



# 數據 講教育 EdData Speaks

February 2017 Issue 12  
Topic: Parental Involvement (6)

## 與子女傾談學校生活有助 提高學習動機

## DISCUSSING SCHOOL LIFE WITH CHILDREN WILL IMPROVE THEIR ACADEMIC MOTIVATION

父母多與子女閒談、一起吃晚飯，尤其是傾談學校生活，有助子女提高學習動機及減少焦慮。各年級（小三、小六及中三）及各科（中文、英文及數學科）均有以上情況。

When parents chatted, dined, and discussed school life in particular with their children more, their children would have a stronger motivation to study and experienced less anxiety. The results held true for all educational levels (Primary 3, Primary 6 and Secondary 3) and all academic subjects (Chinese, English, Mathematics).



## 父母與子女閒談及吃晚飯 能提高學習動機？

在早前的新聞通訊中，我們顯示了家長非學業參與（閒談、一起吃晚飯及傾談學校生活）如何能改善學生的學習表現。在這則新聞通訊中，我們會探討家長非學業參與到底會增加學生的學習動機及減少焦慮，還是會適得其反，令學生感到被打擾或有壓力？

我們的研究顯示，一般來說，當家長較多與子女閒談、吃晚飯及傾談學校生活，學生的學習動機會稍為較高。在「閒談」、「一起吃晚飯」及「傾談學校生活」三種活動中，「傾談學校生活」對增強學生學習動機的影響較大。以上結果不難理解，由於家長對學習的價值觀，會透過與子女對話及對學校活動的關注灌輸給子女，因此，他們的子女亦會更注重學業。但是，這研究結果並非建議家長應當更多與子女「傾談學校生活」而忽視與子女「閒談」及「一起吃晚飯」。相反，家長應善用與子女閒談及一起吃晚飯的機會，培養子女廣泛興趣及多方面的均衡發展。

概括而言，家長非學業參與（閒談、一起吃晚飯及傾談學校生活）對子女學習動機的提升，遠不及它對子女學業成績的幫助。

## DO PARENT-CHILD CHATting AND DINING IMPROVE STUDENTS' MOTIVATION?

In our previous newsletters, we have shown how parental non-academic involvement (chat, dine, and discuss school life) could help students' academic performance. In this newsletter, we explore whether parental non-academic involvement may also improve students' motivation and lessen their anxiety in their studies. Or would parental non-academic involvement be seen as intrusive and add pressure on students, leading to undesirable effects instead?

Our research results showed that students generally had slightly stronger motivation to study when their parents chatted, dined and discussed school life with them more. Among "Chat", "Dine", and "Discuss School Life", "Discuss School Life" had a greater impact on students' motivation in academic subjects. This is understandable, as the values of parents on academic matters would be instilled in their children when parents discussed more with their children and concerned about their school activities. As a result, their children would have a stronger concern for their studies as well. However, the result does not suggest that parents should "Discuss School Life" more than "Chat" or "Dine". Rather, parents should arouse in their children a diversified and balanced interest in the world through dining and chatting opportunities with their children.

In general, parental non-academic involvement (chat, dine, and discuss school life) improved students' motivation in a much smaller degree than it enhanced students' academic achievement.

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我們考慮到，如果學生的家庭社經地位（家庭收入、父母教育水平及職業）較高，及學業成績較好，他們也可能有更多機會與父母一起吃晚飯（閒談及傾談學校生活）及有較高學習動機。為檢查這可能性，我們已做了進一步的分析來找出以上結果是否緣於學生的社經地位及學業成績。我們在作統計分析時，同時將家庭的社經地位及學生的學業成績作為額外變項（統計學上稱為協變量）。結果顯示，結論基本上均沒有改變。

As it was possible that students with higher socioeconomic status (family income, parental educational level and job status) and better academic achievement would also have a higher chance to dine (chat and discuss school life) with their parents and higher motivation, we conducted further analyses to find out whether the above results were due to students' socioeconomic background and academic achievement or not. To examine this possibility, we included family socioeconomic status and students' academic achievement as additional variables (statistically called covariates) in the analyses. Basically all of the above results and conclusions remained unchanged.



圖 1 小三、小六及中三家長非學業參與對學生中文科學習動機的影響

Figure 1 Effects of Parental Non-academic Involvement on Chinese Motivation in Primary 3, Primary 6 and Secondary 3.

註：  
1 相對效應為家長個人的非學業參與改變下學生學習動機的標準化 beta 值。

Note.  
1 Relative effects are standardized beta weights of individual parental non-academic involvement variables on motivation.

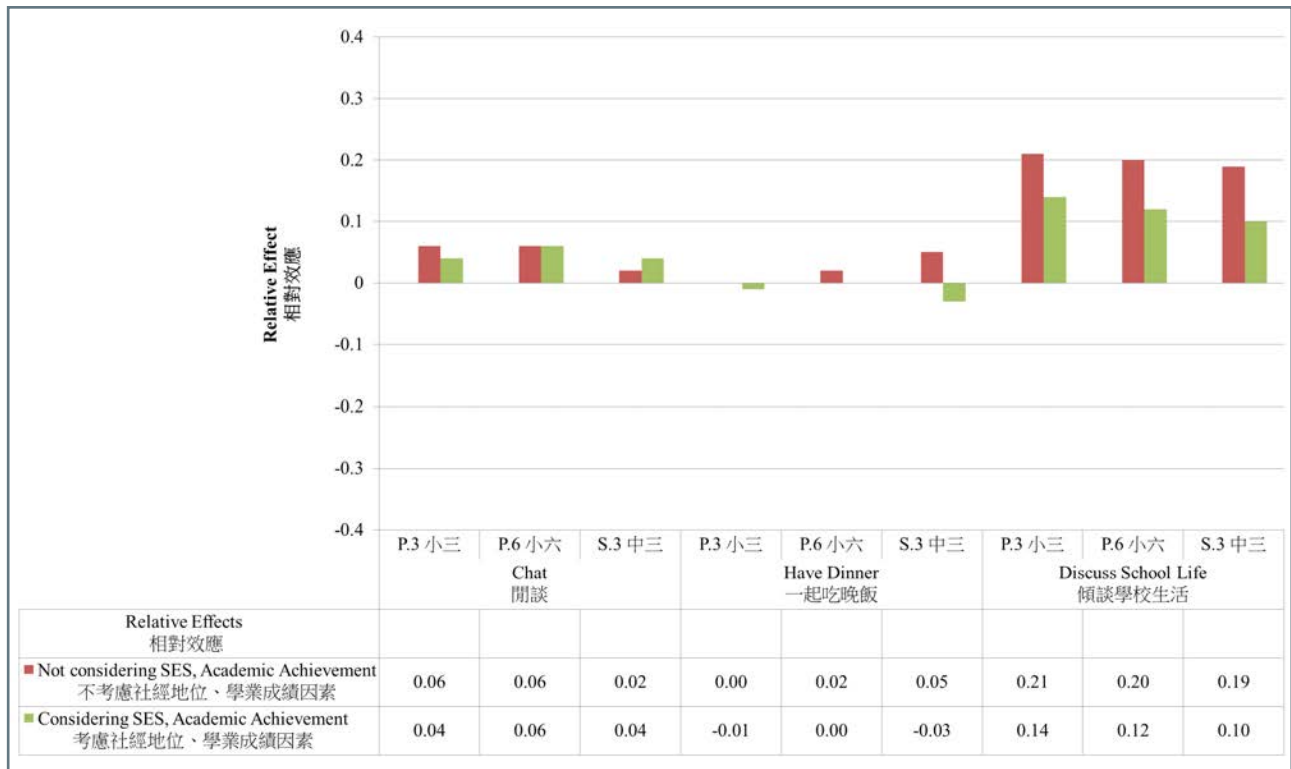


圖 2 小三、小六及中三家長非學業參與對子女英文科學習動機的影響

Figure 2 Effects of Parental Non-academic Involvement on English Motivation in Primary 3, Primary 6 and Secondary 3.

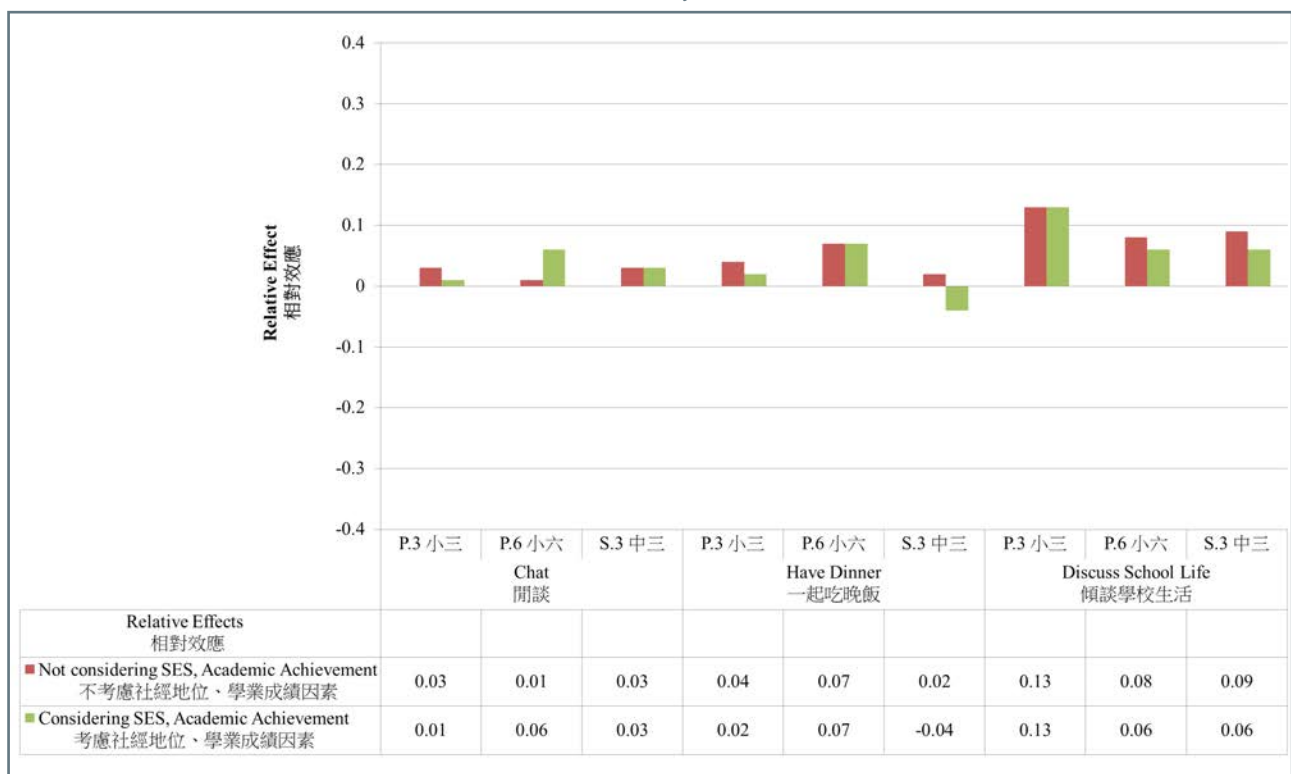


圖 3 小三、小六及中三家長非學業參與對子女數學科學習動機的影響

Figure 3 Effects of Parental Non-academic Involvement on Mathematics Motivation in Primary 3, Primary 6 and Secondary 3.





# 家長與子女閒談及一起吃晚飯會減少子女學習上的焦慮嗎？

結果顯示，較常與父母閒談、吃晚飯及傾談學校生活的學生，會感受到稍為較低的學習焦慮。但是，這些影響相比家長非學業參與（閒談、一起吃晚飯、傾談學校生活）對學生成績及學習動機的影響相對較小。在這些影響中，家長與子女傾談學校生活對減少學生對英文科的焦慮影響最大。

同上，在考慮學生的社經地位及學業成績的情況下，仍得到相似的結果。

# DO PARENTS' DINING AND CHATTING WITH CHILDREN REDUCE STUDENTS' ANXIETY IN THEIR STUDIES?

Results showed that students whose parents chatted, dined and discussed school life with them more generally experienced slightly lower levels of anxiety in their studies. However, these effects were much smaller than those of parental non-academic involvement (chat, dine and discuss school life) on students' academic achievement and on motivation. Among these effects, parents' discussing school life seemed to have the greatest effect on reducing students' anxiety in studying English.

Again, the above results were similar even after taking into consideration students' socioeconomic background and academic achievement.

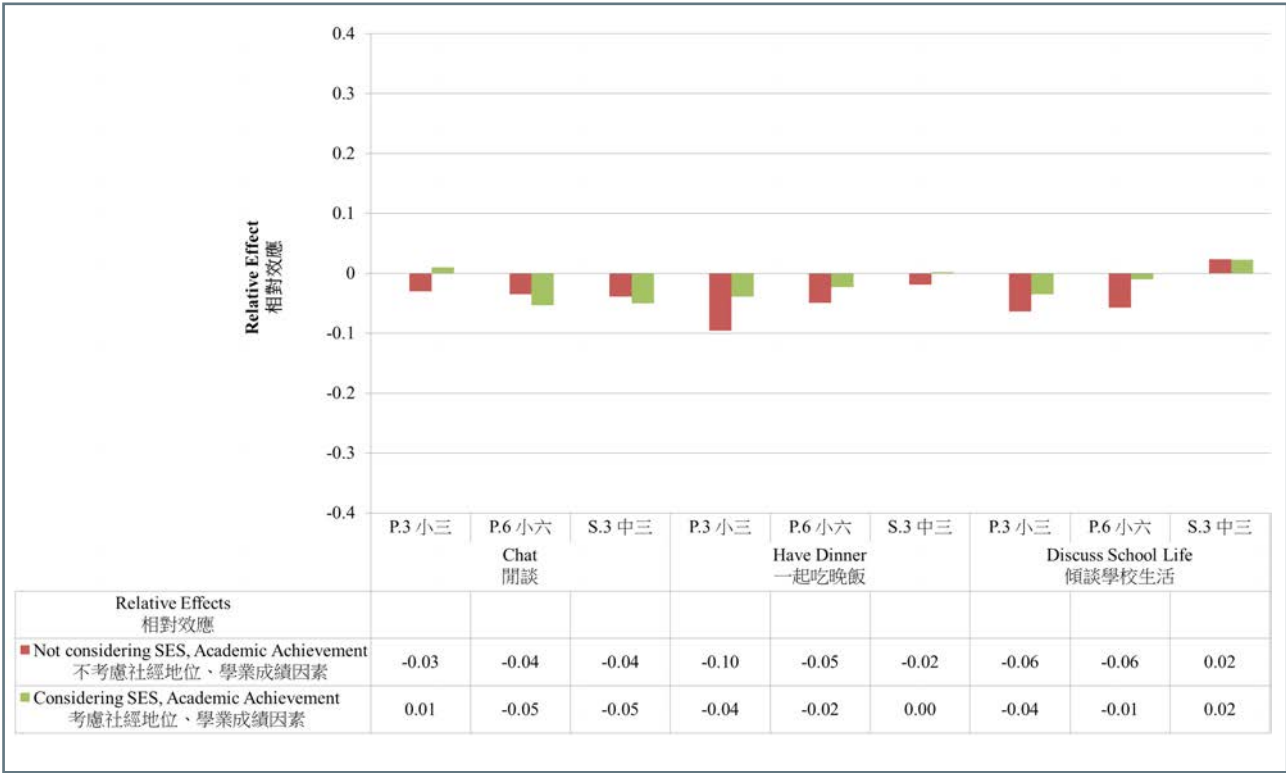


圖 4 小三、小六及中三家長非學業參與對子女中文科學習焦慮的影響

Figure 4 Effects of Parental Non-academic Involvement on Anxiety in Chinese Studies in Primary 3, Primary 6 and Secondary 3.



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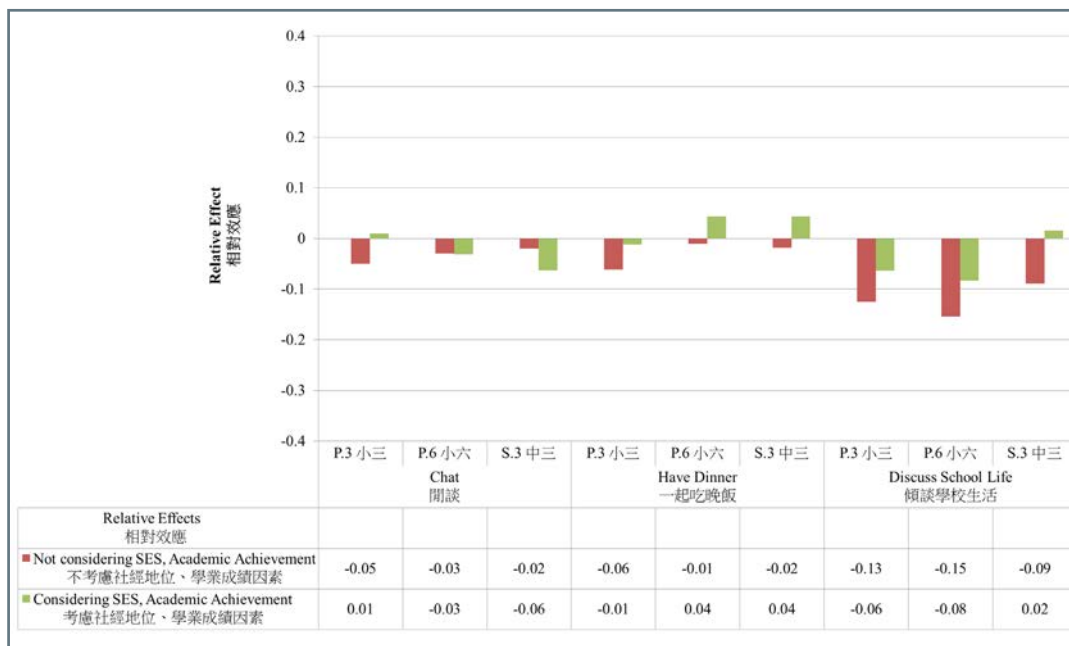


圖 5 小三、小六及中三家長非學業參與對子女英文科學習焦慮的影響

Figure 5 Effects of Parental Non-academic Involvement on Anxiety in English Studies in Primary 3, Primary 6 and Secondary 3.



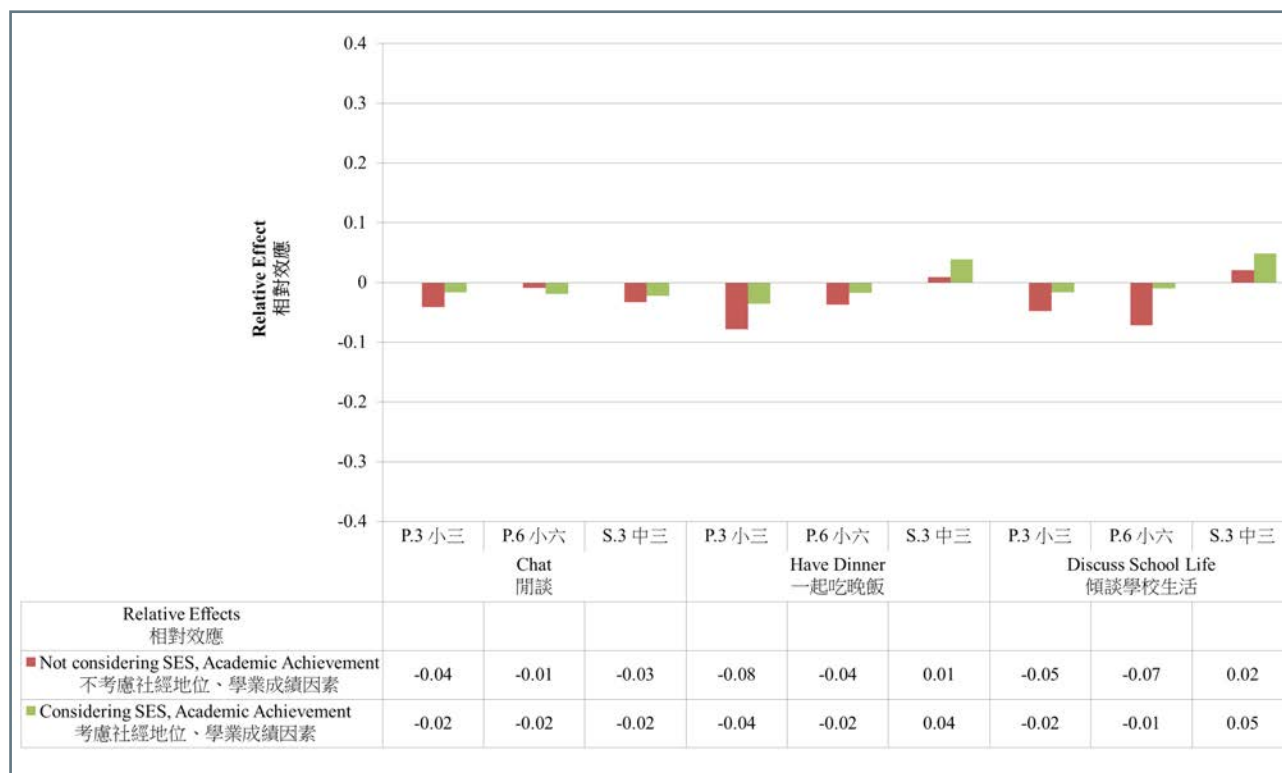


圖 6 小三、小六及中三家長非學業參與對子女數學科學習焦慮的影響

Figure 6 Effects of Parental Non-academic Involvement on Anxiety in Mathematics Studies in Primary 3, Primary 6 and Secondary 3.

註：

1 相對效應為家長個人的非學業參與改變學生學習焦慮的標準化 beta 值。

Note.

1 Relative effects are standardized beta weights of individual parental non-academic involvement variables on anxiety.



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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.

The EdData project includes articles on research commissioned by the HKSAR Government, but the opinions expressed herein do not necessarily reflect the official views of the Government.  
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To Cite this paper:

Hau, Kit-Tai. (2017). Discussing school life with children will improve their academic motivation. EdData Speaks, No. 12. EdDataX Research Centre, Faculty of Education, The Chinese University of Hong Kong, Hong Kong.

