

摘要

本研究旨探討國民小學學校組織健康、學校組織學習與教師效能感之關係。研究方法為文獻分析與調查研究法。研究對象為臺北縣國民小學教師，共發出 794 份問卷，回收率 85.39%，有效樣本共 566 份。問卷回收後分別以因素分析、信度分析、描述性統計、*t* 考驗、單因子變異數分析、皮爾森積差相關、多元逐步迴歸分析以及結構方程模式分析等統計方法進行分析。根據研究結果與分析後歸納之研究結論如下：

- 壹、臺北縣國民小學教師知覺學校組織健康、學校組織學習與教師效能感之現況屬中等程度，仍有相當進步空間。
- 貳、不同背景因素的教師在學校組織健康、學校組織學習與教師效能感等整體及分向度的看法上有差異。
- 參、國民小學學校組織健康、學校組織學習與教師效能感之間彼此關係密切。
- 肆、國民小學學校組織健康與學校組織學習對整體教師效能感有顯著聯合預測力。
- 伍、國民小學學校組織健康、學校組織學習與教師效能感之間的結構關係佳。

最後，本研究依研究結果分別提出以下建議：

- 壹、對教育行政機關之建議
 - 一、提倡學校組織健康概念，促進學校組織學習，以提升教師效能感。
 - 二、強化教師職前培育與在職進修的「引導學生效能感」課程規劃。
 - 三、發展教學輔導教師制度，充實教師專業知能。
 - 四、因應地方需要，發展適當學校規模。

貳、對校長培育機構之建議

- 一、營造更健康的學校組織氣候，並建立良好學校公共關係。
- 二、奠定良好組織學習文化，強化學校組織學習動力。
- 三、塑造學校組織願景，強化學校知識管理策略，以提升教師效能感。
- 四、活化學校氣候與文化，試行教師輪調制度。

參、對校長之建議

- 一、瞭解不同校長培育機構之課程規劃，持續校長自我專業發展。
- 二、理解校長實踐學校績效管理之流程與作為，力求自我知行一致。
- 三、建置校長專業發展之知識分享平台，提升校長績效管理能力。
- 四、培養校長面對變革之自我因應能力，掌握學校多元之情境脈絡。

肆、對後續相關研究之建議

分別就研究範圍、研究對象、研究變項、研究方法、研究工具以及統計方法等方面，對未來的研究提出建議

關鍵字

組織健康氣候、組織學習、教師效能感

A Study of Relationships Among Organizational Health Climate, Organizational Learning and Teacher Efficacy for Elementary School in Taiwan.

Abstract

This study is focus on investigating relations between organizational health, organizational learning and teacher efficacy in elementary schools. The research process combines literature review and questionnaire method. The elementary school teachers in Taipei County are the main survey subjects. In total, 794 questionnaires were distributed to the elementary school educators. In addition, the amount of return questionnaires stands for 85.39% of the total amount, which includes 566 questionnaires are valid. The data is analyzed through the statistics methods of factor analysis, reliability analysis, descriptive statistics, t-test, one-way ANOVA, Pearson product-moment correlation, multipack regression and SEM.

The findings of the study are as follows:

1. The teachers in elementary schools of Taipei County show median level of perception in school organizational health, school organizational learning and teacher efficacy aspects. Thus, the level of perception could be improved.
2. The teachers with different background show different opinions in school organizational health, school organizational learning, and teacher efficacy aspects, no matter in the whole evaluation or in the divided examination.
3. The relations between school organizational health, school organizational learning, and teacher efficacy in elementary school are quite close.
4. The school organizational health and school organizational learning in elementary school show significant predictability to the whole teachers' effectiveness.
5. The structure relations between school organizational health, school organizational learning, and teachers' effectiveness are good.

Furthermore, this study provides the following suggestions based on the above findings:

I. The suggestions for educational administration

- i. Schools should advocate the concept of school organizational health, and promote school organizational learning, in order to improve teacher efficacy.
- ii. Teachers should be encouraged to take more the pre-work training and further education, which are related to how to inspire students' effectiveness.
- iii. Schools should develop the supervisor system and further education program to improve teachers' profession and skills.
- iv. Governments should depend up the needs of area to build up appropriate school scale.

II. The suggestions for principle training institutions

- i. To build up a more healthy school organizational climate and develop good school public relationships.
- ii. To create the good organizational learning culture and strengthen schools organizational learning power.
- iii. To develop the school organizational vision and extend the strategy of school knowledge management, in order to promote teacher efficacy.
- iv. To implement the teacher rotational system, in order to encourage the active school climate and culture.

III. The suggestions for principles

- i. To understand different programs of principle training institutions, in order to continue principles' self-professional development.
- ii. To recognize the process of school management and how to meet to achievements; moreover, to realise these.
- iii. To build up the sharing platform of principle professional knowledge, in order to enlarge the ability of performance management.
- iv. To develop the ability to face changes, and handle the multiple aspects of schools.

IV. The suggestions for further studies

This study advises some implications on research scale, subjects, methods, tools, and statistics methods aspects, respectively; moreover, it provides some suggestions for future studies as well.

key word:

organization health climate, organizational learning, teacher efficacy