

*A Study on the Relationships between Time Management and Working Pressure for Teachers with Un-Administrative Positions in New Taipei City*

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**Abstract**

Since 1990, there has been a lot of education reform in the world. That reform has included many areas and subjects. Are teachers, even those educated in Teacher Education Institutions, competent to hold un-administrative positions in these dynamic times? The purpose of this study is to investigate the relationship between time management and working pressure for un-administrative elementary teachers, and the differences among different variables. This study used questionnaire survey to investigate the above direction. Researchers developed the “Questionnaire of Time Management and Working Pressure for un-administrative teachers” for investigation. The samples included 519 un-administrative teachers of 29 elementary schools in New Taipei City. The data were analyzed by T-test, Mean, Standard Deviation, One-Way ANOVA, and Pearson’s correlation.

The results show:

1. The un-administrative elementary teachers performed well in time management. Especially in the aspects of “time management” and “division of labor”.
2. The working pressure was on the medium grade, and the highest two aspects were “job stress” and “workload”.
3. The “female”, “age of 41 to 51”, or “working over 21 years” had better performance on time management.
4. The “age of 31 to 40” and “age of 41 to 51”, “working over 10 years”, “class teacher”, or “working in large-scale school” felt more working pressure.
5. Teachers who had better time management, possessed less working pressure, especially in the relation of “time management” and “pressure of professional knowledge”.

Based on those results, researchers offered some suggestions for educators and future research.

Keywords: mobile learning, students' willingness, English class

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## **Introduction**

In recent decades, with the rise of numerous reforms in educational, teachers' job contents are very different from previous contents. How to achieve the desired objectives in limited time, and teachers' ability to manage the time is increasingly important. Therefore, this study is aimed at exploring the status of teachers' time management and work pressure as well as the relationship based on the time management model of Macan (1994).

## **Theoretical Framework**

Macon's (1994) time management model focuses on three kinds of time management behavior training to improve the perceived control and govern the control of time, reduce the tension and physiological stress caused by the work, and improve the satisfaction of work and performance. According to several studies of Taiwan, it can also be found that there is negative relationship between the time management and work pressure of part-time administrative teachers; while there are limited studies in this aspect of un-administrative teachers. Therefore, this study is planned to explore this aspect.

## **Method**

This study will divide the variables of background of un-administrative teachers in primary schools into six categories, including gender, age, marital status, position, years of service and school size. The main variables of the study will be discussed in two parts. The first one is the time management of un-administrative teachers in primary schools, including the time planning, division authorization, interpersonal communication, tools application; and the second part is the work pressure of un-administrative teachers in primary schools, including the work load, role conflict, professional knowledge and workplace stress.

In this study, the prepared teachers of primary schools in New Taipei City are taken as the study samples. The sampling method is the layered sampling on the basis of different sizes (total numbers of teachers) of schools. A total of 596 questionnaires were issued, and 519 were recovered with the recovery rate of 87%. Excluding invalid questionnaires, 513 copies are valid with the availability of 86%.

## **Results**

### **1. Analysis on Status of Time Management of Un-Administrative Teachers in Primary Schools**

The scores of four levels of time management of un-administrative teachers in primary schools are higher than the average. The time planning level has the highest score of 3.33, and the interpersonal communication has the lowest score of 3.07.

## **2. Analysis on Status of Work Pressure of Un-Administrative Teachers in Primary Schools**

Among four levels of work pressure of un-administrative teachers in primary schools, except for the role conflict and professional knowledge lower than the average, the score of other levels are higher than the average. The score of workplace stress has the highest score of 2.52, and the role conflict has the lowest score of 2.15.

## **3. Analysis on Difference between Time Management and Work Pressure of Un-Administrative Teachers in Primary Schools under Different Background Variables**

The results show that un-administrative primary school teachers with different genders, ages, years of service have significant difference in the score of time management. There are significant differences in the score of time management of un-administrative primary school teachers with different ages, positions, years of service and school size.

## **Conclusions and Suggestions**

It is found from the study that there is significant negative correlation between the time management and work pressure of un-administrative teachers in primary schools, that is, the teacher with proper time management feel less work pressure. In addition, there is highest correlation between the time planning of teachers' time management and professional knowledge of teachers' work pressure, so with the better time planning ability, the teacher will make the better use of time to improve the professional knowledge of teaching. According to the above findings, the school can increase the teachers in the time management to order to enhance their work efficiency and professional knowledge and so on.

## **References**

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