

臺灣南部地區國小六年級學童對於臺灣黑熊與森林保育之環境態度、環境責任感、控制觀、環境知識和環境行為之評估

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碩士論文

論文摘要

本研究的主要目的為：1. 探討臺灣南部地區國小六年級學童對於臺灣黑熊與森林保育的環境態度、環境責任感、控制觀、環境知識和環境行為，並分析其城鄉差異；2. 探討上述環境素養變項彼此間的相關程度，並分析影響環境行為的最佳預測變項群；3. 探討參與「臺灣黑熊到校解說保育課程」的學童，相較於未參與者，其環境態度、環境責任感、控制觀、環境知識與環境行為的差異。本研究參照城鄉人口比例取樣，總計得到 669 份有效問卷（原鄉地區 329 份、鄉鎮地區 110 份、都市地區 230 份）；另外，再增加 306 份參與保育課程的學童問卷進行分析。

研究結果發現：1. 校對過原鄉、鄉鎮與都市地區學童的環境知識得分後，校正後答對率依次為 35.2%、41.6%與 46.7%，顯然偏低。2. 學童的環境態度、環境責任感與控制觀，普遍呈現正向。然而，原鄉學童對於物種消失或森林破壞會影響人類福祉的態度略偏為負向。3. 學童的環境行為，在「生態管理類」普遍較高，卻在「勸說類」普遍偏低。4. 整體來說，都市化程度越高，學童的環境態度、環境責任感與環境知識發展得越好，但教師對學童的影響力卻越小。控制觀、環境行為與家庭影響則未在各地學童身上看到明顯差異。5. 將環境行為的四個預測變項進行複迴歸分析，除環境知識外，其餘三個變項皆達顯著，整體預測力 (R^2) 為.132 (調整後的 $R^2=.127$)，預測力大小依序為環境責任感、控制觀、環境態度。當把性別、家庭影響、教師影響與自然中心參訪經驗也納入複迴歸分析，僅三個變項達顯著，預測力由高而低依序為家庭影響、環境態度、環境責任感， $R^2=.314$ (調整後為.306)。6. 參與保育課程的原鄉地區學童，相較於未參與者，在環境責任感和控制觀的得分反而較低但在環境知識的得分則較高。

本研究建議未來教學的可行方向為：1. 著重傳遞黑熊威脅與森林功能的環境知識；2. 對於原鄉地區學童應強調自然資源的有限性，針對鄉鎮及都市地區學童則可多引領自然體驗；3. 強化情意面的教學；4. 培養學童的公民認同感及對公共利益的追尋；5. 連同教育家長與學童。

論文外文摘要

The main purpose of the study was to assess environmental attitudes, personal responsibility, locus of control, environmental knowledge, and environmental behavior regarding conserving endangered Taiwan black bear (*Ursus thibetanus formosanus*) and forest of 6th graders in southern Taiwan. The author collected 669 copies of questionnaires, including 329 from aboriginal communities, 110 from rural areas and 230 from cities. In addition, the author chose another 306 copies from those who had participated in the "Taiwan Black Bear School Caring Course" for further analysis. Among the students of three areas, the findings showed that as the level of urbanization increased, environmental attitudes, personal responsibility, environmental knowledge toward bears and forests

conservation tended to increase. On the other hand, teachers had stronger impacts on students in aboriginal communities than in rural areas and cities. However, there were no significant differences between areas in other three factors, i.e. locus of control, environmental behavior, and family influence. As for the regression model of predicting bear conservation-related and environmental behavior, it further showed that family influence, Environmental Attitudes and personal responsibility can significantly explain the variation. Our result revealed the importance of family education on cultivating environmental literacy of children.

Moreover, we suggested further integrations of affective-domain teaching in school curriculums to enhance students' environmental attitudes and personal responsibility.

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(R^2) 為.132 (調整後的 $R^2=.127$)，預測力大小依序為環境責任感、控制觀、環境態度。當把性別、家庭影響、教師影響與自然中心參訪經驗也納入複迴歸分析，僅三個變項達顯著，預測力由高而低依序為家庭影響、環境態度、環境責任感， $R^2=.314$ (調整後為.306)。6. 參與保育課程的原鄉地區學童，相較於未參與者，在環境責任感和控制觀的得分反而較低但在環境知識的得分則較高。本研究建議未來教學的可行方向為：1. 著重傳遞黑熊威脅與森林功能的環境知識；2. 對於原鄉地區學童應強調自然資源的有限性，針對鄉鎮及都市地區學童則可多引領自然體驗；3. 強化情意面的教學；4. 培養學童的公民認同感及對公共利益的追尋；5. 連同教育家長與學童。

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