URN etd-0407109-183719-1535
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Statistics This thesis had been viewed 53 times. Download 0 times.
Department
Year 2006
Semester 2
Degree Master
Type of Document Master's Thesis
Language zh-TW.Big5 Chinese
Title The Relationships between Job Stress and Teaching Quality of Academic Chief on University of Technology
Date of Defense 0000-00-00
Page Count 105

Keyword
University of Technology
Academic Chief
Job Stress
Teaching Quality

Abstract
The increasing amount of colleges and universities makes higher education more general, and teachers are facing new challenges of teaching and learning. In addition, different appraisal systems make teachers have to confront the challenges in researching, teaching, counseling and administrating. Teachers also serve in an administrative position besides teaching. Working on two jobs may reduce the teaching quality because the stress from job, workload, and labor hours.
This study gathered related literatures to set up the research basis. In order to investigate important theories, this study uses the questionnaire to analyze the questions and outcomes. The study focuses on the job stress and teaching quality of academic chiefs in the twenty-nine universities of technology in Taiwan. The study used SPSS included descriptive statistics, t-test, one-way ANOVA, Turky's post-hoc comparison, and Pearson's correlation coefficient to analyze the results based on participant's backgrounds, perception of job stress, and teaching quality.
The results concluded:
1. 36.6% of the participants perceived that they are in higher job stress. Primary stress is "inner conflict stress", and secondary is "relationship stress".
2. 98.8% of the participants perceived that the completely teaching quality is high during teaching especially in "course design". The second high factor is "teaching appraisal and feedback".
3. Different personal background has partially significant influence to the job stress.
4. Different personal background has partially significant influence to the teaching quality.
5. There is no significant relationship between the job stress and teaching quality. However, there is partially negative related in each segment.
Keywords: University of Technology, Academic Chief, Job Stress, Teaching Quality
Advisory Committee CHANG CENGPING - advisor

Files No Any Full Text File.
Date of Submission 2006-07-13