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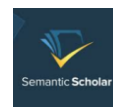


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Seeking Understanding and Cooperation in a World of Disputes: New Year Greetings from *BECE*

Jijun Yao

School of Educational Science, Nanjing Normal University, Nanjing 210024, Jiangsu, China

“If you are depressed, you are living in the past; if you are anxious, you are living in the future; if you are at peace, you are living in the present.”

—Lao Tzu

FOR most of us, the year of 2022 was not a desirable year. The COVID-19 epidemic was still affecting the lives of billions of people. The high transmissibility of the new strains and the concern over long COVID-19 made them less confident in their expectation of completely getting rid of the adverse impact of the epidemic. In the meantime, war, famine, natural disasters, and economic downturn were also challenging the coping capacities of human society. All evidence indicates that there remains a multitude of issues for mankind to address.

To deal with these issues, people from all countries, of all ethnic origins, and with all faiths need to work together. Such extensive cooperation necessitates wider and deeper mutual understanding. Since its establishment, *BECE* has sought to spread the outcomes of evidence-based research on Chinese education and promote communication between Chinese educational researchers and their overseas peers. To be frank, it has not been an easy task to carry out this commitment, in the contexts of the regional variances in research preferences, paradigms, and orientations as well as the increasing division of the world.

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However, education of all nations shares the same goal of optimizing the growth and development of their children. In light of this, we hold that introducing China's educational achievements to global peers and igniting debate and in-depth research in areas of common concern are effective means to enrich global educational research experience and foster deeper understanding and better cooperation. As a journal specializing in evidence-based research on Chinese education, *BECE* does not have many counterparts in the world, which means it could encounter extra challenges in its operation due to a lack of reference. Despite the difficulties, we still view the journal as valuable existence, especially when people around the world are seeking to understand China today more comprehensively as a result of its increasing influence.

At the end of 2022, China lifted COVID-19 lockdowns and reopened its borders. In the near future, the exchange between China and foreign countries will return to normality. In the New Year, while adhering to the original intention of the journal, that is, to promote evidence-based research on Chinese education, the journal will also pay more attention to prompting understanding and cooperation between global researchers. We sincerely hope that Chinese scholars will publish high-quality research results in this journal as always and welcome all foreign experts with interest in China's educational issues to present their insights on this platform. China's educational reform and development can serve as a large "sample", which has the potential of providing valuable experience, theory, and scientific evidence for the global education development.

The publication of this issue coincides with the Chinese Lunar New Year. This year is the Year of the Rabbit in China. Rabbits are peaceful, gentle, and smart animals. It is hoped that they will bring peace and happiness to us all.

Correspondence to:

Jijun Yao

Ph.D.

School of Educational Science

Nanjing Normal University

Nanjing 210024

Jiangsu

China

E-mail: yaojijun_njnu@163.com

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Does Preschool Education Experience Help Disadvantaged Students Become Academically Resilient? Empirical Evidence from CEPS Data

Zhenyi Li, Wanpeng Lei

College of Education, Central China Normal University, Wuhan 430079, China

Abstract: Supporting socio-economically disadvantaged students to improve their academic resilience is vital in promoting social mobility and halting intergenerational transmission of poverty. Based on the baseline data 2013-2014 from the China Education Panel Survey (CEPS) database, this paper examined the impact of preschool education experience on academic resilience of disadvantaged students using coarsened exact matching (CEM) and hierarchical logistic regression. Research findings show that disadvantaged children have less access to preschool education than their advantaged peers, with a kindergarten attendance rate lower than 70%; that preschool education can significantly improve children's cognitive ability and effectively predict academic resilience of disadvantaged students; and that preschool education is a better predictor of resilience of rural disadvantaged students than that of their urban counterparts. The government should reinforce subsidies for early childhood education that can serve as compensation for disadvantaged kids; and should further universalize preschool education to secure the opportunity of high-quality pre-primary school education for disadvantaged children.

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Correspondence to: Wanpeng Lei, College of Education, Central China Normal University, Wuhan 430079, China.
E-mail: 2466691134@qq.com

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Raising the Questions

Preschool education plays a compensatory role in promoting the development of disadvantaged students, making up for the deficiency of home education due to the low education level of parents (Britto, Yoshikawa, & Boller, 2011). From the global perspective, numerous countries have formulated support policies to boost preschool education to close the gaps between children from different family backgrounds (Pang & Xia, 2013). Existing empirical research demonstrated that early childhood growth has enduring effects on individuals' lifelong development (Darmstadt et al., 2019). Heckman and Raut (2016) discovered in their study that investment in preschool education can bolster children's cognitive and non-cognitive abilities and that educational subsidies for disadvantaged students can improve economic mobility of low-income families and help terminate intergenerational transmission of poverty in them. From a long-term standpoint, investment in pre-school education is one of the most cost-effective strategies that improve the productivity and heighten the competitiveness of the nation by intervening in the intergenerational transmission of poverty.

Utilizing the baseline data of the China Education Panel Survey (CEPS), this article aims to address the following questions: What is the status quo of preschool education among disadvantaged children? Is preschool education beneficial to the cognitive development of disadvantaged children? Are there group differences in the effects of preschool education experience on academic resilience between urban and rural students? Coarsened exact matching (CEM) and hierarchical logistic regression were adopted in the analysis.

The Research Design

The Source of Data

This study sourced data from the baseline investigation of CEPS in the academic year 2013-2014, which was designed and conducted by the National Survey Research Center at Renmin University of China. Adopting probability-proportional-to-size sampling, it surveyed the seventh and ninth grade students and their parents, teachers, and principals by questionnaires to collect information about students' preschool attendance, family backgrounds, cognitive capabilities and more. The baseline survey included approximately 20,000 students from 438 classes of 112 schools in 28 counties (or city districts) in China.

The Selection of Variables

The Dependent Variable

The dependent variable in the study is "the resilient student" (1 = being resilient student, 0 = being non-resilient student). OECD defines resilient students as those who fall in both the bottom third of their country's socio-economic background distribution and the top third of their country's performance distribution on the PISA science assessment

scale (OECD, 2011). The operational definition of resilient students in this study is “students who fall in both the bottom fourth of China’s socio-economic background distribution and the top fourth of China’s performance distribution on cognitive ability assessment scale. Data shows that there are 4710 disadvantaged students in the sample and resilient students account for 12.17% of them.

The present study measured the subject’s family social and economic status (SES) by parents’ highest education level, highest occupational status, self-reported household economic circumstances, and the size of home book collection. A continuous variable (KMO=0.695) was obtained via a principal component analysis and was further converted into an SES index variable with a range of 1-100. According to this index, those students whose family SES falls in the bottom fourth of China’s socio-economic background distribution are defined as disadvantaged students. The index was also a criterion for identifying resilient students.

The Explanatory Variable

The core explanatory variable in this study is “having received preschool education or not” (Yes = 1, No = 0). The question “Have you attended any kindergartens or pre-primary classes before the age of three?” was included in the CEPS’s questionnaire.

According to the SES index, the subjects are divided into three groups: the disadvantaged, ordinary, and advantaged groups. Data shows that the percentages of students who had preschool education experience among the three groups are 68.03%, 81.59%, and 89.10%, respectively, with significant gaps ($X^2=675$, $p=0.000$). For urban and rural groups, the proportions of students with preschool education experience are 84.94% and 75.71%, respectively, indicating a considerable difference ($X^2=254$, $p=0.000$).

The Control Variables

This study has controlled individual-, family-, and school-related variables that may pose impact on individual preschool attendance and cognitive ability. Individual-related control variables include gender, grade, type of Hukou (registered permanent residence), and being the only child in the family or not. Family-related control variables include family economic circumstances before the student’s primary school attendance and the average number of years of schooling in the local county or city district where the student lives. The school-related control variable is the location of the school (rural school= 1, urban school= 0).

Research Methods

- Coarsened Exact Matching (CEM)
CEM established by Iacus, King, and Porro (2012) was determined as an effective approach to define the net impact of preschool education experience on cognitive ability of disadvantaged students.
- Hierarchical Logistic Regression

The main purpose of this study is to examine whether preschool education experience can help disadvantaged students become resilient students. The dependent variable in the study is a binary variable (1= being resilient student, 0= being non-resilient student), which necessitates a logistic regression. Moreover, data comes from the two dimensions: the student and the school. In order to reduce the impact of intraclass correlation, this study adopted hierarchical logistic regression for analysis.

Research Findings

The Cognitive Ability of Disadvantaged Students

Disadvantaged students have significantly poorer cognitive ability than their ordinary and advantaged peers. Family limitations in financial, cultural, and social capital have hindered the development of cognitive ability of disadvantaged students.

The Impact of Preschool Education Experience on Academic Resilience of disadvantaged students

After controlling for individual-, family-, school-, and district-related factors, preschool education experience can effectively predict the likelihood of disadvantaged children becoming resilient students. The disadvantaged students who have received preschool education had a 24.7% higher probability of becoming resilient students than those without any preschool education experience. Therefore, early childhood education is a potential booster of academic resilience of disadvantaged students.

The Heterogeneity Analysis

The rate of preschool enrollment of rural children is prominently lower than that of their urban peers. In terms of the difference in the effect of preschool education between rural and urban disadvantaged students, preschool attendance can well predict academic resilience of rural disadvantaged students, but has no significant influence on their urban counterparts' school resilience according to the results of heterogeneity analysis.

Conclusions

Preschool education is the start of one's lifelong training and an indicator of social equity. As a basic component of social welfare, preschool education affects the growth of hundreds of millions of children. High quality preschool service for disadvantaged children can compensate for the adverse impact of their unfavorable family background and potentially bridge the performance gap between disadvantaged and advantaged teenagers. We can conclude from the evidence based on CEPS data that: (i) Disadvantaged children' access to preschool education is still limited; their preschool attendance rate is below 70%, considerably lower than that of their ordinary and advantaged peers. (ii) Preschool education experience is beneficial to disadvantaged students in developing academic resilience. Early childhood education can effectively promote the growth of

Li & Lei. (Hubei). *Preschool Experience for Disadvantaged Students in Academic Achievements*.

cognitive ability of disadvantaged students, indicating that it plays a compensatory role in offsetting the adverse effect of their disadvantaged socio-economic backgrounds. In addition, preschool education experience can effectively predict the probability of disadvantaged students' becoming resilient students, which is 24.7% higher than that among disadvantaged students without such experience.

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The Effect of Child Preschool Education on Labor Force Participation of Married Women of Childbearing Age

Xuexuan Gao, Weifang Min

Graduate School of Education, Peking University, Beijing 100871, China

Abstract: *In the context of the decline in working-age population and exhaustion of demographic dividend in China, how to increase the supply of labor has become an issue critical to economic development. Optimizing preschool education system and enhancing the accessibility of high-quality and low-cost pre-primary schooling help free married women from childcare, boost their labor force participation, and thus, augment the supply of labor. This study discovers that the labor force participation rate of women who enroll all their preschool-age children in kindergartens is 1.32 times that of those who do not do so; and that for working women, preschool attendance of all their kids can increase their working time by four hours per week. After classifying the sample according to the level of household income and type of Hukou (registered permanent residence), it finds that child preschool attendance can more significantly raise the employment probability of women from high-income families and more prominently increase working hours of those with rural Hukou.*

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Correspondence to: Weifang Min, Graduate School of Education, Peking University, Beijing 100871, China. E-mail: wfmin@pku.edu.cn

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The Background of the Study

In the wake of the founding of the P. R. of China, the country established an equal employment system for men and women and provided a relatively complete childcare service for preschool children to retain mothers in the workforce (Shi, 1999). Chinese women have maintained a relatively high level of labor force participation compared with their counterparts in other countries. However, the establishment of market-oriented economy as a result of the nation's reform and opening up impaired the preschool childcare system and pre-primary education was no longer provided as public welfare, which posed negative impact on women's employment, especially the employment of those from low-income households, and made them less competitive in the labor market (Zhu & Wang, 2005). Researchers attempted to examine the relation between mothers' devotion to childcare and their lower labor force participation and confirmed that mothers invest far more time and energy in taking care of the family and young kids than fathers, thus more likely to withdraw from the labor market (Xiong & Li, 2017). As a result, married women of childbearing age in China experienced a decline in labor force participation due to the difficulty in balancing work and family; among them, those having children aged between 0 and 6 in homes were most significantly affected, with their employment rate dropping from 90.3% in 1991 to 74.9% in 2011 (Du, Zhang, & Dong, 2018).

To improve female employment, China has made immense efforts to expand preschool education since 2010. By 2020, 48.1826 million children were enrolled in kindergartens; the gross enrollment rate of preschool education reached 85.2%. The scale and coverage of preschool education were close to the average level of OECD countries. The popularization of preschool education has made it accessible to a much larger population, especially to that in the underdeveloped regions in central and western China, and has freed more married women from the burden of childcare, enabling them to return to work after giving birth to a child. According to data from the World Bank, China witnessed a rapid decline in the labor force participation rate of its female population from 2000 to 2010, but the downward curve has levelled out since 2011, which can be attributed to the popularization of preschool education and the liberation of female labor force.

With the loss of China's demographic dividend and decrease in its fertility rate, adult women have become an important source of labor supply. Investigations into the influence of child preschool education on mothers' employment are vital to the increase of the supply of labor in China. Utilizing data from China Family Panel Studies (CFPS) 2010-2018, this article undertakes empirical research on the effect of the popularization of preschool education on promoting labor force participation of married women of childbearing age in China.

Data and Descriptive Statistics

The Data Source

Data used in this study is sourced from the CFPS database, which samples from 25 provincial administrative regions. The wide coverage of the samples assures their representativeness. CFPS are longitudinal surveys using the year of 2010 as the baseline with data of 2018 being the latest; altogether they provide data in 5 periods. This study focused on the labor force participation of married women with children aged between 3 and 5, since the caring modes for kids in 0-2 age group are too diverse to be easily defined. The sample of the study was made up of married women from 21 to 49 years of age with 3-5 years old children. After deleting subjects lacking core variables and administering mean value interpolation to those lacking non-core variables, a sample of 5364 women was obtained.

Descriptive Statistics

Descriptive statistics showed that the women sampled had 1.8 children each on average with a mean age of 30 years old and most of them were in good health according to their self-evaluation; that their labor force participation rate was 62% and those in employment work approximately 33.5 hours each week. Among the subjects having labor incomes, the logarithm of their average income was 9.31. In terms of education level, the average length of schooling of the women sampled was 8.45 years, which is approximately junior secondary level, and only 12% of them received higher education (college or above). That means most of them had not experienced higher education. The impact of education level on employment might be underestimated in this study.

The Relationships between Child Preschool Education and Maternal Labor Force Participation

Child Preschool Education and the Labor Force Participation Rate of Mothers

The Measurement Model

In this study, the dependent variable “being in employment or not” is a binary variable. The logit model was used to evaluate the effects of child preschool education on maternal labor force participation instead of the linear probability model, because the latter may cause heteroscedasticity and produce estimate values of the dependent variable that are out of the interval [0, 1]. Also, the logit model can explain the change in the odds ratio caused by a one-unit increase in the explanatory variable. In addition, the year dummy variable was incorporated in the model to eliminate the gaps induced by year differences, as the sample entailed a group of cross-section data from different periods.

The regression results demonstrated that child preschool education has a significant positive effect on maternal labor force participation. When all children in a family attended nursery schools, the mother’s employment probability is 1.32 times that of her counterpart whose children failed to receive preschool education. Calculation results of

the coefficient of the variable of grandparental care showed that for women from families where elderly members provided childcare, the probability of their labor force participation is 1.57 times that of those who could not get support from the elderly in terms of childcare. Prior work experiences were also an important factor determining whether a woman would rejoin the labor market; for those who have been formally employed for more than 6 months, the probability of resuming work was 3.66 times that of those without this experience. Rural women were more likely to resume labor participation after giving birth to a child than their urban counterparts. Furthermore, older women in better health conditions and from higher-income families are more likely to restart working. It is also worth noting that the analysis results did not show a significant effect of high education levels on women's labor force participation as presumed, which may be due to the low proportion of women who have received higher education in the sample.

Child Preschool Education and Labor Force Participation of Women from Distinct Economic Backgrounds

It was presumed that the effect of child preschool education on maternal employment varied among families of different economic status. In this study, annual household income was used as the criterion to classify and analyze the heterogeneity of the sample. Based on the logarithm of the annual household income, this article divided the sample into three categories: women from low-income, middle-income, and high-income families. The regression results showed that regardless of family income levels, child preschool education had a significant effect on promoting maternal labor participation, and that the higher the household income level, the stronger the promotion effect.

The results of calculation of the correlation coefficients revealed that, the probability of maternal employment in low-income families after children enrolled in nursery schools was 1.34 times that before children attended kindergartens. For middle-income and high-income families, the probability of maternal participation in the labor force after their children received preschool education was 1.44 and 1.49 times that before their children's kindergarten attendance, respectively. With grandparental care for children, the employment probability of mothers in high-income families would increase by 1.09 times, which was significantly higher than that in low- and middle-income families

The Robustness Test

The logarithm of the cost of preschool education in the area where the subject lives was employed as instrumental variable to validate the impact of child preschool education on maternal resumption of work.

Child preschool attendance is negatively correlated with the cost of preschool education. That is to say, the higher the cost of preschool education in a certain area, the weaker the family's demand for it. The less affordable the child preschool education, the more likely it is for the mother to withdraw from labor force. Therefore, the instrumental variable is negatively related to the endogenous variables, which means that in

Gao & Min. (Beijing). Child Preschool Education and Labor Force Participation of Married Women.

the first phase of regression, the coefficient of the instrumental variable should be negative, while in the second phase of regression, the coefficient of the explanatory variable after fitting the instrumental variable should be significantly positive as it is in the initial logit model.

The regression results of the study showed that the coefficient of the instrumental variable was significantly negative in the first phase of regression and that the coefficients of the endogenous explanatory variables are significantly positive in the second phase of regression. The Wald test and AR test on the instrumental variable demonstrated that the instrumental variable was exogenous and valid, and no over-identification occurred in the tests, which satisfied the requirements for the instrumental variable. By introducing the instrumental variable of the cost of preschool education, this study verified that child preschool education could significantly promote the labor force participation of married women.

Child Preschool Education and Maternal Working Hours

The Measurement Model

Child preschool attendance can also pose impact on working hours of women in employment. As working mothers have to balance between childcare and work, they can have more discretionary time and work for longer if their children are taken care of by preschool education institutions. After having screened the sample to identify women who reported effective working hours, this study obtained 2,275 subjects for the ensuing analysis. Women's effective working hours per week are basically normal distribution, and thus OLS regression can be applied. The regression on the full sample demonstrated that women whose preschool-age children were enrolled in kindergartens worked 4 more hours per week than those whose preschool-age children did not attend nursery schools.

The Heterogenous Effects of Child Preschool Education on Women with Different Types of Hukou

According to the regression results, sending children to preschool education institutions could significantly increase the working hours of rural women by 3.4 hours per week. Grandparental care for children had a greater effect on the weekly working hours of rural women than those of their urban counterparts, probably due to the fact that the high charge or poor availability of rural preschool education institutions makes rural women more reliant on the childcare provided by grandparents. In addition, rural women with the labor force type of "being employed" may participate in off-farm work aside with agricultural production, which means that they work longer hours than their urban counterparts in the same job.

The Heterogenous Effects of Child Preschool Education on Women with Different Numbers of Children

The regression results showed that child preschool education had the greatest impact on the working hours of mothers with only one child, increasing their weekly working time by 5.1 hours; and that it also has a positive effect on the working hours of mothers with more than one child, which were raised by 3.1 hours each week. Moreover, the mother with more than one child could increase her working hours only when all her children were enrolled in nursery schools; otherwise, she would strongly depend on the childcare provided by the elderly in the family.

Conclusions

Focusing on the effect of child preschool education on labor force participation of married women of childbearing age in China, this study discovered that the mother can be freed from childcare when preschool service is available to all her preschool-age children, which considerably increase her employment probability. This positive effect is the most prominent among women from high-income households, probably due to their strong willingness and capability of resuming their career. After enrolling their children in preschool education institutions, women employed, especially those from rural areas, can increase their working time, which, as a result, boosts the supply of labor for the whole society. Currently, in most Chinese families, grandparental care for young children remains a vital source of support for mothers' rejoining the labor force.

However, as a result of the dwindling family size and the introduction of delayed retirement policy in China, the burden of childcare will be shifted back to mothers and discourage them from resuming work, thus reducing the total supply of labor force. Hence, the development of preschool education becomes crucial to relieving married women of the burden of childcare, reducing the opportunity cost of their employment, and encouraging their labor force participation. Improved maternal employment can further enhance the efficiency of human resource allocation, promote economic growth and at the same time bolster gender equality in Chinese society.

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Family Capital and the Quality of Senior Secondary Education Opportunities: An Analysis Based on the Post-Junior Secondary Education Tracking in County B of Jiangsu Province

Xinzhuo Zhu, Jingya Luo

Huazhong University of Science and Technology, Wuhan 430074, Hubei, China

Abstract: *The disparities in the quality of senior secondary education opportunities are one of key topics in educational equity research in China as they have a critical impact on students' access to higher education and even their future occupational attainments. Students' senior secondary education opportunities are related to multiple factors. This study attempted to examine the relationship between family capital and the quality of children's senior secondary education opportunities. The research into the post-junior secondary education tracking in County B of Jiangsu Province demonstrated that compared with vocational secondary education opportunities, children's access to general senior secondary education (including ordinary and key high schools) was significantly and positively affected by family social capital and less so by family cultural capital, but had a weak correlation with family economic capital; and that cultural capital had more significant impact on children's admission to high-quality senior secondary schools than to ordinary high schools. Subjective aspects of family capital helped improve the access to ordinary senior secondary education of children from underprivileged classes, whilst objective aspects of family capital could limit their key high school enrollment opportunity. It was suggested that the government push through the implementation of the "quota allocation policy" to promote balanced distribution of high achieving students; and that disadvantaged families make more efforts to increase their cultural capital, and schools and communities provide more support to disadvantaged groups to compensate for their paucity of cultural capital and to upgrade the quality of senior secondary education opportunities of their children.*

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Correspondence to: Xinzhuo Zhu, School of Education, Huazhong University of Science and Technology, Wuhan 430074, Hubei, China. E-mail: 57097061@qq.com

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Introduction

As a result of the universalization of compulsory education and the increasing popularization of senior secondary education in China, child school enrollment is no longer an issue, and high-quality education resources have become the most pressing demands of the public. To undertake reliable studies of the equity of educational opportunities, we need first to identify the quality levels of and quality gaps in educational opportunities, and then to examine whether all groups have equitable access to educational resources of varying quality levels.

Students' access to education opportunities is affected by multiple factors such as social structure, national policy, family background, etc. However, compared with social structures and national policies (macro factors), family capital can more reveal the micro mechanism of access to education opportunities. Some components of family capital can be changed by individuals through their own efforts, and thus it offers more useful implications for education research. This article focuses on the effects of family capital on the quality of children's senior secondary education opportunities in attempt to provide explanations for their unequal access to high school education resources.

The Analytical Framework and Research Hypotheses

Based on the objective and subjective aspects of family capital, this study tries to explore more practical and operational methods for family capital exploitation and explain the paths of the influences of each element of family capital on the quality of children's senior secondary education opportunities.

First, family economic capital is a key objective factor influencing the quality of children's high school education opportunities. Economically advantaged families can provide their children with superior educational conditions and high-quality educational resources, including residence in the ideal school district, private tutoring, after-school training programs, etc. Such money investment help improve child academic achievements, which in turn, makes children more successful in the competition for high-quality senior secondary education opportunities. In light of this, the study proposes hypothesis 1 (H1): Family economic capital has a positive effect on the quality of children's senior secondary education opportunities; the more investment parents make in child education, the higher the quality of children's high school education opportunities.

Second, empirical research from China and other countries confirm that family cultural capital can predict the quality of children's senior secondary education opportunities. Families with more cultural capital usually place more premiums to the quality of their children's education and create ideal home cultural atmospheres for their children to form proper learning attitudes and habits, which in turn constitute their advantages in educational competition. As a result, the study raises the hypotheses below:

H2: Home cultural capital exerts a positive impact on the quality of children's high school education opportunities; the more cultural capital the family has, the higher the quality of the children's senior secondary education opportunities.

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H2a: The higher the parents' education level, the better the quality of children's high school education opportunities.

H2b: The bigger the size of home book collection, the higher the quality of the children's senior secondary education opportunities.

H2c: The higher importance the family attaches to child education, the better the quality of children's high school education opportunities.

Third, in recent years, home social capital is also regarded as an important predictor of children's access to senior secondary education. In contrast with economic and cultural capital, family social capital influences child access to education opportunities primarily through subjective factors. Increased social capital can offset the limitation imposed on children's education opportunities by objective factors. Therefore, we propose the following hypotheses:

H3: Home social capital poses a positive effect on the quality of children's high school education opportunities; the more social capital the family has, the higher the quality of children's senior secondary education opportunities.

H3a: The more productive the parent-child communication, the better the quality of children's high school education opportunities.

H3b: The more effective the parental supervision of child learning, the higher the quality of children's senior secondary education opportunities.

H3c: The higher the frequency of parent-teacher communication, the better the quality of children's high school education opportunities.

Research Design

Data

The research team collected data through the survey on the relationship between family education and educational tracking among junior secondary school graduates 2017 in B County, Jiangsu Province. County B, located in the north of Jiangsu Province, has a total area of 1467 square kilometers, most of which is constituted by plains. It has 14 towns and one development zone under its jurisdiction, with a population of about 900000. The railway transportation began at the end of 2020 in the county. Basically, it is an agriculture-dominated county. According to the comprehensive evaluation of the GDP and GDP per capita of 54 counties (cities) in Jiangsu Province by the Statistical Yearbook of Jiangsu Province (2018), the socio-economic development of County B is approximately of the middle level of the province. In 2017, the enrollment rate of general senior secondary schools in County B was 56.4%. County B is representative of its kind in the whole country in terms of economic, social, and educational development.

There are five general senior secondary schools and one vocational secondary school (School Y) in County B. In this survey, 902 subjects (1/5 of the total number of grade ten students in the county) were sampled from the tenth graders of the six high

schools by stratified sampling. Considering that there are differences in class type among the five general high schools and that students in the experimental classes are fewer than those in the ordinary classes, only students of odd numbers were sampled in experimental classes in each school, while students in ordinary classes are randomly selected on the basis of the whole class. Classes in School Y are set according to specialties; students from various specialties were included in the sample. A total of 902 questionnaires were distributed in this survey. After eliminating invalid questionnaires, the research team obtained 861 valid questionnaires representing a validity rate of 95.5%.

Variables

The Dependent Variables

In this study, the dependent variable is the quality of the subject's senior secondary education opportunity, and thus high schools that those junior secondary graduates enrolled in were divided into different ranks to define the quality levels of various high school education opportunities.

According to the enrollment periods of the schools surveyed, senior secondary education opportunities in County B were classified into three quality levels: School E, as the only high school in County B that can select students in the first enrollment period after the senior secondary school entrance examination, was defined as the high quality general high school (level one); Schools D, B, C and A were classified as ordinary general high schools (level two); School Y was a vocational secondary school at the third level.

Independent Variables

- **Family Economic Capital**

In this study, family economic capital was measured by household annual investment in education, a category-based interval variable. The logarithm of the median of the interval was incorporated in the analysis. The value of the logarithm was positively correlated with the family's economic capital. The family's annual investment in education included its annual expenditure on after-school training.

- **Family Cultural Capital**

In this study, parental education levels, the family book collection size, and parents' educational concepts were used to measure institutionalized, objectified, and embodied cultural capital of the family, respectively.

- **Family Social Capital**

Social capital of the family was divided into two dimensions: "parent-child communication" and "behavior supervision", according to the commonly used method of operationalization.

Control Variables

There are 4 control variables in this study: gender (1 = female, 2 = male), place of residence (1 = urban, 2 = rural), number of siblings (1 = without siblings, 2 = with a sibling or siblings) and type of junior secondary school (1 = urban junior secondary school, 2 = rural junior secondary school).

The Treatment of Missing Values

As missing data of the variable “household annual investment in education” was as high as 28%, multiple imputation was adopted to address this issue in the sample analysis. We included all variables in the calculation model of multiple imputation and obtained 10 independent data sets after interpolating missing values. Statistical analysis of the 10 data sets was conducted and the estimate of the model was established by integrating the results of these processed data.

Data Analysis Methods

Since the dependent variable in this study is a three-category nominal variable, the hierarchical and multivariate logistic regression model was adopted in data analysis. This model is intended to explain the role and strength of the independent variable X in predicting the probability of occurrence of the dependent variable Y, and that the dependent variable Y has multiple types of values. In the statistical analysis, first “enrolment in the vocational secondary schools” was used as a reference to identify the differences in enrollment between the vocational secondary school and ordinary and high-quality general high schools, and then “enrollment in ordinary general high schools was used as a reference to focus on the differences in enrollment between ordinary and high-quality general high schools.

Findings of Data Analysis

Logistic Regression Analysis of the Effects of the Family Capital-related Variables on the Quality of Child Senior Secondary Education Opportunities

The results of model one show that, girls’ probabilities of entering ordinary general high schools and high-quality general high schools (compared with the vocational secondary school) were 0.63 times and 0.68 times those of boys, respectively; that urban students’ probability of entering the high-quality general high school was 2.1 times that of their rural peers; that the number of siblings had no effect on students’ enrollment in the ordinary general high school, but had a significant influence on their enrollment in the high-quality general high school (children without siblings are nearly 100% more likely to enter the high-quality general senior secondary school than their peers with siblings); and that students who had studied in urban junior secondary schools were 2.2 times and 2.4 times more likely to enter ordinary general high schools and high-quality general high schools, respectively, than their peers who had studied in rural junior secondary school. There were no significant influences of gender and types of junior sec-

ordinary schools on enrollment in the ordinary general high school and high-quality general high school (when the comparison is limited between these two categories of schools), but the influences of the place of residence and number of siblings remained.

When the variable of family economic capital was incorporated in model two, the regression results demonstrated that there was no significant difference in the impact of home investment in education on child education tracking at the senior secondary level (general or vocational education) or on child school streaming between high-quality and ordinary senior secondary schools.

Model three was meant to examine the effect of family cultural capital on the quality of child senior secondary education opportunity. Statistical results showed that the children's probability of entering the high-quality general high school (compared with the vocational high school) would increase by 15.2% with each one year increase of paternal education; that the size of family book collection was positively related only to children's access to high-quality general senior secondary education (compared with vocational education); and that parents' educational concepts had positive effects on child access to both ordinary and high-quality general senior secondary education. Paternal education level and the number of books in the home significantly promoted children's access to the high-quality general senior secondary education (compared with the ordinary general high school education), while the regression coefficient of the variable of parents' educational concepts was not significant.

Model four showed the effect of family social capital on child senior secondary education opportunity. Parent-child communication as social capital could only increase children's chances of entering the ordinary general high school; children's probability of enrolling in the ordinary general high school (compared with the vocational secondary school) increased by 23.9% with one-score increase in parent-child communication. Parent-teacher communication has a significant positive impact on children's admission to high-quality general high school. The higher the frequency of communication between parents and teachers, the more likely it was for children to enter the high-quality general high school (compared with the vocational secondary school). Behavior supervision has a positive impact on child access to both ordinary and high-quality general senior secondary education. With every one point increase of family behavior supervision, children's probability of entering ordinary and high-quality general high school would increase by 71% and 82.4%, respectively. In the comparison of high-quality and ordinary general high school education, the influence of parent-child communication and behavior supervision was no longer significant, but parent-teacher communication could still effectively predict child enrollment in the high-quality general high school.

Model 5 included the variables of family economic capital, cultural capital, and social capital, which could reflect the comprehensive impact of family capital on the quality of children's education opportunities. First, the coefficients of variables of gender, place of residence, number of siblings and type of junior secondary school became smaller compared with those in model one, and the significance of the variable of gender disappeared, indicating that family capital can somewhat bridge the gaps in senior secondary education opportunities caused by urban-rural division, gender difference and number of siblings. Second, the regression coefficient of the variable of family investment in education was significantly smaller compared with that in model two, which means that the effect of economic capital is likely to be mediated by cultural and

social capital. Third, in models three, four, and five, the coefficients of variables related to cultural capital remain significant, and the coefficient of paternal education level and the size of home book collection remain stable, indicating that institutionalized cultural capital and objectified cultural capital have a consistent and independent positive impact on the quality of child high school education opportunities. In addition, the regression coefficient of parents' educational concepts has increased, indicating that there existed interaction between embodied cultural capital and other family capital-related variables. Last, with the incorporation of the variables of economic and cultural capital, the regression coefficients of variables of parent-child communication and behavior supervision showed a growing tendency, indicating that there was interaction between domestic social capital and economic and cultural capital. The positive effect of non-domestic social capital like the frequency of parent-teacher communication turned negative and was no longer significant, indicating that after controlling for other family capital-related variables, non-domestic social capital no longer had an impact on the quality of children's education opportunities, and the effect of non-domestic social capital was likely to be mediated by other family capital-related variables.

A Comparison of the Effects of Family Capital-Related Variables

This study calculated the standardized logistic regression coefficients to compare the effects of home economic, cultural, and social capital on the quality of high school education opportunities. The results showed that regarding their respective influences on child access to general senior secondary education (compared with vocational secondary education), the absolute value of the standardized regression coefficient of the variable of social capital was significantly greater than that of cultural capital, and that the effect of economic capital on the quality of children's educational opportunities was minimal. Only cultural capital plays an important role in child access to high-quality general senior secondary education (compared with ordinary general high education). Additionally, the standardized regression coefficients of subjective factors (parents' educational concepts, parent-child communication, and behavior supervision) were significantly greater than those of objective factors (the paternal education level and size of family book collection) in terms of their effects on child enrollment in the general senior secondary school (compared with the vocational secondary school); Regarding their influences on child admission to high-quality general high schools (compared with ordinary general high schools), the standardized regression coefficients of objective factors were significantly bigger than those of subjective factors. That demonstrated that subjective factors played a more important role than objective ones in general vs. vocational tracking, while in high-quality vs. ordinary general senior secondary education streaming, the opposite was true.

Conclusions and Discussions

- i. There are prominent differences between urban and rural areas in the quality of senior secondary education opportunities. There exist considerable disparities between urban and rural junior secondary school students in the access to both ordinary and high-quality general high school education, with urban students being particularly advantaged in accessing high-quality general senior secondary education.
- ii. Family capital affects the quality of children's senior secondary education opportunities through cultural reproduction. Compared with economic and social capital, cultural capital has a relatively more stable and independent influence on the quality of senior high school education opportunities and is less susceptible to other aspects of family capital. Home cultural capital is the most powerful predictor of children's ordinary and key high school enrollment opportunities.
- iii. Family economic capital has no significant impact on the quality of child senior secondary education opportunities. The research findings show that the amount of family investment in education has no salient association with children's admission to the ordinary general high school (compared with the vocational high school) and to the key general high school (compared with the vocational secondary school and ordinary general high school).
- iv. The impact of home cultural capital on the quality of child senior secondary education opportunities has its limitations. Parents' educational concepts have a positive effect on children's admission to the ordinary and key general high schools (compared with the vocational secondary school), while the paternal education level and size of family book collection can positively influence children's enrollment in the key general high school (compared with the ordinary general high school).
- v. Behavior supervision as social capital imposes greater effects on the quality of child senior secondary education opportunity than parent-child communication. Domestic social capital (parent-child communication and behavior supervision) has significant effects on children's entrance to ordinary general high schools (compared with vocational secondary schools) and key general high schools (compared with vocational secondary schools), and the impact of behavior supervision is far greater than that of parent-child communication.
- vi. Subjective aspects of family capital affect the general vs. vocational education tracking, while its objective aspects influence the ordinary vs. high-quality general senior secondary education streaming. Subjective aspects of family capital such as parents' educational concepts, parent-child communication, and behavior supervision have greater impact on child performance in the general vs. vocational education tracking than objective aspects such as family investment in education, the paternal education level, and the size of family book collection, which gives disadvantaged children motivation to compete for more general senior secondary education opportunities.

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NEWSLETTER

The Impact of Psychological Abuse and Neglect on Adolescents' Externalizing Problem Behaviors: The Mediating Effect of Antisocial Attitudes and Moderating Effect of Gender

By Wang, G. F., Chen, Y., Liu, Y., Liu, X. Q., Yu, Y., & Luo, W.

Correspondence to: Guofang Wang, China University of Political Science and Law, China. E-mail: wangguofang@cupl.edu.cn

EXTERNALIZING problem behaviors mainly refers to behaviors that violate social ethics and harm others, including antisocial, illegal, aggressive, and bullying behaviors. Adolescence is a period of high incidence of individual externalizing problem behaviors, which have a negative impact on the physical and mental health, interpersonal communication, and academic performance of adolescents.

This study used the Psychological Abuse and Neglect Scale, Adolescent Antisocial Attitudes Questionnaire, and Health Risk Behaviors Questionnaire (Externalizing Behavior Dimension) to investigate 1218 adolescents aged 9 to 20 in a city of Sichuan Province. Among them, 54.19% were from urban areas, 44.66% from rural areas, and 1.15% did not report where they were from. The article attempted to explore the mechanism of the influence of psychological abuse and neglect on adolescents' externalizing problem behaviors by analyzing descriptive statistics and mediation effects.

The research findings showed that there were positive relations between psychological abuse and neglect, antisocial attitudes, and externalizing problem behaviors. Psychological abuse and neglect could directly affect the externalizing problem behaviors and could also indirectly influence them through the mediation of antisocial attitudes. The influence of psychological abuse and neglect on antisocial attitudes was moderated by gender. Psychological abuse and neglect have a stronger predictive effect on antisocial attitudes of boy students, that is, boy students were more likely to identify with behaviors that violate morality and norms under the influence of psychological abuse and neglect, and as a result, they are more likely to develop antisocial attitudes.

Source: Educational Research and Experiment, 2022; 2022(3):107-112.

NEWSLETTER

Parental Involvement and Learning Power of Secondary School Students

By Fu, G.

Correspondence to: Gan Fu, Yancheng Teachers University, China. E-mail: psyfgan@163.com

LEARNING power, as self-directed learning ability, is essential in the era of lifelong learning. Parental involvement is a key factor that influences child academic success, and partnerships between families, schools, and communities play a significant role in boosting student learning power.

This study investigated a total of 1,686 students from 12 secondary schools in County FN, Jiangsu Province by random cluster sampling, and obtained 1,633 valid questionnaires from 468 seventh, 388 eighth, 288 ninth, 297 10th, and 192 11th graders. The Secondary School Student Learning Power Questionnaire and Parental Involvement Questionnaire were used as measurement tools. The Parental Involvement Questionnaire focused on parent-school, parent-child, and parent-community interaction. Student learning power was the dependent variable in the study; parental involvement in child education in the home, school, and community was the explanatory variables; the control variables included student gender and grade, and family capital-related individual factors such as parents' education level, school type (urban or rural), and parents being migrant workers or not.

Research findings demonstrated that parental involvement in the home had the greatest impact on the learning power of secondary school students, followed by parental involvement in the school; that there was a significant difference in learning power between urban and rural secondary school students, with urban students being far more critical, constructive, communicative, and strategic in learning than their rural peers as a result of their varied educational opportunities based on distinct family social and economic resources; and that the maternal education level had a substantial impact on child critical thinking and resilience in learning.

Given research results, it is recommended that parents should raise their awareness of responsibility assumption in child education and increase their partnership with the school; that schools should optimize their agency in education and encourage parents' engagement in school activities; and that non-profit organizations should be given full play in promoting the development of learning power of rural secondary students.

Source: Educational Research and Experiment, 2022; 2022(5):104-112.

NEWSLETTER

The Effect of Maternal Coping Strategies for Sibling Disputes on Sibling Relationships among Preschool Children in Two Child Families

By Xu, L., Tian, P. P., & Hong, X. M.

Correspondence to: Xiumin Hong, Beijing Normal University, China. E-mail: xiuminhong@163.com

SIBLING relationships are long-lasting kinship which can tremendously influence a child across his or her life span. The sibling relationship research has drawn increased attention in China in the wake of the implementation of the Comprehensive Three Child Policy.

Child-, family-, school-, and society-related factors may all impact sibling relationships. Family-related factors include parents' marital relationship, parent-child relationship, parenting style, and parental coping strategies for sibling disputes. Preschool childhood is a pivotal stage in a child's development and a vulnerable phase in sibling interactions. The mother is the main caregiver of her children in the early childhood, and competition for maternal attention is one cause of sibling disputes. This study attempted to explore maternal coping strategies for sibling conflicts and their impact on sibling relationships among preschool children. It randomly selected 125 mothers with children in three public kindergartens in Beijing as the research subjects. The children were aged between three and six with inter-sibling age gaps of 1-12 years. All mothers sampled have given birth to two children. Preschool Children's Sibling Relationship Questionnaire and Maternal Coping Strategies for Sibling Conflicts Questionnaire were the measurement tools in the study.

According to the research findings, among maternal perceptions of children's sibling relationships, warmth scored the highest in mean value, followed by competition and confrontation. In terms of mothers' coping strategies for sibling conflicts, the child-centered approach scored the highest, followed by approaches of control and non-intervention. Regarding the association between the maternal coping strategy for sibling disputes and sibling relationship, it was found that the child-centered approach effectively predicted sibling warmth; and that there were significant and positive correlations between maternal control and non-intervention and sibling competition and confrontation. Therefore, the mother's attitudes towards sibling conflicts are closely related to sibling relationships between her children. The mother's positive approaches were conducive to the formation of warm relation-

ships between siblings, whilst her negative approaches were more likely to induce sibling competition and confrontation. Parents should increase their knowledge about how to deal with sibling disputes and help their children acquire the ability to get on well with their siblings and learn how to interact with peers through sibling conflicts.

Source: Journal of Capital Normal University, 2022; 2022(4):163-171.

NEWSLETTER

Lecturing, Discussion, or Interaction: The Heterogenous Effects of Teaching Methods on Academic Achievements of Junior Secondary School Students

By Feng, Q. X. & Ma, L. P.

Correspondence to: Liping Ma, Graduate School of Education, Peking University, China. E-mail: lpma@pku.edu.cn

CURRENTLY, the traditional teacher lecturing-dominated instruction remains the prevalent teaching method in Chinese basic education. In recent years, as a result of the deepening curriculum reform, teachers have increased the use of group discussion in classroom teaching. In this article, teaching methods were classified into three categories: teacher lecturing, group discussion, and teacher-student interaction. Based on the baseline survey and follow-up data of China Education Panel Survey (CEPS), the study used the difference-in-differences (DID) model and the PSM (propensity score matching) -DID model to examine the respective effects of the three teaching approaches on student academic achievements in Chinese, mathematics, and English.

The study utilized the baseline survey data of CEPS in the academic year of 2013- 2014 and the follow-up data in the academic year of 2014-2015. The student sample included 7,826 junior secondary school students who were randomly sampled from 438 classes of 112 junior secondary schools in 28 counties (districts) across the country. Obtained from the teacher database were the data of 246 Chinese teachers, 239 math teachers and 234 English teachers who have been teaching the sampled students since they were in grade seven. Mid-term examination results of the student are the dependent variable in this study. The core independent variable is the teaching method of the instructor - teacher lecturing, group discussion, and teacher-student interaction. The control variables include students' individual characteristics, family background, personal effort, and parental discipline; and teachers' gender, professional title, administrative position and teaching awards.

The research findings showed that increasing group discussion in Chinese and math classes is beneficial to student performance, but the opposite is true in the English class; and that teacher lecturing and teacher-student interaction also help improve student academic achievement in Chinese. Furthermore, the teaching method should be adjusted to the academic level of

various classes and students. Chinese language teachers should lecture more in classes of lower academic level, lecture less and increase teacher-student interaction in classes of medium level, and organize more group discussions in those of higher academic level; in Chinese teaching, group discussions are particularly beneficial to above-average students in high achieving classes. Math teachers should lecture less and reduce teacher-student interaction in classes of lower academic level, and increase group discussion in those of higher academic level; in math instruction, group discussion also benefits the high achieving students in classes of medium academic level. English teachers should lecture less, reduce group discussion, and increase teacher-student interaction in low achieving classes, restrict the amount of group discussion and teacher-student interaction in classes of medium academic level, and lecture more in those of higher academic level; teacher lecturing is particularly favorable to English performance of below-average students in high achieving classes.

Source: Journal of Educational Science of Hunan Normal University, 2022; 2022(5):90-100.

NEWSLETTER

The Impact of Achievement Goal Orientations on Learning Satisfaction of Secondary School Students: The Chain Mediating Effect of Academic Self-efficacy and Learning Engagement

By Liu, Z. H.

Correspondence to: Zaihua Liu, National Institute of Education Sciences, Beijing, China. E-mail: liuzh8681@sina.com

LEARNING satisfaction is the feeling or attitude of learners towards learning activity participation, reflecting the degree of their fondness for learning activities as well as the extent to which their needs for learning are met or learning goals are achieved. Achievement goal orientations refer to students' general tendencies for approaching, engaging in, and evaluating their academic progress and performance in achievement contexts. Achievement goal orientations address the reasons and purposes of individuals' attempt to accomplish certain achievement outcomes. Academic self-efficacy has significant influences on students' persistence, perseverance, and emotion-regulation in the learning process, and is a key factor in heightening their learning motivation and improving their academic performance.

This study used the Secondary School Student Learning Satisfaction Scale, Achievement Goal Orientation Scale, Secondary School Student Learning Engagement Scale, Academic Self-Efficacy Questionnaire to conduct a questionnaire survey of 1,041 students in grades 7 - 12 from two secondary schools in Shandong and Henan Provinces, in attempt to examine the impact of achievement goal orientations on learning satisfaction among secondary school students.

The research findings show that: (i) The performance-approach goal positively affect student learning satisfaction not only via the summative effect of learning engagement, but also via the chain mediation of academic self-efficacy and learning engagement; (ii) The mastery-approach goal can positively influence student learning satisfaction in a direct way, or through the mediation of learning engagement as well as through the chain mediation of academic self-efficacy and learning engagement; (iii) The mastery-avoidance goal can negatively impact student learning satisfaction not only via the mediation of learning engagement, but also through the chain mediation of academic self-efficacy and learning engagement. Therefore, in educational practice, it is necessary to assist secondary school students in establishing

proper achievement goal orientations, enhancing their academic self-efficacy, and strengthening their learning engagement.

Source: Educational Research and Experiment, 2022; 2022(5):98-103.

Note to Contributors

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