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澳門學校行政人員與學生比例之研究

A Study on School Administrator to Student Ratios in Macao

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摘 要

本論文以探討和分析澳門學校行政人員與學生之比例。本研究採用調查研究法，以 54 間澳門學校為研究對象，用 SPSS 統計軟件中的 T 檢驗處理數據和分析得出下列研究結果和建議。研究結果為：(1)澳門學校由於沒有法規可依循，所以各校對行政人員的配置不盡相同；(2)官立學校與私立學校行政人員與學生的比例差異呈顯著性；(3)「一條龍」學校與「非一條龍」學校的行政人員與學生之比例差異呈顯著性；(4)中文學校與非中文學校的行政人員與學生之比例差異呈顯著性；(5)相比美國、日本、台灣及香港這些地區，澳門政府對教育的投資是不遺餘力的，但澳門學校管理並沒有設置相關的法規來確定學校行政人員員額與編制總量。根據研究結果，本研究提出如下建議：(1)針對目前欠缺的學校行政人員，建議學校增聘相關專業行政人員，讓學生能夠全身心健康發展；(2)學校應合理分配各學校行政人員的工作；(3)學校應支持政府的施政，藉以對教育行政人員的合理監督和調控進行配合；(4)政府必須制定一整套規範的教育規章和法律；(5)政府應為專職人員提供一個進修的管道，促進學校專職行政人員的成長。

Abstract

This study attempted to investigate and analyze the ratios of school administrator to student. The survey research method was used in this study and data collected from 54 schools in Macao were analyzed by “T-test” of SPSS statistic software to arrive the following results and conclusions. Findings of this research are: (1) there was no consistency across configurations of administrative personnel due to a lack of legislative measures; (2) there was a significant difference between the administrator to student ratio of public schools and that of private schools; (3) there was a significant difference between the administrator to student ratio of “through-train” schools and that of non “through-train” schools; (4) there was a significant difference between the administrator to student ratio of Chinese schools and that of non-Chinese schools; and (5) compared to US, Japan, Taiwan and Hong Kong, there was little regulation over the administration ratios of school personnel despite of the admirable investment efforts in education made by Macau SAR government. Based on these findings, following recommendations were made: (1) for schools with insufficient administrative staffs, it is suggested to employ more professional administration staff to enhance the physical and psychological development of students; (2) school should appropriately allocate the workload of each administration staff; (3) school should be supportive of government policies to assure the supervision over and regulations on school administrators are appropriately done; (4) a set of legislative measures should be implemented by the government to standardize educational practices and regulations; and (5) the government should provide a mechanism wherein professional school administrators can pursuit for continuation of their professional development.

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