

Parenting and children's developmental outcomes

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“Yes, we must provide ladders to success for young men who fall into the lives of crime and despair. But we must also admit that programs alone can’t replace parents; the government can’t turn off the television and make a child do her homework; the fathers must take responsibility to provide love and guidance to their children” (Obama. 28 August 2008).

Overview

1. What do parents do?
2. What impact do they have on children?
3. What about early adolescents?
4. What support do parents want?

1. What do parents do?

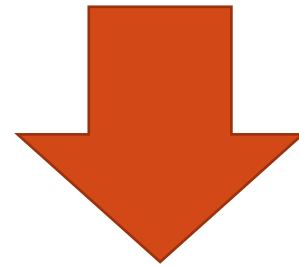
What do parents do?

- Parenting practices = specific behaviours
- Parental investment = time and money
- Parenting styles = grouping of different dimensions (e.g. demandingness and responsiveness)

Parental time investment

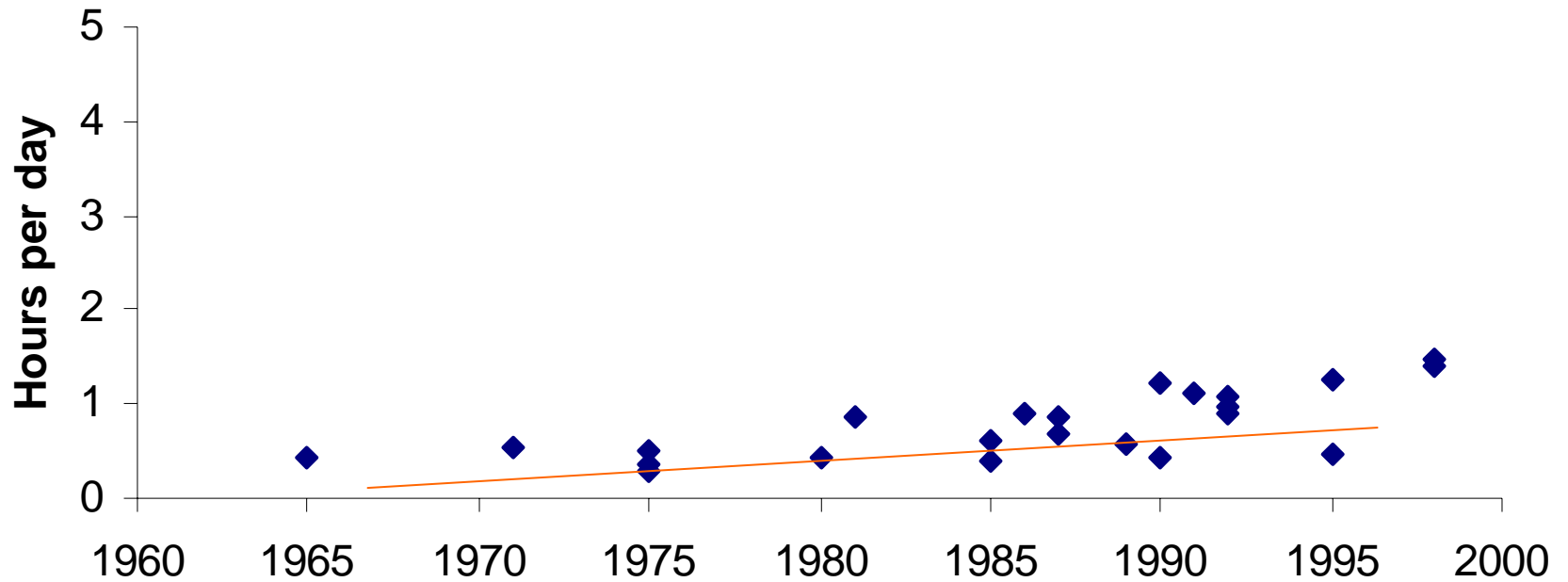


Time-use surveys



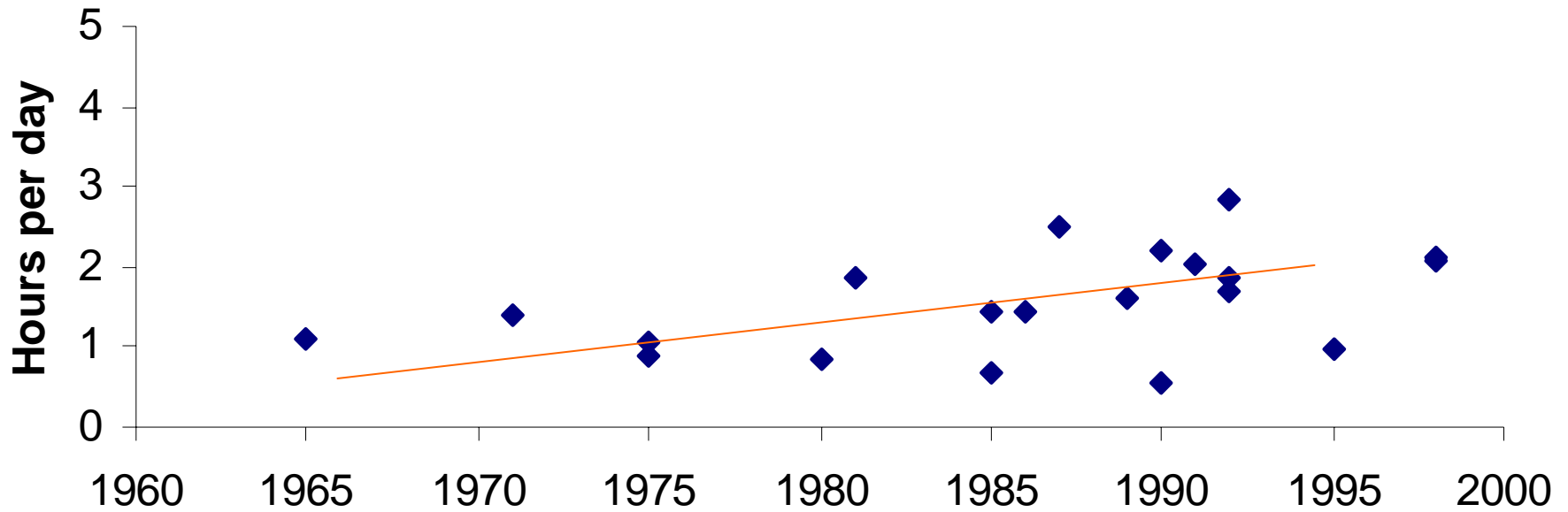
Time spent on
childcare
activities

Time spent on childcare, Men full-time employed



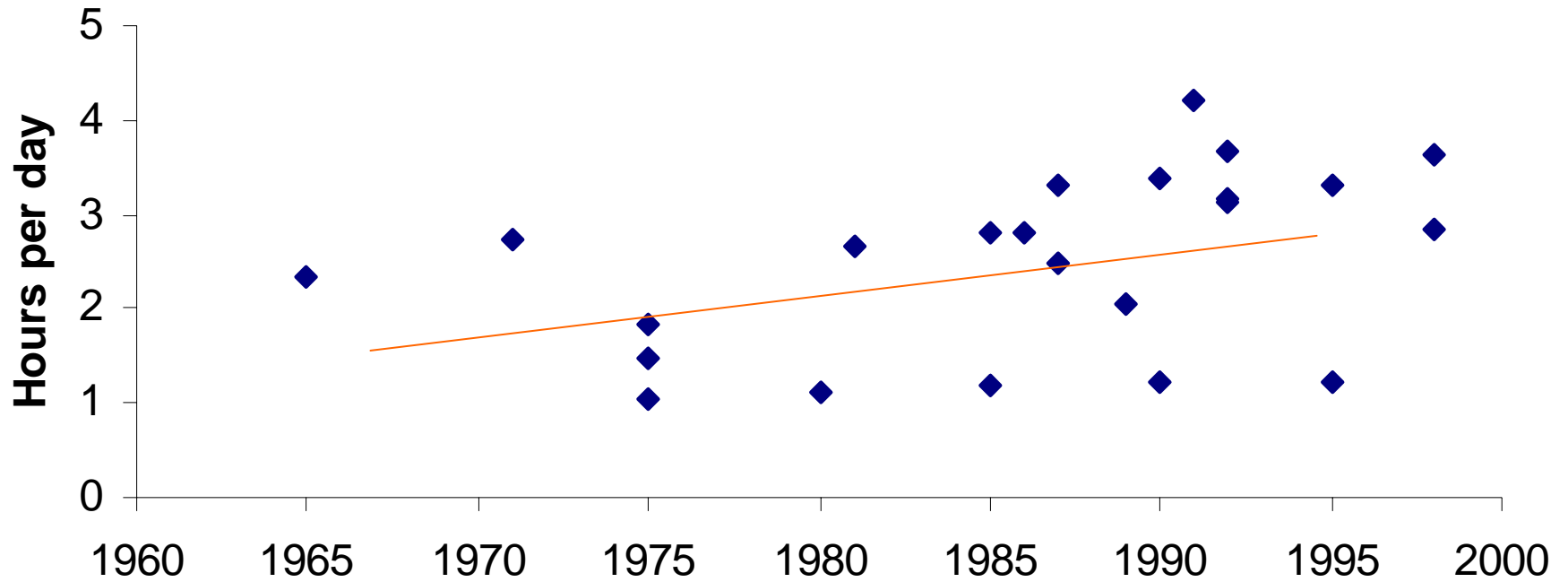
Source: Gauthier, Smeeding, Furstenberg (2004)

Time spent on childcare, Women full-time employed



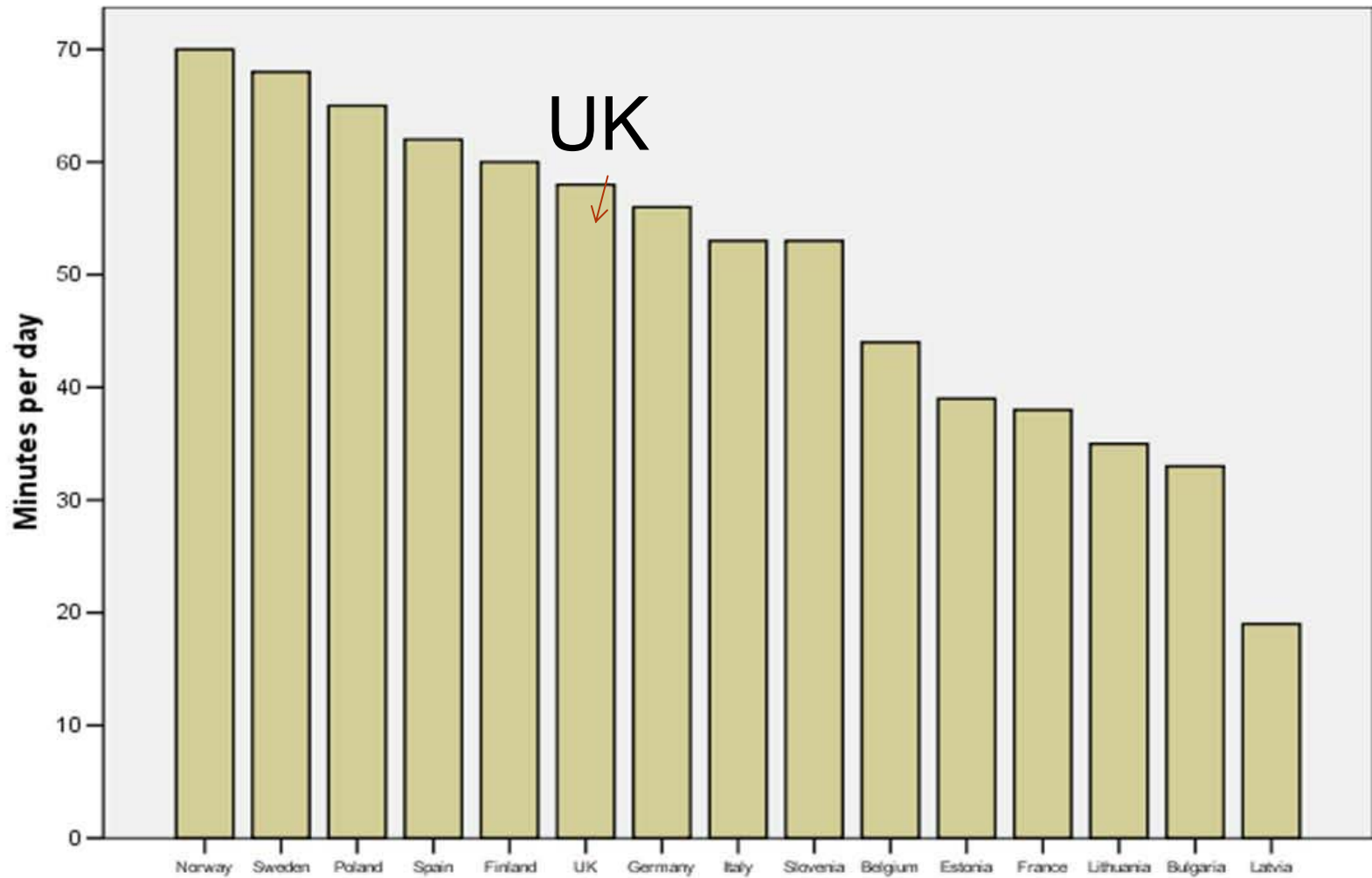
Source: Gauthier, Smeeding, Furstenberg (2004)

Time spent on childcare, Women not-employed



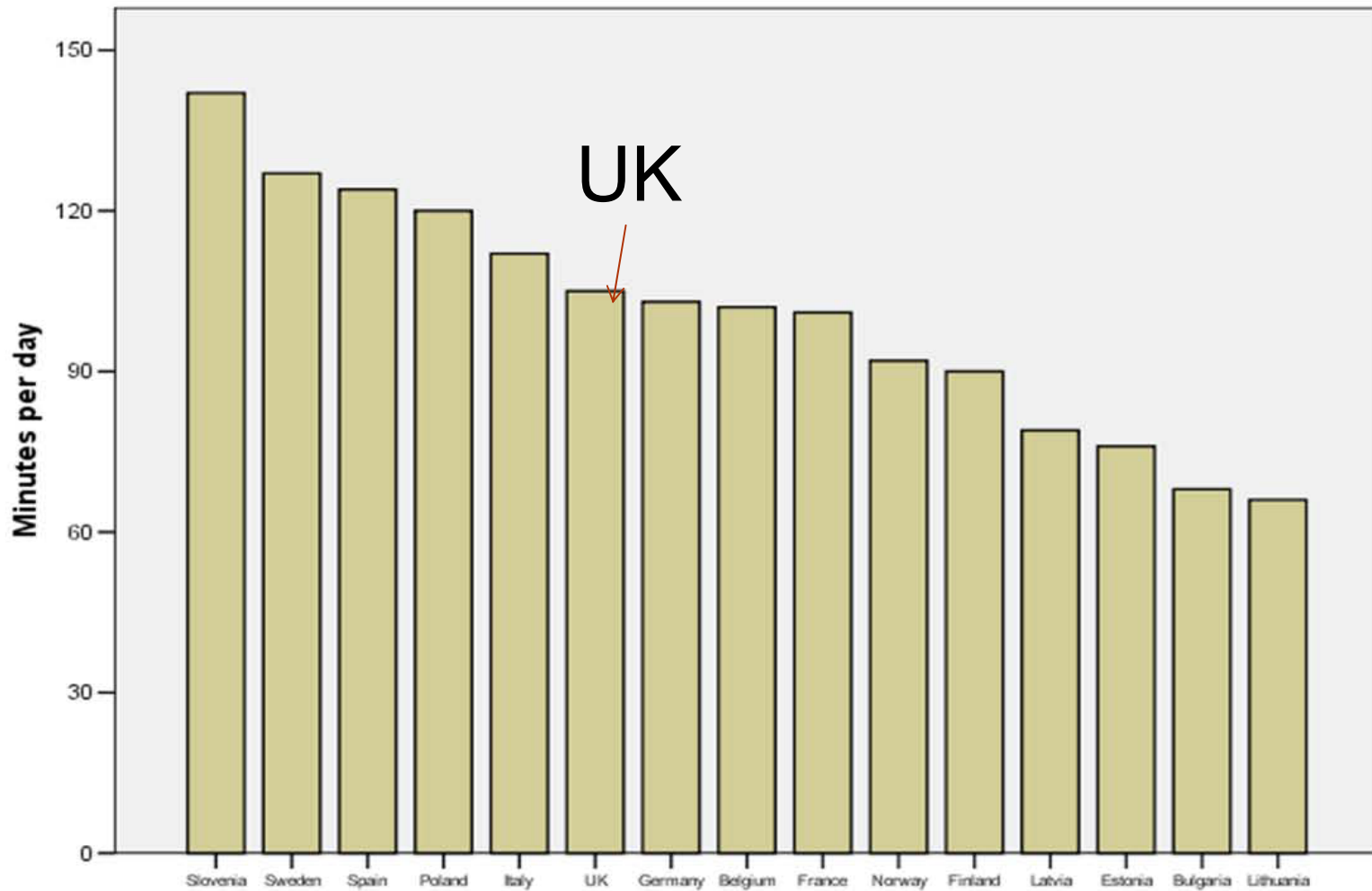
Source: Gauthier, Smeeding, Furstenberg (2004)

Time spent on childcare activities by full-time employed fathers



Source: Hetus data (as calculated by Gauthier and Monna, unpublished paper)

Time spent on childcare activities by full-time employed mothers



Source: Hetus data (as calculated by Gauthier and Monna, unpublished paper)

2. What impact do parents have on their children?

Parenting style

		Responsiveness	
		High	Low
Demandingness	High	Authoritative	Authoritarian
	Low	Permissive ¹	Neglectful ²

Canadian National Longitudinal Survey of Children and Youth (NLSCY)

- Started in 1994 with a sample of 20,000 children age 0 to 11; re-interviewed every other year
- For this paper, 10 years or 6 cycles of data
 - Age 0-1 at cycle 1 → age 10-11 at cycle 6
 - Age 10-11 at cycle 1 → age 20-21 at cycle 6

Outcome measures*

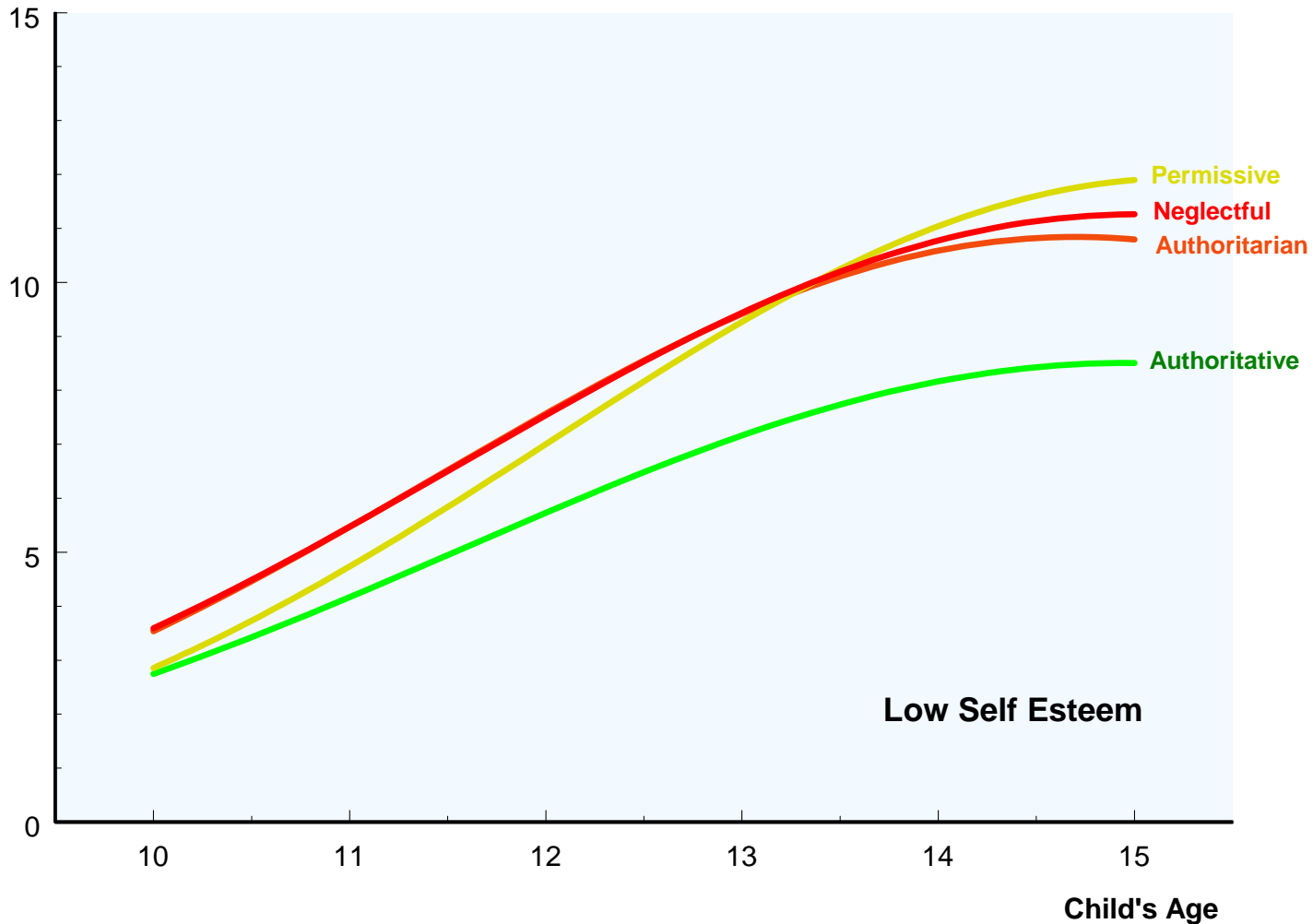
- Health status (age 0 to 15)
- Inattention (age 2 to 11)
- Physical aggression (age 4 to 11)
- Self-esteem (age 11 to 15)
- Mathematics score (age 6 to 15)

* All dichotomized in order to facilitate the interpretation.

Source: Gauthier, Tramonte,
Willms (2009)

Low self-esteem

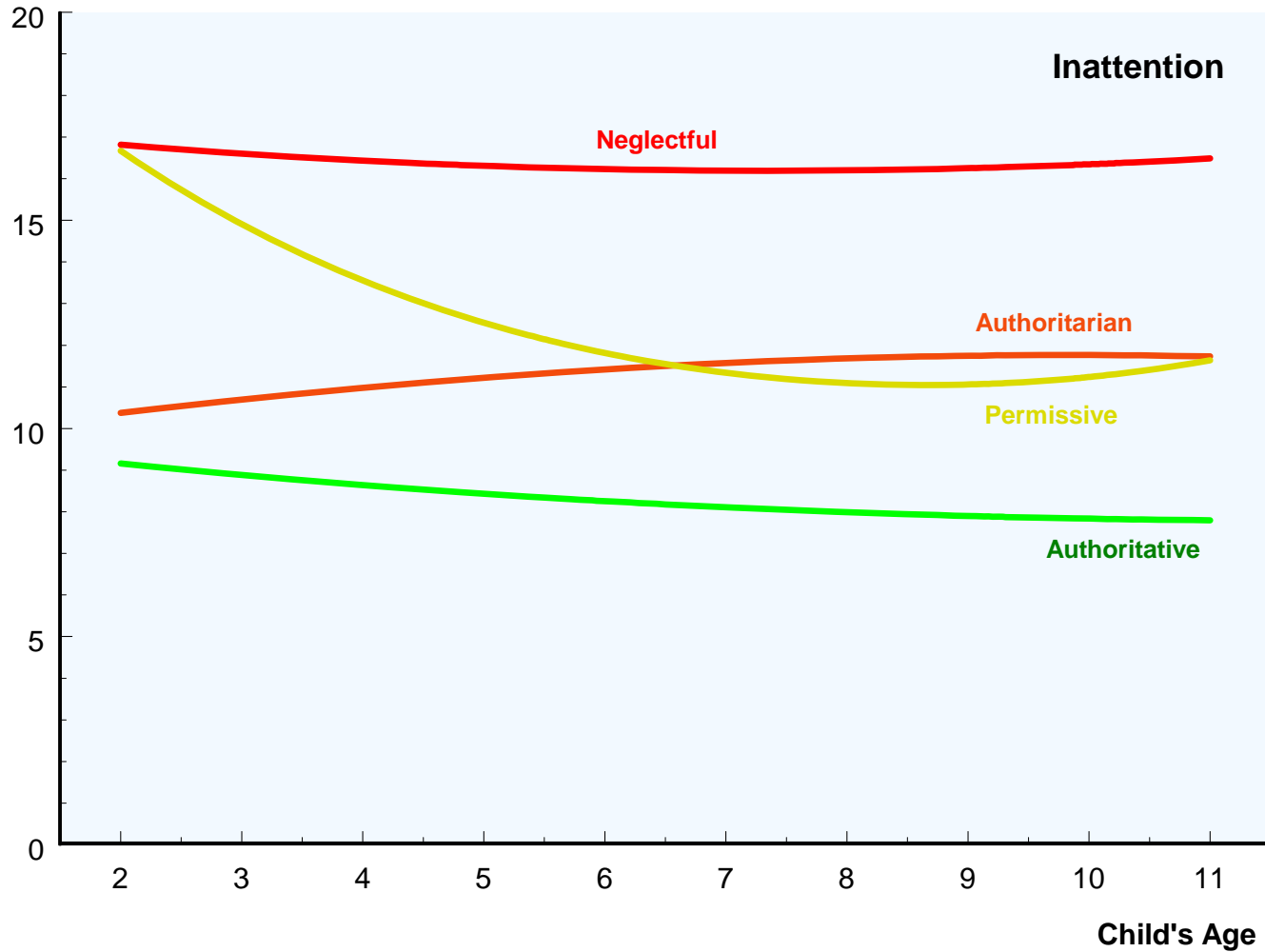
Percentage of children



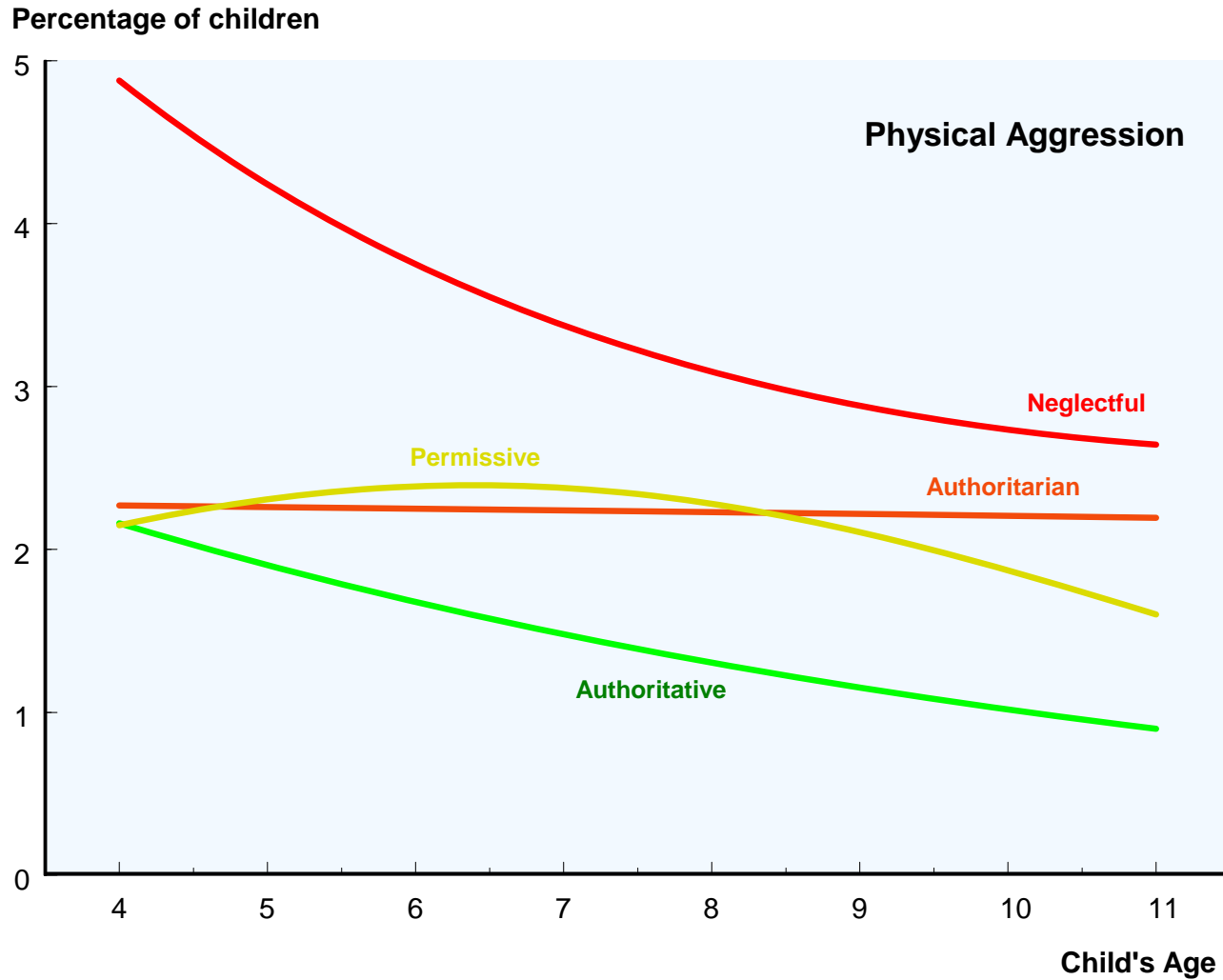
Low Self Esteem

Inattention

Percentage of children

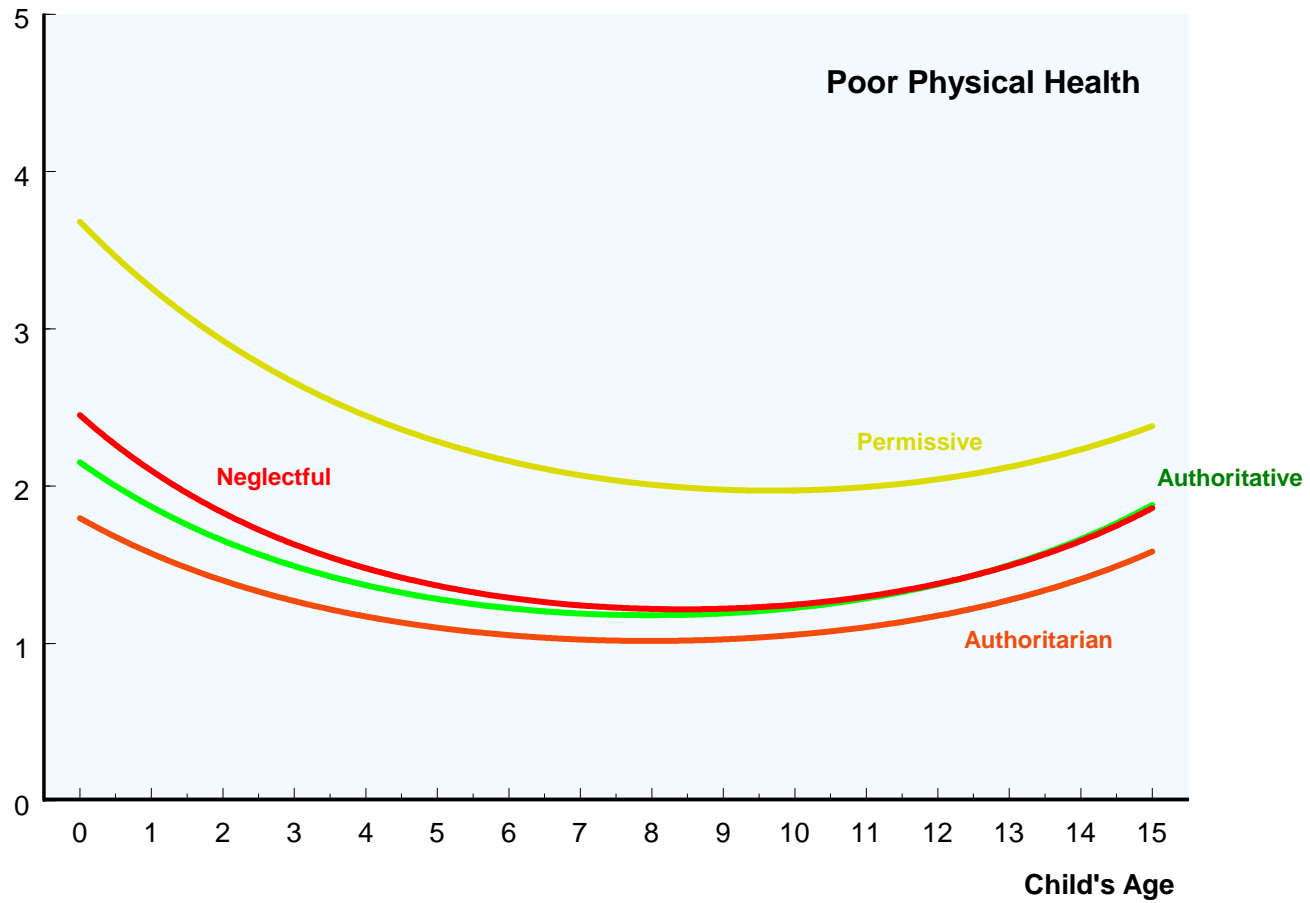


Physical aggression



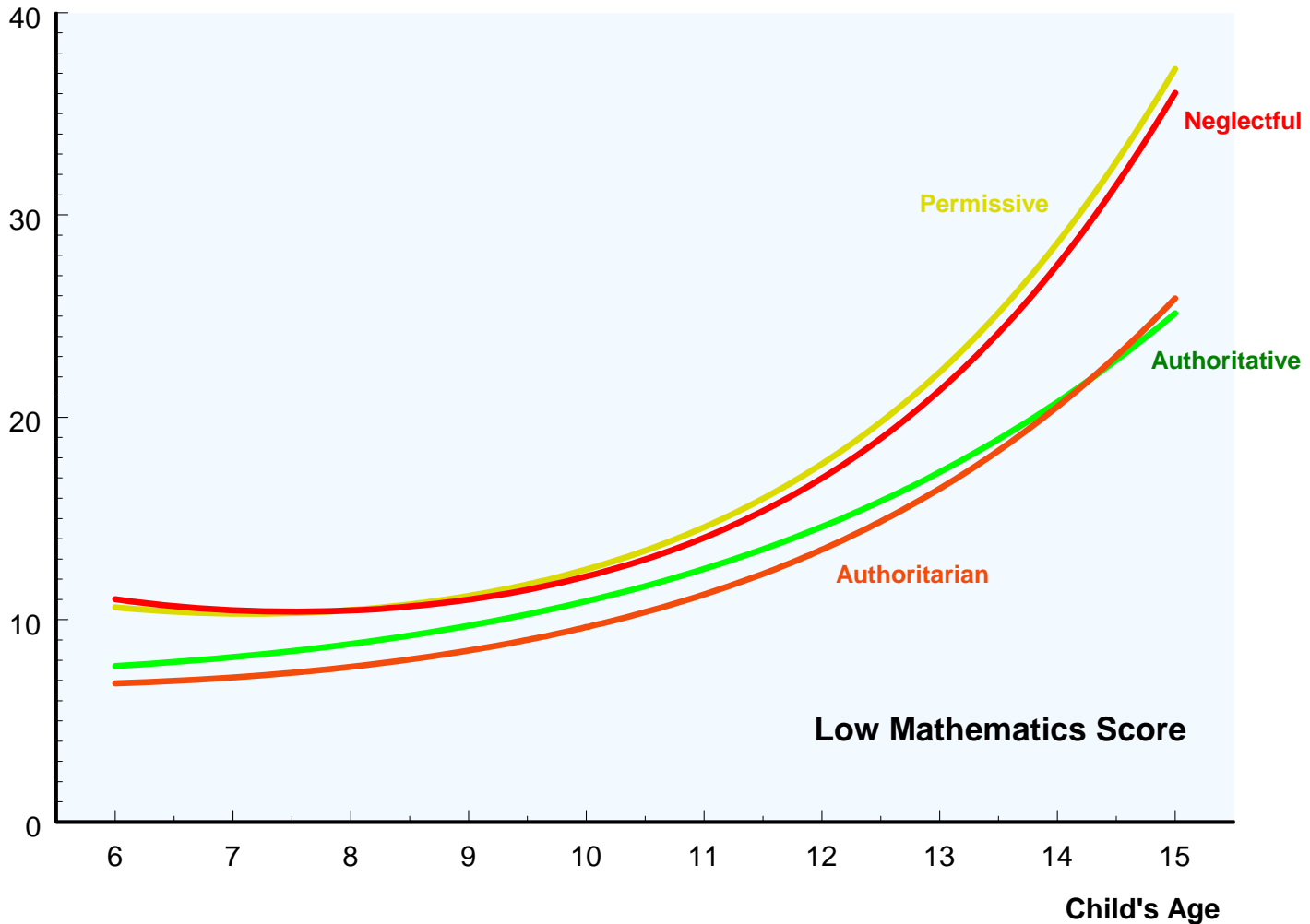
Poor physical health

Percentage of children



Low mathematics score

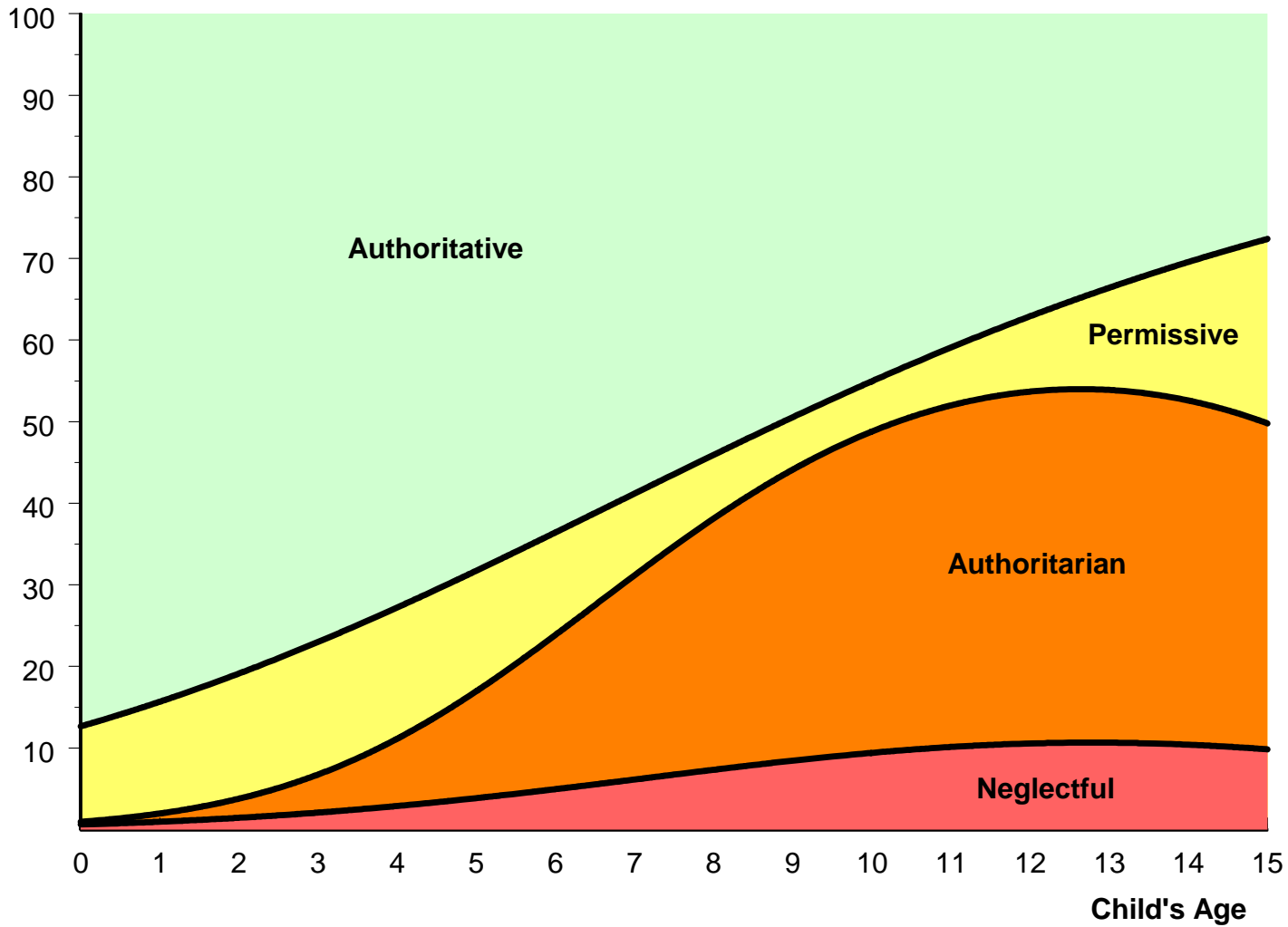
Percentage of children



Low Mathematics Score

3. How about early adolescents?

Percentage children



Source: Gauthier, Tramonte, Willms (2009)

Parental strategies

- How much money parents spend on their children
- What investments (e.g. school, extra-curricular activities, neighbourhood)
- What do they hope for their children future?
And what they fear for their children?

Parental strategies



- Proactive
- Reactive
- A strategy???

4. What support do parents want?

What do parents want?

- Financial support
- Parental time
- Parenting support

Parental support programs

- Financial support
- Parental time
- Parenting support

When best
to intervene?

Conclusions

1. Parents do a lot for their children
2. Parenting matters
3. Parents have high hopes for their children
4. Diversity among parents and children

References

- Gauthier, Anne H., Smeeding, Timothy M., Furstenberg, Frank F., Jr. (2004). 'Are parents investing less time in children? Trends in selected industrialized countries'. *Population and Development Review*, 30, 4: 647—71.
- Gauthier, A.H., Monna, B. (non-published). Cross-national differences in parental time.
- Gauthier, A.H., Tramonte, L., Willms, J.D. (2009). *The Effects of Parenting Practices on Children's Developmental Outcomes*. Government of Canada. HRDSC paper.