



Data Tables on Parental Involvement and Reading

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Table A2.1 Reading books to young children and the relationship with reading performance

	Read books																
	Proportion of socio-economically advantaged and disadvantaged students whose parents read books to them during their first year in primary school						Proportion of students whose mother or father read books to them during their first year in primary school						How reading books is associated with students' reading performance				
	Proportion of parents who read books to their young children		Socio-economically disadvantaged students		Socio-economically advantaged students		Difference between socio-economically advantaged and disadvantaged students		Students whose mother read books to them		Students whose father read books to them		Difference between the proportion of fathers read books to them and whose mothers did		Before accounting for socio-economic background		After accounting for socio-economic background
Prop.	S.E.	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.86	0.01	0.77	0.01	0.92	0.01	0.02	0.88	0.01	0.79	0.02	-0.09	0.02	51.07	5.20	29.22	4.83
Denmark	0.92	0.00	0.87	0.01	0.95	0.01	0.08	0.92	0.01	0.87	0.02	-0.06	0.02	29.73	5.40	17.47	5.62
Hong Kong-China	0.51	0.01	0.34	0.01	0.68	0.01	0.34	0.53	0.01	0.45	0.02	-0.08	0.02	11.42	3.10	0.86	2.95
Croatia	0.71	0.01	0.66	0.01	0.75	0.01	0.09	0.73	0.01	0.63	0.02	-0.10	0.02	8.60	3.48	1.81	3.19
Hungary	0.87	0.01	0.83	0.01	0.91	0.01	0.07	0.88	0.01	0.82	0.02	-0.06	0.02	32.59	5.49	18.80	4.78
Italy	0.66	0.01	0.57	0.01	0.74	0.01	0.17	0.69	0.01	0.55	0.01	-0.14	0.01	21.36	1.88	10.94	1.77
Korea	0.64	0.01	0.50	0.01	0.76	0.01	0.25	0.68	0.01	0.51	0.02	-0.17	0.02	24.60	3.63	13.20	3.32
Lithuania	0.82	0.01	0.81	0.01	0.85	0.01	0.04	0.83	0.01	0.73	0.02	-0.10	0.03	4.24	3.72	-0.45	3.48
Macao-China	0.54	0.01	0.44	0.01	0.63	0.01	0.19	0.54	0.01	0.53	0.01	-0.02	0.02	5.26	2.05	1.54	2.04
New Zealand	0.96	0.00	0.94	0.01	0.97	0.00	0.03	0.97	0.00	0.91	0.01	-0.06	0.01	63.06	8.74	43.56	8.36
Panama	0.79	0.01	0.78	0.02	0.80	0.03	0.01	0.82	0.01	0.72	0.03	-0.09	0.03	22.39	8.71	11.89	8.04
Portugal	0.65	0.01	0.53	0.01	0.78	0.01	0.26	0.68	0.01	0.54	0.02	-0.14	0.02	22.77	3.38	5.57	2.97
Qatar	0.72	0.01	0.66	0.01	0.79	0.01	0.13	0.73	0.01	0.71	0.01	-0.02	0.01	35.79	2.93	27.26	2.95

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model.

"Coef." refers to the change in the PISA reading score that is associated with students whose parents read stories to them during their first year in primary school.

The proportion of students whose mother/father read books to them during their first year in primary school is calculated using information on who responded to the parental questionnaire and whether respondents reported that their child was read to by them or by another person in the household. For the full details, see OECD Education Working Paper No. 73.

Estimates in bold indicate that the coefficient or difference is statistically significant.

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Table A2.2 Telling stories to young children and the relationship with reading performance

	Tell stories																	
	Proportion of socio-economically advantaged and disadvantaged students during their first year in primary school				Proportion of students whose mother or father told them stories during their first year in primary school				How parents telling stories is associated with students' reading performance									
	Proportion of parents who told stories to their young children		Socio-economically disadvantaged students		Socio-economically advantaged students		Difference between socio-economically advantaged and disadvantaged students		Students whose mother told them stories		Students whose father told them stories		Difference between the proportion of students whose fathers told them stories and whose mothers did		Before accounting for socio-economic background		After accounting for socio-economic background	
Prop.	S.E.	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.	
Germany	0.75	0.01	0.71	0.02	0.78	0.01	0.07	0.02	0.76	0.01	0.73	0.02	-0.02	0.02	7.23	4.11	-1.17	3.78
Denmark	0.72	0.01	0.71	0.02	0.74	0.01	0.03	0.02	0.72	0.01	0.74	0.02	0.02	0.02	1.14	3.60	-1.14	3.55
Hong Kong-China	0.40	0.01	0.22	0.01	0.59	0.02	0.38	0.02	0.41	0.01	0.34	0.02	-0.07	0.02	14.35	3.27	3.05	3.07
Croatia	0.78	0.01	0.72	0.01	0.83	0.01	0.11	0.02	0.79	0.01	0.71	0.02	-0.07	0.02	11.82	3.34	2.73	3.07
Hungary	0.85	0.01	0.77	0.01	0.89	0.01	0.12	0.02	0.85	0.01	0.83	0.02	-0.02	0.02	29.36	5.08	10.42	3.58
Italy	0.74	0.00	0.65	0.01	0.82	0.01	0.17	0.01	0.75	0.00	0.68	0.01	-0.07	0.01	29.21	2.10	16.54	1.91
Korea	0.66	0.01	0.56	0.01	0.74	0.01	0.18	0.02	0.69	0.01	0.58	0.02	-0.11	0.02	12.58	3.18	3.85	3.01
Lithuania	0.72	0.01	0.66	0.01	0.78	0.01	0.12	0.02	0.72	0.01	0.70	0.02	-0.02	0.02	6.10	3.32	-2.10	3.45
Macao-China	0.39	0.01	0.27	0.01	0.53	0.01	0.27	0.01	0.41	0.01	0.35	0.01	-0.06	0.02	9.31	2.32	4.56	2.45
New Zealand	0.82	0.01	0.77	0.02	0.85	0.01	0.08	0.02	0.83	0.01	0.77	0.02	-0.07	0.02	22.45	5.25	11.73	4.61
Panama	0.63	0.02	0.57	0.03	0.70	0.03	0.13	0.04	0.65	0.02	0.56	0.04	-0.10	0.04	33.36	7.56	19.85	7.12
Portugal	0.70	0.01	0.55	0.01	0.82	0.01	0.26	0.02	0.72	0.01	0.62	0.02	-0.10	0.02	28.48	3.37	10.31	3.05
Qatar	0.64	0.01	0.51	0.01	0.76	0.01	0.25	0.01	0.70	0.01	0.60	0.01	-0.09	0.01	48.90	2.78	37.18	2.86

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's *PISA index of economic, social and cultural status* as covariates in the regression model. "Coef." refers to the change in the PISA reading score that is associated with students whose parents told them stories during their first year of primary school.

Estimates in bold indicate that the coefficient or difference is statistically significant.

The proportion of students whose mother/father told stories to them during their first year in primary school is calculated using information on who responded to the parental questionnaire and whether respondents reported that their child was told stories by them or by another person in the household. For the full details, see *OECD Education Working Paper No. 73*.

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Table A2.3 Reading books to young children and the relationship with enjoyment of reading and awareness of effective summarising strategies

	Read books					
	How reading books is associated with students' enjoyment of reading			How reading books is associated with students' awareness of effective summarising strategies		
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.33	0.05	0.39	0.06	0.29	0.05
Denmark	0.32	0.05	0.23	0.05	0.22	0.06
Hong Kong-China	0.18	0.02	0.12	0.02	0.09	0.03
Croatia	0.11	0.03	0.08	0.03	0.07	0.04
Hungary	0.39	0.05	0.32	0.05	0.19	0.05
Italy	0.23	0.02	0.18	0.02	0.08	0.02
Korea	0.27	0.02	0.21	0.02	0.17	0.04
Lithuania	0.14	0.04	0.12	0.04	0.06	0.04
Macao-China	0.05	0.02	0.01	0.02	0.01	0.02
New Zealand	0.30	0.09	0.19	0.09	0.17	0.08
Panama	0.12	0.05	0.12	0.05	0.01	0.05
Portugal	0.28	0.03	0.23	0.03	0.08	0.03
Qatar	0.17	0.02	0.15	0.02	0.08	0.03

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model.

"Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students whose parents read stories to them during their first year in primary school. For full details see OECD Education Working Paper No. 73.

Estimates in bold indicate that the coefficient is statistically significant.

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Table A2.4 Telling stories to young children and the relationship with enjoyment of reading and awareness of effective summarising strategies

	Tell stories					
	How parents telling stories is associated with students' awareness of effective summarising strategies			How parents telling stories is associated with students' enjoyment of reading		
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.21	0.05	0.16	0.05	0.02	0.04
Denmark	0.08	0.04	0.06	0.04	0.10	0.04
Hong Kong-China	0.15	0.02	0.08	0.02	0.10	0.03
Croatia	0.12	0.04	0.08	0.03	0.05	0.04
Hungary	0.26	0.04	0.17	0.04	0.17	0.05
Italy	0.24	0.01	0.17	0.01	0.14	0.02
Korea	0.19	0.02	0.14	0.02	0.09	0.04
Lithuania	0.13	0.04	0.09	0.04	0.11	0.04
Macao-China	0.09	0.02	0.03	0.02	0.11	0.03
New Zealand	0.20	0.04	0.15	0.04	0.06	0.05
Panama	0.05	0.03	0.06	0.04	0.11	0.06
Portugal	0.22	0.03	0.16	0.03	0.11	0.04
Qatar	0.20	0.02	0.19	0.02	0.13	0.03

Note: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model. "Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students whose parents told them stories during their first year in primary school. For full details see *OECD Education Working Paper No. 73*.

Estimates in bold indicate that the coefficient is statistically significant.


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Table A3.1 Discussing social or political issues with 15-year-olds and the relationship with reading performance

	Discuss social or political issues																	
	Proportion of socio-economically advantaged and disadvantaged students whose parents discuss social or political issues with them				Difference between socio-economically advantaged and disadvantaged students				Proportion of students whose mother or father discusses social or political issues with them				How discussing social or political issues is associated with students' reading performance					
	Proportion of parents who discuss social or political issues with their children		Socio-economically disadvantaged students		Socio-economically advantaged students		Difference between socio-economically advantaged and disadvantaged students		Students whose mother discusses social or political issues with them		Students whose father discusses social or political issues with them		Difference between the proportion of students whose fathers discuss social or political issues with them and whose mothers do		Before accounting for socio-economic background		After accounting for socio-economic background	
	Prop.	S.E.	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.		
Germany	0.62	0.01	0.46	0.02	0.72	0.01	0.26	0.03	0.61	0.01	0.62	0.02	0.01	0.02	30.62	3.54	12.55	3.14
Denmark	0.70	0.01	0.59	0.02	0.80	0.01	0.21	0.02	0.71	0.01	0.66	0.02	-0.05	0.03	25.74	4.13	14.86	3.89
Hong Kong-China	0.55	0.01	0.46	0.01	0.65	0.01	0.18	0.02	0.56	0.01	0.50	0.02	-0.06	0.02	15.12	3.10	9.31	2.93
Croatia	0.40	0.01	0.29	0.01	0.52	0.01	0.23	0.02	0.40	0.01	0.40	0.02	0.00	0.02	25.71	2.86	14.78	2.65
Hungary	0.53	0.01	0.45	0.02	0.64	0.01	0.19	0.02	0.53	0.01	0.56	0.02	0.03	0.02	21.30	4.08	5.62	3.41
Italy	0.65	0.00	0.51	0.01	0.78	0.01	0.27	0.01	0.65	0.01	0.65	0.01	0.01	0.01	41.86	2.12	27.00	1.97
Korea	0.18	0.01	0.13	0.01	0.24	0.01	0.11	0.02	0.19	0.01	0.15	0.01	-0.04	0.02	22.25	3.63	14.68	3.23
Lithuania	0.51	0.01	0.41	0.01	0.62	0.01	0.21	0.02	0.51	0.01	0.44	0.03	-0.07	0.03	22.39	2.62	11.58	2.38
Macao-China	0.32	0.01	0.23	0.01	0.41	0.01	0.18	0.01	0.31	0.01	0.33	0.01	0.02	0.01	13.98	2.05	10.72	2.04
New Zealand	0.68	0.01	0.59	0.01	0.77	0.01	0.18	0.02	0.70	0.01	0.62	0.02	-0.08	0.02	32.26	3.91	17.03	3.21
Panama	0.46	0.01	0.35	0.02	0.55	0.03	0.20	0.04	0.48	0.02	0.47	0.03	-0.01	0.03	37.50	6.79	17.84	4.74
Portugal	0.55	0.01	0.38	0.01	0.72	0.01	0.34	0.02	0.54	0.01	0.58	0.02	0.03	0.02	36.77	3.48	16.95	2.88
Qatar	0.52	0.01	0.43	0.01	0.62	0.01	0.19	0.02	0.58	0.01	0.48	0.01	-0.10	0.01	32.24	3.12	23.82	3.14

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model. "Coef." refers to the change in the PISA reading score that is associated with students whose parents discuss social or political issues with them.

Estimates in bold indicate that the coefficient or difference is statistically significant.

The proportion of students whose mother/father discusses social or political issues with them is calculated using information on who responded to the parental questionnaire and whether respondents reported that they or someone else in their household discuss social or political issues with the student. For the full details, see OECD Education Working Paper No. 73.

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Table A3.2 Discussing books, films or television programmes with 15-year-olds and the relationship with reading performance

	Discuss books, films or television programmes												How discussing books, films or television programmes is associated with students' reading performance			
	Proportion of socio-economically advantaged and disadvantaged students whose parents discuss books, films or television programmes with them				Proportion of students whose mother or father discusses books, films or television programmes with them				Difference between the proportion of students whose fathers discuss books, films or television programmes with them and whose mothers do				Before accounting for socio-economic background		After accounting for socio-economic background	
	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.74	0.01	0.68	0.02	0.09	0.02	0.74	0.01	0.72	0.02	-0.02	0.02	17.30	3.86	8.23	3.41
Denmark	0.82	0.01	0.76	0.02	0.10	0.02	0.82	0.01	0.79	0.02	-0.03	0.02	21.99	3.95	14.84	3.94
Hong Kong-China	0.64	0.01	0.57	0.01	0.12	0.02	0.65	0.01	0.58	0.01	-0.07	0.02	10.25	2.87	6.16	2.76
Croatia	0.76	0.01	0.70	0.01	0.11	0.02	0.77	0.01	0.73	0.02	-0.03	0.02	17.52	3.51	10.46	3.35
Hungary	0.88	0.01	0.88	0.01	0.01	0.02	0.88	0.01	0.88	0.01	0.00	0.01	6.85	5.72	6.07	4.48
Italy	0.84	0.00	0.80	0.01	0.07	0.01	0.85	0.00	0.80	0.01	-0.05	0.01	26.67	2.51	19.53	2.39
Korea	0.36	0.01	0.33	0.01	0.06	0.02	0.37	0.01	0.32	0.02	-0.05	0.02	8.75	2.54	5.51	2.42
Lithuania	0.78	0.01	0.76	0.01	0.05	0.01	0.78	0.01	0.74	0.02	-0.05	0.02	4.11	3.26	0.07	3.11
Macao-China	0.53	0.01	0.44	0.01	0.17	0.01	0.55	0.01	0.48	0.01	-0.06	0.01	8.95	2.02	6.07	2.11
New Zealand	0.84	0.01	0.82	0.01	0.06	0.02	0.85	0.01	0.80	0.02	-0.05	0.02	27.12	5.04	16.20	4.09
Panama	0.66	0.02	0.59	0.03	0.09	0.05	0.72	0.01	0.59	0.03	-0.12	0.03	23.37	10.42	4.99	8.10
Portugal	0.81	0.01	0.72	0.01	0.15	0.02	0.82	0.01	0.75	0.02	-0.07	0.02	27.18	3.61	12.81	3.27
Qatar	0.61	0.01	0.55	0.01	0.12	0.02	0.68	0.01	0.54	0.01	-0.13	0.01	29.22	3.56	22.87	3.37

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's *PISA index of economic, social and cultural status* as covariates in the regression model. "Coef." refers to the change in the PISA reading score that is associated with students whose parents discuss books, films or television programmes with them. Estimates in bold indicate that the coefficient or difference is statistically significant.

The proportion of students whose mother/father discusses books, films or television programmes with them is calculated using information on who responded to the parental questionnaire and whether respondents reported that they or someone else in their household discuss books, films or television programmes with the student. For the full details, see *OECD Education Working Paper No. 73*.

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Table A3.3 Helping 15-year-olds with their homework and the relationship with reading performance

	Help the child with his/her homework												How helping children with their homework is associated with students' reading performance			
	Proportion of socio-economically advantaged and disadvantaged students whose parents help them with their homework				Proportion of students whose mother or father helps them with their homework				Difference between the proportion of students whose fathers help them with their homework and whose mothers do				Before accounting for socio-economic background		After accounting for socio-economic background	
	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.35	0.01	0.39	0.02	-0.06	0.02	0.33	0.01	0.48	0.02	0.16	0.02	-48.28	4.26	-41.93	3.49
Denmark	0.51	0.01	0.50	0.02	0.04	0.03	0.47	0.01	0.58	0.03	0.11	0.03	-13.46	2.91	-15.40	2.74
Hong Kong-China	0.27	0.01	0.22	0.01	0.11	0.02	0.25	0.01	0.31	0.01	0.05	0.01	-13.99	2.99	-18.50	2.93
Croatia	0.28	0.01	0.30	0.01	-0.02	0.02	0.25	0.01	0.36	0.02	0.11	0.02	-41.71	3.38	-40.03	3.00
Hungary	0.45	0.01	0.51	0.02	-0.10	0.02	0.44	0.01	0.49	0.02	0.05	0.02	-45.07	3.76	-36.64	2.82
Italy	0.35	0.00	0.28	0.01	0.13	0.01	0.33	0.01	0.39	0.01	0.06	0.01	-28.89	1.89	-37.53	1.77
Korea	0.14	0.00	0.12	0.01	0.05	0.01	0.14	0.01	0.17	0.01	0.03	0.01	-6.55	4.78	-10.55	4.45
Lithuania	0.43	0.01	0.47	0.02	-0.09	0.02	0.43	0.01	0.42	0.03	-0.01	0.03	-32.98	3.12	-29.17	2.79
Macao-China	0.31	0.01	0.26	0.01	0.09	0.01	0.31	0.01	0.32	0.01	0.01	0.01	-14.07	2.32	-15.72	2.34
New Zealand	0.47	0.01	0.45	0.02	0.04	0.02	0.46	0.01	0.50	0.02	0.04	0.02	-15.45	4.00	-18.40	3.49
Panama	0.73	0.01	0.76	0.02	-0.11	0.03	0.73	0.02	0.72	0.03	-0.01	0.03	-30.01	9.10	-24.82	7.99
Portugal	0.41	0.01	0.38	0.01	0.05	0.02	0.41	0.01	0.40	0.02	-0.01	0.02	-27.78	2.93	-30.60	2.65
Qatar	0.53	0.01	0.50	0.01	0.05	0.02	0.53	0.01	0.53	0.01	0.01	0.02	-17.12	2.85	-20.07	2.81

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model.

"Coef." refers to the change in the PISA reading score that is associated with students whose parents help them with their homework.

Estimates in bold indicate that the coefficient or difference is statistically significant.

The proportion of students whose mother/father helps them with their homework is calculated using information on who responded to the parental questionnaire and whether respondents reported that they or someone else in their household help the student with his or her homework. For the full details, see *OECD Education Working Paper No. 73*.

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Table A3.4 **Discussing social or political issues with 15-year-olds and the relationship with enjoyment of reading and awareness of effective summarising strategies**

	Discuss social or political issues					
	How discussing social or political issues is associated with students' enjoyment of reading			How discussing social or political issues is associated with students' awareness of effective summarising strategies		
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.30	0.04	0.18	0.04	0.14	0.03
Denmark	0.23	0.04	0.14	0.04	0.27	0.04
Hong Kong-China	0.15	0.02	0.11	0.02	0.06	0.03
Croatia	0.15	0.03	0.10	0.03	0.11	0.03
Hungary	0.17	0.03	0.10	0.03	0.11	0.04
Italy	0.25	0.02	0.17	0.02	0.20	0.02
Korea	0.29	0.03	0.25	0.03	0.20	0.04
Lithuania	0.23	0.03	0.18	0.03	0.16	0.03
Macao-China	0.15	0.02	0.10	0.02	0.07	0.03
New Zealand	0.27	0.04	0.19	0.04	0.17	0.04
Panama	0.11	0.03	0.13	0.03	0.22	0.06
Portugal	0.20	0.03	0.14	0.04	0.23	0.05
Qatar	0.17	0.02	0.15	0.02	0.05	0.02

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model. Estimates in bold indicate that the coefficient is statistically significant.

"Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students whose parents discuss social or political issues with them. For full details see *OECD Education Working Paper No. 73*.

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Table A3.5 **Discussing books, films or television programmes with 15-year-olds and the relationship with enjoyment of reading and awareness of effective summarising strategies**

	Discuss books, films or television programmes						
	How discussing books, films or television programmes is associated with students' enjoyment of reading			How discussing books, films or television programmes is associated with students' awareness of effective summarising strategies			
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background	
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	
Germany	0.33	0.05	0.27	0.05	0.04	-0.01	0.04
Denmark	0.28	0.04	0.22	0.04	0.25	0.21	0.05
Hong Kong-China	0.16	0.02	0.13	0.02	0.05	0.03	0.04
Croatia	0.17	0.03	0.14	0.03	0.07	0.03	0.04
Hungary	0.19	0.04	0.19	0.04	0.11	0.10	0.06
Italy	0.29	0.02	0.26	0.02	0.14	0.11	0.02
Korea	0.13	0.02	0.12	0.02	0.10	0.07	0.03
Lithuania	0.20	0.04	0.18	0.04	0.03	0.00	0.04
Macao-China	0.10	0.02	0.06	0.02	0.05	0.01	0.03
New Zealand	0.25	0.04	0.21	0.05	0.16	0.11	0.05
Panama	0.07	0.04	0.08	0.04	0.13	0.05	0.05
Portugal	0.17	0.03	0.12	0.03	0.15	0.07	0.04
Qatar	0.11	0.02	0.10	0.02	0.05	0.02	0.03

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model. Estimates in bold indicate that the coefficient is statistically significant.

"Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students whose parents discuss books, films or television programmes with them. For full details see *OECD Education Working Paper No. 73*.

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Table A3.6 Helping 15-year-olds with their homework and the relationship with enjoyment of reading and awareness of effective summarising strategies

	Help the child with his/her homework					
	How helping children with their homework is associated with students' enjoyment of reading			How helping children with their homework is associated with students' awareness of effective summarising strategies		
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	-0.23	0.05	-0.19	0.05	-0.28	0.05
Denmark	-0.01	0.04	-0.03	0.04	0.00	0.03
Hong Kong-China	0.06	0.03	0.03	0.03	-0.09	0.04
Croatia	-0.16	0.03	-0.16	0.03	-0.27	0.04
Hungary	-0.13	0.03	-0.09	0.03	-0.30	0.03
Italy	-0.07	0.02	-0.12	0.02	-0.15	0.02
Korea	0.02	0.04	-0.01	0.04	-0.03	0.04
Lithuania	-0.16	0.04	-0.14	0.04	-0.17	0.03
Macao-China	-0.03	0.02	-0.05	0.02	-0.14	0.03
New Zealand	0.06	0.04	0.04	0.04	-0.05	0.03
Panama	-0.02	0.04	-0.02	0.04	-0.19	0.05
Portugal	-0.12	0.03	-0.13	0.03	-0.22	0.04
Qatar	0.01	0.02	0.01	0.02	-0.09	0.03

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model. Estimates in bold indicate that the coefficient is statistically significant.

"Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students whose parents help them with their homework. For full details see OECD Education Working Paper No. 73.

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Table A4.1 Discussing children's progress or behaviour with teachers and the relationship with reading performance

	Discuss the child's progress or behaviour with a teacher at the teacher's initiative										How discussing a student's progress or behaviour with a teacher at the teacher's initiative is associated with the student's reading performance						
	Proportion of socio-economically advantaged and disadvantaged students whose parents discuss their progress or behaviour with a teacher at the teacher's initiative					Proportion of students whose mother or father discusses their progress or behaviour with a teacher at the teacher's initiative					Difference between the proportion of students whose fathers discuss their progress or behaviour with a teacher and whose mothers do		Before accounting for socio-economic background		After accounting for socio-economic background		
	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.	
Germany	0.37	0.01	0.48	0.02	0.30	0.01	0.36	0.01	0.38	0.02	0.02	0.03	0.02	-26.17	3.74	-46.55	3.68
Denmark	0.78	0.01	0.76	0.01	0.80	0.02	0.77	0.01	0.79	0.02	0.02	0.02	0.02	-25.75	2.47	-3.15	3.61
Hong Kong-China	0.52	0.01	0.48	0.01	0.56	0.02	0.53	0.01	0.49	0.02	0.08	0.02	0.49	-12.53	2.46	-20.07	2.91
Croatia	0.32	0.01	0.33	0.01	0.32	0.02	0.30	0.01	0.40	0.02	-0.02	0.02	0.30	-13.33	4.08	-29.37	2.95
Hungary	0.38	0.01	0.47	0.02	0.31	0.01	0.38	0.01	0.39	0.02	-0.16	0.02	0.39	-27.85	2.89	-39.33	3.57
Italy	0.45	0.01	0.50	0.01	0.41	0.01	0.44	0.01	0.48	0.01	-0.08	0.01	0.48	-3.69	1.99	-35.91	1.69
Korea	0.78	0.01	0.67	0.01	0.86	0.01	0.79	0.01	0.72	0.02	0.19	0.02	0.72	-5.27	2.54	1.11	3.32
Lithuania	0.53	0.01	0.55	0.01	0.49	0.02	0.54	0.01	0.46	0.03	-0.06	0.02	0.46	-17.61	2.89	-28.34	2.82
Macao-China	0.59	0.01	0.58	0.01	0.57	0.01	0.57	0.01	0.61	0.01	-0.01	0.02	0.61	-20.70	2.19	-21.19	2.02
New Zealand	0.54	0.01	0.54	0.02	0.52	0.02	0.53	0.01	0.55	0.02	-0.01	0.03	0.55	-18.39	3.18	-25.25	3.31
Panama	0.55	0.02	0.63	0.02	0.47	0.04	0.51	0.02	0.60	0.03	-0.16	0.05	0.60	-20.13	4.60	-33.93	4.88
Portugal	0.62	0.01	0.68	0.02	0.57	0.02	0.62	0.01	0.60	0.03	-0.11	0.02	0.60	-27.83	3.04	-34.48	2.82
Qatar	0.51	0.01	0.48	0.01	0.53	0.01	0.48	0.01	0.54	0.01	0.04	0.02	0.54	-6.83	3.12	-11.75	2.94

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model.

Estimates in bold indicate that the coefficient or difference is statistically significant.

"Coef." refers to the change in the PISA reading score that is associated with students whose parents discuss their progress or behaviour with a teacher at the teacher's initiative.

The proportion of students whose mother/father discusses the child's progress or behaviour with a teacher at the teacher's initiative is calculated using information on who responded to the parental questionnaire. For the full details see OECD Education Working Paper No. 73.

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Table A4.2 Parents volunteering at school and their child's reading performance

	Volunteer in extracurricular activities																	
	Proportion of socio-economically advantaged and disadvantaged students whose parents volunteered in extracurricular activities in their school						Proportion of students whose mother or father volunteered in extracurricular activities in their school						How volunteering in extracurricular activities is associated with reading performance					
	Proportion of parents who volunteered in extracurricular activities in their child's school		Socio-economically disadvantaged students		Socio-economically advantaged students		Difference between socio-economically advantaged and disadvantaged students		Students whose mother volunteered in extracurricular activities in their school		Students whose father volunteered in extracurricular activities in their school		Difference between the proportions of students whose fathers volunteered in extracurricular activities in their school and whose mothers volunteered		Before accounting for socio-economic background		After accounting for socio-economic background	
	Prop.	S.E.	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.19	0.01	0.14	0.01	0.23	0.01	0.09	0.02	0.18	0.01	0.17	0.02	-0.02	0.02	-0.57	4.49	-9.68	3.90
Denmark	0.17	0.01	0.13	0.01	0.20	0.01	0.08	0.01	0.17	0.01	0.13	0.02	-0.03	0.02	10.44	4.15	3.70	3.86
Hong Kong-China	0.08	0.00	0.06	0.01	0.10	0.01	0.04	0.01	0.08	0.00	0.09	0.01	0.01	0.01	-20.11	6.24	-24.71	6.06
Croatia	0.15	0.01	0.15	0.01	0.15	0.01	0.00	0.01	0.14	0.01	0.18	0.01	0.03	0.02	-23.44	4.23	-23.31	3.84
Hungary	0.13	0.01	0.12	0.01	0.15	0.01	0.04	0.01	0.13	0.01	0.14	0.02	0.01	0.02	-7.67	5.70	-14.14	4.67
Italy	0.19	0.00	0.19	0.01	0.20	0.01	0.02	0.01	0.18	0.00	0.19	0.01	0.01	0.01	-18.64	2.47	-19.73	2.20
Korea	0.17	0.01	0.14	0.01	0.21	0.01	0.06	0.01	0.18	0.01	0.16	0.01	-0.02	0.01	-2.87	4.40	-8.21	4.03
Lithuania	0.15	0.01	0.13	0.01	0.17	0.01	0.03	0.02	0.15	0.01	0.14	0.02	-0.01	0.02	-1.41	4.27	-4.45	4.16
Macao-China	0.20	0.01	0.18	0.01	0.22	0.01	0.04	0.01	0.20	0.01	0.20	0.01	0.00	0.01	-20.14	2.54	-20.96	2.57
New Zealand	0.33	0.01	0.24	0.01	0.41	0.02	0.17	0.02	0.33	0.01	0.33	0.02	0.00	0.02	19.29	4.22	5.83	3.87
Panama	0.22	0.01	0.24	0.02	0.20	0.01	-0.04	0.03	0.21	0.01	0.25	0.03	0.04	0.03	-30.02	6.69	-32.13	5.42
Portugal	0.07	0.01	0.08	0.01	0.08	0.01	0.00	0.01	0.07	0.01	0.07	0.01	0.00	0.01	-21.67	6.45	-23.19	5.43
Qatar	0.20	0.01	0.19	0.01	0.20	0.01	0.01	0.01	0.17	0.01	0.22	0.01	0.05	0.01	-14.99	4.34	-15.83	4.05

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's *PISA Index of economic, social and cultural status* as covariates in the regression model. Estimates in bold indicate that the coefficient or difference is statistically significant.

"Coef." refers to the change in the PISA reading score that is associated with students whose parents volunteer in extracurricular activities in their school.

The proportion of students whose mother/father volunteers in extracurricular activities in their school is calculated using information on who responded to the parental questionnaire. For the full details, see *OECD Education Working Paper No. 73*.

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Table A4.3 Discussing children's progress or behaviour with teachers and the relationship with enjoyment of reading and awareness of effective summarising strategies

	Discuss the child's progress or behaviour with a teacher at the teacher's initiative					
	How discussing a student's progress or behaviour with a teacher at the teacher's initiative is associated with the student's enjoyment of reading			How discussing a student's progress or behaviour with a teacher at the teacher's initiative is associated with the student's awareness of effective summarising strategies		
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	-0.43	0.05	-0.13	0.02	-0.40	0.04
Denmark	0.01	0.04	-0.04	0.02	-0.04	0.05
Hong Kong-China	0.03	0.02	0.02	0.01	-0.06	0.03
Croatia	-0.17	0.03	-0.06	0.01	-0.25	0.03
Hungary	-0.27	0.03	-0.04	0.02	-0.35	0.04
Italy	-0.22	0.02	-0.06	0.01	-0.20	0.01
Korea	0.12	0.03	0.02	0.02	0.16	0.04
Lithuania	-0.26	0.03	-0.09	0.01	-0.20	0.03
Macao-China	-0.08	0.02	-0.01	0.01	-0.14	0.02
New Zealand	-0.22	0.04	-0.09	0.01	-0.18	0.04
Panama	0.03	0.04	0.02	0.02	-0.30	0.06
Portugal	-0.27	0.03	-0.10	0.01	-0.32	0.03
Qatar	-0.05	0.02	-0.03	0.01	-0.01	0.03

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's *PISA Index of economic, social and cultural status* as covariates in the regression model. Estimates in bold indicate that the coefficient is statistically significant.

"Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students whose parents discuss their progress or behaviour with a teacher at the teacher's initiative. For full details see *OECD Education Working Paper No. 73*.

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Table A4.4 Parents volunteering at school and their child's enjoyment of reading and awareness of effective summarising strategies

	Volunteer in extracurricular activities					
	How volunteering in extracurricular activities is associated with enjoyment of reading			How volunteering in extracurricular activities is associated with awareness of effective summarising strategies		
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.09	0.05	-0.01	0.02	-0.01	0.05
Denmark	0.02	0.04	-0.01	0.03	0.12	0.05
Hong Kong-China	0.06	0.04	0.03	0.02	-0.06	0.06
Croatia	0.02	0.04	0.00	0.02	-0.08	0.05
Hungary	0.07	0.04	0.03	0.02	-0.04	0.05
Italy	0.00	0.02	0.00	0.01	-0.07	0.02
Korea	0.06	0.03	0.01	0.02	-0.04	0.06
Lithuania	0.09	0.05	0.02	0.02	0.09	0.04
Macao-China	-0.03	0.02	0.00	0.01	-0.10	0.03
New Zealand	0.06	0.04	0.00	0.02	0.14	0.03
Panama	-0.01	0.05	-0.01	0.04	-0.16	0.07
Portugal	0.01	0.05	0.03	0.03	-0.08	0.07
Qatar	0.02	0.03	0.01	0.01	-0.03	0.03

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's *PISA index of economic, social and cultural status* as covariates in the regression model. Estimates in bold indicate that the coefficient is statistically significant.

"Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students whose parents volunteer in extracurricular activities. For full details see *OECD Education Working Paper No. 73*.

StatLink  <http://dx.doi.org/10.1787/888932606948>



Table A5.1 Parents who read for enjoyment and the relationship with their child's reading performance

	Spend time reading for enjoyment at home												How parents' reading habits are associated with their children's reading performance			
	Proportion of socio-economically disadvantaged students who read for enjoyment at home				Proportion of students whose mother or father spends time reading for enjoyment at home				Difference between the proportions of students whose fathers read at home and whose mothers do				Before accounting for socio-economic background		After accounting for socio-economic background	
	Prop.	S.E.	Prop.	S.E.	Diff.	S.E.	Mean	S.E.	Mean	S.E.	Diff.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.53	0.01	0.41	0.02	0.22	0.02	0.54	0.01	0.46	0.03	-0.08	0.03	27.68	3.52	12.51	3.29
Denmark	0.51	0.01	0.42	0.02	0.17	0.02	0.51	0.01	0.44	0.03	-0.08	0.03	11.04	3.42	2.65	3.46
Hong Kong-China	0.32	0.01	0.20	0.01	0.27	0.02	0.31	0.01	0.37	0.02	0.06	0.02	15.68	2.88	6.58	2.75
Croatia	0.35	0.01	0.24	0.01	0.24	0.02	0.34	0.01	0.37	0.02	0.03	0.02	20.57	3.44	7.60	2.98
Hungary	0.45	0.01	0.32	0.01	0.28	0.02	0.45	0.01	0.47	0.02	0.02	0.02	35.89	3.76	12.23	2.77
Italy	0.39	0.00	0.24	0.01	0.30	0.01	0.38	0.01	0.41	0.01	0.03	0.01	31.86	2.00	15.80	1.94
Korea	0.27	0.01	0.19	0.01	0.18	0.01	0.27	0.01	0.25	0.02	-0.02	0.02	10.02	3.27	0.53	2.90
Lithuania	0.47	0.01	0.35	0.01	0.26	0.02	0.46	0.01	0.43	0.03	-0.04	0.03	22.70	3.01	8.68	2.63
Macao-China	0.29	0.01	0.19	0.01	0.20	0.01	0.26	0.01	0.34	0.01	0.08	0.02	6.77	2.39	2.87	2.41
New Zealand	0.55	0.01	0.46	0.02	0.16	0.02	0.57	0.01	0.43	0.02	-0.14	0.02	23.43	3.70	13.26	3.33
Panama	0.28	0.01	0.20	0.02	0.16	0.03	0.27	0.02	0.32	0.03	0.05	0.04	34.25	7.74	16.52	6.01
Portugal	0.29	0.01	0.13	0.01	0.36	0.02	0.29	0.01	0.30	0.02	0.01	0.02	37.22	3.81	11.58	3.25
Qatar	0.33	0.01	0.24	0.01	0.18	0.01	0.31	0.01	0.35	0.01	0.04	0.01	35.48	3.33	26.14	3.30

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model. Estimates in bold indicate that the coefficient or difference is statistically significant.

"Coef." refers to the change in the PISA reading score that is associated with students having parents who read for enjoyment at home.

The proportion of students whose mother/father reads for enjoyment at home is calculated using information on who responded to the parental questionnaire. For the full details, see *OECD Education Working Paper No. 73*.

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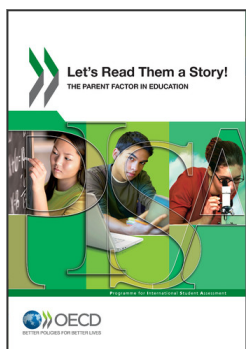
Table A5.2 Parents who read for enjoyment and the relationship with enjoyment of reading and awareness of effective summarising strategies

	Spend time reading for enjoyment at home					
	How parents' reading habits are associated with their children's reading			How parents' reading habits are associated with their children's awareness of effective summarising strategies		
	Before accounting for socio-economic background		After accounting for socio-economic background	Before accounting for socio-economic background		After accounting for socio-economic background
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
Germany	0.27	0.04	0.16	0.04	0.12	0.03
Denmark	0.17	0.03	0.11	0.03	0.01	0.04
Hong Kong-China	0.16	0.02	0.10	0.02	0.09	0.03
Croatia	0.19	0.03	0.14	0.03	0.11	0.04
Hungary	0.27	0.03	0.17	0.03	0.22	0.03
Italy	0.27	0.02	0.19	0.02	0.15	0.02
Korea	0.18	0.03	0.13	0.03	0.09	0.04
Lithuania	0.22	0.03	0.15	0.03	0.11	0.03
Macao-China	0.09	0.02	0.04	0.02	0.06	0.03
New Zealand	0.15	0.03	0.10	0.03	0.05	0.04
Panama	0.14	0.03	0.15	0.04	0.21	0.05
Portugal	0.21	0.03	0.12	0.04	0.18	0.04
Qatar	0.21	0.02	0.20	0.02	0.12	0.03

Notes: Estimates from regression models. Models that do not account for socio-economic background include only the respective indicator of parental involvement. Models that account for socio-economic background include the indicator of parental involvement and the student's PISA index of economic, social and cultural status as covariates in the regression model. Estimates in bold indicate that the coefficient is statistically significant.

"Coef." refers to the change in the PISA enjoyment of reading index and the awareness of effective summarising strategies index that is associated with students having parents who read for enjoyment at home. For full details see *OECD Education Working Paper No. 73*.

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