

Survey on School Family Education

Ministry of Community Development & Sports



May 7th 2004



Market Probe–Precision Research

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Presentation Topics

- Survey Methodology
- Control Group (Non-participating parents)
- Participation/Satisfaction/Commitment/Advocacy
- Improvements in Family/Personal Life
- Family Life Centre: Awareness & Visit Experience
- Key Findings/Recommendations



Survey Methodology

- 2-pronged approach:

I. Quantitative Research

(involving 16 schools)

Target Respondents

- Parents (Control) ----- 419
(Experimental) --- 486
- Staff ----- 780
- Students ----- 4,076

NOTE: Contact lists provided by schools

Interviewing Method

Telephone interviewing : Parents
Self-administered questionnaires :
Staff & Students

Survey Period

4th February to 3rd March 2004

II. Qualitative Research

Target Respondents

- School Personnel
(Principals/VPs/HODs) ---- 9
- PSG/PTA members ----- 8
- Service Providers ----- 6

Interviewing Method

Focus Group Discussion sessions

Survey Period

17th to 19th February 2004



Control Group (Non-participating Parents)

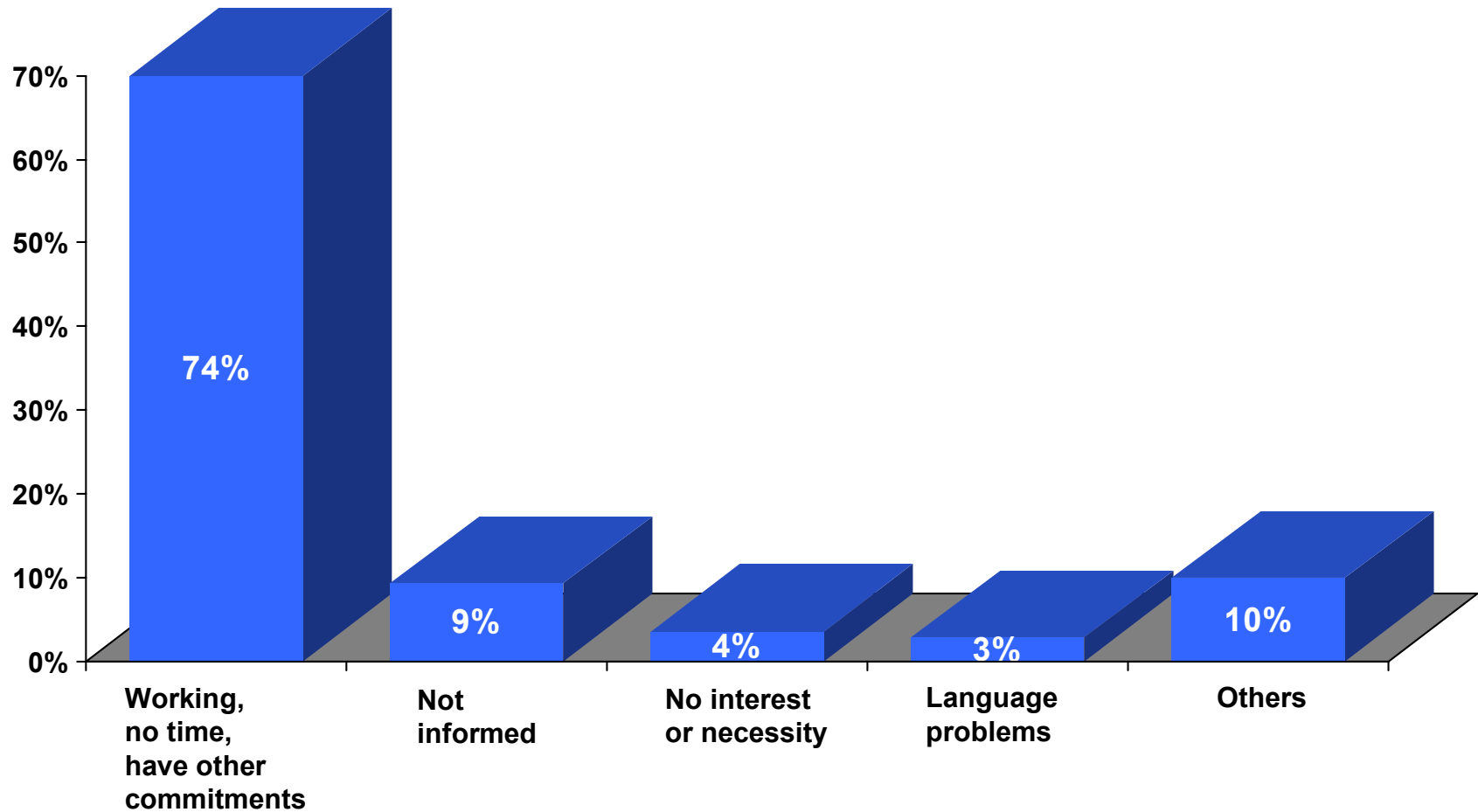


Control Group Profile

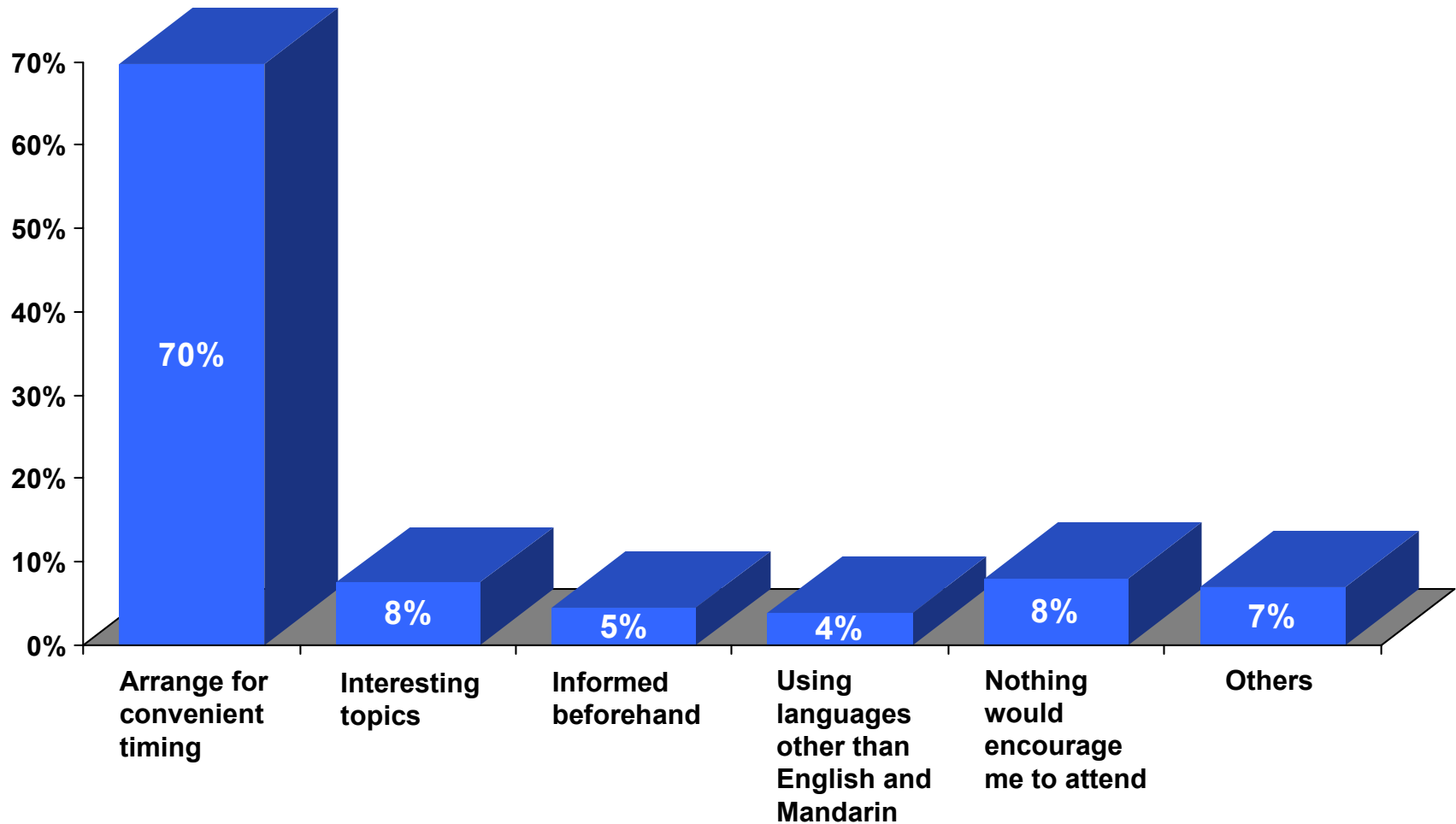
		Control (n = 419)	Experimental (n = 486)
Gender	Male	21%	19%
	Female	79%	81%
Race	Chinese	64%	72%
	Malay	25%	16%
	Indian	9%	10%
	Others	2%	2%
Highest Educational Attainment	None	1%	*
	PSLE	32%	8%
	GCE O/N & ITE Cert	44%	41%
	GCE A	3%	11%
	Diploma	9%	19%
	Degree	9%	21%
	Refused	2%	1%
Housing Type	HDB 1-3 room flat	16%	6%
	HDB 4 room flat	40%	31%
	HDB 5 room flat / Executive flat	32%	44%
	Pte housing (Landed houses)	4%	7%
	Pte housing (Condo / Pte flat)	5%	11%
	Others	3%	2%



Reasons for not attending SFE



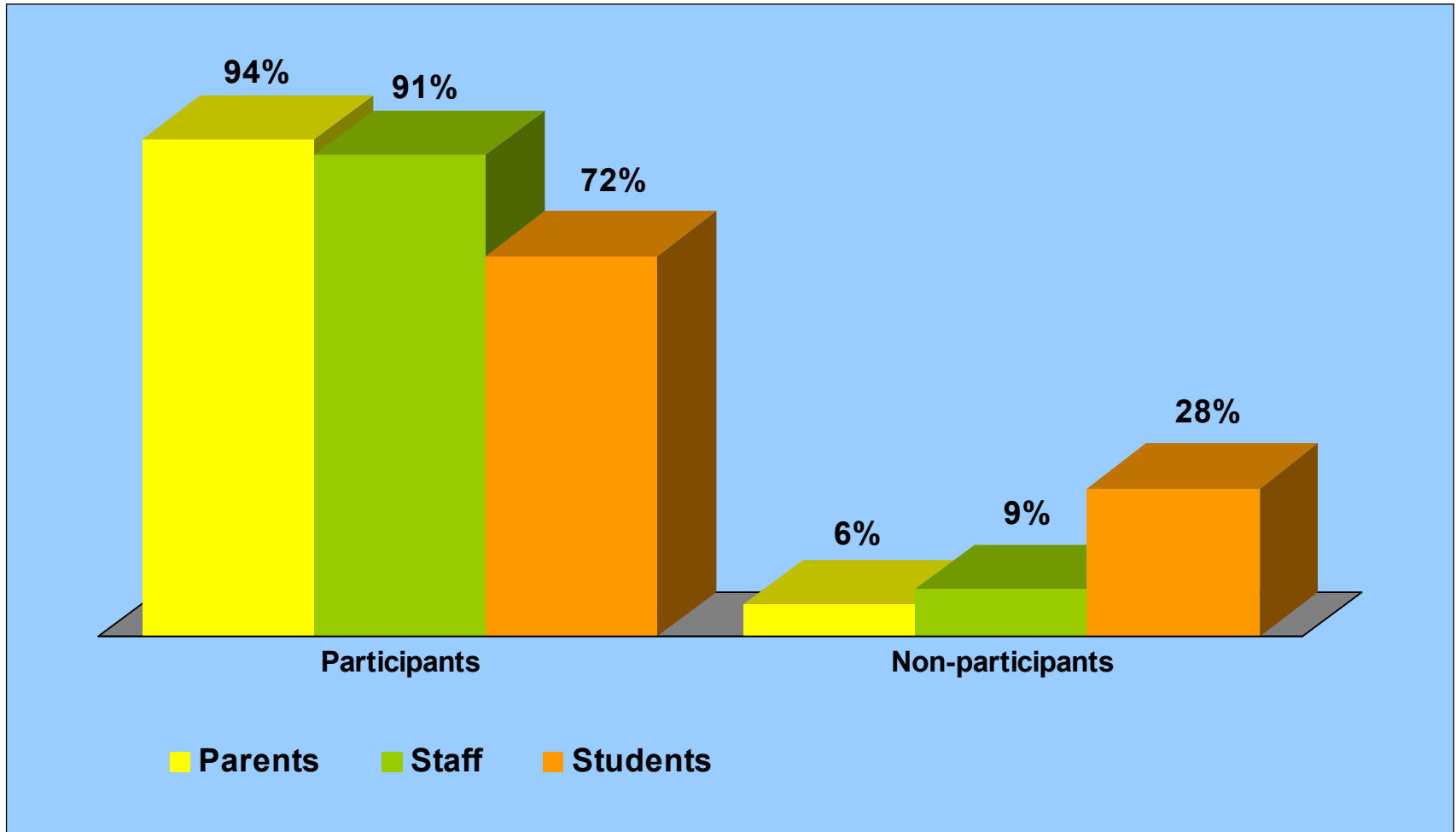
Factors encouraging attending SFE



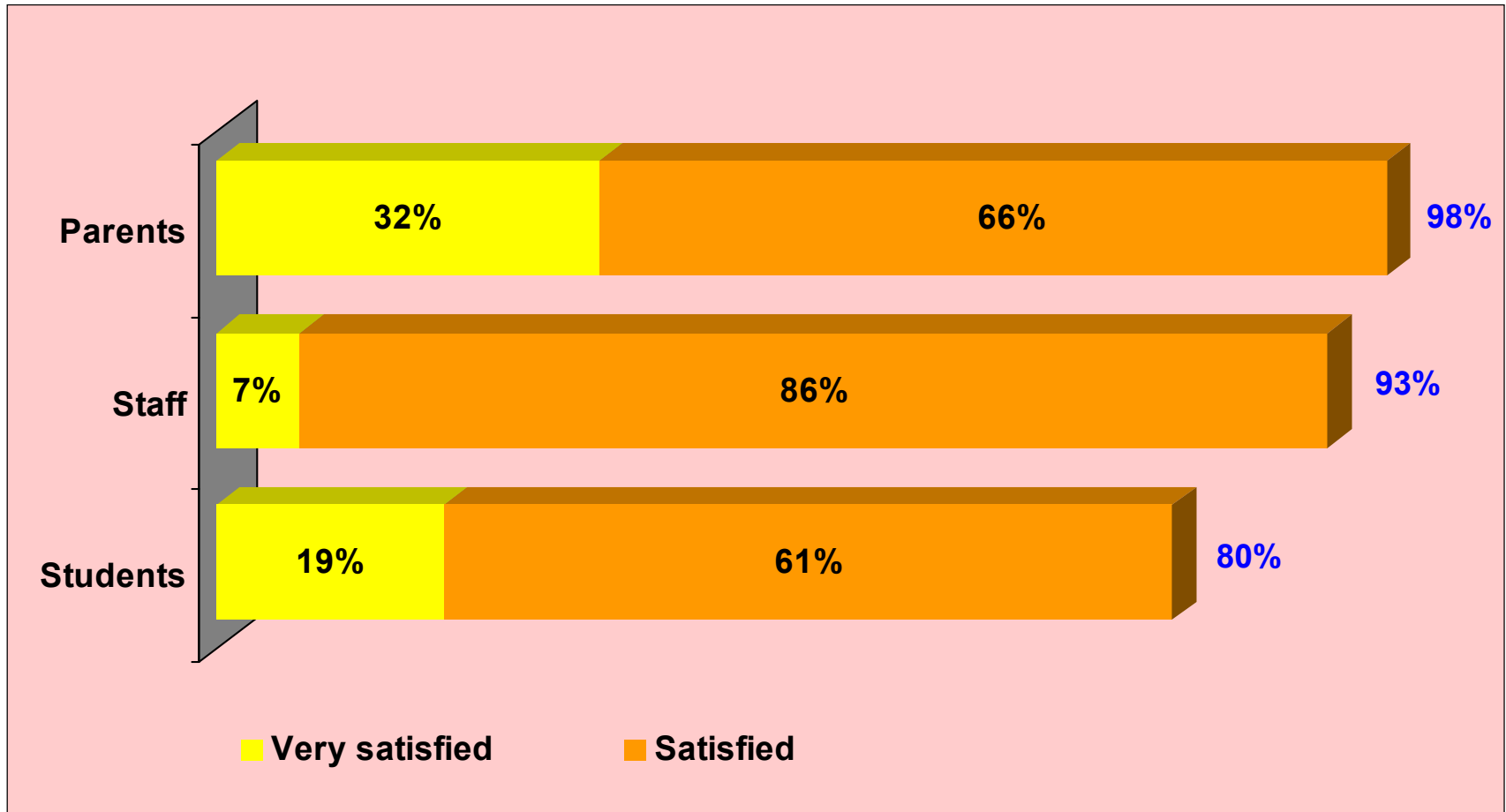
Participation, Satisfaction, Commitment, Advocacy



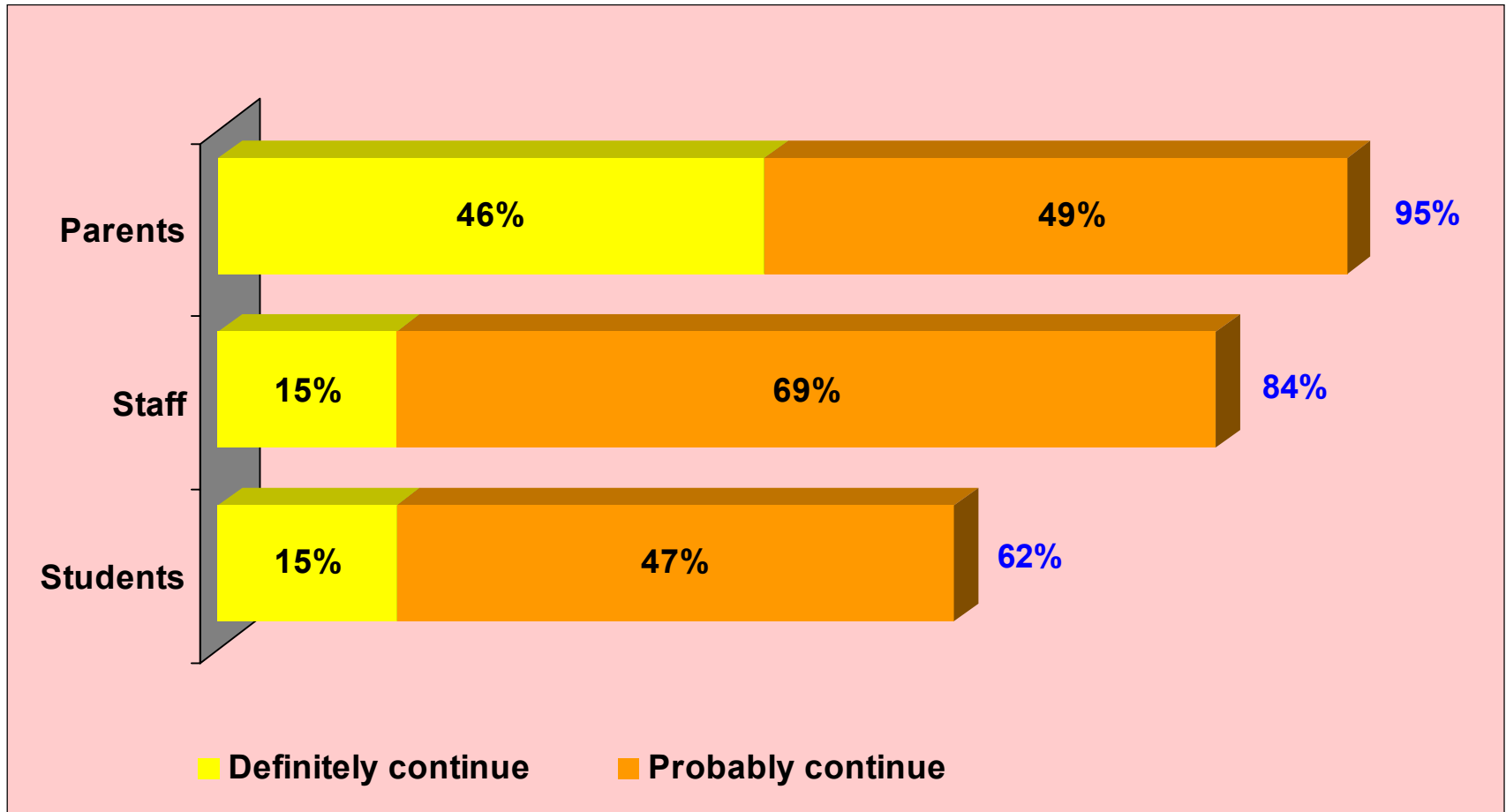
SFE Participation rate (in past 6 months)



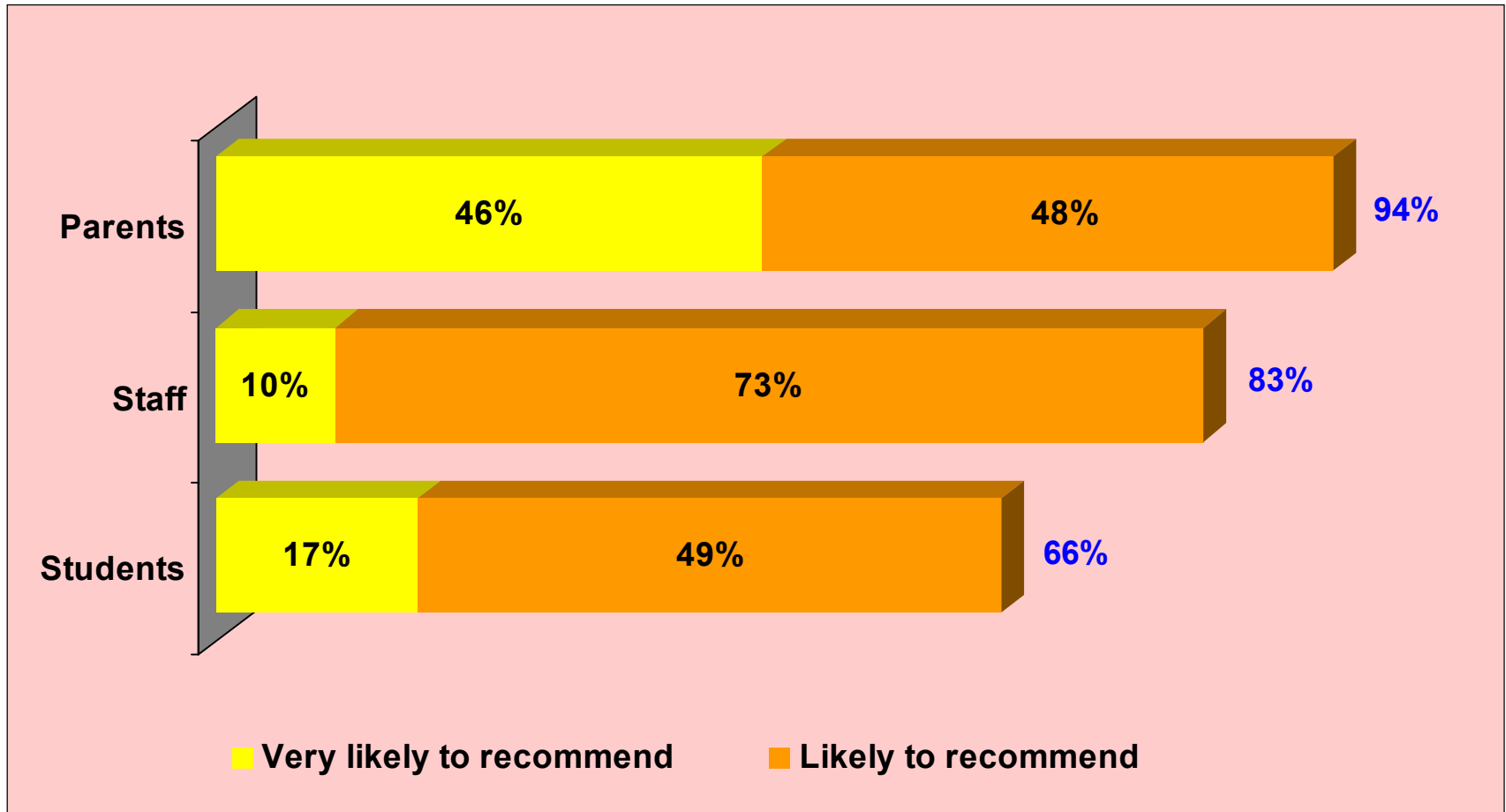
Overall Satisfaction with SFE



Likelihood to Continue Attending SFE



Recommending SFE to Others



Perceptions toward SFE

	% said yes		
	Parents	Staff	Students
<i>It is a good idea to bring family life education to schools -----</i>	99%	90%	71%
<i>Wanting more SFE programmes to be organized -----</i>	93%	70%	38%
<i>Would attend family life education programmes in the community even without SFE -----</i>	66%	48%	36%
<i>Agreed that it was important to attend SFE programmes -----</i>	90%	81%	66%

Preferred Timeslots for SFE

Parents

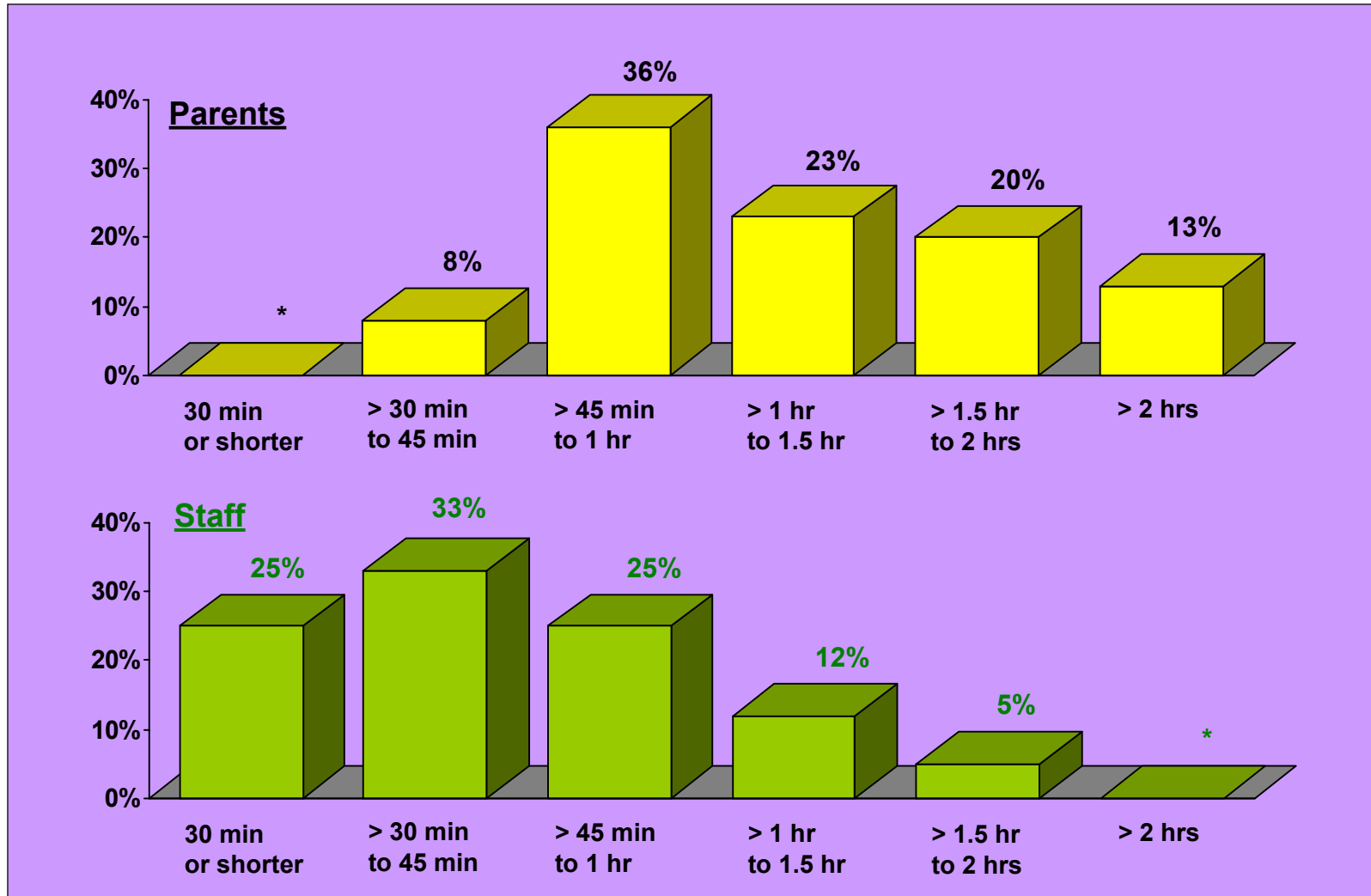
	Monday to Friday	Saturday	Sunday	Total
Morning	8%	29%	2%	39%
Afternoon	7%	38%	3%	49%
Evening	9%	2%	*	12%
Total	25%	69%	6%	100%

Staff

	Monday to Friday	Saturday	Sunday	Total
Morning	19%	19%	1%	39%
Afternoon	54%	3%	*	57%
Evening	4%	1%	*	5%
Total	77%	22%	1%	100%



Preferred Duration of SFE

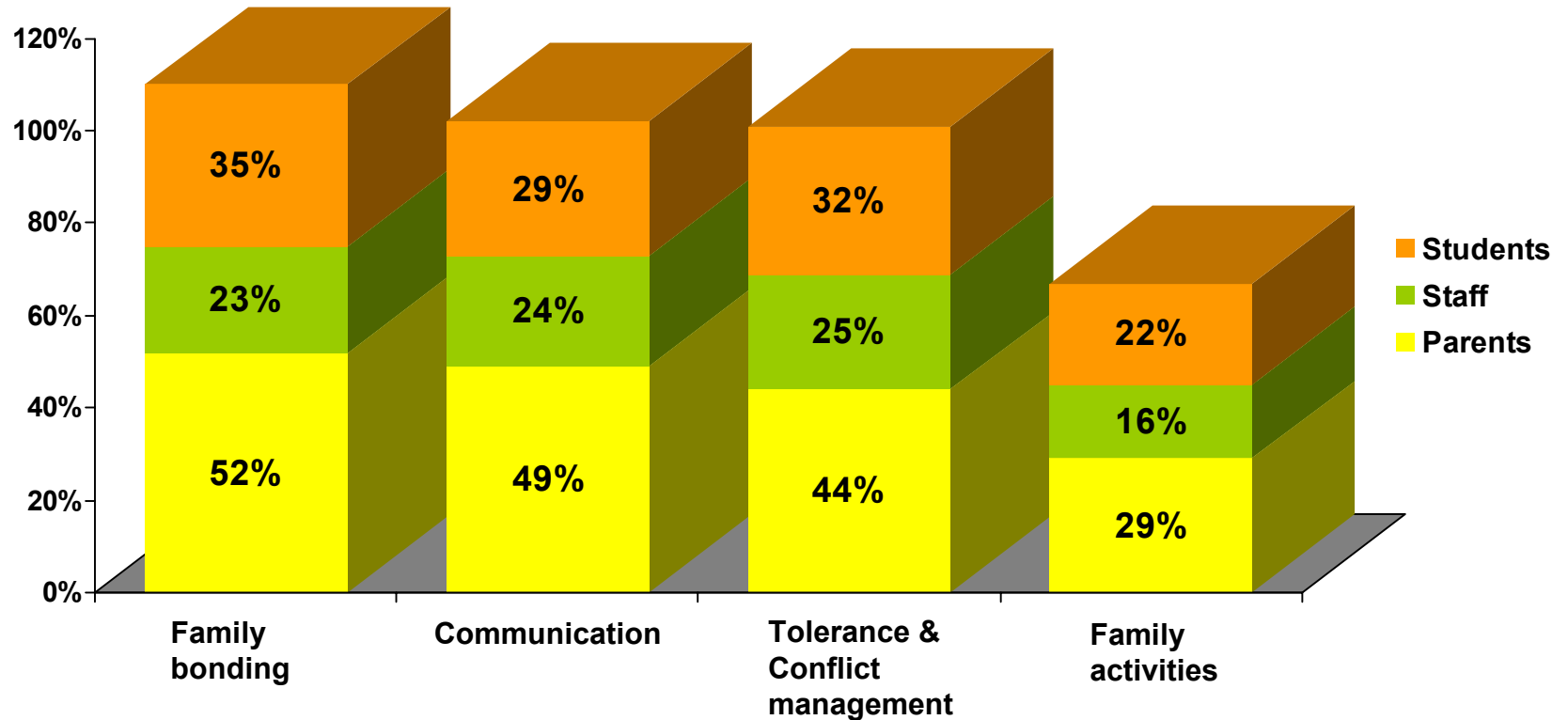


Family/Personal Life after Attending SFE

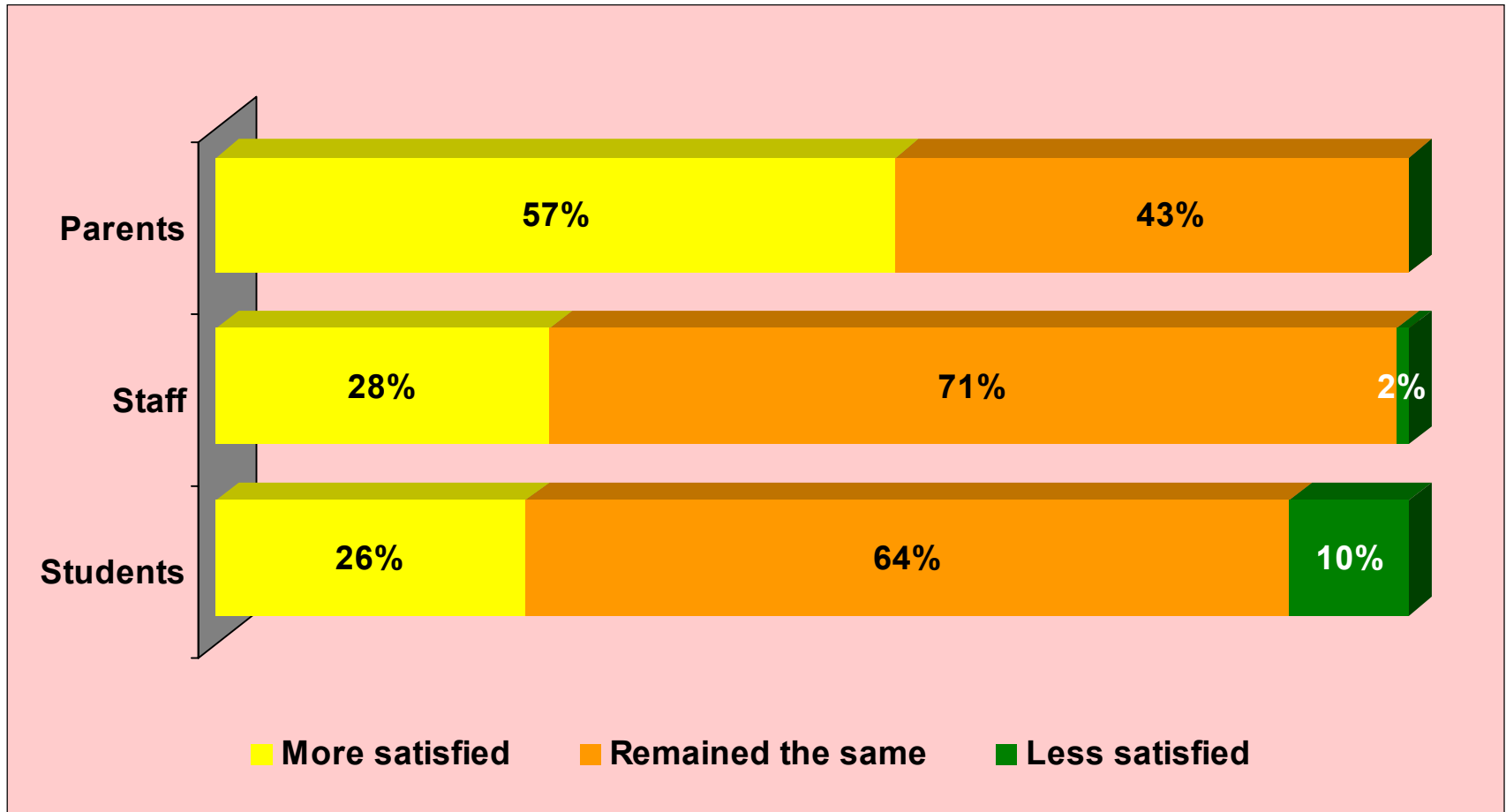


Family Life after Attending SFE

% mentioned
"occurred
more often now"

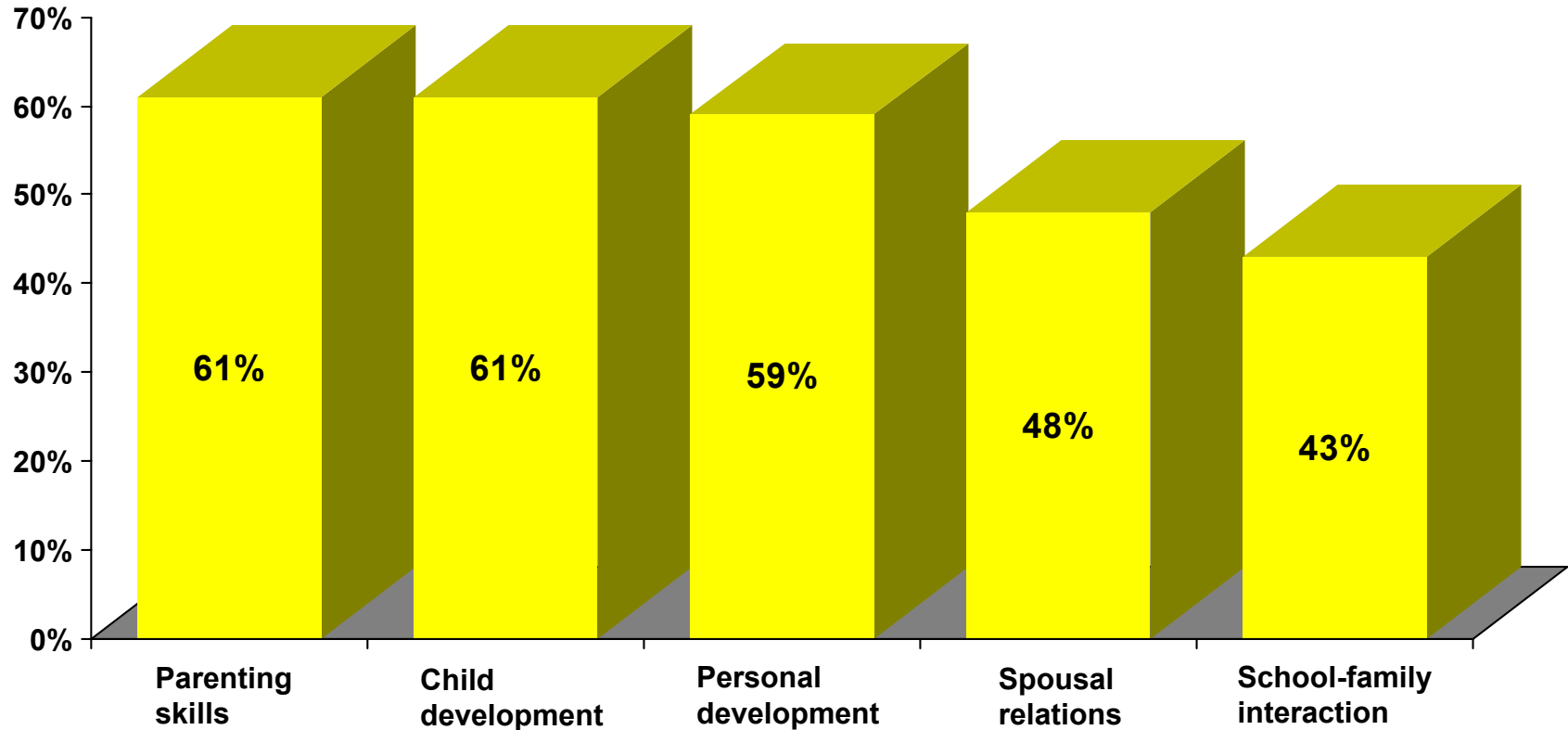


Satisfaction with Family Life after Attending SFE



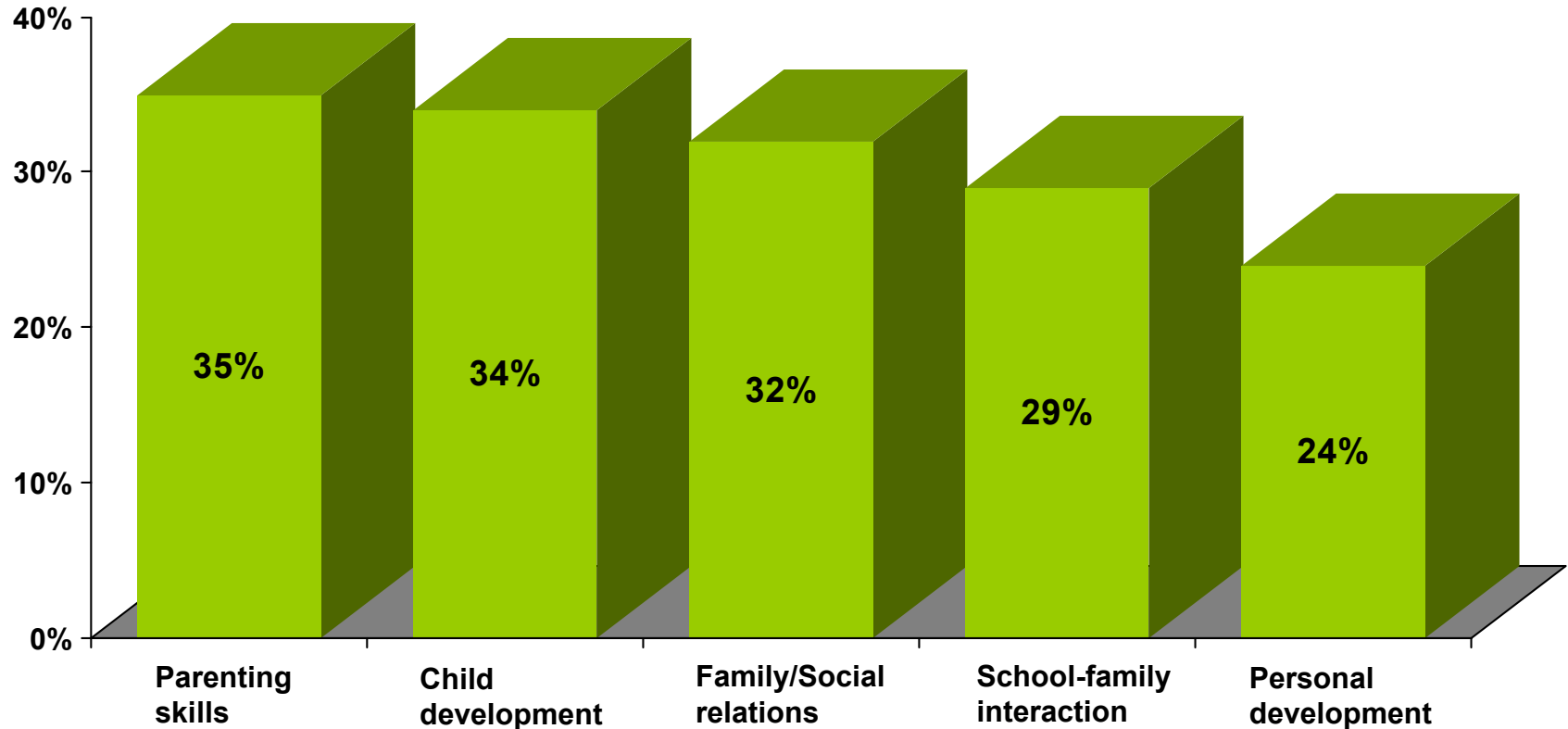
Personal Life after Attending SFE (Parent respondents)

% mentioned
“become better”



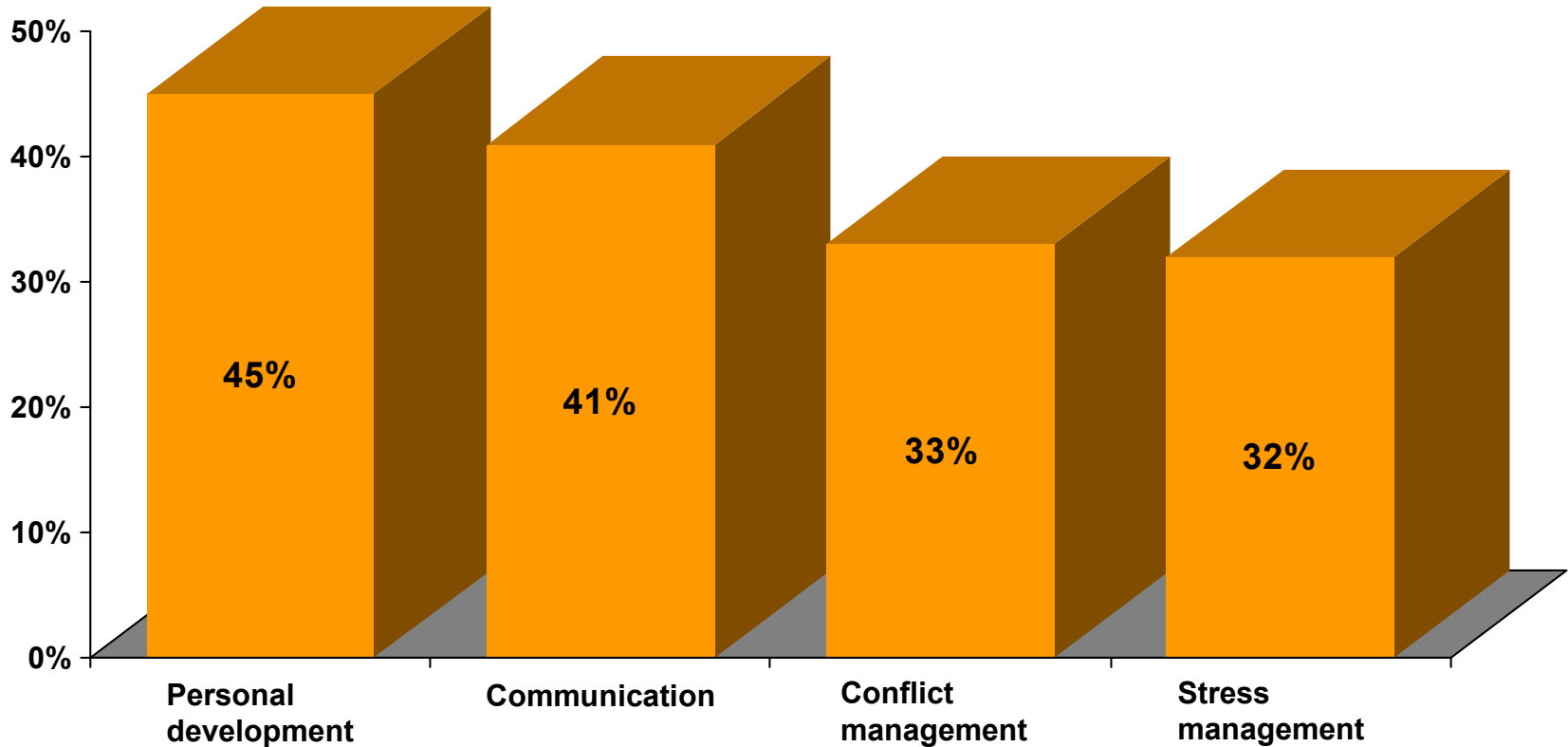
Personal Life after Attending SFE (Staff respondents)

% mentioned
“become better”

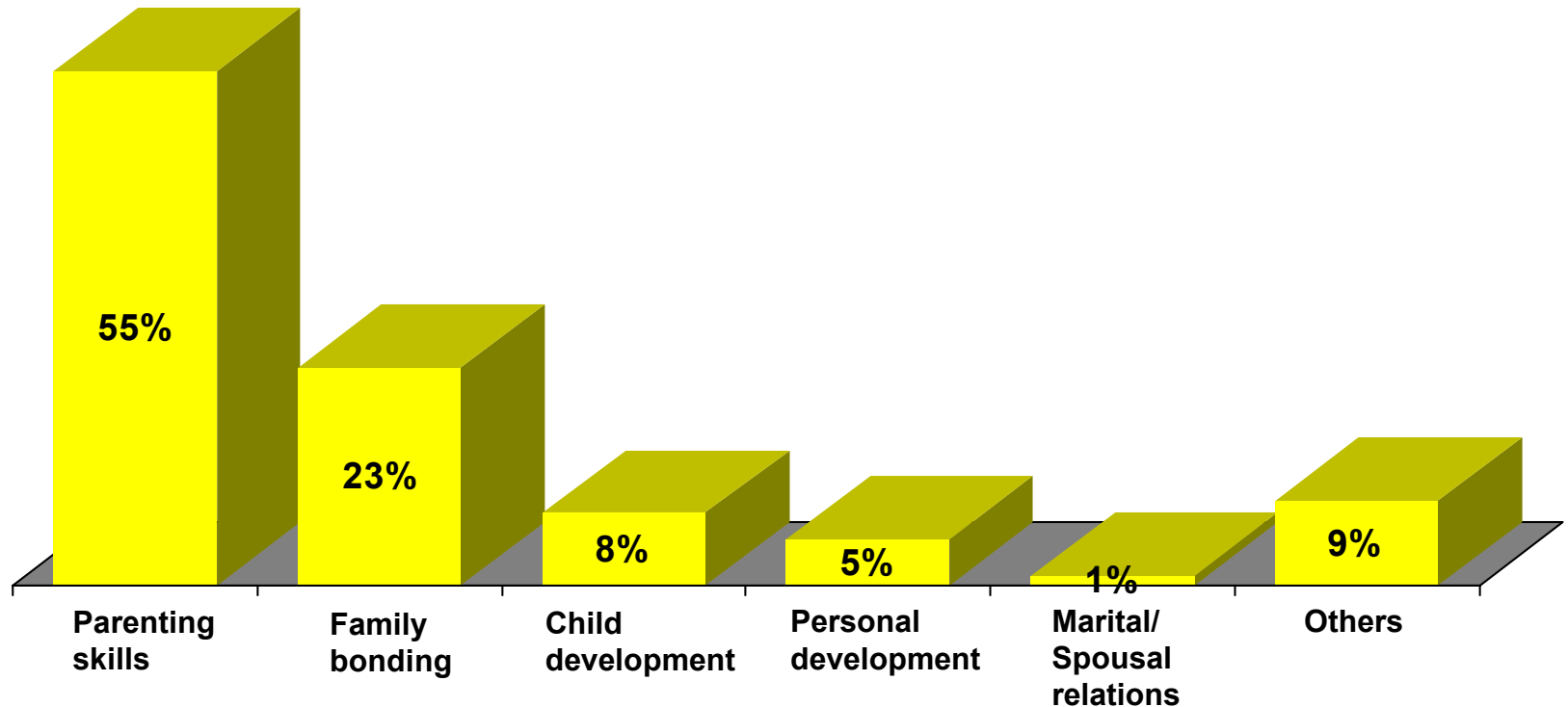


Personal Life after Attending SFE (Student respondents)

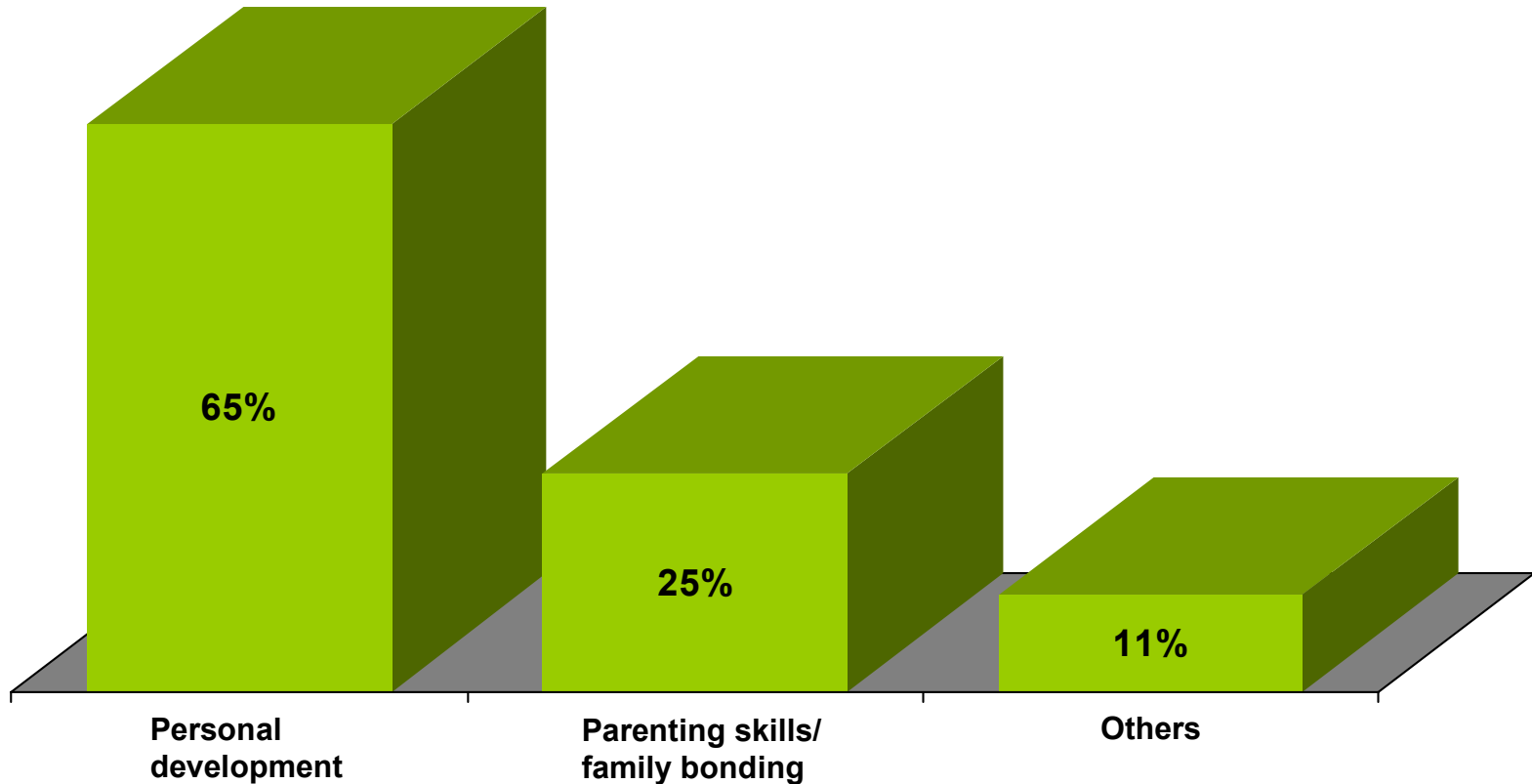
% mentioned
“become better”



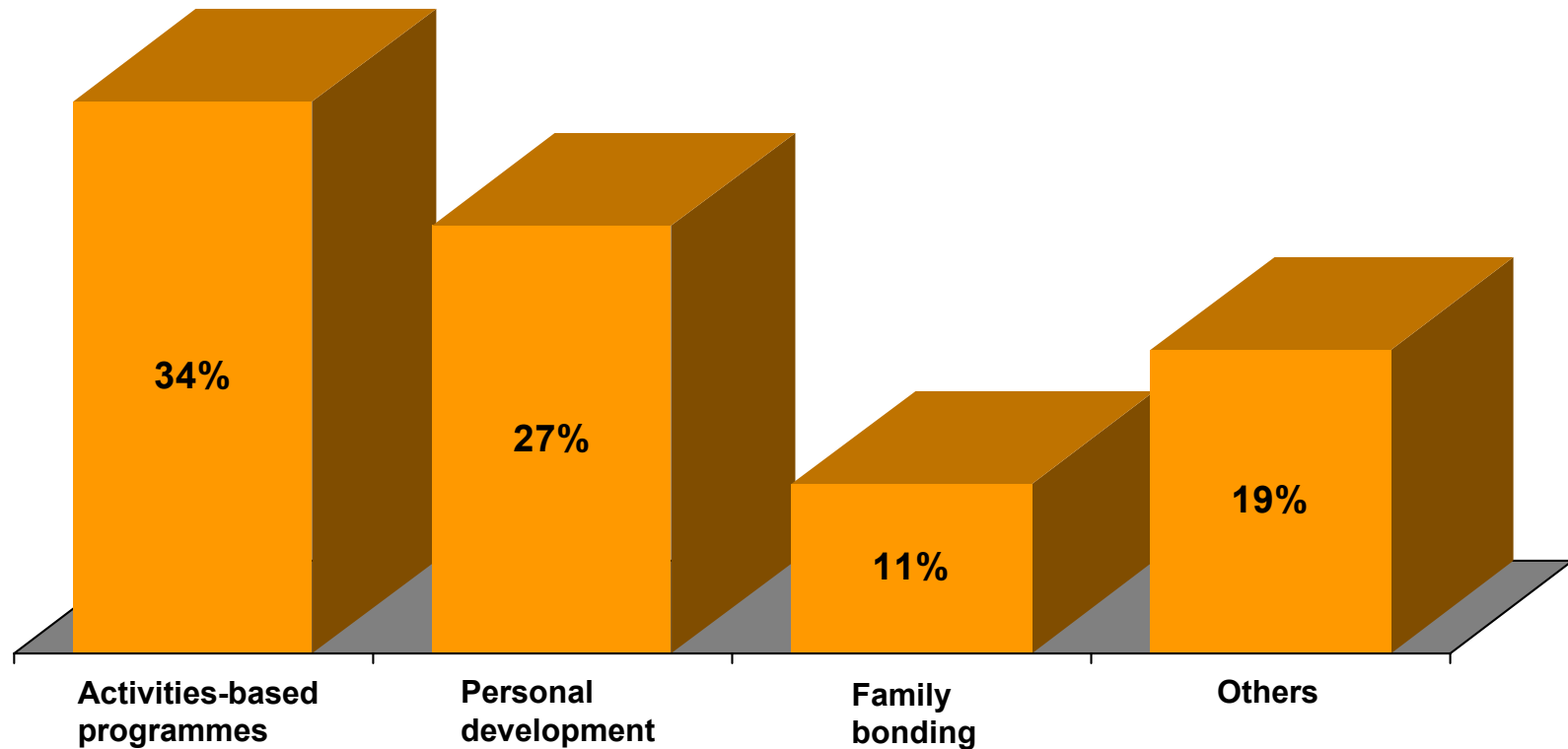
Type of SFE Programmes for the future (Parent respondents)



Type of SFE Programmes for the future (Staff respondents)



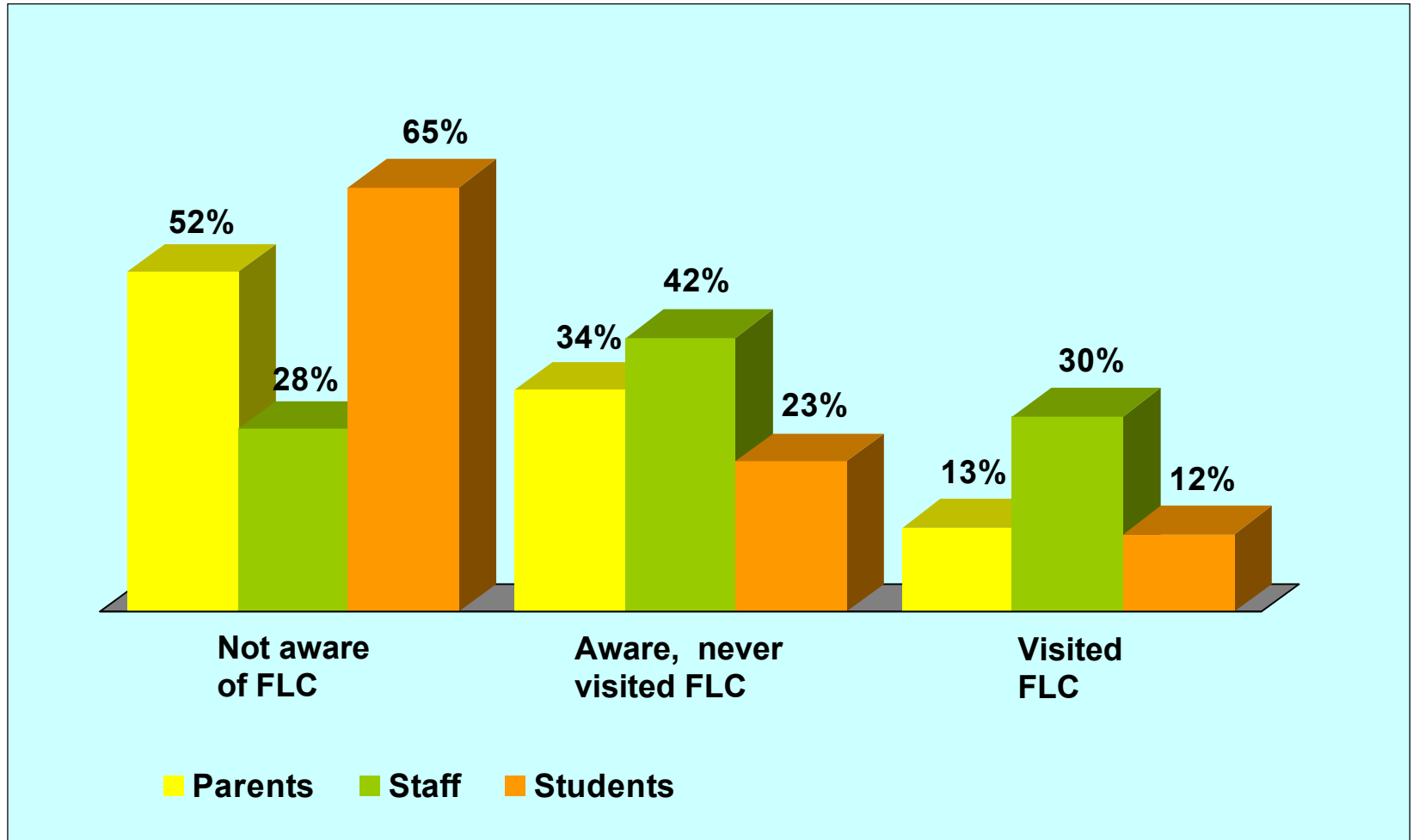
Type of SFE Programmes for the future (Student respondents)



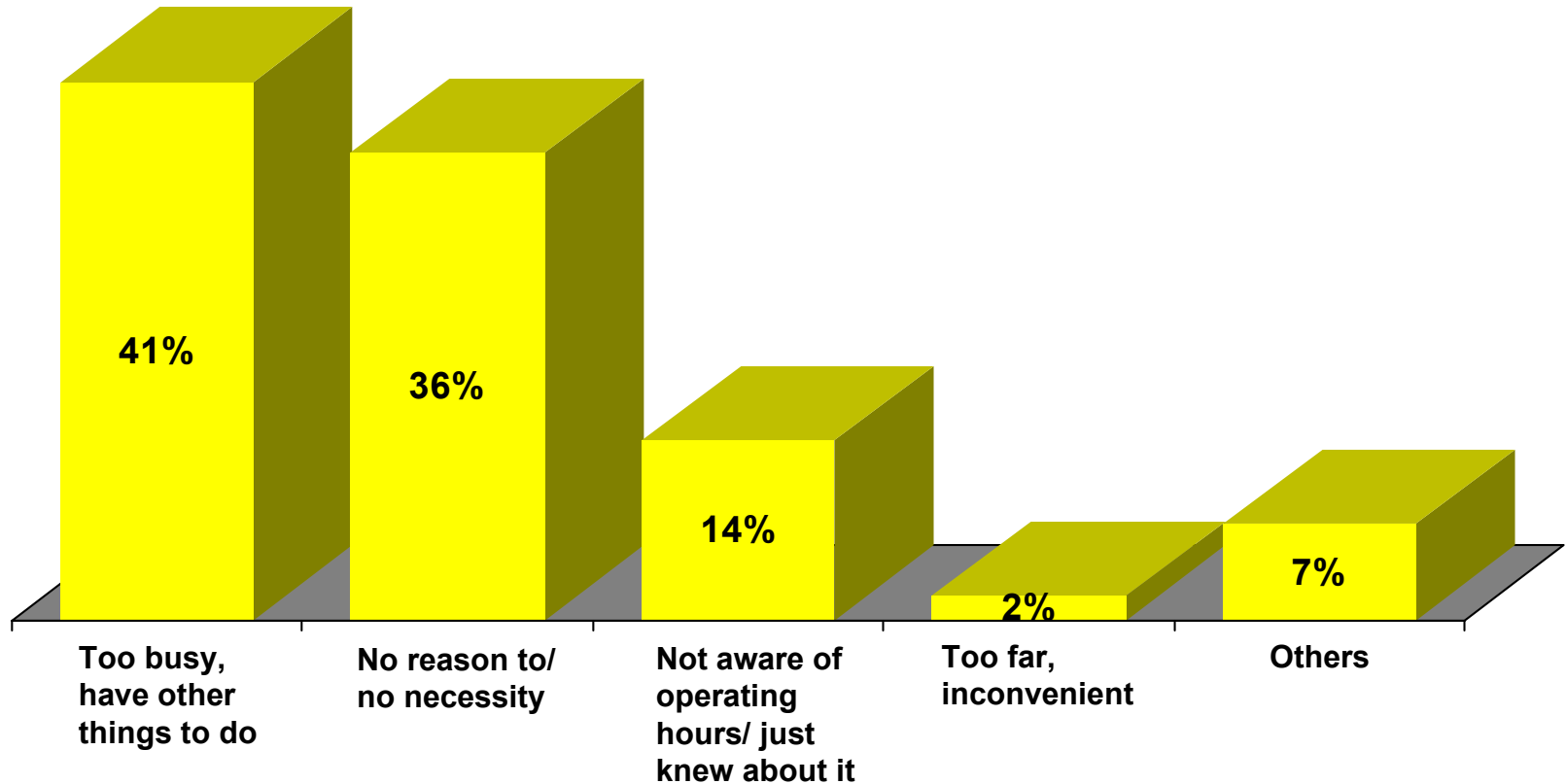
Family Life Centre: Awareness & Visit Experience



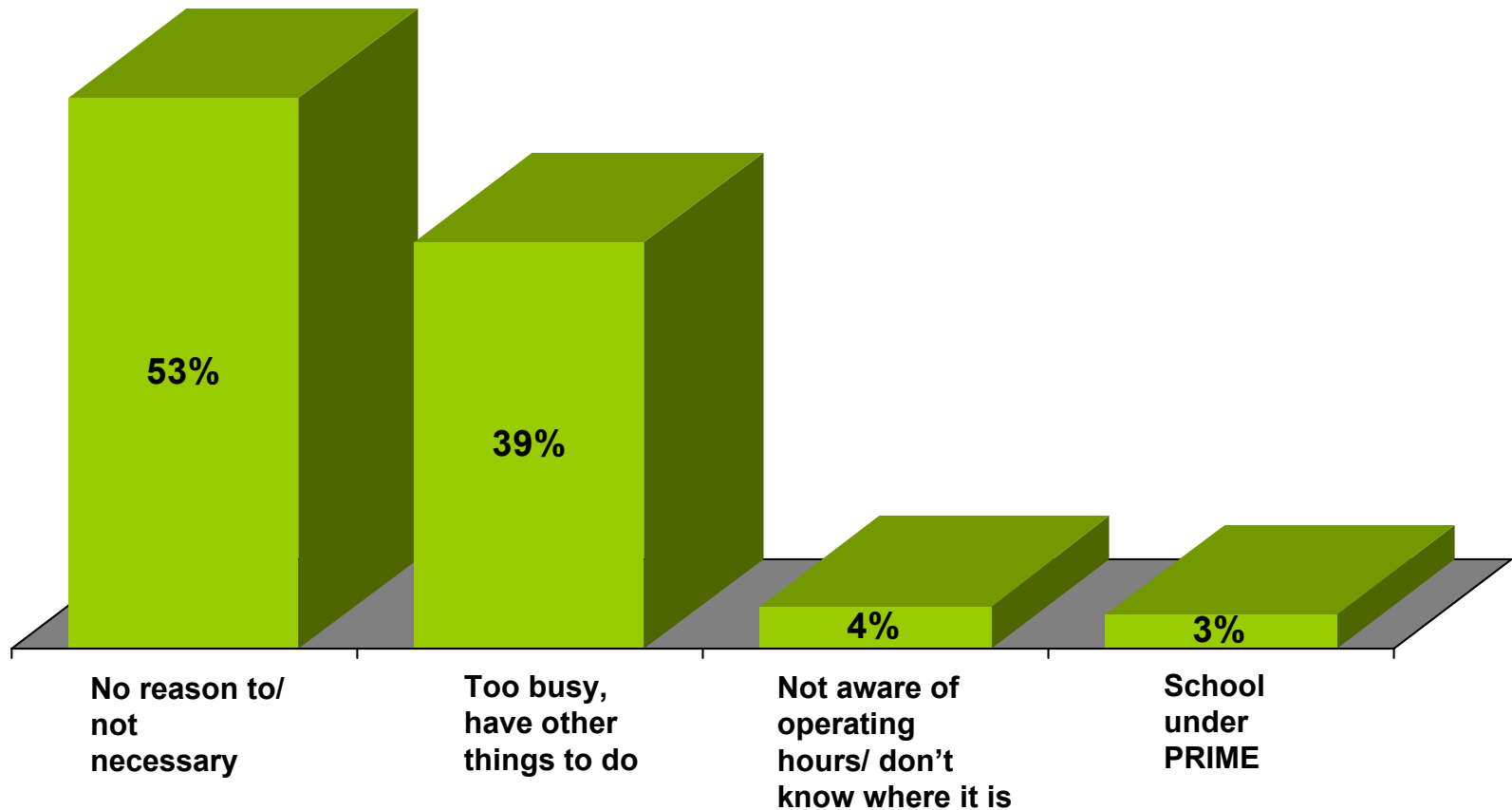
Awareness-cum-Visit to FLC (past 6 months)



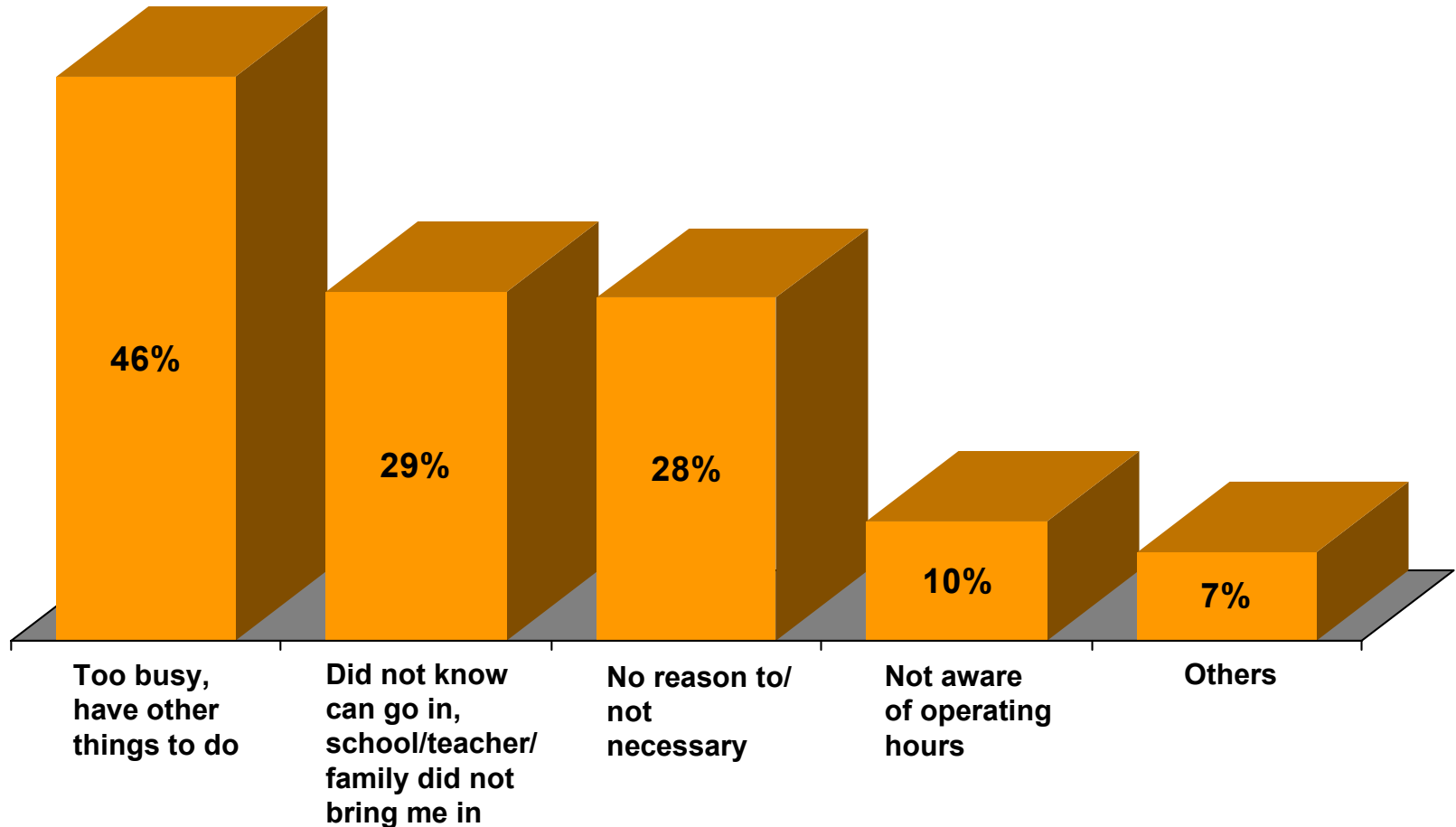
Reasons for not visiting FLC in past six months (Parent respondents)



Reasons for not visiting FLC in past six months (Staff respondents)



Reasons for not visiting FLC in past six months (Student respondents)



FLC Ratings

	% mentioned Very good/ Good		
	Parents	Staff	Students
<i>Environment -----</i>	100%	96%	92%
<i>SFE coordinator -----</i>	96%	96%	89%
<i>Furnishings -----</i>	96%	93%	89%
<i>Equipment -----</i>	93%	92%	88%
<i>Reading materials -----</i>	92%	92%	88%
<i>MCDS resource materials -----</i>	91%	92%	84%
<i>Notice boards -----</i>	80%	91%	82%

Usefulness of FLC

	% mentioned Useful			% mentioned Not useful		
	Parents	Staff	Students	Parents	Staff	Students
<i>Attending family life education workshops & coffee talks -----</i>	87%	66%	44%	3%	4%	18%
<i>Gathering information on family life -----</i>	84%	60%	55%	2%	4%	12%
<i>Improving one's family life ---</i>	79%	63%	60%	8%	5%	14%
<i>Seeking advice from SFE coordinator -----</i>	76%	50%	44%	5%	6%	14%
<i>Participating in games/activities relating to family life education -----</i>	63%	54%	52%	14%	7%	13%

Key Findings & Recommendations



Key findings/ Recommendations

- **Parents most participative and most receptive to SFE programmes**
 - 32% - Very satisfied
 - 46% - Definitely continue
 - 46% - Very likely to recommend

- **SFE programmes produced least impact on staff members**
 - Married staff with children tend to benefit most from the programmes through enhanced parenting skills and child development methods
 - Look into ways to cater for programmes for the singles and married staff without children

- **High incidence of FLC unawareness (65%) among students**
 - Alternative ways of using the FLC might attract students and increase awareness and visitorship



Key findings/ Recommendations (cont'd)

- Encourage more family activities like picnics and outings
- Programmes focusing more on spousal relations and school-family interaction for parents
- Organise more programmes for the single and married staff without children
- Broaden scope of programmes for students, including topics like boy-girl relationships and living with dysfunctional families
- Increase usage and visitorship of FLC by active publicity and using it for other purposes during non-operational hours such as a counselling room



Key findings/ Recommendations (cont'd)

■ Transition issues

- ❑ Acknowledgment of issues with funding and manpower requirements, especially after first 3 years
- ❑ Schools and PTA/PSG have started taking steps to address such issues, such as garnering donation to fund the family life education programmes and involving the PTA/PSG at the outset

