

摘要

「熱情」是心理學研究上新興的研究主題，包括熱情的概念、熱情的前置因素以及影響後果等研究。本研究的主要目的在探討國中小教師的教學熱情現況，與可能影響教學熱情的人口變項，包括教師的性別、年齡、任教年資、擔任職務、及最高學歷、畢業科系與教學熱情的關係。同時也探討教學熱情的影響後果，包括教學省思行為、教學內在動機、學習者中心教學信念、深度對談、專業合作及自我導向學習、創新教學行為、創新擴散與教學熱情的關係。本研究採問卷調查方式，以北、中、南區公私立國民中小學 418 位國中教師和 160 位國小教師為研究對象，使用的研究工具包括教學活動熱情量表、輔導活動熱情量表、教學省思行為量表、教學內在動機量表、學習者中心教學信念量表、專業合作與自我導向學習量表、深度對談量表、教學創新行為量表、創新擴散量表。

研究結果發現：

一、關於國中小教師的教學熱情和教學各變項之現況

1. 國中小教師的教學熱情程度中等偏高，其中教學活動和諧性熱情顯著高於其他三種教學熱情，輔導活動和諧性熱情顯著高於強迫性熱情，而教學活動強迫性熱情僅顯著高於輔導活動強迫性熱情。國小教師除了在輔導活動強迫性熱情上顯著低於國中教師外，其他三種教學熱情均顯著高於國中教師。
2. 國中小教師在教學各變項上大致為正向反應，其中教師的教學內在動機顯著高於其他教學變項，學習者中心教學信念僅顯著低於教學內在動機，而教學省思行為則顯著低於教學內在動機和學習者中心教學信念，創新教學行為和專業合作與自我導向學習顯著高於創新擴散和深度對談，而深度對談則顯著低於其他教學變項。此外，國小教師除了在專業合作與自我導向學習未顯著高於國中教師外，在其他教學變項上均顯著高於國中教師。

二、關於人口變項在教學熱情上的差異情形

1. 不同任教年資、最高學歷以及男女國中小教師，在教學熱情上並無顯著差異。
2. 不同年齡、擔任職務、畢業科系、任教科目和輔導經歷的國中小教師，在四種教學熱情上均有顯著差異。

三、關於教學熱情與教學各變項之關係

1. 分別或整體探討國中小教師的教學熱情與教學各變項之關係，教學熱情越高，其教學省思行為、教學內在動機、以及學習者中心教學信念、深度對談、專業合作自我導向學習、創新教學行為和創新擴散則越高。
2. 從預測角度來看，在多元迴歸模式中以教學活動和諧性和強迫性熱情對國中小教師的教學內在動機、創新教學行為最有正向預測力；以教學活動和諧性熱情對教學省思行為、學習者中心教學信念、深度對談最具正向的預測力；以輔導活動和諧性和強迫性熱情對專業合作及自我導向學習具有最佳的正向預測力；而以輔導活動強迫性熱情對創新擴散具有最佳的正向預測力。

四、關於人口變項、教學熱情與教學各變項之關係

1. 無論在教學活動或輔導活動方面，有越多和諧性熱情的國中小教師，會有較多的教學省思行為、教學內在動機、學習者中心教學信念出現。
2. 無論在教學活動或輔導活動方面，有越多強迫性熱情的教師，會有較多的創新教學行為、創新擴散出現，也會傾向專業合作及自我導向學習。
3. 國中教師、21-30歲教師、以及輔導室教師較傾向專業合作及自我導向學習和深度對談。
4. 最高學歷為研究所、畢業科系為大學教育科系、師範教育科系、師範非教育相關科系的教師，較傾向專業合作及自我導向學習。

最後，本研究根據研究結果對實務與未來研究提出建議。

關鍵字：教學活動熱情、輔導活動熱情、教學省思行為、創新教學行為。

Abstract

“Passion” is a new research subject in the field of psychology, which contains its concepts, causes and effects. This study is mainly to investigate the current situation of teachers’ passion for the education of elementary and junior high school, and possible contributors that affect teachers’ passion, such as educators’ sex, age, seniority, position, and educational background. This research also discusses the outcomes of teaching passion, including reflection on teaching, intrinsic motivation of teaching, learner-centered teaching beliefs, dialogue, professional cooperation and self-directed learning, creative teaching behavior, diffusion of innovations related to passion toward teaching. This study is constructed out of questionnaire survey, which consists of nine instruments: Passion toward Teaching Activity Scale, Passion toward Guidance Activity Scale, Reflection on Teaching Scale, Intrinsic Motivation of Teaching Scale, Learner-centered Teaching Beliefs Scale, Dialogue, Professional Cooperation and Self-directed Learning Scale, Creative Teaching Behavior Scale and Diffusion of Innovations Scale. Teachers in 160 elementary and 418 junior high schools are the targets.

The main findings in this study are as follows:

1. The extent of teachers’ passion in elementary and junior high school is higher. Within the result, harmonious passion toward teaching activity is considerably higher than other three teaching passions; harmonious passion toward guidance activity than obsessive passion toward teaching activity. However, obsessive passion toward teaching activity is considerably higher than obsessive passion toward guidance activity. Instead of obsessive passion toward teaching activity, teachers in elementary school get higher figures in other three teaching passions than teachers in junior high did.
2. The responses of elementary school and junior high school teachers’ teaching

varieties mostly are positive. Teaching varieties from high to low figures include intrinsic motivation of teaching, learner-centered teaching beliefs, reflection on teaching, creative teaching behavior, professional cooperation and self-directed learning, diffusion of innovations and dialogue.

3. Teachers' sex, seniority, and educational background make no difference in their passion for education.
4. Teachers' age, function, graduated department, teaching subject and guidance experience considerably affect their passion for education.
5. Teaching varieties correlate positively to teachers' passion.
6. Harmonious passion toward teaching activity can predict reflection on teaching, learner-centered teaching beliefs and dialogue; harmonious and obsessive passion toward teaching activity can predict intrinsic motivation of teaching and creative teaching behavior; harmonious and obsessive passion toward guidance activity can predict professional cooperation and self-directed learning. Finally, obsessive passion toward guidance activity can predict diffusion of innovations.
7. Harmonious passion toward teaching activity and guidance activity correlate positively to reflection on teaching, intrinsic motivation of teaching and learner-centered teaching beliefs.
8. Obsessive passion toward teaching activity and guidance activity correlate positively to creative teaching behavior, diffusion of innovations and professional cooperation and self-directed learning.
9. Junior high school, 21 to 30-year-old and guidance teachers correlate positively to professional cooperation and self-directed learning and dialogue.
10. Teachers who graduate from graduate schools, and whose departments are education in college, education and unrelated education in normal universities correlate positively to professional cooperation and self-directed learning.

Finally, this study provides suggestions for future education and research based on research conclusions.

Keywords : passion toward teaching activity, passion toward guidance activity, reflection on teaching, creative teaching behavior.