幼教人員對性別平等教學態度之調查研究

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摘要

本研究以台北地區幼教人員為研究對象進行問卷調查，探討其對幼兒教學實務融入性別平等議題之思考態度。研究者自編「性別平等教學態度量表」問卷，包括「教育信念」、「教學目標」、「教學行動」與「省思賦權」等4個層面。經由驗證性因素分析與單因子多變量統計分析結果顯示，問卷潛在構念的適配度檢定合理數值，且在性別、年齡、學歷、婚姻狀態、工作職位、服務年資、修習性別平等相關課程或研習經驗等不同的個人資料變項中具有統計差異。綜言之，資深且有性別平等相關研習經驗之幼教人員，更能認同幼兒性別平等教學目標與實踐行動之價值。最後，研究者針對研究發現進行討論並提出未來研究之參考。

關鍵詞：幼教人員、性別平等、教學態度

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- 213 -
The Survey Study of Early Childhood Educators’ Attitudes toward Gender Equity Pedagogy

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Abstract

This study explored the different cognitions about gender equity integrated into gender equity pedagogy for young children in Taipei area by questionnaire. An Gender Equity Pedagogy Attitudes Survey was developed, consisted of four factors, including educational belief, instructional objective, pedagogical action, and reflective empowerment. According to the results, by the methods of CFA and MANOVA, this measure mode indicated the good quality by confirmatory factory analysis. In addition, early childhood educators’ scores revealed significant differences among of gender, age, educational level, marriage, working years, the experiences about learning gender curriculum. The early childhood educators with experienced and engagement of gender equity activities could acknowledge the values of gender equity integrated into the educational objectives and pedagogy. Finally, the implications derived form this study were discussed.

Keywords: Early childhood educators, Gender equity, Pedagogy attitudes

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