臺灣中部地區國民小學教師社會地位知覺與專業認同之研究

黃彥超、翁福元

摘　要

　　社會環境劇烈變動以及多元開放的時代中，教師地位、教師專業自主、專業成長常被強調，但是教師如何認識自己的地位與專業卻極少受到關注。本研究旨在探討中部地區國小教師社會地位知覺與專業認同之現況，並探討教師社會地位知覺與專業認同兩者之間的關係。本研究採用調查研究法，以苗栗縣、臺中市、臺中縣、彰化縣、南投縣、雲林縣之公立國民小學教師為研究對象，總共發出936份問卷，回收率為76.50%，有效問卷回收率為73.29%。除了驗證本研究所建立之因果模型外，本研究發現：(1)國民小學教師知覺其屬於「中上」的社會地位，存有形象低落的疑慮，認為教師的表現未受各界肯定；(2)國民小學教師專業認同程度高，工作投入程度高；(3)國民小學教師專業認同因性別、專業背景、擔任職務、學校所在地區不同而有差異；(4)教師社會地位知覺對教師專業認同有顯著影響；(5)教師背景因素會直接影響教師專業認同，同時也會透過社會地位知覺對專業認同產生影響。文末則根據研究發現提出對教育實務與未來研究之建議。

關鍵詞：社會地位、教師社會地位知覺、專業認同

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A Study on the Primary School Teachers Perception on Their Social Status and Professional Identity: A Case Study of Central Taiwan

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Abstract

The main purposes of this study were to explore the perception of primary school teachers' perception on their social status and the relationship between their perception on their social status and professional identity. The main method used in this research was questionnaire survey. The sample of this survey were primary school teachers of Central Taiwan (Miaoli County, Taichung City, Taichung County, Changhua County, Nantou County and Yunlin County). The type used in the study received tremendous support to explain the causal model of teacher professional identity. As the data analyzed, the conclusions were shows as follows: (1) primary teachers'

perception on their social status was of medium level; the score of primary teachers' perception on their images was low, and perception on their performance was not satisfied; (2) in teacher's population variables, different positions showed significant differences in the perception on their social status; (3) the score of primary teachers' professional identity was high; (4) the teachers perception on their social status has a statistically significant positive impact on professional identity; (5) in the teacher's population variables, different sex, different background, different positions and different areas showed significant differences in professional identity. Finally, according to the results, suggestions were afford to improve educational policies and future studies.

Keywords: social status, perception on teachers social status, professional identity