

# 初任教師教學思考的負荷及其教學表現之研究：以幼稚園教師為例之初步調查

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## 中文摘要

本研究針對台中縣市幼稚園的初任與資深教師，實施問卷調查，以瞭解初任教師在教學思考的負荷及教學表現上的現況，及初任與資深教師在此二方面上的差異情形，並探討教學思考的負荷對教學表現的關係。本研究回收 304 份初任教師問卷與 336 份資深教師問卷，問卷資料採多變量變異數分析、典型相關等統計方法，進行資料分析。研究結果發現一些重要結論，首先，初任教師的教學思考的負荷稍高於資深教師，而教學表現則低於資深教師。其次，初任教師的教學思考的負荷與教學表現具有相關性，約具有三成多的解釋量。第三，教學思考的負荷對各層面教學表現的相關情形，以對教學互動表現的相關程度較高。此外，並依據前述研究結論，提出一些相關建議。

關鍵詞：初任教師、教師思考、教學表現

# **A Study of Novice Teachers' Loading for Thought Processes and Performances in Teaching: A Primary Survey for Kindergarten Teachers**

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## **Abstract**

This study used questionnaire to understand current novice teachers' loading for thought processes and performances in teaching, to analyze the differences between novice teachers and experienced teachers in these two variables, and to investigate the relations between novice teachers' loading for thought processes and performances in teaching. 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 canonical correlations were used for data analysis. This study found some important conclusion. First, novice teachers' loading for thought processes are higher than experienced teachers, but their performances in teaching are lower than experienced teachers. Second, novice teachers' loading for thought processes is positive correlated to their performances of teaching, and they can explain 30% of the variation in performances of teaching. Finally, the loading for thought processes is more closely related to performances of instructional interaction. Furthermore, base on above conclusions, this study provides several suggestions for novice teacher.

Keyword: novice teacher, teachers' thought processes, performances in teaching