



The Influence of “Second Generation Demolition” Fathers’ Participation in Parenting on Children’s Approaches to Learning: the Mediating Role of Psychological Resilience

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Abstract: In this study, children's psychological resilience was used as an intermediate variable to explore the relationship between fathers' participation in parenting, children's psychological resilience, and their approach to learning. This study used the method of the questionnaire survey in which 421 fathers and their children aged 3-6 from three kindergartens in an urban village demolition and reconstruction area of a particular city in Hebei Province were selected as the research objects. The results show that the participation of fathers in parenting and the development of kids' approach to learning are at the upper middle level, and the overall development of children's psychological resilience is usually distributed. There is a significant correlation between father's participation in parenting, children's psychological resilience, and children's approach to learning, and psychological resilience plays a completely mediating role between father's participation in parenting and children's approach to learning. It is recommended that "Second Generation Demolition" fathers adopt diversified participation and parenting paths to cultivate good learning habits for children. Specifically, strengthening family protective factors dominated by "Second Generation Demolition" fathers to stimulate children's learning potential and encouraging "Second Generation Demolition" fathers to share their own growth experience with young children and build up their self-confidence in learning can help.

Keywords: "Second Generation Demolition", father's participation in parenting, approach to learning, psychological resilience

1. Literature review

The term "Second Generation Demolition" first appeared in a report in the Beijing Daily entitled "Huge amounts of demolition money, how should farmers spend it?" and from that moment, this term became popular. (Lin, 2014) The article pointed out that the "Second Generation Demolition" was primarily born in the city's suburbs, and inherited the real estate left by their parents. As the city expands, they suddenly became rich overnight due to the compensation for demolition, thus forming a phenomenal group. (Zhang et al., 2015) Since then, many scholars have used words such as "getting rich overnight" to define the "Second Generation Demolition." (Yu, 2016). There is inevitably a particular prejudice. The main reason is that a few "Second Generation Demolition" have made some extreme behaviors. For example, from a news article on Sina's portal website, "The Second Generation Demolition drinking poison to force his father to buy a luxury car." (Lin, 2014) Part of the media's publicity and hype aim to gain attention and inevitably bring negative comments to the "Second Generation Demolition" group. However, the demolition compensation funds are obtained through the proper use of their production materials (i.e., family homesteads). Various government departments comprehensively consider the compensation standards for urban demolition principles of fairness and transparency. (Yu, 2016). Therefore, simply using terms such as "getting rich overnight" to define "Second Generation Demolition" is one-sided. Scientific research should be established on an objective and fair basis, and the research objects should not be treated with any prejudice. In this study, the "Second Generation Demolition" is defined as the people born in the 1980s or 1990s and living in rural suburbs near the city when they are young. In China's urbanization, compensation for land or house demolition has contributed to family material life has been effectively improved, and gradually transitioned into a particular group of urban residents as an adult.

"Second Generation Demolition" is not a small group. They reflect potential problems left behind from China's urbanization and hidden risks behind poverty alleviation methods, such as family education. In the "Second Generation Demolition" family, the fathers are generally bound by the traditional thought of "preferring boys to girls", and most of the family property are inherited by adult males in the family. Then the "second generation demolition" obtains the primary control over property and the dominance of family education. Their childhoods are mainly in a rural area, and their education levels are limited to a certain extent. The sudden increase of material in adulthood makes them more likely to lose themselves.

(Han & Wang, 2019) Moreover, as the American Psychological Association stated in 2009, massive changes might affect the next generation's education when a man becomes a father.

Father's participation in parenting plays a vital role in family maintenance and children's development. A higher father's participation in parenting helps mothers' confidence in parenting and effectively improves a mother's parenting effectiveness. (Giallo, 2013) Fathers play a supplement and regulation role in a mother's parenting, especially when the mother's upbringing is in a negative state, which the father's positive parenting behavior can compensate. (Martin, 2010) Father's participation in parenting directly affects the relationship and life satisfaction of husband and wife. At the same time, it plays a vital role in improving children's physical and psychological development. (Zhang, 2015) Through follow-up studies in the United States and the United Kingdom, it was found that children who were raised by their fathers or spent a long time with their fathers had higher IQs than others. They were better adapted to social development and had higher development potential. (Zhai, 2009) Because fathers are unique from mothers, getting along with children can stimulate children's curiosity, self-confidence, and other positive factors and promote children's imagination and creativity. (Wang, 2012) At the same time, father participation can significantly predict children's social withdrawal, depression, and attention development level. The more actively fathers participate in, the fewer children's social withdrawal, the less depression, and the better their attention development. (Ma, 2019) Furthermore, this influence can directly affect young children's prosocial behavior and indirectly play a role through father-son attachment. (Li, 2012)

As an essential positive quality, psychological resilience refers to an individual's mental function to escape being damaged and show the ability to cope and recover well when facing severe stress, difficulty, or adversity. (Xi et al., 2008) Psychological resilience emphasizes that the psychological function is based on maintaining the original status and actively responding to challenging situations or stressful environments when the individual is in a difficult situation. Niu Yubai et al. studied psychological resilience from the perspective of prevention mechanisms, analyzed the protective factors that individuals can use when facing potential risks, and aimed to predict their ability to resist difficulties in the future, which has potentially not yet been shown. (Niu et al., 2019) Due to the limited self-care ability, external protective factors for children mainly come from the family system, such as good parent-child relationships, a democratic family environment, and correct parenting methods. The key to psychological resilience is to explore the mechanism of protective factors and enhance the individual's ability to resist risks. It is unnecessary to consider the existence of risk factors as a prerequisite and focus on protective factors, that is, in normal conditions or even in a good environment, assess the level of protective factors, and predict the psychological adaptability of young children.

Besides the psychological resilience, the approach- to- learning of children also affects their future physical and mental growth. "Approaches to learning" can be understood as an adaptive learning behavior, that is, the habits and styles shown by children in the process of adopting a variety of learning strategies (Suo, 2018), including willpower, frustration endurance, initiative, motivation, and attitude. "Approaches to learning" is regarded as children's school preparation, not specific knowledge and skills. However, as a developmental and predictive indicator, it is a solid foundation for children's lifelong learning and predicts the quality of children's academic development. Children have strong plasticity, and they are developing every day. Active and effective education plays an essential role in them. (Shen, 2014) So the role of parents in education is even more critical. The higher the parents' expectations of their children, the more they will invest in children's education. (Briley et al., 2014) So it can be found that the formation of children's approach to learning is inseparable from the participation of parents in parenting.

2. The present study

Present studies have shown that the father's participation in parenting plays a vital role in family maintenance and children's development. A higher father's participation in parenting helps mothers' confidence in parenting and effectively improves mothers' parenting effectiveness (Giallo et al., 2013). Especially when the mother's upbringing is negative, it can be compensated by the father's positive parenting behavior (Martin et al., 2010). Father's participation in the upbringing of kids directly affects the relationship and life satisfaction of both husband and wife, and at the same time, plays a essential role in improving the physical and mental development of children. (Zhang & Zhu, 2015) Through follow-up studies in the United States and the United Kingdom, it was found that children who were raised by their fathers or spent a long time with their fathers have higher I.Q.s, better adaptation to social development, and have higher development potential. (Zhai, 2009) Because fathers have different characteristics from mothers, their getting along with children can stimulate children's curiosity, self-confidence, and other positive factors and promote children's imagination and creativity. (Wang et al., 2012) Father's participation in parenting is multi-dimensional and multi-faceted, with rich and complex connotations. It changes with the age of the child. The concept is a comprehensive and diversified evaluation system covering daily life care, behavior

teaching, academic guidance, interactive communication, and caring companionship. (Zhang & Xu, 2008)

The growth trajectory of the "Second Generation Demolition" father gives him robust adaptability and intense psychological resilience. Since they have the dual characteristics of rural and urban, they have to learn to face the transformation and switching of the two backgrounds environments during their growth, which cultivated their good adaptability. Hence, the primary purpose of this article is to investigate the status of fathers' participation in the parenting of this particular group, focusing on the relationship between their participation in parenting and children's learning quality, using psychological resilience as an intermediate variable, and proposing targeted education recommendations based on empirical data among the three variables.

Children's psychological resilience plays an intermediary role between the "Second Generation Demolition" fathers' participation and the approaches to learning of children aged 3-6. That is to say, "father participation in parenting" can indirectly affect children's approaches to learning through the psychological resilience of children. The hypothesis of the relationship between the three variables is shown in Figure 1. Regarding these variables, there are three research questions.

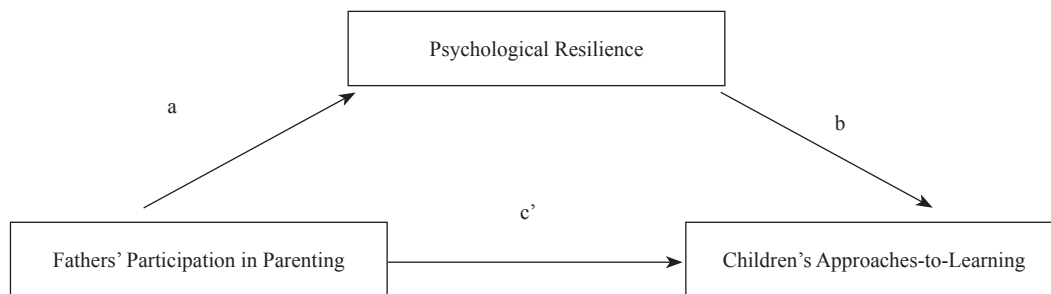


Figure 1. Hypothetical model

Research question 1: Through what factors does the "Second Generation Demolition" father influence the father's overall level of participation in parenting? The hypothesis 1 was that there are significant differences in demographic variables in the overall level of "Second Generation Demolition" fathers' participation in parenting, including the father's age, education level, occupation, and other basic information about the father.

Research question 2: What factors affect the development of psychological resilience and the "approaches to learning" of children aged 3-6 years in the demolition and reconstruction area of the urban city? The hypothesis 2 was that, in the demolition and reconstruction area of the urban city, there are significant differences in the various dimensions of the psychological resilience and the "approaches to learning" of children aged 3-6 years in the demographic variables of the kids' gender, age, and the number of children in the family.

Research question 3: How does the "Second Generation Demolition" father participate in parenting affect children's psychological resilience and children's approaches to learning? As shown in Figure 1, the "Second Generation Demolition" father's participation in parenting is significantly associated with the psychological resilience and approach to learning of 3-6 years old children. It can significantly predict the development of children's psychological resilience and approach to learning. Besides, children's psychological resilience plays an intermediary role between the participation of "Second Generation Demolition" fathers and the approach to learning of children aged 3-6. That is, "father participation in parenting" can indirectly affect children's approach to learning through children's psychological resilience.

3. Methods

3.1 Participants

Random sampling was used to recruit 421 fathers and their children aged 3-6 years from three kindergartens in the relocation and reconstruction area of Hebei Province in mainland China as research participants. A total of 450 questionnaires were distributed, and 450 questionnaires were returned. The questionnaire response rate was 100%. Excluding 29 invalid questionnaires, 421 valid questionnaires were obtained. The effective rate of the questionnaire was 93.6%. Thus, the response rate and effective rate of the questionnaire were in line with the research requirements.

The ages of the "Second Generation Demolition" father in this study are concentrated between 31-35. They are mainly college degree holders and are primarily engaged in private business operators or employees. More than half of them can earn 6000 yuan per month, and the family's annual income is concentrated in 50,000-100,000 yuan. Most fathers hopes to be good fathers and expect their kids to have a high degree of education in the future. They all hope that the children will be engaged in more stable jobs in the future, such as professional and technical personnel, national enterprises, teachers, or

lawyers. The average age of the kids participating in the questionnaire was 4.18 years old, including 219 boys and 202 girls. In addition, half of them are only children, and half have siblings.

3.2 Materials

3.2.1 Father's participation in parenting questionnaire

This questionnaire is a revised Chinese version of the "The Inventory of father Involvement" Questionnaire (abbreviated as IFI) compiled by Hawkins and others. A four-point scoring system (1—never, 2—occasionally, 3—often, 4--always) is adopted. The higher the total score and scores in each dimension in the questionnaire, the higher the father's participation in parenting and the more the father invests in the upbringing of young children. (Yu, 2011) The Cronbach alpha coefficient of the questionnaire is 0.956, the reliability coefficient of each dimension is between 0.917-0.703, and the KMO index value is 0.951.

3.2.2 Children's psychological resilience assessment scale

The "Devereux Early Childhood Assessment for Preschoolers. Second Edition" scale (abbreviated as DECA-P2) revised by Ji Yuzhu and Niu Yubai was adopted. The questionnaire uses a five-point scoring system (0--never; 1--rarely; 2--occasionally; 3--often; 4--always), including four dimensions. Among them, the three-dimensional subscales of initiative, self-regulation, and attachment/relationship are the scope of overall protective factors, and their original scores need to be converted into T scores and then added together. $T = 50 + 10z$, where z is the standard score and the z calculated based on sample parameters. The dimension of behavioral problems only conducts preliminary screening for children's behavioral problems and does not add them to protective factors. (Ji et al., 2015) The Cronbach alpha coefficient of the questionnaire is 0.898, the reliability coefficient of each dimension is between 0.844-0.736, and the KMO index value is 0.916.

3.2.3 Parent evaluation of children's approaches to learning scale

Using the "Parent Evaluation of children's Approaches to Learning Scale" compiled by Xinxin Cai, the questionnaire employs a 4-point scoring system (0—never; 1—occasionally; 2—always; 3—always). There are five dimensions in the questionnaire. Except for one item in the persistence and attention dimensions, other items are scored positively. The development of children's learning quality is better as the score increases. (Cai, 2015) The Cronbach alpha coefficient of the questionnaire was 0.958, the reliability coefficient of each dimension was between 0.905-0.810, and the KMO index value was 0.954. The significance of Barlett's sphericity test of the three questionnaires is all 0.000.

3.3 Procedures

Due to COVID-19 and control requirements, researchers and parents cannot directly enter the kindergarten, so the questionnaire was distributed online. Researchers trained each primary class teacher in advance to clarify research requirements. After obtaining the parents' consent, the class teacher issued the questionnaire to fathers who meet the requirements according to the children's household registration location. The fathers filled out the questionnaire in cooperation.

4. Results and analysis

This study uses SPSS22.0 and Amos20.0 software for data processing and statistical analysis, including Common Method bias, Descriptive Statistics analysis, Correlate analysis, Structural Equation Model, and mediation effect test.

4.1 Common method bias

Since the three questionnaires in this study were all filled out by the fathers, it may cause common method bias. Therefore, the Harman single factor test method is used to test the common method bias of the three questionnaires to avoid potential errors with the research conclusions. The results showed that the Bartlett value was 21827.139, $KMO=0.942$, $df=4465$, $P<0.001$, suitable for factor analysis. A total of 18 factors with eigenvalues greater than one were extracted. The variance explanation rate of the first common factor was 29.578%, which did not exceed the critical value of 40%, indicating no factor or a factor with extreme explanatory power. Therefore, there is no Common Method bias in the data of this study.

4.2 Father's participation in parenting

This question uses the one-way analysis of variance and independent samples T-test. The four factors, father's education, monthly income, family structure, and whether he is an only child, have no significant difference in the total level of father's participation in parenting ($P>0.05$). That is, these factors have no significant impact on the father's participation in parenting. In addition, the five factors of annual family income, father's age, marital status, father's conception, and father's expectation of children's future academic qualifications have significant differences in the overall level of father's participation in parenting ($P<0.05$). Explain that these five points are the main factors that affect fathers' participation in parenting. Due to limited space, only the father's age and occupation analysis results are listed here, as shown in Table 1 and Table 2.

Table 1. The influence of father's age on father's participation in parenting

	N	The total score of father's participation in parenting		Interaction	Emotional expression, M±SD	Social encouragement M±SD	Attention and help M±SD	Indirect support M±SD	Discipline and restraint M±SD
		M±SD	M±SD						
① 20-25	3	2.18±1.037	2.15±1.032		2.00±0.917	2.13±0.987	2.11±1.018	2.60±1.442	2.11±1.018
② 26-30	59	2.96±0.486	2.82±0.634		3.32±0.601	2.98±0.587	2.77±0.651	3.40±0.479	2.44±0.630
③ 31-35	190	2.93±0.476	2.85±0.567		3.15±0.597	2.96±0.547	2.74±0.596	3.30±0.549	2.53±0.556
④ 36-40	88	2.97±0.376	2.92±0.461		3.21±0.513	2.97±0.441	2.72±0.490	3.40±0.469	2.47±0.497
⑤ 41+	33	3.03±0.445	2.95±0.559		3.24±0.619	2.98±0.365	2.91±0.514	3.41±0.501	2.59±0.553
F		2.451*	1.752		4.170**	1.926	1.656	2.434*	0.934
F(LSD)		① < ②, ③, ④, ⑤,			① < ②, ③, ④, ⑤; ③ < ②			① < ②, ③, ④, ⑤	

Note: * means P<0.05, ** means P<0.01, *** means P<0.001

Table 2. The influence of father's Occupation on father's participation in parenting

	N	The total score of father's participation in parenting		Interaction	Emotional expression, M±SD	Social encouragement M±SD	Attention and help M±SD	Indirect support M±SD	Discipline and restraint M±SD
		M±SD	M±SD						
① NPS	83	3.03±0.549	2.98±0.642		3.25±0.643	3.04±0.588	2.89±0.645	3.36±0.600	2.56±0.648
② PSE	107	2.92±0.403	2.82±0.498		3.16±0.576	2.94±0.441	2.71±0.535	3.34±0.491	2.49±0.472
③ PTP	47	2.82±0.382	2.76±0.469		3.09±0.586	2.80±0.494	2.52±0.436	3.28±0.493	2.43±0.481
④ SEO	87	3.01±0.481	2.92±0.588		3.30±0.575	3.03±0.560	2.78±0.624	3.40±0.508	2.53±0.594
⑤ AL	2	2.47±0.664	2.50±0.707		2.40±0.566	2.40±0.566	2.50±0.707	2.50±0.707	2.50±0.707
⑥ UJ	4	2.94±0.312	2.86±0.419		3.05±0.640	3.10±0.200	2.83±0.491	3.45±0.412	2.08±0.319
⑦ TOO	43	2.90±0.436	2.79±0.563		3.07±0.538	2.92±0.513	2.79±0.581	3.30±0.553	2.51±0.592
F(LSD)					② < ①, ③ < ①, ③ < ④, ③ < ⑦				

Note: * means P<0.05, ** means P<0.01, *** means P<0.001; NPS refers to employees of state agencies; PSE refers to employees of private enterprises or companies; PTP represents Refers to professional and technical personnel (such as doctors, teachers, engineers, lawyers); SEO refers to companies or self-employed owners; AL refers to agricultural laborers (agriculture, forestry, animal husbandry, etc.); UJ refers to urban and rural unemployed, unemployed, and semi-unemployed; TOO refers to other options, the same below.

4.3 Children's psychological resilience and approach to learning

An independent sample T-test was used to explore the development characteristics of children's psychological resilience in terms of sex and gender. The results show no significant differences in children's gender in psychological toughness and various dimensions (P>0.05). That is, the development of children's psychological resilience did not show significant gender differences. Besides, a one-way analysis of variance was used to explore the development characteristics of children's psychological resilience and the influence of the number of kids in the family on developing kids' psychological resilience. The results show no significant difference in psychological resilience and various dimensions between the two (P>0.05). The results of the study are shown in Table 3.

The independent sample T-test was used to explore the developmental characteristics of children's approach to learning quality in terms of gender. The results showed no significant difference in the overall approach to learning in children's gender (P>0.05). A one-way analysis of variance was used to explore the influence of children's age on children's learning quality. There was no significant difference between children's age and the overall level of learning quality (P>0.05). A

one-way analysis of variance was used to explore the impact of the number of children in the family on children's learning quality. The results showed no significant difference in the number of kids in the family of learning quality and various dimensions ($P>0.05$). That is, the number of kids in the family had no significant effect on the approach to learning of children. The results of the study are shown in Table 4.

Table 3. Comparison of children's psychological resilience in demographic variables

			Protective factors	Initiative	Self-regulation	Attachment/relationship	Behavior problems
		N	M±SD	M±SD	M±SD	M±SD	M±SD
Number of children in the family	① 1	185	3.73±0.489	3.70±0.557	3.66±0.559	3.84±0.587	1.43±0.827
	② 2	186	3.68±0.431	3.62±0.518	3.66±0.472	3.80±0.552	1.45±0.827
	③ More than 3	2	3.07±0.572	2.89±0.943	3.08±0.589	3.33±0.000	1.22±0.000
	F		2.263	2.872	1.224	0.934	0.103
	Sig		0.105	0.058	0.295	0.394	0.903
	F(LSD)				③ < ①		

Note: * means $P<0.05$, ** means $P<0.01$, *** means $P<0.001$

Table 4. Comparison of children's approach to learning in demographic variables

			Total score	Creativity and invention	Initiative	Curiosity and interest	Persistence and attention	Reflection and explanation
		N	M±SD	M±SD	M±SD	M±SD	M±SD	M±SD
Children's gender	Male	192	2.79±0.465	2.80±0.583	2.66±0.515	3.08±0.531	2.61±0.475	2.76±0.551
	Female	181	2.71±0.401	2.69±0.502	2.61±0.470	2.89±0.473	2.59±0.423	2.75±0.491
	t		1.821	1.867	1.094	3.743***	0.408	0.187
	Sig		0.069	0.063	0.275	0.000	0.684	0.852
Children's age	① 3	104	2.69±0.420	2.68±0.549	2.60±0.454	2.96±0.476	2.57±0.429	2.65±0.503
	② 4	150	2.80±0.485	2.78±0.580	2.68±0.545	3.02±0.548	2.66±0.500	2.83±0.548
	③ 5	65	2.77±0.372	2.79±0.485	2.65±0.450	3.00±0.547	2.58±0.400	2.78±0.458
	④ 6	54	2.70±0.394	2.74±0.523	2.57±0.467	2.93±0.544	2.51±0.383	2.70±0.532
	F		1.394	0.845	1.061	0.531	1.831	2.877*
	F(LSD)							① < ②

Note: * means $P<0.05$, ** means $P<0.01$, *** means $P<0.001$

4.4 Correlation test of the three variables

As shown in Table 5, the total average score of fathers' participation in parenting was 2.94. The standard deviation was 0.46; each dimension's average was distributed between 2.48 and 3.33, with the highest score for indirect support and the lowest score for discipline restraint. According to the original "Devereux Early Childhood Assessment for Preschoolers. Second Edition", the T scores are divided into three levels. In this study, 17% of children are higher than general psychological resilience development, 71% of children are at a general level of psychological resilience development, and 12% are lower than general psychological resilience development. Besides, the study indicated that 82% of children's behavior are at the average level, meanwhile 16% of children's behavior are above the average level. In general, the psychological resilience level of children aged 3 to 6 is typically distributed. The total average score of children's approach to learning is 2.73, and the standard deviation is 0.44; the average of each dimension is distributed between 2.60 and 2.98. Among them, curiosity and interest have higher scores, and persistence and attention have the lowest scores.

Through Pearson correlate analysis, the results show that the total scores and various dimensions of father's participation in parenting, the protective factors in children's psychological resilience, and the various dimensions of children's approach to learning are very significantly correlated.

Table 5. Correlate analysis results of three variables

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1 The total score of the father's participant in parenting	2.94	0.46	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2 Interaction	2.86	0.56	0.92**	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3 Emotional expression	3.19	0.59	0.79**	0.68**	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4 Disciplinary restraint	2.48	0.56	0.60**	0.51**	0.28**	0.54**	0.51**	0.36**	1	--	--	--	--	--	--	--	--	--	--
5 Initiative (Psychological resilience)	--	--	0.56**	0.54**	0.51**	0.43**	0.47**	0.41**	0.28**	0.88**	1	--	--	--	--	--	--	--	--
6 Self-regulation	--	--	0.54**	0.51**	0.48**	0.42**	0.47**	0.43**	0.27**	0.83**	0.68**	1	--	--	--	--	--	--	--
7 Attachment/Relationship	--	--	0.42**	0.37**	0.43**	0.33**	0.32**	0.34**	0.23**	0.81**	0.57**	0.45**	1	--	--	--	--	--	--
8 Creation and invention	2.74	0.54	0.50**	0.46**	0.42**	0.43**	0.43**	0.37**	0.32**	0.60**	0.59**	0.56**	0.37**	0.91**	1	--	--	--	--
9 Initiative (Approach to learning)	2.64	0.49	0.51**	0.50**	0.39**	0.43**	0.44**	0.35**	0.32**	0.65**	0.68**	0.61**	0.36**	0.89**	0.74**	1	--	--	--
10 Persistence and attention	2.60	0.44	0.50**	0.47**	0.44**	0.42**	0.42**	0.36**	0.28**	0.65**	0.62**	0.61**	0.43**	0.88**	0.72**	0.78**	0.62**	1	--
11 Reflection and explanation	2.74	0.53	0.49**	0.46**	0.40**	0.42**	0.41**	0.39**	0.26**	0.60**	0.57**	0.58**	0.38**	0.86**	0.78**	0.74**	0.56**	0.71**	1

4.5 The mediating effect of psychological resilience

According to correlate analysis, there is a significant linear correlation between fathers' participation in parenting, children's psychological resilience, and approach to learning, which means the mediation effect of psychological resilience can be tested. Using AMOS 22.0 software, the father's participation in parenting was used as the independent variable (X), the children's learning attitude was used as the dependent variable (Y), and the children's mental flexibility was used as the mediating variable (M). Construct a structural model to test the direct and mediating effect of fathers' participation in parenting and children's approach to learning, as shown in Figure 2. Father's participation in parenting can significantly predict young children's psychological resilience ($\beta=0.72$), and young children's psychological resilience can significantly predict young children's approach to learning ($\beta=0.80$). However, the father's participation in parenting has no significant direct predictive effect on children's approach to learning. The model fit index was tested, and the results are shown in Table 6, indicating a reasonable degree of fit between the model and the existent data.

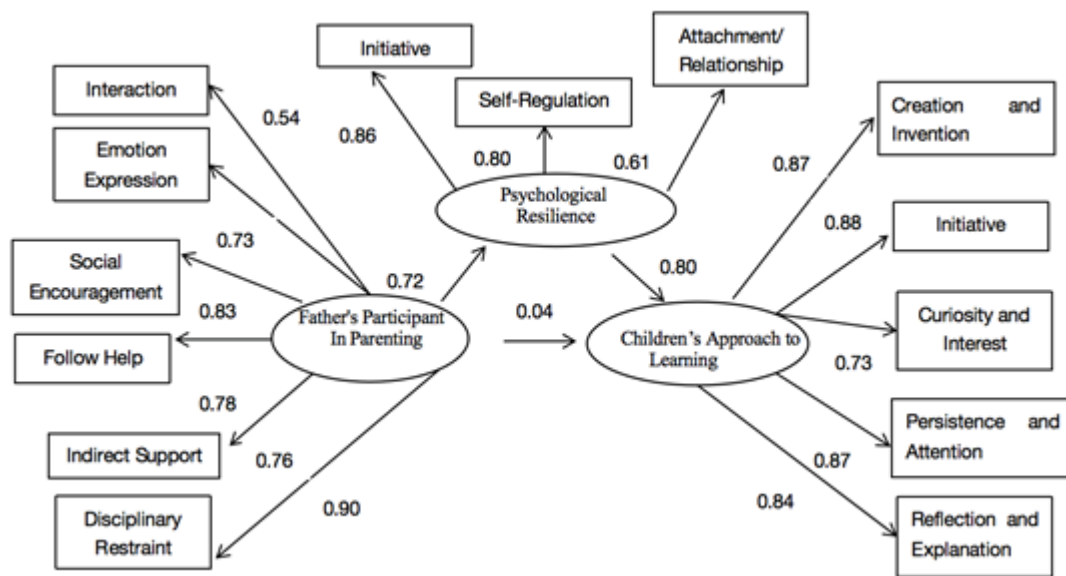


Figure 2. The model of three variables

Table 6. Intermediate model fitting index of father participation in parenting and children's approach to learning

Simulation index	X ² /df	CFI	GFI	NPAR	NFI	IFI	TLI	RMSEA
Fit index	3.354	0.952	0.912	45	0.933	0.952	0.941	0.08

The Bootstrap method is used for testing, the number of repeated samples was set to 5000, and the confidence interval was 95%. The results and confidence intervals of each path are shown in Table 7. The confidence interval of the influence of the father's participation in parenting on children's approach to learning is (-0.114, 0.193), which contains 0, and the P-value is much greater than 0.05, which confirms again that the direct effect is not significant. The confidence interval for the mediating effect of psychological resilience is (0.454, 0.738). The confidence interval of the total effect is (0.529, 0.706), both excluding 0. The P-value is less than 0.05, the mediating effect and the total effect are significant, and the mediating effect accounts for the total effect 93.2% of the amount. Therefore, it shows that psychological resilience plays a completely mediating role between the father's participation in parenting and children's approach to learning.

Table 7. The test of psychological resilience's mediating effect

	Normalized effect size	Confidence interval	P
Father's participation in parenting-Children's approach to learning	0.042	[-0.114,0.193]	0.558
Father's participation in parenting-Psychological resilience-Children's approach to learning	0.577	[0.454,0.738]	0.02
Total effect	0.619	[0.529,0.706]	0.01

5. Discussion

5.1 Situation analysis

According to the research results, the total average score of fathers' participation in parenting is 2.99 points (out of 4 points), indicating that the "Second Generation Demolition" fathers' participation in parenting is at the upper-middle level. The results mean that fathers are willing to take the initiative to participate in the upbringing of their children and realize the importance of the father's participation in upbringing. The overall development of the psychological resilience of children aged 3-6 in the demolition and reconstruction area of urban villages is expected, which means that children have a good development of psychological resilience. The overall average score of children's approach learning quality is 2.75 (out of 3 points), indicating that the development of "approach to learning" of children aged 3-6 years in the urban village and reconstruction area is at the upper-middle level.

Further analysis of the development of each dimension shows that the indirect support dimension has the highest score, and the discipline constraint dimension has the lowest score. The results are different from the conclusions of existing studies. Xu Yan's research found that fathers in urban areas have the highest scores for emotional expression and the lowest scores for discipline constraints. (Zhou, 2004) It shows that most fathers are more willing to create a relaxed and free growth environment for their children and are not eager to impose rules on them.

The dimensions with the lowest scores are all focused on the quality of persistence. The dimensions with the highest scores are not the same. These indicating that children at this age are characterized by unintentional attention predominantly. Children instinctively start from interest and pay more attention to more exciting things. For lack of self-control, it is challenging to complete the task alone without outside supervision. (Zhao, 2016) Parents also pay more attention to the interests of children, encourage children to explore their spirits, fully satisfy their curiosity, and create a happy and accessible learning environment for children.

5.2 Correlation analysis

Father's participation in parenting is significantly related to children's psychological resilience, which is coherent with the conclusions of previous studies. Intimate parent-child attachment helps children adapt well in the face of adversity, and harmonious parent-child attachment positively affects children's psychological resilience. (Briley, 2014) Fathers gave the children deep care and enough trust, which enhanced the children's security and encouraged them to explore the unknown world.

It can also be seen from the results of the research that the parenting behavior of fathers plays a vital role in the development of kids' approach to learning. Further interpretation found that fathers' positive parenting behaviors that focus on cultivating independence, creativity, and ambition can effectively promote children's approaches to learning, such as creativity, invention, and initiative. In their daily communication, children can be influenced by their father's behaviors, thus forming correct values. (Tzuriel, 2018)

There is a significant correlation between psychological resilience and children's cognitive adjustability. Protective factors can help individuals overcome learning difficulties, enhance their ability to resist stress, and achieve good development in adversity. (Zhong, 2019) When an individual is faced with a dilemma or an unfavorable situation, psychological resilience will inspire the individual to use surrounding resources to re-adapt to environmental changes and balance the body and mind. Children use the psychological resilience adjustment mechanism to fully mobilize resources to cope with difficulties and gain a sense of accomplishment from learning, thereby improving their approach to learning. (Liu, 2009)

6. Implication

The father's role in family education has a strong authority and plays a significant role in forming children's learning habits. Based on the above research conclusions, the factors that affect the "Second Generation Demolition" fathers participate in parenting are annual family income, father's age, and marital status. Besides, whether the father has a correct concept of being a parent and their expectations for their children's future academic achievement also affect their participation in parenting. Children's psychological resilience and approach to learning are not affected by their age, gender, and whether they are the only child in the family. The mediating effect of the father's participation in parenting on children's approach to learning is significant. However, the direct effect is not significant, indicating that the father's participation in parenting can only indirectly affect children's approach to learning quality through children's psychological resilience. Psychological resilience plays a completely mediating role between a father's participation in parenting and children's approach to learning. These findings have instructive significance for family education, which can be analyzed and discussed from the following three aspects.

6.1 Establish correct values for fathers

According to the research finding, the factors that affect the "Second Generation Demolition" fathers participate in parenting are annual family income, father's age, and marital status. Therefore, parents should strive to create a harmonious family, work together to create considerable family wealth, and manage the relationship between husband and wife. When these backgrounds are established, they can be better engaged in children's education. In addition, fathers should establish a correct concept of being a father and be clear about their responsibilities as a father. Only when a father truly realizes that he is vital to the growth of his children will he give more and more emotions in daily education—expression, and encouragement to promote the expression and development of children's thinking. Moreover, when a father has expectations and requirements for his children's future academic achievement, he will pay more attention to the child's education and growth and thus naturally participate in the children's education. In general, all of these need society to establish correct values for men, promote and teach them more, create an overall atmosphere, and promote society's overall development.

6.2 Sharing growth experiences with children

According to research findings, fathers' participation in parenting can only affect children's approach to learning through psychological resilience, so how to improve children's psychological resilience becomes the critical point. Fathers should make full use of their role, take the initiative to share growth experiences with children, and establish children's learning confidence. Self-confidence is the cornerstone of success. Children aged 3-6 are at the stage of active thinking, intense curiosity, rich imagination, and lack of patience and persistence. Therefore, fathers should grasp the principle of moderation and refuse to be rigid when choosing the way of preaching. It can be combined with life events to imply the philosophy of life. In addition, "empathy" is the best way to nurture. Fathers are encouraged to think about problems and observe life from children's perspectives. For example, when a child is faced with a construction activity problem, fathers should not give rude and straightforward answers or deal with themselves directly. However, from the perspective of children, they would say, "This matter is complicated. I encountered the same difficulty when I was a child" ... Let children feel the fathers' care deeply, and self-confidence will gradually be developed in this equal communication.

6.3 Inspire children to explore their interests

According to the results of this study, the influence of the parenting of the "Second Generation Demolition" fathers needs to act on the children's approach to learning through the mediation of psychological resilience. Therefore, in the upbringing process, fathers can make full use of the psychological characteristics of their children, starting from interest, using games as a fulcrum, and adding protective factors, such as encouragement, praise, and other positive emotional expressions to carry out happiness appreciation education. Spencer believes that people desire to make children acquire knowledge in the joy of excitement because people realize that the activities that children enjoy at different ages are beneficial to children. If a child likes a certain kind of knowledge, the developing mind can absorb it. On the contrary, it means that the knowledge is proposed too early or indigestible in that form. (Liu, 2009) In Spencer's view, the process of children's acquisition of knowledge should be a pleasant experience, an active natural behavior, rather than a task imposed on them by the outside world. Parents should respect children's cognitive development laws as a prerequisite and do not conduct advanced education. Interest is a child's active choice of things, and parents' induction promotes and consolidates children's initiative, making the interest more durable and targeted. (Spencer, 2011) Incorporate knowledge into the game, follow the child's heart and liberate the child's nature. The father's task is to inspire children to understand their interests and encourage them to explore their learning potential. Education should not be an adult's perspective and should not be for utilitarian gains and losses. It should genuinely restore the child's innocence, let them be willing and active to learn, and stimulate their learning potential.

7. Limitation

The limitations of this research are mainly divided into three parts: First, time is limited, in-depth follow-up investigation cannot be conducted, and data can only be collected through questionnaire surveys. The second is that researchers cannot go deep into the campus to interview students because of the impact of the COVID-19, so data can only be collected from the adult perspective of the father, which is relatively incomplete and subjective. The third point is that due to regional and cultural differences, the survey mainly focused on the second-tier cities in the northern part of mainland China. It has no general applicability to other countries and cities.

8. Conclusion

In summary, the mediating effect of father's participation in parenting on children's approach to learning quality is significant. However, the direct effect is not significant, indicating that the father's participation in parenting can only

indirectly affect children's approach to learning through children's psychological resilience; that is, psychological resilience plays a complete intermediary role between children's approach to learning and the father's participation in parenting. Using the analysis of the effect mechanism of psychological resilience, fathers participating in children's upbringing, providing children with learning guidance, game companionship, and material support can enhance children's protective factors, thereby reducing the harmful effects of adverse situations, which belong to the stress buffer effect. (Liu, 2009) When the pressure buffer effect comes into play, young children can persevere in completing learning tasks when faced with learning difficulties or pressure. "Second Generation Demolition" fathers participate in parenting mainly by praise and encouragement, which helps to reduce the vulnerability of children to negative experiences that they may face in the future — dealing with learning difficulties or pressures more calmly, having a pre-set for changes in learning situations, reflecting on and explaining their behavior, and contributing to their approach to learning.

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