

教保人員在職進修現況與需求之調查研究

—以苗栗縣為例

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摘 要

本研究旨在調查苗栗縣教保人員在職進修的現況與需求。研究方法採質量並重，資料蒐集方法包括研究者設計之「苗栗縣教保人員在職進修現況與需求問卷」與訪談法，問卷內容包括四點量表題型與開放式問題；訪談對象包括七位背景不同之教保人員。量化資料分析方法包括描述性統計、t考驗、單因子變異數分析，質性資料則透過編碼、歸納與詮釋，並將量性與質性資料交互檢證，提出最可信的研究結果。研究發現苗栗縣教保人員目前進行的在職進修方式主要為「參加社會或私人機構舉辦的研習課程或活動」與「自我閱讀」；但其在職進修方式的主要需求則為「自我閱讀」、「進行校內外教學觀摩」和「參加有實務演練機會的研習活動」；而對各項在職進修的內容需求均高，其中排名較前者為「親師合作」和「幼兒發展與學習」。背景變項中，「學歷」在最多項進修「方式」需求上造成顯著差異，包括「研習活動及研討會」、「進修學位」、「寫教學札記」與「從事行動研究」等四種，且其差異雷同，均是具大學學歷之教保人員高於具高職或具專科學歷者；但「學歷」並未在進修「內容」需求上造成明顯的差異。

關鍵詞：在職進修、專業成長、教保人員

A Study on Current Status and Needs of Early Childhood Educators' In-service Education—Taking MiaoLi County as an Example

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Abstract

The purpose of this study was to understand the current status and needs of early childhood educators' in-service education in MiaoLi county. Both quantitative and qualitative methods were applied to collect and analyze the data. The research instruments included a questionnaire and 7 times of personal interviews. Quantitative data was analyzed by descriptive analysis, t-test and ANOVA. Qualitative data was coded and analyzed. Both kinds of data was inter-examined and interpreted. The research findings showed that early childhood educators' current in-service opportunities were not diverse enough. The approach of in-service education they applied the most were attending educational programs held by social or private institutes as well as self-directed reading. In fact, what they needed the most were self-directed reading, having models to observe and learn from, and attending activities with practicing opportunities. On the other hand, their needs of in-service education content were high on average in all professional areas, especially themes on parent-teacher cooperation as well as child development and learning. Furthermore, "academic degree" was the background variable making the most significant differences on in-service education "approach", including attending conference, attaining degrees, writing reflective journals and doing action research. Coincidentally, these differences all happened in the same way that early childhood educators with bachelor degrees needed more than whom with high school and junior college diplomas. However, "academic degree" made none significant difference on the "content" of in-service education.

Keywords: in-service education; professional development; early childhood educators