THE WORK LOAD OF THE ELEMENTARY TEACHERS IN TEN
SELECTED IOWA SCHOOLS, 1961-62

A Field Report
presented to
The Graduate Division
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Adam Eugene Schreier
August 1962
THE WORK LOAD OF THE ELEMENTARY TEACHERS IN TEN SELECTED IOWA SCHOOLS, 1961-62

by

Adam Eugene Schreier

Approved by Committee:

[Signature]

Chairman

[Signature]

Dean of the Graduate Division
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>1</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td>Review of the Literature</td>
<td>4</td>
</tr>
<tr>
<td>11. A SURVEY OF THE TEACHER WORK LOAD IN SELECTED</td>
<td></td>
</tr>
<tr>
<td>SCHOOL DISTRICTS OF IOWA, 1961-62</td>
<td>11</td>
</tr>
<tr>
<td>Introduction</td>
<td>11</td>
</tr>
<tr>
<td>Development of a Questionnaire</td>
<td>11</td>
</tr>
<tr>
<td>Teachers Included in the Survey</td>
<td>12</td>
</tr>
<tr>
<td>Responses to the Questionnaire</td>
<td>12</td>
</tr>
<tr>
<td>Hours Per Week Worked by Teachers in Selected Elementary Schools of Iowa</td>
<td>16</td>
</tr>
<tr>
<td>A Comparison of Hours Per Week Worked by Teachers in the Selected Iowa Schools With Hours Per Week Worked by Teachers as Reported in the National Survey</td>
<td>15</td>
</tr>
<tr>
<td>Summary</td>
<td>27</td>
</tr>
<tr>
<td>III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</td>
<td>29</td>
</tr>
<tr>
<td>The Problem</td>
<td>16</td>
</tr>
<tr>
<td>Procedure</td>
<td>28</td>
</tr>
<tr>
<td>Summary of Data Gathered</td>
<td>30</td>
</tr>
<tr>
<td>Recommendations</td>
<td>31</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Number of Hours Reported by 100 Iowa Elementary Teachers Per Task Per Week as Reported in the Iowa Survey, 1961-62</td>
<td>14</td>
</tr>
<tr>
<td>II. Number of Responses, Average Hours of Class Instruction, Average Hours of Out-of-Class Instruction, Average Hours of Miscellaneous Instruction, Total Average Hours of Instruction Per Grade as Reported in the Iowa Survey, 1961-62</td>
<td>17</td>
</tr>
<tr>
<td>III. Comparison of the Average Hours Per Week Spent in the Classroom as Reported in the National Survey and the Iowa Survey</td>
<td>20</td>
</tr>
<tr>
<td>IV. A Comparison of the Hours Per Week Spent in Out-of-Class Instruction as Reported in the Iowa Survey With That Reported in the National Survey</td>
<td>22</td>
</tr>
<tr>
<td>V. Comparison of the Hours Per Week as Compared Between the Iowa Survey and the National Survey on Miscellaneous Duties</td>
<td>24</td>
</tr>
<tr>
<td>VI. Average Total Hours Per Week Spent on all Teaching Tasks as Compared With the Iowa Survey and the National Survey</td>
<td>26</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

I. THE PROBLEM

In the last few years more words have probably been written and uttered about educational problems in the United States than any other single area. Everyone from ex-admirals to ditch diggers have had something to say about the education of American children and about the status of American teachers. The courses of study, the extra curricular programs, the school buildings, the school size, the hot lunch program, and the teacher load are just a few aspects that have been discussed by both educators and lay people.

Of these many problems, certainly, the teacher load is of paramount importance, for the teacher is a necessary part of any educational program. The factors which affect the teacher's morale and well-being will also affect the students he teaches. If he is exhausted from overwork and frustrated from lack of time to make adequate preparations, he can neither function properly nor engage in creative teaching.¹ He becomes just a cog in the educational machine, and the education becomes a production-

The problem would be to determine the amount of work a teacher must do to perform the task of teaching. The variety of the teacher's work load does not allow an easy measurement. It is difficult to compare the amount of work involved in the supervision of elementary children on the playground with the amount of work involved in coaching a junior high school play. The only objective method of ascertaining the amount of work a teacher performs is to measure it in time spent on the task.

Statement of the problem. The purpose of this study was (1) to determine the number of hours per week that elementary teachers in ten selected Iowa Schools work in the performance of their duties; (2) to compare the hours the selected group of teachers work with that of other groups of teachers as reported by the National Education Research Division in The National Education Association Research Bulletin in February, 1951.¹

Importance of the study. This study was begun at the suggestion of the Charles City Community School Administrators. The administrators pointed out that no survey of recent date had been completed on the work load of the Iowa teachers. The administrators believed that a survey was necessary for the good of the

administrators and the teachers. In a discussion they pointed out that the survey should be conducted on the number of hours that the teachers worked per week in the performance of their teaching obligations. The lay public would be able to understand a survey that determined the number of hours per week worked to perform a specific job. A survey must be made to determine the number of hours worked per week to measure the teaching load.

The administrators of Charles City believed that a study should include teachers in grades kindergarten through six as this was the most used pattern of organization of elementary schools in Iowa.

II. DEFINITION OF TERMS

The following terms are defined as they are used in this report.

National Survey. National Survey refers to the number of hours of classroom instruction, out-of-class instruction, miscellaneous instruction, and the total hours of instruction as reported by elementary teachers.¹

Iowa Survey. Iowa Survey refers to the survey conducted by the investigator in the elementary schools of Boone, Cedar Falls, Centerville, Charles City, Cherokee, Creston, Newton, Celwein, _______

¹Ibid.
Classroom hours. Classroom hours is that amount of time that the teacher spends in the classroom with the pupils in any activity that places the teacher in direct contact with the students.

Total hours. Total hours is that time that is spent in the entire process of the teacher performing the duties to accomplish the objective of the educational profession.

Out-of-class duties. Out-of-class duties are those activities directly related to instruction such as planning, correcting papers, and making out reports involving students.

Miscellaneous duties. Miscellaneous duties are those duties that are not directly related to teaching such as ticket selling, attending civic functions, and collecting for various charitable organizations.

Class size. Class size is the number of pupils assigned to a teacher in a given teaching situation.

III. REVIEW OF THE LITERATURE

The teacher's day is judged by the layman as that amount of time that the children spend in school. The idea is prevalent that the teacher closes shop when the last child leaves at night. The public does not realize that the school day for the teacher
starts before the first child enters the school room and continues long after the last child leaves at night.

Roach referred to the court's decision, that held that a teacher's obligations are not ended when the last child leaves the classroom. The work of the elementary teacher continues outside the classroom. The educational process does not stop because the child has left school. The teacher is still responsible for many things within and without the classroom.¹

Brown pointed out that the elementary teacher's work week varied from forty-two hours per week to fifty hours per week. Elementary school teachers have been assigned a full day association with children. It was therefore impossible for the teacher to use school time for planning or gathering his thoughts. There are too many interruptions during the day for any activity other than teaching. This leaves only time after school and time at home to do the necessary clerical work and planning that is a part of teaching. The number of non-teaching demands on the teacher's time have increased. The housekeeping duties and managing a class consumes a great deal of time and energy.²

Ehrenson suggested that careful research be undertaken to get some answers to the questions having to do with adequate

¹S. F. Roach, "Board and After Class Assignments For Teachers," American School Board Journal, CXXXI (September, 1955), 32.

class preparation time and optimum class size. The results of such a survey should be studied by each school board and modified to meet the particular problems of the teachers in their respective systems. Adjustments could be made in scheduling and pupil load to equate the teacher's load.  

A review of the literature revealed that there were three basic areas dealing with the aspects of a teacher’s load. The three basic areas were: (1) reports of studies that attempted to measure the amount of effort, (2) teachers rating the factors of their jobs, and (3) increasing the efficiency and easing the job of teaching.

Reports of studies that attempted to measure the amount of effort. Davis wrote that teachers were working hours that were far too long for efficiency. There were limits as to how long an individual could pursue a task and remain productive. The number of hours worked, like the number of pupils taught, was only one of many indexes of teaching load and of possible teaching strain.  

Sixty-three activities were set up by Clark and an attempt was made to rank and score them so that they could be made subject to mathematical manipulation. The wearing effect was presented

---


in his discussion along with the size of the class and the mental capabilities of the students.¹

Teachers rating the factors of their jobs. In a survey by The National Education Research Division teachers were asked to rate forty-four factors of their teaching load in the following order: "light," "reasonable," "heavy," or "extreme."²

Frost pointed out that there were many and varied factors that made up a teaching load. Teachers did not agree on what kinds of work was difficult and what kinds of work was not difficult. He urged that a survey be completed to determine the more difficult tasks and the easier tasks. Analysis of the teaching load was needed so that a comparison of the teaching load could be made objectively by a devised formula.³

Davis stated:

It seems clear that to lighten the teaching load one must consider not only the number of pupils, the number of periods, and fair distribution of extracurricular duties but also the background conditions that affect teaching.⁴

Clark presented two factors as the main index for the teacher work load problem. They were: (1) the amount of time


³Norman Frost, "What Teaching Load?" American School Board Journal, CLI (March, 1941), 44.

⁴Davis, op. cit., p. 152.
that is required to do the job, and (2) the cumulative effect of the various tasks which make up the teacher's job. The amount of time required to do the task could be measured objectively, but the cumulative wearing effect was subjective and would depend on the teacher's ideas and attitudes toward various factors.¹

**Increasing the efficiency and easing the job of teaching.**

One of the major methods suggested for easing the job of teaching was to use parents, older students, and clerks to do the tasks that did not require special training. These jobs included clerical work and general housekeeping duties.²

Planning, one of the most vital parts of teaching, must be done outside the school by most teachers. The growing school population calls for a great deal of planning and ingenuity if the teacher is to perform the assigned tasks of teaching. Efficient use of the pupil's time must be planned by the teacher. With proper planning and equipment one teacher, under certain conditions, could handle a class of seventy-five to one hundred students. Planning is necessary to the teacher's every working day. Teachers could do a much better job if time was provided for this task. No one can do his best when he is exhausted or fatigued. Time must be made available for planning.³

---

¹ Clark, loc. cit.
³ Wiman, loc. cit.
The Department of Classroom Teachers suggested the following to relieve the teaching load: (1) equalizing of teacher assignments, (2) making the schedule less continuous, (3) providing for an increased amount of clerical help for the teacher, (4) planning better buildings, (5) supplying high quality instructional materials, (6) working space for teachers, (7) lounging facilities for teachers, (8) screening the community, (9) considering participation in professional educational associations in assigning duties, and (10) sizing of classes.¹

Brown stated that the teacher has the right to expect various things from the administration and the community. They were enumerated as: (1) the instructional work of the teacher would be supported by auxiliary services that would aid the teacher to meet the program, (2) the school system would define a reasonable work load for the teacher, (3) the determination of the work load would consider quality as well as quantity as factors, (4) the concept of work load would include the idea of creative, dynamic teaching that went beyond mere efficiency, (5) the administration would recognize work loads and the need to plan.²

A study conducted by the National Education Association Research Division of teacher work load was based upon five general

¹Department of Classroom Teachers, Conditions of Work For Quality Teaching (Washington: National Education Association of the United States, 1969), 37-75.

²National Education Association Journal, loc. cit.
areas. Pupil numbers and the hours worked per week were used as the objective portion of the survey. The portion dealing with the teacher work load was broken down into three main areas: (1) class instruction hours, (2) out-of-class instruction hours, and (3) miscellaneous.1

Summary. A summary of the literature would indicate that:

1. There is a need for administrators to determine the amount of work per week that teachers perform.

2. Objective measurements are the only known valid means for comparison between teachers in the same system and teachers in several systems.

3. Formulas are not easily interpreted.

4. Formulas are subjective.

5. Teachers and investigators still use class load and hours in the classroom as factors in teacher load.

6. The teacher load expressed in hours of work per week makes possible an easier understood comparison with other professions.

---

CHAPTER II

A SURVEY OF THE TEACHER WORK LOAD IN SELECTED SCHOOL DISTRICTS OF IOWA, 1961-62

I. INTRODUCTION

The problem of teacher load had been suggested as needing study by three elementary school administrators in Charles City, Iowa. They suggested that a survey be made to show hours per week worked so that this would be more easily understood by school people and laymen alike. They believed that the public would then be able to take the results and compare it to the hours per week that a factory worker or a professional man would work. They believed that this would answer a felt need in considering teacher's hours. The administrators pointed out that the public had little idea as to the amount of time put into a teaching situation.

II. DEVELOPMENT OF A QUESTIONNAIRE

A questionnaire was first developed with fifty-seven questions. The questionnaire was then given to five teachers to answer and their comments were invited. They believed that this questionnaire was too long and would not be successful.

The questionnaire was then revised to include only the basic questions in the National Survey.1 The questions were reworded to

---

1National Education Association, loc. cit.
meet situations peculiar to Iowa. This revised questionnaire included seventeen questions, and was presented to ten teachers for their answers and comments. These teachers were in agreement that two of the questions should be eliminated.

A new questionnaire composed of fifteen questions was then developed and presented to five teachers for their comments. The five believed that this one would get the desired data.

The investigator conferred with school administrators by personal conversation, and it was the opinion of the majority that ten schools of a size comparable to Charles City would be a broad enough base to include in the survey. The superintendents of the ten schools chosen for the survey were to select fourteen teachers from each school to answer the survey.

III. TEACHERS INCLUDED IN THE SURVEY

The questionnaire was sent directly to one hundred and forty teachers in the ten selected schools of Boons, Cedar Falls, Centerville, Charles City, Cherokee, Creston, Newton, celwein, Oskaaloosa, and Shenandoah. Two teachers in each grade were sent questionnaires. The grades included were from kindergarten through the sixth year of school. One hundred and nine teachers replied to the questionnaire.

IV. RESPONSES TO THE QUESTIONNAIRE

Responses were from teachers with no experience and others
with as much as thirty-five years of teaching. The average teacher had 15.6 years of experience. The respondents varied from two to five years in amount of college preparation. Ninety-five teachers responded that they taught in self-contained classrooms, and the number of students per teacher varied from fourteen to forty. The average number was 29.4 pupils per self-contained classroom. Only fourteen teachers stated that they worked in departmentalized classrooms.

Table 1 gives the number of hours that the teachers spent on the various tasks. The number of hours spent in classroom instruction varied from twenty hours by a kindergarten teacher to forty-eight hours for a first grade teacher. The average reported by all teachers was 35.0 hours.

The amount of time spent by the teacher on hall duty or playground duty varied from no hours to 7.5 hours per week. The average number of hours spent by the elementary teacher was 2.5 hours per week.

The average number of hours spent on planning school activities outside the classroom was 6.3 hours per week. The number of hours reported by each teacher was from none to thirty-five hours per week on planning.

The amount of time that the teachers spent on clerical duties ranged from 0 hours to 19.8 hours per week. The average was 7.0 hours per week at such tasks.

The number of hours reported as spent conferring with parents
<table>
<thead>
<tr>
<th></th>
<th>Hours spent</th>
<th>Low</th>
<th>Mean</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>how many hours per week are spent in the classroom?</td>
<td>20.0</td>
<td>35.0</td>
<td>45.0</td>
</tr>
<tr>
<td>2.</td>
<td>how many hours per week are spent on playground or hall duty?</td>
<td>0</td>
<td>2.8</td>
<td>6.3</td>
</tr>
<tr>
<td>3.</td>
<td>how many hours per week are spent in planning school activities</td>
<td>0</td>
<td>6.3</td>
<td>35.0</td>
</tr>
<tr>
<td>4.</td>
<td>how many hours per week are spent in clerical work?</td>
<td>0</td>
<td>3.2</td>
<td>12.5</td>
</tr>
<tr>
<td>5.</td>
<td>how many hours per week are spent in conferencing with parents?</td>
<td>.2</td>
<td>2.2</td>
<td>6.0</td>
</tr>
<tr>
<td>6.</td>
<td>how many hours per week are spent raising funds for charities?</td>
<td>.4</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>how many hours per week are spent preparing special programs?</td>
<td>.4</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>how many hours per week are spent in faculty and professional meetings?</td>
<td>.2</td>
<td>1.0</td>
<td>5.0</td>
</tr>
<tr>
<td>9.</td>
<td>how many hours per week are spent in P.T.A. meetings?</td>
<td>.2</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>Low</td>
<td>Mean</td>
<td>High</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>-----</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>10.</td>
<td>How many hours per week are spent in community service encouraged by your superiors?</td>
<td>0</td>
<td>.7</td>
<td>2.0</td>
</tr>
<tr>
<td>11.</td>
<td>How many hours per week are spent in activities not mentioned?</td>
<td>0</td>
<td>1.6</td>
<td>36.0</td>
</tr>
</tbody>
</table>
varied from .2 hours to 6.0 hours per week. The average was 2.2 hours per week.

The amount of time used by teachers in collecting for various purposes ranged from none to two hours per week. The average was .4 hours per week.

The hours per week spent in faculty and professional meetings accounted for from .2 hours to 5.0 hours of the teacher's time per week. The average teacher spent 1.0 hours per week on this task.

Parent and Teacher Association meetings accounted for from no time to 1.0 hour per week of the time of teachers. The average was .8 hours per week.

The amount of time spent in community service that was encouraged by the administrator ranged from no time to two hours per week. The average hours per week were .7. Situations related to teaching and otherwise reported ranged from no time to thirty-eight hours per week. The average hours per week were 1.6.

V. HOURS PER WEEK WORKED BY TEACHERS IN SELECTED ELEMENTARY SCHOOLS OF IOWA

Table II shows the number of responses to the questionnaire per grade. The responses numbered thirteen for kindergarten, eighteen for the first grade, seventeen for the second grade, eleven for the third grade, eighteen for the fourth grade, seventeen for the fifth grade, and fifteen for the sixth grade. The total number
TABLE II

NUMBER OF RESPONSES, AVERAGE HOURS OF CLASS INSTRUCTION, AVERAGE HOURS OF OUT-OF-CLASS INSTRUCTION, AVERAGE HOURS OF MISCELLANEOUS INSTRUCTION, TOTAL AVERAGE HOURS OF INSTRUCTION PER GRADE AS REPORTED IN THE IOWA SURVEY, 1961-62

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of responses</th>
<th>Average hours of class instruction</th>
<th>Average hours of out-of-class instruction</th>
<th>Miscellaneous hours of instruction</th>
<th>Total average hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>13</td>
<td>37.2</td>
<td>7.6</td>
<td>6.2</td>
<td>51.1</td>
</tr>
<tr>
<td>1</td>
<td>18</td>
<td>36.0</td>
<td>10.6</td>
<td>17.6</td>
<td>64.4</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>33.9</td>
<td>10.7</td>
<td>8.9</td>
<td>53.5</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>32.7</td>
<td>10.7</td>
<td>8.8</td>
<td>53.0</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>36.6</td>
<td>6.0</td>
<td>9.2</td>
<td>53.8</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
<td>35.0</td>
<td>8.6</td>
<td>9.1</td>
<td>52.7</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>34.0</td>
<td>7.7</td>
<td>7.5</td>
<td>49.5</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>35.0</td>
<td>8.1</td>
<td>9.2</td>
<td>54.3</td>
<td></td>
</tr>
</tbody>
</table>
of responses was 109.

Class instruction time averaged 37.2 hours for the kindergarten teachers, 36.0 hours for the first grade teachers, 35.9 hours for the second grade teachers, 32.7 hours for the third grade teachers, 36.6 hours for the fourth grade teachers, 35.0 hours for the fifth grade teachers, and 34.0 hours for the sixth grade teachers. The total average for all grade teachers was 35.0 hours per week.

Time spent in out-of-class duties averaged 7.6 hours for kindergarten teachers, 10.6 hours for the first grade teachers, 10.7 hours for the third grade teachers, 8.0 hours for the fourth grade teachers, 8.6 hours for the fifth grade teachers, and 7.7 hours for the sixth grade teachers. The time average for out-of-class duties for teachers of all grades was 9.1 hours per week.

The time required for miscellaneous duties averaged 6.3 hours for the kindergarten teachers, 17.6 hours for the first grade teachers, 9.8 hours for the second grade teachers, 9.8 hours for the third grade teachers, 9.2 hours for the fourth grade teachers, 9.1 hours for the fifth grade teachers, and 7.9 hours for the sixth grade teachers. The total average time of all teachers for miscellaneous duties was 9.8 hours for all teachers.

The total average time spent in the teaching tasks per week was 61.1 hours for the kindergarten teachers, 64.4 hours for the first grade teachers, 59.5 hours for the second grade teachers, 53.0 hours for the third grade teachers, 53.7 hours for the fourth
grade teachers, 52.7 hours for the fifth grade teachers, and 49.6 hours for the sixth grade teachers. The total teaching time average per teacher per week was 54.0 hours.

VI. A COMPARISON OF HOURS PER WEEK WORKED BY TEACHERS IN THE SELECTED IOWA SCHOOLS WITH HOURS PER WEEK WORKED BY TEACHERS AS REPORTED IN THE NATIONAL SURVEY

Table III shows that as determined by the National Survey, the kindergarten teachers spent a total of 26.3 hours per week in the classroom. The Iowa Survey showed that the total time spent in the classroom per week was 37.2 hours. This would indicate that the teachers surveyed in Iowa spent 10.9 hours longer in the classroom than did the teachers surveyed by the National Survey.

As reported in the National Survey, the first grade teachers spent 26.6 hours in the classroom compared to the Iowa Survey report that Iowa teachers spent 36.0 hours per week. The National Survey indicated the second grade teachers spent 28.8 hours in the classroom as compared with the Iowa survey findings of 33.9 hours per week in the classroom. The Iowa Survey shows that the second grade teachers spent 7.1 hours more per week in the classroom. The third grade teachers in the Iowa Survey spent a total of 32.7 hours or 8.6 more hours per week in the classroom than the National Survey teachers findings of 27.7 hours per week. The fourth grade Iowa teachers remained in the classroom 36.5 hours or 8.3 hours
TABLE III

COMPARISON OF THE AVERAGE HOURS PER WEEK SPENT IN THE CLASSROOM AS REPORTED IN THE NATIONAL SURVEY AND THE IOWA SURVEY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Average classroom hours as reported in the Iowa Survey</th>
<th>Average classroom hours as reported in the National Survey</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>37.2</td>
<td>26.3</td>
<td>10.9</td>
</tr>
<tr>
<td>1</td>
<td>36.0</td>
<td>26.6</td>
<td>11.4</td>
</tr>
<tr>
<td>2</td>
<td>33.9</td>
<td>25.8</td>
<td>8.1</td>
</tr>
<tr>
<td>3</td>
<td>32.7</td>
<td>27.7</td>
<td>5.0</td>
</tr>
<tr>
<td>4</td>
<td>36.6</td>
<td>28.6</td>
<td>8.0</td>
</tr>
<tr>
<td>5</td>
<td>35.0</td>
<td>28.5</td>
<td>6.5</td>
</tr>
<tr>
<td>6</td>
<td>34.0</td>
<td>28.9</td>
<td>5.1</td>
</tr>
<tr>
<td>Average</td>
<td>36.1</td>
<td>28.3</td>
<td>8.8</td>
</tr>
</tbody>
</table>
per week longer than the National Survey figure of 28.6 hours per week. The sixth grade teachers responding to the Iowa Survey spent a total of 34.0 hours in the classroom as compared to the National Survey time for the sixth grade teachers of 28.3 hours per week. The teachers in the Iowa Survey spent 5.1 hours per week more time than did the teachers responding in the National Survey.

The National Survey respondents spent a total average of 20.3 hours per week in the classroom as compared to the Iowa Survey's findings of 25.0 hours per week. This would mean that the Iowa teachers spent a total of 6.6 hours per week more than did the teachers responding to the National Survey.

A comparison of the amount of hours teachers spent in out-of-class instruction is shown in Table IV. The National Survey kindergarten teachers spent 6.6 hours per week in out-of-class instruction while the Iowa Survey kindergarten teachers spent a total of 7.6 hours. This would indicate that the Iowa teachers spent a total of .9 hours less time per week on out-of-class instruction. The first grade teachers in the Iowa Survey spent a total of 7.0 hours per week in out-of-class instruction while those in the National Survey spent 11.5 hours per week or .7 hours more per week. The second grade teachers in the Iowa Survey spent 16.7 hours per week while the teachers in the National Survey spent 11.5 hours per week or 1.2 hours per week more time. The National survey showed that the third grade teachers spent 11.5 hours per week in out-of-class instruction in comparison to the Iowa Survey.
TABLE IV

A COMPARISON OF THE HOURS PER WEEK SPENT IN OUT-OF-CLASS INSTRUCTION AS REPORTED IN THE IOWA SURVEY WITH THAT REPORTED IN THE NATIONAL SURVEY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours of out-of-class instruction as reported in the Iowa Survey</th>
<th>Hours of out-of-class instruction as reported in the National Survey</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>7.6</td>
<td>8.5</td>
<td>.9</td>
</tr>
<tr>
<td>1</td>
<td>10.8</td>
<td>11.5</td>
<td>.7</td>
</tr>
<tr>
<td>2</td>
<td>10.7</td>
<td>11.5</td>
<td>1.2</td>
</tr>
<tr>
<td>3</td>
<td>10.7</td>
<td>11.5</td>
<td>.8</td>
</tr>
<tr>
<td>4</td>
<td>8.0</td>
<td>11.8</td>
<td>3.8</td>
</tr>
<tr>
<td>5</td>
<td>6.6</td>
<td>13.3</td>
<td>4.7</td>
</tr>
<tr>
<td>6</td>
<td>7.7</td>
<td>11.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Average</td>
<td>8.1</td>
<td>11.9</td>
<td>2.8</td>
</tr>
</tbody>
</table>
teachers spending 11.5 hours per week in out-of-class instruction or .8 hours per week less time. The fourth grade teachers presented the same picture with the National Survey reporting 11.6 or 3.8 hours per week more than the Iowa Survey. The National Survey stated the fifth grade teachers spent 13.3 hours per week on out-of-class instruction while the teachers in the Iowa Survey spent 8.6 hours per week on the same task. This would indicate that the teachers in the National Survey spent a total of 4.7 hours per week more time than those teachers in the Iowa Survey. The sixth grade teachers reported in the National Survey as spending 11.5 hours per week as compared to the Iowa Survey figure of 7.7 hours per week. This would indicate that the National Survey teachers spent 3.8 hours per week more. The total average arrived at by the National Survey was 11.9 hours per week on out-of-class instruction as compared to the Iowa Survey average of 9.1 hours per week for the same activity. This was an average of 2.8 hours per week less time for the Iowa teachers.

The comparison of miscellaneous duties in Table V showed that the kindergarten teachers in the Iowa Survey needed a total of 6.3 hours per week to perform this type duty, as compared with 4.8 hours per week needed by teachers in the National Survey. This would indicate that the Iowa Survey teachers spent .5 hours more time than did the teachers in the National Survey. The Iowa teachers in the first grade reported a total of 17.5 hours per week in this type duty, while the group reporting in the National Survey
TABLE V

COMPARISON OF THE HOURS PER WEEK AS COMPARED BETWEEN THE IOWA SURVEY AND THE NATIONAL SURVEY ON MISCELLANEOUS DUTIES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Iowa Survey</th>
<th>National Survey</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>6.3</td>
<td>5.5</td>
<td>.3</td>
</tr>
<tr>
<td>1</td>
<td>17.6</td>
<td>7.5</td>
<td>10.1</td>
</tr>
<tr>
<td>2</td>
<td>6.9</td>
<td>6.1</td>
<td>.8</td>
</tr>
<tr>
<td>3</td>
<td>6.6</td>
<td>7.5</td>
<td>2.1</td>
</tr>
<tr>
<td>4</td>
<td>9.2</td>
<td>6.5</td>
<td>2.7</td>
</tr>
<tr>
<td>5</td>
<td>8.1</td>
<td>7.5</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>7.9</td>
<td>7.7</td>
<td>.2</td>
</tr>
<tr>
<td>Average</td>
<td>6.5</td>
<td>7.7</td>
<td>2.1</td>
</tr>
</tbody>
</table>
spent 7.6 hours per week on miscellaneous duties, or a difference of 10.1 hours per week. This group of teachers reported the largest differentiation of time. The Iowa Survey showed that the teachers questioned in the second grade spent 8.9 hours on this duty in contrast to the teachers in the National Survey spending 8.1 hours per week or .8 hours per week less time. The third grade teachers spent 9.6 hours per week on this type duty in the Iowa Survey as opposed to 7.5 hours per week reported by the teachers in the National Survey. A difference existed of 2.1 hours per week.

The Iowa Survey showed the fourth grade teachers spending a total time of 9.2 hours per week, the fifth grade teachers spending a total time of 9.1 hours per week, the sixth grade teachers spending a total time of 7.9 hours per week on miscellaneous duties. The National Survey showed the fourth grade teachers spending 6.5 hours per week, the fifth grade teachers spending 7.5 hours per week, and the sixth grade teachers spending 7.7 hours per week on miscellaneous duties. This would indicate that the teachers surveyed in Iowa spent more time on the fourth grade by 2.7 hours per week, the fifth grade teachers spent 2.0 hours per week, and the sixth grade teachers spent .2 hours per week more than did teachers responding in the National Survey.

Table VI compares the average total hours of time spent in the classroom, out-of-class instruction, and miscellaneous duties as reported in the Iowa Survey with the results obtained in the National Survey. The Iowa Survey showed that the kindergarten
# TABLE VI

Average total hours per week spent on all teaching tasks as compared with the Iowa Survey and the National Survey.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Iowa Survey</th>
<th>National Survey</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>51.0</td>
<td>40.3</td>
<td>10.8</td>
</tr>
<tr>
<td>1</td>
<td>64.4</td>
<td>45.5</td>
<td>18.9</td>
</tr>
<tr>
<td>2</td>
<td>53.5</td>
<td>46.8</td>
<td>6.7</td>
</tr>
<tr>
<td>3</td>
<td>53.0</td>
<td>46.5</td>
<td>6.4</td>
</tr>
<tr>
<td>4</td>
<td>53.3</td>
<td>46.3</td>
<td>7.0</td>
</tr>
<tr>
<td>5</td>
<td>52.7</td>
<td>49.4</td>
<td>3.3</td>
</tr>
<tr>
<td>6</td>
<td>49.6</td>
<td>46.0</td>
<td>3.6</td>
</tr>
<tr>
<td>Average</td>
<td>54.0</td>
<td>47.8</td>
<td>6.2</td>
</tr>
</tbody>
</table>
teachers spent an average of 51.0 hours per week, first grade teachers 64.4 hours per week, second grade teachers 53.5 hours per week, third grade teachers 53.0 hours per week, fourth grade teachers 53.8 hours per week, fifth grade teachers 52.7 hours per week, and the sixth grade teachers 49.6 hours per week on all duties pertaining to performance of their job of teaching. The National Survey showed that the surveyed teachers in the kindergarten spent 40.3 hours per week, the first grade teachers spent 45.5 hours per week, the second grade teachers spent 46.6 hours per week, the third grade teachers spent 46.6 hours per week, the fourth grade teachers spent 46.6 hours per week, the fifth grade teachers 49.4 hours per week, and the sixth grade teachers 48.0 hours average total on all duties. The Iowa Survey showed the kindergarten teachers spent 10.8 hours per week, the first grade teachers 13.9 hours per week, the second grade teachers 6.3 hours per week, the third grade teachers 6.4 hours per week, the fourth grade teachers 7.6 hours per week, the fifth grade teachers spent 3.3 hours per week, and the sixth grade teachers spent 1.6 hours per week more time in performing their tasks as compared to the teachers in the National Survey.

VII. SUMMARY

The overall average of the amount of time spent in the performance of teaching tasks appears to be increasing. The National Survey reported the teachers, that responded to their survey, as
spending an average of 47.8 hours per week to perform their obligations of teaching in the elementary grades. The Iowa Survey found the teachers spending 6.2 hours per week more time in the classroom than did teachers reporting in the National Survey. It is indicated by comparison of the two reports that the teachers in the Iowa schools surveyed spent more time in the performance of their duties than did the teachers reporting in the National Survey.
SUMMARY, CONCL.

I.

The purpose of this study was to determine the hours per week that elementary teachers work with that of those teachers who work with that of other teachers, as reported in the National Education Association Association Journal in 1937.

II.

The literature was pertinent to the teacher. After conversations with school administrators, it was decided to survey the teachers of the elementary school to determine the number of hours the teacher worked. The survey was conducted in 1937.

A survey of 140 teachers was conducted, and the results were presented in the National Education Association Journal in 1937.
decided on. The schools were chosen from cities of 5,000 population to 20,000 population to give the most representative background for the survey. The cities that were chosen were Boone, Cedar Falls, Centerville, Charles City, Cherokee, Creston, Newton, Oelwein, Oskaloosa, and Shenandoah. This provided cities from different areas of the state and with different local problems.

The survey was modeled as closely as possible along the lines established by a National Education Association Research Survey. It was not the intent of the Iowa Survey to cover as broad an area as the National Survey. It was decided to concentrate on the amount of hours per week that an elementary teacher worked to perform the teaching tasks. The fifteen questions in the Iowa Survey did follow the basic questions of the objective part of the National Survey. The survey in Iowa was conducted and received 160 responses.

III. SUMMARY OF DATA GATHERED

Several conclusions could be drawn from the results of this survey:

1. This survey would indicate that the teachers responding spent more time on their jobs than the teachers answering the National Survey.

2. The survey indicated that the Iowa teachers surveyed did not spend as much time on planning as those teachers surveyed in the National Survey.
3. The teachers responding in the Iowa Survey were 
    that are too long for them.

IV. RECOMMENDATIONS

1. A more comprehensive survey should be conducted 
    Iowa teachers to better determine the work 
    Iowa teachers.

2. School administrators have a duty to determine 
    load of their teachers.

3. Surveys of the teachers' work load should be 
    of working hours so the results can be compared 
    working hours in other professions.
BIBLIOGRAPHICAL ENTRIES

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


D. ENCYCLOPEDIA ARTICLES

APPENDIX A

506-9th Avenue
Charles City, Iowa
March 5, 1982

Dear Teacher,

School reorganization and large enrollments have an effect on a teacher's time. The amount of time that each teacher spends in the classroom and outside the classroom is important. No recent survey of elementary teachers in Iowa has been conducted.

Your superintendent has given his permission for a survey to be conducted. No attempt will be made to identify any school or individual. You may sign your questionnaire if you wish.

Please read the questionnaire carefully and completely before you answer any questions. It would be greatly appreciated if you would fill this out and promptly return it in the enclosed stamped self addressed envelope.

Respectfully,

Adam E. Schreier
506-9th Avenue
Charles City, Iowa
APPENDIX B

TEACHER WORK LOAD

1. What grade level is taught?
2. How many years experience involved?
3. How many years of preparation are involved?
4. How many pupils are taught? (self-contained) (departmental)
5. How many hours per week are spent in the classroom?
6. How many hours per week are spent on playground or hall duty?
7. How many hours per week are spent in planning school activities?
8. How many hours per week are spent doing clerical work?
9. How many hours per week are spent in conferencing with parents and children?
10. How many hours per week is spent collecting for various funds and charities?
11. How many hours per week are spent in preparing for special programs?
12. How many hours per week are spent in faculty and professional meetings?
13. How many hours per week are spent in F. T. A. meetings?
14. How many hours per week are spent in community service that is encouraged by superiors?
15. How many hours per week are spent in other activities connected with school that have not been mentioned?