

# 臺灣新移民與本國籍子女 隨年級的學習成果差異

陶宏麟

東吳大學  
經濟系教授

銀慶貞

東吳大學  
經濟系博士後研究員

洪嘉瑜

國立東華大學  
經濟系教授

本文分析「臺灣學生學習成就評量資料庫」國語文、英語文、數學於三個年級（小四、小六、國二）與四個年度的成績。在控制父母親教育程度之後，實證發現父親是否為新移民，與子女各類學科的成績無系統性的關係。在母親方面，中國大陸籍母親子女的成績多與本國籍子女成績無差異；母親若為東南亞籍，與子女的成績有系統性的全面負向關係。這項系統性的差異在國語文上沒有隨年級而擴大，但差異持續保持。英語文與數學上的成績差異隨年級而擴大，其中以英語文最為嚴重，數學隨年級擴大的差異在統計上不顯著。

關鍵字：學業成績、新移民之子、東南亞、中國大陸、TASA

# **Educational Performance Differences between Groups of Children with Native or Denized Parents in Subsequent Grades**

Hung-Lin Tao

Professor

Department of Economics, Soochow University

Ching-Chen Yin

Postdoctoral Research Fellow

Department of Economics, Soochow University

Chia-Yu Hung

Professor

Department of Economics, National Dong-Hwa University

## **ABSTRACT**

Utilizing data from TASA, we investigate the educational performance of three groups of children with native or denized parents. Three subjects, Chinese, English, and Mathematics, are evaluated and traced in the fourth, sixth, and eighth grades in elementary/secondary schools. After controlling parents' educational levels, empirical results indicate that original nationalities of fathers have no consistent effects on children's educational achievements. As for mothers' influences, educational achievements of children with mothers from China show no remarkable differences from those with native mothers. However, the scores of children with mothers from South East Asia are significantly lower than those with native mothers in all three subjects. The differences of scores persist in the subjects of Chinese and mathematics, but do not get worse thereafter. However, the differences persist in the subject of English, and the gap continues broadening in subsequent grades.

Key Words: educational performance, children with denized parents, South East Asia, China, TASA