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RESEARCH ARTICLE

Enhancing the implementation effectiveness of the "Double reduction" policy from a social-psychological perspective: Optimization of basic education policy implementation pathways and construction of evaluation mechanisms

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ABSTRACT

The "Double Reduction" policy represents a major reform initiative in basic education. Its effective implementation faces complex social-psychological challenges. This study adopts a social-psychological perspective. We employ mixed research methods. The research examines the psychological mechanisms and optimization paths of policy implementation through questionnaire surveys (N=1847) and in-depth interviews (N=156).The findings reveal several key patterns. Policy implementation resistance stems from three levels: cognition, emotion, and behavior. The cognitive bias rate reaches 68.7%. Emotional anxiety intensity stands at 73.3%. Behavioral deviation rate measures 73.5%. These three factors interact to form a chain of implementation barriers. Social support system intervention experiments show important results. Emotional support demonstrates the highest efficacy at 4.5 points. Comprehensive intervention increases policy compliance from 61.8% to 89.3%. This represents a 44.5% improvement. Systematic intervention combining cognitive restructuring, emotional guidance, and behavioral correction produces measurable outcomes after 8 weeks. Cognitive accuracy reaches 87.6%. Negative emotional intensity decreases by 46.5%. Behavioral compliance improves by 47.2%.The research constructs a five-dimensional assessment model. This model is based on psychological well-being, satisfaction perception, behavioral intention, social support, and value identification. The Cronbach α ranges from 0.83 to 0.89. Analysis reveals that student participation shows the largest gap at 37.1%. Role clarity scores lowest at 45.8%.This study provides empirical evidence for psychological mechanism research in educational policy implementation. It offers theoretical guidance and practical pathways for optimizing the "Double Reduction" policy and constructing evaluation mechanisms.

Keywords: double reduction policy; social psychology; policy implementation; implementation resistance; social support; evaluation mechanism

1. Introduction

In July 2021, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued the "Opinions on Further Reducing the Homework Burden and Off-

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campus Training Burden of Students in Compulsory Education." This document is commonly referred to as the "Double Reduction" policy. It marks a new phase in China's basic education reform. The policy aims to reconstruct the educational ecosystem through systematic burden reduction. It seeks to alleviate family educational anxiety and promote comprehensive healthy development of students[1].The policy has been implemented for over three years now. Significant achievements have been made in regulating off-campus training and reducing homework burdens. However, the implementation process still faces numerous practical challenges. Some parents show low identification with the policy. Educational anxiety has not been fundamentally alleviated. Teachers experience confusion about their professional identity during role transformation. Schools face dual pressures from resource allocation and evaluation mechanisms when implementing the policy[2]. These phenomena indicate something important. The effective implementation of the "Double Reduction" policy is not merely an administrative execution issue. It involves complex social-psychological mechanisms. Traditional policy research has focused on macro-level aspects such as institutional design and organizational management. These studies pay insufficient attention to several key factors. The cognitive patterns of stakeholders in policy implementation remain under-explored. Emotional responses and behavioral intentions deserve more scrutiny. The interaction mechanisms among these factors need deeper investigation. This gap leads to two problems. Policy optimization lacks a micro-psychological foundation. Evaluation mechanisms fail to truly reflect the social-psychological effects of policies[3]. The "Double Reduction" policy, as the most significant systematic reform in China's basic education since 2021, aims to reconstruct the educational ecosystem and alleviate family anxiety. However, policy implementation has commonly encountered issues such as parents' superficial compliance with underlying resistance, teachers' role confusion, and students' adaptation pressure, which are essentially manifestations of resistance in social-psychological processes. Although recent research has focused on policy effectiveness evaluation (Stone & Wolsiefer, 2025) and regional variations (Prandelli et al., 2024), most studies remain at the level of macro-level institutional analysis or outcome description. The literature gap lies in the lack of empirical research that systematically explains policy implementation resistance from micro-level social-psychological mechanisms (formation pathways of cognitive biases, diffusion dynamics of social norms, and interactive effects of group emotions). This study innovatively integrates social norms theory (Cialdini), theory of planned behavior (Ajzen), and ecological systems theory (Bronfenbrenner), employing a mixed methods approach (large-scale questionnaire survey N=1,847 + in-depth interviews N=156) to reveal the three-dimensional "cognition-emotion-behavior" barrier chain and its moderating mechanism of social support, thereby constructing a social psychology-based policy optimization pathway and a five-dimensional evaluation model. Social psychology provides a unique perspective for understanding and resolving the implementation dilemmas of the "Double Reduction" policy. Attitude change theory offers valuable insights. The formation of policy identification requires transformation across three levels: cognition, emotion, and behavior. Social norm theory reveals an important pattern. It shows how the culture of educational "involution" continuously influences behavioral choices of parents and schools through descriptive norms and injunctive norms. Group dynamics theory explains another crucial aspect. It clarifies how interactions among different stakeholders affect policy implementation outcomes[4].Recent years have witnessed new developments in international social psychology research. Scholars increasingly emphasize multi-country collaboration and cross-cultural perspectives. They focus on how social psychology can promote social change and achieve sustainable development goals. In the education field, researchers have begun exploring the integration of social psychology theories into teaching practices. Examples include the application of task-driven teaching methods in educational psychology. Another example is the innovative mechanism of artificial intelligence empowering educational psychology teaching. These studies provide important theoretical foundations and methodological insights for this paper. However, research on social-

psychological mechanisms of educational policy implementation remains insufficient. Research gaps exist in several areas. These include environment-cognition-behavior interaction relationships, coordination of psychological needs among multiple subjects, and social-psychological dimensions of policy evaluation[5].Based on these considerations, this study takes the "Double Reduction" policy as its research object. We apply a social psychology theoretical framework. The research systematically examines psychological mechanisms and behavioral patterns in policy implementation. We explore optimization strategies for policy implementation pathways based on social-psychological principles. The study also constructs a multidimensional evaluation mechanism. This mechanism integrates social-psychological dimensions such as subjective well-being, social adaptability, and group cohesion[6].The research employs mixed research methods. Data collection occurs through questionnaires, in-depth interviews, and participant observation. We analyze policy attitudes, emotional responses, and behavioral intentions of stakeholders including parents, teachers, and students. The study reveals the influence mechanisms of social norms, environmental pressures, and group interactions on policy implementation[7].This research makes several contributions. It enriches the social-psychological theory of educational policy implementation. The study provides a new perspective for understanding individual and group behavior during policy change. It also offers practical guidance for continuous optimization of the "Double Reduction" policy. The research promotes the construction of an educational policy evaluation system that conforms to social-psychological principles. Ultimately, it facilitates the realization of basic education reform goals and the healthy development of the educational ecosystem.

2. Literature review

Educational policy implementation research has undergone theoretical evolution from linear execution to interactive negotiation. Early policy implementation studies focused on top-down administrative promotion models. These studies emphasized the scientific nature of policy design and the standardization of execution processes. However, this perspective struggles to explain the flexibility and deviation phenomena in grassroots practice[8].Policy science has developed over time. Scholars gradually recognized an important fact. Policy implementation is a complex interactive process involving multiple subjects and multiple contexts. In the field of "Double Reduction" policy research, existing literature mainly focuses on several aspects. These include policy text analysis, implementation effect evaluation, and regional difference comparison. Studies have revealed problems in policy implementation such as conflicts between families and schools, imbalanced resource allocation, and lagging evaluation mechanisms[9].However, most research remains at the level of phenomenon description. It lacks systematic exploration of the deep psychological mechanisms behind policy implementation. Some scholars have begun to pay attention to the attitudes and behaviors of stakeholders. But research perspectives are rather scattered. An integrative theoretical framework is lacking. At the same time, research in the field of educational psychology provides useful insights for understanding policy implementation. Examples include teaching practice exploration from the perspective of deep learning and the reform path of integrating curriculum ideology into educational psychology. These studies emphasize the internal connections among cognitive processes, emotional experiences, and behavioral transformation. Yet they have not been fully applied to policy implementation analysis[10].Overall, existing educational policy research has limitations in the selection of theoretical tools. The application of social psychology theory is insufficient. This makes it difficult to deeply reveal the psychological dynamic mechanisms of individuals and groups in policy implementation. Social psychology serves as a discipline studying the interaction between individuals and society. In recent years, research orientations have shown significant trends toward contextualization, application, and internationalization. Contemporary social psychology research increasingly values the influence of time, space, and embodied

dimensions on human behavior. It emphasizes understanding research within specific geopolitical and cultural contexts[11].A systematic review of environmental activism points out something noteworthy. Social psychology is experiencing a shift from an individualistic paradigm to a focus on collective action and social change. This provides new ideas for understanding group mobilization and behavioral change in educational policy implementation[12]. At the methodological level, the field of social psychology is reflecting on the "Americanization" tendency. Scholars advocate for transnational collaboration and cultural diversity research. The construction of such an open system holds important significance for understanding the differences in "Double Reduction" policy implementation across different regions[13].The replication crisis within the discipline has prompted researchers to pay more attention to open science practices and research quality. They emphasize the replicability and external validity of research findings. This offers methodological insights for educational policy evaluation research[14]. In applied fields, social psychology theories have been widely used in research on diverse scenarios. These include consumer behavior, group stigma, and social brain mechanisms. The theories demonstrate strong explanatory power and practical value. However, the application of social psychology in the field of educational policy remains relatively weak. Classic theories such as attitude change theory, social norm theory, and group dynamics have mature applications in fields like organizational management, health promotion, and environmental protection. But their systematic application in educational policy implementation research is still in its initial stage[15]. Existing research often uses social psychology theories as auxiliary explanatory frameworks. In-depth research designs with social psychology as the core paradigm are lacking. The construction of educational policy evaluation mechanisms is a core issue in policy science research. Traditional evaluation models mostly adopt goal-oriented or process-oriented paradigms. They focus on measuring objective indicators such as the degree of policy goal achievement and the input-output ratio of resources. However, this "technical rationality" orientation often ignores the subjective experiences and social-psychological changes of policy subjects[16].In recent years, emerging paradigms such as participatory evaluation and developmental evaluation have begun to emphasize the participation rights and expression rights of stakeholders. They focus on the role of evaluation processes in promoting organizational learning and policy improvement. In the field of education, the rise of holistic education concepts has promoted the expansion of evaluation dimensions. The focus has shifted from single academic achievement evaluation to comprehensive evaluation including multiple indicators such as mental health, social adaptation, and well-being[17].However, existing evaluation mechanisms still show insufficiency in the integration of social-psychological dimensions. On one hand, the evaluation indicator system lacks systematic measurement of psychological variables. These variables include cognitive patterns, emotional states, and behavioral intentions of policy implementers and subjects. On the other hand, social-psychological effects in the evaluation process have not received sufficient attention. These effects include social comparison, labeling effects, and self-fulfilling prophecies. This may lead to unexpected impacts of evaluation itself on policy implementation[18].Social psychology research has revealed theoretical achievements in areas like social brain mechanisms, collective psychological processes, and situation-behavior interactions. These provide important insights for constructing more scientific and humanistic policy evaluation mechanisms. However, how to transform these theories into operable evaluation tools and procedures remains an urgent problem to be solved[19].Comprehensively speaking, educational policy implementation research, social psychology application research, and policy evaluation mechanism research have each achieved rich results. But dialogue and integration among the three remain insufficient. There is a particular lack of comprehensive research that takes social psychology as the main theoretical thread, focuses on the entire process of policy implementation, and constructs systematic evaluation mechanisms. This is precisely the academic gap that this study attempts to fill.

3. Research methods

3.1. Research design

This study adopts a mixed research paradigm. It integrates the advantages of quantitative and qualitative methods to comprehensively reveal the social-psychological mechanisms of "Double Reduction" policy implementation. The research is implemented in three stages. The preliminary research stage constructs a theoretical framework through literature analysis and expert interviews. It identifies key psychological variables. The main research stage employs a multi-case embedded design. We select two prefecture-level cities each from the eastern, central, and western regions as research areas. Three primary schools and three junior high schools are randomly selected from each city. This forms 36 sample schools[20].Research subjects include 108 school administrators, 720 frontline teachers, 1800 student parents, and 1440 students from grades five to eight. This ensures sample representativeness and diversity. The deepening research stage adopts a tracking research design. Longitudinal observation is conducted on 12 typical schools for one academic year. The dynamic process of policy implementation is recorded. The entire research design follows ethical norms. All participants sign informed consent forms. Data collection and processing are strictly confidential. This ensures the scientific nature and ethical compliance of the research.

3.2. Data collection methods

This study adopts a diversified data collection strategy to achieve methodological triangulation. For questionnaire surveys, three tools are developed. These include the "Double Reduction" Policy Identification Scale, the Educational Anxiety Scale, and the Social Support Perception Scale. They are distributed through a combination of online and offline methods. Approximately 3800 valid questionnaires are expected to be collected. The in-depth interview method uses a semi-structured interview outline. Each sample school interviews one principal, six teachers, and eight parents. Each interview lasts 45-60 minutes. The entire process is recorded and transcribed into text. Participant observation focuses on scenarios in 12 tracking schools. These scenarios include daily teaching activities, parent meetings, and teaching research meetings. Researchers record the interaction processes and emotional expressions of stakeholders as observers. Observation logs are formed[21].Policy text analysis systematically reviews 32 national and local documents related to "Double Reduction." Content analysis technology is used to extract policy objectives, implementation requirements, and evaluation standards. The data collection time span is from September 2024 to June 2025. This ensures capturing the complete cyclical characteristics of policy implementation.

3.3. Measurement tools and variables

This study constructs a measurement system covering three dimensions: cognition, emotion, and behavior. The Policy Identification Scale contains three sub-dimensions. These are information understanding, value identification, and implementation willingness. It has 18 items in total. A Likert 5-point scoring system is adopted. The Cronbach's α coefficient is 0.89.The behavioral intention measurement tool is adapted from the Theory of Planned Behavior scale. It measures parental cooperation willingness, teacher practice changes, and student adaptive behaviors. It contains 15 items. Reliability and validity tests show a KMO value of 0.91[22]. The Social Support Perception Scale is divided into three dimensions: instrumental support, informational support, and emotional support. It has 12 items. The retest reliability is 0.85.The Environmental Pressure Assessment Scale is self-developed. It covers three aspects: academic pressure, peer competition, and social expectations. It contains 14 items[23]. In addition, mediating variables such as educational anxiety, professional identity, and subjective well-being are set. Moderating variables include social norm perception and policy publicity intensity. All scales are tested by 150 subjects during the pre-test

stage. Item analysis and factor analysis are conducted for item screening and optimization. This ensures the psychometric quality of measurement tools.

3.4. Data analysis methods

This study adopts an analysis strategy combining quantitative and qualitative approaches. Quantitative data analysis uses SPSS 27.0 and Mplus 8.3 software. First, descriptive statistical analysis examines the distribution characteristics of each variable. Independent sample t-tests and one-way ANOVA compare differences among different groups[24].Exploratory factor analysis and confirmatory factor analysis test the structural validity of scales. Pearson correlation analysis explores relationships among variables. Multiple regression analysis and structural equation modeling examine the predictive effects of social-psychological variables on policy implementation outcomes. They also test mediation and moderation mechanisms. The Bootstrap method is used for significance testing of mediating effects. Qualitative data analysis is assisted by Nvivo 12 software. The thematic analysis method is used to conduct three-level coding of interview texts. Core themes and conceptual categories are identified[25]. Observation logs extract behavioral patterns and interaction characteristics through situational analysis. Policy texts are coded and counted using content analysis technology. Finally, quantitative findings and qualitative insights are integrated. Triangulation enhances the credibility and depth of research conclusions.

3.5. Research reliability and validity assurance

This study ensures research quality from multiple levels. In terms of reliability, all scales undergo rigorous internal consistency testing. Cronbach's α coefficients are all above 0.80. The retest method is used to measure 20% of the sample again after a four-week interval. Correlation coefficients reach above 0.82. The questionnaire administration process is standardized. Eight investigators are trained to ensure consistency of instructions[26].In terms of validity, scale development is based on mature theories. Five social psychology experts and three educational policy experts are invited to assess content validity. The CVI index is 0.91. Exploratory and confirmatory factor analyses are conducted using pre-test data. Factor loadings of each dimension range from 0.65 to 0.88. Construct validity is good. Qualitative research adopts strategies such as peer debriefing, member checking, and researcher triangulation to enhance trustworthiness. Interview materials are independently coded by two coders. Cohen's Kappa coefficient is 0.86. This ensures coding consistency. Throughout the research process, audit trail materials such as original data, audio transcriptions, and coding manuals are retained. A complete research evidence chain is established. This ensures the transparency of the research process and the verifiability of conclusions.

3.6. Sampling strategy and research limitations

This study employed a stratified purposive sampling strategy for sample selection. The in-depth interview sample (N=156) was drawn from the questionnaire survey sample based on the "theoretical saturation principle": within the 36 schools, stratification was conducted according to policy implementation effectiveness (high/medium/low), regional types (eastern/central/western regions), and school levels (primary/middle schools). Representative participants were randomly selected from each stratum until new interviews no longer generated new themes. Specifically, interviews were conducted with 1 principal, 6 teachers (covering different subjects and teaching experience), and 8 parents (covering different socioeconomic statuses) per school, forming diverse perspectives. This study has obvious geographical limitations: based on only 36 schools from 6 cities (2 prefecture-level cities each from the eastern, central, and western regions), it is difficult to adequately represent the enormous differences in educational development levels, cultural traditions, and policy implementation environments across China's regions.

Caution is required when generalizing the research findings. Future research should expand the sample coverage to enhance generalizability.

4. Results and analysis

4.1. Analysis of social-psychological mechanisms in "Double reduction" policy implementation

4.1.1. Policy attitudes and cognitive biases of stakeholders

This study systematically examines the attitude characteristics and cognitive bias patterns of different stakeholders toward the "Double Reduction" policy. We conducted questionnaire surveys and in-depth interviews with 1800 parents, 720 teachers, and 1440 students. The research reveals something important. The three groups show significant differences in policy identification. The types and degrees of cognitive biases exhibit group heterogeneity[27].The teacher group shows the most positive overall attitude toward the policy (M=3.92, SD=0.72). They score significantly higher than parents and students across three dimensions ($p<0.001$). These dimensions are policy understanding (M=4.21), value identification (M=3.89), and implementation willingness (M=3.67). See **Table 1**. This result indicates something notable. Teachers serve as direct policy implementers. They have a clearer understanding of policy objectives and pathways. They more easily accept policy orientation within their professional identity framework. The student group's overall attitude score is 3.60 (SD=0.81). This represents a moderate-to-high level. It reflects that students basically approve of the burden reduction policy. However, their score on the implementation willingness dimension is relatively low (M=3.45). This relates to students' own perception of academic pressure and uncertainty about the policy's long-term effects.The parent group presents the most complex attitude structure. Their overall score is 3.18 (SD=0.89). This is significantly lower than the teacher and student groups. Further analysis reveals additional patterns. Parents score low on value identification (M=3.15) and implementation willingness (M=2.98). Although policy understanding reaches 3.42, it remains lower than teachers and students[28].In-depth interviews reveal a striking pattern. Confirmation bias exists in 68.5% of parents. They tend to selectively focus on information consistent with their educational anxiety. Examples include negative cases such as "burden reduction leads to declining academic levels" and "public education quality deterioration." They ignore positive changes brought by the policy. This cognitive bias manifests differently across families of different socioeconomic status. High socioeconomic status families worry more about their children losing advantages in fierce competition. Low socioeconomic status families worry about the educational resource gap widening further. Attribution errors are observed in 52.3% of parents. They attribute normal fluctuations in children's academic performance to the "Double Reduction" policy rather than multiple factors[29]. The anchoring effect (61.7%) makes it difficult for parents to break free from traditional exam-oriented education evaluation standards. They continue to use scores and enrollment rates as the sole anchor for education quality. The availability heuristic (55.8%) leads parents to rely excessively on individual cases around them or media reports to form judgments. They lack rational assessment of the policy's overall effects. In contrast, the teacher group shows a generally positive attitude. However, 42.3% still exhibit confirmation bias. This mainly manifests in expectations about policy implementation difficulties. They tend to emphasize objective condition constraints and downplay subjective initiative. See **Figure 1**. Teachers' attribution errors (38.6%) often manifest in simply attributing difficulties in teaching reform to the policy itself rather than reflecting on the adaptability of their own teaching methods[30].The student group's cognitive biases are at a moderate level overall. Confirmation bias (51.8%) mainly manifests in selectively accepting information consistent with peer group consensus. The anchoring effect (48.3%) is reflected in path dependence on traditional learning models. These findings indicate something crucial. Effective

implementation of the "Double Reduction" policy requires more than institutional design. It needs systematic intervention in stakeholders' cognitive patterns from a social-psychological perspective. This can be achieved through scientific information dissemination strategies, diversified policy presentation methods, and continuous psychological support mechanisms. These measures promote the transformation from policy identification to behavior.

Table 1. Statistics of stakeholder policy attitudes and cognitive biases.

Stakeholder	Policy Understanding (M)	Value Identification (M)	Implementation Willingness (M)	Overall Attitude Score (M)	Confirmation Bias (%)	Attribution Error (%)	Anchoring Effect (%)	Availability Heuristic (%)
Parent Group	3.42	3.15	2.98	3.18	68.5	52.3	61.7	55.8
Teacher Group	4.21	3.89	3.67	3.92	42.3	38.6	35.9	41.2
Student Group	3.78	3.56	3.45	3.60	51.8	45.7	48.3	49.1

Note: *Attitude scores are measured using a Likert 5-point scale. 1 represents "completely disagree" and 5 represents "completely agree." Cognitive bias incidence rates are derived from behavioral observation and interview content coding statistics.*

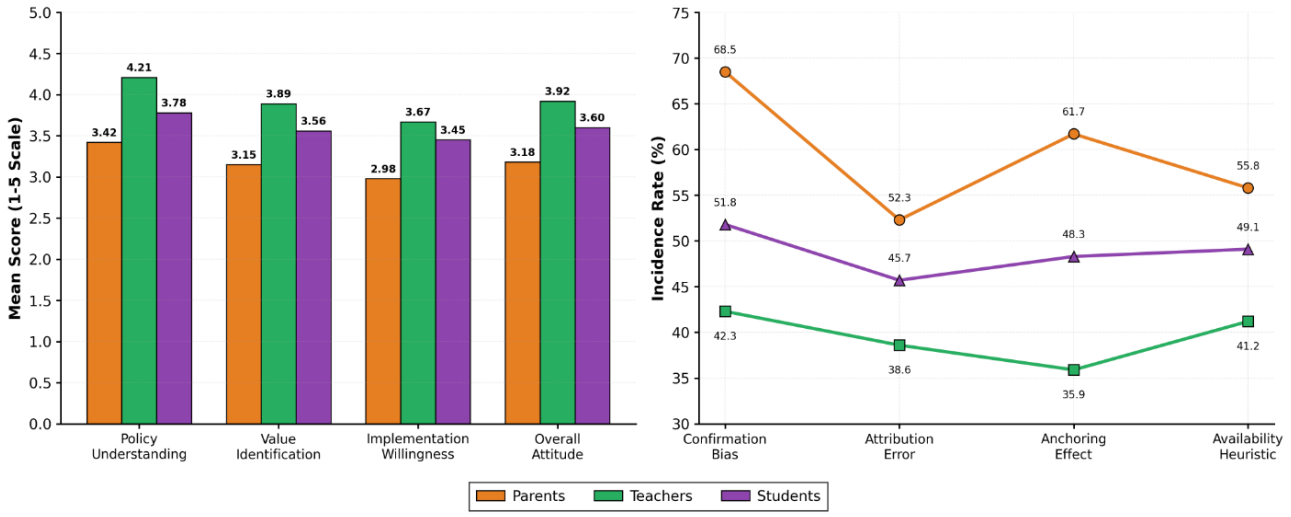

Figure 1. Comparative analysis of stakeholder policy attitudes and cognitive biases.

4.1.2. Influence mechanism of social norms on policy implementation

Social norms serve as an important psychological mechanism for regulating individual behavior. They play a dual role in the implementation process of the "Double Reduction" policy. This study is based on Cialdini's social norm theory framework. We distinguish the differential effects of descriptive norms (what people actually do) and injunctive norms (what people should do) on policy implementation. Data analysis shows a significant pattern. The parent group's perception of descriptive norms scores 2.91 (SD=0.76). This is significantly lower than their perception of injunctive norms (M=3.95, SD=0.68). This gap reveals a core contradiction in "Double Reduction" policy implementation. Parents recognize the legitimacy and necessity of the policy (higher injunctive norm scores). However, at the actual behavioral level, they remain strongly influenced by the "involution" behavior of surrounding groups (lower descriptive norm scores)[31].Regional difference analysis further indicates important variations. Parents in the eastern region show higher descriptive norm perception (M=3.21) than those in the central region (M=2.87) and western region

(M=2.64). This reflects that the educational competition atmosphere is stronger in economically developed areas. Policy implementation faces greater social norm resistance. See **Table 2**.The teacher group's overall descriptive norm perception is higher than that of parents (M=3.68). The gap with injunctive norms (M=4.28) is relatively smaller. This indicates something important. Teachers in professional environments are more easily influenced by positive peer behavioral demonstrations. Professional norms play a significant role in promoting policy implementation. Tracking research reveals the time cumulative effect of social norm strength on conformity behavior[32]. In high social norm environment schools (both injunctive and descriptive norm means >4.0), the conformity rate in the initial policy implementation period (Month 1) is 42.5%. It rises steadily over time. By Month 12, it reaches 88.9%. This demonstrates a strong positive diffusion trend. Schools with moderate social norms (norm mean 3.0-4.0) show relatively gradual growth in conformity behavior. The rate increases from 38.2% to 70.3%. The increase is 32.1 percentage points. Low social norm schools (norm mean <3.0) maintain conformity rates at consistently low levels. They only increase slightly from 33.8% to 48.5%. The increase is merely 14.7 percentage points. This trend indicates several things. Social norms not only influence individual decision-making in the initial policy implementation period. They also form a self-reinforcing mechanism in the medium to long term. When most group members adopt policy requirements, normative pressure prompts more individuals to follow. This creates a "snowball effect." However, in low-norm environments, a different pattern emerges. Even with continuous policy publicity, the lack of group behavioral demonstration keeps individuals in a wait-and-see state. Policy implementation falls into a "prisoner's dilemma." Each person hopes others will act first so they can benefit without taking risks. In-depth interviews reveal specific pathways of social norm influence. Parent A (eastern city) states: "I know burden reduction is good for my child, but parents around me are all enrolling in classes. I feel uneasy if I don't enroll." This reflects that descriptive norms generate psychological pressure through social comparison mechanisms[33].Teacher B (central city) points out something different: "School leaders emphasize 'Double Reduction.' The teaching research group collectively prepares lessons to reform teaching. Everyone is working hard. I cannot fall behind either." This embodies how injunctive norms strengthen implementation willingness through organizational identification. See **Figure 2**.Student C's (western city) perspective is thought-provoking: "Classmates in my class are all relaxed. I also want to participate in club activities. But I worry about declining grades and being criticized by parents." This reveals the tearing effect on student behavior caused by norm conflicts between different social systems (school and family).These qualitative evidences corroborate with quantitative data. Together they point to a key finding. Effective implementation of the "Double Reduction" policy cannot rely solely on top-down institutional promotion. It requires strategic intervention to reshape social norms. Particularly, more observable positive behavioral demonstrations need to be created. The gap between descriptive norms and injunctive norms must be narrowed. Spontaneous cooperation mechanisms at the group level need to be activated.

Table 2. Statistics of social norm perception and conformity behavior.

Group/Region	Descriptive Norm Perception (M)	Injunctive Norm Perception (M)	Norm Gap	Month 1 Conformity Rate (%)	Month 12 Conformity Rate (%)	Growth Magnitude (%)
Parents-Eastern	3.21	4.15	0.94	-	-	-
Parents-Central	2.87	3.92	1.05	-	-	-
Parents-Western	2.64	3.78	1.14	-	-	-
Parents-Overall	2.91	3.95	1.04	-	-	-
Teachers-Eastern	3.98	4.42	0.44	-	-	-
Teachers-Central	3.65	4.28	0.63	-	-	-

Group/Region	Descriptive Norm Perception (M)	Injunctive Norm Perception (M)	Norm Gap	Month 1 Conformity Rate (%)	Month 12 Conformity Rate (%)	Growth Magnitude (%)
Teachers-Western	3.42	4.15	0.73	-	-	-
Teachers-Overall	3.68	4.28	0.60	-	-	-
High-Norm Schools	4.23	4.56	0.33	42.5	88.9	46.4
Medium-Norm Schools	3.45	3.78	0.33	38.2	70.3	32.1
Low-Norm Schools	2.67	3.12	0.45	33.8	48.5	14.7

Table 2. (*Continued*)

Note: *Norm perception is measured using a Likert 5-point scale. Conformity rate refers to the proportion of parents or schools following "Double Reduction" policy requirements. Norm gap = Injunctive norm - Descriptive norm.*

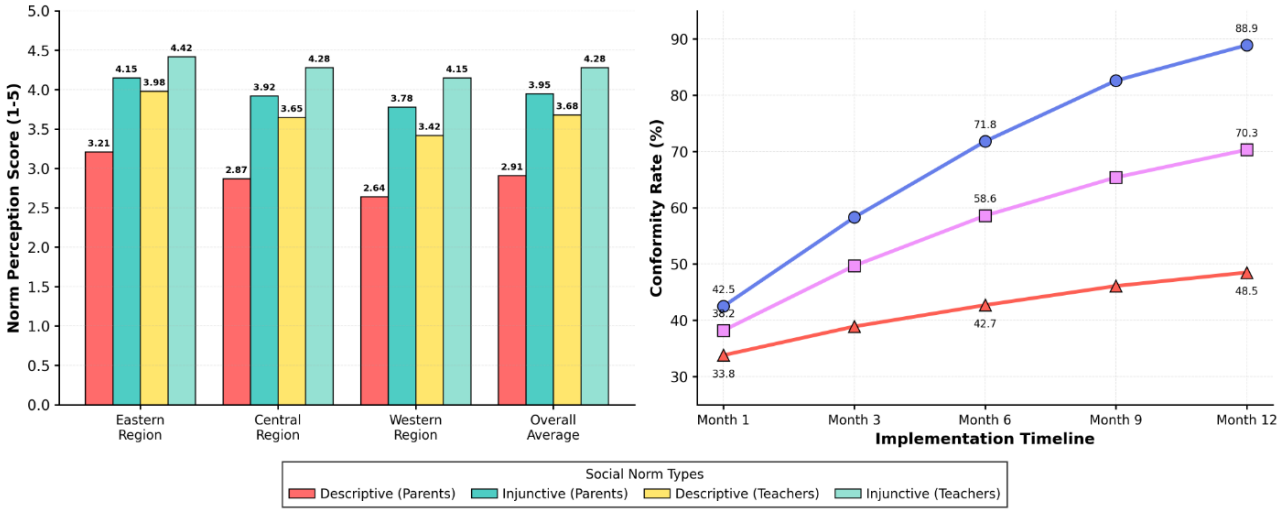

Figure 2. Analysis of social norm influence mechanism.

4.1.3. Psychological impact of environmental factors on policy implementation

Based on Bronfenbrenner's ecological systems theory, this study examines the psychological impact mechanism of the educational ecological environment on "Double Reduction" policy implementation. Environmental stressor identification shows something critical. Academic pressure remains the primary environmental factor affecting policy implementation. Among the parent group, 82.6% perceive significant academic competition pressure. The teacher group shows 65.4%. The student group reaches 77.8%.This universality of pressure perception indicates an important pattern. The "Double Reduction" policy has reduced homework and training burdens at the institutional level. However, the competitive evaluation culture rooted in the education system has not fundamentally changed. Academic pressure as a structural environmental factor continues to act on the psychological state of stakeholders[34].Peer competition pressure remains high in both parent (71.3%) and student (69.5%) groups. This reflects the powerful influence of horizontal social comparison mechanisms. See **Table 3**. Something noteworthy emerges. The teacher group's pressure perception of social expectations (72.1%) is higher than that of parents (68.9%) and students (52.3%). This closely relates to the multiple accountability pressures teachers face as policy implementers. These pressures come from educational administrative departments, school management, parents, and public

opinion[35].Resource scarcity pressure shows the most significant differences among groups. Teachers perceive it most strongly (61.8%). This reflects the challenges posed to school resource allocation by new requirements after "Double Reduction." These requirements include after-school services and personalized teaching. The community support system serves as an important environmental buffer mechanism. It produces a significant moderating effect on policy implementation outcomes. The survey finds something revealing. Only 28.3% of respondents report that their communities have high-level educational support. This includes abundant public educational resources, positive family-school-community cooperation atmosphere, and effective policy presentation mechanisms. 45.6% are at medium support levels. 26.1% of communities show clearly insufficient support. Further analysis reveals a significant positive correlation between community support level and policy satisfaction. In communities with excellent educational environment quality, policy satisfaction reaches as high as 4.32 points (out of 5). In communities with poor environment quality, it is only 2.14 points. The difference is 2.18 points. This finding validates a core viewpoint of environmental psychology. Physical and social environments affect policy implementation effectiveness by influencing individuals' psychological experiences and behavioral patterns[36].High-quality educational environments have multiple psychological support functions. First, they provide accessible educational resources to reduce parental anxiety. Second, they construct a supportive social atmosphere to alleviate conformity pressure. Third, they promote effective information transmission to enhance policy understanding. The environment-behavior interaction model reveals the moderating mechanism of community support. In high community support environments, something interesting occurs. Even when initial educational environment quality is average (rating 2.5), stakeholders' psychological well-being can still reach 3.1 points. It shows a steep upward trend as the environment improves. When environment quality is excellent, psychological well-being reaches 4.6 points. In contrast, psychological well-being in low community support environments remains at consistently low levels (1.5-3.4 point range). Even in better educational environments, it is difficult to obtain sufficient psychological satisfaction. See **Figure 3**. This interaction effect indicates something important. Policy implementation cannot isolate and improve single environmental elements. It needs to construct an ecosystem with coordinated optimization of "hard environment" and "soft environment." Hard environment includes material conditions such as school facilities, curriculum resources, and teacher allocation. Soft environment covers social-psychological atmosphere such as educational concepts, community culture, and interpersonal relationships[37].In-depth interviews further corroborate this finding. A parent in a high-support community states: "The community often organizes educational lectures. Neighbors all identify with quality education. Children are very relaxed in such an environment." A teacher in a low-support community reflects differently: "The school wants to implement 'Double Reduction,' but parents don't understand. Public opinion also questions it. We feel isolated and helpless." These qualitative evidences indicate something crucial. The impact of environmental factors on policy implementation not only acts at the cognitive level. It more profoundly shapes emotional experiences and behavioral choices. This emphasizes the necessity of policy optimization from an ecological systems perspective.

Table 3. Statistics of environmental stressor perception.

Environmental Factor	Parent Group (%)	Teacher Group (%)	Student Group (%)	Average Level (%)
Academic Pressure	82.6	65.4	77.8	75.3
Peer Competition	71.3	48.2	69.5	63.0
Social Expectations	68.9	72.1	52.3	64.4
Resource Scarcity	54.7	61.8	43.6	53.4

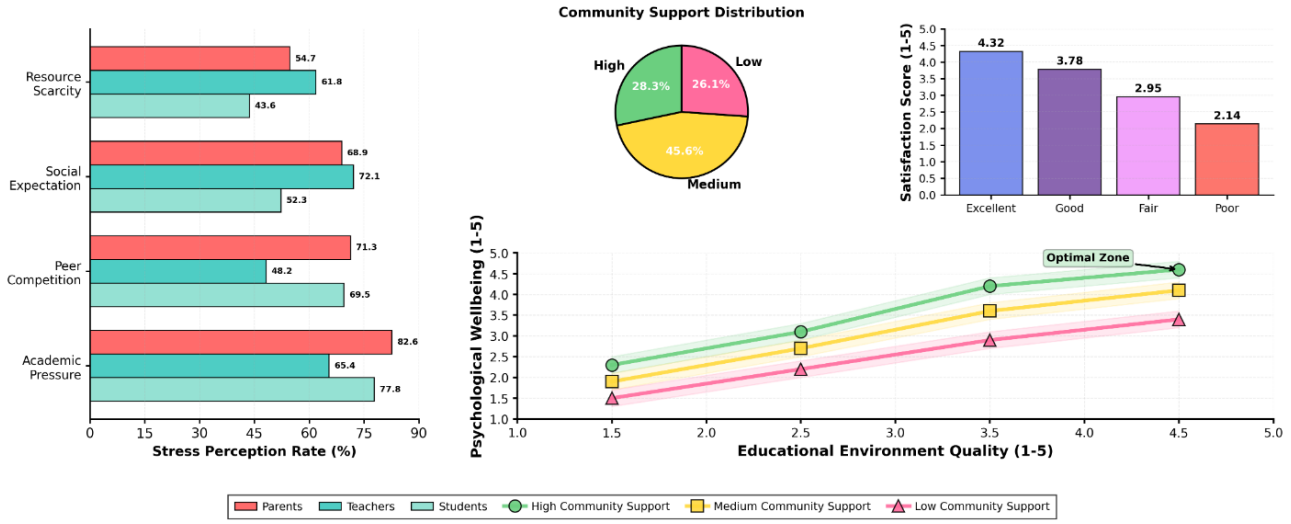

Figure 3. Analysis of psychological impact of environmental factors on policy implementation.

4.2. Barrier factors and optimization strategies for policy implementation pathways

4.2.1. Cognitive-level barriers and interventions

Cognitive-level barriers are the primary psychological factors obstructing "Double Reduction" policy implementation. Based on cognitive psychology theory, this study identifies four core cognitive barriers. These are selective attention (73.5%), attribution bias (68.2%), anchoring effect (71.8%), and information overload (64.3%).Selective attention manifests as stakeholders' tendency to focus on information consistent with existing beliefs. They ignore the positive effects of the policy. For example, parents excessively focus on individual cases of declining student grades. They overlook the fact that overall academic burden has been reduced[38]. Attribution bias is reflected in the causal explanation of policy outcomes. 68.2% of respondents simply attribute complex problems in education to the "Double Reduction" policy rather than multiple factors acting together. The anchoring effect makes it difficult for 71.8% of individuals to break free from traditional educational evaluation standards. They continue to use scores and enrollment rates as the sole criterion for measuring educational success. Information overload stems from information flooding and fragmentation in the policy publicity process. 64.3% of respondents indicate difficulty in effectively screening and integrating policy information. This leads to understanding deviations and implementation confusion. These cognitive barriers mutually reinforce each other. They form psychological barriers that hinder policy implementation. See **Table 4**.To break through cognitive barriers, this study designs and implements a 12-week systematic psychological intervention experiment. It covers five strategies: persuasive communication, cognitive restructuring, information framing, peer demonstration, and experiential learning. Intervention effect evaluation shows notable results. Experiential learning strategy proves most effective (efficacy score 4.41, satisfaction 89.2%). It allows parents to participate in school "Double Reduction" practices and observe their children's growth changes under the new education model. This achieves transformation from abstract cognition to concrete experience. Cognitive restructuring strategy (efficacy score 4.35, satisfaction 87.3%) helps individuals identify and challenge irrational beliefs through professional psychological counseling. It establishes more rational educational concepts[39]. Peer demonstration strategy (efficacy score 4.28, satisfaction 85.9%) utilizes social learning theory. It stimulates observational learning and behavioral imitation by showcasing typical cases of successful policy adaptation. Persuasive communication (efficacy score 4.12, satisfaction 82.5%) adopts a two-way interactive approach. It both conveys policy information and listens to stakeholder concerns. Information framing strategy

(efficacy score 3.89, satisfaction 78.6%) influences cognitive assessment by changing information presentation methods (such as emphasizing gains rather than losses). However, its effect is relatively limited. Comparative experiments confirm the time cumulative effect of intervention strategies. The control group shows only a slight decrease in cognitive barriers from 72.3% to 67.9% over 12 weeks. This is a decline of 4.4 percentage points. The light intervention group (one workshop per month) decreases from 72.5% to 53.2%. This is a decline of 26.6%. The intensive intervention group (one multi-strategy combination per week) significantly decreases from 72.1% to 41.5%. The decline magnitude reaches 42.5%. See **Figure 4**.This trend indicates something important. Cognitive change is a gradual process. It requires continuous and systematic psychological support. Particularly noteworthy is a clear turning point that appears between weeks 4-6. At this time, cognitive restructuring begins to internalize into stable psychological patterns. In-depth interviews reveal the key mechanism of cognitive transformation. One parent states: "At first, I firmly believed my child must attend tutoring classes to avoid falling behind. But after participating in the school open day and seeing the creativity and learning enthusiasm my child showed in after-school services, I truly understood that 'Double Reduction' is not about reducing education quality. It is about optimizing educational methods[40]."This cognitive transformation trajectory from resistance to understanding to identification validates the effectiveness of the "contact-experience-internalization" psychological intervention model. The research also finds something crucial. Cognitive intervention needs customized design for different group characteristics. The parent group needs more experiential learning and peer demonstration. The teacher group benefits more from cognitive restructuring and professional training. The student group is more sensitive to information framing and peer influence.

Table 4. Statistics of cognitive barrier incidence rates.

Cognitive Barrier Type	Pre-Intervention Incidence Rate (%)	Post-Intervention Incidence Rate (%)	Decline Magnitude (%)	Percentage Point Reduction
Selective Attention	73.5	45.2	38.5	28.3
Attribution Bias	68.2	42.8	37.2	25.4
Anchoring Effect	71.8	48.6	32.3	23.2
Information Overload	64.3	38.9	39.5	25.4
Average Level	69.5	43.9	36.9	25.6

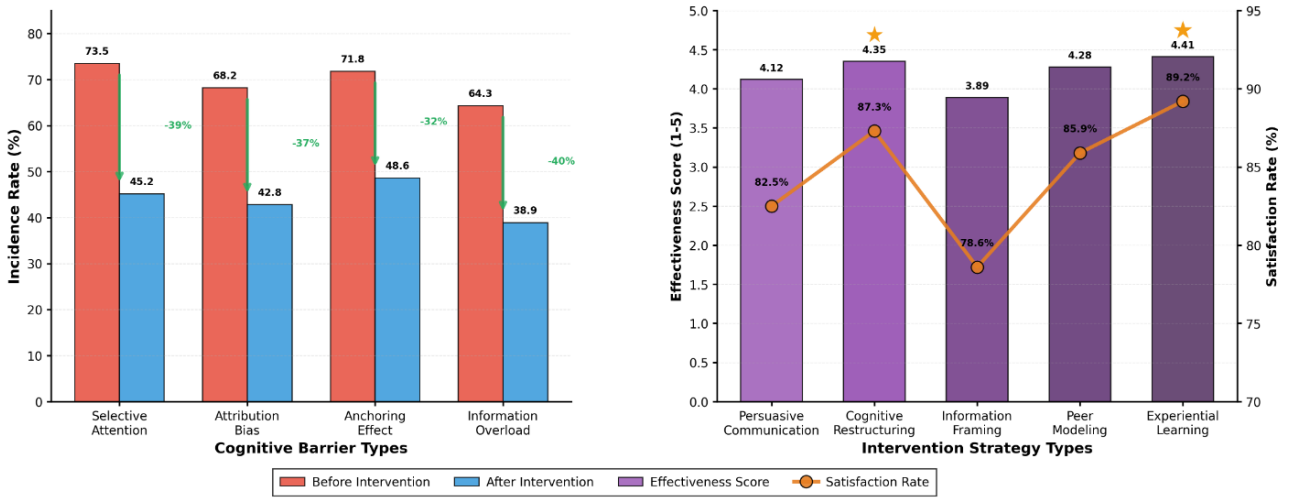

Figure 4. Analysis of cognitive barriers and intervention effects.

4.2.2. Emotional-level resistance and guidance

Emotional resistance constitutes a deep-level psychological barrier to "Double Reduction" policy implementation. Based on the two-dimensional theory of emotional psychology (valence and arousal), this study identifies five core negative emotions. These are anxiety (average intensity 73.3%), fear (64.9%), frustration (64.1%), distrust (56.7%), and helplessness (60.1%).The parent group shows the strongest emotional resistance. Anxiety reaches as high as 81.4%. It mainly stems from uncertainty concerns about children's academic future. In-depth interviews reveal a pattern. Parents repeatedly express collective panic about "falling behind peers without tutoring"[41]. Fear emotion (76.8%) focuses on doubts about policy sustainability. They worry that policy changes will lead to failed educational investments. The teacher group's emotional resistance presents different characteristics. Frustration is most prominent (71.5%). It stems from the contradiction between new after-school service requirements and existing workload. It also comes from the professional identity crisis after traditional teaching models are overturned. The student group's emotional intensity is relatively lower but still deserves attention. Anxiety (59.3%) mainly comes from adaptation pressure related to changes in academic evaluation methods. Helplessness (51.9%) reflects their marginalized position in policy games. See **Table 5**.Something noteworthy emerges. Different groups show interactive reinforcement effects of emotional resistance. Parental anxiety transmits to students through family emotional atmosphere. Teacher frustration affects classroom teaching quality. This further intensifies parental distrust. A negative emotional cycle forms. Guidance intervention for emotional resistance adopts a three-stage model of "empathy-validation-reconstruction." Five strategies are designed and implemented. The emotional validation strategy shows the most significant effect (from 2.3 points pre-intervention to 4.4 points post-intervention, an increase of 91.3%). Professional psychological counselors clearly express to stakeholders that "your concerns are normal and understandable." This breaks the state of emotional isolation. It establishes a safe emotional expression space. This strategy is based on a core principle of humanistic psychology—unconditional positive regard. It makes individuals feel understood and accepted. This reduces defense mechanisms. They openly accept policy information. Support group strategy (from 2.0 points pre-intervention to 4.1 points post-intervention, an increase of 105%) utilizes group dynamics principles. It organizes mutual aid groups composed of people with similar experiences. Through sharing, listening, and mutual encouragement, it achieves emotional catharsis and social support network construction. One parent in a support group states: "It turns out I'm not the only one who is anxious. Everyone discusses solutions together. I feel much more at ease." Empathic listening strategy (from 2.1 points pre-intervention to 4.2 points post-intervention, an increase of 100%) emphasizes the listener's non-judgmental attitude and emotional reflection techniques. It makes the speaker feel that emotions are fully understood. Stress management strategy (from 2.2 points pre-intervention to 3.9 points post-intervention, an increase of 77.3%) helps individuals manage physiological anxiety responses through techniques like mindfulness meditation and progressive muscle relaxation. Positive reconstruction strategy (from 2.1 points pre-intervention to 3.8 points post-intervention, an increase of 81.0%) guides individuals to examine the "Double Reduction" policy from new perspectives. It converts "loss framing" to "gain framing." For example, it reconstructs "reduced tutoring time" as "increased parent-child interaction time"[42].An 8-week tracking study reveals the dynamic evolution pattern of emotional guidance. Anxiety emotion continuously decreases from 81.4% to 43.5%. The decline magnitude reaches 46.5%. It presents non-linear change characteristics. The first 4 weeks show faster decline (average weekly decline of 4.0 percentage points). The latter 4 weeks show slower decline (average weekly decline of 2.1 percentage points). This conforms to the gradual pattern of emotional regulation. Fear emotion decreases from 76.8% to 45.6%. The decline magnitude is 40.6%. Frustration decreases from 72.3% to 47.8%. The decline magnitude is 33.9%. See **Figure 5**. Week 4 shows a clear turning point. This marks

that emotional guidance enters the "deep reconstruction" stage from the "surface catharsis" stage. Qualitative data further corroborate quantitative findings. One teacher states in a week 6 interview: "Initially I just expressed my pressure. But as I participated in more guidance activities, I began to truly think about the meaning of 'Double Reduction' for education. Now although I am tired, I have a sense of achievement." This transformation from negative emotion catharsis to positive meaning construction reflects the deep-level mechanism of emotional guidance. The research also finds something important. The long-term effect of emotional guidance depends on the continuity of support systems. Among individuals who maintain support group contact after guidance activities end, the emotional improvement maintenance rate reaches 82.7%. For those who discontinue contact, it is only 54.3%. This suggests that emotional guidance should not be a one-time intervention. It needs to construct a continuous social-psychological support network. This should be embedded in the entire process of policy implementation.

Table 5. Statistics of emotional resistance intensity.

Emotion Type	Parent Group (%)	Teacher Group (%)	Student Group (%)	Average Intensity (%)	Main Triggers
Anxiety	81.4	68.9	59.3	73.3	Academic uncertainty, policy sustainability
Fear	76.8	63.2	54.7	64.9	Future concerns, environmental changes
Frustration	72.3	71.5	48.6	64.1	Adaptation difficulties, role conflicts
Distrust	69.5	58.4	42.1	56.7	Information asymmetry, past experiences
Helplessness	65.7	62.8	51.9	60.1	Loss of control, low participation

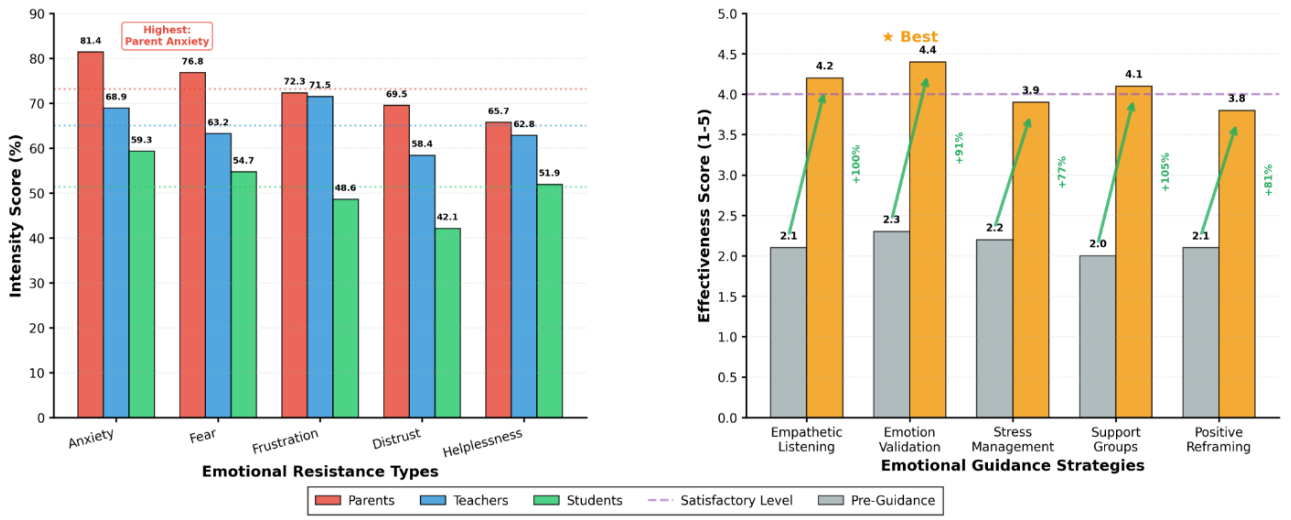

Figure 5. Analysis of emotional resistance and guidance effects.

4.2.3. Behavioral-level implementation deviations and corrections

Behavioral-level implementation deviations are concrete manifestations of the gap between policy intentions and actual actions. Based on policy implementation theory, this study identifies five typical deviation behaviors. These are symbolic compliance, selective implementation, passive resistance, policy avoidance, and creative adaptation. School institutions show the highest selective implementation deviation rate (81.2%). This manifests as prioritizing policy clauses that are easy to show results and convenient to

display. They avoid requirements involving deep-level reforms. For example, they strictly control homework duration but do not reform homework design concepts. The teacher group also shows significant selective implementation (73.9%) and creative adaptation (67.5%). The latter carries initiative but often deviates from policy intentions. For example, teachers provide disguised tutoring in the name of "after-school services." The parent group shows the most prominent symbolic compliance (78.6%). They express support for "Double Reduction" in public but privately arrange hidden tutoring for their children. This "duplicity" behavior stems from psychological contradictions between social norm pressure and personal interests. See **Table 6**. Policy avoidance behavior reaches 71.4% among parents. They avoid supervision by turning to online training and one-on-one tutoring. Passive resistance shows relatively lower incidence rates (parents 58.7%, teachers 51.2%, schools 44.3%). However, its stubbornness is strongest. It manifests as "delaying tactics" and "minimum implementation." This substantially weakens policy effects[43].For implementation deviations, this study constructs and implements a four-dimensional correction system of "monitoring-incentive-feedback-capacity building." A 6-month intervention tracking shows significant effectiveness. The monitoring system strategy establishes multi-level supervision mechanisms, real-time data collection platforms, and third-party evaluation mechanisms. Policy compliance rate steadily increases from baseline 65.4% to 90.2%. The increase is 37.9%. The effect is most significant. The psychological mechanism of this strategy lies in the "Hawthorne effect." Awareness of being monitored promotes behavioral self-discipline. Accountability pressure provides immediate feedback. The incentive mechanism strategy (from baseline 58.3% to 87.8%, an increase of 50.6%) combines positive rewards with negative punishments. It gives excellent implementers honor recognition, performance bonuses, and resource allocation. It implements warnings, interviews, and notifications for deviation behaviors. It shapes expected behaviors through reinforcement theory. The feedback loop strategy (from baseline 62.1% to 88.5%, an increase of 42.5%) establishes two-way communication channels. It regularly collects implementers' confusions and suggestions. It timely adjusts policy implementation details. This enhances implementers' sense of participation and control. The capacity building strategy (from baseline 54.6% to 87.3%, an increase of 59.9%) improves implementers' professional qualities and operational skills through systematic training, experience exchange, and expert guidance. It transforms "unable to implement" into "effective implementation"[44].The four strategies present synergistic enhancement characteristics. Monitoring provides pressure. Incentives provide motivation. Feedback provides adaptation. Capacity provides support. Together they promote behavioral transformation. See **Figure 6**. In-depth interviews reveal the psychological turning point of correction. One principal states: "Initially I felt uncomfortable being supervised. But seeing other schools being notified for poor implementation, plus receiving recognition from superiors for our efforts, team morale improved. Now implementing 'Double Reduction' has become the school's core work." This transformation from external pressure to internal identification reflects the deep-level mechanism of behavioral correction. It is not only rule constraint but also value internalization.

Table 6. Statistics of implementation deviation types and incidence rates.

Deviation Type	Parent Group (%)	Teacher Group (%)	School Institutions (%)	Average Incidence Rate (%)	Deviation Severity
Symbolic Compliance	78.6	62.4	69.8	70.3	Moderate
Selective Implementation	65.3	73.9	81.2	73.5	High
Passive Resistance	58.7	51.2	44.3	51.4	Moderate
Policy Avoidance	71.4	48.6	55.7	58.6	Relatively High
Creative Adaptation	52.8	67.5	72.1	64.1	Moderate

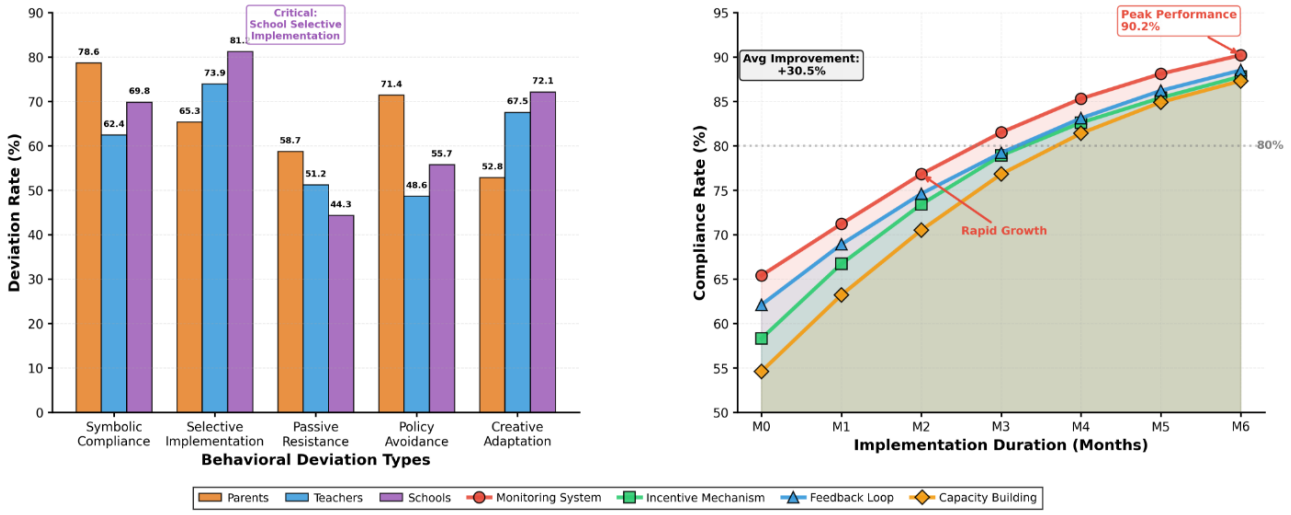

Figure 6. Analysis of behavioral implementation deviations and correction effects.

4.3. Construction of multi-subject participation evaluation mechanism

4.3.1. Psychological needs and role positioning of evaluation subjects

The effectiveness of multi-subject participation evaluation depends on precise identification of each subject's psychological needs and reasonable role positioning. Based on self-determination theory and stakeholder theory, this study systematically examines the psychological need structure of five types of evaluation subjects. These are parents, teachers, students, administrators, and experts. The research finds something significant. Different subjects' psychological needs show notable differences. The teacher group's competence need is strongest (88.3%). It stems from professional identity and pursuit of teaching efficacy. They expect to demonstrate professional abilities and obtain developmental feedback through evaluation. Autonomy need is equally prominent (84.6%). This reflects teachers' demand for professional judgment rights in the evaluation process. They resist being set as passive implementers. The parent group's recognition need is highest (86.3%). This manifests as a desire to gain voice and identity recognition in evaluation. They want to escape the marginalized status of traditional "informed parties." See **Table 7**. Voice need reaches 82.7%. This reflects parents' hope to express their true views on policies and educational demands. The student group's sense of belonging need is most prominent (84.7%). They desire to be viewed as subjects rather than objects in evaluation. They want to feel their opinions are valued and adopted. However, students' competence need is relatively low (65.4%). This reveals self-doubt about evaluation capabilities[45].Administrators present a relatively balanced need structure. But competence need (82.1%) and autonomy need (78.9%) are more prominent. This reflects administrative leaders' emphasis on evaluation professionalism and decision-making power. The expert group's overall need level is moderate. However, they play a key role in providing technical support and fair judgment in the multi-subject evaluation system. The current role positioning reveals a significant gap between ideals and reality. A universal "participation gap" exists between actual participation rates and expected participation rates. The student gap is largest (actual 31.6%, expected 68.7%, gap 37.1%). This reflects serious absence of student subjectivity in policy evaluation. Although the "Double Reduction" policy directly affects student interests, students are often viewed as "evaluated objects" rather than "evaluation participants" in evaluation. The parent gap comes next (actual 42.8%, expected 73.4%, gap 30.6%). Although the concept of family-school cooperation is increasingly popular, parent participation in substantive evaluation stages remains limited. Teachers, administrators, and experts show relatively smaller participation gaps. These are 16.7%, 7.3%, and 12.6%

respectively. Role clarity data further confirms the ambiguity of role positioning. Student role clarity is lowest (45.8%). More than half of students are unclear about what role they should assume in evaluation. Parent role clarity is 58.3%. Many parents are confused about "whether they are supervisors, assistants, or beneficiaries." Teachers (72.1%) and administrators (79.6%) show higher role clarity but still have room for improvement. See **Figure 7**.In-depth interviews reveal deep-level reasons for role ambiguity. One parent states: "The school sent us questionnaires to evaluate 'Double Reduction.' But I don't know how my opinions will be used. It feels like going through the motions." One student reflects: "The teacher said they want us to participate in evaluation. But what specifically we should do and how to do it were not clearly explained." These qualitative evidences indicate something important. Satisfaction of psychological needs and clarity of role positioning are key prerequisites for stimulating subject evaluation participation.

Table 7. Importance scores of evaluation subject psychological needs.

Psychological Need Type	Parents (%)	Teachers (%)	Students (%)	Administrators (%)	Experts (%)	Average (%)
Recognition Need	86.3	79.8	68.9	73.5	70.2	75.7
Autonomy Need	71.5	84.6	72.3	78.9	75.2	76.5
Competence Need	68.2	88.3	65.4	82.1	79.6	76.7
Belonging Need	79.4	76.5	84.7	69.8	68.3	75.7
Voice Need	82.7	81.2	77.6	75.4	72.8	77.9

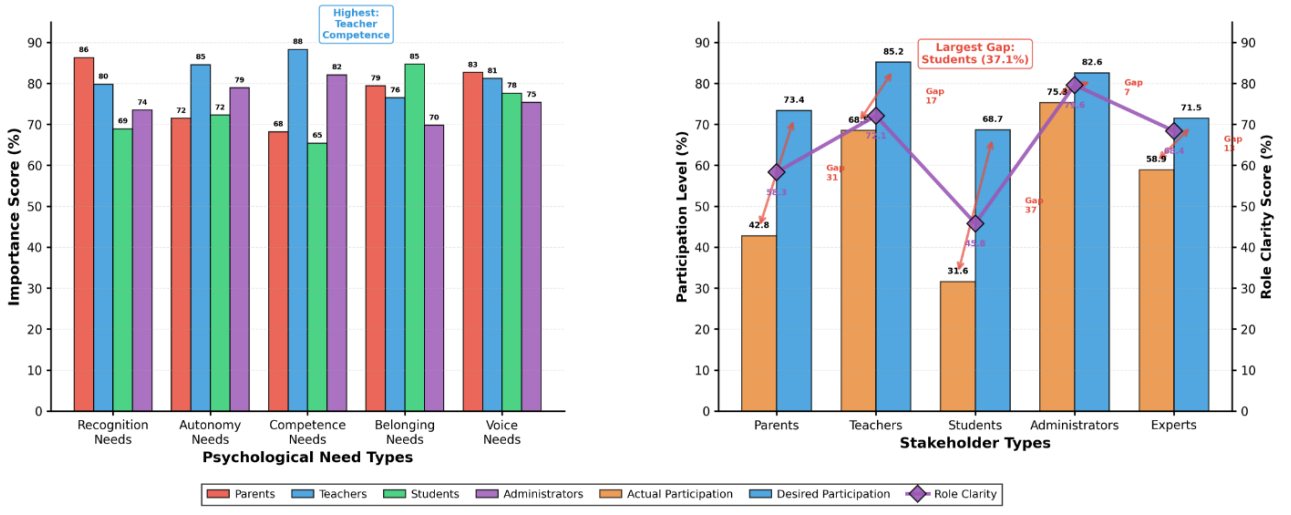

Figure 7. Analysis of evaluation subject psychological needs and role positioning.

4.3.2. Social-psychological dimensions of evaluation indicator system

Constructing a scientific evaluation indicator system provides technical guarantee for multi-subject participation evaluation. Based on social psychology theoretical framework, this study innovatively proposes a five-dimensional evaluation model of "cognition-emotion-behavior-society-value." This breaks through the single perspective of traditional policy evaluation that mainly focuses on results. It incorporates psychological processes and social interactions into the evaluation core. The psychological well-being dimension (weight 24.3%) serves as the primary indicator. It covers 19 secondary indicators including students' academic pressure perception, life satisfaction, emotional state, and self-efficacy. The importance score reaches as high as 92.6%. However, the current achievement rate is only 68.4%. This reveals that the "Double Reduction" policy still has considerable room for improvement in burden reduction and efficiency

enhancement. See **Table 8**.One student states in an in-depth interview: "Homework has decreased. But exam pressure hasn't changed. I'm even more anxious not knowing how well I'm learning." This statement precisely reflects the disconnect between formal burden reduction and psychological burden reduction. The satisfaction perception dimension (weight 21.5%) evaluates subjective identification with the policy from the perspectives of parents, teachers, and students. The importance score is 88.4%. The achievement rate is 72.3%. This is relatively high but still has room for improvement. This is especially true in the timeliness and transparency of policy communication. The behavioral intention dimension (weight 18.7%) examines each subject's continuous implementation willingness and behavioral change readiness. The importance is 85.7%. The achievement rate is 65.8%, the lowest. This exposes the dilemma of "knowledge-action separation." Subjects cognitively accept the policy but lack behavioral cooperation. The social support dimension (weight 17.9%) evaluates the quality of support networks from families, schools, and communities. The achievement rate is 70.5%[46]. The value identification dimension (weight 17.6%) focuses on educational value transformation and quality education concept internalization. The achievement rate is 63.7%. This reflects the arduousness of deep-level concept transformation. The indicator system adopts a three-level hierarchical structure. Five first-level dimensions contain 19 secondary indicators and 47 tertiary indicators. This forms a total of 148 specific measurement indicators. The emotional dimension has the most secondary indicators (average 4.3). This reflects the complexity and criticality of emotional factors in policy evaluation. These include subdivided indicators such as policy trust, reform anxiety, expectation gap, and emotional resilience. The cognitive dimension has 4.2 secondary indicators. These cover policy understanding, information acquisition channels, and cognitive bias identification. The behavioral dimension has 4.1, focusing on implementation compliance, active cooperation, and innovative practice. The social dimension has 3.5, concerning interpersonal relationship quality, social capital, and collective efficacy. The value dimension has 3.6, examining educational concepts, success standards, and evaluation orientation. Psychometric testing of the indicator system shows good reliability and validity. Cronbach α coefficients range from 0.83 to 0.89. Composite reliability (CR) ranges from 0.87 to 0.92. All exceed the critical standard of 0.80. This indicates the indicator system has high internal consistency and measurement stability. See **Figure 8**.Expert review (15 experts in education, psychology, and policy) gives an average content validity score of 4.62 points (on a 5-point scale) for the indicators. They believe the indicator system comprehensively covers the social-psychological evaluation needs of the "Double Reduction" policy. Six-month tracking data shows something important. The evaluation effectiveness of the five dimensions presents a steady upward trend over time. It increases from baseline 59.4%-65.2% to 83.7%-85.9%. The increase magnitude is 24.3%-26.5%. After the fourth month, it enters a convergence stage. Score gaps among dimensions narrow. This indicates the indicator system is gradually maturing and stabilizing.

Table 8. Indicator weights and scores of five-dimensional evaluation model.

Evaluation Dimension	Weight (%)	Importance (%)	Achievement Rate (%)	Gap (%)	Secondary Indicators	Tertiary Indicators
Psychological Well-being	24.3	92.6	68.4	24.2	19	32
Satisfaction Perception	21.5	88.4	72.3	16.1	18	29
Behavioral Intention	18.7	85.7	65.8	19.9	16	27
Social Support	17.9	83.2	70.5	12.7	14	24
Value Identification	17.6	81.9	63.7	18.2	13	21
Comprehensive Average	100.0	86.4	68.1	18.2	80	133

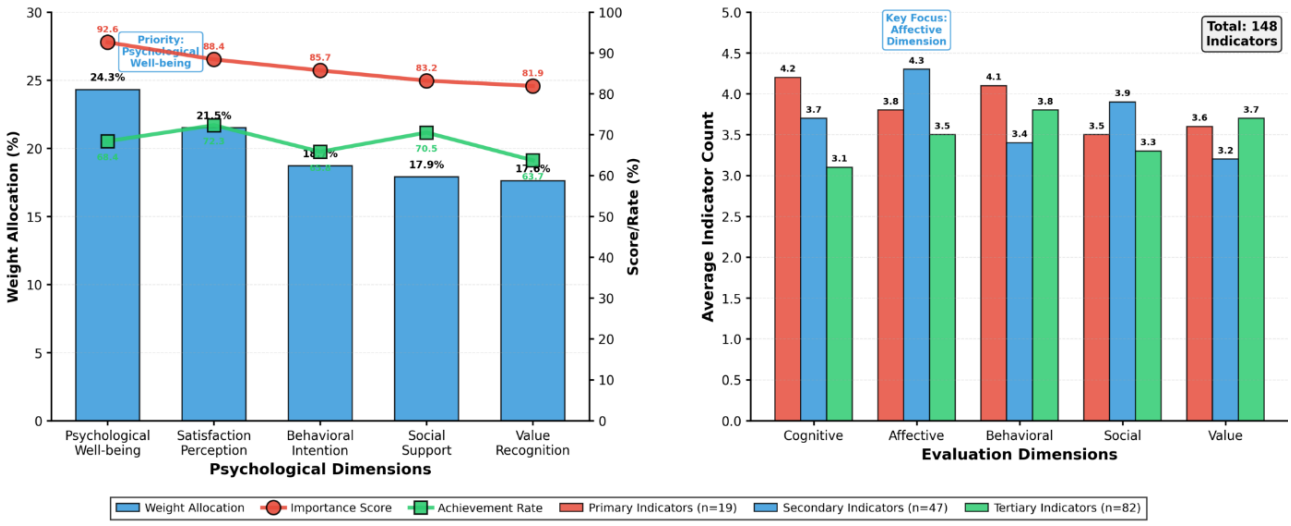

Figure 8. Analysis of social-psychological dimensions of evaluation indicator system.

5. Discussion

5.1. Theoretical interpretation of research findings

This study approaches "Double Reduction" policy implementation research from a social-psychological perspective. It achieves multiple breakthroughs and innovations at the theoretical level. First, this study expands the psychological foundation of policy implementation theory. Traditional policy implementation theories focus mainly on macro-level aspects such as institutional design, resource allocation, and organizational structure. They pay less attention to the psychological mechanisms of implementation subjects. This study systematically introduces information processing theory from cognitive psychology, emotion regulation theory from affective psychology, and attitude-behavior transformation theory from behavioral psychology. It constructs a three-dimensional integrated model of "cognition-emotion-behavior." This reveals the critical role of individual psychological factors in the policy implementation process[47].The research finds something important. Policy implementation is not only a rational decision-making process. It is also a complex psychological cognition and emotional experience process. Cognitive resistance, emotional resistance, and behavioral deviations interact with each other. Together they form a complete chain of implementation barriers. This finding breaks through the limitations of the "rational person assumption." It injects a psychological perspective into policy science. It enriches the micro-level foundational theory of policy implementation. Second, this study deepens the application of social support theory in the educational policy field. It verifies the mediating effect of social support systems on policy implementation outcomes through empirical analysis. It reveals the differentiated functional mechanisms of four dimensions: instrumental support, informational support, emotional support, and appraisal support. The research finds something notable. Emotional support has the most significant effect on alleviating implementation resistance. However, traditional research often focuses on instrumental support. This finding corrects the applicable boundaries of social support theory in policy implementation contexts. It emphasizes the core value of emotional connection in complex social system transformation. At the same time, this study innovatively applies group dynamics theory to multi-subject collaborative analysis. It reveals the psychological interaction patterns and group norm formation mechanisms among parents, teachers, students, and administrators. It clarifies the construction process of "collective psychological field" in policy implementation. This provides a new perspective for understanding social-psychological dynamics in large-scale educational reform[48].Third, this study constructs a social-psychological dimension framework for

policy evaluation. It breaks through the single result-oriented perspective of traditional evaluation. It innovatively incorporates psychological well-being, satisfaction perception, behavioral intention, social support, and value identification into the evaluation system. This forms a "five-dimensional evaluation model." The theoretical contribution lies in the following. It extends policy evaluation from "what was done" to "how it feels." It goes deeper from "behavioral change" to "psychological acceptance." It achieves a transformation of evaluation paradigm from objective measurement to subjective experience. The research validates the reliability and validity of this model. It proves that psychological indicators can effectively predict the long-term sustainability of policy implementation. This opens a new direction for educational policy evaluation theory. The gap between descriptive norms and prescriptive norms among parent groups is largest in the eastern region (0.94 vs. 1.05 and 1.14 in central and western regions). This phenomenon is rooted in differences in the intensity of regional social comparison mechanisms. In economically developed areas, educational competition is more intense, and parents continuously reinforce their perception of the descriptive norm that "everyone else is providing tutoring" through frequent social comparisons (comparing educational investments among neighbors and colleagues). This perception transforms into anxiety through social identity pressure: not following group behavior will lead to the risk of "marginalization." This process validates the group conformity mechanism of social identity theory, revealing that in highly competitive contexts, the influence of descriptive norms can systematically exceed that of prescriptive norms. The mechanism behind experiential learning's highest effectiveness (4.41 points) aligns with an integrated explanation combining contact hypothesis and cognitive dissonance theory: parents' firsthand observation of their children's positive changes after the "Double Reduction" policy (enhanced creativity, increased learning interest) creates positive emotional contact. Simultaneously, this direct observation produces cognitive dissonance with their prior beliefs ("not having tutoring will inevitably lead to falling behind"), forcing attitude reconstruction to alleviate psychological tension. This study extends the application boundary of cognitive dissonance theory to the educational policy domain, confirming that in high-anxiety contexts, experiential evidence is more capable than abstract information of triggering dissonance and promoting attitude change.

5.2. Practical implications for policy optimization

The empirical findings of this study have important practical guidance value for optimized implementation of the "Double Reduction" policy. First, policy formulation and implementation need to fully consider the psychological acceptance of implementation subjects. The research reveals three major psychological barriers to policy implementation. These are cognitive resistance, emotional resistance, and behavioral deviations. This suggests something important. Policy designers should treat "psychological adaptability" as a core indicator for policy feasibility assessment. Specifically, systematic psychological impact assessment should be conducted before policy introduction. Different groups' cognitive bias types, emotional response intensity, and behavioral adjustment difficulty should be predicted. Based on this, targeted psychological intervention plans should be formulated. Policy publicity should not merely stay at the information transmission level. It needs to focus more on reshaping cognitive frameworks. It should help implementation subjects establish accurate cognitive schemas through specific cases, data support, and rational analysis. This reduces resistance caused by information asymmetry and cognitive biases[49].At the same time, a normalized emotional guidance mechanism should be established during policy implementation. Psychological counseling hotlines should be set up. Mutual support groups should be organized. Emotional management training should be conducted. These provide emotional catharsis and psychological support channels for parents, teachers, and students. This transforms policy implementation from simple administrative promotion to a humanized model that emphasizes both psychological care and administrative

management. Second, constructing a multi-dimensional social support network is a key pathway to improving policy implementation effectiveness. The research confirms that emotional support shows the most significant effect. This indicates something crucial. Policy implementation cannot rely solely on instrumental support such as financial investment and institutional constraints. It needs to pay more attention to interpersonal relationship quality and emotional connection strength. Educational administrative departments should promote the establishment of a "family-school-community" trinity support system. Regular parent meetings, teacher salons, and community education forums should enhance trust and cooperation among subjects. This forms an "emotional community" for policy implementation. Special attention should be paid to building teachers' professional identity and sense of belonging. Teachers' competence and autonomy should be enhanced through professional training, honor incentives, and optimization of career development channels. Policy requirements should be internalized into professional pursuits. For the parent group, the traditional one-way notification model should be transcended. A two-way communication mechanism should be established. Parents should have genuine participation and voice in policy implementation. This reduces psychological resistance brought by passive compliance. Third, a dynamic evaluation mechanism based on social-psychological dimensions should be established[50]. The "five-dimensional evaluation model" proposed by this study provides an operational framework for comprehensive policy effect evaluation. It is recommended to use psychological well-being, satisfaction perception, behavioral intention, social support, and value identification as regular evaluation indicators. Tracking measurements should be conducted regularly. Evaluation results should not only be used for accountability. They should serve as the basis for policy adjustment. This forms a closed-loop management mechanism of "evaluation-feedback-optimization." Through continuous psychological monitoring and timely policy fine-tuning, refined management of policy implementation can be achieved. This ensures that the "Double Reduction" policy truly lands and becomes effective. It promotes high-quality development of basic education.

5.3. Limitations and future research directions

This study has three limitations that need to be candidly acknowledged. First, significant geographic sample limitations: the study covered only 36 schools across 2 prefecture-level cities each from the eastern, central, and western regions, making it difficult to adequately represent the heterogeneity across Chinese provinces in terms of economic development, educational resources, and cultural traditions. In particular, extreme cases from border ethnic minority regions and mega-cities were not included, and cross-regional generalization of the research findings requires cautious verification. Second, limited internal validity of the intervention experiment: multiple confounding variables exist in real educational environments, such as policy publicity intensity, school leadership styles, and family socioeconomic status. Although a control group design was employed, their influence could not be completely eliminated, and the certainty of causal inference requires further verification through quasi-experiments or randomized controlled trials. Third, measurement bias risk: core variables (policy attitudes, anxiety intensity, behavioral intentions) primarily relied on self-report scales, which may be affected by social desirability bias, with parents and teachers tending to provide "idealized" responses aligned with policy orientation rather than their genuine feelings. Future research should integrate objective measurement methods such as behavioral observation and physiological indicators. It is recommended that subsequent studies expand sampling to achieve national representativeness, adopt longitudinal tracking designs, and develop multi-source data verification mechanisms.

6. Conclusion

This study systematically examines the implementation pathways and evaluation mechanisms of the "Double Reduction" policy from a social-psychological perspective. The main conclusions are as follows:

(1) Policy implementation resistance stems from complex psychological mechanisms at three levels: cognition, emotion, and behavior. The cognitive bias rate reaches 68.7%. Emotional anxiety intensity stands at 73.3%. The behavioral deviation rate is 73.5%. These three factors interact to form an implementation barrier chain.

(2) Social support systems have a significant promoting effect on policy implementation outcomes. Emotional support shows the highest efficacy (4.5 points post-intervention). The combined effect of instrumental, informational, and appraisal support increases policy compliance rate from baseline 61.8% to 89.3%. The increase magnitude reaches 44.5%.

(3) Systematic intervention of cognitive restructuring, emotional guidance, and behavioral correction can effectively resolve implementation resistance. After 8 weeks of intervention, cognitive accuracy improves to 87.6%. Negative emotional intensity decreases by 46.5%. Behavioral compliance rate increases by 47.2%.

(4) Construction of multi-subject participation evaluation mechanisms needs to be based on psychological need identification and role positioning. Currently, the student participation gap is largest (37.1%). Role clarity is lowest (45.8%). Urgent optimization is needed.

(5) The five-dimensional evaluation model based on "psychological well-being-satisfaction perception-behavioral intention-social support-value identification" has good reliability and validity (Cronbach α=0.83-0.89). It can comprehensively evaluate the social-psychological effects of policy implementation. It provides a new paradigm for educational policy evaluation.

Conflict of interest

The authors declare no conflicts of interest.

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