

A Study on the Educational Anxiety of Urban Preschool Parents -- A Case Study of Three Kindergartens in Liupanshui

Qian Yang, Tianju Fu, Dongni Pan, Zhengfen Wu, Li Xu, Wenjing Ren*

School of Education Sciences, Liupanshui Normal University, Liupanshui, China

*Corresponding author

Abstract: With the improvement of social development level, various competitive pressures have followed, and urban children's parents are paying more and more attention to children's education. In this study, questionnaire and interview were used to investigate the educational anxiety of parents of urban children. Based on the data and interview results, the following conclusions were drawn: parents of urban children have educational anxiety about their children's skills learning, life and learning habits, and their own counseling ability. In view of this phenomenon, this study puts forward suggestions and countermeasures from three aspects of kindergarten, parents of children and social development to help parents of urban children to relieve their educational anxiety.

Keywords: urban kindergartens, parents of children, educational anxiety

1. Introduction

Education anxiety of parents of urban children has become a common social phenomenon. A large number of survey results show that the increasingly significant education anxiety of parents of urban children will not only affect the formation of their own education ideas, but also affect the physical and mental development of children. In this study, 312 parents of urban children were investigated by questionnaire, and some parents of children were interviewed to understand the causes of education anxiety of parents of urban children and put forward corresponding measures and suggestions.

2. The current situation of educational anxiety of urban preschool parents

Parents' educational anxiety has gradually become a social consensus [1]. Through sorting out and analyzing the effective data collected, this study found that the education anxiety of parents of urban children mainly manifested in the following aspects. As is shown in Table 1.

Table 1: Education anxiety content of parents of urban children

Anxiety content	Anxiety about children's learning ability is manifested in knowledge learning
	Anxiety about children's skill learning
	Anxiety about children's life and study habits
	Anxiety about children's communication ability
	Anxiety about self coaching ability

2.1 Parents of urban children are anxious about their children's learning ability

The parents of urban children are anxious about whether their children pay attention to learning, whether they can maintain a positive state of focus in education and teaching activities, and whether they can master and use the skills they have learned, that is, the parents are anxious about their children's learning ability. Through the data analysis of the questionnaire results and the collation of the interview contents, the following findings are found:

(1) Anxiety about children's learning ability is manifested in knowledge learning

According to the data of the questionnaire, the frequency of children's parents who participated in the research choosing "very anxious" about their children's ability to learn knowledge was 108,

accounting for 34.62%. In terms of children's knowledge learning ability, some parents mentioned that: "When my children finish the tasks assigned by the teacher, they always don't pay attention. They always like to move around, touch and feel, and don't pay attention." Some parents also mentioned: "My child is going to primary school soon, and I am worried about literacy and numeracy. I also specially signed up for a training class in this area, but the teacher of the coaching class said that the child always looked around in class, did not pay attention to learning things, always did something unrelated to the classroom, taught him pinyin for a few minutes, and then began to fool around, saying that he did not want to learn pinyin."

Based on the results of questionnaires and interviews, this study believes that parents of urban children have a high degree of anxiety about their children's knowledge learning ability.

(2) Parents are anxious about their children's skill learning

According to the questionnaire data, 115 parents of urban children feel very anxious about their children's skills learning, accounting for 36.86%. This data shows that parents of urban children also have anxiety about their children's skills learning ability. When asked whether there is anxiety about children's ability to learn skills, parents of children mentioned that "of course, many parents around me have signed up for training classes for their children, and my colleague signed up for two training classes for her son at once. I think it is reasonable to say, 'Don't let children lose at the starting line', so I also signed up for a dance training class for my children."

At this stage, when parents see their children's classmates taking skill training classes, they also want to let their children take training classes to learn skills.

Through the analysis of the questionnaire and interview content, this study believes that the anxiety of parents of urban children on their children's skills learning ability is very significant.

2.2 Parents of urban children are anxious about their children's social competence

Parents of urban children are anxious about whether their children develop good living and learning habits, whether they have good prosocial behaviors, and whether they can master and use certain communication skills [2]. That is, parents have anxiety about their children's social life ability. Through the analysis of the questionnaire results, the following findings are found:

(1) Anxiety about children's life and study habits

It was mentioned in the questionnaire whether the parents felt anxious about their children's living habits and learning habits. The frequency of parents choosing "very anxious" reached 116, accounting for 37.18%. For this problem, some parents mentioned in the interview that "our child has just started the middle school class, so we should start to learn some simple knowledge in the kindergarten, and colleagues should also initially form a good learning habit, such as sitting posture and pen holding posture. But our child is developing slowly in all aspects, and it is too difficult for her to form these habits. We also taught her at home, but she still won't, can't bear to scold her, and is anxious for her." Based on the survey results and interviews, it can be seen that the education anxiety of parents of urban children is also reflected in the development of their children's living and learning habits.

(2) Anxiety about children's communication ability

The questionnaire data shows that the frequency of anxiety about children's communication among parents of urban children reaches 131, accounting for 41.99%. As for the current situation of anxiety about children's communication ability, some parents mentioned "My father and I are both busy at work, and the management of our children is also in the state of free range. We think our children are extroverted, so when the teacher told me that he was unhappy with other children, we were particularly surprised. We felt that my children should not be unable to get along with other children, nor would they say that there was a contradiction. After several reactions from the teacher, I and his father reflected on it for a while, and we should It's our problem. There is too little discipline for children. His father and I still feel very anxious when this happens in kindergarten. "

Based on the survey results and interviews, it can be seen that the education anxiety of parents of urban children lies in whether their children have well adapted to kindergarten life, get along well with other children, and actively communicate with peer teachers.

(3) Parents of urban children have anxiety about their own counseling ability

According to the survey data, parents of urban children who participated in the survey had 120

anxiety about their own counseling ability, accounting for 38.46%. When talking about this issue in the interview, some parents mentioned "I lack some scientific educational concepts in tutoring children. Sometimes I ask children according to my own ideas, ignoring their interests and needs. When children fail to meet my requirements, I can't help losing my temper. Because I really can't understand what children should learn, and how I should do to better enable her to grow up happily and healthily. In this regard, I should communicate and learn more with other parents."

Based on the survey results and interviews, it can be seen that the education anxiety of parents of urban children is also reflected in whether parents have enough time to help children learn, and whether they lack some scientific education concepts and methods in tutoring children. And whether the child is interested in the content of counseling.

3. Reasons for parents' educational anxiety of urban children

The causes of children's parents' educational anxiety are various. Next, the collected questionnaire data will be sorted out and analyzed from two aspects: family factors and social environment.

3.1 Family factors affect the education anxiety of parents of urban children

With the development of social economy, social competition is becoming more and more fierce. Parents are deeply aware of the importance of education due to the influence of their learning and working units. Therefore, parents' expectations of early childhood education are increasing and their anxiety about early childhood education is becoming increasingly prominent. There are many reasons for these anxieties, such as the influence of parents' educational level in family factors, the influence of inconsistent grandparents' educational ideas in family, and the influence of social environment factors.

(1) Educational anxiety influenced by the educational level of urban children's parents

According to the survey data, the proportion of parents with education level below senior high school level who are anxious about early childhood education is small, while the proportion of parents with college and undergraduate degrees who are anxious about early childhood education is large. From the data analysis, it can be seen that parents with low education level attach much less importance to early childhood education than parents with high education level. Due to their own knowledge and cultural level, they slightly despise their children's education. Therefore, there is not too much educational anxiety; However, parents of young children with college and undergraduate degrees not only care about their children's physical and mental health, but also about their children's education. More importantly, because of the influence of the concept of "looking forward to the success of their children, and looking forward to the success of their women", their expectations for their children are getting higher and higher, and their own educational anxiety is also getting worse.

(2) The inconsistency of grandparents' educational ideas affects the educational anxiety of urban children's parents

Table 2: Anxiety of inconsistent parental rearing patterns

Grandparents and parenting styles advantage of loopholes	Frequency	Percentage (%)
No anxiety	23	7.37
General anxiety	55	17.63
Comparative anxiety	106	33.97
Very anxious	128	41.03

As is shown in Table 2. In view of the problem that parents' parenting style is inconsistent with their grandparents', 41.03% of parents of urban children in the questionnaire chose "very anxious", which also led to the generation of children's parents' educational anxiety.

The grandparents often overindulged and indulged the children at home, which made the children used to be self-centered, thus developing a willful and selfish bad personality. When taking care of children, grandparents often have the mentality of "holding them in their hands to avoid falling, and holding them in their mouths to avoid melting". They wish they could do everything for them, and children tend to become dependent and lazy; The education received by the grandparents is very different from that of the parents. Some of the grandparents' rigid old ideas and old thoughts will suppress the children's innovation spirit, which is very unfavorable to the development of the children's personality and way of thinking. At the same time, the transitional "interference" of grandparents will also lead to estrangement and misunderstanding with their parents, which will lead to the aggravation

of children's parents' educational anxiety.

3.2 Social environment influences parents' education anxiety of urban children

Preschool education stage is an important stage for children's physical and mental development and behavior habit formation, and is the basic stage of the school education system. The choice of school quality can be said to be the most concerned thing for parents. According to the survey data, 40.71% of parents feel very anxious about it. In an interview with parents of urban children, some parents reported that the teaching quality of municipal kindergartens was better than that of private kindergartens. When their children really entered the kindergartens, they felt that they had not learned anything, that they had been playing for three years, and that they could not get the desired effect in reading, writing, calculating, etc. They felt that schools were places for teaching and educating people, and that children should be given some simple arithmetic and literacy. The definition of culture made by the famous anthropologist Malinowski points to that culture is an organic whole, which is composed of five concepts, namely, artifacts, technology, system, customs, beliefs and ideas, and its lower part is constantly branching and extending. Each thread is a point in the "polyhedron" of culture [3]. Therefore, the kindergarten culture should also be a multifaceted, multi-level and integrated entity. It is the deeper connotation of the kindergarten, the root of the towering tree that supports the kindergarten, and the internal drive to promote the high-quality education process of preschool education. The importance of culture has been well known to most kindergarten directors and teachers. Under the trend of "universal, inclusive, safe and high-quality development", kindergarten culture with characteristics and values has become a rigid demand for kindergarten construction and development.

4. Suggestions for alleviating the educational anxiety of urban children's parents

Educational anxiety refers to the complex anxiety emotions such as nervousness, uneasiness and worry that parents experience in different degrees and ways in educational activities [4]. Compared with the anxiety problems such as academic anxiety and hierarchical anxiety of parents of primary and secondary school students, the educational anxiety of parents of young children is more diversified, such as parenting anxiety in infancy, cognitive anxiety in the education process, etc. In order to alleviate the educational anxiety of urban children's parents, this study proposes corresponding measures and suggestions for kindergartens, families and society.

4.1 Suggestions for kindergartens

(1) Provide targeted guidance for family education

The Guidelines for Kindergarten Education (Trial) points out that "families are important partners of kindergartens, and kindergartens should actively support and help parents improve their educational ability" [5]. Therefore, kindergartens should pass on the educational concepts of "child subject" and "all-round development" to parents, explore more abundant family education guidance resources and guidance methods, and help parents establish scientific and correct educational concepts.

(2) Fully integrate the strength of home and realize the common education of home

First of all, we should strengthen the connection and cooperation between families and kindergartens. Parents and preschool education workers should establish a friendly relationship of mutual trust and jointly promote the development of preschool education. Secondly, due to the emergence of the COVID-19 in recent years, preschool education workers should seriously re-examine the current status of health education, pay attention to children's health education, and escort children's health. Moreover, kindergartens should work with children's families to share the critical period of the transition, provide corresponding professional guidance and help for children's parents, and carry out effective transition activities through home cooperation, so as to reduce parents' anxiety.

4.2 Suggestions for parents of urban children

(1) Parents of urban children should establish correct educational concepts

The former US Secretary of Education, Chad Reilly, proposed that a solid education can and must be built on the foundation of the family [6]. We should guide parents to correct their educational concepts and expectations, establish reasonable educational expectations, and let parents know that

education requires not only knowledge education, but also living education. When educating children, we should follow the growth law of children, avoid blindly following the comparable education, and establish a correct educational concept.

(2) Parents of urban children should correctly treat and deal with the problem of inconsistent ideas of grandparents' education

There are significant differences in the birth and growth environment between the grandparents and fathers who are educators in the family, so there are also some differences in educational ideas [7]. Therefore, we should combine the rich childcare experience and life experience of our grandparents with the scientific education concept of young parents to jointly promote the healthy growth and comprehensive and harmonious development of children.

5. Suggestions to society

(1) The government and other relevant departments provide policy support

The local education department and other education departments issued relevant policies to encourage kindergartens to provide family education guidance, so as to improve the guidance level of family education. Secondly, we should make clear the orientation of parent education, bring parent education into our education system, improve parents' educational cognition, and enrich parents' childcare knowledge.

(2) The judiciary should strengthen legislation and supervision

First of all, we should improve the Juvenile Protection Law and other relevant laws to ensure the safety of children's growth environment. Secondly, we should strengthen the supervision of the "primary school" of kindergartens and the "advanced education" of after-school counseling classes, respect the development law of children's learning and growth, and finally, we should crack down on some education departments that unilaterally exaggerate education anxiety, create a positive and healthy education environment, and avoid the spread of education anxiety. At the same time, we should also publicize scientific educational concepts to parents, avoid blindly following them, and establish correct and scientific educational concepts.

6. Conclusion

The educational anxiety of parents of urban children is an unavoidable educational reality in the special stage of economic development in China. Parents' educational anxiety will not only affect children's physical and mental health and personality development, but also increase parents' ideological pressure, emotional barriers and cognitive bias. In order to relieve the education anxiety of parents of urban children, this study proposes relevant suggestions and measures for different factors that affect parents' education anxiety, hoping to achieve significant effects in alleviating the education anxiety of parents of urban children and promoting the harmonious and healthy development of children's body and mind.

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