

Abstract

The objective of this study is to explore the effects of Social Economic Status on academic performance of secondary school students in Macau. The research method for this study is questionnaire survey and the subjects in this study were Macau secondary students. The research divided into two major parts: horizontal research and vertical research. The subjects used in horizontal research were randomly selected Form 1 secondary students from four different secondary schools and the sample size is 254 people. Besides, the subjects used in vertical research were randomly selected different form students from two secondary schools and the sample size is 1045 people.

The research tool used in this study was to review various researchers' questionnaire related to the effects of social economic status among students. After revision, "The questionnaire for the impacts of different social economic status on academic performance of secondary school students in Macau" is formed. Not only questionnaires are collected for the studies, but also students' academic results are collected. The major findings in this study were as following:

1. There was significant difference in gender. I.e. girls are better than boys.
2. The place of birth was significant, i.e. non-Macau born students are better than Macau born students.
3. There were significant influences between different form students and their academic performance.
4. The age factor was significant, i.e. the elder the age in same form, the worst academic performance in school.
5. There was no impact on family structure and academic performance.

6. There was no direct influence between social economic status and academic performance, but other influences between intermediate factors and academic performance.
7. There were significant influences among some intermediate factors, such as materialism, expectation and success motivation. However, there were no significant effects among study environment and family discipline.
8. There was significant negative impact between student achievement and parent educational attitude. For example, when their child failed tests or examinations, if they asked other people to help their child, the academic performance of their child will get worst.
9. When students find difficult in learning, asking private tutors or school teachers will have negative effects on academic achievement. However, there was positive effect on solving by themselves. As a result, solving problems by self will have better academic achievement.

Based on the above research findings, other suggestions can be raised by parents, teachers, schools, academic area and government departments for references.

Keyword: Social Economical Status, academic achievement, intermediate factors