Q7. Academic standing

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
Considerably ahead of grade level	157 15.7%	26 20.4% D	16 16.0%	11 15.7%	50 12.9%	40 17.5%	13 17.1%	157 40.0% HI	0 -	0 -
Slightly ahead of grade level	236 23.6%	23 17.7%	29 28.7% E	25 34.9% AED	94 24.0%	40 17.5%	25 32.9% AE	236 60.0% HI	0 -	0 -
Right at the grade level	531 53.1%	68 53.1%	45 44.7%	31 43.4%	213 54.4%	138 60.0% BCF	36 46.3%	0 -	531 100.0% GI	0 -
Slightly behind grade level	59 5.9%	9 7.1%	10 9.6% E	4 6.0%	27 7.0% E	7 2.9%	2 2.4%	0 -	0 -	59 79.6% GH
Considerably behind grade level	15 1.5%	2 1.8%	1 1.1%	0 -	6 1.5%	5 2.1%	1 1.2%	0 -	0 -	15 20.4% GH
DK/REF	1 0.1%	0 -	0 -	0 -	1 0.3%	0 -	0 -	0 -	0 -	0 -
Summary										
Top 2 Box	394 39.4%	49 38.1%	45 44.7%	36 50.6% ED	144 36.9%	81 35.0%	39 50.0% ED	394 100.0% HI	0 -	0 -
Bottom 2 Box	74 7.4%	11 8.8%	11 10.6%	4 6.0%	33 8.5%	12 5.0%	3 3.7%	0 -	0 -	74 100.0% GH

Q9. Homework routine

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
Yes	809 80.9%	98 76.1%	75 74.5%	53 73.5%	332 84.8% ABC	184 80.0%	67 86.6% BC	347 88.2% HI	416 78.4% I	44 59.4%
No	191 19.1%	31 23.9% D	26 25.5% DF	19 26.5% DF	59 15.2%	46 20.0%	10 13.4%	46 11.8%	115 21.6% G	30 40.6% GH

Q14a. Homework distractions

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
Sibling	282	41	28	20	124	51	18	116	149	15
	28.2%	31.9%	27.7%	27.7%	31.7% E	22.1%	23.2%	29.6%	28.0%	20.5%
Television shows	239	41	24	22	88	45	20	91	128	19
	23.9%	31.9% ED	23.4%	30.1% E	22.4%	19.6%	25.6%	23.1%	24.0%	25.7%
Telephone calls	185	19	19	13	84	28	22	64	102	18
	18.5%	15.0%	19.1%	18.1%	21.4% E	12.1%	28.0% AE	16.1%	19.2%	24.7%
People talking/ walking	177	19	20	17	79	30	11	66	98	12
	17.7%	15.0%	20.2%	24.1% E	20.1% E	12.9%	14.6%	16.8%	18.5%	16.5%
Friends dropping by	73	14	9	6	29	6	9	23	41	8
	7.3%	10.6% E	8.5% E	8.4% E	7.5% E	2.5%	12.2% E	5.8%	7.8%	11.4%
Pets	68	11	2	8	28	10	8	25	41	1
	6.8%	8.8% B	2.1%	10.8% BE	7.2%	4.2%	11.0% BE	6.5%	7.7% I	1.4%
Music	63	11	3	2	16	24	7	23	37	4
	6.3%	8.8% D	3.2%	2.4%	4.1%	10.4% BCD	8.5%	5.7%	6.9%	5.3%
Lack of interest/boredom	38	6	5	4	20	2	1	10	22	6
	3.8%	4.4% E	5.3% E	6.0% E	5.2% E	0.8%	1.2%	2.5%	4.2%	8.1% G
Distractions from surroundings/noises	34	5	8	3	10	9	0	16	14	4
	3.4%	3.5%	7.4% DF	4.8% F	2.6%	3.8%	-	4.1%	2.7%	5.4%
Wanting to do other activities	28	6	5	2	12	2	1	8	16	3
	2.8%	4.4% E	5.3% E	2.4%	3.1%	0.8%	1.2%	2.1%	3.1%	4.3%
Parents	16	0	1	0	8	6	1	8	8	0
	1.6%	-	1.1%	-	2.1%	2.5%	1.2%	2.0%	1.5%	-
Getting food/drinks	13	1	1	1	6	2	2	6	7	0
	1.3%	0.9%	1.1%	1.2%	1.5%	0.8%	2.4%	1.5%	1.3%	-
Chores	10	2	0	1	4	3	0	4	6	0
	1.0%	1.8%	-	1.2%	1.0%	1.3%	-	1.0%	1.1%	-
Video Games	6	1	0	0	3	1	1	3	2	1
	0.6%	0.9%	-	-	0.8%	0.4%	1.2%	0.8%	0.4%	1.4%

Detailed Tables

Q14a. Homework distractions

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Instant Messaging (for example MSN)	5	3	0	0	2	0	0	1	2	1
	0.5%	2.7% ED	-	-	0.5%	-	-	0.3%	0.4%	1.5%
Internet downloading	2	1	0	0	0	0	1	0	1	1
	0.2%	0.9%	-	-	-	-	1.2% D	-	0.2%	1.5% G
Email	1	1	0	0	0	0	0	0	0	1
	0.1%	0.9%	-	-	-	-	-	-	-	1.5% GH
Other	8	1	1	1	4	0	1	3	3	2
	0.8%	0.9%	1.1%	1.2%	1.0%	-	1.2%	0.8%	0.6%	2.7%
None, nothing interferes with my child doing homework	173	17	14	10	56	60	15	85	81	7
	17.3%	13.3%	13.8%	14.5%	14.4%	26.3% ABCD	19.5%	21.6% HI	15.3%	9.5%
DK/REF	6	2	2	1	1	0	0	2	2	2
	0.6%	1.8%	2.1% ED	1.2%	0.3%	-	-	0.5%	0.4%	3.0% GH

Detailed Tables

Q15. Biggest homework distraction

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents with children who have homework distractions at Q14	819	96	79	70	331	177	66	307	447	64
Weighted	820	110*	85*	61*	334	170	62*	306	448	65*
Sibling	233 28.4%	32 29.2%	25 29.1%	16 25.7%	103 30.8%	44 26.0%	14 22.7%	98 32.1% I	124 27.6%	11 17.0%
Television shows	167 20.3%	23 20.8%	16 19.0%	16 25.7%	62 18.7%	36 21.5%	13 21.2%	62 20.1%	91 20.3%	14 21.4%
People talking/ walking	117 14.2%	13 11.5%	15 17.7%	10 17.1%	47 14.2%	24 14.1%	8 12.1%	47 15.3%	64 14.3%	6 9.5%
Telephone calls	94 11.4%	8 7.3%	9 10.1%	6 10.0%	43 13.0%	16 9.6%	11 18.2% A	30 9.9%	51 11.3%	11 17.4%
Friends dropping by	42 5.1%	8 7.3%	4 5.1%	1 1.4%	17 5.1%	6 3.4%	6 9.1% C	13 4.3%	24 5.4%	4 6.6%
Lack of interest/boredom	33 4.0%	6 5.2% E	5 6.3% E	3 5.7% E	16 4.8% E	1 0.6%	1 1.5%	6 2.0%	20 4.6%	6 9.2% G
Music	29 3.5%	5 4.2%	1 1.3%	1 1.4%	5 1.5%	16 9.6% BCDF	1 1.5%	9 2.8%	18 4.1%	2 3.0%
Distractions from surroundings/noises	26 3.2%	5 4.2%	4 5.1%	3 4.3%	7 2.1%	8 4.5%	0 -	11 3.6%	12 2.7%	3 4.6%
Pets	22 2.7%	0 -	0 -	4 7.1% ABD	8 2.4%	6 3.4%	4 6.1% AB	8 2.5%	14 3.2%	0 -
Wanting to do other activities	21 2.5%	5 4.2%	4 5.1%	1 1.4%	8 2.4%	2 1.1%	1 1.5%	5 1.7%	12 2.7%	3 4.9%
Parents	14 1.7%	0 -	0 -	0 -	7 2.1%	6 3.4%	1 1.5%	7 2.2%	7 1.5%	0 -
Getting food/drinks	7 0.8%	0 -	0 -	0 -	3 0.9%	2 1.1%	2 3.0%	3 1.0%	4 0.9%	0 -
Chores	5 0.6%	1 1.0%	0 -	0 -	1 0.3%	3 1.7%	0 -	2 0.6%	3 0.7%	0 -

Detailed Tables

Q15. Biggest homework distraction

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Instant Messaging (for example MSN)	2	2	0	0	0	0	0	1	1	0
	0.3%	2.1% D	-	-	-	-	-	0.4%	0.3%	-
Internet downloading	1	1	0	0	0	0	0	0	0	1
	0.1%	1.0%	-	-	-	-	-	-	-	1.8% GH
Video Games	1	0	0	0	1	0	0	0	0	1
	0.1%	-	-	-	0.3%	-	-	-	-	1.6% GH
Email	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
Other	7	1	1	0	4	0	1	3	2	2
	0.9%	1.0%	1.3%	-	1.2%	-	1.5%	1.0%	0.5%	3.1% H
None, nothing interferes with my child doing homework	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
DK/REF	1	1	0	0	0	0	0	1	0	0
	0.1%	1.0%	-	-	-	-	-	0.4%	-	-

Q16. Items in bedroom

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
A Radio	767	99	81	50	295	181	60	303	405	58
	76.7%	77.0%	79.8%	69.9%	75.5%	78.8%	78.0%	77.0%	76.2%	78.0%
A CD/tape player	734	104	81	49	271	169	60	291	381	61
	73.4%	80.5% D	79.8% D	68.7%	69.3%	73.3%	78.0%	73.9%	71.7%	82.1%
A Desk	641	81	60	40	235	173	52	249	350	42
	64.1%	62.8%	59.6%	55.4%	60.1%	75.4% ABCD	67.1%	63.2%	65.9%	56.6%
A Television	354	45	20	17	150	79	43	129	187	37
	35.4%	34.5% B	20.2%	24.1%	38.4% BC	34.2% B	56.1% ABCED	32.7%	35.2%	50.4% GH
Videogames or a Video Game Console	277	37	26	16	114	56	30	95	156	26
	27.7%	28.3%	25.5%	21.7%	29.1%	24.2%	39.0% CE	24.1%	29.4%	35.5% G
A VCR or DVD player	272	32	17	15	124	51	34	96	150	26
	27.2%	24.8%	17.0%	20.5%	31.7% BCE	22.1%	43.9% ABCED	24.4%	28.2%	34.4%
A Telephone	190	18	5	7	76	58	25	80	99	10
	19.0%	14.2% B	5.3%	9.6%	19.3% BC	25.4% ABC	32.9% ABCD	20.3%	18.6%	13.6%
A Computer without Internet access	76	13	12	3	29	12	7	28	40	7
	7.6%	9.7%	11.7% E	4.8%	7.5%	5.4%	8.5%	7.2%	7.6%	9.9%
A Computer with Internet access	65	8	4	2	29	16	6	20	39	6
	6.5%	6.2%	4.3%	2.4%	7.5%	7.1%	7.3%	5.0%	7.4%	8.1%
None (do not read)	31	2	3	3	16	7	0	14	14	3
	3.1%	1.8%	3.2%	3.6%	4.1%	2.9%	-	3.5%	2.6%	4.2%
DK/REF	12	2	1	0	8	1	0	5	5	2
	1.2%	1.8%	1.1%	-	2.1%	0.4%	-	1.3%	1.0%	2.7%

Detailed Tables

Q17. Hours child spends on homework per week

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
Zero	7	2	1	1	1	1	1	1	3	3
	0.7%	1.8%	1.1%	1.2%	0.3%	0.4%	1.2%	0.3%	0.6%	3.9% GH
Less than 1 hour	139	27	16	18	48	16	12	54	69	15
	13.9%	21.2% ED	16.0% E	25.3% ED	12.4% E	7.1%	15.9% E	13.8%	13.0%	20.7%
1 - less than 3	357	42	41	29	121	96	28	139	195	23
	35.7%	32.7%	40.4%	41.0%	30.9%	41.7% D	36.6%	35.4%	36.8%	31.2%
3 - less than 5	179	22	21	9	68	51	8	75	96	7
	17.9%	16.8%	21.3%	12.0%	17.3%	22.1% CF	11.0%	19.0%	18.0%	9.8%
5 - less than 8	235	26	16	9	104	58	22	80	140	15
	23.5%	20.4%	16.0%	12.0%	26.5% BC	25.4% C	28.0% C	20.2%	26.4% G	20.4%
8 or more	81	9	4	6	48	8	6	43	28	10
	8.1%	7.1%	4.3%	8.4%	12.4% BE	3.3%	7.3%	10.8% H	5.3%	14.0% H
DK/REF	2	0	1	0	1	0	0	2	0	0
	0.2%	-	1.1%	-	0.3%	-	-	0.5%	-	-
Summary										
Mean	3.5	3.3	3.0	2.6	4.0 ABCE	3.2	3.5 C	3.7 H	3.3	3.8
Standard Deviation	3.0	3.4	2.6	2.6	3.5	2.1	2.8	3.3	2.4	5.0
Standard Error	0.1	0.3	0.3	0.3	0.2	0.1	0.3	0.2	0.1	0.6
Median	2.6	2.4	2.2	1.8	2.9	2.5	2.4	2.9	2.6	1.8

Q19. School subjects child was helped in

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents who recalled at least one of their child's subjects at Q18	998	113	94	83	387	239	82	395	529	73
Weighted	998	129	101*	72*	390	229	77*	394	529	74*
Math	407	47	39	28	175	92	26	111	251	45
	40.8%	36.3%	38.3%	38.6%	45.0%	40.2%	34.1%	28.1%	47.5% G	61.0% GH
Language Arts (for example reading/writing)	289	39	30	24	116	69	11	69	178	42
	29.0%	30.1% F	29.8% F	33.7% F	29.7% F	30.1% F	14.6%	17.4%	33.7% G	57.3% GH
Science	91	9	19	7	43	6	7	36	40	15
	9.1%	7.1% E	19.1% AEDF	9.6% E	11.1% E	2.5%	8.5% E	9.2%	7.5%	20.4% GH
Second Language Courses (for example Spanish, Italian)	89	8	6	4	33	32	6	26	51	13
	8.9%	6.2%	6.4%	6.0%	8.5%	13.8% AD	7.3%	6.5%	9.6%	17.2% GH
Social Studies	70	11	19	11	18	2	8	27	35	7
	7.0%	8.8% E	19.1% AED	15.7% ED	4.7% E	0.8%	9.8% E	6.9%	6.7%	9.3%
Arts (for example, music, arts, drama)	32	2	4	2	18	3	3	14	14	4
	3.2%	1.8%	4.3%	2.4%	4.7% E	1.3%	3.7%	3.6%	2.7%	5.3%
Geography	26	2	0	0	15	9	0	9	14	3
	2.6%	1.8%	-	-	3.9%	3.8%	-	2.3%	2.6%	4.1%
Physical Education	19	1	4	2	7	2	3	7	9	3
	1.9%	0.9%	4.3% E	2.4%	1.8%	0.8%	3.7%	1.8%	1.7%	4.0%
History	16	0	0	0	15	1	0	4	10	2
	1.6%	-	-	-	3.9% AE	0.4%	-	1.0%	1.9%	2.7%
Religion	13	0	2	1	7	2	1	6	4	3
	1.3%	-	2.1%	1.2%	1.8%	0.8%	1.2%	1.5%	0.8%	4.0% H
Health and Life Skills	10	1	2	3	1	0	2	1	6	3
	1.0%	0.9%	2.1% ED	4.8% ED	0.3%	-	2.4% ED	0.2%	1.1%	3.9% G
Industrial Arts/ Shops	1	0	0	0	1	0	0	1	0	0
	0.1%	-	-	-	0.3%	-	-	0.3%	-	-
Computer/Technology	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
None	412	47	45	24	156	101	39	229	170	12
	41.2%	36.3%	44.7%	33.7%	40.1%	43.9%	50.0% C	58.1% HI	32.2% I	15.5%
Other	2	0	1	0	0	0	1	0	1	1
	0.2%	-	1.1% D	-	-	-	1.2% D	-	0.2%	1.3% G
DK/REF	5	1	1	1	0	2	0	3	2	0
	0.5%	0.9%	1.1% D	1.2% D	-	0.8%	-	0.7%	0.4%	-

Q21. Person who helps child most often with homework

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents who identified who their child gets help from most often at Q20	580	70	51	54	232	132	41	163	356	61
Weighted	580	80*	55*	47*	234	127	39*	162	357	61*
Mom	413 71.2%	56 70.0%	39 70.6%	34 72.2%	165 70.7%	92 72.7%	27 70.7%	120 74.3%	254 71.1%	39 63.1%
Dad	106 18.2%	17 21.4%	11 19.6%	9 18.5%	46 19.8%	17 13.6%	6 14.6%	33 20.2%	60 16.8%	13 21.2%
Teacher	18 3.1%	1 1.4%	1 2.0%	3 5.6%	10 4.3%	2 1.5%	1 2.4%	3 1.7%	13 3.7%	2 3.0%
Private tutor	8 1.4%	0 -	1 2.0%	0 -	4 1.7%	2 1.5%	1 2.4%	1 0.6%	5 1.4%	2 3.2%
Sister	6 1.1%	2 2.9% D	1 2.0% D	0 -	0 -	1 0.8%	2 4.9% D	2 1.3%	3 0.8%	1 1.7%
Grandparent	6 1.1%	1 1.4%	1 2.0%	0 -	1 0.4%	3 2.3%	0 -	0 -	5 1.4%	1 1.6%
Brother	6 1.0%	0 -	0 -	1 1.9%	3 1.3%	2 1.5%	0 -	1 0.6%	4 1.1%	1 1.6%
Tutor at school	3 0.5%	0 -	0 -	0 -	2 0.9%	0 -	1 2.4%	0 -	3 0.8%	0 -
Peers/friends	2 0.4%	0 -	1 2.0%	0 -	1 0.4%	0 -	0 -	0 -	2 0.6%	0 -
Any other family members not already mentioned	2 0.3%	0 -	0 -	0 -	0 -	2 1.5%	0 -	0 -	1 0.3%	1 1.6%
Mentor	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Guidance Councilors	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Other	2 0.4%	1 1.4%	0 -	0 -	1 0.4%	0 -	0 -	0 -	2 0.6%	0 -
None	5 0.9%	1 1.4%	0 -	0 -	0 -	3 2.3% D	1 2.4% D	2 1.3%	3 0.8%	0 -
DK/REF	4 0.6%	0 -	0 -	1 1.9% D	0 -	3 2.3% D	0 -	0 -	2 0.5%	2 3.0% G

Q22. Reasons for person helping most often with homework - Dad

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base; ** very small base (under 30) ineligible for sig testing

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents who identified Dad as helping their child most often at Q21	105	15	10	10	46	18	6	33	59	13
Weighted	106	17**	11**	9**	46*	17**	6**	33*	60*	13**
Dad										
More capacity (in math, in French, etc.)	54	10	4	4	25	8	2	15	33	5
	50.7%	60.0%	40.0%	50.0%	54.3%	44.4%	33.3%	45.8%	55.7%	40.2%
Availability/ I/ he/ she is at home	28	1	2	3	13	7	2	9	15	4
	26.1%	6.7%	20.0%	30.0%	28.3%	38.9%	33.3%	27.2%	24.9%	28.8%
More patience	16	5	1	1	7	2	1	6	8	2
	15.5%	26.7%	10.0%	10.0%	15.2%	11.1%	16.7%	18.2%	14.1%	15.5%
I/ he / she is a teacher	4	0	1	1	1	1	0	3	1	0
	3.7%	-	10.0%	10.0%	2.2%	5.6%	-	8.9%	1.7%	-
Habit/ I/he/she is more willing/ gets asked more	3	1	0	0	0	2	0	1	1	1
	2.9%	6.7%	-	-	-	11.1%	-	2.9%	1.9%	7.4%
I/ he /she is the motivator/ enforcer	1	0	1	0	0	0	0	0	1	0
	1.0%	-	10.0%	-	-	-	-	-	1.8%	-
Other	9	2	2	0	2	2	1	3	5	1
	8.8%	13.3%	20.0%	-	4.3%	11.1%	16.7%	9.3%	8.6%	8.2%
DK/REF	1	0	0	0	1	0	0	1	0	0
	1.0%	-	-	-	2.2%	-	-	3.1%	-	-

Q22. Reasons for person helping most often with homework - Mom

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base; ** very small base (under 30) ineligible for sig testing

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents who identified Mom as helping their child most often at Q21	413	49	36	39	164	96	29	121	254	38
Weighted	413	56*	39*	34*	165	92*	27**	120	254	39*

Mom

	Total	BC (A)	ALTA (B)	MB/SK (C)	ON (D)	QUE (E)	Atl (F)	Ahead (G)	Right (H)	Behind (I)
Availability/ I/ he/ she is at home	284 68.7%	35 63.3%	28 72.2%	23 66.7%	114 68.9%	69 75.0%	15 55.2%	93 77.3% H	166 65.4%	25 63.8%
More capacity (in math, in French, etc.)	56 13.5%	7 12.2%	3 8.3%	3 10.3%	24 14.6%	14 15.6%	4 13.8%	15 12.5%	35 13.9%	6 14.7%
More patience	42 10.2%	7 12.2% E	4 11.1%	6 17.9% E	19 11.6% E	3 3.1%	3 10.3%	11 9.5%	27 10.8%	3 8.5%
Habit/ I/he/she is more willing/ gets asked more	20 4.7%	2 4.1%	1 2.8%	3 10.3%	6 3.7%	6 6.3%	1 3.4%	7 5.5%	13 5.1%	0 -
I/ he / she is a teacher	16 3.9%	2 4.1%	1 2.8%	2 5.1% E	10 6.1% E	0 -	1 3.4%	5 4.1%	11 4.4%	0 -
I/ he /she is the motivator/ enforcer	10 2.4%	1 2.0%	1 2.8%	0 -	5 3.0%	1 1.0%	2 6.9%	3 2.5%	5 2.0%	2 5.2%
Other	22 5.4%	6 10.2%	1 2.8%	2 5.1%	7 4.3%	4 4.2%	3 10.3%	4 3.2%	14 5.3%	5 12.5% G
DK/REF	6 1.5%	0 -	1 2.8%	0 -	3 1.8%	2 2.1%	0 -	0 -	4 1.6%	2 5.2% G

Detailed Tables

Q23. Person who helps child most often with homework by subject - Language Arts (for example reading/writing)

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base; ** very small base (under 30) ineligible for sig testing

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents with children who got help in Language Arts (for example reading/writing) and who identified who helps their child with their homework at Q20	284	33	28	27	115	69	12	69	176	39
Weighted	284	38*	30**	23**	116	66*	11**	69*	176	39*
Language Arts (for example reading/writing)										
Mom	226 79.4%	26 69.7%	26 85.7%	20 85.2%	92 79.1%	55 82.6%	8 66.7%	56 81.3%	143 80.9%	27 69.3%
Dad	30 10.6%	5 12.1%	4 14.3%	3 11.1%	13 11.3%	4 5.8%	2 16.7%	11 15.7% H	12 7.0%	7 17.9% H
Teacher	9 3.2%	3 9.1%	0 -	1 3.7%	3 2.6%	2 2.9%	0 -	0 -	9 5.2%	0 -
Any other family members not already mentioned	3 1.1%	1 3.0%	0 -	0 -	0 -	2 2.9%	0 -	0 -	2 1.2%	1 2.4%
Private tutor	3 1.0%	0 -	0 -	0 -	2 1.7%	0 -	1 8.3%	0 -	1 0.6%	2 4.9% H
Grandparent	3 1.0%	0 -	0 -	0 -	1 0.9%	2 2.9%	0 -	0 -	2 1.1%	1 2.6%
Brother	2 0.8%	1 3.0%	0 -	0 -	1 0.9%	0 -	0 -	0 -	1 0.6%	1 2.9%
Sister	1 0.4%	0 -	0 -	0 -	1 0.9%	0 -	0 -	0 -	1 0.6%	0 -
Peers/friends	1 0.3%	0 -	0 -	0 -	0 -	1 1.4%	0 -	0 -	0 -	1 2.4% H
Tutor at school	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Guidance Councilors	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Mentor	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Other	1 0.4%	1 3.0%	0 -	0 -	0 -	0 -	0 -	0 -	1 0.6%	0 -
None	1 0.3%	0 -	0 -	0 -	0 -	1 1.4%	0 -	0 -	1 0.5%	0 -
DK/REF	5 1.7%	0 -	0 -	0 -	3 2.6%	1 1.4%	1 8.3%	2 2.9%	3 1.6%	0 -

Q23. Person who helps child most often with homework by subject - Math

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base; ** very small base (under 30) ineligible for sig testing

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents with children who got help in Math and who identified who helps their child with their homework at Q20	403	41	36	31	174	93	28	111	249	43
Weighted	403	47*	39*	27*	175	89*	26**	111	249	43*
Math										
Mom	207 51.3%	19 41.5%	20 52.8%	12 45.2%	93 52.9%	50 55.9%	12 46.4%	52 46.6%	136 54.5%	19 44.9%
Dad	119 29.6%	18 39.0%	9 22.2%	11 41.9%	54 31.0%	22 24.7%	5 17.9%	44 39.8% H	62 25.0%	13 29.8%
Teacher	23 5.7%	3 7.3%	1 2.8%	2 6.5%	10 5.7%	3 3.2%	4 14.3%	6 5.4%	15 6.1%	2 4.2%
Brother	11 2.7%	1 2.4%	2 5.6%	1 3.2%	3 1.7%	3 3.2%	1 3.6%	3 2.6%	6 2.4%	2 4.6%
Private tutor	11 2.7%	0 -	1 2.8%	0 -	6 3.4%	3 3.2%	1 3.6%	1 0.9%	8 3.2%	2 4.5%
Sister	8 2.0%	1 2.4%	2 5.6%	1 3.2%	2 1.1%	1 1.1%	1 3.6%	3 2.8%	4 1.6%	1 2.5%
Tutor at school	4 1.0%	0 -	0 -	0 -	2 1.1%	0 -	2 7.1%	0 -	4 1.6%	0 -
Any other family members not already mentioned	3 0.8%	1 2.4%	0 -	0 -	0 -	2 2.2% D	0 -	0 -	2 0.8%	1 2.2%
Peers/friends	2 0.5%	0 -	1 2.8%	0 -	1 0.6%	0 -	0 -	0 -	2 0.8%	0 -
Grandparent	2 0.5%	0 -	0 -	0 -	1 0.6%	1 1.1%	0 -	0 -	2 0.8%	0 -
Mentor	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Guidance Councilors	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Other	2 0.5%	1 2.4%	0 -	0 -	1 0.6%	0 -	0 -	0 -	2 0.9%	0 -
None	2 0.5%	1 2.4%	0 -	0 -	0 -	0 -	1 3.6%	1 1.0%	1 0.4%	0 -
DK/REF	10 2.5%	0 -	2 5.6%	0 -	3 1.7%	5 5.4%	0 -	1 0.9%	6 2.3%	3 7.3% G

Detailed Tables

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base; ** very small base (under 30) ineligible for sig testing

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents with children who got help in Science and who identified who helps their child with their homework at Q20	90	8	18	8	43	6	7	36	39	15
Weighted	91*	9**	19**	7**	43*	6**	7**	36*	40*	15**
Science										
Mom	46 50.1%	5 50.0%	8 38.9%	2 25.0%	25 58.1%	3 50.0%	4 57.1%	19 53.0%	21 53.9%	5 33.3%
Dad	33 35.7%	5 50.0%	8 38.9%	3 50.0%	14 32.6%	1 16.7%	2 28.6%	15 41.7%	13 33.5%	4 27.1%
Teacher	5 5.5%	0 -	2 11.1%	1 12.5%	2 4.7%	0 -	0 -	2 5.4%	1 2.7%	2 13.3%
Sister	4 4.4%	0 -	1 5.6%	0 -	2 4.7%	0 -	1 14.3%	0 -	3 7.4%	1 7.1%
Any other family members not already mentioned	1 1.1%	0 -	0 -	0 -	0 -	1 16.7%	0 -	0 -	0 -	1 6.3%
Tutor at school	1 1.0%	0 -	0 -	1 12.5%	0 -	0 -	0 -	0 -	0 -	1 5.7%
Peers/friends	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Guidance Councilors	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Grandparent	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Mentor	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Private tutor	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
Brother	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -	0 -
None	1 1.1%	0 -	0 -	0 -	0 -	1 16.7%	0 -	0 -	1 2.4%	0 -
DK/REF	1 1.2%	0 -	1 5.6%	0 -	0 -	0 -	0 -	0 -	0 -	1 7.1%

Q24. Child vs. parent-initiated homework help

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
It is more common for my child to ask for help	611	84	64	48	250	120	45	266	314	31
	61.1%	65.5% E	63.8%	66.3% E	63.9% E	52.1%	58.5%	67.5% HI	59.2% I	42.0%
It is more common for help to be parent-initiated	366	43	35	24	132	99	32	117	207	41
	36.6%	33.6%	35.1%	33.7%	33.8%	42.9% D	41.5%	29.7%	38.9% G	55.3% GH
DK/REF	23	1	1	0	9	12	0	11	10	2
	2.3%	0.9%	1.1%	-	2.3%	5.0% CF	-	2.7%	1.9%	2.7%

Q30a. Rewards for good grades

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
Verbal Praise	390	51	38	34	160	76	31	149	206	35
	39.0%	39.8%	37.2%	47.0% E	41.0% E	32.9%	40.2%	37.9%	38.7%	46.7%
Non-monetary gift(s)	202	24	14	10	69	70	15	82	106	14
	20.2%	18.6%	13.8%	14.5%	17.5%	30.4% ABCD	19.5%	20.8%	20.0%	18.9%
An event / outing (for example, taking them out to dinner)	155	21	12	12	45	58	7	70	73	12
	15.5%	15.9%	11.7%	16.9%	11.6%	25.4% ABDF	8.5%	17.8%	13.7%	15.9%
Money	154	39	16	8	53	20	18	59	81	14
	15.4%	30.1% BCED	16.0%	10.8%	13.7%	8.8%	23.2% CED	15.0%	15.3%	18.9%
Specials privileges (watch TV, special dessert, etc.)	34	2	4	3	8	15	1	10	21	3
	3.4%	1.8%	4.3%	3.6%	2.1%	6.7% AD	1.2%	2.5%	4.0%	3.8%
Positive reinforcement/ reward (unspecified)	27	2	4	1	11	8	1	10	15	2
	2.7%	1.8%	4.3%	1.2%	2.8%	3.3%	1.2%	2.5%	2.8%	2.8%
What (s)he wants/ asks for (unspec.)	17	0	0	0	7	9	1	8	8	1
	1.7%	-	-	-	1.8%	3.8% A	1.2%	2.0%	1.5%	1.4%
I do not give rewards for good grades	197	21	21	17	84	36	18	84	100	12
	19.7%	15.9%	21.3%	24.1%	21.4%	15.8%	23.2%	21.3%	18.9%	16.4%
Other	9	0	1	0	4	3	1	5	3	1
	0.9%	-	1.1%	-	1.0%	1.3%	1.2%	1.3%	0.6%	1.4%
None	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
DK/REF	2	0	1	0	1	0	0	0	2	0
	0.2%	-	1.1%	-	0.3%	-	-	-	0.4%	-

Q31. Most frequent reward for good grades

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	800	95	73	63	304	202	63	311	428	61
Weighted	801	108*	78*	55*	306	194	59*	310	429	62*
Verbal Praise	383	49	37	33	159	75	30	147	201	35
	47.8%	45.3%	46.6%	60.3% E	52.0% E	38.6%	50.8%	47.6%	46.8%	55.9%
Non-monetary gift(s)	136	13	12	7	50	44	10	55	75	6
	17.0%	11.6%	15.1%	12.7%	16.4%	22.8% A	17.5%	17.7%	17.6%	9.4%
Money	112	30	14	4	40	12	12	38	65	9
	14.0%	27.4% CED	17.8% E	7.9%	13.2% E	5.9%	20.6% CE	12.4%	15.2%	13.9%
An event / outing (for example, taking them out to dinner)	102	14	9	7	30	37	6	47	49	7
	12.8%	12.6%	11.0%	12.7%	9.9%	19.3% D	9.5%	15.0%	11.4%	11.2%
Specials privileges (watch TV, special dessert, etc.)	27	1	3	3	8	12	0	7	18	2
	3.3%	1.1%	4.1%	4.8%	2.6%	5.9% F	-	2.2%	4.2%	3.0%
Positive reinforcement/ reward (unspecified)	21	2	3	0	9	7	0	6	13	2
	2.7%	2.1%	4.1%	-	3.0%	3.5%	-	1.9%	3.1%	3.4%
What (s)he wants/ asks for (unspec.)	13	0	0	0	5	8	0	6	6	1
	1.6%	-	-	-	1.6%	4.0% A	-	1.9%	1.4%	1.6%
I do not give rewards for good grades	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
Other	6	0	1	0	4	0	1	4	1	1
	0.8%	-	1.4%	-	1.3%	-	1.6%	1.3%	0.2%	1.6%
DK/REF	1	0	0	1	0	0	0	0	1	0
	0.1%	-	-	1.6% D	-	-	-	-	0.2%	-

Detailed Tables

Q32a. Consequences for poor grades

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
Loss of privileges (for example, no television)	271	32	35	20	103	58	23	90	154	28
	27.1%	24.8%	35.1%	27.7%	26.3%	25.0%	30.5%	22.8%	29.0% G	37.1% G
Additional study time	144	16	12	7	64	41	4	43	90	11
	14.4%	12.4%	11.7%	9.6%	16.5% F	17.9% F	4.9%	11.0%	17.0% G	14.5%
Verbal lecture	112	17	10	11	48	18	8	39	61	12
	11.2%	13.3%	9.6%	15.7% E	12.4%	7.9%	9.8%	10.0%	11.4%	16.3%
Grounding	77	7	8	6	16	32	8	26	43	8
	7.7%	5.3%	7.4%	8.4%	4.1%	13.8% AD	11.0% D	6.6%	8.0%	10.8%
Supervise/ help with homework	22	5	3	2	4	9	0	9	13	0
	2.2%	3.5%	3.2%	2.4%	1.0%	3.8% D	-	2.3%	2.5%	-
Support/ encouragement	19	1	4	1	7	4	2	6	10	3
	1.9%	0.9%	4.3%	1.2%	1.8%	1.7%	2.4%	1.5%	1.9%	4.1%
Help out to find the reasons	17	6	1	1	5	3	1	7	8	2
	1.7%	4.4% D	1.1%	1.2%	1.3%	1.3%	1.2%	1.7%	1.4%	3.0%
Loss of non-monetary gifts or money	14	1	2	1	4	5	1	7	7	0
	1.4%	0.9%	2.1%	1.2%	1.0%	2.1%	1.2%	1.8%	1.3%	-
Talk with him/ her	6	1	0	0	4	1	0	4	2	0
	0.6%	0.9%	-	-	1.0%	0.4%	-	1.1%	0.4%	-
Spanking	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
There are no consequences	340	45	30	24	138	73	30	157	165	17
	34.0%	34.5%	29.8%	33.7%	35.3%	31.7%	39.0%	39.7% HI	31.1%	23.3%
Other	14	3	0	1	3	6	1	1	13	0
	1.4%	2.7%	-	1.2%	0.8%	2.5%	1.2%	0.2%	2.5% G	-
DK/REF	46	7	5	4	17	10	3	30	15	1
	4.6%	5.3%	5.3%	6.0%	4.4%	4.2%	3.7%	7.6% HI	2.9%	1.3%

Q33. Most frequent consequence for poor grades

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents who enforce consequences for poor grades at Q32	614	68	61	50	234	154	47	209	350	55
Weighted	614	78*	66*	43*	236	148	44*	207	351	56*
Loss of privileges (for example, no television)	247	29	33	20	93	50	23	84	137	27
	40.2%	36.8%	50.8% E	46.0%	39.3%	33.8%	51.1% E	40.3%	39.0%	47.5%
Additional study time	126	15	10	4	57	36	3	37	79	10
	20.4%	19.1%	14.8%	10.0%	24.4% CF	24.7% CF	6.4%	17.9%	22.4%	17.7%
Verbal lecture	105	15	9	10	47	17	7	36	57	11
	17.1%	19.1%	13.1%	24.0% E	20.1% E	11.7%	14.9%	17.5%	16.4%	20.1%
Grounding	54	5	4	4	13	20	8	18	31	4
	8.8%	5.9%	6.6%	10.0%	5.6%	13.6% D	17.0% D	8.9%	9.0%	7.2%
Supervise/ help with homework	22	5	3	2	4	9	0	9	13	0
	3.6%	5.9%	4.9%	4.0%	1.7%	5.8% D	-	4.4%	3.7%	-
Support/ encouragement	19	1	4	1	7	4	2	6	10	3
	3.1%	1.5%	6.6%	2.0%	3.0%	2.6%	4.3%	2.9%	2.9%	5.4%
Help out to find the reasons	14	6	0	1	5	2	1	6	8	1
	2.4%	7.4% BED	-	2.0%	2.1%	1.3%	2.1%	2.8%	2.2%	2.0%
Loss of non-monetary gifts or money	12	1	2	1	3	4	1	6	6	0
	1.9%	1.5%	3.3%	2.0%	1.3%	2.6%	2.1%	2.9%	1.7%	-
Talk with him/ her	6	1	0	0	4	1	0	4	2	0
	1.0%	1.5%	-	-	1.7%	0.6%	-	2.0%	0.6%	-
Spanking	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
There are no consequences	0	0	0	0	0	0	0	0	0	0
	-	-	-	-	-	-	-	-	-	-
Other	9	1	0	0	2	5	1	1	8	0
	1.4%	1.5%	-	-	0.9%	3.2%	2.1%	0.5%	2.3%	-

Q34. Motivating children to do homework

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Base: All respondents	1000	113	94	83	388	240	82	395	531	73
Weighted	1000	129	101*	72*	391	230	77*	394	531	74*
Encouragement/ praise	165	19	25	12	61	39	8	72	80	13
	16.5%	15.0%	24.5%	16.9%	15.7%	17.1%	11.0%	18.3%	15.1%	17.7%
			DF							
Child is self-motivated/ does the work without being asked	163	19	10	13	61	50	9	104	57	2
	16.3%	15.0%	9.6%	18.1%	15.7%	21.7%	12.2%	26.4%	10.7%	3.1%
						B		HI	I	
Is an expectation/ rule	161	15	20	14	82	19	11	56	97	9
	16.1%	11.5%	20.2%	19.3%	20.9%	8.3%	14.6%	14.1%	18.2%	12.1%
			E	E	AE					
I take away privileges (incl. TV/ video games/ seeing friends) or ground him/ her for failure to do homework	137	15	15	12	77	8	10	44	84	9
	13.7%	11.5%	14.9%	16.9%	19.6%	3.3%	13.4%	11.1%	15.8%	12.0%
		E	E	E	AE		E		G	
I participate/ do the homework with him/ her	122	14	9	11	33	52	4	42	73	7
	12.2%	10.6%	8.5%	15.7%	8.5%	22.5%	4.9%	10.7%	13.7%	9.7%
				DF		ABDF				
Reminding him/ her of the (long-term) benefits of homework	120	14	10	7	46	29	15	43	59	17
	12.0%	10.6%	9.6%	9.6%	11.9%	12.5%	19.5%	11.0%	11.1%	23.3%
										GH
I reward his/ her doing homework with prizes/ privileges	94	9	14	4	39	19	8	22	57	15
	9.4%	7.1%	13.8%	6.0%	10.1%	8.3%	11.0%	5.7%	10.8%	19.9%
									G	GH
I just tell him/ her to do it	77	16	10	5	34	6	6	30	43	4
	7.7%	12.4%	9.6%	7.2%	8.8%	2.5%	7.3%	7.5%	8.1%	5.6%
		E	E	E	E		E			
I make homework part of his/ her daily routine	67	5	6	4	30	15	7	22	43	2
	6.7%	3.5%	6.4%	6.0%	7.7%	6.7%	8.5%	5.7%	8.1%	2.7%
Check if homework is/ needs to be done	26	3	4	3	9	4	3	10	16	0
	2.6%	2.7%	4.3%	3.6%	2.3%	1.7%	3.7%	2.5%	3.0%	-
I remind him/ her daily	23	6	1	0	10	4	2	6	16	0
	2.3%	4.4%	1.1%	-	2.6%	1.7%	2.4%	1.6%	3.1%	-
Reminding him/ her of the (long term) negative consequences of failing to do homework	20	3	2	2	7	5	1	7	12	1
	2.0%	2.7%	2.1%	2.4%	1.8%	2.1%	1.2%	1.8%	2.3%	1.4%
Provide a good study environment (incl. study space, materials)	18	2	1	3	6	5	1	5	11	2
	1.8%	1.8%	1.1%	3.6%	1.5%	2.1%	1.2%	1.2%	2.1%	2.5%

Q34. Motivating children to do homework

Proportions/Means: Columns Tested (5% risk level) - A/B/C/E/D/F - G/H/I
* small base

	Total	Region						Scholastic Achievement		
		BC	ALTA	MB/SK	ON	QUE	Atl	Ahead of grade	Right at grade	Behind grade
		A	B	C	D	E	F	G	H	I
Model good study habits	18 1.8%	7 5.3% DF	2 2.1%	1 1.2%	4 1.0%	4 1.7%	0 -	7 1.9%	10 2.0%	0 -
Discuss (unspec.)	16 1.6%	1 0.9%	2 2.1%	4 6.0% AEDF	5 1.3%	3 1.3%	0 -	2 0.5%	10 1.8%	4 5.0% G
Nothing	34 3.4%	2 1.8%	4 4.3%	0 -	8 2.1%	18 7.9% ACDF	1 1.2%	16 4.0%	17 3.2%	1 1.5%
Other	79 7.9%	18 14.2% BCD	4 4.3%	2 2.4%	29 7.5%	19 8.3%	7 8.5%	27 6.8%	48 9.1%	4 5.6%
DK/REF	21 2.1%	2 1.8%	2 2.1%	1 1.2%	6 1.5%	7 2.9%	3 3.7%	3 0.8%	14 2.6% G	4 5.5% G