

# 兒童才藝補習與父母期望、兒童幸福感之相關研究

## 摘要

本研究旨在探討國小二年級兒童才藝補習、父母教育期望與幸福感的關係。主要目的有七：一、瞭解目前台北市國小二年級兒童參加才藝補習的概況。二、瞭解目前有參加才藝補習的台北市國小二年級兒童其父母教育期望現況。三、瞭解目前有參加才藝補習的台北市國小二年級兒童幸福感的概況。四、探討不同性別、家庭社經地位，國小二年級兒童參加才藝補習的概況及其間之差異。五、探討不同父母教育期望，國小二年級兒童參加才藝補習的概況及其間之差異。六、探討國小二年級兒童參加才藝補習的不同，其幸福感有差異。七、探討背景變項、父母教育期望、兒童才藝補習對國小二年級兒童幸福感的預測力。

本研究採問卷調查法，以台北市十二個行政區之公立國小二年級兒童及其家長為研究對象，蒐集到有效樣本 275 對。使用的工具包括「個人基本資料調查表」、「兒童才藝補習調查問卷」、「父母教育期望量表」及「國小二年級兒童幸福感量表」。在資料處理方面，以描述統計、T 檢定、卡方獨立性考驗、單因子變異數分析以及多元迴歸分析考驗研究假設，並進行分析，主要發現如下：

- 一、有參加才藝補習台北市國小二年級兒童其父母教育期望屬「中、高期望」。
- 二、目前台北市國小二年級兒童才藝補習漸增，且較重視知識型才藝補習。
- 三、有參加才藝補習的台北市國小二年級兒童幸福感大致良好，有「中等以上」程度。
- 四、背景變項對兒童才藝補習的關係，受家庭社經地位影響最大。
- 五、父母教育期望對兒童才藝補習並無顯著影響。
- 六、兒童才藝補習與兒童幸福感無顯著差異。
- 七、在背景變項、父母教育期望、兒童才藝補習對國小二年級兒童幸福感的預測力中，只有「同時參加知識型與運動型」的才藝補習對幸福感有預測力。

關鍵字：才藝補習、父母教育期望、兒童幸福感

# **A Study of the Relationship among After-School Learning, Educational Expectation of Parents and Well-being of Elementary School Children**

## **Abstract**

The purpose of this study was to explore the relationship among After-School learning, educational expectation of parents and Well-being of Elementary School Children. The main purposes of this study were as follows :

1. Understanding of the current Taipei in second grade children to participate in an overview of after-school learning, educational expectations of their parents , and well-being.
2. Analyzing the differences of the after-school learning influenced by different gender, family socio-economic status, and educational expectation.
3. Exploring second-grade children participated in different after-school learning classes, the difference between their well-being
4. Understanding the predictions of well-being of second grade children influenced by gender, socioeconomic status, educational expectation, and after-school learning.

The questionnaire survey was adopted. By means of the random sampling, 275 students and their parents were chosen from the second grade in 12 Taipei municipal elementary schools as the objects of the study. The instruments used in the study were “Basic Information Questionnaire”, “After-School Learning Inventory”, “Educational Expectations Scale” ,and “Children Well-being Scale”. The statistical methods used to analyze the data were descriptive statistics, t-test, Chi-square test of independence, one-way anova, and multiple regression analysis. The results go as follows :

1. The second grade elementary school children participating in after-school learning classes, their parents looked forward to ”middle and high expectations”.
2. The second grade elementary school children participated in more and more after-school learning, especially knowledge-based after-school learning classes.
3. The well-being of second grade elementary school children participating in after-school learning was above average.

4. The difference of the after-school learning are influenced by different background variables, especially socioeconomic.
5. There were no differences between educational expectation of parents and after-school learning.
6. There were no differences between after-school learning and well-being of elementary school children.
7. Participating in knowledge-based and sports-based after-school learning classes at the same time could predict well-being of second grade elementary school children.

Keywords : After-school learning, educational expectation of parents,  
Well-being of elementary school children