
NEWSLETTER

The Effects of Work Hours and Composition on Novice Teachers' Career Adaptation: An Empirical Study from the Perspective of Work Burdens

By Zhang, L.

Correspondence to: Luo Zhang, Huazhong University of Science and Technology, China. E-mail: z113348683651@163.com

CAREER adaptation is a vital component of professional development for novice teachers and is critical to their quality of teaching. Based on a questionnaire survey of 2590 Chinese teachers at the basic education level, this study investigates the effects of work hours and composition on career adaptation in novice teachers, using latent profile analysis and the multiple linear regression model.

Research Findings:

- The novice teachers polled worked 9.335 hours every day on average, which significantly exceeds the statutory 8-hour limit, representing a heavy work burden.
- There are primarily three types of work composition in novice teachers: teaching-focused, classroom duty-focused, and administration duty-involved. The majority of them were carrying out teaching-focused work. Working time varies for the different types of work composition. Teaching-focused novice teachers worked the shortest hours, and the classroom duty-focused ones worked the longest hours, with a gap of 1.6 hours.
- Novice teachers' work hours were negatively related to their career adaptation. Heavy work burdens contributed to the difficulty of career adaptation in this group.
- The type of work composition served as a moderator for the negative effect of work hours on career adaptation in the novice teachers. Teaching-focused work could weaken the negative effect, whereas administration duty-involved work could magnify the negative effect. Classroom duty-focused work had no significant moderating effect.

Suggestions:

- Reduce novice teachers' work hours to keep them within the 8-hour limit.

- Optimize the work composition for novice teachers by increasing teaching engagement while reducing non-teaching involvement.
- Make the appointment of classroom teachers flexible by diversifying the appointment approaches to include “voluntary application,” “regular rotation,” and more. Reduce minor duties on novice teachers during their service as classroom teachers.

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