

# Exploring the Status and Factors of Primary School Teachers' Willingness to Concurrently Take on Administrative Positions With a Mixed Model

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## ABSTRACT

This study describes the current situation and factors of primary school teachers' WCTAP (willingness to concurrently take on administrative position) through quantitative investigations and follow-up qualitative interviews, in order to understand their perception differences against different backgrounds, and explore the impacts on Key factors for WCTAP. The main findings are as follows: there are three key factors affecting teachers' WCTAP: external incentives, role conflicts, and self-growth; The higher the external incentives provided by schools, the higher the values of teachers' self-growth, and the greater their WCTAPs. The higher the role conflict, the lower the WCTAP. And, factors affecting teachers' WCTAP are based on self-growth of work values, and the higher the self-growth of work values, the higher the WCTAP; Furthermore, welfare measures such as job additions and vacation allowances have the highest correlation between incentives and WCTAP, but it is generally considered insufficient to reflect the hard work of administrative affairs, only to be classified to compensation. The authors also found that the least attractive and the most difficult is to communicate and coordinate with people; the simplest affair is to deal with matters that do not require communication or interaction with people and practice.

*Keywords: mixed model, WCTAP, external incentive, work value*

## I. INTRODUCTION

In order to find and retain the right administrative staffs, who can continue working and promoting the effectiveness of school operation and performance. It has become a headache for all schools in Taiwan, as the continuous encouragement of teachers' unions, teacher's self-awareness has gradually risen. They only want to do a good job in the teaching profession and no longer silently accept administration affairs that are not related to teaching. Especially in 2019, the implementation of the 12-year Education Curriculum, administration needs to support and lead teaching, design and implement educational policies, and prepare lots of paper works for evaluations. All of these have made teachers less willing to concurrent administrative positions. [4][5] So, the purpose of this study is to explore the WCTAP (willingness to concurrently take on administrative position) of TPPS (teachers in the public primary school), and to look for the critical factors of WCTAP.

The purposes are:

- To understand the current situation of Kaohsiung TPPS's WCTAP.

- To describe the correlations between factors that affect TPPS's WCTAP.
- To analyze the differences of different background variables in TPPS's WCTAP.
- To explore TPPS's view by analyze the data of interview.
- To summarize the internal and external incentives affecting the TPPS's WCTAP by mixed method.

## II. METHODS

### A. Research objects and sampling

1) *Objects*: The research population is the teachers of public primary school in Kaohsiung. The sample is taken from the TPPS in the five administrative regions in Kaohsiung (including directors, chiefs, monitor teachers and subject teachers).

2) *Sampling*: In the quantitative method, we used stratified sampling to select research objects as "Table I". A total of 6 teachers from each of 41 schools were

commissioned. A total of 246 teachers assisted in answering. A total of 219 valid questionnaires were collected. In the following qualitative method, we

deeply interviewed 5 teachers in a school of sample as "Table II".

TABLE I. NUMBER OF SCHOOLS AND SAMPLES IN EACH DISTRICT

District	Number of School (A)	N. of Teacher (B)	N. of Valid Teacher (C)	% (C/B)	% (C/T)
District A	15	90	80	88.89%	36.53%
District B	10	60	54	90.00%	24.66%
District C	8	48	45	93.75%	20.55%
District D	15	90	80	88.89%	36.53%
District E	6	36	30	83.33%	13.70%
District F	2	12	10	83.33%	4.57%
Total	41	246(T)	219	89.02%	100.01%

TABLE II. BASIC INFORMATION OF INTERVIEWED OBJECTS

Code	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Date of interview	2019.10.29	2019.10.30	2019.10.29	2019.10.29	2019.10.29
Gender	F	M	F	M	F
Age range	41-45	41-45	36-40	46-50	46-50
Highest education	Graduate	Graduate	Graduate	Graduate	Graduate
Teacher development	Normal school	General school	Normal school	Normal school	Normal school
Years of service	11-15	11-15	11-15	16-20	Above 26
Position of teacher	Director	Chief	Monitor teacher	Monitor teacher	Subject teacher
Administrative experience	Y	Y	Y	N	N

### B. Research sampling

In quantitative study, stratified sampling was used to select research objects after classification according to administrative regions. All the public schools located in Kaohsiung of 38 administrative districts are divided into 6 administrative districts (District A to District F) by their location from downtown or urbanization, schools and teachers were sampled. A total of 6 teachers from each of 41 schools were commissioned. A total of 246 teachers assisted in answering. A total of 219 valid questionnaires were collected. The questionnaire recovery and valid rate was 89.02%

In the follow-up qualitative method, we deeply interviewed 5 teachers in a school of sample as above and tried to ensure that all kinds of research objects were included.

### C. Definition of nouns

1) *External incentive*: External incentive is defined as additional incentives such as bonuses, vacation systems, overtime pay, and travel subsidies et al. arising from WCTAP. [3] [6] [7]

2) *Work value*: Work values is defined as the degree of personal subjective preference for professional job characteristics, in order to guide the individual's behavioral performance and attitude at work. [6] [7]

3) *Workload*: Workload is defined as within a limited time, due to the difference in the nature,

quantity, complexity and difficulty of the work, it requires workers to devote their mental, physical and hard work to complete the task, resulting in the physical and mental burden. [1] [3] [7]

4) *Role conflict*: Role conflict is defined as psychological pressure or emotional distress caused by two or more conflicting role expectations due to personal capacities that cannot meet various needs at the same time. [1] [2] [7]

## III. RESULTS & DISCUSSION

This questionnaire used a Likert 6-point scale (Mean=3.5), with  $\alpha = .05$ . First, the current situation is analyzed with descriptive statistics. Second, in order to understand the differences in perceptions of key factors in the TPPS's WCTAP under different backgrounds. The independent sample t-test and ANOVA were used. If existed significance, the Scheffe method was used for post hoc comparisons. Finally, multiple regression analysis was used for data processing.

### A. Status description

1) *Self-perception of TPPS's WCTAP*: The perception of external incentives is only moderate to low (M=3.38, 47.60%), and WCTAP is only ordinary (M=3.56, 51.20%). The perceived value of the teacher's work value (M=4.75, 75.00%), workload (M=4.16, 63.20%), and role conflicts (M=4.27, 65.40%) are all moderately high.

2) *Correlations between TPPS's WCTAP & key factors:* There was a significant positive correlation between TPPS's WCTAP and external incentives ( $r=.481, p <.001$ ); there was also a significant positive correlation with work value ( $r=.279, p<.001$ ). Self-growth has a higher positive correlation ( $r =.441, p <.001$ ); a significant negative correlation with role conflicts ( $r =-.331, p <.001$ ); but at the level of workload, there is no significant correlation.

**B. Analysis of differences under different background variables**

1) *Analysis of the differences between gender and variables of factors of WCTAP:* Except gender and variable "willing to work part-time" ( $t = 2.202, p <.05$ ), significant differences were reached, but the remaining differences were not significant. It shows that there is a significant difference in WCTAP of different genders. And male ( $M = 3.80$ ) is larger than female ( $M = 3.40$ ),

indicating that among the key factors of TPPS's WCTAP, males are more willing to concurrently hold administrative positions than females.

2) *Analysis of the differences between different background variables and WCTAP:* Different background variables have significant differences in WCTAP such as teachers' gender, highest education, teacher development, administrative experience, and the types of administrative positions. They are male> female; master-degree > university; teacher training in normal colleges> general university; those who have experiences of administration > inexperienced persons; director > chief > mentor teacher; and director > subject teacher.

Background variables such as marital status, age, school size, and administrative district where the school is located have no significant difference in WCTAP. (See "Table III" and "Table IV")

TABLE III. ANALYSIS OF DIFFERENCES IN T-TEST

WCTAP vs		N	Mean	t	p
Gender	Male	88	3.804	2.202*	.029
	Female	131	3.399		
Marital status	Yes	46	3.375	-1.086	.279
	No	172	3.618		
Highest Education	University	59	2.919	-4.469***	.000
	Master	160	3.798		
Teacher development	Normal	165	3.697	2.635**	.009
	General	54	3.148		
Administrative experience	Yes	179	3.704	3.386**	.001
	No	40	2.925		

<sup>a</sup>. \* $p<.05$ , \*\* $p<.01$ , \*\*\* $p<.001$

TABLE IV. ANALYSIS OF DIFFERENCES IN ANOVA

WCTAP vs		N	Mean	F	p
Teacher's positions	Mentor teacher	45	2.533	19.712***	.000
	Subject teacher	25	3.310		
	Chief	70	3.550		
	Director	79	4.237		

<sup>a</sup>. \*\*\* $p<.001$

**C. Results of semi-structured interviews**

- Administration leads the school's development direction while supporting the needs of teaching.
- The property of administration is it needs to coordinate and cope with complex matters among people.
- Administration and teaching should perform their respective functions so as not to be left empty or even affect the family.
- The external incentives are generally considered insufficient to reflect the hard work of administrative affairs, only to be classified to compensation.

- The external incentives that affect TPPS's WCTAP include bonus system, preference (whether to be a mentor teacher), less teaching hours, and time flexibility.
- The internal incentives that affect TPPS's WCTAP include achievement value, work pressure, role conflict, and family responsibility.

\* Due to space limitations, the presentation of interview analysis data is omitted.

**D. Discussion**

Based on the results of the mixed model study, the comprehensive analysis and discussion are as follows:

1) *There are three key factors affecting TPPS's WCTAP: external incentives, role conflicts, and self-*

*growth*: The amount of explanations in key factors (external incentives, role conflicts, job value) for WCTAP ranges from 78.18% to 81.96%; the workload also reaches 68.73%. Among them, the external incentives mainly include positive incentives such as job additions, vacation systems, unpaid overtime pay, travel subsidies, bonuses, etc.; role conflicts include negative incentives such as teaching/administrative role conflicts, and family/school role conflicts. Work value includes two positive incentives factors: self-growth and organizational stability; workload includes two factors: physical/mental load and time load. Teachers generally perceive the workload is high, but it is not the key factor for whether they are willing to concurrently hold administrative positions.

2) *The higher the external incentives provided by the school, the higher WCTAP*: The current implementation of the administrative bonus system is an external incentive. Teachers are generally aware that the external incentives are not high enough and insufficient to match the responsibilities and workload of the job. However, if the administrative bonus system is higher enough, WCTAP will also increase.

3) *Among the key factors of WCTAP, external incentive is the highest correlation, but it is generally considered to be insufficient to reflect the hard work of administrative work and is only limited to compensation and comfort*: It can be found from the interviews: teachers who are not part-time administrators believe that external incentives are not enough to attract them to take up this job; those who have concurrently served as chiefs and directors have also expressed that insufficiency of external incentives cannot reflect the hard work workload only ends with compensation and comfort.

We look forward to amending the existing regulations and enlarging the welfare measures. Especially for small or medium-sized schools, the manpower is too tight, if the teacher concurrently serves as Mentor teacher and Chief, he/she can receive a double allowance at the same time is greater than that of the Director that's unreasonable.

4) *The higher the role conflict, the lower WCTAP*: Teachers concurrently holding administrative positions can cause some role conflicts between teaching and administration, and family and school. The higher the role conflicts, the lower the teacher's WCTAP. Therefore, in addition to the individual teachers can properly play the different roles of the family and the school, if the school leaders can consider carefully to reduce or downplay the teacher's conflict, such as being able to work on school only, to work flexible in winter and summer vacations, and giving supplementary

vacations in due time etc., can effectively reduce the impact of role conflicts.

5) *The factors that affect WCTAP are based on self-growth work values. The higher the self-growth work values, the higher the WCTAP*: Teachers generally believe that concurrently serving as chief or director has more work value than subject teachers, especially can become a director. They believe that their work value and social status are higher, and the chance of self-growth in becoming principals in the future is also higher, and they are more WCTAP.

6) *The least attractive and difficult part of administrative work is the need to communicate and coordinate with people; the simplest is to deal with matters that do not require communication and interaction with people and practice*: It can be found from the interviews that teachers believe that administrative work often requires communication/coordination with parents or teachers, it cannot be done in accordance with their own routines. They do not like it, and teachers show that handling administrative work may take more time and efforts, and it is physically and mentally difficult but might be affordable. Moreover, if they can serve, they only need to deal with matters that do not require communication and interaction, and administrative works are familiar with business, they still have the WCTAP.

#### IV. CONCLUSIONS AND SUGGESTIONS

Taiwan implemented a series of educational reform measures in the 1990s. The major change is the most dramatic stage in the history of Taiwan's education. Particularly, it has undergone a nine-year consistent curriculum about 2 decades from 2001. The authority of self-management, including the planning, implementation, evaluation, and improvement of the overall curriculum (including central, local, and school-based curriculum), and the burden of teaching and administrative work. The phenomenon of administrative escape has intensified. How to find suitable administrators has always been a headache for schools. The reliability and validity of the questionnaires in this study are good, and the follow-up qualitative interviews can present the current situation of the research question, analyze and explore the key factors to find a solution to the problem. The conclusions and suggestions at the end of the paragraph can provide a reference for schools to find administrative staff, as well as a reference for the application and follow-up research of educational policies formulated by educational administrative agencies.

### A. Conclusions

If we want to look for administrator effectively, we can follow this conclusion.

- Male teachers' WCTAP is significantly higher than female teachers.
- The higher academic qualifications the higher WCTAP.
- Graduation from a normal-related department has higher WCTAP.
- Degree of master is higher than university in WCTAP.

### B. Suggestions

The following suggestions are made:

- Creating a warm campus atmosphere, inherit administrative business and experience to increase WCTAP.
- Strengthening the teacher training system to empower ability, inherit the quality education style of teacher-related systems.
- Solving the problem behind of WCTAP: Helplessness of over-democratizing administrative power on campus.
- School principals or leaders should cultivate high-quality leadership to influence teachers' willingness.
- The interaction between administration and teaching is also mutually reinforcing, and it is not appropriate or easy to separate.
- Reducing administrative workload with low relative to administration and teaching.
- The system for adding administrative duties should be reviewed, the gap among the allowances for Director, Chief, mentor teacher, and subject teacher. Moreover, the allowance should be increased.
- Increasing administrative establishment to reduce the workload and role conflict.

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