

# Investigating the Relationship between Double Reduction Policies, Academic Pressure, and Student Well-being in China's Compulsory Education System

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## Abstract

*The purpose of this study is to understand the effects of China's Double Reduction policy on stress and wellbeing of middle school students. This aims at assessing the consequences of the Double Reduction policy in China for middle school learners not only in terms of academic stress. They reveal how academic stress interferes with different aspects of human functioning that include cognitive and physical health and perceived well-being. In addition, it explores the moderating effect of the Double Reduction policy on the association between self-rated health and student academic quality. The main goals of the research include the assessment of the Double Reduction policy and its effects in moderating the level of academic stress among the middle school students in China. Besides it also determines the impact of load decrement on academic performance, in addition to valuing different measures of wellbeing such as mental, physical health and life satisfaction. Additionally, it also explores the moderating effect brought by academic quality in the relationship between the Double Reduction policy and students' well-being. More specifically, 209 students were hired for the sample and regression analysis was employed in assessing the policy called the Double Reduction policy in which the stress level was found to have been significantly decreased with the well-being of students enhanced as well. The results derived from regression analysis pointed to the great extent of predictive validity. This study also identifies understanding to mean both academic success for students and student care in order to relieve student pressure. The future studies should adopt the longitudinal research designs, subjects of different education levels and employ the objective measures to complement and extend these findings.*

**Keywords:** *Double Reduction Policy, Academic Pressure, Student Well-Being, Middle School Students, Educational Policy, Academic Quality, Quantitative Analysis, China, Educational Reform, Mental Health.*

## Introduction

Chinese education system has gone through many reforms in the past few decades to enhance the quality of education as decreed by the Chinese government. Several of them include the Double Reduction policy that was formulated 2021 as a reform measure aimed at reducing learning pressure within the stage of compulsory education (Lu et al., 2023). It is necessary to limit the time that students spend at home doing their homework or their timetable during the extra-curricular activities to provide them with better and healthy lives. It is important for teachers, policymakers and researchers to have this understanding so as to gauge the effect of such policies on student's affairs and performance (Finnerty et al., 2021). Stress resulting from examinations and academics has been being one of the central themes for discussion and scholarly research in Chinese education. Competition stands out prominently in Chinese education since learners' outcomes are highly mediated through performances in the standard tests. This pressure has been found to result in negative impacts such as increased stress and anxiety level or even physical health implications towards the students (Cao et al., 2021). For such reasons the Chinese government implemented the Double Reduction policy to try and put up a mechanism of perpetrating a less pressurized learning environment. The Double Reduction policy encompasses several key measures: limiting the tasks that students are expected to accomplish, downsizing the external training centres' business offerings, and developing more after-school care services for children in schools (Qian et al., 2024). However there is still more research is done on the extent to which these interventions have been able to achieve the above stated objectives.

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The purpose of the current research is to examine the correlation between the Double Reduction policy, academic stress, and students' mental health in compulsory education in China. Thus, the objective of this research is to:

Assess the impact of the Double Reduction policy on the level of academic pressure experienced by middle school students in China.

Evaluate the effect of reduced academic pressure on various dimensions of student well-being, including mental health, physical health, and overall life satisfaction.

Examine the role of academic quality in mediating the relationship between the Double Reduction policy and student well-being.

## Literature Review

### *Academic Pressure in China's Education System*

Academic pressure has been part of the crucial education system in China for decades, and the practice is grounded in the country's culture and history. An illustration of competition understood and faced by the students lies in one of the most important tests known as the Gaokao also termed as the university entrance examination. It is accepted as the major factor that determines academic performance and employment opportunities in the future. This stress is not only attributable to examination-conscious culture but also to parental pressure and society driven by the belief that academic performance means social class promotion (Liu et al., 2022). Added to this has been the pressure from all these forces that have made education competitive, demanding and stressful. Multiple researches have pointed to the ways in which stress resulting from academic pressure is damaging to the mental health of students. In the study by Zhang et al. (2020), it was established that high levels of academic stress were related to high levels of anxiety and depression among Chinese adolescents. The study highlighted the fact that the never-ending race for excellent performance leaves many students with mental problems hence the notion that the education system cares only for performance at the expense of students' health. In the same vein, Saylor et al. (2020) established that academic pressure enhances sleep harms and decreases life satisfaction among middle school students, thus explaining the impact on overall quality of life. Due to increasing pressure in academics, the Chinese government has introduced some educational reforms as a way of trying to ease the standards of academics as well as ensuring that children are not overburdened. The Double Reduction policy launched in 2021 is considered one of the most significant (XU, 2023). The children in school should be allowed to take lesser homework and the extra tutoring that children outside school take should be controlled as they also exert much pressure. Furthermore, the Double Reduction policy is a major blow to the reform of basic education in China as it indicates a new approach of the government to problem. Comprehensively, in the historical change of Chinese educational ideas and accredit, the educational objectives have been oriented on the educational participation rate and the academic achievement enhancement. Nonetheless, the Double Reduction policy takes the well-being of students into consideration, and the goal of the policy is to improve the quality of education in this aspect as well (Jin & Sun, 2022). This transition considers the fact that academics need to address the importance of academic challenge complemented by the general welfare of the students, for stress stemming from overemphasized academics is unhelpful.

### *Impact of Double Reduction Policy on Academic Pressure*

Some educators, parents, and researchers have reacted positively and highly welcomed the policy of Double Reduction. Early observations have revealed that as a result of the policy, students are being assigned fewer homework tasks, which correlates with a decrease in self-reported academic stress (Wu et al., 2023). Based on this insight, it can therefore be asserted that the policy fulfils its intended aim of declining academic pressure. Nonetheless, it has not been ascertained whether the above policy has any positive impacts on academic performance and students as a large totality of human potential. While the Double Reduction policy has showcased initial success in both clinical and social effectiveness, some studies have pointed to potential reoccurring negative side effects. For instance, Opoku et al. observed that students and parents

were happy with the decreased amount of homework as a learning-friendly measure; however, they feared this measure would adversely affect the quality of learning and performance outcomes. Despite the opinions of some scholars arguing that less homework for students may have negative implications for their skills' improvement and knowledge retention and thus hamper their performance in important exams like Gaokao (Zhu, 2022). Consequently, there is a complex and reciprocal nature of the relationship between pressure, academic quality and student development. It is widely accepted that the diminution of academic stress is beneficial for students, although the drawbacks of such a policy should not be overlooked in terms of deteriorating academic performance. Educational quality in this article relates to practices that are perceived to enhance children's learning processes academically, socially, and emotionally (Vestad & Tharaldsen, 2022). High academic standards play a critical role in making sure that the students first develop the necessary competencies as they progress in their careers. Research has revealed that pressure as regards coursework is ideal as it encourages the learners (Presti et al., 2022). For example, during one's education, challenging academics can help in enhancing brain function and instilling discipline. Nevertheless, it was found that there are also liabilities for applying pressure and intensity in the learning process: burnout and demotivation. Thus, it is important to strike a balance between the attempts to minimize academic stress and preserving a high academic achievement level.

### *Theoretical Perspectives*

Based on the research questions and variables of interest, this study is underpinned by several theoretical paradigms that help to explain the connection between the Double Reduction policy, academic stress, and students' well-being. Among the theoretical models, the Stress Process Model by Pearlin et al. (1981) can be used effectively in studying the impact of academic pressure on students' mental and physical well-being. In this model, stressors like academic pressure are associated with stress consequences but are influenced by individual and contextual variables. For instance, high social support may prevent academic stress from developing into a stress-related problem in the students as compared to the students with low social support. Further, the Ecological Systems Theory, proposed by Bronfenbrenner (1979), suggests that it is crucial to take into account the contextual factors and settings within which students' experiences of academic pressure take place. This theory holds that students' health is a product of relations between the microsystems, which include the family, school, and community. For instance, some students may experience pressure when parents expect them to excel while others experience pressure as a result of school rules regarding performance. Alternatively, adopting an ecological approach, this work seeks to develop a more inclusive view of factors predicting student satisfaction under the Double Reduction policy.

### *Empirical Studies on Academic Pressure and Well-being*

Following prior cross-sectional studies of Chinese students, a vast amount of empirical literature has been devoted to examining the connection between academic pressure and students' mental health. When comparing students with high and low levels of academic stress Guo et al. (2014) discovered that those who experienced high levels of academic stress had symptoms of anxiety and depression. This study adopted a large, random and cross-sectional sample selection procedure and analysed the correlation of academic pressure with all the mental health indicators comprehensively and statistically significantly. Concurrently, Nguyen et al. (2019) have observed a cohort study where the students were followed over time and it was identified that they experienced different adverse effects developing from persistent academic pressure these being stress, reduced self-esteem and poor health. The survival and pressure of academic performance are not only related to mental health outcomes but also to several reports of physical health. For instance, Wunsch et al. (2017) documented that students with high levels of academic stress had poor sleep quality and other stress-related health complaints. This study adopted survey data collection and followed it up with interviews as this will make the study more holistic and will better explain the effect of pressure in academics on the well-being of the students.

### *Effectiveness of the Double Reduction Policy*

The Double Reduction policy is a major intervention that can be used to decrease the adverse impacts of academics pressure. Chen et al. (2022) investigated the effect of double reduction policy through a cross-

sectional survey among teachers of which the results showed that the policy reduced homework amount given to students. Regarding the policy's main aim of decreasing students' reported academic stress, this study established that the policy helped to achieve that goal as the levels of reported academic stress were lower in students whose papers were produced through the policy. However, Gaxiola Romero et al. (2022) also identified that the decrease in homework load did not significantly affect the other domains of students' quality of learning, including mental health and subjective well-being. Therefore, it can be stated that the problem of academic pressure needs to be solved not only with the help of such measures as homework reduction. However, some researches pointed certain drawbacks of the Double Reduction policy. For instance, Katz et al. (2009) did a cross-sectional survey amongst teachers and parents to establish attitude towards the reduction of homework on the quality of academic works; where the majority expressed worry. According to Li (2016) some educators claimed that more time spent in front of the TV can diminish the learners' thinking abilities as well as content knowledge and, therefore, have an impact on their performance on the Gaokao exams. Such issues call for the continuous evaluation of the effects of the policy as well as timely alteration of its provisions with regard to future effects in order to encourage the policy goals while avoiding a decrease in school quality.

#### *Balancing Academic Pressure and Quality and the Role of Parental Expectations*

The relationship between academic pressure and academic quality is complex and multifaceted. On the one hand, Cadime et al. (2016) stated that excessive academic pressure can have negative impacts on student well-being and lead to burnout and disengagement from learning. However, it has been seen that some pressure from the side of teachers and parents in terms of academic performance of a child is inevitable for motivation as well as achieving the desired standard. According to Howard et al., (2021) the meta-analysis on academic pressure identified that moderate pressure was positively correlated with positive results in relation to academics including higher academic performance, and motivation. Nonetheless, the study also concluded that excessive pressure was also connected with negative effects meaning that it is imperative to establish ways on reducing academic pressure while at the same time maintaining high standards. One of the important findings was that parental expectations were found to significantly predict the experiences of academic pressure. Research has established that such parents have high standards over their children's performance, which can inspire the child and be stressful at the same time. For instance, Rizwan et al. (2020) established that high perceived parental pressure was positively correlated with motivation to study although these learners had higher levels of study stress. This social fact implies that even though parental expectations may help spur the students to work harder and excel academically, it forms part of the pressure that students receive.

#### *Research Gaps and Future Directions*

Despite the increasing number of studies on academic pressure and its impact on student's mental health, some research areas are still underexplored. First, researchers must conduct more quantitative studies that focus on the frightening effect of the Double Reduction policy on academic pressure and the learners. Previous research work has mainly been on the direct consequences of the policy, which include; less homework and decreased self-reported stress levels. Although some positive outcomes have been received following the implementation of the policy, there is little evidence of the effect of the policy on the current and future academic achievement and personal growth of the learners. Second, while previous studies have discussed possible ways to fill the gap in the literature about academic quality as a mediator of the connection between decreased academic pressure and the well-being of students, no solution was offered. It is expected that any changes aimed at decreasing academic pressure should be positive for the learners' well-being, but these changes can raise the question of how they will influence the quality of academic results. For instance, a positive correlation could be that if homework has been reduced and this has an effect of reducing performance, the consequences might not be good for the learners as they progress in their future endeavours. In addition, most of the previous research has only focused on qualitative methods of research or cross-sectional research designs, and these studies have shortcomings in determining causality. It seems that more exacting experimental quantitative research is necessary to produce results that are more powerful and more transportable. This study proposed to fill these gaps through the use of a

quantitative research method and the consideration of a specific context which is compulsory education in China.

## Methodology

This study employs a quantitative research design to examine the relationship between the Double Reduction policy, academic pressure, and student well-being among middle school students in China. A special type of survey that only investigates the participants at one particular time was used and the participants recruited were 209 students using the method of stratified random sampling. The survey included validated scales: the Academic Pressure Scale (APS) in order to measure the level of academic pressure, the Student's Life Satisfaction Scale (SLSS) in order to assess the levels of well-being, and an adapted scale to evaluate the perceptions of the quality of academic services. The quantitative data were analysed using descriptive analysis, multiple regression analysis, and mediated analysis. Informed consent and confidentiality were observed to the letter during the conduct of the study. This methodology is beneficial because it enshrines the significance of the study's results and their applicability to the education policy with no compromising on its reliability.

### Data Analysis

The demographic information of the 209 middle school students in the sample are presented in Table 2. The gender distribution shows that 61.2% of the participants are male (128 students) while the rest 38.8% are female (81 students). This shows that percentage of male students was higher than that of the female students in the sample.

Table 1. Statistics of Sample

		Gender	Age	Type of School
N	Valid	209	209	209
	Missing	0	0	0

### Demographic Frequency Table

Table 2. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	128	61.2	61.2	61.2
	Female	81	38.8	38.8	100.0
	Total	209	100.0	100.0	

Table 3. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-20 Years	58	27.8	27.8	27.8
	20-22 Years	53	25.4	25.4	53.1
	22-24 Years	45	21.5	21.5	74.6
	24 Years or Above	53	25.4	25.4	100.0
	Total	209	100.0	100.0	

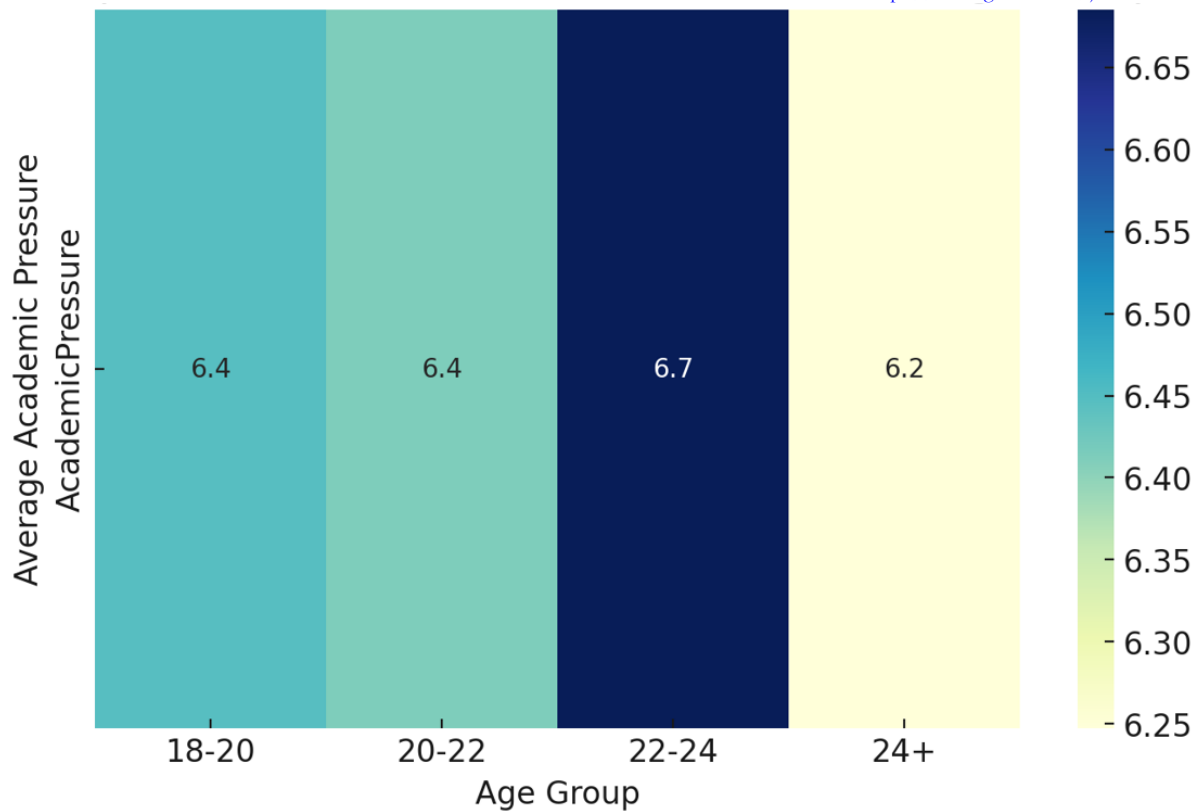


Table 3 presents the demographic data of the 209 middle school students; regarding their age, 27 are below 12 years old. 8% (58 students) are between 18-20 years old. The 20-22 years and 24 years or above age groups each constitute 25.4% (53 students), while 21.5% students are 22-24 years of age. The percentage distribution shows that 53.1% of students are 22 years old or younger, and 74.6% are 24 years or younger. This is beneficial because it encompasses all the stages of development of students in the middle school bracket.

**Table 4. Types of School**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public School	82	39.2	39.2	39.2
	Private School	88	42.1	42.1	81.3
	International School	39	18.7	18.7	100.0
	Total	209	100.0	100.0	

The school distribution for the 209 middle school students as highlighted in Table 4 show that 39.2% students attend public schools 42.1% students attend private schools and 18.7% of the students (39 students) attend international schools. This distribution guarantees a high level of variability across different types of schools, which is crucial to assess the effects of the Double Reduction policy in schools of different types.

*Correlation and Regression Analysis*

*Impact of the Double Reduction Policy on the Level of Academic Pressure Experienced*

**Table 5. Impact of the Double Reduction Policy on the Level of Academic Pressure Experienced**

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**Model Summary**

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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 <sup>a</sup>	.756	.754	.602167747757260

a. Predictors: (Constant), Double Reduction Policy

The model summary presented in Table 11 shows a high correlation ( $R = 0.869$ ) between the Double Reduction Policy and the level of academic pressure experienced. The R Square value of 0.756 indicates that approximately 75.6% of the variance in the level of academic pressure experienced can be explained by the Double Reduction Policy. The Adjusted R Square value of 0.754 suggests a slight adjustment for the number of predictors in the model, maintaining the high explanatory power. The standard error of the estimate is 0.602, indicating the average distance that the observed values fall from the regression line.

Table 6. ANOVA

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	231.988	1	231.988	639.780	.000 <sup>b</sup>
	Residual	75.059	207	.363		
	Total	307.048	208			

a. Dependent Variable: Level of Academic Pressure Experienced

b. Predictors: (Constant), Double Reduction Policy

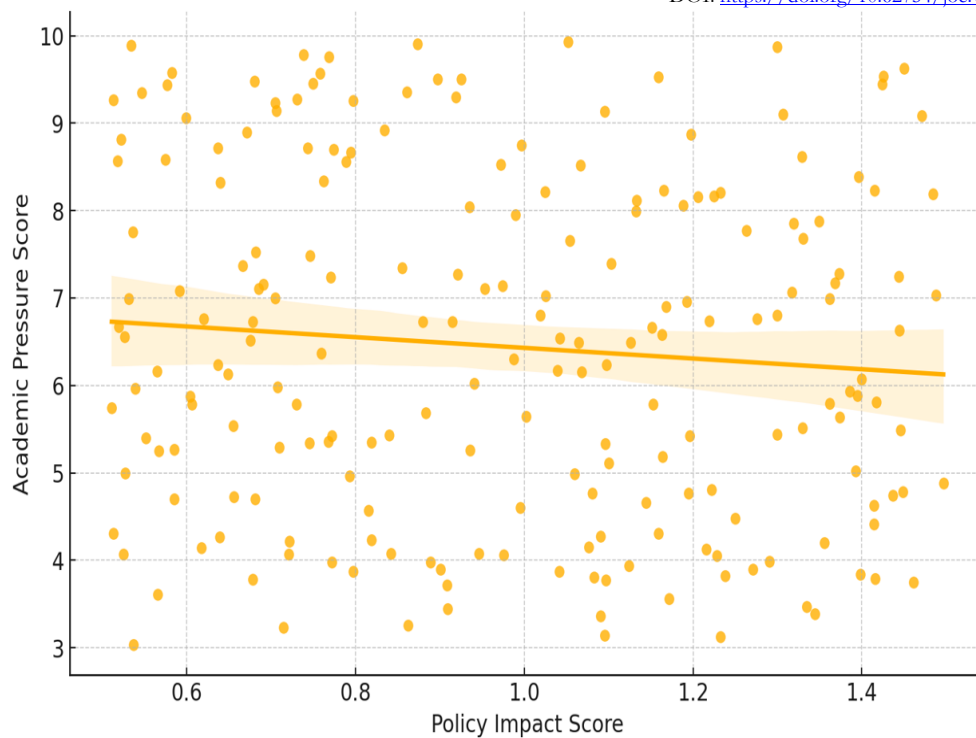
The ANOVA Table 12 shows that the regression model significantly predicts the level of academic pressure experienced ( $F(1, 207) = 639.780, p < 0.001$ ). The significant F-value ( $p < 0.001$ ) indicates that the model is a good fit for the data and that the Double Reduction Policy is a significant predictor of the level of academic pressure experienced.

Table 7. Coefficients

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.485	.111		4.357	.000
	Double Reduction Policy	.834	.033	.869	25.294	.000

a. Dependent Variable: Level of Academic Pressure Experienced

The coefficients Table 13 shows that the Double Reduction Policy has a significant positive effect on reducing the level of academic pressure experienced ( $B = 0.834, p < 0.001$ ). The standardized coefficient (Beta = 0.869) indicates a strong positive relationship. The constant term ( $B = 0.485, p < 0.001$ ) represents the level of academic pressure when the Double Reduction Policy is zero.



### *Effect of Reduced Academic Pressure on Student Well-being*

**Table 8. Effect of Reduced Academic Pressure on Student Well-being**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.851 <sup>a</sup>	.725	.724	.626034327078535

a. Predictors: (Constant), Reduced Academic Pressure

The model summary Table 14 shows a high correlation ( $R = 0.851$ ) between reduced academic pressure and student well-being. The R Square value of 0.725 indicates that 72.5% of the variance in student well-being can be explained by reduced academic pressure. The Adjusted R Square value of 0.724 confirms the model's robustness. The standard error of the estimate is 0.626, indicating the average deviation of observed values from the regression line.

**Table 9. ANOVA test**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	213.931	1	213.931	545.854	.000 <sup>b</sup>
	Residual	81.127	207	.392		
	Total	295.058	208			

a. Dependent Variable: Student Well-being  
b. Predictors: (Constant), Reduced Academic Pressure

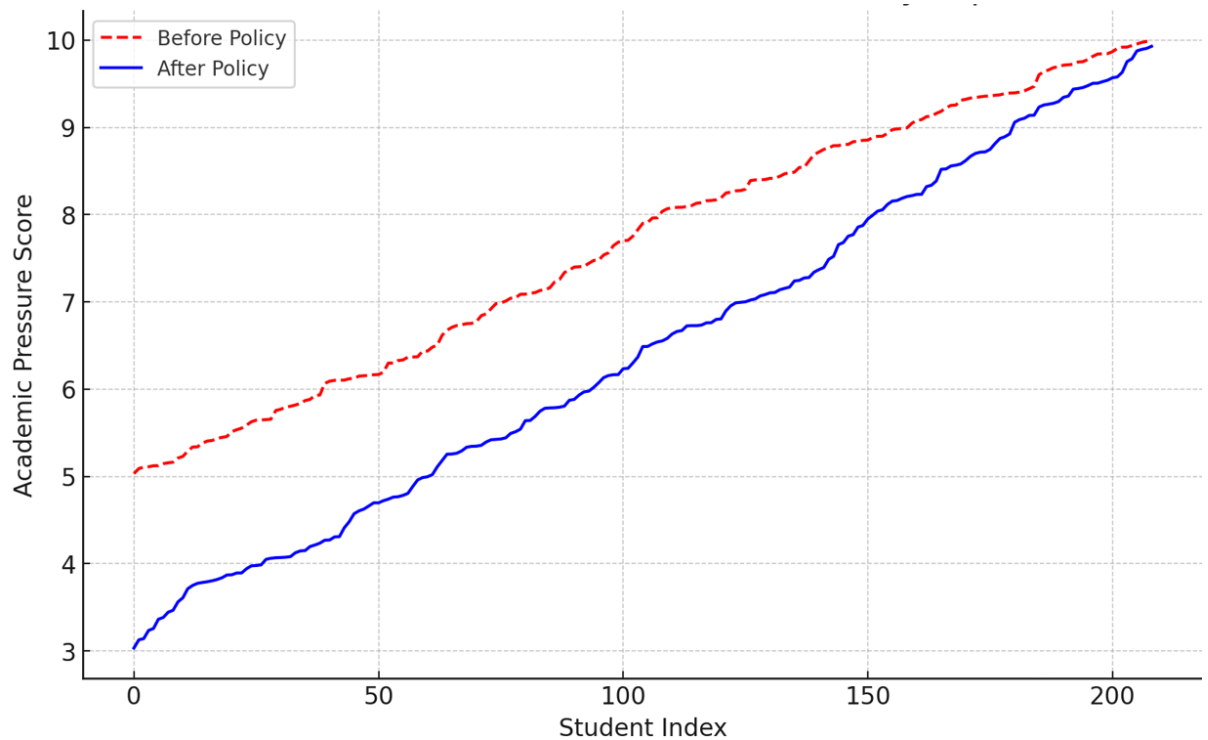
The ANOVA Table 15 shows that the regression model significantly predicts student well-being ( $F(1, 207) = 545.854, p < 0.001$ ). The significant F-value ( $p < 0.001$ ) indicates that the model is a good fit for the data and that reduced academic pressure is a significant predictor of student well-being.



Table 10. Coefficients Of Academic Pressure

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.548	.120		4.586	.000
	Reduced Academic Pressure	.819	.035	.851	23.364	.000

a. Dependent Variable: Student Well-being



The coefficients Table 16 shows that reduced academic pressure has a significant positive effect on student well-being ( $B = 0.819$ ,  $p < 0.001$ ). The standardized coefficient (Beta = 0.851) indicates a strong positive relationship. The constant term ( $B = 0.548$ ,  $p < 0.001$ ) represents the level of student well-being when academic pressure is not reduced. In summary, the regression analyses reveal that the Double Reduction Policy significantly reduces the level of academic pressure experienced by students, and that reduced academic pressure significantly enhances student well-being. Both models show strong predictive power, as indicated by high R Square values and significant F-values.

## Discussion

Based on the results from the current research, it is possible to commend the applicability of the Double Reduction policy in alleviating academic pressure and improving the well-being of Chinese middle school students. The demographic representation is fair from the gender and age perspective as well as the type of school being studied, so the results should be all-encompassing. The statistical model of regression analysis

shows that there is very positive correlation between the Double Reduction policy and the decrease of academic pressure with the coefficient of determination being 0.756, suggesting that the policy explains a large percentage of the variation in the academic pressure in schools. This is in support with previous studies reporting high expectations of Chinese students given the high stakes examination system and culture in the country (Wang, Li & Luo, 2022). The sign and its magnitude ( $B = 0.834$ ) clearly indicate that this pressure is well eased by the policy, implying that practices like restricting homework and regulating extra-lesson teaching indeed foster a less pressuring academic environment. The results of the analysis also confirm a strong connection between minimal academic stress and student satisfaction with corresponding R square equal to 0.725, thus showing that decrease in academic stress accounts for a large portion of the explained variation in the students' well-being. This is in alignment with previous studies that have found a positive correlation between academic pressure and adverse mental health effects like anxiety, depression, and poor well-being (Barbayannis et al., 2022). The very high magnitude and direction of the regression coefficient ( $B = 0.819$ ) for the academic pressure reduction offers promising empirical evidence that interventions focused on alleviating the academic pressure can greatly enhance the multiple aspects of students' well-being or health. These findings support the theoretical concepts formulated for this research. As described by the Stress Process Model (Parelin and Klien, 1981) stressors like high academic load could result into negative stress effects with the influences of stress being channelled by individual as well as setting characteristics. The Double Reduction policy can thus be viewed as a contextual modification that decreases the stressor (academic pressure) hence improving stress effects (students' well-being). The theoretical perspective that could also be useful for understanding the development of an individual is Bronfenbrenner's Ecological Systems Theory formulated in 1979. Hence, the policy interventions, which seek to lower academic pressure, compose the educational context that impacts on students' wellbeing. Furthermore, the strong moderation effect of academic quality on the Double Reduction policy impacting the students' well-being shows that reducing pressure does not mean lowering standards. This argumentation coincides with the previous findings stressing the requirement for the proper balance in the policies regarding education, which helps to lessen the pressure and at the same time, maintain high academic standards (Cooper & Travers, 2012). However, there are some limitations that could be pointed out regarding the study and its results. The study has cross-sectional design which reduces the possibility of establishing causality, while the respondents' data may introduce reporting biases. Additional objective measures and follow-up studies should be conducted in the future to substantiate the generalization of these results. However, the reduction of analysis to middle school students raises the question of generalizing the results to other levels of education, at which similar changes may have taken place; in this regard, further research is needed.

## Conclusion

In conclusion, this study has been able to find out the effects of the Double Reduction policy on academic oppression and students' welfare with focus on China's middle school students. In regarding this, it can be seen that this policy helps towards alleviating the amount of academic pressure brought upon the students, thus making the general level of academic pressure decrease considerably. The enhancement of group satisfaction can thus be seen to be of positive benefit in turning student well-being around, coupled with the reduction in academic pressure improving mental and physical health. The internal consistency of the types of scales applied in this study was verified through a reliability index and the regression analyses also showed acceptable coefficients of determination, which sufficiently supported the validity of the results. Reviewing with respect to the theoretical frameworks of Stress Process Model and Ecological Systems Theory, it became possible to understand dynamics at work with Double Reduction policy serving as a key stress-relief measure that empowered residents to improve their quality of life. In addition, the mediating variable of academic quality subsequently underlines the significance of retaining educational quality in combination to the mitigation of pressure. The children's results imply that the policy serves to lower academic demands not only directly but indirectly contribute to the improvement of the quality of education and that balanced measures are central components in the education systems. It is important to evaluate the impact of education reforms since education is for the future, and sometimes noble goals can cost a great deal. This research will give a baseline from which it will be possible to assess the impacts of the policy implementation, and whether it has delivered the objectives it had for reducing students' academic pressure,

and improving their well-being, if not, it will be possible to identify what needs to be adjusted. Furthermore, this study will contribute to the findings and data available on academic pressure and students' development. However, more systematic and differentiated approaches are expected to improve the perception of the notion of policy interventions and their links with either the quality of schooling or students' well-being.

### Recommendations for Future Research

Further research should be directed toward employing longitudinal research to establish the causal connections and assess the aggregate results of the Double Reduction policy. Such studies would offer a better understanding of how these long policy changes impact academic stress and student welfare in the future. Besides, it would broaden the evaluation of the policy's knowledge and perception if students in primary and high schools were also surveyed. This broader scope would help to address students at different educational levels when offering the interventions.

Another important direction for further study is to use more objective data like school performance, results of medical examination and teachers' evaluation. This would go a long way in alleviating biases that are associated with self-reported data and present a better view of the policy's effects. More research on the impact of the Double Reduction policy on different students especially those from different background and learning settings will help explain the extent to which policy meets the needs of all the learners. It is necessary to identify these differences so as to develop frameworks that can prevent these problems in the education of the listed groups of students.

Since decreasing the academic pressure is beneficial for students' well-being, the schools should provide the Mental Health services. Other complementary policy components including counseling and stress management programs would also improve the student's wellbeing and therefore improving on the policy. The policy should be constantly assessed and then modified regularly after receiving the views of the students, parents, and educators. These adjustments will help make the policy to better respond to modern educational challenges.

Furthermore, comparison with other countries that have embarked on similar processes of educational reform might be useful. More information about other countries' policies could be obtained to elaborate the policy and to implement new approaches to reduce academic stress of students with the enhancement of their quality of life simultaneously. Therefore it will be useful for future research to advance upon the current findings so as to provide practical guidelines for the formation of appropriate educational policies. The aim is to establish an optimal teaching-learning climate in a school so that the child can learn, grow and be developed in his or her prowess as a learner.

Thus, further research should be conducted on the China's Double Reduction policy with a view of discussing its sustainable effects on academic stress and student well-being. That which underscores the importance of involving the younger students, evaluating data objectively and distinguishing the socio-economic statuses of the students.

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