PERCEPTIONS OF STRESS BY TAIWANESE JUNIOR COLLEGE TEACHERS AND TEACHER/ADMINISTRATORS

A Dissertation

by

MARGARET CHEN

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ABSTRACT

PERCEPTIONS OF STRESS BY TAIWANESE JUNIOR COLLEGE TEACHERS
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Margaret Chen, M.A., University of Iowa

Ed.D. Appalachian State University

Dissertation Chairperson: Geri Miller, Ph.D.

This study explored teachers' perceptions of stress in relation to specific promotion, organizational characteristics, and individual characteristics. Respondents were 1023 full time junior college teachers from 16 five-year junior colleges in Southern Taiwan. Respondents completed a demographic sheet, a Faculty Stress Index (FSI), and a Teacher Stress Survey. The demographic data served as independent variables while the stress scores of both the FSI and the Teacher Stress Survey were dependent variables. Factor analysis, one-way analysis of variance, two-way analysis of variance, and post hoc comparisons were used to analyze the data. Results indicated that teaching assistants and lecturers reported more stress than associate and full professors. Teachers who taught their required hours, had job responsibilities beyond teaching, and taught a larger age range of students reported more stress than their colleagues. In addition, the greatest stress was reported by teachers who fit the following descriptive categories: young, single, female, masters-degreed, non-administrator. Income was reported as a stress factor for male teachers. Teachers at a foreign language college reported higher stress levels than teachers from other types of colleges.