

# 目標情境和自覺能力對國民小學學童之 內在動機、壓力及表現的影響

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## 【摘要】

運動目標取向理論將人們之運動成就動機分為兩大取向，一為工作取向（task orientation），另一為自我取向（ego orientation）。然而在運動動機與身體的成就活動間，自覺能力則扮演了重要的中介角色（Nicholls, 1989; Duda 1988），為此不同取向者，在不向的自覺能力下，為證明其高能力或掩飾其低能力，而有不同的努力程度（exert effort）、工作選擇（task choice）、運動表現（performance）及持續參與（persistence）。本篇研究的目的是探討不同的目標情境對高低自覺能力之國小學童的壓力、動機和表現的影響，受試者為苗栗縣海口國小學童 29 人，透過問卷及自覺量表分類，並且以投籃準確率為動作表現、練習時間為內在動機以及狀態性焦慮量表測量焦慮來驗證理論，雖然各項統計結果並沒有達到統計上的顯著（ $p < .05$ ），事後探討的原因可能是誘因不夠強烈、隱藏式攝影機有時被發現以及受試者人數不足等等，但若單從平均數來看，本文獲得以下結果：

- 一、有關目標情境和壓力部分：在焦慮的表現上，與他人比較（自我取向情境）（排名給分）的狀態性焦慮平均數要比與自己比較（工作取向情境）（一球算一分）的狀態性焦慮平均數要大；而在自覺能力上，低自覺能力比高自覺能力狀態性焦慮平均數還高。
- 二、有關目標情境和動機的部份：在動機的表現上，與自己比較（工作取向情境）（一球算一分）的動機平均數比他人比較（自我取向情境）（排名給分）的動機平均數要高，可能是因為與他人比較排名給分有明確的目標所致，而在自覺能力上，低自覺能力比高自覺能力動機平均數高的原因，可能是受試者自覺能力較低，而有較強練習動機所致。

三、有關目標情境和進步表現的部分：與他人比較組（自我取向情境）（排名給分）的表現要比與自己比較組（工作取向情境）（一球算一分）平均數要大，可能是因為與他人比較組排名給分難度較高及有明確的目標所致，而在自覺能力上，低自覺能力比高自覺能力進步大的原因可能與低自覺能力在前測時的成績普遍低落，故有較大的進步空間有關。

關鍵詞：目標情境、自覺能力、壓力、運動動機、表現

# **The influence of goal setting condition and perceived ability on the intrinsic motivation and pressure and performance for elementary school students**

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## **【Abstract】**

The purposes of this study were to analyze the effect of goal setting condition and perceived ability on elementary school students' intrinsic motivation, pressure and performance. There were 29 subjects drawn from Hai kao elementary school, and basketball shooting was used as the experimental task. All the subjects were divided into assigned goal set condition group and perceived ability group by pretest. The instruments administered to the subjects were Perceived Ability Inventory and State Anxiety Inventory. The collect data were analyzed by two-way ANOVA.

The main findings of this study were that there was no significant difference for different goal setting condition and perceived ability on elementary school students' intrinsic motivation, pressure and performance. Even though the results of statistics showed no significant difference, it suggested there were some differences from the mean of statistics. The main suggestions from the study were (1) The coach of elementary school should encourage the students to establish the goal set condition compared with their own standard. By doing so, this kind of goal set condition would reduce the state anxiety of students. (2) The coach of elementary school should encourage the students to establish the goal set condition that compared with themselves. By doing so, this kind of goal set condition would increase the intrinsic motivation of students. (3) The coach of elementary school should help the students with high perceived ability compare their performance with others to reinforce their intrinsic motivation and reduce their anxiety. Then, these students' performances would be either improved or the opportunity of continuing to participate in sports would increase.

The reason that the result of the research is not as significant as anticipated were as follows: (1) The temptation is not strong enough. These toys could not match the

need of these students. The researcher should at first investigate what kind of toys they are really interested in. Besides, good friends' behaviors are different. Some would actively invite subjects to do other things, some don't. The difference would affect the reliability of this research. (2) The hidden camera would be sometimes found by subjects which would cause these subjects to be nervous. The difference would affect the validity of this research.

Based on the findings, some explanations were offered, and applications of the study were discussed. Finally, some suggestions were offered for the future study .

Key words : goal set condition, perceived ability, intrinsic motivation, pressure, performance