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小学校教員の職務の負担感と多忙感・危機感の関連：
教員の視点に立った働き方改革の実現に向けて

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The relationship of burden of duties with elementary school teachers' sense of busyness and crisis:

Toward workstyle reforms from the perspective of teachers

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This study investigates the relationship of burden of duties, sense of fatigue and crisis among teachers working at public elementary schools in a single city. We also measured the impression of recent changes in volume of work, anxiety arising from reduction of labor from efficiency gains, and expectations for technology and government. Analysis indicates the majority of teachers report an increased workload. This increase in workload is attributed to several common elements: recent changes to the Courses of Study, supporting the increased inclusion of students with learning disabilities, and needing to manage over-demanding parents. These three causes are associated with the increased labor burden in preparation of office work and reports, end of semester activities, preparation of cumulative guidance records, school events requiring cooperation with other schools and organizations, and management of parent-teacher relations. Multilevel analysis show teachers burdened by peripheral duties report a stronger sense of busyness and crisis.

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