

大學生之學習氣氛、學習壓力與學習滿意度對學習成效之影響

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摘要

School is an important place to nurture talent, and is also an important cradle for nurturing. In 2006, the first cycle of five years of evaluation and accreditation implementation plan, which aims to ensure that the assessment by the department or unit to provide students with a quality learning environment. Major countries with current international practice of higher education evaluation, considerable emphasis on the learning effectiveness of students to ensure that, while the higher education and the impact of globalization, making the learning effectiveness become the focus of attention. Many factors influence the effectiveness of learning, and learning stress and learning satisfaction is also the factors that affect the effectiveness of learning.

In this study, learning atmosphere, learning stress, learning satisfaction and learning effectiveness for the dimensions to a private Management of School students as the research object, by way of quantitative, and use software SPSS 17.0 for statistical analysis, factor analysis, Reliability analysis, t-test, ANOVA analysis, correlation and regression analysis to quantify properties. Results of the analysis of different variables on the personal property of the learning atmosphere, learning stress, learning satisfaction and learning effectiveness have partial significant differences, and learning atmosphere for learning satisfaction and learning effectiveness, learning pressure on the learning atmosphere, learning satisfaction Degree and learning effectiveness, learning satisfaction on learning effectiveness, are not at all significant impact.

This conclusion can see that the students learning atmosphere, learning stress and learning satisfaction did not achieve the expected learning effectiveness for the impact, so the schools should target for the needs of students and their learning reached eyes Suoyu make Related coping

strategies and thus effectively improve the quality of school education.

關鍵字：learning atmosphere, learning stress, learning satisfaction,
learning effectiveness