

Relationship of time management, academic stress, and academic achievement : 以台中市九年級國中生為例

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ABSTRACT

The main purpose of this study is to realize the relationship of time management, academic stress and academic achievement for 9th grade students, in the junior high schools of Taichung city. The method of this study is to adapt the questionnaire survey. It is administrated to 545 ninth grade students of public junior high schools in Taichung city. The questionnaire includes personal data, a time management scale and an academic stress scale. The data is analyzed by descriptive statistics, t-test, One-way ANOVA, Pearson correlation and using multiple regression. The results of this study are as follows: 1. Ninth grade students have a good time value and set learning targets, but are inferior with the plan and use of auxiliary tools. 2. Academic stress from themselves is high above average, and academic stress from school is low above average. 3. Region, gender, marital status of parents and parental education were rated significant to the differences on time management behavior. 4. There are significant positive correlations among time management and academic achievement. 5. There are significant positive correlations among academic stress from themselves and academic achievement, and significant negative correlations among academic stress from school and academic achievement. 6. Ninth grade students' background, time management and academic stress showed apparent predictability to academic achievement.

Keywords : ninth grade students、time management、academic stress、academic achievement

Table of Contents

| | | | | | | | |
|----------------------------------|-----|------------------------------|-----|------------------------------|-----|--------------------------------------|-----|
| 中文摘要..... | III | 英文摘要..... | IV | 誌謝辭..... | VI | 內容目錄..... | VI |
| 緒論..... | 1 | 第一節 研究動機與目的..... | 1 | 第二節 研究問題..... | 7 | 第三節 名詞解釋..... | 7 |
| 第一節 時間管理的理論與研究..... | 11 | 第二節 課業壓力的理論與研究..... | 31 | 第三節 時間管理、課業壓力與學業成就關係之研究..... | 42 | 第三章 研究方法..... | 47 |
| 第一節 研究架構與研究假設..... | 47 | 第二節 研究對象..... | 49 | 第三節 研究工具..... | 52 | 第四節 研究程序..... | 73 |
| 第五節 統計方法與資料處理..... | 77 | 第四章 結果與討論..... | 78 | 第一節 九年級生時間管理、課業壓力之現況..... | 78 | 第二節 不同背景變項之九年級生在時間管理與課業壓力上之差異分析..... | 80 |
| 第三節 九年級生時間管理、課業壓力與學業成就之相關分析..... | 101 | 第四節 時間管理與課業壓力對學業成就之預測分析..... | 104 | 第五章 結論與建議..... | 111 | 第一節 結論..... | 111 |
| 第二節 建議..... | 117 | 參考文獻..... | 122 | 附錄A 正式施測問卷..... | 137 | 附錄B 各研究變項間之積差相關分析摘要表..... | 141 |

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