



**PARENT INVOLVEMENT FOR CHILDREN'S
EDUCATIONAL ADVANCEMENT**
A Comparison between the Chinese and the Ethnic
Minority Parents in Hong Kong

Research Report

May 2010

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Research Steering and Research Team
Acknowledgement

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1 Introduction

Over the past decade, there has been a significant rise in number of the Ethnic Minorities (EM)¹ in Hong Kong. From 2001 to 2006, there has been an increase of the EM population by 3.2%². The proportion of those who were born in Hong Kong has also been on the rise. There was 7.5% of the EM in 2006 who were locally born, representing an increase by 1.4%. Among all the non-Chinese Asian groups, locally born Nepalese, Pakistani and Indian accounted for 43.6%, 37.6% and 23.1% of their respective groups in Hong Kong.

Studies, conducted in overseas countries or locally, showed that migrants or locally born minorities usually encounter problems of various sorts in residing in the host countries. (Roebers & Schneider, 1999; Klimidis, Stuart, Minas & Ata, 1994; Okagaki, 2001; Bhattacharya, 2000; Neto 2002) Specific to the situation of the non-Chinese South Asian population in Hong Kong, Yang Memorial Methodist Social Service (2000) showed that the student informants encountered difficulties in admission to schools and adaptation to the local education system. They either lacked adequate knowledge about local education, or were unable to make friends and build their own social support network.(Yang Memorial Methodist Social Service, 2002) Another survey done by Yang Memorial Methodist Social Service in 2002 showed that many of their young respondents were disadvantaged in career choice and development.(Yang Memorial Methodist Social Service, 2002) Hong Kong Christian Service found that nearly half of the respondents in their survey conducted in 2001 were deprived of recreational activities.(Hong Kong Christian Service, 2001).

In line with the aforesaid studies, one of the underlying factors observed by the frontline social workers who work with them is the deprivation of education opportunities for the children of the Ethnic Minorities. This factor is among the most concerned because it has a long term impact on the development of the EM population in Hong Kong, hence social equality of Hong Kong.

In 2006, there were 23,444 aged under 15 and 5,278 aged 15 and over full-time EM students in Hong Kong. They constituted 2.9% and 1.1% of the whole student population in Hong Kong in the respective age groups. Among the EM student population, 23.6% of them were receiving pre-primary education, 44.8% in primary education, 24.5% secondary education, 2.6% sixth form education and 4.5% post-secondary education.³

The proportion of the EM among all tertiary students dropped from 1.1% to 0.9% between 2001 and 2006. More importantly, while the school attendance rate of those aged 6-18 of the entire population and that of EM population were very much the same in 2006, the school attendance rate of those EM aged 19 –

¹ Ethnic Minorities refer to Asian other than Chinese

² See Census and Statistics Department (2002) p. 11 and Census and Statistics Department (2007), p.

24 was 9% lower than that of the respective age group of the entire population (See Table 1.1). In other words, divergence in terms of educational advancement appears once they get in the tertiary level of education. It is quite clear that educational advancement chance of the EM students is decreasing even during the period of tertiary education expansion in Hong Kong.

Table 1.1. School Attendance Rate of Children by Ethnicity and Age Group in 2006

Age Group	EM School Attendance Rate (%)	Whole Population School Attendance Rate (%)
Aged 3-5	83.9	89.1
Aged 6-11	99.5	99.9
Aged 12-16	98.6	98.9
Aged 17-18	79.7	82.9
Aged 19-24	30.4	39.3

Source: (Census and Statistics Department, 2007)

Educational advancement is a complex and multifaceted phenomenon, which has socio-cultural and economic as well as educational dimensions. Dyson (1997) observed that many of the educational problems children encountered in school, such as disaffection, disruption and underachievement were stressors for families and children.

Beveridge (2005) regarded that there is a clear link between parental socio-economic status and social, emotional and behavioral difficulties of the children with special educational needs. Yet, in Hong Kong, not all socio-economic characteristics of the Ethnic Minorities, who demonstrably have a set of special education needs, are unfavorable as compared to the Chinese. For example, figure shows that 25.1% of the EM population attained post-secondary education or above in 2006, which was higher than the territory-wide figure (23%). (Census and Statistics Department, 2007) On the other hand, the labor force participation rates (LFPR) of both male and female EM population were higher than those for male and female of the entire population. The LFPR of male EM was 82.2% whereas the LFPR of entire male population was just 69.2% only. Figures from 2006 By-Census also showed that the median income of the EM population was more than 50% higher than the median income of the entire population, the former \$15,500 and the latter \$10,000.

In spite of a relatively high education attainment and a higher-than-average level of income, most of the EM labor forces (83.8%) were elementary/unskilled workers in 2006. The major reason was due to the big proportion of the EM counted in the statistics were domestic workers. But even when we look at the male non-Asian Chinese, this proportion of EM working as elementary workers (21.0) was higher than that of the whole Hong Kong population (18.8%).(Census and Statistics Department, 2007)

In other words, for the EM in Hong Kong, what is counted is not their level of

education attainment but the relevance of their education attainment to their future development.

Compared with the children in the Chinese families, in general, the children of the EM families in Hong Kong were, on average, educated not necessarily in a less resourceful environment economically. Yet, children of the ethnic minorities turn out to be employed in lower level of the occupational hierarchy. In fact, as observed by frontline social workers, the EM parents are usually less familiar with Hong Kong education structure, competitive environment or situation at the societal level as well as policy systems related to it. Any average Chinese parent in Hong Kong, however, would have at least an average level of familiarity that helps them plan for their children future. For the EM parents, both our pilot interviews as well as researches elsewhere (Fernández-Kelly, 2008; Neeraj Kaushal, 2009) reflected that low education attainment and language barrier are factors leading to their inability to get access to information on education in Hong Kong. This would have a negative impact on their children's educational advancement, hence career development.

If this unhealthy and unfair phenomenon is not seriously attended to and tackled effectively, a vicious cycle of deprivation may result in the next generation of the EM in Hong Kong. We need to narrow the advancement gap between the EM and the Chinese children to create an racially equal and harmonious Hong Kong society. Identifying strategies and methods to reduce the advancement gap against the EM children will be of great importance in such endeavor.

2 Literature Review

The advancement gap between EM and Chinese children can be explained by many factors. Access to information is believed to be one of the key factors among all (Fernández-Kelly, 2008; Neeraj Kaushal, 2009). Yet, the reasons behind the difference between the EM and the Chinese in Hong Kong in the access of information will have to be accounted for more carefully. Certainly, information may be comparatively less available to the EM children and parents due primarily to language. Materials about education are primarily written in Chinese and English. Only a limited amount of such information are made with languages of different ethnic groups in Hong Kong. Yet, given the complicated education system in Hong Kong, written information (even if written in the ethnic groups' languages) may not help the EM to comprehend the system. Nonetheless, written information about the education system in Hong Kong may in itself be a limited source because Chinese parents usually rely on tacit knowledge circulated among parents or between schools and parents to make their decisions for their children. One example can tell the difference. Many Chinese parents know that in addition to relying on the central allocation system, they can apply for direct subsidy schools or other prestige schools one year before commencement of the first academic year in primary school. One would suspect how many EM parents would know of this kind of tacit knowledge.

Tacit knowledge is acquired through social and cultural activities (Dretske, 1991). EM parents' access to this kind of tacit knowledge, hence information, about education in Hong Kong depends on how much they take part in relevant social and cultural activities, either in schools or on other related occasions. Parent involvement is therefore an important concept to incorporate in any study about educational advancement of ethnic minorities. In the context of this study, it is believed that difference in parent involvement between the Chinese parents and the EM parents in Hong Kong may explain the difference in their children's educational advancement. Lack of such involvement is believed to be contributing to the deprivation of knowledge of education, both explicit and tacit. Parent involvement in whatever activities, however, depends on their cultural competence (e.g. language ability) and social networks (e.g. relationship with other parents). In this sense, a knowledge deprivation prevents the EM parents to acquire knowledge, hence also the EM children, from effectively advancing to higher education level.

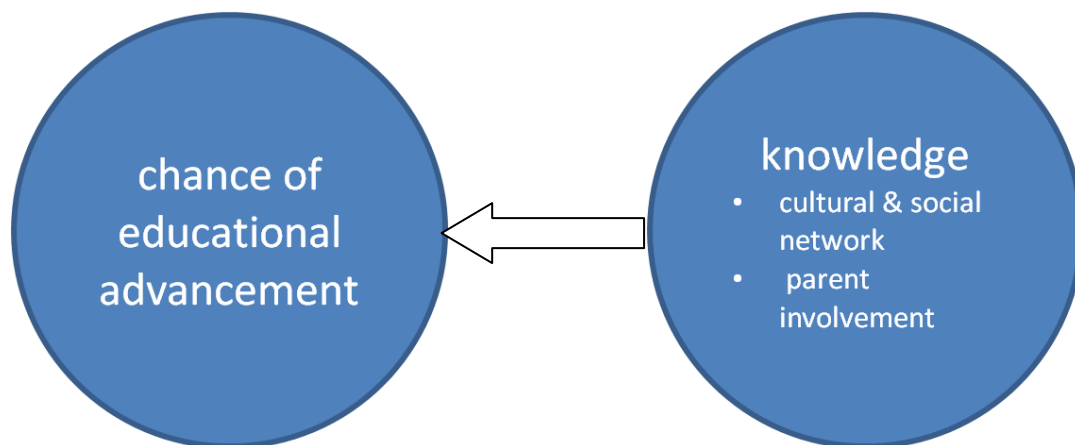


Figure 2.1: Theoretical Framework and Major Concepts

2.1 Cultural Competence

The term cultural competence literally consists of two concepts, culture and competence. In general, culture can be defined as the learned, shared and transmitted values, beliefs, norms and life practices of a particular group of people (Leininger & McFarland, 2002). Some of these are written as rules and regulations but some are inscribed into everyday life practices in very tacit forms. Competence is usually contrasted with performance, particularly in the linguistic theories. Contemporary understanding of competence however includes both comprehension of certain knowledge and the application of it. It is associated with a level of performance which demonstrates effective application of knowledge, skills, attitudes and judgments (ICN⁴, 2005; Jirwe, Gerrish & Emami, 2006). Cultural competence can therefore be understood as the ability to comprehend and to apply a set of culturally specific knowledge, skills, attitude and judgments that one needs to accomplish certain tasks or achieve certain ends.

Parents of the EM and the Chinese are of different ethnicities and are generally equipped with different sets of attitude, aspiration and behavior about education and their children's educational advancement. Wang (2009) argued that Chinese parents have a tradition of valuing their children's education. In Hong Kong, Chinese parents commonly believe that discipline and hard work are more important for their children's path to success. EM parents are usually believed to value religious or spiritual accomplishment as much as their career/material success. While many EM people value religious life, as a local study found that worshipping was an important social activity of the Pakistani (Ku et.al., 2003), whether they value career or material success less is to be further explored. One however should be critical of any kind of pre-disposition theory which stereotypes or essentializes disadvantaged groups like EM in a certain way without explaining how their cultural competence is produced and reproduced

⁴ ICN refers to International Council of Nurses

in specific contexts. This study premises on an assumption that difference in cultural competence may result in differences in access to information, which may reinforce or reproduce their original level of cultural competence.

Research studies elsewhere have already reflected that cultural competence explains information deficit (Fernández-Kelly, 2008; Neeraj Kaushal, 2009). Cultural competence is a kind of locality familiarity, which greatly depends on the length of residence and local language proficiency. Cultural competence can be enhanced with an increased level of language proficiency or increased time of stay in a cultural environment. Both help to increase knowledge through repeated exposure and acquisition in social activities (Lynch and Hanson, 1992). In Hong Kong, the EM parents are usually not familiar with Hong Kong social structure and societal environment or situation due to language barriers and lack of social networks with the Chinese. This comparative study on the EM parents and the Chinese parents explores the similarities and differences in cultural competence of the two parent groups in Hong Kong.

2.2 Social Network

People sharing similar attributes tend to get together more easily, hence communicate constantly and continuously. Eventually, they form social networks organized in different ways. Ethnicity is one typical attribute that facilitates the formation of social network. Within the social network, information exchange and daily interaction between people are frequent and enormous. These constant interactions and communications generate social capital that enables a group to pursue its shared goals more effectively (Baron, Field & Schuller, 2000). This sustains and reproduces the social network itself. Indeed, social network formation can be very simple. Once the social network is built, exchange of information and knowledge accumulation would then be possible that can benefit all in-group participants. For example, by discussing and sharing newsletter copies among parents, Walker and Reily (2001) suggested that parents' views on their children's education are exchanged. In a social network, people of different attributes or background imitate each other and tend to identify with the majority for more social recognition and avoid being marginalized. (Skrms and Pemantle, 2000) Therefore, the more members participate in social activities in a network, the more familiar they are with the tacit norms, values or communication codes of the network that would allow them to both sustain their relationship with the network and to obtain adequate information and knowledge to accomplish their everyday life tasks.

In exploring the barriers to family involvement, Ho (2006) argued that the social disparity of family involvement is mediated by a number of factors including the lack of social network. In a pre-dominantly Chinese society of Hong Kong, the EM parents in Hong Kong usually do not have strong social ties with school system and local networks of resources and support. Their information, therefore, mainly comes from relatives or friends of their own ethnic groups who may also share the same set of deprivations or information deficit. Their social network

as well as available channels to access information is very limited. Information that they could reach may sometimes be limited to personal experiences of their friends and relatives. Whether the EM parents can obtain, from their ethnic networks, accurate and comprehensive knowledge about school information and education system in Hong Kong is in question.

2.3 Parent Involvement and Children's Educational advancement

Extensive literatures suggest the positive impact of parent involvement at school and at home on children's educational achievement (DePlanty, Coulter-Kern, & Duchane, 2007; Sheldon, 2007; Dumais, 2006; Lee & Kao, 2009; Cheung, 2009; Bowen, 2006). The Chinese parents and the EM parents in Hong Kong are believed to be quite different in parent-school interaction and parent-child interaction, two domains of parent involvement which may help in children's educational advancement. For example, in approaching children's education, the EM parents are often believed to be shaped by their cultural values or religious beliefs, whereas the Chinese parents are thought to be more instrumental, with relatively high aspiration and proactive participation in their children's education attainment. Research has demonstrated that parents' educational aspiration is a positive predictor of children's academic achievement (Seginer & Vermulst, 2002). But, conceivably, one's aspiration also varies with their knowledge. Parents' educational aspiration for their children's educational advancement may be affected by how well they know about the importance of their involvement.

Among the literatures in parent involvement, Lee and Kao (2009) drew upon the notions of social capital and cultural capital, and developed a comprehensive set of measures for parent involvement. In terms of social capital, parent involvement may take the form of visits to school for information and skills or access to relevant resources. For cultural capital, it involves personal dispositions, attitudes and knowledge gained from experience; connections to education-related objects, and connections to education-related institutions. Both social capital and cultural capital pertain to knowledge and behavioral dimensions of parent in line with social network and cultural competence.

Compared with the Chinese parents, the EM parents are believed to have more barriers to participation and are thus less likely to be involved in schools. In Hong Kong, it is usually reported that the EM parents experience barriers like language ability, hesitation in meeting strangers, custom obeisance, etc. which discourage their involvement in schools. In the context which the majority are both well adapted to and are more informed of the instrumental and competitive education system and environment of Hong Kong, the Chinese are believed to be more advantageous in their endowment of social network and cultural competence while the EM parents will be more socially and culturally vulnerable.

2.4 Existing Service Support for Parents of the Ethnic Minorities

The four Support Service Centres were set up in 2009 to facilitate the integration of ethnic minorities into the community and their access to public services in general. However, the centres provide limited information and enquiry pertaining to education system, such as Primary One Admission System, Secondary School Places Allocation System in EM languages.

The Education Bureau (EDB) mainly uses written information package to introduce Hong Kong school education (pre-primary, primary and secondary schools), important education policies and the related education services to EM parents. Those illiterate EM parents may not be able to grasp the basic information and hence make informed decisions when selecting schools and related education services for their children.

2.5 Objectives of the study

- ❖ Identify and compare the level of knowledge of the Chinese parents and the EM parents about the education system in Hong Kong;
- ❖ Compare the Chinese parents and the EM parents in Hong Kong in terms of their parent involvement along the dimensions of cultural competence and social network, and explore the latter's impact upon the acquisition of education-related information/ knowledge;
- ❖ Identify strategies and methods as well as service gaps for better parental involvement for the EM parents to narrow the gap in educational advancement between the Chinese and the EM children in Hong Kong.

3 Methodology

3.1 Sampling

The EM parents and the Chinese parents with children studying at the levels of primary 4 to primary 6 were our target population. Parents of these two groups of children were the focus because they would soon be making major decision about their children's advancement to the secondary school. This transition would require a lot of explicit and tacit knowledge about the rules of the game of the education system and proper planning in advance. This is believed to be a phase which is significant enough that the parents of both the EM and the Chinese population would normally pay attention to.

Yet, there was no readily available sampling frame that could be used for this study. Limited by resources, the only viable means of drawing the sample would be through NGOs which were providing services to the ethnic minorities in Hong Kong. The Hong Kong Council of Social Service maintained a network of such NGOs. The service users of the network constituted the initial sampling frame from which the EM respondents could be drawn. Since these NGOs were having some service units in districts where most EM population live, it is expected that the sample thus conveniently drawn could still be relatively representative despite it was not drawn by probability sampling method. At last, there were 11 NGOs in the network helping to recruit the respondents. More such parents were identified by snowball referral method. The EM respondents initially recruited helped to identify parents in their network and the latter were referred to the social workers in the service NGOs for their consideration. All NGOs involved were requested to compile a list of respondents which, once completed, was sent to the research team for arranging interviews.

For the Chinese respondents, similar strategy was used. The Chinese respondents were drawn based on the framework of District Community Centers (DCC) operated by NGOs locally. In Hong Kong, there were 13 such centres providing service to all families in different communities. That is to say, in terms of the scope of coverage, these centres cover the entire territory of Hong Kong. At last, 12 District Community Centers helped to recruit the respondents. All Chinese respondents were sampled conveniently by these centers based on the instructions given by the research team.

Based on the aforesaid sampling methods, a total of 380 respondents participated in the study, including 189 EM respondents and 191 Chinese respondents.

In addition, 3 in-depth interviews with school principal and teachers were conducted. All of them were designated primary schools and referred by social workers. One of these schools was using English as the medium of instruction (EMI) and two were using Chinese. Out of the two schools using Chinese as medium of instruction (CMI), one was having a majority of EM students and the other of Chinese students. The purpose of conducting these interviews was

primarily for further verification of the quantitative findings.

3.2 Data Collection

The data collection was conducted during the period from October to early December 2009.

Data from the EM parents were collected through face-to-face interview using a structured questionnaire. All the EM volunteer interviewers recruited by NGOs were required to attend an interviewer training. During the training session, the questions in the questionnaire were gone through one by one, ensuring that all interviewers would have a shared understanding of the meanings of the questions. Guidelines for interviewers were issued, and explained in detail during the training (See *Appendix 1*). They were asked to follow the procedure step by step.

A set of forms were distributed to the volunteer interviewers facilitating them to record relevant details and payment of the interviews they conducted. An interview record sheet was prepared for volunteer interviewers to record interview date, time and contact number of the respondents after the interview. (See *Appendix 2a*) Volunteer interviewers understood from the training that the research team would perform random check if necessary to ensure that interviews said to have been conducted were actually successfully completed.

To assure all respondents that the data they provided would be used properly for the survey, a consent form was prepared for the respondents to give their written consent to be interviewed and the data be used for the purpose of the study. (See *Appendix 2b*) Interviewers were asked to explain the content of the consent form and to ask the respondents to sign on it once they agreed to help before they conducted the interview.

To enhance the incentive of the EM respondents and to provide a token of appreciation to the volunteer interviewers, both the EM respondents and the volunteers were given \$20 allowance (in the form of cash or food coupon) each. All EM respondents were asked to sign on a record form once they received the allowance from the interviewers. The form was then sent by the interviewers to the social workers of the NGOs involved for verification before it was sent to the research team.

The Chinese parents were asked to complete the Chinese version of the questionnaire by themselves. A total of 25 questionnaires were sent to the District Community Centres and they were asked to follow the instructions step by step in selecting respondents and administering the questionnaire. (See *Appendix 3*) An envelop was attached to each questionnaire. Each selected respondent was asked to complete a questionnaire and then put it into the envelop and to seal it before they passed it back to the social worker in the Centre. All such completed questionnaires were then collected by the responsible social workers and then sent to the research team for data analysis.

3.3 Instruments

The instrument used in this study was mainly a questionnaire designed by the research team in consultation with the members of the aforesaid NGO Network. Three pre-survey interviews were conducted with two EM parents in August 2009 to help identify the major constructs to be incorporated in the questionnaire. Based on the comments received from the NGO network, the draft questionnaire was revised. With the help of NGO referrals, 3 pilot interviews were conducted with EM parents and Chinese parents to test the questionnaire. The questionnaire was initially drafted in English to be used for the EM sample and was then translated into Chinese for the Chinese sample. (See *Appendix 4a and 4b*)

As this study borrowed the conceptual and operational tools of social capital and cultural capital in parent involvement in Lee and Kao's research, a request to use some of their questions in their survey was made and the consent was obtained. A comprehensive set of questions were designed with some localization of Hong Kong educational and social situation. In the end, our questionnaire consisted of 6 parts. These include:

1. Basic information about the respondent's children
2. Respondent's access to information and barriers to access to information
3. Cultural competence of the respondent
4. Respondent's social network
5. Respondent's parent involvement in school and at home and their expectation on their children
6. Personal particulars of the respondent

3.4 Data Analysis

Data obtained through questionnaires were statistically analyzed by Statistical Package for Social Science (SPSS) version 16.0. Frequency distribution tables for all questions were generated to inspect the general patterns of the data. Descriptive statistics were also produced to describe the general patterns of the sample characteristics. Statistical tests such as Chi-square, t-test and ANOVA were performed where appropriate to explore if there were any differences between the Chinese parents and the EM parents.

3.5 Limitations

As our respondents were all identified by the NGOs associated with the Council, opinion of parents without connection to NGOs or NGOs without network with

HKCSS were clearly missed out. In particular, the EM parents connected to NGOs were believed to be more integrated with our society, and more able to access information than those who had no such connection. The EM parents who were more socially isolated and had less access to information were not represented in our sample. Omission of those non-NGO-connected EM parents may underestimate the extent of information deprivation. Same shortcoming might not be ruled out for the sample of Chinese parents. As the Chinese parents in our sample all came from District Community Centers, sampling bias might occur, since not all Chinese parents would go to District Community Centers.

As a result of this sampling method, the profile of the sample drawn is different from that of the general population in 2006. In other words, findings in the report would have to be read with caution. Yet, since relevant research on the topic is not found in Hong Kong, the findings presented in this report are still of good reference value for practice and policy.

The questionnaire used was designed by incorporating questionnaires used in other research conducted overseas and locally. The validity of the questionnaire had not been previously verified. However, as an initial exploration, this study should be of good reference value for both practice and further research.

Finally, due to limited resource, the procedures of inquiry for two parent groups under study are different, though any research like this may face the same set of problems. For example, while in content the two sets of questionnaire are the same, but the one for the Chinese respondents are written in Chinese while the one for the EM respondents are written in English. Also, the Chinese respondents were asked to fill out the questionnaire by themselves while the EM respondents were interviewed face-to-face by interviewers of their ethnicity. These may affect the results of comparison.

4 Findings

4.1 Socio-economic Profile of the Sample

4.1.1. Gender and Age

Gender and age distribution of the respondents are shown in Table 4.1a and 4.1b. Table 4.1a shows that our sample is constituted predominantly by female parents. The gender distributions of 2 parent groups are quite similar. Out of 187 Chinese parents, 15% are male and 85% are female. Similarly, out of 189 EM parents, 19% are male and 81% are female.

Table 4.1b shows that majority of the Chinese parents (46.7%) in our sample are aged from 40 to 49 (where the median is found) while majority of the EM parents (58.8%) from 30 to 39 (where the median is found). So in our sample, the EM parents are younger than the Chinese parents.

Table 4.1a Distribution of the Respondents by Gender and Parent Group (N=376)

	Chinese	EM
Male	15% (28)	19% (36)
Female	85% (159)	81% (153)
Total	100% (187)	100% (189)

(Chi-Square: $p > 0.05$)

Table 4.1b Distribution of the Respondents by Age and Parent Group (N=354)**

	Chinese	EM
Aged 10-19	0.6% (1)	0% (0)
Aged 20-29	2.4% (4)	11.2% (21)
Aged 30-39	40.7% (68)	58.8% (110)
Aged 40-49	46.7% (78)	25.7% (48)
Aged 50-59	6.6% (11)	3.7% (7)
Aged 60-69	2.4% (4)	0.5% (1)
Aged 70-79	0.6% (1)	0% (0)
Total	100% (167)	100% (187)

(Chi-Square: ** $p < 0.01$; * $p < 0.05$)

4.1.2. Ethnicity and Religion

Almost all the Chinese respondents are ethnically Chinese (99.5%) as shown in Table 4.2a. By contrast, the ethnicity of the EM parents in our sample varies. Most of them are Pakistani (55.6%). Nepalese (22.2%) is the 2nd largest ethnic group in the sample.

The findings show that there is clear religious difference between the Chinese parents and the EM parents as shown in table 4.2b. Large proportion of the Chinese parents in our sample (61.5%) has no religion. Those who have religious belief are mainly Christian (24.6%) and Buddhist (11.7%). Comparatively speaking, many of the EM parents have a religious belief. The religion of most of them (58.7%) in our sample is Islam, followed by Christianity (13%) and Hinduism (12.5%).

Table 4.2a Distribution of the Respondents by Ethnicity and Parent Group (N=372)

	Chinese	EM
Chinese	99.5% (182)	0.5% (1)
Filipino	0% (0)	11.6 % (22)
Indian	0% (0)	9% (17)
Nepalese	0% (0)	22.2% (42)
Pakistani	0% (0)	55.6% (105)
Others	0.5% (1)	1.1% (2)
Total	100% (183)	100% (189)

Table 4.2b Distribution of the Respondents by Religion and Parent Group (N=363)

	Chinese	EM
Christianity (including Catholic)	24.6% (44)	13% (24)
Buddhism	11.7% (21)	3.3% (6)
Taoism	1.7% (3)	0% (0)
Islam	0% (0)	58.7% (108)
Hinduism	0%	12.5%

	(0)	(23)
Sikhism	0%	6.5%
	(0)	(12)
Others	0.6%	4.9%
	(1)	(9)
No religion	61.5%	1.1%
	(110)	(2)
Total	100%	100%
	(179)	(184)

(Chi-Square: **p<0.01; *p<0.05)

4.1.3. Income Level

In our sample, the Chinese parents seem to have a stronger socio-economic background than the EM parents. In terms of income, the former's median income is higher than the latter. The median income of the EM parents lies at \$5000-\$9999 while that of the Chinese parents is at \$10000-\$14999, as shown in Table 4.3. There is a significant difference in their earning, which is believed to have an effect on their ability of providing a high quality education for their children. Although students in Hong Kong can enjoy free education for 9 years, many other factors than access itself contribute to the final outcome. Many of these factors (such as tutoring, extra-curricula exposure) require extra expenses.

Table 4.3. Distribution of the Respondents by Monthly Household Income and Parent Group (N=360)

	Chinese	EM
\$0-\$4999	13.3%	7.5%
	(23)	(14)
\$5000-\$9999	26%	48.7%
	(45)	(91)
\$10000-\$14999	16.8%	26.7%
	(29)	(50)
\$15000-\$19999	9.8%	13.4%
	(17)	(25)
\$20000-\$24999	6.9%	1.6%
	(12)	(3)
\$25000-\$29999	7.5%	2.1%
	(13)	(4)
\$30000 or above	19.7%	0%
	(34)	(0)
Total	100%	100%
	(173)	(187)

(Chi-Square: **p<0.01; *p<0.05)

4.1.4. Occupation

The occupation background of the Chinese parents in our sample seems to be favorable than that of the EM parents as shown in Table 4.4. Over 30% of the main income earners in their households are at managerial grade or professionals and only 11.5% are unskilled workers. By contrast, over 30% of the main income earners of the households of the EM parents are unskilled workers. Relatively unfavorable occupation background limits not just the level of income the EM parents earn, but their family life, social and cultural life, and their involvement in child's education.

Table 4.4 Distribution of the Respondents by the Structure Occupation of the Main Income Earners of their Households and Parent Group (N=325)

**

	Chinese	EM	Whole EM population	Whole HK population
Managers and Administrators (e.g., school principal, managerial staff)	14.7% (23)	5.9% (10)	5% (14276)	10.8% (741349)
Professionals and associate professionals (e.g., accountant, engineer)	17.3% (27)	7.1% (12)	4.2% (11993)	22.2% (1523885)
Clerks, service workers and shop sales workers (e.g., restaurant receptionist)	23.7% (37)	18.4% (31)	5.5% (15705)	33.2% (2278963)
Craft and related workers (e.g., tailor, gardener, cook), plant and machine operators and assemblers (e.g., driver, electrician, woodworker)	23.1% (36)	25.4% (43)	1.5% (4283)	14.7% (1009059)
Elementary occupations/unskilled workers (e.g., cleaner, security guard)	11.5% (18)	32.5% (55)	83.8% (239291)	18.8% (1290497)
Others	9.6% (15)	10.7% (18)	0% (0)	0.3% (20593)
Total	100% (156)	100% (169)	100% (285550)	100% (6864346)

Remark: Ethnic Minorities refer to Asian other than Chinese; including, Filipino, Indonesian, Indian, Nepali, Japanese, Thai, Pakistan, Korean, Other Asian

(Chi-Square: **p<0.01; *p<0.05)

4.1.5. Housing condition

Housing condition of the Chinese parents is better than that of the EM parents as shown in Table 4.5a. Nearly 50% of them are property owners. Out of

those who own property, 41% are private housing owners. For the EM parents, over 90% of them are living in rental housing, either in private or public mode. Their living condition may be relatively less stable. Children of these families might need to move from one place to another from time to time. Children may therefore need to move to another school to continue their study. In our sample, the percentage of the EM students having changed from one school to another (21.2%) is much higher than the Chinese students (8.4%) as shown in Table 4.5b.

Table 4.5a Distribution of the Respondents by Housing Condition and Parents Group (N=370) **

	Chinese	EM
Public rental housing (rental government housing)	26.8% (49)	55.6% (104)
Home ownership scheme flat (ownership of government housing)	6.6% (12)	1.6% (3)
Private rental housing (occupying whole flat)	19.7% (36)	36.9% (69)
Private rental housing (sharing bathroom/kitchen)	4.4% (8)	4.3% (8)
Private housing (ownership or on mortgage)	41% (75)	1.1% (2)
Wooden/ rooftop squatter, temporary housing	1.6% (3)	0% (0)
Others	0% (0)	0.5% (1)
Total	100% (183)	100% (187)

(Chi-Square: **p<0.01; *p<0.05)

Table 5.5b Reported Change of Primary School of Children by Parent Group(N=367) **

	Chinese	EM
Yes	8.4% (15)	21.2% (40)
No	91.6% (163)	78.8% (149)
Total	100% (178)	100% (189)

(Chi-Square: **p<0.01; *p<0.05)

4.1.6. Education

Table 4.6 shows that the education attainment of the Chinese parents is generally higher than that of the EM parents in our sample. While those with higher education account for more or less the same proportion in both groups, nearly 68% Chinese parents have attained secondary level of education but only 38.3% have had this level of attainment. Compared to the pattern for the entire population, the difference in our sample between the two groups is more obvious. Low education attainment may reduce the EM parents' capacity to help their children in their studies/homework. In addition, low education attainment also implies poorer capacity to obtain and receive information.

Table 4.6 Distribution of the Respondents by Education Attainment and Parent Group (N=371) **

	Chinese	EM	Whole EM population	Whole HK population
No schooling/ kindergarten	0.5% (1)	6.4% (12)	2.8% (7375)	7.1% (423310)
Primary	12.6% (23)	37.2% (70)	11.4% (30511)	18.3% (1084112)
Secondary	67.8% (124)	38.3% (72)	60.7% (162486)	51.6% (3055776)
University/Post- secondary/ college/ Postgraduate or above	19.2% (35)	18.1% (34)	25.1% (67242)	23% (1361473)
Total	100% (183)	100% (188)	100% (267614)	100% (5924671)

(Chi-Square: **p<0.01; *p<0.05)

4.2 Knowledge About HK Education System

One area of knowledge should concern EM parents more is that in Hong Kong, there are some schools being designated by the government to admit EM children. These schools are provided with an extra amount of resource to provide necessary support to EM students, though the amount is said to be set too arbitrarily without a clear basis⁵. Findings in this study show that the EM parents in our sample had a different understanding of this system of designated school from that of Chinese parents. This may have impact on how they help their children for educational advancement.

4.2.1. Perceived Consequences of Studying in Designated Schools

Table 4.7a shows how the parents in the sample perceived the possible

⁵ Please refer to submission by Hong Kong Unison to Legislative Council: LC Paper No. CB(2)579/08-09(09).

consequences of studying in designated schools in educational advancement. The EM parents tended to overestimate the chance of advancement of studying in designated schools. Over 50% of the EM parents believed that studying in designated schools would help their children stand a better chance for tertiary education. Slightly more than 3/5 of these EM parents even strongly believed so.

For the Chinese parents, 1/4 of them said they did not know about designated schools. For those who know, they tended to have more reservation about these schools. Only around 10% of them agreed that designated schools stand a better chance for tertiary education while 1/3 of them disagreed. The difference exists even if we focus on just the 2 highly educated groups of parent.

Table 4.7a Perceived Consequences for Educational advancement in Designated School by Parent Group

		5. Strongly agree	4	3	2	1. Strongly disagree	0 Don't know
S/he stands a better chance for tertiary education (N=354) **	EM	33.2% (62)	23% (43)	16.6% (31)	7% (13)	3.2% (6)	17.1% (32)
	Chinese	4.2% (7)	6.63% (11)	26.3% (44)	13.2% (22)	22.8% (38)	26.9% (45)

(Chi-Square: **p<0.01; *p<0.05)

Many EM parents in our sample showed to be quite confident about the impact of studying in designated schools on educational advancement. Another piece of evidence supports this claim. Table 4.7b shows that over 72% of the EM parents believed that designated schools could provide better English training for their children. Nearly half of them (45.5%) strongly agreed with such saying. By contrast, the Chinese parents held a much reserved view. Less than 1/3 of them agreed or strongly agreed that there would be a better English training in designated schools and, again, 24.9% of them said they didn't know about it. The difference exists even if we focus on just the 2 highly educated groups of parent.

Table 4.7b Perceived Consequences for Educational advancement in Designated School by Parent Group

		5. Strongly agree	4	3	2	1. Strongly disagree	0 Don't know
S/he can have a better English training (N=368) **	EM	45.5% (85)	27.3% (51)	14.4% (27)	3.7% (7)	1.6% (3)	7.5% (14)
	Chinese	11% (20)	20.4% (37)	24.3% (44)	9.9% (18)	9.4% (17)	24.9% (45)

(Chi-Square: **p<0.01; *p<0.05)

4.2.2. Understanding of the Importance of Chinese Language Proficiency

While both the Chinese parents and the EM parents in our sample understood that English proficiency is crucial for further study, the EM parents tended to overlook the importance of Chinese proficiency. As shown in Table 4.7c, a significant number of EM parents compared to the Chinese parents in our sample perceived that Chinese language proficiency would not significantly affect the opportunity for getting a place at the university as long as his/her child could perform well in English language. From Table 4.7c, as high as 23.5% of the EM parents said that they didn't know whether Chinese language proficiency would significantly affect the advancement opportunity. Nearly 30% of them agreed or strongly agreed that Chinese proficiency would not significantly affect the chance for tertiary education, despite the fact that it is the basic university entrance requirement⁶.

Table 4.7c Perceived Consequences for Educational advancement of Chinese Proficiency by Parent Group

		5. Strongly agree	4	3	2	1. Strongly disagree	0 Don't know
Chinese language proficiency will not significantly affect the opportunity of your child to get a place at the university as long as s/her performs well in English language (N=364) **	EM	14.4% (27)	15% (28)	20.3% (38)	8.6% (16)	18.2% (34)	23.5% (44)
	Chinese	6.2% (11)	10.2% (18)	9.6% (17)	16.9% (30)	49.2% (87)	7.9% (14)

(Chi-Square: **p<0.01; *p<0.05)

4.2.3. Self-reported Knowledge About Hong Kong Education System

When asked how much they know about different levels of education system in Hong Kong, the EM parents in our sample reported much less knowledge than the Chinese parents did. Table 4.8 shows that the mean scores of the Chinese parents were significantly higher than those of the EM parents for most of the items on knowledge of Hong Kong education system. The only two items which they reported the same level of knowledge are "Kindergarten/pre-primary education" and "primary school education." As many of the EM parents in the sample had already experienced a lot about these two levels of education, it is not surprising that their knowledge about them was comparable to that of the Chinese parents. This may also illustrate that when given adequate exposure to knowledge and experience, they can be as informed as the Chinese parents. Unfortunately, for climbing up the education ladder, advanced planning is required and they have to be equipped with sufficient knowledge before they actually experience the system. Our evidence shows that the EM parents reported much less knowledge about higher levels of education in Hong Kong than the Chinese parents did. It may constitute an unfavorable factor for their children's advancement.

⁶ http://www.jupas.edu.hk/jupas/content_af_2009.htm

Table 4.8 Self-reported Understanding of HK Education System by Parent Group

	Chinese mean score	EM mean score
Kindergarten/pre-primary education	3.62	3.6
Primary School Education	3.68	3.62
Secondary School Education*	2.89	2.5
Tertiary Education**	2.36	1.54
That there are some schools designated by the government to admit ethnic minority students**	1.77	2.4
Reputation of different primary schools nearby**	3.51	2.61
Reputation of different secondary schools nearby**	3.11	2.01
Reputation of different universities in Hong Kong**	2.75	1.61
Options for local educational advancement for your child after lower secondary education**	2.87	1.97
Options for local educational advancement for your child after upper secondary education**	2.66	2.06

(T-test: **p<0.01; *p<0.05)

4.2.4. Knowledge About Education System

The Chinese parents in our sample were better informed of the latest policy change in Hong Kong than the EM parents. The latter showed to be less aware of the changes related to education which would have an impact on their children. Over 60% of the Chinese parents knew that there had been a change of education structure to “3-3-4” system after 2009. By contrast, 66.8% of the EM parents didn’t know about that change.

The EM parents also showed to have serious information deficit as measured by other indicators. From Table 4.9, 32.1% of them were not informed about Direct Subsidy Scheme (DSS), 53.2% of them were not informed about the banding system, and 46.8% of them were unaware of the importance of banding system. Over 60% of them did not even know that there were 8 universities in Hong Kong. The Chinese parents, on the other hand, showed to be much more well-informed about all these information.

Table 4.9 Knowledge About HK education System by Parent Group

		5. Strongly agree	4	3	2	1. Strongly disagree	0 Don't know
Kindergartens in Hong Kong operate on half-day basis and whole-day basis. (N=365) **	EM	48.9% (92)	27.1% (51)	10.6% (20)	2.1% (4)	2.1% (4)	9% (17)
	Chinese	62.1% (110)	18.1% (32)	13% (23)	1.7% (3)	2.3% (4)	2.8% (5)

Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=362) **	EM	20.3% (38)	13.9% (26)	20.3% (38)	11.8% (22)	1.6% (3)	32.1% (60)
	Chinese	41.7% (73)	25.7% (45)	10.9% (19)	3.4% (6)	12.6% (22)	5.7% (10)
Secondary schools are classified into 3 banding categories ⁷ (N=363) **	EM	13.8% (26)	5.9% (11)	13.3% (25)	7.4% (14)	6.4% (12)	53.2% (100)
	Chinese	30.9% (54)	20.6% (36)	20.6% (36)	4% (7)	8.6% (15)	15.4% (27)
Banding of a secondary school is all that matters in determining whether it is good (N=361) **	EM	14% (26)	8.6% (16)	16.7% (31)	6.5% (12)	7.5% (14)	46.8% (87)
	Chinese	18.3% (32)	25.7% (45)	18.3% (32)	10.9% (19)	15.4% (27)	11.4% (20)
There are 8 universities in Hong Kong (N=361) **	EM	12.9% (24)	8.6% (16)	11.3% (21)	3.2% (6)	3.2% (6)	60.8% (113)
	Chinese	31.4% (55)	21.7% (38)	14.9% (26)	4% (7)	4.6% (8)	23.4% (41)
Good English is the only language entry requirement for tertiary education (N=367) **	EM	16.1% (30)	18.3% (34)	25.8% (48)	10.8% (20)	9.7% (18)	19.4% (36)
	Chinese	18.2% (33)	25.4% (46)	17.7% (32)	12.7% (23)	20.4% (37)	5.5% (10)
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=364) **	EM	12.3% (23)	9.1% (17)	16.6% (31)	7% (13)	4.8% (9)	50.3% (94)
	Chinese	5.1% (9)	18.6% (33)	26% (46)	11.9% (21)	10.7% (19)	27.7% (49)
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=360) **	EM	9.1% (17)	10.2% (19)	9.7% (18)	5.4% (10)	2.2% (4)	63.4% (118)
	Chinese	9.8% (17)	16.1% (28)	29.3% (51)	10.3% (18)	9.8% (17)	24.7% (43)
There is a change of education structure to 3-3-4 in 2009 (N=362)	EM	11.8% (22)	8% (15)	8% (15)	2.7% (5)	2.7% (5)	66.8% (125)
	Chinese	40.6% (71)	21.1% (37)	17.7% (31)	8% (14)	5.7% (10)	6.9% (12)

(Chi-Square: **p<0.01; *p<0.05)

From the figures shown above, the EM parents showed to have better knowledge about lower levels of education than those about higher levels. Table 4.10 shows that the smallest mean score difference between the knowledge of the Chinese parents and that of the EM parents in our sample is information about kindergarten. There is only a difference of 9%. The second smallest mean score difference is found on their knowledge about primary level of education. The mean score of the Chinese parents is 49% higher than that of the EM parents. The largest mean score differences are on their knowledge about secondary and tertiary levels of education. Most of these differences

⁷ Schools in Hong Kong are actually not classified into 3 banding categories, but the students. However, this literal piece of information is believed to be confusing for the Chinese parents who ordinarily refer to schools than the students when they talk about banding. We thus used this commonly used language to phrase our question.

exist even if we focus on the 2 highly-educated groups of parents in the sample. On the other hand, the latest information such as the change to “3-3-4” system is much less accessible to the EM parents. As much as 194% of difference is found between the mean scores of the two parent groups on their knowledge about this latest significant change of education system in Hong Kong.

Table 4.10 Knowledge About HK Education System by Parent Group

	Chinese mean score	EM mean score	Chinese> EM %
Kindergartens in Hong Kong operate on half-day basis and whole-day basis (N=365)*	4.28	3.91	9%
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=362)**	3.63	2.43	49%
Secondary schools are classified into 3 banding categories (N=363)**	3.15	1.54	105%
Banding of a secondary school is all that matters in determining whether it is good (N=361)**	2.86	1.75	63%
There are 8 universities in Hong Kong (N=361)**	3.01	1.42	112%
Good English is the only language entry requirement for tertiary education (N=367)	2.92	2.62	11%
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=364)*	2.12	1.66	28%
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=360)**	2.32	1.28	81%
There is a change of education structure to 3-3-4 in 2009 (N=362)**	3.62	1.23	194%

(T-test: **p<0.01; *p<0.05)

4.3 Cultural Competence of Parents

Access to information and knowledge about education (or other domains of life) requires a reasonable level of repertoire of cultural resources, which can be acquired and enhanced through participating in real social and cultural encounters. Language is one of the basic cultural resources. One’s cultural competence (as well as performance) depends primarily on his/her ability to comprehend and use the language. As native Chinese speakers/users, Chinese parents are believed to have higher Chinese language proficiency than EM parents. As expected, Table 4.11a shows that Chinese language proficiency in

speaking, listening, reading and writing of the Chinese parents were higher than the EM parents in our sample. For the EM parents, their proficiency in reading Chinese was the weakest while speaking was the best.

Endowment of the cultural competence is not static, but constantly changing as one is exposed to social and cultural encounters. It is believed that the longer the time one lives in a given social and cultural environment, the higher the level of one's cultural competence, hence easier access to information and knowledge about various domains of social life, including education. Length of residence is believed to have an impact on parents' access to information on education. The EM parents had much shorter length of residence in Hong Kong than the Chinese parents in our sample. As shown in Table 4.11b, 56.7% of the EM parents had lived in Hong Kong for 10-14 years at the time of interview; whereas 58.6% of the Chinese parents had lived in Hong Kong for over 30 years.

Table 4.11a Chinese Language Proficiency of the Respondents by Parent Group

	Chinese mean score	EM mean score
Speaking (N=373)**	4.33	3.82
Listening (N=370)**	3.63	2.49
Reading (N=365)**	3.13	1.56
Writing (N=365)**	2.95	2.01

(t-test: **p<0.01; *p<0.05)

**Table 4.11b Length of Residence in HK of the Respondents by Parent Group
(N=378) ****

	Chinese	EM
<4 years	11.5% (22)	2.1% (4)
5-9 years	14.7% (28)	9.6% (18)
10-14 years	5.2% (10)	56.7% (106)
15-19 years	4.2% (8)	18.7% (35)
20-24 years	3.1% (6)	5.3% (10)
25-29 years	2.6% (5)	1.6% (3)
>30 years	58.6% (112)	5.9% (11)
Total	100% (191)	100% (187)

(Chi-Square: **p<0.01; *p<0.05)

4.3.1. Impact on Access to Information and Knowledge

There are findings in our survey suggesting a positive relationship between language proficiency and length of residence, and access to information and knowledge. Controlling for ethnicity, those EM parents, who had stayed in Hong Kong for longer period, showed to have significantly better comprehension of knowledge for 5 out of all 9 knowledge items as shown in Table 4.12a.

Table 4.12a The EM Parents' knowledge about HK Education System by Length of Stay in HK

	F	Level of Sig.
Kindergartens in Hong Kong operate on half-day basis and whole-day basis	10.011	.002**
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong	.042	.839
Secondary schools are classified into 3 banding categories	.122	.727
Banding of a secondary school is all that matters in determining whether it is good	.420	.518
There are 8 universities in Hong Kong	11.119	.001**
Good English is the only language entry requirement for tertiary education	.296	.587
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education	6.374	.012*
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education	12.146	.001**
There is a change of education structure to 3-3-4 in 2009	6.677	.011*

(ANOVA: **p<0.01; *p<0.05)

Similarly, Table 4.12b shows that the EM parents in our sample with better Chinese proficiency seem to have higher mean scores for many knowledge items than the group with lower Chinese proficiency. As access to knowledge or information relies very much on listening and reading, we focus on these two dimensions of Chinese proficiency in this table. Significantly, better comprehension of knowledge on many items is found in the EM parents group with better Chinese listening and reading skills. Again, it suggests that Chinese language proficiency may have an impact on their access to information and knowledge.

Table 4.12b The EM Parent's Knowledge About HK Education System by Chinese Language Proficiency

	Listening		Reading	
	F	Level of Sig.	F	Level of Sig.
Kindergartens in Hong Kong operate on half-day basis and whole-day basis	.609	.657	2.642	.035*

Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=178)	2.768	.029*	2.611	.037*
Secondary schools are classified into 3 banding categories (N=179)	3.603	.007**	2.158	.076
Banding of a secondary school is all that matters in determining whether it is good (N=177)	7.058	.000**	3.607	.007**
There are 8 universities in Hong Kong (N=177)	2.225	.068	2.766	.029*
Good English is the only language entry requirement for tertiary education (N=177)	3.065	.018*	.664	.618
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=178)	1.441	.222	1.764	.138
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=177)	4.763	.001**	2.687	.033*
There is a change of education structure to 3-3-4 in 2009 (N=178)	1.105	.356	3.313	.012*

(ANOVA: **p<0.01; *p<0.05)

4.3.2. Barriers to Obtaining School Information

Consistent with the aforesaid findings, when asked the common difficulties that the EM parents and the Chinese parents in our sample faced, 3/4 of the EM parents agreed that language barrier was a difficulty while less than 1/4 of the Chinese parents said so. As shown in Table 4.12, differences are also found between the two groups of parents on two other difficulties, namely, that more of the EM parents expressed that they were uninformed about the procedure of getting information and that they were unfamiliar with the school options.

Table 4.12 Reported Difficulties Experienced by the Respondents in the Process of Getting School Information for Children's Educational advancement by Parent Group

		Agree	Neutral	Disagree
Language barrier (N=171) **	EM	74.2% (72)	12.4% (12)	13.4% (13)
	Chinese	21.6% (16)	21.6% (16)	56.8% (42)
Uninformed about the procedure of getting information (N=173) *	EM	68.8% (66)	16.7% (16)	14.6% (14)
	Chinese	50.6% (39)	33.8% (26)	15.6% (12)
Unfamiliar with the school options (N=175) *	EM	67.3% (41)	15.3% (15)	17.3% (17)

Unfamiliar with the educational structure in Hong Kong (N=171)	Chinese	51.9% (40)	31.2% (24)	16.9% (13)
	EM	60.6% (57)	21.3% (20)	18.1% (17)
Lack of guidance in locating useful information (N=173)	Chinese	53.2% (41)	32.5% (25)	14.3% (11)
	EM	56.7% (55)	24.7% (24)	18.6% (18)
	Chinese	59.2% (45)	28.9% (22)	11.8% (9)

(Chi-Square: **p<0.01; *p<0.05)

4.4 Social Network of Parents

Apart from cultural competence, social network is another important factor which is believed to have an impact on the accessibility, in terms of scope and quality, of school information.

4.4.1. Sources of Information and Knowledge

It is commonly believed that the EM parents and the Chinese parents in Hong Kong have different information sources. The EM parents are believed to rely more on their personal network. The findings in this study, as shown in Table 4.13a and table 4.13b, suggest that this is not true. Although the sources of information of the two parent groups in our sample are quite different, 24.5% of the EM parents and 23.3% of the Chinese parents said that they would get information from their personal network. While both mainly relied on school as the source of information, Table 4.13a shows that 43.4% of the EM parents but only 35.4% of the Chinese parents in our sample said they obtained information from school. Another difference, as shown in Table 4.13b, is found on how they got information from their personal network. While only 11.3% of the EM parents in our sample said they would get information from the parents of their children's friends or classmates, 17.2% of the Chinese parents would do so. As many tacit, albeit, important knowledge about the school where their children will study (the advancement opportunities etc.) is obtained through this kind of parents' network, EM parents may in general be less able to get as much knowledge as their Chinese counterparts.

Interestingly, the EM parents seldom accessed information from the government office and internet. From Table 4.13a, 10.4% and 21.7% of the Chinese parents said that would get information from the government office and internet respectively. Only 5% and less than 10% of the EM parents would do so respectively.

Table 4.13a The Respondents' Usual Information Sources by Parent Group(N=823)

	Chinese	EM
School	35.4% (170)	43.4 % (149)
Government office	10.4% (50)	5 % (17)
Social Service Center	6.2 % (30)	10.8 % (37)
Internet	21.7% (104)	9.3 % (32)
Personal network (friends, relatives)	23.3 % (112)	24.5 % (84)
Religious groups/networks	2.5 % (12)	3.2% (11)
Other community networks (e.g. ethnic organization)	0 % (0)	3.5 % (12)
Others	0.4 % (2)	0.3 % (1)
Multiple response total	100 % (480)	100 % (343)

Table 4.13b The Respondents' Usual Information Source in Personal Networks by Parent Group (N=1473)

	Chinese	EM
Relatives	15.3% (124)	14.4% (95)
Friends	20.1% (163)	20.1% (133)
School teachers	20.2% (164)	22.8% (151)
Neighbors	11.1% (90)	11% (73)
Parents of child's friends/classmates	17.2% (140)	11.3% (75)
Social workers	10% (81)	11.6% (77)
Religious leaders	6.2% (50)	8.6% (57)
Multiple response total	100 % (812)	100 % (661)

4.4.2. Network of Chinese Friends

To remedy their limited endowment of cultural competence, one possible strategy related to social network is to establish network with more Chinese friends. This may help them access more information and knowledge about education. Table 4.14 shows that 46.9% of the Chinese parents in our sample said they had more than 50 Chinese friends. Comparatively, 64.4% of the EM parents said that they had less than 5. While there is no ground to say that information and knowledge can only be obtained from the Chinese, having a network of Chinese friends should be conducive to the EM parents' access to knowledge which is still pre-dominantly written or transmitted in Chinese. While not all the Chinese possess accurate knowledge, there is good reason to believe that their likelihood of having possessed accurate knowledge is higher

than the EM parents in a cultural and social environment where Chinese is the native language. Limited network with the Chinese parents would therefore limit the EM parents to verify or differentiate the relevancy of the information obtained. If the accuracy of knowledge is in question, their children's advancement in education might be jeopardized.

Table 4.14 Number of HK Chinese Friends of the Respondents by Parent Group (N=378) **

	Chinese	EM
<5 friends	29.3% (56)	64.4% (121)
6-10 friends	9.9% (19)	10.6% (20)
11-20 friends	4.7% (9)	2.1% (4)
21-50 friends	9.4% (18)	4.8% (9)
>50 friends	46.9% (89)	18.1% (34)
Total	100 % (191)	100 % (188)

(Chi-Square: **p<0.01; *p<0.05)

To further explore the relationship between network of Chinese friends and knowledge on education system in Hong Kong, comparison was made to assess the difference of knowledge on education system among the EM parents in our sample. Findings show that the number of HK Chinese friends and knowledge on education system of the EM parents in our sample is positively correlated for some knowledge items. Grouping the EM parents into 4 groups of varying number of Chinese friends, EM parents with more HK Chinese friends are found to be more knowledgeable about local education system. From Table 4.15, the more HK Chinese friends in their social network, the better the knowledge they had on 4 out of 9 knowledge items.

Moreover, the biggest knowledge difference seems to be in knowledge of secondary school and tertiary education in Hong Kong. For example, from Table 4.15, more of the EM parents with more HK Chinese friends knew about the change of education structure to 3-3-4 than those with less Chinese friends. Similarly, more of the EM parents with more HK Chinese friends knew about the options for local educational advancement after upper or lower secondary education than those with less Chinese friends.

Table 4.15 The EM Parents' Knowledge about HK Education System by Number of HK Chinese Friends

	F	Level of Sig.
Kindergartens in Hong Kong operate on half-day basis and whole-day basis	.183	.670
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong	.282	.596
Secondary schools are classified into 3 banding categories	3.064	.082
Banding of a secondary school is all that matters in determining whether it is good	7.687	.006**
There are 8 universities in Hong Kong	3.055	.082
Good English is the only language entry requirement for tertiary education	1.748	.188
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education	7.405	.007**
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education	4.814	.029*
There is a change of education structure to 3-3-4 in 2009	11.448	.001**

(ANOVA: **p<0.01; *p<0.05)

4.5 Parent Involvement and Knowledge

Knowledge is shaped on one hand by external factors like ease of access, initial endowment of cultural competence, social networks and so on. On the other, it may also be shaped by internal factors. There is a widely held belief in our society that EM parents' lack of information and knowledge is primarily due to their attitude on the educational advancement of their children. This belief, however, cannot be tested against the evidence from this research.

Table 4.16a and Table 4.16b show that over 80% of the respondents (both the Chinese and the EM) in our sample said that either they themselves or their spouse was the usual decision-maker in their household. Parents were also responsible for looking for information as well.

Table 4.16a Usual Final Household Decision Maker by Parent Group (N=337) **

	Chinese	EM
I myself	64.1% (109)	57.5% (96)
My spouse	22.9% (39)	38.3% (64)
Other senior family members	0.6% (1)	3% (5)
My child	12.4% (21)	1.2% (2)
Total	100 % (170)	100 % (167)

(Chi-Square: **p<0.01; *p<0.05)

Table 4.16b Family Members Responsible to Look for School Information by Parent Group (N=343) **

	Chinese	EM
I myself	70.8% (121)	55.8% (96)
My spouse	19.9% (34)	36.6% (63)
Other senior family members	0.6% (1)	3.5% (6)
My child	8.8% (15)	4.1% (7)
Total	100 % (170)	100 % (167)

(Chi-Square: **p<0.01; *p<0.05)

4.5.1. Parent involvement at school

The findings show that in quantitative terms, both the EM parents and the Chinese parents in our sample involved in school quite similarly. The two groups of parents in our sample however showed to have different patterns of participation in school. Our findings show that the EM parents tended to participate in school activities that were more reactive in nature. Table 4.17 shows that the mean score of the EM parents' regular contact with teachers is 3.66 and that of attending parent-teacher meeting is 3.54, which are higher than the Chinese parents. Adopting Arnstein's concept of "ladder of participation," school involvement of the EM parents seemed to be more reactive to decision or plan or schedule that had already been made by someone (Arnstein, 1969). They contacted teacher and attended parent-teacher meeting when being invited. These kinds of activities are usually well arranged and highly regulated in a sense that the forms of interaction could be expected, hence relatively less native communication skills would be required.

By contrast, the Chinese parents in our sample tended to go to school mostly for activities of proactive forms and of diverse social contexts. They tended to attend school information sessions and being school volunteers. Their mean scores of school volunteering and attending school information sessions are 2.72 and 3.29 respectively; which are higher than those of the EM parents, as shown in Table 4.17. Activities like these are believed to require a higher level of cultural competence needing more skills of inquiries or socializing. The contexts of the interaction in these activities are less expected and parents involved need to deal with people from all walks of life, which requires substantial native communication skills as well as large amount of information exchange.

Table 4.17 Parent Involvement at School by Parent Group

	Chinese mean score	EM mean score	Chinese > EM %
Maintain regular contact with your child's teacher (N=363) *	3.35	3.66	8%
Go to your child's school for parent- teacher conferences/meetings (N=357) **	2.74	3.54	23%
Volunteer at your child's school or in the classroom (N=337) **	2.72	1.9	-43%
Go to the school when parents are invited to fun/social events (N=351)	3.07	3.34	8%
Contact your child's teacher or social worker about your child's school progress or behavior (N=362)	3.54	3.39	-4%
Go to the school for information sessions, such as workshops, special programs or homework help (N=351) **	3.29	2.71	-21%

(T-test: **p<0.01; *p<0.05)

4.5.2. Parent Involvement in School and its Impact on Knowledge

To further our understanding of parent involvement and see how it is correlated to the level of knowledge of the EM parents, the effect of ethnicity was controlled for by considering only the EM parents group. The findings show that the EM parents with more active school involvement tended to be more knowledgeable on different knowledge items.

Focusing only a few school activities, namely maintaining regular contact with school teacher, attending parent-teacher meetings, volunteering at school and attending school information session, Table 4.18a, 4.18b, 4.18c and 4.18d show that the EM parents with more active parent involvement in school showed to know better on many knowledge items than those with less active involvement. Besides, from Table 4.18c, we find that the EM parents with regular school volunteering tended to have better knowledge of senior education level.

Parent involvement and knowledge is positively associated and the deeper the involvement the better the knowledge. Again, from the 4 tables shown below, differences tend to be found on items of knowledge concerning higher level of education.

Table 4.18a The EM Parents' Knowledge about HK Education System by Prevalence of Contact with School Teacher

	F	Level of Sig.
Kindergartens in Hong Kong operate on half-day basis and whole-day basis (N=187)	3.345	.011*
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=186)	3.238	.014*
Secondary schools are classified into 3 banding categories (N=187)	2.007	.095
Banding of a secondary school is all that matters in determining whether it is good (N=185)	1.834	.124
There are 8 universities in Hong Kong (N=185)	1.553	.189
Good English is the only language entry requirement for tertiary education (N=185)	.462	.763
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=186)	1.923	.108
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=185)	5.280	.000**
There is a change of education structure to 3-3-4 in 2009 (N=186)	2.871	.024*

(ANOVA: **p<0.01; *p<0.05)

Table 4.18b The EM Parents' Knowledge about HK Education system by Prevalence of Attending Parent-Teacher Meetings

	F	Level of Sig.
Kindergartens in Hong Kong operate on half-day basis and whole-day basis (N=185)*	2.591	.038*
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=184)	2.965	.021
Secondary schools are classified into 3 banding categories (N=185) *	2.603	.038*

Banding of a secondary school is all that matters in determining whether it is good (N=183)	1.239	.296
There are 8 universities in Hong Kong (N=183)	2.317	.059
Good English is the only language entry requirement for tertiary education (N=183)	.472	.756
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=184)	1.481	.210
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=183)	.167	.955
There is a change of education structure to 3-3-4 in 2009 (N=184)	.440	.779

(ANOVA: **p<0.01; *p<0.05)

Table 4.18c The EM Parents' Knowledge about HK Education System by Prevalence of Being Volunteer at School

	F	Level of Sig.
Kindergartens in Hong Kong operate on half-day basis and whole-day basis (N=187)**	1.191	.317
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=186)	2.471	.047*
Secondary schools are classified into 3 banding categories (N=187)	2.841	.026*
Banding of a secondary school is all that matters in determining whether it is good (N=185)	2.131	.079
There are 8 universities in Hong Kong (N=185)	5.374	.000**
Good English is the only language entry requirement for tertiary education (N=185)	.885	.474
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=186)	3.755	.006**
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=185)	5.589	.000**
There is a change of education structure to 3-3-4 in 2009 (N=186)	3.900	.005**

(ANOVA: **p<0.01; *p<0.05)

Table 4.18d The EM Parents' Knowledge about HK Education system by Prevalence of Attending School Information Session

	F	Level of Sig.
Kindergartens in Hong Kong operate on half-day basis and whole-day basis (N=185)*	1.499	.205
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=184)	.461	.764
Secondary schools are classified into 3 banding categories (N=185) *	1.449	.220
Banding of a secondary school is all that matters in determining whether it is good (N=183)	.235	.918
There are 8 universities in Hong Kong (N=183)	3.964	.004**
Good English is the only language entry requirement for tertiary education (N=183)	.671	.613
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=184)	4.204	.003**
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=183)	1.681	.156
There is a change of education structure to 3-3-4 in 2009 (N=184)	1.676	.158

(ANOVA: **p<0.01; *p<0.05)

4.5.3. Parent involvement at home

Findings on parent involvement in child education at home show again that the difference between the Chinese parents and the EM parents has to be re-interpreted. It is commonly regarded that the EM parents have less concern about the academic performance of their children than the Chinese parents in Hong Kong. Findings in our study have, to a certain extent, broken this myth. From Table 4.19a, 88.9% of the Chinese parents responded that they had offered homework help to their children. Although this is higher than the EM parents giving similar help, there can be many reasons behind. For example, in our sample, more of the EM parents worked as elementary occupations, which usually require employees to work longer. In other words, there may be factors which prevent them from offering help. If we compare the time spent by the EM and that by the Chinese parents who had helped, as shown in Table 4.19b, the care of the EM parents showed in their children's academic performance is no less than the Chinese parents. Their difference is not significant statistically. Among all the EM parents, 55% helped their children to do homework every single day, which is higher than that of the Chinese parents (42.1%).

Table 4.19a Help in Children’s Homework by Parent Group (N=369)**

	Chinese	EM
Yes	88.9% (160)	74.6% (141)
No	11.1% (20)	25.4% (48)
Total	100% (180)	100% (189)

(Chi-Square: **p<0.01; *p<0.05)

Table 4.19b Frequency of Help in Children’s Homework by Parent Group (N=320)

	Chinese	EM
once a week	15.2% (26)	13.4 % (20)
3 times a week	25.7% (44)	22.1% (33)
5 times a week	17% (29)	9.4% (14)
Every single day	42.1% (72)	55% (82)
Total	100% (171)	100% (149)

(Chi-Square: **p<0.01; *p<0.05)

Controlling for ethnicity, we could see how parent involvement at home and knowledge be associated. In the first place, it is generally expected that parents with active involvement in child education at home would be more knowledgeable or more well-informed about education-related issues. The findings support this claim. The EM parents who helped children in homework showed to have a higher level of comprehension of knowledge. Furthermore, it is interesting to find that there is a significant mean score difference among the EM parents of different levels of involvement, as shown in Table 4.19c. The difference in knowledge on post-secondary or tertiary education level is particularly big.

It is important to note that helping in homework is more than just showing parent’s care toward the academic performance of their children. Conceivably, through parent involvement in children’s homework, they would have a better understanding on the ability of their children during process. Practical involvement would also inevitably generate demand or desire for more information to suit the need of their children. Thus, stronger involvement at home in children’s education will affect their level of knowledge on education in Hong Kong.

Table 4.19c The EM Parents' Knowledge about HK Education System by Whether They Helped in Children Homework

	Without homework help mean score (A)	With homework help mean score (B)	(B) > (A) %
Kindergartens in Hong Kong operate on half-day basis and whole-day basis (N=18)	4.04	3.87	-4%
Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong (N=187) **	1.38	2.8	103%
Secondary schools are classified into 3 banding categories (N=188)**	0.81	1.79	121%
Banding of a secondary school is all that matters in determining whether it is good (N=186)**	1.08	1.98	83%
There are 8 universities in Hong Kong (N=186)**	0.38	1.78	368%
Good English is the only language entry requirement for tertiary education (N=186)	2.4	2.7	13%
Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education (N=187)**	0.08	2.21	2663%
The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education (N=186)**	0.42	1.59	279%
There is a change of education structure to 3-3-4 in 2009 (N=187)	1.02	1.3	27%

(T-test: **p<0.01; *p<0.05)

4.6 Awareness of Knowledge Deficit

Doubtless, there was a gap of knowledge between the EM parents and the Chinese parents in our sample. This gap is found to be associated with information accessibility, cultural competence, social network and parent involvement. What is worse, the EM parents in our sample were not aware of this relative deficit. They regarded themselves as having similar level of information inaccessibility or inadequacy as the Chinese parents. Table 4.20 shows that 48.1% of the EM parents said they had not experienced difficulties in getting school information, which is quite comparable to that of the Chinese parents (52%). While the proportion of the EM parents who claimed to have

no difficulties in getting school information is comparable to that of the Chinese parents, the mean scores for knowledge items of the former were lower than those of the latter, meaning that the former actually knew less than the former.

This finding seems to be suggesting that the EM parents in our sample were unaware of the extent of their knowledge inadequacy. This might further reproduce their disadvantaged position of lack of knowledge on education system.

Table 4.20 Experience of Difficulties in the Process of Getting School Information by Parent Group (N=364) **

	Chinese	EM
Yes	48% (85)	51.9% (97)
No	52% (92)	48.1% (90)
Total	100% (177)	100% (187)

(Chi-Square: **p<0.01; *p<0.05)

4.7 Attitude and Expectation

The findings show that the Chinese parents and the EM parents in our sample had different patterns of expectation; though, in general, both of them expected that their children could attain a level beyond secondary education. As shown in Table 4.21a, majority of the Chinese parents expected their children could attain college or university level while over 60% of the EM parents expected their children could attain “as far as possible”. This, however, should not be interpreted as that the EM parents did not have much expectation. We look at how the two groups of parents discussed their post-high school plan with their children and find that the EM parents in our sample showed to have more frequent discussion with their children about their plan than the Chinese parents did. Table 4.21b shows that 28% of the EM parents always discussed with their children about their post-high school plan. Only 3.8% of the Chinese parents said that they always did so. At the other end, 22% of the Chinese parents said that they seldom discussed the plan with children while only 9 % of the EM parents said they seldom did so. This result may require more extensive exploration in future research, but it may not suggest that the EM parents were less concerned or expected less about their children educational advancement. The fact that majority of the Chinese parents said they expected their children to attain tertiary level of education may simply be due to their social and cultural competence that allows them to have a more concrete target and articulation. In general, many of the EM parents may find it difficult to envision a concrete future path for their children, though they are keen to spend time to help children to prepare and plan for their future.

Table 4.21a Expected Children’s Education Attainment of the Respondents by Parent Group (N=362)**

	Chinese	EM
Lower secondary	0% (0)	0.5 % (1)
Upper secondary	2.2% (4)	4.9% (9)
Vocational Training	1.1% (2)	0.5% (1)
College/ University	63.9% (115)	31.9% (58)
As far as he/she can	32.8% (59)	62.1% (113)
Total	100% (180)	100% (182)

(Chi-Square: **p<0.01; *p<0.05)

Table 4.21b Frequency of Post-high School Plan Discussion with Children by Parent Group(N=371) **

	Chinese	EM
Always	3.8% (7)	28% (53)
Usually	19.8% (36)	12.7% (24)
Sometimes	48.4% (88)	39.7% (75)
Seldom	22% (40)	9% (17)
Never	6% (11)	10.6% (20)
Total	100% (182)	100% (189)

(Chi-Square: **p<0.01; *p<0.05)

5 Conclusions and Implications

Many older generation of ethnic minority people in Hong Kong have long been suffering from an environment with increasing social, economic and cultural barriers and disadvantages. They expect that their offspring can break the disadvantage cycle by acquiring good educational qualifications and lead their own lives in Hong Kong, only to find that their social mobility seems to be restricted by subtle yet systemic inequality of access to advancement chance. Figures from Census and Statistics Department have shown that there is an advancement gap between Chinese students and EM students. The findings presented above suggest that this advancement gap is created systemically in the social and cultural environment which is in favor of the former. Compared with children of Chinese families, in general, children of EM families are thus educated in a less favorable environment.

5.1 Concluding Observations

A few specific conclusions can be made:

- While there is a myth saying that the EM parents are less concerned with and participate less in their children's education than that of the Chinese parents, our findings have broken this myth. Both the Chinese parents and the EM parents have similar level of expectation. In some ways, the latter show more concern and has more involvement. The difference lies not at their level of concern or expectation, but their cultural knowledge that allows them to articulate their concern or expectation more accurately.
- Given similar level of concern and expectation, it is worrying to understand from the findings of this study that the EM parents know much less about basic knowledge of education system in Hong Kong in both explicit and tacit forms. In particular, they know much less about information on higher form or tertiary education. This is believed to significantly affect their ability to plan for their children's educational advancement with their children.
- Our study shows that the EM parents have lower Chinese proficiency, poorer social network (particularly with Chinese parents). Our study also shows that those EM parents with stronger Chinese proficiency and stronger social network seem to know better about the education system in Hong Kong. In other words, both language and social network are found in this study to be key aspects for the EM parents to acquire information and knowledge.
- The major obstacle that prevents the EM parents from getting effective and accurate access to information and knowledge is language. Language barrier affects their accumulation of cultural competence and formation of effective social networks. This further deprives their access to relevant information and knowledge to plan for their children's educational advancement. Knowledge gap is obvious, though both EM parents and Chinese parents are supposed to be exposed to the same set of information/knowledge, and given the same opportunity to take part in their children's education in school or at home. Access to information and

knowledge depends however not just on accessibility in the superficial sense of “availability” but more importantly in a deeper sense of intelligibility and comprehensibility. The EM parents may be “exposed” to many official information about education. Yet, those information may not be presented in a form that is intelligible to them. This produces and reproduces their knowledge deficit. The findings show that their knowledge about Hong Kong education system and school information is relatively inadequate when compared to the Chinese parents. As much as this knowledge gap produces unequal advancement chance, it intensifies racial inequality by continuously eroding the chance of upward mobility of the EM population. Without a thorough understanding of the education system as well as the tacit rules of the educational advancement “game”, the EM parents will not be able to formulate an appropriate studying plan and strategies to help their children as effective as the Chinese parents in Hong Kong do.

5.2 Implications to Policy and Service

To narrow the gap, we need to start thinking of questions like how knowledge is conveyed or information is communicated in culturally and socially comprehensible ways. Essentially, in the long run, it is a matter of how to enhance the cultural competence of EM parents so that they are more culturally resourceful to plan with their children for the latter’s educational advancement.

Acquisition of Chinese language is critical for the EM parents to close the knowledge gap. The findings show that language barrier is the single most critical factor that determines what and how much social and cultural resources they can obtain. As majority of them are less culturally resourceful to communicate effectively with information sources like school, government offices, NGOs, etc, they have many difficulties in understanding the current education system and the updated information which is critical for planning their children’s future.

In addition to their relatively low proficiency in Chinese, the lack of awareness of the relative importance of Chinese for advancement complicates the problem further. Our findings show that majority of the EM parents in our sample tended to over-estimate the importance of English for educational advancement. This expectation is incommensurable with the demand of the reality, where Chinese language is a pre-requisite for not just educational advancement but advancement in many aspects of life in Hong Kong. Many EM people in Hong Kong do experience the growing importance of Chinese in their everyday life. Why they would mis-conceive the relative importance of Chinese is a topic which may deserve more careful exploration in future research. One possible explanation is that after 1997, the language policy of Hong Kong has been quite confusing. On one hand, government officials stress every now and then that we have to continuously equip ourselves with a strong English language proficiency to be able to stand ourselves as an international city. On the other hand, the government advocates “mother-tongue” education in schools while

creating a system that privileged the schools using English as medium of instruction. For the EM parents, all these messages could not be more confusing.

Similarly, the idea and practice of “designated school” is also confusing for many EM parents. Many perceive that studying in designated school is equal to having better English training, hence chance for getting a place at the university. Underestimating or overestimating the advancement consequence of studying in designated school is equally distorting for the EM parents to plan together with their children.

To remedy this undesirable situation, two strategies are required. First and foremost, something needs to be done on the language policy. As remedial measure to those of the older generation who may find it difficult to learn Chinese, translation or interpretation service is essential for them to live in equal terms with the Chinese people in Hong Kong. To prevent their offspring from suffering the same sort of problems they are now experiencing, more efforts need to be made to help and encourage the younger generations of the EM in Hong Kong to strengthen their Chinese language competence or performance.

Parent involvement in children’s education in school and at home should be encouraged. Based on our findings, the Chinese parents appear to be more knowledgeable about the education system in Hong Kong. As a native Chinese, they are in an advantageous position, both socially and culturally, which helps them to be able to capture large amount of school information and understand relevant system change. Our findings show that knowledge and parent involvement are associated. It is believed that active participation and frequent communication with educational practitioners in school help parents to get constant update of education related information and a better understanding of the advancement path. On the other hand, parent involvement at home helps to have better internal assessment on the strength and weakness of their children and to identify knowledge gaps, pushing them to seek help from either schools or other external helping professions.

Socialization of parents is indispensable. The existence of knowledge gap between the Chinese parents and the EM parents in Hong Kong indirectly reflects that our society is far from socially inclusive. Our social environment is not favorable for the EM people and the Chinese people to interact and establish social networks. This is a deeper factor that influences the educational advancement of the EM children. In other words, promoting equal opportunity for educational advancement is not the sole responsibility of the bureau or department that deals with education directly. Nor would knowledge be solely transmitted via school system. Usually, tacit and effective knowledge for educational advancement is acquired in informal social networks among parents. How to facilitate inter-ethnic group interaction and communications, hence to establish social networks among them, is a challenge for both the government and the entire society.

6 Recommendations

Based on the conclusions and implications drawn from the findings of this study, we would like to make a few concrete policy and service recommendations in this part.

6.1 Set up Outreaching Teams for the Ethnic Minority

Set up Ethnic Minority (EM) Outreaching teams at EDB Regional Education Offices (for areas with high density of ethnic group should have more than one outreaching team). The EM Outreaching team will support EM parents and teachers in mainstream and designated schools. This pilot project will be reviewed after two years.

- a. To help EM parents understand Hong Kong education system, provide information in terms of parent talk, consultation, website, video, handbook and leaflet in EM languages. The team will provide talks on Primary One Admission System, Secondary School Places Allocation System in EM languages.
- b. To support EM parents in networking and building up social networks between local parents and EM parents. The team will organize mutual support group, facilitate EM parents to participate in school activities and integrate to the community.
- c. To induce the multicultural course in school subjects so as to broaden the students' horizons, learn to respect and accept the cultural difference. The subject would introduce the culture, religion and tradition of South Asia and South East Asia and organize visitation to mosque and ethnic minority service centres.
- d. To support teachers' training and programs on culture sensitivity, communication skills and habitual highlight, etc. The team will introduce the Chinese language examination and syllabus, eg. GCE, GCSE and the benchmarking test.
- e. To support EM parents with special education need (NCS students) by providing Education psychology and counseling services.

6.2 Increase the Number of EM Teaching Assistants

A regular post of EM teaching assistant is suggested to be added at non-designated school if it has more than 30 NCS students or 5% NCS students in the school (whichever is lesser) so as to support the EM students and bridge the communication between school and EM parents.

6.3 “Learning Chinese as Second Language for Ethnic Minority” Policy

Set up a standardized curriculum on learning Chinese as a second language with course materials and public examination which would be accredited by universities and employers.

Appendix 1

The Hong Kong Council of Social Service

Study on Parent Involvement for Children's Educational advancement

Interviewer Guideline

Notes to the interviewer

1. Parent is expected to complete ONE questionnaire and receive the allowance ONCE.
2. Random checking will be conducted by the survey organizer. Informants will be randomly called to check if they have ever been interviewed.
3. All questions in the questionnaire are expected to be answered. Allowance will only be given based on the number of completed questionnaires.
4. All interviews MUST be done in person. No telephone interview is accepted.

Characteristics of study

1. Parents with children studying in primary 4-6 are our target population.
2. There are 2 groups of Ethnic Minority parents in this study.
 - i. Ethnic Minority Parents come from local mainstream schools
 - ii. Ethnic Minority Parents come from schools designated by the government to admit ethnic minority students
3. Interviewees will be assigned or arranged through organizations.
4. The questionnaire is expected to finish in around 40-50 minutes.

Interviewing procedure

1. Call the interviewee to re-confirm the interview ONE day before the arranged time.
2. Bring along with:
 - i. Consent Form
 - ii. Questionnaire
 - iii. Pen
 - iv. Allowance of \$20/interviewee
 - v. Record sheet.
3. Introduce yourself:
 - i. organization
 - ii. name
4. Briefly introduce the purpose of this research to the interviewee.
5. Highlight the confidentiality of survey data.
6. Read the content of the Consent Form and re-confirm the interviewee's consent by asking him/her to sign the form.
7. Ask the questions one by one and mark down the answers on the questionnaires.
8. Check whether the questionnaire is completed one more time after going through all questions.
9. Give the interviewee \$20 for allowance and ask her/him to sign in the RECORD SHEET.

Some terms need to be further explained or defined:

Question	Term	Explanations
Q13.	After-school care service	service of providing day-care or evening-care
Q15 & Q17.	Schools designated by the government to admit ethnic minority students	some schools are designated by the government for more intake of ethnic minority students

Appendix 2a

The Hong Kong Council of Social Service

Study on Parent Involvement for Children’s Educational advancement

Interview record sheet

Research topic: Study on Parent Involvement for Children’s Educational advancement

Data collection period: October 2009- mid-November 2009

Name of Organization: _____

Interviewer name: _____ (contact number: _____)

Name of Interviewee	Interview Date	Interview Time	Allowance	Interviewee Signature
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	
			\$20	

Total: _____

Appendix 2b
The Hong Kong Council of Social Service
Study on Parent Involvement for Children's Educational advancement
Consent Form

I, _____, understand the purpose of the captioned study and hereby declare that I am willing to participate in this study and will help to answer all questions based on what I think and know. I understand that my personal data will be kept confidential by The Hong Kong Council of Social Service, and I give permission to The Hong Kong Council of Social Service to use the data ONLY for the purpose of aggregate statistical analysis.

Signature: _____

Date: _____

Appendix 3

香港社會服務聯會 家長在子女升學事宜上的參與調查研究 取樣指引

1. 目標樣本：參與社區中心活動或接受服務的、育有小四至小六子女的本地中國籍家長（「本地」者，以持有香港身份証者為準，不論是否已成為永久居民）
2. 目標樣本數目：25 名上述目標家長（必須來自不同的住戶）
3. 取樣步驟如下：
 - (i) 方便隨機取樣
 - (ii) 取樣以多元為指導原則，盡可能在中心的不同服務小隊／單位內取不同的樣本，請不要集中在同一個小隊／單位內抽取所有樣本。
 - (iii) 請向每一名願意參與的家長派發一份問卷（連同意書及信封），並請指示家長填寫同意書及問卷。
 - (iv) 每派發一份問卷後，請於「問卷收發記錄表」上，登記該家長之姓名，並記錄派發日期。
 - (v) 最好能請家長即時填寫問卷，然後即時交回問卷。填寫問卷所需時間，約 45 分鐘。
 - (vi) 如家長未能即時留下來填寫問卷，亦可帶回家填寫。
 - (vii) 如家長選擇帶問卷回家填寫，請著他們於一星期內交回中心負責之職員。
 - (viii) 請指示家長，在填妥的問卷後，放入附上的信封，並隨即封口，然後才交回中心負責之職員。
 - (ix) 請中心負責之職員把收回的問卷（已入信封內），於「問卷收發記錄表」上，記錄收回問卷之日期，然後放入大信封內收集。本會將於 11 月中下旬到中心取回所有問卷。「問卷收發記錄表」涉及個人資料，故無須交回社聯。
4. 時間表（按具體情況調整）

10 月 19 – 23 日	:	社聯分發問卷到各社區中心
10 月 27 日 – 11 月 6 日	:	社區中心取樣及派發問卷予家長
11 月 9 – 13 日	:	社區中心收回已填妥之問卷
11 月 27 或以前	:	社聯到社區中心收回所有問卷

Appendix 4a
The Hong Kong Council of Social Service
Study on Parent Involvement for Children's Educational advancement
Questionnaire

Dear Parents,

We are conducting a study to understand how different groups of parents in Hong Kong involve in their child education for future educational advancement. We may also conduct some comparison among different groups of parents. We would like to invite you to fill out this questionnaire. By doing so, you may help us identify the specific needs of parents like you for their children's educational advancement and make the findings reach the policy-makers or service-providers. Your personal information will be kept confidential and will only be used for aggregate statistical analysis.

The questions below are meant to find out your current situation and your opinions. There is no right or wrong answer to any of the questions. Thank you very much for your generous support and cooperation.

Part I. About your children

1. How many children do you have and how old are they?

I have: _____ **sons**, ____years old, ____years old, ____years old, and
____years old.

AND

I have: _____ **daughters**, ____years old, ____years old, ____years old, and
____years old.

2. How many children of you are studying in P.4 – P.6? _____ (number)
3. Who, among all studying in P.4-P.6, is the eldest?

The actual name of this eldest child is not needed. This questionnaire concerns how you involve in this child's education. Please refer to this specific child when you answer the questions concerned in the sections below.

4. What is the gender of this child?

1. Male
 2. Female

Part II. Factors governing information accessibility

5. How many of your friends are Hong Kong Chinese people? Number: _____
6. Who is the usual **final decision maker** for your child's educational advancement?
1. I myself
 2. My spouse
 3. Other senior family members
 4. My child
7. Who is the usual/main **school information finder** for your child's educational advancement?
1. I myself
 2. My spouse
 3. Other senior family members
 4. My child

8. Where do you usually get the information for your child's school advancement?
(Can choose more than 1)

- 1. School
- 2. Government office
- 3. Social Service Center
- 4. Internet
- 5. Personal network (friends, relatives)
- 6. Religious groups/networks
- 7. Other community networks (e.g. ethnic organization)
- 8. Other, please specify _____

9. Usual information source:

a. Usual information source (Can choose more than 1 item)	b. Are they of your ethnic origin?
<input type="checkbox"/> 1. Relatives	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them
<input type="checkbox"/> 2. Friends	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them
<input type="checkbox"/> 3. School teachers	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them
<input type="checkbox"/> 4. Neighbors	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them
<input type="checkbox"/> 5. Parents of child's friends/classmates	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them
<input type="checkbox"/> 6. Social workers	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them
<input type="checkbox"/> 7. religious leaders	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them
<input type="checkbox"/> 8. Other relatives, please specify: _____	<input type="checkbox"/> 1. All of them <input type="checkbox"/> 2. Most of them <input type="checkbox"/> 3. A few of them <input type="checkbox"/> 4. None of them

10. What prevent you from accessing information of your child's educational advancement from other sources than what you mentioned in Q9?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. My work schedule prevents me from visiting/talking with them	5	4	3	2	1	<input type="checkbox"/>
b. Proximity (Too remote from me)	5	4	3	2	1	<input type="checkbox"/>
c. Language barrier	5	4	3	2	1	<input type="checkbox"/>
d. Hesitate to meet with strangers	5	4	3	2	1	<input type="checkbox"/>
e. Avoid meeting with people of opposite sex	5	4	3	2	1	<input type="checkbox"/>
f. Not fully informed of these other sources	5	4	3	2	1	<input type="checkbox"/>
g. I deem those information sources not relevant	5	4	3	2	1	<input type="checkbox"/>
h. Others, please specify: (_____)	5	4	3	2	1	<input type="checkbox"/>

11. Does your child receive after-school tutorial service?

a. Does your child receive?	b. Who Provides	c. How much do you pay?
<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q12)	<input type="checkbox"/> 1. School <input type="checkbox"/> 2. NGO <input type="checkbox"/> 3. Government <input type="checkbox"/> 4. Private tutorial school <input type="checkbox"/> 5. Private teacher	\$ _____ dollars/ month (Go to Q13)

12. Reasons for not receiving after-school tutorial?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. My work schedule prevents me from bringing them for the service	5	4	3	2	1	<input type="checkbox"/>
b. Short of Money	5	4	3	2	1	<input type="checkbox"/>
c. Language barrier	5	4	3	2	1	<input type="checkbox"/>
d. Not fully informed of the existence of tutorial	5	4	3	2	1	<input type="checkbox"/>
e. Time clash with social or religious events	5	4	3	2	1	<input type="checkbox"/>
f. Time clash with family duties	5	4	3	2	1	<input type="checkbox"/>
g. I deem it unnecessary	5	4	3	2	1	<input type="checkbox"/>
h. Others, please specify: (_____)	5	4	3	2	1	<input type="checkbox"/>

13. Does your child receive after-school care service?

a. Does your child receive?	b. Who Provides	c. How much do you pay?
<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q14)	<input type="checkbox"/> 1. NGO <input type="checkbox"/> 2. Government <input type="checkbox"/> 3. Privately-owned institutions <input type="checkbox"/> 4. Private baby-sitter	\$ _____ dollars/ month (Go to Q15)

14. Reasons for not receiving after-school care service?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. My work schedule prevents me from bringing them for the service	5	4	3	2	1	<input type="checkbox"/>
b. Short of money	5	4	3	2	1	<input type="checkbox"/>
c. Language barrier	5	4	3	2	1	<input type="checkbox"/>
d. Not fully informed of the existence of care service	5	4	3	2	1	<input type="checkbox"/>
e. Time clash with social or religious events	5	4	3	2	1	<input type="checkbox"/>
f. Time clash with family duties	5	4	3	2	1	<input type="checkbox"/>
g. I deem it unnecessary	5	4	3	2	1	<input type="checkbox"/>
h. Others, please specify: (_____)	5	4	3	2	1	<input type="checkbox"/>

15. How well do you know about the education system in Hong Kong?

	5. well known	4	3	2	1. Don't know
a. Kindergarten/pre-primary education	5	4	3	2	1
b. Primary School Education	5	4	3	2	1
c. Secondary School Education	5	4	3	2	1
d. Tertiary Education	5	4	3	2	1
e. That there are some schools designated by the government to admit ethnic minority students	5	4	3	2	1

16. How do you agree with the following statements?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. Kindergartens in Hong Kong operate on half-day basis and whole-day basis.	5	4	3	2	1	<input type="checkbox"/>
b. Direct Subsidy Scheme (DSS), Government and Aided primary school are the major primary school type in Hong Kong	5	4	3	2	1	<input type="checkbox"/>
c. Secondary schools are classified into 3 banding categories	5	4	3	2	1	<input type="checkbox"/>
d. Banding of a secondary school is all that matters in determining whether it is good	5	4	3	2	1	<input type="checkbox"/>
e. Chinese language proficiency will not significantly affect the opportunity of your child to get a place at the university as long as s/her performs well in English language	5	4	3	2	1	<input type="checkbox"/>

17. What do you think are the possible consequences for educational advancement of an ethnic minority child studying in an English school which is designated by the government to admit ethnic minority students?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. S/he can have a better English training	5	4	3	2	1	<input type="checkbox"/>
b. S/he stands a better chance for tertiary education	5	4	3	2	1	<input type="checkbox"/>

18. How well do you know about the following?

	5. well known	4	3	2	1. Don't know
a. Reputation of different primary schools nearby	5	4	3	2	1
b. Reputation of different secondary schools nearby	5	4	3	2	1
c. Reputation of different universities in Hong Kong	5	4	3	2	1
d. Options for local educational advancement for your child after lower secondary education	5	4	3	2	1
e. Options for local educational advancement for your child after upper secondary education	5	4	3	2	1

19. How do you agree with the following statements?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. There are 8 universities in Hong Kong	5	4	3	2	1	<input type="checkbox"/>
b. Good English is the only language entry requirement for tertiary education	5	4	3	2	1	<input type="checkbox"/>
c. Vocational Training Center (VTC) and pre-associate degree of community college are common options for local educational advancement after lower secondary education	5	4	3	2	1	<input type="checkbox"/>
d. The Hong Kong Academy for Performing Arts, community college, Hong Kong Institute of Education, etc are common options after upper secondary education	5	4	3	2	1	<input type="checkbox"/>
e. There is a change of education structure to 3-3-4 in 2009	5	4	3	2	1	<input type="checkbox"/>

20. Do you experience any difficulties in the process of getting school information for your child's educational advancement when you approach an information source?

1. Yes
 2. No (Please go to Q22)

21. What are the usual difficulties do you have in the process of getting school information for your child's educational advancement?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. Language barrier	5	4	3	2	1	<input type="checkbox"/>
b. Uninformed about the procedure of getting information	5	4	3	2	1	<input type="checkbox"/>
c. Unfamiliar with the school options	5	4	3	2	1	<input type="checkbox"/>
d. Unfamiliar with the educational structure in Hong Kong	5	4	3	2	1	<input type="checkbox"/>
e. Lack of guidance in locating useful information	5	4	3	2	1	<input type="checkbox"/>
f. Others (Please state: _____)	5	4	3	2	1	<input type="checkbox"/>

Part III. Parent involvement in school

22. How often do you do the following?

	5. always	4	3	2	1. Never	0. Don't know
a. Maintain regular contact with your child's teacher	5	4	3	2	1	<input type="checkbox"/>
b. Go to your child's school for parent- teacher conferences/meetings	5	4	3	2	1	<input type="checkbox"/>
c. Volunteer at your child's school or in the classroom	5	4	3	2	1	<input type="checkbox"/>
d. Go to the school when parents are invited to fun/social events	5	4	3	2	1	<input type="checkbox"/>
e. Contact your child's teacher or social worker about your child's school progress or behavior	5	4	3	2	1	<input type="checkbox"/>
f. Go to the school for information sessions, such as workshops, special programs or homework help	5	4	3	2	1	<input type="checkbox"/>

23. How did the following factors prevent you from doing any of the above activities mentioned in Q22?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. My work schedule	5	4	3	2	1	<input type="checkbox"/>
b. Short of money	5	4	3	2	1	<input type="checkbox"/>
c. Language barrier	5	4	3	2	1	<input type="checkbox"/>
d. Hesitate to meet with strangers	5	4	3	2	1	<input type="checkbox"/>
e. Avoid meeting with people of opposite sex	5	4	3	2	1	<input type="checkbox"/>
f. Not fully informed of those activities	5	4	3	2	1	<input type="checkbox"/>
g. Time clash with social or religious events	5	4	3	2	1	<input type="checkbox"/>
h. Time clash with family duties	5	4	3	2	1	<input type="checkbox"/>
i. I deem it unnecessary	5	4	3	2	1	<input type="checkbox"/>
j. Others, please specify: _____ (_____)	5	4	3	2	1	<input type="checkbox"/>

Part IV. Parent involvement at home

24. Has your child ever changed from one primary school to another?

- 1. Yes
- 2. No (please go to Q26)

25. What is the main reason for school change?

- 1. Academic performance
- 2. Religion
- 3. Language
- 4. Gender
- 5. School reputation
- 6. Others, please specify: _____

26. Do you help your child in homework?

- 1. Yes (go to Q28)
- 2. No

27. Reasons for not helping?

	5. Strongly agree	4	3	2	1. Strongly disagree	0. Don't know
a. My work schedule prevents me from spending time with them	5	4	3	2	1	<input type="checkbox"/>
b. I have already sent them to tutorial service	5	4	3	2	1	<input type="checkbox"/>
c. Lack of appropriate intellectual skills and knowledge	5	4	3	2	1	<input type="checkbox"/>
d. Time clash with family duties	5	4	3	2	1	<input type="checkbox"/>
e. I deem it unnecessary	5	4	3	2	1	<input type="checkbox"/>
f. Others, please specify: (_____)	5	4	3	2	1	<input type="checkbox"/>

28. How much time do you spend to help your child in doing homework?

- 1. once a week
- 2. 3 times a week
- 3. 5 times a week
- 4. Every single day

Part V. Parent educational expectations

29. How far do you expect your child to go in education?

- 1. Lower secondary
- 2. Upper secondary
- 3. Vocational Training
- 4. College/ University
- 5. As far as he/she can

30. How often do you discuss the post-high school plan with your child?

- 1. Always
- 2. Usually
- 3. Sometimes
- 4. Seldom
- 5. Never

31. What is your attitude toward your child's educational advancement?

- 1. I have no preference
- 2. I leave it to religious leader's advice
- 3. I respect his/her will
- 4. I will push him/her to attain as high as possible
- 5. Others, please specify: _____

32. .What is your attitude toward your child future career?

- 1. I have no preference
- 2. I respect his/her preference
- 3. To be a religious scholar
- 4. To be a good housewife
- 5. I will push him/her to attain as high as possible
- 6. Others, please specify: _____

33. What are the factors that determine your choice of school for your child?

(Can choose more than 1)

- 1. Religion
- 2. Language
- 3. Gender
- 4. School reputation
- 5. Career advancement
- 6. Others, please specify: _____

34. When did you start to prepare for your child's promotion to secondary school?

- 1. Since kindergarten
- 2. Since primary 1
- 3. Since primary 4
- 4. Just start
- 5. Never prepare

Part VI. Personal particulars:

35. How old are you?

_____years old

36. What is your sex?

- 1. Male
- 2. Female

37. What is your marital status?
- 1. Never married
 - 2. Married
 - 3. Cohabitated
 - 4. Separated/ divorced
 - 5. Widowed
38. What is your ethnic origin?
- 1. Chinese
 - 2. Filipino
 - 3. Indian
 - 4. Nepalese
 - 5. Pakistani
 - 6. Others, please specify _____
39. What is your religion?
- 1. Christianity (including Catholic)
 - 2. Buddhism
 - 3. Taoism
 - 4. Islam
 - 5. Hinduism
 - 6. Sikhism
 - 7. Others, please specify _____
 - 8. No religion
40. Were you born in Hong Kong?
- 1. Yes
 - 2. No
41. How long have you been living in Hong Kong?
(if you have not been living in Hong Kong since birth or have left Hong Kong for years since birth or arrival, please count the total number of years you have lived in Hong Kong.)
_____years
42. Which type of housing are you living in?
- 1. Public rental housing (rental government housing)
 - 2. Home ownership scheme flat (ownership of government housing)
 - 3. Private rental housing (occupying whole flat)
 - 4. Private rental housing (sharing bathroom/ kitchen)
 - 5. Private housing (ownership or on mortgage)
 - 6. Wooden/ rooftop squatter, temporary housing
 - 7. Others, please specify _____
43. What is your education attainment?
- 1. No schooling/ kindergarten
 - 2. Primary
 - 3. Secondary
 - 4. University/Post-secondary/ college
 - 5. Postgraduate or above

44. Where did you obtain your highest education qualification?

Country: _____

45. What is the education attainment of your spouse?

- 1. No schooling/ kindergarten
- 2. Primary
- 3. Secondary
- 4. University/Post-secondary/ college
- 5. Postgraduate or above

46. Your family include the following members:

(Only family members who are living in HK)

Family members (You can select more than 1 item)	a. Any ONE living with you?	b. Any ONE living near you?
<input type="checkbox"/> 1. Parents	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
<input type="checkbox"/> 2. In-law parents	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
<input type="checkbox"/> 3. Spouse/partner	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
<input type="checkbox"/> 4. Children	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
<input type="checkbox"/> 5. Siblings	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
<input type="checkbox"/> 6. Other relatives, please specify: _____	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

47. What do you think of your proficiency in Chinese?

	1. Very good	2. Good	3. Fair	4. Poor	5. Don't know at all
a. Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. What do you think of your proficiency in English?

	1. Very good	2. Good	3. Fair	4. Poor	5. Don't know at all
a. Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. How many of your household member currently works for pay?

Number: _____

50. What is the occupation of the main income earner in your household?
- 1. Managers and Administrators (e.g., school principal, managerial staff)
 - 2. Professionals and associate professionals (e.g., accountant, engineer)
 - 3. Clerks
 - 4. Service workers and shop sales workers (e.g., restaurant receptionist)
 - 5. Craft and related workers (e.g., tailor, gardener, cook)
 - 6. Plant and machine operators and assemblers (e.g., driver, electrician, woodworker)
 - 7. Elementary occupations/unskilled workers (e.g., cleaner, security guard)
 - 8. Others, please specify _____

51. How would you describe the financial situation of your household?
- 1. Affluent
 - 2. Above average
 - 3. Average
 - 4. Below average
 - 5. Deprived

52. What is your monthly household income?
- 1. \$0-\$4999
 - 2. \$5000-\$9999
 - 3. \$10000-\$14999
 - 4. \$15000-\$19999
 - 5. \$20000-\$24999
 - 6. \$25000-\$29999
 - 7. \$30000 or above

53. What is the name of the school which your child (mentioned in Q3 above) is studying?

54. Does s/he need to take any means of transportation when s/he goes to school?
- 1. Yes
 - 2. No

We are going to conduct more in-depth interviews. Do you want to share more with us about your involvement for educational advancement for your child?

- YES. please contact _____(name) at _____(phone)
- NO

-THANK YOU-
The End

Appendix 4b

香港社會服務聯會 家長在子女升學事宜上的參與調查研究 問卷調查

你好!

香港社會服務聯會現正進行一項研究，旨在了解不同社群的家長在子女升學事宜的參與。當中我們或會把不同家長組群作比較。我們希望你能填寫這份問卷，協助我們了解你們在協助子女升學方面的參與情況及需要。研究結果將有助有關團體及人士向有關當局作相關政策和服務的建議。研究涉及的個人資料絕對保密，所得資料只用作統計分析用途。

以下的問題目的旨在了解你的現況和個人意見，答案並沒有對或錯。感謝你的支持和參與！

第一部份：有關子女的背景資料

1. 請問你有多少個子女？他們的年紀分別有多大？
我有_____ 兒子，分別是 _____歲， _____歲， _____歲和_____歲。
以及
我有_____ 女兒，分別是 _____歲， _____歲， _____歲和_____歲。
2. 他們當中，多少個現正就讀小四至小六？ _____(個)_____
3. 現正就讀小四至小六的子女當中，那一位年紀是最大？

注意：我們不需要你這一位子女的姓名資料，但希望你作答以下所有關子女的問題時，就這名子女狀況，選擇適當的答案。

4. 這一位子女的性別是？
 1. 男
 2. 女

第二部份：影響資料/ 資訊獲得的因素

5. 你有多少個華裔的香港朋友？
數目：_____
6. 就該名子女升學事宜，通常是哪一位家庭成員作**最後**決定？
 1. 我本人
 2. 我的配偶／伴侶
 3. 家庭中的其他長輩
 4. 該子女本人
7. 就該名子女升學事宜，通常是哪一位家庭成員負責**搜集**所需資料？
 1. 我本人
 2. 我的配偶／伴侶
 3. 家庭中的其他長輩
 4. 該子女本人

8. 你通常從哪裡取得有關該名子女升學的資訊?(可選多項)
- 1. 學校
 - 2. 相關政府部門
 - 3. 社會服務中心
 - 4. 互聯網
 - 5. 個人網絡 (朋友、親戚)
 - 6. 宗教團體/ 網絡
 - 7. 其他社區網絡 (例如: 少數族裔組織、同鄉會)
 - 8. 其他, 請註明_____

9. 你的資訊來源包括下列哪些:

a. 資訊來源(可選多項)	b. 他們和我是同一種族?
<input type="checkbox"/> 1. 親戚	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有
<input type="checkbox"/> 2. 朋友	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有
<input type="checkbox"/> 3. 學校老師	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有
<input type="checkbox"/> 4. 鄰居	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有
<input type="checkbox"/> 5. 子女朋友或同學的家長	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有
<input type="checkbox"/> 6. 社工	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有
<input type="checkbox"/> 7. 宗教領袖	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有
<input type="checkbox"/> 8. 其他, 請註明 _____	<input type="checkbox"/> 1. 全部 <input type="checkbox"/> 2. 大部份 <input type="checkbox"/> 3. 少部份 <input type="checkbox"/> 4. 沒有

10. 在 9 題中有些資訊來源是你較少接觸的，為什麼呢？

	5. 非常同意	4	3	2	1. 非常不同意	0. 不知道
i. 我的工作時間令我不能接觸他們	5	4	3	2	1	<input type="checkbox"/>
j. 地點與我距離太遠	5	4	3	2	1	<input type="checkbox"/>
k. 語言問題	5	4	3	2	1	<input type="checkbox"/>
l. 怕見陌生人	5	4	3	2	1	<input type="checkbox"/>
m. 避免接觸異性	5	4	3	2	1	<input type="checkbox"/>
n. 不知道有這些途徑	5	4	3	2	1	<input type="checkbox"/>
o. 我覺得這些渠道不相關	5	4	3	2	1	<input type="checkbox"/>
p. 其他，請註明： (_____)	5	4	3	2	1	<input type="checkbox"/>

11. 該名子女有沒有接受課餘補習班服務？

a. 有否接受服務？	b. 由誰提供	c. 費用多少？
<input type="checkbox"/> 1. 有	<input type="checkbox"/> 1. 學校	每月\$ _____ (請往 13 題)
<input type="checkbox"/> 2. 沒有(請往 12 題)	<input type="checkbox"/> 2. 非政府機構	
	<input type="checkbox"/> 3. 政府	
	<input type="checkbox"/> 4. 私人補習學校	
	<input type="checkbox"/> 5. 私人上門補習	

12. 沒有接受課餘補習班的原因？

	5. 非常同意	4	3	2	1. 非常不同意	0. 不知道
i. 我的工作時間不容許我接送他/她往這服務	5	4	3	2	1	<input type="checkbox"/>
j. 金錢不足	5	4	3	2	1	<input type="checkbox"/>
k. 語言問題	5	4	3	2	1	<input type="checkbox"/>
l. 不知道有這些補習班	5	4	3	2	1	<input type="checkbox"/>
m. 服務時間與宗教或社交時間有衝突	5	4	3	2	1	<input type="checkbox"/>
n. 服務時間與其他家務責任有衝突	5	4	3	2	1	<input type="checkbox"/>
o. 我覺得不需要	5	4	3	2	1	<input type="checkbox"/>
p. 其他，請註明： (_____)	5	4	3	2	1	<input type="checkbox"/>

13. 該名子女有沒有接受課餘補習班/ 課餘託管(托兒)服務？

a. 有否接受服務？	b. 由誰提供	c. 費用多少？
<input type="checkbox"/> 1. 有	<input type="checkbox"/> 1. 非政府機構	每月\$ _____ (請往 15 題)
<input type="checkbox"/> 2. 沒有(請往 14 題)	<input type="checkbox"/> 3. 政府	
	<input type="checkbox"/> 4. 私人機構	
	<input type="checkbox"/> 5. 私人保姆	

14. 沒有接受課餘託管(托兒)服務的原因?

	5. 非常 同意	4	3	2	1. 非常 不同意	0. 不 知道
a. 我的工作時間不容許我接送他/她往這服務	5	4	3	2	1	<input type="checkbox"/>
b. 金錢不足	5	4	3	2	1	<input type="checkbox"/>
c. 語言問題	5	4	3	2	1	<input type="checkbox"/>
d. 不知道有這些課餘託管(托兒)服務	5	4	3	2	1	<input type="checkbox"/>
e. 服務時間與宗教或社交時間有衝突	5	4	3	2	1	<input type="checkbox"/>
f. 服務時間與其他家務責任有衝突	5	4	3	2	1	<input type="checkbox"/>
g. 我覺得不需要	5	4	3	2	1	<input type="checkbox"/>
h. 其他，請註明： ()	5	4	3	2	1	<input type="checkbox"/>

15. 你對香港的教育制度有多認識?

	5. 非常 認識	4	3	2	1. 完全 不認識
f. 幼稚園/ 學前教育	5	4	3	2	1
g. 小學	5	4	3	2	1
h. 中學	5	4	3	2	1
i. 高等教育	5	4	3	2	1
j. 有些學校是取錄南亞少數族裔學生的官方指定學校	5	4	3	2	1

16. 你對以下說話有多同意?

	5. 非常 同意	4	3	2	1. 非常 不同意	0. 不 知道
f. 香港的幼稚園分半日和全日制	5	4	3	2	1	<input type="checkbox"/>
g. 香港的小學主要分為直接資助小學和官立及津貼小學兩種	5	4	3	2	1	<input type="checkbox"/>
h. 香港的中學主要分三個等級	5	4	3	2	1	<input type="checkbox"/>
i. 一間中學的優劣，主要看它是屬哪一個等級	5	4	3	2	1	<input type="checkbox"/>
j. 只要英文成績好，即使中文成績差，也不會影響入讀大學的機會	5	4	3	2	1	<input type="checkbox"/>

17. 你認為就讀於一間取錄南亞少數族裔學生的官方指定學校，會對學生的升學有何影響?

	5. 非常 同意	4	3	2	1. 非常 不同意	0. 不 知道
c. 他/ 她會有更好的英文訓練	5	4	3	2	1	<input type="checkbox"/>
d. 他/ 她會有更大的機會入讀大學	5	4	3	2	1	<input type="checkbox"/>

18. 你對下列各項有多認識?

	5. 非常 認識	4	3	2	1. 完全 不認識
f. 你居所附近小學的校譽	5	4	3	2	1
g. 你居所附近中學的校譽	5	4	3	2	1
h. 香港各間大學的校譽	5	4	3	2	1
i. 子女初中畢業後的升學選擇	5	4	3	2	1
j. 子女高中畢業後的升學選擇	5	4	3	2	1

19. 你對以下說話有多同意?

	5. 非常 同意	4	3	2	1. 非常 不同意	0. 不 知道
f. 香港現時有 8 間大學	5	4	3	2	1	<input type="checkbox"/>
g. 良好的英文成績是入讀大學的唯一語言要求	5	4	3	2	1	<input type="checkbox"/>
h. 職業訓練局和社區學院的副學士先收課程是初中畢業學生普遍的升學選擇	5	4	3	2	1	<input type="checkbox"/>
i. 香港演藝學院、社區學院、教育學院等是高中畢業學生普遍的升學選擇	5	4	3	2	1	<input type="checkbox"/>
j. 2009 年香港會推行 3-3-4 學制	5	4	3	2	1	<input type="checkbox"/>

20. 你有沒有在成功接觸到某些資料提供者後，卻在獲取資料的過程中遇到困難?

1. 有
 2. 沒有 (請往第 22 題)

21. 在尋找資料的過程中遇到哪些困難?

	5. 非常 同意	4	3	2	1. 非常 不同意	0. 不 知道
g. 語言問題	5	4	3	2	1	<input type="checkbox"/>
h. 對尋找相關資料的程序不認識	5	4	3	2	1	<input type="checkbox"/>
i. 對學校選擇缺乏認識	5	4	3	2	1	<input type="checkbox"/>
j. 對香港教育制度缺乏認識	5	4	3	2	1	<input type="checkbox"/>
k. 缺乏資料搜尋的指導	5	4	3	2	1	<input type="checkbox"/>
l. 其他，請註明: _____)	5	4	3	2	1	<input type="checkbox"/>

第三部份：家長於學校的參與

22. 你有幾經常參與以下活動?

	5. 經常	4	3	2	1. 從不	0. 不知道
g. 與子女的老師保持定期聯絡	5	4	3	2	1	<input type="checkbox"/>
h. 參加家長教師會議	5	4	3	2	1	<input type="checkbox"/>
i. 在子女的學校做義工	5	4	3	2	1	<input type="checkbox"/>
j. 應邀參加學校舉辦的社交活動	5	4	3	2	1	<input type="checkbox"/>
k. 與老師和社工接觸，了解子女在校的行為或學習進度	5	4	3	2	1	<input type="checkbox"/>
l. 參加學校舉辦的資訊性活動，例如：工作坊、特別節目或功課輔導	5	4	3	2	1	<input type="checkbox"/>

23. 以下哪些因素影響你參與第 22 題的學校活動?

	5. 非常 同意	4	3	2	1. 非常 不同意	0. 不 知道
k. 我的工作時間	5	4	3	2	1	<input type="checkbox"/>
l. 金錢不足	5	4	3	2	1	<input type="checkbox"/>
m. 語言障礙	5	4	3	2	1	<input type="checkbox"/>
n. 怕與陌生人接觸	5	4	3	2	1	<input type="checkbox"/>
o. 避免與異性接觸	5	4	3	2	1	<input type="checkbox"/>
p. 不知道有這些活動	5	4	3	2	1	<input type="checkbox"/>
q. 學校活動時間與其他社交或宗教活動有衝突	5	4	3	2	1	<input type="checkbox"/>
r. 服務時間與其他家務責任有衝突	5	4	3	2	1	<input type="checkbox"/>
s. 我覺得沒有需要	5	4	3	2	1	<input type="checkbox"/>
t. 其他，請註明： _____)	5	4	3	2	1	<input type="checkbox"/>

第四部份：家長於家中的參與

24. 在小學階段，該名子女有沒有轉過學校?

1. 有
 2. 沒有 (請往第 26 題)

25. 轉校的主要原因是?

1. 成績
 2. 宗教
 3. 語言
 4. 性別
 5. 校譽
 6. 其他，請註明：_____

26. 你有沒有從旁協助該名子女做功課?

1. 有 (請往第 28 題)
 2. 沒有

27. 為什麼你沒有提供協助?

	5. 非常 同意	4	3	2	1. 非常 不同意	0. 不 知道
g. 我的工作時間令我沒有時間協助	5	4	3	2	1	<input type="checkbox"/>
h. 我已經安排了他/她接受補習服務	5	4	3	2	1	<input type="checkbox"/>
i. 我缺乏相關的知識去教導他/她	5	4	3	2	1	<input type="checkbox"/>
j. 服務時間與其他家務責任有衝突	5	4	3	2	1	<input type="checkbox"/>
k. 我覺得沒有需要	5	4	3	2	1	<input type="checkbox"/>
l. 其他，請註明： _____)	5	4	3	2	1	<input type="checkbox"/>

28. 你平均花上多少時間幫助該名子女做功課?

- 1. 一星期一次
- 2. 一星期三次
- 3. 一星期五次
- 4. 每天

第五部份：家長對子女升學的期望

29. 你期望該名子女能達到什麼教育程度?

- 1. 初中
- 2. 高中
- 3. 職業訓練
- 4. 專上學院/ 大學
- 5. 他/ 她的能力所及

30. 你有幾經常和該名子女討論高中後的升學計劃?

- 1. 時刻
- 2. 經常
- 3. 間中
- 4. 甚少
- 5. 從不

31. 你對該名子女的升學有何取態?

- 1. 我沒有特別的喜好
- 2. 我會聽任宗教領袖的意見
- 3. 我尊重孩子的意願
- 4. 我會鞭策孩子盡量向更高邁進
- 5. 其他，請註明：_____

32. 你對該名子女的未來事業前途有何取態?
- 1. 我沒有特別的喜好
 - 2. 我尊重孩子的意願
 - 3. 成為宗教學者
 - 4. 成為一個賢妻良母
 - 5. 我會鞭策孩子盡量向更高邁進
 - 6. 其他，請註明：_____
33. 有什麼因素影響你為該名子女選擇學校?
(可選多項)
- 1. 宗教
 - 2. 語言
 - 3. 性別
 - 4. 校譽
 - 5. 未來事業前途
 - 6. 其他，請註明：_____
34. 請問你從何時開始為該名子女作升中的準備?
- 1. 自幼稚園開始
 - 2. 自小一開始
 - 3. 自小四開始
 - 4. 剛剛開始
 - 5. 從未作準備

第六部份：個人背景資料

35. 請問你年齡是：_____歲
36. 你的性別?
- 1. 男
 - 2. 女
37. 你的婚姻狀況?
- 1. 從未結婚
 - 2. 已婚
 - 3. 同居
 - 4. 分居/離婚
 - 5. 鰥寡
38. 你的種族?
- 1. 中國
 - 2. 菲律賓
 - 3. 印度
 - 4. 尼泊爾
 - 5. 巴基斯坦
 - 6. 其他，請註明 _____

39. 你的宗教?

- 1. 基督教 (包括: 天主教)
- 2. 佛教
- 3. 道教
- 4. 伊斯蘭教
- 5. 印度教
- 6. 錫克教
- 7. 其他, 請註明_____
- 8. 沒有宗教

40. 你是否出生於香港?

- 1. 是
- 2. 否

41. 你居住在香港多久?

(如果你出生至今從未於香港居住或是你一出生便離開香港一段長時間, 請計算至今你於香港共居住的時間。)

_____ 年

42. 你現時居住於那一類型的房屋?

- 1. 公營租住房屋 (簡稱: 公屋)
- 2. 自置居所計劃下的房屋 (例如: 居屋或自置公屋等)
- 3. 私人租住房屋(佔用全個單位)
- 4. 私人租住房屋(共用浴室/廚房)
- 5. 私人房屋(自置或按揭擁有)
- 6. 木屋/ 鐵皮屋/ 臨時房屋
- 7. 其他, 請註明_____

43. 你的教育程度?

- 1. 未受教育/ 幼稚園
- 2. 小學
- 3. 中學
- 4. 大學/ 專上教育
- 5. 碩士或以上

44. 你於那一個國家取得你最高的學歷?

國家: _____

45. 你配偶/ 伴侶的教育程度?

- 1. 未受教育/ 幼稚園
- 2. 小學
- 3. 中學
- 4. 大學/ 專上教育
- 5. 碩士或以上

46. 你的家庭成員包括：

(只包括在港的家庭成員)

家庭成員(可選多項)	a. 最少有一人是 與我同住?	b. 最少有一人是 居住於附近?
<input type="checkbox"/> 1. 父母	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否
<input type="checkbox"/> 2. 祖父母	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否
<input type="checkbox"/> 3. 配偶/ 伴侶	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否
<input type="checkbox"/> 4. 子女	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否
<input type="checkbox"/> 5. 兄弟姐妹	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否
<input type="checkbox"/> 6. 其他，請註明 _____	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否	<input type="checkbox"/> 1. 是 <input type="checkbox"/> 2. 否

47. 你覺得你的中文程度如何?

	1. 非常好	2. 好	3. 普通	4. 差	5. 完全不懂
a. 說話	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 聆聽	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 閱讀	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 書寫	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. 你覺得你的英文程度如何?

	1. 非常好	2. 好	3. 普通	4. 差	5. 完全不懂
a. 說話	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. 聆聽	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 閱讀	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. 書寫	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. 你現時的同住的家庭成員中，有多少個有受薪工作?

人數: _____

50. 你家庭經濟支柱的職業是?

- 1. 經理及行政人員(例如: 校長、管理階層)
- 2. 專業及輔助專業人員(例如: 會計師、工程師)
- 3. 文員
- 4. 服務工作及商店銷售人員(例如: 酒樓侍應)
- 5. 工藝及有關人員(例如: 裁縫、園丁、廚師)
- 6. 機台及機器操作員及裝配員(例如: 司機、電工、本工)
- 7. 非技術工人(例如: 清潔工、保安人員)
- 8. 其他，請註明 _____

51. 你會怎形容你的住戶經濟狀況?

- 1. 富裕
- 2. 高於平均住戶
- 3. 與平均住戶一般狀況
- 4. 低於平均住戶
- 5. 貧困

52. 你的住戶每月總收入約有多少?

- 1. \$0-\$4999
- 2. \$5000-\$9999
- 3. \$10000-\$14999
- 4. \$15000-\$19999
- 5. \$20000-\$24999
- 6. \$25000-\$29999
- 7. \$30000 或以上

53. 請問在第 3 題你提及的那一名子女，現就讀於哪一間學校？

54. 請問該名子女上學時是否需要乘坐任何交通工具？

- 1. 需要
- 2. 不需要

為了更深入了解各種選擇背後的想法，我們將進行一項深入訪談活動，你願意與我們分享更多有關你在子女升學事宜方面的參與和需要嗎？

- 願意，我的姓名： _____ ，聯絡電話： _____ 。
- 不願意

-謝謝-

問卷完

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