

學生成就目標、面子認知與自我設限影響 學生的逃避求助之關係

**RESEARCH WHICH THE VERIFICATION THE AVOIDANCE
HELP SEEKING FOR STUDENTS WERE PREDICTED
STUDENT ACHIEVEMENT GOALS, FACE ORIENTATION,
SELF-HANDICAPPING**

鄭碧月

台南應用科大管理學院院長

盧浩德

台南應用科大財金系副教授

Pi-Yueh Cheng

*Professor, Dept. of Finance Dean, College of Management,
Tainan University of Technology*

Hao-Te Lu

Associate Professor Dept. of Finance, Tainan University of Technology

摘要

任課教師教學時經常會指派學生練習作業，當學生作業遇有困難時，有些學生往往會逃避尋找求協助，此為值得探討的議題。本研究採用新近提出的 3×2 的六向度目標導向模式為基礎，整合學生成就目標、面子認知與自我設限，預測學生有學習困難時課業逃避求助行為。本研究以線型結構方程模型，調查 301 位大學生在會計學習的歷程中，學生的成就目標、面子驅動、以及學生自我設限，影響學生的逃避求助之關係，參與的學生有 301 位大一學生，研究結果顯示，6 向度的成就目標、學生的面子，與學生自我設限對學生逃避求助行為有顯著影響，且學生的自我設限扮演顯著中介效果，且間接效果均高於直接效果；研究結果可提供教學重要的參考。

關鍵詞：成就目標理論、自我設限、學生面子驅動、學生逃避求助

ABSTRACT

The teachers often assign students to practice homework. When students meet difficulties of accounting homework, they will avoid seek-help from teacher/classmates as

worthy discussing. The current research based a 6-dimensional goal orientation model has been proposed and combines the students' achievement goal, face orientation, and self-handicapping which predict students' avoidance help behavior in accounting learning. The purpose verification of the achievement goals study proposed a hypothesis framework stating that instrumental help-avoiding can be affected by achievement goals, faces orientation, and self-handicapping toward avoid help-seeking. Total of 301 fresh student participate in the study. The results indicated 6-dimensions achievement goals, student's face and student's self-handicapping inflected their avoid seek-help and self-handicapping play a mediator. The results of the research can provide important reference for teaching.

Keywords: Achievement Goal Theory, Self-Handicapping, Students' Face Orientation, Students' Intentions of Avoid Help-Seeking