



香港中文大學
The Chinese University of Hong Kong

Faculty of Education



SUMMER RESEARCH WORKSHOPS 2019

The summer research workshops are intended to provide the opportunity for the doctoral students to exchange research ideas with the expert researchers in and outside of The Chinese University of Hong Kong and to advance their thesis studies.



Prof. Ho Sui Chu Esther
Professor, Department of Educational Administration and Policy, Faculty of Education, CUHK

Insights from international to longitudinal studies of PISA

This workshop will share our strategies in designing and conducting the longitudinal study. Preliminary findings will shed light on the engagement of young adults in educational, occupational and political aspects.



Date: September 18, 2019 (Wednesday)

Time: 12:00 n.n. – 1:30 p.m.


Venue: Room 201, Ho Tim Building



For Enquiry: 3943 1296 (Ms. Jasmine Chan)
For Registration: <https://www.fed.cuhk.edu.hk/higherdegree/2019workshops.html>


HKPISA




Hong Kong Centre for International Student Assessment (HKCISA)

Research Projects


From 2012




Longitudinal Study of Adolescents in Hong Kong HKLSA



Evidence-based School Improvement Projects EBSIP



Assessments for Teaching and Learning AFTL



International Network of Student Learning Assessment INSLA

2

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 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



研究簡介



- 參加者：4670位香港年青人

第一階段：香港學生能力國際評估計劃 (PISA 2012)

第二階段：香港青少年之追蹤研究 (HKLSA)

- 第一期問卷調查 (Wave 1) : 2013年
- 第二期問卷調查 (Wave 2) : 2014年
- 第三期問卷調查 (Wave 3) : 2015年
- 個別深入訪談 : 2016年

第三階段：香港青少年之追蹤研究 (HKLSA)

- 聚焦小組訪談 : 2017年
- 第四期問卷調查 (Wave 4) : 2017年
- 第五期問卷調查 (Wave 5) : 2019年

What next....



GRF Grants for the HKLSA

- Earmarked Grant Research Project: A ten-year longitudinal study on the topic of “Transition to Adulthood: Voices and Choices of a New Generation of Hong Kong Young Adults” (RGC Ref. No GRF 14620919) HK\$ 916,008 grant from RGC, 2020-2022.
- Earmarked Grant Research Project: A ten-year longitudinal study on the topic of “Transition of Hong Kong Young Adults after Secondary School: The Road to Higher Education or Work” HK\$642,275 grant from RGC, 2017-2020.
- South China Programme “A Qualitative Study of the Transition Pathways of Hong Kong Adolescents after Secondary Education” HK\$181,188 from Hong Kong Institute of Asia-Pacific Studies, 10/2015-10/2016.
- Earmarked Grant Research Project: A ten-year longitudinal study on the topic of “A Longitudinal Study of Adolescents in Hong Kong (HKLSA): Transition from Secondary School” HK\$869494 grant from RGC, 2012-2015.



GRF 1

Transformation of Capitals in Adolescents' Transition to Post-Secondary Destinations

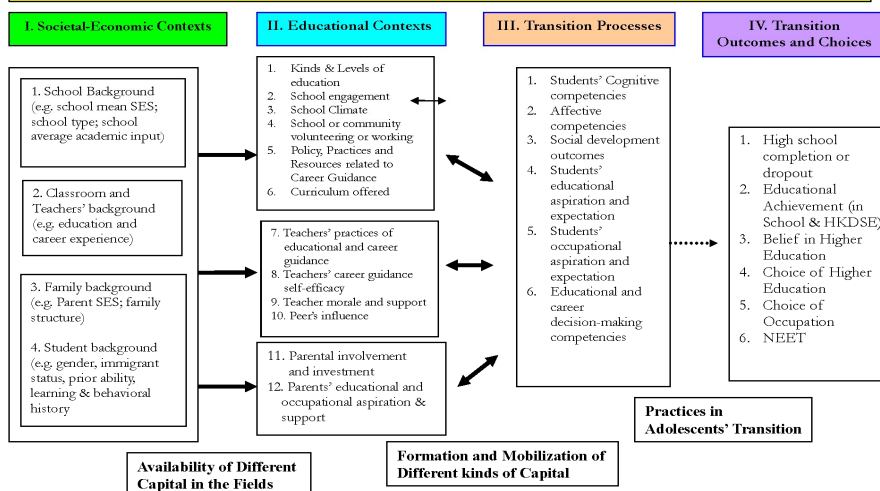
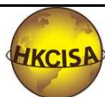
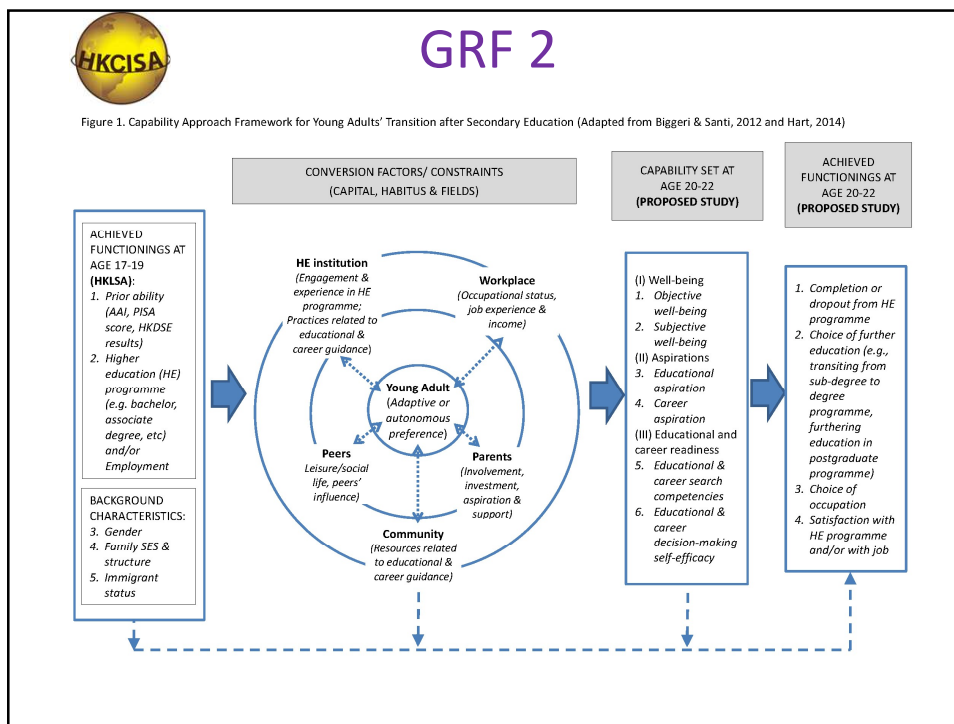


Figure 1. Conceptual Framework of Transition Pathways of Adolescents in Hong Kong.



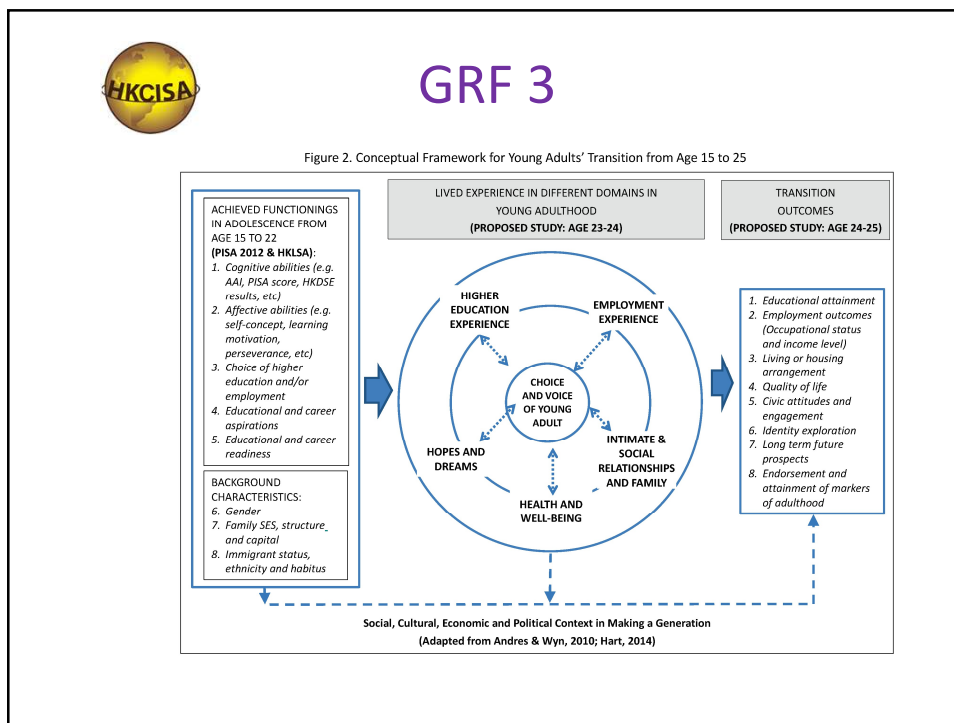
GRF 2

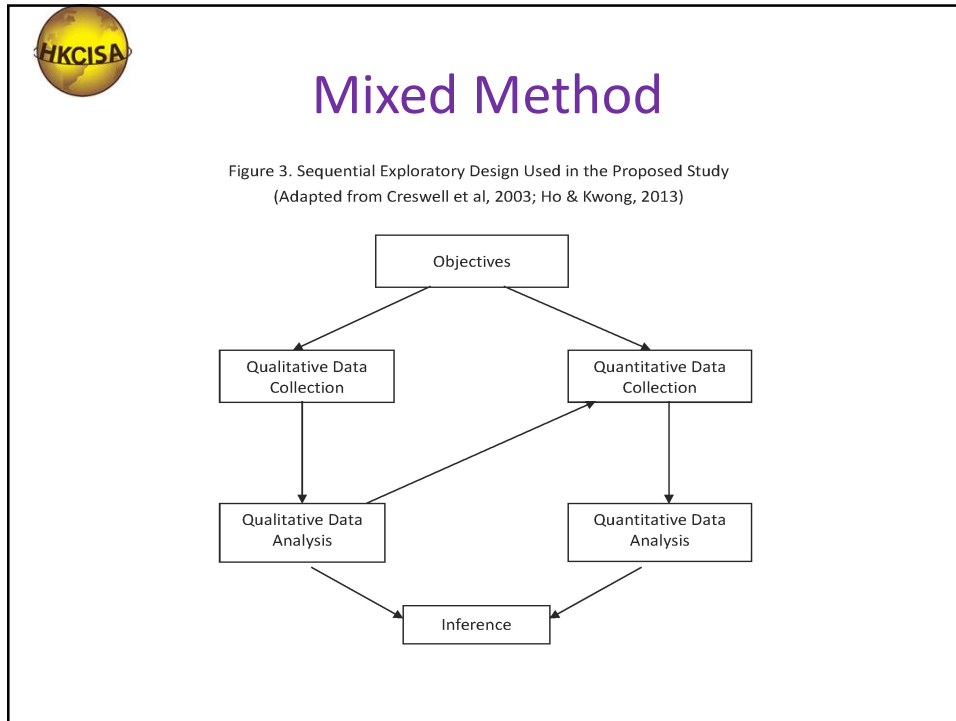
Figure 1. Capability Approach Framework for Young Adults' Transition after Secondary Education (Adapted from Biggeri & Santi, 2012 and Hart, 2014)



GRF 3

Figure 2. Conceptual Framework for Young Adults' Transition from Age 15 to 25





Part 2

A Latent Growth Modelling Analysis On Longitudinal Data



Educational Expectation from Adolescence to Young Adulthood: A Latent Growth Modelling Analysis



BACKGROUND & OBJECTIVES

- Over the past 50 years, a number of research studies have shown that educational expectation is an important predictor of educational attainment (Jacob & Wilder, 2011).
- Yet, rarely have the changes in educational expectation across adolescence and young adulthood been examined (Johnson & Reynolds, 2013).
- This study investigates the changes in educational expectation during adolescence and young adulthood and the possible contributing factors by analyzing longitudinal data with latent growth modelling.



METHODS

- The data is taken from a sample of 2728 Hong Kong young adults who have participated in PISA 2012 and its follow-up 5-year longitudinal study, namely HKLSA, until 2017.
- At the age of 15, the participants were assessed on PISA tests of mathematics, reading and science, and background information were collected including gender, father's and mother's educational level, highest parental occupational status and four kinds of family resources (i.e., cultural possessions, home educational resources, ICT resources and material resources).
- Educational expectations were also collected at four time points when they were aged 15 (secondary 4), 16 (secondary 5), 18 (postsecondary year 1) and 20 (postsecondary year 3), which are represented by a dichotomous variable (1 = bachelor or above; 0 = lower than bachelor).

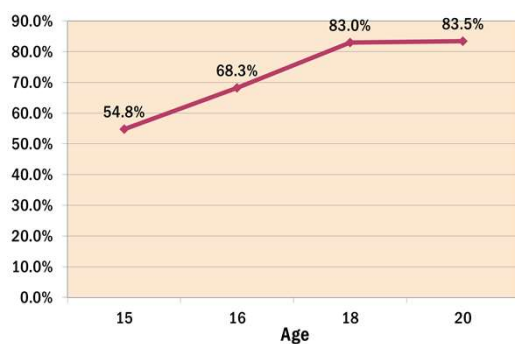


RESULTS & DISCUSSION

- Descriptive analysis shows that the sample comprises of similar proportions of males (51.2%) and females (48.8%). At age 15, the percentage of participants who expected for a bachelor degree is 54.8%, which is much lower than the respective percentage of many other countries (e.g., 81% for Korea and 70% for Singapore) (**Figure 1**).
- This percentage increases steadily to 68.3% (age 16) and 83.0% (age 18), and then levelled off at 83.5% (age 20), indicating that the educational expectation of Hong Kong young people may become more stable at age 18 during the transition to young adulthood.



Figure 1: Proportion of Hong Kong Young People Who Expected for a Bachelor Degree or Above from Age 15 to 20



Three latent growth models

	Model 1 Exp(B)	Model 2 Exp(B)	Model 3 Exp(B)
Intercept			
<i>Constant</i>	1.240 ***	0.807	0.858
<i>Personal & Family Background</i>			
Female		0.856	0.900
Father's educational level		1.103 **	1.057
Mother's educational level		1.088 *	1.111 **
Highest parental occupation		1.014 ***	1.010 ***
Cultural possessions		1.336 ***	1.281 ***
Home educational resources		1.344 ***	1.312 ***
ICT resources		1.062	1.003
Material resources		0.912	1.016
<i>Cognitive Abilities</i>			
PISA score in math			1.006 ***
PISA score in reading			1.004 **
PISA score in science			1.000
Linear slope			
<i>Constant</i>	2.132 ***	2.170 ***	2.466 ***
<i>Personal & Family Background</i>			
Female		0.960	1.036
Father's educational level		1.036	1.027
Mother's educational level		1.022	1.013
Highest parental occupation		1.000	1.000
Cultural possessions		0.971	0.947
Home educational resources		1.003	1.011
ICT resources		1.069	1.046
Material resources		0.970	1.019
<i>Cognitive Abilities</i>			
PISA score in math			1.002 *
PISA score in reading			1.000
PISA score in science			1.001
Quadratic slope			
<i>Constant</i>	0.910 ***	0.891 ***	0.875 ***

Three latent growth models are constructed for investigating the effects of time (Model 1), gender and family socio-economic background (Model 2), and cognitive abilities (Model 3) on the change in educational expectation (Table 1).



Demonstration of the Model I

- Level-1 Model
- $\text{Prob}(Y=1 | B) = P$
- $\log[P/(1-P)] = P_0 + P_1 * (\text{TIME}) + P_2 * (\text{TIMESQ})$

- Level-2 Model
- $P_0 = B_{00} + r_0$
- $P_1 = B_{10}$
- $P_2 = B_{20}$

- Level-1 variance = $1/[P(1-P)]$

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/~hkcosa/>