

## **Investigation and Attributes Exploration on Teacher Overload in Public Schools of Nanchang City, China**

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### **Abstract**

This study mainly aimed to investigate the teacher overload in public schools of Nanchang City, China. A questionnaire based on Teacher Workload Survey (2016), Department of Education in United Kingdom was adapted and used in this study. The total of 10,380 public school teachers from all the primary, secondary and high schools of Nanchang were used as the population for this study. Questionnaire distribution and data collection were under the direction and assistance of Nanchang Education Department. The study proved that teacher overload in schools of Nanchang is at the level of moderate. Comparing teachers' overload with their demographics, it found that the male teachers, teachers working for 21-30 years, teachers with doctoral degrees, and teachers working in the high schools were overloaded the most. Furthermore, the study also revealed that the significant multiple correlations with the multiple coefficient of determination  $R^2 = .686$  or 68.6% of teacher overload could be explained by the attributes, from the high to low rank were Long Working Hours, None-Teaching Tasks, Salary and Income, Students' Achievement, Parental Expectation, Position Evaluation or Promotion, Teaching Evaluation, and Public Concerns on Teachers. Analyses of teacher overload and strategies for reducing teacher overload for public schools in Nanchang city was provided in the discussion.

**Keywords:** Investigation, Attributes Exploration, Teacher Overload, Chinese Schools, Nanchang

### **Introduction**

Nowadays, one of the salient and conspicuous aspects of contemporary education and schooling is teacher overload, it is not only a national problem but also an international phenomenon, which happen in many schools in the world (Cooper, 2018). Several studies made in the world supports this fact. Teacher overload in Australia was recognized as a serious concern, as Michael (2009) pointed out that teachers' excessive work load was the single most significant contributor to stress and low morale. Phillip's (2016) study in Tanzania found that heavy teacher work-loads created stressful working conditions for teachers and led to higher teacher absenteeism. A national survey conducted in Japan by Mainichi (2017) showed nearly 33 percent of elementary school teachers and 60 percent of junior high school teachers work for at least 60 hours a week, junior high school teachers work for about 38 hours a week on average; which is a level that could lead to serious health problems due to overwork. And in England, Tapper (2018) reported currently teachers' overwork and lack of support are driving them across England out of the profession rapidly.