



## 學生學習態度及動機調查

## Students' Attitude and Motivation in Study Questionnaire Survey

## 學校報告 (閱讀指南)

## School Report (Reading Guide)

## A. 問卷題目及相關概念解釋 Questionnaire Items and Explanation of Related Constructs

## (a) 九級分佈 9 Bands in Distribution

- 解釋：為了方便比較及理解，我們按照每一年級的學生/家長答題分佈把學生/家長答案分為 9 個等級，如下：  
Explanation: for ease of comparison and public understanding, we divide students'/parents' responses into 9 bands according to students'/parents' response distribution at each educational level as follows

描述 Description	等級 Level	100 人中排名位置(百分位) Rank in 100 people (Percentile)
十分高 Very High	9	96 及以上 96 and above
高於平均 Above Average	8	90-95
	7	77-89
平均 Average	6	60-76
	5	40-59
	4	23-39
低於平均 Below Average	3	11-22
	2	4-10
十分低 Very Low	1	3 及以下 3 and below

- 例子：問卷中間及「你是否在香港出生？若不是，你到香港居住時是幾歲？」，答案包括 1 = 「在香港出生」…… 9 = 「不是在香港出生並在 12 歲或以上到香港」；所以如果一所學校有較高百分比的學生在高等級(如等級 7,8,9)，與其他同年級學校比較的話，這所學校有較多學生並非在本港出生，並且在較年長時才到香港。相反，如一所學校有較高百分比的學生在低等級(如等級 1,2,3)，與其他同年級學校相比，這所學校則有較多學生在香港出生

Example: in the questionnaire, we asked 'Were you born in Hong Kong? If NOT, how old were you when you arrived in Hong Kong?', answers included 1 = 'born in HK' ...9 = 'Not born in HK, arrived in HK at 12 years old or older'; so a school with a high % of students in high bands (e.g., Bands 7, 8, 9), then that school (as compared to other schools at the same grade level) has a lot of students who arrived in Hong Kong at older ages. In contrast, a school with a high % in the low bands has a lot of students born in Hong Kong as compared to other schools in Hong Kong

## (b) 圖表說明 Instruction on Graphs

- 本報告的所有圖表可分為以下兩類：

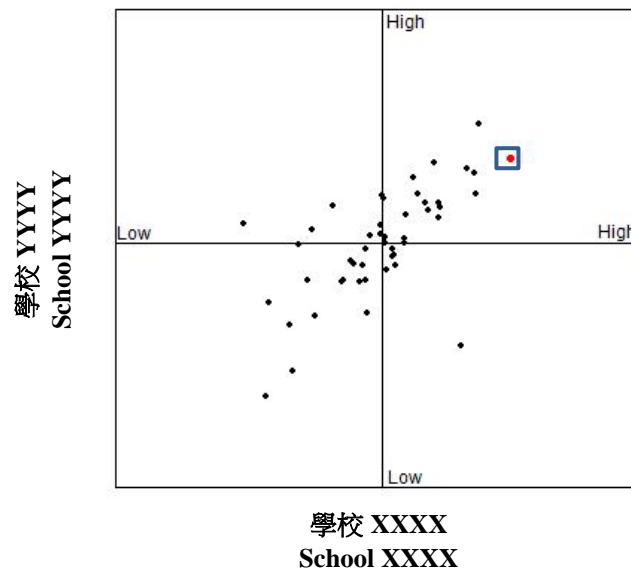
There are two types of graphs in the school report as shown below:

### (a) 學校 XXXX 與學校 YYYY 的關係

#### The Relationship between School XXXX and School YYYY

以下圖表顯示出全部參與學校在 XXXX 與 YYYY 的關係中的分佈，每一個黑點代表一間學校，而圖中紅點(以方格顯示)則為貴校的數值(即貴校所有學生的平均數值)。

The relationships between XXXX and YYYY of all participating schools are shown in the attached school graphs, each dot represents one school, and the value of your school (average of all students in your school) is indicated by the red dot (square box).

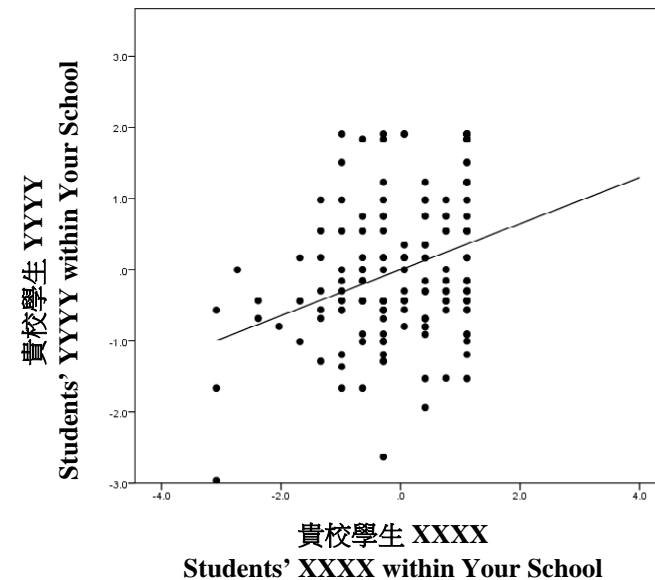


### (b) 學生 XXXX 與學生 YYYY 的關係

#### The Relationship between Student XXXX and Student YYYY

以下圖表(參見附件)顯示出 貴校學生在 XXXX 與 YYYY 的關係中的分佈，每一個黑點代表貴校的一名學生。

The relationships between students' XXXX and YYYY within your school are shown in the attached school graphs, each dot represents the value of each student in your school.



**(c) 內在動機 Intrinsic Motivation**

- 解釋：沒有接受外在任何報酬，而是由活動中的樂趣與快樂所驅使，並且享受活動本身以及參與過程中的愉悅與滿足感  
Explanation: students engage in behavior driven by the joy and pleasure in participating rather than for some external reward
- 相關問卷題目：我喜歡閱讀有關.....科的東西；我對.....科內容有興趣  
Related questions in the questionnaire: I enjoy reading about .....; I am interested in the things I learn in .....

**(d) 工具性/認同性動機 Instrumental/Identified Motivation**

- 解釋：學生看到學習該學科，對他們未來升學、就業或其他人生目標有好處和重要  
Explanation: students see the benefits or importance of understanding the subject for their future studies, careers or other future life goals
- 相關問卷題目：努力學習.....科是值得的，對我將來的工作和學習有幫助；.....科對我來說是重要的，它對我將來學習有幫助  
Related questions in the questionnaire: making an effort in..... is worth it because it will help me in the work and study that I want to do later on; ..... is an important subject for me because I need it for what I want to study later on

**(e) 社會經濟地位 Socio-economic Status (社經地位 SES)**

- 解釋：家庭的社會及經濟地位指標（家庭收入、父母教育程度及職業）  
Explanation: an indicator of a student's family background (family income, parental educational level, and parental job status)
- 相關問卷題目：家庭收入；父親及母親教育水平；父親及母親職業  
Related questions in the questionnaire: family income; fathers' & mothers' educational levels; fathers' & mothers' job status

**(f) 學習的重要性 Importance of Studies**

- 解釋：學生認為學習有多重要

Explanation: how important students perceive studying is

- 相關問卷題目：努力學習能讓我更容易找到好的工作/升讀好的大學；我喜歡有好成績：在學校努力學習很重要

Related questions in the questionnaire: trying hard at school will help me get a good job/get into a good university; I enjoy receiving good marks; trying hard at school is important

**(g) 學習焦慮 Anxiety in Studies**

- 解釋：學生在中文、英文及數學科中感受到與學業相關的焦慮

Explanation: the academically related anxiety students experience in Chinese, English and Mathematics

- 相關問卷題目：我時常擔心.....堂的內容很艱深；做.....科功課的時候，我變得非常緊張；做.....科問題時，我會感到很不安；我感到無能力做.....問題

Related questions in the questionnaire: I often worry that it will be difficult for me in ..... classes; I get very tense when I have to do ..... homework; I get very nervous doing ..... problem; I feel helpless when doing a ..... problem

**(h) 自我概念 Self-concept**

- 解釋：學生如何看待自己的中文、英文及數學科學習表現

Explanation: how students think about, evaluate, or perceive themselves with respect to their academic performance in Chinese, English and Mathematics

- 相關問卷題目：我的.....總是不好；我的.....科分數很高；我能夠很快地學習.....；上.....課時，再艱深的內容我也能明白

Related questions in the questionnaire: I am just not good at .....; I get good marks in .....; I learn ..... quickly; in my .....class, I understand even the most difficult work

**(i) 補課/補習 Additional Classes/Tutorials**

- 解釋：學生在課堂以外的額外補課、補習或學習

Explanation: the amount of time spent on extra lessons students receive out of normal school class

- 相關問卷題目：在課堂以外的時間，包括在學校、家裡或其他地方，每星期進行補課、補習或學習活動的時間

Related questions in the questionnaire: the amount of time spent per week attending out-of-school-time lessons at school, home, or somewhere else as extra time learning outside normal school hours

## B. 結果 Results

### (a) 學生及家長答案的分佈

#### **Distribution of Students' and Parents' Responses**

貴校表格(參見附件)顯示了貴校學生/家長以上述九級劃分的答案百分比分佈。請參閱上述九級分佈解釋來詮釋貴校結果。

The attached table shows the percentage distribution of your students' and their parents' responses to each question in the questionnaire, using the 9-band scale described earlier. Please refer to the explanation of the 9 bands when interpreting the results

### (b) 各科的學校內在動機與學校工具性動機關係

#### **The Relationship between School Intrinsic and School Instrumental Motivation by Subjects**

整體而言，數據顯示內在動機與工具性動機呈正關係。換句話說，內在動機較高，工具性動機亦會較高；反之亦然。

Data analyses showed a general positive relationship between intrinsic and instrumental motivations. In other words, the higher the intrinsic motivation the students (or schools) have, the higher the instrumental motivation they also have; and vice versa

此關係已把相關學科成績的影響撇除在外，所以圖中學生的內在及工具性動機並沒有被成績好壞而影響。貴校學生的內在與工具性動機數值，是與相似學業成績的學校比較。

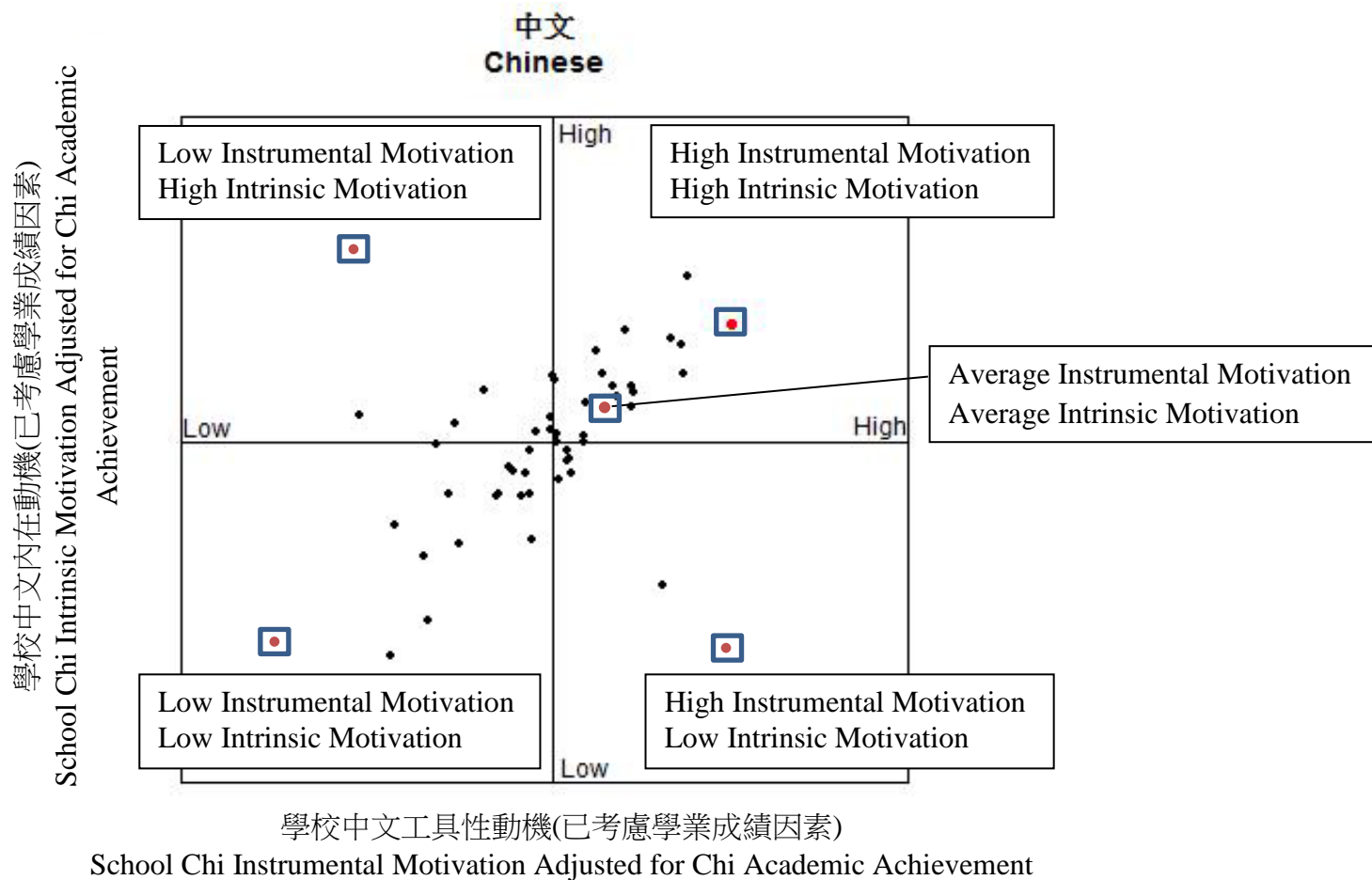
The relationship has been controlled for the relevant academic achievement. Hence, the effect of academic achievement on intrinsic and instrumental motivations has been removed. The intrinsic and instrumental motivations shown on the graph are values as compared to schools with similar academic achievement

貴校圖表(參見附件)顯示出全部參與學校的學生在各科中的內在動機與工具性動機分佈。圖中紅點(以方格表示)為貴校平均的數值。

The relationships between intrinsic and instrumental motivations by subjects of all participating schools are shown in the attached school graphs. The values of your school (average of all students in the school) are indicated by the red (square box) dot

說明 **Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to representing 5 hypothetical schools.





(c) 學生學習動機與學生學業成績的關係

The Relationship between Student Total Motivation and Student Academic Achievement

說明 Illustration:

例子 A 展示了一所高學業成績的學生大多是有高學習動機的學校；它的最佳擬合線(Best-fit line)較斜。

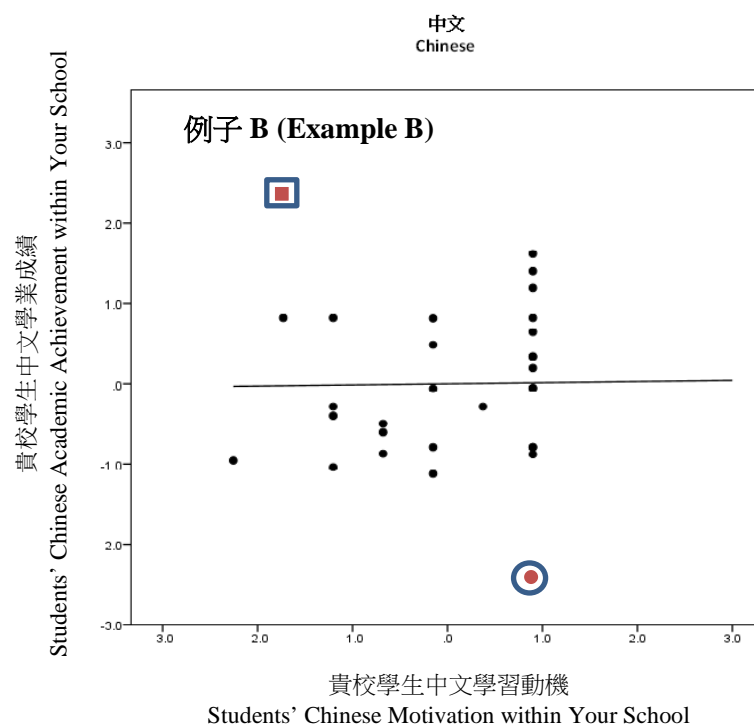
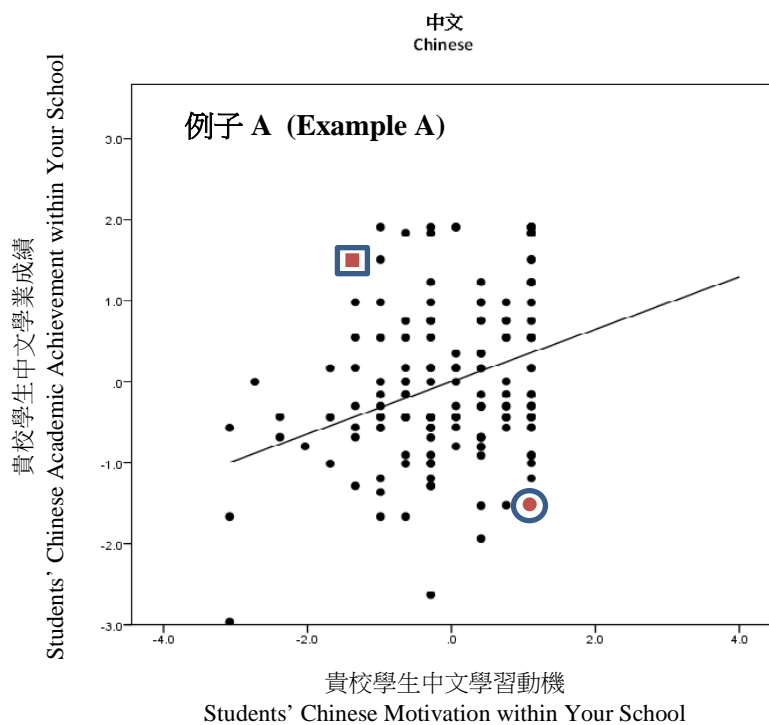
例子 B 則展示了一所高學業成績的學生不一定有高學習動機(可能是被迫溫習)的學校；它的最佳擬合線較平(表示學習動機及學業成績沒有關係)。

Example A shows a school with high achievement students being mostly highly motivated; hence, it has a steeper slope.

Example B shows a school with high achievement students not necessarily highly motivated (e.g., being forced to study); hence, it has a close to horizontal slope (i.e., total motivation and academic achievement are unrelated).

圓點 = 高學習動機但低學業成績的學生(可能是缺乏讀書技巧)；正方形 = 低學習動機但高學業成績的學生

Circle = low achievement with high motivation (probably study skill is very weak); Square = high achievement with low motivation



#### (d) 學生社經地位與學生學業成績的關係

##### The Relationship between Student SES and Student Academic Achievement

###### 說明 Illustration:

例子 A 展示了一所沒有提供足夠支援予低社經地位學生的學校，低社經地位學生的學業成績比高社經地位學生較差；它的最佳擬合線(Best-fit line)較斜。

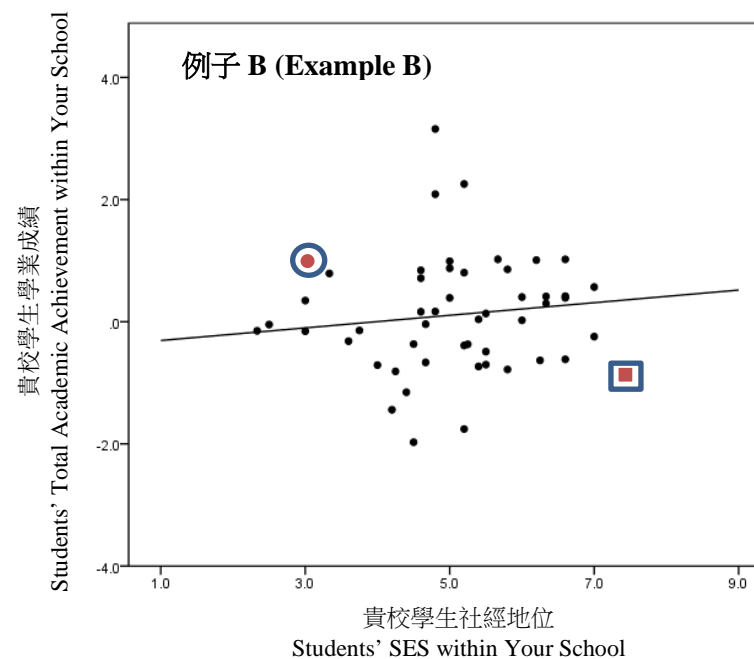
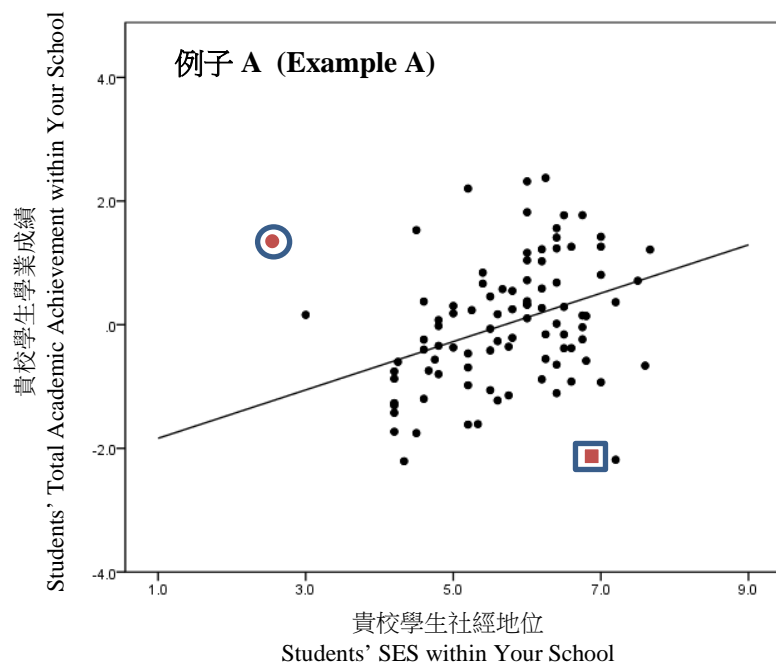
例子 B 則展示了一所提供了充足支援予低社經地位學生的學校，從而有助他們的學業成績達到高社經地位學生的水平；它的最佳擬合線較平(表示社經地位及學業成績沒有關係)。

**Example A** shows a school with insufficient support to low SES students who are performing worse than high SES students; hence, it has a steeper slope.

**Example B** shows a school with good support to low SES students who are performing as good as high SES students; hence, it has a close to horizontal slope (i.e., SES and academic achievement are unrelated).

圓點 = 低社經地位但高學業成績的學生；正方形 = 高社經地位但低學業成績的學生

Circle = a student with low SES but high academic achievement; Square = a student with high SES but low academic achievement



(e) 學生學習的重要性與學生學業成績的關係

The Relationship between Student Importance of Studies and Student Academic Achievement

說明 Illustration:

例子 A 展示了一所高學業成績的學生大多認為學習是很重要的學校；它的最佳擬合線(Best-fit line)較斜。

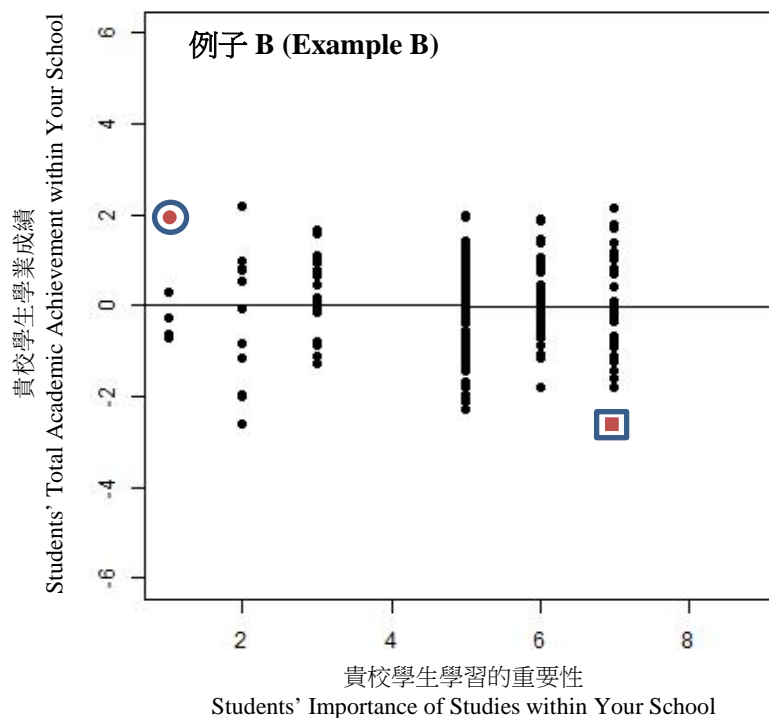
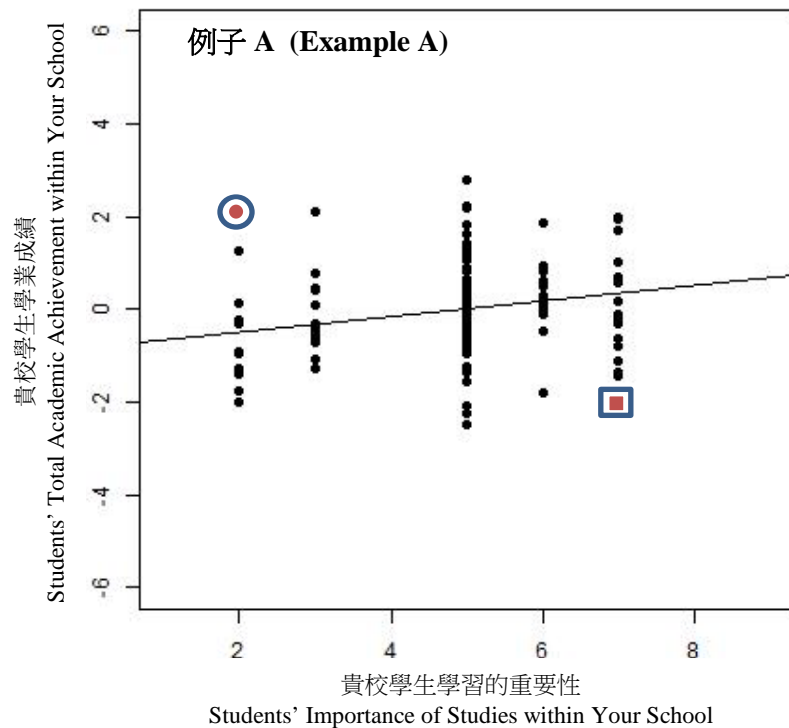
例子 B 則展示了一所高學業成績的學生不一定認為學習是很重要的學校；它的最佳擬合線較平(表示學習的重要性及學業成績沒有關係)。

**Example A** shows a school with high achieving students perceiving studying as important; hence, it has a steeper slope.

**Example B** shows a school with high achieving students not necessarily perceiving studying as important; hence, it has a close to horizontal slope (i.e., achievement and perceived importance of study are unrelated).

圓點 = 低學習重要性但高學業成績的學生；正方形 = 高學習重要性但低學業成績的學生

Circle = a student with low perceived importance of studies but high academic achievement; Square = a student with high perceived importance of studies but low academic achievement



(f) 學生學習焦慮與學生學業成績的關係

The Relationship between Student Anxiety in Studies and Student Academic Achievement

說明 Illustration:

例子 A 展示了一所高學業成績的學生大多是低學習焦慮的學校；它的最佳擬合線(Best-fit line)較斜。

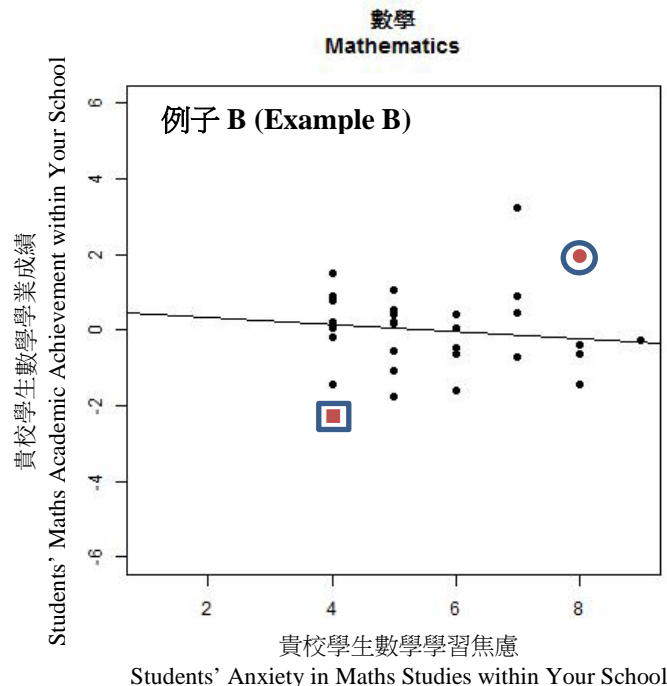
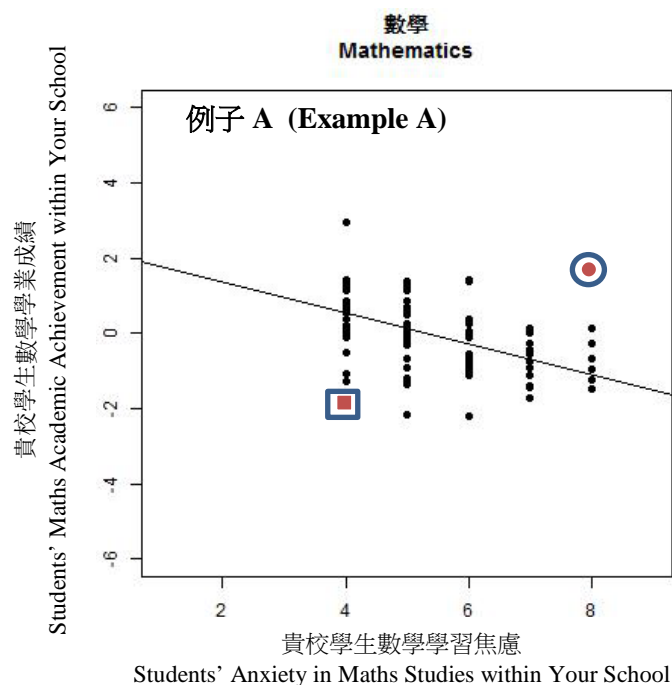
例子 B 則展示了一所高學業成績的學生不一定是低學習焦慮的學校；它的最佳擬合線較平(表示學習焦慮及學業成績沒有關係)。

**Example A** shows a school with high achieving students experiencing low level of anxiety in studies; hence, it has a steeper slope.

**Example B** shows a school with high achieving students not necessarily experiencing low level of anxiety in studies; hence, it has a close to horizontal slope (i.e., anxiety and academic achievement are unrelated).

圓點 = 高學習焦慮但高學業成績的學生；正方形 = 低學習焦慮但低學業成績的學生

Circle = a student with high level of anxiety but high academic achievement; Square = a student with low level of anxiety but low academic achievement



(g) 學生自我概念與學生學業成績的關係

The Relationship between Student Self-concept and Student Academic Achievement

說明 Illustration:

例子 A 展示了一所高學業成績的學生大多是自我概念良好的學校；它的最佳擬合線(Best-fit line)較斜。

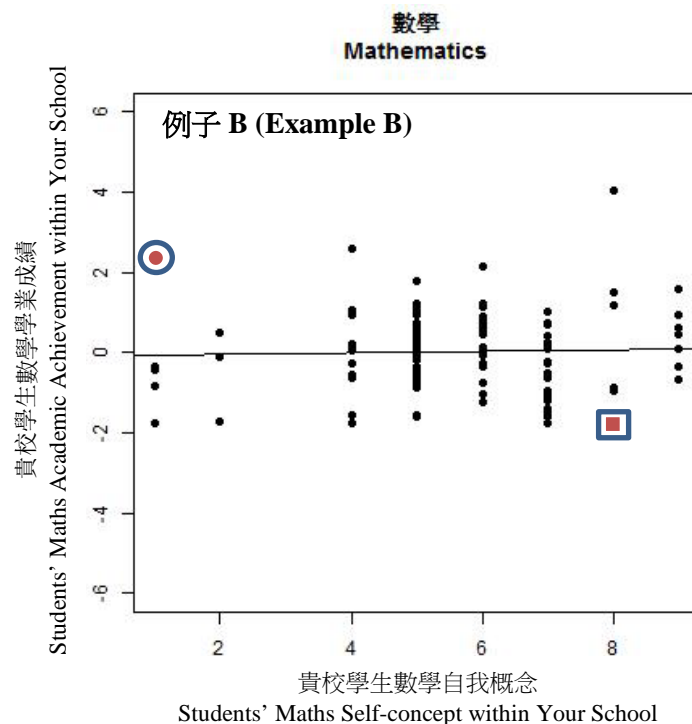
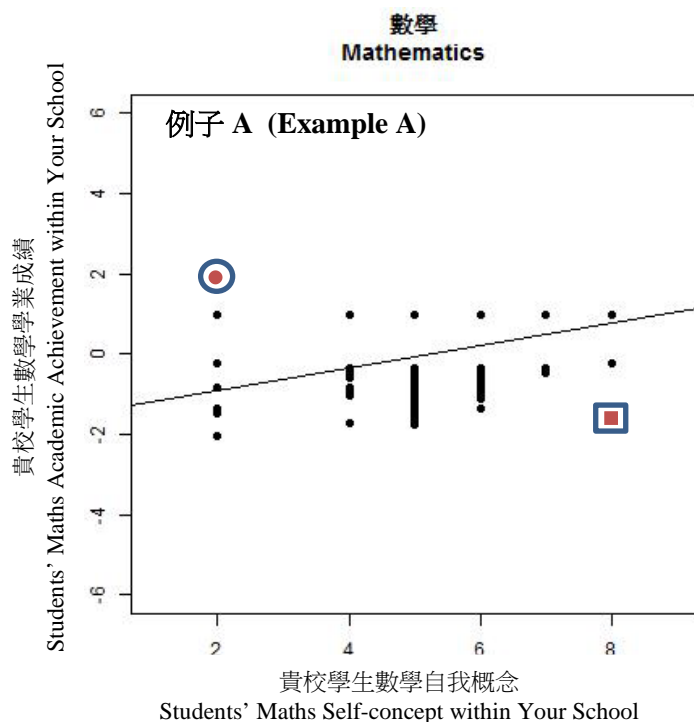
例子 B 則展示了一所高學業成績的學生不一定是自我概念良好的學校；它的最佳擬合線較平(表示自我概念及學業成績沒有關係)。

**Example A** shows a school with high achieving students having a high self-concept; hence, it has a steeper slope.

**Example B** shows a school with high achieving students not necessarily having a high self-concept; hence, it has a close to horizontal slope (i.e., self-concept and academic achievement are unrelated).

圓點 = 自我概念差但高學業成績的學生；正方形 = 自我概念良好但低學業成績的學生

Circle = a student with low self-concept but high academic achievement; Square = a student with high self-concept but low academic achievement



(h) 學生補課/補習(中文、英文、數學科)與學生學業成績的關係

The Relationship between Student Additional Classes/Tutorials (Chinese, English, Maths) and Student Academic Achievement

說明 **Illustration:**

例子 A 展示了一所高學業成績的學生大多是參與較多補課/補習班(中文、英文、數學科)的學校；它的最佳擬合線(Best-fit line)由左至右向上傾斜。

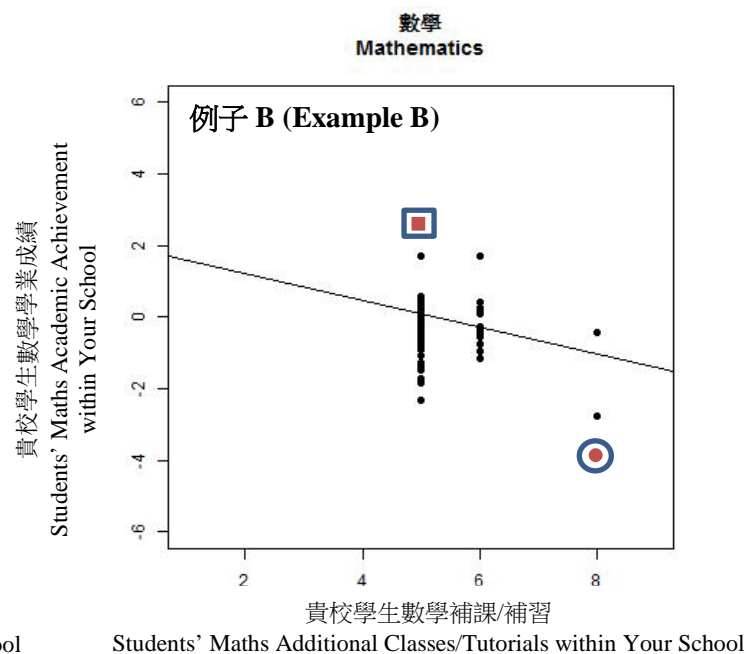
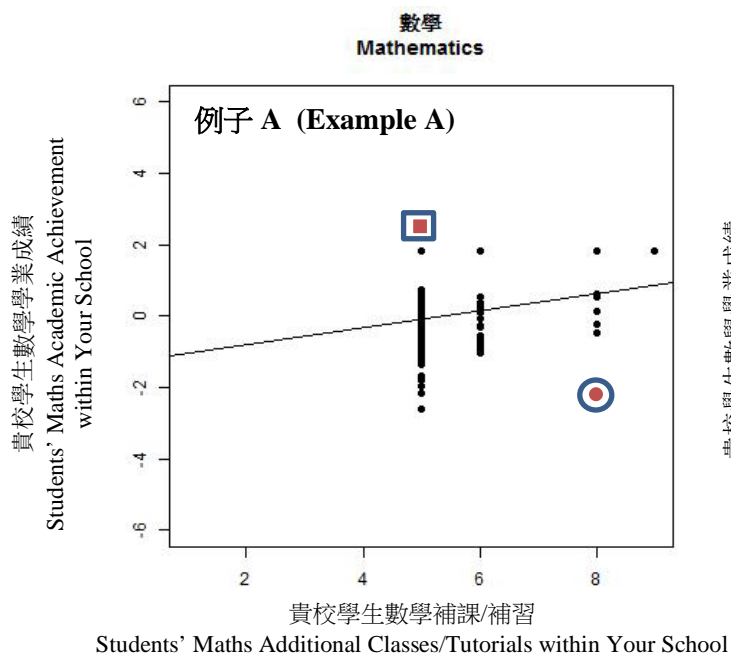
例子 B 則展示了一所低學業成績的學生參與較多補課/補習班(中文、英文、數學科)的學校；它的最佳擬合線由左至右向下傾斜。

**Example A** shows a school with high achieving students attending more additional classes/tutorials (Chinese, English, Mathematics); hence, it has an upward-sloping line.

**Example B** shows a school with low achieving students attending more additional classes/tutorials (Chinese, English, Mathematics); hence, it has a downward-sloping line.

圓點 = 多補課/補習但學業成績低的學生；正方形 = 少補課/補習但學業成績高的學生

Circle = a student attending additional classes/tutorials but low academic achievement; Square = a student attending few additional classes but high academic achievement



(i) 學生補課/補習(其他科目)與學生學業成績的關係

The Relationship between Student Additional Classes/Tutorials (Other subjects) and Student Academic Achievement

說明 Illustration:

例子 A 展示了一所高學業成績的學生大多是參與較多補課/補習班(其他科目)的學校；它的最佳擬合線(Best-fit line)由左至右向上傾斜。

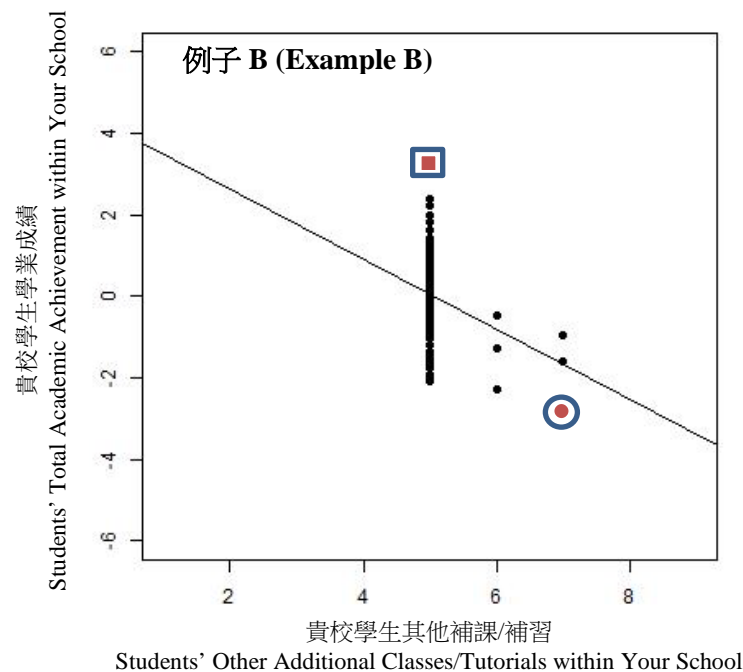
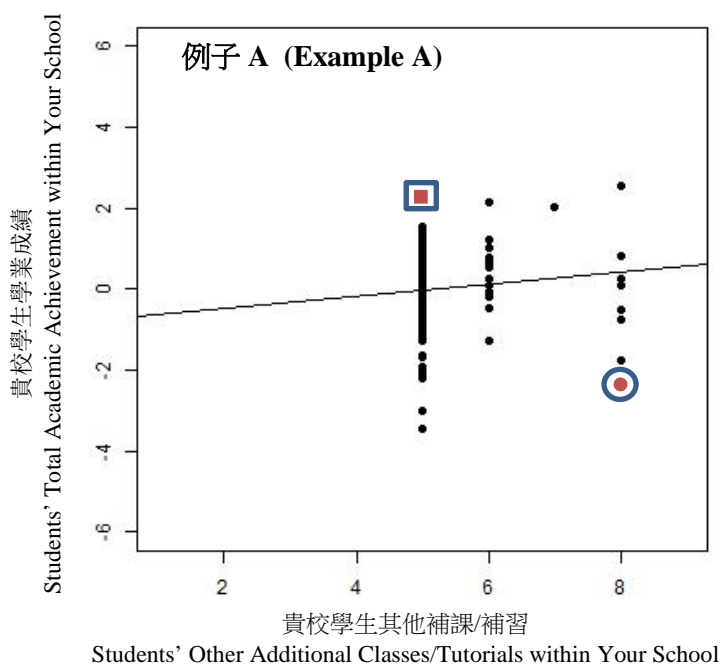
例子 B 則展示了一所低學業成績的學生參與較多補課/補習班(其他科目)的學校；它的最佳擬合線由左至右向下傾斜。

**Example A** shows a school with high achieving students attending more additional classes/tutorials (Other subjects); hence, it has an upward-sloping line.

**Example B** shows a school with low achieving students attending more additional classes/tutorials (Other subjects); hence, it has a downward-sloping line.

圓點 = 多補課/補習但學業成績低的學生；正方形 = 少補課/補習但學業成績高的學生

Circle = a student attending additional classes/tutorials but low academic achievement; Square = a student attending few additional classes but high academic achievement



(j) **學校學習動機與學校學業成績的關係** (只適用於中學)

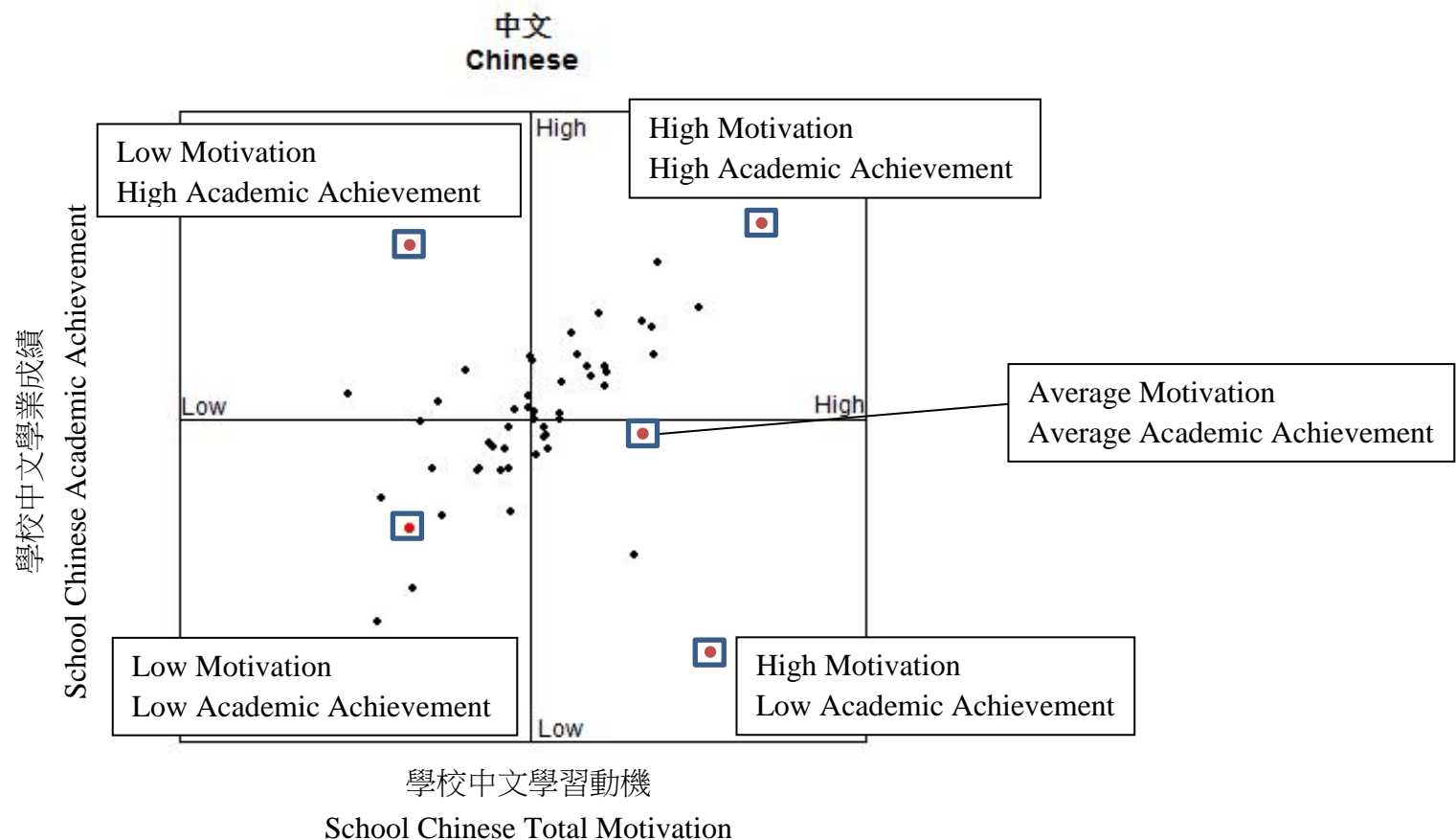
**The Relationship between School Total Motivation and School Academic Achievement (For Secondary Schools Only)**

貴校圖表(參見附件)顯示出全部參與學校的在各科中的學校學習動機與學校學業成績分佈。圖中紅點(圓點)為貴校的數值。

The relationships between schools' total motivation and academic achievement of all participating schools are shown in the attached school graphs. The value of your school is indicated by the red dot (circle).

**說明 Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to represent 5 hypothetical schools.





(k) **學校**社經地位與**學校**學業成績的關係 (只適用於中學)

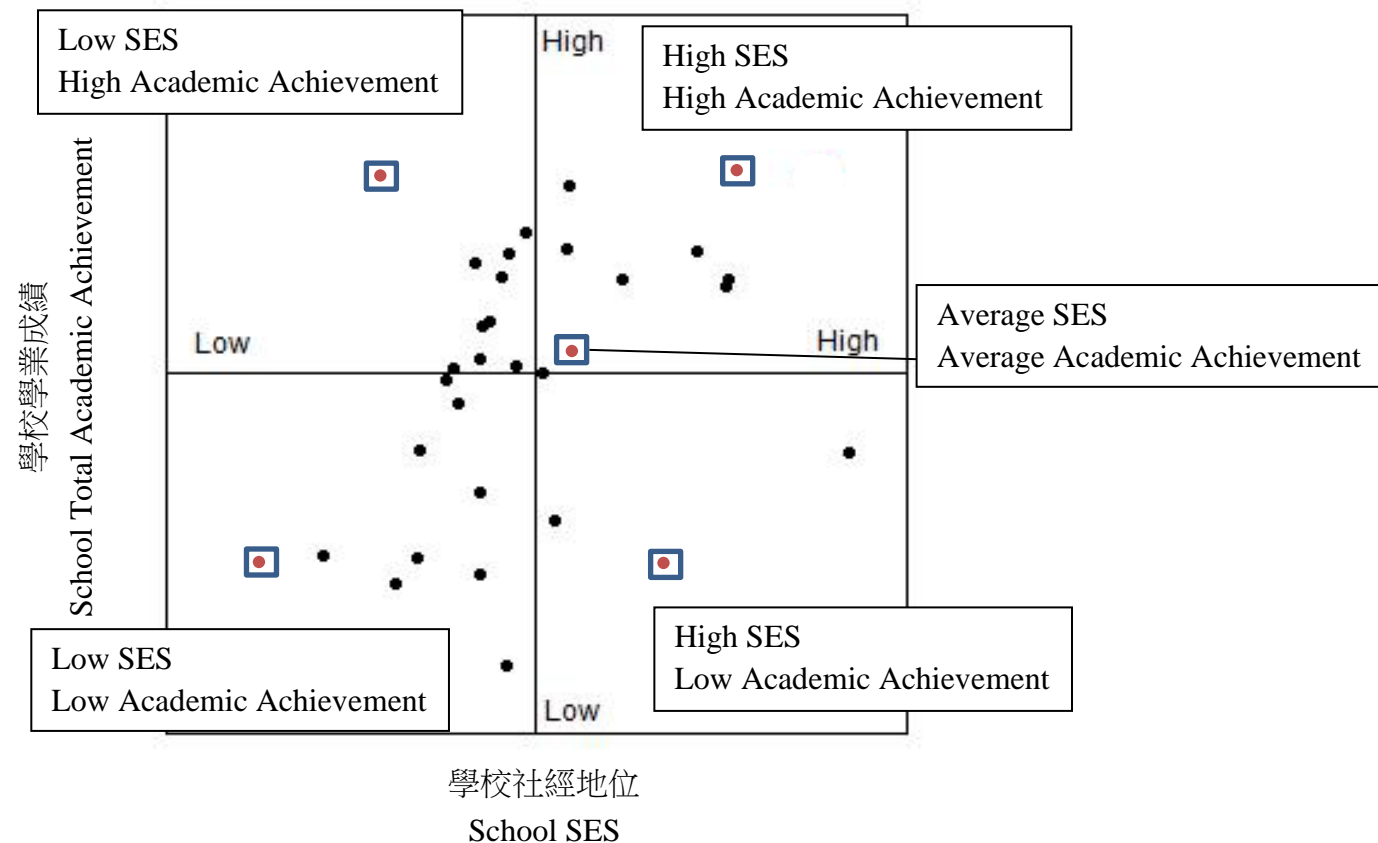
The Relationship between **School** SES and **School** Academic Achievement (For Secondary Schools Only)

貴校圖表(參見附件)顯示出全部參與學校的學校社經地位與學校學業成績分佈。圖中紅點(圓點)為貴校的數值。

The relationships between schools' SES and academic achievement of all participating schools are shown in the attached school graphs. The value of your school is indicated by the red dot (circle).

說明 **Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to representing 5 hypothetical schools.



① 學校學習的重要性與學校學業成績的關係 (只適用於中學)

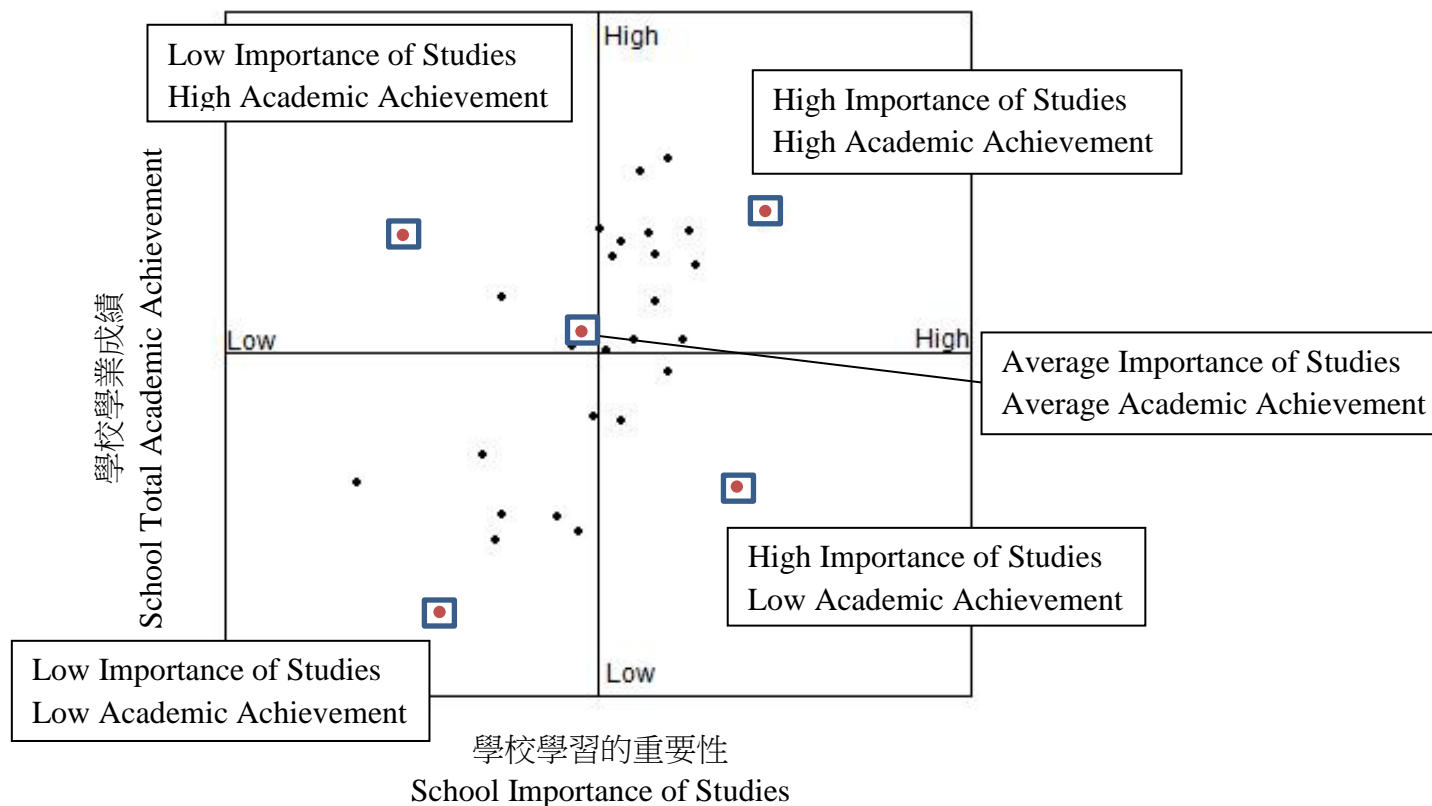
The Relationship between School Importance of Studies and School Academic Achievement (For Secondary Schools Only)

貴校圖表(參見附件)顯示出全部參與學校的學校學習重要性與學校學業成績分佈。圖中紅點(圓點)為貴校的數值。

The relationships between schools' average perceived importance of studies and school average academic achievement of all participating schools are shown in the attached school graphs. The value of your school is indicated by the red dot (circle).

說明 **Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to representing 5 hypothetical schools.



(m) 學校學習焦慮與學校學業成績的關係 (只適用於中學)

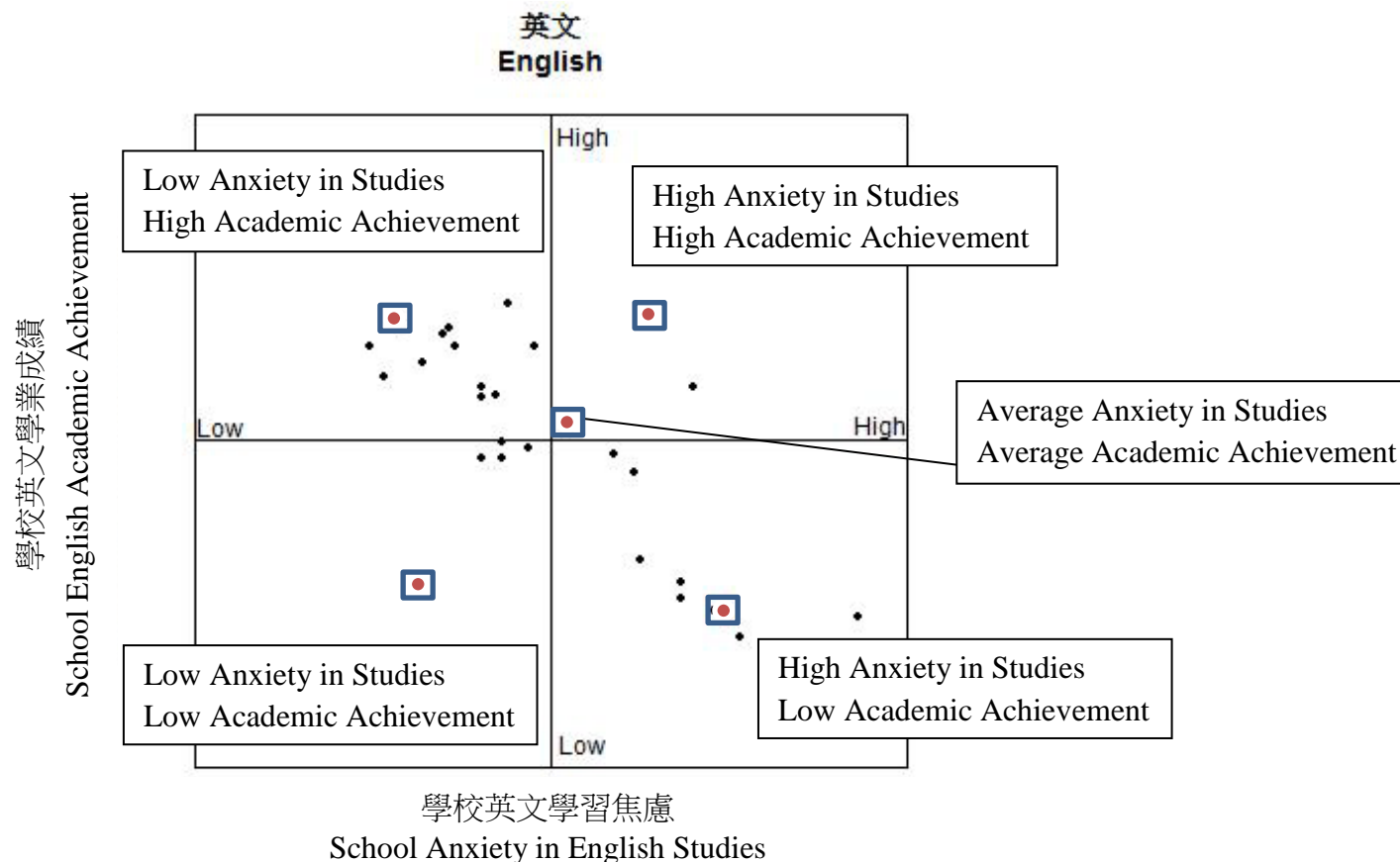
The Relationship between School Anxiety in Studies and School Academic Achievement (For Secondary Schools Only)

貴校圖表(參見附件)顯示出全部參與學校的學校學習焦慮與學校學業成績分佈。圖中紅點(圓點)為貴校的數值。

The relationships between schools' anxiety in studies and academic achievement of all participating schools are shown in the attached school graphs. The value of your school is indicated by the red dot (circle).

說明 **Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to representing 5 hypothetical schools.



(n) 學校自我概念與學校學業成績的關係 (只適用於中學)

The Relationship between School Self-concept and School Academic Achievement (For Secondary Schools Only)

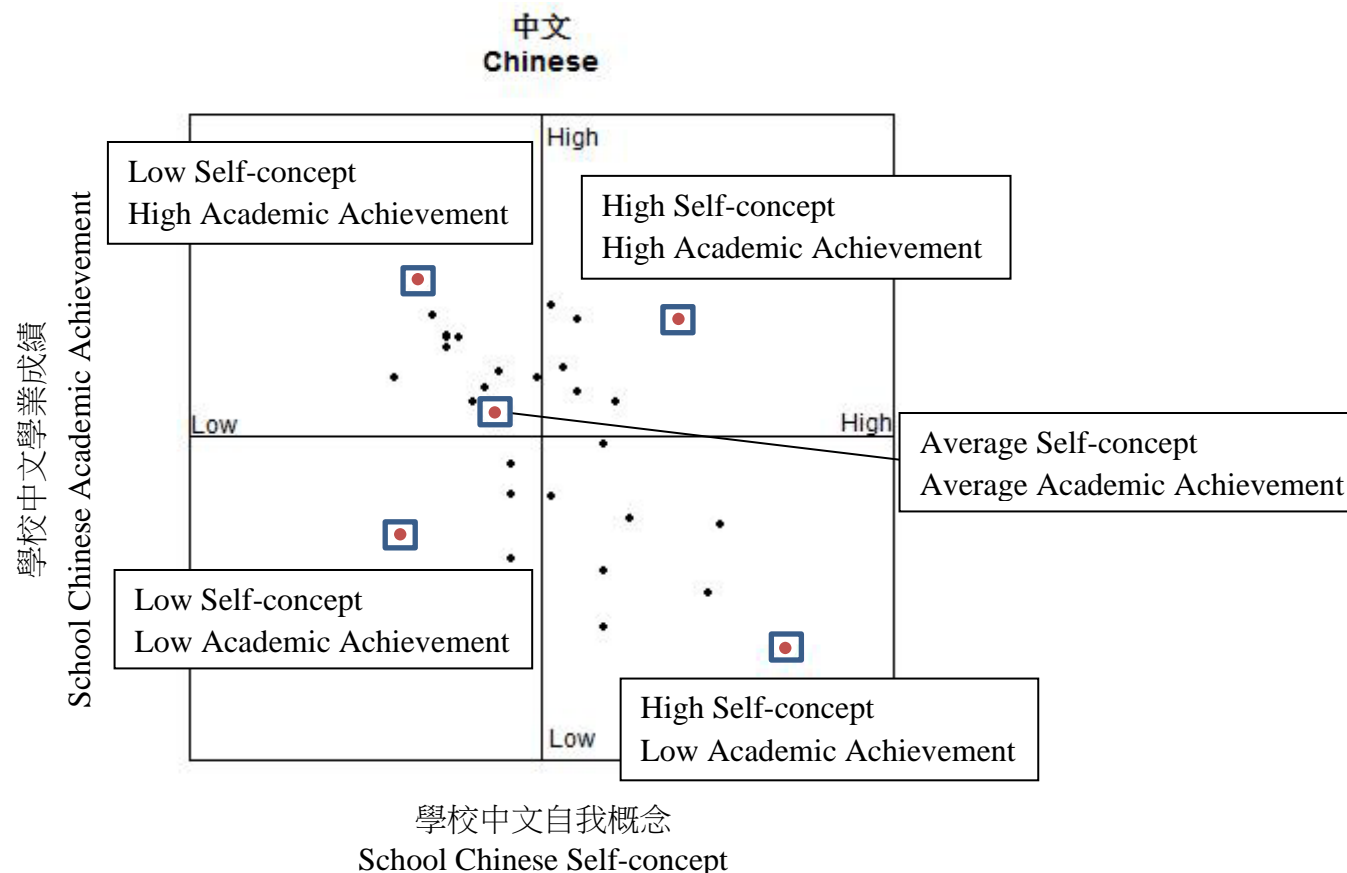
貴校圖表(參見附件)顯示出全部參與學校的學校自我概念與學校學業成績分佈。圖中紅點(圓點)為貴校的數值。

The relationships between schools' self-concept and academic achievement of all participating schools are shown in the attached school graphs.

The value of your school is indicated by the red dot (circle).

說明 **Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to representing 5 hypothetical schools.



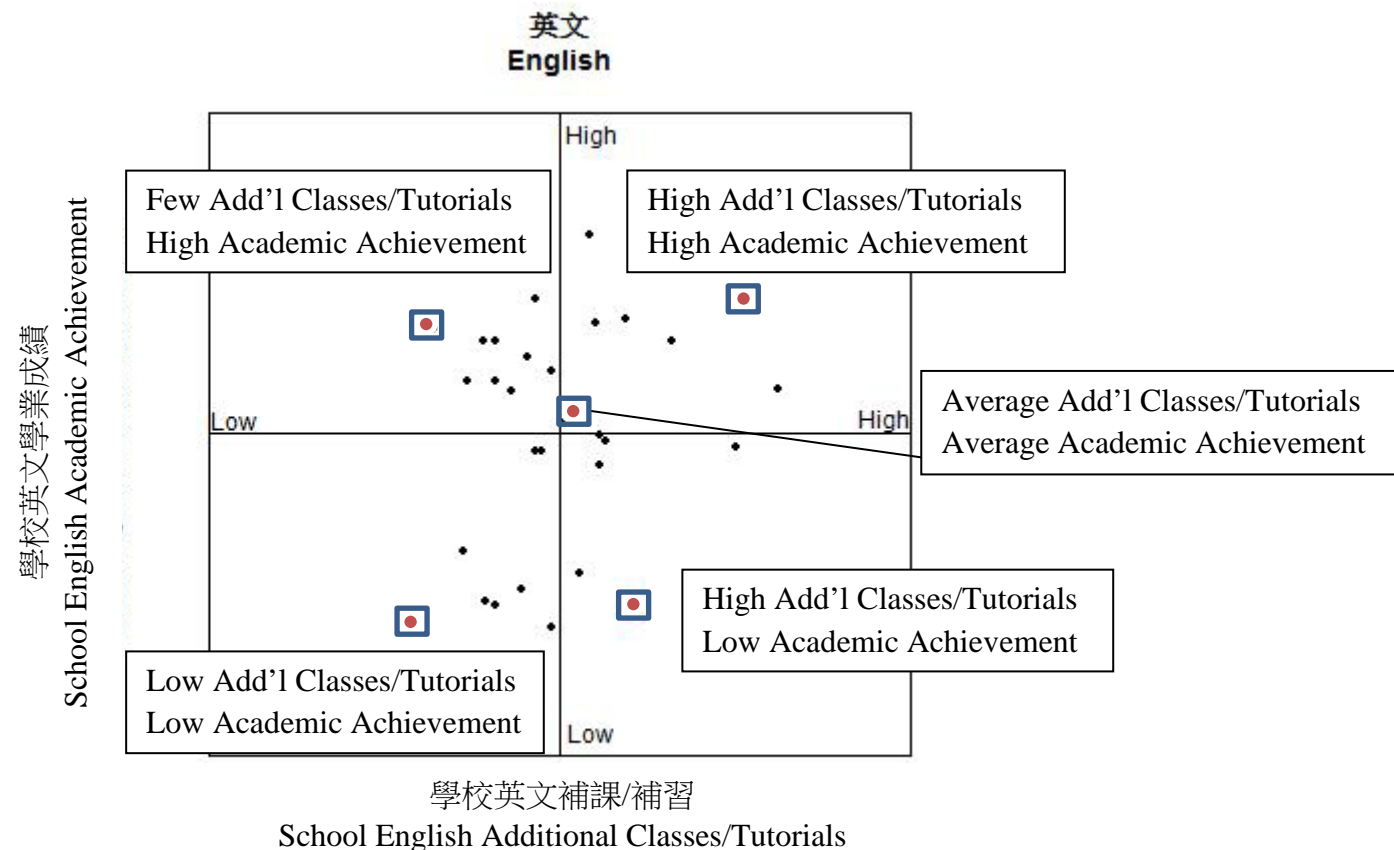
(o) 學校補課/補習(中文、英文、數學科)與學校學業成績的關係 (只適用於中學)

**The Relationship between School Additional Classes/Tutorials (Chinese, English, Mathematics) and School Academic Achievement (For Secondary Schools Only)**

貴校圖表(參見附件)顯示出全部參與學校的學校補課/補習(中文、英文、數學科)與學校學業成績分佈。圖中紅點(圓點)為貴校的數值。  
The relationships between schools' additional classes/tutorials (Chinese, English, Mathematics) and academic achievement of all participating schools are shown in the attached school graphs. The value of your school is indicated by the red dot (circle).

**說明 Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to representing 5 hypothetical schools.



(p) **學校補課/補習(其他科目)與學校學業成績的關係 (只適用於中學)**

**The Relationship between School Additional Classes/Tutorials (Other subjects) and School Academic Achievement (For Secondary Schools Only)**

貴校圖表(參見附件)顯示出全部參與學校的學校補課/補習(其他科目)與學校學業成績分佈。圖中紅點(圓點)為貴校的數值。

The relationships between schools' additional classes/tutorials (other subjects) and academic achievement of all participating schools are shown in the attached school graphs. The value of your school is indicated by the red dot (circle).

**說明 Illustration:**

下圖以五點(圓點)代表五間虛構學校。The following graph uses 5 dots (circles) to representing 5 hypothetical schools.

