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Title/Título: Social disparity of family involvement: Effect of parent resources, networks and norms

Diversidad social en la implicación de los padres: Efectos de los recursos de los padres, las redes y las normas sociales

Topic: Parents as educators, their challenging role and current status in school, family and community relationships

Los padres y madres como educadores, los retos de su rol y su situación actual en las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in English. Thursday 15, 12:15-1:45 p.m. Room 3, Third Floor

Sesión en Inglés. Jueves 15, 12:15-1:45 p.m. Sala 3, Tercer Piso

Abstract

Developed by the Organization for Economic Co-operation and Development (OECD), the Programme for International Student Assessment (PISA) is a regular survey of 15-year-olds assessing their preparedness for adult life in over 40 countries and regions. Hong Kong joined the Programme in 2000. Using data from PISA, this study examines the nature of different types of family involvement and to identify major economic, social and cultural factors related to the extent of family involvement in Hong Kong. A total of 4405 fifteen-year-old students from 140 Hong Kong secondary schools participated in the first cycle of PISA study. The study identified four types of family involvement: cultural communication, social communication, school communication and school volunteering. Multilevel analysis was used to examine the major family factors related to parental participation at home and in school. Consistent with previous studies, results suggest that, parent socioeconomic status, family structure and ethnicity were three essential structural determinants of family involvement in Hong Kong. Consistent with previous research, working class, immigrant and single parent families tend to have a lower level of parental involvement. The contextual effects of these three structural factors at the school are also significant and even stronger affecting the level of involvement of these disadvantaged families. The effect of these structural factors decreased after parent resources, parent network and parent norms entered into the multilevel regression model. It can be argued that the disadvantage of working class, immigrant, and single parent families was partly explained by the deprivation of useful resources, lack of network and low education aspiration. Bourdieu's and Coleman's concepts of social, cultural, and economic capital were used in this study to explain the strong effect of parent resources, parent network and parent norms on family involvement.