

國小專任輔導教師正念、品味策略與幸福感之相關研究

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摘要

本研究旨在探討國小專任輔導教師的正念、品味策略與幸福感之現況，並瞭解不同背景變項（性別、年齡、工作年資、學校規模）下，正念、品味策略與幸福感的差異情況，正念、品味策略及幸福感的相關情形，正念與品味策略對幸福感的預測力，以及品味策略是否對正念與幸福感形成中介效果。本研究採用問卷調查（網路與紙本並行）收集資料，共計有 233 位臺灣本島國小專任輔導教師參與，研究工具包含「大學生正念量表」、「青少年品味策略量表」及「幸福感量表」。在資料分析方面，使用描述性統計、相依樣本及獨立樣本 t 檢定、獨立樣本 ANOVA 分析、Pearson 積差相關、逐步迴歸，以及階層迴歸分析。研究結果陳述如下：

- 一、國小專任輔導教師的正念呈現中高程度、品味策略呈現中高程度及整體幸福感也呈現中高程度。
- 二、在不同年齡階段上，國小專任輔導教師的整體正念無顯著差異，但在「如其所是」分層面上，41 歲以上的專任輔導教師明顯高於 30 歲以下。
- 三、在不同學校規模上，國小專任輔導教師的整體正念無顯著差異，但在「如其所是」分層面上，學校規模介於「25-36 班」的輔導教師得分顯著高於「73 班（含）以上」的輔導教師、「49-72 班」的輔導教師得分顯著高於「73 班（含）以上」的輔導教師，而「49-72 班」的輔導教師得分顯著高於「37-48 班」的輔導教師。
- 四、在不同工作年資上，國小專任輔導教師之整體幸福感有顯著差異，其中「未滿 3 年」的國小專任輔導教師之整體幸福感最低。
- 五、國小專任輔導教師的正念與幸福感呈現顯著中度正向相關，品味策略與幸福感則呈現顯著高度正向相關，而正念與品味策略也呈現顯著高度正相關。
- 六、國小專任輔導教師的品味策略對其整體幸福感有 52.4% 的預測力，而正念則沒有預測力。
- 七、國小專任輔導教師的覺察當下、擴展覺察與轉化亮點對整體幸福感的預測力為

54.2%。

八、 品味策略在正念與幸福感之間具有完全中介效果。

關鍵字：國小專任輔導教師、正念、品味策略、幸福感

A Study on the Relationship among Mindfulness, Savoring Strategy, and Well-being of Full-time Elementary School Counselors

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ABSTRACT

This study aims to investigate the current state of mindfulness, savoring strategies, and well-being among full-time elementary school counselors. Additionally, it seeks to understand the differences in mindfulness, savoring strategies, and well-being across various demographic variables, such as gender, age, years of experience, and school size. Additionally, it investigates the interrelationships between mindfulness, savoring strategies, and well-being, the extent to which mindfulness and savoring strategies can predict well-being, and whether savoring strategies serve as a mediator between mindfulness and well-being. This study collected data through a questionnaire survey (both online and paper-based), with a total of 233 full-time elementary school counseling teachers from Taiwan participating. The research instruments included the "Mindfulness Scale for College Students," the "Savoring Strategy for Adolescents," and the "Well-being Scale." For data analysis, descriptive statistics, paired and independent samples t-tests, independent samples ANOVA, Pearson product-moment correlation, stepwise regression, and hierarchical regression analyses were used. The research findings are presented as follows:

1. The mindfulness, savoring strategy, and overall well-being of elementary school counseling teachers were all at a moderately high level.
2. There is no significant difference in the overall mindfulness of full-time elementary school counselors across different age groups. However, in the sub-dimension of "non-judgmental acceptance," counselors over the age of 41 scored significantly higher than those under the age of 30.
3. At different school sizes, there is no significant difference in the overall mindfulness of elementary school full-time counselors. However, in the sub-dimension of "non-judgmental acceptance," counselors from schools with 25-36 classes scored significantly higher than those from schools with 73 or more classes, counselors from schools with 49-

72 classes scored significantly higher than those from schools with 73 or more classes, and counselors from schools with 49-72 classes scored significantly higher than those from schools with 37-48 classes.

4. The overall well-being of full-time elementary school counselors varies significantly with their years of experience. Notably, counselors with "less than three years" of experience report the lowest levels of overall well-being.
5. Mindfulness and well-being among full-time elementary school counselors show a significant moderate positive correlation. Savoring strategies and well-being exhibit a significant strong positive correlation, and mindfulness and savoring strategies are also significantly and strongly positively correlated.
6. The savoring strategy of full-time elementary school counselors has a predictive power of 52.4% on their overall well-being, while mindfulness does not have predictive power.
7. Awareness of the present moment, expanded awareness, and transformation of highlights of full-time elementary school counselors have a 54.2% predictive power on overall well-being.
8. Savoring strategy fully mediated the relationship between mindfulness and well-being among full-time counseling teachers.

Keywords: full-time elementary school counselors, mindfulness, savoring strategy, well-being