

A study of novice teachers' achievement goal orientation, self-regulated strategies, and teaching commitment: a survey for kindergarten in Taichuang

Ju-Chieh Huang

**Assistant Professor,
Graduate Institute of Curriculum and Instruction
Tamkang University**

Abstract

This study using questionnaire to understand current novice teachers' achievement goal orientation, self-regulated strategies, and teaching commitment, to analyze the difference between novice teachers and experienced teachers in these three variables, and to investigate the relations among novice teachers' achievement goal orientation, self-regulated strategies, and teaching commitment. Novice and experienced teachers in Taichuang area were the objects of questionnaires in this study. 304 questionnaires of novice teachers and 336 questionnaires of experienced teachers were returned. MANOVA and structural equation models were used for data analysis. This study found some important conclusion. First, in general, the novice teachers hold positively achievement goal orientation, self-regulated strategies, and teaching commitment. Second, experienced teachers' achievement goal orientation, self-regulated strategies, and teaching commitment are better than novice teachers. Finally, novice teachers' achievement goal orientation and self-regulated strategies have important effect on teaching commitment. Furthermore, base on above conclusions, this study provides several suggestions for novice teacher, in-service workshop, and further studies.

Key words: novice teachers, achievement goal orientation, self-regulated strategies, teaching commitment, kindergarten teacher.