

The Study of Teacher Value of College English Teacher

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This study was an exploration of teachers' perspectives on teacher value. The research questions guiding this study were concerned with 1) identification of values important to teachers, and 2) the importance of teacher value on teachers' curriculum, teaching strategy, assessment, relationship with students, and classroom climate. The school character (public or private), as well as the teachers' gender, country, age and number of years of teaching experience were discussed. Thirty-two teachers completed the survey questions designed for the purposes of this study. The researcher collected teachers' responses on the appointed day. The gathered data were analyzed using the Statistical Package for the Social Science (SPSS) version 10.0 for Microsoft Windows. Descriptive statistics were used to summarize demographic information and teachers' perspectives on teacher value. The findings of this study indicate that responsibility and enthusiasm are the two most important teacher values, and teacher value is most important in teachers' relationship with students and least important in assessment of the values and functions considered. This study suggests that teachers can recognize and clarify their values in order to improve students' academic achievement.

Key Words: Teacher Value , Moral Value , Amoral Value , Teacher-Student Relationship

大學英文教師之教師價值觀研究

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摘要

價值觀是人類思想及行為的根基；它不但為人類的一舉一動提供方向，也為人類作決策時提供準則。因此，個人所有的行為動機、態度、判斷標準、以及願景，皆來自其獨特的價值觀。教師價值觀，是教師在其工作上所擁有的中心信仰及評量標準，它不但直接支配教師的思想及行為，也間接且無形的影響學生。因此，身為教育中極重要的角色，教師價值觀的重要性有其研究之必要。

本研究旨在探討教師價值觀，包括道德性及非道德性價值觀，在教師工作上的重要性。研究問題有二：（一）定義教師所須具備之重要價值觀，以及（二）探討教師價值觀在課程、教學策略、評量、師生關係、以及教室氣氛之重要性。三十二位來自八所不同國家（台灣及美國）及不同性質（公立及私立）的大學校院教師參與本研究之訪談，所得資料以 SPSS 統計套裝軟體及質性研究法分析。研究結果發現，「負責」及「熱忱」為所有受訪教師認為最重要的教師價值觀，且教師價值觀在師生關係上最為重要，而在教師的評量工作上最不重要。此外，男性與女性教師，以及台灣與美國教師在教師價值觀上之看法較相似，但公立學校與私立學校教師之看法則較不相同。教師之年紀與教學年資對台灣教師在教師價值觀之看法雖有些許影響，但整體而言，此二項目並不為影響教師價值觀之重要因素。本研究建議教師可釐清及修正所具有之價值觀，以增進學生在校之學習成就。

關鍵詞：教師價值觀、道德性價值觀、非道德性價值觀、師生關係