the challenges associated with traveling to school and attending off-site training centers were successfully addressed. That is, whether the meaningless commuting burden was mechanically repeated and how it would affect students. It is a psychological burden that should not be unreasonable. The impact of subject-based and non-subject-based training institutions operated locally or near schools can affect the educational order of schools. Students' learning is resolving the impact on their homes.

CHAPTER II

LITERATURE REVIEW

2.1 Related Theories

Education plays a crucial role in both societal advancement and individual progress, making it imperative to explore ways of enhancing educational standards while alleviating the academic pressure faced by students. Looking back at the many theories of burden relief, it is not easy to trace the origins of these theories to Sukhomlinsky's thought.

Lev Vygotsky's theory of load reduction is one of his significant contributions to educational psychology. This theory emphasizes reducing students' learning load and providing appropriate support to facilitate their learning and development. According to Sukhomlinsky's load reduction theory, learning should occur within the student's current level of development and ability to avoid causing excessive stress and confusion. With appropriate instructional support, he believed that students could gradually improve their thinking and learning skills through interaction with teachers and peers. His theory of load reduction also advocates the role of teachers as guides and supporters who should provide appropriate challenges and opportunities to help students build new knowledge and skills and actively stimulate students' active exploration and interest in learning through appropriate teaching strategies and resources. Enhancing the standard of education and alleviating students' academic workload are significant concerns in educational studies as they play a vital role in societal progress and individual advancement. After looking back at many burden-relief theories, it is not easy to trace the origins of these theories to Sukhomlinsky's thought.

In addition to Lev Vygotsky's theory of load shedding, the following four theories of load shedding are relatively prevalent:

Robinson's Personalized Learning Theory emphasizes individual

differences in learners and proposes individualized learning methods and teaching content. By fully grasping students' learning needs and interests, teachers can design teaching programs that fit students' characteristics, thus eliminating students' learning pressure and making teaching more valuable and practical.

Kudelka's Sustained Learning Theory: This theory focuses on students' ability to learn continuously. It believes that the stability and support of the learning environment are crucial to students' willingness and ability to learn. By creating stable, safe, caring, and motivating learning environments, students' learning stress can be reduced, and long-term learning outcomes can be promoted.

Reducing Load and Emotional Intelligence Theory (RLET): This theory applies emotional intelligence to reducing the learning load. It posits that academic stress and emotional distress negatively impact student learning outcomes. By teaching skills such as emotional management and self-regulation, students can better cope with learning stress and resolve emotional problems, thereby improving the quality of learning.

Inclusive Education Theory (IET): This theory ensures equal participation and success for all students in education. It promotes support and adaptive teaching for special needs students to alleviate learning difficulties. By creating inclusive learning environments that focus on individual differences, students' learning burdens can be reduced, and their learning experiences and outcomes can be improved.

Regarding the review, load shedding is primarily categorized into two aspects based on current relevant theories; Sukhomlinsky's theory of load shedding mainly puts student-centered attention to individual differences and enhances the advancement of a holistic approach to educational principles. This theory has important guiding significance for educational practice and the reform of the school education system, and it helps learners obtain a good reading experience and growth platform. On the other hand, there are Robinson's personalized teaching concept, Koudelka's sustainable learning concept, load reduction theory and emotional intelligence theory,

and inclusive teaching thought, in which the load reduction idea tries to create active learning through diversified teaching and learning. The atmosphere, technical support, and other methods can help students reduce the pressure of learning to promote their overall growth.

2.2 Related Studies

2.2.1 Relevant Overseas Studies

This theory has essential teaching significance in teaching practice and school education system reform and helps learners to have a good reading experience and growth platform. On the other hand, there are Robinson's unique educational philosophy, Koudelka's sustainable learning philosophy, burden reduction theory and business theory, and inclusive educational thought. A researcher is trying to create spontaneous learning. Atmosphere, technology support, and other methods can reduce students' learning pressure, promoting overall growth (Xu & Chen, 2002). This theory has crucial educational significance in educational practice and school education system reform and provides learners with a good reading experience and a growth platform.

On the other hand, Robinson's educational philosophy, Kodelka's sustainable learning philosophy, opposing theory and business theory, and complete payment education philosophy attempt self-directed learning. Atmosphere, technology support, and other methods can reduce students' learning pressure, promoting overall growth (Du, 1985). Therefore, he proposed six problem-solving methods based on educational optimization theory. Mr. Zankov highlights the inadequate articulation skills of the teacher, the illogical arrangement of instructional resources, the outdated teaching method, and the inappropriate evaluation method, which are the causes of the excessive class burden on students. He then proposed countermeasures to reduce the burden on students: changing the traditional grading concept, improving the

performance level of teachers, and reforming traditional teaching methods (Qiu, 2011). Cooper asserts that the critical factor in alleviating students' workload is to optimize both the quantity and quality of their assignments. By curbing the proliferation of homework, we can effectively prevent an escalation in student burden. Consequently, certain nations have implemented measures to restrict the homework assigned to students.

The French government has banned elementary school homework since 1956, the Turkish government has banned schools from doing homework for students since 1985, and the British government has banned children under 12. Moreover, the Spanish government has banned homework for students aged 6 to 14 (Liang, 2004). In 1981, the South Korean government announced new educational reform measures that prohibited teachers and parents from doing extracurricular work for their students while stopping the organization and conduct of night schools. In order to ease the burden, South Korea promulgated in 2014 the "severest" ever "regularization of public education", "Special Act on Restriction of Early Education", prohibiting early education, prohibiting examinations exceeding the educational outline, and restricting education in the process of continuing education. Prohibition of examinations that exceed the outline, prohibition of "schools" and "training centers," or that individuals have been given the right to teach or have been granted the right to teach on student recruitment advertisements. Educational institutions or individuals who display Early Education information in student recruitment advertisements. In 2016, according to the situation of the region and school, a "reduction semester system" was implemented nationwide, and one semester was designated for junior high school 1st and 2nd graders. Students take part in classes during the morning and engage in practical learning activities during the afternoon (Jiang, 2018).

South Korea has always been famous for its high-pressure education. Promoting the development of the Korean economy has led to Koreans' pursuit of prestigious school education and the investment of Koreans in education. That is why

South Korea has launched a "level education" policy. The "level education" policy is mainly for balanced, normative development and to avoid high-pressure education. The primary goal of the "balanced education" policy is to promote a well-rounded and standardized approach in order to alleviate the pressures associated with education (B, 1998). Although education has been equalized through exemption from middle school entrance exams, neighborhood admissions, and lottery recruitment, there are a series of problems, such as the loss of students' right to self-selection, a decline in proactiveness, school trends, and a decline in Korea's educational competitiveness. In 1999, South Korea enacted the "Excellent Education Promotion Act," advocating lifelong learning and cultivating elites. Therefore 1999, South Korea enacted the "Excellent Education Promotion Act", advocating lifelong learning and cultivating elite human resources. In addition, South Korea's off-campus education and training institutions have developed significantly along with the development of the Korean economy. There are three main reasons for investigating the causes: 1) the pressure of the examination competition is too great; 2) the reform-related policies are imperfect (Ji, 2022).

In 2002, the United States promulgated the No Child Left Behind Act to promote educational equity in the United States, which has one of the world's highest levels of education. Giving policy support to students and proposing an educational accountability mechanism failed to achieve the expected effect, rather than widening the gap between different groups to a certain degree. The Obama administration put forward a blueprint for reform in 2010, promoting equity in education through government funding and improved teacher quality. In 2010, the Obama administration proposed a plan to enhance education fairness using government funding and improved teacher quality. Despite some progress, this program's implementation was ultimately halted due to economic and political constraints.

Consequently, the U.S. administration introduced the "Student Achievement Act" in 2015 to replace it, which currently serves as the fundamental legislation governing education in America (Zhang, 2018). "Yutori Education" was

initially implemented in Japan in the 1970s. However, it should be emphasized that the policy primarily targeted public schools to alleviate academic stress. In contrast, private schools and extracurricular instructional institutions were not subject to specific regulations.

Consequently, this led to a situation where only superficial changes were observed (Wang, 2019). We have proposed educational reforms to alleviate student pressure and developed extracurricular services, social practices, interest groups, and other activities (Li, 2020).

As the reform of education abroad progressed, foreign experts and scholars began to study co-government well. In defining the concept of joint governance, Ansel and Gash mainly define the aspects of participating in joint actions, initiating joint actions, and the significance of organizations and actions (A&C, 2008). Walter and Peter consider collaborative governance a governance activity in which the participating subjects share a common vision and goals and produce collaborative actions, emphasizing that the participating subjects should produce synergies (M&G, 2000). Building on his predecessors' foundations, Mr. Johnston conducted a more in-depth analysis of institutions, the division of labor, power, and responsibility, and the participatory, cooperative governance process (W, D & N, 2011). Emerson focuses on the effectiveness of collaborative governance and analyzes governance effectiveness through a series of indicator frameworks (K, T&S, 2012).

To summarize, the research on reducing school pressure in foreign countries, on the one hand, mainly focuses on the field of education and teaching, with Sukhomlinsky, Babanski, Mazhenkov, and so on as the typical examples and most of these views on load reduction are the micro situation or theme in education and teaching, and most of the specific measures focus on improving the educational ability and teachers' strength, and improving the educational method and classroom method. On the other hand, it emphasizes collaborative governance; that is, through the shared vision and goals of the participating actors, it creates governance activities of

collaborative actions. It reduces the burden on students by limiting the number and quality of homework assignments to a teaching model. It enhances the overall standard of education and consequently alleviates the load.

2.2.2 China-Related Research

China has conducted extensive research on the "double reduction" policy to enhance the coherence and clarity of its evaluation process. The authors use the knowledge spectrum to perform an econometric visualization analysis.

2.2.2.1 Data Sources and Visualization Tools

Data Sources. All data in this study are from China Knowledge Network (referred to as CNKI from now on). According to the "double reduction" policy of subject terms, an unlimited number of years of searching was carried out on CNKI. After manually eliminating irrelevant documents such as conferences, newspapers, and scientific research results, 6,093 documents were obtained. They were converted into Ref-words files, and finally, 5,076 documents could be used for Cite Space visualization and analysis. A total of 6,093 documents were obtained and converted into Ref-words files, and finally, 5,076 documents were obtained, which could be used for Cite Space visualization analysis. Except for the trend analysis of the number of publications, 6,093 documents were selected, and the rest of the co-occurring knowledge graph data were analyzed with 5,076 documents.

Visualization Tools. This study adopted R2 (64.4.bit) as the primary technical tool for visualization analysis. It is a citation visualization analysis software that has evolved in the context of scientific measurement and data visualization and is used to analyze the underlying knowledge contained in scientific analysis. It is often used to write literature summaries, visualize the literature of many research topics, visualize the relationship between literature through scientific knowledge maps, and be the focus and emphasis of the research in this field. It can be determined, which helps authors organize past research histories and gives them a rough understanding of future research prospects.

2.2.2.2 Analysis of Trends in the Volume of Publications and the Policy Landscape

Trend Analysis of the Volume of Publication. The number of

publications per year is an essential indicator of the prominence of an area of research. Through the fitted literature growth curve, it is possible to comprehensively judge a specific subject's research enthusiasm and development status within a limited period, thereby guiding actual scientific research. Using CNKI to map the trend of "double reduction" policy research literature (regardless of time) can be obtained in Figure 2.1; the distribution of its data reflects the "double reduction" policy theme in China's academic research heat and the degree of importance of the change.

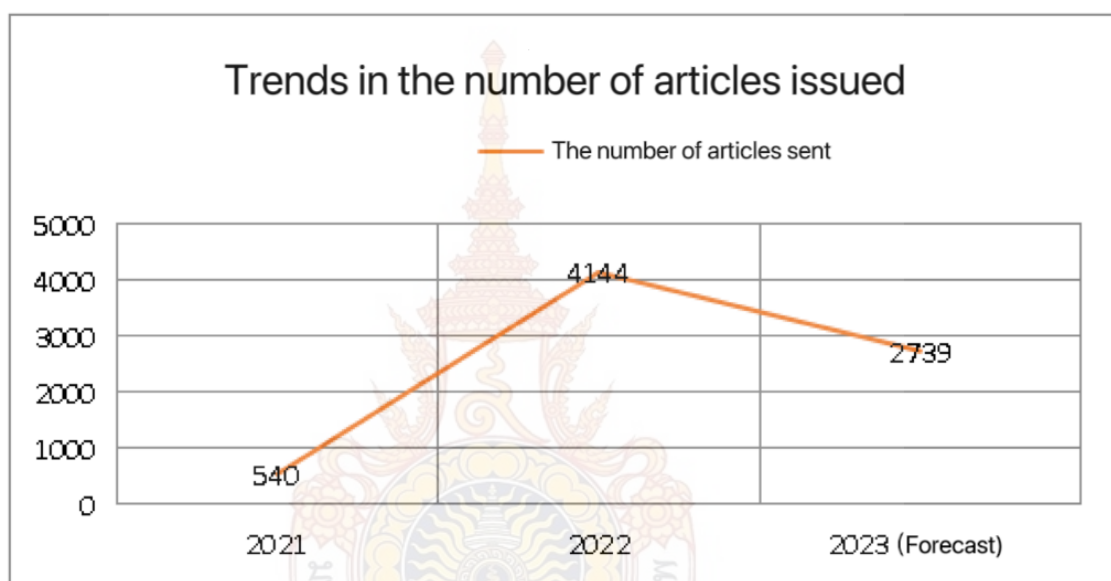


Figure 2.1 Trends in the Number of Communications on the "Double Reduction" Policy

Figure 2.1 shows a significant upward trend in the number of publications on this topic, with a high growth rate from 540 to 2,739 (forecast) between 2021 and 2023. At the same time, it is anticipated that there will be a rise in the number of studies conducted on the policy of "dual reduction" in the coming years. Figure 2 also shows the following three points: First, the number of articles published in 2021 is 540, which is relatively small. The relatively low research literature during that period could be attributed to the recent "double reduction" policy implementation. At that time, scholars and researchers may have been in the preliminary research and evaluation stage of the "double reduction" policy, exploring its role in education and teaching. Although the

number of publications is small, these studies play an essential role in understanding and evaluating policy; secondly, the number of publications will increase significantly to 4,144 by 2022. This shows the role of the "double reduction" policy in education, curriculum, and quality of teaching and learning and its impact on schools, students, and teachers. The substantial increase in the number of articles reflects the general concern and emphasis of the academic community on this policy; third, for the forecast of 2023, there are a total of 2,739 articles; even if there is no specific data, the number of articles will remain at a high level. This indicates that there is still significant interest in the "dual reduction" policy within the academic community, and there are more discussions on the implementation and effectiveness of the policy. Scholars can conduct in-depth research from different angles and levels, such as evaluating the impact of policies, comparing the effects of policies, and proposing policy adjustment suggestions. In addition, the estimated number of articles also reflects that the academic community is paying more. Furthermore, increased focus should be given to studying the policy of "dual reduction" and be eager to explore and solve the problems behind the policy.

In summary, there has been an increase in the number of publications discussing the policy known as "double reduction". The number of articles increased from a relatively low 540 to the expected 2,739; given the academic community's persistent focus and research fervor, there is evident an ongoing interest and enthusiasm for studying the policy. Policy formulation and implementation provide valuable references and suggestions.

At the same time, it is anticipated that there will be a rise in future studies conducted on the policy of "double reduction". Figure 2 also shows three points: the number of articles published in 2021 will be relatively small at 540. This may be because the "double reduction" policy was beginning then, and the research literature was relatively scarce. At that time, scholars and researchers may have already been in the rudimentary study and evaluation stage of the "double reduction" policy and explored its role in education education. Although published in small numbers, these studies are essential in understanding and evaluating policy. Next, in 2022, the number of publications will increase significantly to 4,144 copies. This demonstrates the role of "double reduction" policies in education, curricula, the quality of teaching and education, and their impact on schools, students, and teachers. The noticeable rise in

the quantity of articles reflects the universal interest and focus of the academic community on this policy. Third, there are 2,739 articles for forecasts for 2023, keeping the number of articles high even without concrete data. This shows that the academic community still has much enthusiasm for the "double reduction" policy, and there are many discussions about the implementation and effectiveness of the policy. Academics can explore in depth from different angles and levels, such as assessing the impact of policies, comparing policy effects, and proposing policy adjustments. The article count also reflects the academic community's increasing emphasis on research into the "double reduction" policy and eagerness to explore and solve the problems behind the policy. In short, more and more articles about the "double reduction" policy exist. The number of articles increased from a relatively low 540 to an expected 2,739, reflecting the academic community's continued interest and willingness to research the policy. Policy formulation and implementation provided valuable references and suggestions.

Figure 2.1 shows the changes in the number of articles published regarding the "double reduction" policy. This reflects the high degree of emphasis placed on this policy by scholars and researchers and their continued interest in its implementation and effects. Regarding policy content, the "double reduction" policy primarily focuses on modifying school allocation and enhancing teacher training within compulsory education. This showcases the government's commitment to alleviating students' academic workload and enhancing the standard of fundamental education. With the promotion and development of policies, academic research on policies is expected to expand continuously, providing more effective views and suggestions for educational reform and policy formulation.

Policy Follow-up Analysis. Policy implementation is putting policy text into practice and turning it into reality. One of the processes or steps of the entire policy cycle directly affects the progress and quality of policy goal realization. The "double reduction" policy resulting from the efforts in educational development is a significant area of study that aims to minimize the similarity score when checking for plagiarism, which researchers have continuously studied and deepened. After analyzing relevant policy documents, relevant policies have been published almost every year from 2010 to 2022. The results are summarized in Table 1 below, which shows that the publication of related policy documents is positively correlated with the number of

journal articles, indicating that the publication and implementation of policies are the main driving forces of education evaluation research.

Table 2.1 List of State Council Policy Documents on "Double Reduction"

Serial Number	Policy Documents	Time	Main Content or Spirit
1	National Program for Medium- and Long-Term Educational Reform and Development (2010-2020) (State Council, 2010)	2010	To promote the scientific development of education in an all-round manner, based on the basic conditions of the country at the primary stage of socialism, grasp the stage-specific characteristics of educational development, adhere to the people-oriented approach, follow the laws of education, face the needs of society, optimize the structure and layout, and raise the level of modernization of education.
2	Circular on the "Ten Thousand Mile Journey to Reduce the Burden of Compulsory Education" in Compulsory Education Schools (Ministry of Education, 2013)	2013	Efforts are being made to reduce the excessive burden of schoolwork on students in compulsory education by adopting such fundamental measures as the balanced development of nine-year compulsory education, accelerating the reform of the enrolment and examination system, and strengthening the building of the teaching force.
3	Thirteenth Five-Year Plan for the Development of the National Education Program (State Council, 2017)	2017	To lead the reform and development of education with the new development concept of innovation, coordination, greenness, openness, and sharing, to adhere to the leadership of the Party, to adhere to the socialist direction of running schools, to take the overall improvement of the quality of education as the theme, to take the structural reform of education as the main line, to deepen the reform of education comprehensively, to accelerate the modernization of education, and to make a more significant contribution to the building of a moderately affluent society in a comprehensive manner and to the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

4	Circular on Effectively Reducing the Burden on Primary and Secondary School Students Outside Classes and Carrying out Special Governance Actions for Out-of-School Training Institutions (Ministry of Education, 2018)	2018	Through investigation and mapping, comprehensive rectification, and supervision and inspection, the rights and interests of students are safeguarded by the law. Behaviors that run counter to the laws of education and the growth of young people are resolutely managed to speed up the resolution of the problem of excessive extracurricular burdens on primary and secondary school students that have been strongly reflected by the public, to ensure that primary and secondary school students grow up healthily and develop in an all-rounded manner.
5	Circular on Measures to Reduce Burden on Primary and Secondary School Students (Ministry of Education, 2018)	2018	To effectively reduce the excessive academic burden that runs counter to the laws of education and teaching and is detrimental to the physical and mental health of primary and secondary school students, to promote the healthy growth of primary and secondary school students, and to cultivate socialist builders and successors who are all-rounded in terms of morality, intellect, physicality, aesthetics, and skill.
6	Circular on "Looking Back" Activities on Special Management of Out-of-School Training Institutions (Ministry of Education, 2019)	2019	To conscientiously implement the specific provisions of the "Thirty Articles on Reducing Burdens" and to address the problem of excessive schoolwork burdens in different areas, taking into account urban and rural differences, and by the "one school, one case" approach, distinguishing between students and resolutely avoiding a decline in the standard of schooling as a result of a "blind reduction of burdens".
7	Circular on Strengthening the Management of Homework in Compulsory Schools (Ministry of Education, 2021)	2021	To further standardize the management of education and teaching in schools to improve the quality of education and teaching in general and to resolutely reverse the outstanding problems of excessive quantity, low quality, and alienation of homework in some schools, we are now strengthening the management of homework in compulsory education schools.

8	Opinions on Further Reducing the Burden of Homework on Students in Compulsory Education and the Burden of Out-of-School Training (from now on referred to as "Opinions") (State Council, 2021)	2021	Adhere to the student-oriented, respond to concerns, govern by the law, address both the symptoms and the root causes, government-led, multi-party linkage, integrated and steady implementation, strengthen the role of the central position of school education, deepen the governance of out-of-school training institutions, effectively alleviate parental anxiety, resolutely prevent infringement of the interests of the public, build a sound ecology of education, and promote the all-round development of the students and their healthy growth.
9	Circular on the Promotion of Typical Cases of Schools Implementing the "Double Reduction" (Ministry of Education, 2021)	2021	Combined with the actual study and learning, further improve policies and measures, and actively mobilize the majority of directors, principals, teachers, enthusiasm and creativity, give full play to the role of the leading position of school education, to ensure that the "double-decrease" requirements on the ground to see results.
10	Circular on Strengthening the Regulation of Advance Fees for Off-School Training Organizations (Ministry of Education, 2021)	2021	They are preventing the occurrence of problems such as "difficulty in refunding fees" and "running away with money" that jeopardize the interests of the public and guiding localities to do an excellent job of regulating the training service fees charged in advance to primary and secondary school students (including kindergarten children) by out-of-school training institutions (both online and offline).
11	Circular on the Use of Popular Science Resources to Contribute to the "Double Reduction" Efforts (Ministry of Education, 2021)	2021	To give full play to the resource advantages of the CAST system, effectively support schools to carry out after-school services, improve the scientific quality of students, and promote the overall healthy development of students, the Ministry of Education and the CAST decided to make full use of popularization of science resources to help promote the work of the "double-reduced".
12	Notice on "Double Reduction" during the	2022	In order to consolidate the results of the "double reduction" work, strictly prevent the recurrence of the old pattern of out-of-school training, and ensure

	Winter Vacation Period (Ministry of Education, 2022)		that most primary and secondary school students have a pleasant, fulfilling, warm, and peaceful vacation.
13	Circular on "Looking Back" on the Governance of Out-of-School Training in Subjects at the Compulsory Education Stage (Ministry of Education, 2022)	2022	Comprehensively comparing the central government's "Double Reduction" document with the requirements of various policies on the governance of off-campus training, all online and offline academic off-campus training institutions that have been reduced and converted to non-profit status for students in the compulsory education stage are being comprehensively examined, to effectively consolidate the results of the governance of academic off-campus training in the compulsory education stage.
14	Opinions on Further Strengthening the Prevention and Management of Invisible Variant Training in Disciplines (Ministry of Education, 2022)	2022	Implementing the fundamental task of promoting moral education and focusing on key areas, critical periods, and outstanding issues, improving the prevention and discovery mechanism for invisible and variant training in academic disciplines, strictly investigating and dealing with illegal and unethical training behaviors by the law, and continually consolidating the results of the governance of training in academic disciplines, to ensure that the work of the "double-reduced" continues to achieve new results.
15	Opinions on Regulating Non-Disciplinary Out-of- School Training for Primary and Secondary School Students (Ministry of Education, 2022)	2022	Please adhere to the people-centered development idea, insist on reform and innovation, comprehensively regulate non-disciplinary training, make it a helpful supplement to school education, further reduce the excessive burden of out-of- school training on students, and promote the all- round development and healthy growth of students.

As indicated in Table 2.1, starting from the year 2010, when the "Outline of the National Plan for Medium- and Long-term Education Reform and Development" was introduced (2010-2020)" proposed further reforms of the education system, China's hostile policy has primarily focused on macro system reform. Since

then, there have been changes in the specific implementation of the "negative double" policy, leading to a gradual deepening of awareness and practice within relevant departments (State Council, 2010). In general, the evolution of the "double reduction" policy can be categorized into three stages, as per the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) and other relevant policies, the initial phase is commonly known as the embryonic stage (State Council, 2010). Notice on the Development of Schools' Compulsory Education Burden Reduction Great Road Action" at the compulsory education stage" mainly emphasizes educational reform, alleviating the overwhelming workload imposed on students during their mandatory schooling years; it guarantees the healthy growth and overall development of elementary and junior high school students but does not explicitly refer to the concept of reducing the burden of teaching (Ministry of Education, 2013). This indicates that in the early days of the negative period, the primary focus of policymakers was on reforming the education system and raising the level of education. As we enter a new era, there are new voices from society and the educational community to "reduce the burden." First of all, in society, parents of elementary and junior high school students are skeptical about "burden reduction", and this problem is spreading in the Internet media and attracting more and more attention. At the same time, there were different voices from the education and research sectors. For example, Mr. Yuan Zhenguo served as director of the Chinese Academy of Educational Sciences at the time, presided over the National Educational Science Plan and research project "International Comparative Research on the Difficulty of Elementary and High School Science Teaching Materials", and conducted research in 10 countries, including China, the United States, the United Kingdom, Russia, and Japan. Through research on elementary and middle school-related subject materials in 10 countries, including China, the United States, the United Kingdom, Russia, and Japan, it is concluded that the difficulty of Chinese elementary and middle school science materials is at the middle level in the world (Yuan, 2016-2017). From these new voices, especially those in education and research, there is a debate about the "minus". Generally speaking, the relevant departments support this policy, some parents are skeptical, and educational researchers believe that the causes of academic burden are complex and can be preliminarily determined before any rational discussion begins (Xi, 2017).

The report did not mention the "negative" issue but incorporated it into "developing quality education and promoting equity in education". On January 19, 2017, the State Council printed and distributed the "National Education Development The 13th Five-Year Plan to establish a study burden monitoring mechanism to ensure the reduction of the excessive workload imposed on students in elementary and high schools. As proposed, the State Council will print and distribute the "National Education Development 13th Five-Year Plan and establish a mechanism for monitoring the academic burden to reduce the excessive burden on primary and secondary school students" (State Council, 2017). In pursuing educational reform, there is a specific focus on alleviating burdens. A notice was released by nine departments, including the Ministry of Education, on December 28, 2018. This notice outlined various measures aimed at reducing academic pressures faced by students in elementary and middle schools, including school operation, management of off-campus training institutions, responsibility for home education, government supervision and management, submitted 30 measures abbreviated as "reduce 30 measures" (Ministry of Education, 2018). Nine departments jointly announced the "Minus 30", indicating that the weighty academic burden on elementary school students has become an important issue that should be resolved as soon as possible in the current Chinese education reform. and aroused a high degree of attention in government departments and committees.

Since 2019, policy documents have begun to articulate specific harmful initiatives. For example, in the "Notice on the Development of Special Management Activities for the Out-of-school Training Organization's "Looking Back" Activities", the burden reduction activities earnestly implement the specific arrangement of "30 Burden Reduction Articles", and for different regions, cities, and rural differences should be taken into account, and based on one's school situation, a distinction should be made between student situations. In addition, he proposed solving the problem of the excessive burden of classes and avoiding a decline in the level of school education by "blindly reducing the burden of classes" (Ministry of Education, 2022). Furthermore, the "Notice on Enhancing the Supervision of Homework in Mandatory Education Institutions" aims to enhance the standardization of educational administration in schools. The quality of education is comprehensively improved, and in some schools, we must decisively reverse the outstanding problem of high homework

volume, poor quality, and dissimilar functions.

Further, work management in compulsory schools should be strengthened (Ministry of Education, 2021). It can be seen that the policy content at this stage mainly emphasizes the burden on schools, the expectations for socialist builders, and the training of successors.

Since July 2021, policy documents have begun to explicitly refer to the concept of "double reduction", and the "double reduction" policy has entered the primary stage. As an example, the suggestion is to ease the burden on students, cater to their interests, abide by legal regulations, and manage samples. Emphasize implementing a robust school education system, reinforcing the primary role of schools in education, deepening oversight of extracurricular training institutions, effectively alleviating parental concerns, cultivating a favorable educational environment, and enhancing overall student quality. Adjustments have been requested to promote healthy development (State Council, 2021). The existing policy document effectively incorporates a "dual reduction" strategy, which entails alleviating the burden of excessive work and extracurricular training for students during compulsory education. This approach aims to decrease the reliance on classroom education while enhancing its quality, management practices, and after-school services. Since introducing and implementing the "dual reduction" policy in July 2021, it has garnered widespread understanding and support due to its significant social impact.

Moreover, this policy has bolstered the authority of educational institutions by not only enabling students to thrive academically upon returning to school and transforming unhealthy competition in external training into a valuable complement to in-school education. Significant efforts have been made to alleviate the heavy workload of elementary and junior high school students and enhance the quality of classes and extracurricular activities. As a result, these students' excessive homework and extracurricular training workload has been significantly reduced.

Families now prioritize after-school programs provided by external educational institutions with strict supervision for primary and secondary school students. Although after-school services have been implemented in compulsory schools nationwide, considerable variations exist in format, quality, and assurance. Therefore, it is crucial to establish a comprehensive framework that ensures standardized and

reliable after-school services.

After 2022, the content of the policy document will be more specific, with precise requirements and guidance for the "double reduction" path, methods, and goals. For example, the "Notice on 'Looking Back' on the Governance Activities of Off-Campus Education Governance Activities at the School Main Office in the Compulsory Education Stage" comprehensively compares the central "double reduction" document and the requirements of off-campus education governance policies and compares compulsory education students' online education and proposed to reduce all non-profit education and convert it to "non-profit" education. Reduce and convert all online and non-commercial training programs into "non-commercial" projects. The "Looking Back" Work Notice should prioritize consolidating training and management outcomes for compulsory education while minimizing the presence of non-profit online and offline off-campus training institutions (Ministry of Education, 2022). "Proposals for Enhancing Measures to Prevent and Control Academic Stealth Training and Transformation Training" have been presented, outlining specific objectives as follows: to carry out the primary task of "double reduction", focus areas, Focusing on critical times and outstanding problems, perfecting the prevention and control mechanism of departmental stealth training and transformational training, investigating and disposing of violations of rules and regulations according to law, and achieving departmental management results.

Moreover, it ensures that the "double reduction" work constantly produces new results (Ministry of Education, 2022). Therefore, this stage can be seen as the development stage of the "double reduction" policy; the policy document more clearly sets reform goals to reduce students' academic and extracurricular burden from all sides.

Furthermore, put forward a corresponding further improvement policy action plan, actively drawing out the initiative and creativity of all parties and fully fulfilling the function of the school as the main venue for implementing the "double reduction" policy. Can be given to the "Action Plan" aims to enhance policy effectiveness, encourage active participation and innovative thinking from all parties involved, and maximize the contribution of schools as the primary platform for implementing the "double reduction" policy. The point of this series of actions is the

deepening and expansion of opposing ideas.

From the above, China's "double reduction" policy is from the submission to the development and reduction of cargo, and then to the "double reduction" clearly mentioned, finally formulating the concrete "double reduction" policy implementation path and goals. Until then, the "double reduction" policy and high-quality education development have been organically combined through institutional reform, and the education ecosystem has been restructured. The policy trajectory and the process of implementing targets both exemplify the harmonious integration of formulating policies that aim to achieve "dual reduction" and promote high-quality education and the organic combination of restructuring the educational ecology. In this process, the degree of participation and influence of the government, schools, teachers, parents, and society continues to increase, and the "double reduction" idea continues to deepen. This process embodies that the essence of education is to nurture people, rescue children from exams and scores, and provide diversified, selective, and high-quality education for all children to make them physically and mentally healthy and develop comprehensively; this is a deep understanding of Chinese education and a long-term plan for educational development. Therefore, it is vital to adhere to the attributes of the public interest in education, build a high-quality basic public education service system, cultivate socialist builders and successors, and successfully implement education that satisfies the people. It is the significance of policy. At the same time, future education and research will follow the national policy, explore the research focus and frontier, combine various relevant research methods from a multi-dimensional and multi-disciplinary perspective, and vertically promote the reform of the education and education model. Implementing the "double reduction" policy must be accelerated, and the horizontal development of quality education must be promoted.

Summary of Trends in the Volume of Issuances and Policy Documents. By comprehensively examining the number of articles and policy documents, it becomes evident to identify the research direction and policy context underlying China's "double reduction" initiative. First of all, according to CNKI's search results, from 2021 to 2022, the number of articles on the theme of "double reduction" policy has increased year by year, of which there were only 540 in 2021 at

the earliest, and it is expected to reach 2,739 in 2023. The importance of the research field has increased yearly in recent years. The significance and focus on this topic in scholarly investigations have progressively grown over the past few years. This growth trend also reflects the increasing demand for education reform and parenting model innovation in China, which makes the interface between load reduction and quality enhancement a critical issue. In addition, the growth in number also shows that the academic research on this topic is getting deeper and deeper, which may involve all aspects of "double reduction", including policy research, practice exploration, and implementation effect. Secondly, judging from the policy documents searched on the official website of the State Council, it is evident that the Chinese government places significant emphasis on and encourages the "double reduction" initiative. Ever since the publication of the "National Medium and Long-term Education Reform and Development Plan (2010-2020)" in 2010, China's higher education development has been centered around objectives such as aligning with societal demands, optimizing educational arrangements, and enhancing the modernization of education (State Council, 2010). The policies for 2021 and 2022 will further emphasize reforms aimed at alleviating students' academic workload and reducing extracurricular training obligations.

Additionally, there will be a greater focus on leveraging schools as primary platforms to facilitate comprehensive student development and foster well-being. Since then, due to the continuous implementation and promotion of policies, scholars have increasingly researched the "double reduction" policy, as depicted in Figure 2. It is evident that "double reduction" has emerged as a significant direction in China's education reform. This trend serves as a fundamental assurance for socialist builders and successors to carry out comprehensive education encompassing morality, intelligence, physicality, and aesthetics, and it also represents the sole pathway towards achieving high-quality development in primary education and exploring specialized approaches within this field.

In conclusion, the government's focus on education extends beyond primary education. It aims to enhance the quality of education, diversify talent pools, and address imbalances and inadequacies in the distribution of skilled individuals. The problems encountered in school education and teaching under the "double downsizing"

policy will help schools improve quality and efficiency and also help build the foundation of a high-quality education system.

2.2.2.3 Co-occurring Knowledge Graph Analysis on Behalf of Authors and Core Institutions

Analysis of Representative Authors. Continued publication of policy documents has led researchers to study "double reduction" policies more. For the processing and statistics of representative authors, we select "Author" as "Node Types" in CiteSpace software, set "time slice" to 1, and get 147 nodes and ten connecting lines. After running, the author's co-occurrence knowledge graph containing 147 nodes and ten lines is obtained (see Figure 2.2).

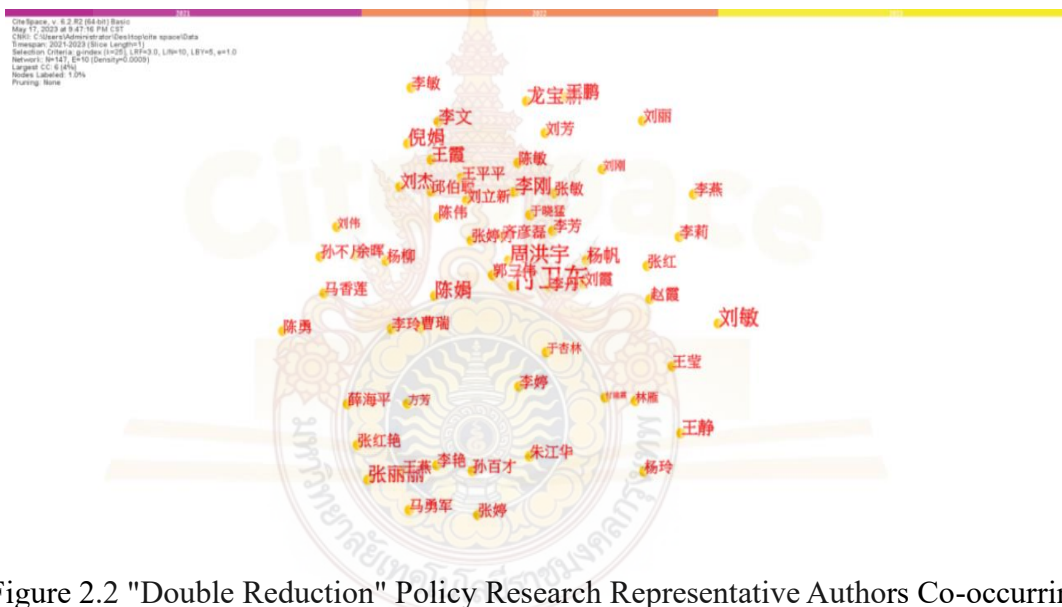


Figure 2.2 "Double Reduction" Policy Research Representative Authors Co-occurring Knowledge Map

From Figure 2.2, it can be seen that Fu Weidong(付卫东), Liu Min(刘敏), Zhou Hongyu(周洪宇), Ni Juan(倪娟), and Long Baoxin(龙宝新) are representative of highly productive authors; similarly, authors with larger nodes have achieved more research results on this issue. By combining the relevant author information on the left side of the interface of the above figure in detail and combining it with the total frequency of citations, we have ranked them, and we can get Table 2.2. Two critical pieces of information can be seen in Table 2. One is the order of the number

of publications, which will not be repeated because it is the same information as that in Figure 2.2; the other is the order of the total frequency of citations, which differs from the number of papers published. From this point of view, the high output of a topic does not imply that its average number of citations is high; the more influential a topic is, the more citations it receives.

Table 2.2 Top 10 Authors of "Double Reduction" Policy Research Publications and their Total Citation Frequencies

Serial Number	Author	Volume of Publications	Total Frequency of Citations
1	Fu Wei Dong (付卫东)	11	92
2	Liu Min (刘敏)	6	13
3	Zhou Hongyu (周洪宇)	6	262
4	Ni Juan (倪娟)	5	4
5	Long Baoxin (龙宝新)	5	115
6	Li Gang (李刚)	5	5
7	Zhang Lili (张丽丽)	5	1
8	Chen Juan (陈娟)	5	0
9	Wang Jing (王静)	4	2
10	Wang Peng (王鹏)	4	0

By visualizing, analyzing, and organizing representative authors of the "double reduction" policy theme, the following essential data were obtained: First, from the angle of the number of sentences, in addition to Fu Weidong (付卫东), who is at the top of the list, Liu Min(刘敏)and Zhou Hongyu(周洪宇)both have six articles, which is a high degree of activity. However, although Liu Min's(刘敏)number of articles is not tiny, her citations are only 13 compared with Zhou Hongyu's. At the same time, Zhou Hongyu's(周洪宇)is as high as 262, which may indicate that Liu Min's(刘敏)research is less cited and recognized by other scholars. This may indicate that Liu Min's(刘敏)research is less frequently cited and recognized by other scholars. In contrast, Fu Weidong's(付卫东)92 citations and more publications indicate his influence on the national policy of "double reduction". Secondly, Ni Juan(倪娟), Long

Baoxin(龙宝新), Li Gang(李刚), Zhang Lili(张丽丽), and Chen Juan(陈娟)all have five articles. However, Long Baoxin(龙宝新)has 115 citations, which indicates that his research has significant contribution and influence in this area.

In contrast, although Chen Juan (陈娟) and Wang Peng (王鹏) have the same number of articles, they have only 0 citations, which may indicate that their research has little impact on the academic community. These data offer an initial comprehension of the primary contributors in policy research on "double reduction" and their impact. Additionally, the authors' co-occurrence diagram (Figure 3) shows that only a small proportion of authors in the "double reduction" field collaborate during the period 2021-2022, i.e., the scope of collaborative exchanges is minimal, and most of them are collaborative exchanges between members of the same organization. Other researchers are independent of each other and do not form a standard network.

Core Institutional Analysis. According to the summarized structural data, Cite Space was used to carry out econometric analysis, node type was selected as "Institution", and "time slice" was set to 1; we set the 'threshold' to the top 50 and generated an analysis map of the major research institutions in the "double reduction" policy area, and obtained an institution co-occurrence knowledge map of 191 nodes and 25 rows after the run (see Figure 4).



Figure 2.3 "Double Reduction" Policy Research Core Institutions Share Knowledge Map

As depicted in Figure 2.3, the primary focus of China's leading undergraduate universities lies within the realm of education, aligning with the research objectives of the "double reduction" policy, showing a trend of diversification. Each university has one or more core researchers and academic teams. As the node expands, it indicates that the outcomes attained through the "double reduction" policy are increasingly productive, and there is a growing concentration of disciplinary prowess; conversely, as the node decreases in size, it means that the research results in this field are less and the influence of the discipline is lower. The relevance of the research field can be reflected by the presence or absence of connecting lines between the nodes, especially when connecting lines are visible in the figure; these disciplinary forces represent institutions, indicating that each institution has a unique research orientation and characteristics from another perspective, the lack of sufficient integration of academic resources and collaboration among academic groups between them indicates that there are certain limitations in their relationship. Upon closer examination of the number of related publications on the left side of Figure 4's interface, it can be observed that the top 10 publishers predominantly consist of universities in first and second-tier cities. These cities have strong connections to China's economic progress and educational standards. Table 3 highlights how one particular city stands out as a leading hub.

Table 2.3 Top 10 Organizations in Terms of Total Number of "Double Reduction" Policy Research Publications

Serial Number	Volume of Publications	Organization
1	28	Department of Education, Beijing Normal University (北京师范大学教育学部)
2	21	Central China Normal University (华中师范大学)
3	16	College of Educational Sciences, South China Normal University (华南师范大学教育科学学院)
4	15	College of Education, Central China Normal University (华中师范大学教育学院)

5	13	Teacher Education College of Huzhou Normal University (湖州师范学院教师教育学院)
6	13	College of Education, Capital Normal University (首都师范大学教育学院)
7	12	Artificial Intelligence Education Department, Central China Normal University (华中师范大学人工智能教育学部)
8	11	Southwest University (西南大学)
9	11	Department of Education, Northeast Normal University (华北师范大学教育学部)
10	10	Guangxi Normal University (广西师范大学教育学部)

2.2.2.4 Hot Topics and Frontiers

Keyword Co-occurrence Analysis. To process and count the co-occurring keywords, we select "Keyword" as "Node Types" in Cite Space, set "time slice" 1 and "threshold" to the first 50, and run to generate a knowledge graph containing 492 nodes and 2067 connecting lines. "1" and "threshold" for the first 50 runs to generate the keyword co-occurrence knowledge graph containing 492 nodes and 2067 lines. As a result, the large number of nodes and lines indicates that a specific scale of thematic hotspots and academic networks has been formed in the domestic research on the topic of "double reduction" policy (as shown in Figure 2.4).

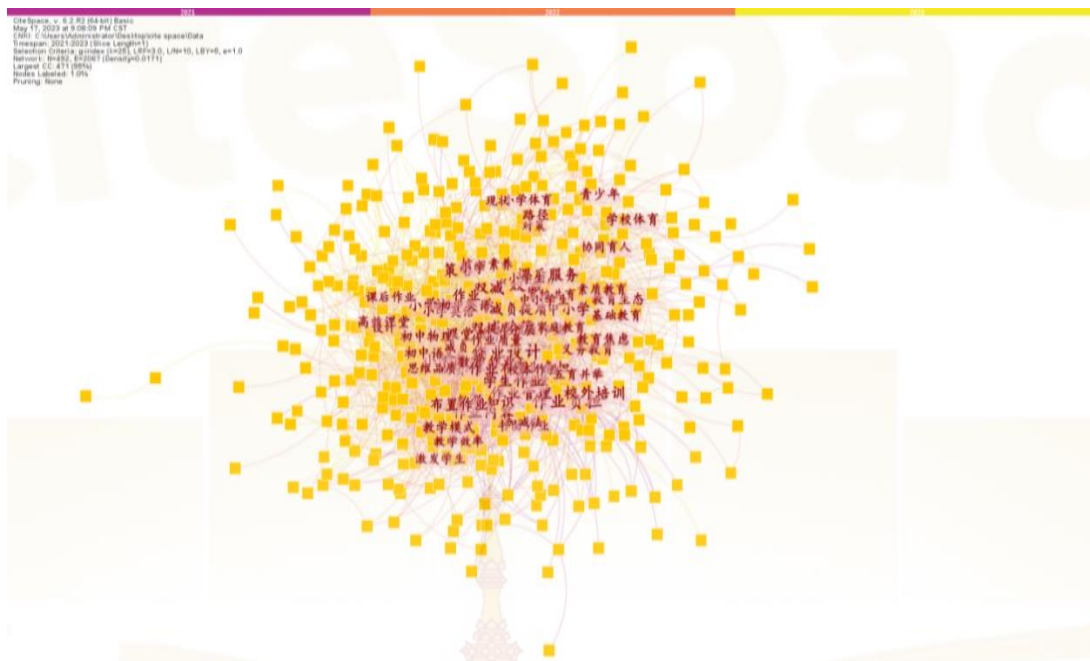


Figure 2.4 "Double Reduction" Policy Research Keywords Co-occurring Knowledge Map

The overall representation of the "double reduction" policy theme can be depicted by the knowledge map in Figure 2.4, which illustrates the co-occurrence of keywords. Each node in the diagram represents a complete system of two or more keywords. In the figure above, the keywords displayed at the node's center are closely related to the time distribution of the number of sent sentences represented by the node chronicle and the time of sent sentences represented by the chronicle color. The darker the color, the faster the time. The lighter the color, the closer the chronicle's time and thickness are proportional to the number of sentences sent at that time. The number of keywords appearing in these periods constitutes a matrix, i.e., the keyword co-occurrence knowledge network. The interrelationship between keywords can be reflected by the positive relationship between the thickness of the connecting line and the number of research syntheses, and this correlation is mainly reflected in the interconnection between keywords. Based on this, combined with the degree of correlation between keywords and the frequency of each keyword, we can derive the words with the highest

research heat and attention in each period. By examining the knowledge map generated from keyword co-occurrence analysis, we can gain insights into the research emphasis and potential future directions within the field. This intuitive representation of keyword co-occurrence patterns allows us to gauge the department's trajectory and development trends effectively. By presenting the keywords in the figure as a table, we can more fully show the current research focus and predict future development trends, making these studies more theoretically informative. From Figure 2.4, it is easy to see that "double reduction" (“双减”) as the base point leads to many research hotspots, such as "double reduction", "Homework Design" (“作业设计”) and "Homework Burden" (“作业负担”), which are the most significant nodes. "Homework Burden" and other hotspots, there is also a vibrant connection between several vital words such as: "double reduction" (“双减”), "homework design" (“作业设计”), "elementary school mathematics" (“小学数学”), and so on. Keywords with thicker links include "double reduction" (“双减”), "homework design" (“作业设计”), and so on.

Table 2.4 Top 10 Keywords Co-occurring in High-frequency "Double Reduction" Policy Research

Serial Number	Byword	Frequency
1	"Double-decrease" (“双减”)	693
2	Operational design (作业设计)	668
3	Double reduction (双减)	421
4	Elementary school mathematics (小学数学)	334
5	Double-Decrease Policy (双减政策)	284
6	Elementary school language (小学语文)	251
7	Junior high school math (初中数学)	173
8	After-school service (课后服务)	170
9	Primary English (小学英语)	151
10	Junior high school English (初中英语)	147

A detailed analysis of Figure 2.3 and Table 2.4 allows us to discover:

1. Elementary school students at the compulsory education stage are

the main research targets for burden reduction, followed by secondary school teachers and students, and this conclusion is based on high-frequency keywords such as "elementary school mathematics"(小学数学) and "Elementary school English"(小学英语).

2. Based on high-frequency keywords such as "homework design"(作业设计)and "after-school service"(课后服务), it is evident that the means to reduce the burden on students are closely dependent on policies. Therefore, homework design and development is not only a hot spot of current research but also provides a new practical basis for future reform of education and teaching modes.

3. From the perspective of keywords such as "teaching strategies"(教学策略), "layered homework"(分层作业), and "improving quality and efficiency"(提质增效), researchers have shown diversified perspectives on "double reduction". From the perspective of keywords such as "teaching strategies", "layered assignments," and "improving quality and efficiency", the researchers' studies on "double reduction" show a diversified perspective.

4. According to keywords such as "strategy"(策略), "core literacy"(核心素养), and "efficient classroom"(高效课堂), it can be seen that the current education model advocates the idea of comprehensively nurturing the virtue, wisdom, physical strength, beauty, development of the company, and physical and mental health of the students, rather than continuing the traditional educational method and aiming for the development of virtue, wisdom, body, company, and beauty of students, as well as physical and mental health. With the in-depth exploration of this topic, future research will focus on such cutting-edge areas as "comprehensive development" and "improving quality", which will become a hot research topic of great interest.

In summary, the "double reduction" is the beginning of education reform, an essential step for the country to promote the quality development of education, deepen education evaluation reform, and build a high-quality professional education team. It is also a policy decision. Since the "double reduction" policy emerged, China's relevant research has led to subjects, perspectives, methods, and strategies. However, the current "double reduction" policy is not well implemented. However, current "double reduction" policy research lacks theoretical research,

empirical analysis, and practical guidance. In order to adapt to the trend of educational development in the new era and to accelerate the construction of a high-quality education system, research on the "double reduction" policy issue area will broaden the research perspective and explore the background, connotation, and purpose of the "double reduction" policy. In addition, research on the "double reduction" policy theme field should broaden its research perspective by profoundly analyzing the background. We analyzed the connotation and objectives of the "dual reduction" policy while delving into potential issues that could arise during its implementation process.

Keyword Clustering Knowledge Graph. Cluster analysis is one of the bibliometric methods that utilize the basic principle of clustering to divide the research object into different groups, and by counting the number of related literature in different groups and according to specific rules, these groups are categorized into one category, to conduct quantitative research on the research object. Therefore, cluster analysis can clarify the development trend, research hotspots, and critical issues in the research field. Cluster analysis based on bibliometrics can effectively understand the current hot issues, research trends, and future development direction.

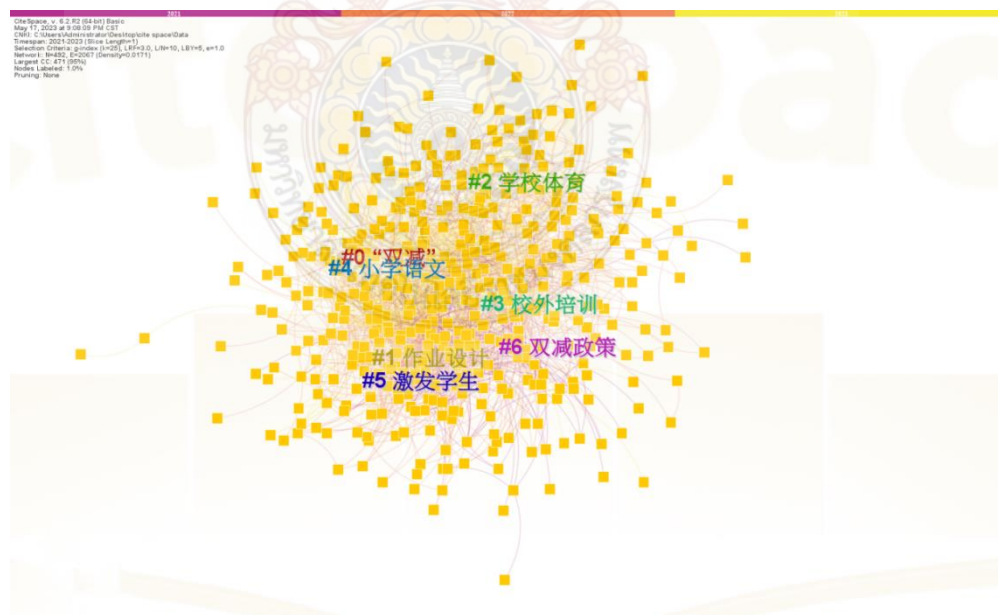


Figure 2.5 Knowledge Graph for Keyword Clustering of "Double Reduction" Policies

In this research, we search for the "dual restore" strategy and use keyword documents as nodes to analyze each annual period. At this time, the threshold

item selected as "Top N per slice" takes $N = 50$, the use of clustering and keywords, supplemented by the LSI algorithm, so that the keywords of the relevant literature present a stage visualization, so that the analysis of the more specific and in-depth, and then get the keyword clustering of the knowledge map (see Figure 2.5).

As shown in Table 2.5, there are six apparent and meaningful clusters of keyword clustering under the theme of "double reduction" policy, which are "double reduction"("双减"), "homework design"(作业设计), "school sports"(学校体育), "out-of-school training"(校外培训), "elementary school language"(小学语文), "motivating students"(激发学生), and "double reduction policy"(双减政策). Meanwhile, the six major clusters also reflect the main critical points of the current research, with the distribution of each topic in different clusters, among which the distribution is most concentrated in the three clusters of "Double reduction Policy"(双减政策), "Homework Design"(作业设计) and "Motivating Students"(激发学生).

Table 2.5 Clustered List of "Double Reduction" Keyword

Cluster Number	Adults and Children	Cluster Name	Label(LSI) Log-likelihood Labeling Terms
0	104	"Double-decrease" (“双减”)	Elementary art; Elementary English; Design strategies; English language teaching; Review lessons
1	97	Homework design (作业设计)	Written assignments; math learning; homework assignments; student work; high school math
2	85	Schools Sports (学校体育)	Physical training; physical fitness; physical education; school sports; opportunities
3	77	out-of-school training (校外培训)	Schooling; Educational Governance; Pupil Burden; Inset; Educational Publishing
4	49	Elementary school language (小学语文)	Classroom Efficiency; Practical Research; Extracurricular Reading; Middle School Language Arts; Innovative Designs
5	39	Motivate students (激发学生)	Interest in Learning; Motivating Students; Teaching Music; Facilitation; Elementary School Teaching
6	20	Double-Decrease Policy (双减政策)	Online education; marketing strategy; New Oriental; k12; double minus

Regarding specific studies of "double reduction" policies, the analysis in Figure 2.5 and Table 2.5 suggests that due to their small size, the studies focus on a range of "double reduction" policies, such as work design and out-of-school training. Among them, the "double reduction" research led by the educational administration department and participated by elementary and junior high school principals and their related parties is relatively fragmented, and many do not form systematic and complete theoretical research results. From the co-phenomenon diagram, it is possible to reduce the influence of the keyword "double reduction", especially the amount of work students have to handle and the pressure of training outside the campus. Additionally, there are many reasons Chinese elementary and junior high school students' homework and out-of-school training are too heavy, mainly due to the placement and guidance of teachers, school management, parental awareness, and the socio-cultural environment. These four areas intersect each other, permeate each other, and form a close connection.

0#The clustering is "double reduction"("双减"), and the core keywords of this clustering include "elementary art", "elementary English", "design strategy", "English teaching", and "review lesson". From the keywords of this cluster, we can see that it is a cluster that focuses on the role of research objects in the "double reduction" field, especially in primary art and primary English. Focusing on such research objects and conducting in-depth discussions and research on them can help promote the development and progress of load reduction measures.

One#The clustering is "homework design"(作业设计); the keywords of this cluster are "written homework", "math learning", "homework assignment", "student homework," and "high school math". The keywords in this cluster are "written work", "mathematics learning", "homework assignment", "student work," and "high school mathematics". Among them, "written work" refers to the various forms of written assignments arranged by teachers for students in the pre-course preparation, classroom listening, and post-course review, which students must apply. Behind the implementation of "dual reduction" lies the utmost importance of effectively managing written tasks and optimizing time allocation for completing school homework, and we need to emphasize this point. As the central part of homework, homework design reflects the designer's deep understanding of homework and value choices. From the teachers' point of view, how to realize this goal needs to be

considered and explored in the context of front-line teaching. Currently, research on assignment design can be roughly divided into two types: a detailed study of assignment design for specific subjects and a discussion of the principle ideas and strategies of assignment design at the meso level. For example, under the guidance of the new curriculum idea, many scholars have discussed in detail the meanings and functions of assignments under various values and given the principles and strategies of assignment design from the perspective of the modern view of knowledge and learning.

Two#The clustering is "school sports"(学校体育)with keywords including "physical training", "physical fitness", "physical education", "school sports," and "opportunities", "school sports" and "opportunities". From these critical words, Under the background of "double reduction", how to improve students' physical constitution and realize healthy development of mind and body is the main issue that the cluster pays attention to. This is because the goal of education is not only to impart knowledge but, more importantly, to cultivate the physical aptitude of learners. Including the combination of moral education means realizing the goal of co-growth of mind and body.

Three#The clustering is "Out-of-school training"(校外培训); keywords include "school education", "educational governance", "student burden", "in-volume", and "educational publishing". Does this theme focus on model change and the educational governance of off-campus training to strengthen? The most critical point in this process is to reduce the burden of extra-curricular training on students, including industry disruptions such as lack of extra-curricular qualifications, pre-school education, kidnapping fears, capitalized management, and unfair competition. This reform will require strong policy support and deep cooperation between schools and society.

Four#The clustering is "Primary school language"(小学语文), Keywords: "classroom efficiency", "practice research", "extracurricular reading", "junior high school language", and "Innovative design". This theme focuses on the crucial changes in the elementary school language field based on the "double reduction", primarily through classroom efficiency and extracurricular reading, to improve students' practical ability and extracurricular reading level through innovative teaching methods to reduce the burden. Through effective transformation, we can test students'

ability to listen to lectures in class and their ability to digest, consolidate, and apply knowledge, and we can also urge students to review in order to reinforce their learning outcomes effectively; students must consolidate and apply their acquired knowledge and skills promptly. Hence, as per the ongoing educational reforms, close collaboration between schools, families, and other stakeholders becomes imperative in collectively nurturing students while aligning their training methods with the state's requirements for cultivating future socialist builders and successors.

Five#The clustering is "Motivating Students"(激发学生); keywords include "interest in learning", "motivating students", "music teaching", "facilitation", and "elementary school teaching". These clusters emphasize promoting students' ability to effectively respond to social development requirements within a "double reduction" framework, including deep integration of learning and interest. Stimulating students' interest in learning and teaching is particularly important. Therefore, in daily teaching, teachers should grasp students' interests, utilize multimedia teaching resources, use game-based teaching methods, create realistic application scenarios, provide some exploratory activities, and allow students to independently choose the theme of reduction inquiry, thus enhancing students' learning autonomy and interest.

Six#The clustering is a "double reduction policy"(双减政策). Keywords "online education", "marketing strategy", "new oriental", "k12", and "double reduction". These clusters mainly emphasize the reform of the situation faced by educational establishments in the context of burden reduction. This includes online education and off-campus training, i.e., New Oriental and k12. Among the various forms, the most prominent is k12. K12 is a kind of compulsory education in China, so its in-school (within the system) education is borne by the government, and the increase in education investment is the primary driver of the growth of the size of the in-school education market. It is characterized by four features: large total volume, fierce competition, divisiveness, and continuity in the development of the education industry. As a result, students at the primary and secondary levels face more significant pressure to advance to higher education. In order to compete for high-quality education resources, parents are looking for suitable extracurricular training organizations for their children to improve their competitiveness.

As observed, among these six focal areas, the primary actions taken

to address the challenges posed by school and extracurricular training in light of the present "double reduction" policy are as follows: 1. Understand. 2. Transform the concept of education and strengthen the integration of educational resources; 3. Promote the construction of a comprehensive quality evaluation system; 4. Strengthen school cooperation; 5. Strictly crack down on unreasonable training institutions. These measures resulted in a "double reduction" in student numbers. These measures implemented a "double reduction" policy and provided the necessary guarantees to foster qualified socialist builders and successors. Therefore, in the digital age, after the new curriculum and new standards are announced, we will improve the quality of primary education, explore distinctive routes, revise the "double reduction" policy, investigate alternative educational models, and enhance the structure of educational spaces are crucial for continuous enhancement and introspection in optimizing and transforming teaching approaches.

Timeline Knowledge Graph Analysis. The timeline knowledge map has time on the x-axis and clusters on the y-axis. The cluster nodes are distributed on the same horizontal line in chronological order. Represents the duration of time, and the connecting lines between nodes represent the evolutionary path of the subject. The number of nodes in a specific time slot on the time axis can represent the degree of heat of the clustering theme in that time slot. Based on the data derived by Ref-works, this research visualized and analyzed the Time-Line using Cite Space software and obtained Fig. 7. Combining Figure 2.6 with Figure 2.1, Table 2.1, and Figure 2.5 above. We can divide the study of China's "double reduction" policy into three stages.

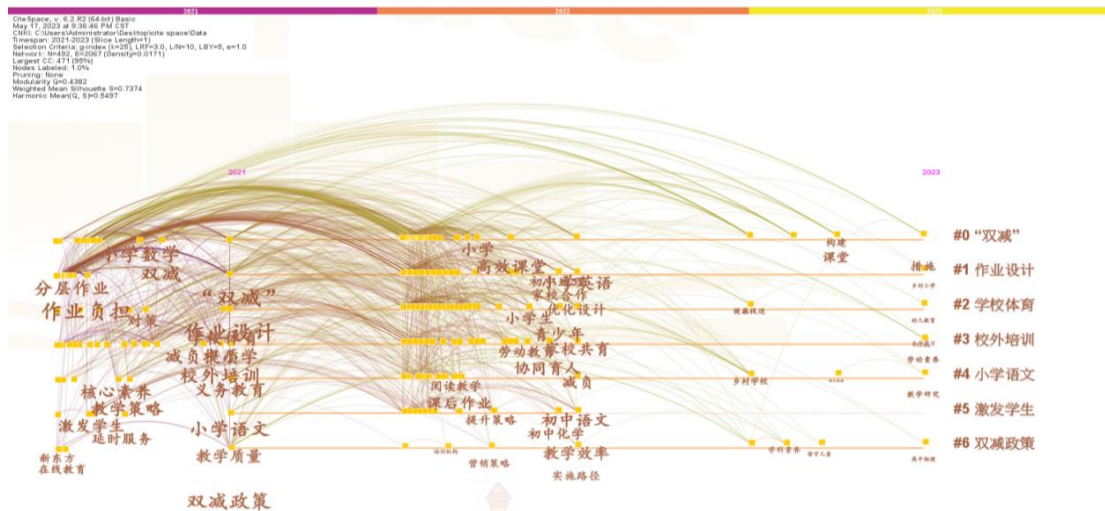


Figure 2.6 "Double Reduction" Policy Keyword Clustering Timeline Knowledge Map

In the first phase, from 2021 to 2021, the research themes are "homework design"(家庭作业设计), "homework burden"(家庭作业负担) and "distributed homework"(分布式作业). This stage is the beginning stage of research and research practice on reducing the burden of homework in China, and the focus at this time is mainly on research on homework design and homework burden for specific topics, the most prominent of which is the research on elementary school language homework. At the same time, influenced by the new round of elementary school curriculum reform, research on homework has begun to try to reflect some of the new concepts of curriculum reform, providing a direction for further exploration of research on homework reform, but most of the relevant research remains at the level of summarizing experience and practice. It has not yet formed a complete idea.

Second Phase, from 2021 to Early 2022. This is the in-depth research phase, and the boundaries of this phase are "improvement strategies"(改进策略), "efficient classroom"(高效课堂) and "workload reduction"(减少工作量). The theme words of this stage are "improvement strategy", "efficient classroom," and "workload reduction". During this period, domestic researchers paid more attention to homework in chemistry, language, English, and other subjects, and homework-related research became more extensive. In addition, the concept of "reducing workload" was also the focus of research during this period. Since 2010, China has entered an era of

comprehensive management to reduce the burden of students' classes and homework, as one of the burdens of school work has once again attracted the attention of domestic researchers. At the present stage, most of the measures to solve the homework burden problem are to rationally control the "quantity" of homework, centering on "negative effect" and "negative quality increase", and to improve the "quality" of homework. " is claimed to increase. It advocates improving the "quality" of homework and rationally controlling the "quantity" of homework. These practices and philosophies echo some of the work design strategies and philosophies behind the early new teaching reforms. At the same time, some studies focused on specific implementations of homework reform and adapted their considerations to specific situations. For example, the researcher studies and analyzes specific schools and school districts to reduce homework's current situation and difficulty, propose corresponding measures, and analyze the design of school homework to meet the development needs of Chinese school students.

The third phase, from 2022 to the present, focuses on strengthening literacy globally, with "optimal design"(优化设计) and "synergistic parenting"(协同育人) as current research priorities. Basic literacy has become an essential focus of primary education research and a key reference point for the fundamental task of shaping the moral character of individuals. Basic literacy in any discipline is also a clear developmental goal for the eventual implementation of home and out-of-school learning, and research on home and out-of-school learning has become increasingly focused and refined, as is evident in the growing proportion of studies that incorporate specific themes and multiple contexts. In addition, introducing the concept of basic literacy has prompted researchers to rethink current forms of homework and out-of-school learning. Traditional writing assignments and re-education fashions focus on improving cognitive skills and competencies, not literacy learning and development. As a result, some studies have proposed an open and realistic design of practice that emphasizes the principles of autonomy and constructiveness, experience and practice, research and synthesis, appropriateness, and progression.

From the above, the research trend of "double reduction" policy has the following salient features:

Shift in Research Focus. The focus of current research has gradually

shifted from the teacher community to the student community. While early research on burden reduction in academia has focused mainly on how teachers effectively take steps to reduce the burden on students, the current trend is for academics to add 'opinion' to their research. Beginning to incorporate (State Council, 2021), the focus is on practical challenges that ease the burden of student homework and field training. Because students have different personalities, preferences, learning styles, and learning backgrounds, the study of focusing on student groups can prompt educators to understand the individual differences of students better, provide students with learning styles and environments suitable for them, and promote their personalized development; at the same time, it can also help educators improve the quality of teaching and create more targeted teaching programs, adapt to each student's learning habits and potential, and adjust teaching strategies and methods so that each student can better explore and utilize their potential. Simultaneously, it can enhance the caliber of instruction for educators by developing tailored curricula, accommodating individual learning styles and aptitudes, and modifying pedagogical approaches to maximize students' abilities.

Diffusion of Research Fields. With time, the field of research has gradually developed from a single discipline to the direction of multidisciplinary integration, i.e., early scholars' research on the subject area of load reduction was dominated by the language field of elementary school, but with the continued promulgation of policies and the deepening of research, scholars have begun to broaden the field of research and started to research the subject area in a more comprehensive manner, which includes the fields of chemistry, English. Multidisciplinary integration research can help reduce duplication of learning, optimize the use of resources, save money, help students integrate the knowledge and thinking of different disciplines, form innovative views and ideas, enhance problem-solving ability and creativity, and at the same time, improve the effectiveness of learning, expand the scope of disciplines, enrich the content of learning, and thus promote the effectiveness of burden reduction.

Transformation of Administration. From educational administration to educational teaching practice, from a single point of view to a pluralistic point of view, traditional education management mainly focuses on the administrative management of education, that is, the organization and management of educational institutions. However, in the current educational environment, the exclusive focus on

administrative management fails to address the requirements for personalized learning and fostering students' capacity for innovation. As such, more and more educational administrators are beginning to focus on areas of educational practice. Educational practice management emphasizes curriculum content and teaching methods, students' learning experiences, and meets students' diverse needs. At the same time, people will also pay attention to the professional competence of teachers and the practice of teaching improvement to improve the quality of teaching and the effectiveness of students' learning. EPMs should also emphasize data analysis and evaluation to better understand student learning outcomes and curriculum effectiveness. This data-driven approach allows administrators to monitor instructional programs better and adjust them to ensure optimal student outcomes. In conclusion, the shift from educational administration to educational practice is an inevitable trend in educational management that brings multiple benefits, meets the diverse needs of modern education, improves teaching effectiveness and quality, and creates better conditions for student success.

Expansion of Research Directions. The research direction of academic content has changed from a theory-oriented discipline to a practice-oriented discipline and has developed from intellectual to moral education. Theory-oriented disciplinary research mainly explores the inner law of the discipline through an in-depth exploration of theoretical research. It promotes updating disciplinary theories and the paradigm shift of the discipline. Practical-oriented research can help researchers apply theoretical knowledge to practical problems and realize the organic combination of theory and practice. This shift in disciplinary research can help transform research results into practical results and promote the development of more systematic and practical methodologies and tools. At the same time, practice-oriented disciplinary research can also focus directly on actual phenomena and problems, generate research problems from actual needs, and provide solutions to actual problems. Researchers can better identify problems and quickly propose solutions, thus contributing to social and economic development. Therefore, by choosing to adopt practice-oriented disciplines, not only can they be close to the actual needs of society, but they can also deepen their understanding of practical problems.

Conversion of Off-campus Training. Out-of-school training has shifted from a subject-centered grading model to a more effective service oriented to

student growth and development needs. The subject-centered grading model is a method of assessment that addresses the specific objectives and standards of a subject, emphasizing the intrinsic attributes and characteristics of the subject itself, i.e., including the knowledge provided by the subject and the way of thinking in the subject, and emphasizing the linkage between the subject knowledge and its practical application. The method oriented to the actual needs of students' growth and development takes students' growth and actual needs as essential indicators for evaluating students to improve the accuracy and practicability of evaluation. Therefore, this change helps to reflect the students' academic and comprehensive abilities and also helps to provide the proper guidance and support for students' growth, thus improving the accuracy and practicability of the evaluation. This evaluation method is conducive to cultivating well-rounded human resources with high quality, high level, and high ability.

Innovation in Teaching Models. Research on teaching design based on learning situation analysis and teaching mode innovation based on problem-solving has been carried out in the context of "double reduction". The research on teaching design based on learning situation analysis mainly analyzes students' cognitive characteristics and cognitive process to understand students' mastery of knowledge, and the researchers use various methods and techniques to study students' cognitive process, including operation process analysis, mind mapping, and qualitative analysis.

The research based on problem-solving is problem-oriented. Problem-solving-based research is a problem-oriented approach that guides students' learning by exploring and solving problems. This mode requires students to think independently and solve problems to improve their thinking, learning, and practical abilities. The research on teaching design based on the analysis of learning situations mainly provides teachers with targeted and scientific teaching strategies. In contrast, research based on the problem is a way to promote students' independence and collaboration, conduct deep, long-term inquiry, and use student-led problems as a guide. Therefore, innovative research combining the two can improve students' knowledge of academic subjects and cultivate their practical ability and sense of innovation.

In summary, the educational reform policy has profoundly affected the educational conception, leading to different trends of "double reduction" research at different stages. Research on the "double reduction" policy in elementary schools

still analyzes the policy text, implementation resistance, and issues affecting implementation, examines the impacts of implementing the "dual reduction" strategy, and provides recommendations for enhancing policy formulation; the effect is noticeable. Research on primary school "double reduction" policies still concentrates on policy text analysis, implementation resistance, implementation issues, evaluation of adverse quantification effects, and suggestions for developing "double reduction" policies. An apparent effect was obtained. These research findings have a specific value and significance. They can help us better perceive and grasp the problem, thereby more effectively achieving the goal of reforming the per capita distribution of compulsory education in China. It can be implemented. However, what was proposed was not an empirical analysis but a broad theoretical analysis. In addition, the lack of in-depth research into the psychological state of elementary school students and the characteristics of their changes has left many gaps in the effective implementation of the "double reduction" policy. From the perspective of education reform theory, conducting in-depth research and thinking about the negative aspects of schools is an essential aspect of implementing hostile measures. At the same time, some decisions are based on macroeconomic policy analysis. However, the fairness and openness of their participation do not match the ideal of cooperative governance, and this void needs to be filled through institutional innovation. This paper also empirically analyzes the current class burden of elementary and junior high schools in Japan and its influencing factors. According to the questionnaire survey, the overall class burden of elementary and junior high school students is not severe but still at a high level. In addition, the "double reduction" policy has many problems in the implementation process, such as the relative uniformity of schools, teachers, and students, work and time management evaluation systems, and work supervision and support methods. A lack of community participation and stakeholder control was revealed. In response to these problems, this study analyzes the effects and factors affecting the implementation of the "double reduction" policy. It proposes corresponding solutions, further optimizing the education structure and successfully implementing the education quality reform.

2.2.3 Review of Domestic and International Research

First, in terms of opposing concepts and definitions, review the literature of domestic and foreign experts and scholars. This has gradually changed along with the

changes in the times and policies; over time, the scope of concerns has broadened beyond addressing the initial issue of excessive workload for primary and secondary school students. It now encompasses their psychological well-being in terms of both physical and mental development, as well as the financial strain experienced by families. Some experts and researchers have analyzed the past decade and considered the advantages and disadvantages of the "double reduction" policy. Also, by analyzing the policies of other countries, we can avoid past shortcomings and learn from their experiences. Next, regarding implementing the "double reduction" policy, many researchers point out that the dilemma of policy implementation is a lack of government support, educational resources, and, ultimately, thin policy reform itself. Some scholars have tried to use rational theories and examples to analyze the problems and causes of the "double reduction" policy and suggested building a multi-sector, multi-route mechanism to reduce the scheduling burden. However, there are few attempts to build a cooperative framework for the implementation of the "double reduction" policy, and many experts and scholars believe that the government and schools, it is suggested that there should make collaborative efforts among families in order to execute the "double reduction" policy successfully.

Furthermore, numerous experts and scholars advocate a collective effort from government bodies, educational institutions, and households to implement unfavorable policies efficiently. This can be achieved through enhanced stakeholder communication and engagement with social resources such as education and training establishments. It is suggested that it should be strengthened. Through analysis, the current research status is mainly: lack of political emphasis on hostile policies, lack of recognition of cooperation among related actors, and lack of deep analysis of internal cooperation among related actors.

Hence, a field survey was carried out in Guizhou Province to assess the current progress and challenges encountered during the implementation of the "double reduction" policy and used a balanced scorecard tool to explain the implementation of the "double reduction" policy from a practical angle. It tries to prove its effectiveness. At the same time, in terms of theoretical significance, this case study seeks to enrich and explore the academic perspective of cooperative management theory. In practice, we will put forward relevant suggestions through case studies, provide references for

our province's administration of compulsory education, and ensure the sustained and effective implementation of the "double reduction" policy.

2.2.4 Enlightenment and Prospects

Through the analysis and discussion of the above-mentioned relevant data, scholars' research on the "double reduction" focuses more on the causes and prospects of its occurrence, and the evaluation of the "double reduction" implementation effect is relative. It was found to be lacking. In addition, in response to the lack of research on evaluating the effects of the "double reduction" policy, and by combining the background of the "double reduction" policy, this study has the following five points of view and perspective:

Promoting Implementation Effectiveness Research. Relevant policies or promulgation of support should allow scholars to objectively consider and evaluate the specific measures and implementation effects taken in the implementation process of the "double reduction" policy and obtain conclusions and recommendations to achieve the policy objectives. It is hoped to be better implemented. By considering actual effects, we seek out problems in policy implementation, analyze their causes, and propose solutions. It provides the basis and reference for policymakers and decision-makers to formulate follow-on policies and continuously optimize and improve "double reduction" policies.

Emphasis on "Double Reduction" Status Tracking. The "double reduction" is being actively promoted nationwide and has achieved some results. Emphasis on improving the quality of teaching: teachers become "minus" during class, and parents become "minus" outside of class. For instance, schools might prioritize diminishing the quantity of homework tasks while overlooking enhancing homework task quality. Therefore, the "double reduction" work must be more deeply researched and organized in the current environment. Through the follow-up survey, it is possible to objectively and systematically know the implementation status of policies from school management, teachers' implementation status, parents' feedback status, student burden improvement degree, and burden reduction implementation status. At the same time, it helps summarize and extract the typical negative experiences of related regions and schools, combining related theories for improvement and dissemination, solving adverse problems reliably, and promoting negative reforms in the long term.

Enhanced Cooperation and Sustained Attention. Considering the cooperation situation among research institutes through the knowledge map, it is not difficult to find that many of the research results of the "double reduction" policy are concentrated in independent research fields. However, the exchange and cooperation within each institution are relatively small. Also, a few university units show a strong sense of cooperation but have not built a cooperative team with solid influence and cohesion. Against this historical background, it is imperative that we urgently resolve the issue of how to raise the level of scientific research management at universities and how to promote the conversion of university scientific research results into realistic social productivity. It is a problem. In one area, it is pointed out that there is a need to strengthen cooperation with all kinds of scientific research institutes to maintain consistency in scientific research and improve and develop science and technology. Next, build a "triple one" collaborative network of university scientific research institutes, elementary and junior high school teacher groups, and educational science research institutes to give research results both theoretical and practical significance. The goal is to have both theoretical and practical significance so that the goal of research results can be realized in scientific research for the university. Next, build a "triple one" collaborative network of university science research institutes, elementary and junior high school teachers, and educational science research institutes, give research results theoretical and practical significance, and aim to promote mutual promotion. At the same time, it strengthens policy support for scientific and technological innovation, encourages local governments to formulate relevant measures, and provides institutional guarantees for developing scientific and technological innovation.

Drawing on the Results of Foreign Experience. Significant differences exist between countries, whether the negative performance of primary and secondary schools or the relevant research. However, some countries have done very well in educational reform and have a lot of research output, so it is important to consider relevant research. The research can explore potential solutions by examining the execution of the "double reduction" policy and analyzing its outcomes. Hence, it is possible to consult pertinent research findings and policy formulation to identify an appropriate approach for addressing the adverse trends in China's primary and

secondary schools when implementing the "double reduction" policy. At present, comparative studies on domestic harmful reduction are mainly concentrated in Western countries, and one of the factors that put too much of a burden on students is our socio-cultural background, so we should focus on the East Asian cultural sphere. It can focus on research that parallels our learning and culture, such as the measures taken by some countries. Therefore, the research explored methods and means suitable for reducing our country's burden on and managing elementary and junior high schools. This study examines the burden reduction and management methods of elementary and junior high schools in China.

They are promoting quality and efficiency in teaching and learning.

Teachers are the core of student burden reduction, the final implementer of student burden, and the professionalism of teachers dramatically affects the quality of education. Therefore, improving teachers' overall competencies can lay a good foundation for the "double reduction". Teachers with high professional qualifications can provide students with correct guidance, fully develop students' bodies, and ensure the quality of teaching. At the same time, in class, the students are the main focus, and emphasis is placed on improving the quality of teachers to provide adequate guidance to students. Teaching is the school's master, and motivating students to learn thoroughly is necessary to make teaching more efficient. The learning process is the process of students gradually forming their cognitive system, not memorizing hardback, but integrating, learning, and applying theoretical knowledge. When students enter society, they participate in various fields of work, such as socializing and group work. In learning, students need teachers to provide timely guidance, an accurate assessment of learning results, and timely adjustments. However, too much emphasis on teacher guidance inhibits students' autonomy. Therefore, we should fully explore students' learning potential, cultivate students' ability to inquire, and enhance students' learning effectiveness. Emphasizing student agency is not about being student-centered but seeking a balance between teaching and learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Under the background of "double reduction", in this study, elementary and junior high schools in urban and rural areas of Guizhou Province were selected as samples, combining the literature research with the policy demands of "double reduction." Furthermore, it conducted a comparative examination on the impacts of alleviating burdens in the selected educational institutions as well as the factors that influence them, with the specific research ideas constructed as follows:

First of all, through the domestic academic education "double reduction" policy visualization and analysis, including theory, implementation process analysis, analysis of influencing factors and related policy recommendations based on a large number of readings, sorting and analysis of literature, mapping the domestic "double reduction" policy implementation related research situation, summarizing the focus of the domestic "double reduction" research, experience and the dilemma faced and so on. Based on this analysis, the current status of research on the implementation of domestic "double reduction" policies was summarized, as well as the focus, experience, and predicaments domestic "double reduction" research faced.

Next, with the background of the "double reduction", the related literature and the negative demand in Guizhou were analyzed, using the Delphi method to establish the "double reduction policy" implementation effect evaluation index system in Guizhou and conduct questionnaire surveys, interviews, and sample schools. A field survey was conducted. By utilizing techniques such as conducting surveys via questionnaires, interviews, and field visits to a selected group of schools, this study aims to examine the progress made in implementing the "double reduction" policy across various urban and rural schools in Guizhou Province. Additionally, it seeks to assess the factors influencing policy implementation and identify key stakeholders involved in its execution. The researcher organized and analyzed the actual demand that became negative during the implementation process. In-depth on-site interviews with representative individuals such as parents, students, teachers, school administrators,

training institute staff, and educational administrators collected initial material on many subjects and gained a deeper understanding of the emergence, implementation, effects, and problems of the policy implementation process of the "double reduction" policy.

After that, the original data collected was analyzed through different routes, considering different variables and keywords, conducted a comparative study of urban and rural areas, examined the difference in load reduction effects of sample schools in urban and rural areas, and examined the implementation process. It provided data support to identify commonalities and peculiarities faced in do.

Finally, on this basis, combine the actual situation and impact factors of China's "double reduction" policy implementation, put forward precise measures, and provide references for China's negative reduction work. At the same time, it will actively apply research results to practical work, enhance the standard of education and school administration, regulate the market for off-campus school operations, and contribute to accomplishing the primary objective of enhancing educational quality.

Based on the research idea, this study has organized the specific research plan schedule as shown in Figure 3.1 below:

Thesis Program Progress					
Project Node Name	Starting time	end time	time-consuming	explicit explanation	note
preliminary study	2023/5/1	2023/5/21	20	A review of the relevant literature to determine the topic of the dissertation, which involves the general framework of the entire dissertation.	
Writing the first three chapters of a dissertation	2023/5/21	2023/5/31	10	Based on the thesis data collected by cnki, the conducted a visualization and analysis that iconjunction with its, begin writing the first three chapters of the dissertation.	
Thesis revision	2023/6/1	2023/7/15	44	Submit the first three draft chapters to the instructor, who will point out the appropriate problems and make the corresponding corrections and deletions.	
report on the opening session of a conference	2023/7/16	2023/7/29	13	Submit an opening report to the instructor and participate in the opening defense.	
Collection of data	2023/7/30	2023/8/21	22	Questionnaires are prepared and distributed to collect relevant data, which are analyzed in the context of the current policy, so as to evaluate the effectiveness of the current policy implementation.	
Mid-study	2023/8/22	2023/9/22	31	Taking into account the tutor's comments and assessment results, the second draft of the thesis will be formed by making timely corrections and improvements to the deficiencies in the thesis.	
Organizational analysis	2023/9/23	2023/10/23	30	Organize relevant data. Continue to refine the writing of the paper until it is finalized.	
Final defense	2023/10/24	2023/11/1	8	Completion of dissertation review, critique and text defense.	

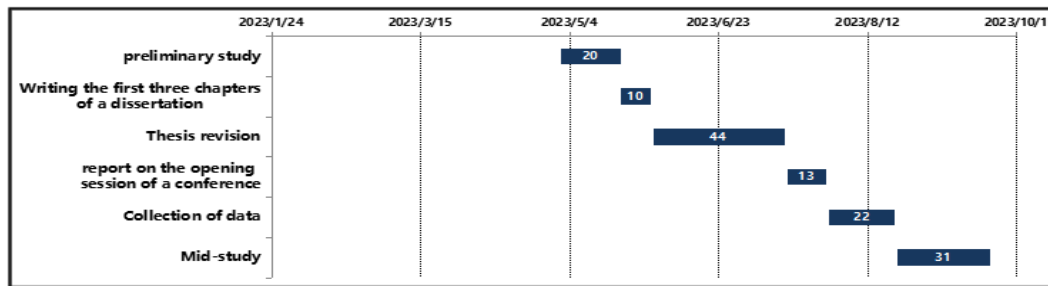


Figure 3.1 Progress of the Research Program

3.2 Research Population and Samples

3.2.1 Research Population

This research focuses on ten primary and secondary schools in Guizhou Province that have adopted the "double reduction" policy during the compulsory education phase. There are two reasons for choosing primary and secondary schools in 10 districts and counties of Guizhou Province as research subjects: first, the ten districts selected in the province responded positively to the national policy, and they are among the districts in the province that have implemented the "double reduction" policy at an early stage; and second, there is a wide distribution of primary and secondary schools across the ten chosen districts. It is a representative elementary and middle school in the province, covering the urban areas, counties, and countryside.

3.2.2 Research Samples

The study employed a sampling technique to select research samples from various districts in Guizhou Province, including prominent primary and secondary schools and general ones. These schools were chosen from urban, rural, and county areas that offer compulsory education. The chosen sample schools encompass many urban, county, and rural primary and secondary schools, ensuring they accurately reflect the province's overall primary and secondary education state.

3.3 Data Collection

The following two main methods were used for data collection in this study:

3.3.1 Questionnaire Method

In this research, we examined the impact and implementation of the "double

reduction" policy in Guizhou Province by utilizing the index system specified by the Delphi Law. The researcher conducted targeted online surveys among parents to gather data. Additionally, information was obtained from a questionnaire survey conducted in urban and rural sample schools regarding students' academic pressure, their understanding of the "double reduction" policy, and their parents' perspectives on and comprehension of it.

3.3.2 Interview Survey Method

This research combines an online questionnaire survey based on the content and evaluation index of policy performance evaluation, designed an unstructured interview format, and has the individual representativeness of some cities in a district of Guizhou Province. Some parents, some students, some teachers, and some staff members of the education administration are selected and interviewed, and the interview process is a combination of telephone interviews and field interviews. Understanding the effectiveness of "double reduction" policy implementation activities in different regions of Guizhou Province, collecting data, conducting comparative analysis research, and investigating multiple factors affecting the effectiveness of "double reduction" policy implementation for this study to consider further, improve research, and further consider policy effectiveness. This study aims to investigate additional variables that influence the implementation of the "double reduction" policy, to understand the implementation status and effects of the "double reduction" policy in different regions, to collect data, and to conduct comparative analysis research. It also seeks to enhance research comprehensiveness and breadth to bolster data accuracy, expand existing datasets, and propose more effective strategies.

3.4 Research Instrument

3.4.1 Questionnaire

This questionnaire will use researchers' written language and interactive methods to collect information about school teaching problems and education status among survey subjects. The questionnaire will then be collected and summarized. Then, the big data will be analyzed, and the research method will be determined. According to the index system determined by Delphi technology, this study will compile

corresponding questionnaires to evaluate the implementation effect of the "double reduction" policy. Through an online questionnaire survey, primary and secondary school teachers, students, and parents in Guizhou province were investigated to obtain the multidimensional status quo of implementing the current "double drop" policy. At the same time, the obtained data content is comprehensively analyzed, and the implementation of policies in each dimension is evaluated one by one in combination with the corresponding indicators to obtain the evaluation content and results of the effect of policy implementation.

3.4.2 Interview

This study will conduct in-depth interviews with representative parents and teachers in combination with a questionnaire survey to comprehensively understand the implementation of the "double reduction" policy in different regions of Guizhou Province and obtain understanding and feedback from different personnel.

3.5 Content Validity and Reliability

3.5.1 Content Validity

In this study, the researcher designed the questionnaire according to scientific procedures, conducted a preliminary survey, determined the questions to be asked, clarified the data collection process, and then based on a literature review, theory, and correlation table to screen and fix survey measurement problems. At the same time, to test the operability and missing elements of the indicators, this study also designed an associated system component consulting questionnaire in the form of a micrometer for each dimension and the single components it contained, with revision suggestions. After the experts' Delphi verification and optimization verification, the Delphi questionnaire is divided into three rounds, each round modified based on the previous round, and the experts' opinions are relatively consistent. , thereby ensuring the validity of the study. At the same time, this study uses the Kaiser-Meyer-Olkin (KMO) statistic to test the structural validity of the data. The formula is $KMO = (\text{sum of squares of all elements in } \Sigma \text{ correlation matrix}) / (\text{sum of squares of all elements in } \Sigma \text{ correlation matrix} + \Sigma (\text{sum of squares of off-diagonal elements in correlation matrix}))$. Calculated KMO Describe the structural validity of the sample data based on the value. In general, the

value of KMO ranges from 0 to 1. The closer this value is to 1, the better the sample data is suitable for factor analysis, indicating that factor analysis provides a better interpretation of the relationships between variables: KMO values below 0.5 are considered low, between 0.5 and 0.7 are moderate, and above 0.7 are considered high. Through the above steps, we calculated the structural validity (KMO value) of the "double reduction" policy implementation effect evaluation study, evaluated the adequacy of the sample data, and evaluated the reliability of the subsequent policy implementation effect analysis interpretation. Strengthen and ensure the validity of research.

3.5.2 Content Reliability

This study uses the AHP hierarchy analysis method to build a hierarchical model based on the dimensional value of the implementation effect evaluation index of Guizhou's "double reduction" policy. Build a decision matrix, perform hierarchical single-order and consistency checking, and hierarchical multi-order and consistency checking. Based on the "double reduction" Policy Implementation Effect Evaluation Indicator of Guizhou Province, in the dimensional assessment of the "double reduction" policy implementation effect evaluation index of Guizhou Province, a hierarchical structure model was constructed, a judgment matrix was Single sorting and consistency checking and hierarchical multi sorting and consistency checking were performed. In addition, in this study, we use the "internal consistency coefficient" (Cronbach α coefficient) to measure the related statistical index between the internal measurement items of the device. When calculating the internal consistency coefficient, using the most common metric, Cronbach's alpha (Cronbach's alpha coefficient), the formula: $\alpha = (k / (k-1)) * (1 - (\sum \sigma_i^2 / \sigma_T^2))$. Where k is the number of measures, σ_i^2 is the average variance for each measure, and σ_T^2 is the total variance of all measures. Cronbach's alpha coefficient ranges from 0 to 1, with values closer to 1 indicating better internal consistency of the measurement tool. The internal agreement of the measurement tools is described based on the calculated internal agreement coefficients. Generally, a measurement instrument is deemed to exhibit strong internal consistency when the coefficient of the internal agreement exceeds 0.7. This enables the computation of the internal consistency coefficient for assessing the impact of the evaluation study on implementing the "double reduction" policy, thereby guaranteeing the dependability and constancy of the evaluative measurement.

3.6 Data Analysis

3.6.1 Descriptive Statistics

Impact of the "double reduction" policy on total decompression work volume. Through a questionnaire survey, indicators such as students' daily or weekly work volume, time spent, and difficulty level were collected; descriptive statistics were employed to assess the influence of the "double reduction" policy on the overall decompression workload.

The influence of policies implementing "dual reduction" measures on enhancing post-school services. Through questionnaire surveys, indicators such as extracurricular parenting activities, extracurricular service hours, and extracurricular service routes were collected; descriptive statistics were employed to assess the effects of the "double reduction" policy on extracurricular offerings.

The impact of the "double reduction" policy on improving the quality of education. Indicators such as the education management system, the establishment of national courses, course implementation, and examination system were collected through questionnaire surveys. Descriptive statistics was used to analyze the impact of the "double reduction" policy on education quality.

Effects of the "dual reduction" policy on enhancing set governance. Through questionnaire surveys, we collected indicators such as after-class service status, cooperative education, training advertising, and teacher management. The impact of the "double reduction" policy on related management was analyzed using descriptive statistics.

3.6.2 Inferential Statistics

In this research, the analytical hierarchy method (AHP) was utilized to assign weights to the dimensions of the evaluation index for assessing the effectiveness of implementing the "double reduction" policy in Guizhou Province. The study evaluated three aspects: reducing household workload, enhancing after-school services, and improving education quality through strengthened management after implementing the "minus" policy. Subsequently, an assessment was conducted on the implementation effect of the "double reduction" policy. The process involved four steps: constructing a hierarchical model, creating a decision matrix, conducting single sorting and consistency checks on hierarchies, and performing multiple sorting with consistency

checks on hierarchies. Hierarchical modeling involves a hierarchical mapping of what is to be evaluated, what factors to consider, and what is to be evaluated based on their interrelationships. The construction of the comparison matrix consists of comparing indicators of different dimensions, comparing the relative importance of the i -th and j -th indicators, using quantitative relative weights to describe them, and finally forming a matrix. Hierarchical single-level sorting means calculating the importance weights of the elements or metrics related to the elements or metrics in the current hierarchy based on the decision matrix, which is the weight of the elements or metrics in the current hierarchy. It is the basis for importance sorting concerning the previous hierarchy. The Hierarchical Total Order General Clause utilizes the results of all hierarchical single orders to obtain the overall goal of the hierarchical model of a given hierarchy's combined weighting structure elements or metrics and their interactions and upper layer elements, which means that layers of element combination weights need to be computed hierarchically from top to bottom. This process is a hierarchical total order. Finally, in the consistency test, if the CR value of the test coefficient is below 0.1, it indicates a successful consistency test and that the judgment matrix values are within an acceptable range. Generally, CR can only be zero or non-negative.

Conversely, if the CR value of the check factor exceeds 0.1, it signifies a failed consistency test due to inconsistent values in the decision matrix. In such cases, reevaluation of consistency is necessary until passing the test. Upon passing the consistency check, each index's feature vector's values become weight values.

CHAPTER IV

ANALYSIS RESULT

4.1 Inferential Statistics

The assessment criteria for evaluating the implementation effectiveness of Guizhou's "double reduction" policy are derived from the conventional evaluation criteria used to assess policy outcomes. Additionally, they align with the specific requirements outlined in the Opinions of the Office of the Central People's Government of China on Further Reducing Homework and Out-of-School Training Burdens for compulsory education students. These revised criteria focus on teachers, students, and parents as critical stakeholders instead of solely relying on government officials as primarily responsible individuals. By shifting the focus from the government to teachers, students, and parents, a comprehensive analysis was conducted on the effectiveness of schools and educators in implementing the "double reduction" policy. This assessment was further enhanced by incorporating insights from education experts in Guizhou Province through Delphi technology. An AHP hierarchical analysis method was employed to allocate implementation effectiveness across three dimensions, establishing evaluation criteria for assessing Guizhou's "double-reduced" policy.

4.1.1 Determination of the Dimensions of the Indicators for Evaluating the Effectiveness Regarding the Execution of the "Double Reduction" Policy in Guizhou

4.1.1.1 Methodology for Determining the Dimensions of the Indicators for Evaluating the Effectiveness of the Implementation of Guizhou's "Double Reduction" Policy

The Delphi technique, commonly called the expert survey method, is a method whereby a unique forecasting body, which includes several experts and project forecasting organizers, follows a prescribed procedure of soliciting expert opinions or judgments back-to-back and then making forecasts. Because all the expert group members do not meet directly when this method is used but only communicate through correspondence, the influence of authority can be eliminated. To ensure a more precise and impartial assessment of the efficacy and strength of the "double reduction"

policy's implementation in Guizhou, we deconstructed the specific mandates outlined in the document titled "Opinions on Further Reducing Homework Burden on Compulsory Education Students and Out-of-School Training Burden" issued by the Office of the Central People's Government. By aligning these requirements with our study's objectivity and feasibility, we identified vital criteria primarily targeting schools and teachers. These dimensions were then refined through expert evaluation using Delphi methodology to establish evaluation indicators for assessing the effectiveness of Guizhou's implementation of the "double reduction" policy.

According to the guidelines provided by the Chinese Office on "further alleviating the workload of compulsory education students and reducing extracurricular training burdens," the document emphasizes the need for a comprehensive reduction in the quantity and duration of homework assigned, aiming to alleviate excessive academic pressure on students. Additionally, it highlights the importance of improving after-school services to cater to diverse student needs while maintaining strict oversight. The document presents five additional requirements in addition to the general requirements. These include reducing the overall amount and duration of homework, alleviating the burden it places on students, enhancing after-school services to cater to diverse student needs, implementing strict regulations for out-of-school training institutions, striving for improved education quality and teaching effectiveness within schools, and reinforcing support systems to ensure adequate assistance and guarantee capacity. Each aspect is accompanied by specific demands and arrangements, as depicted in Figure 4.1.



Figure 4.1 Work Requirements for the "Double Reduction" Policy

After analyzing the document's specifications, the responsibility of "strictly adhering to governance and comprehensively regulating extracurricular training behavior," as well as promoting the quality and balanced development of compulsory education, advancing reforms in senior secondary school enrollment, specifying pilot project requirements, decisively reducing subject-based extracurricular

training, enhancing supervision over training fees, and other specific tasks primarily lie with government authorities and educational institutions. The government and the education sector primarily govern and influence schools, resulting in a more indirect impact on teachers, students, and parents. This makes it challenging to accurately assess the varying degrees of implementation effectiveness of the "double reduction" policy within different school communities. Furthermore, comparing the significance of "rational use of resources inside and outside school" as a standalone factor becomes difficult once we eliminate these government-led or indirect influences. Given that its main focus is improving after-school services to cater to diverse student needs, this requirement is incorporated into enhancing the quality of after-school programs. The objective is to incorporate the work requirements into the "Enhancing after-school services in schools and catering to diverse student needs" framework for a standardized approach. Following this organization, the primary title will serve as first-level indicators, while the secondary title will be used as second-level indicators. The work requirements will be further broken down into third-level indicators, forming the evaluation criteria for assessing Guizhou's "double reduction" policy implementation effectiveness (preliminary). This information can be found in Table 4.1.

Table 4.1 Table of Indicators for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou

Tier 1 Indicators	Tier 2 Indicators	Tier 3 Indicators
Overall reduction in the total number of operations	Sound operational management mechanisms	Improvement of operations management practices Strengthening operational integration Regulate the structure of assignments to ensure that the difficulty does not exceed the national curriculum standards. Establishment of an in-school public announcement system for assignments It is strictly prohibited to assign or disguise homework to parents or to ask parents to check or correct homework.
	Categories and specify the total number of operations	No written homework for grades 1 and 2 of primary school / average time for completion of written homework for grades 3 to 6 of primary school not exceeding 60 minutes / average time for completion of written homework for junior secondary school not exceeding 90 minutes
	Improving the quality of assignment design	Integration of assignment design into the teaching and research system Setting graded, flexible, and personalized assignments Eliminate repetitive and punitive assignments.

Enhancing after-school services in schools	Enhanced guidance on completion of assignments	Primary school students complete most of their written work in school./Junior high school students complete most of it. Teachers mark homework carefully, answer questions, and give counseling well. Students should not be required to self-correct assignments.
	Scientific use of after-school time	Guide students to complete remaining written assignments when they return home from school. Enrichment of after-school life Guiding students to use electronic products wisely Actively communicate with your child. Co-ordination of after-school learning life in boarding schools
	Guaranteed after-school hours	Implementation of various after-school parenting programs After-school service end-time Extended care services for students with special needs Evening self-study classes for junior high school students Schools organize flexible work schedules.
	Improving the quality of after-school services	Development of an implementation program for after-school services Instruct students to complete their homework carefully. Expansion of learning space for students who can learn through science, sports, arts, labor, reading, interest groups, and clubs After-school service hours may not be used to teach new lessons. Encourage schools to be in a position to provide interest-based after-school service activities to students after school hours so that students can participate in their own choices.
	Expanding after-school service channels	Composition of teachers in after-school services Seriously investigating and dealing with teachers' paid extra-curricular activities outside schools. Give full play to the role of out-of-school activity venues such as children's palaces and youth activity centers in after-school services.
	Strengthening and improving free online learning services	Free online learning resources for students Organize free online interactive exchange and Q&A sessions with outstanding teachers. Increase publicity and promotion of the use of online learning services.
Vigorous improvement of the quality of education and teaching	Improving the quality of classroom teaching	Sound teaching management protocols Full implementation of the national curriculum Schools are not allowed to increase or decrease the number of hours, raise the difficulty level, or speed up the progress at will. Reducing exam stress and improving exam methods Grade system for presentation of examination results
Strengthening Supporting Governance	Safeguarding the Conditions of after-school services in schools	A full complement of teachers Ensuring that funding is in place After-school services are fully funded. Teachers' performance in participating in after-school services should be an essential reference for appraisal of titles, commendation and reward, and allocation of performance pay.
	Improvement of home-school-society coordination mechanism	Promoting a collaborative education community

Reasonable control of training advertisements	Commercial advertising activities are not allowed in primary and secondary schools and kindergartens. Primary, secondary, and kindergarten teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, and school buses shall not be used to publish or disguise advertisements.
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4.1.1.2 Delphi Questionnaire Development for Constructing the Dimensions of the Evaluation Indicators for the Implementation Effect of the "Double Reduction" Policy in Guizhou

To assess the functionality of the indicators and identify any missing factors, a questionnaire titled "Survey on Evaluation System Components for Implementing the 'double reduction' Policy" was developed by the author. This questionnaire adopts a Likert scale format and suggests adjustments to dimensions and their respective components. According to the degree of reasonableness of the different dimensions, they are divided into five grades, with the numbers from highest to lowest representing the degree of reasonableness of the constituent elements in this dimension: 5 represents very reasonable, 4 represents relatively reasonable, three represents average, 2 represents unreasonable, and 1 represents particularly unreasonable.

The Delphi questionnaire was divided into three rounds, each modified based on the previous round until there was relative agreement among the experts. In each round of expert consultation, the author selected a total of at least 15 frontline staff (senior teachers), school administrators (middle managers in charge of teaching and teaching research in schools), and pedagogical experts (professors of pedagogical sciences in colleges and universities) as the target audience to classify and judge the rationality of the experts' opinions, and revise the indicators for evaluating the effectiveness of the "double reduction" policy implementation in your state and carry out the next round of consultation, without violating the original meaning of the policy. Without violating the original meaning of the policy, the indicators for evaluating the effectiveness of implementing the "double reduction" policy in Guizhou will be revised, and the next round of consultation will be carried out.

Among the experts consulted, their ages ranged from 35 to over 56; their teaching experience ranged from less than ten years to over 31 years; their titles were professor (complete), associate professor (associate), and lecturer; and their

academic qualifications covered doctoral, masters and undergraduate degrees. The specific distribution is shown in Tables 4.2-4.6.

Table 4.2 Age Distribution of Delphi Technical Experts

Age	35 and under	36-45 Years	46-55 Years	56+
Percentage	21 %	37 %	21 %	21 %

Table 4.3 Distribution of Delphi Technical Specialists by Years of Teaching Experience

Length of Teaching Experience	Ten Years and Under	11-20 Years	21-30 Years	30 Years or more
Percentage	14 %	14 %	50%	22 %

Table 4.4 Distribution of Titles of Delphi Technical Experts

Title	Lecturers	Associate Professor	Tutors
Percentage	42 %	29 %	29 %

Table 4.5 Distribution of Delphi's Technical Experts by Educational Level

Academic Qualifications	Undergraduate (adjective)	Bachelor's Degree	Doctoral
percentage	65 %	21 %	14 %

4.1.1.3 Determination of the Dimensions of the Indicators for Evaluating the Effectiveness of the Implementation of Guizhou's "Double Reduction" Policy

After three rounds of consultation, experts raised objections and expressed their views on the necessity of assigning homework to parents; the question arises as to whether assigning written assignments to students in Primary One and Two is appropriate. Additionally, there are challenges in implementing a flexible transportation system. Another consideration is whether the evaluation of teachers' performance should be tied to the quality of after-school services they provide. Furthermore, there is a need for extended care services specifically designed for families with special needs. The excessive pressure of teachers' appraisal and the

increase in teachers' actual working hours without an increase in their salary income. Opinions. After summarising the experts' opinions and the document's spirit, the author asserts that it is strictly prohibited to assign homework to parents, with no written assignments given in the first and second grades of primary school. Additionally, a flexible commuting system is advocated for, and the quality of after-school services is tied to teachers' performance evaluations.

Moreover, extended hours of service are offered for families with particular circumstances. These requirements are explicitly stated in the "Opinions on Further Reducing the Burden of Homework on Students in Compulsory Education Stages and the Burden of Out-of-School Training" document issued by the Office of the Central Government in China. Despite encountering numerous challenges during implementation, certain aspects may not be entirely reasonable. As per the document requirements, schools and educators must carry out the "double reduction" policy diligently and without compromise. When evaluating its implementation impact, no consideration should be given to practical challenges or unjustifiable factors that could potentially hinder its efficacy. Simultaneously, within this implementation process, a scenario arises wherein students experience a reduced workload while teachers face an increased one.

Consequently, assessing whether schools have made efforts towards lightening teachers' load or enhancing their compensation becomes crucial when gauging how effectively the "double reduction" policy has been implemented. Therefore, the researcher has added a secondary indicator, "optimizing teacher management," under the primary indicator, "strengthening supportive governance", and its tertiary indicators are whether schools have increased the number of teachers in response to the increased after-school service policy. The tertiary indicators are whether the school has increased the number of teachers in response to the increased after-school service policy, whether the school has increased the salary of teachers after the "double reduction" related assessment, and whether the actual working hours of teachers have increased, to evaluate the efforts made by the school to enhance the implementation of the policy for teachers. The indicators obtained to assess the efficacy of implementing Guizhou's "double reduction" policy are presented in Table 4.6, provided below.

Table 4.6 Table of Indicators for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou

Tier 1 Indicators	Tier 2 Indicators	Tier 3 Indicators
Overall reduction in the total number of operations	Sound operational management mechanisms	Improvement of operations management practices Strengthening operational integration Regulate the structure of assignments to ensure that the difficulty does not exceed the national curriculum standards. Establishment of an in-school public announcement system for assignments It is strictly prohibited to assign or disguise homework to parents or to ask parents to check or correct homework.
	Categories and specify the total number of operations	No written homework for grades 1 and 2 of primary school / average time for completion of written homework for grades 3 to 6 of primary school not exceeding 60 minutes / average time for completion of written homework for junior secondary school not exceeding 90 minutes
	Improving the quality of assignment design	Integration of assignment design into the teaching and research system Setting graded, flexible, and personalized assignments Eliminate repetitive and punitive assignments.
	Enhanced guidance on completion of assignments	Primary school students complete most of their written work in school./Junior high school students complete most of it. Teachers mark homework carefully, answer questions, and give counseling well. Students should not be required to self-correct assignments.
	Scientific use of after-school time	Guide students to complete remaining written assignments when they return home from school. Enrichment of after-school life Guiding students to use electronic products wisely Actively communicate with your child. Co-ordination of after-school learning life in boarding schools
	Guaranteed after-school hours	Implementation of various after-school parenting programs After-school service end-time Extended care services for students with special needs Evening self-study classes for junior high school students Schools organize flexible work schedules.
Enhancing after-school services in schools	Improving the quality of after-school services	Development of an implementation program for after-school services Instruct students to complete their homework carefully. Expansion of learning space for students who can learn through science, sports, arts, labor, reading, interest groups, and clubs After-school service hours may not be used to teach new lessons. Encourage schools to be in a position to provide interest-based after-school service activities to students after school hours so that students can participate in their own choices.
	Expanding after-school service channels	Composition of teachers in after-school services Seriously investigating and dealing with teachers' paid extra-curricular activities outside schools. Give full play to the role of out-of-school activity venues such as children's palaces and youth activity centers in after-

		school services.
	Strengthening and improving free online learning services	Free online learning resources for students Organize free online interactive exchange and Q&A sessions with outstanding teachers. Increase publicity and promotion of the use of online learning services.
Vigorously improving the quality of education and teaching	Improving the quality of classroom teaching	Sound teaching management protocols Full implementation of the national curriculum Schools are not allowed to increase or decrease the number of hours, raise the difficulty level, or speed up the progress at will. Reducing exam stress and improving exam methods Grade system for presentation of examination results
	Safeguarding the Conditions of after-school services in schools	A full complement of teachers Ensuring that funding is in place After-school services are fully funded. Teachers' performance in participating in after-school services should be an essential reference for appraisal of titles, commendation and reward, and allocation of performance pay.
Strengthening Supporting Governance	Improvement of home-school-society coordination mechanism	Promoting a collaborative education community
	Reasonable control of training advertisements	Commercial advertising activities are not allowed in primary and secondary schools and kindergartens. Primary, secondary, and kindergarten teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, and school buses shall not be used to publish or disguise advertisements.
	Optimizing teacher management	Increase the number of school teachers in response to the increased after-school services policy. An increase in teachers' salaries in schools follows the increase in the "double reduction" related assessment. No increase in actual working hours of teachers

4.1.2 Assignment of Dimensions to the Indicators for Evaluating the Effectiveness of the Implementation of Guizhou's "Double Reduction" Policy

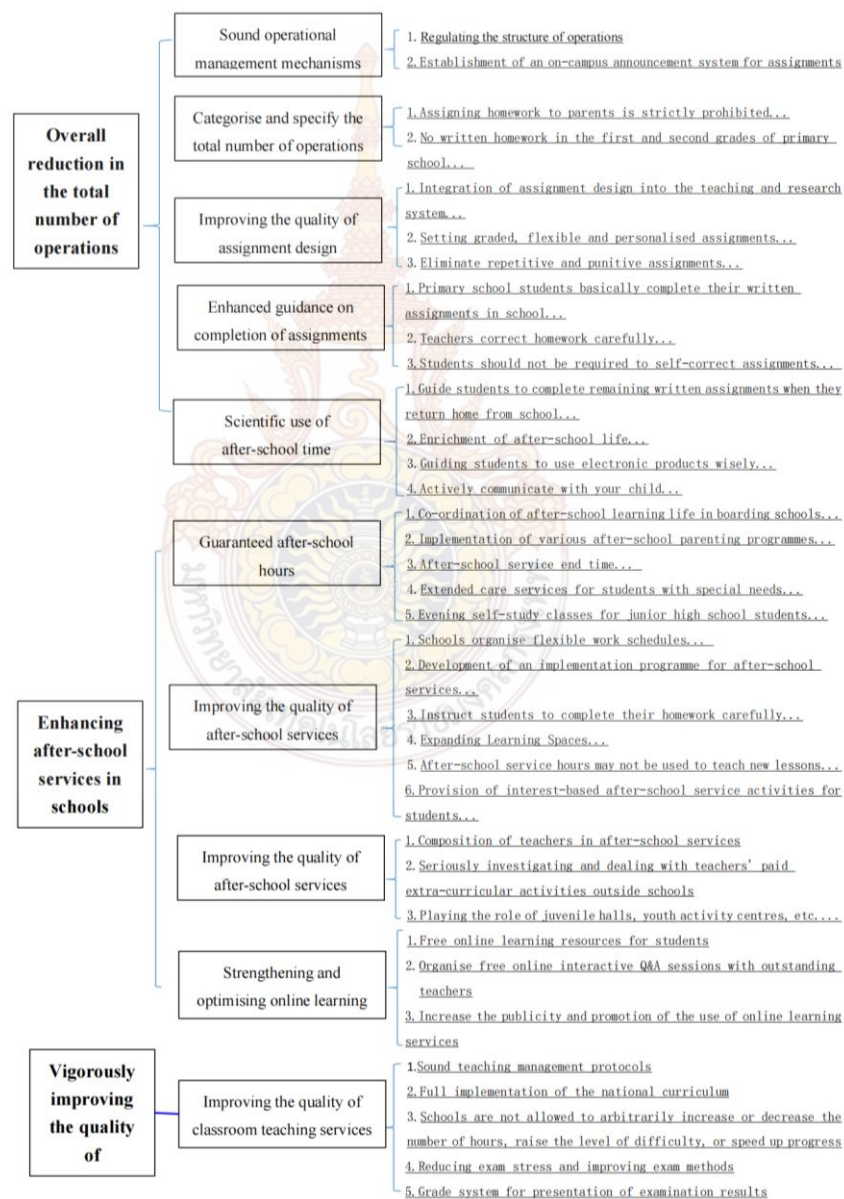
4.1.2.1 The method of assigning dimensions to the evaluation indicators of the implementation effect of the "double reduction" policy in Guizhou.

Hierarchical analysis, or AHP for short, is an evaluation method that breaks down the elements related to the evaluation as a whole into a hierarchy of objectives, criteria, and programs, based on which qualitative and quantitative analyses are carried out. Hierarchical analysis can be applied to simplify complex problems by organizing and hierarchizing the factors involved in the problem.

Determining the scale weights of an assessment indicator refers to a four-step process of building a hierarchical model, constructing a judgment matrix,

hierarchical single sorting and consistency test, hierarchical multiple sorting and consistency test. When a consistency test fails to occur, it is necessary to re-construct the judgment matrix and re-do the previous steps.

Establishment of a hierarchical model. According to the objectives, factors, and objects to be evaluated, they are divided into three levels according to their interrelationships, and a hierarchical structure chart is drawn. The author constructs a three-level indicator hierarchy chart based on the "Table of Indicators for Evaluating the Implementation Effectiveness of Guizhou's "double reduction" policy.



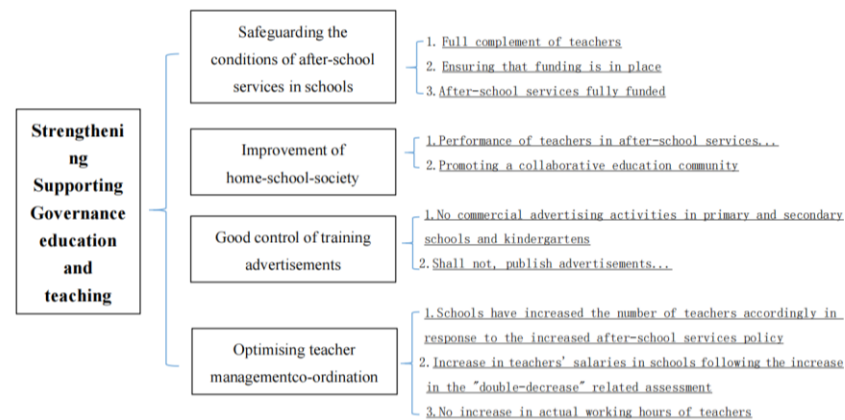


Figure 4.2 Hierarchical Structure of the Three-level Indicators of the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou

They are constructing the comparison matrix. Indicators of different dimensions are compared pairwise, comparing the relative importance of the i th indicator to the j th indicator, described using quantitative relative weights A_{ij} . A total of n indicators are compared to form a pairwise comparison matrix. The values in the pairwise comparison matrix are assigned using a scale that ranges from 0 to 9, with the chosen values being at the midpoint and reciprocal.

$A_{ij} = 0$, indicator i is as important as indicator j ;

$A_{ij} = 3$, indicator i is slightly more important than indicator j ;

$A_{ij} = 5$, indicator i is significantly more important than indicator j ;

$A_{ij} = 7$, with indicator i being more critical than indicator j ;

$A_{ij} = 9$, with indicator i being more important than indicator j ;

(Remarks: when $i=j$, $A_{ij} = 1$)

The final comparison matrix is formed

$$A = \begin{pmatrix} A_{11} & A_{12} & A_{13} & A_{1n} \\ A_{21} & A_{22} & A_{23} & A_{2n} \\ \dots & \dots & \dots & \dots \\ A_{n1} & A_{n2} & A_{n3} & A_{nn} \end{pmatrix}$$

Hierarchical single ordering and consistency tests. Hierarchical single ranking refers to the calculation of the weights of the factors or assessment indicators that are related to a factor or assessment indicator at the current level according to the judgment matrix, which is the basis for ranking the importance of all

factors or assessment indicators in the current level concerning the previous one. In essence, it is to calculate the weight vector of the judgment matrix, and this ranking is determined by the most significant characteristic root of the judgment matrix $\lambda_{\max}$, which is normalized to the corresponding eigenvector W, which is the relative weight of the corresponding indicator.

However, before determining the hierarchical single ordering, it needs to be checked for consistency, that is to say, to check the constructs.

The assignment of a well-built judgment matrix is justified. The specific calculations are as follows:

Step 1: Start by calculating the value of the consistency indicator CI:

$$CI = (\lambda_{\max} - n) / (n - 1)$$

where $\lambda_{\max}$ is the most prominent characteristic root of the importance judgment matrix, and n is its order

Step 2: Find the value of the average random consistency index RI for the corresponding order according to Table 12.

Table 4.7 Mean Random Consistency Indicator RI Values

N order	1	2	3	4	5	6	7	8	9	10
RI	0	0	0.52	0.89	1.12	1.26	1.36	1.41	1.46	1.49

Step 3: The value of the test coefficient CR is calculated as follows:

$$CR = CI/RI$$

Step 4: Conduct a consistency check

When the value of the test coefficient CR is less than 0.1, the consistency test passes, indicating that the judgment matrix assignment is within a reasonable range; in general, the minimum value of CR can only be zero and can not be negative; when the value of the tested coefficient CR is more significant than 0.1, the consistency test does not pass, indicating that there is a contradiction in the assignment of the judgment matrix. It must be re-assigned until the consistency test passes. After passing the consistency test, the value of the eigenvector is the weight value of each index.

Hierarchical multi-ranking and consistency tests. Hierarchical total sorting is commonly known as in order to get the constructed hierarchical structure model in a layer of elements or assessment indicators for the overall goal of the combination of weights and their interactions with the elements of the upper layer; one needs to use the layer of all the hierarchical single sort of the results from top to bottom of the layer by layer sorting to calculate the combination of elements of the layer of the weight, the process is the hierarchical total sorting. The total hierarchical ordering must also carry out consistency tests, calculation methods, and test methods with the same hierarchical single-ordering, which will not be repeated here.

4.1.2.2 Development of AHP questionnaire for evaluating the effect of the "double reduction" policy implementation in Guizhou

To ensure a comprehensive evaluation of the indicators, the author developed a "Policy Implementation Evaluation System Constituent Elements Weight Consultation" questionnaire that employs a "double reduction" approach. The questionnaire is set up using the 1-9 scale method; the numerical scale means the quantitative value of the importance evaluation, the quantitative value of the degree of importance: 1- equally important; 3-slightly important; 5-significantly important; 7-strongly important; 9-extremely important. Equally important; 3- Slightly important; 5- Significantly important; 7- Strongly important; 9- Extremely important. Experts must make a two-by-two comparison of the importance of each tier of indicators. In this round of expert consultation, the author selected a total of eight consultation responses from school administrators (middle managers in charge of teaching and teaching and research in schools) and pedagogical experts (professors majoring in pedagogy in higher education institutions) as the base data for the AHP hierarchical analysis. The data on age, teaching experience, title, and education of the selected experts are shown in Tables 4.8 - 4.11.

Table 4.8 Age Distribution of Experts in Hierarchical Analysis

Age	36-45 Years	46-55 Years	56+
Percentage	50%	37.5 %	12.5 %

Table 4.9 Hierarchical Analysis of the Distribution of Experts' Teaching Experience

Length of Teaching Experience	Length of Teaching Experience	11-20 Years	21-30 Years	30 Years or more
Percentage	12.5 %	50%	25 %	12.5 %

Table 4.10 Distribution of Experts' Titles by Hierarchical Analysis Method

Title	Lecturer	Associate Professor
Percentage	75 %	25 %

Table 4.11 Hierarchical Analysis of the Distribution of Experts' Qualifications

Academic Qualifications	Undergraduate (adjective)	Bachelor's Degree	Doctoral
percentage	25 %	25 %	50%

4.1.2.3 Determination of the dimensions of the indicators for evaluating the effectiveness of the implementation of Guizhou's "double reduction" policy

In Guizhou, assessing the implementation effectiveness of the "double reduction" policy involves determining the assignment of dimensions for evaluation indices. The entire consulting work is divided into three rounds. The experts complete the first round of filling in. The research group will be the experts, and they will fill in the data consistency test and statistical summary analysis. In the second round, the research group will synthesize the expert opinions of the first round and the consistency problems of the experts in the first round of filling in and submitting them to the experts for the second round. In the third round, the research group will do the corresponding communication and coordination on the part of the comprehensive expert evaluation of the more prominent objections, fully integrating the opinions of different experts, and finally forming a consolidated all the experts' opinions and the consistency of the better weight data results (in the latter two rounds of consultation, in order to unify the experts' opinions better, the author enabled the quantitative value of 2.4.6.8, and the even quantitative value corresponds to the degree of importance of the two neighboring odd quantitative values). Quantitative values between two adjacent odd quantitative values). After calculation, the judgment matrix and weight values of the indicators at each level are as follows:

Table 4.12 Tier 1 Indicator Judgment Matrix

	Overall reduction in the total number of operations	Enhancing after-school services in schools	Vigorously improving the quality of education and teaching	Strengthening Supporting Governance	weighting
Overall reduction in the total number of operations	1	1/2	1/2	1/3	12.09%
Enhancing after-school services in schools	2	1	1/2	1/2	19.28%
Vigorously improving the quality of education and teaching	2	2	1	1/3	26.95%
Strengthening Supporting Governance	3	2	2	1	41.68%

Table 4.13 Judgement Matrix for Secondary Indicators of Overall Reduction in Operational Volume

	Sound operational management mechanisms	Categories and specify the total number of operations	Improving the quality of assignment design	Enhanced guidance on completion of assignments	Scientific use of after-school time	weighting
Sound operational management mechanisms	1	3	1/3	1	2	17.38 %
Categories and specify the total number of operations	1/3	1	1/7	1/3	1/2	5.80 %
Improving the quality of assignment design	3	7	1	4	5	50.65 %
Enhanced guidance on completion of assignments	1	3	1/4	1	2	16.51 %
Scientific use of after-school time	1/2	2	1/5	1/2	1	9.66 %

Table 4.14 Judgement Matrix of Secondary Indicators for Upgrading After-school Services

	Guaranteed after-school hours	Improving the quality of after-school services	Expanding after-school service channels	Strengthening and improving the reduction of online learning services	weighting
Guaranteed after-school hours	1	1/3	1/2	1/3	10.80% cent
Improving the quality of after-school services	3	1	2	1/2	29.30%
Expanding after-school service channels	2	1/2	1	1/2	18.72%
Strengthening and improving the reduction of online learning services	3	2	2	1	41.18%

Table 4.15 Judgement Matrix of Secondary Indicators for Strengthening Supporting Governance

	Safeguarding the Conditions of after-school services in schools	Improvement of home-school-society coordination mechanism	Reasonable control of training advertisements	Optimizing teacher management	weighting
Safeguarding the Conditions of after-school services in schools	1	3	9	2	48.88%
Improvement of home-school-society coordination mechanism	1/3	1	6	0.5	18.57%
Good control of training advertisements	1/9	1/6	1	1/6	4.38%
Optimizing teacher management	1/2	2	6	1	28.17%

Table 4.16 Judgement Matrix for the Three Levels of Indicators of Sound Operations Management Mechanisms

	Improvement of operations management practices	Strengthening operational integration	Regulating the structure of operations	Establishment of an in-school public announcement system for assignments	Assigning homework to parents is strictly prohibited	weighting
Improvement of operations management practices	1	3	5	3	5	46.59 %
Strengthening operational integration	1/3	1	3	1	2	17.95 %
Regulating the structure of operations	1/5	1/3	1	1/3	1/3	6.20 %
Establishment of an in-school public announcement system for assignments	1/3	1	3	1	2	17.95 %
Assigning homework to parents is strictly prohibited	1/5	1/2	3	1/2	1	11.30 %

Table 4.17 Judgement Matrix of Three-level Indicators for Improving the Quality

	Integration of assignment design into the teaching and research system	Setting graded, flexible, and personalized assignments	Eliminate repetitive and punitive assignments	weighting
Integration of assignment design into the teaching and research system	1	4	9	72.57 %
Setting graded, flexible, and personalized assignments	1/4	1	3	20.07 %
Eliminate repetitive and punitive assignments	1/9	1/3	1	7.37 %

Table 4.18 Judgement Matrix for the Three Levels of Indicators for Strengthening Guidance on the Completion of Operations

	Essential completion of written assignments in school	Teachers correct homework carefully	Students should not be required to self- correct assignments	weighting
Basic completion of written assignments in school	1	1/2	7	38.36 %
Teachers correct homework carefully	2	1	5	53.64 %
Students should not be required to self-correct assignments	1/7	1/5	1	8.00 %

Table 4.19 Judgement Matrix for the Three-level Indicator on the Scientific Use of Out-of-school Time

	Guiding students through their homework	Enrichment of after- school life	Rational use of electronic products	Actively communicate with your child	Boarding School Learning Life Co-ordination	weighting
Guiding students through their homework	1	6	1	2	2	31.11 %
Enrichment of after-school life	1/6	1	1/5	1/3	1/4	5.05 %
Rational use of electronic products	1	5	1	2	1	26.25 %
Actively communicate with your child	1/2	3	1/2	1	1	15.56 %
Boarding School Learning Life Co- ordination	1/2	4	1	2	1	22.04 %

Table 4.20 Judgement Matrix of Level 3 Indicators for Guaranteed After-School Service Hours

	Implementation of after-school parenting activities	After-school service end-time	Extended hosting services	Evening self-study classes for junior high school students	Flexible commuting	weighting
Implementation of after-school parenting activities	1	4	2	1	4	32.93 %
After-school service end-time	1/4	1	1/2	1/5	1	7.89 %
Extended hosting services	1/2	2	1	1/2	2	16.47 %
Evening self-study classes for junior high school students	1	5	2	1	4	34.47 %
Flexible commuting	1/4	1	1/2	1/4	1	8.23 %

Table 4.21 Judgement Matrix of Three-level Indicators for Improving the Quality of After-school Services

	Development of an implementation program for after-school services	Instruct students to complete their homework carefully	Expanding Learning Spaces	No new lessons to be taught during after-school service hours	Provision of interest-based after-school services	weighting
Development of an implementation program for after-school services	1	1/2	3	5	2	27.27 %
Instruct students to complete their homework carefully	2	1	4	7	2	40.53 %
No new lessons to be taught during after-school service hours	1/3	1/4	1	2	1/2	9.58 %
Evening self-study classes for junior high school students	1/5	1/7	1/2	1	1/3	5.39 %
Provision of interest-based after-school services	1/2	1/2	2	3	1	17.23 %

Table 4.22 Judgement Matrix of Level 3 Indicators for Expanding Access to After-School Services

	Composition of teachers in after-school services	Teachers are strictly prohibited from giving paid extra lessons outside of school	Playing the role of juvenile halls and youth activity centers	weighting
Composition of teachers in after-school services	1	9	3	68.04 %
Teachers are strictly prohibited from giving paid extra lessons outside of school	1/9	1	1/4	6.91 %
Playing the role of juvenile halls and youth activity centers	1/3	4	1	25.06 %

Table 4.23 Judgement Matrix of Level 3 Indicators for Strengthening and Improving Reduction Online Learning Services

	reduction of online learning resources	reduction online interactive exchange of questions and answers	Increase publicity and promotion of the use of online learning services	weighting
reduction of online learning resources	1	1	2	38.73 %
reduction online interactive exchange of questions and answers	1	1	3	44.29 %
Increase publicity and promotion of the use of online learning services	1/2	1/3	1	16.98 %

Table 4.24 Judgement Matrix of Level 3 Indicators for Enhancing Classroom Teaching Quality

	Sound teaching management protocols	Full implementation of the national curriculum	No arbitrary increase or decrease in the number of hours	Reducing Exam Stress	Grade system for presentation of examination results	weighting
Sound teaching management protocols	1	2	8	8	3	48.76 %
Full implementation of the national curriculum	1/2	1	3	3	1	20.12 %
No arbitrary increase or decrease in the number of hours	1/8	1/3	1	1	1/3	6.31 %
Reducing Exam Stress	1/8	1/3	1	1	1/3	6.31 %
Grade system for presentation of examination results	1/3	1	3	3	1	18.52 %

Table 4.25 Judgement Matrix of Level 3 Indicators for Guaranteeing Conditions for After-School Services in Schools

	A full complement of teachers	Ensuring that funding is in place	After-school services are fully funded	After-school service performance is a critical reference	weighting
A full complement of teachers	1	4	2	3	45.33 %
Ensuring that funding is in place	0.25	1	1/4	1	10.37 %
After-school services are fully funded.	0.5	4	1	3	32.35 %
After-school service performance is an important reference	1/3	1	1/3	1	11.95 %

Table 4.26 Judgement Matrix of Level 3 Indicators for Reasonable Control of Training Advertisements

	No commercial advertising activities on campus	No advertising or disguised advertising	weighting
No commercial advertising activities on campus	1	1	50%
No advertising or disguised advertising	1	1	50%

Table 4.27 Judgement Matrix for Level 3 Indicators of Optimizing Teacher Management

	Corresponding increase in the number of teachers in schools	Increase in teachers' salaries in schools	No increase in actual working hours of teachers	weighting
Corresponding increase in the number of teachers in schools	1	3	1/3	24.31 %
Increase in teachers' salaries in schools	1/3	1	1/7	8.82 %
No increase in actual working hours of teachers	3	7	1	66.87 %

The table below displays the weighted values assigned to the combined tertiary indicators. In order to conserve space, the details of these indicators have been omitted, and only their respective weights are provided.

Table 4.28 Summary of the Weights of the Indicators for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou

Tier 1 Indicator Weights	Tier 2 Indicator Weights	Tier 3 Indicator Weights
Overall reduction in the total number of operations 12.094%	Sound operational management mechanisms 17.376%	Improvement of operations management practices 46.59% Strengthening operational integration 17.95% Regulate the structure of assignments to ensure that the difficulty does not exceed the national curriculum standards of 6.20% Establishment of an in-school public announcement system for assignments 17.95% It is strictly prohibited to assign or disguise homework to parents or to ask parents to check or correct homework. 11.30%
	Categories and specify the total number of operations 5.804%	No written homework for grades 1 and 2 of primary school / average time for completion of written homework for grades 3 to 6 of primary school not exceeding 60 minutes / average time for completion of written homework for junior secondary school not exceeding 90 minutes 100%
	Improving the quality of assignment design 50.65%	Integration of assignment design into the teaching and research system: 72.57% Setting graded, flexible, and personalized assignments 20.07% Eliminate repetitive and punitive assignments 7.37%
	Enhanced guidance on completion of assignments 16.511%	Primary school students complete most of their written work in school/Junior high school students complete most of their written work in school 38.36% Teachers mark homework carefully, answer questions, and give counseling well 53.64% Students should not be required to self-correct assignments 8.00%
	Scientific use of after-school time 9.659%	Guide students to complete remaining written assignments when they return home from school 31.11% Enrichment of after-school life 5.05% Guiding students to use electronic products wisely 26.25% Actively communicate with your child 15.56% Co-ordination of after-school learning life in boarding schools 22.04%
	Guaranteed after-school hours 10.796%	Implementation of various after-school parenting programs: 32.93% After-school service end time 7.89% Extended care services for students with special needs 16.47% Evening self-study classes for junior high school students: 34.47% Schools organize flexible work schedules 8.23%
Enhancing after-school services in schools 19.278%		

	Improving the quality of after-school services 29.303%	Development of an implementation program for after-school services 27.27%
		Instruct students to complete their homework carefully 40.53%
		Expansion of learning space for students who can learn through science, sports, arts, labor, reading, interest groups, and clubs 9.58%
		After-school service hours may not be used to teach new lessons 5.39%
	Expanding after-school service channels 18.719%	Encourage schools in a position to do so to provide interest-based after-school service activities to students after school hours for students to participate in their own choice 17.23%
		Composition of teachers in after-school services 68.04%
		Seriously investigating and dealing with teachers' paid extra-curricular activities outside schools 6.91%
		Give full play to the role of out-of-school activity venues such as children's palaces and youth activity centers in after-school services 25.06%
	Strengthening and improving free online learning services 41.182%	Free online learning resources for students 38.73%
		Organize free online interactive exchange and Q&A sessions with outstanding teachers 44.29%
		Increase publicity and promotion of the use of online learning services 16.98%
I am vigorously improving the quality of education and teaching. 26.948%	Improving the quality of classroom teaching 100%	Sound teaching management protocols 48.76%
		Full implementation of the national curriculum 20.12%
		Schools are not allowed to increase or decrease the number of hours, raise the difficulty level, or speed up the progress at will 6.31%
		Reducing exam stress and improving exam methods 6.31%
Strengthening Supporting Governance 41.68%	Safeguarding the Conditions of after-school services in schools 48.883%	Grade system for presentation of examination results 18.52%
		Full complement of teachers 45.95%
		Ensuring that funding is in place 8.91%
		After-school services are fully funded by 32.98%
	Improvement of home-school-society coordination mechanism 18.567%	Teachers' performance in participating in after-school services should be taken as an essential reference for appraisal of titles, commendation and reward, and allocation of performance pay 12.16%
		Promoting a collaborative education community 100%

Reasonable control of training advertisements 4.377%	Commercial advertising activities are not allowed in primary and secondary schools and kindergartens. 50.00% Primary, secondary, and kindergarten teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, and school buses shall not be used to publish or disguise advertisements. 50.00%
Optimizing teacher management 28.173%	Increase in the number of teachers in schools in response to the increased after-school services policy 24.31% Increase in teachers' salaries in schools following the increase in the "double reduction" related assessment 8.82% No increase in actual working hours of teachers 66.87%

4.1.3 Summary of the Construction of the Indicator System for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou

During the development of the evaluation index system for assessing the effectiveness of Guizhou's "double reduction" policy, the author enhanced and validated the Delphi expert method by specific requirements related to teachers and students as stated in the opinions issued by the Chinese Office of Government on reducing homework burden and out-of-school training. This led to the creation of a set of "Evaluation Indicators for Assessing Guizhou's 'double reduction' Policy Implementation Effect", and finally, the weights of the indicators were determined by AHP hierarchical analysis. Dozens of experts were consulted during the construction of the whole system, including front-line teachers, school administrators in charge of teaching and research, and pedagogical experts from universities. In order to make the results of the consultation more objective and fair, the author adopted the method of correspondence to avoid the mutual influence of the experts' opinions and make them more independent and objective in this study. During the adoption of the AHP hierarchical analysis method, it is worth noting that there are a total of 14 secondary indicators and 48 tertiary indicators involved in the process. The number of indicators is significant, resulting in poor consistency of the results of the first round of expert evaluation and significant differences in the opinions of different experts. The author thoroughly researched, discussed, and solicited the experts' opinions. Finally, after three rounds of consultation communication and coordination, a survey result was formed with a high degree of

unity of opinion and good consistency.

After the completion of the whole indicator system empowerment, the author carefully analyzed the situation of indicator empowerment, combined with Delphi and AHP several rounds of expert opinion, we can see that the proportion of strengthening supporting governance is the highest, which is also in line with the consultation with experts, many experts put forward the "students 'double reduction' is teachers 'double increase', doing a commendable job in alleviating the workload and stress on educators plays a crucial role in enhancing the efficacy of implementing the "double reduction" policy. This viewpoint aligns with the consensus of numerous experts during consultations, emphasizing that reducing students' burdens should be accompanied by an equivalent decrease in teachers' responsibilities. Consequently, prioritizing efforts to alleviate teachers' burdens and pressures becomes pivotal for optimizing the effectiveness of this policy.

4.2 Descriptive Statistics

The "Questionnaire for Evaluating the Effectiveness of Implementing Guizhou's "Double Reduction" Policy (Teacher Version)", "Questionnaire for Evaluating the Effectiveness of Implementing Guizhou's "Double Reduction" Policy (Parent Version)," and "Questionnaire for Evaluating the Effectiveness of Implementing Guizhou's "double reduction" Policy (Student Version)" were sent to teachers, parents, and students from ten regions and different schools in Guizhou. The questionnaires were distributed to teachers, parents, and students in ten districts and different schools in Guizhou. Fifty-seven thousand three hundred eleven questionnaires were returned, including 8,299 questionnaires from teachers, 19,968 questionnaires from students, and 29,044 questionnaires from parents. Given that the study questionnaires were around 50, the author deleted the questionnaires that took less than 4 minutes to answer for the study's accuracy after trial and careful consideration. After screening, there were 6,655 valid teacher questionnaires, 16,040 student questionnaires, and 25,556 parent questionnaires, totaling 48,251. The scope of the questionnaire covers nine cities and states in Guizhou Province. There are schools in cities, counties, and townships. It also covers vital schools in cities, ordinary schools in cities, essential schools in counties,

ordinary schools in counties, and the grades of the students involved cover the whole nine years of compulsory education, the quantity and quality of the sample collection, all of them have reached a relatively high level, and also provide a guarantee for the scientificity and accuracy of the whole study. The distribution of valid questionnaires is as follows:

Table 4.29 Regional Distribution of Questionnaires for the Double Reduction Survey

	Guiyang prefecture	Zunyi prefecture	Anshun prefecture	Liupanshui prefecture	Bijie prefecture	Tongren prefecture	Qiandongnan prefecture	Qiannan prefecture	Qianxinan prefecture
principals	16.61 %	21.71 %	1.15%	0.21 %	8.48 %	19.37%	22.33 %	6.79 %	3.35 %
schoolchildren	23.09 %	32.46%	1.31%	0.12 %	14.21%	0.38 %	22.96 %	5.43 %	0.03 %
head of a household	28.98 %	25.31 %	1.40%	0.16 %	4.69 %	0.27 %	27.74 %	6.37 %	5.08 %

Table 4.30 Regional Distribution of Double Reduction Questionnaires

Shore	Municipalities	County Seat	Townships
Principals	13.3 %	26.2 %	60.5 %
Schoolchildren	18.0 %	39.0 %	43.0 %
Head of a Household	33.3 %	27.1%	39.6 %

Table 4.31 Distribution of Schools in the Double Reduction Questionnaire

Shore	Urban Focus Schools	Urban General Schools	County Focus Schools	County General Schools
Principals	5.3 %	12.1%	7.8 %	74.8 %
schoolchildren	8%	14.1%	10.3 %	67.7 %
head of a household	11.3 %	25.4 %	7.7 %	55.7 %

Table 4.32 Distribution of Grades in the Double Reduction Questionnaire

	Primary 1 and 2	Upper Primary	Junior High School
Principals	18.9 %	48.8 %	32.3 %
Schoolchildren		88.9 %	11.1%
Head of a household	26.6 %	53.3 %	20.1%

Due to the significant difference in the number of teachers, students, and parents participating, especially the relatively small number of teachers, the author, when it comes to the same question teachers, students, and parents have repeated answers, the author took the average of different roles to calculate (e.g., for the same

question, teachers and parents have answered it, take the value of (average score of teachers + average score of parents)/2), as a way to circumvent the difference in the number of to circumvent the unfairness to smaller groups. After the sampling survey and calculation, the overall score for the implementation effect of Guizhou's "double reduction" policy is 67.75, of which the implementation effect of comprehensively reducing the total amount of homework is 79.3 (according to the percentage system, the same as later), the implementation effect of improving the level of after-school service is 71.5, the implementation effect of vigorously improving the quality of education is 79.1, and the implementation effect of strengthening supporting governance is 79.1. The score for the effectiveness of strengthening supportive governance was 55.3 points. The breakdown is as follows:

4.2.1 Evaluation of the Effectiveness of the Implementation of the Overall Reduction of the Total Number of Operations

The scores for each of the indicators of the second and third dimensions in the overall reduction of the total number of operations dimensions are shown in the table below:

Table 4.33 Scoring of level 2 and 3 indicators for overall reduction in operational volume

The first dimension	Level 1 Dimension Score	Secondary dimensions	Secondary dimension scoring	Tertiary dimensions	Three levels of dimensional scoring
Overall reduction in the total number of operations	79.3	Sound operational management mechanisms	89.6	Improvement of operations management practices	95
				Strengthening operational integration	89.1
				Regulate the structure of assignments to ensure that the difficulty does not exceed the national curriculum standards.	98.3
				Establishment of an in- school public announcement system for assignments	73.1
				It is strictly prohibited to assign or disguise homework to parents or to ask parents to check or correct homework.	89.7

Categories and specify the total number of operations	75.7	No written homework for grades 1 and 2 of primary school / average time for completion of written homework for grades 3 to 6 of primary school not exceeding 60 minutes / average time for completion of written homework for junior secondary school not exceeding 90 minutes	75.7
Improving the quality of assignment design	75.2	Integration of assignment design into the teaching and research system	83.9
		Setting graded, flexible, and personalized assignments	37.5
		Eliminate repetitive and punitive assignments	91.5
Enhanced guidance on completion of assignments	86.5	Primary school students complete most of their written work in school, / Junior high school students complete most of it.	80.2
		Teachers mark homework carefully, answer questions, and give counseling well	91
		Students should not be required to self-correct assignments	86
Scientific use of after-school time	72.2	Guide students to complete remaining written assignments when they return home from school	64.6
		Enrichment of after-school life	92.3
		Guiding students to use electronic products wisely	72.5
		Actively communicate with your child	82.9
		Co-ordination of after-school learning life in boarding schools	70.5

The statistics show that the dimensions with relatively high implementation effects are the management and coordination of homework, severe correction of homework, and guidance. It can be seen that both teachers and students' parents have a relatively high degree of recognition of the scientific and reasonable nature of homework and the seriousness of teachers in correcting homework. The dimensions that were relatively less effective in implementation were the three secondary dimensions of classifying and clarifying the total amount of homework, improving the quality of homework design, and making scientific use of after-school time, of which the tertiary dimension of assigning graded, flexible, and personalized homework was less effective in implementation. The possible reason for this is that teachers know they assign graded, flexible, and personalized homework for students at different levels. However, students and parents are unaware of or do not recognize it.

4.2.2 Evaluation of the effectiveness of the implementation of upgrading after-school services

In the dimension of improving the level of after-school services, the scores of the indicators of the second and third dimensions are shown in the table below:

Table 4.34 Scoring of Level II and Level III Indicators for Upgrading After-school Services

The first dimension	Level 1 Dimension Score	Secondary dimensions	Secondary dimension scoring	Tertiary dimensions	Three levels of dimensional scoring
Enhancing after-school services in schools	71.5	Guaranteed after-school hours	68.4	Implementation of various after-school parenting programs	75.5
				After-school service end-time	45.3
				Extended care services for students with special needs	44.1
				Evening self-study classes for junior high school students	83.6
				Schools organize flexible work schedules	47.4
		Improving the quality of after-school services	89.5	Development of an implementation program for after-school services	96
				Instruct students to complete their homework carefully	92.2
				Expansion of learning space for students who can learn through science, sports, arts, labor, reading, interest groups, and clubs	83.3

Expanding after-school service channels	84.2	After-school service hours may not be used to teach new lessons	81.4
		Encourage schools in a position to do so to provide interest-based after-school service activities to students after school hours for students to participate in their own choice	78.8
		Composition of teachers in after-school services	97.4
		Seriously investigating and dealing with teachers' paid extra-curricular activities outside schools	96.8
		Give full play to the role of out-of-school activity venues such as children's palaces and youth activity centers in after-school services	45
		Free online learning resources for students	59.1
		Organize free online interactive exchange and Q&A sessions with outstanding teachers	48.7
		Increase publicity and promotion of the use of online learning services	55.1
Strengthening and improving free online learning services	53.8		

The statistics show that the dimension with a higher relative implementation effect is the quality of after-school services, and the dimension with a lower relative rating is the strengthening and optimizing of reduction online learning services. Among the three dimensions with lower ratings are the three that give full play to the role of out-of-school activities, such as children's palaces and youth activity centers in after-school services and reduced online learning services. Because not every school has the conditions to carry out joint activities with the Children's Palace and Youth Activity Centres, the actual implementation of reduction online learning services is indeed a pain point and a difficulty in the implementation of the "double reduction" policy at this stage, which requires the joint efforts of the government departments, schools, and classrooms to make sound financial and institutional safeguards and provide quality, reduction online education for students. Government departments, schools, and classrooms must make joint efforts to provide financial and institutional guarantees and to provide students with high-quality, reduced online education services

as an effective supplement to classroom education.

4.2.3 Evaluation of the Effectiveness of the Implementation of Vigorous Enhancement of the Quality of Education

The scores for the indicators of the second and third dimensions of the dimension of improving the quality of education and teaching are shown in the table below:

Table 4.35 Scoring of Level 2 and 3 Indicators for Strongly Improving the Quality of Education

The first dimension	Level 1 Dimension Score	Secondary dimensions	Secondary dimension scoring	Tertiary dimensions	Three levels of dimensional scoring
Vigorously improving the quality of education and teaching	79.1	Improving the quality of classroom teaching	79.1	Sound teaching management protocols	91.1
				Full implementation of the national curriculum	97.5
				Schools are not allowed to increase or decrease the number of hours, raise the difficulty level, or speed up the progress at will	91.5
				Reducing exam stress and improving exam methods	75.3
				Grade system for presentation of examination results	24.6

As can be seen from the statistical data, both students and teachers have a high degree of acceptance in the areas of complete, adequate, and suitable provision by national regulations. However, in terms of examinations, especially the implementation of a grading system for presenting examination results, the implementation results are very unsatisfactory. Considering the views of experts, many experts and front-line teachers do not entirely agree with the presentation of examination results on a graded basis. In practice, in the course of implementation, except for the lower primary grades, the results of other grades are seldom published on a graded basis. Under the dual pressure of teachers, students, and parents not being accustomed to it and the HKCEE and HKALE, whether or not examination results should be graded in the upper primary and junior secondary grades should be considered an issue worth exploring.

4.2.4 Strengthening the Evaluation of the Effectiveness of the Implementation of Supporting Governance

The scores for each of the indicators in the second and third dimensions of the enhanced supporting governance dimension are shown in the table below:

Table 4.36 Scoring of Level 2 and 3 Indicators of Enhanced Supporting Governance

The first Dimension	Level 1 Dimension Score	Secondary Dimensions	Secondary Dimension Scoring	Tertiary Dimensions	Three levels of Dimensional Scoring
Strengthening Supporting Governance	55.3	Safeguarding the Conditions of after-school services in schools	60.1	A full complement of teachers	69.1
				Ensuring that funding is in place	80.7
				After-school services are fully funded	50.1
				Teachers' performance in participating in after-school services should be taken as an essential reference for appraisal of titles, commendation and reward, and allocation of performance pay	37.8
		Improvement of home-school-society coordination mechanism	91.2	Promoting a collaborative education community	91.2
		Reasonable control of training advertisements	92.7	Commercial advertising activities are not allowed in primary and secondary schools and kindergartens.	92.3
				Primary, secondary, and kindergarten teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, and school buses shall not be used to publish or disguise advertisements.	93.1
		Optimizing teacher management	17.6	Increase in the number of teachers in schools in response to the increased after-school services policy	27.8
				Increase in teachers' salaries in schools following the increase in the "double reduction" related assessment	17.4
				No increase in actual working hours of teachers	13.9

Of the enhanced supporting governance dimensions, on which many experts focused, the entire Tier 1 dimension received the lowest score of the entire study, mainly due to the deficient scores on the Optimizing Teacher Governance and the three Tier 3 dimensions, which were added in line with expert opinion. This is also more in line with the experts' initial assertion that a "double reduction of students means a double increase of teachers". As for teachers, the introduction and implementation of the "double reduction" policy have indeed posed a significant challenge to in-service teachers, which has had an enormous impact on both the actual workload and working hours of teachers, but the treatment of teachers has not been enhanced accordingly, significantly the increase in after-school service hours, reduction online interactive communication and Q&A. In particular, the increase in after-school service hours, reduction in online interactive exchanges and question-and-answer sessions, and the increase in the relevant assessment contents under the "double reduction" policy have significantly increased the pressure on the work and life of front-line teachers. As frontline teachers are the ultimate implementers of all education policies, the relevant government departments should focus on improving their working methods to effectively reduce the work pressure of frontline teachers and enhance their sense of achievement and happiness in order to promote the implementation of the "double reduction" policy more vigorously.

4.2.5 Impact of the Implementation of the "Double Reduction" Policy in Guizhou on Student Achievement

In order to have a more comprehensive and objective understanding of the impact of the implementation of the "double reduction" policy on students in Guizhou, the author added research on the impact of the implementation of the "double reduction" policy on students' performance to the questionnaire. Through data analysis and research, we can see that about 73% of teachers, students, and parents think that after the implementation of the "double-reduced" policy, the amount of homework of students has been significantly reduced, and 75% of teachers, students and parents think that after the implementation of the "double-reduced" policy, the learning pressure of students has also been significantly reduced. Seventy-five percent (%) of the teachers, students, and parents think that the pressure of learning has been significantly reduced after implementing the "double reduction" policy. However, only about 58% of the

teachers and students think that students' academic performance has improved after implementing the "double reduction" policy. It should be said that, on the whole, after the implementation of the "double-minus" policy, the teaching pressure on teachers and the pressure on students' academic performance has increased. Under the double pressure of the HKCEE and the HKALE, the demand for students' independent learning after school has become even higher. Although the "double-reduced" policy proposes that examination results be presented on a graded basis to reduce the pressure on students to learn, teachers, students, or parents do not accept this well, and the pressure to learn still exists.

4.2.6 Overall Evaluation of the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou

An in-depth study of the effects of the "double reduction" policy was conducted through detailed surveys and sampling in Guizhou Province. The study covered nine provinces, cities, and states and nine grades in compulsory education. Guizhou Province has successfully implemented the national "double reduction" policy, but some issues still need improvement to strengthen supporting governance.

First, it is worth acknowledging that Guizhou Province has been relatively effective in implementing the "double reduction" policy in terms of implementing the national policy. Research results show that this policy has achieved some results in reducing the burden of schoolwork on students and reducing the content and frequency of examinations. The daily learning burden of students has been eased to a certain extent. Instead of focusing excessively on exam-oriented education, more emphasis has been placed on cultivating students' creative abilities and comprehensive literacy. This aligns with the original intent of the "double reduction" policy and is generally recognized by parents and students.

However, there are still some deficiencies in Guizhou Province in terms of strengthening supporting governance. The research found that some specific details were not perfected during the implementation of the policy, which led to some difficulties for educational institutions in implementing the "double reduction" policy. For example, some schools still have specific problems regarding curriculum arrangement and campus management and need to improve the details of the policy and management norms further. At the same time, the education system also needs to

strengthen training for schools and teachers to enhance their understanding of the policy and their ability to implement it. In addition, parents need to be more actively involved in monitoring the implementation of the policy to facilitate its smooth implementation.

In summary, Guizhou Province has successfully implemented the "double reduction" policy, but there is still room for strengthening the supporting governance. By further improving the policy details, raising the level of school management and teacher training, and strengthening parental involvement, implementing the "double reduction" policy can be further enhanced, providing students with a better educational environment and resources.



CHAPTER V

CONCLUSION

5.1 Discussion

After the investigation above and analysis of Guizhou's "double reduction" policy practice, the author found many problems. The following three major problems were summarised.

5.1.1 "The Breakthrough is not yet Leveled", Many Parties Each has Its Anxieties and Uncertainties

Since introducing the "double reduction" policy, examinations apart from the secondary school examination have, in principle, experienced modifications, ceased having a selection function, and drastically reduced. Scores, rankings, promotion rates, and other outcome-based evaluation "yardsticks" that education administrations, schools, and teachers have long followed have been removed, but the new "yardsticks" are unclear. The evaluation of local education administrative departments by local governments, the evaluation of schools by education administrative departments, and the evaluation of teachers by schools have mostly remained at the stage of incorporating the implementation of rigid indicators related to the management of school work, the provision of after-school services, and the suppression of out-of-school training organizations into the annual performance appraisal. The indicator system and mechanism for evaluating the teaching and learning ability and actual performance of schools and teachers have not yet been adequately followed up. In this regard, local education administrations, schools, and teachers have a sense of anxiety: no unified examination, how to assess the work of the school district in the semester; no exams, no scoring, how to give parents feedback on students' learning in school; no exams, no assessment, how to assess the teaching performance of teachers, how to evaluate excellence and how to stimulate the internal drive of teachers. For this reason, many teachers hope that a matching method of evaluating teachers' teaching effectiveness will be introduced as soon as possible. In addition, it is unclear whether the evaluation system based on academic results will be adjusted. About this issue, schools, teachers, parents, and even students have shown some anxiety, not knowing how to cope with

[illegible]

On the one hand, there is a shortage of teachers for traditional "non-major" subjects such as physical education, aesthetics, arts, and mental health counseling. After implementing the "double reduction" policy, there has been a sharp increase in the number of physical education and hobby classes, and most of the schools surveyed lacked teachers for these classes to varying degrees. Some schools lack mental health instructors; nearly half of the schools have interested class teachers who can only meet the general teaching needs, and less than 40 % have physical education teachers who can meet most of the teaching needs. In actual teaching, there have been cases of "physical education classes are taught by maths teachers", "interest classes have become homework classes", "interest class teachers are not enough to explore the local special resources", and "between teachers within the school, between teachers in the school, between teachers in the school, between teachers in the school, between

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teachers in the school, between teachers in the school, between teachers in the school, between teachers in the school, between teachers in the school, between teachers in the school and in the school. New phenomena, problems, and old conflicts have emerged, such as "big differences in remuneration for after-school services among teachers and schools". The problems are even more prominent in rural areas (especially remote areas), where schools are usually small and have weak teachers and infrastructure. On the other hand, teachers lack the mindset to guide students to develop independently. The "double reduction" program aims to bring education back to its roots, and the essence of education is to transform lives and nurture self-awareness, which requires teachers not only to teach subject knowledge but also to cultivate students' awareness of independent learning and their ability to develop on their own. However, many teachers are still focusing on classroom teaching in terms of classroom efficiency and reduction of teaching time and in the design and arrangement of homework, although the vast majority of teachers said that they pay more attention to the individual differences of students and increase the quality of homework, they over-emphasis on the visualization of homework, the kernel of which is still like the "education for the test". --In the after-school service activities, many teachers still play the role of traditional authoritative "instructors" instead of the silent "inspirers". In after-school service activities, a good number of teachers still play the role of traditional authoritative "instructors" instead of silent "inspirers" and "influencers". The questionnaire survey results showed that very few parents thought that most teachers in their schools could fully meet the new requirements of classroom teaching under the "double reduction" program.

5.1.3 "Pressure" and Fatigue in the Teaching Profession

Many non-teaching works entering the campus affect teachers' primary responsibilities and students' "double reduction". Teachers' "double increase" is the most reflected and vital issue in research discussions. These nonteaching affairs mainly focus on various aspects such as welcoming various inspections and evaluations, completing various written materials at all levels, participating in social affairs such as civilization creation, urging parents to register various apps, checking in on various learning activities, occupying nearly 50% of teachers' working time. The questionnaire results show that more than half of teachers believe that their workload has increased

after the "double reduction", and the first to bear the brunt of this increased workload is "nonteaching work", followed by "after-school services". The critical tasks of teachers, such as "homework design," "lesson preparation," "homework correction and evaluation," and "participating in teaching and research," have increased their workload. More than half of the teachers suggest reducing the proportion of current non-teaching work. Suppose many teachers spend their time on these non-teaching tasks. Why do they have the time to carefully prepare lessons and participate in teaching research to improve the quality of classroom teaching? In addition, regardless of the current level, teachers must still be "compassionate, full of dedication" in reality. However, in the vast areas of our province where the salary and welfare of kindergarten, primary, and secondary school teachers are not optimistic, how can teachers truly muster up their energy, work hard, and invest heavily in the "double reduction" work? Therefore, "strengthening supporting governance" will be added as one of the essential dimensions of the evaluation index system for implementing the "double reduction" policy in Guizhou constructed by this research institute in response to the requirements of many experts. The subsequent evaluation survey results made the author's "addition" logical and clear.

5.2 Recommendation

The "double reduction" policy has to go through at least three stages in order to be implemented, in which the implementation goals of the "double reduction" policy are progressively upgraded, the period required is gradually lengthened, and the institutional and socio-cultural context changes to different degrees with time. The institutional environment and socio-cultural context change to varying degrees over time, fundamentally affecting the interests, logic of interest, game behavior, and domination among the four key players: education administration, teachers, parents, and students. Evaluating the practice of the "double reduction" policy in Guizhou reflects two points (Yang, 2022).

First, in the first stage of the implementation of the "double reduction" policy, China's central and local government governance systems centered on decentralization and local government assessment and incentive mechanisms, and the

"top-down" "short-termism" and "utilitarianism" dominant logic and the remnants of the imperial examination culture, which has been in place for nearly two decades, still have a profound impact on the current "double reduction" policy. The dominant logic of "short-termism" and "utilitarianism," as well as the remnants of the imperial examination culture that advocates hard work and struggle, pragmatism, and the one-exam-for-life approach, are still profoundly influencing the implementation of the current "double reduction" policy. The primary logic of indexation, hierarchization, and standardization is crucial in swiftly implementing the "double reduction" policy universally. However, it also poses an increased risk that the second and third phases of implementing this policy may follow a trajectory similar to the previous 20 years of reforms during the eighth and ninth curricular reforms. Occasionally, divergent paths may be observed. The "top-down" logic of domination by indicators, hierarchy, and standardization can easily lead to a closed-door effect of performance competition between critical subjects at the same level, centered on monitoring indicators, and give rise to mechanical implementation, selective implementation, symbolic implementation, alternative implementation, wait-and-see implementation and other local rational games, which may affect the proper implementation of the fundamental task of Lidushi Shurenren. This may affect the faithful implementation of the fundamental task of promoting moral education.

Secondly, the three outstanding problems encountered in implementing the "double reduction" policy reflect that the original intention of the "double reduction" policy is undeniably good. However, the reality is that there is a great deal of variation in the actual conditions of implementation. Behind the problems are deeper issues such as the inertia of several groups of critical subjects attached to external evaluation mechanisms, biased understanding of the "double reduction" policy, weak self-development capacity of schools and teachers, and weak related infrastructure and support. The rapid implementation of the "double reduction" policy in the first phase was mainly due to two factors. First, primary education is managed by local governments, of which provincial governments are the highest level and pay the most attention to political position and political responsibility in reform and innovation. The central government has seized the provincial governments as the "leaders" to give clear policy signals and push forward forcefully. Secondly, the goal of the first phase of the

"double reduction" policy should be said to have no direct reference to its "burden reduction" intention. Localities do not need too much human and financial investment and social support, and it is easy to "formally" It can be easily accomplished in a "formal" manner.

Based on the content of the "double reduction" policy issued by the central government in July 2021 and the recent announcement of the 2022 Work Points for "double reduction" by the Department of Basic Education under the Ministry of Education, it is evident that governments and education administrations at all levels will continue to prioritize efforts towards achieving "double reduction" shortly. The focus on "double reduction" will persist as a crucial task for governments and education administrations across various levels in the short term. Therefore, the logic of "top-down" domination in implementing the "double reduction" policy is derived from China's centralized governance system, and there will not be any significant adjustments in a short period. What can be adjusted and optimized can only be the education evaluation system, social culture, value orientation, the self-development capacity of schools and teachers, and related mechanisms. The only things that can be adjusted and optimized are the education evaluation system, the social culture and value orientation, the self-development capacity of schools and teachers, and the relevant mechanisms. The author suggests that a multi-pronged approach should be adopted to improve the conditions for implementing the "double reduction" policy from the following four points.

5.2.1 Constructing a Comprehensive and Whole-process Observational Education Evaluation Mechanism to Guide all Social Parties to Breakthrough Promotions

The primary objective of the "double reduction" strategy is to promote comprehensive growth, and the new education evaluation mechanism should be centered on "human beings" and "all-round development", with a weakening of the selection function. On the one hand, it is necessary to treat students, teachers, and schools as developing individuals and to emphasize process and value-added evaluation. Educational evaluation is to nurture people and is a necessary part of nurturing people. It should be integrated into the daily teaching and learning of schools and teachers rather than being concentrated in a few days at the end of the semester; the

establishment of a mechanism for comprehensive and whole-process observation and evaluation, such as a filing bag, to provide a factual record of the efforts invested, achievements and progress made by students, teachers and schools in a certain period or certain specific areas; and a reasonable linkage with the secondary school examination and the performance assessment, to guide the three parties in the process. The secondary school examination and performance appraisal are mainly used to guide the tripartite subjects to understand better and improve themselves, breaking the shackles of traditional promotions.

On the other hand, the learning and growth of students is a systematic project that needs to pay attention to the comprehensive evaluation of various influencing factors. For example, whether the school culture construction attaches importance to the diversified spiritual needs of students, whether it takes care of the balance of "five education" and special education, whether the local education administrative department effectively reduces the burden of teachers' non-teaching tasks in the campus, and returns education to the school, and time to the teachers. Furthermore, observation and in-depth study should be emphasized.

Furthermore, emphasis should be placed on observation, in-depth interviews, cases, and other qualitative analysis tools. Multi-dimensional observation and comprehensive assessment of local education administrations, schools, teachers, parents, and students should be done in real-life situations to detect and eliminate policy implementation deviations such as mechanical and selective implementation. In addition, an evaluation system for local governments has been established to promote implementation continuously and to prevent the weakening of policy strength over time. Continue to incorporate the "dual reduction" implementation in assessing the fulfillment of education responsibilities by provincial governments, and promptly establish and enhance a legal mechanism for addressing this matter. Adjust our efforts accordingly based on the progress in promoting the "dual reduction" policy, focusing on addressing key issues and challenges. The indicator system of the monitoring platform has been adjusted promptly, the effectiveness of indicator data collection has been improved, and the relevant indicator data have been continuously tracked and monitored to fulfill further a high level of the role of a catalyst for local governments and the role of an operational guide for local education administrations.

5.2.2 Implementing a Multi-pronged Approach to Gradually Eliminate the Single Social Culture and Value Orientation of "Quick Success and Quick Profit."

First, the publicity and interpretation of the "double reduction" policy should be further promoted and deepened. The actual implementation of the "Double Minus" policy requires all parties to respect the law of human growth, establish reasonable expectations for children's growth, and accept a diverse life, not just "only scores". This survey shows that only the education administration and school publicity is insufficient. Local party committees and governments need to follow the requirements of the central document. The "double reduction" work as a significant livelihood project, included in the vital agenda, consciously takes on the primary responsibility of the "double reduction" policy propaganda, the use of popular ways to increase the "double reduction" policy on the "double reduction" policy. Secondly, we will continue to focus on breakthroughs in cutting-edge vital technologies, develop high-end industries, drive the high-end development of traditional industries, improve the carrying capacity of China's high-quality employment, and satisfy the people's expectations for the employment of their children. China is a superpower in terms of population, but it is undeniably only temporarily "leading" the world in a few fields, such as 5G, high-speed railway, and nuclear power. Huawei, CSR, China is at the forefront of nuclear power and other advanced technologies.

However, high-tech companies such as Huawei, China Railway Corporation, and China Nuclear Power cannot provide enough high-quality job opportunities for all graduates. Additionally, it is crucial to optimize the distribution of social security resources to maintain stable societal expectations regarding its role in supporting individuals. This will also help alleviate confusion and anxiety among those unable to attend prestigious universities or schools. In this regard, at the 28th collective study session of the Political Bureau of the Central Committee, General Secretary Xi Jinping has already pointed out the direction for the high-quality development of China's social security undertakings in the 14th Five-Year Plan period, that is, by the requirements of guaranteeing a bottom line, weaving a dense network and building a mechanism to improve the social security system covering the whole population, integrating urban and rural areas, and ensuring the fairness, uniformity, and

sustainability of the multi-level social security system. Finally, efforts are being made to improve the employment treatment, social status, and upward mobility of modern vocational education so that vocational education can become a choice of education outside of university that is no longer rejected by society. Currently, action plans have been proposed by the Ministry of Education, the National Development and Reform Commission, and other pertinent ministries and commissions to enhance China's vocational education quality and excellence during the period from 2020 to 2023. To a certain extent, these have broadened the upward mobility pathways of vocational education but are far from effectively responding to the realistic aspirations of the various sectors of society, particularly parents, to improve the employment treatment and social status of vocational education.

5.2.3 Strengthening Teacher Training and Support for "New Teachers" and Enhancing the Self-development Capacity of School Teachers

Schools are the primary position for implementing the "double-reduced" policy, and teachers are the main force, so it is crucial to solve the problems of "wanting to, being able to, and being good" for schools and teachers. On the one hand, to strengthen the headmasters and teachers who want to adapt to the "double reduction" and "let education return to the essence of moral education," new thinking training to solve the "do not want" problem. The guidance provided to principals and teachers aimed at fostering agreement regarding the importance and implications associated with an overwhelming workload regarding homework and enhancing school education. Additionally, they were encouraged to embrace principles that prioritize educating individuals while respecting educational regulations, putting people at the center of education, teaching without prejudice, and holistically developing people. On the other hand, special training was organized for teachers in classroom teaching and homework design to solve the problems of "ability" and "goodness". In preparing lessons, we strengthened the effective implementation of the "Three Studies" and "Two Optimizations" training. At the same time, we increased the collective preparation of lessons to help teachers who are unable to fully adapt to the new requirements of the "double reduction" to accurately. In the teaching process, we strengthened the training on modern educational technology and teaching methods such as clever questioning, creating situations, storytelling, group cooperation, and inquiry, role-playing, and

promoted the transformation of classroom teaching from "teacher-centered" to "student learning and growth-centered", and from "teacher-centered" to "student learning and growth-centered". It also promotes the transformation of classroom teaching from "teacher-centered teaching" to "student-centered learning and growth" and from "teachers transferring knowledge to students" to "teachers and students constructing knowledge through collaborative inquiry". In the design and arrangement of homework, through training, teachers are encouraged to place homework in the context of the educational concepts of "double reduction" and "moral education" as well as the entire education system and to think about what kind of independent learning skills are needed for students to master in this subject in the context of the curriculum standards, teaching materials, and the learning situation. What independent learning skills do students need to acquire in this subject? What core qualities do students need to possess in this subject? How can teachers support students in acquiring this range of competencies and literacies? From this framework of thinking, the "selective", "hierarchical", "whole batch", "feedback," and so on are the critical elements of the "double reduction". The "double reduction" policy has become a natural choice for teachers, and the problems of randomness, fragmentation, and mechanical repetition in traditional homework assignments have mainly been eliminated at the starting point. Accordingly, the problem of excessive attention to the "visualization" of homework will also be alleviated. Furthermore, regional coordination of teachers for psychological counseling, sports, and hobby courses should be stepped up to innovatively solve the problem of phased and localized shortages of teachers. Establishing regional platforms for the promotion of high-quality curriculum resources for after-school services and the matching of supply and demand; encouraging schools to actively explore the introduction of existing high-quality out-of-school educational resources in a regulated manner through the purchase of services and other means; and co-ordinating the introduction of regional cultivation plans, selection, and hiring programs, and supportive policies for the relevant talents.

5.2.4 Establishment and Improvement of Various Relevant Mechanisms and Endeavoring to Reduce or Even Eliminate the Resistance to the Implementation of the "Double Reduction" Policy

As the "double reduction" policy is progressively implemented, the likelihood of attaining the objectives becomes increasingly challenging, the more human, financial, and policy support will be needed, and the higher the level of inter-ministerial coordination and the more robust the work-promotion mechanism will be required. On the one hand, it is essential to establish and improve leading groups and working groups at all levels, strengthen standardization and systematization, and enhance the strength, depth, and breadth of inter-ministerial coordination. The authority of the leading groups and working groups should be strengthened; the "one-chess" mentality should be reinforced; the division of labor and responsibilities should be clarified, and the cross-sectoral decision-making mechanism should be refined; and inter-ministerial coordination should be strengthened about the objectives, timetables, roadmaps and critical tasks of the "double reduction" policy implementation should be enhanced. On the other hand, it has pushed localities to establish and improve local work-promoting mechanisms adapted to the new stage of implementing the "double reduction" policy. Strengthening the overall leadership of the party; guiding localities to gradually shift the focus of the "double reduction" work from "doing it" in the short term to "doing it well" in the medium and long term, i.e., shifting the timeline from "100 days" to "100 days" to "100 days", and from "100 days" to "100 days". "100 days" and one year to three, five, or even ten years, and adjusting the goal from "not lagging in monitoring indicators" to building a high-quality education system, effectively alleviating parental anxiety, and promoting the all-round development and healthy growth of students; and in the process of putting the "double reduction" into practice, the Government will gradually shift the focus of the work from "doing it" in the short term to "doing it well" in the medium and long terms. In addition to simply incorporating rigid indicators for implementing the "double reduction" policy into performance appraisals, we are exploring the establishment of a community working mechanism and incentive mechanism for the implementation of the policy based on issues and projects from the perspective of the principle of public welfare and universality of benefits; we are further improving the mechanism for guaranteeing the funding of after-school services in remote and backward areas; we are improving the mechanism for providing incentives for teachers; we are also allocating performance-based salaries to teachers on the front lines of weak schools and those engaged in

specialized fields. Improve the incentive mechanism for teachers and allocate performance pay to first-line teachers in weak schools in rural areas, as well as teachers engaged in special education and after-school services; and attach importance to the role of party organizations in raising the political stance and standardizing the development of out-of-school training organizations in terms of the "dual leadership" of these organizations. It guides off-campus training institutions to include the relevant aspects of party building in their articles of association and makes clear the public welfare attributes and socialist direction of off-campus training institutions; promotes off-campus training institutions to ensure that party organizations are built wherever they are required to be built; and establishes a system of the day-to-day management of off-campus training institutions by party building instructors and a system of regular review, to ensure that there is no deviation from the "Literacy of Virtue and Education" principle. Establishing a daily management system and regular review system for out-of-school training institutions ensures they do not deviate from the fundamental task of "establishing morality and educating people".



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APPENDICES

Appendix I

Consultation on the Components of the Evaluation System for the Implementation of the "Double Reduction" Policy in Guizhou

Dear Experts,

Hello! Thank you for sparing your valuable time to complete the expert consultation questionnaire regarding the evaluation system components for implementing the "double-reducing" policy. The study has been conducted in compliance with the specific requirements outlined in the Opinions of the Central Office, which aim to alleviate homework and out-of-school training burdens on students in compulsory education stages. These requirements pertain to evaluating schools and students, excluding any government-related aspects. The study has initially developed an assessment framework for evaluating the implementation of the "double reduction" policy based on the four evaluation components outlined in the specific requirements of the Opinions on Further Reducing Homework and Out-of-School Training Burden for Students in Compulsory Education issued by the Office of the Central People's Government. The questionnaire consists of two sections: one gathering essential information and another seeking feedback and suggestions to enhance the evaluation system's second and third dimensions regarding components of the "double-reduced" policy implementation. This expert consultation is solely intended for thesis research, ensuring strict confidentiality of all questionnaire responses and evaluation outcomes.

Part I. Basic Information on Experts

Please fill in the blanks on the corresponding questions or select the option in parentheses that matches your situation.

Name initials: _____ Gender: _____

1. Age (): A. 35 years and below B. 36-45 years C. 46-55 years D. 56 years and above
2. Teaching experience (): A. 10 years and below B. 11-20 years C. 21-30 years D. 31 years and above
3. Title (): A. Professor B. Associate Professor C. Lecturer D. Others ()
4. Highest education level (): A. Specialized B. Undergraduate C. Master D. Doctorate

Part II. Review of the Components of the Evaluation System for the Implementation of the "Double Reduction" Policy

Please suggest the meaning of modification for each dimension of the system and each constituent element it contains. (The numbers in ascending order represent the degree of reasonableness of the constituent elements in this dimension; 5 represents very reasonable, 4 represents relatively reasonable, three represents average, 2 represents unreasonable, and 1 represents particularly unreasonable. Please put a "√" in the box that corresponds to your opinion.)

[illegible]

Components of the Evaluation System for the Implementation of the "Double Reduction" Policy

Review of the Components of the Three Dimensions

The Second Dimension	Three Dimensions	Descriptive	Degree of Reasonableness (from highest to lowest)					Revised Opinion
			5	4	3	2	1	
Sound operational management mechanisms	Improvement of operations management practices	Whether schools have developed or improved homework management practices in response to the "double reduction" approach						
	Strengthening operational integration	Whether the school has coordinated or held meetings on assignments for different grade levels						
	Regulate the structure of assignments to ensure that the difficulty level does not exceed the national curriculum standards.	Whether the difficulty of the homework set is within the national curriculum standards						
	Establishment of an on-campus system for publicizing assignments	Whether a system for publicizing assignments on campus has been established and publicized						
	It is strictly prohibited to assign or disguise homework to parents or to require parents to check or correct homework.	Whether the school assigns or disguises homework for parents. Whether the school requires parents to check and correct homework						
What additional dimensions are necessary for "sound operations management mechanisms"? Please indicate:								
Categorize and specify the total number of operations.	No written homework for grades 1 and 2 of elementary school / average completion	Time for students to complete assignments (categorized discussion)						

	time for grades 3 to 6 of elementary school is no more than 60 minutes / average completion time for junior high school is no more than 90 minutes.							
What additional dimensions are needed to "categorize the total number of assignments"? Please indicate:								
Improving the quality of assignment design	Integration of homework design into the teaching and research system	Does the school incorporate homework into the teaching and research system						
	Assigning tiered, flexible, and individualized assignments	Whether schools set different homework for students at different learning levels, whether schools have different teaching objectives and homework requirements for students with different levels of achievement, and whether schools set individualized homework for special students (unique or mentally handicapped)						
	Eliminate repetitive and punitive assignments.	Whether the school has repetitive, punitive assignments						
What additional dimensions are needed to "improve the quality of assignment design"? Please indicate:								
Enhanced guidance on homework completion	Elementary students complete their written work in school, and middle school students complete most of it.	Completion of written assignments (categorized discussions)						
	Teachers correct homework carefully and answer questions and tutorials well.	Satisfaction with teachers' conscientiousness in correcting homework and doing an excellent job in answering questions and providing counseling						

	Students should not be required to self-correct assignments	Whether the school requires students to self-correct their work						
What additional dimensions are needed to "strengthen guidance on homework completion"? Please indicate:								
Scientific use of after-school time	Guide students to complete remaining written assignments when they return home from school.	Whether the school requires students to complete written assignments on time at home for written assignments not completed at school						
	Enrichment of after-school life	Whether the school has publicized and mobilized students to participate in household chores to the best of their ability, whether the school has arranged sufficient physical education classes or other extra-curricular exercises, and whether the school has conducted reading and literary activities						
	Guiding students to use electronic products wisely	Whether the school has made appropriate regulations on the use of electronic devices by students or whether teachers have emphasized the relevant requirements in the classroom						
	Actively communicate with your child.	Whether schools have made corresponding requirements that parents should strengthen communication with their children and take the initiative to grasp the psychological situation of students' learning						
	Coordination of after-school learning life in boarding schools	Whether the school has made overall learning and living arrangements for after-school hours (responses from students of boarding schools)						

What additional dimensions are needed for the "scientific use of leisure time"? Please indicate:						
Guaranteed after-school hours	Implementation of various after-school programs	Whether the school organizes various nurturing activities after school (interest classes, homework classes, national studies classes, physical exercise)				
	After-school service end-time	Whether the school's after-school service ends later than the prevailing local closing time (5:30-6:00 p.m.)				
	Extended care services for students with special needs	Whether the school has arranged extended care services for students/families with practical difficulties				
	Evening study sessions for middle school students	Whether the school has self-study classes or a self-study teacher in the evenings				
	Schools arrange for flexible commuting to and from work	Whether the school has arranged a flexible commuting system for teachers				
What additional dimensions are needed for "guaranteed after-school hours"? Please indicate:						
Improving the quality of after-school services	Development of an after-school service implementation program	Whether the school has formulated an after-school service implementation program				
	Instruct students to complete their homework carefully	Whether the school's after-school service guided students to complete their homework carefully				
	Expanding Learning Spaces	Whether the school has organized science, culture, sports, arts, labor, reading, interest groups, and clubs for students with learning difficulties				
	After-school service hours may not be used to teach new classes	Whether schools are using after-school service hours to teach new lessons				
	Encourage schools to	Whether the school provides				

	be in a position to provide interest-based after-school service activities to students after school hours so that students can participate in their own choices.	interest-based after-school service activities to students (Article 25 in Chapter 7 of the document, therefore, other requirements in the chapter are implemented by the government, and it seems far-fetched for this article to be a separate dimension, so it is converted to this dimension to reflect)						
What additional dimensions are needed to "improve the quality of after-school services"? Please indicate:								
Expanding after-school service channels	Composition of after-school service teachers	Composition of teachers in after-school services in schools: active/retired/qualified/existence of non-professionals						
	Seriously investigating and dealing with teachers' paid extracurricular activities outside schools.	Whether the school has teachers who are paid to give extra lessons outside of school						
	Give full play to the role of out-of-school activity venues such as children's palaces and youth activity centers in after-school services.	Whether schools have made full use of out-of-school activity venues such as juvenile palaces and youth activity centers to carry out after-school services						
What additional dimensions are needed to "expand access to after-school services"? Please indicate:								
Strengthening and improving reduction online learning services (this document requires the education sector to organize and implement, but	reduction of online learning resources for students	Whether the school provides reduced online learning resources to students						
	Organize reduction online interactive exchanges and Q&A sessions with outstanding teachers.	Whether the school organizes a reduction in online interactive exchange of questions and answers by outstanding teachers						
	Increase the publicity and promotion of the	Whether the school has publicized the online learning						

in practice, it is the school that provides the corresponding services to students)	use of online learning services.	service accordingly						
What additional dimensions are needed to "strengthen and optimize reduction online learning services"? Please specify:								
Improving the quality of classroom teaching	Sound instructional management protocols	After implementing the double-reducing policy, whether the school has established sound or revised teaching management procedures, optimized teaching methods, and strengthened teaching management.						
	Full implementation of the national curriculum	Whether the school offers a course of study by national regulations						
	Schools are not allowed to increase or decrease the number of hours, raise the level of difficulty, or speed up the progress at will.	Whether the school has arbitrarily increased or decreased the number of lessons, raised the difficulty level, or accelerated the progress.						
	Reducing exam stress and improving exam methods	Whether the school closed classes in advance to prepare for the examination, violated the unified examination, exceeded the standard of examination questions, or ranked the examination.						
	Grade system for presentation of examination results	Whether the school publishes student results according to a grading system						
What additional dimensions are needed to "improve the quality of classroom teaching"? Please indicate:								
Safeguarding	A full complement of	Whether schools are fully						

conditions for after-school services in schools	teachers	staffed with teachers according to size						
	Ensure that funding is in place.	Whether the school is in arrears or has insufficient funds for teaching and learning						
	After-school services are fully funded.	Whether the school has made relevant arrangements for the funding of after-school services, and whether the amount of funding for the subsidy of after-school services for teachers is included in the performance pay as an increment and set up a corresponding project to pay out the total amount of the subsidy						
	Teachers' performance in participating in after-school services should be an essential reference for appraisal of titles, recognition and rewards, and performance pay allocation.	Whether the performance of teachers in participating in after-school services is taken as an essential reference for appraisal of titles, recognition and rewards, and allocation of performance pay						
What additional dimensions are needed to "guarantee the conditions for after-school services"? Please indicate:								
Improvement of home-school-society synergy mechanism	Promoting a collaborative education community	Whether the school has held meetings or formed implementation opinions on clarifying the responsibilities of home-school parenting, close communication between home and school, and innovative synergistic approaches						
What additional dimensions are needed to "improve the cooperative mechanism between home, school, and society"? Please indicate:								

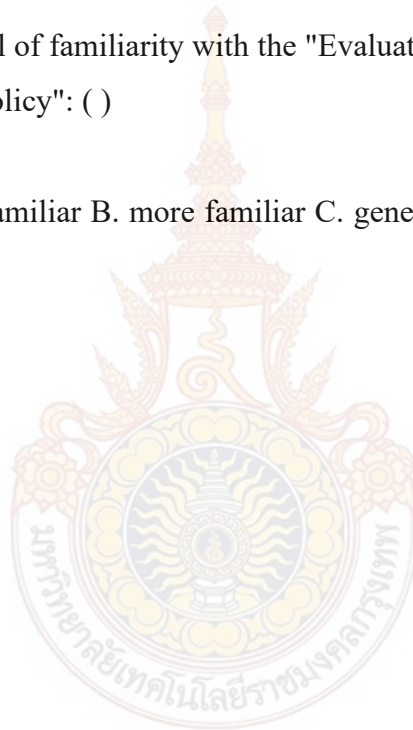
Reasonable control of training advertisements	No commercial advertising activities in primary and secondary schools and kindergartens	Whether the school has commercial advertising activities on the school premises						
	Not to use teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, and school buses of primary and secondary schools and kindergartens to publish or disguise advertisements.	The school has used teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, and school buses to publish or disguise advertisements.						
What additional dimensions are needed for "good control of training advertising"? Please specify:								
Optimizing teacher management	Number of teachers in after-school services	Whether the increased after-school services policy increases the number of teachers						
	Teacher salary adjustments	An increase in teachers' salaries follows the increase in the "double reduction" related assessment.						
	Actual working hours of teachers	Whether the actual working hours of teachers have increased						
What additional dimensions are needed to "optimize teacher management"? Please indicate:								

The following table shows the four judgmental bases for selecting the above components; please self-assess the degree of influence of the judgment "large, medium, or small" and tick the corresponding option.

Basis of Judgment	Degree of Impact		
	Oldest	Center	Few
Intuition			
Theoretical analysis			
Practical experience			
Relevant domestic and international knowledge			

Your level of familiarity with the "Evaluation of the implementation of the "double reduction" policy": ()

A. very familiar B. more familiar C. generally familiar D. less familiar E. very unfamiliar



Appendix II

Consultation on the Weights of the Components of the Evaluation System for the Implementation of the "Double Reduction" Policy in Guizhou

Dear experts,

Hello! I appreciate your valuable time completing the expert consultation survey regarding the "Weightage of constituent elements in the evaluation system for implementing the 'double-reducing' policy in Guizhou". This survey is based on specific guidelines mentioned in the "Opinions on Further Reducing Homework Burden and Out-of-School Training for Compulsory Education Students" issued by China's Central Government Office. Thank you for your participation. Based on the specific requirements outlined in the Opinions on Further Reducing Homework and Out-of-School Training for Students in Compulsory Education by the Office of the Central People's Government, an evaluation framework was initially developed to assess the implementation of the "double reduction" policy in Guizhou. The questionnaire consists of two sections: one gathering essential information and another evaluating the importance of different components within Guizhou's "double reduction" policy and providing suggestions. This expert consultation is solely intended for thesis research, ensuring strict confidentiality of questionnaire responses and evaluation outcomes.

Part I. Basic Information on Experts

Please fill in the blanks on the corresponding questions or select the option in parentheses that matches your situation.

Name initials: _____ Gender: _____

1. Age (): A. 35 years and below B. 36-45 years C. 46-55 years D. 56 years and above
2. Teaching experience (): A. 10 years and below B. 11-20 years C. 21-30 years D. 31 years and above
3. Title (): A. Professor B. Associate Professor C. Lecturer D. Others ()
4. Highest education level (): A. Specialized B. Undergraduate C. Master D. Doctorate

Part II Evaluation of the Weights of the Components of the Evaluation System for the Implementation of the "Double Reduction" Policy in Guizhou

Please combine your professional knowledge, work experience, and understanding of practical teaching to give your comments and suggestions on evaluating each indicator. Weighting: The range of score is 1-9. The higher the score, the more critical the indicator is in evaluating the implementation of Guizhou's "double reduction" policy. Please **compare** the importance of each level of indicators and select the corresponding level of importance for the first, second, and third-level components. The questions in the questionnaire are set on a scale of 1-9, with the following numerical scale and meanings: Quantitative value of importance: 1-equally important; 3-slightly important; 5-obviously important; 7-strongly significant; 9-extremely important. For example, when comparing the two first-level components of "A Comprehensively reducing the total amount of homework" and "B Enhancing the level of after-school services", the relative importance is categorized as "extremely important", "strongly important", and "extremely important". "Strongly important", "Significantly important", "Slightly important," and "Equally important". If you think that "A Comprehensively reducing the total amount of homework" is more important than "B Enhancing the level of after-school services" (obviously important), then according to your judgment, you can check "obviously important" on the left. Check the box on the left-hand side of "Obviously Important" according to your judgment, as shown in the following **example**.

The left-hand side is essential.						The right-hand side is essential.				
Level 1 constituent elements	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Level 1 constituent elements
	9	7	5	3	1	3	5	7	9	
A Overall reduction in the total number of operations			√							B Enhancement of after-school services in schools

Experts are invited to start filling in the following (note: a more significant bias to the left indicates that the indicators on the left are more important, and a more significant bias to the right indicates that the indicators on the right are more important).

Evaluation of the Level of Importance of the First-tier Components

The left-hand side is essential.						The right-hand side is essential.				
Level 1 constituent elements	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Level 1 constituent elements
	9	7	5	3	1	3	5	7	9	
A Overall reduction in the total number of operations										B Enhancement of after-school services in schools
A Overall reduction in the total number of operations										C Vigorously improving the quality of education and teaching.
A Overall reduction in the total number of operations										D Strengthening supporting governance
B Enhancement of after-school services in schools										C Vigorously improving the quality of education and teaching.
B Enhancement of after-school services in schools										D Strengthening supporting governance
C Vigorously improving the quality of education and teaching.										D Strengthening supporting governance

Evaluation of the Level of Significance of the Secondary Constituent Elements

left-hand side is important					The right-hand side is essential.					
Secondary constituent elements	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
A1 Sound operations management mechanism										A2 Categorization clarifies the total number of operations.
A1 Sound operations management mechanism										A3 Improving the quality of assignment design.
A1 Sound operations management mechanism										A4 Enhanced homework completion guidance.
A1 Sound operations management mechanism										A5 Scientific use of out-of-school time
A2 Categorization clarifies the total number of operations.										A3 Improving the quality of assignment design.
A2 Categorization clarifies the total number of operations.										A4 Enhanced homework completion guidance.
A2 Categorization clarifies the total number of operations.										A5 Scientific use of out-of-school time
A3 Improving the quality of assignment design.										A4 Enhanced homework completion guidance.
A3 Improving the quality of assignment design.										A5 Scientific use of out-of-school time
A4 Enhanced homework completion guidance.										A5 Scientific use of out-of-school time

The left-hand side is essential.						The right-hand side is essential.				
Secondary constituent elements	monumental	high priority	important	slightly	equal importance	slightly	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
B1 Guaranteed after-school hours										B2 Improving the quality of after-school services.
B1 Guaranteed after-school hours										B3 Expanding after-school service channels.
B1 Guaranteed after-school hours										B4 Strengthening and optimizing the reduction of online learning services
B2 Improving the quality of after-school services.										B3 Expanding after-school service channels.
B2 Improving the quality of after-school services.										B4 Improving the quality of assignment design.
B3 Expanding after-school service channels.										B4 Strengthening and optimizing the reduction of online learning services

The left-hand side is essential.						The right-hand side is essential.				
Secondary constituent elements	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
D1 Safeguarding the conditions of after-school services in schools.										D2 Improvement of home-school-society synergy mechanism
D1 Safeguarding the conditions of after-school services in schools.										D3 Do an excellent job of controlling training advertisements.
D1 Safeguarding the conditions of after-school services in schools.										D4 Optimizing teacher management.
D2 Improvement of home-school-society synergy mechanism										D3 Do an excellent job of controlling training advertisements.
D2 Improvement of home-school-society synergy mechanism										D4 Optimizing teacher management.
D3 Do an excellent job of controlling training advertisements.										D4 Optimizing teacher management.

Evaluation of the Level of Importance of the Three-tiered Components

The left-hand side is essential.					The right-hand side is essential.					
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
A1-1 Refinement of operations management practices										A1-2 Strengthening operational integration
A1-1 Refinement of operations management practices										A1-3 Regulate the structure of assignments to ensure that the level of difficulty does not exceed national standards
A1-1 Refinement of operations management practices										A1-4 Establishment of an on-campus public announcement system for assignments
A1-1 Refinement of operations management practices										A1-5 Strictly prohibit assigning or disguising homework to parents, and strictly prohibit requiring parents to check and correct homework
A1-2 Strengthening operational integration										A1-3 Regulate the structure of assignments to ensure that the level of difficulty does not exceed national standards
A1-2 Strengthening operational integration										A1-4 Establishment of an on-campus public notice system for assignments
A1-2 Strengthening operational integration										A1-5 Strictly prohibit assigning or disguising homework to parents, and strictly prohibit requiring parents to check and correct homework
A1-3 Regulate the structure of assignments to ensure that the level of difficulty does not exceed national standards										A1-4 Establishment of an on-campus public notice system for assignments
A1-3 Regulate the structure of assignments to ensure that the level of difficulty does not exceed national standards										A1-5 Strictly prohibit assigning or disguising homework to parents, and strictly prohibit requiring parents to check and correct homework
A1-4 Establishment of an on-campus public announcement system for assignments										A1-5 Strictly prohibit assigning or disguising homework to parents, and strictly prohibit requiring parents to check and correct homework

The left-hand side is essential.						The right-hand side is essential.				
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Three-tiered components
	9	7	5	3	1	3	5	7	9	
A3-1 Assignment design integrated into the teaching and research system										A3-2 Assigning Tiered, Flexible, and Individualized Assignments
A3-1 Assignment design integrated into the teaching and research system										A3-3 Eliminate repetitive and punitive operations
A3-2 Assigning Tiered, Flexible, and Individualized Assignments										A3-3 Eliminate repetitive and punitive operations

The left-hand side is essential.						The right-hand side is essential.				
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Three-tiered components
	9	7	5	3	1	3	5	7	9	
A4-1 Elementary students essentially complete written assignments in school/middle school students complete most written assignments in school										A4-2 Teachers grade assignments carefully and answer questions and tutorials well
A4-1 Elementary students essentially complete written assignments in school/middle school students complete most written assignments in school										A4-3 Students shall not be required to self-address and self-correct assignments
A4-2 Teachers grade assignments carefully and answer questions and tutorials well										A4-3 Students shall not be required to self-address and self-correct assignments

The left-hand side is essential.						The right-hand side is essential.				
Three-tiered components	monumental	high priority	important	slightly	equal importance	slightly	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
A5-1 Guide students to complete remaining written assignments when they return home from school										A5-2 Enriching life after school
A5-1 Guide students to complete remaining written assignments when they return home from school										A5-3 Guiding students to use electronic devices wisely
A5-1 Guide students to complete remaining written assignments when they return home from school										A5-4 Positive Communication with Children
A5-1 Guide students to complete remaining written assignments when they return home from school										A5-5 Coordination of after-school academic life in boarding schools
A5-2 Enriching life after school										A5-3 Guiding students to use electronic devices wisely
A5-2 Enriching life after school										A5-4 Positive Communication with Children
A5-2 Enriching life after school										A5-5 Coordination of after-school academic life in boarding schools
A5-3 Guiding students to use electronic devices wisely										A5-4 Positive Communication with Children
A5-3 Guiding students to use electronic devices wisely										A5-5 Coordination of after-school academic life in boarding schools
A5-4 Positive Communication with Children										A5-5 Coordination of after-school academic life in boarding schools

The left-hand side is essential.						The right-hand side is essential.				
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
B1-1 Implementation of various after-school parenting activities										B1-2 After-school services end time
B1-1 Implementation of various after-school parenting activities										B1-3 Extended Care for Students with Special Needs
B1-1 Implementation of various after-school parenting activities										Self-study classes in the evening for B1-4 middle school students
B1-1 Implementation of various after-school parenting activities										B1-5 School Arrangements Flexible Commuting System
B1-2 After-school services end time										B1-3 Extended Care for Students with Special Needs
B1-2 After-school services end time										Self-study classes in the evening for B1-4 middle school students
B1-2 After-school services end time										B1-5 School Arrangements Flexible Commuting System
B1-3 Extended Care for Students with Special Needs										Self-study classes in the evening for B1-4 middle school students
B1-3 Extended Care for Students with Special Needs										B1-5 School Arrangements Flexible Commuting System
Self-study classes in the evening for B1-4 middle school students										B1-5 School Arrangements Flexible Commuting System

The left-hand side is essential.						The right-hand side is essential.				
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
B2-1 Develop an after-school services implementation program										B2-2 Instruct students to complete assignments carefully
B2-1 Develop an after-school services implementation program										B2-3 Expanding Learning Spaces
B2-1 Develop an after-school services implementation program										B1-4 May not use after-school service time to teach new classes
B2-1 Develop an after-school services implementation program										B2-5 Encourage schools that can do so to provide interest-based after-school service activities to students after school hours for students to participate in their own choices
B2-2 Instruct students to complete assignments carefully										B2-3 Expanding Learning Spaces
B2-2 Instruct students to complete assignments carefully										B2-4 May not use after-school service hours to teach new classes
B2-2 Instruct students to complete assignments carefully										B2-5 Encourage schools that can do so to provide interest-based after-school service activities to students after school hours for students to participate in their own choices
B2-3 Expanding Learning Spaces										B2-4 May not use after-school service hours to teach new classes
B2-3 Expanding Learning Spaces										B2-5 Encourage schools that can do so to provide interest-based after-school service activities to students after school hours for students to participate in their own choices
B2-4 May not use after-school service hours to teach new classes										B2-5 Encourage schools that can do so to provide interest-based after-school service activities to students after school hours for students to participate in their own choices

The left-hand side is essential.					The right-hand side is essential.					
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
B3-1 After School Services Teacher Composition										B3-2 Seriously investigating and dealing with teachers' paid extracurricular activities outside schools
B3-1 After School Services Teacher Composition										B3-3 Give good play to the role of out-of-school activity places such as juvenile palaces and youth activity centers in after-school services
B3-2 Seriously investigating and dealing with teachers' paid extracurricular activities outside schools										B3-3 Give good play to the role of out-of-school activity places such as juvenile palaces and youth activity centers in after-school services

The left-hand side is essential.					The right-hand side is essential.					
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
B4-1 Reduction of online learning resources for students										B4-2 Organize reduction online interactive exchange of questions and answers by outstanding teachers
B4-1 Reduction of online learning resources for students										B4-3 Increase the publicity and promotion of the use of online learning services
B4-2 Organize reduction online interactive exchange of questions and answers by outstanding teachers										B4-3 Increase the publicity and promotion of the use of online learning services

The left-hand side is essential.						The right-hand side is essential.				
Three-tiered components	monumental	high priority	important	slightly	equal importance	slightly	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
C1-1 Sound Instructional Management Protocols										C1-2 Complete the national curriculum
C1-1 Sound Instructional Management Protocols										C1-3 Schools may not arbitrarily increase or decrease the number of hours, increase the level of difficulty, or accelerate the pace of progress
C1-1 Sound Instructional Management Protocols										C1-4 Reducing examination stress and improving examination methods
C1-1 Sound Instructional Management Protocols										C1-5 test results are presented on a graded scale
C1-2 Complete the national curriculum										C1-3 Schools may not arbitrarily increase or decrease the number of hours, increase the level of difficulty, or accelerate the pace of progress
C1-2 Complete the national curriculum										C1-4 Reducing examination stress and improving examination methods
C1-2 Complete the national curriculum										C1-5 exam results are presented in a graded system
C1-3 Schools may not arbitrarily increase or decrease the number of hours, increase the level of difficulty, or accelerate the pace of progress										C1-4 Reducing examination stress and improving examination methods
C1-3 Schools may not arbitrarily increase or decrease the number of hours, increase the level of difficulty, or accelerate the pace of progress										C1-5 exam results are presented in a graded system
C1-4 Reducing examination stress and improving examination methods										C1-5 exam results are presented in a graded system

The left-hand side is essential.					The right-hand side is essential.					
Secondary constituent elements	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
D1-1 Full complement of teachers										D1-2 Ensure funding is in place
D1-1 Full complement of teachers										D1-3 after-school services are fully funded
D1-1 Full complement of teachers										D1-4 Teachers' performance in participating in after-school services shall be used as an essential reference for appraisal of titles, recognition and rewards, and performance pay allocation
D1-2 Ensure funding is in place										D1-3 after-school services are fully funded
D1-2 Ensure funding is in place										D1-4 Teachers' performance in participating in after-school services shall be used as an essential reference for appraisal of titles, recognition and rewards, and performance pay allocation
D1-3 after-school services are fully funded										D1-4 Teachers' performance in participating in after-school services shall be used as an essential reference for appraisal of titles, recognition and rewards, and performance pay allocation

The left-hand side is essential.					The right-hand side is essential.					
Secondary constituent elements	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
D3-1 No commercial advertising in elementary, middle, and junior high schools and kindergartens										D3-2 shall not use teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, or school buses of primary and secondary schools and kindergartens to publish or disguise advertisements

The left-hand side is essential.					The right-hand side is essential.					
Three-tiered components	monumental	high priority	important	slightly important	equal importance	slightly important	important	high priority	monumental	Secondary constituent elements
	9	7	5	3	1	3	5	7	9	
D4-1 Corresponding increase in the number of teachers in schools in response to the increased after-school services policy										D4-2 Increase in teacher salaries in schools following the increase in the "double reduction" related assessment
D4-1 Corresponding increase in the number of teachers in schools in response to the increased after-school services policy										D4-3 No increase in actual hours worked by teachers
D4-2 Increase in teacher salaries in schools following the increase in the "double reduction" related assessment										D4-3 No increase in actual hours worked by teachers



Appendix III

Questionnaire for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou (teacher version)

Dear Teacher,

Hello!

We are the research team for the evaluation study of implementing our province's "double reduction" policy. This questionnaire is intended to provide teachers in primary and secondary schools with direct feedback on implementing the "double reduction" policy in our province and the overall feelings of the teachers. The questionnaire is completely anonymous, and the results will only be used to improve and refine the policy, so please feel free to fill it out. Thank you!

Research Group on Evaluation of the Implementation Effectiveness of the "double reduction" Policy in Guizhou

I. Basic Information on Teachers

1. Please tell me if you are [single choice]*

A. Classroom teachers

B. Non-classroom teachers

2. The grade level for which you are primarily responsible is [Single Choice] *

A. Primary grades 1-2

B. Primary grades 3-6

C. Middle school

3. Please tell me the district in which you teach is [single choice]*

A. Guiyang City

B. Zunyi

C. Bijie area

D. Liupanshui area

E. Anshun City

F. Qianxinan

G. Qiannan Prefecture

H. Qiandongnan Prefecture

I. Tongren area

4. The district in which you teach belongs to the [Single Choice] *

A. Cities

B. County

C. Townships

5. Please tell me if your school is [single choice]*

- A. Key urban schools
- B. Urban general schools
- C. County Focus Schools
- D. County common schools

6. Please tell me how long you have been teaching [single choice] *

- A.0-5 years
- B. 5-10 years
- C. 10-20 years
- D. More than 20 years

1. Has your school developed or improved its homework management practices?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

2. Has your school coordinated or held meetings on homework for different grade levels?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

3. Do you assign homework that is within the difficulty level of the National Curriculum?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

4. Has your school established and publicized an in-school system for the disclosure of Assignments?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

5. Does your school give or disguise homework to parents?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

6. Does your school require parents to check and correct homework?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

7. Does your school incorporate homework into its teaching and research system?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

8. Does your school assign different kinds of homework to students with different learning levels and characteristics?

- A.Strongly Disagree
- B.Disagree
- C.Neutral
- D.Agree
- E.Strongly Agree

9. Does your school have different instructional objectives and assignment requirements for students with different levels of achievement?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

10. Does your school provide individualized assignments for sure special students (special needs or mentally retarded)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

11. Does your school make overall learning and living arrangements for after-school hours (Answer for boarding schools)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

12. Does your school organize various kinds of nurturing activities after school (interest classes, homework classes, national studies classes, physical exercise)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

13. Does your school's after-school service end later than the prevailing local closing time?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

14. Does your school arrange extended care services for students/families with practical difficulties?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

15. Does your school offer study halls or arrange for study rooms in the evenings (middle school response)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

16. Does your school arrange a flexible commuting system for teachers?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

17. Does your school have an after-school service implementation program?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

18. Does your school's after-school service instruct students to complete their homework carefully?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

19. Does your school have science, culture, sports, art, labor, reading, interest groups, and clubs for students who are unable to learn?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

20. Composition of teachers in after-school services in your school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

21. Does your school make full use of out-of-school activities such as juvenile palaces and youth activity centers to carry out after-school services?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

22. Does your school provide reduced online learning resources to students?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

23. Does your school organize a reduction in online interactive exchanges of questions and answers by outstanding teachers?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

24. Has your school publicized its online learning services accordingly?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

25. Since the implementation of the double reduction policy, has your school established or revised its instructional management protocols?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

26. Does your school offer a suitable course of study by national regulations?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

27. Does your school arbitrarily increase or decrease the number of hours of classes, increase the difficulty, or speed up the progress?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

28. Does your school publish student grades according to a grading system?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

29. Does your school have any salary arrears or insufficient funds for teaching?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

30. Has your school made arrangements for the funding of after-school services so that the amount of funding used for subsidizing after-school services for teachers is included as an increment in the performance pay and set up a corresponding line item for full payment?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

31. Is the performance of teachers participating in after-school services taken as an essential reference for appraisal and appointment of titles, recognition, rewards, and allocation of performance pay?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

32. Does your school offer interest-based after-school programs for students to participate in voluntarily?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

33. In response to the increased after-school services policy, Has your school increased the number of teachers?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

34. Did your school increase teacher salaries with the addition of the "double reduction" test? A.Strongly Disagree B.Disagree C.Neutral
D.Agree E.Strongly Agree

35. Has the actual number of hours worked by teachers increased?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

III. Overall perception of the double reduction policy after its implementation

1. Do you feel that there has been a significant reduction in the amount of work done since the implementation of the Double reduction Policy?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

2. Do You feel that the psychological state of the students has been improved?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

3. Do you feel that students' academic performance is better or worse than it was before the double reduction policy?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

4. Do you feel that the responsibility or pressure on parents to supervise students' learning has been reduced?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

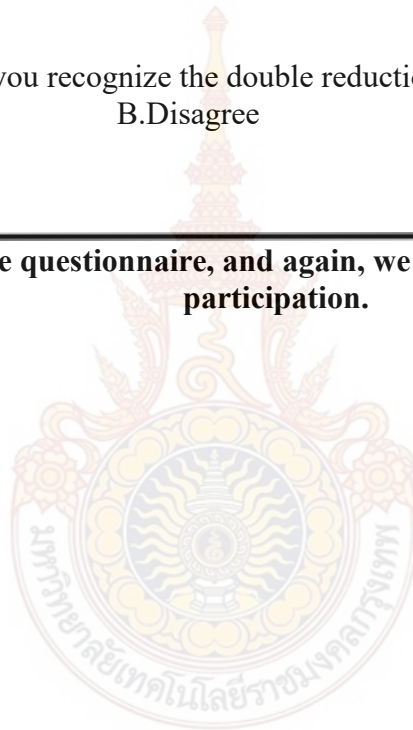
5. How satisfied are you with implementing the double reduction policy at your school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

6. To what extent do you recognize the double reduction policy?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

This concludes the questionnaire, and again, we thank the teachers for their participation.



Appendix IV

Questionnaire for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou (student version)

Hello, students! We are the research team of the evaluation study of the implementation effect of the "double reduction" policy in our province. This questionnaire will give students direct feedback on implementing our province's "double reduction" policy and their overall feelings. This questionnaire is entirely anonymous, and the results will only be used for policy improvement and upgrading research, so please feel free to fill it out. Thank you!

Research Group on Evaluation of the Implementation Effectiveness of the
"double reduction" Policy in Guizhou

I. Basic information on students

1. Please tell me if you are [single choice] *

A. Boys

B. Girls

2. Please tell me what your school term is [Single choice]*

A. Primary schools

B. Middle school

3. Please tell me which district you are attending [single choice]*

A. Guiyang City

B. Zunyi

C. Bijie area

D. Liupanshui area

E. Anshun

F. Qianxinan

G. Qiannan
Prefecture

H. Qiandongnan
Prefecture

I. Tongren area

4. Please tell me if the district in which you are attending school belongs to the [Single Choice] *

A. Cities

B. County

C. Townships

5. Please tell me which school you are attending [single choice]*

- A. Key urban schools
- B. Urban general schools
- C. County Focus Schools
- D. County common schools

II. Implementation of the double reduction policy

1. Whether schools give or disguise homework to parents?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree

2. Does the school require parents to check and correct homework?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

3. Average time for completion of written assignments (upper elementary and middle school responses)?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

4. Does the school assign different homework to children with different learning characteristics?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

5. Does the school have different teaching objectives and homework requirements for children with different levels of achievement?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

6. Whether the school assigns individualized homework for confident special children (special or mentally retarded)?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

7. Are there cases of repetitive and punitive assignments in the school?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E. Strongly Agree

8. Whether most of the written assignments are done in school?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E. Strongly Agree

9. Satisfaction with teachers' seriousness in correcting homework and doing an excellent job in answering questions and counseling?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

10. Are there cases where the school requires students to self-correct their homework?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

11. Whether schools require students to complete their written assignments on time at home for failure to do so at school?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

12. Has the school done any publicity and mobilization for students to participate in household chores to the best of their ability?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

13. Does the school organize enough physical education classes or other extracurricular exercises (multiple choice)?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

14. Availability of reading and literary activities in schools?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

15. Has the school had appropriate regulations on using

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

16. Have schools made corresponding requirements for parents to strengthen communication with their children and take the initiative in grasping the psychological situation of their classmates' studies?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

17. Has the school made overall learning and living arrangements for after-school hours (Answer for boarding schools)?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

18. Does the school organize various kinds of nurturing activities after school (interest classes, homework classes, national education classes, physical exercise)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

19. Does the school offer study classes or arrange for study rooms in the evening (middle school answer)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

20. Whether the school's after-school service guided students to complete their homework carefully?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

21. Does the school organize activities in science, culture, sports, arts, labor, reading, interest groups, and clubs for students who are not able to learn?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

22. Do schools utilize after-school service hours to teach new lessons?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

23. Composition of teachers in after-school services in schools?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

24. Is the school charging teachers for extra lessons outside the school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

25. Have schools made full use of out-of-school activities such as juvenile palaces and youth activity centers to carry out after-school services?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

26. Does the school provide reduced online learning resources to its students?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

27. Does the school organize a reduction in online interactive exchanges and question-and-answer sessions with outstanding teachers?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

28. Has the school publicized the online learning service accordingly?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

29. Whether there are cases of schools arbitrarily increasing or decreasing the number of hours, raising the difficulty level, or speeding up the progress. [Single-choice questions]*

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

30. Does the school publish the students' grades according to a grading system?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

31. Are there commercial advertising activities in schools, and are there advertisements or disguised advertisements using teaching materials, teaching aids, exercise books, stationery, teaching aids, uniforms, and school buses of primary, secondary, and kindergarten schools?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

32. Does the school provide interest-based after-school service activities for students to participate in voluntarily?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

III. Overall perception of the double reduction policy after its implementation

1. Do you feel that there has been a significant reduction in the amount of work done since the implementation of the Double reduction Policy?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

2. There is a reduction in your study pressure?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

3. Compared to your academic performance before the double reduction policy, what did your academic Performance become?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

4. How satisfied are you with implementing the double reduction policy in your school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

5. To what extent do you recognize the double reduction policy as a whole?

A.Strongly Disagree B.Disagree C.Neutral D.Agree
E.Strongly Agree

This concludes the questionnaire. Thank you again for your participation !



Appendix V

Questionnaire for Evaluating the Effectiveness of the Implementation of the "Double Reduction" Policy in Guizhou (parent version)

Dear Parents.

Hello!

We are the research team for the evaluation study of implementing our province's "double reduction" policy. This questionnaire is intended to provide parents of primary and secondary school students with direct feedback on implementing the province's "double reduction" policy and the overall feelings of parents. This questionnaire is entirely anonymous, and the results will only be used to improve and refine the policy, so please feel free to fill it out. Thank you!

Research Group on Evaluation of the Implementation Effectiveness of the "Double Reduction" Policy in Guizhou

I. Basic information about the student's parents

1. Please tell us what your education level is [single choice]*

- A. Below Bachelor's Degree B. Undergraduate
C. Graduate and above

2. What grade level is your child attending [multiple choice]*?

- A. Primary grades 1-2 B. Primary grades 3-6 C. Middle school

3. Please tell me which district your child is attending [single choice] *

- | | | | |
|-----------------|--------------|-----------------------|---------------------------|
| A. Guiyang City | B. Zunyi | C. Bijie area | D. Liupanshui area |
| E. Anshun | F. Qianxinan | G. Qiannan Prefecture | H. Qiandongnan Prefecture |
| I. Tongren area | | | |

4. The district in which your child's school is located belongs to the [Single Choice] *

- A. Cities
- B. County
- C. Townships

5. Please tell me which school your child is attending [single choice]*

- A. Key urban schools
- B. Urban general schools
- C. County Focus Schools
- D. County Common Schools

II. Implementation of the double reduction policy

1. Has the school established and publicized a system of in-school disclosure of assignments?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

2. Does the school assign or disguise homework for parents?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

3. Does the school require parents to check and correct homework?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

4. Does the school assign written homework (answered by first- and second-graders parents)?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

5. Average time for completion of written assignments (parental responses for upper elementary and middle school)?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

6. Does the school assign different homework to children with different learning characteristics?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

7. Does the school have different teaching objectives and homework requirements for children with different levels of achievement?

- A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

8. Whether the school assigns individualized homework for confident special children (special or mentally retarded)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

9. are there cases of repetitive and punitive assignments in the school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

10. Whether most of the written assignments are done in school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

11. Does the school require children to complete written assignments on time at home for work not done at school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

12. Has the school ever mobilized children to participate in household chores to the best of their ability?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

13. Does the school organize enough physical education classes or other extracurricular exercises?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

14. Availability of reading and literary activities in schools?

A.Strongly Disagree B.Disagree C.Neutral D.Agre E.Strongly Agree

15. Have the school made appropriate regulations on the use of electronic devices by children, or have teachers emphasized the relevant requirements in the classroom?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

16. Should schools have made corresponding requirement that parents strengthen communication with their children and take the initiative to grasp their children's learning and psychological situation?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

17. Whether the school has made overall learning and living arrangements for after-school hours (Answered by resident parents)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

18. Do after-school services in the school end later than the prevailing local closing time? A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

19. Does the school arrange extended care services for children/families with practical difficulties?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

20. Does the school offer study classes or arrange for study rooms in the evening (middle school answer)?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

21. Does the school organize activities in science, culture, sports, arts, labor, reading, interest groups, and clubs for children who are not able to learn?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

22. Composition of teachers in after-school services in schools?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

23. Does the school have teachers paid to give extra lessons outside the school?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

24. Whether schools have fully used out-of-school activities such as juvenile palaces and youth activity centers to carry out after-school services.

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

25. Does the school provide reduced online learning resources to the child?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

26. Does the school organize a reduction in online interactive exchanges and question-and-answer sessions with outstanding teachers?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

27. Whether the school has publicized online learning services accordingly?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

28. Are there cases where schools arbitrarily increase or decrease the number of hours of classes, increase the difficulty level, or speed up the progress?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

29. Does the school publish children's grades according to a grading system?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

30. Whether schools are engaged in commercial advertising activities within the school premises and whether they use teaching materials, teaching aids, exercise books, stationery, teaching aids, school uniforms, and school buses for primary, secondary, and kindergarten education to publish or disguise advertisements?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

31. Does the school provide interest-based after-school service activities for children to participate in voluntarily?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

III. Overall perception of the double reduction policy after its implementation

1. Do you feel that there has been a significant reduction in the amount of work done since the implementation of the Double reduction Policy?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

2. Do you feel that the pressure on your child to learn has been reduced?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

3. Do You feel that your child's grades are better or worse than they were before the double reduction policy?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

4. Has the pressure on you to supervise your child's studies been reduced?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

5. How satisfied are you with your school's implementation of the double reduction policy?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

6. To what extent do you recognize the double reduction policy as a whole?

A.Strongly Disagree B.Disagree C.Neutral D.Agree E.Strongly Agree

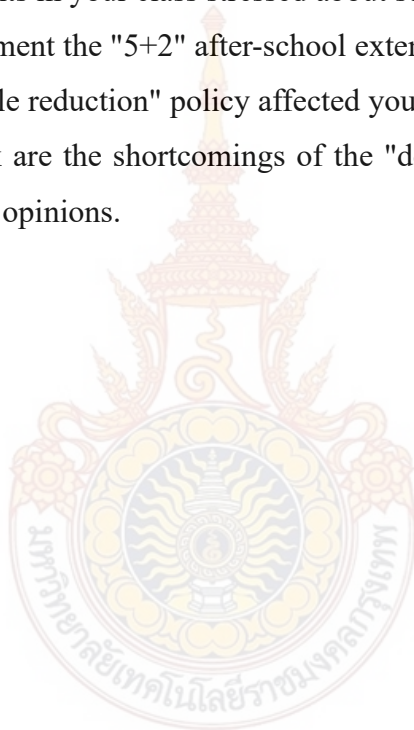
This concludes the questionnaire; thank you again for your participation!

Appendix VI

Outline of a Conversation on the Implementation of the "Double Reduction"

Policy (teacher's version)

1. How often are exams organized in your school? Does it publicize the ranking of students' results?
2. In what ways has your school changed since the implementation of the double reduction policy?
3. Do you have students in your class stressed about school? How do they behave?
4. How do you implement the "5+2" after-school extension?
5. How has the "double reduction" policy affected your work?
6. What do you think are the shortcomings of the "double reduction" policy? Please give us your valuable opinions.



Appendix VII

Outline of a Conversation on the Implementation of the "Double Reduction" Policy (parent version)

1. What grade is your child currently in?
2. Do you think your child's academic performance meets your expectations?
3. Do you check and correct your child's homework?
4. Do you organize your child's after-school time after school?
5. Has your child participated in any out-of-school training? What type of training is it?
6. Is your child willing to participate in out-of-school training?
7. How would you handle your child's poor test scores?
8. Do you feel anxious about your child's academic performance?
9. Do you think your child has a heavy study load?
10. How has the implementation of the "double reduction" policy affected you and your child?
11. Do you support the "double reduction" policy?



BIOGRAPHY

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EDUCATIONAL BACKGROUND

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