

# The Impact of Self-efficacy, Goal Orientation and Student Perceived Teacher Expectation on Elementary Students' School

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## ABSTRACT

The purpose of this study is to explore the relations among self-efficacy, individual goal orientation, student perceived teacher expectation and achievement of the Sixth Grade Students. This study analyzes the differences in self-efficacy, individual goal orientation, student perceived teacher expectation and achievement among the students from different background. This study also explores the predicting power of self-efficacy, individual goal orientation and student perceived teacher expectation on the students' academic achievement. A total of 712 students were randomly selected from the elementary schools of the central areas in Taiwan. Results of the statistical analysis are as follows: 1. There are significant gender differences in avoidance-mastery goal, language achievement and grade ranking. Girls get higher average score than boys. 2. There are significant SES differences in self-efficacy, avoidance-mastery goal, avoidance-performance goal, language and math achievement and grade ranking. High SES students get higher average score than low SES students. 3. Gender, SES, self-efficacy, approach-mastery goal and avoidance-performance goal can explain 17% variance of the language achievement. 4. SES, self-efficacy, avoidance-performance goal, caring of daily life, affective favor, teacher's recognition can explain 17% variance of the math achievement. 5. Gender, SES, self-efficacy, approach-performance goal and avoidance-performance goal, caring of daily life, teacher's recognition can explain 23% variance of grade ranking.

Keywords : self-efficacy, goal orientation, student perceived teacher expectation, achievement

## Table of Contents

中文摘要 . . . . .	iii	英文摘要 . . . . .	vi
. . . . . iv 誌謝辭 . . . . .		. . . . . vi 內容目錄 . . . . .	
. . . . . vii 表目錄 . . . . .		. . . . . xi 第一章緒論 . . . . .	
. . . . . ix 圖目錄 . . . . .		. . . . . 1 第一節研究動機與目的 . . . . .	
. . . . . 1 第二節研究問題 . . . . .		. . . . . 4 第三節研究假設 . . . . .	
. . . . . 5 第四節名詞釋義 . . . . .		. . . . . 5 第二章文獻	
探討 . . . . .		. . . . . 9 第一節自我效能理論與其相關研究 . . . . .	
. . . . . 9 第二節目標導向理論與其相關研究 . . . . .		. . . . . 18 第三節教師期望理論與其	
相關研究 . . . . .		. . . . . 29 第三章研究方法 . . . . .	
. . . . . 44 第一節研究架構 . . . . .		. . . . . 44 第二節研究對象與抽樣方法 . . . . .	
. . . . . 45 第三節研究工具 . . . . .		. . . . . 48 第四	
節實施程序 . . . . .		. . . . . 57 第五節資料處理與統計方法 . . . . .	
. . . . . 59 第四章研究結果與討論 . . . . .		. . . . . 60 第一節描述性統	
計分析 . . . . .		. . . . . 60 第二節不同性別、家庭社經地位國小六年級學生在自我效能	
、目標導向、知覺教師期望與學業成就之差異分析 . . . . .		. . . . . 61 第三節自我效能、目標導向、知覺教師期望與學業成就之相關	
分析 . . . . .		. . . . . 68 第四節不同背景變項、自我效能、目標導向、知覺教師期望對國	
小學童學業成就之預測情形 . . . . .		. . . . . 73 第五章結論與建議 . . . . .	
. . . . . 79 第一節結論 . . . . .		. . . . . 79 第二節建議 . . . . .	
. . . . . 81 參考文獻 . . . . .		. . . . . 85 附	
錄A 預試問卷 . . . . .		. . . . . 109 附錄B 正式問卷 . . . . .	
. . . . . 117 表 目錄 表 2-1 精熟和表現目標及其趨向和逃避形式 . . . . .		. . . . . 25 表 3-1	
依學校類型之分層隨機抽樣資料表 . . . . .		. . . . . 46 表 3-2 依縣市類型之分層隨機抽樣資料表 . . . . .	
. . . . . 47 表 3-3 依學校類型之分層隨機抽樣樣本資料表 . . . . .		. . . . . 47 表 3-4 依縣市類型之分層	
隨機抽樣樣本資料表 . . . . .		. . . . . 47 表 3-5 父母家庭社經地位換算分類表 . . . . .	
. . . . . 49 表 3-6 自我效能量表之因素分析摘要表 . . . . .		. . . . . 50 表 3-7 自我效能量表題號及信度係數對照表	

50 表 3-8 目標導向量表之因素分析摘要表	53 表 3-9 目標導向量表之題號及信度係數對照表
54 表 3-10 知覺教師期望量表之因素分析摘要表	56 表 3-11 知覺教師期望量表之因素、題號及信度係數對照表
57 表 4-1 國小學生在各變項之描述統計分析	61 表 4-2 不同性別之國小學生自我效能t考驗摘要表
62 表 4-3 不同性別之國小學生目標導向t考驗摘要表	62 表 4-4 不同性別之國小學生知覺教師期望各向度之差異性比較
63 表 4-5 不同性別之國小學生在學業成就之差異性比較	64 表 4-6 不同家庭社經地位之國小學生在自我效能之差異性比較
65 表 4-7 不同家庭社經地位之國小學生在目標導向之差異性比較	66 表 4-8 不同家庭社經地位之國小學生在知覺教師期望之差異性比較
66 表 4-9 不同家庭社經地位之國小學生在學業成就之差異性比較	68 表 4-10 自我效能與目標導向之相關分析摘要表
68 表 4-11 目標導向與知覺教師期望之相關分析摘要表	69 表 4-12 自我效能與知覺教師期望之相關分析摘要表
70 表 4-13 自我效能與學業成就之相關分析摘要表	71 表 4-14 目標導向與學業成就之相關分析摘要表
72 表 4-15 知覺教師期望與學業成就之相關分析摘要表	72 表 4-16 各自變項對國語學業成就之迴歸分析摘要表
74 表 4-17 各自變項對數學學業成就之迴歸分析摘要表	76 表 4-18 各自變項對名次之迴歸分析摘要表
77 圖 目錄 圖 2-1 Bandura三角互惠決定論圖示	9 圖 2-2 教師期望輸入因素及學生輸出因素間的循環, 教師期望運作流程
32 圖 2-3 教師期望與學生輸入行為間的中介循環過程	33 圖 2-4 「反映 - 建構」模式(reflection-construction model)
35 圖 3-1 研究架構圖	45

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