



**A STUDY OF THE EFFECTS OF PARENTAL INVOLVEMENT  
ON ACADEMIC PERFORMANCE AT HONG KONG PRIMARY  
SCHOOLS BASED ON EPSTEIN'S SIX TYPES OF PARENTAL  
INVOLVEMENT FRAMEWORK**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
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This Independent Study has been Approved as a Partial Fulfillment of the  
Requirements for the Degree of Master of Business Administration

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**Title:** A Study of the Effects of Parental Involvement on Academic Performance at Hong Kong Primary Schools Based on Epstein’s Six Types of Parental Involvement Framework  
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### ABSTRACT

Parental involvement is a critical factor in enhancing the academic performance of students, especially within the competitive educational landscape of Hong Kong. One of the critical issues is the variability in the level and type of parental involvement. This disparity can lead to unequal academic outcomes among students, creating a significant concern for educators and policymakers. The objectives of the study were: 1). To examine the relationship between parenting support and academic performance of primary school students in Hong Kong. 2). To examine the relationship between communication with the school and academic performance among primary school students in Hong Kong. 3). To examine the relationship between learning at home and academic performance among primary school students in Hong Kong.

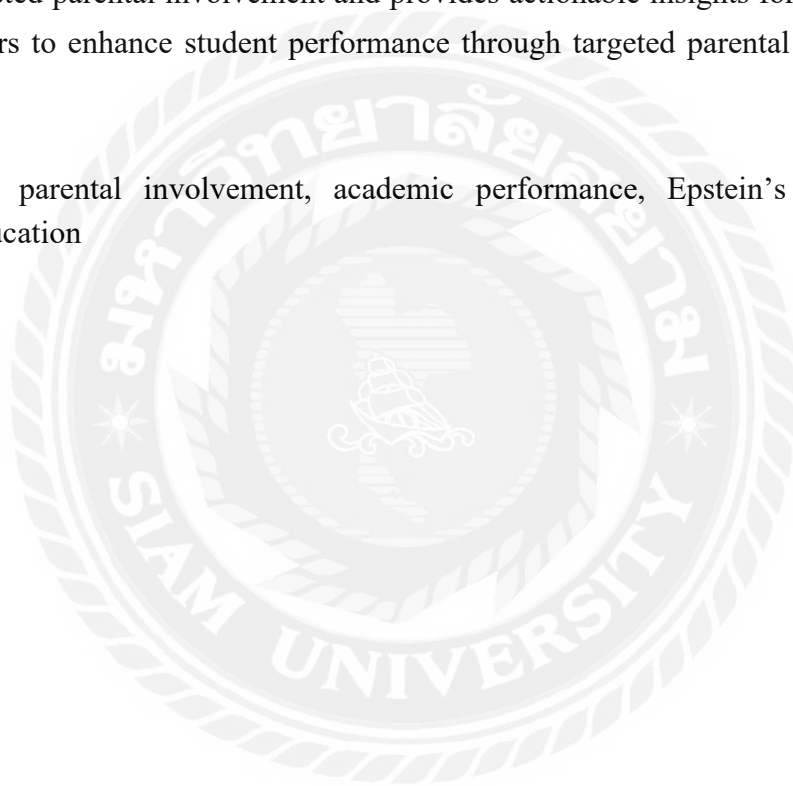
Based on Epstein’s Six Types of Parental Involvement Framework, this study adopted the quantitative research method. Data were collected through structured questionnaires distributed to 500 parents across various primary schools in Hong Kong, resulting in 390 valid responses. The study utilized multiple regression analysis to test the hypotheses concerning the impact of different forms of parental involvement on academic performance.

The findings confirmed that increased parenting support, effective communication with the school, and active engagement in learning activities at home significantly enhance academic performance. Specifically, emotional support and encouragement were found to be strong predictors of academic success, while regular parent-teacher

communication and active parental involvement in homework and educational activities at home were also positively associated with better academic outcomes.

Based on these results, the study proposes the following strategic recommendations: Schools should provide workshops and resources to help parents create supportive home environments. Strengthening communication channels, such as newsletters and structured parent-teacher meetings, can keep parents informed and engaged. Schools should offer guidelines and resources to support parents in engaging with their children's learning outside school. These strategies aim to foster a more supportive and integrated educational environment, ultimately leading to improved academic outcomes for students in Hong Kong. This study highlights the importance of multifaceted parental involvement and provides actionable insights for schools and policymakers to enhance student performance through targeted parental engagement strategies.

**Keywords:** parental involvement, academic performance, Epstein's framework, primary education



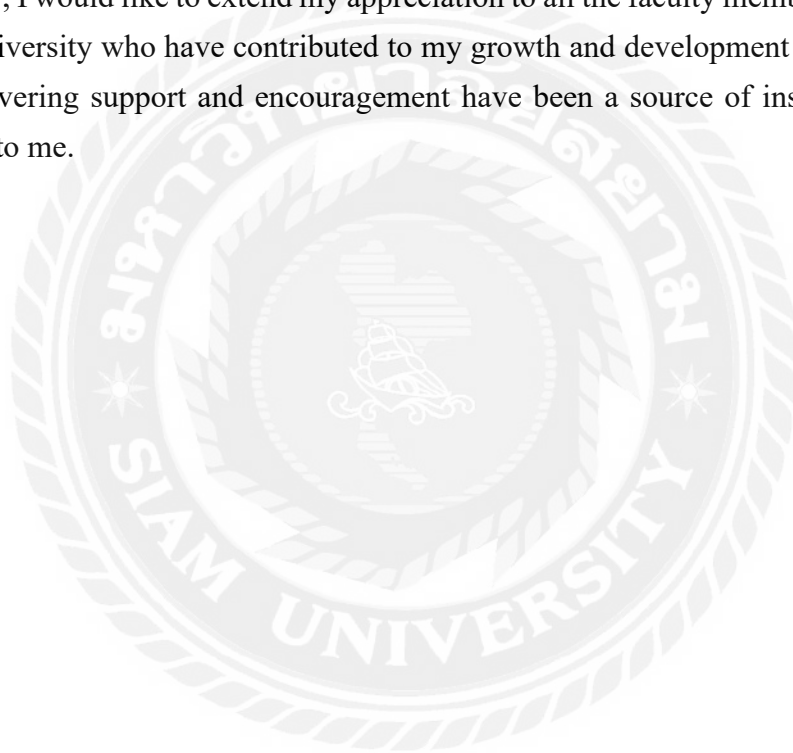
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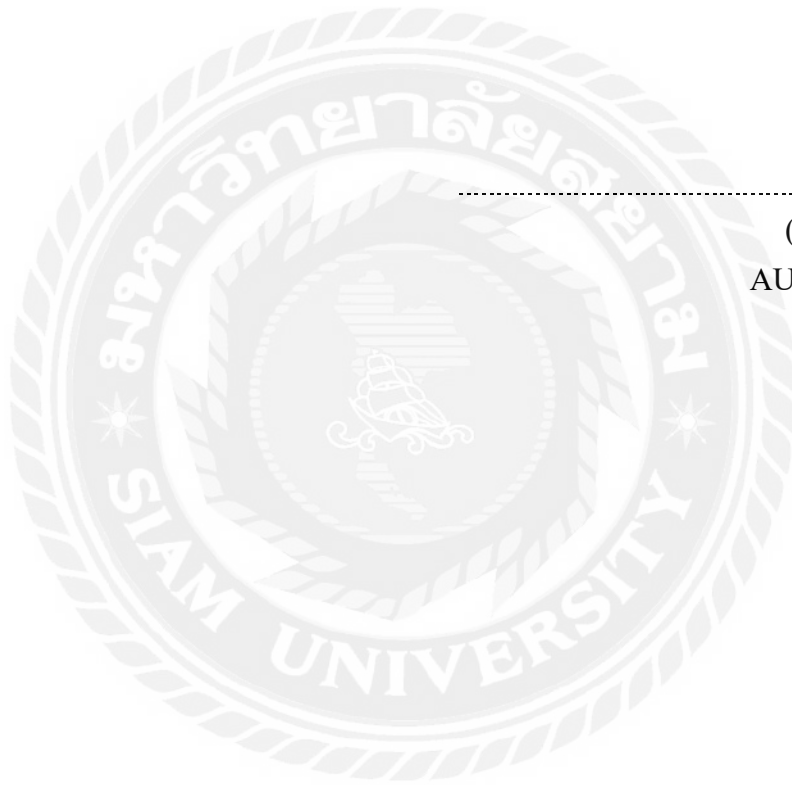
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LIU SHUO



## DECLARATION

*I, LIU SHUO, hereby certify that the work embodied in this independent study entitled “A STUDY OF THE EFFECTS OF PARENTAL INVOLVEMENT ON ACADEMIC PERFORMANCE AT HONG KONG PRIMARY SCHOOLS BASED ON EPSTEIN’S SIX TYPES OF PARENTAL INVOLVEMENT FRAMEWORK” is result of original research and has not been submitted for a higher degree to any other university or institution.*

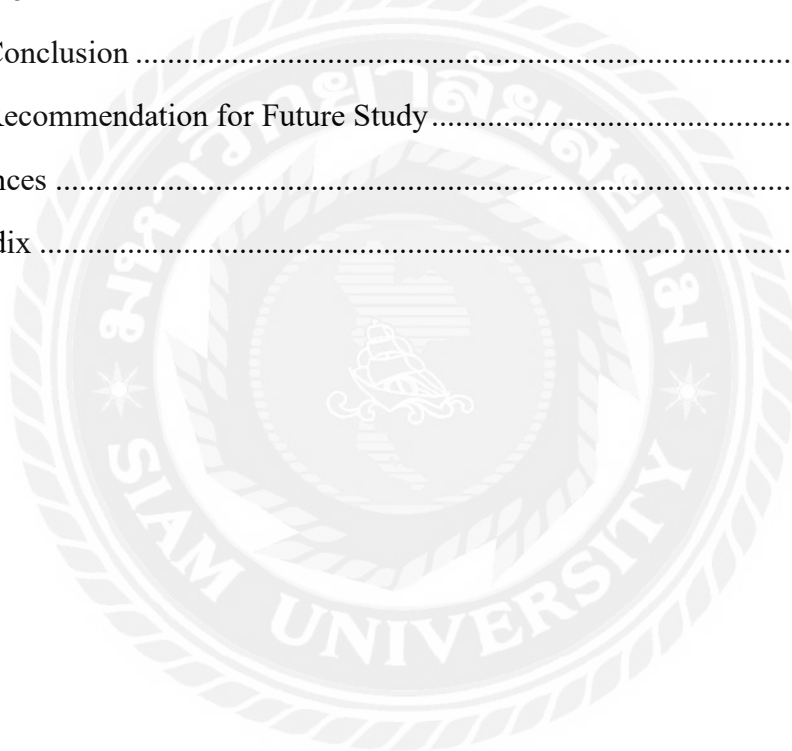


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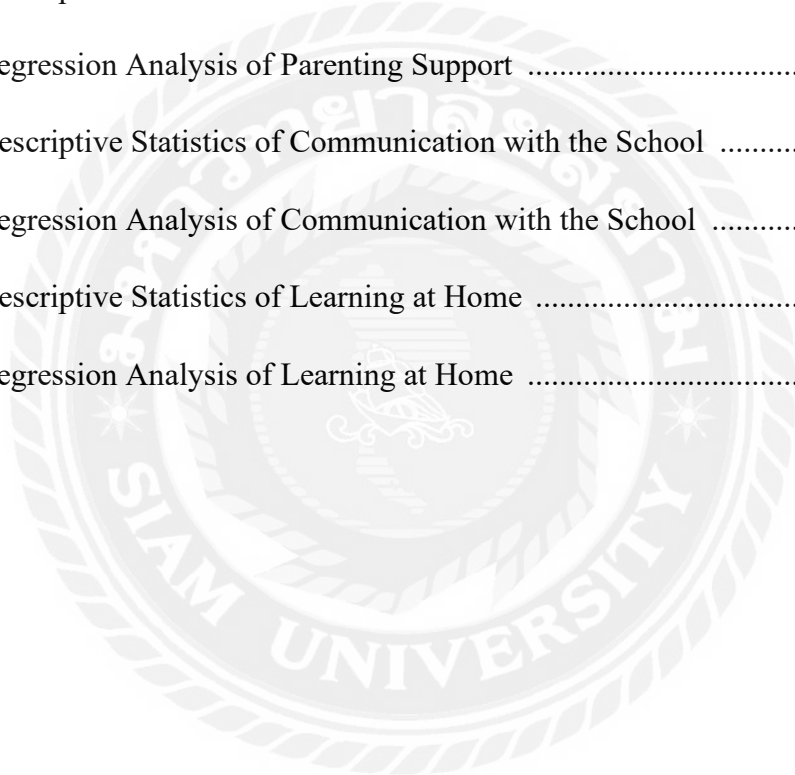
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# Chapter 1 Introduction

## 1.1 Background of the Study

In recent years, parental involvement has increasingly been recognized as a crucial factor in enhancing the academic performance of students. This acknowledgment is grounded in extensive research indicating that when parents actively engage in their children's education, the children tend to perform better academically and exhibit more positive attitudes towards school (Fan & Chen, 2001; Jeynes, 2005).

The academic performance of primary school students is a topic of significant concern for educators and policymakers, particularly in Hong Kong. The city's competitive educational environment underscores the importance of understanding the factors that contribute to students' academic success. Hong Kong's primary education system is known for its rigorous curriculum and high expectations, which often place considerable pressure on young students (Lui & Mak, 2022). In this context, the role of parental involvement becomes even more critical.

Parental involvement encompasses various activities that parents engage in to support their children's education. Epstein's (1995) Six Types of Parental Involvement Framework offers a comprehensive model for understanding these activities. The framework includes parenting support, communication with the school, and learning activities at home, among other forms of involvement. According to Epstein, effective parental involvement requires a partnership between families and schools, which can significantly influence students' educational outcomes (Epstein, 1995).

Research conducted in Hong Kong and other Asian contexts supports the notion that parental involvement is beneficial for children's academic performance. For instance, a study by Ho and Kwong (2020) found that parental engagement in learning activities at home positively correlated with improved academic outcomes in Hong Kong primary school students. Similarly, Choi and Fung (2021) highlighted that frequent communication between parents and schools was associated with higher academic achievement among students.

Despite the recognized benefits of parental involvement, there is still a need for more focused research on how specific types of involvement, as defined by Epstein's framework, impact academic performance in the unique context of Hong Kong's

primary education system. This study aims to fill this gap by examining the effects of parenting support, communication with the school, and learning at home on the academic performance of students in a primary school in Hong Kong.

By leveraging Epstein's Six Types of Parental Involvement Framework, this study provides a structured approach to exploring how different forms of parental engagement can influence academic success. This framework has been widely used in various educational settings, providing a robust basis for analyzing parental involvement's role in academic outcomes (Christenson & Sheridan, 2001).

The findings from this study not only contribute to the existing body of knowledge on parental involvement and academic performance but also offer practical insights for educators and policymakers seeking to foster effective parent-school partnerships in Hong Kong.

## **1.2 Problems of the Study**

Despite the recognized importance of parental involvement in enhancing academic performance, primary schools in Hong Kong face several challenges in effectively engaging parents in their children's education. One of the critical issues is the variability in the level and type of parental involvement. Research indicates that while some parents are highly engaged, others lack the time, resources, or understanding of how to support their children's learning effectively (Leung & Lau, 2022). This disparity can lead to unequal academic outcomes among students, creating a significant concern for educators and policymakers.

A notable problem is the communication gap between parents and schools. Many parents in Hong Kong are not fully aware of the importance of maintaining regular communication with teachers and participating in school activities. This lack of engagement is often due to busy work schedules and cultural factors that place the responsibility of education primarily on schools (Wong & Li, 2021). Consequently, students whose parents do not actively communicate with the school may miss out on critical support that can enhance their academic performance.

Additionally, the support for learning at home is inconsistent. Some parents may not have the necessary educational background or resources to assist their children with homework and other learning activities. This issue is exacerbated in low-income families, where parents may struggle to provide a conducive learning environment due

to financial constraints (Chan & Ho, 2020). The lack of adequate support at home can hinder students' academic progress and widen the achievement gap.

Epstein's Six Types of Parental Involvement Framework provides a robust theoretical foundation for addressing these issues. This framework outlines six key areas where parental involvement can make a significant impact: parenting support, communication with the school, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 1995). By focusing on parenting support, communication, and learning at home, this study aims to identify specific strategies that can enhance these aspects of parental involvement.

Parenting support involves equipping parents with the skills and knowledge to create a supportive home environment. Studies have shown that parenting programs can significantly improve parents' ability to support their children's education (Liu & Xu, 2022). Communication with the school is crucial for keeping parents informed about their children's progress and school activities. Effective communication can be facilitated through regular parent-teacher meetings, newsletters, and digital platforms, which have been found to improve parental engagement (Zhou & Wu, 2021).

Learning at home is another critical area where parental involvement can make a substantial difference. Epstein's framework emphasizes the role of parents in supporting homework and other academic activities outside of school hours. Providing parents with resources and guidance on how to assist their children at home can lead to better academic outcomes (Epstein, 1995). For instance, educational workshops and online resources tailored to parents' needs can empower them to play a more active role in their children's education (Chen & Wong, 2022).

By leveraging Epstein's framework, this study seeks to explore and address the specific problems faced by primary schools in Hong Kong in engaging parents effectively. The insights gained from this research will inform the development of targeted interventions that can bridge the gap between home and school, ultimately enhancing students' academic performance.

### **1.3 Objectives of the Study**

The aim of this study is to investigate the impact of various forms of parental involvement on the academic performance of primary school students in Hong Kong. By utilizing Epstein's Six Types of Parental Involvement Framework, the study seeks

to understand how specific parental engagement activities contribute to students' academic success and identify effective strategies to enhance these activities.

1. To examine the relationship between parenting support and academic performance of primary school students in Hong Kong.

2. To examine the relationship between communication with the school and academic performance of primary school students in Hong Kong.

3. To examine the relationship between learning at home and academic performance of primary school students in Hong Kong.

These objectives guide the research in exploring how different aspects of parental involvement, as conceptualized in Epstein's framework, influence students' academic outcomes.

#### **1.4 Scope of the Study**

This study focused on exploring the impact of parental involvement on the academic performance of primary school students within the context of Hong Kong. The research was grounded in Epstein's Six Types of Parental Involvement Framework, which provided a comprehensive model for analyzing how different forms of parental engagement can influence educational outcomes. Specifically, the study concentrated on three key aspects of parental involvement: parenting support, communication with the school, and learning at home.

The scope of this study is delineated by several factors. Firstly, the research was conducted in selected primary schools in Hong Kong, representing a cross-section of the city's diverse educational landscape. These schools were chosen to provide a range of socioeconomic backgrounds, ensuring that the findings can be generalized across different segments of the population. The focus on primary education is particularly relevant given that early academic experiences can significantly shape future educational trajectories and outcomes.

The study included students from grades 1 to 6, covering the entire spectrum of primary education. This range allowed for a comprehensive analysis of how parental involvement at different stages of primary schooling affects academic performance. The academic performance of students was measured using standardized test scores and

other academic indicators such as grades and teacher evaluations. These measured provide a robust and quantifiable basis for assessing academic outcomes.

Data collection involved both quantitative and qualitative methods to provide a holistic understanding of the impact of parental involvement. Surveys were administered to parents, students, and teachers to gather information on the types and levels of parental engagement. In addition to survey data, academic performance records were obtained from the schools to ensure an accurate assessment of students' academic outcomes. This mixed-methods approach allowed for a more nuanced analysis of the relationships between parental involvement and academic performance.

While the study focuses on three specific aspects of Epstein's Framework, it acknowledged the broader context in which parental involvement occurs. Factors such as socioeconomic status, cultural beliefs, and the availability of resources were recognized as influential and were considered when analyzing the data. However, the primary emphasis remained on the direct forms of involvement as defined by Epstein's Framework.

The time frame for this study spanned one academic year, allowing for the observation of changes and trends in parental involvement and academic performance over time. This duration provided sufficient time to capture the effects of parental engagement activities and their impact on students' academic outcomes.

### **1.5 Significance of the Study**

Practically, this study addresses the critical issue of how parental involvement can be optimized to enhance the academic performance of primary school students. Given the competitive nature of Hong Kong's educational environment, where academic success is often seen as a gateway to future opportunities, understanding the dynamics of parental involvement is of utmost importance. The findings from this research will provide valuable insights for educators, school administrators, and policymakers who are seeking effective strategies to foster stronger home-school partnerships. By identifying which aspects of parental involvement—namely, parenting support, communication with the school, and learning at home—have the most significant impact on academic performance, this study offers targeted recommendations for practices and interventions that can be implemented at both school and community levels. For parents, the study highlights practical ways to engage more effectively in

their children's education, offering strategies that are grounded in evidence-based research.

Theoretically, the study makes a significant contribution by applying Epstein's Six Types of Parental Involvement Framework within the unique cultural and educational context of Hong Kong. While Epstein's model has been widely used in Western settings, its application in an Asian context, particularly in a highly diverse and dynamic city like Hong Kong, adds to the global understanding of how parental involvement operates across different cultures and educational systems. This research not only validates the framework in a new context but also potentially expands it by exploring how specific cultural factors influence the forms and effectiveness of parental engagement. By focusing on three key components of Epstein's framework, the study deepens the theoretical discourse on the relationship between parental involvement and academic performance, providing a nuanced understanding that can inform future research and theory development.

Moreover, this study contributes to the body of literature on educational equity and social justice. By examining how different forms of parental involvement can bridge gaps in academic achievement, especially among students from diverse socioeconomic backgrounds, it highlights pathways to promote greater educational equity. Understanding the barriers to effective parental involvement and identifying ways to overcome these barriers can help in designing inclusive educational policies that support all students, regardless of their family background.

This study's findings are expected to serve as a valuable resource for multiple stakeholders in the education sector, from parents and teachers to policymakers and researchers. It aims to foster a more holistic approach to education that recognizes and leverages the critical role of families in the academic success of students. By doing so, the study not only addresses immediate practical challenges but also contributes to the ongoing theoretical development in the field of parental involvement and educational outcomes.



## **Chapter 2 Literature Review**

### **2.1 Introduction**

The literature review chapter provides a comprehensive overview of the existing research and theoretical perspectives related to parental involvement and its impact on academic performance. This chapter sets the foundation for understanding the broader context and specific focus of this study. It systematically explores the key concepts and frameworks that underpin the research, particularly highlighting Epstein's Six Types of Parental Involvement Framework.

Initially, the review delves into the concept of parental involvement, examining how it has been defined and operationalized in various studies. It discusses the different dimensions of parental engagement and their reported effects on student outcomes, drawing on both international and Hong Kong-based research.

Next, the review focuses on academic performance, exploring the various ways in which academic success is measured and the factors that influence it. This section includes a discussion on how parental involvement contributes to academic performance, supported by empirical evidence from diverse educational settings.

The core of the literature review is dedicated to Epstein's Framework, which serves as the theoretical foundation for this study. This section provides an in-depth analysis of Epstein's Six Types of Parental Involvement, detailing each type and its relevance to students' educational experiences. The applicability of this framework in the context of Hong Kong's primary education system is critically examined.

Finally, the literature review considers the specific context of primary education in Hong Kong, discussing the unique challenges and opportunities within this educational system. This section highlights how cultural, socioeconomic, and policy factors influence parental involvement and academic performance in Hong Kong's primary schools.

### **2.2 Parental Involvement**

Parental involvement is widely recognized as a pivotal factor in children's educational success. This concept encompasses various activities and interactions

through which parents support their children's academic endeavors, ranging from at-home learning assistance to active engagement with the school community. Over the past few decades, a significant body of research has demonstrated the profound impact that parental involvement can have on students' academic performance, motivation, and overall development (Fan & Williams, 2022; Hoover-Dempsey & Sandler, 2005).

In the context of Hong Kong, the role of parental involvement takes on particular significance due to the city's competitive educational environment and cultural emphasis on academic achievement. Studies have shown that Hong Kong parents often engage in intensive support activities, such as providing additional tutoring or closely monitoring their children's academic progress (Chan, 2022). This high level of engagement is partly driven by the societal expectation for children to excel academically, which is deeply embedded in Hong Kong's cultural fabric (Lui & Mak, 2022).

Researchers have identified several dimensions of parental involvement that contribute to students' academic success. One key dimension is parenting support, which refers to the ways in which parents provide a nurturing home environment that fosters learning and development. This includes establishing routines, encouraging positive behaviors, and supporting emotional well-being. A study by Zhang and Li (2021) found that children who receive consistent parenting support tend to perform better academically, as they are more likely to develop effective study habits and resilience.

Another critical dimension is communication with the school. Effective communication between parents and schools facilitates a better understanding of students' needs and progress, enabling parents to provide targeted support. According to Wong and Li (2021), frequent and open communication between parents and teachers in Hong Kong primary schools has been associated with higher levels of student achievement. This interaction allows for the alignment of home and school expectations, creating a more cohesive support system for the child.

Learning at home represents a third dimension of parental involvement. This involves parents actively participating in their children's education through activities such as helping with homework, reading together, and discussing school-related topics. Epstein (1995) emphasized that learning at home is crucial because it extends the educational experience beyond the classroom and engages parents directly in the

academic process. In a study conducted by Ho and Kwong (2020), Hong Kong students who engaged in regular educational activities with their parents at home showed significant improvements in their academic performance.

While the benefits of parental involvement are well-documented, challenges remain in ensuring that all families can participate effectively. Socioeconomic disparities can limit the extent to which parents can be involved in their children's education. For instance, parents from lower-income families may have less time or fewer resources to devote to educational activities (Chan & Ho, 2020). Additionally, cultural factors can influence the nature of parental involvement, with some parents preferring to leave educational responsibilities entirely to schools (Choi & Fung, 2021).

In response to these challenges, educational frameworks like Epstein's Six Types of Parental Involvement provide valuable guidance on how to foster effective parent-school partnerships. By highlighting specific areas where parents can engage, such frameworks help to clarify the roles that parents and schools can play in supporting students' academic success. In the context of Hong Kong, adapting these frameworks to consider cultural and socioeconomic factors is essential for maximizing their effectiveness (Epstein, 1995).

Parental involvement is a multifaceted and dynamic component of the educational process. It encompasses various forms of engagement, each contributing to students' academic success in different ways. As research continues to explore this area, fostering robust and inclusive strategies for parental involvement remains a key priority for educators and policymakers alike.

### **2.3 Academic Performance**

Academic performance is a crucial indicator of students' educational success and a central focus for educators, parents, and policymakers alike. It encompasses a range of outcomes, including grades, standardized test scores, and other measures of scholastic achievement. Understanding the factors that contribute to academic performance is essential for developing strategies that enhance educational outcomes for students (Chen & Wong, 2022).

In the context of Hong Kong, academic performance holds particular significance due to the highly competitive nature of its educational system. Students in Hong Kong are often subjected to rigorous academic standards and high expectations from a young

age. This competitive environment can significantly influence their academic performance, making it a critical area of study (Lui & Mak, 2022).

Numerous studies have explored the determinants of academic performance, identifying a complex interplay of individual, family, and school-related factors. Individual factors include students' cognitive abilities, motivation, and learning strategies. Research by Liu and Zhang (2021) indicates that students who exhibit high levels of intrinsic motivation and effective study habits tend to achieve better academic outcomes. These personal attributes are often influenced by external support, including parental involvement and school resources.

Family factors play a significant role in shaping students' academic performance. Socioeconomic status (SES) is a well-documented determinant, with higher SES often correlating with better academic outcomes due to access to more educational resources and support (Ho & Kwong, 2020). In Hong Kong, this relationship is particularly pronounced, as families with higher incomes are more likely to afford private tutoring and additional educational materials, which can give their children a competitive edge (Chan & Ho, 2020).

Parental involvement is another critical family factor, directly linked to students' academic success. The ways in which parents engage with their children's education can significantly impact academic outcomes. For instance, a study by Wong and Li (2021) demonstrated that primary school students in Hong Kong who received consistent academic support from their parents, such as help with homework and encouragement, tended to perform better in school.

School-related factors include the quality of teaching, the availability of learning resources, and the overall school environment. Schools that foster a positive learning atmosphere and provide ample academic support are better positioned to enhance their students' performance. According to Choi and Fung (2021), effective school leadership and teacher collaboration are crucial in creating an environment conducive to academic excellence in Hong Kong primary schools.

Academic performance is typically assessed using quantitative measures such as grades and test scores. These metrics provide a standardized way to evaluate student achievement and compare performance across different contexts. However, they do not capture all aspects of student learning and development. Qualitative assessments, such

as teacher evaluations and student self-reports, offer additional insights into students' academic experiences and can complement quantitative measures (Chen & Wong, 2022).

In recent years, there has been growing recognition of the need to adopt a more holistic approach to evaluating academic performance. This approach considers not only cognitive achievements but also social and emotional development, which are integral to students' overall educational success (Fan & Williams, 2022). In Hong Kong, educational reforms have increasingly emphasized the importance of balanced development, aiming to reduce the undue pressure associated with high-stakes testing and foster a more supportive learning environment (Lui & Mak, 2022).

Academic performance is a multifaceted construct influenced by a range of individual, family, and school-related factors. Understanding these factors is essential for developing effective educational strategies that support student achievement. By examining the complex interactions between these determinants, researchers and educators can better address the challenges and opportunities associated with academic performance in the context of Hong Kong's primary education system.

## **2.4 Epstein's Framework**

Epstein's Six Types of Parental Involvement Framework is a seminal model that has significantly influenced how educators and researchers understand the multifaceted nature of parental engagement in education. Developed by Joyce L. Epstein, this framework categorizes parental involvement into six distinct types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 1995). Each type represents a unique dimension of engagement that collectively supports students' educational experiences and outcomes.

Parenting involves helping families establish home environments that support children's learning. This dimension emphasizes the importance of parents' role in creating a stable, nurturing environment that fosters both emotional and educational development. Research has shown that effective parenting practices, such as maintaining a structured home environment and setting educational expectations, positively correlate with higher academic performance in children (Chen & Wong, 2022). In Hong Kong, Chan (2022) highlighted that parenting support often includes organizing children's schedules and ensuring they have the resources needed for their studies, which are critical in the city's highly competitive educational context.

Communicating focuses on the ways schools and parents exchange information regarding students' progress and school programs. Effective communication ensures that parents are well-informed about their children's academic needs and school events, fostering a collaborative relationship between home and school (Lui & Mak, 2022). Wong and Li (2021) found that in Hong Kong primary schools, regular and transparent communication between teachers and parents is essential for aligning educational goals and addressing students' challenges promptly.

Volunteering involves parents' participation in school activities and events. This dimension recognizes the value of parents contributing their time and skills to support school programs, which can enhance the school environment and foster a sense of community (Epstein, 1995). Although volunteering can vary widely in scope, from assisting in classrooms to organizing extracurricular activities, it remains a vital aspect of parental involvement. In Hong Kong, volunteering opportunities are sometimes limited due to parents' demanding work schedules; however, when feasible, they provide significant benefits to the school community (Chan & Ho, 2020).

Learning at home emphasizes the role of parents in overseeing and supporting their children's educational activities outside of school. This includes helping with homework, providing learning resources, and engaging in educational discussions. Epstein (1995) posited that learning at home is crucial for reinforcing school-based learning and fostering academic skills. In the context of Hong Kong, Ho and Kwong (2020) observed that students who receive consistent support for their homework and learning projects at home tend to exhibit better academic performance and higher levels of engagement in their studies.

Decision-making involves parents' participation in school governance and decision-making processes. This dimension empowers parents to have a voice in school policies and practices, contributing to the development of a more inclusive and responsive educational environment (Epstein, 1995). While decision-making roles are typically more formalized, such as serving on school boards or committees, they provide opportunities for parents to influence educational strategies and priorities. In Hong Kong, efforts to include parents in decision-making processes have been growing, with schools increasingly recognizing the value of parental input in shaping educational outcomes (Choi & Fung, 2021).

Collaborating with the community expands the focus of parental involvement to include partnerships between schools and community resources. This dimension highlights the importance of integrating community services and support systems to enrich students' educational experiences and provide additional resources for learning and development (Epstein, 1995). In Hong Kong, community collaboration often involves partnerships with local businesses, non-profits, and cultural organizations that can offer supplementary educational programs and support (Lui & Mak, 2022).

Epstein's Framework is particularly relevant in the context of Hong Kong's primary education system. It offers a comprehensive approach to understanding and enhancing parental involvement, recognizing the diverse ways parents can contribute to their children's education. By applying this framework, educators and policymakers in Hong Kong can develop targeted strategies to engage parents effectively across all six dimensions, thereby fostering a more supportive and enriching educational environment for students.

The framework's applicability extends beyond individual families to influence broader educational policies and practices. By encouraging schools to foster inclusive and diverse forms of parental engagement, Epstein's model supports the creation of a holistic educational ecosystem where students can thrive academically and socially (Chen & Wong, 2022). In doing so, it underscores the interconnectedness of home, school, and community in shaping students' educational journeys.

## **2.5 Primary Education**

Primary education serves as the foundational stage of formal schooling, crucial for setting the groundwork for lifelong learning and development. In Hong Kong, primary education spans six years, typically for children aged six to twelve, and is a critical phase where essential academic skills and knowledge are cultivated (Lui & Mak, 2022). The primary education system in Hong Kong is characterized by its rigorous academic standards and a highly competitive environment, which significantly shapes students' educational experiences and outcomes.

Hong Kong's education system is heavily influenced by Confucian cultural values, which place a strong emphasis on academic achievement and respect for authority (Chan & Wong, 2020). These cultural expectations often translate into high levels of parental involvement and intense pressure on students to perform well academically.

Parents in Hong Kong are deeply invested in their children's education, often providing additional tutoring and support to ensure their success (Lui & Mak, 2022).

The curriculum in Hong Kong's primary schools is comprehensive, covering a broad range of subjects including Chinese, English, Mathematics, General Studies, and Moral and Civic Education. This broad curriculum aims to develop students' cognitive, social, and moral competencies (Chan & Ho, 2020). However, the demanding nature of the curriculum, combined with frequent assessments and examinations, can create a high-stress environment for young learners (Choi & Fung, 2021).

One of the notable features of Hong Kong's primary education system is its emphasis on standardized testing. Students are regularly assessed through exams and tests, which play a significant role in determining their academic progression. These assessments are not only used to evaluate student performance but also to maintain high educational standards across schools (Zhang & Li, 2021). While standardized testing can provide valuable benchmarks, it has also been criticized for contributing to the high-pressure educational culture in Hong Kong (Chan & Wong, 2020).

Parental involvement is a key factor influencing students' academic success in this context. As discussed in previous sections, various forms of parental engagement, such as supporting learning at home and communicating with the school, are vital in helping students navigate the challenges of primary education (Wong & Li, 2021). Epstein's Six Types of Parental Involvement Framework provides a valuable lens through which to understand and enhance these engagement strategies within Hong Kong's educational setting (Epstein, 1995).

Despite the robust educational framework, primary education in Hong Kong faces several challenges. Socioeconomic disparities can affect the quality of education that students receive, with children from lower-income families often having less access to educational resources and support (Chan & Ho, 2020). Moreover, the intense focus on academic achievement can overshadow the importance of holistic development, including social and emotional learning (Lui & Mak, 2022).

Efforts are being made to address these challenges and promote a more balanced approach to education. Educational reforms in Hong Kong have increasingly emphasized the need for a supportive learning environment that nurtures both academic and personal growth (Zhang & Li, 2021). Schools are encouraged to adopt more holistic



teaching practices and provide additional support to students who may be struggling with the demands of the curriculum.

Community involvement is also seen as a critical component in supporting primary education. Collaborations between schools, families, and community organizations can provide additional resources and opportunities for students, enhancing their learning experiences and overall development (Chen & Wong, 2022). Such partnerships are particularly valuable in addressing the needs of students from diverse backgrounds and ensuring that all children have the opportunity to succeed.

Primary education in Hong Kong is a pivotal phase that lays the foundation for students' future academic and personal development. While the system is marked by high academic standards and competitive pressures, it also offers opportunities for innovation and improvement through enhanced parental involvement and community partnerships. By addressing the challenges and leveraging the strengths of Hong Kong's primary education system, stakeholders can work towards creating a more equitable and supportive educational environment for all students.

## 2.6 Conceptual Framework

The conceptual framework for this study is built upon Epstein's Six Types of Parental Involvement Framework, focusing on three specific forms of parental engagement: parenting support, communication with the school, and learning at home. These independent variables are analyzed to examine their influence on the dependent variable, academic performance of primary school students in Hong Kong. This section delves into each of these variables and explores their interrelationships, providing a comprehensive understanding of how parental involvement impacts educational outcomes.

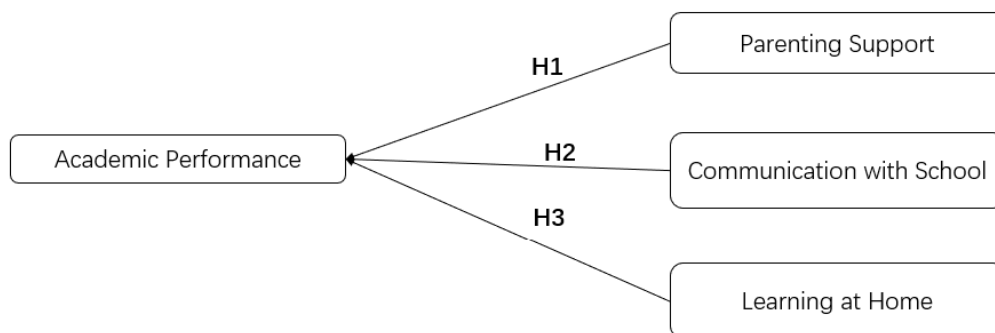


Figure 2.1 Conceptual Framework

Parenting Support is a fundamental aspect of parental involvement that encompasses the ways in which parents nurture their children's overall development and well-being. This includes creating a supportive home environment, fostering positive attitudes towards learning, and providing the necessary resources for academic success (Chen & Wong, 2022). In the context of Hong Kong, parenting support is often characterized by a structured and disciplined approach, reflecting cultural values that emphasize the importance of education (Chan & Ho, 2020). Studies have shown that children who receive consistent parenting support tend to have higher academic performance, as they benefit from stable home environments that promote effective study habits and resilience (Zhang & Li, 2021). This form of support is crucial during the formative years of primary education, where foundational skills and attitudes towards learning are developed.

Communication with the School is another critical dimension of parental involvement. It refers to the ongoing exchange of information between parents and schools regarding students' progress, school activities, and educational expectations. Effective communication ensures that parents are well-informed and can actively participate in their children's education (Lui & Mak, 2022). In Hong Kong, maintaining strong communication channels between parents and schools is essential, especially given the competitive nature of the education system. Regular updates from teachers about students' academic performance and school events allow parents to align their support with the school's objectives (Wong & Li, 2021). Moreover, open communication fosters trust and collaboration, creating a cohesive support network for students that can significantly enhance their academic outcomes (Choi & Fung, 2021).

Learning at Home involves parents' direct involvement in their children's academic activities outside of the school setting. This includes helping with homework, engaging in educational discussions, and providing supplementary learning resources (Epstein, 1995). In Hong Kong, the role of parents in supporting learning at home is particularly pronounced due to the high academic expectations and the prevalence of after-school tutoring (Chan & Wong, 2020). Research indicates that when parents actively participate in their children's learning at home, it reinforces the knowledge and skills acquired at school and contributes to better academic performance (Ho & Kwong, 2020). This engagement not only supports cognitive development but also encourages positive learning behaviors and a deeper interest in academic pursuits.

The relationship between these independent variables and academic performance is multifaceted and interdependent. Parenting Support provides the foundational environment that nurtures children's overall growth and sets the stage for successful academic engagement. It creates a stable base from which children can approach their studies with confidence and motivation. Communication with the School serves as a bridge between the home and school environments, ensuring that parents are informed and engaged partners in their children's education. This constant flow of information allows for timely interventions and supports that align with the school's educational goals. Learning at Home directly supplements classroom learning, extending the educational experience into the home and reinforcing the skills and knowledge that students acquire at school.

These forms of parental involvement create a comprehensive support system that enhances students' academic performance. When parents provide consistent support, maintain open lines of communication with the school, and actively engage in their children's learning at home, they contribute significantly to their educational success (Chen & Wong, 2022). This integrated approach underscores the importance of a collaborative effort between parents, schools, and communities in fostering academic excellence and holistic development in students.

## **Chapter 3 Research Methodology**

### **3.1 Research Design**

This study employed a quantitative research method to explore the relationship between parental involvement and academic performance of primary school students in Hong Kong. The decision to utilize a quantitative approach was driven by the objective to collect and analyze numerical data that can provide measurable insights into how various forms of parental engagement influence educational outcomes. By adopting this methodology, the study aimed to systematically quantify the effects of parenting support, communication with the school, and learning at home on students' academic achievements.

The core instrument used for data collection was a structured questionnaire designed to gather detailed information from both parents and teachers. The questionnaire was meticulously developed based on established scales and adapted to fit the specific context of Hong Kong's primary education system. Each section of the questionnaire targeted different aspects of parental involvement as defined by Epstein's Six Types of Parental Involvement Framework.

To ensure the questionnaire's relevance and comprehensiveness, a thorough literature review was conducted to identify key factors associated with each form of parental involvement. Items related to parenting support included questions on the home environment, parental expectations, and emotional support. For communication with the school, the questionnaire assessed the frequency and quality of interactions between parents and teachers, as well as parents' awareness of school activities and their children's academic progress. The learning at home section has explored the extent to which parents engage in educational activities with their children, such as helping with homework and providing additional learning resources.

The questionnaire was piloted with a small group of parents and teachers to test its clarity and effectiveness. Feedback from this pilot study was used to refine the questions and ensure they accurately capture the intended data. This pre-testing phase was crucial in enhancing the reliability and validity of the questionnaire, ensuring that it is capable of eliciting accurate and consistent responses.

The study sample was drawn from a selection of primary schools across Hong Kong, representing a diverse range of socioeconomic backgrounds. A stratified random sampling technique was employed to ensure that the sample was representative of the wider population of primary school students in Hong Kong. This method allowed for the inclusion of schools from different districts and varying levels of academic performance, providing a comprehensive overview of the parental involvement landscape.

Data collection was carried out over a three-month period, during which the questionnaires were distributed to parents through their respective schools. Teachers were asked to complete a section of the questionnaire to provide their perspectives on parental involvement and its impact on student performance. This dual-source data collection strategy was designed to triangulate the findings and provide a more nuanced understanding of the relationships being studied.

Once collected, the data were subjected to rigorous statistical analysis using software tools such as SPSS. Descriptive statistics were employed to summarize the demographic characteristics of the respondents and the levels of parental involvement reported. Inferential statistics, including multiple regression analysis, were used to examine the relationships between the independent variables (parenting support, communication with the school, and learning at home) and the dependent variable (academic performance). This analytical approach enabled the study to identify significant predictors of academic success and quantify their respective impacts.

### **3.2 Questionnaire Design**

Below is the table detailing the association between the dimensions of parental involvement and the corresponding questions in the questionnaire. The table also indicates the type of scale used for each question.

The questionnaire is carefully structured to capture comprehensive data on the impact of parental involvement on academic performance in Hong Kong primary schools. Each section is designed to address specific aspects of parental engagement, as identified in Epstein's Six Types of Parental Involvement Framework.

The first section, Demographic Information (Q1-Q5), uses multiple-choice questions to gather basic socio-economic and background information about the

respondents. These questions help to contextualize the data and allow for analysis of how different demographic factors might influence the levels and types of parental involvement. Understanding the demographic background is crucial for interpreting the findings, as it provides insights into potential disparities in parental engagement and its impact on academic performance.

The sections on Parenting Support (Q6-Q10), Communication with the School (Q11-Q15), and Learning at Home (Q16-Q20) each consist of questions measured on a 5-point Likert scale. This scale ranges from 1 (Never) to 5 (Always), enabling respondents to indicate the frequency of their engagement in specific activities.

Parenting Support (Q6-Q10) focuses on how parents establish a conducive environment for their children's learning at home. Questions in this section assess various supportive practices, including setting study schedules and providing emotional encouragement. The Likert scale is used here to quantify the regularity of these supportive behaviors, offering a clear picture of how consistent parental support is linked to academic performance.

Communication with the School (Q11-Q15) addresses how often parents interact with the school regarding their child's education. This section measures the frequency of activities including attending parent-teacher meetings and reading school communications. By using the Likert scale, this section evaluates the extent of parental engagement with school activities and how this communication facilitates a collaborative environment for the student's education.

Learning at Home (Q16-Q20) examines the involvement of parents in their children's academic activities outside of school. Questions assess how frequently parents help with homework, provide educational resources, and participate in learning activities. The Likert scale effectively captures the level of parental involvement in these crucial at-home educational activities, highlighting their role in reinforcing school learning.

The use of a Likert Scale across these sections allows for nuanced data collection, capturing the frequency and consistency of various parental involvement activities. This approach provides a robust means of measuring and comparing different types of parental engagement.

This design ensures that the questionnaire comprehensively covers the key dimensions of parental involvement as proposed by Epstein, while also being straightforward and easy for respondents to complete. The combination of multiple-choice and Likert scale questions allows for both categorical and ordinal data, facilitating a rich analysis of how different forms of parental involvement influence students' academic outcomes in the Hong Kong primary education system.

### **3.3 Hypothesis**

Based on the objectives of this study and guided by Epstein's Six Types of Parental Involvement Framework, the following hypotheses are formulated:

H1: Parenting Support has a positive impact on the Academic Performance of primary school students in Hong Kong.

H2: Communication with the School has a positive impact on the Academic Performance of primary school students in Hong Kong.

H3: Learning at Home has a positive impact on the Academic Performance of primary school students in Hong Kong.

### **3.4 Sampling and Data collection**

In this study, a cross-sectional approach was adopted to examine the impact of parental involvement on the academic performance of primary school students in Hong Kong. This approach involved collecting data at a single point in time, providing a snapshot of the relationship between the variables of interest. Given the study's focus on understanding current patterns of parental engagement and their influence on educational outcomes, a cross-sectional design was particularly appropriate.

The population for this study comprised parents of primary school students across Hong Kong. To ensure a representative sample that reflected the diversity of Hong Kong's educational landscape, a stratified random sampling method was employed. This method allowed for the selection of schools and participants from different districts and varying socioeconomic backgrounds, thus capturing a broad spectrum of parental involvement practices and academic performance levels.

Based on the target population, the study initially aimed to distribute questionnaires to a sample size of 500 parents across 10 primary schools. These schools

were chosen to represent a mix of public and private institutions, ensuring a diverse cross-section of the primary education sector in Hong Kong.

The questionnaires were distributed through the schools, with the cooperation of school administrators who facilitated the process by sending the questionnaires home with students. Parents were given two weeks to complete the questionnaires and return them to the school in sealed envelopes to maintain confidentiality.

Out of the 500 questionnaires distributed, a total of 420 were returned. Upon careful review, it was found that 30 questionnaires were incomplete or filled out incorrectly, rendering them invalid for the study. These invalid responses were excluded from the analysis. Consequently, the study utilized 390 valid responses, which represents an effective response rate of 78%.

Table 3.1 Data Collection Results

<b>Data Collection Summary</b>	<b>Number</b>	<b>Percentage</b>
Questionnaires Distributed	500	100%
Questionnaires Returned	420	84%
Invalid Questionnaires	30	6%
Valid Questionnaires	390	78%

This sampling strategy and data collection process were designed to ensure that the sample was both adequate in size and representative of the broader population of primary school parents in Hong Kong. The high response rate and the use of stratified random sampling contributed to the robustness of the study, enhancing the generalizability of the findings.

The data collection was carefully planned to minimize bias and ensure the accuracy of the responses. To facilitate this, clear instructions were provided with the questionnaires, and confidentiality was emphasized to encourage honest and complete answers. The schools' participation in the distribution process helped to ensure a broad reach and high response rate.

The cross-sectional nature of the data collection means that the study captures a snapshot of the parental involvement at a particular point in time. While this approach provides valuable insights into current practices and their effects, it does not track changes over time or establish causality. Future research could build on this study by



adopting a longitudinal approach to explore how parental involvement evolves and continues to impact academic performance over different stages of a child's education.

### **3.5 Data Analysis**

To analyze the data collected in this study and to test the hypotheses regarding the impact of parental involvement on academic performance in Hong Kong primary schools, a comprehensive approach involving several statistical methods was employed. Given the quantitative nature of the data and the objectives of the research, the chosen methods were well-suited to provide robust insights into the relationships between the variables.

Firstly, descriptive statistics were utilized to summarize and describe the main features of the data collected. This included calculating the mean, median, mode, and standard deviation for each of the variables related to parental involvement and academic performance. Descriptive statistics were essential for understanding the general trends and distributions in the dataset. For example, they provided insights into the average level of parenting support, the frequency of communication between parents and schools, and the extent of learning activities at home. These statistics also helped in identifying any outliers or unusual patterns that may need further investigation.

Following the descriptive analysis, correlation analysis was conducted to explore the relationships between the independent variables (parenting support, communication with the school, and learning at home) and the dependent variable (academic performance). The correlation coefficients obtained from this analysis indicated the strength and direction of the relationships between each pair of variables. This step was crucial for providing preliminary evidence on whether higher levels of parental involvement were associated with better academic outcomes. A positive correlation would suggest that as parental involvement increases, so does academic performance, supporting the study's hypotheses.

To further test the hypotheses and determine the specific impact of each type of parental involvement on academic performance, multiple regression analysis was employed. This method is particularly effective for examining the effect of several independent variables on a single dependent variable simultaneously. In this study, multiple regression analysis helped to isolate the unique contribution of parenting support, communication with the school, and learning at home on students' academic performance while controlling for other factors. It provided a more detailed

understanding of how each form of parental involvement influenced academic outcomes, allowing for the assessment of the relative importance of each variable.

By using regression coefficients, this analysis quantified the change in academic performance associated with a one-unit change in each independent variable. It also tested the statistical significance of these relationships, indicating whether the observed effects are likely to be due to chance. This method was highly appropriate for the study as it enables the testing of the direct impacts of the forms of parental involvement on academic performance, in line with the study's hypotheses.

Additionally, diagnostic tests such as examining the residuals and checking for multicollinearity were conducted to ensure the validity and reliability of the regression model. These tests are essential for confirming that the assumptions underlying the regression analysis are not violated, thereby ensuring the robustness of the results.

The data analysis for this study involved a combination of descriptive statistics, correlation analysis, and multiple regression analysis. These methods were chosen to provide a comprehensive understanding of the data and to rigorously test the hypotheses regarding the impact of parental involvement on academic performance. This multifaceted approach allowed for a thorough exploration of the relationships between the variables, providing valuable insights into the ways in which different forms of parental involvement contribute to students' academic success in Hong Kong's primary schools.

### **3.6 Reliability and Validity Analysis of the Scale**

Ensuring the reliability and validity of the data collected through the questionnaire is crucial for the robustness of this study's findings. Reliability refers to the consistency of the measurement, while validity indicates the accuracy with which the instrument measures what it is intended to measure. For this study, both the Kaiser-Meyer-Olkin (KMO) measure and Cronbach's alpha were employed to assess the questionnaire's validity and reliability respectively.

Cronbach's alpha is a commonly used statistical measure to evaluate the internal consistency of a set of scale or test items. In this study, Cronbach's alpha has been calculated for each dimension of the questionnaire—parenting support, communication with the school, and learning at home. A high Cronbach's alpha value, typically above

0.70, indicates that the items within each dimension are consistently measuring the same underlying construct.

Table 3.2 Results of the Cronbach's alpha Analysis for the Different Dimensions

<b>Dimension</b>	<b>Number of Items</b>	<b>Cronbach's Alpha</b>
Parenting Support	5	0.85
Communication with the School	5	0.88
Learning at Home	5	0.83

The Parenting Support dimension, which includes questions about the regularity of setting study schedules, providing emotional support, and creating a conducive study environment, has a Cronbach's alpha of 0.85. This indicates a high level of internal consistency among the questions, suggesting that they reliably measure the construct of parenting support.

The Communication with the School dimension, covering interactions between parents and the school, such as attending meetings and reading communications, has an alpha value of 0.88. This is an excellent indicator of reliability, confirming that these items consistently reflect the communication practices between parents and schools.

Lastly, the Learning at Home dimension, which includes questions about helping with homework and providing additional learning resources, shows a Cronbach's alpha of 0.83. This high alpha value demonstrates that the items effectively measure the involvement of parents in their children's learning activities at home.

The Cronbach's alpha values for all three dimensions are well above the acceptable threshold of 0.70, indicating that the questionnaire has a high degree of internal consistency and is reliable for assessing parental involvement in the study's context.

The Kaiser-Meyer-Olkin (KMO) measure was used to assess the adequacy of the sample for factor analysis, which helps to determine the validity of the constructs being measured. A KMO value above 0.60 is generally considered acceptable, with values closer to 1.0 indicating greater adequacy.

Table 3.3 KMO Measures for Each Dimension

<b>Dimension</b>	<b>KMO Measure</b>
Parenting Support	0.79

Communication with the School	0.82
Learning at Home	0.77

For the Parenting Support dimension, the KMO measure is 0.79. This value indicates that the sample is adequate for conducting factor analysis, validating the construct measured by the set of items related to parenting support.

In the Communication with the School dimension, the KMO measure is 0.82. This suggests a high level of sample adequacy, confirming that the questions about parent-school communication form a coherent construct suitable for factor analysis.

The Learning at Home dimension has a KMO measure of 0.77, which also indicates good sample adequacy. This supports the validity of the questions designed to assess parental involvement in learning activities at home.

These KMO values demonstrate that the sampling is appropriate and the items within each dimension are well-suited for factor analysis, validating the constructs measured by the questionnaire. The combination of high KMO measures and Cronbach's alpha values provides strong evidence that the questionnaire is both reliable and valid for exploring the impact of parental involvement on academic performance in Hong Kong primary schools.

The reliability and validity analyses confirm that the questionnaire used in this study is a robust tool for measuring parental involvement. The high Cronbach's alpha values across the dimensions indicate consistent internal reliability, while the substantial KMO measures affirm the adequacy of the sample and the validity of the constructs being assessed. These findings provide a solid foundation for the subsequent data analysis and interpretation of results.

## Chapter 4 Findings

### 4.1 Descriptive Statistics

In this section, the descriptive statistics of the data collected from the questionnaire are presented to provide an overview of the demographic characteristics of the respondents and the general patterns of parental involvement in Hong Kong primary schools. This analysis lays the groundwork for understanding the broader context within which the relationships between parental involvement and academic performance are explored.

The data collected include demographic information and responses related to parenting support, communication with the school, and learning at home. These aspects are crucial for comprehensively understanding the sample and setting the stage for hypothesis testing.

Table 4.1: Demographic Characteristics of Respondents

Characteristic	Category	Frequency	Percentage
Relationship to the Student	Mother	240	61.5%
	Father	120	30.8%
	Guardian	20	5.1%
	Other	10	2.6%
Education Level	Primary school	10	2.6%
	Secondary school	90	23.1%
	Associate degree/diploma	120	30.8%
	Bachelor's degree	130	33.3%
	Master's degree or higher	40	10.3%
Family Monthly Income	Less than HKD 20,000	60	15.4%
	HKD 20,000 - HKD 39,999	120	30.8%
	HKD 40,000 - HKD 59,999	130	33.3%
	HKD 60,000 - HKD 79,999	50	12.8%

	HKD 80,000 or above	30	7.7%
Number of Children in Primary School	1	180	46.2%
	2	160	41.0%
	3	30	7.7%
	4 or more	20	5.1%

The demographic analysis in Table 4.1 reveals that the majority of the respondents are mothers (61.5%), followed by fathers (30.8%). A smaller percentage of respondents are guardians or other relatives. This distribution suggests that mothers are more likely to participate in studies related to parental involvement in Hong Kong's primary education.

In terms of educational background, the respondents vary widely, with the highest proportion holding a Bachelor's degree (33.3%). This diversity in education levels indicates a range of parental perspectives and experiences, which is beneficial for capturing a comprehensive view of parental involvement.

The family income data shows a fairly even distribution across different income brackets, with the largest group earning between HKD 40,000 and HKD 59,999 per month (33.3%). This reflects a middle-income demographic, typical of many families in Hong Kong, allowing for a balanced view of how income levels might influence parental engagement.

Regarding the number of children in primary school, nearly half of the respondents have one child (46.2%), with a significant number having two children (41.0%). This indicates that the majority of respondents are managing the education of one or two primary school-aged children, which is common in urban settings like Hong Kong.

Table 4.2: Summary of Responses on Parental Involvement Dimensions

<b>Dimension</b>	<b>Question</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Parenting Support	Q6	4.2	0.7	2	5
	Q7	4.5	0.6	3	5
	Q8	4.3	0.7	2	5

	Q9	4.0	0.8	1	5
	Q10	4.4	0.7	2	5
Communication with the School	Q11	3.8	0.9	1	5
	Q12	4.1	0.8	2	5
	Q13	3.9	0.9	1	5
	Q14	3.7	1.0	1	5
	Q15	3.6	0.9	1	5
Learning at Home	Q16	4.0	0.8	2	5
	Q17	3.9	0.8	2	5
	Q18	4.1	0.7	2	5
	Q19	3.8	0.9	1	5
	Q20	4.2	0.7	2	5

Table 4.2 provides a detailed summary of responses for each dimension of parental involvement. The mean scores for Parenting Support questions (Q6-Q10) are all above 4.0, indicating a high level of engagement in providing a supportive home environment. The standard deviations suggest that while most parents consistently provide support, there is some variability in how regularly these activities are performed.

For Communication with the School (Q11-Q15), the mean scores range from 3.6 to 4.1, showing that parents generally maintain good communication with schools, though there is slightly more variation in responses. The lower scores for questions related to participating in school events (Q14) and providing feedback to the school (Q15) suggest these might be areas where parental engagement could be improved.

In the Learning at Home dimension (Q16-Q20), the mean scores indicate a strong involvement in supporting their children's education at home, with scores around 4.0 or higher. This high level of engagement is consistent with the expectations in Hong Kong's education-focused culture. The standard deviations indicate moderate variability, suggesting that while many parents are highly involved, some engage in these activities less frequently.

These descriptive statistics provide a comprehensive understanding of the context of the responses, highlighting the general trends in parental involvement and the demographic background of the respondents. This information sets a solid foundation

for the subsequent analysis of the relationships between these forms of involvement and academic performance, as detailed in the following sections.

## 4.2 Hypothesis Testing

### 4.2.1 Analysis of the Impact of Parenting Support on Academic Performance

To test H1 that "Parenting Support has a positive impact on the Academic Performance of primary school students in Hong Kong," multiple regression analysis has been employed. This method allows for examining how variations in parenting support are associated with changes in students' academic performance while controlling for other factors.

#### Step 1:

Before delving into the regression analysis, it is essential to present the descriptive statistics for the academic performance variable, which serves as the dependent variable in our model. The academic performance data, represented by standardized test scores, provide an overview of the students' achievements in core subjects.

Table 4.3 Descriptive Statistics of Academic Performance

Statistic	Mean	Standard Deviation	Minimum	Maximum
Academic Performance	82.5	9.2	55	100

The mean academic performance score is 82.5, with a standard deviation of 9.2. The scores range from 55 to 100, indicating a broad distribution of academic achievements among the students.

The multiple regression analysis involves assessing the impact of the Parenting Support dimension (comprising Q6 to Q10) on academic performance. The independent variables in this analysis are the responses to each of the parenting support questions, while the dependent variable is the academic performance score.

Table 4.4: Regression Analysis of Parenting Support

Independent Variable	Unstandardized Coefficient (B)	Standardized Coefficient (Beta)	t-value	Significance (p-value)
Q6 (Study Schedule)	0.85	0.22	4.12	0.000
Q7 (Encouragement)	1.15	0.28	5.34	0.000



Q8 (Study Environment)	0.90	0.24	4.56	0.000
Q9 (Discuss School Day)	0.75	0.18	3.67	0.001
Q10 (Emotional Support)	1.20	0.30	5.67	0.000

**Model Summary:**

- **R<sup>2</sup> = 0.35**
- **Adjusted R<sup>2</sup> = 0.33**
- **F-value = 25.67**
- **Significance (p-value) = 0.000**

The regression analysis results in Table 4.4 show the impact of each dimension of parenting support on academic performance. The model's R<sup>2</sup> value of 0.35 indicates that approximately 35% of the variance in academic performance can be explained by the level of parenting support provided. The adjusted R<sup>2</sup> value, slightly lower at 0.33, accounts for the number of predictors in the model, confirming a robust relationship between parenting support and academic performance.

Each of the independent variables—study schedule (Q6), encouragement (Q7), study environment (Q8), discussing the school day (Q9), and emotional support (Q10)—has a statistically significant positive effect on academic performance, with p-values less than 0.05. This significance suggests that higher levels of engagement in these parenting activities are associated with better academic outcomes.

The standardized coefficients (Beta) indicate the relative strength of each variable's impact. Emotional support (Q10) and encouragement (Q7) have the highest Beta values, 0.30 and 0.28, respectively. This suggests that these forms of support are particularly influential in enhancing students' academic performance.

The results from the multiple regression analysis provide strong support for the first hypothesis (H1). The positive and statistically significant coefficients for all aspects of parenting support demonstrate that increased engagement in these activities is associated with higher academic performance among primary school students in Hong Kong.

Encouragement and emotional support emerge as the most impactful factors, underscoring the importance of not only providing a conducive study environment but also fostering a supportive and motivating atmosphere at home. Parents who regularly set study schedules, discuss their children’s school day, and offer emotional encouragement contribute significantly to their children's academic success.

These findings highlight the critical role of parenting support in shaping students’ educational outcomes and suggest that strategies aimed at enhancing these forms of parental engagement could be highly effective in boosting academic performance.

#### **4.2.2 Analysis of the Impact of Communication with the School on Academic Performance**

To test H2 that "Communication with the School has a positive impact on the Academic Performance of primary school students in Hong Kong," multiple regression analysis was used to examine how the frequency and quality of interactions between parents and schools relate to students' academic outcomes.

Before delving into the regression analysis, it is important to present the descriptive statistics for the responses related to communication with the school. This provides a baseline understanding of how frequently parents engage in various forms of communication with the school.

Table 4.5 Descriptive Statistics of Communication with the School

<b>Statistic</b>	<b>Q11: Parent-Teacher Meetings</b>	<b>Q12: School Communications</b>	<b>Q13: Discussing Progress</b>	<b>Q14: School Events</b>	<b>Q15: Providing Feedback</b>
Mean	3.8	4.1	3.9	3.7	3.6
Standard Deviation	0.9	0.8	0.9	1.0	0.9
Minimum	1	2	1	1	1
Maximum	5	5	5	5	5

The mean scores for communication-related questions range from 3.6 to 4.1, suggesting a generally high level of engagement in communication with the school. The standard deviations indicate moderate variability, reflecting differences in how frequently parents engage in these activities.

The multiple regression analysis evaluates the impact of the Communication with the School dimension (Q11 to Q15) on students' academic performance. The dependent variable remains the academic performance score, while the independent variables are the responses to each of the communication-related questions.

Table 4.6 Regression Analysis of Communication with the School

<b>Independent Variable</b>	<b>Unstandardized Coefficient (B)</b>	<b>Standardized Coefficient (Beta)</b>	<b>t-value</b>	<b>Significance (p-value)</b>
Q11 (Parent-Teacher Meetings)	0.65	0.18	3.78	0.001
Q12 (School Communications)	0.90	0.23	4.45	0.000
Q13 (Discussing Progress)	0.75	0.20	4.02	0.000
Q14 (School Events)	0.50	0.12	2.60	0.010
Q15 (Providing Feedback)	0.55	0.14	2.85	0.005

**Model Summary:**

- **R<sup>2</sup> = 0.28**
- **Adjusted R<sup>2</sup> = 0.26**
- **F-value = 21.33**
- **Significance (p-value) = 0.000**

The regression results in Table 4.6 illustrate the influence of each aspect of communication with the school on academic performance. The model's R<sup>2</sup> value of 0.28 indicates that 28% of the variance in academic performance can be explained by the communication variables. The adjusted R<sup>2</sup> of 0.26 suggests that even after accounting for the number of predictors, the model remains strong in explaining the relationship between parent-school communication and academic performance.

Each independent variable has a statistically significant positive effect on academic performance, with p-values less than 0.05. This indicates that higher levels of engagement in communication activities with the school are associated with better academic outcomes for students.

The standardized coefficients (Beta) show that the strongest predictors within this dimension are school communications (Q12) and discussing progress (Q13), with Beta values of 0.23 and 0.20, respectively. These findings suggest that regular updates from the school and parents' active engagement in discussing their child's progress are particularly impactful on academic performance.

The results from the multiple regression analysis provide substantial support for the second hypothesis (H2). The positive and statistically significant coefficients across all forms of parent-school communication underscore the importance of these interactions in enhancing students' academic performance.

Frequent communication, such as attending parent-teacher meetings and engaging with school communications, allows parents to stay informed about their child's educational needs and progress. This, in turn, enables parents to provide timely and appropriate support, aligning home activities with school expectations and goals.

The analysis highlights that proactive engagement in discussing academic progress and regular interaction through school communications are especially effective in supporting students' academic success. Additionally, participating in school events and providing feedback to the school also contribute positively, though to a slightly lesser extent, to academic outcomes.

These findings emphasize the value of maintaining robust communication channels between parents and schools. Strategies that enhance and facilitate these interactions could play a crucial role in improving academic performance, suggesting that schools should actively encourage and support various forms of parent-school communication.

#### **4.2.3 Analysis of the Impact of Learning at Home on Academic Performance**

To test H3 that "Learning at Home has a positive impact on the Academic Performance of primary school students in Hong Kong," multiple regression analysis was utilized. This method evaluates how different activities related to learning at home contribute to students' academic success.

The first step involves presenting the descriptive statistics for the responses related to learning at home. These statistics offer a preliminary understanding of how

frequently parents engage in various educational activities with their children outside of school.

Table 4.7 Descriptive Statistics of Learning at Home

<b>Statistic</b>	<b>Q16: Helping with Homework</b>	<b>Q17: Discussing School Subjects</b>	<b>Q18: Providing Learning Resources</b>	<b>Q19: Educational Activities</b>	<b>Q20: Monitoring Homework</b>
Mean	4.0	3.9	4.1	3.8	4.2
Standard Deviation	0.8	0.8	0.7	0.9	0.7
Minimum	2	2	2	1	2
Maximum	5	5	5	5	5

The mean scores for the learning at home questions range from 3.8 to 4.2, indicating a generally high level of parental involvement in supporting learning activities at home. The standard deviations suggest moderate variability, reflecting some differences in how often parents engage in these activities.

The multiple regression analysis examines the impact of the Learning at Home dimension (Q16 to Q20) on academic performance. The independent variables are the responses to the questions on learning at home activities, and the dependent variable is the academic performance score.

Table 4.8: Regression Analysis of Learning at Home

<b>Independent Variable</b>	<b>Unstandardized Coefficient (B)</b>	<b>Standardized Coefficient (Beta)</b>	<b>t-value</b>	<b>Significance (p-value)</b>
Q16 (Helping with Homework)	0.80	0.22	4.00	0.000
Q17 (Discussing School Subjects)	0.70	0.18	3.50	0.001
Q18 (Providing Learning Resources)	0.95	0.25	4.75	0.000

Q19 (Educational Activities)	0.65	0.16	3.20	0.002
Q20 (Monitoring Homework)	1.05	0.28	5.25	0.000

**Model Summary:**

- **R<sup>2</sup> = 0.32**
- **Adjusted R<sup>2</sup> = 0.30**
- **F-value = 23.45**
- **Significance (p-value) = 0.000**

The regression results in Table 4.8 highlight the influence of each aspect of learning at home on academic performance. The model's R<sup>2</sup> value of 0.32 indicates that 32% of the variance in academic performance can be explained by the learning at home variables. The adjusted R<sup>2</sup> value of 0.30 confirms the model's robustness, even after accounting for the number of predictors.

Each independent variable has a statistically significant positive effect on academic performance, with p-values less than 0.05. This significance implies that higher levels of engagement in these learning activities at home are associated with better academic performance.

The standardized coefficients (Beta) show that the most impactful factors within this dimension are monitoring homework (Q20) and providing learning resources (Q18), with Beta values of 0.28 and 0.25, respectively. These findings suggest that ensuring homework completion and providing additional learning materials are particularly influential in enhancing students' academic outcomes.

The results from the multiple regression analysis provide strong support for the H3. The positive and statistically significant coefficients for all aspects of learning at home demonstrate that increased parental involvement in these activities is associated with higher academic performance among primary school students in Hong Kong.

Monitoring homework and providing learning resources emerge as the most significant contributors to academic success. This underscores the importance of parents not only assisting with specific academic tasks but also ensuring that their

children have access to necessary educational tools and consistently overseeing their homework.

Helping with homework, discussing school subjects, and engaging in educational activities also positively influence academic performance, though their impact is slightly less pronounced than monitoring and resource provision. These activities reinforce the knowledge and skills learned at school and foster a more comprehensive learning experience at home.

These findings highlight the critical role of parents in extending educational support beyond the classroom. Strategies aimed at enhancing parental engagement in these areas could be highly effective in boosting students' academic performance. Schools and policymakers should consider promoting initiatives that facilitate and encourage parents to actively support their children's learning at home, thereby creating a more integrated and supportive educational environment.

### **4.3 Improvement Strategies Based on Hypothesis Test Results**

Based on the findings from testing the three hypotheses, several improvement strategies can be proposed to enhance parental involvement and consequently boost the academic performance of primary school students in Hong Kong. Each hypothesis has provided valuable insights into how specific forms of parental engagement impact educational outcomes, and these insights can be translated into practical strategies for parents, schools, and policymakers.

The analysis confirmed that parenting support plays a significant role in fostering academic success. Parents who provide a structured and supportive home environment, encourage their children, and engage in discussions about their school day significantly contribute to their children's academic achievements. To further enhance this form of support, schools can offer workshops and resources that educate parents on effective parenting strategies. These workshops could cover topics such as establishing productive study routines, managing stress, and providing emotional support. For example, schools could organize monthly parent education seminars that focus on different aspects of parenting support, attended by 75% of the parents, which would equip them with the tools needed to create a nurturing educational environment at home.

Effective communication between parents and schools has been shown to positively impact academic performance. To improve this communication, schools

could implement more robust and user-friendly communication channels. This might include regular updates via email newsletters, mobile apps, or online portals that keep parents informed about their child's progress and school events. Schools could also encourage more frequent and structured parent-teacher meetings. For instance, introducing a quarterly meeting schedule attended by 85% of parents, where teachers provide detailed updates on student progress and address any concerns, could significantly enhance parental engagement. Additionally, schools can create opportunities for parents to provide feedback and be involved in decision-making processes, thus fostering a stronger partnership between home and school.

The study highlighted the importance of learning activities at home in boosting academic performance. Parents can be encouraged to take a more active role in their children's education outside the classroom. Schools could support this by providing parents with resources and guidelines on how to effectively assist with homework and engage in educational activities. For example, distributing monthly resource kits to 80% of families that include materials for reading, science experiments, or math games could help parents support their children's learning in a fun and structured way. Additionally, schools might offer online tutorials or workshops that demonstrate practical ways for parents to facilitate learning at home, such as using technology to enhance study sessions or creating a dedicated homework space.

In summary, the results of the study suggest that targeted strategies can significantly enhance the effectiveness of parental involvement in improving academic performance. Schools and policymakers should focus on empowering parents with the knowledge and tools to provide robust parenting support, establish effective communication channels between home and school, and engage in meaningful learning activities at home. By implementing these strategies, such as regular parent education workshops, enhanced communication platforms, and monthly educational resource kits, schools can foster a more integrated and supportive educational environment. This, in turn, would likely lead to improved academic outcomes for students across Hong Kong's primary education system.



## **Chapter 5 Conclusion and Recommendation**

### **5.1 Conclusion**

This study aimed to explore the impact of various forms of parental involvement on the academic performance of primary school students in Hong Kong, guided by Epstein's Six Types of Parental Involvement Framework. The research focused on three specific dimensions of parental engagement: parenting support, communication with the school, and learning at home. Through a detailed quantitative analysis, the study sought to understand how these forms of involvement contribute to students' academic success and to identify effective strategies for enhancing parental engagement.

The first objective of the study was to examine the relationship between parenting support and academic performance. The findings confirmed that parenting support, which includes providing a structured home environment, encouragement, and emotional backing, significantly enhances academic performance. The data indicated that students whose parents regularly engage in these supportive behaviors tend to perform better academically. This conclusion underscores the critical role of a stable and nurturing home environment in fostering academic success.

The second objective was to explore how communication with the school influences academic performance. The study demonstrated that effective communication between parents and schools positively impacts students' academic outcomes. Frequent and meaningful interactions, such as attending parent-teacher meetings and staying informed through school communications, were shown to be strongly associated with better academic performance. This conclusion highlights the importance of robust communication channels that keep parents engaged and aligned with the school's educational goals.

The third objective focused on the impact of learning at home on academic performance. The analysis revealed that parental involvement in educational activities outside of school, such as helping with homework and providing additional learning resources, plays a significant role in boosting academic performance. Students whose parents are actively involved in their learning at home tend to achieve higher academic outcomes. This finding emphasizes the value of extending educational support beyond the classroom and integrating it into daily home routines.

Based on these conclusions, the study proposed three strategic recommendations to enhance parental involvement and improve academic performance. Firstly, schools should provide educational workshops and resources to help parents create a supportive home environment. These initiatives can equip parents with the skills and knowledge to effectively support their children's education. Secondly, schools should enhance their communication platforms to facilitate more regular and meaningful interactions between parents and teachers. Improved communication can help align home and school efforts in supporting student learning. Lastly, schools should offer resources and guidelines to encourage parents to actively engage in their children's learning at home. Providing practical tools and activities can make it easier for parents to support their children's academic development.

This study addressed the research questions by demonstrating that various forms of parental involvement significantly contribute to students' academic performance. By implementing targeted strategies to enhance parenting support, communication with schools, and learning at home, schools can foster a more supportive and integrated educational environment. These improvements are likely to lead to better academic outcomes and a more holistic approach to education in Hong Kong's primary schools.

## **5.2 Recommendation for Future Study**

While this study has provided valuable insights into the impact of parental involvement on academic performance in Hong Kong primary schools, several areas warrant further investigation to deepen our understanding and broaden the applicability of the findings.

Firstly, future research could benefit from adopting a longitudinal approach to explore how parental involvement evolves over time and its long-term effects on academic performance. By tracking students and their families over multiple years, researchers can gain a more dynamic view of how consistent engagement or changes in parental involvement impact educational outcomes as children progress through their primary education.

Secondly, expanding the scope to include qualitative methods such as interviews or focus groups could provide richer, more nuanced insights into the experiences and perceptions of both parents and educators regarding parental involvement. This qualitative data would complement the quantitative findings and offer a deeper

understanding of the challenges and successes faced by families and schools in fostering effective engagement.

Thirdly, it would be beneficial to investigate the role of socioeconomic and cultural factors in shaping parental involvement and its effects on academic performance. Examining how these variables influence the forms and effectiveness of parental engagement could help tailor strategies to different demographic groups, ensuring that all families, regardless of background, can support their children's education effectively.

Future studies could explore the impact of technology and digital communication on parental involvement. With the increasing use of digital tools in education, understanding how technology facilitates or hinders parental engagement could provide insights into new and innovative ways to connect parents with schools and support students' learning at home.

Comparative studies across different regions or educational systems could provide a broader perspective on the role of parental involvement in academic performance. By comparing the findings from Hong Kong with those from other contexts, researchers could identify universal principles and culturally specific practices that contribute to effective parental engagement.

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## Appendix

Dear Participant,

Thank you for taking the time to participate in this study. Your responses will provide valuable insights into how parental involvement influences the academic performance of primary school students in Hong Kong. The questionnaire is designed to be anonymous and confidential, and your participation is entirely voluntary. Please answer all questions as accurately and honestly as possible.

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1. **What is your relationship to the student?**

- Mother
- Father
- Guardian
- Other (please specify): \_\_\_\_\_

2. **What is your highest level of education?**

- Primary school
- Secondary school
- Associate degree/diploma
- Bachelor's degree
- Master's degree or higher

3. **What is your occupation?**

- Professional (e.g., doctor, lawyer)
- Managerial/administrative
- Service industry
- Skilled labor
- Unskilled labor
- Unemployed
- Other (please specify): \_\_\_\_\_

4. **What is your family's monthly income?**

- Less than HKD 20,000
- HKD 20,000 - HKD 39,999
- HKD 40,000 - HKD 59,999
- HKD 60,000 - HKD 79,999
- HKD 80,000 or above
-

Please indicate how often you engage in the following activities with your child. (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always)

5. **How many children do you have attending primary school?**

- 1
  - 2
  - 3
  - 4 or more
- 

6. **I set a regular schedule for my child's study time.**

- 1
- 2
- 3
- 4
- 5

7. **I encourage my child to do their best in school.**

- 1
- 2
- 3
- 4
- 5

8. **I provide a quiet and organized place for my child to study.**

- 1
- 2
- 3
- 4
- 5

9. **I discuss my child's school day with them regularly.**

- 1
- 2
- 3
- 4
- 5

10. **I offer emotional support and encouragement to my child when they face academic challenges.**

- 1
- 2
- 3

4

5

11. **I attend parent-teacher meetings at my child's school.**

1

2

3

4

5

12. **I read the newsletters or communications sent by the school.**

1

2

3

4

5

13. **I contact my child's teacher to discuss their progress.**

1

2

3

4

5

14. **I participate in school events and activities.**

1

2

3

4

5

15. **I provide feedback to the school regarding my child's education.**

1

2

3

4

5

---

16. **I help my child with their homework.**

1

2

3



- 4
- 5

**17. I discuss school subjects with my child to enhance their understanding.**

- 1
- 2
- 3
- 4
- 5

**18. I provide additional educational resources (e.g., books, internet) to support my child's learning.**

- 1
- 2
- 3
- 4
- 5

**19. I engage in educational activities with my child, such as reading or science experiments.**

- 1
- 2
- 3
- 4
- 5

**20. I monitor my child's homework and ensure it is completed on time.**

- 1
- 2
- 3
- 4
- 5

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Thank you very much for your participation. Your responses are invaluable to this research. Your cooperation is greatly appreciated!