

幼稚園教師工作價值觀之初探研究

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摘 要

本研究旨在探討幼稚園教師之工作價值觀，採用文獻分析法以探討工作價值觀之涵義與相關研究，使用訪問調查法以蒐集資深與新進幼稚園教師從事幼教工作的原因，之後，將文獻探討彙整的結果與訪問調查蒐集的資料予以整合，以作為編製研究工具的參考。另採問卷調查法以建構研究工具之效度與信度，並分析幼稚園教師工作價值觀的現況。

本研究之研究樣本為中部地區公立與私立幼稚園教師共181位，問卷調查所蒐集之資料，採探索性因素分析，共獲取利他與成就、工作條件與生活、自主與成長、社會聲望與地位、工作穩定與安全等五個因素，解釋變異量高達63.5%。

另採 t 檢定與單因子變異數分析，進行資料處理，獲致如下之重要發現：

- 1.幼稚園教師工作價值觀之「利他與成就」、「自主與成長」、「工作穩定與安全」屬於中高程度，「工作條件與生活」、「社會聲望與地位」屬於中等程度；而整體工作價值觀則屬於中高程度。
- 2.幼稚園教師工作價值觀因其擔任職務、任教年資、教育背景與幼稚園類別之不同而有顯著差異，惟不因其年齡、婚姻狀況與教師資格檢定之不同而有顯著差異。

關鍵詞：幼稚園教師、工作價值觀

A Preliminary Study of Kindergarten Teachers' Work Values

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ABSTRACT

The purpose of this study is to investigate kindergarten teachers' work values. By using document analysis, the concept of work values and relative research was explored. Moreover, interview survey was put to use for the reasons of why experienced and new kindergarten teachers are willing to devote themselves to early childhood education. The results from document analysis and the information collected from interview survey will be integrated in order to construct research instruments. In addition, the validity and reliability will be constructed based on questionnaire survey and to analyze kindergarten teachers' work values.

The subjects were 181 kindergarten teachers from both public and private kindergartens in central Taiwan. The information from questionnaire survey was analyzed based on exploratory factor analysis and five factors were received: altruistic behaviors and achievement, working condition and life, independence and growth, social prestige and status, working stability and safety. Besides, t-test and one-way ANOVA were adopted to have the analysis of the data. The important findings are the following.

- I. The altruistic behaviors and achievement, working stability and safety and independence and growth are mid-high level; working condition and life, social prestige and status are medium level; and the whole work values are mid-high level.
- II. There is a significant difference in kindergarten teachers' work values due to the differences among working positions, working years, educational backgrounds and the types of kindergartens. However, there is no significant difference due to the differences of ages, marital status and teachers' certifications.

Key words: Kindergarten Teachers, Work Values