

國立臺北教育大學 100 學年度碩士班招生入學考試

心理與諮商學系碩士班 測驗與統計(含研究法) 科試題

一、請就以下一篇實徵性研究作品為思考範圍，討論測驗與統計（含研究法）之相關概念。請閱讀此文之摘要，並仔細回答問題：

Counseling Psychology Quarterly
Vol. 23, No. 1, March 2010, 1-16

Using MBTI type to explore differences and the implications for practice for therapists and coaches: Are executive coaches really like counsellors?

Jonathan Passmore*, Mark Holloway and Margaret Rawle-Cope
School of Psychology, University of East London, London, UK
(Received 1 September 2009; final version received 7 March 2010)

This study investigated a relationship between personality types and preferred methods of coaching. A total of 278 UK-based coaches completed an on-line survey, with 212 completing the section on Myers Briggs Type Inventory (MBTI) data. The results indicated that coaches were significantly more likely to have an intuitive (N) preference than a sensing (S) preference when compared to the wider UK population. Coaches were significantly different from UK counselors in the balance between thinking (T) and feeling (F) preferences, with coaches being guided more by thinking preferences and counselors using feeling preferences more often. Investigation on differences on the use of coaching models and MBTI types revealed that differences were not statistically significant. Statistically significant relationship between Keirsey's types and career roles as coaching or counseling, were found. The article highlights the implications of personality preferences for the selection and training of coaches.

Keywords: coaching; MBTI; coach career choice; coach training; coach selection

註 1：MBTI theory is a type theory, based on a belief that we all have innate personal preferences. The MBTI is an assessment developed by Isabel Myers and based on Carl Jung's theories of personality differences. Myers sought to take this aspect of Jung's work and make it accessible to normal, healthy adults via a self-report questionnaire with the aim of providing enhanced self-awareness (Myers & Myers, 1980; Myers & Myers, 1995). The questionnaire describes four bipolar type preferences that generate 16 four-letter types.

註 2：Keirsey (1998) reduced the 16 types into four main groups. These four types were based largely on Myer's original MBTI and cross-correlated to ensure that both instruments measure the same underlying traits (Quinn, Lewis, & Fischer, 1992).

(一) 首先，摘要中提及「The results indicated that coaches were significantly more likely to have an intuitive (N) preference than a sensing (S) preference when compared to the wider UK population.」，該結果乃來自以下表格。

Table 6. Sensing and intuitive preferences.

	Sensing (S)	Intuitive (N)
Expected	63	49
Observed	33	79

請利用 Table 6 的數據解釋上述所提之結果。包括：

1. 該結果來自何種統計數(5分)?
如何計算(5分)? (數值可約略估計，不需要很準確。)
2. 自由度多少? 什麼數據與數值大小可以表達出「were significantly more likely to have.....」? (5分)
3. 表格中的 expected 以及 observed 各指本研究中的什麼具體內容 (請勿直接翻譯)? (5分)

(二) 另摘要亦提及「Statistically significant relationship between Keirsey's types and career roles as coaching or counseling, were found.」研究結果顯示於圖2如右：

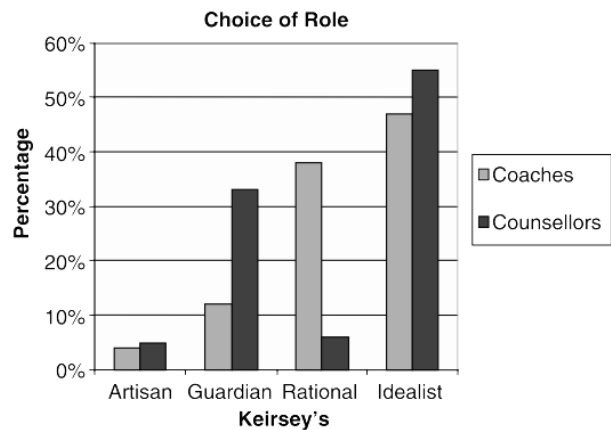


Figure 2. Distribution of workplace coach and counsellor roles in Keirsey's.

1. 圖2之數據顯示出次數百分比、不同諮商員角色、以及四種個性偏好，研究者稱此為 relationship，
 - (1) 何以此為 relationship? (5分)
 - (2) 你會用哪種統計考驗方法與過程偵測出上述研究結果? (5分)
 - (3) 請你以 relationship 的方式解釋所得結果。(5分)

2. 關於摘要下方的註 1 與註 2，

(1) 此二註腳在提醒讀者什麼？(5 分)

(2) 請具體說出如何設計研究，蒐集什麼數據，分析哪些統計數或統計考驗數可協助你判斷註 1 與註 2 是正確的。(10 分)

- 二、某研究生因為研究台灣地區國中生學習動機和考試焦慮的關係，需要自行編製一份國中生「學習動機」量表，回顧了相關理論與文獻後，以「自我效能」、「期望成功」與「知覺難度」等三種動機的認知評估作為學習動機的成分，並且編製每個成分各 5 題，總共 15 題的量表初稿，填答方式為李克特五點量表，預計將進行量表的各項分析。請你具體回答下列 3 個問題：
- (一) 請你針對上述情境，規劃出此「學習動機」量表編製後續將進行的分析與修訂程序，並說明各項分析的用意。(20 分)
- (二) 表 1 是以 SPSS 進行內部一致性分析的結果，請說明此項分析在量表編製時可以發揮的功能？並請解釋表格中哪些數據可以協助分析與判斷。(15 分)

表 1 內部一致性分析表

題號—成分	項目刪除時 尺度平均數	項目刪除時 尺度變異數	修正的項目 總相關	項目刪除時 Cronbach's Alpha	Cronbach's Alpha 值
1—自我效能1	13.84	21.790	.652	.914	.911
2—自我效能2	14.80	19.061	.793	.887	
3—自我效能3	14.74	19.159	.839	.877	
4—自我效能4	14.75	19.864	.802	.885	
5—自我效能5	14.68	19.978	.785	.888	
6—期望成功1	13.56	20.984	.699	.921	.920
7—期望成功2	13.93	20.175	.801	.901	
8—期望成功3	14.02	19.632	.833	.894	
9—期望成功4	13.78	19.623	.843	.892	
10—期望成功5	13.94	20.327	.793	.902	
11—知覺難度1	11.61	23.945	.796	.880	.907
12—知覺難度2	12.02	26.841	.676	.905	
13—知覺難度3	11.54	22.230	.838	.871	
14—知覺難度4	11.31	23.131	.812	.877	
15—知覺難度5	11.59	24.580	.719	.897	

(三) 表 2 是以 SPSS 進行因素分析的結果，請說明此項分析在量表編製時可以發揮的功能？並請就此表格的訊息加以解釋與分析。(15 分)

表 2 因素分析摘要表

題號—成分	因子		
	1	2	3
9—期望成功4	.824	-.250	.250
10—期望成功5	.798	-.166	.251
8—期望成功3	.773	-.264	.343
7—期望成功2	.688	-.315	.379
6—期望成功1	.652	-.219	.223
5—自我效能5	.572	-.347	.527
13—知覺難度3	-.209	.850	-.214
14—知覺難度4	-.199	.833	-.191
11—知覺難度1	-.267	.745	-.276
15—知覺難度5	-.223	.708	-.165
12—知覺難度2	-.198	.641	-.210
3—自我效能3	.454	-.329	.711
4—自我效能4	.459	-.288	.660
2—自我效能2	.447	-.386	.588
1—自我效能1	.406	-.317	.441
累積解釋變異量	27.752%	52.759%	68.924%

萃取方法：最大概似。

旋轉方法：含 Kaiser 常態化的 Varimax 法。

a. 轉軸收斂於5個疊代。