

The Factorial Structure of Preschool Educators' Job Stress, Teaching Performance and Its Impact Study

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Abstract

Purpose: The main purpose of this study is to explore the factorial structure of job stress and teaching performance of preschool educators and to analyze the correlation between these variables. **Method:** This study conducted a survey of 1,171 preschool educators using self-edited questionnaires, of which subjects returned 703 questionnaires with valid responses. To analyze the statistics, reliability and validity of our findings, the study employed One-Way ANOVA, t-test, structural equation modeling, and path analysis. **Result:** According to factor analysis, job stress includes the three factors of job demand, interpersonal support and job reward. Teaching performance includes teaching plans, teaching execution and evaluation and reflection. Job stress and teaching performance are perceived well as a whole. Path analyses show that job stress significantly influences teaching performance. Differences in job stress and teaching performance exist between subjects with differing academic degrees, teaching experience, positions, and whether the subject works at public or private preschools. **Conclusion:** The study revealed that (1) a two-level, three-factor model exists in terms of job stress and teaching performance; (2) interpersonal support is the biggest factor that affects job stress, while teaching execution is the biggest factor that affects teaching performance; (3) job stress influences the teaching performance of educators; and (4) subjects with different backgrounds exhibit differences in terms of job stress and teaching performance.

Key Words: Educators, job stress, teaching performance, structural equation modeling

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