



2014 Child Well-Being Study

Shanghai, China

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Institute for Social Development
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Institute Profile

The **NYU-ECNU Institute for Social Development at NYU Shanghai** brings together the scholars and professionals at the East China Normal University School of Social Development in Shanghai, China with the faculty members at the New York University Silver School of Social Work. Established in 2013, this partnership aims to create a vibrant and collaborative institute that produces high quality social scientific research as well as scientifically informed research to help shape practice and policy responses that will improve the well-being of both societies. The Institute will sponsor world-class research that informs social policy and practice, prominent academic programs that are locally and globally relevant, and conferences and professional training activities that contribute to the outstanding academic reputation of NYU Shanghai and both sponsoring institutions. An essential mission of this research institute is to apply both multidisciplinary and interdisciplinary perspectives to address the issues of poverty and inequality experienced by both societies (China and US) but that manifest in unique ways in each country.

Institute Directors

Wen-Jui Han, Professor of Social Work, NYU Silver School of Social Work. With broad training and background in developmental psychology, sociology, economics, and public policy. Her research interests are in the area of child care, parental employment, child and adolescent academic and health well-being, immigrants, and public policies. Toward this end, Dr. Han has conducted numerous large-scale nationally based research with sophisticated research methodology. Dr. Han is known for her work on addressing issues surrounding policies and services designed to enhance the well-being of children and families by conducting cutting-edge and high quality of scholarly work. Her work has been published in highly regarded peer-reviewed journals in various disciplines, including Demography, Developmental Psychology, Public Health, Public Policy, and Social Work.

Jun Wen, Head of Institute of Sociology; Professor of Sociology and Social Work, East China Normal University. He holds many academic positions including: congressional member of the Shanghai City Government, member of the Instruction and Curriculum Committee of the Social Science Division at the Department of Education, member of Expert Panel of National Urban-Rural Community Development at the Civil Affairs, advisory board member of Chinese Sociological Association, vice president of Shanghai Sociological Association, advisory board member of China Association for Social Worker Education, vice president of Shanghai Social Workers Association, among others. Dr. Wen's main research interests are in the areas of sociological theory, social work theory, urban sociology, social policy, and social development. He has published many influential scholarly works, including over 150 journal articles and 16 books.

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Introduction

China has the world's second largest child population at 309 million, accounting for 24 percent of the country's population. This is the very first study to develop a descriptive understanding of children's well-being in contemporary China. Given the increasing income disparity facing the country, these findings can help us understand the factors that promote and inhibit children's optimal healthy development and have implications for the future of China's society.

This study is the first research endeavor for the **NYU-ECNU Institute for Social Development at NYU Shanghai**. Established in 2013, the Institute aims to produce high quality social scientific research as well as scientifically informed research to help shape practice and policy responses that will improve the well-being of society in both China and the United States. An essential mission of this research institute is to apply both multidisciplinary and interdisciplinary perspectives to address the issues of poverty and inequality experienced by both countries but that manifest in unique ways in each.

We started our effort with a pilot study in Shanghai, China, with approximately 2,200 first-grade children (with an average age of seven). We are planning to collect longitudinal information on these 2,200 children during their elementary school years (to fifth grade). In the medium- and long-term, the Institute would like to develop a depository to house cutting-edge scholarly research on the well-being of children to inform public policy-making. In future years, we plan to expand our data collection to the other parts of China and Asia that have large number of Chinese (e.g., Hong Kong, Taiwan), and we also hope that many research institutes sharing the same interests of ours will join in this endeavor in understanding the protective and risk factors as well as the mechanisms and contexts that contribute to children's positive development.

The Big Picture

Our 2,200 first-grade children were reported to have healthy social and emotional well-being and an average or above average academic performance, but boys and children from low-income families or rural *hukou* status families had somewhat worse well-being. In addition, these 2,200 children tended to be in good health, but a noticeable proportion of them were considered to be overweight or obese, and this may be particularly true for boys and children from top-income families.



In understanding the contexts for which these children were growing up, we looked at their family and school environments, two contexts considered the most important in young children's life. In general, our 2,200 first-grade children were raised in a family with happily married parents in their mid-thirties who are gainfully employed, but with long weekly working hours. Their annual family income put our children right at about middle-income status both objectively and subjectively. Our parents viewed their children in a positive light and provided nurturing parenting behavior. Not surprisingly, academic learning was emphasized for this generation of children. Homework was reported for every school day; in addition, a good proportion of children attended many extracurricular activities (e.g., tutors on academic subjects, sports, drawing, dance, and piano lessons). Parents hold very high educational expectations for their children (e.g., achieve master's degree or above). And parents ensured to attend every parent-teacher conference that was called for by the school.

Children tended to attend schools with a large student body that are served by educated and experienced school administrators and teachers who strive to provide an academically rigorous curriculum. Schools also provided many services to their students and families during the school year as well as during summer break. Most of the schools were equipped with adequate facilities in terms of classrooms, libraries, and computer rooms. In contrast, most of the schools did not have facilities such as auditoriums, gymnasiums, or multi-purpose function rooms. Both school administrators and classroom teachers agreed they provided a positive school environment and learning environment for both the teachers and students to learn and grow everyday. Our teachers were very satisfied with their current teaching career.

Methodology

In spring 2014, from March 1 to May 1, we sampled seven districts out of 17 districts in Shanghai, China. The selection of these specific seven districts was to ensure the data would cover families from various socioeconomic status as well as children from migrant families. We sampled 1-5 schools from each of the seven districts with a total of 17 schools and 73 classrooms. Questionnaires were disseminated to school administrators, first-grade classroom teachers, and parents of children in the selected first-grade classrooms. Questionnaires for the school administrators and classroom teachers were distributed personally by the principal investigator, Wen-Jui Han, who also explained the purpose of the research projects and the format in filling out the questionnaires. Questionnaires for the parents were distributed by classroom teachers due to culture and privacy concerns. Some schools provided permission for the project team to meet with parents on their parent-teacher conference day, and thus some of the questionnaires to parents were distributed by the research team on those days. Parental questionnaires were then all collected by the classroom teachers at a later time and then collected by the research project team.



Key Findings

Below we present the results corresponding to the three-part questionnaires to school administrators, teachers, and parents. Information collected from school administrators, teachers, and parents allow us to understand the family and school contexts in which the child develops in contemporary China.

Children's Well-Being: A Healthy Generation with A Warning Sign

We collected three aspects of children's well-being, including socioemotional well-being reported by both parents and teachers, academic outcome reported by teachers, and health well-being reported by parents. *See tables and figures in appendix for more details.*

- A **positive socioemotional well-being** was reported by both the majority of the parents and teachers; however, **boys, whose family income was at the bottom-third** of the distribution (annual family income <RMB100,000) and whose family had **rural hukou status**, tended to have worse social and emotional well-being compared to their respective counterparts.
- Children tend to receive rankings **at grade level or somewhat above grade level** from teachers on their **academic subjects**. **Boys** received significantly lower remarks from teachers than girls on reading/writing and other academic subjects, whereas children with a **family income at the bottom-third** distribution and whose family had **rural hukou status**, were reported by their teachers to have worse academic outcomes.
- An average weight of 29 kg (ranging from 12 to 90 kg; \approx **64 pounds**) and an average height of 126 cm (ranging from 80 to 195 cm; \approx **50 inches**) were reported by parents with a calculated **average BMI of 18**. Overall, about 70% of the children had normal weight with another **30% considered overweight or obese**. Children were more likely to be overweight in families with family income at **top-third** distribution.
- About 13% of the children were considered to have fair or poor health as opposed to good/excellent health. More boys were reported to have fair/poor health than girls.
- Approximately 20% of the children were reported to have never been to a dentist.



Contexts That Matter To Children's Well-Being

FAMILY BACKGROUND

- The average age of parents was in their mid-thirties with an average educational level of high-school degree.
- More than 96% of the parents are currently married with a family size of three.
- Over 80% of the fathers and 70% of the mothers are currently working with an average of 44 hours per week for fathers and 42 hours per week for mothers. Almost a quarter of the fathers worked irregular hours with 11% of the mothers doing so. Parents who worked at non-day hours or irregular hours had the longest average weekly hours at about 50.
- About 94% of the parents reported to have health insurance and 80% of the parents had health insurance provided by their job.
- The average annual family income was about RMB 176,000 (≈ US\$29,000) with families perceiving themselves as middle class. Almost half of the parents reported they received certain types of governmental programs such as urban resident labor social insurance, low-income assistance, and unemployment compensation.
- Approximately 75% of the respondents currently own the place they are living with an average of seven years at the current residence.
- The average monthly expenditure was about RMB 2,000 on food (≈US\$333), RMB 1,200 on clothing (≈US\$200), RMB 1,000 (≈US\$167) on transportation, and RMB 800 (≈US\$133) on electronic equipment and fees; thus the total monthly expenditure was about RMB 5,000 (≈US\$833).
- Approximately 18% of the parents reported to be at risk for clinical depression and 28% of the parents reported they had either poor or fair health.



A NURTURING HOME ENVIRONMENT

- Children were mostly cared for by mothers followed by grandparents before age three. **Mothers and grandparents** were still the primary caregivers for children but with a quarter of the children mainly cared for by formal child care facilities after age three and before entering school.
- Sixty percent of the parents indicated they had a **happy marriage** with a score of 5 out of 7.
- Parents tended to **view their child in a positive manner** and their own behaviors as **positive and nurturing** when asked about their children's behaviors and temperament.

- Eighty-five percent of first-grade children were reported to have **homework every school day** and about 60% of the parents reported to help their child with homework about every day. Almost half of the children were **tutored on a regular basis** on subjects such as reading, foreign language, math, and skill building (e.g., dance, drawing, chess).
- Children watched TV for about an average of one hour per weekday and three hours during week-ends. The TV programs watched the most were children’s programs other than education followed by children’s educational programs and entertainment programs.
- Most of the families reported to **have regular routines** for family meals and bedtime hours for children.
- Parents reported the activity in which they were involved the most at school was **parent-teacher conference** (attended by almost all parents).
- Almost half of the parents would **like their children to achieve a master’s degree or higher**, and another half would like their children to achieve bachelor’s degree.
- Seventy-four percent of the parents indicated **the neighborhood was somewhat safe or not at all safe** to let their children play outside during the day.

A WELL-RUN SCHOOL ENVIRONMENT

Our 2,200 first-grade children in Shanghai, China every day go to a school which:

- had **highly educated and experienced** school administrators.
 - » All of the school administrators had bachelor’s degree or above with 30% having a master’s degree or above.
 - » School administrators had an average of 23 years of teaching experience whereas their average years of serving as a school administrator is 11 years.
- served about 1,000 students, which in general offered first-grade to fifth-grade education.
- employed about 70 teachers on average per school; the bigger the school, the more full-time teachers.
- had a **positive school environment** envisioned by the school administrators that the school has strong motivation in providing the best curriculum to students with strong support from teachers, parents, and the communities.
- provided **adequate physical facilities** such as classroom space, library, music room, and computer room; in contrast, gymnasium, auditorium, and multi-purpose rooms were the facilities least likely for the school to have.



- provided **many services to children and families**, including programs for after-school care and programs for migrant families during the school year as well as during the summer.
- situated in somewhat mixed neighborhoods. Teachers and educators identified some problems, including tension between local and migrant residents; garbage/litter/broken glasses in the street or sidewalks; and heavy traffic.

A WELL-PREPARED TEACHING FACULTY

Our 2,200 first-grade children in Shanghai, China every day go to a classroom with teachers who:

- were young, educated, and energetic.
 - » The average age of teachers was 38.
 - » The majority of the teachers had bachelor's degree with another 21% having vocational or associated degree.
 - » The average years teaching were 16.
- perceived a positive school environment for both teachers and students.
- perceived a positive learning environment for students.
- were very satisfied with their teaching career.





Next Steps

The powerful descriptive information in this report provides a current snapshot of these children’s experiences. Importantly, these data serve as the first effort of a longitudinal survey that provide us with new insights into children’s well-being in China.

In the immediate future, we plan to use these data to conduct cutting-edge research that will inform practice and policy to improve children’s well-being by examining the environments, contexts, and mechanisms that matter to child development. We will also invite scholars from different disciplines and across the globe to use this dataset to conduct more innovative scholarly research to help shape a practice and policy response that will improve the well-being of future generations. Most importantly, we hope this data can shape evidence-based public policies for years to come on its own and through use in the creation of evidence-based interventions.

In the medium- and long-term, the Institute will develop a depository to house scholarly research on the well-being of children to inform public policy-making. In future years, we plan to expand our data collection to the other parts of China and Asia that have large number of Chinese (such as Hong Kong and Taiwan), and we invite other research institutes who share our common interests to join in this endeavor of understanding the protective and risk factors as well as the mechanisms and contexts that contribute to children’s positive development. Through our research we aim to inform policy and practices that will provide a better life for future generations.

TABLES AND FIGURES

Table 1

Characteristics of Schools By Surveyed District, Shanghai, China

	DISTRICT: CHONGMING	CHANGNING	PUTUO	JING'AN	ZHABEI	MINHANG	JIADING	TOTAL
Variable								
Grades served (2-9)	5.5 (0.71)	5 (0.00)	4 (1.73)	5 (0.00)	5 (0.00)	5 (0.00)	7 (2.83)	5.12 (1.27)
# enrolled	1032 (854)	736 (253)	712 (196)	453 (0)	816 (0)	1365 (788)	1708 (49)	997 (549)
# FT teachers	110 (86)	59 (22)	46 (22)	45 (0)	48 (0)	97 (50)	101 (4)	73 (40)
ADMINISTRATORS' DEMOGRAPHIC BACKGROUND								
Male	50%	25%	0	0	0	0	50%	18.75%
Age	45.00 (0)	44.25 (3.30)	44.33 (3.79)	48 (0)	48 (0)	38.67 (6.66)	47.50 (2.12)	44.19 (4.46)
Educational Level								
Bachelor's	100%	80%	66.67%	0	100%	100%	0	70.59%
Master's	0	20%	33.33%	100%	0	0	50%	23.53%
Ph.D.	0	0	0	0	0	0	50%	5.88%
Years of teaching	25 (0)	24.8 (3.70)	24.33 (3.79)	15 (0)	28 (0)	18 (7.55)	28 (2.83)	23.53 (5.27)
Years of being administrator	14 (1.41)	9.8 (4.15)	12.67 (6.03)	14 (0)	16 (0)	5.33 (2.52)	14.5 (3.54)	11.18 (4.72)
SCHOOL ENVIRONMENT								
Attitude toward school culture	-0.35 (0.27)	-0.00 (0.51)	-0.27 (0.04)	-1.01 (0)	0.62 (0)	0.41 (0.39)	0.38 (0.33)	0.00 (0.51)
Adequacy of physical facility	-0.10 (0.85)	-0.32 (0.61)	0.23 (0.50)	-0.37 (0)	0.53 (0)	0.54 (0.24)	-0.34 (1.18)	0.00 (0.63)
School neighborhood	0.26 (0.78)	0.13 (0.26)	-1.09 (0.77)	-0.80 (0)	0.05 (0)	0.64 (0.15)	-0.27 (0.81)	-0.09 (0.73)
Number of services	4.00 (2.83)	2.80 (0.84)	2.67 (0.58)	3.00 (0)	7.00 (0)	4.00 (2.64)	3.50 (2.12)	3.47 (1.74)
Student learning environment	-0.65 (0.37)	0.42 (0.32)	-0.12 (1.30)	-0.03 (0)	-0.38 (0)	0.63 (0)	-0.94 (0.25)	-0.00 (0.74)

Note: Numbers in parenthesis are standard deviations.

Table 2

Characteristics of Teachers at Surveyed Schools, Shanghai, China

DISTRICT:	CHONGMING	CHANGNING	PUTUO	JING'AN	ZHABEI	MINHANG	JIADING	TOTAL
Variable								
Male	0	0	16.67%	0	0	0	37.50%	7.04%
Age	43.11 (5.82)	40.63 (4.20)	38.70 (7.60)	45.00 (4.24)	29.67 (7.37)	33.06 (8.36)	31.43 (11.64)	37.65 (8.30)
Educational Level								
Some college	66.67%	5.26%	3.33%	0	0	17.65%	12.50%	20.83%
Bachelor's	33.33%	94.74%	66.67%	100%	100%	76.47%	87.50%	77.78%
Master's	0	0	0	0	0	5.88%	0	1.39%
Years of teaching	21.00 (6.84)	20.22 (3.99)	18.17 (7.30)	25.25 (4.42)	7.17 (9.46)	11.85 (10.26)	8.38 (11.96)	16.37 (9.32)
TEACHERS' PERCEPTION TOWARD:								
School spirit	0.19 (0.86)	-0.12 (0.77)	0.53 (0.75)	-0.36 (0.77)	-0.01 (0.64)	-0.22 (0.80)	-0.22 (0.65)	-0.00 (0.78)
Students' traits and daily admin. routine	-0.31 (0.87)	-0.26 (0.75)	-0.28 (0.96)	-0.36 (0.50)	0.62 (0.67)	0.23 (0.53)	0.39 (0.54)	-0.00 (0.76)
Student learning environment	0.03 (0.62)	0.06 (0.86)	0.27 (1.36)	-0.90 (0.28)	0.23 (0.73)	-0.03 (0.52)	-0.18 (0.42)	0.00 (0.84)
Satisfaction on teaching	0.01 (0.75)	-0.06 (0.96)	0.22 (0.64)	-0.49 (0.03)	0.15 (0.86)	-0.18 (0.81)	0.10 (0.82)	-0.03 (0.79)

Note: Numbers in parenthesis are standard deviations.

Table 3

Parents' Socio-Demographic Characteristics of 2014 Child Well-Being Study, Shanghai, China

Variable	RESPONDENT	MOTHER	FATHER	N
Relationship with the child		64.74%	32.82%	2,215
Age	35.47 (5.25)	34.33 (3.80)	36.55 (4.63)	
Birth Region				2,039
Northern	1.23%	1.14%	1.27%	
Northeast	2.40%	2.34%	2.43%	
Eastern	83.82%	81.89%	83.58%	
Central-South	7.06%	8.15%	7.20%	
Southwest	3.58%	4.05%	3.55%	
Northwest	1.77%	2.18%	1.82%	
Overseas	0.10%	0.10%	0.00%	
Other Asia areas	0.15%	0.18%	0.15%	
Rural <i>Hukou</i> (household registration)	34.04%	32.41%	35.92%	2,209
Non-Han Ethnicity	2.29%	2.67%	1.65%	2,230
Educational Level				2,228
Less than high school	27.51%	28.71%	25.63%	
High school degree	15.22%	15.55%	16.98%	
Some college	25.36%	26.10%	23.11%	
College and plus	31.74%	29.64%	34.28%	
Marital Status				2,218
Married, living with spouse	92.20%	91.27%	94.71%	
Married, spouse away for work	3.65%	5.07%	0.83%	
Married, spouse absent	1.26%	1.34%	1.25%	
Separated	0.27%	0.21%	0.28%	
Divorced	1.76%	1.41%	2.23%	
Widowed	0.36%	0.49%	0.14%	
Never Married	0.41%	0.14%	0.42%	
# of family members under age 6	0.29 (0.53)	0.29 (0.53)	0.26 (0.51)	2,282
# of family members under age 18	1.10 (0.69)	1.10 (0.70)	1.10 (0.65)	2,282
# of family members above age 18	2.94 (1.18)	2.92 (1.16)	2.93 (1.19)	2,282
Total # of family members	3.44 (1.29)	3.56 (1.25)	3.39 (1.24)	2,282
Total # of family members employed	1.72 (0.89)	2.63 (1.17)	2.48 (1.19)	2,282
Employment status	82.27%	72.96%	83.08%	2,282
Usual weekly working hours	43.96 (10.30)	42.40 (11.05)	43.91 (16.48)	1,393
Usual annual working weeks	47.54 (16.15)	47.37 (16.90)	48.13 (5.26)	1,150
Total usual annual working hours	2140.50 (784.75)	2062.91 (824.92)	2153.22 (866.98)	1,393
Usual Work Shift				1,892
Daytime hours	76.87%	79.19%	68.14%	
Evening hours	1.32%	1.31%	1.93%	
Night hours	0.46%	0.38%	0.66%	
Split shift	2.87%	2.81%	3.48%	
Rotating shift	4.59%	5.06%	5.02%	
Irregular hours	13.89%	11.25%	20.76%	

Table 3 (Continued)

Variable	RESPONDENT	MOTHER	FATHER	N
Occupations				1,878
Managers	30.20%	26.81%	38.27%	
Professionals	12.96%	14.57%	11.24%	
Technicians & Associated professional	18.12%	13.26%	23.83%	
Clerical support workers	6.26%	8.98%	0.65%	
Services and Sales workers	16.14%	20.10%	12.05%	
Skilled agricultural, forestry, & fishery workers	0.82%	0.77%	0.71%	
Craft and related trades workers	1.10%	1.13%	1.09%	
Plant and machine operator & assemblers	2.75%	2.85%	2.55%	
Elementary occupations	6.81%	6.96%	6.30%	
Armed forces	0.22%	0.12%	0.43%	
Others	4.61%	4.46%	2.88%	
Job-Associated Benefits				2,194
Health insurance	78.71%	79.84%	78.43%	
Child's education	3.55%	3.70%	3.42%	
Housing	17.31%	16.28%	19.71%	
Bonus	43.02%	42.90%	44.88%	
Personal annual income (RMB)	91640.9 (114166)	85717.24 (117856.2)	104442.2 (108285.2)	1,599
Family annual income (RMB)	176379 (158818)	188545.7 (171815.7)	159549 (133159.5)	1,499
Receiving any government program	47.06%	48.33%	48.14%	2,282
Renting current residence	25.02%	23.64%	28.89%	2,147
Owning other housing	38.51%	47.15%	40.67%	2,028
Owning a car	60.49%	67.26%	55.76%	2,149
Monthly expense (RMB)				
Food	196.94 (1134.63)	2076.02 (1188.41)	1859.27 (1002.01)	
Clothing	1172.82 (1014.24)	1259.12 (1062.84)	1023.85 (880.98)	
Transportation	1074.80 (1037.22)	1104.47 (1034.26)	1042.94 (1055.27)	
Electronic equipment	814.58 (892.12)	834.91 (897.63)	779.26 (865.73)	
Parent(s) having traumatic experience	8.85%	8.72%	10.04%	2,104
Oneself having traumatic experience	5.17%	4.81%	6.46%	2,101
Subjective SES Perception				
Compared to China	5.30 (1.66)	5.47 (1.59)	5.00 (1.72)	2,005
Compared to one's community	5.41 (1.71)	5.59 (1.65)	5.08 (1.75)	1,949
Depressive symptoms (CES-D)	9.67 (7.16)	9.47 (7.03)	10.07 (7.31)	2,215
At risk for clinical depression (CES-D>=16)	18.06%	17.92%	18.43%	
Health insurance coverage	94.09%	93.93%	94.85%	
General Health status is fair or poor	28.49%	28.38%	27.65%	2,215
Parental physical health symptoms rating	0.02 (0.67)	0.05 (0.67)	-0.05 (0.66)	2,128
Social support rating	-0.02 (0.75)	0.04 (0.73)	-0.14 (0.77)	2,113
Marital relationship	-0.01 (0.68)	0.01 (0.68)	-0.04 (0.69)	2,139
Marital happiness scale	4.82 (1.11)	4.78 (1.06)	4.94 (1.19)	2,117

Note: Numbers in parenthesis are standard deviations.

Table 4

Children's Socio-Demographic Characteristics of 2014 Child Well-Being Study, Shanghai, China

Variable	TOTAL	BOY	GIRL	N
Gender		52.74%	47.26%	2,230
Birth order				2,223
First	85.70%	83.77%	87.94%	
Second	12.64%	14.01%	11.10%	
Third	1.39%	1.96%	0.67%	
Fourth or later	0.27%	0.26%	0.29%	
Birth Region				2,159
Northern	0.74%	0.62%	0.88%	
Northeast	0.65%	0.71%	0.59%	
Eastern	92.50%	92.85%	92.06%	
Central-South	3.15%	3.18%	3.14%	
Southwest	1.57%	1.59%	1.57%	
Northwest	0.56%	0.53%	0.59%	
Overseas	0.56%	0.35%	0.78%	
Other Asia areas	0.28%	0.18%	0.39%	
CHILD CARE ARRANGEMENT				
Before Age 3				2,155
Mother	52.81%	51.99%	53.94%	
Father	2.37%	2.04%	2.66%	
Grandparent	40.60%	42.34%	38.66%	
Older siblings	0.05%	0.00%	0.10%	
Relatives	0.60%	0.89%	0.30%	
Non-relatives	0.51%	0.53%	0.49%	
Formal day care	1.95%	1.33%	2.47%	
Others	1.11%	0.89%	1.38%	
After Age 3 & Before School				2,138
Mother	46.02%	44.65%	47.56%	
Father	3.41%	3.92%	2.79%	
Grandparent	24.84%	24.51%	25.07%	
Older siblings	0.09%	0.09%	0.10%	
Relatives	0.19%	0.27%	0.10%	
Non-relatives	0.14%	0.00%	0.30%	
Formal day care	24.60%	25.94%	23.28%	
Others	0.70%	0.62%	0.80%	
PARENTING AND HOME ENVIRONMENT				
View about Your Child (negative)	0.00 (0.55)	-0.00 (0.04)	0.02 (0.56)	2,203
Raise Your Child (positive)	-0.01 (0.44)	0.00 (0.44)	-0.02 (0.41)	2,209
Frequency of doing homework				2,207
Never	0.34%	0.30%	0.45%	
Less than once a week	1.26%	1.13%	1.49%	
1 or 2 times a week	1.94%	1.74%	2.08%	
3 to 4 times a week	5.44%	4.83%	6.55%	
5 times or more a week	91.01%	91.99%	89.43%	

Table 4 (Continued)

Variable	TOTAL	BOY	GIRL	N
Frequency of Helping with Homework				2,202
Never	1.04%	1.16%	0.91%	
Less than once a week	2.83%	2.39%	3.63%	
1 or 2 times a week	9.25%	7.18%	13.44%	
3 to 4 times a week	19.19%	17.22%	23.26%	
5 times or more a week	67.68%	72.05%	58.76%	
Tutored on a Regular Basis	43.03%	43.67%	43.00%	2,203
Tutorial subject – Reading	15.39%	13.48%	18.37%	
Tutorial subject – Foreign language	16.04%	15.17%	17.83%	
Tutorial subject – Math	36.86%	36.13%	39.56%	
Tutorial subject – Science	1.68%	1.26%	2.38%	
Tutorial subject – Skill-building	21.91%	22.82%	21.08%	
TV Watching				1,942
Total hours during weekdays	5.11 (6.07)	4.90 (6.13)	5.35 (5.89)	
Total hours during weekends	3.16 (1.91)	3.10 (1.96)	3.22 (1.80)	
Total hours per week	7.64 (7.01)	7.35 (7.05)	8.01 (6.86)	
Family Routine				2,182
Eats breakfast together (per week)	5.90 (1.82)	5.93 (1.82)	5.84 (1.83)	
Child eats breakfast at regular time	6.64 (0.90)	6.65 (0.91)	6.62 (0.85)	
Eats evening meal together	6.40 (1.33)	6.41 (1.37)	6.37 (1.24)	
Evening meal served at regular time	6.70 (0.93)	6.73 (0.92)	6.62 (0.94)	
Child has usual bedtime (0/1)	84.88%	86.00%	83.12%	
Neighborhood Safety				2,190
Not at all safe	20.36%	21.13%	19.67%	
Somewhat safe	73.85%	72.77%	75.54%	
Very safe	5.79%	6.10%	4.79%	
Doing activities together (HOME)	0.00 (0.48)	0.03 (0.47)	0.06 (0.48)	2,220
Child having home computer to use	74.25%	75.44%	74.23%	2,206
Frequency of Using the Computer				2,119
Never	19.34%	17.38%	20.66%	
Once or twice a week	57.49%	59.36%	55.54%	
3-6 times a week	15.57%	14.78%	17.85%	
Every day	7.60%	8.48%	5.95%	
Frequency of Using the Computer for Educational Purpose				2,091
Never	36.22%	37.29%	32.97%	
Once or twice a week	42.95%	43.14%	43.30%	
3-6 times a week	14.51%	13.16%	17.93%	
Every day	6.31%	6.40%	5.80%	
Time spent on using the computer per day (in minutes)	69.66 (68.32)	70.28 (69.13)	69.68 (67.40)	1,056
Parental school involvement	2.64 (1.53)	2.67 (1.51)	2.65 (1.54)	2,215
Parental educational expectation	4.55 (0.86)	4.55 (0.82)	4.56 (0.93)	2,147

Table 4 (Continued)

Variable	TOTAL	BOY	GIRL	N
After-School Activities				
Organized activities	66.55%	67.57%	65.89%	2,215
Educational activities	91.24%	92.40%	90.51%	
Household chores	55.94%	58.58%	51.17%	
Watching TV	66.19%	67.22%	64.79%	
Hanging out	87.95%	88.56%	88.45%	
Playing games	26.32%	27.06%	25.72%	
Working for pay	3.79%	3.70%	4.13%	
# of extracurricular activities (total of 4)	1.12 (1.14)	1.15 (1.15)	1.12 (1.15)	2,215
Covered by health insurance	78.76%	78.44%	79.12%	
CHILD WELL-BEING				
Parent-Report CBCL				2,230
Total (M = 50, SD = 10)	50.47 (9.50)	50.76 (9.81)	50.13 (9.13)	
Internalizing (M = 50, SD = 10)	50.26 (9.91)	50.88 (10.23)	49.56 (9.49)	
Externalizing (M = 50, SD = 10)	50.24 (9.94)	51.38 (10.44)	48.98 (9.21)	
Social problem (M = 50, SD = 10)	49.99 (10.01)	51.23 (10.19)	48.63 (9.64)	
Aggressive behavior (M = 50, SD = 10)	50.00 (10.02)	51.46 (10.80)	48.40 (8.81)	
Attention (M = 50, SD = 10)	50.00 (10.00)	51.56 (10.08)	48.27 (9.63)	
Attention/Depression (M = 50, SD = 10)	50.00 (10.02)	50.35 (10.49)	49.62 (9.45)	
Delinquent behavior (M = 50, SD = 10)	50.00 (10.01)	50.58 (11.02)	49.36 (8.74)	
Withdrawn (M = 50, SD = 10)	49.97 (9.94)	50.53 (10.51)	49.35 (9.23)	
Somatic problem (M = 50, SD = 10)	50.01 (10.02)	50.49 (10.61)	49.48 (9.30)	
Teacher-Report CBCL				2,230
Total (M = 50, SD = 10)	50.03 (9.99)	50.86 (10.55)	49.11 (9.25)	
Internalizing (M = 50, SD = 10)	49.98 (9.98)	50.84 (10.19)	49.02 (9.65)	
Externalizing (M = 50, SD = 10)	50.03 (10.03)	51.88 (11.58)	47.96 (7.45)	
Social problem (M = 50, SD = 10)	49.96 (10.00)	51.45 (10.20)	48.28 (9.49)	
Aggressive behavior (M = 50, SD = 10)	50.02 (10.04)	51.89 (11.54)	47.92 (7.49)	
Attention (M = 50, SD = 10)	49.99 (10.01)	52.12 (10.52)	47.60 (8.83)	
Attention/Depression (M = 50, SD = 10)	49.99 (9.96)	50.14 (9.97)	49.83 (9.96)	
Delinquent behavior (M = 50, SD = 10)	49.98 (10.02)	51.21 (11.54)	48.60 (7.76)	
Withdrawn (M = 50, SD = 10)	49.99 (9.96)	50.24 (10.39)	49.70 (9.45)	
Somatic problem (M = 50, SD = 10)	49.94 (9.91)	50.06 (10.63)	49.80 (9.04)	
Teacher-Report Academic outcome				2,094
Literature	3.21 (1.10)	3.14 (1.12)	3.30 (1.08)	
Math	3.21 (1.10)	3.19 (1.11)	3.23 (1.10)	
Others (e.g., science, language)	3.38 (1.11)	3.25 (1.16)	3.52 (1.04)	
BMI	18.18 (5.73)	18.58 (5.91)	17.74 (5.50)	1,789
Normal weight	68.87%	66.28%	71.75%	
Overweight	14.25%	14.95%	13.48%	
Obese	16.88%	18.77%	14.78%	

Table 4 (Continued)

Variable	TOTAL	BOY	GIRL	N
General Health Status				2,230
Excellent	7.95%	8.45%	7.41%	
Very good	40.81%	39.98%	41.74%	
Good	37.26%	35.85%	38.84%	
Fair	13.45%	15.36%	11.31%	
Poor	0.52%	0.36%	0.70%	
Duration Since Last Dentist Visit				1,954
Less than 6 months	40.53%	40.04%	41.08%	
6 months to 1 year	24.87%	24.32%	25.48%	
1-2 years	10.08%	10.45%	9.68%	
More than 2 years	3.12%	3.13%	3.12%	
Never	21.39%	22.07%	20.65%	
Duration Since Last Doctor Visit				2,095
Less than 6 months	18.31%	17.49%	19.20%	
6 months to 1 year	40.12%	41.84%	38.24%	
1-2 years	17.62%	16.62%	18.72%	
More than 2 years	3.97%	4.52%	3.36%	
Never	19.98%	19.53%	20.48%	
Frequency of seeing the doctor in the past 3 months	1.11 (1.50)	1.11 (1.60)	1.11 (1.39)	1,654
Eating Behavior				2,230
Healthy (not including 100% juice)	16.22 (11.11)	16.10 (11.19)	16.35 (11.02)	
Unhealthy (including 100% juice)	9.93 (9.58)	9.44 (10.36)	9.63 (9.55)	
Ratio of healthy/unhealthy	2.64 (2.79)	2.53 (2.42)	2.75 (3.14)	
Healthy (including 100% juice)	18.05 (12.23)	17.93 (12.62)	18.19 (11.79)	
Unhealthy (not including 100% juice)	7.70 (8.14)	7.61 (8.30)	7.79 (7.95)	
Ratio of healthy/unhealthy	3.48 (3.54)	3.36 (3.27)	3.60 (3.80)	

Note: Numbers in parenthesis are standard deviations.

Table 5
BMI Percentiles for Boys and Girls in First-Grade in Shanghai, China, Spring 2014

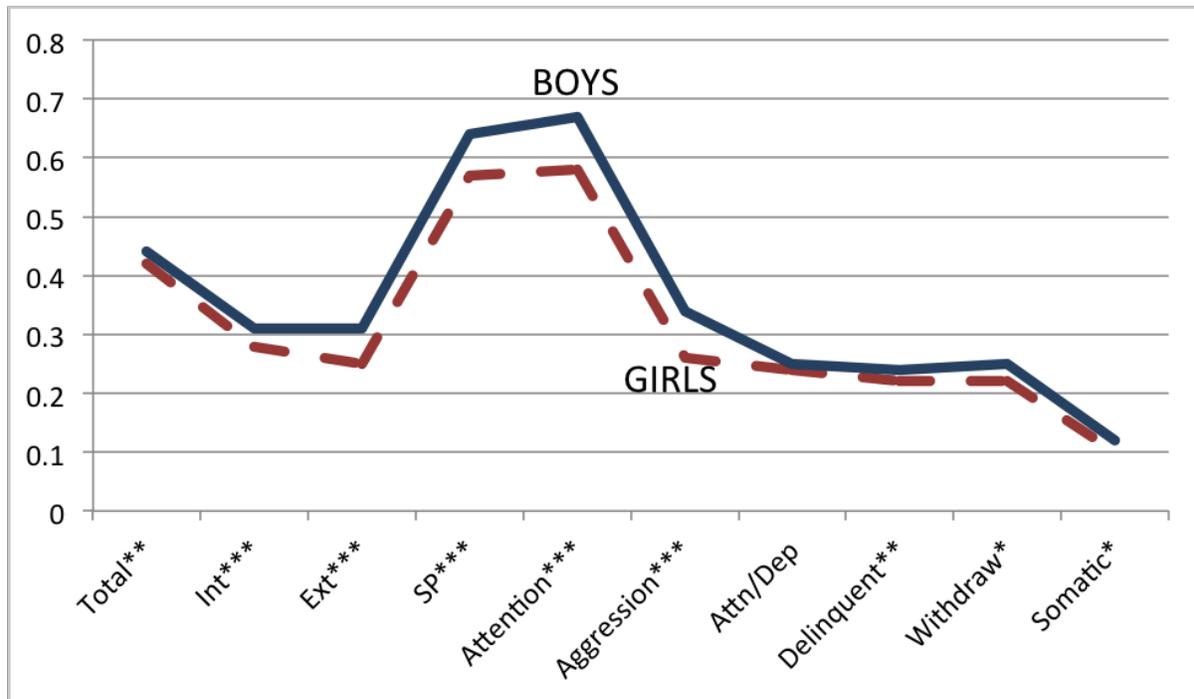
AGE	BOYS								GIRLS							
	P5	P10	P25	P50	P75	P90	P95	P97	P5	P10	P25	P50	P75	P90	P95	P97
7	13.22	14.05	15.20	16.78	19.51	28.36	33.19	35.18	12.80	13.44	14.40	15.97	18.31	27.56	31.51	33.32
8	12.94	13.89	14.83	16.74	19.20	24.90	31.69	35.30	12.91	13.61	14.78	16.16	19.20	24.30	30.24	31.50
9	13.13	13.89	15.31	16.64	21.90	30.77	45.92	45.92	12.43	12.66	13.72	14.72	16.38	19.67	20.12	20.12

Figure 1
Sampled Districts in Shanghai Area, China



Figure 2

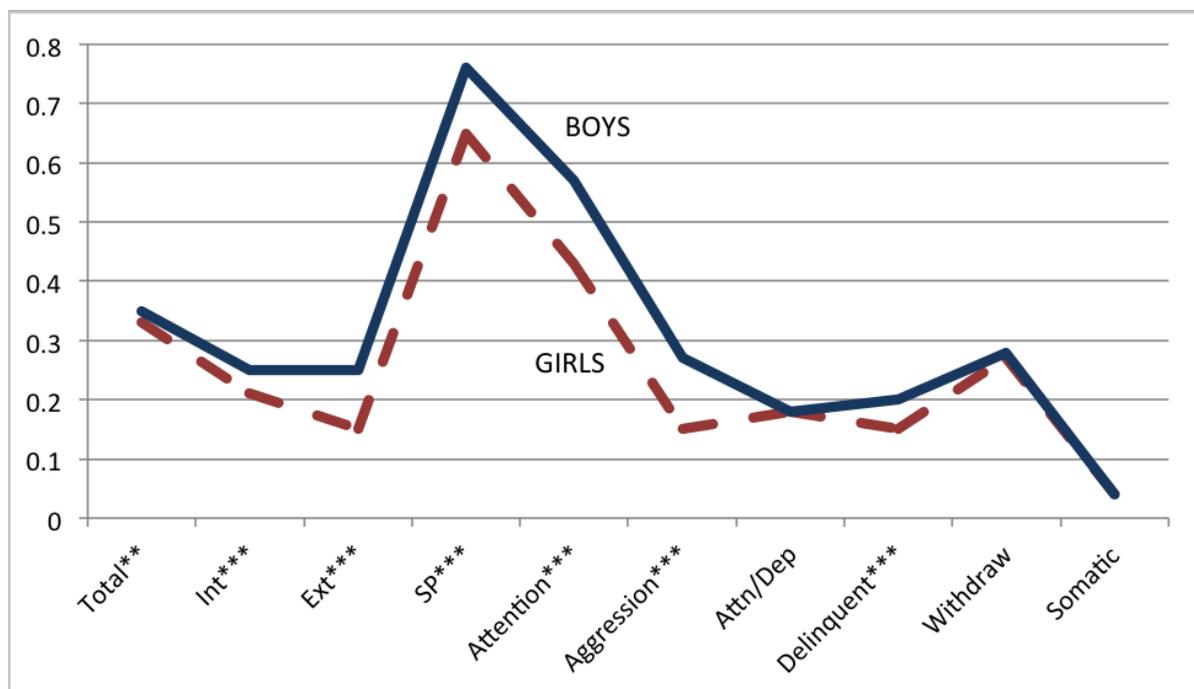
Parent-Report Child Behavioral Check List 4-18 (CBCL) By Gender



Note: Average scores on a scale of 0, 1, 2. * $p < .05$ ** $p < .01$ *** $p < .001$.

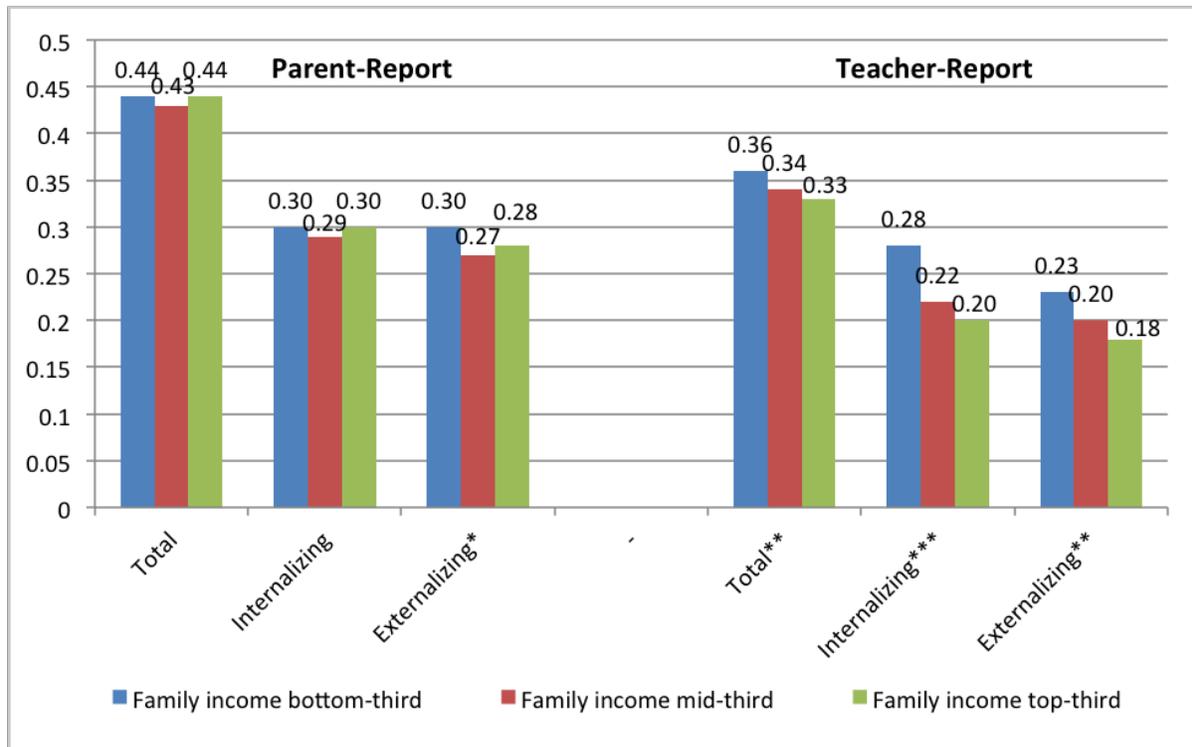
Figure 3

Teacher-Report CBCL By Gender



Note: Average scores on a scale of 0, 1, 2. * $p < .05$ ** $p < .01$ *** $p < .001$.

Figure 4
Children's CBCL By Family Income



* $p < .05$ ** $p < .01$ *** $p < .001$

Figure 5
Children's CBCL Reported by Teachers By *Hukou* Status

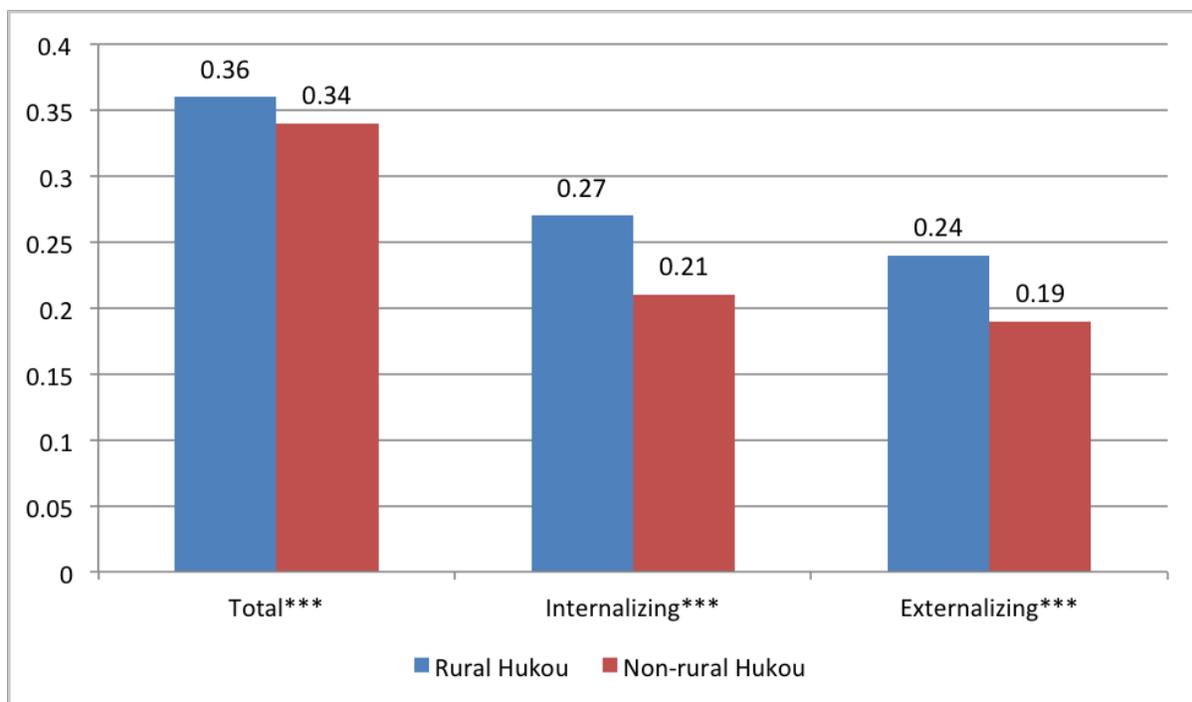
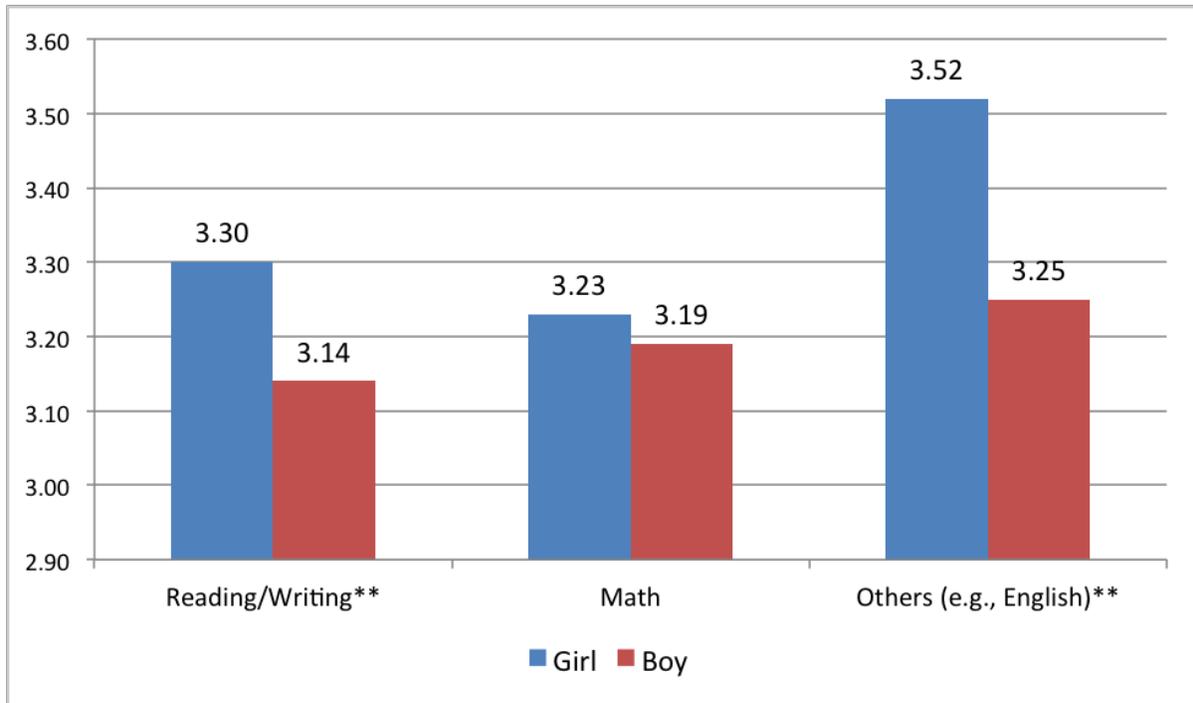
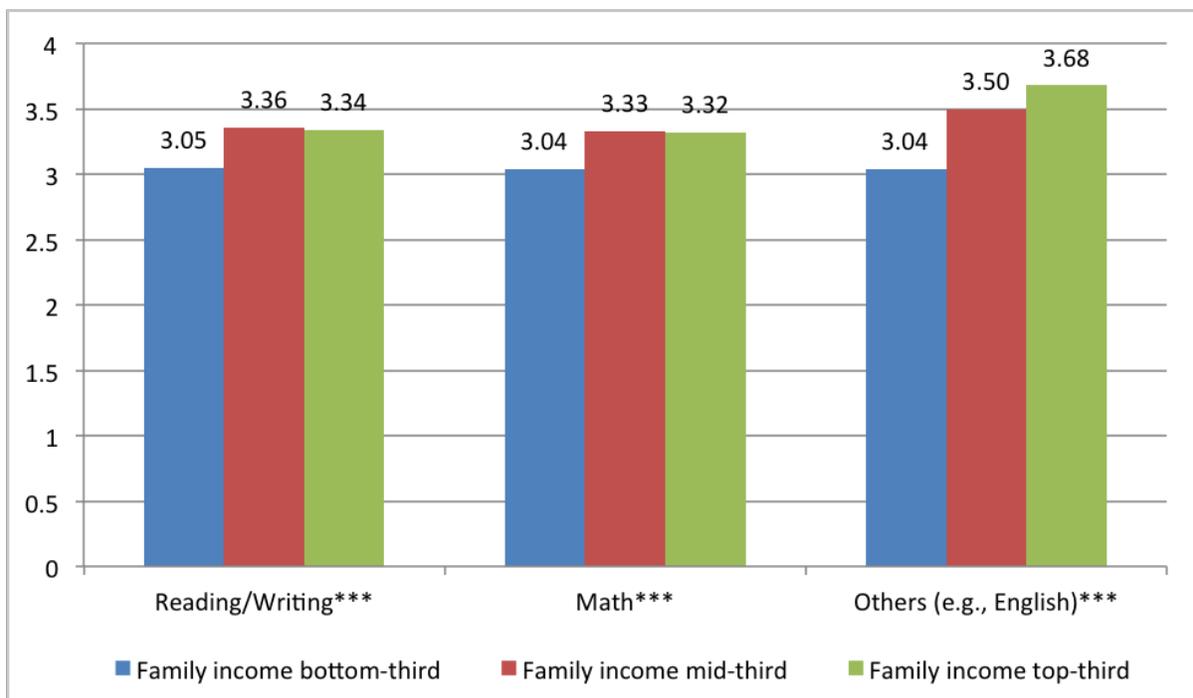


Figure 6
Teachers' Assessment on Academic Subjects



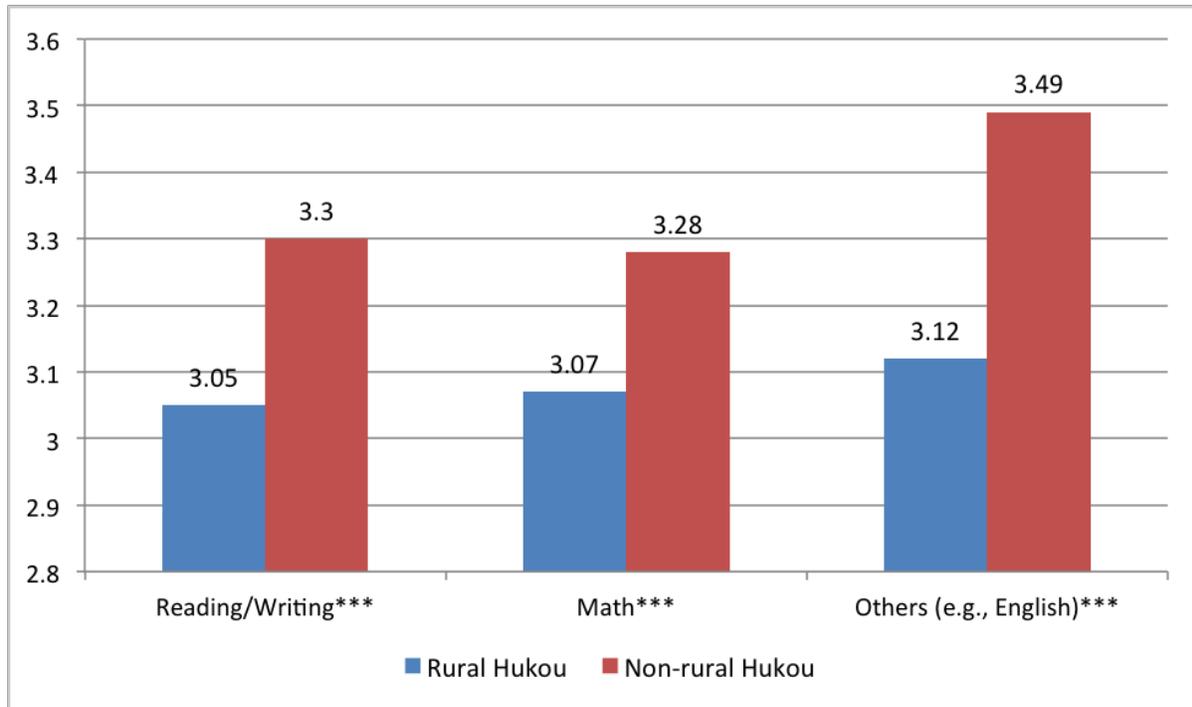
Note: Assessment is on a 1-5 scale, the higher the better. ** $p < .01$

Figure 7
Teachers' Assessment on Academic Subject by Family Income



Note: Assessment is on a 1-5 scale, the higher the better. *** $p < .001$

Figure 8
Teachers' Assessment on Academic Subject by *Hukou* Status



Note: Assessment is on a 1-5 scale, the higher the better. *** $p < .001$

Figure 9
Children's BMI

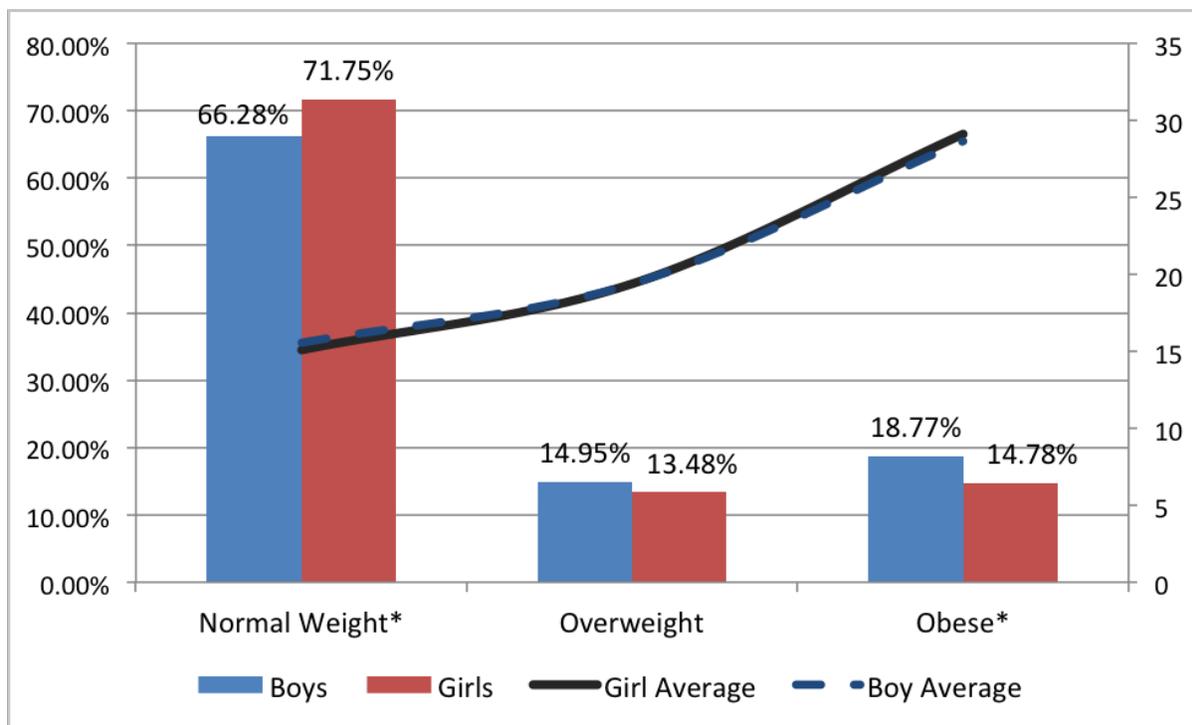


Figure 10
Children's BMI By Family Income

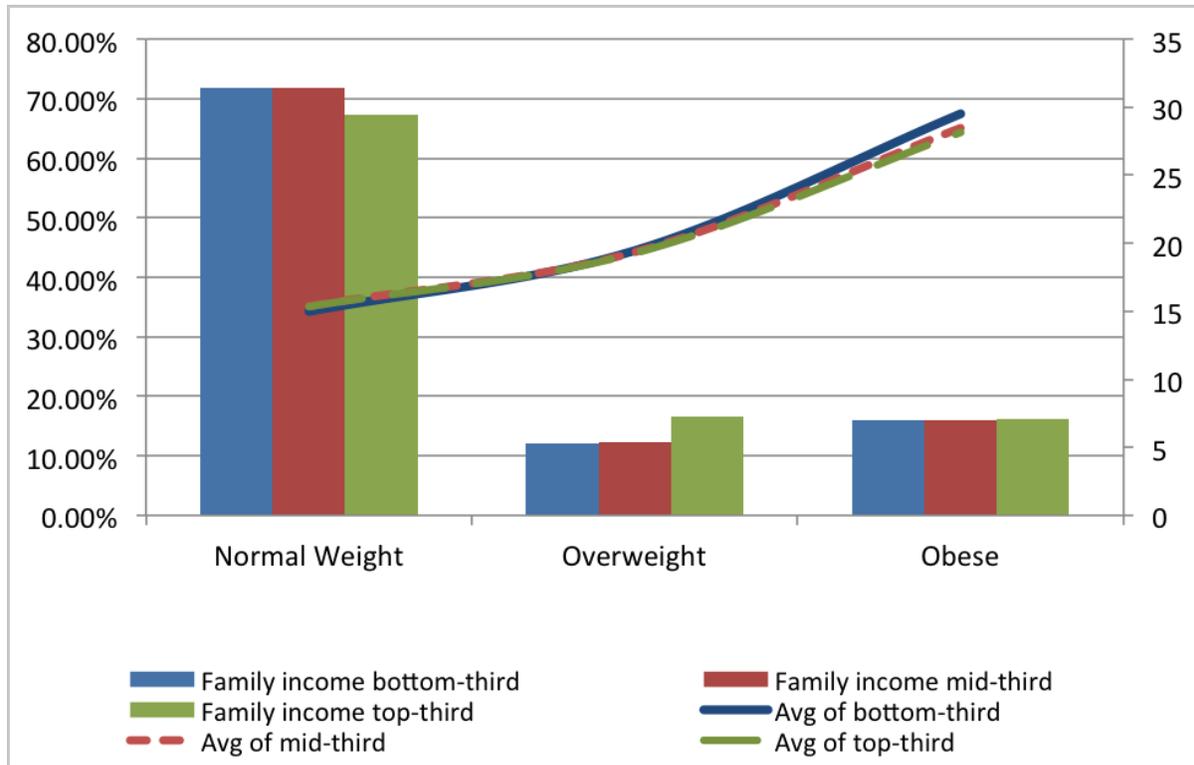


Figure 11
Children's BMI By *Hukou* Status

