

The effects of teachers' job stress, personality traits and job involvement on teaching quality / 巫錦秀 撰 .- 彰化縣大

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ABSTRACT

Teachers are regarded as the primary resources in schools as well as the key factors in teaching quality. With the change of educational environment, the society gives teachers more diverse expectations and requirements so that the burden of teachers has become heavier. Under such work stress for a long period of time, would the teaching quality be affected? Teachers with different personality traits present various management methods and attitudes that the job engagement and identification are distinct. Will these factors affect the teaching quality? This study aims to discuss the effects of work stress, personality traits, and job engagement on teaching quality. Having the elementary school teachers in Changhua County be the research subjects, total 535 questionnaires are distributed and 509 valid copies are retrieved. The questionnaire contains personal data and the scales of work stress, personality traits, job engagement, and teaching quality. With SPSS 12.0 as the research tool, descriptive statistics, t-test, one-way ANOVA, Pearson product-moment correlation, and regression analysis are utilized for the statistical analyses. The research findings show that elementary school teachers present significant differences on work stress, personality traits, job engagement, and teaching quality because of distinct personal background. Both work stress and teaching quality achieve remarkably negative correlations; job engagement and teaching quality reach notably positive correlations; and personality traits and teaching quality achieve significantly positive correlations. The correlations between personality traits and job engagement appear the highest; and the teachers show remarkable predictions of teaching quality on work stress, personality traits, and job engagement. Moreover, Agreeableness in personality traits reveals moderating effect on work stress and teaching quality, while Agreeableness and Extroversion appear moderating effects on job engagement and teaching quality.

Keywords : Work stress, Personality trait, Job engagement, Teaching quality

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