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 Square=.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.

General speaking, school teachers were so busy taking care of the students' achievement, the curriculum, school change, administrative work, and extra-activities; beside these tasks, they were often assigned to take care of so many other tasks that they either didn't think (Turk, 1982). The occupational stress from the overwork may cause many teachers to leave their profession, even may result in some physical, emotional and mental exhaustion of teachers (Cooper, 2018).

In China, teacher overload is always an alarming problem for different level of schools in the city due to the huge population. Nanchang, a middle-size city, but as it is a capital city for Jiangxi Province of China, the population of the students has reached 195,830 in 2017 as reported by Renhui (2017). It was not surprising that in many schools of Nanchang city, one class may contain 50 or even more students under one teacher, who may feel overloaded and stressful in the teaching and learning process. This research, therefore, tried to investigate the teachers' overload level in Nanchang firstly; to analyze its attributing factors, as well as to provide some fundamental information for Nanchang Education Department to better understand and develop strategies for improving the teachers' overload situation in schools of Nanchang.

Objectives

This study mainly aimed: 1) to investigate the teacher overload in the primary, secondary and high schools in Nanchang; 2) to compare the teacher overload according to their gender, teaching experience, educational background, and school level; 3) to identify the possible factors of teachers' overload; and 4) to determine to what degree, the attributes are significantly impacting on the teachers' overload.

Literature Review

The Concept of Teacher Overload

Teachers' overload referred to a feeling of work overloaded in the school working environment. The concept of teacher overload was used to describe a situation in which factors related to the teaching job may impact their health or influence their wellbeing (Fletcher, 1988, Cooper, 1993). Lazarus (1994) mentioned that the good relationship between the person and the committed job was very important for every career.

Different studies had been conducted to assess teachers' overload and the effects of overwork on teachers (Okebukola, 1992). To explore the teachers' overload, many explanations have been developed by different researchers. Okebukola (1992) regarded it was a situation in which teachers felt overloaded, or got some negative feeling from their unexpected teaching work, which may even threat to their personal health and wellbeing. Cooper (1993) thought it was a kind of teachers' occupational stress, which happened as the teaching job demands, values and expectations and the failure of the work together pressured on the teacher.

Dunhanm, (1994) also studied the teachers' occupational stress and overloaded feelings. He found there were three major approaches in terms of teachers' occupational stress. The first approach was the engineering model of stress, which was concerned with the demands exerted on teachers in the working environment and school surrounding. The second approach was the physiological model of stress, which focused on the teachers' personal stress in the school work. The third approach was the interactional model of stress, which was

concerned with the needs and stress experienced by the teachers. Dunham (1994) commented that the third approach was the most encompassing one for understanding teacher stress.

The current study examined the Chinese teachers overload in Nanchang, based on Dunham's (1994) three approaches of teacher overload and stress. The possible attributes of teaching stress investigated in this study included the challenges resulting from teaching and learning process, school management, and parental expectation and so on.

Attributes to Teacher Workload

Previous studies had suggested some possible causes for teachers' occupational strain (Kahn & Byosiere, 1992). In the school working environment, several factors were identified as the attributing factors to the teachers' overload and stress. These factors are originating from the teaching and learning process, school administrative management, and parental expectation on the teaching job.

The earlier studies on teacher overload indicated that limited teaching resources and non-teaching tasks (Payne & Funham, 1987), students' learning attitudes (Kyriacon, 1987), the misbehavior of students (Dunham, 1994), and the poor working conditions (Okebukola & Jegede, 1998) may cause the teachers' overload and stress.

To identify the attributes of teachers' overload and stress, Sears (2000) studied and revealed that there were two types of factors were perceived as the major attributes of teachers' overload and stress. According to Sears (2000), the first type of factors was related to the teaching task, such as excessive marking, overcrowded class teaching, and lack of teaching and learning resources; the second type of factors was concerned with the working conditions, such as low salary, poor facilitates, and school environment problems. Naylor (2001) also investigated factors which resulted in school teachers' overload; his findings of the study revealed that the class size, staffing ratios, promotion procedures, changes in school administration or management, increasing teaching administrative workload, all these let the teachers feel overload, and may even impact negatively on teacher's family life.

In another study conducted by Rebecca and Emma (2003), they revealed the most stressful issues for teachers were related to the factors of the students' particular behaviors, teachers' self- efficacy and competency, school's administrative issues, and the parental expectations.

The Parliamentary Education Office (2003) in Parliament of Australia had researched on factors affecting teachers' morale, performance and Status in Australian public schools, in their report, Australian teachers indicated excessive work load was the single most significant contributor to stress and low morale. A number of factors were described as the attributes to teachers' overload, including overcrowded curriculum, lack of control over the curriculum, the pace and scope of changes in the schools, the time devoted to non-core teaching tasks, the requirement to teach unfamiliar subjects, the impact of the inclusive classroom; undertaken extra-curricular activities with their students.

Wakoli (2016) studied the effects workload on the teachers' performance in ten primary schools of Kanduyi Division, Bungoma District, Kenya. Wakoli concluded teacher overload in primary schools is quite serious, most teachers were complained of the long working hours; the mass of teaching and exam work, and the none-teaching related tasks, such as

extra-curricular activities like sports, clubs.

Cooper (2018) explored teacher workload through qualitative research, as a part of research project for Department of Education in United Kingdom. Seventy-five interviewees were involved in his research, including senior leaders, early career and longer-term teachers and part-time teachers. According to Cooper, the teachers perceived the high level of workload, the attributes of the overload were reflected by the *Teacher Workload Survey 2016*, including lesson planning and assessment marking, Scores recording and reporting, school administration and meetings, and others unexpected and time-consuming issues, such as dealing with students' psychological behaviors, safeguarding for the school and so on.

Reducing Teacher's Burden Policy in China

China is a developing country with a big population, China's Ministry of Education (MOE) focused on the teachers' development but also on the teachers' overload situation (Yong, 2018)

In 2018, Chinese People's Congress, Chinese People's Political Consultative Conference both discussed topic of "teacher's overload" by the deputies and members of the teachers from every province. Focusing on how to make teachers an enviable profession, the teacher delegates put forward various suggestions and proposals in terms of maintaining the status of teachers, improving the treatment of teachers, and supporting the professional development of teachers. The discussion and concerns of teacher overload are combined into a strong call to "burden" the teachers, that why China's Minister of Education Baosheng commented that schools should return the time to the teachers, as reported by China Daily (2018).

China's Ministry of Education (MOE) plans to assess the teachers' overload starting from bigger cities firstly, and goes to the middle size cities, so as to develop some strategies for different regions and schools in China based on the findings. This study therefore was one little step in the process of trial by local education department. Studies of teachers' overload in Shanghai has showed nearly 80% of teachers feel heavy pressure, and some teachers are tired of education, which was announced by Shanghai Academy of Sciences based on a work stress survey of 1,304 primary and secondary school teachers in Shanghai (Lin, 2018). However, limited previous studies were conducted in Nanchang or other middle-size cities of China.

There are multiple attributes for teachers' overload as Yu (2008) stated in his proposal for Chinese People's Congress concerning teachers' overload and stress in schools. At present, teachers are expected to be all-round types, which required teachers to have all kinds of comprehensive talents, including teaching, researching, and administrating. These together may result in teachers' overload and stress (Yu, 2008).

As a part of the national report of teacher's overload to report to China's Ministry of Education (MOE) showed, most teachers generally work harder than executives. Although the teachers had summer and winter vacation, in fact, the total working hours per week added up to be quite many. In fact, many teachers were working a lot at home, and the actual vacation time was small. Due to management efficiency issues, teachers had done a lot of work that couldn't be counted easily. For these regards, the researchers of this current study felt it was obligated to start the investigation of the teachers' overload from Nanchang, a

middle-size city in Jiangxi Province, located in the middle of China, where the students' population were quite concentrated.

Through this study, the researchers also expected to provide more practical strategies for the governmental level to consider and provide more support to teachers from the aspects of spirit, system, profession and security, so that teachers can teach, teach, and feel at ease. Only in this way, teachers may become enviable careers.

Conceptual Framework of the Study

This study was designed to investigate the teacher overload in schools of Nanchang, and to compare teachers' overload with their demographics, and also to determine the significant attributes to teacher overload in schools of Nanchang, China. Based on the adapted questionnaire, the conceptual framework of this study was shown in Figure 1 below:

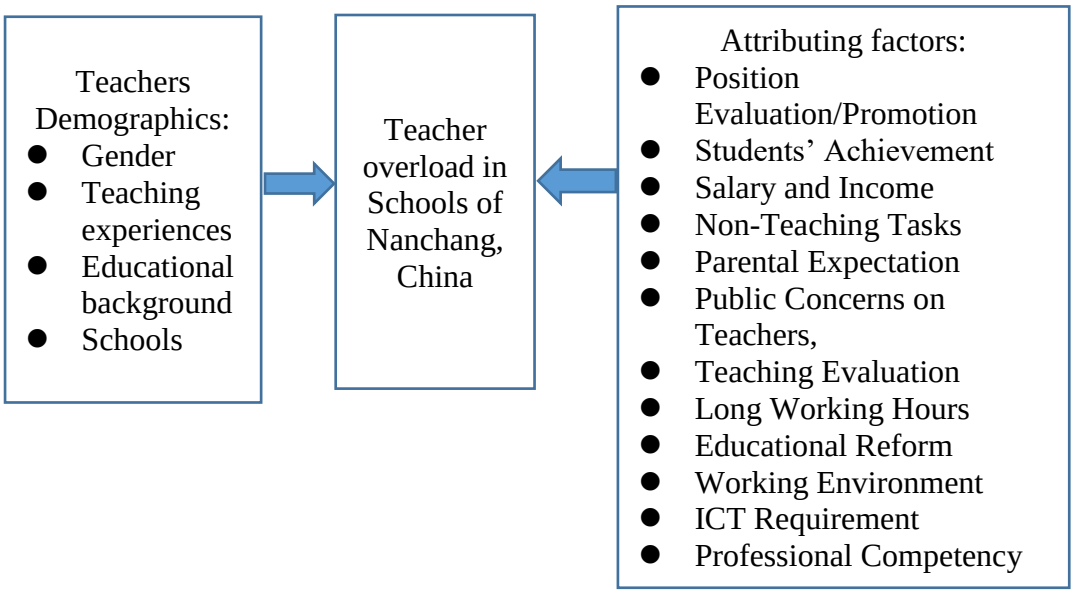

Figure 1. Conceptual Framework of This Study

Methodology

Instrument

A questionnaire mainly developed on the basis of Teacher Workload Survey (2016), Department of Education in United Kingdom was used for this study. Some items of the original U.K Survey were modified, or changed for the purpose of fitting the context and practical situation for the study in Nanchang, China, based on a systematic literature review.

The questionnaire included three parts, the first part were the demographic questions for the teachers to reply their gender, age, teaching experience, educational background, and school level; the second part were questions concerned with the level of teachers' overload;

and the last part were questions concerned on the possible factors of the overload as teacher perceived. All questions of teacher, aside from demographic questions, on the instrument were surveyed on a five-point Likert scale. Table 1 below illustrated the details of interpretation criteria for teacher's overload in the schools of Nanchang, China.

Table 1

Interpretation for the Scale and Level of Teachers' Perceptions

Agreement Level	Score	Scale	Interpretation
Strongly Disagree	1	1.00-1.50	Very Low
Disagree	2	1.51-2.50	Low
Neutral	3	2.51-3.50	Moderate
Agree	4	3.51-4.50	High
Strong Agree	5	4.51-5.00	Very high

Validity and Reliability

The questionnaire containing 40 questions was checked for content validity by a panel of 15 experts from China's Ministry of Education (MOE). Among these educational experts, 10 of them were working in National Center for Education Development Research of the Ministry of Education, China; another 5 experts were working in Nanchang Education Department. All of them are senior researchers with doctoral degrees and at least 10 years of working experiences in MOE. The questionnaire content was analyzed using averaged scores of the index of item-objective congruence (IOC) from all experts. As the overall IOC results was 0.8, so the items were considered appropriate. Meanwhile, the instrument was also tested through a pilot study with 120 teachers who worked in one high school of Jingdei, which is the neighboring city to Nanchang, in the same Jiangxi province, China. The alpha coefficients of the pilot test and current study for each part of questionnaire were shown in the following table.

Table 2.

Questionnaire Reliability Report of the Pilot Study and Current Study

Alpha coefficients	Pilot study	Current study
Part 2. Questions concerned with the level of teachers' overload	.69	.89
Part 3. Questions concerned on the factors of the overload as teacher perceived	.74	.93
Total	.72	.91

Participants

The total population of public-school teachers from the primary, secondary and high school level of Nanchang, as Nanchang Education Department recorded was 10,380. Under the assistance and direction of Nanchang Education Department, this study used all 10,380

teachers as the target group. The questionnaires were distributed to all these teachers in the public schools of Nanchang through Wechat, by one Chinese survey software, named Wenjuanxing on October 1st, 2018. The data collection ended up by Nov 30th, 2018, finally, a total of 10,320 teachers (99.4% of the population) successfully replied the questionnaires and the results and analyses of these data in the next section would reflect the teachers' perception towards overload together with the attributing factors.

Results/ Findings

1. The Level of Teacher Overload in Schools of Nanchang, China.

Descriptive statistics analysis of 10320 teachers' reflected questionnaires showed only 5.93% of teachers thought "not overloaded", 36.7% of teachers felt "somewhat overloaded", 24.65% of teachers felt "moderately overloaded", 23.64% of teachers felt "very overloaded", and 9.08% of them felt "definitely heavy overloaded". The overall mean of teacher overload was 3.02 with standard deviation 1.15, which indicated teacher overload in schools of Nanchang is at the level of moderate.

2. The Comparisons of Teacher Overload According to Their Gender, Teaching Experience, Educational Background, and School Level.

Independent samples t-test and One-way ANOVA were applied to compare the teacher overload according to their gender, teaching experience, educational background, and school. Table 3-9 below showed the results of Independent samples t-test and One-way ANOVA comparisons. Based on the analyses of Table 3, the study found a significant difference of teacher overload based on their gender, though the majority were female teachers, the male teachers' overload was higher.

Table 3.

Comparison of Teacher Overload According to Their Gender

Gender	N	Mean	S.D.	t	Sig(2-tailed)
Male	3172	3.16	1.19	1.96	.000*
Female	7148	2.87	1.11		

From the results of One-way ANOVA test in Table 4-5, significant differences of teacher overload according to their teaching experiences were found. As the Post Hoc Scheffe test results showed, teachers working 21-30 years felt more overloaded than those working 6-10 years and 5 years and below, teachers working 11-20 years felt more overloaded than those working 5 years and below.

Table 4.

Comparison of Teacher Overload According to Their Teaching Experiences

Source of Variance	Sum of Squares	df	F	Sig.
Between Groups	337.14	3	3.641	.012*
Within Groups	33251.61	10317		
Total	33588.76	10320		

Table 5.

Multiple Comparison of Teacher Overload According to Their Teaching Experiences

(I)Teaching Experiences	(J) Teaching Experiences	Mean Difference (I-J)	Sig.
5 years and below	6-10 years	.015	.110
	11-20 years	-1.14	.002*
	21-30 years	-1.424	.003*
6-10 years	11-20 years	-.481	.126
	21-30 years	-1.44	.004*
11-20 years	21-30 years	.048	.997

From the results of One-way ANOVA test in Table 6-7, significant differences of teacher overload according to their educational backgrounds were found. Moreover, the Post Hoc test results further revealed that teachers with doctoral degrees overloaded the most, no significant differences were found between teachers with college diplomas and Bachelor degrees, between teachers with Bachelor degrees and Master degrees.

Table 6.

Comparison of Teacher Overload According to Their Educational Background

Source of Variance	Sum of Squares	df	F	Sig.
Between Groups	387.14	3	3.46	.023*
Within Groups	33231.61	10317		
Total	33588.76	10320		

Table 7.

Multiple Comparison of Teacher Overload According to Their Educational Background

(I)Teaching Experiences	(J) Teaching Experiences	Mean Difference (I-J)	Sig.
College diploma	Bachelor degree	.015	.110
	Master degree	-.640	.048*
	Doctoral degree	-1.424	.000*
Bachelor degree	Master degree	-.481	.126
	Doctoral degree	-1.440	.003*
Master degree	Doctoral degree	-1.041	.017*

From the results of One-way ANOVA test in Table 8-9, significant differences of teacher overload according to schools were found. Apparently, the Post Hoc test results reflected that teachers working in the high schools felt most overloaded.

Table 8.

Comparison of Teacher Overload According to Their Schools

Source of Variance	Sum of Squares	df	F	Sig.
Between Groups	487.14	3	3.461	.016*
Within Groups	33131.61	10317		
Total	33588.76	10320		

Table 9.

Multiple Comparison of Teacher Overload According to Their Schools

(I)Teaching Experiences	(J) Teaching Experiences	Mean Difference (I-J)	Sig.
Primary school	Secondary school	.015	.110
	High school	-1.14	.042*
Secondary school	High school	-.481	.126

3. The Possible Factors for Teachers' Overload in Schools of Nanchang, China.

Based on the teachers' perception, this study surveyed their agreement of the possible factors that may attribute to their feeling of overloading. Table 10 below reflected the teachers' agreement on these factors. As seen, there were nine types of factors that teachers highly agreed as the possible causes of their feeling of overloading. From the highest

to the lowest mean, they were concerned with *Position Evaluation/Promotion, Students' Achievement, Salary and Income, Non-Teaching Tasks, Parental Expectation, Public Concerns on Teachers, Teaching Evaluation, Long Working Hours,* and *Educational Reform.* Another three types of factor that teachers had moderate agreement were *Working Environment, ICT Requirement,* and *Professional Competency,*

Table 10.

The Possible Factors for Teacher Overload

Possible Factors	Mean	SD	Interpretation
1. Position evaluation/Promotion	3.41	.67	High
2. Students' achievement	3.03	.78	High
3. Salary and income	2.97	.97	High
4. Non-teaching tasks	2.91	.91	High
5. Parental expectation	2.88	.89	High
6. Public concerns on teachers	2.81	.87	High
7. Teaching Evaluation	2.77	.89	High
8. Long Working hours	2.76	.98	High
9. Educational reform	2.52	.99	High
10. Working environment	2.42	.99	Moderate
11. ICT requirement	2.23	1.01	Moderate
12. Professional competency	2.16	1.21	Moderate
Total	2.52	.99	High

4. The Significant Attributing Factors Impacting on Teachers' Overload.

In order to determine the significant factors that attributing to teachers' overload in schools of Nanchang, China. The researchers did a multiple regression test based on the collected data. According to the multiple regression analysis results from Table 10-11, the study revealed that the significant multiple correlations with the multiple coefficient of determination R Square=.686 or 68.6% of teacher overload could be explained by the combined predictors. However, as Table 11-13 showed, the attributing factor that significantly impact on teachers' overload in schools of Nachang from the high to low rank were: *Long Working Hours, None-Teaching Tasks, Salary and Income, Students' Achievement, Parental Expectation, Position Evaluation/Promotion, Teaching Evaluation, and Public Concerns on Teachers.* The factors like *ICT Requirement, Working Environment, Educational Reform,* and *Professional Competency* might not significantly or directly impact on teachers' overload in schools of Nanchang, China; as the coefficient results reflected.

Table 11.

Multiple Regression Analysis of Attributing Factors Impacting on Teachers' Overload

Model	R	R Square	Adjusted R Square
1	.262(a)	.686	.680

Table 12.

ANOVA[a] Analysis of Attributing Factors Impacting on Teachers' Overload

Model 1	Sum of Squares	df	Mean Square	F	Sig.
Regression	415.592	11	37.781	42.247	.000[b]
Residual	1169.734	1308	.894		
Total	1585.327	1319			

a. Dependent Variable: Teacher Overload

b. Predictors: (Constant), Position Evaluation/Promotion, Students' Achievement, Salary and Income, Non-Teaching Tasks, Parental Expectation, Public Concerns on Teachers, Teaching Evaluation, Long Working Hours, Educational Reform, Working Environment, ICT Requirement, and Professional Competency

Table 13.

Coefficients[a] of the Multiple Regression Analysis of Attributing Factors

Model 1	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Beta		
(Constant)	1.552			.000
Long Working Hours	.226	.241	8.412	.000*
Non-Teaching Tasks	.136	.130	4.413	.000*
Salary and Income	-.138	-.129	-4.721	.000*
Students' Achievement	.117	.128	4.453	.000*
Parental Expectation	.061	.058	1.806	.019*
Position Evaluation /Promotion	-.044	-.049	-1.994	.006*
Teaching Evaluation	-.019	-.041	-.879	.015*
Public Concerns on Teachers	.036	.038	.770	.041*
ICT Requirement	-.002	-.002	-.077	.938
Working Environment	-.011	-.009	-.331	.741
Educational Reform	-.015	-.014	-.534	.593
Professional Competency	.026	.024	.980	.327

a. Dependent Variable: Teacher Overload

Discussion

The study firstly proved that teacher overload in schools of Nanchang is at the level of moderate. Different from the big cities like Beijing, Shanghai and Guangzhou, Nanchang is a middle-size city in Jiangxi Province, thus, the level of teacher overload was moderate, compared with working in the big cities, this result was very normal. As a matter of fact, since China government employed the reform and opening up policy, along with the rapid development of economy and urbanization, China's "big city" has become a place where the human resource competition and occupational pressure were so severe (Zhuoyuan, Jiayong and Jun, 2019). As one of the occupations that burden a lot of pressure, several previous studies have focused on teachers' pressure and overload in big cities of China (Juan, 2006; Xin, 2010; Lin, 2018). For example, Shanghai Academy of Sciences recently announced the results of a work stress survey of all public-school teachers in shanghai: nearly 80% of teachers feel heavy pressured (Lin, 2018). In Guangzhou, a survey from China Research and Network showed that 67.2% of Guangzhou school teachers had a sense of burnout with heavy and stressful teaching task (Xin, 2010). In Beijing, 68% of school teachers felt huge pressure due to the overload (Juan, 2006).

When comparing teachers' overload with their demographics, this study found the male teachers' overload were higher. Male teachers felt more pressured, which was consistent with the findings of Juan (2006) from Beijing, as she explained that Chinese traditional culture believes women are more suitable in terms of taking care of the children, while men are expected to do other occupations to be the main support of family. Thus, the high expectation, but low sense of identity from Chinese society towards the male teachers resulted in the male teachers' higher pressure and burnout feelings (Juan, 2006).

Meanwhile, the study also found teachers with more teaching experiences, teachers with higher educational degrees; and teachers working in the high schools felt most overloaded. For this regard, Yu (2008) mentioned in her study that those who worked in the schools the longest, or with highest degrees usually devoted their life to school the most and also suffered the most from the stress, as they were counted as "Core teachers" by each school, to some degree, the number of "Core teachers" represents the school's rank in China. Teachers working in high schools felt more stressed and overloaded, compared with those working in primary or Secondary schools, which confirmed by another survey by Yuesheng (2018) on high school teachers in Shandong, China. According to the survey, the average daily working hours of is at least 9.51 hours, not including another 5.17 hours on the weekends (Yuesheng, 2018).

Moreover, as for the attributing factors, the present study found that the significant multiple correlations with the multiple coefficient of determination R Square=.686 or 68.6% of teacher overload could be explained by the attributes, from the high to low rank, which included Long Working Hours, None-Teaching Tasks, Salary and Income, Students' Achievement, Parental Expectation, Position Evaluation/Promotion, Teaching Evaluation, and Public Concerns on Teachers. In regard to these attributes, previous studies conducted in different countries also showed some similar results. Naylor (2001) confirmed that the increasing teaching administrative workload, all these let the teachers feel overload, and may even impact negatively on teacher's family life. Rebecca and Emma (2003) revealed the most stressful issues for teachers were related to the factors of the students' particular

behaviors, teachers' self- efficacy and competency, school's administrative issues, and the parental expectations. Meanwhile, the Parliamentary Education Office (2003) in Parliament of Australia researched the attributes to teachers' overload, and the factors such as the time devoted to non-core teaching tasks, the requirement to teach unfamiliar subjects, undertaken extra-curricular activities with their students were consistent with this study's finding. More currently, Wakoli's (2016) study on the teachers' workload in Kenya also supported this finding as he concluded the long teaching hours every day; the time occupation from none teaching tasks such as extra-curricular activities like sports, clubs were the factors affecting teachers' overload there. Mainichi (2017) reported in Japan school teachers work too long hours, which was the main reason of stress and overload as the same as this study found. Meanwhile, applying Teacher Workload Survey (2016), Cooper (2018) studied the attributes of the teacher overload for Department of Education, United Kingdom, his findings of the factors included tasks related to student's achievement, school administration and meetings, and others unexpected and time-consuming issues, were similar to this study's finding as well.

Though some of attributes found by this study were also reported by previous studies in different countries and regions, however, the rank of these attributing factors in public schools of Nanchang and the other findings as mentioned earlier, which deserved developing new strategies so as to how to minimize the effects of these attributing factors, as well as to reduce the teachers' overload feeling and stresses. Hence, this researcher would like to provide the following strategies for the local Nanchang school leaders and MOE officials to consider in the real practice of educational reform: (1) Reduce the long working hours and none-teaching tasks. (2)
Simplify the evaluation mechanism to reduce the excessive pressure on teachers, such as improve the ways of position evaluation and teaching evaluation. (3) Establish the people-oriented concept, care more for core teachers, the high school teachers, improve teachers' salary and income. (4) Advocate the whole society to create a good social atmosphere of respecting teachers, improve the social recognition on teachers especially on male teacher, building good effective commination between parents, teachers and student, reduce public pressure for teachers. (5) Enhance teachers' occupational pride, train or guide teachers to deal with occupational stress, and reduce their negative and alleviate psychological pressure. All in all, reducing teachers' work stress and overloaded feeling is a systematic project that requires cooperation from national policies, society, schools, and individuals.

Conclusions

The study concluded that teacher overload in schools of Nanchang is at the level of moderate. Comparing teachers' overload with their demographics, the study found that the male teachers, teachers with longer teaching experiences, teachers with doctoral degrees, and teachers working in the high schools felt overloaded the most. The study also revealed that the significant multiple correlations with the multiple coefficient of determination R Square=.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/Promotion, Teaching Evaluation, and Public Concerns on Teachers. Main strategies for the Nanchang schools and local MOE to consider for reducing teacher overload were provided based on the findings, including reduce the long working hours and none-teaching tasks, improve teachers' salary and income, change the ways of position evaluation and teaching evaluation, reduce public pressure for teacher, train teacher to cope with occupational stress, and so on.

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