

摘 要

本研究的目的是探討高中校長領導行為、教師組織承諾與學校組織效能之關係。所稱「高中校長」包括公立(含國立與縣市立)高級中學與私立高級中學校長。

本研究採用文獻分析法與問卷調查法，文獻分析法以蒐集、探討國內外相關文獻，作為擬定研究架構與編製調查問卷內容之依據；問卷調查法以自編「高級中學學校組織運作現況調查問卷」(內含校長領導行為問卷、教師組織承諾問卷與學校組織效能問卷)為工具，對全國公私立高中進行問卷調查。問卷以高中教師為調查對象，經分層隨機取樣，計調查 49 所學校，發出問卷 1,185 份、回收 1,090 份、有效問卷 1,053 份，可用率 89%。調查所得資料分別以描述性統計、t 檢定、單因子變異數分析、Pearson 積差相關、典型相關分析、逐步多元迴歸分析等統計方法實施資料分析，據以進行研究結果的分析與討論。

本研究獲得下列重要結論：

一、高中校長領導行為、教師組織承諾與學校組織效能的現況良好。
二、不同教師背景變項下，高中校長領導行為、教師組織承諾與學校組織效能，各有明顯的差異性。

(一) 男性教師、年齡較大的教師、兼任行政職務的教師，所感受與知覺的高中校長領導行為、教師組織承諾與學校組織效能，都明顯高於女性教師、年齡較小的教師、未兼任行政職務的教師。

(二) 在「本校服務年資」比較資深的教師，所感受與知覺的教師組織承諾與學校組織效能，明顯高於比較資淺的教師。

(三) 在「學歷」變項方面，「研究所以上」在「組織認同」、「目標達成」大於「師範院校」；「一般大學」在「主動例外管理」大於「師範院校」、「研究所以上」；「一般大學」、「研究所以上」在「態度型承諾」、「努力意願」大於「師範院校」；「師範院校」只有在「被動例外管理」大於「研究所以上」。

(四) 私立學校教師、大型學校教師，所感受與知覺的「轉型領導」、「態度型承諾」與學校組織效能，都明顯高於公立學校教師、小型與中型學校教師。

(五) 市區學校教師在「被動例外管理」、「組織認同」、「留職傾向」、「目標達成」等層面，明顯高於鄉鎮學校教師；而鄉鎮學校教師則在「型塑願景」、「智能啟發」、「主動例外管理」等層面，明顯高於市區學校教師。

三、高中校長呈現高度的領導行為、教師具有高度的組織承諾，則會有較高的學校組織效能。

四、高中校長領導行為、教師組織承諾與學校組織效能之間有密切的關係。

五、高中校長領導行為中的「個別關懷」、教師組織承諾中的「組織認同」，最能有效預測學校組織效能。

根據本研究之結論，提出建議如下：

一、對教育行政機關的建議

(一) 建立完整的高中校長培育與證照制度，以提高校長領導行為。

(二) 建立教師專業發展、評鑑與分級制度，以提高教師組織承諾。

(三) 研訂學校組織效能更具體、明確的指標，建立績效責任制度。

二、對高中校長的建議

(一) 轉型領導與互易領導等校長領導行為近年來受到重現，且與學校組織效能有密切關係，值得善加運用。

(二) 宜多關懷女性教師、年齡較小的教師、未兼任行政職務的教師，以提高校長領導行為。

(三) 應致力於學校組織效能的提升。

三、對高中教師的建議

(一) 教師組織承諾對學校組織效能具有重要之影響，值得高中教師們重視並實踐。

(二) 女性教師、年齡較小的教師、服務年資較淺的教師、未兼任行政職務的教師，宜增強對組織的承諾。

(三) 公立學校教師應自珍自重，用心於學校校務的運作、專注於對組織的承諾，進而致力於學校效能的提升。

四、對其他單位之建議

(一) 建議師範院校，應加強教育專業知能、教學專業態度之培育，以養成具備高度組織承諾、高度組織效能的高中教師。

(二) 建議教師專業組織，可致力於教師組織承諾的提高，俾有助於學校組織效能，進而提升教師專業地位。

關鍵詞：校長領導行為、教師組織承諾、學校組織效能

A Study of the Relationships among Principal's Leadership Behavior, Teachers' Organizational Commitment, and School's Organizational Effectiveness in Senior High Schools

Abstract

The study aims to probe into the relationships among senior-high-school principal's leadership behavior, teachers' organizational commitment, and school's organizational effectiveness. The "principal" refers to "the principals of the public (national, county, or municipal) and private senior high schools."

The study methods include "Adopted Literature Review" and "Questionnaire Study." The former intends to collect and examine related literature, domestic or foreign, as the basis of framing the studying structure and the content of designing the surveying poll. The latter uses the self-designed "The Surveying Poll of the Present Senior High School's Organizational Effectiveness" (including respective questionnaires for the principal's leadership behavior, the teachers' organizational commitment, and the school's organizational effectiveness) as a tool to carry out this investigation throughout the public and private senior high schools in Taiwan. The collected data from the survey were analyzed by "Descriptive Statistic," "T-Test," "One-Way ANOVA," "Person Product-Moment Correlation," "Canonical Correlation," and "Multiple Stepwise Regression Analysis." And then the results were examined and discussed.

The followings are important conclusions from this study:

1. The present conditions of the principal's leadership behavior, the teachers' organizational commitment, and the school's organizational effectiveness are nice.
2. Under various variables of the teachers' backgrounds, there are obvious differences among the following results:
 - (1) Male teachers, older teachers and teachers involved in administrative jobs have higher feelings and perception than female or younger or teachers uninvolved in administrative jobs.
 - (2) Senior teachers in school obviously have higher feelings and perception than those junior ones.
 - (3) Referring to the "school record" variables, teachers with master degrees shows better achievement in "organizational identification" and "goal accomplishment" than those with lower academic degrees.
 - (4) Teachers from private schools or big school show better feelings and

perceptions than those from the public or small or medium schools.

- (5) Teachers from the urban schools show better achievement in “passive management of exception,” “organizational identification,” “tendency of retaining the job,” and “goal accomplishment.” While teachers from the suburb school show better achievement than those who teach in the cities in “creating future visions,” “inspiring intelligence,” and “initiative management of exception.”
3. The more a senior high school principal shows enthusiastic leadership behavior, the teachers will also have firmer commitment to their organizations, and the school will perform higher organizational efficiency.
4. There are intense relationships between the principal’s leadership behavior, the teachers’ organizational commitment, and the school’s organizational effectiveness.
5. The “individual caring” of a principal’s leadership behavior as well as the “identification with the organization” of the teachers’ organizational commitment can best predict what the school’s organizational effectiveness should be.

According to the conclusions of this study, several suggestions are provided as follows:

1. Suggestions for the educational administrations
 - (1) Establish complete systems for senior-high-school principal’s cultivation, and award certificates to promote the principals’ leading behavior.
 - (2) Establish systems for the teachers’ specialty development, evaluation, and classification to lift the commitment of the teachers’ organization.
 - (3) Draw up more concrete and definite norm for school’s organizational efficiency and establish systems for accomplishment responsibility.
2. Suggestions for the senior-high-school principals
 - (1) Apply leading behavior approaches like “transformational leadership” or “transactional leadership,” which are gaining more attention in recent years, and they are closely related with the school’s organizational effectiveness.
 - (2) Care more for the female and the younger teachers, and even those who are not involved in administrative jobs so as to promote the principal’s leadership behavior.
 - (3) Devote to the raising of school’s organizational effectiveness.
3. Suggestions for the senior-high-school teachers
 - (1) The teachers’ organizational commitment has great impact on school’s organizational effectiveness, and they should value it and put it into practice.
 - (2) The female and the younger teachers, and even those who are not involved

in administrative jobs should increase their commitment toward the organization.

(3) Teachers of the public and private high schools should respect and value their careers and contribute themselves to school's operation, and also focus on their commitment to the organization in order to promote the school's effectiveness.

4. Suggestions for the other organizations

(1) Normal Universities should strengthen their instructions on expertise and sound teaching attitude in order to cultivate teachers with highly organizational commitment and organizational effectiveness.

(2) Teachers' specialized organizations should pay efforts to promote the teachers' organizational commitment in order to help benefit the school's organizational effectiveness and then lift the specialized status of the teachers.

Keywords : principal's leadership behavior, teachers' organizational commitment, school's organization effectiveness

