



數據 講教育 EdData Speaks

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靠自己的翅膀去翱翔

YOU CAN FLY ON YOUR OWN WINGS

研究顯示家庭收入的高低不會影響學生獲取理想成績，只是高收入家庭的子女有較低機會成為班中成績最差的學生。

家庭收入越高不代表子女成績越好

雖然香港是全球教育制度最公平的城市之一，但父母的收入及教育水平仍會對子女的學業成績造成小程度的影響。這影響有多大？父母的收入及學歷是否越高越好呢？

Research showed that family income had no effect on high achieving students, but higher family income did help reduce a student's chance of having low academic achievement.

HIGHER FAMILY INCOME DOES NOT LEAD TO HIGHER ACADEMIC ACHIEVEMENT

Despite Hong Kong being one of the fairest cities in terms of education, parental income and educational level still had a small degree of influence on students' academic achievement in Hong Kong. But how important is this factor? Do higher parental income and educational level necessarily denote better academic results?



我們以小學三年級學生為對象，比較家庭收入高低對他們的學業總成績有何影響。

結果顯示，除了最低收入家庭組別（低於 HK\$10,000/月），其餘不同家庭收入的學生，都有同等的機會（即 20%-25% 機會）成為能力最高的學生。當家庭收入達到 HK\$10,000，家庭收入更高並不會令他們的孩子有更好的學業成績。

家庭收入對於孩子學業成績的影響，在能力較低的學生中較為明顯。家庭收入較高的學生（高於 HK\$20,000/月），跌入能力最低組別的機會相對較低（只有 3% -6% 機會屬於能力最低第一組，家庭收入低於 HK\$20,000 的學生則有 6%-9% 的機會屬於能力最低第一組）。

此外，父母若有較高的教育水平，能稍為減低子女成為能力較低的學生的機會。父母各自的教育水平對高學習能力組別的子代的影響差別不大。父母教育水平為小學或以下，和父母教育水平為大學、研究生或以上的學生，都有相若的機會成為學習能力較高組別（即，第 7 至 9 組；共佔全部小三受訪學生的 20%-24%）。至於在學習能力較低的組別（即，第 1 至 3 組），父母教育程度只要達到初中（佔 89% 受訪小三學生），他們的子女成為能力較低組別的機會已經能減少數個百分點（即，成為能力最低第一組的機會由 9%-12% 減少至 4%-7%）。

To answer these questions, we compared the academic results of Primary 3 students.

According to the results, other than the lowest income group (less than HK\$10,000/month), students with different family income had similar chance to be in the highest academic ability bands (20%-25% chance). This reflects that higher family income does not lead to higher academic ability in students.

For low academic ability students, however, the effect of family income was more pronounced. Fewer students from higher income families (e.g., more than HK\$20,000 a month) fell into the lowest academic ability bands. For example, while only 3%-6% of the students from the higher income families would be in the lowest ability Band 1 group, as many as 6%-9% of the students from the lower income families would be in this group.

In addition, parents with higher educational levels were found to slightly reduce the chance of their children being in the lower academic ability bands. At the higher academic ability end, parents' educational level did not play any role in affecting students' academic achievement (Bands 7 to 9, 20%-24% of total). However, at the lower academic ability end, parents who reached junior secondary education (89% of our P.3 students) contributed to a few percent reduction of their children's chance of being in the lower academic ability bands (reduced from 9%-12% to 4%-7% in the lowest ability Band 1).

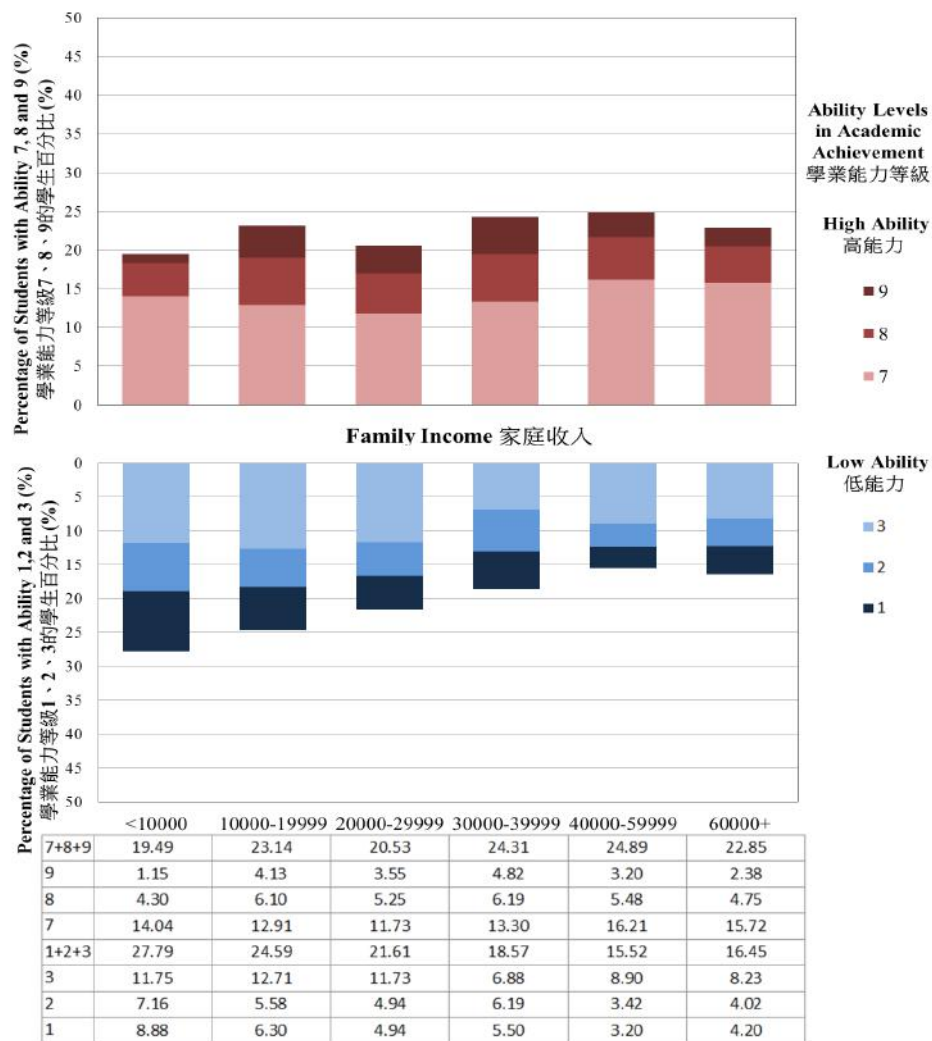


圖 1 不同家庭收入下學生低 / 高能力組別百分比 (小三)

Figure 1 Percentages of Low Ability and High Ability Students From Different Income Groups (Primary 3)

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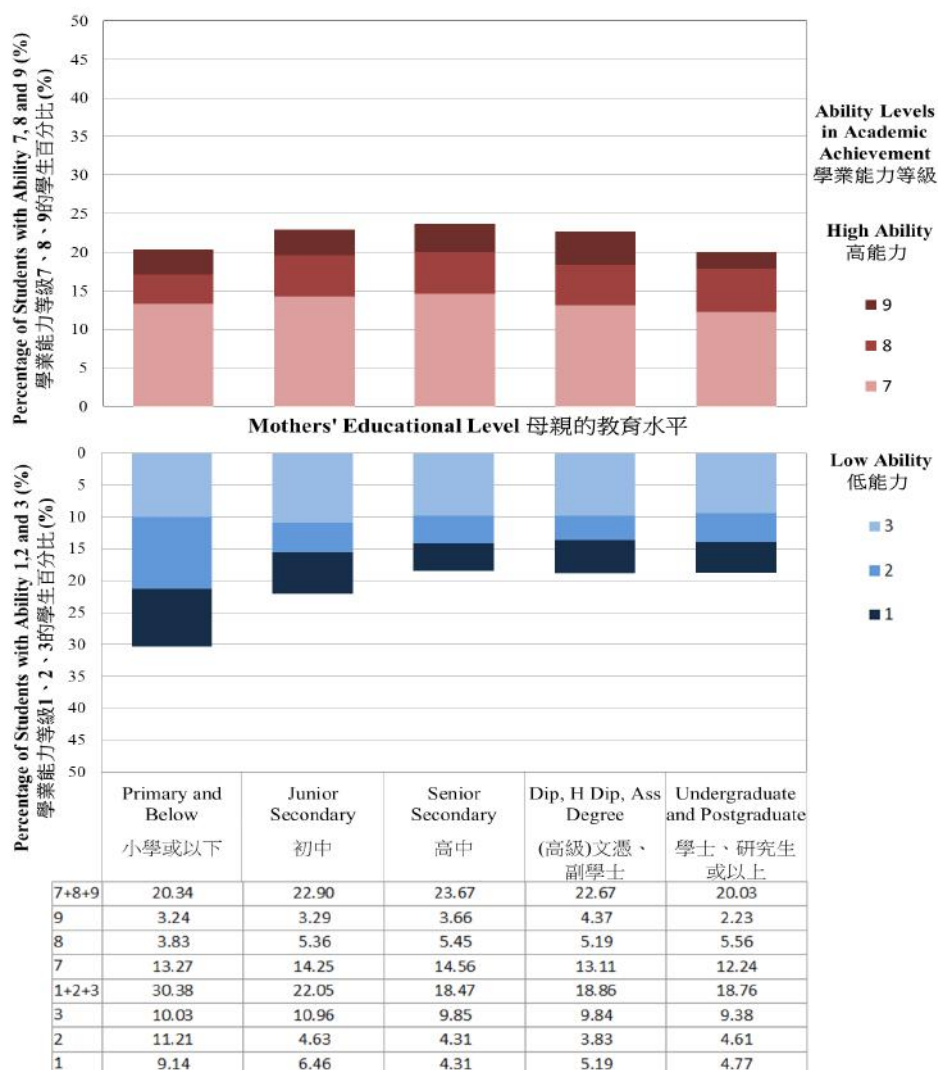


圖 2 母親不同教育水平下學生低 / 高能力組別百分比 (小三)

Figure 2 Percentages of Low Ability and High Ability Students with different Mother's Educational Levels (Primary 3)



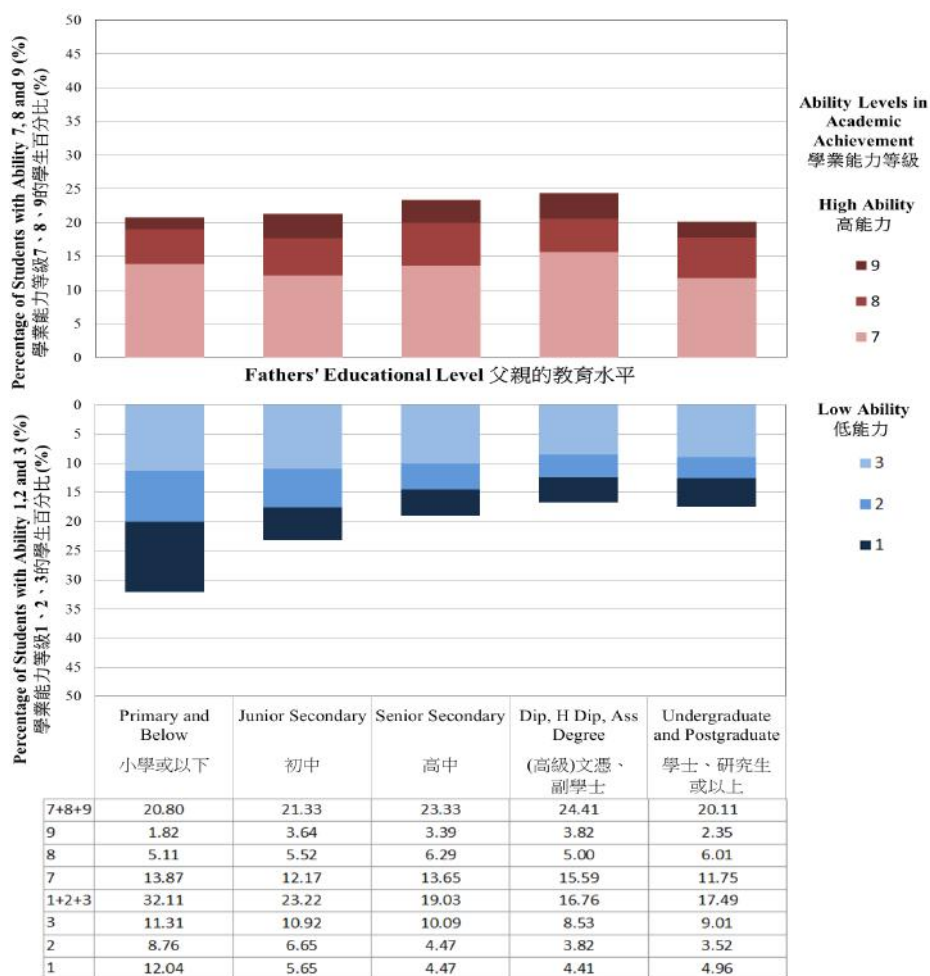


圖 3 父親不同教育水平下學生低 / 高能力組別百分比 (小三)

Figure 3 Percentages of Low Ability and High Ability Students with different Father's Educational Levels (Primary 3)

Despite not being able to identify each and every contributor to the corresponding issue of the reports, it should be noted that a team of research staff and student helpers mostly from the Chinese University of Hong Kong has helped to identify the research questions, conduct analyses, write up results, prepare graphs, proofread drafts, and finish the artworks.

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