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Investigation on the Current Situation of Family Education Anxiety in Three Areas of Inner Mongolia under the Background of Double Reduction

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Abstract: Recently, parental education anxiety has gradually become a hot social issue. Since the implementation of the Double Reduction Policy, parents' children's educational anxiety has shown new characteristics.In order to understand the current situation of family education anxiety after the implementation of the Double Reduction Policy and to analyze the characteristics of parents' anxiety with different Demography characteristics, a self-designed questionnaire was used to distribute questionnaires and collect data through the questionnaire star platform. We randomly select some parents of primary and secondary schools in Hailar, Chifeng, and Tongliao as the survey subjects for testing. We investigated the parents' view of the Double Reduction Policy, the impact of the Double Reduction Policy on families, and the level of family education anxiety in three dimensions and used the online platform SPSSUA (Version 22.0) to conduct data analysis. Among the 364 households surveyed, about 56% of parents admitted to having children's educational anxiety. There were significant differences in the three dimensions of the survey between the two groups with different self-awareness. Five factors, including children's academic years, academic performance ranking status, type of family location, average monthly income level of families, and parents' weekly work hours, impact group anxiety. Among them, the ranking status of children's academic performance significantly impacts parents' educational anxiety state.

Keywords: The Double Reduction Policy, Family education, Anxiety, Current situation investigation, Analysis

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1 Introduction

The implementation intention of the Double Reduction Policy is to effectively reduce the students' heavy homework and off-campus training burden in the compulsory Educational stage. Double reduction has reduced students' academic burden, but has not effectively alleviated parents' educational anxiety [1], and the content and characteristics of anxiety tend to become more complex[2]. Faced with different anxieties, different groups have different situations when responding to and fighting against anxiety[3]. The difficulties of entering a higher school, the competition for high-quality teaching resources, and future worries have become the basic characteristics of family education anxiety in the context of implementing the Double Reduction Policy[4]. Over the past two years, educators from various regions have been devoted to studying the new changes in family educational anxiety after implementing policies[5]. Some scholars have focused on exploring the influencing factors of family education anxiety[6]. In contrast, others have focused on alleviating family education anxiety [7], promoting the decline of anxiety at the individual, family, and social levels. In short, the issue of anxiety in family education is widespread and gradually attracting the attention of society and researchers[8].

The content and characteristics of educational anxiety vary among parents from different regions, economic statuses, and sources of anxiety[3]. This study selected primary and secondary school parents from three areas of Hulunbuir, Chifeng, and Tongliao in Inner Mongolia as the research subjects. It is hoped that this survey can initially present the current situation of family anxiety in these areas after the implementation of the Double Reduction Policy and grasp the specific anxiety content, influencing factors, and degree of influence of parents on children's education; It was expected that the results could provide reliable data for future research on the causes of family anxiety. While exploring strategies for alleviating family anxiety and providing effective information was also hoped, as well as giving feasibility reference for the implementation and effective implementation of the local Double Reduction Policy.

This paper investigates the following two aspects for the parents of students in the compulsory Educational stage. The first survey content is the self-awareness status of parents in their children's educational anxiety problems; The second survey content is: the level of family education anxiety of people with different Demography characteristics to explore the influencing factors of education anxiety.

2. Investigation Implementation Process

2.1 Research Methods

Questionnaire method: The self-designed electronic questionnaire "Family Education Anxiety Questionnaire under the Double Reduction Policy" was used as a research tool. We utilized the Questionnaire Star platform to distribute targeted questionnaires and collect data. Parents completed the process of answering the questionnaire under the appropriate guidance of the teacher, and the data was reliable and truthful.

2.2 Preparation and Revision of Research Tools

By conducting interviews with parents of primary and secondary school students and reviewing relevant literature on parental educational anxiety, a pre-questionnaire consisting of 18 questions was developed. 100 questionnaire were distributed and collected using the Questionnaire Star platform, and the reliability and validity of the collected questionnaires were tested. Then, the questionnaire was revised by deleting 2 question items, resulting in a formal questionnaire consisting of 16 questions. These 16 questions are: 1 anxiety and self-cognitive state question item, 12 demographic characteristics question items, and 3 educational anxiety dimensions. The three dimensions of education anxiety are as follows: the perspective dimension

of the Double Reduction Policy (including 7 problem items), the impact of double reduction on families (including 6 problem items), and the degree dimension of education anxiety (including 12 problem items). All question items in the three dimensions are scored using a five-point hierarchical scoring method. The higher the tested individual's score, the higher his anxiety level.

2.3 Respondents

Randomly selected survey recipients and distributed electronic questionnaires. Some parents were from Xuefu Road Middle School and Hailar Primary School in Hulunbuir. And some were of primary or secondary school from Chifeng and Tongliao. Finally, 364 valid questionnaires were collected.

2.4 Investigation Time

The test questionnaire was distributed in March 2023.

2.5 Data Analysis

The data analysis platform SPSSAU (Version 22.0) is used for online data processing, including the reliability and validity analysis of the initial test data, the t-test, and F-test of the tested indicators of the different samples.

2.6 Reliability and Validity Testing of Recycled Questionnaires

The reliability and validity of the collected questionnaire were tested. The overall Cronbach's alpha coefficient of the questionnaire is 0.963 (>0.9); The Cronbach's alpha coefficients of the following three dimensions: the concept of Double Reduction Policy, the impact of double reduction on families, and the degree of education anxiety were 0.914, 0.943, and 0.945, respectively, which were greater than 0.7. The test results indicate that the questionnaire had passed the reliability test. The validity test results showed that the KMO value was 0.909 (>0.6), and Bartlett's sphericity test result was P=0.000<0.05, indicating that the questionnaire is suitable for factor analysis. A questionnaire with good reliability and validity was obtained, so the collected data can be used to analyze parents' educational anxiety status.

3 Survey Results

3.1 Anxiety Cognitive State of the Tested Group

3.1.1 Demography Characteristics of Different Anxiety Cognitions Groups

The t-test was conducted with parents' self-cognition type of anxiety state as the independent variable and each group's Demography characteristic type variable as the dependent variable. The results are shown in Table 1. The two parent groups with different anxiety cognitive self have significant differences in the scores of the following three Demography characteristics: family location type (Q6), children's current performance in the class ranking (Q8), and parents' weekly working hours (Q13). The t-values are -1.789 (P=0.044 *), -4.354 (P=0.000 * *), and 3.335 (P=0.001 * *), respectively. There is no significant difference between the two parent groups in the scores of other Demography characteristics.

Table 1 shows that for the two parent groups, the t-value in occupational classification is close to 1.0 (t=0.178, P=0.859), indicating that all occupational types of parents exhibit the same level of cognitive anxiety state. In the surveyed group, occupational types include cadres of public institutions, enterprise executives, private entrepreneurs, teachers, doctors, lawyers, grassroots employees of enterprises and institutions, individual businesses, workers, commercial waiters, farmers, urban and rural semi-unemployed, and temporarily unemployed.

Parents who work as teachers have the lowest anxiety level and rich educational practice experience. These parents have a clear academic and cognitive perspective, and their anxiety about their children's education can be self-corrected promptly.

Table 1 Cognitive differences of self-anxiety among groups with different Demography characteristics

Different Demography influencing factors	Denial of educational anxiety distress 0.0 (n=161)	Admitting Educational Anxiety 1.0 (n=203)	*t*	*p*
2. Is your child currently in the academic stage?	2.09±1.06	2.14±1.04	-0.449	0.654
3. Your relationship with the child?	3.30±1.07	3.44±0.99	-1.347	0.179
4. What is your age?	2.14±1.09	2.29±1.03	-1.323	0.187
5. How many children do you have?	1.50±0.66	1.39±0.60	1.701	0.09
6. What Type of location is your family located in?	3.94±1.49	4.21±1.37	-1.789	0.044*
7. Where does your child attend school?	3.20±1.12	3.27±0.96	-0.661	0.509
8. What is the class ranking status of your child's academic performance?	2.34±0.99	2.81±1.07	-4.354	0.000**
9. What is the average monthly income of your family?	3.02±1.34	2.95±1.33	0.526	0.599
10. What Type of family structure do you have?	4.87±1.72	5.10±1.41	-1.395	0.164
11. What is your profession?	4.93±2.82	4.99±2.89	-0.178	0.859
12. What is your education level?	2.84±1.31	2.76±1.41	0.597	0.551
13. How long do you work per week?	2.93±0.96	2.59±0.97	3.335	0.001**

* $p<0.05$ ** $p<0.01$

Table 2 Comparison of Differences in Three Dimensions and Anxiety Self-cognition State

Dimension	Question Selection Item	N	Mean	s	*t*	*df*	*p*
View of Double Reduction Policy	Denying educational anxiety troubles	161	15.06	6.04			
	Suffering from educational anxiety	203	18.29	5.97	-5.108	362	0.000**
	Total	364	16.86	6.2			
The impact of the Double Reduction Policy on families	Denying educational anxiety troubles	161	17.27	7.34			
	Suffering from educational anxiety	203	21.92	6.7	-6.234	327.933	0.000**
	Total	364	19.86	7.36			
The anxiety level of family education	Denying educational anxiety troubles	161	29.88	11.85			
	Suffering from educational anxiety	203	38.98	10.37	-7.687	319.968	0.000**
	Total	364	34.95	11.92			

* $p<0.05$ ** $p<0.01$

3.1.2 An Analysis of Anxiety States in Groups with Self cognitive Differences

A t-test was conducted using the self-awareness type of parents' anxiety state as the independent variable and the three dimensions of family education anxiety as the dependent variable for two groups. The results are shown in Figure 2 and Table 2. Parents are divided into two groups based on whether they acknowledge family education anxiety. The scale scores of these two status groups in the following three dimensions - the dimension of Double Reduction Policy, the dimension of the impact of double reduction on families, and the dimension of family education anxiety were 15.06 and 18.29, 17.27 and 21.92, 29.88 and 38.983, respectively. The scores of the two groups in the above three dimensions showed significant differences, with *t*-values of -5.108 (*P*=0.000 * *), -6.234 (*P*=0.000 * *), and -7.687 (*P*=0.000 * *), respectively. It can be seen that there is a correlation between the self-anxiety cognitive state of the group and their scores on various dimensions of the anxiety scale.

3.2 The impact of various influencing factors on family education anxiety

3.2.1 Children's Academic Years

An analysis of variance was conducted using the age of children's education as the type independent variable and the tested questions in each dimension as the dependent variable. There was no significant difference in the measured 3-dimensional scores among different types of families (as shown in Table 3). However, there were four tested questions, 14.1, 15.1, 15.2, and 16.3, which showed significant differences among parents with different work hours (as shown in Table 4), with *F*-values of 3.797 (*P*=0.011 *), 3.82 (*P*=0.010 *), 4.735 (*P*=0.003 * *), and 2.656 (*P*=0.048 *), respectively.

In this survey, parents of primary and secondary schools from grade 1 to grade 4 believed that implementing the Double Reduction Policy increased their allocation of educational energy. Parents of primary school students in grades 5 to 6 would pay more attention to their children's learning motivation, funding, and the selection of high-quality extracurricular classes.

Due to concerns about children's adaptability, parents spend more energy on their children when they first enter school. With the growth of children's school age until the beginning of primary school, parents were more worried about their children's academic performance and would therefore choose to pay for Cram school, which also increased expenditure on family education funds.

3.2.2 Type of household location

As shown in Table 3, there was a significant difference in the "family anxiety status" score among different types of families (*F*=2.971, *P*=0.032 *). Families in county towns and townships were the most anxious, followed by families from villages, and families in urban areas had the lowest level of educational anxiety. As shown in Table 4, families with household addresses located in cities had the lowest level of academic anxiety. Families in rural areas were more concerned about their children's negative friendships and early love issues. Families living in villages were concerned more about their children's communication with teachers and classmates and about the school district housing's purchasing.

3.2.3 Children's Academic Performance

As shown in Table 3, the factor female academic performance ranking differences, the scores of the two dimensions of "the impact of the Double Reduction Policy on families" and "the degree of family education anxiety" show significant differences, with F values of 3.089 (*P*=0.016 *) and 4.058 (*P*=0.003 * *) respectively. As shown in Table 10, there were substantial differences among the 14 tested items, including 15.3, 15.4, 15.5, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 16.10, 16.11, and 16.12, due to the ranking status of children's grades.

In the dimension of "the impact of the Double Reduction Policy on family anxiety", the parents whose children had the lowest academic performance scored the highest, which indicated that their anxiety was aggravated due to the implementation of the Double Reduction Policy. The group with a slightly lower score was parents with children in the middle or upper middle rankings, then followed by the parents of students with poor grades. The parents of students with excellent performance had the lowest degree of anxiety due to the implementation of the Double Reduction Policy.

In the dimension of "family education anxiety", parents with children whose academic performance ranked lower in the class had the highest level of anxiety. A slightly lower score refers to parents whose children are ranked in the middle or lower rankings. Then comes the parents whose children's academic performance is ranked among the top. At the same time, Parents with excellent performance had the lowest level of anxiety.

In the dimension of "the impact of the Double Reduction Policy on family anxiety", the two questions with the most significant difference between different groups surveyed are (as shown in Table 4): "Whether children's education affects parents' normal work" (Q15.5), and "Whether parents feel tired because of late night accompanying study" (Q15.7). The F values of the two terms are 3.269 (P=0.012 *) and 4.014 (P=0.003 * *), respectively.

In the dimension of "Family Education Anxiety", the four significant differences among different groups surveyed are (as shown in Table 4): children's learning motivation (Q16.4), children's performance ranking (Q16.5), electronic product addiction (Q16.7), adequate sleep and health (Q16.9), with F-values of 3.827 (P=0.005 * *), 3.824 (P=0.005 * *), 4.374 (P=0.002 *), and 4.967 (P=0.001 * *), respectively. Parents with lower academic performance among their children have the highest scores in the above six question items.

3.2.4 Average Monthly Income Level of Households

As shown in Table 3, there was a significant difference (F=2.491, P=0.043 *) in the dimension of "impact of double reduction on household status" among households with different income levels. Families with lower monthly incomes had higher social pressure and anxiety. They tended to be powerless in their children's educating and harmonious family atmosphere's creating, which led to an increase in educational stress.

As shown in Table 4, there were a total of 4 test questions (15.3, 15.4, 15.6, 15.7) that showed significant differences among households of different income levels, with F-values of 3.489 (P=0.008 * *), 3.027 (P=0.018 *), 3.017 (P=0.018 * *), and 3.441 (P=0.009 * *), respectively.

Families with an average monthly income of 2,000 yuan were more concerned about their children's aversion to learning and the resulting low-income family atmosphere. And they were more concerned about their children's aversion to learning and the resulting low-income family atmosphere.

Compared to high-income families, parents with this income level were more likely to experience physical exhaustion such as white hair due to staying with children late at night. Therefore, households with higher income levels were less affected in the "impact of double reduction on households" dimension. It might be because parents can purchase various online education resources to replace the previous behavior of selecting Cram school that let them feel psychological comfort and less pressure of educational anxiety.

3.2.5 Parents' Weekly Work Hours

There was no significant difference in the dimensions of educational anxiety among parents with different work hours. The tested questions 14.3, 15.3, and 16.1 (as shown in Table 4) showed significant differences among parents with varying hours of work, with F-values of 2.850

(*P*=0.037 *), 3.232 (*P*=0.022 *), and 2.672 (*P*=0.047 *), respectively. Parents who were temporarily unemployed were more concerned about teachers' attention to their children, their children's school choices, and their access to high-quality resources. They bear more significant social pressure, heavy household chores, and more time to interact with their children. When facing problems such as children's learning attitude, family relations dealing, and the harmonious atmosphere created, their anxiety was more severe than working parents.

3.2.6 Other Survey Factors

The influencing factors for the questionnaire setting in this survey include children's educational age, the relationship between the respondents and their children, parents' age, number of children, Type of family location, Type of children's place of study (urbanization level), children's grades, class ranking status, average monthly income level of families, family structure, parent's education level, occupation, and parents' weekly work hours. Among different test groups, there are only 5 factors (mentioned above), and there are differences in anxiety levels among the test groups (1 or 2 dimensions), with the most significant impact on children's grades, class ranking, and status. There is no significant difference in the level of family education anxiety among different roles in the family, parents of different ages, families with different numbers of children, families with different structures, and parent groups with different educational backgrounds and professions.

In the modern family structure with Sub-replacement fertility, fathers have equal participation and educational anxiety in children's education; Parents will not neglect their children's education due to factors such as age, number of children, or family structure. There was no significant difference in educational anxiety among parents with different educational backgrounds and professions, which may be related to the small sample size of the tested group.

Table 4 Difference comparison of different dimensions in different Demography characteristics

Various Influencing Factors	Question Selection Item	The impact of the Double Reduction Policy on Families			Anxiety level of Family Education		
		mean±s	*F*	*p*	mean±s	*F*	*p*
Type of Household Location	Village (n=52)				37.29±10.31	2.971	0.032*
	Township (n=44)				37.77±10.94		
	County (n=36)				37.08±13.44		
	Prefecture-level city (n=232)				33.56±12.04		
Ranking of Children's Academic Performance	1.0 Excellent grades (n=49)	17.13±8.02	3.089	0.016*	30.20±12.28	4.058	0.003**
	2.0 upper middle (n=126)	19.57±7.39			34.02±11.59		
	3.0 Moderate (n=125)	20.89±6.77			36.71±11.75		
	4.0 Lower middle (n=42)	21.45±7.14			38.50±10.62		
	5.0 Poor (n=22)	19.41±7.68			35.18±12.95		
Average Monthly Income Level of Households	Less than 2000 yuan (n=48)	20.96±8.42	2.491	0.043*			
	2000-5000 Yuan (n=107)	20.98±6.95					
	5000-8000 Yuan (n=87)	19.90±6.88					
	8000-10000 Yuan (n=47)	19.47±7.05					
	More than 10000 Yuan (n=75)	17.76±7.61					

* $p<0.05$ ** $p<0.01$

Table 3 Comparison of differences of survey questions in different Demography characteristics

	Question item	Children's Academic Years		Type of Household Location		Ranking of Children's Academic Performance		Monthly Household Income Level		Parents' Weekly Working Hours	
		F	*P*	*F*	*P*	*F*	*P*	*F*	*P*	*F*	*P*
View of Double Reduction Policy	14.1 Will it cause children to be more lazy in learning?	3.797	0.011*								
	14.3 Will teachers reduce their focus on students' learning?									2.850	0.037*
The impact of the Double Reduction Policy on families	15.1 Increase your child's education expenditure?	3.820	0.010*								
	15.2 Increase your energy allocation in children's education?	4.735	0.003**								
	15.3 Are children more bored with learning and have a worse family atmosphere?					2.508	0.042*	3.489	0.008**	3.232	0.022*
	15.4 Are you more anxious about your child's education?					2.835	0.024*	3.027	0.018*		
	15.5 Is your child's education affecting your normal work?					3.269	0.012*				
	15.6 Did you add more white hair due to late night reading?					3.065	0.017*	3.017	0.018*		
	15.7 Are you physically tired from studying late at night?					4.014	0.003**	3.441	0.009**		
Anxiety level of family education	16.1 School selection and access to high-quality educational resources									2.672	0.047*
	16.2 School District Housing Purchase and Rental.			4.102	0.007**						
	16.3 Selection of high-quality after-school Cram school.	2.656	0.048*								
	16.4 Children's learning motivation.					3.827	0.005**				
	16.5 Ranking of grades					3.824	0.005**				
	16.6 Communication status with teachers and classmates.			2.910	0.035*	3.220	0.013*				
	16.7 Addiction to playing with mobile phones and computers.					4.374	0.002**				
	16.8 Bad friendships and early love issues.			4.576	0.004**	3.146	0.015*				
	16.9 Adequate sleep and health issues			3.479	0.016*	4.967	0.001**				
	16.10 Children's emotional changes and mental health.					2.828	0.025*				
	16.11 Interest cultivation and talent training issues.					2.472	0.044*				
	16.12 University major and career prospects planning.					3.271	0.012*				

* $p<0.05$ ** $p<0.01$

4 Discussion

4.1 Anxiety in family education influenced by future planning for Children

4.1.1 The impact of Children's school age and academic stage

This survey shows that parents of students facing elementary school entrance examinations were the most anxious, followed by parents whose children had just entered primary school, as they were worried that their children would not adapt to school and may experience separation anxiety[9]. Many parents participated in their children's learning process to alleviate their educational stress, such as supervision, tutoring, and checking homework. As the difficulty of learning content gradually increases, parents slowly find themselves unable to help their children's middle school studies and thus reluctantly withdraw from their children's academic learning process. At this time, the selection of Cram school has become a common pursuit for parents to release their educational anxiety. From this perspective, the Double Reduction Policy to ban off-campus institutions may, to some extent, increase parents' academic anxiety.

Building a national or provincial after-school service network platform and sharing educational resources may be a feasible way to alleviate parents' difficulties in tutoring their children's homework and the accompanying anxiety. The Ministry of Education is promoting and gradually upgrading the national smart education platform for primary and secondary schools. This platform provides professional, high-quality, and systematic resource services for primary and secondary school students' parents in implementing the Double Reduction work, which to some extent solves the dilemma of parents being helpless when tutoring homework.

4.1.2 Parents' High Expectations for Children

Further analysis of the data from questions 8 and 16 reveals that parents whose children were with average class rankings in academic performance paid more careful attention to their children's emotional changes, mental health, and interest and talent cultivation. While parents with lower grades in their children's academic performance classes tended to pay more attention to their children's physical health and adequate sleep, academic performance ranking and learning motivation, as well as their children's future career prospects planning. Those whose children have poor academic performance were more concerned about their children's negative friendships and early love issues, as well as their addiction to electronic products. They were more concerned about their children's physical and mental health growth issues and were more anxious about their children going astray.

Children continue parents' lives, carrying their sustenance and expectations. The first expectation for parents after the birth of their children is their physical and mental well-being during their growth process. Therefore, it is not difficult to understand that parents of middle school children are more concerned about their children's heavy learning tasks affecting their health, as they are in the stage of physical development. When parents have no worries about their children's physical and mental health issues, they breed more expectations and visions, guided by the traditional educational concept of "hoping for children to become dragons and daughters to become phoenixes". So, academic performance has become the best label for educational success. Therefore, academic performance has become an essential factor affecting parents' anxiety content. Parents with excellent children's academic performance have the lowest level of educational anxiety, and vice versa.

After children master the knowledge in class, parents also hope their children can possess a certain skill. They hope that various extracurricular interest classes' talent training can help their children surpass their original families and enter a higher-class society[10]. So it is not difficult to understand the behavior of parents whose children have average academic performance, focusing

on their children's extracurricular interests and talent development. These parents feel that their children still have the potential to catch up with and surpass their top-performing classmates. The behavior of parents excessively pursuing their children's talent training and expecting their children to always excel in a certain talent is a way for parents to release their inner anxiety.

Given parents' excessive concern about their children's academic performance, the following measures may be able to appropriately alleviate this educational anxiety, such as changing the current situation of Teaching to the test, changing the composition system of school educational performance evaluation, and comprehensively evaluating educational activities in terms of morality, intelligence, physique, beauty, and labor. In addition to school knowledge education, cultivating extracurricular interests is beneficial for the comprehensive development of children.

In response to parents' excessive pursuit of their children's talent training, providing them with appropriate psychological education and changing their educational, and cognitive views is necessary. Activities such as community-based family education lectures, school-organized tutoring, and exchange meetings may alleviate family education anxiety.

4.2 The Impact of Basic Family Situation

4.2.1 Family Economic Income Level and Parental Work Situation

The burden of family economic income is an essential factor affecting accompanying parents' physical exhaustion and anxiety. The education journal "Data" abstract mentioned that 90.1% of low-income families are more anxious. In this survey, families with the lowest income (Q9) and those without fixed employment (Q13) were more anxious than other families. The lower the average monthly income level of families, the more parents exhibit physical exhaustion due to late-night supervision of their children's studies. This group of families bears more pressure to access the average education resources in society[11], resulting in a higher level of family education anxiety. The educational stress of this group is more due to the pursuit of high-quality educational resources than to work overload. The effective way to solve the anxiety problem of these parents is still to provide them with appropriate psychological counseling, which can change their educational cognition and then their academic behavior.

4.2.2 The Impact Of Distance between Home and School

Among the 364 families surveyed, nearly 60% of them were located in ordinary Prefecture-level cities (Q6). Compared to households from rural areas, this group had the lowest level of anxiety. It is generally believed that parents from urban areas should be more anxious about purchasing housing in school districts. However, the survey results were exactly the opposite of expectations, possibly related to the small sample size. Families from rural areas may have sufficient housing resources in the school district and may not pay great attention to the issue of purchasing housing there. At the same time, the families from villages expect teachers to pay more attention to their children because of children' attending and studying in schools far away from home[12].

The school district housing problem caused by anxiety among urban families is due to the uneven distribution of educational resources. The solution to this problem requires deep economic development and changes in school district housing policies. Parents' concerns about their boarding children are due to insufficient communication in home-school collaboration and co-education. Therefore, the relief of family education anxiety in the context of implementing the Double Reduction Policy requires not only the improvement of parents' cognitive outlook on family education but also effective communication between families and schools, and more importantly, the cooperation of family, school, and community.

5 Conclusion

About 56% of the 364 parents surveyed admitted having educational anxiety in their children, while 44% denied it. Significant differences in all three dimensions were tested between the up two groups. Five factors, including the age of the child's education, the ranking status of the child's academic performance, the type of family location, the average monthly income level of the family, and the weekly working hours of the parents, have an impact on the family education anxiety status of the surveyed group. The ranking of children's academic performance in the class significantly impacts family education anxiety.

There are many shortcomings in this study. Firstly, there were issues with the design of research tools. Although the final reliability and validity tests of the self-designed educational anxiety scale are qualified, it is necessary to refer to mature academic anxiety measurement tools to improve the survey data's problem analysis validity. Secondly, the sample size of the questionnaire survey was small. Due to the limited sample size, there was a high degree of homogeneity in the results of two survey items among different groups: the Type of family location and the Type of school where children attend. So the analysis results did not show significant differences in the anxiety status of parents between different regions. Also, the survey results on the occupational types of parents failed to effectively distinguish the differences in anxiety status among different occupational groups. There are too many options for setting answers, resulting in a small number of surveys for each type of group. Thirdly, there were issues with data analysis. In the difference test, only the F and t-tests were conducted without conducting multiple comparisons of the different levels of the different items due to the limitations of the online SPSS analysis method. In the future, using standalone installation software for data analysis will improve this defect.

The issues that need to be improved in subsequent research are as follows. Firstly, it is suggested to use a mature measurement scale in educational psychology as a follow-up research tool. Secondly, it is necessary to increase the survey's sample size to improve the survey data's reliability and validity. Thirdly, the data analysis process should use appropriate software to achieve comprehensive data analysis.

When it comes to research direction issues: it is firstly recommended to conduct a study on the correlation between parents' educational anxiety and their "self-cognitive state", and the three measured dimensions mentioned above to explore the cognitive attribution of family educational anxiety. The second recommendation is to study the correlation between parents' "self-cognitive state" of educational anxiety and family academic behavior. The third suggestion is that community experiments will be conducted to verify the effectiveness of strategies for alleviating educational anxiety to explore ways to alleviate family education anxiety.

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