

不同參照回饋對低體適能學童成就動機 與體適能成績之影響

朱展志*、林如瀚**

摘 要

本研究的主要目的為探討常模參照回饋、自我參照回饋及綜合參照回饋方式對國小體適能測驗低成就學童成就動機與體適能測驗成績的影響。研究對象為花蓮縣某國小六年級12歲男女學童九個班級共312人。研究方法為以班為單位隨機分派成三組，一組各三個班，將受試者分別接受常模參照回饋（104人）、自我參照回饋（105人）及綜合參照回饋（103人）等三種不同實驗處理。資料分析則以前學期體適能測驗四項成績中有三項以上未達百分等級50%的學童為對象，共113人（男生61人，女生52人）。蒐集資料以單因子變異數進行分析，若達顯著差異，則以LSD法進行事後比較。結果發現，綜合參照回饋組及自我參照回饋組的成就動機高於常模參照回饋組，而綜合參照回饋組的體適能測驗成績高於常模參照回饋組。

關鍵字：自我參照回饋、成就動機、常模參照回饋、綜合參照回饋、體適能

* 朱展志：宜蘭縣憲明國小教師

** 林如瀚（通訊作者）：國立東華大學體育與運動科學系副教授

電子郵件：happy@mail.cndhu.edu.tw

收件日期：2010.11.02；修改日期：2011.06.30；接受日期：2011.10.18

The Effects of Different Kinds of Referenced Feedback on the Achievement Motivation and Fitness of Low-fitness Elementary School Students

Jaan-Jyh Ju* Ju-Han Lin**

Abstract

The main purpose of this research was to explore the effects of different kinds of referenced feedback on the achievement, motivation and physical fitness testing results of elementary school students with low achievement in physical fitness. The subjects of the research were 312 male and female sixth-graders from nine classes at one elementary school in Hualien County. According to the data analysis, 113 of these students failed to attain the standard passing score of 50% on three or more of four physical fitness pre-tests which they were given. Method: using random selection, subjects were given physical fitness tests, followed by feedback in one of the following forms: norm-referenced feedback, self-referenced feedback or synthesized-referenced feedback. The data was then analyzed by one-way ANOVA and one-way ANCOVA. LSD was followed while the analysis was statistically significant. The results were as follows: The achievement motivation of the subjects who received synthesized-referenced feedback was significantly higher than that of subjects who received norm-referenced feedback. The physical fitness testing results of subjects who received synthesized-

* Teacher, Shmes Elementary School

** Associate Professor, Department of Physical Education and Kinesiology, National Dong Hwa University

E-mail: happy@mail.ndhu.edu.tw

Manuscript received: 2010.11.02; Revised: 2011.06.30; Accepted: 2011.10.18

referenced feedback were significantly higher than those of the subjects who received norm-referenced feedback.

Keywords: self-referenced feedback, achievement motivation, norm-referenced feedback, synthesized-referenced feedback, fitness