

新北市國民小學教師兼任行政職務工作壓力與因應策略之研究

賀力行, 游登科, 張毓洪

科技管理學系

管理學院

ho@chu.edu.tw

摘要

The purpose of this study is to understand the working stress of elementary school teachers who also serve administrative jobs in New Taipei City and the correspondent strategies as facing the pressures as well as compare the differences of working stress and correspondent strategies among teachers under different backgrounds. The study adopted questionnaire survey of random samples aiming at elementary school teachers who also serve administrative jobs in New Taipei City. There were 550 questionnaires distributed to elementary schools in different administrative regions of New Taipei City, in which 522 questionnaires were collected and 480 of them were effective, accounting for 91.95% of questionnaires collected. The tool used was referring to questionnaire produced by Chang Yu-Cheng (2009) was amended as “The Study on the Work Pressure and the Response Tactics of the Teachers Holding Administrative Offices of Elementary Schools in Taipei City”. The data obtained was tested by descriptive statistical analysis and ANOVA analysis and the results are shown as follows:

1. The elementary school teachers who serve also administrative jobs in New Taipei City feel medium level of working stress
2. The working stress of elementary school teachers who serve also administrative jobs in New Taipei City is biggest in term of “administrative loading”, followed by “pressure from superiors”, “professional knowledge” and “internal conflict”, while the “personal interaction” is the smallest one.
3. The elementary school teachers who serve also administrative jobs in New Taipei City highly agree with the correspondent strategies toward working stress.
4. Among the five dimensions of correspondent strategies toward working stress of the elementary school teachers who serve also administrative

jobs in New Taipei City, “problem solving” is the highest, followed by “rational analysis”, “emotion adjustment” and “seeking for help”, while the “Keep putting off and escape” stands in bottom.

5. Regarding different backgrounds of elementary school teachers who serve also administrative jobs in New Taipei City, there is significant difference on “administrative loading” in term of different genders, administrative seniority, service years, positions, marriage status and administrative regions; there is significant difference on “pressure from superiors” in term of different administrative seniority, service years, positions, and administrative regions; and there is significant difference on “professional knowledge” in term of different administrative seniority, service years, positions, marriage status and administrative regions.

6. Regarding the correspondent strategies toward working stress of elementary school teachers who serve also administrative jobs in New Taipei City, there is significant difference on the agree level of “problem solving” in term of different education, positions and marriage status, while there is significant difference on agree level of “rational analysis” in term of different ages, service years, education and positions.

關鍵字：teachers who also serve administrative jobs, working stress, correspondent strategies