

TEACHER TIME USE IN AN ELEMENTARY GENERAL MUSIC CLASSROOM

BY

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Abstract

The workload of a teacher is often demanding, and according to a variety of studies, often causes teachers high levels of stress and early burnout. To better understand the composition of that workload, a descriptive case study was undertaken to investigate specific time use. Therefore, the purpose of this study was to learn how an elementary music teacher spent her time during the workday in teaching and non-teaching activities. The participant, purposefully selected on her schedule variety and willingness to participate, taught music in an elementary school in a Midwest suburban school district. Her teaching load included kindergarten through sixth grade (roughly ages 5-12) and seven blocks of class times per day with each grade being represented for forty-five minutes each, demonstrating a typical teaching assignment. The study was conducted using a three-pronged approach and focused on one music teacher in one elementary school. The data were collected from a self-reported time diary, direct observations, and an interview. Data were analyzed for the participant's time diary and the observer's diary for: (a) instructional time and non-instructional time and (b) particular activities related to each category; and for the interview, for narrative explanations of time usage. Results indicated that the participant was required to be present at work for seven hours and fifteen minutes each day. Of that time, the participant was required to teach class for five hours and fifteen minutes. Over the four-day investigation period, which included a self-reported time diary and direct observations from the researcher, the participant exceeded her requirement by a total of seven hours and thirty minutes, essentially working the equivalent of an additional day. Over the four-day investigation period, the results indicate the participant spent 1,270 minutes or 57.99% on instructional activities which centered on singing and playing instruments; and 905 minutes or 41.32% on non-instructional activities, particularly on set-up/cleanup time and personal business. The

results also showed the participant was consistent in her time usage. From the interview, data demonstrated that time was a challenge and inadequate to complete necessary tasks. The findings in this study suggest that adequate preparation time is important to actual classroom teaching.

Dedication

I dedicate this work to my parents, who helped me in so many ways—from babysitting to making me lunch to encouraging phone calls. Also to my sons, McCoy and Maverick, who were born in the middle of this journey—you have sacrificed so much. To Dr. Hedden, who read and edited this work many more times than I thought possible—your wisdom and knowledge are the reasons I’m successful. And lastly, to my husband, Whit, who encouraged me every step of the way—your love and support mean the world to me. I love you. ~TGM

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CHAPTER ONE

Introduction

“The 86,400 seconds in a day may sound like a lot, but they go fast. No matter how quickly time seems to fly by for you, even the most skilled time manager’s hours, minutes, and seconds tick by at exactly the same rate.” – John Hoover

Background

To some, a teacher may be perceived as having a lot of time on his/her hands—during the summer, after school hours, and during the school day. After all, a teacher does not work during the summer, often leaves school around 3:30 p.m., and may have planning times during the day. A teacher might defend herself stating that she is responsible for numerous other tasks as well as teaching. These responsibilities may include preparing lesson plans; managing scores of students each day; grading and assigning homework, projects, and reports; completing paperwork; communicating with parents; and completing other tasks. But how much time is actually spent on teaching? According to one study conducted in thirteen western countries—among them, Britain, the Netherlands, France, and Italy—the time spent on teaching in a self-contained classroom was about forty-six percent versus the fifty-four percent of time spent on non-teaching activities (Philipp & Kunter, 2013).

Very few investigations have studied general teacher time use during the workday and the proportion of time spent on instructional versus non-instructional activities. Literature related to elementary music teachers’ use of their time is essentially scant. Several studies reported how music teachers spent time in the classroom while teaching various activities, such as listening to music, playing instruments, singing, moving, and/or composing music (Forsythe, 1977; Goolsby, 1996; Moore, Brontons, & Jacobi-Karna, 2002; Moore, 1981; Orman, 2002; Wagner & Strul,

1979; Wang & Sogin, 1997; Witt, 1986) but how a teacher spent her time—including the non-instructional time, during the typical workday—is scarce.

Overview

Perhaps some people do not fully understand the work and effort that goes into teaching in general—and they might ask or wonder what a teacher does all day. The stereotypical picture of a classroom is a row of desks, students with opened notebooks taking notes, while the teacher is in front of a chalkboard, lecturing about the topic at hand. In fact, these stereotypes are far from what happens in most elementary schools today. One might see children in various classrooms, working together on projects, reading and working in many different areas of the room. This kind of classroom atmosphere allows students to think in different ways and teachers often allow the children to explore the problems and conclude solutions without the aide of the teacher's suggestions. Exploring their options, students problem solve using 21st Century skills (Varygiannes, 2013) taught to them through available technology and resources. Because of this, the perception of the stereotypical teacher and classroom is debunked.

Not only is the approach to teaching evolving, but also the classroom itself. More specifically, music teachers often have a different setting in their classrooms than those of contained classrooms. For example, in many music classrooms, chairs are completely absent from the room and children are sitting on the floor. The space often changes with the classes—sometimes the classroom is open to allow room for movement and dance, then it is changed and filled with Orff instruments and arranged for an orchestra of instruments. Perhaps later, chairs are brought out to create a choir or ensemble setting. And still other times, centers are organized in the music room to allow time for children to explore many different topics during one class time.

As with most “specials” teachers, i.e., PE teachers, library teachers, art teachers, etc., music teachers see all the students in the school building—often several hundred or more children. Because of this, teacher time was integral to preparing and executing the lessons, and reflecting on the lesson and styles of teaching. But what was the actual amount of time being spent on teaching and non-teaching activities? Why was it important to understand how much time was being devoted to these tasks? In my professional teaching career, I have found myself debating where the time has gone and questioning the fact that the work was not completed. The non-teaching time seems to escape me and I am left with a period of time not being used to the best of my ability. This led me to question if other music teachers actually spend their time in the most efficient way possible. If they were on-task and efficient time users, what did they do differently and how did they use their time? This question was relevant to both teaching and non-teaching activities.

Teachers’ workload and time have become increasingly emphasized in current studies. While the demands of the job have increased, oftentimes the amount of time the teacher has to prepare lessons has decreased (Brant, 2009). Because teachers might claim to have insufficient time to prepare and reflect, high levels of teacher burnout and stress are connected to the education field (Borek & Parson, 2004; Brant, 2009; Crotwell, 2011; Darn & Aslan, 2006; Hamann & Gordon, 2000; Krantz-Kent, 2008; Naylor, 2001; Philipp & Kunter, 2009). Teacher burnout and stress are oftentimes blamed for the “. . . declining achievement in America’s school” (Ciscell, 1990). This information was important to understand because teachers and administrators alike might question why the field experiences loss of teachers due to burnout and stress. Although this subject was not the focus of this particular study, it is important to note

because preparation time was a noted factor that declined in schools examined in this study, influencing teacher burnout.

Because teacher burnout and stress may impact children's learning and teachers' wellbeing, it was important to understand the time factor within the context of the school and how it affected the people in that context. Studies related to time use in the music classroom included information on the amount of time teachers spent during the week at their job place. This incorporated both teaching and non-teaching hours, as well as hours spent during the week on work or other work-related activities (Meyers, 2001). According to a School and Staff Survey by the National Center for Education Statistics, full-time teachers were required to be at school for 35.3 hours (public school) and 33.5 hours (private school) each week to meet their work requirements (NCES, 1990). However the amount of time teachers actually spent during the workweek was 46.3 hours (public school) and 45.7 hours (private school). This research showed the amount of time that teachers put forth was on average 11 and 12.2 hours, respectively, more than required.

Statement of Problem

The workload of a teacher has changed in the past couple of decades. According to Crotwell (2011), "excessive workload and increasing time constraints" have had a negative impact on teachers in the professional field (p. 138). In the past, teachers were responsible for teaching material, assessing students, communicating with parents when needed, and preparing lessons. In addition to the work listed above, teachers today are also responsible for technology advancements, collecting data, communicating with parents and colleagues regularly and completing paperwork, to mention a few of the current requirements. This reinforces the idea

that time in the classroom was often being decreased while the number of tasks were being increased (Ciscell, 1990).

Time usage in the general music classroom has essentially remained untouched in terms of research studies. In an attempt to better understand time usage, the composition of that usage, and a clearer picture of the demands on the teacher's time during normal workdays, this descriptive study was conducted.

Purpose of the Study

The current study was one that focused on the amount of time being spent on teaching and non-teaching activities. A teacher was required to complete all activities during the workday, including the actual act of teaching and instructing students, documenting how that time was spent. The purpose of this study was to learn how an elementary music teacher spent her time during the workday. The activities were designated into two categories: instructional and non-instructional as reported by the participant in a self-reported time diary, direct observations by the researcher, and an interview. The interview was designed to allow for explanations of time usage, focus on particular activities, and the requirements of the job as they related to time usage. Information concerning how a music teacher spent her time was collected through a descriptive case study approach, providing details on the use of time in the elementary general music classroom in order that the conclusions of this study may offer music teachers information about time use to better improve time efficiency.

Research Question

The following question guided the study: How does an elementary music teacher spend time during a typical workday in terms of instructional and non-instructional activities, and what

activities and time proportions comprise those activities, requiring demands on the teacher's time?

Hypotheses

It was hypothesized that the music teacher participant spent more than fifty percent of her time engaged in teaching activities versus non-teaching activities and that the composition of those activities was quite varied and unevenly proportioned in terms of time usage. In contrast, the null hypothesis stated that there would be no difference between for instructional and non-instructional time usage and that all activities would be evenly proportioned.

Assumptions

During this research, it was assumed that the teacher featured in this study regulated a normal schedule and teaching style. It was also assumed that she would respond truthfully to the interview questions and that the time diary was completed to the best of her ability.

Delimitations

A delimitation present in this study was that one elementary teacher served as the participant, representing one elementary school setting. Thus, one teacher provided her viewpoint on time efficiency; therefore the findings of the study cannot be generalized because they are limited to this context. Another delimitation was the amount of time observed and recorded. The researcher determined that two days of direct observation and two days of self-reported time diaries provided sufficient context and detail for the study.

Definition of Key Terms

Teaching Time: According to the Merriam-Webster dictionary (2014), teaching is “to cause or help someone to learn about a subject by giving lessons; to give lessons about (a particular subject) to a person or group; or to cause or help (a person or animal) to learn how to do

something by giving lessons, showing how it is done, etc.” (Merriam-Webster’s online dictionary, n.d.). For the purpose of this research, teaching time is defined as the time that is actually spent in instructional activities. These include the amount of time that the students are on-task and the teacher and students are engaged in observable learning. Teaching time includes the delivery of lessons and the interaction between students, regardless if the students are engaged in an activity where they are not necessarily listening to the teacher speak.

Non-Teaching Time: According to the Australian Education Union, non-instructional time is “the time during school hours allotted to teachers to enable them to undertake preparation of lessons, assessment of student work, report writing and curriculum development” (Australian Education Union, 2013). Non-teaching time is defined as the time the teacher is not directly in front of the students, is not teaching a lesson, or is not engaged with students. This time includes preparing lessons, checking email, communicating with parents or colleagues, researching lesson plans or class material, or taking personal time (coffee, bathroom breaks, lunch, or personal internet usage, etc.).

Transitional Time: Transitional time is defined as the time spent changing activities. This can include the change between activities within a lesson or moving between classes. Transitional time can be deemed either instructional or non-instructional, depending on the subject and how the teacher decides to use that time. According to Buck (1999), transitional times must be planned, offering particular examples and strategies. Transitional time can be considered a part of the beginning of the main lesson, the time between activities or the closing of the lesson. In this study, transitional time was limited to changing activities and/or transitioning between classes. The transitional time was included in the instructional category.

Arrival and Dismissal Procedures: This category is defined as the amount of time it takes for the teacher to walk into the building and unpack her belongings in the morning. This can include activities such as unlocking the room and turning on the lights, unpacking her laptop and starting it, putting her lunch in the refrigerator and turning on the SMARTboard. Preparing for dismissal procedures can include leaving the workspace, turning off the SMARTboard and lights, and walking to the vehicle. Arrival and dismissal procedures were included in the non-instructional category and do not include commute time.

One-on-One With a Student or Group of Students: Teaching or conferring with a student or a group of students may or may not be considered teaching. It is important to label this amount of time as different than teaching (as whole group), however it was categorized as instructional if the participant was teaching material.

Summary

Every person has the same amount of time every day of the week, but the way he/she chooses to use it makes the difference between time waste and time efficiency. In the music classroom, the teacher's role is to teach and manage large numbers of students; research, plan and write lessons; communicate with parents, colleagues, and students; and complete paperwork and other tasks deemed necessary by the administrator. In contrast to a contained classroom teacher, music teachers are often found preparing music programs, concerts, ensembles, and changing their classroom spaces to serve the students in various class settings.

In this study, the amount of time used in teaching activities and non-teaching activities was investigated, as well as the way in which that time was utilized. Thus, the entire workday was considered and observed. The results reported the amount of time being spent on

instructional and non-instructional time and further demonstrated the activities within each of those categories.

In this document, chapter two encompasses a review of literature on the topic of time use in various classroom settings. It includes studies that suggest the amount of time spent on teaching and non-teaching activities. While the research was not plentiful, it provided studies based on different types of classrooms in general educational settings. Chapter three describes the methodology and procedures for conducting the study and explained the research design method, the collection of data, and a description of the role of the researcher. Chapter four reported the analysis of the data and the outcome of the study as reported from the interviews, observations and the time diary. The final chapter presented findings, interpretations, conclusions, implications and recommendations for further study. In this chapter, the researcher reassessed the findings of the study and suggested future studies within this research topic.

CHAPTER TWO

Review of Literature

“Time is not something you FIND or MAKE—the clock and the calendar move on at their own pace with or without you. Your choice is how you use it.”

-- Michael Josephson

Introduction

Time is life. All humans acquire the same amount of time each and every day and the way one uses it is a choice. Teachers, and more specifically, music teachers, may feel the need to use their time in the most efficient way possible to maximize the amount of work that needs to be completed while ensuring the students are learning at the utmost of their ability. Because of their responsibilities, music teachers are often found preparing music programs, concerts, and ensembles, teaching and managing students, and researching lessons, planning and completing paperwork.

The purpose of the literature review was to present the larger picture of education, including a wide array of teaching areas to provide background for this study. The first part of this literature review included information with regard to the hours teachers use during the week at their job place, incorporating time usage for both teaching and non-teaching activities.

The second part of this review involved teacher workload and time. Oftentimes a teacher's planning time and non-teaching time have decreased while the demands on the teacher have increased. According to research, this issue has shown to cause high levels of stress and teacher burnout (Borek & Parsons, 2004; Brante, 2009; Crotwell, 2011; Darn & Aslan, 2006; Krantz-Kent, 2008; Naylor, 2001; Philipp & Kunter, 2009). While the research on stress and

burnout was extensive, it refers to the outcome of perceptions of time issues rather than the teacher's use of time.

The last part of the review of literature included information regarding teachers' time use in the music classroom. Although there are several studies available about teachers' use of time in the music classroom, there are essentially none that illustrate the amount of time in teaching and non-teaching activities over the course of a teacher's full workday. Thus, the literature presented emphasized the amount of time in teaching activities in the music classroom. The use of time in the music classroom was reported in several studies, including an investigation about observations and teacher self-reported time logs. The amount of time calculated and observed, both in formal observations and self-reported form, showed only the time spent in the music classroom by the students. This can be misleading because the studies regard only the teachers' time use of their *classroom* time and not necessarily their entire workday. These investigations considered the amount of time spent in the music room and the *teachers'* decisions on how the time was being used rather than including the entire workday, essentially centering on teaching time rather than total time on the job.

Teachers' Work

Teachers may frequently spend many hours at their job and sometimes several hours outside of the workplace to accomplish all school tasks. According to the National Center for Education Statistics, the School and Staff Survey (SASS) shows that teachers were required to be at school for 35.3 hours (public school) and 33.5 hours (private school) each week to meet their work requirements (NCES, 1990). However the amount of time teachers actually spent during the workweek was 46.3 hours (public school) and 45.7 hours (private school).

Contact hours with students in the classroom have been found to be roughly fifty to sixty percent of the amount of time teachers spent during the workday (Meyer, 2001). In terms of both contact hours and preparation for those hours, Meyer stated “To achieve improved student outcomes, teachers need time to do their work” (p. 2). To underscore the time element, the Bureau of Labor Statistics’ (2014), Occupational Outlook Handbook listed the duties of Kindergarten and Elementary Teachers as:

Plan lessons that teach students subjects such as reading and math, and skills, such as studying and communicating with others; assess students to evaluate their abilities, strengths, and weaknesses; teach lessons they have planned to an entire class of students or to smaller groups; grade students’ assignments to monitor their progress; communicate with parents about their child’s progress; work with students individually to help them overcome specific learning challenges; prepare students for standardized tests required by the state; develop and enforce classroom rules to teach children proper behavior; and supervise children outside of the classroom-- for example, during lunchtime or recess (online).

A list of duties, typically provided by each school district, states several tasks that are required of the teacher. Some of these duties are comprised of planning, preparing, and presenting lessons that cater to the needs of the whole ability range within the class; motivate pupils with enthusiastic, imaginative presentation; maintain discipline; prepare and grade work to facilitate pupil development; create and administer assessments; provide feedback to parents; and work with others to plan and coordinate work (Graduate Prospects, Ltd, 2014, online).

Part of the workday is typically devoted to non-instructional work that contributes to the requirements of the job. In a study in North Carolina, teachers were polled to determine if ample non-instructional time was given to teachers in both elementary and high schools. In that study, “More than half of North Carolina educators receive[d] three hours or less of non-instructional time in an average week, and 77 percent received less than five hours,” (Reeves, Emerick & Hirsch, 2006). This study explored the opinions of the teachers about the amount of time given in the classroom for tasks such as planning and teaching. In the study’s conclusion, the reasons for dissatisfied teachers were based on several reasons:

Severe lack of non-instructional time during the school day, extremely limited opportunities for collaboration with peers, failure to engage teachers themselves in the scheduling process, inefficient use of available resources to create additional time, and few efforts to ensure quality within the context of the time that is available (Reeves, Emerick & Hirsch, 2006, p. 7).

Teacher Workload and Time Utilization

Teacher workload and time usage in the classroom were examined because of their impact on the teacher’s use of time. Such examination concluded that a teacher was required to multi-task throughout the day, according to a research study by Brante (2009). In this study, multi-tasking was defined as the ability to do two or more tasks simultaneously. In the case of a teacher, an example would be supervising students taking an exam while simultaneously grading a paper. This could also include making decisions for future teaching of the topic while teaching the current lesson. In his research, Brante reported that teacher workload was increasing every year, which in turn forced the teacher to improve at multitasking. This lead to high levels of

stress and eventually teacher burnout, which was usually equated with attrition from the profession due to high demands and stress (Brante, 2009).

Attempting to relieve high stress levels, Timberlake (2008) used an extended planning time allotment to see how general education teachers reacted and used that planning time. Results demonstrated that the participants used the extended time to work collaboratively with their colleagues, complete grading, communicate with parents, and prepare lesson plans. This study focused only on the non-instructional portion of a teachers' workday.

In the available research literature, the amount of time that teachers used was compared to the amount of workload they have in an elementary school setting. According to Crotwell (2011), "There is a lack of understanding about what is involved in elementary teachers' work, specifically how teachers experience their work and time in providing effective instruction to all learners" (p. 3). In this research, the author investigated time using a qualitative approach. The topic was focused on elementary teachers and how they used their time. The purpose of the investigation was to understand if the amount of workload and duties the teachers were expected to perform were the cause of teacher burnout and career changes. Crotwell discovered the increasing amount of work added to teachers' already full schedules and expectations was a factor in early teacher burnout. The focus point of her research was to learn how to prevent teacher burnout by understanding the core of the problem.

When teachers face a heavy workload and insufficient time to complete their work, teachers suffer from the effects of stress (Naylor, 2001). Even though many consider teaching a rewarding profession, the negative effects of long work hours and heavy workload can cause negative outcomes in the teacher's personal life. Because teacher burnout and stress can effect teacher performance, investigations were conducted to provide methods of coping. According to

Hamann and Gordon (2000), “long hours and difficult students can contribute to teacher stress as much as external pressures. . .” (p. 36). Several strategies for relaxation and coping can help diminish the effects of teacher burnout and stress, but the amount of work teachers were expected to complete along with their other demands were oftentimes still present.

Teachers are responsible for prioritizing material, integrating subjects, testing content, and teaching lessons in their classrooms. Oftentimes the management of these skills puts distress on the teacher and they find themselves with less time and a “heavy-loaded curriculum” (Darn & Aslan, 2006, p. 1). The increase in elementary teachers’ workload was a problematic one that needs further attention according to Crotwell (2011), underscoring the problem. To complicate the situation, “[T]eacher’s use of classroom time has been blamed for the declining achievement in America’s schools,” (Ciscell, 1990).

Workloads tend to differ by experience level, as well as by school district. While each school district has its own philosophy of educational requirements, each teacher also manages her workload differently. Teachers invested their time differently which corresponded to their experience level and amount of time teaching in the educational field (Philipp & Kunter, 2013). According to Phillip and Kunter, it was reported that teachers in the U.S. were found to work an average of fifty-four hours per week, each spending that time differently as the experience level changed. The research focused on four areas of time usage: (a) individual lesson planning, (b) correction of homework and other tests, (c) administrative tasks, and (d) meetings with students. According to the data, the age and experience level was highly correlated and indicated, “that age and years of experience are almost interchangeable,” (p. 7). As the age/experience level increased, the amount of time spent on individual lesson planning decreased. In contrast, the amount of time spent on correction of homework and other tests increased as the age/experience

level increased. The relationship between the amount of time spent on administrative tasks and the age/experience level was the same, both increasing over time. Lastly, the amount of time spent on meeting with students changed over time. Younger teachers with fewer experience years spent less time on meeting with students, which increased over time. Between teachers' ages of 45 and 50, the amount of time spent on meeting with students began to decrease. The importance of this study was to understand that teachers with varying experience levels spend their time differently.

Not only is contact time with students essential, but also the preparation time for that contact time. Both appear to be necessary for teachers to complete their work. According to Borek & Parsons (2004), "When teachers have more time for planning and collaborating, teachers can be more creative," (p. 27). In many school districts, the philosophy of education included the collaborative tool, however many schools were not providing the time necessary to complete that task, (Reeves, Emerick & Hirsch, 2006). The research suggested that teachers determined time given for non-instructional time was not sufficient.

Teacher Time Use in the Music Classroom

Research and information pertaining to teacher time use in the music classroom was scant. Some studies reported different activities students took part in during the music class, but there are few investigations related to the time a teacher spends on teaching and non-teaching activities during the workday. The limited research showed differing activities for which the time was spent in the classroom including performance, teacher talk, and transitional time. However, the focus of the study was on the students and the time spent on learning activities rather than the teacher and her use of time.

Wang & Sogin (1997) compared self-reported time use by general music teachers with activities in their general music classes with observations. The teachers were asked to estimate the amount of time spent in their teaching of various activities such as singing, playing instruments, listening, reading, creating, moving and describing music. The results showed how the time was spent in the actual teaching, and compared this to the estimations given by the teachers. According to the observed statistics, the individual teachers varied greatly on their teaching style and gave more or less time to an array of differing activities. Even through this assortment of activities, themes emerged and the most common activities were represented.

The results, displayed by the mean of percentages, showed through observations the students engaged in differing activities that ranged from moving to creating music. Displayed by the mean of percentages, the results showed through observations the students engaged in moving activities 26.14% of the class time, followed by singing 18.75%, playing instruments 16.27%, listening 2.63% and creating music 1.33%. The mean percentages ranged from 26.14% to 1.33% of class time.

In addition, teacher activities were observed and recorded. Teacher behaviors included teacher talk for a mean of 56.13% and modeling correct singing and classroom behavior for a mean of 31.11%, followed by academic approval by the teacher for a mean of 7.31% and last, social approval by the teacher for a mean of 1.15% of the time. The mean percentages ranged from 56.13% of the time to 1.15%.

Forsythe (1977) also examined the amount of time given to various music classroom activities. The amount of time was divided among the most common activities: verbal interaction, singing, and listening. Again, the study was focused on the amount of time being spent on various activities within the music room and not on the teacher's complete workday.

Additionally, Wagner & Strul (1979) compared music classroom activities between pre-intern, intern and experienced elementary music teachers. The intention was to identify time spent on specific skills and activities in teaching. Teacher time was observed and divided among the activities presented in the class period, but did not include the teacher's non-instructional time. Findings proved that pre-intern, intern and experienced teachers did not differ in how time was used in teaching.

Similarly, Moore (1981) reported findings of experienced music teachers and how they used their time, comparing teachers in America and England. The activities in this study included student involvement with movement, writing, singing, listening, discussion, and periods of teacher-oriented instruction. The experienced teachers spent their time instructing these activities, while their non-instructional time was not calculated. Time use was calculated for twenty-minute sessions while students were present in the classroom.

Moore, Brontons, & Jacobi-Karna (2002) observed instructional time in general music, comparing music teachers from the United States and Spain. Through those observations twelve teachers in each country were analyzed on nine categories: instruction, preparation, talk, discussion, singing, listening, rhythms, moving and playing instruments. The Spanish teachers used more time on student-centered "doing" (52%) rather than teacher-centered talking (48%). The American teachers spent 66% of the calculated time on student-centered activities while using 34% of the time on teacher-centered talking (p. 51).

In a study conducted by Orman (2002), class time was examined to determine how much time was dedicated to teaching the National Standards for Music Education. In doing so, the researcher calculated teacher time for thirty teachers and identified twelve categories: (a) getting ready, (b) talking, (c) singing, (d) performing on an instrument, (e) singing and moving, (f)

singing and playing, (g) verbal rhythm, (h) movement, (i) a combination of activities, (j) listening to music, (k) listening to a student or teacher, or (l) other. While the researcher's topic focused on what standards were being taught in each lesson for grades one through six, the use of time was also surveyed and examined.

Orman examined observations by videotape in two ways: (a) from the perspective of the teacher and his/her amount of time spent during the class, and (b) from the perspective of the students and the amount of time they spent during the class period. The outcomes according to time spent by the teacher, were shown in the average mean across grades first through sixth. The results showed the teachers' talking to the students was the longest amount of time spent (46.36%). Following talking was listening to students (20.43%), other (10.29%), singing (5.65%), performing on instruments (4.69%), singing and moving (4.28%), getting ready (2.69%), movement (1.94%), a combination of activities (1.90%), verbal rhythms (1.66%), singing and playing (1.45%), and listening to music (0.34%). These percentages were identified from the perspective of the teacher.

While Orman's study focused on how much time was devoted to teaching the National Standards for Music Education, time spent in the music classroom observing the teacher, was also calculated. The study only used the amount of on-task time each of the 30 teachers used while teaching and presented the data in percentages of the means of those findings. Therefore, non-instructional time was not determined and did not include the teachers' full workday.

According to Witt (1986), the attentiveness and on-task behavior of the students was related to the amount of the teacher's use of time in the classroom. The investigation concluded that 38.9% of the classroom time in an ensemble setting was spent in teacher talk, 43.3% in performance and 17.8% was used for preparations, such as tuning, discussion, and passing out

music. The study focused not only on students' use of time, but also its specificity in the instrumental music setting.

Goolsby (1996) reported both performance and non-teaching activities as musical instruction, and compared student teachers, novice teachers, and experienced teachers. This study was focused on the time used in class periods in an instrumental setting. It included teacher talk, breaks between musical selections of rehearsal, and dismissal strategies. The findings of this study showed that the majority of music teacher time was spent on performance and verbal instruction. According to Goolsby's results, experienced teachers dedicated 80.6% of their time to teaching activities and 19.4% to non-teaching activities, while novice teachers devoted 67.3% to instructional time and 32.7% to non-instructional time. Furthermore, student teachers used 76.9% of time on teaching activities and 23.1% on non-teaching activities.

Summary

Studies showed that the majority of investigations were based on the teacher's use of time as it pertained to the students and the activities involving the students' learning. Most did not consider the entire workday that is required of teachers. The information available involved teacher time use in general areas of education. The investigations showed how the teachers spent their time in the classroom, with teachers keeping a time diary and teacher logs to document their use of time.

Information about teacher time use in all areas of the classroom, including self-contained classrooms showed how much time was spent in the classroom compared to how much time was contractually required. Because of the time requirement and demands of the career, teacher workload and stress have been causes for teacher burnout.

Time in the music classroom was investigated in many studies, but did not account for the teacher's full workday. Self-reported time use was recorded by the activities in which students were present in the music room in nearly all the investigations reviewed. The studies showed the following information: amount of time given to various activities in the music room; a comparison of experienced teachers' use of time in America and England; a comparison of experienced music teachers' use of time in America and Spain; observations in the music room by musical activities; attentiveness and on-task behavior as it related to teacher time use; and musical instructional time based on performance and non-teaching activities. In each of these studies, the teacher's full day was not reported and calculated in the final investigation.

CHAPTER THREE

Research Design and Methodology

Introduction

According to various pieces of literature, a teacher can be responsible for preparing lessons, executing the lessons, reflecting on lessons and styles of teaching, communicating with parents and colleagues, assessing students and researching new material to teach. The amount of time required to complete the demands of the job, the proportion of time used in instructional (meaning direct instruction to students) and non-instructional activities, and the variety of activities accomplished during the work day were integral to this study.

This study was a descriptive case study, using a three-pronged approach. The three tools used were a participant self-reported time diary, notating instructional and non-instructional time; a direct observation over a two-day span; and an interview with the participant. The three-pronged approach was chosen to glean information from different perspectives to obtain the most comprehensive understanding of teacher time use in the general elementary music classroom. Because this study was focused on one elementary school music teacher, it was considered a case study (Glesne & Peshkin, 1992).

Problem and Purpose: Overview

The purpose of this study was to learn how an elementary music teacher spent her time during the workday. The activities were designated into two categories: instructional and non-instructional as reported by the participant in a self-reported time diary, direct observations by the researcher, and an interview. The interview was designed to allow for explanations of time usage, focus on particular activities, and the requirements of the job as they related to time usage.

Research Question

The following question guided the study: How does an elementary music teacher spend time during a typical workday in terms of instructional and non-instructional activities, and what activities and time proportions comprise those activities, requiring demands on the teacher's time?

Hypotheses

It was hypothesized that the music teacher participant spent more than fifty percent of her time engaged in teaching activities versus non-teaching activities and that the composition of those activities was quite varied and unevenly proportioned in terms of time usage. In contrast, the null hypothesis stated that there would be no difference between for instructional and non-instructional time usage and that all activities would be evenly proportioned.

Participants

This study was focused on one elementary school music teacher who was licensed to teach K-12 music in a Midwestern state and taught in one elementary school. The participant was chosen based on her schedule variety (teaching every grade level, every day) and her willingness to participate; thus, purposeful sampling (Patton, 1990) was utilized. The participant has been employed full-time for a total of five years in a Midwest suburban school district. The district has three elementary schools, all of which are public schools located on a military installation.

The participant instructed kindergarten through sixth grade (roughly ages 5–12) and was contracted for teaching general music, beginning band for fifth and sixth grades, intermediate band for fifth and sixth grades, and choir for fourth, fifth and sixth grades. She was also responsible for teaching a weekly music lesson to one special needs class, which was a

combination of grades kindergarten through sixth grade. The participant taught music five days a week and was the only music teacher in the building.

The music schedule consisted of seven blocks of class times per day with each grade being represented for forty-five minutes each. Two kindergarten classes split one class block, making a total of eight classes. There was a five-minute passing period between each class. The participant had a thirty-minute lunch period and a forty-five minute plan time each day. The duration of time scheduled by the school district per day amounted to five hours and fifteen minutes of class time, forty-five minutes of passing and transitional time, forty-five minutes of plan time, and thirty minutes for a lunch break. The total amount of time during the contracted workday was seven hours and fifteen minutes.

Approvals

Institutional approval was obtained by submitting an application to conduct the research through the University's Institutional Review Board (IRB), which approved the protocol (Appendix A). Next, the application was submitted to the school district. This included a detailed overview of the study as well as a copy of the permission letter to the deputy superintendent and building principal, letter of consent, time diary form, and interview questions. Permission to conduct research in this elementary school was obtained by the school district's deputy superintendent, the school's principal and the participant through conversation, email and letter. A letter signed by the principal granted official permission.

The researcher met with the participant and obtained authorization by oral consent. The consent included information about the study and how the researcher planned to collect and use the data. The participant was asked to verbally agree to the oral consent form by complying with the conditions that were communicated.

The participant was then asked to complete a time diary to the best of her ability for two days of her choice during a typical workday, using a given form (Appendix B). The time diary was a chart, sectioned in ten-minute increments. The first time slot to record was 6:00 a.m., and the last slot was 4:59 p.m. After the time diary was returned to the researcher, the participant scheduled two days for observation that would best represent the teacher's typical workday. The principal was notified and permission was granted prior to the observation dates. The interview was scheduled a day after the observations occurred, was audio recorded, and later transcribed by the researcher. The participant gave permission to the researcher to use all data gathered.

Procedure and Instruments

A descriptive research design was deemed appropriate for this type of study, allowing for documentation of how time was being spent, the amount of time spent in instructional and non-instructional activities, a presentation of the specific activities and proportion of time devoted to each of these, and a comparison of the participant's time diary with observation; next, the interview provided for additional explanation of time use. Thus, a case study design seemed most appropriate for this type of research (Glesne & Peshkin, 1992).

Since there are no larger studies indicating how general music teachers use their time, no instrument was identified as being appropriate to use for this study. An instrument was developed to allow for the participant to complete a time diary; in addition, observation of the participant served to validate data from the time diary. Finally, an interview with the participant clarified issues with the time diary and observation data, composed of questions that were based on available literature.

During this study, it was assumed that the participant regulated a normal schedule and teaching style. The participant was asked to complete a time diary to the best of her ability for

two days of her choice. She was asked to note specific time periods in which she was teaching and performing tasks not related to teaching and to include information such as personal activities, lunch, extra duties, and all other pertinent information. Following the two-day time diary, the participant was observed for two consecutive days in her classroom. Observations included typical teaching days: seven blocks of class times per day with each grade being represented for forty-five minutes each. Two kindergarten classes shared one class block, making a total of eight classes. Each class had approximately 17–20 students. While in the classroom with the participant, the researcher also used an observation diary to log activities both instructional and non-instructional in nature. The researcher used the same diary format as the self-reported diary to maintain consistency through the observations. A list of activities for both instructional and non-instructional activities was formulated and derived for the purposes of this study; both the participant and researcher were then able to categorize the activities as they were recorded. Finally, in the interview the participant responded to questions that were formulated based on the review of literature, exploring her use of instructional and non-instructional activities in terms of time.

Examples of activities categorized into instructional activities were as follows:

1. Giving directions to students
2. Teaching beginning band, intermediate band, or choir
3. Singing, including modeling
4. Teaching movement actions to students
5. Playing instruments
6. Identifying or dictating rhythms
7. Moving to music

8. Transitioning between classes or activities
9. Correcting student behavior
10. Watching videos or musicals
11. Teaching one-on-one to a student or a small group of students

Examples of activities categorized into non-instructional activities were as follows:

1. Arriving at and departing from work
2. Setting up and cleaning up around the room and/or instruments
3. Attending to personal business (bathroom breaks, coffee, personal internet usage, personal calls/texts, etc.)
4. Checking and responding to email
5. Planning lessons
6. Eating lunch
7. Filling out paperwork
8. Running errands around the school
9. Attending Open House (when applicable)

In addition to the support of the literature review, triangulation was achieved through the participant's time diary, the researcher's observations, and the participant's interview. Because data were gathered through different means, reliability occurred through the agreement of those data. Furthermore, validity was established because the researcher focused on instructional and non-instructional teaching time in the context of the classroom setting, gathering data from and limited to all three venues. Results were corroborated due to the three streams of data collected.

Self-reported time diary. The participant was instructed to keep a time diary of her particular activities during a typical workday. She was asked to keep this diary for two days of

her choice. The time diary was a chart, sectioned in ten-minute increments. The first time slot to record was 6:00 a.m., but the participant was briefed to start listing activities when she arrived at school, even if it occurred before her contracted workday started. At this school district, the participant's duty day was specified contractually as 7:30 a.m. to 3:15 p.m. The last time slot on the form was 4:59 p.m., however the participant was advised to add time slots where needed.

Observations. The researcher spent two days observing in the participant's classroom. During this time, the researcher used an observation diary, identical to the participant's time diary, to maintain consistency between the time diary and the observations. The observation diary was separated in ten-minute increments. The researcher noted specifics about each ten-minute increment, with all data categorized as either instructional time or non-instructional time. The participant was instructed not to hold conversations with the researcher to create authenticity of the workday. She was also told not to draw attention to the researcher unless a student asked.

Interview. The interview questions (Appendix C) were based on the literature review as it related to the research question and were given to the participant prior to the interview. This allowed her to think about the answers to the questions or to ask for clarification if needed. The interview was audio recorded and transcribed by the researcher (Appendix D). In order to better understand the use of time and her opinions about time use, the participant was encouraged to share any additional information that would be helpful to the research, including examples, history, anecdotes, and reflections.

Data Analysis

To report the proportion of instructional and non-instructional use of time, mathematical calculations were necessary to present the data from the self-reported time diary and the observation diary; in contrast, qualitative data analysis consisted of coding for the content of the

interview in order to identify the particular themes and patterns. Data collected from the diary and observations were calculated for each day in minutes and converted to hours by the researcher. The time was classified into two categories: instructional time and non-instructional time. Following the report of the time diary and the observations, a comparison was made to show similarities and differences in time usage. Furthermore, the proportion of time utilized for particular activities was calculated to present an accurate representation of the activities within the categories of instruction and non-instruction. The amount of time was rounded to the nearest five minutes. Qualitative data served to explain and enhance the descriptive data.

The interview occurred in the participant's classroom following the observations. A list of interview questions was given to the participant beforehand as to allow time to formulate thoughtful and complete answers. The purpose of the interview questions was to further explore time usage from the perspective of the participant and to provide details about her perceptions about time. The data were transcribed to provide a complete narrative of the questions and responses; following the transcription completion, the researcher provided a copy of the data to the participant to verify accuracy. The data were then analyzed and organized into overarching themes, categories, and patterns (Glesne & Peshkin, 1992) to offer a clear picture of time usage for this participant. More specifically, a search of repetitive terms in the narrative yielded data that were then moved to an Excel file for grouping; the subsequent data groupings provided the overarching themes from which the categories and patterns were identified.

Summary

This research study was conducted using a three-pronged approach and was focused on one music teacher in one elementary school. This case study provided an analysis of how a music teacher spent her time during a typical workday in terms of instructional and non-

instructional activities, of the particular activities she undertook, and the proportion of time devoted to instruction verses non-instruction. It was the aim of the researcher to provide information to understand how time was being used in the elementary general music classroom. The information provided may help current and teachers understand time in the music room.

CHAPTER FOUR

Results

Introduction

This chapter is divided into three sections and presents the results obtained. The first section is the presentation of the demographics of the participant's teaching setting. The second section is the data analysis of time from both the self-reported time diary and the direct observations. Finally, the last section presents the data from the interview regarding aspects and perspectives surrounding the perception of time use in the elementary general music classroom. Data from the time diary, direct observations, and the interview allowed for triangulation, offering confidence that the findings were accurate and consistent, corroborating the results.

Presentation of Demographics of the Participant

The participant observed in this study taught full-time elementary music in a suburban school district in the Midwest. The school was located on a military installation and the participant was the only music teacher in the building in which thirty-seven teachers held positions (including specialists areas such as PE, Art, Music, Library and TEAMS lab instructor). In this school and at the time of the research, there were fifty-five employees, including teachers, administrators, food services, specialists, special education teachers and instructional aides. Therefore, the participant represented 1.8% of the school population.

The participant was twenty-eight years old and taught full time for five years, all of which took place in this particular school. She had a Bachelor's of Education in Music Education as well as a Master's of Science in Administration. The participant's workday was contracted from 7:30 a.m. to 3:15 p.m., which was a total of seven hours and fifteen minutes. This included a forty-five minute plan time and a thirty-minute lunch period every day of the week. The school

operated on a four-day rotation schedule, which allowed each class to be seen once every four days. Each day of the rotation included one class of every grade level. In the music schedule, there were eight classes and six passing periods, comprised of two kindergarten classes and one of each grade, first through sixth grades. Classroom teachers met the students at the music room, thus there was no passing period before lunch. In addition to general music classes, the participant was also responsible for teaching music to one special needs class, which was a combination of grades kindergarten through sixth grade, during the four-day rotation. The participant held no extra duty obligations during or outside her contracted day.

The total amount of time the participant was required to be teaching class totaled 315 minutes, or five hours and fifteen minutes per day; said another way, this amounted to 1,575 minutes or twenty-six hours and fifteen minutes over the span of a week. Over the four-day investigation period, the total amount of time the participant was required to be at work was 1,740 minutes or twenty-one hours. Although the participant was required to teach classes for 315 minutes per day, the amount of time she was required to be at work totaled 435 minutes.

Data Analysis of Time

To report the proportion of instructional and non-instructional use of time, mathematical calculations were necessary to present the data from the self-reported time diary, observations, and the interview. Data collected from the time diary and observations were calculated for each day in minutes and converted to hours by the researcher. Data from both the time and observation diaries were presented singularly and then combined since the data appeared to be consistent across these elements. The time was classified into two categories: instructional time, which included teaching activities described as (a) giving directions to students; (b) teaching beginning band, intermediate band, or choir; (c) singing, including modeling; (d) teaching

movement actions to students; (e) playing instruments; (f) identifying or dictating rhythms; (g) moving to music; (h) transitioning between classes or activities; (i) correcting student behavior; (j) watching videos or musicals; and (k) teaching one-on-one to a student or a small group of students; and non-instructional time, which included activities described as (a) arriving at and departing from work, (b) setting up and cleaning up around the room and/or instruments, (c) attending to personal business (bathroom breaks, coffee, personal internet usage, personal calls/texts, etc.), (d) checking and responding to email, (e) planning lessons, (f) eating lunch, (g) filling out paperwork, (h) running errands around the school, and (i) attending Open House when applicable. The amount of time was rounded to the nearest five minutes. The self-reported time diary comprised Days One and Two, while the direct observations were Days Three and Four. The total amount of time for each day included the entire time the participant was present at school, even if it was beyond the contracted workday's hours. Since there was a designation of specific activities that categorized both instruction and non-instruction, the following presents time from the participant's time diary and the observer's diary.

On Day One, the self-reported time diary indicated that the participant spent a total of eight hours and forty minutes at school and on Day Two, a total of eight hours and fifty minutes. The workday for her contract was for a total of seven hours and fifteen minutes. Therefore, she spent an additional eighty-five minutes, or one hour and twenty-five minutes on Day One and ninety-five minutes, or one hour and thirty-five minutes on Day Two. The total amount of additional time spent at school for the self-reported time diary was 180 minutes or three hours.

Day One of the self-reported time diary showed the participant engaged in instructional teaching time for 275 minutes or four hours and thirty-five minutes. In contrast, the non-instructional time reported was 245 minutes or four hours and five minutes. The total amount of

instructional time for Day One was 52.89%, while the total amount of non-instructional time was 47.12%. The total amount of time the participant was at school was 520 minutes or eight hours and forty minutes. This amount of time represented the total time spent at school even though it was beyond the participant's contracted hours. Therefore, based on the contracted seven hours and fifteen minutes, the participant spent an additional eighty-five minutes or one hour and twenty-five minutes; for Day One, she spent an added 19.54% of time at school.

Day Two of the self-reported time diary showed the participant engaged in instructional teaching time for 360 minutes or six hours. The non-instructional time reported was 160 minutes or two hours and forty minutes. The total amount of instructional time for Day Two was 67.92%, while the total amount of non-instructional time was 30.19%. The total amount of time the participant was at school was 530 minutes or eight hours and fifty minutes. This amount of time represented the total time spent at school even though it was beyond the participant's contracted hours. Therefore, based on the contracted seven hours and fifteen minutes, the participant spent an additional ninety-five minutes or one hour and thirty-five minutes; this amounted to an additional 21.83% of time at school on Day Two. The mean percentage of time spent beyond the school day for Days One and Two was 20.69%.

In the observation of Day Three, the participant spent a total of ten hours and forty minutes at school. The accumulation of instructional time totaled to 300 minutes or five hours while the amount of non-instructional time was 335 minutes or five hours and thirty-five minutes. The amount of instructional time was 46.88% and non-instructional time was 52.34%. The total amount of time the participant was at school was 640 minutes or ten hours and forty minutes. Therefore, based on the contracted seven hours and fifteen minutes, the participant spent an additional 205 minutes or three hours and twenty-five minutes, which calculates as

47.13% of time spent beyond the contracted time on Day Three. The participant's workday ended at 3:15 p.m., however on this particular day an open house event required her to stay until 5:00 p.m. The obligation added one hour and forty-five minutes past her normal workday. Because the open house event was non-instructional in nature, it was added to the non-instructional time.

In the observation on Day Four, the participant remained at school for a total of eight hours and twenty minutes, even though it was beyond the participant's contracted hours. Day Four consisted of 335 minutes of instructional time or five hours and thirty-five minutes. The amount of non-instructional time was 165 minutes or two hours and forty-five minutes. The percentage of instructional time was 67.00% and non-instructional time was 33.00%. The total amount of time the participant was at school was 500 minutes or eight hours and twenty minutes. Therefore, based on the contracted seven hours and fifteen minutes, the participant spent an additional sixty-five minutes or one hour and five minutes, which represents an additional 14.94% of time spent at school on Day Four. The mean percentage of time spent at school beyond the required hours for Days Three and Four was 31.04%.

As per the contracted work hours, the participant was required to be in class with students for five hours and fifteen minutes per day; for the four days the total was twenty-one hours. In addition, the participant's workday was contracted for 435 minutes or seven hours and fifteen minutes; this amounted to 29 hours over the span of four days. In comparing the time required of the participant to be in class with the contracted time of 29 hours over the four-day span, the participant spent 72.41% of her time in the classroom.

In actuality, the participant spent a total of 2,190 minutes at school, which was thirty-six hours and thirty minutes, over the four days of the investigation. This amount exceeds the

required time required at work by 450 minutes, or seven hours and thirty minutes. The time spent at school averaged 547.5 minutes per day, or nine hours and seven minutes, a total of nearly two extra hours per day.

The total amount of time spent on non-instructional activities for four days was 905 minutes, or fifteen hours and five minutes. The average time spent on non-instructional activities per day was 226.25 minutes, which was three hours and forty-six minutes. The total time spent on instructional activities for four days was 1,270 minutes, which was twenty-one hours and ten minutes. Therefore, the average time allocated per day on instructional activities was 317.5 minutes, or five hours and seventeen minutes. (Table 1).

Table 1. *Total Amount of Time at School Over a Four-Day Period in Minutes and Percentages for Non-Instructional and Instructional Time.*

	Total Time at School (in minutes)	Non-Instructional Time (in minutes)	Percentage of Non-instructional Time	Instructional Time (in minutes)	Percentage of Instructional Time
Day One Self-reported	520	245	47.12%	275	52.89%
Day Two Self-reported	530	160	30.19%	360	67.92%
Day Three Observed	640	335	52.34%	300	46.88%
Day Four Observed	500	165	33.00%	335	67.00%
Total Time	2,190	905		1,270	
<i>Mean</i>	547.5	226.25	41.32%	317.5	57.99%

During the observed days, time was calculated on both instructional and non-instructional activities. Therefore the observer determined the categorization of activities. Although the lessons were varied throughout the day and throughout the four-day investigation period, the participant used a similar teaching plan that included instructional and non-instructional time. The school operated on a four-day rotation, which were labeled A, B, C, and D Days. Each class was assigned a day in the rotation for music; so, all classes attended music on a specified day.

For the investigation, the participant chose an A Day and a B Day to record her self-reported time diary. Weeks later, the observations also occurred on both an A Day and a B Day to corroborate the evidence. Therefore, Days One and Three were identical in schedule because they were both “A Days” and followed the same class schedule with the same students. The particular lessons were different on each A Day but followed a similar outline. Days Two and Four were identical in schedule as well, following the same class schedule because they were both “B Days.” Because of the same schedules and students, the self-reported time diary and the observations established a clearer picture of the usage of time in the music classroom.

Specific Activities in Instruction and Non-Instruction

The time was classified into two categories: instructional time, which included teaching activities described as (a) giving directions to students; (b) teaching beginning band, intermediate band, or choir; (c) singing, including modeling; (d) teaching movement actions to students; (e) playing instruments; (f) identifying or dictating rhythms; (g) moving to music; (h) transitioning between classes or activities; (i) correcting student behavior; (j) watching videos or musicals; and (k) teaching one-on-one to a student or a small group of students; and non-instructional time, which included activities described as (a) arriving at and departing from work, (b) setting up and cleaning up around the room and/or instruments, (c) attending to personal business (bathroom

breaks, coffee, personal internet usage, personal calls/texts, etc.), (d) checking and responding to email, (e) planning lessons, (f) eating lunch, (g) filling out paperwork, (h) running errands around the school, and (i) attending Open House when applicable.

The instructional activities and non-instructional activities varied by day as well as the time allotted for each for the self-reported time diary and the direct observations. The activities, the time devoted to each, and mean time for each are presented below. The following table represents the amount of time spent on each particular activity for instructional time (see Table 2), highlighting the amount of time utilized in singing and playing instruments, teaching ensembles, identifying and dictating rhythms, and also drawing attention to giving directions.

Table 2. *Instructional Time in Minutes Spent on Specific Activities During the Self-Reported Time Diary and Observations.*

Instructional Activities	Day One Self-Reported	Day Two Self-Reported	Day Three Observed	Day Four Observed	Mean
Giving directions to students	25	20	20	25	22.5
Teaching beginning band, intermediate band, or choir	30	30	30	30	30
Singing, including modeling	100	95	70	120	96.25
Teaching movement actions to students	5	20	20	20	16.25
Playing instruments	45	50	60	40	48.75
Identifying or dictating rhythms	20	40	25	25	27.5
Moving to music	5	30	20	20	18.75
Transitioning between classes or activities	15	35	40	25	28.75
Correcting student behavior	10	15	10	10	11.25
Watching videos or musicals	20	5	5	10	10
Teaching one-on-one with a student or a small group of students	0	20	0	10	7.5
Total Time	275	360	300	335	

The amount of time allotted for each activity varied each day, however, there were similarities between activities. For example, teaching beginning band, intermediate band, or choir was consistently thirty minutes long. Likewise, singing, including modeling by the participant, was similar in time appropriation, and giving directions to students remained consistent, as well throughout the four-day investigation period. The most varied activities, in terms of time spent, were teaching movement actions to students, moving to music, and teaching

one-on-one with a student or a small group of students. The latter represented one student the participant tutored once a week after school.

Non-instructional activities were varied, but did demonstrate that lesson planning, attending to instrument set-up and cleanup, and personal business required the most time (see Table 3).

Table 3. *Non-Instructional Time in Minutes Spent on Specific Activities During the Self-Reported Time Diary and Observations.*

Non-Instructional Activities	Day One Self-Reported	Day Two Self-Reported	Day Three Observed	Day Four Observed	Mean
Arriving at and departing from work	20	15	15	20	17.5
Setting up and cleaning up around the room and/or instruments	60	20	25	25	32.5
Attending to personal business	40	30	35	25	32.5
Checking and responding to email	35	20	25	20	25
Planning lessons	30	35	45	30	35
Eating lunch	30	20	30	20	25
Filling out paperwork	10	0	30	10	12.5
Running errands around the school	20	20	25	15	20
Attending Open House where applicable	0	0	105	0	<i>N/A</i>
Total:	245	160	335	165	

The amount of time allotted for each activity varied each day, however, there were similarities between activities. For example, arriving at and departing from work remained consistent throughout the four-day investigation period. In addition, the participant spent a similar amount of time on eating lunch as well as running errands around the school. Consistency

was also found in checking and responding to email, attending to personal business, and planning lessons. The discrepancy was the event of Open House, as it only occurred on one day of the investigation period.

Reported Time Versus Observed Time

Over the four-day investigation period, the comparisons between the self-reported time diary and the direct observations were similar. The time allotted for each instructional activity and non-instructional activity (see Table 4) is shown in comparison.

Table 4. *Reported Time Versus Observed Time for Instructional Activities and Non-Instructional Activities in Minutes.*

Instructional Activities	Self-Reported Mean	Observed Mean	Non-Instructional Activities	Self-Reported Mean	Observed Mean
Giving directions to students	22.5	22.5	Arriving at and departing from work	17.5	17.5
Teaching beginning band, intermediate band, or choir	30	30	Setting up and cleaning up around the room and/or instruments	40	25
Singing, including modeling	97.5	95	Attending to personal business	35	30
Teaching movement actions to students	12.5	20	Checking and responding to email	27.5	22.5
Playing instruments	47.5	50	Planning lessons	32.5	27.5
Identifying or dictating rhythms	30	25	Eating lunch	25	25
Moving to music	17.5	20	Filling out paperwork	5	20
Transitioning between classes or activities	25	32.5	Running errands around the school	20	20
Correcting student behavior	12.5	10	Attending Open House where applicable	0	N/A
Watching videos or musicals	12.5	7.5			
Teaching one-on-one with a student or a small group of students	10	5			

Overall, the data appeared to be fairly consistent between the time and observation diaries; only slight differences were noted. According to the comparisons between the reported time and the observed time, the participant reported more time than observed in four instructional categories: giving directions to students; singing, including modeling; watching videos or musicals; and teaching one-on-one with a student or a small group of students. In

contrast, the participant reported less time on the following four instructional activities: teaching movement actions to students, playing instruments, identifying or dictating rhythms, and moving to music. The only instructional activity that was reported and observed with the same amount of time was teaching beginning band, intermediate band, or choir. The differing amount of time allotments that were reported by the participant and the researcher could be attributed to different lesson plans, despite having the same schedule of classes.

The researcher observed the participant on the same type of day (A Day/B Day) as the self-reported time diaries to create a clearer picture of the schedule. The school operated on a four-day rotation schedule to allow a different lesson to be taught every four days. Because of this, the lesson the participant taught was different for Days One and Three and Days Two and Four—Days One and Three were considered an “A Day” while Days Two and Four were considered a “B Day.” This time fluctuated a bit with the lessons. The amount of time the participant spent on playing instruments, for example, was different in self-reported time diary because it was a different lesson.

The participant reported more time for five non-instructional activities: setting up and cleaning up around the room and/or instruments, attending to personal business, checking and responding to email, and planning lessons. Furthermore, the participant reported less time for the following four non-instructional activities: arriving at and departing from work, filling out paperwork, and attending Open House where applicable. Both the participant and the researcher recorded the same amount of time being spent on eating lunch and running errands around the school.

Due to the same schedule, one might think the time usage would be the same for all four days. However, the job required different tasks to be completed. For example, transitioning

between classes or activities could be different on different days because a class might have more questions, or the class's teacher might be late. Behavior is not always in need of correction. Because students are different, they might require more or less time in transitions. Arriving at and departing from work might be because of traffic or the weather. Spending more time on lesson planning on one day might be for two weeks at a time, requiring less time the following week.

The Interview

This section focused on the participant's viewpoints on time use in the music classroom and workday. The data identified three main themes that translated as areas of personal importance to the participant. The first theme focused on the idea that time, in general, was a challenge. The second theme centered on the participant's knowledge of time use. Finally, the last area identified that more work was expected without any addition of time.

The participant at this school was responsible for teaching general music to grades kindergarten through sixth grade as well as beginning band, intermediate band, and choir. The three ensembles she directed were before the normal school day, however her contract hours included this time, making her duty hours different from most employees in the school. To clarify, directing the choir and bands were included as a part of her contract and not considered extra duty.

Theme one: Time is a challenge. The interview with the participant provided a closer look at particular ways time was used during her time at school, highlighting some of the elements of time that were more challenging. The participant stated that she arrived at school well before most of her colleagues, including the principal, not only because she taught the three ensembles before school everyday each week, but also because she used time before the class

started in order to prepare for the day. She felt she had to arrive early to finish these tasks. Some of the tasks she completed before student arrival were turning on the SMARTboard, getting the attendance application ready on the iPad, setting up chairs and stands in the auditorium for band students, preparing her laptop and checking email, and writing the music objectives on the whiteboard.

The responsibilities varied by day; for example, chairs and stands were not needed for choir rehearsals. Second, once the music objectives were written on the board, they remained on the board for four days (which completed the A, B, C, D Day rotation). According to the participant's estimations, the time she spent on these obligations ranged from ten to twenty minutes each day. The participant would arrive earlier on the days she knew she needed to complete more of these tasks. On average, she estimated that she spent about ten minutes in preparation prior to her students' arrival for band or choir.

The participant's contracted day ended at 3:15 p.m.; however, she indicated that on average, she left the building around 4:30 p.m. This was about an hour and fifteen minutes longer than required. Considering the time she arrived early in the morning before her contract started, she spent approximately an hour and twenty-five minutes to an hour and thirty-five minutes beyond her required work obligation to complete the tasks she deemed necessary.

According to the self-reported time diary and the direct observations, the participant correctly estimated the additional time she spent at school. On Days One and Two, the participant left between 4:00 p.m. and 4:15 p.m. On Day Three the participant left at 5:00 p.m. and on Day Four the participant left at 4:15 p.m. The mean time she spent beyond the contracted requirement for the four-day investigation period was 71.25 minutes. Staying after school was a common practice for her and when asked if she ever left at 3:15 p.m. when her contract was

officially over, she smiled and said, “I could count on one hand the number of times I’ve left at 3:15 p.m. and that’s a problem.” When asked why the participant felt she needed to arrive early or stay late, she replied, “If I don’t do it, no one will. I have to be prepared and there is not a lot of down time during the work day to complete all of my tasks.” She clearly communicated that there was inadequate time allowance allotted during the contracted day for her to complete all the work.

Theme two: Time usage is a known commodity. The researcher asked how much time was spent teaching during a typical class period. She defined teacher-talk (not including giving instructions to students), transitions, behavior/redirection, and gathering materials during a class period as non-instructional time. Elaborating on behavior and redirection during the class period, the participant stated she considered this activity as non-instructional because “it prevents and interrupts the material being taught.” The researcher and the participant disagreed with the categorization of correcting student behavior. While the participant believed it was a part of non-instructional time, the researcher assigned it to instructional because students were present during the corrections.

Using self-reflection, she estimated she spent about thirty to thirty-five minutes actually teaching during a forty-five minute class period. Therefore, her conjecture of teaching time was roughly 66 to 77% of the normal class period. The estimated ten to fifteen minutes of non-instructional time was not spent in a single segment, but rather in smaller amounts of time that added to a total of ten to fifteen minutes. According to the statistics of both the self-reported time diary and the direct observations, the mean percentage of instructional time was 57.99%, which is approximately 8.00 to 19.00% lower than estimated.

The amount of time spent without students was considered non-instructional. Again, using self-reflection, the participant estimated she used approximately 170 minutes a day on non-instructional activities. Her definition included examples of students' class dismissal; arrival procedures; individual iPad learning time; behavior/redirection; transitional time; preparation of materials (including transition time between activities on the SMARTboard, music on the iPod, etc.); lunch; bathroom breaks; email; errands to the office, to other teachers or students; lesson planning; parent communication and office communication; preparation of the auditorium for programs; technology preparation; assemblage of props and costumes; classroom arrangement; room cleanup (putting away instruments, dusting instruments, cleaning her desk, etc.); paperwork; generation of forms for ordering recorders and band/choir shirts; auditorium scheduling for other teachers; and substitute planning and/or materials requisitions. This list was not all-inclusive, however, but did demonstrate a number of activities that she undertook that were beyond those identified by either the time or observation diaries.

For the purposes of this research, the specific list derived from the self-reported time diary and the direct observations was as follows: (a) arriving at and departing from work, (b) setting up and cleaning up around the room and/or instruments, (c) attending to personal business (bathroom breaks, coffee, personal internet usage, personal calls/texts, etc.), (d) checking and responding to email, (e) planning lessons, (f) eating lunch, (g) filling out paperwork, (h) running errands around the school, and (i) attending Open House when applicable.

In her opinion, she spent the following proportion of time on each non-instructional activity: a) arriving at and departing from work—10%, (b) setting up and cleaning up around the room and/or instruments—15%, (c) attending to personal business—15%, (d) checking and responding to email—10%, (e) planning lessons—20%, (f) eating lunch—10%, (g) filling out

paperwork—5%, (h) running errands around the school—5%, (i) attending Open House when applicable—0%. She gave 0% to Open House since it only occurred once a school year.

According to the interview, the participant said she spent the majority of her instructional time on singing. She speculated, “I bet I sing 99% of the time. I feel like I’m always singing.” However, in her estimations, she gave more realistic percentages in the following proportion of time on each instructional activity: (a) giving directions to students—5%; (b) teaching beginning band, intermediate band, or choir—15%; (c) singing, including modeling—35%; (d) teaching movement actions to students—10%; (e) playing instruments—15%; (f) identifying or dictating rhythms—5%; (g) moving to music—8%; (h) transitioning between classes or activities—5%; (i) correcting student behavior—5%; (j) watching videos or musicals—5%; (k) teaching one-on-one to a student or a small group of students—2%. The comparison of the participant’s estimations and the *mean* observed statistics were similar in time allotment (see Table 5).

Table 5. *Percentage Comparisons of the Participant's Estimations of Time vs. Observed Diary**Log.*

Non-Instructional Activities	Participant's Estimation	Percentage Observed	Instructional Activities	Participant's Estimation	Percentage Observed
Arriving at and departing from work	10%	5.99%	Giving directions to students	5%	8.18%
Setting up and cleaning up around the room and/or instruments	15%	8.55%	Teaching beginning band, intermediate band, or choir	15%	10.90%
Attending to personal business	15%	10.26%	Singing, including modeling	35%	34.55%
Checking and responding to email	10%	7.69%	Teaching movement actions to students	10%	7.27%
Planning lessons	20%	12.82%	Playing instruments	15%	18.18%
Eating lunch	10%	8.55%	Identifying or dictating rhythms	5%	9.10%
Filling out paperwork	5%	6.84%	Moving to music	8%	7.27%
Running errands around the school	5%	6.84%	Transitioning between classes or activities	5%	11.12%
Attending Open House where applicable	0%	17.95%	Correcting student behavior	5%	3.42%
			Watching videos or musicals	5%	2.72%
			Teaching one-on-one with a student or a small group of students	2%	1.81%

Generally, the participant tended to slightly over-estimate time usage, but the differences were negligible in most instances. The comparisons showed that the participant understood her

use of time fairly well and knew where her time was being spent. The instructional categories that differed the most were teaching beginning band, intermediate band, or choir. The participant estimated 15% of her total instructional time was spent on that activity when the mean from the time and observation diaries showed 10.90%. The next category that differed in time estimation was teaching movement actions to students. The participant estimated 10% and the actual time spent was 7.27%. The final activity that differed the most was identifying or dictating rhythms, with the participant's estimation at 5%. In the findings, the participant actually spent 9.10%, which is nearly twice the time that she perceived. The non-instructional activity that differed the most was lesson planning. The participant estimated she spent a total of 20% of her time on this activity; in reality, it was much less, only 12.82%.

Although this study focused on the amount of time spent on instructional and non-instructional activities during the workday, it was also of importance to understand what the participant's hours were beyond the required workday. The participant was asked to estimate approximately how much time was spent on teaching or school-related business while away from the school. The participant explained that she took a personal oath when she began her teaching career that she would keep her work at school and her personal life at home. That being said, she did admit to checking email and looking over lesson plans at home prior to the next day. She estimated she spent about an hour a week on work-related tasks away from school. Even though she made a promise to herself, in the interview she stated:

There are just some things I have to do while I'm at home. Checking email is almost a habit for me. I have to keep updated on my kids—if a student is going to be absent from a rehearsal or program—these are things that I need to know about.

Theme three: More work is required in the allotted time. The participant was asked to provide any other information she would like to share about the amount of time she spent in the music classroom, during a typical workday. She felt there have been more non-instructional tasks that have become prevalent such as email, paperwork, Individualized Educational Plan (IEP) meetings, and arranging equipment for programs.

In my ideal world, I would have more plan time to actually prepare for all that stuff—teachers are spending more and more time outside the workday to prepare for the next day. Student needs are increasing rapidly so the time that it takes to help and plan for these students is also increasing. However, music teachers do a lot more than others realize. There is a lot of behind the scenes work.

It is important to understand the participant's perceptions of the amount of time she spent in her classroom, either preparing for class or teaching. In the interview, she stated how much time was used for preparing for music programs or lesson planning in particular. She explained the wish for more non-instructional time, which she would use to complete the many tasks she deems "behind the scenes." Some examples she provided were making costumes, props, backgrounds, printing programs, gathering materials for lessons, researching lessons, communicating with parents, updating the music website, deciding on pieces for band/choir, and communicating with colleagues.

When asked about stress and burnout, she simply replied, "That's why I keep work at school and personal life at home—without that, I would be a very high-strung person! I've learned to let things go and move on." Without the added stress of bringing work home, the participant explained she would rather stay late in the afternoon at work rather than work at home. She felt her personal oath was not always upheld, however. She explained that sometimes,

in rare instances, she needed to work at home if she wanted to meet a deadline or put extra effort into the project. Usually the work did not involve lesson planning, but rather extra projects including creating backdrops or making costumes. The types of tasks she brought home were often ones in which she could multi-task. “If I have to take something home, I want to be able to watch T.V. while I complete it. I don’t like to think much after a long day at school.”

During the four days of time observations, the participant reportedly did not spend any time working at home on school-related tasks, including checking email. The participant explained she was so exhausted getting ready for a program, she did not even check her email until the next day.

Overall, the most notable and reiterated ideas that emerged from the interview data were insufficient time and number of tasks that the participant was required to complete. The time contracted did not approximate what was needed to complete the workload. The participant explained she did not feel she had enough time to complete the “behind the scenes” tasks and all the information provided pertained to non-instructional tasks.

Summary

The findings were consistent across the three points of data collection, demonstrating results that were parallel across the study. The participant in this descriptive study spent more time at school than required for her contracted hours. While the average amount of time she spent outside the contracted hours was 71.25 minutes over the four-day investigation period, she personally felt that she needed to spend that time in order to have her obligations met. The additional time spent at school over the course of four days was equivalent to an extra day; thus, during four days, she devoted time equal to a five-day workweek in order to complete her work. The amount of instructional time averaged (over four days) 280 minutes per day while the non-

instructional time averaged 267.50 minutes per day. While the contracted day was 435 minutes in length, the participant spent a mean of 547.50 minutes at school each day.

From the interview it was clear that the participant did not have sufficient time to prepare for instructional requirements. The variety of non-instructional activities that she mentioned included those for the classroom and for performances. The interview highlighted the time spent before and after school to attend to the classroom, the students, the needed materials, and the “business” of teaching.

CHAPTER FIVE

Discussion

Introduction

The purpose of this study was to learn how an elementary music teacher spent her time during the workday. The activities were designated into two categories: instructional and non-instructional as reported by the participant in a time diary, direct observations by the researcher, and an interview. The interview was designed to allow for explanations of time usage, focus on particular activities, and the requirements of the job as they related to time usage. The final chapter has three goals: (a) to review the results of the investigation, (b) to discuss and interpret the outcomes, and (c) to offer recommendations for further research.

Review of Results

In this descriptive case study, the participant taught elementary general music full-time in a suburban school district in the Midwest. Data were calculated for both the self-reported time diary and the observations by the researcher, first presented in minutes and then converted to hours. The time was classified into two categories: instructional time and non-instructional time and the amount of time was rounded to the nearest five minutes. Proportion of time devoted to activities was also reported.

The self-reported time diary and the direct observations totaled four days of data. The total amount of time the participant spent at school was 2,190 minutes, which was thirty-six hours and thirty minutes. That total averaged to 547.50 minutes per day, or nine hours and seven minutes per day. The total amount of time spent on non-instructional activities for four days was 905 minutes, or fifteen hours and five minutes. The average time spent on non-instructional activities per day was 226.25 minutes, which was three hours and forty-six minutes. The total

time spent on instructional activities for four days was 1,270 minutes, which was twenty-one hours and ten minutes. Therefore, the average time allocated per day on instructional activities was 317.5 minutes, or five hours and seventeen minutes. The participant was required to be at school for a total of 435 minutes per day, which totaled 1,740 minutes for the four-day investigation period. The amount of time that the participant actually spent at school was 2,190 minutes. This is an overage of 450 minutes, or seven hours and thirty minutes.

The time was classified into two categories: instructional time, which included teaching activities described as (a) giving directions to students; (b) teaching beginning band, intermediate band, or choir; (c) singing, including modeling; (d) teaching movement actions to students; (e) playing instruments; (f) identifying or dictating rhythms; (g) moving to music; (h) transitioning between classes or activities; (i) correcting student behavior; (j) watching videos or musicals; and (k) teaching one-on-one to a student or a small group of students; and non-instructional time, which included activities described as (a) arriving at and departing from work, (b) setting up and cleaning up around the room and/or instruments, (c) attending to personal business (bathroom breaks, coffee, personal internet usage, personal calls/texts, etc.), (d) checking and responding to email, (e) planning lessons, (f) eating lunch, (g) filling out paperwork, (h) running errands around the school, and (i) attending Open House when applicable.

During instructional time, she reported using the largest increments of time in (a) singing, including modeling; (b) playing instruments; (c) teaching beginning band, intermediate band, or choir; and (d) identifying or dictating rhythms. Similarly, observations showed that the largest increments of time were spent in (a) singing, including modeling; (b) teaching beginning band, intermediate band, or choir; (c) playing instruments; and (d) giving directions to students.

Studies by Wang & Sogin (1997) reported different results where movement activities took the majority of the instructional time.

During non-instructional time, the participant reported using the greatest amount of time in (a) setting up and cleaning up around the room and/or instruments; (b) attending to personal business; (c) planning lessons; and (d) checking and responding to email. In contrast, observations showed that the participant spent the greatest amount of time in (a) attending Open House (where applicable); (b) planning lessons; and (c) attending to personal business.

Following the time and observation diaries, the participant was interviewed. The interview questions were based on the literature review as it related to the research question and were given to the participant prior to the interview. The participant was encouraged to share any information that would be helpful to the research, including examples, history, anecdotes, and reflections. In general, she reported that she arrived about ten minutes prior to her workday and left about one hour and fifteen minutes later than her requirement. She felt this was necessary because of the amount of tasks she was to complete such as writing music objectives on the whiteboard, setting up chairs for band, and preparing her SMARTboard for instruction. The participant estimated spending roughly 66 to 77% of class time on teaching. In addition, she noted there have been more non-instructional tasks that have become prevalent such as email, paperwork, Individualized Educational Plan (IEP) meetings, and arranging equipment for programs. From overall results of the interview, three themes were identified that underscored the difficulty with time in general, the knowledge of time use, and the addition of work without an increase in time to complete it.

Discussion and Interpretation of the Results

The data from the interview, the self-reported time diary, and the observations showed that the participant understood her use of time. According to the self-reported time diary and the direct observations from the researcher, the participant spent different amounts of time on instructional time (*Mean* = 317.5 minutes, 57.99%) and non-instructional time (*Mean* = 226.25 minutes, 41.32%) for each day data were collected. While some of the preparation time was beyond the contracted day, she consistently completed the preparation despite the fact that it affected her personal time. Thus, it was obvious that her contractual duties included instructional time and some non-instructional time, but clearly insufficient time for the latter.

The participant spent the greater amount of instructional time in (a) singing, including modeling; (b) playing instruments; (c) transitioning between classes or activities, and (d) identifying or dictating rhythms according to both the self-reported time diary and the direct observations. This finding implies that the majority of teaching time was devoted to student engagement in making, writing/analyzing music, and transitions. Similarly, studies by Wang & Sogin (1997), reported that teachers spent the majority of their time in movement activities, suggesting that student engagement was equally important for the teachers involved in the research and the participant from this study. The data demonstrate that the participant expected her students to learn through “doing” music, an active learning process she utilized rather than a passive one.

The participant self-reported she spent the greater amount of non-instructional time in (a) setting up and cleaning up around the room and/or instruments; (b) attending to personal business; (c) planning lessons; and (d) checking and responding to email. According to the observations, the participant spent the greater amount of non-instructional time in (a) attending

Open House where applicable; (b) attending to personal business; and (c) planning lessons. The disparity of these activities, not considering the Open House, may be due to the participant's ability to accurately remember and document the time or may be explained as different interpretation by the observer. The participant spent time carefully arranging the room or making sure the items were put away. She obviously focused on this activity in the time diary. This implies that her time efficiency was important because she valued the idea of cleaning up to make the next day flow smoothly. The attention to personal business was noted by both the participant and the researcher, suggesting that it was an obvious behavior that differed from other behaviors. The participant used time to conduct personal business such as bathroom breaks, coffee, personal internet usage, and personal calls/texts, however, this might have sacrificed time that could have been used for teaching preparation. Likewise, the participant spent time on planning lessons. The data imply that the participant cared about the material she taught to her students and felt that ample time should be taken in researching and preparing lessons. She obviously was dedicated to offering learning that was well prepared and organized.

Estimations were given to help interpret the participant's understanding of her time usage. When comparing the estimations with the direct observations, the participant was very aware of her use of time. The greatest difference in instructional time between the estimations and observations was teaching movement actions to students. Furthermore, the greatest difference in non-instructional time between the estimations and observations was attending Open House where applicable. Because this event took place once during the school year, the participant did not estimate time given to this category. Another difference of time in non-instructional activity was setting up and cleaning the room and/or instruments. The participant over-estimated time in this category, claiming it took her more time to prepare the room.

Although there was a disparity between her estimations and the actual time use, it supports the idea that she was not paying attention to completing her day at a certain time, but rather working to prepare for the next day so that teaching could occur. Her dedication to her students and classroom were obvious.

The interview provided an explanation about teacher time use. Of the three themes that emerged—(a) time is a challenge; (b) time usage is a known commodity; and (c) more work is required in the allotted time—the idea that surfaced several times was that of insufficient time to complete the work. The data clearly demonstrated that insufficient time during the contracted workday caused the participant to stay late every day in order to complete the necessary tasks. She required more non-instructional time than she was given, but did choose to spend extra time in order to be prepared for the following day.

The results showed that the participant spent time at school (before and after school), but felt there was not adequate time to complete non-teaching tasks. The participant stated, “In my ideal world, I would have more plan time to actually prepare for all that stuff . . . teachers are spending more and more time outside the workday to prepare.” According to Timberlake (2008), extended time is essential in completing tasks. The participant from the current study would utilize an extended planning period in a number of ways to complete the tasks that were required of her.

The participant stayed beyond the contracted time each day during the four-day investigation period. This information presented evidence that the workload did not meet the amount of time given to this participant to complete the tasks. This finding was corroborated by a study by NCES (1990) in that the average extra time spent each day at work was 2.20 hours (public school) and 2.44 hours (private school). The participant from the current study spent an

average of 1.87 hours extra a day. Therefore, the participant in this study spent slightly less extra time at school than the NCES study demonstrated (in 1990). The extra time the participant spent after contracted hours implies that she sacrificed time from her personal life and family to be sure the academic needs of her students were met, and therefore, appeared to care a great deal for the students she taught.

The amount of time spent on instructional and non-instructional tasks differed by day. This was due to the fact that some tasks were completed by the beginning of the rotation and attention was not required thereafter. An example of this was the participant's writing of the music objectives on the whiteboard before the rotation started. According to the interview, the participant spent about ten minutes on that specific task. Once that task was finished, it was completed for the remainder of the rotation. The amount of time varied because of tasks similar to the aforementioned responsibility.

The participant spent thirty-six hours and thirty minutes at school while only twenty-nine hours were required of her. The difference was seven and a half hours. Therefore, the participant essentially spent the equivalent of five days of work in four days' time. The demand for more planning time, or "down-time" to complete tasks was needed, and should be taken into consideration. The participant seemed to require more time to get everything completed, which was evident in the self-reported time diary, the direct observations, and within the interview. The participant spent a considerable amount of time beyond the school day in order to complete the tasks.

The amount of time spent was largely devoted to instructional time; however, the participant spent additional time each day to complete non-instructional activities. If we observe only the instructional and non-instructional time spent during the workday (contracted hours),

the amount of instructional time would be larger in comparison, as expected. The current study presents a more complete picture of the total use of time as opposed to those that report only certain elements of time (Wagner & Strul, 1979).

The activities spent in both the instructional and non-instructional categories were unique to this particular participant as compared with other studies (Wang & Sogin, 1997; Moore, Brontons, & Jacobi-Karna, 2002; Wagner & Strul, 1979; Moore, 1981; Moore, Brontons, & Jacobi-Karna, 2002; Orman, 2002; Witt, 1986; and Goolsby, 1996).

Conclusion

The purpose of this study was to learn how an elementary music teacher spent her time during the workday. The findings showed time was largely devoted to instructional time but also spent on non-instructional activities beyond the contracted time. Instructional activities were mainly focused on singing, including modeling; playing instruments; transitioning between classes or activities; and identifying or dictating rhythms. Self-reported non-instructional elements were largely setting up and cleaning up around the room and/or instruments; attending to personal business; planning lessons; and checking and responding to email. Observed non-instructional elements were largely attending Open House where applicable; transitioning between classes or activities, attending to personal business; and planning lessons. Comparing the self-reported time usage with the direct observations, similarities were present in attending to personal business and planning lessons. The interview identified three major themes that suggested time was consistently a challenge, was a known commodity, and was insufficient for the amount of work to be done. Information concerning how a music teacher spent her time was collected through a case study approach, providing details on the use of time in the elementary

general music classroom in order that the conclusions of this study may offer music teachers information about time use to better improve time efficiency.

Recommendations for Further Research

This study utilized a three-pronged approach using one elementary general music teacher. The time diary, direct observations and interview provided a small glimpse into the life of this music teacher, however further research is needed to explore this topic since these results cannot be generalized due to an *N* of one. The following are recommendations for further study on this issue of instructional and non-instructional time in the elementary general music classroom during the workday:

1. Further study should take place using a larger population of teachers. By increasing the number of participants, comparisons would be available between participants, schools and even districts.
2. Further research might be conducted in comparing specific activities using categories in instructional and non-instructional activities, including the entire workday of the teacher. The categories could include singing; playing instruments; listening to music; reading music; creating music; moving to music; describing music; writing music; rhythmic dictation, performance, or analysis; performing; music history; teacher verbal interaction; discussion; teacher-orientated instruction; preparation; lesson planning; administrative tasks; and collaborating with colleagues. This list is not all-inclusive.
3. Finally, further study would be beneficial in including the entire day of the teacher, before and after contracted hours to better understand the time commitments teachers make to the profession.

The findings of this study suggest that the participant used time well beyond the contracted day to complete her work. She used classroom time to engage the students in making music while non-instructional time was varied among several activities in preparation for teaching. It is important for administrators and those in teacher preparation programs to understand that she was willing to use non-contracted time to complete her work, suggesting that this was a choice. In other words, she made a decision to work beyond the school day in order to complete her work. An important implication is that the workday does not allow for sufficient teaching preparation. Thus, it is possible that other teachers may not be able to complete their work during the contracted day and may have to shortchange their teaching and/or their preparation due to insufficient non-instructional time. This could affect the quality of education that students receive, a concern to the educational community.

According to the participant, as the amount of workload increases in the educational field, the amount of time seems to decrease. Understanding that issue could lead to a more positive approach to time efficiency. The use of time in the music classroom is still a topic that needs further research, however this case study is a small step toward understanding the amount of time it takes to prepare and execute lessons, among many other tasks deemed necessary to teach general elementary music.

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Appendix A



APPROVAL OF PROTOCOL

November 17, 2014

Tenessa Martin
tenessa@ku.edu

Dear Tenessa Martin:

On 11/17/2014, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Instructional and Non-Instructional Time Use in an Elementary General Music Classroom: A Case Study
Investigator:	Tenessa Martin
IRB ID:	STUDY00001690
Funding:	None
Grant ID:	None
Documents Reviewed:	• Permission from School, • Research Oral Consent Form2.docx, • Tenessa Grace Martin, • Observation Sheet Tenessa Martin, • Tenessa Grace Martin, • Time Diary Tenessa Martin, • Interview Questions Tenessa Martin,

The IRB approved the study on 11/17/2014.

1. Notify HSCL about any new investigators not named in the original application. Note that new investigators must take the online tutorial at https://rgs.drupal.ku.edu/human_subjects_compliance_training.
2. Any injury to a subject because of the research procedure must be reported immediately.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity.

Continuing review is not required for this project, however you are required to report any significant changes to the protocol prior to altering the project.

Please note university data security and handling requirements for your project:
<https://documents.ku.edu/policies/IT/DataClassificationandHandlingProceduresGuide.htm>

You must use the final, watermarked version of the consent form, available under the "Documents" tab in eCompliance.

Sincerely,

Stephanie Dyson Elms, MPA
IRB Administrator, KU Lawrence Campus

Appendix B

Time Diary

Date:						
	:00-:10	:10-:20	:20-:30	:30-:40	:40-:50	:50-:59
0600						
0700						
0800						
0900						
1000						
1100						
1200						
1300						
1400						
1500						
1600						

Appendix C

Interview Questions

1. What are your required workday hours?
2. Regardless of your required hours, what are your typical workday hours?
3. How much time do you spend before your first class and your first teaching duty begins?
4. What do you typically do during that time frame?
5. How much time do you spend during a typical class period teaching?
6. How much time do you spend during a typical class period not teaching?
7. What are some activities that you do that you do not consider teaching?
8. How much time do you typically spend on non-classroom activities (ie lunch, duty, lining up, etc)?
9. How much time do you typically spend after school hours preparing or working on school related subjects?
10. What are some tasks that you spend time on that are not teaching?
11. In a percentage, can you tell me how much time you spend on the following:
 - a. How much time do you spend answering email or filling out paperwork?
 - b. How much time do you spend on un-related music business?
 - c. Are there any other information that you would like to share that would relate to the study on time?

Appendix D

Interview Script

Researcher: Thanks for meeting with me today. I appreciate your help with this research. First can you explain a little to me about your typical day?

Participant: Sure, I'm glad I could help. My typical workday includes getting to school about 10-15 minutes before I'm supposed to be here.

Researcher: Can I ask really quickly, what are your required workday hours?

Participant: Yes, it is 7:30 a.m. to 3:15 p.m. I am responsible for teaching one class before the normal workday begins. I teach beginning band, intermediate band and choir before school everyday of the week. I say this happens before the normal workday, but my contract is just different than everyone else's. My contract includes this time, that's why it's not really an extra duty for me. I can't have extra duty jobs because my contract hours are adjusted to include this before-school class.

Researcher: Do you ever stick to your regular contracted hours?

Participant: I could count on one hand the number of times I've left at 3:15 p.m. and that's a problem.

Researcher: Why do you feel like you have to arrive early and stay late?

Participant: If I don't do it, no one will. I have to be prepared and there is not a lot of down time during the workday to complete all of my tasks.

Researcher: I see. Regardless of your required hours, what are your typical workday hours? As in, what time do you typically work?

Participant: I could say that I typically arrive by 7:20 a.m., at the latest, and I usually leave about 4:30 p.m. at the latest. I would say, on average I leave between 4:00 p.m. and 4:30 p.m. Sometimes, I get to school before the principal and leave after she leaves too.

Researcher: Can you continue with your typical day?

Participant: Yes. After band and choir, I set up for my first teaching class. I see every grade level for 45 minutes at a time. The school has a four-day rotation period, so I see each class every four days. I teach sixth grade, then fifth grade, then fourth grade, then third grade. After third grade, I have a 30 minutes lunch period, followed immediately by a 45-minute plan every day. After my plan time I teach two kindergarten classes—we split the kindergarten class in half and I switch with the librarian. So we see those K kiddos for 20-ish minutes a class with a 5-minute passing period in between. After Kindergarten, I teach first grade and then end the day with second

grade. So, let me see... if I add that up, that's eight classes a day with a 5 minute passing period in each. I say there are...

Researcher: You don't count the passing period between third grade and lunch? If not, then it is six passing periods, correct?

Participant: Yes, that sounds right.

Researcher: About how much time do you spend before your first class and your first teaching duty begins?

Participant: It really depends, but I can spend about 10 minutes before my class starts.

Researcher: What do you typically do during that time frame, before the classes arrive?

Participant: It really ranges and depends on the day. Like I said, we have a four-day rotation period, so some things I only have to do at the start of the rotation. For example, I only have to write the music objectives on the whiteboard on an A Day and then they stay up there for the remainder of the rotation. I also do that with the Instrument of the Week. I only have to change that once a rotation. Other things that I do almost every day is turn on the Smartboard, get the app ready on my iPad that allows me to take attendance for band and choir- I don't have to take attendance in my general music classes—sometimes I have to set up chairs and stands for band in the auditorium, set up my computer, open and read my email and put out instruments. Sometimes I have to make sure I have copies ready for the day, especially for band if I'm handing out new music. I like to make sure everything is set for the day, and I use that time to do so.

Sometimes when I know I have more to do in the morning, I arrive a little earlier. I do this especially on program days where I know I have to make sure the sound and lights and props and costumes are all in their right places. (My sound system is terrible and has a mind of its own!)

Researcher: I can totally relate to that! Let's talk about your typical class period. How much time do you actually spend teaching during that class?

Participant: It varies by lesson, but I would say on average, during the 45-minute lesson, I think I teach, probably about 30-35 minutes of that time.

Researcher: What are the things that you consider teaching? I know that music involves a lot of activities, what are some things that you consider instructional?

Participant: Singing, I bet I sing 99% of the time! I feel like I'm always singing. I also consider teaching the motions and actions, playing instruments, rhythm stuff, learning the program, watching instructional videos, and giving directions to the students. Oh and I also think allowing the children to move to music is instructional. Yes, moving to music is a good one.

Researcher: Yes, moving to music is a good one. Okay, how much time do you spend during a typical class period on non-instructional activities?

Participant: Let's see, I spend about 30-35 minutes on teaching stuff, I think. So probably 10-15 minutes on non-teaching stuff.

Researcher: And what do you considered non-instructional activities?

Participant: Okay, let's see: lining up, coming in, behavior/redirection...

Researcher: Behavior and redirection? Can you explain that?

Participant: Yes, behavior and redirection. I feel like if I have to correct behavior or redirect the behavior, it has interrupted the learning and the teaching. I don't consider that instructional because it doesn't have anything to do with the musical material.

Researcher: Okay. I understand your reasoning behind that. Is that all your consider non-instructional.

Participant: No, I'm sure I can think of more. What did I already list? Okay, I also think about sitting and waiting for the students to file in, transitions between classes, pulling up materials or books, lunch, bathroom breaks, lesson planning, personal business, notes to parents, parent communication, office errands, running other errands around the school—I feel like I go to the library a lot for books and other materials. Communicating with colleagues, quiet time for self-reflection, setting up the auditorium, technology check, making props, assembling costumes, cleaning recorders, setting up for classes (instruments, changing instrument of the week), iPod reading for recordings, cleaning up, putting away instruments, cleaning my desk, order forms, costume fittings, ordering materials, scheduling, sub planning, dusting instruments. Wow, I'm tired just thinking of all of that.

Researcher: I bet! How much time do you typically spend on non-classroom activities (ie lunch, duty, lining up, etc.)?

Participant: Well, I don't have any extra duty obligations, but I bet I spend, oh, probably 170 minutes each day.

Researcher: What are some tasks that you spend time on that is not teaching?

Participant: See that long list I just described, and probably more that I forgot to mention.

Researcher: In a percentage, can you tell me how much time you spend on the following?

Participant:

- a. Instructional time 60%
- b. Non-Instructional time 10%
- c. Preparing for classes during the workday 10%

- d. Lesson planning during the workday 10%
- e. Personal 10%

Researcher: I have a list of the activities I observed. Can you give me estimations in percentages for each category; starting with non-instructional activities?

Researcher:

Arriving at and departing from work: 10%
Setting up and cleaning up around the room and/or instruments: 15%
Attending to personal business: 15%
Checking and responding to email: 10%
Planning lessons: 20%
Transitioning between classes or activities: 5%
Correcting student behavior: 5%
Eating lunch: 10%
Filling out paperwork: 5%
Running errands around the school: 5%

Giving directions to students: 5%
Teaching beginning band, intermediate band, or choir: 15%
Singing, including modeling: 35%
Teaching movement actions to students: 10%
Playing instruments: 15%
Identifying or dictating rhythms: 5%
Moving to music: 8%
Watching videos or musicals: 5%
Teaching one-on-one with a student or small group of students: 2%

Researcher: How much time do you spend answering email or filling out paperwork?

Participant: Oh probably an hour a day. Not just an hour in one chunk, probably like 10-15 minutes several times throughout the day.

Researcher: How much time do you spend on un-related music business?

Participant: I would say an hour and a half. But again, that just depends on the activities of the day.

Researcher: That concludes the questions I have for your today. But I want you to be able to tell me any other information you think is necessary. Can you help give me a clearer picture of what the time element looks like for you? How does it make you feel?

Participant: It seems like lately there has been a lot non-instructional things have become more prevalent-- email, paperwork—IEP meetings, setting up for programs, etc. In my ideal world, I would have more plan time to actually prepare for all that stuff—teachers are spending more and

more time outside the workday to prepare for the next day. Student needs are increasing rapidly so the time that it takes to help and plan for these students is also increasing. Music teachers do a lot more than others realize. There is a lot of behind the scenes work.

Researcher: What is the “behind the scenes work”?

Participant: Making costumes, backgrounds, props, printing programs, looking for new lessons, communicating with parents, the music website updating, deciding on pieces for band and choir, talking with my colleagues, gathering lessons for materials.

Researcher: What about teacher burn out? My research is not about teacher burn out, but about time—I feel like these two topics can be related.

Participant: When I started my teaching career, I made an oath to myself that I would keep home and work separated as much as possible. Burnout—that’s why I keep work at school and personal life at home—without that, I would be a very high-strung person! I’ve learned to let things go and move on. Sometimes I can’t always keep my oath, but I really try to uphold it.

Researcher: So then, do you ever work from home? Even checking email?

Participant: If I have to take something home, I want to be able to watch T.V. while I complete it. I don’t like to think much after a long day at school. There are just things I have to do while I’m at home. Checking email is almost a habit for me. I have to keep updated on my kids—if a student is going to be absent from a rehearsal or program—these are things that I need to know about.

Researcher: Do you have anything else to add?

Participant: I think I said most of it. Specialists have to maximize their instructional time because of the limited amount of time the students are seen and the amount of objectives being met. Specialists are “on”—there is very little downtime.

Researcher: Thank you so much for using some of that precious time to talk to me about teacher time use. I appreciate it! Please let me know if you have any questions, or if you would like to add anything.