

**Title of Proposal: A Motivational Model of Vocational High School Education in Taiwan: A self-Determination Theory Approach**

**Chi-Chau Lin** is from center part of Taiwan has taught in Tunghai university about three years. His research area is Educational Psychology, particular in achievement motivation and student's learning behaviors.

**ABSTRACT**

The purpose of this study was to propose and test a motivational model in vocational high school education. The model posited that teachers' support students' autonomy and competence positively affects students' self-perceptions of autonomy and competence. These self-perceptions, in turn, had a positive impact on students' self-determined motivation toward vocational education which led to their perception of the instrumentality of class work. This model was tested with vocational high school students (n=630). Results from multivariate analyses of variance and from structure equation modeling analyses (with AMOS) were found to support the proposed model. That is, it supported that students' perceptions of autonomy and competence support classroom were important for their motivation. Also supported was the importance of perceiving the current work as being instrumental for future orientation. Implications were discussed.