



Academic Pressure and Student Mental Health in Jiangsu Province, China

Student Name: Yuhao Qiu

Module Code: ECDE7019

Institution: University of Wales Trinity Saint David

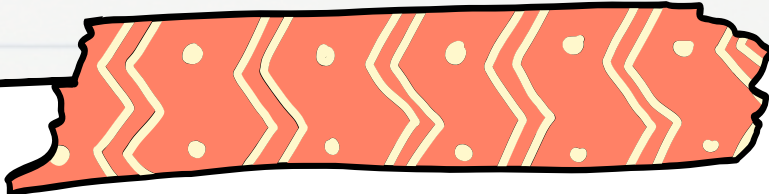
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Overview of Structure

- Introduction – Research background and importance
- Literature Review – Key concepts and critical analysis
- Comparison & Analysis – Key research papers and debates
- Conclusion – Summary, research gaps, and refined questions





Research Questions, Objectives & Key Search Terms

Research Question

- How do educational policies, school environments, family dynamics, and peer relations contribute to academic stress and its impact on students' mental well-being in Jiangsu Province, China?

Objectives

- Identify the forces and barriers affecting interventions addressing academic stress.
- Critically evaluate models and frameworks that help academic staff support students.

Key Search Terms

- Academic stress, Student mental health, Double Reduction Policy, Educational policies, High-stakes testing, Jiangsu Province

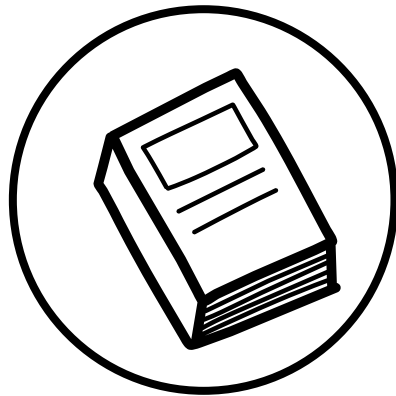


Background and Rationale



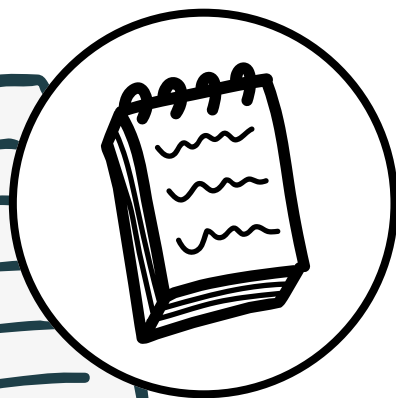
Context

- China's education system is highly competitive.
- Gaokao (National College Entrance Exam) is a high-stakes test that dictates future opportunities.
- Factors Contributing to Stress:
 - Societal expectations
 - Family pressures
 - Rigid school environments



Mental Health Implications:

- 14.6% of students show depressive symptoms
- 8% experience anxiety
- 27.4% report stress (Wang et al., 2023, p. 712)



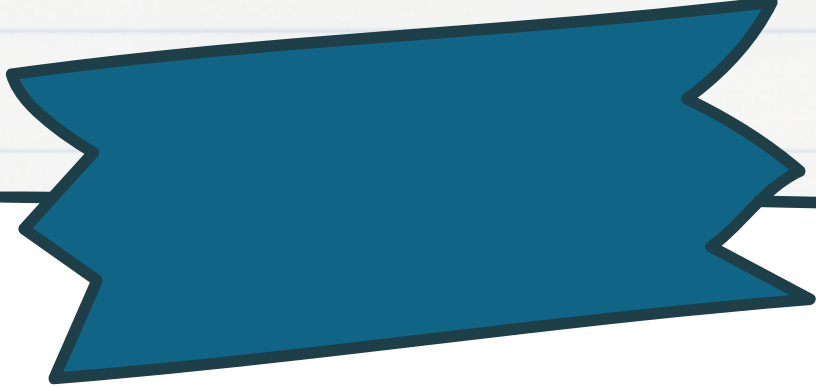
Double Reduction Policy (2021)

- Aims to reduce homework & private tutoring.
- Debate over actual effectiveness (Wang et al., 2022, p. 91).



Understanding Critical Literature

Review & Review Process



📖 What is a Critical Literature Review?

- ✓ Systematic & evaluative examination of existing research
- ✓ Identifies gaps, debates, contradictions
- ✓ Provides theoretical & empirical foundations

📊 Review Process

- Focuses on recent (past 3 years) peer-reviewed research
- Integrates global comparisons (China vs. other nations)
- Assesses policy effectiveness & intervention gaps



Key Definitions & Critical Evaluation

Key Concepts

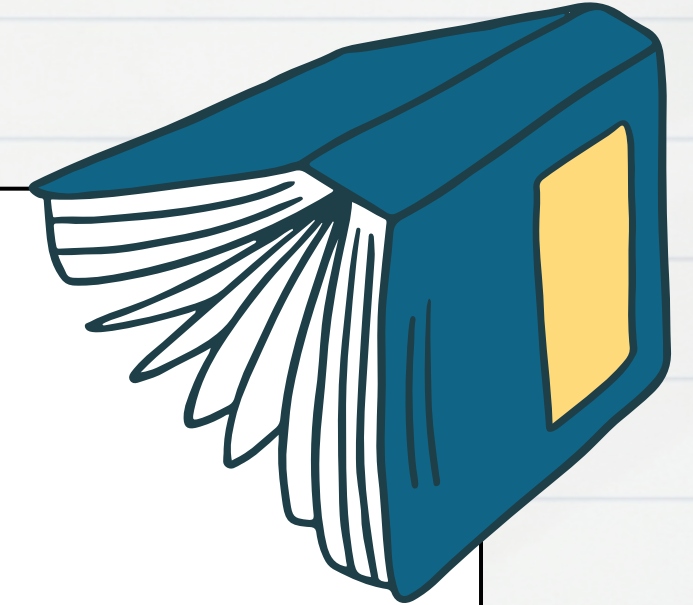
- ✓ Academic Stress – Cognitive, emotional, and behavioral responses to academic expectations.
- ✓ Parental Pressure – High expectations causing anxiety and perfectionism.
- ✓ Double Reduction Policy – Introduced in 2021 to reduce homework & tutoring.

Critical Perspective:

- ? Does reducing workload improve mental health?
 - ? Are parental and peer pressures still unaddressed?
- (Wang et al., 2022, p. 7)



Summary of Common Themes Across Studies



Key Themes

- ✓ Educational Policies: The role of Gaokao & Double Reduction Policy
- ✓ Family Expectations: Parents' influence remains dominant
- ✓ Peer Competition: High ranking culture fuels anxiety
- ✓ Mental Health Consequences: Stress → Burnout, anxiety, and depression

Findings:

- Despite workload reduction, stress persists (Wang et al., 2023, p. 713).
- Policies alone do not address the root causes of student pressure.



Key Theme – Policy Effectiveness & Debate

💡 What Authors Agree On

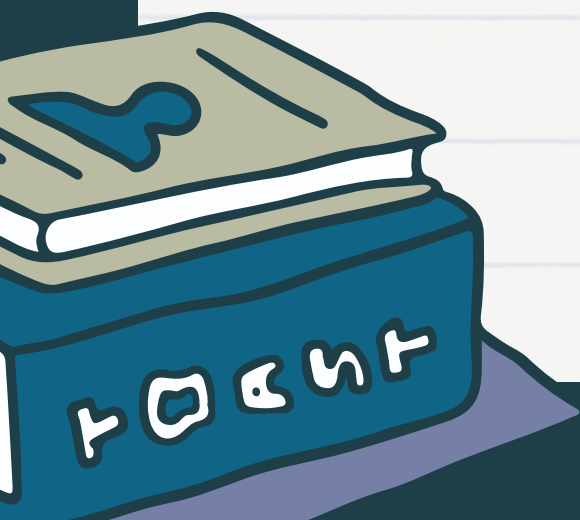
- ✓ The Double Reduction Policy reduced workload but not stress.
- ✓ Academic pressure persists due to university admissions & family expectations (Wang et al., 2022, p. 10).

⚖️ What Authors Disagree On

- ◆ Some say the policy improves work-life balance.
- ◆ Others argue it shifts stress to self-study (Wang et al., 2023, p. 713).

🔍 Critical Perspective

- Can policy intervention alone fix this, or is a cultural shift needed?





Comparison & Analysis



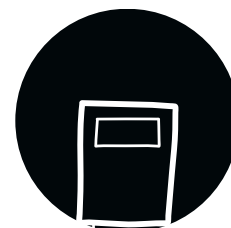
Paper 1: Wang et al. (2022)–Effectiveness of Double Reduction Policy

- Longitudinal study measuring student stress before & after the policy.
- Small decline in stress, but parental expectations remain high.



Paper 2: Wang et al. (2023) Parental Expectations & Stress

- Large-scale study (123,000 students in Jiangsu Province).
- High academic stress remains despite policy changes.



Key Comparison

- Wang et al. (2022): Policy-level intervention focus.
- Wang et al. (2023): Societal & cultural stressors.



STRESS IS MORE THAN JUST WORKLOAD—BROADER CULTURAL EXPECTATIONS SHAPE ACADEMIC PRESSURE.



Evaluation of Strengths, Weaknesses & Relevance



Strengths of Studies

- Recent policy-focused data → Relevant to current debates.
- Combination of policy & psychological perspectives.
- Large participant pools (28,398 & 123,005 students).



Weaknesses

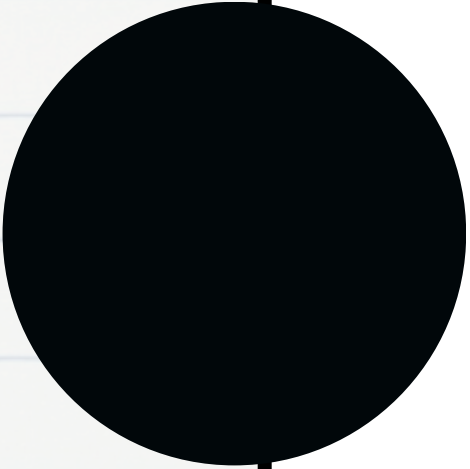
- Limited long-term research on policy effectiveness.
- Minimal focus on mental health support beyond workload.



Relevance to My Project

- Supports need for holistic approaches (schools, families, policymakers).

Conclusion, Research Gaps & Refined RQs



Key Takeaways

- Academic stress in Jiangsu is shaped by policy, family expectations & peer pressure.
- The Double Reduction Policy is not a complete solution.

Research Gaps

- ? Long-term policy impact remains unknown.
- ? Lack of integrated mental health strategies in schools.

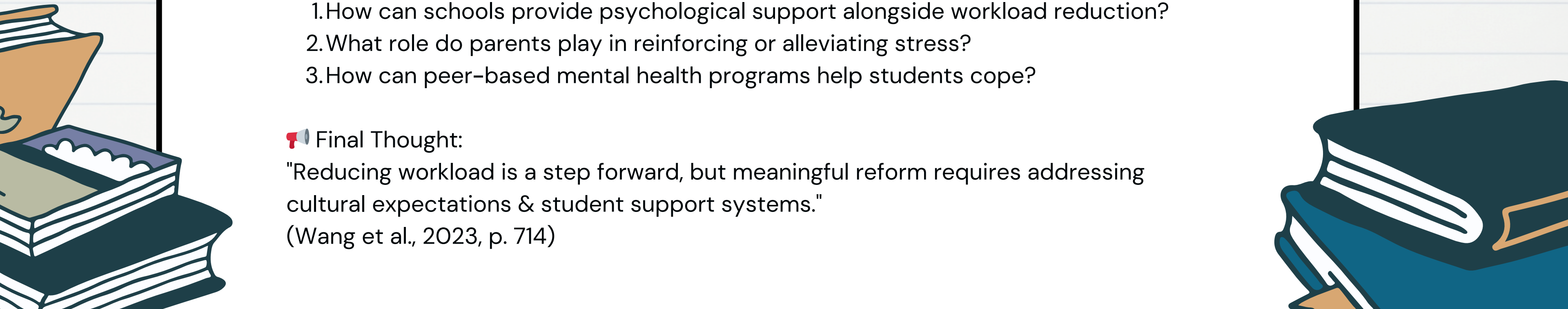
Refined Research Questions

1. How can schools provide psychological support alongside workload reduction?
2. What role do parents play in reinforcing or alleviating stress?
3. How can peer-based mental health programs help students cope?

Final Thought:

"Reducing workload is a step forward, but meaningful reform requires addressing cultural expectations & student support systems."

(Wang et al., 2023, p. 714)



Thank's For Watching



References

WANG, D., CHEN, X.Y., MA, Z., LIU, X. AND FAN, F., 2022. HAS THE “DOUBLE REDUCTION” POLICY RELIEVED STRESS? CHILD AND ADOLESCENT PSYCHIATRY AND MENTAL HEALTH, 16(1), P.91.

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