



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。

Children 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，與較少和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等程度的較好學業成績。

BENEFITS OF FREQUENT DISCUSSION ON SCHOOL LIFE AND DINING WITH CHILDREN

Will 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、父母教育水平及職業）相近的學生，分析結果與以上研究一致，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.]

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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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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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