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國中教師教學玩興、教學動機、教學快樂 感受與創意教學之關係

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摘要

本研究旨在瞭解國中教師教學玩興、教學動機、教學快樂感受與創意教學之現況，並探討教學玩興、教學動機及教學快樂感受與創意教學行為之關係。本研究共320位國中教師參與，研究工具包括「創意教學行為量表」、「教學玩興量表」、「教學動機量表」、「教學快樂感受量表」。

本研究發現：(一)全體參與教師具中等以上程度的教學玩興、教學動機、教學快樂感受和創意教學表現；(二)國中教師之教學玩興和教學快樂感受無性別差異，但教學動機和創意教學行為有性別差異；(三)國中教師的教學玩興、教學動機及教學快樂感受等特質分別與其創意教學行為有顯著相關，且能有效聯合預測其創意教學行為。因此，若要提升國中教師的創意教學，可由提升其教學動機、教學玩興和教學快樂感受等方面著手。

關鍵詞：教學玩興、教學動機、教學快樂感受、創意教學

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The Relationships between Playfulness in Teaching, Motivation of Teaching, Perceived Happiness in Teaching and Creative Teaching among Junior High School Teachers

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Abstract

The purposes of this study were to investigate the current state of junior high school teachers' playfulness in teaching, motivation of teaching, perceived happiness in teaching, and creative teaching as well as to explore the relationships among these variables. The participants were 320 junior high school teachers and the employed instruments included the *Inventory of Creative Teaching Behavior*, the *Inventory of Playfulness in Teaching*, the *Inventory of teaching Motivation*, and the *Inventory of Happiness in Teaching*.

The findings of this study indicated that (1) the teachers had median- to high-level of playfulness in teaching, motivation of teaching, perceived happiness in teaching, and creative teaching; (2) there were no gender differences on playfulness and happiness pertaining to teaching among the teachers, but there were gender differences on their teaching motivation and creative teaching; and (3) the teachers' playfulness, motivation,

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and happiness with regard to teaching were correlated with their performance of creative teaching, and collectively, these traits could effectively predict the teachers' behavior of creative teaching. The improvement of junior high school teachers' performance of creative teaching, therefore, can be achieved via upgrading their motivation, playfulness, and happiness pertaining to teaching.

Keywords: playfulness in teaching, teaching motivation, happiness in teaching, creative teaching.

