



- **Project Name:** Happy Transition to Primary One
- **Agency Partner:** Hong Kong Sheng Kung Hui Welfare Council
- **Target group:** Children who would be promoted from kindergarten 3 to Primary 1 and their parents
- **District:** Tung Chung
- **Research Design:** Four-arm RCT
 - Arm A : Child training only
 - Arm B: Parent training only
 - Arm C: Both child and parent training
 - Arm D: Control

December 9, 2010



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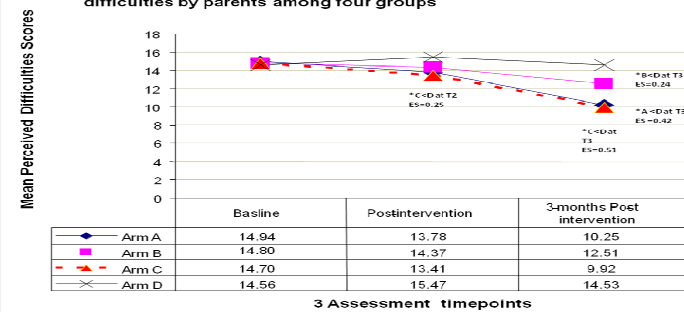
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SKH - Summary Results

Outcome variables – perceived difficulties

Figure 1. The effectiveness of interventions on perceived difficulties by parents among four groups



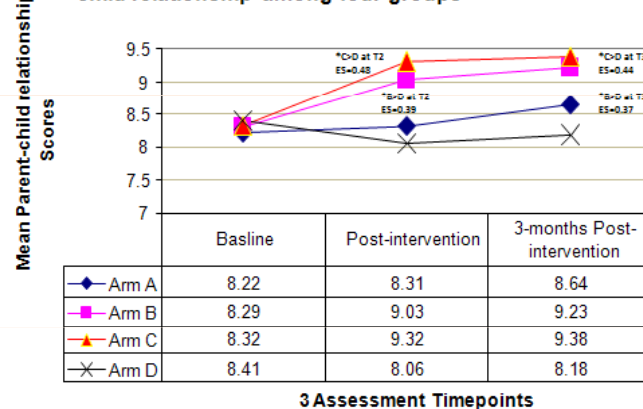
Arm A (Child) and B (Parent) perceived significantly less difficulties than Arm D (control) at T3

Arm C (Parent +Child) perceived significantly less difficulties than Arm D (control) at T2 & T3

*indicates statistically significant with p value < .05

Outcome variables – Parent-Child relationship

Figure 2. The effectiveness of intervention on parent-child relationship among four groups

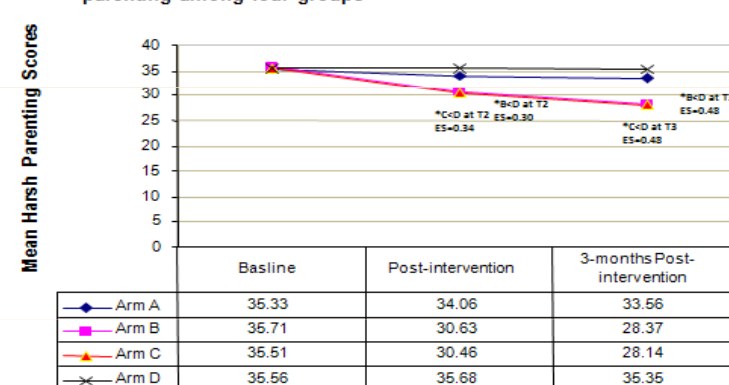


Arm C (Parent +Child) & Arm B (Parent) reported significantly better parent-child relationship than Arm D (control) at T2 & T3

* indicates statistically significant with p value < .05

Outcome variables – Harsh Parenting

Figure 3. The effectiveness of interventions on harsh parenting among four groups

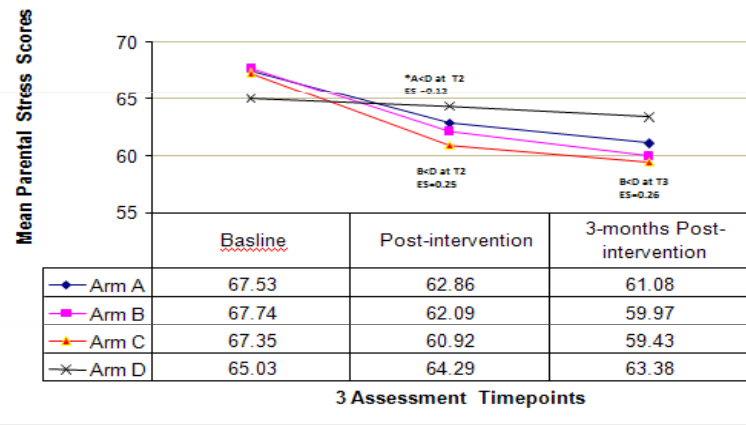


Arm C (Parent +Child) & Arm B (Parent) reported significant reductions in use of negative parenting skills than Arm D (control) at T2 & T3

*indicates statistically significant with p value < .05

Outcome variables – Parental Stress

Figure 5. The effectiveness of interventions on parental stress among four groups

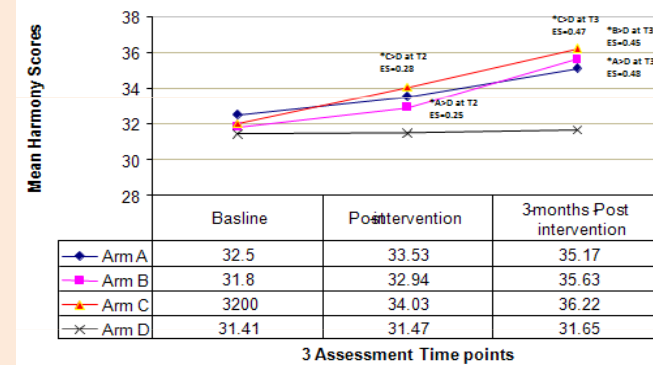


Arm A(Child) reported significant reductions in parental stress than Arm D (control) at T2

*indicates statistically significant with p value < .05

Outcome variables – Harmony

Figure 6. The effectiveness of interventions on harmony among four groups



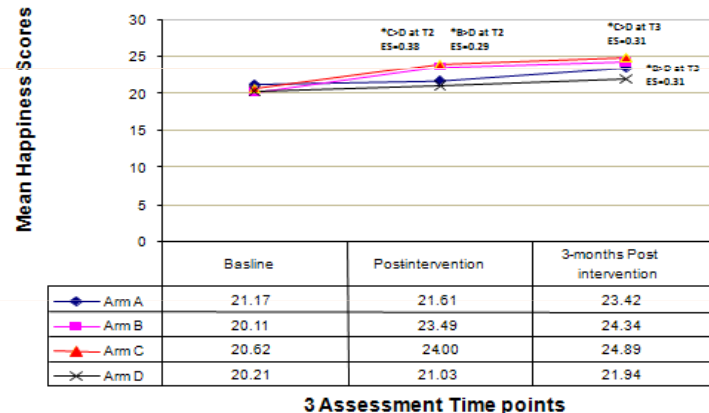
Arm C (Parent +Child) & Arm A (Child) perceived significantly more Harmony than Arm D (control) at T2 & T3

Arm B (Parent) perceived significantly more Harmony than Arm D (control) at T3

* indicates statistically significant with p value < .05

Outcome variables – Happiness

Figures 7. The effectiveness of interventions on happiness among four groups

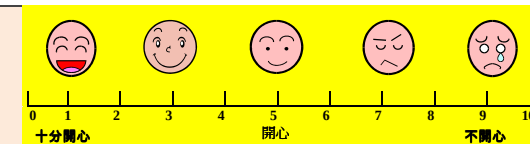
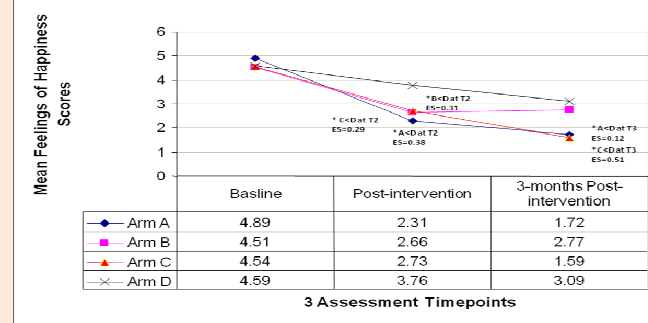


Arm C (Parent +Child) & Arm B (Parent) reported significantly more Happiness than Arm D (control) at T2 & T3

* indicates statistically significant with p value < .05

Outcome variables – Child reported Happiness

Figure 15. The effectiveness of interventions on feelings of happiness by children among four groups

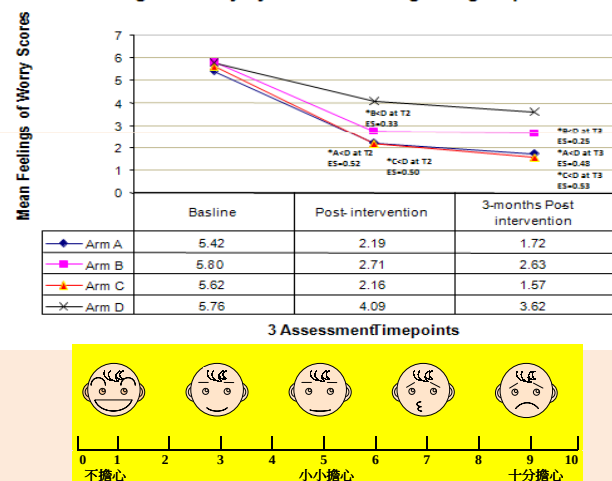


Children in Arm C (Parent +Child) & Arm A (Child) reported significantly more Happiness than Arm D (control) at T2 & T3

Children in Arm B (Parent) reported significantly more Happiness than Arm D (control) at T2

Outcome variables – Child Reported Worries

Figure 9. The effectiveness of interventions on feelings of worry by children among four groups



Children in Arm C (Parent +Child), & Arm A (Child) & Arm B (Parent) reported significantly fewer worries than Arm D (control) at T2 & T3

* indicates statistically significant with p value < .05

Results: Feasibility:

- **Recruitment:** Study was able to recruit **94.7%** of the target participants (142 vs.152 target)
- **Retention:** Study was able to retain **84.5%** of participants over the 3-month period
- **Assessments:** Participants took **20 to 30 minutes to complete the questionnaire which is acceptable.**
- **Manpower:** Extra manpower was needed due to the postponement of intervention **because of the swine flu pandemic.**
- **Timeline:** This study was completed on time. However, questionnaire validation, intervention development as well as follow-up assessments took longer than expected.
- **Budget:** **The study was completed within the budget with the donated manpower.**

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Results: Acceptability

Effects on the participants (Children):

- “The environment of primary school is different from what I thought it would be. Here it is beautiful, full of happiness, big and funny. I hope I can start my primary school life soon. **I no longer worry about going to school.** I am confident that I can adapt to it.”

“小學同我諗係唔同。呢道好D，開心D，大D。想快D開學。我而家唔驚開學。我有信心。”

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Effects on the participants (Parents):

- “I did not realize the impact of harsh parenting on my children before attending this program. Now I know (the impact) and **I will use it less.**”

“我以前未上堂唔係好知道負面管教嘅影響。以家我知道我會減少用(負面管教)。”

- “We already had the knowledge in our minds, but through sharing with other parents, **it was further strengthened.**”

“我一早知道呢到的知識，同另外D家長講下可以令我印象深刻D。”

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Conclusions:

- Acceptability: Strong
- Feasibility: Strong
- Evidence of Benefit: Positive
 - The intervention reduced the use of harsh parenting and enhanced the use of positive parenting, during the primary school transition
 - The intervention generated moderate to large effect sizes on some key outcomes