

# The Relations of the Self-Handicapping Learning Behaviors of University Students

洪君蕙、謝智玲

E-mail: 9511335@mail.dyu.edu.tw

## ABSTRACT

The purpose of the study was to investigate the relations of the self-handicapping learning behaviors of university students. Research instruments included self-worth scale, attribution scale, achievement goal orientation scale and self-handicapping scale. Six hundred forty-seven of undergraduates in central Taiwan was included in this study. The statistical methods used analysis data were t-test, Hotelling's test, One-way ANOVA, MANOVA, and Multiple Regression were used to analyze and test the results. The results of this study showed: 1. Among the different gender students, some significant differences were found in attribution. Male students used to use extrinsic attribution than female ones. 2. Male students had higher extrinsic-behavioral self-handicapping than female ones. 3. Among the different college students, some significant differences were found in self-handicapping. Students from the departments of engineering and science had higher extrinsic-behavioral self-handicap than others. Students from the departments of management and business had higher intrinsic-behavioral self-handicap than others. 4. Among the different multiple achievement goal orientation of students, some significant differences were found in self-handicapping. Approach-avoidance conflict orientation of students had higher self-handicapping than others. Active-mastery orientation of students had lower self-handicapping than others. 5. Extrinsic-attribution of students had higher self-handicapping than intrinsic-attribution of students. 6. Students with high self-worth had higher self-handicapping than students with low self-worth.

Keywords : self-handicapping ; self-worth ; attribution ; achievement goal

## Table of Contents

目錄 封面內頁 簽名頁 授權書.....	iii	中文摘要.....	v
謝.....	iv	英文摘要.....	vii
.....	viii	圖目錄.....	xi
.....	xii	第一章 緒論.....	1
研究動機.....	1	第二節 研究目的.....	4
...4 第三節 研究問題.....	5	第四節 名詞釋義.....	5
.....5 第五節 研究範圍與限制.....	7	第二章 文獻探討.....	9
.....9 第一節 自我設限理論.....	9	第二節 自我知覺理論與自我設限策略之相關研究.....	17
.....17 第三節 成就目標取向理論之相關研究.....	23	第四節 背景變項 (性別、學院) 與自我設限策略之相關研究.....	34
.....34 第三章 研究方法.....	37	第一節 研究架構.....	37
.....37 第二節 研究假設.....	39	第三節 研究對象.....	40
.....40 第四節 研究工具.....	41	第五節 資料分析方法.....	53
.....41 第五節 資料分析方法.....	53	第四章 研究結果與討論.....	55
.....55 第一節 基本統計分析.....	55	第二節 大學生性別、學院別在成就目標取向、歸因方式、自我價值與自我設限策略之差異情形.....	57
.....57 第三節 大學生之成就目標取向、歸因方式、自我價值在自我設限策略之差異情形.....	70	第四節 大學生成就目標取向、歸因方式與自我設限策略相關分析.....	79
.....79 第五節 大學生之性別、學院、成就目標取向、歸因方式、自我價值分別對四種自我設限策略之預測力分析.....	81	第五章 結論與建議.....	88
.....81 第五節 大學生之性別、學院、成就目標取向、歸因方式、自我價值分別對四種自我設限策略之預測力分析.....	88	第一節 研究結果與討論.....	88
.....88 第一節 研究結果與討論.....	88	第二節 結論.....	94
.....94 第三節 建議.....	97	參考文獻.....	102
.....102 一、中文部分.....	102	二、英文部分.....	115
.....102 二、英文部分.....	115	附錄、問卷.....	110
.....110 圖目錄 圖3-1 研究架構圖.....	38	表目錄 表2-1 自我設限行為的分類與代價效益分析.....	16
.....16 表2-2 歸因理論的三向度分析.....	22	表2-3 目標導向的分類.....	25
.....22 表2-3 目標導向的分類.....	25	表2-4 精熟與表現目標導向之趨向與逃避焦點.....	29
.....25 表2-4 精熟與表現目標導向之趨向與逃避焦點.....	29	表2-5 2 × 2 成就目標結構：能力的定義與定價.....	30
.....29 表2-5 2 × 2 成就目標結構：能力的定義與定價.....	30	表2-6	

成就目標導向與自我設限策略之整理研究.....	32	表3-1 自我價值量表之項目分析及信度考驗結果.....	42
.....	42	表3-2 成敗歸因量表之項目分析、因素分析及信度考驗結果.....	44
.....	44	表3-3 歸因方式之集群分析.....	45
.....	45	表3-4 成就目標取向量表之項目分析、因素分析及信度考驗結果.....	47
.....	47	表3-5 成就目標之集群分析.....	48
.....	48	表3-6 自我設限量表之項目分析、因素分析及信度考驗結果.....	52
.....	52	表4-1 大學生在研究變項之描述性摘要表.....	56
.....	56	表4-2 性別在四種成就目標取向之交互作用相關矩陣.....	58
.....	58	表4-3 性別在成就目標取向之Hotelling T2分析表.....	58
.....	58	表4-4 學院別在成就目標取向之變異數分析摘要表.....	60
.....	60	表4-5 不同性別之大學生在自我價值之t檢定.....	60
.....	60	表4-6 學院別在自我價值之單因子變異數分析摘要表.....	61
.....	61	表4-7 不同性別之大學生在內、外在歸因之t檢定.....	62
.....	62	表4-8 不同學院之大學生在內、外在歸因方式之變異數分析摘要表.....	63
.....	63	表4-9 四種自我設限策略之相關矩陣.....	64
.....	64	表4-10 自我設限策略變項之平均數、標準差表.....	65
.....	65	表4-11 不同性別學生在自我設限策略之Hotelling T2與變異數分析摘要表.....	65
.....	65	表4-12 不同學院的大學生在外在歸因為性自我設限策略之變異數分析摘要表.....	67
.....	67	表4-13 不同學院的大學生在內在歸因為性自我設限策略之變異數分析摘要表.....	67
.....	67	表4-14 不同學院的大學生在內在歸因宣稱性自我設限策略之變異數分析摘要表.....	68
.....	68	表4-15 不同學院的大學生在外在歸因宣稱性自我設限策略之變異數分析摘要表.....	69
.....	69	表4-16 不同學院的大學生在自我設限策略之平均數與標準差.....	69
.....	69	表4-17 不同多重目標之大學生在外在歸因為性自我設限策略之變異數分析摘要表.....	70
.....	70	表4-18 不同多重目標之大學生在內在歸因為性自我設限策略之變異數分析摘要表.....	71
.....	71	表4-19 不同多重目標之大學生在外在歸因宣稱性自我設限策略之變異數分析摘要表.....	72
.....	72	表4-20 不同多重目標之大學生在內在歸因宣稱性自我設限策略之變異數分析摘要表.....	73
.....	73	表4-21 多重目標取向的大學生在自我設限策略之平均數與標準差.....	74
.....	74	表4-22 不同歸因方式學生在自我設限策略之Hotelling T2與變異數分析摘要表.....	75
.....	75	表4-23 歸因方式在自我設限策略變項之平均數、標準差.....	76
.....	76	表4-24 自我價值在自我設限策略之Hotelling T2與變異數分析摘要表.....	77
.....	77	表4-25 自我價值在自我設限策略變項之平均數、標準差.....	78
.....	78	表4-26 自我設限、自我價值、歸因、成就目標取向之相關矩陣.....	81
.....	81	表4-27 背景變項(性別、學院)歸因、成就目標取向與自我價值對外歸因為性自我設限策略之迴歸分析摘要表.....	82
.....	82	表4-28 背景變項(性別、學院)歸因、成就目標取向與自我價值對內在歸因為性自我設限策略之迴歸分析摘要表.....	84
.....	84	表4-29 背景變項(性別、學院)歸因、成就目標取向與自我價值對外歸因宣稱性自我設限策略之迴歸分析摘要表.....	85
.....	85	表4-30 歸因、成就目標取向、自我價值與背景變項(性別、學院)對內在歸因宣稱性自我設限策略之迴歸分析摘要表.....	87
.....	87	表5-1 研究假設整理表.....	88

## REFERENCES

- 一、中文部分 王崇信(1995)。自我肯定對自我設限的影響。私立中原大學心理學研究所碩士論文，未版，中壢市。王澤惠(2003)。目標取向、自我評價及歸因型態對運動員自我設限行為之影響。台灣運動心理學報，3，1-20。向天屏(2001)。自我跛足策略的理論基礎及其對教學的啟示。教育研究資訊，9，1-24。向天屏(2000)。國中小學生成就目標導向、學習策略、自我跛足策略與學業成就關係之研究。彰化師範大學教育研究所碩士論文，未出版，彰化市。林慧姿(2004)。國小六年級學童自尊、情緒調節與友誼之相關研究。國立台灣師範大學教育與心理輔導學系碩士論文，未出版，台北市。林昀嫻(2003)。成長服務方案對低收入戶青少年自我價值社會興趣影響之研究。私立中國文化大學心理輔導研究所碩士論文，未出版，台北市。侯玫如(2002)。多重目標導向與測量時間對國中生認知、動機、感情、行為和學習表現之影響。國立成功大學教育研究所碩士論文，未出版，台南市。陳惠邦(1990)。自我設限與行為歸因。國立政治大學心理研究所碩士論文，未出版，台北市。陳嘉成(1999)。成就目標、動機氣候、自我歷程與自我調整策略、持續學習動機和數學成就之關係。國立政治大學教育學系博士論文，未出版，台北市。曾端真、曾玲縉(1996)。人際關係與溝通技巧。台北：揚智圖書出版公司。張春興(1996)。教育心理學。台北：東華書局。黃堅厚(1999)。人格心理學。台北：心理出版社。黃惠卿(2003)。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。私立大葉大學教育專業發展研究所碩士論文，未出版，彰化縣。潘如珮(2003)。高中生成就目標、成敗歸因、內隱理論、學生知覺教師態度、學業成就與自我跛足之關係。國立政治大學教育研究所碩士論文，未出版，台北市。葉明衡(2001)。國小學童自我設限行為之研究。國立屏東師範學院教育心理學與輔導研究所碩士論文，未出版，屏東市。蔡宜妙(2003)。成就動機的文化特徵：台灣地區青少年的努力信念。國立台灣大學心理學研究所碩士論文，未出版，台北市。彭淑玲(2004)。四向度課室目標結構、個人目標導向與課業求助行為之關係。國立成功大學教育研究所碩士論文，未出版，台南市。趙英婷(2005)。高中生之自尊、個人目標導向、自我設限與學業表現之相關研究(以臺北市某一高中為例)。國立台灣師範大學教育心理與輔導研究所碩士論文，未出版，台北市。楊岫穎(2003)。國中生自我設限的情境及歷程因素之研究。國立成功大學教育研究所碩士論文，未出版，台南市。程炳林(2003)。四向度目標導向模式之研究。師大學報：教育類，48(1)，15-40。程炳林(2002)。多重目標導向、動機問題與調整策略知交互作用。師大學報：教育類，47(1)，39-58。劉政宏(2002)。考試壓力、回饋方式對國小學生學習表現、自我價值及學習動機之影響。台灣師範大學教育與心理輔導研究所碩士論文，未出版，台北市。羅聿廷(2001)。影響單親青少年疏離感與生活形態相關性之研究。私立中國文化大學兒童福利研究所碩士論文，未出版，台北市。鄭佩芬(2000)。人際關係與溝通技巧。台北：揚智圖書出版公司。謝岱陵(2003)。國中生四向度目標導向之前因後果變項之研究。國立成功大學教育研究所碩士論文，未出版，台南市。
- 二、西文部分 Ames, C. (1992). Classrooms: Goals, structures and student motivation. *Journal of Educational Psychology*, 84, 261-271. Arkin, R. M., & Baumgardner, A. H. (1985). Self-handicapping. In J.H. Harvey, & G. Weary (Eds.), *Attribution: Basic issues and application* (p.196-202). New York: Academy Press. Bem, D. J. (1972). Self-perception theory: In college females: A biased interactions treatment.

Behavior Modification, 7, 611-623. Bembenuddy, B. H. (1999). Sustaining motivation and academic goals: The role of academic delay of gratification. *Learning Individual Differences*, 11, 1-25. Branden, N. (1990). What is self-esteem? ERIC Document Reproduction Service No. ED. 325-783. Covington, M.V., & Berry, R.G.. (1976). Self-worth and school learning. New York: Holt, Rinehart, and Winston. Covington, M.V. (1992). Making the grade: A self-worth perspective on motivation and school reform. Cambridge: University press. Coopersmith, S. (1976). The antecedents of self-esteem. San Francisco and London: W. H. Freeman and Company. Diener, C. I., & Dweck, C. S. (1978). An analysis of learned helplessness: Continuous changes in performance, strategy and achievement cognitions after failure. *Journal of Personality and Social Psychology*, 36, 451-462. Dweck, C. S., & Reppucci, N. D. (1973). Learned helplessness and reinforcement responsibility in children. *Journal of Personality and Social Psychology*, 25, 109-116. Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048. Dweck, C. S. & Leggett, E. L. (1988). A social-cognitive approach in motivation and personality. *Psychological Review*, 95, 256-273. Elliot, A. J., & Church, M. A. (2003). A motivational Analysis of defensive pessimism and self-handicapping. *Journal of Personality*, 71, 369-396. Elliot, A. J., & McGregor, H. A. (2001). A 2 x 2 achievement goal framework. *Journal of Personality and Social Psychology*, 80(3), 501-519. Elliot, A. J., & Church, M. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72, 218-232. Elliot, A. J., & Church, M. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72, 218-232. Elliot, A. J., & Harackiewicz, J. M. (1996). Approach and avoidance achievement goals and intrinsic motivation: A mediational analysis. *Journal of Personality and Social Psychology*, 70, 416-475. Harter, S. (1983). Developmental perspectives on self-system. In Paul, H. Mussen (Ed.). *Handbook of Child Psychology*. N.Y.: John Wiley & Sons. Jones, E. E., & Berglas, R. T. (1978). Control of attributions about the self through self-handicapping strategies: The appeal of alcohol and the role of underachievement. *Personality and Social Psychology Bulletin*, 4, 200-206. Kolditz, T. A., & Arkin, R. M. (1982). An impression management interpretation of the self-handicapping strategy. *Journal of Personality and Social Psychology*, 43, 429-502. Kalpan, A., & Midgley, C. (1997). The effect achievement goals: Does level of perceived academic competence make a difference? *Contemporary Educational Psychology*, 22, 415-435. Lay, C. H., Knish, S., & Zanatta, R. (1992). Self-handicappers and procrastinators: A comparison of their practice behavior prior to an evaluation. *Journal of Research in Personality*, 26(3), 242-257. Leary, M. R. & Shepperd, J. A. (1986). Behavioral self-handicaps versus self-reported handicaps: A conceptual note. *Journal of Personality and Social Psychology*, 51(6), 1265-1268. Mayerson, N. H., & Rhodewalt, F. (1988). The role of self-protective attributions in the experience of pain. *Journal of Social and Clinical Psychology*, 6(2), 203-218. Martin, A. J., Marsh, H. W., & Debus, R. L. (2002). Self-handicapping and defensive pessimism: A model of self-protection from a longitudinal perspective. *Journal of Contemporary Educational Psychology*, 28, 1-36. Midgley, C., Arunkumar, R., & Urdan, T. (1996). "If I don't do well tomorrow, there's a reason": Predictors of adolescents' use of academic self-handicapping strategies. *Journal of Educational Psychology*, 88, 423-434. Midgley, C., & Urdan, T. (1995). Predictors of middle school students' use of self-handicapping strategies. *Journal of Early Adolescence*, 15, 348-411. Midgley, C., & Urdan, T. (2001). Academic self-handicapping and achievement goals: A further examination. *Contemporary Educational Psychology*, 26, 61-75. Middleton, M., & Midgley, C. (1997). Avoiding the demonstration of lack of ability: An underexplored aspect of goal theory. *Journal of Educational Psychology*, 89, 710-718. Murraray, C. B., & Warden, M. R. (1992). Implications of self-handicapping strategies for academic achievement: A reconceptualization. *Journal of Personality and Social Psychology*, 132, 23-37. Nave, B. (1990). Self-esteem: The key to student success. ERIC Document Reproduction Service No. ED 341-919. Norem, J. K., & Cantor, N. (1986). Anticipating and post hoc cushioning strategies: Optimism and defensive pessimism in 'risky' situations. *Cognitive Therapy and Research*, 10, 347-362. Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice and performance. *Psychological Review*, 91, 328-346. Nicholls, J. G., Patashnick, M., & Nolen, S. B. (1985). Adolescents' theories of education. *Journal of Educational Psychology*, 77, 683-692. Garcia, T., Matula, J. S., Harris, C. L., Dowdy, K. E., Lissi, M. R., Davila, C., & Powdrill, L. (1996, April). Predictors of self-handicapping: An examination of personal and contextual factors. ERIC Document Reproduction Service No. ED 397-115. Pintrich, P. R. (2000a). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92, 544-555. Pintrich, P. R. (2000b). The role of goal orientation in self-regulated learning. In M. Boekaerts & P. R. Pintrich (Eds.), *Handbook of self-regulation* (pp. 13-39). San Diego, CA: Academic Press. Pintrich, P. R. (2000c). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25, 92-104. Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in education: Theory, research and applications*. Englewood Cliffs, NJ: Prentice Hall Merrill. Rhodewalt, F. (1994). Conceptions of ability, achievement goal, and individual differences in self-handicapping behavior: On the application of implicit theories. *Journal of Personality*, 62, 67-85. Rhodewalt, F., & Davison, J. (1986). Self-handicapping and subsequent performance: Role of outcome valence and attributional certainty. *Basic and Applied Social Psychology*, 7(4), 307-322. Rhodewalt, F., Saltzman, A. T., & Wittmer, J. (1984). Self-handicapping among competitive athletes: The role of practice in self-esteem protection. *Basic and Applied Social Psychology*, 6, 122-131. Rhodewalt, F., & Fairfield, M. (1991). Claimed self-handicaps and self-handicappers: The effects of reductions in intended effort on performance. *Journal of Research in Personality*, 25, 402-417. Rosenberg, M. (1965). *Society and adolescent self-image*. Princeton, New Jersey: Princeton University Press. Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80 (1), 609. Shih, S., & Alexander, J. M. (2000). Interacting effects of goal setting and self- or other-referenced feedback on children's development of self-efficacy and cognitive skill within the Taiwanese classroom. *Journal of Educational Psychology*, 92, 536-543. Smith, T. W., Snyder, C. R., & Handelsman, M. M. (1982). Test anxiety as a self-handicapping strategy. *Journal of Personality and Social Psychology*, 42, 314-321. Snyder, C. R., & Smith, T. W. (1982). Symptoms as self-handicapping strategies: The virtues of old wine in a new bottle. In G. Weary &

H. L. Mirels ( Eds.), Integrations of clinical and social Psychology (104-127). New York: Oxford University Press. Shaakvik, E. (1997). Self-enhancing and self-defeating ego orientations: Relations with task and avoidance orientation, achievement, self-perceptions and avoidance orientation, achievement, self-perceptions and anxiety. *Journal of Educational Psychology*, 89, 71-81. Suarez River, J. M., Cabanach, R. G., & Arias, A. V. (2001). Multiple- goal pursuit and its relation to cognitive, self-regulatory, and motivational strategies. *British Journal of Educational Psychology*, 71, 561-572. Tsai, J. L., Ying, Y. W., Lee, & Peter, A. (2001). Cultural Predictors of Self- Esteem : A Study of Chinese American Female and Male Young Adults. *Cultural Diversity & Ethnic Minority Psychology*, 7, 284-297. Tice, D. M., & Baumeister, R. F. (1990). Self-esteem, self- handicapping and self-presentation: The strategy of inadequate practice. *Journal of Personality*, 58(2), 443-464. Thompson T., & Richardson, A., (2001). Self-handicapping status, claimed self-handicaps and reduced practice effort following success and failure feedback. *British Journal of Educational Psychology*, 71, 151-170. Urdan, T. C., Midgley, C., & Anderman, E.M. (1998). The role of classroom goal structure in students ' use of self-handicapping strategies. *American Educational Research Journal*, 35, 101-122. Weiner, B. (1972). *Theories of motivation*. Chicago: Rand McNally.