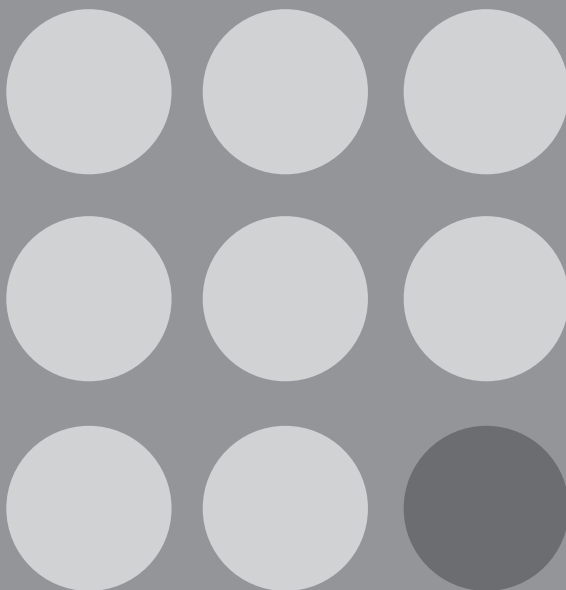


學校效能研究的新近發展：
以 SESI (School Effectiveness and School
Improvement) 期刊近十年論文為例



學校效能研究的新近發展：以 SESI (School Effectiveness and School Improvement) 期刊近十年論文為例

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摘 要

學校效能研究（School Effectiveness Research，簡稱 SER）是 20 世紀 60 年代中後期肇始於美國的一項教育研究，至今已經有 40 多年的歷史。目前該項研究已成為一個著名的研究領域並引起了廣泛的注意。回顧歷史，美國學校效能研究從產生之初發展到今天，走過的是一條坎坷的道路。在這一歷程中，隨著社會背景與教育改革的變化，美國學校效能研究不斷調整自身的研究重心，在研究實踐、理論與方法等方面不斷發展與完善。

同其他教育理念存在爭議一樣，教育界對學校效能的概念亦未形成一致的看法。因研究方法和研究能力水準的限制，在學校效能的認識上還具有一定的歷史階段性特徵。

不管對學校效能的理解如何多樣，學校效能從根本上講是發揮學校的積極作用，促進學校及其成員的發展。因此，作者除回顧歷史文獻外，擬以著名國際有關「學校效能」的核心期刊 SESI 為研究對象，就最近十年之論文內容，依既定之理論架構分析其內容取向，並藉以省思其未來發展。

關鍵字：學校效能，學校效能研究，內容分析

Recent development of research on school effectiveness - analyzing 2002-2012 SESI articles as example

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Abstract

School effectiveness research (SER) has flourished since the 1960s. In recent years, however, various authors have criticised several aspects of SER. A thorough review of recent development can serve as a good starting point for addressing the flaws of SER, where appropriate, thereby supporting its further development. This article began by analyzing the 2002-2012 SESI articles, then reviewed the development from different perspectives by discussing the political-ideological nature of SER, its theoretical limitations and the research methodology it applies. The review of each type of criticism is accompanied by a review of the recommendations that the critics propose for improving SER. The author then proceed to present his views that he considered promising for the further development of SER.

Keyword: school effectiveness, school effectiveness research, content analysis

壹、前言

學校效能研究 (School Effectiveness Research, SER) 是 20 世紀 60 年代中後期肇始於美國的一項教育研究，至今已經有 40 多年的歷史。目前該項研究已成為一個著名的研究領域並引起了廣泛的注意。回顧歷史，美國學校效能研究從產生之初發展到今天，走過的是一條坎坷的道路。在這一歷程中，隨著社會背景與教育改革的變化，美國學校效能研究不斷調整自身的研究重心，在研究實踐、理論與方法等方面不斷發展與完善。

同其他教育理念存在爭議一樣，教育界對學校效能的概念亦未形成一致的看法。因研究方法和研究能力水準的限制，在學校效能的認識上還具有一定的歷史階段性特徵。

首先，起初的研究與認識將學校效能理念定義為學校內部的效能，研究學校效能的評定更多的是如何提高學校內部的各種管理和教育行為活動的有效性，尤其是指教學方法、過程。在這個階段，學校效能評價標準是學校學生的學業成就是否達到國家和學校預定的教育目標，並依目標的實現程度來辨別學校效能。

其次，隨著研究能力的提高和視野的擴大，不少學者開始認識到學校教育不單純的是學校自身的責任，學校應融合在社會大集體中發展自身。這一階段的學校效能理念則偏向於強調學校外部的效能，學校效能的主要標準則是學校外部的相關人士對學校的評價，即家庭、社區和上級部門等對學校管理的滿意程度。

最後，學校效能理念除為了促進當前發展外更加關注面向未來，學校效能不但體現在眼前效果，更重要的是追求長遠利益。這種學校效能理論主張學校教育應在個人、組織、社區、社會與國際等方面能長久的、全面的發揮其功能。學校效能概念是隨著學者的探討和研究不斷變化發展的。從最初由科爾曼報告中引申出學校效能的概念，到後來其他學者分別從學校效能涉及的層面、種類及功能等方面對其進

行闡述，均表明學校效能是一個內涵不斷豐富的概念。

不管對學校效能的理解如何多樣，學校效能從根本上講是發揮學校的積極作用，促進學校及其成員的發展。因此，作者除回顧歷史文獻外，擬以著名國際有關「學校效能」的核心期刊 SESI 為研究對象，就最近十年之論文內容，依既定之理論架構分析其內容取向，並藉以省思其未來發展。

貳、研究方法

一、文獻分析法

進行相關文獻的收集與分析是本研究的基礎，採用這種研究方法不僅有助於瞭解學校效能研究的具體歷史發展情況，而且有助於獲悉當前學界對相關問題的研究進展與研究成果。

二、內容分析法

本研究為了解學校效能研究的新近發展，乃以 SESI 期刊之最近十年論文為重點，依預先擬訂之理論架構進行內容分析，而任何事物在其發展的歷程中必然產生變化，故本研究主要從縱向的角度，對學校效能研究的歷史演進中所產生的變化進行比較，以更深入地瞭解其發展的原因、特點與變化趨勢。

本文分析所包含近十年來該期刊論文篇數（不含部分編輯語和誌謝詞等）及頁數如下：

| 年份 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 合計 |
|----|------|------|------|------|------|------|------|------|------|------|------|------|
| 篇數 | 20 | 22 | 21 | 22 | 21 | 20 | 26 | 22 | 20 | 20 | 12 | 226 |
| 頁數 | 467 | 492 | 515 | 460 | 497 | 474 | 492 | 486 | 486 | 496 | 288 | 5153 |

參、研究發現

從現有文獻資料中可以看出，目前有關學校效能研究的內容，

其大都是從論述主軸、研究方法、相關變項、價值取向等方面對其進行闡述和研究，以下分別從期刊內容、主要特點和相關評論三方面探討之：

一、期刊論文的内容分析

茲以研究方法和內容特徵為比較架構，試就十年來的內容摘述如次：

| 年份 | 研究方法 | 內容特徵 | 備註 |
|------|--|---|--|
| 2002 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； | 1. 書評 2. 品質認證 3. MLM 研究 (量) 4. 實況論述 (質) 5. 書評 (質) | 1. (Austin & Garber, 2002) 2. (Berry, 2002) 3. (Cheung & Cheong Cheng, 2002) 4. (Chrispeels & Martin, 2002) 5. (B. Creemers, 2002) |
| | 2. 在研究對象多元取材； | 6. 學校改善 SI 研究 7. 成本效益 (量) | 6. (Dimmock, 2002) 7. (Fielding, 2002) |
| | 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 8. 實證研究(HLM) 9. 質性評論 (應用組織理論) 10. 實況論述 (質) 11. 幸福指數分析 (MLM)(量) 12. 教師效能 (量) 13. 探討霸凌 (質) 14. 班級效能 (量) 15. 評論文章 (質) 16. 回應文章 (質) 17. 班級效能 (量) 18. 中學效能 (量) 19. 領導效能 (量) 20. 書評回應 (質) | 8. (Griffith, 2002) 9. (Imants, 2002) 10. (Javier Murillo & Lourdes Hernández Rincón, 2002) 11. (Konu, Lintonen, & Autio, 2002) 12. (Kyriakides, Campbell, & Christofidou, 2002) 13. (Ma, 2002) 14. (Opdenakker, Van Damme, De Fraine, Van Landeghem, & Onghena, 2002) 15. (Stringfield, 2002) 16. (Thrupp, 2002) 17. (Van Damme, De Fraine, Van Landeghem, Opdenakker, & Onghena, 2002) 18. (Van Landeghem, Van Damme, Opdenakker, De Frairie, & Onghena, 2002) 19. (Wallace, 2002) 20. (Warren Saxe, 2002) |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
|------|---|---|---|
| 2003 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； 2. 在研究對象多元取材； 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 1. 學校文化（質） 2. 書評（質） 3. 學生效能（質） 4. 校本管理（質） 5. 書評（質） 6. 擇校（書評） 7. 專業社群（量） 8. 教師進修（質） 9. 教師效能與學校效能（量） 10. 輟學預警（量） 11. 縱貫分析（量） 12. 教學效能（量） 13. 學校自評（量） 14. 辦學綜效（量） 15. 教師效能（量） 16. 教師效能（量） 17. 書評（質） 18. 新生素養(MLM) 19. 校長領導（質） 20. SI（質） 21. 伙伴關係（量） 22. 回饋系統（質） | 1. (Austin, 2003a) 2. (Austin, 2003b) 3. (Beresford, 2003) 4. (Briggs & Wohlstetter, 2003) 5. (Garber, 2003) 6. (Geske, 2003) 7. (Grodsky & Gamoran, 2003) 8. (Lovett & Gilmore, 2003) 9. (Luyten, 2003) 10. (Luyten, Bosker, Dekkers, & Derks, 2003) 11. (Ma & Cartwright, 2003) 12. (Meijnen, Lagerweij, & Jong, 2003) 13. (Meuret & Morlaix, 2003) 14. (Nash, 2003) 15. (Pang, 2003) 16. (S. M. Ross, Stringfield, Sanders, & Wright, 2003) 17. (Sedlak, 2003) 18. (Sharp & Croxford, 2003) 19. (Simkins, Sisum, & Memon, 2003) 20. (Charles Teddlie, 2003) 21. (Timperley & Robinson, 2003) 22. (A. J. Visscher & Coe, 2003) |
| 2004 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； 2. 在研究對象多元取材； | 1. 教師領導（質） 2. 情境分析（質） 3. 書評（質） 4. 價值導向（質） 5. 書評（質） 6. 教師行為（量） 7. MLM_IRT（量） 8. 班級實務（量） 9. 文化氛圍（量） 10. 學生效應（量） | 1. (Anderson, 2004) 2. (Angelides, Leigh, & Gibbs, 2004) 3. (Angelle, 2004) 4. (Che, 2004) 5. (Daniel Muijs, 2004) 6. (den Brok, Brekelmans, & Wubbels, 2004) 7. (Fox, 2004) 8. (Garrison, 2004) 9. (Glover & Law, 2004) |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
|------|---|---|---|
| | 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 11. 效能改善 (量) 12. 整合模式 (量) 13. 偏鄉改善 (質) 14. 教學領導 (質) 15. 學校效應 (量) 16. 專業文化 (量) 17. 媒介效應 (量) 18. 夥伴計畫 (量) 19. 教師領導 (量) 20. 學生觀點 (質) 21. 書評 (質) | 10. (Harker & Tymms, 2004) 11. (A. A. M. Houtveen, van de Grift, & Creemers, 2004) 12. (Jong, Westerhof, & Kruiter, 2004) 13. (Muijs, Harris, Chapman, Stoll, & Russ, 2004) 14. (Murphy, 2004) 15. (Pustjens, Van de gaer, Van Damme, & Onghena, 2004) 16. (Roland & Galloway, 2004) 17. (Segers, Takke, & Verhoeven, 2004) 18. (Sheldon & Van Voorhis, 2004) 19. (Silins & Mulford, 2004) 20. (Swaminathan, 2004) 21. (Charles Teddlie, 2004) |
| 2005 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； 2. 在研究對象多元取材； 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 1. 縱貫分析 (量) 2. 效能改善 (質) 3. 後設認知 (量) 4. 有效措施 (質) 5. 綜合模式 (量) 6. 教師效能 (質) 7. 趨勢分析 (量) 8. 教師效能 (質) 9. 學校失能 (質) 10. 減噪紓壓 (量) 11. 社區文化 (量) 12. 校園治理 (質) 13. 綜合模式 (質) 14. 優質教師 (量) 15. 理論基礎 (質) 16. 消弭落差 (質) 17. MLM 分析 (量) 18. 文化氛圍 (質) 19. 研究評論 (質) | 1. (Boyle, Lamprianou, & Boyle, 2005) 2. (B. P. M. Creemers & Reezigt, 2005) 3. (de Jager, Jansen, & Reezigt, 2005) 4. (Flecknoe, 2005) 5. (Kyriakides, 2005) 6. (Lipowsky, 2005) 7. (Mangan, Pugh, & Gray, 2005) 8. (Muijs, Campbell, Kyriakides, & Robinson, 2005) 9. (Nicolaidou & Ainscow, 2005) 10. (Norlander, Moås, & Archer, 2005) 11. (Pritchard, Morrow, & Marshall, 2005) 12. (Ranson, Farrell, Peim, & Smith, 2005) |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
|------|--|----------------|---|
| | | 20. 學校改革 (質) | 13. (Reezigt & Creemers, 2005) |
| | | 21. 效能改善 (質) | 14. (Schacter & Thum, 2005) |
| | | 22. 個案分析 (質) | 15. (Jaap Scheerens & Demeuse, 2005) |
| | | | 16. (D. L. Taylor, 2005) |
| | | | 17. (Van den Noortgate, Opdenakker, & Onghena, 2005) |
| | | | 18. (Van Houtte, 2005) |
| | | | 19. (H. L. A. Visscher & Witziers, 2005) |
| | | | 20. (Wetherill & Applefield, 2005) |
| | | | 21. (Wikeley & Murillo, 2005) |
| | | | 22. (Wikeley, Stoll, Murillo, & De Jong, 2005) |
| 2006 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； | 1. 動態模型 (質) | 1. (B. P. M. Creemers & Kyriakides, 2006) |
| | 2. 在研究對象多元取材； | 2. 情感教育 (量) | 2. (Gadeyne, Ghesquière, & Onghena, 2006) |
| | 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 3. 校隨境轉 (質) | 3. (Harris, Chapman, Muijs, Russ, & Stoll, 2006) |
| | | 4. 改革評鑑 (量) | 4. (Kyriakides, Charalambous, Philip-pou, & Campbell, 2006) |
| | | 5. 轉型領導 (量) | 5. (Leithwood & Jantzi, 2006) |
| | | 6. 校改模式 (量) | 6. (Leithwood, Jantzi, & McElheron-Hopkins, 2006) |
| | | 7. 轉型領導 (質) | 7. (Leithwood & Slegers, 2006) |
| | | 8. 特色學校 (量) | 8. (Levačić & Jenkins, 2006) |
| | | 9. 校隨境轉 (質) | 9. (B. Levin, 2006) |
| | | 10. 轉型領導 (量) | 10. (Nguni, Slegers, & Denessen, 2006) |
| | | 11. 校際差異 (量) | 11. (Opdenakker & Van Damme, 2006) |
| | | 12. 班級效應 (量) | 12. (Peetsma, van der Veen, Koopman, & van Schooten, 2006) |
| | | 13. 民主素養 (量) | 13. (Perliger, Canetti-Nisim, & Ped-ahzur, 2006) |
| | | 14. 校隨境轉 (質) | |
| | | 15. 轉型領導 (量) | |
| | | 16. 學校效果 (量) | |
| | | 17. 學校效應 (量) | |
| | | 18. 縱貫研究 (量) | |
| | | 19. 資訊教育 (質) | |
| | | 20. MLM 分析 (量) | |
| | | 21. 薄弱學校 (量) | |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
|------|---|---|---|
| | | | 14. (Reynolds, Harris, Clarke, Harris, & James, 2006) 15. (J. A. Ross & Gray, 2006) 16. (Sharp, 2006) 17. (Smyth & Hannan, 2006) 18. (Sterbinsky, Ross, & Redfield, 2006) 19. (Thomson, Nixon, & Comber, 2006) 20. (Thorpe, 2006) 21. (W. J. C. M. van de Grift & Houtveen, 2006) |
| 2007 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； 2. 在研究對象多元取材； 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 1. 學校領導 (質) 2. 班級規模 (量) 3. 資訊系統 (量) 4. 高教產能 (量) 5. 教師發展 (質) 6. 教育領導 (量) 7. 書評 (質) 8. 班級效能 (量) 9. 融合教學 (量) 10. 師資培育 (量) 11. 閱讀素養 (量) 12. 學校領導 (量) 13. 上學經驗 (量) 14. 輟學原因 (量) 15. 校本管理 (量) 16. 教育機會 (量) 17. 背景因素 (量) 18. 電腦測驗 (量) 19. 成效比較 (量) 20. 績優校長 (量) | 1. (Barker, 2007) 2. (Blatchford, Russell, Bassett, Brown, & Martin, 2007) 3. (R. J. Bosker, Branderhorst, & Visscher, 2007) 4. (Bruinsma & Jansen, 2007) 5. (de Lima, 2007) 6. (De Maeyer, Rymenans, Van Petegem, van den Bergh, & Rijlaarsdam, 2007) 7. (Doolaard, 2007) 8. (Dumay & Dupriez, 2007) 9. (Farrell, Dyson, Polat, Hutcheson, & Gallannaugh, 2007) 10. (Gimbert, Cristol, & Sene, 2007) 11. (A. A. M. Houtveen & van de Grift, 2007) 12. (Krüger, Witziers, & Slegers, 2007) 13. (Ma, 2007) 14. (Marks, 2007) 15. (Maslowski, Scheerens, & Luyten, 2007) 16. (Petty & Green, 2007) |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
|------|---|---|---|
| | | | 17. (Sun, Creemers, & de Jong, 2007) 18. (Topping, Samuels, & Paul, 2007) 19. (van der Wal & Waslander, 2007) 20. (Ylimaki, Jacobson, & Drysdale, 2007) |
| 2008 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； 2. 在研究對象多元取材； 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 1. 學校暴力（量） 2. 校園暴力（量） 3. 分權管理（質） 4. 留級效應（量） 5. 緒論（質） 6. 策略領導（質） 7. 班級效能（量） 8. 教育效能（質） 9. 副校長（量） 10. 動態模式（量） 11. 教師效能（量） 12. 學校效能（質） 13. 教育效能（質） 14. 階級效應（量） 15. 組織學習（量） 16. 課程選擇（量） 17. 學校文化（質） 18. 學校效能（量） 19. 教學反思（質） 20. 教師效能（量） 21. 品質管理（量） 22. 學區效應（量） 23. 模式檢驗（量） 24. 資訊系統（量） 25. ICT-MLM（量） 26. 書評（質） | 1. (Akiba, 2008) 2. (Allen, Cornell, Lorek, & Sheras, 2008) 3. (Al-Taneiji & McLeod, 2008) 4. (Bonvin, Bless, & Schuepbach, 2008) 5. (Roel J. Bosker & Muijs, 2008) 6. (P. Chen, 2008) 7. (Cheng & Mok, 2008) 8. (B. P. M. Creemers, 2008) 9. (Kwan & Walker, 2008) 10. (Kyriakides, 2008) 11. (Kyriakides & Creemers, 2008) 12. (Maslowski, Doolaard, & Bosker, 2008) 13. (Muijs, 2008) 14. (Palardy, 2008) 15. (Pedder & MacBeath, 2008) 16. (Pustjens, Van de gaer, Van Damme, & Onghena, 2008) 17. (Schoen & Teddlie, 2008) 18. (Stringfield, Reynolds, & Schaffer, 2008) 19. (Tan, 2008) 20. (Charles Teddlie & Liu, 2008) 21. (Thonhauser, 2008) 22. (Tymms et al., 2008) 23. (van der Werf, Opdenakker, & Kuyper, 2008) 24. (Wohlstetter, Datnow, & Park, 2008) |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
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| | | | 25. (Wong & Li, 2008) 26. (Yiasemis, 2008) |
| 2009 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； 2. 在研究對象多元取材； 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 1. MLM (量) 2. MLM (量) 3. 縱貫分析 (量) 4. MLM (量) 5. MLM (量) 6. 學校改革 (量) 7. MLM (量) 8. 學校評鑑 (量) 9. 分配領導 (量) 10. MLM (量) 11. MLM (量) 12. 教改成效 (質) 13. MLM (量) 14. 書評 (質) 15. 學校效能 (質) 16. 學校評鑑 (量) 17. 標準績效 (量) 18. MLM (量) 19. 增值模型 (量) 20. MLM (量) 21. 學校效能 (量) 22. 教學評量 (量) | 1. (Caro & Lehmann, 2009) 2. (Cervini, 2009) 3. (Chang, Singh, & Filer, 2009) 4. (Cools, De Fraine, Van den Noortgate, & Onghena, 2009) 5. (Dettmers, Trautwein, & Lüdtke, 2009) 6. (Fien, Kame'enui, & Good, 2009) 7. (Guldemon & Bosker, 2009) 8. (Hofman, Dijkstra, & Adriaan Hofman, 2009) 9. (Hulpia, Devos, & Rosseel, 2009) 10. (Kyriakides & Luyten, 2009) 11. (Luyten, Tymms, & Jones, 2009) 12. (Main, 2009) 13. (Modin & Östberg, 2009) 14. (Sammons, 2009) 15. (Sammons & Luyten, 2009) 16. (Schildkamp, Visscher, & Luyten, 2009) 17. (N. Taylor, 2009) 18. (Van de gaer et al., 2009) 19. (W. van de Grift, 2009) 20. (Verachtert, Van Damme, Onghena, & Ghesquière, 2009) 21. (von Hippel, 2009) 22. (Zupanc, Urank, & Bren, 2009) |
| 2010 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； | 1. 實踐社群 (質) 2. 學校聯盟 (質) 3. 動態觀點 (量) 4. 師生同儕 (量) 5. MLM (量) | 1. (Ainscow, 2010) 2. (Chapman et al., 2010) 3. (B. P. M. Creemers & Kyriakides, 2010) 4. (De Wit, Karioja, & Rye, 2010) |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
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| | 2. 在研究對象多元取材； | 6. 成長模型（量） 7. 學校夥伴（質） | 5. (D’Haenens, Van Damme, & Onghena, 2010) |
| | 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 8. 迴歸分析（量） 9. 學習社群（質） 10. 素養成長（質） 11. 學校效能（量） 12. 績效政策（量） 13. 網絡整合（質） 14. 師生互動（量） 15. 領導效能（量） 16. 城鄉差距（量） 17. 品質績效（質） 18. 後設分析（量） 19. 績效回饋（質） 20. 校際合作（質） | 6. (Goldschmidt, Choi, Martinez, & Novak, 2010) 7. (Hands, 2010) 8. (Heck & Moriyama, 2010) 9. (Katz & Earl, 2010) 10. (B. Levin, 2010) 11. (Marks, 2010) 12. (Maier, 2010) 13. (Muijs, West, & Ainscow, 2010) 14. (Rubie-Davies, Blatchford, Webster, Koutsoubou, & Bassett, 2010) 15. (Seashore Louis, Dretzke, & Wahlstrom, 2010) 16. (Strand, 2010) 17. (Tooley, Dixon, Shamsan, & Schagen, 2010) 18. (van Ewijk & Slegers, 2010) 19. (Verhaeghe, Vanhoof, Valcke, & Van Petegem, 2010) 20. (West, 2010) |
| 2011 | 1. 在研究方法上兼顧質性與量化，但數量上量化多於質性； | 1. 專業發展（量） 2. 教師離職（量） 3. 學習成效（量） 4. 教育券（量） 5. 公民行為（量） | 1. (Antoniou & Kyriakides, 2011) 2. (Cha, Sung-Hyun, & Cohen-Vogel, Lora, 2011) 3. (Dixon, Schagen, & Seedhouse, 2011) |
| | 2. 在研究對象多元取材； | 6. 學校領導（量） 7. 改革類型（量） 8. 學校變革（量） 9. 公民教育（量） 10. 專業素養（量） 11. 後設分析（量） 12. 學習成效（量） 13. 基礎建設（量） | 4. (Elacqua, Contreras, Salazar, & Santos, 2011) 5. (Göktürk, 2011) 6. (Hallinger & Heck, 2011a) 7. (Hallinger & Heck, 2011b) 8. (Hochbein & Duke, 2011) 9. (Isac, Maslowski, & van der Werf, 2011) |

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| 年份 | 研究方法 | 內容特徵 | 備註 |
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| | 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等部分； | 14. 方案評鑑 (量) 15. 學校文化 (量) 16. MLM (量) 17. MLM (量) 18. 增值模型 (量) 19. 教學效能 (量) 20. 學區聯動 (量) | 10. (Kelly & Downey, 2011) 11. (Lomos, Hofman, & Bosker, 2011) 12. (Luyten & de Wolf, 2011) 13. (Murillo & Román, 2011) 14. (Nicolaidou & Petridou, 2011) 15. (Opfer, Pedder, & Lavicza, 2011) 16. (Sørлие & Torsheim, 2011) 17. (Teodorović, 2011) 18. (Timmermans, Doolaard, & de Wolf, 2011) 19. (Torenbeek, Jansen, & Hofman, 2011) 20. (Tymms et al., 2011) |
| 2012 | 1. 在研究方法上量化多於質性； 2. 在研究對象多元取材； 3. 在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化等部分； | 1. 教改模式 (量) 2. 縱貫分析 (量) 3. 領導行為 (量) 4. 績效系統 (量) 5. 教師效能 (量) 6. 政策效能 (量) 7. 教改模型 (質) 8. 效能檢測 (量) 9. 師生互動 (量) 10. 編輯語 (質) 11. 學習成效 (量) 12. 資訊系統 (質) | 1. (Bishop, Berryman, Wearmouth, & Peter, 2012) 2. (Chang, 2012) 3. (Y. Chen & Cheng, 2012) 4. (Ehren & Swanborn, 2012) 5. (T. Houtveen & van de Grift, 2012) 6. (Lee, Seashore Louis, & Anderson, 2012) 7. (J. A. Levin & Datnow, 2012) 8. (McNaughton, Lai, & Hsiao, 2012) 9. (Opdenakker, Maulana, & den Brok, 2012) 10. (Schildkamp, Ehren, & Lai, 2012) 11. (Schildkamp, Rekers-Mombarg, & Harms, 2012) 12. (Wayman, Jimerson, & Cho, 2012) |

註：在內容特徵上，除標示其主題特徵外，括弧內亦標示其屬量化 (量) 或質性 (質) 研究。

從上可看出幾點特徵：

- (一) ESEI 之文獻主要以量化為主，其相關理論論述係在文獻探討中呈現。
- (二) 在量化研究中頗多從事「多層次分析」(Multilevel modeling, MLM) 的量化研究，即從師生、班級、學校、社區、社會、全州、全國等等層級作多層次的效能分析。
- (三) 此期刊因屬國際性期刊，故論及之國家眾多，有助於國際視野之開展。

二、學校效能研究的特點

(一) 學校效能研究的取向與特徵

學校效能研究起始於 20 世紀 60 年代的美國，其開創者為美國的學者科爾曼 (James Coleman) 和他同事，他們在 1966 年發表了「教育機會均等報告」(Coleman et al., 1966)，簡稱「科爾曼報告」。該調查抽取了美國的部分學校對其進行分析，分析結果得出：與家庭背景、社會經濟因素等相比，學校對學生所產生的影響幾乎微乎其微，僅能解釋學生成績變化的 10% 的部分，遠遠低於其他各因素影響的比例。這一分析結果引起了教育界乃至全球範圍內的廣泛議論，人們對於學校存在的有用性和價值性提出了質疑，從而引發了人們對學校效能和有效學校研究的新趨勢。

第一，學校效能研究的理論取向。學者主要從經濟學、組織學、資本論三種角度對學校效能進行定義，分為經濟學的目標模式、組織學的系統模式、資本論的轉化模式。

首先，經濟學的目標模式。該模式的主要特點是：將學習目標作為學校效能的唯一指標，從經濟學角度考慮「投入」對「產出」產生的影響。其中頗有影響的解釋有以下幾種：一是從絕對目標模

式出發，將學校效能定義為：「學校效能就是標準測驗所測量到的學業水準」。二是從相對目標模式出發，學校效能指「學生的學習在有測量其學習成果標準的領域中究竟在多大程度上是由學校特徵造成的」。三是從公平目標模式出發，認為「學校效能就是把低收入家庭的學生對基本教育技能的精熟程度達到與中等收入家庭的學生相同的水準」(Bishop et al., 2012)。

其次，組織學的系統模式。該模式的主要特點是：以功能理論為基礎，認為學校是一個開放的社會系統，要生存和發展就要滿足其功能需求。該模式認為，學校效能是指學校合理利用各種教育資源，實現自己的教育目標，並能不斷滿足學校系統內部其他各方面的要求，進而使學校本身及其成員和社會得到相應發展的特性和有效作用。邁斯克、麥克唐納和布盧姆認為學校效能應從學校的生產性、適應性和靈活性；教師工作滿意度和教學效能感；學生對學校的感覺、態度、動機，並理解教師和學校管理者對他們的行為三個向度考慮。特德利和雷諾茲則認為學校效能除了考慮學生的學習成就以外，還應考慮到學校發展，教學的品質和效率，學校的學習氣氛等方面(H. L. A. Visscher & Witziers, 2005)。有的論述則跨越學校的圍牆，透過社區整體力量，使學生學習成果更加豐碩(Tymms et al., 2011)。

再者，資本論的轉化模式。該模式的主要特點是：以資本論為理論基礎來論述有效學校的運作過程。哈格瑞夫斯認為學校效能的四個關鍵因素(知識資本、社會資本、轉化關係和學習結果)互為作用。他解釋學校效能就是學校動員其知識資本和社會資本，並使用以實踐的資訊證據和變革性專業實踐為基礎的高轉化關係策略，去達到預想的教育結果(Hargreaves, 1994)。因為這種學校效能的資本論模式考慮了學校效能和控制的增進、教師效能感的提高等多方面，故而值得大力推廣。

第二，有效學校的具體特徵。學校是個開放的社會系統，高效

能的學校則受到結構、政治、文化、教學、個體五個關鍵因素的影響和制約，其中教學是與組織目標相協調的技術核心。一般來說，組織系統所牽涉的諸要素越多，系統效能就越高。埃德蒙(Edmonds) 1979 年的研究指出，有效學校的五個特徵是：強有力的行政領導；有助於學習的學校氣氛；對兒童學業成績的高期望值；監控學生表現的清晰的教學目標和重視基本技能教學(Edmonds, 1979)。荷蘭的 J. Scheerens 教授的描述或許更為簡潔，他認為，有效能的學校應是「能夠使得學生實際進步大於預期成果的學校」(J. Scheerens, 1990, 1997)。還有許多的研究者列出了不同的有效學校特徵。如奧斯丁(Austine)列出了 29 個特徵，布魯克和勞倫斯(Brookover & Lawrence)提出了 10 個特徵，韋伯(Weber)列出了 8 個因素。到目前為止，這方面的研究文獻對於有效學校的概念繁多(Hallinger & Heck, 2011a; Teodorović, 2011; Timmermans et al., 2011)，界定很難趨於統一，這也是研究中的客觀現象。

(二) 學校效能研究的問題與省思

對學校效能研究的發展過程進行深刻反思，可以發現其所面臨的主要問題來自以下幾個方面：

首先，效能概念有待明確。大多數研究對學校效能的概念理解偏於狹隘，僅關注學校功能的有限方面，如學生的學業成就；研究不能科學地處理與教育政策制定之間的關係，從而影響研究的科學性。雖然目前學校效能研究已經在決定學生成就的因素上取得了豐碩的成果和有價值的判斷，但依然缺乏理論核心，並且太過於注重應對政府的政策，失去了其真正的學術研究地位。另外，人們還對學校效能研究是否能夠影響學校、促進學校的變化心存質疑。因為，學校是一個複雜的、動態的變化的組織，受到了組織內部、組織外部、政治、文化和環境等多方面的因素的影響(von Hippel, 2009)，而研究者並不能對這些變數因素進行全面的考慮和分析，所以學校效能研究的結果可能會有失準確性。

其次，效能指標仍待擴展。從前面對於有效學校的定義可看出，有效學校指「能夠使得學生實際的學習進步大於根據其起點水準作預測所應該獲得的學習進步的學校」、「學生能取得的進步比學生從其本身已有特性出發所期望的進步更大」，學校效能研究者多數只看重學生的學習成績，將其作為唯一的效能指標，忽視了現今人本教育中所提倡的品德修養、社交能力等方面的效能指標，這樣會導致教育退後到以往傳統的教學觀上。

最後，外部效果亦須關注。從學校效能的研究內容上看，現有研究多關注對有效學校的特徵分析，學校效能的評估內容局限于學校資源投入對學生受益的貢獻程度，而對學校其他受益方－學校本身和學校外部其他系統極少關注，不能對學校資源投入進行合理的匹配，不同資源要素的組合其投入效率不同，導致學校產出也大不相同，學校效能評估內容拓展不夠，客觀上受制於評估方法的改進，主觀上受制於研究角度的侷限。

(三) 學校效能研究的改善與精進

學校效能研究以 1966 年美國的《科爾曼報告》為興起的標誌。在長達 40 餘年的發展過程中，共經歷了三個顯著階段。第一階段為學校效果研究，即對學校效果進行量化分析，這一階段運用的典型模式為「投入－產出」模式。第二階段為高效能學校研究，將高效能學校的教學過程作為主要的研究對象，運用的方法是對效能特別高或者效能特別低的學校進行個案研究。第三階段為學校改進研究，即對學校改進因素以及操作過程進行研究，以建立學校改進模型的研究為主。當前，學校效能研究發展到一個全新階段，其特點主要表現為以下幾個方面。

第一，研究主體多元參與。首先，越來越多從事具體教育教學實踐活動的教師和教育管理者投身到學校效能研究活動中；其次，為了獲得最佳的研究效益，團隊作為研究基本單位的整體功能和優

勢被日益重視，校際合作亦是其中選項之一（West, 2010）；最後，學校效能研究逐漸呈現出國際化和全球化的新趨勢，將更多發展中國家的學者、實踐工作者和研究團隊納入到學校效能研究的體系之中。

第二，研究內容不斷擴展。隨著對學校效能內涵理解的不斷加深，研究對象從靜態層面的學校效能逐步拓展到了動態層面的學校效能研究（Kyriakides & Creemers, 2008; Sammons, 2009），將更多的變數（Van de gaer et al., 2009），如管理效能、實施效能（N. Taylor, 2009; Tooley et al., 2009）等納入到研究體系中來。教育機會均等以及學校在創設教育機會均等過程中的作用，教育補償計畫的評價研究，有效學校研究（Verhaeghe et al., 2009）及學校改進計畫評價研究（Zupanc et al., 2009），教師有效性、班級有效性以及教學過程有效性研究等問題逐漸成為研究焦點（Opdenakker et al., 2002）。

第三，知識體系多元融合。學校效能研究逐漸演變為一個不斷吸收新理論、新典範、新方法和新技術的研究領域，僅僅用組織理論已經不足以解釋學校效能實現以及改進的過程，政治學、心理學、社會學及統計與測量學都成為學校效能研究汲取營養的肥沃土壤（Main, 2009; Modin & Östberg, 2009）。

最後，研究架構綜合繁衍。學校效能被視為多層次、複合因素與過程之間交互作用的綜合結果（van der Werf et al., 2008）。學校效能研究需要綜合依據學生家庭、經濟和社會背景、學生的個體綜合能力、教師的教學形態及特徵以及班級和學校背景等多個因素的情況。因此，多層次、交互性、縱貫性的複合研究架構亦為人所採用（Chang, 2012; Konu et al., 2002; Schildkamp et al., 2009），這一架構應該能夠有效整合各種學校效能模式、涵蓋不同層面影響學校效能的各類因素，運用相同向度對每種因素進行定義和測量，對不同因素進行優選組合。

三、學校效能研究的評論

學校效能研究自肇始以來，外界的質疑與批評不曾間斷。學校效能研究者將這些批評進行匯總，如特德利和雷諾茲列出了 14 項之多 (C. Teddlie & Reynolds, 2000)。而相關的批評與質疑包括以下三類。

(一) 政治性評論

學校效能研究的政治性評論存在兩種截然相反的觀點。進步論者認為，學校效能研究者代表了一種保守的勢力，他們在研究上不思進取，與教育政策制定者站在同一立場，為教育政策制定者指定的各類教育改革措施和學校改進方案進行辯解和宣傳，而他們的研究結論也常常被政策制定者用來證明不切實際的學校改進計畫。與此相反，保守論者認為，學校效能研究者是自由主義的代表，打著解放的旗號致力於改善弱勢群體學生的社會處境，他們的研究主要是為了獲得政治上的利益，而不是做真正的學問。進步論在英國比較盛行，而保守論則在美國比較普遍 (H. L. A. Visscher & Witziers, 2005)。

儘管兩種觀點相互對立，但卻同時指出學校效能研究領域存在的不良現象，即學校效能的研究者過分注重政策取向，忽視理論研究，他們將更多的時間和精力投入到了政策制定、執行和評估的利益博弈過程之中，因而影響了研究的獨立性、價值中立性和純科學性。

在這種政策取向的影響下，學校效能研究結論應用出現了兩種偏差。一方面，為了提升政策依據的理論性，學校效能研究結論的表達過於抽象，與學校組織管理實踐聯繫不夠緊密，既不能為教師提供關於如何解決教育教學實踐問題的策略，也不能為學校管理者改進學校的努力提供系統的指導，導致學校效能研究成果不常受採用。另一方面，學校效能研究的結論出現了「過度推廣」的現象，即

研究結論常常被政策制定者和實踐者們當作因果關係來使用，但是這種將研究結論不經論證和「合理化」便確定為教育政策的做法，對實踐具有一定程度的負面影響。

（二）方法論評論

首先，實證主義傲慢壟斷。實證主義採用「經驗＋歸納」的研究模式，強調獲得客觀的經驗和事實，歸納出得到普遍認同的結論。實證主義認為，研究可以通過對實驗的嚴格控制來避免實驗者與實驗之間的互動，或將二者的互動控制在最低的程度，並可以通過排除一切干涉性因素來保證研究結果的客觀化。在實證主義的影響下，學校效能研究傾向於將社會結構簡化為個體和學校，過分強調學校在效能實現過程中的作用，進而忽視社會、經濟與家庭背景等因素對學生學業成就的影響。另一方面，實證主義導致量化研究氾濫，而質化研究受到忽視。量化研究過分強調技術手段的運用，對複雜問題提出過於簡化的解決辦法，人為地控制了社會、經濟、家庭等背景變數，然後進行剔除，這樣就極大地限制了學校效能研究分析的範圍。

其次，研究典範預設不當。學校效能研究的基本典範為，確定高效能學校，假設其所具有的特徵，並透過研究來驗證這些假設，從而解釋何種特徵使學校更具效能。研究中，對高效能及其特徵的假設形成了一種先入為主的觀念，會使研究者有意或無意地忽視一些比較難以定量的、缺乏客觀材料的因素，例如，學校中的組織目標和文化因素以及學校效能實現過程中人與人之間的關係因素等，進而影響到研究的推論過程和結論的準確性。正因為如此，評論者認為學校效能研究將學校變成了一種可以分離的、可估計的、可比較的學術知識碎片，這代表了一種狹隘的觀念。相較之下，學校效能研究更需要一種長期、深入、縱貫性的研究方式。

再次，研究樣本存在偏差。學校效能研究者通常只是在很窄的

範圍內選取那些最容易測量的變數，而不是依據哪些變數對於驗證研究假設最有效來選取，這就造成了研究樣本上的偏差。在學校層面，現有研究大多針對少數學校，案例數量明顯不足，研究不具代表性。在課堂教學層面，研究對所調查變數進行人為控制，剔除或限制一些重要的影響因素，沒能將教師對於課堂教學和學校教育的認知與感受包括在研究之中，對教育教學的過程變數也關注不夠。在學生層面，多數研究對學生學業成就的範圍界定狹窄，僅將標準化測試成績作為惟一有效的指標，忽視了其他學校效果，例如，學生的品德修養、學習能力、社交能力等方面的變數。

最後，統計方法常被誤用。學校效能研究者只是簡單的用資料統計分析模式來計算「增值」，對不同特性的變數沒有進行有效區分，例如不能區分學校效能、課堂效能和教師效能，也不能測量出學生能力與成就之間的區別。研究對於控制變數統計的準確性及其理論證實關注不足，對現實進行簡化的資料分析方法很可能歪曲實際情況並產生錯誤的推論。因此，當前的分析結論並沒有證實學校與「效能」之間的因果關係，人們也並不能清楚地看到學校的效能差異有多少是因為效能研究提出的因素造成的。

然而，雖然上述評論並非無的放矢，但近年來由於統計技術的進步，例如多層次分析和後設分析的應用，這種情況也逐漸改善中 (Lomos et al., 2011; Strlie & Torsheim, 2011)。

(三) 理論的評論

首先，名詞概念尚待釐清。迄今為止，研究者對學校效能基本概念認知尚不統一，對學校效能的內涵與外延也沒有做出清晰的界定。研究中，具有爭議的概念常常造成定義關係的混亂，增加了調查結果比較的難度。為了避免這種混亂，研究者就根據大量篩選後確定可控性強、範圍狹小的學業成就變數作為「學校效能」，並堅持認為單一的學業變數就可以代表全部變數的總的情況。以致忽視

了諸如教職員工的工作滿意度、組織承諾、學校工作績效等體現學校效能的其他指標，一定程度上削弱了學校效能研究的可信度。

其次，理論體系有待建立。儘管在學校效能研究興起之時，學者們就呼籲圍繞學校效果建立相關的理論體系，但是學校效能研究的理論發展依舊緩慢。實踐中，學校效能研究者更為注重在各種變數之間建立關係，而忽視創建理論和對理論進行印證。這使學校效能研究被人們視為一種非理論性的研究。特德利和雷諾茲指出，學校效能研究缺乏完整的理論體系指導，領域本身也缺乏一種概念性的架構，幫助人們依據各種有效學校的特徵進行理論建構，即缺乏具有整合性的學校效能理論（C. Teddlie & Reynolds, 2000）。這種理論基礎的缺失造成研究者對研究內容及方法缺乏統一的認識，導致了研究中涉及設計、方法、結果分析等一系列問題不能得到很好的解釋和協調。

肆、省思與啟示

儘管學校效能已經成為教育研究發展迅速的領域之一，但學術界的批評和質疑之聲迄未止息。席潤斯（Scheerens）曾說，「學校效能是一個艱難、複雜的研究領域，也是一個任何人總能找到藉口進行批評的領域」。是故，除了上述檢視西方當前重要學術期刊的研究成果外，以下試著就我國目前的研究現況做一省思，再據以提出其對我國當前理論研究與實務改進之啟示。

一、我國相關研究之管窺

我國在 20 世紀 90 年代才開始對學校效能進行系統的探索。因為學校是複雜的、動態變化的，所以學校效能的概念理解就具有動態性、多元性。學者起初從經濟學和組織學的角度分析，後來從學校功能的角度引申出更多的概念。是故，最初興起的學校效能是直接指向學校內部的，其關注的焦點是如何提高校內的各種行為，尤其是教學方法、教學過程的有效性，因此學校效能是指學校對學生

所產生的教學影響的程度，主要的評價指標是學生的學業成就。其後，學校效能概念逐漸擴展到學校外部，認為學校效能指學校合理地利用教育資源，實現教育目標，並能不斷滿足系統內各方面的要求，進而使學校及其成員和社會得到相應發展的特性和有效作用。吳清山認為，「學校效能」是指一所學校在各方面均有良好的績效，包括學生學習成績、校長領導、學校氣氛、學校文化和價值、教學技巧和策略、教師專業成長，以及社區家長支持等，能夠圓滿達成學校預定的目標。因此他認為學校效能的理論建構應該以學生、教師、行政人員和家長為其重要依據（吳清山，1998）。

學者吳清山在國內學校效能的研究上不僅有先導開創之功，在後續的議題關注上亦不落人後。1998年他提出效能學校的特徵包括：強勢的領導；和諧的學校氣氛和良好的學校文化；重視學生基本能力的習得；對學生有高度的期望；教師有效的教學技巧；經常督視學生的進步；教職員的進修與發展；妥善的學校環境；社區、家長的參與和支持（吳清山，1998）。2009年，在另專文中，吳清山和高家斌經以國內博碩士論文為研究依據，探討我國學校效能研究論文取向如下：在學校效能的意涵方面包括目標達成、學生效能、教師效能、行政效能、優質文化及家長支持等六個部分；在學校效能的研究方面包括因素認定、概念架構發展與模式發展三個階段；在研究主題方面包括學校效能的指標分類與測量架構之探討、學校效能與其他變項的關聯性研究、各區域學校效能的現況調查等三類；在研究方法上朝質量並重發展；在研究對象多元取材；並指出當前困境包括（1）學校效能研究多集中於某些固定變項的探討，缺乏新變項的投入、（2）學校教育具多元面向，難以單一研究方法進行探討、（3）學校為一動態運作歷程，橫斷性研究主題較難探討、（4）學校組織單位眾多，難以一客觀評量研究對象、（5）學校效能之研究眾多，但欠缺理論與實務的實際聯繫（吳清山 & 高家斌，2009）。事實上，這些困境仍然反映著目前的研究進展。

在兩岸三地的相關研究成果方面，香港學者鄭燕祥指出，應以整合、動態的觀點理解學校效能及校本管理的複雜性質，從而發展一個理論，以建立追求學校發展及效能的校本管理機制（鄭燕祥，2002）。大陸學者孫河川曾對大陸在教育效能研究進行歸納，提出二多五少的現象，二多包括：課堂層面的研究文獻多；教師效能的研究文獻多。五少包括：學生層面效能的研究偏少；宏觀層面效能的研究偏少；國際層面效能的研究偏少；缺乏最新研究方法的研究；缺乏對增值評價的研究（孫河川，2011）。

學者們對學校效能與有效學校觀點和看法的不一致性，是研究中的一種客觀現象，而這也正是其研究的價值所在之一。但總的來看，學校效能研究正朝著多元、複雜、動態的趨勢發展（湯林春，2005；谷珊，2007）。

二、未來研究推展之啟示

近年來，在研究工具日益完善下，學校效能研究已有長足的進展，但教育成效的影響因素眾多且複雜，因此，學校效能恐仍將持續朝多元開放方式繼續開展。總之，透過以上論述，我們對學校效能研究進行了一系列的反思，並對今後應該努力的方向試作如下建議：

首先，在研究取向上做到政策取向、實踐取向和理論取向並重。將學校效能研究的功能定位在三個方面：為教育政策制定、執行和評鑑服務；關注教育的現實問題、直接為提升學校教育教學的實踐活動服務；關注學校效能知識體系的建構、產生專門而系統化的理性認知。

其次，加強學校效能的理論研究，形成科學理論基礎。一是要明確學校效能的內涵與外延，即要真正弄清學校效能的本質與價值及教育效能所涉及的主要範圍；二是加強對教育效能評價的研究，根據國內外研究成果，提出並驗證符合我國學校的評價標準；三是

對教育效能研究的方法論進行研究，力求在學校效能研究的認識論基礎、研究典範和研究方法上取得廣泛的共識。

再次，在研究方法上要打破思辨研究與實證研究，實證的量化研究與質性研究之間的壁壘，根據研究問題靈活的選擇科學的研究方法。注重各類研究方法的融合，充分發揮思辨研究注重理論建構嚴密性的優勢以及實證研究注重程序技術和質性研究與研究對象雙向互動的特長。同時，繼續印證和完善多層次、交互性的複合研究架構，改進資料統計與分析工具和技術，使其更加適合當前的教育實際情況。

第四，注重將研究成果應用於學校實踐。提高學校效能研究與學校實踐工作的關聯性，著力進行學校改進的實踐研究。開展學校效能實驗研究，一方面運用某一已知的理論來開展實驗，驗證理論在一定範圍內的實用性；另一方面結合學校的實際情況提出理論假設進行實驗，通過對學校效能實踐的調查、觀察和分析、推理，提出的切實可行的改革方案。

最後，應該拓寬學校效能的研究領域。不能單從學校功能的有限方面考慮，應從學校受益人的角度深入研究學校效能，應考慮更多的因素。由於中西方歷史原因、經濟基礎、思想觀念、文化諸方面的差異，因此，實須博採眾議，截長補短，根據本國的教育實情，去關注學校的特點和學校資源與學校效能的關係，在此基礎上，有選擇地吸收西方的理論精華，從而解決本土教育中的實際問題，促進教育的發展，總結形成一套符合本土的效能研究理論體系。由於我國學校效能研究現今還處於經驗累積的階段，故如何兼顧質性與量化的研究優勢，從而在理論建構與實務改善中雙途並進，將待有心同志共同努力以赴。

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