

家庭議會

家庭議會轄下各小組委員會的工作進展情況

目的

本文件旨在向委員簡介家庭議會(議會)轄下兩個小組委員會的工作進展情況。

家庭核心價值及家庭教育推廣小組委員會

2. 家庭核心價值及家庭教育推廣小組委員會(推廣小組委員會)於二零一六年十一月十五日舉行會議，會上審議了有關「香港父母育兒模式」研究的調查結果與建議、二零一七至一八年度宣傳運動的各個主題和有關製作婚前家庭教育教材套的事宜。

「香港父母育兒模式」研究的調查結果與建議

3. 在二零一五年六月，議會透過中央政策組委託理大科技及顧問有限公司就「香港父母育兒模式」進行研究，目的是：

- (a) 更全面地剖析現時香港父母的育兒模式；
- (b) 辨識影響父母作出育兒決定的因素和親職壓力的來源；
- (c) 檢視不同的育兒模式對親子關係、兒童成長、家庭福祉等造成的影響；以及
- (d) 就推廣組織家庭和養兒育女的正確價值觀提出建議。

4. 推廣小組委員會曾在二零一六年二月十八日的會議上，審議該項研究的中期調查結果。其後，推廣小組委員會召集人、研究小組、中央政策組和議會秘書處分別於二零一六年五月十六日和九月二十一日召開進度會議。在二零一六年十一月十五日的會議上，研究小組就以下事項提交初步建議：

- (a) 支援家庭功能和提升家庭福祉；
- (b) 促進良好的家庭生態以鞏固家庭功能；
- (c) 從公眾健康出發去推行家庭和家長教育；
- (d) 按人生階段劃分以進行家庭和家長教育；
- (e) 加強為單親家庭、離婚夫婦和新移民家庭提供家庭和家長教育；
- (f) 採取不同措施，為隱蔽家庭提供家庭和家長教育；
- (g) 使學校成為向家庭和準父母提供教育的場所；以及
- (h) 加強政府在支援家庭和推行親職教育方面的角色。

有關研究小組提交的簡報資料，載於附件。

5. 推廣小組委員會知悉並大致同意研究小組的觀察結果。推廣小組委員會建議，研究小組應根據「2015 年家庭狀況統計調查」的最新調查結果，仔細修訂有關建議，並應考慮講解一下有關向無法接觸的家長收集資料以進行研究時所遇到的限制。對於研究小組的建議，推廣小組委員會提議不妨考慮鼓勵不同界別互相合作，並應加強父親在養育子女方面的角色。

二零一七至一八年度宣傳運動的各個主題

6. 議會在過去的會議上，曾多次討論有需要促進青年人與長者對話，以加強跨代溝通，促進和諧¹，並鼓勵向延伸家庭提供支援²。有見及此，推廣小組委員會同意採用「跨代溝通」和「向延伸家庭提供支援」，作為二零一七至一八年度宣傳運動的主題。

¹ 請參閱二零一六年六月十六日舉行的議會第 29 次會議的會議記錄第 15(a) 段。

² 請參閱二零一四年三月十三日舉行的家庭支援小組委員會第 15 次會議的會議記錄第 14(b) 段。

製作婚前家庭教育教材套的進度

7. 香港公教婚姻輔導會受託與 M21³共同製作婚前家庭教育教材套的宣傳短片。整套短片共分三集，分別講述三對準新人(與父母同住的年輕情侶、考慮結婚生子的同居情侶和考慮再婚的中產離婚人士)的故事。推廣小組委員會已觀看經初步剪接的第一集短片「大日子」，該齣短片講述一對年輕準新人在籌備夢想婚禮過程中發生爭執的故事，從而反思婚姻關係。委員認為該集故事內容和拍攝手法均令人留下頗深的印象。有委員表示該齣短片有點冗長，製作者對此表示會把該集短片剪輯至不超過四分鐘。整套多集的短片會在二零一七年二月推出，以配合預定於二零一七年二月十九日與香港電台合辦的大型宣傳活動。

家庭支援小組委員會

8. 家庭支援小組委員會(支援小組委員會)於二零一六年十一月二十二日舉行會議，討論有關二零一七至一八年度「支援家庭措施的主題贊助試驗計劃」(試驗計劃)的擬議主題與安排，以及「香港家庭調解服務狀況」研究的最終報告擬稿。

支援家庭措施的主題贊助試驗計劃

9. 鑑於二零一六至一七年度的試驗計劃反應理想，支援小組委員會認為二零一七至一八年度的試驗計劃應繼續以「家長教育」作為贊助主題，並因應「香港父母育兒模式」研究的最新調查結果(即在香港養兒育女的壓力甚大)，把重點放在「親職壓力」方面。支援小組委員會又察覺，由於再婚個案⁴數字不斷上升，因此香港出現了不少再婚和分隔家庭。支援小組委員會認為，宜以「再婚和分隔家庭」作為二零一七至一八年度試驗計劃的第二個贊助主題，藉此加強為這些家庭提供的支援服務，包括確定繼父母的角色、幫助繼子女解決在不同年齡階段所遇到的適應問題、探討有關子女與非同住親生父母的溝通問題、研究繼子女的成長結果等。

³ M21 是香港青年協會轄下的製作公司。

⁴ 再婚個案(其中一方曾經結婚)的數字由一九九一年的 4 892 宗大幅增加至二零一三年的 19 508 宗。

10. 支援小組委員會在檢討二零一六至一七年度試驗計劃的經驗後，同意可考慮調整贊助的門檻，以免忽略了一些具創新元素且值得支持的小型種子項目。有鑑於單單降低門檻或未能在大型和小型項目之間創造一個公平的競爭環境，而試驗計劃的原意是為社會帶來更重大和可持續的影響，降低門檻亦有可能違背這個原意，因此支援小組委員會同意，除了現行安排外，宜為二零一七至一八年度試驗計劃設立一個新的「種子項目」類別，提供20萬元至599,999元不等的贊助。在試行這項安排時，支援小組委員會會在300萬元的預留撥款中撥出60萬元，以供贊助這個新種子項目類別之用，而餘下的240萬元則會用作資助門檻為60萬元至100萬元的一般項目。

「香港家庭調解服務狀況」研究的最終報告擬稿

11. 支援小組委員會曾於上次在二零一六年九月八日舉行的會議上，審議有關該項研究的初步調查結果。其後，研究小組因應收集所得的意見修訂建議，並於二零一六年九月底提交最終報告擬稿。勞工及福利局(勞福局)和社會福利署(社署)的代表在二零一六年十一月二十二日出席支援小組委員會會議，討論調查結果並講解他們的修訂建議。與會者於商議後，同意把勞福局和社署的修訂建議，連同委員的綜合意見一併交予研究小組考慮。研究小組在二零一六年十二月一日提交最終報告的修訂本。議會秘書處會安排先向議會各委員傳閱該份最終報告，然後才與其他相關政策局及部門分享調查結果和建議，以便他們制訂相關的政策和策略。該份最終報告稍後亦會分別上載至議會和中央政策組的網站，以供公眾查閱。

未來路向

12. 各小組委員會將繼續監察各自範疇的計劃和活動。委員如有意見和建議，歡迎向秘書處提出。

家庭議會秘書處

二零一六年十二月

Study on Parenting Practice in Hong Kong

PolyU and HKU Consulting Team

15th November, 2016

1

Objectives of the Study

- a. To give a comprehensive account of current parenting practices in Hong Kong; and
- b. To identify factors affecting parenting practices, sources of parenting stress, impact on parent-child relationships, child development and family functioning.

2

Scope of the Study

- a. mapping out current parenting practices and their relationship with child's development outcomes, family relationships, and family well-being in HK;
- b. studying child rearing practices in the social, economic and cultural context of Hong Kong, and examining whether childrearing varies by parental SES and family structures;
- c. examining child development outcomes and analyze whether and/or how the outcomes are different from various childrearing practices;
- d. assessing the family functioning, the well-being of children and parents, sources of, and factors affecting parenting stresses, and analyze whether and/or how they vary by different child rearing practices;

3

Scope of the Study

- e. soliciting views of stakeholders for an indepth understanding of the factors affecting parenting practices and its outcomes, and explore ways to mitigate stresses from childrearing, and/or develop successful parenting strategies;
- f. drawing on the experiences of selected place and making reference to their policy interventions in the areas of family support, parent education, and family well-being;
- g. suggesting measures and services that could support childrearing, enhance child's development outcomes, family well-being for stakeholders' consideration
- h. providing policy recommendations for promoting positive values on family formation and raising children in Hong Kong

4

Methods of Data Collection

1. Territory-wide Questionnaire Survey
2. Focus Group Discussion with Parent Informants
3. Desktop Study of Measures in Family and Parenting Support Abroad
4. Consultative Interviews with Stakeholders

5

Territory-wide Questionnaire Survey

6

Aims and Objectives of the Questionnaire Survey

Aims:

- To understand current parenting practices, parenting stress, parent-child relationship as well as their impacts on child development and family well-being

Objectives

- To identify current situation of parenting practices in Hong Kong
- To examine key child's developmental outcomes in Hong Kong families
- To examine the relationships among family, parenting and child outcomes

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Variables Used in the Survey

1. Parenting Variables

- Parenting Style
- Parenting Practice
- Parenting Stress

2. Parental Well-Being

- Parental sense of competency

3. Parent-Child Relationship

- Dysfunctional parent-child interaction
- Children's perceived Parent-Child Relational Quality

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Variables Used in the Survey

4. Child Well-Being Variables

- Behavioral and Psychological Problems
- Prosocial Behavior
- Physical Health
- Self-esteem
- Academic or Learning Competence
- School Motivation
- Academic Self-concept

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Variables Used in the Survey

5. Family well-being

- summary index of Parent Well-Being and Child-Being

6. Other Family Structure Variables

- family SES
- marriage status of parents,
- child number of the family
- etc

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Principles of choosing measurement tools

- Conceptually relevant
- Applicable to Chinese
- Validated assessment tools
- Used in previous literatures

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Method – Sampling

- 2-stage probability sample
- In each district of Hong Kong, randomly select at least 1 kindergarten, 1 primary school, and 1 middle school at 1st stage, and randomly select students and their parents in each school at 2nd stage.
- Totally 1510 (or 2000?) children and their parents were recruited.
- They are representative of the population in terms of district and age.

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Our sample and the Population – on District Population

District	Kowloon City	Wong Tai Sin	Kwun Tong	Kwai Tsing	Tsuen Wan	Tuen Mun
Population	5.25%	5.45%	9.05%	7.15%	4.70%	6.55%
Our sample	5.89%	5.96%	9.47%	7.15%	5.23%	6.69%

District	Central & Western	Wan Chai	Eastern	Southern	Yau Tsim Mong	Sham Shui Po
Population	3.30%	1.80%	7.40%	3.80%	4.35%	5.30%
Our sample	3.25%	2.25%	6.36%	3.77%	4.70%	5.03%

Age	Yuen Long	North	Tai Po	Sha Tin	Sai Kung	Islands
Population	9.80%	4.65%	3.65%	8.45%	6.80%	2.60%
Our sample	9.80%	4.70%	3.71%	7.81%	5.76%	2.45%

A paired sample t-test showed no difference between the sample and the population ($t(17) = 0.03, p = 0.97$).

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Our sample and the Population – on age of child

Age	3	4	5	6	7	8
Population	7.65%	7.10%	7.55%	6.90%	6.85%	7.45%
Our sample	7.68%	7.15%	6.69%	7.02%	7.75%	7.68%

Age	9	10	11	12	13	14
Population	7.40%	8.90%	8.95%	9.40%	10.45%	11.55%
Our sample	7.55%	8.94%	8.54%	9.54%	10.66%	10.79%

A paired sample t-test showed no difference between the sample and the population ($t(11) = 0.98, p = 0.92$).

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Method – Measuring Instruments

1. Parent and Parenting Variables
2. Parent- child Relationship Variables
3. Child and Child Outcomes Variables
4. Demographic Variables

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Parent and Parenting Variables

1. **Parenting Style** (completed by both parents and children aged 9~14)
 - Parental Treatment Scale (PTS)-parent or child version (Shek, 1995)
 - Reliabilities range from .77 to .89
 - A higher score indicates higher parental warmth
2. **Parenting Practices** (completed by both parents)
 - Parenting Scale (PS) (Leung et al., 2004, Leung et al., 2013)
 - Reliabilities range from .63 to .78
 - A higher score of PS indicates more dysfunctional parenting practice

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Parent and Parenting Variables

3. **Parenting Practice Rated by Children** (completed by children aged 9~14)

- Parental Behavioral Control Scale (PBC), Parental Psychological Control Scale (PPS), and Chinese Parental Control Scale (CPS)
- Reliabilities range from 0.79 to 0.87
- A higher score indicates higher control

4. **Parenting Stress** (completed by both parents)

- Parenting Stress Index (PSI)
- Reliabilities range from .82 to .89
- A higher score of PSI indicates a higher level of parental stress

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Parent and Parenting Variables

5. **Parent Well-being** (completed by both parents)

- Parent Sense of Competence
- Reliabilities range from 0.72 to 0.78
- Higher score represents better parent well-being

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Parent-child Relationship Variables

1. **Parent-Child Relationship** (completed by both parents)

- Parent–Child Dysfunctional Interaction (PCDI), subscale of the PSI
- Reliabilities range from 0.82 to 0.85
- Reversed scoring was used
- Higher score indicates better relationship

2. **Parent-child Relational Quality** (completed by children aged 9~14)

- Relational Quality Index (RQI)
- Reliabilities around .90
- Higher scores in RQI indicates a higher level of parental stress

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Child Outcome Variables

1. **Psychological health of children** (by all parents)

- Strengths and Difficulties Questionnaire (SDQ)
- Reliabilities range from 0.82 to 0.85
- SDQ provides two scores representing behavioral and psychological problem, and prosocial behaviors, respectively

2. **Physical health** (by parents for children 3~8 and by both parents and children 9~14)

- five self-construct items (e.g., how many times your children have visited medical doctor because of physical illness in the past 12 months)
- Reliabilities range from .81 to .82
- A higher score indicates better physical health

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Child Outcome Variables

3. Behavior Academic Competence Scale (completed by parents of children 3~8)

- Behavior Academic Competence Scale (BAC)
- Reliabilities range from 0.85 to 0.86
- Higher scores indicate higher academic competence

4. Learning Motivation (completed by parents of children 3~8)

- Inventory of School Motivation (ISM)
- Reliabilities range from .86 to .87
- Higher scores indicate higher learning motivation

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Child Outcome Variables

5. Self-Esteem (completed by children of age 9~14)

- Behavior Academic Competence Scale (BAC) (Leung, Lo and Leung, 2012)
- Reliabilities range from 0.85 to 0.86
- Higher scores indicate higher academic competence

6. Academic self-concept (completed by children of age 9~14)

- Self-Concept Scale (ASC) (Assessment Program for Affective and Social Outcomes)
- Reliability is .80
- Higher scores indicate better academic self-concept

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Child Outcome Variables

7. Learning Competency (completed by children of age 9~14)

- Learning Competency Scale (LCS)
- Reliability is .91
- Higher scores indicate higher learning competence

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Demographic Variables

Demographic Variables representing Family Structures (completed by both parents)

- Local vs. immigrant family
- Child number in the family
- Socioeconomic status education levels of parent and family incomes
- Marital status of parent
- Single parent vs. both parents

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Results

- Descriptive statistics
- Family structure, parenting and child outcomes
- Association between parenting and child outcomes
- Parenting reduces effects from SES to child well-being

Descriptives – Number of Children

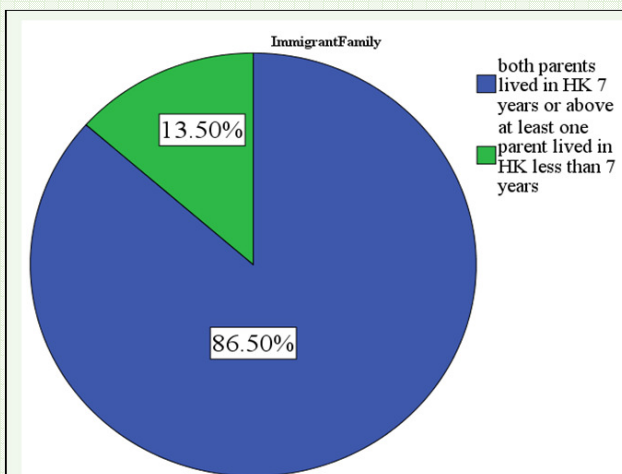


Figure 1. Descriptive Statistics of Immigrant Family

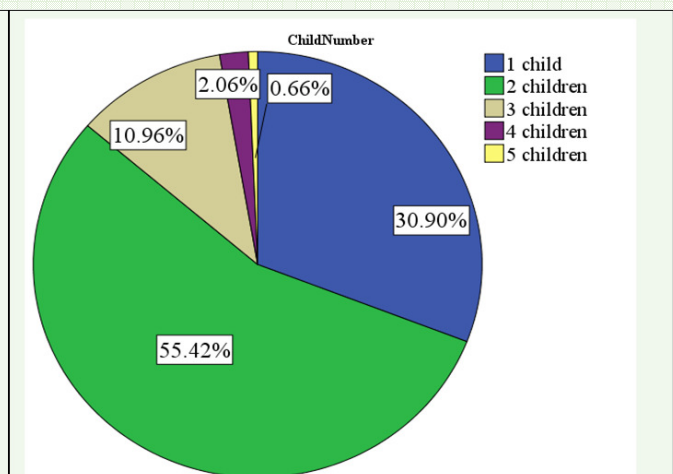


Figure 2. Descriptive Statistics of Number of Children

Descriptives – Marital Status of Parents

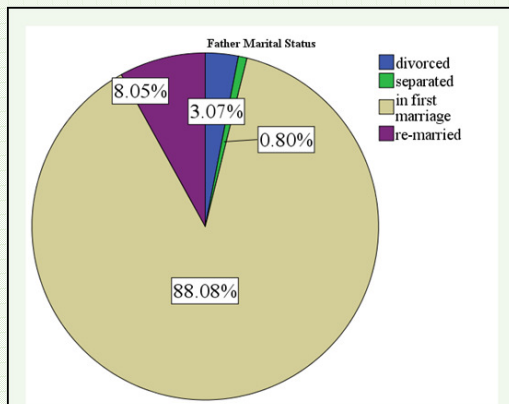


Figure 9. Father Marital Status

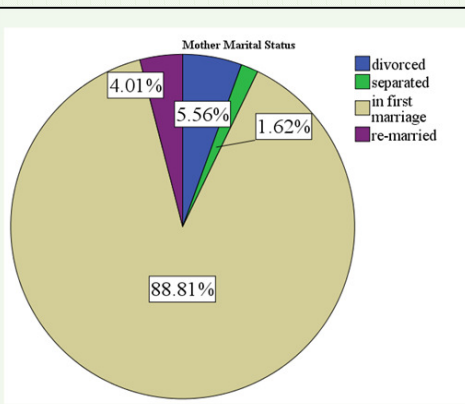


Figure 10. Mother Marital Status

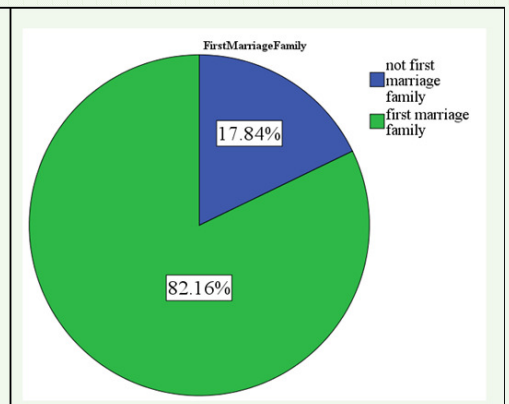


Figure 11. First Marriage Family

Descriptives – Single-parent Families

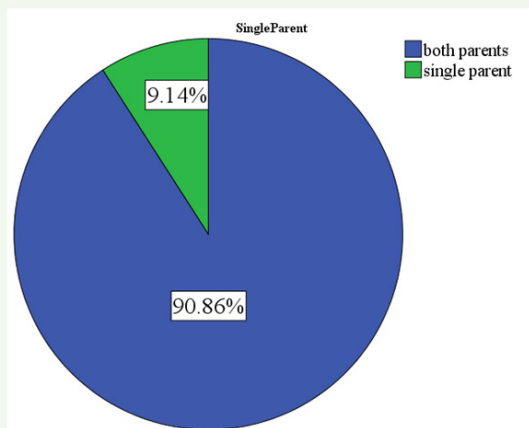


Figure 12. Descriptive Statistics of Single Parent Family

Descriptives – Education Level

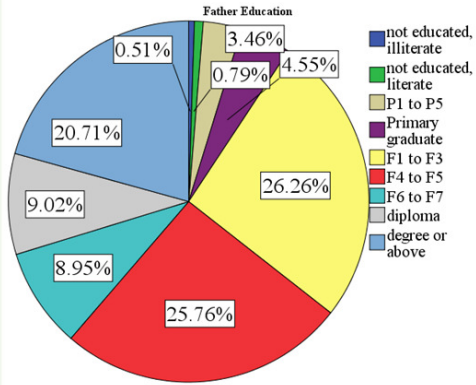


Figure 3. Education Levels of Fathers

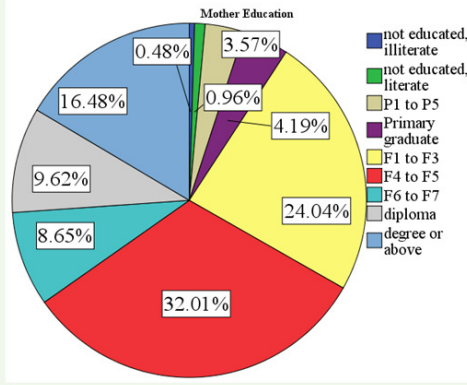


Figure 4. Education Levels of Mothers

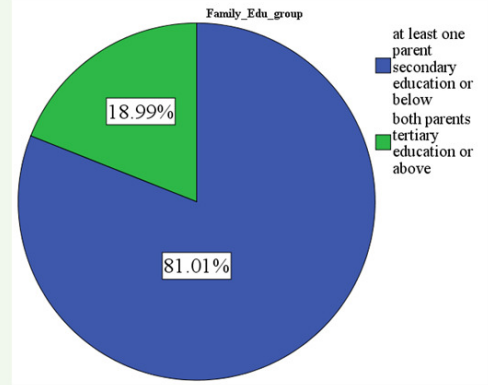


Figure 5. Family Education Levels

Descriptives – Family Incomes

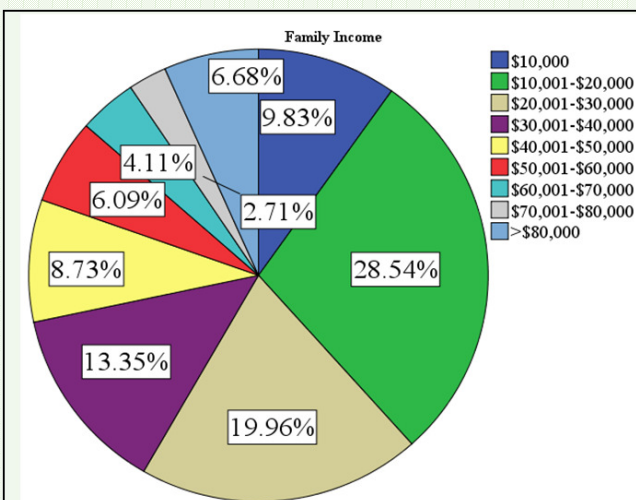


Figure 6. Descriptive Statistics of Family Incomes

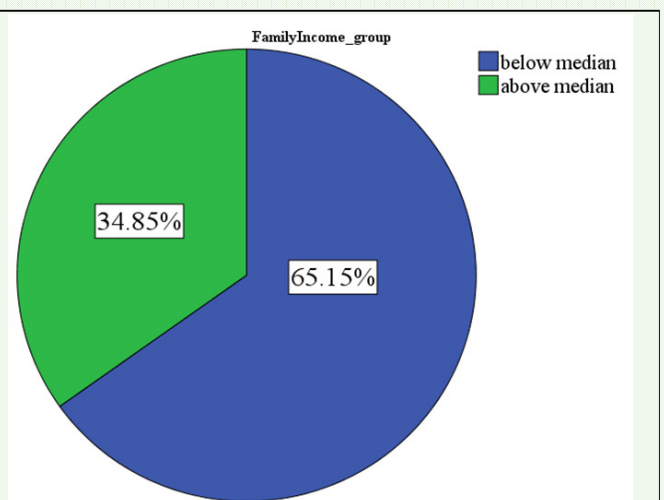


Figure 7. Descriptive Statistics of High and Low Income Families

Descriptives – Family SES

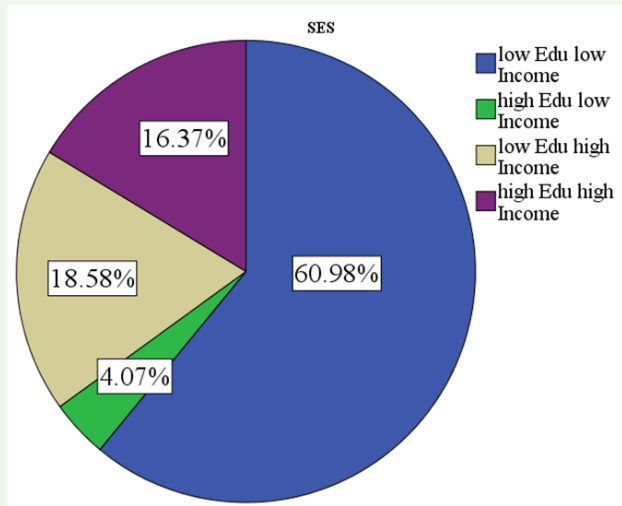


Figure 8. Descriptive Statistics of Family Socioeconomic Status

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Descriptives – Parent variables

Variables (score range)		Paternal Mean (SD)	Maternal Mean (SD)	Family Mean (SD)
Parental Warmth rated by parents (1~7)		4.90 (0.82)	4.93 (0.79)	4.91 (0.68)
Parental Warmth perceived by children aged 9~14 (1~7)	*	4.80 (0.98)	4.93 (1.00)	4.87 (0.86)
Parental Dysfunctional Parenting Practice (1~7)	*	3.57 (0.50)	3.64 (0.47)	3.61 (0.40)
Parental Behavioral Control rated by children (1~4)	*	2.63 (0.60)	3.03 (0.58)	2.83 (0.50)
Parental Psychological Control rated by children (1~4)	*	2.85 (0.71)	2.76 (0.79)	2.80 (0.66)
Parental Chinese Control rated by children aged 9~14 (1~4)	*	2.95 (0.50)	3.11 (0.46)	3.03 (0.43)
Parental Stress (36~180)		90.41 (18.99)	91.34 (18.92)	91.14 (17.01)
Parent-Child Relationship (12~60)	*	43.28 (6.94)	43.61 (6.79)	43.35 (6.11)
Parent-Child Relationship rated by children aged 9~14 (1~4)	*	2.96 (0.54)	3.09 (0.52)	3.03 (0.47)
Parental Well-being (16~96)		62.74 (8.84)	62.09 (9.02)	62.29 (7.57)

* Indicates a significant difference between fathers and mothers

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Descriptives – consistency of results between different respondents

- Paternal, maternal, and overall familial warmth rated by parent and the child were significantly correlated, with correlation coefficient $r = 0.36$, $r = 0.31$, and $r = 0.38$, respectively
- Percentage of consistent perception for parental, maternal, and overall familial warmth were 65.50%, 64.60%, and 65.10%, respectively, suggesting that perception of parental warmth by most parent and child were consistent.
- The consistent group and inconsistent group did not differ in all parenting and child outcome variables.

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Descriptives – Child outcome variables

Variables (score range)	Age 3~8 Mean (SD)	Age 9~14 Mean (SD)
Behavioral and Psychological Problems (0~40)	11.66 (4.83)	10.89 (4.98)
Prosocial Behaviors (0~10)	7.05 (1.71)	6.94 (1.73)
Physical Health (1~5)	3.92 (0.47)	4.10 (0.44)
Behavioral Academic Competence (1~4)	3.16 (0.35)	-
School Motivation (1~4)	2.90 (0.32)	-
Self-Esteem (1~4)	-	2.72 (0.52)
Academic Self-Concept (1~4)	-	2.67 (0.60)
Learning Competence (1~4)	-	2.95 (0.44)

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Demographics Effect on Parenting & Parent-Child Relationship

Variables*		Local(L) / Immigrant(I)	First Marriage(Fi) / Non-first marriage (N)	Both Parent (B) / Single parent(S)	High SES (H) / Low SES (L)	One child(O) / More than one (Mo)
Parental Warmth	F	-	-	-	H	-
	M	-	Fi	B	H	O
	All	-	Fi	B	H	O
Parent-Child Relationship	F	-	Fi	-	H	-
	M	-	Fi	B	H	O
	All	-	Fi	B	H	-
Dysfunctional Parenting Practice	F	-	N	S	L	Mo
	M	-	N	S	L	Mo
	All	-	N	S	L	Mo
Parental Stress	F	-	-	-	L	-
	M	I	N	S	L	Mo
	All	-	N	S	L	Mo

* **F**: Father (Paternal). **M**: Mother (Maternal). **All**: Parental.
 - : Results insignificant

¹Boxes that got a letter in it mean results are significant.

²Each letter indicates a higher score of the representing group on the specified variable than the counterpart group, e.g. for First Marriage (Fi)/Non-first marriage (N), "Fi" in the row of "Parental Warmth" and "M" indicates first marriage mothers showed higher scores on maternal warmth than did non-first marriage mothers, whereas "N" in the row of "Dysfunctional Parenting Practice" and "F" indicates non-first marriage fathers showed higher scores on paternal dysfunctional parenting practice than did first marriage fathers.

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Demographics Effect on Child Outcomes

Variables	Age	Local(L) / Immigrant(I)	First Marriage(Fi) / Non-first marriage (N)	Both Parent (B) / Single parent(S)	High SES (H) / Low SES (L)	One child(O) / More than one (Mo)
Physical Health	3-8	I	-	-	-	-
	9-14	I	-	-	-	-
Behavioral & Psychological Problems	3-8	-	-	-	L	-
	9-14	-	-	-	L	-
Behavior & Academic Competence	3-8	-	-	-	H	-
School Motivation	3-8	-	-	-	H	-
Academic Self-concept	9-14	I	-	-	H	-
Learning Competence	9-14	-	-	-	H	-

- : Results insignificant

³Boxes that got a letter in it mean results are significant.

⁴ Each letter indicates a higher score of the representing group on the specified variable than the counterpart group, e.g. for the High SES (H)/Low SES (L), the "L" in the row of "Behavioral & Psychological Problems" and "3-8" indicates children aged 3-8 from low SES families showed higher scores on behavioral and psychological problems than did those from high SES families; the "H" in the row of "School Motivation" and "3-8" indicates children age 3-8 from high SES families showed higher scores on school motivation than did those from low SES families.

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Associations between parent and child outcome variables in children aged 3~8

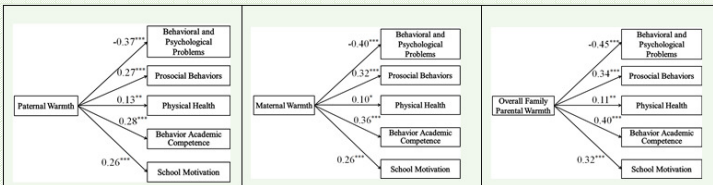


Figure 84. Effects of Parental Warmth on Child Outcomes in Children Aged 3~8

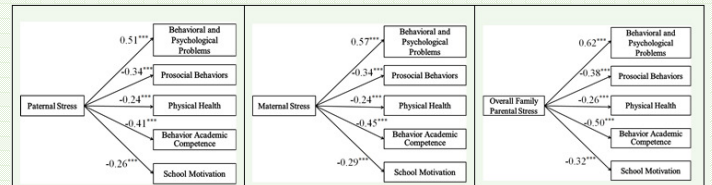


Figure 86. Effects of Parental Stress on Child Outcomes in Children Aged 3~8

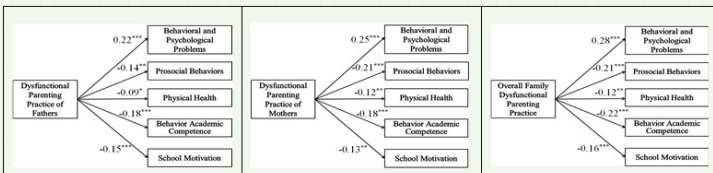


Figure 85. Effects of Dysfunctional Parenting Practice on Child Outcomes in Children Aged 3~8

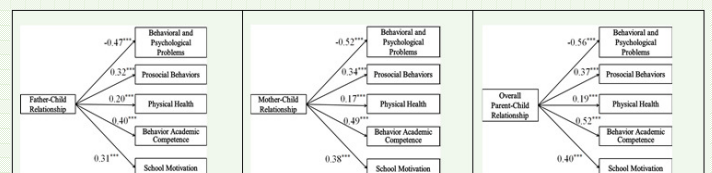


Figure 87. Effects of Parent-Child Relationship on Child Outcomes in Children Aged 3~8

Note. † and * indicate significant levels of regression analyses. † indicates $p < .10$, * indicates $p < .05$, ** indicates $p < .01$, *** indicates $p < .001$.

Associations between parent and child outcome variables in children aged 9~14

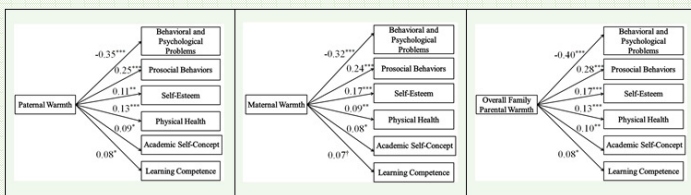


Figure 88. Effects of Parental Warmth on Child Outcomes in Children Aged 9~14

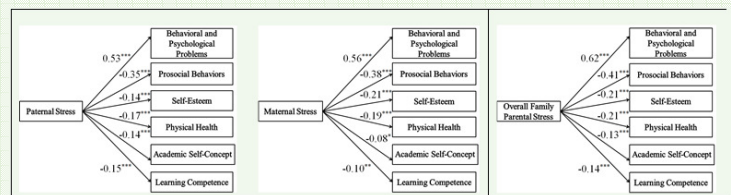


Figure 90. Effects of Parental Stress on Child Outcomes in Children Aged 9~14

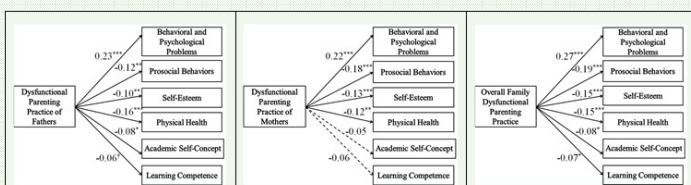


Figure 89. Effects of Dysfunctional Parenting Practice on Child Outcomes in Children Aged 9~14

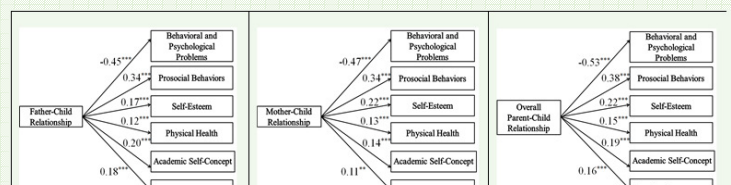


Figure 91. Effects of Parent-Child Relationship on Child Outcomes in Children Aged 9~14

Note. † and * indicate significant levels of regression analyses. † indicates $p < .10$, * indicates $p < .05$, ** indicates $p < .01$, *** indicates $p < .001$.

Effects of Parenting on Child Outcomes

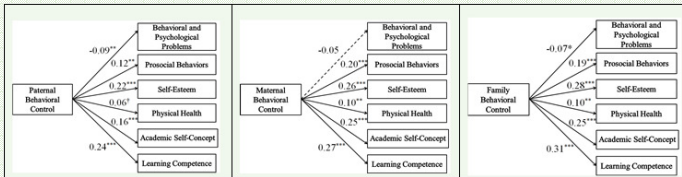


Figure 92. Effects of Parental behavioral control on Child Outcomes in Children Aged 9-14

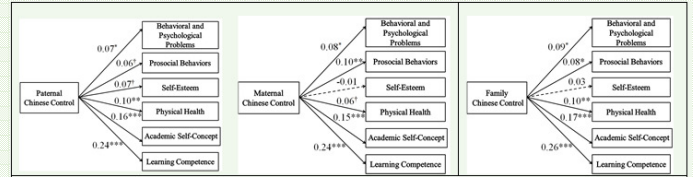


Figure 94. Effects of Parental Chinese control on Child Outcomes in Children Aged 9-14

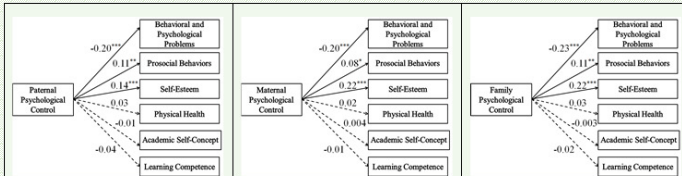


Figure 93. Effects of Parental psychological control on Child Outcomes in Children Aged 9-14

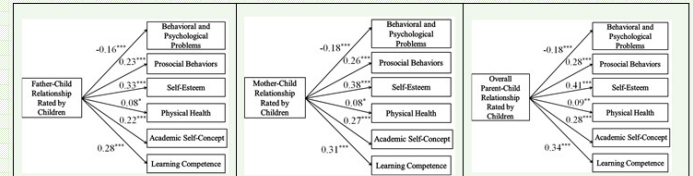
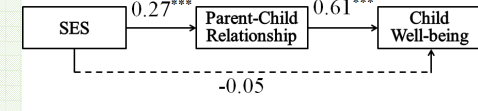
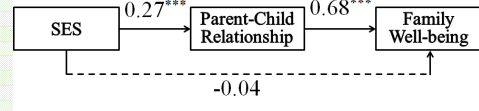
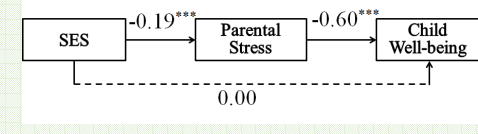
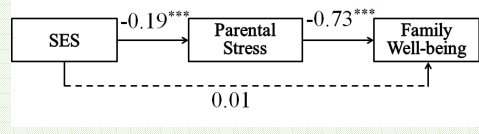
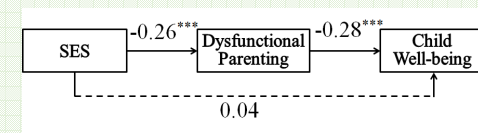
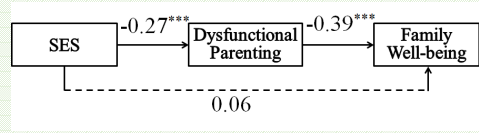
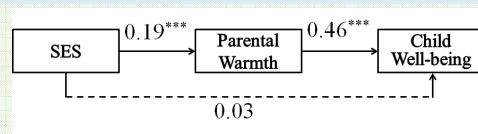
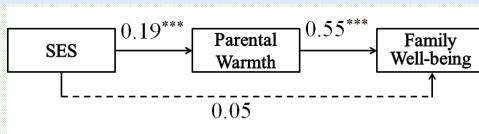


Figure 95. Effects of Child Perceived Parent-Child Relationship on Child Outcomes in Children Aged 9-14

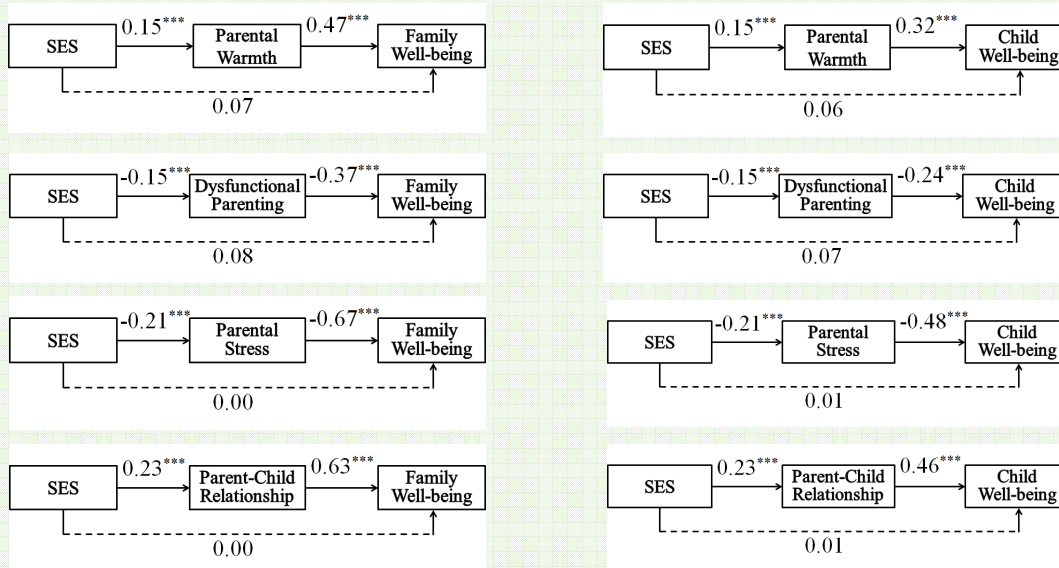
Note. † and * indicate significant levels of regression analyses. † indicates $p < .10$, * indicates $p < .05$, ** indicates $p < .01$, *** indicates $p < .001$.

Parenting reduce effects from SES to child well-being in children aged 3~8



Note. * indicate significant levels of mediation analyses. *** indicates $p < .001$.

Parenting reduce effects from SES to child well-being in children aged 3~8



Note. * indicate significant levels of mediation analyses. *** indicates $p < .001$.

Discussion

Descriptive results

- 13.50% of the 1510 families were immigrant families with at least one parent living in Hong Kong less than 7 years
- 30.90% families had only one child and 55.42% families were with 2 children
- More than half fathers and mothers had secondary education, and 18.99% families had both parents with tertiary education
- Around half families were with family income between 10,000HKD and 30,000HKD
- 65.15% families in the survey had income lower than the median

Discussion

Rating between parents and Rating between parent and child

- Fathers and mothers did not differ in parental warmth and parental stress, whereas fathers showed less dysfunctional parenting practice than mothers
- Both parents and children consistently reported better mother-child relationship than father-child relationship
- Parental warmth perceived by parents and that perceived by children age 9~14 were highly consistent
- Consistent with previous studies (Eiden, Colder, Edwards, & Leonard, 2009; Johnson, Li, Kendall, Strazdins, & Jacoby, 2013; Shek, 1999)

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Discussion

Family structures affect parenting and child outcomes

- First marriage families, both-parent families, high SES families and one-child families showed higher parental warmth, less dysfunctional parenting practice, lower parental stress, and better parent-child relationship
- Family structures affected all variables of maternal parenting whereas only SES consistently affected paternal parenting
- Children aged 3~8 in high SES families showed better psychological wellness, higher academic competence, and higher school motivation than those in low SES families
- For children aged 9~14, high family SES resulted in better psychological wellness, higher self-esteem, better academic self-concept, and higher learning competence

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Discussion

Associations between parenting and child outcomes and family well-being

- Higher parental warmth, less dysfunctional parenting practice, lower levels of parental stress, and better parent-child relationship were associated with higher psychological success, better physical health, and better academic success of children
- Those parenting variables were also associated with higher self-esteem of 9~14-year-old children
- Compared to children aged 3~8, association between academic success of children aged 9~14 and parental warmth and dysfunctional parenting is not as strong

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Discussion

Parenting reduce negative effect of low SES on child outcomes

- Effects of family SES on child outcomes could be accounted for by parenting variables for both 3~8-year-old and 9~14-year-old children
- Children in a low SES family, higher parental warmth, less dysfunctional parenting and parental stress, and better parent-child relationship can buffer the negative effect of low SES or lack of economic resources and promote child well-being and family well-being

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Focus Group Discussion with Parents

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Objectives of the Focus Group Discussion

Aims:

- To study indepth parenting practices, parenting stress, parent-child relationship and their impacts on child development and family well-being

Objectives

- a. to study child rearing practices in the social, economic and cultural context of Hong Kong
- b. to assess family functioning, children and parents' well-being, sources of stress and factors affecting parenting stresses

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Methods

Sampling and informants

- 79 parents of a wide array of demographic, SES, and ethnic backgrounds
- recruited from social service agencies and questionnaire respondents

Focus group discussion guide

- A set of open questions related to the topic was developed for the focus group discussion, including views on family and family well-being, expectations on children, parenting means, parenting stress, parenting difficulties, etc.

Data management and analysis

- All discussion processes were video- and audio-recorded, and were transcribed verbatim for data analysis

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Demographic backgrounds of the informants

- 60 mothers and 19 fathers
- mean age = 39.67 (S.D.= 5.883)
- 6 single parents
- 63.6% received secondary education or below; rest above
- 61.4% earn a personal monthly income higher than the median
- 23 are new arrivals (being in HK for less seven years)
- 10 parents are ethnic minorities (Indian, Pakistani or Napalese)
- 67 from a nuclear families and 5 from extended families

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Views on Family Well-being

- Almost the equivalent of family happiness
- Material well-being a necessary condition for family happiness
- Psycho-emotional well-being is more important for family happiness
- Common sought-after psycho-emotional well-being are in fact qualities of good family functioning
- e.g. love, care, and respect for family members, good family communication, support, and appreciation, etc.
- family well-being is premised on good family functioning

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Parenting goals

- Academic achievement
- Good health
- Happiness
- Culturally compliant children (filiality, obedience, etc)
- Successful people in terms of incomes, careers, etc.

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Parenting methods

- Parent-centred and child-centred parenting
- Parenting by instructions and parenting by example
- Solo parenting and shared parenting
- Consistent and inconsistent parenting
- Parenting by trial-and-error and parenting through learning

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Parenting stress - Level

- average parenting stress score on a 10-point scale is 7.11 (S.D. = 2.10)
- 63 parents (almost 80%) over the mid-point score of 5.5
- 43 of them (45%) rated themselves “8” or above
- parenting is stressful in Hong Kong

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Parenting stress - Causes

Individual factors

- Lack of parenting knowledge, shame and guilt, expectations, SEN children, etc

Inadequate support

- from spouse, from extended family, neighbors etc.

Schools

- Heavy homework, assessments, complaints from teachers, etc

Workplace

- Long working hours, encroachment of family time by work, etc

Highly competitive environment

- Survival of the fittest, excellence, emphasis on life long learning, etc

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Parenting Competence

- parenting competence score on a 10-point scale = 6.3 (S.D. =1.77)
- 35.4% rated themselves a score of "5" or below
- parenting competence and high stress can co-exist
- parenting competence is an issue to address

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Child outcomes (based on parents' reports)

- Child outcomes dependent on parenting practices
- Children as an autonomous being
- Children taking an active role in their development
- Children tell their parents about their parenting in different ways
- Children reminded us how parents and parenting should be like
- Implications: Self reflection and listening to children

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What parents tell us – An Ecological Integration

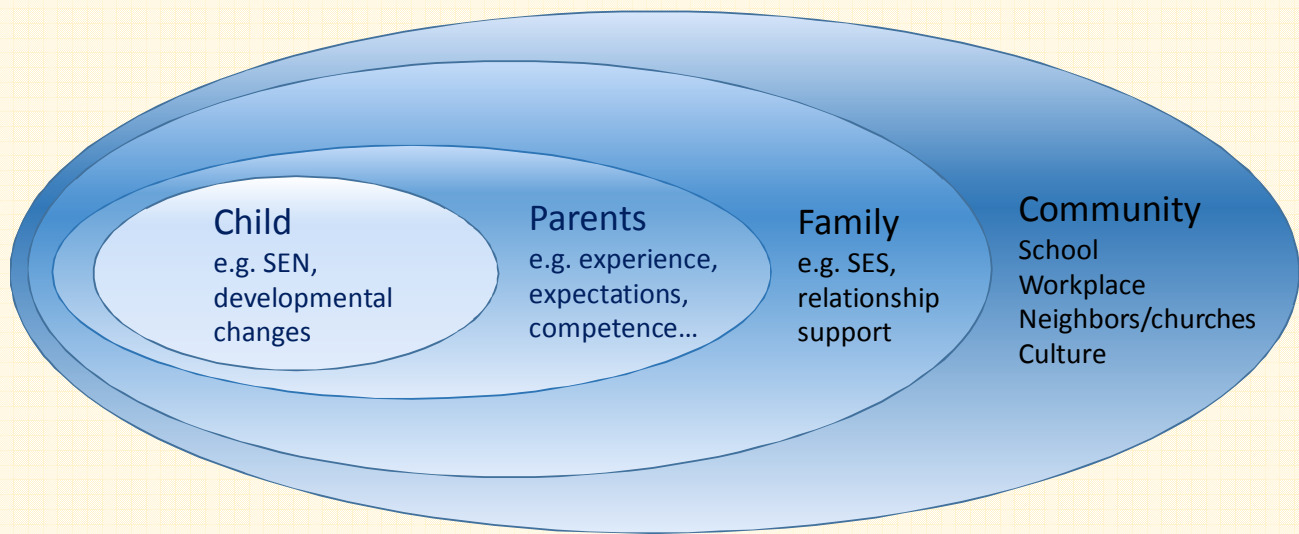
An integrative view on family, parenting and child outcomes

When families are characterized by such positive psycho-emotional qualities like love, care, concern, support, appreciation and respect, family relationships will be free from strains and stresses. Parents will be able to discharge their parental roles in the best possible way, and this is basis of good child outcomes. ... A well-functioning family is the cornerstone of good child outcomes.

The family is embedded in its physical, social, economic and cultural environment, which constantly presents threats, opportunities and challenges to it and its family members.... family well-being and good family functioning cannot be achieved without considering and addressing the challenges presented by the environment embedding the families.

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What parents tell us – An Ecological Integration



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What parents tell us – An Ecological Integration

Ecological challenges to family well-being and parenting

Internal Challenges

- Self
- Spouse
- Kids
- Family relationships

External Challenges

- Schools and teachers
- Workplace
- Culture

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What parents tell us – An Ecological Integration

- Achievement culture can shape realistically high parenting goal
- Gap between parenting competence and parenting goal leads to stress
- Parenting makes a difference in child outcomes
- Family functioning impacts on parenting, hence child outcomes
- Support for family and parenting improves child outcomes
- Focus on family – family first, family matters, happy family.....
- Measures to reduce ecological stress on family and parenting necessary

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Implications – challenges of parent education

- Developing effective responses of parents to internal challenges presented by self, spouse, kids, and family relationships
- Helping parents to cope with external challenges presented by teachers, schools, workplace, and culture
- Parent education alone cannot solve the problem – it takes the family, the schools, the neighborhood, workplace, and the entire community

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Desktop Study on Support for Families and Parenting in other Places

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Objectives of the Desktop Study

Aim

- To identify policy intervention measures adopted by government in other places to support family and parenting
- To learn from the experiences of other places as we develop measures to support family and parenting in Hong Kong

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Selected Places for Study

1. The United Kingdom
2. Singapore
3. Taiwan
4. South Korea

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Key Areas of Study

- Legal, policy and operational frameworks
- Role of the government
- Key operators
- Measures in family and parenting support
- Key programs, if any
- Others

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Main Findings

1. Framework for family and parenting support
2. Leadership Role of Government
3. Stakeholder Involvement
4. Family and Parenting support for All
5. Quality assurance and accountability
6. Measures and operation of family and parent education

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Need for Frameworks

- **Legal Framework:** Taiwan and South Korea
- **Policy framework:** UK and Singapore
- **An operational framework:** All four places
- **Life stage and development framework:** All four places

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Leadership Role of Government

1. England

- active role in developing the infrastructural support

2. South Korea

- Central Healthy Home Policy Committee under the PM

3. Taiwan

- enforces laws and directly involved as a service provider

4. Singapore

- sees parenting and family support as foundation of the Singaporean society

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All for Family and Parenting Support

- Stakeholder involvement
- A collective concern in all places
- Emphasis on concerted effort
- Aim to develop a family-friendly community

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Family and Parenting support for All

- Family and parent education for all people and families
- Family and parent education for life – as life long education
- Family and parent education for the special groups

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Quality Assurance and Accountability

- All four places have measures to ensure the standards
- **England**: National Academy for Parenting Practitioners
- **Taiwan** : Accreditation of training programs and practitioners by MoE
- **South Korea**: Korean Institute for Healthy Family
- **Singapore**: fund programs delivered by qualified professionals
- All four places: development of evidence-based programs

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Dissemination of family and parent education

- Community-wide campaigns to promote positive values and attitudes
- Schools and their curriculum to prepare for the young
- Multi-party involvement in provision
- Availability of online and self-instructional materials
- Mandatory programs for the unmotivated

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Lesson learned from the desktop study

- The four places studied have made a lot of efforts in supporting families and parenting
- The framework and measures adopted by different places is based on their own unique circumstances
- We are in need of a direction to gather momentum for supporting families and parenting in Hong Kong
- Stones from other hills may serve to polish jade

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Stakeholders Interviews

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Objectives of Stakeholder Consultative

Aim

- to consult stakeholders and seek their views on this study and on possible policy measures to support families and parenting in Hong Kong.

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Method

- Individual meeting or in small groups
- Number of stakeholders : 28 stakeholders including
 - Government officers,
 - CEOs of NGO,
 - Representatives of Family Council, and
 - Representative Home-school collaboration
 - Employers
 - Parents
 - Children
- Consultation interview process recorded with consent of the stakeholders
- Interviews notes were validated by stakeholders

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Questions for Consultation

- Whether findings represent scenarios of family and parenting in HK
- Aspects of family and parenting not reflected in the findings study
- Policy implications of the findings
- Recommendations on support measures for families and parenting
- Roles of government, NGOs, community and other related parties
- Whether measures taken in other places can be references for HK
- Any other views

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Views on the Design of the Study

- The territory-wide survey is a cross-sectional design
 - Results should be understood as correlational instead of causal.
- Multi-method design fits the purposes of this study
- Design allows local and international vision on the challenges to family and parenting

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Views on the Findings of the Study

- findings are generally consistent with observations and understanding about families and parenting in Hong Kong
- this study has validated the existing government policy direction and objectives for supporting child, family and parenting practices.
- some regards parenting in single-parent families might not have been given sufficient attention
- Issues associating with parenting a single-child is also relatively neglected and in need of further exploration in future study

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Views on Parenting Practices in HK

- **Parenting is not easy**
 - A host of factors constitute an unfavorable family ecology for parenting
- **Parenting does not prepare the young generation as successors**
 - failed parenting has turned out a generation of children with a lot of problems
- **Family functions at stake**
 - a crisis in parenting and family functioning

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Views on Family, Parenting and Child Development

- Functioning families facilitates family development and well-being
- Well-functioned families benefit society
- Family well-being is important basis for good functioning
- Society needs to invest on enhancing family functioning

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Public Health Approach to Improving Family Functioning and Parenting

- Population-based intervention
- Enhanced service provision for target populations
- Importance and Development of Evidence-based programs
- Inter-sectoral collaboration

83

A Life Stage Approach to Family and Parent Education

- Life stage/family development as an overarching framework
- Family members learn to face challenges in different life stages
- Family as a life-long learning institution
- Mapping service providers to the life stage framework needed

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Family and Parent Education for All

- Reflective Parenting
- Know your children
- Seeing your children positively
- Listening to your children

85

Family and Parent Education for Special Groups

- Programs for single-parents
- Programs for divorced couples
- Programs for the new immigrant Families
- Family and parent education for the unmotivated

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Family and Pre-Parenthood Education for Young People

- Cultivation of values and development of skills
- Early education
- Curriculum-based
- Preparation for Parenthood

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Roles of the Government

- Expectation on the government to assume a more leading role
- Stronger infrastructural support in terms of family policy and responsible lead policy bureau
- Funding support – development of a Family Development Fund
 - To develop evidence-based programs
 - To service providers operating programs
 - To provide incentives to the unmotivated
 - To SMEs to develop family-friendly measures
- Setting a good example for employers

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Roles of Schools, Workplace, and Community

- Principle of collective responsibility
- Schools
 - Curriculum review
 - Developing more varieties of schools
 - More efforts to make schooling a joyful experience
- Workplace
 - Reduce conflicts between home and the workplace
 - More efforts on family-friendly measures and flex-iwork arrangements
 - Support for SMEs

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Roles of Schools, Workplace, and Community

- Religious organizations
 - Developing spiritual well-being
- Neighborhood
 - Reclaiming the community function of neighborhood to support families
- Family as neighbors
 - Creating immediate support network for families in their neighborhood

90

Concerted Efforts of All

It takes a village to raise a child !

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Recommendations

- **Family and parenting at stake** – need for support and intervention
- **Family and parenting at a crossroad** – need for a direction
- **Parenting makes a difference** – need parent education and training
- **Parenting programs *per se* not enough** – a family approach necessary

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Recommendations

- **To support family functioning and enhance family well-being**
 - To review material well-being of families in HK
 - To improve psycho-emotional well-being
 - To develop spiritual well-being
 - To promote positive family values in the community

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Recommendations

- **To foster a good family ecology for family functioning**
 - To make schooling a positive experience for children and parents
 - To better reconcile the conflicts between home and work
 - To support the development of a family-friendly society
 - To reclaim the community functions of neighbors and neighborhood
 - To encourage the development of “family neighbors” in the neighborhood

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Recommendations

- To adopt a public health orientation to family and parent education
 - Population-based
 - Enhanced programs for the at-risk
 - To develop evidence-based programs
 - To monitor program effectiveness
 - To conduct regular surveillance of problems facing families and parents
 - To foster inter-sectoral collaboration

95

Recommendations

- To adopt a life stage approach to family and parent education
- To make family a life-long learning institute
- To make family and parent education for all who need it, like
 - Reflective Parenting
 - Know your children
 - Seeing your children positively
 - Listening to your children

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Recommendations

- To enhance family and parent education for the following groups
 - single-parents
 - divorced couples – divorce education
 - Programs for the new immigrant families
- To provide family and parent education for the unmotivated through
 - Monetary incentive
 - Coupling of CSSA with family and parent education
 - Mandatory family and parent education

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Recommendations

- To make schools a venue for family and pre-parenthood education on the following principles:
 - Cultivation of values
 - Early education
 - Curriculum-based
 - Preparation for Parenthood

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Recommendations

- **Government to assume a more central leading role in supporting families and parenting in the following areas:**
 - to provide infrastructural support
 - to develop family policy
 - to assign responsible lead policy bureau
 - To consider the setting up of a Family Development Fund to provide funding to the stake holder
 - To set a good example for employers in instituting family-friendly measures
 - To foster concerted collaboration of all parties

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Summary

- A right direction
- Stronger leadership
- More central role of the government
- Family and parent education for all
- All for families and parenting
- Concerted efforts – It takes a village to raise a child!

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End of Presentation

Thanks a lot

Questions and feedback are welcome !