



國立臺灣大學文學院翻譯碩士學位學程

碩士論文

Graduate Program in Translation and Interpretation

College of Liberal Arts

National Taiwan University

Master's Thesis

臺灣口譯教師工作壓力與職業倦怠

Occupational Stress and Burnout of Interpreting Teachers  
in Taiwan

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中華民國 113 年 2 月

February 2024



國立臺灣大學碩士學位論文  
口試委員會審定書

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NATIONAL TAIWAN UNIVERSITY

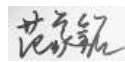
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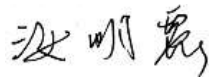
本論文係蘇琬淳 (R08147011) 在國立臺灣大學翻譯碩士學位學程完成之碩士學位論文，於民國 113 年 1 月 16 日承下列考試委員審查通過及口試及格，特此證明。

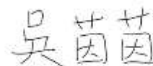
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## Acknowledgments

I would like to first extend my sincere gratitude to my advisor and mentor, Dr. Damien Fan. Without his guidance, patience and support, I couldn't have reached the many important milestones in the last four years and made it to this last chapter of my GPTI journey. I would also like to thank Dr. Yin-yin Wu and Dr. Ming-Li Ju for being my reviewers and defense committee members and providing insightful feedback and suggestions for my thesis. I am incredibly grateful for all the teachers I've had in GPTI, who have led us into the fascinating world of translation and interpretation by sharing with us their invaluable knowledge and experience. I am also thankful for Vicky, who always patiently answers all kinds of questions related to any administrative process.

I would like to express my utmost appreciation to all the interpreting teachers who participated in my study. Thank you for so generously allowing me to learn from your very personal experiences.

Thank you to my classmates and friends for being there for me, co-working or brainstorming with me, and encouraging me when I'm down or stuck. Your support has lifted me up when I was in my lowest moments and meant a lot to me.

Finally, I am immensely grateful for my family and especially my mom, for loving all of me unconditionally and listening to me and supporting me through all my moments of fear and anxiety without judgement. I am also thankful for my precious dog, Dingdong, the sweetest companion, who takes me out for a walk and grounds me every day.



## 摘要

本研究旨在調查口譯教師所經歷的工作壓力和倦怠的程度、類型和來源，以及應對這些挑戰的因應方式。15 名臺灣口譯教師填答了一份分為三部分的線上問卷，內容包含馬氏職業倦怠量表（MBI）和職場壓力量表（WSS）。此外，其中 13 名參與者參與了一對一的半結構式訪談。

MBI 和 WSS 的結果顯示口譯教師的整體工作壓力和倦怠程度偏低。但是，訪談結果針對他們的經歷提供更細緻的觀察。多位口譯教師表示，在口譯工作旺季壓力很大，兼顧教學和口譯職責很辛苦，並表達經歷倦怠，倦怠的跡象包含情緒耗竭、冷漠、缺乏耐心和個人成就感低落。參與者還提到了負面的生理、心理和職涯影響，包括睡眠障礙、胃食道逆流、焦慮、憂鬱情緒以及轉換跑道或離職的想法。參與者的壓力源或倦怠源與醫學院教職員相關文獻記載的類似，專任教師的壓力與倦怠來源包括研究義務、官僚庶務、政府或大學規範以及工作時數。兼任教師表示報酬不足、政府或大學規範以及缺乏控制或自主權是他們的主要壓力源或倦怠源。

專任和兼任教師使用類似的因應機制。最常用的策略包括調整心態或接受問題、尋求同儕的支持、拒絕或調整要求，與先前的研究結果一致。學程或學校目前提供的支持和資源包括調課彈性、同儕支持社群、諮商服務以及瑜伽和冥想等放鬆活動。參與者認為增加尋求支持的機制、讓諮商服務更容易取得以及為教學資源提供額外經費會有幫助。為了幫助處理工作壓力和倦怠，口譯老師推薦了務實的策略，例如調整期望、排定任務的優先順序、保持工作與生活的平衡以及準備好緩解壓力的工具。

儘管經歷了壓力和倦怠，參與者仍對口譯教師和口譯員的工作滿意度很高，認為這兩份工作都非常有價值且有意義。此正面的看法可能產生了緩解的作用，抵消了部分工作壓力和倦怠帶來的負面影響。

這項研究探討了口譯教師因工作壓力和倦怠而面臨的多方面挑戰，並強調積極提供組織層級支持的必要性。工作滿意度和離職想法等和工作福祉相關的領域，以及前口譯教師的經驗，值得在未來的研究中進一步探索，以提升我們對支持機制的理解，減低口譯教學領域的倦怠。

關鍵字：工作壓力、職業倦怠、口譯教師、口譯教學、因應機制



## Abstract

This study aims to investigate the levels, types, and sources of occupational stress and burnout experienced by interpreting teachers, along with the coping mechanisms employed to manage these challenges. A three-part online survey, featuring the Maslach Burnout Inventory (MBI) and the Workplace Stress Scale (WSS), was administered to 15 interpreting teachers in Taiwan. Additionally, 13 of these participants engaged in one-on-one semi-structured interviews.

Results derived from the MBI and the WSS suggest overall low levels of occupational stress and burnout among the interpreting teachers. However, qualitative insights from the interviews reveal a more nuanced understanding of their experiences. Several interpreting teachers reported significant stress during peak seasons of interpreting work, finding the balance of teaching and interpreting responsibilities demanding, and expressed feelings of burnout. Indications of burnout were cited, such as emotional exhaustion, apathy, lack of patience, and reduced personal accomplishment. Participants also reported negative physical, mental and career-related effects, including sleep disturbances, acid reflux, anxiety, depressive feelings, and intention to switch jobs or resign. Similar stressors or burnout sources to those documented in medical faculty literature were identified, including research obligations, bureaucratic tasks, government or university regulations, and working hours for full-time participants. Part-time teachers cited insufficient compensation, government or university regulations, and a lack of control or autonomy as their primary stressors or burnout sources.

Full-time and part-time teachers reported utilizing similar coping mechanisms. The most frequently employed strategies included adjusting mindsets or accepting the problem, seeking support from peers, and declining or adjusting demands, aligning with findings from previous studies. Current support and resources provided by programs or schools included rescheduling flexibility, peer support communities, counseling services, and relaxation activities like yoga and meditation. Participants suggested additional support-seeking mechanisms, increased counseling availability, and extra funding for teaching resources would be beneficial. To help manage occupational stress and burnout, the interpreting teachers recommended pragmatic strategies such as managing expectations, prioritizing tasks, maintaining a work-life balance, and having tools ready for stress relief.

Despite experiencing stress and burnout, participants reported high job

satisfaction in both roles as interpreting teachers and interpreters, finding both professions incredibly rewarding and meaningful. This positive perception may have served as a mitigating factor, offsetting to some extent the negative impact induced by work-related stress and burnout.

This study highlights the multifaceted challenges faced by interpreting teachers due to occupational stress and burnout, underscoring the necessity for proactive organizational support. Areas related to professional well-being, such as job satisfaction and intentions to leave, as well as the experiences of former interpreting teachers, merit further exploration in future studies to enhance our understanding of support mechanisms and mitigate burnout in the field of interpreting teaching.

Keywords: occupational stress, burnout, interpreting teachers, interpreting teaching, coping mechanisms

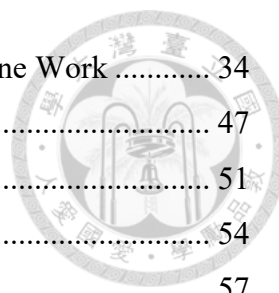
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## Chapter 1 Introduction



While existing research has explored stress and burnout among various types of interpreters such as court, in-house, and international conference interpreters (Chang, 2018; Cooper et al., 1982; Huang, 2020), limited attention has been devoted to the unique subset of interpreters who also serve as interpreting instructors. This study aims to investigate the unique mental and physical challenges faced by interpreting instructors, who often juggle dual roles as both educators and practicing interpreters. Unlike faculty in traditional lecture-based disciplines, interpreting instructors not only fulfill academic responsibilities—such as teaching, research, and service—but also frequently engage in freelance interpreting work, each with its own set of stressors and challenges. The distinct professional landscape of interpreting instructors thus serves as the impetus for this research.

Interpreting teachers are incredibly important to the interpreting field because they are the ones that train the next generations of interpreters, but they are a rather small group in Taiwan, which might have something to do with difficulties in hiring interpreting teachers. After searching from the faculty websites and course systems of the nine translation and interpretation graduate programs in Taiwan, the researcher found that there are only around 40 interpreting teachers teaching at the post-graduate level, 13 of them being part-time teachers. According to evaluation reports found on the Higher Education Evaluation and Accreditation Council of Taiwan, three programs out of the nine translation and interpretation programs have been reported to be in shortage of interpreting teachers or T&I instructors in general. Additionally, these instructors face elevated teaching hours and demanding workloads in their capacities as advisors and researchers ([Program Evaluation report of Graduate Institute of Translation and Interpretation, NCUE], 2012; [Program Evaluation Report of Graduate Program in Translation and Interpretation, NTU], 2016; [Program Evaluation Report of Graduate Institute of Translation and Interpretation, NTNU], 2012; [Program Evaluation Report of Department of Translation and Interpretation Studies, CJCU], 2015). The issue appears pervasive: interpreting instructors in Taiwan are often burdened with substantial teaching, research, and service obligations. This does not even account for the additional responsibilities stemming from their freelance interpreting work. This study seeks to explore whether such a multifaceted workload contributes to elevated levels of

occupational stress and burnout among interpreting instructors.

Occupational stress and burnout can seriously affect not only workers' mental and physical wellbeing but also their performance at work (Park, 2007), and their job satisfaction (Cooper, 1983). Through in-depth interviews, this study aims to elucidate the levels, types, and sources of occupational stress and burnout experienced by interpreting instructors. Additionally, the research seeks to examine coping mechanisms, job satisfaction, and the overall working conditions for these professionals. Insights gained from these interviews can contribute to a nuanced understanding of the interpreting teaching environment, thereby informing the kinds of support and resources required to make the profession more sustainable. The findings of this research hold potential value for interpretation graduate programs in Taiwan, offering insights for crafting a more supportive and sustainable working environment for instructors. Such improvements are likely to have a cascading positive effect on student learning and program quality, as less stressed and burnt-out instructors can contribute more effectively to teaching, advising, and research activities. Moreover, as some interpreting students may eventually transition into teaching roles, understanding the occupational landscape through this research could provide them with valuable insights into the profession's challenges and rewards, helping them make informed career choices.

This research employs questionnaires and in-depth interviews to probe the occupational stress and burnout experienced by interpreting instructors in Taiwan. The researcher reached out to 37 such instructors, administering a demographic questionnaire, the Maslach Burnout Inventory and the Workplace Stress Scale, followed by semi-structured interviews for those willing to participate. Subsequent to the interviews, the data was transcribed and analyzed to answer the following research questions:

1. What are the levels, types, and sources of occupational stress and burnout among interpreting teachers?
2. What coping mechanisms do these instructors employ to manage stress and burnout?
3. How can a more supportive and sustainable environment be fostered within the interpreting teaching profession?

## Chapter 2 Literature Review

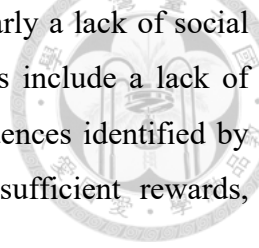


### 2.1 Occupational Stress and Burnout

The U.S. National Institute for Occupational Safety and Health defined occupational stress as “the harmful physical and emotional responses that occur when job requirements do not match the worker’s capabilities, resources, and needs” (Sauter et al., 1999, p. 6).” They categorized the causes of job stress into six categories: the design of tasks, management style, interpersonal relationships, work roles, career concerns, and environmental conditions. Cooper (1983) also put occupational stress into six categories: intrinsic to the job, role in organization, relationship at work, career development, organizational structure and development, and home/work interface.

Stress may lead to individual and organizational symptoms. Individual symptoms include heightened blood pressure, depressed mood, excessive drinking, irritability and chest pain; organizational symptoms include high absenteeism, high labor turnover, industrial relations difficulties, and poor quality control (Cooper, 1983). These symptoms could then cause serious consequences. On an individual level, there had been research linking occupational stress to higher risk of coronary heart diseases (Cooper, 1983; Kivimäki & Kawachi, 2015), cardiovascular heart disease (Su et al., 2001) and mental illness (Cooper, 1983). On an organizational level, work stress could lead to prolonged strikes, frequent and severe accidents, apathy (Cooper, 1983), sick pay cost, lower productivity, health care and litigation cost (Palmer et al., 2004). Alongside occupational stress, burnout is another important element that plays into work-related wellbeing.

Burnout, a phenomenon stemming from occupational stress (Palmer et al., 2004; Schwarzer & Kleiber, 1996), is characterized by prolonged emotional and interpersonal stressors in the workplace (Maslach & Leiter, 2016). It is defined either by three dimensions—exhaustion, cynicism, and professional inefficacy (Maslach & Leiter, 2016)—or as assessed by the MBI through emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1986). According to the definitions in Maslach and Jackson (1981), emotional exhaustion refers to “feelings of being emotionally overextended and exhausted by one’s work;” depersonalization refers to “an unfeeling and impersonal response towards recipients of one’s care or service,” and personal accomplishment refers to “feelings of competence and successful achievement in one’s work with people” (p. 101). Several factors contribute to burnout: quantitative job demands like high workload and long hours, qualitative demands such as



role conflict and ambiguity, and insufficient job resources, particularly a lack of social support from supervisors (Maslach et al., 2001). Additional factors include a lack of control in the workplace (Maslach et al., 2001) and six major influences identified by Maslach and Leiter (1997): work overload, lack of control, insufficient rewards, community breakdown, fairness absence, and value conflicts.

The ramifications of burnout are significant and multilayered. At the individual level, burnout correlates with increased cardiovascular risk (Toker et al., 2012), sleep disturbances (Brand et al., 2010; Ekstedt et al., 2009; Vela-Bueno et al., 2008), cognitive impairments including deficits in memory and attention (Sandström et al., 2005), fatigue, cynicism, and anxiety (Spanoil & Caputo, 1979), and in extreme cases, physical or mental breakdown (Cunningham, 1983). On an organizational level, burnout can lead to higher turnover intentions, reduced job satisfaction and commitment, and compromised performance and service quality (Maslach et al., 2001; Spanoil & Caputo, 1979).

To deal with stressful or burnout-inducing situations, individuals may develop coping mechanisms or strategies. Folkman et al. (1986) defined coping as “the person’s cognitive and behavioral efforts to manage (reduce, minimize, master or tolerate) the internal and external demands of the person-environment transaction that is appraised as taxing or exceeding the person’s resources,” and it has two major functions: “dealing with the problem that is causing the distress (problem-focused coping), and regulating emotion (emotion-focused coping)” (p. 572). The former includes “aggressive interpersonal efforts to alter the situation,” and “cool, rational, deliberate efforts to problem solve,” while the latter includes “distancing, self-controlling, seeking social support, escape-avoidance, accepting responsibility, and positive reappraisal” (p. 572). Billings and Moos (1984) classified coping responses into three domains: “(1) appraisal-focused coping (2) problem-focused coping and (3) emotion-focused coping” (p. 879).

To measure occupational stress and burnout, many tools have been developed. For occupational stress, one of the most widely used and validated instruments is the Occupational Stress Indicator (OSI) (Cooper et al., 1988). The OSI consists of seven questionnaires, measuring sources of pressure, type A behavior pattern, locus of control, coping strategies, mental and physical ill-health, job satisfaction, and stress effects (Lyne et al., 2010). The Workplace Stress Scale (WSS) (The Marlin Company & The American Institute of Stress, 2001) is an eight-item instrument developed by the Marlin Company and the American Institute of Stress. It has been used in research on occupational stress of various occupations (Aghilinejad et al., 2014; Parmar et al., 2015; Senreich et al., 2020).

And there are instruments that specifically target higher education faculty, such as the Faculty Stress Index (FSI) (Gmelch et al., 1984), a 45-item questionnaire which includes five subscales: “reward and recognition, time constraints, department influence, professional identity, and student interaction” (Gmelch et al., 1986, p. 282).

For burnout, the Maslach Burnout Inventory (Maslach & Jackson, 1986) is one of the most widely used and validated instruments. The MBI measures burnout in three sub-dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment. The Copenhagen Burnout Inventory (CBI) (Kristensen, et al., 2005) is another validated instrument for measuring burnout. The CBI includes three scales, measuring personal burnout, work-related burnout, and client-related burnout (Kristensen et al., 2005).

This section reviews literature that tells us what occupational stress and burnout refer to, what manifestations and ramifications there are, the ways people cope, and the existing instruments available to measure the two phenomena. The next section will be looking at the occupational stress and burnout experienced by medical doctors, which is a highly stressful and burnout-inducing profession. This study looks to the experiences of medical doctors for reference because many doctors also take on an additional role as university faculty at medical schools, making their work setup similar to that of interpreting teachers, many of whom practice as interpreters while teaching interpreting at universities.

## **2.2 Stress and burnout among medical doctors**

Medical doctors are one of the most well studied group when it comes to stress and burnout as they work in a highly stressful environment. Research suggests that the stress and burnout for doctors start when they were still in medical school. Dyrbye et al. (2010) surveyed 2,566 medical school students from seven U.S. medical schools, and found that 52.8% of the respondents experienced burnout. And the stress and burnout continue as students become practicing physicians. Shanafelt et al. (2012) surveyed 7,288 U.S. physicians using the Maslach Burnout Inventory and found that 45.8% of the respondents experienced at least one symptom of burnout. Soler et al. (2008) conducted a survey on 1,393 family doctors from twelve European countries using the Maslach Burnout Inventory and found that 43% of participants showed high levels of emotional exhaustion, 35% of depersonalization, 32% of reduced personal accomplishment, and 12% of all three dimensions. Causes and factors of burnout experienced by doctors include younger age, having younger children, area of specialization such as “trauma

surgeons, urologists, otolaryngologists, vascular surgeons, and general surgeons” (Shanafelt et al., 2009, p. 466), more nights on call per week, longer hours worked per week, and having salary completely based on billing (Shanafelt et al., 2009). The effects of burnout of medical doctors may include low job satisfaction, intention to change jobs, abuse of substances like alcohol and tobacco (Soler et al., 2008), and depression (Shanafelt et al., 2009). And very seriously, burnout has been linked to higher risk of medical errors (Shanafelt et al., 2010).

In terms of coping with stress and burnout, various strategies yield different outcomes. Doolittle et al. (2013) found that physicians who utilized acceptance, active coping, and positive framing experienced reduced emotional exhaustion and depersonalization. Conversely, those employing denial or disengagement reported elevated levels of these symptoms. Extending this line of inquiry, McKinley et al. (2020) classified the coping mechanisms of 1,382 UK physicians into adaptive and maladaptive categories. Adaptive strategies, such as active coping and emotional support, were commonly employed, as were maladaptive approaches like self-distraction and self-blame.

The literature reviewed in this section gives us an idea of how stress and burnout affect medical doctors and on how they cope. The next section will delve into the occupational stress and burnout of university faculty, which is one of the professions of the participants of this study, interpreting teachers.

### **2.3 Occupational Stress and Burnout of University Faculty**

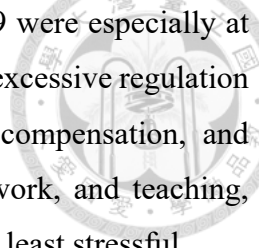
Lots of literature has explored work-related stress and burnout of university faculty. Blix et al. (1994) surveyed 158 full-time, tenure-track faculty members, finding that 104 reported experiencing job stress half of the time. Similarly, Lackritz (2004) reported that 20% of faculty at a major U.S. state university experienced high levels of burnout. Various studies have identified a plethora of stressors contributing to faculty stress and burnout, including the challenge of balancing multiple roles such as teaching, advising, research, and administrative duties (Gmelch et al., 1986), and the burdensome interactions with students, staff, and administrators (Blix et al., 1994). Gmelch et al. (1984) highlighted time and resource constraints as principal stressors, with teaching identified as the most stressful activity in academia. Expanding on this, Gmelch et al. (1986) applied the Faculty Stress Index (FSI) to 1,221 faculty members across 80 U.S. universities, uncovering five major stress sources: reward and recognition, time constraints, departmental influence, professional identity, and student interaction. Eckert & Williams



(1972) found faculty job dissatisfaction stemmed from factors such as poor colleague attitudes, inadequate salaries, long hours, and administrative red tape. Lackritz (2004) correlated burnout levels with a variety of workload factors including teaching load, grading time, and service activities. Additionally, Dey (1994) explored extracurricular stressors, highlighting home responsibilities and promotion concerns as additional stress factors.

Specifically, medical school faculty occupy a unique intersection between two people-oriented service professions—medicine and academia—both of which are known to be susceptible to occupational stress and burnout. Dandar et al. (2019) carried out a study on burnout among U.S. medical faculty, collecting data from 7,653 full-time faculty members from 13 institutions using the AAMC StandPoint Faculty Engagement Survey between January 2016 to September 2018. The survey identified respondents' levels of stress and symptoms of burnout. The types of faculties included faculty in clinical departments providing patient care, faculty in clinical departments providing no patient care, and faculty in basic science departments. Demographic data such as department, gender, race, rank was also collected. The results showed that 31% of faculty providing patient care in clinical departments reported one or more symptoms of burnout, and 43% of all faculty experienced stress, even if not experiencing burnout symptoms (Dandar et al., 2019).

Seo et al. (2022) conducted a study on burnout of faculty members of medical schools in Korea, surveying 855 faculty including tenure tract professors, clinical professors, and professors. The online survey included a 21-item, validated Korean version Maslach Burnout Inventory-Human Service Survey (MBI-HSS) (Maslach et al., 1996), which measured three sub-dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment, and a three-part questionnaire that identified possible factors related to burnout. Part one of the possible factors related to burnout questionnaire asked demographic characteristics such as age, gender, marital status, and working conditions (department, affiliation, position/rank, employment period, working hours per week); part two asked the biggest stressor or burnout source from day-to-day work. Participants were also asked to identify the one most stressful factor in research, clinical practice and education, respectively. Part three was on the adverse effects of burnout. The results showed that 34.2% of participants reported a high level of emotional exhaustion, 66.3% in depersonalization, 92.4% in reduced personal accomplishment. 31.5% reported high levels of burnout in two dimensions and 30.1% in



all three dimensions. Faculty who were women and younger than 49 were especially at risk of burnout. The top sources of stress or burnout identified were “excessive regulation by the government or university,” long working hours, lack of compensation, and excessive research requirements (p. 7). Among research, clinical work, and teaching, research was reported to be the most stressful while teaching was the least stressful.

Shams & El-Masry (2013) conducted a survey on 98 medical university faculty in an Egyptian university hospital using the MBI and the WSS. The results showed that over half of the participants experienced burnout and 69.4% suffer from occupational stress. Daud et al. (2012) surveyed 110 medical school faculty from the Lahore Medical & Dental College and the affiliated teaching hospital also using the Workplace Stress Scale. About 20% of the respondents experienced severe stress.

Negative effects of stress and burnout of university faculty may include lowered satisfaction with one’s institution, increased intent to leave (Dandar et al., 2019), depressive feelings (Seo et al., 2022), poor work-life balance, worsened relationships at work, poorer management of change, and more sick days taken (Kinman & Wray, 2013).

There is limited amount of research on stress and burnout coping strategies or mechanisms of university faculty. Respondents in Seo et al. (2022) reported turning to exercising, consuming alcohol and food to cope with stress and burnout. Abouserie (1996) collected data from 414 academics at the University of Wales College of Cardiff via questionnaires, identifying the respondents’ sources of stress, coping strategies, and examining the relationship between stress levels and job satisfaction. The results showed that the top coping strategies used by the academics were accepting the problem, chatting with others, trying to process each problem, surrounding oneself with friends, declining unnecessary demands, etc.

While research on stress and burnout coping strategies among university faculty is limited, extensive studies exist on K-12 teachers, a group known for high susceptibility to burnout along with other people-oriented professions like social workers and healthcare professionals (Romani & Ashkar, 2014). Richards (2012) surveyed 1,201 K-12 teachers in the U.S., identifying family support, humor, alone time, problem-solving, and a positive mindset as the most common coping mechanisms. Conversely, the least frequent strategies included alcohol consumption, medication, taking time off, exercise, and procrastination. Seidman and Zager (1991) investigated 365 school teachers, revealing that higher burnout levels were associated with maladaptive coping behaviors such as excessive consumption of alcohol, food, and cigarettes, as well as reduced sleep.

Adaptive strategies like low-intensity physical exercise and meditation were conversely linked to lower burnout and greater career satisfaction.

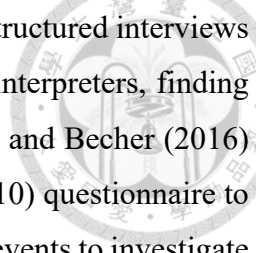
The literature reviewed above provides extensive information on the occupational stress and burnout, their effects, and coping mechanisms of university faculty. The next section will examine existing literature on the same things but those experienced by interpreters, which is the other role taken on by the participants of this study—interpreting teachers.

## **2.4 Occupational Stress and Burnout of Interpreters**

There are two common types of interpreters: sign language interpreters and spoken language interpreters. Sign language interpreters are intermodal interpreters that interpret between spoken languages and sign languages. Spoken language interpreters interpret in an intramodal manner—between spoken languages. While both types of interpreters experience occupational stress and burnout, slightly more research on the stress and burnout of sign language interpreters could be found compared to those of spoken language interpreters, based on searches on Google Scholar. Swartz (2008) surveyed 260 sign language interpreters by administering the MBI and found that 23.4% of the respondents experience emotional exhaustion at least once a week. Schwenke (2012) surveyed 117 sign language interpreters using the MBI. The results showed that 18.8% of the respondents experienced high degrees of emotional exhaustion. Due to the focus of this study being on spoken language interpreting teachers, the rest of this section of the review will focus on spoken language interpreters.

Research on occupational stress and burnout among spoken language interpreters has been fragmented but informative. Cooper et al. (1982) employed in-depth interviews and stress logs to identify four primary stressor categories affecting working interpreters: physical environmental factors, task-related factors, interpersonal factors, and home/work interface. About 45% of the respondents identified 40% of their stress as stemming from the work environment, further categorized into environmental, task-related, organizational, delegate, and personal stressors.

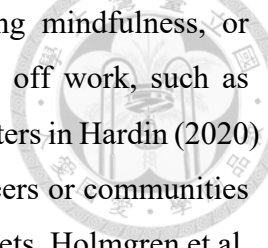
In a more specialized context, studies have examined in-house and court interpreters and largely focused on interpreters that work with people with traumatic experiences, such as trauma survivors, refugees, asylum seekers and patients. Chang (2018) adapted a questionnaire from the OSI-2 and CBI instruments to measure job satisfaction, stress, and burnout levels among in-house interpreters in Taiwan. Interpersonal relationships emerged as the most significant stressor, with respondents



generally showing mild burnout levels. Huang (2020) utilized semi-structured interviews to examine stressors and coping strategies among Taiwanese court interpreters, finding categories similar to those identified by Cooper et al. (1982). Mehus and Becher (2016) administered the Professional Quality of Life (ProQOL) (Stamm, 2010) questionnaire to 199 interpreters that had worked with people experiencing traumatic events to investigate their secondary traumatic stress, compassion satisfaction, and burnout. 71% of respondents reported high secondary traumatic stress levels, however, interestingly, 61% scored high on the compassion satisfaction scale as well, while a much lower percentage of participants (14%) scored above the high cutoff on the burnout scale. Lim et al. (2022) interviewed 13 Spanish-English interpreters working in a pediatric hospital and the participants cited contributors of distress including feeling underprepared, taking on the role of the messenger bearing the bad news, and interpreting emotional content. Holmgren et al. (2003) interviewed 12 refugee interpreters working for a humanitarian organization in Denmark. All participants reported feeling highly stressed because of work, citing stressors such as long overtime hours, not enough breaks and pressure from the staff. Interviews also revealed that refugee interpreters experienced exhaustion and burnout due to vicarious trauma. Alhawamdeh and Zhang (2021) interviewed five interpreters from Jordan, China, Iraq and the U.S. to investigate occupational stressors and wellness of interpreters. Their participants reported negative emotional feelings such as sadness, stress, anxiety and grief due to vicarious trauma. All interpreters interviewed experienced severe stressed from work. One experienced occupational burnout.

Limited research has explored the effects of stress and burnout on interpreters. However, Cooper et al. (1982) documented behavior indicative of stress, including increased smoking and alcohol consumption, as well as signs of potential mental health issues such as insomnia and nervousness. Holmgren et al. (2003) reported negative effects caused by stress and secondary trauma, such as exhaustion, trouble concentrating and sleeping, intrusive thoughts and images, nightmares, past trauma getting triggered, depression, irritability, and physical effects such as headaches, dizziness, hypergastrinemia, and back pain.

To tackle occupational stress and burnout, interpreters have employed various types of coping mechanisms for stress and burnout. Huang (2020) noted problem-solving and emotional adjustment as coping strategies among court interpreters. The medical interpreters in Lim et al. (2022) adopted interpersonal and personal coping mechanisms. Interpersonal mechanisms include seeking support from colleagues and supervisors.



Personal coping mechanisms include distracting oneself, practicing mindfulness, or engaging in activities that would help take the interpreters' minds off work, such as exercising, going into nature and praying. Similarly, museum interpreters in Hardin (2020) reported interpersonal coping strategies like seeking support from peers or communities and personal strategies such as self-care routines and adjusting mindsets. Holmgren et al. (2003) categorized the coping mechanisms of refugee interpreters into: detachment, self-regulation of feelings and actions, avoidance, and seeking support from peers.

## 2.5 Summary

As shown above, existing research has touched upon the stress and burnout of university faculty and spoken language interpreters respectively, but much less attention has been paid to those who are in both professions—interpreting teachers. Interpreting teachers, similar to medical school faculty, take on the dual roles of being practitioners and university faculty at the same time. However, little research has been done on occupational stress and burnout of interpreting teachers, some of the few exceptions being Lim (2023), Lee (2023) on spoken language interpreting teachers, and Webb (2017) on sign language interpreting teachers. Lim (2023) presented on a survey she conducted on 34 part-time interpreting and translation instructors at their program. She administered self-report questionnaires including the MBI to measure the instructors' burnout levels and job satisfaction. Close to 80% of the respondents reported having low-level of burnout in Emotional Exhaustion; 58.3% reported having low-level of burnout in Depersonalization, while 79.2% reported having high-level of burnout in Reduced Personal Accomplishment. Lee (2023) presented on the results of her qualitative study using semi-structured interviews on three interpreting instructors who had all obtained their doctorate degree in interpreting studies, been teaching interpreting for more than 10 years, and been actively working as conference interpreters in South Korea. While all three instructors reported experiencing benefits from interpreting and teaching at the same time, one former full-time interpreting instructor said that she resigned from her teaching job only three years after being hired because it was too challenging to juggle between teaching and interpreting work. This interviewee specifically mentioned the long hours of course preparation. Webb (2017) administered the MBI to 29 sign language interpreting teachers and they reported average level of burnout in emotional exhaustion, low level of burnout in depersonalization, but high personal accomplishment. An overview of the research subjects, tools and results of Lim (2023), Lee (2023), and Webb (2017) is shown below in Table 1.



**Table 1**

*Comparison of Lim (2023), Lee (2023), and Webb (2017)*

	Research Subjects	Research Tools	Results
Lim (2023)	34 Part-time T&I instructors	Maslach Burnout Inventory	Low emotional exhaustion, depersonalization but high reduced personal accomplishment.
Lee (2023)	3 Interpreting instructors	Semi-structured interviews	One participant reported resigning from teaching due to difficulty in juggling teaching and interpreting.
Webb (2017)	29 Sign language interpreting instructors	Maslach Burnout Inventory	Average emotional exhaustion, low depersonalization, but high personal accomplishment.

After examining the existing research, the researcher identified a gap in the literature, which is research that explores the occupational stress and burnout of interpreting teachers in Taiwan. To gather more information on this issue, this study incorporates questionnaires and semi-structured interviews to answer the following research questions:

1. What are the levels, types, and sources of occupational stress and burnout among interpreting teachers?
2. What coping mechanisms do these instructors employ to manage stress and burnout?
3. How can a more supportive and sustainable environment be fostered within the interpreting teaching profession?

## Chapter 3 Methods



### 3.1 Participants

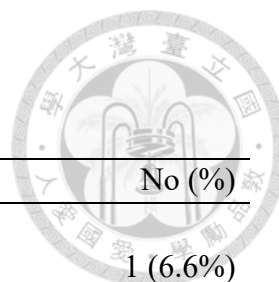
#### 3.1.1 Sampling Method

This study employed homogeneous sampling, a form of purposive sampling, to recruit participants. Homogeneous sampling is chosen when the sample consists of individuals who share specific characteristics (Rai & Thapa, 2015). The researcher conducted an extensive search through the faculty pages and online course information systems of the nine graduate programs in Taiwan focused on Translation and Interpretation (T&I). This search identified 40 interpreting teachers who met the criteria for potential participation in this study. These potential participants currently teach or have previously taught interpreting courses, either on a part-time or full-time basis, within postgraduate T&I programs. Some may also work as interpreters in addition to their teaching roles. Given the small sample size, the researcher decided to include as many interpreting teachers as possible to maximize data collection. Out of the 37 interpreting teachers contacted, 24 were full-time faculty members, and 13 were part-time faculty members. It's worth noting that the researcher excluded teachers who served as advisors or thesis defense committee members for this study.

#### 3.1.2 Background Information of the Participants

From the 37 interpreting teachers that were contacted, 15 (40.5%) filled out the questionnaire, 13 (86.7%) of whom participated in the one-on-one semi-structured interviews.

In this study, the participant demographic comprised 15 individuals, with the largest age group, 46.7% (7 participants), falling within the 40-49 age range. The 30-39 and 50-59 age groups each accounted for 26.7% of the participants (4 individuals in each category). Gender distribution among the participants was predominantly female, with 11 participants (73.3%) identifying as women and 4 (26.7%) as men. In terms of rank, there are one (6.6%) professor, two (13.3%) associate professors, eight (53.3%) assistant professors, and four (26.7%) lecturers. As for working status, one (6.6%) part-time teacher is no longer teaching and four (26.7%) full-time teachers are currently not taking interpreting work. The above information is shown in Table 2.



**Table 2**

*Demographic Information of Participants*

Variables	No (%)	Variables	No (%)
<u>Age</u>		<u>Rank</u>	
30-39	4 (26.7%)	Professor	1 (6.6%)
40-49	7 (46.7%)	Associate Professor	2 (13.3%)
50-59	4 (26.7%)	Assistant Professor	8 (53.3%)
<u>Gender</u>		Lecturer	4 (26.7%)
Women	11 (73.3%)	<u>Employment Status</u>	
Men	4 (26.7%)	Full-time	10 (66.7%)
Others	0	Part-time	5 (33.3%)

Regarding professional experience, the participants' tenure as interpreting teachers varied. The most common duration was 11 to 15 years, reported by 40% (6 participants). This was followed by 20% (3 participants) with 16 to 20 years of experience, an equal percentage (20%) with 5 years or fewer, 13.3% (2 participants) with 6 to 10 years, and a single individual (6.6%) with extensive experience of 26 to 30 years. On average, the participants had 12.8 years of experience in teaching interpreting, with a range spanning from 1 to 29 years.

The participants' experience as interpreters also displayed a broad range. Again, the most common duration was 11 to 15 years, reported by 26.7% (4 participants). This was closely followed by 20% (3 participants) each in the 16-20 years and 6-10 years categories. The remaining participants were distributed as follows: 13.3% (2 participants) with 5 years or fewer, an equal percentage with 21 to 25 years, and one participant (6.6%) with 26 to 30 years of experience. On average, the participants had 14.9 years of experience in interpreting, with a range from 4 to 30 years. These details are summarized in Table 3.

**Table 3**

*Working Experience of the Participants*

Employment Status	N	Years as interpreting teacher		Years as interpreters	
		Mean	Range	Mean	Range
Full time	10	14.1	1–29	15.0	4–30
Part time	5	10.4	5–14	14.4	10–23
Combined	15	12.8	1–29	14.9	4–30



Regarding weekly working hours as interpreting teachers, as shown in Table 4, on average, participants spend 21.2 hours on work as university faculty who teach interpreting, which include hours spent on teaching, researching, and service. The range is 0 to 45 hours. For working hours as interpreters, on average, the participants spend 14.9 hours on interpreting-related work. The range is 0 to 60 hours. The range of working hours for both jobs start from zero because there are participants that are currently not teaching or interpreting.

**Table 4**

*Working Hours of the Participants*

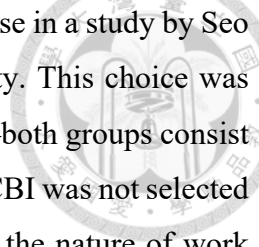
Employment Status	N	Mean weekly hours as interpreting teachers		Mean weekly hours as interpreters	
		Mean	Range	Mean	Range
Full time	10	28.4	4–45	5.1	0–10
Part time	5	6.8	0–16	28.8	4–60
Combined	15	21.2	0–45	14.9	0–60

### 3.2 Data Collection

In this study, two data-collection methods were employed—a three-part survey questionnaire and semi-structured interviews, which were a combination of research methods used in previous studies on occupational stress and burnout of interpreting teachers and medical faculty (Lee, 2023; Lim, 2023; Seo et al, 2022; Webb, 2017). The researcher contacted interpreting teachers who met the participant criteria and inquired if they were willing to participate in the study. Once the teachers had completed the questionnaire online, those who had expressed their availability for interviews were subsequently contacted to schedule interview sessions. The semi-structured interviews were designed to investigate the sources of stress and burnout and to explore the coping mechanisms employed by the interpreting teachers.

#### 3.2.1 Questionnaire

The questionnaire was divided into three parts. The first part consisted of 11 items that collected demographic information, including age, gender, education level, working conditions, and location. The second part has 22 items that comprised the MBI-HSS, which assessed three dimensions of burnout—Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment. The choice to use the Maslach Burnout



Inventory as the measure for burnout was influenced by its previous use in a study by Seo et al. (2022) to gauge burnout among Korean medical school faculty. This choice was made due to similarities between the participants in the two studies—both groups consist of university faculty who also practice in their respective fields. The CBI was not selected as the instrument for this study because of perceived differences in the nature of work between university faculty and in-house interpreters. Furthermore, not all participants in our study continued to work as interpreters, and those who did were primarily freelance interpreters rather than in-house professionals. Consequently, the MBI was chosen over the CBI to investigate burnout among the participants in this study.

Following these, eight items were part of the WSS, measuring levels of occupational stress. The WSS was chosen to assess occupational stress because it has been used in previous research in conjunction with the MBI to measure both occupational stress and burnout (Roy, 2022; Soltan et al., 2020). Additionally, the WSS has been applied in research involving medical faculty (Daud et al., 2012; Shams & El-Masry, 2013), whose work setup resembles that of interpreting teachers.

The final two items inquired about the respondents' availability for interviews. Altogether, these 43 items took approximately 15 minutes to complete. A copy of the three-part questionnaire is included in Appendix 1.

### **3.2.2 Interview**

This study modeled the interview questions after the questionnaire used in Seo et al. (2022), which utilized a three-part questionnaire to identify sources of stress and burnout among its participants, who were medical school faculty. Modifications and adjustments were made to make the questions applicable to interpreting teachers. Each interview lasted about an hour to an hour and a half.

The interview questions can be categorized into eight parts. Part A explored the career timelines of the interpreting teachers and how they juggled interpreting teaching and interpreting careers. The interviewees were asked about how they became interpreters and interpreting teachers and about how they felt about juggling the two jobs and other obligations in their lives.

Part B investigated the perceived occupational stress and burnout experienced by the participants.

Part C aimed to identify the most significant stressors or burnout sources in their routine work. The researcher begins by having participants score ten stressors/burnout sources on a 5-point Likert scale based on their agreement with each item as a

stressor/burnout source (0 = strongly disagree; 4 = strongly agree). For the stressors/burnout sources rated 3 or 4, follow-up questions are asked about how participants personally cope with these stressors/burnout sources.

Part D aimed to pinpoint the most challenging workplace stressors by having participants rank the stress levels associated with research, interpreting practice, teaching, and service. Participants are then asked to identify the most significant stressors within each of these categories.

Part E concentrated on the adverse effects of stress and burnout, including mental, physical, and career-related impacts. Participants are asked if they have experienced negative effects due to stress and burnout and how they manage these effects.

Part F focused on the support and resources provided by the organizations where interpreting teachers work. Interviewees are asked about the support or resources offered by their organizations to help them cope with stressors, burnout sources, and negative effects. They are also invited to suggest ways organizations could improve their support.

Part G inquired about the job satisfaction of interpreting teachers in their roles as interpreters and teachers.

Lastly, Part H invited interviewees to share tips or recommendations for fellow or aspiring interpreting teachers.

These categorized questions provide a structured approach to exploring the experiences, stressors, and coping mechanisms of interpreting teachers in a comprehensive and systematic manner.

The interviews each lasted one to 1.5 hours and were conducted between July and November, 2023.

### **3.3 Data Analysis**

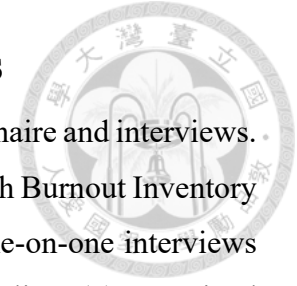
Both quantitative data and qualitative data are collected in this study—data from the survey questionnaire and data from the semi-structured interview. For the quantitative data, the mean and range of the working years and hours were calculated, as were the mean and range of the MBI scores and WSS scores. Comparison of the MBI and WSS scores of different groups of participants were made based on their mean scores. Mann-Whitney U-Tests were performed to determine whether the statistical differences between the groups were significant. After the interviews were transcribed, directed content analysis was applied to the qualitative data gathered via the semi-structured interview questions. The researcher identified keywords from the eight-part interview outline, which was modeled after the three-part questionnaire used to investigate stress and

burnout of medical faculty in Seo et al. (2022), and then used the keywords to locate and group excerpts from the interview transcriptions. The interview outline provided a framework for the researcher to systematically sort, analyze and present the interview results.

### **3.4 Pilot studies**

A pilot study was carried out in July, 2023. Three participants were recruited, including two full-time and one par-time teacher. The three interpreting teachers completed the questionnaire and participated in an interview. Following the interviews, the researcher received feedback from the participants and their advisor and revised the questionnaire and the interview outline. Considering that the revisions made were not major, results of the pilot studies were incorporated into the reporting and discussion of the main study findings.

## Chapter 4 Results and Discussions



This chapter presents and discusses the results of the questionnaire and interviews.

Data from the questionnaire includes the participants' Maslach Burnout Inventory (MBI) and Workplace Stress Scale (WSS) scores. Data from the one-on-one interviews could be grouped into nine parts—(1) career timelines and juggling (2) perceived occupational stress and burnout (3) most significant stressor or burnout source from routine work (4) most exasperating stressors from research, interpreting practice, teaching and service (5) coping mechanisms or strategies (6) negative effects of stress and burnout (7) support and resources from the organizations (8) job satisfaction and (9) recommendations for fellow or aspiring interpreting teachers regarding managing stress and burnout.

In the results presented, the 10 full-time teachers are referred to as F1 to F10, and the five part-time teachers are referred to as P1 to P5. The researcher is represented by R. (The interview with F6 was conducted in English. Mandarin translation is provided for reference.) Three pilot interviews were conducted and because the changes made have not been major, the results of the pilot interviews are presented and discussed together with the results of the rest of the interviews.

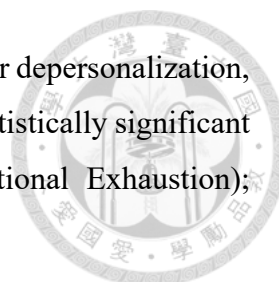
### 4.1 Burnout and Occupational Stress Levels

#### 4.1.1 Burnout Levels

The burnout levels of the participants were measured using the MBI. The scores are to be interpreted by being placed on a scale of 0 (Never) to 6 (Daily).

As shown in Table 5, the mean scores of all participants are 1.8 for emotional exhaustion, 1 for depersonalization, and 3.9 for personal accomplishment. For full-time interpreting teachers, their mean scores are 1.9 for emotional exhaustion, 0.9 for depersonalization, and 4.2 for personal accomplishment. The mean scores of part-time interpreting teachers are 1.6 for emotional exhaustion, 1.2 for depersonalization, and 3.4 for personal accomplishment. The result of the Mann-Whitney U-test shows that the differences between full-time teachers and part-time teachers are not statistically significant,  $U = 23.5$  (Emotional Exhaustion); 6.5 (Depersonalization); 13 (Personal Accomplishment).

Shown in Table 6 are the MBI mean scores of interpreting teachers that also interpret and those who teach only. The mean scores of the former are 1.81 for emotional exhaustion, 1 for depersonalization, and 3.9 for personal accomplishment. The mean



scores of the latter are very similar: 1.8 for emotional exhaustion, 1 for depersonalization, and 3.7 for personal accomplishment. The differences are also not statistically significant based on the result of the Mann-Whitney U-test,  $U = 21$ (Emotional Exhaustion); 20.5(Depersonalization); 17 (Personal Accomplishment).

**Table 5**

*MBI Score Comparison Between Full-Time and Part-Time Participants*

Employment Status	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		Mean	Range	Mean	Range	Mean	Range
Full time	10	1.9	0.7–3.3	0.9	0.2–2.4	4.2	3.0–5.1
Part time	5	1.6	1.1–2.0	1.2	0.2–2.0	3.4	2.4–4.8
Combined	15	1.8	0.8–3.3	1.0	0.2–2.4	3.9	2.4–5.1

**Table 6**

*MBI Score Comparison Between Teaching and Interpreting Participants and Teaching Only Participants*

	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		Mean	Range	Mean	Range	Mean	Range
Teaching & Interpreting	11	1.81	0.7–3.1	1.0	0.2–2.0	3.9	2.4–5.1
Teaching Only	4	1.80	0.9–3.3	1.0	0.2–2.4	3.7	3.0–4.8
Combined	15	1.8	0.8–3.3	1.0	0.2–2.4	3.9	2.4–5.1

When analyzing the MBI scores across different academic ranks, the full professor recorded an MBI score of 1.7 for emotional exhaustion, 1 for depersonalization, and 4.8 for personal accomplishment. Associate professors exhibited mean MBI scores of 1.5 for emotional exhaustion, 0.6 for depersonalization, and 3.8 for personal accomplishment. Assistant professors showed mean scores of 1.8 for emotional exhaustion, 1 for depersonalization, and 3.9 for personal accomplishment. Lastly, lecturers reported mean MBI scores of 2 for emotional exhaustion, 1.2 for

depersonalization, and 3.8 for personal accomplishment. These findings are detailed in Table 7.



**Table 7**

*MBI Score Comparison by Rank*

Academic Rank	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		Mean	Range	Mean	Range	Mean	Range
Full	1	1.7	1.7–1.7	1.0	1.0–1.0	4.8	4.8–4.8
Associate	2	1.5	1.3–1.6	0.6	0.6–0.6	3.8	3.3–4.4
Assistant	8	1.8	0.8–3.3	1.0	0.2–0.4	3.9	2.4–5.1
Lecturer	4	2.0	1.2–3.1	1.2	0.2–2.0	3.8	2.4–5.1
Combined	15	1.8	0.8–3.3	1.0	0.2–2.4	3.9	2.4–5.1

Table 8 illustrates that the MBI scores among interpreting teachers of different genders are remarkably similar, with the only minor variance being a slightly lower depersonalization score among male participants compared to their female counterparts. However, this difference was not statistically significant, as determined by the results of the Mann-Whitney U-test,  $U = 17.5$  (Emotional Exhaustion); 12.5 (Depersonalization); 17.5 (Personal Accomplishment).

**Table 8**

*MBI Score Comparison by Gender*

Gender	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		Mean	Range	Mean	Range	Mean	Range
Women	11	1.8	0.8–3.3	1.1	0.2–2.4	3.9	2.4–5.1
Men	4	1.8	1.1–3.1	0.6	0.2–1.2	3.9	2.4–5.1
Combined	15	1.8	0.8–3.3	1.0	0.2–2.4	3.9	2.4–5.1

Table 9 shows the MBI score comparison by age group. The 40 to 49 age group reported the highest emotional exhaustion and lowest personal accomplishment at 1.8 and 3.6. The 30 to 39 age group reported the highest depersonalization at 1.4.



**Table 9**

*MBI Score Comparison by Age Group*

Age	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		Mean	Range	Mean	Range	Mean	Range
30-39	4	1.5	1.1–2.0	1.4	0.2–2.0	3.9	2.4–5.1
40-49	7	1.8	0.7–3.3	0.9	0.2–2.4	3.6	2.4–4.7
50-59	4	2	1.2–3.1	0.9	0.2–2.0	4.4	3.9–5.1
Combined	15	1.8	0.8–3.3	1.0	0.2–2.4	3.9	2.4–5.1

Based on the Kendall rank correlation coefficient tests run using working experience, working hours, and MBI scores in three dimensions as variables, only working experience as interpreting teachers and depersonalization scores have a significant (negative) correlation. ( $\tau = -.454, p = .026$ )

**4.1.2 Occupational Stress Levels**

The assessment of occupational stress levels among the participants was conducted using the WSS. The WSS categorizes stress levels based on the scores obtained: a score of 15 or below signifies a state of being relaxed or relatively calm. Scores ranging from 16 to 20 indicate a fairly low level of stress. A moderate level of stress is represented by scores between 21 and 25. Scores from 26 to 30 are classified as indicative of severe stress, while scores between 31 and 40 are considered to represent a potentially dangerous level of stress. The detailed results of this assessment are presented in Tables 10 through 15.

**Table 10**

*Stress Level Comparison Based on WSS Scores*

WSS Scores	N	All Participants	Full-time	Part-time	Teaching & Interpreting	Teaching Only
		15	10	5	11	4
≤ 15		3	1	2	2	1
16-20		4 (26.7%)	3	1	2	2 (50%)
21-25		5 (33.3%)	3 (30%)	2 (40%)	5 (45.5%)	0
26-30		3 (20%)	3	0	2	1
31-40		0	0	0	0	0





**Table 11**

*WSS Score Comparison Between Full-Time and Part-Time Participants*

Employment Status	N	WSS Scores	
		Mean	Range
Full time	10	21.2	13–28
Part time	5	18.2	14–24
Combined	15	20.2	13–28

**Table 12**

*WSS Score Comparison Between Teaching and Interpreting Participants and Teaching Only Participants*

	N	WSS Scores	
		Mean	Range
Teaching & Interpreting	10	20.6	14–27
Teaching only	5	19.0	13–28
Combined	15	20.2	13–28

The average WSS score of 15 participants was 20.2. As detailed in Table 10, 80% (12 participants) of the study group experienced occupational stress. Among these, 26.7% (4 participants) encountered fairly low stress, 33.3% (5 participants) faced moderate stress, and 20% (3 participants) dealt with severe stress. The analysis further revealed a distinction in stress levels between full-time and part-time teachers, with full-time teachers having an average score of 21.2 compared to 18.2 for part-time teachers. Teachers who also worked as interpreters had a mean score of 20.6, whereas those solely dedicated to teaching averaged a score of 19.

Breaking down the data by employment status, among the 10 full-time teachers, 30% (3 participants) experienced moderate stress, and an equal percentage suffered from severe stress. In contrast, among the five part-time teachers, 40% (2 participants) experienced moderate stress. When considering teachers' additional roles, 45.5% (5 out of 11) of those who both taught and interpreted reported moderate stress, while 50% (2 out of 4) of those exclusively teaching experienced fairly low stress levels.

Table 13 presents a comparison of WSS mean scores by academic rank: 13 for Professors, 19 for Associate Professors, 21.3 for Assistant Professors, and 21.5 for Lecturers. Gender-wise, female participants had an average score of 20.7, slightly higher than the male participants' average of 18.8. Age-wise, the 50 to 59 age group exhibited the highest average stress level at 23, followed by the 40 to 49 age group at 19.7 and the

30 to 39 age group at 18.3. Notably, the study found no significant differences in WSS scores when comparing participants across different genders and working status, including distinctions between full-time and part-time roles and between those who combined teaching with interpreting versus those who solely taught,  $U = 15.5$  (Gender); 25 (Employment Status); 16.5 (Working Status).

Based on the Kendall rank correlation coefficient tests run using working experience, working hours, and WSS scores as variables, only working experience as interpreters and WSS scores have a significant (positive) correlation. ( $\tau = .394, p = .049$ )

**Table 13**

*WSS Score Comparison by Rank*

Academic Rank	N	WSS Scores	
		Mean	Range
Full Professor	1	13.0	13–13
Associate Professor	2	19.0	17–21
Assistant Professor	8	21.3	14–28
Lecturer	4	21.5	15–26
Combined	15	20.2	13–28

**Table 14**

*WSS Score Comparison by Gender*

Gender	N	WSS Scores	
		Mean	Range
Women	11	20.7	13–28
Men	4	18.8	15–26
Combined	15	20.2	13–28

**Table 15**

*WSS Score Comparison by Age Group*

Age	N	WSS Scores	
		Mean	Range
30-39	4	18.3	15–21
40-49	7	19.7	13–28
50-59	4	23.0	21–26
Combined	15	20.2	13–28

## 4.2 Interview Results

### 4.2.1 Career Timelines and Juggling

**Career Timelines.** In this section, the interpreting teachers were first asked about how they became interpreters and interpreting teachers. Six teachers started working as an interpreter and as an interpreting teacher around the same time (F2, F5, F7, P1, P4, P5) and six teachers began working as interpreters before they started teaching (F3, F4, F6, F8, P2, P3). Four teachers were invited by their teachers, peers or upperclassmen to start teaching interpreting (F2, F4, F7, P1). Four full-time teachers started teaching as part-time teachers or project lecturers before getting their doctorate degrees and becoming full-time teachers (F4, F5, F6, F7). Two teachers were substitute teachers before they officially began their teaching career (P2, P5). Two teachers taught language-related courses before moving on to teaching interpreting (P3, P4).

Academic qualifications, such as the requirement of a PhD for full-time academic positions in the interpreting teaching profession, play into the career choices of the participants. Those who did not resonate with the long-term commitment and tempo of academic research preferred to stay part-time or focus on interpreting. On the other hand, some have no choice but to remain part-time due to the PhD requirement, despite preferring the security and compensation full-time positions provide.

I think it's a degree issue. Because in Taiwan, the biggest obstacle is still that higher education basically requires a PhD. ... I'm not opposed to becoming full-time, but the only kind of full-time I would consider is to be a professor of professional practice. Because even though I entered a PhD program, it made it even clearer that research really is not for me. Its tempo is too different from interpreting for me. Because research is a long-term type of work. It is continuous. Even if you think that you can have a different topic after your current research, during this process of carrying out the research, you have to treat it wholeheartedly, ... you have to hold on for a while. After a long time of interpreting, it is hard to get used to this type of things. Because with interpreting, I forget after interpreting. ... And once you become a full-time faculty via the academia route, there is the pressure of promotion, which is an even longer-term follow-up. So, I find it hard to imagine this type of career for me. (P4)

(我覺得是學位的問題，因為在台灣目前最大的障礙還是，就是高等教育基本上就是要求博士學位...成為 full-time 我並不排斥，但是對我來講，我

目前只有可能考慮專技這一種 full-time，因為雖然我有去念博士班，可是念博士班就之後就更清楚自己很不適合做研究，就是這個這個這個節奏，對我來講，跟口譯差太多，因為研究是一種長期的工作，就是它是一個有延續性，即使你覺得我這個研究做好我可以換一個題目，可是在這個研究進行的過程中，你都還是要全心全意的對待他，然後他是有一個時間順序，你要堅持一陣子，對，那口譯做久了就會很不習慣這種事情，因為口譯就是我做完就已經忘了嘛…然後你以學術的方式成為專任老師之後，他又有升等的壓力，就是一個更長期的一個追蹤嘛。所以我就覺得我現在有點難想像這種職涯。)

Actually, I have no choice [but to be part-time] because without a doctorate degree ... in Taiwan, if I remember correctly, there are no longer full-time lecturer positions. If you want to be full-time, you either have to have enough experience, or you must have a PhD. So, I have no choice. If I could choose, of course being full-time comes with better security. ... The benefit of being full-time is that ... I feel like I am not so sure about what the interpreting industry will be like in the next several years. And to have a full-time teaching job, to be frank, means a base salary every month, insurance for civil servants and teachers, NHI, and pension. Financially, I wouldn't have to worry as much, worrying about my next meal. And since I'm teaching, I might as well ... of course, if you're part-time, the salary is very low. Being a part-time teacher, your hourly rate is just 725 [NTD] ... So, at the very least, there is a big disparity when it comes to salary, so personally if I have the opportunity, I of course really hope to have a full-time teaching job. (P5)

(其實我沒有辦法選擇[不當兼任]，因為沒有博士學位的話，我記得台灣，我如果沒記錯的話，應該已經沒有專任講師，這個這個東西了，這個職位…你要當專任基本上要嘛你要有足夠的年資，要不然就是你一定要有博士學位，所以我沒有辦法選擇如果要選擇的話，當然專任的保障會比較好一點點…那專任的好處是，我覺得我也不太清楚，接下來幾年，這個口譯產業它的樣貌會怎麼樣，那有一個專任教職，說白一點就是每個月有一個底薪，然後有公保，然後健保，然後還有退休金，就經濟上面就比較不用患得患失，就是說很怕沒有下一餐，再加上既然我都要教學了，那我覺得還

不如，就是當然兼任的話，待遇就是非常的差，就是兼任老師一個小時才 [臺幣]七百二十五還是什麼之類的，所以至少那個薪資上面就差很多，所以我自己是如果有機會是，當然是非常希望能夠有專任的教職。)

**Juggling.** The main findings from the interviews about the experiences of interpreting teachers in juggling their professional duties reveal several key insights.

1. Time Management Challenges: Participants commonly mentioned the difficulty of managing time and scheduling conflicts. This is primarily due to the fixed nature of teaching schedules, which often clashes with the more unpredictable timing of interpreting assignments. Participants noted that while postgraduate classes can be rescheduled more easily, undergraduate classes pose a significant challenge due to larger class sizes and students from different cohorts, making it difficult to find a mutually suitable rescheduling time.

Mostly it's time management because the class times are fixed, and schedules for interpreting cases are not, by that I mean I don't know when they will come. Which days they are on when they do come. There's a bit of uncertainty. So, to do both or not, it first depends on scheduling, on if there's a conflict. If there is, how to deal with it? Is rescheduling feasible? Sometimes, rescheduling has happened several times. I would feel bad and not want to keep changing class schedules. Sometimes, in this case, I would instead go to the [interpreting] work [organizers] and said "sorry, on this day I cannot take this case." (P3)

(主要是時間的安排，因為上課的時間就是固定的，而口譯案件的時間是不固定的，也不固定意思就是說，我不知道他什麼時候會來，來的時候是哪一天，這些都有一些不確定性，所以要不要兼顧，第一個最最需要考量的就是時間的調配上，對會不會衝堂，那如果衝堂了，要怎麼樣處理，有沒有辦法調課，那有時候真的是已經調了好幾次，心中也會覺得不好意思，不要再一直更改上課的時間，那有時候就會反過去跟工作那邊說不好意思那這天就也沒有辦法接這個案子。)

I teach both undergraduate classes and postgraduate classes, so whenever there is a work opportunity, I would have to make a choice. Is there a scheduling conflict? It's actually very often that interpreting work is given up due to scheduling conflict with classes. If it's postgraduate classes, there's not much issue and it is really easy to reschedule classes, but for undergraduate classes, students come

from different cohorts. It is very difficult to find a time that works for everyone. (F5)

(因為這是我的課是有大學部然後也有研究所，所以第一個工作來的時候我就要取捨，他是不是有衝堂的問題，其實很多時候捨棄口譯工作是因為他衝堂，那如果是研究所的話，我想沒有什麼問題要調課其實很容易，但是大學部的話，因為來修課的學生是遍布各個年級，那我要喬到一個大家都 ok 的時間我覺得是非常困難的。)

The busy seasons of interpreting work add to the challenge of juggling and time management. During peak periods, the participants expressed feeling stretched thin. They highlighted the added burden of rescheduling classes, preparing teaching materials, and managing interpreting assignments simultaneously. This often led to a compromise in the quality of feedback provided to students post-class due to time constraints.

In the fourth quarter, the busy season, for example, there are so many different cases on different timelines, and I still need to think about on which days I have to teach; okay. Are the class materials ready? How long will the commute take? And how much time do I need to finish reading the materials for the conference the next day? So, in the busy season, indeed, I would feel like, well, because I have to teach, part of my time, which could have been used for managing interpreting work, now has to be used for teaching. (P3)

(比如說到了第四季旺季的時候，就是這麼多不一樣的案件在翻滾的時候，又要想到禮拜幾要上課，好，那那個課的東西準備好了沒有？然後交通時間要多少，然後下課之後要花多少時間我可以看完隔天的會議資料呢？所以擠到旺季的時候會確實覺得欸因為要上課，所以有一部分的時間，或許本來可以用來做口譯工作的相關管理，但是現在是要拿去上課。)

I feel like in the busy season, I do feel a bit stretched thin and find the juggling difficult. Because on the one hand there is the rescheduling of classes, which happens more during the busy season, on the other hand, there are the working hours. You still need to prepare for classes. On top of that, after classes with the students, actually I often feel that I don't give enough feedback because I probably am out of time after the classes. In this regard, I keep feeling like I should do more. (P4)

(我覺得在旺季的時候，確實會覺得有點捉襟見肘，就會覺得很難兼顧，

因為你一方面調課，就是旺季的時候我們就會調課的情況就會比較嚴重，然後就是時數嘛，你還是要備課，然後備課以外就是同學的課後，其實像我自己都會覺得我給 feedback 給得不夠多，因為我可能課後我就真的已經沒有時間了，對所以這個部分我會一直覺得自己好像應該再多做一點。)

In addition to professional responsibilities, seven participants mentioned family obligations to be a significant consideration. Those with young children or household responsibilities cited these as major factors in their time management and stress levels.

Also, I have to feed the family, and do many chores, which I feel takes up most of my time. (F4)

(另外就是家裡還要還要養家活口，還要做很多家事，我覺得那是最佔我時間的。)

Because I have children. And the thing is all three of my children are very little. They are all preschoolers or younger, one of them still an infant. So, this indeed is quite big [pressure]. (P4)

(因為我有小孩，然後主要是三個小孩都還很小，就是他們都是學齡前兒童，還有一個嬰兒，所以這個部分確實是蠻大的[壓力]。)

How to work with the clients' schedule, while at the same time juggling family and teaching work [is the most stressful]. ... Because if you can't work with [their time], for clients, they can of course find someone better. So, there's this concern. Especially since I had children ... I can't work with [their time] 100%. I already know that. But every time you said "I can't work with [your time]," you would always feel a bit scared of how this client would react. (P4)

(要怎麼樣配合客戶的時間，但是同時又兼顧家庭或是教學的工作 [是最有壓力的]...因為你你[時間]配合度不好，對客戶來說，他當然就可以找到其他更好的人，就是 there's this concern...特別是開始有了小孩...我不可能百分之百配合[他們的時間]，我已經知道了，但是你每一次提出，我沒有辦法那麼配合你[時間]的時候，你心裡總是會有一點害怕，對你不知道這個客戶會怎麼反應。)

2. Prioritization: Participants faced dilemmas in choosing between teaching and interpreting opportunities and prioritizations were made. Full-time and part-time participants shown distinct preferences in their decisions. Several full-time teachers

prioritized their teaching responsibilities, citing the stability and consistency it provides. This was especially true for those preparing for promotions or those who saw teaching as their primary occupation.

Now, for me, teaching is primary and interpreting is secondary. But when I was younger and the two jobs were almost fifty-fifty, the juggling was hard and required efforts ... Now as my teaching experience and age grows, now it's shifting over to teaching more because teaching comes with more security and it's consistent. (F1)

(我現在就是教書為主口譯為輔，但是在更年輕的時候...幾乎是 fifty-fifty 的比例的時候要能夠兼顧是辛苦的，要花心力... 現在隨著我教書年資增加年紀漸長，現在是比較 shifting over to teaching 對因為 teaching 比較有一些保障，而且他是 consistent。)

Usually, I still prioritize teaching because my full-time job is a teacher at a school. ... I only take interpreting work when rescheduling classes is feasible. If I do take a case, then my workload during that time would be heavier. I would then need to adjust between preparation for teaching and interpreting. (F2)

(一般來說我還是會以教學為重，因為我的全職工作是學校的老師嘛，對，那口譯工作只有在能夠，我是只有在能夠就是調課調得來的情況下我才会接，那假如我接的話，當然那一陣子的工作量就會比較大，就需要去調節就是上課備課還有準備案件。)

I stopped [interpreting] altogether this year, mainly because I am preparing for the promotion coming up. So, I started to want to focus on research. Actually, since I officially became a full-time assistant professor, I have intentionally reduced my interpreting hours because with the various obligations from school, I don't think I can completely juggle. ... This year I stopped completely. Perhaps I will resume next year. This year I give myself more time to write and I will see how it goes next year. (F5)

(我今年就完全停起來，那停起來的主要原因是我接下來為升等做準備，所以我就開始希望專心就是做研究，其實我變成正式專任的助理教授之後，我的口譯工作的時數有刻意的減少，因為學校的就是各方面的工作，我覺得不太能夠完全兼顧...今年是完全停起來，那也許明年就是會再恢復，就



是今年我會多給自己一點時間寫東西，然後明年再看看情況。))

Contrary to full-time teachers, some part-time teachers focused more on interpreting, considering it their primary profession or preferring it over teaching. Their decisions were influenced by personal preferences or the serendipitous nature of their entry into teaching.

Eventually, I thought about what I really wanted, and after thinking I decided that it wasn't, teaching wasn't what I liked most. So, I decided not to be full-time. (P1)

(我後來就想我真正要的是什麼，然後就想一想並不是，教書並不是我最喜歡的，所以我就決定不要當專任。)

My focus is still on interpreting. I allocate more time and efforts to getting cases. (P2)

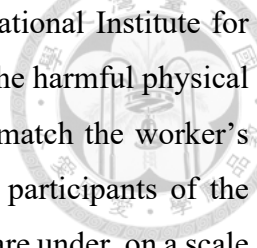
(我的主力還是放在口譯工作上，還是在接案上比較比較分配更多的時間跟精力。)

I think there are two reasons [behind being part-time]. First is that I hope I can put most of my time on interpreting because it is my choice of profession. Second is that regarding teaching, I wouldn't say I think of teaching as something I want to do from the beginning. I know some graduates may go study their PhD's and they want to reach a goal which is to be able to teach in a university or a postgraduate program, or to take the academia route. That is not my path. ... Sometimes it is because of serendipity or by chance, for example, invitations from my former teachers and me wanting to try, that I took these positions. (P3)

(我覺得可以分為兩個原因，第一個原因是我希望能把大部分的時間放在口譯上面，因為這是我的職業選擇，然後第二個關於教學這件事情，我也不好意思，就是大刺刺的說，我對教學有，這一開始就是我想做的事情，我知道有一些畢業生可能去念了博士班，他最後想達到一個目標，就是可以在大學裡面任教，或是在研究所裡面任教嘛，就是走學術這條路線，那我不是這個路線的...有時候就是一些因緣際會，比如說以前的老師的邀約，我自己也剛好想要嘗試，所以就進入了這樣的職位。)

These findings highlight the complex balancing act that interpreting teachers navigate between their professional roles and personal lives, underscoring the diverse factors influencing their choices and challenges.

#### **4.2.2 Perceived Occupational Stress and Burnout**



This study adhered to the definition of stress by the U.S. National Institute for Occupational Safety and Health and defines occupational stress as “the harmful physical and emotional responses that occur when job requirements do not match the worker’s capabilities, resources, and needs” (Sauter et al., 1999, p. 6). The participants of the present study were asked how much stress they usually feel like they are under, on a scale of 0 to 100.

A notable finding was the high level of stress reported by interpreting teachers, especially when balancing teaching, research, and interpreting work. Seven teachers indicated stress levels ranging from 70 to 90 out of 100 during busy periods, with both full-time and part-time teachers represented in this group. Some described regular stress levels at around 50, which significantly increased during busy seasons for interpreting or before research project deadlines. Factors contributing to this heightened stress included an increase in interpreting assignments, various events, and academic responsibilities such as student recruitment and exam preparation, which encroached upon time for other tasks like grading.

It’s around 50 on a regular basis. When it’s the busy season for interpreting or before submitting research projects the stress increases to 70 to 80, sometimes 90.  
(F2)

(平常大概是 50 左右，到了口譯旺季或要提交計畫前大概會提高到 70-80, 有時候 90。)

During the busy season for interpreting (October to November)—80: interpreting work and various events increase. Even passing interpreting opportunities to novice interpreters still would take quite a bit of time. At the same time, student recruitment for the next year starts in the fall. Missions including program recruitment event, exam preparation and interviews increase, all of which eats into the time for grading homework. (P1)

(口譯旺季 (10-11 月) 80: 口譯工作及各類活動增多，即使口譯工作機會介紹給新人仍會花費不少時間。同時秋季啟動下一年度的招生工作，招生說明會、準備考題、面試等一連串相關任務增加，這些都會壓迫改翻譯作業的時間。)

In the busy season for interpreting, such as the fourth quarter, the stress from teaching is greater, maybe at 80 to 90. Rescheduling classed is often needed due to the difficulty in scheduling. It is also necessary to reserve time outside of

interpreting for class preparation and teaching. (P3)

(口譯工作忙碌的季節如第四季，教學壓力會比較大，可能 80-90。因為時間難安排常需要調課，也需要在口譯工作外保留時間備課、上課。)

Regarding burnout, the study found that four interpreting teachers, including three full-time and one part-time, confirmed experiencing it. Another group, comprising four teachers (three full-time and one part-time), reported occasional or mild cases of burnout. The symptoms of burnout were diverse, ranging from emotional exhaustion and extreme fatigue to apathy, lack of patience, and reduced personal accomplishment. Teachers experiencing burnout described feeling ineffective in their teaching roles, suffering from sleep deprivation, and experiencing a loss of empathy towards students. This often resulted in a distant attitude towards less effective learners and avoiding communication with students.

No patience for lots of paper work and administrative work, unable to be invested. Procrastination on lots of paper work and administrative affairs. (F7)

(對許多文書行政沒有耐心，無法投入。對許多文書行政事務的拖延。)

Ineffective teaching, feeling spent, lack of sleep hours, all of which accumulate and cause the losing of empathy. Having a cold attitude towards students that have less effective learning. Distancing from students that are hard to communicate with. Not reading Line messages. (P1)

(教學成效不彰、體力透支、睡眠時間不足，累積起來會失去同理心。對學習成效較差的學生採取冷漠的態度。與不好溝通的學生保持距離，不讀取 LINE 訊息。)

Those who reported occasional or mild burnout spoke of the toll of academic defeats on their confidence and the exhausting nature of being a teacher. The challenges included managing extensive workloads, such as preparing classes and grading assignments late into the night, dealing with less motivated students, and coping with classroom management issues like tardiness and phone use during classes. These factors, along with the length and intensity of the classes, were cited as contributing to their feelings of burnout.

[Burnout] happens sometimes. Encountering defeat in academic research and publishing hurts confidence and causes reduced personal accomplishment. (P5)

(偶爾會有這樣的現象(倦怠)，在學術研究發表上遭遇挫折時會打擊信

心，造成個人成就感低落。)

Of course, I experience burnout. I think it's mostly because being a teacher really is tiring. ... For example, yesterday, on top of teaching, I also needed to prepare for today's classes, and I also needed to grade. So, I could only go to bed at almost 11pm. ... Sometimes the younger students now are not as motivated as the students before. I think it is a culture thing too. ... In Taiwan, students are late sometimes, or some would be on their phones in class ... all of these are part of what I think causes burnout. ... I think the length of the classes also causes burnout. (F8)

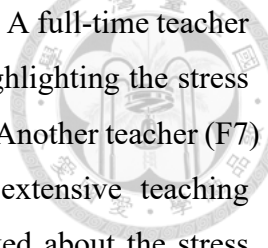
(職業倦怠，當然是有，我覺得大部分是因為就當老師真的很累...比如說，像我昨天除了要上課之外，我還得要準備今天的課，然後又得要改作業，所以一直到晚上快十一點，我才真的就是可以準備去睡覺...有時候現在的年輕人的學生，又不是像以前的學生這麼有動力，就是我覺得一個文化也有關係...學生就會有時候就會遲到，然後或者上課，就是有些有些人就會給你滑手機...那其實這些都是我覺得會造成一些倦怠的成份...我覺得課時跟課程的長度也會造成疲勞跟職業的倦怠。)

These findings underscore the significant impact of juggling multiple professional roles on interpreting teachers' stress and burnout levels, highlighting the need for effective strategies to manage these challenges in their work environment.

#### ***4.2.3 Most Significant Stressors or Burnout Sources from Routine Work***

Participants were asked to evaluate potential stressors/burnout sources in their roles as university faculty using a 5-point Likert scale. The top stressors/burnout sources identified were government or university regulations, insufficient compensation, requirements of research, bureaucratic tasks, and working hours. Participants elaborated on items they scored 3 or 4, providing deeper insights into these stressors. Participants were also asked about their biggest stressors coming from their four main obligations as university faculty and interpreters—Research, Teaching, Service, Interpreting and to rank the four areas based on how stressful they were. Research emerged as the most stressful for a majority, followed by interpreting practice, teaching, and service. The findings provide insights into the specific stressors or burnout sources.

**Government or university regulations.** Both full-time and part-time teachers found regulations to be a major stressor. They cited issues such as regulations on outside



work, credit requirements, promotion criteria, and PhD requirements. A full-time teacher (F6) expressed frustration over the complex rules for promotion, highlighting the stress from needing to understand and remember extensive documentation. Another teacher (F7) discussed the pressure of meeting promotion deadlines amidst extensive teaching responsibilities and mentoring duties. A part-time teacher (P1) talked about the stress from recruitment processes and quotas, which impact student quality and teaching effectiveness.

I'd say university regulations regarding publishing in Taiwan are pretty exacting. They segregate the journals into different rankings, and they need you to publish in the higher-ranking ones, how many articles, and the lower ranking ones, how many articles, and whether or not the publication you're interested in publishing with is in that list. All of that doesn't necessarily prove that your research is of higher or lower quality. And I feel that is extremely stressful to understand what is acceptable for promotion and what is not, the rules for promotion. Because you never know, you might make a mistake. ... there's a lot of documentation concerning rules. It's difficult to read through everything, and even if you read through everything, you don't necessarily remember everything. You just feel like, I have to know everything, but I can't, and so that's extremely stressful. (F6)

(我覺得臺灣的大學針對發表的規範還蠻嚴格的。他們把期刊分成不同等級，然後他們需要你發表到比較高等級的期刊，需要發表幾篇，還有比較低等級的期刊要發表幾篇，還有你有興趣投稿的期刊是否在這名單上。這些並不完全代表你的研究品質高低。要理解哪些符合升等條件哪些不符合，理解升等的規定，我覺得壓力非常大。因為你永遠不知道，你可能會犯錯...有很多跟規定有關的文件。很難讀完所有的文件，就算讀完了，你也不一定記得所有內容。你只會覺得，我必須知道一切，但我無法，所以就壓力很大。)

For example, the stress from promotion, which is the stress from having to get promotion in six years. But as I said, I am responsible for many people. Over 50 mentees. And there are also the teaching hours and the things I have to prepare for every class. My classes don't just happen in the classroom. I also combine them with other projects, so I get really invested in leading the students to join these projects, which takes a lot of time. ... As a result, the time you can use to

write, to think and do research gets compressed. But you still have to fulfill the requirement of getting promotion in six years. ... This is a very big stressor. (F7)

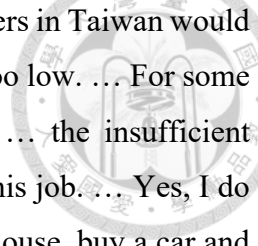
(比如說升等的壓力，是六年就是一定要升等的壓力，但是我剛剛已經提到，我要負責的對象很多，就是五十幾位的導生，然後再來就是教學的時數，我每堂課要備課的東西，那我的課不是只有在課堂上，我還會結合其他的計畫，所以我會很投入去帶學生去參與這些計畫，那會用掉很大的很多的時間...就會變成你寫作，或者是思考做學術的時間會壓縮，但你還是得要符合六年升等的那個條款...那個就是一個很大的壓力。)

Because of recruitment, I am also a juror. Usually, I need to design the exams when I am really busy. And the time for grading is really short. Or it coincides with when I have to teach. ... Another really big issue is that maybe because of funding of the school, we used to only admit very outstanding, qualified students, but now we have to fill all the recruitment quota. This is a stressor. Some students' [B language] proficiency is still not quite there but would get admitted. This wastes their time, my time and other students' time. It's bad for everyone. But this is an issue you get when you fill all the recruitment quota. (P1)

(因為招生，我也在做考官，這個時候，通常是很忙的時候要我命題，然後閱卷的時間又很短，或者是我的上課時間重疊又沒有辦法...另外一個很大的問題是，因為學校的就是經費的關係吧，以前我們只有錄取很優秀的、符合資格的學生，可是現在我們的招生名額全部都要招滿，對這是一個壓力。一些學生[B 語言]程度還不是很夠的時候還是會進來，那也會浪費他自己的時間，也浪費我的時間，也浪費其他同學的時間，都不好，可是對招滿學生就是有這方面的問題。)

**Insufficient compensation.** This was a significant issue, especially for part-time teachers. F8 mentioned the low hourly rate leading to burnout and the necessity to take additional work. P1 discussed the difficulty in sustaining a family on a teacher's salary. P3 reflected on the message sent by the system regarding part-time teachers' compensation, linking it to burnout and feeling undervalued. P5 described the mental struggle of choosing between teaching and more lucrative interpreting work.

I grade for four hours and prepare for class for two hours. ... then you add the two periods, if you calculate the average. ... I only make 200 NTD an hour... So, this



makes me really burned out, so I understand why lots of teachers in Taiwan would take extra work outside of school. It is because the salary is too low. ... For some people it's the financial stress [that they feel]. ... for me ... the insufficient compensation leads to me feeling more burned out towards this job. ... Yes, I do [feel the financial stress] ... for example, you need to buy a house, buy a car and raise children, all these bring financial stress. (F8)

(我改作業四個小時備課兩個小時...然後再加上那兩堂課，這樣是不是就變成是平均下來...那我一個小時才賺兩百塊...所以就是因為造成這樣會造成覺得你很倦怠就是，所以我也理解，就是說，為什麼台灣的很多的老師，其實會去接一些額外的一些學校外面的工作，其實就是因為真的是薪資太低...有些人可能是[感受到]經濟壓力...對我自己來講...但是也會因為報酬的不足而造成，就是你會覺得對這份工作就是比較倦怠...也是有[感到經濟壓力]啊...就是比如說要買房，然後要買車，或者是養小孩，這些都是需要有經濟壓力的啊。)

This is more of a burnout source, less of a stress source. By burnout source I mean, is it stress or burnout? It doesn't quite seem to be burnout. I think I feel resigned. ... What I'm confused about is that, if this system needs some part-time teachers, and the compensation given is lower, compared to other full-time jobs or interpreting, interpreting and T&I work, what is the message this system is sending to the part-time teachers? So, like "we need some part-time teachers, but this is the pay." I seem to keep mentioning income and money several times. I keep talking about money in the school context, but I also feel like it's not the point, but in terms of market and life, it's an unavoidable topic. ... So, the fact that the hourly rate hasn't changed much got me wondering about how exactly the system view part-time teachers. (P3)

(這個比較像是倦怠的來源，它比較不會是壓力的來源，倦怠來源就是說，要說是壓力或是倦怠嗎？好像也不是倦怠，我覺得是有一點有一點無奈的感覺...我會覺得有點困惑的是，那如果這個系統需要一些兼任的老師，那他所給予的回饋或報酬是一個，跟其他正職工作比起來，或者是口譯工作，跟口譯跟口筆譯工作比起來是一個比較低的金錢報酬的話，這個系統到底是在對兼任老師傳達什麼樣的訊息？就是我們需要一些兼任老師，喔不過

我們的時薪是這樣子，但是我剛剛到現在，好像數次一直提到收入所得還有錢這件事情，那在學校的環境裡面一直講錢，也會讓我覺得說，好像這個真的不是重點，但在市場上面以及生活上面，他又是一個不可避開的話題…所以時薪一直沒有很大的變動這件事情，我會在想說，那這個體制看待兼任老師的看法到底是什麼。）

Sometimes I would have to choose when it comes to work. It's really stressful. ... This choice happens very frequently because there are classes every week. It's hard for people not in our position to imagine how many cases we, those who also teach, have to decline. (R: So, you would keep being faced with this choice) Yes, it's a stressor. Because if I only teach, it wouldn't matter for me, but since I also interpret, it is a stressor. I have to keep dealing with this mental struggle. (P5)

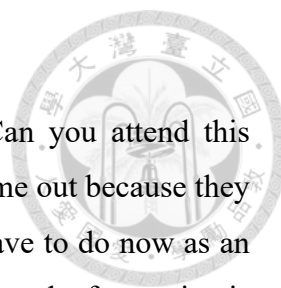
(P5：有的時候會遇到工作的取捨，壓力很大…那這件事情是非常頻繁的發生，因為每個禮拜都要上課，所以一般人很難想像我們有在教書的人，就是要推掉多少的案子，R：所以會一直面臨抉擇。P5：對，那就是一個壓力，因為如果我今天是純粹在教學的話，我沒差，可是因為我今天有同時做口譯，所以他會是一個壓力，就是我要一直處理這個心理上面的掙扎。)

**Bureaucratic tasks.** Full-time teachers found administrative tasks, such as committee work and attending meetings, to be tiring and stressful. F1 talked about the time consumed by meetings and administrative tasks, while F6 and F7 discussed the additional burden of bureaucratic tasks related to research, editorial and administrative responsibilities.

I have to serve as all kinds of committee members, such as members of the recruitment committee and the program committee. Meetings take a lot of time. And the administration tasks take a lot of time. It's a bit annoying sometimes, but there is no choice but to do it. So, I think just like all kinds of work, when bureaucracy is involved, it is very tiring. Yeah, very exhausted both physically and mentally. ... attending those inefficient meetings. (F1)

(要開擔任各種委員啊，什麼招生委員啊，學程委員啊，就常常開會就佔時間，然後行政本來就佔時間，而且有時候就比較煩，可是不得不做啊。所以我覺得跟所有的工作一樣，牽涉到官僚就很累啊。對，身心都很累)





……開那種沒有效率的會。)

Bureaucratic tasks would be, can you write this report? Can you attend this meeting? ... If I have bureaucratic tasks to do, they do stress me out because they also have nothing to do with my research. ... Even what I have to do now as an editor, I feel like some of it is very bureaucratic. Yeah, for example, formatting is very technical. But I can't find a graduate assistant to effectively assist me in helping me because I have to train the graduate students. (R: So that's even more hours.) Yeah. This journal has taken [over] my life. (F6)

(F6: 官僚庶務就是，你可以寫這篇報告嗎？你可以參加這場會議嗎？... 我如果有官僚庶務要做，我會感到有壓力因為他們跟我的研究毫無關係... 就連我現在身為編輯要做的事，我覺得有些事也很官僚。舉例來說，調整格式是很技術性的事。但我不能找一個研究生來有效的協助我，因為我必須訓練他。R: 那又更花時間。F6: 對。這分期刊已經完全掌控我的生活。)

When you're doing something administrative, if colleagues or students call you Vice President of something, I seem to feel especially stressed. I think I don't like being called Vice President of something. I'm just serving in a position. I want to do my job. But giving it a title makes it seem like you have to have a certain behavioral pattern, or certain ways of speaking. And you have to be really well-rounded, funny and humorous and good at networking with everyone. But this doesn't seem to be my personality. ... I would feel like I seem to really not fit in or something. And this is a stressor to me. (F7)

(假如當你在做一個什麼行政事務的時候，假如同仁，或者是學生，都叫你什麼什麼長的時候，好像我壓力會特別大，我覺得我我不喜歡被叫，就是就是被稱呼什麼什麼長這樣，我只是現在擔任這個職務，我想把這個職務做好，但是你給他一個 title 你好像就必須要有一種特定的行為模式，或者，是特定的講話方式然後，需要很圓滑然後，好像又很風趣很幽默然後跟大家都很會打交道，但好像這不是我的個性...會覺得自己好像都很格格不入或怎麼樣，然後這個對我來說是一個壓力。)

**Working hours.** Both full-time and part-time teachers identified long working hours as a stressor. F1 and F7 described the continuous nature of their work, extending

beyond school hours and into their personal time. P1 mentioned the workload due to a shortage of instructors who are native speakers of foreign languages.

If you juggle two jobs, of course, the working hours increase. It is just tiring. ...

With lots of working hours of course it is very stressful. (F1)

(如果兩者兼顧當然就是工作時數就會增加呀，就是累啊...那工作時數多當然壓力就很大。)

I feel like I am always working. I would be working on something for the students, not only when I'm at school. Things would keep getting sent through Line to me after school. There would be things to ask me all the way till 11, 11:30 in the evening. When I wake up there would be things still. It seems like I am working 24 hours. To the point where my family feel like "you can't be like this. You need to have boundaries and not take work after five or six p.m." But that's not really possible. If students really have some issues, you can't know beforehand when they will occur and when they need assistance from their mentor. Or, it's impossible for administrative work to be limited to eight a.m. to five p.m. After five p.m., Your assistant would still ask you, "Professor, how to deal with the stuff tomorrow?" ... And with clients, you don't just communicate with them during working hours. After getting off work, you still need to ask for materials. Or there might be issues with some materials. They would still contact you. (F7)

(我覺得我一直在工作，我不是在用，就是學生的，學生的東西，不是只有在學校，就是下課以後繼續 line 繼續給我，然後到晚上十一點、十一點半都還是會有不一樣的狀況要問我，早上起來還是會有東西，我就好像二十四小時我都在工作，到家人都已經覺得你不能這樣子，你必須要有一個 boundary，就是六點以後你或者是五點以後你就是不接工作的，可是不太可能啊，學生好像假如你真的有狀況的話，那個狀況你是沒有辦法預期說他什麼時候會發生狀況嘛，然後什麼時候需要導師的協助，然後或者是行政工作不可能就是只有八點到五點就沒事了，五點之後助理還是會繼續問你說，老師明天的東西要怎麼弄...然後客戶的話，不是只有你上班時間再跟他交通，就是下班以後，你還是要追東西啊。那或者是東西有問題啊。他們也會跟你聯絡啊。)

Working hours is [a stressor] because there are too few people who are native in the [foreign language] that are willing to teach. So, in terms of teaching, all the

Mandarin into [foreign language] courses become my job. (P1)

(工作時數[是一個壓力]是因為[外]文母語的口譯人員願意教書的太少，所以在教書方面，全部都是中進[外]的話，全部都變成我的工作。)

**Requirements of research.** This was a major stressor for full-time teachers, particularly for those with a practice-oriented background, highlighting a mismatch between job requirements and personal aptitudes or interests. Multiple teachers expressed that research was not their strong suit or passion, making it a challenging and stressful task. F5 mentioned the stress of keeping up with new research methodologies and technologies, while also juggling other work responsibilities.

This is a source of stress for all teachers teaching at universities. The need to do research. It goes without saying, you have to do research, it's incredibly stressful. On top of that, I am a practice-oriented teacher. Research isn't something easy for me. ... It's not my strong suit after all. (F1)

(這是所有的大學任教的老師的壓力來源嘛，就是對研究需求啊。對啊。這也不用講了，本來就是要做研究，壓力就很大，然後我又是一個實務老師，研究對我來講，也不是很容易的事情...那畢竟不是我的強項。)

Because our work is practice-oriented. T&I education and T&I work are both practice-oriented. ... You already have so little time, and you still have to produce different research projects according to the regulations of the school and do research. Research itself is very interesting, but every time I apply for research project grants, I would feel like it creates a lot of mental stress. Especially each university, the higher education institutions now are all like this. Every university judge your value based on your research. I think this is what's more stressful. (F2)

(因為我們是做實務的人，口筆譯教學跟口筆譯本身都是實務的，那研究就，變成是你的時間就已經這麼少了，你還要依據學校的規定你還要生出不同的研究計畫案，然後去做研究，研究本身很有趣，可是每次要去申請研究計畫案的經費，我就覺得會造成蠻大的心理壓力，尤其是各間大學，現在的高等學院都是這樣，各間大學都會看你的研究來評斷你這個人的價值，我覺得這個是比較大的壓力。)

Another thing is that I feel like our interpreting training is mainly practice-oriented, and in terms of research, I actually always feel that even though I've gotten a PhD, there always seem to be things that are just not quite there. There are a lot of new

things to learn. You need to use instruments, or run this type of statistics or analyze statistics. Or there are many other new innovative methodologies. Programming languages even. To me, it is a rather big stressor to keep up with the steps of the new age and with the innovative research methodologies. As we juggle our jobs, we still need to learn many new things. (F5)

(那再來就是我覺得我們的口譯訓練基本上都是以實務為主，那在研究上面呢，其實總是覺得，雖然已經念到博士了，但是總是覺得稍微有不足的地方，有很多新的東西要學，如果你要使用儀器，或者是你要這個統計，或者是統計分析，然後或者是有很多其他的新的這些創新的方法，甚至要程式語言什麼的，那我覺得就是要跟上新時代的這些腳步跟創新的這些研究的方法，對我來說，就是一個比較大的壓力的來源，同時我們在兼顧工作的同時，還必須要學習非常多新的東西。)

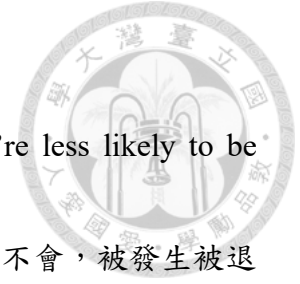
Promotion, applying for research projects and grants, and publishing papers were also identified as major research-related stressors. Teachers expressed stress due to complex promotion criteria, difficulties in obtaining grants, and the pressure of publishing in high-ranking journals.

The past couple of years, our program really wants everyone to boost the research department, the number of papers, for example. And to submit papers to better journals. (F5)

(我們這兩年系所就是蠻想要大家一起衝這個就是研究上面的比如說 paper 的數量，然後 paper 要投到稍微比較好的期刊啦)

Applying for NSTC grants is the biggest stressor. ... The judges aren't necessarily familiar with your field of research. Even with interpretation and translation studies, there are a lot of smaller specialties and a lot of sub-topics. The judges might not be familiar with your sub-topic; then they might not approve of your research purposes. ... Why the need for getting NSTC grants? Because to get promoted, the research part, they look at whether you have gotten NSTC grants, and how many times you have gotten them. (F4)

(申請國科會案，這是最大的壓力...評審他不見得熟悉你的研究領域，即便你是口譯或是翻譯的研究，你還有很多小學門，你還有很多子題，對那評審他不見得會熟悉你的子題，他可能就不認同你的研究目的...為什麼一定要申請國科會案，因為譬如說如果要升等的話，那個研究的部分，他都



會看你是不是有申請到國科會案，你申請到幾次。)

When writing papers, how do I write them better so they're less likely to be rejected. (F8)

(寫 paper 要怎麼樣讓自己的 paper 寫的比較好然後比較不會，被發生被退稿阿或拒絕的事情。)

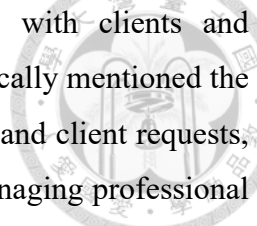
**Interpreting practice.** Preparation for interpreting work was a significant stressor. Participants mentioned the challenges of preparing in a short time, dealing with unfamiliar topics, and insufficient materials. Performance anxiety, particularly in high-stake situations, also contributed to stress. Other daunting aspects of interpreting, as per F2, F3, F4, F5, F8, P1, and P5, related to the constant pressure to improve language skills and knowledge. The mental strain of feeling perpetually inadequate in terms of language proficiency and subject matter expertise was a recurrent theme.

When the topic is really difficult or the occasion is really major. ... It could be a negotiation or accreditation. ... the attendees highly rely on the interpretation. (P5)

(主題難或者是場合重大...可能是什麼談判啊、評鑑這類...與會者都高度仰賴口譯。)

This job itself is difficult. What's difficult is that you would feel like you are never enough? Language abilities are never good enough. Knowledge is never rich enough. So, the hardest thing is, I think, the mental barrier, being able to get past it. ... You need to have enough experience to deal with the various kinds of situations you would encounter. It could be people, or the requests of clients, or working conditions ... including how the income changes if you're a freelancer ... this type of changes and diversity, and you always have to keep up with the latest trends. All of these are what I think is difficult with interpreting. (F5)

(這個工作本身就是困難的，困難的就是你會覺得永遠自己永遠不夠嗎？語言永遠不夠好，然後知識永遠不夠豐富，所以最困難的，我覺得就是在心理上面這一關，就是要能夠過得去...要有足夠的這些經驗能夠去應付在這個工作上面你可能會碰到的形形色色的狀況，不管是人，還是客戶的要求，還是工作條件的變動...那包含...就是收入的變動性，假設你是 freelancer 的話...這種變動性，然後多樣性，然後你隨時要就是 keep up with the latest trends，這個這個都是口譯工作我覺得很難的地方。)



Interpersonal stress, such as communication breakdowns with clients and negotiating professional boundaries, was another concern. F5 specifically mentioned the mental barriers and the need to adapt to various working conditions and client requests, especially as a freelancer. P2 and P3 discussed the difficulties in managing professional relationships with peers and career planning in a freelance environment, where interpreters must self-navigate their professional paths without a clear roadmap.

For example, the intermediary is really hard to communicate with. Or you thought things were communicated, but it turned out what everyone imagined was different. ... Or the buyers of interpretation, they don't value interpretation as the interpreters do. ... Things like not being able to provide materials beforehand, etc., and not handling the equipment well, etc. You realize they really lack understanding of interpretation. ... The communication with people is what I find most stressful. (P3)

(比如說窗口很難溝通，或者是以為溝通好了，但是原來大家的想像並不一樣...或者是口譯的購買者，他對於口譯的重視程度並沒有跟口譯員本身對等...資料沒有辦法先給等等這些事情，然後設備也用得不好等等這些事情，會發現他對於口譯的了解是很不足的...跟人的溝通上面，我覺得會是壓力最大的。)

The hardest part is still with peers, how exactly do you compete and collaborate. How do you gauge the boundaries. This is indeed something I still need to learn. (P2)

(最困難的還是跟同儕之間，到底什麼什麼怎麼樣競爭怎麼樣合作，然後那個線要怎麼怎麼拿捏，確實是對我來說比較，還要持續學習的一個課題。)

In terms of the arrangement of your career. ... In an organization, that roadmap might be clearer, but without being given this roadmap, freelance interpreters/translators have to decide this roadmap on our own. ... Deciding on your own sounds easy and free, but how do you decide? I feel like career planning might be something not easy for me. (P3)

(對於自己口譯職涯的安排...在一個機構裡面，或許那個路線圖是比較清晰的，但是自由譯者如果沒有別人所給予的這個路線圖，這個路線圖要由我自己去決定...由我自己決定，聽起來好像很輕鬆、很自由，但是要怎麼


訂呢？我會覺得，對職涯的規劃可能是對我而言不容易的地方。）

**Teaching.** Concerns about effectively helping or motivating students were primary stressors. Teachers worried about their teaching methods, materials, and whether they were meeting students' expectations. Doubts about one's teaching effectiveness, especially in technical courses, contributed to stress. Navigating students' mental health issues was another significant concern, with teachers feeling unprepared or powerless in addressing these challenges.

I would think about, for example, “is what I shared enough? Is it sufficient for the students? Is this what they anticipated?” ... I feel that interpreting is hard to learn and hard to teach because it involves things inside the brain. ... How exactly do you teach it? We can have a lot of discussions, but when you're actually doing it, it's not that simple. It's more of a complex process. ... To correct and adjust isn't that easy. So, I would think about whether what I provide matches what the students expect. It's something I have been a bit unsure and confused about. (P3)

（我自己會在想比如說這樣子的分享足夠嗎？對於學生來說充足嗎？這是他們所期待的嗎？...我覺得口譯不好學跟不好教，因為這個牽涉大腦裡面的東西，這個東西，這個到底要怎麼教呢？我們可以做很多的討論，但是實際上要去操作的時候，並不是這麼簡單的說，他比較，他是一個比較複雜的過程...如果要修正要跟調整的話，不是那麼容易，所以我會覺得我提供的，我提供的是不是符合學生的期待，會是我一直有點不確定、沒有辦法確定，也會疑惑的事情。）

I feel in the technical courses, I don't have that much room to give the students the help I think they really need. ... what I really want to do is, tell me what you think about these issues. I want to hear what you have to say in your own words first, before we attempt to say what other people are saying. I want to give the students more time to immerse themselves in the actual language before doing interpreting. And I feel I'm doing the students a disservice, sometimes, but then I can't go against... If you want to be a conference interpreter, these are the things I need you to hit. ... it's not necessarily stressful. It's sad, it kind of weighs on me that I can't really, I don't feel like I'm really helping the student. ... I can only do so much, because this is how this course is positioned. ... I feel sad about it, and powerless and dismay. (F6)



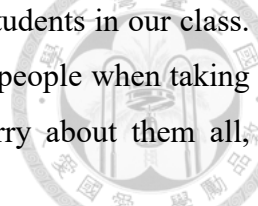
(我覺得在實務課程中我沒有很大的空間可以給學生我認為他們真正需要的東西…我真的想做的是，告訴我你對這些議題的想法。我想先聽你用你自己的話可以表達什麼，然後我們再來嘗試說別人說的話。我想要在學生口譯前給他們更多時間沈浸在語言裡面。我覺得有時候我沒有幫到學生，但我又不能無視…如果你想成為會議口譯員，你必須做到這些事情…這不完全是壓力，是悲傷。我有點介意，因為我不太能、我不覺得我真的有幫到學生…我能做得有限，因為課程設計就是這樣…我因此感到難過、無力、沮喪。)

Students' emotions [are the most stressful]. ... For example, students with depression. I worry about them. ... When students experience bad emotions, of course you would even need to worry about their safety. Every year I would encounter one or two students that I really worry about. It actually eventually takes up a lot of my [mental capacity] because I think I am a very empathetic person. But I feel like taking care of these specific students makes me mentally tired sometimes. And there are more and more students like this. I encounter them every year. I think it makes me really stressed. So, I also need to pay attention to what to say and not to say to students. And I also feel like I am not an expert in this regard. I'm scared of saying the wrong thing and causing irreversible consequences. (F1)

([最有壓力]就是學生的情緒了…比如說有憂鬱症的學生，我都會擔心他們啊…學生情緒不好當然，你甚至於還要擔心他們的生命危險啊。我每年都會碰到一兩個我會很擔心的學生，那其實我覺得後來就佔據我很多，因為我覺得我是一個很同理的人，但我覺得照顧這些特別的學生，我心裡有時候會累，而且這種學生比例越來越高，就是我每一年都會碰到，我覺得這帶給我蠻大的壓力，所以也會要注意到跟學生什麼話能講，什麼話不能講，然後又覺得自己其實並不是這方面的專家，怕講錯話，怕講錯話造成不可逆的結果。)

**Service.** Mentoring was a major stressor, with worries about student safety, too many mentees, and insufficient funding. Organizing activities and consultations for a large number of students was overwhelming. Advising responsibilities, especially for students lacking self-motivation or working on new topics, also added to the stress.





The stress from being a mentor is from worrying about the students in our class. Driving safety, for one. ... Or I'm afraid that they meet bad people when taking part-time work. ... personal safety, housing safety. I worry about them all, making me seem like a mom. (F7)

(當導師的壓力是擔心我們班的同學，第一個交通安全…或者是我怕他們出去打工遇到壞人啊…人身安全啊，那些住宿安全啊，那個我都會擔心，那就搞的自己很像一個媽媽一樣。)

There are usually more than 30 [mentees]. ... I feel like there are too many of them. Plus, there isn't enough funding. ... Organizing activities for students as a mentor, helping them get to know one another, or having consultations all take a lot of time because there are too many of them. So, this is more stressful for me. (F8)

(當導師是通常有三十幾個[導生]…我覺得就是因為就是人數太多，然後加上經費不足…當導師給學生一些活動，幫助他們更認識彼此，或者是做一些 consultation 我覺得那個都是要花很多時間因為真的太多人了，所以，我覺得這個會比較有壓力。)

Because the topics the students are researching are new as well, I have to readjust to them. Or, I also need to read the literature review. ... If students with no ideas come to me, it stresses me out because I know they won't push themselves but need me to push them. (F7)

(因為學生他要做的主題也都是新的，所以我要重新的去適應，或者是就是 literature review 我自己也要讀…假如是完全沒有想法的學生過來找我，然後那個我會有壓力，因為我知道說他是自己不會鞭策自己，是需要我去 push 他的。)

Other stressors like feeling like a cog in a wheel, difficulties in student education, lack of respect from colleagues or staff, and lack of control/autonomy were also mentioned, but less frequently. These insights highlight the multifaceted nature of stress and burnout among university faculty, influenced by institutional structures, compensation, and the balance between academic and administrative responsibilities or interpreting work, underscoring the need for support and resources to address the specific challenges in different areas of the routine work of interpreting teachers.

#### ***4.2.4 Negative Effects of Occupational Stress and Burnout***

In this section, the interviewees discussed the negative effects they have experienced due to occupational stress and burnout, encompassing mental, physical, and career-related impacts.

**Mental negative effects.** Participants reported a range of mental health issues including anxiety, a sense of powerlessness, incessant thinking, burnout, and depressive feelings. Each of these effects was noted by individual participants and attributed to various aspects of their professional lives, including teaching, interpreting, research, and administrative work. For example, one participant (F3) described a relentless stream of thoughts about class preparation and case management, while another (F5) associated burnout with the uncertainties in interpreting work. Additionally, participant F7 expressed concerns about developing depression due to the mental strain.

Sometimes my brain wouldn't stop thinking. I would keep thinking about what to do with this class tomorrow, or what to do with the next case. I just think a lot. (F3)

(就是腦袋有時候沒辦法停下來啦，就會一直想說明天這堂課要怎麼辦，或是下一個案子要怎樣怎樣，怎樣就是會想很多。)

With interpreting work, when there is more uncertainty, I would feel a little bit of burnout. (F5)

(口譯工作假設它不確定性比較高的時候，就會稍微有一點倦怠。)

The mental stress makes me feel like I am going to get depression.

(心裡的壓力造成的就是覺得都快要憂鬱症了。)(F7)

**Physical negative effects.** The most common physical ailments reported were sleeping issues (mentioned by F1, F2, F3, F8, P4) and acid reflux (F2, F3, F6). Other physical effects noted included weight gain (F8, P1), headaches or migraines (F1, F7), dysautonomia (F1), seborrheic dermatitis (P1), neurological pain (F6), tremors (F6), weakened immunity (P5), and the necessity of undergoing surgery (F7).

Mental and physical, all the same. Being stressed long-term, of course, causes things like dysautonomia, headaches, tinnitus, and bad sleep at night. (F1)

(當然就是身心都是一樣的，就是處於長期處於壓力之下，當然會造成一些比如說自主神經失調啊，頭痛啊耳鳴啊，晚上睡不好覺。)

I have neurological pain that the doctors can't [diagnose]. There's nothing wrong with me with tests. But I feel real pain. ... I have tremors. ... I have acid reflux now. I never used to. ... The neurologist thinks I've been under too much stress.

It's the perfectionist in me. For example, the formatting as an editor. The guidelines are faulty. ... I have nobody to ask how this is done. I need to figure out. I need to make my own decisions. Nobody is helping me. (F6)

(我有神經性疼痛，醫生無法（診斷）。檢測出來我都沒有問題。但我感受到疼痛…我會顫抖…我現在會胃食道逆流，以前從來不會…神經科醫生覺得我承受太大的壓力。是我的完美主義造成。舉例來說，身為編輯要做的格式調整…我沒有人可以問要怎麼做，我必須自己想辦法。我必須自己做決定。沒有人在幫我。)

Seborrheic dermatitis has never gotten better since. It has been 10, 15 years. It was caused by stress. The dermatologist said so. Irregular routines, and too much stress. It's a negative effect caused by stress. (P1)

(脂漏性皮膚炎之後一直都沒有好，到現在已經十幾年了十五年，這是壓力造成的，皮膚科醫師有這麼說，就是作息不正常，還有壓力太大，壓力造成的負面影響。)

**Career-wise negative effects.** These effects were primarily categorized into reducing or ceasing interpreting or teaching roles, or the desire to do so. Three full-time and three part-time participants reported reducing or ceasing interpreting, while two full-time and two part-time teachers mentioned the same regarding teaching. These actions can also be seen as coping mechanisms, falling under the broader category of “declining or adjusting demands.” The stress and burnout experienced were further exacerbated by the COVID-19 pandemic, as highlighted by participants F1 and P3. These individuals detailed the increased stress and technical challenges they faced with the shift to remote and hybrid interpreting formats. Similarly, participant F5 discussed the instability and client-related uncertainties in interpreting work, leading them to consider alternative career paths. Meanwhile, participants in teaching roles, like F3 and F7, spoke of the demoralization and frustration they felt due to uninterested or underperforming students, and the pressures of publishing and promotion. Participant P5 mentioned intentionally reducing teaching commitments to manage conflicts between interpreting cases and teaching schedules.

By uncertainty [of interpreting] I mean the stability of cases, for example, and possibly requests from the clients. When you are negotiating with or dancing around clients; when some tricky situations arise, I would feel a bit like maybe

there are some other career choices. ... For example, I increase my teaching loading and reduce T&I work. (F5)

(所謂的不確定性就是說，比如說案件的穩定度，然後還有可能客戶的要(求)應該是說，就是在跟客戶協商或周旋的時候，就是有一些比較棘手的狀況出現的時候，會稍微有一點就會覺得可能有其他的 maybe 有其他的生涯的一些選擇……比如說我就是把教學比重拉大，然後口筆譯工作減少。)

This burnout and stress, in the past couple of years, are more apparent in the discomfort that COVID brought. ... There was one conference that was the last straw, because there obviously were other video conferences before that ... but that one time, it was really too awful. I really didn't feel good doing it. There were all kinds of technical issues. The venue wasn't great, neither were the speakers. It was a conference where all the bad elements of video conferencing interpreting were present. That conference went on for three days. After the three days, I really felt like I had this thought at one point, which is that if video conferencing interpreting was still like that the next year, I was going to retire. No more interpreting. That was how painful it was. (P3)

(他這個這個倦怠跟壓力，近幾年比較明顯是 covid 帶來的工作不適感... 有一場會，就是我的最後一根稻草，因為前面當然不只他，前面一定也有其他的視訊會議... 但是有一次那個狀況實在太糟了，我做得非常不舒服，各式各樣的技術問題，場地也不好，講者也不好，就是視訊口譯的不良因素都同時存在的一場會議，所以那場會議又連開了三天，三天之後，我真的我覺得我一度萌生一個想法，就是說，如果隔年的視訊口譯還是這樣子的狀況，我就要退休，我不要再做口譯了，就是可以痛苦到這個程度這樣。)

I think the stress [with teaching] that would make me want to switch careers comes from there being lots of miscellaneous obligations and meetings, and on top of that, from some students who, even with your 100% efforts for them, are just not interested in T&I. Or their competence is just really bad. So, you think you have been working really hard teaching, they're still like that. This makes me very defeated and deflated. (F3)

(我覺得[教學]會造成我想要轉換跑道的壓力是除了這些雜事例會很多以

外，我覺得有些同學，你給他百分之百的心力投入，可能他就是對口筆譯就真的沒興趣，或者是他資質就是就是真的是很差，所以你已经覺得你很努力在教了，他就還這樣，這個對我來講是非常打擊而且洩氣的一件事情。)

These insights reveal the multifaceted and significant impact of occupational stress and burnout on interpreting teachers, affecting their mental and physical health as well as their career trajectories.

#### **4.2.5 Coping Mechanisms or Strategies**

In the study of coping mechanisms among interpreting teachers, several key strategies emerged, predominantly utilized to manage stress and occupational demands. These mechanisms are categorized based on their prevalence among the participants, with distinct preferences but also similarities observed between full-time and part-time teachers.

**Adjusting mindset or accepting the problem.** This strategy was prevalent among both full-time and part-time participants. It involves cultivating a positive mindset towards challenges and accepting inevitable stressors. By embracing rather than resisting stress, participants found they could diminish their overall suffering and handle stress more effectively.

To cope with stress, actually just try to adjust your mindset. ... Try to make yourself turn thoughts into more positive ones. (F5)

(因應壓力的方式，其實就是想辦法轉念吧...就是想辦法讓自己，就是可以把它轉成比較正向的想法。)

Go with the flow. Yeah. Because I really think you can only accept it. With my personality, I tend to just accept, so I wouldn't resist a lot of stress as much. (P1)

(順其自然，對，因為我覺得真的只能接受，我的個性來講都是逆來順受，所以比較不會抗拒很多壓力。)

It's just accepting. Accepting that you're facing these conditions. And don't resist them. And if you don't resist them, there's less suffering. (F6)

(就接受。接受你正在面對這些狀況。然後不要抗拒。你如果不抗拒，受的折磨就比較小。)

**Seeking support from or engaging in conversations with others (including peers, experienced colleagues, and family).** Many participants relied on discussions

with peers, colleagues, and family members to alleviate their professional stress. Sharing experiences and research insights with colleagues in similar positions fostered a supportive environment. This mutual support was instrumental in reducing fears and stress related to their professional roles.

I would ask them, “excuse me. What is the hardest part of your promotion now?” After hearing their explanations, it seems like the fear and stress inside of me would decrease a little bit. (F3)

(就請教他們說，請問一下，你現在升等遇到最辛苦的地方是哪裡？就是稍微聽他們解釋之後，好像自己心中那個恐懼跟壓力會比較低一點點。)

I have sought support from my peers. ... Or we can share amongst ourselves, as colleagues that are in the same position, sharing some research tips ... I feel like my colleagues give me great support. (F5)

(尋求同儕的支持…或者是就是處於同樣處境的這些同事，大家彼此可以分享一下，就是彼此在研究上面的一些就是小撇步…我覺得我的同事給我就是蠻大的這個支持。)

I would chat with some peers that are also teaching interpreting. [The peer] would say oh they feel the same. They also have this type of feelings and thoughts. Then I would feel like, okay, looks like it’s not just me. If others also feel this way, maybe it’s okay. (P2)

(會找其他也有在教口譯的一些同儕聊天，[同儕]也會說喔他也是一樣啊，他也有這樣子的感受跟想法，然後就會覺得說，喔好吧看來就不是只有我，如果其他人也會這樣想的話，那應該就還好吧。)

**Declining or adjusting demands.** A significant number of participants reported prioritizing their tasks and relinquishing certain responsibilities, such as interpreting or administrative duties, to better manage time and stress. This strategy involved a deliberate realignment of priorities and acceptance of necessary sacrifices to achieve a more balanced lifestyle.

I actually cannot juggle too many things. ... Slowly, I adjust the arrangement of my priorities. ... So, when I really am going to write, I feel like some sacrifice is necessary. ... So, I stopped my interpreting work. (F5)

(我其實是不太能夠兼顧太多事情的…優先順序的這個安排慢慢在調整…所以當我真的要寫東西的時候，我覺得就是勢必得要稍微犧牲一下…所以



我就是把口譯工作停下來。)

Let go. I let go of my administrative work. (F7)

(放下，就是我就放下我的行政工作。)

I indeed find it a bit difficult to juggle in terms of time management, so I first let go of [school name]. With [School name], I taught for a few more years, but eventually also stopped because there are too many scheduling conflicts. (P2)

(我也覺得確實在時間分配上有一點難兼顧，所以，我就是先把[學校A]放掉，那[學校B]我後來又繼續教了幾年是，後來也是選擇放掉也是因為時間真的還是太容易衝到。)

**Exercising or engaging in movement-based activities.** Among full-time participants, physical activities such as yoga, stretching, walking, biking, and stair climbing were popular. These activities served as an outlet for stress relief and contributed to maintaining a healthy equilibrium between professional and personal life.

When stressed by work, eat and sleep well of course. Also, exercise. (F1)

(如果工作壓力大的時候，當然就是要吃好睡好，然後運動啊。)

Probably just do yoga by myself. (F3)

(可能就自己去練練瑜珈。)

I like to bike. It's more movement that I try. (F6)

(我喜歡騎腳踏車。我嘗試比較多動態活動。)

**Partaking in relaxing activities.** Some participants engaged in relaxing activities like baking, embroidery, travel, gardening, listening to music, and meditation. These activities provided a respite from work-related stress and offered an opportunity to pursue personal interests.

At one point during the pandemic, I even did embroidery. And I love baking cakes. ... The more stressed I am, the more cakes I bake. (F2)

(我有一段時間疫情那段時間還繡花，然後我很愛烤蛋糕...我壓力越大的時候，蛋糕烤越多。)

I listen to classical music. I listen to the radio. I like music. (F6)

(我會聽經典樂，聽收音機，我喜歡音樂。)

Usually, after interpreting, I would do something completely unrelated to work. I like gardening. So, I would go tend to my plants. (F7)

(通常就是口譯完以後，會去做一些完全跟工作無關的事情，我喜歡園藝，

所以我就是會去種種我的那個植物。)

**Additional coping strategies.** The study further identified other strategies including maintaining work-life balance, modifying sleep patterns, prioritizing tasks, collaborating with colleagues in research or interpreting work preparation, effective communication, seeking diverse or additional work, goal setting, and food consumption.

We also split the work, me and my partner. The two of us would ... if it's simultaneous interpreting, we would split the work. Because most of my partners are also interpreting teachers. We all know that ... We are all colleagues in both professions. So, for example, we are partnering, then we would agree upon splitting work. Originally, there are eight speeches to prepare for. Now, they are split between the two of us, four speeches for each person. It halves the workload. Then of course, sharing glossaries or other materials with your partner. (F2)

(我們也會分配啊，就是我跟我的搭檔，兩個人也會，如果是同口的話，就會大家分好，因為我的搭檔也大部分都是口譯老師，大家也都知道說，大家都同行兩個工作的同行，那就會是比方說我們兩個人要搭檔，那就會講好說，那不然一起分，本來應該要準備八個演講的，然後我們兩個人分一下一個人四個這樣，讓那個工作可以減半，那當然還有就是跟搭檔一起共享你的 glossary 啊，或者是其他資料。)

Several years after I started working, I began to try slowly separating work and life. (F8)

(我在工作幾年後，我開始試著慢慢的把工作跟生活稍微做一個區隔。)

Focus on getting things done. Don't process emotions for now because there really is no time for those things. ... Take the mission-oriented approach and get things done properly. (P4)

(把重點放在 get things done 上，然後那些其他的情緒就是先不要 process，因為真的沒時間想那些事情...任務導向把事情做好。)

These strategies reflect the diverse approaches employed by interpreting teachers to navigate the complex challenges of their profession. The study underscores the efficacy of these strategies in aiding teachers to manage the demands inherent in their occupational roles.

#### ***4.2.6 Support and Resources from the Organization***

This section of the study delves into the support and resources interpreting



teachers receive from their educational programs or schools, and it also explores their aspirations for additional assistance to enhance their professional experience.

In the realm of current support, the institutions are actively providing various aids, such as counseling services, which several participants, including F2, F3, F5, F6, and F8, have acknowledged. The counseling services are specifically tailored for teachers, as F3 points out, indicating a thoughtful approach to faculty mental health. Additionally, flexibility in class scheduling, especially in postgraduate programs, is mentioned by P2 and P5 as a significant form of support, reflecting an understanding of the unique challenges interpreting teachers face. Relaxing activities like yoga and meditation are also highlighted, with F3 and F7 appreciating these efforts to mitigate stress. Furthermore, peer support groups and incentives like reduced teaching hours and research bonuses have been noted as beneficial in easing the workload and promoting a supportive teaching environment.

I think our school has done pretty well with this. Our school even regularly arrange counsellors specifically for teachers. (F3)

(我覺得我們學校做的不錯，我們學校甚至都定期會有，請諮商輔導老師是專門開給老師。)

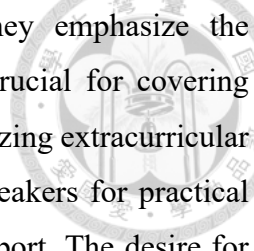
Last year, there were yoga classes. It's meditative yoga with music. There would be a bowl, in the middle there would be a bowl. ... I think it's pretty nice. And there's meditation and guided screenings of movies. (F3)

(去年有瑜珈課，對然後他是那種冥想音樂型的瑜珈，會有一個鉢，中間會有一個鉢...我覺得這不錯，對然後冥想，然後會有電影導讀。)

If it's the postgraduate program, your colleagues like other teachers, the students, and the administrative office all really understand the uniqueness of interpreting teachers. When we reschedule classes, need a classroom last minute, need to provide a conference room for us to have the class in or other things, the flexibility with time that they provide us with is a big form of support. (P5)

(如果是研究所的話，你的同事就是其他老師、同學跟行政所辦，他們都很能理解口譯老師他的特殊之處，他讓我們在調課或是改時間，臨時要租教室，要生出一間會議室讓我們上課，還有其他的，我覺得這些教學上給我們的時間上的彈性是一個很大的支持。)

However, despite these provisions, participants express a need for more



comprehensive and targeted support from their institutions. They emphasize the importance of additional funding, which F3, F4, and F5 see as crucial for covering expenses like hiring speakers for student practice sessions and organizing extracurricular activities. F4's personal experience of bearing the cost of hiring speakers for practical student sessions underscores the need for institutional financial support. The desire for more effective mechanisms to address teaching-related challenges is also prominent. Participants like F7 and P3 suggest implementing processes where teachers can easily communicate their needs, leading to tailored services or professional counseling. Moreover, there's a call for more accessible mental health services, with F3 and F6 advocating for more accessible information, extended counseling hours or increased availability. Additionally, the reduction of meetings and administrative tasks, as suggested by F3, is seen as a necessary step to alleviate the workload and allow teachers to focus more on their core responsibilities.

I think the time for counseling can be longer or there can be more times available.  
(F3)

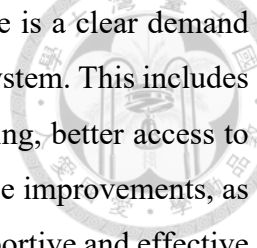
(我覺得個諮商輔導的時間可以拉長一點或多一點。)

I always paid out of pocket to hire native speakers of English that I know. ... I ask them to come give speeches and let the students do actual interpreting, but I paid for it myself. So, for interpreting classes, the school can allocate budget and funding. Funding for lectures for example [and let students practice]. (F4)

(我自己都是花錢請 native speaker of English，就是我認識的…就是請他們來演講，讓學生真的做實際的口譯，可是那個部份就是我自掏腰包，就是如果說對於口譯課，學校可以另外編列什麼經費，比如說演講的經費 [讓同學練習]。)

Offer a mechanism, saying “hey Professor, if you have any problems with anything, if you have any needs, just tell the program assistant, for example,” then the program assistant would start a procedure, and then we will come up with some sort of services or courses, or professional counseling. (F7)

(提供一個機制在那裡，說欸老師，你假如你在什麼地方有問題的話，有什麼需求的話，你只要告訴，比如說告訴系助，然後系助就會啟動一個什麼樣的流程，那我們就會有生出什麼樣的比如說服務啊或者是課程阿，或者是專業的輔導。)



Overall, while the current support structures are valued, there is a clear demand among interpreting teachers for a more nuanced and robust support system. This includes enhanced financial backing, streamlined processes for problem-solving, better access to mental health services, and a reduction in administrative duties. These improvements, as highlighted by the participants, are essential for fostering a more supportive and effective teaching environment in the field of interpreting.

#### **4.2.7 Job Satisfaction**

In this interview segment, participants reflected on their satisfaction and challenges associated with their roles as interpreting teachers and interpreters. The insights revealed a high level of job satisfaction in both professions, with a particular emphasis on the rewarding aspects of their work.

**Satisfaction and reward in interpreting teaching.** All participants expressed a deep sense of satisfaction with their job as interpreting teachers. They found the role highly rewarding, with the top two gratifying aspects being the mutual learning and growth experienced alongside their students and witnessing the students' development and improvement. Participants F2, F3, F4, P2, P4, and P5 highlighted the symbiotic relationship of growth between teacher and student, emphasizing the sense of achievement it brought. P5, for instance, spoke about the motivation derived from student dedication, leading to a deeper appreciation and humility towards their work. F5 and F8 shared similar sentiments, focusing on the joy of seeing students overcome challenges in interpreting, particularly in simultaneous interpretation, and appreciating the transformation from initial struggles to competence.

[The best part is] learning and growing with the students and the sense of achievement. And continue to remind myself to not slack off because the students all work so hard. ... so, I cherish the work I do even more and feel more humbled.  
(P5)

(教學相長還有成就感，還有不斷的提醒自己要不能夠鬆懈，因為學生都是這麼努力...所以對於現在所做的工作會更為珍惜，而且會更為謙卑。)

The best part is seeing the students improve, yeah, and the interactions in class. I think when teaching in class, the interactions with the students are the most valuable for me. ... Seeing them go from very rusty, especially with simultaneous interpreting, to eventually being able to do it and finally not afraid and able to do it. This process is the most valuable to me. (F5)

(最棒的地方就是看到學生的進步吧，對，然後還有課堂上的互動，我覺得在課堂上在教課的時候，跟學生之間的互動，對我來說就是最寶貴的…看到他們從也許剛開始非常生疏尤其是同口，然後，到後來終於可以做了這樣子終於不怕了終於可以做，這個過程對我來說是最valuable的。)

Being able to see the growth of the students. ... because you would see that after your training, the students gradually learn to use note-taking to take notes efficiently ... Many students, in the last semester, they really couldn't vocalize after listening, but in the next semester, they more or less are willing to try. Their interpretations might not always be correct, but you can see how much they've improved. (F8)

(可以看到學生的成長…因為你會發現學生在經過你的訓練之後，他漸漸他知道怎麼用筆記去做有效率的那個記下來…很多學生是上學期的時候，他真的就是聽到東西他就講不出口，可是他後來就是下學期的時候就變成是說他們或多或少都願意嘗試，其實不見得是他譯的東西都是對的，但是進步的幅度是你看得到的。)

**Satisfaction in interpreting.** As interpreters, nearly all participants were satisfied and found their work rewarding. The most fulfilling aspects included exposure to new people, places, knowledge, and challenges, as mentioned by nine interviewees, including both full-time and part-time teachers (F2, F3, F4, F5, F6, P1, P2, P3, P5). P1 and P5, for example, described how interpreting broadened their worldviews and allowed them to meet diverse individuals. F7 and P5 highlighted the satisfaction of being recognized for their contributions in the interpreting process.

Through interpreting or translation, you get to meet people from all walks of life. You would feel like the world is very big, and I think humbled. You would realize that in all walks of life there are people working hard and contributing. And your horizon is broadened. (P5)

(透過口譯或是翻譯，你就可以認識到各行各業的人，然後會覺得世界非常的大，然後我認為謙卑，就是你會發現這個百工百業都有很多人在努力的付出，然後也拓展自己的眼界。)

The best part is when our speakers or audience members remember at the end the existence of these two people (interpreters) ... making you a part of the discussion, and recognizing your contribution, or the role you play. (F7)

(最棒的是我們的講者，或者是觀眾，他到最後會記起說，今天有這兩個人的存在…讓你變成是這一個討論的一部分，就是他認可了你的貢獻吧，或者是你所扮演的角色。)

Some assignments really completely depend on interpretation to continue. For example, I was part of some accreditation assignments. Both parties needed interpreters. The result of the accreditation relied very largely on whether you interpreted well. That kind of stuff ... Though you could feel like you were treading on thin ice at the moment, you would feel a great sense of achievement, feeling like you contributed to a small part of this world. It's very rewarding. (P5)

(有一些工作是真的要完全仰賴口譯才能能夠進行得下去，比如說我之前參加的一些評鑑類型的，雙方需要透過口譯，那評鑑的結果很大一部分取決於你口譯做的好不好，那種東西，雖然當下會戰戰兢兢，可是就會非常有成就感，就會覺得說自己可以對這個世界有一點小小的貢獻，就非常的成就感。)

In summary, while interpreting teachers and interpreters face unique challenges and stressors in their work, they still find significant satisfaction and reward in their professions.

#### ***4.2.8 Recommendations for Fellow or Aspiring Interpreting Teachers***

The participants in this interview offered varied and insightful advice on managing occupational stress and burnout for fellow or aspiring interpreting teachers. Their suggestions spanned from setting priorities to maintaining a healthy work-life balance and finding personal methods to alleviate stress.

**Understanding and prioritizing goals.** Four participants emphasized the importance of recognizing one's own goals and aligning them with practical expectations. P3 suggested understanding whether personal expectations align with those of others and prioritizing what truly matters in the position. P4 mentioned the necessity of balancing passion for teaching with realistic expectations for its outcomes. P5 advised on mental adjustment and introspection, urging individuals to ask themselves about their primary motivations for teaching and to find the most comfortable setup for themselves.

You have to understand whether your expectations align with those of others. Adjust if they don't align. Think about what you truly want to achieve in this position and prioritize it. If you are not happy with the other things, remind

yourself that they are secondary. It's more important to achieve what is prioritized. (P3)

(需要了解自己的期待與他人期待是否一致，如不一致則要調整。思考在這個職位上真正想要達到的是什麼，將其排在優先位置，如其他事項自己較不滿意，提醒自己這些為次要，優先事項能達成比較重要。)

You have to have passion for teaching, but you also have to have practical expectations for the results of it. (P4)

(要對教學有熱情，但也要對教學的成果有務實的期望。)

**Separating work and life.** F6 and F8, both full-time participants, recommended clearly delineating work from personal life. F6 suggested dedicating at least one day a week to non-work-related activities, while F8 emphasized the need to adjust one's life to prevent continuous work from leading to exhaustion.

I think my recommendation would be to try as much as possible to find one day in a week to not do anything work-related. (F6)

(我想我的建議會是盡量嘗試一週找一天，完全不要做跟工作有關的事。)

Try to adjust your own life. Try to separate life and work a little bit, so that you don't end up always working and then feeling very exhausted. If you feel very exhausted, you would feel like you kind of don't want to keep working this job. (F8)

(要試著調整自己的生活吧，就是盡量把生活跟工作稍微有點區隔才可以，才不會長久下來一直都是工作，然後就會覺得很疲惫，然後就是覺得很疲倦的話，就會覺得不想要繼續從事這份工作。)

**Stress-relief tools and methods.** Other participants recommended diverse activities to combat stress and burnout. Participants F2 and F7 advised having personal ways to relax and tools to relieve stress. F2 proposed having one's own relaxation methods and also learning to vent to colleagues and friends instead of working in isolation. F7 noted the multitude of tasks that full-time university faculty have to manage, advising preparation of various tools to handle stress effectively. P1, on the other hand, saw value in diversifying work by taking on more interpreting assignments, cautioning against focusing solely on teaching work.

Have your own way of relaxing. Also, learn to vent to colleagues and friends. Don't just work on your own. (F2)

(要有自己放鬆的方式, 也要學會跟同事 / 朋友抒發, 不要自己埋頭做。)

There are a lot of things full-time university faculty have to do. To walk down this path, prepare lots of tools to relieve stress. (F7)

(正職的大學教師要做的事情很多, 不是只有教學, 要踏入此途, 應準備許多能排遣壓力的法寶。)

Getting more interpreting work can help relieve stress. It's not recommended to put everything into teaching work. (P1)

(多接口譯工作有助於紓壓, 不宜一面倒投入教學工作。)

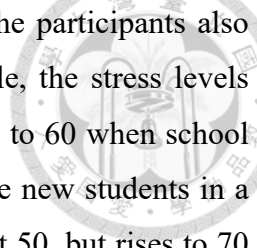
In summary, the participants collectively recognized the multifaceted nature of occupational stress and burnout in the field of interpreting teaching. Their advice ranged from internal strategies like setting priorities and mental adjustments to external activities such as separating work from personal life, engaging in stress-relief practices, and diversifying professional engagements. These insights provide a comprehensive guide for current and aspiring interpreting teachers to manage their professional demands effectively while maintaining personal well-being.

### 4.3 Discussions of Results

#### 4.3.1 Mixed Results from Quantitative and Qualitative Data

Prior to conducting the study, the researcher anticipated high levels of stress and burnout among interpreting teachers in Taiwan, attributing this to their substantial workloads and numerous responsibilities. However, the mixed methods approach of the study, combining both quantitative and qualitative data, revealed a more complex picture.

The quantitative results indicated relatively low levels of burnout and occupational stress among the participants. On a scale ranging from 0 (Never) to 6 (Daily), the average scores for the three dimensions of burnout—Emotional Exhaustion (1.8), Depersonalization (1), and Personal Accomplishment (3.9, with lower scores indicating higher burnout)—suggest a moderate experience of burnout. The average Workplace Stress Scale score was 20.2, placing it between "fairly low stress" and "moderate stress." The qualitative data on the other hand, provides more nuanced information. Out of 13 interviewees, four (30.8%) confirmed experiencing burnout, while another four reported mild or occasional burnout. These eight (61.5%) participants cited several signs of burnout including emotional exhaustion, extreme fatigue, reduced personal accomplishment, apathy, and procrastination. When asked about stress, seven (53.8%) of the 13 interpreting teachers interviewed reported stress levels ranging from 70 to 90 out

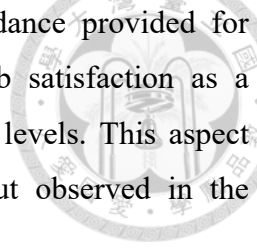


of 100 when they juggled interpreting teaching and interpreting. The participants also described their stress levels in different circumstances. For example, the stress levels reported by P1 can be as low as 0 during winter vacations, but rises to 60 when school starts and the teacher has to re-adjust their teaching materials for the new students in a short period of time. During the spring semester, the stress level is at 50, but rises to 70 during the finals season because on top of the regular final exams, they also need to prepare and organize the annual interpreting professional exam.

These findings highlight that while quantitative data provides straightforward scores for stress and burnout, it does not capture the dynamic and situational nature of these experiences. The qualitative data, on the other hand, elucidates the specific contexts and triggers for stress and burnout among interpreting teachers. The discrepancy between quantitative and qualitative results may be attributed to the design of the measurement tools. This phenomenon is not unique to this study and has been observed in other research, such as Xia et al. (2020), who found a similar divergence in a mixed methods study on diabetes distress among Chinese-Canadians with Type-2 diabetes. The discrepancy was attributed to the inadequacy of the questionnaire in capturing the full range of distress experienced by participants from an ethnic minority. Similarly, in this study, the MBI, while validated for measuring occupational burnout, may not fully capture the burnout experienced by individuals juggling distinct roles with different working conditions, such as interpreting teachers who also work as interpreters. The MBI requires respondents to reflect on their feelings towards their job, but interpreting teachers may have divergent feelings towards their dual roles, influenced by factors like working hours, interpersonal interactions, compensation, and differing expectations. Furthermore, as shown by the results of the interviews, the levels of stress and burnout experienced by the participants can greatly fluctuate depending on the working conditions at different periods or stages of working. So, it can be hard for participants to comprehensively express how stressed or burned out they feel with just a number on the scale of 1 to 5 or 0 to 6.

Additionally, due to the design of the MBI and WSS questions being more suitable to measure experiences of people with a single occupation, the researcher had instructed the participants to focus on their experience as university faculty that teach interpreting when answering the questionnaires. Consequently, it is possible that for the participants that teach as well as take interpreting work, the burnout caused by interpreting work might not have been accounted for when the MBI and WSS were administered.





In addition to the design of the instruments and the guidance provided for completing the questionnaires, the researcher also considered job satisfaction as a potential influencing factor on the participants' stress and burnout levels. This aspect could have contributed to the lower levels of stress and burnout observed in the quantitative data compared to the qualitative insights.

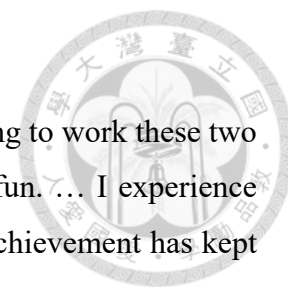
#### ***4.3.2 High Job satisfaction as a Possible Offset Against Stress or Burnout***

Past literature on medical faculty and psychologists at academic health centers show that job satisfaction is related to burnout (Williams et al., 2020; Wright et al., 2011). Studies on human service professionals, including academics, nurses and interpreters, have suggested that job satisfaction is inversely associated with burnout (Penn et al., 1988; Tsigilis et al., 2004), or that job satisfaction lowers the risk of burnout (Mehus & Becher, 2016; Rosales et al., 2013). In Mehus and Becher (2016), only 14% of participants scored high on burnout, despite 71% of them scoring high on secondary traumatic stress. Mehus and Becher suggested that the reason could be the fact that 61% of participants also scored high on compassion satisfaction, which indicates high work-related satisfaction (Stamm, 2010), thus offsetting the risk of burnout.

In the current study, the relationship between job satisfaction and burnout might explain the relatively low burnout levels observed in the quantitative data. While participants affirmed that they experienced high stress levels in certain work-related circumstances, all 13 interviewees expressed high job satisfaction with their interpreting teaching work, and all but one participant was highly satisfied with their interpreting work. The sense of achievement from teaching and interpreting was a recurrent theme, mentioned by multiple participants. The qualitative data revealed that participants found their work both valuable and meaningful, contributing positively to their overall job satisfaction. Some participants highlighted that their work was a source of happiness and enjoyment. For example, one participant noted that interpreting was a stress-reliever, while another mentioned the dynamic nature of interpreting as a factor reducing burnout risk.

I very seldom feel stressed while interpreting because the whole time I'm interpreting I'm happy. ... (R: Sometimes, would taking more interpreting work be a way to relieve stress?) You can say that. (P1)

(P1: 口譯工作通常很少感到壓力，因為口譯工作是，從頭到尾都是快樂的... R: 有時候去多接口譯工作，會不會是一種抗壓的方法? P1: 可以這



麼說。)

(R: After so many years, how have you persisted in continuing to work these two jobs and not quit either one?) Because I think it's a lot of fun. ... I experience great sense of achievement from both [jobs]. The sense of achievement has kept going. (F2)

(R: 那這樣這麼多年下來啊你是怎麼堅持，一直持續做這兩個工作，不會把其中一個停掉？F2: 因為我覺得很好玩啊...我兩個[工作]都很有成就感，成就感是一直持續的。)

I think repetition causes burnout, or things not moving forward, which can easily cause burnout. ... With the nature of our work (interpreting), it's less likely to have this issue. So, I think it's alright. (R: So, it's actually less likely to burn-out.)

Yes. Because every time it's a new stimulation. (P4)

(P4: 我覺得倦怠是因為他一直重複，然後可能沒有什麼進展，就很容易倦怠...我們這個工作性質(口譯)比較不會有這種問題，所以我覺得還好。

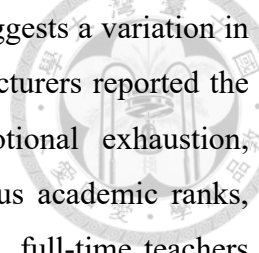
R: 反而比較不會有倦怠的問題) P4: 對，因為每次都是一個新的刺激。)

Therefore, the researcher posits that the high job satisfaction and sense of achievement might have offset the impact of stress and burnout experienced by the interpreting teachers, resulting in lower scores on the MBI scale. However, as discussed in 4.3.1, low MBI scores might not necessarily fully reflect the participants' experience with burnout, as shown by the qualitative results. All in all, when both are taken into consideration, the quantitative and qualitative data paint a more nuanced picture of interpreting teachers' occupational stress, burnout, job satisfaction, and the complex, interconnected relationship between the three.

#### **4.3.3 Unexpected Trends in Quantitative Results**

In this study, the researcher initially hypothesized that full-time teachers, those who both teach and interpret, and assistant professors would report higher levels of occupational stress and burnout compared to their part-time, teaching-only counterparts and those holding other academic ranks. This assumption was based on the premise that these groups had more job obligations to juggle. However, the findings revealed some unexpected trends.

Contrary to expectations, part-time teachers reported higher levels of depersonalization and a lower sense of personal accomplishment compared to full-time



teachers. While this difference was not statistically significant, it suggests a variation in burnout experience among different teaching roles. Interestingly, lecturers reported the highest degrees of burnout across all three dimensions (emotional exhaustion, depersonalization, and personal accomplishment) among the various academic ranks, surpassing even assistant professors. Regarding occupational stress, full-time teachers and those juggling both teaching and interpreting roles exhibited stress levels aligning with the researcher's predictions—higher compared to part-time and teaching-only groups. These stress levels are consistent with those reported in existing literature on medical faculty, such as in the study by Daud et al. (2012). In the present study, nine (60%) participants experienced mild to moderate stress, and three (20%) suffer from severe stress, similar to Daud et al.'s findings where 72% reported mild to moderate stress and 21% severe stress. However, lecturers in the current study, contrary to expectations, reported the highest stress levels among different academic ranks, not assistant professors. The literature on stress levels by academic rank is mixed. For example, Dandar et al. (2019) and Williams et al. (2020) found that associate professors in medical schools and academic health centers experienced higher burnout or felt more taxed compared to other ranks. However, studies like Shams and El-Masry (2013) and Nassar et al. (2019) showed assistant lecturers and academic clinicians of lower ranks experiencing higher burnout and lower personal accomplishment. These findings collectively suggest that full professors may be at a lower risk of burnout compared to other academic ranks.

Even though these differences were not statistically significant, the researcher believes looking at the numbers together with the interview results and past literature can provide some insight. All five part-time interpreting teachers interviewed, which include three of the four lecturers, agreed or strongly agreed that “insufficient compensation” was a source of stress or burnout. This sentiment is reflected in the broader literature, where insufficient compensation is a known burnout factor among physicians (Gabbay & Barrett, 2020; Peckham, 2018; Seo et al., 2022), despite their relatively higher salaries compared to other professions. It appears that burnout is less about the actual amount of compensation and more about whether it reflects the effort and time invested in the work.

Interestingly, teachers who only teach reported lower personal accomplishment, contrasting with findings in medical faculty literature, such as Dandar et al. (2019), where those juggling teaching and patient care reported higher burnout. In this study, interview results indicated that most participants derived significant achievement from both teaching and interpreting. Therefore, for teachers now solely focused on teaching, the

absence of the additional fulfillment from being active in interpreting work might explain their lower sense of personal accomplishment compared to those who engage in both teaching and interpreting.

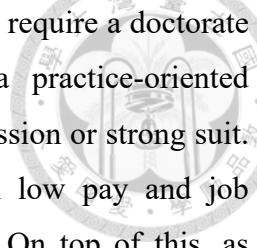
These findings suggest a complex interplay between job roles, compensation, and burnout experiences among interpreting teachers, offering insights into the multifaceted nature of occupational stress and satisfaction in this field.

#### ***4.3.4 Implications for the Interpreting Training Programs***

The primary stressors and sources of burnout identified in this study align precisely with those reported in Seo et al.'s (2022) research on medical faculty burnout. The top stressors, as agreed upon by over half (53.8%) of the participants, include government or university regulations, working hours, insufficient compensation, research requirements, and bureaucratic tasks. These stressors are closely interrelated, with government or university regulations, insufficient compensation, and research requirements emerging as the most prevalent.

The impact of these stressors is multifaceted. For instance, two of the seven participants who scored government or university regulations as highly stressful (3 or 4 on the scale) cited the pressures of publishing and promotion as significant stress sources. This sentiment was echoed in the experiences of participants who found research obligations particularly burdensome. Five out of the six participants scoring high on research stress (3 or 4) lamented that their practice-oriented background in interpreting training or lack of passion for research made research an especially challenging and unappealing task. This issue not only affects full-time teachers, as evidenced by 75% of the eight full-time participants citing research as their most stressful obligation, but also impacts the hiring and retention of qualified interpreting teachers. Many potential candidates are either relegated to part-time positions due to the PhD requirement, which typically comes with lower compensation, as reported by all five part-time interviewees, or dissuaded from entering the teaching profession altogether. Participant P1 highlighted the issue of low pay, noting that the current salary rates are insufficient for many interpreters who might consider teaching. The participant's hourly wage of approximately 700 NTD underscores the financial challenges faced by teaching professionals in this field. Additionally, past program evaluation reports have pointed out that several T&I programs in Taiwan faced shortages of teachers and difficulty in retaining faculty.

So, T&I programs are in need of interpreting teachers, but they have trouble recruiting and retaining faculty primarily due to two key factors related to the existing



conditions within the profession. Firstly, full-time teaching positions require a doctorate degree but many qualified interpreting teachers come from a practice-oriented background and might not find academia and research to be their passion or strong suit. Secondly, part-time positions, while more accessible, come with low pay and job instability, rendering the profession unappealing or unsustainable. On top of this, as pointed out by P1, there is a scarcity of native speakers in the required foreign language willing to teach, which leads to an increased teaching load for the few available faculty.

These challenges present complex problems for interpreting teachers and Translation and Interpretation (T&I) programs. However, the interview results also shed light on how participants cope with these stressors and offer potential directions for better supporting interpreting teachers in Taiwan. Addressing these challenges requires a multi-faceted approach, considering the interplay between academic requirements, compensation structures, and the availability of qualified teaching personnel.

#### ***4.3.5 Coping Mechanisms and Support from the Organizations***

The primary coping mechanisms identified among participants in this study include adjusting mindset or accepting the problem, seeking support from or chatting with others, and declining or adjusting demands. These strategies align with those reported in previous studies focused on stress, coping strategies, and job satisfaction among university academics (Abouserie, 1996), as well as stress and coping among interpreters (Holmgren et al., 2003; Lim et al., 2022).

The reliance on these coping mechanisms suggests that the stressors and sources of burnout for interpreting teachers are perceived as persistent or challenging to resolve. For instance, systemic issues such as the PhD requirement, low compensation, promotion-related time pressures, and the research burden are likely to continue due to existing government or university regulations. Coping strategies like adjusting mindsets or accepting problems and declining or adjusting demands are essentially adaptive methods that help individuals navigate stressful or burnout-inducing environments without necessarily changing the external circumstances.

However, the strategy of seeking support or chatting with others, including peers, experienced colleagues, and family, might indicate a potential avenue for positive change. Particularly, all four full-time participants who employed this strategy mentioned its effectiveness in dealing with research-related stress. This finding resonates with the role of support mechanisms within organizations, as highlighted by P5, F7, and P3, who emphasized the importance of establishing support-seeking or sharing mechanisms to

assist teachers in managing research and teaching challenges. Consistent with past literature, support from supervisors or peers has been shown to act as a buffer against the negative effects of occupational stress (Terry et al., 1993) and has been associated with lower intention to leave (Ligibel et al., 2023).

To foster a more supportive working environment, T&I programs could proactively provide opportunities for community sharing where interpreting teachers can receive support from peers who have faced similar challenges in research and teaching. Such initiatives could not only aid in coping with existing stressors but also contribute to a more positive and collaborative work environment, ultimately enhancing job satisfaction and reducing the likelihood of burnout.

#### ***4.3.6 Push and Pull Factors of the Interpreting Teaching Profession***

After examining the rewards and challenges interpreting teachers experience at work, push and pull factors of the interpreting teaching profession can be identified. The push factors include stressors and burnout sources such as government or university regulations, research requirements, bureaucratic tasks, working hours, and insufficient compensation. On the other hand, as revealed in the interviews of many participants, interpreting teaching come with pull factors that positively contribute to the high job satisfaction of most interviewees. Two such pull factors are the mutual learning and growth experienced with students and witnessing students' improvement.

The majority of the participants are currently still teaching, which means that the pull factors have likely motivated them to stay in the profession despite the stress and burnout that might have been caused by the push factors.

#### ***4.3.7 Survivor Bias***

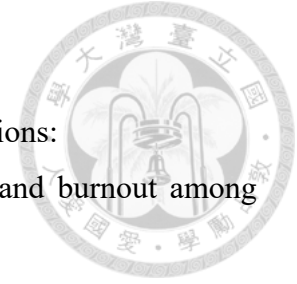
Due to the methodology employed in participant selection for this study, all 15 participants are currently engaged in teaching, with the exception of one. While the information gleaned from these 15 participants has afforded us valuable insights into the rewards and challenges associated with being an interpreting teacher, the researcher recognized the need for a more comprehensive understanding of the stress and burnout experienced by interpreting teachers. Therefore, it is pertinent to explore the experiences of former interpreting teachers.

The findings of the present study predominantly reflect the experiences of interpreting teachers who report high job satisfaction and a strong sense of achievement despite facing stress and burnout. However, it is conceivable that there are interpreting

teachers who did not experience such rewarding sentiments, or whose stress and burnout were so severe that they opted to discontinue teaching. The current study suggests a potential avenue for future research, where an exploration of the levels, types, and sources of stress and burnout among former interpreting teachers could shed light on the factors that lead educators to leave the profession.

The researcher posits that investigating the support and resources inaccessible to these teachers, rendering their jobs unsustainable, is crucial. Understanding what these former teachers required but lacked may provide insights into how to enhance the support mechanisms and reduce burnout in the field of interpreting teaching. Addressing these questions will contribute further to our comprehension of the working environment for interpreting teachers and guide efforts to make it more supportive and less prone to burnout. Future studies can delve into the specific challenges faced by former interpreting teachers and identify strategies to retain educators within the profession.

## Chapter 5 Conclusion



This study aims to answer the following three research questions:

1. What are the levels, types, and sources of occupational stress and burnout among interpreting teachers?
2. What coping mechanisms do these instructors employ to manage stress and burnout?
3. How can a more supportive and sustainable environment be fostered within the interpreting teaching profession?

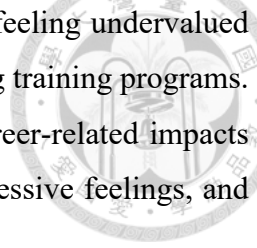
To answer these questions, the researcher utilized semi-structured interviews and questionnaires that contained the MBI and the WSS as research tools to gather both quantitative and qualitative data from the participants. This chapter provides a summary of the findings, points out the limitations of the present study, and recommends directions for future research.

### 5.1 Summary of Results

On a scale of 0 to 6, the participants averaged 1.8, 1, and 3.9 in the three dimensions of burnout on the MBI scale. They also reported a mean score of 20.2 out of 40 on the WSS scale. These quantitative results indicate that interpreting teachers experience relatively low levels of burnout and occupational stress. However, qualitative insights from in-depth interviews painted a more complex picture, revealing that interpreting teachers do experience high levels of stress and burnout, although not consistently. These elevated stress and burnout levels tend to coincide with periods of increased workload, such as during peak seasons for interpreting when teachers must balance both teaching and interpreting, or when grappling with research responsibilities leads to a sense of diminished personal accomplishment.

The top stressors or burnout sources for all interviewees were government or university regulations, insufficient compensation, requirements of research, bureaucratic tasks, and working hours. For full-time teachers, key stressors were research obligations, bureaucratic tasks, government or university regulations, and working hours. The stress associated with research was particularly pronounced among full-time participants with practice-oriented backgrounds in interpreting, who reported feeling ill-prepared and lacking confidence in research activities. Additionally, the time pressure associated with promotion and the regulations governing it were highlighted as significant challenges. For part-time teachers, the most significant stressors were insufficient compensation, government or university regulations, and a lack of control or autonomy. Inadequate





compensation was a particular concern, with part-time participants feeling undervalued and questioning the appreciation of their contributions by interpreting training programs. As a result of stress and burnout, negative physical, mental and career-related impacts were reported, such as sleep disturbances, acid reflux, anxiety, depressive feelings, and intention to switch careers or resign.

The coping mechanisms most commonly used by the participants were adjusting mindsets or accepting the problem, seeking support from or chatting with others (including peers, experienced colleagues, or family), and declining or adjusting demands. These strategies were prevalent among both full-time and part-time interpreting teachers.

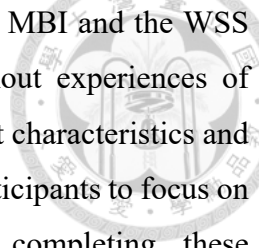
In terms of support from their respective programs or schools, interpreting teachers benefited from class rescheduling flexibility, peer support communities, counseling services, and relaxation courses such as yoga and meditation. However, they expressed a desire for more support-seeking mechanisms, increased counseling availability, and additional funding for resources essential for teaching and organizing extracurricular activities. Despite this, there was a recognition that there might be limits to how much their organizations could alleviate the inherent stress and burnout associated with their professional obligations.

Despite the challenges, participants reported high levels of job satisfaction in their roles as interpreting teachers and interpreters, finding both professions highly rewarding. To better manage work-related stress and burnout, they recommended strategies such as managing expectations, prioritizing tasks, maintaining a work-life balance, and having tools ready for stress relief. These recommendations reflect a pragmatic approach to navigating the complexities of their professional lives.

## **5.2 Limitations and Future Directions**

The study faced several limitations that must be acknowledged. Firstly, the small sample size was a significant constraint. Given the inherently limited target population of interpreting teachers, it was challenging to gather a large number of participants. This small sample size likely contributed to the lack of statistical significance in most quantitative results. Moreover, since experiences of stress and burnout are highly subjective, the insights gathered from the 13 participants through in-depth interviews cannot be generalized to represent all interpreting teachers, either within Taiwan or globally. Nonetheless, these insights do provide a valuable glimpse into the occupational stress and burnout experiences of some interpreting teachers in Taiwan.

Another limitation pertained to the applicability of the questionnaires for



measuring burnout among the participants. As discussed earlier, the MBI and the WSS may not fully capture the unique and fluctuating stress and burnout experiences of interpreting teachers who often juggle two distinct jobs with different characteristics and working conditions. Additionally, the researcher's instruction for participants to focus on their experiences specifically as interpreting teachers when completing these questionnaires might have influenced the accuracy of the MBI and WSS results.

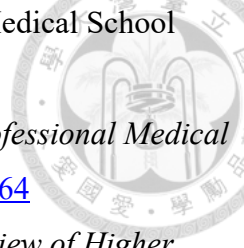
Considering these limitations, future research can broaden its scope to include interpreting teachers from different countries, thereby increasing the sample size and incorporating more diverse backgrounds. This expansion could potentially yield a wider array of stressors, burnout sources, and challenges faced by interpreting teachers from different cultural and geographical contexts. As discussed in 4.3.7, to avoid survivor bias, experiences of former interpreting teachers could be examined as well. Future studies might also consider employing different instruments to measure stress and burnout more effectively in interpreting teachers. Ideally, new instruments tailored to the unique working conditions of interpreting teachers could be developed, offering a more accurate assessment of their stress and burnout levels. Alternatively, greater focus can be directed toward specific work-related factors that either influence or are interconnected with professional well-being. For instance, the current study touched upon the influence of job satisfaction in potentially mitigating the adverse consequences of stress and burnout, as well as participants' inclinations to contemplate a career change or resignation due to these stressors. However, a more in-depth investigation on these aspects in future research may be warranted to identify key indicators of occupational stress and burnout. It is possible that these indicators could provide more nuanced insights into stress and burnout than the metrics derived from the MBI and WSS alone.

Given the limited existing literature on occupational stress and burnout of interpreting teachers, it is hoped that future studies will build upon the findings of this research. The goal is to deepen the understanding of the lived experiences of interpreting teachers and explore avenues for creating more supportive and sustainable working environments for these professionals who play a crucial role in training the future generations of interpreters.

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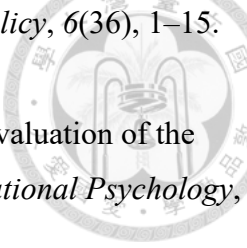


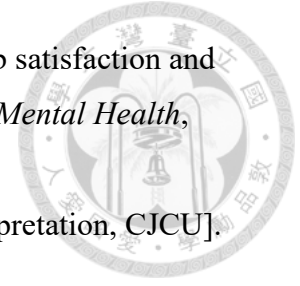
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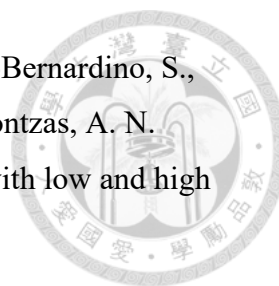
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## Appendix 1 Survey Questionnaire



### Part One: Demographic Characteristics

1. What is your Chinese name 請問您的中文姓名是？（僅作為資料整理用，分析時皆會匿名處理）

2. What is your age 請問您的年齡是？

20-29

30-39

40-49

50-59

> 60

3. What is your gender 請問您的性別是？

Women

Men

Others: \_\_\_\_\_

4. What is the highest degree you've received 請問您的最高學歷是？

Doctorate degree

Master's degree

Bachelor's degree

Others: \_\_\_\_\_

5. Are you a full-time or part-time interpreting teacher 請問您是專任或兼任口譯教師？ Full-time

Part-time

6. What is your position/rank at the university 請問您在學校的職位級別是？

Professor

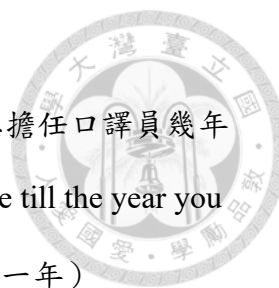
Associate professor

Assistant professor

Instructor

7. How many years have you been working as an interpreting teacher? 請問您擔任口譯教師幾年了？（If you have stopped working as an interpreting teacher, please

calculate till the year you stopped. 若已無從事口譯教學請計算到有從事口譯教學的最後一年）



\_\_\_ year(s)

8. How many years have you been working as an interpreter? 請問您擔任口譯員幾年  
了? (If you have stopped working as an interpreter, please calculate till the year you  
stopped. 若已無承接口譯工作請計算到還有承接口譯工作的最後一年)

\_\_\_ year(s)

9. On average, how many hours per week do you dedicate to working as a university  
faculty member that teaches interpreting (including teaching, course preparation,  
advising, research related obligations, administration tasks, etc.)? 請問您身為一位教授  
口譯的大學教職人員, 平均每週花幾個小時在相關工作上 (包含教學、備課、論  
文指導、研究相關工作、行政庶務等)? (If you no longer work as a university  
faculty that teaches interpreting, please write "0." 若已不再擔任教授口譯的大學教職  
人員請填「0」)

\_\_\_ hour(s)

10. On average, how many hours per week do you dedicate to interpreting assignments  
(including preparation and rehearsals)? 請問您平均每週花幾個小時在口譯工作上  
(包含事前準備、彩排)? (If you no longer work as an interpreter, please write  
"0." 若已無承接口譯工作請填「0」) \*若口譯工作時間不固定, 不適合計算一個  
平均時數, 可以用文字敘述來描述工作時數的狀況\*

\_\_\_ hour(s)

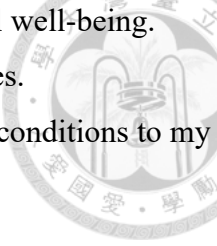
11. Which city/cities are you based in? 請問您通常待在哪個(些)城市? (If you  
don't feel comfortable disclosing please put "N/A" 不方便透露請填"N/A")

\_\_\_\_\_

**Part Two: Maslach Burnout Inventory (MBI-HSS) (The content cannot be  
displayed due to copyright restrictions)**

**Part Three: Workplace Stress Scale (WSS) (Used with permission from the  
American Institute of Stress) (5-point Likert scale; 1=Never; 5=Very Often)**

1. Conditions at work are unpleasant or sometimes even unsafe.

- 
2. I feel that my job is negatively affecting my physical or emotional well-being.
  3. I have too much work to do an/or too many unreasonable deadlines.
  4. I find it difficult to express my opinions or feelings about my job conditions to my superiors.
  5. I feel that job pressures interfere with my family or personal life.
  6. I feel that I have inadequate control or input over my work duties.
  7. I receive inadequate recognition or rewards for good performance.
  8. I am unable to fully utilize my skills and talents at work.

### **Interview Availability**

1. Are you available to be interviewed? 請問您方便接受訪談嗎?  
 Yes, I am available to be interviewed. 我方便接受訪談。  
 No, I am not available to be interviewed. 我不方便接受訪談。
2. If you are available to be interviewed, please leave your email so the researcher could contact you. Thank you so much! 若您願意接受訪談，請留下您的 email，讓研究者能與您聯絡，非常感謝！ \_\_\_\_\_

## Appendix 2 Interview Outline

### Interview Outline 訪談大綱



#### Part A – Career Timeline and Juggling

1. Could you tell me about how you became an interpreter? 可否跟我說一下您成為口譯員的過程？

2. Could you tell me about how you became an interpreting teacher? 可否跟我說一下您成為口譯教師的過程？

3. Why did you pursue fulltime/parttime teaching? 請問您為何選擇當專任/兼任教師？

3-1. Has it always been full-time/parttime? 一直都是專任/兼任嗎？

3-1-1. If there have been changes, why and how? 如果有任何改變，如何改變、為什麼？

4-1. **Still / Have had to** do both interpreting and interpreting teaching: 仍/曾經需要兼顧兩者：

4-1-1. Do/Did you feel like you have to juggle between interpreting teaching and interpreting? 您覺得您需要特別花心力兼顧口譯教學和口譯工作嗎？

4-1-2. Do/Did you find juggling both challenging/stressful? 您覺得兼顧教學和口譯有挑戰性或壓力大嗎？

4-1-2-1. What's the hardest part? 最困難的部分有哪些？

4-1-2-2. How do/did you cope with such challenge/stress personally? 您個人如何因應這些挑戰和壓力？

4-1-3. What keeps you going? 您如何堅持下來？

4-1-4. Has the balance between interpreting teaching and interpreting shifted over the years? Why? 您當口譯教師及口譯以來，兩者之間的比重有改變嗎？為什麼？

4-1-5. Are there other things in your life that you have to juggle? 您生活中還有其他需要兼顧的人事物嗎？

4-2. **Stopped** interpreting/interpreting teaching (Didn't have to juggle both at any point): 已停止口譯/口譯教學（不曾需要兼顧兩者）：

4-2-1. Why did you stop interpreting/teaching? 請問您為何停止口譯/口譯教學?  
學?

4-2-2. Are there other things in your life that you have to juggle? 您生活中還有  
其他需要兼顧的人事物嗎?

4-2-2-1. Do you find the juggling challenging/stressful? 您覺得兼顧教  
學與這些事情有挑戰性或壓力大嗎?

4-2-2-2. What's the hardest part? 最困難的部分有哪些?

4-2-2-3. How do you cope with such challenge/stress personally? 您個人  
如何因應這些挑戰和壓力?

### **Part B – Perceived Occupational Stress and Burnout 工作壓力與職業倦怠感受**

Definition of occupational stress: “the harmful physical and emotional responses that occur when job requirements do not match the worker’s capabilities, resources, and needs.”

工作壓力定義：「工作要求與工作者的能力、資源、需求不相稱時產生的有害生理和情緒反應。」

1. Based on this definition, from 0-100, how much occupational stress do you feel like you are usually under? (If your stress level varies depends on the amount of interpreting work or the different stage of the school year, please let us know your stress level in the different circumstances.) 請問從 0 到 100 您覺得您通常承受多大的工作壓力？（若壓力程度會依口譯工作多寡或學年中不同階段而有不同，麻煩您說明各個不同狀況的壓力程度。）

Definition of burnout: “a state of physical, emotional, and mental exhaustion caused by chronic emotional or interpersonal stressors in the workplace. Signs of burnout could be emotional exhaustion, depersonalization, reduced personal accomplishment.”

職業倦怠定義：「工作場域內長期的情緒或人際壓力造成的身體、情緒和精神疲勞狀態。倦怠的現象可能包含情緒耗竭、去人性化、個人成就感低落。」

2. Based on this definition, do you feel like you experience burnout? 您覺得您有職業

倦怠的狀況嗎？

2-1. If yes, what signs of burnout do you experience? 有的話，請問您有經歷  
哪些職業倦怠的現象？



**Part C - Most significant stressor or burnout source from routine work 日常工作  
最重大的壓力和倦怠來源 (5-point Likert scale; 0: strongly disagree 非常不同意 to 4:  
strongly agree 非常同意)**

1. Please let me know how much each item feels like a stressor or burnout source for you. 0 is strongly disagree, 4 is strongly agree.

請用數字 0 到 4 告訴我每個項目您感覺像壓力源或倦怠來源的程度。0 是非常不同意，4 是非常同意。

- (1) Government or university regulation 政府或大學的規範
- (2) Working hours 工作時數
- (3) Insufficient compensation 報酬不足
- (4) Requirements of research 研究相關要求
- (5) Bureaucratic tasks 官僚庶務
- (6) Feeling like just a cog in a wheel 感覺像工廠中的小螺絲釘
- (7) Difficulties in student education 教學上遇到的困難
- (8) Lack of respect from colleagues or staffs 缺乏來自同事的尊重
- (9) lack of control/autonomy 缺乏控制、自主性
- (10) Others: \_\_\_\_\_ 其他

**\*For agreed and strongly agreed items 同意及非常同意的項目：**

2. Can you elaborate on how these items are stressful or burnout inducing for you? 您可  
否說明一下這個壓力源如何造成你的壓力或倦怠？

3. How do you cope with such stressors or burnout source personally? 您個人怎麼因應  
這些壓力源？





**Part D - Most exasperating stressors from Research, Interpreting Practice, Teaching, and Service 研究、口譯工作、教學、服務中最重大的壓力源**

1. Please rank the level of stress from high to low: Research, Interpreting practice, Teaching 請將研究、口譯工作、教學、服務依照壓力程度由高至低排列。
2. What are the biggest stressors from research 研究相關工作最讓您感到壓力的事物有哪些？
3. What are the biggest stressors from your interpreting practice 口譯工作最讓您感到壓力的事物有哪些？
  - 3-1. Did the COVID pandemic make your interpreting work more stressful or burnout inducing? In what way? 疫情是否讓口譯工作變得更加有壓力或讓您倦怠？疫情如何加重口譯工作帶來的壓力和倦怠感？
4. What are the biggest stressors from teaching 教學相關工作最讓您感到壓力的事物有哪些？
  - 4-1. Did the COVID pandemic make your interpreting teaching work more stressful or burnout inducing? In what way? 疫情是否讓口譯教學工作變得更加有壓力或讓您倦怠？疫情如何加重口譯教學工作帶來的壓力和倦怠感？
5. What are the biggest stressors from service (mentoring/advising/administrative tasks) 服務（當導師、指導學生、行政庶務）相關工作最讓您感到壓力的事物有哪些？
6. How do you cope with these stressors? 您個人如何因應以上的壓力？

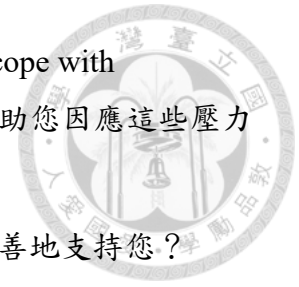
**Part E – Negative Effects of Burnout/Stress 倦怠/壓力帶來的負面影響**

1. Do you experience negative effects from stress or burnout? What are some of these effects? Mental, physical or career-wise. 您是否因為壓力或倦怠而經歷負面的影響？生理、心理或職涯上。
2. How do you personally cope with these negative effects? 您個人如何因應以上的負面影響？

**Part F – Support and Resources from the Organization 來自工作單位的支持與資源**

1. Does your organization provide resources or support to help you cope with stress/burnout? 您所屬的組織或單位是否有提供資源或支持來幫助您因應這些壓力或倦怠?

2. What can they do to better support you? 他們可以做什麼來更完善地支持您?



### **Part G – Job Satisfaction 工作滿意度**

1. Do you find being an interpreting teacher rewarding? (Are you satisfied with the job?) 您覺得當口譯教師讓您感到收穫豐富嗎? (您對這工作滿意嗎?)

1-1. What's the best part? 那些部分最棒?

1-2. What's the hardest part? 哪些部分最困難?

2. Do you find being an interpreter rewarding? (Are you satisfied with the job?) 您覺得當口譯員讓您感到收穫豐富嗎? (您對這工作滿意嗎?)

2-1. What's the best part? 那些部分最棒?

2-2. What's the hardest part? 哪些部分最困難?

### **Part H – Recommendations for fellow or aspiring interpreting teachers. 給想當口譯教師的人的建議**

1. What tips or recommendations would you give to aspiring interpreting teachers in terms of dealing with occupational stress and burnout? 您會給想當口譯教師的人什麼應對工作壓力與職業倦怠的建議?

2. Anything you would like to add regarding today's discussion? 針對今天討論的主題您有任何想要補充的嗎?

## Appendix 3 Consent Form (Questionnaire)

### 研究參與者知情同意書（問卷）



一、研究主題：口譯教師工作經驗與感受之研究

二、研究者資訊：

1. 機構名稱：國立臺灣大學 翻譯碩士學位學程
2. 姓名：蘇琬淳
3. 職稱：研究生
4. 電子郵件：
5. 電話：

三、研究目的：欲了解口譯教師之工作經驗和感受

四、參與研究之條件與限制：曾經或正在研究所層級教授口譯之專任或兼任教師

五、研究方法與程序：此份問卷共有 43 題（基本資料 11 題、工作經驗與感受調查 22 題、工作壓力 8 題、訪談意願調查 2 題），約需 15 分鐘填寫，研究者會收集問卷結果，作為研究分析。

六、研究效益與對研究參與者之益處：研究結果可供口譯教師、提供口譯課程的學術機構及口譯學生參考，提升對口譯教師工作經驗與感受的理解。

七、研究材料運用規劃及機密性：問卷填寫產生的資料以及研究者之觀察和記錄，都將以代碼註記，任何可辨識您身份之紀錄與資料皆會視同機密處理，妥善保存在研究者設有密碼的電腦裡，研究者會盡力維護您的隱私並善盡保密責任，盡量減少可能的風險。所有資料僅作為學術研究之用，未來論文內容提及研究對象時，會以匿名形式發表，絕不會洩漏任何個人資料。

八、研究之退出方式及處理：您可自由決定是否參加本研究，過程中不需要任何理由，可隨時撤回同意或退出研究。若您決定撤回同意或退出研究，可透過電子郵件、電話或口頭方式通知，研究者將會刪除您的檔案和資料。

九、研究參與者權利：研究者已經妥善地向您說明研究內容及相關資訊，並告知可能影響您參與研究意願的所有資訊，若您有任何疑問，可直接詢問，或透過研究者前述之電子郵件或電話詢問，亦可與研究者之指導教授范家銘教授聯絡，電子郵件為。

如您同意參與本研究，請自行列印或儲存本頁內容，完成填答此問卷將視為您已仔細閱讀以上說明並且同意成為此研究的自願研究參與者。

## Appendix 4 Consent Form (Interview)

### 研究參與者知情同意書（訪談）



一、研究主題：口譯教師工作經驗與感受之研究

二、研究者資訊：

1. 機構名稱：國立臺灣大學 翻譯碩士學位學程
2. 姓名：蘇琬淳
3. 職稱：研究生
4. 電子郵件：
5. 電話：

三、研究目的：欲了解口譯教師之工作經驗和感受

四、參與研究之條件與限制：曾經或正在研究所層級教授口譯之專任或兼任教師

五、研究方法與程序：研究方法為半結構式訪談，約需 1 至 1 個半小時。研究者會收集錄音並製作逐字稿，作為研究分析。

六、研究效益與對研究參與者之益處：研究結果可供口譯教師、提供口譯課程的學術機構及口譯學生參考，提升對口譯教師工作經驗與感受的理解。

七、研究材料運用規劃及機密性：訪談過程中產生的資料、錄音檔、逐字稿，以及研究者之觀察和記錄，都將以代碼註記，任何可辨識您身份之紀錄與資料皆會視同機密處理，妥善保存在研究者設有密碼的電腦裡，研究者會盡力維護您的隱私並善盡保密責任，盡量減少可能的風險。所有資料僅作為學術研究之用，未來論文內容提及研究對象時，會以匿名形式發表，絕不會洩漏任何個人資料。

八、研究之退出方式及處理：您可自由決定是否參加本研究，過程中不需要任何理由，可隨時撤回同意或退出研究。若您決定撤回同意或退出研究，可透過電子郵件、電話或口頭方式通知，研究者將會刪除您的檔案和資料。

九、研究參與者權利：

1. 研究者已經妥善地向您說明研究內容及相關資訊，並告知可能影響您參與研究意願的所有資訊，若您有任何疑問，可直接詢問，或透過研究者前述之電子郵件或電話詢問，亦可與研究者之指導教授范家銘教授聯絡，電子郵件為。
2. 研究者已將您簽署之一式兩份同意書其中一份交給您留存。

如您同意參與本研究，請在下方簽署「研究參與者同意聲明」表示已詳細閱讀以上說明並同意參與研究。

聲明：本人已詳細了解上述研究方法及其可能的益處及風險，本人同意成為本研究的自願研究參與者，允許研究者在保護個人隱私的條件下引用訪談內容於研究報告中，並同意研究者於訪談過程中全程錄音。



研究參與者簽名：\_\_\_\_\_ 日期：\_\_\_\_\_

研究者簽名：\_\_\_\_\_ 日期：\_\_\_\_\_