

摘要

本研究旨在瞭解北部地區六縣市高級中學導師情緒管理與班級經營效能之現況及兩者間的關係。採用問卷調查法，研究對象為高級中學導師。本研究取樣的原則採分層隨機抽樣和簡單隨機抽樣方式，共抽取20所學校，取得一至三年級共60個班級，班級學生共1600人，回收的有效樣本共計1146位學生。

本研究之研究工具有「高級中學導師情緒管理量表」與「高級中學導師班級經營效能量表」，調查所得資料以t考驗、單因子變異數分析、皮爾遜積差相關、多元逐步迴歸分析等方法來進行統計分析。

本研究的主要發現如下：

- 一、北部地區高級中學導師大多具有良好的情緒管理能力。
- 二、北部地區高級中學導師其班級經營效能均屬於中等偏上程度，各分層面以「師生互動」的效能最佳，以「班級管理」的效能較差。
- 三、不同性別、不同年齡與不同學校隸屬之高級中學導師，在整體情緒管理及其分層面有差異。
- 四、不同性別、不同年齡、不同任教年資與不同班級規模之高級中學導師，其整體班級經營效能及其分層面有差異。
- 五、高級中學導師情緒管理與其班級經營效能具有顯著正相關。
- 六、情緒管理能力不同之高級中學導師，其班級經營效能有差異；情緒管理能力高的級任教師，其班級經營效能較佳。
- 七、高級中學導師之情緒管理能力可以有效預測其班級經營效能。

針對上述結果，本研究分別針對教育行政機關與高級中學導師之建議，並指陳後續研究可以參考與改進的方向。

關鍵字：高級中學導師、情緒管理、班級經營效能

Abstract

The study aims to investigate the relation between emotional management and classroom management effectiveness of high school homeroom teachers in six cities in northern Taiwan. Questionnaires are used for data collection. The sampling principles of this study include layered random sampling and simple random sampling. Questionnaires were issued to 1600 first-year to third-year students in 20 high school, and 1146 copies of effective questionnaire were finally collected.

「The emotional management meter of high school homeroom teachers」 and 「The classroom management effectiveness meter of high school homeroom teachers」 are used in data analysis, and the returned questionnaires were statistically compiled and analyzed by means of t-Test, ANOVA, Pearson's product-moment correlation, and stepwise multiple regression analysis.

Research findings include:

1. In general, most of the high school homeroom teachers in northern Taiwan are good in emotional management.
2. Classroom management effectiveness of high school homeroom teachers in northern Taiwan belongs to the level of higher intermediate. They are most effective in “teacher-student interaction” and least effective in “classroom management”.
3. There are differences in overall emotional management among high school homeroom teachers of different sexes, ages and schools.
4. There are differences in classroom management effectiveness among high school homeroom teachers of different sexes, ages and years of teaching.
5. There is a positive co-relation between high school homeroom teachers' emotional management and classroom management effectiveness.
6. There is a difference in classroom management effectiveness among high school homeroom teachers with different abilities in emotional management. Homeroom teachers who are better in emotional management perform better in classroom management effectiveness.
7. High school homeroom teachers' ability in emotional management can be used to predict their classroom management effectiveness.

According to the above findings, suggestions are proposed for the authorities and high school homeroom teachers, and advice on future studies is also included.

Keywords : high school homeroom teachers, emotional management, classroom management effectiveness