

# The Study on the Learning Differences of Junior High School Students in Rural and Urban Area of Changhua

李坤章、賴瓊琦

E-mail: 9707847@mail.dyu.edu.tw

## ABSTRACT

In order to reduce the differences between rural area as well as towns and make up some students from cultural disadvantaged areas by many supplementary measures. Compared with students from towns, others from faraway areas are generally considered to be cultural deprivation and short of competitiveness owing to fewer classes. Thus the scores of the high school entrance examination have been bad basically. In Taiwan the transportation is very convenient, the qualities of teachers are average and the information dissemination is very fast at present. What kinds of differences on learning between students from faraway areas and towns make learning achievement have different results? This research mainly is to discuss differences between middle-school students from faraway areas and towns during learning process, and understand how these factors of difference on learning affect learning achievement. Students from faraway areas and towns in Changhua had the questionnaire survey. The researches of questionnaire were divided into two parts: basic data and attitude scale. The family background data includes the occupation of parents, the family economic condition and the socioeconomic status; moreover, reviewing time and going to cram schools or not. The topics of attitude scale on questionnaire were divided into five parts: First, the factor of student mood; Second, understanding learning and metacognition; Third, attitude of getting along with teachers; Fourth, the factor of getting along with classmates; Fifth, the factor of family process. After analyzing and compiling statistics, this study discovered that it had had obvious differences between middle-school students from faraway areas and towns during learning process. It included if going to cram school after school, the length of supplementary time and family factors; such as: care and participation of parents. Thus all of differences came out obviously. Based on the above conclusions, the further suggestions will be given according to family factors of students as well as the secondary education implementation of faraway middle schools. Furthermore, this subject will be deeply researched in the future.

Keywords : learning achievement ; rural areas ; learning differences

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