

高中職社區化與學校效能相關之研究

- 以竹苗區為例

摘要

本研究旨在探討高中職社區化與學校效能之間的關係。除探討高中職社區化、高中職學校效能之內涵及現況，瞭解教育人員及家長之人口變項及學校背景變項在高中職社區化及學校效能得分的差異情形外，亦分析高中職社區化與學校效能之相關程度，並探討高中職社區化對學校效能的預測情形。

本研究係以竹苗區公私立高中職教育人員及家長為研究對象，以「竹苗區高中職社區化與學校效能之相關研究意見調查問卷」為工具進行研究，內含基本資料，竹苗區高中職社區化意見調查表，高中職學校效能量表三部份。研究工具之信度、效度良好。正式施測有效樣本 646 位，分別以描述分析、t 考驗、變異數分析、積差相關分析、多元逐步迴歸分析等統計方法進行分析，並得到以下數項結論：

一、不同性別的教育人員及家長在高中職社區化的整體認知上，並無顯著差異。就各向度而言，亦不存在顯著差異。

二、「51歲以上」的教育人員及家長在高中職社區化的整體認知上高於其他年齡層。

三、「26年以上」服務年資的教育人員在高中職社區化的整體認知上高於其他年資。

四、「家長會長或代表」在高中職社區化的整體認知上高於其他職務者。

五、不同學校類別不會造成教育人員及家長在高中職社區化整體認知上有差異。

六、「私立學校」的教育人員及家長在高中職社區化整體認知上高於公立學校。

七、不同學校所在地不會造成教育人員及家長在高中職社區化整體認知上有差異。

八、「24班以下」及「51班以上」之學校規模的教育人員及家長在高中職社區化整體認知上高於「25-50班」。

九、男性教育人員或家長對整體學校效能的認知高於女性。

十、「41歲以上」的教育人員或家長對整體學校效能的認知高於「40歲以下」。

十一、「26年以上」服務年資的教育人員在整體學校效能認知上高於其他年資者。

十二、「校長」在整體學校效能的認知上高於其他職務或身份者。

十三、「高中」之教育人員及家長對整體學校效能的認知高於「高職」及「綜合高中」。

十四、「私立學校」之教育人員及家長對整體學校效能的認知高於「公立學校」。

十五、不同學校所在地不會影響教育人員及家長對整體學校效能的認知。

十六、「51班以上」之規模的教育人員及家長對整體學校效能的認知高於「50班以下」。

十七、教育人員與家長在高中職社區化各向度及整體的態度愈佳，則學校效能愈高。

十八、高中職社區化之「資源共享」與「參與支持」二向度對學校效能各向度具有預測力。

十九、高中職社區化之「資源共享」與「參與支持」二向度對整體學校效能具有預測力。

最後，本研究擬根據上述研究結果進行分析討論，以形成結論及建議，並提供教育行政機關、高中職教育人員及未來相關研究之參考。

關鍵詞：高中職社區化、學校效能

A Study of the relationship between Community Senior High School and School Effectiveness. — Take HsinChu and Miaoli Area as an Example.

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Abstract

The purpose of the study is to explore the relationships between Community Senior High School and School Effectiveness. The study aims at four dimensions. The first one is to explore the reality for Community Senior High School and Senior High School Effectiveness. Secondly, the researcher also investigated the differences of school staff and householder's demographic variables and school's background variables among Community Senior High School and School Effectiveness. Thirdly, the study analyzes the relationships among Community Senior High School and School Effectiveness. Finally, the study explores the predicative power of Community Senior High School and School Effectiveness.

This study employed questionnaires as the method of study. The subjects were 646 educational staff randomly sampled from Senior High

Schools and householders in HsinChu and Miaoli area. Data were analyzed using the method of descriptive and inferential statistics, including Frequencies, t-test, ANOVA, Correlation analysis and Multiple stepwise regression analysis. The major findings are as follows:

1. There is no significant difference in overall cognition of Community Senior High School among teachers and parents of different genders. There is also no significant difference among all dimensions.
2. Teachers and parents aged above 51 have better conception of Community Senior High School than other age groups.
3. Teachers who have served for more than 26 years have better understanding of Community Senior High School than those of less than 26 years of service.
4. President and Representative of parent committee have better cognition of Community Senior High School than other school-position groups.
5. There is no significant difference in overall viewpoint of Community Senior High School and Vocational School among teachers and parents at different kinds of schools.
6. Teachers and parents of private high schools have better understanding of Community Senior High School than those of public schools.

7. The location of schools makes no significant difference in the conception of Community Senior High School among teachers and parents.
8. Teachers and parents of the schools having less than 24 classes and more than 51 classes have a better picture of Community Senior High School than those of the schools with 24 to 50 classes.
9. Male teachers and parent have better sense of School Effectiveness than female ones.
10. Teachers and parents aged above 41 have better conception of School Effectiveness than those under 40.
11. Teachers who have served for more than 26 years have better understanding of School Effectiveness than those less than 26 years.
12. The school principal has better cognition of School Effectiveness than the ones of different positions in school.
13. Teachers and parents of senior high schools have better conception of School Effectiveness than those of vocational high schools and of comprehensive high schools.
14. Teachers and parents of private high schools have better understanding of School Effectiveness than those of public schools.
15. The location of schools makes no significant difference in teachers' and parents' conception of School Effectiveness.

16. Teachers and parents of the schools with more than 51 classes have a better picture of School Effectiveness than those of the schools with less than 50 classes.
17. The better the attitudes of teachers and parents towards the dimensions of Community Senior High School, the higher the School Effectiveness.
18. The two dimensions, “Resource Sharing” and “Participation and Support,” of Community Senior High School have predicative efficacy for each dimensions of School Effectiveness.
19. The two dimensions, “Resource Sharing” and “Participation and Support,” of Community Senior High School have predicative efficacy for School Effectiveness

Based on the result of this study, some suggestions are made for educational administration, the Senior High School and Vocational School staffs and future study.

Key words: Community Senior High School, School Effectiveness