

Abstract

This research was to: (a) examine the functional differences between kindergartens (K) and nursery schools (N) in Hong Kong. (b) find out the effect of preschool types on Chinese reading and mathematics achievements, and anxiety and happiness scores of preschoolers. Results reveal that Ks are most part-time; Ns are most full-time. K children enter preschool later, have more exams and homework, and with families of lower living standard and education than that of Ns. N children score significantly higher ($p > .05$) than K children in reading, but not Maths. There was no significant difference on happiness and anxiety in all aspects. The differences of preschool entrance age, program schedule, and family background help explain the results.