

An Empirical Study of The Effect of Parental Educational Involvement Styles on Children's Self-regulatory Behaviors

-- Analysis Based on Baseline and Follow-up Data from the China Education Tracking Survey (CEPS)

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Abstract

Over the past two decades, Chinese family education research has been innovative in content and methodology, with its research focusing on home-school cooperation, parenting differences, family education policy and its guidance and other related contents, and both theoretical and empirical evidence in methodology, which has strongly promoted the development of family education research in China, but the lack of empirical research in the face of increasingly complex external environment of family education has led to the parental involvement lacks theoretical mechanistic elucidation. Based on the data of 6779 samples from the China Education Tracking Survey (CEPS), this study utilizes empirical research to explore the effects of parental involvement on children from the perspective of the actual effects on children, with the independent variables of parental educational expectations, academic supervision, parental involvement, and parental involvement. The independent variables were set as parents' "educational expectations", "academic supervision" and "parent-child activities", and the dependent variable was children's self-discipline, which were calculated by using OLS linear regression and quartiles, respectively. The statistical results showed that, firstly, parental educational involvement had a significant effect on children's self-discipline. Second, too high educational expectations have a negative effect on children's self-discipline; academic supervision has a significant positive effect on children's self-discipline; and parent-child activities have a significant positive effect on children's self-discipline. Of the three, academic supervision had the greatest effect on the positive influence of children's self-discipline.

Keywords

Educational Involvement, Self-Regulation, CEPS.

1. Introduction

In 2015, the Ministry of Education's "Guidelines on Strengthening Family Education Work" stated that it was necessary to "further clarify the main responsibility of parents in family education" and to allow children to "develop good habits of self-care and study"; in 2019, the National Guidelines on Family Education (Revised) of the All-China Women's Federation and nine other departments stated that "parents are the main body of responsibility for family education". In 2019, the All-China Women's Federation, the Ministry of Education and nine other departments proposed in the National Family Education Guidance Program (Revised) that "parents are the main body responsible for family education. Parents have the main responsibility in family education and should fulfill their duties of guardianship and raising and educating their children in accordance with the law, understand the legal rights and duties of guardians, learn about family education, master family education concepts and methods, and

enhance their ability to implement family education scientifically[1] ". The level and ability of parents' participation in education has become a necessity for the development of family education, and the ultimate goal of family education research is to mold the will and quality of children in accordance with their growth patterns.

Internationally, research on educational involvement originated in the United States in the 1960s with the Early Childhood Compensatory Education (ECCE) movement, which proposed that family education be given an important place in order to address the vulnerability of low-income families in educational competition. Subsequently, the study of parental involvement in education has become a new area of interdisciplinary research. In the journal database of the China Knowledge Network (CNKI), a total of 209 published papers were searched with the keyword "educational involvement" from 2000 to 2021, with the number increasing year by year, covering the fields of psychology, education, economics, sociology and demography. Regarding the research on the impact of educational involvement, the findings vary from country to country due to differences in cultural backgrounds. In addition, there are questions about whether the data can maximize the real situation as opposed to the special questionnaire studies on educational involvement that are more commonly used in most studies. The China Education Tracking Survey (CEPS) is a large-scale tracking survey project designed and implemented by the China Survey and Data Center (NSRC) of Renmin University of China, with 112 schools, 438 classes, and about 20,000 students as the survey samples nationwide, and the target respondents include students, parents, teachers, and school leaders. The survey data can truly, comprehensively and continuously reflect the situation of family education in China, and also provide favorable data support for this study.

Parents are facing an increasingly complex social environment, and the degree and methods of their involvement in family education have basically become a common demand of the whole society. How to combine parental educational involvement effectively improves children's self-discipline behavior rather than producing counterproductive effects, explore the relationship between educational involvement and children's self-discipline, and the characteristics of the influence of different educational involvement methods on children's self-discipline, to ensure a clearer idea of educational involvement. Aiming at the problem of the influence of parents' educational involvement process on children's subjects, focusing on parents in terms of family education methods and children in terms of goals, providing suggestions for parents to better improve their own family education ability and shape their children's good qualities, and providing practical references for family education scientifically and reasonably from the perspective of empirical analysis[2] . If we do not pay attention to the research on the influence of parental involvement in education on self-regulation, it is very likely to cause excessive involvement, negative involvement, imbalanced involvement and other consequences, which will have a negative impact on the growth of children.

2. Literature Review and Research Hypotheses

2.1. Research on the meaning of parental involvement in education and children's self-regulation

Parental involvement in education was first mentioned by Goleman in his study "Equity in Educational Opportunity", Bronfenbrenner in the 1970s highlighted the role of parents in human development from an ecosystem perspective, and Seginer in 1986 further crystallized the concept of parental involvement in education to refer to parents' involvement in their children's education and educational philosophy at home and at school, which leads to higher academic achievement and development of their children. In 1986, Seginer further crystallized the concept of parental involvement in education, which refers to the educational involvement and philosophy of parents in their children's education at home and at school, leading to higher

academic achievement and development[3] . Subsequently, Grolnick defined parental educational involvement as the energy and resources that parents pour into their children's education, and put forward a three-dimensional structural theory of parental educational involvement that includes behavioral involvement, cognitive involvement and in-person involvement. ; Epstein proposed a six-dimensional structure of parental educational involvement, which are nurturing, communication, Volunteer activities, family education, decision-making and cooperation with associations; Cervone believes that parental education involvement should be more focused on role behavior, including information receiver behavior, learner behavior, teacher behavior, decision-maker behavior. According to foreign literature, in general, parental involvement in the family includes parent-child communication, parental supervision, expectations of children and so on[4] .Parental involvement in education is also translated as parental education participation and parental education participation in China, etc. Domestic understanding of the concept of parental involvement in education is mostly similar to that of foreign countries, but there are certain characteristics in the content and development of the research. Firstly, the research content mostly centers on children's learning, such as academic performance, learning creativity, learning cognitive ability and so on. Second, the research method mostly adopts empirical analysis, constructs specific operational frameworks, and quantifies parental involvement behaviors, which promotes the development of parental education involvement research in the direction of detail[5] .

Taking the above definitions together, parental educational involvement is a variety of interactions between parents and their children in family, school and social activities, including behavioral involvement and psychological involvement, in order to promote their children's better academic achievement, growth and development, and other outcomes. According to the theory of parental educational involvement, students' internalization of educational values and expectations will be achieved through parents' educational involvement and interaction^[6] . Specifically, it is reflected in the following three levels: first, encouragement and daily communication from parents; second, parents' involvement in their children's learning activities; and third, parents' educational expectations of their children.

Self-discipline, in terms of the relationship between individuals and society, can be regarded as the ability of individuals to move from the requirements of the outside world to the requirements of the self, and the ability of individuals to self-monitor and self-improvement in the face of complex problems in the outside world. Zhang Jun pointed out in the study of mental health and adolescent growth and success that the socialization role of adolescent mental growth mainly includes two indexes: matching the psychological and social development of youth with the inherent requirements of the society, and keeping pace with the times to fully improve their own intelligence structure, and the direction of self-discipline research can be divided into academic self-discipline and self-discipline of life in two directions, in order to meet the requirements of the socialization of the development of children and adolescents as a person's life and growth. As the basic stage of a person's life growth, children and adolescents are less aware of self-discipline and less capable of self-discipline due to the influence of many factors such as weak will and complex environment, but the process of self-discipline development is affected by various aspects such as family, school, society and peer groups, etc., of which the role of family should not be underestimated, and the primary environment for children and adolescents to grow up is the family. Parental involvement in education plays an important role in family education, and it is important to study the influence of parental involvement on children's self-discipline^[7] . What are the specific factors in the family environment that have a critical impact on the development of children's self-discipline? In the past, this kind of research has been done by foreign scholars, and since self-discipline is a very culturally sensitive variable, it is very likely that Chinese subjects will show a very different developmental pattern and direction than Western subjects. This study, based on data from the

China Education Tracking Survey (CETS), is a practical approach to answering the question of the link between parental involvement and children's self-regulatory behavior in China.

2.2. The significance of the study on the relationship between parental involvement in education and children's self-regulation and its hypotheses

First, this study promotes more scientific predictability of parental educational involvement and circumvents the negative effects caused by poor involvement. Lisa Liu, Yanfang Li, Ying Lv, and Yanwei Li found that both the quality and quantity of parental involvement were predictive of preschool children's social skill development. Silinskas was more explicit in suggesting that incorrect parenting involvement may be counterproductive and have a significant negative impact on child development. Excessive involvement, imbalanced involvement, negative involvement, and other incorrect involvement styles have been shown to be predictive of children's future development in studies of the relationship between parenting involvement and children's self-regulation. Second, the study led to a more nuanced categorization of parenting involvement, with in-depth observations of different involvement styles. Patall et al. found that different forms of involvement in children's homework had different effects on academic achievement. This suggests that there are multiple ways in which parents are involved in the same thing in their children's education, and the quality of the different ways varies. Therefore, in the future research, we can conduct a large number of comparisons focusing on the effects of multiple involvement styles in family education on children's self-regulation, to reveal the positive and negative relationship between the involvement styles and self-regulation, as well as the strength of the effects.

Combined with related research views and research needs, the hypotheses of this study are proposed as follows: i. There is a significant effect of parental educational involvement on children's self-regulation; ii. There are different effects of different modes of educational involvement on children's self-regulation.

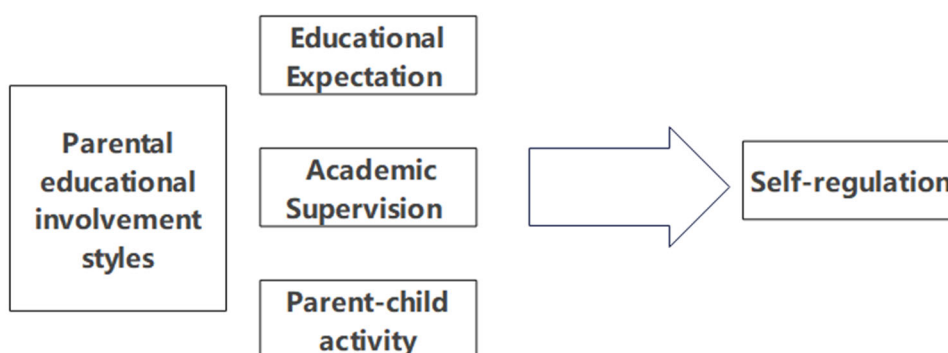


Figure 1. Framework of the study on the impact of parental educational involvement styles on children's self-regulatory behaviors

3. Research Design

3.1. Data sources

The data in this paper comes from the China Education Panel Study, a large-scale tracking survey designed and implemented by the China Survey and Data Center (NSRC) of Renmin University of China, targeting the seventh and ninth grades, and mainly in the form of a questionnaire. The survey was conducted in the form of a questionnaire involving students, parents, and schools, and the questions included the basic information needed for this study as

well as complete family and school data. In this study, all the required data were first processed to obtain information on all variables of self-regulation and all variables of parental involvement mode from the baseline database. Information on students' demographics, family background information, and information on all variables of parental involvement styles were obtained from the follow-up database. After matching the data and eliminating the missing samples for key variables, the study ended up with 6779 valid samples, which is a large amount of data and complete sample information for the study. The CFPS project is a research project that involves people. In order to ensure that the rights and interests of the participants are protected to the greatest extent possible, we followed the relevant regulations and regularly submitted applications for ethical review or continuous review to the "Biomedical Ethics Committee of Peking University", and carried out the corresponding data collection work after obtaining the approval of the ethical review.

3.2. Variable design and descriptive statistics

Dependent variable: Parents' educational involvement was categorized according to three types: educational expectations, academic supervision, and parent-child activities. It was used as the explanatory variable in this study, and all the data were obtained from the parents' questionnaire^[8]. Educational expectation refers to the degree of parents' expectation for their children's future study and life, mainly including "what level do parents want their children to study", "what do parents want their children to do in the future", "where do parents want their children to settle down when they grow up", "where do parents want their children to settle down when they grow up", and "where do parents want their children to settle down when they grow up". The first question was scored on a 9-point scale, the second on a 10-point scale, the third on a 5-point scale, the fourth on a 4-point scale, and so on for the rest of the variables. Subsequent questions will not be repeated. Academic supervision refers to the degree of parental observation and control over their children's learning process and results, and includes the following questions: "Do you control your child strictly in the following areas - homework, exams" and "Do you control your child strictly in the following areas - performance at school", "Do you have strict control over your child in the following areas - time spent on the Internet", "Do you have strict control over your child in the following areas - time spent watching TV", "Did your family help your child with his/her homework last week?", "If the teacher asks parents to supervise their children's homework, such as writing the word "read" and signing it, how much have you done this semester" and so on. Parent-child activities refer to the activities that parents and children carry out together to help cultivate parent-child relationships. The main questions are: "In the past year, how often did your family have dinner with your child?", "In the past year, how often did parents visit museums, zoos, science and technology centers, etc., with your child?", "In the past year, how often do parents go out with their children to watch performances, sports games, movies^[9]".

Dependent variable: Children's self-discipline was mainly obtained from two rounds of student questionnaires, which covered questions such as "Recalling the current grade level, do you agree with the following description of yourself - I try to go to school even when I am a little bit unwell, or when there are other reasons for me to stay at home? grade, do you agree with the following description of yourself - I try my best to do my homework even if I don't like it", "Recalling this grade, do you agree with the following description of yourself - I keep trying my best to do my homework even if it takes me a long time to do it", and so on.

Control variables: set to values that may have an effect on students' self-regulation, these variables include individual characteristic variables, family background variables, pre-existing self-regulation variables, and so on. In addition, in order to reduce the interference of reverse causation problems on the research results, using the lagged one period value of the core explanatory variables, i.e., using the baseline parental involvement mode as the core

explanatory variables, so that the parental involvement mode from the time dimension earlier than the acquisition of the self-regulation variables, can be effective in linking the reverse identification problems in order to reduce the estimation bias.

Sample descriptive statistics: first, all the required data were processed to obtain information on all variables of self-regulation and all variables of parental involvement mode from the baseline database; and information on students' demographics, family background, and all variables of parental involvement mode from the follow-up database. After matching the data and removing missing samples for key variables, the study ended up with 6779 valid samples.

Table 1. Description of the sample of independent variables, dependent variables, and control variables of the study

	Quantities	Minimum value	Maximum values	Average value	Standard deviation
Gender a01	6779	0	1	0.50	0.50
Whether rural household registration w2a02	6779	0	1	0.52	0.50
Only child or not w2a05	6779	0	1	0.45	0.50
Are low-income households w2a09	6779	0	1	0.15	0.36
Whether parents higher education level w2a1314max	6779	1	14	7.35	3.52
W2 Self-regulation score	6779	25.00	100.00	83.94	16.99
W2 Educational Expectation Score	6779	14.92	100.00	70.27	16.44
W1 Educational Expectation Score	6779	14.14	100.00	73.11	14.52
W2 Academic Supervision Score	6779	30.82	100.00	74.74	12.56
W1 Academic Supervision Score	6779	31.36	100.00	74.02	12.62
W2 Parent-child activity score	6779	16.67	100.00	44.23	19.05
W1 Parent-child activity score	6779	16.67	100.00	46.15	14.68
W1 Self-regulation score	6779	25.00	100.00	78.84	18.89
Total number of active cases	6779				

Where a01 is gender (male=1, female=0), W2a02 is whether or not the household is rural (agricultural=1, no=0), W2a05 is whether or not it is an only child (only child=1), W2a09 is whether or not it is a low-income household (low-income household=1, upper-middle-income household=0), W2a1314max is the higher level of education among the parents, and W1 stands for baseline, W2 represents the follow-up.

Sample t-test: to test whether there is an effect of gender on the independent variable (involvement mode), whether being rural domicile has a significant between-group difference on parental education involvement mode, whether being an only child has a between-group difference on the independent variable (parental education involvement mode), and whether being low-income has a between-group difference on the independent variable (parental education involvement mode). T-tests revealed that on the educational aspirations dimensions, boys' is higher than girls', non-farmers' is higher than rural ones, only children higher than non-only children, and middle- and high-income ones higher than low-income ones. In the dimension of academic supervision, boys' was higher than girls', non-farmers' was higher than rural, only child was higher than non-only child, and middle and high income was higher than low income. In the dimension of parent-child activities, girls are higher than boys, non-farmers are higher than rural, only children are higher than non-only children, and upper-middle-income are higher than low-income.

3.3. Modeling

After controlling for classroom fixed benefits, the effects of individual and family characteristics on student self-regulation were regressed by OLS using a general linear model.

$$Y_{ijs} = \beta_0 + \beta_1 P_{ijs} + \beta_2 Z_{ijs} + \beta_3 I_{ijs} + \beta_4 F_{ijs} + \beta_5 C_{ijs} + \epsilon_{ijs}$$

where Y_{ijs} is the follow-up self-regulation, P_{ijs} is the parent involvement approach, Z_{ijs} is the baseline self-regulation (pre-self-regulation), I_{ijs} is the individual characteristics, F_{ijs} is the family background, C_{ijs} is the class fixed effects, and ϵ_{ijs} is the error.

4. Findings

4.1. OLS regression results and analysis

Model 1 is the total of individual factors and family background explaining 0.016 of students' self-discipline after controlling for class effects. The analysis of the table above shows that boys are relatively less self-disciplined compared to girls; students from rural households perform significantly better on self-discipline than non-farmers; non-only children perform better on self-discipline than only children; and those from low-income families are more self-disciplined. Model 2 shows that the regression coefficients for most of the individual characteristics and family background characteristics decreased after the inclusion of the educational expectations variable. The statistical results show that too high educational expectations have a negative effect on students' self-discipline. Model 3 is based on model two with the addition of academic supervision. The table shows that academic supervision has a significant positive effect on students' self-regulation. Model 4 is based on model three by adding parent-child activities. It can be seen from the data that parent-child activities have a significant positive effect on student self-regulation. Among the three modes of parental educational involvement, academic supervision has the largest effect on the positive influence on students' self-regulation, with a standardized coefficient of 0.0172. Model 5 is based on model four with the addition of baseline self-regulation, i.e., after controlling for the individual's pre-disciplinary self-regulation, the modes of parental educational involvement still have a significant effect on students' self-regulation.

The results of this study further analyzed that the educational expectations of parents' educational involvement have a negative impact on children's self-discipline. In the real educational scenario, with the intensification of social competitive pressure, parents' educational expectations for their children are gradually increasing, and the social call to change their destiny through studying is in the mainstream trend, so parents' expectations for their children need to be there, but they should not be too high, and too high an expectation of education will affect the formation of children's self-discipline, which plays a key role in children's lifelong self-education, thus jeopardizing their long-term development. Self-discipline is the key to children's lifelong self-education, thus jeopardizing their long-term development. Academic supervision and parent-child activities show a significant positive correlation with children's self-discipline, which further supports the importance of parents' involvement in their children's learning and life, and that self-discipline is not a natural habit, but requires parents' dedication to accompanying and educating their children. In addition, academic supervision has the greatest influence, and the cultivation of children's self-discipline can be promoted here, gradually perfecting the scientific system of parental academic supervision, improving the involvement behavior from the supervision method and degree, improving the involvement ability, finding the starting point of the link between parental involvement and children's self-discipline, and shaping the children's self-discipline ability.

Table 2. Results of OLS data on the effect of different parenting involvement styles on children's self-regulation

variant	Model 1 W2 autonomy (ethics)	Model 2 W2 autonomy (ethics)	Model 3 W2 autonomy (ethics)	Model 4 W2 autonomy (ethics)	Model 5 W2 autonomy (ethics)
Distinguishing between the sexes 2	-4.077*** (0.410)	-4.076*** (0.410)	-4.081*** (0.410)	-4.074*** (0.410)	-4.069*** (0.410)
Household registration	0.453 (0.450)	0.425 (0.451)	0.443 (0.452)	0.498 (0.459)	0.494 (0.459)
Only child	-0.515 (0.451)	-0.489 (0.452)	-0.514 (0.453)	-0.552 (0.457)	-0.562 (0.457)
Low-income families	1.434** (0.587)	1.412** (0.587)	1.425** (0.587)	1.511** (0.601)	1.517** (0.601)
W1 Educational expectations		-0.0127 (0.0142)	-0.0163 (0.0148)	-0.0175 (0.0149)	-0.0194 (0.0151)
W1 Academic supervision			0.0152 (0.0170)	0.0134 (0.0172)	0.0115 (0.0174)
W1 Parent-child activities				0.0106 (0.0156)	0.0103 (0.0156)
W1 Self-regulation					0.00852 (0.0113)
C	85.75*** (0.469)	86.68*** (1.148)	85.82*** (1.499)	85.53*** (1.559)	85.15*** (1.636)
sample size	6,779	6,779	6,779	6,779	6,779
R	0.016	0.016	0.016	0.016	0.017

4.2. Quantile results and analysis

To further examine whether there is heterogeneity in the effect of noncognitive ability on children's self-regulation at different quantile levels, this study introduces quantile regression modeling to test this. The advantage of the quantile regression approach is that it can more fully characterize the marginal effect of the independent variable on the dependent variable at different quantile points.

Table 3. Table of changes in regression coefficients of educational expectations on self-regulation

Item	Data 1	Data 1	Data 3	Data 4
Parameters	q=0.25	q=0.5	q=0.75	q=0.95
Intercept (the point at which a line crosses the x- or y-axis)	75.00	91.253	100.000	100.000
W1 Educational Expectations Score	-6.949E-17	-6.840E-17	1.024E-16	-1.772E-17

Table 4. Changes in regression coefficients for academic supervision on self-regulation

Item	Data 1	Data 1	Data 3	Data 4
Parameters	q=0.25	q=0.5	q=0.75	q=0.95
Intercept (the point at which a line crosses the x- or y-axis)	75.00	91.253	100.000	100.000
W1 Academic Supervision Score	-6.963E-17	-1.513E-16	-1.404E-16	1.490E-16

Table 5. Changes in regression coefficients of parenting activities on self-regulation

Item	Data 1	Data 1	Data 3	Data 4
Parameters	q=0.25	q=0.5	q=0.75	q=0.95
Intercept (the point at which a line crosses the x- or y-axis)	75.00	91.253	100.000	100.000
W1 Parent-child activity score	-1.457E-17	-7.719E-16	-1.011E-16	3.325E-16

The above table is a table of changes in quantile regression coefficients, which shows that the process of changes in the regression coefficients of educational expectations on self-regulation under the conditions of each quantile, the regression coefficients of 0.25, 0.5, 0.95 are negative, and 0.75 is positive. It shows that there is a "u" type relationship, and the positive and large effect of educational expectations on self-regulation appears in the 75th percentile. Educational expectations for students should not be too low or too high, and a moderate to high level is optimal. The regression coefficients of academic supervision on self-discipline in each quartile show that the regression coefficients are negative at 0.25, 0.5, and 0.75, and positive at 0.95. This indicates that the positive and large effect of academic supervision on self-regulation occurs at the 95th quantile. The regression coefficients of parent-child activities on self-regulation were negative at 0.25, 0.5, 0.75, and positive at 0.95 for all quartiles. This suggests that the larger positive effect of parent-child activity on self-regulation occurred at the 95th quantile. The quantile study further supports the heterogeneity of the OLS regression results, and that different parenting involvement styles have different effects on children's self-regulatory behaviors, which provides evidence for further in-depth research on the effects of different categories of involvement, and also provides a basis for establishing a quantitative framework to guide parental involvement behaviors.

5. Conclusions and Analysis of The Study

5.1. Conclusions of the study

First, parental involvement in China is still generally affected by factors such as family economic situation, gender of the child, differences between only children, and differences between urban and rural areas. This point is consistent with the research results on the influencing factors of parental education involvement, and further adds the factors affecting the specific situation of children in parental education involvement, such as whether or not they are only children, urban-rural differences, etc., and confirms the viewpoints of redistribution of capital and social inequality among different family backgrounds as put forward by the research on family upbringing styles in the past, and the linkage between parental education involvement and social development is characterized by the increase of viscousness[10].

Second, parental education involvement has a significant effect on children's self-discipline behavior. Based on the OLS regression analysis, parental education involvement in both the baseline and tracking databases of the China Education Tracking Database (CETD) had an

impact on children's self-discipline, although the data of the current study were concentrated in the children's junior high school stage, and it remains to be verified whether the impact changes before and after junior high school. In addition, the power from social education and school education also plays an important role in shaping children's specific self-discipline in life and academics, and it is necessary to further integrate the strengths of the three in a synergistic way[11].

Third, different forms of parenting involvement have inconsistent effects on children's self-regulation. A 2008 study by Patall et al. found that different forms of involvement in children's homework had different effects on academic achievement. This suggests that there are multiple ways of involving parents in the same thing in their children's education, with different ways having different qualities. The present study should demonstrate the feasibility of this line of thinking, and subsequent studies can compare studies that have impacts of different specific involvement modalities based on the same explanatory variables, providing operationalized recommendations for further interventions in parental involvement in education as well as for future home education.

5.2. Discussion and recommendations

First, the government and schools should further provide diversified support to balance the gaps brought about by the pre-existing influences on parental education involvement. 2022 China enacted the Family Education Promotion Law in January, which heralds the way for family education to move towards a detailed development, based on the influences of the pre-existing factors such as the family economy, the number of children, the urban/rural difference, and the gender difference on the parental education involvement[12]. Through the support of policies, venue Based on the influence of pre-existing factors such as family economy, number of children, urban-rural differences, and gender differences on the involvement of parental education, , through policy support, venues, after-school services, education lectures, and other diversified forms to reduce the gaps brought about by the pre-existing influences, a favorable environment can be created for the involvement of parental education to better bring into play the value of parental autonomy.

Secondly, the concept of family education research has changed, with family education research focusing more on the long-term development of children and the building of parents' own capacity. Responding to the opinion that some high-pressure and high-burden basic education has an extreme impact on children, within a controllable scope[13], it not only affirms the positive significance of the involvement of parental education, but also provides a more detailed reference for the long-term development of children, and scientifically and effectively locates the direction of the research on family education.

Thirdly, in-depth family education guidance services are needed to analyze more specifically the most appropriate "degree" of parental involvement in education, and there is still a need to expand the sample and to develop experimental surveys that include more influencing factors. Let family education research move towards practice and science, the future involvement of parents in education requires in-depth family education guidance services[14] and more extensive and solid research evidence, service and research only in the front line of the actual situation of the mutual reflection of each other can move towards symbiosis, and better serve the development of family education.

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