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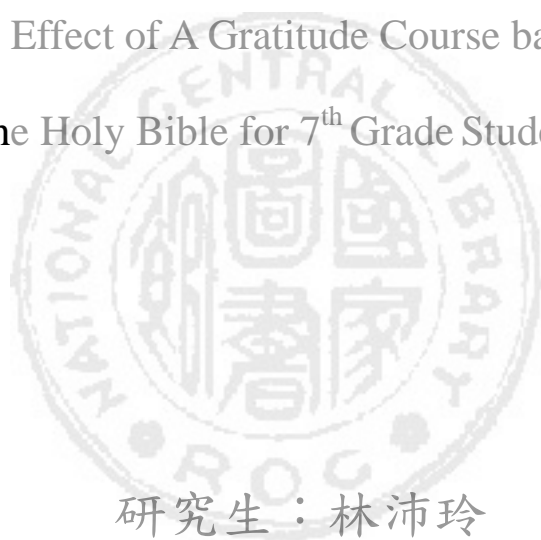
碩士論文

指導教授：張利中博士

以聖經為基礎之感恩課程

對國中一年級學生影響之研究

The Effect of A Gratitude Course based
on the Holy Bible for 7th Grade Students.

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中華民國九十七年六月二十八日

誌謝

「耶和華是我的力量，是我的盾牌，我心裡倚靠祂就得幫助，所以我心中歡樂，我必用詩歌頌讚祂（詩篇二十八篇 7 節）」。衷心感謝親愛的天父上帝，祂以恩惠慈愛，引導祂的兒女走人生的道路。

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林沛玲謹致於台中中華民國九十七年七月

以聖經為基礎之感恩課程

對國中一年級學生影響之研究

摘要

本論文研究旨在規劃，並實施以聖經為基礎，適合國中一年級學生的感恩課程教學之後，學生們對感恩態度的改變評估，以瞭解感恩課程，對國中生感恩態度的影響。

本研究從Watkins（1998）的研究感恩量表（Gratitude，Resentment，and Appreciation Test）（GRAT）有44題問卷題目，以及McCullough, Emmons, & Tsang（2002）的研究中的感恩問卷的六個問題Gratitude Questionnaire 6（GQ-6），有6題問卷題目，兩份問卷共計有五十題，測量感恩態度的量化研究。

本研究規劃聖經感恩課程活動設計，以及準實驗研究法，透過量化統計，以瞭解感恩教育對一年級國中生之感恩態度的影響。感恩是一個非常廣泛的題目，因此在研究本論文必須有一個研究的方向。本感恩課程是依據研究對象之年齡與需要，經研究者參考國內外文獻和書籍內容，綜合各學者專家對感恩教育之建議，以基督教的聖經故事為啟發，並配合團體遊戲與詩歌的融合，予以彙集整理後定稿。在教學過程中，經由教學者與學生之間的互動與反應，予以適當的調整後，所得到教學課程方案。

本研究之受試對象為中部甲公立國中，實施感恩課程教學的三班學生，為實驗組（50人），以中部乙公立國中的未實施感恩課程教學的二班（47人）學生為對照組，共97人，實驗組由研究者教授感恩課程，研究者利用聯課活動時間，（每週一節課），進行教學活動。研究者使用GRAT及GQ-6量表，在課程開始前，針對實驗組及對照組學生前測，然後在實驗組進行感恩課程與感恩週記八週後，與以兩組後測，再繼續在實驗組進行感恩週記四週後，再與以兩組後後測，觀察兩組學生的感恩態度影響之行動研究。所得資料以次數分配計算，及重複量數單因子變異數進行統計分析，以及迴歸分析，作為評量感恩課程對國中生之感恩態度之

影響。

本研究結果歸納如下：

- 一、實驗組與對照組，在前測各項量表的得分上，未達顯著差異。
- 二、實驗、對照組後測各量表中得分之t檢定結果：實驗組在GRAT中的富足感量表與對照組沒有顯著差異；實驗組在GRAT中的儉樸感恩量表顯著的進步大於對照組，顯示實驗介入後實驗組同學有儉樸的感恩，對於許多人事物容易有感恩的心；實驗組GRAT中的感激他人量表與對照組沒有顯著差異；實驗組與對照組感恩問卷(GQ-6)量表之分量表中，實驗組顯著的大於對照組，顯示實驗介入後實驗組同學有較高的感恩頻率。
- 三、實驗、對照組後後測各量表中得分之t檢定結果，和迴歸分析結果顯示：實驗組在GRAT的富足感、儉樸感恩、感激他人量表以及GQ-6量表，皆顯著進步大於對照組，顯示實驗介入後實驗組同學的感恩態度，的確比對照組有顯著的進步。

根據上述研究結果，研究者提出數項具體可行之建議，以供國內外從事相關研究及實務工作者之參考。

關鍵字：生命教育、感恩課程、品格教育

The Effect of A Gratitude Course based on the Holy Bible for 7th Grade Students.

Abstracts

This research is aimed at evaluating the change of the seventh grade students' attitudes toward gratitude after participating the gratitude program based on the Holy Bible which is appropriate for these students, and we can realize the effects of this program on the students' views about gratitude.

There are two questionnaires in this research on examining people's attitudes toward gratitude. One questionnaire includes 44 questions from GRAT (Gratitude, Resentment, and Appreciation Test) by Watkins (1998) while the other includes 6 questions from GQ-6 (Gratitude Questionnaire 6) by McCullough, Emmons and Tsang (2002).

This research contains activities of the gratitude program and the quasi-experimental design. We can learn what the effects of the gratitude program on the seventh grades would be from the statistics. Since gratitude is a general topic, we must set up definite researching principles. According to the age and needs of the subjects, the gratitude program is designed by the researcher who refers to the literature review. This program also combines the materials inspired by the stories from the Holy Bible with activities and hymns.

The subjects of the research are separated into experimental and control group. The former group consists of 50 students from three classes in A public junior high school in middle Taiwan who practice the gratitude program, and the latter consists of 47 students from two classes in B public junior high school in the same district who do not practice the program instead. The total subjects are 97 students. The researcher teaches the experimental group the program during the joint courses hour, once a week. The researcher uses GRAT and GQ-6 in the program. Before the program starts, the researcher tests both groups. After the experimental group finished the gratitude program and keeps journals of gratitude for 8 weeks, the researcher tests both groups again. When the experimental group keeps journals for another 4 weeks, the researcher tests both groups again and studies the effects on the students' attitudes toward gratitude. The data is counted as the frequency distribution, ANCOVA, and multiple regression.

The results of the research are as follows:

- 1) The experimental and contrastive group do not show clear diversity between their scores of every items from the first test.

2) The results of the t scores of both experimental and contrastive group from the second test:

There's no obvious difference between the scores of sense of satisfaction of both groups. The experimental group makes noticeable progress in the economical item from GRAT compared with the contrastive group, which shows that the students of the experimental group have the economical sense in gratitude when the program started. The scores of gratitude toward people from GRAT of both groups make no distinct difference. The scores from GQ-6 of the experimental group are apparently higher than those of the contrastive group, which shows that the students of the experimental group have higher frequency in gratitude.

3) The results of the t scores of both experimental and contrastive group from the third test and of regression:

The experimental group makes significant progress in the sense of satisfaction, the economical manner, gratitude for people and GQ-6 compared with the contrastive group, which shows that the former's students' attitudes toward gratitude have changed significantly since the program started.

According to the results above, this research ends with concrete, feasible suggestions for future studies.

Key words: Life education, Gratitude program, Character Education.