

Abstract

This study aims to explore the learning satisfaction and relative factors of the students who are taking general education courses(GECs) in the China Institute of Technology (CHIT). Through the literature review this study developed the study framework and conducted questionnaire to collect data. The 281 day school students in 2008 school year at CHIT were selected as sampling, the response data analyzed by the statistic methods of frequency and percentage, standard deviation, ranking, t-test, ANOVA and canonical correlation. The main results and conclusions are shown below:

1. Most GECs' teachers are enthusiasm and in high affirmative commendation by students' response.
2. For the well description of the GECs, most students understand the purpose, the course selection rules.
3. The most interesting GECs are psychology, living science, and the arts; and the most dislike GECs are philosophy, political issues, and society.
4. Although the studying pressure can be release by select the distance learning courses, the distance learning courses are not the priority to select by some students.
5. Although the students' recognition identification of GECs is high, the real action to select the GECs is still in negativity.
6. To the reasons that classroom size is limited students can not take the course by their willing.
7. The school administration service is not reach satisfied by students' response; especially students' esteem from administrators would be more concern.
8. Students' learning satisfaction would be influenced by learning attitude, teachers should motivate students' learning attitude while they are studying at GECs.

Key words: General education, learning satisfaction

壹、研究緣起與目的

人類自工業革命以來，工商業快速發展，強調分工、專業、效率和競爭。各國政府無不為配合經濟發展的需要，改革教育制度，以專業分流的方式，培育現代工商業所需的，具有生產競爭力的專業化人才。教育專業分流的最終結果，如