

高雄市立國民中學教師專業自主權之研究

摘要

本研究主要目的在釐清教師專業自主權於教育法令層面之權責界線、瞭解高雄市立國民中學教師專業自主權運用的現況、探討高雄市立國民中學教師專業自主權發揮的程度、分析不同背景因素的高雄市立國民中學教師於各專業自主權層面指標發揮程度的差異，最後依據研究結果，對提升高雄市立國民中學教師專業自主權的策略提出具體建議，供有關單位參考。本研究以 2004 學年度高雄市立國民中學現職合格教師為研究對象，並以對該學年度高雄市立 25 所國民中學、776 名有加入教師會之現職合格教師進行問卷資料分析；另輔以訪談（共計 6 人）的方式了教師對自身專業自主權行使的理念、意見與建議。在資料分析上，主要採用描述性統計分析、獨立樣本 t 考驗分析、單因子變異數分析等方法。經研究結果與分析發現：

- 一、我國教育法規以保障教師課堂教學專業自主權為核心。
- 二、整體言，高雄市立國民中學教師的專業自主權達中等發揮程度，其中以「教師課堂教學專業自主權」的發揮度最高、「教師專業組織自主權」與「教師學校行政自主權」分別次之。
- 三、高雄市立國民中學教師就「課堂教學專業自主權」具高等與中等專業自主度；「學校行政專業自主權」、「教師專業組織自主權」皆屬中等專業自主度。
- 四、高雄市立國民中學教師專業自主權整體面平均得分為男性教師顯著高於女性教師、兼主任職教師顯著高於非主任職者、有參與法定學校層級組織教師顯著高於未參加者、服務於小型學校教師顯著高於服務中大型學校者、年資 26 年以上教師顯著高於年資 5 年、11-15 年者。
- 五、促進教師專業自主權之基本策略為穩固教師課堂教學專業地位、提昇教師組織專業形象、打造校園參與式決策文化、完備教師專業培育制度。

研究者根據文獻探討與研究結果發現，提出下列幾點建議：

- 一、健全與落實尊重教師專業自主權之法令體制。
- 二、教師應認清「專業」與「自主權」兩者相輔相成，瞭解自主須以責任為基礎。
- 三、規劃教學、法制與行政專業知能研習以達高教師專業自主權目標。

- 四、營造學校優質溝通管道，提高教師參與權能感。
- 五、鼓勵女性教師投入學校行政工作。
- 六、教師專業組織以發揮組織專業正向功能為目標。
- 七、教育行政機關應於教育內部事務扮演「法律監督與協助」角色。
- 八、建立教師專業評鑑機制以落實教師專業權力與效能。
- 九、針對研究主題、研究對象、研究變項與研究方法提出建議，作為後續相關主題研究之參考。

關鍵字：高雄市立國民中學、教師專業、教師專業自主權

The Study of the Right and Power to Teacher Professional Autonomy of Kaohsiung City Public Junior High School Teachers

【abstract】

The purposes of this study mainly confirm the right and duty to teacher professional autonomy in educational laws, understand the actual condition and explore the level of Kaohsiung city public junior high school teacher professional autonomy, and analyze different dimensions' levels of Kaohsiung city public junior high school teacher professional autonomy from the view of teacher s' different backgrounds. Finally, according to the study result, the writer gives some concrete advice to promote the city's teacher professional autonomy for the department of educational administration for reference.

The survey subjects included teachers from 25 public junior high school in Kaohsiung city in 2004 year, namely 776 qualified teachers who joint teacher professional unions were sampled copies of the questionnaire to be the investigation. And interviewing with 6 junior high school teachers is used to understand teachers' opinions about professional autonomy. About the data analysis, the study use Frequency Distribution, T-test , One-way ANOVA, and Scheffé Method . The results of the study are as follows :

- A.** The dimension of teaching professional autonomy is the key idea that Taiwan educational laws empower teachers.
- B.** As far as the whole Kaohsiung city public junior high School teachers' professional autonomy is concerned , it is middle level. The dimension of “ right and power to teacher teaching” gets the most high scores; the dimensions of “ power to teacher professional union” and “the power to school administrative autonomy” get lower scores separately in order.
- C.** As far as the dimension of Kaohsiung city public junior high School teachers teaching professional autonomy is concerned, it achieves high and middle level; the dimensions of “the power to school administrative autonomy” and “teacher professional union” achieve middle level.
- D.** From the viewpoint of whole average, male teachers' average scores are higher than females' ; teachers who hold a administrative staff, participate school-level organizations, serve in small size schools and work more than 26 years get higher scores than others who don't hold the job , participate the ones, serve in middle and

big size schools and work less than 5 years and 11-15 years.

- E.** The basic strategies to facilitate teacher professional autonomy are to stable teacher's professional status in teaching, promote the professional image of teacher unions, cultivate the school culture of participant-determining and establish good institution of teacher professional nurture.

According to the literature and study result, following suggestions are offered :

- A.** Continue to improve the established education law about the right and power to teacher professional autonomy.
- B.** Understand “profession” and “autonomy” are to complement each other. And autonomy should take responsibility for basis .
- C.** Design a series of programs about facilitating teachers' professional knowledge in teaching, law and school administrative affairs to achieve high level of teacher professional autonomy.
- D.** Create excellent communicative ways at school to promote teacher empowerment.
- E.** Encourage female teachers to devote themselves to school administrative affairs.
- F.** Teacher professional unions should take the role of developing positive function.
- G.** The department of educational administration should play the law- supervising and law-helping role.
- H.** Build teachers professional evaluation system to help teacher promote professional power and effectiveness.
- I.** Base upon the results mentioned above, several suggestions about the study trends are made to further reference.

**Key Words : Kaohsiung City public junior high school , teacher's profession ,
the right and power to teacher professional autonomy**