

國小高年級學童電腦態度與電腦學習成就關係之研究-以中部地區為例

楊中任、林啟超；謝智玲

E-mail: 9509710@mail.dyu.edu.tw

摘要

本研究主要目的是想瞭解與國小高年級學童電腦態度有關的因素，及這些因素對其電腦學習成就的影響，探討兩者之間的關係，據以提出建議，作為改進電腦教學及資訊推廣教育之參考。為達上述目的，首先透過文獻探討，瞭解影響國小高年級學童電腦態度、電腦成就的有關因素；其次編擬「電腦態度調查問卷」(computer attitude scale)及「電腦學習成就測驗」(computer achievement test)作為研究工具。經方便抽樣後，共選取中部三縣市國小高年級學童740人為有效樣本。問卷調查結果用百分比、t考驗(t-test)、賀德臨T考驗、單因子變異數分析(One-way ANOVA)、單因子多變量分析(One-way MANOVA)及迴歸分析(regression)等統計方法予以考驗或推論，從而獲致下列結論：一、不同個人背景的國小學生在電腦態度有顯著差異，男生優於女生，六年級優於五年級，學業成就高分組優於低分組的學生。二、國小學生的女生電腦學習成就得分優於男生，而六年級又優於五年級；學業成就高分組優於於低分組的學生。三、國小學生電腦學習經驗在電腦態度有顯著差異，而在電腦學習成就沒有顯著差異，學習、接觸電腦時間越長，電腦態度越佳。四、有無電腦資源者，其電腦態度、電腦學習成就有顯著差異，家中有電腦資源者電腦態度、電腦學習成就優於家中無電腦資源者。五、對電腦學習成就的預測，以電腦有用性預測力最佳達11%，其次依序學業成就、年級、家裡有無電腦、電腦喜歡、性別，這五個聯合預測力達20%。

關鍵詞：電腦態度；電腦學習成就

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