

Globalization and Education

The Quest for Quality Education in Hong Kong

Edited by

JOSHUA KA-HO MOK

AND

DAVID KIN-KEUNG CHAN

2002

isbn 962 209 556 9

HONG KONG UNIVERSITY PRESS

8

Student learning and the Quest for Quality Education: A Case Study of Secondary Schools in Hong Kong

Ho-mun CHAN, JOAN Yin-hung LEUNG AND NORMAN FLYNN

In the past few years, education reform has become an increasingly prominent theme in public policy not only in the West but also in the East. When Tony Blair, the Prime Minister of the United Kingdom came to assume his duty as Prime Minister in 1997, he emphasized the importance of education. Like Blair, President George W. Bush of the United States has placed education at a very strategic position in his public policy platform. Similarly, the role of education has been stressed by leaders in East Asia. For instance, Gob Chok Tong, the Prime Minister of Singapore, stressed the significant role of education in the global marketplace and strongly urged his citizens to become thinking citizens and the nation to be developed as a 'learning nation' (Goh, 1997). The Taiwan government has started a comprehensive review of its education systems since the mid-1990s and a series of education reform measures have been introduced to improve the systems (Weng, 2000; Mok, 2000). In South Korea, comprehensive education reform was started in mid-1990s and the Korean government is very keen to make its education more internationalized (Yoon, 2001). Believing that there is a very close relationship between education and the global ability of citizens, governments in different parts of the world have attached far more important weight to education.

Education has always been a prime area of government policy in Hong Kong. Tremendous efforts and huge resources have been spent to

improve school education. According to a publication of the World Bank, there are three pillars of a good education system, namely *access* (students ready to learn, supportive learning environment, access to provision), *quality* (relevant curriculum, motivated staff, effective teaching and learning processes) and *delivery* (good governance, adequate resources, sound evaluation) (World Bank, 1999). The above-mentioned principles have been the objectives of the Hong Kong government in the past few decades. In the 1970s, its primary goal was to provide adequate opportunities for school children to receive basic education. With the provision of nine-year education in 1978 and the expansion of subsidized places in senior secondary education in the 1980s, the 'access' criterion was basically achieved (Hong Kong Government, 1974, 1978; Education Commission, 1984). In the 1990s, therefore, it shifted its effort to improve school governance. The School Management Scheme (SMI), which was first introduced in 1991 (Education and Manpower Branch and Education Department, 1991), was formally renamed as school-based management (SBM) and put in place in all schools by 2000 (Education Commission Report No. 7, 1997). In its drive for the further enhancement of quality education, the *Learning for Life, Learning Through Life* reform proposals were adopted in September 2000 as the education blueprint for Hong Kong in the twenty-first century. Given all these developments in education and decades of economic development in Hong Kong, it is critical to revisit the factors affecting student learning. Since the spirit of SMI will be used as the guiding principle in school management, it is also important to examine the differences, if any, in student performance between SMI and non-SMI schools.

In order to offer quality education in Hong Kong, the HKSAR's Chief Executive Tung Chee Hwa, like his predecessor Governor Chris Patten, has given special attention to education and has adopted a more macroplanning approach to deal with education development in Hong Kong (Mok and Lau, 1998). Realizing that the existing education system has problems and weaknesses, Tung called for a comprehensive review of the whole structure of the existing system early in his first policy address October 1997. The comprehensive review was started in late 1997 and the reform proposals published in September 2000. The Education Commission (EC) has chosen a central theme *Learning for Life, Learning Through Life* for reforming the education system in Hong Kong. Central to the reform proposals is the emphasis on 'learning'; the EC strongly believes that 'learning is the key to one's future, and education is the gateway to our society's tomorrow' (Education Commission, 2000: i).

in such a policy context, this chapter sets out to examine the factors

affecting student learning and their implications for Hong Kong in its quest for quality education. The discussion is based on the findings of a research survey conducted by the authors in 1998 and the reform proposals published by the Education Commission in 2000 (Education Commission, 2000). The aims of the research study were:

1. to examine the differences between SMI and non-SMI schools in terms of management structure/styles and school performance;
2. to examine the relation between school management structure/style and teachers' job satisfaction; and
3. to examine the factors that affect student learning and development.

In this study, a non-random matched group sampling method is used. Letters were sent to all SMI schools (148) in early 1998 to invite them to participate in the project. Fifteen (10.1%) of them were interested. Letters were then sent to 73 selected non-SMI schools with characteristics similar to the participating SMI schools. These characteristics include banding, years of establishment, religion, district and school type (coeducation, boys' or girls' school). Among these 73 schools, 14 (19.2%) agreed to participate in the project. The total number of schools joining the project was therefore 29.

Data were mainly collected through two surveys. In the first survey, all teachers (1,583) of the 29 participating schools were invited to complete a questionnaire about the management of their schools. The teacher survey was conducted between June and July 1998. The questionnaire was distributed to and collected from the teachers through the principals of the participating schools, with their responses being kept anonymous. There were 1,325 valid responses giving a response rate of 83.7%. The second survey was conducted from October to November 1998. All Form 6 and Form 7 students (3,925), aged around 17 to 19, of the 29 schools were invited to complete a questionnaire. The questionnaire was administered mainly by the research team in the classrooms. There were 3,757 valid responses, which gives a response rate of 95.8%.

This chapter mainly discusses the findings of the second survey in relation to the third objective of the research project. Nevertheless, findings of both surveys in relation to the first and second objectives will be quoted to support the argument whenever appropriate (Leung and Chan, 2001). This chapter consists of three sections. In the first section, the major findings of the student survey are reported. The second section discusses highlights of findings, and their implications for quality education are examined in the last section. It should be noted that this

study is exploratory in nature. Hence the findings presents only a general picture of the factors that affect student learning and development. Further research will be needed in order to examine the intricate relationships among the factors.

Student Survey

In the student survey, 43 questions were asked to gauge academic achievements, attitudes and behaviour in a variety of spheres, including civic consciousness, self-esteem, motivation, self-efficacy for learning and performance, sense of morality and attitudes towards teachers. The results were plotted using analysis of variance (ANOVA) with a set of independent variables that might explain their academic achievement, attitudes and behaviour. The independent variables were divided into six groups. Half of them are groups of school variables, and the other half are groups of student variables (see Table 8. 1). The full lists of dependent and independent variables are set out in the appendix.

Table 8.1 Variables in the Student Survey

Independent Variables	Dependent Variables
Groups of school variables	Academic achievement
School banding	Civil consciousness and knowledge
School management	Self-esteem
School background	Motivation
performance	Self-efficacy for learning and
Groups of student variables	Moral awareness
Personal background	Attitudes towards teachers
Family socio-economic background	
Parent background	

ANOVA results that were significant at the 0.05 level are presented in this chapter. Based on an examination of these results, we find that student learning is affected by a mixed pattern of factors, with none of them being the dominant one. Based on this finding, this chapter argues that it is crucial for the government to maintain open access and equal opportunities for students to pursue quality education.

Academic Results

Four sets of examination results were examined: mathematics, Chinese, English and the overall score of the best six HKCEE subjects.

Family and Social Background

The two variables that were associated with better results on all four criteria were the education level of the student's mother and the age of the students, younger students getting significantly better results than older ones. In addition, the English results of children whose mother was a businesswoman, secretary or clerk or a manager, administrator or professional were better than those whose mothers were in service work or sales. The mother's occupation did not make a significant difference in the other subjects or to the overall results. Similarly the father's occupation was associated with better performance in English, but not in the other subjects or overall. The father's education level was associated with better results overall, in English and in mathematics, but not in Chinese. In summary as far as the characteristics of the parents are concerned, the dominant variable is the education level of the mother. The income of the family was only associated with better results in English, not in the other subjects or overall performance.

Being an only child is also associated with better performance. Students with no siblings had significantly better results in Chinese and English and their overall performance than children with brothers and sisters, although their mathematics results were worse. For those with siblings, being the eldest child is associated with better results only in English, not in the other subjects or overall.

Student's birthplace is unrelated to the overall scores of the best six subjects. Where children were born made little difference to their performance, except in the case of mathematics, where children born in Hong Kong did better than those born on the mainland. However, the birthplace of the parents had more effect: if the father was born on the mainland, results in mathematics were better and if the mother was born on the mainland the general result was better. For migrants, students who had been in Hong Kong for 5 - 10 years did better in Chinese than those who had been here for fewer years.

Gender of the students also showed significantly different results: girls had better results in Chinese and English and boys had better results overall and in mathematics.

Housing also had a significant impact. In all subjects, students living in public housing did less well than those living in private flats, home

ownership scheme flats or government housing. However, results in English, mathematics and overall were better for those students living in temporary housing or squatting. Performance in Chinese was not associated with any particular form of housing.

The School

Perhaps the most obvious result is that the lower the school band (i.e. the schools with the better in take academically) the better the academic results in HKCEE (including English, Chinese, mathematics, and overall score in the best six subjects).'

An important distinction was made between whether the school was in the SMI scheme or not, as the performance of schools in the scheme was a major objective of the study. Only in the case of mathematics results was there a significant difference between SMI and non-SMI, with the former producing better results. In the other subjects and overall, there was no significant difference.

The age of the school was more significant, older schools (15+ years established) producing better results overall and in English and mathematics, but not in Chinese.

Schools run by religious bodies were associated with better results in English and mathematics and general results, but were no better in Chinese.

Those students who had started in the school in a lower form did better than those who started in the upper forms in Chinese, English and overall, but performed less well in mathematics.

The stream that students were in also made a difference. Mathematics and overall results were best in pure science streams, less good in social science/commerce and less good again in arts streams.

Conclusions on Academic Results

Some of the above findings could have been predicted from other studies, but others may be surprising. The educational level of the student's mother seems to be the most significant factor associated with good results overall and in English, Chinese and mathematics. Family income, mother's job and father's job (which might be indicators of social standing) only seem to have an impact on results in English.

Few variables are significantly associated with results in Chinese: only the age of the student, gender, mother's education, being an only child and starting in a lower form were associated with better results in Chinese. Those variables such as age of school, housing tenure, whether the school is religious seem to have an impact in other subjects and

on overall performance do not seem to have an impact on Chinese results.

Finally, there is basically no significant difference between SMI and non-SMI schools in terms of academic performance.

Non-academic Performance

Civic Attitudes and Knowledge

Questions were asked to elicit the degree of civic awareness and attitudes, including intention to vote when eligible, whether they would join demonstrations or complain about injustice. They also asked whether they gained information from television, radio and newspapers about current events and whether they discussed them. Generally, students from families with higher family income had greater civic consciousness than those from families with lower incomes. However, students whose families had no income also scored high on these variables. Mother's occupation also had an impact on these variables, the 'higher' occupation the mother had, the more civic awareness the students had.

One individual variable, the degree to which students were members of youth or community organizations outside the school, was also related to other variables, namely where the mother and father were born children of Hong Kong-born parents are more likely to be members and the education level of both parents.

Another variable, whether they discussed current events with others, was affected by eight variables: whether the school was SMI (more likely to discuss if in a non-SMI school); the age of the students; gender (girls discuss less); mother's educational level and job and father's job; the past band and the school band. (The past band is the band of the school at the time when the student was admitted.) Other variables that might have been expected to be associated with the level of civic awareness, such as birthplace and number of years in Hong Kong were not significantly related.

Not only were students in non-SMI school more likely to discuss current issues, they were more knowledgeable on civic matters, more inclined to vote if they were eligible and had a stronger sense of civic consciousness (based on the combined score).

Participation in extracurricular activities was associated significantly positively with eight variables: school band; age of school; age of student; father's job; years in Hong Kong; father's birthplace and father's and mother's education. It was negatively associated with housing (students

in public housing are more likely to participate) and SMI (less likely to participate in SMI schools).

Self-esteem

A set of questions was asked which tried to find out the students' sense of self-esteem. All of the results were positively associated with the mother's job and the family income. While the questions asked for similar feelings, about whether the students felt they were a person of worth, whether they felt they had good qualities, whether they were as good as other people and so on, there was some variation in the variables associated with the different questions. Those students whose schools were SMI were more likely to feel negatively about themselves, did not feel that they were a person of worth, did not feel they had good qualities, felt they were a failure and were not proud of themselves.

Girls generally felt less positively about themselves than boys.

Housing was not an issue, there being no positive or negative association between housing type and self-esteem. However, there was a positive association between feeling a person of worth and not feeling a failure among students born on the mainland.

Motivation

The next set of questions asked about intrinsic and extrinsic motivation of the students. Three variables were associated with seeking a challenge from schoolwork: whether it was a religious school, gender (boys more likely to seek a challenge) and whether the mother had a job.

One question asked whether students liked material that aroused their curiosity even if it was difficult to learn. Positive answers were associated with religious school, gender (boys again), father's job, whether the mother worked, mother's occupation and mother and father's education level. The question that asked whether the students took a subject to learn something rather than because they thought they would get a good grade produced answers that were associated with the school band (the lower the band, the more likely they were to take a subject out of interest), age of student, gender, whether the mother worked, whether the student was born in the mainland and whether the father was born on the mainland.

The question that asked whether they found a good grade satisfying was associated with age of school, age of student (younger ones found good grades satisfying), family income, both parents' education and among eldest children.

Students in non-SMI schools were less inclined to say that the

criteria of selecting a subject depended on whether they could get a good grade.

Extrinsic motivation was tested by asking whether they wanted to get good grades to show other people how well they can perform. Positive answers were only associated with school band, age (younger more likely to say yes), family income and being the eldest in the family.

Self-efficacy

The next six questions asked about various aspects of self-efficacy, whether they expected to get excellent results, whether they could master difficult material and master skills. The results for each question in the group were fairly consistent with each other. As with other aspects, mother's job, both parents' education and family income were associated with high levels of confidence. However, as in some other cases, students who reported no family income also showed very high confidence. Those with family income less than HK\$15,000 were more certain that they could master difficult materials than those in the higher family income group.

Religious schools were positively associated with only three of the questions: students in these schools were more inclined to believe that they would receive excellent grades, master difficult materials and basic concepts in their studies. However, they were less confident that they could master complex materials. The overall positive association of school religion with self-efficacy was weaker than that of mother's job, both parents' education and family income. Finally, being an eldest child was positively associated with two of the questions. Non-SMI schools were positively related to students' beliefs as to whether they would get excellent grades.

Ethics

Five questions asked about ethics or morality. They asked whether children thought that they should take care of their parents; whether they should give change back to a shopkeeper who gave too much; whether a man is good if he does no bad deeds even though he does no good deeds; one asked whether they thought other people's affairs were none of their concern and the third asked whether they thought it was okay just to eat and dress well and have pleasure in life.

Not many clear patterns of association with the independent variables emerged from these questions. Girls had a better moral sense than boys did in answer to four of the questions and all five were affected by the number of years students had been in Hong Kong.

There was a negative association between attendance at a religious

school and the belief that good deeds to be a good man and whether it is okay to eat and dress well and have pleasure in life.

An alarming result is that students in non-SMI schools seemed to have a stronger sense of morality (based on the combined score of the five questions). In particular, attendance at non-SMI schools was associated with positive responses to the question of whether children should take care of their own parents, and negatively with whether other people's affairs were none of their concern and whether it is okay just to eat and dress well and have pleasure in life.

Attitudes to Teachers

The last three questions asked about attitudes to their teachers: whether students had respect for them, whether they regarded them as friends and whether they were afraid to speak to them. Students' band was associated with the first two. Whether they respected the teachers was affected by whether it was a religious school (where they were not respected), the school band, and mother's job. Interestingly, respect for teachers was negatively associated with mother's education.

Whether teachers were regarded as a friend was associated with past band, negatively with school band, and positively with mother's job.

Girls were more afraid to talk to teachers than boys and students were less afraid to talk to teachers if their father and mother were well educated if they had siblings and if they were the oldest child.

Discussion

Parents' (particularly mothers') education level seemed to be the most significant factor associated with student academic achievement. Family income and parents' occupation only seemed to have an impact on results in English. The relation between academic results and housing tenure was not so straightforward because students living in temporary housing and squatting were academically better. Furthermore, there was no evidence that migrants from the mainland whose social standing was 'lower' underperformed academically. We can say that student academic achievement is not determined by any major demographic factors other than parents' education level. *One implication of this is that the education system gives opportunities to achieve good results to all students, whatever their economic background. Future policies should build on this success and continue to make sure that education opportunities are equally open to students with*

'lower' social standing. However, some of the reform proposals outlined in the Education Blueprint for the 21st century seem to be moving away from this direction. The issue of equal opportunities to receive quality education will be further discussed in the last section of this chapter.

Besides parents' education background, family income, and parents' occupation are significant affecting students' performance in non-academic dimensions. Mother's occupation seems to be more significant than other factors. So it seems to show that mother's nurturing plays an important role in students' learning and development both academically and non-academically in Hong Kong. *An implication might be that schools pay extra attention to the nurturing of some of the non-academic aspects of their pupils' development, especially for those from 'lower' social backgrounds.*

Although social and economic backgrounds were the dominant factors positively associated with students' non-academic attitudes and behaviour, the relation seemed rather complex. The association with housing was minimal. Moreover, there were signs showing that students who were born on the mainland had stronger intrinsic motivation, that those with lower family income showed higher self-efficacy and that students born on the mainland had a higher self-esteem, and so on. *Successful migrants have historically been a great source of the success of Hong Kong. The students in the survey follow the pattern of self-confidence and optimism and schools should continue to cherish and nurture these attitudes.*

Although SMI and non-SMI schools had no significant difference in academic results, except in mathematics, students in SMI schools seemed to underperform in terms of civic consciousness, self-esteem, sense of morality, motivation, and self-efficacy. Evidence for the first three dimensions is rather strong. In our research project, we have also conducted a survey to gauge teachers' perception of the management structure/style of their schools and their job satisfaction. As reported in our earlier paper (Leung and Chan, forthcoming), a statistical analysis on the findings of the two surveys showed that the impacts of management structure/style on student performance are minimal. It was found that students in schools under closer supervision and monitoring by the principals and directors/school councils perform slightly better academically, but at the expense of making teachers less satisfied with their jobs. Furthermore, differences in management style/structure were found to have virtually no impacts on student performance in non-academic dimensions (Leung and Chan, 2001). *An implication of the above results is that the impacts of managerial reform on quality education can be limited.* Perhaps paying more attention to making the school system more open to all, to promote an all-round education and to nurture a collegial

working relationship between the management and staff can be more effective ways to promote quality education in Hong Kong.

With reference to the above research findings and the reforms proposals in the Education Blueprint for the 21st century (Education Commission, 2000), the rest of this chapter discusses the issue of equal opportunities to receive quality education in Hong Kong.

Education Reforms And Implications For Quality Education

A key reform proposal outlined in the Education Blueprint for the 21st century (hereafter referred to the Education Blueprint) was to reform the school places allocation system. The mechanism of school places allocation has always been a controversial issue in Hong Kong because the quantity and quality of educational opportunities available, which in turn affect one's future career prospects and social status, are largely determined by the system (Lee and Cheung, 1992). By the 1980s, secondary education had become a mass institution in Hong Kong. Access to education is no longer a problem. Rather, the issue is one of equal opportunities to secure 'quality education'. The Education Blueprint emphasizes the principles of 'student-focused', 'no-loser', 'quality' and 'life-wide learning' as the guiding principles of Hong Kong's education reform (Education Commission, 2000). It also proposes 'a through-train' model of nine-year's basic education for all school children (Education Commission, 2000). The abolition of the unpopular and widely criticized Academic Aptitude Test (AAT), a system used to allocate Secondary One school places for Primary Six pupils, no doubt, would be welcomed by parents. Pupils will no longer be exposed to unhealthy drillings and public examination pressure which are disincentives to students' motivation for learning. Yet, there are worries that a 'through-train' model would become a closed system, denying higher achievers the opportunity to move to better schools through open public examinations.

According to the Education Blueprint, 50% of the Primary One places would be centrally allocated based on the principle of vicinity (school net) and parental choice. The remaining 50% would be discretionary places, amongst which 30% would be reserved for applicants with siblings studying or parents working in the school. If the number of applicants in this category exceeds 30% of the Primary One places of that school, the resulting shortfall would be made up from by the places earmarked

for central allocation. Hence, each school may still allocate not less than 20% of its Primary One places according to the existing admission point system (Education Commission, 2000). Moreover, the principals' ten discretionary points would be removed. The new arrangement, to a larger extent, is fairer than the old system. Under the old system, 65% of the Primary One places were allocated at the schools' discretion. Apart from the principals' ten discretionary points, it also gave another ten points to applicants whose parent was a past student of the school. Such an arrangement was unfair to those children whose parents did not have an opportunity to study in prestigious schools. Most of the well established prestigious schools are under the Feeder and Nominated Schools System (FNSS) in which 85% of their Secondary One places would be reserved for their linked primary schools. Thus, children whose parents were graduates from the FNSS primary schools have higher chances of getting into these schools, and at least 85% of them would be ensured of a 'through-road' to their linked secondary schools. The old system was, therefore, against the principle of equality and the opportunity of upward social mobility for the lower working class. In this respect, the proposed changes are an improvement towards a more open and fairer education system. However, with deeper scrutiny, the proposed changes could be instrumental in pushing the well-established, prestigious schools to join the semi-private Direct Subsidy Scheme (DSS) if they want to retain their high degree of autonomy in student selection and admission.

In its promotion of the education reform, the government stressed high sounding principles, such as 'student-focused' and 'no-loser' in order to gain public support for its policy. Yet, inconspicuously, the Education Blueprint also includes a proposal to make greater use of private resources, such as the promotion of the DSS model (Education Commission, 2000). At present, more than 80% of the primary and secondary schools are fully subsidized by the government. Unlike other developed countries, there is no strong private school sector in Hong Kong. The semi-private DSS model - which gives schools greater autonomy and flexibility with regard to student selection, fees and curriculum - was first introduced by the government in 1989. However, to date, none of the well-established missionary schools in which the majority of students are from middleclass families joined the scheme. Under the existing school places allocation system, the FNSS schools already exercise great autonomy with regard to student selection and admission, as well as full government subsidies. Thus, there is no incentive for these FNSS secondary schools to join the scheme.

In view of the economic changes and managerial reforms in the public sector, the government aims to make a greater use of private resources and contributions from parents in the provision of education. Thus, it attempts to use administrative measures to push the DSS mode of partial government subsidies. The Education Blueprint, for example, proposed the 'through-train' model for all primary and secondary schools to be linked. Yet, it specified that the linked schools have to be of the same financial mode. At present, some of the FNSS primary schools are private while their linked FNSS secondary schools are fully government aided. The existing feeder schools which do not meet the requirement of the same financial mode are given ten years to work out a solution. They have to inform the government, at the latest by 31 May 2012, whether they will adopt the 'through-train' model (Education Commission, 2000). Hence, it is likely that some of the 'prestigious' feeder schools would be pushed into joining the DSS and become semiprivate schools. The Blueprint also clearly spelt out that the DSS schools would be categorized under the private financing mode (Education Commission, 2000). Explicitly, therefore, the 'through-train' model was a proposal to minimize the public examination pressure on pupils. Also, the new arrangement of 50% of the Primary One school places for central allocation would be apparently and publicly received as a move towards a fairer system. Implicitly, though the proposed reform is an administrative measure to push some 'good' schools to join the DSS if they want to retain a high degree of autonomy in student recruitment. The FNSS system, a historical legacy inherited from British colonial rule, would be abolished. In future, it is likely that the majority of government and aided schools will be mass institutions while the DSS schools will be an elitist cluster. Consequently, there would be a danger that the good schools will be 'exclusive entities' for children of better-off families. With better financial resources and support - both in the families and schools - it would lead to a wider disparity in standards between the elitist private sector and the government/aided public sector. Thus, instead of a fairer system, the proposed changes could provide more choices for well-off parents, but a more unequal and divisive education system in Hong Kong. In other words, the equality of 'educational opportunity' would mean 'equality in quantity' rather than 'equality in quality'. Instead of narrowing the gap between the rich and the poor, the proposed reform could aggravate further the problem of social inequality in Hong Kong.

Conclusion

Traditionally, the Hong Kong education system has been based on meritocracy and has been criticized as creating undue pressure for pupils. Nevertheless, relatively speaking, meritocracy based on an individual's merits and achievement is a lesser evil than elitism based on one's socioeconomic status or family background. Moreover, education has been an important vehicle for the upward mobility of the working class. In view of the research findings discussed in this chapter which strongly support the maintenance of an open education system, the government has to be careful not to introduce measures which would expose the society to another set of evils.

Appendix

The List of Independent Variables Examined in the Students Survey Groups of School Variables

1. School band
 - Past school band
 - Current school band
2. School management
 - School management type (SMI or non-SMI)
 - School management style
3. School background
 - School religion
 - Sponsoring body
 - School district
 - Years of establishment

Groups of Student variables

1. Personal background
 - Age
 - Gender
 - Birthplace
 - Sibling status
 - Birth order
 - Number of years living in Hong Kong
 - Academic stream

210

Ho-mun CHAN, JOAN YIN-HUNG Leung and Norman Flynn

- Grade level
 - Entry grade level
2. Family socio-economic background Family income Housing type
 3. Parent background Father's birthplace Mother's birthplace Father's employment status Mother's employment status Father's occupation Mother's occupation Father's education level Mother's education level

The List of Dependent Variables Examined in the Student Survey

1. Academic achievement
2. Civil consciousness and knowledge
3. Self-esteem
4. Motivation Intrinsic motivation for learning Extrinsic motivation for learning
5. Self-efficacy for learning and performance
6. Moral awareness
7. Attitudes towards teachers

Note

- 1 In Hong Kong, the entire territory is divided into more than twenty school areas, each of which consists of a school net of primary and secondary schools. Five bands in order of merit are formed based on the calibrated internal assessment of primary school students in the same school net. The top 20% of primary school graduates will go to the first band, and the next to the second, and so on. The band of a secondary school in a certain year is the average band of the primary graduates that it admits at that year.

References

- Education and Manpower Branch and Education Department. 1991. *The School Management Initiative*. Hong Kong: Government Printer.
1984. *Education Commission Report No. 1*. Hong Kong: Government Printer.
1997. *Education Commission Report No. 1: Quality School Education*. Hong Kong: Government Printer.
- Education Commission Report No. 7. 1997. Quality School Education. Hong Kong: Government Printer.
- Education Commission. 2000. *Learning for Life, Learning through Life: Reform Proposals for the Education System in Hong Kong*. Hong Kong: Government Printer.
- Goh, C. T. 1997. Speech by Prime Minister Goh Chok Tong at the opening of the 7th International Conference on 2 June 1997 at the Suntec City Convention Centre Ballroom, Singapore.
- Hong Kong Government. 1974. *White Paper: Secondary Education in Hong Kong over the Next Decade*. Hong Kong: Government Printer.
- . 1978. *The Development of Senior Secondary and Tertiary Education*. Hong Kong: Government Printer.
- Lee, C. K. and T. S. Cheung. 1992. Egalitarianism and the allocation of secondary school places in Hong Kong. In *Education and Society in Hong Kong, Towards One Country and Two Systems*, ed. Postiglione, C. A. 149-165. Hong Kong: Hong Kong University Press.
- Leung, I. Y. H. and H. M. Chan. The school management reform in Hong Kong: Administrative control in a new cloak of managerialism. In *Public Sector Reform in Hong Kong: Towards the 21st Century*, eds. Cheung, A. and J. Lee. Hong Kong: Chinese University Press, forthcoming.
- Mok, K. H. 2000. Reflecting globalization effects on local policy: Higher education reform in Taiwan. *Journal of Education Policy* 15, no. 6: 637-660.
- Mok, K. H. and Lau, K. W. 1998. Building Hong Kong for a new era: New directions for social development after 1997? *Public Administration and Policy* 7, no. 1: 47-56.
- Weng, E Y 2000. Education reform in Taiwan. In *A Comparative Study of Social Development in Hong Kong, Taiwan and Mainland China*, eds. Mok, K. H. and Y. W. Ku. Hong Kong: Hong Kong Humanities Press.
- World Bank. 1999. *Education Sector Strategy*. Washington, DC: The World Bank.
- Yoon, K. 2001. Recent trends of education reform in South Korea. In *Globalization and Educational Restructuring in the Asia Pacific Region*, eds. Mok, K. H. and A. Welch. London: Macmillan Press.