

國中數學教室目標結構,成就目標,自我效能,不適應學習行為及學習成就之相關研究

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摘要

本研究旨在探討國中數學教室目標結構、成就目標、自我效能、不適應學習行為和學習成就之關係。因此本研究以574名國中生為研究對象。研究工具包括成就目標導向量表、教室目標結構量表、自我效能量表、不適應學習行為量表等。本研究以集群分析、單因子多變量變異數分析、雙因子多變量變異數分析、雙因子變異數分析、逐步迴歸分析等方法進行處理。經由分析結果顯示：(1)持高精熟/中趨向/低避免比持中精熟/高趨向/高避免與中精熟/中趨向/中避免學生有顯著較高的自我效能。(2)持中精熟/高趨向/高避免與中精熟/中趨向/中避免比持高精熟/中趨向/低避免學生有顯著較多不適應學習行為,但亦有較低的學習成就。(3)國中生持避免表現目標、知覺表現目標結構,學生愈容易產生不適應學習行為;國中生愈是持精熟目標導向者、高自我效能者,較不容易產生不適應學習行為。(4)國中生本身愈是高自我效能、知覺表現目標結構,其學習成就愈高;國中生之避免表現目標傾向愈高、愈有避免新奇事物學習行為,學生學習成就愈低。(5)國中男同學在學習方面較女同學有較多的避免尋求協助學習行為產生。(6)學生知覺不同目標結構在成就目標、自我效能、不適應學習行為有顯著差異,但知覺不同目標結構在學習成就上沒有顯著差異。

關鍵詞: 教室目標結構; 成就目標; 自我效能; 不適應學習行為; 學習成就

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