

# 國中學生學習興趣、教師激勵風格、班級學習氣氛與學習投入之研究

施淑津、黃德祥

E-mail: 359623@mail.dyu.edu.tw

## 摘要

本研究之主要目的在探討國中班級情境中，國中學生學習興趣、教師激勵風格、班級學習氣氛與學習投入的關係。本研究以27個班級共898名學生為研究對象，編製「學習興趣量表」、「教師激勵風格量表」、「班級學習氣氛量表」、「學習投入量表」為評量工具。本研究「學習興趣」變項共有個人興趣、情境興趣等二個因素；「教師激勵風格」共有控制、自主支持二個因素；「班級學習氣氛」有師生互動、學業努力、同儕互助等三個因素；「學習投入」有行為投入、情緒投入、認知投入等三個因素。所得資料以三因子變異數分析、單因子變異數分析、Person積差相關、逐步多元迴歸分析等方法進行統計分析。本研究之主要發現如下：(一)七年級學生在學習興趣、教師激勵風格、班級學習氣氛與學習投入上的表現顯著高於國中其他年級學生。(二)女生在教師激勵風格、班級學習氣氛的關聯表現顯著高於男生，在學習興趣及學習投入上則無顯著的性別差異。(三)高社經地位的國中學生在學習興趣、教師激勵風格、班級學習氣氛及學習投入上顯著高於低社經地位的國中學生。(四)但國中學生在學習興趣、教師激勵風格、班級學習氣氛與學習投入上，年級、性別與社經地位之間，並無顯著的交互作用。(五)自主支持教師激勵風格知覺較高的國中學生在學習興趣、班級學習氣氛及學習投入均較高。(六)國中學生的學習興趣、教師激勵風格、班級學習氣氛與學習投入有顯著的相關。(七)國中學生的學習興趣、教師激勵風格、班級學習氣氛對學習投入有顯著的預測作用。本研究根據研究之發現，提供國中教師班級經營、教學，以及對未來研究之參考。

關鍵詞：學習興趣、教師激勵風格、班級學習氣氛、學習投入

## 目錄

中文摘要	iii	英文摘要	iii
v 誌謝辭	vii	內容目錄	vii
viii 表目錄	x	圖目錄	x
xii 第一章 緒論	1	第一節 研究動機	1
1 第二節 研究目的	6	第三節 研究問題	6
7 第四節 研究假設	8	第五節 名詞釋義	8
9 第六節 研究範圍與限制	12	第二章 文獻探討	12
13 第一節 學習興趣之理論與其相關研究	13	第二節 教師激勵風格之理論與其相關研究	13
22 第三節 班級學習氣氛之理論與其相關研究	28	第四節 學習投入之理論與其相關研究	28
33 第三章 研究方法	39	第一節 研究架構	39
39 第二節 研究對象與取樣方法	42	第三節 研究工具	46
46 第四節 資料處理與統計方法	61	第五節 研究程序	63
65 第四章 結果與討論	65	第一節 不同背景變項的國中學生在學習興趣、教師激勵風格、班級學習氣氛及學習投入的差異情形	65
79 第二節 國中學生知覺不同教師激勵風格在學習興趣、班級學習氣氛與學習投入的差異情形	79	第三節 國中學生學習興趣、教師激勵風格、班級學習氣氛與學習投入的相關情形	83
83 第四節 國中學生的學習興趣、教師激勵風格與班級學習氣氛對學習投入的預測情形	94	第五章 結論與建議	100
100 第一節 結論	100	第二節 建議	105
109 參考文獻	109	中文部份	109
115 英文部份	115	附錄A 預試問卷	141
141 附錄B 正式問卷	147	附錄C 編修使用同意書：學習興趣量表	153
153 附錄D 編修使用同意書：班級學習氣氛量表	154		

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一、中文部份 王永裕(2006)。雲林縣國中、小學生成就目標導向、認知投入、考試焦慮與學業成就之關係研究 - 以數學領域為例 (未出版之碩士論文)。國立彰化師範大學，彰化縣。 王佳音(2007)。利用多元評量探討國小五年級學童科學學習興趣與科學家印象影響之研究 (未出版之碩士論文)。國立嘉義大學，嘉義市。 王瑞冰(2011)。初中生學業社會比較與其學習投入的相關研究 (未出版之碩士論文)。

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