

Abstract

This research aims at probing into the influences on teachers' estrangement of whole operation of private institutional framework of middle school of Macau. While studying, probe into the theoretical foundation about 'estrangement' and 'the institutional framework of the school', in order to propose studying the structure, become the first step of the study. Work out 'the private institutional framework of middle school in Macao and teacher's working state questionnaire' as the instrument becomes the second step of the study. Taking a sample at random, choose subjects are randomly selected. Put income in order, grade by materials finally, test with t and then, One-way ANOVA, Pearson's product-moment correlation are employed to such as being relevant analyse to make a variation.

This research is discovered importantly as follows:

First, private middle school of Macau of the level of different schools, in the operation of formal institutional framework and unofficial institutional framework of the school, have difference nature. Among them the teacher has estrangement even more than the teacher of high school junior middle school, and has already reached the difference of the dominance very much.

Second, private middle school level, Mr. of estrangement, with sex its, teach age and service seniority, take on post, wages, etc. factor different, and there is difference of showing; But and among the age, scale of marital status, education

background, school, have not seen that there is difference of dominance.

Third, in a situation that the institutional framework of the school tend towards specialization, standardization and formalization, teacher's estrangement is reduced thereupon, on the contrary, the bigger.

Fourth, trend towards 'centralization ' in the institutional framework of the school, link up the joint variously, the teacher lacks the sense of participation, the teacher is in whole estrangement and ' powerlessness ' in every aspect, ' meaninglessness ', ' normlessness ', ' social isolation ', ' self-estrangement ' and ' estrangement not whole ' the getting the less more high either.

Fifth, the degree of ' tradition ' of school institutional framework is the higher, experience the higher instead of every aspect in whole of ' teacher's estrangement '; On the contrary, it is the lower.

Sixth, school, among the institutional framework, ' Perceptual Measuer of Upward Communication ', ' Perceptual Measuer of administration communicate ' and actual operation on ' Perceptual Measure of Staff's Help and Support ' get scores high, then the lower teacher's estrangement is; On the contrary, it is the higher.

According to the conclusion of studying, originally research and propose the following suggestions, for the educational institution or the school headmaster to improve the reference of private secondary school education:

First, increase the opening of the school system, solve and organize the traditional predicament, dispel estrangement.

Second, strengthen leading the function of the private headmaster, make it promote

the rationalization of institutional framework operation of the school by way of effective leading, strengthen the good communication of the headmaster and teacher, in order to remove the teacher's estrangement.

Third, adjust teacher's post properly, expand a teacher to participate in.

Fourth, expand private speciality, person of secondary school education, receive a training of and work, promote the innovation of school education.

Fifth, train teacher's aggressive work and is satisfied with the professional faith that the values and service devote.

Key word : teacher's estrangement, institutional framework of middle school,

powerlessness , meaninglessness, self-estrangement