

國中兼任行政教師對於工作投入與學校行政效能知覺之關係研究

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摘要

本研究旨在探討國中兼任行政教師對於工作投入與學校行政效能知覺的關係，為達研究目的，乃採問卷調查法進行探討。研究母群以教育部公佈 95 學年度台灣中部之 147 所公立國民中學，採分層隨機抽樣，選取 52 所樣本學校，有效問卷 593 份，有效回收率為 82.5%。本研究結論為國中兼任行政教師對於「工作投入」、「學校行政效能」現況的感受良好；不同「年齡」、「婚姻狀況」、「學歷」、「兼任年資」、「兼任行政職務」、「學校規模」之國中兼任行政教師對於工作投入的感受有顯著差異；不同「年齡」、「婚姻狀況」、「學歷」、「兼任行政年資」、「兼任行政職務」、「學校規模」之國中兼任行政教師對於學校行政效能的感受有顯著差異；國中兼任行政教師對於工作投入與學校行政效能的感受有顯著正相關。

關鍵詞：國中教師、工作投入、學校行政效能。

Correlative Research on Task Participation and School's Administratively Effective Perception for Teachers with Part-time Administrative Task in Junior High School

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Abstract

This research aimed directly at exploring correlative relationship on task participation and school's administratively effective perception for teachers with part-time administrative task in junior high school. In order to achieve this researching purpose, method of questionnaire was taken for further exploration and discussion. Population of this research was based on 147 public junior high school in central Taiwan promulgated by Minister of Education in 2006 academic year. Random sampling technique was adopted by extracting 52 sampling schools in which effective questionnaires were 593 with effectually returned rate of 82.5%. Conclusive result was substantiated like this: That teachers in junior high school with part-time administrative task perceptively discovered current condition on "task participation"

and “school’s administratively effective perception” quite excellent denoted that having one without the other both sides couldn’t coexisted., as far as teachers in junior high school with part-time administrative task possessing different age, diverse wedding condition, unlike education background, variant part-time administration seniority, differentially part-time administrative office and dissimilar school scale were concerned, there seemed to have significantly manifest differentiation in the aspect of their perception of “task participation”., as far as teachers in junior high school with part-time administrative task possessing different age, diverse wedding condition, unlike education background, variant part-time administration seniority, differentially part-time administrative office and dissimilar school scale were concerned, there seemed to have significantly manifest differentiation in terms of their perception of “school’s administrative effectiveness”., there seemed to be an evidently positive correlation that teachers in junior high school with part-time administrative perceived interrelationship between “task participation” and “school’s administratively effective perception”.

Keywords: Teachers in junior high school, Task participation, School’s administrative effectiveness.