



Analysis of the Reasons for Different Concepts of Family Education on the Formation of the Involution Phenomenon in Chinese Family Education: The Case of the Post-10s and Post-00s

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Abstract. Educational involution is a social issue of great concern that is deeply influenced by the concept of family education. Educational involution, as a social issue of great concern, is deeply influenced by parenting concepts. This study aims to explore the influence of parenting concepts on educational involution, and comparatively analyzes the effects of different parenting concepts and other factors on the phenomenon of educational involution. This paper uses both qualitative and quantitative methods to conduct the study, focusing on parents' high anxiety, high expectations and high investment in their children. Experiment 1 was a quantitative study using a questionnaire that was administered to two generations of parents, Post 00 and Post 10, in order to assess parents' perceptions of educational involution. A total of 119 post-00 parents and 121 post-10 parents jointly participated in this survey. Experiment 2 used qualitative research to analyze the differences in parenting concepts among parents of different generations through personal interviews and in-depth communication with parent representatives of different generations. The study shows that: (1) Compared with parents of the Post-00 generation, parents of the Post-10 generation attach more importance to their children's education, and their high expectations, high investment and high anxiety about their children's education have a certain impact on the deepening of the internalization of education. (2) The majority of both Post-10s and Post-00s parents disapprove of the phenomenon of educational involution, and the phenomenon of involution will gradually tend to become anti-involution in the future. By analyzing how differences in parenting concepts affect the development of educational involution, this study provides useful references for future policy making and educational practice. To reduce the harm caused by irrational competition to families and children, and to promote the healthy development of family education.

Keywords: Educational Involution, Parenting Concepts, High Investment, High Expectations, High Anxiety.

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1 Introduction

Involution, or “Nei Juan” in Chinese, is one of the most discussed terms in 2020 China and is commonly referred to by citizens and the state media^[1] (Teng, 2021), especially involution in education. The phenomenon of educational involution exists not only in China but also in other countries. Educational involution is often reflected in the way parents raise their children^[2] (Tan, 2021). Parents’ excessive anxiety and expectations of their children can all have an impact on “educational involution”. The purpose of this paper is to investigate the influence of different concepts of family education on the phenomenon of “educational involution” in China, taking the example of the post-10s and the post-00s. By comparing the differences between these two generations in terms of educational anxiety, educational investment, and educational expectations and by analyzing the relationship between these differences and educational involution, this thesis aims to gain a deeper understanding of the contribution of different family conceptions of education to the problem of educational involution, as well as to provide suggestions for future policy making.

Over the past 30 years, the phenomenon of “educational involution” has been growing. The reason is that parents of different generations have very different ideas about how to educate their children due to the substantial social and economic changes that have taken place in China. Among them, the post-00s and post-10s are the most deeply affected by involution, and these two generations represent different values, educational expectations, and growing environments. By examining in depth the differences in the scholarly perceptions of these two generations of families, we can better understand how different families influence the phenomenon of educational involution.

This paper will use a combination of literature analysis, questionnaires, and personal interviews to comprehensively explore the impact of different family education concepts on the phenomenon of educational involution from multiple perspectives. It will also analyze the development trend of the phenomenon of “educational involution” in the future. The author hopes that this study can provide new perspectives for deepening the understanding of the problem of educational involution and contribute to educational reform and social development.

2 Literature Review

2.1 The involution of academia

“Neijuan,” in Chinese, is an academic term often used in academic literature as involution. The educational concept of involution has a strong influence. This is because a search on the China Knowledge Network using involution as a subject term can yield nearly 15,000 related documents^[3] (Wang, 2021). Regarding the origins of involutions, economist Wesson argues that the German philosopher Kant first used the concept of “involutions” in his book *The Critique of Judgment*. Involution is an evolutionary pattern of continuous improvement pursued by human society and nature to harmonize with the surrounding environment^[3] (Wang, 2021).

The concept of involution was developed by two anthropologists, Alexander Goldenweiser and Clifford Geertz^[3] (Wang, 2021). Alexander Goldenweiser refers to the phenomenon of a category of cultural patterns that, having reached a specific final form, can neither be stabilized nor transformed into a new state but only continue to become more complex internally as involution^[4] (Li, 2021). This definition was further applied in the work of anthropologist Clifford Geertz. In his investigations in Indonesia, he found that the lack of capital, the limited amount of land, and administrative barriers in Java prevented the expansion of agriculture outward, resulting in increased labor inputs into local agriculture, and the internalization of agriculture became more refined and complex. Geertz summarizes this process as “agricultural involution”^[3] (Wang, 2021).

Huang Zongzhi was one of the first scholars to introduce the concept of “internalization” into sociological research in China^[5] (Liu & Qiu, 2004). In his study of the smallholder economy in North China, Huang used the term involution to describe the smallholder economy in ancient China. In ancient China, with a large population and a lack of resources, people continued to devote intense labor to agricultural products with relatively low marginal profits to make a living^[4] (Li, 2021). Therefore, the overall agricultural production did not rise to a higher level. That is, it did not create new technologies or production methods but fell into a dilemma: people invested increasingly more power, but the yield was still poor, and the benefits were increasingly lower.

Based on the above literature, it is clear that the academic discussion of the term involution is based on ideological, institutional, and cultural aspects. The term involution is used when a culture or system reaches its peak and cannot be stabilized or broken through into a completely new paradigm but can only be continued more complexly, thus making it even more internally complex. From an economic point of view, involution refers to the continual investment of excessive labor in the same industry, which does not yield the same output but only a lower marginal benefit.

2.2 “Educational Involution” in Daily Discussions

The term involution has been used over time to describe society’s phenomena and was eventually applied to China in the 21st century^[6] (Teng, 2021). The term involution began to become a buzzword on Chinese social media platforms in 2020 because it aptly describes many situations in work and learning where people are doing much extra work, but this additional workload does not produce practical outputs. Unlike the involution discussed in academia, the involution discussed in people’s daily lives is mainly about the behavior or situation of individuals or groups^[3] (Wang, 2021). In modern society, involution is usually defined as the competition for limited resources by putting the excess population into the contest. In contemporary China, the most widely discussed topic of involution is competition in education. For example, the number of enrollment quotas is certain, and the number of applicants is also certain, but some schools start to take remedial classes. The rest of the schools worry about lagging behind in the examination scores and then taking remedial courses. As a result, all examination scores of everyone increase, but the admission score line increases as well^[3] (Wang, 2021).

Many scholars have investigated and studied the definition of “educational involution”. Ni Minjing points out that educational involution refers to the ever-increasing competition for higher education and students’ learning pressure within the education system^[7](Ni, 2021). Li Zhimin argues that educational involution refers to the phenomenon that at a particular stage of development, when test scores become the only consideration for advancement, the quality of the system stagnates or fails to be transformed into another high-level mode, or even systemic degradation occurs^[8](Li, 2021). Yang Xiong suggests that the “involution of education” means that education in China is similar to overworked land in an overpopulated country, requiring an ever-increasing amount of “labor” with diminishing “return on investment” and diminishing returns on investment^[9](Ge& Ownby, 2021).

2.3 The Causes of “Educational Involution” in Modern Chinese Society

Yang Dongping points out that there are currently two characteristics of the involution of the Chinese education system. First, it is holistic and universal, and all classes are concerned. The second is that the internalization starts from the early age of children, from elementary school to kindergarten, which actually corresponds to the school choice competition for “kindergarten to elementary school” and “elementary to junior high school”. This kind of school choice competition has a long history and is becoming more common and competitive^[10](Yang, 2023). Why is the internalization of China’s education system so profound? Different scholars have different views on the causes of educational involution.

Some scholars believe this is mainly due to the shortage of quality educational resources, which is now often referred to as the “shortage of quality educational resources theory”^[11]. In some counties and cities, there is a relative shortage of educational resources, and the distribution of educational resources is not fair enough. As a result, some students are unable to receive a good education. He also believes that the college entrance examination system is one of the main reasons for the seriousness of educational involution. The college entrance examination system emphasizes memorization and downplays the development of thinking and ability. The evaluation system of colleges and universities still focuses on grades and rankings, which also causes students to spend too much time and energy obtaining good grades. However, Yang rejects both views.

Regarding the theory of scarcity of quality education resources, he argues that in the past decade, with the popularization and development of compulsory education and the development of higher education, the quality of education resources has increased, and the number of students has decreased, but the competition for enrollment has become more intense^[10](Yang, 2023). For the college entrance examination system, the admission rate of the college entrance examination in many provinces in modern society has exceeded 90%. With such a high admission rate, why is the competition becoming increasingly intense^[10] (Yang,2023)? This suggests that none of the above reasons is the root cause of educational involution.

However, Song suggests a new cause of involution: the increase in the number of only children^[12](Song, 2021). Due to the implementation of the one-child policy, many

families have only one child, which indirectly causes many parents to invest much time and energy in their children's education. Parents in one-child families tend to invest more money or even become full-time parents compared to multichild families, leading to student competition.

2.4 Influence of Family Concepts of Education on Educational Involution

Yang believes that the intrinsic reason for the formation of educational involution is parental values and decisions^[13](Yang, 2021). Family is the child's first school, and parents are the child's first teachers. From the child's birth to elementary school, middle school, and then high school, they live in the cradle of the family and receive education and influence from the family all the time, and this influence can be said to be lifelong. The family's concept of education and the family environment will subtly influence the child^[14](He,2023). How does the family's concept of education affect educational involution? According to An, involution involves desires and expectations; the more parents expect of their children, the more involution will occur^[15](Wang&Wang, 2020).

Moreover, a short-term and highly utilitarian notion of quick success permeates modern Chinese society^[13](Yang, 2021). Parents generally believe that "school attendance is only for admission to a good university." Parents see education as a brick, a utilitarian, and primarily a short-term utilitarian tool^[13](Yang, 2021). The recent issue of the 5:5 enrollment ratio in general high schools and secondary schools has created a new round of anxiety. Parents are worried that their children will not be able to get into a good university, and they believe that not having a good university means not being able to find a good job and not being able to secure a future life. As a result, parents will let their children go through educational involution because of their own anxiety. The first "Chinese Mothers' Anxiety Index" report, released by UC Big Data in 2017, lists the anxiety psychology of mothers in various cities in China. The results show that the top ten cities with the highest "anxiety index" are all first- and second-tier cities, reflecting the intensification of parental anxiety caused by the current intense educational "scrolling"^[16](Yang, 2023). The increased parental pressure has also led to the intensification of educational involution.

3 Methodology

3.1 Questionnaire

Two questionnaires were created and distributed to 119 and 121 parents of the Post-00s and Post-10s respectively during the summer holidays in early August, and the number of valid responses reached 119 and 121 respectively. The questionnaires were created, distributed and filled out using the Internet. Post-10 parents and Post-00 parents were chosen for the survey population because children of these two generations of families are in a critical period of further education examinations and personal development, and family education is crucial for Post-10 and Post-00 children. In addition, as "involution" is an increasingly popular topic in the new era, Post-10 and Post-00 parents

have a more comprehensive understanding of this phenomenon and may have different views. The question sets of both questionnaires were basically the same, with 15 questions in each questionnaire and a number of open-ended questions in addition to multiple-choice questions. The results of the questionnaires were analysed mainly using the comparative method. Through comparative analysis, an attempt was made to determine whether there are differences and commonalities in the concepts of family education between the two different generations of parents on the issue of their children's further education, as well as the views of the two generations of parents on the causes of the phenomenon of the involution of family education.

3.2 Interview

3.2.1 Interviews with parents.

Interviews with two representative parents who, as mothers of their children and the main persons in charge of their children's home education, have adopted opposite approaches to home education and their concepts of education. The questions in both interviews were essentially the same, approximately 10 in total, with some minor adjustments made during the course of the discussions based on the different responses of the two parents. These two parents are a post-00 parent from Jiangsu Province and a post-10 parent from Shandong Province. The reason for choosing to interview parents from these two provinces is that Jiangsu and Shandong provinces, as two of China's most educated areas since ancient times, have produced many outstanding talents, and the phenomenon of involution in education has always been severe. Therefore, the author attempted to understand the educational concepts of the two parents, as well as the ideas and degree of involution of the parents around them, and then compared and analyzed the different educational concepts of the two parents to determine the connection between the differences in the images of family education and the phenomenon of involution in family education. Then, the author compares the two parents' different educational concepts to find the connection between the differences in family education concepts and the phenomenon of involution in family education.

3.2.2 Interviews with Kids.

Interviews were conducted with two children of different ages who were also receiving diametrically opposed family education, one of them a post-10 child currently in primary school in Jiangsu Province, and the other a post-00 child in Shandong Province who has now graduated from undergraduate school and is well on his way to joining the workforce. The reasons for choosing these two provinces were the same as in the interviews with the parents. Because this post-00s child who participated in the interview was already in the workforce, the question set was different for the two interviews, with a total of approximately 9 to 10 questions for both interviews. Through the content of the interviews, the author tried to compare and analyze them to obtain a side-by-side understanding of their family education patterns and those of their peers around them. Through the interviews, the author found that the parents of the Post-00 child in Shandong Province adopted a rational, tolerant and noncompulsory mode of

education, which brought him many positive influences to a large extent. On the other hand, the parents of the Post-10s child showed some irrationality and coercion in certain educational behaviors, reflecting that the parents' irrational family education involvement for various reasons has, to a certain extent, produced many negative impacts on the child's growth process.

4 Data Analysis and Discussion

4.1 The Impact of Parents' Excessive Expectations of Their Children in Terms of Further Education on the Formation of Involution in Family Education

In contemporary society, since Chinese parents attach great importance to their children's further education and examinations, coupled with the fierce academic competition in the Chinese educational environment, no parent wants their child to be eliminated from examination-based education and loses the opportunity to pursue further studies. On this basis, parents' involvement of education to enable their children to achieve the goal of different studies is very serious.

It is undeniable that regardless of era, each family adopts a very different approach to family education. Even in today's society, where competition in education is so fierce, some parents will abandon the external environment's influence and adopt a rational and relaxed approach to family education so that they will not be caught up in the involution of education. On the other hand, some parents are consciously or unconsciously trapped in the involution of education, which has negatively impacted both the family and the children. In the interviews with the parents of the Post-10s and the Post-00s, it can be found that in the face of the same problem, the two parents adopt two very different concepts of family education regarding their children's further education. In answer to the question of "in the process of the child's further education, the child's family education has done what attempts to help, intervene in the child's academic progress", it can be seen that Ms. Gu, a post-00 parent in Jiangsu, seldom puts much effort into her child's studies but instead takes her child on summer and winter vacations to attend summer camps and see the world outside of books. She hardly participates in any competitions on home education but adopts a calm and rational educational philosophy, not putting too much pressure on her child's academics but guiding her child to see more of the real world outside of the books, as Ms. Gu says: "Going to see more of the outside world will help my daughter to explore more possibilities, and there are many other paths in life besides one of the college entrance exams" (Gu's personal interview, 2023). According to her, on the contrary, the parents around her will basically enroll their children in many cramming classes, or tutors, in the children's further education in education competition is very fierce. For example, Ms. Zhang, a post-10 parent from Shandong who participated in the interview, took various measures to supervise her child because she was worried that her child would not be able to enter senior high school successfully and would be eliminated under the flood of exam-oriented education due to the declining acceptance rate of the Chinese Middle School Certificate of Education Examination (CMEE). Specifically, Ms. Zhang has enrolled her children in many extracurricular tutorial classes, such as English and math

subject tutorial classes and language and composition classes. She also checks her children's homework daily, assigns extracurricular papers, and urges her children to complete all learning tasks.

It is worth mentioning that extracurricular cramming classes are becoming increasingly popular in today's society as a form of study assistance. According to research, extracurricular cram schools significantly help improve children's academic performance in subjects, and the academic performance of students who participate in cram schools is considerably higher than that of students who do not participate in these extracurricular cram schools^[17] (Xue & Song, 2018). Therefore, many parents will enroll their children in a large number of cram schools in order not to let their children lose at the starting line, and a large part of them will even force their children to participate against their will. According to the results of the questionnaire survey in figure 1, among the 121 parents of the Post-10s and 119 parents of the Post-00s, 61.34 per cent of the Post-00s and 53.72 per cent of the Post-10s have forced their children to participate in training courses and interest classes they do not want to take, with the proportion exceeding 50 per cent in both cases.

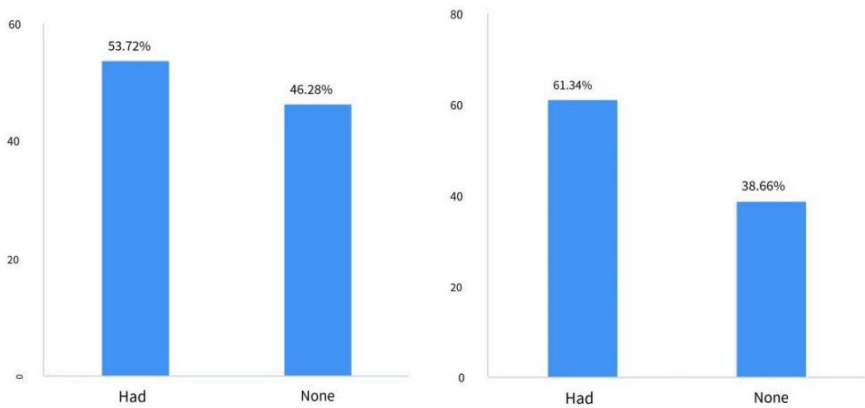


Fig. 1. Statistics on the responses of post-10 and post-00 parents to the question, “Have you ever forced your child to attend a training class or an interesting class that they did not want to attend?”

In addition to the questionnaire, in an interview with this fifth-grade child in Jiangsu Province after the 10th grade, the question was “In your academic career, have your parents ever forced you to participate in education other than school education because they were worried about your academic performance”. He replied that “during the summer vacation this year, his parents forced him to attend an English tuition class for AI and a language tuition class, which were extracurricular classes that he was forced to attend by his parents against his will” (Personal interview, 2023). He says his peers around him attend even more tutorial classes and study arrangements during holidays than he does. There are many other irrational and unreasonable education methods adopted by parents who enroll their children in extracurricular tutorial classes.

In addition to enrolling their children in various tutorial classes, parents also assign a large number of extracurricular exercises to their children, supervise their children's study every day, and even resort to scolding, which excessively occupies their children's rest time and seriously interferes with their children's freedom. The final analysis closely relates to parents' high expectations of their children's academic achievements and success. According to Professor Feng Xiaotian, parents in Chinese families, especially one-child families, generally have high expectations for their children^[18](Wu et al., 2023). Parents' high expectations of their children are projected into the process of family education, which generates a certain degree of comparison psychology and the phenomenon of mindlessly following the crowd, which is reflected in educational behaviors, resulting in these irrational academic competitions. In the multiple-choice questionnaire on the views of parents of the Post-10s and the Post-00s on the reasons for the involution of home education, the options with the highest percentage of responses were "Comparison psychology among parents" and "Parents' behavior". "and "Parents' expectations for their children are too high." According to figure 2 below, among the 121 post-10 parents who participated in the questionnaire, 83 of them, or 68.6%, thought that comparison psychology among parents was one of the main reasons leading to the involution of home education. Meanwhile, among the 119 parents of the Post-00s, "Parents' expectations for their children are too high" and "Comparison psychology among parents" were identified as the main reasons for this phenomenon, accounting for 68.6%. Comparison psychology among parents", both accounting for 65.55 percent.

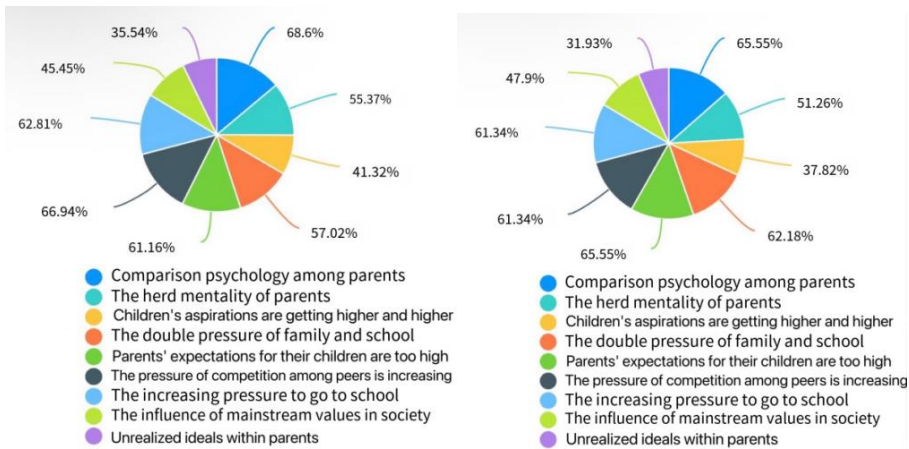


Fig. 2. Statistics on the responses of post-10s and post-00s parents to the multiple-choice question "What do you think are the reasons for the phenomenon of 'involution' of family education in China."

Undeniably, parents' high expectations of their children and the resulting mentality of comparison is an essential cause of the involution of family education that cannot be ignored. It is the wish of every parent to see their children become successful. When

almost every parent in society gives their children high expectations in terms of success, they will use the limited educational resources in the community to compete fiercely and neglect the spiritual growth and inner feelings of their children, who are undoubtedly treated as a kind of tool to satisfy their own desires to a certain extent by their parents, rather than as a person with an independent mind and consciousness. To some extent, the child is undoubtedly treated as a tool for parents to satisfy their own selfish desires rather than a person with independent thoughts and consciousness. Many parents have had such experiences in the process of educating their children. When parents begin to let their children study and try a particular field and achieve specific results, they will become envious, jealous, and compare themselves, believing that their children can have better abilities after training to fulfill the high expectations attached to their children. Do parents under the influence of high expectations for their children to set goals and requirements that are too high truly help children's progress?

The famous psychologist Lev Vygotsky once proposed the "Zone of Proximal Development", which refers to the area between a child's current level of development and the potential level of action, and the formulation of this theory has had a far-reaching impact on later generations of pedagogy and other fields. The "Zone of Proximal Development" inspires parents and teachers to develop learning methods based on the child's actual situation. In-home education, parents should position the goals planned for their children within the zone of proximal development, that is, within the zone that the child can reach and not exceed their own situation excessively. Otherwise, the goal will lose its motivational effect^[19](Chen,2015).

When analyzing the content of the interview of this post-00 child from Shandong who has graduated and successfully participated in the workforce, it can be found that his parents have a very enlightened concept of education and have never restrained him or demanded too much from him in terms of learning. Because of this, he said, "Family education has more or less forged my character that is not harmed by setbacks and is brave, so that I am accustomed to thinking from multiple perspectives and do not stick to the rules, and my parents do not force me and scold me in terms of academics, but encourage me, which brings me a great deal of confidence" (Personal interview. 2023). Not all parents are involved in home education involution, but it can be said that one of the causes of the phenomenon of involution in home education, which cannot be ignored, is the excessive expectations of parents for their children, as well as the mentality of comparison and so on, which arises from high expectations.

4.2 Influence of Parental Investment in Children's Education on Involution Formation

After the reform and opening up, China's economy developed rapidly. An increasing number of families have become financially well-off and are increasingly willing to invest in their children's education. Ninety-two percent of parents enrolled their children in after-school classes, and half of the families spent more than 10,000 yuan (US\$1,500) per year on such programs, according to a recent survey of 4,000 parents by the official China Education News^[20](Ding & Huang, 2021). Is the high level of

parental investment in their children's education another critical factor contributing to the implosion of education?

In the questionnaire, the author designed questions about parents' investment in their children's education to specifically examine the impact of parents' investment in their children's teaching on the formation of involution. In the question "What is the approximate amount your family spends on your child's education in a given year?", the difference between the two generations of parents regarding their children's educational investment is not very large, but there is a difference nonetheless.

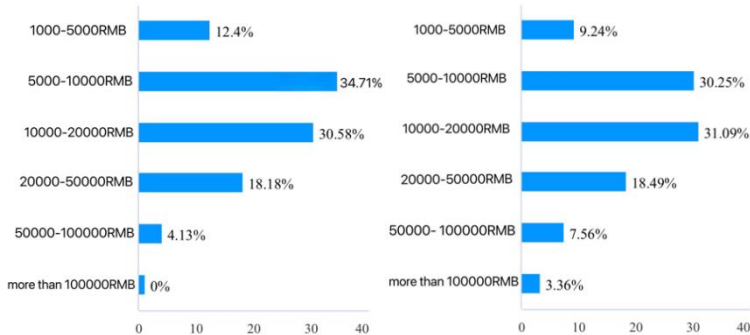


Fig. 3. Statistics on the responses of post-10 and post-00 parents to the question, "What is the approximate amount your family spends on your child's education in a given year?"

According to Figure 3, 12.4% of post-10 parents invest 1,000 to 5,000 RMB per year in their children's education, while 9.24% of post-00 parents spend 1,000 to 5,000 RMB on their children's education. In the range of 5,000 to 10,000 RMB, there is not much difference between post-10 and post-00 parents, which are 34.71% and 30.25%, respectively. Similarly, 30.58% of Post-10 parents and 31.09% of Post-00 parents said they invest 10,000 to 20,000 RMB annually in their children's education. A total of 22.31% of post-10 parents said they invested more than 20,000 RMB but not more than 100,000 RMB in their children's education yearly. A total of 26.05% of post-00 parents said that they support more than 20,000 RMB but not more than 100,000 RMB in their children's education yearly. Among the respondents, 22.31% of post-10 parents said they invested more than 20,000 RMB but not more than 100,000 RMB in their children's education every year, while 26.05% of post-00 parents said they supported more than 20,000 RMB but not more than 100,000 RMB in their children's education every year.

The questionnaire shows that compared with post-00 parents, post-10 parents show an increasing trend in their investment in their children's education. Regarding high investment in education (over 20,000 RMB), the number of post-00 parents is higher than that of post-10 parents. In addition, in the personal interview, Ms. Gu, a representative of post-00s, mentioned, "I rarely invest in my children's education, but spend it on other things, such as school trips and seeing the world, and I spend very little on education" (Gu's Personal Interview, 2023).

This study shows that Post-00 parents attach great importance to their children's education, and most are willing to invest more money in their children's education. The majority of parents in the post-10 generation spend between RMB 5,000 and RMB 20,000 on their children's education. Overall, post-10 parents still invest more in their children's education, and this high investment is one of the main reasons for involution.

4.3 The Impact of Severe Parental Anxiety on Forming the Involution of Family Education

Since ancient times, China has prioritized education for national development. The social trend of “the theory that academic qualifications are the only thing that matters” is becoming increasingly serious in modern society^[21] (Zheng,2023). For their children to obtain high academic qualifications and achieve a certain status in society, parents pay increasing attention to their children's education. However, in this process, if parents worry too much about their children's studies and examinations, they will develop increasingly serious psychological problems in the course of their children's education, especially severe anxiety, which may even lead to a series of personal conflicts affecting family harmony. Parents will then develop even more serious anxiety, thus forming a negative cycle. In this process, once the parents have anxiety, the focus of life on the children's academic control may lead to a series of irrational educational behaviors toward children, such as constant scrambling for high-quality learning resources. When the phenomenon of such competition between the family is increasing, the more serious the educational "involution". When this kind of competition between families becomes increasingly frequent, a more serious involution of education will arise.

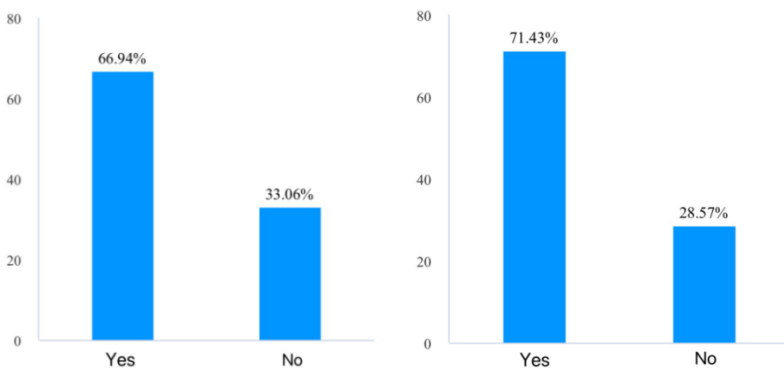


Fig. 4. Statistics on the responses of post-10s and post-00s parents to the question "Have you ever had negative emotions such as anxiety because of worrying about your child's schooling and future? ".

To address this phenomenon, relevant targeted questions were set in the survey. In the interview with Ms Zhang, a post-10 parent in Shandong Province, when asked if she

was too worried and anxious about her child's schooling, she replied, "I am often worried and anxious because my child is too playful and has no initiative in learning, and the elimination rate of the secondary school exam is too high, so I am truly worried that my child will not be able to get into senior high school (Zhang's personal interview, 2023)". In addition, it can be seen in figure 4, in the questionnaire of the Post-10 parents and Post-00 parents, 81 out of 121 Post-10 parents, or 66.94% of the total, had anxiety about their children's studies and future, while 85 out of 119 Post-00 parents had anxiety about their children's studies and future. Eighty-five out of 119 post-00 parents, or 71.43 percent of the total, also experienced anxiety.

At the same time, a multiple choice question was used to further investigate the reasons behind the anxiety of 81 parents of Post-10s and 85 parents of Post-00s in an attempt to understand the reasons behind their anxiety. According to figure 5, the most frequently selected item for anxiety generation among post-10 parents was "poor initiative in children's learning", which accounted for 65.43% of all results, and the most frequently selected item among post-00 parents was also "poor initiative in children's learning", accounting for 61.18% of all results. Statistics show that apart from this reason, the anxiety and worry of these parents who participated in the questionnaire due to the fear that their children will not get into college and children of the same age do better than their children also accounted for a large proportion. a large proportion of these parents.

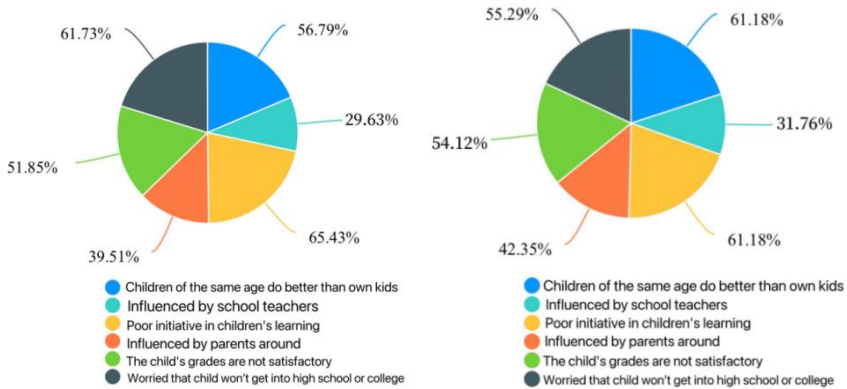


Fig. 5. Statistics on the responses of post-10s and post-00s parents to the multiple-choice question "For what reasons have you been anxious about your child's schooling and future? ".

A survey conducted by the Publicity Department of the Central Committee of the Communist Youth League and the Social Survey Centre of the China Youth Daily on the attitudes of parents of compulsory education students toward the 'double-decrease' policy showed that 73.2% of parents said that their anxiety stemmed from their inability to tutor their children well^[22](Yang, 2022). The reasons for parents' educational anxiety are diverse. The influence of pressure from all sectors of society and the immaturity and passivity of children's minds at the developmental stage undoubtedly push parents to the top of their worries. In modern society with highly developed self-media, the

Internet is expanding this anxiety phenomenon, constantly spreading anxiety about parenting and entrance exams. When anxiety takes over the brain, parents will be guided by pressure to make some educational initiatives that are contrary to the rationality of the child's situation, thus contributing to the formation of the involution of family education.

4.4 Future Trends in Educational Involution

The trend of "educational involution" is also one of the main questions in this survey.

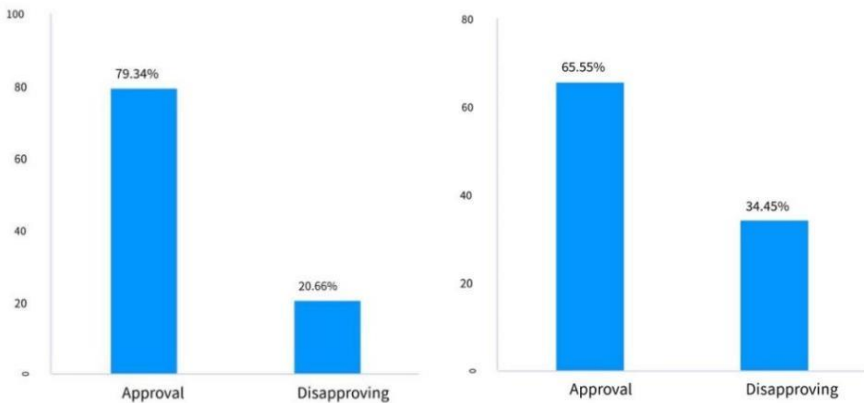


Fig. 6. Statistics on the responses of post-10s and post-00s parents to the question "Do you agree with the following view: 'Home education is becoming more and more involved with the development of the times.'"

According to Figure 6, 65.55% of the parents agree with the view that "Home education is becoming increasingly involved with the development of the times." A total of 34.45% of the parents were against the idea. For the post-10 parents, 79.34% agreed with the view, and 20.66% disagreed.

It can be concluded that both post-00 and post-10 parents generally believe that educational involution is becoming increasingly severe in modern Chinese society.

What are the parents' views on the increasingly severe phenomenon of involution?

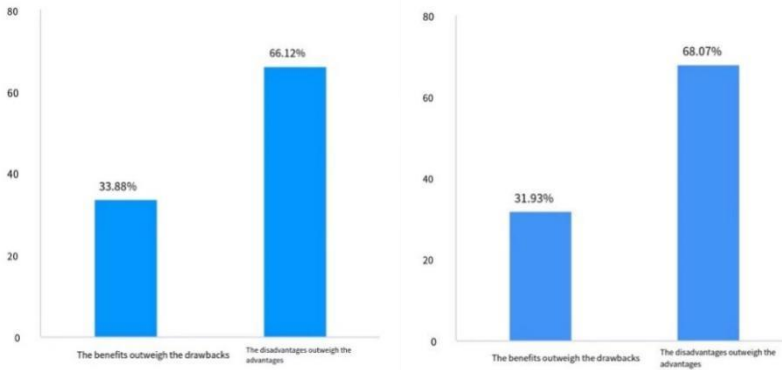


Fig. 7. Statistics on the responses of post-10s and post-00s parents to the question “Do you think the current situation of involution in China's family education is more good than bad or more bad than good?”

According to Figure 7, 68.07% of parents in their 00s think that serious involution is more harmful than beneficial, and 66.12% of parents in their 10s hold the same view.

In summary, the author believes that most modern parents resist increasing educational involution. They likewise wrote in the questionnaire that they should focus on the overall development of their children rather than focusing only on grades. Diverse values should be promoted, innovation encouraged, and failure tolerated. Therefore, the future involution trend will move in the opposite direction, anti-involution.

5 Conclusion

The main findings of this study indicate that parenting concepts of different generations have had an impact on the increasing involution of education. The results of the personal interviews indicate that there are some differences between Post-00 and Post-10 parents' approaches to their children's family education. Post-00 parents prefer to invest money in their children's extracurricular activities, such as school trips and travels, rather than enrolling in various tutorial classes. Post-00 parents do not have very high expectations for their children's education. On the contrary, parents of the Post-10s have high expectations for their children's education and will invest a lot of money to enroll their children in many counseling classes or special training courses. This also proves that with the change of society, parents' parenting concepts have also changed. Contemporary parents pay more and more attention to their children's education, and therefore, invest an increasing amount of money in their children's educational expectations, which also leads to the intensification of the phenomenon of educational involution.

Not only that, the study also emphasized the correlation between parents' educational anxiety and educational involution. The study found that educational anxiety is a long-standing social problem that is prevalent among both post-00 parents and post-10

parents. Such anxiety leads parents to demand more from their children consciously or subconsciously, and the competition in education will tend to be increasingly irrationalized. The problem of parents' educational anxiety is an issue that we need to pay attention. Because anxiety spreads through communication, social media, social climate, etc. can lead to the spread of educational anxiety. In the author's opinion, alleviating educational anxiety can alleviate the internalization of education to a certain extent.

In addition to this, the present study has an interesting finding. The current findings indicate that the majority of modern parents are resistant to the increasing internalization of education today, and that parents want to stop internalizing education and focus on the holistic development of their children. This is in contrast to the phenomenon of increasingly involuntional education. This shows that, at the level of parenting, the phenomenon of educational involution will move in the opposite direction, i.e., anti-involution, in the future.

5.1 Future Policy Recommendations

From the government's point of view, the author believes that the government should promote diversity in family education and recognize the parenting styles and values of different families. Parents should be encouraged to formulate education plans according to their children's characteristics and interests and avoid high anxiety, investment, and expectations.

From the point of view of the news media, the media should publicize the scientific concept of family education and convey the correct idea of education. They should advocate the slogan of "scientific education and harmonious growth" to reduce parents' anxiety about education and guide them to pay attention to the all-around quality development of their children.

From the school's point of view, primary and secondary schools should implement the "double reduction" policy issued by the Ministry of Education.

This study still has some shortcomings. The factors that shape educational involution are diverse, and the influence of parenting concepts on the phenomenon of educational involution is a single item, which is a weak measure. In addition, this study relied heavily on questionnaires and interviews, methods that are subject to respondent subjectivity and recall bias. Some parents may be reluctant to disclose their true parenting concepts, thus, the accuracy of the data may be challenged. Not only that, due to the limited survey sample and the inherent diversity of parenting concepts, this study may not be able to cover all possible concepts. There may also be differences in educational perceptions within different families, and there are some limitations to the findings of this study. Despite the limitations of this study, the study confirms that parenting concepts have a significant impact on the formation of educational involution.

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