

# 張文權

大學師資生社會責任領導量表建構  
與現況分析

*Constructing a Social Responsibility  
Leadership Scale for Typical College  
Students and Analyzing the Current  
Situation*

The 12<sup>th</sup> International  
Conference on Teacher Education

10.18<sup>FRI</sup> - 19<sup>SAT</sup>

口頭論文發表

國立屏東大學民生校區

精進 × 特色 × 師培USR  
師資培育的關鍵驅動力

Key Drivers of Teacher Education:  
Enhancement x Distinctiveness x Teacher Education USR

專題演講－圓桌論壇  
EIT TALK－工作坊

## 大學師資生社會責任領導量表建構與現況分析

關鍵字：大學社會責任、社會責任領導、師資培育

論文摘要：

### 一、研究動機與目的

#### （一）研究動機

##### 1. 大學生的社會責任應是大學推動的首要價值

在全世界重視永續發展的脈絡，大學透過社會責任理念的推動，追求大學與社會的共榮發展，已經成為重要趨勢，而在師資培育大學當中，社會責任也已經成為重要政策焦點，所以如能重視師資生的社會責任參與，將有其重要價值。

##### 2. 師資生融合社會責任與領導概念是可行管道

領導的概念強調一種自我影響以及影響同儕的過程，目前在實務上，師資生參與社會責任實踐，都會運用溝通、組織、團隊等領導概念，因此透過領導以及社會責任概念的融合，應該是促進師資生參與社會實踐的可行思維。

##### 3. 量表發展有益於衡量師資培育社會責任成效

目前臺灣仍未有大學師資生社會責任相關量表的研究，所以如果可以透過大學師資生社會責任領導標準化量表的建構，不只是有助於

促進大學師資生專業學習管道的嶄新思維，同時也可以作為衡量大學師資生參與社會實踐的學習成效。

## （二） 研究目的

一、編製適切的大學師資生社會責任領導量表。

二、瞭解目前大學師資生社會責任領導的情形。

## 二、 研究方法

本研究採用問卷調查法，預先訪談學者、校長與教師共6位，理解其多元觀點。再徵詢5位成員（包含專家學者3位、校長1位、教師1位），針對量表題目的適切性，進行檢視及建議，建立專家效度。再者，預試時以立意取樣的形式，於全國大專院校取得有效樣本310位。此外，以Amos統計軟體進行SEM分析。

## 三、研究結果

依據以大學師資生為對象的統計分析，先就驗證性因素分析的結果，初步發現「大學師資生社會責任領導量表」模式，具有合理的適配及良好的聚斂效度、區別效度及外在效度，且可形成二階單因素的模式，同時具備合理的組合信度與平均變異抽取量，依此可知，信度與效度良好。最後，也發現不同性別、不同服務角色、不同就學階段的師資生，在知覺社會責任領導各層面有部分的顯著差異存在。

## 三、 研究貢獻及建議

一、理解大學師資生實踐社會責任領導的模式結構，具有引導師資生參與社會責任活動的指引價值

本研究建構的模式，乃運用國外的社會變革模型所發展，透過理論所建

構的標準化量表，將可以理解包含自我層面、團體層面、社會層面，可以作為引導大學生參與社會責任實踐的方向。

## 二、建立大學師資生實踐社會責任領導的標準化量表，可以做為師資生參與社會責任實踐的衡量工具

本研究建構的標準化量表，具有良好的信效度，可以作為大學培育師資生參與社會責任的指引，或是做為衡量大學辦理社會責任活動的成效。

# **Constructing a Social Responsibility Leadership Scale for Typical College Students and Analyzing the Current Situation**

Keywords: Social Responsibility Leadership, Teacher Education, University Social Responsibility

Abstract:

## I. Research Motives and Purpose

### (1) Research Motives

1. The social responsibility of university students should be the primary value promoted by universities.

In the context of the global emphasis on sustainable development, a trend for universities has been pursuing the co-prosperity of the university and society by promoting social responsibility. Social responsibility is also an important policy focus in universities for teacher education. Thus, it is of

great value to consider the participation of typical college students in promoting social responsibility.

2. It is a feasible channel for typical college students to integrate social responsibility and leadership concepts.

The concept of leadership emphasizes the process of self-influence and peer influence. Typical college students who engage in social responsibility practices use leadership concepts such as communication, organization, and cooperation. Therefore, integrating the concepts of leadership and social responsibility should be a feasible way to promote college students' participation in social practices.

3. Scale development helps measure the effectiveness of social responsibility in teacher education.

There is a lack of research on the related social responsibility scale for regular college students in Taiwan. A standardized scale for social responsibility leadership for regular college students can help promote a new way of thinking about the professional learning channels for regular college students. It can also serve to measure the learning effectiveness of regular college students' social practice.

## (2) Research Purposes

1. To develop an appropriate scale of social responsibility leadership for regular college students.
2. To understand the current situation of social responsibility leadership among typical college students.

## II. Research Method

This study adopted a survey questionnaire to first interview six scholars, presidents, and teachers to understand their diverse views. Another five members (including three

scholars, one president, and one teacher) were consulted to review the appropriateness of the questionnaire items while making suggestions to establish expert validity. A pre-test was conducted using purposive sampling to obtain a valid sample of 310 participants from universities and colleges across Taiwan. SEM analysis was performed using Amos statistical software.

### III. Research Results

The statistical analysis of the responses from regular college students indicates the following. First, based on the results of the validity factor analysis, the "Social Responsibility Leadership Scale for Normal College Students" model has a reasonable fit, good convergent validity, discriminant validity, and external validity. The scale model can be formed into a two-order one-factor model. It has reasonable composite reliability and average variance extracted, so the reliability and validity are good. Finally, we found some significant differences in the various dimensions of perceived social responsibility of leadership across genders, service roles, and stages of schooling.

### IV. Research Contributions and Suggestions

- (1) Understanding the model of social responsibility leadership practiced by regular college students can guide such students to participate in social responsibility.

The model of social responsibility leadership was developed by applying an international social change model. The standardized scale constructed by theory can be understood as three dimensions: the self-level, the group level, and the social level. These can guide university students in participating in social responsibility practices.

- (2) Establishing a standardized scale of social responsibility leadership for regular college students can be used as a measurement tool for their social responsibility participation.

The standardized scale constructed in this study based on the theory is reliable and valid.

It can guide universities in cultivating typical college students to participate in social responsibility. It can also measure the effectiveness of the university's social responsibility activities.