

# 中小學教師創意教學自我效能感與創意教學行為的 結構方程模式之檢驗

研究生：林碧芳

指導教授：趙長寧 博士

東海大學教育研究所

## 摘 要

本研究的主要目的在探討中小學教師的創意教學與影響創意教學的相關因素。在回顧了文獻之後，對於教師的創意教學的表現，本研究提出了幾個可能具有解釋力的變項，包括「創造人格特質」、「學習結構與管道」、「創意教學內在動機」、「創意教學自我效能感」等，並將各變項依據其假設關係建立一個「中小學教師的創意教學行為之關聯模式」，進行路徑模式的檢驗。研究樣本來自 40 所中小學的 554 名教師，這些老師完成了一份包括各研究變項的問卷，這些資料經過電腦處理之後，使用 SPSS10.0 中文版與 LISREL8.52 版軟體進行各項分析。

本研究首先針對各研究變項的測量結果進行逐一分析，以了解中小學教師在各變項的狀況。進一步的，為了釐清「創意教學自我效能感」與「教學自我效能感」兩個概念，本研究以「創意教學行為」與「教學績效」為效標，以「驗證性因素分析」的模型競爭比較策略來進行「創意教學自我效能感」與「教學自我效能感」的區別效度檢驗，分析結果發現他們是兩個不同的概念。

進一步針對各研究變項對於「創意教學自我效能感」與「創意教學行為」的影響，本研究以結構方程模式的潛在變項之路徑分析（LV-PA）來檢驗整體模型的適切性，並進行參數估計，用以檢驗各項假設的支持情形，研究結果發現本研究所建立的「中小學教師的創意教學行為之關聯模式」獲得相當程度的支持。

本研究之主要研究結果如下：

一、本研究首度將「創意教學自我效能感」的概念，從過去有關教師自我效能的

概念加以抽離，將其視為一種特殊作業的自我效能的概念，探討教師從事教學工作是否能夠具有創造力的自我評價，對於其創意教學行為的影響。

二、本研究編製「創意教學自我效能感量表」，經由因素分析結果，包含「正向肯定」、「負向自覺」與「抗壓信念」三個面向，而信度分析結果，本量表具有良好的信度，可用以評量中小學教師在創意教學自我信念判斷的工具。

三、本研究經由區辨效度與區分效度的檢驗，證明「創意教學自我效能感」與「教學自我效能感」為兩個不同的構念。

四、針對本研究所提出的創意教學行為整體模型進行檢驗，在整體適配度檢定結果堪稱理想，表示本假設模型與觀察資料具有相當程度的契合度，結果顯示，「創意教學行為之關聯模型」獲得實際觀察資料的驗證。

五、「創造人格特質」對於「創意教學自我效能感」、「創意教學內在動機」與「創意教學行為」有直接效果，表示「創造人格特質」對於「創意教學自我效能感」與「創意教學內在動機」與「創意教學行為」具有顯著直接的正向影響力，結果支持本研究所提出的假設。

六、「創造人格特質」會透過「創意教學自我效能感」對「創意教學行為」產生間接效果；也會透過「創意教學內在動機」對「創意教學行為」產生間接效果。「學習結構與管道」會透過「創意教學自我效能感」分別對「創意教學內在動機」與「創意教學行為」產生間接效果。而「創意教學自我效能感」則會透過「創意教學內在動機」對「創意教學行為」產生間接效果，結果支持本研究所提出的假設。

最後，本研究根據研究結果對未來研究與實務提出建議。

**關鍵詞：創意教學自我效能感、創意教學行為、內在動機、創造人格、結構方程模式、LISREL**

# Examination of Structural Equation Modeling on Self-Efficacy for Creative Teaching and Creative Teaching Behaviors at Elementary and Junior High School Teachers

Pi-Fang Lin

## Abstract

The purpose of this study is to inquiry the creative teaching performances of elementary and junior high school teachers. A hypothesized path model using structural equation modeling was proposed to examine the influences of self-efficacy of creative teaching along with other background variables (learning structure/ways and personality) and psychological measures (intrinsic motivation) on creative teaching behaviors. Subjects were 544 elementary and high school teachers came from 40 schools around Taiwan. Data were analyzed by SPSS10.0 and LISREL8.52.

Analyses on the measures of self-efficacy found that the construct of self-efficacy for creative teaching (SECT) was clarified by a newly developed inventory of SECT, in which the inventory had satisfactory reliability. Three major factors were identified via factor analysis, entitled as “positive self-recognition”, “negative self-awareness” and “belief for pressure resistance”. Furthermore, the results of examination on discriminant and differential validity indicated that the “self-efficacy for creative teaching” could be separated against with traditional “self-efficacy for teaching”.

Results of path analysis of structural equation modeling using LISREL indicated that “creative personality” had significant direct effect on “self-efficacy for creative teaching”, “intrinsic motivation of creative teaching”, and “creative teaching”. In particularly, “creative personality” had significant indirect effect on “creative teaching” through “self-efficacy for creative teaching” and “intrinsic motivation of creative teaching”. Besides, “learning structure and way” had significant indirect effect on “intrinsic motivation of creative teaching” and “creative teaching” through “self-efficacy for creative teaching”. Finally, “self-efficacy for creative teaching” had significant indirect effect on “creative teaching” through “intrinsic motivation of creative teaching”. Most of the hypothesis of this present study were confirmed by the analysis. Suggestions for further study and limitations were discussed at the end of the study.

**Key Words:** self-efficacy for creative teaching, creative teaching behavior, intrinsic motivation, creative personality, structural equation modeling, LISREL