# NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES OF ELEMENTARY TEACHERS IN THE THIRTY-TWO LARGEST PUBLIC SCHOOL DISTRICTS OF NORTH DAKOTA

BY

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H.L.C.

## ABSTRACT

The study was conducted to determine the types of noninstructional and instructionally related activities which consume teacher time and prevent teachers from efficient use of their time for direct instructional purposes in meeting the goals of the school.

A survey questionnaire was constructed which included representative noninstructional and instructionally related activities. Space was provided for teacher recommendations and activities not covered by the survey.

The thirty-two school districts in North Dakota with the largest enrollments in grades one through six were selected to participate in the study. Letters were sent to the school superintendents which requested the names of the elementary faculty members. The names of teachers in grades one through six were placed in a box, mixed thoroughly and one hundred names were drawn at random from the box. A questionnaire and letter of explanation were sent to each teacher listed from the random selection. As the questionnaires were returned, information was compiled.

The summary of the survey indicated that noninstructional and instructionally related activities varied considerably in the amount of time utilized from one school district to another. The survey indicated that elementary teachers average 12 hours and 59 minutes per week in noninstructional and instructionally related activities.

Evidence as a result of the study indicated that two hours and 32 minutes of noninstructional and instructionally related activities are included in each school day. Many of these activities seem to place nonprofessional responsibilities on the teacher.

Some of the problems involved may be solved only through the joint efforts of the school board, the administrative staff, teachers, and people of the community.

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# CHAPTER I

## INTRODUCTION

> The educator should always be seeking better ways to fulfill his responsibilities. As he faces his daily activities, he repeatedly confronts problems involving teaching and learning. For many of these, he can seek improvement as an individual; for others, the cooperative efforts of many members of the staff are necessary.[1]

Numerous studies have indicated that a large share of the teacher's time is spent in noninstructional and instructionally related activities. These activities detract from the major responsibility the teacher has toward the instructional program.

The writer has long been concerned with the lack of time available to elementary teachers for planning and preparation in the course of the school day. With today's emphasis on individualized instruction, teachers need more time for planning, preparation, and teaching.

> As a basic principle, any activity that is noninstructional is both expensive and wasteful in terms of human resources to the community.[2]

### Statement of the Problem

This study was undertaken to determine the types of noninstructional and instructionally related activities and the time allocated to each activity by the teacher. It is the writer's thesis that the amount of time which North Dakota elementary teachers devote to these activities should be reduced to allow more time for instructional preparation. Hopefully, the results may provide a basis for recommendations which would enhance improvement of instructional obligations in the elementary grades.

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[1] Smith, Edward W., and others, The Educators Encyclopedia, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1963, p. 223.

[2] Ibid.

The investigator divided the problem into four categories:

1. What are the activities that interfere with the program of daily instruction?
2. How much time is devoted to clerical duties, hall duties, playground supervision, collecting money, and other noninstructional and instructionally related activities?
3. What are elementary schools in North Dakota doing to relieve the teachers of noninstructional and instructionally related activities?
4. What improvements can be made to decrease the activities which detract from the instructional program?

## Procedure

A survey questionnaire was constructed to include representative noninstructional and instructionally related activities.[3] Forty statements were included with provided space for teacher recommendations and activities not covered by the survey. Each item was answered by placing a check mark in the proper space provided. The instrument was submitted to Dr. John Picton and Dr. Willis Vandiver for review after the questionnaire was written.

The investigator obtained biographical data from the North Dakota State Department of Public Instruction to determine school size.[4] Thirty-two Public School Districts with the largest enrollments in the state were selected to participate in the study.[5] Letters were sent to the district

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[3]Sample survey is found in Appendix D.

[4]North Dakota Educational Directory, Department of Public Instruction, Bismark, North Dakota, 1964-65.

[5]The schools participating are listed in Appendix B.

superintendents, requesting the names and addresses of the elementary teachers in grades one through six.[6] The names and addresses of 967 elementary teachers were received.

A random sample was used in the study. A number was assigned to each name of the elementary teachers received. Duplicate numbers were placed in a box and thoroughly mixed. One hundred numbers were drawn from the box and the survey instrument, accompanied by a letter, was mailed to the name of the elementary teacher which matched the number.[7] The survey was completed in May, 1965.

## Limitations

The research in this study was limited to the elementary grades one through six of the public elementary schools in 32 Public School Districts in North Dakota. The study was limited to North Dakota schools since many state departments of education have different standards and requirements regarding teaching duties. Most school districts had different noninstructional activities at the classroom level. For example, these activities often were motivated by such things as the demands of the parents, the faculty, the administration, the students, and the community.

The number of teachers sampled ranged from one teacher in some districts to 22 teachers in other districts. The size of the elementary districts sampled ranged in enrollment from 427 students to 7,414 students. One hundred instruments were sent to a random selection of the 967 teachers employed in these districts. The largest elementary district in the state was

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[6]Sample letter to school administrators is found in Appendix A.

[7]Sample of the letter to elementary teachers is found in Appendix C.

not included in the study due to the reluctance of the district to participate.

The writer limited the study to the largest districts of North Dakota, since it was determined that these schools had instructional operations on nearly the same level. All elementary schools were not sampled due to the interest of the writer since he expects to continue his life's work in the larger districts, variations in student enrollment, number of specialists, number of supervisors, number of grade levels taught per teacher and financial ability of the district.

The size of the school buildings of the 32 largest districts varied from 6 classrooms to 32 classrooms. The number of schools within a district ranged from 1 to 13.

The study was limited to the questions asked in the questionnaire which included commonly identifiable types of noninstructional and instructionally related activities in the elementary school. The study was designed to obtain information most closely related to the effect on instruction in classroom procedures.

## Definitions

The distinction between instructionally related activities and noninstructional activities is difficult to determine, since most noninstructional activities are in some degree related to classroom instruction. Therefore, for the purpose of this paper, noninstructional and instructionally related activities will be defined to include the activities listed following the definition.

Noninstructional activities refer to the activities which elementary teachers carry on in the course of a teaching day which are not specifically

designed to meet the educational goals of the school. Included as non-instructional activities are: attendance keeping, recording student grades, maintaining health records, school bus duty, lunchroom duty, punching lunch tickets, operating duplicator machines, collecting ticket sale money, collecting lunch money, supervising students in halls, supervising play periods, assisting students with wraps and overshoes and taking inventories.

Instructionally related activities refer to activities which elementary teachers carry on in the course of a teaching day that are supplementary to the educational goals of the school. Included as instructionally related activities are: correcting papers and other student assignments, reporting to parents, supervising students in a scheduled or structured activity, attending meetings, acting as library clerk, correcting standardized tests, and compiling standardized test data.

Elementary school has reference to grades one through six inclusive.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

> To the routine tasks of the school are often added campaigns, money collecting, lunchroom management, surveys, and other assignments that divert the teacher's energy and time from the direct work of instruction. Extra time must be used to keep pace with extra expectations.
>
> School committees, activities of professional groups, and the exacting standards of teaching are among the pressures that invade the after-school hours of the teachers life. Few teachers know the ease of a 40-hour week; many work a 50-hour week during the year and attend college during the summer.[1]

### Teacher Load

If planning and directing learning activities are considered paramount, obviously teacher instructional time is one of the most important factors which determines a successful teaching day. In a study conducted by the Grand Forks Education Association, it was indicated that the elementary teachers in Grand Forks averaged 19.6 hours per week in related activities.[2] The activities included correcting papers, preparation for parent conferences, and preparing learning materials.

A study at Central Michigan University has revealed that, while it is impossible to distinguish, precisely, between teaching and non-teaching activities, the typical teacher spends about one-fourth of his time in non-teaching activities.[3]

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[1] Teacher Load Teacher Lift, Report by the committee on Teacher Load in Relation to Effective Teaching at the Joint committee Conference, Department of Classroom Teachers, National Educational Association, Washington, D.C., November, 1952, pp. 4-5.

[2] Teacher Load in the Grand Forks Schools, A study conducted by the Welfare Committee, Grand Forks Education Association, Grand Forks, North Dakota, 1960.

[3] Central Michigan University, A Cooperative Study for the Better Utilization of Teacher Competencies, 1960; Mimeographed.

Stafford's study considered only the quantitative aspects of time utilization. This study found that clerical activities decreased significantly when teacher aides were hired but the activities of teachers requiring professional preparation failed to show significant increase after these aides were obtained.[4]

## Standardized Tests

Trends in uses of more standardized tests, detailed personnel records, frequent parent-teacher conferences, and other practices have contributed to the good quality aspects of education. Many of these practices have added to the clerical tasks of the teacher.[5]

A number of noninstructional and instructionally related demands are placed upon the teacher. The housekeeping duties of organizing and managing a classroom absorb valuable time and energy, in collecting materials for the days classes, distributing corrected materials to the students, supervising students who arrive early, and preparing requisitions for needed supplies. This time and energy should rightfully be utilized in instructional preparation.

Teachers need to use efficiently all the school time available if the variations among student abilities and differences are to be met. If the range of ability is unusually large, much time must be given to the development of more carefully selected materials, aids, and methods. Children who

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[4]Stafford, Curt, "Teacher Time Utilization with Teacher Aides", Journal of Educational Research, 56:82-88, October, 1962.

[5]Toward Better Teaching, National Education Association, Washington, D.C., January, 1963, p. 8.

[6]Ibid.

deviate far from normal should have special attention and often separate and different instruction.[6] Consequently, teachers should be "saddled" with less noninstructional and instructionally related responsibilities.

## Good Teaching Requires Good Health

> Good teaching requires good health. Prolonged periods of teaching and constant service to students have affected the health of many teachers. Teachers deprived of their lunch hours not only endanger their health but violate their own teachings with regard to relaxation and hygiene. In some instances, state laws have been enacted to assure teachers a free period for lunch. Such legislation would not be necessary where consideration of human needs was definitely recognized by local personnel practices. Rest rooms, convenient, attractive, and sanitary, would seem to be one of the common decencies of modern employment conditions.[7]

Teachers should respond to fair treatment with professional service and attitudes towards parents, the public, and the students. Once more instructional time is provided, there is an obligation on the part of the teacher to devote more time to instructional activities.

Teachers have been assigned responsibilities that require time during the day, time that should be devoted entirely to instructional activities. These activities include administrative duties in addition to lesson planning and preparation.

"Some secondary teachers are not given any time during the school day as preparation periods. Elementary teachers seldom have any preparation time during the day."[8] The practice of not providing time for planning and preparation may limit the efficiency of the teacher. Teachers should be

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[7] Ibid, p. 6.

[8] Educations Great Need: More Time to Teach, Working Conditions Committee, New Jersey Education Association, Trenton, New Jersey, 1963, p. 6.

provided time during the school day free from instructional related and noninstructional duties for resting and relaxing, reviewing what has taken place in the classroom, self-evaluation, planning and preparation.

This will prevent disruption caused by the responsibilities which interfere with continual classroom instruction.

## Beginning Teachers and Mental Health

A beginning teacher knows very little about the routine clerical duties in teaching. Many are overwhelmed with the number of duties and the amount of time these duties require. Beginning teachers are expected to handle as many clerical duties as experienced teachers. As Kimball Wiles points out, a large number of insignificant clerical duties may lead these teachers to feel overburdened.[9] "It is not surprising that beginners leave the profession for fields which allow them to apply their talents and training full time."[10]

> While a heavy teaching load is a discouraging factor to new teachers, extra-class activity assignments such as committees, school programs, faculty-meeting preparation, hall and bus duty, and the like, merely add to this discouragement. These activities not only use up his valuable time but also sap his strength and energy.[11]

In a study entitled "Why Teachers Quit",[12] it was indicated that mental problems often developed prior to teaching. These problems merely became intensified due to some of the unsatisfactory conditions under which teachers work. The incidence of mental illness is high among teachers in

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[9]Wiles, Kimball, Supervision for Better Schools, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1966, p. 91.

[10]Nelson, Robert H. and Thompson, Michael L., "Why Teachers Quit", The Clearing House, 37:467-72, April, 1963.

[11]Ibid.

[12]Ibid.

comparison to some of the other professions; however, teachers do rank above the general population in good mental health. Mental health deficiencies appeared most frequently among beginning teachers. The concern for the mental health of beginning teachers is increasing among administrators across America.

## Specific Studies

In Arlington Heights, Illinois, teacher aides serve as special assistants who supervise the library and study halls. Many of these aides are retired teachers who are employed part time by the school districts.

The Catskill Area Project in Small School Design in New York State has undertaken several experiments. In that area there are more than twenty-five schools that have hired housewives to relieve teachers. These aides do much of the general housekeeping, clerical, and other noninstructional and instructionally related activities.[13]

The Educational Testing Service has hired housewives with college training and tested ability to correct extra papers on a piecework basis. New Brunswick and Bound Brook, New Jersey, along with 14 other schools throughout the country, are trying out this plan.[14]

Four institutions in Massachusetts have established a joint center to recruit and assign housewives as teachers, laboratory assistants, and lay readers of students' papers and themes. The center for this operation is located on the Smith College Campus, Northampton, Massachusetts. It will serve Smith College, Amherst College, Mount Holyoke College, and the University of Massachusetts.[15]

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[13] Smith, Edward W., and others, The Educators Encyclopedia, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1963, p. 406.

[14] Ibid.

[15] Ibid.

Since 1958, the Department of Classroom Teachers has been sponsoring a national project on conditions of work for quality teaching. The impact of this project has been far reaching. The importance of the implementation of this project at the local level is urged by the department. Decisions, recommendations, and techniques developed in local studies have made significant improvement in the quality of education and opportunities which affect the students and the welfare of the classroom teacher.[16]

## Percentage of Time

According to the research division of the National Education Association, 25 per cent, or 11 hours and 52 minutes per week, is spent in out-of-class duties which include preparation of materials, correcting papers, personal preparation, individual help, and parent contacts. Sixteen per cent or seven hours and 43 minutes per week, of the teacher's time is spent in miscellaneous duties, which includes monitorial duties, records and report cards, and official meetings.[17] The remaining time, or 59%, is utilized in actual classroom instruction.

## General Information

Volunteer teacher aides have been used in several ways. Instructor magazine, in an article entitled "In Slow Gear", describes how teacher aides were utilized in one school. "The volunteer teachers have brought into our school varied back-grounds of experience, interest, and talent --

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[16] Conditions of Work for Quality Teaching, A Survey Instrument, Department of Classroom Teachers, National Education Association, Washington, D.C., 1959.

[17] Teacher Load in 1950, Research Bulletin, National Education Association, Washington, D.C., 29:17, February, 1951.

often quite different from those of many teachers. Many possibilities for enriching the curriculum with their help have been discovered. One volunteer was highly successful in teaching square dancing and the fundamentals of school singing. Another helped the teachers develop an art program for her pupils."[18]

## Summary

Teaching as a manageable task is a current issue in good quality education. The innovations in instruction, the flexibility in schedules, the complexity of instruction today, and many other demands upon the schools combine to block the teacher from making the best use of his professional preparation and competence.[19] Teachers everywhere are seeking help from colleagues, school boards, parents, and many others to assist in shaping classroom duties into instructional tasks.

Studies reviewed in this chapter indicate that the concern is not limited to one locality. "Time to Teach" has become a major concern by classroom teachers and school administrators in American education all across the land.

The educational growth, interest, and well-being of the child are uppermost in the aspirations of parents, classroom teachers, school administrators, and school board members. Whatever affects the classroom teacher may affect the child. When the classroom teacher is overburdened, the resulting fatigue and tension may be reflected in the learning of the student.

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[18]"In Slow Gear: Volunteer Teacher Aides", The Instructor, F. A. Owen Publishing Co., Danesville, New York, 74:1:136, September, 1964.

[19]Toward Better Teaching, National Education Association, Washington, D.C., January, 1963, p. 5.

A study of noninstructional and instructionally related activities and problems in 32 Public School Districts of North Dakota is presented in the following chapter.

# CHAPTER III

## THE STUDY ANALYSIS

The procedures followed in this study to determine noninstructional activities and the time of teacher involvement in each activity were completed in four parts: (1) selection of the questionnaire, (2) selection of the school districts and the request for districts to participate in the study, (3) selection of teachers to complete the questionnaire and administering the questionnaire, and (4) analysis and summary of the results of the questionnaire.

### Selection of the Questionnaire

When the review of literature was completed, a questionnaire was developed to determine the noninstructional and instructionally related activities that utilize the teacher's time. The questionnaire was designed to ascertain the amount of time the teacher was involved in each activity surveyed by the questionnaire.

### Participation of Districts and Teachers

The elementary teachers in the 32 largest Public School Districts were selected to participate. A random sampling was obtained and the questionnaires were mailed to the teachers selected.[1]

Questionnaires were sent to 100 teachers in the selected districts. These teachers represented 10.3 per cent of the 967 elementary teachers employed in the partcipating schools.

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[1]A list of teachers selected is found in Table I, Appendix B.

All teachers reporting were teaching a full day. None was a part-time teacher.

The respondents returned 61 per cent of the questionnaires sent out.

## Teachers Per Grade

The grade in which the teacher answering the questionnaire was teaching is shown in Table 2.

TABLE 2. SUMMARY OF THE GRADE PLACEMENT LEVEL OF TEACHERS REPORTING NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES

| Grade Level: | One | Two | Three | Four | Five | Six |
|---|---|---|---|---|---|---|
| Number of teachers in each grade level | 15 | 8 | 8 | 9 | 7 | 14 |

The area most likely to be affected by first grade teachers would be the assisting of the students with their wraps. The effect of the large number of first grade teachers reporting would have an insignificant influence on the overall results of the survey, since other types of duties would be nearly the same as experienced by most teachers.

Grade six may influence, to some degree, the amount of time a teacher may be involved correcting papers; however, it is felt by the writer this effect would be minor. Older students may correct more of their own work and other student's work; this would influence the amount of instructionally related time at this level.

## Teaching Experience of Respondents

The number of years a teacher has been teaching may affect the results of the survey. Since, experienced teachers learn to handle non-teaching and teaching related duties in less time. Teaching experience of the teachers who responded is presented in Table 3.

TABLE 3. TEACHING EXPERIENCE OF TEACHERS REPORTING NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES

| Years of Experience | Number of Teachers | Years of Experience | Number of Teachers |
|---|---|---|---|
| 1 | 2 | 20 | 0 |
| 2 | 8 | 21 | 2 |
| 3 | 4 | 22 | 0 |
| 4 | 2 | 23 | 1 |
| 5 | 2 | 24 | 1 |
| 6 | 2 | 25 | 1 |
| 7 | 5 | 26 | 0 |
| 8 | 2 | 27 | 1 |
| 9 | 3 | 28 | 1 |
| 10 | 2 | 29 | 0 |
| 11 | 1 | 30 | 1 |
| 12 | 2 | 31 | 1 |
| 13 | 1 | 32 | 1 |
| 14 | 3 | 33 | 0 |
| 15 | 2 | 34 | 1 |
| 16 | 0 | 35 | 0 |
| 17 | 4 | 36 | 0 |
| 18 | 1 | 37 | 2 |
| 19 | 1 | 38 | 1 |

The respondents indicated a wide range of experience. The experience of 47 teachers ranged from one to 17 years. The remaining 14 teachers had a range of experience from 18 to 38 years.

## Clerical Duties

The elementary teachers indicated that they spend seven hours and two minutes each week on these duties. Clerical duties required more time than other noninstructional and instructionally related duties in this study. Table 4 is a summary of the clerical duties reported by the respondents.

TABLE 4. SUMMARY OF THE TIME SPENT PER WEEK IN CLERICAL DUTIES BY TEACHERS REPORTING NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES

| | Average time per week |
|---|---|
| Correcting papers | 216 minutes |
| Typing or writing student materials | 61 minutes |
| Library clerk | 43 minutes |
| Operating duplicator machines | 40 minutes |
| Keep health records current | 15 minutes |
| Preparing reports to parents | 14 minutes |
| Collecting money | 14 minutes |
| Grade reports for central office | 11 minutes |
| Checking and recording standardized tests | 4 minutes |
| Taking inventory of supplies and equipment | 2 minutes |
| Completion of transfer and discharge records | 2 minutes |

Correcting student papers required an average time of 43 minutes per day. Students may be permitted to correct papers in class so they can see their mistakes. Possibly the teacher should only evaluate these papers. Typing or writing student materials required 12 minutes per day. Teachers duplicating supplementary materials on duplicator machines averaged eight minutes per day. The library required slightly more than an average of eight minutes per day.

Typing or writing student materials, library clerk and operating the duplicator machines required two hours and 24 minutes per week of the teacher's time.

Table 4 indicates there are four areas in the clerical duties which place a heavy burden on the teacher's time: correcting papers, preparing student materials, acting as a library clerk, and operating duplicator machines.

The total time a teacher was involved in clerical duties averaged one hour and 24 minutes per day; time which could be used in developing more effective lessons for the students.

## Supervisory Duties

Supervisory duties require two hours and 33 minutes of the elementary teacher's time each week. This time could be utilized for planning and preparation to meet the needs of the students. A summary of time utilized in supervisory duties by the teachers who reported is presented in Table 5 on the following page.

Teachers averaged two hours and 48 minutes per week in some types of supervisory capacity involving children. There are three major areas which required considerable time as indicated in Table 5: (1) supervising the halls, 47 minutes per week, (2) supervising the play period, 51 minutes per week, and (3) supervising the lunch period, 40 minutes per week.

Teachers who assisted students in putting on their wraps may not average 15 minutes per week if an equal number of teachers had been sampled in each grade level. First grade teachers will probably spend more time assisting students with scarves, buttoning coats, and putting on overshoes

TABLE 5. SUMMARY OF TIME UTILIZED IN SUPERVISORY DUTIES BY TEACHERS REPORTING NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES

| Minutes per week: | 0 | 15 | 30 | 45 | 60 | 70 | 100 | Average Minutes Per week |
|---|---|---|---|---|---|---|---|---|
| Number supervising play period | 9 | 3 | 20 | 5 | 4 | 0 | 20 | 51 |
| Number supervising hall | 7 | 8 | 10 | 10 | 15 | 0 | 11 | 47 |
| Number supervising lunch room | 9 | 7 | 12 | 9 | 10 | 14 | 0 | 40 |
| Number assisting with wraps | 27 | 15 | 12 | 7 | 0 | 0 | 0 | 15 |
| Number supervising extra curricular activities | 43 | 5 | 6 | 0 | 7 | 0 | 0 | 11 |
| Number supervising bus | 53 | 5 | 1 | 2 | 0 | 0 | 0 | 3 |
| Number supervising student traffic patrols | 57 | 4 | 0 | 0 | 0 | 0 | 0 | 1 |

than teachers teaching older students. Supervising the play period required an average of 51 minutes per week. Supervising students in the halls required 47 minutes per week and lunch room supervision engaged the teacher an average of 40 minutes per week. These are the most important areas which require considerable teacher time.

Extra curricular duties involved teachers an average of 11 minutes per week. Approximately 70 per cent of the teachers were not involved in the extra curricular activities.

Supervision of students on bus trips required very little of the teacher's time since 87 per cent reported they did not have any type of bus supervision. The average time a teacher spent supervising children on the bus was three minutes per week.

Student traffic patrols required an average of one minute per week with approximately 93 per cent of the teachers indicating they did not participate in this activity.

## Instructional Meetings

The elementary teachers indicated they were involved in two types of meetings, faculty meetings and committee meetings, which required an average of 122 minutes per week of the teacher's time. These meetings are summarized in Table 6.

TABLE 6. SUMMARY OF TIME INVOLVED IN ATTENDANCE AT INSTRUCTIONAL MEETINGS BY TEACHERS REPORTING NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES

| | Average time per week | | | | | | |
|---|---|---|---|---|---|---|---|
| | 0 | 15 | 30 | 45 | 60 | 150 | 360 |
| Teachers attending faculty meetings | 2 | 16 | 11 | 12 | 10 | 10 | 0 |
| Teachers attending committee meetings | 17 | 11 | 13 | 0 | 12 | 0 | 8 |

Some teachers, apparently, were not in attendance at faculty meetings while others are not involved in committee meetings. A few teachers spent considerable time in committee and faculty meetings. Most teachers reported approximately 15 minutes per week in meetings, while the average of the 61

teachers reporting was 54 minutes per week attending faculty meetings and 68 minutes per week attending committee meetings.

## Attendance Reporting

Attendance records were maintained by all teachers reporting. The summary of attendance reporting is found in Table 7. The table does not include the number of teachers indicating a specific time since there was a large number of time variations reported.

TABLE 7. SUMMARY OF TIME UTILIZED IN REPORTING ATTENDANCE BY TEACHERS REPORTING NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES

| | Minimum minutes | Maximum minutes per period | Mode | Average minutes per week |
|---|---|---|---|---|
| Daily report | 0 | 45 | 15 | 15 |
| Weekly report | 0 | 60 | 15 | 15 |
| Six-weeks report | 0 | 150 | 60 | 5 |
| Yearly report | 0 | 600 | 60 | 3 |
| Total attendance reporting time per week | | | | 38 |

Some of the teachers indicated they did not keep daily attendance records but completed weekly attendance reports or six-weeks attendance reports. Some of the teachers reporting indicated several attendance reports were made: daily reports, weekly reports, six-week reports, semester reports and yearly composite reports.

The aggregate average weekly time consumed in attendance reporting amounted to 38 minutes. Thie included the six-weeks report time, the semester report time, and the yearly composite report time averaged with the weekly report time.

It is apparent that some schools spend considerable time in attendance reporting. Most of the teachers spent 15 minutes on the daily report per week, 15 minutes on the six-week report at the end of the period and 60 minutes on the yearly composite report at the end of the school year. Often, those who close their reports early use teaching time for this; whereas, those who close their reports at the end of the term do not use time which would probably otherwise infringe on instructional time.

## Lunch Duties

The daily lunch count and punching lunch tickets were not included in Table 3 since they probably would not be considered supervisory duties. Lunch duties required 69 minutes of the teacher's time each week. All teachers reported some type of noon lunch duty. A summary of lunch-room duties is presented in Table 8.

TABLE 8. SUMMARY OF DUTIES WHICH ARE NECESSARY FOR THE LUNCH PROGRAM REPORTED IN THE NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES STUDY

| Area | Minutes per week |
|---|---|
| Lunch room supervision | 40 |
| Daily lunch count | 19 |
| Punching or collecting lunch tickets | 10 |

## Preparation Period

The amount of free time or planning time which elementary teachers were scheduled aside from the recess and noon period is presented in Table 9. The summary has reference to free time provided during the instructional day.

If the figures in Table 9 were divided by five to determine the minutes of preparation time per day, one finds 27 have no time per day, 13 have six minutes per day, four have nine minutes per day, five have 12 minutes per day, and 12 have 16 minutes per day. The average preparation time per teacher each week amounts to only 30 minutes.

TABLE 9. SUMMARY OF FREE TIME OR PREPARATION PERIOD REPORTED BY TEACHERS IN THE NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES STUDY

| | Time in minutes per week | | | | | |
|---|---|---|---|---|---|---|
| | 0 | 30 | 45 | 60 | 80 | Average |
| Number of teachers reporting | 27 | 13 | 4 | 5 | 12 | |
| Average preparation time per week | | | | | | 30 |

## Summary

The noninstructional and instructionally related activities of 61 teachers were analyzed from the responses of the questionnaire. The activities were placed in tables according to the type of activity.

The answers by the respondents indicated the areas where the noninstructional and instructionally related activities utilize considerable teacher time. Schools concerned with teacher time can become aware of the noninstructional activities that place an undue burden upon the teachers and may take steps to reduce them.

The study indicated that elementary teachers spend an average of 12 hours and 59 minutes each week on noninstructional activities or an average of two hours and 36 minutes per day.

The study pointed out three major areas which utilized teacher time: clerical responsibilities, supervisory duties, and faculty and committee meetings. The activity which utilized most of the teacher's time was correcting papers.

Activities which required very little teacher time per week were: supervision of student patrols, bus duty, extra curricular activities, yearly attendance reports, recording standardized test information, and taking inventories. However, the combination of these activities did require considerable time per week and added to the noninstructional load of the teacher.

The summary, conclusions and recommendations are presented in Chapter IV.

# CHAPTER IV

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to determine the amount of time a teacher spends in noninstructional activities. A second purpose was to make recommendations based on the responses received as a result of the survey.

### Summary

The authorities cited in the review of literature were concerned with the amount of time required for out-of-class duties. Many of the authorities recommended that the problem be studied at the district level for evaluation.

Returns of the survey revealed that noninstructional and instructionally related activities varied considerably in the amount of time utilized from one school district to another but were similar in the types of activities.

The results of the survey indicate:

1. Elementary teachers spend on the average of 12 hours and 59 minutes per week in noninstructional and instructionally related activities.
2. The major areas which required teacher time are clerical responsibilities, supervisory duties and faculty and planning meetings.
3. The one activity which utilized most teacher time was correcting papers.
4. The least significant activity, supervising student traffic patrols, utilized only one minute per week of the teacher's time.

5. The amount of time for each activity ranged from three hours and 36 minutes for correcting papers to one minute for supervision of traffic patrols.

## Conclusions

Conclusions were based on the review of literature, the results of the survey and the writer's experience.

The majority of teachers reporting are saddled with numerous activities which require time and energy that otherwise could benefit the student. Apparently teachers may need to tolerate the demands of noninstructional activities while striving for relief from these activities.

The evidence indicates that two hours and 32 minutes of noninstructional and instructionally related activities are included in each school day. These duties seem to place nonprofessional responsibilities on the teacher and deny a full instructional day to the student.

Some of the problems involved with noninstructional and instructionally related activities may only be solved through the joint efforts of the school board, superintendent, principal, teachers, and people of the community. Other problems could be solved at the local level through effective principal-teacher planning.

In the past, school districts have not provided relief for teachers from some of the noninstructional activities. This has been due partly to lack of funds available at the district level and partly to the lack of understanding between teachers and administrators and between teachers and school boards. Some of the noninstructional activities may be performed by volunteer lay personnel.

## Recommendations

This summary of recommendations is suggested by the responding participants and the writer:

1. Within school districts studies should be made to determine which noninstructional and instructionally related activities require teacher time.
2. Districts should employ librarians, or library clerks to relieve teachers of library duties.
3. Districts should provide teacher aides or clerks to assist with noninstructional classroom duties.
4. Districts should provide playground supervisors.
5. Districts should provide personnel to supervise the halls.
6. Districts should provide teachers with a duty-free lunch period, through the employment or voluntary enlistment of lay personnel, retired teachers, housewives, or recreation personnel of the district.
7. School principals should re-evaluate meetings and faculty meetings should be short and worthwhile.
8. Release teachers from instructional duties to serve on curriculum committees and other improvement of instruction committees. These committees require considerable time after the instructional day and a teacher does not perform at maximum efficiency or willingly after a full instructional day.
9. Employ physical education teachers, music teachers, and perhaps art teachers, This would provide time for the teacher to do additional preparation and planning.

10. Relieve teachers of the supervisory responsibilities, when transporting students by bus to and from school activities.
11. Provide simplified forms for school reports, notices, and clerical routing.
12. Remove more of the clerical duties from the teacher and do them in the central office.
13. Collect all money at the office for fines, lunch tickets, book fees, assembly programs, instead of having the teachers act as collection agents.
14. Provide teachers with free time during the instructional day for planning, preparation, relaxation and rest.

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# LITERATURE CONSULTED

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# APPENDIX

# Appendix A

## Letter to Administrators

February 8, 1965

Dear Administrator:

I am conducting a survey among the Elementary Teachers, grades one through six, in the thirty-two largest public schools of North Dakota. This survey is related to the amount of time a teacher spends per week on school duties other than classroom teaching and preparation.

The survey will be used for the completion of a professional paper as part of the requirements for a Master's degree at Montana State University, Bozeman, Montana.

In order to complete the survey, it is necessary that the names and addresses of the teachers in grades one through six be obtained.

Please return a list of the Elementary Teachers for grades one through six in your school system at your earliest convenience.

Thank you for your cooperation.

Sincerely yours,

Herbert L. Coons

## Appendix B

## List of Schools Participating

TABLE 1. PUBLIC SCHOOLS SELECTED, SUPERINTENDENTS COOPERATING, AND TEACHERS RESPONDING

| Participating Districts | Superintendents Cooperating | Number of Teachers Polled | Number of Teachers Responding |
|---|---|---|---|
| Bismarck | 1 | 14 | 10 |
| Bottineau | 1 | 0 | 0 |
| Cooperstown | 1 | 1 | 0 |
| Crosby | 1 | 3 | 0 |
| Devils Lake | 1 | 5 | 2 |
| Dickinson | 1 | 0 | 0 |
| Dunseith | 1 | 0 | 0 |
| Ellendale | 1 | 0 | 0 |
| Fargo | 0 | 0 | 0 |
| Forman | 0 | 0 | 0 |
| Grafton | 1 | 2 | 1 |
| Grand Forks | 1 | 17 | 11 |
| Harvey | 0 | 0 | 0 |
| Hettinger | 0 | 0 | 0 |
| Hillsboro | 0 | 0 | 0 |
| Jamestown | 1 | 4 | 3 |
| Lakota | 1 | 3 | 2 |
| Larimore | 1 | 0 | 0 |
| Lisbon | 1 | 1 | 1 |
| Mandan | 1 | 4 | 2 |
| Mayville | 1 | 4 | 2 |

TABLE 1. (Continued)

| Participating Districts | Superintendents Cooperating | Number of Teachers Polled | Number of Teachers Responding |
|---|---|---|---|
| Minot | 1 | 22 | 15 |
| New Rockford | 1 | 0 | 0 |
| New Town | 1 | 4 | 3 |
| Rugby | 1 | 1 | 0 |
| Stanley | 1 | 1 | 0 |
| Tioga | 1 | 2 | 0 |
| Whapeton | 1 | 2 | 0 |
| Walhalla | 1 | 1 | 1 |
| Watford City | 0 | 0 | 0 |
| West Fargo | 1 | 2 | 1 |
| Williston | 1 | 7 | 7 |
| TOTAL | 26 | 100 | 61 |
| PER CENT | 81.9 | | 61 |

## Appendix C

## Introduction Letter to Teachers

May 14, 1965

Dear Teacher:

I am conducting a survey among the teachers of grades one through six in the thirty-two largest schools of North Dakota. The survey will determine the amount of time a teacher utilizes in school which is not related to the instructional day. It is hoped that this information can be used for the provision of assistance in obtaining relief for teachers in some of the noninstructional areas.

The results of the survey will be used for the completion of a professional paper as part of the requirements for a Master's degree at Montana State University, Bozeman, Montana.

I am seeking your assistance by requesting that you complete the enclosed questionnaire and return it in the self-addressed envelope by May 20, 1965.

Will you complete the questionnaire today? It will take only fifteen minutes of your time.

Your cooperation is sincerely appreciated.

Yours truly,

Herbert L. Coons

cc

Enclosure

# Appendix D

## Questionnaire on Noninstructional and Instructionally Related Activities

QUESTIONNAIRE ON NONINSTRUCTIONAL AND INSTRUCTIONALLY RELATED ACTIVITIES OF ELEMENTARY TEACHERS IN THE THIRTY-TWO LARGEST PUBLIC SCHOOL DISTRICTS OF NORTH DAKOTA

PART I. Please complete the answers to the questions by placing a check (X) mark in the box provided for your answer, and return to the sender by May 20, 1965.

| | 15 mins. | 30 mins. | 45 mins. | 60 mins. | other |
|---|---|---|---|---|---|
| 1. How many minutes per week do you spend completing the daily attendance report for the central office? | ____ | ____ | ____ | ____ | ____ |
| 2. How many minutes per week do you spend keeping the permanent attendance record up-to-date? | ____ | ____ | ____ | ____ | ____ |
| 3. How many minutes do you spend completing the composite attendance report at the end of each report-to-parents period? | ____ | ____ | ____ | ____ | ____ |
| 4. How many minutes do you spend completing the yearly composite attendance report at the end of the school year? | ____ | ____ | ____ | ____ | ____ |
| 5. How many minutes per week do you spend correcting student school work assignments? (Include the amount of time involved recording the grades on these assignments) | ____ | ____ | ____ | ____ | ____ |
| 6. How much time do you spend recording the student scholastic achievement grades on permanent records for the central office at the end of each report-to-parents period? | ____ | ____ | ____ | ____ | ____ |
| 7. How much time do you spend recording information on the report-to-parents at the end of each report period? | ____ | ____ | ____ | ____ | ____ |

8. How much time do you spend at the end of the school term completing a summary of student scholastic achievement for the central office? (This should include the promotion and retention summary) ____ ____ ____ ____ ____

9. How many minutes per week do you spend recording information on health records? ____ ____ ____ ____ ____

10. How much time do you spend per week on each of the following:

    a. supervising students in the halls? ____ ____ ____ ____ ____

    b. completing the daily lunch report? ____ ____ ____ ____ ____

    c. supervising students during the lunch period? ____ ____ ____ ____ ____

    d. punching lunch tickets? ____ ____ ____ ____ ____

    e. supervising during play periods or recess? ____ ____ ____ ____ ____

    f. collecting tickets for school functions or selling tickets at school functions? ____ ____ ____ ____ ____

    g. selling saving stamps? ____ ____ ____ ____ ____

    h. supervising students on school buses? ____ ____ ____ ____ ____

    i. controlling traffic at student crossings near the school? ____ ____ ____ ____ ____

    j. helping students put on coats, wraps and overshoes? ____ ____ ____ ____ ____

    k. supervising students at extra curricular activities not listed? ____ ____ ____ ____ ____

    l. Collecting money from students for the central office? ____ ____ ____ ____ ____

m. attending school faculty meetings? (Do not include professional meetings such as N.D.E.A.) ____ ____ ____ ____ ____

n. school committees appointed for curriculum study and held before or after regular classes? ____ ____ ____ ____ ____

o. typing or writing student materials such as tests and work sheets? ____ ____ ____ ____ ____

p. duplicating materials on a duplicator machine for student activities? ____ ____ ____ ____ ____

q. checking library books in or out for students? ____ ____ ____ ____ ____

11. How many minutes during the school year do you spend keeping inventories of teaching equipment, including textbooks, workbooks, audio-visual equipment, maps and globes that are normally in your room? ____ ____ ____ ____ ____

12. How much time do you spend during the school year recording standardized test data? ____ ____ ____ ____ ____

13. How much time do you spend during the school year recording information for transfer and discharge information for students who leave your school? ____ ____ ____ ____ ____

14. How many minutes per week do you have away from students which can be used for class preparation? Junior and Senior High Schools refer to this as the "free period" ____ ____ ____ ____ ____

PART II. Please answer the following questions by placing your answer in the space provided.

1. How many years have you taught including this year? _____

2. Are you a part time or full time teacher? _____

3. What grade level are you teaching this year? _____

4. How many reports to parents per student does your school make each year? _____

5. List any record keeping and supervising duties not covered in this questionnaire.

6. In your opinion, what can be done to relieve the teacher of the clerical and supervisory responsibilities which are time consuming and utilizes teacher energies for duties other than the responsibilities of preparing for and teaching students?

7. If you are financially reimbursed in addition to your regular salary and it is identified in your teaching contract for any of the activities covered in this questionnaire, please list them here.

8. Make any comments which you feel are pertinent to this questionnaire.

9. Do you wish to receive a summary of this questionnaire?

10. Thank you for your cooperation.