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A COMPARISON OF ACADEMIC PERFORMANCE OF  
JUNIOR SECONDARY STUDENTS IN  
ANGLO-CHINESE AND CHINESE MIDDLE SCHOOLS

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ABSTRACT

Objective :

This project aims at comparing the academic performance of junior secondary students in Anglo-Chinese and Chinese Middle schools.

Sampling :

In this project, three cohorts of students (each of about 1400 students) respectively in F/M 1, F/M 2 and F/M 3 were selected for analyses. The samples concerned covered different ability groups. To ensure that the comparison was valid, students were carefully selected so that the students in the two language streams were of comparable ability.

Instrumentation :

Language proficiency tests (Chinese and English) and achievement tests (bilingual version) in Mathematics, Science and History were administered to the students on three occasions, i.e. October 1983, June 1984 and June 1985. (The third cohort of students, who were no longer in junior secondary classes in June 1985, were only tested twice.)

Results and conclusions :

In the comparison, the effects of student's ability, socio-economic background, school facilities and teacher qualifications were considered and properly controlled. It was found that the students in Anglo-Chinese schools showed superiority in their proficiency in English. The students in Chinese Middle schools achieved significantly better results in Chinese and History. The differences in the performance of students in the two types of schools in Science and Mathematics did not show a steady pattern though there were some indications that the students in Chinese Middle schools tended to do better in these two subjects.