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1. Introduction

With a rise of maternal labor force participation and the spread of gender egalitarian, many countries have witnessed an increase in fathers' involvement in childrearing during the past few decades (Gauthier et al. 2004). Father involvement is defined as the time father and children spend together, including engagement, accessibility and responsibility (Lamb, Pleck, Charnov & Levine 1985). In this context, fathers are not only expected to act as economic supporters but also to actively engage in the daily childrearing (Barbeta & Cano 2017).

Father involvement makes significant and positive contributions to children's development (Rohner 1998, Goncey and van Dulmen 2010, Parke et al. 2005). Positive father involvement in childrearing is relevant to greater positivity to attend school during adolescent times (Buchanan & Flouri 2002), decreased social behavior problems in later childhood (Aldous & Mulligan 2002), and better psychological health, academic achievement. (Wenk et al. 1994; Harris et al. 1998; Brown et al. 2007). The researchers on father involvement mainly focus on fathers' financial support and emotional attachment with their children, which are conducive to children's cognitive development, and non-cognitive development (Lamb & Lewis 2013).

As in western countries, the concept and the way of raising children in Chinese families are also undergoing a transformation. There is growing call

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for fathers to share the burden of childcare. Meanwhile, academia shifts its attention from mother involvement and father absence to father involvement. Xu and Zhang (2007) found that fathers from Shanghai families actively helped to prepare for childbirth. Father involvement benefit children school work (Zhang & Xu 2008). Fathers also contribute to semi-educational activities by taking children to museums and exhibition (Ho et al. 2010). The literature above using regional data is difficult to offer a precise description on father involvement's children development. Moreover, Therefore, the studies on farther involvement in the past pay more attention to children educational attainment and less attention to non-cognitive abilities. This study will fill this gap by utilizing data nationwide.

The following analysis is based empirical study, aiming to explore the influence from farther involvement on childrearing. This paper is organized as follows. *Section 2* provides an overview of father involvement' s influence on children cognitive abilities and non-cognitive abilities, and frames the hypotheses. *Section 3* introduces data and method. *Section 4* portrays the empirical analysis process and results. The discussion is laid out in *Section 5*.

2. Literature Review

2.1 Academic Performance

With fathers often deemed to be children's first educators, scholars have verified the link between involvement and children's cognitive development. Fathers' active participation in the educational lives of their children contributes to better academic outcomes for youth (Jeynes 2007; Hill & Tyson 2009; Zhan & Sherraden 2011). Father educational involvement in primary and secondary school is strongly linked to students' academic success. Moreover, college students with higher father involvement are more likely to have higher motivation to achieve (Pu, Lu & He 2012). The link between father educational involvement and youth educational outcomes appear to vary by type of involvement (Fan & Chen 2001; Hill & Tyson 2009).

The study in China has also shown that encouraging and accepting fathers allow children to acquire further knowledge and skills, whereas punitive and rejecting fathers hinder such further acquirement. Preschool children with more involved fathers perform better in deferred gratification tasks (Nie & Lu 2014). In late childhood and adolescence, more involved fathers easily arouse children's more interest in learning and higher diligence (Xu & Zhang 2008), greater creativity (Wang & Ding 2003), and better learning strategy (Li & Fang 2005).

However, some studies also have yielded contradictory results. By using time- diary data, it is found that there is no relationship between father-child time and children academic outcomes (Hofferth 2006; Mickle et al. 2015). Some Chinese scholars found that Chinese children who are insecurely attached to their fathers achieved more academically (Yang, Wang, Teng & Yu 2008).

Based on the literature above, the author proposes the first hypothesis:

Hypothesis 1: More time spending on caretaking activities, more father-child communication and closer father- child relationship contribute to child's better academic performance.

2.2 Physical and Psychological health & Social Behavior and Development

Father involvement is important for the youth in both social and emotional development, as well as physical and psychological health. Fathers providing affection, nurturance, interest and companionship enhance their children's self-esteem, life satisfaction and social competence (Harris, Furstenberg & Marmer 1998). Active father involvement in routine child-care affects the development of peer relationships and social skills, which has been found ultimately influence emotional stability (Lewis & Lamb 2003). Meanwhile, it has been found that involved fathers have children who engage in less social behavior (Flourin & Buchanan 2002).

As scholars from western countries, Chinese scholars obtain similar results.

Empirical studies in local areas demonstrate that Chinese fathers who act in an accepting and supportive manner contribute positively to children's mental health (Shen, Wu & Zhao 2006). The more time fathers spend communicating with their early adolescent children, the fewer behavioral problems their children exhibited (Wang, Lei & Liu 2004). Adolescents with more involved fathers have higher subjective well-being (Yang 2010). College students who have more physical interaction with their fathers in their early life rate themselves as more persistent, more optimistic and more resilient (Pu et al. 2012).

Moreover, the father role in children's socioemotional development has been assessed in many studies. The finding has been presented that children having active involved fathers show more competence and creativity in social contexts. And father involvement positively influences children's prosocial behavior (Li et al. 2012). Children who have active involved fathers tend to have much closer peer relationship (Song & Hao 2005; Wang, Lei & Liu 2004).

Based on the literature described above, the author proposes the four hypotheses:

Hypothesis 2: More time spending on caretaking activities, more parent-child communication and closer parenthood contribute to child's better physical and mental conditions.

Hypothesis 3: More time spending on caretaking activities, more parent-child communication and closer parenthood contribute to child's more positive self-motivation.

Hypothesis 4: More time spending on caretaking activities, more parent-child communication and closer parenthood contribute to child's more positive social behaviors.

Hypothesis 5: More time spending on caretaking activities, more parent-child communication and closer parenthood contribute to child's more and higher quality friends.

3. Data and method

3.1 Data Source

This paper uses baseline survey data from the 2014–2015 China Education Panel Survey (CEPS) to analyze the influence of father involvement on children. The CEPS, conducted by the China Survey and Data Center of Renmin University, is a national longitudinal survey.

The survey project targets cohorts of the second-year junior high school (grade 8) and randomly draws 28 county units (county, district, municipality) as survey locations. 10750 students from 438 classes in 112 schools are sampled and surveyed. The contents of the survey are aimed at students' personal and family situation, academic growth, physical and mental health, social behavior development, parents' family education, parent-school relationship, school education, children and family. After dropping some missing values, this research includes 8767 valid samples for analysis.

3.2 Major Variables

3.2.1 Independent variables

Father involvement. Father involvement refers to engagement, accessibility and responsibility (Lamb, Pleck, Charnov & Levine 1985;1987). Engagement involves time spent in actual one- to-one interaction with child (whether feeding, helping with homework or playing). Such involvement exclude time spent on child-related housework or time spent sitting in room while the child plays in the next room (Lamb 2000). Accessibility refers to less intense degrees of interaction or indirect interaction. Working in the garden while child plays

next to father's feet is the example of accessibility (Lamb 2000). Responsibility reflects the extent to which father takes ultimate responsibility for the child's care and welfare.

Based on the discussion above, father involvement is measured by caretaking activities, father- child communication and father-child relationship. Caretaking activities is measured by asking children from Grade 8 how long their father spend on average on taking care of child's daily life, on taking charge of child's assignment and study and on accompanying child to play in total. Father-child communication is measured by asking children how often their fathers discuss "things happened at school", "the relationship between you and your friends", "the relationship between you and your teachers" and "your worries and your troubles" with you? The answers offered are "1=Never, 2=Sometimes, 3=Often".

Father-child relationship is measured by asking children how the general relationship between you and your father? The answers offered are "1=Not close, 2=Not too close nor too far, 3=Very close".

3.2.2 Dependent variables

Academic outcomes. Academic outcomes in this study is measured by mid-term examination score in 2014.

Physical and mental health. Involved fathers are associated with children's physical and mental health. About physical health, the measure is based on the question "Which one of the following best describes your general health condition at present?". The answers offered are "1= Very poor, 2= Not very good, 3= Moderate, 4= Good, 5= Very good". As to mental health, the question is "Do you have the feelings below in the last seven days?". The providing choices are "feel blue", "too depressed to focus on anything", "unhappy", "not enjoying life", "having no passion to do anything", "sad and sorrowful", "nervous", "excessive worry", "feeling something bad will happen" and "too energetic to concentrate in class". The answers offered are "1=never, 2=seldom, 3=sometimes, 4= often, 5=always".

Self- motivation. It refers to achievement striving, like leadership, self-regulation and well-organized behavior. The questions from questionnaire referring to self-motivation include “I would try my best to go to school even if I was not feeling very well or I had other reasons to stay at home.”, “I would try my best to finish even the homework I dislike.”, “I would try my best to finish my homework, even if it would take me quite a long time.”, “I would persist in my interests and hobbies.”. The answers are “1= Strongly disagree, 2=Somewhat disagree, 3=Somewhat agree, 4= Strongly agree”.

Social behavior. It contains positive and negative points referring to this study. About positive point, the children are asked the frequency of “helping the elders”, “following orders and lining up” and “being nice and honest”. The answers range from 1=never to 5=always.

As to negative points, the children are asked the frequency of “cursing or saying swearwords”, “quarreling with others”, “having a fight with others”, “bullying the weak”, “having a violent temper”, “unable to concentrate on one thing”, “skipping classes, being absent, or truanting”, “smoking, or drinking alcohol” and “going to net bars or video arcade”. The answers range from 1=never to 5=always.

Social interaction. It is measured by the quantity and quality of friends. Children judge their friends from ten given standards in the questionnaire.

3.3.3 Control variables

Control variables refer to children’s basic characteristics, including gender, type of Hukou, Registered place of Hukou, only child or not, residence structure, parents’ education background, parents’ job, marital status of parents, and mother involvement situation.

3.3 Method

The data analysis of this paper is divided into three parts: the first part analyzes the influence of father’s child-rearing time investment on children’s

performance in various aspects; the second part demonstrates the influence of father's communication on children's performance; the third part shows the influence of father relationship on children's performance.

In this study, children's academic performance, physical and mental health, self-motivation, social behavior and social interaction are selected as a comprehensive study. All dependent variables are continuous variables, so multiple linear regression model will be taken. At the same time, considering the impact of different school environments on children, a fixed effect model with schools as the panel is set in this paper to control the heterogeneity between schools. The formula is as follows:

$$Y_{it} = \mu_{it} + \sum \beta_{it} X_{it}$$

Y_{it} is the performance of the i th student in t school in all aspects, and μ_{it} is the intercept term.

ϵ_{it} is random error of student's performance.

4. Analysis Results

4.1 Basic description for the influence of father involvement on children

According to table 2, Grade 8 students in 112 schools have an average score of 77.193 in Chinese, math and English, indicating an average academic performance. The mean values of physical and psychological status, self-motivation and social interaction are 3.807, 3.197 and 3.448 respectively, showing good performance. The mean of social behavior is 4.288, showing excellent performance.

The average time spent by fathers in their children's daily life is 1.55 hours, and the standard deviation is 3.461, which is relatively large, indicating that the time spent by different fathers in their children's daily life is quite different. Fathers spend an average of 0.464 hours tutoring their children and 0.439

hours playing together, which are similar. The average value of communication between father and child is 1.903, which is occasional communication. The mean value of children's relationship with their father is 2.494, indicating that most children think their relationship with their father is very close. In contrast, mothers spend 3.092 hours, 0.71 hours, and 0.636 hours on their children's daily life, tutoring homework, and playing together, which are 2 times, 1.5 times, and 1.4 times as much as fathers. Moreover, children are more willing to communicate with their mothers and generally have a closer relationship with their mothers.

Table1. Descriptive statistics for variables

Variable	Obs	Mean	Std. Dev.	Min	Max
acad performance	8,767	77.193	24.307	0.000	146.667
phy&mental health	8,767	3.807	0.765	0.273	5.000
self-motivation	8,767	3.197	0.692	0.000	4.000
social behavior	8,767	4.288	0.457	0.000	5.000
social interaction	8,767	3.448	1.510	0.000	11.727
daily life caring	8,767	1.550	3.461	0.000	24.000
study caring	8,767	0.464	1.288	0.000	24.000
play together	8,767	0.439	1.236	0.000	24.000
father-child communication	8,767	1.903	0.595	0.000	3.000
father-child relationship	8,767	2.494	0.600	0.000	3.000
gender	8,767	0.511	0.500	0.000	1.000
registered place of Hukou	8,767	0.810	0.393	0.000	1.000
type of Hukou	8,767	1.621	0.834	0.000	4.000
only child or not	8,767	1.534	0.524	0.000	2.000
residence structure	8,767	2.574	0.882	0.000	8.000
parents' marital status	8,767	0.915	0.279	0.000	1.000
father's edu background	8,767	1.026	0.613	0.000	3.000
mother's edu background	8,767	1.126	0.448	0.000	3.000
father's job	8,767	1.601	0.630	0.000	2.000
mother's job	8,767	1.388	0.784	0.000	2.000

daily life caring	8,767	3.092	4.564	0.000	24.000
study caring	8,767	0.710	1.655	0.000	24.000
Play together	8,767	0.636	1.558	0.000	25.000
mother-child communication	8,767	2.149	0.695	0.000	3.000
mother-child relationship	8,767	2.694	0.529	0.000	3.000

4.2 The effect of fathers' caretaking activities on children

According to the regression results in table 2, the longer fathers spend in daily life, the more favorable it is for the children's social interaction. The longer the time devoted to tutoring, the better for the children's physical and mental health, self-motivation, social behavior and social interaction; The longer fathers spend playing with children together, the better the children's social behavior and interactions have.

However, it is noteworthy that :(1) the longer fathers spend in daily life and tutoring their children, the worse their children's academic performance will be. This may be because most children are tutored by their mothers and fathers are not good at it;(2) in terms of the fathers' investment in child-rearing time, fathers' education background has a significant positive impact on the children's performance in all aspects.

In general, the more time fathers spend on tutoring their children and playing with their children, the greater the influence fathers have on their children's social behavior and social interaction, indicating that fathers contribute to the formation of their children's character, and that fathers' tutoring in various aspects benefits the growth of their children.

Table 2. The effect of fathers' caretaking activities on children

	academic performance		physical & mental health		self-motivation		social behavior		social interaction						
	Coef.	Std.Err.	P	Coef.	Std.Err.	P	Coef.	Std.Err.	P	Coef.	Std.Err.	P			
daily life caring	-0.176***	0.063	0.005	0.000	0.003	0.851	0.000	0.002	0.970	-0.001	0.001	0.313	0.018***	0.005	0.000
study caring	-0.468***	0.172	0.007	0.022***	0.007	0.002	0.012*	0.006	0.070	0.011**	0.004	0.009	0.024*	0.014	0.085
play together	0.019	0.178	0.917	0.009	0.007	0.236	0.006	0.007	0.409	0.011**	0.004	0.010	0.030**	0.015	0.041
gender	-8.864***	0.399	0.000	0.053***	0.017	0.002	-0.081***	0.015	0.000	-0.136***	0.009	0.000	0.425***	0.033	0.000
registered place of Hukou	0.157	0.565	0.781	-0.001	0.023	0.971	0.033	0.021	0.115	-0.008	0.013	0.525	-0.125***	0.046	0.007
type of Hukou	-0.449*	0.272	0.099	-0.010	0.011	0.381	0.000	0.010	0.980	-0.005	0.006	0.390	0.040*	0.022	0.070
only child or not	-1.289***	0.469	0.006	-0.036*	0.019	0.065	0.000	0.018	0.991	-0.021*	0.011	0.053	0.042	0.038	0.268
residence structure	1.735***	0.244	0.000	0.026**	0.010	0.011	0.031***	0.009	0.001	0.025***	0.006	0.000	0.022	0.020	0.267
parents' marital status	-1.280*	0.765	0.094	-0.005	0.032	0.879	-0.038	0.029	0.181	-0.019	0.018	0.300	-0.070	0.062	0.262
father's edu background	4.682***	0.378	0.000	0.073***	0.016	0.000	0.034**	0.014	0.016	0.041***	0.009	0.000	0.026	0.031	0.394
mother's edu background	-0.502	0.504	0.320	-0.014	0.021	0.510	0.015	0.019	0.424	0.008	0.012	0.501	0.051	0.041	0.213
father's job	-0.703*	0.364	0.053	-0.020	0.015	0.183	0.016	0.014	0.253	0.000	0.009	0.966	0.021	0.030	0.469
mother's job	0.417	0.280	0.136	0.009	0.012	0.421	-0.009	0.011	0.395	0.003	0.007	0.618	-0.002	0.023	0.937
daily life caring	-0.064	0.047	0.178	-0.002	0.002	0.373	-0.001	0.002	0.535	-0.001	0.001	0.238	0.001	0.004	0.850
study caring	-0.099	0.136	0.465	0.005	0.006	0.426	0.000	0.005	0.953	-0.004	0.003	0.164	0.011	0.011	0.305
Play together	0.227	0.140	0.106	-0.004	0.006	0.515	0.000	0.005	0.962	0.002	0.003	0.514	0.007	0.011	0.536
mother-child communication	0.147	0.325	0.652	0.000	0.014	0.972	0.000	0.012	0.991	0.010	0.008	0.201	-0.016	0.027	0.544
mother-child relationship	0.130	0.426	0.760	0.029	0.018	0.107	0.013	0.016	0.433	0.000	0.010	0.987	0.017	0.035	0.622
_cons	77.293***	1.865	0.000	3.666***	0.077	0.000	3.063***	0.070	0.000	4.278***	0.044	0.000	3.013***	0.152	0.000

*** p<0.01, ** p<0.05, * p<0.1

4.3 The effect of father-child communication on children

According to the regression results in table 3, there is a positive correlation between father- child communication and children's performance in all aspects. The better the father's communication with his child, the stronger the positive incentive effect on the child's academic performance, physical and mental health, self-motivation, social behavior and social interaction. Especially for the academic performance of the child, the communication between the father and the child increases 1 unit, making the child's academic performance increased by 3.04 times. Therefore, fathers should spare time to communicate with children about their network at school, their troubles and worries about their study and life, which will further facilitate their cognitive and non- cognitive abilities.

Notably, in terms of father-child communication :(1) the gender of the child is inversely proportional to academic performance, self-motivation and social behavior. Moreover, the gender of the child has a greater impact on the academic performance, indicating that for the academic performance of the boy, the father needs to invest more time and energy to fully communicate with the child in the early stage and develop good learning habits. (2) Parents cohabitation has positive effects on academic performance, physical and mental health, self-motivation, and social behavior. (3) The educational background of the father has a significant positive effect on the academic performance of the child, and the higher the father's degree, the better the child's academic performance.

4.4 The effect of father-child relationship on children

According to the regression results in table 4, the relationship between father and child is also positively correlated with all aspects of child performance. The better the relationship between fathers and their children is, the greater the impact on their children's academic performance has.

In addition, in terms of the relationship between father and child, the educational background of the father still has a prominent influence on the academic performance of the children. If the educational background of the father increases by one unit, the academic performance of the children will increase by 4.28 times.

Table 3. The effect of father-child communication on children

	academic performance		physical & mental health		self-motivation		social behavior		social interaction						
	Coef.	Std. Err.	P	Coef.	Std. Err.	P	Coef.	Std. Err.	P	Coef.	Std. Err.	P			
father-child communication	3.043***	0.336	0.000	-0.165***	0.014	0.000	0.157***	0.013	0.000	0.130***	0.008	0.000	0.167***	0.028	0.000
gender	-8.887***	0.390	0.000	0.052***	0.016	0.001	-0.081***	0.015	0.000	-0.139***	0.009	0.000	0.431***	0.032	0.000
registered place of Hukou	0.115	0.536	0.830	0.005	0.022	0.809	0.035*	0.020	0.082	-0.002	0.013	0.856	-0.094**	0.044	0.033
type of Hukou	-0.391	0.264	0.139	-0.011	0.011	0.317	0.003	0.010	0.765	-0.006	0.006	0.356	0.033	0.022	0.128
only child or not	-1.164**	0.458	0.011	-0.033*	0.019	0.082	0.008	0.017	0.658	-0.021*	0.011	0.050	0.035	0.038	0.353
residence structure	1.659***	0.239	0.000	0.019*	0.010	0.052	0.028***	0.009	0.002	0.020***	0.006	0.000	0.020	0.020	0.304
parents' marital status	-0.989	0.714	0.166	-0.002	0.030	0.951	-0.048*	0.027	0.072	-0.019	0.017	0.263	-0.068	0.059	0.249
father's edu background	4.181***	0.368	0.000	-0.066***	0.015	0.000	0.026*	0.014	0.062	0.035***	0.009	0.000	0.034	0.030	0.265
mother's edu background	-0.290	0.487	0.551	-0.019	0.020	0.341	0.009	0.018	0.638	0.002	0.011	0.857	0.057	0.040	0.151
father's job	-0.694**	0.343	0.043	-0.015	0.014	0.295	0.012	0.013	0.341	-0.004	0.008	0.631	0.020	0.028	0.478
mother's job	0.569**	0.270	0.035	0.010	0.011	0.353	-0.006	0.010	0.578	0.006	0.006	0.367	-0.009	0.022	0.688
daily life caring	-0.065	0.046	0.159	-0.002	0.002	0.204	-0.001	0.002	0.490	-0.002	0.001	0.145	0.000	0.004	0.963
study caring	-0.084	0.132	0.522	0.005	0.005	0.340	-0.001	0.005	0.763	-0.005	0.003	0.122	0.010	0.011	0.350
play together	0.205	0.138	0.138	-0.004	0.006	0.522	0.000	0.005	0.927	0.002	0.003	0.611	0.005	0.011	0.669
mother-child communication	0.133	0.316	0.673	-0.001	0.013	0.916	0.003	0.012	0.775	0.011	0.007	0.134	-0.024	0.026	0.349
mother-child relationship	0.436	0.407	0.284	0.020	0.017	0.231	0.010	0.015	0.519	-0.002	0.010	0.833	0.022	0.033	0.501
_cons	69.934***	1.848	0.000	3.401***	0.076	0.000	2.789***	0.069	0.000	4.070***	0.043	0.000	2.750***	0.152	0.000

*** p<0.01, ** p<0.05, * p<0.1

Table 4. The effect of father-child relationship on children

	academic performance		physical & mental health		self-motivation		social behavior		social interaction						
	Coef.	Std. Err.	P	Coef.	Std. Err.	P	Coef.	Std. Err.	P	Coef.	Std. Err.	P			
father-child relationship	1.994***	0.330	0.000	0.245***	0.013	0.000	0.128***	0.012	0.000	0.132***	0.008	0.000	0.202***	0.027	0.000
gender	-8.857***	0.391	0.000	0.049***	0.016	0.002	-0.080***	0.015	0.000	-0.139***	0.009	0.000	0.430***	0.032	0.000
registered place of Hukou	0.079	0.537	0.883	0.006	0.022	0.768	0.034*	0.020	0.095	-0.003	0.013	0.826	-0.094**	0.044	0.033
type of Hukou	-0.372	0.265	0.160	-0.008	0.011	0.450	0.004	0.010	0.669	-0.004	0.006	0.485	0.035	0.022	0.104
only child or not	-1.162**	0.459	0.011	-0.025	0.019	0.190	0.009	0.017	0.593	-0.018*	0.011	0.091	0.041	0.038	0.279
residence structure	1.665***	0.240	0.000	0.013	0.010	0.198	0.027***	0.009	0.002	0.017***	0.006	0.002	0.016	0.020	0.420
parents' marital status	-0.937	0.716	0.190	0.002	0.029	0.938	-0.045*	0.027	0.092	-0.016	0.017	0.337	-0.064	0.059	0.275
father's edu background	4.280***	0.369	0.000	0.061***	0.015	0.000	0.029**	0.014	0.036	0.036***	0.009	0.000	0.032	0.030	0.289
mother's edu background	-0.268	0.489	0.583	-0.017	0.020	0.383	0.010	0.018	0.591	0.003	0.011	0.778	0.059	0.040	0.139
father's job	-0.662*	0.344	0.054	-0.012	0.014	0.378	0.014	0.013	0.278	-0.002	0.008	0.779	0.022	0.028	0.429
mother's job	0.556**	0.270	0.040	0.009	0.011	0.402	-0.006	0.010	0.532	0.005	0.006	0.426	-0.010	0.022	0.656
daily life caring	-0.060	0.047	0.194	-0.002	0.002	0.212	-0.001	0.002	0.575	-0.001	0.001	0.184	0.000	0.004	0.934
study caring	-0.086	0.132	0.513	0.005	0.005	0.368	-0.002	0.005	0.741	-0.005	0.003	0.109	0.010	0.011	0.362
Play together	0.221	0.138	0.111	-0.002	0.006	0.690	0.000	0.005	0.930	0.003	0.003	0.435	0.006	0.011	0.591
mother-child communication	0.107	0.317	0.736	-0.003	0.013	0.825	0.002	0.012	0.867	0.010	0.007	0.179	-0.026	0.026	0.319
mother-child relationship	0.468	0.408	0.252	0.025	0.017	0.133	0.012	0.015	0.430	0.000	0.010	0.963	0.026	0.033	0.429
_cons	70.455***	1.933	0.000	3.091***	0.079	0.000	2.755***	0.072	0.000	3.976***	0.045	0.000	2.549***	0.158	0.000

*** p<0.01, ** p<0.05, * p<0.1

5. Discussion

This paper uses baseline survey data from the 2014–2015 China Education Panel Survey (CEPS) to analyze the influence of father involvement on children. Father-child communication and relationship have a positive effect on children in all aspects. However, daily caretaking activities have no significant effect on children's performance and even have a negative correlation. It shows that emotional parenting input from fathers is more important to the development of adolescents than purely transactional parenting input. It is more important for fathers to strengthen communication with children than to take care of daily life. Generally speaking, fathers have stronger practical ability, more rational judgment of social events and more spirit of exploration, which plays a unique role in broadening children's vision, the formation of children's cognitive ability and the improvement of their creative ability, so that children can develop and understand the society in a more comprehensive way.

This paper divides the parenting input of fathers into different dimensions. The involvement of fathers in transactional parenting activities and emotional communication with their children are two different types of parenting inputs, which also produces different effects on the development of adolescents. In the future, the author will continue to expand from this aspect, enriching the study of father involvement.

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How Could Father Involvement Benefit Children?

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Abstract: This paper employs baseline survey data from the 2014–2015 China Education Panel Survey (CEPS) to analyze the influence of father involvement on children. According to the analysis in this study, daily caretaking activities from fathers have negative influence on children’s academic outcomes, and little influence on children’s physical and mental health, self-motivation, social behavior and social interaction. However, more father-children communication and closer father-child relationship contribute to children in all aspects. Therefore, it shows that emotional parenting input from fathers is more important to the development of adolescents than daily transactional parenting input.

Key Words: father involvement; academic performance; social behavior and development