



Influences on Student Growth of Family Education Investment in China

Yuxi Huang^{1,*}

¹ Port Moody Secondary School, Port Moody, BC, V3H 2M5, Canada

*Corresponding author. Email: Yuxihuang200@gmail.com

Abstract. Through interviews with five families in a second-tier city, this paper attempts to deeply understand the current situation, mechanism, and countermeasures of the impact of family education investment on students. The results show that: the females invest more in family education; the two-child family has changed thinking on the second child education; the “double reduction” policy has no significant impact on family education investment for the time being; family education investment significantly affects student growth; non-economic investment is more important than economic investment in student growth. Based on the investigation, the paper puts forwards the countermeasures such as increasing investment of father, emphasizing emotional investment of family and improving educational attainment of parents to provide reference for relevant researchers.

Keywords: Family education investment, Family education investment, Student growth¹.

1 Introduction

Education is not only an important carrier of knowledge inheritance, but also the key to cultivate the younger generation and create a better life [1]. For a long time, the state has been committed to supporting students to achieve better development by strengthening the bottom-line guarantee, increasing financial support, strengthening teachers, and improving teaching facilities. This series of policies and measures have guaranteed the enrolment opportunities of students in the compulsory education stage, improved the quality of education, significantly improved the average level of education of residents, and solved the problem of unfair education to a certain extent. The orientation of education policy makes academic research focus on school education. However, school is not the only way for children to receive education, nor is it the first way. Compared with school, family is the starting point of children's growth process. With the gradual deepening of our understanding of the modernization of the educational governance system and governance capacity, family education has also begun to receive attention. Education promotes individuals to improve their living standards, even across social strata, so that the future of the

whole family can reach a higher level. The frenzy of family education investment shows that modern families attach great importance to children's education, which is an affirmation of the social mobility function of education and a confidence in human capital investment. However, when investing in family education, some parents ignored their children's individual uniqueness and development stage, blindly worshiped the investment of funds, and let their children excessively participate in counselling classes and various interest classes, causing tension between parents and children [2]. While overemphasizing external education, parents often sacrifice the time to grow up together with their children, and emotional communication is also shelved, which leads to a serious lack of family education and is not conducive to the sound development of children. Through a series of surveys, this paper will deeply understand the current situation of family education investment in China at this stage, analyse its impact on students' growth, and give countermeasures and suggestions to guide Chinese families to provide efficient education investment for children.

2 Key Concepts

2.1 Family Education Investment

At present, the research on family education investment is very rich at home and abroad, and the academic community has formed a unified conclusion on family education investment, but researchers can also make corresponding adjustments according to their own research needs. Family education investment is a multiple concept, which refers to the behaviour that parents provide a series of educational resources, learning activities and educational opportunities for their children. It includes monetary investment including material investment and educational expenditure, as well as non-monetary investment such as parents' educational concepts, upbringing time and energy. Some scholars believe that family education investment generally refers to the sum of human, financial and material resources invested by families, which includes both material and spiritual investments, including time investment, economic investment, emotional investment, and other dimensions [3]. Family education investment refers to the economic investment and time investment directly made by parents according to the actual educational needs of children in the field of education, with the family as the main body of education investment, with the purpose of promoting the improvement of children's learning or ability. The categories of family education investment are shown in Figure 1.

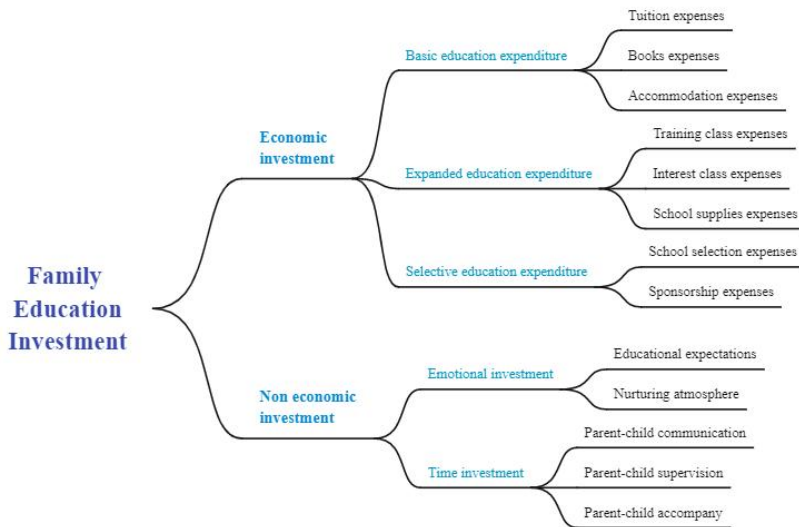


Fig. 1. Categories of family education investment (figure credit: original)

2.2 Student growth

Student growth refers to the process of continuous and regular changes in the body and mind of individuals in the student career stage. The process of student growth, especially the change of students' body and mind in a positive direction [4]. The growth of students is affected by genetic quality, social environment, school education and students' subjective initiative. The contradiction between students' new needs and their existing psychological level caused by the requirements of society and education for students is the fundamental driving force for students to continue to develop. A variety of physiological and rational behaviour changes of students as time goes by, mainly referring to the process of students' physical development towards positive aspects. From the perspective of student groups, this change has continuity and regularity, and from the perspective of individual students, it has stages and particularity, usually affected by genetic quality, social environment, school education, subjective initiative, and other factors. The growth of students involved in this paper includes the process of students' learning, activities, and life behaviours in school. Its dynamics are mainly reflected in the behavioural development and physical changes of children from low grade to high grade, including students' knowledge accumulation, mental, emotional intelligence improvement, behavioural ability improvement and physical quality enhancement.

3 Current Situation Of Family Education Investment In China

In this paper, five families in a second-tier city were investigated in depth. The interviewees included parents and children of the families. Several current situations of family education investment were summarized as follows:

3.1 The females invest more in family education

Through the investigation, we found that women will play more roles in tutoring children's education in the family, and spend more time and energy for children's education development. Overall, women tend to be more emotional in thinking, while men are more rational in dealing with problems. We need to know that the birth of a new life in a family is not simply the birth of a new life, but more importantly, how to face and cultivate children. Women's sensitive and delicate thoughts can better form and cultivate close relationships with children, and gain insight into children's behaviour and psychology [5]. These innate advantages enable women to communicate with children and raise children more quickly than men to get closer to their children's hearts and understand their children. For example, in the first interview, Beibei's father and Beibei's mother have different views on the conflicts with their children in daily labour. The mother will first recognize her children and point out the shortcomings of the children and herself as parents, while the father directly points out the shortcomings of the children. Therefore, this is one of the reasons why mothers play the role of tutoring children in more middle-class families. Over time, children will be more willing to confide in their mothers. According to the interview, in terms of economic income, men's income is generally higher than women's average monthly income, or they are employed in better enterprises. In terms of working hours, men's working hours and extra overtime are more than females. Compared with the five families, working and social time of man is much longer than that of woman. In the interview materials, fathers mentioned the busyness of their work, and mothers mentioned from the side that their children's fathers did not have much time to take care of their children's studies. Therefore, from the perspective of family responsibility distribution, most men prefer to work, while women choose more family education work after having a family. As a result, the education and counselling of children are mostly undertaken by women [6].

3.2 The two-child family has changed thinking on the second child education

Through interviews and reference to other literature data, the study found that parents have changed their thinking and attitude towards the education of different children. Starting from personal interview and through the dialogue with the parents of the second child, I summarized the following key turning points. This change is reflected in both study and life.

On the one hand, in terms of learning, parents' requirements and attitudes towards the second child are obviously less demanding than those towards the first child. Instead, they focus on the diversified cultivation and development of children. Taking the families we interviewed as an example, parents will choose: chess (to develop logical ability), dance (to develop interests and hobbies and improve physical fitness), recitation and speech (to develop expression ability and self-confidence and develop children's potential) and other expansion classes that can improve personal ability. They will focus on training, accumulating interests and expanding hobbies when the second child is young. On the other hand, in life, parents are not so focused on cultivating their children's independence at an early stage. We found that because of the help and independence of the first child, parents tend to ignore the cultivation of the ability of the second child to take care of their own lives. To some extent, this makes the first child takes more care of the younger brothers and sisters at home, exercising independence, and improving responsibility.

We briefly explain the reasons for the above changes. Rapid development is a major factor. The development of the times has changed our mode of thinking and the criteria for measuring so-called success. Parents begin to pay more attention to their children's personal interests and qualities, hoping that children can try to find their own hobbies and find real interest points to cultivate. The presence of the first child is another factor. Because of the existence of one child, parents seem to have an extra layer of security. The traditional Chinese concept makes parents feel that the multiple education of the second child will not have much impact. After the arrival of the second child, most of the first child had a stage of forced rapid growth. The first child will be more mature psychologically than his peers, more independent in life, and have more sense of responsibility and responsibility, which will obviously reassure parents. The growth of parents is another factor. After parents have the experience of raising and educating a child, they are bound to have a lot of feelings, be aware of deficiencies and mistakes, and see the results of their own education. This will help parents influence the training process of the second child, improve the parents' previous education mode, and create an education mode that pays more attention to physical and mental health for the second child.

3.3 The “double reduction” policy has no significant impact on family education investment for the time being

Some scholars believe that after the introduction of the “double reduction” policy, parents actively responded to the national education policy and actively cooperated with the changes in the field of education. Family education investment has changed significantly, the investment structure has become reasonable, and non-economic investment has gradually been valued by parents. However, we learned that this is not the case through interviews. The first reason is that the implementation of the “double reduction” policy is relatively short and has not formed a real effect. The second reason is that the coordination of the “double reduction” policy is not so high. The “double reduction” policy has reduced the pressure on families. If all the internal and external institutions, including all the teachers, parents and students, can fully comply

with this standard, it will naturally be a good thing relatively, which will help alleviate the current situation of internal involvement in China. The baton of high school entrance examination and college entrance examination forces parents to invest in education and make up lessons. In this case, instead of reducing the investment in family education, the number of institutions providing supplementary courses has been greatly reduced and family investment has been increased. Some schools delay school by two hours every day. If it is enforced, children in primary schools can't go to cram schools, or they just rush to go to cram schools. For example, the school was finished at 16:30 before the "double reduction" policy, but now it is delayed to 18:30. Children from Monday to Friday are more laborious. After the introduction of the "double reduction" policy, many parents still have some doubts and anxiety, and many parents may be more anxious. Some parents employ private tutors to make up lessons for their children at home through various channels, and some select various review materials to add meals for their children. Parents' anxiety has become a kind of inertia, and family education needs to break this inertia thinking in order to truly achieve the fundamental goal of "double reduction" of education. Under the background of the new era, parents need to establish a correct concept of family education, re-examine the role of parents, and reconstruct a harmonious and beautiful parent-child relationship.

4 Influences on Student Growth of Family Education Investment

4.1 Family education investment significantly affects student growth

There are structural differences in the economic investment in family education [7]. On the one hand, there are significant differences in the economic investment and time investment in education at different stages of schooling. The economic investment in family education increases with the increase of school period, while the time investment in family education decreases with the increase of school period. On the other hand, the educational investment of families with different backgrounds is different. Urban and high social status families are significantly higher than rural and low social status families in terms of economic investment and time investment. In the exploration of the relationship between family education investment and students' growth and development, this paper chooses two personality traits, openness, and conscientiousness, which are considered to have the greatest impact on people's economic returns and life achievements and have a significant positive effect. Through analysis, we find that after controlling the characteristics of individuals, families, schools and regions, the time spent by parents in academic guidance and participation in home school and social interaction, as well as the selective economic investment in education, have a significant positive impact on the openness of students' thinking. From this, we can see that the time and economic investment of families in education will promote the development to a certain extent. The study on students' conscientiousness found that parents' time investment in academic guidance

and cultural education had a stable and significant positive impact on students' conscientiousness, but economic investment had no significant impact on students' conscientiousness development. Both the time investment and economic investment in family education have an impact on the growth of students to a certain extent, and the effect of time investment is more stable [8].

4.2 Non-economic investment is more important than economic investment in student growth

Time investment and emotional investment are more important than economic investment. The relative intensity of the impact of economic and non-economic investments on student growth will determine family investment strategies and, to a certain extent, affect family decision-making [9]. This paper specifically compares the relative strength of the impact of family education time investment and economic investment on openness and conscientiousness, and considering the impact of the internal and external environment effects of the family and the evolution of children's and adolescents' life course. The following are three findings. First, regardless of which group, the impact of family education time investment on students' growth and development is always stronger. In general, the effect of family education time investment is more than twice that of economic investment. Second, the relative importance of the effect of family education time investment depends on its relative scarcity. Family education time investment has a more important impact on the growth and development of rural children at a growth disadvantage and left behind children with parents working outside. Third, compared with other compulsory education stages, parents' time investment in the upper grades of primary school has a greater effect on the development of students' open thinking. The time investment of parents in junior high school has a greater effect on the development of conscientiousness. This conclusion, combined with the research on the variability and maturity track of personality traits in psychology, can propose specific investment strategies for family education investment at different stages of individual development [10].

5 Countermeasures and Suggestions on Family Education Investment In China

5.1 Increase investment of father

The absence of father in family education requires social attention and support [11]. First, the formulation of laws and policies provides an important guarantee for fathers to return to their families and participate in family education. At present, various provinces have issued corresponding regulations on paternity leave. Although paternity leave varies from province to province, the overall trend is to generally improve the awareness of fathers' participation in family education. Secondly, we should pay attention to the communication and diffusion effects of the media. We can

broaden the publicity of the significance of fathers' participation in family education through radio, television, internet, and other channels, enhance people's awareness of educational concepts and educational value systems, improve the social awareness of fathers' participation in education, and clarify the role of fathers. We can also make people form a critical understanding of fathers' participation in family education through reporting and analysing relevant cases. Finally, in view of the problems or perplexities that fathers have in family education, social education institutions can be set up to hire professionals for theoretical guidance and training, arrange and guide exchanges and communication between parents, provide sharing of childcare experience, and make effective evaluation [12]. The family should give the father corresponding encouragement and support, timely lay the foundation for the father's educational status, and help the father better improve the quality and status of education in the family.

5.2 Emphasize emotional investment of family

Emotional input to students' education can significantly affect students' growth. Specifically, the supervision of student education is not the more strict the better, the more relaxed the better, but should be changed according to the development characteristics of students at different ages; In terms of communication and interaction in student education, it is not just a matter of making online phone calls and videos with students every day, but more efficient and quality offline communication and interaction with students. The principle of joint participation also includes two aspects. From the perspective of family education investment, both parents and children should participate in the process of family education investment. Schultz's human capital theory tells us that it is very necessary to invest in education. Both parents and students should establish such a concept and participate in the process of family education investment. Parents and students should negotiate together to make reasonable family education investment based on the actual situation. From the perspective of educational learning process, both parents and students should participate in the process of educational learning. Coleman mentioned in his social capital theory that family background plays an important role in improving students' academic performance. The most important factor affecting the improvement of students' academic performance is the social capital within the family. Therefore, parents and children should participate in the process of education and learning together, and communicate with students more.

5.3 Improve educational attainment of parents

Parents should fully understand the physical and mental characteristics of children's growth at all stages, teach them in accordance with their aptitude and understand their children's needs. In terms of educational investment, make decisions together with children. In the guidance of students' learning behaviour, we should pay attention to moderation, so that students can fully express their personal wishes and have more free growth space in the process of growth. This study finds that excessive investment

in off campus education funds and students' learning time not only have a negative impact on academic performance, but also have a negative impact on mental health. Therefore, as far as the parents of students are concerned, they should follow the principle of moderation and carry out corresponding after-school counselling according to their own conditions. They should not blindly follow the trend and make comparisons in educational investment. They should rationally improve the academic performance and avoid becoming the resistance to academic burden reduction from the perspective of parents. As the length of time students spend writing homework for parents and tutoring classes has no significant impact on their academic performance, we should reduce other forms of homework besides homework assigned by school teachers to reduce students' homework burden.

6 Conclusions

Family education is the starting point of life education, and family education investment has important value for children's development. Research shows that family education investment has a positive impact on student growth, especially the importance of non-economic investment is far higher than the importance of economic investment. We should ensure adequate family emotional investment and time investment, provide motivation for students' growth, and stimulate students' internal power to pursue academic progress.

References

1. Houston D M, Henig J R. The effects of student growth data on school district choice: Evidence from a survey experiment[J]. *American Journal of Education*, 2021, 127(4): 563-595.
2. Kurtz M D. Value-added and student growth percentile models: What drives differences in estimated classroom effects?[J]. *Statistics and Public Policy*, 2018, 5(1): 1-8.
3. Keuning T, van Geel M, Visscher A, et al. Assessing and validating effects of a data-based decision-making intervention on student growth for mathematics and spelling[J]. *Journal of Educational Measurement*, 2019, 56(4): 757-792.
4. Griffith K G, Jones K, Winship J, et al. Developing Student Growth through Effective Inclusion Skill Sets in the Rural Black Belt Region of Alabama and Mississippi[J]. *European Journal of Educational Sciences*, 2019, 6(3): 16-26.
5. Bresina B C, McMaster K L. Exploring the relation between teacher factors and student growth in early writing[J]. *Journal of Learning Disabilities*, 2020, 53(4): 311-324.
6. Gallivan S. The Impact of Integrating Student Learning Objectives in Missouri Teacher Evaluations on Student Academic Achievement[D]. Southwest Baptist University, 2019.
7. Yavuz H C, Kutlu Ö. Examination of student growth using gain score and categorical growth models[J]. *International Journal of Assessment Tools in Education*, 2019, 6(3): 487-505.
8. Badalis K A. The Impact of Departmentalization of Grades Four and Five on Student Performance[D]. Saint Peter's University, 2020.

9. McGlynn K, Kelly J. Supplementing the textbook effectively to encourage student growth[J]. *Science Scope*, 2019, 42(5): 36-41.
10. McGlynn K, Kelly J. Using the textbook effectively to encourage student growth[J]. *Science Scope*, 2018, 42(4): 14-19.
11. Johnson E S, Zheng Y, Crawford A R, et al. The relationship of special education teacher performance on observation instruments with student outcomes[J]. *Journal of learning disabilities*, 2021, 54(1): 54-65.
12. Sebastian J, Allensworth E. Linking principal leadership to organizational growth and student achievement: A moderation mediation analysis[J]. *Teachers College Record*, 2019, 121(9): 1-32.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

