



Research on Family Educational Anxiety and Its Formation Mechanism

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Abstract

In recent years, family education anxiety has become a group social phenomenon, which has aroused the attention of the state, society and academia. However, family education anxiety is not the result of unilateral action, but the product of multiple forces, through the transmission and strengthening of the family subject and other external subjects, and finally formed a social phenomenon. This paper will integrate and supplement the causes of existing studies, and explain the transmission mechanism of family education anxiety in detail, and show the formation and transmission process of family education anxiety in the form of a flow chart. This paper finds that among the sources of family education anxiety, the causes of anxiety undertaken or created by parents, children, schools, training institutions and various social subjects are different but closely related. The generation, transfer and transmission of family education anxiety form a closed loop of interaction, and at the same time affect each subject within the closed loop.

Keywords

Family education anxiety, Parenting anxiety

In recent years, the word "inner scroll" has become popular on the Internet, and the phenomenon of "chicken baby" has come in an endless stream, reflecting the educational anxiety in the modern educational environment, among which the anxiety of family education is the most serious. Family education anxiety has become a group social phenomenon, which is one of the important reasons leading to the excessive academic pressure of students in compulsory education stage. Exploring its formation mechanism will help alleviate and solve this problem.

1. Family educational anxiety and its manifestations

Family education anxiety is people's anxiety about their children's education process, education mode, education quality and education results, as well as the uncertainty of their children's future life caused by the anxiety. From the "early education" phenomenon caused by health and safety anxiety in infants and young children, to the "extracurricular tutoring" phenomenon caused by competition anxiety in teenagers, these can be called "family education anxiety".

The phenomenon of family education anxiety is becoming more and more serious in today's society with rapid economic development.

A 2008 survey of students from fourth grade to junior high school in a district of Wuhan showed that more than 60 percent of students participated in after-school tutoring. In 2010, the Harbin Investigation Team of the National Bureau of Statistics conducted a special survey on "Children's Education in Urban Families" among 300 urban families. According to the survey, 64.6% of primary and middle school students attended cram school classes in their spare time, and the cram school time was mainly concentrated on Saturday and Sunday, accounting for 92.8%. As for core cities such as Beijing, Shanghai and Shenzhen, the Survey Report on Youth Education and Training Consumption in Shanghai, Beijing and Shenzhen shows that 69.1% of students attend one to three training courses, and 27.4% attend four to

six training courses.

By 2021, China Youth Daily recorded that 87.0% of parents felt anxious about their children's education.

It can be seen that the prominent phenomenon of Chinese family education anxiety has infiltrated into every aspect of the daily learning life of the new generation, and with the rapid development of China's economy and more serious. However, parenting anxiety is a global phenomenon, not unique to China. It also exists in other countries.

2. Review of relevant research

Existential psychologist Rollo May divides anxiety into normal anxiety and neurotic anxiety. He believes that anxiety affects people in both constructive and destructive ways. When facing anxiety, people will produce normal anxiety or neurotic anxiety. If normal anxiety is not handled well, it is easy to fall into the mire of neurotic anxiety and experience a sense of despair. Anxiety in family education is reflected in family education anxiety, similarly, family education anxiety also has normal anxiety and neurotic anxiety, normal family education anxiety can play a warning role in people's children's education, people can play their own potential to achieve the reasonable goal of children's education, on the contrary, into the neurotic anxiety, it is easy to excessive anxiety, To the physical and mental health of themselves and their children.

In addition, some scholars put forward their own opinions on the causes of family anxiety. Some sociological scholars believe that family education anxiety originates from the appeal of vertical mobility of social class, the intervention of commercial capital and the change of off-campus training (Zhou Xu, 2021). Some scholars have proposed that the influence of education level on occupational status acquisition is one of the causes of family education anxiety (Zhang Yi, 2004). Unequal educational opportunities and fierce competition for higher education also lead to family education anxiety (Wang Hongcai, 2012). Some scholars even believe that unscientific educational evaluation is the mechanism basis of educational anxiety (Huang Xiaolei, 2021). However, most of the existing researches on the causes of family educational anxiety are one-sided and incomplete, and stay in static analysis of the causes, without showing the dynamic transmission mechanism of educational anxiety.

3. A source of anxiety about home schooling

3.1 Parents: Bearers of pressure from all sides

3.1.1 The influence of traditional thought

Since ancient times, parents have been "looking forward to the success of their children" and "looking forward to the success of women", parents have high hopes for their children, and think that their children are the best, the traditional expectations passed down from this influence the choice and action of parents, who can accept their children at an early age is ordinary parents are rare. In order to make their children into "dragon" into "phoenix", parents will try their best to make their children receive the best education.

3.1.2 Worries about the future of their children

The worry about the future of individual development is the main cause of parents' educational anxiety. An individual's educational experience has an important impact on his future employment. Under the same conditions, the better the academic performance, the higher the education level, the more famous the school he graduated from, and the more foreign language or skills he mastered, the wider the range of employment options, the better the salary, and the higher the social status.

Parents know that only by going to a good school and labeling their children as famous schools can they make their children more competitive in the future career competition. Under the current situation of exam-oriented education, the only basis for going to a good school is grades. Therefore, family education anxiety is concentrated in parents' attention to their children's academic performance, and the behavior of over-applying for remedial classes triggered by this.

3.2 School: The embodiment of educational problems

3.2.1 Competition in education is in bad order

Access to high-paying jobs or high-level, high-quality schooling is itself a selection process that people have to compete for. This kind of competition has the nature of "zero-sum game", which leads to the competition of education. Educational competition is directed by various rankings. In the elimination competition of college entrance, students and their parents all follow the "point-only theory", and the educational activities are for exam-oriented education, ignoring the cultivation of morality, ideology, hobbies and other comprehensive qualities. This kind of bad educational competition order is one of the main causes of family education anxiety.

3.2.2 Uneven distribution of educational resources

Compared with backward areas, areas with better economic development have more and better educational resources, and generally more developed areas have more concentrated educational resources. The uneven distribution of educational resources is essentially a reflection of the scarcity of high-quality educational resources. The only high-quality educational resources are mostly distributed in the economically developed regions, which have the support of national policies, the objective conditions to attract high-quality teachers, and enough funds to purchase the latest teaching equipment. The achievement of college entrance is directly linked to the allocation of resources. How to let their children enjoy a small number of high-quality educational resources is the anxiety of parents caused by the uneven distribution of educational resources.

3.3 Society: The source of anxiety

3.3.1 The anxiety of the whole society

With the rapid development of economy, the competition in all walks of life is becoming increasingly fierce, which causes the social "internal roll" phenomenon to become more and more intense, especially in the economically developed cities and regions, where there are a large population of residents and numerous enterprises, and the competition between people, enterprises, industries and regions is becoming more and more intense. There is a common anxiety about competition throughout society. The anxiety of the whole society has also penetrated into the field of education, intensifying the competition in education, and intensifying the educational anxiety of schools and families.

3.3.2 The appeal of social mobility

The status acquisition model proposed by Blau and Duncan regards education as the intermediate variable between family background and occupational status, and believes that education has the function of inheritance and intermeditation. On the one hand, it can inherit the influence of family background to the next generation; on the other hand, it can exert an independent influence to help the next generation obtain higher status, and the independent influence accounts for a relatively high proportion.

The higher the parents' occupational status or the higher the parents' education level, the greater the advantage of their own college education or above compared with other groups. The increasingly fierce competition in education further consolidates the relative advantages of high-class families with sufficient economic, cultural and social capital. Household capital plays an increasing role in the next generation's status acquisition.

4. The formation mechanism of family education anxiety

Among the sources of family educational anxiety, it can be seen that the causes of anxiety undertaken or created by each subject are different but closely related, in which educational anxiety is generated and transferred, forming a closed loop of interaction (see Figure 1).

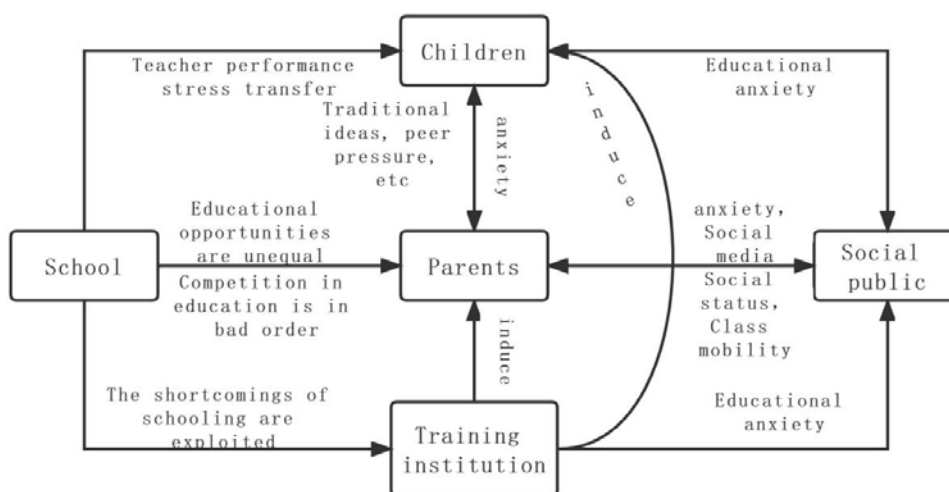


Figure 1. Family education anxiety forms a closed loop diagram.

The parents are influenced by the traditional Chinese ideas such as "learning and being excellent is official", "teaching students according to their aptitude", "hoping their children will be successful" and "hoping that their women will become phoenix". They have high hopes for their children's future development; However, restricted by the practical conditions, they long for their children to realize the upward mobility of the class and enter the upper class society, which leads to worries about their children's future and aggravates their anxiety. At the same time, other parents in the same generation, seeing different results brought by different education methods, envy others' success cases and feel peer group pressure, thus stimulating imitation behavior.

The bad order of education competition caused by the elimination system of college entrance and competition ranking makes parents at a loss. They can only increase their investment in their children's education and follow the trend as the competition intensifies. The uneven distribution of educational resources, the scarcity of high-quality educational resources, and the pressure transfer of teacher performance caused by the unreasonable educational management system of schools, parents have to get involved in the fierce "chick" competition in order to grab more educational resources for their children and cope with the external pressure, in which the education anxiety is escalated.

Taking advantage of the shortcomings and loopholes in school education, off-campus training institutions advocate "individualized education" and "one-to-one" education training methods, inducing students and parents to sign up for extracurricular tutoring classes, and attract students and parents who are overwhelmed by education anxiety with extensive publicity, thus achieving profits. However, this behavior of training institutions is to take advantage of the anxiety of students and parents, more inciting and aggravating the effect of educational anxiety.

The general anxiety spreading in all walks of life has penetrated into education and into families. In addition, improper reports of social media and mainstream impression of occupational and social status have produced more family education anxiety. In the context of the social environment, family education anxiety is a realistic reflection of the high requirements for future social and occupational demands.

Finally, various factors converge to children through the role of each subject, and are reflected in the process of children's education. At the same time, these factors also lead to children's educational anxiety, which is mutually reinforced by parents, schools and society. The anxiety of family education is embodied in the main body of parents, which is generated and transmitted, forming a closed loop.

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