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Chunqiu LUO

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CFPS Empirical Study on the Influence of Young Parents' Divorce on Children's Development in Contemporary China

Chunqiu LUO[1]

Abstract

More and more children are experiencing changes brought about by their parents' divorce with the continued increase in the divorce rate. The proportion of children in divorced families is increasing and the qualities developed during adolescence will have an important impact on their future development. The various aspects of the marital status of parents affecting their children, why these effects are affected, and the ways in which they can control are all necessary for research. Based on the 2012, 2014, and 2016 data of CFPS, we studied the influence of Chinese young parents' divorce on the development of their young children's academic, psychological, behavioral, and social aspects. This paper demonstrates the differences in the performance of children in the complete family and divorced families by comparing the data of each indicator. This can further analyze the impact of parental divorce on the development of children. The results showed that there was no significant difference in the performance of children between single-parent divorced families and children in the full family on most indicators. Only a few indicators of divorced families do not perform as well as complete families. In addition, the marital status of parents does have a long-term impact on children. However, the accuracy of the research data needs to be further confirmed. It is to be convinced that the issue of children born out of marital problems needs to be taken seriously by society.

Keywords: The China Family Panel Studies (CFPS), divorce, the impact on the development of children, family, family dynamics, parenting.

Introduction

With the acceleration of urbanization and industrialization, people's lifestyles are increasingly diversified and individualized. The constant conflict in the marriage life has also led to the increasing disintegration of marriage (Deng & Chen, 2018; Fan, 2015; Babaee & Moghaddari Amiri, 2016a; Babaee & Moghaddari Amiri, 2016b). The advancement of material life and the improvement of medical

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[1] Socialist Theory with Chinese Characteristics Institute of Education, Panzhihua University, CHINA. E-mail: rexrex1985@163.com

conditions have not only prolonged people's life expectancy, but also made the average life expectancy of marriage longer. This has increased the risk of marriage disintegration in the later stages of life. According to statistics released by the Ministry of Civil Affairs, the number of marriages due to divorce in 1980 was 3.41 million pairs, and this figure became 3.693 million pairs in 2017. Marriage is the cornerstone of the family. The dissolution of marriage will bring many negative effects to the family, which will breed more social problems and threaten social stability. Therefore, we believe that in the context of social change, we need to conduct an in-depth discussion of the micro-mechanism affecting the stability of marriage from the perspective of individuals and families (Fang & Wenjing, 2017). In the Chinese cultural context, the marriage of children (including the dissolution of marriage) cannot escape the influence of parents and their families, which cannot be like Western society. In China, parents are involved in various ways, whether they are married or divorced.

The China Family Panel Studies (CFPS) reflects the changes in China's society, economy, population, education and health by tracking the data of individuals, families and communities. The sample distribution is shown in Figure 1. This provides a data foundation for academic research and public policy analysis. The CFPS focuses on the economic and non-economic benefits of Chinese residents, as well as many research topics including economic activities, educational outcomes, family relationships and family dynamics, population migration, and health. It is a nationwide, large-scale, multidisciplinary, social tracking survey project implemented by the Institute of Social Science Survey, Peking University (ISSS) (Fang *et al.,* 2018). The data for this study were derived from CFPS in 2012, 2014 and 2016. The survey used a multi-stage, implicit stratification, sampling method proportional to population size to extract and distribute 19986 household samples from across the country. All economically linked family members in these families and households are targeted for CFPS. The 2012 baseline survey completed a total of 14,960 household visits, defining 57,155 baseline gene members, including 33,600 adults aged 16 and over and 8990 children aged 15 and under (Gustavsen, Nayga, & Wu, 2016). These gene members and their immediate descendants are long-term followers of CFPS. In 2012, CFPS conducted a follow-up survey of all individual samples and their families. They visited 12,725 original family visits and 728 family-derived visits. In these families, they completed personal interviews with 34,447 adult gene members and 8,523 children's genetic members (Harkonen, 2014). In 2016, CFPS conducted a follow-up visit to the full sample for the third time and completed 12,409 households in 2012 and 1912 families. A personal interview of 37,147 adults and 8,617 children was completed. Since this study focuses on the impact of divorce of young parents on their underage children, adults who have children at the age of 45 years and below in 2012-2016 are defined as young parents and their children under the age of 16 are defined as minor children.
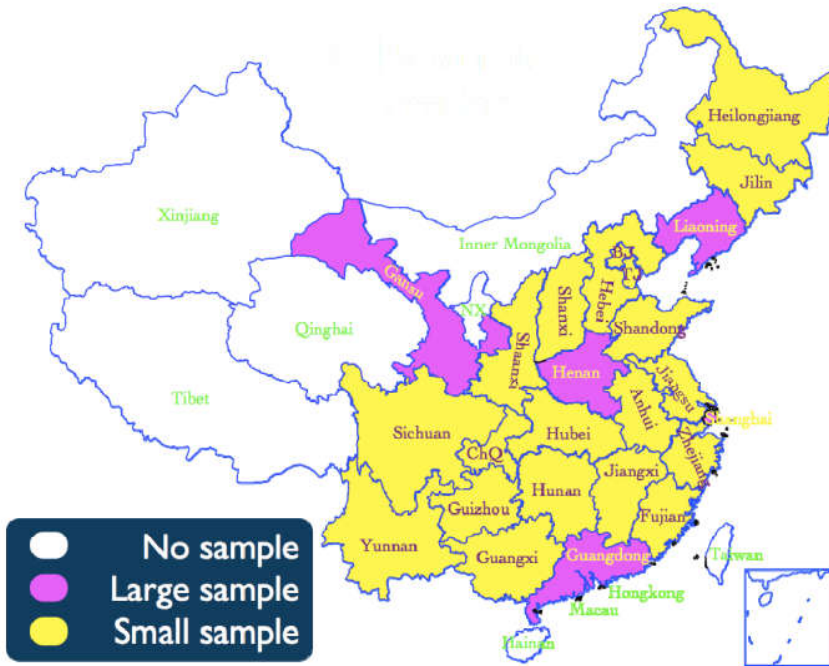
Figure 1. Sample distribution of CFPS

Since the 1970s, with the development of society, people's family values have changed, and many variant families have been derived. Divorced families are one of various variant families. As an objective social phenomenon, divorced families are on the rise in the present, and the number of divorces is increasing every year (Frimmel, Halla, & Winter-Ebmer, 2016). Reform and opening have had an impact on Chinese people's various concepts, and people's values and outlook on life are diversified. The environment is a very important factor for the individual, and the parent's view of marriage may also affect the child's view of marriage (Hu & Tian, 2018). The reasons for divorce are multifaceted, and the rise in the divorce rate is also a major change in the traditional Chinese concept. Therefore, the establishment of a good and harmonious family relationship by parents is not only about their own happiness, but also the premise of giving play to the child's parenting function. In divorced families, how parents' divorce affects their children is worthy of our attention. Children whose parents are unhappy in marriage are prone to juvenile delinquency. The psychological abnormalities of children in divorced families are more serious than those in normal families. Moreover, the marital status of parents may have long-term effects on their family and social life in adulthood (Jing *et al.*, 2014). Numerous studies have shown that the traits that individuals develop during adolescence will have an important impact on

their future development. Since the main living place of adolescents is a family, the influence of the family environment on the future development of individuals has become a hot topic in economics (Kalmijn, 2015). The continuous increase in the divorce rate has attracted the attention of the academic community. Research on the relationship between parents' marital status and their children's status has become more active and has formed a new research field involving scholars from multiple subject areas. They mainly include sociology, psychology, and economics, and have obtained rich academic research results (Li, Garland & Howard, 2014). In the context of Chinese divorce rate rising year after year, how to assess the impact of parents' marriage on their children has been highly valued by the government and academia. Therefore, it is obviously necessary to use economic methods and research ideas to study the influence of parental marital status on the development of children.

Literature Review

Foreign economics circles have had in-depth research and rich research results on marriage and family issues. Non-voluntary admission of mentally ill patients is charged with multiple ethical issues and dilemmas, the most complicated being its dangerousness and predictability, the appropriate classification of patients into the corresponding risk category and the therapeutic decisions imposed in a paternalistic way (Craciun *et al.,* 2013). In China, the use of economic methods and methods to study domestic marital status is still immature, and the results are very limited (Ma, Turunen & Rizzi, 2018). There are some studies on the influence of parents' education level, income level and outing degree on their children, but the research on the intergenerational influence of parents' marital status on their children is still blank. They are mainly limited to sociology and psychology. In literature, Cojocaru & Cojocaru (2011) has taken place on two fundamental axes: parental control and emotional support, any parenting style being a version of a combination between the two dimensions, in varying proportions. Sellenet (2008) has embarked on a research by interviewing all the actors of these visits: the judges, the professionals, the parents, the children. Studies which allow children to speak out and start from their experience to find the positive and the negative aspects of the singular organization of these family bonds are rare. Some scholars in other disciplines have studied and discussed family marriage issues from their professional perspective (Mu & Xie, 2016; Ren & Treiman, 2016). However, these analyses are difficult to organically link research on family issues in different subject areas and cannot be rigorously analyzed. Therefore, using economic methods to study the influence of parental divorce on children has very important practical significance. The main purpose of this paper is to discuss the impact of parental divorce on children through empirical analysis and rational use of micro-measurement methods (Sun & Zhao, 2016). It is mainly divided into two aspects,

one is the influence of parental divorce on the marital status of the children; the other is the influence of the divorce of the parents on their ability to earn income in the future. These two aspects also imply the profound influence of parental divorce on children's material behavior and non-material behavior (Wang & Ge, 2018). Studying the issue has implications for behavioral guidance and related policy development. It helps people to look at the social phenomenon of divorce more rationally. A more comprehensive consideration of the long-term effects of divorce on children is also instructive for the formulation of some policies and laws. The results in literature (Jurma, 2015) have showed that children from divorced families have more emotional problems compared with children coming from two parents families; the divorced mothers have higher scores at all psychological problems compared with married mother and are more likely to be over reactive or have more hostility in their parenting style, while the married mothers are more lax in their parenting style. Emotional and behavioural problems of children from divorced families were strongly correlated with their mother's problems.

The aggregated data from the fifth census in 2008 showed that contemporary youth have become accustomed to the phenomenon of divorce (*Table 1*). In recent years, the relationship between parental divorce and child welfare has been actively explored. However, the domestic economics is less involved and does not form more mature theories and systems. Xu Anqi and Ye Wenzhen conducted quantitative research in Shanghai through a survey of 500 divorced families and their parents (Xu & Ye, 2001). The conclusions obtained support the limited impact that the diminished effects of parents on children are limited. Mao Haidong and Yang Manli believe that the misfortune of parental marriage may cause the child to have several extreme marriage concepts: 1. wrong heterosexual view, 2. unsound marriage motivation, 3. idealized marriage expectation, 4. irresponsible Marriage attitude, 5, authoritarian marriage concept. Therefore, divorce is a decisive change in life for children. Xu, Zhang & Xia (2008) revised the theory considering Chinese actual situation and proposed a comprehensive analysis model in line with China's national conditions based on the theory of Western scholars' interpretation of the influence of parents' divorce on their children. The results of the study show that children's academic performance has the greatest positive correlation with their overall welfare level. Guo Wei supports the theory of limited influence. Although the disintegration of parents and divorced families will have a negative impact on the welfare and mental health of their children, the divorce of parents also frees their children from family problems and creates a new opportunity for the growth of their children. Xiaosong, Xiaojie and Xiangkui (2008) used a vote-based document analysis technique to sort out 35 research articles on the psychological impact of children in divorced families (1997-2008). Many scholars have found that parental marital status has a negative long-term impact on children. All the literature shows that parental divorce has a negative impact on the child's psychological development. The negative impact of changes in parental marital status on children is long-term and far-reaching.

the Fifth Census Data in 2008				the Sixth Census Data in 2012			
Age Group	Sampling Population	Number of Divorces	Divorce Rate	Age Group	Sampling Population	Number of Divorces	Divorce Rate
15~19	9386103	1255	0.13	15~19	9190962	937	0.10
20~24	8273394	17661	2.13	20~24	11604416	23543	2.03
25~29	10591466	81633	7.71	25~29	9278248	87451	9.43
30~34	11826354	147167	12.44	30~34	8999299	169137	18.79
35~39	10387211	160240	15.43	35~39	11099483	254458	22.92
40~44	7869404	120551	15.32	40~44	11881111	266787	22.45
45~49	8378990	99854	11.92	45~49	10159832	237772	23.40
50~54	6207936	62784	10.11	50~54	7658776	155215	20.27
55~59	4559484	39888	8.75	55~59	8011414	112906	14.09
60~64	4094725	31505	7.69	60~64	5832034	59274	10.16
65+	8703485	52659	6.05	65+	11826668	78803	6.66
Total	90278552	815199	9.03	Total	105542243	1456283	13.80

Table 1. Comparison of divorce rate in age groups of 2008 and 2012

The divorce phenomenon that prevails in Western society has led to the development of academic research on divorce. Research on the impact of parental marital status on children is abundant. It has formed a new field of research and has received many academic and inspiring results. The Nobel laureate in economics was the first scholar to introduce economic research methods into marital behavior from the perspective of economics and made great contributions to welfare economics. The Family includes economic methods for studying family issues, a discussion of the material aspects of family life, and a new theoretical framework (Xu, Yu, & Qiu, 2015). Since then, more Western economists have studied marriage and family issues from the perspective of economics and have achieved many results. Steele and Sigle-Rushton used Norwegian population registration data to study the direct link between family breakdown and child education (Steele, Sigle-Rushton, & Kravdal, 2009). They used a simultaneous equation model to focus on the impact of bias on divorce, as well as the impact of family breakdown at different stages of child education. The results of the study show that the breakdown of marriage in childhood is associated with a lower level of education. In addition, the impact of marital breakdown is inversely proportional to the age of the child at the time of the breakdown. The older the child, the smaller the impact when the marriage breaks down. Nele Havermans used the structural equation model to study and came to the following conclusions (Xu & Xie, 2017). The effect of parental divorce on the performance of children in school will play an intermediate role in the relationship between parents and children, the degree of parental conflict and the family's economic situation. Christopher uses ECLS-K to study the link between parental divorce and child academic achievement. Moreover, he used the robustness test to study the differences in the gender of the child and the age of the child when the parents divorced. The results show that parental divorce will give children a lower test score than other children.

The current research on this issue mainly includes two aspects. On the one hand, it is the relationship between the marital status of parents and the development of their children. The other is a theoretical explanation of the impact of parental marital status on the survival and development of children. There are two main conclusions. One view is that it seriously affects the theory. Some scholars believe that the negative effects of parental divorce on children are long-term and serious. Another point of view is the limited impact. Scholars who support the limited impact theory believe that although divorce does have some negative effects on children, children with particularly serious problems are a minority. And this negative effect is not as serious as some scholars claim and some media advocates. Many children who have experienced the breakdown of their parents' marriages have grown up in this experience and become more independent.

Research Design

Data Source

In the context of contemporary China, we propose the following framework (Figure 2) to analysis divorce. The divorce rate in our country has continued to increase in recent years, as shown in the figure 3. Based on the advantages of CFPS in family relationship and marriage history data collection, this study was able to construct the parental structure of the family in which children are located.
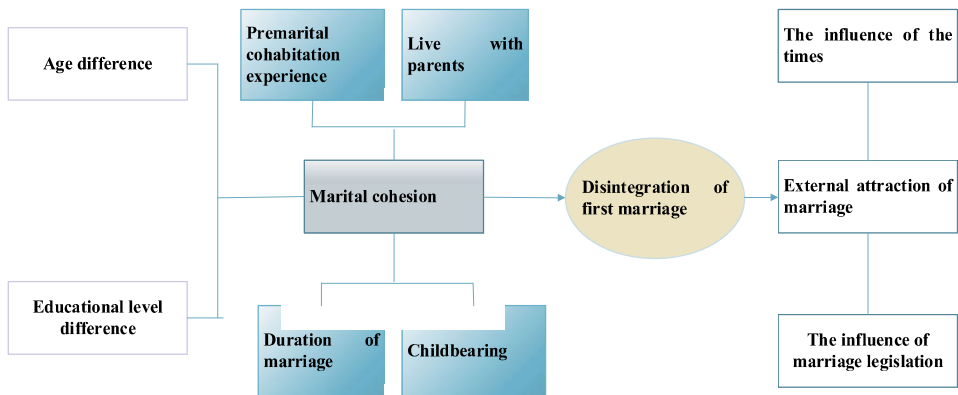

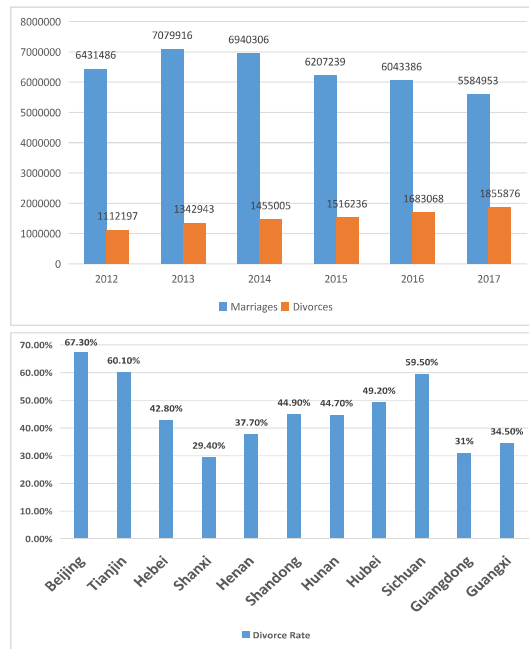*Figure 2.* The influencing factors of divorce

Figure 3. Status of divorce in China

First, each adult who has experienced marriage and childbirth is constructed on a personal level, and his marital status and divorce experience are indicated. Then, we match these adults with their children through a family relationship library to form a database for each child. Secondly, in the children's database constructed in the previous step, we can judge the father's divorced single-parent family, the mother's divorced single-parent family, and the parents' complete marriage family, according to the divorce status of their parents at the time of investigation and whether they live with their children. Then, according to the above situation and the additional blood relationship, it is possible to identify the remarried family after the divorce of the parents in the current complete family. *Table 2* shows the distribution of children living in various types of households obtained through the above data construction process. Among them, about three-quarters of the children live in families where their parents have a complete marriage and their parents live with their children. About one-fifth of the children have a long-term parental marriage, but at least one of their parents has been out for a long time. A total of 4% of children have experienced parental divorce, of which about 1% of children live with single mothers, about 2% of children live with single fathers, and about 1% of children live in remarried families. It should be noted that in the remarriage reorganization family, this study excluded the children of remarried couples. In addition, children living in single parents or rehabilitated families due

to the widowed one parent, and single-parent families born unmarried by parents are not included in the analysis of this study.

*Table 2. T*he proportion of children in various families

	2012	2014	2016
Complete family	77.8	74.5	72.3
Parents out of the family	19.2	21.7	23.9
(mother) Divorced single parent family	0.9	1.0	0.9
(father) Divorced single parent family	1.7	2.1	2.0
Remarried reorganized family	0.6	0.7	0.9
	100.0	100.0	100.0
Total	(13334)	(12940)	(13510)

Based on CFPS children's data, this study will examine a range of indicators for young children's learning, psychology, and behavioral development. It is roughly divided into the following six aspects. The first is the economic investment of parents in their children. The specific performance is: the family's education expenditure for the child, the amount of pocket money for the child, the ratio of the child's actual pocket money to the expected pocket money, whether the child attends the tutoring class, and the child's weekly remedial class. The second is the schooling and performance of the children. The specific performance is: whether to enter the key schools with the test scores, whether the test scores are ranked in the top 10% of the class, the CFPS words and math test scores based on the textbook knowledge, the excellent degree of the children's self-evaluation, the degree of self-evaluation learning pressure, self-reviewed academic performance, evaluation of learning effort, and whether to serve as a student cadre. The third is the attitude, psychological traits and behavioral habits of the children. The specific performance is: education expectation, Positive Behavior Scale score, self-conscious scale score, self-control scale score, self-esteem scale score reflecting self-confidence and self-respect, internal control reflecting achievement and failure attribution And the Nowicki-Strickland Locus of Control Scale for Children score, the Kessler Psychological Distress Scale score, and whether the threshold is based on the Kessler Mental Disorder Scale score. Or a major risk of depression. The fourth is the children's social interaction skills and their relationship with their parents. The specific performance is: the self-reported ability of the person to communicate with each other, the score of social trust, the degree of trust in the parents, whether there is no one to talk when the trouble is troubled, whether the parent is the main object of the complaint and the number of quarrels between the child and the parent. The fifth is deviant behavior, including whether to smoke or drink alcohol, whether to go online and play games. The sixth is intimacy and attitude, including whether there is a relationship of love, whether to want to get married after growing up, and the willingness to give birth.
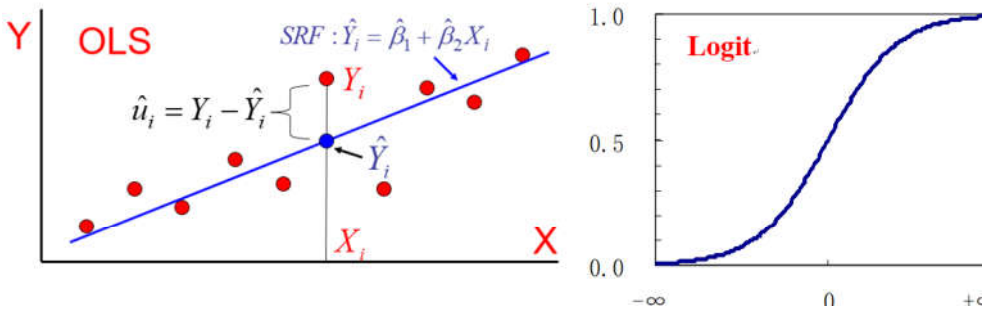
Figure 4. Basic model of OLS and Logit equations

This study used the 2012-2016 survey as a cross-sectional data for combined use. For children who experienced parental divorce between 2012 and 2016, we based on a phased data that was close to the time of divorce and measured by developmental indicators. Other cases are based on the latest 2016 data. If there is no corresponding data for children in 2016, the data for 2012 or 2014 will be used. This means that there will be some variation in the sample size of the model established for each indicator. If the child development index measured in 2012 or 2014 is used, the characteristics of the child (such as age, grade), family type, and family income are also the data of the year corresponding to the indicator measurement. In data analysis, this study will establish a multiple regression model to analyze the differences in the above indicators between the five families after controlling children, parents and family characteristics. According to the measurement level of the above indicators, the Ordinary Least Square (OLS) regression model is used for the indicators of continuous variables, the Binary Logit regression model is used for the indicators of the dichotomous variables, and the Poisson model is used for the graded variables. The basic model is shown in figure 4. The control variables in the multiple regression model include the gender of the child, the age at the time of the interview, the grade of the year, the residence of the city and the city, the average years of education of the parents, the logarithm of the annual income of the family at the time of the interview, and whether they live with the grandparents or grandparents.

Evaluation and Measurement

According to the previous design, the multiple regression analysis of this study consists of two steps. The first step is to estimate the differences in development indicators between the two types of divorced single-parent families, rehabilitated

families, parent-child families and full-family children in the context of controlling family socioeconomic status, family structure and child characteristics. Then we choose the corresponding regression model according to the measurement level of each specific indicator. The second step is to analyze the net impact of parental quarrels on the development of children in a sample of children in a complete family.

Table 3. Coefficients of OLS multiple regression models with various development indicators as variables

	Family type				Number of parents' quarrels (Complete family)
	Parents out of the family	(mother) Divorced single par-ent family	(father) Divorced single parent family	Remarried reorganized family	
Logarithm of the amount of education expenditure	-0.116**	-0.086	-0.621**	0.193	0.017
	(0.041)	(0.203)	(0.156)	(0.166)	(0.013)
Tutoring time	-0.613**	2.455**	-0.083	1.440+	-0.052
	(0.191)	(0.941)	(0.632)	(0.829)	(0.072)
Allowance for pocket money	-2.521	-7.190	-17.032	14.687	0.927
	(3.753)	(18.233)	(11.070)	(13.552)	(0.742)
Comparison of actual pocket money and ex-pected value	0.137	-0.166	-0.224	-0.036	0.003
	(0.238)	(1.133)	(0.742)	(0.849)	(0.042)
CFPS word test score	0.174	0.509	-0.747	-0.729	0.031
	(0.253)	(1.116)	(0.726)	(0.906)	(0.062)
CFPS digital test score	0.043	0.116	-0.101	-0.244	-0.031
	(0.177)	(0.781)	(0.508)	(0.634)	(0.037)
Excellent level	-0.075*	0.048	-0.271**	-0.010	-0.21*
	(0.034)	(0.152)	(0.102)	(0.121)	(0.009)
Learning pres-sure	-0.032	-0.364*	0.193	0.152	0.017
	(0.045)	(0.199)	(0.134)	(0.158)	(0.011)
Academic per-formance	-0.054	-0.098	-0.059	0.188	-0.016*
	(0.036)	(0.162)	(0.109)	(0.129)	(0.009)
Learning effort	-0.004	-0.341**	-0.232**	-0.036	-0.016*
	(0.025)	(0.120)	(0.083)	(0.109)	(0.008)
Educational expectation	-0.277*	0.879*	-0.559	0.014	-0.067*
	(0.122)	(0.519)	(0.359)	(0.425)	(0.030)
Good behavior	0.001	-0.012	-0.006	-0.030	-0.002
	(0.005)	(0.022)	(0.014)	(0.020)	(0.001)
Conscious score	0.005	-0.059**	-0.031*	-0.002	-0.003+
	(0.004)	(0.020)	(0.014)	(0.018)	(0.001)

Self-control scale score	0.013+	-0.078*	-0.080**	-0.011	-0.003+
	(0.007)	(0.037)	(0.021)	(0.025)	(0.001)
Self-esteem scale	0.023**	0.002	0.029	-0.022	0.005*
	(0.008)	(0.044)	(0.023)	(0.028)	(0.002)
Self-control feature score	0.005	-0.012	0.016	0.017	-0.001
	(0.008)	(0.038)	(0.023)	(0.029)	(0.002)
External control feature score	0.005	-0.012	0.016	0.017	-0.001
	(0.008)	(0.038)	(0.023)	(0.029)	(0.002)
Kellers Mental Disorder Scale	0.234	-0.656	0.042	0.113	0.226**
	(0.152)	(0.634)	(0.438)	(0.536)	(0.036)
Score of ability to interact with people	-0.005	0.021	-0.031	0.006	-0.005**
	(0.008)	(0.038)	(0.023)	(0.028)	(0.002)
Social trust score	0.004	0.065*	0.022	0.026	-0.001
	(0.006)	(0.029)	(0.019)	(0.023)	(0.002)
Score of trust in parents	-0.023	-0.110	-0.099	-0.127	-0.053**
	(0.059)	(0.266)	(0.170)	(0.214)	(0.014)

The results of the regression analysis are summarized in *Tables 3 to 5*. Among them, the first four columns of *Tables 3, 4 and 5* show the coefficients in the regression model established by using the indicators as the dependent variables, and the reference groups are all complete families. The coefficients of the control variables in these models are omitted from the table. The latter column of *Tables 3, 4 and 5* shows the regression coefficient of the number of parental quarrels in the sample of children in the complete family as a function of the key independent variables on the dependent variables of the children's development indicators.

Table 4. Coefficients of Logit multiple regression models with various development indicators as variables

	Family type				Number of parents' quarrels (Complete family)
	Parents out of the family	(mother) Divorced single parent family	Parents out of the family	(mother) Divorced single parent family	Parents out of the family Parents out of the family
Participate in extracurric-ular tutoring classes (do not participate in -0)	-0.347**	0.971**	0.451	0.266	-0.036
	(0.111)	(0.338)	(0.291)	(0.341)	(0.034)
Admitted to key schools (not tested -0)	0.163	0.975*	-0.267	0.582	0.054+
	(0.119)	(0.431)	(0.613)	(0.373)	(0.031)
The exam ranks in the top 10 of the class (not 0)	0.047	-0.316	-0.021	0.287	-0.072*
	(0.109)	(0.575)	(0.311)	(0.353)	(0.033)
As a student cadre (not served as -0)	-0.062	-0.138	-0.18	-0.172	0.015
	(0.091)	(0.394)	(0.280)	(0.308)	(0.021)
The risk of depression is moderate or above (low risk -0)	0.199	-0.394	-0.202	0.001	0.082**
	(0.137)	(0.742)	(0.413)	(0.536)	(0.025)
Parents know who their children are with (not knowing -0)	-0.170	0.231	-0.091	-0.489	-0.170**
	(0.104)	(0.442)	(0.305)	(0.372)	(0.035)
No one talked when trou-bled (someone confided -0)	0.110	0.792+	-0.127	-0.112	0.014
	(0.124)	(0.445)	(0.387)	(0.480)	(0.025)
Parents are the main target (not -0)	-0.256**	-0.442	-0.406	0.079	-0.075**
	(0.098)	(0.463)	(0.308)	(0.323)	(0.027)
Been to Internet cafes (have not been to -0)	0.231	0.011	0.101	-0.673	0.074**
	(0.192)	(1.050)	(0.746)	(1.033)	(0.029)
Smoking or drinking (no-0)	-0.746*	--	-0.013	0.612	0.063
	(0.359)	--	(1.029)	(0.754)	(0.050)
Have a relationship (no-0)	0.004	-0.846	-0.272	0.482	0.055*
	(0.152)	(1.026)	(0.525)	(0.449)	(0.023)
Want to get married (do not want to -0)	-0.012	-0.309	0.311	-0.586	-0.024
	(0.201)	(0.709)	(0.542)	(0.520)	(0.041)

Similarly, the coefficients of all control variables are not listed in the table. The children of the other four families in *Tables 3 to 5* have differences in the indicators of child development compared with the children of the full family. In terms of economic input, the mother's divorced single-parent family and the restructured family's investment in their children's education expenditure are not significantly lower than the complete family. The length of the remedial classes and the remedial classes for sending children is significantly higher than that of the complete family. In contrast, the parent-child family and the father's divorced single-parent family have less economic investment in their children than in the complete family. Even when the household income per capita has been controlled, the investment in education expenditures of these two families is still significantly lower than that of the complete family. Among them, the proportion and duration of parent-child families who send their children to remedial classes are significantly lower than those of the complete family. In terms of pocket money, there is no significant difference in the overall five categories of households. In the children's academic and school performance, the father's divorced single-parent family is statistically significant only on the two indicators of self-evaluation excellence and learning effort. The children of the mother's divorced single-parent family are only significantly less educated than the children of the complete family. And they are not significantly different from the children of the whole family in terms of wording, mathematics testing, and self-evaluation. Even from the mean sample conditions, the scores in these areas are slightly higher than those of the entire family. In addition, the children of single-parent families are significantly better than the children of the complete family in terms of learning pressure and the possibility of being admitted to key schools.

Table 5. Coefficients of Poisson multiple regression model with various development indicators as variables

	Family type				Number of parents' quarrels (Complete family)
	Parents out of the family	(mother) Divorced single parent family	Parents out of the family	(mother) Divorced single par-ent family	
Talking to parents	-0.141**	-0.277	-0.528**	-0.254*	0.050**
	(0.037)	(0.170)	(0.118)	(0.124)	(0.004)
Arguing with parents	-0.263**	-0.669**	-0.798**	-0.336+	0.113**
	(0.050)	(0.259)	(0.181)	(0.173)	(0.003)

The children whose parents are out of the family are only significantly lower than the complete family in terms of self-evaluation, but other indicators are not significantly different from the children of the whole family. The children of the restructured family did not show a significant gap in terms of all academic and school performance indicators compared to the full family. In terms of attitude, psychology and behavioral traits, the children of the two types of single-parent families have significantly lower self-awareness and self-control scores than the children of the complete family. However, there are no significant differences in other psychological or behavioral traits from the children of the entire family. The risk of depression was slightly higher in the sample than in the children of the full family, but this difference was not significant in the overall. The children of the reorganized family are almost identical to the children of the complete family in all psychological and behavioral traits. The children of the parents who are out of the family are better than the children of the complete family with the same conditions of self-control and self-esteem. In educational expectations, the educational expectations of parents who are out of the family and divorced single-parent families are lower than the full family. The educational expectations of the mothers of single-parent divorced families are significantly higher than those of the complete family. In terms of social relations and parent-child relationships, divorced single-parent families and children whose parents are out of the family are in the same direction as the coefficient of human interaction, social trust, and trust in parents. Single-parent families and restructured families are consistent in the direction of the ability to communicate with others, social trust, and trust in parents. Except for the children of single-parent families who have significantly higher social trust than the children of the whole family, the other four types of families do not differ significantly from the complete family in terms of social interaction and trust. Therefore, there is no evidence that the children of these four families are less socially and trustworthy than the children of the whole family. In parent-child relationship, parents go out of family, single-parent families, and reorganized families in terms of the number of times they talk to their children is significantly less than that of a complete family. At the same time, the number of children quarreling with their parents in the four families is significantly less than that of the complete family. This reflects the significant interaction (whether positive or negative) between single-parent families, rehabilitated families and parent-child families (both positive and negative). In the divorced single-parent family, although the number of times of talking with the child is almost the same as that of the whole family, the children in the mother's divorced single-parent family are more likely to be confided when they are troubled than the children of the complete family. From the point of view of the coefficient value, the probability that the parents in the single-parent divorced family are not the main target of the child is relatively higher.

Discussion

In the deviant behavior and intimate relationship, the children of the four families did not find significant differences compared with the children of the full family. From the above results, after controlling the socio-economic characteristics of children and their families, we can only observe that the children of divorced single-parent families are significantly less educated, self-conscious, and self-control than the children of the complete family. Only the children of divorced single-parent families are significantly less educated than the children of the complete family in terms of access to education expenditures. However, in most other academic, psychological and behavioral traits, social interactions, deviant behaviors, relationships, and attitudes, there is no significant difference between divorced single-parent families, children of restructured families, and children of complete families. Even in the areas of remedial classes, learning stress, educational expectations, and admission to key schools, the children of single-parent families receive more input and performance than the children of the complete family. Just in the parent-child interaction, there is some evidence that divorced single-parent families and reorganized families are not conducive to the interaction between children and parents. In the next stage, we analyze the impact of parental conflicts and conflicts on children in a complete family.

The latter column of *Table 3 to Table 5* shows the impact of the number of quarrels between parents reported by their children on the development of all aspects of their children. These results reflect the influence of parental contradictions on children. We have seen that in a complete family, the number of quarrels between parents has a significant negative impact on the development of many aspects of the child. Families with more parents quarreling have lower levels of learning effort, lower educational expectations, lower self-awareness, lower self-control, higher levels of depression and risk. Children are more likely to go to Internet cafes to play games, and they are more likely to fall in love. Children are less inclined to use their parents as the main target. Parents and children have a higher number of quarrels. The above results show that the parental conflict in the whole family seems to have a wider negative impact on the divorce of the parents, and the evidence is more conclusive.

Conclusion

Since the economic research method can better provide effective suggestions for policy formulation, this paper studies the impact of Chinese young parents' divorce on their children. Many Western empirical studies have shown that children who have experienced parental divorce do not perform as well as the children of a complete family in many ways. However, compared with the children of the whole family, the children who experienced the divorce of their parents did not show

more obvious disadvantages in China. The reason is as follows. First, some of the divorced parents in the research database have higher socioeconomic status, and their economic strength and cultural resources can weaken the negative impact of divorce on their children to some extent. Second, Chinese parents will anticipate the adverse effects on their children after divorce and will be able to deal with the problems of raising and educating their children after divorce. In addition, among the CFPS data we selected, there are still relatively few children's samples that have experienced parental divorce. We do not rule out that the standard misunderstanding of the impact indicator is not significant in the overall situation due to the small sample size. Finally, the children may gradually adapt to the adverse effects in the future and have an impact on our research data. Therefore, the research needs further improvement. With the continuous improvement of the statistical system and Chinese micro-database, we need to combine the long-term data for dynamic tracking and obtain more reliable results. Then the influence of the marital status of the parents on the children cannot be accurately measured from the statistical results, especially the uncontrollable variables of personality and ability. This may cause a certain deviation between the measurement result and the actual.

With the development of society, the divorce rate of couples is getting higher and higher. However, couples who are divorced should maintain a benign interaction for the child and negotiate educational measures for the child. They should minimize the child's pain and allow them to enjoy education and care from both parents. After the divorce, the husband and wife still must share the responsibility of the child and try to create a good environment for the child to grow. Therefore, parents of single-parent families should improve their literacy and improve their educational methods. They should take good care of their children and guide them to a healthier growth track.

Acknowledgements

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