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Title/ Título: Family background and mathematics success in Hong Kong / Panel: International Issues & Perspectives on Families, Schools, and Communities: Asia, Europe, and the U.S.

Contexto familiar y éxito en matemáticas en Hong Kong / Panel: Temáticas y perspectivas internacionales sobre Familias, Centros docentes y Comunidad: Asia, Europa y U.S.A.

Topic: Cultural, technological and multicultural aspects of school, family and community partnerships

Aspectos culturales, tecnológicos y multiculturales de 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, 4:00-5:30 p.m.

Conference Room, Ground Floor

Sesión en Inglés. Jueves 15, 4:00-5:30 p.m. Sala de Cámara, Planta Baja

Abstract

This study uses The Third International Mathematics and Science Study (TIMSS) data to compare students from Hong Kong with students from the U.S. on the mathematics achievement and on a series of family background factors such as mothers' expectations, parental education, presence of study aids, living with different family members, and extracurricular time spent in various activities. Results indicate that: (1) Hong Kong students outperformed their U.S. counterparts in mathematics scores. Hong Kong has advantages in half and U.S. about one-fifth of the family background factors, (2) Seventy-five percent of the factors are significantly associated with mathematics achievement for both countries, (3) Some of the factors influence Hong Kong and U.S. students differently. Recommendations are made on family-school partnership strategies such as engaging parents in decision-making roles in educational programs at school for Hong Kong and limiting recreational TV viewing and emphasizing value of schooling at home for the U.S.