

# 中文摘要

過去相關研究發現，社區大學生活藝能課程班班爆滿，而其中包括舞蹈類課程。由於社區大學舞蹈課程名稱定義分歧，故本研究作者將台北縣社區大學舞蹈類課程名稱加以統整、歸納，而概分為表演藝術及身心靈發展兩大類課程；並以此二類舞蹈課程作為主要研究方向。本研究旨在探討參與台北縣社區大學舞蹈課程受試者在不同背景變項的學習動機、學習滿意度之差異情形；受試者的學習動機與學習滿意度之相關情形。最後根據研究發現，提出課程方向、學員需求等具體建議，俾供相關單位參考依據。本研究採取問卷調查法和網路問卷調查法，以參與台北縣社區大學 98 年度夏季班舞蹈課程受試者為研究對象。回收網路問卷 181 份，整體問卷 62 份，刪除無效問卷 38 份，總計有效問卷 205 份。透過 SPSS for Windows 17.0 套裝統計軟體進行資料分析。統計方法採 t 考驗 (t-test) 或單因子變異數分析 (One-way ANOVA)，若結果達顯著水準，則再進行雪費法 (Scheffé) 事後比較，用以考驗各變項之間顯著差異。本研究結果如下：一、參與台北縣社區大學舞蹈課程受試者對學習動機取向認同度頗佳；其中以「求知興趣」認同度最高，「職業進展」認同度較低。二、參與台北縣社區大學舞蹈課程受試者在學習滿意度取向認同度偏高；其中以「教師教學」認同度最高，而「學習成果」認同度較低。三、參與台北縣社區大學舞蹈課程受試者因不同年齡、學歷、選修課程類型導致學習動機呈現差異存在。四、參與台北縣社區大學舞蹈課程受試者學習滿意度因不同年齡、學歷、選修課程類型而呈現顯著差異。五、參與台北縣社區大學舞蹈課程受試者學習動機愈高則學習滿意度愈高。作者建議台北縣社區大學可將「身心靈發展」課程多元化，如休閒、心靈舒壓、身體放鬆等課程，以提供學習者更多選擇的機會。開設適當、穩定、與滿足受試者需求之課程；並聘請具有專業能力講師。

關鍵詞：身心靈發展、表演藝術

# Learning Motivation and Satisfaction on Dance Courses at Community Colleges in Taipei County

## Abstract

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With times changing and society progressing, the concept of long-life learning has developed more rapidly in the world. Community College was becoming an essential entrance and institute for society and education in Taiwan. Based on reviewing papers, demands of arts and life courses in Community College always exceeded supplies, besides dance courses. The definition of dance courses varied greatly; hence, the author collected numerous dance courses, which were classified into two types: performing arts and spiritual development at Community College in Taipei County. The purpose of this study was to investigate the relationship between learning motivation and satisfaction on dance courses at Community Colleges in Taipei County. The method was used on-site questionnaire survey and internet computerized questionnaire survey. Subjects were participants of summer dance courses 2009 at Community Colleges in Taipei County. 243 samples (internet: 181; on-site: 62) based on proportional stratified cluster sampling were collected, of which 205 samples were valid. The return rate was 84.3%. The received data including personal information, learning motivation and learning satisfaction were analyzed by the analysis of descriptive statistics, t-test, one-way ANOVA, and Schffe's multiple comparisons. The significance level was set at  $\alpha=.05$ . The results were as below:

- A. The degree of subjects' "learning motivation" on dance courses at Community Colleges in Taipei County was fairly great; especially, the highest in "interest in pursuing knowledge" item, but rather lower in "vocational progress".
- B. The degree of subjects' "learning satisfaction" on dance courses at Community Colleges in Taipei County was fairly great; especially, the highest in "the ways of instructors' teaching" item, but rather lower in "results of learning".
- C. The effects of varied age, educational background, and types of optional classes on subjects' "learning motivation" on dance courses at Community

Colleges in Taipei County revealed significant difference.

- D. The effects of varied age, educational background, and types of optional classes on subjects' "learning satisfaction" on dance courses at Community Colleges in Taipei County revealed significant difference.
- E. The higher subjects' "learning motivation" on dance courses at Community Colleges in Taipei County, the better "learning motivation" was.

It is recommended that "spiritual development" dance courses should be multiplied and cater participants' needs. School authorities should find out what sort of professional development of dance teachers are necessary to enhance or improve participants' learning in dance. Schools should consider as a priority hiring only qualified dance teachers as they are more effective in their teaching than non-professional dance teachers.

**Key words:** Spiritual development, performing arts

