

Abstract

Equity is an important topic in education and achieving it is not an easy job. Gender gap and socioeconomic status (SES) gap on mathematics performance have been reported for a long time. It seems that the male advantage and the high SES advantage appear in many countries. Moreover, some even report the gender*SES effect on the mathematics performance that the gender gap is greater among student from high SES family. In order to create a more equal learning environment for different students, better understanding on the gender effect, SES effect as well as the gender*SES effect on mathematics performance is needed. The present study collected data from 488 Hong Kong students (230 boys and 258 girls) with average age of 8.5 years old (SD = 1.19). The existence of the gender difference and SES difference as well as the gender*SES effect on Mathematical ability, numeracy and spatial skills, were examined. Result found significant gender gap in spatial skills and numeracy, which males were in advantage, and SES gap in numeracy, which higher income group and higher parents' education group performed better than low and middle group. No significant gender*SES effect was found. It contributes to the field of mathematics education and the amendment of curriculum and policy in Hong Kong schools and the Education Bureau of Hong Kong to develop and create a fairer environment for catering different education needs.

Keyword: gender gap, socioeconomic status gap, spatial skills, numeracy, education