醫務管理系畢業生學習滿意量表之研究

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摘要

　　本研究旨在發展醫務管理系畢業生學習滿意量表，並探索影響因素之關係。以台灣某技術學院醫務管理系畢業生為研究對象，以郵寄方式進行調查，共獲得 93 份有效問卷。研究結果發現：本研究發展之多面向評估量表，經過相關之心理計量考驗之後，最後版本共計 6 個面向（課程規劃、設備環境、行政服務、教師教學、學習氛圍、教學成效）23 題項。量表經過探索性因素分析後，共可解釋 77.953% 的變異量。本量表證實具有良好信度與效度，確立了量表之適切性與可行性，可做為未來進一步研究之基礎。此外，課程規劃、設備環境、行政服務會影響教師教學及學習氛圍，並進而影響教學成效。再者，教師教學及學習氛圍是課程規劃、設備環境、行政服務與教學成效之間的中介變項。期望藉由本文之探討，激發學術理論與教學實務的深入之探究與洞見，共同創造台灣高等教育美好之願景。

關鍵字：學習滿意、探索性因素分析、學習氛圍、教學成效

A Measure of Learning Satisfaction of Graduates: An Empirical Study of Health Administration Department

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Abstract

The objective of the study is to develop the scale of learning satisfaction of health administration department of graduates, and to explore the relationship among of these influencing factors. The 93 graduates' valid samples of this study were collected by mail from one university located in east . The preliminary Chinese version of multi-dimensional learning satisfaction scale was validated by psychometric analyses to test the reliability and validity. The findings of this study reveal that the six dimensions of the final Chinese version scale included: curriculum plans, facilities and environments, administrative services, overall teaching, learning climate, and teaching outcomes. Using exploratory factor analysis methods, the factors were extracted and explained 77.953% of the variance. The final Chinese version of this scale demonstrated excellent reliability and validity, and it provided available and applicable measuring tool to evaluate the curriculum satisfaction of graduates. The findings show that curriculum plans, facilities and environments, administrative services have all significantly positive effects on overall teaching and learning climate, which in turn impact teaching outcomes. This study also confirms that overall teaching and learning climate are important mediators between antecedent and outcome variables. Through this article, we hope to stimulate deeper exploration and insight of academic theory and teaching practice to help shape and create a better vision of higher education in .

Keywords：curriculum satisfaction, exploratory factor analysis, learning climate, teaching outcomes