Abstract

This paper focuses on teachers' workloads in club activities and tries to clarify the relationship between club activity working hours and time spent on teaching preparation, pupil guidance, and teaching skill improvement, which are important factors for the school development. By comparing the upper 25% and the lower 25% of club activity working hours, the following three findings can be seen.

First, workloads in club activities are disproportionate, meaning those teachers with heavier workloads on weekdays also end up with more work being given to them on holidays. On the other hand, teachers with lower workloads in weekdays have less work on holidays also. This trend can be seen for both sports club advisers and cultural club advisers.

Second, teachers who spend long hours on club activities spend shorter time on their lesson preparation, on pupil guidance, and on teaching skill development. Other studies on school club activities note that teachers with higher club activity coaching duties are also more motivated to work on their lesson preparation. But analysis of working time shows that long hours working on club activities results in shorter time spent on lesson preparation.

Third, time spent on teaching skill improvement does not vary as much as for lesson preparation or pupil guidance. This may be because skills development is lower priority than other two duties. Since they use up their working time on club activities, lesson preparation, and pupil guidance, not enough time is left over to attend workshops.

School club activities are important from the point of pupil guidance but since time is limited, spending long hours on club activity coaching becomes a trade-off with time for teaching preparation and skills development. In order to improve schools and teachers, schools must ensure teachers have enough time for duties other than school clubs, and make sure that workloads are more equally shared between teachers.