

Family Council

Progress of Work of the Sub-committees under the Family Council

PURPOSE

This paper briefs Members on the progress of work of two Sub-committees under the Family Council (the Council).

SUB-COMMITTEE ON THE PROMOTION OF FAMILY CORE VALUES AND FAMILY EDUCATION

2. The Sub-committee on the Promotion of Family Core Values and Family Education (the Promotion Sub-committee) held a meeting on 15 November 2016. The findings and recommendations of the Study on Parenting Practices in Hong Kong, themes of 2017-18 Publicity Campaign, and progress of production of pre-marital family education package were deliberated at the meeting.

Findings and Recommendations of the Study on Parenting Practices in Hong Kong

3. The Family Council (the Council), through the Central Policy Unit (CPU), commissioned PolyU Technology Consultancy Company Limited to conduct a study on “Parenting Practices in Hong Kong” in June 2015. The Study aims to –

- (a) give a more comprehensive account of current parenting practices in Hong Kong;
- (b) identify factors affecting parenting decisions and sources of parenting stress;

- (c) examine the impact of different parenting practices on parent-child relationship, child development, family well-being, etc.; and
- (d) provide recommendations on promoting positive values on family formation and childrearing.

4. Following the Promotion Sub-committee's deliberation on the interim findings of the Study at its meeting on 18 February 2016, progress meetings among the Convenor of the Promotion Sub-committee, the research team, CPU and the Council Secretariat were held on 16 May 2016 and 21 September 2016. At the meeting on 15 November 2016, the Research Team presented its initial recommendations on the following aspects –

- (a) supporting family functioning and enhancing family well-being;
- (b) fostering a good family ecology for family functioning;
- (c) adopting a public health orientation to family and parent education;
- (d) adopting a life stage approach to family and parent education;
- (e) enhancing family and parent education for single-parents, divorced couples and new immigrant families;
- (f) providing family and parent education for the unmotivated through different measures;
- (g) making schools a venue for family and pre-parenthood education; and
- (h) enhancing the role of the Government in supporting families and parenting.

A copy of the Research Team's presentation materials is at [Annex](#).

5. The Promotion Sub-Committee noted and generally agreed with the observations of the Research Team. It suggested the Research Team to fine-tune its recommendations having regard to the latest findings of 2015 Family Survey and consider giving an account of the research limitations in collecting information from unreached parents. Regarding the recommendations, the Promotion Sub-Committee recommended that some thoughts should be given to encouraging collaboration among different sectors and enhancing the parenting role of fathers.

Themes of 2017-18 Publicity Campaign

6. In the light of the previous discussions in the Council meetings on the need to advocate dialogue between the youth and elderly persons to enhance inter-generational communication and harmony¹, and to promote extended family support², the Promotion Sub-Committee agreed to adopt “intergenerational communication” and “extended family support” as the themes of 2017-18 publicity campaign.

Progress of Production of Pre-marital Family Education Package

7. The Hong Kong Catholic Marriage Advisory Council (HKCMAC) (香港公教婚姻輔導會), in partnership with M21³, was commissioned to produce promotional videos of the pre-marital family education package. There would be three series of episodes presenting stories about three different pairs of couples-to-be: young couples living with parents, cohabitants considering marriage and having children, and middle class divorcees considering re-marriage. The Promotion Sub-committee watched the rough cut of the first episode “大日子” which presented a reflection of marital relationship through the dispute of a young couple-to-be in the process of preparing their dream wedding. Members considered the story and presentation of the episode quite impressive. In response to the comment that the video was a bit lengthy, the producer would edit the video with a view to keeping it within four minutes. Full set of episodes would be launched in February 2017 to tie in with the large-scale publicity event co-organised with the Radio Television of Hong Kong scheduled for 19 February 2017.

SUB-COMMITTEE ON FAMILY SUPPORT

8. The Sub-committee on Family Support (the Support Sub-committee) met on 22 November 2016 to discuss the proposed themes and arrangement for the Pilot Scheme on Thematic Sponsorship to Support Family-related Initiatives (the Pilot Scheme) in 2017-18, and the draft final report of the Study on “Family Mediation Services in Hong Kong”.

¹ Paragraph 15(a) of the minutes of the 29th meeting of the Council held on 16 June 2016 refers.

² Paragraph 14(b) of the minutes of the 15th meeting of the Sub-Committee on Family Support held on 13 March 2014 refers.

³ M21 is a production house under the Hong Kong Federation of Youth Groups.

Pilot Scheme on Thematic Sponsorship to Support Family-related Initiatives

9. In view of the positive response to the 2016-17 Pilot Scheme, the Support Sub-committee considered that “Parent Education” should continue to be a theme in 2017-18 Pilot Scheme with focus on “Parenting Stress” in the light of the latest findings of the Study on Parenting Practices in Hong Kong that parenting was stressful in Hong Kong. The Support Sub-committee also noted the emergence of step and split families in Hong Kong as a result of the growing number of re-marriage⁴, and considered it worthwhile to adopt “Step and Split Families” as the second theme of the 2017-18 Pilot Scheme with a view to enhancing support services to these families, including identifying roles of step-parents, addressing the adjustment problems of step children at different ages, examining issues on interaction with non-residential biological parents and outcomes of development of step children, etc.

10. Having reviewed the experience of the 2016-17 Pilot Scheme, the Support Sub-Committee agreed that consideration could be given to adjusting the threshold of sponsorship to avoid losing sight of some small scale seed projects with innovative elements that were also worthy of support. Considering that a simple downward adjustment of the threshold might not create a level playing field for competition between large-scale and small-scale projects and might defeat the original purpose of the Pilot Scheme in bringing a more significant and sustainable impact to the community, the Support Sub-Committee agreed to set up, on top of the existing arrangement, a new category of “seed projects” under 2017-18 Scheme with sponsorship between \$200,000 to \$599,999. As a trial, \$600,000 would be set aside from the \$3 million reserved funding for this new category of seed projects, leaving \$2.4 million for the ordinary projects at funding threshold of \$600,000 to \$1,000,000.

Draft final report of the Study on “Family Mediation Services in Hong Kong”

11. Following deliberations of the preliminary findings at the Support Sub-committee’s previous meeting of 8 September 2016, the research team refined the recommendations taking into account comments received and submitted a draft final report in late September 2016. Representatives of Labour and Welfare Bureau (LWB) and Social Welfare Department (SWD) joined the Support Sub-committee meeting on 22 November 2016 to discuss the findings and presented their suggested amendments. After deliberations, the meeting agreed to forward the suggested amendments of LWB and SWD,

⁴ The number of re-marriage (either of both parties have married before) rose significantly from 4 892 in 1991 to 19 508 in 2013.

together with the consolidated views of members, to the research team for consideration. On 1 December 2016, the research team submitted its revised final report. The Council Secretariat will arrange to circulate the final report to Council Members for consideration before the findings and recommendations are shared with relevant bureaux and departments to facilitate their formulation of related policies and strategies. The final report will also be uploaded onto websites of the Council and CPU for public information afterwards.

WAY FORWARD

12. The Sub-committees will continue to oversee their respective programmes and activities. Members are welcome to convey their comments and suggestions to the Secretariat.

**Family Council Secretariat
December 2016**

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

7

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

8

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

9

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

10

Principles of choosing measurement tools

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

11

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.

12

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 ($t(17) = 0.03, p = 0.97$).

13

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 ($t(11) = 0.98, p = 0.92$).

14

Method – Measuring Instruments

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

15

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

16

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

17

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

18

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

19

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

20

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

21

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

22

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

23

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

24

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

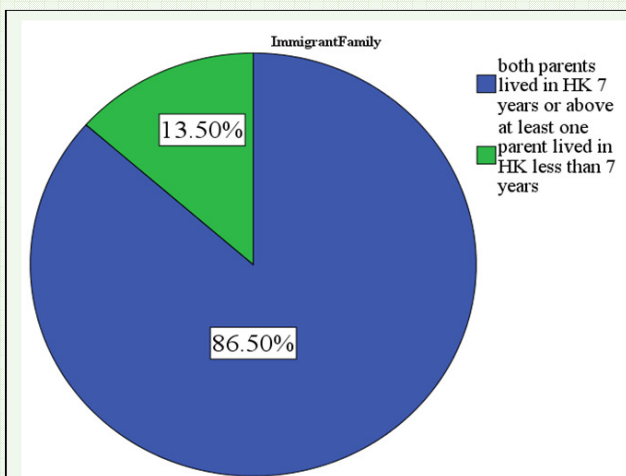


Figure 1. Descriptive Statistics of Immigrant Family

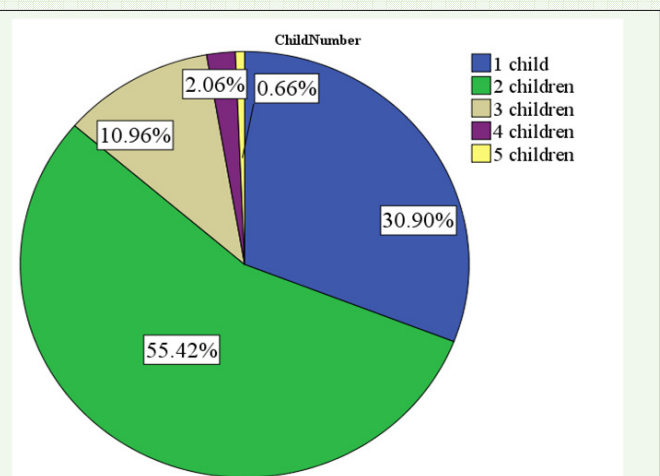


Figure 2. Descriptive Statistics of Number of Children

Descriptives – Marital Status of Parents

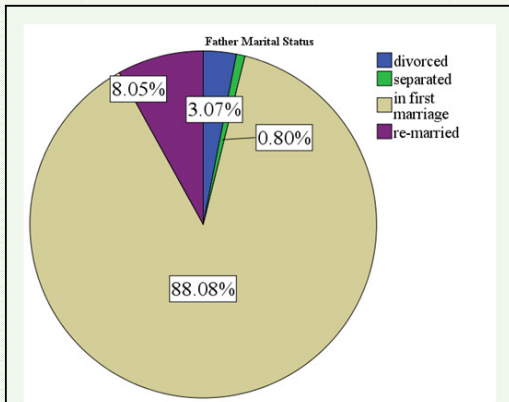


Figure 9. Father Marital Status

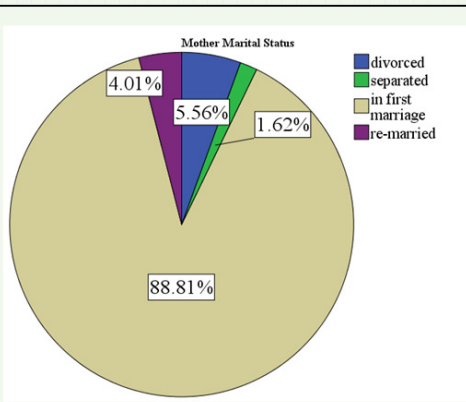


Figure 10. Mother Marital Status

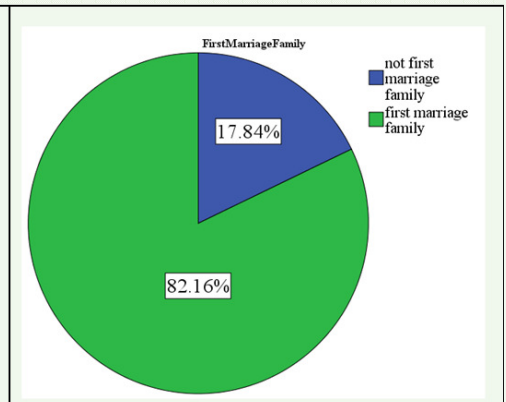


Figure 11. First Marriage Family

Descriptives – Single-parent Families

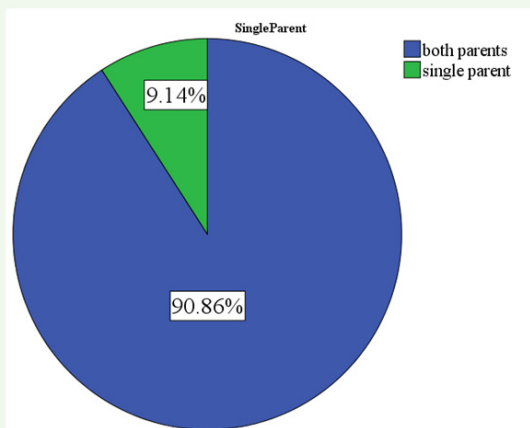


Figure 12. Descriptive Statistics of Single Parent Family

Descriptives – Education Level

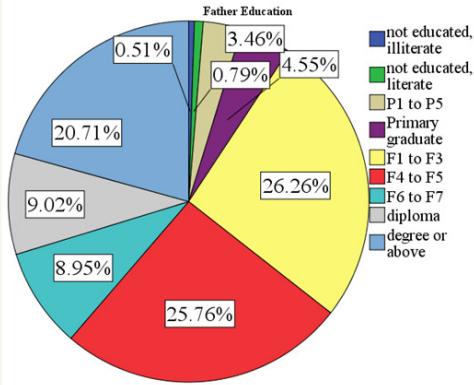


Figure 3. Education Levels of Fathers

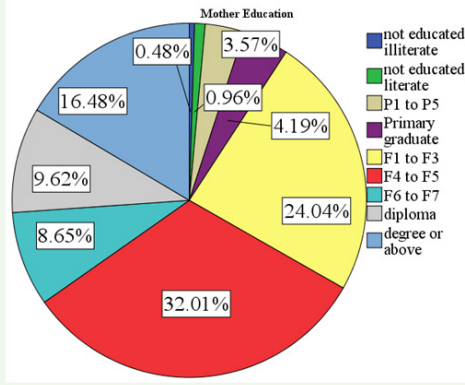


Figure 4. Education Levels of Mothers

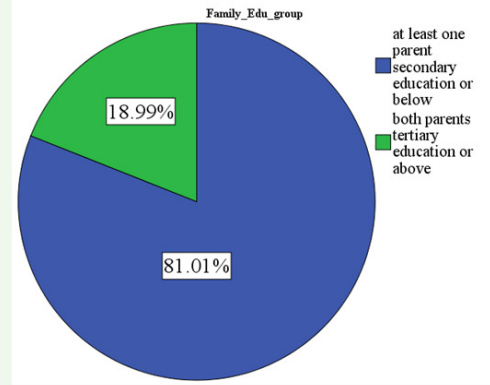


Figure 5. Family Education Levels

Descriptives – Family Incomes

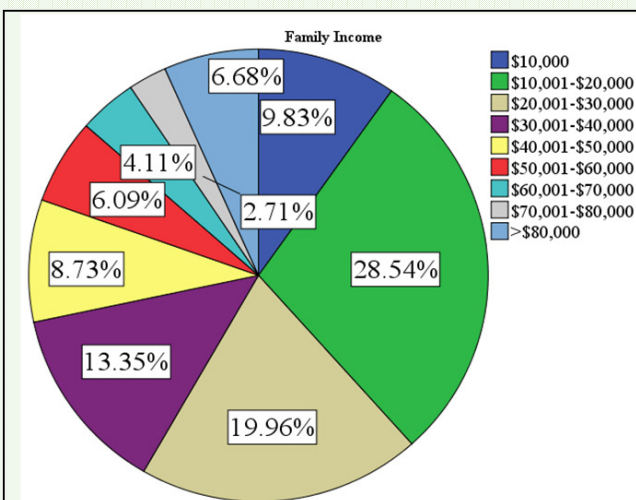


Figure 6. Descriptive Statistics of Family Incomes

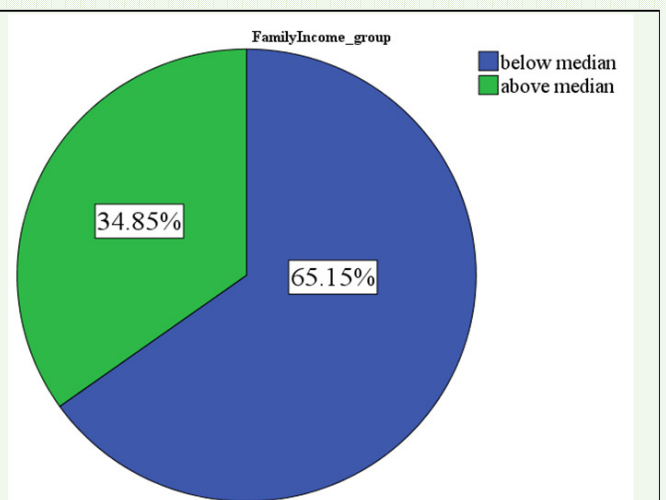


Figure 7. Descriptive Statistics of High and Low Income Families

Descriptives – Family SES

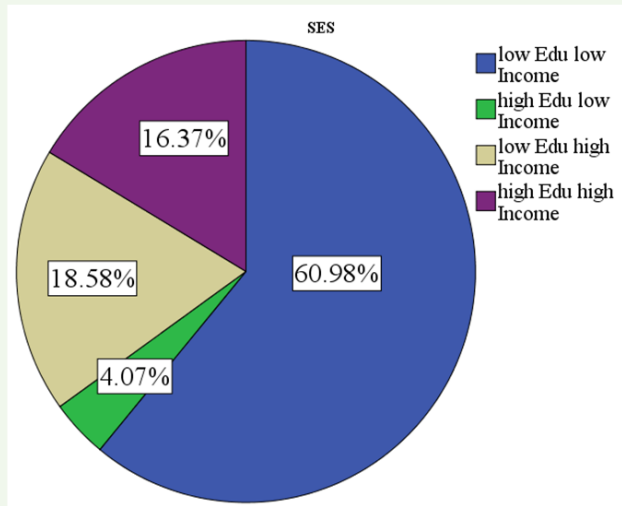


Figure 8. Descriptive Statistics of Family Socioeconomic Status

31

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

32

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.

33

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)

34

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.

35

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.

36

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

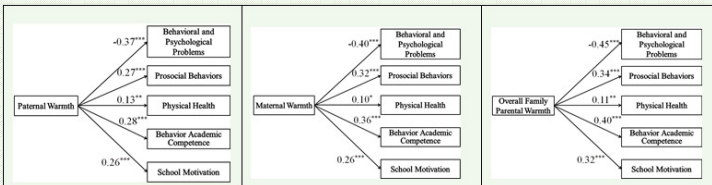


Figure 84. Effects of Parental Warmth on Child Outcomes in Children Aged 3~8

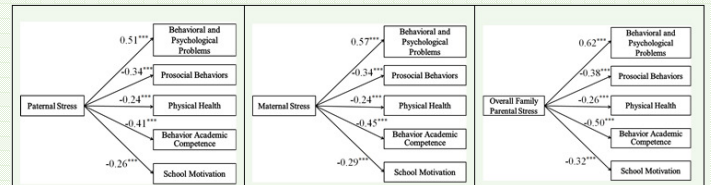


Figure 86. Effects of Parental Stress on Child Outcomes in Children Aged 3~8

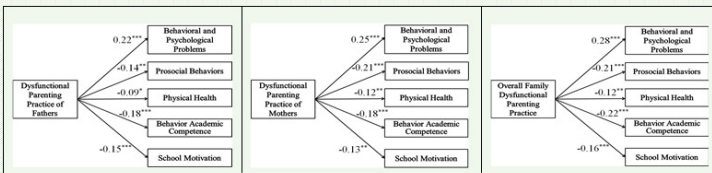


Figure 85. Effects of Dysfunctional Parenting Practice on Child Outcomes in Children Aged 3~8

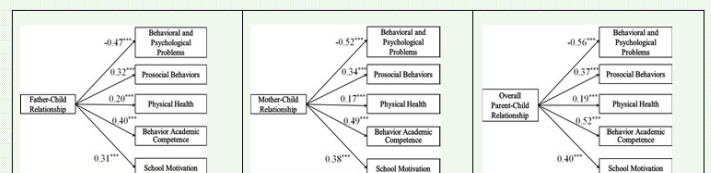


Figure 87. Effects of Parent-Child Relationship on Child Outcomes in Children Aged 3~8

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

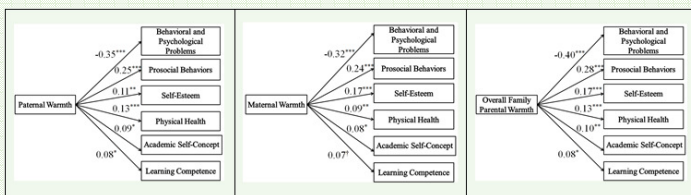


Figure 88. Effects of Parental Warmth on Child Outcomes in Children Aged 9~14

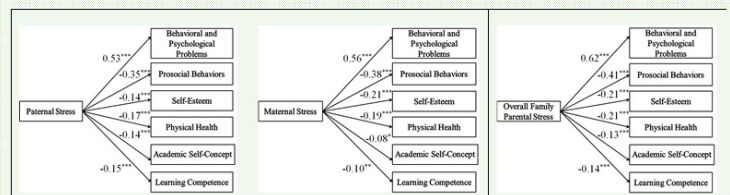


Figure 90. Effects of Parental Stress on Child Outcomes in Children Aged 9~14

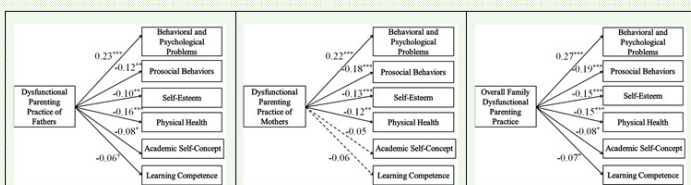


Figure 89. Effects of Dysfunctional Parenting Practice on Child Outcomes in Children Aged 9~14

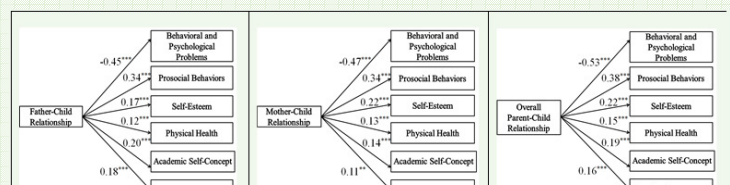


Figure 91. Effects of Parent-Child Relationship on Child Outcomes in Children Aged 9~14

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

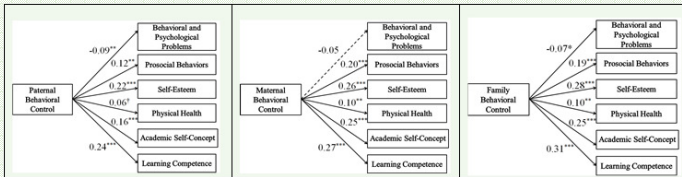


Figure 92. Effects of Parental behavioral control on Child Outcomes in Children Aged 9-14

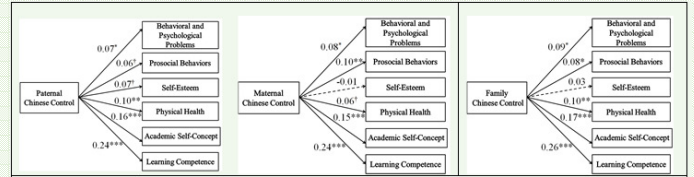


Figure 94. Effects of Parental Chinese control on Child Outcomes in Children Aged 9-14

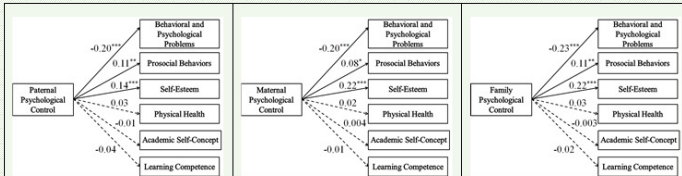


Figure 93. Effects of Parental psychological control on Child Outcomes in Children Aged 9-14

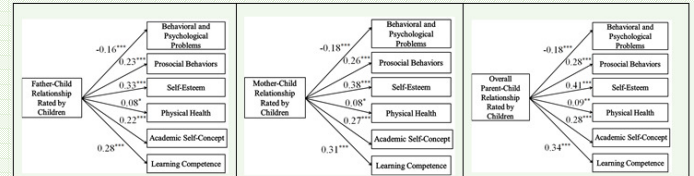
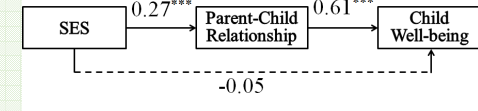
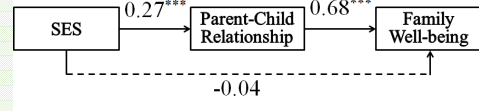
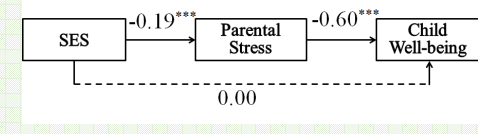
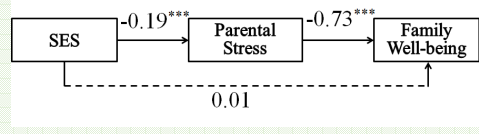
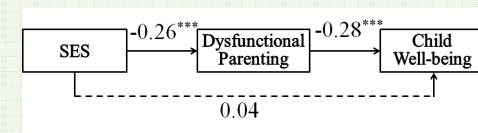
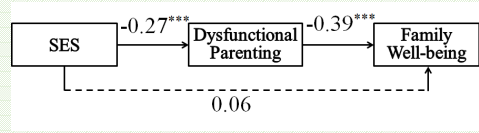
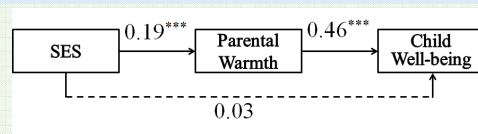
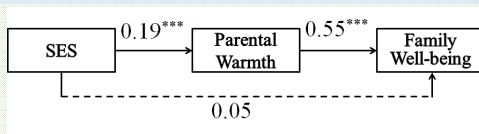


Figure 95. Effects of Child Perceived Parent-Child Relationship on Child Outcomes in Children Aged 9-14

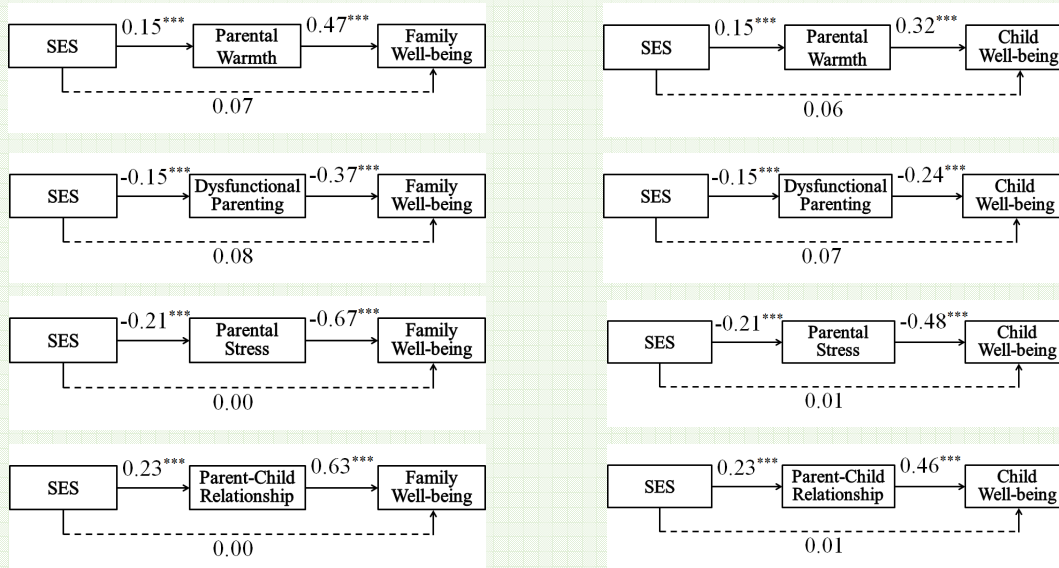
Note. † and * indicate significant levels of regression analyses. † indicates $p < .10$, * indicates $p < .05$, ** indicates $p < .01$, *** indicates $p < .001$.

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)

43

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

44

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

45

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

46

Focus Group Discussion with Parents

47

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

48

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

49

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

50

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

51

Parenting goals

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

52

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

53

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

54

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

55

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

56

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

57

What parents tell us – An Ecological Integration

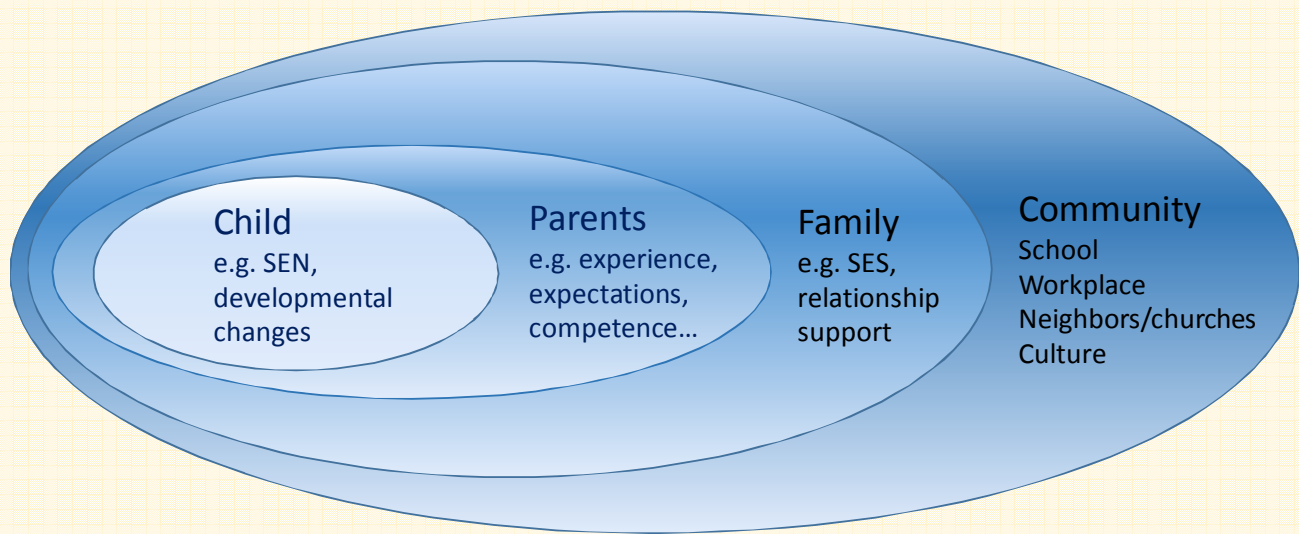
An integrative view on family, parenting and child outcomes

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.

58

What parents tell us – An Ecological Integration



59

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

60

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

61

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

62

Desktop Study on Support for Families and Parenting in other Places

63

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

64

Selected Places for Study

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

65

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

66

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

67

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

68

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

69

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

70

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

71

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

72

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

73

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

74

Stakeholders Interviews

75

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.

76

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

77

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

78

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 and allows local and international vision on the challenges to family and parenting

79

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

80

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

81

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

82

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

84

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

86

Family and Pre-Parenthood Education for Young People

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

87

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

88

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

89

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 !

91

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

92

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

93

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

94

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

96

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

97

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

98

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

99

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!

100

End of Presentation

Thanks a lot

Questions and feedback are welcome !