

賦權領導與教學創新之關聯 = Empowering Leadership and Teaching Creativity : 心裡賦權、內在動機、創新歷程投入之中介效果

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摘要

根據領導、賦權、創新理論，本研究延伸已有的整合模型，透過心理賦權來解釋並預測賦權領導行為與教學創新之間的關係，同時檢驗內在動機、創新歷程投入在賦權領導與教學創新間的涉入角色。研究樣本來自15所國民小學，共340對主管（學年主任）與部屬（級任導師）的跨工作單位問卷，量測架構採不同來源，避免潛在單一來源偏誤的可能性，當學年主任評量級任導師教學創新時，級任導師同時評量學年主任賦權領導行為，並自評心理賦權、內在動機、創新歷程投入。本研究使用驗證性因素分析和層級迴歸分析，結果發現，內在動機、創新歷程投入分別對心理賦權與教學創新具中介效果，且兩者將使教學過程更具創新。從實務的觀點來看，具賦權領導的學年主任希望能強化級任導師的教學創新，而級任導師則能發自內心感受到教學專業被認同是有意義的，所以，內在動機及創新歷程投入可以強化級任導師的教學創新。

關鍵詞：賦權領導、內在動機、心理賦權、創新歷程投入、教學創新

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