

Abstract

This study investigated the existence of gender difference in mathematics performance in Hong Kong primary school students. The sample in this study consisted of 137 children including 51 first graders, 62 second graders and 24 third graders. All children were administered tasks of nonverbal reasoning, five mathematics tasks (arithmetic, mental rotation, word problem, strategic counting and number line estimation) and two Chinese language tasks (Chinese word reading and Chinese vocabulary knowledge: Chinese receptive vocabulary, Chinese expressive vocabulary and Chinese vocabulary definition). Two sample t-test results revealed that there were significant gender differences in all five mathematics tasks performance that boys outperformed girls in all mathematics tasks. However, the contribution of gender to mathematics tasks only significant for arithmetic task with statistically controlling age and Raven' s (nonverbal IQ) test scores. Also, it is found that some mathematics tasks performances had positive correlations with Chinese language abilities significantly.

Keywords: gender differences, mathematics performance, Hong Kong