

中文摘要

本研究旨在探討國民小學校長理想師傅校長特質與校長策略領導能力的內涵。本研究方法為文獻分析、問卷調查、焦點團體法與專家訪談法。而問卷調查樣本為臺灣地區各縣市公立國民小學校長共 1000 人，可用問卷 714 份，可用率為 71.4%。焦點團體座談對象為現職國民小學校長；專家訪談對象為國內辦理國民小學校長職前儲訓或培育相關機構的行政人員。研究工具包含自編之「國民小學校長理想師傅校長特質與校長策略領導能力之研究調查問卷」、「國民小學校長理想師傅校長特質與校長策略領導能力之研究座談大綱」、「國民小學校長理想師傅校長特質與校長策略領導能力之研究專家訪談大綱」。本研究統計方法為描述性統計、*t* 考驗、單因子變異數分析與薛費法事後比較、皮爾森積差相關、線性結構關係分析 (SEM)，內容分析等方法。根據研究結果與分析後歸納之研究結論如下：

- 壹、國民小學校長理想師傅校長特質之內涵包括師傅教導態度、個人自我要求、人際關係技巧、主動學習意願與經營實務素養。
- 貳、國民小學校長策略領導能力之內涵包括訂定目標、轉化行動、整合資源、核心技術與領導智慧。
- 參、國民小學校長理想中的師傅校長特質，以「經營實務素養」向度得分最高，而「師傅教導態度」向度得分最低。
- 肆、國民小學校長策略領導能力的現況得分程度佳，並以「核心技術」能力表現最佳。
- 伍、校長背景變項中，年齡、年資、受訓地點對知覺理想師傅校長特質的差異達顯著水準，但性別、最高學歷、學校規模、學校區域未達顯著差異。
- 陸、校長背景變項中，年齡、年資、學校規模、學校區域，對知覺策略領導能力的差異達顯著水準，而性別、最高學歷、受訓地點未達顯著差異。
- 柒、國民小學校長對理想師傅校長特質得分程度高分組者，在校長策略領導能力的得分顯著優於中、低分組。
- 捌、理想師傅校長特質與校長策略領導能力間呈顯著正相關。
- 玖、理想師傅校長特質對校長策略領導能力的模式經驗證後適配度佳，具有顯著影響力。

最後，本研究依研究結果分別提出以下建議：

壹、對教育行政機關的建議

- 一、校長培訓課程中應嵌入師傅校長教導，並增加師徒相處的時間。
- 二、遴選師傅校長時，應先瞭解校長的期待與需求。
- 三、應重視師傅校長的選擇、訓練、配對與課程安排。
- 四、應將縣市遴選師傅校長的作法推廣至其他辦理校長儲訓之單位。
- 五、應建置「師傅校長網絡 (mentor network)」，持續給予校長支持。
- 六、校長培訓課程應納入策略領導能力涵養，並加強轉化行動的能力。
- 七、應強化校長策略領導知能，鼓勵相關學術研究與舉辦研習活動。

貳、對國民小學校長的建議

- 一、校長參加校長遴選時，應以適合自身條件的學校為考量。
- 二、鼓勵退休與資深優秀校長擔任師傅校長。
- 三、鼓勵校長積極參與專業社群，以增進經驗交流、互動與成長。
- 四、校長應重視策略領導能力的培養，並加強轉化行動的能力。

關鍵字：理想師傅校長特質、校長策略領導能力、師傅校長

A study on the ideal mentor's traits for an elementary school principal and the strategic leadership ability of an elementary school principal in Taiwan

Abstract

By

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The main purpose of this research is to study the ideal mentor's traits for an elementary school principal and the strategic leadership ability of an elementary school principal. The research methods used was literature review, questionnaires investigation, focus group sessions and interviews. The research instrument was distributed to 1000 elementary public school principals all over Taiwan and 714 valid samples were used in this study.

The data obtained was interpreted using descriptive statistics, t-test, one-way ANOVA, Scheffé posteriori comparison, Pearson's product-moment correlation, SEM through the use of LISREL 8.71, and content analysis. The conclusions drawn from the study were as follows:

1. An elementary school principal ideal mentor's traits includes: positive attitude, self requirement, strong people and communication skills, life long learner, and good manager of time and resources.
2. Strategic leadership ability of an elementary school principal includes: goal setting, translate strategy into action, align people and organizations, develops core competencies, and has leadership wisdom.
3. The mentor's trait "good manager of time and resources" ranks first and "positive attitude" ranks last.
4. All the elementary principal strategic leadership abilities received a positive outcome and "develops core competencies" rank the highest.
5. The elementary school principal's background demography age, years in service, and training unit incurred a significant difference with all the ideal mentor's traits.
6. The elementary school principal's background demography age, years in service, school size, and school district incurred a significant difference with all the strategic leadership abilities.
7. Elementary school principals who got high score on the ideal mentor's traits were gotten better score in the strategic leadership ability than low and middle ones.
8. The ideal mentor's traits for an elementary school principal are positively correlated with the strategic leadership ability of an elementary school principal.
9. The ideal mentor's traits for an elementary school principal could positively predict the strategic leadership ability of an elementary school principal, and its "model fit indices" is proper.

In the last, based on the research results, the researcher propose some suggestions for "Educational Administrative Agencies" and "principal of elementary schools", hoping to benefit the of the school principal preparation systems in the future.

Key words : The ideal mentor's traits; The principal's strategic leadership ability; Mentor Principal