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## 學校與非學校因素對臺東縣原、漢 國小學生學業成就的影響

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### 摘要

本研究運用「臺東縣教育長期資料庫」探討學校與非學校因素對原、漢學生成績差異的影響及其因果機制，學校因素包括學校背景與學校財務資本、學校社會資本、教師心理特質等中介變項；非學校因素主要包括家庭背景與家庭財務資本、家庭社會資本、學生文化資本等中介變項。結果顯示，原住民成績比漢人低許多，可歸因於原住民社經地位、家庭結構等家庭背景較不利，而不利的家庭背景會降低家庭財務與社會資本及學生文化資本，進而降低成績。且原住民學生「負面文化」較多，學科補習和電腦網路等家庭財務資本較少，家庭與學校社會資本均較低，如父母教育期望較低、不良師生關係較高；而較低的父母教育期望、較多的「負面文化」與不良師生關係又會透過降低學童教育抱負，進而降低成績，這些因素都對成績有不利的影響。不過，原住民大多就讀小班小校，學校財務資本較高，有助於提高成績，否則成績當更低。

關鍵詞：原、漢學生、學校因素、非學校因素、學業成就

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*Effects of School and Non-school Factors  
on Aboriginal and Non-aboriginal  
Elementary Students' Academic  
Achievement in Taitung, Taiwan*

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**Abstract**

The data of the study were drawn from Taiwan Taitung Educational Panel Survey to probe into the effects of school and non-school factors on aboriginal and non-aboriginal students' academic achievement gap and its causal mechanism. School factors included school context and some intervening variables such as financial and social capitals in school, as well as teachers' psychological characteristics. Non-school factors included family background and some intervening variables such as family financial and social capitals.

The study found that the academic achievement of aboriginal students is significantly lower than those of the non-aboriginal students. The phenomenon can be attributed to the aboriginal students' disadvantaged family background, such as lower socioeconomic status and higher percentage of broken family structure. These family background factors lower their financial and social capitals in family, as well as their cultural

capital, and in turn decrease the students' academic achievement. The study also found that some culture habitus the aboriginal students engage in more often, such as smoking, alcoholic drinking, betel-nut chewing, are negatively related to academic achievement. And less family financial capital, which means fewer opportunities to go to cram schools and to get connected with the internet, together with such factors as lower social capital in family and school, lower parental expectation on education and negative teacher-student relationship, decrease the students' aspiration toward education, and further decrease their academic achievement. It is found, however, that attending small schools and small classes, which indicate higher school financial capital, are beneficial to most of the aboriginal students' academic achievement; otherwise their achievement may even be lower.

Keywords: aboriginal and non-aboriginal students, school factors, non-school factors, academic achievement

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