

Abstract

The purpose of the study was to investigate the correlation variables that relate to sense of school belonging among students in Macau. Teacher-student relationship, attitude towards school and learning engagement were treated as independent variables so that their relationship to the sense of school belonging can be examined. Furthermore, based on statistical analysis, a comparative study on the sense of school belonging and the abovementioned variables (e.g. teacher-student relationship, attitude towards school and learning engagement) in Hong Kong and Macau students were also discussed.

This study was conducted by a questionnaire survey. The subjects were 15-year-old secondary students from Hong Kong and Macau, and 1,250 valid questionnaires from Macau, 4,478 valid questionnaires from Hong Kong were collected and analyzed. Part of the data in this research came from the PISA 2003(The Program for International Student Assessment 2003, which conducted by the Organization for Economic Co-operation and Development) Hong Kong and Macau Project, and the data were analyzed by using standard error on a difference, correlation, and regression analysis. The major findings are as follows:

1. There was no significant variance among male and female students' school belonging in Macau, but have found that adolescent girl report higher levels of belonging than boy in Hong Kong.
2. There was no significant variance among different grade-level students' school belonging, but have found that higher class-grade student reported higher levels of belonging than lower one in Hong Kong.
3. There was an obvious positive correlation among teacher-student relationship, attitude towards school, learning engagement and sense of school belonging both in Macau and Hong Kong.
4. In terms of the correlation among teacher-student relationship, attitude towards school, learning involvement, between Macau and Hong Kong had a diverse result, item of sense of school belonging results excepted.
5. Statistically speaking, variables like teacher-student relationship, attitude towards

school and learning engagement had predictive power on the sense of school belonging in Macau, but otherwise, variables like teacher-student relationship, learning engagement had predictive power on sense of school belonging in Hong Kong.

Lastly, based on these findings, suggestions for further study were provided.

Keyword: sense of school belonging, teacher-student relationship, learning engagement, attitude towards school