



數據 講教育 EdData Speaks

February 2017 Issue 8
Topic: Parental Involvement (2)

半數的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，但這百分比在子女中三時跌至 2%-5%。另一方面，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，這百分比在子女中三時跌至 2%-5%

有時候，家長不肯定自己到底應否協助子女做家課。他們擔心：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？家長學業上的協助又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% 家長有以上行為，中三的家長數目更跌至 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，此百分比在子女中三時升至 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，而小六家長的人數則增至 62%-68%，中三家長更多達 80%-92%。鑑於現時補習風氣盛行，我們估計有些小三家長因為子女有參加補習班，故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.



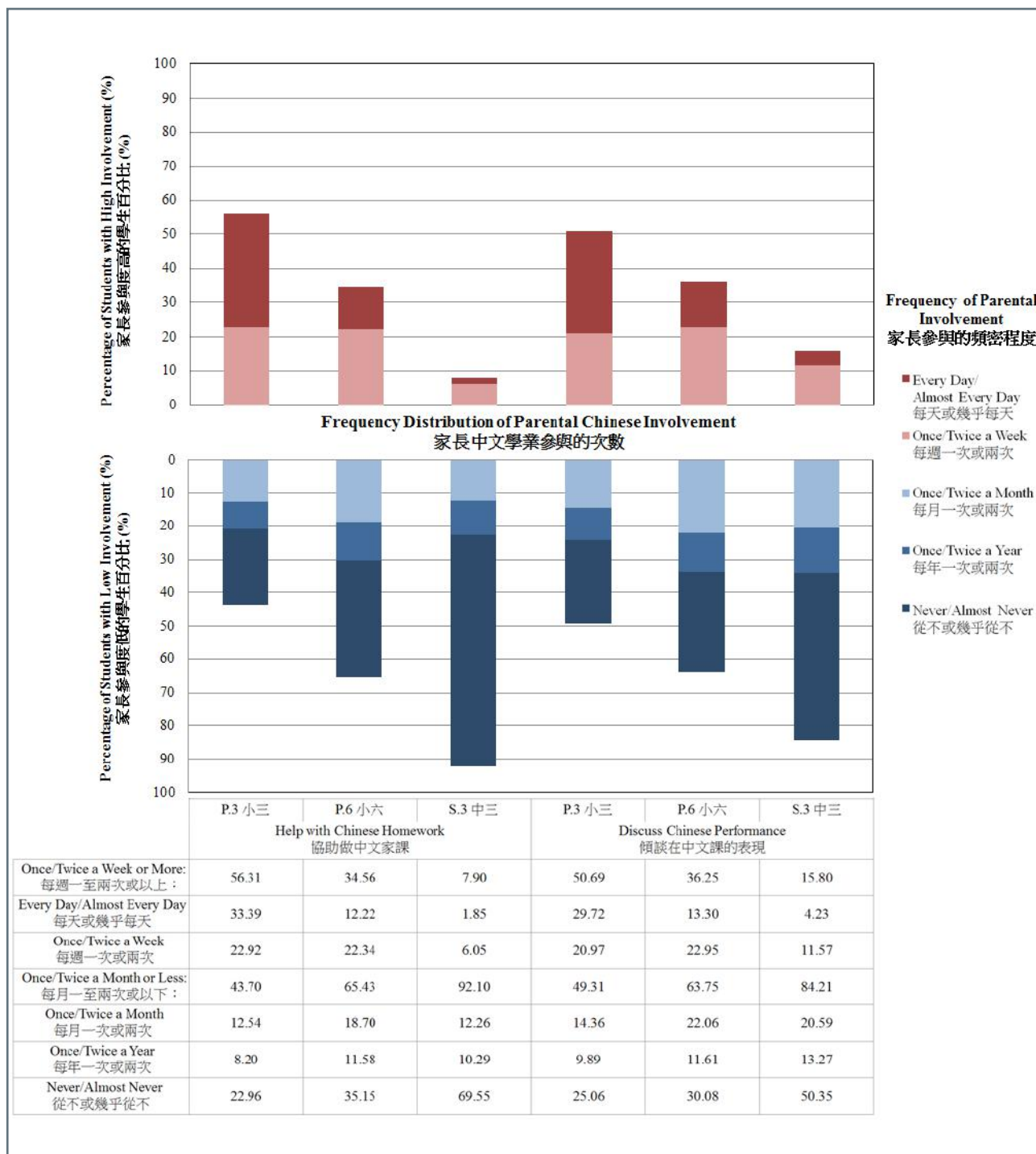


圖 1 小三、小六及中三家長對學生的中文學業參與程度

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

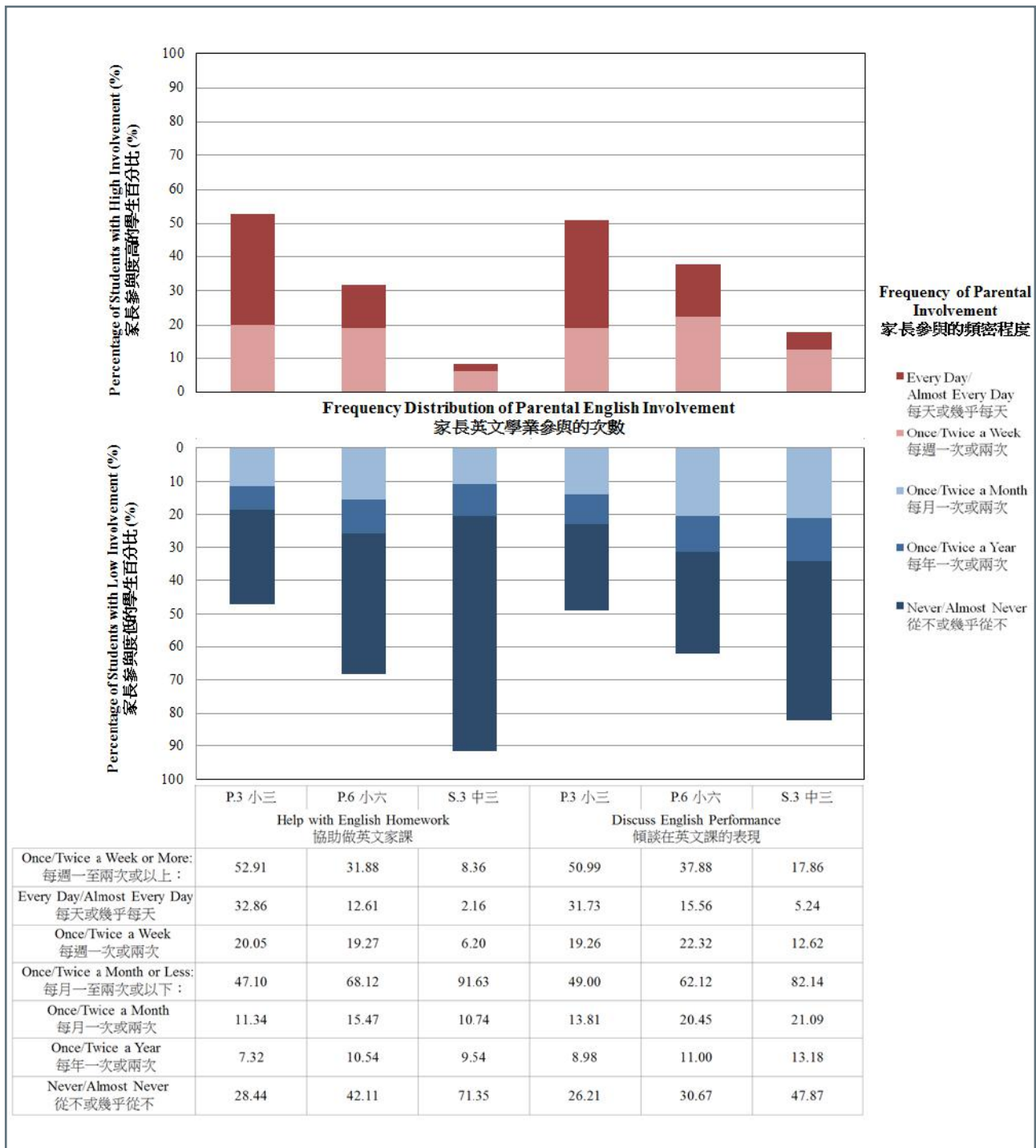


圖 2 小三、小六及中三家長對學生的英文學業參與程度

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



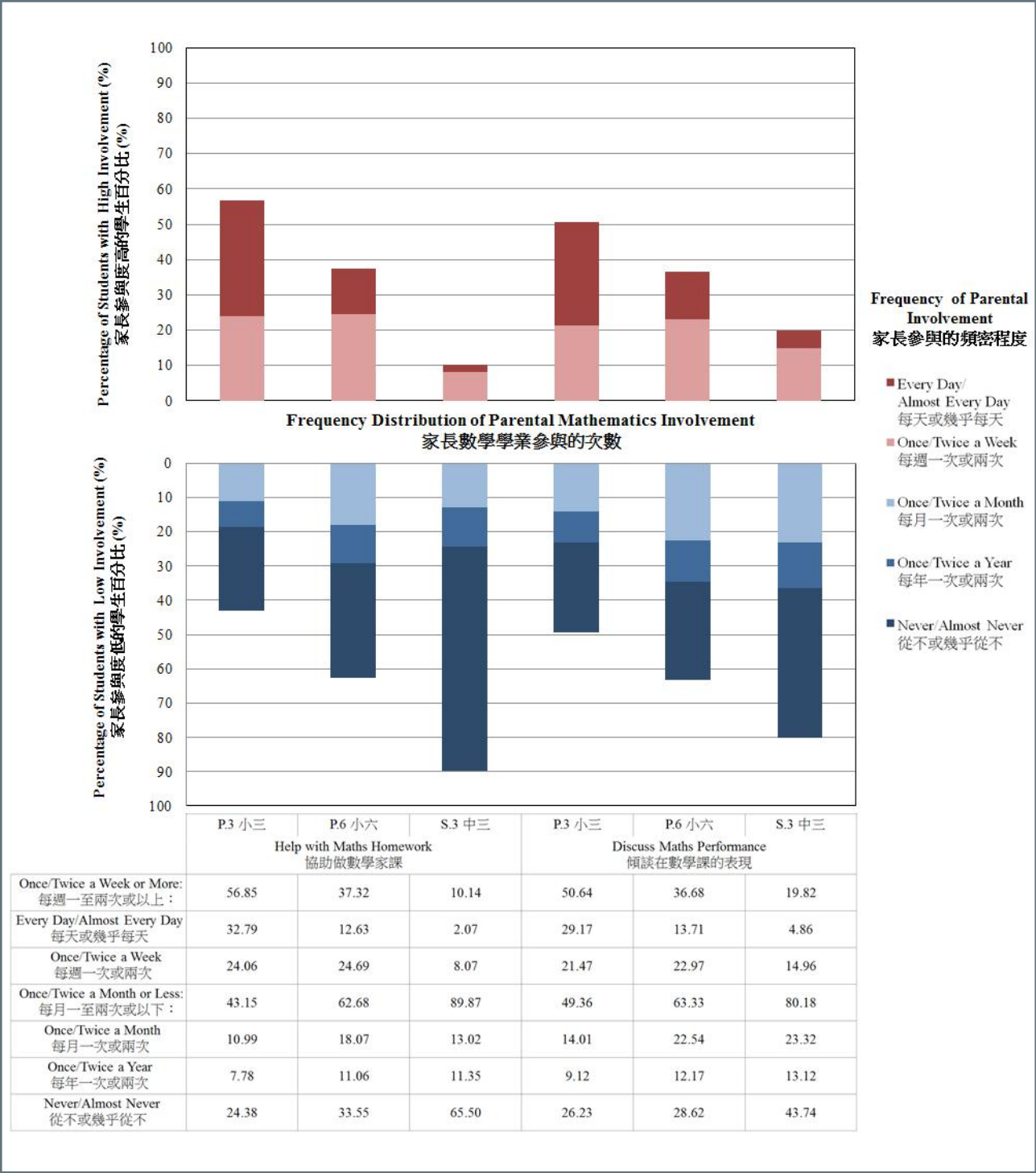


圖 3 小三、小六及中三家長對學生的數學學業參與程度

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會對男生及女生給予同等協助

如上一篇新聞通訊中提及，家長較傾向與女生閒談。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。家長只有在數學科的協助有些微差異，而較多小三及中三家長會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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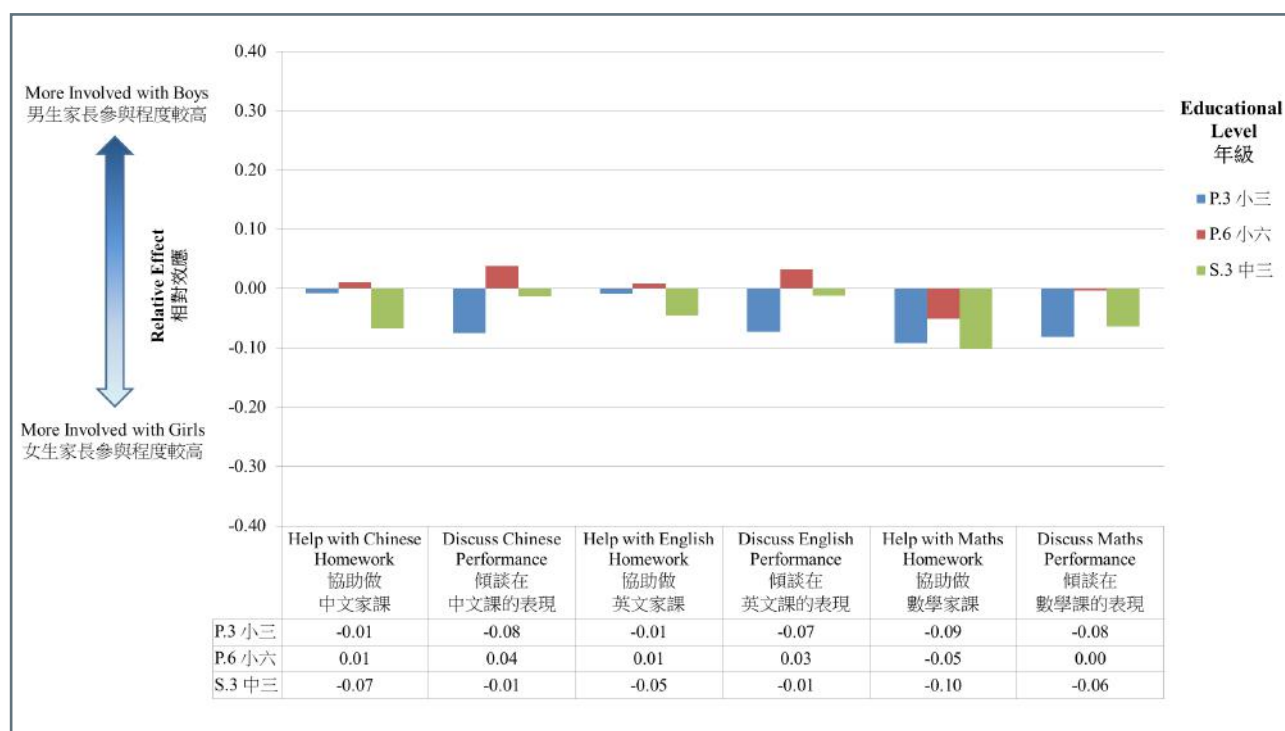


圖 4 小三、小六及中三家長對男生 / 女生的學業參與程度對比

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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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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