

"Volume" of Chinese family education: analysis and discussion of formation causes

Can Wang*

School of Preschool Education, Shanghai Normal University, Shanghai, China

**Corresponding author: Can Wang, E-mail: 13764182158@163.com*

Abstract

The "volume" phenomenon of Chinese family education attention continues to rise in recent years, this paper for the Chinese family education "volume" phenomenon, through the relevant literature, different views, combined with social and cultural background and family education practice, to cause Chinese family education "volume" of multiple factors are analyzed. The study found that parents' educational anxiety, the intensification of social competition pressure, different economic advantages and resource access, the unbalanced distribution of educational resources, the bias of educational concepts and systems, and the intensification of psychological pressure are all important factors leading to the "coil" of family education in China. This paper further points out that family education should return to its essence and focus on the all-round development of children, rather than excessive pursuit of academic achievement and graduation rates. Finally, this paper puts forward countermeasures and suggestions to alleviate the trend of "roll" education, in order to promote the formation of healthier and balanced family education model and guide Chinese family education towards a more healthy and rational direction.

Keywords

family education, volume, formation cause, social culture, competitive pressure, economic factors, education system, education concept, psychological pressure

1. Introduction

In today's society, the phenomenon of "volume" of Chinese family education has increasingly attracted people's attention. So-called "volume", the original means paper curl, after extended for network language, means in the fierce competition environment efforts to outstanding, but in the field of family education in China, this phenomenon refers to the family education excessive pursuit of academic performance and graduation rates, cause children bear heavy learning burden and psychological pressure, serious even affect the child's physical and mental health and all-round development. The formation of this phenomenon is not achieved overnight, but the result of a variety of factors, it has profoundly affected China's education system, family life and children's mental health. First of all, this fierce educational competition has intensified the social inequality and deepened the uneven distribution of resources. Secondly, long study and excessive academic stress may lead to mental health problems, such as anxiety and depression. Finally, this type of

education may ignore the overall development of children, including non-academic aspects such as emotional, social, and creativity. What is more, it will cause a vicious circle for the education model and concept of Chinese society as a whole.

This paper will analyze the causes of the formation of the "roll" trend of Chinese family education from many angles, in order to reveal the deep problems behind it, and put forward corresponding effective countermeasures and suggestions. This will not only help to promote educational equity and protect the well-being of children, but will also provide a reference for building a more healthy and comprehensive educational environment.

1.1 Background information

China's education system

The Chinese education system is known for its hierarchy, standardized examinations and highly competitive. The system extends from kindergarten to higher education, and is divided into preparatory education, nine-year compulsory education (including primary and middle schools), and high school and college education. Among them, nine-year compulsory education is regarded as basic education and is necessary for all children. The education content focuses on the cultivation of basic knowledge and skills, including Chinese, mathematics, foreign language (usually English) and other subjects.

In this system, standardized tests play a decisive role, especially in the higher education entrance examination, namely the college entrance examination, which is one of the most important and highly competitive tests in China. Each year, millions of students take the gaokao, and their grades will determine whether and where they can receive higher education. In addition to the college entrance examination, the competition at other key nodes, such as junior high school and junior high school rise, is also fierce, which has a profound impact on the future development of students.

In this context, Chinese families generally have extremely high expectations and emphasis on education. Education is seen as one of the main ways of social mobility, giving children a better future and career prospects. As a result, parents are often willing to invest considerable time, energy and resources to support their children's studies, including but not limited to participating in various cram schools, interest groups and other educational activities. In many families, children's academic performance is regarded as a reflection of family honor, so there are high expectations for their children's academic performance.

This emphasis on education reflects a common desire of Chinese families: to improve their social status and economic status through education. But this has also led to great academic pressure on students and fierce competition between families for educational resources. This educational environment, while promoting academic achievement, has also sparked widespread discussions about student well-being, educational equity, and quality of education.

2. Analysis of the causes of the "volume" phenomenon

2.1 Social-cultural factors

2.1.1. The influence of Confucian culture

Confucian culture, as the core of Chinese traditional culture, has a profound influence on education and learning. Confucianism emphasizes "education", advocates the change of personal destiny and social status

through education, and believes that learning is an important way of personal cultivation and moral growth. In such a cultural background, academic achievement is not only the embodiment of individual intelligence and ability, but also an important symbol of social status and personal value. Therefore, Chinese families generally attach importance to education and regard their children's academic performance as a family honor, and parents are often willing to invest a lot of resources to ensure their children's academic success.

This cultural background encourages parents and students to adopt a more proactive attitude in education and strive to improve their academic performance to gain social recognition and respect. As more and more families join in this competition, the phenomenon of "roll" in the field of education becomes more and more significant, forming a common social phenomenon.

2.1.2. Social competition pressure

The intensification of social competition pressure is also an important factor in the formation of the "roll" trend of family education. With the rapid development of China's economy and the continuous changes of the society, the competition in the job market is becoming increasingly fierce. Higher education is often directly related to better employment opportunities, higher salaries, and better social status, which encourages families to pay more attention to education as an important way to success and a stable life. Parents generally believe that a good educational background is the key to their children's future advantages, so they should take all costs to improve their education level, such as participating in various academic competitions and examinations, in order to obtain better educational resources and opportunities. This excessive pursuit of academic achievement undoubtedly intensifies the "rolling" trend of family education.

In addition, as the social demand for talents keeps changing, the rise of emerging industries and the decline of traditional industries make the career paths more diversified but also more uncertain. This uncertainty increases families' investment in education in the hope of opening as many future paths as possible for children through higher education levels.

Under this strong pressure of social competition, education has become the focus of family investment, and the educational pressure of students increases accordingly. In order to make their children stand out in the fierce competition, parents not only arrange a full study plan, but also actively look for a variety of cram schools and special classes to increase the competitiveness of their children. This excessively competitive education model not only poses a threat to children's physical and mental health, but also leads to the unequal distribution of educational resources and exacerbates the educational injustice in the society.

2.2 Economic factors

2.2.1. Family structure, economic status, and access to educational resources

The change of family structure has also contributed to the "roll" phenomenon. With the development of economy and the urbanization process, more and more families have formed a "small three mouth" structure, and parents' economic and professional pressure increases, which also makes them more dependent on their children's academic performance to realize their expectations and aspirations.

Education is an important channel for the disadvantaged groups to achieve upward mobility, but the scarcity of high-quality educational resources and the unbalanced distribution of social capital lead to the unequal allocation of resources, which further affects the expectation of education and the intergenerational mobility of classes (CAI Qingfeng, Cheng Zhangji, & Chen Wuyuan, 2021). In China, the financial situation of families largely determines how much and how good educational resources they can provide for their

children. The widening of the social income gap may aggravate people's income comparison and status pursuit behavior, and an important means to achieve status seeking is to invest in human capital such as education (Jin, Li,, Wu, 2011). As income inequality increases, the return on education tends to rise, prompting parents to increase their human capital investment in their children (Solon, 2004). The widening of the income gap has significantly increased parents' expectations for their children's education. This positive effect mainly comes from families with relative advantages such as only child, urban household registration, party membership and high income, as well as areas with high educational returns and uneven distribution of educational opportunities (Zhou Guangsu, Xia Yufeng, 2021).

Families with better financial conditions are often willing and able to pay heavily for extracurricular tutoring, interest classes and buy high-quality educational materials for their children. These resources include but are not limited to cram schools taught by famous teachers, high tuition fees in international schools, and opportunities to study abroad. Such investment can not only improve children's academic performance, but also increase their mastery of specific skills or talents, thus gaining an advantage in the fierce competition for education.

Material desire is also a status seeking, proposed by Inglehart (1990) and Michalos (1991), which is mainly influenced by past income or consumption levels and income comparison (Stutzer, 2004). As some families gain more educational resources through economic advantages, other families will do their best to increase their investment in education in order not to let their children lag behind, even if it means being under financial pressure. This competitive mentality has led to a general rise in investment in education, exacerbating the "roll" phenomenon of family education.

2.2.2. the business, industrialization and imbalance of education

With the rapid development of China's economy and the increase of middle-class families, the education market has ushered in an unprecedented wave of commercialization. Cram schools, private teachers, online education platforms have emerged at the historic moment, forming a huge education industry. These institutions often target improving students' test scores, emphasizing that their courses can help students gain an advantage in academic competition. Because the results of education are directly related to their children's future development, many families will choose to invest in these educational services, even if they have a heavy burden.

The commercialization of education not only provides more educational resources and opportunities, but also intensifies the educational competition among families. In order not to let their children lose at the starting line, parents have signed up for a variety of cram schools and special classes, resulting in a great increase in children's extracurricular learning time and the increase of learning pressure. The prosperity of the education market in turn promoted the phenomenon of "roll" of family education, forming a cycle of mutual uplift.

The unbalanced distribution of educational resources is also one of the important reasons for the "roll" of family education. In China, quality education resources are relatively scarce, and parents generally want their children to receive better education. In order to compete for these limited educational resources, parents have to increase their investment in their children's education, including buying houses in the school district and attending various cram schools. This unbalanced allocation of educational resources makes parents more anxious and uneasy, and then promotes the trend of "roll" of family education.

To sum up, economic factors play an important role in the formation of the "roll" phenomenon of family

education in China. On the one hand, the economic situation of the family determines the amount and quality of educational resources they can obtain, leading to the unequal distribution of resources; on the other hand, the commercialization of education market provides more educational services and opportunities for families, but at the same time, it also intensifies educational competition and promotes the phenomenon of "volume". To alleviate this phenomenon, we need the joint efforts and changes of the government and society.

2.3 Education system and concept

2.3.1. Bias of the educational concept

The bias of educational concept is also an important factor leading to the "roll" of family education. Some parents pay too much attention to their children's academic performance, but ignore their children's interests, strengths and personality development. They believe that the only way to succeed is to get high scores and get into elite schools. This single view of success leads them to be too utilitarian and short-sighted when educating their children. At the same time, some parents also lack of scientific education methods, excessive emphasis on children's obedience and obedience, while ignoring the cultivation of children's independent thinking ability and innovative spirit. This biased education concept is not only not conducive to the all-round development of children, but also aggravates the "roll" trend of family education.

2.3.2. Factors of education system

2.3.2.1 College Entrance examination and other important examinations

China's college entrance examination (the national examination for enrollment of universities) is one of the key nodes that determine students' future education and career path. Millions of students take this highly competitive exam every year, hoping to enter the ideal university with excellent grades. Due to the relatively limited resources for high-quality higher education, the main determinant of students' access to these resources. The pressure of "one test for life" makes families and students face huge academic burdens from primary school and even kindergarten.

In addition to the college entrance examination, the exams from primary school to junior middle school and junior middle school are also highly competitive. These exams often determine whether students can enter a better school, thus laying the foundation for the future college entrance examination and university education. In this context, the focus of family education tends to focus on improving children's test scores to ensure that they can stand out from the key exams.

China's current education system has also contributed to the "roll" phenomenon to some extent. Under the guidance of exam-oriented education, schools and teachers often pay more attention to students' examination results, but ignore the cultivation of students' comprehensive quality. Therefore, parents have to invest their children in learning in order to stand out in the competitive educational environment.

2.3.3. Interactions between school education and family education

The quality and content of school education directly affect the way and intensity of family education. In some cases, schooling may fail to meet the needs of all students or provide adequate individualized attention, especially in large-volume classes. To compensate for this deficiency, families often seek additional educational resources such as after-school tutoring and private tutors to improve the child's performance in school subjects.

In addition, the high emphasis on examination results in school education also aggravates the "volume"

phenomenon of family education. In response to school expectations and examination requirements, parents and students have to devote a lot of time and energy to additional learning. This pattern of interaction between school and family has led to children's educational experiences being increasingly dominated by exam-oriented and performance-oriented educational concepts.

To sum up, the educational system factors, especially the pressure of gaokao and other important examinations, as well as the interaction between school education and family education, play a key role in the phenomenon of "roll" in Chinese family education. These factors not only increase the learning burden of students, but also aggravate the educational competition among families, leading to the excessive investment of family education resources and the excessive learning pressure of children. To alleviate this phenomenon, it may be necessary to reform the current education system, to reduce the pressure of the examination, and to advocate a more comprehensive and balanced educational concept.

2.4 Psychological factors

Psychological factors play a vital role in the formation of the phenomenon of "volume" in Chinese family education, especially the psychological expectations of parents and students and social comparative psychology.

2.4.1. The psychological expectations of parents and students

Educational expectations, including parents' educational expectations for their children and their children's own educational expectations, are considered as important indicators to predict educational attainment and academic achievement (Bozick, Alexander, Entwisle, Dauber, Kerr, 2010). In Chinese families, parents tend to have very high expectations for their children, which is partly influenced by Confucian culture, believing that education is a key way to enhance social status and realize personal value. Many parents want their children to do well in school, get to top universities and get better career opportunities. This expectation translated into constant pressure on children, encouraging them to constantly invest more time and energy into learning. When the expectation of contemporary international education is consistent or the expectation of offspring education is higher, teenagers feel that the investment in family education is the same as their vision and will instinctively participate in these educational activities spontaneously. Only at this time can they play the incentive role of family education investment and parents' emotional input, strengthen the internal motivation and promote the development of teenagers. When the parent education expectation is higher, the education investment within the family is no longer the self-choice of the children, but may serve as an external constraint, damaging the children's sense of autonomy and competence, leading to the reduction of the driving force of internal motivation, and affecting the healthy development of teenagers (Yang Xue, Wei Yaxin, 2024).

Parents' educational anxiety is one of the important reasons for the formation of the "roll" trend of family education. In a highly competitive social environment, parents generally worry that their children will not survive in the future, so they often take their academic performance and graduation rate as the main criteria to measure their children's success. This anxiety leads parents to invest too much in their children's education, not only in the economy, but also in too much time and energy. They actively enroll their children in various cram schools and special classes, hoping to enhance their competitiveness through these ways. However, this excessive investment often ignores the children's interest and personality development, but increases the psychological burden of children, leading to the "roll" of family education.

At the same time, the students themselves may also have a strong desire for self-actualization. Growing up, they receive educational and social messages that often emphasize the importance of achievement, thus internalizing such values and striving to meet the expectations of parents and society. The combination of this pursuit of self-realization with the expectations of parents forms the psychological basis of educational "volume".

2.4.2. Social Comparative psychology

With the popularity of social media and the Internet, it is increasingly easier for people to understand the lives and achievements of others, which is no exception in the field of family education. Parents share their children's academic performance, cram schools and awards through various online platforms and social media. This flow of information not only increases transparency, but also intensifies educational comparisons between families.

Social comparison psychology causes parents to feel stressed and anxious when they see the achievements of other children, and worry that their children will fall behind. To avoid this, parents may be more actively seeking various educational resources and opportunities to ensure that their children do not lose at the starting line. This comparative psychology not only increases the educational pressure of families, but also promotes the excessive investment of educational resources, thus aggravating the phenomenon of "roll".

To sum up, psychological factors play a central role in the "roll" phenomenon of family education in China. Parents' high expectations for their children, students' pursuit of self-realization and social comparative psychology together constitute the psychological basis of this phenomenon. In order to relieve this pressure, it may be necessary to adjust educational concepts, reduce unnecessary comparisons, and encourage healthier and more comprehensive educational concepts.

3. Countermeasures and suggestions

In view of the common phenomenon of "volume" in Chinese family education, countermeasures and suggestions can be put forward from the following aspects:

3.1 Reform of the education evaluation system

The current educational evaluation system focuses too much on test scores, leading families and schools to focus on improving student scores. It is suggested to reform this system to reduce the reliance on a single examination result and introduce a multiple evaluation mechanism. This includes the evaluation of student engagement, innovation, teamwork, and social responsibility. In this way, the educational evaluation will be more comprehensive and can promote the all-round development of students.

3.2 Advocate the whole-person education

Whole-person education emphasizes the importance of students' emotional, social and physical development. Schools and families should pay more attention to students' personalized needs, and cultivate students' interests, interpersonal skills and physical health. Provide more sports, art and social practice activities, so that students can learn and grow in a variety of environments, so as to achieve a comprehensive and balanced development.

3.3 Provide more equitable educational resources and opportunities

The government should invest more in education to ensure that every child has access to high-quality educational resources, regardless of their family background. This includes improving educational facilities in rural and remote areas, improving the education level of teachers, and narrowing the educational gap between urban and rural areas through methods such as online education. At the same time, more scholarships and funding programs are provided to support students with insufficient financial conditions to receive better education.

3.4 Change of parents' mentality

Parents are important participants in their children's education, and their attitudes and behaviors have a profound impact on their children. Parents should establish a correct concept of education and understand that the fundamental purpose of education is to promote the all-round development of children, rather than simply pursuing high marks. Parents should encourage their children to explore their personal interests, develop their strengths, and build up their confidence, rather than endlessly increasing their academic burden. Using positive parenting methods, studies show the largest effect size between emotional warmth, understanding and academic performance (Xie Yuntian, Shi Zifu, Yin Lin, Lan Luo, 2022). Warm and understanding from parents is very important for children's growth (Donaldson, Handren, & Crano, 2016). Parents should educate and guide their children in the process of more affirmation and respect. We should learn to accept and understand the children's shortcomings and troubles, so that the children can grow up healthily and happily in the atmosphere of love and a warm emotional environment (Xie Yuntian, Shi Zifu, Yin Lin, Lanluo).

3.5 Establish correct educational concepts

All sectors of society, including the government, schools, the media and the public, should work together to disseminate and establish correct educational concepts. The purpose of emphasizing education is to cultivate students' critical thinking, innovation ability and social responsibility, rather than simply competing for scores. Public media and social media platforms should actively publicize the importance of full-person education and reduce the overization of academic achievement.

Through the implementation of these countermeasures and suggestions, the phenomenon of "roll" in Chinese family education can be gradually alleviated, and the education system can be promoted to a more healthy, fair and comprehensive direction, so as to better meet the personalized needs of students and the diversified development needs of the society.

4. The Conclusion

The phenomenon of "volume" in Chinese family education is mainly caused by social and cultural factors, economic factors, family factors, educational system factors and psychological factors. Specifically, the influence of Confucian culture, the pressure of social competition, the acquisition of family economic situation and educational resources, the unbalanced commercialization and distribution of education, as well as the pressure of parents and students and the psychology of social comparison are the key reasons for this phenomenon. In order to alleviate this phenomenon, we need to start from many aspects, including adjusting parents' educational concepts, optimizing the social competition environment, promoting the balanced distribution of educational resources and strengthening the guidance of social culture. Only by fundamentally

solving these problems can we alleviate the phenomenon of "paper", improve students' mental health and happiness, promote the formation of a healthier and more balanced family education model, and promote the fair distribution of educational resources and the overall progress of society.

Looking into the future, with the deepening of education reform, the renewal of the whole society and the application of science and technology in the field of education, we have reason to be optimistic about Chinese family education. We look forward to an education system that pays more attention to the personalized development and all-round growth of students, which will foster a competitive and happy next generation.

The above is the analysis and discussion of the causes of the "roll" phenomenon of Chinese family education and the corresponding countermeasures and suggestions. It is hoped that this article can arouse more people's attention to and thinking about this issue, and jointly contribute to promoting the healthy development of family education in China.

References

- Bozick, R., Alexander, K., Entwisle, D., Dauber, S., Kerr, K., (2010). "Framing the Future: Revisiting the Place of Educational Expectations in Status Attainment" , *Social Forces*, vol. 88, pp. 2027-2052.
- CAI Qingfeng, Cheng Zhangji, Chen Wuyuan. (2021). Social Capital, Family Education Expectation and Class Flow —— Empirical Research and Thinking based on "Chinese Family Tracking Survey" . *Research on educational development*.41(20). pp. 9-21.
- Donaldson C. D. Handren L. M. & Crano W. D . (2016) . The enduring impact of parents' monitoring , warmth , expectancies , and alcohol use on their children's future binge drinking and arrests: A longitudinal analysis . *Prevention Science*.17(5). pp. 606-614.
- Inglehart, R.(1990). *Culture Shift in Advanced Industrial Society* , Princeton University Press.
- Jin, Y., Li, H., Wu, B., (2011). "Income Inequality, Consumption, and Social-status Seeking" , *Journal of Comparative Economics*, vol.39, pp. 191-204.
- Michalos, A.C., (1991). *Global Report on Student Well-Being*, Volume 1: Life Satisfaction and Happiness , Springer.
- Solon, G., (2004). *A Model of Intergenerational Mobility Variation Over Time and Place* , Cambridge University Press.
- Stutzer, A., (2004). "The Role of Income Aspirations in Individual Happiness" , *Journal of Economic Behavior & Organization*, vol.54, pp. 89-109.
- Xie Yuntian, Shi Zifu, Yin Lin, Lanluo. (2022). Meta-analysis of the relationship between parenting style and children's academic achievement in China . *Psychological Development and Education Psychological Development and Education*. 38 (3). pp. 366-379.
- Yang Xue, Wei Yaxin. (2024). Intergenerational deviation of family education expectations and adolescent development in China. *Journal of Demographic Studies*. 46 (01). pp. 53-66.
- Zhou Guangsu, Xia Yufeng. (2021). The impact of The Impact of Income Inequality on Educational Expectation of China's Households income inequality on family education expectations in China . *Economic Science* ISSN: 1002-5839 (05). pp. 20-33.

Funding

This research received no external funding.

Conflicts of Interest

The authors declare no conflict of interest.

Acknowledgment

Not Applicable.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).