

啓智教育教師教師效能之研究

Teacher Efficacy of Teachers Teaching Students with Mental Retardation

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中文摘要

本研究係以三次焦點團體訪談方式訪談 15 位從事啓智教育工作之教師，以探討其所謂之教師效能。根據質性資料分析顯示，教師效能可包括：教師的教學能力、教師的問題解決能力、教師的自我調適/要求能力、與家長建立良好的親師關係的能力、與同仁的合作協調能力以及取得學校行政配合/支援的能力等六個向度。與國外文獻相比較，國內啓智教育教師所覺知之教師效能與國外的教師效能有其相似之處，但也有其特殊之處。

關鍵字：教師效能，啓智教育教師

西文摘要

The purposes of this study were to investigate the constructs of teacher efficacy for teachers of students with mental retardation. Through 3 focus group interviews, 15 teachers were interviewed about teacher efficacy that they perceived. The results indicated that teacher efficacy included: personal teaching competency, problem-solving abilities, abilities of self-adjustment, cooperative abilities with parents, colleges and school administrators, respectively. Some of the constructs of teacher efficacy in this study are similar to the research findings, but some are different.

Keywords : Teacher Efficacy, Teachers of Students with Mental Retardation