



數據 講教育 EdData Speaks

February 2017 Issue 14
Topic: Parental Involvement (8)

在學業成績較差的學校，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。在一些學業成績較差的學校中，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。

By 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。

圖中可見，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，則分別只有 20% 及 15% 家長有以上學業參與活動。

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，分別只有 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.

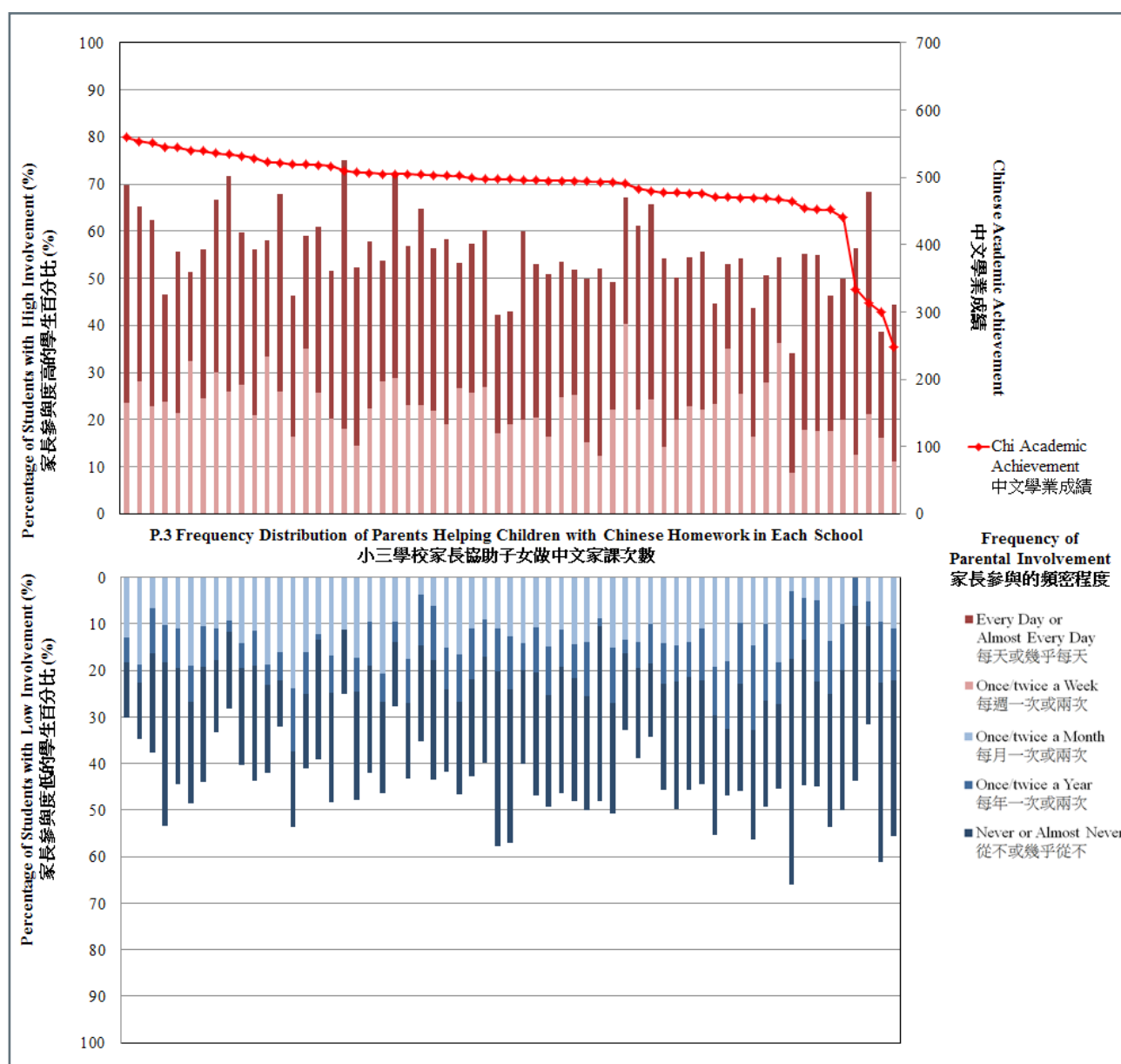


圖 1 不同學校中家長協助子女完成中文科家課次數的百分比 (小三)

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



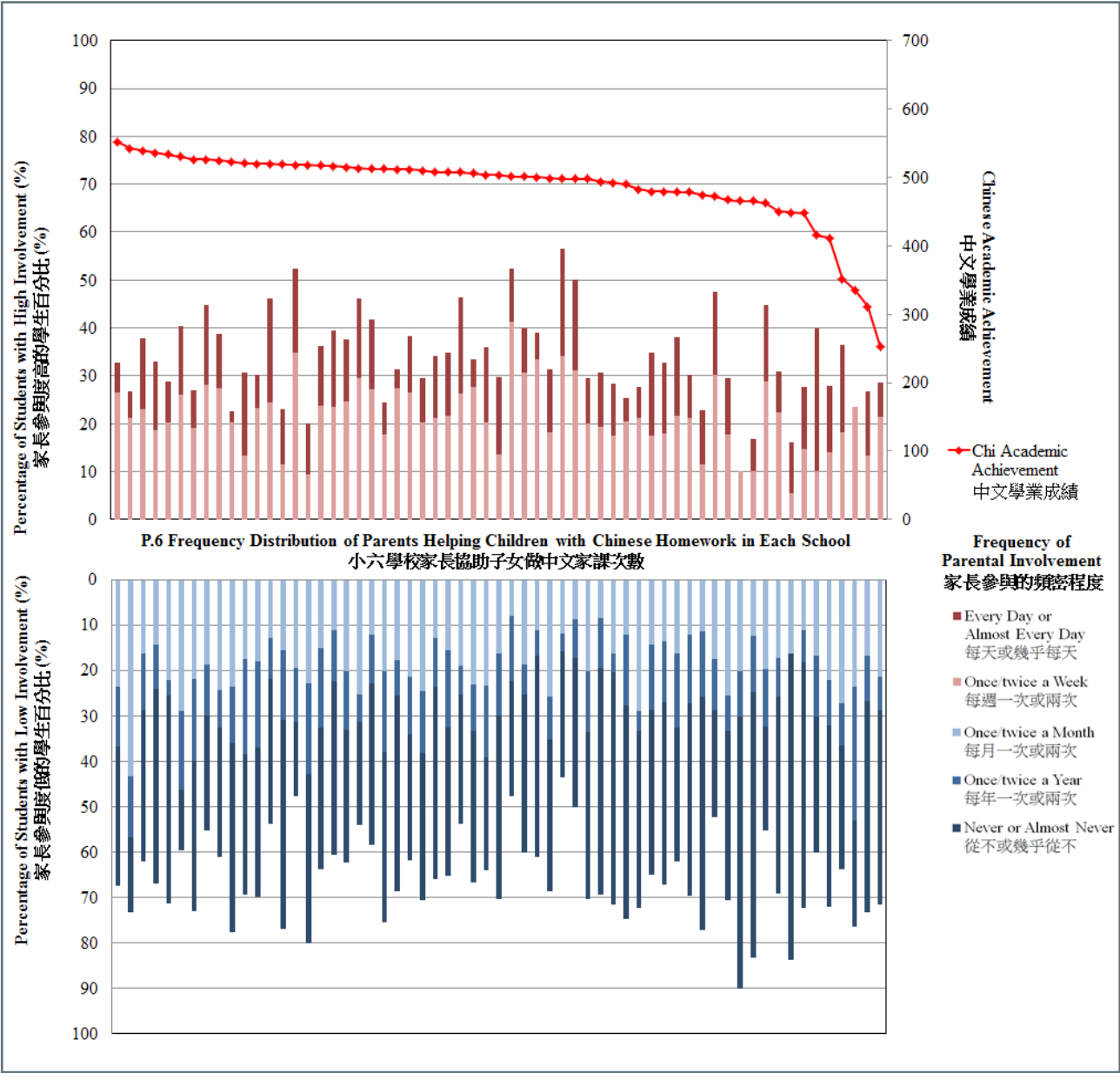


圖 2 不同學校中家長協助子女完成中文科家課次數的百分比（小六）

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

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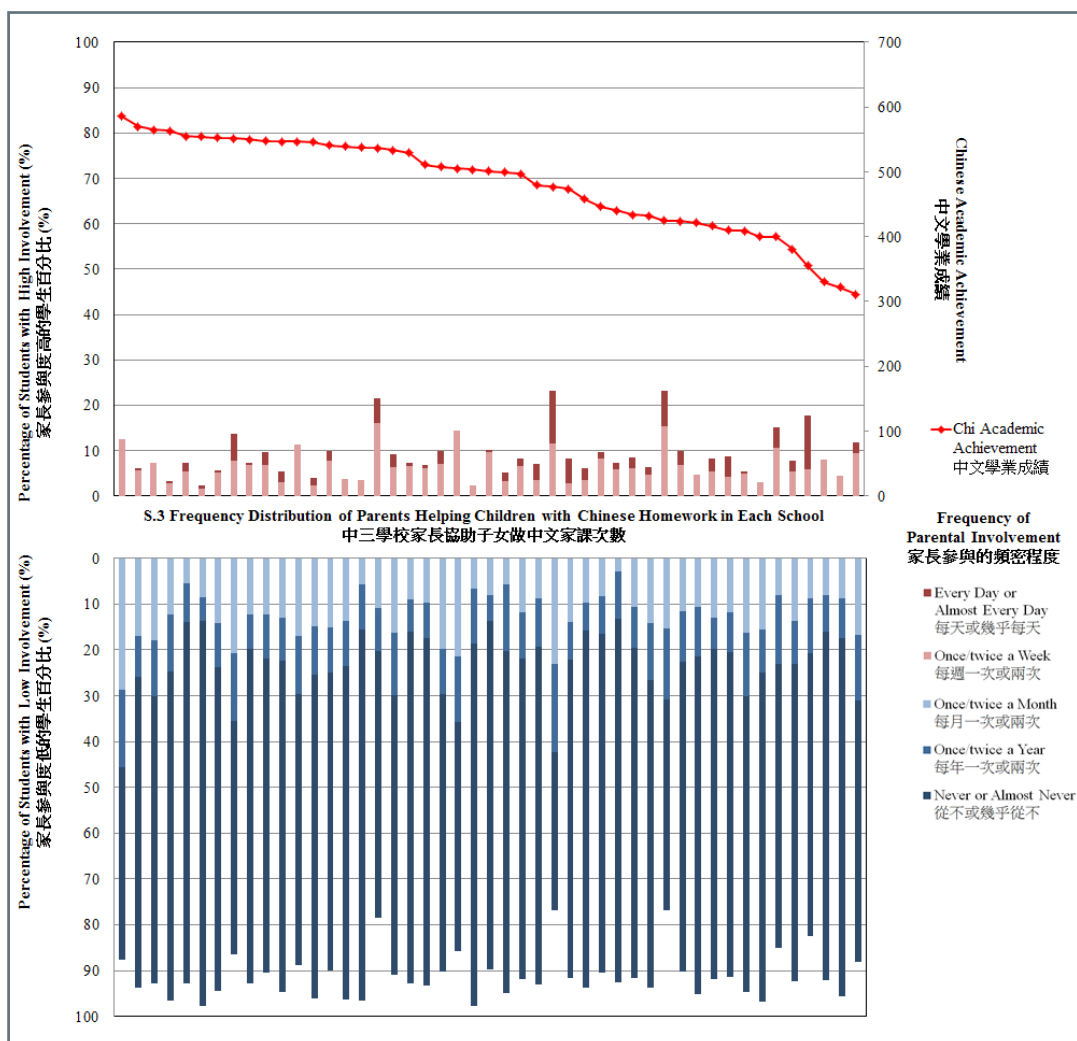


圖 3 不同學校中家長協助子女完成中文科家課次數的百分比 (中三)

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



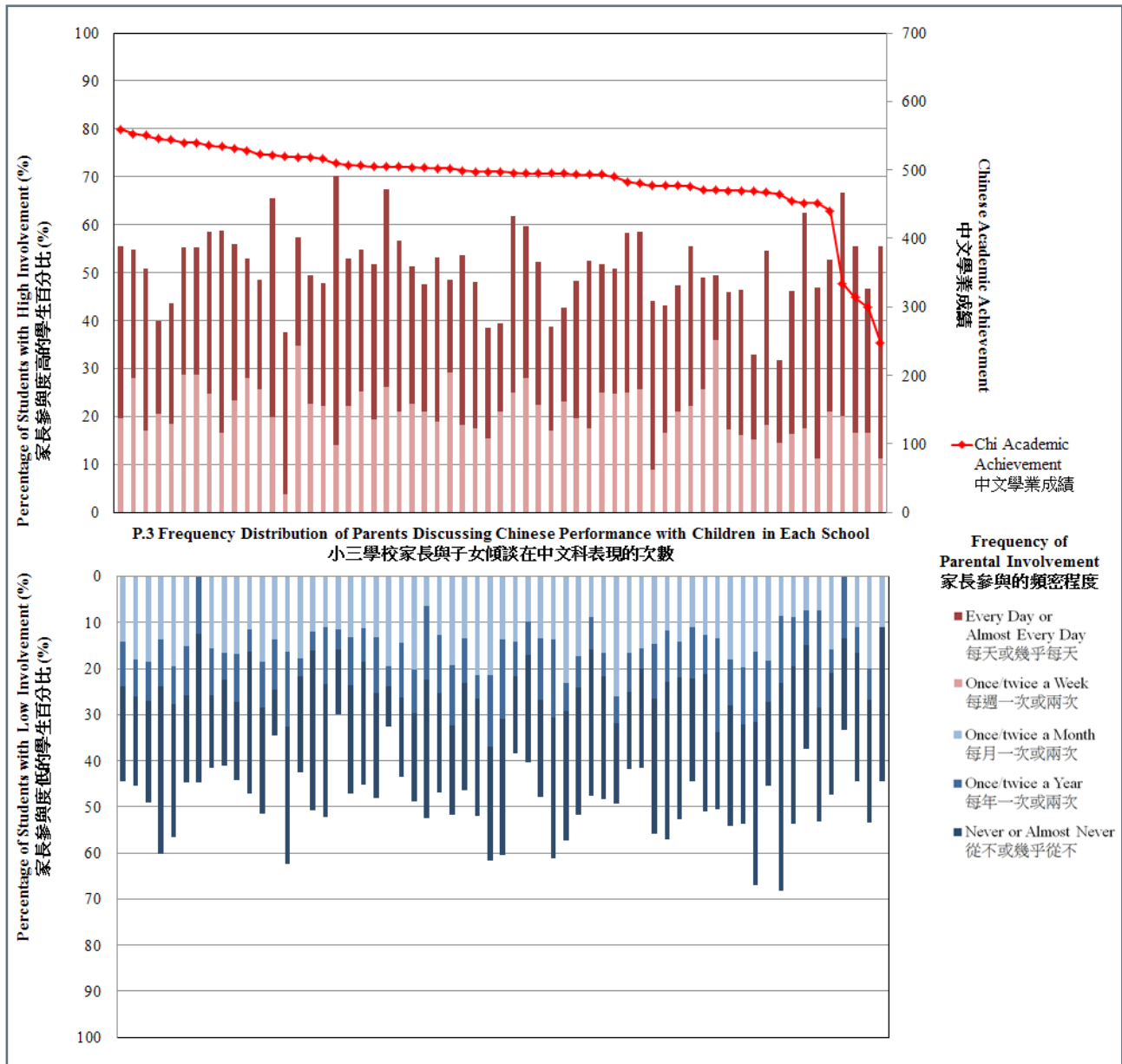


圖 4 不同學校中家長與子女傾談中文科表現次數的百分比 (小三)

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



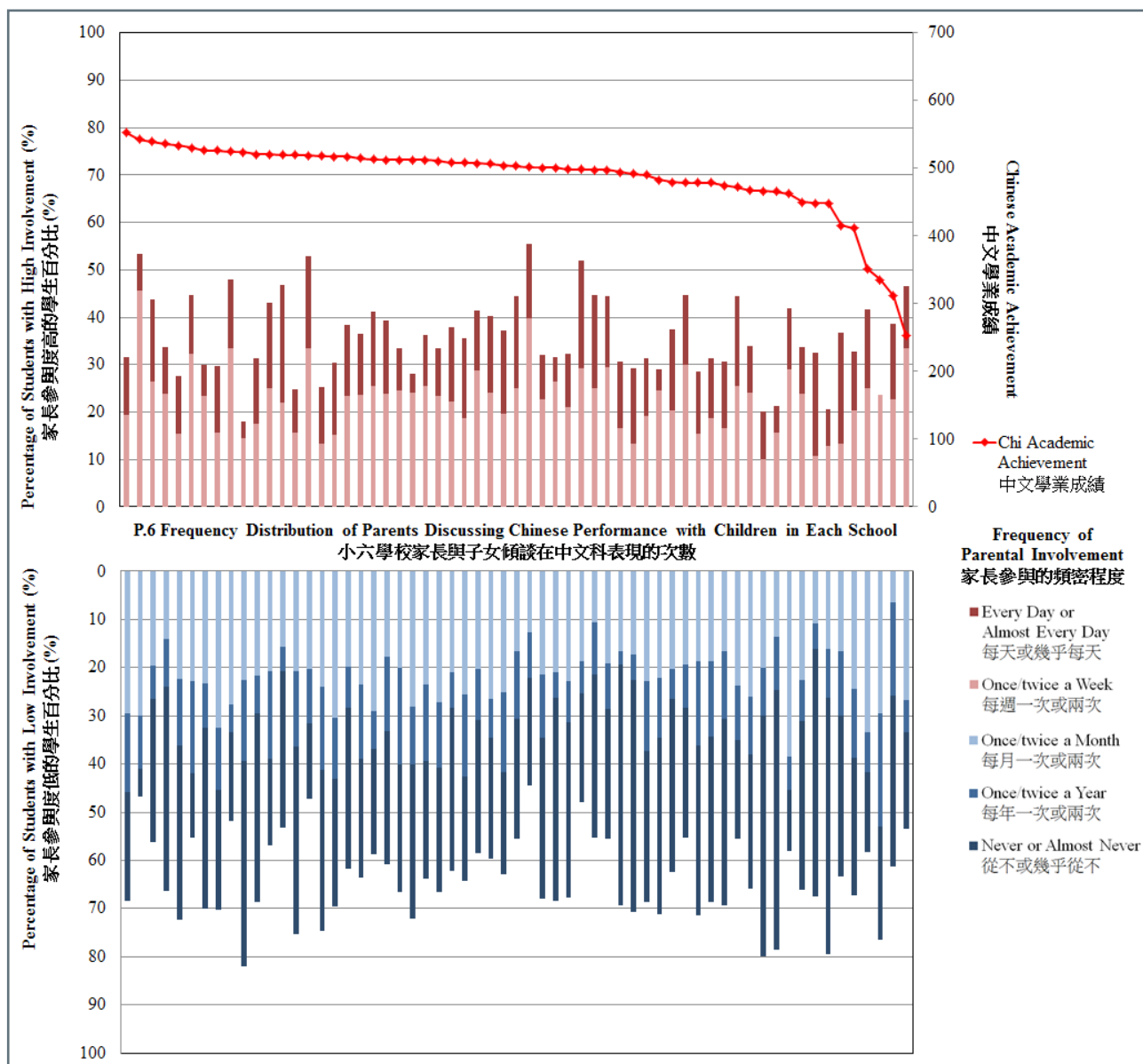


圖 5 不同學校中家長與子女傾談中文科表現次數的百分比 (小六)

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

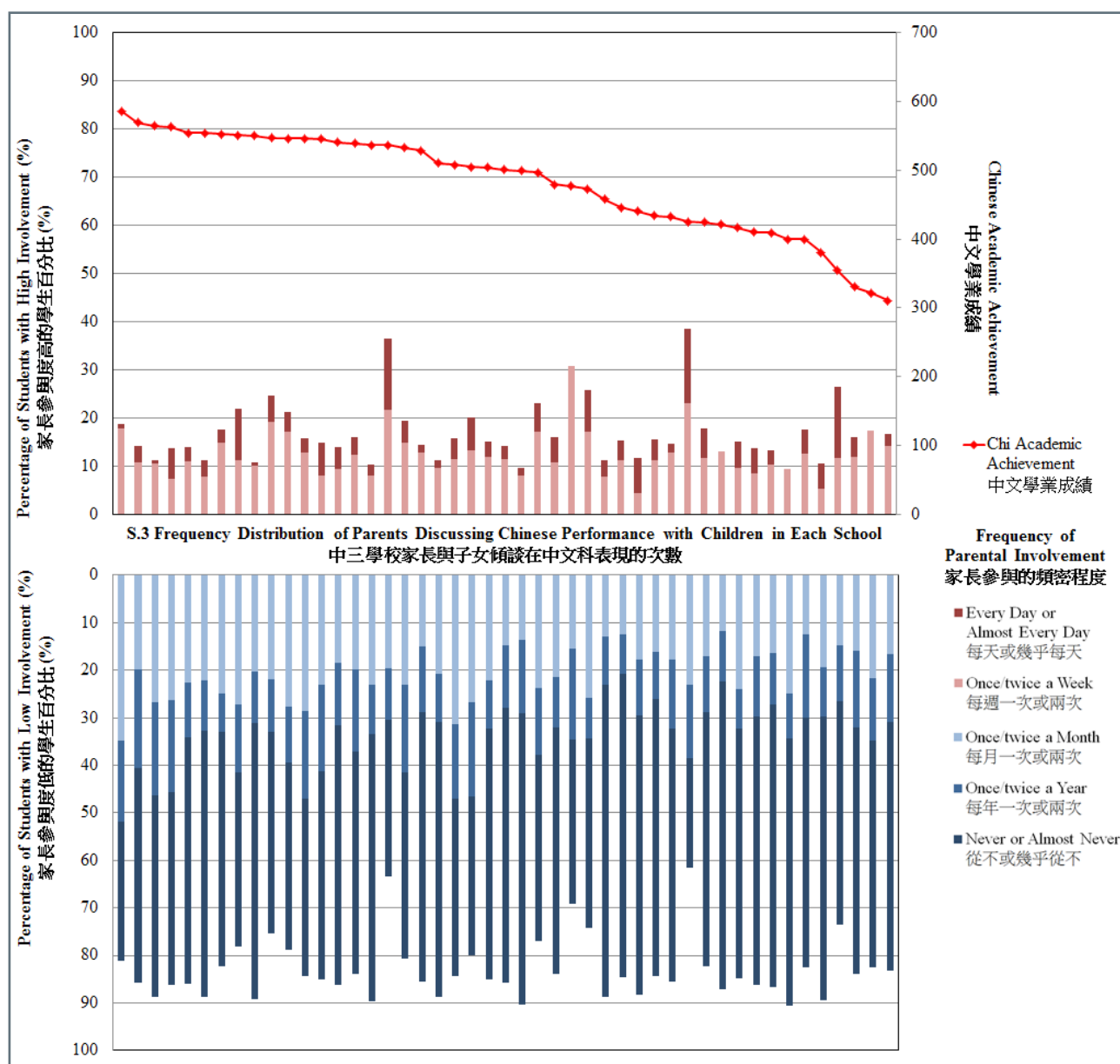


圖 6 不同學校中家長與子女傾談中文科表現次數的百分比 (中三)

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



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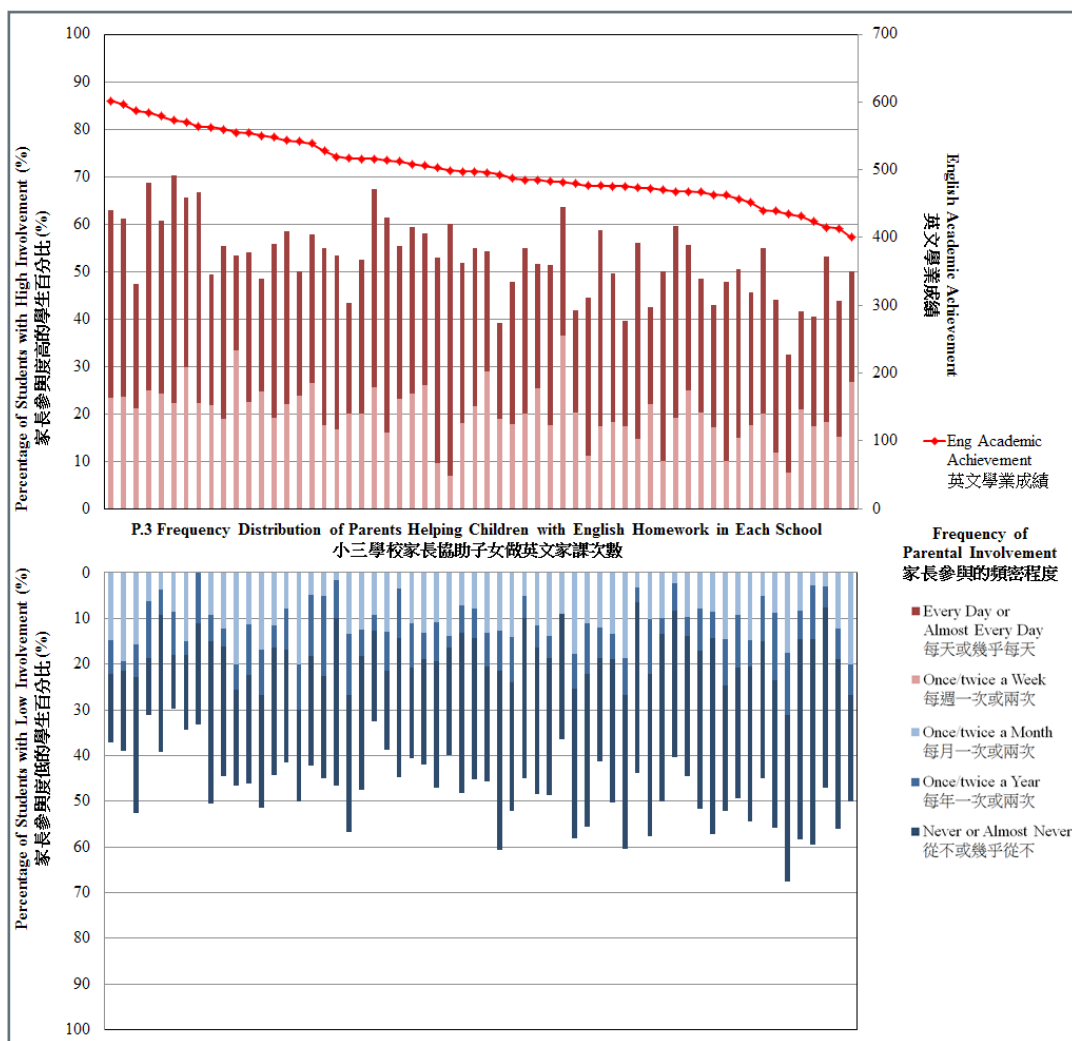


圖 7 不同學校中家長協助子女完成英文科家課次數的百分比 (小三)

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



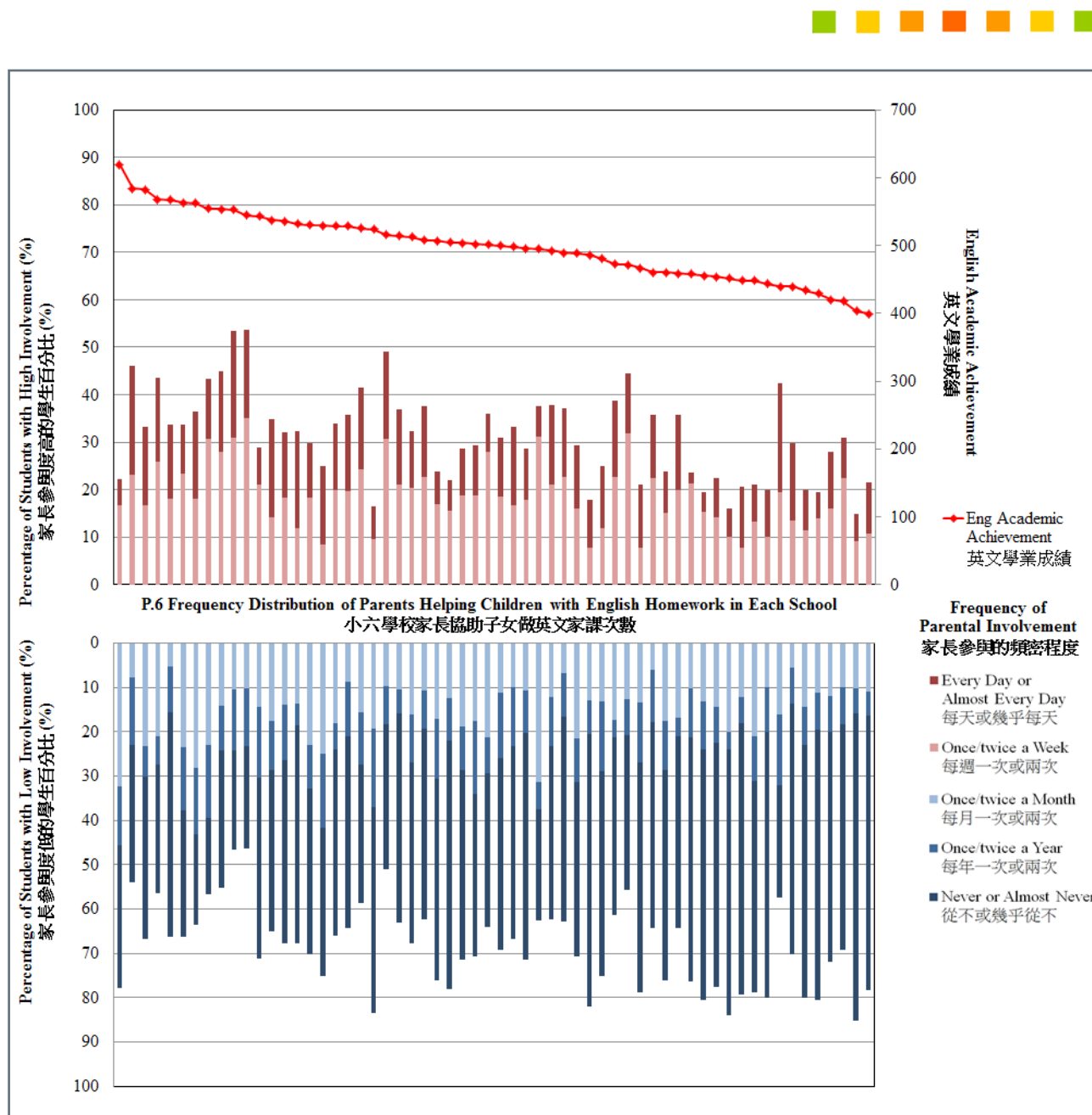


圖 8 不同學校中家長協助子女完成英文科家課次數的百分比 (小六)

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

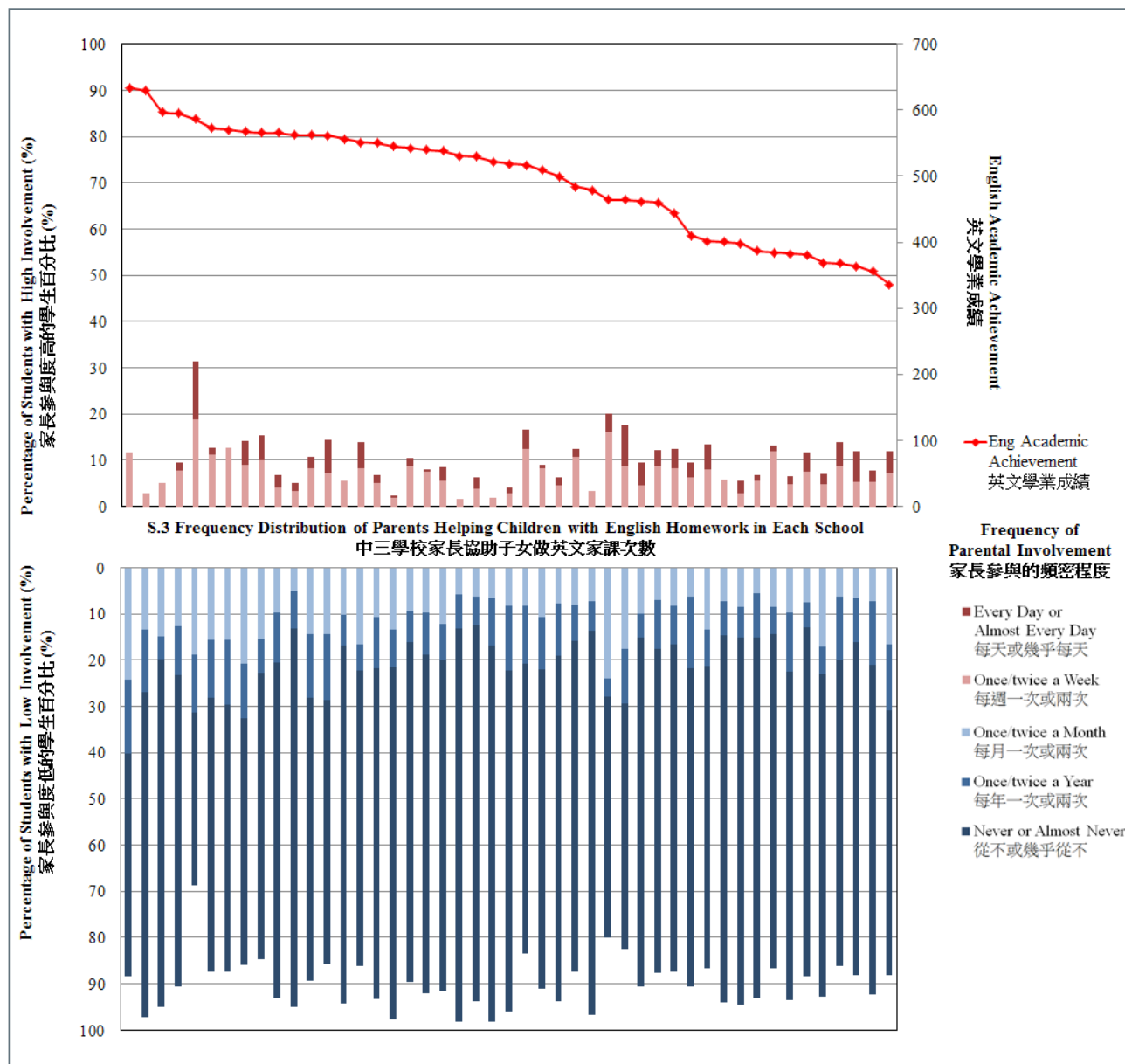


圖 9 不同學校中家長協助子女完成英文科家課次數的百分比 (中三)

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



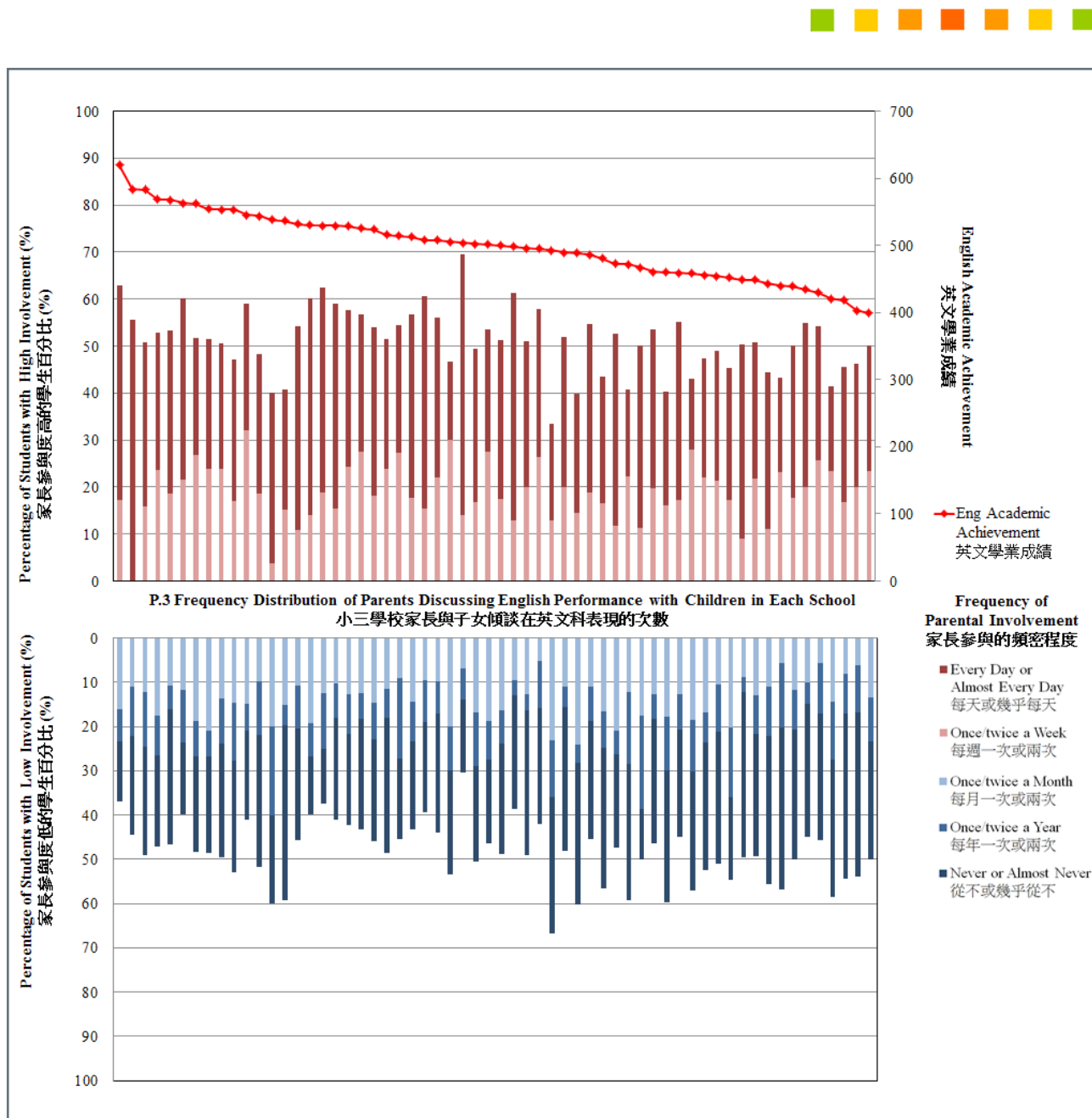


圖 10 不同學校中家長與子女傾談英文科表現次數的百分比 (小三)

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

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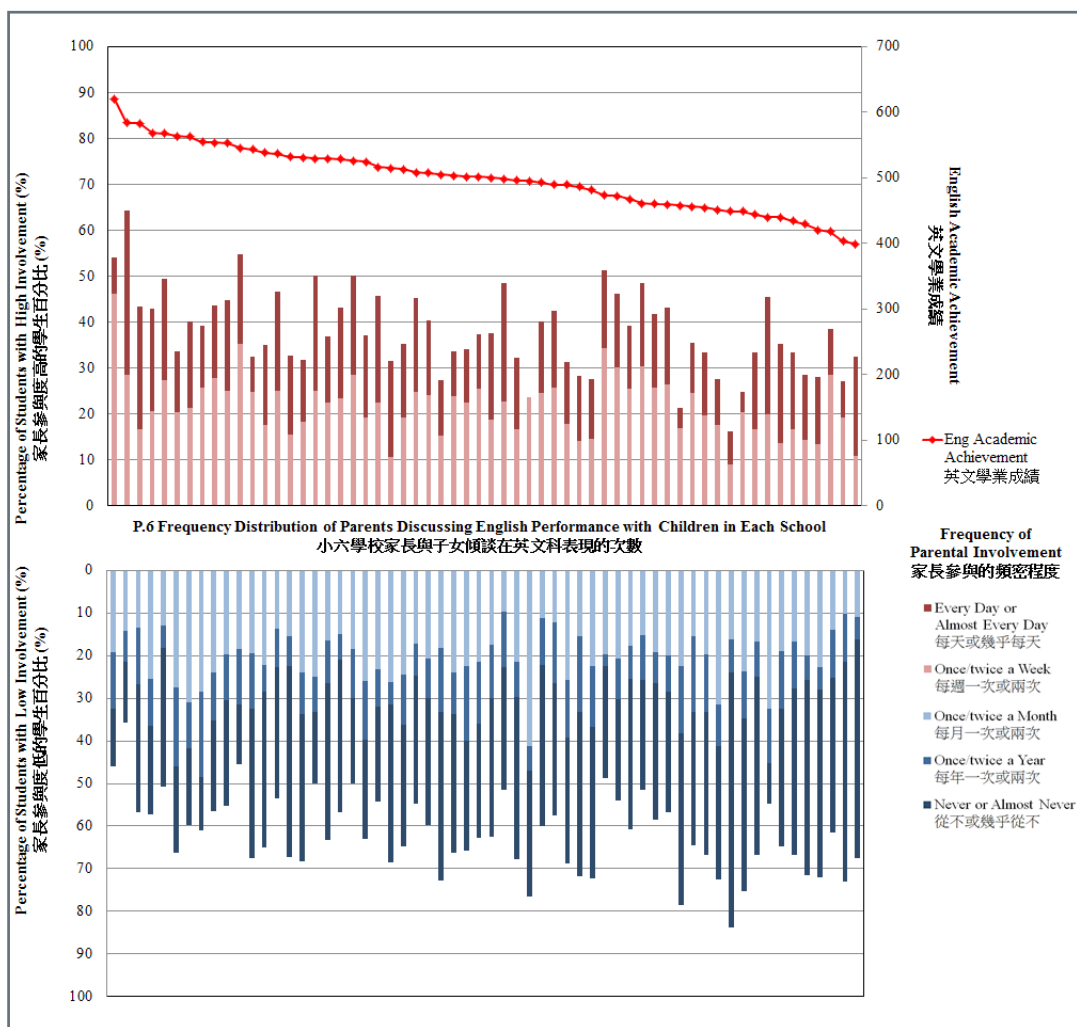


圖 11 不同學校中家長與子女傾談英文科表現次數的百分比 (小六)

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



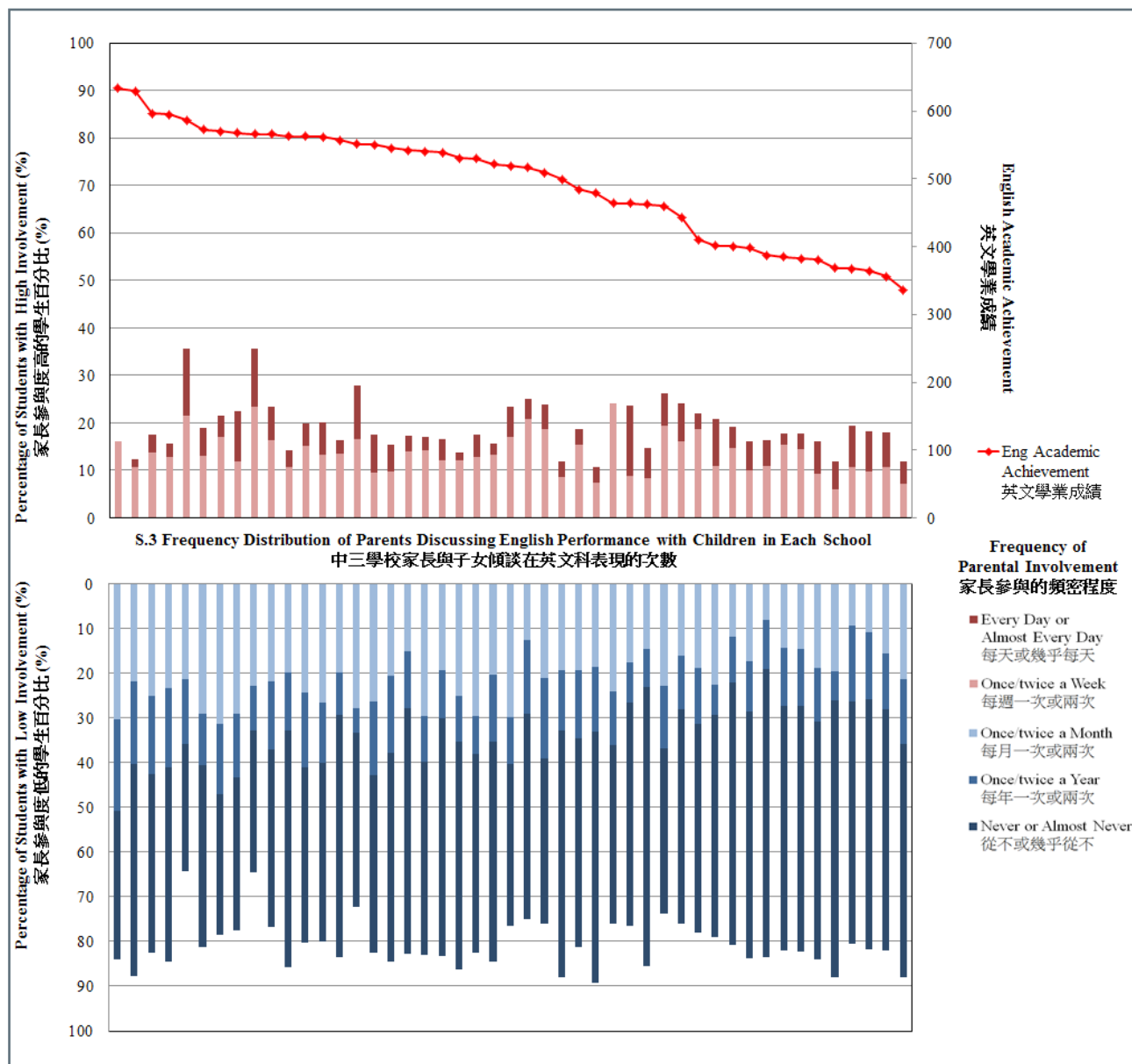


圖 12 不同學校中家長與子女傾談英文科表現次數的百分比 (中三)

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



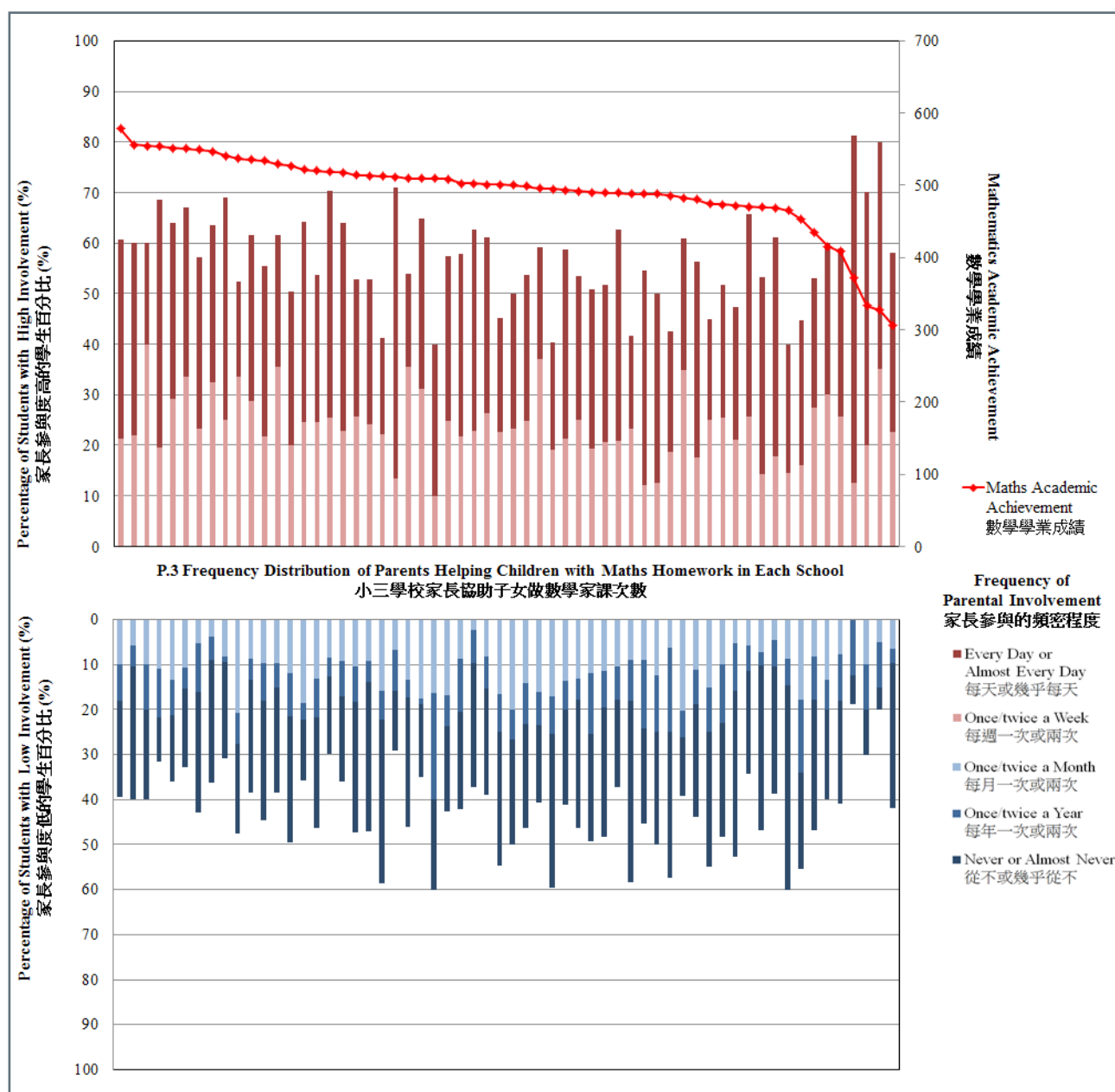


圖 13 不同學校中家長協助子女完成數學科家課次數的百分比 (小三)

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

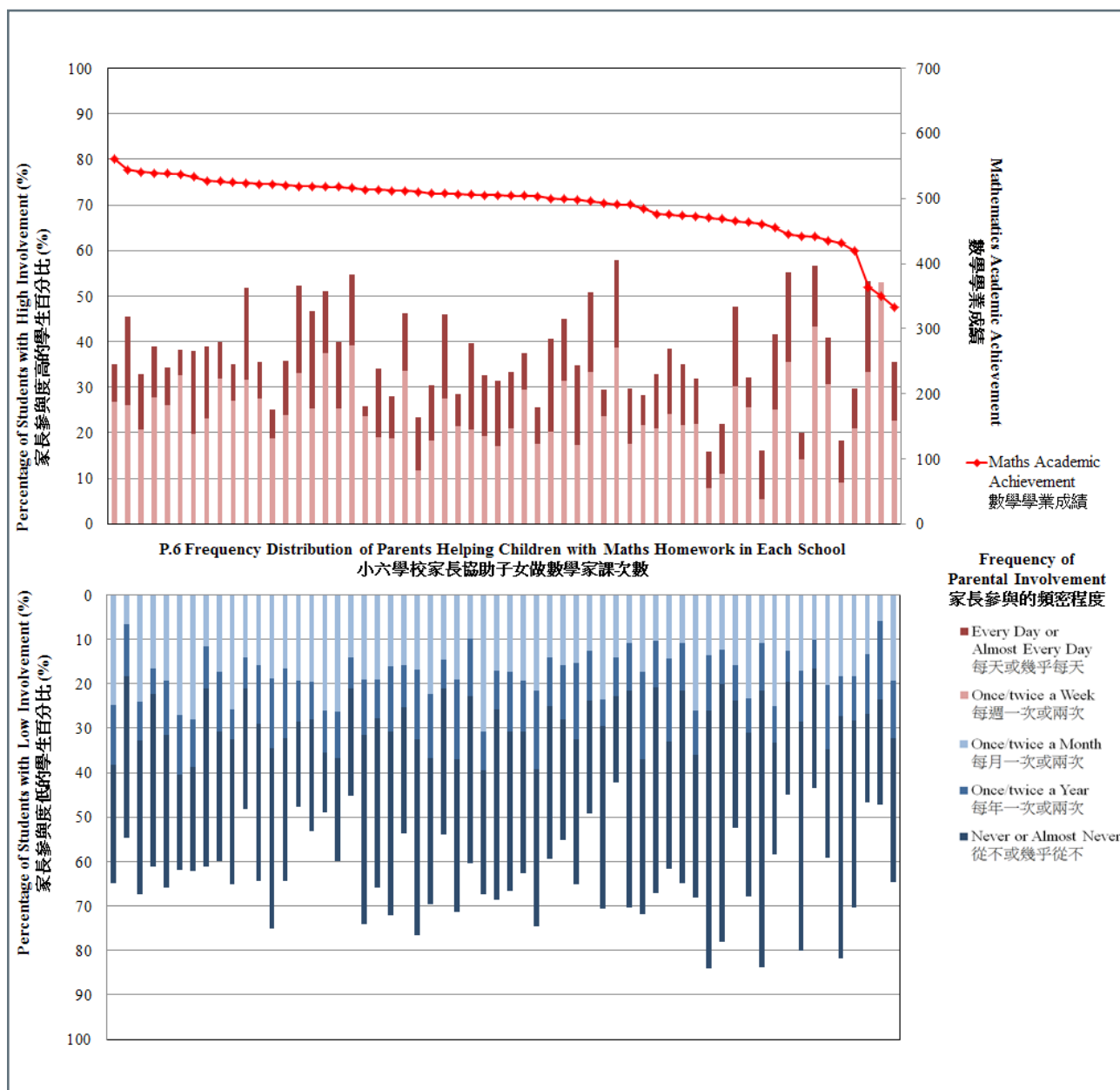


圖 14 不同學校中家長協助子女完成數學科家課次數的百分比 (小六)

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



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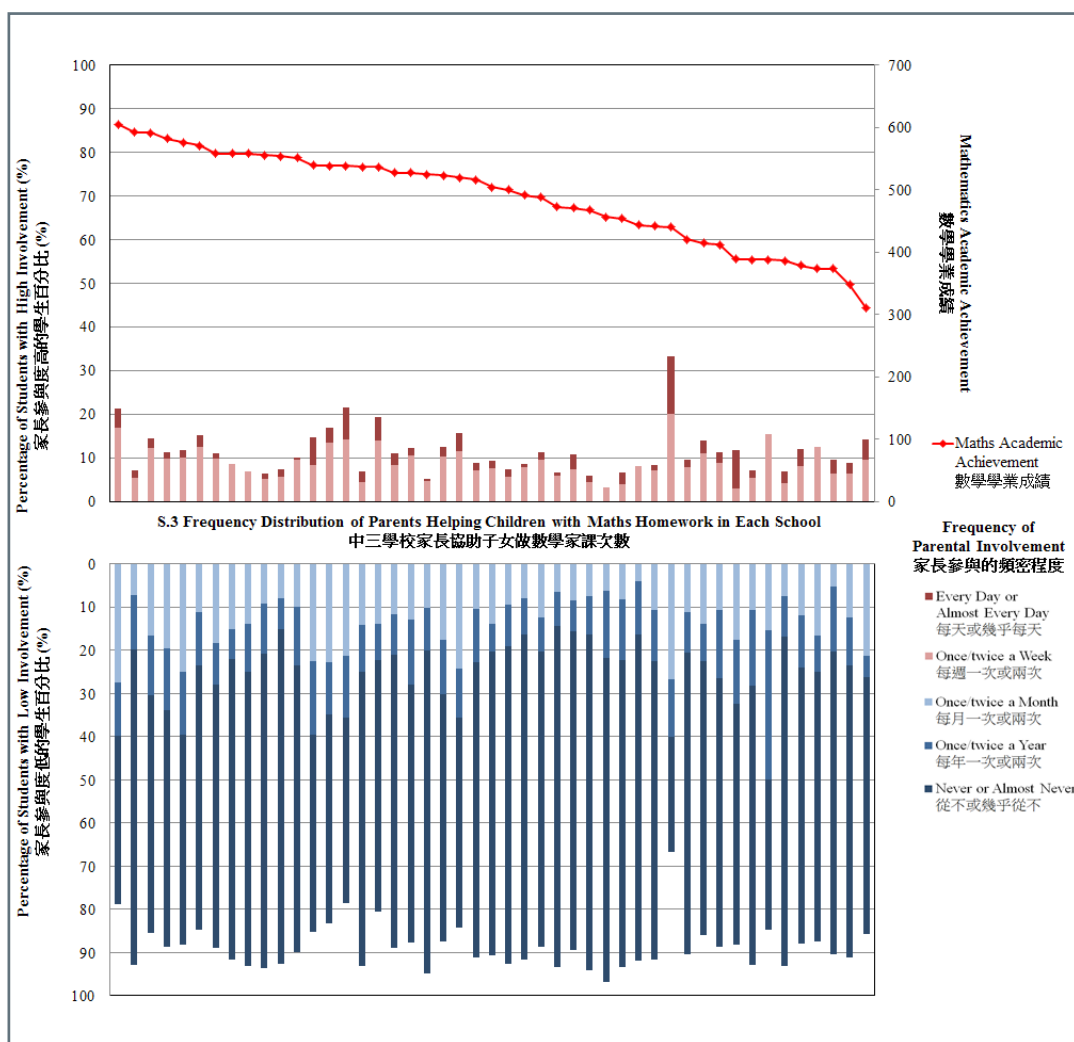


圖 15 不同學校中家長協助子女完成數學科家課次數的百分比 (中三)

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



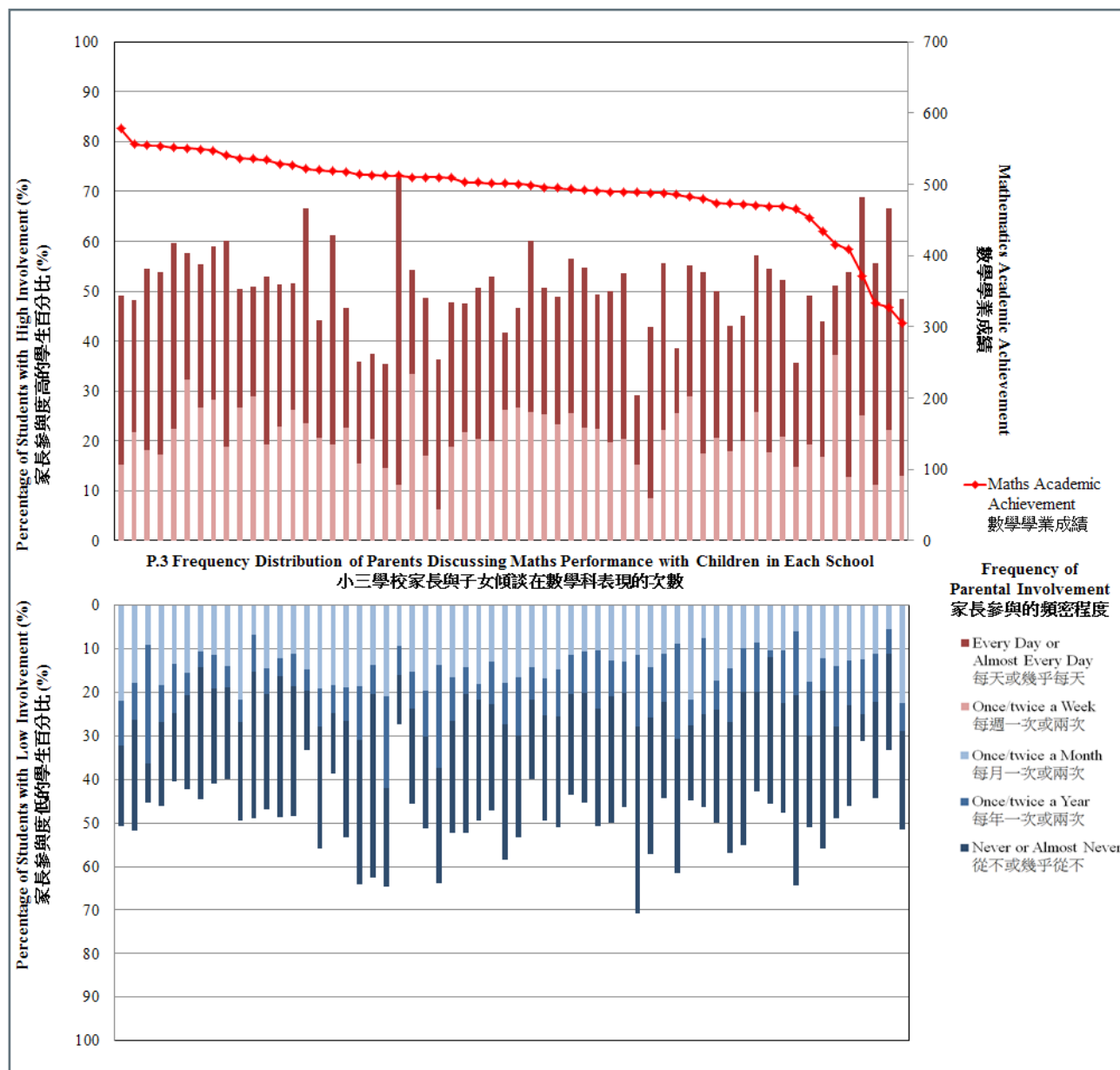


圖 16 不同學校中家長與子女傾談數學科表現次數的百分比 (小三)

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



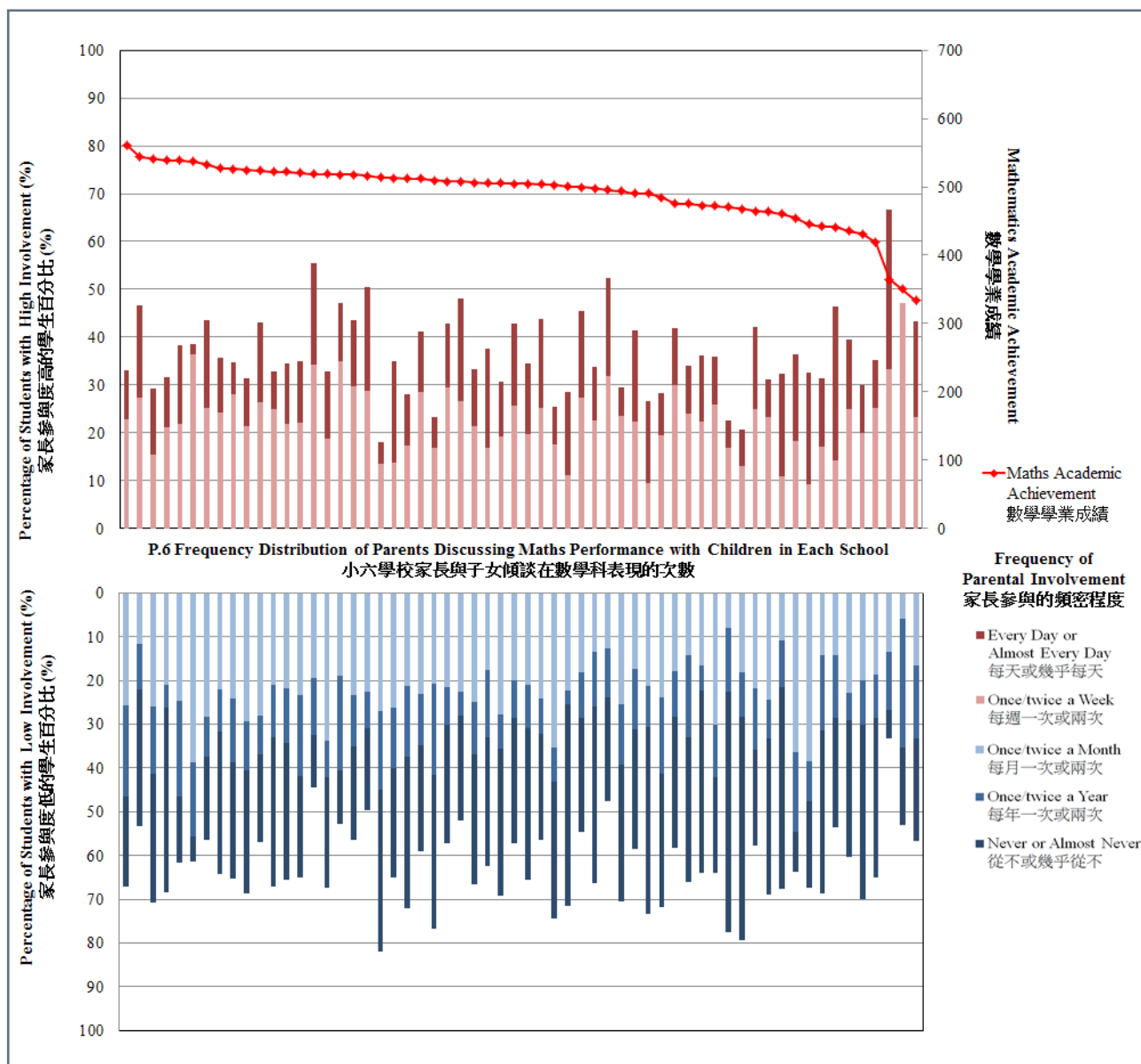


圖 17 不同學校中家長與子女傾談數學科表現次數的百分比 (小六)

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

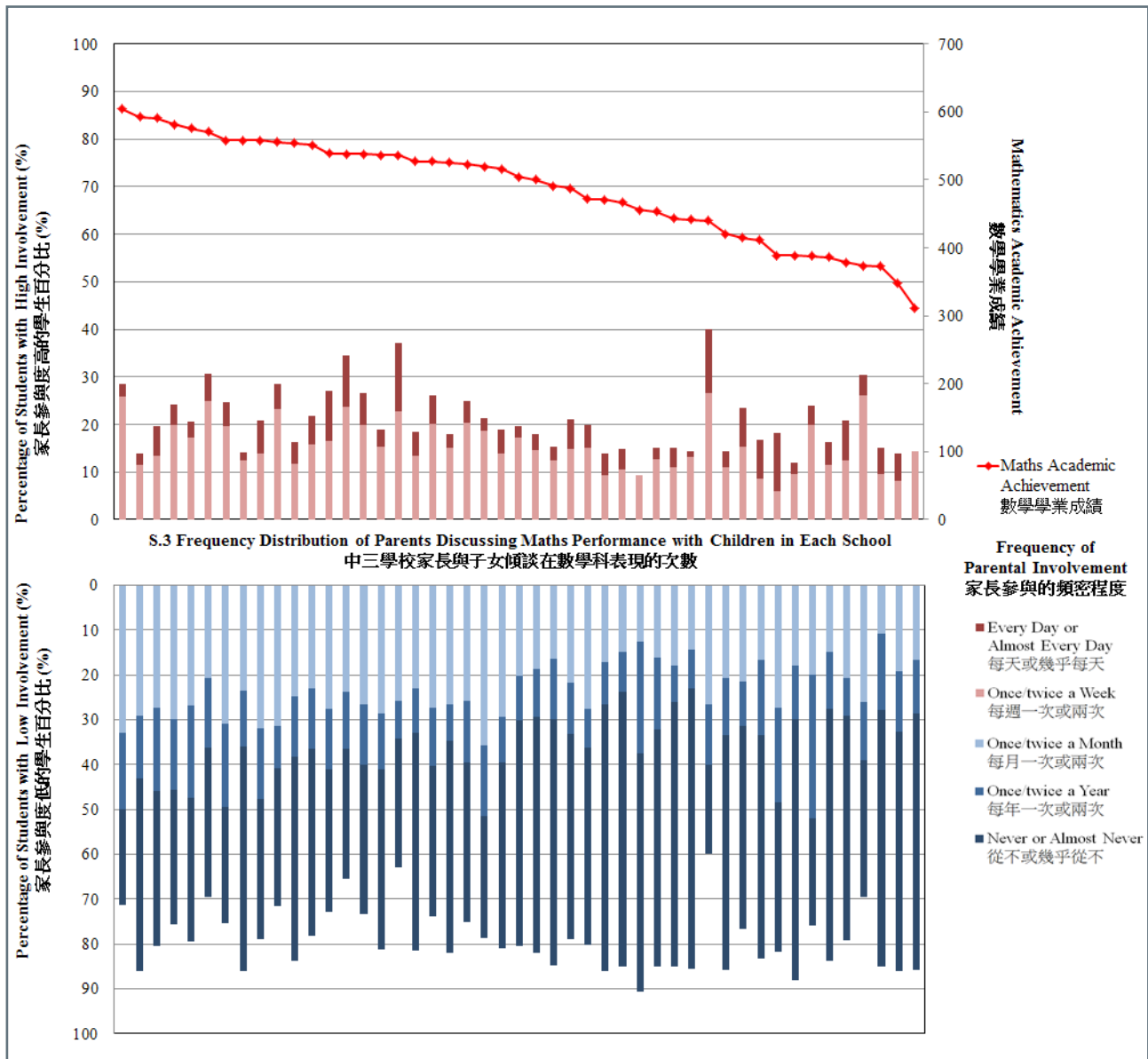


圖 18 不同學校中家長與子女傾談數學科表現次數的百分比 (中三)

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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