

國小專任輔導教師工作壓力、輔導自我效能與督導需求之相關研究

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摘要

本研究旨在探討國小專任輔導教師工作壓力、輔導自我效能與督導需求之相關情形，以問卷調查法收集資料，研究工具為工作壓力量表、輔導自我效能量表與督導需求量表，並以全台各地區現職國小專輔為研究對象，共回收 185 份有效問卷。研究結果以描述性統計、獨立樣本 t 檢定、單因子變異數分析、皮爾森積差相關與多元逐步迴歸進行統計分析，結果如下：

- 一、國小專輔具有中高程度之工作壓力、輔導自我效能與督導需求。
 - 二、不同專業背景的國小專輔在工作壓力、輔導自我效能與督導需求上皆達顯著差異；不同身份別、專輔年資的國小專輔在輔導自我效能上達顯著差異；不同生理性別的國小專輔教師在督導需求上達顯著差異。
 - 三、國小專輔之工作壓力與輔導自我效能有顯著低度負相關；工作壓力與督導需求、輔導自我效能與督導需求有顯著低度正相關。
 - 四、國小專輔之「工作期待」與「輔導網路資源運用」皆對督導需求有預測力。
- 最後依據研究結果，對國小專輔、相關單位與未來研究者提供參考建議。

關鍵字：國小專任輔導教師、工作壓力、輔導自我效能、督導需求

The Study of the Relationship among Work Stress, Counseling Self-Efficacy and Supervision
Needs of Teacher-Counselors in Elementary Schools

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Abstract

This research aims to investigate the correlation among work stress, counseling self-efficacy and supervision needs substitute teacher-counselors in elementary schools. Data was collected through a questionnaire survey, utilizing the Work Stress Scale, Counseling Self-Efficacy Scale, and Supervision Needs Scale as research instruments. The study targeted substitute teacher-counselors in elementary schools currently serving in various regions across Taiwan, with a total of 185 valid responses obtained. Statistical analyses were conducted using descriptive statistics, independent samples t-test, one-way ANOVA, Pearson correlation, and multiple stepwise regression. The results are summarized as follows:

1. Substitute teacher-counselors in elementary schools exhibit a moderate to high level of work stress, counseling self-efficacy and supervision needs.
2. There was a significant difference all in work stress, counseling self-efficacy and supervision needs in training background ; besides that, there were significant differences in counseling self-efficacy among different identities and teacher-counselors's work years ; there were significant differences in supervision needs in gender.
3. There is a significant low negative correlation between work stress and counseling self-efficacy; work stress has a significant low positive correlation with supervision needs, and counseling self-efficacy has a significant low positive correlation with supervision needs.
4. work expectations and utilization of counseling resources can effectively predict supervision needs of substitute teacher-counselors in elementary schools.

Finally, based on the research findings, recommendations are provided for substitute teacher-counselors in elementary schools, relevant institutions, and future researchers.

Keywords: Substitute teacher-counselors in elementary schools, work stress, counseling self-efficacy, supervision needs