

論文摘要

論文名稱：國中教師之建設性思考、人際智慧與其需求困擾及快樂之關係

學校所別：國立政治大學教育學系教育心理與輔導組

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摘要內容：

本研究旨在探討國中教師建設性思考、人際智慧與其需求困擾及快樂之關係。本研究以台北縣市兩個地區的國中教師為研究對象，有效樣本共計 366 人。本研究所採用之研究工具包括「建設性思考量表」、「教師人際智慧量表」、「教師需求困擾量表」、「教師快樂量表」。資料分析採取之統計方法包括描述統計、單因子多變量變異數分析、單因子單變量變異數分析、典型相關分析及全部進入法多元迴歸分析。

本研究之主要發現如下：

- 一、建設性思考能力較佳之國中教師，其需求困擾程度較低。
- 二、國中教師的建設性思考指標與其需求困擾指標有相關。建設性思考中的「行為的因應」、「情緒的因應」、「迷信的思考」及「絕對的思考」與需求困擾呈現顯著負相關。
- 三、建設性思考能力較佳之國中教師，在快樂感受、快樂條件及快樂活動的得分均較高。
- 四、國中教師的建設性思考指標與其快樂三個向度的指標有相關。建設性思考中的「行為的因應」及「情緒的因應」與快樂感受有顯著正相關；建設性思考中的「絕對的思考」及「行為的因應」與快樂條件有顯著正相關；建設性思考「絕對的思考」、「行為的因應」與快樂活動有顯著正相關。

- 五、人際智慧能力較佳之國中教師，其需求困擾程度較低。
- 六、國中教師的人際智慧指標與其需求困擾指標有相關。人際智慧中的「溝通表達」、「人際覺察」與需求困擾中的「人際與隸屬」、「能力與自信」有顯著負相關。
- 七、人際智慧能力較佳之國中教師，在快樂感受、快樂條件及快樂活動的得分均較高。
- 八、國中教師的人際智慧指標與其快樂三個向度的指標有相關。「社交彈性」、「溝通表達」與快樂感受有顯著正相關；「溝通表達」、「人際覺察」、「社交彈性」與快樂條件有顯著正相關；「溝通表達」、「人際覺察」與快樂活動有顯著正相關。
- 九、需求困擾程度較低的國中教師，在快樂感受、快樂條件及快樂活動的得分均較高。
- 十、國中教師的需求困擾的指標與其快樂三個向度的指標有相關。「人際與隸屬」、「能力與自信」與快樂感受有顯著負相關；「人際與隸屬」及「經濟與生活」與快樂條件有顯著負相關；「人際與隸屬」與快樂活動有顯著負相關。
- 十一、國中教師的建設性思考、人際智慧與需求困擾能有效聯合預測其快樂感受、快樂條件及快樂活動。人際智慧是快樂感受的主要預測變項；人際智慧與需求困擾是快樂條件的主要預測變項；建設性思考是快樂活動的主要預測變項。

最後，根據本研究主要發現提出若干意見，以供相關單位人員在教育及學術研究上作為參考。

關鍵字：建設性思考、人際智慧、需求困擾、快樂

The Relationships among Constructive Thinking,
Interpersonal Intelligence, Need Problems and Happiness of
Junior High School Teachers

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Abstract

The main purpose of this study was to explore the relationships among constructive thinking, interpersonal intelligence, need problems and happiness of junior high school teachers.

The participants included 366 junior high school teachers in Taipei City and Taipei County. The employed instruments were *The Constructive Thinking Inventory*, *The Teachers' Interpersonal Intelligence Inventory*, *The Teachers' Need Problems Inventory*, and *The Teachers' Happiness Inventory*. The applied analysis methods were Descriptives, One-way Multivariate Analysis of Variance, One-way Univariate Analysis of Variance, Canonical Correlation, and Multiple Regression.

The main findings in this study were as follows:

1. Constructive thinking had negative influences on the teachers' need problems.
2. The indices of constructive thinking and those of need problems were significantly correlated. More specifically, the constructive thinking of behavioral coping, emotional coping, superstitious thinking, and categorical thinking had significant negative correlations with the teachers' need problems.
3. Constructive thinking had positive influences on the teachers' happiness feelings, happiness conditions, and happiness activities.

4. The indices of constructive thinking and those of happiness were significantly correlated. More specifically, the constructive thinking of behavioral coping and emotional coping had significant positive correlations with the teachers' happiness feelings, that of categorical thinking and behavioral coping had significant positive correlations with the teachers' happiness conditions, and finally, that of categorical thinking and behavioral coping had significant positive correlations with the teachers' happiness activities.
5. Interpersonal intelligence had negative influences on the teachers' need problems.
6. The indices of interpersonal intelligence and those of need problems were significantly correlated. More specifically, the interpersonal intelligence of communicating and expressing as well as interpersonal awareness had significant negative correlations with the teachers' need problems of interpersonal and belongingness as well as abilities and confidence.
7. Interpersonal intelligence had positive influences on the teachers' happiness feelings, happiness conditions, and happiness activities.
8. The indices of interpersonal intelligence and those of happiness were significantly correlated. More specifically, the interpersonal intelligence of social flexibility as well as communicating and expressing had significant positive correlations with the teachers' happiness feelings; that of communicating and expressing, interpersonal awareness, and social flexibility had significant positive correlations with the teachers' happiness conditions; and finally, that of communicating and expressing as well as interpersonal awareness had significant positive correlations with the teachers' happiness activities.

9. Need problems had negative influences on the teachers' happiness feelings, happiness conditions, and happiness activities.
10. The indices of need problems and those of happiness were significantly correlated. More specifically, the need problems of interpersonal and belongingness as well as abilities and confidence had significant negative correlations with the teachers' happiness feelings, those of interpersonal and belongingness as well as economical and life had significant negative correlations with the teachers' happiness conditions, and finally, those of interpersonal and belongingness had significant negative correlations with the teachers' happiness activities.
11. The teachers' constructive thinking, interpersonal intelligence, and need problems could effectively predict their happiness feelings, happiness conditions, and happiness activities. Among the predictors, the most powerful predictor of the teachers' happiness feelings was interpersonal intelligence, that of happiness activities was constructive thinking. Moreover, the most powerful predictors of the teachers' happiness conditions were interpersonal intelligence and need problems.

Keyword: constructive thinking, interpersonal intelligence, need problems, happiness.