

# ***Influence of Father's Participation in Parenting on the Learning Quality of 3-6-Year-Old Children***

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**Abstract:** Learning quality is related to children's future academic achievement, and it is the first step for children to enter the learning hall. 3-6 years old is the stage of rapid development of children's learning quality, and the father's participation in parenting is an important part of children's family education, and it will also have an important impact on children's learning quality. Therefore, this study explores the relationship between father's participation in parenting and children's learning quality. The purpose of this study is to summarize the development characteristics and influencing factors of 3-6 years old children's learning quality, analyze the characteristics of father's participation in education and the influence on the development of 3-6 years old children's learning quality, and put forward educational suggestions, aiming to call for more fathers to participate in early childhood education with high quality and improve the quality of early childhood learning. According to the conclusion of the study, this paper puts forward some suggestions from three aspects of father, family, and society, aiming at giving fathers effective parenting guidance and promoting the improvement of children's learning quality.

**Keywords:** Father participation in parenting, 3-6-year-old children, learning quality

## **1. Introduction**

In today's society, with the continuous changes in family structure and parenting concepts, the role of fathers in the growth of children has received increasing attention. In recent years, the role and influence of father's participation in improving children's learning quality has become a hot topic in the field of academic and educational practice. Longitudinal evidence shows that even 3-month-old children, compared with the mother's upbringing, the father's upbringing can significantly promote the development of children's cognitive ability. The father is of extraordinary significance to the growth of every child, but in traditional families, the father is often defined as the "breadwinner" in the family, so they are always forced to be busy with their livelihoods and absent from the child growth process.

It can be seen that there is a connection between father's participation in parenting and learning quality, which plays a vital role in the development of children's physical and mental health. In the face of various questions, this study attempts to clarify whether father's participation in parenting affects the learning quality of 3-6-year-old children and to explore the mechanism between father's participation in parenting and children's learning quality.

## 2. Father's Participation in Parenting

### 2.1. The Characteristics of Father's Participation in Parenting

Through the combing of domestic and international literature, it is found that the situation of father's participation in parenting will produce different results due to the difference of region and the number of children in the family. In addition, it will also produce different results due to the different divisions of paternal participation dimensions.

First of all, in the region, the level of urban father's education investment is better than that of villages, towns, and rural areas. Wu Xinchun, Chen Lingling, and others surveyed 1295 fathers of young children from all over the country and found that urban fathers have the highest level of investment, followed by fathers in towns and rural areas. The reason may be that urban fathers have more resources and media to communicate with their children, and the educational atmosphere of urban families is stronger than that of other regions [1].

Secondly, the level of rearing input of the father of multiple children is lower than that of the father of a child. Liu Xiaohong pointed out that the father's attention to the only child was significantly higher than that of the father of multiple children [2]. The results of Jiang Suxin's study pointed out that there were significant differences in the level of parenting input between only-child and non-only-child fathers in terms of interaction, accessibility, and responsibility, and the score of only-child fathers was significantly higher than that of non-only-child fathers [3].

Finally, the level of involvement of fathers in different dimensions varies. Chen Hao used the three-dimensional 15-factor paternal education input questionnaire compiled by Professor Wu Xinchun to investigate children and fathers in a certain place. The results of the study show that fathers are outstanding in both upbringing support and rule teaching, which shows that fathers pay relative attention to children's upbringing support and rule teaching [4]. In a survey of two kindergartens in Shouguang City, Shandong Province, Yin Yuanyuan found that fathers of young children had the highest participation in emotional expression and indirect support, the lowest participation in interactive supervision and rule constraints, and the middle level of participation in academic encouragement [5].

### 2.2. The Influential Factors of Father's Participation in Parenting

First of all father's participation in parenting is a strong influential factor. Volling and Belsky found that fathers are more likely to participate in children's parenting activities when they show enthusiasm and concern for social things and things around them, understand the feelings of others, and have a higher sense of self-efficacy [6]. Marsiglio's studies have concluded that the better the father's physical, mental, and emotional state, the higher the degree of participation in parenting [7]. Zhang Ming's research points out that the level of father's participation in parenting is influenced by the father's age, education level, view of children, personality characteristics, role identity, and so on [8].

Second, family also serves as a vital factor. Belsky argues that maternal support for paternity affects the degree of paternity involvement. In the study, it is found that family members support and respect each other's way of getting along and centripetal force, warm and harmonious family relationships, good marriage relationships and other factors will become the possibility of father's participation in parenting. Zhang Ming found that parents' participation in their children's education varies according to the mother's attitude and occupation.

Finally, there are social factors. Xu Yan, Ji Linqin, and Zhang Wenxin found that the social contribution factor did not significantly affect the degree of father's participation [9]. According to Hou Zhongwei, socio-economic status affects different dimensions of fathers' involvement in parenting, with fathers of high socio-economic classes scoring higher in both the rule management

and constraint dimensions of parenting and the emotional communication dimensions [10]. Zhang Qingfang's research shows that the father's education level affects the way of raising children. The lower the father's education level, the easier it is to adopt severe punishment [11].

### **3. Children's Learning Quality**

#### **3.1. The Connotation of Children's Learning Quality**

More and more scholars at home and abroad are committed to the study of children's "learning quality". However, compared with other fields of early education, learning quality contains a wide range of contents and has not yet formed a unified definition.

At the end of last century, international scholars NEGP first put forward the concept of "approach toward learning", which has aroused widespread concern among researchers. NEGP defines an approach toward learning as "reflecting children's tendencies, attitudes, habits and styles to participate in learning in a variety of ways, including curiosity and interest, initiative, persistence and attention, creation and invention, reflection and interpretation [12].

Li Jimei believes that in the early stage of children, their learning quality begins to form and develop, and has an impact on children's current and future learning and development. Learning quality is closely related to children's learning, which includes children's initiative, learning interest, persistence, attention, imagination, and the creation of learning quality [13]. Scholar Yan Chaoyun's definition of children's learning quality includes five dimensions: initiative, creation and invention, curiosity and interest, persistence, reflection, and explanation [14].

#### **3.2. Influential Factors of Children's Learning Quality**

Wang Baohua, Feng Xiaoxia, and others studied the differences in learning quality of children with different family socioeconomic statuses and found that there is a high correlation between the two. Children in families with higher economic status have relatively higher scores in terms of attention, persistence, and frustration resistance. The factors of family economic status indirectly affect children's learning quality through parents' upbringing [15].

Sun Yan proposed that the learning quality of children cultivated under different family-rearing methods will also be different. Parents who advocate inspiration and induction to educate their children will have a relatively high level of learning quality. In contrast, parents who like to dote on or indulge their children will have a lower level of learning quality [16].

### **4. The Relationship Between Father's Participation in Parenting and Learning Quality**

Li Fan and other scholars found through questionnaires that there is a significant positive correlation between father's participation in parenting and children's learning quality in the cognitive dimension. The more fathers participate in children's cognitive activities, the better the level of development of children's learning quality [17]. In addition, in daily life, parents deliberately create an appropriate learning environment, such as family members reading together, interesting intellectual answers, etc., which will help children enter the learning state naturally. There are significant differences in the level of guidance, intimacy, responsiveness, and interaction of parent-child interaction quality in the total score and dimensions of children's learning quality, which reflects the important role of parents' words and deeds guidance, emotional support, positive response and effective interaction in children's development and academic quality improvement. The time that parents devote to rearing is the guarantee of the quality of rearing, and only by devoting themselves to rearing can the development of children's learning quality be truly exchanged.

Chen Xinjing and other scholars used educational experimental research methods to intervene with the parents of the experimental class by setting up parent classes, family education lectures, parent-child communication training, and other ways. The results showed that after the intervention, the father's warm understanding emotion was significantly improved, which effectively reduced the father's punishment, rejection, denial, and other negative parenting behaviors, and after the intervention of parental parenting behavior, the learning motivation of primary school students was more clear and the learning attitude was more correct [18]. There was an association between paternal involvement and student achievement, with notable indirect effects on young children's race, gender, and family income. After controlling for the effects of maternal involvement, the family learning environment, and demographic factors, paternal involvement in parenting was a better predictor of young children's reading and math performance.

In a word, few studies have directly discussed the relationship between father's participation in parenting and children's learning quality, but the family elements such as parenting style and family education time include father's participation in parenting, which can indirectly reflect the role of father's participation in parenting on children's learning quality.

## 5. Suggestions

This study will put forward some corresponding educational suggestions on the development of father's participation in parenting and children's learning quality from the aspects of father, family, and social level to improve the importance of father's participation in children's parenting behavior.

### 5.1. Modifying Father's Conducts

At present, there are still some deviations between the educational concept of many fathers and the cognition of the role that fathers should play. Many of them regard educating their children as the things and responsibilities that mothers or grandparents should be responsible for, and they pay more attention to the material and economic conditions of the family. They also bear the responsibility of educating their children. However, the involvement of fathers in parenting is an integral part of early childhood parenting. Fathers of young children should and must change their backward and wrong educational concepts, realize the necessity and importance of father's participation in early childhood education, and actively cooperate with other educators to promote the development of children's learning quality and other abilities.

Fathers should strengthen their interaction with their children, such as playing games with their children in their spare time, being a qualified listener after returning home from work at night, listening to their children's communication and sharing today's daily life, telling their children bedtime stories in turn with their mothers, taking part in taking care of their children's daily life and taking them to and from the garden, and visiting zoos, aquariums, and other places with their children on weekends. More interaction between fathers and children is not only conducive to the formation of a good parent-child relationship, but also conducive to the development and cultivation of children's learning quality.

Fathers should attach importance to their own paternal growth, give full play to their initiative, and consciously "recharge" through various channels and methods, such as learning related educational books, newspapers or magazines, consulting other educators such as mothers, elders, or preschool teachers, watching TV programs related to educating children, reflecting more on their own educational methods, etc., so as to improve their own educational experience and skills and make progress with their children, growing together.

When raising children, fathers should provide targeted education according to the children's own developmental characteristics and specific development conditions, focusing on making up for the

children's own shortcomings, and at the same time consolidating their own advantages. This can not only improve the effectiveness of education father behavior, but also better help children to improve their focused and balanced development.

## 5.2. Cultivating Family Atmosphere

There can be a division of labor among family members. For example, after the father criticizes a certain shortcoming of the child, the mother can pick out other bright spots in the child's behavior to encourage him after affirming the father's parenting opinions, so as to regain his confidence. The consistent parenting opinions in the family are also conducive to creating a harmonious family atmosphere for children and promoting their healthy growth. Children's growth is inseparable from the father's company, the mother's upbringing and the father's upbringing are not the same. Mothers may teach their children patience, tenacity, carefulness, and win-win cooperation, while fathers will teach their children independence, courage, independence, and so on. Only when both parents participate in the upbringing of young children can they give their children a complete family education. it will also be more conducive to the cultivation of children's learning quality in all aspects. Fathers should not only often express love and encouragement to their children, but also encourage and praise them as soon as they do the right behavior. When a child receives praise from his father, his correct behavior will be strengthened, thus helping him to develop good learning qualities and other behavior habits.

## 5.3. Raising Social Awareness

First, kindergartens and communities carry out more parent-child activities that require the participation of fathers. Kindergartens and communities can carry out more parent-child activities and parent-child games that require the participation of fathers, and consider whether fathers have free time when holding activities. Second, social media promotes and appeals to fathers of young children to participate in parenting. With the arrival of the internet era, the power of various media has become more and more extensive and powerful. Social media can create a call for fathers to participate in early childhood education through news, variety shows, large lecture halls, small videos, and other ways. Last but not least, it would be better for the government to introduce relevant policies to help fathers of young children spend more time participating in early childhood education. It is necessary to introduce relevant policies and regulations to adjust the working hours of fathers according to the age of their children. The younger the child, the shorter the father's working hours, giving the father enough time to take care of the child, and gradually restoring the father's normal working hours as the child grows older. Or allow fathers of young children to take non-confidential work home to do, so as to better balance work and family. In short, children's father needs more free time to ensure the time of children's interaction and the level of participation in children's education.

## 6. Conclusion

Through the method of systematic review, this paper comprehensively studies the influence of father's participation in parenting on the learning quality of 3-6-year-old children. Studies have shown that the active participation of fathers significantly improves the cognitive ability and social-emotional skills of young children. The improvement of father's participation in parenting will correspondingly promote the development and improvement of children's learning quality in all aspects; on the contrary, the lower the father's participation in parenting, the development of children's learning quality will also be negatively affected. The specific performance is that the father's active participation in responsible parenting can promote the overall development of the learning quality of 3-6 years old children to a certain extent; the father's active participation in the parenting of the model



is conducive to the creative and cooperative development of children; the father's active participation in parenting is conducive to the development of children's persistence, initiative and independence in supporting parenting. Family environment and social support have an important influence on father's participation. Good family relationships and social support can encourage fathers to participate more in parenting. This paper suggests helping children cultivate good learning quality as soon as possible in the early stage of school, which has an important impact on the cultivation of children's quality and ability. The author puts forward some corresponding educational suggestions on the development of father's participation in parenting and children's learning quality from the father's own aspects, family aspects, and social aspects, so as to improve the attention of father's participation in children's parenting behavior. Therefore, encouraging and supporting fathers to participate in parenting is of great significance for promoting the all-round development of young children. Future research can promote children's father's attention to the cultivation of children's learning quality and improve the participation of children's education.

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