

# Study of Changes in Parents' Educational Psychology Caused by Changes in Educational Policies in China and Japan

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**Abstract:** At present, China and Japan do not have a clear unified standard in terms of educational objectives, but in terms of educational policies, China and Japan are becoming more and more similar in their philosophy of human resource development. According to Fan (2022), both China and Japan have begun to "focus on the mastery of basic knowledge," "focus on the cultivation of abilities," "the comprehensive development of knowledge and abilities," and "the cultivation of comprehensive talents for the healthy development of children's bodies and minds. According to Fan (2022), these changes in the philosophy of talent training are, in the end, caused by the "view of learning ability" at different stages. The "view of learning ability" in a period affects the educational reform in a period." Although "free education" ended in Japan, the "abolition of free education" policy, which was reintroduced in 2008, still inherited its core elements. In 2021, China adopted measures to reduce the burden of homework and out-of-school training courses for students in compulsory education, known as the "double reduction." The current enactment of China's "double reduction" policy is also an inheritance and development of the implementation of the "burden reduction". In recent years, "parents' anxiety about education" has been repeatedly mentioned as an implicit indicator to evaluate the level of education while the government is revising its education policies. Some studies have shown that "parents' anxiety about education" refers to parents' excessive concern about the process and results of their children's education at school. It is a general anxiety that is prevalent among parents. Japan has been successfully implementing the "free education elimination" policy for 15 years. Meanwhile, China, which has just implemented a "double reduction" policy, is a good example of alleviating parental anxiety. I think it is very meaningful to make efforts to eliminate parents' educational anxiety by exchanging contents related to the educational psychology of parents in China and Japan and identifying examples to learn.

**Keywords:** Educational policies, China, Japan, Parents' educational anxiety.

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## 1. Introduction

In existing studies, parental education anxiety refers to parents' excessive concern about the process and outcome of their children's schooling and is a general anxiety that is prevalent throughout the parent population. Parental education anxiety is mainly manifested in the field of education as parents' excessive concern and worry about their children's test scores, learning environment and future destiny. The Guang Ming Daily has reported that the "double reduction" policy has reduced the burden of students, but more effort is needed to alleviate the "anxiety of mothers". After the implementation of the "double reduction" policy, the number of subject-based out-of-school training institutions at the compulsory education level (primary and junior high schools) has plummeted, and parents' educational anxiety is directed more towards school education and between home and school. Wang-Ru (2022) points out that "parental education anxiety" not only spreads among parents, but also affects the healthy development of their children, and a family in a constant state of anxiety will put heavy academic pressure on their children, which will often create a deformed and fragile psychology. Therefore, it is necessary to study how to alleviate the "parental education anxiety" of Chinese parents under the double reduction policy.

First, in order to understand the different aspects of parents' perceptions and attitudes toward "parental anxiety", we need to conduct a quantitative study such as a questionnaire. After

the survey, we can find out which factors are more likely to cause educational anxiety for most parents. In addition, we can also analyze the parents' location, their age, their education level, and the gender of their children. From this, suggestions to alleviate parents' educational anxiety can be better formulated.

Second, in order to understand parents' educational anxiety under the "double reduction" policy more specifically and intuitively, we need to conduct a specific survey through qualitative research. The results of a one-month follow-up survey of three families were used to analyze what kind of conflicts exist between parents and their children in terms of communication. From there, we analyzed specific cases.

Through the survey, we hope to find ways to alleviate "parental education anxiety" and to help parents in China who feel anxious under the "double reduction" policy to manage their relationship with their children, their relationship with schoolteachers, and their own requirements more comfortably. The Japanese parents, after experiencing the "double reduction" policy in China, were able to handle their relationship with their children, their relationship with schoolteachers, and their own expectations more comfortably. In addition, studies on how parents in Japan alleviate their educational anxiety after the "double reduction" policy can be used as a reference to better address the "parental educational anxiety" of Chinese parents under the "double reduction" policy. We also suggest how to alleviate parents' educational anxiety in China under the "double reduction" policy.

## 2. Conclusion

Through the survey, we hope to find ways to alleviate "parental education anxiety" and to help parents in China who feel anxious under the "double reduction" policy to manage their relationship with their children, their relationship with schoolteachers, and their own requirements more comfortably. The Japanese parents, after experiencing the "double reduction" policy in China, were able to handle their relationship with their children, their relationship with schoolteachers, and their own expectations more comfortably. In addition, studies on how parents in Japan have relieved their educational anxiety after the "double reduction" policy have been used as a reference to better advise Chinese parents on their "parental educational anxiety" under the "double reduction" policy. "We suggest the following.

First, parents can establish active communication channels with schools to understand the implementation and impact of the policy, and communicate with teachers, principals, and other education professionals. This helps parents better understand the purpose and impact of the policy and reduce unnecessary anxiety.

Second, parents can gradually change their perceptions of education from an over-emphasis on grades and the pressure to advance to a focus on their children's overall development and quality education. Such a shift can help reduce parents' excessive anxiety about their children's grades and focus on their children's interests, talents and well-being.

Again, parents can try to explore diverse educational approaches, including focusing on the development of students' practical skills, creativity and social interaction skills. Participate in community activities, art experiences, volunteer work and other activities to provide a broader space for children to develop.

In addition, parents can work with their children to develop a reasonable study plan and arrange study time reasonably to

avoid overload and excessive competition. Emphasize children's interests and individual differences and encourage them to develop diverse skills and hobbies.

Moreover, parents can actively seek support from family, community and professional organizations, share experiences with other parents, and seek guidance from counselors or educational experts. Talking and sharing can reduce anxiety and lead to better understanding and support.

Finally, education is not just about pursuing high grades and higher education; parents can pay more attention to their children's physical and mental health, family relationships and the cultivation of happiness. Establishing a positive family atmosphere, providing support and care for children, and cultivating a positive and optimistic mindset.

In summary, alleviating parents' educational anxiety caused by China's "double reduction" policy requires parents to actively adjust their educational attitudes, improve communication, seek diversified educational approaches, and focus on family and child well-being. Importantly, parents need to place their children's development and well-being at the core of their education and promote their overall development and healthy growth.

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