



數據 講教育 EdData Speaks

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Topic: Parental Involvement (4)

與子女閒談毋需高學歷或高收入

PARENTS DO NOT NEED A DEGREE OR HIGH INCOME TO CHAT WITH THEIR CHILDREN

與子女閒談、一起吃晚飯、傾談學校生活和學業表現，以及協助他們做家課，全是家長的個人選擇，而非家庭收入、父母教育水平及職業的映照。

與子女閒談、一起吃晚飯及傾談 學校生活全是家長的個人選擇

有人認為，在職父母較難抽時間與子女閒談、一起吃晚飯或傾談學校生活，特別是收入、教育水平及職業相對較低的父母更被認為很少機會與子女進行以上活動。我們探討了香港是否有上述情況，以及找出哪些父母會較常與子女閒談、一起吃晚飯或傾談學校生活。

Chatting, dining, discussing school life and academic performance, and helping with homework are mainly parents' personal choices rather than a reflection of family income, parental education or job status.

CHATTING, DINING, AND DISCUSSING SCHOOL LIFE WITH CHILDREN ARE MAINLY PERSONAL CHOICES

Some people may think that it is harder for working parents to find the time to chat, dine or discuss school life with their children. Parents with lower income, educational level, and job status in particular are believed to have less chance to spend time on the above activities with their children. We examined whether this belief was true in Hong Kong, and who specifically were the parents who chatted, dined and discussed school life more frequently with their children.



我們的研究顯示，父母與子女閒談、一起吃晚飯或傾談學校生活的頻密程度基本上與家長收入、教育水平及職業無關。以上活動的頻密程度更多是反映了家長的個人選擇。

更詳細的分析顯示，只有父母教育背景對家長參與程度有些微影響。在小三，教育水平較高的母親較常與子女一起吃晚飯及傾談學校生活。在小六，教育水平較高的母親亦稍為較教育水平低的母親多與子女傾談學校生活。但在中三方面，母親教育水平的高低並沒有造成差別。[註：粗略來說，在圖表中相對效應量達 0.1 的，表示社會經濟地位較高即 100 人中排第 16 名的父母，較中等地位排第 50 名的，在某項目（閒談、吃晚飯等）的次數每周最多多出半次；相對效應量達 0.2 的，則每周最多多出一次。整體而言，當我們比較高社經地位和低社經地位家長時，即使是本報告提及有差異的項目（閒談、吃晚飯等），那些差異絕大部份都是細微的，即每周相差半次以內。]

在小三及小六方面，不同教育水平的父親與子女傾談學校生活的頻密程度相似。但在中三方面，教育水平較高的父親較常與子女傾談學校生活。[註：同上一段的分析，這些都是細微的差異。]

Our research results showed that the frequency with which parents chatted, dined and discussed school life with their children was largely unrelated to family income, parental educational level or job status. The frequency of these activities appeared to be more of a personal choice.

Nevertheless, a few small effects of parental educational background on parental involvement were still observed. In Primary 3, educated mothers had dinner and discussed school life with their children slightly more often than less educated mothers did. In Primary 6, more educated mothers continued to discuss school life slightly more frequently with their children. In Secondary 3, however, mothers with high educational level were not much different from the less educated ones. [Note. Broadly speaking, in the graphs, a relative effect (standardized beta weight) of 0.1 would imply that parents with higher socioeconomic status who ranked 16th out of 100 people would have at most 0.5 times more each week on the frequency of a specific item (e.g., chatting, dinner) than those who ranked 50th. A relative effect of 0.2 would imply a difference of 1 time more each week. In general, even when we describe there were differences on an item (e.g., chatting, dinner), mostly the differences between high and low socioeconomic status parents were no more than 0.5 times each week.]

In Primary 3 and Primary 6, fathers with different educational levels had similarly frequent discussions on school life with their children. In Secondary 3, more educated fathers discussed school life with children slightly more than the less educated fathers did. [Note: As in the above analyses, these differences are very small.]

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協助子女完成家課與否與家長背景無關，只是教育水平較高的母親較常協助小三子女，教育水平較高的父親則較常協助中三子女

概括而言，家庭收入、父母教育水平及職業對於家長協助子女做家課及傾談學校生活的頻密程度只有輕微影響。然而，家庭的社經地位仍對家長參與有微小但卻一致的影響。

在小三，教育水平較高的母親傾向較多協助子女做家課及傾談中文、英文及數學科的表現。而在中三方面，則是教育水平較高的父親傾向較多協助子女做家課及傾談三科的學業表現。

在我們的調查中，由於 87% 小三學童的母親擁有中學及以上教育水平，我們相信若他們選擇協助子女，他們有足夠能力提供協助。因此，教育水平較高的小三學童的母親對子女提供較多的協助，很可能是反映了他們更關注及積極協助子女學習。

在中三學生的父親中，只有 22% 接受過中學以上的教育。因此，相對教育水平較高的父親，教育水平較低的父親較少協助子女的課業，某程度上可能反映了他們在協助子女完成課業方面可能能力有不逮。

HELP WITH SCHOOL WORK WAS LARGELY UNRELATED TO PARENTAL BACKGROUND, BUT EDUCATED MOTHERS HELPED MORE IN PRIMARY 3 WHILE EDUCATED FATHERS HELPED MORE IN SECONDARY 3

In general, family income, parental educational level and job status had little effect on how frequent parents helped their children with their homework and discussed their academic performance. Family socioeconomic status, however, still had some minor yet consistent effects on parental involvement with their children.

In Primary 3, more educated mothers had a greater tendency to help with their children's homework and discuss their performance in Chinese, English and Mathematics with their children than the less educated mothers did. In contrast, more educated fathers interfered more in Secondary 3 in helping with their children's homework and discussing their performance in Chinese, English and Mathematics than the less educated fathers did.

In our survey, as 87% of our Primary 3 mothers had at least secondary school education, we believe they were able to help their Primary 3 children with their school work if they chose to. Thus, the greater help of more educated Primary 3 mothers on their children's school work may reflect the greater eagerness of them to assist in their children's learning.

Among Secondary 3 fathers, only 22% of them had post-secondary school education. The more frequent help offered by more educated fathers may therefore partially reflect the inability of the less educated fathers in helping their children with their school work.



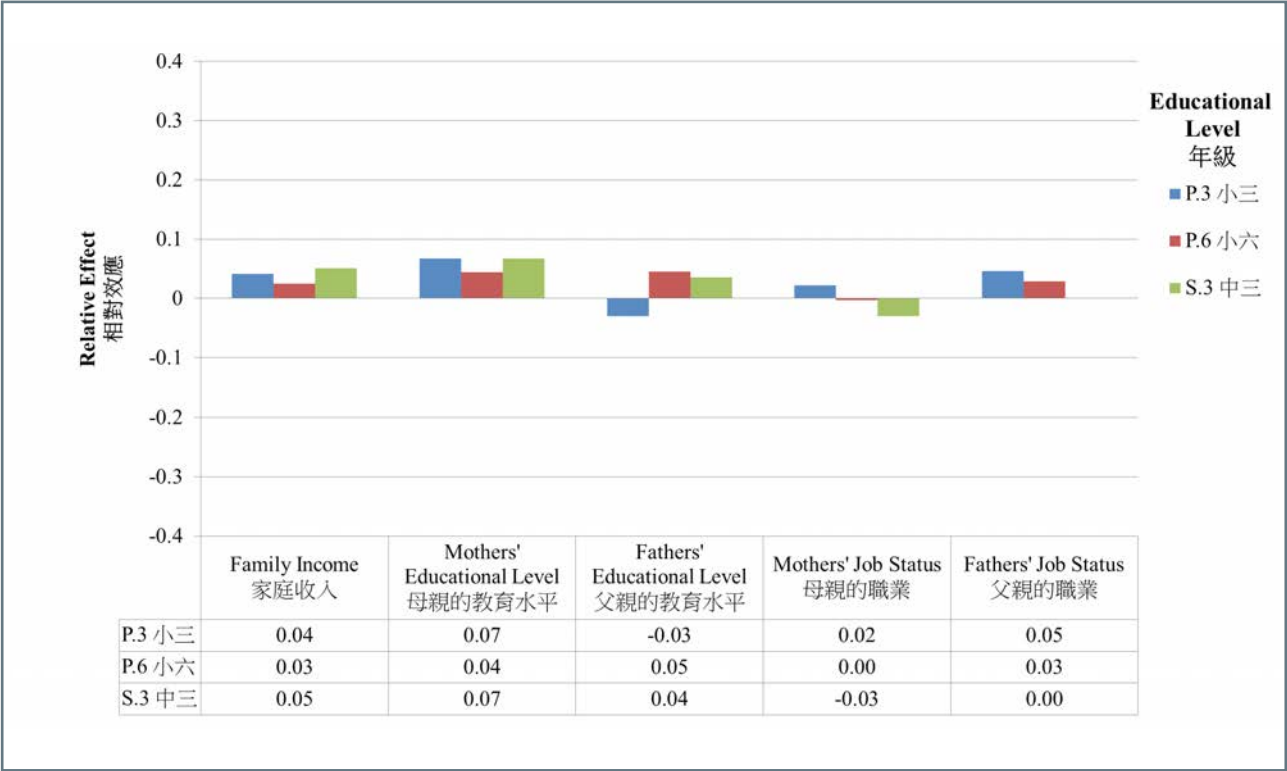


圖 1 社會經濟地位的五個指標對家長與子女閒談的影響

Figure 1 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Chatting.



圖 2 社會經濟地位的五個指標對家長與子女一起吃晚飯的影響

Figure 2 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Dinner.

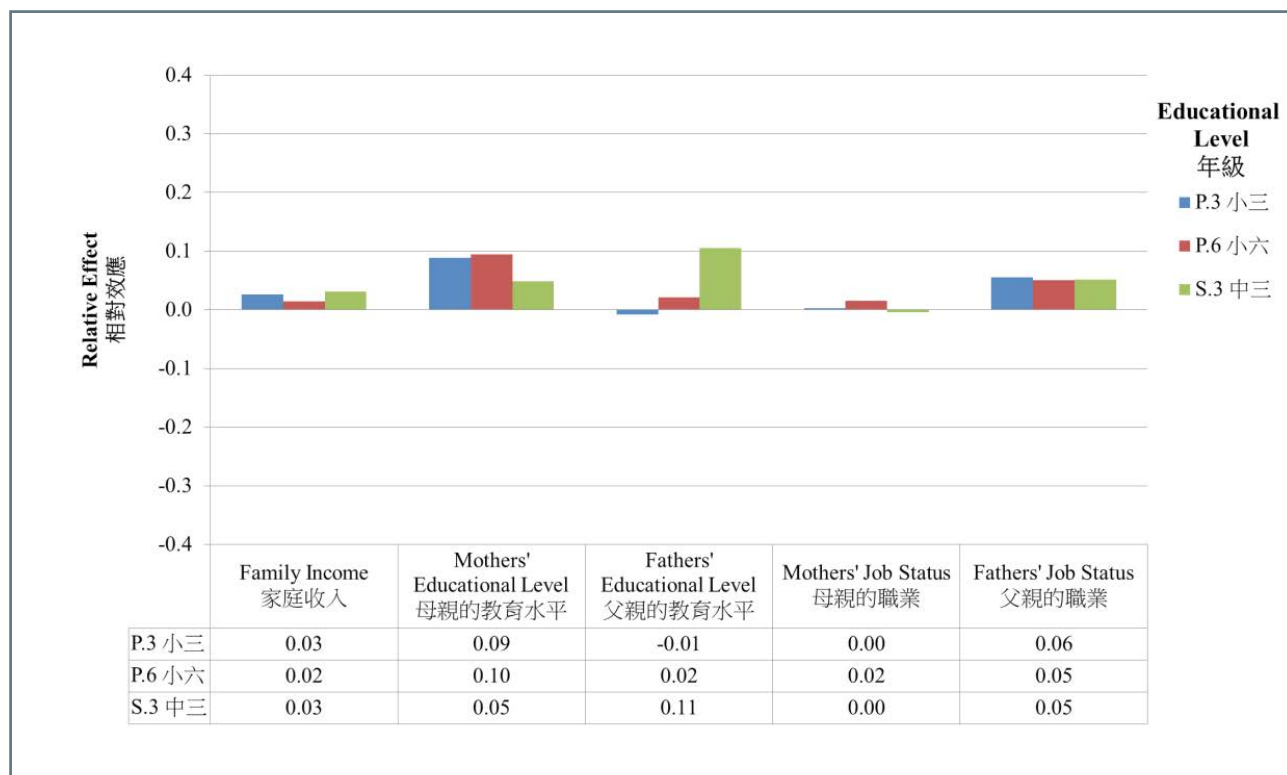


圖 3 社會經濟地位的五個指標對家長與子女傾談學校生活的影響

Figure 3 Effects of the 5 Socioeconomic Status Indicators on Parent-Child School Life Discussion.



圖 4 社會經濟地位的五個指標對家長協助子女做中文科家課的影響

Figure 4 Effects of the 5 Socioeconomic Status Indicators on Parental Help with Chinese Homework.



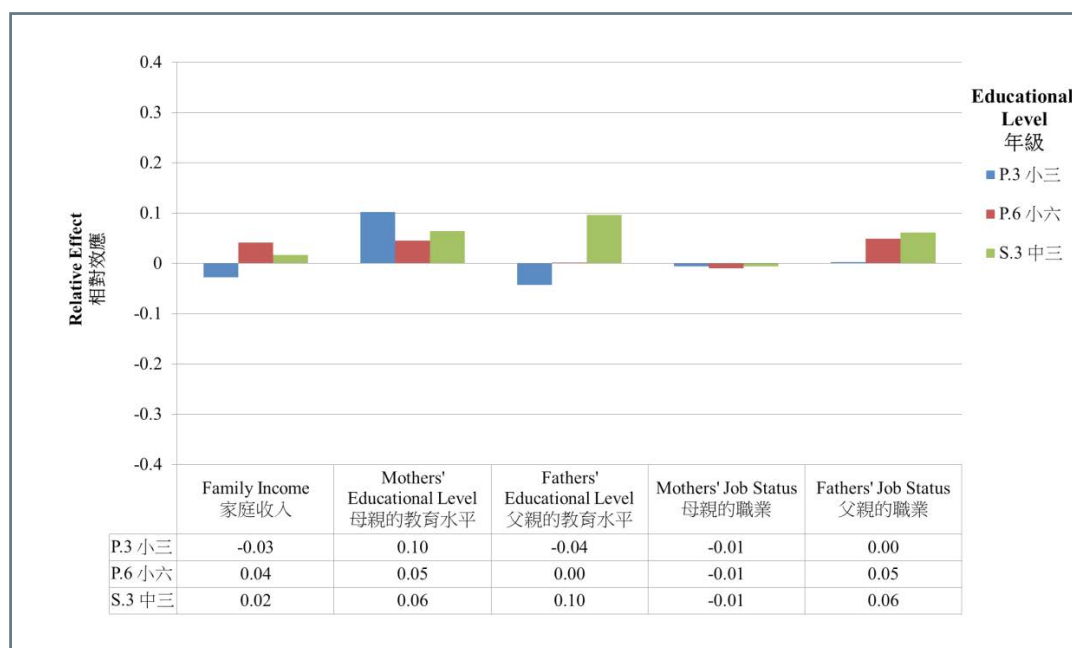


圖 5 社會經濟地位的五個指標對家長與子女傾談中文科表現的影響

Figure 5 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Discussion on Chinese Performance.

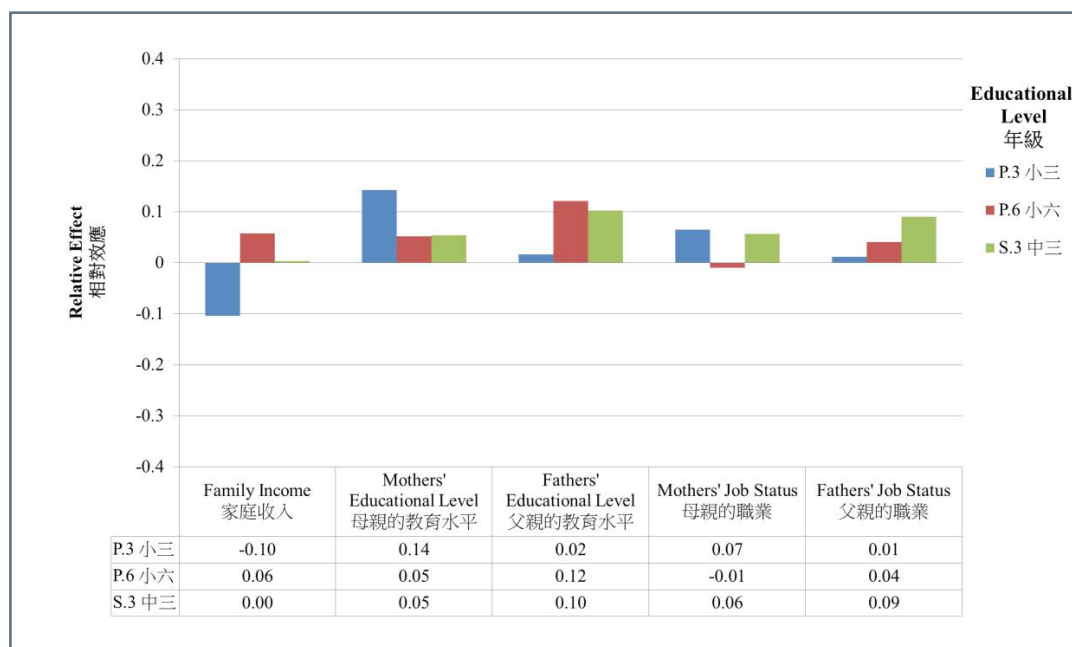


圖 6 社會經濟地位的五個指標對家長協助子女做英文科家課的影響

Figure 6 Effects of the 5 Socioeconomic Status Indicators on Parental Help with English Homework.

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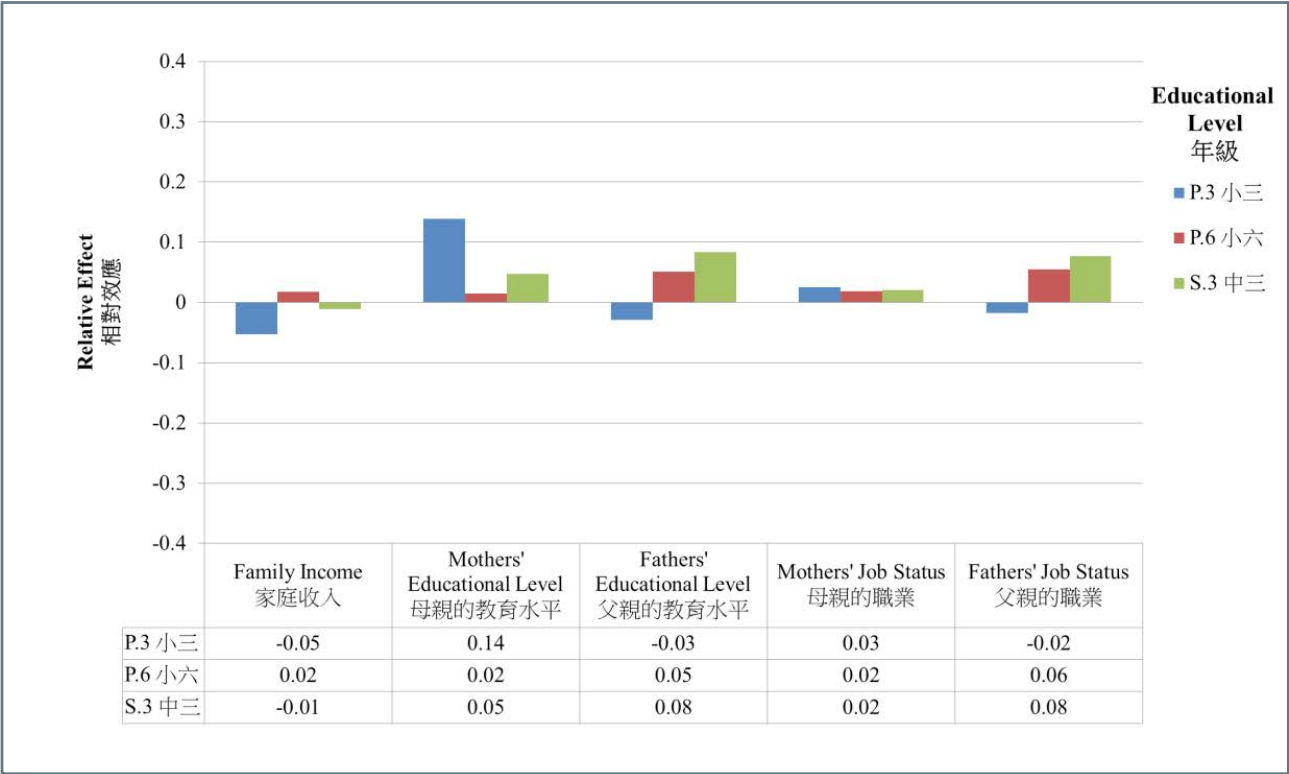


圖 7 社會經濟地位的五個指標對家長與子女傾談英文科表現的影響

Figure 7 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Discussion on English Performance.



圖 8 社會經濟地位的五個指標對家長協助子女做數學科家課的影響

Figure 8 Effects of the 5 Socioeconomic Status Indicators on Parental Help with Mathematics Homework.

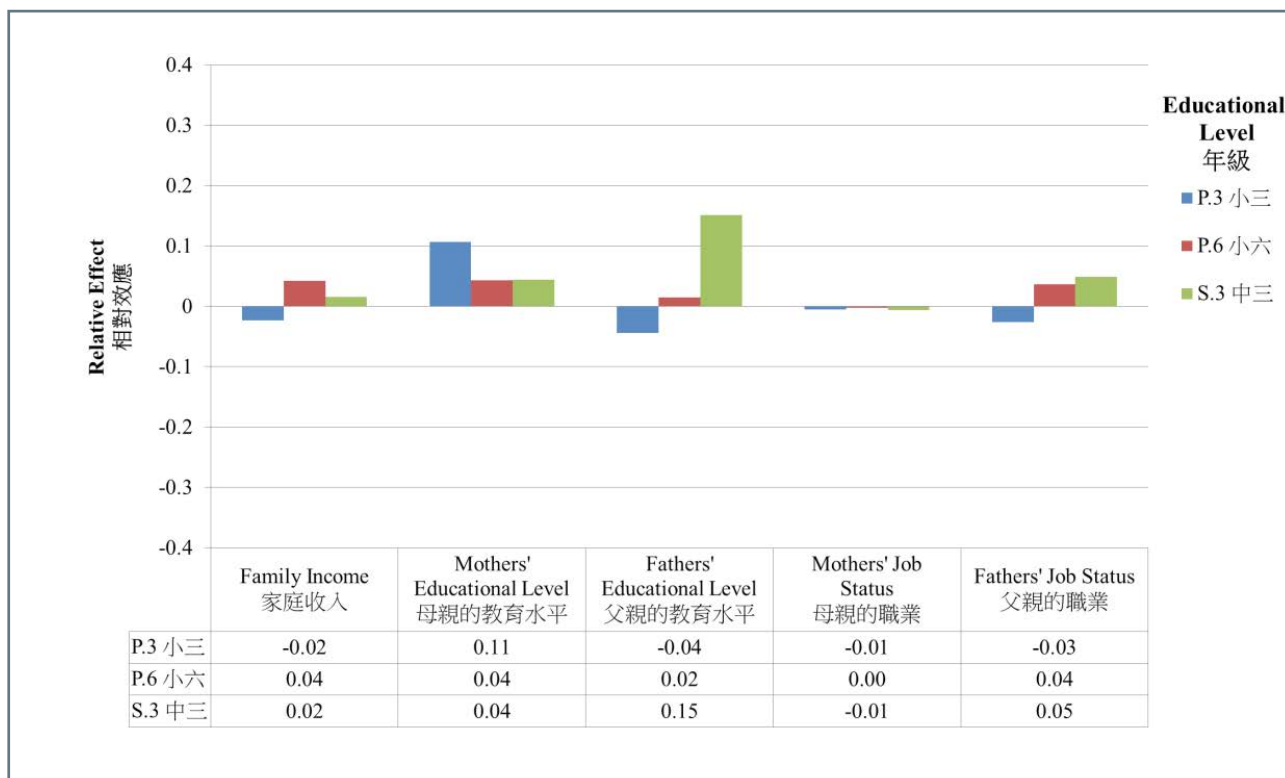


圖 9 社會經濟地位的五個指標對家長與子女傾談數學科表現的影響

Figure 9 Effects of the 5 Socioeconomic Status Indicators on Parent-Child Discussion on Mathematics Performance.

註：
相對效應為社經地位對家長參與行為的標準化 beta 值

Note.
Relative effects are standardized beta weights of each socioeconomic status variable on parental involvement behaviour.



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Contact us 聯絡我們：
Tel: 852-39435351
Fax: 852-39421002
E-mail: EdDataX@fed.cuhk.edu.hk
Webpage: eddatax.fed.cuhk.edu.hk
Facebook: www.facebook.com/EdDataXCUHK
To Subscribe: Email us with Subject: Subscribe

EdDataX Research Centre, Faculty of Education,
The Chinese University of Hong Kong,
Shatin, N.T., Hong Kong
香港 新界 沙田香港中文大學教育學院教育數據研究中心

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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