



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，較多是基於其個人選擇及習慣，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、較少獲得學校補課 / 補習班提供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，故需要更常參與子女的學業。我們會探討子女的學業成績較差會否影響家長的學業參與。

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，這會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水平）、(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.]

父母有較高學業參與程度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微小的分別。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?

Figure 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.



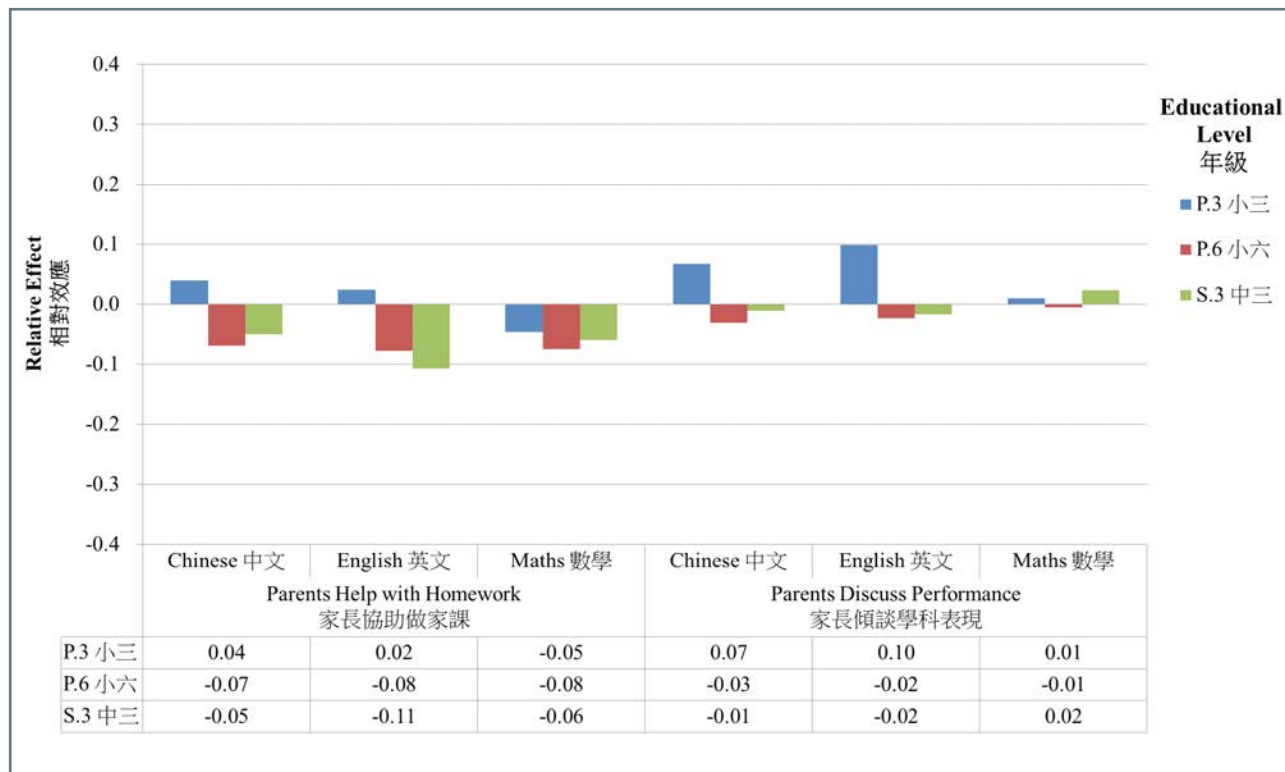


圖 1 小三、小六及中三學生的學業成績對家長在中文、英文及數學科學業參與的影響

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水平），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水平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.

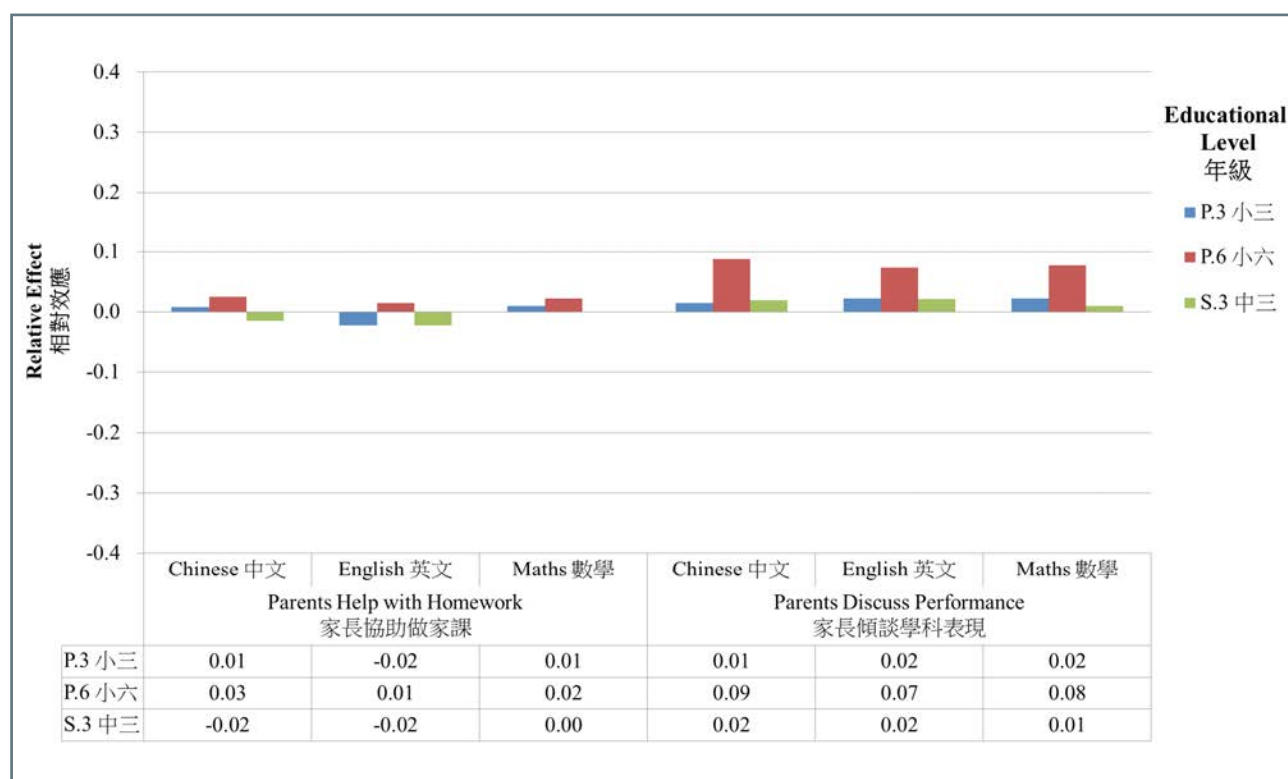


圖 2 小三、小六及中三學生家長對子女的教育期望對家長在中文、英文及數學科學業參與的影響

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





若子女有較多家課，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做家課及溫習，家長會稍為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.

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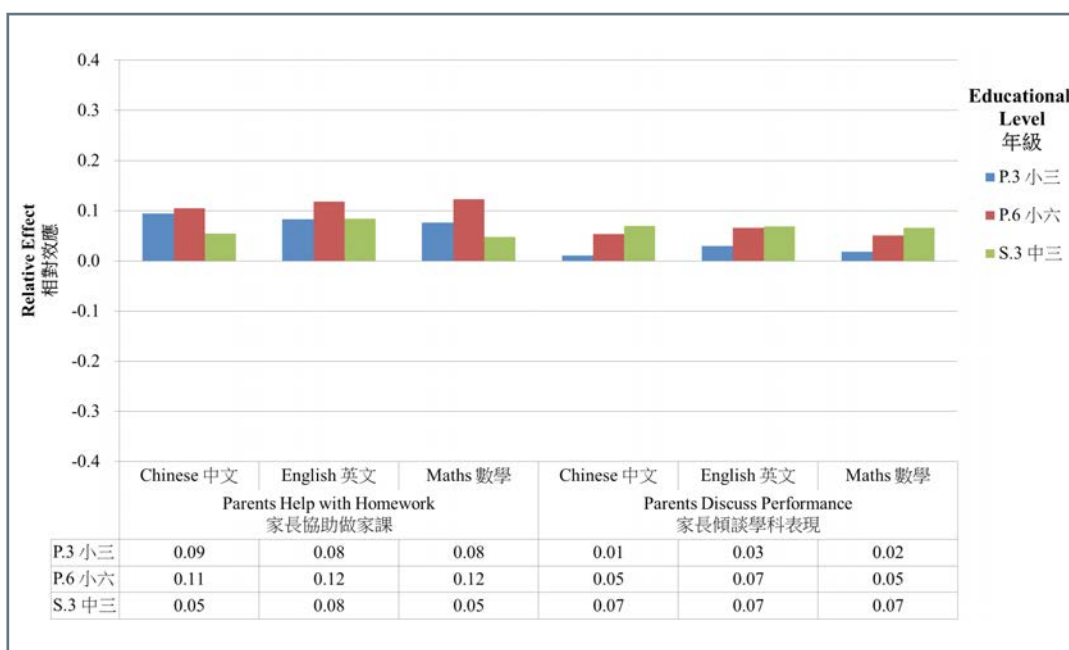


圖3 小三、小六及中三學生學業負擔（家課／溫習）對家長在中文、英文及數學科學業參與的影響

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中文及英文科上較多協助的中三學生，他們亦會從父母中得到較多協助。根據上述情況，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班的學生家長，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。這些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.

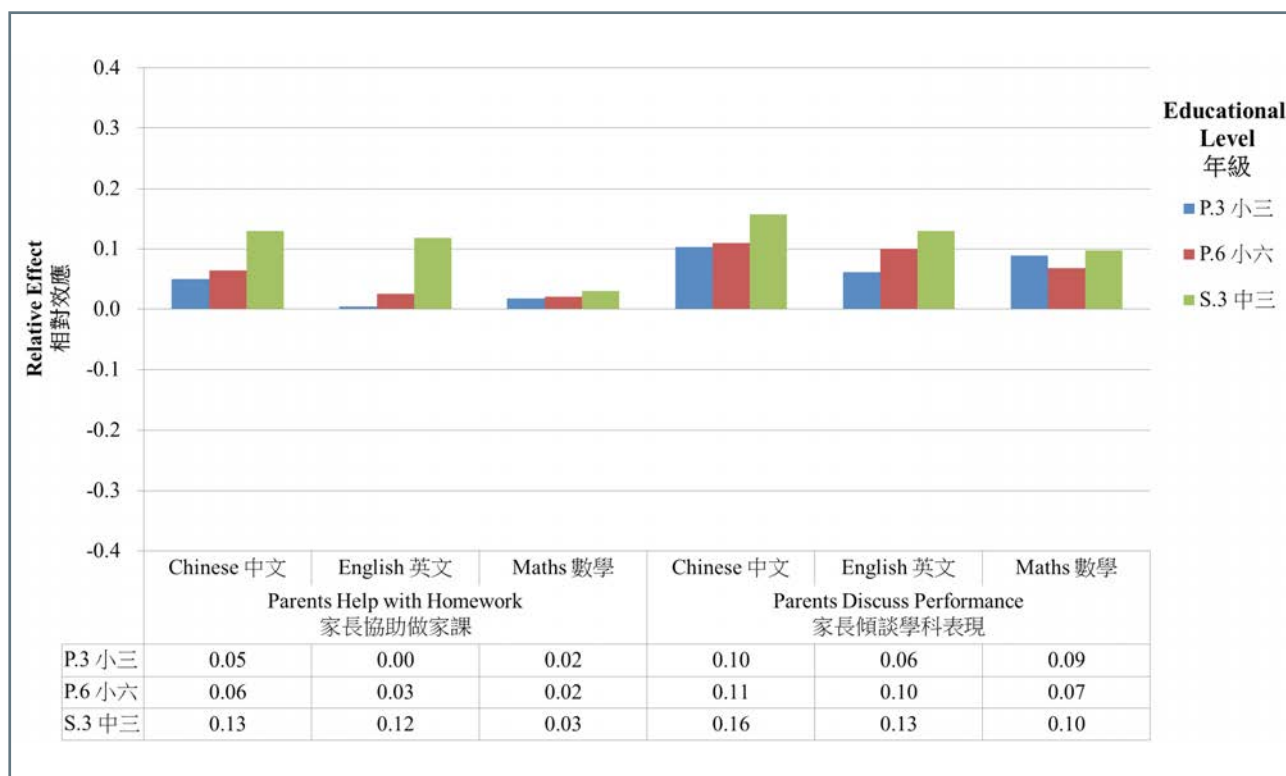


圖 4 小三、小六及中三學生的補課或補習量對家長在中文、英文及數學科學業參與的影響

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



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