

摘 要

近年來國內對學前教育研究之焦點漸跳脫課程與教學、教師與幼兒等範疇，而對學前教育組織(幼稚園、托兒所)或組織領導者(園所長)的關切亦日趨重視，亦顯現園所長對幼兒園教學品質的關係。本研究旨在探討台灣幼托園所長教學領導知覺及其相關因素。本研究採問卷調查法進行資料蒐集，問卷調查對象以台灣北、中、南、東四區共計 7539 公私立園所之園所長與教師為母群體，採分層隨機抽樣方式進行，對園所長與教師分別發出 754 份問卷，園所長部份回收 400 份(回收率 53.05%)，教師部份回收 395 份(回收率 52.38%)。研究工具乃依據 De Bevois(1984)、Murphy(1990)、李安明(2001)、及 McEwan(2003)之理論與架構為基礎，經專家審題及預試結果，修正發展成適於國內幼教領域使用之「幼托園所長教學領導問卷」。問卷回收後以 SPSS 12.01 套裝軟體進行資料分析。資料分析方法主要採敘述統計、信度分析、因素分析、t 考驗、單因子變異數分析及薛費多重比較法，作為資料處理方法。本研究之主要發現如下：

- 一、幼托園所長教學領導內涵包括五層面，包括：形成與傳遞園所教學目標、確保課程與教學品質、營造良好學習氣氛與工作環境、促進教師專業成長以及賦權教師。
- 二、幼托園所長與教師對「幼托園所長教學領導」知覺程度皆非常高，且無差異。
- 三、在幼托園所長部份，不同「年齡」、「服務年資」、「園所地區」、「園所性質」、「園所規模」者對「幼托園所長教學領導」知覺程度有所差異。
- 四、在幼托園所教師部份，不同「園所性質」、「園所規模」之幼托園教師對「幼托園所長教學領導」知覺程度有所差異。

最後依據本研究結果分析與結論，對於幼托園所長、幼教行政機關與規劃園所長研習單位以及後續研究者提出具體建議以茲參考。

關鍵字：教學領導知覺、幼托園所、幼托園所長、幼托園所教師

ABSTRAC

A study on the awareness of instructional leadership by Taiwan's preschool directors.

Recently, the research focus of early childhood education has gradually put more emphasis on preschool directors in Taiwan. Much research has shown that preschool directors play a key role in preschool quality, and that their leadership also has an impact on preschools. Some scholars had emphasized that preschool directors' leadership consist of two parts: administration leadership and instructional leadership. Somehow, there was gradually more research on administration leadership, but still very few on preschool directors' instructional leadership.

Therefore, the main purpose of this study was to understand the awareness of preschool directors' instructional leadership between preschool directors themselves and preschool teachers in Taiwan. In addition, the study was also done to identify the background factors that would influence directors' and teachers' awareness of directors' instructional leadership.

This study was executed using a questionnaire survey. A sample population of 754 public and private preschool directors, along with 754 teachers, participated using the survey tool, Preschool Directors' Instructional Leadership Questionnaire, which was developed by researcher according to literature review. 400 questionnaires (effective return rate is 53.05%) were returned by directors, and 395 (effective return rate is 52.38%) by teachers.

This study reports four major findings:

- (1) Preschool directors' instructional leadership includes 5 dimensions: (a) To frame and communicate the school's instructional goals; (b) To ensure learning and teaching quality; (c) To build a positive learning and working climate; (d) To promote teachers' professional growth;

- (e) To delegate authority to teachers.
- (2) Both preschool directors and teachers had very high-degree awareness of directors' instructional leadership. And there was no difference between the directors' and teachers' awareness.
- (3) Different age, working experience, school area, school type, and school scale have influenced preschool directors' awareness of their instructional leadership.
- (4) Different school type and scale have influenced preschool teachers' awareness of directors' instructional leadership.

Keywords: awareness of instructional leadership, preschool directors \ preschool teachers \ kindergarten and preschool