

國立台灣師範大學公民教育與活動領導學系

教學碩士論文

指導教授：李琪明 博士

教師宗教信仰影響道德教學觀念之探究—  
以基督教與佛教兩名國中教師為例

研究生：李依晃

中華民國九十七年二月

# 謝 誌

當初憑著一股熱情，不顧自己在職生的身份，毅然決然定下教師宗教信仰與道德教學觀念作為研究主題，跳入了這個目前幾乎乏人問津的領域中，也展開了一段比他人更漫長的研究道路，這段時間，我深刻感受到兼顧教師工作和學業實在不容易，加上論文必須不斷修正，生活、工作上的大小考驗接踵而來，曾有一段時間，我感到的人生是很沮喪。所以在完成了人生中的第一本著作的當下，心情是五味雜陳也充滿感謝的。

首先，我要感謝業師李琪明老師，在這段時間裡不厭其煩的指導，並提供許多重要資料與具體建議，在研究過程中給予我正確的指引，使本篇論文內容更臻嚴謹。口試委員孫效智老師、方永泉老師不但悉心詳閱本文，更在論文研究方向、宗教與道德思維上，提供許多寶貴意見，使本論文能更進一步。因為老師們指導、協助，本論文能更突顯道德教育研究的重要性，也期待本文能像一顆小石頭，在這個領域中激起一點漣漪。

除了指導老師們外，我也要謝謝佳里國中同事們在這段時間的大力支援，尤其是柳雲不吝與我分享自己的研究經驗；永康國中的玥暄，很高興認識你這麼陽光的朋友；感謝吉祥師父、進業大哥對我論文進度的關心與督促；以及導師室裡一群可愛的戰友們，幫我顧班級、為我打氣，還有這段時間協助我處理課務的老師們，還有好姊妹玉惠、惠凱、曉婷等，真的很謝謝你們！

最後，我要感謝在整個研究過程，一直陪伴在我身邊、給我最大幫助與依靠的男友夏顯，很高興能和你一起面對解決生命考驗，這也是一種幸福；還要謝謝我的老爸、老媽、老弟，你們的體諒與鼓勵，給我向前的活力；最後，要謝謝我最心愛的狗兒子福仔、狗女兒約約，雖然福仔在口試通過後不久跟著菩薩走了，但我要謝謝你陪我度過無數個熬夜趕論文的夜晚，在壓力極大的時候，你是我最貼心的精神依靠，希望你在另一個世界，也能分享到這份喜悅。

回首來時的路，有淚水也有歡笑，在這一刻終將畫作句點。感謝大家！

依晃 謹誌  
2008年2月

# 摘 要

教師在道德教學上扮演重要角色，對於教師的宗教信仰及其在道德教學上的影響之研究卻很少被探討。本研究旨在利用質性研究，深度訪談一位信仰基督教與一位信仰佛教國中教師，輔以學生問卷調查與教室觀察等方式，探討教師的宗教信仰對其道德教學觀念之影響。

本研究目的為：一、探討信仰基督教與佛教之受訪國中教師所持的道德教學觀念，以及與宗教信仰的關連性。二、比較信仰基督教與佛教之受訪國中教師的道德教學觀念，並找出其相近處與相異處。三、對受訪國中教師宗教信仰影響道德教學觀念之情形進行批判反思，並歸納出宗教信仰影響道德教學觀念之助益與盲點。四、針對具宗教信仰的教師施行道德教學提出建議，以供後續研究參考。

本研究獲致之結論如下：一、教師宗教信仰會影響其道德教學觀念，並使她們在道德教學上更具有奉獻熱忱，對於道德教學上的問題，願意花費更多心力去處理、改進。二、承接宗教「勸人為善」的觀念，她們十分重視道德教學，並且會從自身信仰來尋找相關資源。三、如同她們崇拜的宗教領袖（耶穌、聖嚴法師）一樣，她們希望同樣作為學生學習的楷模，因此她們不以權威教學來馴服學生，反而更重視與學生之間的良好關係。

然而，為了避免使道德教學變成傳教活動，並且顧及到不同信仰學生的感受，本研究針對具宗教信仰的教師施行道德教學提出以下建議：一、教師應將道德教學與宗教信仰加以釐清。二、分享與接納多元的宗教道德觀念。三、以討論與體驗等道德教學方式取代教條灌輸。四、道德教材可適度與宗教資源結合，但應避免於傳教。五、在處理學生問題上，以感化方式取代責罰。

**關鍵詞：**道德教學觀念、宗教信仰

# Abstract

Teachers play an important role in moral teaching. The research about the effect of the teachers with religious belief on moral education is seldom discussed. The thesis aimed to analyze the effect of teachers' religious belief on moral teaching. The researcher conducted qualitative method to interview one teacher with Buddhism and the other with Christianity, surveyed their students with semi-structural questionnaires and observed teacher-students' interaction in class. The relationship between teachers' religious belief and their moral teaching was discussed in the study.

The purposes of this study aimed to investigate the following topics: (1) the notions that the teachers hold in their moral teaching, and the correlation with religious belief (2) the comparison of the notions of moral teaching conducted between the teacher with Buddhism and the other one with Christianity (3) a critical reflection on the situation in which the effect of the teachers' religious belief has on their moral teaching, and the advantage and disadvantage of the religious belief with moral teaching as well (4) the suggestions offered to teachers with religious belief when they conduct moral teaching, and functioned as the reference for the follow-up research.

The conclusions of the study were as follows: (1) The teachers' religious belief has great influence on their moral teaching. They are willing to spend more time solving students' problems related to moral teaching with more enthusiasm. (2) Out of the notion of "encouraging the public to behave righteous," the teachers put emphasis on moral teaching and try to search related resources to improve their teaching from their religious belief. (3) They expect themselves to be role models of their students as they worship their religious leaders, such as Jesus Christ or Master Sheng-yen. Therefore, they don't tame students with harsh authority, but emphasize a harmonious relationship with students.

To avoid turning moral teaching into religious preach and to attend to the feelings of students with different religious belief, the study provided several suggestions for the moral teaching of teachers with religious belief: (1) Teachers should differentiate their personal religious belief and moral teaching. (2) They may share and tolerate all opinions from different religious beliefs. (3) They may conduct their moral teaching in form of discussion and experience instead of preaching doctrines. (4) They may combine their moral materials with suitable religious resources while keeping off the preach. (5) They may influence students in a positive way instead of a harsh scold.

**Keywords: moral teaching, religious belief**