

教師人格特質、情緒管理、領導行為與 班級經營效能相關性之統合分析

林雪惠*、潘靖瑛**

摘 要

本研究藉由「統合分析法」，統整分析國內近15年來有關教師人格特質、情緒管理與領導行為對班級經營效能影響的量化實證研究結果。共採用34篇論文做為研究樣本，分析491項統計數據，結果發現教師人格特質中，以和善性、嚴謹自律性、開放性、外向性與班級經營效能的相關達到中效果量。教師的四個情緒管理面向與班級經營效能的相關皆達中至中高效果量，且其效果量會隨著學生年齡增長而上升。教師領導行為的大多數面向與班級經營效能的相關則達高效果量以上。分析發現國小、國中、高中三個教育階段的教師人格特質、情緒管理、領導行為與班級經營效能相關的效果量差異不大，其中以教師領導行為與班級經營效能的相關最高，情緒管理次之，人格特質居第三。因此，建議教師應善用領導行為及情緒管理知能，以提升班級經營效能。

關鍵字：人格特質、班級經營效能、統合分析、情緒管理、領導行為

* 林雪惠：花蓮縣立花崗國中教師

** 潘靖瑛（通訊作者）：慈濟大學教育研究所副教授

電子郵件：eva840826@yahoo.com.tw

收件日期：2011.11.10；修改日期：2012.03.05；接受日期：2012.03.21

A Meta-Analysis on the Correlation of a Teacher's Personality Traits, Emotional Management and Leadership Behavior with their Classroom Management Effectiveness

Xue-Hui Lin* Ching-Ying Pan**

Abstract

In this study, a meta-analysis method was conducted to synthesize 34 existing researches by comparing the correlation of a teacher's personality traits, emotional management and leadership behavior with their classroom management effectiveness. There were 491 statistics collected from the 34 studies to be analyzed. The results obtained from the meta-analysis are as follows. In teacher's personality traits, the effective quantity of agreeableness, conscientiousness, openness to experience and extraversion reach medium levels while the effective amount of the teacher's emotional management are above medium levels. The results show that emotional management is highly correlated to the classroom management effectiveness; and the older the students are, the higher the correlations are. The effective amount of the teacher's leadership behavior is above high levels, especially regarding charisma, inspirational motivation, individualized consideration and contingent reward. The effective amount of the correlations of the teacher's personality traits, emotional management, and leadership behavior with classroom management effectiveness are not significantly different among the three different education stages of elementary school, junior

* Xue-Hui Lin: Master, Graduate Institute of Education, Tzu Chi University

** Ching-Ying Pan (Corresponding Author): Associate professor, Graduate Institute of Education, Tzu Chi University

E-mail: eva840826@yahoo.com.tw

Manuscript received: 2011.11.10; Revised: 2012.03.05; Accepted: 2012.03.21

high school and senior high school. However, when comparing the effective amounts of the teachers' personality traits, emotional management and leadership behavior with their classroom management effectiveness, leadership behavior is the largest, emotional management is second, and the third is personality traits. In conclusion, the teachers' leadership behavior and emotional management can significantly enhance the effectiveness of classroom management.

Keywords: personality traits, classroom management effectiveness, meta-analysis, emotional management, leadership behavior