

Abstract

The thesis sought to study the characteristics of the pupils who had been in school during 1995, and who were subsequently promoted, repeated and dropped out in 1996 so as to understand effects of these characteristics upon variables of schooling in Macao. Variables examined included sex of student, age, birth place, type of identity, nationality, father's status, mother's status, guardian, live or not with guardian, along with their relationships with the status of schooling, i.e. promoted, repeated, and dropped out. Both content and quantitative methods were deployed to analyze the data.

The findings of the study are stated below for both primary and secondary education.

(1) Primary Education

- the higher the grade of the students, the higher the percentages of retention and drop-out
- the academic performance of the boys were lower than the girls;
- the academic performance of the regular students (i.e. studied in grades appropriate to their ages) was better than their counterparts;
- the academic performance of the Macao-born students was better than the non-Macao-born students;
- holders of Macao identity document, as well as those with nationality in Chinese got better performance;
- students with working fathers had better academic performance;
- students with mothers staying at home had better performance than the working mothers;
- students with mothers who are guardians and lived together got better academic performance.

(2) Secondary Education

- the lower the grades of the pupils, the higher the percentage of retention and drop-out;
- the academic performance of the boys were lower than the girls;
- the academic performance of the regular students (i.e. studied in grades appropriate to their ages) was better than their counterparts;
- the academic performance of the non-Macao born students was better than the Macao-born students;
- the holders of Macao identity document, as well as those with nationality in Chinese got better performance;
- students with working fathers had better academic performance;

- students with working mothers or mothers staying at home had better performance;
- students with fathers who are guardians and lived together got better academic performance.

It is noteworthy that the following categories of students got worse academic performance, namely boys, non-regular, non-Macao and non-China born, non Macao identity document holders, nationality of non-Chinese, with non-working father, with non-working mother or housewife, with non-parent guardian, and those not living together with their guardians.

Comparing between the primary and secondary schooling, the followings are observed. 1. In primary education, more students got worse performance in higher grades, whereas in secondary education, the pupils got worse performance in lower grades. 2. The China-born students in primary education got worse performance, whereas the china-born pupils got better performance. 3. Students in primary education with working mothers got worse performance, whereas students in the secondary education with working mothers got better performance. 4. Mothers who are themselves guardians were associated with poorer academic results at the secondary levels whereas the opposite applied to the students in primary education. 5. The situation of the father is the opposite of the mother's.