

摘要

本研究旨在針對臺北地區舞蹈補習班芭蕾舞教師之教學信念與有效教學行為的現況及其關係進行探討。本研究採「問卷調查法」，以臺北地區舞蹈補習班之芭蕾舞教師為研究對象，採用「立意取樣」與「滾雪球抽樣」方式，正式施測樣本為135份，實得有效樣本130名，有效回收率為96.3%。研究工具包括：「個人背景資料調查表」、「教學信念量表」、「有效教學行為量表」與「訪談大綱」等四項。資料分析方式包括：次數分配、百分比、平均數、標準差、獨立樣本 t 檢定、單因子變異數分析、薛費事後檢定法、皮爾森積差相關係數及多元迴歸分析等統計方式進行分析。本研究結論如下：

- I. 臺北地區舞蹈補習班芭蕾舞教師「教學信念」與「有效教學行為」之現況
 1. 芭蕾舞教師之整體「教學信念」傾向於積極正向之狀況；其中，以「師生關係」構面之「教學信念」最為積極正向。
 2. 芭蕾舞教師之整體「有效教學行為」傾向於良好之狀況；其中，以「班級經營」構面之「有效教學行為」表現最為良好。
- II. 不同「個人背景因素」在「教學信念」與「有效教學行為」之差異情形
 1. 芭蕾舞教師之整體「教學信念」會因「年齡」及「婚姻狀況」之不同而有顯著差異。其中，「31~40歲」教師之整體「教學信念」較「30歲以下」者更為積極正向；「已婚」教師之整體「教學信念」較「未婚」者更積極正向。
 2. 芭蕾舞教師之整體「有效教學行為」會因「年齡」及「婚姻狀況」之不同而有顯著差異。其中，「31~40歲」及「41~50歲」教師在整體「有效教學行為」上優於「30歲以下」教師；「已婚」教師在整體「有效教學行為」上優於「未婚」教師。
- III. 臺北地區舞蹈補習班芭蕾舞教師「教學信念」與「有效教學行為」具有顯著高程度的正相關，意即芭蕾舞教師「教學信念」越積極正向時，其「有效教學行為」也就越優良。

IV. 臺北地區舞蹈補習班芭蕾舞教師在「年齡」、「任教年資」及「整體教學信念」，可有效預測其「整體有效教學行爲」。其中，三項因素能預測芭蕾舞教師之「整體有效教學行爲」57%的變異量。

根據本研究之研究發現與結論，在芭蕾舞教師方面，建議「芭蕾舞教師」重視舞蹈基本動作的訓練、培養學生嚴謹的學習態度與建立良好的常規；透過相互輔佐與教學經驗的分享。在教育相關單位方面，建議「教育相關單位」增加芭蕾舞教師的進修管道；開設芭蕾職前訓練之課程；提供更多芭蕾教學書籍與影帶等相關資源；舉辦芭蕾舞之表演，以達到學生良好的學習效果。



關鍵字：臺北地區、芭蕾舞教師、教學信念、有效教學行爲

Abstract

The main objective of this research is to perform current status and correlation study between the teaching belief and effective teaching behavior of the ballet teacher of the dancing school in Taipei district. In this research, “questionnaire survey method” is adopted, and the ballet teachers in the dancing schools in Taipei District are used as research targets, meanwhile, “purposive sampling” and “snowball sampling” methods are adopted. The formal samples under test were 135 copies, the actually acquired effective samples are 130, and effective return rate of 96.3% is obtained. The research tools include: “personal background information survey table”, “teaching belief scale”, “effective teaching behavior scale” and “interview outlines”. Data analysis methods include: frequency distribution, percentage, mean, standard deviation, independent sample t test, one-way ANOVA, Scheffe' method, Pearson Product-Moment Correlation Coefficient and Multiple Regression Analysis. The conclusions of this research are as in the followings:

- I. The current status of “teaching belief” and “effective teaching behavior” of ballet teacher of dancing school in Taipei district.
 1. The entire “teaching belief” of ballet teacher tends to be in aggressive and positive situation; among them, the “teaching belief” of “teacher and student relationship” perspective is the most aggressive and positive one.
 2. The “effective teaching behavior” tends to be in good condition; among them, “effective teaching behavior” of “class operation” perspective has the best performance.
- II. The differences among for “personal background factor”, “teaching belief” and “effective teaching behavior”.
 1. “Teaching belief” has significant difference due to difference in “age” and “marital status”. Among them, the entire “teaching belief” of teachers in the age range of “31~40 years old” is more aggressive and positive as compared to that of teachers in the age range of “below 30 years old”; the entire “teaching belief” of “married” teacher is more aggressive and positive than that of the “unmarried” one.

2. Among them, teachers of the age range “31~40 years old” and “41~50 years old” show superior entire “effective teaching behavior” to that of teachers of age “below 30 years old”; “married” teachers show superior “effective teaching behavior” to that of “unmarried” teachers.

III. There is significant and high positive correlation between “teaching belief” and “effective teaching behavior”, that is, when the “teaching belief” of ballet teacher becomes more aggressive and positive, the “effective teaching behavior” becomes better.

IV. The ballet teachers in dancing school in Taipei district, in “age”, “teaching years of experience” and “entire teaching belief”, can effectively predict the “entire effective teaching behavior”. Among them, three factors can predict 57% variance of “entire effective teaching behavior” of the ballet teacher.

According to the research results and conclusions of this research, in ballet teacher aspect, we suggest that “ballet teacher” should emphasize on the training of basic dancing skill and should incubate students’ strict learning attitude through mutual assistance and teaching experience sharing. In teaching related department aspect, we suggest that “education related departments” should increase the advanced study channel for ballet teachers, open pre-job training in ballet curriculum, provide more related sources such as ballet teaching books and videos and sponsor ballet dancing exhibition so that students can have good learning performance.

Key words: Taipei district, ballet teacher, teaching belief, effective teaching behavior