

授權領導與教學創新 = Empowering Leadership and Teaching Creativity : 內在動機之中介效果與授權角色認同之調節效果

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摘要

根據領導、授權、創造力理論，建立了一個理論模型 授權領導與創造力及其中介變數的關聯。本研究在探討授權領導與教學創新之關聯，心理授權與內在動機是否在授權領導對教學創新間，扮演著中介效果，同時也探討授權角色認同在授權領導與心理授權的調節關係。透過問卷調查，本研究針對桃園縣公立國民小學現任正式教師為研究對象，本研究採多重來源研究法進行分析，選擇17所學校，發出學年主任與級任導師兩種問卷，以學年主任與所屬學年的級任導師配對，來評估級任導師的教學創新，並採層級線性模式進行分析。結果發現，心理授權與內在動機在授權領導與教學創新間扮演著部份中介的效果，授權角色認同調節了授權領導和心理授權的關係。針對上述結果，本研究提出管理意涵與後續研究建議。

關鍵詞：授權領導、授權角色認同、心理授權、內在動機、教學創新

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