

Parents' Perceived Stressors and Their Relationship with Educational Anxiety after the "Double Reduction" Policy

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Abstract: This paper focuses on the stress sources perceived by parents of primary and secondary school students after the "double reduction" policy and their relationship with educational anxiety, aiming to explore the impact of the "double reduction" policy on parental stress and educational anxiety, and put forward relevant solutions. Through the review and analysis of the existing research literature, it is found that the double-reduction policy can reduce the academic burden of students to a certain extent, but it also adds a new source of pressure to parents. At the same time, educational anxiety has also increased to a certain extent, which has an impact on children's education and future development. This paper will analyze the relationship between background, stressors and educational anxiety in order to better understand the impact of the double reduction policy on family education.

1. Introduction

Intergenerational transmission refers to the process of passing on knowledge, experience, values and culture from one generation to the next, in which parents pass on their experience and wisdom to the younger generation to help them adapt to life and continue to develop. Intergenerational transmission is of great significance to social stability and cultural inheritance, which helps to maintain the continuity of family values, and also helps to inherit the core values and traditional culture of the society. At present, the "double reduction" policy in China's education reform aims to reduce the academic burden of primary and secondary school students and promote all-round development, but the implementation of this policy has generated new sources of pressure and educational anxiety for parents of primary and secondary school students, and even affected the intergenerational transmission between parents and children. Therefore, it is necessary to reduce parents' pressure and educational anxiety by setting reasonable expectations, attaching importance to children's all-round development, and actively cooperating with teachers and schools to promote the healthy growth of primary and secondary school students.

2. Overview of stressors perceived by parents of primary and secondary school students after the "double reduction" policy

2.1 The pace of reform of the education system is inconsistent

The introduction and implementation of burden reduction policies require time and process, and there are certain differences in the understanding and implementation of policies between different regions and different schools. However, because the specific implementation requirements of burden reduction policies are not completely consistent, some schools and teachers may be slow to adapt to and implement the policies, resulting in differences in practice in burden reduction ^[1]. This difference will make some parents feel worried and anxious, they may worry that their children's schools or classes have not fully implemented the burden reduction policy, resulting in children still under excessive academic pressure, and the school's teaching progress, exam arrangements and other aspects of skepticism, worried that the child's learning progress will be affected, and then affect the entrance and competitiveness. In addition, parents may face ideological pressures from society and families, where a majority still believe that high scores are the only measure of success, and thus are skeptical and dissatisfied with burden reduction policies. Such ideological pressures may cause some parents to feel the need to compete with other parents to ensure that their children remain on top of their academic performance. It should be pointed out that the reform of the education system is a complex process, which requires the joint efforts of schools, teachers, parents and society to achieve the effective implementation of the burden reduction policy. There may be some difficulties and obstacles in the process of gradual promotion, but in the long run, reducing the academic burden and pressure of primary and secondary school students is a beneficial direction of reform. It will play a positive role in promoting children's overall development and physical and mental health.

2.2 Transfer of education investment

In the process of the implementation of the burden reduction policy, some schools and educational institutions will reduce the investment in out-of-school training, tutoring classes, etc., and devote more resources to improving the educational environment and teaching quality within the school, which will affect the concept of some parents, who may worry that their children's learning effect will be affected, and thus lead to a certain weakening of competitiveness. Secondly, some parents have been accustomed to signing up for various training courses for their children, putting extra time and energy into after-school tutoring to improve their children's academic performance and competitiveness. However, the implementation of the burden reduction policy will lead to a decrease in the number of training institutions and students, causing some parents to worry that the burden reduction policy may affect the balanced allocation of learning resources. There may also be concerns that the child is not getting what they consider to be adequate training and tutoring opportunities ^[2]. However, the burden reduction policy aims to improve the quality and fairness of school education by balancing students' academic burden and interest development. By reducing excessive additional training and tutoring, students can have more time and energy to participate in hobbies, physical and mental exercise and social activities, promote the development of comprehensive quality, and moderately reduce the dependence on out-of-school training. The focus of learning on the school's normal curriculum is conducive to the overall development and healthy growth of students. The transfer of education investment is an issue that needs to be balanced. The government and schools should ensure the reasonable allocation of educational resources within schools and ensure that students can obtain a good educational environment and teaching quality in schools. Such a transfer may bring some difficulties in adjustment and

adaptation for a period of time, but for the long-term development of students, it is necessary to ensure that students can enjoy a good education environment and teaching quality. The cultivation of comprehensive quality and the promotion of physical and mental health are more important goals [3].

2.3 Children's personal differences

Because there are certain differences among students, they may be different in interests, personality characteristics, learning ability, comprehensive quality and development potential, one of the goals of the burden reduction policy is to better meet the individual needs of children. Secondly, due to the limited educational resources and teacher-student ratio, some parents worry that the burden reduction policy cannot fully take into account their children's individual differences, that is, the school emphasizes the universality of teaching, and cannot meet the children's individual learning needs, especially for children who learn faster or slower. In addition, some parents may compare their children's performance and results with other children, fearing that their children will fall behind in competition with their peers, and fear that the burden reduction policy will lead to schools no longer emphasizing competitive high scores, but paying more attention to the development of all-round qualities, putting their children at a disadvantage in future college or career competition. The purpose of the burden reduction policy is to pay better attention to the overall development and individual needs of children [4]. While reducing the academic burden, we can give children more time and opportunities for independent learning, and develop their creativity, critical thinking and problem-solving skills. Different students have different interests, abilities and learning rhythms, and personalized education can better meet their learning needs and stimulate their potential. However, in the process of implementing the burden reduction policy, schools and teachers should pay more attention to the individual differences of children, teach students according to their aptitude, adopt flexible teaching methods and evaluation methods, and carry out targeted teaching to promote the all-round development of each child. Parents should also actively communicate with schools and teachers to understand their children's learning at school, and give them appropriate support and guidance to help children develop personalized learning and growth paths.

2.4 Students' pressure is not significantly reduced

Although the policy aims to reduce the academic burden of students, some parents may think that the implementation of the policy is not obvious enough, and children are still facing greater academic pressure. First of all, although the policy stipulates measures such as reducing the amount of homework and the number of examinations, there are certain differences in the specific implementation. Different schools and teachers have different understanding and implementation degrees of the policy, which leads to differences in the effect of reducing the burden between schools and teachers. Secondly, some parents believe that their children are still facing greater learning pressure in the classroom and need to complete a large number of learning tasks and exam preparation, especially in key subjects such as Chinese and foreign languages and science, and worry that the burden reduction policy is not well implemented in the actual teaching, and children still need to spend a lot of time and energy to cope with the learning requirements. In addition, some parents may think that the implementation of the burden reduction policy has a negative impact on their children's competition for admission to school. The burden reduction policy attaches importance to the all-round development and quality education of students, and reduces the opportunities for children to obtain high scores and test-taking skills, thus affecting their admission opportunities and competitiveness. It should be noted that the purpose of the dual-reduction policy

is to balance the academic burden and all-round development of students, and pay attention to cultivating students' creativity, critical thinking and practical ability. The implementation of the policy requires time and process, and schools and teachers need to gradually adjust the education and teaching methods to ensure the implementation and effect of the policy ^[5]. In addition, parents should maintain communication with schools and teachers, understand the specific implementation of the policy, and actively guide and support children, while understanding the policy, pay attention to their interests and comprehensive growth, and jointly reduce education anxiety.

3. The relationship between stressors perceived by parents of primary and secondary school students and educational anxiety after the "double reduction" policy

3.1 Stress produces anxiety and worries that students' interest development is limited

In the process of implementing the dual-reduction policy, some schools may pay too much attention to reducing extracurricular training and tutorial classes, and focus students' attention on classroom learning, which leads to parents' worry that their children's interests and personality development are limited ^[6]. First of all, some parents are used to signing up for a variety of interest training classes and tutoring classes for their children, hoping that their children can get in-depth training and development in hobbies, and the introduction of the burden reduction policy will reduce students' spare time, unable to fully participate in their interests or activities, leading to anxiety and thus affecting the overall development of students. Secondly, some parents may worry that schools pay too much attention to classroom teaching, ignoring the cultivation of students in art, sports, social practice, etc., and worry that schools and teachers do not pay enough attention to the development of students' interests and hobbies, resulting in children unable to get a comprehensive education. However, the introduction of the burden reduction policy does not mean to limit the development of students' interests. The goal of the burden reduction policy is to balance study and life, advocate the all-round quality development of students, and students should have enough time and opportunities to participate in various hobbies and sports activities, and cultivate various abilities. In addition, parents can also promote the development of children's interests through various ways, such as encouraging children to participate in school club activities, community interest groups, supporting them to participate in art, sports and social practice and other activities, and maintain communication with the school and teachers, fully understand the school's policies and measures in the cultivation of interests and hobbies, and actively participate in the school's parent meetings and activities. Schools should pay attention to the all-round development of students ^[7].

3.2 Stress leads to anxiety and fear of parent-child education expectation deviation

Educational expectation refers to the hope and expectation of future educational achievement ^[8]. Studies have shown that parents' educational expectations are not always exactly the same as those held by their children, that is, there are differences in educational expectations between parents and children ^[9]. Some scholars believe that the inconsistency between parents' and children's educational expectations is a manifestation of family socialization failure, which will have a negative impact on children's academic performance ^[10]. The most direct indicator for parents to predict their children's future academic achievement is the current academic performance. When parents perceive that there is a large gap between the current performance and the expected performance of the "good university", parents' educational anxiety will occur. The most direct response is to increase the child's learning intensity, reduce the child's leisure time, and prematurely and excessively develop the child's cognitive ability. However, for children, this kind of mental and

academic pressure can easily lead to boredom and fear of learning ^[11]. That is, when parents' expectations and children's self-expectations are too different, it is easy for children to produce academic anxiety, which is not conducive to academic development, and this will trigger parents' educational anxiety. In general, parent-child education expectation deviation refers to the gap between parents' expectation of children's educational achievement and development and their actual performance, which may have an impact on the level of educational anxiety after the implementation of the dual-reduction policy. First of all, the introduction of the dual-reduction policy aims to reduce the academic burden of students, but some parents may still have high expectations for their children's learning and educational achievements, that is, they hope their children can achieve excellent academic performance, enter key schools or obtain other educational achievements, and these expectations are regarded by some parents as the key to measure whether their children work hard and make progress. Parents feel anxious when there is a gap between their children's actual performance and their expectations. At the same time, fear that children cannot achieve their own set of goals, will lose their advantages in a competitive educational environment, the gap between expectations and reality, resulting in parents to produce educational anxiety, the child's education and future development feel nervous and worried. In addition, this parent-child education expectation deviation may further aggravate educational anxiety, leading parents to pay too much attention to and worry about their children's performance in school, performance, and other aspects, and will put greater pressure on children, excessive intervention in children's learning and education, and even have a negative impact on children's self-esteem and mental health. In order to alleviate this relationship, good emotional regulation ability is particularly important, it can not only properly control the anxiety level of parents, but also allow children to have a good academic mood, and promote the healthy physical and mental development. It is recommended that parents pay attention to communication and understanding with their children, and truly understand their children's interests, abilities and potential. Parents should set reasonable educational expectations, help children set appropriate goals, encourage children to develop diverse interests, hobbies and personal qualities, and give appropriate support and encouragement, rather than over-emphasizing academic performance and learning pressure ^[12].

3.3 Stress aggravates anxiety and worries about affecting students' overall development

The implementation of the double-reduction policy aims to reduce the excessive academic burden of students and promote the all-round development of students. However, some parents worry that the implementation of the policy leads to the lack of sufficient learning time and resources for students, which affects students' academic performance and college choice. They worry that their children cannot maintain competitiveness with other students and miss the opportunity to learn and improve their academic performance. Thus affecting the child's future development ^[13]. Secondly, this worry and pressure can further aggravate educational anxiety, causing parents to feel nervous and uneasy when thinking about their children's learning progress, academic performance and prospects for further study, worrying that their children can not keep up with the pace of their classmates, which will affect their children's self-confidence and sense of achievement, and even lead to excessive intervention of parents in students' learning, adding additional pressure to their children. In addition, parents hope that their children can achieve good performance in academic performance, grades and further education, but they worry that the implementation of policies will affect their children's development opportunities and achievements, which will also lead to parents' excessive attention to their children's studies and aggravate educational anxiety. In order to alleviate this relationship, it is suggested that parents should attach importance to communication and understanding with their children, truly understand their

children's interests, abilities and potential, reasonably set educational expectations, and provide children with a positive learning environment and support, encourage children to develop diversified interests and personal qualities, and reduce over-reliance on a unified evaluation system.

4. Strategies to eliminate the perceived stressors and educational anxiety of primary and secondary school parents

4.1 Set reasonable expectations

Every child has his or her own interests, talents and learning abilities, parents should fully understand and respect their children's individual differences, do not expect every child to achieve the same academic performance and personal development, and set reasonable expectations according to the child's ability and development potential. Moreover, different children have different learning rhythms and talents, parents should accept and understand these differences, too high expectations will bring unnecessary pressure to children, causing educational anxiety, so should set practical achievable goals, pay attention to the child's personal progress and growth, rather than the pursuit of unrealistic perfection. Secondly, parents should encourage their children to develop and accumulate experience in the fields they are interested in, cultivate their own advantages and specialties, uphold the idea of "instead of pursuing the top level in everything, it is better for children to enjoy the learning process", and guide children to become experts in the things they are really interested in ^[14]. In addition, parents should pay attention to cultivating children's independent learning ability and problem-solving ability, let them experience the fun of self-exploration and growth in learning, help children establish a solid learning foundation, do not pursue advanced knowledge and skills too early, so as to facilitate children's better development and growth in subsequent learning.

4.2 Pay attention to the diversified development of children

Under the "double reduction" policy, parents should encourage their children to participate in a variety of hobbies, such as music, painting, sports, dance, etc., and provide them with certain support and opportunities to help children discover their strengths and potential, and enrich their life experience. Moreover, education is not only about academic performance, but also includes the cultivation of physical and mental health. A healthy physical and mental state is the foundation of learning. Parents should encourage their children to take part in sports, maintain good eating habits, and ensure that they have enough rest and sleep time. In addition to school courses, parents also need to provide children with broader learning opportunities, such as visiting museums, reading books, watching documentaries, etc., guide children to contact different fields and knowledge, and cultivate their comprehensive literacy and critical thinking ability ^[15]. Secondly, parents need to provide opportunities for their children to communicate and cooperate with other children, such as organizing small parties, participating in volunteer activities, etc., in order to cultivate children's interpersonal skills, teamwork awareness and social responsibility. At the same time, parents should ensure that children have enough leisure time, reduce excessive learning pressure, and encourage children to develop reasonable learning plans, reasonable arrangements for learning and rest time, to avoid excessive investment in learning. In addition, as a parent, but also to fully understand the children's interests, enthusiasm and goals, constantly improve their emotional management ability, support children to pursue their dreams and careers, guide children to explore their interests and potential, so as to reduce excessive concern about academic performance and educational anxiety, help children to shape a comprehensive development of personality, to achieve personal social value.

4.3 Actively cooperate with teachers and schools

In order to eliminate the stressors and educational anxiety perceived by parents of primary and secondary school students, parents should first maintain good communication with teachers, understand their children's learning, behavior and performance in school, regularly participate in parent meetings and face-to-face communication with teachers, and ensure cooperation and understanding between parents and teachers. At the same time, parents should work with teachers to develop children's learning goals and plans, develop personalized learning plans according to children's abilities and interests, and ensure that the teaching content and methods match the needs of children^[16]. Secondly, teachers can actively participate in activities organized by the school, such as parent volunteers, parent committees, etc., to better understand the school's educational philosophy and activities, deeply participate in the school life of children, and interact and communicate with teachers and parents of other children. In addition, parents should fully understand the school's education policy, support the school's teaching and management measures, and jointly provide a good learning environment and educational resources for their children. Finally, family education and school education should be combined to form a mutually beneficial partnership. Parents can provide teachers with information about their children's learning situation and needs in the family, while teachers can provide feedback on the school's teaching and learning progress. Through cooperation, families and schools can jointly care about their children's learning and development and solve problems together. It is convenient to establish trust and good cooperative relationship between family and school, and provide good school environment and educational support for children^[17].

5. Conclusion

To sum up, after the double-reduction policy, the stressors perceived by parents of primary and secondary school students mainly include academic pressure, higher education pressure, unbalanced educational resources, and less obvious burden reduction of students, etc., and these stressors further strengthen educational anxiety. In order to eliminate these stressors and educational anxiety, parents should set reasonable expectations, attach importance to the diversified development of their children, and actively cooperate with teachers and schools to strengthen emotional management, so as to relieve parents' pressure and anxiety, create a healthier and well-rounded educational environment, and promote the good development of children. However, further research is needed in the future to deeply explore the impact of the double-reduction policy on family education, and to formulate more specific policies and measures to solve the relevant problems.

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