

# The impact of women family empowerment on family education expenditure - An empirical analysis based on CFPS data

## Abstract

Education spending is an important part of household spending, and many studies have discussed the influencing factors. This paper attempts to analyze it from the perspective of female family status, to analyze the effect of women's empowerment on household education spending. In modern families, it's generally accepted that mothers pay more attention to their children's education than fathers, so we believe that the higher the level of women's empowerment, the greater the household education spending, and the level of women's empowerment may be the most influential factor on education spending. This paper will verify these two hypotheses with Logit and Tobit models using data from CFPS (china family panel studies).

## Motivation

In response to the growing demand for highly educated workers and the increase of family income, extracurricular education spending has become an important family spending in China. Private tutoring, for most of the time, is regarded as a supplement of formal schooling. It can not only help children who fall behind to catch up, but also help those who perform well to keep competitive edge over peers. As it weighs larger and larger proportion on family spending, questions about its influencing factors arise. A number of studies attempted to document the effects of family socioeconomic status on children's tutoring experiences (Buchmann, 2002; Li and Liu, 2011) because socioeconomically advantaged families are believed to have more economic resources and more willingness to invest in children's education (Becker, 1991). In contrast to the rich literature on family socioeconomic status defining at household level and testing whether children are influenced by household-level averages (i.e., parental education, household income, family size), relatively less research has examined the effects of mothers on family decision making and women's empowerment within households. Resource theory believes that the distribution of family power depends on the relative resources of husband and wife. Family power would lean to the more "resourceful" spouse who has better income, education, and social status. Since mothers tend to be the main provider of care within the household, so how does the women's empowerment affect household education spending, and to what extent? Does it increase the probability of tutoring attendance or the level of education spending?

## Literature Review

There is a view that men and women are not only fundamentally different in bearing offspring, but also in raising and nurturing their children. In some studies, women are thought to be more concerned with family welfare than men (BECKER G S., 1985). Based on the perspective of relative resources, Feiqiang uses three indicators: relative education level, relative income, and relative occupational class to measure relative resources of husband and wife (Feiqiang Chen, 2015).

# Research design

## Research Design:

Step1: We first will adopt Logit model to analyze whether the women's family empowerment has an impact on the occurrence of family extracurricular tutoring.

Step2: We use Tobit model to analyze the impact of women's family empowerment on extracurricular tutoring costs.

## Dependent variables:

Logit model: Occurrence of family extracurricular tutoring. 1 means it happened and 0 means it didn't happen

Tobit model: Extracurricular tutoring costs. 0 if there is no tutoring.

## Independent Variables:

Female family empowerment. According to the CFPS family database of 5 questions: "household expenditure allocation decision maker", "savings investment insurance decision maker", "house purchase decision maker ", "children discipline decision maker ", "high price consumer goods decision maker", the main decision makers of these issues to measure female family empowerment. If the answer is male, the weight is 0; if the answer is female, the weight is 1.

Female family empowerment is obtained by adding the five questions.

## Covariates:

Logarithm of total household income, logarithm of total household property value, father's years of education, mother's years of education and number of children.

Identification Strategy:

We introduce covariates as controlling variables to mitigate the effect of omitted variable bias.

## Outline:

Introduction and Literature Review (March 23), Data work and empirical strategy (April 10), Estimation and Result (April 17), Finish Write up (April 24)

# Reference

BECKER G S. Human capital, effort, and the sexual division of labor [J]. Journal of Labor Economics, 1985, 3(1): 33-58.

Feiqiang Chen. Empirical analysis of female family power and its influencing factors: the perspective of husband and wife's relative resources [J]. Journal of Hunan Administration Institute, 2015, 4(3): 60-66.