

國民小學高年級學童知覺級任導師轉型領導與班級經營效能關係 之研究

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摘要

This research is using self-designed “questionnaire of the research of the relationships among teachers Leadership, classroom management effectiveness for senior-grade classes in elementary schools” as a research tool with investigation method of questionnaire. The questionnaire was issued by the stratified cluster sampling method and the participants of this research are senior-grade classes of Jongli City’ s public primary school in Taoyuan County for School Year of 101.

There are 230 issued questionnaires and 219 returned with 199 valid samples. The returning rate of the questionnaire was 95.22% and the effective returning rate is 90.86%. The inductive inference is based on data analysis result by using descriptive statistics, t test, One-way ANOVA and Pearson’ s Correlation Statistical methods.

1. The current status among teachers Leadership and classroom management effectiveness for senior-grade classes in elementary schools is good.
2. There is no big difference on teachers’ leadership for the different sex in senior-grade classes. Only effects of fascination for girl students are higher

than boy students.

3. There are significant differences exist in teachers Leadership for different grade students and behavior of fifth grade student s is higher than sixth grade students in the areas of intellectual inspiration, shared vision and individual cares.

4. There are significant differences exist in school advisors with different educational background for the transformational leadership and school advisors with bachelor's degree and master degree have highest perception.

5. There are significant differences exist in school advisors with different seniority for the transformational leadership and school advisors with 21 to 30 years seniority have highest perception.

6. There is no big difference on the school advisors with different sex in classroom management effectiveness area.

7. There is no big difference in school advisors with different grade (fifth and sixth grade) in classroom management effectiveness area.

8. There are significant differences exist in school advisors with different educational background for the classroom management effectiveness and school advisors with master degree have highest perception.

9. There are significant differences exist in school advisors with different seniority for the classroom management effectiveness and school advisors with 21

to 30 years seniority have highest perception.

10. There is significant positive correlation exists between teachers Leadership and classroom management effectiveness for school advisors in senior-grade classes.

Finally, the conclusion and suggestions were provided based on the result above can be served as a reference for school advisors in primary school, education administration authority and other researchers.

關鍵字：senior-grade classes in elementary schools, teachers Leadership,