

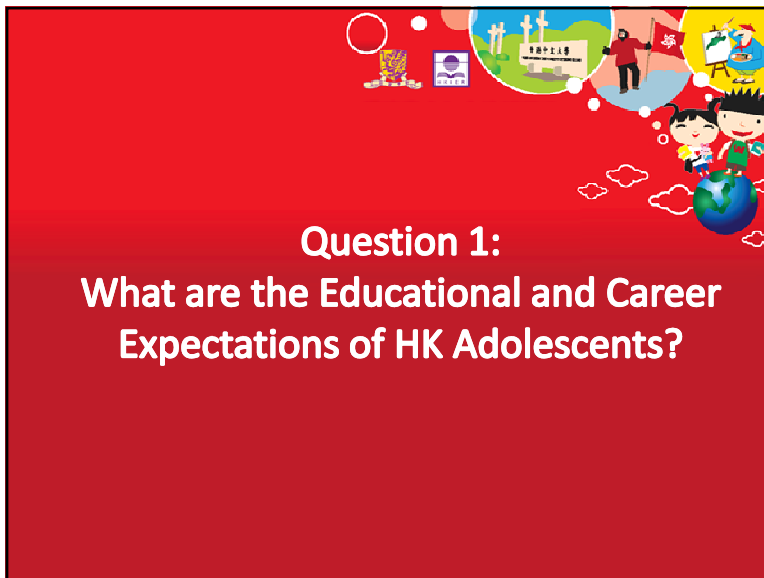


香港青少年之追蹤研究
Longitudinal Study of Adolescents
in Hong Kong (HKLSA)

Prof. Ho Sui Chu Esther

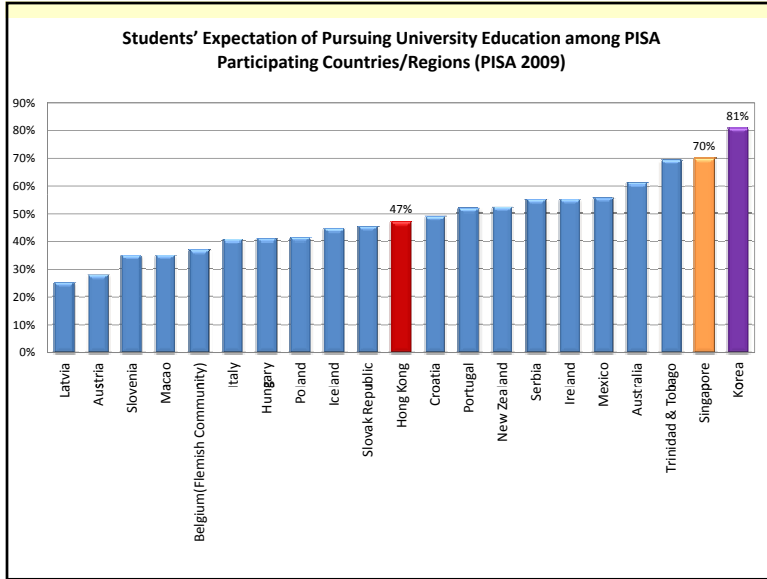
Overview

1. What are the Educational and Career Expectations of HK Adolescents?
2. What Effects Do Family Factors Have on HK Students' Educational and Career Expectations?
3. What Effects Does SES Have on High Achievers' Educational and Career Expectations?
4. How Do Our Students Access Education and Career-Related Information?
5. How Do Background Factors Affect Students' Access of Education and Career-Related Information?

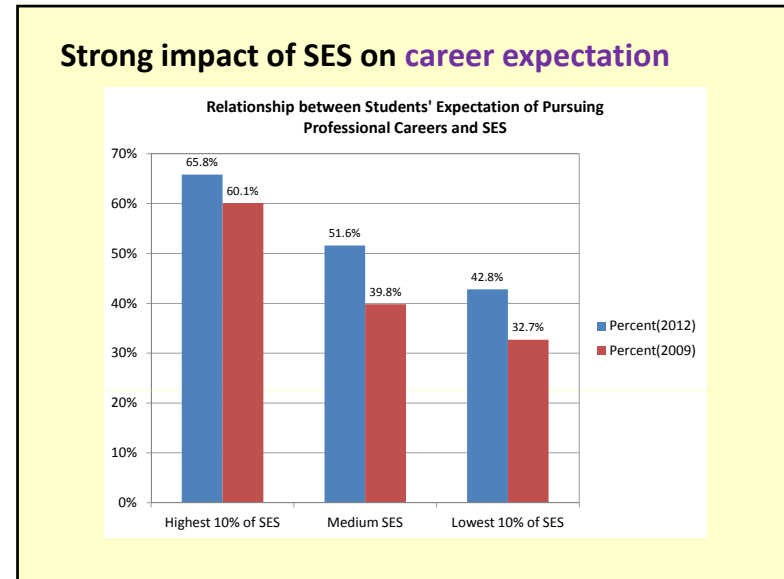
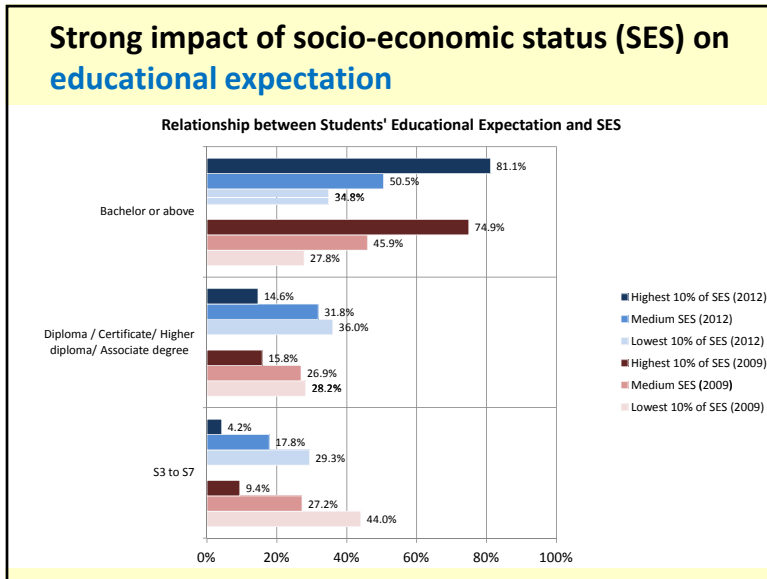



Question 1:
What are the Educational and Career
Expectations of HK Adolescents?

- Sample size in Hong Kong (15-year-old students):
PISA 2009 = 4531
PISA 2012 = 4479
- Educational Expectation of HK Students

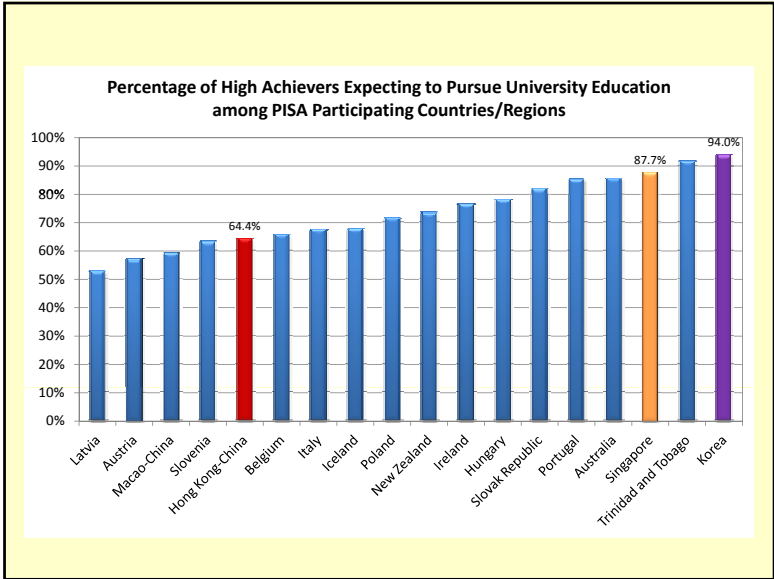


Question 2: What Effects Do Family Factors Have on HK Students' Educational and Career Expectations?





Question 3: What Effects Does SES Have on High Achievers' Educational and Career Expectations?




For high achievers in Hong Kong...

- Educational Expectation**

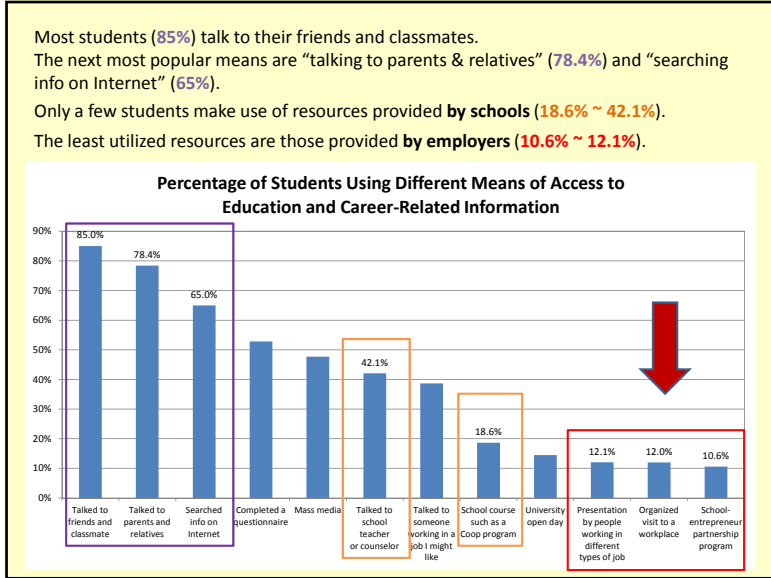
% of Students Expecting to Pursue University Education	
Highest 10% of SES	Lowest 10% of SES
86%	45%
- Career Expectation**

% of Students Expecting to Pursue Professional Careers	
Highest 10% of SES	Lowest 10% of SES
62%	43%

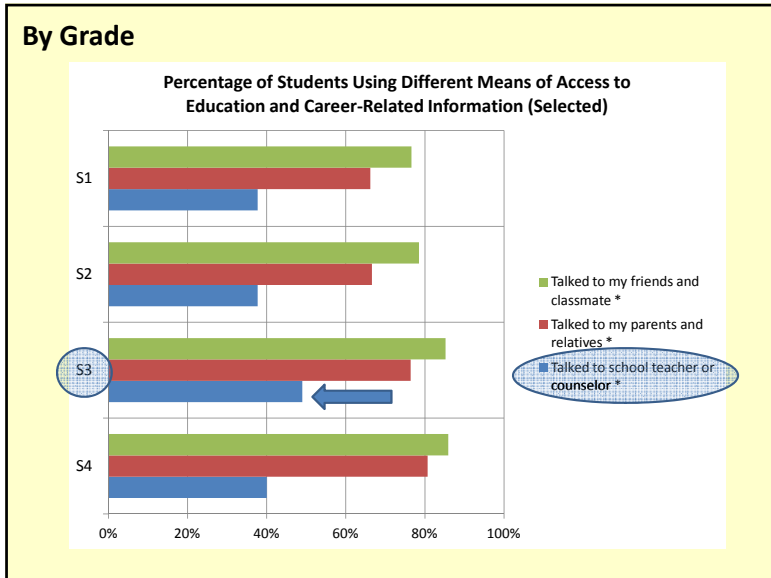


Question 4: How Do Our Students Access Education and Career-Related Information?

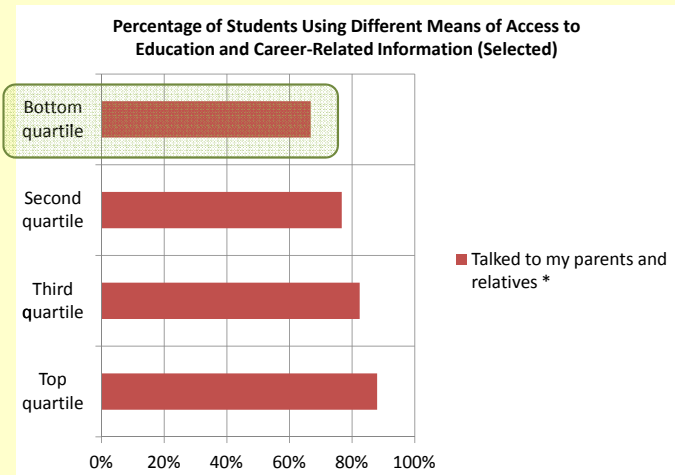
- **Most students (91.2%)** think that it is important to **decide their future career or work.**
- **A majority of students (72.6%)** think **they know their own interests & abilities** well enough to make such a decision.
- However, **less than half (46.9%)** of the students think they have **enough knowledge** about different kinds of occupations to make a choice about their future.



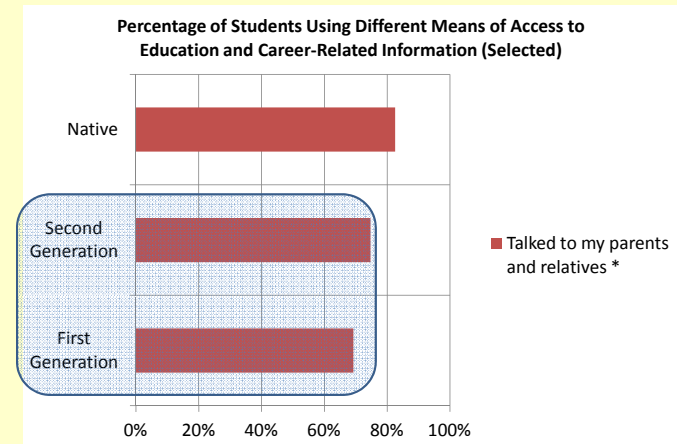
Question 5: How Do Background Factors Affect Students' Access of Education and Career-Related Information?



By SES



By immigration status



Conclusions

- ① Educational expectation of HK students are on average **lower** compared with students from other countries (e.g. Korea, Singapore, New Zealand)
- ② Family **SES** has significant impact on students' educational and career expectations
- ③ Even **high achievers'** educational and career expectations are likely to be constrained by SES
- ④ Despite students' awareness of the importance of educational and career planning, they lack related knowledge to make an informed choice (esp. low-SES students)

Implications

- **Our concern**
 - Student' reliance on parents/relatives for related information
 - Limited information access esp. of low-SES students
- **Role of schools**
 - Very important to provide related information for students (esp. from low-SES and immigrant families)
 - May take the initiative to support parents and mobilize community resources to support students (esp. disadvantaged students)
- **Role of entrepreneurs**
 - Entrepreneurial commitment is essential
 - Expertise and time
 - Be concerned about **NOT** only the earning but also the learning
 - Not only be consumers of human resources but also be investors
- **Implication for research**
 - How do students construct their educational and career expectations over the three years of NSS studies?
 - In a long run whether their dreams come true can be examined in the longitudinal study - HKLSA

Longitudinal Study of Adolescents in Hong Kong (HKLSA)

- First systematic longitudinal study for tracing the patterns of transition of HK adolescents under the NSS curriculum
- Representative sample:
HKPISA 2012 student sample (16-year-olds)
No. of students: 3494; No. of schools: 125
- Duration: 3 Years
- First questionnaire survey: May-June 2013

Longitudinal Study of Adolescents in Hong Kong (HKLSA)

- Significance
 - ① Document students' educational and occupational choices under NSS
 - ② Identify important factors that shape the different ways of transition of HK students
 - ③ Find out the impact of NSS curriculum on students' educational and career planning
 - ④ Understand the possible pathways of students with different abilities, in particular, how high-ability students from disadvantaged background overcome financial barriers and maintain high future aspiration with the support of parents, teachers and schools



敢於夢想
Dare to Dream

*The future belongs to those who believe
in the beauty of their dreams.*

Thank you

<http://www.fed.cuhk.edu.hk/~hkpisa/>

Research Team Members of Longitudinal Study of Adolescents in Hong Kong

Professor Ho Sui Chu Esther
Professor Chung Yue Ping
Professor Wong Sin Kwok Raymond
Professor Glenn Shive