

Abstract

The relationship of birth order to academic achievement and motivation; and relationship of elder number at home to academic achievement were explored among primary (N=84) and secondary (N=84) school students. Only students from 2-child families were included. There was no evidence for differences in academic performances and motivation scores among first and last borns. This absence of birth order effect applied to both primary and secondary school students. However, for the Chinese, English and overall scores of secondary school, more elders at home were found to be especially positively associated with the secondary school last borns.