

國中特教教師社會支持、情感性組織承諾對教學創新之影響

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摘要

Deriving from social exchange theory, this study attempts to verify how perceptions of social support influence affective commitment, which contributes to their instructional innovation. The methodology is questionnaire survey and the subjects are special education teachers in Taichung County junior high schools.

This results show that: (1) social support is positively related to affective commitment; (2) social support is positively related to instructional innovation; (3) affective commitment is positively related to instructional innovation; (4) emotion support、information support and tangible support have indirect effects on instructional innovation through affective commitment; (5) emotion support directly contributes to the exhibition of instructional innovation. Finally, based on key conclusions, this study interprets the implications of junior high school special education teachers social support and proposes some suggestions.

關鍵字：social support, affective commitment, instructional innovation