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研究所別：國立政治大學教育研究所教育心理與輔導組

論文名稱：國中生樂觀/悲觀傾向、課業壓力評估、課業壓力因應方式與學校生活適應之相關研究

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摘 要

本研究旨在探討國中生樂觀/悲觀傾向、課業壓力評估、課業壓力因應方式與學校生活適應間之關係，以及個人背景變項在這幾個變項間之差異情形，最後並藉由結構方程模式的建立，試圖找出各變項間之相互影響關係。

為達成本研究之目的，首先蒐集相關文獻，加以研覽與分析，據之作為本研究架構的理論基礎。在實徵研究方面，以桃園縣公立國中一至三年級 1224 名男女學生為受試者，以修訂之「樂觀/悲觀量表」、「壓力評估量表」、「學校生活適應量表」及自編之「課業壓力因應量表」為研究工具，進行問卷調查。所得資料以因素分析、信度分析、描述統計分析、皮爾遜積差相關分析、t 考驗、單因子變異數分析及 SEM 結構方程模式等統計方法加以處理。依分析結果發現：一、國中生之樂觀傾向偏低，悲觀傾向偏高；二、國中生之初級評估結果高而次級評估結果普通；三、國中生最常採取的課業壓力因應方式為「積極情緒焦點因應」，其次為「消極情緒焦點因應」、「積極問題焦點因應」，而最少使用的是「消極問題焦點因應」；四、國中生之學校生活適應情形普通，而在各向度的適應上，以同儕關係適應最佳，學習適應最差；五、國中生之性別在壓力評估、各種壓力因應方式、及多數學校生活適應(學習、同儕關係、師生關係及整體)有顯著差異存在；六、國中生之年級在樂觀/悲觀傾向、次級評估、多數因應方式(積極問題、消極問題、積極情緒)及多數學校生活適應(學習、師生關係、心理適應及整體)有顯著差異存在；七、在各變項間之影響關係上，根據研究者所建構之因果路徑模式圖得知，國中生之樂觀傾向與積極壓力因應方式會導致較佳的學校生活適應情形；國中生之悲觀傾向會透過消極壓力因應方式導致較差的學校生活適應情形；國中生之次級評估結果及樂觀傾向可以預測積極壓力因應方式的使用情形；國中生之次級評估結果及悲觀傾向可以預測消極壓力因應方式的使用情形；若進一步進行影響強弱之分析，則會發現悲觀對學校生活適應不具有預測力存在，而樂觀則對學校生活適應具有高度預測力；積極因應方式對學校生活適應的預測力大於消極因應方式；次級評估對選擇使用積極因應方式的預測力大於樂觀；但次級評估對選擇使用消極因應方式之預測力則小於悲觀。

**關鍵字：**樂觀/悲觀傾向、課業壓力評估、課業壓力因應、學校生活適應

## **Correlation between junior high school students' optimism/pessimism tendency, academic appraisal, academic coping ways, and school-life adjustment**

### **Abstract**

The purpose of this research is to discuss the relationship between junior high school students' optimism/pessimism tendency, academic appraisal ways, academic coping ways, and school-life adjustment; and the differences between junior high school students' gender and grade differences in these four variables; at last, to find out the influence relation between these variables by establishing a structural equation model. The subjects of this research are 1224 junior high school students in Tao-Yuan. The measures used in this research include: OPI, appraisal scale, academic coping scale, and school-life adjustment scale. And, the statistic methods used in this research include: factor analysis, item analysis, descriptive analysis, T-test, One-way ANOVA, Pearson product-moment correlation, and SEM etc.

The findings are as follow:

1. Junior high school students have median-low optimism tendency, median-high pessimism tendency, high primary appraisal, and median secondary appraisal.
2. The frequency of each coping way that junior high school students use most is "positive emotional-focused coping", then "negative emotional-focused coping", "positive problem-focused coping", and "negative problem-focused coping".
3. Junior high school students have median school-life adjustment, and in all parts of school-life adjustment, junior high school students have the greatest adjustment in "peer-relation" and the worst adjustment in "learning adjustment".
4. "Age" and "gender" have significant differences in most of the variables.
5. High optimism tendency and positive coping strategy can affect junior high school students' greater school-life adjustment, and pessimism tendency can only affect their school-life adjustment through negative coping ways; secondary appraisal and optimism tendency can be used to predict positive coping ways; secondary appraisal and pessimism tendency can be used to predict negative coping ways. Further analysis shows that positive coping ways have greater affection on school-life adjustment than negative coping ways; secondary appraisal has greater affection on positive coping ways than optimism and lower affection on negative coping ways than pessimism.

**Key words: optimism/pessimism tendency, academic appraisal, academic coping ways, school-life adjustment**