

摘要

論文名稱：高中生品格發展之因子模式

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本研究旨在探討高中生的教師品格教學、父母品格教養、批判思考能力、品格信念及品格行為之關係。研究參與者來自台北縣市公立高中二、三年級，有效樣本計 538 人。本研究採用的研究工具包括「品格行為量表」、「品格信念量表」、「品格教學行為量表」、「父親品格教養行為量表」、「母親品格教養行為量表」及「批判思考測驗—第一級」(CTT-I)。資料分析所用的統計方法包括描述統計、單因子多變量變異數分析及線性模式分析。本研究主要發現如下：

1. 就學校教師而言，大多身兼導師的國文、英文、數學科老師，對高中生品格影響最為深遠；就一般對象而言，母親及父親對孩子的品格影響最大。
2. 不同性別的高中生在品格信念及品格行為上均有顯著差異：在品格信念方面，女生顯著優於男生，尤其在「責任」、「關懷」及「公民性」等指標的信念；在品格行為方面，女生亦顯著優於男生，尤在「值得信賴」、「公平」、「關懷」及「公民性」等指標的表現。
3. 不同年級的高中生在品格信念及品格行為上沒有顯著差異。
4. 不同父母的教育程度的高中生在品格信念及品格行為上沒有顯著差異。
5. 高中生品格信念及品格行為會相互影響：亦即品格信念程度愈高者，其本身品格行為表現愈好；品格行為表現愈佳者，擁有的品格信念程度愈高。

6. 教師的品格教學行為對高中生的品格信念及品格行為有顯著效果，亦即知覺教師品格教學程度愈高者，其品格信念也愈強，品格行為表現程度也愈佳。
7. 父母的品格教養行為對高中生的品格信念及品格行為有顯著效果，亦即知覺父母品格教養程度愈高者，其品格信念也愈強，品格行為表現程度也愈佳。
8. 高中生批判思考能力對品格信念和品格行為沒有顯著的正向效果。
9. 就高中生品格行為發展之子模式而言，教師品格教學行為及父母品格教養會互動之後，分別對品格信念及品格行為產生直接和間接的影響，且品格信念和品格行為間會相互影響。

最後，本研究依據上述的研究結果進行討論，並提出相關建議以供教師教學、父母教養及後續研究之參考。

關鍵字：高中生、品格信念、品格行為、品格教學、品格教養、批判思考能力

Abstract

A Model for the Development of High School

Students' Characters

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The main purpose of this study was to explore the relationships among teachers' character teaching, parents' character parenting, critical-thinking abilities, character beliefs, and character behaviors of high school students. The participants included 538 students sampled from six high schools in Taipei City. The employed instruments in this study were *the Inventory of Character Behaviors*, *the Inventory of Character Beliefs*, *the Inventory of Character Teaching*, *the Inventory of Father's Character Parenting*, *the Inventory of Mother's Character Parenting*, and *the Critical-thinking Test, Level I*. The employed analysis methods included Descriptive Statistics, One-Way Multiple Analysis of Variance, and Structural Equation Modeling.

The main findings of this study were as follows:

1. As for school teachers, Chinese, English and Mathematical teachers who usually serve as tutors had the greatest effect on the high school students' character development; as for general subjects, mothers and fathers had the most profound effect on the high school students' character development.
2. There were significant gender differences on character beliefs and character behaviors. Specifically, the females outperformed the males in character beliefs, especially in "responsibility", "caring", and "citizenship"; moreover, the females outperformed the males in character behaviors, especially in "trust worthiness", "fairness", and "citizenship".
3. There were no significant differences on character beliefs and character behaviors between the second graders and the third graders.
4. There were no significant differences on character beliefs and character behaviors among the three parents' educational levels.
5. The relationships of character beliefs and character behaviors among the high school students were bi-directional. In other words, those who had stronger character beliefs performed more character

behaviors and those who performed more character behaviors had stronger character beliefs.

6. The teachers' character teaching had significant effects on the high school students' character beliefs and character behaviors. Specifically, those who perceived higher degree of character teaching had higher character beliefs and performed more character behaviors.
7. The parents' character teaching had significant effects on the high school students' character beliefs and character behaviors. Specifically, those who perceived higher degree of character parenting had stronger character beliefs and performed more character behaviors.
8. The high school students' critical-thinking abilities had no positive effects on their character beliefs and character behaviors.
9. In terms of the Model for the development of high school students' characters, teachers' character teaching and parents' character parenting interactively influenced, both directly and indirectly, the high school students' character beliefs and character behaviors; meanwhile, character beliefs and character behaviors influence each other.

Finally, the researcher proposed some suggestions for educational instructions, parental upbringing, and future studies.

Key words: high school students, character beliefs, character behaviors, character teaching, character parenting, critical-thinking abilities