

## Abstract

The purpose of this study was to investigate the Occupational Stress and Coping Strategies among Kindergarten and Primary School Teachers in Macau. The results of this study are based on questionnaires in a random sample survey of 417 teachers from 32 primary schools and 26 kindergartens. We received 332 valid responding samples with a valid responding rate of 76.6%. The data was analyzed using statistical methods such as means, t-test, one way ANOVA and Pearson Correlation's.

The following conclusions were found:

1. Teachers perceived occupational stresses at a medium level, and teachers scored higher on the "task overload" and "students' problem" .
2. The frequency of coping strategies those teachers used tend to be medium level.
3. There were no significant differences in the occupational stresses and coping strategies between the primary and kindergarten teachers.
4. There were no significant differences in the demographic characteristics of teachers' gender or age in the occupational stresses and coping strategies. There were also no significant differences in the demographic characteristics of types of schools and whether or not to be in charge of schools in coping strategies.
5. The occupational stresses were influenced by the years of teaching experience. Teachers with 11-15 years of teaching experience perceived more stress than the teachers with less than 2 years of teaching experience in the overall occupational stresses and "work with parents" factors. Teacher with 6-10 years of teaching experience perceived more stress than the teachers with less than 2 years of teaching experience on "work with parents" factors. Teachers with 20-25 year of teaching experience perceived more stress than the teachers with less than 2 years of teaching experience on "school administration and policy" factors.
6. Married teachers perceived more stress on "school administration and policy" factors. Teachers who were in charge of schools perceived more stress on "relationship between colleagues" factor.
7. Official school teachers perceived more stress than the religion private school teachers on the "task overload" factor. Private school teachers perceived more stress than the official school and religion private school teachers on the "relationship between colleagues" factor.
8. The primary teachers perceived more occupational stresses on the "task overload" factors and tended to use more overall coping strategies and the "problem-focus" of coping

strategies. The primary teachers perceived more occupational stresses on the “work with parents” factors and tended to use more overall coping strategies and the “emotion-focus” of coping strategies.

We gave the suggestions to the teachers, schools, the government and the teachers' college based on the results of this thesis. Finally, we also gave the suggestions pertaining to the situation in reality practice of this study for the prospective study.