

## Home-Kindy Coop: Parental Educational Anxiety Intervention

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**Abstract:** This study aims to systematically explore parental educational anxiety among parents of senior-class kindergarten children and the moderating effect of home-school cooperation through meta-analysis, providing theoretical and practical insights for the development of targeted intervention strategies. In recent years, parental educational anxiety in the preschool stage has emerged as a social focus, particularly among parents of senior-class kindergarteners, whose anxiety over children's school readiness may profoundly impact family education quality and early childhood development. The specific mechanism of home-school cooperation as a key pathway to alleviate parental anxiety requires in-depth validation. A meta-analysis was conducted on 89 relevant studies, covering a total sample size of 8,788 participants, to examine differences in educational anxiety awareness, help-seeking awareness, and home-school cooperation awareness between anxious parents and control groups. The moderating effects of three home-school cooperation models—parent classes, online centralized guidance, and individual decentralized guidance—were tested. Literature screening strictly followed PRISMA guidelines, with heterogeneity testing ( $I^2$ ) and publication bias analysis ensuring result reliability, and a random-effects model was used to pool effect sizes. The meta-analysis revealed significant between-group differences in educational anxiety awareness ( $g = -0.65$ , 95% CI [-0.82, -0.47]), help-seeking awareness, and home-school cooperation awareness. Individual decentralized guidance demonstrated the most pronounced moderating effect ( $\beta = 0.79$ ,  $p = 0.006$ ), outperforming parent classes and online centralized guidance. This indicates that targeted, personalized home-school cooperation interventions more effectively address parents' differentiated needs,

enhancing intervention efficiency. Parental educational anxiety among senior-class kindergarten parents is significantly higher than that of control groups, and home-school cooperation interventions—particularly individual decentralized guidance—effectively moderate this anxiety. These findings provide empirical support for constructing a "precision-oriented" home-school cooperation system, suggesting future interventions should prioritize individual parental needs, integrate multiple guidance formats, and strengthen dynamic feedback mechanisms to enhance practical effectiveness. Additionally, future research could explore the long-term impact of these interventions on children's development and parental well-being. By continuously refining and adapting home-school cooperation strategies based on individual family dynamics, we can better support parents in navigating the challenges of early childhood education and foster a healthier, more positive educational environment for young learners.

**Keywords:** Parents of Children in the Senior Class of Kindergarten; Educational Anxiety; Home-School Cooperation; Meta-Analysis

### 1. Review of the Current Research Status at Home and Abroad of This Project

#### 1.1 The Current Research Status and Trends at Home and Abroad at Present

"Parental educational anxiety" is an issue that involves research in psychology, sociology, and pedagogy. As one of the very common phenomena in the group anxiety of modern society, research both at home and abroad mainly focuses on the psychological level. Given that there are few literatures on the educational anxiety of parents of children in the senior class of kindergarten, the following literature review will expand the scope to

parental educational anxiety. On CNKI, when searching with "parental educational anxiety" as the subject term, 72 papers were retrieved. Among them, 12 papers were published in Chinese core journals, and 9 papers were published in Chinese Social Sciences Citation Index (CSSCI) journals. When searching for the title with "parental educational anxiety" as the keyword on CNKI, only 18 relevant papers could be found. The earliest research is "Parental Consciousness, Parental Educational Anxiety, and Inborn Temperament - New Hotspots in the Research on the Relationship between Only Children and Their Parents and Children" published by Sang Biao in *\*Contemporary Youth Research\** in 1998 [1]. It was the first to propose "parental educational anxiety" as a separate concept and explored the causes and influences of parental educational anxiety. There are more than 4,000 literatures on the research with the theme of home-school cooperation in the past five years. In 2020 alone, there were more than 500 literatures. Similar expressions include home-school collaborative education, home-school coordination, home-school linkage, and the joint efforts of home and school. However, among the research achievements, there are very few that involve parental anxiety, with only 55 papers, and most of them are related to the background of the "Double Reduction" policy.

The exploration of the causes of parents' educational anxiety mainly focuses on the following aspects: (1) Factors originating from within the family: Yang Wenjie pointed out that first of all, the marital quality of both parents is an important factor affecting mothers' parenting [2]. Secondly, the family structure also has a significant impact on the anxiety emotions during the parenting process. In the article "A Preliminary Study on the Marriage and Childbearing Patterns of China's 'Only-Child Parents'", Bao Leiping pointed out that although intergenerational parenting relieves the physical and economic pressures of young parents in many aspects, what lies beneath this apparent alleviation is essentially a phenomenon of "postponed pressure", where stressful events are postponed to the next stage of family life and emerge in another form [3]. (2) Factors from outside the family - society and culture. Zhong Xiaohui pointed out that the rapid social transformation and development

have led to a competitive parenting culture. Secondly, parents from the middle class often find themselves in a state of conflict. On the one hand, they hope to be gentle and reasonable parents, while on the other hand, they cannot tolerate their children's academic backwardness. Once they find that their children's grades have declined or fail to meet their expectations, they will fall into a state of anxiety [4]. (3) There is also a correlation between regional educational resources, educational policies and the emergence of parents' educational anxiety. Domestic researchers have focused on the impact of the uneven distribution of regional educational resources on the level of parents' educational anxiety. In the article "Parenting: Can We Stop Being Anxious?", Wu Ying mentioned that the scramble for high-quality educational resources by families in some large and medium-sized cities, as well as their high expectations and demands for school education, have increased the anxiety levels of many parents and teachers [5].

Research on the Influence of Parents' Educational Anxiety (1) The Influence of Parents' Educational Anxiety on Children: Children growing up in families with high levels of educational anxiety are often overly attended to. They are frequently rewarded or punished for their behaviors, which makes it easy for them to develop an internal locus of control concept. That is, when considering problems, they tend to associate the causes and consequences of things with themselves. Secondly, anxiety has obvious intergenerational effects. Negative expectations and inappropriate emotional feedback significantly increase the risk of children suffering from anxiety disorders. Anxious parents and their children show similarities in their cognitive aspects, including similar "attribution styles", "learned coping abilities", "positive attitudes", as well as the "interpretation and understanding of threats", etc. Thirdly, compared with normal parents, anxious parents are stricter with their children [6]. Anxious parents have less "parental warmth" and "positive emotions", and they grant their children less autonomy. Rapee R.M believes that anxious parents overly control their children's behaviors, which restricts the children's ability to develop new skills and explore and master their environment [7]. (2)

The Influence of Parents' Educational Anxiety on Parents: Parents' educational anxiety will affect "parental beliefs". "Parental beliefs" refer to parents' self-confidence and sense of responsibility. B.J. Laskey and S. Cartwright's research shows that there is a negative correlation between parents' beliefs and their anxiety levels. Parents with high levels of anxiety always doubt their own abilities when raising their children. And excessive anxiety will lead to a further decrease in "parental beliefs" [8].

Research on the Intervention of Home-School Cooperation in Parents' Educational Anxiety There is a lack of literature on the intervention of parents' educational anxiety through home-school cooperation. It can be summarized into two research approaches: "top-down" and "bottom-up", both of which have weaknesses in terms of the intervention mechanism and the explanatory power for deviations. The "top-down" model ignores various factors such as the complex vertical and horizontal relationships between home and school, as well as the values, interests, and abilities behind parents' educational anxiety. The "bottom-up" model fails to recognize the role of cognitive intervention strategies in the process of home-school cooperation [9].

## **1.2 Review of Domestic and Foreign Research**

In conclusion, existing studies have shown that numerous factors can influence the occurrence and development of parents' educational anxiety. If the exploration is carried out solely from a certain perspective, other crucial influencing factors will be overlooked, leading to one-sided and inaccurate research conclusions. In addition, most of the existing studies are limited to explaining the formation mechanism of parents' educational anxiety from a single theoretical perspective and specific dimensions, and the degree of integration of theories and interdisciplinary research is not high [10].

In terms of research methods, most of the existing studies have adopted the experimental methods commonly used in psychology or anxiety scales, and relatively mature measurement tools have been developed. However, the application of qualitative research methods is still insufficient. In the future, the integration of quantitative research

and qualitative research will become a new trend in the study of parents' educational anxiety, and the application of multiple research methods deserves more of our attention [11]. At the same time, previous studies have failed to conduct in-depth and systematic explorations of the essence, structure, action mechanism, characteristics, and other aspects of educational anxiety. Without the support of a theoretical framework, it is difficult for researchers to grasp the whole picture of educational anxiety, and they can only reflect the explicit aspects of educational anxiety. The countermeasures based on this situation only address the symptoms rather than the root causes, and it is difficult for them to truly play a role [12].

In terms of prediction and control, previous studies have been insufficient in formulating strategies to address parents' educational anxiety. Due to the different stances of researchers, the countermeasures for educational anxiety also exhibit distinctly different approaches. Some seek solutions externally, regarding educational anxiety as a concentrated manifestation of social anxiety in the field of education. Others seek psychological treatment internally, considering educational anxiety as a psychological obstacle that should be overcome and relying on psychological intervention methods to alleviate it. The former focuses on examining education from the external world but has difficulty delving into the specific context of education and lacks an examination of the micro level. The latter finds it hard to break away from the framework of psychological research on anxiety, and the proposed strategies are not entirely applicable in general situations. Therefore, combining the research on educational anxiety at the macro level with that at the micro level, establishing the integration and connection of internal and external anxiety within the education system, and exploring feasible strategies for relieving parents' educational anxiety based on this have become the ultimate focus of this study. From this perspective, it is extremely necessary for this study to construct the interpretive bias and attentional bias of parents' educational anxiety, as well as the effects and mechanisms of home-school collaboration from a holistic and systematic perspective.

## **2. Research Content**

The purpose of this study is to comprehensively retrieve relevant literatures through meta-analysis. Based on incorporating the results of existing studies, first of all, by combining the effect sizes, it will respectively explore whether there are differences in the awareness of educational anxiety among parents of children in the senior class of kindergarten, the awareness of seeking help for educational anxiety among parents of children in the senior class of kindergarten, the awareness of home-school cooperation among parents of children in the senior class of kindergarten. Secondly, through the test of moderating effects, it will explore the moderating factors that can explain the moderating effect of home-school cooperation on the educational anxiety of parents of children in the senior class of kindergarten. The moderating factors planned to be included in this study include parent classes, online centralized guidance, and individual decentralized guidance.

## **3. Literature Retrieval, Inclusion, Exclusion and Coding**

This study conducted a comprehensive retrieval of Chinese and English literatures, with the publication dates of the literatures ranging from the earliest retrievable date to January 15, 2024. Chinese literatures were mainly retrieved through databases such as CNKI, Wanfang Data, and VIP. The search terms and search formulas were determined based on existing studies. For example, (learning anxiety of parents of children in the senior class of kindergarten or academic anxiety of parents of children in the senior class of kindergarten or entrance examination anxiety of parents of children in the senior class of kindergarten or educational anxiety of parents of children in the senior class of kindergarten or parenting anxiety of parents of children in the senior class of kindergarten) and (school support or class support or parent classes or individual guidance or personalized guidance or psychological counseling or psychological intervention or individual consultation). Among them, the first group of keywords described the manifestations of parents with educational anxiety of children in the senior class of kindergarten, and the second group of keywords focused on the main

intervention types of home-school cooperation. English literatures were mainly retrieved from databases such as Web of Science, PubMed, ProQuest, and Wiley, and the search terms were the English translations of the above-mentioned search terms.

A total of 2,112 literatures were retrieved from 7 literature databases (421 Chinese literatures and 1,691 English literatures). Firstly, all the retrieved literature records were exported to the EndNote 20 software (Clarivate Analytics). Then, 321 duplicate literatures were deleted through both automatic and manual methods. Subsequently, the titles and abstracts of the remaining literatures were screened. After excluding 1,702 irrelevant literatures, the full texts of the remaining 89 articles were read and screened according to the following criteria: (1) The research must be an empirical study. (2) The research needs to include parents with educational anxiety of children in the senior class of kindergarten and a control group. (3) Each study should report the sample size, and the research samples should be independent. (4) The study should measure at least one of parent classes, online centralized guidance, and individual decentralized guidance, and provide a detailed description of the measurement tool. (5) The results must include the means and standard deviations of parents with educational anxiety of children in the senior class of kindergarten and the control group.

Finally, a total of 89 literatures were included in the meta-analysis: 31 literatures on the awareness of educational anxiety among parents of children in the senior class of kindergarten, 18 literatures on the awareness of seeking help for educational anxiety among parents of children in the senior class of kindergarten, and 40 literatures on the awareness of home-school cooperation among parents of children in the senior class of kindergarten. The literatures included in the meta-analysis were coded as follows: (1) Basic information: author, year of publication; (2) The sample sizes of parents of children in the senior class of kindergarten with educational anxiety and the control group; (3) The means and standard deviations of the measurement results of the awareness of anxiety, the awareness of seeking help, and the awareness of home-school cooperation for the group of parents of children in the senior class of kindergarten with educational anxiety and the

control group; (4) The average age of the group of parents of children in the senior class of kindergarten with educational anxiety.

#### **4. Meta-Analysis Process**

##### **4.1 Calculation of Effect Size**

In order to measure the effect size of the average difference between the group of parents with educational anxiety and the control group among parents of children in the senior class of kindergarten, this study extracted the sample sizes of the group of parents with educational anxiety and the control group among parents of children in the senior class of kindergarten respectively, as well as the means and standard deviations of the measurement results. The standardized mean difference Hedge's  $g$  was calculated through the "meta" package. When the sample size is small, Hedge's  $g$  can provide a more accurate estimation of the effect size than Cohen's  $d$ . In order to evaluate the effect size of the individual differences between the group of parents with educational anxiety and the control group among parents of children in the senior class of kindergarten, this study used the method of Chamberlain et al. to calculate the Standard Deviation Ratio (SDR). This meta-analysis included all eligible independent studies. When a study sets different conditions or conducts multiple tests, the multiple effect sizes obtained will occupy a relatively large weight, which may lead to biases in the results. Therefore, for studies that report multiple effect sizes from the same sample (for example, measuring the participants' awareness of educational anxiety using two different types of stimuli), this study used the Robust Variance Estimation (RVE) statistical method that can handle the correlation between effect sizes to account for statistical dependence.

##### **4.2 Model Selection**

Since the educational anxiety of parents of children in the senior class of kindergarten may be moderated by multiple factors such as age and gender, this study adopted a random effects model for meta-analysis. This model assumes that the true effect values among different studies can be inconsistent. In addition to random errors, factors such as the research population and research paradigm will also lead to differences among studies. The study

further verified the appropriateness of choosing this model through heterogeneity tests, including the  $Q$  test and the  $I^2$  test. The  $Q$  test is used to test the heterogeneity of the model. A  $p$ -value  $< 0.050$  means that the research results have significant heterogeneity; the  $I^2$  test classifies the degree of heterogeneity. When the  $I^2$  values are 25%, 50%, and 75%, it means that the research has low, medium, and high heterogeneity respectively; both indicators are based on  $\tau^2$ . If the result of the  $Q$  test is not significant or the  $I^2$  shows low heterogeneity, a fixed effects model will be considered; otherwise, a random effects model is more suitable for this study. An  $I^2$  value  $\geq 50\%$  indicates that it is necessary to further explore the sources of heterogeneity through subgroup analysis or meta-regression.

##### **4.3 Publication Bias**

Publication bias refers to the situation where the literature included in a meta-analysis study cannot comprehensively and systematically represent the entire picture of the research field, that is, it lacks representativeness. This situation may lead to significant biases in the results of the meta-analysis, causing the obtained effect values to be higher than the actual values. In order to avoid the problem of publication bias, first, the literature search should be as comprehensive as possible during the literature retrieval stage, and second, the publication bias should be tested during the meta-analysis stage. This study used the contour funnel plot and Egger's regression test to test for publication bias. A symmetrical funnel plot and an Egger's regression test with a  $p$ -value  $> 0.050$  indicate the absence of publication bias, while an asymmetrical funnel plot and an Egger's regression test with a  $p$ -value  $< 0.050$  indicate the presence of publication bias.

##### **4.4 Test of Moderating Effect**

With the help of the "robumeta" package in the R software, a weighted random effects meta-regression model was used to test the moderating effect. Since the meta-regression analysis tests the moderating effect of continuous variables, this study conducted sub-variable coding for categorical variables (such as awareness of anxiety, awareness of seeking help, and awareness of home-school cooperation) during the coding stage to

compare the differences between subgroups. In the moderating effect analysis, all moderating variables were included in the model simultaneously. In addition, according to the three main components of home-school cooperation, the moderating effects of parents' classes, online centralized guidance, and individual decentralized guidance were tested.

**5. Results**

The following takes the main effect of the awareness of anxiety about educational anxiety among parents of children in the senior class of kindergarten and the moderating effect of the awareness of seeking help as examples to present the specific research results.

(1) The main effect of the mate selection awareness of young people with anxiety

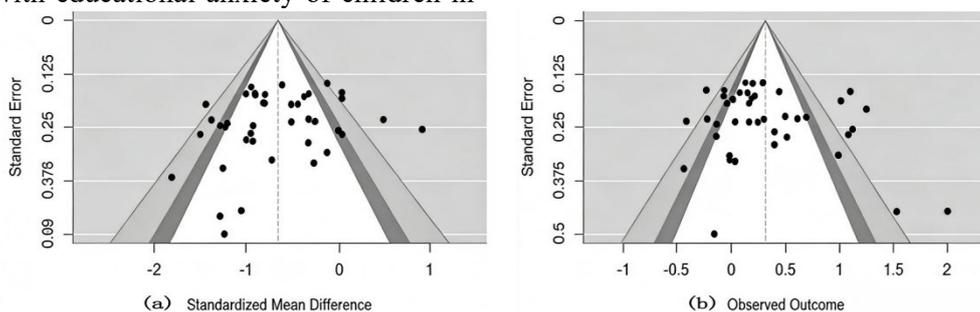
The meta-analysis of the awareness of anxiety about educational anxiety among parents of children in the senior class of kindergarten finally included 31 articles, involving 41 independent studies and 2,070 participants (N parents with educational anxiety of children in

senior class of kindergarten = 973, N control group = 1097).

The results of the heterogeneity test showed that the model had significant heterogeneity (between-group differences:  $Q = 119.44, p < 0.001$ ; individual differences:  $Q = 170.29, p < 0.001$ ), which proved that the use of the random effects model was reasonable. Both  $I^2$  values being greater than 50% indicated that a moderating effect analysis was needed to test the sources of heterogeneity.

Publication bias tests were respectively conducted on the between-group differences and individual differences in the awareness of anxiety.

The symmetrical funnel plot (Figure 1) and the results of the Egger's regression test showed that there was no publication bias in the awareness of anxiety between the group of parents with educational anxiety and the control group among parents of children in the senior class of kindergarten ( $ps > 0.05$ ). For details, please refer to Table 1 and Table 2.



**Figure 1. Funnel Plot of the Awareness of Anxiety among Parents with Educational Anxiety**

**Table 1. Between-group Differences in the Awareness of Anxiety, Heterogeneity Test, and Publication Bias**

Between-group differences				Heterogeneity test				Publication bias			
<i>k</i>	<i>N</i>	<i>g</i>	95% CI	<i>Q</i>	<i>df</i>	<i>I</i> <sup>2</sup>	$\tau^2$	Egger test	<i>SE</i>	<i>t</i>	<i>p</i>
41	2070	-0.65	[-0.82, -0.47]	119.44	40	66.5%	0.20	-1.28	0.62	-2.06	0.061

**Table 2. Individual Differences in the Awareness of Anxiety, Heterogeneity Test, and Publication Bias**

Individual differences				Heterogeneity test				Publication bias			
<i>k</i>	<i>N</i>	<i>g</i>	95% CI	<i>Q</i>	<i>df</i>	<i>I</i> <sup>2</sup>	$\tau^2$	Egger test	<i>SE</i>	<i>t</i>	<i>p</i>
41	2070	0.32	[0.17, 0.45]	170.29	40	76.5%	0.17	1.56	1.45	1.08	0.304

(2) The moderating effect of the awareness of seeking help among parents with educational anxiety of children in the senior class of kindergarten

The moderating effect analyses were respectively conducted on the between-group differences and individual differences in the awareness of seeking help among parents with educational anxiety of children in the senior class of kindergarten. Moderating factors such

as age, parents' classes, online centralized guidance, and individual decentralized guidance were incorporated into the meta-regression model. The results showed that individual decentralized guidance had a significant moderating effect on the between-group differences in the awareness of seeking help among parents with educational anxiety of children in the senior class of kindergarten. Compared with parents' classes

and online centralized guidance, the between-group differences between the group of parents with educational anxiety of children in the senior class of kindergarten with the awareness of seeking help and the control group were larger under individual decentralized guidance ( $\beta = 0.79, p = 0.006, 95\% \text{ CI } [0.31, 1.28]$ ), which meant that the awareness of seeking help among parents with educational anxiety of children in the senior

class of kindergarten under individual decentralized guidance ( $g = 0.27$ ) was better than that under other supports. In addition, significant differences were found between the subgroups of the moderating variables of home-school cooperation support and the non-support group, both in terms of between-group differences and individual differences. The detailed results are shown in Table 3.

**Table 3. The Moderating Effect of the Awareness of Seeking Help among Parents with Educational Anxiety of Children in the Senior Class of Kindergarten**

Moderator Variables	Between-group differences				Individual differences			
	$\beta$	SE	df	95% CI	$\beta$	SE	df	95% CI
Age	0.07	0.04	5.15	[-0.02, 0.16]	-0.01	0.03	5.46	[-0.09, 0.07]
Matching situation of parents' class support								
Matching vs. Non-matching	-0.23	0.39	7.67	[-1.14, 0.68]	0.57	0.38	8.09	[-0.30, 1.44]
Matching vs. Not Reported	0.06	0.37	6.76	[-0.82, 0.93]	0.92	0.37	7.10	[0.06, 1.79]
Non-matching vs. Not Reported	0.29	0.31	8.00	[-0.43, 1.01]	0.36	0.23	8.09	[-0.16, 0.88]
Matching situation of online centralized guidance support								
Matching vs. Non-matching	-0.19	0.40	8.30	[-1.11, 0.74]	-0.17	0.30	7.73	[-0.86, 0.52]
Matching vs. Not Reported	0.19	0.32	5.22	[-0.64, 1.01]	-0.18	0.24	5.09	[-0.80, 0.43]
Non-matching vs. Not Reported	0.37	0.16	3.59	[-0.10, 0.85]	-0.01	0.13	3.42	[-0.41, 0.38]
Matching situation of individual decentralized guidance								
Matching vs. Non-matching	0.43	0.37	5.63	[-0.48, 1.34]	-0.24	0.25	5.83	[-0.85, 0.38]
Matching vs. Not Reported	0.23	0.29	8.58	[-0.43, 0.90]	0.09	0.27	8.44	[-0.52, 0.71]
Non-matching vs. Not Reported	-0.20	0.30	5.73	[-0.93, 0.54]	0.33	0.23	5.50	[-0.25, 0.90]

The researchers respectively conducted moderating effect analyses on the between-group differences and individual differences in the awareness of anxiety and the awareness of home-school cooperation among parents with educational anxiety of children in the senior class of kindergarten. Moderating factors such as age, parents' classes, online centralized guidance, and individual decentralized guidance were included in the meta-regression model. The results also showed that individual decentralized guidance had a significant moderating effect on the between-group differences in the awareness of anxiety and the awareness of home-school cooperation among parents with educational anxiety of children in the senior class of kindergarten. Compared with parents' classes and online centralized guidance, the between-group differences between the group of parents with educational anxiety of children in the senior class of kindergarten with the awareness of anxiety and the awareness of home-school cooperation and the control group were larger under individual decentralized guidance, which meant that the awareness of

anxiety and the awareness of home-school cooperation among parents with educational anxiety of children in the senior class of kindergarten under individual decentralized guidance were better than those under other supports. In addition, significant differences were found between the subgroups of the moderating variables of home-school cooperation and the non-support group, both in terms of between-group differences and individual differences [13-15].

## 6. Discussion

Interview data supported meta-analysis results, showing that academic ranking significantly influenced anxiety among parents of high-achieving children. Gender differences were observed: fathers prioritized grades, while mothers emphasized comprehensive development. Individual decentralized guidance proved effective due to its personalized approach, enabling tailored intervention plans and fostering parental self-efficacy [14].

## 7. Research Limitations and Prospects

Limitations include lack of gender/age subgroup analysis and limited moderating variables (e.g., individual guidance theories). Future research should explore subtype differences in anxiety and integrate multi-level intervention resources [15].

## 8. Conclusions

Through the meta-analysis method, this study reached the following conclusions:

- (1) Compared with the control group, there are significant differences in the awareness of anxiety, the awareness of seeking help, and the awareness of home-school cooperation among parents with educational anxiety of children in the senior class of kindergarten;
- (2) Parents' classes, online centralized guidance, and individual decentralized guidance have a significant effect on regulating the awareness of anxiety, the awareness of seeking help, and the awareness of home-school cooperation among parents with educational anxiety of children in the senior class of kindergarten;
- (3) Compared with parents' classes and online centralized guidance, individual decentralized guidance, as a moderating factor, has a more significant effect on the awareness of anxiety, the awareness of seeking help, and the awareness of home-school cooperation among parents with educational anxiety of children in the senior class of kindergarten.

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