

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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ABSTRACT

The purpose of this study was to investigate the classroom goal structure, students' goal orientation, self-efficiency, avoid-learning behaviors and academic achievement. Five hundred seventy-four junior high school students was included in this study. Research instruments included achievement goal orientation scale, classroom goal structure scale, self-efficiency scale and avoid-learning behaviors scale. The statistical methods used analysis data were cluster analysis, one-way MANOVA, two-way MANOVA, two-way ANOVA and step-wise regression analysis. The result of this study showed: (1) Students with high mastery/ medium performance-approach/ low performance-avoid goal orientation had higher self-efficiency than the students with medium master/ high performance-approach / high performance-avoid and medium master/ medium performance-approach / medium performance-avoid goal orientation. (2) Students with medium mastery/ high performance-approach/ high performance-avoid and medium master/ medium performance-approach / medium performance-avoid goal orientation had higher on avoid-learning behaviors, but lower on academic achievement than the students with high master/ medium performance-approach/ low performance-avoid goal orientation. (3) When students had higher performance-avoiding goal orientation and perceived classroom performance goal structure, they would had higher avoid-learning behaviors; when students had higher mastery goal orientation and higher self-efficiency, they would have lower avoid-learning behaviors. (4) Students with higher self-efficiency and perception of classroom performance goal structure had higher academic achievement; students with higher performance-avoid goal orientation and avoiding novelty, they had lower academic achievement. (5) Male students had more avoiding help-seeking than female students. (6) Students perception of different classroom goal structures were significant differences on achievement goal orientation, self-efficiency, and avoid-learning behaviors, but not on academic achievement. Key Words: classroom goal structure, achievement goal orientation, self-efficiency, avoid-learning behavior, academic achievement

Keywords: 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

Table of Contents

第一章 緒論	第一節 研究動機	1
	第二節 研究問題	5
	第三節 名詞釋義	6
第二章 文獻探討	第一節 成就目標理論相關研究	11
	第二節 教室目標結構理論相關研究	22
	第三節 自我效能理論相關研究	31
	第四節 不適應學習行為理論相關研究	38
第三章 研究方法	第一節 研究架構	45
	第二節 研究假設	46
	第三節 研究對象	47
	第四節 研究工具	48
	第五節 研究步驟	58
	第六節 資料分析	59
第四章 研究結果	第一節 基本統計分析	61
	第二節 國中生數學之成就目標與教室目標結構、自我效能、不適應學習行為和學習成就之關	63
	第三節 國中生之多重目標在教室目標結構、自我效能、不適應學習行為及學習成就之差異比	66
	第四節 數學之成就目標、教室目標結構、自我效能對國中生不適應學習行為之預測情形	71
	第五節 數學之成就目標、教室目標結構、自我效能和不適應學習行為對國中生學習成就之預測情形	79
	第六節 性別與教室目標結構, 在國中生數學領域之成就目標、自我效能與不適應學習行為之交互作用情形	81
	第七節 綜合討論	93
第五章 結論與建議	第一節 結論	105
	第二節 建議	109
參考文獻	中文部分	114
	英文部分	116
附錄	附錄一 教室目標結構量表	125
	附錄二 成就目標量表	126
	附錄三 自我效能量表	126
	附錄四 不適應學習行為量表	127

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