



數據 講教育 EdData Speaks

February 2017 Issue 13
Topic: Parental Involvement (7)

在成績好的學校裡，家長與學生 會閒談得更多？

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較低。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，但在有「最大挑戰」的學校則只有 55% 的小三家長有以上行為。

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，但在有「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，但在有「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（相關系數於小三方面為 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；或學校學業成績差，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他們非學業參與的重要性。而對於後者，學校則應利用此優勢來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，善用他們的強項及改善不同的弱項，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.



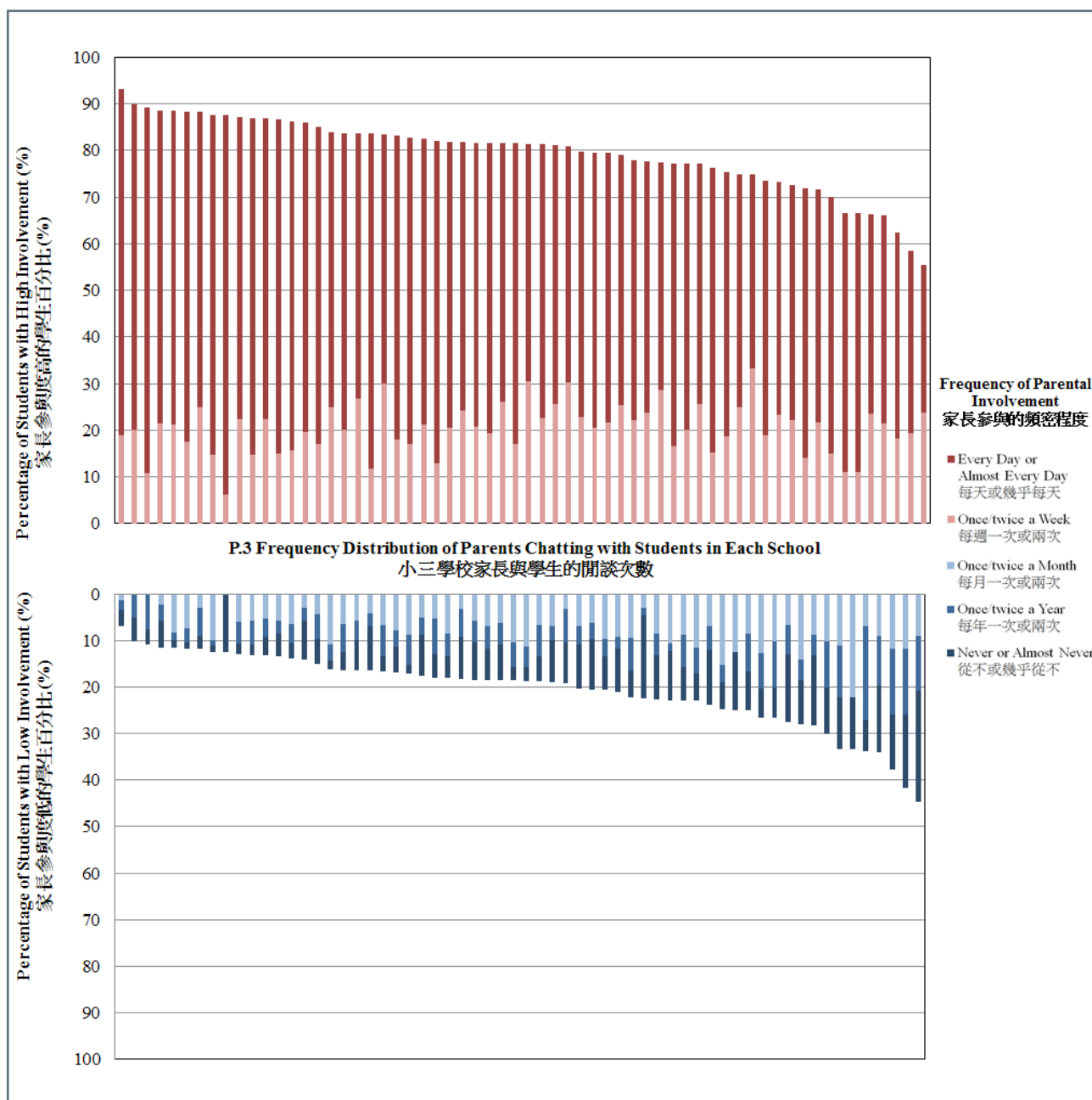


圖 1 不同學校中家長與子女閒談次數的百分比 (小三)

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

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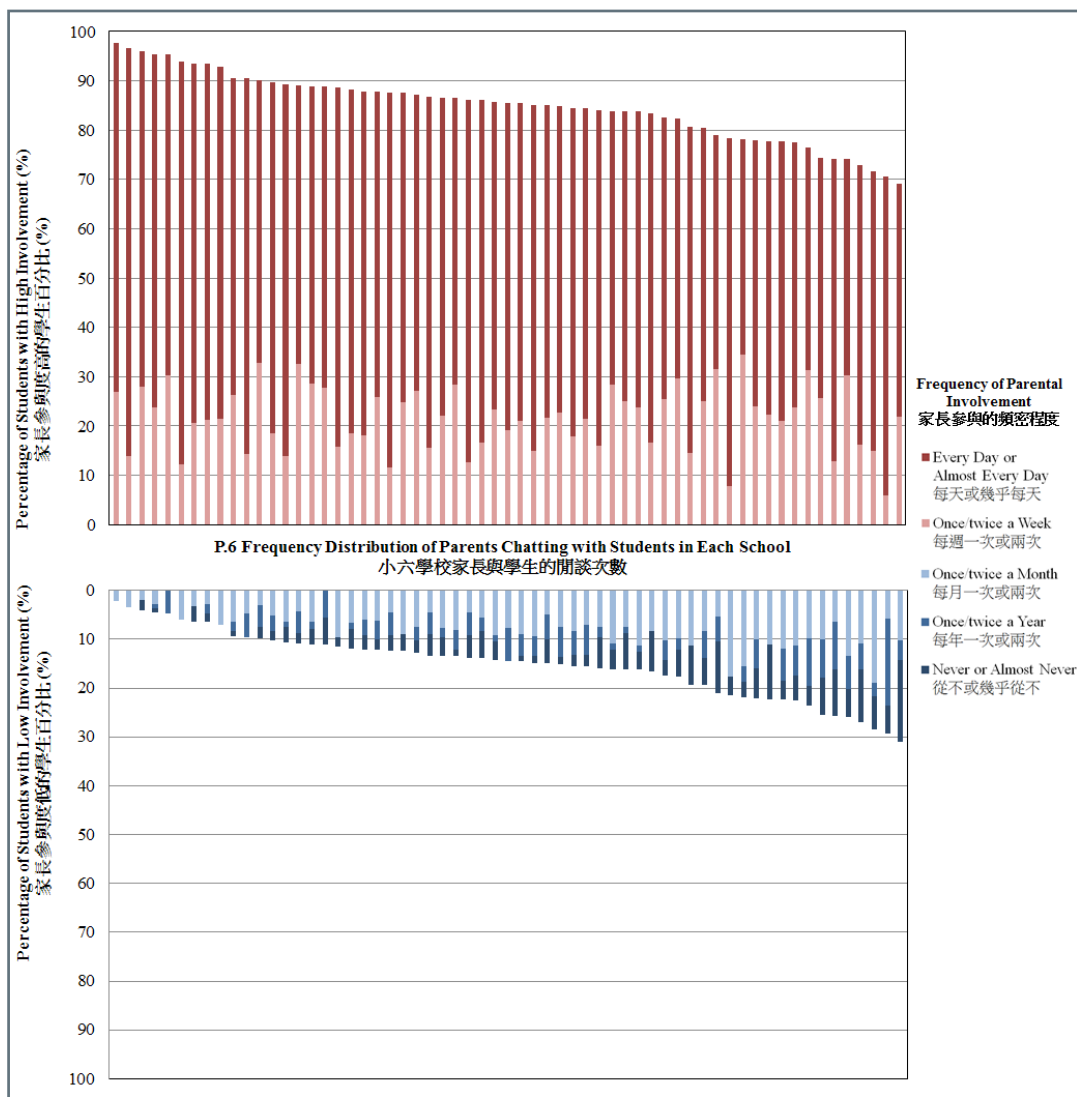


圖 2 不同學校中家長與子女閒談次數的百分比 (小六)

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



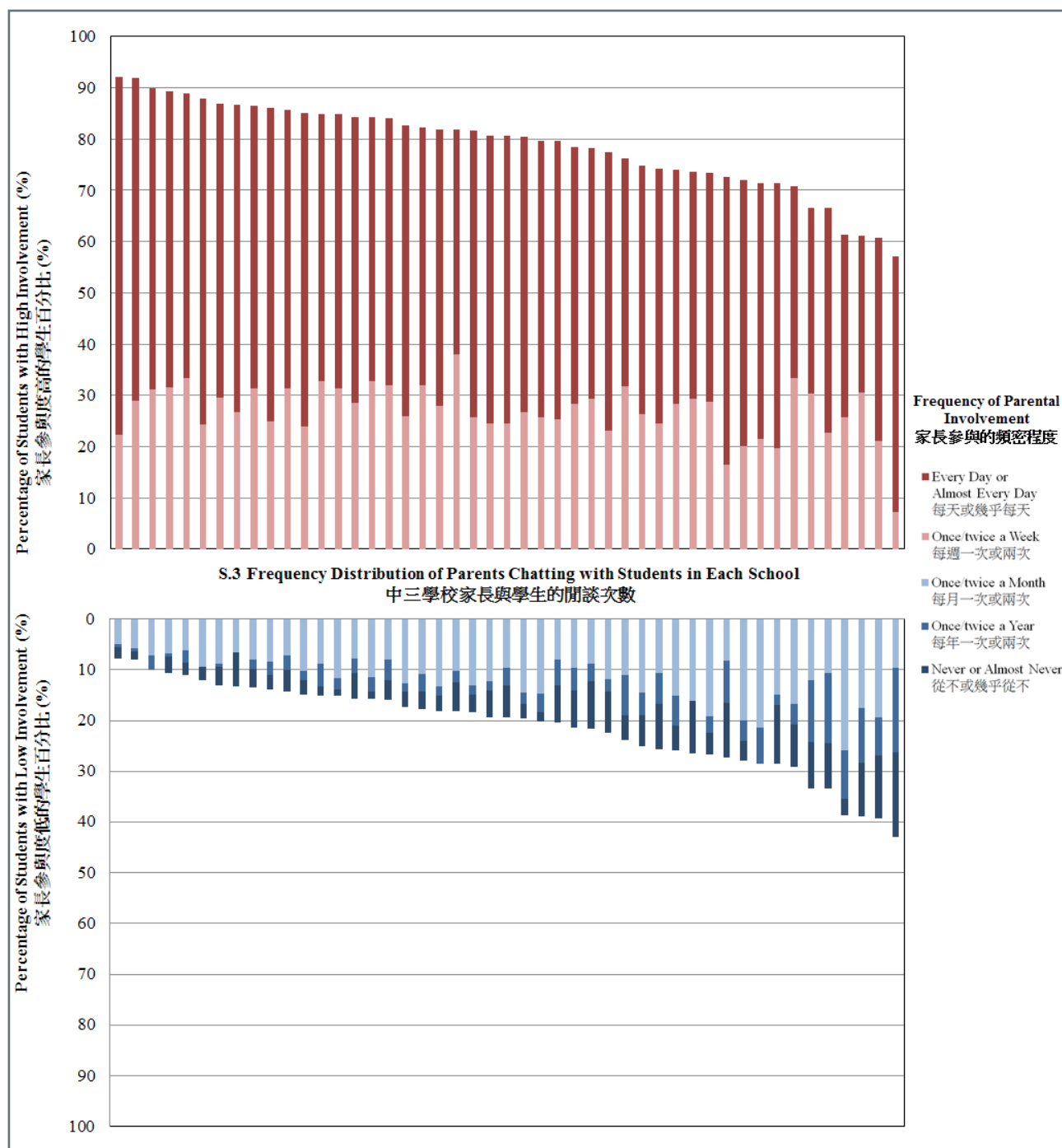


圖 3 不同學校中家長與子女閒談次數的百分比 (中三)

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



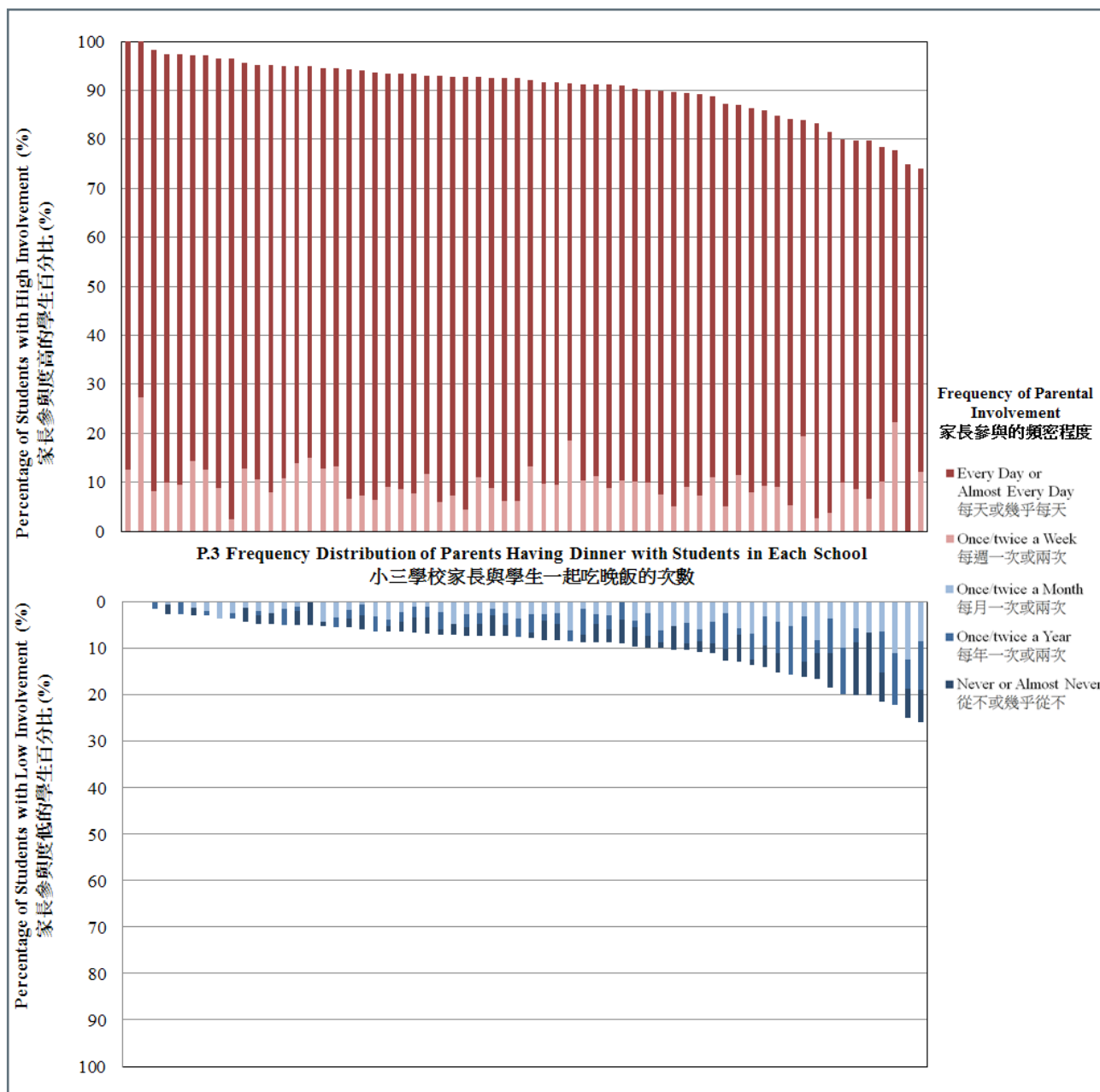


圖 4 不同學校中家長與子女一起吃晚飯次數的百分比 (小三)

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

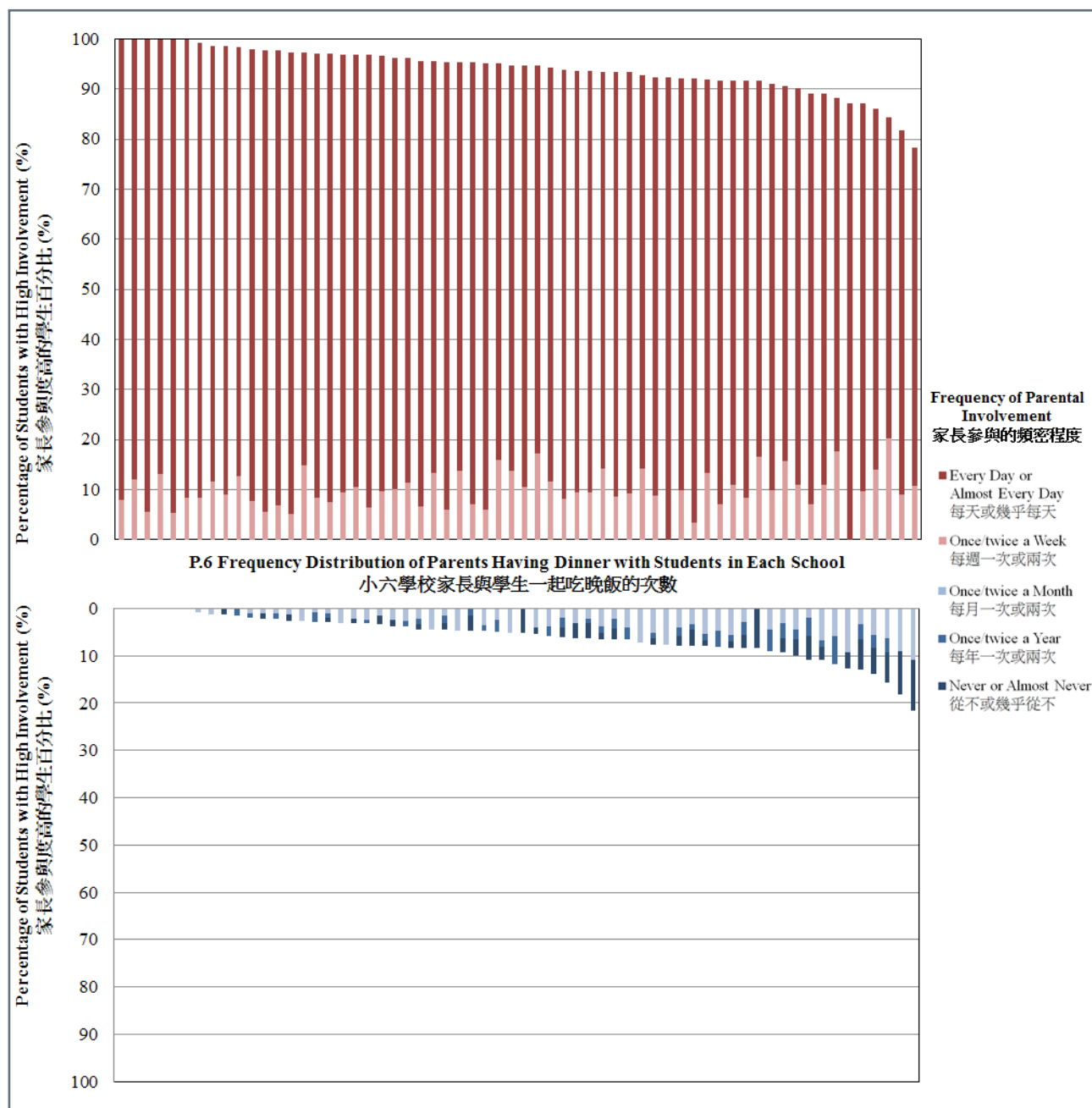


圖 5 不同學校中家長與子女一起吃晚飯次數的百分比 (小六)

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



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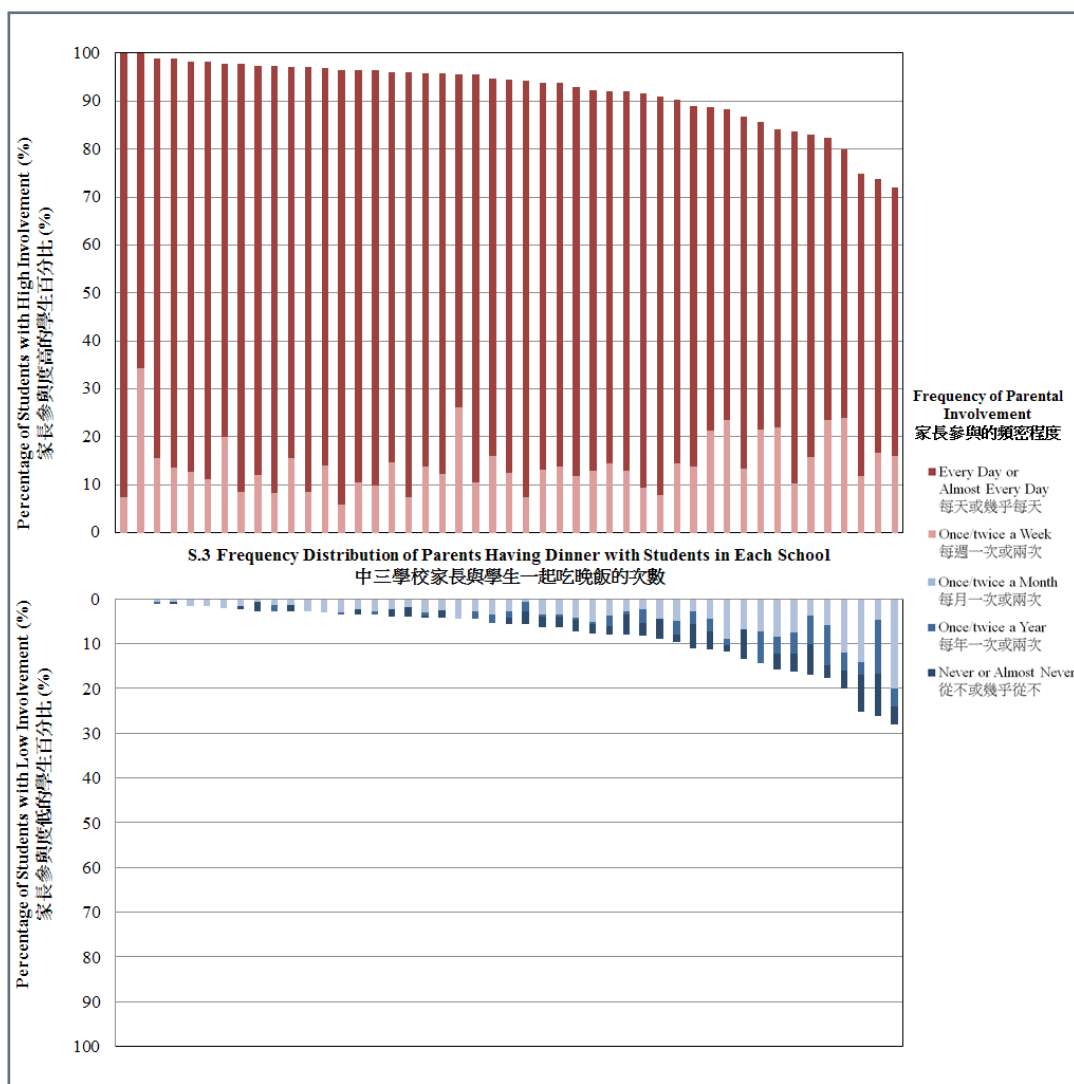


圖 6 不同學校中家長與子女一起吃晚飯次數的百分比 (中三)

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



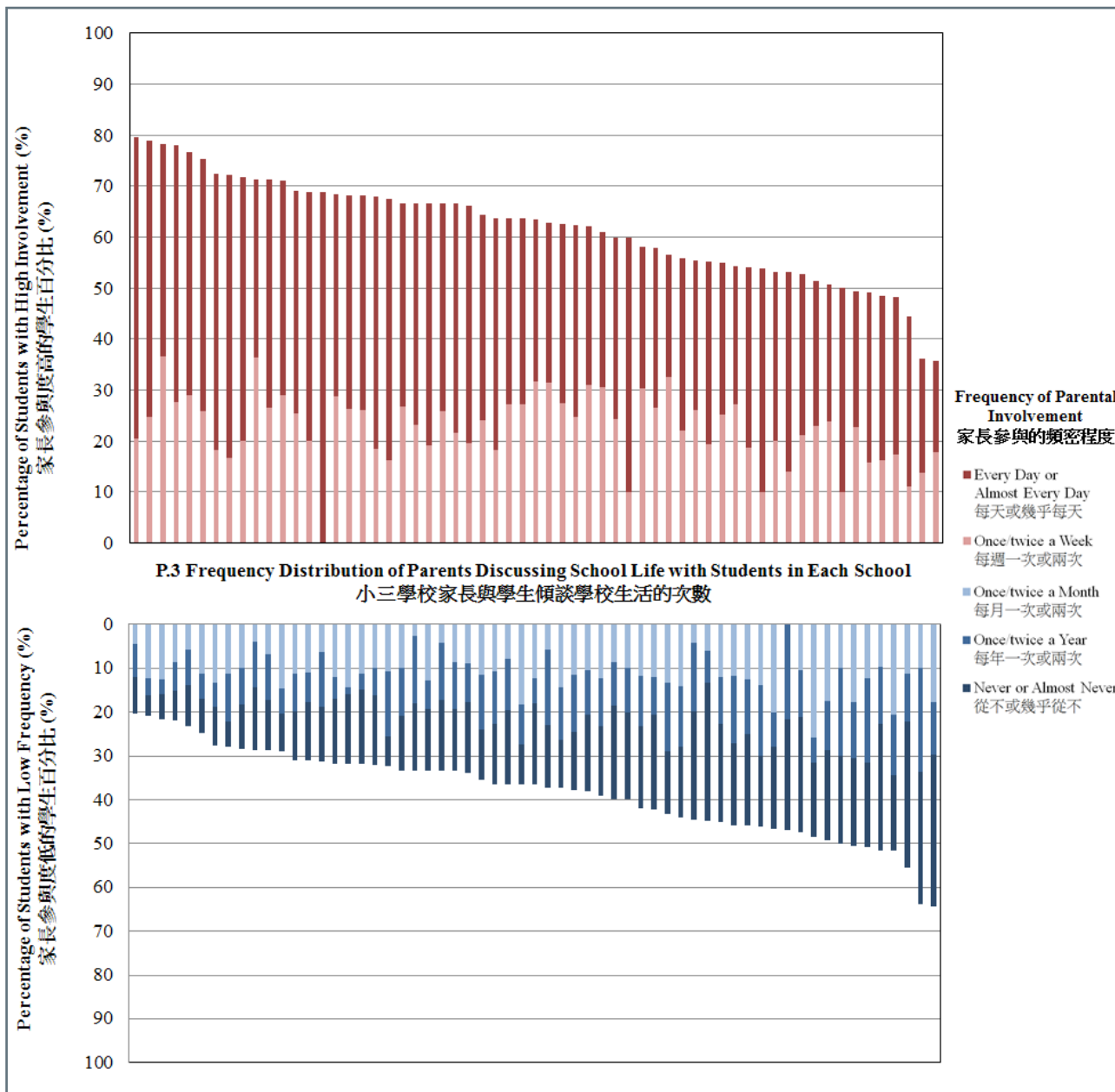


圖 7 不同學校中家長與子女傾談學校生活次數的百分比 (小三)

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

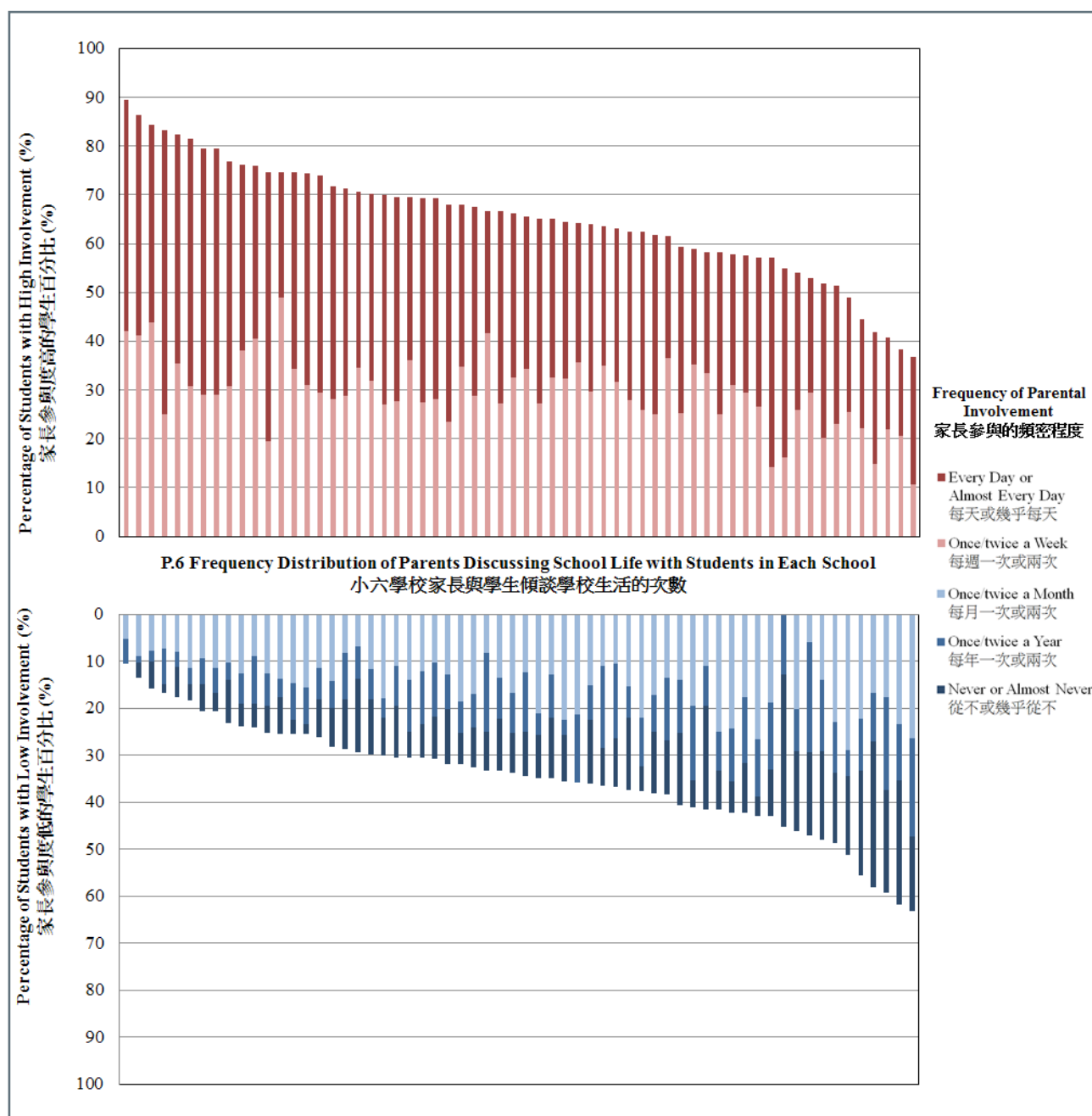


圖 8 不同學校中家長與子女傾談學校生活次數的百分比 (小六)

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



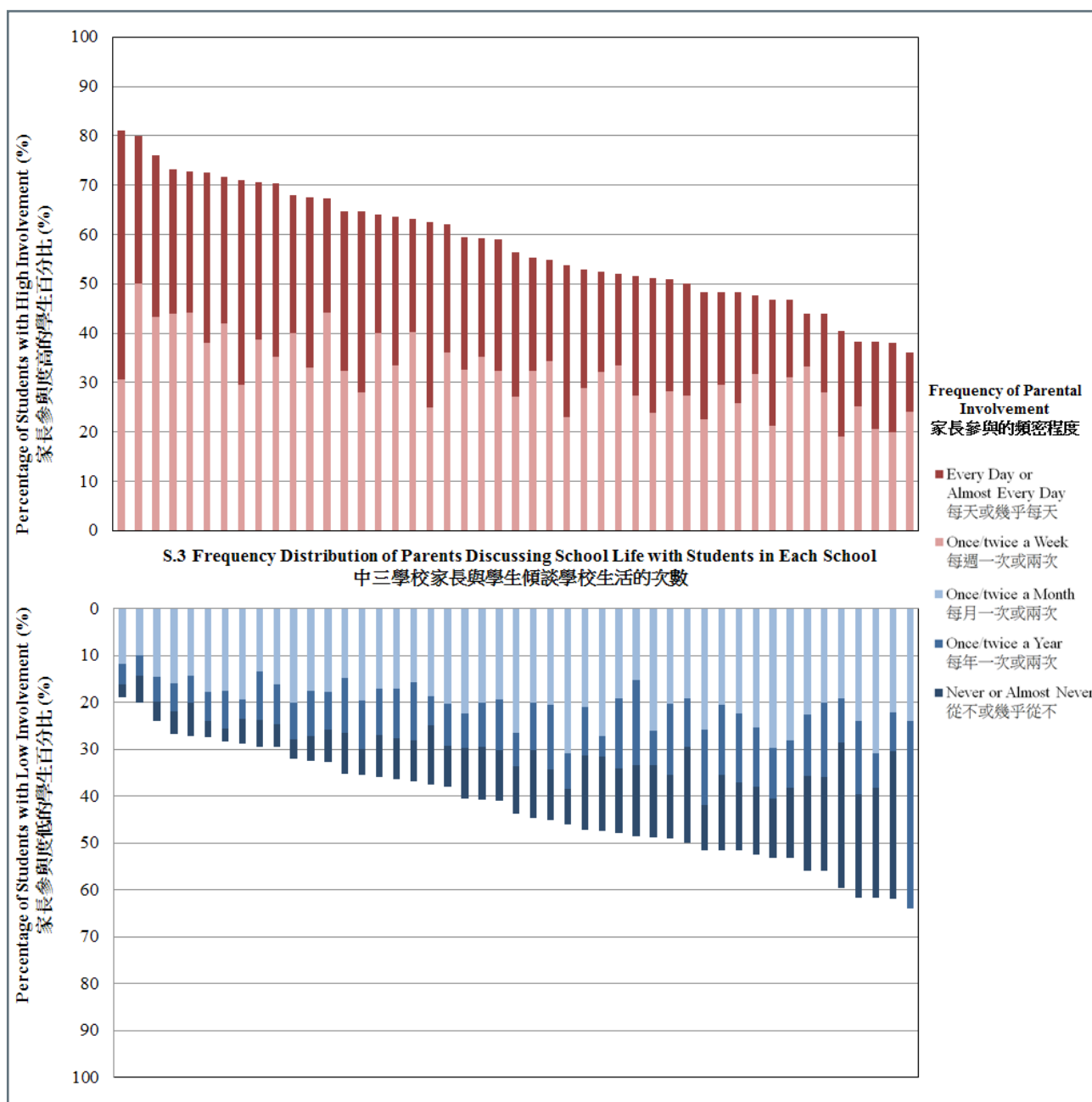


圖 9 不同學校中家長與子女傾談學校生活次數的百分比 (中三)

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



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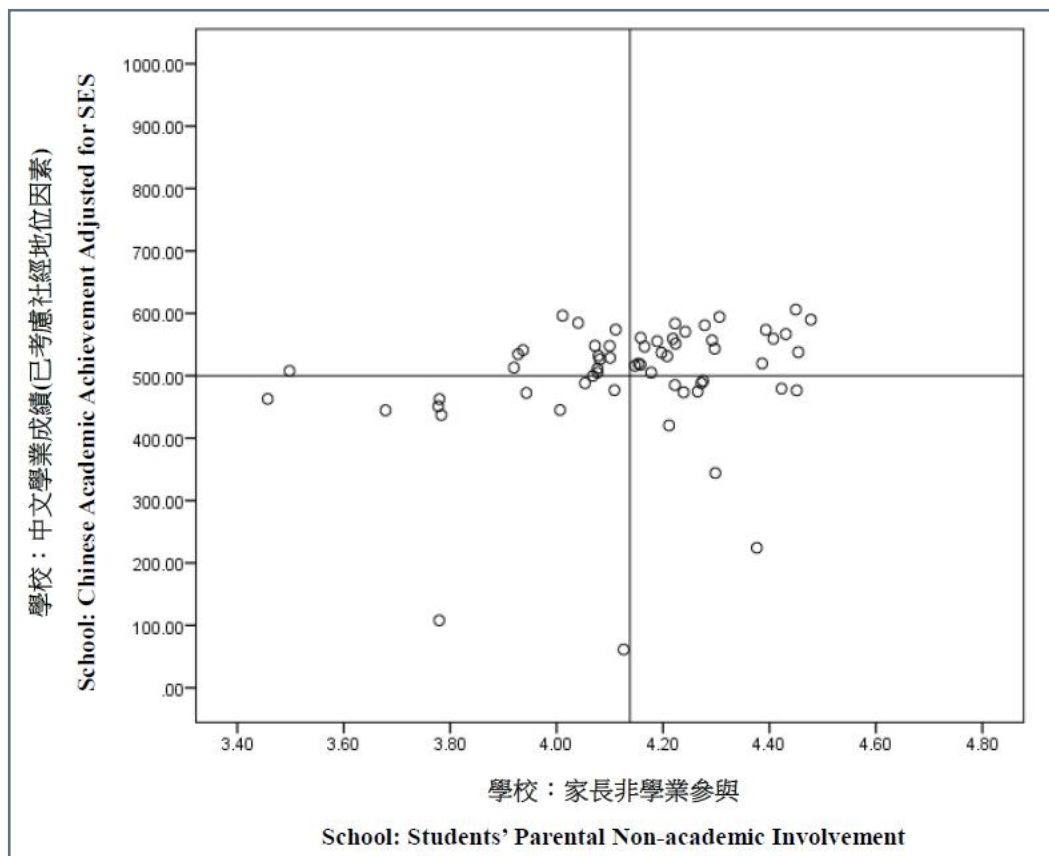


圖 10 考慮社經地位後，家長非學業參與及中文科成績的關係（小三）

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

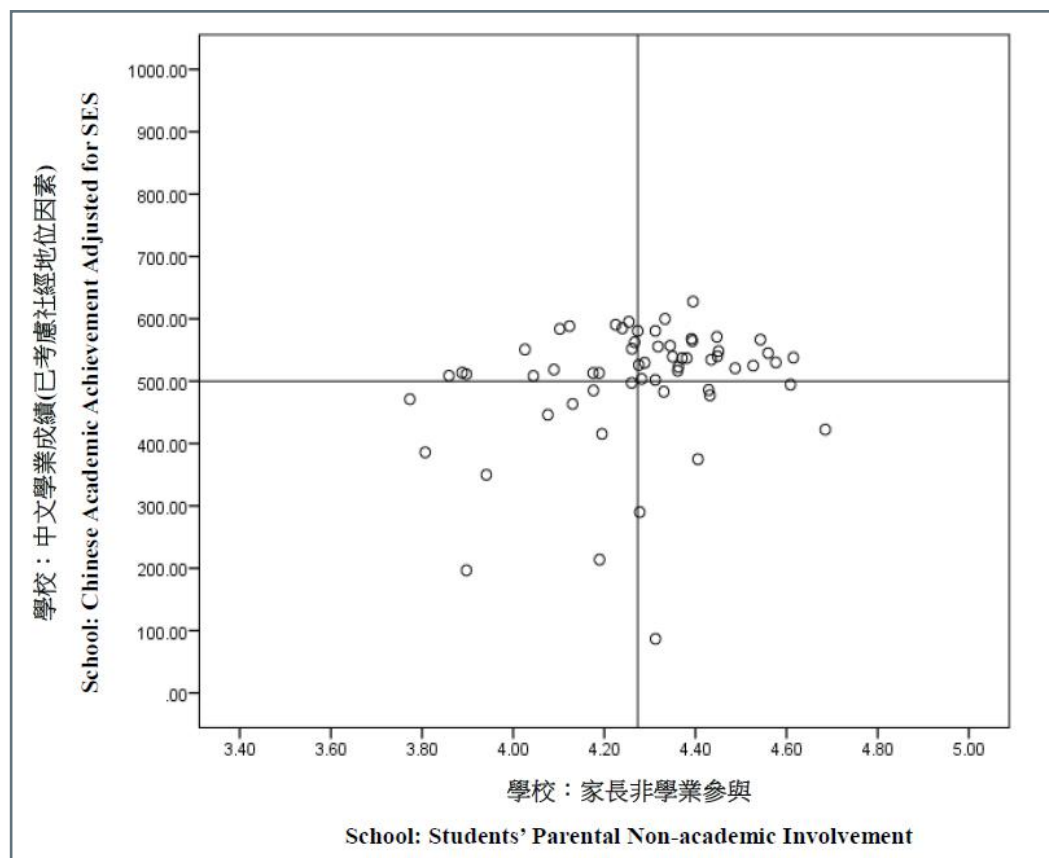


圖 11 考慮社經地位後，家長非學業參與及中文科成績的關係（小六）

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



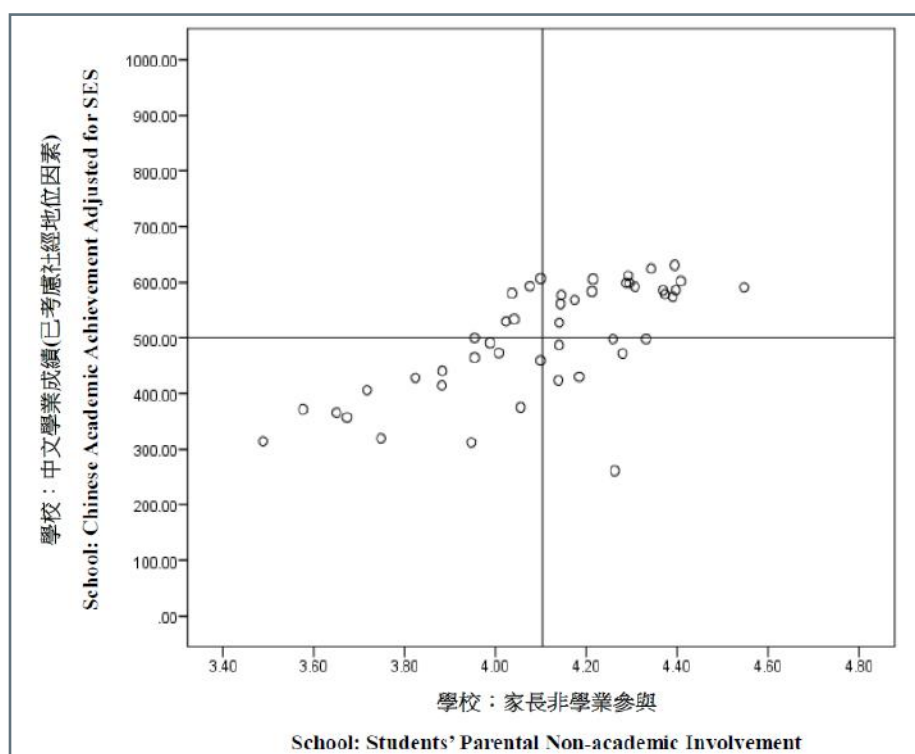


圖 12 考慮社經地位後，家長非學業參與及中文科成績的關係（中三）

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

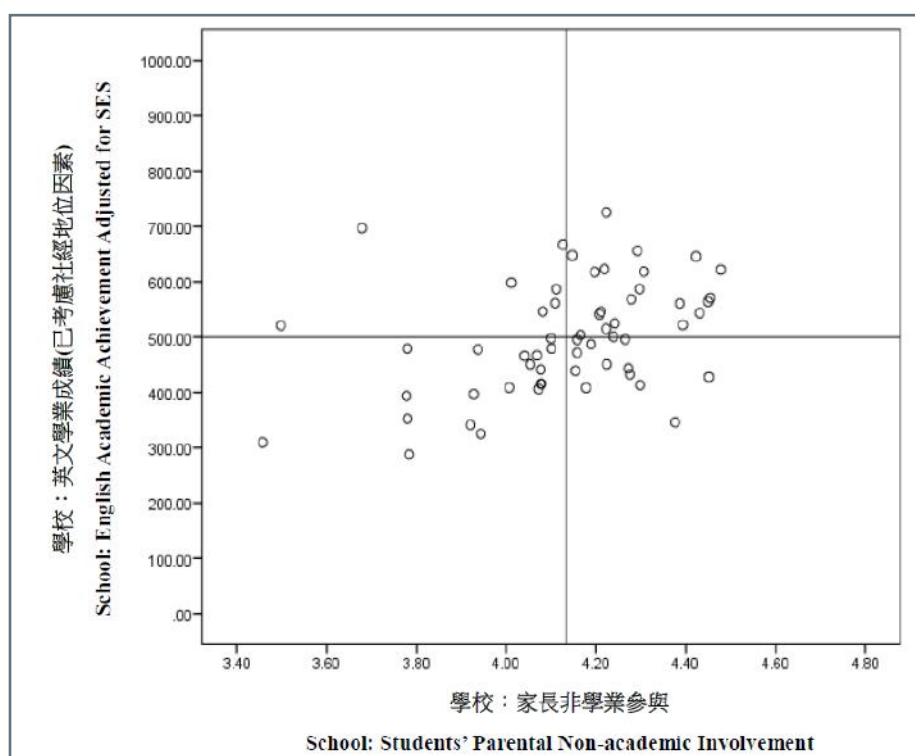


圖 13 考慮社經地位後，家長非學業參與及英文科成績的關係（小三）

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



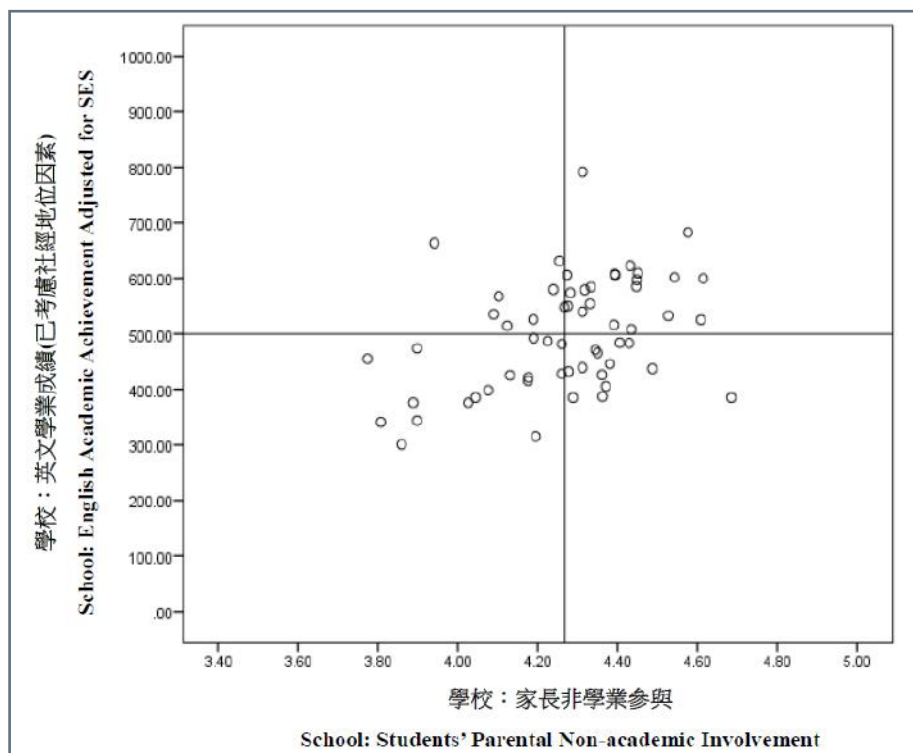


圖 14 考慮社經地位後，家長非學業參與及英文科成績的關係（小六）

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

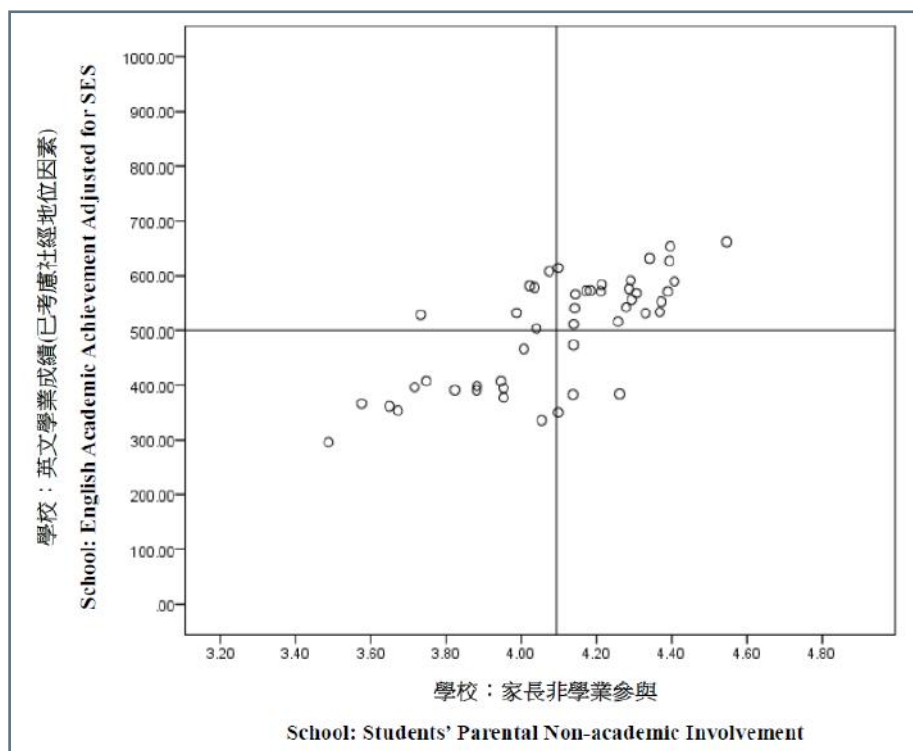


圖 15 考慮社經地位後，家長非學業參與及英文科成績的關係（中三）

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

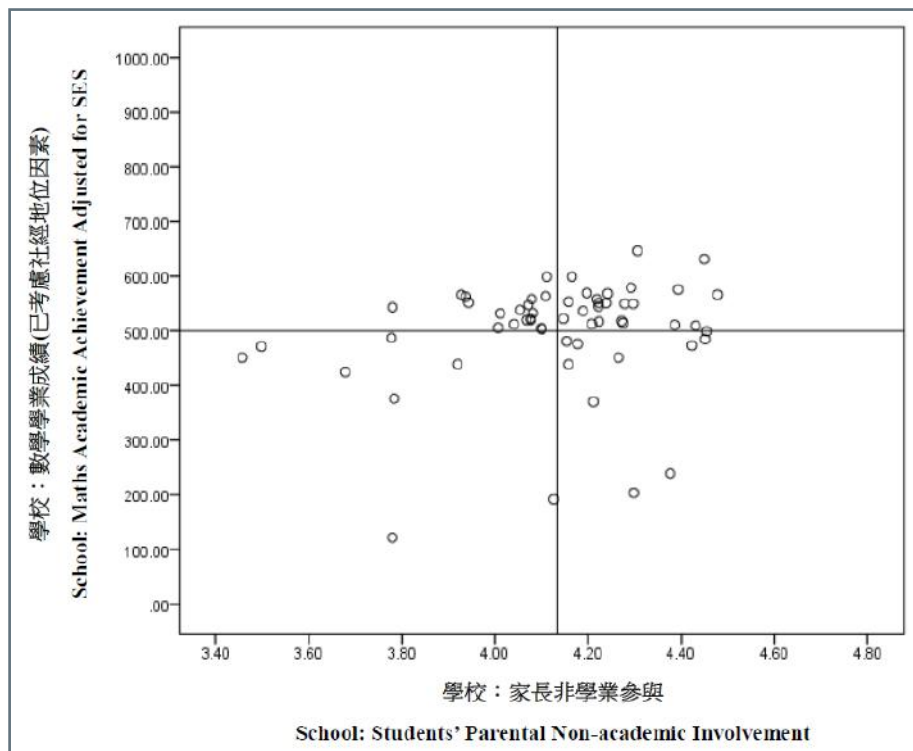


圖 16 考慮社經地位後，家長非學業參與及數學科成績的關係（小三）

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

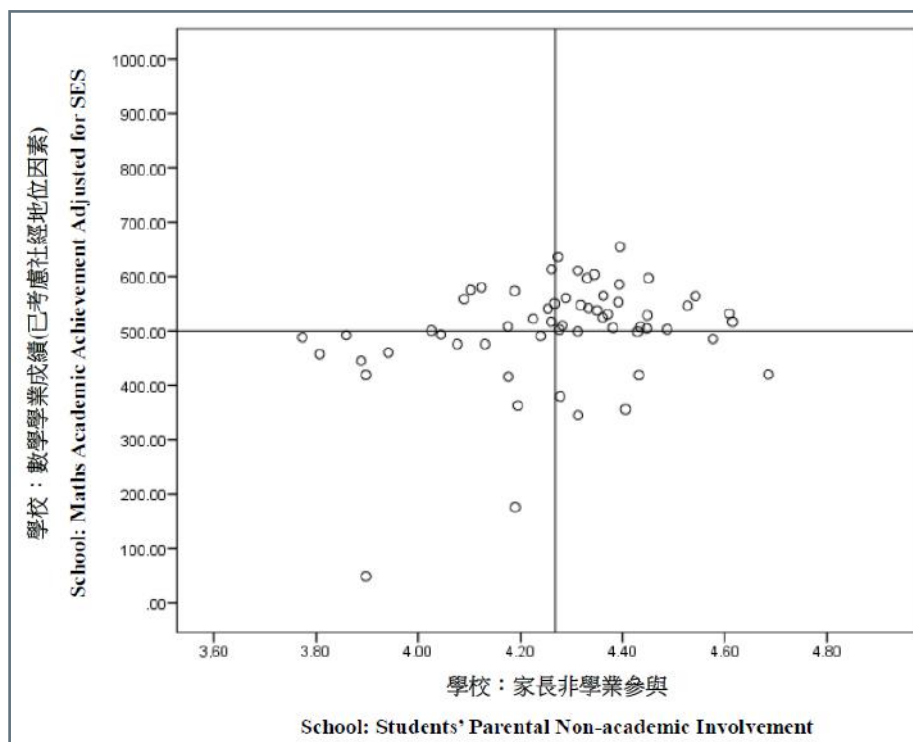


圖 17 考慮社經地位後，家長非學業參與及數學科成績的關係（小六）

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



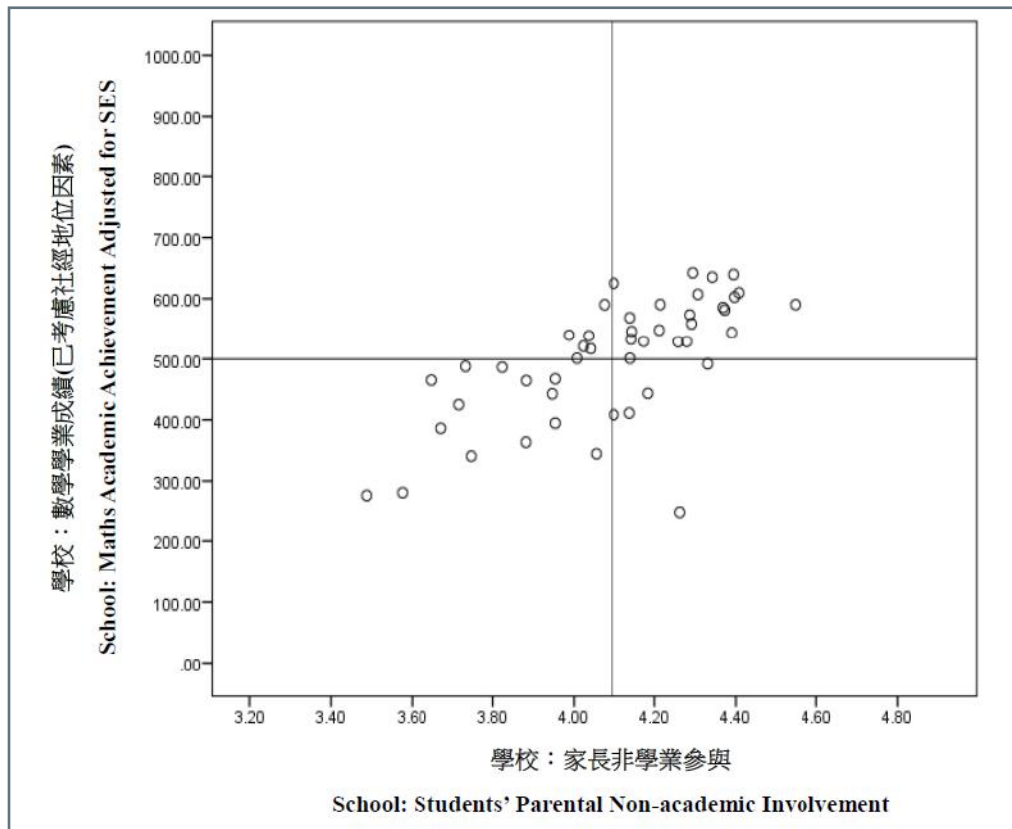


圖 18 考慮社經地位後，家長非學業參與及數學科成績的關係（中三）

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



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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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