

國立政治大學九十二學年度第二學期博士論文摘要

院系所別：教育系博士班

論文名稱：國民中學教師人情特質、人際情感、組織文化與
知識分享關係之研究

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【論文摘要】

在知識經濟的時代裡，「知識管理」已成為學校組織管理與組織學習的核心議題，而「知識分享」更是其中重要的一環。因此，對教學場域中影響「教師」知識分享的相關因素之瞭解必有實務上的意義，尤其是屬於華人人情等特質相關因素的影響是本研究的探索旨趣。

從組織行為的角度去思考教師在學校的知識分享(分為資訊分享、行動示範、情境化知識分享、知識共構四個構面)，主要受到個人、人際、組織層面因素的影響。本研究從本土的人情概念出發，組織層面再加上對創新的關注，探討人情在個人層次(人情特質—忠恕取向、人情束縛、關係取向)、人際層次(情感與工具性關係)與組織層次(情感、關係、創新、法制)是如何地影響著國民中學教師彼此的知識分享意願與行為。

本研究對 190 位教師進行預試，進行對預試量表信效度檢驗並修正後，進行正式施測，正式施測時回收了 583 份有效問卷。以相關分析、多元迴歸分析、變異數分析、典型相關分析與結構方程模式分析，驗證本研究之假設並做延伸的探討。

本研究主要發現如下：

- 一、相對於知識分享的其他構面，教師們以行動示範同事進行知識分享的意願最低、實際行為也最少。
- 二、學校資訊設備與教師個人資訊能力對教師的資訊分享有正向影響；學校對課程時間與開放空間的彈性安排對教師之知識分享意願有提昇效果，亦促進了知識分享行為的實踐。
- 三、具忠恕特質、易受人情束縛的教師，其知識分享意願愈高，而展現出

的實際知識分享行為也愈多，又尤以具高忠恕特質的教師最甚。

- 四、教師對與其情感親密的同事相較於僅屬工作關係而交往之同事會有較高的知識分享意願，也會有較多的知識分享行為。
- 五、若教師所在學校文化愈趨創新求變、情感支持、法制取向，則其知識分享的意願愈高、所展現出的知識分享行為愈多；關係取向文化則與知識分享意願、行為無顯著相關。又其中，創新求變的學校文化對教師知識分享行為的實踐尤為重要。
- 六、教師愈具忠恕取向特質者，其所知覺到學校文化中的情感支持程度愈高；教師愈具關係取向特質，其所知覺到學校文化中「關係取向」程度愈高。
- 七、教師的知識分享意願愈高，則其所展現出的知識分享行為愈多。教師具有高知識分享意願時，若學校有「研究討論會」的安排，教師的知識分享行為愈多。
- 八、教師愈具忠恕特質，則其知識分享意願也高，進而產生較多的知識分享行為，知識分享意願是重要的中介變項。而若教師分享的對象愈屬情感性關係者，則其知識分享意願也高，進而產生較多的知識分享行為，知識分享意願亦是重要的中介變項。但若教師處於高創新求變的學校文化中，則教師不一定知覺其有知識分享意願，甚至在違反意願的情況下可能直接產生知識分享行為。

最後，本研究根據上述發現針對教育實務層面與未來研究提出具體建議以供參考。

A Study of the Relationships among Teachers' Renqing Traits of Teachers,
Interpersonal Affection, Organizational Culture and Knowledge Sharing
in Junior High School

By
Chien-Heng Yeh

Abstract

The main purposes of this study were to understand the status quo of knowledge sharing willingness and behaviors among junior high school teachers, as well as examine the relationships among the teachers' Renqing(人情) traits, interpersonal affection, organizational culture and knowledge sharing. From literature review, knowledge sharing was divided into four aspects---information sharing, action modeling, situated knowledge sharing, and knowledge co-constructing. Renqing traits were also divided into three aspects as Zhongshu(忠恕), Renqing constrain(人情束縛), and Guanxi(關係). People with zhongshu trait mean they're kind and empathic, those with renqing constrain trait are difficult saying "no" to others and apt to be constrained by renqing, while people with guanxi trait have the belief that interacting with others is to utilize their relationship as an instrument to acquire certain kind of resource.

Meanwhile, the interpersonal affection variable was composed of expressive ties(情感性關係) and instrumental ties(工具性關係). The former means both parties are intimate, as well as care about each other; the latter represents the two-person relationship is just on the job. Moreover, the organizational culture in this study contains the four dimensions--- innovative flexibility, affective support, guanxi(關係取向), and law-governed orientation.

This study adopts the survey method by questionnaire. A pilot test was conducted with 190 teachers. Having examined the reliability and validity of the questionnaire and revised it, the modified one was then given to the subjects who the study is targeting at.

In this study, the subjects were public junior high school teachers in Taiwan. Returned valid questionnaires were amount to 583 .The collected data were analyzed through product-moment correlation, multiple regression, one-way and two-way ANOVA, canonical correlation and structural equation modeling.

The conclusions of this study were as follows :

- (1) teachers' willingness and behavior frequency to participate in action modeling are the least, in comparison with other aspects of knowledge sharing.
- (2) The information technology(IT) equipment in school and personal IT ability have the positive influence on the information sharing willingness and behaviors of teachers; the flexible curriculum time and open space arranged in the campus have

the effect to facilitate the knowledge sharing willingness and behaviors of teachers.

- (3) The teachers with more zhongshu, renqing constrain traits have higher willingness of knowledge sharing, and more behaviors than those with less zhongshu, renqing constrain trait, especially, the zhongshu trait.
- (4) Teachers have higher willingness of knowledge sharing with those are expressive ties, and more behaviors than those are instrumental ties with them.
- (5) The three dimensions of school culture--- innovative flexibility, affective support, and law-governed orientation had all significant positive related with the willingness and behaviors of teachers' knowledge sharing, but guanxi orientation did not. Among them, the innovative flexibility of school culture is the most important.
- (6) The zhongshu trait of teachers and the degree of affective support culture in school have influence on and interplay with one another. Similarly, the guanxi trait and the degree of guanxi orientation culture in school do, too.
- (7) Their knowledge sharing willingness and behaviors have impact on and interplay with the other. Besides, teachers with high willingness really share knowledge with colleague when the seminar was actually held in school.
- (8) Teachers with high zhongshu trait have more knowledge sharing behaviors, via high willingness of them. That is, the willingness is the important mediate variable. Nevertheless, teachers have more sharing behaviors to those that are expressive ties with , via high willingness of them. That is, the willingness is the important mediate variable. But if teachers were in the school of high innovative culture, they directly participated in knowledge sharing activity, not via willingness, even violating their willingness.

Finally, some suggestions are proposed based the aforementioned conclusions for further studies and for the practice of education.