

以激勵保健因素理論探討國小教師再職進修意願之研究

鄭美節、晁瑞明

E-mail: 9805395@mail.dyu.edu.tw

摘要

本研究主要探討：「以激勵保健因素理論探討國小教師在職進修意願之研究」，本研究之問卷以抽樣調查台中市500位公立國民小學教師，包括主任、組長、級任教師、科任教師，調查結果以平均數、標準差、t考驗、皮爾遜積差相關、多元迴歸分析等統計方法，進行資料處理分析，獲致下列結論。

本研究主要發現：

一、激勵因素部分，以台中市地區之國小教師以「成就感」、「工作本身」為最顯著的因素。

二、台中市國民小學教師在職進修方式分為「學位進修」、「學分進修」、「一般研習進修」等三種方式，其中以參與「學位進修」方式情形最踴躍，「學分進修」方式情形最不踴躍。

三、激勵因素與保健因素對於整體模式的變異解釋力(R²)分別為0.216與0.096。

就研究結果分別加以討論並做成結論，最後，依據研究發現，對學校單位及未來進一步研究等方面，提供了相關之建議以為參考。

關鍵詞：在職進修 激勵因素 保健因素

目錄

中文摘要	iii
英文摘要	iv
誌謝辭	v
內容目錄	vi
表目錄	viii
圖目錄	x
第一章 緒論	1
第一節 研究背景與動機	1
第二節 研究目的	7
第三節 研究流程	8
第四節 研究範圍與研究對象	10
第五節 論文架構	10
第二章 文獻探討	12
第一節 在職進修動機與目的	12
第二節 激勵定義與理論	20
第三節 工作的激勵因素	24
第四節 激勵保健因素理論	33
第五節 激勵保健因素理論實際應用	38
第六節 激勵保健因素理論與在職進修相關研究	43
第三章 研究方法	46
第一節 理論的推演	46
第二節 研究架構	50
第三節 研究假說	53
第四節 研究變項及操作型定義	56
第五節 問卷設計	61
第六節 前測施行與量表信效度分析	66
第七節 研究對象與抽樣方法	73
第八節 資料分析方法	75

第四章	研究結果分析	77
第一節	樣本基本資料分析	78
第二節	檢定迴歸模式之顯著性	85
第三節	診斷迴歸模式之配適性	86
第四節	模式個別參數顯著性檢定	90
第五節	模式解釋	92
第五章	結論與建議	99
第一節	研究結論	100
第二節	研究貢獻	101
第三節	研究結果之意涵	102
第四節	研究限制	103
第五節	後續研究建議	104
參考文獻		108
附錄A	問卷設計版	116
附錄B	問卷正式版	120
附錄C	問卷參考資料	124
附錄D	參考資料	134

參考文獻

- 全國教師在職進修資訊網(2008), 教育部中教司規劃台灣地區國小教師在職進修學習需求調查課程與教學部份 [線上資料], 來源: <http://inservice.edu.tw/index2-2.aspx>[2009, June 1]。全國法規資料庫(2008), 教師進修研究獎勵辦法[線上資料], 來源: <http://law.moj.gov.tw/fn.asp>[2009, June 1]。教育部統計處(2009), 高中職及國中小教師年輕化狀況[線上資料], 來源: http://www.edu.tw/files/site_content/B0013/overvie_w51.xls[2009, June 1]。教育部統計處(2009), 國小教師具有研究所之比率[線上資料], 來源: http://www.edu.tw/files/site_content/B0013/overvie_w50.xls[2009, June 1]。教育部統計處(2008), 部長與教師代表跨世紀座談問卷結果摘要(1999) [線上資料], 來源: http://140.111.34.54/statistics/content.aspx?site_content_sn=8956 [2009, June 1]。教育研究委員會(2008), 試辦中小學教師專業發展評鑑宣導手冊 [線上資料], 來源: <http://140.111.34.34/main/download/download.php>[2009, June 1]。晁瑞明, 張嘉琪(2002), 以認知與自我效能及學習型組織探討知識創新之研究(PP 410-420), 第十屆國防管理學術暨實務研討會, 桃園: 國防大學國防管理學院。羅世輝, 湯雅云(2003), 內外控人格特質與授權賦能認知對工作滿足之影響-以金融保險業為例, 人力資源管理學報, 3(1), 1-19。李長貴, 諸承明, 余坤東, 許碧芬, 胡秀華(2007), 人力資源管理, 台北: 華泰書局。毛筱艷, 陳建佑(2006), 員工訓練內容滿意度及性別與工作投入關係之研究, 北商學報, 10(2), 27-34。林新發, 王秀玲, 鄧珮秀(2007), 我國中小學師資培育現況、政策與展望, 教育研究與發展期刊, 3(1), 57-80。溫昇樺(2003), 我國教師在職進修制度省思之我見, 教育趨勢報導, (5), 1-9。吳明隆(2007), SPSS 統計應用學習實務:問卷分析與應用統計, (二版), 台北市:知城數位科技。邱皓政(2003), 結構方程模式LISREL的理論、技術與應用, 台北市:雙葉書廊。Adams, J. S. (1963). Equity theory. In Adams, J. S., Berkowitz, L., Hatfield, L., & Walster, E. (Eds.), Equity theory: Toward a General Theory of Social Interaction. New York: Academic Press. Alderfer, C. (1969). ERG Theory. In Bogardus, A. M(Ed.), PHR/SP- HR: Professional in Human Resources Certification Study Guide, (pp36). New York: John Wiley and Sons. Al-Mohannadi, A., & Capel, S. (2007) Stress in physical education te- achers in Qatar, Social Psychology of Education, 10(1), 55-75. Bare, L. L. (2004). Factors That Most Influence Job Satisfaction Among Cardiac Nurses in an Acute Care Setting. Unpublished master's thesis, The Graduate College of Marshall University. Bennett, S. M. (2005). Exploring the Relationship Between Continuing Professional Education and Job Satisfaction for Information Technology Professionals in Higher Education. Unpublished master's thesis, University of North Texas. Capps, C. J. (2005). The human resource development matrix: A strategic ethical approach to determining training needs. Human Resource Planning, 28(1), 21-22. Chung, S. Y. (2005). Analyze Motivation-Hygiene Factors to Improve Satisfaction Levels of your Online Training Program. Paper Presented at 18th Annual Conference on Distance Teaching and Learning, the Board of Regents of the University of Wisconsin System. Curry, C. J. (2007). Predicting The Effects of Extrinsic and Intrinsic Job Factors on Overall Job Satisfaction for Generation X and baby Boomers in a Regional Healthcare Organization. Unpublished doctoral dissertation, Andrew Young School of Policy Studies of Georgia State University. Edwards, M. A. (1995). Growth is the name of the game, Educational Leadership, 52, 72-74. Fullan, M. (2001). The new meaning of educational change. New York: Teachers College Press. Furlong, V. J., Hirst, P. H., Pocklington, K., & Miles, S. (1988). Initial teacher Training and the Role of the school. Milton Keynes: Open University Press. Herzberg, F., Mausner, B., & Snyderman, B. B. (1959), The Motivation to Work. New York: John Wiley & Sons, Inc. Herzberg, F. (1966). Work and the nature of Man. New York: World Publishing. Herzberg, F. (1968). One More Time: How Do You Motivate Employees?, Harvard Business Review, 46(1), 53-62. Herzberg, F. (1976). The managerial choice: to be efficient and to be human. Homewood, Ill. :Dow Jones-Irwin. Herzberg, F. (1987). One More Time: How Do You Motivate Employees?. Harvard Business Review, 76(5), 109-120. Herzberg, F. (2003). One More Time: How Do You Motivate Employees?. Harvard Business Review, 81(1), 87-96. Howard, B. (1991) Staff development. New York London: Falmer Press. Kelly, A. L., & Berthelsen, D. C. (1995) Preschool teachers' experience of stress. Teaching and Teacher Education,

11(4), 345-357. Maslow, A. H. (1943). A Theory of Human Motivation Psychological Review. In Frank G. Goble (Ed.), *The Third Force*. (pp221-250), Reinventing Yourself.com.

May, A. A. (2008). A Study of Nurse Practitioner Job Satisfaction in Florida. Unpublished master's thesis, Florida State University College of Nursing.

Mayo, G. E. (1933). Hawthorne Experiments. In Richard Gillespie (Ed.), *Manufacturing Knowledge*, Richard Gillespie. (pp96-126). New York London: Cambridge University Press.

McClelland, D. C., (1985). *Human Motivation*. NY: Cambridge University Press.

Molina, J. A., & Ortega, R. (2003). Effects of employee training on the performance of North-American firms. *Applied Econo-Mics Letter*, 10(9), 549-552.

McGregor, D. (1960). The Human Side of Enterprise. In Montana, P. J. & Bruce H. Charnov, B. H. (Eds.), *Management*. (pp151-152). Barron's Educational Series.

Moreira, A. G., & Wilson, J. M. (2006). Evaluating e-Learning Environments: Introducing the Motivation-Hygiene Theory. Paper Presented at 3rd E-Learning Conference, Coimbra, Portugal.

Mullany, M. J. (2006, Dec 6-8). The S-Statistic: a measure of user satisfaction based on Herzberg's theory of motivation. Paper Presented at 17th Australasian Conference on Information Systems, Adelaide.

Nichols, M. (2004). Motivation and Hygiene as a Framework for eLearning Practice. *Educational Technology & Society*, 7 (3), 1-4.

Peterson, R. T. (1990). What makes sales training programs successful. *Training and Development Journal*, 44(8), 59-64.

Phillips, B. (2005). Conative Mode of Operating and Job Satisfaction Among Physical Therapists. Unpublished master's thesis, University of Verne, La Verne, California.

Renzaglia, A., Hutchins, M., & Lee, S. (1997). The impact of teacher education on the beliefs, attitudes, and dispositions of preservice special educators. *Teacher Education and Special Education*, 4, 360-377.

Seguin, M. J. (1997). Motivation, Job Satisfaction, Needs, and Vocational Preferences of Urban Secondary Teachers and Administrators. Unpublished master's thesis, University of Windsor, Ontario, Canada.

Skinner, B. F. (1971). Reinforcement Theory. In Robbins, S. P. & Judge, T. A. (Eds.), *Organizational Behavior*. (pp194). New York: Personal Education, Inc.

Stuart, C., & Thurlow, D. (2000). Making it their own: Preservice teachers' experiences, beliefs, and classroom practices. *Journal of Teacher Education*, 51(2), 113-121.

Taylor, F. W. (1913). *The Principles of Scientific Management*. New York: Harpers & Brothers.

Tom, A. R. (1999). Reinventing master's degree study for experienced teachers. *Journal Teacher Education*, 50(4), 245-254.

Troman, G. (2000). Teacher Stress in the Low-Trust Society, *British Journal of Sociology of Education*, 21(3), 331-353.

Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

Wagner, R. J., & Campbell, J. (1994). Outdoor-based experiential training: improving transfer of training using virtual reality. *Journal of Management Development*, 13 (7), 4-11.

Wolf, K. (1996). Developing an effective teaching portfolio. *Educational Leadership*, 53(6), 34-37.

Yal??n O. (2007). The Role of Classroom Management Efficacy in Predicting Teacher Burnout. *International Journal of Social Sciences*, 2, 257-263.