

青少年氣質、自我調節與學習成就之研究

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摘要

本研究問題是探討青少年氣質(Temperament)、自我調節(self-regulation)與學習成就(academic achievement)之關係。研究樣本為台灣1200位國中三年級的學生。研究工具氣質是使用氣質量表Temperament Questionnaire EAS, 自我調節使用自我調節量表Self-Regulatory Scale, 學習成就是使用基測總分為指標。本研究發現(1)青少年氣質、自我調節與學習成就有顯著相關; (2)青少年氣質之社交性與青少年之自我調節與學習成就成正相關; (3)氣質之活動量、情緒性與青少年自我調節與學習成就呈負相關。而有關預測效果方面, (4)氣質中的情緒性可以負向預測自我調節與學習成就; (5)氣質中的活動量以及情緒性可以負向預測青少年學習成就; (6)自我調節正項預測學習成就。有關中介效果方面, (7)青少年之自我調節為氣質中情緒性與學習成就之中介變項獲得支持。

關鍵詞: 青少年(adolescence)、氣質(temperament)、自我調節(self-regulation)、學習成就(academic achievement)

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