

Social Determinants of Parenting in China: Family Economic Capital vs Cultural Capital

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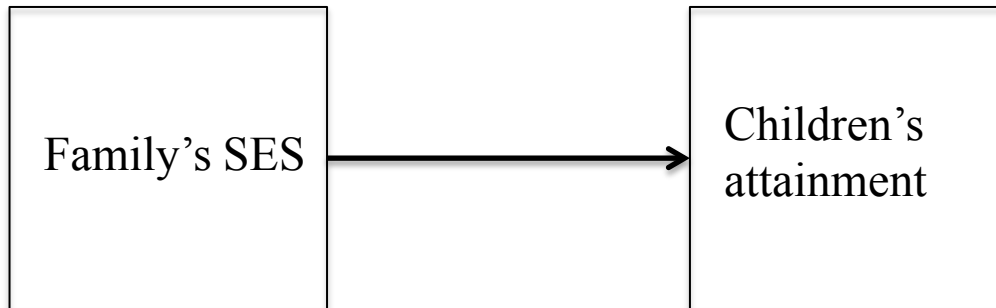
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Outline

- Background
- Research Question
- Data and Method
- Results
- Conclusion and Discussion

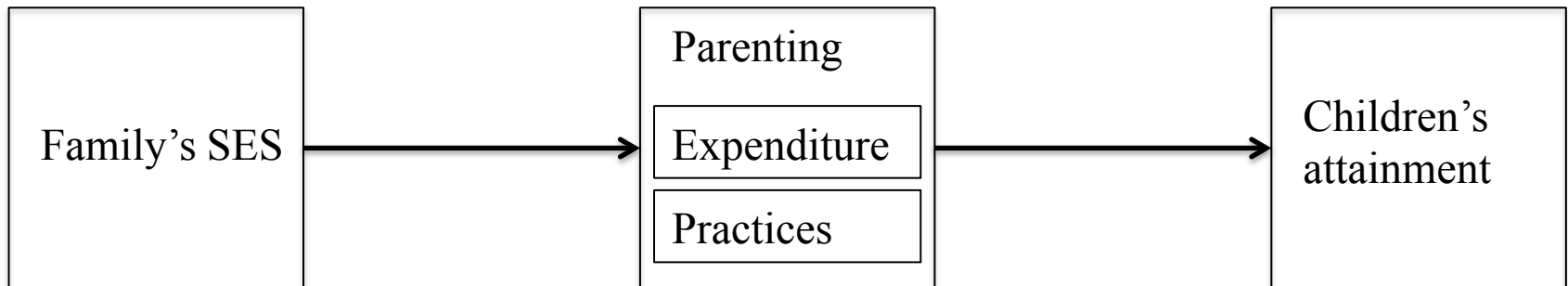
Background

- Intergenerational transmission.
 - Wisconsin status attainment model.



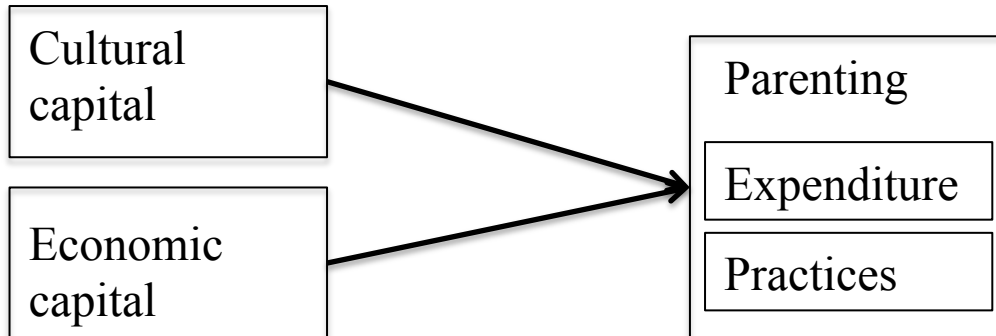
Background

- What is the mechanism?
 - Parents' education, income and aspiration.(Featherman & Hauser, 1978)
 - Expenditure on children.(Becker & Tomes, 1986)
 - Parents' psychological feature.(Smith et al., 2001)
 - Child-rearing practices and interaction between parents and institution. (Aschaffenburg& Maas,1997)

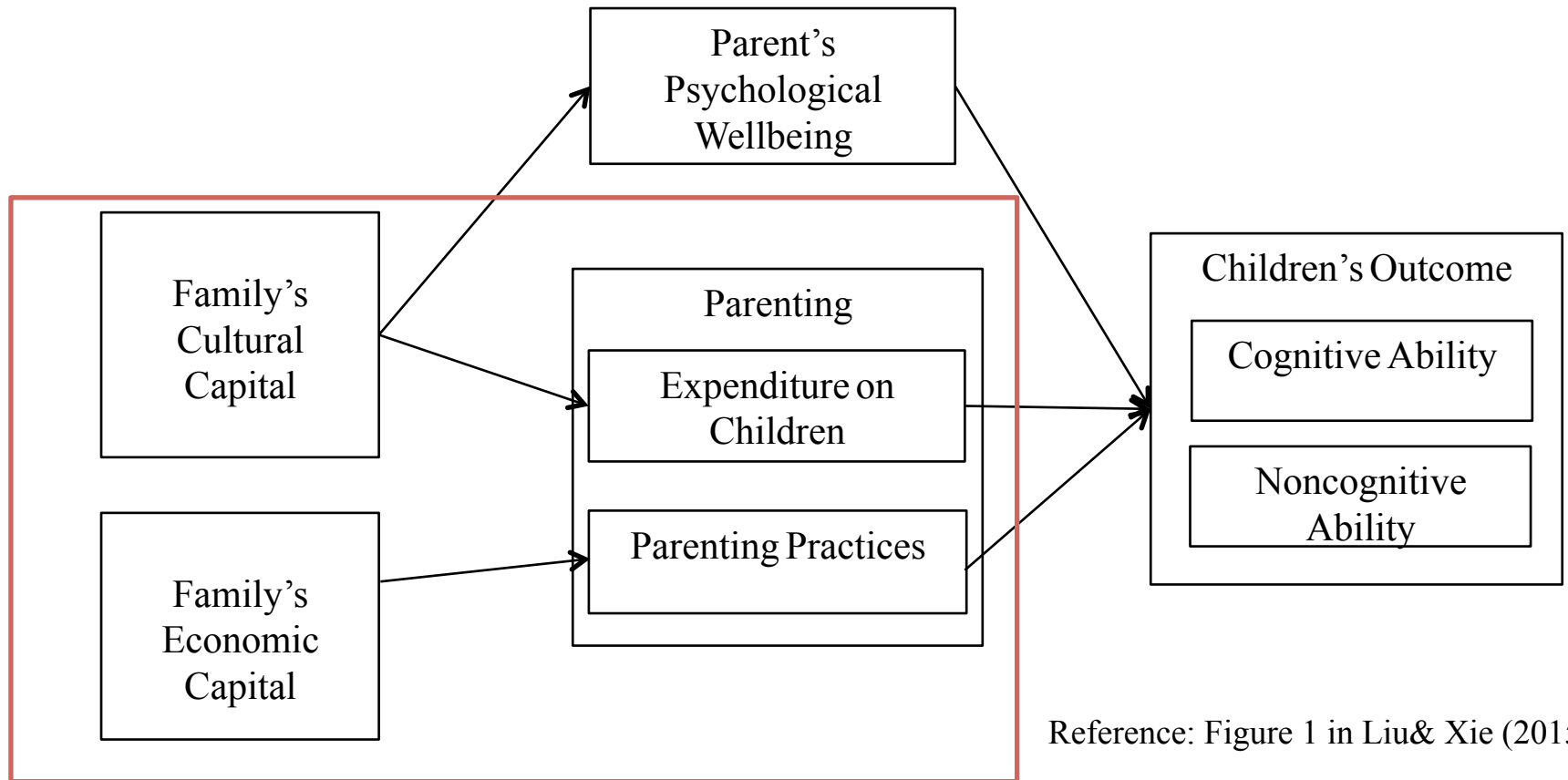


Background

- How does family's SES play a role?
 - Lareau(2003): cultural logics between different class(cultural capital).
 - Chin and Philips(2004):strategy is similar, however whether or not they can enact strategy depends on resources(economic capital).



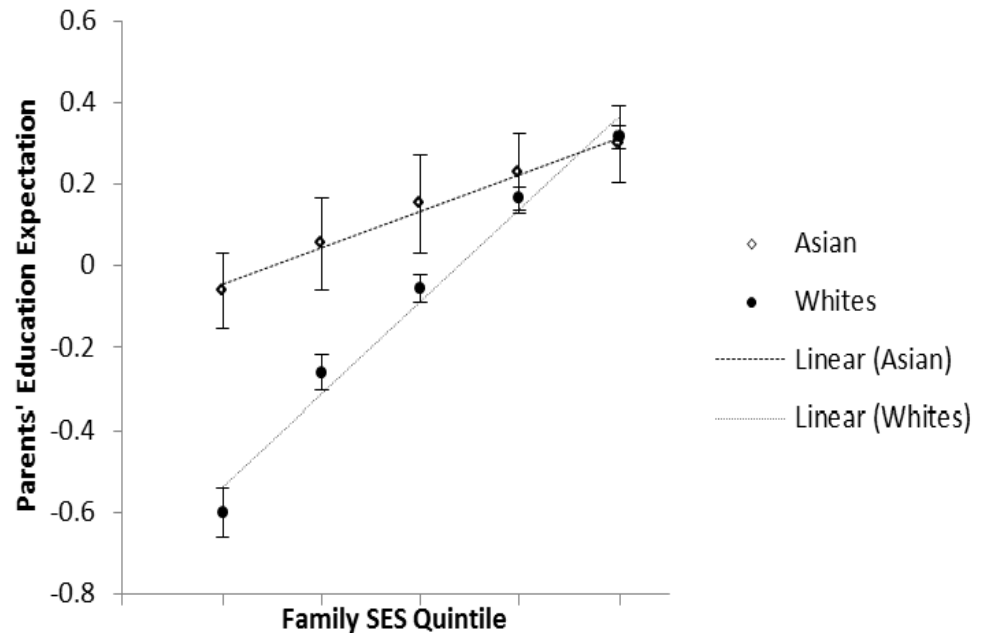
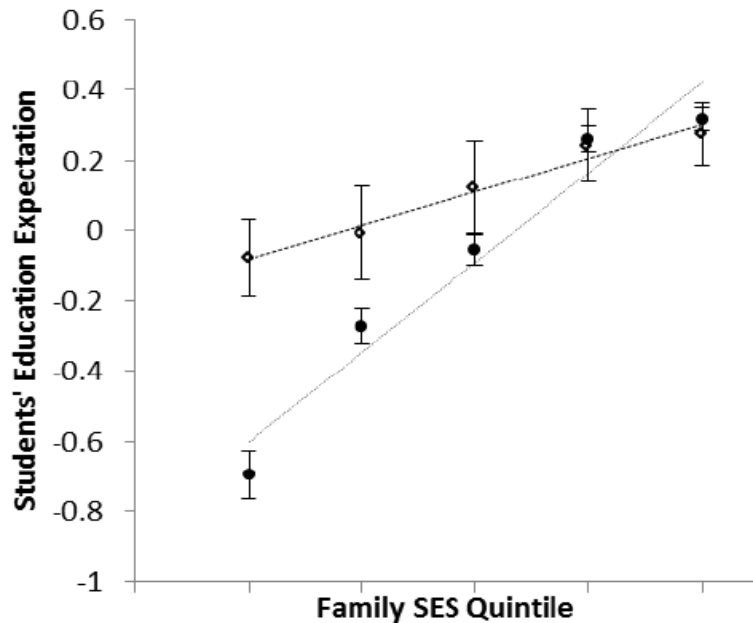
Economic capital, cultural capital, parenting and children outcome



Reference: Figure 1 in Liu & Xie (2015).

China's situation

- Under the influence of Confucianism, China has a tradition to value parenting and education.



Reference: Figure 3 in Liu & Xie (2014)

Research Questions:

- Does family economic capital or cultural capital influence parenting in China?
- Which factor is more important for parenting, economic capital or cultural capital?

Specification of Parenting

- Material support:
 - buying books, tutoring expense.
- Nonmaterial support:
 - whether help children with their homework, how often do they tell stories to children.
- Parenting for different period of children:
 - 1-5 years old children, 10-15 years old teenager.

Data

- China Panel Family Studies(CFPS) 2010, 2012, 2014
 - Nationally representative sample and big sample size.
 - Wide range of topics, which makes quantitative research on family and children possible.
 - Related scales, such as PBI (Parental Bonding Instrument) and HOME (The Home Observation for Measurement of the Environment Inventory) scales. The validity of these scales also proves to be reliable.

Method

- Outcome Variables:
 - PBI factor score, HOME factor score, tutoring expense.
- Sample Defined:
 - Scale questions are collected across years;
 - PBI scale: 10-15 Years old Teenager;
 - HOME scale: 1-5 Years old Children.
 - CFPS 2014.
- Method:
 - OLS Regression, Probit Regression and Tobit Regression

Parental Bonding Instrument(PBI) scale

For 10-15 years old children; indicator of **nonmaterial parenting**.

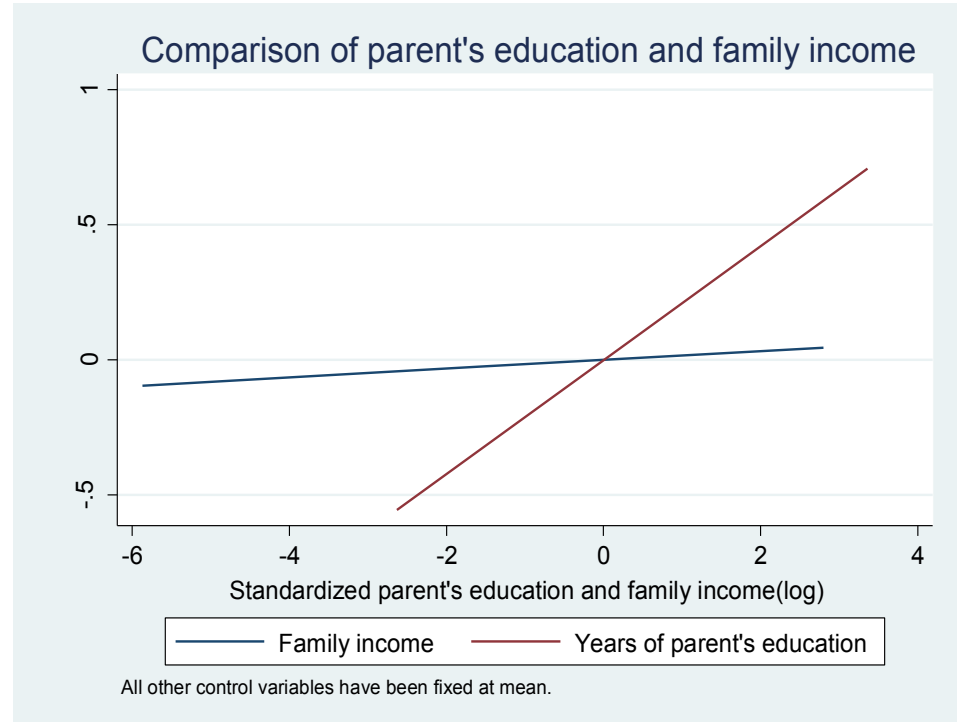
- | | |
|------|---|
| M201 | When you did something wrong, the parents/guardians would ask about reasons and talk with you about what you should do. |
| M202 | The parents/guardians encouraged you to do things with great effort. |
| M203 | The parents/guardians were gentle when talking to you. |
| M204 | The parents/guardians encouraged you to think independently. |
| M205 | The parents/guardians would tell you reasons when they asked you to do something. |
| M206 | The parents/guardians liked to talk with you. |
| M207 | The parents/guardians asked about what happened to you at school. |
| M208 | The parents/guardians checked your homework. |
| M209 | The parents/guardians helped you with your schoolwork. |
| M210 | The parents/guardians told stories to you. |
| M211 | The parents/guardians played with you [for example, playing chess or playing outside]. |
| M212 | The parents/guardians praised you. |
| M213 | The parents/guardians criticized you. |
| M214 | The [father/mother] attended parent-teacher meetings at school. |

PBI Scale

VARIABLES	PBI
Family income	0.0157 (0.0200)
Parent education	0.209*** (0.0232)
Gender(male==1)	-0.0703 (0.0366)
Intact family	0.172** (0.0603)
Place of residence(urban=1)	0.184*** (0.0425)
Sibling size	-0.0815*** (0.0216)
Constant	-0.219 (0.306)
Observations	2610
R-squared	0.178

*Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. The coefficients for other control variables (province, ethnicity, children's education level, children's age) are omitted to conserve space.*

Dependent variables and independent variables have been standardized for coefficient comparison.



The Home Observation for Measurement of the Environment Inventory(HOME) Scale

For 1-2 years old infants, involves both **material and nonmaterial support**.

G304 How often do you or other adults or his/her elder siblings use toys, games, or other things to help the child learn numbers?

G305 How often do you or other adults or his/her elder siblings use toys, games, or other things to help the child distinguish colors?

G306 How often do you or other adults or his/her elder siblings use toys, games, or other things to help the child distinguish shapes?

For 3-5 years old children, involves both **material and nonmaterial support**.

G301 How often did you read things to your child, such as stories?

G302 How often did you buy books for your child, such as picture books?

G303 How often did your family members take the child out to play, such as strolling in the park, going to the playground, shopping, or having a picnic?

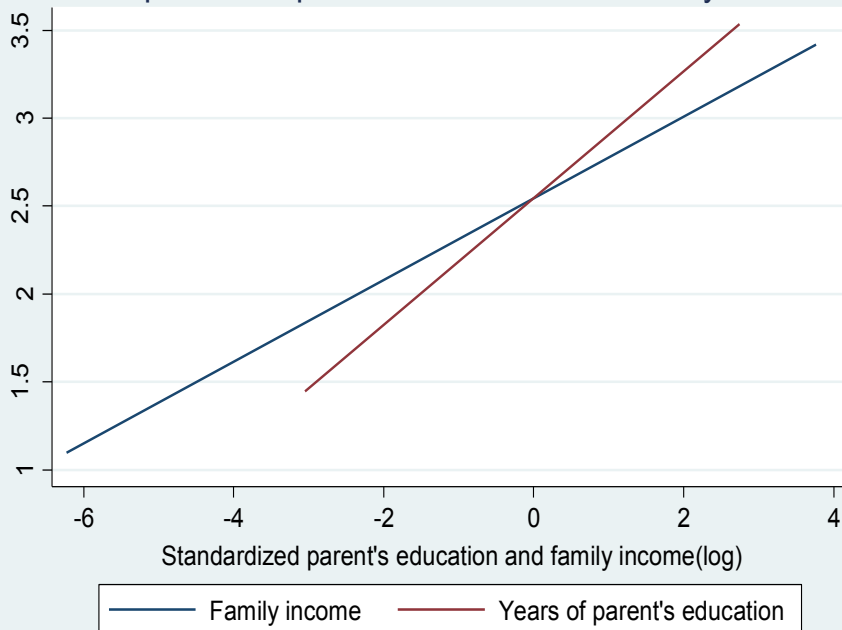
G308 How often did you or other adults or his/her siblings use toys, games or other things to help the child learn characters?

HOME Scale

VARIABLES	HOME (1-2 years old)
Family income	0.0664*** (0.0179)
Parent education	0.196*** (0.0195)

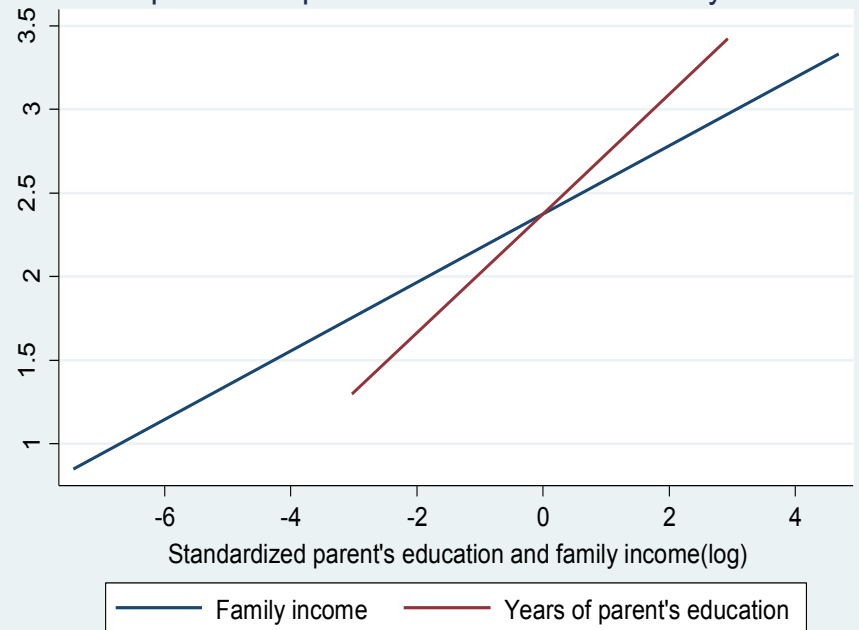
VARIABLES	HOME (3-5 years old)
Family income	0.0619*** (0.0159)
Parent education	0.286*** (0.0177)

Comparison of parent's education and family income



All other control variables have been fixed at mean.

Comparison of parent's education and family income

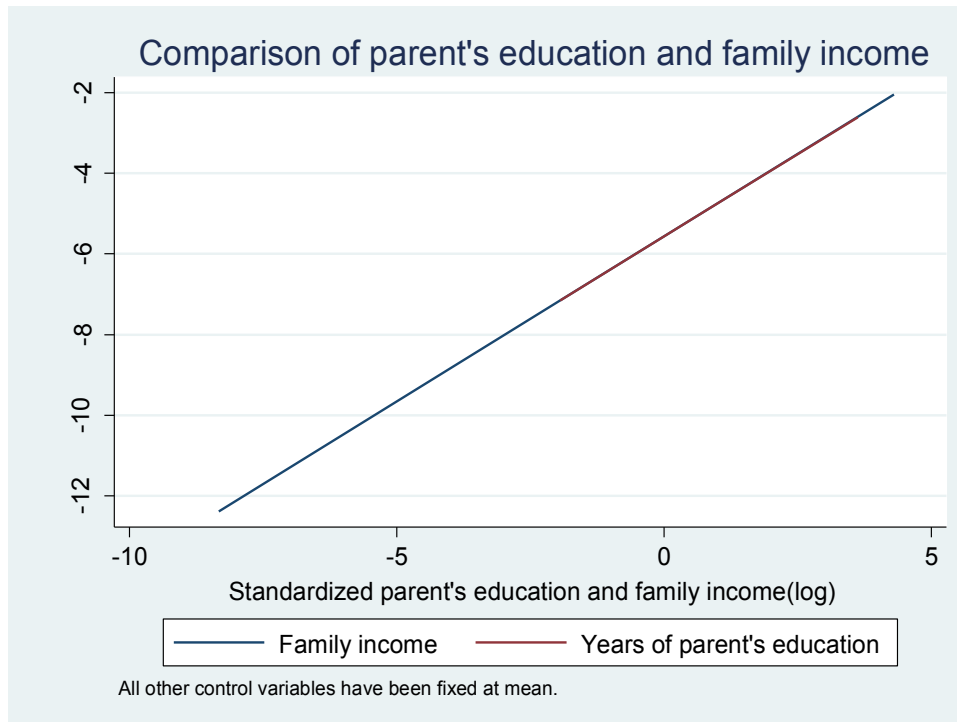


All other control variables have been fixed at mean.

Tutoring Expense

D503M Extracurricular/Home/Parent-child tutoring (including interest class at kindergarten) ___ yuan (0...100,0000)

For 0-15 years old children, an indicator of **material support**.



VARIABLES	Tutoring Expense
Family income	0.744*** (0.0819)
Parent education	0.878*** (0.0817)
Gender(male=1)	-0.185 (0.122)
Place of residence (urban=1)	1.531*** (0.140)
Sibling Size	-0.806*** (0.0894)
Intact family	0.565** (0.195)
Observations	7667

Note: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$. The coefficients for other control variables (ethnicity, children's age, children's education, constant) are omitted to conserve space.

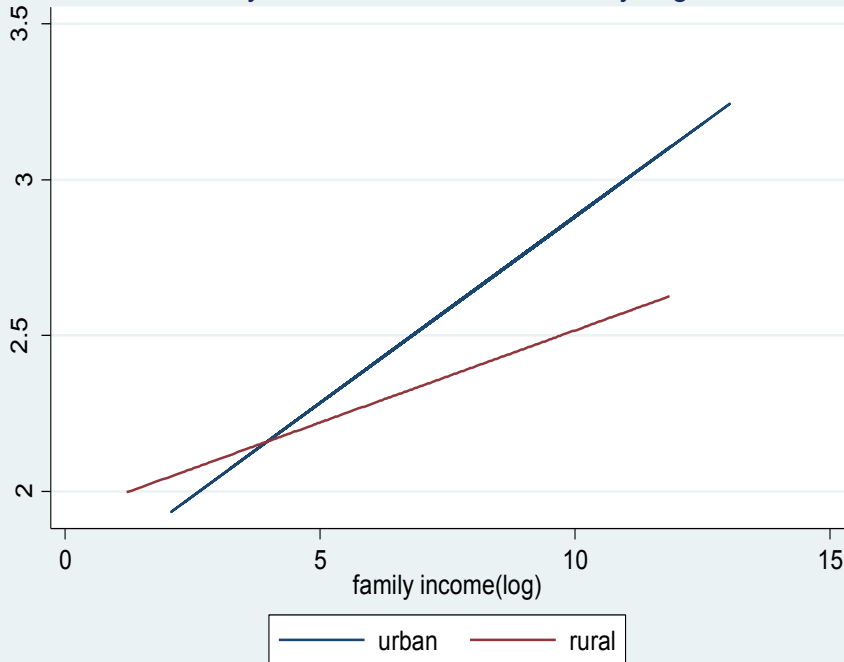
Conclusion

- Both economic capital and cultural capital have significant influence on parenting behaviors in China.
- Comparing to economic capital, cultural capital exerts relatively stronger influence towards parenting.
- However, economic capital and cultural capital have different effect size for different parenting behaviors. The more material support is involved, the larger effect economic capital exerts.

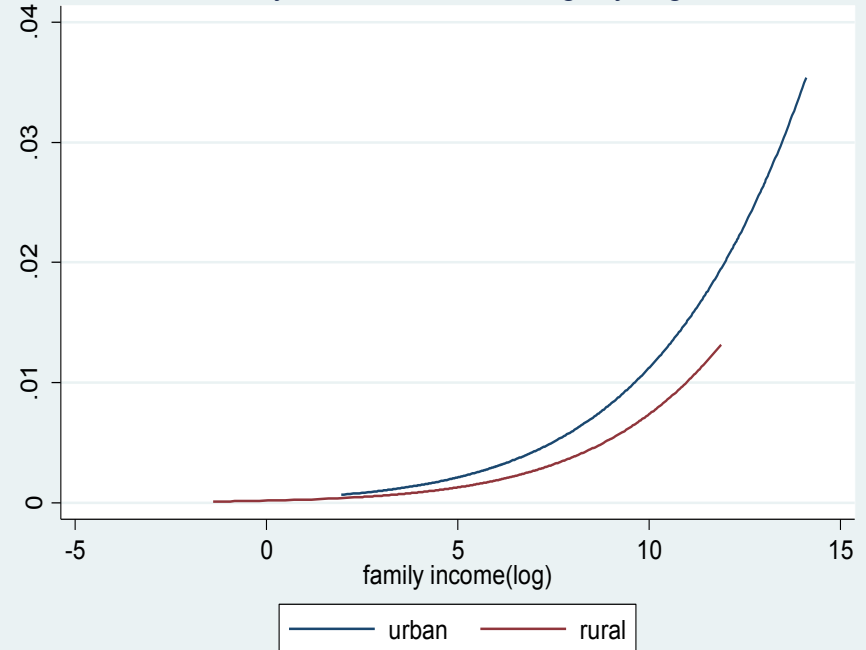
Discussion

- Why increase in family income helps more in urban area, comparing to rural area?

Family income and PBI score, by region



Family income and tutoring, by region



Explanations

➤ Cultural explanation

- In rural area, concerted and intensive parenting culture is not common. While in urban area, families are familiar with concerted parenting culture.

➤ Available resources explanation

- In rural area, there are not as many books or services as in urban areas for parents to purchase.

Thanks