

Effects of Classroom Climate and Education Future Goal on Avoiding Strategies and Academic Performance of Taiwanese Vocational High School Students

The purpose of this study was to examine the effects of classroom climate and education future goal on avoiding strategies and academic performance of Taiwanese vocational high school students. Four hundred five students from eight classes participated in this study. A self-report measure perceptions of students' classroom climate and avoiding strategies was administered. We also collected students' course grades from school records at the end of the semester. MANOVA analyses were used. The results of this study showed: (a) students perception of classroom control were higher on avoiding strategies than students on other classroom climates (e.g., autonomy and both classroom high in autonomy and control) ; (b) students in the autonomy classroom were higher on academic performance than did students in other classroom climates ; (c) students with high school graduation education future goal were higher in avoiding strategies than did on other education future goals ; (d) students with high school education graduation education future goal had lower score on academic performance than did on other education future goals. Implications were discussed.

By way of studying different culture experiences, it hope that can provide various perspective to test the classroom supportive condition. The results of this study support the benefits of vocational high school students' learning while their teachers are autonomy-supporters.

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