华小学生课业负担及学术表现*

Homework and Student Academic Achievement at the Chinese National Type Primary Schools

周芳萍**
（CHEW Fong Peng）
张明辉***
（TEONG Ming Hui）

摘要

在大马华小，课业在学生的学习生涯扮演极为重要的角色。虽然报章常批评学生的课业负担过重，但各界人士认为课业有提升学术表现的成效，致使华小学生的课业负担是普遍的现象。这项研究是为了探讨大马霹雳华小学生的课业负担和学术成绩表现之间的关系。此项研究运用库珀（1985）和达巴克（2005）的课业概念框架，共有384位学生（城市和乡区各192位）成为此项研究的对象。学生纷纷提出学校教师应该分配课业的数量最好介于两本至五本；而教师们则指出课业的分配必须适可而止并注重质量。根据相关系数分析结果显示学生对课业的兴趣，学生每日需完成的课业页数和种类份量与学术成绩表现有密切关系，有鉴于此，华小教师必须给予学生适合和相关的课业以提升学生的学术表现。

关键词：课业、学术表现、华小、大马

Abstract

School homework has been synonymous with students’ life in Chinese national type primary schools in Malaysia. Although many press reports have claimed that students were burdened with too much homework, it continues to be a common practice in national type schools that is believed to contribute to academic achievement. This study was conducted to identify the relationship between the burden of school homework and academic achievement among the students in Chinese national-type Primary School in the state of Perak, Malaysia. The study applied the homework conceptual framework of Cooper (1985) and Taback (2005). A total of 384 students were chosen as the sample in this study. In the students opinions, their teachers should assign two to five homework to them daily; in the teachers opinions, the assigned homework is proposed to be in moderate both quality and not quantity. The coefficient correlation analysis showed there was significant relationship between the students’ interests, number

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** 周芳萍博士 马大教育学院高级讲师。电邮地址：fpchew@um.edu.my
*** 张明辉 霹雳州实兆兆南华国民型中学中文老师。电邮地址：teongm@taiw.com