THE UNIVERSITY OF OKLAHOMA GRADUATE COLLEGE

TEACHING LOAD OF HIGH SCHOOL TEACHERS IN OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY CECIL MARION SHAW Norman, Oklahoma 1958

TEACHING LOAD OF HIGH SCHOOL TEACHERS IN OKLAHOMA

APPROVED BY um Ü

DISSERTATION COMMITTEE

ACKNOWLEDGEMENT

The writer wishes to express his appreciation to the members of his committee, Dr. Mary Clare Petty, Dr. Claude Kelley, Dr. Gail Shannon, and Dr. Omer J. Rupiper, for their services in connection with this study; and particularly to his chairman, Dr. D. Ross Pugmire, for his counsel and guidance throughout all phases of the investigation.

For their interest in educational problems and assistance in the pilot study the writer acknowledges his indebtedness to Principal Willard Roberts and the teachers of Del City High School, Del City, Oklahoma. Thanks are tendered to members of the Oklahoma State Department of Education for the use of certain data and to the teachers, principals, and superintendents in the several schools participating in the study for their cooperation in reporting teaching loads and class schedules.

The writer is grateful to Don Dyson and Jim Jones for certain IBM work of these data.

The writer is grateful to his mother, Arabella Sewell Shaw, for her encouragement and interest in education.

iii

DEDICATION

This dissertation is dedicated to my wife, Mary Margaret Shaw, without whose assistance and continual encouragement this study would not have been possible. It is dedicated also to my children, Marian Carroll, Swifton Clark, and Marla Gaye Shaw, for their moral support and understanding.

TABLE OF CONTENTS

Page

Chante		• •
I.	INTRODUCTION	
	Background, Need, and Purpose for the Study . The Problem Method of Research	
II.	REVIEW OF RELATED STUDIES	
	Summary	
III.	TEACHING LOAD ASSIGNMENTS	
	Teaching Load and Size of School Teaching Load according to Sex and Size of	
	School	
	School Organization	
	Size of School	
	pared with the National Norms Number and Per Cent of Teachers Having 30 or Fewer and 31 or More Teaching Load Units	
	per Week according to Size of School Number and Per Cent of Teachers Having 30 or Féwer and 31 or More Teaching Load Units per Week according to Type of School Or-	
	ganization Teaching Load for Teachers according to	
	County	

Chapter

,

IV.	TEACHING FIELDS, PROFESSIONAL DEGREES, AND YEARS OF TEACHING EXPERIENCE	70
	Number and Per Cent of Teachers according to	
	Teaching Field and Size of School Number and Per Cent of Teachers according to	71
	Teaching Field and Type of School Organi- zation	73
	Teaching Load for Teachers according to	73
	Number and Per Cent of Teachers according to Teaching Field and Years of Teaching Ex-	75
	perience Number and Per Cent of Teachers according to Degree Held and Years of Teaching Exper-	75
	ience Number and Per Cent of Teachers according to	78
	Number and Per Cent of Teachers according to Degrees Held and Type of School Organiza-	01
	tion Teaching Load of Teachers according to High-	81
	est Degree Held and Size of School Teaching Load of Teachers according to High- est Degree Held and Type of School Organi-	84
	zation	86
	Size of School and Teaching Experience Teaching Load for Teachers according to the Type of School Organization and Teaching	86
	Experience	89
	of Teaching Experience	89 92
v.	SPECIALLY ASSIGNED AND EXTRACURRICULAR LOAD	98
	Number and Per Cent of Teachers according to the Size of School and the Kinds of Activ-	
	ities to Which They Were Assigned Number and Per Cent of Teachers according to Ture of School Organization and the Kinds	98
	of Activities to Which They Were Assigned . Number and Per Cent of Teachers according to	100
	Subject Field and the Kinds of Activities to Which They Were Assigned Number and Per Cent of Teachers according to	102
	the Size of School and the Numbers of Ac- tivities to Which They Were Assigned	113

Page

Chapter

-

-

.

V. (Con	tin	led)
	•		

Number and Per Cent of Teachers according to the Type of School Organization and the Numbers of Activities to Which They Were	
Assigned Activities Assigned to Teachers according to	113
Subject Field Taught and the Size of School Activities Assigned to Teachers according to Subject Field Taught and the Type of School	117
Organization	120
Activities Assigned and Size of School	122
ities Assigned with Additional Compensation	100
and Size of School Teaching Load of Teachers according to Activ- ities Assigned with No Additional Compensa-	122
tion and Size of School	127
leaching Load of leachers according to No AC- tivities Assigned and Type of School Or-	
ganization Teaching Load of Teachers according to Activ-	131
ities Assigned with Additional Compensation	101
Teaching Load of Teachers according to Activ-	131
ities Assigned with No Additional Compensa- tion and Type of School Organization	135
Number and Per Cent of Teachers Who Had a	
tions according to Size of School and Com-	
pensation for Activity Assignments Number and Per Cent of Teachers Who Had a	135
Teaching Load in Excess of Official Regula- tions according to Type of School Organiza-	
tion and Compensation for Activity Assign-	120
Summary	139
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	151
Summary	151
Recommendations	166
BIBLIOGRAPHY	1 6 8
APPENDICES	173

LIST OF TABLES

Table		Page
1.	Frequency Distributions of Teaching Loads for Teachers according to Size of School	42
2.	Frequency Distributions of Teaching Loads for Teachers according to Sex and Size of School	45
3.	Frequency Distributions of Teaching Loads for Teachers according to Type of Organization of School	48
4.	Frequency Distributions of Teaching Loads for Teachers according to Sex and Type Organiza- tion of School	50
5.	Mean Teaching Load for Teachers according to Sex, Subject Field, and Size of School	55
6.	Oklahoma Norms of Teaching Load by Subject Field in High Schools in Teaching Load Units per Week	58
7.	Teaching Load for Teachers according to Subject Field	59
8.	Number and Per Cent of Teachers Having 30 or Fewer and 31 or More Teaching Load Units per Week according to Sex and Size of School	61
9.	Number and Per Cent of Teachers Having 30 or Fewer and 31 or More Teaching Load Units per Week according to Sex and Type of School Organization	63
10.	Mean Teaching Load of Teachers according to Sex and County	64
11.	Number and Per Cent of Teachers according to Sex, Teaching Field, and Size of School	72

Table

12.	Number and Per Cent of Teachers according to Sex, Teaching Field, and Type of School Organization .	74
13.	Mean Teaching Load of Teachers according to Sex and Mean Teaching Field	75
14.	Frequency Distributions and Total Per Cents of Teachers according to Sex, Teaching Field, and Teaching Experience	76
15.	Frequency Distributions and Total Per Cents of Teachers according to Sex, Degree Held, and Teaching Experience	79
16.	Number and Per Cent of Teachers according to Sex, Degree Held, and Size of School	82
17.	Number and Per Cent of Teachers according to Sex, Degree Held, and Type of School Organization	83
18.	Mean Teaching Load of Teachers according to Sex, Highest Degree Held, and Size of School	85
19.	Mean Teaching Load of Teachers according to Sex, Highest Degree Held, and Type of School Organiza- tion	87
20.	Mean Teaching Load of Teachers according to Sex, Size of School, and Teaching Experience	88
21.	Mean Teaching Load of Teachers according to Sex, Type of School Organization, and Teaching Exper- ience	90
22.	Mean Teaching Load of Teachers according to Sex and Teaching Experience	91
23.	Number and Per Cent of Teachers.according to Sex, Size of School, and Activity Assignments	99
24.	Number and Per Cent of Teachers according to Sex, Type of School Organization, and Activity Assign- ments	101
25.	Number and Per Cent of Teachers according to Sex, Subject Field, and the Kinds of Activity Assign- ments	103

Page

Table

26.	Number and Per Cent of Teachers according to Sex, Size of School, and the Number of Activity Assignments	114
27.	Number and Per Cent of Teachers according to Sex, Type of School Organization, and the Number of Activity Assignments	116
28.	Mean Number of Activities Assigned to Teachers according to Sex, Subject Field, and Size of School	118
29.	Mean Number of Activities Assigned to Teachers according to Sex, Subject Field, and Type of School Organization	121
30.	Frequency Distributions of Teaching Loads of Teachers according to Sex, No Activity Assign- ment, and Size of School	123
31.	Frequency Distributions of Teaching Loads of Teachers according to Sex, Additional Compen- sation for Activities, and Size of School	125
32.	Frequency Distributions of Teaching Loads of Teachers according to Sex, No Additional Com- pensation for Activities, and Size of School	128
33.	Frequency Distributions of Teaching Loads of Teachers according to Sex, No Activity Assign- ment, and Type of School Organization	132
34.	Frequency Distributions of Teaching Loads of Teachers according to Sex, Additional Compen- sation for Activities, and Type of School Organization	133
35.	Frequency Distributions of Teaching Loads of Teachers according to Sex, No Additional Com- pensation for Activities, and Type of School	126
36.	Number and Per Cent of Teachers with Teaching Loads in Excess of Official Regulations accord- ing to Sex, Size of School, and Compensation	130
	for Activity Assignments	138

Table

37.	Number and Per Cent of Teachers with Teaching	
	Loads in Excess of Official Regulations ac-	
	cording to Sex, Type of School Organization,	
	and Compensation for Activity Assignments	140

TEACHING LOAD OF HIGH SCHOOL TEACHERS IN OKLAHOMA

CHAPTER I

INTRODUCTION

Background, Need, and Purpose for the Study

Background

The modern concepts of the nature and purpose of education have brought about changes in curriculum and in subject content. Generally, the changes have been for the purpose of enriching and enlarging the curriculum. The public school teacher today is engulfed in the swelling tide of extended responsibilities. Clubine shares this concept in the following statement:

A new emphasis on the pupil as the central figure in the educative process has effected an increase in the number of teaching duties. The teacher must become personally acquainted with each pupil with whom he comes into contact, and must ascertain his special interests, aptitudes, abilities, and home circumstances. He must be able to discern the causes of pupil difficulties and act as counselor and guide in overcoming them.

New personnel records require much of the teacher's time. Pupil-failures must be minimized and this necessitates the finding of more time for individual help. The realization of the value of extra curricular activities in the all-around physical, mental, and social development of the individual has added to the load of the teacher. Committee meetings, parent-teacher gatherings, group discussions, and like duties add to the already long teacher's day.¹

Frequently added responsibilities are assigned without full realization of the need for relaxation and growth on the part of the teacher. As a consequence, many teachers are given no free periods during the day for relaxation, preparation of lessons or the grading of tests and other papers. These tasks must be finished at home, if finished at all, and in this way they may have a detrimental effect on the teacher's physical stamina and emotional composure. When this happens, the effects are detrimental to the pupil as well as the teacher.

State departments of education and regional accrediting associations have considered teacher loads to be of utmost importance in the effectiveness of teaching. They strongly recommend that reasonable and equitable teaching loads be a major objective of every administrator. Along this same line Langfitt states:

Comparisons of the teaching load among schools within the school system and with standards of other school systems should be regular responsibilities of good administration and supervision.²

Implications of overloading have become increasingly realized by teachers and administrators. As a result of this

¹I. Ward Clubine, "Teacher Load in the Secondary Schools of Ontario" (unpublished Ph.D. dissertation, New York University, 1944), p. 1.

²R. Emerson Langfitt, <u>The Daily Schedule and High</u> <u>School Organization</u> (New York: The Macmillan Company, 1940), p. 69.

realization several studies have been made on the subject of teacher load and have been reported in leading educational journals. The relevant ones have been summarized in Chapter II.

Need for a Study of Teachers' Loads in Oklahoma

Where inequalities in teacher loads exist, the condition may be due to a variety of reasons. Among these reasons may be: (1) inability of the local educational unit to finance an adequate staff; (2) failure of the public to realize that teacher growth is essential to pupil growth and that if overloaded, the teacher's growth is curtailed; (3) unwillingness on the part of teachers to accept responsibilities; or (4) eagerness on the part of beginning teachers to volunteer for extra duties and assignments. Other reasons could be added to the ones stated; however, it is probable that excesses and inequalities in teachers' loads may be due to the unwillingness of the school authorities or the community to provide a sufficient number of teachers for the several tasks to be performed.

There has been no statewide study made of the work load carried by the teachers in the high schools of Oklahoma. The characteristics of the practices on a statewide level are not currently known. As the review of related literature in Chapter II reveals, there are several states for which such studies have been made. But each state is different and must be studied directly if it is to be known whether teachers' loads in high schools are consistent with sound standards. It seemed that a study of this problem in Oklahoma high schools would be valuable.

It was thought likely that a study of teachers' loads in Oklahoma high schools could emphasize to the administrators, teachers, and boards of education the wisdom of periodically examining the daily schedules of their own schools and making adjustments as needed to maintain equitable distribution of the teaching load. Such continual self-evaluation should serve to improve the use of the talents of the teaching personnel and increase in some measure the quality and scope of educational opportunities for children. It should reveal to individual teachers how their loads compare with those of others and serve as a basis for comparison of schools.

Regulation X, "Teacher Load," in the <u>Annual High</u> <u>School Bulletin</u> of the State Department of Education of Oklahoma is as follows:

Regulation a. In determining the teaching load, consideration is given to the following factors: the number of periods of class teaching, the number of different preparations, study hall duty, class size, total number of pupils taught daily, the demands made in the way of guidance and supervisory activities, and the duties involved in the sponsorship of pupil activities. Due allowance should be made in computing the teacher load for special assignments to committee work, the purpose of which is to improve any phase of the school program. The desirable maximum equivalency of a combination of such duties is six periods daily for the short-period schedule. A teaching load in excess of seven periods

daily, including study hall assignments, for the shortperiod schedule and six periods daily, including study hall assignments, for the lengthened-period schedule is considered bad practice. The total teaching load should not be excessive and should be distributed equitably among the teaching staff. Regulation b. For teachers of high school subjects,

Regulation b. For teachers of high school subjects, 160 pupil-class periods per day shall be considered the normal load.¹

While these regulations were listed in the <u>Annual</u> <u>High School Bulletin</u> under the heading of regulations, it is obvious from the wording that they were essentially recommendations and not intended for uniform or rigid application. It is equally evident that the state authority expected that the matter be not neglected. There is evidence of widely varied practices in the schools, some of which may be contrary to the intent of these regulations. A study such as the present one may serve to stimulate proper attention to the matter of equability in the teaching loads in the high schools.

Purpose of the Study

The principal purpose of the present study was to determine the extent of the entire load of the high school teacher in terms of duties assigned to him by the administrative or supervisory officers of the school. By limiting the investigation to an analysis of the load of teachers in

¹State of Oklahoma Department of Education, <u>Annual</u> <u>Bulletin for Elementary and Secondary Schools</u>, Bulletin No. 113-E (Oklahoma City: State Department of Education, 1957), p. 23. schools accredited by the Oklahoma State Department of Education a second purpose was served through furnishing the teachers, administrators, local boards of education, and State Department of Education in Oklahoma with a clearer understanding of the loads assigned to teachers in the accredited schools. Further, it was hoped that the present study might aid in the growth of the realization that it is desirable and possible to make objective comparisons of the teacher loads within each school system and among school systems.

The Problem

Statement of the Problem

Specifically, the basic question which the present study sought to answer was, "What is the status of teachers" loads in the secondary schools of Oklahoma in relation to certain assumptions as to practices which should guide the determination of teachers' loads?"

In order to answer the basic question it was deemed necessary to discover the answers to certain subsidiary questions pertaining to the various aspects of the problem. These questions are:

1. What are the differences in the means, the medians, and the extremes in teaching loads according to the size of the school?

2. What are the differences between the teaching

loads of male and female teachers according to the size of the school?

3. What are the differences between the teaching loads of experienced teachers and beginning teachers according to the size of school?

4. What number and percentage of teachers in the different schools of various sizes have teaching loads in excess of and below the official standards set by the Oklahoma State Department of Education?

5. What are the means, the medians, and the extremes in teaching loads according to type of organization of the school?

6. What are the differences between the teaching loads of male and female teachers according to type of organization of the school?

7. What are the differences between the teaching loads of experienced teachers and beginning teachers according to type of organization of the school?

8. What are the means, the medians, and the extremes in teaching load according to the subject field taught?

9. What are the mean numbers of activities assigned to teachers according to subject field taught?

10. What number and percentage of male and female teachers in the schools of various sizes, including those who receive additional compensation for a part of their duties, have teaching loads in excess of the official standards of the Oklahoma State Department of Education?

11. What number and percentage of male and female teachers in the schools of various sizes, excluding those who receive additional compensation for a part of their duties, have teaching loads in excess of the official standards of the Oklahoma State Department of Education?

12. What number and percentage of male and female teachers in the schools within each category and in all categories of size have none, one, or more than one duty classified outside their instructional load?

13. What number and percentage of the male and female teachers in schools within each category and in all categories of size, who have duties other than regular teaching duties, are included in each activity classification?

14. What are the mean teaching loads of teachers according to highest degree held?

15. What are the mean teaching loads of teachers according to years of teaching experience?

16. What are the differences between the Oklahoma teaching load norms and the Douglass revised norms (national norms)?

Delimitation of the Problem

The conditions and questions set forth below defined the scope and meaning of the problem.

1. The study was restricted to selected three-,

four-, and six-year accredited high schools in the state of Oklahoma.

2. The selection of schools was taken from the 1957-1958 <u>Oklahoma Educational Directory</u>.¹ Each high school in the selected counties was included in the sampling.

3. Only teachers who performed regular teaching activities for more than half of their teaching day were included.

The interpretation of these limitations was included as part of the description of the procedure followed in making the study.

Basic Assumptions Underlying the Study

It is assumed that loads should be equitably distributed among the various members of the teaching staff, even though it is recognized that the load which may be carried safely depends upon the individual teacher.

It is assumed that teacher growth is not as probable under unreasonable loads as under reasonable loads.

It is assumed that equitableness in teaching loads may not always be considered by administrators in making assignments of duties.

It is assumed that equitableness in the teaching loads in Oklahoma high schools could be improved and that

¹State of Oklahoma Department of Education, <u>Oklahoma</u> <u>Educational Directory</u>, Bulletin No. 109-G (Oklahoma City: State Department of Education, 1957-1958), pp. 23-75. the state accrediting regulations on teacher load are not fully observed in all schools.

It is assumed that the teacher occupies a position of major importance in the school and the multiplicity of tasks assigned often become excessive. This condition may have a serious effect on the teacher's physical and mental health. It may prevent teacher growth and ultimately contribute to mediocre instruction.

In light of these assumptions, it seemed that a study of teachers' loads should be one of vital importance to teachers, administrators, and the public.

Definition of Terms

For the purpose of the study the following definitions were used:

1. <u>Teacher</u>, a person employed in an official capacity for the purpose of giving instruction to students in the secondary schools included in this study.

2. <u>Secondary schools</u>, the school division following the elementary school, comprising the three-, four-, and sixyear public high schools.

3. <u>Public schools</u>, schools organized under the jurisdiction of a school district of the state, supported by tax revenues, administered by public officials, and open to all who by law are authorized to attend.

4. Three-, four-, and six-year accredited high

<u>schools</u>, those high schools which have met accepted standards or criteria of quality for the accrediting of Oklahoma schools and are so accredited by the State Department of Education.

5. <u>Instructional load</u>, the load resulting from assignment to the teaching of subjects in the secondary schools included in the study. This includes time required for preparation for classes, evaluation of students' work, and handling records and reports of students.

6. <u>Specially assigned load</u>, the load resulting from duties assigned by the principal as part of the daily schedule other than those constituting the instructional and extracurricular loads. Duties that are specially assigned include supervision of study hall, corridors, cafeteria, and playground; detention, attendance, guidance, office, keeping of records, making reports, and other assignments within the school day.

7. Extra-curricular load, the load resulting from activities which are not part of the instructional or specially assigned loads, but are otherwise related to the regular program of the school whether extra compensation is provided or not. Extra-curricular duties include those involved in the sponsorship or management of student governments, athletics, finances, and other professional assignments without the school day.

8. <u>Size of school</u>, the number of pupils belonging

in the school when this study was made. The term, "membership," is the correct designation and will be used interchangeably with the term "number of students."

Nature and Sources of Data

There were four types and sources of data involved in the study, <u>i.e.</u>, the teaching load factors taken from the educational literature and research; the names and addresses of principals of accredited Oklahoma high schools taken from the <u>Oklahoma Educational Directory</u>;¹ responses on the "Application for Accrediting High School, 1957-1958" submitted to the Oklahoma State Department of Education on or before November 15 of the 1957-1958 school year; and the responses returned on the instrument used in the study.

Method of Research

General Methodology

The problem centered in the status of teacher-load in the high schools of Oklahoma and the relation of these facts to certain assumptions. The research design most appropriate to this problem was the normative-survey as defined by Barr, Davis, and Johnson. They state that:

Normative-survey method is concerned with description of facts and conditions as they exist, without imposition of control upon factors influencing the materials under investigation. The method is essentially

¹State of Oklahoma Department of Education, <u>Oklahoma</u> <u>Educational Directory</u>, <u>op. cit.</u> one of determining the present status of some educational problems by means of appropriate techniques. Ordinarily one is ultimately interested in ascertaining the adequacy of the status found.¹

Standard techniques of library research were employed in identifying studies and other literature relating to the problem from which assumptions were formulated relative to desirable practices in determining teachers' loads.

Formulation of Questionnaire

In preparation for this investigation the reports from the schools to the Oklahoma State Department of Education for 1956-1957 were consulted to ascertain the kind of data included in the teaching load report. A report of classroom teaching was found for each school included in the study. Several schools mentioned extra-curricular activity assignments. No mention was made in these reports of other duties frequently assigned to teachers. It was deemed necessary, therefore, to prepare a questionnaire on which the entire teacher load could be recorded by the individual teacher involved.

After consulting available forms for reporting teaching load and questionnaires used in other studies of teacher load, a form desirable for this study was prepared. Copies of the form were criticized by various staff members of the

¹Arvil S. Barr, Robert A. Davis, and Palmer C. Johnson, <u>Educational Research and Appraisal</u> (New York: J. B. Lippincott Company, 1953), p. 337.

College of Education at the University of Oklahoma, by the author's doctoral committee, and teachers attending the 1957 summer session at the University of Oklahoma. Revisions were made on the basis of these criticisms. A pilot study was conducted through the cooperation of the Del City high school, Del City, Oklahoma. No significant weaknesses were revealed. The final form, "Teaching Load of High School Teachers in Oklahoma," appears in Appendix A.

Procedure in Gathering Data

The selection of accredited schools was taken from the <u>Oklahoma Educational Directory</u> for 1957-1958.¹ Since the Oklahoma State Department of Education receives and files teaching load reports by counties and since the <u>Oklahoma Educational Directory</u> lists the counties and the high schools in the counties in alphabetical order, it was deemed advisable to arrange the sampling so as to make use of the files of the State Department to check the validity of the returns from the teachers.

In order to get a representative sample of Oklahoma high school teachers, the 77 counties of the state were arranged in numerical order according to population estimates for these counties in the <u>Special Report No. 65 of the Bureau of Business Research</u>, University of Oklahoma, August 16, 1957. A list of the 77 counties in numerical order can be

¹State of Oklahoma Department of Education, <u>Oklahoma</u> <u>Educational Directory</u>, <u>op. cit.</u>

found in Appendix B. The odd-numbered counties were selected for this study. Since Tulsa county contains the three largest high schools in the state, it was imperative that this county be included in the investigation. This resulted in a sample of 40 counties. This sample included 3,273 teachers from the 336 high schools.

As a first step in gathering the data, an envelope containing the following items was mailed to the principal of each selected high school:

1. A personal letter explaining the study, asking for cooperation in the study of the teaching load in Oklahoma secondary schools, and requesting a copy of the class schedule of the high school.

2. The questionnaire forms for each teacher in the school.

3. A 9 x 12, self-addressed, stamped envelope for the returns.

These were mailed on October 26, 1957. Follow-up letters and post cards, telephone calls, personal contacts, and duplicate questionnaire forms were sent to secure the largest possible number of replies. Correspondence was carried on whenever reasonable doubts occurred concerning the meaning or the accuracy of the reports received.

In response to 3,273 questionnaires mailed to principals, 2,963 or 91 per cent were returned. From this number, 2,701 were selected for study. The reports selected

were complete reports of teacher load received from teachers who performed regular teaching activities for more than half of the teaching day. The discarded reports were from administrators, supervisors, counselors, school nurses, athletic directors, librarians, teachers of special subjects, teachers who taught most of the day in college, teachers who spent most of the day in television teaching, and teachers who spent a major part of the day teaching in grades outside the three-, four-, or six-year school organization checked on their individual questionnaires. One hundred eighty-four reports of teachers were incomplete as to some detail on the load form but were included in the study after corrections were made through correspondence with the individuals concerned. There were relatively fewer responses from Group I and Group II than from Group III and Group IV. The groups are defined below.

The study was, therefore, based upon the teacher load reports of 1,354 men and 1,347 women teachers who devoted more than half of the teaching day to regular teaching activities.

Interpretation of Data

The schools included were divided into four groups according to membership or number of students. Schools with a membership of from 1 to 150 students were classified under Group I; schools with a membership of from 151 to 500 students were classified under Group II; schools with a member-

ship of from 501 to 1,000 students were classified under Group III; and schools with a membership of 1,001 and more students were classified under Group IV.

For purposes of analysis the duties of the teachers were classified as present teaching assignment, activity assignment within the school day, and other professional assignments without the school day. An analysis was made of the several duties as they appeared in the loads of men and women teachers, in the loads of teachers in schools of different sizes and different types of organization, in the loads of teachers of different academic degrees, in the loads of teachers according to teaching certificates held, in the loads of teachers according to their preparation for teaching, in the loads of teachers according to the years of teaching experience, and in the loads of teachers of different subject fields.

The Revised Douglass Formula¹ was selected for use in this study as an instrument with which to examine and measure teacher loads and to make suitable comparisons. This formula is objective and includes most of the readily obtainable factors which make up the load of the typical teacher. Such factors include: Number of class periods per week, number of pupil periods per week, number of duplicate preparations, length of teaching period, especially-assigned

¹Harl R. Douglass, "Light Loads or Heavy for Your High School Teachers," <u>American School Board Journal</u>, CXXVIII (June, 1954), p. 32.

duties, and extra-curricular duties. The Douglass Formula has been used as a measuring instrument in every section of the United States in connection with studies of standards of teaching load.

Eells,¹ statistician for the cooperative Study of Secondary School Standards, reported the reasons for using the Douglass Formula, and showed how a simplification of it had been made in order to overcome the relative difficulty of computation. He claimed that this had been the chief objection to the formula, but that it was now possible to compute the load for an individual teacher, after the teacher had supplied the necessary data, in two or three minutes by hand or in one or two minutes with the use of a computing machine.

It is recognized that the Douglass Formula does have limitations although its uses are wide. The uses and limitations of the formula are stated best in Douglass' own words:

The formula is not a scientifically precise formula such as that found in the natural sciences, nor is it the loose sort of expression frequently found in the theoretical economics and philosophy. It is based largely upon opinion of experienced school people and a few research studies. It does not measure all the factors of wear and strain on the teacher. It facilitates useful comparisons between the loads of teachers and of schools, which comparisons are but remotely affected by the assumptions underlying the formula. It is not the best that will eventually be devised. It is better than the means that we have been using. It is the best that I have been able to do the eight years that I have been

¹Kenneth W. Eells, "Measuring Teacher Load," <u>Nation's</u> <u>Schools</u>, XXIII (February, 1939), pp. 49-51.

studying the problem.¹

Since the publishing of the above statement, Douglass has revised and simplified his formula in order to enhance its validity and adaptability. His most recent revision, based upon an analysis of the amount of time taken by 5,643 teachers in performing various types of duties, was selected for the present study. It is stated as follows:

$$TL = SGC \left(CP - \frac{Dup.}{10} + \frac{NP - 25CP}{100} \right) \left(\frac{PL + 50}{100} \right) + .6PC \left(\frac{PL + 50}{100} \right)$$

The abbreviations used in the formula have these meanings:²

TL SGC	=	units of teaching load per week. subject grade co-efficient.
CP	=	class periods spent in classroom per week.
Dup.	=	number of class periods spent per week in class-
-		room, teaching classes for which the preparation
		is very similar to that for some other section
		(not including the original sections).
ND	_	number of numils in classes per week
201	_	appendix of pupils in classes per week.
PL	-	gross rengen in minutes of class period. (The Jo
		represents approximately the average period length
		actually the figure is 51.7. This discrepancy,
		however, has no influence for the relative load
		figures for different teachers for different
		schools. A figure less than the actual average
		51.7 was taken in order to make computation eas-
		jer. (a) by using round numbers. (b) by avoiding
		negative terms as far as nossible)
	_	negative terms as fair as possible.
FU	-	number of class periods of the study hall student
		per week in supervision of the study hall, student
		activities, teachers' meetings, committee work,
		assisting in administrative or supervisory work,
		or other extra-class responsibilities.

¹Harl R. Douglass, "Means of Measuring the Teaching Load," <u>Department of Secondary School Principals Bulletin</u>, L (March, 1934), p. 154.

²Douglass, "Light Loads or Heavy for Your High School Teachers," <u>op. cit.</u> In the present study, the Douglass formula was applied to the original data to insure comparability. Teaching load units per week were classified into three categories, one into four groups according to size of school; one into three groups, according to type of school organization; and one into fourteen groups, according to the subject field taught. The frequency distributions for each group and each category are shown with the accompanying means, standard deviations, medians, quartiles, quartile deviations, and range. Medians, quartiles, and quartile deviations were computed for direct comparison with the Douglass data.

Organization of the Study

The analysis of the teacher load reports in succeeding chapters follows the plan of sub-division of duties as recorded on the questionnaire. Chapter II is devoted to a review of related studies and other pertinent literature. Chapter III is devoted to the analysis of teaching load assignment. Chapter IV is devoted to the analysis of teaching fields, professional degrees, and years of teaching experience. Chapter V is devoted to the analysis of activity assignment. Chapter VI consists of a general summary of the findings, the conclusions which have been drawn, and recommendations.

CHAPTER II

REVIEW OF RELATED STUDIES

Investigations of teaching loads have been directed toward the study of a number of factors, some of which lend themselves to objective study while others must be studied through subjective judgment. Numerous studies have been reported and articles written pertaining to teacher load. Several studies involve the use of the various versions of the Douglass formula; some were made with other approaches. Articles emphasizing the values of analysis of teacher load are abundant. From all these materials eight research studies and seven articles were selected for review here. These were chosen on the basis of their significance for the present problem. In general, the reviews included appear in chronological order.

In 1935, Douglass and Saupe¹ obtained data from 845 teachers in 67 schools concerning the professional load of teachers in the secondary schools of Iowa. The schools were divided into three groups according to size: 1 to 200, 201

¹Harl R. Douglass and Ethel M. Saupe, "The Professional Load of Teachers in the Secondary Schools of Iowa," <u>School Review</u>, XL (June, 1935), pp. 428-433.

to 500, and 500 and above. The findings without the use of the Douglass formula indicated that, on the average, teachers in the group 500 and above taught less diversified subjects and fewer periods per week than teachers in groups 201 to 500 and 1 to 200. Teachers in the two smaller groups were assigned more diversified subject fields. and approximately twice as many different subjects within these fields as those in the largest group. Teachers in the schools of 500 and above spent, on the average, three periods per week in study halls, libraries, and homerooms while those in the smaller schools spent five periods in these kinds of assignments. However, teachers in the group 500 and above taught many more pupils daily than those in the other two groups even though there was a wide variation in the number of pupils assigned to teachers in the various subjects in the three groups of schools.

When the Douglass formula was applied to these data, no significant differences between groups of schools of different sizes appeared. The results obtained by use of the formula also showed that the teaching load borne by teachers of different fields did not vary greatly and that the variance was greatest within the field, that there were no noteworthy differences between teaching loads of men and women, and that teachers with less experience actually carried greater loads than their more experienced colleagues.

Pauly, in 1935, in an article about unpublished

teacher load studies in the Tulsa schools, stated that: "Class size and teacher load studies are essential to the efficiency and economical administration of any school system. The study should give complete data as to the total teacher load."¹

In his studies, Pauly found that in the Tulsa Public Schools, a one-page questionnaire giving weekly programs of each teacher was reasonably satisfactory as an instrument containing most of the teaching load factors as follows:

- 1. School
- 2. Teacher
- 3. Subject
- 4. Section of subject
- 5. Period in the day
- 6. Number of days per week in class
- 7. Total number of pupils per week in class
- 8. Total number of pupils per week in study halls
- 9. Periods per week for class work
- 10. Periods per week for study hall
- 11. Periods per week unassigned
- 12. Periods per week for administration or supervision
- 13. Homeroom periods per week
- 14. Number of pupils per week in homeroom

¹F. R. Pauly, "Studying Class Size and Teacher Load," <u>Nation's Schools</u>, XVI (October, 1935), p. 20.

- 15. Name of extracurricular activity
- 16. Number of hours per week required for activity
- 17. Average number of pupils per week in activity
- 18. Name of before and after school assignment
- 19. Number of hours per week required for after school assignments
- 20. Average number of pupils per week in after school assignments.

In an article describing one of their studies in which the teaching loads of 1,263 secondary school teachers and principals in Minnesota were analyzed, Quanbeck and Douglass¹ concluded that secondary school teachers in small schools had heavier teaching loads than did such teachers in large schools. Teachers of foreign language, industrial arts, home economics, and physical education had lighter loads than did others. Teachers in accredited schools had greater loads than did those in nonaccredited schools; beginning teachers had greater loads than did experienced ones; and administrators carried sufficiently heavy teaching loads to invite criticism.

In 1936, Douglass and Taylor² sent requests to superintendents and principals of all Montana high schools asking for a copy of class schedules showing the number of pupils in

¹Martin Quanbeck and Harl R. Douglass, "Teaching Loads in High School," <u>Nation's Schools</u>, XV (February, 1935), pp. 37-39.

²Harl R. Douglass and W. Taylor, "Light Loads and Heavy," <u>Nation's Schools</u>, XVIII (August, 1936), pp. 35-37.

each section; length of class periods; number of periods each class met per week; number of periods each teacher spent in non-instructional activities such as study hall and library; and estimated number of hours spent per week in extracurricular activities. Ninety-one replies were received from 84 of the 213 schools to which letters were sent. Replies were received from 767 teachers out of 1,329.

"Instructional Load" was defined to cover all phases of the actual teaching of classes, including preparation and correcting of papers. "Cooperating Load" was defined to include all activities that were not directly concerned with class instruction.

The following version of the Douglass Formula was used:

$$TL = SC \left(CP - \frac{2 \text{ Dup.}}{10} + \frac{NP - 20CP}{100} \right) \left(\frac{PL + 55}{100} \right) + \frac{PC}{2} \left(\frac{PL + 55}{100} \right)$$

In this formula, the teaching load unit was theoretically equivalent to teaching a class of 20 pupils for one 45 minute period requiring specific preparation by the teacher.

The findings indicated that English and science teachers carried the heaviest load, teachers of social studies next heaviest, and little difference in loads in other subjects. According to this study, teachers with light loads were those in physical education and music, mainly because of lower coefficients assigned to them by the Douglass formula.
The study also showed that men carried slightly heavier loads than women, that men carried greater cooperative loads, that women carried slightly heavier instructional loads, and that beginning teachers were given heavier loads than experienced teachers.

In 1938-1939, the Department of Classroom Teachers in San Joaquin Valley¹ circulated a questionnaire among 3500 teachers. Two thousand six hundred were returned. The study sought to answer four questions. How much time do teachers actually spend in school work? How much do separate fields of teaching differ in their time requirements? How is the weekly hour load distributed? How much time is spent in serving the community before and after school hours?

The teacher load in this study was defined to include the following factors: size of class; number of periods; number of supervisory periods; number of different subjects taught; amount of time required for executive and community work; amount of time required for clerical and office work; amount of time spent on preparation; and type of subjects or grades taught.

The findings of the study showed that the average working week for teachers was well over the 40-hour week of the trades and industry. Teachers in the small high schools

l"Load of the Teacher," Sierra Educational News, XXXVI (October, 1940), pp. 22-24, cited by John David Mees, "Teachers' Loads in Illinois" (unpublished Ed.D. dissertation, University of Indiana, 1950), pp. 25-26.

included in the study crowded into nine months nearly as much time as the average worker distributed over 12 months. For all teachers in the study, the number of subjects taught averaged 2.20 per teacher with an average of 27.6 pupils per class. The average length of day was 5.2 periods of teaching with 0.9 supervisory periods, making an over-all average of 6.1 periods per day. The average weekly load was 46.38 hours, distributed as follows among six kinds of duties: class teaching, 23.98; supervisory work, 3.71; preparation, 11.72; extracurricular work, 4.76; community work, 0.45; and miscellaneous, 1.76.

In 1940, Stocker¹ made a study designed to discover the following:

1. What duties composed teacher load in the public secondary schools accredited by the Middle States Association?

2. How did teacher load vary according to the size of the school?

3. How did teacher load vary according to the subject-field taught?

4. How did teacher load vary according to type of organization of the schools?

5. How did teacher load of men teachers differ from

¹C. G. Stocker, "Teacher Load in Public Secondary Schools" (unpublished Ph.D. dissertation, University of Pennsylvania, 1940), pp. 7-11. that of women teachers?

His investigation was limited to,

 Public secondary schools accredited by the Middle States Association.

2. Accredited public secondary schools which were scheduled to submit a biennial report to the association in 1932.

3. A study of teacher load in academic and commercial subjects.

 A study of teacher load in only one subject field.

5. A study of teacher load when full time was devoted to grades nine to twelve.

6. Types of school organization in schools with 500-999 pupils.

Stocker sent a questionnaire to all schools that submitted a biennial report to the Association in 1932. One hundred thirty-one schools were finally selected. The study was based upon the teacher load of 761 men and 1,445 women teachers of academic and commercial subjects who devoted full time to teaching in grades nine to twelve in schools with 100 or more pupils.

The study indicated that the teachers in the larger schools were assigned the lowest weekly loads and that the teachers in the smaller schools were assigned the highest weekly loads. It was indicated that the weekly pupil-period

loads of the teachers were lowest in the smallest schools and highest in the largest schools and that the rate of increase in load and size of school was related.

According to this study, no significant differences were found between the mean load in number of periods of classroom teaching per week assigned to all of the teachers and the means for the other groups of teachers classified according to the size of the school in which they taught. The mean classroom teaching load in terms of periods per week was 24.41. Teachers who were assigned fewer than 25 periods of classroom teaching per week carried a lower mean pupil-period load than did teachers who were assigned 25 or more periods. The mean pupil-period loads carried by the groups of teachers increased according to the size of the school. The mean size of classes also increased according to the size of the school. The weekly pupil-period load of classroom teaching for men was slightly larger than for women teachers.

This study indicated, also, that, on the average, the teachers were assigned three periods of study hall duty per week. The more periods of classroom teaching assigned, the fewer were the periods of study hall duty. Homeroom duty was commonly assigned to a large proportion of teachers.

The study showed, further, that nearly one-third of the teachers were assigned no extra-curricular duty. On the average, men teachers were assigned a slightly heavier extra-

curricular load than were women teachers. The highest extra-curricular activity load was carried by teachers in the group of smallest schools, and the lowest by teachers in the group of largest schools. The extra-curricular assignments reported most frequently were homeroom activities and club sponsorship. Very few teachers were assigned more than two extra-curricular activities.

It was concluded that all assigned duties should be included in the teacher load and that it is desirable to classify schools according to size for the purpose of administering the teaching load standard.

Clubine¹ used the Douglass formula in comparing the teachers' loads in provincial secondary schools of Ontario, Canada. He compared all schools in regard to weighted and unweighted instructional and non-instructional loads. He made the following comparisons:

 The loads of teachers in schools arranged according to average daily attendance.

2. The loads of teachers in schools arranged according to type.

3. The loads of men and women teachers.

 The loads of experienced and inexperienced teachers.

¹I. Ward Clubine, "Teacher Load in the Secondary Schools of Ontario" (unpublished Ph.D. dissertation, New York University, 1944).

5. The loads of teachers whose salaries were between certain limits.

6. The loads of teachers in schools arranged according to the number on the teaching staff.

 The loads of teachers who were absent from duty due to illness.

8. The loads of teachers in the various subjectfields.

The study revealed many inequalities in teacher loads existing within schools and between schools and school systems in the province of Ontario. Ranges in loads were great, the teacher reporting the greatest load having a burden nearly three times that of the teacher with the lightest load.

His major findings were:

1. Greatly skewed distribution of extra-curricular loads were found in each school.

2. There was a steady decrease in instructional load as the size of the schools increased.

3. The unweighted instructional loads of women were found to be greater than those of men in every size of school.

4. Men carried a heavier extra-curricular load than women.

5. The total load of women teachers was greater than that of men in every type of school.

6. There appeared to be a tendency to assign inexperienced teachers heavier instructional loads, but this was not found to be the case in all sizes of schools.

7. Inexperienced teachers carried a heavier extracurricular load than experienced teachers in most of the schools.

8. The mean total loads decreased as the size of teaching staff increased.

9. Teachers absent, due to illness, for ten days or more carried a heavier load in every type of school than those teachers who were absent for five days or less.

10. It was found that the loads varied inversely with the level of salaries.

II. Teachers of business practice, science and zgriculture, and history had the heaviest assignments, while those of geography, art, and shopwork had the lightest.

Odell,¹ in 1947, made a study of approximately 10 per cent of the four-year high schools of Illinois, excluding Chicago. Only teachers devoting full time to work in the secondary schools were included. The Douglass formula was used. The data were grouped according to twelve subject fields. In about half of the subject fields, the indices did not vary greatly, the medians ranging from 29.3 to 31.2; but

^LC. W. Odell, "Teacher Load in Illinois High Schools," <u>Illinois Education</u>, XXXVI (November, 1947), pp. 71-72.

in the other half they scattered more widely, extending downward to two low points in the subjects of music and physical education. Odell seemed to think that a standard which schools should try to meet in the very near future should be a median of 28.00, with no indices below 24.00 or above 32.00. As an ideal to work towards, a median of 25.00, with limits of 22.00 and 28.00, was suggested. He stated that, "... the approximate equalization of teacher loads appears to be an important factor in the promotion of good morale in a teacher staff."¹

In 1949, Jung² made a study to validate or revise four of the several factors of the Douglass formula for measuring the teaching load of the secondary schools. The four factors were: (a) subject coefficients; (b) duplicate section coefficients; (c) effects of the non-instructional duties; and (d) effect of the grade levels on the teaching load. The study was based upon the records of time spent for one week in all school activities for 5,483 teachers, representing 223 schools located throughout the 48 states. The study was limited to public secondary schools including combinations of grades 7 to 12. The time spent on an activity or subject was the basis for all comparative values for

¹<u>Ibid.</u>, p. 71.

²Christian Wood Jung, "The Development of a Proposed Revision of the Douglass Formula for Measuring Teaching Load in the Secondary School" (unpublished Ed.D. dissertation, University of Colorado, 1949), pp. 1-211.

use in the formula.

With the exception of revised values for the subject coefficients, duplicate coefficients, and co-curricular coefficients, the formula was identical with the form of the Douglass formula upon which this study was based.

Mees,¹ in his study, in 1950, sent requests to 157 accredited high schools in the State of Illinois requesting a copy of class schedules, homeroom schedules, and study hall schedules. In addition, he sent a short questionnaire to each teacher in the selected schools asking him to list the extracurricular activities to which he was assigned. After obtaining this information each teacher was supplied with a check sheet for weighting each subject and activity. The study included 1,027 male teachers and 1,166 female teachers, making a total of 2,193.

The principal findings were: The average teaching load for teachers in all schools regardless of size was 31.1 for the schools with the shortened periods. Schools with the lengthened period ranged from 23.8 to 26.4, depending upon size of school. The average teaching loads varied only slightly with the sizes of the schools. The average teaching load for men was greater than for women.

In 1951 the Research Division of the National Education Association published a report on teaching load, based

¹John David Mees, "Teachers' Teaching Load in Illinois" (unpublished Ed.D. dissertation, University of Indiana, 1950), pp. 1-179.

on reports from 2,000 classroom teachers.¹ The teachers had given information in 1949-50 on the number and size of their classes, hours of work, the length of class periods, and the average amount of time given weekly to each of a long list of duties. Among these teachers 830 were from secondary schools. They represented all regions of the United States, rural and city schools, men and women, and many subject fields.

More than half of the report dealt with opinions and reported practices on methods of equalization of teaching load. Formulas and point systems as well as less formal plans were discussed. No conclusions were offered.

Cooper,² in 1954, employed the normative survey method through the use of a job analysis type of questionnaire which was prepared for distribution to every public elementary and secondary school teacher in the state of Kansas. Cooperation of the 200 affiliated local teachers' associations was secured for reproduction, distribution, collection, and original tabulation of the materials. The original tabulations were too general to be of much significance, hence a second tabulation was made segregating the replies into five divisions according to the types of teaching positions

¹National Education Association, Research Division, "Teaching Load in 1950," <u>Research Bulletin</u>, XXIX, No. 1 (February, 1951), pp. 3-51.

²Walter Lee Cooper, "The Professional Load of Kansas Teachers" (unpublished Ed.D. dissertation, University of Missouri, 1954).

held by the respondents. These divisions were city elementary, rural elementary, junior high school (presumably in cities only), rural secondary, and city secondary, determined by the types of schools in which the teachers were working.

The findings revealed that:

1. Inequalities of teacher loads existed to a large degree not only with respect to various sections of the state but within individual systems. Similar inequalities existed among the teachers of the various types of teaching positions.

2. Teaching loads, as measured by a number of different factors, were, in each instance, heavy.

3. Extra-curricular activity sponsorships appeared to be largely a function of secondary teachers in all types of schools and of city secondary teachers in particular. It was found that extracurricular assignments were distributed to a limited number only and not evenly among all teachers. This fact, no doubt, accounted for the large number of different activities sponsored by individual teachers. In general, the more activities a teacher sponsored the more likely it was that time without the school day was necessary in the discharge of his responsibilities.

4. In terms of work hours per week the participating Kansas teachers reported comparable time with teachers who had reported through other studies on their work week.

For the most part, these Kansas teachers were working more hours per day than persons in other occupations.

5. The factors that appeared to be most burdensome within the teaching loads were size of classes, numbers of preparations, numbers of grades in combinations in the elementary schools, extracurricular activities, inadequacy of physical facilities, and interruptions.

6. Even with loads that teachers considered heavy, those teachers who were working in their field of major preparation and in their area of most experience expressed satisfaction with their status to a larger degree than did those teachers not so situated.

7. Despite heavy loads these Kansas teachers possessed a high degree of professional spirit.

In 1955 the American Association of School Administrators published a report that put emphasis upon work load of beginning teachers.¹ It was their opinion that new teachers should be given lighter loads and the difficult assignments left for the experienced teachers.

The need for further study, particularly on a local level, was clearly shown in their report:

What constitutes a reasonable service load still remains a highly controversial question. Not only is it difficult to reach agreement on optimum class size in the various grades and divisions of the school system, but

¹Staff Relations in School Administration, "Assignment, Transfer, and Load in School Administration," <u>The</u> <u>Education Digest</u>, XXI (October, 1955), pp. 7-10.

the matter of how much time teachers should be expected to give to extra duties and responsibilities over and beyond that devoted to school classroom instruction continues to puzzle school administrators.

A standard work week for all teachers is not the answer to the load problem. Professional employees should not be bound by any time limits except those which apply to the length of the school day--what time they are expected to arrive and the earliest time they may leave in the afternoon.

Nevertheless each school system should be encouraged to study its load problems and, as far as possible, arrive at a fair and equitable procedure.¹

In 1956 the <u>N. E. A. Journal</u> published a short history of their efforts to focus attention upon teacher load.² As a result of their surveys the N. E. A. has made many recommendations as to desirable class size, clerical help for classroom teachers, time set aside for lesson planning and $pu_{\rm P}$.il counseling, assignment of teachers to their fields of competency, free time for lunch and rest, a reasonable distribution of extracurriculum assignments, and allowance of time for inservice education.

In 1957 the <u>N. E. A. Journal</u> ran a special journal feature of eight authors on different aspects of the class size and teacher load.³ It was the opinion of each author that the present practice in class size is complex and that

²National Education Association Research Division, "NEA and Teacher Welfare: Teacher Load," <u>National Education</u> <u>Association Journal</u>, XLV (February, 1956), pp. 96-97.

³Carol Myers Scotton <u>et al.</u>, "Class Size and Teacher Load," <u>National Education Association Journal</u>, XLVI, No. 7 (October, 1957), pp. 435-447.

¹<u>Ibid.</u>, p. 8.

extensive experimentation is needed to find suitable answers to the teaching load problem.

Summary

The following are the principal findings of studies and reports reviewed in this chapter:

 The problem of teacher load received relatively little attention in the literature prior to 1930, but has been studied and written about extensively since that date.

2. It appears that most of the authors recognize the fact that the number of classes, the number of pupils, the number of preparations, the relative difficulty in teaching different subjects, the amount of time required for preparation, the length of class periods, and the number of extracurricular duties should enter into the considerations of the work load of the teacher.

3. The Douglass formula $TL = SGC \left(CP - \frac{Dup.}{10} + \frac{NP - 25CP}{100} \right) \left(\frac{PL + 50}{100} \right) + .6PC \left(\frac{PL + 50}{100} \right)$ is generally accepted as including most of the items which should be considered.

4. It seems as if men teachers carry a slightly heavier teaching load than do women teachers.

5. There is evidence that as many as approximately one-third of all teachers are free from assignments of extracurricular activities.

6. Authors seem to agree that the teaching load

should include most, if not all, of the activities of the teachers, both within and without the school day.

7. It seems that teaching loads tended to be heavier in small schools than in larger schools prior to 1950, the time of Mees's study.

8. It appears that the number of class preparations is greater in the small school than in the large school.

9. It appears that, if a formula is to be used, the Douglass formula is probably the most appropriate.

10. Authors seem to endorse the use of a formula by the administration to check on the load carried by each member of the staff.

CHAPTER III

TEACHING LOAD ASSIGNMENTS

This chapter presents data pertaining to the teaching load assignments of teachers in Oklahoma high schools. Four groups of teachers are classified according to the size of the school in which they teach; three groups, according to the type of school organization; and fourteen groups, according to the subject field taught. Within each group, male and female teachers are treated separately. Oklahoma teaching load and the national norms are compared. The number and per cent of teachers above and below the recommended teaching load and teaching load according to county are shown.

Teaching Load and Size of School

It will be recalled from Chapter I that the schools were divided into four groups according to size based upon pupil membership. Table 1 shows teaching loads among the four groups of teachers by frequency distributions with the accompanying means, standard deviations, medians, quartiles, quartile deviations, and range. The range in number of respondents extended from 335 in Group III to 1,012 in Group IV.

Teaching		Numb	er of Cases		
Units Per	Group I	Group II	Group III	Group IV	Total
Week	1-150	151-500	501-1000	1001-More	
14 15 16 17 18	0 1 0 0 1	1 3 2 1 2	0 0 0 0	1 0 0 0 0	2 4 2 1 3
19 20 21 22 23	3 2 5 1 13	1 2 3 6 7	0 2 0 5	4 1 4 8 20	8 7 12 15 45
24	29	15	12	33	89
25	32	28	12	37	109
26	48	32	19	59	158
27	66	47	18	84	215
28	65	67	25	76	233
29	63	81	29	87	260
30	81	73	36	88	278
31	49	71	43	91	254
32	40	66	26	103	235
33	48	53	29	67	197
34	31	34	20	64	149
35	20	31	14	58	123
36	15	19	7	46	87
37	13	6	7	23	49
38	7	9	12	13	41
39	3	13	4	15	35
40	2	4	3	10	19
41	3	6	4	5	18
42	3	4	5	4	16
43	2	5	0	4	11

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS FOR TEACHERS ACCORDING TO SIZE OF SCHOOL

Teaching Load		Num	ber of Cases	6	
Units Per Week	G rou p I 1-150	Grou p II 151-500	Grou p III 501-1000	Group IV 1001-More	Total
44 45 46 47 48	0 2 4 0 0	1 3 2 0 0	1 0 1 0 0	1 4 2 0 0	3 9 9 0 0
49 50 51 52 53 54	1 0 1 0 0	1 0 0 1 0	0 0 0 0 1	0 0 0 0 0	2 0 1 0 1 1
Totals	654	700	335	1012	2701
Mean	29.80	30.51	31.04	30.65	30.46
S.D.	4.40	4.61	4.45	4.39	4.45
Median	28.97	29.71	30.22	30.04	29.67
Ql	26.43	27.37	27.63	27.03	27.02
Q ₃	31.79	32.32	32.84	32.94	32.49
Range	15-51	14-53	20-54	15-46	14-54
Q	2.68	2.48	2.61	2.96	2.74

•

TABLE 1--Continued

The range in number of teaching load units per week extended from 14 to 54. Group II had the greatest range, 14 to 53. Group IV had the smallest range, 15 to 46.

The mean teaching load per week assigned to teachers in any one group of schools classified according to size did not vary greatly from the mean for the entire group of 2,701 teachers. The data showed that Group I had the lower mean load and that Group III had the greater mean load, with Groups II and IV being nearly alike in mean teaching load. The median teaching load per week assigned to teachers in any one group of schools classified according to size did not vary greatly from the median for the entire group of 2,701 teachers. Group I had the lower median load and Group III had the greater median load, with Groups II and IV being nearly alike in median teaching load.

Teaching Load according to Sex and Size of School

Table 2 shows the frequency distributions of teaching load of male and female teachers according to size of the school in which they taught. In each group the range in load of male teachers was greater than that for female teachers. It is noted that only in Group IV were there more female than male respondents, while among all of the 2,701 respondents there were approximately equal numbers of males and females.

Male teachers had a slightly higher mean load in each group than did female teachers. This was true, also, for the

FREQUENCY DISTRIBUTIONS OF TEACHING LO ACCORDING TO SEX AND SIZE OF

							Numb	per of Ca
Teaching Load Units Per Week		Grou p 1 1-150	I	(]	Group II 151-500	I	0	Grou p III 501-1000
	М	F	T	M	F	Т	M	F
14 15 16 17 18	0 1 0 1	0 0 0 0	0 1 0 0 1	1 1 1 2	0 2 1 0 0	1 3 2 1 2	0 0 0 0	0 0 0 0
19 20 21 22 23	2 1 4 0 12	1 1 1 1	3 2 5 1 13	1 1 3 4 4	0 1 0 2 3	1 2 3 6 7	0 2 0 5	0 0 0 0
24 25 26 27 28	14 14 27 42 31	15 18 21 24 34	29 32 48 66 65	10 11 18 23 25	5 17 14 24 42	15 28 32 47 67	8 10 11 8 8	4 2 8 10 17
29 30 31 32 33	31 43 23 22 18	32 38 26 18 30	63 81 49 40 48	37 39 37 34 30	44 34 32 23	81 73 71 66 53	13 18 14 11 16	16 18 29 15 13
34 35 36 37 38	19 11 10 11 4	12 9 5 2 3	31 20 15 13 7	23 17 12 5 8	11 14 7 1 1	34 31 19 6 9	12 5 4 5 8	8 9 3 2 4
39 40 41 42 43	3 2 3 3 2	0 0 0 0	3 2 3 3 2	12 4 5 4 3	1 0 1 0 2	13 4 6 4 5	3 1 4 4 0	1 2 0 1 0

BUTIONS OF TEACHING LOADS FOR TEACHERS NG TO SEX AND SIZE OF SCHOOL

	Numb	er of C	Cases						
	G 5	5 rou p II 501-1000	[I)	G 10	Froup I 01-More	V e		Total	S
Т	M	F	Т	М	F	T	М	F	T
1 3 2 1 2		0 0 0 0		1 0 0 0 0	0 0 0 0	1 0 0 0 0	2 2 1 3	0 2 1 0 0	2 4 2 1 3
1 2 3 6 7	0 2 0 5	0 0 0 0	0 2 0 5	1 0 4 6 11	3 1 0 2 9	4 1 4 8 20	4 4 11 10 32	4 3 1 5 13	8 7 12 15 45
15 28 32 47 67	8 10 11 8 8	4 2 8 10 17	12 12 19 18 25	12 14 26 37 33	21 23 33 47 43	33 37 59 84 76	44 49 82 110 97	45 60 76 105 136	89 109 158 215 233
81 73 71 66 53	13 18 14 11 16	16 18 29 15 13	29 36 43 26 29	24 31 40 43 26	63 57 51 60 41	87 88 91 103 67	105 131 114 110 90	155 147 140 125 107	260 278 254 235 197
34 31 19 6 9	12 5 4 5 8	8 9 3 2 4	20 14 7 7 12	27 29 19 13 5	37 29 27 10 8	64 58 46 23 13	81 62 45 34 25	68 61 42 15 16	149 123 87 49 41
13 4 6 4 5	3 1 4 4 0	1 2 0 1 0	4 3 4 5 0	12 7 3 4 4	3 3 0 0	15 10 5 4 4	30 14 15 15 9	5 5 3 1 2	35 19 18 16 11

TABLE 2--Continued

							Numb	er of Ca
Teaching Load Units Per Week		G rou p I 1-150		G 1	roup II 51-500		G 5	roup II: 01-1000
rei week	м	F	T	М	F	Т	M	F
44 45 46 47 48	0 2 3 0 0	0 0 1 0 0	0 2 4 0 0	1 2 2 0 0	0 1 0 0	1 3 2 0 0	1 0 1 0 0	0 0 0 0
49 50 51 52 53 54	1 0 1 0 0	0 0 0 0 0	1 0 1 0 0	1 0 0 1 0		1 0 0 1 0	0 0 0 0 1	0 0 0 0 0
Totals	361	293	654	383	317	700	173	162
Mean	30.06	29.48	29.80	31.09	29.80	30.51	31.23	30.83
S.D.	4.99	3.49	4.40	5.22	3.69	4.61	5.31	3.34
Median	29.01	28.92	28.97	30.26	29.10	29.71	30.25	30.21
Q1	26.34	26.59	26.43	27.59	27.24	27.37	26.91	27:97
Q ₃	32.15	31.38	31.79	33.18	31.46	32.32	33.48	32.19
Range	15-51	19 -4 6	15-51	14-53	15-45	14-53	20-54	24-42
Q	2.91	2.40	2.68	2.80	2.11	2.48	3.29	2.11
							·	

.

TABLE	2Continued

	Numk	per of C	ases							
	9 5	5roup 11	II)	G 10	iroup IV 01-More	/ ;	Totals			
T	M	F	T	M	F	Т	M	F	T	
1 3 2 0 0	1 0 1 0 0	0 0 0 0	1 0 1 0 0	1 3 1 0 0	0 1 1 0 0	1 4 2 0 0	3 7 7 0 0	0 2 2 0 0	3 9 9 0 0	
1 0 0 1 0	0 0 0 0 1	00000000	0 0 0 0 1	0 0 0 0 0	0 0 0 0 0		2 0 1 0 1	0 0 0 0 0 0	2 0 1 0 1 1	
700	173	162	335	437	575	1012	1354	1347	2701	
30.51	31.23	30.83	31.04	31.04	30.36	30.65	30.82	30.09	30.46	
4.61	5.31	3.34	4.45	4.88	3.90	4.39	5.07	3.75	4.45	
29.71	30.25	30.21	30.22	30.46	29.75	30.04	29.92	29.46	29.67	
27.37	26.91	27.97	27.63	26.93	27.11	27.03	26.85	27.16	27.02	
32.32	33.48	32.19	32.84	33.69	32.45	32.94	33.17	31.94	32.49	
14-53	20-54	24-42	20-54	14-46	19-46	14-46	14-54	15-46	14-54	
2.48	3.29	2.11	2.61	3.38	2.67	2.96	3.16	2.39	2.74	

median load where the difference was very slight.

Teaching Load and Type of School Organization

The teaching load was analyzed according to type of school organization: three-, four-, and six-year high schools. These data are presented in Table 3.

In the three-year high school the range in number of teaching load units per week extended from 14 to 54, the same range as found for all the schools regardless of type. There was a slight difference in range of the groups, with the three-year high school having the greater range and the four-year and six-year high schools following in order.

The mean teaching load per week assigned to teachers in any one type of school organization did not vary greatly from the mean for the entire group of 2,701 teachers. This held true, also, between each type of school organization. Of the three groups the three-year high school had the lower mean load and the six-year high school the higher mean load.

The median teaching load per week assigned to teachers in any one type of school organization did not vary greatly from the median for the entire group of 2,701 teachers.

Teaching Load according to Sex and Type of School Organization

Table 4 shows the frequency distributions of teaching loads of male and female teachers according to type of school

Teaching Load		Number	of Cases	
Units	Three-year	Four-Year	Six-Year	All
Per Week	High School	High School	High School	High Schools
14	2	0	0	2
15	1	2	1	4
16	1	0	1	2
17	0	0	1	1
18	1	2	0	3
19	3	2	3	8
20	4	3	0	7
21	5	4	3	12
22	9	0	6	15
23	23	8	14	45
24	41	25	23	89
25	42	35	32	109
26	76	48	34	158
27	108	65	42	215
28	129	65	39	233
29	139	71	50	260
30	143	89	46	278
31	121	75	58	254
32	97	68	70	235
33	78	61	58	197
34	48	48	53	149
35	51	28	44	123
36	22	22	43	87
37	15	17	17	49
38	17	11	13	41
39	15	7	13	35
40	6	2	11	19
41	10	3	5	18
42	7	6	3	16
43	5	4	2	11

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS FOR TEACHERS ACCORDING TO TYPE OF ORGANIZATION OF SCHOOL

TABLE 3

.

Teaching		Number	of Cases	
Load Units Per Week	Th ree-Year High School	Four-Year High School	Six-Year High School	All High Schools
44 45 46 47 48	2 2 5 0 0	0 4 3 0 0	1 3 1 0 0	3 9 9 0 0
49 50 51 52 53 54	0 0 1 0 0 1	1 0 0 1 0	1 0 0 0 0	2 0 1 0 1 1
Totals	1230	780	691	2701
Mean	30.08	30.44	31.14	30.46
S.D.	4.36	4.43	4.68	4.45
Median	29.22	29.67	30.87	29.67
Q ₁	26.92	27.02	27.33	27.02
Q ₃	31.77	32,38	33.70	32.49
Range	14-54	15-53	15-49	14-54
Q	2.43	2.68	3.19	2.74
		······································		

TABLE 3--Continued

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS FOR TEACHERS ACCORDING TO SEX AND TYPE ORGANIZATION OF SCHOOL

Teaching						Number	of Case	S				
Load Units Per Week	Th Hi	ree-Ye gh Sch	ar nool	Four-Year High School			S Hi	ix -Yea gh Sch	r ool	All High Schools		
	M	F	T	м	F	Т	м	F	Т	м	F	T
14 15 16 17 18	2 1 0 0 1	0 0 1 0 0	2 1 1 0 1	0 1 0 0 2	0 1 0 0 0	0 2 0 0 2	0 0 1 1 0	0 1 0 0 0	0 1 1 1 0	2 2 1 1 3	0 2 1 0 0	2 4 2 1 3
19 20 21 22 23	1 3 5 4 15	2 1 0 5 8	3 4 5 9 23	1 1 3 0 8	1 2 1 0 0	2 3 4 0 8	2 0 3 6 9	1 0 0 5	3 0 3 6 14	4 4 11 10 32	4 3 1 5 13	8 7 12 15 45
24 25 26 27 28	20 19 37 54 53	21 23 39 54 76	41 42 76 108 129	16 16 29 37 28	9 19 19 28 37	25 35 48 65 65	8 14 16 19 16	15 18 18 23 23	23 32 34 42 39	44 49 82 110 97	45 60 76 105 136	89 109 158 215 233
29 30 31 32 33	45 71 56 45 38	94 72 65 52 40	139 143 121 97 78	38 43 36 36 29	33 46 39 32 32	71 89 75 68 61	22 17 22 29 23	28 29 36 41 35	50 46 58 70 58	105 131 114 110 90	155 147 140 125 107	260 278 254 235 197

 ъо

						Number	of Case	S				
Teaching Load Units Per Week	Th Hi	ree-Ye gh Sch	ar ool	F Hi	our-Ye gh Sch	ar ool	S Hi	ix-Yea gh Sch	r ool	Hi	All gh Scl	nools
	М	F	Т	м	F	Т	М	F	Т	М	F	Т
34 35 36 37 38	32 32 14 15 12	16 19 8 0 5	48 51 22 15 17	25 13 8 12 6	23 15 14 5 5	48 28 22 17 11	24 17 23 7 7	29 27 20 10 6	53 44 43 17 13	81 62 45 34 25	68 61 42 15 16	149 123 87 49 41
39 40 41 42 43	14 5 9 6 5	1 1 1 0	15 6 10 7 5	7 2 3 6 2	0 0 0 2	7 2 3 6 4	9 7 3 3 2	4 4 2 0 0	13 11 5 3 2	30 14 15 15 9	5 5 3 1 2	35 19 18 16 11
44 45 46 47 48	2 2 5 0	0 0 0 0	2 2 5 0	0 4 1 0 0	0 0 2 0 0	0 4 3 0	1 1 0 0	0 2 0 0 0	1 3 1 0 0	3 7 7 0 0	0 2 2 0 0	3 9 9 0 0
49 50 51 52 53 54	0 0 1 0 0		0 0 1 0 0	1 0 0 1		1 0 0 1	1 0 0 0 0		1 0 0 0 0	2 0 1 0 1		2 0 1 0 1

TABLE 4--Continued

TABLE 4--Continued

.

]	Number	of Case	S				
Teaching Load Units	Th Hi	ree-Ye gh Sch	ar ool	F Hig	our-Ye gh Sch	ar ool	S Hio	ix-Yea gh Sch	r ool	Hi	All gh Sch	ools
Per week	M	F	T	м	F	T	М	F	Т	М	F	T
Totals	625	605	1230	415	365	780	314	377	691	1354	1347	2701
Mean	30.75	29.39	30.08	30.56	30.31	30,44	31.28	31.02	31.14	30.82	30.09	30.46
S.D.	5.13	3.22	4.36	4.90	3.77	4.43	5.28	4.13	4.68	5.07	3,75	4.45
Median	29.74	28,77	29.22	29.64	29.71	29.67	31.03	30.76	30.87	29.92	29.46	29.67
Q ₁	26.89	26.95	26.92	26.72	27.30	27.02	26.97	27.58	27.33	26.85	27.16	27.02
Q ₃	32.97	30.89	31.77	32,56	32,2]	32.38	34.21	33.34	33,70	33.17	31.94	32.49
Range	14-54	16-42	14-54	15-53	15-46	15-53	16-49	15-45	15-49	14-54	15-46	14-54
Q	3.04	1.97	2.43	2,92	2.46	2.68	3.62	2,88	3.19	3.16	2,39	2,74

organization in which they taught. In each group the range of male teachers was greater than that for female teachers. Of interest is the fact that only in the six-year high school were there more female respondents than male respondents. It should be noted that there were approximately equal numbers of male and female teachers within each group.

Male teachers had a slightly higher mean load in each type of school organization than the female teachers. This was also true for the median except in the four-year high school where a difference of .07 was found in favor of the females. Both total mean and median for each group was smallest for the three-year high schools, was slightly larger for the four-year high schools, and for the six-year high schools, was slightly larger than for the other two.

Of interest is the fact that means and medians for both male and female were progressively larger from the threeyear high schools through the six-year high schools except for the mean and median teaching load of male teachers in the three-year high schools. Here they were slightly larger than were the four-year high school mean and median. The small interquartile range for male and female teachers in each group shows that there was a tendency for the loads of cluster around the median.

Teaching Load according to Subject Field and Size of School

The teaching load reports were classified according

to fourteen subject fields. The subjects included under each subject field will be found in Appendix E.

Table 5 shows the mean teaching load for male and female teachers according to subject field and size of school. The highest mean load, 46.00, was found for male teachers of art in Group II and the lowest mean load, 14.00, was found for male teachers of foreign language in Group II. For female teachers the highest load was found to be 33.50 in social studies in Group I and the lowest load was found to be 27.00 in foreign language in Group II. The highest mean load, 40.00, was found for both male and female teachers of health, in Group III although only one teacher was assigned health exclusively as a subject field. The lowest mean load, 23.75, was found for both male and female teachers of foreign language, in Group II.

The mean teaching load varied with the subject field taught. The mean teaching load per week assigned to teachers in any one group of schools classified according to size did not vary greatly from the mean of the entire group of 2,701 teachers. Male teachers appeared to have had a slightly higher mean load in all groups than female teachers. Both male and female teachers in Group III had a slightly higher teaching load than their counterparts in the other groups. The highest mean teaching load was found among teachers of health, and, in order, to the lowest, among teachers of agriculture, physical education, science, English, mixed load,

MEAN TEACHING LOAD FOR TEACHERS , SEX, SUBJECT FIELD, AND SIZE (

						Size of	School
Subject Field	1-150			151-500			
	M	F	Т	м	F	T	M
Agriculture	33.92		33.92	33.46		33.46	35.14
Art				46.00	31.00	38.50	24.50
Commercial	26.92	28.55	28.16	29.27	28.86	28.95	28.33
English	30.92	30.20	30.32	32.42	31.03	31.27	32.13
Foreign Language				14.00	27.00	23.75	30.00
Health							40.00
Home Economics		28.34	28.34		28.37	28.37	
Industrial Arts	26.75		26.75	29.53		29.53	28.86
Mathematics	27.67	30.00	28.44	29.43	29.16	29.33	[.] 28 . 65
Music	28.00	30.00	28,53	29.64	31.38	30.03	30.80
Physical Education				31.33	29.00	30.75	31.00
Science	31.38		31.38	30.97	30.67	30.90	33.05
Social Studies	27.81	33.50	28.55	31.32	29.55	30.82	34.79
Mixed Load	30.01	29.50	29.81	31.75	29.97	31.15	32.13
All Subjects	30.06	29.48	29.80	31.09	29.80	30.51	31.23

2

G LOAD FOR TEACHERS ACCORDING TO ECT FIELD, AND SIZE OF SCHOOL

Size of School									
1-500		Į	501-1000 1001-Over			r	All Schools		
F	T	М	F	T	М	F	T	М	F
	33.46	35.14		35.14	35.17		35.17	33.90	
1.00	38.50	24.50	29.40	28.00	28.25	29.61	29.36	29.71	29.63
8.86	28.95	28.33	2 9. 52	29.26	29.74	29.47	29.53	28.79	29.11
1.03	31.27	32,13	32.06	32.07	31 .6 5	30.86	30.97	31.79	30.95
7.00	23.75	30.00	28.50	28.80	28.50	28.39	28.41	26.33	28.30
		40.00		40.00				40.00	
8.37	28.37		30.32	30.32		29.59	29.59		29.00
	29.53	28.86	31.00	28.92	28.18	32.33	28.39	28.50	32.14
9.16	29.33	28.65	29.33	28.93	30.17	30.03	30.09	29.30	29.78
1.38	30.03	30.80	29.00	30.13	31.71	30.25	31.39	30.31	30.27
9.00	30.75	31.00	27.50	29.44	34.55	29.70	32.16	33.85	29.43
0.67	30.90	33.05	33.33	33.14	31.02	30.59	30.88	31.38	31.16
9.55	30.82	34.79	31.20	33.29	31.86	30.20	31.10	31.21	30.41
9.97	31.15	32.13	31.25	31.90	34.64	32.01	33.07	31.35	30.37
9.80	30.51	31.23	30.83	31.04	31.04	30.36	30.65	30.82	30.09

social studies, music, art, mathematics, commercial, home economics, industrial arts, and foreign language. Male teachers of health, agriculture, physical education, English, science, mixed load, social studies, and music had a mean teaching load in excess of accrediting regulations. Female teachers of industrial arts, science, English, social studies, mixed load, and music had a mean teaching load likewise in excess of accrediting regulations.

It seems apparent that agriculture was taught exclusively by male teachers and home economics was taught exclusively by female teachers. It appears that art, foreign language, health, and physical education, if taught at all in Group I, were taught by teachers that had mixed loads. Health was mentioned by one male teacher in Group III as a separate subject field.

On the whole, such differences as were found among teachers of different subject fields in the whole group studies were found within classifications according to the size of the schools.

<u>Teaching Load in Oklahoma High Schools</u> <u>Compared with the National Norms</u>

It was the desire of the author to compare teaching load norms in Oklahoma high schools with the national tentative norms compiled by Harl R. Douglass¹ and published in the

¹Harl R. Douglass and Kenneth L. Noble, "Revised Norms for High School Teaching Load," <u>The Bulletin of the</u> <u>National Association of Secondary School Principals</u>, XXXVIII, No. 206 (December, 1954), p. 98.

<u>Bulletin of the National Association of Secondary School</u> <u>Principals</u>. Table 6 shows the comparisons of these norms. Douglass did not treat health as a subject field, therefore no comparison was made.

The median teaching Load, Q_1 , and Q_3 , for all subjects compared favorably with the national norms. There were slight differences from the national norms in the medians of mixed load, home economics, and agriculture. Several other differences appeared that are worthy of mention. The most obvious differences occurring in Q_1 were found in agriculture, foreign language, science, and mixed load. In Q_3 , only commercial, foreign language, physical education, science, and social studies showed slight differences from the national norms.

Table 7 shows the number of respondents, mean, standard deviation, and range for each of the fourteen subject fields and also for all subjects. Douglass did not include these kinds of data with his tentative norms but the present author did include them in this study in a separate table for the purpose of consistency in comparisons made within the study.

Number and Per Cent of Teachers Having 30 or Fewer and 31 or More Teaching Load Units Per Week according to Size of School

An assignment of teaching load units per week in excess of 30 constitutes a violation of the accrediting

Subject Field	Number	Lower Quartile	Median	Upper Quartile	Quartile Deviation
Agriculture	103	28.0	32.8	37.9	4.94
Art	N* 31	$(30.8)^{-1}$ 25.9 (25.4)	(33.6) 29.8 (29.3)	(36.6) 31.3 (32.5)	2.69
Commercial	230	(25.4) 26.2 (25.5)	(29.3) 28.5 (28.3)	30.6 (31.3)	2.19
English	426	27.9	30.5 (30.7)	32.9 (36.8)	2.49
Foreign Language	46	24.9 (26.4)	27.5	30.3 (30.2)	2.68
Health	1	00.0	40.0 ()*	00.0	0.00
Home Economics	155	26.7 (26.5)	28.5 (29.4)	30.5 (32.2)	1.94
Industrial Arts	222	25.6 (25.4)	27.9 (28.2)	30.1 (31.4)	2.27
Mathematics	207	26.8 (25.4)	29.1 (29.6)	31.2 (34.1)	2.24
Music	103	26.7 (26.7)	30.1 (29.6)	33 .4 (31.2)	3.38
Physical Education	74	27.6 (27.6)	30.7 (30.3)	34.3 (35.0)	3.31
Science	162	28.0 (25.4)	30.7 (30.4)	33.8 (34.0)	2.86
Social Studies	203	27.1 (26.7)	30.5 (30.3)	33.0 (33.8)	2.99
Mixed Load	738	27.6 (29.1)	30.2 (31.3)	33.0 (33.7)	2.70
All Subjects	2701	27.0 (27.3)	29.7 (29.9)	32.5 (32.9)	2,74

OKLAHOMA NORMS OF TEACHING LOAD BY SUBJECT FIELD IN HIGH SCHOOLS IN TEACHING LOAD UNITS PER WEEK

*The numbers, median for health, and quartile deviations not listed by Douglass.

l Ibid.
Subject Field	Number	Mean	S.D.	Range
Agriculture	103	33.90	7.49	17-53
Art	31	29.65	4.39	23-46
Commercial	230	29.03	3.35	20-39
English	426	31.08	3.96	19-46
Foreign Language	46	28.04	3.86	14-37
Health	1	40.00		
Home Economics	155	29.00	3.36	15-37
Industrial Arts	222	28.61	4.01	14-45
Mathematics	207	29.53	3.22	21-38
Music	103	30.30	4.80	16-43
Physical Education	74	31.76	5.14	19-43
Science	162	31.31	4.16	19-44
Social Studies	203	30.92	4.81	15-46
Mixed Load	738	30.95	4.40	15-54
All Subjects	2701	30.46	4.45	14-54

TEACHING LOAD FOR TEACHERS ACCORDING TO SUBJECT FIELD

standards for teaching load. Table 8 shows the number and per cent of the teachers, according to size of school and sex of teacher, who were assigned fewer or more than the recommended teaching load units per week.

In Group I, the number and per cent of male teachers were larger in the group having 30 or fewer teaching load units. Only in Group III the number and per cent of female teachers were larger in the group having 31 or more teaching load units. Groups I and II had the highest number and per cent of teachers teaching with 30 or less teaching load units per week and Groups III and IV had the highest number and per cent of teachers teaching with 31 or more teaching load units per week. Male teachers tended to have a teaching load assignment in excess of the standards for accreditation.

As a whole, the number and per cent of teachers in all groups appeared to be nearly evenly distributed between those with 30 or less and those with 31 or more teaching load units per week. Of the 2,701 teachers included in the study, 1,260 reported teaching load assignments in excess of the accrediting standards. Table 8 shows the division of the teaching load units between those with 30 or less and those with 31 or more teaching load units per week.

Number and Per Cent of Teachers Having 30 or Fewer and 31 or More Teaching Load Units Per Week according to Type of School Organization

An assignment of teaching load units per week in

NUMBER AND PER CENT OF TEACHERS HAVING 30 OR FEWER AND 31 OR MORE TEACHING LOAD UNITS PER WEEK ACCORDING TO SEX AND SIZE OF SCHOOL

	Tea	aching Load W	Jnits Per	r Week	
Group and Sex	30	or Less	31	Total	
	No.	Per Cent	No.	Per Cent	No.
Group I:					
Male Female Total	223 187 410	61.77 63.82 62.69	138 106 244	38.23 36.18 37.31	361 293 654
Group II:					
Male Female Total	182 189 371	47.52 59.62 53.00	201 128 329	52.48 40.38 47.00	383 317 700
Group III:					
Male Female Total	83 75 158	47.98 46.30 47.16	90 87 177	52.02 53.70 52.84	173 162 335
Group IV:					
Male Female Total	200 302 502	45.77 52.52 49.60	237 273 510	54.23 47.48 50.40	437 575 1012
All Groups:					
Male Female Total	688 753 1441	50.81 55.90 53.35	666 594 1260	49.19 44.10 46.65	1354 1347 2701

excess of 30 constitutes a violation of the teaching load accrediting standard set by the State Department of Education and the North Central Association. Table 9 shows the number and per cent of the teachers, according to type of school organization, who were assigned fewer or more than the recommended teaching load units per week.

In the six-year high school, male, female, and all teachers with 31 or more teaching load units, 57.31 per cent of the total were in excess of the standards for teaching load. In the three-year high schools, the loads of 65.45 per cent of the female teachers were in compliance with the teaching load standard. As a whole, the number and per cent of all teachers violating the teaching load standard were 1,260 or 46.65 per cent.

Teaching Load for Teachers according to County

The counties were arranged from the most populous to the least populous in Table 10. Haskell county had the largest mean teaching load for male teachers and Harmon county the smallest. Ellis county with a mean teaching load of 33.25, and Harmon county with a mean teaching load of 27.20 were the extremes for female teachers. Haskell county, with a mean teaching load of 32.78, and Harmon county, with a mean teaching load of 27.33, were the extremes of both male and female teachers. Of particular interest is the difference in mean teaching loads of male, female, and

NUMBER AND PER CENT OF TEACHERS HAVING 30 OR FEWER AND 31 OR MORE TEACHING LOAD UNITS PER WEEK ACCORDING TO SEX AND TYPE OF SCHOOL ORGANIZATION

	Tea	Teaching Load Units Per Week						
Type of Organization and Sex	30	or Less	31	Total				
	No.	Per Cent	No.	Per Cent	No.			
Three-Year High School:								
Male Female Total	331 396 727	52.96 65.45 59.11	294 209 503	47.04 34.55 40.89	625 605 1230			
Four-Year High School:								
Male Female Total	223 196 419	53.73 53.70 53.72	192 169 361	46.27 46.30 46.28	415 365 780			
Six-Year High School:								
Male Female Total	134 161 295	42.68 42.71 42.69	180 216 396	57.32 57.29 57.31	314 377 691			
All High Schools:								
Male Female Total	688 753 1441	50.81 55.90 53.35	666 594 1260	49.19 44.10 46.65	1354 1347 2701			

MEAN TEACHING LOAD OF TEACHERS ACCORDING TO SEX AND COUNTY

County	Male	Female	Total
Oklahoma	32.45	32.29	32.36
Tulsa	29.40	27.91	28.60
Comanche	29.81	28.32	29.11
Kay	29.59	30.35	30.00
Garfield	30.61	29.49	30.04
Cleveland	32.60	30.54	31.43
Washington	29.88	29.75	29.82
Osage	30.29	29.50	29.96
Payne	30.65	31.37	31.00
Garvin	28.25	29.81	29.02
Pittsburg	30.56	30.38	30.47
	29.75	28.30	29.09
Leriore	30.00	28.50	29.41 21 01
	32.33	29.47	31.21
Beckham	30.87	20.20	30 33
Craio	32 39	30.39	31.39
Sequovah	31.78	31,50	31.73
Custer	33,10	30.73	31.98
Rogers	30,55	29.62	30.19
McClain	30,07	28.07	29.07
Kiowa	31.26	29.93	30.68
Wagoner	31.20	30.59	30.92
Pawnee	30.24	29.29	29.96
McIntosh	34.50	28.91	30.88
Murray	28.54	29.00	28.71
Delaware	30.25	29.24	29.83
Haskell	33.13	32.44	32.78
Woodward	30.00	30.47	30.24
lexas	32.34	21.12	30.20
Jefferson	32.38	32.20	32.33 20 50
Jonnston	29.13	27.02	20.00
Greer	27.47	29.30	29.40
Major Ellic	30.50	27.00	32 07
Dowoy	20.57	30 50	30.00
Tatimer	30 79	30.20	30.54
Harmon	27 45	27.20	27.33
Roger Mills	28.00	30,43	29.13
Cimarron	27.50	29.67	28.58

65

both male and female teachers in Oklahoma and Tulsa counties.

Population estimates for Oklahoma by counties can be found in Appendix B, where the mean teaching loads for all counties may be compared and where population estimates might be compared for favorable size patterns.

Summary

Teaching Load and Size of School

The mean teaching load units per week assigned to all of the teachers and the means for the other groups of teachers classified according to the size of the school in which they taught exhibited only slight differences. The mean teaching load of teachers in schools with student membership of 1 to 150 was less than the mean for all the teachers. The mean teaching load per week assigned to teachers in any one group of schools did not vary greatly from the mean for the entire group of 2,701 teachers.

Teaching Load according to Sex and Size of School

In each group the range in load of male teachers was greater than that for female teachers. In Group IV there were more female than male respondents, while among all of the 2,701 respondents there were approximately equal numbers of males and females.

Male teachers had a slightly higher mean load in each group than female teachers. This was true, also, for the median load where the difference was very slight.

Teaching Load and Type of School Organization

The mean teaching load was progressively larger, in order, from the three- through the four- to the six-year high school. The mean teaching loads in three-year and four-year high schools were less than the mean for all teachers in all schools studied. It will be noted that the median teaching load of teachers in the four-year high schools was exactly the same as the median for all of the teachers.

Teaching Load according to Sex and Type of School Organization

In each group the range of male teachers was greater than that for female teachers. Only in the six-year high school were there more female than male respondents; there were approximately equal numbers of male and female teachers within each group.

Male teachers had a slightly higher mean load in each type of school organization than the female teachers. This was also true for the median except in the four-year high schools where a difference of .07 was found in favor of the females. The total mean for each group was smallest to largest, in order, for the three-, four-, and six-year high schools.

Teaching Load according to Subject Field and Size of School

The mean teaching load varied with the subject field

taught. The mean teaching load per week assigned to teachers in any one group of schools classified according to size did not vary greatly from the mean of the entire group of 2,701 teachers. Male teachers appear to have had a slightly higher mean load in all groups than female teachers. Both male and female teachers in Group III had a slightly higher teaching load than their counterparts in the other groups. The highest mean teaching load was found among teachers of health, and, in order, to the lowest, among teachers of agriculture, physical education, science, English, mixed load, social studies, music, art, mathematics, commercial, home economics, industrial arts, and foreign language.

Male teachers of health, agriculture, physical education, English, science, mixed load, social studies, and music had a mean teaching load in excess of accrediting regulations. Female teachers of industrial arts, science, English, social studies, mixed load, and music had a mean teaching load likewise in excess of accrediting regulations.

Agriculture was taught exclusively by male teachers. Home economics was taught exclusively by female teachers. Art, foreign language, health, and physical education, if taught at all in Group I, were taught by teachers that have mixed loads. Health was mentioned by one male teacher in Group III as a separate subject field.

On the whole, such differences as were found among teachers of different subject fields in the whole group

studied were found within classifications according to the size of the schools.

Teaching Load in Oklahoma High Schools Compared with the National Norms

The median teaching load, Q_1 , and Q_3 , for 14 subject fields compared favorably with the national norms. There were slight differences from the national norms in the medians of mixed load, home economics, and agriculture. The most obvious differences occurring in Q_1 were found in agriculture, foreign language, science, and mixed load. In Q_3 , only commercial, foreign language, physical education, science, and social studies showed slight differences from the national norms. Douglass did not treat health as a subject field; therefore, no comparison was made.

Number and Per Cent of Teachers Having 30 or Fewer and 31 or More Teaching Load Units Per Week according to Size of School

Over half of the male teachers in Groups II, III, and IV had loads in excess of the teaching load standard set by the State Department of Education and the North Central Association. Of the female teachers in Group III, 53.7 per cent were in excess of the teaching load standards. Groups I and II had the highest number and per cent of teachers teaching with 30 or less teaching load units per week and Groups III and IV had the highest number and per cent of teachers teaching with 31 or more teaching load units per week.

As a whole, the number and per cent of teachers in all groups appeared to be nearly evenly distributed between those with 30 or less and those with 31 or more teaching load units per week. Of the 2,701 teachers included in the study, 1,260 reported teaching load assignments in excess of the accrediting standards.

Number and Per Cent of Teachers Having 30 or Fewer and 31 or More Teaching Load Units per Week according to Type of School Organization

In the six-year high schools male, female, and all teachers with 31 or more teaching load units, 57.31 per cent of the total violated the standards for teaching load. In the three-year high schools, 65.45 per cent were in compliance with these standards. As a whole, the number and per cent of all teachers violating the teaching load standard was 1,260 or 46.65 per cent. The six-year high schools most frequently violated the teaching load standard with the fourand three-year high schools following in that order.

Teaching Load for Teachers according to County

Haskell county had the largest mean teaching load for male teachers and Harmon county the smallest. Ellis county, with a mean teaching load of 33.25, and Harmon county, with a mean teaching load of 27.20, are the extremes for female teachers. Haskell county, with a mean teaching load of 32.78, and Harmon county, with a mean teaching load of 27.33, were the extremes of both male and female teachers.

CHAPTER IV

TEACHING FIELDS, PROFESSIONAL DEGREES, AND YEARS OF TEACHING EXPERIENCE

The term "teaching field" designates the particular subject or group of related subjects in the curriculum that a teacher chooses of his own accord, specializes in, and is best prepared to teach. The term "professional degree" designates the completion of a course of study for which a degree is bestowed by a college or university. The term "years of teaching experience" designates number of years a teacher has been engaged in the teaching profession.

Teaching field, professional degree, and years of teaching experience have a bearing on the teaching load of the teacher. It was deemed advisable to treat them in a separate chapter although they are closely related to activities and teaching load assignment. Teaching load assignments were discussed in Chapter III. A discussion of specially assigned and extracurricular loads appears in Chapter V.

Teaching field is presented in terms of number and per cent of male and female teachers in relation to size of the schools in which they teach, the type of school

organization in which they teach, and the years of their teaching experience. The data on teaching field loads are presented in terms of number of teaching load units per week. Data on professional degrees held are presented in terms of number and per cent of teachers according to years of teaching experience, size of the school, and type of school organization. The data on load in relation to professional degrees are presented in terms of number of teaching load units per week. The data on load in relation to years of teaching experience are presented in terms of size of school, type of school organization, and in the number of teaching load units per week.

Number and Per Cent of Teachers according to Teaching Field and Size of School

Table 11 shows that 2,306, or 85.38 per cent, were assigned teaching duties in their first teaching fields. Among the female teachers in schools with 1,001 and more students, 87.65 per cent were assigned to their first teaching fields and 81.47 per cent of the male teachers in the same group of schools were so assigned. The range for teachers assigned to their second teaching fields was from 14.20 per cent for female teachers in schools with 151 to 500 students, to 9.66 per cent for male teachers in the same class of schools. For schools of all sizes, only 2.95 per cent of male and 1.26 per cent of female teachers were teaching in their third teaching fields. Only 1.55 per cent of male and

TA	BLE	: 1	1

.

NUMBER	AND	PER	CENT	OF	TEAC	CHERS	ACC	CORDING	ΤO	SEX,
	TEAC	CHING	G FIEL	LD,	AND	SIZE	OF	SCHOOL		

Size of School	First	Field	Second	l Field	Third	Field	Other	Field	A11	Fields
and Sex of Teacher	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1-150:										
Male	314	86.98	37	10.25	7	1.94	3	0.83	361	55.20
Female	251	85 .67	37	12.63	3	1.02	2	0.68	293	44.80
Total	565	86.39	74	11.31	10	1.53	5	0.76	654	100.00
151-500:										
Male	331	86.42	37	9.66	13	3.40	2	0.52	383	54.71
Female	267	84.23	45	14.20	4	1.26	ī	0.31	317	45.29
Total	598	85.43	82	11.71	17	2.43	3	0.43	700	100.00
501-1000:										
Male	144	83.24	24	13.87	3	1.73	2	1.16	173	51.64
Female	139	85.80	21	12.96	2	1.24	0	0.00	162	48.36
Total	283	84.48	45	13.43	5	1.49	2	0.60	335	100.00
1001-Over:										
Male	356	81,47	50	11.44	17	3.89	14	3,20	437	43,18
Female	504	87.65	59	10.26	8	1.39	4	0.70	575	56.82
Total	860	84.98	109	10.77	25	2.47	18	1.78	1012	100.00
All School	s:									
Male	1145	84.57	148	10.93	40	2.95	21	1.55	1354	50,13
Female	1161	86.19	162	12.03	17	1.26	7	0.52	1347	49.87
Total	2306	85.38	310	11.48	57	2.11	28	1.04	2701	100.00

0.52 per cent of female teachers were in other fields where they had least preparation or specialization. It appears that, in general, teachers were assigned to their first teaching fields.

Number and Per Cent of Teachers according to Teaching Field and Type of School Organization

Table 12 shows that teachers in the three-, four-, and six-year high schools were, in general, assigned to their first teaching fields. The range was from 83.84 per cent for male teachers in the three-year high schools to 87.12 per cent for female teachers in the four-year high schools. The number and per cent of both male and female teachers decreased rapidly in all types of organization as to assignment from their first teaching field to their second, and to their third. Only three males, 0.72 per cent, and one female, 0.27 per cent, were assigned to teach in teaching fields other than their first, second, or third. This occurred in the four-year high schools.

Teaching Load for Teachers according to Teaching Field

Table 13 shows the mean teaching load for male and female teachers according to teaching fields. The highest mean load for male teachers, 31.08, was in the second teaching field and the lowest, 29.38, was in the third teaching field. The range in mean teaching load for female teachers was from 27.00 in "other teaching fields" to 30.12 in their

NUMBER AND PER CENT OF TEACHERS ACCORDING TO SEX, TEACHING FIELD, AND TYPE OF SCHOOL ORGANIZATION

Type of	First	: Field	Second	l Field	Third	d Field	Other	Field	A11	Fields
Organi- zation	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Three-Year										
Male	524	83.84	71	11.36	18	2.88	12	1.92	625	50.81
Female	518	85.62	77	12.73	7	1.16	3	0.49	605	49.19
Total	1042	84.72	148	12.03	25	2.03	15	1.22	1230	100.00
Four-Year:										
Male	353	85.06	45	10.84	14	3.37	3	0.72	415	53.21
Female	318	87.12	41	11.23	5	1.37	ĩ	0.27	365	46.79
Total	671	86.03	8 6	11.03	19	2.44	4	0.51	780	100.00
Six-Year:										
Male	268	85.35	32	10.19	8	2.55	6	1.91	314	45.44
Female	325	86.21	44	11.67	5	1,33	3	0.80	377	54.56
Total	593	85.82	76	11.00	13	1.88	9	1.30	691	100.00
A 11										
Schools:										
Male	1145	84.56	148	10.93	40	2.95	21	1.55	1354	50.13
Female	1161	86.19	162	12.03	17	1.26	7	0.52	1347	49.87
Total	2306	85.38	310	11.48	57	2.11	28	1.04	2701	100.00

Teaching Fields	Male	Female	Total
First	30.84	30.12	30,48
Second	31.08	30.06	30.63
Third	29.38	30.06	29.58
Other	30.14	27.00	29.36
Mean	30.82	30.09	30.46

MEAN TEACHING LOAD OF TEACHERS ACCORDING TO SEX AND TEACHING FIELD

first teaching fields. Of interest is the fact that all teachers teaching in their first and second teaching fields had loads in excess of accrediting regulations. The loads of those teaching in their third teaching fields or "other teaching fields" were in compliance with accrediting regulations.

Number and Per Cent of Teachers according to Teaching Field and Years of Teaching Experience

Table 14 shows the number and per cent of male and female teachers according to teaching field and years of teaching experience. Only six of the inexperienced male teachers were assigned to their third teaching field. Only one of the inexperienced female teachers was assigned to her third teaching field. None of the inexperienced teachers

Years of	First	First Field		l Field	Thir	d Field	Other Field		To	tal
Teaching Experience	М	F	М	F	М	F	м	F	M	F
0	81	79	11	9	6	1	0	0	98	89
1	78	69	8	4	0	1	0	0	86	74
2	66	42	12	7	Ō	1	ĩ	Ō	79	50
3	60	32	7	7	3	1	2	0	72	40
4	57	37	6	2	0	1	3	1	66	41
5	65	37	8	6	2	1	3	0	78	44
6	56	36	11	5	3	0	1	0	71	41
7	108	31	5	4	4	1	0	0	117	36
8	77	15	16	6	5	0	2	2	100	23
9	54	29	9	5	1	0	0	0	64	34
10	55	31	6	8	0	1	0	1	61	41
11	26	23	5	4	0	0	0	0	31	27
12	27	35	5	3	1	0	0	0	33	38
13	19	42	1	7	1	1	0	0	21	50
14	23	34	2	6	0	0	Ŏ	0	25	40
15	20	43	2	8	1	1	Ō	1	23	53
16	20	28	1	7	0	0	0	0	21	35
17	23	16	2	1	1	0	2	0	28	17
18	14	28	2	9	0	0	0	1	16	38
19	11	31	5	3	3	1	Ō	0	19	35
20	21	38	3	2	2	0	Ō	0	26	40
21	1.3	26	2	3	0	3	0	0	15	32
22	12	29	2	7	0	0	1	0	15	36
23	12	27	2	6	1	1	Ō	Ō	15	34
24	12	28	1	ĩ	ō	ō	Ō	Ō	13	20

FREQUENCY DISTRIBUTIONS AND TOTAL PER CENTS OF TEACHERS ACCORDING TO SEX, TEACHING FIELD, AND TEACHING EXPERIENCE

Years of	First	Field	Second	Field	Thir	d Field	Other	r Field	To	tal
Teaching • Experience	М	F	м	F	М	F	м	F	М	F
25	20	28	2	6	0	0	1	0	23	34
26	16	21	0	6	0	1	0	1	16	29
27	9	21	1	1	0	0	1	0	11	22
28	10	18	3	1	0	0	0	0	13	19
29	13	20	0	5	0	0	0	0	13	25
30	13	36	0	3	1	0	1	0	15	39
31	9	24	1	1	3	0	2	0	15	25
32	7	17	1	2	1	1	0	0	9	20
33	10	12	3	1	1	0	0	0	14	13
34	6	15	0	0	0	0	0	0	6	15
35	7	16	0	2	0	0	0	0	7	18
36	2	13	1	1	0	0	0	0	3	14
37	2	12	1	0	0	0	0	0	3	12
38	1	9	0	Ó	Ó	Ó	Ŏ	Ó	1	9
39	4	8	0	Ó	0	0	Ó	0	4	8
40	1	9	0	1	0	0	Ó	0	1	10
41	1	2	0	1	0	0	ĩ	Ō	2	3
42	ī	6	ĩ	ō	Õ	Ŏ	ō	ŏ	2	Ğ
43	2	4	ō	ĩ	Ŏ	Õ	ŏ	ŏ	$\overline{2}$	5
44	ō	Ó	Õ	ō	Õ	ō	ŏ	õ	ō	ō
45	ŏ	3	ŏ	õ	ŏ	ŏ	ŏ	ŏ	ŏ	3
46	ĭ	õ	ŏ	ŏ	ŏ	ŏ	ŏ	ŏ	ĩ	õ
47	ō	ĩ	Õ	õ	ŏ	Õ	ŏ	õ	ō	ĭ
Total Per Cent Field Total Per Cent	1145 84.57 23 85.	1161 86.19 06 38	148 10.93 31 11.	162 12.03 0 48	40 2.95 5 2.	17 1.26 7 11	21 1,55 1	7 .52 28 .04	1354 100 2	1347 100 701 100

TABLE 14--Continued

were assigned to "other teaching fields." It seems that the tendency was to assign the more experienced teachers to their first or second teaching fields. The number of teachers teaching out of their first teaching field decreased as the years of teaching experience increased. The range from the number assigned to their first teaching fields to those assigned to "other" fields was as follows: 2,306, or 85.38 per cent, were assigned to their first teaching fields; 310, or 11.48 per cent, were assigned to their second teaching fields; 57, or 2.11 per cent, to their third teaching fields; and only 28, or 1.04 per cent, to "other teaching fields."

Number and Per Cent of Teachers according to Degree Held and Years of Teaching Experience

Table 15 shows the number and per cent of male and female teachers according to highest degree held and years of teaching experience. It appears that beginning teachers met the requirements for the baccalaureate degree and while in the process of teaching acquired added degrees and added hours of college or university work. Six hundred twenty male teachers, or 45.79 per cent, and 561 female teachers, or 41.65 per cent, held masters' degrees. Only 19 male, or 1.40 per cent, and two female, or 0.15 per cent, teachers were teaching without a college degree. One male, or 0.07 per cent, and three female, or 0.22 per cent, teachers had doctors' degrees. The \$200.00 increment in pay per year

TA	BL	E	1	5

•

-

FREQUENCY	DISTRIBUTIONS	AND TOTAL	PER CENTS	OF TEACHERS	ACCORDING
-	TO SEX, DEGRE	E HELD, ANI	D TEACH ING	EXPERIENCE	

Years	Degree Held														
leacn ing		Non	8	Baco	calau	reate	Ma	aster	۱ _S	Do	ctor!	S	Total		
ience	М	F	T	М	F	Т	м	F	Т	М	F	T	М	F	Т
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	112202032010210000000000	000100010000000000000000000000000000000	1123020420102100000000000000000000000000	94 70 68 55 45 43 36 57 46 26 30 10 8 9 8 8 7 8 7 5 10 5 3 7	84 72 43 36 37 29 18 29 12 29 12 37 23 4 10 13 5 65 18 15	178 142 111 89 81 80 68 86 64 48 54 29 32 46 31 42 21 18 20 20 26 20 21 22	3 15 9 15 21 33 35 55 52 38 30 21 23 11 17 15 14 20 9 14 16 10 12 7	5 2 7 5 4 7 9 6 5 2 7 5 4 7 9 6 5 2 12 8 14 13 17 9 20 24 17 17 19	8 17 16 20 25 40 44 61 57 50 46 29 37 24 34 34 35 27 34 34 27 29 26		000010000000000000000000000000000000000	000010010000000000000000000000000000000	98 86 79 72 66 78 71 117 100 64 61 31 33 21 25 23 21 28 16 19 26 15 15	89 74 50 40 41 44 41 36 23 41 23 50 40 53 57 85 40 23 41 23 85 40 53 57 85 40 23 41 23 85 40 23 41 23 85 40 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 41 23 50 40 41 44 41 23 34 41 23 50 40 50 40 41 44 41 36 23 41 23 50 40 50 50 40 50 50 40 50 50 50 50 50 50 50 50 50 50 50 50 50	$\begin{array}{c} 187\\ 160\\ 129\\ 112\\ 107\\ 122\\ 153\\ 123\\ 98\\ 102\\ 58\\ 71\\ 71\\ 65\\ 76\\ 56\\ 45\\ 54\\ 66\\ 47\\ 51\\ 49\end{array}$

Years						Degr	ee Hel	d							
ing		Non	e	Bac	calau:	reate	Ма	ster	's	Do	ctor'	S		Tot	al
ience	M	F	T	М	F	Т	М	F	Т	М	F	T	— м	F	
25	. 0	0	0	9	12	21	14	22	36	0	0	0	23	34	5
26	0	0	0	5	8	13	11	21	32	0	0	0	16	29	4
27	0	Ō	Ō	4	6	10	7	16	23	Ó	Ō	Ó	11	22	3
28	Ō	Ō	Ō	4	6	10	9	13	22	Õ	Ŏ	Ō	13	19	3
29	0	0	0	2	5	7	11	20	31	0	0	0	13	25	3
30	0	0	0	6	10	16	9	29	38	0	0	0	15	39	5
31	0	0	0	3	3	6	12	22	34	0	0	0	15	25	4
32	1	0	1	3	7	10	5	13	18	0	0	0	9	20	29
33	0	0	0	3	3	6	11	10	21	0	0	0	14	13	2
34	0	0	0	1	4	5	5	11	16	0	0	0	6	15	2.
35	0	0	0	1	5	6	6	13	19	<u>\</u> 0	0	0	7	18	2!
36	0	0	0	1	6	7	2	8	10	0	0	0	3	14	1.
37	0	0	0	0	2	2	3	10	13	0	0	0	3	12	19
38	0	0	0	0	2	2	1	7	8	0	0	0	1	9	10
39	0	0	0	1	0	1	3	8	11	0	0	0	4	8	12
40	0	0	0	0	4	4	1	6	7	0	0	0	1	10	1.
41	0	0	0	0	2	2	2	1	3	0	0	0	2	3	Ę
42	0	0	0	1	1	2	1	5	6	0	0	0	2	6	8
43	0	0	0	1	0	1	1	5	6	0	0	0	2	5	-
44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	(
45	0	0	0	0	1	Ť	0	2	2	0	0	0	0	3	
46	0	0	0	I	0	1	0	0	0	0	0	0	1	0	_
<u>4/</u> Totol	10	2	21	712	701	1404	620	<u> </u>	<u> </u>	<u> </u>	2		1254	1247	270
Per	13	2	41	/13	101	1474	020	001	TTOT	T .	3	4	1304	1347	210
Cent	1.40	.15	.78	52.66	57.98	3 55.31	45.79	41.0	65 43.	72.07	.22	.15	100	100	100

TABLE 15--Continued

•

,

provided for in the law and more rigid certification requirements could account for the high number and per cent of male and female teachers acquiring the master's degree.

Number and Per Cent of Teachers according to Degrees Held and Size of School

Table 16 shows the number and per cent of male and female teachers according to degree held and size of school in which they taught. The number and per cent of male teachers with baccalaureate degrees only, in the schools with 1 to 150 and 151 to 500 students, exceeded the number and per cent of teachers with master's degrees. The reverse was true in the schools with 501 to 1,000, and 1,001 and more students. Only in the schools with 1,001 and more students were there more female teachers holding master's than baccalaureate degrees. For all the teachers it appears that the larger the school the higher the number and percentage of teachers who had master's degrees. Also, the schools with 501 and more students had the teachers teaching without any degree.

Number and Per Cent of Teachers according to Degrees Held and Type of School Organization

Table 17 shows the number and per cent of male and female teachers according to degree held and type of school organization in which they taught. For both male and female teachers the baccalaureate degree was prevalent in each type of school organization. Only in the three-year high school

NUMBER	AND PE	R CENT	OF TH	ACHERS	AC	CORDING
TO SEX	(, DEGR	EE HEL	D, ANI) SIZE	OF	SCHOOL

	No	one	Baccal	laureate	Ma	ster's	Doc	tor's	Ot	her	A11 I	Degrees
Size of School	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
l-150: Male Female Total	0 0 0	0.00 0.00 0.00	234 212 446	64.82 72.35 68.20	127 81 208	35.18 27.65 31.80	0 0 0	0.00 0.00 0.00	0 0 0	0.00 0.00 0.00	361 293 654	55.20 44.80 100.00
151-500: Male Female Total	3 0 3	0.78 0.00 0.43	220 214 434	57.44 67.51 62.00	160 103 263	41.78 32.49 37.57	0 0 0	0.00 0.00 0.00	0 0 0	0.00 0.00 0.00	383 317 700	54.71 45.29 100.00
501-1000: Male Female Total	3 1 4	1.73 0.62 1.19	72 83 155	41.62 51.23 46.27	98 76 174	56.65 46.91 51.94	0 2 2	0.00 1.23 0.60	0 0 0	0.00 0.00 0.00	173 162 335	51.64 48.36 100.00
1001-Over: Male Female Total	13 1 14	2.97 0.17 1.38	187 272 459	42.79 47.30 45.36	235 301 536	53.78 52.35 52.96	1 1 2	0.23 0.17 0.20	1 0 1	0.23 0.00 0.10	437 575 1012	43.18 56.82 100.00
All Schools: Male Female Total	19 2 21	1.40 0.15 0.78	713 781 1494	52.66 57.98 55.31	620 561 1181	45.79 41.65 43.72	1 3 4	0.07 0.22 0.15	1 0 1	0.07 0.00 0.04	1354 1347 2701	50.13 49.87 100.00

•

NUMBER AND PER CENT OF TEACHERS ACCORDING TO SEX DEGREE HELD, AND TYPE OF SCHOOL ORGANIZATION

	No	None		Baccalaureate		Master's		Doctor's		Other		All Degrees		
Type of Organization	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
Three-Year: Male Female Total	12 2 14	1.92 0.33 1.14	299 310 609	47.84 51.24 49.51	313 291 604	50.08 48.10 49.11	1 2 3	0.16 0.33 0.24	0 0 0	0.00 0.00 0.00	625 605 1230	50.81 49.19 100.00		
Four-Year: Male Female Total	2 0 2	0.48 0.00 0.26	248 239 487	59.76 65.48 62.44	165 125 290	39.76 34.25 37.18	0 1 1	0.00 0.27 0.13	0 0 0	0.00 0.00 0.00	415 365 780	53.21 46.79 100.00		
Six-Year: Male Female Total	5 0 5	1.59 0.00 0.72	166 232 398	52.87 61.54 57.60	142 145 287	45.22 38.46 41.53	0 0 0	0.00 0.00 0.00	1 0 1	0.32 0.00 0.14	314 377 691	45.44 54.56 100.00		
All Schools: Male Female Total	19 2 21	1.40 0.15 0.78	713 781 1494	52.66 57.98 55.31	620 561 1181	45.79 41.65 43.72	1 3 4	0.07 0.22 0.15	1 0 1	0.07 0.00 0.04	1354 1347 2701	50.13 49.87 100.00		

was there a higher percentage of male teachers with master's degrees than with baccalaureate degrees. Two female teachers in the three-year high school held no degrees. One male teacher, in a three-year high school, had a doctor's degree. Two female teachers in the three-year high schools and one in the four-year high schools had doctor's degrees. The three-year high schools had the majority of the teachers teaching without any degree.

<u>Teaching Load of Teachers according to Highest</u> <u>Degree Held and Size of School</u>

Table 18 shows the means of the teaching loads of male and of female teachers according to highest degree held and size of school in which they taught. The mean for male teachers with the baccalaureate degree was slightly higher than the mean for male teachers with the master's degree in each size of school and for all the schools. The mean loads for female teachers with the baccalaureate degree was slightly higher than the mean for female teachers with the master's degree in only the schools with 1,001 and more students. It should be noted that teachers with no degree were assigned teaching loads within the standards set by the accrediting association and the state department. The teachers with the doctor's degree appeared to have been assigned slightly heavier loads.

MEAN TEACHING LOAD OF TEACHERS ACCORDING TO SEX, HIGHEST DEGREE HELD, AND SIZE OF SCHOOL

Size of		High	est Degree	Held		All
School	None	Baccalaureate	Master's	Doctor's	Other	Degrees
1-150:						
Male	-	30.13	29.92	-	-	30.06
Female	-	29.30	29.96	-	-	29.48
Total	-	29.74	29.94	-	-	29.80
151-500:						
Male	31.33	31.34	30.75	-	-	31.09
Female	-	29.57	30.27	-	-	29.80
Total	31.33	30.47	30,56	-	-	30.51
501-1000:						
Male	30.00	31.90	30.78	-	-	31.23
Female	31.00	30.72	30.93	31.00	-	30.83
Total	30.25	31.27	30.84	31.00	-	31.04
1001-Over:						
Male	27.54	31.80	30.64	35.00	24.00	31.04
Female	29.00	30,47	30,28	28.00		30.36
Total	27.64	31.01	30.44	31,50	24.00	30.65
All Schools:						
Male	28.53	31.12	30.54	35.00	24.00	30,82
Female	30.00	29.93	30.32	30.00		30.09
Total	28.67	30.50	30.44	31,25	24.00	30.46

Teaching Load of Teachers according to Highest Degree Held and Type of School Organization

Table 19 shows the means of the teaching loads of male and of female teachers according to highest degree held and type of school organization in which they taught. The means for male teachers with the baccalaureate degree and female teachers with the master's degree were slightly higher than those for male teachers with the master's degree and female teachers with the baccalaureate degree in the three-, four-, and six-year high schools and in all the schools. Teachers with the baccalaureate degree, as a group, had a slightly higher teaching load than teachers with the master's degree. Teachers in the four-year high school had a slightly higher teaching load than teachers in the six-year and three-year high schools, in that order. It appeared that female teachers in the three-year high school were the only ones with teaching loads in excess of the standards of the State Department of Education and the North Central Association.

<u>Teaching Load for Teachers according to the</u> <u>Size of School and Teaching Experience</u>

Table 20 shows the mean teaching load for male and female teachers according to the size of school in which they taught and the years of teaching experience. Inexperienced teachers were teachers in their first year of teaching. The experienced teachers had taught one or more years. It is noted that the mean teaching load for inexperienced

MEAN TEACHING LOAD OF TEACHERS ACCORDING TO SEX, HIGHEST DEGREE HELD, AND TYPE OF SCHOOL ORGANIZATION

Type of		Highest Degree Held								
Organization	None	Baccalaureate	Master's	Doctor's	Other	Degrees				
Three-Year: Male Female Total	29.00 30.00 29.14	30.89 29.36 30.11	30.67 29.40 30.06	35,00 31,00 32,33		30.75 29.39 30.08				
Four-Year: Male Female Total	30.00	30.77 29.82 30.30	30.25 31.26 30.69	28.00 28.00	- -	30.56 30.31 30.44				
Six-Year Male Female Total	26.80 26.80	32.05 30.81 31.33	30.59 31.35 30.98	- -	24.00 24.00	31.28 31.02 31.14				
All Schools: Male Female Total	28,53 30.00 28,67	31.12 29.93 30.50	30.54 30.32 30.44	35.00 30.00 31.25	24.00 24.00	30.82 30.09 30.46				

MEAN TEACHING LOAD OF TEACHERS ACCORDING TO SEX, SIZE OF SCHOOL, AND TEACHING EXPERIENCE

Group	Ir	nexperiend	ced		E	xperienc	ed
by Sex	No.	Mean	S.D.		No.	Mean	S.D.
Group I:							
Male Female Total	28 19 47	28.64 29.47 28.98	3.84 2.68 3.41		333 274 607	30.18 29.48 29.86	5.06 3.55 4.48
Group II:							
Male Female Total	36 23 59	30.75 27.74 29.58	5.85 2.41 2.21		347 294 641	31.13 29.96 30.59	5.12 3.73 5.00
Group III:							
Male Female Total	8 7 15	32.00 30.14 31.13	4.56 2.45 3.85		165 155 320	31.19 30.86 31.03	5.36 3.38 4.51
Group IV:							
Male Fe ma le Total	26 40 66	31.88 31.23 31.48	5.37 3.75 4.51		411 535 946	30.98 30.30 30.60	4.89 3.87 4.32
All Groups:				•			
Male Female Total	98 89 187	30.55 29.87 30.22	5.27 3.42 4.54		1256 1258 2514	30.84 30.11 30.47	5.06 3.74 4.49

male teachers in schools with 1 to 150 and 151 to 500 students was slightly higher than that of the experienced male teachers in the two groups. The reverse was true in schools with 501 to 1,000 and 1,001 and more students. The mean for inexperienced female teachers in schools with 1,001 and more students was slightly higher than that for experienced female teachers. The reverse is true in schools of other sizes. It appeared that inexperienced teachers in all groups had a slightly lower teaching load than experienced teachers in all groups.

Teaching Load for Teachers according to the Type of School Organization and Teaching Experience

Table 21 shows the mean teaching load for male and female teachers according to the type of school organization in which they taught and the years of teaching experience. Inexperienced teachers were teachers in their first year of teaching. The experienced teachers had taught one or more years. It is noted that inexperienced male and female teachers in the three-year high schools had slightly higher mean teaching load assignments than the experienced teachers in these schools. It is noted, further, that inexperienced teachers in all high schools had slightly lower mean teaching loads than experienced teachers in all schools.

<u>Teaching Load for Teachers according to</u> <u>Years of Teaching Experience</u>

Table 22 shows the means of the teaching loads for

MEAN TEACHING LOAD OF TEACHERS ACCORDING TO SEX, TYPE OF SCHOOL ORGANIZATION, AND TEACHING EXPERIENCE

Type of	Iı	nexperien	ced	 Experienced				
Organization and Sex	No.	Mean	S.D.	No.	Mean	S.D.		
Three-Year:								
Male Female Total	43 29 72	31.42 29.93 30.82	3.93 2.42 3.48	582 576 1158	30.70 29.36 30.04	5.20 3.28 4.36		
Four-Year:								
M ale Female Total	31 26 57	29.19 28.77 29.00	3.86 2.92 3.45	384 339 723	30.67 30.42 30.55	4.95 3.86 4.50		
Six-Year:								
Male Female Total	24 34 58	30.79 30.65 30.69	7.76 4.26 6.05	290 343 633	31.33 31.06 31.18	4.96 4.09 4.54		
All Schools:								
Male Female Total	98 89 187	30.55 29.87 30.22	5.27 3.42 4.54	1256 1258 2514	30.84 30.11 30.47	5.06 3.74 4.49		

_

Years of Teaching Experienc	Male e	Female	Total	Years of Teaching Experience	Male	Female	Total
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23	30.55 31.88 30.75 31.86 31.74 31.33 31.13 31.57 30.59 30.58 30.48 32.03 30.94 30.67 30.12 30.30 32.05 28.61 31.81 28.74 31.27 30.87 28.93 28.60	29.87 30.27 29.90 30.38 29.88 29.45 29.41 29.64 29.91 30.12 29.00 29.26 29.16 29.24 29.65 29.83 30.09 28.53 29.89 30.71 30.70 30.81 30.22 30.29	30.22 31.14 30.42 30.69 31.03 30.66 30.50 31.12 30.46 30.42 29.88 30.74 29.99 29.66 29.83 29.97 30.82 28.58 30.46 30.02 30.92 30.83 29.84 29.78	24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 45 46 47	30.92 29.52 31.50 30.36 31.15 29.23 30.27 29.60 29.67 30.07 29.33 30.14 31.00 29.33 35.00 28.00 30.00 31.50 25.50 31.50 32.00	30.86 31.15 31.76 30.05 30.42 31.40 30.69 31.92 30.00 30.85 30.40 30.94 28.14 29.58 30.78 32.00 30.30 31.00 31.00 31.00 31.00 25.33 27.00	30.88 30.49 31.67 30.15 30.72 30.66 30.57 31.05 29.90 30.44 30.10 30.72 28.65 29.53 31.20 30.67 30.27 31.20 29.63 30.57 25.33 32.00 27.00
				Total Mean	30,82	30.09	30.46
				S.D.	5.07	3.75	4.45

MEAN TEACHING LOAD OF TEACHERS ACCORDING TO SEX AND TEACHING EXPERIENCE

male and for female teachers according to years of teaching experience. The highest mean teaching load for male teachers was 35.00. In this group each had had thirty-eight years of

Ň

teaching experience. The lowest mean for males was 25.50. The years of experience for these were forty-two. For female teachers the highest mean teaching load was 32.00. In this group each had had thirty-nine years of teaching experience. The lowest mean for female teachers was 25.33, for those with forty-five years of teaching experience. There were very slight differences in the mean loads of male, female, and all teachers.

Summary

The purpose of the chapter was to discover the relationships between teaching fields, professional degrees, and years of teaching experience and the teaching load of the teacher. It was deemed advisable to treat them in the same chapter so that such relationships as existed could be seen clearly.

Number and Per Cent of Teachers according to Teaching Field and Size of School

Among the female teachers in schools with 1,001 and more students, 87.65 per cent were assigned to their first teaching fields and 81.47 per cent of the male teachers in the same group of schools were so assigned. The range for teachers assigned to their second teaching fields was from 14.20 per cent for female teachers in schools with 151 to 500 students, to 9.66 per cent for male teachers in the same class of schools. For schools of all sizes, only 2.95 per

cent of male and 1.26 per cent of female teachers were teaching in their third teaching fields. Only 1.55 per cent of male and 0.52 per cent of female teachers were in other fields where they had least preparation or specialization.

Number and Per Cent of Teachers according to Teaching Field and Type of School Organization

Teachers in the three-, four-, and six-year high schools were, in general, assigned to their first teaching fields. The range was from 83.84 per cent for male teachers in the three-year high schools to 87.12 per cent for female teachers in the four-year high schools. The number and per cent of both male and female teachers decreased rapidly in all types of organization as to assignment from their first teaching field to their second, and to their third. Only three males, 0.72 per cent, and one female, 0.27 per cent, were assigned to teach in teaching fields other than their first, second, or third. This occurred in the four-year high schools.

Teaching Load for Teachers according to Teaching Field

The highest mean load for male teachers, 31.08, was in the second teaching field and the lowest, 29.38, was in the third teaching field. The range in mean teaching load for female teachers was from 27.00 in "other teaching fields" to 30.12 in their first teaching fields. All teachers

teaching in their first and second teaching fields had loads in excess of accrediting regulations. The loads of those teaching in their third teaching fields or "other teaching fields" were in compliance with accrediting regulations.

Number and Per Cent of Teachers according to Teaching Field and Years of Teaching Experience

Only seven inexperienced teachers were assigned to their third teaching field. None of them were assigned to "other teaching fields." It appears that the tendency was to assign the more experienced teachers to their first or second teaching fields. The number of teachers teaching out of their first teaching field decreased as the years of teaching experience increased.

Number and Per Cent of Teachers according to Degree Held and Years of Teaching Experience

Beginning teachers met the requirements for the baccalaureate degree and while in the process of teaching acquired added degrees and added hours of college or university work. Six hundred and twenty male teachers, or 45.79 per cent, and 561 female teachers, or 41.65 per cent, held master's degrees. Only 19 male, or 1.40 per cent, and two female, or 0.15 per cent, teachers were teaching without a college degree. One male, or 0.07 per cent, and three female, or 0.22 per cent, teachers had doctor's degrees.
Number and Per Cent of Teachers according to Degree Held and Size of School

The number and per cent of male teachers with baccalaureate degrees, only, in the schools with 1 to 150 and 151 to 500 students, exceeded the number and per cent of teachers with master's degrees. The reverse was true in the schools with 501 to 1,000, and 1,001 and more students. Only in the schools with 1,001 and more students were there more female teachers holding master's than baccalaureate degrees. For all the teachers it appears that the larger the school, the higher the number and percentage of teachers who had master's degrees. The schools with 501 and more students had the teachers holding the doctor's degree and the majority of the teachers teaching without any degree.

Number and Per Cent of Teachers according to Degrees Held and Type of School Organization

For both male and female teachers the baccalaureate degree was prevalent in each type of school organization. Only in the three-year high school was there a higher percentage of male teachers with master's degrees than with baccalaureate degrees. For female teachers the baccalaureate degree was prevalent in each type of school organization.

Teaching Load of Teachers according to Highest Degree Held and Size of School

The mean for male teachers with the baccalaureate degree was slightly higher than the mean for male teachers

with the master's degree in each size of school and for all the schools. The mean loads for female teachers with the baccalaureate degree was slightly higher than the mean for female teachers with the master's degree in only the schools with 1,001 and more students. Teachers with no degree were assigned teaching loads within the standards set by the accrediting association and the State Department of Education. The teachers with the doctor's degree were assigned slightly heavier loads.

Teaching Load of Teachers according to Highest Degree Held and Type of School Organization

The mean loads for male teachers with the baccalaureate degree and female teachers with the master's degree were slightly higher than those for male teachers with the master's degree and female teachers with the baccalaureate degree in the three-, four-, and six-year high schools and in all the schools. Teachers with the baccalaureate degree, as a group, had a slightly higher teaching load than teachers with the master's degree. Teachers in the six-year high school had a slightly higher teaching load than teachers in the four-year and three-year high schools, in that order.

Teaching Load for Teachers according to the Size of School and Teaching Experience

The mean teaching load for inexperienced male teachers in schools with 1 to 150 and 151 to 500 students was

slightly higher than that of the experienced male teachers in the two groups. The reverse was true in schools with 501 to 1,000 and 1,001 and more students. The mean for inexperienced female teachers in schools with 1,001 and more students was slightly higher than that for experienced female teachers. The reverse was true in schools of other sizes. Inexperienced teachers in all groups had a slightly lower teaching load than experienced teachers in all groups.

Teaching Load for Teachers according to the Type of School Organization and Teaching Experience

Inexperienced male and female teachers in the threeyear high schools had slightly higher mean teaching load assignments than the experienced teachers in these schools. Inexperienced teachers in all high schools had slightly lower mean teaching loads than experienced teachers in all schools.

Teaching Load for Teachers according to Years of Teaching Experience

The highest mean teaching load for male teachers was 35.00. In this group each had had thirty-eight years of teaching experience. The lowest mean for males was 25.50. The years of experience for these were forty-two. For female teachers the highest mean teaching load was 32.00. In this group each had had thirty-nine years of teaching experience. The lowest mean for female teachers was 25.33, for those with forty-five years of teaching experience.

CHAPTER V

SPECIALLY ASSIGNED AND EXTRACURRICULAR LOAD

On the teaching load report form the respondents recorded activity assignments within the school day and activity assignments without or beyond the school day. The teachers reported a large variety of such activity assignments. From this cumulative listing of activities a convenient classification of activities was prepared. The activities were grouped under nine headings: athletics, clubs, committees, dramatics, administrative duties, musical activities, publications, programs, and miscellaneous activities. A complete list of activities appears in Appendix D.

This chapter presents the data on the activity assignments of teachers according to the size of school and the type of school organization in which they taught, subject field, additional compensation, and accrediting regulations.

Number and Per Cent of Teachers according to the Size of School and the Kinds of Activities to Which They Were Assigned

The order of frequency of mention of activity assignments can be found in Table 23. The activities mentioned by

NUMBER AND PER CENT OF TEACHERS ACCO SIZE OF SCHOOL, AND ACTIVITY ASS

Group by Sex	Athle	etics	Clu	ubs	Comm	ittees	Dra	matics	A Du	dm. ties	Mu
by Sex	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	Nc
Group I: Male Female Total	154 7 161	35.57 17.50 34.04	66 90 156	19.64 16.25 17.53	5 12 17	9.26 7.36 7.83	15 47 62	30.61 38.84 36.47	196 155 351	35.83 26.18 30.82	122
Group II: Male Female Total	123 4 127	28.41 10.00 26.85	79 127 206	23.51 22.92 23.15	6 15 21	11.11 9.20 9.68	15 40 55	30.61 33.06 32.35	177 179 356	32.36 30.24 31.26	3
Group III: Male Female Total	55 5 60	12.70 12.50 12.68	50 96 146	14.88 17.33 16.40	2 11 13	3.70 6.75 5.99	4 12 16	8.16 9.92 9.41	60 89 149	10.97 15.03 13.08	נ
Group IV: Male Female Total	101 24 125	23.33 60.00 26.43	141 241 382	41.96 43.50 42.92	41 125 166	75.93 76.69 76.50	15 22 37	30.61 18.18 21.76	114 169 283	20.84 28.55 24.85	
All Groups: Male Female Total	433 40 473	100 100 100	336 554 890	100 100 100	54 163 217	100 100 100	49 121 170	100 100 100	547 592 1139	100 100 100	1

CENT OF TEACHERS ACCORDING TO SEX, NOOL, AND ACTIVITY ASSIGNMENTS

<u>~</u>.

atics	Ac Dut	lm. ties	Musi	ical	Pul cat:	oli- ions	Prog	grams	Misc lane	cel- eous	Activ	All vities
Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
30.61	196	35.83	11	14.29	12	30.77	39	29.32	239	30.68	737	30.12
38.84	155	26.18	13	35.14	45	39.13	57	33.33	221	24.45	647	23.99
36.47	351	30.82	24	21.05	57	37.01	96	31.58	460	27.33	1384	26.91
30.61	177	32.36	35	45.45	10	25.64	54	40.60	195	25.03	694	28.36
33.06	179	30.24	9	24.32	42	36.52	36	21.05	195	21.57	647	23.99
32.35	356	31.26	44	38.60	52	33.77	90	29.61	390	23.17	1341	26.07
8.16	60	10.97	11	14.29	11	28.21	12	9.02	84	10.78	289	11.81
9.92	89	15.03	6	16.22	8	6.96	21	12.28	104	11.50	352	13.05
9.41	149	13.08	17	14.91	19	12.34	33	10.86	188	11.17	641	12.46
30.61	114	20.84	20	25.97	6	15.38	28	21.05	261	33.50	727	29.71
18.18	169	28.55	9	24.32	20	17.39	57	33.33	384	42.48	1051	38.97
21.76	283	24.85	29	25.44	26	16.88	85	27.96	645	38.32	1778	34.56
100	547	100	77	100	39	100	133	100	779	100	2447	100
100	592	100	37	100	115	100	171	100	904	100	2697	100
100	1139	100	114	100	154	100	304	100	1683	100	5144	100

all respondents, arranged in this order, were: miscellaneous activities, administrative duties, clubs, athletics, programs, committees, dramatics, publications, and musical activities. The activities listed by male respondents, arranged in order of frequency of mention, were: miscellaneous activities, administrative duties, athletics, clubs, programs, musical activities, committees, dramatics, and publications. For the female teachers, the activities mentioned were: miscellaneous activities, administrative duties, clubs, programs, committees, dramatics, publications, athletics, and musical activities. The number and per cent of all teachers who had activity assignments were smaller in the schools with 501 to 1,000 students than in the other three sizes of schools. Teachers in schools with 1,001 and more students had more club assignments than the smaller schools. Three out of four teachers that mentioned committees were in the schools with 1,001 and more students. Teachers in the schools with 1 to 150 and 151 to 500 students had administrative duties assigned to them more often than the teachers of the other size schools. Male teachers in the schools with 151 to 500 students had the highest number of musical assignments.

Number and Per Cent of Teachers according to Type of School Organization and the Kinds of Activities to Which They Were Assigned

Table 24 shows that the number and per cent of all teachers who had assignments to athletics, clubs, dramatics, administrative duties, publications, programs, and miscellan-

NUMBER AND PER CENT OF TEACHERS ACCORDIN SCHOOL ORGANIZATION, AND ACTIVITY

Type of	Athl	etics	C.	lubs	Comm	ittees	Drai	matics	A Du	dm. ties	Mus
Organization	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No
Three-Year High School Male Female Total	193 19 212	44.57 47.50 44.82	148 243 391	44.05 43.86 43.93	26 61 87	48.15 37.42 40.09	24 54 78	48.98 44.63 45.88	233 272 505	42.60 45.95 44.34	35 14 45
Four-Year High School Male Female Total	158 5 163	36.49 12.50 34.46	98 153 251	29.17 27.62 28.20	8 35 43	14.81 21.47 19.82	18 47 65	36.73 38.84 38.24	216 174 390	39.49 29.39 34.24	16 11 21
Six-Year High School Male Female Total	82 16 98	18.94 40.00 20.72	90 158 248	26.79 28.52 27.87	20 67 87	37.04 41.10 40.09	7 20 27	14.29 16.53 15.88	98 146 244	17.92 24.66 21.42	26 13 38
All High Schools Male Female Total	433 40 473	100 100 100	336 554 890	100 100 100	54 163 217	100 100 100	49 121 170	100 100 100	547 592 1139	100 100 100	7 3 11

TABLE	24
-------	----

NT OF TEACHERS ACCORDING TO SEX, TYPE OF NIZATION, AND ACTIVITY ASSIGNMENTS

rai	matics	Ad Du	dm. ties	Mus	ical	Pul cat:	bli- ions	Prog	grams	Mis lan	cel- eous	Activ	All vities
þ.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
24	48.98	233	42.60	35	45.45	22	56.41	59	44.36	332	42.62	1072	43.81
54	44.63	272	45.95	14	37.84	55	47.83	80	46.78	388	42.92	1186	43.97
78	45.88	505	44.34	49	42.98	77	50.00	139	45.72	720	42.78	2258	43.90
18	36.73	216	39.49	16	20.78	12	30.77	41	30.83	271	34.79	838	34.25
47	38.84	174	29.39	11	29.73	49	42.61	59	34.50	275	30.42	808	29.96
55	38.24	390	34.24	27	23.68	61	39.61	100	32.89	546	32.44	1646	32.00
7	14.29	98	17.92	26	33.77	5	12.82	33	24.81	176	22.59	537	21.95
20	16.53	146	24.66	12	32.43	11	9.57	32	18.71	241	26.66	703	26.07
27	15.88	244	21.42	38	33.33	16	10.39	65	21.38	417	24.78	1240	24.11
910	100	547	100	77	100	39	100	133	100	779	100	2447	100
	100	592	100	37	100	115	100	171	100	904	100	2697	100
	100	1139	100	114	100	154	100	304	100	1683	100	5144	100

eous activities were greatest in the three-, next in the four-, and least in the six-year schools. The exceptions were assignments to committees and musical activities. These were greatest for all teachers in the three-, six-, and four-year schools in this order. Eighty-seven, or 40.09 per cent, of the teachers that were assigned committees were in both the three- and six-year high schools.

Number and Per Cent of Teachers according to Subject Field and the Kinds of Activities to Which They Were Assigned

Table 25 shows the number and per cent of male and female teachers according to subject field and the kinds of activities to which they were assigned.

Activity Assignments of Teachers of Agriculture

For male teachers of agriculture, it appeared that only male teachers taught agriculture in Oklahoma, the most frequently mentioned assignments were, in the following order, programs, clubs, administrative duties, dramatics, committees, miscellaneous, publications, musical activities, and athletics.

Activity Assignments of Teachers of Art

For male teachers of art the most frequently mentioned activity assignments were, in the following order, publications, programs, clubs, administrative duties, miscellaneous activities, and athletics. Committees, dramatics,

NUMBER AND PER CENT OF TEACHERS ACCORDIN FIELD, AND THE KINDS OF ACTIVITY A

Subject	Athl	etics	C	lubs	Comm	ittees	Dram	atics	Ac Dut	dm. zies	Mu
Field	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No
Agriculture [†] Male Total	* 3 3	0.69 0.63	78 78	23.21 8.76	5 5	9.26 2.30	5 5	10.20 2.94	70 70	12.80 6.15	
Art Male Female Total	1 0 1	0.23 0.00 0.21	2 14 16	0.60 2.53 1.80	0 5 5	0.00 3.07 2.30	0 0 0	0.00 0.00 0.00	3 9 12	0.55 1.52 1.05	
Commercial Male Female Total	8 2 10	1.85 5.00 2.11	10 56 66	2.98 10.11 7.42	3 16 19	5.56 9.82 8.76	1 8 9	2.04 6.61 5.29	28 97 125	5.12 16.39 10.97	
English Male Female Total	6 3 9	1.39 7.50 1.90	16 109 125	4.76 19.68 14.04	5 46 51	9.26 28.22 23.50	21 83 104	42.86 68.60 61.18	22 161 183	4.02 27.20 16.07	
Foreign Language Male Female Total	0 0 0	0.00 0.00 0.00	2 20 22	0.60 3.61 2.47	0 7 7	0.00 4.29 3.23	0 0 0	0.00 0.00 0.00	2 16 18	0.37 2.70 1.58	
Health [*] Male Total	1 1	0.23 0.21	0 0	0.00	0	0.00	0	0.00	0 0	0.00 0.00	
Home Economics ^{**} Female Total	2	5.00 0.42	113 113	20.40 12.70	14 14	8.59 6.45	4 4	3.31 2.35	86 86	14.53 7.55	
Industrial Arts Male Female Total	42 1 43	9.70 2.50 9.09	60 7 67	17.86 1.26 7.53	11 3 14	20.37 1.84 6.45	3 0 3	6.12 0.00 1.76	54 2 56	9.87 0.34 4.92	

ENT OF TEACHERS ACCORDING TO SEX, SUBJECT THE KINDS OF ACTIVITY ASSIGNMENTS

rai	natics	A Du	dm. ties	Mus	ical	Pul cat:	oli- ions	Pro	grams	Mis lan	cel- eous	Activ	All vities
٥.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
5	10.20	70	12.80	1	1.30	1	2.56	41	30.83	68	8.73	272	11.12
5	2.94	70	6.15	1	0.88	1	0.65	41	13.49	68	4.04	272	5.29
0000	0.00	3	0.55	0	0.00	3	7.69	1	0.75	4	0.51	14	0.57
	0.00	9	1.52	0	0.00	2	1.74	2	1.17	10	1.11	42	1.56
	0.00	12	1.05	0	0.00	5	3.25	3	0.99	14	0.83	56	1.09
1	2.04	28	5.12	0	0.00	7	17.95	1	0.75	29	3.72	87	3.56
8	6.61	97	16.39	1	2.70	43	37.39	14	8.19	101	11.17	338	12.53
9	5.29	125	10.97	1	0.88	50	32.47	15	4.93	130	7.72	425	8.26
21	42.86	22	4.02	0	0.00	9	23.08	11	8.27	38	4.88	128	5.23
83	68.60	161	27.20	2	5.41	50	43.48	71	41.52	268	29.65	793	29.40
04	61.18	183	16.07	2	1.75	59	38.31	82	26.97	306	18.18	921	17.90
0000	0.00 0.00 0.00	2 16 18	0.37 2.70 1.58	000	0.00 0.00 0.00	0 1 1	0.00 0.87 0.65	022	0.00 1.17 0.66	3 25 28	0.39 2.77 1.66	7 71 78	0.29 2.63 1.52
0 0	0.00	0 0	0.00 0.00	0 0	0.00	0 0	0.00 0.00	0	0.00 0.00	1 1	0.13 0.06	2 2	0.08 0.04
4	3.31	86	14.53	0	0.00	2	1.74	23	13.45	100	11.06	344	12.75
4	2.35	86	7.55	0	0.00	2	1.30	23	7.57	100	5.94	344	6.69
3	6.12	54	9.87	0	0.00	4	10.26	4	3.01	103	13.22	281	11.48
0	0.00	2	0.34	0	0.00	0	0.00	1	0.58	4	0.44	18	0.67
3	1.76	56	4.92	0	0.00	4	2.60	5	1.64	107	6.36	299	5.81

TABLE 25--Continued

Subject	Athle	etics	C.	lubs	Comm	ittees	Dran	natics	Ad Du	d m. ties	M
Field	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	N
Mathematics Male Female Total	20 0 20	4.62 0.00 4.23	18 33 51	5.36 5.96 5.73	5 16 21	9.26 9.82 9.68	1 3 4	2.04 2.48 2.35	47 45 92	8.59 7.60 8.08	
Music Male Female Total	3 0 3	0.69 0.00 0.63	9 7 16	2.68 1.26 1.80	2 3 5	3.70 1.84 2.30	1 0 1	2.04 0.00 0.59	15 7 22	2.74 1.18 1.93	(;
Physical Education Male Female Total	37 22 59	8.55 55.00 12.47	10 30 40	2.98 5.42 4.49	0 1 1	0.00 0.61 0.46	0 0 0	0.00 0.00 0.00	13 7 20	2.38 1.18 1.76	
Science Male Female Total	22 0 22	5.08 0.00 4.65	44 22 66	13.10 3.97 7.42	12 6 18	22.22 3.68 8.29	0 0 0	0.00 0.00 0.00	50 15 65	9.14 2.53 5.71	
Social Studies Male Female Total	56 1 57	12.93 2.50 12.05	25 27 52	7.44 4.87 5.84	5 15 20	9.26 9.20 9.22	2 1 3	4.08 0.83 1.76	49 31 80	8.96 5.24 7.02	
Mixed Load Male Female Total	234 9 243	54.04 22.50 51.37	62 11 6 178	18.45 20.94 20.00	6 31 37	11.11 19.02 17.05	15 22 37	30.61 18.18 21.76	194 116 310	35.47 19.59 27.22	
All Subjects Male Female Total	433 40 4 73		336 554 890		54 163 217		49 121 170		547 592 1139		1

*There were no female teachers of agriculture or health. **There were no male teachers of home economics.

TABLE 25--Continued

ап	natics	Ad Dut	lm. ies	Musi	ical	Pub cati	oli- lons	Prog	grams	Misc lana	cel- eous	, Activ	All vities
•	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
1	2.04	47	8.59	0	0.00	1	2.56	0	0.00	68	8.73	160	6.54
3	2.48	45	7.60	0	0.00	1	0.87	7	4.09	68	7.52	173	6.41
4	2.35	92	8.08	0	0.00	2	1.30	7	2.30	1 36	8.08	333	6.47
1	2.04	15	2.74	60	77.92	0	0.00	51	38.35	46	5.91	187	7.64
0	0.00	7	1.18	19	51.35	0	0.00	16	9.36	15	1.66	67	2.48
1	0.59	22	1.93	79	69.30	0	0.00	67	22.04	61	3.62	254	4.94
00000	0.00	13	2.38	0	0.00	0	0.00	0	0.00	17	2.18	77	3.15
	0.00	7	1.18	1	2.70	0	0.00	1	0.58	20	2.21	82	3.04
	0.00	20	1.76	1	0.88	0	0.00	1	0.33	37	2.20	159	3.09
0000	0.00	50	9.14	0	0.00	2	5.13	1	0.75	68	8.73	199	8.13
	0.00	15	2.53	0	0.00	1	0.87	0	0.00	32	3.54	76	2.82
	0.00	65	5.71	0	0.00	3	1.95	1	0.33	100	5.94	275	5.35
2	4.08	49	8 .96	0	0.00	0	0.00	0	0.00	80	10.27	217	8.87
1	0.83	31	5.24	0	0.00	4	3.48	3	1.75	57	6.31	139	5.15
3	1.76	80	7.02	0	0.00	4	2.60	3	0.99	137	8.14	356	6.92
15	30.61	194	35.47	16	20.78	12	30.77	23	17.29	254	32.61	816	33.35
22	18.18	116	19.59	14	37.84	11	9.57	31	18.13	204	22.57	554	20.54
37	21.76	310	27.22	30	26.32	23	14.94	54	17.76	458	27.21	1370	26.63
19 21 70		547 592 1139		77 37 114		39 115 154		133 171 304		779 904 1683		2447 2697 5144	

culture or health.

conomics.

and musical activities were not mentioned by male teachers of art. For the female teachers of art the most frequently mentioned assignments were, in the following order, committees, clubs, publications, administrative duties, programs, and miscellaneous activities. Athletics, dramatics, and musical activities were not mentioned by female teachers of art. The activity assignments most frequently mentioned by all teachers of art were, in the following order, publications, committees, clubs, administrative duties, programs, miscellaneous activities, and athletics. Dramatics and musical activities were not mentioned by teachers of art.

Activity Assignments of Teachers of Commercial Subjects

For male teachers of commercial subjects the most frequently mentioned assignments were, in the following order, publications, committees, administrative duties, miscellaneous, clubs, dramatics, athletics, and programs. Musical activities were not mentioned by male teachers of commercial subjects. For female teachers of commercial subjects the most frequently mentioned activity assignments were, in the following order, publications, administrative duties, miscellaneous, clubs, committees, programs, dramatics, athletics, and musical activities. The activity assignments most frequently mentioned by all teachers of commercial subjects were, in the following order, publications, administrative duties, committees, miscellaneous, clubs, dramatics, programs, athletics, and musical activities.

Activity Assignments of Teachers of English

For male teachers of English the most frequently mentioned activity assignments were, in the following order, dramatics, publications, committees, programs, miscellaneous, clubs, administrative duties, and athletics. Musical activities were not mentioned by male teachers of English. For the female teachers of English the most frequently mentioned activity assignments were, in the following order, dramatics, publications, programs, miscellaneous, committees, administrative duties, clubs, athletics, and musical activities. The activity assignments most frequently mentioned by all teachers of English were, in the following order, dramatics, publications, programs, committees, miscellaneous, administrative duties, clubs, athletics, and musical activities.

Activity Assignments of Teachers of Foreign Language

For male teachers of foreign language the most frequently mentioned activity assignments were, in the following order, clubs, miscellaneous, and administrative duties. The other six activities were not mentioned. For the female teachers of foreign language the most frequently mentioned activity assignments were, in the following order, committees, clubs, miscellaneous, administrative duties, programs, and publications. Athletics, dramatics, and musical activities were not mentioned by female teachers of foreign language.

The activity assignments most frequently mentioned by all teachers of foreign language were, in the following order, committees, clubs, miscellaneous, administrative duties, programs, and publications. Athletics, dramatics, and musical activities were not mentioned by female teachers of foreign language.

Only one male teacher reported teaching full time in health and his activity assignments were athletics and miscellaneous.

Activity Assignments of Teachers of Home Economics

It appears that, among the respondents, only female teachers teach home economics. For these teachers of home economics the most frequently mentioned assignments were, in the following order, clubs, administrative duties, programs, miscellaneous, committees, athletics, dramatics, and publications. Musical activities were not mentioned by any of this group.

Activity Assignments of Teachers of Industrial Arts

For male teachers of industrial arts the most frequently mentioned activity assignments were, in the following order, committees, clubs, miscellaneous, publications, administrative duties, athletics, dramatics, and programs. Musical activities were not mentioned by any of this group. For the female teachers of industrial arts the most frequently mentioned activity assignments were, in the following order, athletics, committees, clubs, programs, miscellaneous, and administrative duties. Dramatics, musical activities, and publications were not mentioned by any of this group. The activity assignments most frequently mentioned by all teachers of industrial arts were, in the following order, athletics, clubs, committees, miscellaneous, administrative duties, publications, dramatics, and programs. Musical activities were not mentioned by any of this group.

Activity Assignments of Teachers of Mathematics

For male teachers of mathematics the most frequently mentioned activity assignments were, in the following order, committees, miscellaneous, administrative duties, clubs, athletics, publications, and dramatics. Musical activities and program activities were not mentioned by any of this group. For the female teachers of mathematics the most frequently mentioned activity assignments were, in the following order, committees, administrative duties, miscellaneous, clubs, programs, dramatics, and publications. Athletics and musical activities were not mentioned by any of this group. The activity assignments most frequently mentioned by all teachers of mathematics were, in the following order, committees, administrative duties, miscellaneous, clubs, athletics, dramatics, programs, and publications. Musical activities were not mentioned by any of this group. Activity Assignments of Teachers of Music

For male teachers of music the most frequently mentioned activity assignments were, in the following order, musical activities, programs, miscellaneous, committees, administrative duties, clubs, dramatics, and athletics. Publications were not mentioned by any of this group. For the female teachers of music the most frequently mentioned activity assignments were, in the following order, musical activities, programs, committees, miscellaneous, clubs, and administrative duties. Athletics, dramatics, and publications were not mentioned by any of this group. The activity assignments most frequently mentioned by all teachers of music were, in the following order, musical activities, programs, miscellaneous, committees, administrative duties, clubs, athletics, and dramatics. Publications were not mentioned by any of this group.

Activity Assignments of Teachers of Physical Education

For male teachers of physical education the most frequently mentioned activity assignments were, in the following order, athletics, clubs, administrative duties, and miscellaneous. Committees, dramatics, musical activities, publications, and programs were not mentioned by any of this group. For the female teachers of physical education the most frequently mentioned activity assignments were, in the following order, athletics, clubs, musical activities,

miscellaneous, administrative duties, committees, and programs. Dramatics and publications were not mentioned by any of this group. The activity assignments most frequently mentioned by all teachers of physical education were, in the following order, athletics, clubs, miscellaneous, administrative duties, musical activities, committees, and programs. Dramatics and publications were not mentioned by any of this group.

Activity Assignments of Teachers of Science

For male teachers of science the most frequently mentioned activity assignments were, in the following order, committees, clubs, administrative duties, miscellaneous, publications, athletics, and programs. Dramatics and musical activities were not mentioned by any of this group. For the female teachers of science the most frequently mentioned activity assignments were, in the following order, clubs, committees, miscellaneous, administrative duties, and publications. Athletics, dramatics, musical activities, and programs were not mentioned by any of this group. The activity assignments most frequently mentioned by all teachers of science were, in the following order, clubs, miscellaneous, administrative duties, athletics, publications, and programs. Dramatics and musical activities were not mentioned by any of this group.

Activity Assignments of Teachers of Social Studies

For male teachers of social studies the most frequently mentioned activity assignments were, in the following order, athletics, miscellaneous, committees, administrative duties, clubs, and dramatics. Musical activities, publications, and programs were not mentioned by any of this group. For the female teachers of social studies the most frequently mentioned activity assignments were, in the following order, committees, miscellaneous, administrative duties, clubs, publications, athletics, programs, and dramatics. Musical activities were not mentioned by any of this group. The activity assignments most frequently mentioned by all teachers of social studies were, in the following order, athletics, committees, miscellaneous, administrative duties, clubs, publications, dramatics, and programs. Musical activities were not mentioned by any of this group.

Activity Assignments of Teachers of Mixed Load

For male teachers of mixed load the most frequently mentioned activity assignments were, in the following order, athletics, administrative duties, miscellaneous, publications, dramatics, musical activities, clubs, programs, and committees. For the female teachers of mixed load the most frequently mentioned activity assignments were, in the following order, musical activities, miscellaneous, athletics,

clubs, administrative duties, committees, dramatics, programs, and publications. The activity assignments most frequently mentioned by all teachers of mixed load were, in the following order, athletics, administrative duties, miscellaneous, musical activities, dramatics, clubs, programs, committees, and publications.

Activity Assignments of Teachers of All Subjects

For male teachers of all subjects the most frequently mentioned activity assignments were, in the following order, miscellaneous, administrative duties, athletics, clubs, programs, musical activities, committees, dramatics, and publications. For the female teachers of all subjects the most frequently mentioned activity assignments were, in the following order, miscellaneous, administrative duties, clubs, programs, committees, dramatics, publications, athletics, and musical activities. The activity assignments most frequently mentioned by all teachers of all subjects were, in the following order, miscellaneous, administrative duties, clubs, athletics, programs, committees, dramatics, publications, and musical activities.

For all teachers included in the study, miscellaneous activities and administrative duties were most frequently mentioned. There were 2,822 assignments, 54.86 per cent of all reported, within these two categories. Assignments to clubs were the third most frequently reported. Male teachers

were more frequently assigned to athletics. Female teachers were more frequently assigned to clubs, committees, dramatics, administrative duties, publications, programs, and miscellaneous activities than were male teachers.

Number and Per Cent of Teachers according to the Size of School and the Numbers of Activities to Which They Were Assigned

All the teachers reported activity assignments within a range of from none to nine as shown in Table 26. The highest activity load was carried by teachers in the schools with 1,001 and more students. The remainder, in descending order, were schools with 151 to 500, 1 to 150, and 501 to 1,000 students. This order held true for male as well as female teachers. The number and per cent of male teachers, female teachers, and all teachers assigned no other activities followed the above order. The number and per cent for teachers with no activity assignment was: male teachers, 132, or 9.7 per cent; female teachers, 86, or 6.4 per cent; and all teachers, 218, or 8 per cent.

Number and Per Cent of Teachers according to the Type of School Organization and the Numbers of Activities to Which They Were Assigned

Of the teachers with no activity assignment 50.92 per cent were in the three-year high schools, as shown in Table 27. The highest activity load was carried, in the following order, by teachers in the three-, four-, and sixyear high schools. The number of activities carried by a

NUMBER AND PER CENT OF TEACHERS ACCORDING TO SEX, SIZE OF SCHOOL, AND THE NUMBER OF ACTIVITY ASSIGNMENTS

					Num	b er of a	Activi	ties				
Group	N	lone	C	ne	T	`wo	Th	ree	F	our	F	ive
Sex	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Group I Male Female Total	24 16 40	18.18 18.60 18.35	71 58 129	20.46 19.33 19.94	125 81 206	27.53 20.05 24.01	83 57 140	32.55 20.65 26.37	35 44 79	33.33 29.14 30.86	13 26 39	35.14 32.10 33.05
Group II Male Female Total	37 21 58	28.03 24.42 26.61	108 69 177	31.12 23.00 27.36	130 93 223	28.63 23.02 25.99	66 76 142	25.88 27.54 26.74	26 36 62	24.76 23.84 24.22	9 12 21	24.32 14.81 17.80
Group III Male Female Total	17 5 22	12.88 5.81 10.09	52 28 80	14.99 9.33 12.36	68 57 125	14.98 14.11 14.57	29 43 72	11.37 15.58 13.56	5 14 19	4.76 9.27 7.42	1 9 10	2.70 11.11 8.47
Group IV Male Female Total	54 44 98	40.91 51.16 44.95	116 145 261	33.43 48.33 40.34	131 173 304	28.85 42.82 35.43	77 100 177	30.20 36.23 33.33	39 57 96	37.14 37.75 37.50	14 34 48	37.84 41.98 40.68
All Groups Male Female Total	132 86 218	100 100 100	347 300 647	100 100 100	454 404 858	100 100 100	255 276 531	100 100 100	105 151 256	100 100 100	37 81 118	100 100 100

Group			N	umber of	Activi	ties				
Group by	S	ix	Se	ven	Ei	ght	N	ine	All Act	ivities
Sex	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Group I Male Female Total	7 4 11	41.18 15.38 25.58	2 3 5	40.00 42.86 41.67	1 2 3	50.00 28.57 33.33	0 2 2	0.00 22.22 22.22	361 293 654	26.66 21.75 24.21
Group II Male Female Total	4 4 8	23.53 15.38 18.60	3 2 5	60.00 28.57 41.67	0 2 2	0.00 28.57 22.22	0 2 2	0.00 22.22 22.22	383 317 700	28.29 23.53 25.92
Group III Male Female Total	1 5 6	5.88 19.23 13.95	0 0 0	0.00 0.00 0.00	0 1 1	0.00 14.29 11.11	0 0 0	0.00 0.00 0.00	173 162 335	12.78 12.03 12.40
Group IV Male Female Total	5 13 18	29.41 50.00 41.86	0 2 2	0.00 28.57 16.67	1 2 3	50.00 28.57 33.33	0 5 5	0.00 55.56 55.56	437 575 1012	32.27 42.69 37.47
All Groups Male Female Total	17 26 43	100 100 100	5 7 12	100 100 100	2 7 9	100 100 100	0 9 9	100 100	1354 1347 2701	100 100 100

TABLE 26--Continued

NUMBER AND PER CENT OF TEACHERS ACCORDING TO SEX, TYPE OF SCHOOL ORGANIZATION, AND THE NUMBER OF ACTIVITY ASSIGNMENTS

Number of	Thre	e-Year	Four	-Year	Six	-Year	All S	chools
Activitie	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
None Male Female Total	71 40 111	53.79 46.51 50.92	23 21 44	17.42 24.42 20.18	38 25 63	28.79 29.07 28.90	132 86 218	100 100 100
One Male Female Total	172 137 309	49.57 45.67 47.76	91 72 163	26.22 24.00 25.19	84 91 175	24.21 30.33 27.05	347 300 647	100 100 100
Two Male Female Total	203 198 401	44.71 49.01 46.74	151 95 246	33.26 23.51 28.67	100 111 211	22.03 27.48 24.59	454 404 858	100 100 100
Three Male Female Total	107 125 232	41.96 45.29 43.69	94 76 170	36.86 27.54 32.02	54 75 129	21.18 27.17 24.29	255 276 531	100 100 100
Four Male Female Total	46 62 108	43.81 41.06 42.19	32 48 80	30.48 31.79 31.25	27 41 68	25.71 27.15 26.56	105 151 256	100 100 100
Five Male Female Total	17 24 41	45.95 29.63 34.75	13 41 54	35.14 50.62 45.76	7 16 23	18.92 19.75 19.49	37 81 118	100 100 100
Six Male Female Total	4 8 12	23.53 30.77 27.91	9 7 16	52.94 26.92 37.21	4 11 15	23.53 42.31 34.88	17 26 43	100 100 100

Type of Organization

.

Three-Year		Four-Year		Six-Year		All Schools		
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	
3 3 6	60.00 42.86 50.00	2 3 5	40.00 42.86 41.67	0 1 1	0.00 14.29 8.33	5 7 12	100 100 100	
2 5 7	100.00 71.43 77.78	0 0 0	0.00 0.00 0.00	0 2 2	0.00 28.57 22.22	2 7 9	100 100 100	
0 3 3	0.00 33.33 33.33	0 2 2	0.00 22.22 22.22	0 4 4	0.00 44.44 44.44	0 9 9	100 100	
625 605 1230	46.16 44.91 45.54	415 365 780	30.65 27.10 28.88	314 377 691	23.19 27.99 25.58	1354 1347 2701	100 100 100	
	Three No. 3 3 6 2 5 7 0 3 3 6 25 7 0 3 3 6 25 605 1230	Three-Year No. Cent 3 60.00 3 42.86 6 50.00 2 100.00 5 71.43 7 77.78 0 0.00 3 33.33 3 33.33 625 46.16 605 44.91 1230 45.54	Three-Year Four No. Per No. 3 60.00 2 3 42.86 3 6 50.00 5 2 100.00 0 5 71.43 0 7 77.78 0 0 0.00 0 3 33.33 2 625 46.16 415 605 44.91 365 1230 45.54 780	Three-Year Four-Year No. Per Cent No. Per Cent 3 60.00 2 40.00 3 42.86 3 42.86 6 50.00 5 41.67 2 100.00 0 0.00 5 71.43 0 0.00 7 77.78 0 0.00 0 0.00 0 0.00 3 33.33 2 22.22 3 33.33 2 22.22 3 33.33 2 22.22 625 46.16 415 30.65 605 44.91 365 27.10 1230 45.54 780 28.88	Three-Year Four-Year Six No. Per No. Per No. 3 60.00 2 40.00 0 3 42.86 3 42.86 1 6 50.00 5 41.67 1 2 100.00 0 0.00 2 7 77.78 0 0.00 2 0 0.00 0 0.00 2 0 0.00 2 4 3 33.33 2 22.22 4 625 46.16 415 30.65 314 605 44.91 365 27.10 377 1230 45.54 780 28.88 691	Three-YearFour-YearSix-YearNo.Per No.No.Per No.No.Per No. $3 \ 60.00$ $3 \ 42.86$ $6 \ 50.00$ 2 \ 40.00 $3 \ 42.86$ 41.67 0 \ 0.00 $1 \ 8.33$ $2 \ 100.00$ $5 \ 71.43$ $7 \ 77.78$ 0 \ 0.00 $0 \ 0.00$ 0 \ 0.00 $2 \ 22.22$ $0 \ 0.00$ $3 \ 33.33$ $2 \ 22.22$ 0 \ 0.00 $4 \ 44.44$ $625 \ 46.16$ $605 \ 44.91$ $365 \ 27.10$ $377 \ 27.99$ $1230 \ 45.54$ 40.00 $780 \ 28.88$ $314 \ 23.19$ $377 \ 27.99$	Three-YearFour-YearSix-YearAll SNo.CentNo.CentNo.Per CentNo.3 60.00 2 40.00 0 0.00 53 42.86 3 42.86 1 14.29 76 50.00 5 41.67 1 8.33 122 100.00 0 0.00 2 28.57 77 77.78 0 0.00 2 22.22 90 0.00 0 0.00 0 0.00 03 33.33 2 22.22 4 44.44 93 33.33 2 22.22 4 44.44 9625 46.16 415 30.65 314 23.19 1354 605 44.91 365 27.10 377 27.99 1347 1230 45.54 780 28.88 691 25.58 2701	

TABLE 27--Continued

Type of Organization

teacher dropped off sharply after five activity assignments. Assignments of male teachers in the six-year high schools ranged from none to six. For all teachers, females were assigned more frequently than males to the range from six to nine.

Activities Assigned to Teachers according to Subject Field Taught and the Size of School

Table 28 shows the means of the number of activities assigned to male and to female teachers according to subject

MEAN NUMBER OF ACTIVITIES ASSIGNED TO TEACH SEX, SUBJECT FIELD, AND SIZE OF

					Size of School					
Subject Field		1-150		1	51-500	5	01-1			
	M	F	T	М	F	T	M	F		
Agriculture	3.39		3.39	3.15		3.15	1.71			
Art				2.00	1.00	1.50	2.00	1.6		
Commercial	2.17	2.82	2.66	1.80	2.04	1 .9 8	2.00	2.1		
English	2.23	3.10	2.96	2.53	2.75	2.71	2.13	2.7		
Foreign Language				0.00	1.67	1.25	1.00	3.2		
Health							2.00	1		
Home Economics		3.17	3.17		2.87	2.87		2.8		
Industrial Arts	1.75		1.75	1.53		1.53	1.14	2.0		
Mathematics	2.22	2.56	2.33	1.20	1.84	1.45	1.82	2.2		
Music	2.64	2.00	2.47	2.36	2.25	2.33	2.90	3 . 6		
Physical Education				2.25	1.00	2.00	2.00	2.5		
Science	1.75		1.75	1.70	1.89	1.74	2.10	2.3		
Social Studies	1.67	2.75	1.81	2.00	2.36	2.10	1.86	1.7		
Mixed Load	2.23	2.25	2.24	1.92	2.14	2.00	1.74	2.5		
All Subjects	2.32	2.65	2.47	1.98	2.39	2.17	1.77	2.		

•

VITIES ASSIGNED TO TEACHERS ACCORDING TO JECT FIELD, AND SIZE OF SCHOOL

Size of School										
-500)	5	01-100	0		1001-0v	ver	All	L Schoo	ls
F	T	M	F	T	M	F	T	м	F	Т
<u> </u>	3.15	1.71		1.71	2.33		2.33	3.13		3.13
.00	1.50	2.00	1.60	1.71	2.50	2.50	2.50	2.29	2.25	2.26
.04	1.98	2.00	2.19	2.15	1.68	2.38	2.23	1.87	2.35	2.24
.75	2.71	2.13	2.75	2.67	2.26	2.29	2.28	2.32	2.63	2.58
.67	1.25	1.00	3.25	2.80	2.25	2.12	2.14	1.67	2.20	2.13
		2.00		2.00				2.00		2.00
.87	2.87		2.82	2.82		1.98	1.98		2.66	2.66
	1.53	1.14	2.00	1.16	1.54	4.00	1.66	1.48	3.71	1.55
.84	1.45	1.82	2.25	2.00	1.93	2.23	2.11	1.76	2.19	1.97
. 25	2.33	2.90	3.67	3.19	2.79	2.63	2.75	2.62	2.65	2.63
.00	2.00	2.00	2.50	2.25	2.10	3.10	2.59	2.10	2.97	2.51
.89	1.74	2.10	2.11	2.10	2.22	2.07	2.17	2.02	2.04	2.02
36	2.10	1.86	1.70	1.79	2,15	2.44	2.28	1.98	2.35	2.12
.14	2.00	1.74	2.56	1.95	2.06	2.29	2.20	2.06	2.25	2.14
. 39	2.17	1.77	2.53	2.14	2.00	2.33	2.19	2.05	2.44	2.25

field taught and the size of the school.

Subject Field and Mean Activity Assignment

For male teachers the mean number of activities assigned were, in the following order from high to low, agriculture, music, English, art, physical education, mixed load, science, health, social studies, commercial, mathematics, foreign language, and industrial arts. For the female teachers the mean number of activities assigned were, in the following order from high to low, industrial arts, physical education, home economics, music, English, commercial, social studies, art, mixed load, foreign language, mathematics, and science. The mean number of activities assigned all teachers were, in the following order from high to low, agriculture, home economics, music, English, physical education, art, commercial, mixed load, foreign language, social studies, science, health, mathematics, and industrial arts.

Size of School and Mean Activity Assignment

For male teachers the mean number of activities assigned were, in the following order from high to low, in schools with 1 to 150, 1,001 and more, 151 to 500, and 501 to 1,000 students. For female teachers the mean number of activities assigned were, in the following order from high to low, in schools with 1 to 150, 501 to 1,000, 151 to 500, and 1,001 and more students. The mean number of activities assigned to all teachers were, in the following order from

high to low, in schools with 1 to 150, 1,001 and more, 151 to 500, and 501 to 1,000 students.

Activities Assigned to Teachers according to Subject Field Taught and the Type of School Organization

Table 29 shows the means of the number of activities assigned to male and to female teachers according to subject field taught and the type of school organization in which they taught.

Subject Field and Mean Activity Assignment

For male, female, and all teachers the mean number of activities assigned and the rank order were identical with those shown in Table 28 and explained in the comments on this table.

Type of School Organization and Mean Activity Assignment

For male teachers the mean number of activities assigned were, in the following order from high to low, four-, three-, and six-year high schools. For female teachers the mean number of activities assigned were, in the following order from high to low, four-, six-, and three-year high schools. The mean number of activities assigned to all teachers were, in the following order from high to low, four-, six-, and three-year high schools.

For all subject fields and types of high schools the mean number of activities assigned were: 2.05 for male

MEAN NUMBER OF ACTIVITIES ASSIGNED TO TEA SEX, SUBJECT FIELD, AND TYPE OF SCHOO

		Type of Organization							
Subject Field	Th	ree-Yea:	C	Fc	6				
·	М	F	T	М	F	Т			
Agriculture	3.30		3.30	3.12		3.12			
Art	2.25	1.55	1.73	2.00	3.33	3.00			
Commercial	1.50	2.11	1.97	2.00	2.66	2.46			
English	2.07	2.52	2.46	2.85	3.01	2.98			
Foreign Language	0.50	2.36	2.21	3.00	3.00	3.00			
Health	2.00		2.00						
Home Economics		2.66	2.66		2.98	2.98			
Industrial Arts	1.46	2.75	1.50	1.45	4.00	1.53			
Mathematics	1.60	1.78	1.68	1.91	2.91	2.31			
Music	2.47	2.43	2.46	2.53	4.67	2.89			
Physical Education	2.22	2.75	2.44	2.40	4.00	3.00			
Science	1.97	1.65	1.89	2.39	2.13	2.32			
Social Studies	2.04	2.41	2.18	1.94	2.56	2.14			
Mixed Load	1.97	2.27	2.07	2.23	2.13	2.19			
All Subjects	1.97	2.33	2.15	2.26	2.65	2.44			

VITIES ASSIGNED TO TEACHERS ACCORDING TO LD, AND TYPE OF SCHOOL ORGANIZATION

of	Organia	zation							
Fc	our-Yea	£	S	ix-Yea	:	All F	ligh Sch	nools	
	F	T	M	F	Т	м	F	T	
.2		3.12	2.63		2.63	3.13		3.13	•
)0	3.33	3.00	2.50	2.70	2.67	2.29	2.25	2.26	
)0	2.66	2.46	3.40	2.62	2.70	1.87	2.35	2.24	
15	3.01	2.98	2.06	2.40	2.35	2.32	2.63	2.58	
)0	3.00	3.00	2.00	1.71	1.76	1.67	2.20	2.13	
						2.00		2.00	
	2.98	2.98		2.31	2.31		2.66	2.66	
15	4.00	1.53	1.55	5.50	1.67	1.48	3.71	1.55	
1	2.91	2.31	1.83	2.17	2.03	1.76	2.19	1.97	
3	4.67	2.89	2.88	2.33	2.74	2.62	2.65	2.63	
9	4.00	3.00	1.73	3.00	2.48	2.10	2.97	2.51	
19	2.13	2.32	1.83	2.64	2.09	2.02	2.04	2.02	
14	2.56	2.14	1.95	2.09	2.00	1.98	2.35	2.12	
23	2.13	2.19	1.81	2.41	2.14	2.06	2.25	2.14	
<u>'6</u>	2.65	2.44	1.95	2.41	2.20	2.05	2.44	2.25	

teachers, 2.44 for female teachers, and 2.25 for all teachers.

<u>Teaching Load of Teachers according to No</u> <u>Activities Assigned and Size of School</u>

Table 30 shows the teaching load of male and female teachers according to no activities assigned and size of schools in which they taught. The mean teaching load of male and female teachers and of all teachers in these groups in all schools were below the standards for accreditation for teaching load except for female teachers in schools with 501 to 1,000 students. A total of 463, or 13 per cent of all teachers, 229 male and 234 female, did not have an activity assignment and apparently devote their total time for the school to the classroom only. This means that 87 per cent of all teachers studied do have activity assignments as part of their service to the school.

<u>Teaching Load of Teachers according to</u> <u>Activities Assigned with Additional</u> Compensation and Size of School

Table 31 shows the teaching load of male and female teachers according to activities assigned with additional compensation and size of school in which they taught. The range in the teaching load of male teachers in each category of size of schools was greater than the range of female teachers in the same size schools. The range in the teaching load for male teachers in all sizes of schools was 40, from 14 to 54 teaching load units per week, and for female

Teaching					Number	of Case	S				
Load	Grou	Group I		GroupII		Group III		G rou p IV		Total	
Per Week	M	F	М	F	М	F	м	F	М	F	
14			1	0					1	0	
15	1	0	0 N	1					1	1	
16			T	0					1	0	
10									0	0	
10	1	0							0	0	
20	r	0	0	ı	1	0			1	1	
21	0	1	Ũ	-	-	Ŭ	2	0	2	ົ້າ	
22	Ŭ	*	2	2			2	ŏ	4	2	
23	1	1	ī	ī	1	0	6	5	9	7	
24	1	5	4	1	3	Õ	6	7	14	13	
25	3	8	4	3	4	0	9	8	20	19	
26	5	6	4	1	1	2	9	7	19	16	
27	11	9	5	5	_		3	9	19	23	
28	4	5	10	7	2	1	12	10	28	23	
29	4	8	8	8	3	0	5	14	20	30	
30	5	4	6	5	3	2	5	ŢŢ	19	22	
31	2	6	0	1 L	T	4	8	6	17	17	
32	3	37	3	8	2	4	11 11	9	19	24	
33	3	1	۲ 5	5	2	1	1	0	11	19	
25	4 0	2	1	3	1 1	1 1	1	3	11	07	
36	~	4	1	0	L.	T	5	1 1	6	1	
37			1	v			ň	1	0	1	
38					1	0	v	*	ĭ	Ō	
39						Ŭ	1	1	ĩ	ĭ	

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS OF TEACHERS ACCORDING

.

.

Teaching		Number of Cases										
Load	Grou	рI	Grou	p II	Group	III	Group	Group IV		Total		
Per Week	M	F	М	F	М	F	М	F	M	F		
40									0	0		
41									0	0		
42									0	0		
43									0	0		
44									0	0		
45									0	0		
46	1	0	1	0					2	0		
47									0	0		
48									0	0		
49									0	0		
50									0	0		
51									0	0		
52									0	0		
53									0	0		
									0	0		
Total	51 11	67 8	65 11	52 7	26 42	16	87 186	99 5	229 4	234 63		
Mean	28.82	28,45	28,60	28.79	28.54	30.88	28.28	28.74	28,52	28.81		
	28	.61	28	.68	29	.43	28,	.52	28	.67		
S.D.	4.55	3.25	4.53	3.88	4.20	2.36	3.91	3.34	4.28	3.47		

.

TABLE 30--Continued
Teaching					Number	of Case	S			
Load	Gro	up I	Grou	ıp II	Group) III	Grou	ip IV	To	tal
Per Week	M	F	М	F	М	F	м	F	м	F
14				******			1	0	1	0
15			1	0					1	0
16									0	0
17			1	0					1	0
18			1	Ō					1	Ō
19	1	0					1	0	2	0
20	-	-			1	0	-	-	1	Ō
21	3	0	3	0					6	Ő
22	•	•	-	•			2	0	2	ŏ
23	7	0	1	0	2	0	2	ŏ	12	Õ
24	Ŕ	2	4	ī	4	ĩ	ī	2	17	6
25	Ř	5	3	ī	3	ō	ī	ī	15	7
26	14	3	7	4	4	ĩ	- Ā	2	29	10
27	23	2	ģ	ò	3	2	ġ	7	44	īĭ
28	16	10	ģ	ě	3	5	á	i	31	22
29	17	2	11	Ğ	4	Ă	4	ā	36	21
30	$\overline{21}$	2	19	ž	5	3	ġ	Ŕ	54	15
31	11	3	15	6	6	5	17	ž	49	16
32	12	ž	17	5	3	ĩ	Ġ	6	41	14
33	Â	2	14	4	1 ĭ	2	8	ĭ	41	0
34	11	ĩ	24 8	1	8	2	7	2	34	6
35	77	Ō	Ğ	1	3	3	16	õ	31	4
36	0 0	0	5	1	3	1	10	0	22	
30	0	1	5	1 1	5	-	0	2	22	1
31	0	0	4 7	Ť	1 5	0	7	U 1	10	1
30	3	U	1	0	5	U	3	T	10	7

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS OF TEACHERS ACCORDING TO SEX, ADDITIONAL COMPENSATION FOR ACTIVITIES, AND SIZE OF SCHOOL

TABLE 31

Teaching					Number	of Cas	es			
Load	Grou	ıp I	Grou	G rou p II		o III	Grou	up IV	То	tal
Per Week	М	F	М	F	м	F	М	F	м	F
39	2	0	8	0	2	1	8	0	20	1
40	2	0	4	0	1	2	5	0	12	2
41	1	0	2	1	4	0	3	1	10	2
42	3	0	2	0	3	0	2	0	10	0
43	1	0	1	0			3	0	5	0
44					1	0	1	0	2	0
45			2	1			3	0	5	1
46	1	0	1	Ō	1	0	1	Õ	4	0
47	_	-	_	-		-		_	Ó	Ō
48									Ō	Ō
49	1	0	1	0					2	Ō
50	-	•	-	•					ō	ŏ
51						,			ŏ	ŏ
52									ŏ	ŏ
53									ŏ	õ
54					1	0			ĩ	õ
Total	193 22	35 28	169 21	41 .0	82 11	33 15	138	45 33	582 7	154 36
Mean	30.16 29.	28,46 89	31.90 31.	30.76 68	32.70 32.	31.24 ,28	33 . 35 32	29.98 52	31.78 31	30.11 .43
S.D.	4.88 4.7	2.91 73	5,37 5,1	4.00 .4	5,95 5,4	3.89 19	5.50 5.3	3.41 28	5.48 5.	3.74 21

TABLE 31--Continued

teachers, 21, from 24 to 45 teaching load units per week. The mean teaching load of male teachers increased with the size of schools, from small to large. The mean teaching load of female teachers increased according to the following order, schools with 1 to 150, 1,001 and more, 151 to 500, and 501 to 1,000 students. The mean teaching load for all teachers increased with the size of the school from small to large.

A total of 736 teachers, 582 male and 154 female, received some compensation in addition to regular salary for activity assignments. Of the entire group, in all sizes of schools, 27 per cent were assigned to one or more activities for which additional compensation was paid. It is of interest to note that four out of five teachers who received additional compensation for activity assignments, 79 per cent, were male teachers, and 21 per cent were female. This proportion is in contrast with the proportion of male and female teachers with activity assignments for which no additional compensation was paid, as shown in Table 32.

<u>Teaching Load of Teachers according to Activ-</u> <u>ities Assigned with No Additional</u> <u>Compensation and Size of School</u>

Table 32 shows the teaching load of male and female teachers according to activities assigned with no additional compensation and size of school in which they taught. The range in the teaching load of male teachers in all sizes of

Teaching		Number of Cases										
Load Units Per Week	Gro	Group I		up II	Group III		Gro	up IV	To	tal		
	M	F	M	F	м	F	М	F	М	F		
14 15 16 17 18 19 20 21 22 23 24 25 26 27	1 0 1 0 4 5 3 8	0 1 1 0 1 0 8 5 12 13	0 0 1 1 1 1 2 2 2 4 7 9	1 1 0 0 0 0 2 3 13 9 19	2 1 3 6 5	0 3 2 5 8	0 0 2 2 3 5 4 13 25	3 1 0 2 4 12 14 24 31	0 0 0 2 1 2 3 4 11 13 14 34 47	0 1 0 0 4 2 0 3 6 26 34 50 71		
28 29 30 31 32 33 34 35 36 37 38	11 10 17 10 7 4 6 2 3 1	13 19 22 32 17 13 21 9 7 4 2 3	6 18 14 16 14 14 10 7 6 1	19 29 30 27 27 19 14 10 10 6 0	3 6 10 7 6 3 1 1 4 2	11 12 13 20 10 10 5 5 2 2 4	25 18 15 17 15 23 17 19 12 8 4 2	31 32 40 38 43 45 34 32 28 24 9 7	47 38 49 58 48 50 41 36 26 17 12 6	91 104 110 107 87 79 56 50 36 13 15		

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS OF TEACHERS ACCORDING TO SEX, NO ADDITIONAL COMPENSATION FOR ACTIVITIES, AND SIZE OF SCHOOL

Teaching					Number	of Case	9S			
Load	Grou	l qu	Grou	up II qu	Group	o III	Grou	up IV	То	tal
Per Week	м	F	м	F	М	F	м	F	м	F
39 40	1	0	4	1	1	0	3	2	9	3
41 42	2	0	3 2	0 0	1	1	02	1 0	5 5	1 1
43 44	1	0	2 1	2 0			1	0	4 1	2 0
45 46 47 48	2 1	0 1					0 0	1 1	2 1 0	1 2 0
49 50 51	1	0							0 0 1	0 0 0
52 53 54			1	0					0 1 0	0 0 0
Total	117 308	191 3	149 37:	224 3	65 178	113 3	212 64:	431 3	543 15	959 02
Mean	30.44 30	30.03 .19	31.26 30	29.86 .42	30.46 30.	30.70 61	30 . 67 30	30.77 .74	30.76 30	30.40 .53
S.D.	5.24 4.3	3.54 24	4.97 4.	3.52 21	4.07 3.6	3.30 52	4.04	3.98 98	4.58 4.	3.75 08

TABLE 32--Continued

schools was 35, from 18 to 53 teaching load units per week, and for female teachers, 31, from 15 to 46 teaching load units per week. The range of the teaching load of females is slightly greater in the schools with 1,001 and more students. The mean teaching load of male teachers in schools with 151 to 500 students was 31.26, the highest load for all size groups and for all teachers. The mean teaching load of female teachers in schools with 151 to 500 students was 29.86. the lowest teaching load for all size groups and for all teachers. The mean teaching load of male and also of female teachers increased in the following order, among the other size groups, schools with 1 to 150, 501 to 1,000, and 1,001 and more students. The mean teaching load for all teachers increased as the size of the school increased. A total of 1.502 teachers, 543 male and 959 female, have activity assignments but did not receive additional compensation. Of the entire group, in all sizes of schools, 56 per cent were assigned to one or more activities for which no additional compensation was paid. It is of interest to note that 64 per cent of the teachers assigned to activities with no compensation were female teachers and 36 per cent were male. This proportion is in contrast with the proportion of male and female teachers with activity assignments for which additional compensation was paid, as shown in Table 31.

<u>Teaching Load of Teachers according to</u> <u>No Activities Assigned and Type</u> <u>of School Organization</u>

Table 33 shows the teaching load of male and female teachers according to no activities assigned and type of school organization in which they taught. The mean teaching load of male and female teachers in each type of school organization and of all teachers in all schools was below the accreditation recommendations for teaching load. There was a slight difference in mean teaching load between the teaching load of each type group and between each type group and all groups. There was a slight difference in mean teaching load between male and female teachers in each type group and between male and female teachers in each type group and all groups. The mean teaching load of male teachers in the six-year high school was slightly higher than the mean teaching load of female teachers in this group. The female teachers in the three- and four-year high schools had a slightly higher mean teaching load than male teachers in these groups.

<u>Teaching Load of Teachers according to Activ-</u> <u>ities Assigned with Additional Compensation</u> and Type of School Organization

Table 34 shows the teaching load of male and female teachers according to activities assigned with additional compensation and type of school organization in which they taught. The range in the teaching load of male teachers in each category of type of schools was greater than the range

TABLE 33

.

Teaching				Number	of	Cas	es		
Load	Thre	e-Year	Four	-Year		Six	-Year	All	Schools
Per Week	М	F	М	F		м	F	м	F
14 15 16 17 18	1 1 0	000	0 0 0	0 1 0		0 0 1	0 0 0	1 1 0 0	0 2 0 0 0
19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 46	0 1 2 4 7 0 5 0 9 1 1 1 9 9 5 6 4 1 0 1 0 2	0 0 2 3 2 2 6 8 4 17 10 6 3 8 1 3 0 0 0 1 0	1000333884544223000000	0 1 1 0 0 5 0 6 0 4 8 9 8 9 7 2 2 0 0 0 0 0 0 0		0012247615444812150010	00004674555332432110000	1 1 2 4 9 14 20 19 28 20 19 28 20 19 17 19 8 11 5 6 0 1 2	0 1 2 7 13 19 16 23 20 22 17 24 19 6 7 1 0 1 0
Total	120 2	96 16	50 1	83 33	ţ	59 1	55 14	229 4	234 63
Mean	28.73 28.	29.29 98	27.84 28.	28.57 29	28.	.68 28.	28.35 52	28.52 28	2 28.81 3.67
S.D.	4.49 3.	3.06 92	3.21 3.	3.55 49	4.	.52 4.	3.78 19	4.28	3.47 3.87

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS OF TEACHERS ACCORDING TO SEX, NO ACTIVITY ASSIGNMENT, AND TYPE OF SCHOOL ORGANIZATION

TABLE 34

-

-

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS OF TEACHERS ACCORDING TO SEX, ADDITIONAL COMPENSATION FOR ACTIVITIES, AND TYPE OF SCHOOL ORGANIZATION

	Number of Cases									
Teaching Load Units	Thre	e-Year	Four	-Year	Six	-Year	All	Schools		
Per Week	М	F	М	F	М	F	М	F		
$ \begin{array}{c} 14\\15\\16\\17\\18\\19\\20\\21\\22\\23\\24\\25\\26\\27\\28\\29\\30\\31\\32\\33\\34\\35\\36\\37\\38\\39\\40\\41\\42\\43\\44\\45\\46\end{array} $	1 0 0 0 1 0 2 1 6 7 2 6 9 3 1 2 7 8 0 5 6 4 3 1 1 2 1 8 0 5 6 4 3 1 1 2	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	01 010130381216933870669562241031	00 000000131494445611200000000000000000000000000000000000	00 101011322142649589794545221111	00 00000001121335203111111100010	1 1 0 1 1 2 1 6 2 2 7 5 9 4 3 6 4 9 1 1 4 3 1 2 2 8 0 2 0 0 5 2 5 4 1 0 1 1 5 2 5 4 1 0 1 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 1 0 5 2 5 4 1 0 0 5 2 5 5 4 1 0 0 5 2 5 5 4 1 0 0 0 5 2 5 5 4 1 0 0 0 5 2 5 5 4 1 0 0 0 0 5 2 5 5 4 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		

_		Number of Cases									
Teaching Load Units	Three-Year		Four-Year		Six	-Year	All	Schools			
Per Week	M	F	M	F	М	F	М	F			
49	0	0	1	0	1	0	2	0			
54	1	0	0	0	0	0	1	0			
Total	257	80	223	45	102	29	582	154			
	3	37	2	68	1	31	7	736			
Mean	31.96	29.39	30.88	29.87	33.28	32.48	31.78	30.11			
	31.	35	30.	71	33.	11	31	43			
S. D.	5.38	3.33	5.27	2 .9 2	5.87	4.75	5,48	3.74			
	5.	08	4.	97	5.	61	5	5.21			

TABLE 34--Continued

of female teachers in the same type schools. The range in the teaching load for male teachers in all types of schools was 40, from 14 to 54 teaching load units per week, and for female teachers, 21, from 24 to 45 teaching load units per week. The mean teaching load of male teachers increased according to the following order, four-, three-, and sixyear high schools. The mean teaching load of female teachers increased according to the following order, three-, four-, and six-year high schools. The mean teaching load of all teachers increased according to the following order, four-, three-, and six-year high schools.

134

<u>Teaching Load of Teachers according to Activ-</u> <u>ities Assigned with No Additional Compen-</u> <u>sation and Type of School Organization</u>

Table 35 shows the teaching load of male and female teachers according to activities assigned with no additional compensation and type of school organization in which they taught. The range in the teaching load of male teachers in all types of schools was 35, from 18 to 53 teaching load units per week, and for female teachers, 31, from 15 to 46 teaching load units per week. The range of the teaching load of females was slightly greater in the six-year high schools. The mean teaching load of 31.38. of female teachers in the six-year high schools, was the highest mean teaching load and the mean teaching load of 29.41, of female teachers in the three-year high schools, was the lowest mean teaching load for male and female teachers in all type groups. The mean teaching load of male teachers increased in the following order, among the type groups, three-, six-, and four-year high schools. The mean teaching load of female teachers increased in the following order, among the type groups, three-, four-, and six-year high schools; this order was also true for the mean teaching load of all teachers according to type group.

<u>Number and Per Cent of Teachers Who Had a Teaching Load in Excess of Official Regulations</u> <u>according to Size of School and Com-</u> <u>pensation for Activity Assignments</u>

Table 36 shows the number and per cent of male and

TABLE 35

FREQUENCY DISTRIBUTIONS OF TEACHING LOADS OF TEACHERS ACCORDING TO SEX, NO ADDITIONAL COMPENSATION FOR ACTIVITIES, AND TYPE OF SCHOOL ORGANIZATION

				Number	of Cas	es			
Teaching Load Units	Three-Year		Four	Four-Year		-Year	All School		
Per Week	M	F	М	F	М	F	М	F	
15 16 17 18 92 21 22 34 56 78 90 31 23 34 56 78 90 41 23 44 56	00 10221567651330871106634032211	01 0210354854103542293460500010000	00 10000252988469602723110121010	00 01100036244213378902225500002002	00 01013425949299643993242111000	10 010001903670332488533100010	000212341344789888016672692554121	1 1 0 0 4 2 0 3 6 6 4 0 1 9 4 0 7 1 10 7 5 0 6 3 3 1 1 2 0 12 12 0 12	

				Number	of Ca	Ses		
Teaching Load Units	Thre	Three-Year		Four-Year		Six-Year		Schools
FEL WEEK	м	F	М	F	М	F	М	F
51 53	1 0	0 0	0 1	0 0	0 0	0 0	1	0 0
Total	248 67	429 7	142 37	237 79	153 44	293 46	543 1	959 502
Mean	30.48 29.	29.41 81	31.01 31.	31.00 .01	30.95 31	31.38 23	30.76 30	30.40 .53
S.D.	4.75 3.	3.26 84	4 .4 9 4	3.80 .02	4.57 4	3.90 .16	4.58	3 3.75 .07

TABLE 35--Continued

female teachers who had teaching loads in excess of the regulations of the Oklahoma State Department of Education and the North Central Association according to the size of school in which they taught and compensation for activity assignments. A teaching load of 30 teaching load units is the standard for a normal load. A teaching load of 31 or more teaching load units per week is above the normal load recommended in the regulations and is considered excessive.

Schools in Group III had the lowest number and per cent of male, female, and all teachers in excess of the standard for teaching load and increased according to the following order, Group I, Group II, and Group IV. This held for both those receiving no additional compensation and those

137

TABLE 36

NUMBER AND PER CENT OF TEACHERS WITH TEACHING LOADS IN EXCESS OF OFFICIAL REGULATIONS ACCORDING TO SEX, SIZE OF SCHOOL, AND COMPENSATION FOR ACTIVITY ASSIGNMENTS

Group by Sex	No Addition	al Compensation	All	Teachers
	No.	Per Cent	No.	Per Cent
Group I				
Male Female Total	63 97 160	18.69 18.23 18.41	138 106 244	20.72 17.85 19.37
Group II				
Male Female Total	101 107 208	29.97 20.11 23.94	201 128 329	30.18 21.55 26.11
Group III				
Male Female Total	37 70 107	10.98 13.16 12.31	90 87 177	13.51 14.65 14.05
Group IV				
Male Female Total	136 258 394	40.36 48.50 45.34	237 273 510	35.59 45.96 40.48
All Groups				
Male Female Total	337 532 869	100.00 100.00 100.00	666 594 1260	100.00 100.00 100.00

31 or More Teaching Load Units Per Week

who did receive additional compensation for activity assignments.

A total of 1,260 teachers, 666 male and 594 female, were in excess of the teaching load recommendations of the accrediting agencies. Of these teachers in excess of the standard a total of 869 teachers, or 69 per cent, 337, or 51 per cent, male and 532, or 90 per cent, female, receive no additional compensation in addition to regular salary for activity assignments.

<u>Number and Per Cent of Teachers Who Had a</u> <u>Teaching Load in Excess of Official Req</u>-<u>ulations according to Type of School</u> <u>Organization and Compensation for</u> <u>Activity Assignments</u>

Table 37 shows the number and per cent of male and female teachers who had teaching loads in excess of the regulations of the Oklahoma State Department of Education and the North Central Association according to the type of school organization in which they taught and compensation for activity assignments. A teaching load of 30 teaching load units is the standard for a normal load. A teaching load of 31 or more teaching load units per week is above the standard for a normal load and is considered excessive.

The four-year high schools had the lowest number and per cent of male and female teachers in excess of the teaching load recommendations of the accrediting agencies. The schools with the highest number and per cent in excess of

TABLE 37

NUMBER AND PER CENT OF TEACHERS WITH TEACHING LOADS IN EXCESS OF OFFICIAL REGULATIONS ACCORDING TO SEX, TYPE OF SCHOOL ORGANIZATION, AND COMPENSATION FOR ACTIVITY ASSIGNMENTS

_ <u></u>	31 or More	e Teaching Load	Units Pe	er Week
Type of Organization and Sex	No Addition	al Compensation	All	Teachers
	No.	Per Cent	No.	Per Cent
Three-Year High School				
Male Female Total	143 184 327	42.43 34.59 37.63	294 209 503	44.14 35.19 39.92
Four-Year High School				
Male Female Total	88 150 238	26.11 28.20 27.39	192 169 361	28.83 28.45 28.65
Si x-Year High School				
Male Female Total	106 198 304	31.45 37.22 34.98	180 216 396	27.03 36.36 31.43
All High Schools				
Male Female Total	337 532 869	100.00 100.00 100.00	666 594 1260	100.00 100.00 100.00

•

the teaching load recommendations for male teachers were the three-year high schools and for the female teachers were the six-year high schools. This also held true for all teachers whether compensation was paid or not for activity assignments. The number and per cent of male teachers receiving no additional compensation for activity assignments increased in the following order, four-, six-, and threeyear high schools. The number and per cent of female teachers receiving no additional compensation for activity assignments increased in the following order, four-, three-, and six-year high schools. This also held true for all female teachers with teaching loads over 31. The number and per cent of all male teachers with teaching loads over 31 increased in the following order, six-, four-, and three-year high schools.

Summary

Number and Per Cent of Teachers according to the Size of School and the Kinds of Activities to Which They Were Assigned

The activities mentioned by all respondents, arranged in the order of frequency of mention, were: miscellaneous activities, administrative duties, clubs, athletics, programs, committees, dramatics, publications, and musical activities. The number and per cent of all teachers who had activity assignments were smaller in the schools with 501 to 1,000 students than in the other three sizes of schools. Teachers in schools with 1,001 and more students had more club assignments than the smaller schools. Three out of four teachers that mentioned committees were in the schools with 1,001 and more students.

Number and Per Cent of Teachers according to Type of School Organization and the Kinds of Activities to Which They Were Assigned

The number and per cent of all teachers who had assignments to athletics, clubs, dramatics, administrative duties, publications, programs, and miscellaneous activities were greatest in the three-year, next in the four-year, and least in the six-year schools. The exceptions were assignments to committees and musical activities. These were greatest for all teachers in the three-, six-, and four-year schools in this order.

Number and Per Cent of Teachers according to Subject Field and the Kinds of Activities to Which They Were Assigned

For male teachers of all subjects the most frequently mentioned activity assignments were, in the following order, miscellaneous, administrative duties, athletics, clubs, programs, musical activities, committees, dramatics, and publications. For the female teachers of all subjects the most frequently mentioned activity assignments were, in the following order, miscellaneous, administrative duties, clubs, programs, committees, dramatics, publications, athletics, and musical activities. The activity assignments most frequently mentioned by all teachers of all subjects were, in the following order, miscellaneous, administrative duties, clubs, athletics, programs, committees, dramatics, publications, and musical activities.

For all teachers included in the study, miscellaneous activities and administrative duties were most frequently mentioned. There were 2,822 assignments, 54.86 per cent of all reported, within these two categories. Assignments to clubs were the third most frequently reported. Male teachers were more frequently assigned to athletics. Female teachers were more frequently assigned to clubs, committees, dramatics, administrative duties, publications, programs, and miscellaneous activities than were male teachers.

Number and Per Cent of Teachers according to Size of School and the Numbers of Activities to Which They Were Assigned

All the respondents recorded activity assignments within a range of from none to nine. The highest activity load was carried by teachers in the schools with 1,001 and more students. The remainder, in descending order, were in schools with 151 to 500, 1 to 150, and 501 to 1,000 students. This order held true for male as well as female teachers. The number and per cent of male, female, and all teachers assigned "no other activities" followed the above order. The number and per cent of teachers with no activity assignments were: male teachers, 132, or 9.7 per cent; female teachers, 86, or 6.4 per cent; and all teachers, 218, or 8 per cent.

Number and Per Cent of Teachers according to the Type of School Organization and the Number of Activities to Which They Were Assigned

Of the teachers with no activity assignments 50.92 per cent were in the three-year high schools. The highest activity load was carried, in the following order, by teachers in the three-, four-, and six-year high schools. The number of activities carried by a teacher dropped off sharply after five activity assignments.

> Activities Assigned to Teachers according to Subject Field Taught and the Size of School

Subject Field and Mean Activity Assignment

For male teachers the mean number of activities assigned were, in the following order from high to low, agriculture, music, English, art, physical education, mixed load, science, health, social studies, commercial, mathematics, foreign language, and industrial arts. For the female teachers the mean number of activities assigned were, in the following order from high to low, industrial arts, physical education, home economics, music, English, commercial, social studies, art, mixed load, foreign language, mathematics, and science.

Size of School and Mean Activity Assignment

For male teachers the mean number of activities

assigned were, in the following order from high to low in schools with 1 to 150, 1,001 and more, 151 to 500, and 501 to 1,000 students. For female teachers the mean number of activities assigned were, in the following order from high to low in schools with 1 to 150, 501 to 1,000, 151 to 500, and 1,001 and more students.

Activities Assigned to Teachers according to Subject Field Taught and the Type of School Organization

Subject Field and Mean Activity Assignment

For male, female, and all teachers the mean number of activities assigned were, in the same order from high to low, identical with those stated above for subject field and size of school.

Type of School Organization and Mean Activity Assignment

For male teachers the mean number of activities assigned were, in the following order from high to low, four-, three-, and six-year high schools. For female teachers the mean number of activities assigned were, in the following order from high to low, four-, six-, and three-year high schools.

For all subject fields and high schools the mean number of activities assigned were: 2.05 for male teachers, 2.44 for female teachers, and 2.25 for all teachers. Teaching Load of Teachers according to No Activities Assigned and Size of School

The mean teaching load of male, female, and of all teachers in these groups in all schools were below the standards for accreditation for teaching load except for female teachers in schools with 501 to 1,000 students. A total of 463, or 13 per cent of all teachers, 229 male and 234 female, did not have an activity assignment. This meant that 87 per cent of all teachers studied did have activity assignments as part of their service to the school.

Teaching Load of Teachers according to Activities Assigned with Additional Compensation and Size of School

The range in the teaching load for male teachers in all sizes of schools was 40, from 14 to 54 teaching load units per week, and for female teachers, 21, from 24 to 45 teaching load units per week. The mean teaching load of male teachers increased with the size of schools, from small to large. The mean teaching load of female teachers increased according to the following order: schools with 1 to 150, 1,001 and more, 151 to 500, and 501 to 1,000 students. The mean teaching load of all teachers increased with the size of the school from small to large.

A total of 736 teachers, 582 male and 154 female, receive some compensation in addition to regular salary for activity assignments. Four out of five teachers who received additional compensation for activity assignments, 79 per cent,

were male teachers, and 21 per cent were female. This proportion is in contrast with the proportion of male and female teachers with activity assignments for which no additional compensation was paid.

Teaching Load of Teachers according to Activities Assigned with No Additional Compensation and Size of School

The range in teaching load of male teachers in all sizes of schools was 35, from 18 to 53 teaching load units per week, and for female teachers, 31, from 15 to 46 teaching load units per week. The mean teaching load for all teachers increased as the size of the school increased. A total of 1,502 teachers, 543 male and 959 female, had activity assignments but did not receive additional compensation for them. Of the entire group, in all sizes of schools, 56 per cent were assigned to one or more activities for which no additional compensation was paid. Of the teachers assigned to activities with no compensation, 64 per cent were female and 36 per cent were male. This proportion is in contrast with the proportion of male and female teachers with activity assignments for which additional compensation was paid.

Teaching Load of Teachers according to No Activities Assigned and Type of School Organization

The mean teaching load of male and female teachers in each type of school organization and of all teachers in all schools were below the accreditation recommendations for teaching load. There was a slight difference in mean teaching load between the teaching load of each type group and between each type group and all groups. There was a slight difference in mean teaching load between male and female teachers in each type group and between male and female teachers in each type group and all groups.

Teaching Load of Teachers according to Activities Assigned with Additional Compensation and Type of School Organization

The range in the teaching load of male teachers in each category of type of schools was greater than the range of female teachers in the same type schools. The mean teaching load of male teachers increased according to the following order, four-, three-, and six-year high schools. The mean teaching load of female teachers increased according to the following order, three-, four-, and six-year high schools.

Teaching Load of Teachers according to Activities Assigned with No Additional Compensation and Type of School Organization

Only in the six-year high schools was the range in the teaching load of females greater than the range of males. The mean teaching load of 31.38, of female teachers in the six-year high schools, was the highest mean teaching load and the mean teaching load of 29.41, of female teachers in the three-year high schools, was the lowest mean teaching load of male and female teachers in all type groups. The mean teaching load of male teachers increased in the following order, among the type groups, three-, six-, and four-year high schools. The mean teaching load of female teachers increased in the following order, among the type groups, three-, four-, and six-year high schools; this order was also true for the mean teaching load of all teachers according to type group.

Number and Per Cent of Teachers Who Had a Teaching Load in Excess of Official Regulations according to Size of School and Compensation for Activity Assignments

Schools in Group III had the lowest number and per cent of male, female, and all teachers in excess of the teaching load recommendations of the accrediting agencies, and increased according to the following order, Group I, Group II, and Group IV. This held for both those receiving no additional compensation and those who did receive additional compensation for activity assignments.

A total of 1,260 teachers, 666 male and 594 female, were in excess of the teaching load recommendations. Of these, a total of 869 teachers, or 69 per cent, 337, or 51 per cent, male and 532, or 90 per cent, female, received no additional compensation in addition to regular salary for activity assignments.

Number and Per Cent of Teachers Who Had a Teaching Load in Excess of Official Regulations according to Type of School Organization and Compensation for Activity Assignments

The four-year high schools had the lowest number and per cent of male and female teachers in excess of the teaching load recommendations. The schools with the highest number and per cent in excess of the teaching load recommendations for male teachers were the three-year high schools and for the female were the six-year high schools. This also held true for all teachers whether compensation was paid or not for activity assignments. The number and per cent of all male teachers with a teaching load over 31 increased in the following order, six-, four-, and three-year high schools.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

It was the principal purpose of this study to determine the extent of the entire load of teachers in Oklahoma high schools in terms of duties assigned by the administrative or supervisory officers of the schools. To carry out this purpose, the teaching load reports of 2,701 Oklahoma teachers, 1,354 male and 1,347 female, were analyzed. These were reports of teachers who performed regular teaching activities for more than half of their teaching day. The reports were grouped for study according to size of school, type of school organization, sex of teacher, subject field taught, county, teaching fields, professional degrees, years of teaching experience, activity assignments, and those in compliance and those in excess of Regulation X of the Oklahoma State Department of Education and Regulation 10 of the North Central Association. Schools were grouped according to size in terms of student membership: Group I with 1 to 150, Group II with 151 to 500, Group III with 501 to 1,000, and Group IV with 1,001 and more students. Schools were

grouped also according to type of organization of the school: three-, four-, and six-year high schools.

In order to answer the basic question it was deemed necessary to discover the answers to certain subsidiary questions pertaining to the various aspects of the problem. These questions are set forth below.

1. What are the differences in the means, the medians, and the extremes in teaching loads according to the size of the school?

2. What are the differences between the teaching loads of male and female teachers according to the size of the school?

3. What are the differences between the teaching loads of experienced teachers and beginning teachers according to the size of school?

4. What number and percentage of teachers in the different schools of various sizes have teaching loads in excess of and below the official standards set by the Oklahoma State Department of Education?

5. What are the means, the medians, and the extremes in teaching loads according to type of organization of the school?

6. What are the differences between the teaching loads of male and female teachers according to type of organization of the school?

7. What are the differences between the teaching

loads of experienced teachers and beginning teachers according to type of organization of the school?

8. What are the means, the medians, and the extremes in teaching load according to the subject field taught?

9. What are the mean numbers of activities assigned to teachers according to subject field taught?

10. What number and percentage of male and female teachers in the schools of various sizes, including those who receive additional compensation for a part of their duties, have teaching loads in excess of the official standards of the Oklahoma State Department of Education?

II. What number and percentage of male and female teachers in the schools of various sizes, excluding those who receive additional compensation for a part of their duties, have teaching loads in excess of the official standards of the Oklahoma State Department of Education?

12. What number and percentage of male and female teachers in the schools within each category and in all categories of size have none, one, or more than one duty classified outside their instructional load?

13. What number and percentage of the male and female teachers in schools within each category and in all categories of size, who have duties other than regular teaching duties, are included in each activity classification?

14. What are the mean teaching loads of teachers according to highest degree held?

15. What are the mean teaching loads of teachers according to years of teaching experience?

16. What are the differences between the Oklahoma teaching load norms and the Douglass revised norms (national norms)?

The answers to these questions can be found in Chapters III, IV, and V in the tables and in the description of these tables.

The Revised Douglass formula was selected for use in this study as an instrument with which to examine and measure teacher loads and to make suitable comparisons.

Teaching loads among groups of teachers were shown in frequency distributions with the accompanying means, standard deviations, medians, quartiles, quartile deviations, and range.

The summaries of the data obtained in this study are given in Chapters III, IV, and V.

Slight differences were found between the mean teaching load units per week assigned to all of the teachers and the means for the other groups of teachers classified according to the size of school in which they taught. In each group the range in load of male teachers was greater than that of female teachers. Male teachers had a slightly higher mean load in each group than the female teachers.

This difference was found for the median load also.

The mean teaching load was progressively larger, in order, from the three-year high school, through the four-year high school to the six-year high school. This order was found for the median also. In each group the range of male teaching load was greater than that for female teachers. Male teachers had a slightly higher mean teaching load in each type of school organization than the female teachers. This was true also for the median except in the four-year high school where a 0.07 difference was found in favor of the females.

The mean teaching load varied with the subject fields taught. The highest mean teaching load was found among teachers of health, and, in order, to the lowest, among teachers of agriculture, physical education, science, English, mixed load, social studies, music, art, mathematics, commercial, home economics, industrial arts, and foreign language. Agriculture appeared to be taught exclusively by male teachers and home economics appeared to be taught exclusively by female teachers. Health was mentioned by one male teacher in Group III as a separate subject field.

The median teaching load, Q_1 , and Q_3 , for all subjects in this study compared favorably with the national norms. There were slight differences from the national norms in the medians of mixed load, home economics, and agriculture.

A teaching load assignment in excess of the standards

set by the Oklahoma State Department of Education and the North Central Association was reported by 1,260 of the 2,701 respondents in this study. The high schools in excess of the teaching load standards were, in descending order, those with 501 to 1,000, 1,001 and more, 151 to 500, and 1 to 150 students. The six-year high schools most frequently were in excess of the teaching load standard with the four-year and three-year high schools following in that order.

The mean teaching load according to counties ranged from 27.33 to 32.78 teaching load units per week for all respondents.

Teachers were assigned teaching duties in their first teaching field 85.38 per cent of the time, in their second teaching field 11.48 per cent of the time, in their third teaching field 2.11 per cent of the time, and in their other teaching fields 1.04 per cent of the time. Teachers teaching in the third or other teaching field were in compliance with accreditation regulations, while those in their first or second field were in excess of these regulations.

The tendency was to assign teachers to their first or second teaching field with an increase in years of teaching experience.

Beginning teachers tended to meet the requirements for the baccalaureate degree and while in the process of teaching acquire added degrees and added hours of college or university work. The percentages of teachers holding the

various degrees were: 0.78 with no degree, 55.31 with the baccalaureate degree, 43.72 with the master's degree, and 0.15 with the doctor's degree. Teachers with the baccalaureate degree had a slightly higher teaching load than teachers with the master's degree. Teachers with no degree had a teaching load within the accreditation regulations and teachers with doctor's degrees had loads slightly in excess of the regulations.

Inexperienced teachers in all groups had a slightly lower teaching load than experienced teachers in all groups. For all teachers, the larger the school the higher the number and percentage of teachers who had master's degrees.

The range of 25.50 to 35.00 teaching load units per week was found for the means of male teachers and the range of 25.33 to 32.00, for female teachers according to years of teaching experience.

The activities mentioned by all respondents, arranged in the order of frequency of mention, were: miscellaneous activities, administrative duties, clubs, athletics, programs, committees, dramatics, publications, and musical activities. For all teachers included in the study, miscellaneous activities and administrative duties were most frequently mentioned. There were 2,822 assignments, out of the total of 5,144, 54.86 per cent of all reported, within these two categories. Male teachers were more frequently assigned to athletics. Female teachers were more frequently assigned

to clubs, committees, dramatics, administrative duties, publications, programs, and miscellaneous activities than were male teachers.

All the respondents recorded activity assignments within a range of from none to nine. The highest activity load was carried by teachers in the schools with 1,001 and more students. The remainder, in descending order, were schools with 151 to 500, 1 to 150, and 501 to 1,000 students. According to type of school organization the highest activity load was carried, in the following order, by teachers in the three-, four-, and six-year high schools. The number and per cent of teachers with no activity assignment were: male teachers, 132, or 9.7 per cent; female teachers, 86, or 6.4 per cent; and all teachers, 218, or 8 per cent. The number of activities carried by a teacher dropped off sharply after five activity assignments.

For male teachers, the mean number of activities assigned, according to subject field, were, in the following order from high to low, agriculture, music, English, art, physical education, mixed load, science, health, social studies, commercial, mathematics, foreign language, and industrial arts. For the female teachers, the mean number of activities assigned were, in the following order from high to low, industrial arts, physical education, home economics, music, English, commercial, social studies, art, mixed load, foreign language, mathematics, and science. For all subject

fields and high schools the mean number of activities assigned were: 2.05 for male teachers, 2.44 for female teachers, and 2.25 for all teachers.

A total of 463, or 13 per cent of all teachers included in the study, 229 male and 234 female, did not have an activity assignment. This meant that 87 per cent of all teachers studied did have activity assignments as part of their service to the school.

According to activities assigned with additional compensation for added duties the mean teaching load for all teachers increased as the size of the school increased. A total of 736 teachers, 582 male and 154 female, received some compensation in addition to regular salary for activity assignments. Four out of five teachers who received additional compensation for activity assignments, 79 per cent were male and 21 per cent were female teachers. This proportion is in contrast with the proportion of male and female teachers with activity assignments for which no additional compensation was paid.

A total of 1,502 teachers, 543 male and 959 female, had activity assignments but did not receive additional compensation for them. Of the entire group of respondents, 56 per cent were assigned to one or more activities for which no additional compensation was paid. Of the teachers assigned to activities with no compensation, 64 per cent were female and 36 per cent were male. This proportion is in contrast

with the proportion of male and female teachers with activity assignments for which additional compensation was paid.

A total of 1,260 teachers, 666 male and 594 female, were in excess of teaching load recommendations. Of these teachers in excess of teaching load recommendations a total of 869 teachers, or 69 per cent; 337, or 51 per cent, male; and 532, or 90 per cent, female; received no additional compensation for activity assignments in addition to regular salary.

Conclusions

From the data presented in this study, it seems that the following conclusions are warranted:

The multiplicity of duties or assignments in the teaching load, in addition to the subject field taught, indicates the need for consideration of all assigned duties in measuring the load of the teacher. Such consideration necessitates a report of the entire load of the teacher both within and without the school day. Much too often voluntary and involuntary assignments are not included as a part of the load of the teacher. The report must include not only the number of assigned duties but an estimate of the load of each of the several assignments in terms of a common unit. The Douglass formula includes most of the readily obtainable factors which make up the load of the typical teacher. It is the author's opinion that the Douglass formula should
be used in measuring teaching load until or when another instrument is devised that will include more or all of the factors involved in teaching.

According to data presented in this study teaching loads tended to be heavier in larger schools than in smaller schools. This was also reported by Mees in 1950. Studies prior to 1950 tended to show the opposite. This suggests the possibility that there was a shift in teacher load in relation to the size of school and that for the near future, at least, this might be expected in Oklahoma high schools.

In each size group and type of school organization the range in load of male teachers was greater than that of female teachers. In each size group and type of school organization the mean teaching load of male teachers was slightly higher than the mean teaching load of female teachers in these groups. These data indicated that male teachers are more likely to carry extreme, high or low, and heavier mean teaching loads than female teachers.

The highest mean teaching loads were assigned to teachers of health, agriculture, and physical education and the lowest mean teaching loads were assigned to teachers of industrial arts and foreign language. There was only one respondent that mentioned health as his only teaching assignment. His high mean teaching load was the result of large classes and time spent without the school day in activity assignments. The high mean teaching loads of teachers

of agriculture was the result of time spent without the school day and non-school days on supervised farm practices and allied club activities. The large classes in physical education precipitated the high mean teaching loads found in this subject field. The classes in industrial arts and foreign language were notably small. This factor precipitated the low mean teaching loads found in these subject fields. The inequalities in teaching loads among teachers of different subject fields suggested an inequitable division of teaching staffs according to the needs of the curriculum.

Oklahoma teaching load norms compared favorably with the national norms. The findings of this study could well apply nationally since the teaching load norms varied so slightly from the accepted national norms.

The number and per cent, 1,260 and 47 per cent, of teachers with a teaching load assignment in excess of the standards set by the Oklahoma State Department of Education and the North Central Association is entirely too high and suggests that administrators re-examine their class schedules and make an effort to comply with the recommendations of the accrediting agencies.

The mean teaching load differences found among the counties suggests that the teaching load problem is one for the State Department of Education to study. The size or population of a county did not necessarily reflect the

teaching load for that county.

The high percentage of teachers, 96.86 per cent, teaching in either their first or second teaching field reflects a professional attitude on the part of administrators in placing the teacher in the field where he is presumed to have the most competence and confidence.

A teacher was more likely to be assigned to his field of teaching preference as his years of teaching experience increased.

Oklahoma teachers were well prepared to teach if the degree held is any criterion. Only 21, or 0.78 per cent, of the 2,701 respondents in this study were found to have no degree. The degree held did not seem to have any effect upon the teaching load assignment of teachers. The \$200.00 increment in pay per year provided for in the law and more rigid certification requirements could account for the high number and per cent of male and female teachers acquiring the master's degree and added hours of college or university work.

The professional attitude of Oklahoma administrators is again reflected in the lower mean teaching load assigned to the inexperienced teachers than that assigned to the experienced teachers. In this connection one should remember that 47 per cent of all respondents had teaching loads in excess of teaching load standards recommended by the state department. This can be explained in part by the fact that

a beginning teacher cannot anticipate the activity assignments that are assigned to him during the school year and thus did not report them on the teaching load report form. His estimation of the time required to perform these activity assignments appeared to be guesses based upon no previous experience.

The frequency of mention of activity assignments of miscellaneous activities, administrative duties, and clubs suggests that "athletics" and "band" are no longer the dominant activities. Athletics and musical activities are listed fourth and last respectively in the frequency of mention of the activity assignments. It also suggests that administrators, teachers, and the lay public must be alive to the increasing multiplicity of activities engaged in by students and sponsored by the schools.

The range, none to nine, of activity assignments suggests that many teachers, either voluntarily or involuntarily, might have too many activity assignments. It is recognized, by the author, that the number of activity assignments which may be carried safely depends upon the individual teacher. The number of activities carried by a teacher decreased sharply after five activity assignments. The slightly higher mean activity assignment of female teachers showed that there was very little discrimination in the assignment of activities according to sex. It may be concluded that the mean activity assignment of, 2.25, activities for

each teacher indicates the extent the schools have gone in placating each interest group that presents itself for recognition in the schools. Very few teachers, 8 per cent, did not mention activity assignments on the load form in contrast with 33 per cent and more for other teaching load studies since 1932. It may be concluded that the trend is to include every teacher in the assignment of activities.

It may be concluded that teachers with no activity assignment are more likely to have loads below or at the accrediting association recommendations for teaching load than teachers with one or more activity assignments. As the activity assignment increases, by number or in terms of demands upon the teacher's time, the more likely the teacher is to be found in excess of the teaching load recommendations of the accrediting association.

Male teachers are more likely to receive additional compensation for activity assignments than female teachers. The present practice in Oklahoma shows a discrimination in • extra pay for activities in terms of sex. The percentage of teachers receiving additional compensation for activity assignments is small.

It seems appropriate at this point to refer the reader to pages 9 and 10, "Basic Assumptions Underlying the Study," because these fundamental propositions should now be more self-evident in view of the data presented in this study.

Excesses and inequalities in teachers' loads may be due to the inability, unwillingness, or reluctance of the local educational unit to finance an adequate staff for the services expected.

It is desirable and possible to make objective comparisons of the teacher loads within and among school systems and should be a continuous process with emphasis on equalization of the teaching load.

Recommendations

As a result of the foregoing conclusions, the following recommendations are made:

1. That further research be conducted to determine the extent of the demands made upon the teacher without the school day, who or what encourages this, and the effects of the demands on the teacher's mental health and teaching efficiency.

2. That further research be conducted to determine how salary, teaching load, and activity assignments are correlated.

3. That further research be conducted to determine the attitude of the public, teacher, and administrator on the activities within the school day and activities without the school day.

4. That the Oklahoma State Department of Education study teaching load in light of this study.

5. That the teaching load reports for each school and each teacher to the Oklahoma State Department of Education be made in terms of the Douglass formula.

6. That each principal use the Douglass formula to periodically examine the load of each teacher and to use this information in making teaching and activity assignments.

7. That the results of this study be made known to those persons directly and indirectly concerned with the teaching profession.

8. That further research be conducted to determine what the public, teachers, and administrators say <u>are</u> "subjects" and "activities" and the <u>actual</u> treatment of these two areas in the curriculum of the high schools in Oklahoma.

9. That all school sponsored activities be provided for in the school budget.

10. That a comparative study of teaching loads be made in the 48 states every decade to indicate the national trend in the professional improvement of the teaching load.

BIBLIOGRAPHY

•

.

BIBLIOGRAFHY

American Association of School Administrators. "Assignment, Transfer, and Load in School Administration," <u>Educational Digest</u>, XXI (October, 1955), pp. 7-10.

<u>The Superintendent as Instructional Leader</u>. 35th Yearbook. Washington: National Education Association, 1957.

- Anderson, Vivienne, and Davies, Daniel R. <u>Patterns of Edu-</u> <u>cational Leadership</u>. New York: Prentice-Hall, Inc., 1956.
- Barr, Arvil S., Davis, Robert A., and Johnson, Palmer C. <u>Educational Research and Appraisal</u>. New York: J. B. Lippincott Company, 1953.
- Bartky, John A. <u>Administration as Educational Leadership</u>. Stanford, California: Stanford University Press, 1956.
- Boardman, Charles W., Douglass, Harl R., and Bent, Rudyard K. <u>Democratic Supervision in Secondary Schools</u>. Boston: Houghton Mifflin Company, 1953.
- Briggs, Thomas H., and Justman, Joseph. <u>Improving Instruc-</u> <u>tion through Supervision</u>. New York: The Macmillan Company, 1952.
- Bush, Robert N. (ed.) "The Load of the High School Teacher," <u>California Journal of Secondary Education</u>, XXIX (February, 1954), pp. 62-4.
- Clubine, I. Ward. "Teacher Load in the Secondary Schools of Ontario." Unpublished Ph.D. dissertation, New York University, 1944.
- Cooke, Dennis H. <u>Administering the Teaching Personnel</u>. Chicago: Benjamin H. Sanborn and Company, 1939.
- Cooper, Walter Lee. "The Professional Load of Kansas Teachers." Unpublished Ed.D. dissertation, University of Missouri, 1954.

Davis, Hazel. "Give the Teacher Time to Look Up," <u>National</u> <u>Education Association Journal</u>, XL (April, 1951), pp. 276-77.

_____. "What to Do about Teaching Load," <u>National Assoc-</u> <u>iation of Secondary School Principals Bulletin</u>, XXXV (October, 1951), pp. 148-56.

Diettert, C. C. "Teacher Load and Extracurricular Activities," <u>School Activities</u>, IX (June, 1938), pp. 203-45.

Douglass, Harl R. <u>Modern Administration of Secondary Schools</u>. Boston: Ginn and Company, 1954.

"Light Loads or Heavy for Your High School Teachers," <u>American School Board Journal</u>, CXXVIII (June, 1954), p. 32.

______. "Means of Measuring the Teaching Load," <u>Depart-</u> <u>ment of Secondary Schools Principals Bulletin</u>, L (March, 1934), p. 154.

_____, and Saupe, Ethel M. "The Professional Load of Teachers in the Secondary Schools of Iowa," <u>School Re-</u> <u>view</u>, XL (June, 1935), pp. 428-33.

_____. "Tentative Norms for High School Teaching Load Based upon the Revised Douglass Teaching-Load Formula," <u>The Bulletin of the National Association of Secondary</u> <u>School Principals</u>, XXXVII (December, 1953), pp. 12-15.

, and Noble, Kenneth L. "Revised Norms for High School Teaching Load," <u>The Bulletin of the National</u> <u>Association of Secondary School Principals</u>, XXXVIII (December, 1954), pp. 97-8.

, and Rowe, Jack L. "Median Teacher Loads for Junior High Schools Based upon the Revised Douglass Teaching Load Formula," <u>The Bulletin of the National Assoc-</u> <u>iation of Secondary School Principals</u>, XXXIX (November, 1955), pp. 34-7.

_____, and Taylor, W. "Light Loads and Heavy," <u>Nation's</u> <u>Schools</u>, XVIII (August, 1936), pp. 35-7.

Edmonson, J. B., Roemer, Joseph, and Bacon, Francis. <u>The</u> <u>Administration of the Modern Secondary School</u>. New York: The Macmillan Company, 1953.

Eells, Kenneth W. "Measuring Teacher Load," <u>Nation's Schools</u>, XXIII (February, 1939), pp. 49-51.

- Elsbree, Willard S., and Reutter, E. Edmund, Jr. <u>Staff</u> <u>Personnel in the Public Schools</u>. New York: Prentice-Hall, Inc., 1954.
- Garrett, Henry E. <u>Statistics in Psychology and Education</u>. New York: Longmans Green and Company, 1953.
- Good, Carter V. <u>Dictionary of Education</u>. New York: McGraw-Hill Book Company, 1945.
- Hartung, Maurice L. "Better Utilization of the Teacher's Time," <u>The School Review</u>, LI (December, 1953), pp. 514-16.
- Irwin, Leonard B. "Equalizing Teacher Loads in Secondary Schools," <u>American School Board Journal</u>, LXII (March, 1941), p. 28.
- Jacobson, Paul B., Reavis, William C., and Logsdon, James D. <u>Duties of School Principals</u>. New York: Prentice-Hall, Inc., 1950.
- Jung, Christian W. "The Development of a Proposed Revision of the Douglass Formula for Measuring Teacher Load in Secondary Schools." Unpublished Ed.D. dissertation, University of Colorado, 1949.
- Koos, Leonard V., Hughes, James M., Hutson, Percival W., and Reavis, William C. <u>Administering the Secondary School</u>. New York: American Book Company, 1940.
- Langfitt, Emerson R. <u>The Daily Schedule and High-School Or-</u> <u>ganization</u>. New York: The Macmillan Company, 1940.
- Martin, George B. "Adjusting the Teacher Load," <u>Educational</u> <u>Administration and Supervision</u>, XXXVII (November, 1951), pp. 415-22.
- McNemar, Quinn. <u>Psychological Statistics</u>. New York: John Wiley and Sons, Inc., 1955.
- Mees, John David. "Teachers' Teaching Load in Illinois." Unpublished Ph.D. dissertation, University of Indiana, 1950.
- Meyers, Charles Everett. "Measuring the Teaching Load," Nation's Schools, XXV (April, 1940), p. 64.
- National Education Association, Research Division. "The Teacher Looks at Teacher Load," <u>Research Bulletin</u>, XVII (November, 1939), pp. 233-70.

. "Teaching Load in 1950," <u>Research Bulletin</u>, XXIX (February, 1951), pp. 3-51.

"N. E. A. and Teacher Welfare: Teacher Load," <u>National Education Association Journal</u>, XLV (February, 1956), pp. 96-7.

- Odell, C. W. "Teacher Load in Illinois High Schools," <u>Ill-</u> <u>inois Education</u>, XXXVI (November, 1947), pp. 71-2.
- Pauly, F. R. "Studying Class Size and Teacher Load," <u>Na-</u> tion's <u>Schools</u>, XVI (October, 1935), p. 20.
- Pence, A. M. "Survey on Teacher Load Shows Need to Reduce Class Size," <u>Illinois Educational Journal</u>, XLIII (May, 1955), p. 357.
- Quanbeck, Martin, and Douglass, Harl R. "Teaching Loads in High School," <u>Nation's Schools</u>, XV (Feburary, 1935), pp. 37-9.
- Scotton, Carol Myers, <u>et al.</u> "Class Size and Teacher Load," <u>National Education Association Journal</u>, XLVI, No. 7 (October, 1957), pp. 435-47.
- Selvidge, R. W. "The Teaching Load in High School," <u>Educa-</u> <u>tion</u>, XLVIII (November, 1937), pp.142-43.
- Shellhammer, T. A. "Can We Lengthen the Work Week of High School Teachers?" The Bulletin of the National Association of Secondary School Principals, XXXIX (November, 1955), pp. 52-7.
- State of Oklahoma, Department of Education. <u>Annual Bulletin</u> <u>for Elementary and Secondary Schools</u>, Bulletin No. 113-E. Oklahoma City: State Department of Education, 1957.
- <u>Oklahoma Educational Directory</u>, Bulletin No. 109-G. Oklahoma City: State Department of Education, 1957-1958.
- Stocker, Chester George. "Teacher Load in Public Secondary Schools." Unpublished Ph.D. dissertation, University of Pennsylvania, 1940.
- Wiles, Kimball. <u>Supervision for Better Schools</u>. New York: Prentice-Hall, Inc., 1955.
- Yauch, Wilbur A. <u>Improving Human Relations in School Admin-istration</u>. New York: Harper and Brothers, 1949.

APPENDICES

•

TEACHING L	OAD OF HIGH	SCHOOL TEA	CHERS IN OF	(LAHOMA	
Teacher's Name				Sex: Male	; Female
County	District Num	ber		School	<u></u>
Size of High School (no. of pupils be	elonging): 1-150_	; 151-50	00; 50	1-1000	.; Over 1000
Type of Organization: Three-Year H. S		Four-Year	H. S	; Six-Yec	ar H. S
Highest Degree Held: None	st Degree Held: None; Baccalaureate		ster's	Doctor's	; Other
Certificate Held: Life	; Standard	; Provisional		; Temporary	
Fields of Preparation for Teaching: 1s	t	; 2nd		; 3rd	
Are You Teaching in Your: 1st Teac	hing Field?	;	_; 2nd?	; 3rd?	; Other
Years of Teaching Experience: (Do n	ot include 1957-	1958): Elemen TOTAL	tary Level YEARS OF T	EACHING EX	dary Level PERIENCE
	PRESENT TE	ACHING ASSIGN	MENT		
SUBJECT	GRADE	NUMBER OF PERIODS PER WEEK	NUMBER OF PUPILS ENROLLED	LENGTH OF PERIOD IN MINUTES	DO NOT WRITE IN THIS COLUMN
(Example): ENGLISH I	10	5	31	55	
	<u> </u>				
		I			

ΑCTIVITY	NUMBER OF PERIODS PER WEEK	LENGTH OF PERIOD IN MINUTES	DO YOU RECEIVE ADDITIONAL COMPENSATION FOR THIS DUTY?
Example): STUDY HALL	5	55	NO
(Example): PEP CLUB	2	55	YES

.

/

APPENDIX B

POPULATION ESTIMATES FOR OKLAHOMA BY COUNTIES, 1957

	County	Number		County		Number
1	Oklahoma	418,216	42	Okfuskee		16,712
2	Tulsa	337,563	43	Wagoner		16,187
3	Comanche	76.068	44	Blaine		15,462
4	Muskogee	55,009	45	Pawnee		15.428
5	Kav	49,793	46	Cherokee		14.286
6	Pottawatomie	47.682	47	McIntosh		13.972
7	Garfield	46.838	48	Adair		13,928
8	Carter	46.598	49	Murray		13,664
9	Cleveland	44.002	50	Nowata		13.013
1Ó	Creek	42,452	51	Delaware		12.795
īī	Washington	42.015	52	Woods	•	12.696
$\overline{12}$	Seminole	41.738	53	Haskell		12.638
13	Osage	39.868	54	Pushmataha		12,102
14	Okmulaee	37,917	55	Woodward		11,927
15	Pavne	37.389	56	Atoka		11,883
16	Stephens	36,940	57	Texas		11,685
17	Garvin	34,502	58	Kingfisher		11,484
18	Grady	33,406	59	Jefferson		10,964
19	Pittsburg	33,395	60	Cotton		10,714
20	Pontotoc	32,848	61	Johnston		10,671
21	Caddo	30,830	62	Noble		10,455
22	Ottawa	29,819	63	Greer		10,156
23	LeFlore	29,368	64	Alfalfa		9,808
24	Bryan	28,724	65	Major		9,561
25	Jackson	27,825	66	Grant		8,588
26	Canadian	24,993	67	Ellis		8,272
27	Lincoln	22,557	68	Marshall		8,169
28	McCurtain	22,084	69	Dewey		7,974
29	Beckham	19,654	70	Love		7,923
30	Mayes	19,370	71	Latimer		7,908
31	Craig	19,234	72	Beaver		7,440
32	Logan	19,010	73	Harmon		7,331
33	Sequoyah	18,479	74	Coal		7,199
34	Tillman	18,274	75	Roger Mills		6,905
35	Custer	18,098	76	Harper		5,366
36	Hughes	17,883	77	Cimarron		4,419
37	Rogers	17,878				
38	Washita	17,417				
39	McClain	17,412		Total	77	
40	Choctaw	17,054				
41	Kiowa	16,987				

APPENDIX C

THE EDUCATIONAL ADMINISTRATION CENTER College of Education University of Oklahoma Norman, Oklahoma

State departments of education and regional accrediting associations have long considered teachers' loads to be of utmost importance in the effectiveness of teaching. It is all but universally recognized that equality in teaching loads should be a major objective of every administrator and school faculty.

It has been suggested a number of times that a study of teachers' loads in Oklahoma high schools would contribute to a more widespread understanding of the situation in our State. Furthermore, it could be of direct value to administrators in evaluating their own arrangements.

The Educational Administration Center at the University of Oklahoma is undertaking such a study for the values it will be to the schools in the state and the experience in research it will provide for the graduate student involved. In order to secure the necessary data, we will need the cooperation and a few minutes of the time of administrators and teachers in selected high schools.

We shall be grateful if you and your teachers will spend a few minutes - not more than fifteen - giving us the information needed on the enclosed forms.

Please distribute the forms, enclosed herewith, to each teacher and request that he complete it and return it to your office as soon as possible. When the completed forms are returned to your office, will you place them in the self-addressed, stamped envelope and include a schedule of classes for your school? The class schedule is very important. Please mail the forms and schedule at your earliest convenience.

We sincerely appreciate your cooperation in helping us with this study.

Cordially yours,

D. Ross Pugmire, Professor of Education University of Oklahoma

Cecil M. Shaw, Research Assistant

APPENDIX D

CLASSIFICATION OF ACTIVITIES

- I. Athletics
- Athletics10. Softball1. Baseball11. Swimming2. Basketball11. Swimming3. Boxing12. Tennis4. Cross Country13. Track and Field5. Football14. Tumbling6. Golf15. Volleyball7. Ping Pong16. Weight Lifting8. Playground Activities17. Wrestling
- II. Clubs

 - of America

- Clubs1. Aeronautics33. Future Homemakers of
America2. Aftermath (Mathematics)34. Future Nurses3. Allied Youth34. Future Nurses4. Aquettes35. Future Teachers of
America6. Announcers36. Geology7. Art37. Girls Recreation Assn.8. Art Sketch38. 4-H9. Astronomy39. Hi-Y10. Auto40. Historical11. Bible History41. Honor Mathematics12. Book42. Horizon13. Bowling43. I. W. O.14. Bridge44. International Relations15. Business45. Junior Alumni16. Business Education46. Jr. Classical League17. Camera47. Jr. Civitan18. Cheer Leaders48. Jr. Red Cross19. Chemistry49. Key (Mathematics)20. Chess50. Latin21. Commerce51. Leader Corporation22. Cornercial52. Les Beaux Arts23. Courtesy53. Lettermans24. Craft54. Library25. Creative Writing55. Masquers26. Cub Scouts56. Mathematics27. D. E.57. Medical28. Drama58. Modern Dance29. Economics59. Modern Language30. Flower60. Music31. French61. National Forensic League32. Future Business Leaders62. National Honor Society33. Future Business Leaders62. National Honor Society34. Craft54. Librany35. Medrical56. Mathematics36. Modern Language56. Mathem

- II. Clubs (Continued
 - 63. National Thespian Society
 - 64. Operators (Visual Education)
 - 65. Palette
 - 66. Palette and Brush
 - 67. Pep
 - 68. Photography
 - 69. Press
 - 70. Printers Devil
 - 71. Printing
 - 72. Projectionist 73. Radio

 - 74. Rifle
 - 75. S. F. T. P.

 - 76. Science 77. Scouts (Boy)
 - 78. Slide Rule
- III. Committees
 - Activity Planning
 Advisory
 - 2. Advisory
 - 3. Arts and Decoration
 - 4. Assembly
 - 5. Athletic
 - 6. Attendance
 - 7. Audio-Visual
 - 8. Auditorium
 - 9. Awards

 - 10. Building Display37. Profession11. Building and Grounds38. Program20. Public I
 - 12. Business-Education
 - 13. Cafeteria
 - 14. Career Day
 - 15. Certificate
 - 16. Classroom Teachers Association
 - 17. Courtesy
 - 18. Credit Union
 - 19. Curriculum
 - 20. Education Council
 - 21. Ethics
 - 22. Girls Awards
 - 23. Guidance
 - 24. Honor Roll
 - 25. Honor Society
 - 26. Instructional
 - 27. Insurance
 - 28. Junior High Awards

- 79. Spanish
- 80. Speech
- 81. Stamp 82. State Honor Society
- 83. Students for Christ
- 84. Swimette
- 85. T & I 86. Tennis 87. Thespian
- 87. Inespian 88. Tri-Hi-Y 89. United Nations Youth 90. Vocabulary (English) 91. Water Ballet 92. Writers Club 93. Y-Teens 94. Youth for Christ 95. Youth of Kingdom

 - 29. Junior Red Cross
 - 30. Library
 - 31. Mathematics Certificate
 - 32. National Honor Society 33. Needs of Youth

 - 34. Oklahoma Council of Teachers

 - 35. Pep Council 36. Physical Education
 - 37. Professional

 - 39. Public Relations
 - 40. Radio

 - 41. Safety 42. Scholarship
 - 43. Senior Honor Society44. Social45. Student Council

 - 46. Teacher Recruitment
 - 47. Teachers Welfare
- 47. Teachers werrare 48. Television 49. Textbook 50. Traffic and Safety 51. Undergraduate Program 52. United Fund

- IV. Dramatics
 - 1. Debating Coach
 - 2. Forensic Coach
 - 3. Operettas
 - 4. Oratorical Contests
- V. Administrative Duties
 - 1. Attendance
 - 2. Athletic Council
 - 3. Audio-Visual Coordinator
 - 4. Bank Activity (High 21. School Records and School Activity Fund)
 - 5. Board of Control
 - 6. Career Conference (Guidance)
 - 7. Class Advisor (Sponsor)
 - 8. Conference Hour
 - 9. Counseling

 - 10. Dean of Boys 11. Dean of Girls
 - 11. Deal of Offics12. Director of Adultg. Playground12. Director of Adultg. PlaygroundEducationh. Practice Teaching13. Director of Athleticsi. Proctors14. Financial Supervisor25. Vice Principal15. Guidance26. Work in Office 12. Director of Adult

 - 16. Hall Duty
- Musical VI.
 - 1. Acappella Choir
 - 2. Band

 - 3. Concerts12. Music Appreciation4. Drum and Bugle Corps13. Operetta5. Ensemble14. Orchestra

 - 5. Ensemble14. Orchestia6. Festival Concert15. Parades7. Glee Club16. Swing Band8. Male Chorus17. Twirlers

 - 8. Male Chorus
 - 9. Male Quartette
- VII. Publications
 - 1. Office Forms and Absentee Slips
 - 2. Programs for School Plays
 - School Annual or Yearbook
 School Newspaper
- VIII. Programs

 - Assembly
 Baccalaureate
 Christmas

- 5. Parliamentary
- 5. Parliamentary 6. Plays (School, Class or Club)
 - 7. Puppet or Marionette Shows
 - 17. Head of Department
 - 18. Principal
 - 19. Public Relations 20. School Insurance

 - Reports
 - 22. Student Council
 - Superintendent
 Supervision
 - - a. Curriculum
 - b. Elementary Art
 - c. Elementary Music d. Gym

 - e. Industrial Education
 - f. Lunch Room

 - 10. Marching Pep Club
 - 11. Mixed Chorus

- 4. Civic
- 5. Commencement 6. Concerts

- Programs (Continued) VIII.
 - 7. Easter
 - 8. Fashion Show
 - 9. Musical
 - 10. Pageants
 - 11. P. T. A.
 - 12. Poultry, Beef, Swine, etc. Exhibits
 - IX. Miscellaneous
 - 1. Adult Education
 - 2. Advertising Board
 - 3. Banquets
 - 4. Bus Driver
 - 5. Cafeteria Duty
 - 6. Carnival
 - 7. Clinic Duty
 - 8. Conference Period
 - 9. Council of State Home Economics Assn.
 - 10. Driving Team Coach 11. Duplicating Service for Teachers
 - 12. Duty at School Dances
 - 13. Faculty Fund
 - 14. Faculty P. T. A. Sponsor
 - 15. Faculty Reporter
 - 16. Fairs
 - 17. Field Trips
 - 18. Filming Football Games
 - 19. F. F. A. Activities
 - 20. Gate Keeper
 - 21. Girls Recreation Association
 - 22. Health and Nutrition Program
 - 23. Home Bound Teaching

- 13. Program Director of Educational Television
- 14. Religious 15. Skits
- 16. Television
 17. Vocal
- 24. Home Economics Activity
- 25. Homeroom Activity
- 26. Junior Classical League
- 27. L. H. S. Store (D.E.)
- 28. Library
- 29. Motion Picture Photography
- 30. Officer of Local CTA Unit
- 31. Oklahoma City Interscholastic Press Assn.
- 32. Science Fair
- 33. Science Project Clinic34. Scorekeeper at Athletic Contests
- 35. Sophomore Magazine Sales
- 36. Study Hall
- 37. Supervision of Snack Bar at Ball Games
- 38. Ticket Sales
- 39. Timekeeper at Athletic Contests
- 40. Tutoring
- 41. Visitation in Student Homes
- 42. Work Period

APPENDIX E

CLASSIFICATION OF TEACHER LOAD REPORTS ACCORDING TO SUBJECT FIELD AND SUBJECTS INCLUDED UNDER EACH SUBJECT FIELD

<u>Subject Field</u>	Subjects Included	Subjects Included
Agriculture	Agriculture	
Art	Art Art Appreciation Arts and Crafts Art Leatherwork Art Metalwork Applied Arts Beginning Design Ceramics · Costume Design Creative Art Creative Jewelry	Fashion Design Fine Arts Form Freehand Art Interior Decoration Painting Sculpture Stagecraft Torch Advertising Wood Carving Wood Sculpture
Commercial	Advertising Banking Bookkeeping Business English Business Law Business Machines Business Mathe- matics Business Spelling Business Writing Clerical Training Commercial Arith- metic Economic Geography Filing	Filing and Indexing General Economics Introduction to Business Junior Business Training Marketing Office Practice Retailing Salesmanship Secretarial Practice Secretarial Training Shorthand Transcription Typewriting
English	Debating Dramatics English English Literature	Journalism Reading Techniques Speech Yearbook
Foreign Language	French German	Latin Spanish
Health	Health	
Home Economics	Advanced Clothing Advanced Foods	Clothing Family Living

Home Economics (Continued)	Boys Foods Foods General Home Economics Home Decoration Home Economics	Family Relations Home Management Home Nursing Home Planning Personal Development
Industrial Arts	AC&R Training Auto Mechanics Body and Fender Cabinet Making Commercial Art Training Composite Shop Cosmetology Distributive Education Diversified- Activity Shop Diversified Occu- pations Drafting Drivers Training Electricity Electronics General Metals General Shop High School Drawing	Industrial Arts Shop Machine Operation Machine Shop Manual Arts Mechanical Drawing Metal Work Offset Printing Photography Printing Radio Safety Education Sheet Metal Training Shop Shop Maintenance Tailoring Upholstery Varityping Vocational Brick Masonry Vocational Education Wood Work
Mathematics	Algebra Analytic Geometry Applied Mathematics Arithmetic Composite Mathe- matics General Mathematics	High School Mathematics Industrial Mathematics Mathematical Analysis Plane Geometry Solid Geometry Trigonometry
Music	Band Chorus Dance Orchestra Drum and Bugle Ensembles Glee Club Grade Music Harmony High Brass Instrumental Music	Low Brass Music Appreciation Orchestra Quartette Rhythm Ropers Theory Twirling Vocal Music Woodwind
Physical Edu- cation	Activities Gym	Physical Education Playground

Physical Education	Individual Gymnastics Intramurals	Remedial Gymnastics
Science	Advanced Biology Applied Science Astronomy Biology Botany Chemistry General Science	Geology Nature Study Physical Science Physics Physiology Science Zoology
Social Studies	American History Ancient History Civics Commercial History Community and State Current History Economics English History European History Government Industrial History International Relations	Latin American History Medieval History Modern History Oklahoma History Problems of Democracy Psychology Roman History Social Science Sociology Vocations Western Civilization World History
Mixed Loads	Consisting of two or	more Subject Fields

184

APPENDIX F

DUTIES FOR WHICH ADDITIONAL COMPENSATION WAS PAID

- 1. Administration
- 2. Adult Class
- 3. Athletic Director
- 4. Band Director
- 5. Baseball Coach
- 6. Basketball Coach
- 7. Bus Driver
- 8. Bus Starter
- 9. Counselor
- 10. Cross Country Coach
- 11. Dean of Boys
 12. Dean of Girls
 13. Drama Coach
- 14. Football Coach
- 14. Football Coach28. Tutoring15. Future Homemakers of
America29. Vocational Agriculture16. Gate Keeper at Ball31. Home Economics
- 16. Gate Keeper at Ball Games

- 17. Golf Coach
- 18. Home Bound Teaching
- 19. Intramural Director 20. Office Work 21. Plays

- 22. Scorekeeper at Athletic Contests
- 23. Supervision
- 24. Tennis Coach
- 25. Ticket Sales26. Timekeeper at Athletic Contests
- 27. Track Coach