參考文獻

李新民（2003）。高屏地區幼兒教師組織公民行為與其影響因素之初探。**教育學刊，21**，149-171。

李新民、陳密桃（2007）。組織公民行為的因素結構與影響因素：巢狀因素結構與階層線性模式的分析。**高雄師大學報：教育與社會科學類，22**，69-91。

吳政達（2009）。學校組織中領導者與部屬交換關係、組織公平、組織自尊與工作滿意度對組織公民行為影響之研究。**教育政策論壇，12**，141-161。

吳政達、湯家偉、羅清水（2007）。心理契約、組織公平、組織信任與組織公民行為結構關係之驗證：以臺北地區國民中學學校組織為例。**教育政策論壇，10**，133-159。

吳璧如（2002）。教師集體效能感初探。**教育資料與研究，49**，72-78。

吳璧如（2004a）。幼稚園職前教師效能感之測量。**教育心理學報，36**（2），165-184。

吳璧如（2004b）。幼稚園職前教師的效能感與任教承諾之關係。**教育學刊，23**，207-230。

吳璧如（2005）。教師效能感的縱貫性研究：以幼教職前教師為例。**教育與心理研究，28**（3），383-408。

林鉦棽（2005）。組織公民行為之跨層式分析：層級線性模式的應用。**管理學報，22**，503-524。

林鉦棽、彭台光（2006）。多層次管理研究：分析層次的概念、理論和方法。**管理學報，23**，649-675。

周新富（1990）。**國民小學教師專業承諾、教師效能信念與學生學業成就關係之研究**。國立高雄師範大學教育學系碩士論文，未出版，高雄。

紀慧穎（2008）。**國中教師情緒智力、自我效能與集體效能之研究**。國立彰化師範大學教育研究所學校行政碩士班碩士論文，未出版，彰化。

孫志麟（1991）。**國民小學教師自我效能及其相關因素之研究**。國立政治大學教育學系碩士論文，未出版，臺北。

孫志麟（1995）。國民小學教師自我效能之研究。**教育與心理研究，18**，165-192。

孫志麟（1999）。教師自我效能：有效教學的關鍵。**教育研究資訊，7**（6），170-187。

高新建、吳幼吾（1997）。階層線性模式在內屬結構教育資料上的應用。**教育研究資訊，5**（2），31-50。

秦夢群、吳勁甫（2009）。國中校長轉型領導、學校組織健康與組織效能關係之研究：中介效果模式之驗證。**當代教育研究**，17（3），83-124。

陳佳燕（2005）。**臺北縣國民小學校長教學領導、教師自我效能感與集體教師效能感關係之研究**。輔仁大學教育領導與發展研究所碩士論文，未出版，臺北。

陳俊瑋（2009a）。**臺灣地區教師自我效能感研究之統合分析。彰化師大教育學報**，15，41-64。

陳俊瑋（2009b）。教師集體效能感之概念、測量及其相關研究。**教育實踐與研究**，22（2），123-150。

陳啓東、鍾瑞國（2007）。高職校長領導型態對教師組織公民行為與學校組織績效之影響。**當代教育研究**，15（3），69-114。

張俊紳（1996）。**國民小學教師教學校能之研究──不同教學效能信念類型教師的教學表現及其教學生產力**。國立高雄師範大學教育研究所博士論文，未出版，高雄。

教育部統計處（2008a）。**各級學校名錄──國民中學**。2008年6月14日，取自http://www.edu.tw/files/site_content/b0013/j1.xls

教育部統計處（2008b）。**主要統計表──縣市別教師數（88～96學年度）**。2008年7月30日，取自http://www.edu.tw/files/site_content/ b0013/teacher.xls

郭維哲（2007）。教師組織之公民行為的中介影響模式。**教育資料與研究雙月刊**，75，137-148。

郭維哲、方聰安（2007）。學校組織公平對教師組織公民行為影響之研究──以信任及承諾為中介變項。**教育經營與管理研究集刊**，2，145-179。

黃彥和（2005）。**國民小學教師集體效能感之研究**。中原大學教育研究所碩士論文，未出版，桃園。

黃柏勳（2003）。教師組織公民行為的意涵及其成因分析。**學校行政雙月刊**，27，63-79。

溫福星、邱皓政（2009a）。組織研究中的多層次調節式中介效果：以組織創新氣氛、組織承諾與工作滿意的實證研究為例。**管理學報**，26，189-211。

溫福星、邱皓政（2009b）。多層次模型方法論：階層線性模式的關鍵議題與試解。**臺大管理論叢**，19，263-294。

鄭燿男（2004）。國民中小學教師的組織公民行為之影響模式。**師大學報：教育類**，49，41-62。

蕭佳純（2007）。教師內在動機以及知識分享合作對創意教學行為關聯性之階層線性分析。**當代教育研究**，15（4），57-92。

顧為元（2008）。轉型領導對組織公民行為影響之研究──以組織承諾為中介變項。**教育與心理研究**，31，205-231。

Adams, C. M., & Forsyth, P. B. (2006). Proximate sources of collective teacher efficacy. *Journal of Educational Administration, 44*, 625-642.

Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teacher's sense of efficacy and student achievement.* New York: Longman.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28*, 117-148.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: W. H. Freeman.

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science, 9*(3), 75-78.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1-26.

Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee citizenship. *Academy of Management Journal, 26*, 587-595.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and social Psychology, 51*, 1173-1182.

Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education, 20*, 277-289.

Brouwers, A., & Tomic, W. (2003). A test of the factorial validity of the teacher efficacy scale. *Research in Education, 69*, 67-79.

Christ, O., Dick, R. V., Wagner, U., & Stellmacher, J. (2003). When teachers go the extra mile: Foci of organizational identification as determinants of different forms of organizational citizenship behavior among school teachers. *British Journal of*

Educational Psychology, 73, 329-341.

Coleman, V. I., & Borman, W. C. (2000). Investigating the underlying structure of the citizenship performance domain. *Human Resource Management, 10*, 25-44.

Cybulski, T. G., Hoy, W. K., & Sweetland, S. R. (2005). The roles of collective efficacy of teachers and fiscal efficiency in student achievement. *Journal of Educational Administration, 43*, 439-461.

Deforest, P. A., & Hughes, J. N. (1992). Effect of teacher involvement and teacher self-efficacy on ratings of consultant effectiveness and intervention acceptability. *Journal of Educational and Psychological Consultation, 3*, 301-316.

Dembo, M. H., & Gibson, S. (1985). Teachers' sense of efficacy: An important factor in school improvement. *The Elementary School Journal, 86*, 173-184.

Denzine, G. M., Cooney, J. B., & McKenzie, R. (2005). Confirmatory factor analysis of the teacher efficacy scale for prospective teachers. *British Journal of Educational Psychology, 75*, 689-708.

Dipaola, M. F., & Hoy, W. K. (2005). Organizational citizenship behavior of faculty and achievement of high school students. *High School Journal, 88*(3), 35-44.

Dipaola, M., & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership, 11*, 424-447.

Ghaith, G., & Shaaban, K. (1999). The relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. *Teaching and Teacher Education, 15*, 487-496.

Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology, 76*, 569-582.

Goddard, R. D. (1999). The effect of collective teacher efficacy on student achievement in urban public elementary schools. *Dissertation Abstracts International, 59*(10), 3702A. (UMI No. 9911194)

Goddard, R. D. (2001). Collective efficacy: A neglected construct in the study of schools and student achievement. *Journal of Educational Psychology, 93*, 467-476.

Goddard, R. D. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement, 62*, 97-100.

Goddard, R. D., & Goddard, Y. L. (2001). A multilevel analysis of the relationship between teacher and collective efficacy in urban schools. *Teaching and Teacher Education, 17,* 807-818.

Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal, 37,* 479-507.

Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2004). Collective teacher efficacy: Theoretical developments, empirical evidence, and future directions. *Educational Researcher, 33,* 3-13.

Guskey, T. R. (1981). Measurement of responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Educational, 32,* 44-51.

Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal, 31,* 627-643.

Henson, R. K. (2001). The effects of participation in teacher research on teacher efficacy. *Teaching and Teacher Education, 17,* 819-836.

Hipp, K. (1996). *Teacher efficacy: Influence of principal leadership behavior.* Paper presented at the annual meeting of the American Educational Research Association, New York. (ERIC Document Reproduction Service No. ED396409)

Hipp, K., & Bredeson, P. (1995). Exploring connections between teacher efficacy and principals leadership behaviors. *Journal of School Leadership, 5,* 136-150.

Hoy, W. K., Sweetland, S. R., & Smith, P. A. (2002). Toward an organizational model of achievement in high schools: The significance of collective efficacy. *Educational Administration Quarterly, 38,* 77-93.

Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal, 43,* 425-446.

James, L. R., Demaree, R. G., & Wolf, G. (1984). Estimating within-group interrater reliability with and without response bias. *Journal of Applied Psychology, 69,* 85-98.

James, L. R., Demaree, R. G., & Wolf, G. (1993). r_{wg}: An assessment of within-group interrater agreement. *Journal of Applied Psychology, 78,* 306-309.

Klassen, R. M., Chong, W. H., Huan, V. S., Wong, I., Kates, A., & Hannok, W. (2008). Motivation beliefs of secondary school teachers in Canada and Singapore: A mixed

methods study. *Teaching and Teacher Education, 24*, 1919-1934.

Knoblauch, D., & Woolfolk Hoy, A. (2008). "Maybe I can teach those kids." The influence of contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher Education, 24*, 166-179.

Krull, J. L., & MacKinnon, D. P. (2001). Multilevel modeling of individual and group level mediated effects. *Multivariate Behavioral Research, 36*, 249-277.

Kurz, T. B. (2002). An exploration of the relationship among teacher efficacy, collective teacher efficacy, and goal consensus. *Dissertation Abstracts International, 62*(07), 2341A. (UMI No. 3020068)

Luke, D. (2004). *Multilevel modeling*. Newbury Park, CA: Sage.

Meijer, C. J. W., & Foster, S. F. (1988). The effect of teacher self-efficacy on referral chance. *The Journal of Special Education, 22*, 378-385.

Nguni, S., Sleegers, P., & Denessen, E. (2006). Transformational and transactional leadership effect on teachers job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement, 17*, 145-177.

Nir, A. E., & Kranot, N. (2006). School principal's leadership style and teachers' self-efficacy. *Planning and Changing, 37*, 205-218.

Organ, D. W. (1988). *Organizational citizenship behavior: The good solider syndrome*. Lexington, MA: Lexington Books.

Rose, J. S., & Medway, F. J. (1981). Measurement of teacher's beliefs in their control over student outcome. *Journal of Educational Research, 74*, 185-190.

Ross, J. A., Hogaboam-Gray, A., & Gray, P. (2004). Prior student achievement, collaborative school process, and collective teacher efficacy. *Leadership and Policy in Schools, 3*, 163-188.

Skaalvik, E. M., & Skaalvik, M. (2007). Dimensions of teacher self-efficacy and relations with strain factors, perceived collective teacher efficacy, and teacher burnout. *Journal of Educational Psychology, 99*, 611-625.

Smith, C. A., Organ, D. W., & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology, 68*, 653-663.

Somech, A., & Bogler, R. (2002). Antecedents and consequences of teacher organizational

and professional commitment. *Educational Administration Quarterly, 38*, 555-577.

Somech, A., & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationship between job satisfaction, sense of efficacy, and teachers' extra-role behavior. *Teaching and Teacher Education, 16*, 649-659.

Tournaki, N., & Podell, D. M. (2005). The impact of student characteristics and teacher efficacy on teachers' predictions of student success. *Teaching and Teacher education, 21*, 299-314.

Tschannen-Moran, M., & Barr, M. F. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership and Policy in Schools, 3*, 189-209.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher education, 17*, 783-805.

Woolfolk Hoy, A., & Hoy, W. K. (1990). Prospective teacher's sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*, 81-91.

Zhang, Z., Zyphur, M. J., & Preacher, K. J. (2009). Testing multilevel mediation using hierarchical linear models. *Organization Research Methods, 12*, 695-719.