

國小學童課後托育、補習才藝與學業成就、行為適應 之關係-以大里市為例

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摘要

本研究主旨在了解大里市國小學童課後托育與補習才藝經驗，並探討其經驗與學童在校成績與行為適應之間的關係。研究目標包括：

- (一) 描述大里市國民小學二、四、六年級學童參與課後托育與補習才藝之現況
- (二) 探討參與課後托育、補習才藝與兒童、家庭選擇因素的關係
- (三) 探討控制孩童與家庭選擇因素之後，參與課後托育、補習才藝與學童學業成就、行為適應的關係

研究結果發現參與此研究的 479 位學童中，有參加課後托育（包括校外安親[課輔]班及學校課後照顧班）的人數有 207 人(43.2%)，其中參加校外安親（課輔）班有 142（68.9%）位，參加學校課後照顧班有 64 位(31.1%)。292 位學童（61.1%）有補習才藝課程，186 位（38.9%）沒有補習任何才藝。

二年級學童參加課後托育的比例比六年級學童高，四年級與六年級參加補習才藝的比例比二年級學童高。父母親學歷愈高、有工作、家庭收入愈高，學童參加課後托育、補習才藝的機率愈高，所負擔的課後托育費用亦較高。

參加課後托育之兒童，美勞、輔導活動、生活、健康體育、綜合活動成績皆較差，外在問題行為與整體行為問題也較多。相對地，有補習才藝的學童，國語、鄉土語言、英語、數學、自然生活、生活、健康體育、綜合活動成績皆較佳。

The relations between participation in after-school programs and talent classes and children's grades and behavioral adjustment in Tali City

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Abstract

This study was intended to describe children's participation in after-school programs and talent classes, and its relations to children's school grades and behavioral adjustment. There were three major objectives.

1. To describe 2nd, 4th, and 6th graders' participation in after-school programs and talent classes in Tali.
2. To examine the relations between participation in after-school programs and talent classes and child and family characteristics.
3. To examine the relations between participation in after-school programs and talent classes and children's school grades and behavioral adjustment, controlling for child and family-selection factors.

Results indicated that 207 (43.2%) children participated in after-school programs. Among them, 142 (68.9%) attended private after-school programs outside elementary schools, and 64 (31.1%) attended after-school programs inside elementary schools. Of all 479 participating children, 292 (61.1%) attended talent classes. Children in younger grades were more likely to attend after-school programs, while children in higher grades were more likely to attend talent classes. Children with higher-educated and employed parents with higher family income

were more likely to participate in after-school programs and talent classes. Participation in after-school programs predicted poorer school grades and behavioral adjustment; participation in talent classes predicted better school grades.