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The Influence of Family Education on Children's Non Cognitive Ability

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Abstract

Based on the baseline survey data of China Education Panel Survey (CEPs) from 2013 to 2014, this paper studies the influence of two kinds of investment in family education on children's non cognitive ability through multiple linear regression. The empirical results show that parents invest more family wealth and time and energy in family education will improve their children's non cognitive ability, and both are significant at 1% level.

Keywords

Family education; Economic; Time; Non congnitive ability.

1. INTRODUCTION

Family education is the starting point and foundation for the healthy development of children and adolescents, and is an important part of national education. In terms of family education, many parents only buy more and more expensive extra-curricular counseling services for their children, believing that this will bring better future development to their children. However, the form of family education in which parents sign up for their children's tutorial classes only involves the parents' financial investment in their children. In addition, family education should also include the parents' time investment in their children's company and guidance, including parent-child activities, parent-child supervision, parent-child communication and so on. According to the 2018 national family education survey report, more than 10% of the students think that their parents do not respect them, more than one fifth of the students report that their parents hardly communicate with them, and some students report that their parents have not taught them "the truth of life", "safety knowledge", "common sense of law" and "traditional culture". Nearly 50% of the students report that their family book collection does not exceed 25% Ben. It can be seen that the current situation of family education in China is not optimistic. Many parents are confused about how to carry out family education. Some parents tend to invest more time in their work and think that they only need to invest more money in their children's education, such as sending their children to higher quality schools and enrolling their children in more expensive tutorial classes, which will bring better benefits to their children To develop, thus neglecting to spend time with their children.

In today's fast-paced society, the pressure of parents' work and life is increasing. So, should parents put more energy into their work and ignore the company of their children? Can parents invest more family wealth in their children to improve their children's non cognitive abilities? Do parents increase their children's company time to increase their children's non cognitive ability? At present, most researches focus on the relationship between family education time investment and economic investment and children's academic performance, such as emotional investment or economic support: Empirical Analysis of family education investment (Lu Chunchun et al., 2020), but there is a lack of research on the impact of family education on children's non cognitive ability. Therefore, the main purpose of this paper is to analyze the impact of two forms of family education on children's non cognitive ability.

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2. METHODOLOGY

2.1. Data Sources

This paper uses the baseline survey of China Education Panel Survey (CEPs) from 2013 to 2014. CEPS is a national representative large-scale tracking survey project designed and implemented by China Survey and data center of Renmin University of China. It aims to reveal the impact of family, school, community and macro social structure on individual education output, and further explore the process of education output in the process of individual life. Therefore, the data has the characteristics of national unification and national comparability. Based on the 2013-2014 academic year as the baseline, the China Education follow-up survey (CEPs) randomly selected 28 county-level units (counties, districts and cities) from the whole country with the average education level of the population and the proportion of floating population as the stratified variables, taking the junior high school grade 1 (Grade 7) and junior high school grade 3 (Grade 9) as the survey starting point. The implementation of the survey is based on schools. 112 schools and 438 classes were randomly selected from the selected county-level units. All the students in the selected classes were sampled.

2.2. Variable Setting

(1) Explained variable

Non cognitive ability: This paper uses the "Big Five personality" model based on personality psychology for reference, and conducts principal component analysis from four aspects: conscientiousness, self-efficacy, social interaction and emotional stability.

Table 1. Measurement of non cognitive ability

Conscientiousness	Even if I feel a little sick or have other reasons to stay at home, I will still try my best to go to school	Totally disagree = 1, not quite agree = 2, relatively agree = 3, totally agree = 4
	Even if I don't like the homework, I will try my best to do it	
	Even if it takes a long time to finish my homework, I will try my best to do it	
Open mind	I am able to express myself clearly	Totally disagree = 1, not quite agree = 2, relatively agree = 3, totally agree = 4
	I'm quick to respond	
	I'm quick to respond	
	I can learn new knowledge quickly	
Extraversion	Most of the students in the class are very kind to me	Totally disagree = 1, not quite agree = 2, relatively agree = 3, totally agree = 4
	I think I'm easy to get along with people	
	My class has a good class atmosphere	
	I often take part in activities organized by school or class	
	I'm very close to the people in this school	
Emotional stability	Frequency of frustration in the past seven days	Always = 1, often = 2, sometimes = 3, rarely = 4, never = 5
	Frequency of depression in the past seven days	
	Frequency of unhappiness in the past seven days	
	The frequency of the past seven days when life was boring	
	The frequency of pessimism in the past seven days	

(2) Explanatory variable

The economic input of family education is determined by "whether to participate in interest class or not?"? (participation = 1, no participation = 0) "," do you want to join the culture class? (participation = 1, no participation = 0) "," is there an independent desk? (yes = 1, no = 0) "," do you have more books in your family (less = 1, less = 2, generally = 3, more = 4, many = 5) ""

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principal component analysis is used to quantify the economic investment in family education as a value.

According to Liang Wenyan's (2018) assignment method, parent-child supervision adopts "did your parents check your homework every day last week? (no = 1, one to two days = 2, three to four days = 3, almost every day = 4) "," did your parents guide you every day last week? (no = 1, one to two days = 2, three to four days = 3, almost every day = 4) "and" do your parents often discuss the following questions with you? (never = 1, occasionally = 2, often = 3) "and" how often do you visit museums, zoos, science and technology museums with your parents? "? (never = 1, once a year = 2, once every half a year = 3, once a month = 4, once a week = 5, more than once a week = 6) "," how often do you go out with your parents to watch movies, performances, sports games, etc. "? (never = 1, once a year = 2, once every half a year = 3, once a month = 4, once a week = 5, more than once a week = 6) "is obtained by summation. Finally, the three values of parent-child supervision, parent-child communication and parent-child activities were quantified as one by principal component factor analysis.

The control variables included personal factors (grade, gender, height, only child or not, interests or hobbies), family factors (family economic status, boarding or not), social factors (number of good friends, peer progress), school factors (teacher attention, school ranking), and whether to participate in preschool education.

2.3. Basic Empirical Model Setting

In order to verify the influence of family education on non cognitive ability, this paper constructs the following model:

$$Y_i = \alpha_2 + \beta_3 \text{economic}_i + \beta_4 \text{time}_i + \sum \gamma_2 X_i + \varepsilon_i \quad (1)$$

Y_i represents non cognitive ability, economic_i represents economic investment in family education, and timei represents time investment in family education. X_i represents a series of control variables, such as personal and family background related factors (gender, height, only child, family economic status, etc.), school related factors (school ranking, teacher attention, etc.), peer quality, whether received preschool education, etc. This paper uses multiple linear regression (MLR) to analyze the impact of family education economic investment and family education time investment on non cognitive ability.

3. RESULTS AND DISCUSSION

Table 2. The influence of family education on non cognitive ability

	(1) Y	(2) Y	(3) Y	(4) Y
Economic		0.0983***		0.0487***
		(11.57)		(5.52)
Time			0.173***	0.159***
			(21.75)	(18.85)
Control				
Constant	-2.825***	-2.400***	-2.243***	-2.094***
	(-18.20)	(-14.84)	(-14.38)	(-12.96)
N	16254	15911	16099	15764

t statistics in parentheses,* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

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Table 2 shows the regression results of the influence of family education on children's non cognitive ability. Column (1) is the result of not adding family education related variables. In columns (2) and (3), the variables of family education economic investment and family education time investment are added respectively. In column (4), the variables of family education economic investment and time investment are added at the same time. Table 2 (2) shows that economic investment in family education has a significant positive impact on children's non cognitive ability, that is, more resources invested in children's education will significantly improve children's non cognitive ability. It can be seen from column (3) that there is a significant positive relationship between time investment in family education and children's non cognitive ability. More energy and time invested by parents in children will significantly improve children's non cognitive ability, which reflects that children's non cognitive ability has a great relationship with parents' company and personal instruction. The addition of two variables in column (4) also supports the above conclusion.

4. CONCLUSION

Based on the CEPS data, this paper analyzes the influence of family education on the development of children's non cognitive ability. The main conclusions are as follows: (1) parents invest more family wealth in their children, which will increase their children's non cognitive ability; (2) parents spend more time with their children, which will significantly improve their children's non cognitive ability. Therefore, in the process of family education, parents should not only provide financial support for their children, but also pay attention to the company and communication with their children.

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