

# Father Involvement in Parenting Questionnaire Development and Rating for Middle School Students

Yuandong Shang<sup>1</sup> & Yueying Xu<sup>1</sup>

<sup>1</sup> College of Educational Sciences, Mudanjiang Normal University, Mudanjiang 157012, China

Correspondence: Yueying Xu, College of Educational Sciences, Mudanjiang Normal University, Mudanjiang 157012, China.

doi:10.56397/SPS.2024.06.02

## Abstract

Family education has always been an important factor in influencing achievement, and in recent years the involvement of fathers in parenting has become the focus of family education. Junior high school students are in adolescence, the physical and mental development is not yet mature, parents' education plays a key role in the process of students' growth, and has a far-reaching impact on the healthy development of children's physical and mental health. The purpose of this paper is to develop and measure a questionnaire on fathers' involvement in parenting, using the questionnaire method, self-administered questionnaire, selected four dimensions of father image, academic support, emotional communication and disciplinary behavior to develop the questionnaire. The questionnaire was found to be of good quality after item analysis, exploratory analysis and validation analysis. Tests were conducted using SPSS 22.0 and Amos 22.0. The results showed that (1) the effect of father's involvement in parenting on male students is more significant, senior junior high school students will be more influenced by their father's parenting, junior high school students from two-parent families are more effective in being influenced by their father's involvement in parenting, and only children are more profoundly affected by the influence of parenting that comes directly from their fathers. (2) There is no significant difference between urban and rural students affected by father involvement in parenting. (3) Among the factors affecting students, disciplinary behaviors have the greatest impact on junior high school students.

**Keywords:** father's involvement in parenting, middle school students, questionnaire development

## 1. Formulation of the Problem

Family is the first place for the formation and development of children's healthy psychology, parents are the first teacher of children, parents and children spend time with each other, parents' words, behavior and education will have a great influence on children. Especially in adolescence, middle school students have not

yet formed stable emotions and are in the critical period of development, so parental education is crucial for students in this stage. However, previous studies have focused more on mothers' involvement in parenting, which is related to the role of mothers as caregivers in the family. (Martin Anne, Ryan Rebecca M & Brooks-Gunn Jeanne, 2010) This is related to the role of mothers as caregivers in the family. It is said that

mothers are kind and strict to their fathers, and fathers play the opposite role to mothers in the family. However, fathers have a great role modeling effect on children, and most of the children will aim at the development of a good image of their fathers, which has an important influence on children's learning and life. The British sociologist Spencer once said, "The father is the child's guide to the outside world." The educational involvement of fathers can give children more self-confidence and play an important role in their interpersonal interactions, outlook on life, and life satisfaction. In recent years, the participation of fathers in various variety shows and the emergence of the term "widowed parenting" have also shown the importance of fathers in the process of children's growth. A good image of fathers will make students realize what they want to become in the future, and a strict image of fathers will be a better way to discipline children. The father's bad behavior and bad attitude towards life on the one hand will lead to the child's boredom and refusal to communicate, which is not conducive to the child's healthy physical and mental growth. On the other hand, junior high school students are in the critical period of growth, have not yet formed a good outlook on life, world view, values, cognitive level is low, with a certain degree of imitativeness, living together for a long time, the future direction of the child's growth has a certain negative impact. Some studies have pointed out that fathers' involvement in parenting leads to better cognitive development and a more positive attitude toward school and education (LI Zhi-Hua, YIN Xia-Yun, CAI Taisheng & SU Lin-Yan, 2012). With the rising status of fathers in the process of children's growth and education, it is in this context that the questionnaire on fathers' involvement in parenting was developed.

This study was conducted to investigate the impact of father's involvement in parenting on junior high school students using a self-administered questionnaire, Father's Involvement in Parenting Questionnaire (FIPQ), as an entry point to suggest ways to improve father's involvement in parenting and to promote students' development.

## 2. Synthesis of Research

Father involvement in parenting (father involvement) was first proposed by Lamb (1985), and is also translated as father parenting

input. (Lamb M E, Pleck J H, Charnov E L, et al., 1985) It consists of three different dimensions: interaction, accessibility, and responsibility. Palkovitz (1997) extended this to 15 fatherhood role domains: communication, teaching, caring, serving, thinking, supervising, financial support, fun-sharing, accessibility, day-to-day planning, participating in activities together, communicating care, meeting needs, protection, and emotional support. (Palkovitz R., 1997) Hawkins (2002) and others argue that fathers' involvement in parenting should be viewed as a multidimensional structure of emotional, cognitive, social, moral, and pro-social behaviors, which are broken down into nine areas: (1) providing financial support for their children, (2) agreeing with their wives on how to educate their children, (3) disciplining and fostering a sense of responsibility for their children, (4) encouraging their children to achieve well in school, and (5) giving their children praise and emotional support (6) paying attention to children's daily life (7) communicating regularly with children (8) reading with children (9) encouraging children to develop various talents. (Alan J. Hawkins & Kay P. Bradford, 2002) Research on fathers' involvement in parenting in foreign countries Research on fathers' involvement in parenting is richer abroad than in China. Zhao Na (2007) defines fathers' involvement in parenting as fathers' commitment to early childhood education, including fathers' expectations, interests, and beliefs about their children's education, as well as their active participation in school and home, which is manifested in the whole process of fathers' cultivation of their children to engage in social life. (Zhao Na, 2007)) Zhang, Liang, and Xu, Anqi (2008) viewed father involvement in parenting as a comprehensive and multifaceted assessment system that encompasses the organic synthesis of daily care, behavioral instruction, academic guidance, interactive communication, and caring accompaniment (Zhang L & Xu AQ, 2008). According to Fan Shilong (2019), father involvement in parenting means that fathers spend human, material and financial resources to invest in their children's family education and school education. (FAN Shilong & WANG Guifen, 2019) In summary, it is easy to see that the degree of father's involvement in education affects many aspects of children's development. In the process of children's growth, if the father

has bad habits and bad behaviors, on the one hand, he will become a negative example for his children, which will have a reverse effect in educating and disciplining his children. On the other hand, as the saying goes, “no child is unlike his parents”, the child lives with his parents for a long time, and invariably imitates the behavior of his parents, and some similar behaviors will be formed, and the bad behavior will have a negative impact on the growth and development of the child. The child’s growth is not the result of the mother’s education alone, in a family the mother has to take on more life chores, for all aspects of the child’s education needs to be a joint effort of fathers and mothers, and together for the child’s growth to contribute to the strength of the study shows that the father and the child to communicate with the child, actively participate in the child’s learning, life, and to promote the child’s cognitive level and the personality of the child, so that the child to form a positive emotion, and to look positively at every aspect of life, and to make the child’s life easier. Positive view of everything in life, the child’s future orientation has a significant impact (Yu W., 2023). The child’s future orientation will be greatly influenced by this. Good communication with children can cultivate children’s ability to regulate their emotions, adjust their own emotions, improve their cognitive level, look at problems from a positive perspective, and form positive personality qualities under the pressure of school, interpersonal interactions, and life. (Li Xing, 2010) They are also able to relieve anxiety to a certain extent (LI Jin & TANG Haijiao, 2023) The program is designed to help students to adjust their emotions, enhance their cognitive level, view problems from a positive perspective, and form positive personality qualities.

To summarize, this study breaks down father’s involvement in parenting into four dimensions based on existing theories and validates them in order to analyze the reasons affecting junior high school students’ physical and mental health development, with a view to constructing a harmonious father-child relationship and promoting the harmonious and healthy physical and mental development of junior high school students.

### 3. Related Theories

#### 3.1 ParentalAcceptance-Rejection Theory (ParentalAcceptance-Rejection Theory)

ParentalAcceptance-Rejection Theory (ParentalAcceptance-Rejection Theory) believes that parental acceptance is the parents or other guardians can let the child feel the care and love from the parents, the child is in a harmonious, warm, positive, supportive family atmosphere; and parental rejection is a kind of antagonism, the parents or other guardians can not let the child feel happy and joyful. Parents play a very important role in family education, especially the role of the father, the father’s participation in education has a crucial impact on the child, the child feels the love of the father and mother together, is conducive to the healthy growth of the body.

#### 3.2 Cognitive-Behavioral Model

Cognitive-behavioral theory is a group of methods to change maladaptive cognition by altering thinking or beliefs and behavior. It is an integration of cognitive and behavioral theories, a critique and development of the flaws that exist in cognitive and behavioral theories, but is not simply added together, or pieced together. Good father involvement in education facilitates the formation of positive emotions and enhances students’ cognitive level, which in turn leads to students behaving in accordance with social and ethical norms.

### 4. Research Process

A self-administered questionnaire was adopted to interview the fathers of junior high school students in the author’s area about their involvement in parenting, and the questionnaire was compiled based on the existing literature and the actual situation. Four representative factors were selected for the key dimensions of fathers’ involvement in parenting, namely, father’s image, academic support, emotional communication, and disciplinary behaviors, with five questions for each factor and a total of twenty questions, all of which were arranged randomly, and the Liker self-assessment five-point scale ranging from “strongly disagree”, “relatively disagree” to “generally agree”, “relatively agree” and “generally agree”. All questions were randomly ordered on a 5-point Liker self-assessment scale ranging from “Strongly Disagree,” “Comparatively Disagree,” to “Generally Agree,” “Comparatively Agree,” “Strongly Agree,” and “Strongly Agree.” “The higher the score, the greater the impact of father involvement in parenting, and the lower the score, the less the impact of father involvement

in parenting.

#### 4.1 Amendments to the Initial Questionnaire

90 valid questionnaires were distributed for this pilot test, and 80 valid questionnaires were recovered, with a validity rate of 88.8%.

T-test: After calculating the total score, high and low grouping (high grouping >85, low grouping <80) and independent samples T-test, the results (as shown in Table 1) passed the significance test of high and low grouping with p-value <0.05 for all the questions.

**Table 1.** Initial questionnaire items analyzed for high and low subgroup somatic test results (n=80)

subject	t	subject	t	subject	t	subject	t
A1	6.480***	B1	4.871***	C1	2.703**	D1	5.307***
A2	4.697***	B2	4.241***	C2	3.125**	D2	2.567*
A3	7.627***	B3	3.559***	C3	2.527*	D3	4.639***
A4	3.831***	B4	4.403***	C4	3.719***	D4	4.497***
A5	4.027***	B5	3.453***	C5	2.804**	D5	2.154*

(Note: \* p<0.05, \*\* p<0.01, \*\*\* p<0.001, same below)

Total question correlation: 20 questions and the total score do the total question correlation, the higher the correlation between a question's score and the total score, the higher the homogeneity of the question and the total score is proved; the lower the correlation between a question and the total score, the lower the homogeneity of the

question and the total score is. If the question's homogeneity with the total score was <0.4, it was deleted. According to Table 2, the correlation coefficients of the questions were between 0.457 and 0.761, which met the homogeneity criterion and made it unnecessary to delete the questions.

**Table 2.** Total Correlation of Father Involvement in Parenting Questionnaire Questions

subject	r-value	subject	r-value	subject	r-value	subject	r-value
A1	0.761	B1	0.673	C1	0.667	D1	0.708
A2	0.511	B2	0.622	C2	0.574	D2	0.645
A3	0.626	B3	0.601	C3	0.488	D3	0.554
A4	0.505	B4	0.457	C4	0.578	D4	0.643
A5	0.601	B5	0.555	C5	0.631	D5	0.681

Reliability test: the remaining 20 questions were subjected to a reliability test with a standardized alpha coefficient of 0.906, and each question was deleted without being higher than the previous coefficient of 0.906, indicating that the 20 questions had good internal consistency.

Exploratory factor analysis: the 20 questions of the questionnaire were subjected to KMO and Bartlett's spherical test. The KMO value was 0.789, and the Bartlett's spherical test  $X^2=923.978$  (df=190, Sig.=0.000), which was extremely significant, indicating that the relationship between the items was excellent, and very suitable for factor analysis. Principal component analysis was used, variance maximizing

orthogonal rotation was performed, and 20 questions were obtained after excluding items with factor loadings less than 0.4 and double-loaded factors. After factor analysis, four factors with eigenvalues greater than 1 were extracted. The total explainable variance of the four factors was 62.388%. According to the meanings of the items included in the factors, Dimension I was father image (A1-A5); Dimension II was academic support (B1-B5); Dimension III was affective communication (C1-C5); and Dimension IV was disciplinary behaviors (D1-D5). A total of 20 questions were retained.

**Table 3.** Fathers' involvement in parenting questionnaire factor loadings and commonalities

Pilot testing of questionnaire factor loadings and commonality	Factor loadings	commonality
A1 You think your father's image is tall and imposing?	0.734	0.539
A2 You think your father understands you?	0.492	0.242
A3 You think your father cares about you?	0.610	0.373
A4 you think your father is worthy of your trust?	0.475	0.226
A5 Do you consider your father to be knowledgeable?	0.589	0.347
B1 Does your father tutor you on your homework?	0.673	0.453
B2 How often does your father ask about your grades?	0.617	0.380
B3 How often does your father go to your parent-teacher conferences?	0.604	0.364
B4 Does your father enroll you in your favorite remedial classes?	0.451	0.202
B5 Does your father support you in buying all kinds of study materials?	0.567	0.321
C1 Your father played sports with you from time to time?	0.676	0.456
C2 Your father often talks to you and talks to you?	0.586	0.343
C3 Father and you often think the same way?	0.505	0.255
C4 Your father often gives you small gifts?	0.597	0.357
C5 Your father would take you to movies and restaurants from time to time?	0.642	0.412
D1 Your father used to give you rules?	0.713	0.508
D2 How often does your father ask you to do things on your own?	0.650	0.423
D3 When you make a mistake, your father always teaches you very seriously?	0.551	0.303
D4 How often did your father teach you to be responsible for what you do?	0.658	0.432
D5 Even if you make a mistake, your father won't say anything about you?	0.704	0.496

Note: Commonality > 0.2 and factor loadings > 0.45 are considered satisfactory.

#### 4.2 Measurement and Calibration of the Official Questionnaire

The official questionnaire plus demographic variables such as gender and grade, the full questionnaire consisted of 25 questions, 350 questionnaires were recovered from the official questionnaire, 25 invalid questionnaires were deleted and 325 valid questionnaires were retained.

Questionnaire demographics: 192 (59%) boys, 133 (41%) girls; 69 (21%) first year, 138 (42%) second year, 118 (37%) third year; 170 (52%)

rural, 155 (48%) urban; 31 (10%) students from single parent families, 294 (90%) from non-single parent families; 186 only children (57%), 139 (43%) non-only children.

Item analysis, t-test, question total correlation, reliability test, and factor analysis of the data from the validated questionnaires, the data showed good discriminatory power of each question item. Factor analysis indicated a cumulative explanatory rate of 62% for the four factors.

##### 4.2.1 Reliability of the Questionnaire



**Table 4.** Reliability test of father involvement in parenting questionnaire

	Fatherhood	Academic support	emotional exchange	Disciplinary behavior	General questionnaire
Number of questions	5	5	5	5	20
reliability coefficient	0.843	0.848	0.846	0.798	0.883

Table 5 shows that the internal consistency of the four factors of the father involvement in parenting questionnaire is in the range of 0.798-0.848, and the internal consistency coefficient of the total questionnaire is 0.883, which indicates that this questionnaire has a good reliability.

#### 4.2.2 Validity of the Questionnaire

This questionnaire was analyzed by SPSS factor analysis to calculate the KMO value is 0.886, it is

concluded that the father's involvement in parenting questionnaire consists of four factors, each factor eigenvalue is greater than 1. Correlation analysis of the questionnaire shows that the correlation coefficient between each factor score and the total score is 0.681-0.807, which are all reached significant correlation, which shows that this questionnaire has a good content validity.

#### 4.2.3 Analysis of Validity Factors

**Table 5.** Table of fit coefficients for father involvement in upbringing questionnaire

X2	df	X2/df	RMSEA	GFI	NFI	RFI	IFI	TLI	CFI
240.282	164	1.465	0.038	0.933	0.915	0.902	0.972	0.967	0.971

From the above table, it can be seen that the value of X2/df is 1.465, which is less than 3, and the fit is ideal; RMSEA is 0.038, which is less than 0.06, and the fit is ideal; GFI is 0.933, which is greater than 0.9, and the result is good fit; NFI is 0.915, which is greater than 0.9, and the result is good fit; RFI is 0.902, which is greater than 0.9, and the result is good fit; IFI is 0.972, which is

greater than 0.9 and results in a good fit; TLI=0.967, which is greater than 0.9 and results in a good fit; CFI=0.971, which is greater than 0.9 and results in a good fit. Taken together, the models for father figure, academic support, emotional communication and discipline behavior as a whole fit well.

**Table 6.** Father Involvement in Parenting Questionnaire-Convergent Validity

subject		Standardized factor volume	AVE	combinatorial reliability
A5	<--- Fatherhood	0.719		
A4	<--- Fatherhood	0.728		
A3	<--- Fatherhood	0.712	0.54	0.85
A2	<--- Fatherhood	0.704		
A1	<--- Fatherhood	0.808		
B5	<--- Academic support	0.688		
B4	<--- Academic support	0.680		
B3	<--- Academic support	0.751	0.54	0.85
B2	<--- Academic support	0.672		
B1	<--- Academic support	0.872		
C5	<--- emotional exchange	<u>0.729</u>		

C4	<---	emotional exchange	0.760		
C3	<---	emotional exchange	0.696	0.52	0.84
C2	<---	emotional exchange	0.723		
C1	<---	emotional exchange	0.710		
A5	<---	Disciplinary behavior	0.613		
A4	<---	Disciplinary behavior	0.631	0.51	0.83
A3	<---	Disciplinary behavior	0.681		
A2	<---	Disciplinary behavior	0.748		
A1	<---	Disciplinary behavior	0.847		

As can be seen from the above table, the factor loadings of each latent variable of father image, academic support, emotional communication, and discipline behavior corresponding to each topic are all greater than 0.6, indicating that each of their latent variables corresponding to the

topic to which they belong is highly representative. In addition, the mean variance AVE of each latent variable is greater than 0.5, and the combined reliability CR is greater than 0.8, which indicates that the convergent validity is ideal.

**Table 7.** Distinguishing Validity of the Father Involvement in Parenting Questionnaire

	Disciplinary behavior	emotional exchange	Academic support	Fatherhood
Disciplinary behavior	0.71			
emotional exchange	0.44***	0.72		
Academic support	0.34***	0.50***	0.73	
Fatherhood	0.40***	0.49***	0.36***	0.73

Note: \*\*\* p-values less than 0.001; diagonal lines are AVE mean square variant extraction.

average variance variant extraction

It can be seen that there is a significant correlation between father image, academic support, emotional communication and discipline behavior ( $p < 0.001$ ), in addition to the absolute value of the correlation coefficient and are less than the square root of the corresponding AVE, that is to say, there is a

certain degree of correlation between the latent variables and a certain degree of differentiation between them, that is, it indicates that the discriminant validity of the data of the scale is ideal.

## 5. Findings

**Table 8.** T-test of father's involvement in parenting on students of different genders

	Fatherhood	Academic support	emotional exchange	Disciplinary behavior	General questionnaire
Male (n=192)	19.23 ± 2.12	19.82 ± 2.19	19.21 ± 2.67	21.76 ± 1.92	80.03 ± 5.61
Female	18.32 ± 2.36	18.39 ± 2.43	17.01 ± 3.15	20.57 ± 2.78	74.29 ± 8.12

(n=133)					
T-value	3.574**	5.445**	6.802**	4.280**	7.064**

Father involvement in parenting was significantly differentiated for students of different genders. Boys were higher than girls in the areas of father figure, academic support, emotional communication, disciplinary behavior, and the overall questionnaire. This is in line with the findings of some western studies that father involvement in parenting time and parenting behavior is more effective for boys (Chang Lei, Schwartz David, Dodge Kenneth A

& McBride-Chang Catherine, 2003). Moreover, among the factors affecting boys in junior high school, discipline behavior has the greatest effect, which shows that boys are more naughty compared to girls, and the father's discipline behavior, such as criticizing them for making mistakes, is more effective. Moreover, children in junior high school are in adolescence, and boys are more inclined to listen to their father's teaching.

**Table 9.** ANOVA Tests of Father's Involvement in Parenting on Students in Different Grades

		Fatherhood	Academic support	emotional exchange	Disciplinary behavior	General questionnaire
First year (n=69)		18.19±2.33	18.12±2.18	17.20±2.18	20.29±2.45	73.80±5.97
Second year (n=138)		19.28±2.12	19.64±2.36	18.91±2.32	21.61±2.07	79.45±7.23
Junior year (n=118)		18.75±2.30	19.42±2.35	18.25±3.04	21.46±2.53	77.87±7.31
F		5.755**	10.512**	7.459*	7.953**	15.007**

There is a significant difference between father involvement in parenting on students of different grades. In terms of the overall questionnaire, father involvement in parenting had a greater impact on the second year students, followed by the third year students and the first year students. P-value <0.05 indicates that there is a significant difference in the impact of father involvement in parenting on students of any grade, whether it is in the aspect

of father image, academic support, emotional communication or disciplinary behaviors, which is the second year>third year>first year. The higher the grade, the more mentally and physically mature they are and the more thoroughly they are able to understand their fathers when communicating with them and when faced with their teachings and reprimands.

**Table 10.** T-test of father's involvement in parenting on students with different places of residence

	Fatherhood	Academic support	emotional exchange	Disciplinary behavior	General questionnaire
Rural (n=170)	18.75±2.34	18.95±2.37	18.19±3.28	21.08±7.78	76.97±7.78
Urban (n=155)	18.97±2.18	19.54±2.37	18.44±2.82	21.48±6.69	78.45±6.70
T-value	-0.903	-2.257*	-0.717	-1.523	-1.815

Overall differences in father involvement in parenting were not significant for students from different places of residence. For the overall

questionnaire, students in urban areas were more affected by father involvement in parenting than students in rural areas. The



questionnaire was scored from 1-5, with a total score range of 20-100 and subfactor scores ranging from 5-25, with higher scores being more affected. The mean scores of the three non-significant factors ranged from 15-29 points, and father's involvement in parenting had the greatest influence on junior high school students in terms of disciplinary behaviors, followed by father image and emotional communication. As for academic support, there was a significant difference between rural and urban students,

with urban students being more affected than those in rural areas. It may be due to the differences in family environment and fathers' knowledge level that urban fathers are more forward thinking and pay more attention to supporting and guiding their children's academics, coupled with the fact that the competition in the city is more intense than in the countryside, and urban fathers are more likely to increase their support for their children.

**Table 11.** T-test of father's involvement in parenting on students from different families

single parent family	Fatherhood	Academic support	emotional exchange	Disciplinary behavior	General questionnaire
Yes (n=31)	17.77 ± 2.66	18.68 ± 2.86	16.48 ± 4.11	19.71 ± 3.66	72.65 ± 12.01
No (n=294)	18.97 ± 2.19	19.29 ± 2.33	18.50 ± 2.88	21.44 ± 2.14	78.21 ± 6.43
T-value	-2.411*	-1.372	-2.670*	-2.582*	-2.541*

The overall difference between single-parent and non-single-parent students affected by father involvement in parenting was significant. Non-single-parent students were higher than single-parent students in the aspects of father image, emotional communication, disciplinary behaviors, and the overall questionnaire. Since in single-parent families, when the mother raises them unilaterally, the children are mainly cared for and educated by the mother, they are less affected by the father's involvement in parenting. When the father raises the child unilaterally, due to the pressure of raising the child alone, and the fact that the father is more

careless compared to the mother when he is alone, he will not invest particularly much energy in the child's upbringing. And the rigidity and strength of the father in a two-parent family contrasts with the delicate and gentle nature of the mother, which is more reflective of the father's charisma. It leads to the fact that the influence on students in two-parent families is higher than that in single-parent families. Among them, there is no significant difference in academic support, indicating that even in single-parent families, fathers still invest and pay attention to their children's academic financial investment.

**Table 12.** T-test of father's involvement in parenting on only and non-only children

an only child	Fatherhood	Academic support	emotional exchange	Disciplinary behavior	General questionnaire
Yes (n=186)	19.17 ± 2.12	19.62 ± 2.18	18.93 ± 2.75	21.78 ± 1.91	79.50 ± 5.73
No (n=139)	18.44 ± 2.38	18.72 ± 2.57	17.48 ± 3.29	20.59 ± 2.75	75.24 ± 8.42
T-value	2.852**	3.349**	4.322***	4.342***	5.142***

The overall difference between students from single-parent families and students from non-single-parent families affected by father involvement in parenting was significant. Students who were only children were higher than those who were not only children in terms

of father figure, academic support, emotional communication, disciplinary behavior, and overall questionnaire. It has been pointed out that unlike non-only-child families, in only-child families, students are not influenced by other siblings, and the main person from whom they

receive parenting is their parents (Zhang Zhenhuan, 2018). Therefore, only children will be influenced more than non-only children.

## 6. Recommendations and Responses

### 6.1 *Creating an Image of the Multiple Roles of Fathers*

The image of the father, from a psychological point of view, refers to the image of the father in the child's memory and imagination. It also includes the father's role and position in the family, etc. From the results of the data, a good father image will have a positive and positive influence on middle school students. So it is necessary to establish a good father image.

First, Fathers should establish the image of the "breadwinner". Fathers are the pillars of a family, the main creators of the family's wealth, the main decision makers in the direction of family development, and affect the social status of a family. Therefore, he should have the courage to take up his responsibility to protect his wife and take care of his children. When the family faces setbacks and difficulties, it is necessary to step forward and play a safe and secure role. This is conducive to the formation of a boy's admiration for his father, and will also give the girl a sufficient sense of security, which in turn will make the father's upbringing more effective. When the family lives a normal life, one should think about the shortcomings of the family structural system and work tirelessly to improve the overall level of quality of life. This will create superior material conditions for junior high school students, so that they can concentrate on their studies, which will help to improve their academic performance and physical and mental as well as physical and mental health.

Secondly, Fathers need to establish the image of "educator", from the point of view of the process of social modernization, fathers not only have to bear the burden of supporting the family, at the same time, fathers also need to establish the image of an "educator". In most families, mothers are the main educators of their children, and the pressure on mothers is relatively high. The participation of fathers in their children's education will greatly reduce the pressure on mothers, and at the same time, fathers will have a more significant effect on their children's education through the role of emotional support from mothers. From the results of the data, urban fathers are stronger than rural fathers in

all aspects of parenting, so fathers should follow the footsteps of the times while educating, and strive to learn the relevant knowledge of scientific education, improve their own state of mind and education, and set up a good image of the "educator" for their children.

### 6.2 *Knowing and Doing and Providing Academic Support*

While most fathers understand the positive effects of their involvement in parenting, the majority of fathers pay lip service to it, and research has shown that fathers' attitudes toward their parenting nature are not strongly correlated with their actual involvement in parenting. (Xu Ying, 2017) Therefore, fathers should promote academic achievement by enhancing academic support for their children. First, fathers should learn to pay attention to and support their children from a rational level, so that they can feel their own attention and support without feeling pressured, such as replacing mothers to attend their children's parent-teacher conferences at the right time, praising their children moderately when their children's grades are satisfactory, and not blaming them when their children's grades are unsatisfactory, but learning to discuss the test papers and analyze the reasons with them, encouraging their children, and not hitting their children's self-confidence and self-esteem. The second thing to do is to look at the child's academic performance from the point of view of his or her own self confidence and self-esteem. Secondly, we should start from the child's academic interest to give the child support, the famous psychologist Bruner once said: "The best motivation for learning is to be interested in the knowledge learned itself." Starting from the child's favorite subjects, books and teachers, you can ask the child's favorite teachers to tutor the students, buy the students their favorite types of books, and through communication with the child to influence other subjects through the child's favorite subjects.

### 6.3 *Strengthening the Bond of Emotional Exchange*

The research data in the above table shows that emotional communication also has a subtle influence on junior high school students. Therefore, strengthening emotional communication has a contributing effect on improving the academic performance of junior high school students. Fathers in most families are often busy at work and rarely have time to

accompany their children, to enhance emotional communication with their children, often the mother is doing this work, but as children grow up, children are more eager to communicate with their fathers, especially junior high school students are in the special stage of puberty, the communication between fathers and their children becomes more necessary. The middle school stage is the excessive stage from mother's love to father's love. Fathers should learn to communicate with their children and master communication skills. First, talk to your child more often, listen patiently, and listen to your child to finish his or her sentence even though what he or she says is not right. Second, put yourself in your child's shoes and talk more about topics that interest your child. Third, by talking about the child's experience in school, to understand the child's psychological development changes, timely guidance and adjustment. The father should also take some time to do certain things with the child, such as running with the child in the morning, invariably enhance the relationship, go to the movies with the child to strengthen the resonance of ideas. For the child's different grades to take different things to carry out, for the second year facing the end of the junior high school, the junior high school facing the midterm, should be more leisure experience with the child. For the first year children can do some exciting and challenging sports.

#### 6.4 Scientific Discipline for the Rebellious Period

From the data in the above table, it can be seen that the father's discipline behavior has the greatest influence on junior high school students, so fathers should pay attention to the behavioral discipline of their children, and junior high school students are in the period of rebellion, so they should pay attention to the ways and means in the discipline. First, avoid the use of authoritarian discipline, forcing children to meet their own formulated behavioral patterns, which will not only not improve their academic performance, but also enhance their rebellious psychology. Second, do not beat your child. Studies have shown that the more the father interferes with the child's negative behavior, the more aggressive the child becomes, which is detrimental to the child's mental health and to academic achievement. (GAO Wen, ZHU Jinhui & FANG Zhen, 2020) The more the father interferes with the child and negative behavior, the more it will increase the

child's aggressive behavior and harm the child's mental health. Third, avoid educating children in public places. Adolescence is a critical period for children's psychological development, which is greatly influenced by external factors, especially family factors. (Wei Xiaojuan, 2016) The father should be good at adopting persuasive education method. Fathers should be good at using persuasive education method, when the child makes a mistake by giving the child the facts, reasoning to understand their own mistakes. Secondly, fathers should teach their children self-reliance, self-improvement and self-discipline, which is conducive to the children's reasonable arrangement of study time and improve their academic performance. Finally, the child to implement the reward and discipline system, when the child achieved excellent results, the child praise to give rewards, behavioral reinforcement; when the child made a mistake, but also to give appropriate discipline, to reduce the frequency of wrongdoing. At the same time, fathers of non-only-child families should pay attention to cautioning other children to prevent negative influences from other siblings.

#### 6.5 Improvement of National Legislation to Improve the Quality of Education for Students

In view of the difference in the degree of father's involvement in the upbringing of students from single-parent families and students from two-parent families, the State should strengthen legislation and improve the system to provide assistance to single-parent families (e.g., by setting a minimum frequency of the father's time with the child), so that the child can be guaranteed the father's involvement in the process of his or her development.

#### References

- Alan J. Hawkins, Kay P. Bradford. (2002). The Inventory of Father Involvement: a Pilot Study of a New Measure of Father Involvement. *The Journal of Men's Studies*, 10(2), 183-196.
- Chang Lei, Schwartz David, Dodge Kenneth A, McBride-Chang Catherine. (2003). Harsh parenting in relation to child emotion regulation and aggression. *Journal of family psychology: JFP: journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 17(4).
- FAN Shilong, WANG Guifen. (2019). Research on the effect of father's involvement in

- parenting on young children's social behavior. *Journal of Jilin Normal University (Humanities and Social Sciences Edition)*, 47(01), 116-124.
- GAO Wen, ZHU Jinhui, FANG Zhen. (2020). The effects of father involvement in parenting on elementary school students' aggressive behavior: Partial mediating effects of maternal parenting stress. *Psychological Development and Education*, 36(01), 84-93.
- Lamb M E, Pleck J H, Charnov E L, et al. (1985). Paternal Behavior in Humans. *Integrative and Comparative Biology*, 25(3). DOI:10.1093/icb/25.3.883.
- LI Jin, TANG Haijiao. (2023). The relationship between parent-child communication and adolescents' self-efficacy for emotion regulation and depression. *Psychology Monthly*, 18(16), 36-38+41. DOI:10.19738/j.cnki.psy.2023.16.010.
- Li Xing. (2010). Analyzing the impact of fathers' participation in parenting on children's development. *Literature and Education Materials*, (09), 155-157.
- LI Zhi-Hua, YIN Xia-Yun, CAI Taisheng, SU Lin-Yan. (2012). Effects of father's involvement in parenting and father-child attachment on children's pro-social behavior. *Chinese Journal of Clinical Psychology*, 20(05), 705-707.
- Martin Anne, Ryan Rebecca M, Brooks-Gunn Jeanne. (2010). When fathers' supportiveness matters most: maternal and paternal parenting and children's school readiness. *Journal of family psychology: JFP: journal of the Division of Family Psychology of the American Psychological Association (Division 43)*, 24(2).
- Palkovitz R. (1997). *Reconstructing "involvement": expanding conceptualizations of men's caring in contemporary families*. Sage Publications, Inc.
- Wei Xiaojuan. (2016). Research on the developmental characteristics of adolescent self-esteem and family influencing factors. *Journal of Adolescence*, (03), 16-20.
- Xu Ying. (2017). A study of the relationship between fathers' role attitudes toward themselves and parenting involvement. *Journal of Ningbo University (Education Science Edition)*, 39(04), 125-129.
- Yu W. (2023). The relationship between fathers' involvement in parenting and middle school students' future orientation: the mediating role of positive emotions. Minnan Normal University. DOI:10.27726/d.cnki.gzzsf.2023.000076.
- Zhang L, Xu AQ. (2008). *Father Involvement Research: Attitudes, Contributions and Utility*. Shanghai: Shanghai Academy of Sciences Press, 2.
- Zhang Zhenhuan. (2018). Exploration and analysis of the problem of one-child family education. *Gansu Education*, (23), 32.
- Zhao Na. (2007). The influence of father's role on children's development. Northeast Normal University.