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## NEWSLETTER

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### **Which is More Important, Schooling or Parenting?**

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**B**ASED on the questionnaire and assessment from elementary and middle schools in 16 cities of 5 provinces in eastern and central China, a study published in *Journal of East China Normal University (Educational Science)* explored the impact of parenting and schooling on students' standardized test scores, through the hierarchical linear model (HLM). Also, the researchers employed Shapley and Owen decomposition method to identify the input factors that have a greater impact on school output. Furthermore, identify whether there are differences in the impact of parenting and schooling on primary school students and secondary school students' academic performance. Lastly, according to the results, several suggestions are listed.

The study adopted academic performance as the dependent variable and set the input of parenting and schooling as independent variables. In the aspect of parenting input, parental participation and educational expectations act as the proxy variables of social capital, while the time of spending on private supplementary tutoring acts as a proxy variable of economical capital. As for schooling input, the quality and quantity of teachers and school conditions as proxy variables:

- Parenting factors are more important for primary school students while schooling factors are more important for secondary ones.
- Parental participation and educational expectation have significantly positive effects on students' academic performance. What's more, parental participation contributes more to the variance of average academic performance in primary schools, while parental educational expectation has a greater contribution to the variance of average academic performance in secondary schools.
- In addition to the student-teacher ratio, school input factors such as school conditions and teacher quality have significantly positive effects on students' academic performance. Comparing with school conditions, teacher quality contributes more to the variance of average academic performance in primary and secondary schools. Moreover, compared with primary schools, teacher quality has a greater contribution to the variance of average academic performance in secondary schools.

*Source: Journal of East China Normal University (Educational Science),  
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