Abstract

The purpose of this research is to explore the present state of organizational stress and occupational burnout among public primary school teachers in Macau, and to investigate the relationship of teacher' s contextual characteristics with organizational stress and occupation burnout. Based on research findings, this study is intended to serve as a reference for future development and further studies.

To attain the above-mentioned research purpose, survey was the research method adopted. Public primary school teacher' s perception of the organizational stress and occupation burnout in Macau was to be understood through questionnaires. Finally descriptive statistics and one-way ANOVA were used to analyze data.

This study has reached the following conclusions:

1. Levels of organizational stress and occupation burnout among public primary school teachers in Macau were, overall, medium to higher.
2. Female teachers were experiencing more organizational stress than male teachers, especially who had been teaching for six- to ten-year. In the meantime, female teachers were also feeling more burned out than their male counterpart.
3. Stress level of teachers who were also in charge of classes was higher then others, but there was no obvious difference in occupation burnout felt.
4. School leadership style and organization ambience were found to have influence on organization stress and occupation burnout of teachers.