



# 數據 講教育 EdData Speaks

February 2017 Issue 7  
Topic: Parental Involvement (1)

## 一半家長每天與子女閒談，你呢？ HALF OF PARENTS CHAT WITH THEIR CHILDREN EVERY DAY. WHAT ABOUT YOU?

**大**部份(80%-85%) 家長每天均與子女吃晚飯，但 14%-20% 家長與子女閒談的次數每週少於一次，另有 33%-41% 家長與子女討論學校生活的次數每週不及一次。中三家長與子女閒談及討論學校生活的次數較小三及小六家長為少，男生家長尤甚。

**M**ost (80%-85%) parents dined with their children every day, but 14%-20% chatted with them less than once a week, and 33%-41% discussed school life with them less than once a week. Secondary 3 parents chatted and discussed school life less than Primary 3 and Primary 6 parents, particularly with boys.

### 我們在問卷問：

1. 你的爸媽或監護人會不會與你做下列的事情？

- a) 傾談我的學校生活
- b) 一起吃晚飯
- c) 閒談
- d) 協助我做中文 / 英文 / 數學科家課
- e) 傾談我在中文 / 英文 / 數學課的表現

### IN THE RESEARCH, WE ASKED :

1. How often do your parents/guardians do the following things with you?

- a) Discuss your life at school
- b) Have dinner with you
- c) Spend time chatting with you
- d) Help you with your Chinese/English/Mathematics homework
- e) Talk with you about your performance in Chinese/ English/Mathematics lessons

父母在子女教育上承擔著重要的角色。整體而言，我們相信家長參與愈多，學童會有較好的學業成績。是次研究目的旨在了解家長在與不同年級的子女閒談、吃晚飯及討論學校生活（非學業參與）的頻繁程度，以探討上述親子活動會否為香港學童的學業成績帶來正面影響（稍後發表）。

我們的問卷調查結果顯示，小三、小六及中三學童的家長在上述三種非學業參與活動的趨勢大致相同。首先，家長（或監護人，下同）與子女吃晚飯較閒談的次數多。其次，這兩種活動的次數又比討論學校生活較為頻密。

## 兩成家長每週與子女閒談少於一次

具體來說，在各年級中，我們發現 53%-64% 家長幾乎每天都會與子女閒談，有 20%-27% 每週一至兩次，14%-20% 則每週少於一次。另外，在各年級中，80%-85% 家長幾乎每天都與子女吃晚飯，但仍有 5%-9% 家長與子女共進晚餐每月一至兩次或以下。在討論學校生活方面，59%-67% 家長每週會與子女討論至少一次或以上，但仍有 33%-41% 少於每週一次。

Parents have important roles in their children's education. We believe that greater parental involvement generally leads to better academic achievement. In this study, we investigated how frequently parents chatted, had dinner, and discussed school life (non-academic involvement) with their children at various educational levels, and whether these activities would really lead to better academic achievement among students in Hong Kong (results to be reported in another issue).

Our survey showed similar trends for the three activities across Primary 3, Primary 6 and Secondary 3. First, parents (or guardians, same below) were seen to dine more often than chatting with their children. Second, these two activities were more frequent than discussion on school life.

## 20% OF PARENTS CHATTED WITH THEIR CHILDREN LESS THAN ONCE A WEEK

Specifically, at all educational levels, we found that 53%-64% of parents chatted with their children almost every day, while 20%-27% did it once or twice a week, and 14%-20% did it less than once a week at all educational levels. Regarding dinner, about 80%-85% of parents dined with their children almost every day, but there were still 5%-9% of parents who dined with their children less than once a week. Regarding discussion on school life, 59%-67% of parents did it at least once or twice a week, while 33%-41% did it less than once a week.

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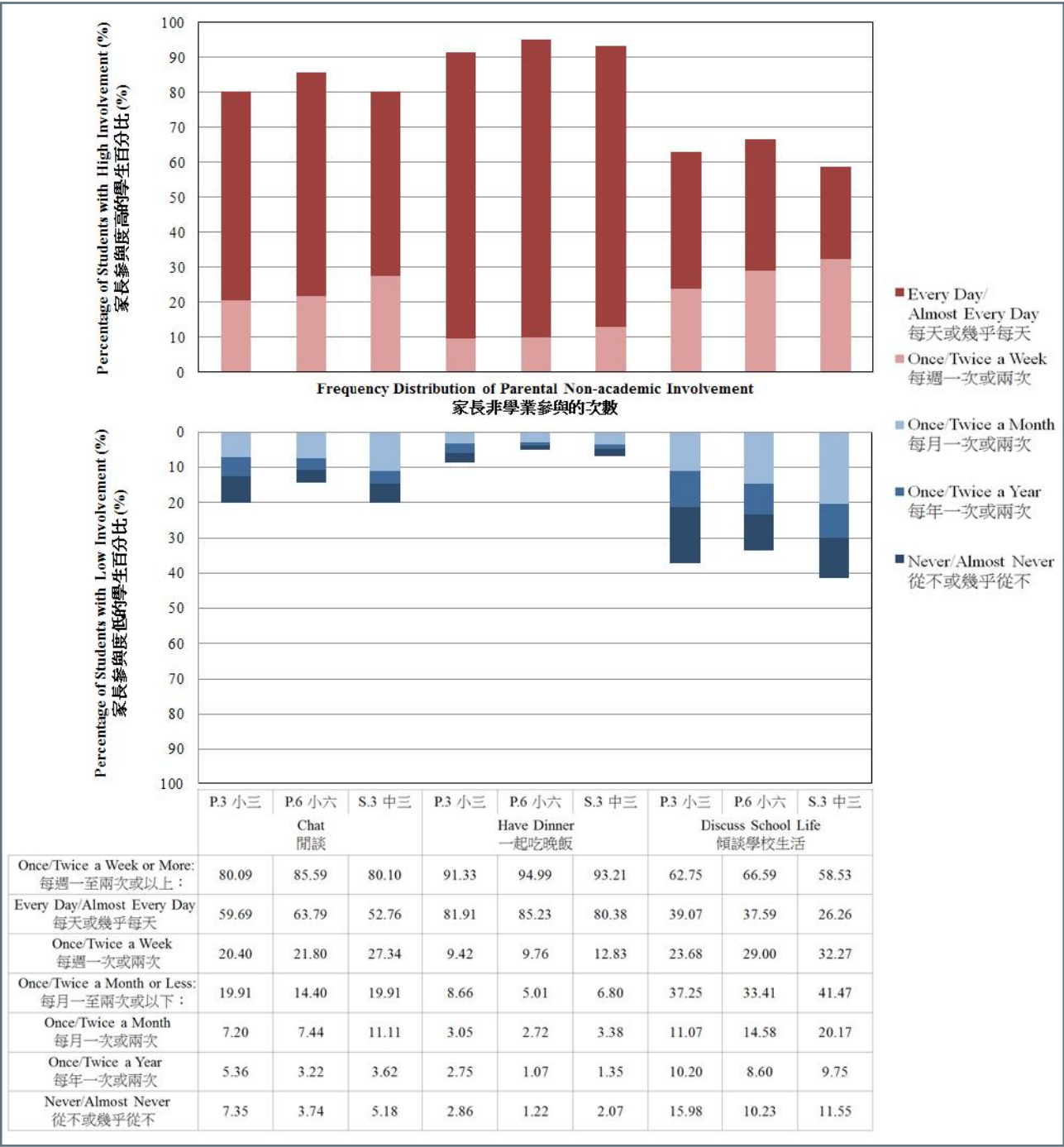


圖 1 小三、小六及中三的家長非學業參與次數的百分比  
Figure 1 Frequency Distribution of Parental Non-academic Involvement in Primary 3, Primary 6 and Secondary 3



## 23% 中三家長與男生閒談少於每週一次，7% 從不與男生閒談

在各年級中，只有 53%-64% 家長幾乎每天都與子女閒談，20%-27% 每週一至兩次，更有 14%-20% 與子女閒談每月僅一至兩次甚至更少。

在幾乎每天與子女閒談的家長人數中，從小三至小六有 4% 的增長，但從小六至中三卻下降約 11%。

在各年級中，家長與女生閒談的次數較與男生多，而其中的男女差距在中三最為明顯。在中三，與女生閒談每週少於一次的家長人數百分比只有 16%，與男生閒談的卻有 23%。另外，有 57% 中三家長幾乎每天都與女生閒談，但只有 49% 家長每天與男生閒談。同樣地，只有 3% 中三家長幾乎從不與女生閒談，但幾乎從不與男生閒談的家長卻有 7%。

## 5%-9% 家長每月與子女吃晚飯最多一至兩次

在各年級中，80%-85% 家長幾乎每天與子女吃晚飯，9%-13% 則每週一至兩次。同時，有 5%-9% 家長與子女共進晚餐每月僅一至兩次甚至更少。

在與子女一起吃晚飯最多僅每月一至兩次的小六及中三家長當中，女生家長人數較男生家長人數略少 (1%-3%)。

## 23% OF SECONDARY 3 PARENTS CHATTED WITH BOYS LESS THAN ONCE A WEEK, AND 7% ALMOST NEVER DID

At all educational levels, only 53%-64% of parents chatted with their children almost every day, 20%-27% chatted once or twice a week, and 14%-20% chatted only at most once or twice a month.

For parents who chatted with their children almost every day, there was an increase of 4% from Primary 3 to Primary 6, but a decrease of around 11% from Primary 6 to Secondary 3.

Parents chatted more often with girls than with boys across all educational levels, and the difference was most obvious in Secondary 3. In Secondary 3, 16% of parents chatted with girls less than once a week, while 23% of parents chatted with boys less than once a week. Furthermore, 57% of Secondary 3 parents chatted with girls every day, but only 49% with boys. Similarly, while only 3% of Secondary 3 parents almost never chatted with girls, 7% of parents never did so with boys.

## 5%-9% OF PARENTS DINED ONLY ONCE/TWICE A MONTH OR LESS WITH THEIR CHILDREN

At all educational levels, 80%-85% of parents dined with their children almost every day, while 9%-13% dined together once/twice a week. There were still 5%-9% of parents, however, who dined with their children at most once/twice a month.

There were slightly less (1%-3%) parents who dined less than once/twice a month with Primary 6 and Secondary 3 girls than with Primary 6 and Secondary 3 boys.







而在幾乎每天都與子女吃晚飯的家長人數方面，從小三到小六有 3% 的輕微增幅，但從小六到中三卻有 5% 的跌幅。

## 中三家長較少與子女討論學校生活，男生家長尤甚

在討論學校生活方面，59%-67% 家長與子女討論每週一次或以上，33%-42% 每週少於一次。

中三家長與子女討論學校生活的頻率較小三及小六家長少，其中，中三家長與男生討論的次數遠少於與女生討論的次數。

如上述所言，親子討論學校生活的次數在中三下降。在女生方面，41% 小三及小六家長幾乎每天與女生討論學校生活，但該數字在中三卻跌至 32%。男生方面跌幅更為顯著，幾乎每天與男生討論學校生活的家長人數百分比由小三及小六的 34%-38% 跌至中三的 21%。

更具體來說，有大約 10% 的家長曾在子女小三及小六時每天跟女生討論學校生活，但到了中三時減至僅每週一至兩次。在男生家長方面，此 10% 每天與男生討論學校生活的小三、小六家長，到中三時減至每月一至兩次或更少。

註。「討論學校生活」在此被歸類為「非學業參與」。當然，視乎討論的實際內容，它亦可被歸類為「學業參與」。

A small increase of 3% in parents who dined with their children every day was found from Primary 3 to Primary 6, followed by a decrease of 5% from Primary 6 to Secondary 3.

## SECONDARY 3 PARENTS DISCUSSED LESS WITH THEIR CHILDREN ON SCHOOL LIFE, PARTICULARLY WITH BOYS

Regarding parental discussion on school life with their children, 59%-67% of parents did it at least once or twice a week, while 33%-42% did it less than once a week.

Secondary 3 parents discussed school life with their children much less frequently than Primary 3 and Primary 6 parents. In particular, Secondary 3 parents discussed school life much less frequently with boys than with girls.

As mentioned, parent-child discussions dropped in Secondary 3. For girls, 41% of Primary 3 and Primary 6 parents discussed school life with girls almost every day. This dropped to 32% in Secondary 3. For boys, the drop was even more substantial, from 34%-38% in Primary 3 and Primary 6, to 21% in Secondary 3.

More specifically, around 10% of parents who used to discuss school life with girls every day in Primary 3 and Primary 6 now discussed with them only once or twice a week in Secondary 3. For boys, this 10% of parents who used to discuss with boys in Primary 3 and Primary 6 only discussed with boys once/twice a month or less in Secondary 3.

Note. The item 'Discuss School Life' is currently put under 'non-academic involvement', but understandably it can also be put under 'academic involvement', depending on the actual content of the discussion.

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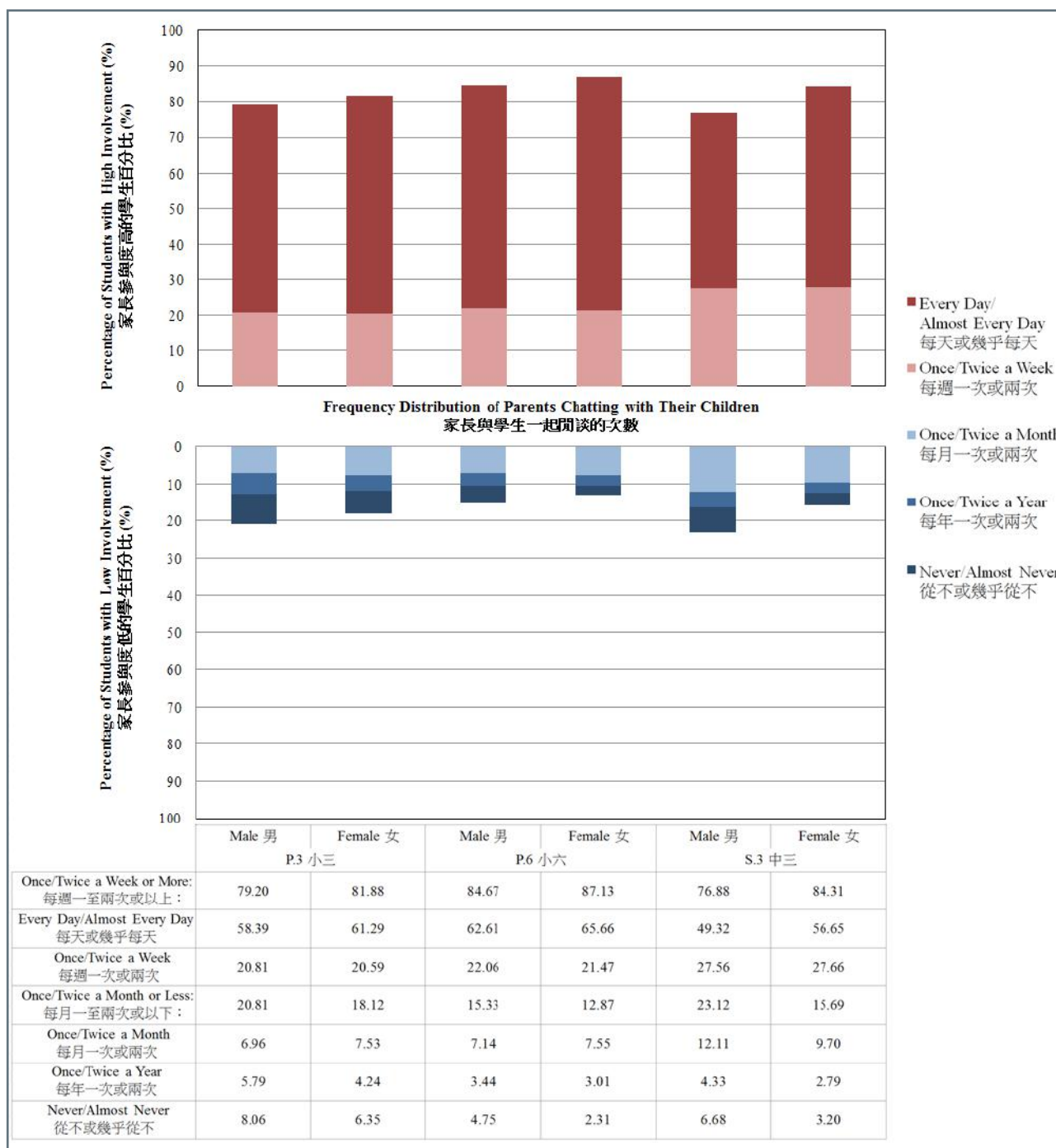


圖 2 小三、小六及中三家長與男生 / 女生閒談次數的百分比  
Figure 2 Frequency Distribution of Parents Chatting with Boys and with Girls in Primary 3, Primary 6 and Secondary 3.

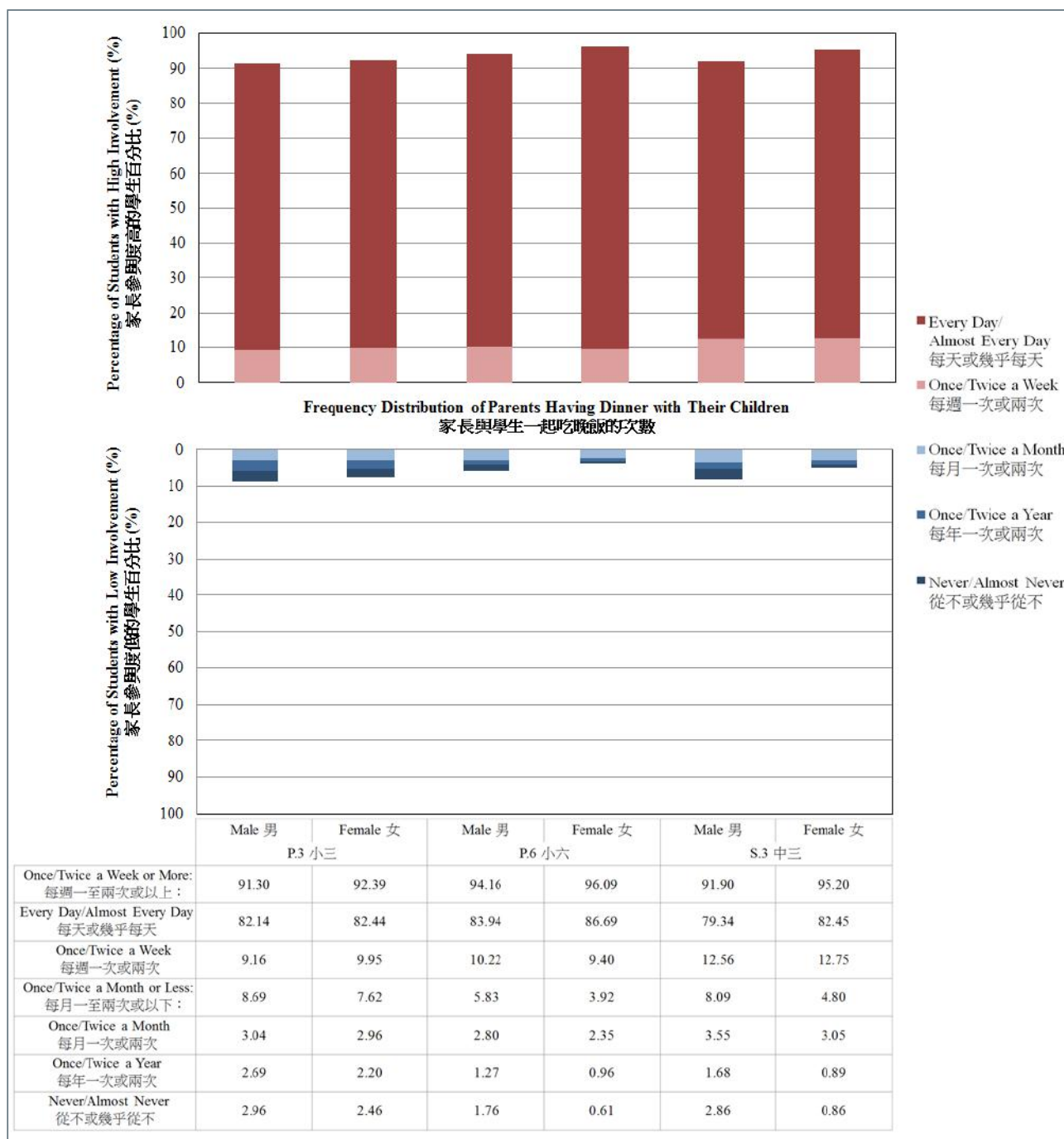


圖 3 小三、小六及中三家長與男生 / 女生吃晚飯次數的百分比

Figure 3 Frequency Distribution of Parents Having Dinner with Boys and with Girls in Primary 3, Primary 6 and Secondary 3.





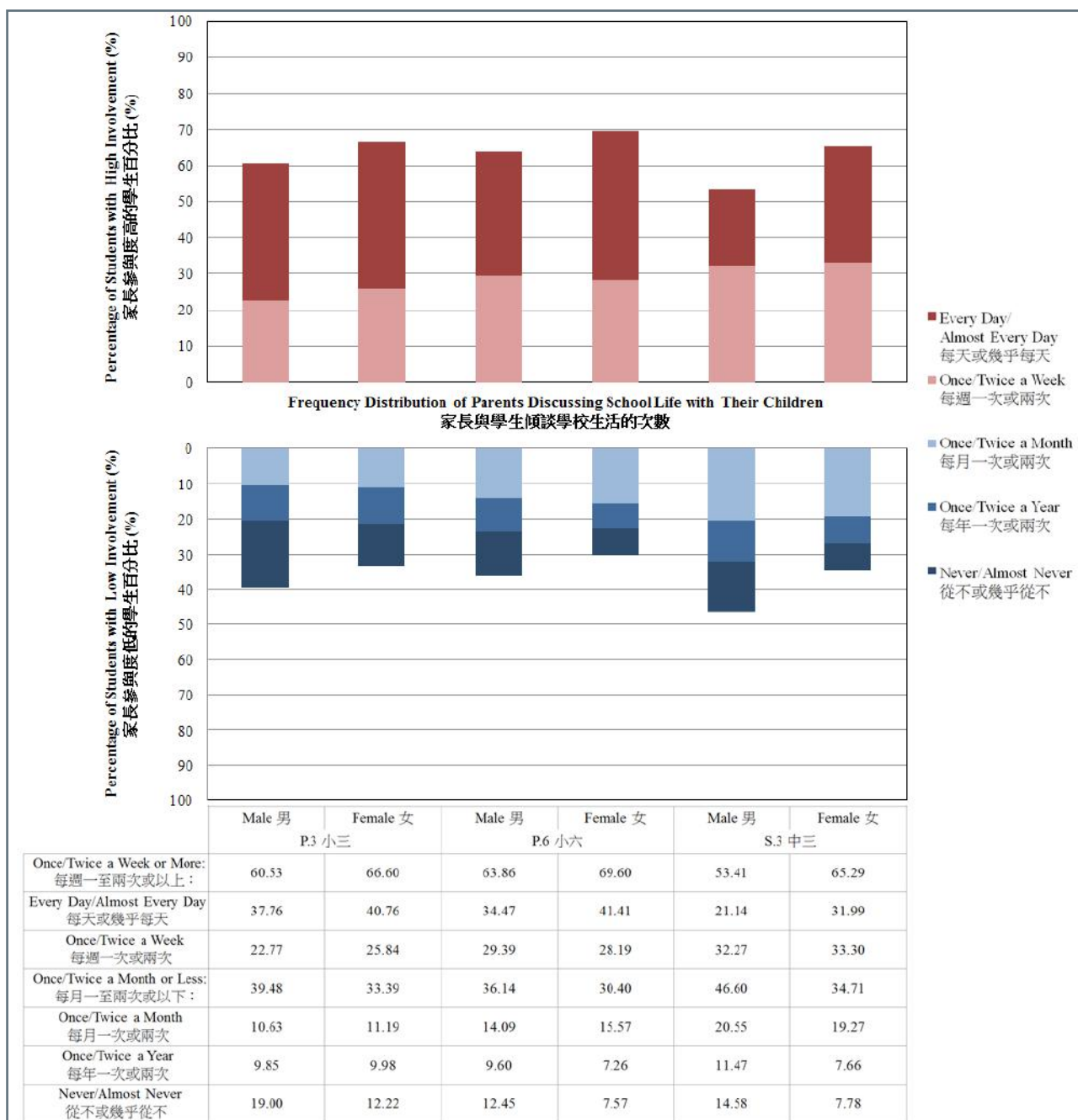


圖 4 小三、小六及中三家長與男生 / 女生討論學校生活次數的百分比

Figure 4 Frequency Distribution of Parents Discussing School Life with Boys and with Girls in Primary 3, Primary 6 and Secondary 3



## EdData Speaks

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Despite not being able to identify each and every contributor to the corresponding issue of the reports, it should be noted that a team of research staff and student helpers mostly from the Chinese University of Hong Kong has helped to identify the research questions, conduct analyses, write up results, prepare graphs, proofread drafts, and finish the artworks.

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# 數據 講教育 EdData Speaks

February 2017 Issue 8  
Topic: Parental Involvement (2)

## 一半小三家長極少協助子女做家課

## HALF OF PRIMARY 3 PARENTS SELDOM HELP CHILDREN WITH THEIR HOMEWORK

**有** 29%-33% 小三家長每天忙於協助子女做家課或與子女傾談學科表現，但這百分比在中三跌至 2%-5%。在另一端，43%-49% 小三家長協助子女做家課或與子女傾談學科表現每月僅一至兩次或更少，這百分比在小六及中三升至 62%-68% 及 80%-92%。

家長學業參與程度是根據家長在中文、英文及數學科中，協助子女做家課或與子女傾談學科表現的頻密程度來量度。

About 29%-33% of Primary 3 parents busily helped their children with their homework or discussed academic performance with them every day, but this decreased to 2%-5% in Secondary 3. At the other end, 43%-49% Primary 3 parents helped their children with their homework or discussed academic performance with them once/twice a month or less, and this increased to 62%-68% in Primary 6 and 80%-92% in Secondary 3.

Parental academic involvement was measured by how often they helped their children with their homework and discussed their performance in Chinese, English and Mathematics.



**29%-33% 小三家長每天協助子女做家課或傾談學科表現，這百分比在中三跌至 2%-5%**

有時候，家長不肯定自己到底應否協助子女做家課。子女會否因此變得過份依賴呢？在不同年級，分別有多少香港家長在每天協助子女應付學業？家長的學業協助會否隨子女成長而減少？

研究數據顯示，香港家長的學業參與程度由小三、小六到中三大幅減少。在參與程度高的家長中，29%-33% 小三家長幾乎每天協助子女做家課及與他們傾談學科表現，但小六則只有 12%-16%，中三更跌至 2%-5%。

**43%-49% 小三家長協助子女做家課或傾談學科表現每月一至兩次或以下，此百分比在中三升至 80%-92%**

在參與程度低的家長中，23%-42% 小三及小六家長從不或幾乎從不協助子女做家課及與他們傾談學科表現，而中三更升至 44%-71%。

**29%-33% OF PRIMARY 3 PARENTS WERE ACADEMICALLY INVOLVED EVERY DAY. THIS DECREASED TO 2%-5% IN SECONDARY 3**

Parents sometimes are uncertain whether they should help their children with their school work. Will their children become too reliant on their help? How many Hong Kong parents are helping their children with their school work every day at various educational levels? Will parental help decrease as children grow older?

Results showed that parental academic involvement decreased substantially as children grew from Primary 3 to Primary 6 to Secondary 3. At the high involvement end, 29%-33% of Primary 3 parents helped their children with their homework and talked about their academic performance with them almost every day, but this decreased to 12%-16% in Primary 6, and 2%-5% in Secondary 3.

**43%-49% OF PRIMARY 3 PARENTS WERE ACADEMICALLY INVOLVED ONCE/TWICE A MONTH OR LESS. THIS INCREASED TO 80%-92% IN SECONDARY 3**

At the low involvement end, 23%-42% of Primary 3 and Primary 6 parents never or almost never helped with their children's homework or talked about their academic performance with them. This increased to 44%-71% in Secondary 3.

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43%-49% 小三家長協助子女做家課及與他們傾談學科表現每月一至兩次或以下，而小六家長則增至 62%-68%，中三家長更多達 80%-92%。鑑於現今補習風氣盛行，我們估計有些小三家長是因為子女有參加補習班，而較少親自協助他們做家課。然而，數據卻顯示，補習時數與家長協助的多少並沒有關係，具體內容我們將會在另一篇新聞通訊中詳細探討。

上述研究數據顯示，隨著子女成長，很多家長都不再協助子女完成家課，及減少與子女傾談學科表現。

43%-49% of Primary 3 parents helped with their children's homework or talked about their academic performance with them only once/twice a month or less. This increased to 62%-68% in Primary 6 and to 80%-92% in Secondary 3. Given the prevalence of private tutorial classes nowadays, we speculated that many Primary 3 parents themselves did not offer much help to their children because their children had been attending such private tutorial classes. Results showed, however, no relationship between the number of hours of private tutorial classes and the amount of parental help with homework. More details will be discussed in another newsletter.

The above results showed that as children became older, more parents stopped helping them with their homework and discussed less frequently with them on their academic performance.

## 所有科目的家長參與程度相若

進行調查前，我們預期家長會較多參與某些較難的科目（如，英文科）。然而，研究數據顯示，父母在中文、英文及數學三科的參與程度相若。

## SIMILAR LEVELS OF PARENTAL HELP IN ALL SUBJECTS

Before the survey, we expected that in certain academic subjects (e.g., English), due to higher difficulty, students would receive more parental help. However, our analyses suggested that the amount of parental help was similar across Chinese, English and Mathematics.



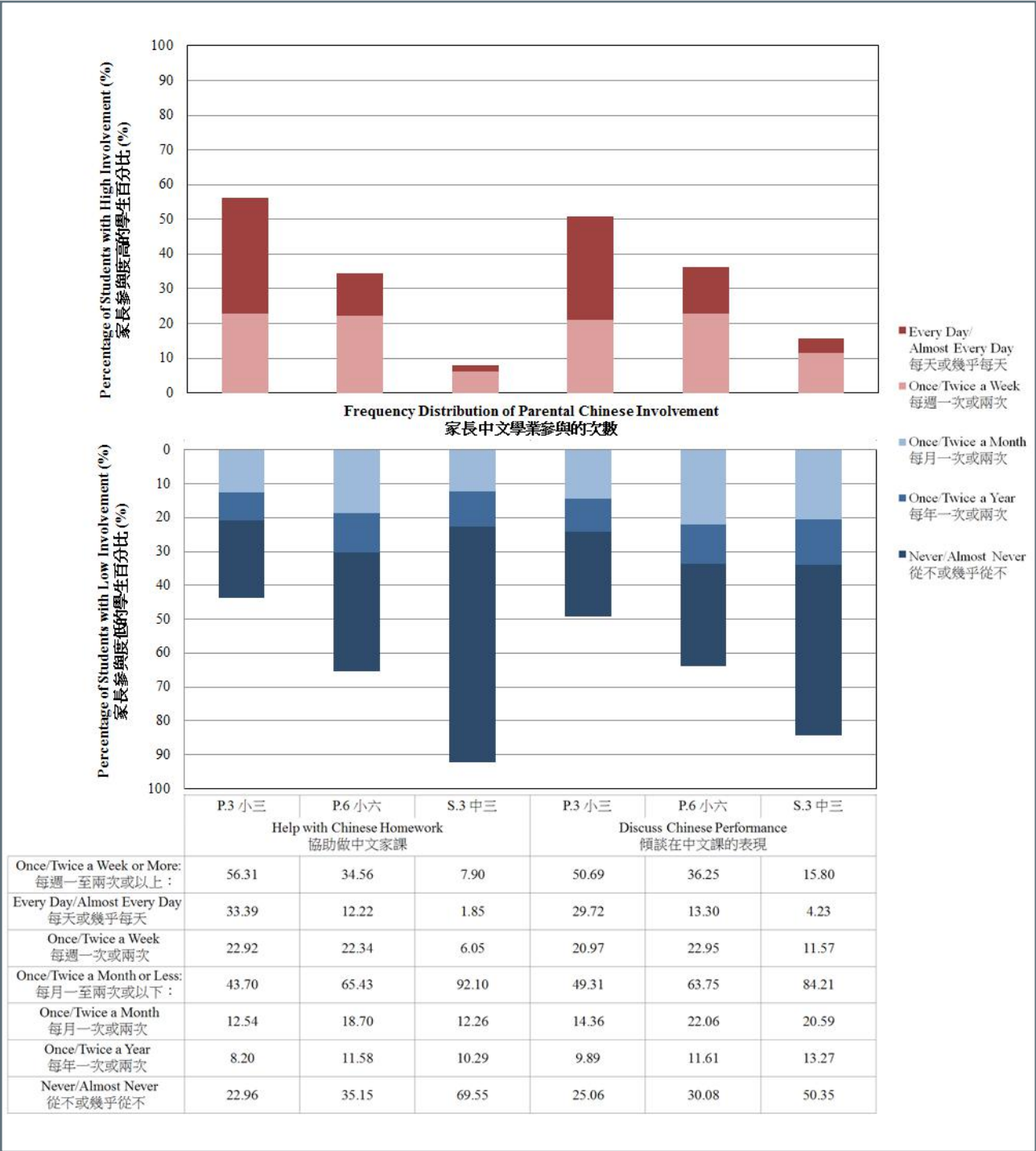


圖 1 小三、小六及中三家長對學生的中文學業參與程度

Figure 1 Frequency Distribution of Parental Chinese Academic Involvement in Primary 3, Primary 6, and Secondary 3.



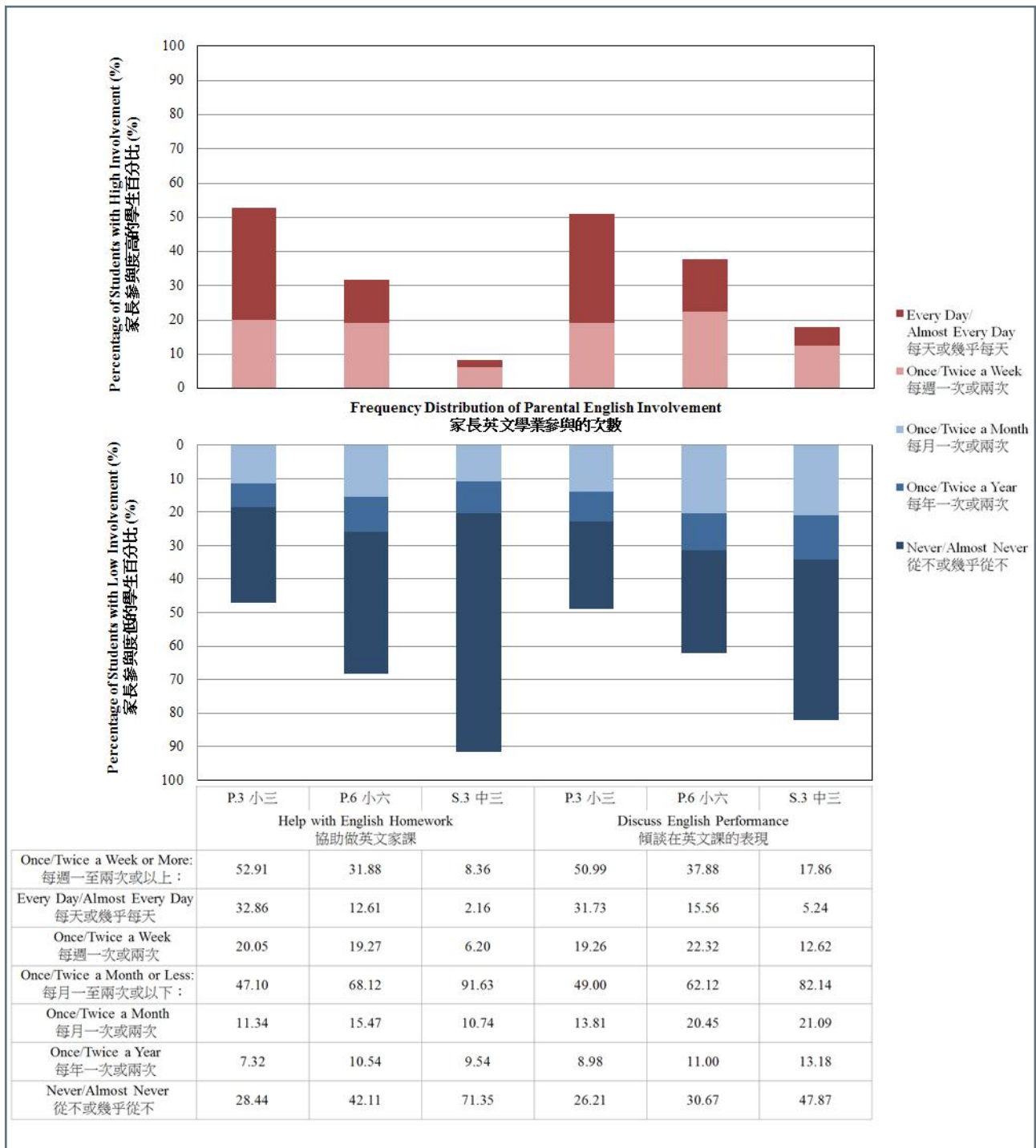
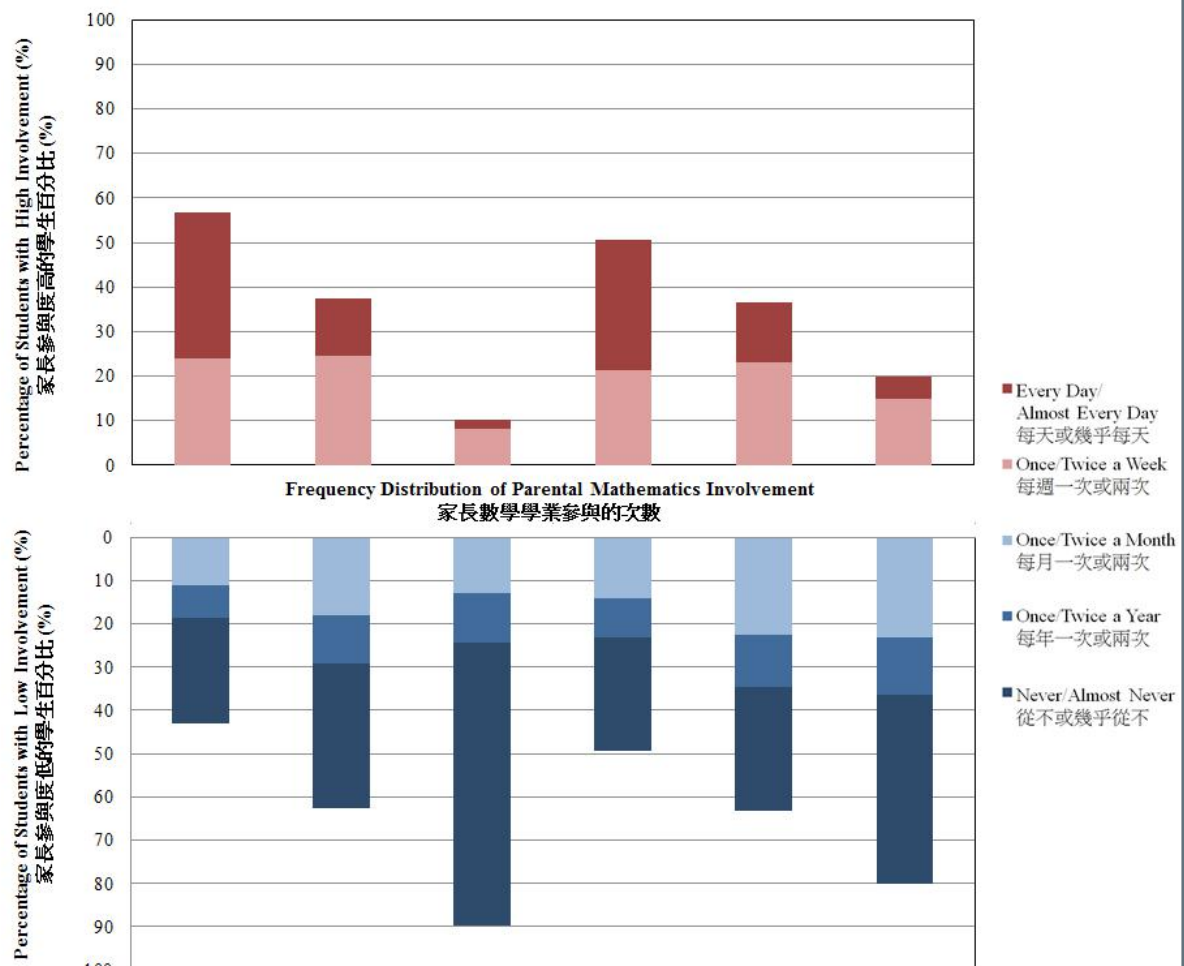


圖 2 小三、小六及中三家長對學生的英文學業參與程度

Figure 2 Frequency Distribution of Parental English Academic Involvement in Primary 3, Primary 6, and Secondary 3.





	P.3 小三	P.6 小六	S.3 中三	P.3 小三	P.6 小六	S.3 中三
	Help with Maths Homework 協助做數學家課			Discuss Maths Performance 傾談在數學課的表現		
Once/ Twice a Week or More: 每週一至兩次或以上:	56.85	37.32	10.14	50.64	36.68	19.82
Every Day/ Almost Every Day 每天或幾乎每天	32.79	12.63	2.07	29.17	13.71	4.86
Once/ Twice a Week 每週一次或兩次	24.06	24.69	8.07	21.47	22.97	14.96
Once/ Twice a Month or Less: 每月一至兩次或以下:	43.15	62.68	89.87	49.36	63.33	80.18
Once/ Twice a Month 每月一次或兩次	10.99	18.07	13.02	14.01	22.54	23.32
Once/ Twice a Year 每年一次或兩次	7.78	11.06	11.35	9.12	12.17	13.12
Never/ Almost Never 從不或幾乎從不	24.38	33.55	65.50	26.23	28.62	43.74

圖 3 小三、小六及中三家長對學生的數學學業參與程度

Figure 3 Frequency Distribution of Parental Mathematics Academic Involvement in Primary 3, Primary 6, and Secondary 3.





## 家長在家課及溫習上對男生及女生給予同等協助

如上一篇新聞通訊中提及，家長傾向與女生閒談較男生多。那麼，家長亦會同樣地在家課及溫習上給予女生較多協助嗎？

調查顯示，上述說法並不成立。家長在家課上給予男生及女生同等的協助，而且同樣頻密地與他們傾談學科的表現。只有在數學科有些微差異，小三及中三家長會稍多協助女生完成家課及與她們傾談學業。

整體而言，香港家長在學習方面對女生及男生有同等的參與程度。

## PARENTS PROVIDED EQUAL AMOUNT OF HELP TO BOYS AND GIRLS WITH THEIR HOMEWORK AND STUDIES

As discussed in the previous newsletter, parents had a tendency to chat more with girls than with boys. Does it mean that parents would also provide more help to girls than to boys with their homework and academic studies?

Analyses showed that this was not the case. Parents were seen to provide equal amount of help to boys and girls with their homework, and had equally frequent discussions with them on their academic performance. Only very minor differences were observed in Mathematics, with parents offering girls slightly more help with their Mathematics homework and having a bit more discussion on Mathematics performance than with boys in Primary 3 and Secondary 3.

Overall, Hong Kong parents were equally involved with girls and boys in their academic studies.

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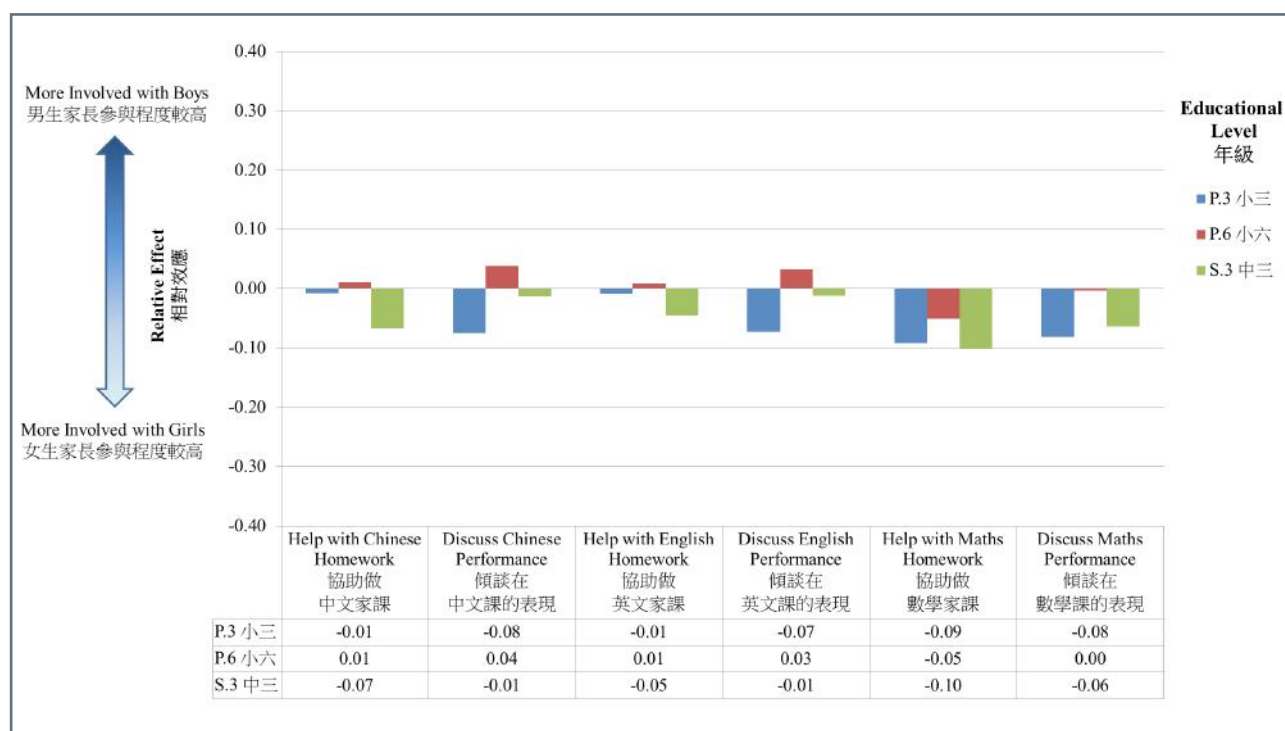


圖 4 小三、小六及中三家長對男生 / 女生的學業參與程度對比

Figure 4 Comparison of Parental Academic Involvement with Boys and with Girls in Primary 3, Primary 6, and Secondary 3.

註：

1. 正數表示家長較為著重男生（協助完成家課及討論學業），負數則表示家長較為著重女生。
2. 計算以上影響時，學生的社經地位背景及相應科目的學業成績已用統計方法控制調整。

Note.

1. Positive values indicate that parents are more involved (helping homework and discussing performance) with boys, while negative values indicate more involvement with girls.
2. In calculating the above effects, students' socioeconomic background and academic achievement in respective subjects were statistically controlled.

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# 數據 講教育 EdData Speaks

February 2017 Issue 9  
Topic: Parental Involvement (3)

## 為何家長協助子女做家課？ WHY DO PARENTS HELP THEIR CHILDREN WITH THEIR HOMEWORK?

**證**據顯示，家長會否協助子女做家課或傾談學科表現，較多基於個人選擇及習慣，而非子女的需要。家長對子女的學業參與程度較高，並非因為他們的子女有較多家課、學業成績欠佳、獲得較少學校補課 / 補習班的幫助或家長對子女的學業成就期望較高。

Evidence suggests that whether parents helped their children with their homework or discussed their academic performance with them or not was based more on their personal choice and habit rather than the needs of their children. Parents who were more academically involved with their children more did so not because their children had more homework, were academically weaker, received less help from schools/tutorials, or had parents who had higher educational aspirations for them.



## 協助子女完成家課與否的可能原因

從之前的新聞通訊可見，有些家長每天協助子女做家課及傾談某些學科（中文、英文及數學科）的表現，有些則每月僅協助一至兩次或更少。為何會有這樣的差別呢？

有人認為，家長不得不協助子女做家課，是因為子女的學業表現不理想而較多參與子女的學業。我們會探討若子女的學業成績較差，家長的學業參與會否較高。

有人認為，為了接受專上教育，子女必須有穩固的基礎才能比同儕出眾。若家長對子女的教育期望越高，他們的學業參與程度亦會更高嗎？

也有人認為，家長為子女提供協助，是因為子女的家課及溫習較其他學生多，這是真的嗎？探究當學生要應付較多家課及溫習時，家長的學業參與程度（協助子女做家課及傾談學科表現）會否較高，是一個有趣的研究課題。

在前一則通訊可見，我們發現有很多家長對子女的學業參與程度較低，即他們不會協助子女做家課和溫習。這是因為他們的子女有在學校內、家裡或其他地方進行補課、補習或學習活動，從而得到較多幫助嗎？

## POSSIBLE REASONS FOR HELPING OR NOT HELPING STUDENTS WITH THEIR HOMEWORK

As shown in the previous newsletters, some parents helped their children and discussed their academic performance on certain school subjects (Chinese, English, Mathematics) with them every day, while some helped once/twice a month or less. Why was there such a difference?

There is a possibility that parents would be more academically involved if their children did not perform well in their studies. We would examine whether parents would be more academically involved when their children had lower academic achievement.

Some believe that, in order to enter tertiary education, children must have a strong academic foundation in order to outperform their peers. Would parents be more academically involved with their children when they have higher educational aspirations for them?

There is also a belief that parents have no choice but to help their children because their children have more homework and studies than other students. Is it true? It would be interesting to find out whether parents would be more academically involved (help homework and discuss subject performance) with their children when their children have more homework and studies.

In the previous issue, we found that a large percentage of parents were not academically involved with their children — they did not help their children with their homework and studies. Is it because their children receive more help (e.g., tutorials) at school, at home, or at other places.

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基於以上各項，我們分別探討了 (i) 學生的學業成績（中文、英文及數學科）、(ii) 家長教育期望（他們預期子女可達到的最高教育程度）、(iii) 家課量及 (iv) 在學校、家裡或其他地方獲得的額外幫助量（如，補習）會否影響家長的學業參與程度（協助子女做家課及傾談表現）。[註：在統計分析時，我們將上述各項因素及家庭社經地位同時考慮。]

We examined whether it was (i) students' academic achievement (Chinese, English and Mathematics), (ii) parental educational aspirations (the highest educational level they expect their children to complete), (iii) the amount of homework, or (iv) the amount of extra help (e.g., tutorials) at school, at home, or at other places that would determine the level of parental academic involvement (help with homework and discuss performance). [Note: in the statistical analyses, we have simultaneously considered the above factors and parental socioeconomic status.]

## 父母較多學業參與是因為子女的學業成績欠佳嗎？

**圖 1** 展示了子女學業成績對家長學業參與程度的相對影響。顯而易見，即使子女的學業能力較弱（或較強），基本上家長並沒有較多（或較少）的學業參與（協助子女做家課及傾談表現）。整體來講，家長的學業參與程度不受學生的學業成績影響。

不過，小三家長的學業參與在英文科仍有小而可見的分別。英文成績較好的小三學生比英文科表現為平均水平的學生，與父母傾談英文科表現的次數每星期多出 0.5 至 1 次。上述比較的兩組學生的學業成績在 100 人中分別排名第 16 及 50 名。較高的家長學業參與程度會令學生學業成績更好嗎？還是較常與子女傾談英文科表現的家長會較重視子女在英文科的表現，因而會投放更多資源來提升他們子女的英文能力？準確的解釋仍有待進一步研究。

## WOULD PARENTS OFFER MORE HELP WHEN THEIR CHILDREN WERE ACADEMICALLY WEAKER?

**F**igure 1 shows the relative effects of students' academic achievement on parental academic involvement. It is obvious that, by and large, parents were not more (or less) academically involved (help with homework and discuss performance) with academically weaker (or stronger) students. Parents' level of academic involvement generally was not determined by the academic performance of students.

There was a small noticeable difference, though, for parental academic involvement in Primary 3 English. Primary 3 students with better English had approximately 0.5 to 1 time more parent-child discussions on their English performance per week than average ability students. These two groups of children ranked 16th and 50th out of 100 students respectively in academic achievement. Did higher level of parental academic involvement lead to better achievement, or did parents who had more English performance discussions with their children happen to put a greater emphasis on English and therefore paid a greater effort to cultivate their children's English ability? The proper explanation is yet to be further examined in future studies.



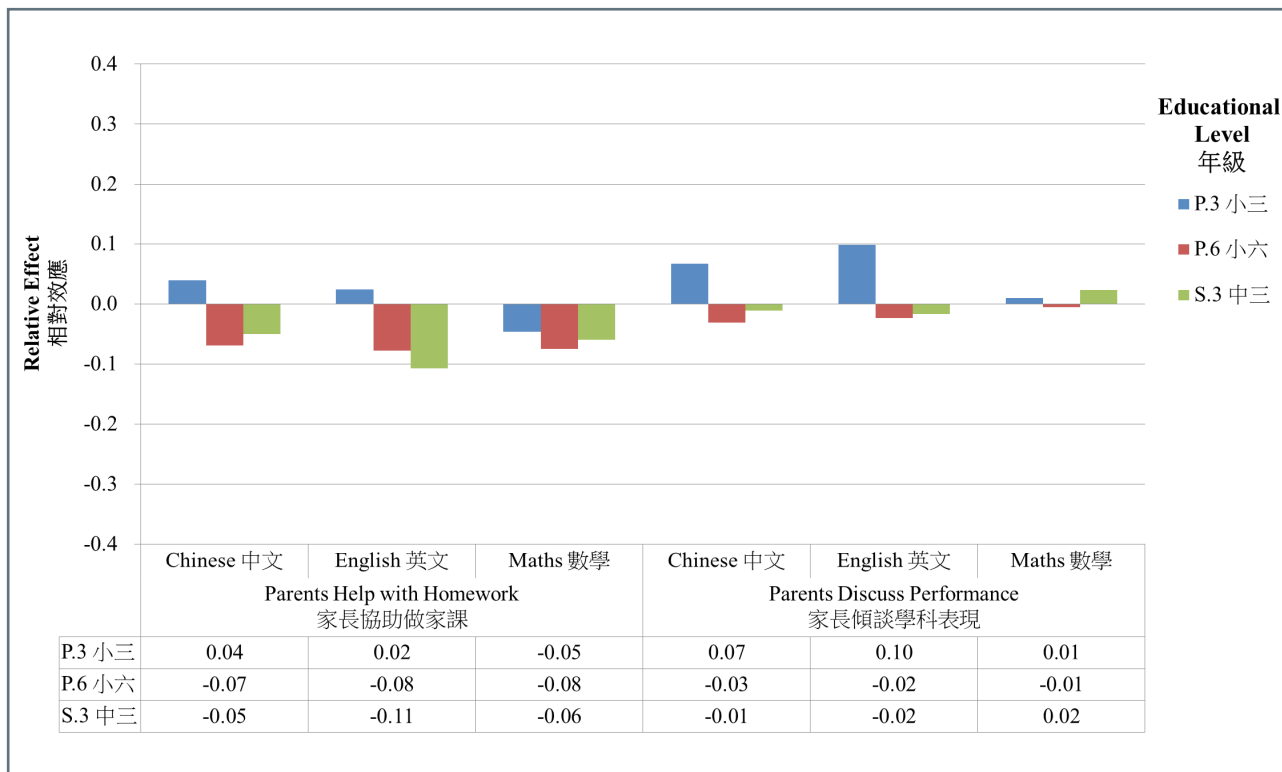


圖 1 小三、小六及中三學生的學業成績對家長在中文、英文及數學科學業參與的影響

Figure 1 Effects of Student Academic Achievement on Parental Academic Involvement in Chinese, English and Mathematics in Primary 3, Primary 6 and Secondary 3.

註：

1. 研究中，學業成績和家長學業參與的因果次序未能確定。而且，它們可能還有相互效應，即學業成績和家長學業參與互相影響。
2. 以上分析中，我們探究了學業成績如何影響家長學業參與。

Note.

1. In this study, the causal order of academic achievement and parental academic involvement cannot be determined. It is also likely that they may have reciprocal effects, with academic achievement and parental academic involvement mutually affecting each other.
2. In the above analyses, we examined how academic achievement may affect parental academic involvement.

若家長對子女的教育期望較高，會為子女在學業上提供更多協助嗎？

從圖表可見，家長對子女的教育期望（預期子女可達到的最高教育程度），對家長的學業參與程度只有輕微影響。概括而言，預期子女達到較高教育程度的家長並不會較常協助子女或與他們傾談在學校的表現。

**WOULD PARENTS OFFER MORE HELP WHEN THEY HAD HIGHER EDUCATIONAL ASPIRATIONS FOR THEIR CHILDREN?**

A comparison of the graphs shows that parents' educational aspiration (children's highest level of educational attainment) had little influence on their level of academic involvement. In general, parents who hoped that their students would go on to higher education did not help or discuss their children's school performance more with their children.





雖然如此，小六學生家長的教育期望仍有些微影響。對子女教育程度期望較高的小六家長，會稍為較多與子女傾談他們在中文、英文及數學科的表現。此情況只在小六發生，也許是因為小六年級是要考入優秀中學的重要階段，對他們未來的學業有莫大影響。不過，以上的差異仍是十分輕微。期望子女入讀大學的家長，較預期子女會達到高級文憑或副學士程度的家長，每星期與子女傾談學業表現的次數多出 0.5 至 1 天。

Nevertheless, parental aspiration still had a small effect on Primary 6 students. Primary 6 parents with higher educational aspirations for their children had slightly more discussions with their children on their Chinese, English and Mathematics performance. This happens in Primary 6 probably because it is the critical stage for getting into a prestigious secondary school, which determines their children's future studies. Even so, the difference was still very small. Parents who hoped their children would go to universities discussed school performance with their children approximately 0.5 to 1 day more per week than parents who expected their children to study higher diploma or associate degree programmes.

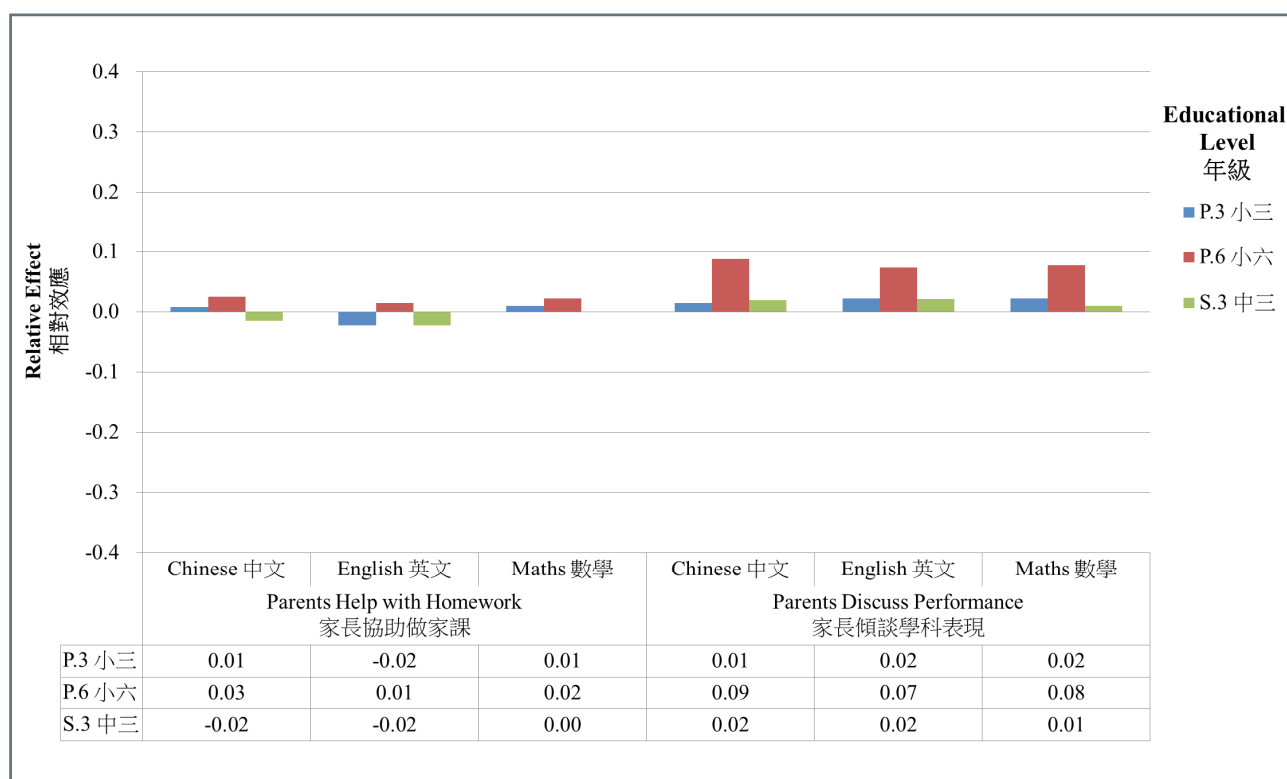


圖 2 小三、小六及中三學生家長對子女的教育期望對家長在中文、英文及數學科學業參與的影響

Figure 2 Effects of Parental Educational Aspiration on Parental Academic Involvement in Chinese, English and Mathematics in Primary 3, Primary 6 and Secondary 3.





## 若子女較多家課，家長會提供更多協助嗎？

在所有年級中，沒有證據顯示若學生的家課及學習負擔較沉重，家長會較常與子女傾談學業表現。只是，若小三及小六學生要花較長時間在家課及溫習，家長會稍為較多協助子女完成中文、英文及數學科的家課，以上的差異非常細微。平均而言，每天較同儕多花三小時或以上做家課的學生，每月只多出0.1天的家長協助。因此，並沒有證據顯示，若學生有較多家課及學習負擔，家長會較常向子女提供學業上的協助。

## WOULD PARENTS OFFER MORE HELP WHEN THEIR CHILDREN HAVE MORE HOMEWORK?

At all educational levels, there is no evidence that shows parents discussed more with their children on their school performance when students had a heavier homework and study load. However, Primary 3 and in particular Primary 6 parents did help their children with their Chinese, English and Mathematics homework marginally more when their children had to spend longer time on their homework and studies. These differences, however, were extremely small. On average, students who spent 3 or more hours per day doing homework or studying than their peers received only an extra 0.1 day help from their parents per month. So, practically speaking, there is no evidence that shows parents helped their children more when they had more homework and studies.

# 數據講教育

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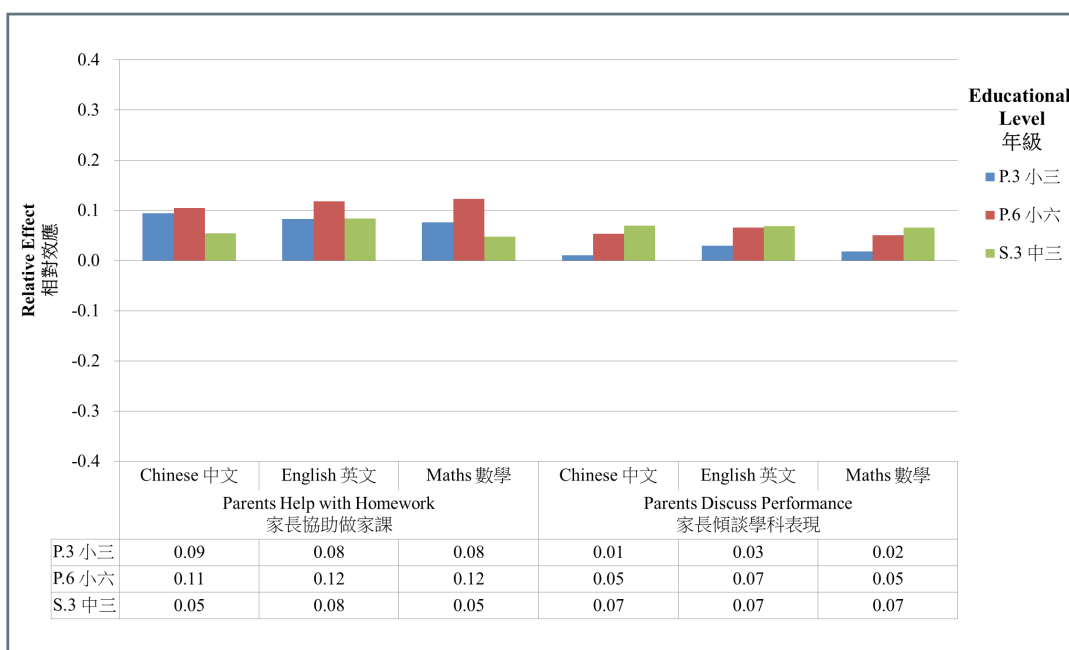


圖3 小三、小六及中三學生學業負擔（家課／溫習）對家長在中文、英文及數學科學業參與的影響

Figure 3 Effects of Student Workload (Homework/Study) on Parental Academic Involvement in Chinese, English and Mathematics in Primary 3, Primary 6 and Secondary 3.







## 若子女從學校補課或補習班中得到協助，家長會為子女提供較少學業上的協助嗎？

原本我們預期，若子女從學校補課或補習班中得到較多協助，家長可能會較少協助子女做家課和較少與子女傾談學業表現，但研究結果卻與假設相反。數據顯示，若小三、小六及中三學生從學校補課或補習班中得到較多協助，家長亦會較多與子女傾談學業表現。特別是從學校補課或補習班中得到較多中文及英文科協助的中三學生，他們亦會從父母中得到較多協助。在上述情況下，每星期接受五小時或以上額外補課或補習的學生，他們的家長對子女的學業參與程度亦會較高。相比沒有上任何額外補課或補習的學生家長，這些家長協助子女或與子女傾談學業表現的次數每週多出 1 至 1.5 次。

總括而言，上述結果顯示家長較常協助子女做家課或傾談學業表現，並不是因為 (i) 子女的學業成績較差、(ii) 他們對子女的教育程度期望較高、(iii) 子女家課量較多或 (iv) 子女在學校補課 / 補習獲得較少協助。以上結論從以下事實可得知：即使學生在學校補課 / 補習獲得較多的協助，家長的學業參與程度仍較高。由此可見，家長的學業參與程度較多是基於個人選擇及習慣，而非子女的需要。

## WOULD PARENTS OFFER LESS HELP WHEN THEIR CHILDREN GET MORE HELP IN SCHOOLS OR TUTORIALS?

Originally, it was hypothesized that parents would help less with homework and have fewer academic performance discussions with their children when their children got more help from schools or tutorial classes. The results, however, prove contradictory to the original speculation. It appears that when Primary 3, Primary 6, and Secondary 3 children got more help from schools or tutorial classes, their parents would discuss more with them on their academic performance as well. In particular, Secondary 3 students who got more help from schools or tutorial classes in Chinese and English received more help from their parents. In the above, parents of students who had 5 more hours of extra classes or tutorials per week were more academically engaged with their children. They would help or discuss their children's academic performance with them 1 to 1.5 times more every week than parents whose children took no extra classes or tutorial.

In sum, the above results suggest that parents helped their children with their homework or discussed their school performance with them more not because (i) their children performed worse than their peers, (ii) they had higher expectations for their children's educational attainment, (iii) their children had more homework, or (iv) their children had less tutorials/help from schools. This could be seen by the fact that some parents were more academically engaged with their children even when their children received more help from schools or tutorials. It is likely that the level of parental academic involvement depends more on parents' personal choice or habit than the academic needs of their children.



圖 4 小三、小六及中三學生的補課或補習量對家長在中文、英文及數學科學業參與的影響

Figure 4 Effects of Additional Classes/Tutorials on Parental Academic Involvement in Chinese, English and Mathematics in Primary 3, Primary 6 and Secondary 3.



## EdData Speaks

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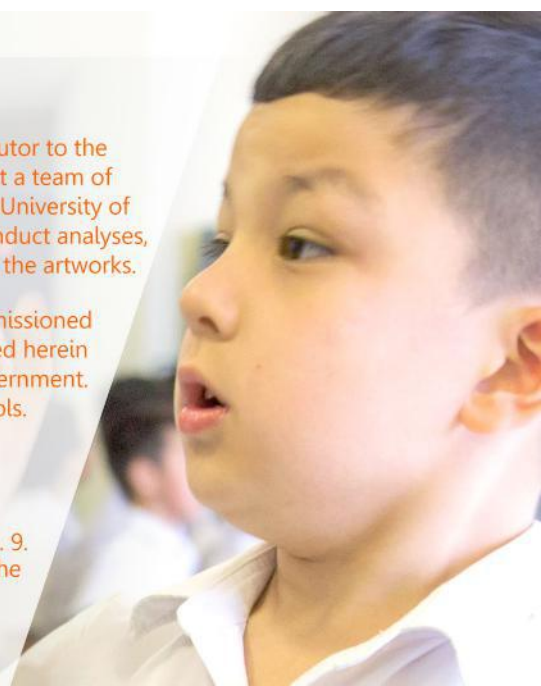
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Despite not being able to identify each and every contributor to the corresponding issue of the reports, it should be noted that a team of research staff and student helpers mostly from the Chinese University of Hong Kong has helped to identify the research questions, conduct analyses, write up results, prepare graphs, proofread drafts, and finish the artworks.

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# 數據 講教育 EdData Speaks

February 2017 Issue 10  
Topic: Parental Involvement (4)

## 與子女閒談毋需高學歷或高收入 PARENTS DO NOT NEED A DEGREE OR HIGH INCOME TO CHAT WITH THEIR CHILDREN

與子女閒談、一起吃晚飯、傾談學校生活和學業表現及協助他們做家課，全是家長的個人選擇，而非家庭收入、父母教育程度及職業的映照。

### 與子女閒談、一起吃晚飯及傾談學校生活全是家長的個人選擇

有人認為，在職父母較難抽時間與子女閒談、一起吃晚飯或傾談學校生活，特別是收入、教育程度及職業水平相對較低的父母更被認為很少機會與子女進行以上活動。我們探討了香港是否有上述情況，以及找出哪些父母會較常與子女閒談、一起吃晚飯或傾談學校生活。

Chatting, dining, discussing school life and academic performance, and helping with homework are mainly parents' personal choices rather than a reflection of family income, parental education or job status.

### CHATTING, DINING, AND DISCUSSING SCHOOL LIFE WITH CHILDREN ARE MAINLY PERSONAL CHOICES

Some people may think that it is harder for working parents to find the time to chat, dine or discuss school life with their children. Parents with lower income, educational level, and job status in particular are believed to have less chance to spend time on the above activities with their children. We examined whether this belief was true in Hong Kong, and who specifically were the parents who chatted, dined and discussed school life more frequently with their children.



我們的研究顯示，父母與子女閒談、一起吃晚飯或傾談學校生活的頻密程度基本上與家長收入、教育程度及職業無關。以上活動的頻密程度更多是反映了家長的個人選擇。

更詳細的分析顯示，只有父母教育背景對家長參與程度有些微影響。在小三，教育程度較高的母親較常與子女一起吃晚飯及傾談學校生活。在小六，教育程度較高的母親依然稍為較教育程度低的母親多與子女傾談學校生活。但在中三，母親教育程度的高低並沒有造成差別。[註：粗略來說，在圖表中相對效應量達 0.1 的，表示社會經濟地位較高即 100 人中排第 16 名的父母，較中等地位排第 50 名的，在某項目（閒談、吃晚飯等）的次數每周最多多出半次；相對效應量達 0.2 的，則每周最多多出一。整體而言，當我們比較高社經地位和低社經地位家長時，即使是本報告提及有差異的項目（閒談、吃晚飯等），那些差異絕大部份都是細微的，即每周相差半次以內。]

在小三及小六，不同教育程度的父親與子女傾談學校生活的頻密程度相似。但在中三，教育程度較高的父親較常與子女傾談學校生活。[註：同上一段的分析，這些都是細微的差異。]

Our research results showed that the frequency with which parents chatted, dined and discussed school life with their children was largely unrelated to family income, parental educational level or job status. The frequency of these activities appeared to be more of a personal choice.

Nevertheless, a few small effects of parental educational background on parental involvement were still observed. In Primary 3, educated mothers had dinner and discussed school life with their children slightly more often than less educated mothers did. In Primary 6, more educated mothers continued to discuss school life slightly more frequently with their children. In Secondary 3, however, mothers with high educational level were not much different from the less educated ones. [Note. Broadly speaking, in the graphs, a relative effect (standardized beta weight) of 0.1 would imply that parents with higher socioeconomic status who ranked 16th out of 100 people would have at most 0.5 times more each week on the frequency of a specific item (e.g., chatting, dinner) than those who ranked 50th. A relative effect of 0.2 would imply a difference of 1 time more each week. In general, even when we describe there were differences on an item (e.g., chatting, dinner), mostly the differences between high and low socioeconomic status parents were no more than 0.5 times each week.]

In Primary 3 and Primary 6, fathers with different educational levels had similarly frequent discussions on school life with their children. In Secondary 3, more educated fathers discussed school life with children slightly more than the less educated fathers did. [Note: As in the above analyses, these differences are very small.]

# 數據 講教育

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## 協助子女完成家課與家長背景無關，只是教育程度較高的母親較常協助小三子女，教育程度較高的父親則較常協助中三子女

概括而言，家庭收入、父母教育程度及職業對於家長協助子女做家課及傾談學校生活的頻密程度只有輕微影響。然而，家庭的社經地位仍對家長參與有些微但卻一致的影響。

在小三，教育程度較高的母親傾向較多協助子女做家課及傾談中文、英文及數學科的表現。而在中三，則是教育程度較高的父親傾向較多協助子女做家課及傾談三科的學業表現。

在我們的調查中，由於 87% 小三學童的母親擁有中學及以上教育程度，我們相信若他們選擇協助子女，他們有足夠能力提供協助。因此，教育程度較高的小三學童母親對子女提供較多的協助，很可能是反映了他們更關注及積極協助子女學習。

在中三學生的父親中，只有 22% 接受過中學以上的教育。因此，相對教育程度較高的父親，教育程度較低的父親較少協助子女的課業，某程度上可能反映了他們在協助子女完成課業方面可能心有餘而力不足。

## HELP WITH SCHOOL WORK WAS LARGELY UNRELATED TO PARENTAL BACKGROUND, BUT EDUCATED MOTHERS HELPED MORE IN PRIMARY 3 WHILE EDUCATED FATHERS HELPED MORE IN SECONDARY 3

In general, family income, parental educational level and job status had little effect on how frequent parents helped their children with their homework and discussed their academic performance. Family socioeconomic status, however, still had some minor yet consistent effects on parental involvement with their children.

In Primary 3, more educated mothers had a greater tendency to help with their children's homework and discuss their performance in Chinese, English and Mathematics with their children than the less educated mothers did. In contrast, more educated fathers interfered more in Secondary 3 in helping with their children's homework and discussing their performance in Chinese, English and Mathematics than the less educated fathers did.

In our survey, as 87% of our Primary 3 mothers had at least secondary school education, we believe they were able to help their Primary 3 children with their school work if they chose to. Thus, the greater help of more educated Primary 3 mothers on their children's school work may reflect the greater eagerness of them to assist in their children's learning.

Among Secondary 3 fathers, only 22% of them had post-secondary school education. The more frequent help offered by more educated fathers may therefore partially reflect the inability of the less educated fathers in helping their children with their school work.



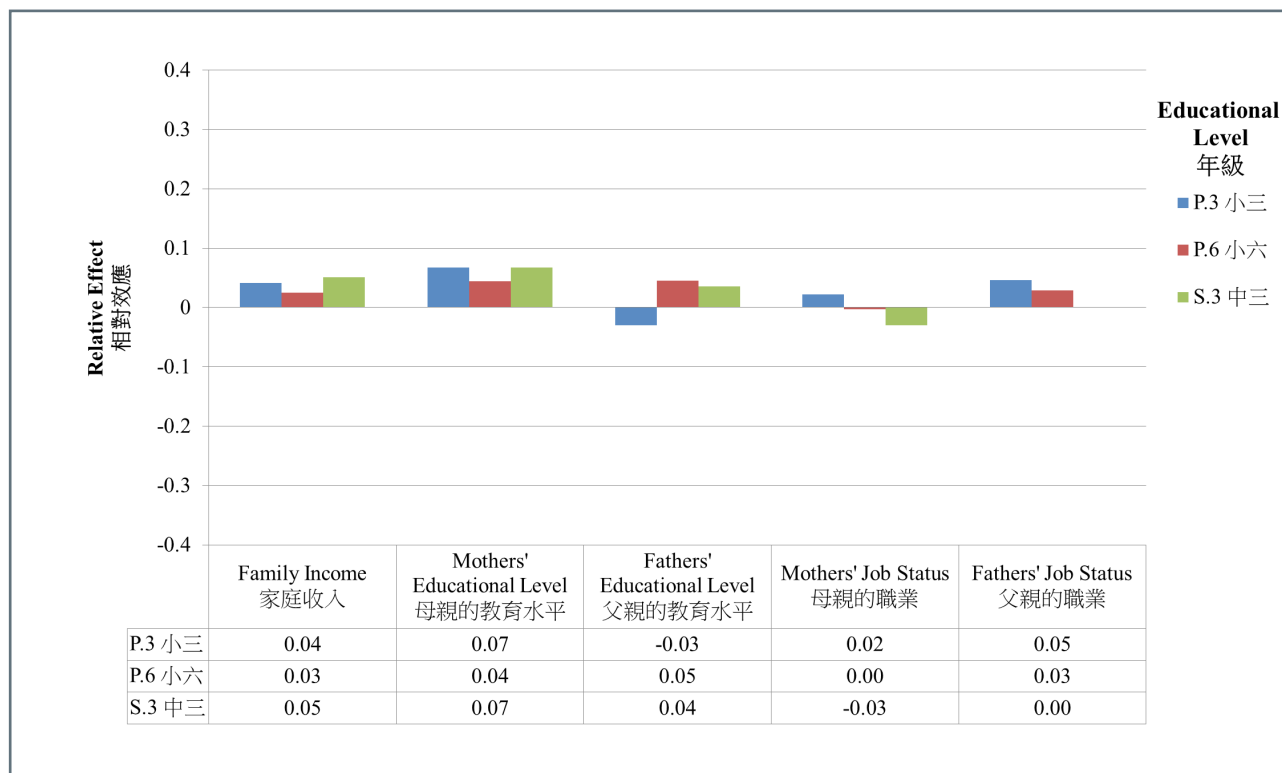


圖 1 社會經濟地位的五個指標對家長與子女閒談的影響

Figure 1 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Chatting.



圖 2 社會經濟地位的五個指標對家長與子女一起吃晚飯的影響

Figure 2 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Dinner.



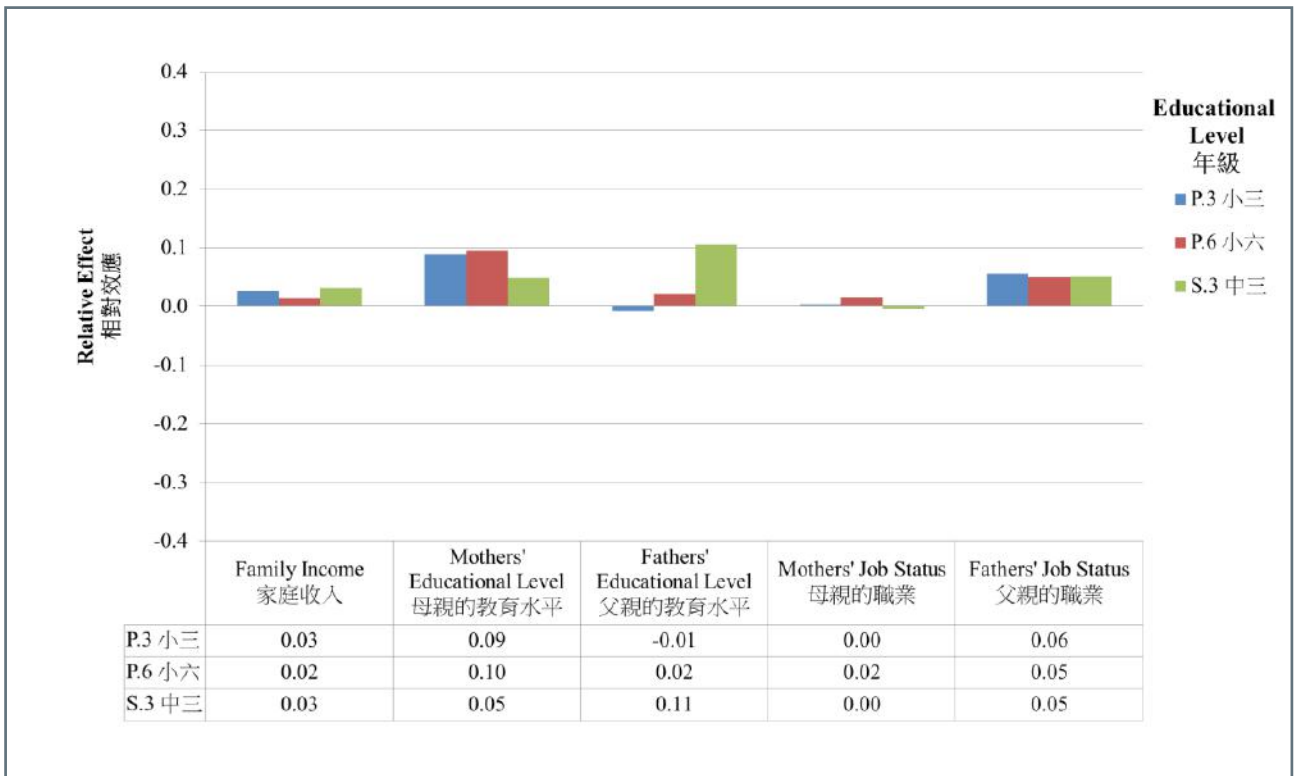


圖 3 社會經濟地位的五個指標對家長與子女傾談學校生活的影響

Figure 3 Effects of the 5 Socioeconomic Status Indicators on Parent-Child School Life Discussion.

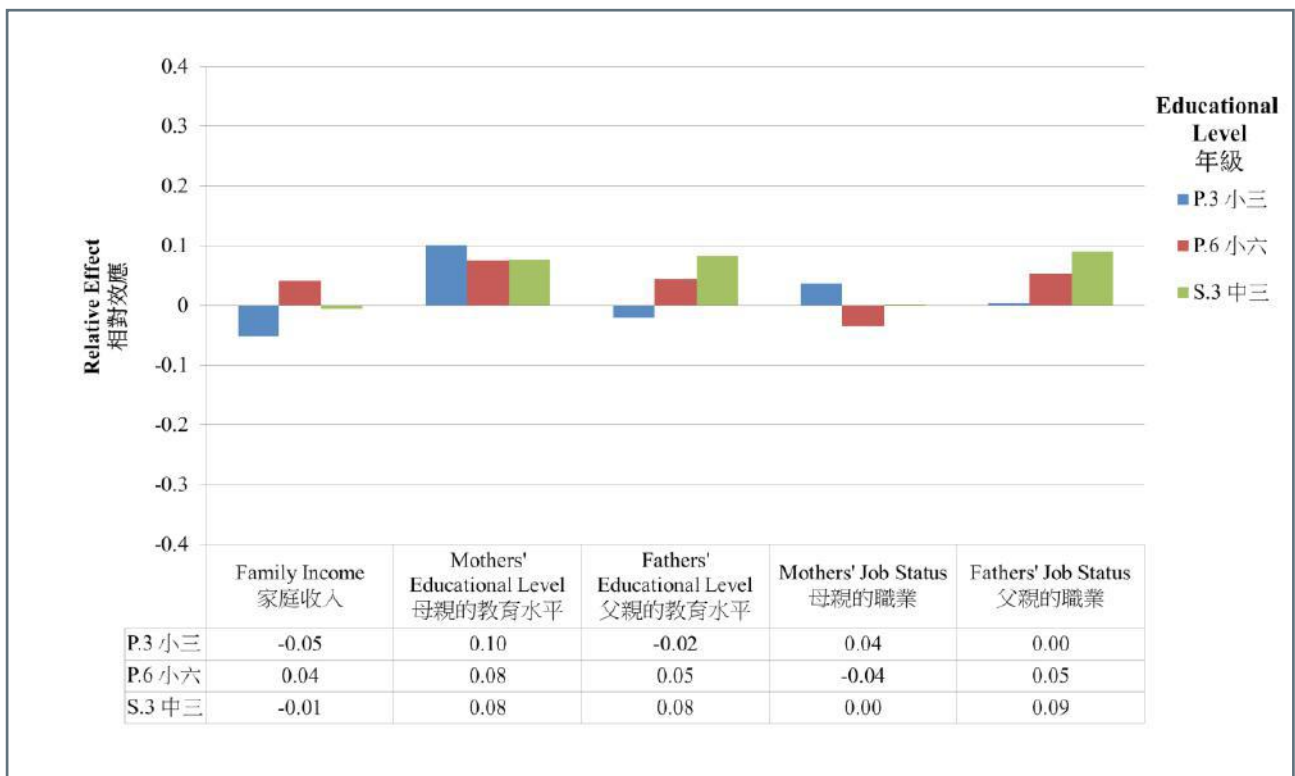


圖 4 社會經濟地位的五個指標對家長協助子女做中文科家課的影響

Figure 4 Effects of the 5 Socioeconomic Status Indicators on Parental Help with Chinese Homework.



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## Eddata Speaks

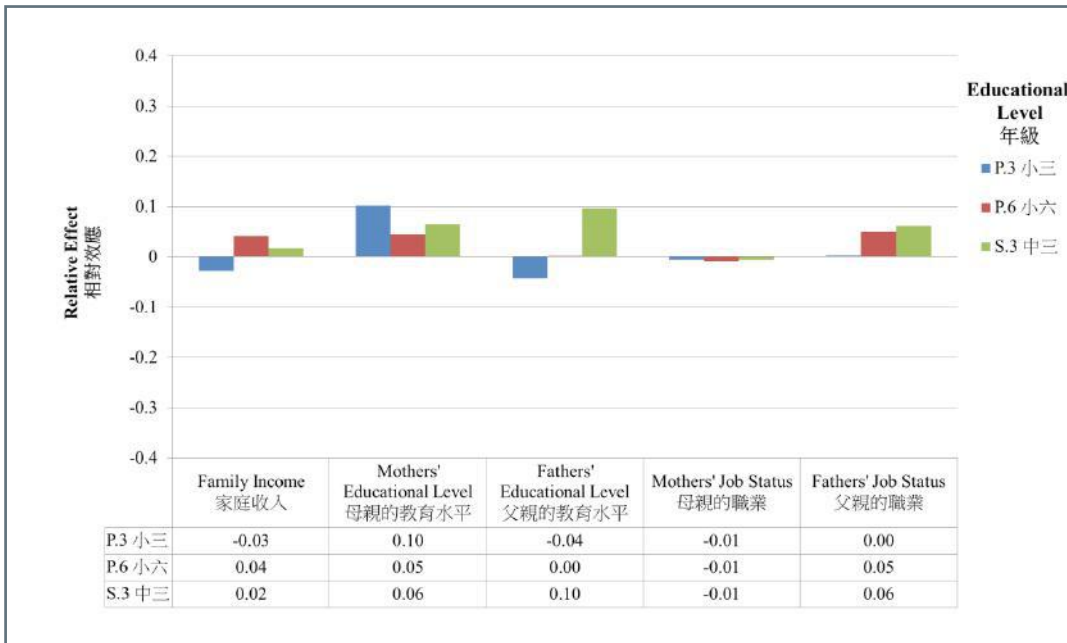


圖 5 社會經濟地位的五個指標對家長與子女傾談中文科表現的影響

Figure 5 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Discussion on Chinese Performance.



圖 6 社會經濟地位的五個指標對家長協助子女做英文科家課的影響

Figure 6 Effects of the 5 Socioeconomic Status Indicators on Parental Help with English Homework.





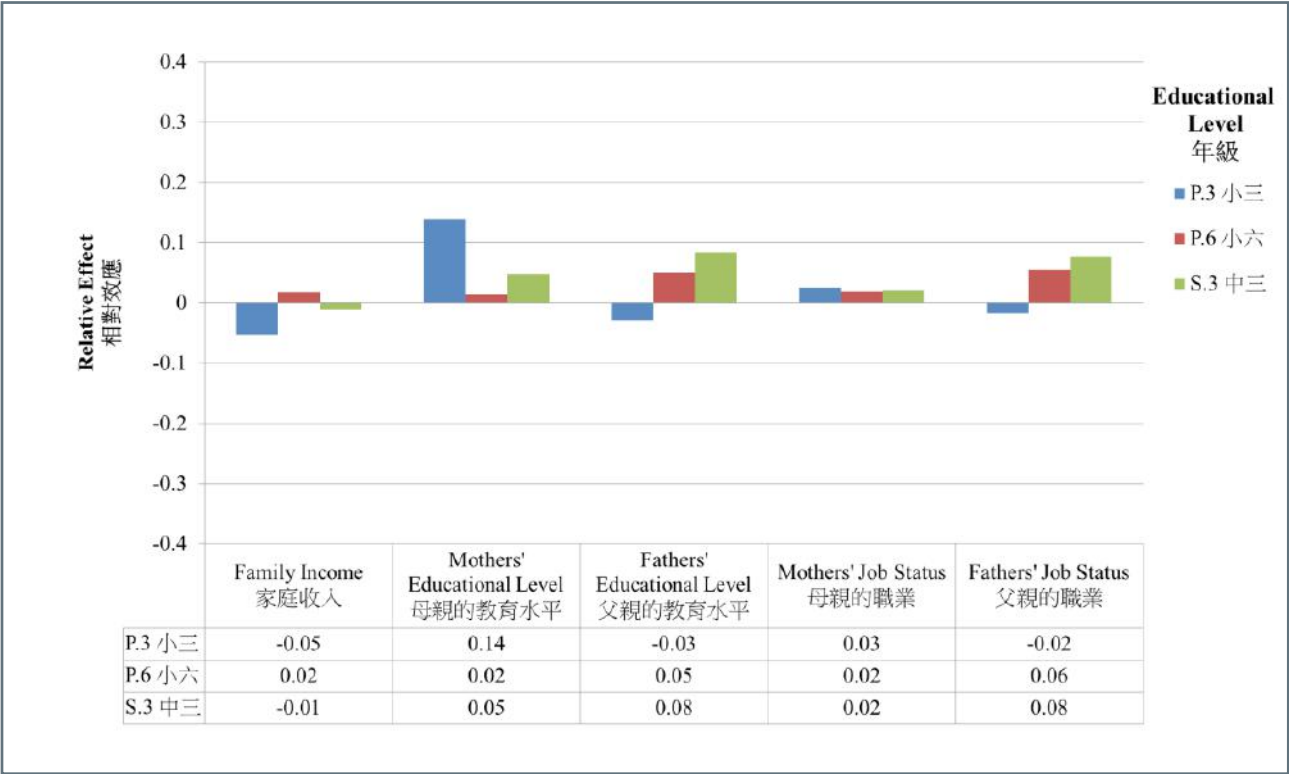


圖 7 社會經濟地位的五個指標對家長與子女傾談英文科表現的影響

Figure 7 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Discussion on English Performance.

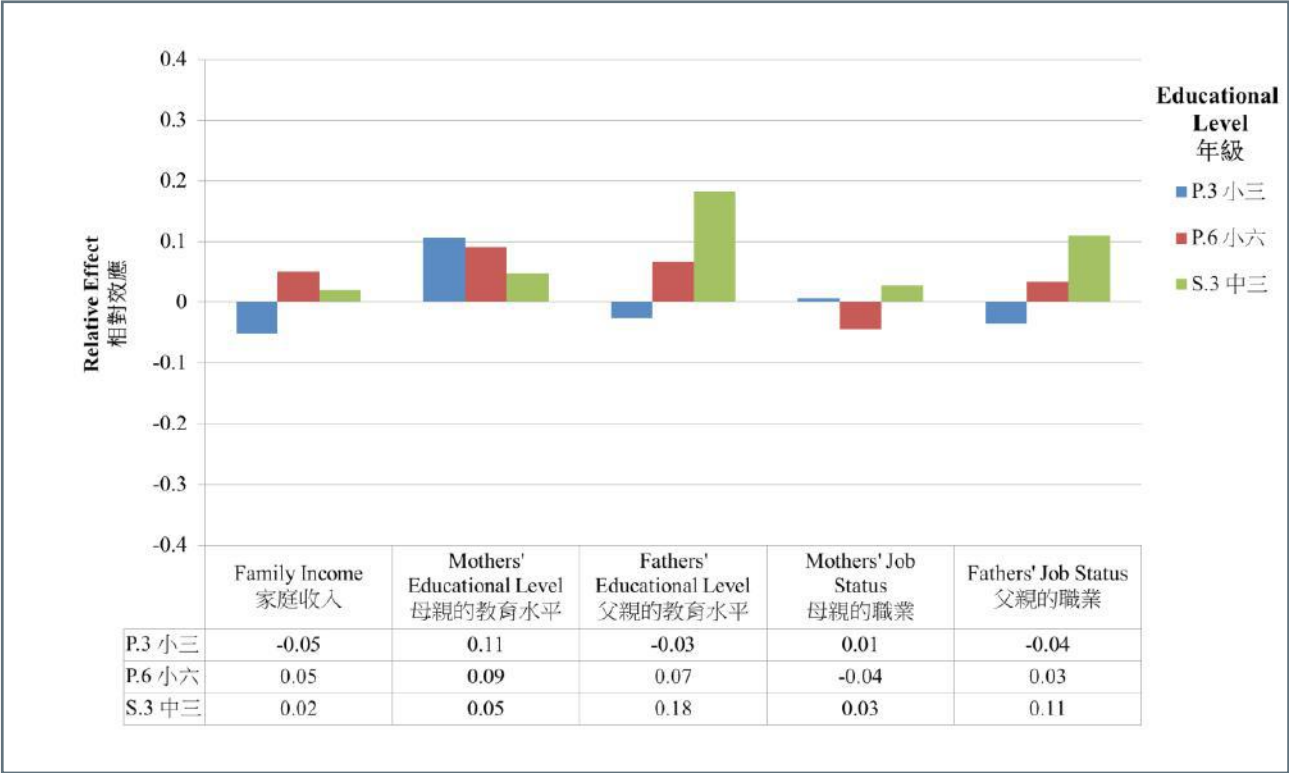


圖 8 社會經濟地位的五個指標對家長協助子女做數學科家課的影響

Figure 8 Effects of the 5 Socioeconomic Status Indicators on Parental Help with Mathematics Homework.



圖 9 社會經濟地位的五個指標對家長與子女傾談數學科表現的影響

Figure 9 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Discussion on Mathematics Performance.

註：

相對效應為社經地位對家長參與行為的標準化 beta 值

Note.

Relative effects are standardized beta weights of each socioeconomic status variable on parental involvement behaviour.



## EdData Speaks

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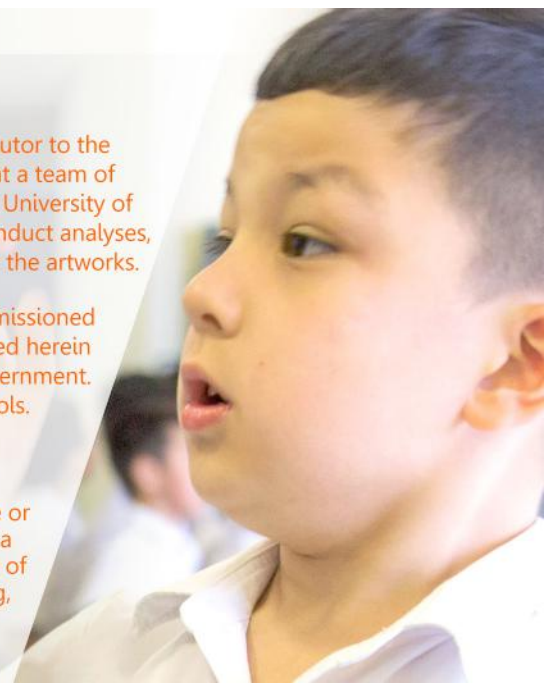
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Hau, Kit-Tai. (2017). Parents do not need a degree or higher income to chat with their children. EdData Speaks, No. 10. EdDataX Research Centre, Faculty of Education, The Chinese University of Hong Kong, Hong Kong.







# 數據 講教育 EdData Speaks

February 2017 Issue 11  
Topic: Parental Involvement (5)

## 一起吃晚飯和傾談學校生活 有助子女學業

## DINING TOGETHER AND SCHOOL LIFE DISCUSSIONS HELP IMPROVE CHILDREN'S STUDIES

**多**與父母一起吃晚飯及傾談學校生活的學生能有較好的學業成績。

**C**hildren had better academic performance when parents discussed school life as well as dined more often with them.

### 多與子女吃晚飯和傾談學校生活的裨益

**若**家長多與子女一起吃晚飯以及傾談學校生活，子女的學業成績會較好嗎？

我們的研究顯示，多與家長吃晚飯和傾談學校生活的學生有較好的學業成績。在各年級（小三、小六、中三）中，與較少與父母吃晚飯和傾談學校生活的學生相比，較多與家長進行以上親子活動的學生，在中文、英文及數學科均會有輕微至中度較好的學業成績。

### BENEFITS OF FREQUENT DISCUSSION ON SCHOOL LIFE AND DINING WITH CHILDREN

**W**ill students have better academic achievement when their parents discuss their school life, as well as chat and dine with them more often?

Our research results showed that students had better academic performance when their parents had dinner and discussed school life more often with them. Their academic performance was slightly to moderately better than students whose parents dined and discussed school life less often with them. It happened at all educational levels, including Primary 3, Primary 6 and Secondary 3, and across Chinese, English and Mathematics.



另外，父母與子女較頻繁的閒談對小三學生的學業成績有幫助，但對小六及中三學生而言，則影響有限。看來對較高年級的學生而言，對話的質素及內容更為關鍵。

我們亦有考慮到，收入及教育水平較高的家長可能會較多協助子女學業。為排除以上因素對研究結果的影響，我們進行了額外的分析來比較社經地位（家庭收入、父母教育程度及職業）相近的學生，分析結果與以上結果一致，即在社經地位相近的學生當中，較多與家長吃晚飯和傾談學校生活的學生會有較好的學業表現。

[註：雖然本橫截面數據不足以完全證明家長參與程度與學業成績的因果關係，但我們已檢查了其他的可能解釋，包括以本通訊所提及的社會經濟因素作為上述兩個變項的共同成因；然而結果顯示我們的結論仍是最合理的解釋。]

More frequent parent-child chats were seen to help academic performance of Primary 3 students, but not of Primary 6 and Secondary 3 students. It appears that the quality and content of the chatting were what mattered most for more senior level students.

We were aware of the possibility that parents with higher income and educational level might help their children with their studies more. To eliminate such effects in our results, we conducted additional analyses by comparing students of similar socioeconomic status (family income, parental educational level and job status). The above results remained unchanged in the new analyses. Among students with similar socioeconomic status, students who dined and discussed school life more often with their parents had better academic performance.

[Note: With this cross-sectional data, there could be alternative explanation to the causal relation between parental involvement and students' academic achievement. We have explored different explanations, including the possibility of socioeconomic status as the common cause as reported in this issue, yet our conclusion is still the most reasonable explanation.]

# 數據 講教育

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圖 1 小三、小六及中三家長非學業參與對學生中文科學業成績的影響

Figure 1 Effects of Parental Non-Academic Involvement on Chinese Academic Achievement in Primary 3, Primary 6 and Secondary 3.



圖 2 小三、小六及中三家長非學業參與對學生英文科學業成績的影響

Figure 2 Effects of Parental Non-Academic Involvement on English Academic Achievement in Primary 3, Primary 6 and Secondary 3.





圖 3 小三、小六及中三家長非學業參與對學生數學科學業成績的影響

Figure 3 Effects of Parental Non-Academic Involvement on Mathematics Academic Achievement in Primary 3, Primary 6 and Secondary 3.

註：

- 1 相對效應為家長非學業參與改變下學生學業成績的標準化 beta 值。
- 2 高程度（100 學生中列第 16 名）及中度（第 50 名）家長非學業參與（閒談、一起吃晚飯、傾談學校生活）所帶來學業上的優勢（即家長非學業參與的一個標準差所帶來的學業差異）。
- 3 不考慮社經地位 – 研究分析時未考慮社會經濟因素（家庭收入、父母教育及職業）。
- 4 考慮社經地位 – 研究分析時已考慮了社會經濟因素（家庭收入、父母教育及職業）。

Note.

- 1 Relative effects are standardized beta weights of individual parental non-academic involvement variables on academic achievement scores.
- 2 Advantage in academic achievement points between students with high (16-th position among 100 students) and middle (50-th) levels of parental non-academic involvement (chat, dinner, discuss school life)(i.e., difference in 1 standard deviation of parental non-academic involvement).
- 3 Not considering SES – when socioeconomic factors (family income, parental education and job status) are not considered in the analyses.
- 4 Considering SES – when socioeconomic factors (family income, parental education and job status) are considered in the analyses.

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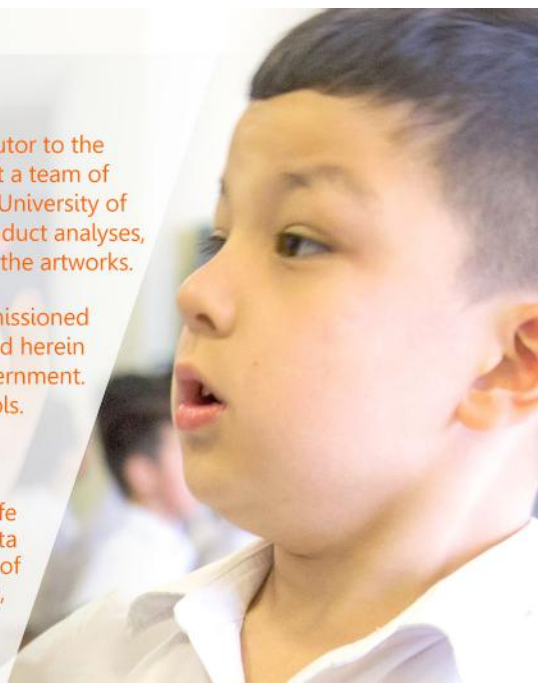
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# 數據 講教育

## EdData Speaks

February 2017 Issue 12  
Topic: Parental Involvement (6)

## 與子女傾談學校生活有助 提高學習動機

## DISCUSSING SCHOOL LIFE WITH CHILDREN WILL IMPROVE THEIR ACADEMIC MOTIVATION

父母多與子女閒談、一起吃晚飯，尤其是傾談學校生活，有助子女提高學習動機及減少焦慮。各年級（小三、小六及中三）及各科（中文、英文及數學科）均有以上情況。

When parents chatted, dined, and discussed school life in particular with their children more, their children would have a stronger motivation to study and experienced less anxiety. The results held true for all educational levels (Primary 3, Primary 6 and Secondary 3) and all academic subjects (Chinese, English, Mathematics).



## 父母與子女閒談及吃晚飯 能提高學習動機？

在早前的新聞通訊中，我們顯示了家長非學業參與（閒談、一起吃晚飯及傾談學校生活）能如何改善學生的學習表現。在這則新聞通訊中，我們會探討家長非學業參與到底是會增加學生的學習動機及減少焦慮，還是會令學生感到被打擾或有壓力而適得其反？

我們的研究顯示，一般來說，當家長較多與子女閒談、吃晚飯及傾談學校生活，學生的學習動機會稍為較高。在「閒談」、「一起吃晚飯」及「傾談學校生活」三種活動中，「傾談學校生活」對增強學生學習動機影響較大。以上結果不難理解，由於家長對學習的價值觀，會透過與子女對話及對學校活動的關注灌輸給子女，因此，他們的子女亦會更注重學業。但是，這研究結果並非建議家長應當更多與子女「傾談學校生活」而忽視與子女「閒談」及「一起吃晚飯」。相反，家長應善用與子女閒談及一起吃晚飯的機會，培養子女廣泛興趣及多方面均衡發展。

概括而言，家長非學業參與（閒談、一起吃晚飯及傾談學校生活）對子女學習動機提升，遠不及它對子女學業成績的幫助。

## DO PARENT-CHILD CHATting AND DINING IMPROVE STUDENTS' MOTIVATION?

In our previous newsletters, we have shown how parental non-academic involvement (chat, dine, and discuss school life) could help students' academic performance. In this newsletter, we explore whether parental non-academic involvement may also improve students' motivation and lessen their anxiety in their studies. Or would parental non-academic involvement be seen as intrusive and add pressure on students, leading to undesirable effects instead?

Our research results showed that students generally had slightly stronger motivation to study when their parents chatted, dined and discussed school life with them more. Among "Chat", "Dine", and "Discuss School Life", "Discuss School Life" had a greater impact on students' motivation in academic subjects. This is understandable, as the values of parents on academic matters would be instilled in their children when parents discussed more with their children and concerned about their school activities. As a result, their children would have a stronger concern for their studies as well. However, the result does not suggest that parents should "Discuss School Life" more than "Chat" or "Dine". Rather, parents should arouse in their children a diversified and balanced interest in the world through dining and chatting opportunities with their children.

In general, parental non-academic involvement (chat, dine, and discuss school life) improved students' motivation in a much smaller degree than it enhanced students' academic achievement.

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我們考慮到，如果學生的家庭社經地位（家庭收入、父母教育程度及職業）較高，及學業成績較好，他們也可能有更多機會與父母一起吃晚飯（閒談及傾談學校生活）及有較高學習動機。為檢查這可能性，我們已做了進一步的分析來找出以上的結果是否緣於學生的社經地位及學業成績。我們在作統計分析時，同時將家庭的社經地位及學生的學業成績作為額外變項（統計學上稱為協變量）。結果顯示，結論基本上均沒有改變。

As it was possible that students with higher socioeconomic status (family income, parental educational level and job status) and better academic achievement would also have a higher chance to dine (chat and discuss school life) with their parents and higher motivation, we conducted further analyses to find out whether the above results were due to students' socioeconomic background and academic achievement or not. To examine this possibility, we included family socioeconomic status and students' academic achievement as additional variables (statistically called covariates) in the analyses. Basically all of the above results and conclusions remained unchanged.



圖 1 小三、小六及中三家長非學業參與對學生中文科學習動機的影響

Figure 1 Effects of Parental Non-academic Involvement on Chinese Motivation in Primary 3, Primary 6 and Secondary 3.

註：  
1 相對效應為家長個人的非學業參與改變下學生學習動機的標準化 beta 值。

Note.  
1 Relative effects are standardized beta weights of individual parental non-academic involvement variables on motivation.

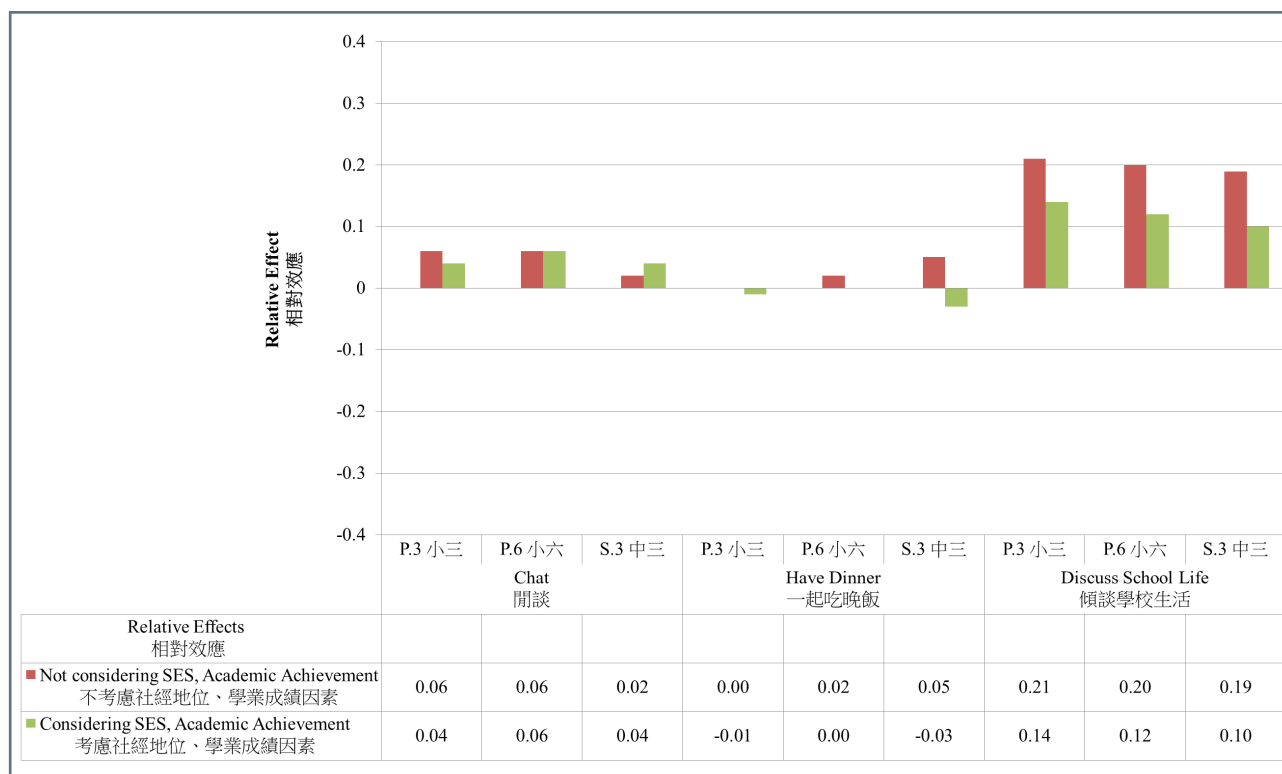


圖 2 小三、小六及中三家長非學業參與對子女英文科學習動機的影響

Figure 2 Effects of Parental Non-academic Involvement on English Motivation in Primary 3, Primary 6 and Secondary 3.

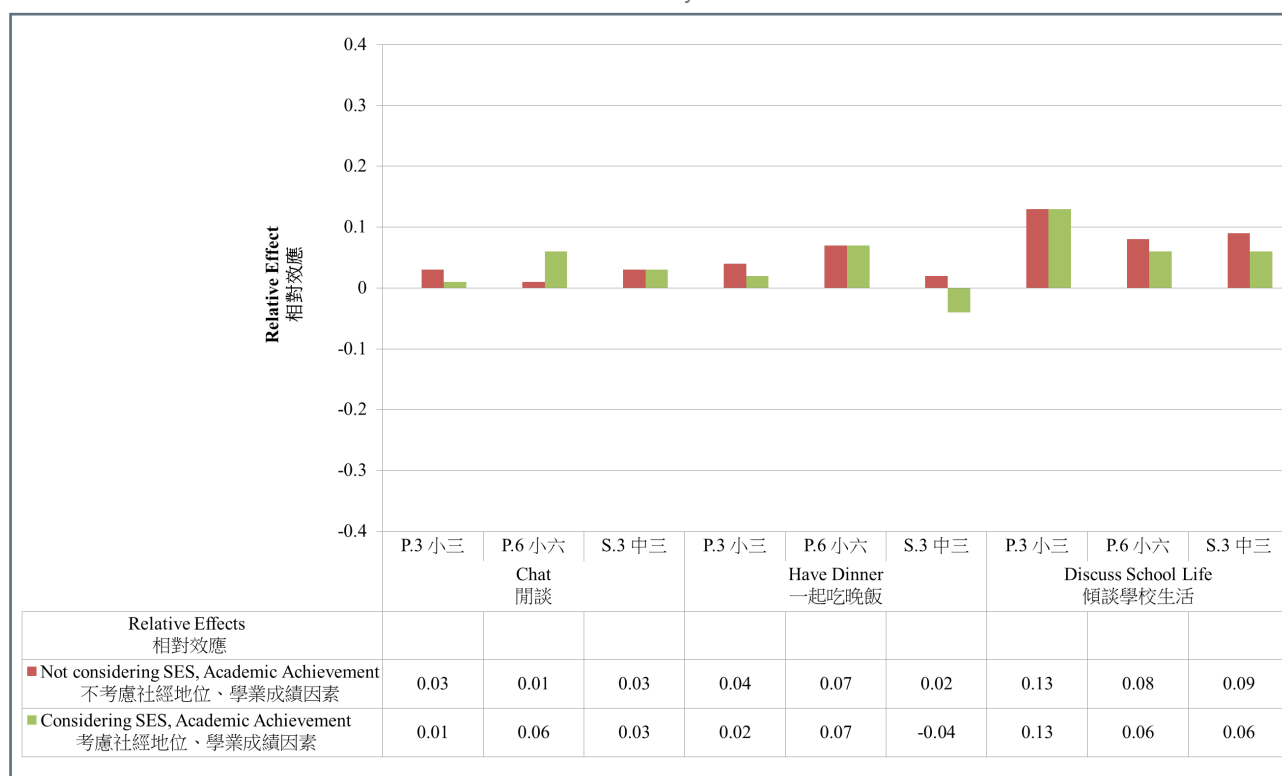


圖 3 小三、小六及中三家長非學業參與對子女數學科學習動機的影響

Figure 3 Effects of Parental Non-academic Involvement on Mathematics Motivation in Primary 3, Primary 6 and Secondary 3.







## 家長與子女閒談及一起吃晚飯會減少子女學習上的焦慮嗎？

**結**果顯示，較常與父母閒談、吃晚飯及傾談學校生活的學生，會感受到稍為較低的學習焦慮。但是，這些影響相比家長非學業參與（閒談、一起吃晚飯、傾談學校生活）對學生成績及學習動機的影響相對較小。在這些影響中，家長與子女傾談學校生活對減少學生對英文科的焦慮影響最大。

同上，在考慮學生的社經地位及學業成績的情況下，仍得到相似的結果。

## DO PARENTS' DINING AND CHATTING WITH CHILDREN REDUCE STUDENTS' ANXIETY IN THEIR STUDIES?

**R**esults showed that students whose parents chatted, dined and discussed school life with them more generally experienced slightly lower levels of anxiety in their studies. However, these effects were much smaller than those of parental non-academic involvement (chat, dine and discuss school life) on students' academic achievement and on motivation. Among these effects, parents' discussing school life seemed to have the greatest effect on reducing students' anxiety in studying English.

Again, the above results were similar even after taking into consideration students' socioeconomic background and academic achievement.

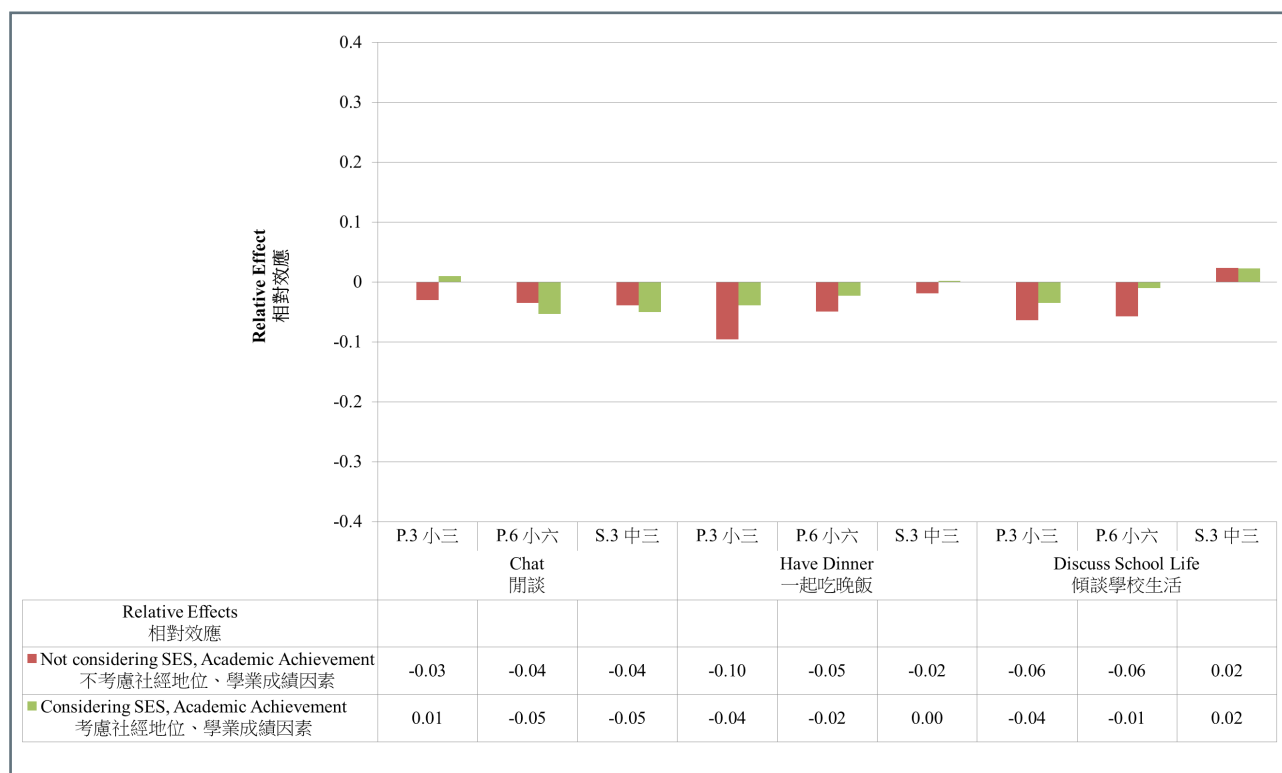


圖 4 小三、小六及中三家長非學業參與對子女中文科學習焦慮的影響

Figure 4 Effects of Parental Non-academic Involvement on Anxiety in Chinese Studies in Primary 3, Primary 6 and Secondary 3.

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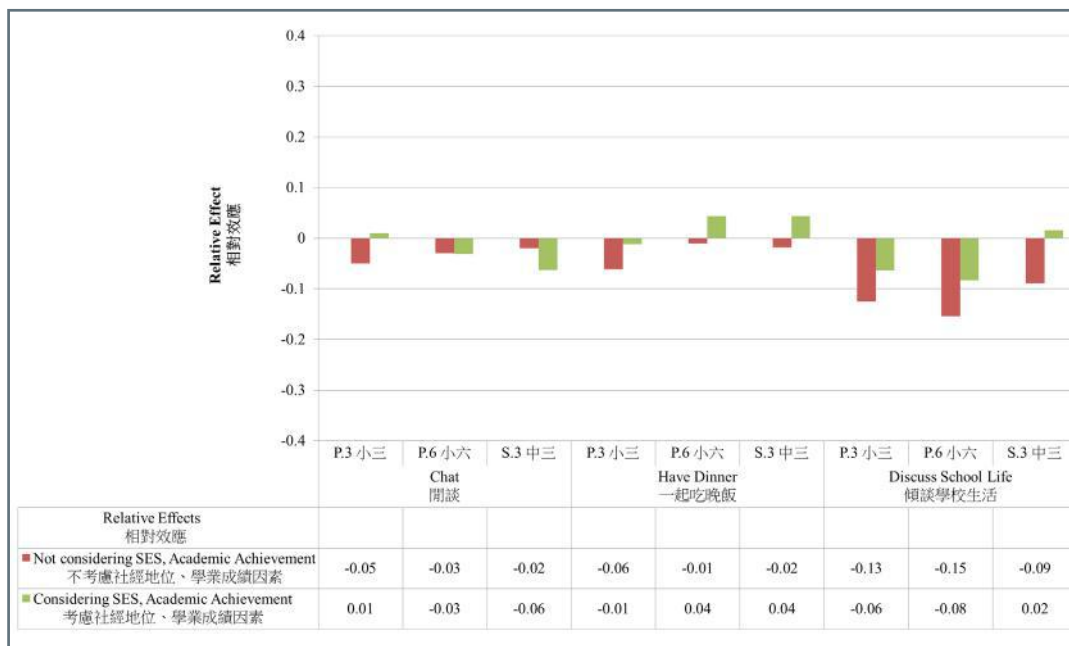


圖 5 小三、小六及中三家長非學業參與對子女英文科學習焦慮的影響

Figure 5 Effects of Parental Non-academic Involvement on Anxiety in English Studies in Primary 3, Primary 6 and Secondary 3.





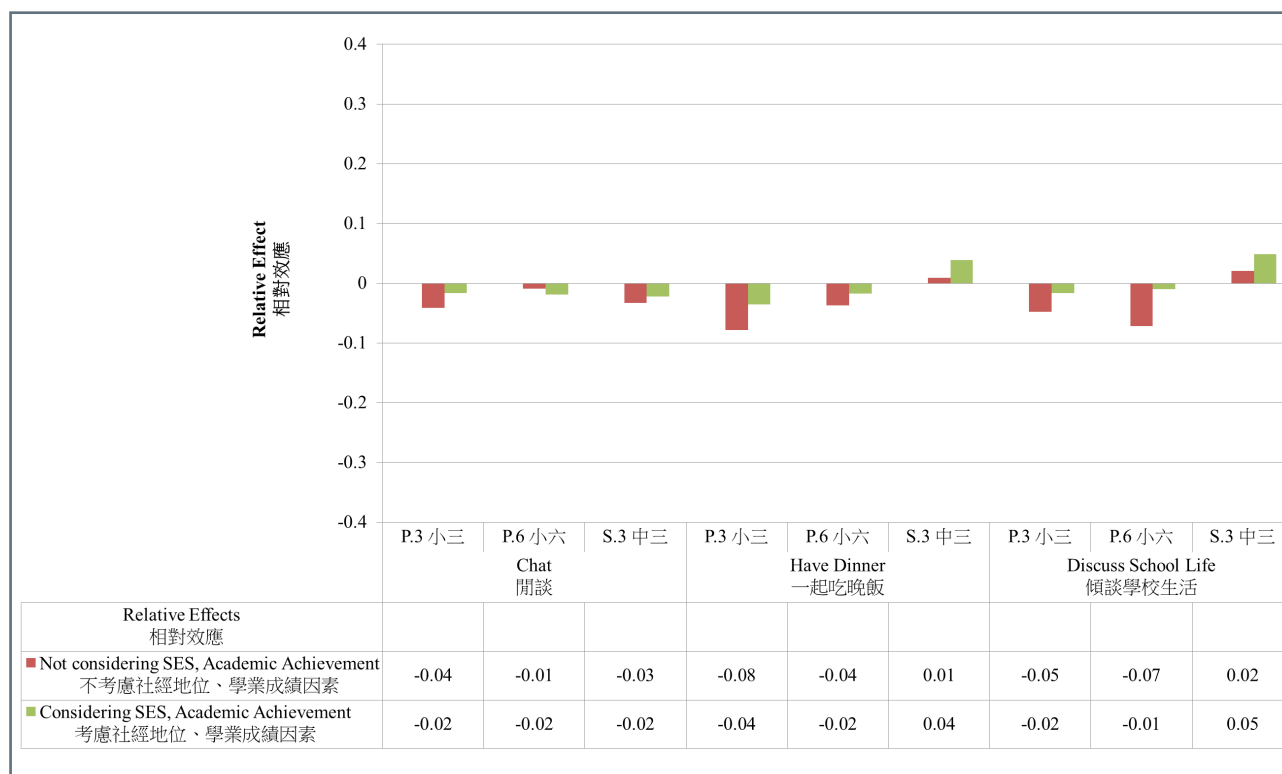


圖 6 小三、小六及中三家長非學業參與對子女數學科學習焦慮的影響

Figure 6 Effects of Parental Non-academic Involvement on Anxiety in Mathematics Studies in Primary 3, Primary 6 and Secondary 3.

註：

1 相對效應為家長個人的非學業參與改變學生學習焦慮的標準化 beta 值。

Note.

1 Relative effects are standardized beta weights of individual parental non-academic involvement variables on anxiety.



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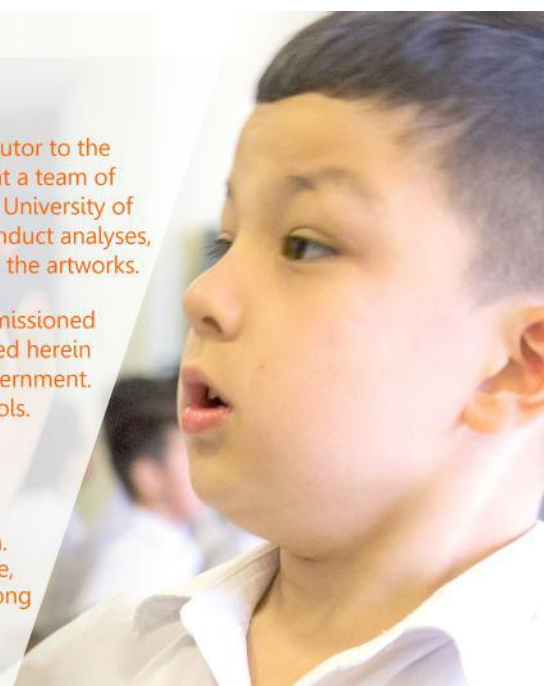
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# 數據 講教育 EdData Speaks

February 2017 Issue 13  
Topic: Parental Involvement (7)

## 成績好的學校，家長與學生閒談更多？ CHILDREN FROM HIGH ACHIEVING SCHOOLS CHAT MORE WITH THEIR PARENTS?

**在**香港，不同學校的家長非學業參與程度（閒談、一起吃晚飯及傾談學校生活）也有所不同。有些學校在這方面面對較大的挑戰，因為較少家長與子女閒談、一起吃晚飯及傾談學校生活；同時，也有學校學業成績較好但家長非學業參與程度卻低。因此，校長是否了解該校學生的學習文化及家長參與程度亦十分重要。

Schools in Hong Kong have different levels of parental non-academic involvement (chat, dine and discuss school life). Some schools face greater challenges in this area, with less parents chatting, dining and discussing school life with their children. There are also schools with high academic achievement but low parental non-academic involvement. It is important for principals to understand the learning culture and parental involvement of their students in their schools.





## 各學校家長的非學業參與程度（閒談、一起吃晚飯及傾談學校生活）有很大差異嗎？

在研究中，我們按學校中家長與子女閒談、吃晚飯及傾談學校生活的頻繁程度，把不同學校排序。圖中可見，不同學校的家長非學業參與程度差異頗大，有部份學校的家長非學業參與程度明顯較低。

在圖表中，每一條垂直條（上、下兩種顏色條屬同一學校）代表一間學校。不同顏色的深淺代表不同行為的頻密程度。上方圖表的垂直條代表良好的行為（如較常與子女閒談），而下方圖表的垂直條則代表不良的行為（如較少與子女閒談）。最左方的學校是有較高百分比的家長擁有較頻密的良好家長非學業參與行為（閒談、一起吃晚飯及傾談學校生活）。

如圖表所示，不同學校的學生與家長閒談的頻繁程度差異很大。例如，在「最好」的學校中，93% 小三家長幾乎每天或每星期一至兩次與子女閒談，但在「最大挑戰」的學校則只有 55% 的小三家長做到。

## ARE THERE GREAT DIFFERENCES ACROSS SCHOOLS IN STUDENTS' PARENTAL NON-ACADEMIC INVOLVEMENT (CHAT, DINE AND DISCUSS SCHOOL LIFE)?

In our study, we ranked the schools in terms of how frequent their students' parents chatted, dined, or discussed their school life with them. It could be observed that there were huge differences across schools, with some schools having an alarmingly low level of parental non-academic involvement.

In the graphs shown, each bar (the two-color bars at the top and the bottom belong to one school) represents one school. Different colour intensities represent different frequencies of behavior. The bars on the upper side represent desirable behavior (e.g., more chat with children) while those on the bottom represent undesirable behavior (e.g., less chat with children). The schools at the leftmost are the better schools with greater percentages of parents having frequent desirable non-academic involvement (chat, dine and discuss school life).

As can be seen from the graphs, a big variation in the frequency of chatting with parents among students in different schools was also observed. In the "best" school, 93% of Primary 3 parents chatted with their children almost every day or once/twice a week, while only 55% of Primary 3 parents did so in the "most challenged" school.

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同樣地，不同學校的學生與家長一起吃晚飯的頻繁程度差異亦頗大。例如，在「最好」的學校中，100% 小三家長幾乎每天或每星期一、兩次與子女一起吃晚飯，但在「最大挑戰」的學校則只有 74% 的小三家長常與子女吃晚飯。

不同學校的學生與家長傾談學校生活的頻繁程度差異也很大。例如，在「最好」的學校中，有 80% 小三家長與子女幾乎每天或每星期內一、兩次與子女傾談學校生活，但在「最大挑戰」的學校則只有 35% 的小三家長做到。

Similarly, there was a great variation in the frequency of parents having dinner with children in different schools. For example, in the “best” school, 100% of Primary 3 parents dined with their children almost every day or once/twice a week. In contrast, the “most challenged” school had only 74% of Primary 3 parents who dined as frequently with their children.

There was a great variation in the frequency of school life discussion among students in different schools as well. For example, in the “best” school, 80% of Primary 3 parents discussed school life with their children almost every day or once/twice a week. In contrast, only 35% of Primary 3 parents did so in the “most challenged” schools.

## 家長非學業參與程度與學生學業成績不相配的學校

我們亦用圖表顯示了不同學校的家長非學業參與程度及學生中文、英文及數學科成績的關係。圖中每一個圓圈代表一間學校。橫坐標軸（x- 坐標）是每所學校所有家長非學業參與程度的平均值，縱坐標軸（y- 坐標）則是每所學校所有學生學業成績的平均值（全香港均值設定為 500 分）。

## IDENTIFYING SCHOOLS WITH PARENTAL NON-ACADEMIC INVOLVEMENT NOT MATCHING THEIR ACADEMIC PERFORMANCE

The relationships between parental non-academic involvement and students' academic achievement in Chinese, English and Mathematics for each school were shown in the graphs. In the graphs, each circle represents one school. The horizontal line (x-axis) represents the mean of parental non-academic involvement of all students in each school, and the vertical line (y-axis) represents the mean of academic achievement of all students in each school (which is set to 500 points).





圖的中央垂直及橫線「十字」代表平均線；在垂直線右方的圓圈代表該學校的家長非學業參與度高於香港的平均值，在垂直線左方的則代表該學校低於香港平均值。同樣地，在橫線（500分）上方的學校的學生平均學業成績高於香港平均值，橫線以下的學校則低於香港平均值。

在圖表及分析中，我們已控制了每一間學校的家長社經地位，以確保所有顯示的關係並非家長社經地位的高與低所致。

圖中可見，家長非學業參與程度較高的學校有較好的學業成績，反之亦然（相關系數在小三為 0.19 至 0.38，小六為 0.24 至 0.41，中三為 0.67 至 0.74）。但是，有部份學校的學業成績好，但家長非學業參與程度卻低；或學校學業表現弱，但家長非學業參與度卻高。對於前者，學校應多花時間及努力與家長分享家長非學業參與的重要性。而對於後者，學校則應利用此優勢改善學生的學業成績。

各學校了解自身的學校文化及家長的行為，利用他們的強項及改善不同弱項，相信能協助學校作出相應的進步。

The vertical and horizontal lines of the “cross” in the graph represent the Hong Kong means. Circles that are on the right-hand side of the vertical line are above the Hong Kong mean in their parental non-academic involvement, while those on the left are below the Hong Kong mean. By the same token, schools above the horizontal (500-point) line have academic achievement above the Hong Kong mean, while schools below the line are below the Hong Kong mean.

In the graphs and analyses, we controlled for the differences in the parental socioeconomic status for each school to ensure that all the relationships shown were not due to parents' higher or lower socioeconomic status.

From the graphs, it could be seen that schools with more non-academically involved parents generally had better academic results, and vice versa (correlations 0.19 to 0.38 in P.3, 0.24 to 0.41 in P.6, 0.67 to 0.74 in S.3). There were, however, some schools that had good academic results but low parental non-academic involvement, or weak academic results but high parental non-academic involvement. For the former, it is worth the schools' effort to spend more time sharing the importance of parental non-academic involvement with parents. For the latter, schools should make use of this advantage to improve students' academic performance.

Understanding the culture and parental behavior of each individual school could definitely help schools improve by making use of their strengths and working on their weaknesses.



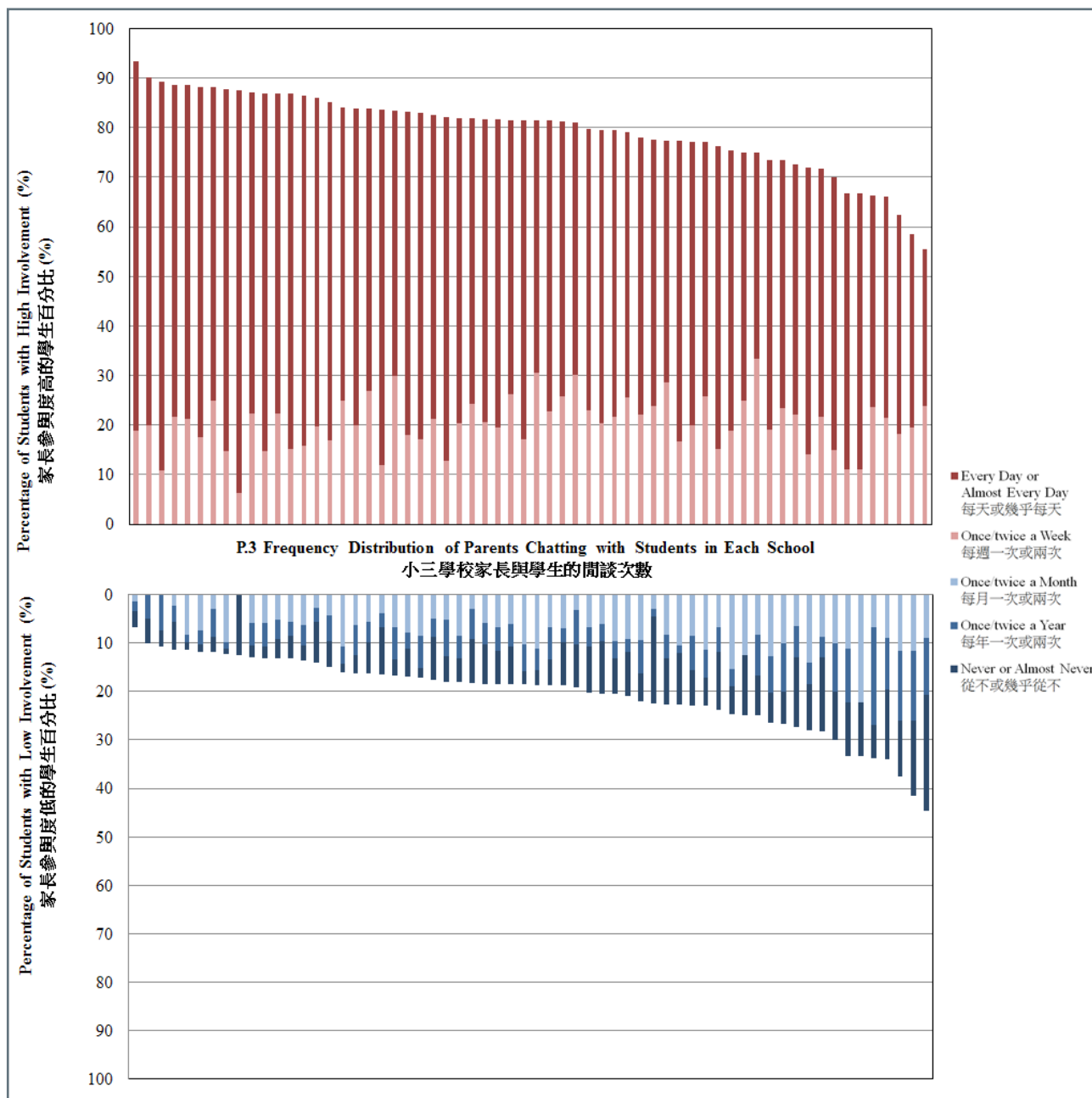


圖 1 不同學校中家長與子女閒談次數的百分比 (小三)

Figure 1 Frequency Distribution of Parents Chatting with Their Children in Each School (Primary 3).



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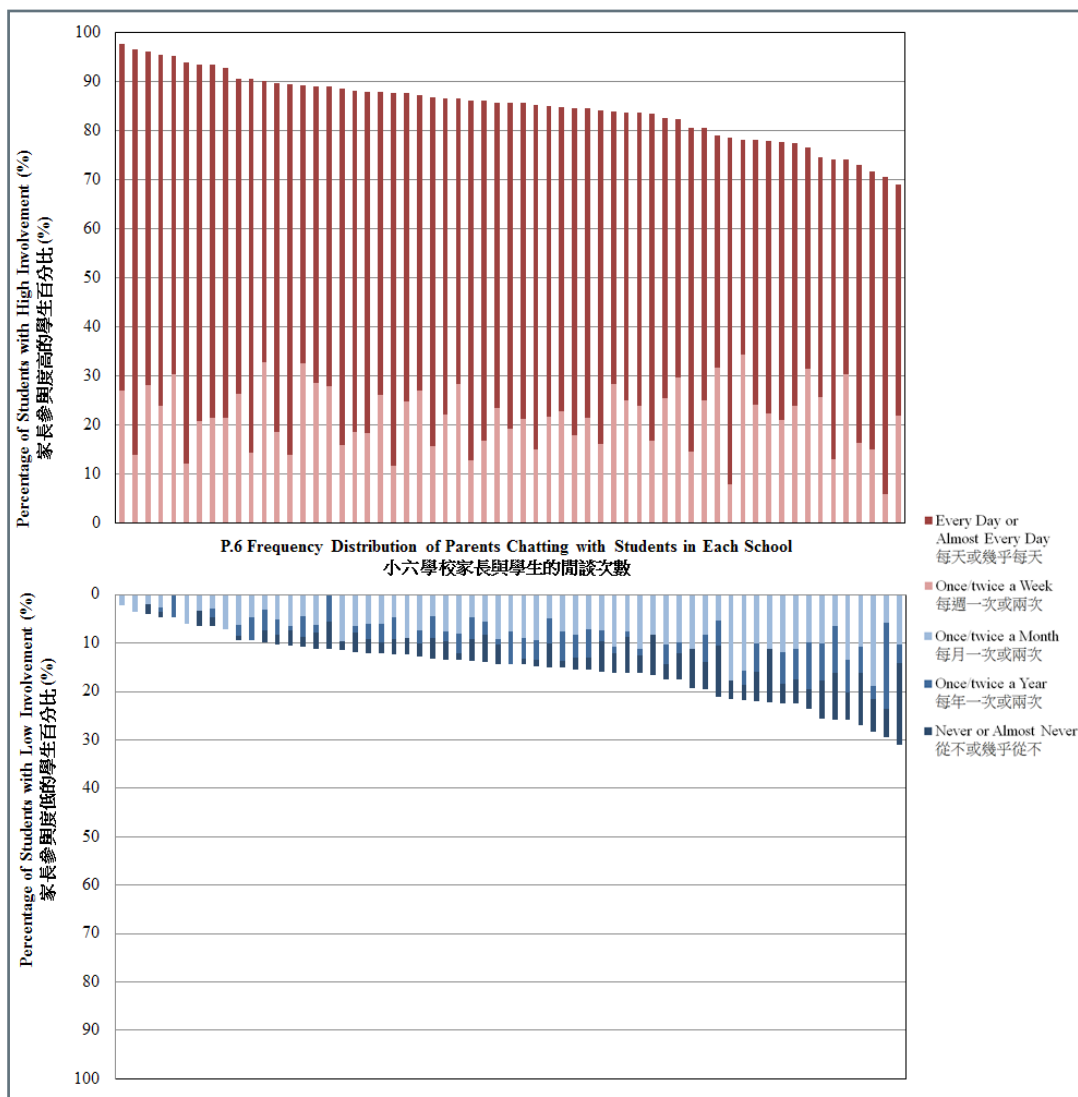


圖 2 不同學校中家長與子女閒談次數的百分比 (小六)

Figure 2 Frequency Distribution of Parents Chatting with Their Children in Each School (Primary 6).



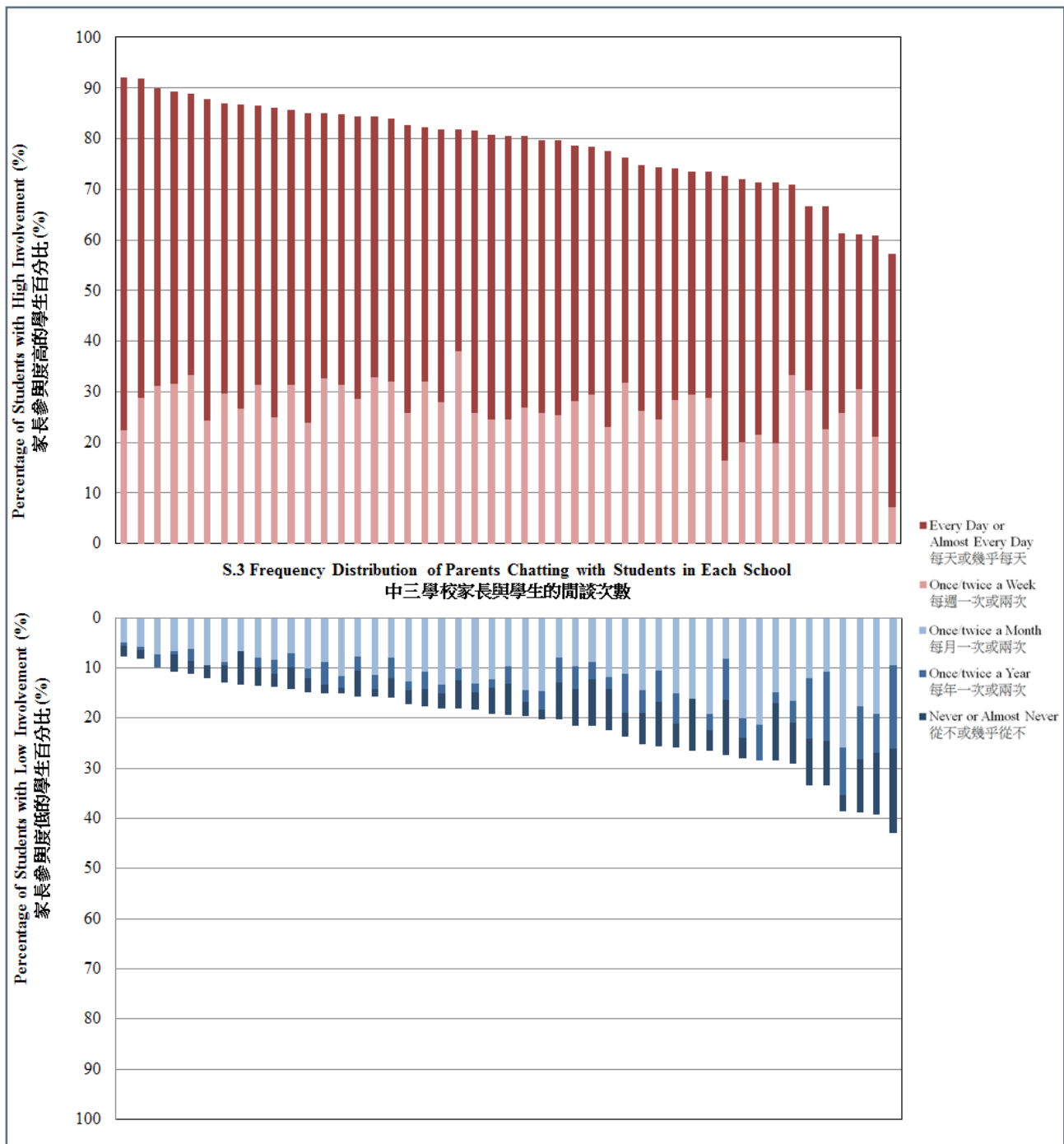


圖 3 不同學校中家長與子女閒談次數的百分比 (中三)

Figure 3 Frequency Distribution of Parents Chatting with Their Children in Each School (Secondary 3).





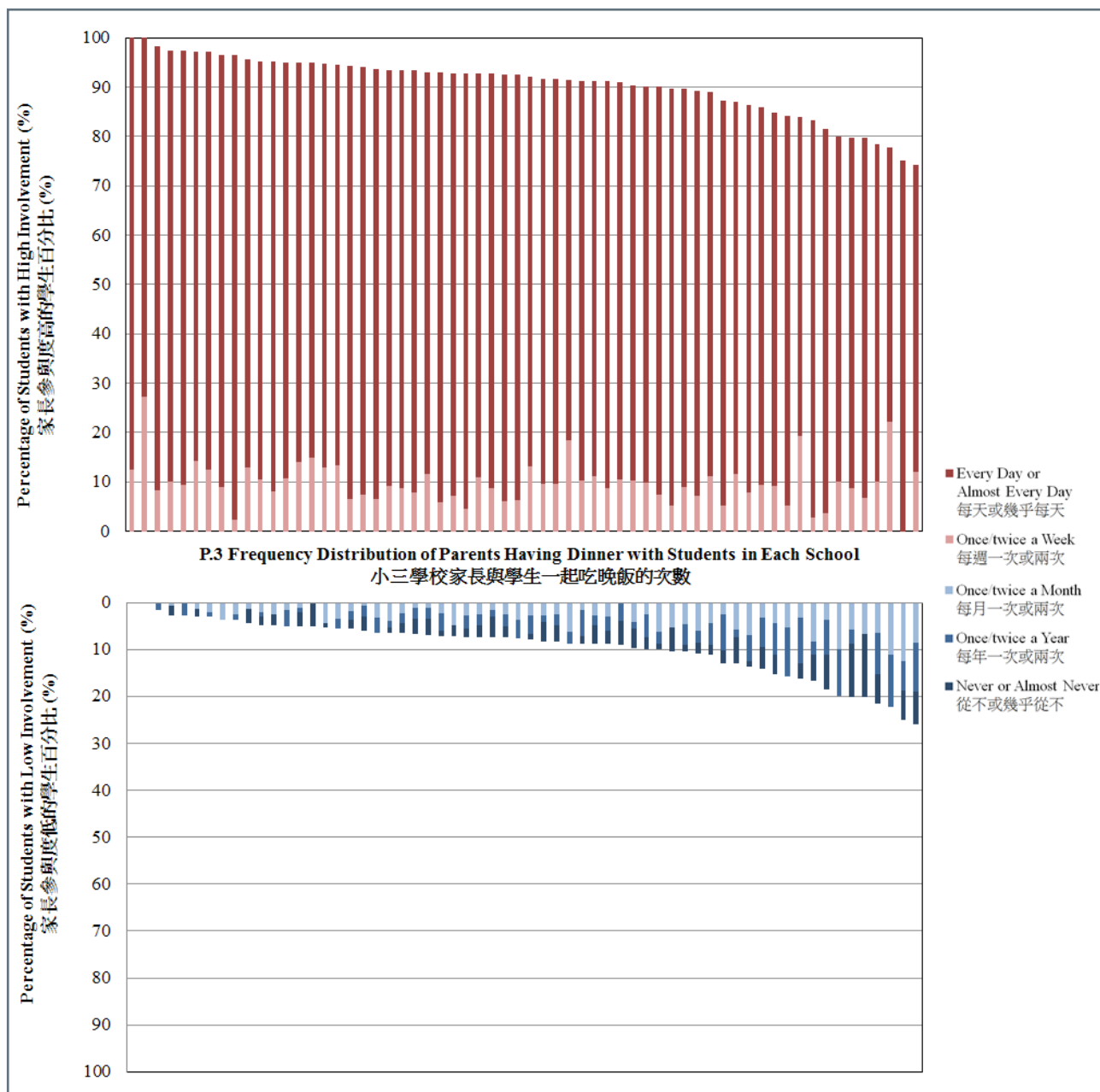


圖 4 不同學校中家長與子女一起吃晚飯次數的百分比 (小三)

Figure 4 Frequency Distribution of Parents Dining with Their Children in Each School (Primary 3).

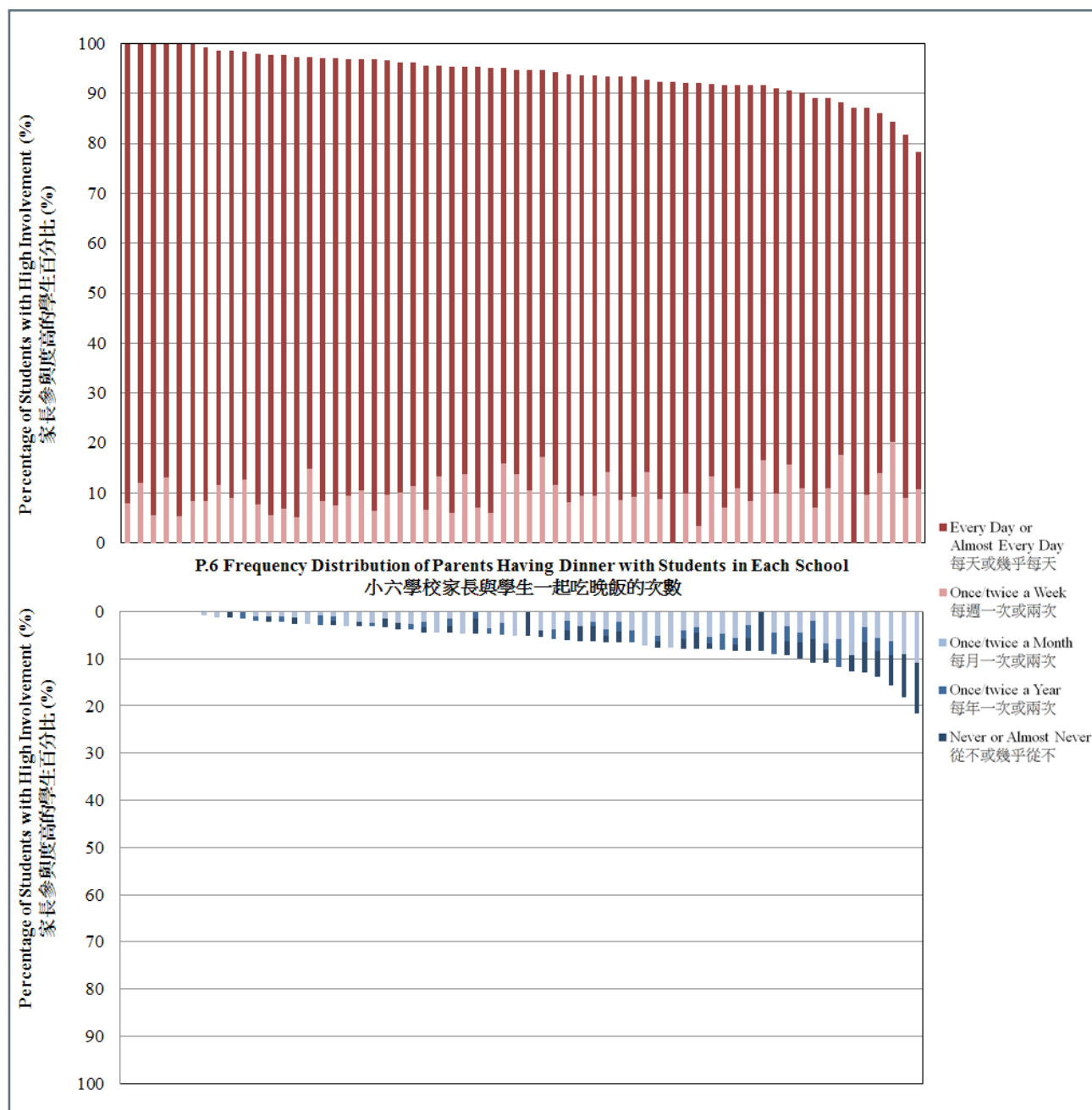


圖 5 不同學校中家長與子女一起吃晚飯次數的百分比 (小六)

Figure 5 Frequency Distribution of Parents Dining with Their Children in Each School (Primary 6).



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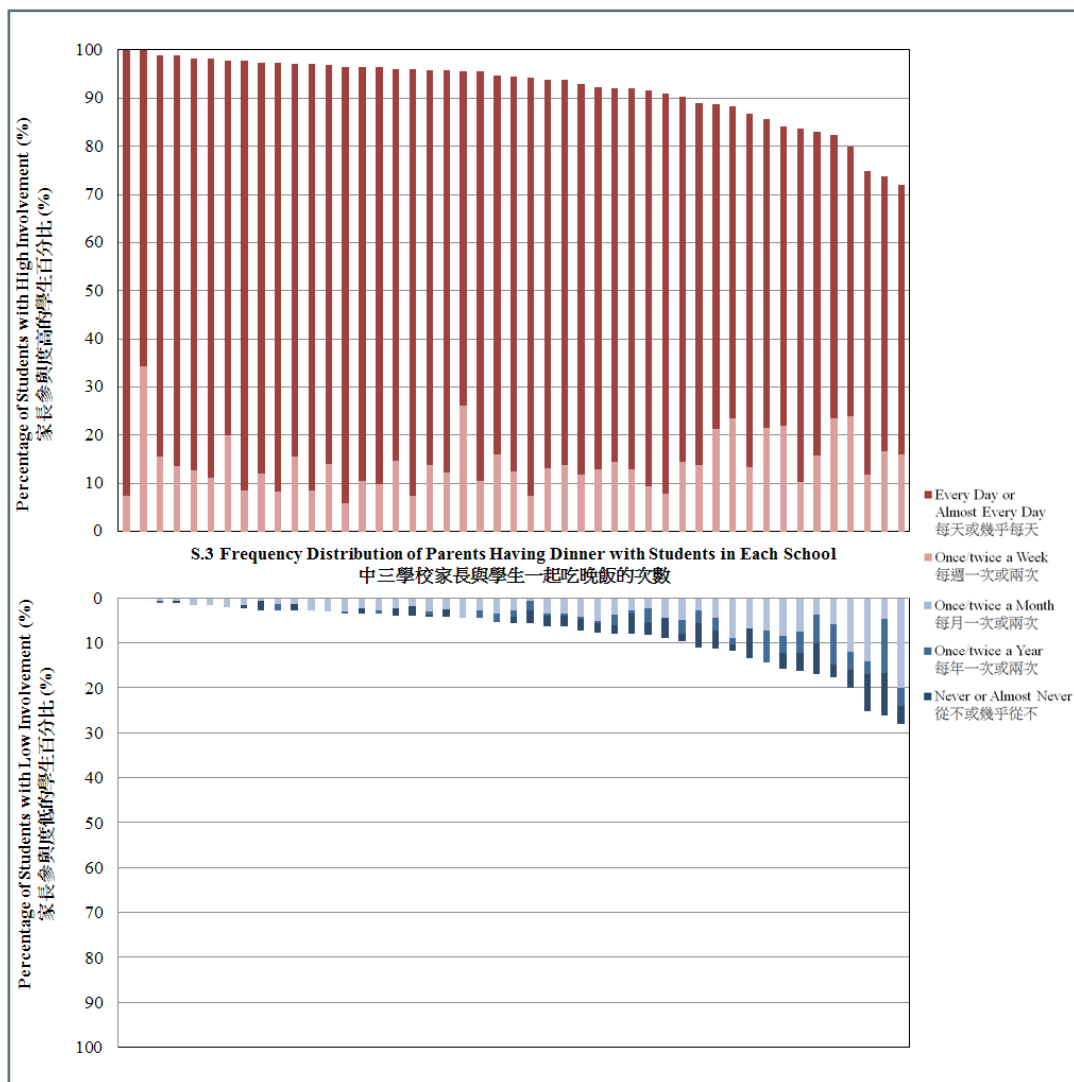


圖 6 不同學校中家長與子女一起吃晚飯次數的百分比 (中三)

Figure 6 Frequency Distribution of Parents Dining with Their Children in Each School (Secondary 3).





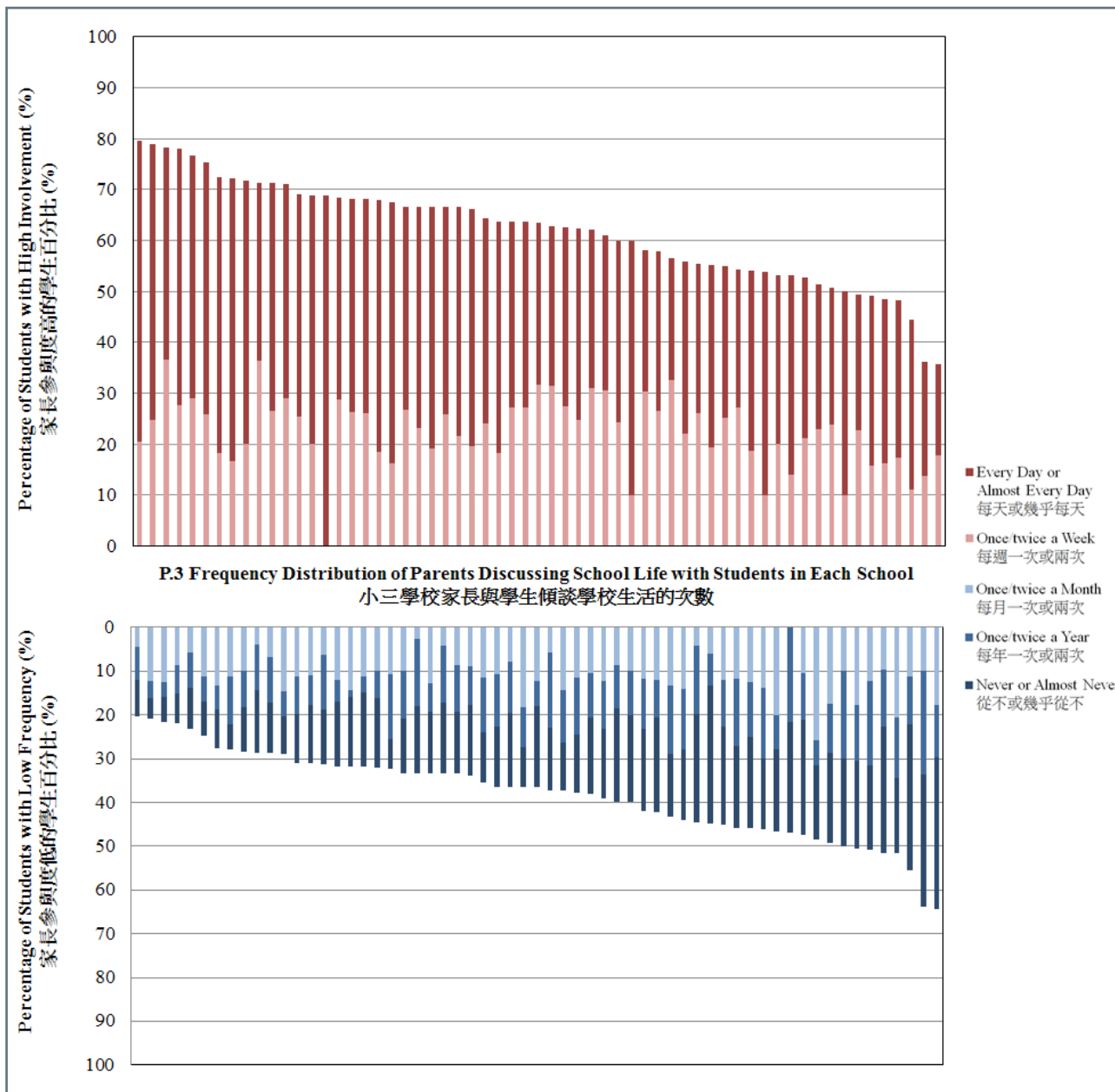


圖 7 不同學校中家長與子女傾談學校生活次數的百分比 (小三)

Figure 7 Frequency Distribution of Parents Discussing School Life with Their Children in Each School (Primary 3).

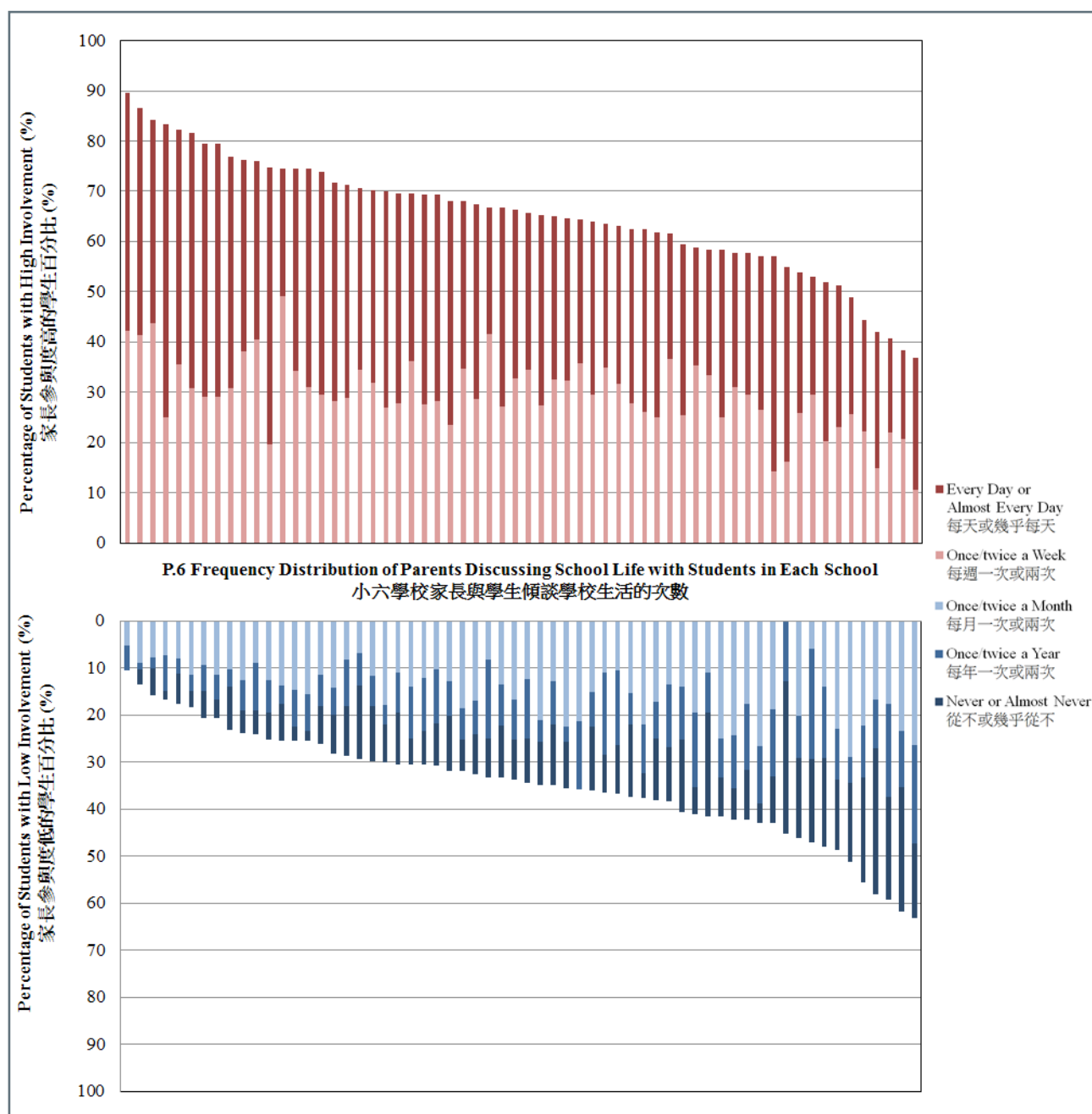


圖 8 不同學校中家長與子女傾談學校生活次數的百分比 (小六)

Figure 9 Frequency Distribution of Parents Discussing School Life with Their Children in Each School (Primary 6).



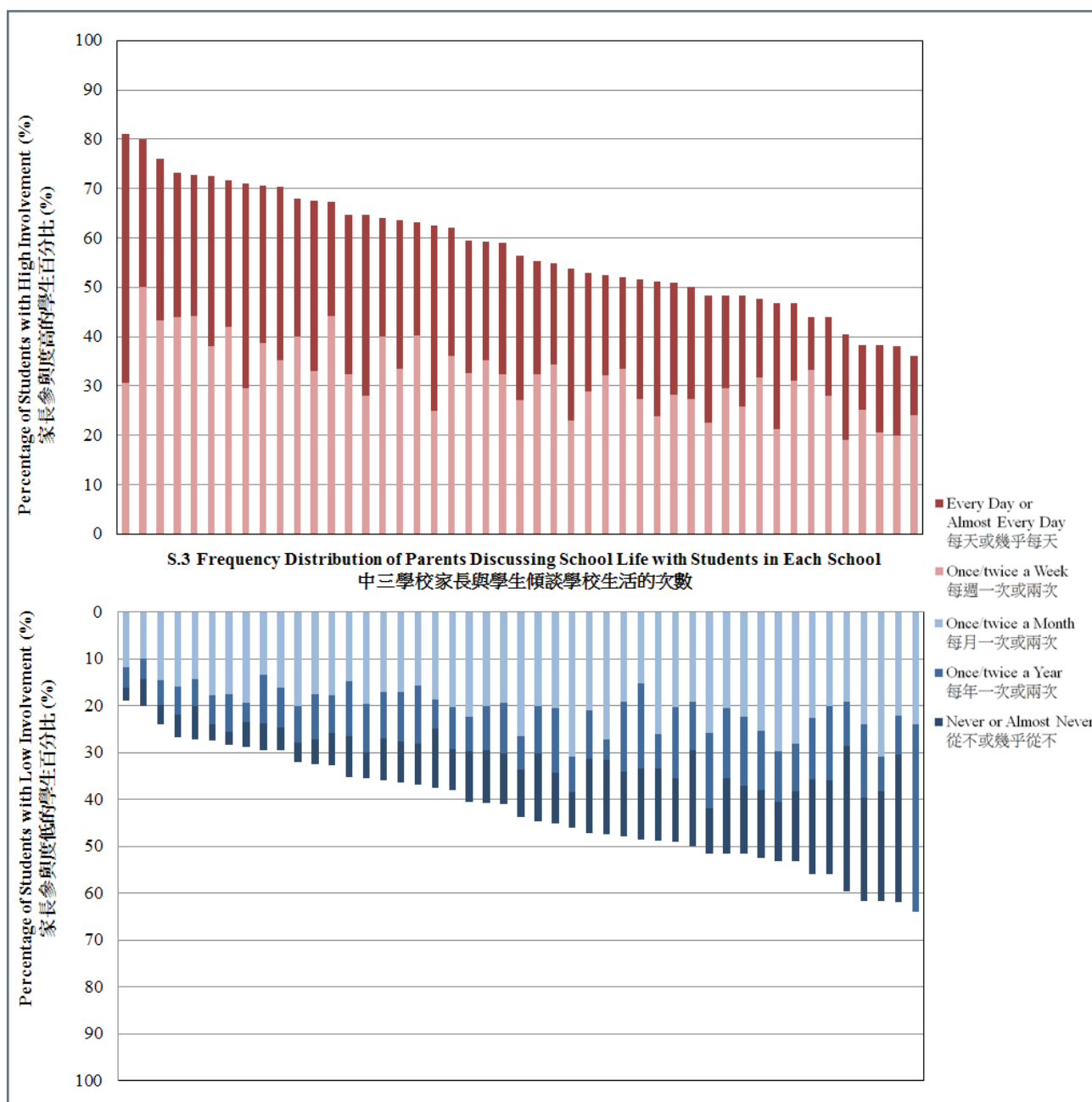


圖 9 不同學校中家長與子女傾談學校生活次數的百分比 (中三)

Figure 9 Frequency Distribution of Parents Discussing School Life with Their Children in Each School (Secondary 3).



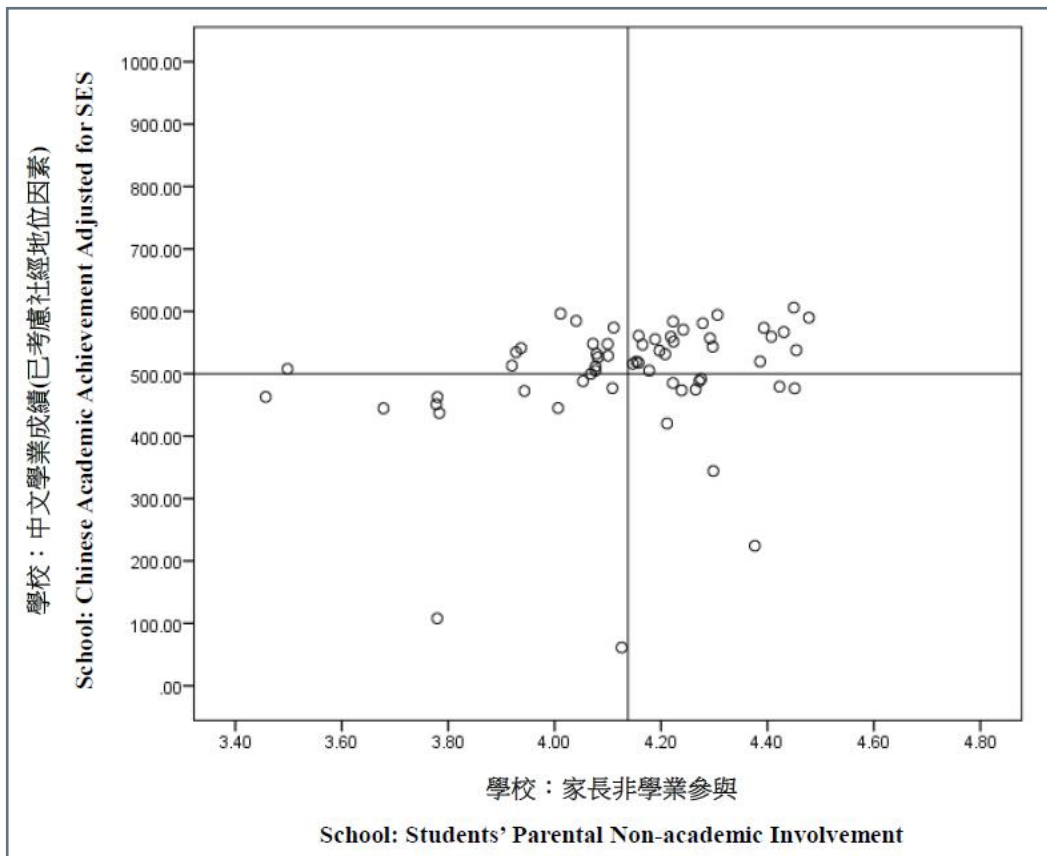


圖 10 考慮社經地位後，家長非學業參與及中文科成績的關係（小三）

Figure 10 Relationship between Students' Parental Non-academic Involvement and Chinese Academic Achievement after Considering SES of Each School (Primary 3).

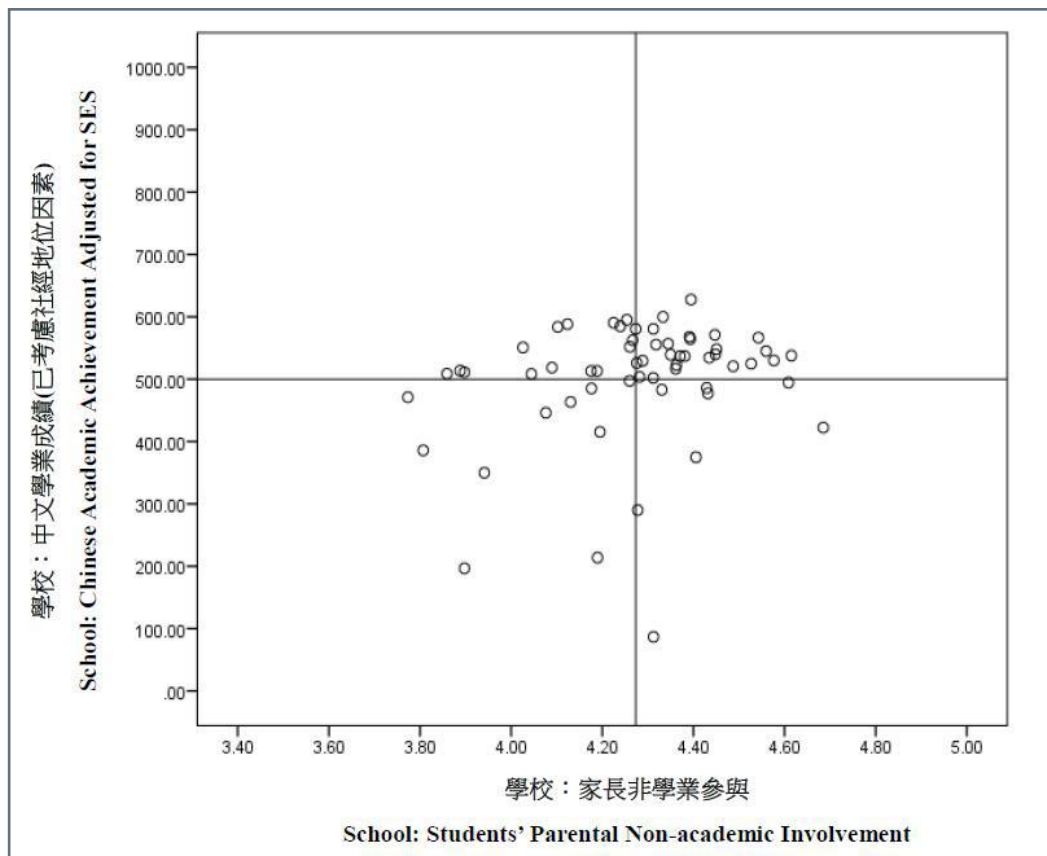


圖 11 考慮社經地位後，家長非學業參與及中文科成績的關係（小六）

Figure 11 Relationship between Students' Parental Non-academic Involvement and Chinese Academic Achievement after Considering SES of Each School (Primary 6).

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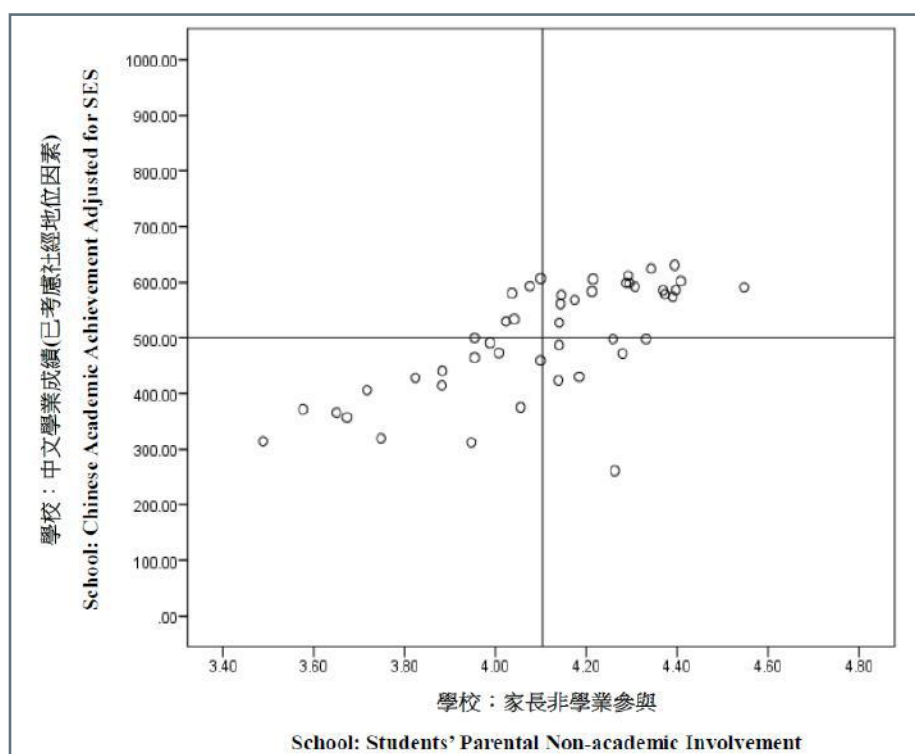


圖 12 考慮社經地位後，家長非學業參與及中文科成績的關係（中三）

Figure 12 Relationship between Students' Parental Non-academic Involvement and Chinese Academic Achievement after Considering SES of Each School (Secondary 3).

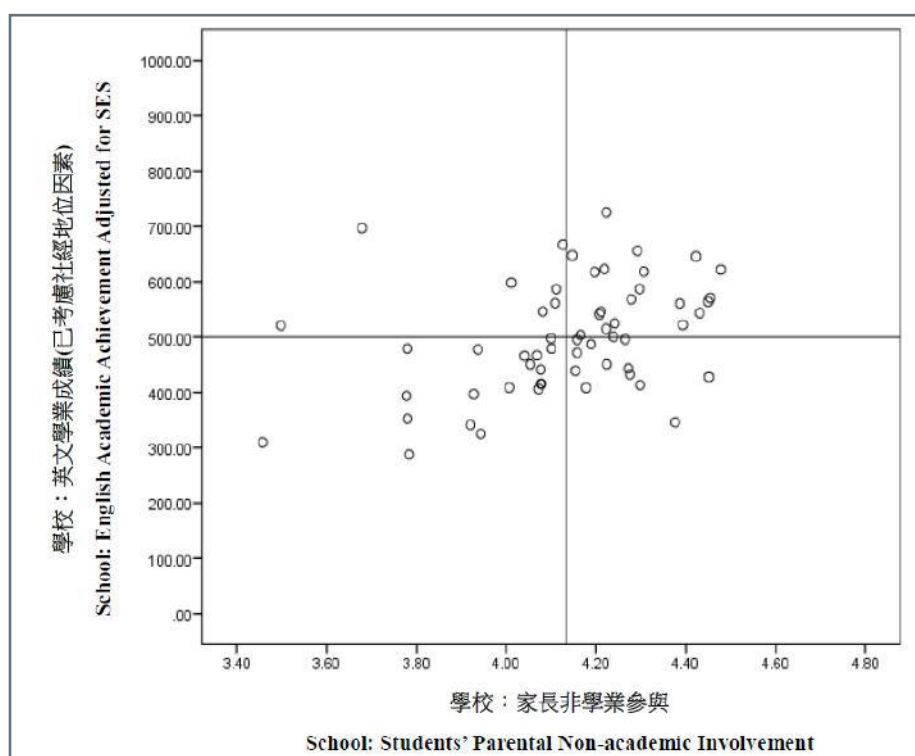


圖 13 考慮社經地位後，家長非學業參與及英文科成績的關係（小三）

Figure 13 Relationship between Students' Parental Non-academic Involvement and English Academic Achievement after Considering SES of Each School (Primary 3).



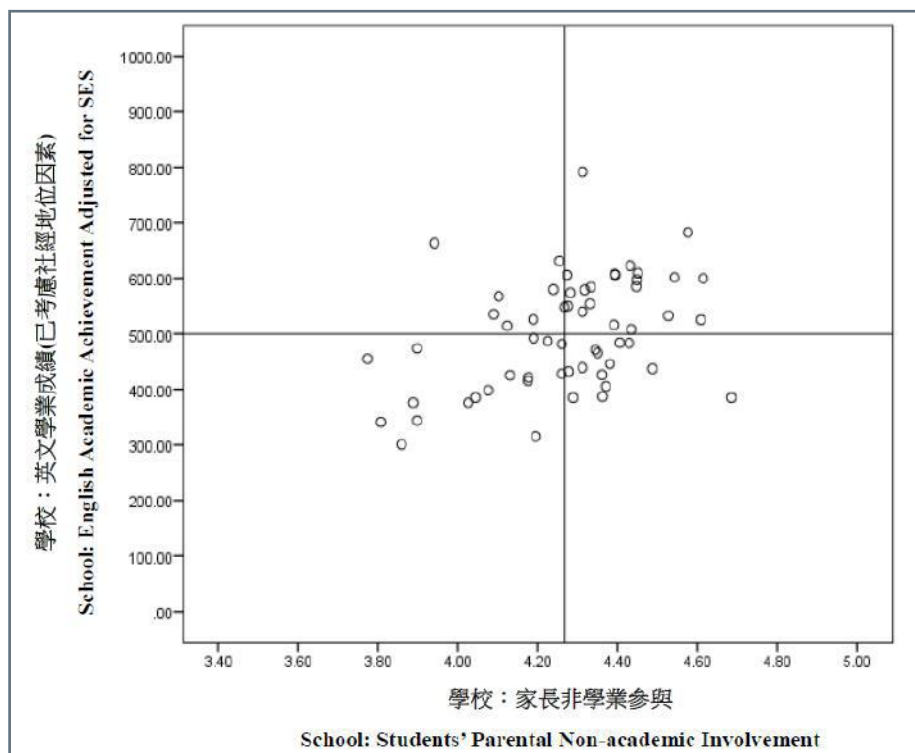


圖 14 考慮社經地位後，家長非學業參與及英文科成績的關係（小六）

Figure 14 Relationship between Students' Parental Non-academic Involvement and English Academic Achievement after Considering SES of Each School (Primary 6).

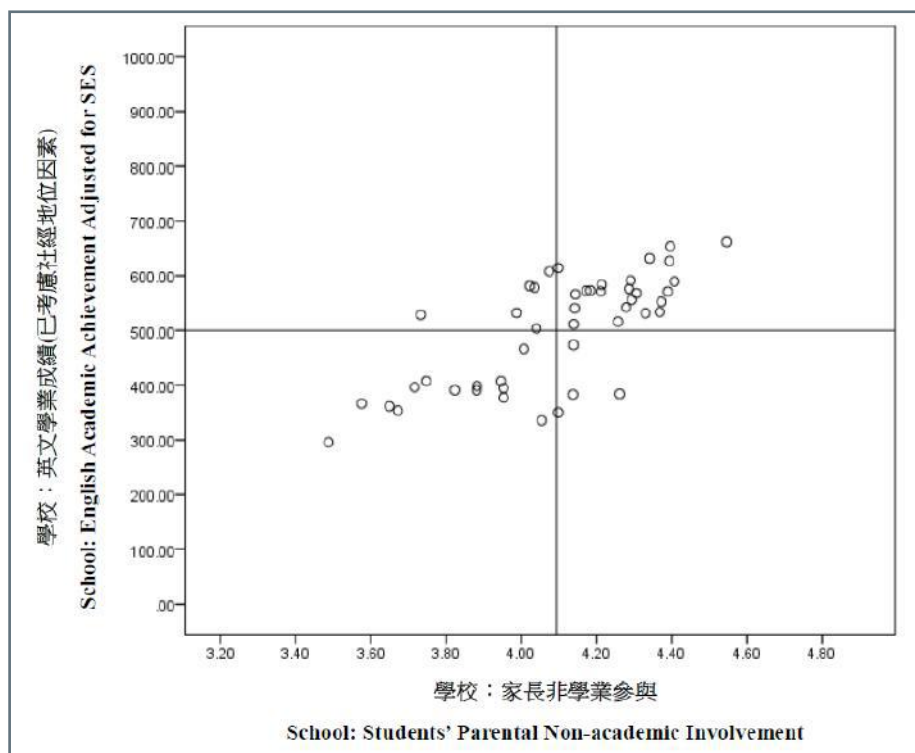


圖 15 考慮社經地位後，家長非學業參與及英文科成績的關係（中三）

Figure 15 Relationship between Students' Parental Non-academic Involvement and English Academic Achievement after Considering SES of Each School (Secondary 3).



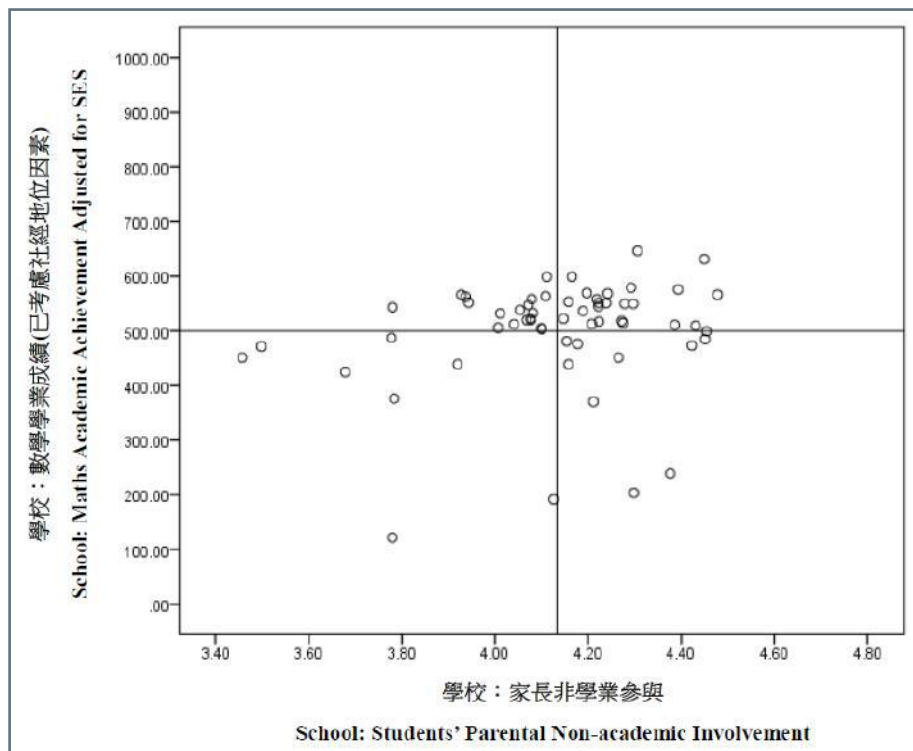


圖 16 考慮社經地位後，家長非學業參與及數學科成績的關係（小三）

Figure 16 Relationship between Students' Parental Non-academic Involvement and Mathematics Academic Achievement after Considering SES of Each School (Primary 3).

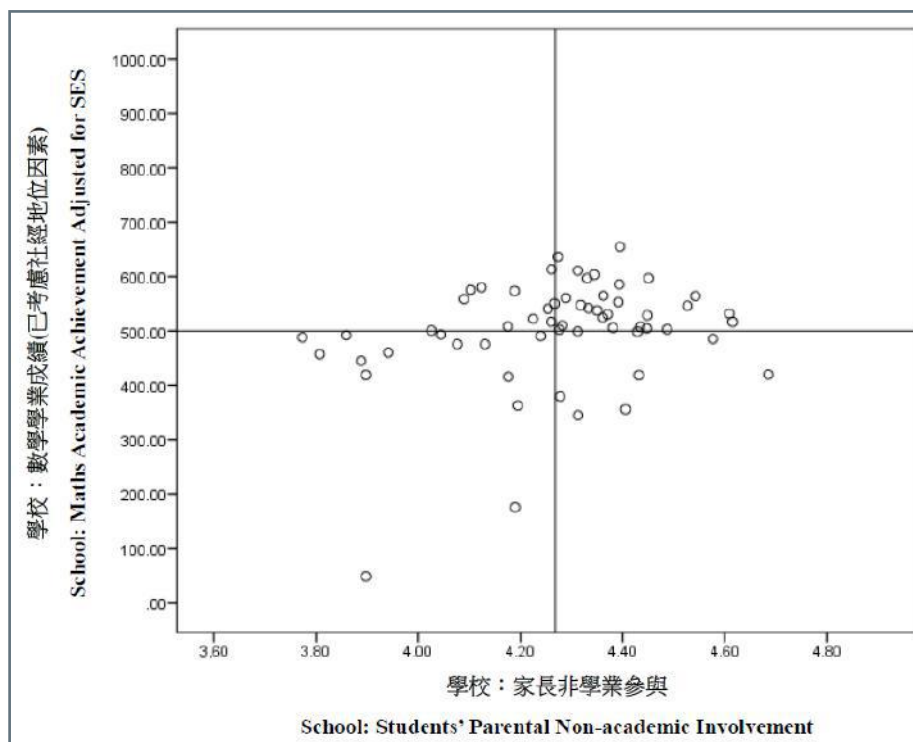


圖 17 考慮社經地位後，家長非學業參與及數學科成績的關係（小六）

Figure 17 Relationship between Students' Parental Non-academic Involvement and Mathematics Academic Achievement after Considering SES of Each School (Primary 6).



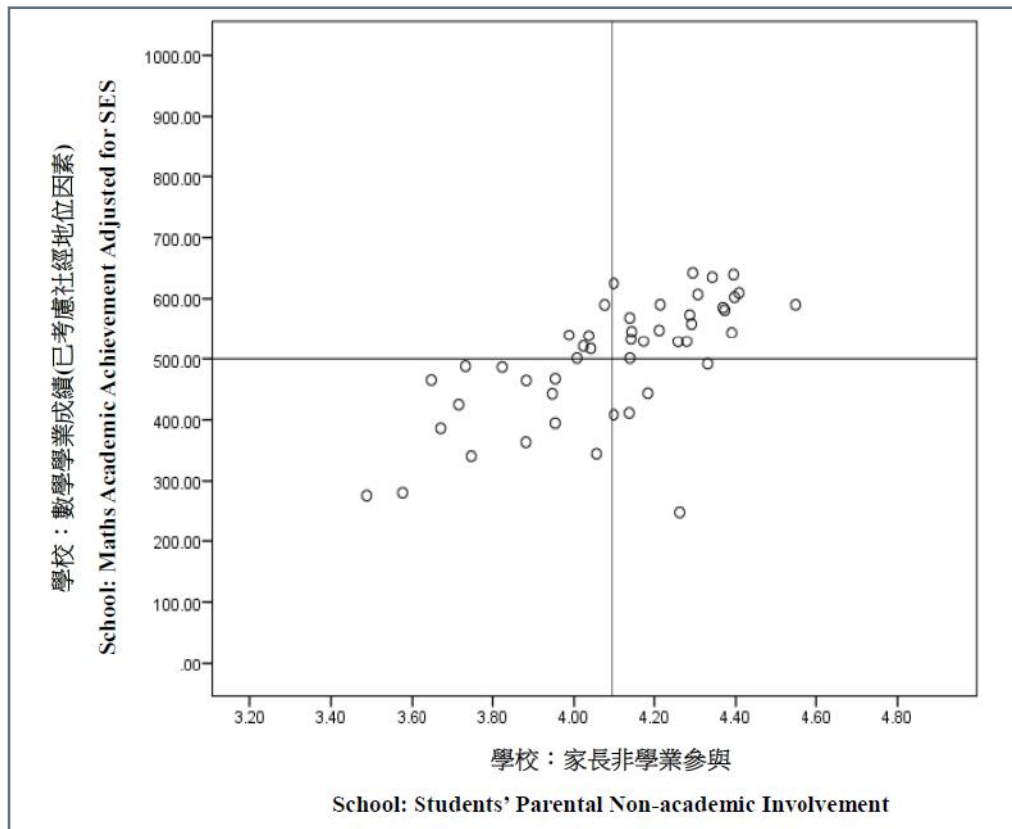


圖 18 考慮社經地位後，家長非學業參與及數學科成績的關係（中三）

Figure 18 Relationship between Students' Parental Non-academic Involvement and Mathematics Academic Achievement after Considering SES of Each School (Secondary 3).



## EdData Speaks

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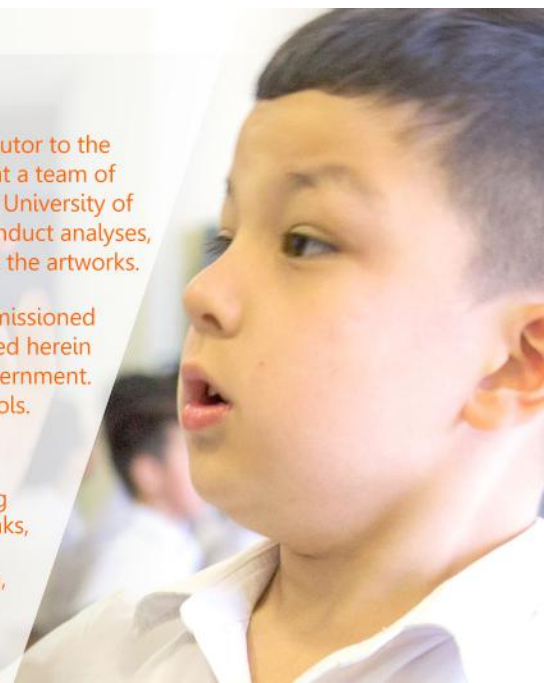
Despite not being able to identify each and every contributor to the corresponding issue of the reports, it should be noted that a team of research staff and student helpers mostly from the Chinese University of Hong Kong has helped to identify the research questions, conduct analyses, write up results, prepare graphs, proofread drafts, and finish the artworks.

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# 數據 講教育 EdData Speaks

February 2017 Issue 14  
Topic: Parental Involvement (8)

## 在學業成績較低的學校，較多家長 會協助子女做家課？

### MORE PARENTS HELP THEIR CHILDREN WITH THEIR HOMEWORK IN LOW ACHIEVING SCHOOLS?

**在**本港不同學校中，小三、小六及中三學生的家長在學科（中文、英文及數學科）的家長學業參與程度（協助子女做家課及與子女傾談學科表現）截然不同。然而，家長學業參與程度與學校的學業成績並沒有太大關係。在一些學業成績較低的學校中，家長學業參與程度卻很高；同時也有成績較好的學校，家長學業參與程度卻偏低。因此，校長有必要了解該校的家長及學生的學習文化。

**B**y and large, schools in Hong Kong varied in the level of parental academic involvement (help with homework and discuss school performance) in Primary 3, Primary 6 and Secondary 3 across Chinese, English, and Mathematics. However, the level of parental academic involvement did not vary with school academic achievement. There were schools with low academic achievement but high parental academic involvement. There were schools with high academic achievement but low parental academic involvement. It is important for principals to understand the parents of their schools and the learning culture of their students.





## 在學業成績懸殊的學校中，家長學業參與程度會有明顯差別嗎？

在早前的新聞通訊中，我們發現家長非學業參與（閒談、一起吃晚餐或討論學校生活）的頻密程度在不同年級中有明顯差異。那麼，家長學業參與程度（協助完成家課）與上述情況相似嗎？不同學校的家長學業參與程度亦相若嗎？

如圖中可見，不同顏色的深淺代表不同家長行為的頻密程度。圖中每一條垂直條（上、下兩種顏色條屬同一學校）代表一間學校。上方圖表的垂直條代表較高的家長學業參與程度（如較常協助子女做家課），而下方圖表的垂直條則代表較低的家長學業參與程度（如較少協助子女做家課）。學校的排序是按他們的學業成績（紅線）而定，即最左方的學校所得之平均學業成績最高，最右方則是平均學業成績最低的學校。

我們可見不同學校的家長學業參與程度有明顯差異。但是，學校的學業成績與家長學業參與程度並沒有直接關係。

## ARE THERE GREAT DIFFERENCES IN PARENTAL ACADEMIC INVOLVEMENT BETWEEN HIGH AND LOW ACHIEVING SCHOOLS?

In the previous newsletter, it could be seen that there was a great variation in the frequency of parental non-academic involvement (chat, dine, discuss school life) across schools at all educational levels. Is it similar with parental academic involvement (help with homework)? Are the levels of parental academic involvement similar across schools?

In the graphs shown, different colour intensities represent different frequencies of behavior. The bars on the upper side represent more parental academic involvement (e.g., more help with children's homework) while those at the bottom represent less parental academic involvement (e.g., less help with children's homework). The schools are arranged in the order of their academic achievement (the red line), with the ones at the leftmost having the highest academic achievement, while the ones on the rightmost having the lowest academic achievement.

Large differences in parental academic involvement were observed across schools and there was no obvious trend in the relationship between academic achievement and parental academic achievement.

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以最多小三學生家長協助子女做家課的學校為例，有 57% 家長每天協助子女做家課，56% 家長每天與子女傾談學業表現。反之，在最少家長協助子女做家課的學校中，只有 18% 及 13% 家長有以上行為。

家長在英文科的參與程度亦有明顯差異。在最多小三學生家長協助子女做家課的學校中，53% 家長會每天協助子女做家課，56% 家長則會每天與子女傾談學業表現。但在最少家長協助子女做家課的學校中，則只有 20% 及 15% 家長有以上行為。

而在數學科的參與程度方面，學校間的差距更大。在最多小三學生家長協助子女做家課的學校中，分別有 69% 及 61% 家長每天協助子女做家課及每天與子女傾談學業表現。相反，在最少家長協助子女做家課的學校中，只有 18% 及 13% 家長會這樣做。

For example, in the school with the most Primary 3 parents helping their children with their homework, 57% of the parents helped their children with their homework every day and 56% of the parents discussed their children's academic performance with them every day. In contrast, only 18% and 13% of the parents respectively did so in the school with the least parents helping their children with their homework.

A similar variation could be observed in the parental academic involvement in English. In the school with the most Primary 3 parents helping their children with their homework, 53% of parents helped their children with their homework every day and 56% of the parents discussed their children's academic performance with them every day. In contrast, only 20% and 15% respectively did so in the school with the least parents helping their children with their homework.

In terms of parental academic involvement in Mathematics, the variation across schools was even more marked. 69% and 61% of Primary 3 parents helped their children with their homework and discussed their academic performance with them every day respectively in the school with the most parents helping their children with their homework, while only 18% and 13% did so in the school with the least parents helping their children with their homework.

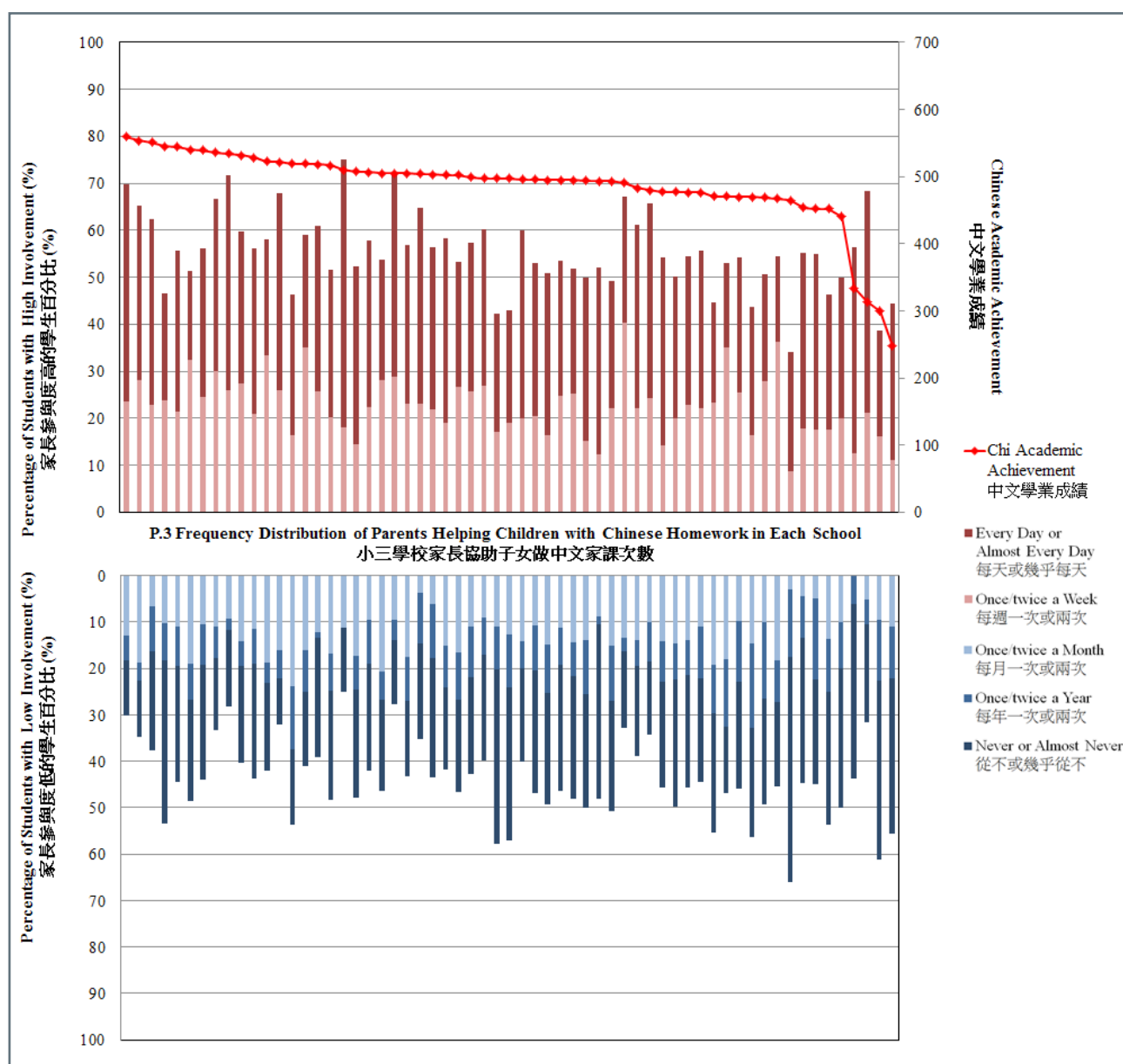


圖 1 不同學校中家長協助子女完成中文科家課次數的百分比 (小三)

Figure 1 Frequency Distribution of Parents Helping Their Children with Their Chinese Homework in Each School (Primary 3).





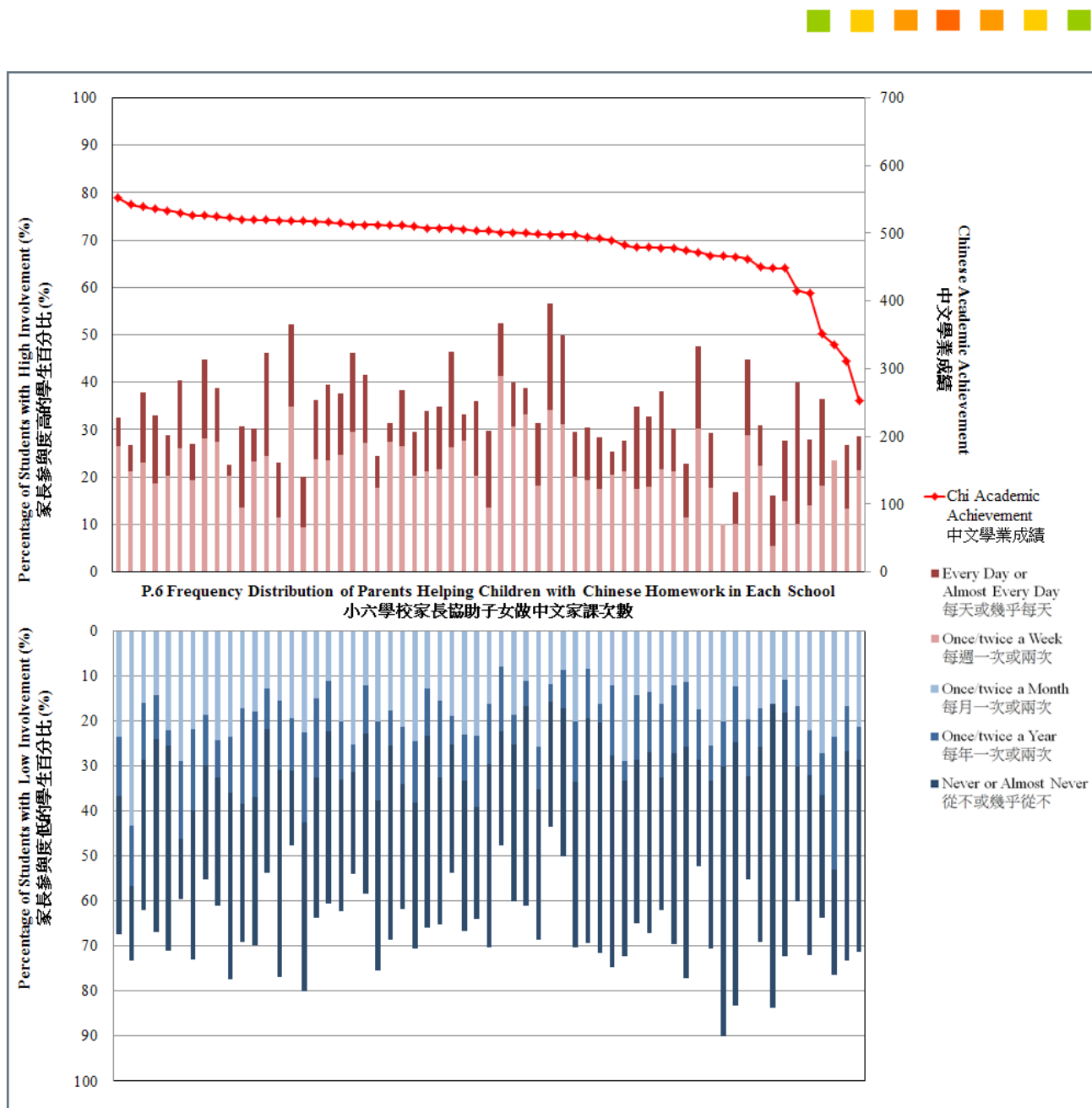


圖 2 不同學校中家長協助子女完成中文科家課次數的百分比 (小六)

Figure 2 Frequency Distribution of Parents Helping Their Children with Their Chinese Homework in Each School (Primary 6).

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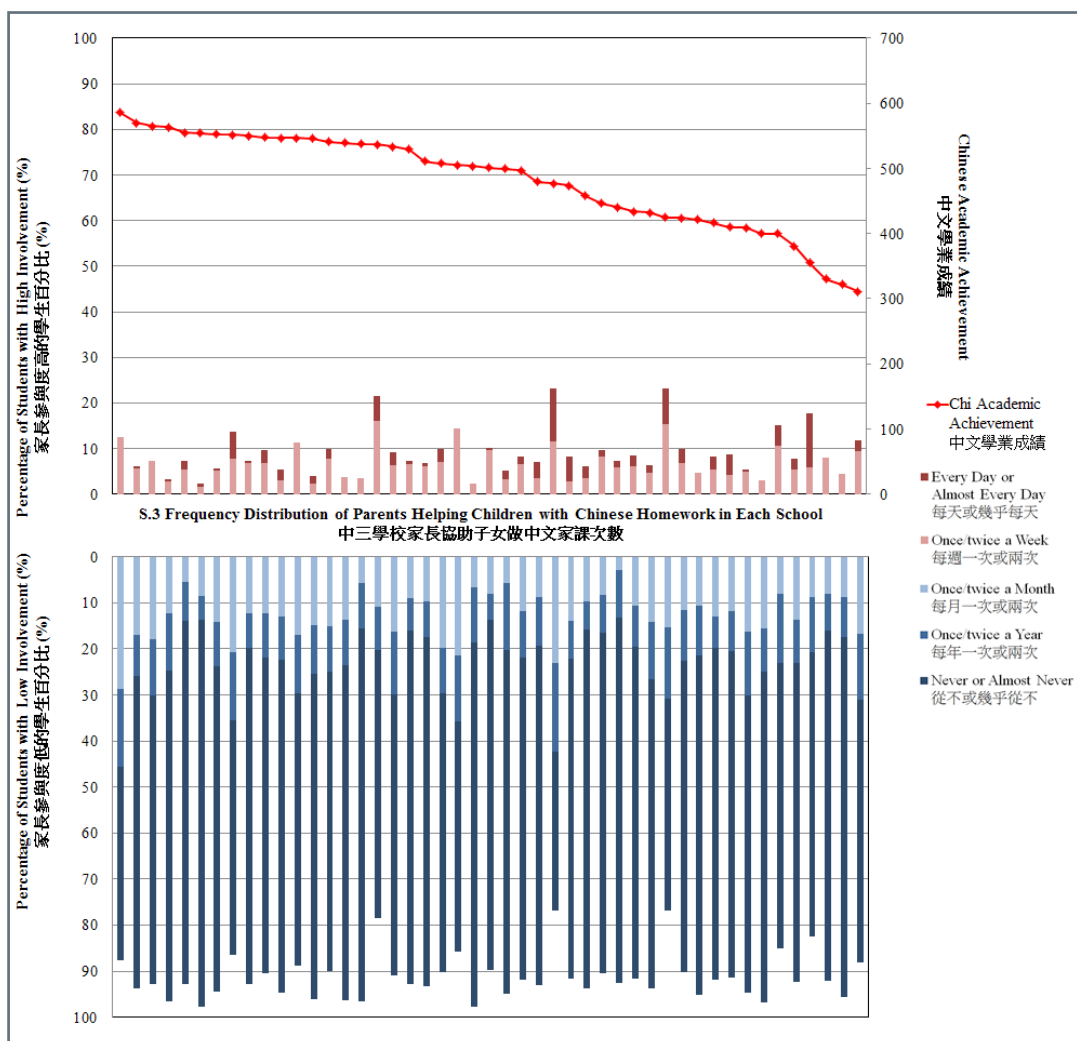


圖 3 不同學校中家長協助子女完成中文科家課次數的百分比 (中三)

Figure 3 Frequency Distribution of Parents Helping Their Children with Their Chinese Homework in Each School (Secondary 3).



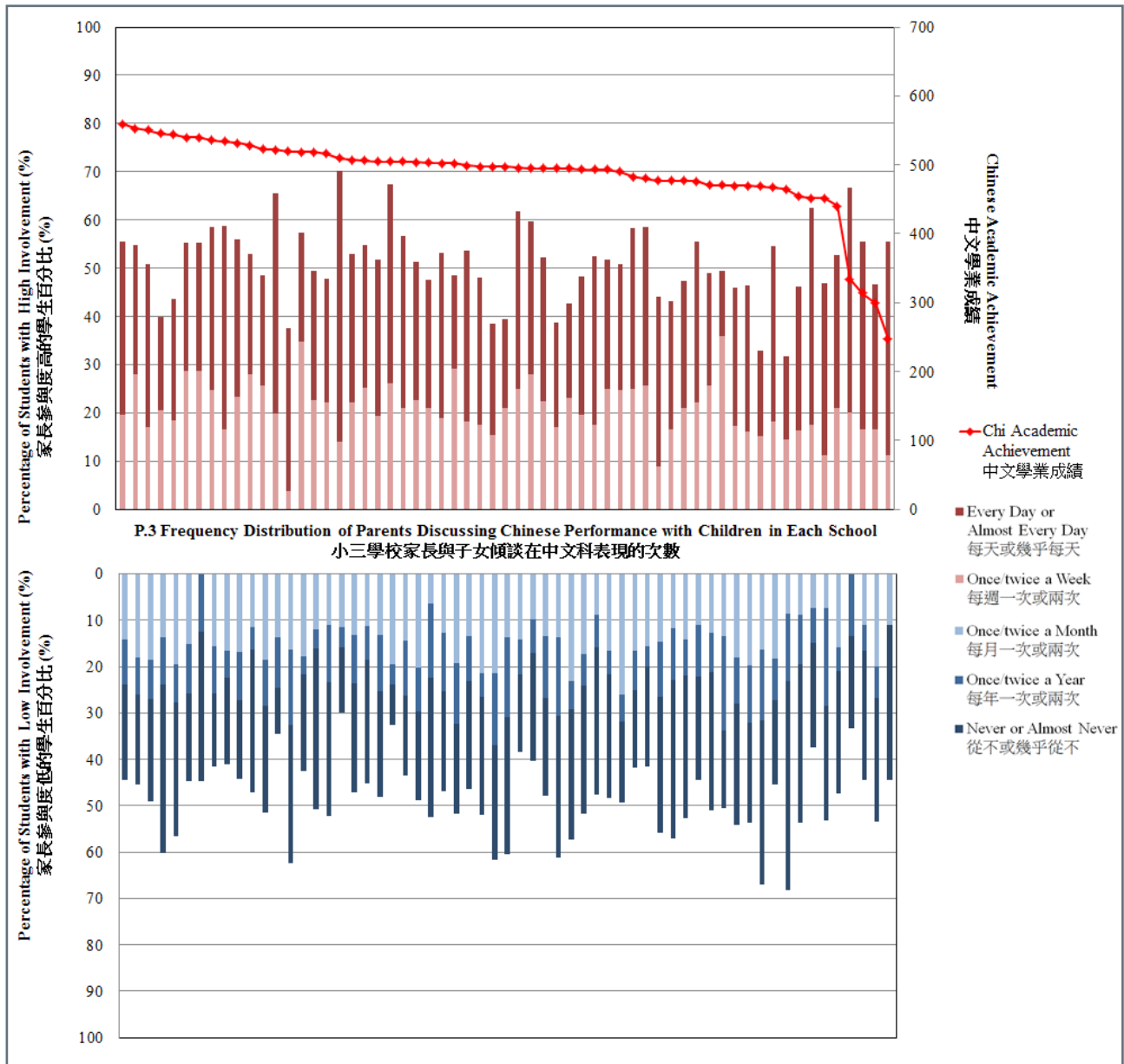


圖 4 不同學校中家長與子女傾談中文科表現次數的百分比 (小三)

Figure 4 Frequency Distribution of Parents Discussing Their Children's Chinese Performance with Them in Each School (Primary 3).





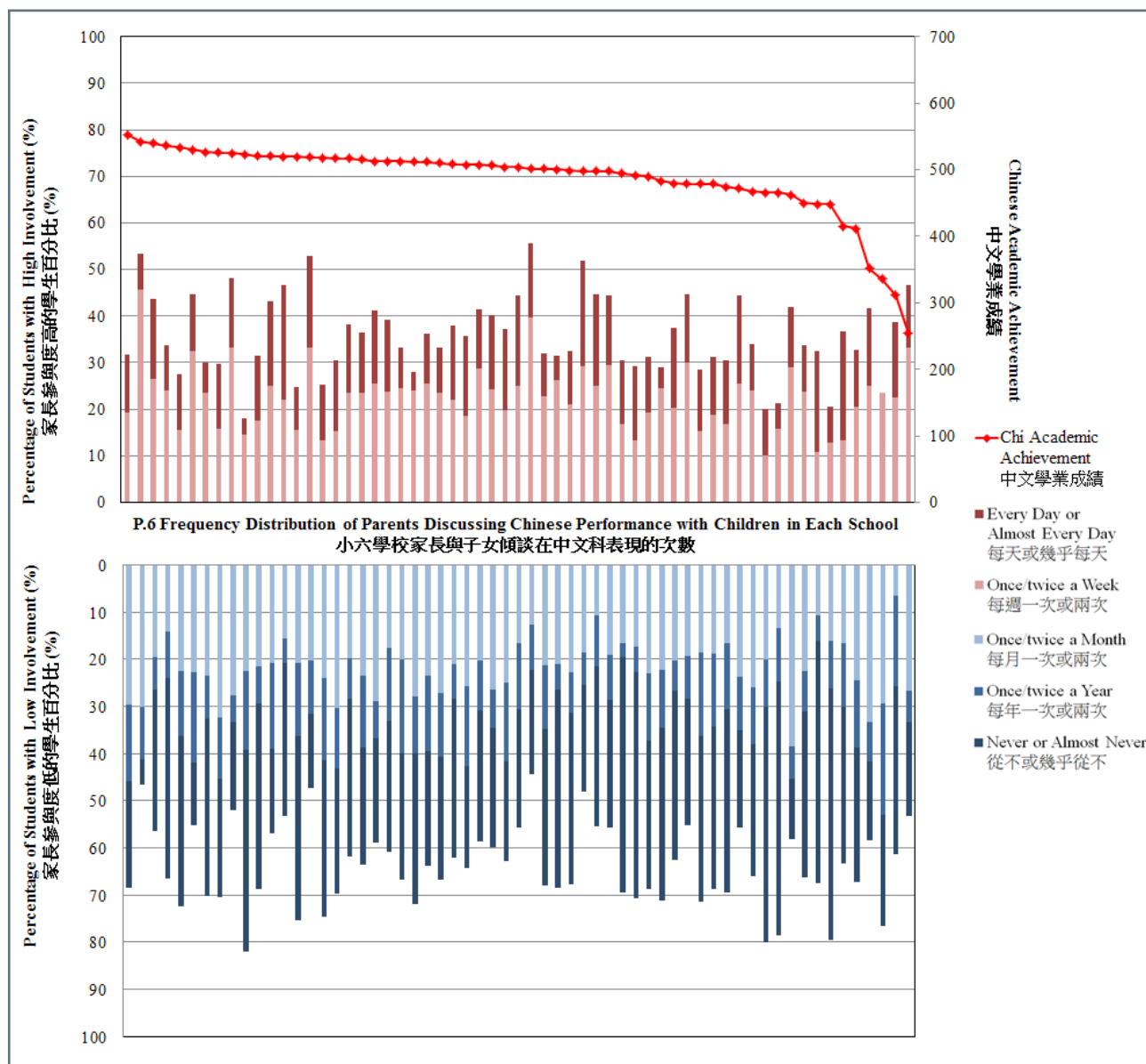


圖 5 不同學校中家長與子女傾談中文科表現次數的百分比 (小六)

Figure 5 Frequency Distribution of Parents Discussing Their Children's Chinese Performance with Them in Each School (Primary 6).

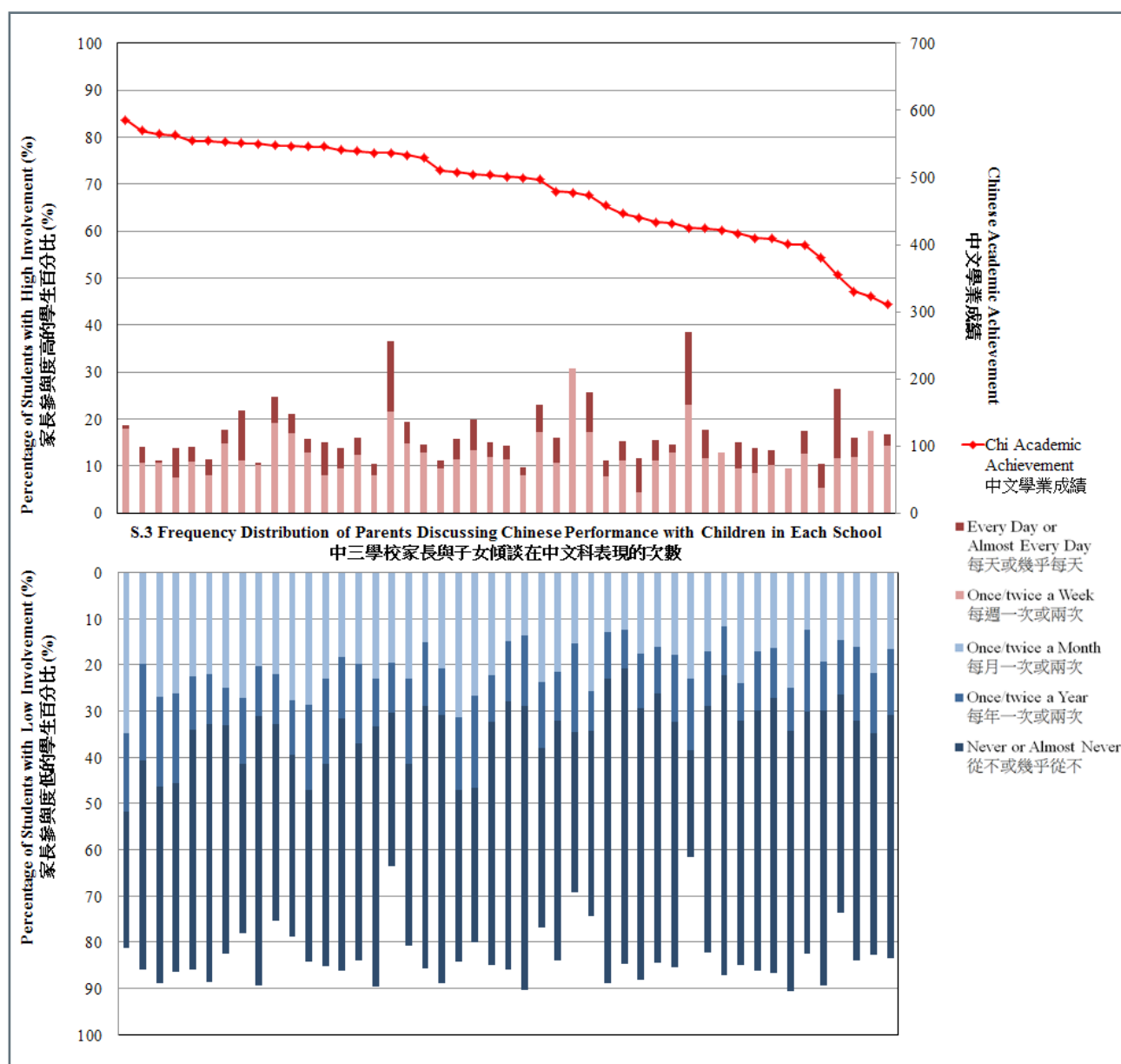


圖 6 不同學校中家長與子女傾談中文科表現次數的百分比 (中三)

Figure 6 Frequency Distribution of Parents Discussing Their Children's Chinese Performance with Them in Each School (Secondary 3).



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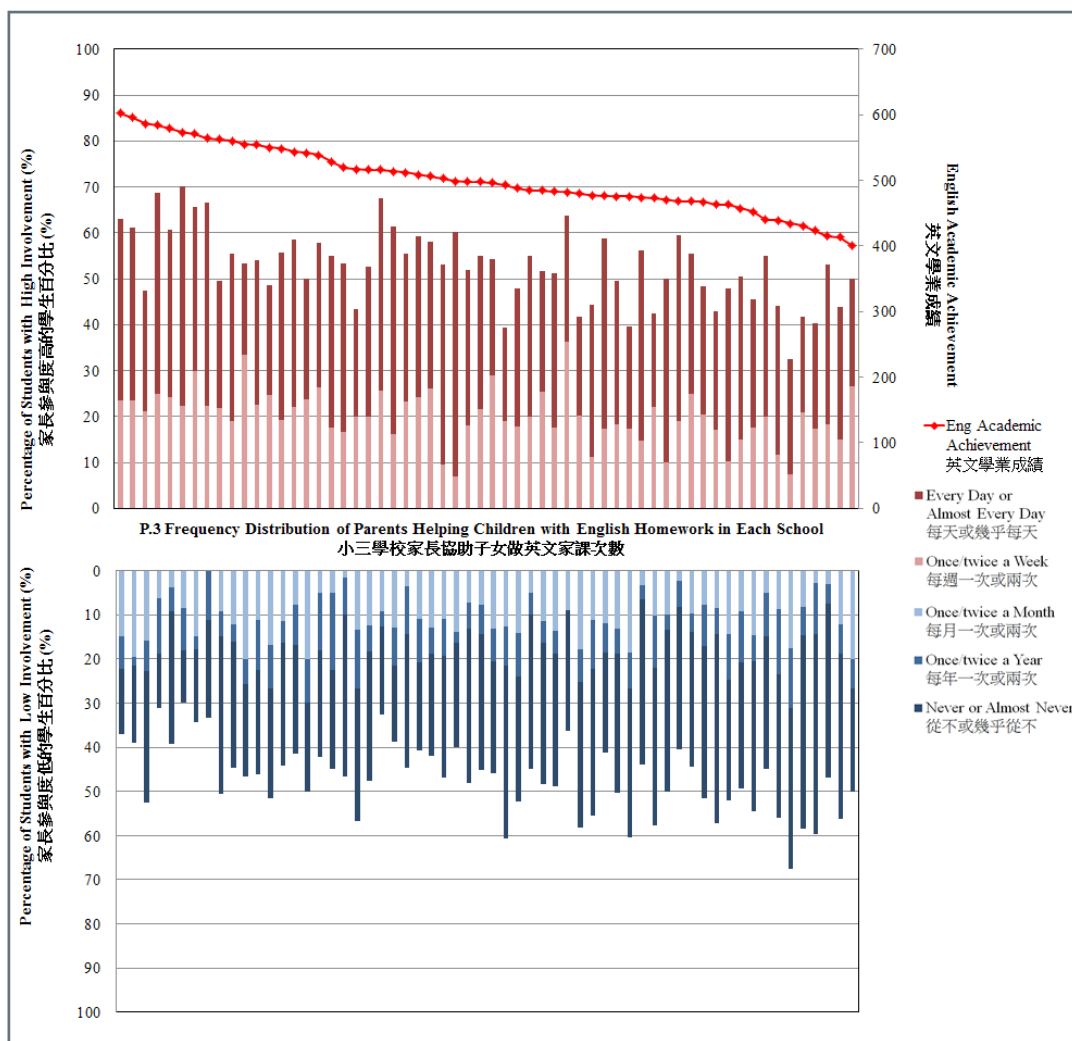


圖 7 不同學校中家長協助子女完成英文科家課次數的百分比 (小三)

Figure 7 Frequency Distribution of Parents Helping Their Children with Their English Homework in Each School (Primary 3).





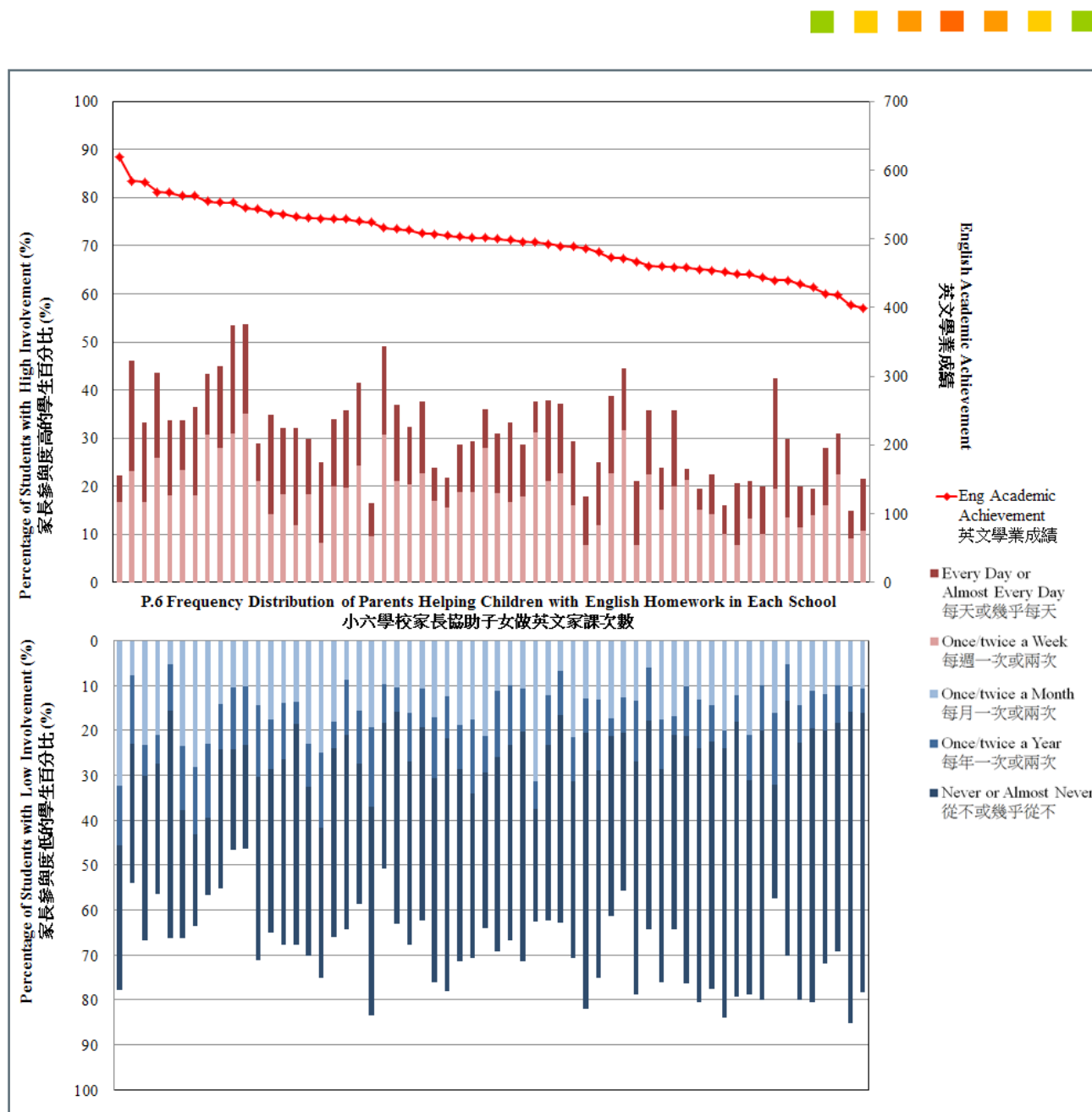


圖 8 不同學校中家長協助子女完成英文科家課次數的百分比 (小六)

Figure 8 Frequency Distribution of Parents Helping Their Children with Their English Homework in Each School (Primary 6).

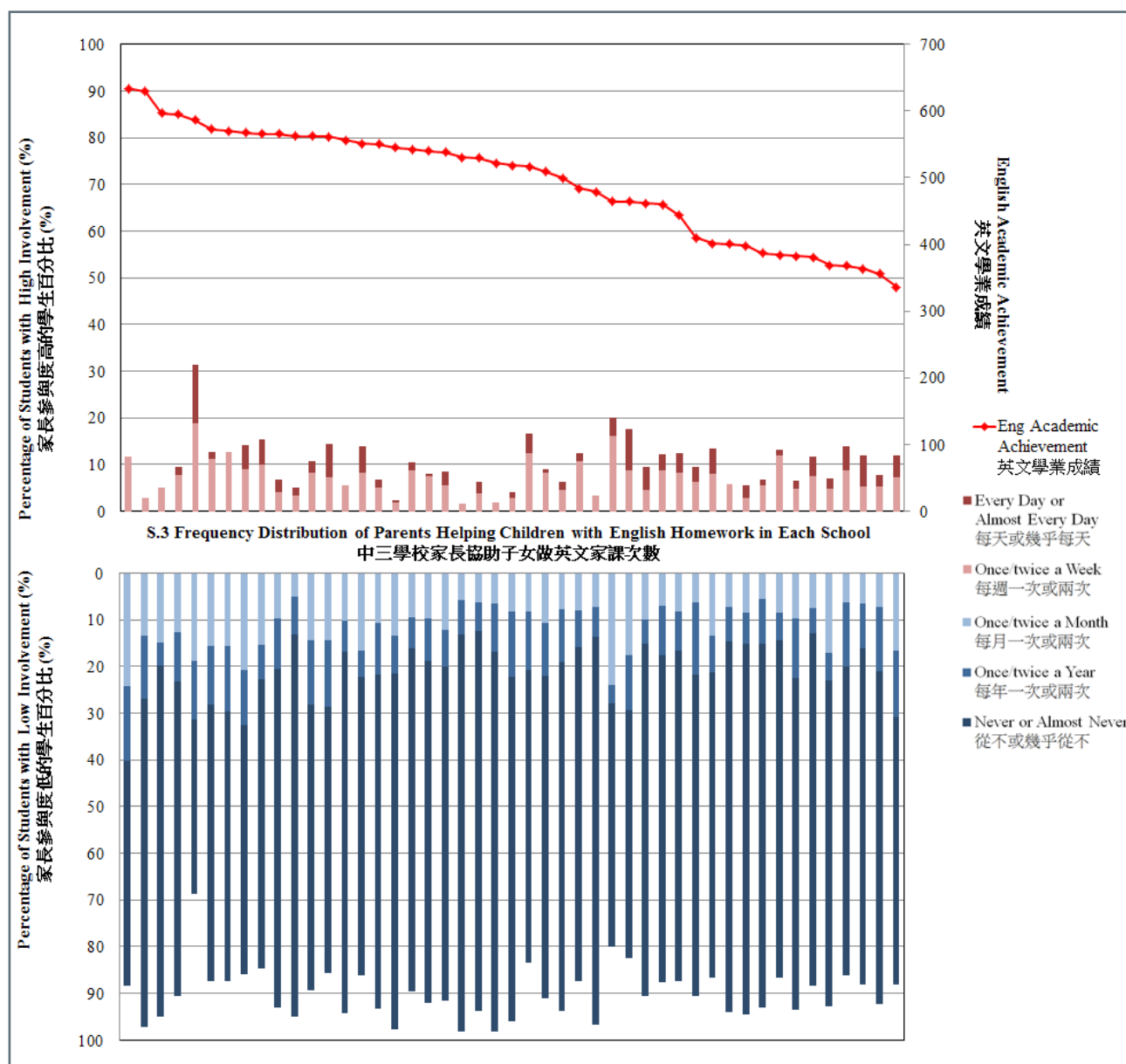


圖 9 不同學校中家長協助子女完成英文科家課次數的百分比 (中三)

Figure 9 Frequency Distribution of Parents Helping Their Children with Their English Homework in Each School (Secondary 3).



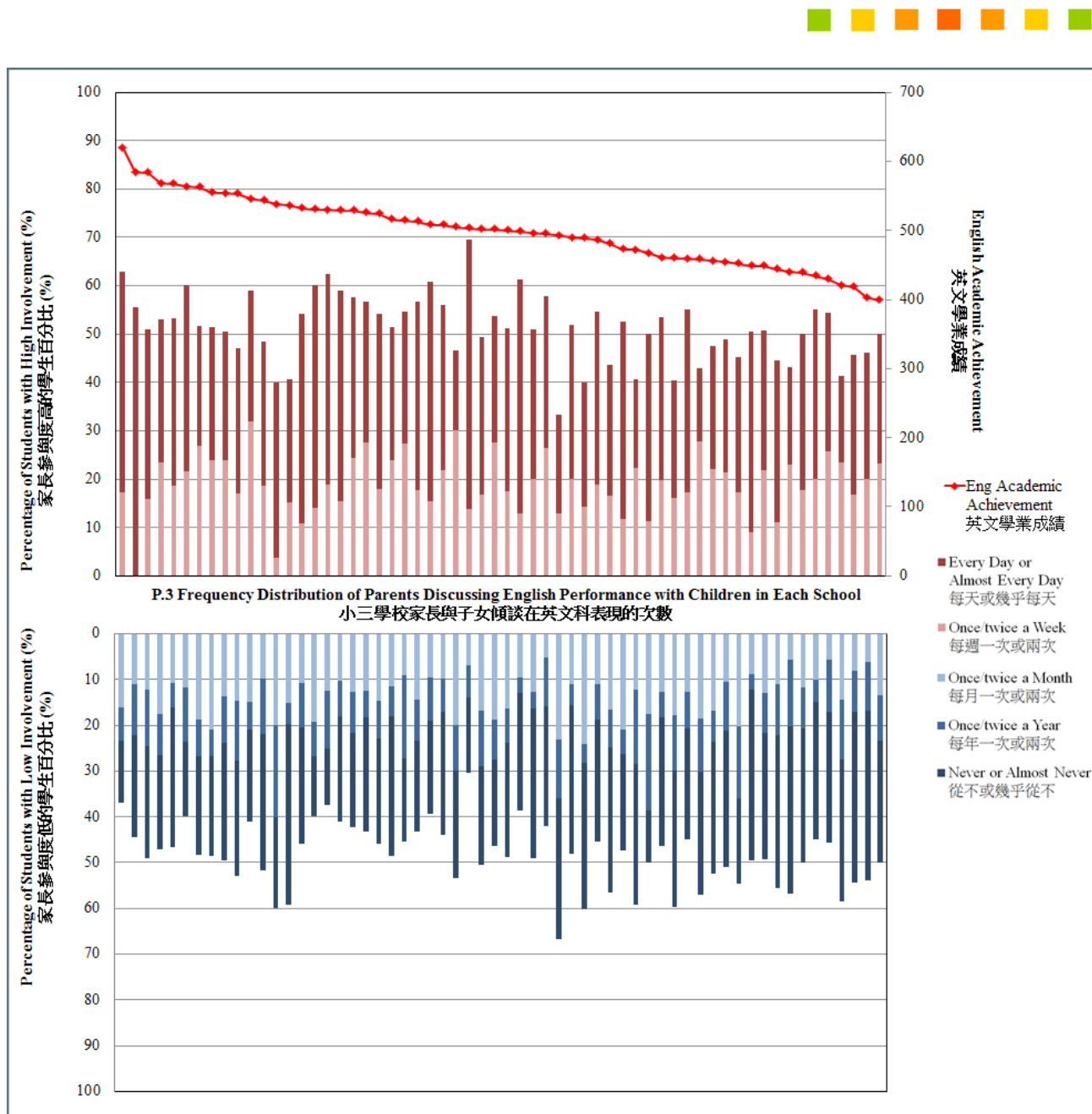


圖 10 不同學校中家長與子女傾談英文科表現次數的百分比 (小三)

Figure 10 Frequency Distribution of Parents Discussing Their Children's English Performance with Them in Each School (Primary 3).



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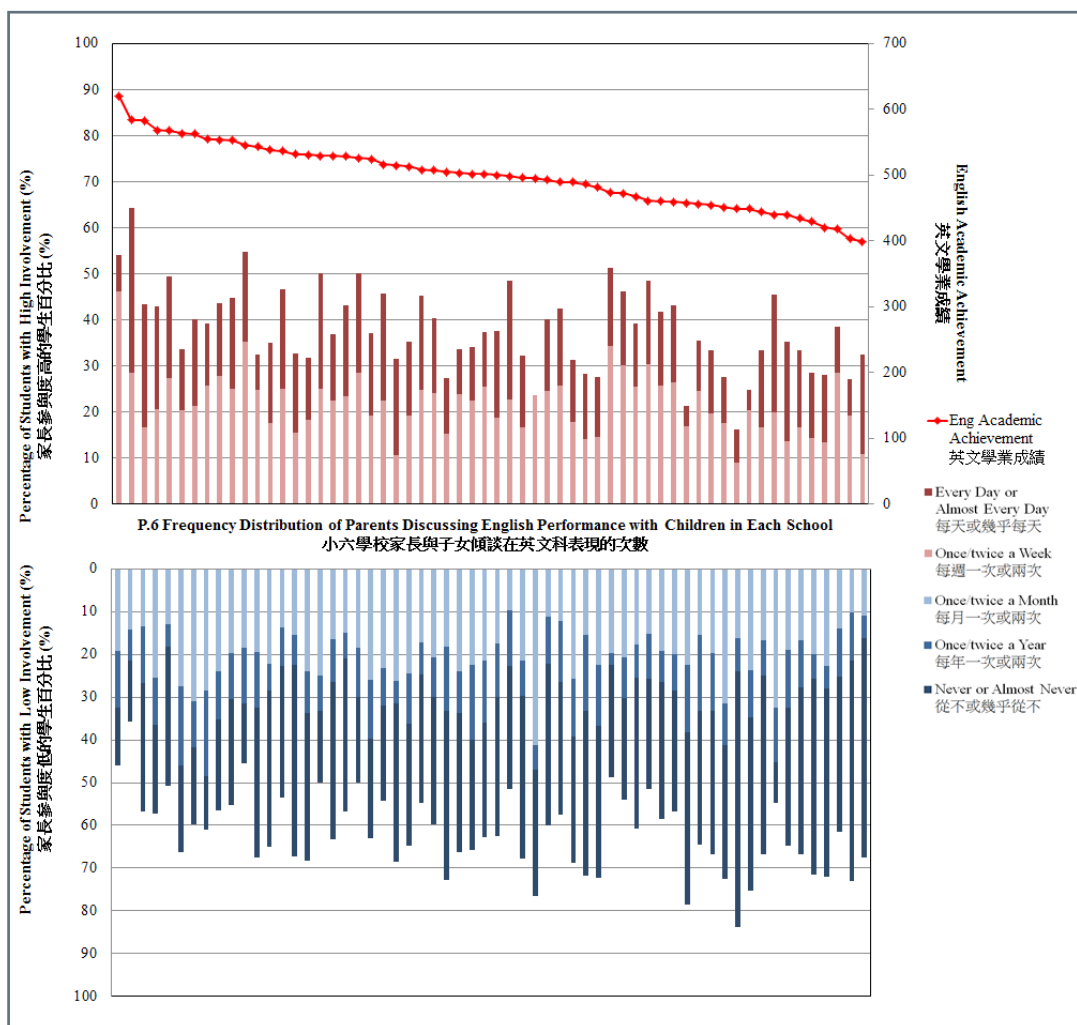


圖 11 不同學校中家長與子女傾談英文科表現次數的百分比 (小六)

Figure 11 Frequency Distribution of Parents Discussing Their Children's English Performance with Them in Each School (Primary 6).



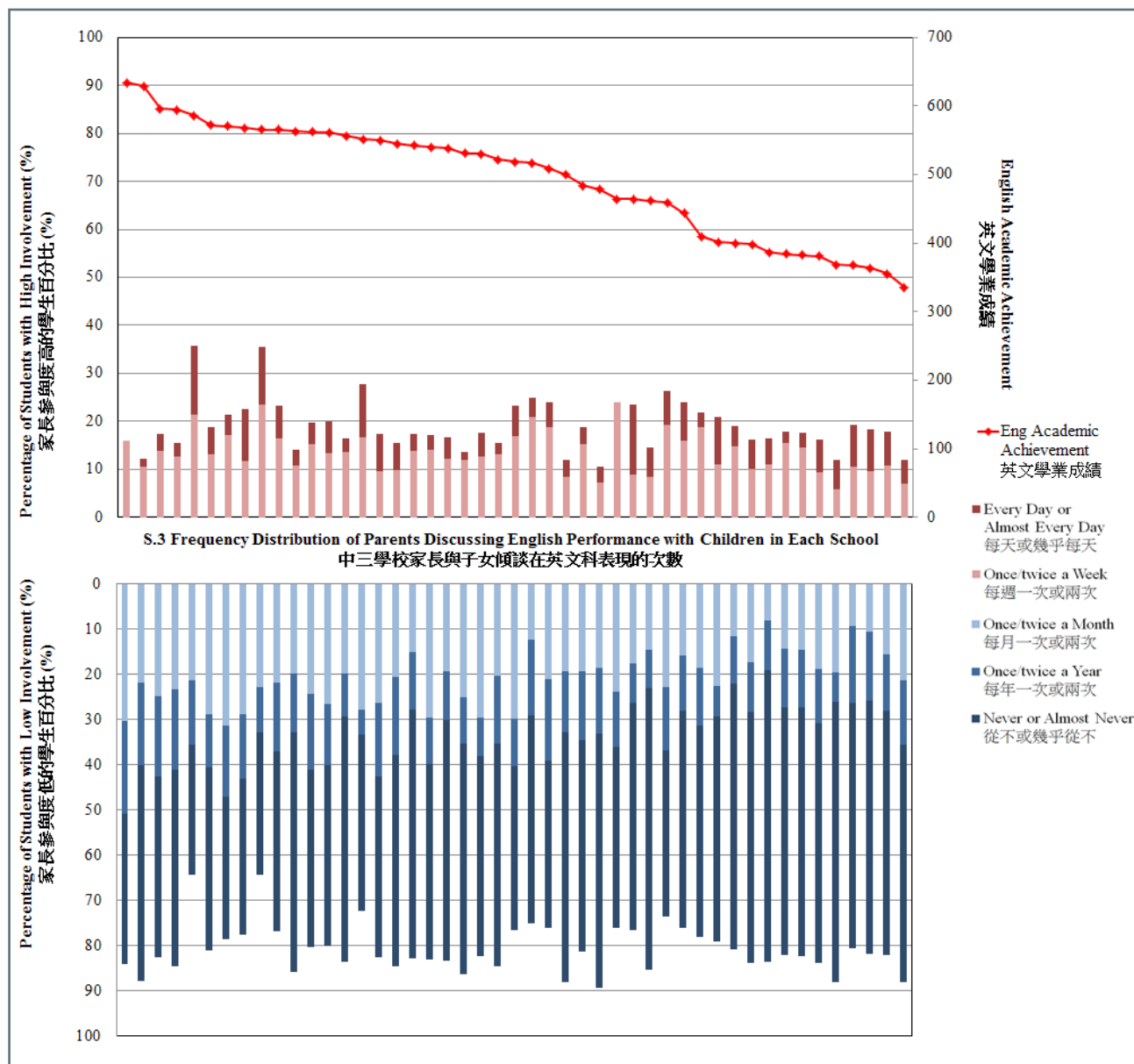


圖 12 不同學校中家長與子女傾談英文科表現次數的百分比 (中三)

Figure 12 Frequency Distribution of Parents Discussing Their Children's English Performance with Them in Each School (Secondary 3).



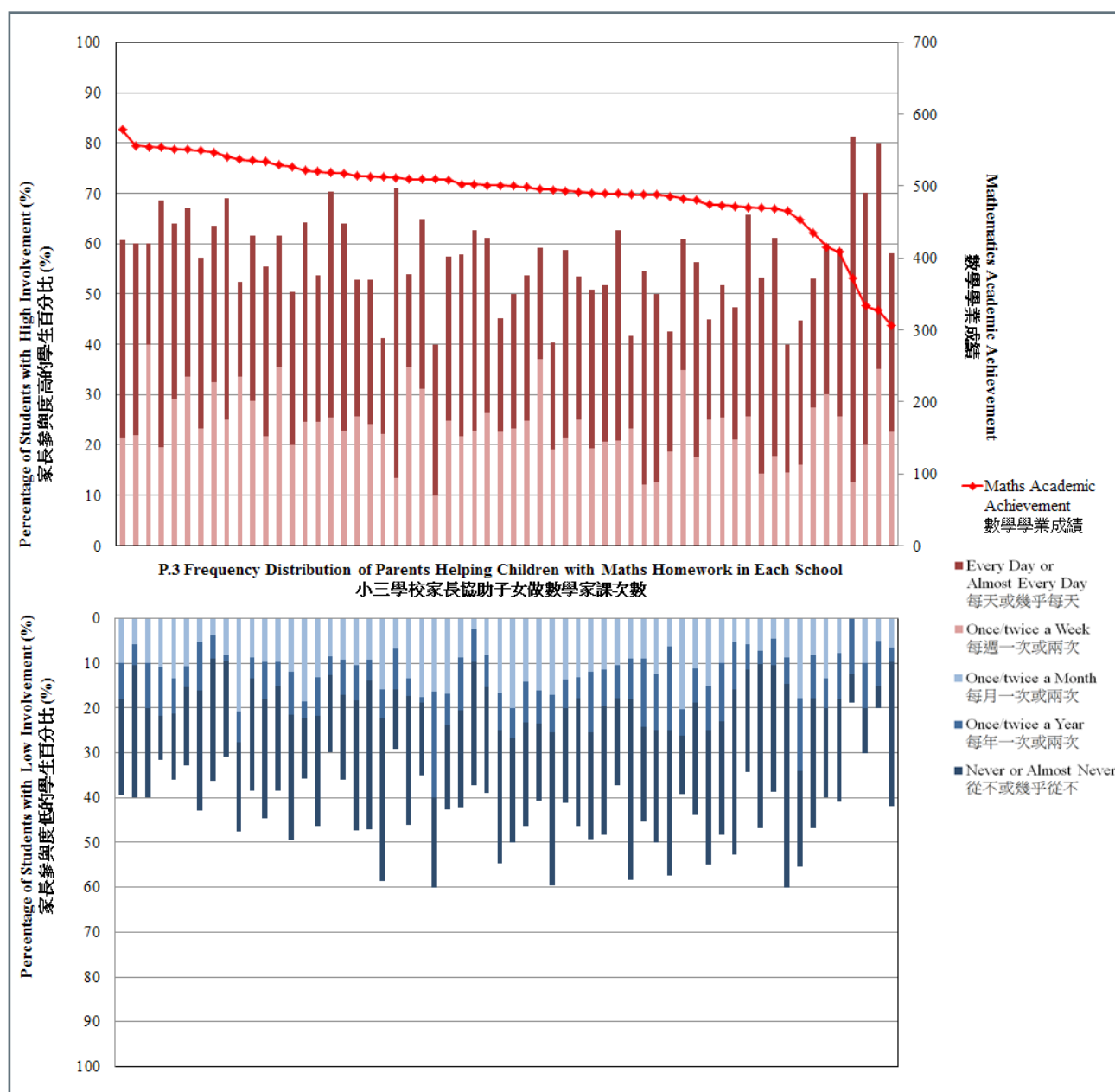


圖 13 不同學校中家長協助子女完成數學科家課次數的百分比 (小三)

Figure 13 Frequency Distribution of Parents Helping Their Children with Their Mathematics Homework in Each School (Primary 3).



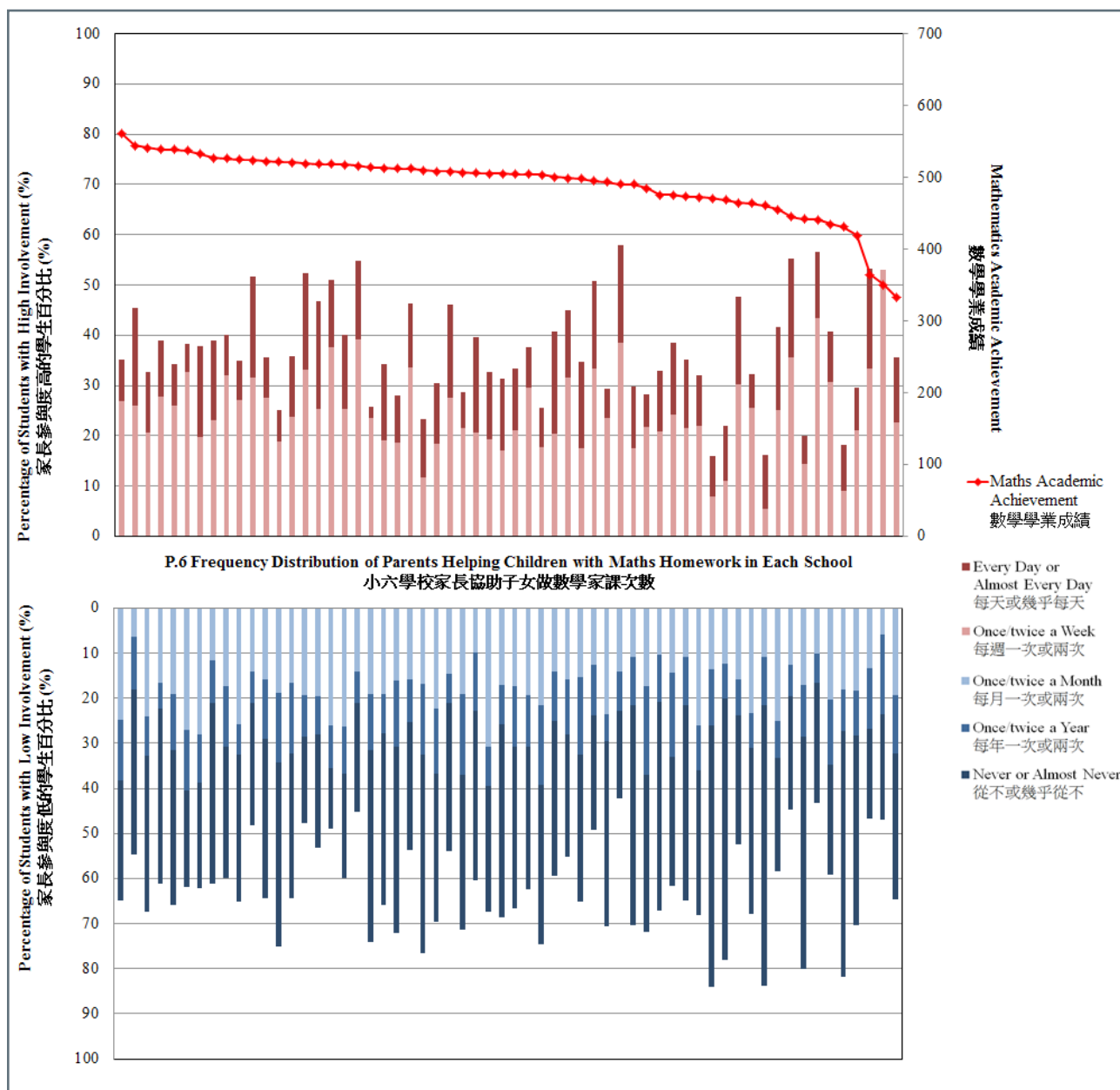


圖 14 不同學校中家長協助子女完成數學科家課次數的百分比 (小六)

Figure 14 Frequency Distribution of Parents Helping Their Children with Their Mathematics Homework in Each School (Primary 6).



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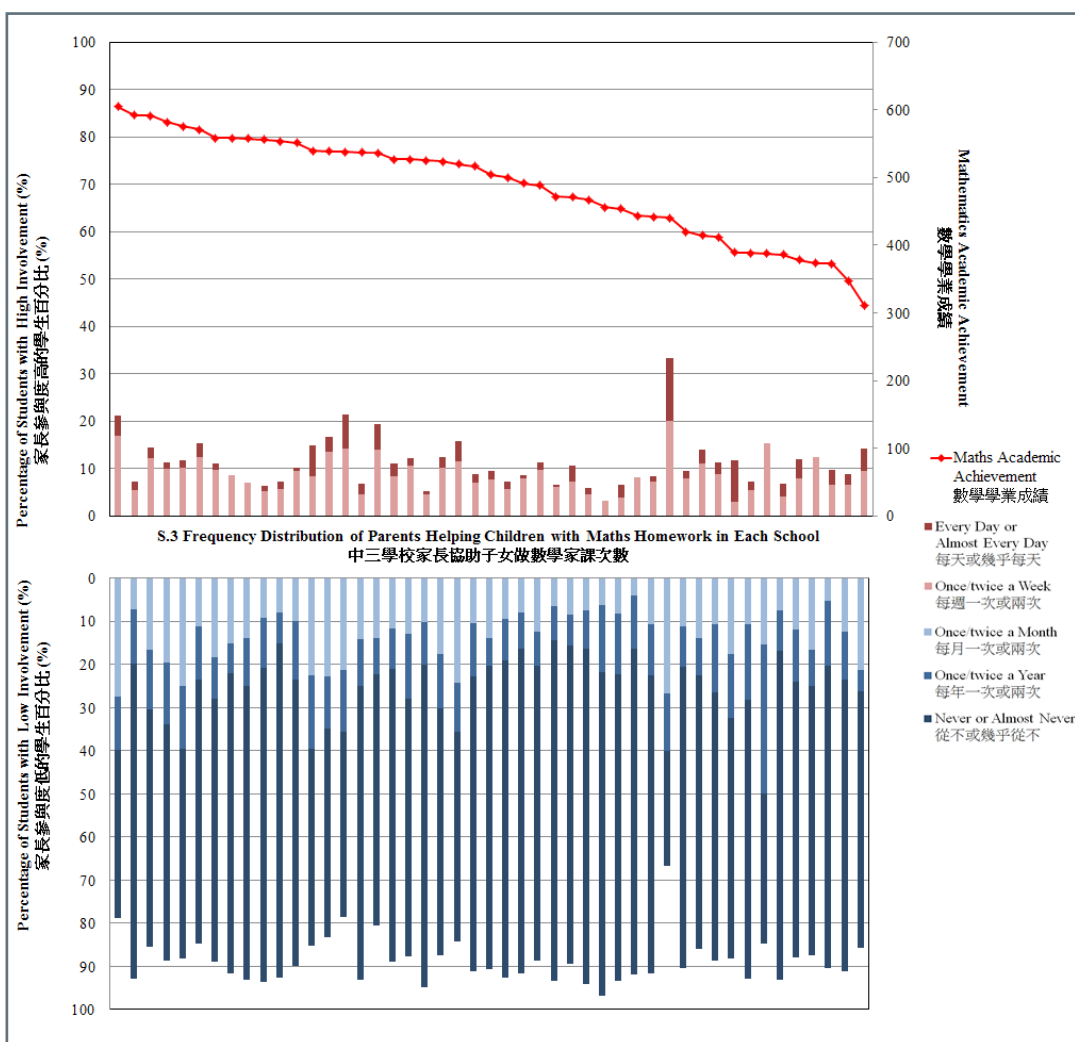


圖 15 不同學校中家長協助子女完成數學科家課次數的百分比 (中三)

Figure 15 Frequency Distribution of Parents Helping Their Children with Their Mathematics Homework in Each School (Secondary 3).



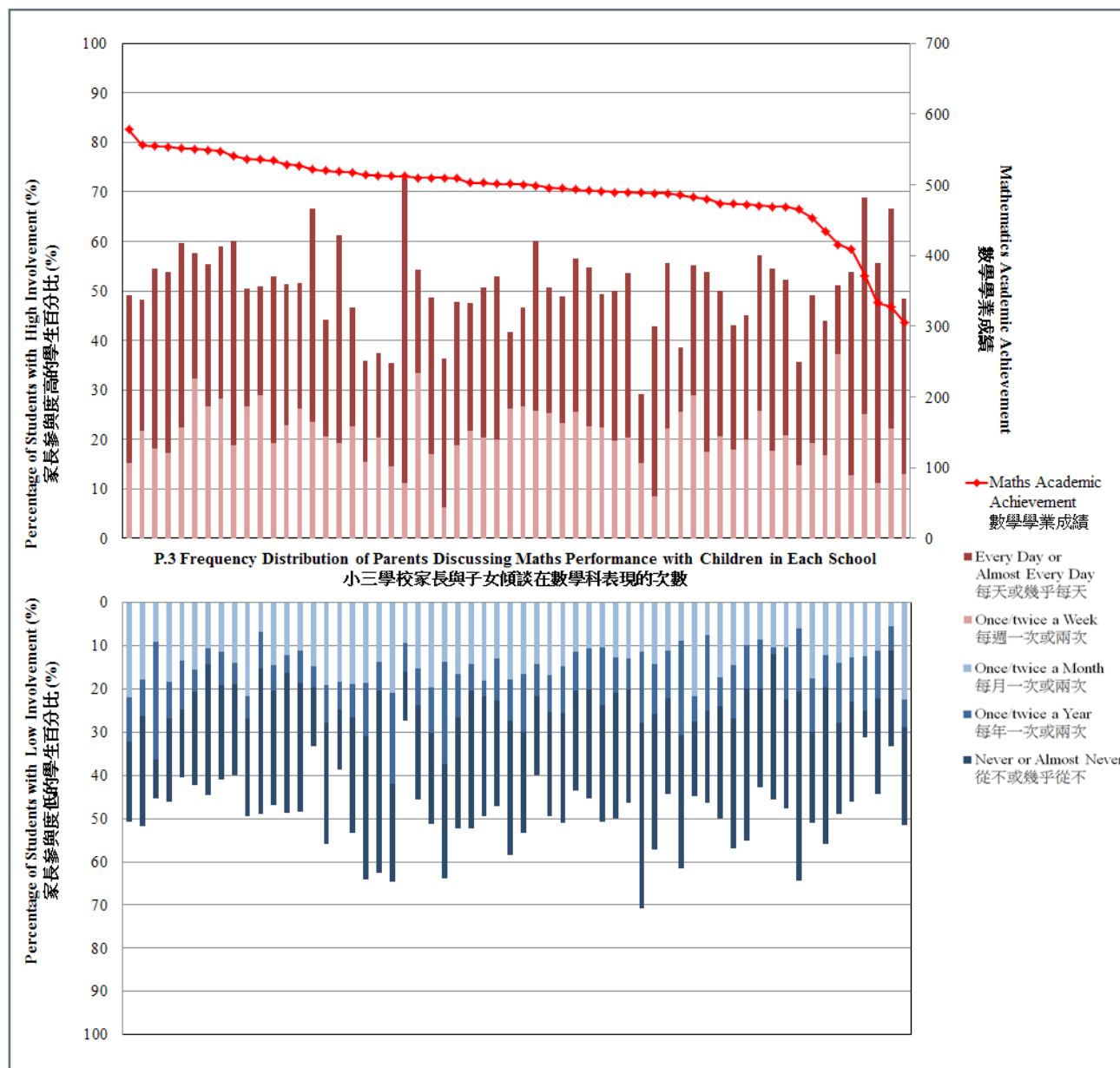


圖 16 不同學校中家長與子女傾談數學科表現次數的百分比 (小三)

Figure 16 Frequency Distribution of Parents Discussing Their Children's Mathematics Performance with Them in Each School (Primary 3).





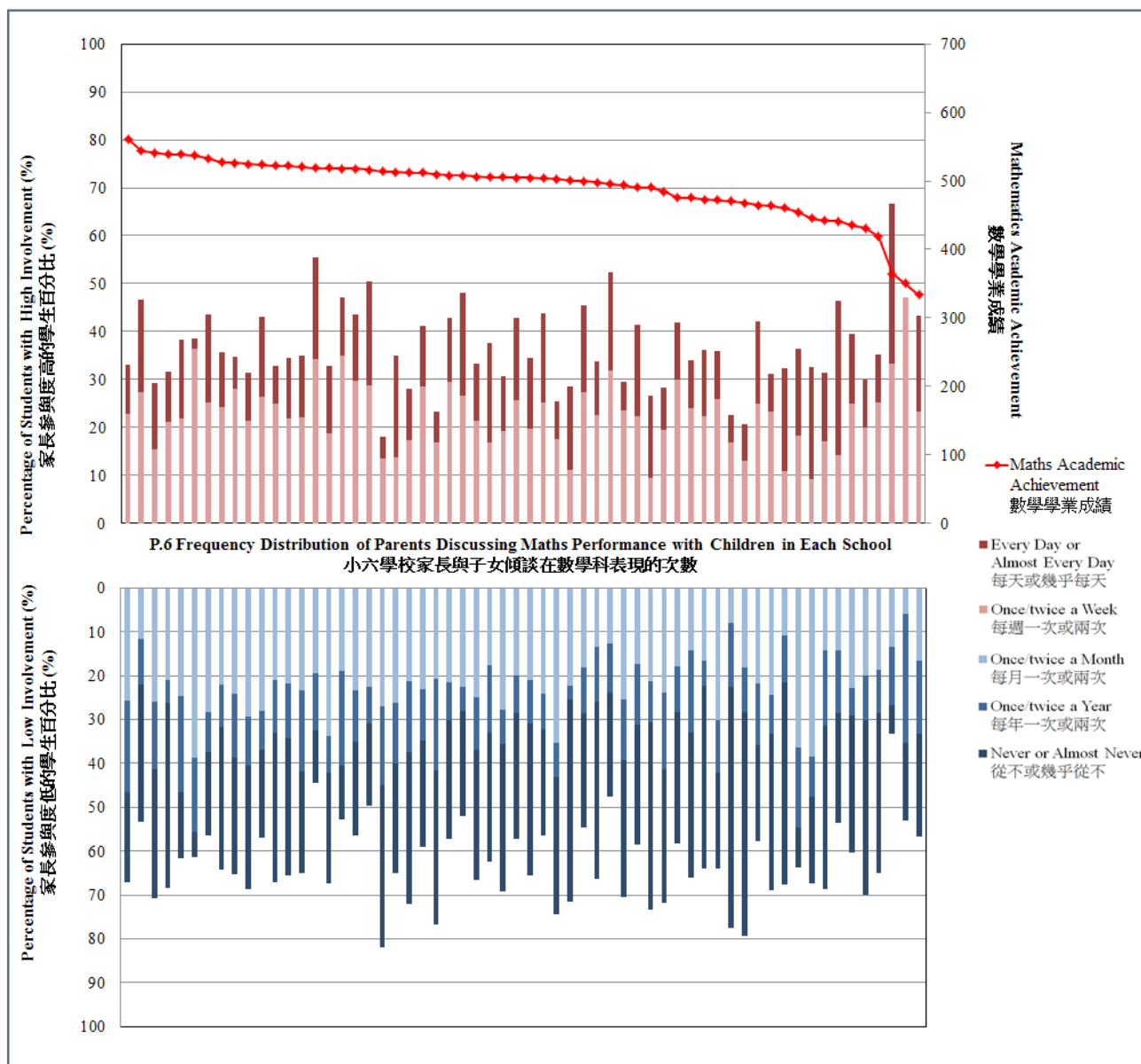


圖 17 不同學校中家長與子女傾談數學科表現次數的百分比 (小六)

Figure 17 Frequency Distribution of Parents Discussing Their Children's Mathematics Performance with Them in Each School (Primary 6).

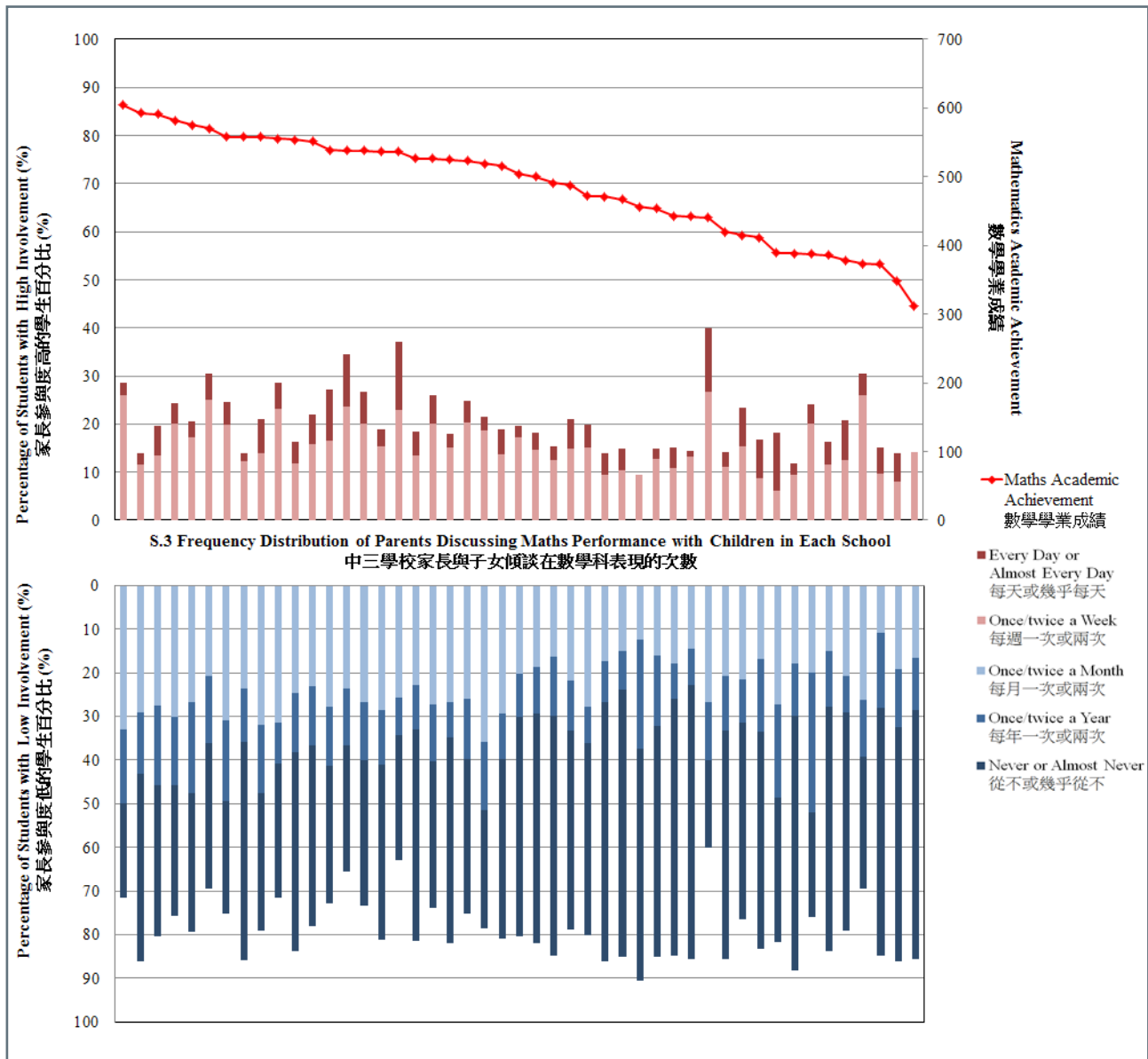


圖 18 不同學校中家長與子女傾談數學科表現次數的百分比 (中三)

Figure 18 Frequency Distribution of Parents Discussing Their Children's Mathematics Performance with Them in Each School (Secondary 3).



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Despite not being able to identify each and every contributor to the corresponding issue of the reports, it should be noted that a team of research staff and student helpers mostly from the Chinese University of Hong Kong has helped to identify the research questions, conduct analyses, write up results, prepare graphs, proofread drafts, and finish the artworks.

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