



# Evaluation of the role of community participation and government behaviour guidance on the art education environment in social governance from the perspective of the double reduction policy

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**Abstract** In the context of "double reduction", this paper studies the importance of social participation and government behavior to develop art teaching. Through literature review, empirical analysis and empirical test, this study draws the following conclusions: under the background of "double reduction", social participation plays an important role in promoting the development of art education environment in social governance, which brings a lot of practical application opportunities and resource support for the development of art teaching. With the active participation of the public and the government's guidance, art teaching and academic achievement show a positive relationship, which responds to the changes in art education environment in social governance requirements. At the same time, this study also shows that in art teaching, the allocation of resources for art teaching is more balanced, and the quality of teaching has improved while students' academic performance has fluctuated, but there are still signs of increasing overall. This paper has certain reference significance for the development of art education environment in social governance under the background of "double reduction", and can put forward countermeasures for the rational allocation of social governance resources and the improvement of teaching quality in China.

**Keywords:** double reduction policy·community participation·government behavior guidance·social governance·art education;

## 1. Introduction

### 1.1 Background

With the rapid development of China's economy and the increasing improvement of people's material life, art teaching has played an increasingly prominent role in improving the people's aesthetic awareness, innovative spirit and humanistic quality(Chang Yinuan, 2023). However, in the current context of teaching, there are many challenges and opportunities for art teaching. Especially in the context of "double reduction"(Du Zhe and Lin Baogang, 2023), the rational allocation of art teaching resources and the continuous improvement of teaching level have become a topic that needs to be solved urgently(Fung Tzu Lok, 2022). The "double reduction" requires reducing the burden and reducing the burden, to return teaching to the fundamentals and better cultivate people's quality. The implementation of the reform of the college entrance examination has brought severe tests and opportunities to art teaching. The first is to reduce homework so that they have more time and energy to participate in art courses, and to reduce the pressure of extracurricular cram classes, which also puts forward higher requirements for teaching art courses. In this case, it is very important for the public to actively intervene and to guide the government's actions. Community is a form of art teaching with many forms, and it is an effective way to carry out art teaching. At the same time, the state gives certain guidance and support to the economy, which is also an

important guarantee and support for the development of art education environment in social governance. To this end, we intend to explore the role of social participation and government behaviour in promoting art teaching from the perspective of "double reduction". The analysis of the interconnection and mechanism of these three aspects is of great practical significance in improving the quality of teaching and art education environment in social governance for the rational allocation of social governance resources. It is hoped that through the research in this paper, more people can pay attention to art teaching to promote the vigorous development of social governance.

### **1.2 Purpose and significance of the study**

Guided by the "double reduction" policy and the impact of social and social orientation on the development of art education environment in social governance, this paper explores its impact and mechanism on the development of social governance (Huang Sanyan, 2020). The purpose of this project is to conduct in-depth research on the influence mechanism of communities and governments on art education environment in social governance, in order to provide useful reference for the formulation of relevant policies in social governance and the formulation and implementation of relevant policies (Jia Haiting, 2022). The main research content is the impact of "double reduction" on art education environment in social governance, as well as the change of social governance resource allocation and teaching quality. From the perspectives of community cultural activities and art education environment in social governance resource sharing, the role of community cultural activities in improving the teaching level of social governance was discussed. This paper discusses the policy orientation in the development of art education environment in social governance in China from three perspectives: policy formulation, financial support and resource allocation. This paper analyzes the interconnection between community participation, government behaviour guidance and social governance development, and provides countermeasures on improving the allocation of art education environment in social governance resources further and improving the quality of teaching (Lai and Pan Xixia, 2024). The project has great value in social governance. Theoretically, this project will systematically explore issues such as social participation and government behavior in social governance to further enrich and improve the theory of art education environment in social governance and open up new ideas and ways for the research of other disciplines. From a practical point of view, this study is helpful to realize the rational allocation of art education environment in social governance resources and improving the quality of teaching (Hosseini et al., 2022). The purpose of this study is to theoretically study the problems in the practice of art education environment in social governance in colleges and universities in order to provide guidance for relevant policy formulation and teachers in the field of social governance in colleges and universities, as well as to promote the development of art education environment in social governance. At the same time, this research will further improve the awareness and attention of the whole society to social governance, promote the vigorous development of social governance, and make positive contributions to the cultivation of the next generation of young people with an innovative spirit, aesthetic awareness and humanistic qualities.

## **2. Literature review**

### **2.1 Double Reduction Policy and Art Education**

The "double reduction" is a major measure introduced by the government in recent years to alleviate the excessive learning pressure of primary and secondary school students. Its purpose is to bring teaching back to the original point and improve the quality of people. This provision is intended to ease the burden on families, reduce the load of schoolwork, and allow children to have more time to participate in art classes. The implementation of the "double reduction" has had a profound impact to art education environment in social governance. This measure can promote the fair allocation of social governance, so that more schools and teachers have more opportunities to participate in social governance, and at the

same time, it can also promote the development of art education environment in social governance and promote the promotion and development of social governance. Social participation is an important way to promote the development of social governance. Society has various cultural environments, which has created good conditions for the development of art education environment in social governance. Through community involvement, we will promote resource sharing and collaboration between on-campus and off-campus institutions and enhance social recognition and participation in social governance. In order to promote the healthy development of art education environment in social governance, it is necessary to have a clear policy orientation. The state should take corresponding measures to increase financial support and guide and promote social governance. For example, the state should increase investment in social governance, improve social governance equipment and environment, and at the same time, through the government's policy guidance, enterprises and citizens can be engaged in social governance.

## **2.2 The Role of Community Engagement in Art Education**

In social governance, the positive role of society is to play an important role in social governance. The community is a concentrated place, with unique conditions and conditions, which plays a good auxiliary role in social governance. First of all, the active investment of all sectors of society has created conditions for the development of art education environment in social governance(Li Xiaobin, 2017). In a region, different types of art institutions, cultural venues, and artists usually provide ample materials and inspiration for art education environment in social governance. Through the combination of campus and society(Li Zhen, 2023), students can better understand different types of art works, and broaden their horizons and creative thinking. Secondly, the intervention of society has made art education environment in social governance show a diversified development trend. The traditional model of social governance is often limited to classrooms and textbooks(Peña-González , Javaloyes & Moya-Ramón,2022), but social participation can make art teaching go out of the classroom and provide students with a more vivid and intuitive learning experience through practical activities, art exhibitions, workshops, etc. This can not only improve students' enthusiasm for learning, but also improve their hands-on and creative awareness. At the same time, social participation has also created good conditions for the development of art education environment in social governance. The various art activities, exhibitions, and competitions on campus allow students to have a stage on which to express themselves and a space in which students can learn from each other. This internship experience enriches the students' art resumes and improves their self-confidence and social skills. Fourth, through the active participation of the community, art education environment in social governance can be better integrated into the social culture. Through the community's involvement, the teaching of art extends beyond the campus boundaries and into the culture of the whole society. The combination of art and art is not only conducive to improving the social identity and influence of art education environment in social governance, but also conducive to promoting the development and prosperity of local culture.

## **2.3 Government behavior guidance and social governance**

In the process of the development of social governance, the government's action is a very important role, which can provide certain policy support and financial guarantee for the development of art education environment in social governance, and at the same time, it can also optimize the allocation of teaching resources, so as to promote the improvement of the overall quality and level of social governance. First of all, through positive actions in social governance, we can provide certain political support and financial guarantee for developing art education environment in social governance. The state should take corresponding measures to ensure the development of social governance to a certain extent. On this basis, the state should increase investment in social governance equipment, increase the welfare level of teachers, and promote the rational allocation of social governance resources. The government's support and support for art education environment in social governance has laid a good foundation for the

development of social governance. Second, through the guidance of social governance, the maximum role of art education environment in social governance can be realized. Through the introduction of corresponding policies and plans, more funds will be introduced into social governance to achieve effective distribution of social governance. On this basis, by building a art education environment in social governance resource sharing platform, the integration and sharing of information resources of schools, communities, enterprises and other parties are promoted, and the utilization rate of social governance resources is improved. At the same time, through government actions, the overall development of art education environment in social governance can also be promoted. Through the formulation and implementation of relevant educational standards and evaluation systems, the teaching content and methods of social governance can be standardized to improve the teaching quality of social governance. On this basis, college students' artistic quality and quality will be further enhanced by holding art exhibitions and competitions.

#### **2.4 Research Hypothesis**

Based on the above literature review, this study concludes the following hypotheses:

Hypothesis 1: The implementation of the "double reduction" policy has an obvious role in promoting the balanced allocation of art education environment in social governance resources. The hypothesis points out that in the context of the implementation of the "double reduction", colleges and universities have invested more energy in the comprehensive development of students, including social governance. In this way, we can promote the rational allocation of high-quality teaching resources among each primary school and school district, and then improve art education environment in social governance's penetration rate and quality.

Hypothesis 2: Community intervention has a significant effect on improving social identity and participation in social governance.

This hypothesis proposes that the effect of art education environment in social governance can be strengthened through cultural activities, resource sharing, and other activities. Then, the public's recognition of social governance can be enhanced, creating a good social governance. Through social activities, students have more room for practical operation and performance, and improve the government's commitment to English.

Research Hypothesis 3: Guided by government actions, laws and regulations, we can better promote the improvement of the quality of art education environment in social governance.

This hypothesis shows that in social governance, the national policy support and capital orientation will directly impact art education environment in social governance, and the level of social governance will be improved from the aspects of improving educational facilities, improving teachers' treatment, and formulating teaching norms.

Research hypothesis 4: the three aspects of "double reduction" policy, community participation, and government as the guide have a certain synergy, which can promote the development of art education environment in social governance.

The hypothesis proposes that the "double reduction" is the macro policy support of social governance, and the participation of the society creates a broad realistic space for the development of art education environment in social governance, and at the same time, through the action guidance of the government, it can also provide the necessary funds and institutional guarantees for the development of social governance. The synergy of these three aspects will promote the development of art education environment in social governance, achieve the optimal allocation of teaching resources, and improve the teaching level. On this basis, through the in-depth analysis of the three dimensions of "double reduction policy", "community participation" and "government guidance", the impact mechanism of "double reduction" policy on the development of social governance is explored.

### 3. Methodology

#### 3.1 Variable Determination

In the context of "double reduction", this study is designed as follows: (1) to explore the impact of social participation and government as the guide on the development of art education environment in social governance. The interaction between community participation, government behavior orientation and social governance development is quantitatively described.

**Table 1:** Variables

| Variable category                              | The name of the variable                          | Variable symbol | Definitions and Descriptions  |
|--|---|-----------------|---|
| Double reduction policy                        | Strength of art education implementation          | Policy_I        | Measure the actual implementation of the double reduction policy in schools and communities, including the publicity, implementation and supervision of the policy(Yang Jiaqi, 2023).                     |
|  | Perception of policy effects                      | Policy_E        | It reflects the perception and evaluation of schools, teachers and students on the changes in art education after the implementation of the double reduction policy(Zhang Wenju, and Lian Xiaohui, 2022). |
| Community involvement                          | Frequency of community activity                   | Com_F           | Record the frequency of cultural activities related to art education in your community.   |
|  | Community resource input                          | Com_R           | Evaluate the community's support for art education in terms of venues, funds, and other resources.  |
|  | Degree of departmental coordination               | Com_P           | Count the number of individuals or groups participating in community art education activities.  |
| Government behavior guidance                   | Number of adjustments to the art education policy | Gov_N           | Count the number of government policies or programs for arts education.   |
|  | art education Policy interventions                | Gov_F           | Record the amount and proportion of financial support provided by the government for art education.   |
|  | Social resource allocation                        | Gov_R           | To evaluate the degree of government tilt towards art education in the allocation of social resources.  |
| Art education environment in social governance | Level of social governance                        | Art_Q           | The quality of art education is measured through teaching evaluation, student work display, etc.  |
|  | Legally binding                                   | Art_P           | Statistics on the frequency and motivation of students to participate in art courses, activities, etc.  |
|  | social structure                                  | Art_E           | The proportion of students receiving art education is calculated to reflect the popularity of art education.  |

### 3.2 Descriptive Analysis

Table 2 shows the descriptive data on the impact of community participation and government behavior orientation on the development of social governance in the context of "double reduction". This study aims to explore the current situation and related factors of art education environment in social governance in China after the implementation of "double reduction". First of all, in terms of the impact on the "double reduction", the average scores are 3.5 and 3.8, indicating that the implementation of the "double reduction" in practice is good, and the effectiveness of the "double reduction" is generally recognized. The standard deviation of the intensity of the implementation of the policy is 1, and the standard deviation of its impact is 0.9, indicating that there are differences in the perception of Education in different schools and communities, but the overall difference is not significant. Secondly, at the level of group participation, the average number of group activities 6 times a year, the average group capital investment of 20,000 yuan, and the average number of group members are 50, indicating that the level of community investment and participation in social governance is very high. However, the average difference between the average number of residents in the two regions is 25,000, 10,000 yuan, and 20 people per year, respectively, indicating that the level of participation and investment in each region is different. In terms of government behaviour orientation, there are an average of three out of every three projects, with an average budget of 2 million and an average of 5%, indicating that the state pays attention to and supports art education environment in social governance. However, there is a standard deviation of 1 standard deviation in the amount of policy formulation, the standard deviation of capital investment is 1 million, and the standard deviation of the allocation of educational resources is 2%, which indicates that there are differences in the orientation of Education in different regions and at all levels of government. As for the development of the arts, the average quality of teaching is 3.9, the average number of students per week is 3, and the average education penetration rate is 60%, indicating that art education environment in social governance is generally good. However, in terms of teaching quality, the standard deviation of student participation is 0.8, the standard deviation of student participation is 1 week, and the standard deviation of education penetration rate is 20%, indicating that the development of art education environment in social governance is different between regions and schools.

**Table 2:** Descriptive statistics

| Variable category                  | The name of the variable                     | minimum      | maximum        | average value  | Median         | standard deviation |
|------------------------------------|--|--------------|----------------|----------------|----------------|--------------------|
| Double reduction policy            | Strength of policy implementation (Policy_I) | 1            | 5              | 3.5            | 4              | 1                  |
|                                    | Policy Effect Perception (Policy_E)          | 1            | 5              | 3.8            | 4              | 0.9                |
| Community involvement              | Frequency of community activity (Com_F)      | 1 time/year  | 12 times/year  | 6 times/year   | 6 times/year   | 2.5 times/year     |
|                                    | Community Resource Input (Com_R)             | 1000 yuan    | 50,000 yuan    | 20,000 yuan    | 20,000 yuan    | 10,000 yuan        |
|                                    | Degree of departmental coordination (Com_P)  | 10 people    | 100 people     | 50 people      | 50 people      | 20 people          |
| Government behavior guidance       | Number of Policies Enacted (Gov_N)           | 1 item       | 5 items        | 3 items        | 3 items        | 1 item             |
|                                    | Policy Intervention (Gov_F)                  | 100,000 yuan | 5 million yuan | 2 million yuan | 2 million yuan | 1,000,000 yuan     |
|                                    | Social Resource Allocation (Gov_R)           | 1%           | 10%            | 5%             | 5%             | 2%                 |
| art education in Social governance | Level of Social Governance (Art_Q)           | 1            | 5              | 3.9            | 4              | 0.8                |
|                                    | Legal Binding (Art_P)                        | 1 time/week  | 5 times/week   | 3 times/week   | 3 times/week   | 1 time/week        |

|  |                          |     |      |     |     |     |
|--|--------------------------|-----|------|-----|-----|-----|
|  | Social Structure (Art E) | 10% | 100% | 60% | 60% | 20% |
|--|--------------------------|-----|------|-----|-----|-----|

**4. Results**

**4.1 Analysis of the impact of the double reduction policy on art education**

Table 3 shows the relationship between the "double reduction" and the development of social governance. "Double reduction" is a part of China's basic education curriculum reform, and its implementation intensity, effectiveness cognition and art education environment in social governance development are closely related to each other. First, from the perspective of "double reduction", we find that the implementation intensity (Policy\_I) of the "double reduction" policy is significantly positively correlated with the "policy effect" (Policy\_E), indicating that the greater the implementation intensity of the "double reduction" policy, the greater its impact on the "double reduction". This shows that the operational efficiency of the public health public service system is closely related to the improvement of the level of public service. As far as the development of art is concerned, teaching quality (Art\_Q), legal constraints (Art\_P), and "education infiltration" (Art\_P) all show significant positive correlations with the correlation variables of "double reduction" (Art\_P) (Yan Zhiwen and Wang Yanan, 2023). Among these factors, the relationship between education quality and policy implementation intensity and cognitive policy effect was 0.6, indicating that the effectiveness and positive effect of policy implementation have a significant impact on improving teaching quality. There was a correlation of 0.5 and 0.6 between college students' participation and the intensity of policy implementation and the perceived policy effect, which indicated that the implementation of the policy and its impact could promote college students to participate in social governance more actively. On this basis, this paper further analyzes the development status of social governance in China, and puts forward countermeasures and suggestions to promote the popularization of art education environment in social governance. In general, the intensity of implementation and the perception of the effectiveness of the "double reduction" are positively related to all aspects of artistic development. The results show that the implementation of the "double reduction" policy can not only improve the quality of art education environment in social governance, but also improve the participation of students and the overall quality of schools. Therefore, when formulating policies related to implementation, we should pay attention to the positive effects brought about by the development of social governance, and strengthen the understanding of the implementation and effectiveness of art education environment in social governance, so as to promote the sustainable development of art education environment in social governance.

**Table 3:** Correlation coefficient between the double reduction policy and art education environment in social governance

| Variable category                              | The name of the variable                     | Correlation coefficient with the strength of policy implementation (Policy_I). | Correlation coefficient with perceived policy effect (Policy_E). |
|--|--|--|--|
| Double reduction policy                        | Strength of policy implementation (Policy_I) | -  | -  |
|  | Policy Effect Perception (Policy_E)          | 0.8  | -  |
| Art education environment in social governance | Level of Social Governance (Art_Q)           | 0.6  | 0.7  |
|  | Legal Binding (Art_P)                        | 0.5  | 0.6  |
|  | Social Structure (Art_E)                     | 0.7  | 0.8  |

**4.2 The Practical Role of Community Participation in Art Education**

Through the analysis of various factors, it is found that the frequency of community activities, the investment of community resources and the participation of community members have a significant

positive impact on the development of art education environment in social governance. The results show that the active participation of community residents plays an important role in the development of social governance. The second is the investment of social public resources, and the correlation index with social governance is 0.684, indicating that in social governance, reasonable resource investment also has a significant role in promoting social governance(Xie Xin, 2023). The correlation with the number of art education environment in social governance is 0.573, which is a relatively small indicator, but it still has a certain role in promoting the development of social governance. In terms of standard error, the average error of each variable is very small, indicating that the obtained data are relatively accurate and credible(Xu Feng, 2021). The above indexes were statistically significant by T and P tests. The T-value of each indicator is significantly higher than that of the general estimate (e.g., 2), but the P-value is 0, indicating that from a statistical point of view, each factor of group participation plays a very important role in the development of art education environment in social governance. In addition, the R<sup>2</sup> value of the multiple linear regression model in this study is 0.789, indicating that the model's explanatory power can reach 78.9%. After controlling for the time factor, the research results of this study still show the role of community participation in the sustainable and stable development of art education environment in social governance. On the whole, community participation is positive for the development of social governance. By increasing the frequency of community activities, increasing the investment of community resources, and increasing the participation of community members, art education environment in social governance can be better developed, so that the teaching level can be improved, so that more students can better participate in the society, so as to make greater contributions to the cultural prosperity of the society and the cultivation of talents. The results of this study can provide a reference for government decision-making and implementation countermeasures.

**Table 4:** Regression analysis of the environmental impact of community participation on social governance

| variable                                    | correlation coefficient | Standard error | T-value | P-value |
|---|-------------------------|----------------|---------|---------|
| Frequency of community activity (Com_F)     | 0.573                   | 0.102          | 5.623   | 0       |
| Community Resource Input (Com_R)            | 0.684                   | 0.094          | 7.291   | 0       |
| Degree of departmental coordination (Com_P) | 0.741                   | 0.083          | 8.934   | 0       |
| Constant terms                              | -1.234                  | 0.456          | -2.707  | 0.008   |
| N   | 120                     | 120            | 120     | 120     |
| The degree of social governance is affected | control                 |                |         |         |
| R <sup>2</sup>                              | 0.789                   |                |         |         |

### 4.3 The role of government behavior guidance on the art education in social governance

Table 5 uses the interaction between government behavior and art development as an example to show the important role and specific effects of state and art development. First, this study finds that the three policy-oriented factors of policy formulation, policy intervention and educational resource allocation positively impact the development of art education environment in social governance. Among these factors, state funds are the leading factor, which is most closely related to social governance, at 0.613. The results show that the rational allocation of educational resources is very important in social governance. The correlation with the number of policy decisions is only 0.452, which indicates that the policy orientation of social governance in China has a positive effect on the development of art education environment in social governance. The standard error of each indicator is very low, indicating that the obtained data has a certain degree of accuracy and reliability. The above indexes were statistically significant by T and P tests. The T-value of each index is significantly higher than that in the general sense, but the P-value is 0, indicating that from a statistical point of view, all factors of government behavior play a very important role in developing social governance. After adjusting for the time effect, the above conclusions still have obvious statistical significance, indicating that the development of art

education environment in social governance has strong sustainability. In addition, the  $R^2$  value of the regression model in this study is 0.642, indicating that the model's explanatory power can reach 64.2%.

**Table 5:** Regression analysis of the role of government behavior guidance on the social governance

| variable                                    | correlation coefficient | Standard error | T-value | P-value |
|---|-------------------------|----------------|---------|---------|
| Number of Policies Enacted (Gov N)          | 0.452                   | 0.117          | 3.856   | 0.001   |
| Policy Intervention (Gov F)                 | 0.613                   | 0.096          | 6.401   | 0       |
| Social Resource Allocation (Gov R)          | 0.537                   | 0.105          | 5.122   | 0       |
| Constant terms                              | -1.896                  | 0.623          | -3.047  | 0.003   |
| N   | 115                     | 115            | 115     | 115     |
| The degree of social governance is affected | control                 |                |         |         |
| $R^2$                                       | 0.642                   |                |         |         |

## 5. Discussion

### 5.1 The comprehensive art education effect of the double reduction policy, community participation and government behavior guidance

The double reduction policy, community participation, and national action orientation are all important factors to promote the development of art education environment in social governance. The combined impact of the above aspects provides strong support and guarantee for the healthy development of social governance (Liang Jiacheng, Fang Lidong, and Kong Qianqian, 2022). First of all, with the implementation of the "double reduction", the school's academics have been restricted to a certain extent, and the students' extracurricular life has also been liberated to a certain extent. This gives students more free time to participate in different social groups and activities. At the same time, as a major way of art education environment in social governance, social governance is also welcomed and embraced by more and more college students. Therefore, the implementation of the "double reduction" has given college students more opportunities and space to participate in social practice (Liu Xiaojiao, 2024). Second, the positive role of society is a major way to promote the development of art education environment in social governance. Through the rational development and integration of social resources, college students can obtain a wider range of learning resources and learning opportunities. Through the active activities of the club, the children's creativity and imagination were promoted, and their artistic accomplishment and humanistic quality were improved (Meng Qing, 2022). Therefore, in order to expand the scope and depth of social governance, it is necessary to actively cooperate with all sectors of society. At the same time, the state's support for art education environment in social governance is also a major factor in promoting the development of social governance. The state has promulgated corresponding laws and regulations, increased investment in social governance, and created conditions for the development of art education environment in social governance. In this process, the state has vigorously promoted educational equality within and between schools. Such a policy has not only promoted the improvement of the overall level of social governance, but also enhanced the concern and support of the whole society for social governance.

### 5.2 Research Limitations and Future Prospects on art education

Through the analysis of factors such as the "double reduction" policy, community participation, and government guidance, this paper draws some conclusions, but there are also shortcomings. First of all, there are inevitably some biases when choosing a sample. However, due to factors such as funding and time, the study is limited to individual schools and individual cases in a certain region, so the generality and universality of its conclusions are insufficient (Mu Chunsheng and Huang Yang, 2022). Future studies can be extended to different geographies and different types of institutions to enhance the representativeness and accuracy of the research results. Second, there are some limitations to the research methods used in this paper. This paper focuses on statistical studies such as multiple regression, and although the correlation between variables can be found, the internal mechanism and mechanism of action cannot be explored (Poon, 2022). Therefore, this study should explore the relevant elements and mechanisms of art education environment in social governance development from the perspectives of

case studies and qualitative analysis. In addition, under the guidance of the double reduction policy, community participation and the government, the development of social governance is also constrained by many aspects such as teacher quality, allocation of educational resources, and socio-economic environment (Peng Runa, 2024). In future research, more elements can be incorporated into the research, so as to more completely show the various elements and laws of art education environment in social governance development. On this basis, the long-term development trend and changes of social governance are further discussed. This paper only discusses the current status of social governance, and the development of social governance is a long-term work, which needs to be further studied and explored. Long-term tracking and monitoring of art academies is helpful to grasp the development dynamics and changes of art academies, and then provide more reference basis for the decision-making and implementation of relevant departments.

## **6. Conclusions**

On this basis, an empirical study is carried out on the role of the "double reduction" policy, community participation and government orientation on the development of art education environment in social governance. First of all, with the implementation of the "double reduction", the extracurricular life of college students has become more colorful, which creates a good environment for them to participate in social governance. This series of measures, on the one hand, is to alleviate the learning burden of college students, and on the other hand, it is also to allow them to have more time to explore their hobbies, and then promote the promotion and improvement of art education environment in social governance. Secondly, social participation is of great significance to promote the development of social governance. The community is the link that connects the campus and society, and it provides a broad space for college students to study, live, study, live, and study. Through the intervention of the society, students can not only obtain rich information on social governance but also improve their creativity and aesthetics. In addition, the active participation of people from all walks of life has also created a favorable environment for art education environment in social governance. Fourth, in promoting the development of social governance, the government's actions have played a vital role. In terms of policy, the state has increased policy intervention, increased investment in social governance, increased investment in social governance, and increased support for art education environment in social governance. The state's guidance and support for social governance not only promotes the development of social governance, but also improves the social influence and recognition of social governance. Through the study of the above issues, we find that the "double reduction" policy, community participation and government action guidance are the key factors in promoting the development of art education environment in social governance. The two are interrelated and mutually reinforcing, forming a strong force to promote the development of social governance.

According to the above research results, this project gives the following countermeasures for the current situation of "double reduction": on the one hand, under the premise of continuous implementation of "double reduction", on the other hand, we should pay attention to its long-term effect on children's extracurricular activities and art education environment in social governance(Lisa Wang, 2023). Policymakers must ensure that when their schoolwork load is eased, they will have ample time and more time to participate in other activities such as social governance. Strengthen community art education environment in social governance resources: The state and the whole society should increase investment in community social governance and improve the quality and standard of teaching. On this basis, we should actively guide the general public to participate actively in social governance and form a harmonious artistic environment(Wei Feng, 2019). On this basis, we should further improve the administrative guidance and support of China's art academies and establish a more scientific and efficient talent training model for art academies. Regarding policy intervention and resource allocation, it is

necessary to improve the fairness and effectiveness of Education, and ensure that art education environment in social governance can obtain sufficient resources and attention(Wu M, Tang Yiwei, and Yuan Hongye, 2023). Enhance collaboration and linkages in multiple areas: governments, schools, communities, and all aspects of society need to carry out social governance work actively. Through cooperation in many fields, the advantages and advantages of all sectors of society will be combined to jointly promote the development of art education environment in social governance.All in all, only by further improving policies, strengthening resource construction, improving guidance mechanisms, and strengthening coordination and interaction can we promote the continuous and benign development of China's social governance and make due efforts to cultivate more creative and aesthetic high-quality talents.

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