The relationship between parents' education level and children's anxiety

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Abstract: Parents play a key role in the growth and development of children and adolescents, and are closely related to the physical and mental development of children. The study adopts pianta (1992) parent-child relationship scale (CPRs) translated and adapted by Zhang Xiao et al. (2008), and the father and mother evaluate their relationship with their children respectively. The questionnaire method was used to investigate the relationship between the expectation of caregivers and the anxiety of children and adolescents.

1. Introduction

Anxiety is one of the common psychological disorders in children and adolescents. The main experience is excessive anxiety, fear, and worry. In the past, little attention was paid to the anxiety of children and adolescents. This situation may be due to insufficient attention from adults. The anxiety of children and adolescents is relatively short-lived and not common. However, recent social reports have found that the anxiety of Chinese children and adolescents is not optimistic. The anxiety of children and adolescents not only has a persistent trend, but also has a tendency to worsen due to various external factors, and even some cases have caused serious problems. The consequences of this, such as giving up their studies, abusing money, or even ending their lives, and the risk of other psychological disorders in this category of children and adolescents is greatly increased. Therefore, the anxiety and mental health of children and adolescents must arouse public attention.

The family is an important place for children and adolescents to live. The main caregiver in the family has a great impact on children. Generally, it is the parents and relatives of children. In the past, the saying of "expect that there children will become competent and competitive some day "has been circulating in Chinese society. This phenomenon shows every parent's good expectations for their children, At the same time, the "China family tracking survey" (CFPS) in 2016 also conducted a systematic and

comprehensive investigation and Research on the impact of parents' expectations on children's development. Parental expectation is a manifestation of expectation effect. "Is the higher parental expectation, the healthier the child's psychological development?" This problem deserves social consideration. Some people believe that the higher the expectation of the caregiver, the more it can stimulate the child's potential and achieve better development; Some people believe that the higher the expectation of the caregiver, it will lead to children's psychological anxiety, which is not conducive to their physical and mental health development.

By investigating the education level and rearing style of children's and adolescents' parents, this study can analyze the relationship between parents' education level and children's and adolescents' anxiety. At the same time, it is "whether the higher the parents' education level, the healthier the children's psychological development?" This provides evidence for the answer to the problem of children's psychological development. The analysis of the relationship between the two is theoretically helpful to further understand the causes of anxiety problems of children and adolescents, so as to further promote the healthy development of children and adolescents.

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2. Method

2.1. Study subjects

In this study, 400 children in different grades of primary and secondary schools were randomly selected in a medium-sized city. According to the region of children, there were 356 urban children and 36 rural children; According to the school segment, there are 328 children in the primary school segment and 68 children in the middle school segment.

2.2. Measurements

2.2.1. Measurement of parent-child relationship variables

In this study, 400 children in different grades of primary and secondary schools were randomly selected in a medium-sized city. According to the region of children, there were 356 urban children and 36 rural children; According to the school segment, there are 328 children in the primary school segment and 68 children in the middle school segment. The parent-child relationship scale (CPRs) of pianta (1992) translated and adapted by Zhang Xiao et al. (2008) was used to evaluate the relationship between themselves and their children. The original scale contains three dimensions: intimacy, conflict and dependence of parent-child relationship. Because the reliability of dependency dimension is low, only intimacy and conflict dimensions are adopted (Zhang Xiao et al., 2008), in which intimacy includes 9 items and conflict includes 13 items. It shows that the data of this study fit the measurement model of parent-child relationship well. Intimacy of parent-child relationship refers to the kind and friendly interaction between parents and children. For example: "when I praise a child, he or she will smile proudly"; Parent child conflict refers to the negative, confrontational and conflicting relationship with children felt by parents. For example: "when I stay with other children, my children will show sadness or jealousy". The scale adopts Likert's five point scoring method (from 1 - "completely inconsistent" to 5 - "completely consistent"). The higher the score, the stronger the intimacy or conflict of parent-child relationship.

2.2.2. Measurement of family background variables

Education level of parents: the mother reports the education level of her father and mother. The original topics are "junior middle school and below", "senior high school / vocational high school", "junior college", "undergraduate", "master and above".

Family income: the actual amount after tax of the family's annual income (including wages, bonuses, subsidies, etc.) reported by the mother; It also includes the harvest of valuable objects, such as grain, which is converted into RMB) as an indicator of family income. It is divided into five levels: 1 = 100000 yuan and below, 2 = 100001-200000 yuan, 3 = 200001-300000 yuan, 4 = 300001-1000000 yuan, and 5 = 1000000 yuan or above.

2.3. Data analysis

Use SPSS23 for statistical analysis, mainly analyze the classification and overall level of the sample, mainly from the following perspectives, use one-way analysis of variance to investigate the difference in anxiety scores of children in different grades; use independent sample t-test to investigate children's anxiety in different subgroups Differences in scores; Pearson's correlation is used to investigate the correlation between family environment and children and adolescents' anxiety

3. Research results

3.1. Anxiety status in children and adolescents

3.1.1. The development of anxiety in children and adolescents

One way ANOVA was used to investigate the differences of anxiety scores of children in different grades. The anxiety scores of children in different grades are shown in Table 1. One way ANOVA showed that there were significant differences in the anxiety scores of children in different

grades (F = 7.44, P < 0.001). Further analysis of the anxiety scores of each grade found that the overall anxiety scores of children tended to be higher with the increase of grade.

Table.1. Anxiety scores for children in different grades

	number of people(N)	average(M)	standard deviation (SD)	F	p
Grade3	115	15.17	4.40	7.44	0.000
Grade4	112	16.21	4.86		
Grade 5	101	15.62	4.10		
Grade7	43	17.42	4.71		
Grade8	25	20.16	4.79		

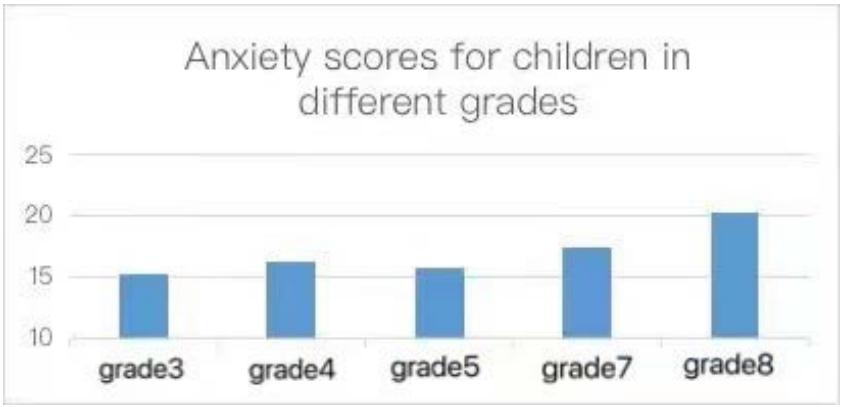

Figure 1. Anxiety scores for children in different grades

3.1.2. Differences in childhood and adolescent anxiety scores across subgroups

Independent sample t-test was used to investigate the differences of anxiety scores of children in different subgroups. The anxiety scores of male and female students, urban and rural children and only child and non only child are shown in Table 2. The results of independent sample t-test showed that there was no significant difference between sexes (t = -1.28, P > 0.05), indicating that there was no significant difference in anxiety scores between boys and girls; The difference between urban and rural areas was significant (t = -2.55, P < 0.05), indicating that the anxiety score of rural children was higher than that of urban children; There was no significant difference between only child and non only child (t = 1.09, P > 0.05), indicating that there was no significant difference in anxiety scores between only child and non only child.

Table.2. Anxiety scores for male and female, urban and rural and only non-only children

		number of people(N)	average(M)	standard deviation (SD)	t	p
sex	boy	198	15.87	4.48	-1.28	0.20
	girl	195	16.48	4.84		
region	city	356	15.93	4.59	-2.55	0.015
	country	36	18.19	5.13		
Only child and non only child	Only child	273	16.31	4.69	1.09	0.279
	non only child	123	15.76	4.63		

3.2. The associations between family environment and anxiety in children and adolescents

3.2.1. Related analysis of family environment and anxiety in children and adolescents

Pearson correlation was used to investigate the correlation between parent-child relationship and anxiety of children and adolescents. The relevant results are shown in Table 3. The results of correlation analysis found that there was a significant negative correlation between parents' education and poor parent-child communication. The higher the parents' education, the less the poor parent-child communication. There is a significant negative correlation between parents' education and the pressure of counseling homework. The higher parents' education, the less the pressure of counseling homework. There is a significant positive correlation between the pressure of tutoring homework and poor parent-child communication. The more poor parent-child communication, the greater the pressure of tutoring homework. The anxiety score of children and adolescents is significantly negatively correlated with the education level of their parents, indicating that the higher the education level of parents, the more positive the parent-child relationship, and the lower the anxiety score of children.

Table.3. Parents' education level, poor parent-child communication, counseling homework pressure and children's anxiety were related

	1	2	3	4	5
1.Mother's education level	-				
2.The father's education level	0.695^{**}	-			
3. Parent-child communication is poor	-0.125^{*}	-0.143^{**}	-		
4. Guidance work pressure	-0.235^{**}	-0.245^{**}	0.162^{**}	-	
5. Anxiety	-0.194^{**}	-0.168^{**}	0.012	0.042	-

Ps: $^{*}p < .05$. $^{**}p < .01$. $^{***}p < .001$.

4. Discussion

4.1. Anxiety status in children and adolescents

Data analysis shows that children's anxiety score as a whole has a trend of higher anxiety score with the increase of grade. From the perspective of different subgroups, there is little difference in anxiety scores of children and adolescents of different genders (t = -1.28, P > 0.05), indicating that there is little gender difference in anxiety of children and adolescents. However, the results showed that there were significant differences in anxiety scores between urban and rural children and adolescents (t = -2.55, P < 0.05). The anxiety scores of rural children were significantly higher than those of urban children. Therefore, more attention should be paid to the anxiety status of rural children and adolescents.

Through the research, it is found that the anxiety status of children and adolescents is greatly related to the education level of their parents. The higher the education level of parents, the more positive the parent-child relationship, and the lower the anxiety score of children. Therefore, it is suggested that the anxiety of children and adolescents can be alleviated and the mental health level of children and adolescents can be improved by improving the comprehensive quality and parenting ability of parents.

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