中等學校教育實習輔導教師教學輔導方式、實習教師工作價值觀與實習教師教學效能關係之研究

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摘要

本研究之主要目的在於探討中等學校教育實習輔導教師教學輔導方式、實習教師工作價值觀與實習教師教學效能之關係。依據研究目的，本研究採用文獻分析法以探討教學輔導方式、教師工作價值觀及教學效能之論述及其相關實證研究，以供本研究研擬研究架構之參考；另採問卷調查法以探討輔導教師教學輔導方式、實習教師工作價值觀與實習教師教學效能之關係，以及輔導教師教學輔導方式、實習教師工作價值觀對實習教師教學效能之預測。

本研究使用的調查研究工具包括研究者編製之「實習輔導教師教學輔導方式問卷」、「實習教師工作價值觀問卷」與「實習教師教學效能問卷」三種。本研究之研究樣本包括我國中等學校實習教師共439 人。本研究之問卷調查資料經統計分析後，獲致如下之重要發現：

一、實習輔導教師教學輔導方式包含：(1)授能型輔導、(2)商討型輔導、(3)指示型輔導。實習教師工作價值觀的內涵包括：(1)成就感與使命感、(2)經濟報酬、(3)自主性、(4)自我成長、(5)社會地位、(6)安全感。實習教師教學效能的內涵包括：(1)師生互動關係、(2)教學方法與策略、(3)專業知能與態度、(4)樹立完美身

教榜樣、(5)激勵學生上進意志。

二、實習教師對其實習輔導教師教學輔導方式的知覺，在「授能型輔導」方式上，因輔導教師任教年資之不同而有顯著差異，惟不因其性別與職務之不同而有顯著差異；在「商討型輔導」方式上，因輔導教師職務與任教年資之不同而有顯著差異，惟不因其性別之不同而有顯著差異；在「指示型輔導」方式上，則因輔導教師性別、職務與任教年資之不同而有顯著差異。

三、實習教師之整體工作價值觀因其性別、教育背景之不同而有顯著差異，惟不因其學歷之不同而有顯著差異。

四、實習教師之整體教學效能因其教育背景、輔導教師性別與任教年資之不同而有顯著差異，惟不因其性別、學歷、輔導教師職務之不同而有顯著差異。

五、輔導教師教學輔導方式之「授能型輔導」、「商討型輔導」、「指示型輔導」與實習教師之整體教學效能呈顯著的低相關，相關程度的高低依序為商討型輔導方式、指示型輔導方式、授能型輔導方式。

六、實習教師之整體工作價值觀與整體教學效能呈顯著的中等相關，除工作價值觀之「經濟報酬」因素與整體教學效能無顯著相關外，其餘相關程度的高低依序為自我成長、成就感與使命感、社會地位、安全感、自主性。

七、實習教師工作價值觀之「自我成長」、「成就感與使命感」、「社會地位」與輔導教師之「商討型輔導」方式對實習教師之整體教學效能具有顯著的預測力。

A Study of the Relationships among Mentors' Teaching Mentoring Styles, Student-teachers' Work Values, and Student-teachers' Teaching Effectiveness

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Abstract

The purpose of this study was to investigate the relationships among mentors' teaching mentoring styles, student-teachers' work values, and student-teachers' teaching effectiveness. This study adopted literature/documentary analysis to discuss articles of teaching mentoring styles, work values, and teaching effectiveness and empirical studies of them. In addition, three questionnaires, "Mentors' Teaching Mentoring Styles Questionnaire", "Work Values Questionnaire", and "Teaching Effectiveness Questionnaire", were designed and administered to student-teachers. The samples included 439 teachers. The statistic methods of t-test, one-way ANOVA, Pearson product-moment correlation, and stepwise multiple regression were used to analyze data obtained from questionnaire survey. After statistic analysis, the important findings were as follows:

Ⅰ.There were three factors of mentors' teaching mentoring styles(empowering mentoring, consultative mentoring, and directive mentoring), there were six factors of student-teachers' work values (senses of achievement and mission, reward, autonomy, self-growth, social status, and security), and there were five factors of student-teachers' teaching effectiveness (teacher-student relation, teaching method and strategy, professional

knowledge and attitude, teachers' example-setting, and exciting student's will of progress) were found from the results of factor analysis.

Ⅱ.There were significant difference in the student-teachers' perceptions of mentors' empowering mentoring in terms of the mentors' seniority, but no significant differences in terms of mentors' sex and duty. There were significant differences in the student-teachers' perceptions of mentors' consultative mentoring in terms of the duty and seniority, but no significant difference in terms of mentors' sex. And there were significant differences in the student-teachers' perceptions of mentors' directive mentoring in terms of the sex, duty and seniority.

Ⅲ.There were significant differences in the student-teachers' work values in terms of their sex and educational background, but no significant difference in terms of their academic degree.

Ⅳ.There were significant differences in the student-teachers' teaching effectiveness in terms of their educational background, mentors' sex and seniority, but no significant differences in terms of their sex, academic degree, and mentors' duty.

Ⅴ.There were significant low positive correlation between mentors' teaching mentoring styles and total student-teachers' teaching effectiveness respectively.

Ⅵ.There were significant middle positive correlation between total student-teachers' work values and total student-teachers' teaching effectiveness.

Ⅶ**.**Student-teachers' self-growth, senses of achievement and mission, social status of work values and mentors' consultative mentoring were significant predictors of total student-teachers' teaching effectiveness.