

輔導教師好奇心、表達性媒材使用能力與專業成長關係之研究

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摘要

本研究目的旨在於瞭解當前於任職國中小專任與兼任輔導教師之好奇心、表達性媒材使用能力，以及專業成長間的關係。研究採量化的問卷調查法，並使用翻譯成中文的好奇心和探索清單第二版（Curiosity and Exploration Inventory-II, CEI-II）、表達性媒材使用力量表、以及專業成長量表三個量表為研究工具。研究對象為當前任職於南部地區各國中小之專任和兼任輔導教師，樣本採立意抽樣共 221 份。資料分析的方式包含：描述性統計、t 檢定、ANOVA、Pearson 積差相關、逐步多元迴歸，以及路徑分析。經實證分析後獲得以下結論：

- 一、輔導教師在好奇心整體為普通至同意之間，表達性媒材使用能力整體為同意至非常同意的之間，專業成長整體為同意的情形，三者整體感受程度為中上。
- 二、生理男的輔導教師在好奇心整體、好奇心的自我擴展與心態開放度高於生理女的輔導教師。
- 三、年資 1-5 年輔導教師在表達性媒材使用能力中的媒材使用態度高於年資 11 年以上的輔導教師。年資 1-5 年與 6-10 年的輔導教師在表達性媒材使用能力中的基本媒材技術高於年資 11 年以上的輔導教師。
- 四、國小專輔教師在表達性媒材使用能力整體高於國中專輔、國中兼輔，以及國小兼輔。國小專輔在表達性媒材使用能力中媒材使用態度高於國中兼輔。國小專輔在表達性媒材使用能力中媒材使用知識高於國小兼輔。國小專輔在表達性媒材使用能力中進階媒材技術高於國中專輔與國中兼輔。

- 五、碩士(含以上)畢業的輔導教師在表達性媒材使用能力中媒材使用知識高於大學畢業的輔導教師。
- 六、輔導、諮商、心理相關系所畢業的輔導教師在表達性媒材使用能力中基本媒材技術高於其他學習來源的輔導教師。
- 七、生理男的輔導教師在專業成長整體，以及專業成長中培養專業認同高於生理女的輔導教師。
- 八、年資 6-10 年的輔導教師在專業成長中專業能力的精進高於年資 1-5 年的輔導教師。
- 九、國小專輔教師在專業成長中培養專業認同高於國小兼輔教師。
- 十、碩士(含以上)畢業輔導教師在專業成長中專業能力的精進高於大學畢業的輔導教師。
- 十一、輔導教師的好奇心、表達性媒材使用能力和專業成長的整體與各層面有顯著且不同程度的正向相關。
- 十二、輔導教師的好奇心、表達性媒材可以有效預測專業成長。
- 十三、好奇心的「自我擴展」層面、表達性媒材使用能力的「進階媒材技術」、「基本媒材技術」、「媒材使用知識」層面，可以有效預測專業成長。
- 十四、輔導教師的好奇心與表達性媒材對專業成長間具有顯著的因果關係。

關鍵字：輔導教師、好奇心、表達性媒材使用能力、專業成長

The Relation Research for Curiosity and Ability of Expressive Arts Materials to Professional Development among Teacher Counselors

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ABSTRACT

The purpose of this study was figure out the relation of curiosity and ability of expressive arts materials to professional development of counseling teachers and part-time counseling teachers (teacher counselors) serving in junior and elementary schools currently. With the tools of Curiosity and Exploration Inventory-II(CEI-II), which had been translated to Mandarin, the scale of ability of expressive arts materials and the scale of professional development, the study used questionnaire to collect quantify data. The objects of this study were counseling teachers and part-time counseling teachers serving in junior high and elementary schools in South District of Taiwan currently, which collected total 221 objects by the way of purposive sampling. The ways to analysis the data were including: descriptive research, t-test, ANOVA, correlation coefficient, stepwise regression analysis and path analysis. The following conclusions were obtained after empirical analysis:

1. The curiosity level of teacher counselors was neutral to agreed, the ability level of expressive arts materials was agreed to strongly agreed, professional development level was agreed, and the scores of three represent upper level results.

2. Male teacher counselors had higher preception of couriosity, exploration and stretching willingness to embrace than female teacher counselors.
3. Teacher counselors of 1-5 years' working experience had higher preception of attitude to expressive arts materials than teacher counselors above 11 years' working experience. Teacher counselors of 1-5 years' and 6-10 years' working experience had higher preception of expressive arts materials basic technique than teacher counselors above 11 years' working experience.
4. Counseling teachers in elementary schools had higher preception of ability of expressive arts materials than the counseling teachers and part-time counseling teachers in junior high schools and part-time counseling teachers in elementary schools. Counseling teachers in elementary schools had higher preception of attitude to expressive arts materials than part-time counseling teachers in junior high schools. Counseling teachers in elementary schools had higher preception of knowledge to using expressive arts materials than part-time counseling teachers in elementary schools. Counseling teachers in elementary schools had higher preception of expressive arts materials advanced technique than the counseling teachers and part-time counseling teachers in junior high schools.
5. Teacher counselors graduated from or above master's degree had higher preception of knowledge to using expressive arts materials than the teacher counselors who graduated from bachelor's degree.
6. Teacher counselors graduated from guidance, counseling, psychology or similar departments had higher preception of expressive arts materials basic technique than the teacher counselors learn from other ways.
7. Male teacher counselors had higher preception of professional development and more motive to get professional identity than female teacher counselors.

8. Teacher counselors of 6-10 years' working experience had higher preception and better willing to study professional ability than teacher counselors of experience 1-5 years' working experience.
9. Counseling teachers in elementary schools had higher preception and more motive to get professional identity than part-time counseling teachers in elementary schools.
10. Teacher counselors graduated from master's degree had higher preception and better willing to study professional ability than teacher counselors who graduated from bachelor's degree.
11. There was different degree of positive correlation sifgnificantly of the whole scale and subscale of curiosity, ability of expressive arts materials and professional development of teacher counselors.
12. Curiosity and ability of expressive arts materials of teacher counselors could predict professional development effectively.
13. Exploration and stretching, expressive arts materials advanced technique, expressive arts materials basic technique and knowledge of using expessive arts materials could predict professional development effectively.
14. There was significant causation of curiosity and ability of expressive arts materials of teacher counselors to professional development.

Keywords: teacher counselors, curiosity, ability of expressive arts materials, professional development