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研究 生 (中)	林貞嫻
研究 生 (英)	LIN,CHEN -HSIEN
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指導 教授 (中)	陳富莉
指導 教授 (英)	
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關鍵字(英)	Transtheoretical Model Physical Fitness Intervention
摘要(中)	摘要 運用跨理論模式設計健康體適能教學方案之成效研究 -以台北市某私立女子高級中學為例 本研究旨在探討運用跨理論模式設計「健康體適能教學方案」，教學活動介入對於高中女生運動行為、社會心理因素以及健康體適能之成效。依據跨理論模式的五個改變階段、十個改變方法、決策權衡以及自我效能等策略，並以「健康體適能」相關的知識與

	<p>技能為主要內容架構，設計出五個教學單元。本研究採「準實驗設計」，立意選取台北市某私立高中女生一、二年級學生為研究對象，有效樣本共計 370 位。實驗組包含一年級兩個班與二年級兩個班，共有 200 位；對照組包含一年級兩個班與二年級兩個班，共有 170 位。在教學介入前一週分別進行實驗組與對照組之前測，實驗組進行五週的教學介入活動，對照組僅進行一般的體育課程，於教學介入後分別進行兩組的後側，再於兩個月後進行後後測，了解教學介入之影響與變化。實驗組於體育課程中進行五次「健康體適能促進方案」，針對不同運動階段組別的學生設計出不同的教學活動；對照組則在同一時段僅進行一般體育課程。研究資料收集包含前測、後測、後後測問卷與體適能檢測。問卷內容包括基本資料、運動階段、運動現況、運動自覺利益、運動自覺障礙、運動自我效能與社會支持；體適能檢測項目包括坐姿體前彎、立定跳遠、一分鐘仰臥起坐與八百公尺跑走等。研究資料係以 SPSS12.0 視窗版套裝軟體進行資料分析，包括列聯表、平均值、標準差等描述性統計，以及卡方檢定、t 檢定、配對 t 檢定、共變數分析、詹森內曼法與重覆量數變異數分析等，檢定實驗介入之成效。本研究結果如下：1. 「健康體適能促進方案」介入之前後測比較，實驗組在運動階段、運動頻率、運動自覺利益、運動自我效能、立定跳遠、一分鐘仰臥起坐與八百公尺跑走皆有顯著差異(p0.05)；而對照組在運動階段、運動自我效能、坐姿體前彎與八百公尺跑走皆有顯著差異(p</p>
<p>摘要 (英)</p>	<p>Abstract A Study Using Transtheoretical Model Design Health related Physical Fitness Education program Result The purpose of this study was to investigate the effects of exercise intervention on improvement of stage of change, regular of exercise, perceived exercise benefit, perceived exercise barrier, exercise self-efficacy, social support, and health-related physical fitness. A Quasi-experimental design was utilized and purposive sampling was conducted at a girl' senior high school in northern Taiwan . Three hundred and seventy subjects were assigned into the experimental and control group. The experimental group, which consisted of 200 subjects, participated in a program of exercise intervention within a period of five weeks . The intervention program applied the Transtheoretical Model to aid subjects in developing effective approaches within different stages of the exercise change. The intervention program includes teaching activities for the different stages of exercise. The control group, which consisted of 170 subjects, had no treatment during the same period. The collected data was composed of three questionnaires and the health-related physical fitness tests. The questionnaire included the following : stage of exercise, behavior of exercise, perceived exercise benefit, perceived exercise barrier, exercise self-efficacy, and social support. The health-related physical fitness includes sit-and-reach, sit-ups, standing long jump and 800m run. A closed-ended pretest-posttest questionnaire and another closed-ended follow-up test questionnaire were the instruments used to evaluate the outcome effects. The data were analyzed by using SPSS12.0/pc for Windows. Frequency, mean, standard deviation, percentage, paired t-test were used for statistical analyses. The findings of this study were as follows: (1) Significance was found with the experimental groups for stage of change, frequency, perceived</p>

	<p>exercise benefit, self-efficacy, standing long jump, sit-ups, and 800m run. There was also significance found on the control groups for stage of change, self-efficacy, sit-and-reach, and the 800m run. (2) A significant difference was also found between the control and experimental groups for sit-ups and 800m run in the posttest. This study shows that there is an improvement in the experimental groups in their cardiovascular endurance and muscle endurance. (3) Significance was found in the experimental groups for perceived exercise benefit, self-efficacy, standing long jump, sit-ups and 800m run in closed-ended test. A significance was found on the control groups for sit and reach, sit-ups and 800-m run. But there is a Significant that there were reduction in the standing long jump. (4) In closed-ended we found that there were significant change between experimental groups and control group in their self-efficacy, and standing long jump. This study shows that was improvement in self-efficacy and strength in the experimental groups. (5) The teaching evaluation in health related physical fitness study, shows that about 80% of students think these activities on them generally have positive effect. This study uses transtheoretical model to design health related physical fitness to improve the stage of change, self-efficacy, standing long jump, sit ups, and 800-meter run as a physical activity. After doing these activities, students gain significant improvement in their stamina. But there is no significant results in the perceived benefits and barriers , social support, and sit-reach. When doing similar research in the future, one needs to overcome the obstacles and hindrances resulting from skills and methods. Moreover, one should make use of the strength of the small group to develop the right attitude of students toward physical fitness in order to improve their physical stamina.</p>
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<p><b>參考</b></p>	<p>參考文獻 中文部份 方進隆 (1991)?健康體能的理論與實際?台北市：漢</p>

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