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幼兒園組織氛圍對幼兒教師壓力的影響：以幼師自我效能感為中
介變量的模型分析

The Effect of School Climate on Preschool Teacher Stress: The
Mediating Role of Teacher Self-efficacy

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目 錄

圖表目錄.....	II
致 謝.....	III
摘 要.....	IV
Abstract.....	V
聲 明.....	VI
第一章 引言.....	6
1.1 教師壓力現狀.....	6
1.2 幼兒教師壓力現狀.....	6
第二章 研究問題與意義.....	7
2.1 研究任務.....	7
2.2 研究問題.....	7
2.3 研究意義.....	8
第三章 文獻綜述.....	9
3.1 概念界定.....	9
3.2 相關研究評述.....	14
3.3 本研究的視角.....	26
第四章 研究過程.....	29
4.1 研究對象.....	29
4.2 測量工具.....	30
第五章 數據統計結果.....	32
5.1 描述性統計結果.....	32
5.2 差異分析.....	33
5.3 Pearson 相關分析.....	35
5.4 中介模型檢驗.....	37
第六章 討論.....	46
6.1 中介模型的啟示.....	46
6.2 建議.....	49
6.3 研究不足.....	51
參考文獻.....	53

Abstract

Previous researches show that preschool teachers suffer a great deal from job-related stressors. This study aims to investigate the current situation of preschool teachers' occupational stress in order to determine whether school climate factors in kindergartens including principal collegial leadership and teachers' professionalism exert statistically significant effect on preschool teachers' stress through the mediation of teachers' self-efficacy. To fulfill this goal, the researcher selected 180 kindergarten teachers from Guangdong Province in China based on a stratified and random sampling and conducted two mediation analysis to testify whether kindergarten organizational climate factors would predict kindergarten teachers' occupational stress through teacher self-efficacy. The author found out that principal collegial leadership exerts significantly negative effect on preschool teachers' occupational stress through the mediating role of teacher self-efficacy; however, professionalism was also a significant predictor on preschool teacher stress through teachers' self-efficacy. This article offers some insights into preschools' role in constructing a how to care for preschool teachers' mental health wellbeing in order to better facilitate the development of both kindergarten and children.

關鍵詞：幼師職業背景變量(幼師年收入，最高學歷，教齡、班額和生師比)；幼師壓力；幼兒園組織氛圍；幼師自我效能感

Key Words: professional background variables of kindergarten teachers; preschool teacher stress; kindergarten organizational climate; preschool teacher self-efficacy

摘 要

前期研究發現幼兒教師承受著的與職業相關的巨大壓力。本研究旨在了解廣東省幼兒園教師面臨的壓力現狀，探究幼師壓力形成的內在機制，探討開明積極的幼兒園集體組織氛圍要素如園長同儕領導力、園所幼師專業化水平等能否影響幼師的職業壓力水平，同時，了解這些外在的幼兒園組織氛圍積極因素作為外在環境能否通過影響幼師的某些積極的心理資本進而對幼師職業壓力水平產生間接影響。為達以上目的，研究者以廣東省廣州、中山、肇慶三市的 180 位幼兒園教師為研究對象展開調查，運用間接效應分析法建立中介模型，借助 SPSS 22.0 中的 Process 軟件，檢測研究者認為關鍵且積極的幼兒園組織氛圍變量(園長同儕領導力及園所教師專業化水平) 能否通過影響幼師自身的職業自我效能感，來對於幼師職業壓力產生影響，以此深入了解與幼師職業壓力有關的外在環境及內在心理因素的相互影響機制。經過中介效應模型分析，筆者發現在幼兒園組織氛圍所涉及的兩大要素中，幼兒園園長的同儕領導水平會經由對教師自我效能感所產生的正向影響，進而間接影響到幼師自身職業壓力的總體水平，這一幼師內外環境的交互對幼師壓力產生影響的部分中介模型成立。研究結果說明，在幼兒園組織氛圍中園長在緩解幼師職業壓力方面扮演重要角色，可以發揮好自身同儕領導能力的園長可以幫助幼師提升職業自我效能感，進而降低幼師的壓力水平。這就進一步了解影響幼師職業壓力的多重因素的內在機制，更有針對性地為日後防制幼師壓力，維護幼師心理健康，建立和諧完善的幼師心理防禦系統，並為促進幼兒自身和幼兒園的完善發展帶來啟示。