

**Achievement of Hong Kong
Primary School Children and
its Relationship to
Preschool Experiences**

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Abstract

This project is the follow-up phase of a study carried out with 200 4-year-old preschool children at the time of their reaching the Primary 2 level. It aims at gaining an overview of development and achievement in Hong Kong children at 7 years and explaining the relationships between this development and various aspects of children's experiences at the primary and preschool levels.

The findings present a picture of the competencies of 7 year-old Hong Kong children in cognitive and language development, and academic achievement. Relationships were found between development at 7 year-old and type of teaching approach. Children taught by the Conventional Approach generally do better in various academic subjects than those taught by the Activity Approach. Relationships were also found between development and achievement at 4 and 7 years. The use of different types of learning materials at 4 years, and different activities, especially language activities and those selected by children themselves, all have a positive effect on later development. Family social and economic status also has a strong relationship with development and achievement at 7 years.