

科目：統計學、心理測驗與心理學實驗法

系所組：認知科學組

統計學、心理測驗(66%)

一、請先閱讀以下實證文獻摘要，回答後續問題：

Pugh, S. D., Groth, M., & Hennig-Ghureau, T. (2010). Willing and Able To Fake Emotions: A Closer Examination of the Link Between Emotional Dissonance and Employee Well-Being. *Journal of Applied Psychology*, doi:10.1037/a0021395.

Emotional dissonance resulting from an employee's emotional labor is usually considered to lead negative employee outcomes, such as job dissatisfaction and emotional exhaustion. Drawing on Festinger's (1957) cognitive dissonance theory, we argue that the relationship between service employees' surface acting and job dissatisfaction and emotional exhaustion is moderated by 2 aspects of a service worker's self-concept: the importance of displaying authentic emotions (reflecting the self-concept's self-liking dimension) and the employee's self-efficacy when faking emotions (reflecting the self-competence dimension). A survey of 528 frontline employees from a wide variety of service jobs provides support for the moderating role of both self-concept dimensions, which moderate 3 out of 4 relationships. Theoretical and practical implications are discussed from the perspectives of cognitive dissonance and emotional labor theories.

(一) 工作者的自我概念在整個研究中扮演何種角色？--10%

(二) 下表為上述研究之結果，請問：

1. 步驟二的回歸係數相當於變異數分析中的何種檢定訊息？--10%

2. 步驟三的回歸係數相當於變異數分析中的何種檢定訊息？--10%

3. 請分別解釋第一個模式 (Emotional exhaustion) 與第二個模式 (Job Satisfaction) 中，Surface Acting \times Importance of Authentic Emotional Display 之 β 係數的意義 (兩個模式的 β 分別為 .17 與 -.15)。--10%

Regression Summary for Importance of Authenticity and Self-Efficacy Surface Acting

Predictor	Emotional exhaustion					Job satisfaction				
	R^2	ΔR^2	B	$SE B$	β	R^2	ΔR^2	B	$SE B$	β
Step 1: Control variables	.00					.01*				
Gender			.04	.07	.02			.19	.08	.10*
Job tenure (in years)			.00	.01	.03			.01	.01	.05
Step 2: Independent variables	.19**	.19**				.10**	.09**			
Surface acting			.32	.03	.43**			-.26	.04	-.31**
Importance of authentic emotional display			.14	.04	.13*			-.04	.05	-.04
Surface acting self-efficacy			-.00	.00	-.10*			.00	.00	.10*
Step 3: Interactions	.23**	.04**				.12**	.03**			
Surface Acting \times Importance of Authentic Emotional Display			.15	.03	.17*			-.14	.04	-.15**
Surface Acting \times Surface Acting Self-Efficacy			-.00	.00	-.10*			.00	.00	.05

Note. $N = 528$. All coefficients are reported for the final step.

* $p < .05$. ** $p < .01$.

※ 注意：1. 考生須在「彌封答案卷」上作答。

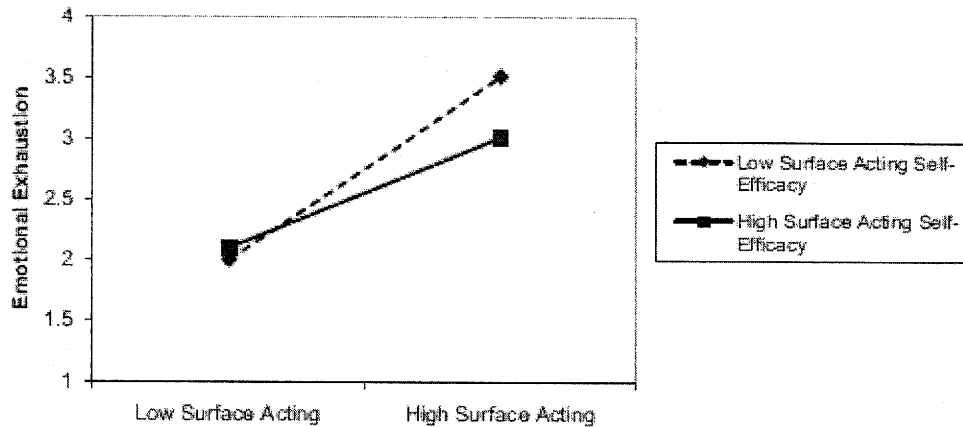
2. 本試題紙空白部份可當稿紙使用。

3. 考生於作答時可否使用計算機、法典、字典或其他資料或工具，以簡章之規定為準。

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(三)請根據下圖說明研究之結果。--10%



(四)上述研究的測量工具品質資訊如下：

1.請問何謂 composite reliability? --5%

2. Factor loadings (as standardized coefficient)該如何解讀? --5% ; 下表中所呈現之資訊有何意義?

--6%

Item	Standardized coefficient	Composite reliability
Surface acting		.90
Put on an act in order to deal with customers in an appropriate way.	.88	
Fake a good mood when interacting with customers.	.93	
Put on a "show" or "performance" when interacting with customers.	.82	
Importance of authentic emotional display		.83
It often makes me feel uncomfortable if I have to hide emotions that I actually feel.	.74	
If I need to express emotions that I do not actually feel, I often feel like I am deceiving others.	.74	
When I need to show emotions that I do not really feel inside, I often feel tense and pressured.	.74	
It is meaningful and valuable to me to always be honest in showing my real emotions.	.72	
Self-efficacy surface acting		.90
[Confidence you can perform this behavior] Put on an act in order to deal with customers in an appropriate way.	.85	
[Confidence you can perform this behavior] Fake a good mood when interacting with customers.	.91	
[Confidence you can perform this behavior] Put on a "show" or "performance" when interacting with customers.	.84	
Emotional exhaustion		.88
Being tired	.69	
Being "wiped out"	.87	
Feeling run-down	.89	
Feeling rejected	.61	
Being exhausted	.76	
Job satisfaction		.89
All in all, I am satisfied with my job.	.90	
In general, I don't like my job (reverse scored).	.72	
In general, I like working here.	.83	

Note. $N = 528$. All factor loadings are significant at $p < .01$.

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心理學實驗法及實驗 (34%)

題組 A：有位認知心理學家想要了解甚麼樣的字體及大小最適合老人在平板上閱讀。請問

A1) 這個研究中的獨變項和依變項分別為何？(4%)

A2) 若你是這位認知心理學家，請設計一個實驗參與者內的實驗來獲得你需要的答案。(5%)

題組 B：工研院委託一位認知心理學家針對聲控及手勢操作電視進行研究，這位心理學家找了兩群實驗參與者，一群是所謂的阿宅，另一群則是不使用電腦的家庭主婦。實驗參與者的任務是必須完成不同的操作，依變項是反應時間和正確率。

B1) 若反應時間的資料顯示，族群沒有主要效果、操作模式有主要效果(手勢操作的反應時間較長)，且兩個變項之間有交互作用(只有阿宅會受到操作模式的影響)。請用長條圖畫出結果，X 軸為族群，Y 軸為反應時間。(5%)

B2) 若正確率的資料顯示，族群有主要效果(阿宅正確率較高)，操作模式沒有主要效果，且兩者的交互作用不顯著，請用長條圖畫出結果，X 軸為操作模式，Y 軸為反應時間。(5%)

B3) 請問這個研究中有哪一些混淆變項？他們又會如何影響研究的效度？(請舉兩個例子，影響哪一種效度要正確說明才會得分)(5%)

題組 C：有位老師想要了解不同的應對模式會如何影響學生的學習成就，在其中一個班級他採用懲罰法、另一個班級他採用獎勵法；他在兩個班級都採用了所謂的共軛設計(yoked control)，他主要關切的是同學上課不專心老師給的應對方式會如何造成影響。結果他發現，懲罰法的那組在前後測的差異較顯著，顯示懲罰法較有效，但另外一位老師認為他的研究有所謂的回歸威脅。請舉例解釋這個研究中的兩個名詞：

C1) 共軛設計 (5%)

C2) 回歸威脅 (5%)

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