



Maternal & paternal involvement in educational activities and early child development

5. European Congress on Family Science

Family - Education - Migration

17.11.2017, Isabelle Fischer



LEAD

Graduate School & Research Network



Outline

I	Motivation
II	Theoretical background & research questions
III	Working model
IV	Data & methodological approach
V	Preliminary results
VI	First conclusions
VII	Outlook



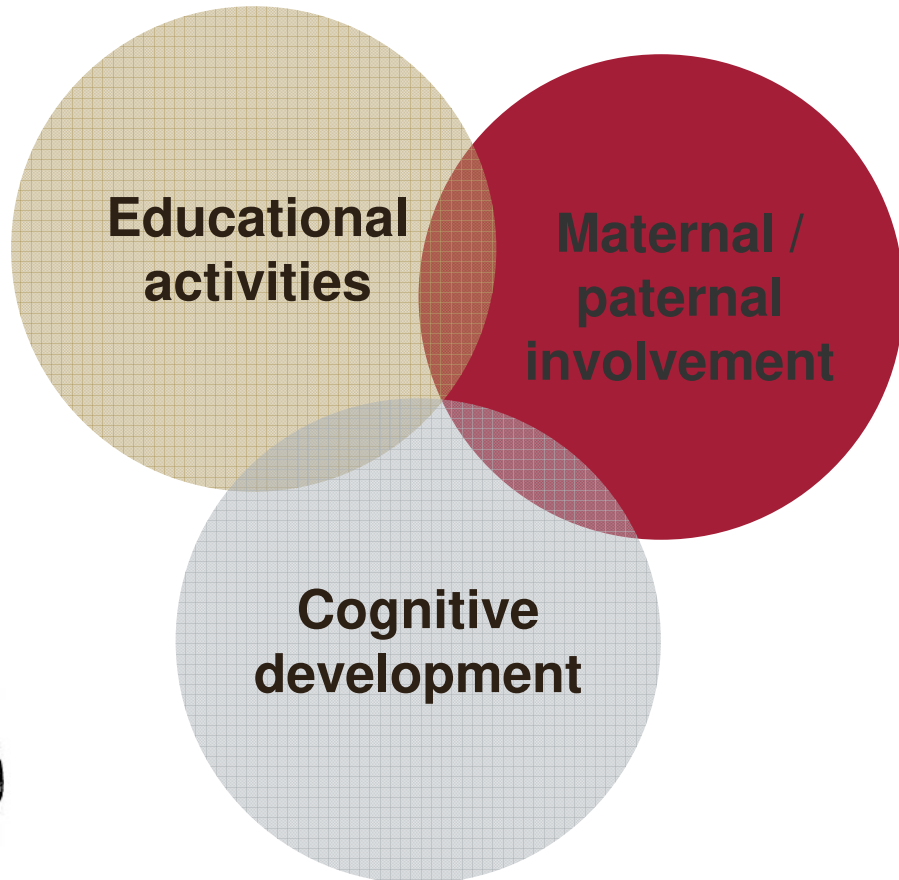
Motivation

Combine various
branches of literature



Gender theories

Child
development
theories





Theoretical background

Father involvement in
two-parent families



Positive social, behavioral,
psychological, or cognitive
outcomes

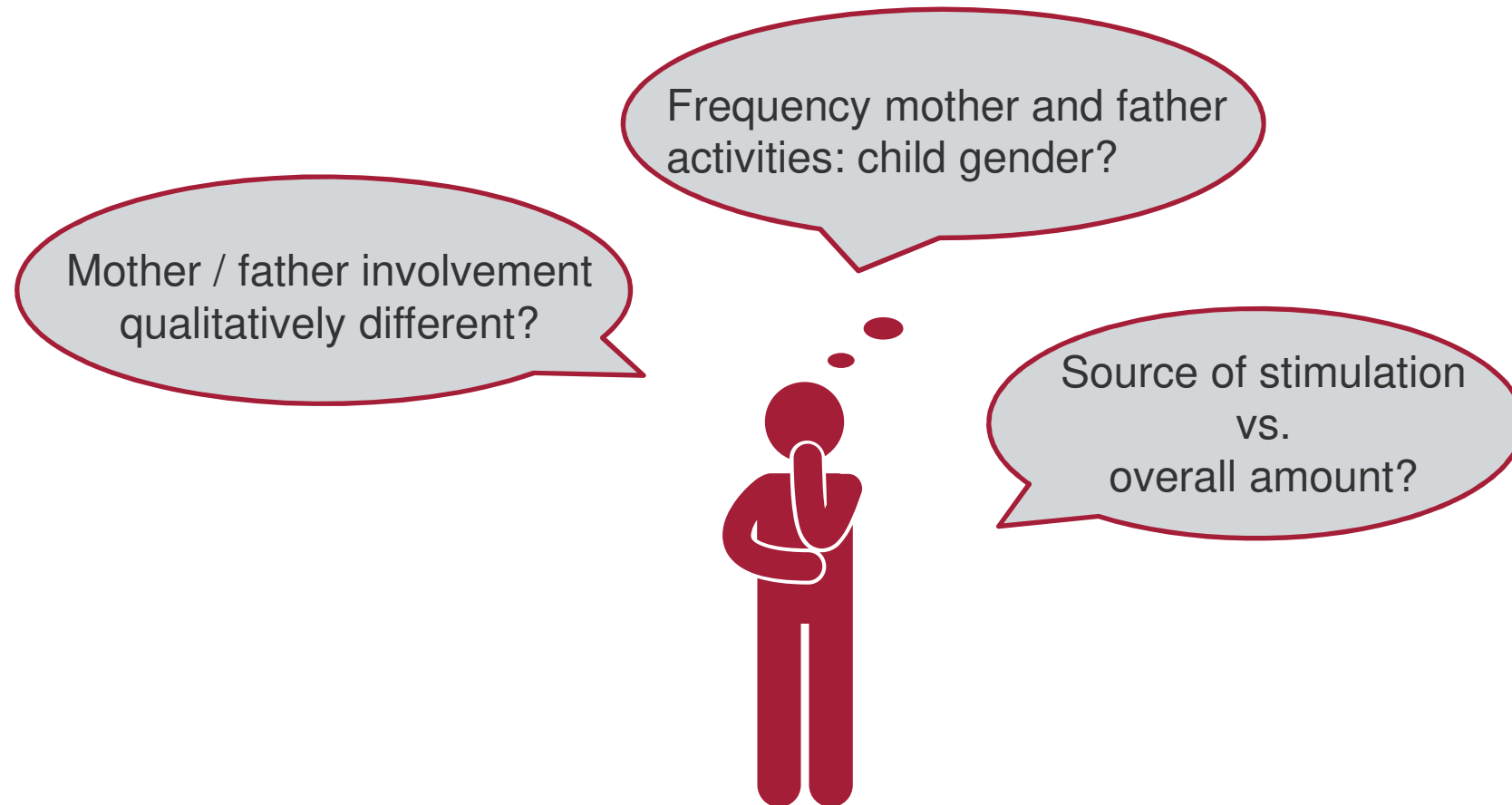
- Gender often neglected
- Influences child's experiences:
 - Gendered interactions
 - Expectations
 - Activities



Amato & Gilbreth 1999; Lewis & Lamb 2003 Tenenbaum & Leaper 2003; Else-Quest et al. 2006; Emolu 2014

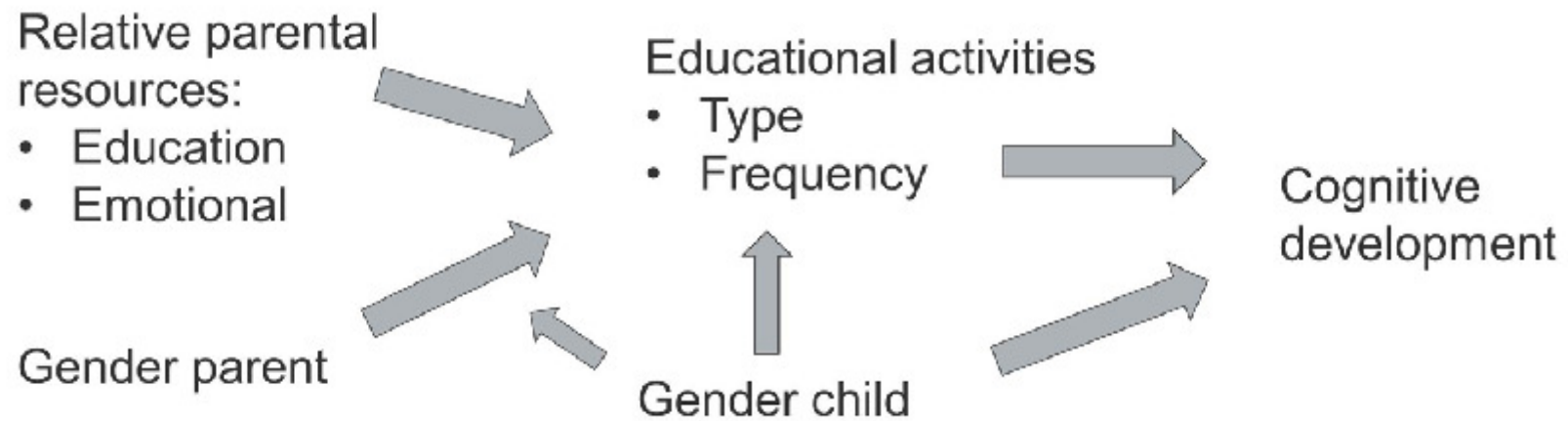


Research questions



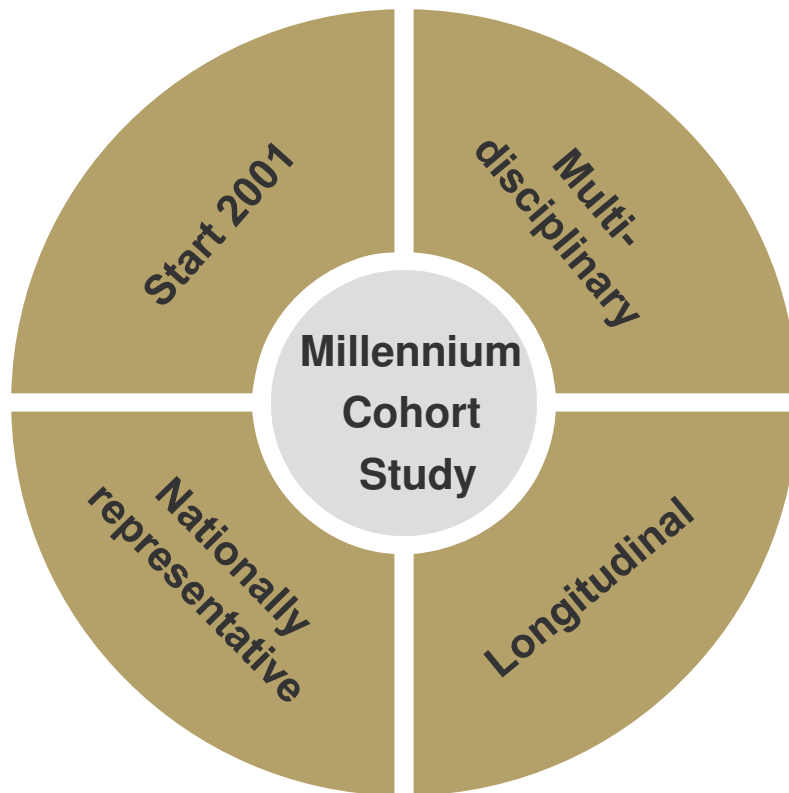


Working model





Data & methodological approach



Participants

Waves 1-4: 6,228

Methods

- Face-to-face interviews
- Direct testing
- Questionnaires

Cognitive development

British Ability Scales

Analyses

- Polychoric correlations
- Ordered logistic regressions
- Linear regressions



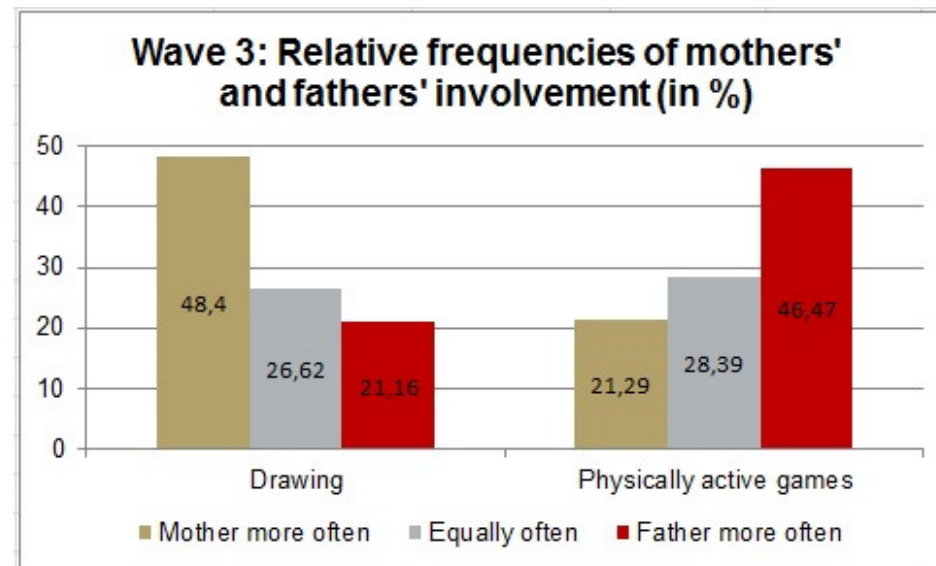
Preliminary results



Fathers' NVQ



Frequency of activities





Preliminary results:

	Score wave 4
Score wave 3	0.519*** (40.09)
Std. mother activity score	-0.00202 (-0.14)
Std. father activity score	0.00480 (0.31)
Constant	-1.526*** (-3.60)
<i>N</i>	4461

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

Pattern Construction Wave 4: Standardized ability scores

Control variables include:

- *Previous test results*
- *Mother reading frequency*
- *Father reading frequency*
- *Parents' relative NVQ*
- *Child gender*
- *Child age in months,*
- *Number of siblings*
- *Grandparent in HH*
- *Mother work hours*
- *Father work hours*
- *Poverty*





First conclusions

- Reading = most important?
- Gender-specific activity groups
- ~~■ More frequent mother-daughter or father-son interactions~~
- No linear relationship between parents' activity factor scores and test scores.



Outlook

- Subsample analyses
 - Level of educational attainment
 - Ethnicities
- Examine influence of gender ideologies
- Structural equation models / change models
- Robustness checks
 - Include single parents



Thank you!

Contact:

LEAD Graduate School & Research Network

Gartenstraße 29a, 72074 Tübingen

Phone: +49 7071 29-73579

isabelle.fischer@uni-tuebingen.de

www.lead.uni-tuebingen.de