



學生學習態度及動機調查

Students' Academic Attitude and Motivation Questionnaire Survey

報告指引

Report Guidelines

A. 定義及例子 Definitions and Key Questions

(a) 早餐 Breakfast

- 問卷例子：

1) 一星期 7 天中，你有多少天吃早餐? (圈一個字母)

A. 從不或極少吃早餐 B. 1 天 C. 2 天 D. 3 天 E. 4 天 F. 5 天 G. 6 天 H. 7 天

2) 那些是平均每星期最少三次，你在早餐中進食的食品? (可圈多個字母)

- | | |
|-----------------------|---------------|
| A. 粥、粉、面、通粉、意粉、米粉 | B. 穀物(粟米片、麥片) |
| C. 麵包、蛋糕、三明治等烘培食品 | D. 肉腸、餐肉、火腿煙肉 |
| E. 即食麵、薯片、餅乾等方便食品 | F. 生果、蔬菜 |
| G. 牛奶、豆漿、酸奶、雞蛋、等蛋白質食品 | H. 鮮榨果汁 |
| I. 汽水及其他高糖份飲品 | |

- Key questions:

1) In 7 days of a week, how often do you have breakfast? (Circle a letter)

A. never or seldom have breakfast B. 1 day C. 2 days D. 3 days E. 4 days F. 5 days G. 6 days H. 7 days

2) Which of the following food do you take for breakfast for at least 3 times a week?

(Can circle more than one letter)

A. congee, rice noodles, noodles, Macaroni, spaghetti, bread

B. cereal (corn flakes, oatmeal)

C. bakery goods such as bread, cakes, sandwiches

D. sausages, luncheon meat, ham, bacon

E. convenience food, such as instant noodles, chips, biscuits

F. fruit, vegetables

G. high protein food such as milk, soy milk, Yoghurt, eggs

H. fresh fruit juice

I. soft drinks or other sweet drinks

(b) 內在動機 Intrinsic Motivation

- 定義：個體在沒有接受外在任何報酬情況下，持續參與在一個活動中，而個體投入在活動中的樂趣與快樂，本身就是一種內在的動因。內在動機也可以說是個體在執行一項活動中，活動本身以及參與過程中的愉悅與滿足感。

Definition: Intrinsic motivation involves engaging in behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward.

- 問卷例子: 喜歡閱讀有關 xx 科的東西，對 xx 科內容有興趣

Key Questions: Enjoy reading about xxx; interested in the things I learn in xxx

(c) 外在動機 Instrumental Motivation

- 定義：個體參加某一休閒活動是受到外來力量（金錢、名利、地位、獎盃等）的影響，當這些外在報酬消失時，個人參與該休閒活動的行為，便會消弱或停止

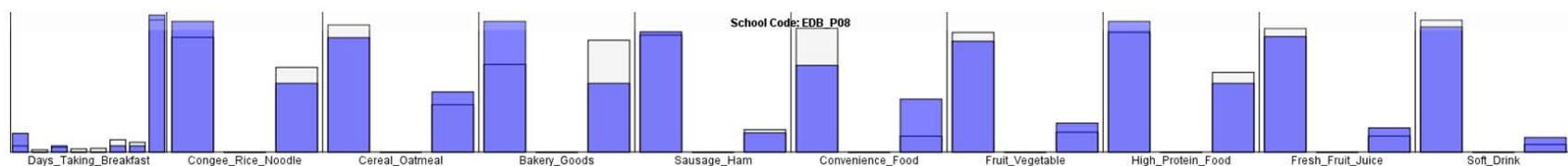
Definition: Instrumental motivation occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment.

- 問卷例子: 努力學習 xx 科是值得的，對我將來的工作學習有幫助

Key Questions: Making an effort in xxx is worth it because it will help me in the work and study that I want to do later on

B. 結果 Results

(a) 早餐 Breakfast



- 藍色區域： 貴校分佈情況
Blue region: Your school's distribution
 - 白色區域：全部參與學校的平均值*
White region: Mean of all participating schools
- *重疊部分亦會顯示為藍色
- 例子：如某數值是藍色高於白色，代表 貴校之數值高於全部參與學校的平均值。
Example: If a certain blue bar is higher than the white bar, it means your school value is higher than the mean of all participating schools on that variable.

從左至右：

From left to right:

Q1. 一星期中吃早餐的次數 (最左：從不；最右：7 天)

Days taking breakfast in a week (left: never; right: 7 days)

Q2. 早餐中進食的食品 (左：每星期進食少於三次；右：每星期進食三次或以上)

Food taken for breakfast (left: less than 3 times a week; right: at least 3 times a week)

- 粥、粉、面、通粉、意粉、米粉

Congee, rice noodle, noodles, macaroni, spaghetti

- 穀物(粟米片、麥片)

Cereal (corn flakes, oatmeal)

- 麵包、蛋糕、三明治等烘培食品

Bakery goods (e.g., bread, cakes, sandwich)

- 肉腸、餐肉、火腿煙肉

Sausage, luncheon meat, ham, bacon

- 即食麵、薯片、餅乾等方便食品

Convenience food (e.g., instant noodle, chips, biscuit)

- 生果、蔬菜 Fruit vegetable

- 牛奶、豆漿、酸奶、雞蛋、等蛋白質食品

High protein food (e.g., milk, soy milk, Yoghurt, egg)

- 鮮榨果汁

Fresh fruit juice

- 汽水及其他高糖份飲品

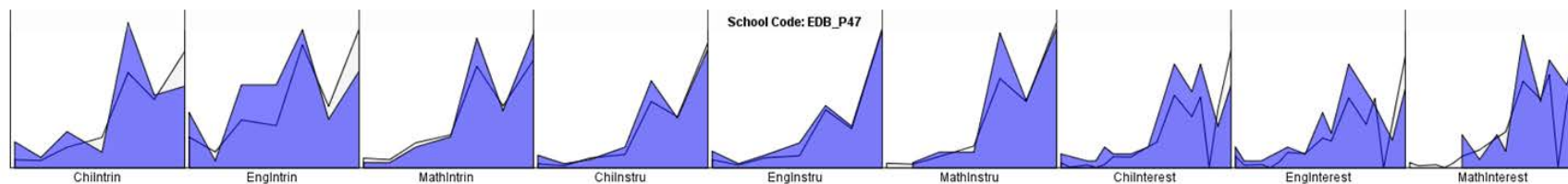
Soft drink or sweet drinks

(b) 內在動機與外在動機

Intrinsic Motivation and Instrumental Motivation

下圖顯示出 貴校在各科中的內在動機與外在動機分佈情況

The distribution of intrinsic and instrumental motivations by subjects of your school are shown in the graphs below.



- 藍色區域： 貴校分佈情況
Blue region: Your school's distribution
- 白色區域：全部參與學校的平均值*
White region: Mean of all participating schools

*重疊部分亦會顯示為藍色

- 例子：如某數值是藍色高於白色，代表 貴校之數值高於全部參與學校的平均值。
Example: If a certain blue bar is higher than the white bar, it means your school value is higher than the mean of all participating schools on that variable.

從左至右：

From left to right:

1. 各科的內在動機 Intrinsic motivation by subjects

-中文科 Chinese

-英文科 English

-數學科 Mathematics

2. 各科的外在動機 Instrumental motivation by subjects

-中文科 Chinese

-英文科 English

-數學科 Mathematics

3. 各科的總動機(內在 + 外在動機) Total Motivation by subjects (Intrinsic + Instrumental)

中文科 Chinese

-英文科 English

-數學科 Mathematics

(c) 各科的內在動機與外在動機關係

The Relationship between Intrinsic and Instrumental Motivation by Subjects

整體而言，數據顯示內在動機與外在動機呈正面關係。換句話說，如內在動機較高，外在動機亦會較高；反之亦然。

Data analyses showed a positive relationship between intrinsic and instrumental motivations in general. In other words, the higher the intrinsic motivation is, the higher the instrumental motivation is; and vice versa.

此關係已把相關學科成績的影響撇除在外，所以學生的內在及外在動機並沒有被成績好壞而影響。

The relationship has been controlled for the relevant TSA scores. Hence, the effect of TSA scores on intrinsic and instrumental motivations has been taken out.

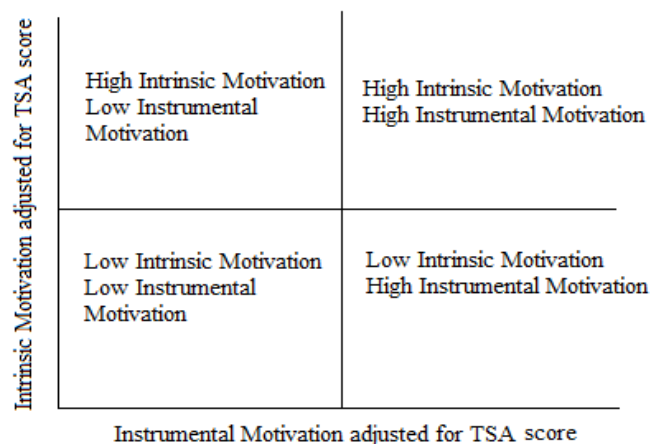
可是，此關係只是相關性而非因果性的，我們不能單憑現有數據定下內在動機與外在動機的因果關係。

However, please note that the relationship is correlational, not causal. We cannot draw any causal relationship between intrinsic and instrumental motivations based on the present data.

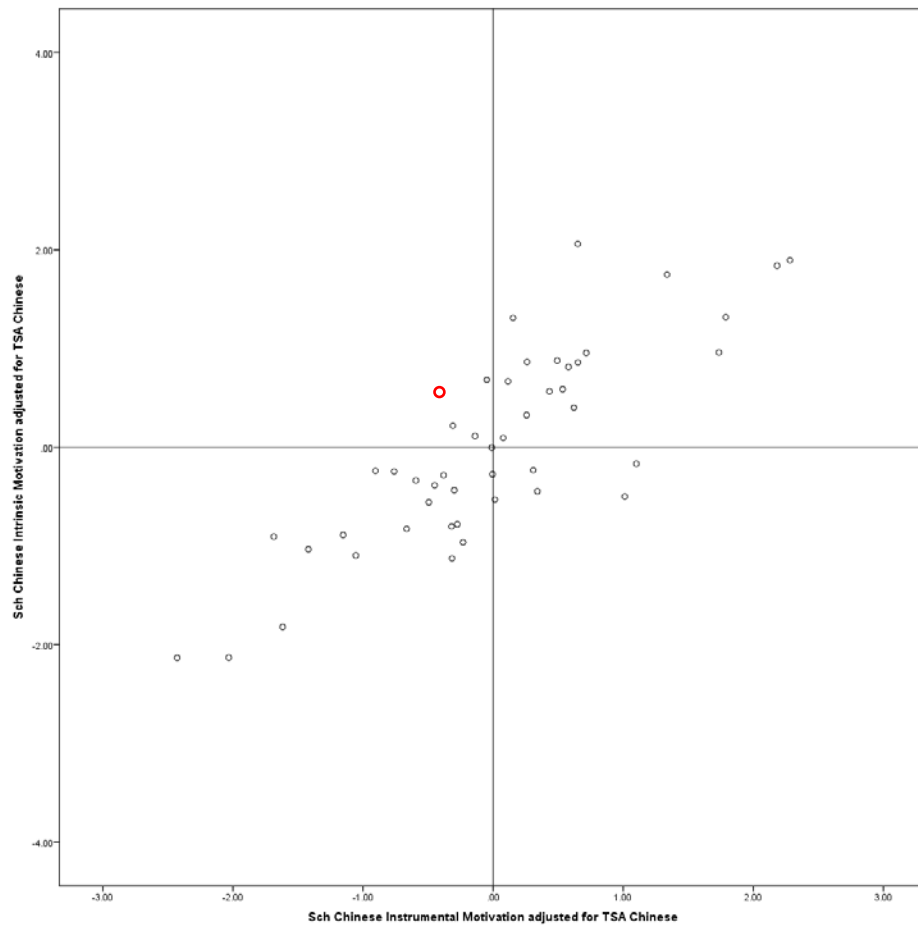
下列各圖顯示出全部參與學校的學生在各科中的內在動機與外在動機分佈，紅點為 貴校學生的數值。

The relationships between intrinsic and instrumental motivations by subjects of all participating schools are shown in the graphs below. The values of your school are indicated by the red dots.

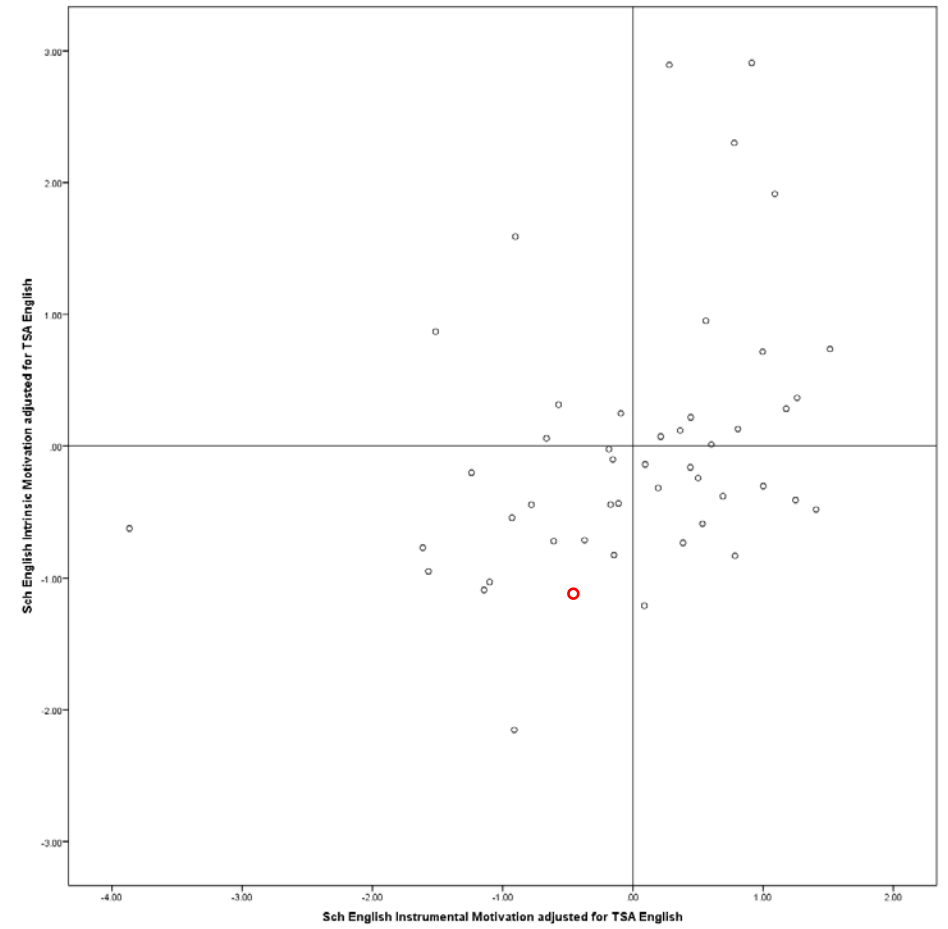
說明 Illustration:



中文科
Chinese



英文科
English



數學科
Mathematics

