THE DIVERSITY OF PARENTAL INVOLVEMENT AND INVESTMENT ON CHILDREN'S LEARNING ACROSS THE PACIFIC RIM

Professor Esther Ho Sui-chu
Faculty of Education, The Chinese University of Hong Kong
E-mail: estherho@cuhk.edu.hk

Abstract

The purpose of this paper is to investigate the contribution of parental investment and involvement on students' literary performance of 12 countries in Pacific Rim Region. Data for the present study is from the first cycle of the Programme for International Student Assessment (PISA). PISA is a regular survey of 15-year-old students assessing their literacy performance across over 40 countries and regions around the world. Hierarchical Linear Modeling was used to investigate the associations of parental investment and involvement on students' literacy performance. In investigating the effect of four forms of parental involvement on students' literacy performance, cultural and social communication was found to have significant impact on reading performance, however, the relative contributions of these two types of communication are different across the Pacific Rim societies. Of the four forms of family investment, books and educational resources at home are found to be major contributors to students' reading performance. These findings are quite consistent across all the participated countries, yet the magnitude of the effect size varied across different countries in the Pacific Rim region. Implication for research, policies and practices will be discussed in the last section of the paper.