Abstract

The purpose of this study was to investigate the current situation of sense of belonging at school of fifteen-year-old students in Macau.

Related factors, including retention experience, value of school learning, teacher-student relationship, and family educational resources were also investigated. Using the data collected from the Student's Questionnaire by the Programme for International Student Assessment 2003 which conducted by the Organization for Economic Co-operation and Development, 1250 students from thirty-nine middle schools in Macau reported their sense of belonging at school in this study. Descriptive statistics, point bi-serial correlation, one-way ANOVA, Pearson's product-moment correlation, and stepwise multiple regression analysis were applied to analyze data.

The results indicate that there were differences between three subscales of sense of belonging, 「I feel like I belong」 got the lowest point. And there was significant negative correlation between retention experience and sense of belonging. In addition, there were differences in students' sense of belonging between groups of "retain twice or more" and "no retain." On the other hand, there were significant positive correlation between value of school learning, teacher-student relationship, family educational resources and students' sense of belonging at school. Lastly, value of school learning, teacher-student relationship, and family educational resources made significant contribution to predict students' sense of belonging at school.

Finally, discussions regarding assessment of sense of belonging at school and its related factors base on the research findings were included.

Keywords: sense of belonging at school, retention experience, value of school learning, teacher-student relationship, family educational resources, OECD, PISA