

彰化縣國小教師工作壓力、組織公平與組織承諾之研究

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摘要

組織承諾為組織效能之指標，其亦能預測員工之工作績效，故教師對學校的組織承諾於組織而言極其重要，工作壓力會降低員工的組織承諾，Greenberg (2004)強調公平便沒有壓力，其整合分配、程序、互動公平與壓力反應的關係，即公平知覺高則壓力低；Judge and Colquitt (2004)指出組織不公平為壓力的來源；Aryee, Budhwar, & Chen (2002)證實組織公平顯著的正向影響組織承諾；Siegel et al. (2005)證實程序公平在工作 - 生活之衝突與組織承諾間具干擾效果，故組織公平是否亦於工作壓力與組織承諾間具干擾效果，則有待研究來驗證。本研究探討國民小學教師工作壓力、組織公平與組織承諾之關係，除檢驗工作壓力對組織承諾之直接關係外，並驗證組織公平之干擾效果。研究資料來自彰化縣50所國民小學之625位教師；結果顯示：(1)工作壓力對組織承諾有顯著負向預測力；(2)分配公平與工作壓力之交互效果對組織承諾有顯著正向預測力；(3)程序公平與工作壓力之交互效果對組織承諾有顯著正向預測力；(4)互動公平與工作壓力之交互效果對組織承諾有顯著正向預測力。即分配公平、程序公平與互動公平均能有效緩和工作壓力對組織承諾所產生的負向預測力，分配公平、程序公平以及互動公平在工作壓力與組織承諾之間具有干擾效果。

關鍵詞：工作壓力，組織公平，分配公平，程序公平，互動公平，組織承諾，國小教師，干擾

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