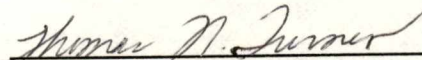


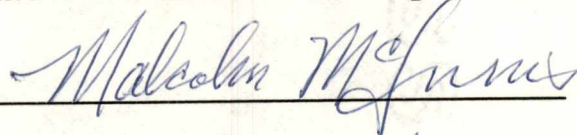
To the Graduate Council:

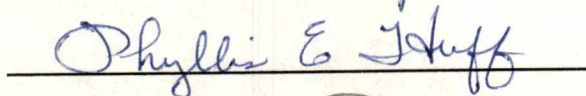
I am submitting herewith a dissertation written by Jennifer Gwen Hatcher entitled "Job Sharing: A Survey of Knowledge and Attitudes of Superintendents Toward Partnership Teaching Arrangements." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

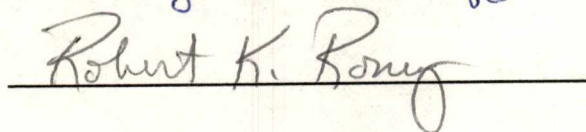


Thomas N. Turner
Major Professor

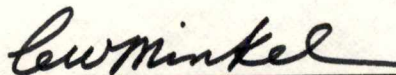
We have read this dissertation
and recommend its acceptance:







Accepted for the Council:



Vice Provost and
Dean of The Graduate School

JOB SHARING: A SURVEY OF KNOWLEDGE AND ATTITUDES
OF SUPERINTENDENTS TOWARD PARTNERSHIP TEACHING
ARRANGEMENTS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Jennifer Gwen Hatcher

December 1989

Copyright © Jennifer Gwen Hatcher, 1990
All rights reserved

ACKNOWLEDGMENTS

The author gratefully acknowledges the contributions of the many people who assisted in making this study a reality. Deepest appreciation is extended to Dr. Thomas Turner, the author's major professor, for his direction and support throughout the duration of the author's doctoral work. His dedication to the profession has been an influence to many. Sincere gratitude is expressed to the other members of the author's committee, Dr. Phyllis Huff, Dr. Robert Roney, and Dr. Malcolm McInnis, whose interest, suggestions, and continual encouragement have been greatly appreciated. Sincere appreciation is expressed to the individuals who served as subjects and to panel members who served as validators for the questionnaire. A word of thanks is extended to Dr. Nancy Gladwell for her aid in the area of statistical analysis and to Dr. Nancy Maylath for her interest in the study and help with statistical information.

Great appreciation is extended to David and Nancy Smith in the loan of their computer and printer at which the author spent many hours. It is inconceivable how much time would have been spent on writing without the use of this machinery. Special thanks are given to Dr. Mark and Mrs. Elaine Heinrich in the use of their computer system

while on trips back to Tennessee. Appreciation is also extended to all the author's friends who offered encouragement and prayers along the way.

Sincere gratitude is expressed to the foster moms who gave of their time to babysit the girls. Special thanks is offered to Mrs. Sarah Bass for the willingness and hours that she spent doing just that.

The author would like to extend a very special thanks to her parents, JoAnn and Charles Cleek for their interest and encouragement in everything she has ever attempted. To my mom, the author expresses her appreciation for her babysitting and great home cooking on trips back to campus, and to her father, the author expresses appreciation for all his fatherly advice. A word of thanks is also extended to the author's in-laws, Ernestine and Paul Hatcher for their interest and words of encouragement.

Most importantly, the author wishes to extend a very special thank-you to her children, Amanda and Lacie, who gave up their mommy for times of study and writing, and to her husband, Graham, without whom this project would never have been completed. Your encouragement, support, suggestions, expertise, and aid with statistics were invaluable.

ABSTRACT

The purposes of this investigation were to determine the knowledge and attitudes of Tennessee school superintendents toward the concept of job sharing and assess the likelihood of opportunities for job sharing in Tennessee schools.

In order to achieve the purposes of this study, a review of the related literature and research was conducted. A thirty-seven item questionnaire was developed by the investigator which included statements concerning administrative, supervisory, and instructional dimensions of implementing job sharing within school systems. The population used for the study was all public school superintendents in the State of Tennessee ($n = 142$). The return rate was 65% ($n = 92$).

Statistical treatment of the data included the generation of descriptive statistics for each item; biserial correlations of the attitudes toward job sharing with age, job experience, and participation of the respondents, t -tests to determine if attitudes toward job sharing differed based on age, job experience and involvement; and two analyses of variance to determine if differences existed in attitudes toward job sharing among the various age and experience as superintendents categories. The .05 level of significance was used.

Analysis of the data revealed that a significant majority, 81.5% of the superintendents answering the questionnaire had a clear understanding of the concept of job sharing. Analysis of the data also revealed that while superintendents favored the flexibility offered to prospective employees by job sharing, they generally did not see job sharing as a viable option in their school systems. Concerns about job sharing centered on financial matters associated with its implementation, supervision of job sharers, and compatibility with the Career Ladder Program.

Additional analyses of the data revealed that no significant correlations existed between the attitudes of the superintendents toward job sharing and age, experience, and previous involvement with job sharing and no significant differences existed in superintendents' attitudes with respect to age, experience, or previous involvement with job sharing.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	5
Statement of the Purpose	6
Research Questions	6
Need for the Study	7
Delimitations of the Study	9
Limitations of the Study	9
Assumptions of the Study	10
Definition of Terms	11
Procedures of the Study	12
Organization of the Study	14
II. REVIEW OF RELATED LITERATURE	16
Job Sharing	17
Settings in Which Job Sharing Has Been Used	20
Advantages and Disadvantages to Employing Job Sharers	23
The Role of the Superintendent as Decision Maker	31
The Questionnaire Formulation and Validation	35
III. PROCEDURES OF THE STUDY	44
Development of the Questionnaire	44
Identification of the Survey Population	49
Treatment of the Data	50
IV. ANALYSIS OF THE DATA	52
Definition of the Term Job Sharing	54
Attitudes Toward the Concept of Job Sharing	59
Administrative Dimension	60
Supervisory Dimension	66
Instructional Dimension	69
Biserial Correlations	73
t-tests	74
Analyses of Variance	75
Summary	78

CHAPTER	PAGE
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	81
Summary	83
Findings of the Study	84
Definition of Job Sharing	84
Attitudes Toward Job Sharing	85
Tests of Significance	89
Conclusions	91
Recommendations	94
BIBLIOGRAPHY	96
APPENDIXES	102
A. PANEL VALIDATION LETTER, RESPONSE FORM AND MASTER QUESTIONNAIRE	103
B. ADMINISTRATOR'S QUESTIONNAIRE	119
C. FOLLOW-UP CARD; SECOND QUESTIONNAIRE COVER LETTER	126
D. PANEL VALIDATION LETTER AND RESPONSE FORM FOR POSITIVELY AND NEGATIVELY STATED QUESTIONS; TALLEY SHEET FOR PANEL EVALUATIONS	129
VITA	134

LIST OF TABLES

TABLE	PAGE
I. Demographic Information of Respondents	55
II. Questionnaire Item #25: Superintendents' Responses--Reasons for Employing Job Sharers ..	70
III. Group Means, Standard Deviations, and <u>t</u> -Test Summary Data of Attitudes Toward Job Sharing ..	76
IV. ANOVA Summary / Age Groups x Attitudes Toward Job Sharing	77
V. ANOVA Summary / Experience Categories x Attitudes Toward Job Sharing	79

CHAPTER I

INTRODUCTION

"When two do the same thing, it is
not the same thing after all."
--Syrus Publius
(Roman author, ca 42 B.C.)

Public Education in the United States has undergone changes in recent years related to the preparation, certification, recruitment, and professional development of teachers. In some instances the basic roles and job descriptions for teachers have changed as well, resulting in alternative work patterns. Deviations from traditional role expectations are certainly not limited to the education profession but have been influenced by a variety of recent educational reforms. Not the least among these recent developments which could have an impact on the future of the teaching profession is the concept of job sharing.

Changes in social values and expectations have created a growing demand for individual choice in planning work and leisure time (Vincent, 1978). Two-income families, those with mid-life career changes, and workers undertaking retraining, further training or education, among others, are symbolic of the changes that are occurring in society during the 1980s (McLachlan and Trahn, 1981). Resulting

from these changes, a need to address traditional working arrangements appears to be justified. According to Meier (1979): "We have only to reflect on the fact that the standard work patterns have not always been standard, but have evolved historically to meet changing needs" (p. 161).

Shanks (1984) noted that the research has shown alternative work schedules will improve job performance and decrease employee absenteeism. Examples of alternate work schedules are the 4/40 plan (four 10-hour days), the staggered start system (7:00, 8:00, or 9:00 a. m. starting times), and the flexweek (alternating four-day / 32 hour and six-day / 48 hour work weeks.) Although these flexible arrangements work in many job settings they are not appropriate for schools. Job sharing, on the other hand can be used in various professional settings including schools. Job sharing is an innovative arrangement which has its roots in the 1960s. The practice of job sharing has grown out of the need of professional employees, mostly women with children, to convert traditional work arrangements into more flexible opportunities. Job sharing can be characterized as a means by which two, or in some cases three, people share one full-time position. In doing this they divide all the responsibilities and duties associated with that position. The employees may divide their work in any way which is acceptable to the employer and suitable

for the employees. Where the option of job sharing is available, the employer has an opportunity for greater flexibility with regard to employing professionals to meet a wide range of job descriptions. A job sharing program also allows the employer to tap the resources of professionals who have opted to quit work altogether because part-time opportunities were not available.

A review of the available literature on job sharing reveals a variety of settings, including education, in which the practice has been utilized. Olmsted (1977), co-director of the New Ways to Work Center, summarized the benefits or advantages of job sharing into five distinct types: (1) increased job flexibility, (2) reduced absenteeism and turnover, (3) increased employee productivity, (4) use as an affirmative action tool, and (5) new options for older workers. She was also cognizant of the disadvantages or concerns related to employing job sharers. According to her, these negative factors centered on the need for increased supervision, increased communication time (among workers and between workers and supervisors), and handling fringe benefits in an equitable manner.

Educational administrators could attend to, and possibly reduce, the concerns and disadvantages mentioned above. They could do this by using job sharing within the school systems as a flexible employment arrangement. Job

sharing would aid in eliminating teacher shortages, provide flexibility in hiring, increase productivity, make available new options for older workers, reduce absenteeism and turnover, and reduce the number of available teachers (since job sharers replace one another). However, in order for job sharing to become a common practice, especially in a setting such as public education within a state, more than just a general discussion of the merits of this practice must be addressed. Other school systems across the country have reported successful job sharing experiences, but a need remained to examine potential market conditions in those areas that have not widely used job sharing as an alternative working arrangement.

Like many other states in the southeast, as well as other parts of the country, Tennessee is a predominately rural state with some large metropolitan areas. As with these other states, there has been a paucity of research regarding the utility of job sharing as a future practice on a large-scale basis in Tennessee's school systems. As the National Education Association (1981) endorsed the option of volunteer job sharing, Branam (1981) was reporting that 83% ($n = 198$) of a sample of elementary school teachers in East Tennessee indicated a desire to participate in, or be given the option to participate in, job sharing. A void in local research on this topic since

then, coupled with a desire to ascertain the knowledge and attitudes of educational administrators--i.e., school superintendents in Tennessee--about this innovative practice, provided the researcher with the purpose and direction which guided this study.

Statement of the Problem

There is some need to establish a research foundation regarding attitudes toward job sharing in such areas as Tennessee. The void in research dealing in administrators' attitudes may be affecting the current lack of job sharing opportunities in Tennessee and in other areas as well. What needs to be established is (1) whether or not school superintendents are aware of job sharing and the possibilities it offers and (2) what the attitudes of administrators are toward job sharing. Without sufficient research on job sharing's utility in the public classroom, administrators may make uninformed judgments about job sharing and its usefulness in enhancing quality in classroom instruction and flexibility in hiring practices.

Statement of the Purpose

The current investigation had three major purposes. The first of these was to determine whether Tennessee school superintendents had a concept of job sharing and if this concept was clear and accurate. A second purpose was to determine the attitudes and perceptions of these superintendents toward the utilization of job sharing to fill professional teaching positions. A third purpose was to assess the likelihood of the development of opportunities for job sharing in Tennessee schools on the basis of the attitudes of these administrators.

Research Questions

Answers were sought for the following questions:

1. Do Tennessee superintendents have a clear concept of job sharing?
2. What are the attitudes of Tennessee school superintendents toward the concept of job sharing?
3. Does attitude toward job sharing vary with the amount of experience a superintendent has?
4. Does attitude toward job sharing vary with the age of the superintendent?

5. Does attitude toward job sharing vary with superintendents who have previous involvement with job sharing?

Need for the Study

A survey of the literature related to job sharing through Dissertation Abstracts and Educational Resources Information Center (ERIC) revealed no comparable study of educational administrators' attitudes about the concept of job sharing. For the most part, literature found regarding the job sharing concept were by job sharers or about job sharers explaining the concept and giving examples of the practice.

Branam (1981) conducted a study in East Tennessee that had three purposes which were: (1) to determine the current beliefs and attitudes of classroom teachers toward the concept of job sharing; (2) to obtain and describe data relating to job satisfaction, career ambition, educational level, family commitments, age, and sex to beliefs and attitudes concerning job sharing; and (3) to present this information as it relates to elementary school teachers in the East Tennessee area. Twenty-seven elementary school districts in the East Tennessee Development District (186 elementary schools) served as the population from which a

random sample of nineteen elementary schools (271 teachers) was chosen. There was a 73% (n = 198) response rate for the study. Among the major findings of this research, Branam reported that elementary school teachers tended to view job sharing favorably and believed that it may be functional for elementary school educators. Eighty-three percent of the teachers surveyed indicated a desire to participate in or be given an option to participate in job sharing at the present time or in the future. The major purposes for job sharing, from the standpoint of the individual worker, as expressed by the respondents, were to aid in family commitments, educational improvement, and a desire for increased leisure time. More than three-fourths of the teachers responding believed part-time teachers performed as well or better than full-time instructors.

As noted from the Branam study, teachers were interested in the prospect of having job sharing as an alternative work pattern. If job sharing is to have relevance to educational systems in Tennessee, it appears necessary to first ascertain the feasibility of job sharing from the perspective of the superintendent. Superintendents must be aware of and have some knowledge about job sharing, as well as be receptive to the concept, if it is to be utilized in Tennessee schools. Thus, by examining the knowledge and attitudes of public school

superintendents in Tennessee about job sharing, this study will assist in the determination of the feasibility of job sharing in the future.

As evidenced by this researcher's search through the literature, job sharing studies are scarce. This investigation will contribute to the literature regarding job sharing by examining the knowledge and attitudes of public school superintendents in an entire state as opposed to a single school district.

Delimitations of the Study

Delimitations of the study included the following:

1. The study dealt exclusively with public school district superintendents in Tennessee. Therefore, the attitudes of other school administrators are not taken into account.

2. The study attempted to identify only attitudes toward job sharing and selected demographic variables as identified in the questionnaire.

Limitations of the Study

The study was conducted within the following limitations:

1. Factors such as teacher supply and demand which influence job sharing attitudes.

2. Only 64% of the Tennessee school superintendents responded to the questionnaire.

Assumptions of the Study

The study was conducted with the following assumptions:

1. The questionnaire designed for and used in the study is reliable in measuring knowledge and attitudes of job sharing.

2. That subjects answered the questions on the questionnaire themselves, and that they answered thoughtfully and truthfully.

3. That current superintendents' views are typical of school superintendents in Tennessee, and that little or no change in the broad picture of superintendents' views will occur due to change of personnel.

4. School superintendents have the major decision-making power with regard to school hiring practices and personnel policy change in the direction of job sharing is likely to be initiated from the superintendent's office.

5. Knowledge of the potential benefits of job sharing is a necessary if not sufficient condition for school superintendents to have toward job sharing practices.

6. If superintendents are informed and positive about job sharing; and, if there is sufficient need of qualified teachers, they will move school policy toward utilizing job sharing.

7. The panel of experts were appropriately qualified to serve as validators of the survey instrument.

Definition of Terms

Terms pertinent to this study were defined as follows:

Job sharing. Job sharing can be characterized as a means by which two qualified people share one full-time position. In doing this they divide all the responsibilities and duties associated with that position. The employees may divide their work time in any way which is acceptable to the employer and workable to the employees. Usually one employee will work mornings and the other employee will work afternoons; or one employee will work two-and-a-half days a week and the other employee will work the other two-and-a-half days. It has been noted in the related literature that even the division of a year into

halves has been done where each employee works only half of a year.

Superintendent. The chief executive officer of the school system who may be appointed or elected is the superintendent, even if his/her title is officially different.

Jury judgment. Jury judgment is the process by which a panel of experts assess the content validity of a questionnaire.

Procedures of the Study

In order to pose the best possible questions relating to knowledge and attitudes of job sharing, a survey of the literature was done. An attempt was made to find a questionnaire that could be adapted for use in this study, but none was found which was suitable for this investigation. The questionnaire was developed by the researcher using information from articles on job sharing found in the literature.

The set of questions was formulated and a panel of experts in the field of education was solicited to review that questionnaire. The recommendations of the panel were studied and revisions were made in the questionnaire. Ambiguous and unnecessary items were excluded. The

rewording of some items was necessary for clarity, and the format of the questionnaire was revised. (See Appendix A)

Copies of the revised questionnaire were sent to all public school superintendents in Tennessee. Included with the questionnaire was a cover letter explaining the study and a self-addressed, stamped envelope for a return response. A response date was specified in the cover letter. Within three weeks after the response date, follow-up cards were sent as reminders to nonrespondents. The cards briefly explained the purpose of the study and the importance of each response. A second questionnaire was mailed within six weeks of the original mailing to the superintendents who had not responded to the initial questionnaire or to the reminder card asking for their participation in the study. (See Appendix B)

Selected analyses of the data were made on each section of the questionnaire. Statistical treatment of the data involved four steps. These were as follows: (1) the generation of descriptive statistics for each item of the questionnaire; (2) biserial correlations of the attitudes toward job sharing with age, job experience, and involvement of the respondents; (3) a series of t-tests to determine if attitudes toward job sharing differed based on age, job experience, and participation; and (4) two analyses of variance to determine if differences existed in

attitudes toward job sharing among the various age and experience as superintendents categories. The .05 level of significance was selected for the biserial correlations, t-tests, and the analyses of variance.

Organization of the Study

The organization of the research study is presented in five chapters. Chapter I provides an introduction and brief description of the problem, needs for the study, a statement of the problem and purpose, delimitations and limitations of the study, assumptions, definition of terms, procedures of the study, and the organization of the study.

Chapter II is a review of the related literature from the mid 1960s through 1988. The chapter is organized into the following sections: (1) Job Sharing, (2) Settings in Which Job Sharing Has Been Used, (3) The Advantages and Disadvantages to Employing Job Sharers, (4) The Role of the Superintendent as Decisionmaker, and (5) Formulation and Validation of the Questionnaire.

Chapter III details the procedures of the study. This chapter includes a description of the questionnaire development, the selection of the population for the study, the implementation of the study, the data collection, and the treatment of the data.

Chapter IV is the analysis of the data. The analysis is presented according to the research questions previously stated.

Chapter V contains a summary of the study, findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

In reviewing the related literature and research this researcher was primarily concerned with the literature and research pertaining to job sharing. However, a description of the literature and research which only included information on the topic of job sharing would leave the reader unaware of the relationship of the job sharing concept and the likeliness of its use in the public schools of Tennessee. Therefore, it is the intent of the researcher to present a broader view of the policy and decision-making practices of superintendents which may facilitate the utilization of job sharing.

This review of the related literature and research was presented under the following five headings: (1) Job Sharing, (2) Settings in Which Job Sharing Has Been Used, (3) The Advantages and Disadvantages to Employing Job Sharers, (4) The Superintendents' Roles as Policy Implementers and Decision Makers, and (5) The Formulation and Validation of the Questionnaire. The first three sections on job sharing included literature describing the job sharing concept, the various settings in which it has been reported to have been used, and the advantages and

disadvantages to the employee and the employer. The fourth section discusses the role of the superintendent with specific emphasis on the policy and decision-making aspect of his position. The last section discusses the questionnaire formulation and validation procedures.

Job Sharing

Job sharing as an alternative to full-time employment was first introduced into education in the mid 1960s. Two nonprofit organizations, Catalyst and New Ways to Work, have been credited for the introduction of job sharing as a flexible employment tool for employing qualified women into the work force. The aim of these two organizations was to provide an opportunity for women to continue professional employment using flexible schedules suited to their needs.

The authors writing about experiences they have had with job sharing or reporting instances where the practice was used have defined the term very similarly. Schwartz (1974) depicted the job sharing position as one in which two individuals divide one job between them, covering the entire realm of the job, but each being responsible for only half of the work. Schwartz continued the explanation by saying that the job functions of one sharer were distinctly different from those of the other sharer within

the same job. Martin (1974) extended the definition of job sharing into the assumption that it occurred when each partner has the responsibility for a specific portion of a whole job.

Olmsted (1977), co-director of the New Ways to Work Center and co-director of a special project on shared jobs, defined job sharing as "a voluntary work arrangement in which two people hold responsibility for what was formally one full-time position" (p. 78). She continued to add that the initial interest in shared jobs was begun for women professionals interested in creating a better balance between home and work responsibilities.

Davidson and Kline (1979, p. 226) defined job sharing as an "often professional-level position in which two people fulfill the responsibilities of what was formally a single position." Caplan and Caplan (1981) also noted that job sharing was a team effort where two teachers share the responsibilities of one full-time position.

O'Kane and Meyer (1982, p. 411) described job sharing as "a creative process." They stipulated that the crucial factor in the sharing of the position was that the activities and functions required of the position must be viewed as one full-time job rather than fragmented activities within a part-time realm. O'Kane and Meyer also

stated that the creative strategy should include utilizing the two individuals' specific talents.

Braudy and Tuckerman (1986), Kay (1982), Newstrom and Pierce (1979), and McLacklan and Trahn (1981) defined job sharing in simple terms. They agreed that job sharing implied a full-time position divided between two workers. No greater detail was given explaining how the job was to be divided or who would accept certain responsibilities. The nature of the division of the position was left open to interpretation.

The term "part-time" had specific importance in the description of job sharing in the efforts of two authors. Frease and Zawacki (1979) described the sharers as equally-qualified, part-time employees who divide all the facets of a full-time job. Shanks (1984) proposed that job sharing was a version of permanent part-time employment permitting two or more people to share one job. Johnson and Meerdink (1985) implied the part-time status of job sharing as they described it as a full-time position divided between two people, whether they shared the responsibility for the whole job or separated it into halves.

For the most part the definitions revealed in this review of literature and research were very similar. In order to describe the concept of job sharing thoroughly and

present the clearest and most comprehensive definition possible, this researcher compiled several definitions from the literature and formulated a description of job sharing which is used throughout this study. The definition is as follows: Job sharing can be characterized as a means by which two qualified people share one full-time position. In doing this they divide all the responsibilities and duties associated with that position. The employees may divide their work time in any way which is acceptable to the employer and workable to the employees. Usually one employee will work mornings and the other employee will work afternoons; or one employee will work two-and-a-half days a week and the other employee will work the other two-and-a-half days. It has been noted in the related literature that even the division of a year into halves has been done where each employee works only half of a year.

Settings in Which Job Sharing Has Been Used

Job sharing has been tried in a number of different occupational settings. One of the first publicized reports was that of two employees in a cannery wishing to share a single job in 1937 (Fease and Zawacki, 1979). Other job sharing arrangements reported involved Massachusetts welfare caseworkers, telecommunications workers, principals

of a high school, and a shared vice-presidency of the Federal Reserve Bank of Boston. In each of these arrangements the employers praised the performance of the job sharing team. Job sharers have found acceptance in such professional settings as libraries, banks, law firms, hospitals, and schools. Although job sharing has been reported mostly in the United States, it has been also documented in Australia and England.

McLacklan and Trahn (1981) wrote of the job sharing situation being used in Australia. McLacklan and Trahn worked as job sharers in a university library. They were somewhat pioneers in their field and country. The planning for their work arrangement spanned four years prior to their involvement as sharers in the library position.

Harriman (1982) cited a variety of settings which implemented job sharing. These included the city of Palo Alto, California, which was committed in 1974 to pursue job sharing in city government. The states of California and Wisconsin carried out demonstration projects on job sharing, along with airlines, manufacturing, insurance and finance, and local governments in Santa Clara and San Mateo counties of California.

Kay (1982) wrote about college professors as job sharers. She wrote an account of a position that she and her husband shared at the University of Utah in the

Department of Geography. They were hired to fill one position as two half-time, tenure-track employees. Full-time health and retirement benefits were given to each. They both had votes in faculty meetings, general advising duties, and committee responsibilities. They shared one salary and each had half-time teaching assignments.

Chamberlain and Jones (1980) reported of their experience as sharers in one house officer position in a hospital. They each worked two-thirds to three-quarters time and received full benefits with half-time pay. Credit was given to each resident according to the time spent.

Meier (1979) surveyed 238 job sharers in a variety of occupations including teachers, administrators, secretaries, counselors, researchers, and a diverse group (bank tellers, ministers, food service workers, etc.). She found that administrators and teachers tended to view the job as shared not split, that 1/3 of the total respondents had supervisory responsibilities, teachers were generally employed in middle and large-size school districts, 44% of teachers received some fringe benefits as full-time employees, and 46% of teachers had prorated benefits. Forty-four percent of the total job sharers were paired with partners within the same ten year age group while

another 44% were paired with partners with a twenty year age group differential. Sixty percent of the teachers had held the same job as a full-time employee. Sixty-four percent had no difficulty in establishing the job sharing arrangement.

Educational experiences utilizing job sharing positions have been reported in several areas of the country. These positions range from preschool teachers to university professors. Kahne (1985) noted that in a 1983 national survey of "reduced-hour arrangements among over 400 organizations, two-thirds of the job sharing arrangements were in manufacturing, sales, and health care industries" (Kahne, 1985, p. 132). Administrative positions in this range have also been noted. Although some research has been done and reported, it is still unknown how prevalent the practice is. Isolated shared positions in public schools have been found from time to time when the school district has been willing to meet the needs of its personnel.

Advantages and Disadvantages to Employing Job Sharers

Job sharing has been deemed by many employers to be a viable employment tool. The employers making the recommendations for job sharing's use have had successful

experiences. Employers have not been the only beneficiaries of job sharing. Employees who have been able to convince their employers to try job sharing have been pleased with their experiences working as sharers. Many of the advantages cited throughout the literature reiterated the same basic "pros" to the use of job sharing. The advantages were much the same across the gamut of occupational settings, also. The employer and employee have positive opinions on the successfulness of a shared position. Olmstead (1977) cited five advantages to the employer of employing sharers. These were: (1) increased flexibility in hiring and job placement, (2) reduced absenteeism and turnover, (3) increased productivity, (4) new options for employing older workers, and (5) management of job sharers to meet affirmative action requirements.

Johnson and Meerdink (1985) listed employee, as well as employer, advantages. Advantages to the employee were: (1) having a balance of work and nonwork time; (2) each sharer being a support person for the other; and (3) having work enhanced by the ideas, strengths, and experiences of two people. Advantages affecting the employer were: (1) an experienced partner was on hand to train a new sharer, (2) the employees were more productive due to shorter hours, (3) the quality of the work program was

upgraded due to the well-defined policies and procedures required of the job sharing arrangement, and (4) the employees are able to trade time and duties when necessary ensuring that job responsibilities are covered with a minimum of disruptions.

Swartz (1974) cited four advantages of part-time schedules. These were: (1) a larger pool of applicants from which the employer can select, (2) lower turnover rates, (3) a decrease in time off from work, and (4) the employment can be tailored to the time needed for the job duties. Swartz outlined these advantages for each of the flexible work schedules discussed as better patterns of work for women.

Greenwald and Liss (1973) wrote about a study conducted by the Catalyst organization involving the Massachusetts Department of Welfare in which fifty women case workers were hired on a half-time schedule. Greenwald and Liss cited three company benefits from hiring the part-timers. These were: (1) that a company would have an advantage over other companies in hiring high-quality personnel by offering part-time employment opportunities to well-educated women, particularly married women who wished to only work on a part-time basis; (2) the employer utilizing part-time employment practices will find his

productivity rising and unit cost declining because of the reduction in absenteeism, turnover, recruitment activity, and overtime pay; and (3) the employees filling part-time jobs assist the company in making organizational changes which it might ordinarily resist under other circumstances.

Sandler and Platt (1973) wrote of their experience as job sharing librarians on a community college campus. The advantages to their employer resulting from their shared position were: (1) an extended range of applicants with a variety of talents, two partners stimulate each other; (2) one sharer can substitute for the other; (3) job training is made easier when one person is already doing the job and another is to be hired; and (4) the freshness and enthusiasm, plus a commitment to work, of the employees. Three advantages were cited for the employees. These advantages were less fatigue, time was available for work and other interests, and that male employees could benefit by having an opportunity to share in family life while still working.

In an article looking at the alternatives to overtime work schedules, Werther (1976), outlined seven advantages to administrators in the utilization of part-time employees. These were as follows: (1) the employer saves money in the allotment of fringe benefits, (2) money is saved due to fewer absences of the employee, (3) the performance of the part-time employee is as good or greater than the

full-time employee, (4) there are less turnover costs, (5) the employer has tremendous scheduling flexibility, (6) there is less employee fatigue, and (7) the employee is less error-prone.

Chamberlain and Jones (1980) described two benefits from their experience as job sharers. They profited from extra time for family and leisure and the opportunity to develop a closer working relationship with a peer.

Meives (1979) studied 79 job sharing professionals and technical civil servants in Wisconsin's state government. She found that the overall job satisfaction of the job sharers was higher than comparable full-timers. Eighty percent of the supervisors and job sharers who cut back from full-time work felt they were more productive. Supervisors were evenly divided on the supervisory time required of job sharers. One-half of the supervisors were willing to continue with job sharing after the two-year experiment ended.

Martin (1974), in an article looking at part-time options for women, stressed one major advantage to employing part-timers. He wrote that part-timers were more productive than full-time employees because of less fatigue.

Nollen (1982) cited job sharing as a favorable option according to management for providing a temporary means of

alleviating layoffs, and as a way of coping with seasonality in labor demands. Nollen also noted the success of job sharing as being the following:

partially based on effectively managing one of its more challenging aspects--guaranteeing the right matches between employees and the position and between employees as a team. The critical components involved are task analysis of the position, determination of skills needed, and attention to the recruiting and interview processes. (Nollen, 1982, p. 196)

Although job sharing has been acclaimed as a viable employment tool and has many advantages for the employer as well as the employee, it is not without criticism. The problems stem from local school boards, the setting of the position, and sometimes the sharers themselves. Olmsted (1977) cited these as disadvantages to the employer of job sharing arrangements. Employers often perceive additional people on the payroll as being a disadvantage. Also, administrators have questions about doubling the problems of supervisors. Concerns were expressed about the commitment of sharers to their jobs. Lastly, an equitable way of handling fringe benefits often poses the most complicated problem.

Johnson and Meerdink (1985) identified these disadvantages to job sharing arrangements: (1) additional administrative costs, (2) duplicate communication time, (3) additional coordination among staff, (4) vague lines of

responsibility and accountability, and (5) sharers may not receive equal treatment as full-time employees in the areas of promotion and job tenure. Kahne (1985) also noted that "there was a general consensus that supervisory and administrative costs are often higher with reduced-hour programs." However she added that "job sharing is an exception, where administrative aspects are carried by the sharers" (Kahne, 1985, p. 137).

Chamberlain and Jones (1980) highlighted these problems stemming from their shared position as physician residents. The resident in some cases developed a feeling of lack of control over the patient's management. The sharers had problems when they had different styles of managing a clinical problem. As in most shared positions the residents felt that they were under pressure to take on a greater load. These residents also experienced difficulty with misunderstandings on the part of the faculty who were not always aware of the schedules of the sharers.

Zalusky (1977) strongly opposed job sharing in an article in which he discussed several alternative work arrangements. He was not in favor of the practice due to what he stated was a creation of part-time jobs at the expense of full-time jobs. He felt that many unemployed workers needed full-time employment. Zalusky also pointed out that the part-timers would become second-class citizens

due to the fact that these part-time jobs would be lower-level jobs with inferior fringe benefits and promotion opportunities.

Werther (1976) stated two disadvantages to part-time employment for the administrator. These were that hiring two or more part-time employees unavoidably doubles the load on personnel departments as far as interviewing, record-keeping, and training. Werther also emphasized that the supervisor is responsible for more employees.

The disadvantages to the practice of job sharing appear to be more recognizable from the administrators' points of view. Troublesome areas included increased supervisory time, an equitable way of handling fringe benefits, increased administrative costs, and dealing with the vague lines of responsibility and accountability. On the other hand, the administration can profit greatly from three major advantages to employing job sharers. These major assets were flexibility in hiring and scheduling, reduced absenteeism and turnover rates, and increased productivity and quality of work due to shorter hours on the job. For the employee, job sharing offers increased time away from the job for other interests and an option from full-time employment. Employees benefiting from the job sharing arrangement may be mothers with young children, graduate students, and older employees easing into

retirement. Job sharing also offers a flexible time arrangement for the employee. Disadvantages to the employee are few. An increase in communication time is necessary to provide smooth transitions from one sharer to another. Also, in some positions such as university professorships, the job sharer may be overlooked for tenure and promotion. Each account that was given for job sharing in the reviewed literature emphasized the positive aspects of the job shared positions and complimented the quality of work exhibited by the job sharers due to their satisfaction with the work arrangement.

The Role of the Superintendent as Decision Maker

The position of superintendent of schools in the American educational system is generally well-defined in terms of role expectations. The reason the superintendency is discussed separately in this chapter relates to the superintendent's policy-making role in regard to school personnel. The researcher wanted to establish whether or not there was sufficient research in the literature to establish that the superintendent had a primary role in regard to establishing policy. The superintendent is typically the chief executive officer of the school system

and may be appointed or elected in Tennessee. Traditionally the superintendent's responsibility is to implement policies formulated by school boards.

While this succinct statement of the relationship between the school board and superintendent does not include all that is involved, it appears that the superintendent is certainly a key individual within the school system. This office may involve not only policy implementation but include recommendations for policy formulation as well.

Decision making, as a component of the educational administrative process, is a much-written-about topic. Campbell and Greg (1957, pp. 275-276) called decision making the very essence of the administrative process, with all other aspects being "dependent on, interwoven with, and existent for the making of decisions."

While decision making is not to be equated with policy formulation, it appears that the ability to make key decisions about a wide range of issues affecting the operation of a school system is not solely the domain of the school board. Koerner (1968) noted that a school board makes one of its most significant decisions when it hires a new superintendent. Boyd (1976) stated that while professional educators (administrators) function within specific limitations implied by the community, school

board, and state and national forces, they do tend to exert the strongest influence in local policy formulation. While the community and school board dominate in external policy decisions, the superintendents will have greater influence in routine and internal areas.

Koerner (1968) also observed that in the critical areas of employing personnel, school boards defer to administrators in the recruitment and evaluation process. Koerner called this an abdication of the responsibility of the board.

Cistone (1971) found that board members with high-status occupations were more likely to defer to those with technical expertise in the decision-making process--namely, the superintendent. The author further noted that among matters which demand a high level of technical expertise, hiring occupies a prominent place along with teachers' grievances.

Zeigler and Jennings (1974) noted that the strategic role of the superintendent allows that individual to influence educational policy making. They stated:

To the extent that he can control the selection of issues and the definition of alternatives he may cause the board to perceive that issues are more internal to the educational system and require more technical expertise than it otherwise would. Consequently the superintendent who controls issue definition indirectly controls the type of educational-political market within which policies are decided. (p. 189)

Zeigler and Jennings (1974, p. 250) concluded that in general the representational roles of school boards and superintendents have become reversed. The board may become the spokesperson for the superintendent to the community, as the superintendent occupies the role of principal policy maker. Such a "rubber-stamping" procedure is not uncommon, according to the authors.

Campbell et al. (1985) stated that while the superintendent is a highly visible and influential member of the organization, the school board and the superintendent typically form a management team. Policy formation has ceased to be the sole domain of the board, and school administration has ceased to be the sole responsibility of the superintendent. The authors noted that the superintendent's role is political along with being educational. While many of the superintendent's duties are concerned with maintaining the organization (management), there is also a time for demonstrating leadership in establishing the goals and policies of the organization.

The purpose of this dissertation was not to focus on the relationships of school boards and superintendents, to discuss power and role expectations, or even ascertain who controls American education. However, it appears reasonable to conclude, of the many individuals capable of influencing decisions, policy, and trends in public

education, the superintendent of schools is a central figure, and quite possibly the key figure in interpreting trends and innovations to the local level of implementation.

The Questionnaire Formulation and Validation

In order to ascertain what knowledge and attitudes Tennessee superintendents held about the concept of job sharing, a review of the literature was undertaken to find an instrument which would be suitable for this study. Since no instrument was found which was appropriate in whole or part, this researcher, with the aid of professionals in the field of education and the literature, developed the questionnaire. Russ-Eft (1980) stated that Duckworth's recommendations are to be followed concerning instrument development. These recommendations are as follows: (1) specialists should be utilized in the wording of questions for a survey instrument, (2) more than one question should be used to address a certain topic, and (3) a careful record of all question reviews should be kept.

Validity is a principal consideration in a research instrument, because it insures the extent to which the instrument assesses what it is intended to assess.

Russ-Eft (1980) noted the following about content validity, a major concern in questionnaire development:

content validity measures the extent to which items in the instrument reflect the purpose of the data collection effort. . . . The process of establishing content validity involves evaluating the model developed by the operations, examining the characteristics of the potential indicators, and deciding subjectively whether they are reasonable. . . . Content validity focuses on certain operations and is assessed in terms of the thoroughness by which those operations are accomplished. (p. (6)

According to Whitney et al. (1985) no acceptable statistical method exists for use in determining content validity, but rather the use of experts' subjective analyses is preferred. Hambleton and Eignor (1979) stated that the most appropriate procedure in determining content validity for criterion-referenced test items utilizes the judgments of content specialists. Advantages of this procedure, Hambleton and Eignor (1979) noted, are summarized by the following:

the use of content specialists' ratings is not dependent on examinee group composition or instructional effects, may not require sophisticated statistical techniques, is not restricted to highly structured content domains, and finally, can be implemented easily in practical settings. (pp. 4-5)

According to Hambleton and Eignor (1979), the use of content specialists originated in the work of Hemphill and Westie in 1950 in the development of personality tests. They had specialists rate each item on each of a set of

objectives by assigning a value to it. Regarding content validity, Solomon (1987) noted that since this is a primary concern during the process of instrument development, professional judgment plays a critical part with respect to decisions about what will or will not be measured by the instrument.

Investigators have utilized a panel of judges in the process of instrument development in a variety of situations and with a variety of instruments. Cloud-Silva and Denton (1988) employed a panel of eleven judges in order to determine content validity of an instrument to assess instructional performance of teaching candidates. The panel consisted of five recognized experts in teacher effectiveness literature and six school administrators actively involved in the evaluation of inservice teachers. The investigators modified the instrument based upon the written suggestions of the judges. Rewriting items, removal of redundant items, and reduction in the length of the instrument were the focus of the contributions of the panel.

Koohang (1984) investigated the effectiveness of computer-aided instruction as compared with the traditional lecture method of cognitive learning of new curriculum materials. Subjects were high school students in a vocational-technical education program. Two groups

received instruction on one area of BASIC programming in agriculture. The measuring instrument consisted of two identical forms of a test. The content validity of the test was determined by a panel of experts.

Reyes and McCarty (1986) conducted a study that empirically tested Mechanic's 1962 conceptual model of power of lower participants. A questionnaire based on Mechanic's conceptual model was developed and tested for internal consistency. One hundred departmental chairpersons and secretaries were selected at random from a public research university. To establish content validity, the questionnaire was presented to a panel of three professors whose background was in psychometrics and sociology. Those who were interviewed to obtain the first draft of questions were asked to assess the questionnaire for clarity purposes.

O'Sullivan and Zielinski (1988) used a panel of judges in the determination of a modified form of the Stages of Concern Questionnaire, an instrument widely used with inservice and preservice teachers. Grulick (1987) used a panel of four mathematics faculty experts in a study to establish content validity of a technical college entrance exam measuring math competency that was being compared to the more commonly-used Scholastic Achievement Test (SAT).

Lee and Sonis (1982) reported on the development and testing of an instrument for assessing dental students' attitudes toward the handicapped. Norms were derived from 826 students in eight regionally-distributed dental schools. Two groups of dentists were selected as criterion groups for instrument validation. The first group ($n = 16$) was composed of dentists with strong desire to work with the handicapped. The second group ($n = 23$) contained dentists who did not wish to work with handicapped individuals. Respondents were asked to rate each item according to how much they agreed with it. Scoring consisted of assigning a numerical value to each of five possible alternative responses: strongly agree ($SA = 5$); agree ($A = 4$); undecided ($U = 3$); disagree ($D = 2$); and strongly disagree ($SD = 1$). Scoring was done in accordance with criteria established by Likert, with approximately one-half of the 108 statements reversed. The total score for an individual subject was the sum of all scores for the separate items. The data were analyzed using factor analysis to indicate the factor structure of the instrument; item analysis using chi-square, and t -statistics to determine how well each item discriminated between the upper and lower 10% of each group; and correlational analysis to determine the relationship between the items to each subgroup, as well as to the test as a whole.

Hankins and Hancock (1984) conducted a study with two specific purposes: (1) to assess the appropriateness for the NTE as measures of knowledge acquired through teacher preparation programs and required as a qualification to teach in Mississippi and (2) to develop information that state officials can consider in establishing rational decision rules for evaluating the NTE scores of candidates for initial certification as teachers. The basic design for this study utilized a jury judgment approach. Through this method, judgments were systematically obtained, recorded, and analyzed for a larger number of educators with extensive teaching experience in Mississippi. The educators who participated in the study were grouped into panels or juries to consider specific parts of the overall comparisons and assessments required by the design. The judges participating in the study were nominated by 15 of the 16 colleges and universities in Mississippi that prepare teachers. A total of 878 faculty members were assigned to the various panels, and a total of 607 faculty from the 15 institutions actually participated in making the judgments. Two types of panels were established. The Content Review Panels evaluated the congruence between the content of the NTE and the curriculum prescribed for teacher education programs in the state. The Knowledge Estimation Panels estimated the percentage of minimally

knowledgeable candidates for initial certification in Mississippi who would be expected to know the answer to each specific question on the NTE. Second, these panel members were asked to estimate the percentage of this hypothetical group who would know the correct answer to a particular question. Analysis of the consistency of the judgments made by each type of panel were performed, where possible, by comparing the ratings given by half panels and the ratings of two editions of each of the tests, where available.

It appears that a consistent and expected part of instrument development is to utilize the opinions of experts in ascertaining the appropriateness of content of the measuring instrument. Therefore, in light of the various circumstances presented here regarding test and instrument development, this researcher believed that the use of a panel of judges would be a necessary step in the design of a suitable instrument to be used in this study.

For ease of responding and ease of analyzing results, a Likert scaling format was used in this study. The term Likert scaling refers to "a method of measuring a subject's responses to a question using a continuous dimension with numerical anchor points" (Hersen and Bellack, 1988, p. 289). The earliest written mention of this type of scaling was by Likert, Roslow, and Murphy in 1934. These authors

used this scaling process to score the Thurston Attitude Scale reliably.

Likert scales are commonly used in educational and psychological measurement (Johnson and Dixon, 1984). Tittle and Hill (1967) investigated the predicted efficiency of four attitude measurement techniques that were frequently used dealing with indices of voter behavior. The Likert scale was far better than the other three--Thurston, Guttman, and semantic differential scales. They noted that in cases where the Likert and Thurston scales were of equal length, that the evidence suggested the Likert scale exhibited higher reliability.

Kemerer and Schmid (1984) noted a case study involving the use of a Likert-type scale. The study focused on a complex training package developed by the Institute of Canadian Bankers. Three hundred eleven students completed questionnaires which were developed to explore the effectiveness of the overall training package. Fifty-five statements covering issues in four categories were followed by 7-point, Likert-type scales. The positions on the scale ranged from Strongly Agree to Strongly Disagree.

A Likert-scale format appeared to be appropriate for use by this researcher as a part of the questionnaire design. Likert-response formats are commonly used in educational research and help to facilitate the data

collection process from the perspectives of the responder and researcher.

CHAPTER III

PROCEDURES OF THE STUDY

This study had three major purposes. The first of these was to determine whether Tennessee school superintendents had a concept of job sharing and if this concept was clear and accurate. A second purpose was to determine the attitudes and perceptions of these superintendents toward the utilization of job sharing in professional teaching positions. A third purpose was to assess the likelihood of the development of opportunities for job sharing in Tennessee schools on the basis of the attitudes of these administrators.

The procedures used to achieve these purposes involved the following steps: (1) the development of a questionnaire, (2) identification of the study population, (3) validation of the questionnaire, (4) collection of the data, and (5) treatment of the data.

Development of the Questionnaire

To achieve the purposes of this study, the researcher needed to have some way of determining the attitudes of school superintendents toward job sharing. The idea of a

questionnaire appealed because a large number of superintendents could be surveyed in a relatively short period of time. A questionnaire could also give data which could be quantified and analyzed for basis of comparison. In an attempt to construct a valid questionnaire the researcher made a survey of the literature relating to job sharing. In reviewing the literature it was found that most articles were concerned with actual on-the-job experiences with job sharing and studies were conducted to gain insight into the use of part-timers in various school districts engaging in the practice. One study (Branam, 1981) was found in which East Tennessee school teachers were surveyed about their present job satisfaction, future aspirations, and general attitudes toward job sharing; but the questionnaire was not suitable for this study. No study was found which dealt with the knowledge and attitudes of superintendents about job sharing. No questionnaire was found to be suitable by this researcher for the purposes of this study.

The first step in constructing the questionnaire was the identification of major categories around which specific items could be formulated. Both the categories and the individual items on the questionnaire were based first of all upon the concerns and issues identified in the literature. Consideration in the selection was also given to the nature of the population for whom the questionnaire

was intended. The researcher wanted to get at the specific kinds of issues that the superintendent in a school system would consider important.

The questionnaire, when it was completed, consisted of three parts. Part One assessed the clarity of the concept of job sharing. Part Two pertained to attitudes about the concept. Part Three included demographic information which was used to make comparisons among the superintendents. Located on the back page of the questionnaire was a definition of job sharing. Based on these three parts, a questionnaire of thirty-seven items was formulated.

The format for the questionnaire was determined after the researcher read and reviewed a variety of survey instruments. Part One, which was designed to assess the clarity of the concept of job sharing, consisted of two multiple choice questions. The first question asked the respondent to choose from four answers the one which best described how clear his concept of job sharing was. The choices ranged from a. Very clear to d. Have not heard the term used. At this point a definition of the term job sharing was offered on the back page of the questionnaire to those respondents who marked the c. or d. choice in the first question. This was done in order to provide all respondents a clear definition of the term before continuing with the questionnaire. The second question of Part

One provided the respondent with four personnel situations. He was to choose the one which best fit his or her definition of the term "job sharing."

Part Two of the questionnaire dealt with the attitudes toward the concept of job sharing. These questions were designed with a seven point, Likert-type scale for registering responses. This was done to enable the respondent to select the answer which would most accurately express his ideas. There were twenty-two of these items. One other item in Part Two allowed the respondent to check up to ten responses for the question.

Part Three gathered demographic data and related information with twelve questions. These items dealt with: (1) sex; (2) age; (3) years in education; (4) years in present position; (5) years in education in the State of Tennessee; (6) highest degree earned; (7) means to attain current position; (8) description of school system; (9) employment of job sharers; (10) direct supervision of job sharers; (11) participation as a job sharer; and (12) the first encounter the respondent had of the concept of job sharing.

In order to establish the validity of the questionnaire a panel of fifteen professionals from the field of education was selected. The panel was identified from professors and administrators in the College of Education

at the University of Tennessee and the Education Department of Carson-Newman College. According to Whitney et al. (1985), no acceptable statistical method exists for use in determining content validity of opinion seeking questionnaires. The use of experts' subjective analyses is the preferred alternative to statistical analysis, because each expert can comment on the changes needed based on his experience. Each member of the panel was contacted either personally or by telephone, and each questionnaire was hand delivered. A cover letter which was attached to the questionnaire explained the intent of the study and directions to each panel member as to how to mark the questionnaire items for appropriateness. The panel members were also asked to make any suggestions concerning the wording of questions or the addition of new questions.

The panel's suggestions were recorded on summation sheets according to each individual item, 1 through 38. These suggestions were then listed under each corresponding item of the Master Questionnaire (see Appendix A). Items receiving no comments were 1, 10, 35, and 37. All other items received one or more comments with item 11 receiving the most attention. The additional comments provided by the panel were predominately positive.

Based on the comments of the panel and the suggestions of the faculty advisor for this research project, a number

of specific revisions were made. These were: (1) seventeen items were rewritten, (2) two of the original items were omitted, and (3) a change was made with regard to the range of responses required. In the original questionnaire three research options existed--Agree, Disagree, and Undecided. The range of responses was changed to a seven-point, Likert-type scale. The final questionnaire consisted of the original three categories including thirty-seven items. The definition of job sharing was provided on the back page of the questionnaire for the respondent to use as a reference from question 1 (see Appendix B).

Identification of the Survey Population

The population for this study consisted of the one hundred forty-two public school superintendents in the State of Tennessee. The sample consisted of the entire population. A list of the school district superintendents in the state was obtained from the State Department of Education office in Knoxville, Tennessee. Copies of the revised questionnaire were sent to all superintendents in the sample on March 31, 1988. Included with the questionnaire was a cover letter explaining the study, assuring confidentiality, and establishing a return date and a

self-addressed, stamped envelope for a return response. An identification number was assigned to each questionnaire for follow-up purposes. Follow-up cards were sent to each nonrespondent on April 22, 1988, three weeks later. The follow-up cards briefly explained the purpose of the study and the importance of each response. A second questionnaire with a cover letter and a self-addressed, stamped envelope was mailed on May 13, 1988, six weeks following the initial mailing, in an attempt to obtain as many responses as possible (see Appendix C).

Treatment of the Data

Selected analyses of the data were made on each section of the questionnaire. Statistical treatment of the data involved four steps. These were as follows: (1) the generation of descriptive statistics for each item of the questionnaire; (2) biserial correlations of the attitudes toward job sharing with age, job experience, and participation of the respondents in job sharing; (3) a series of t-tests to determine if attitudes toward job sharing differed based on age, job experience, and participation; and (4) two analyses of variance to determine if differences existed in attitudes toward job sharing among the various age and experience as superintendents categories.

The .05 level of significance was selected for the biserial correlations, t-tests, and analyses of variance. A panel consisting of 10 certified teachers (5 male / 5 female) was selected to rate the twenty-two attitudinal questions used for the biserial correlations. The panel was asked to decide if the questions were positively or negatively stated. A chart presenting the choices of the panel is found in Appendix D.

CHAPTER IV

ANALYSIS OF THE DATA

This study had three major purposes. The first of these was to determine whether Tennessee school superintendents have a clear concept of job sharing. A second purpose was to determine the attitudes and perceptions of these superintendents toward the utilization of job sharing in professional teaching positions. A third purpose was to assess the likelihood of the development of opportunities for job sharing in Tennessee schools on the basis of the attitudes of these administrators.

In order to achieve the purposes of this study, a review of the related literature and research was conducted. Questionnaire items were formulated with regard to topics consistently emphasized throughout the literature. The questionnaire attempted to assess the knowledge and attitudes of the superintendents toward the concept of job sharing. This questionnaire was divided into three major areas. Part One assessed whether the superintendents had a clear concept of job sharing. Part Two pertained to attitudes about the concept. Part Three included demographic information which was used to make comparisons among the superintendents.

Statistical treatment of the data involved four steps. These were as follows: (1) the generation of descriptive statistics for each item of the questionnaire; (2) biserial correlations of the attitudes toward job sharing with age, job experience, and participation of the respondents; (3) a series of t-tests to determine if attitudes toward job sharing differed based on age, job experience, and involvement; and (4) two analyses of variance to determine if differences existed in attitudes toward job sharing among the various age and experience as superintendents categories. The .05 level of significance was used for the biserial correlations, t-tests, and the analyses of variance.

In order to prepare the data for the biserial correlation, a panel of ten certified teachers (5 male / 5 female) was selected to decide if the attitudinal questions from the questionnaire were positively or negatively stated. The ratings of the panel are presented in Appendix D.

Chapter IV is the analysis of the data. The analysis was conducted in order to answer the following research questions: (1) Do Tennessee superintendents have a clear concept of job sharing? (2) What are the attitudes of Tennessee school superintendents toward the concept of job sharing? (3) Does attitude toward job sharing vary with the amount of experience a superintendent has? (4) Does

attitude toward job sharing vary with the age of the superintendent? and (5) Does attitude toward job sharing vary with superintendents who have previous involvement with job sharing? Sixty-four percent ($n = 92$) of the population of 142 Tennessee school superintendents responded to the questionnaire. The demographic data obtained in the third section of the questionnaire provided additional information about the subjects. This demographic information is presented in Table I.

Definition of the Term Job Sharing

The first two questions on the questionnaire were designed to assess Tennessee school superintendents' understanding of the concept of job sharing (research question 1). The purpose of the first question on the questionnaire was to determine if the superintendents had a clear understanding of the concept of job sharing. Of the ninety-two respondents, 25, or 27.2%, claimed to have a very clear understanding of the concept, and 38, or 41.3%, marked the "clear" category. Seventeen, or 18.5%, recognized the term job sharing, while 7, or 7.6%, indicated they had not heard the term job sharing used before. Five superintendents did not respond to the question.

Table I. Demographic Information of Respondents.

	Frequency	Percent
Male or Female		
Male	80	87.0
Female	9	9.8
no response	3	3.3
Years in Education in Tennessee		
Entirely	69	75.0
Mostly	18	19.6
Limited number	3	3.3
no response	2	2.2
Highest Degree Held		
Master's	49	53.3
Ed.S.	20	21.7
Ed.D. or Ph.D.	21	22.8
no response	2	2.2
How Attained Current Position		
Public Election	41	44.6
Appointment by Board of Educ.	37	40.2
Other ^a	11	12.0
no response	3	3.3
Description of School System		
City	23	25.0
County	52	56.5
Combined City / County	10	10.9
no response	7	7.6
School Board Employs Job Sharers		
Yes	21	22.8
No	66	71.7
Do not know	1	1.1
no response	4	4.3
Has Directly Supervised Job Sharers		
Yes	10	10.9
No	80	87.0
no response	2	2.2
Has Been a Job Sharer		
Yes	3	3.3
No	87	94.6
no response	2	2.2

Table I. (continued)

	Frequency	Percent
First Encounter of the Concept of Job Sharing		
1--Talking with Colleagues	15	16.3
2--Professional Publications	29	31.5
3--Professional Meetings	1	1.1
4--Other ^b	22	23.9
All of the Above	4	4.3
Both 1 and 2	3	3.3
Both 2 and 4	2	2.2
Both 2 and 3	9	9.8
Both 1 and 3	2	2.2
no response	5	5.4
<u>Description</u>	$\bar{x}$	S.D.
Age	47.04	1.54
Years in education profession	21.45	1.17
Years in present position	5.63	1.58
^a Other--county commission		
^b Other--Request from teacher or need arose--11		
This questionnaire--5		
T.V. news magazine--1		
At a university--1		
Uncertain--1		
Employed at a school with job sharers--1		
Experience--2		

At this place in the questionnaire a definition was offered to those respondents who felt that they recognized the term but were not sure of the meaning or had not heard the term used before. This was done in an effort to give every respondent who was not familiar with the term an opportunity to read an explanation of the term job sharing as used in this study before proceeding with the rest of the questionnaire.

Question two was used as a follow-up to question one in order to see if the respondents' concept of the term job sharing was the same or similar to the definition given by the researcher. The question presented a listing of four personnel situations. The respondent was directed to choose the one which best fit his or her definition of the term job sharing. Sixty-eight, or 73.9%, chose the situation which matched the definition given by the researcher. Of the sixty-three who responded that they had a clear or very clear understanding of the term job sharing in question one, 47 chose the personnel situation which matched the one given by the researcher on the questionnaire. Six of the 63 chose the personnel situation similar to the definition stated on the questionnaire. Ten of the respondents stating they had a clear or very clear concept of the term job sharing chose personnel situations which did not describe the concept. Seven, or 7.6%, chose a

personnel situation similar to the definition. Thirteen, or 14.1%, chose the situation pertaining to two full-time employees, and 1 or 1.1%, chose the situation describing 1 full-time person. The majority of superintendents chose the personnel situation which was described in the definition given on the questionnaire and the personnel situation which was similar to the definition given.

Of the original 63 superintendents who responded clear or very clear to question one, 10 chose a personnel situation which did not describe the concept. However, 20 superintendents were able to select the personnel situation (b and d) which did describe the concept even though they were initially unclear about the term. Two superintendents who did not answer question one did chose the researcher's definition in question two. Therefore it appears that 75 ($63 - 10 + 20 + 2$) of the 92 superintendents possessed a clear and acceptable concept of job sharing. While it may be argued that 81.5% is a large percentage, it is also true that approximately one out of five superintendents did not understand the term job sharing as it is used in the literature even after being given a definition.

Attitudes Toward the Concept of Job Sharing

The questionnaire items assessing the attitudes (research question 2) of superintendents was conceptualized by the researcher as representing three broad dimensions of concerns related to school personnel. The researcher arbitrarily assigned questionnaire items into each of these three dimensions which were described as follows: administrative, supervisory, and instructional. Items placed in the administrative dimension dealt with the aspects of the school system which would directly impact on the management of the system. These items included flexibility in hiring, administrative costs, lower absentee rates, options for administrative positions, benefit packages, pairing of teachers according to the salary scale, the team substituting for each other to save school districts money, the team's productivity outweighing increased expenses of offering the position, the likelihood of opportunities for job sharing positions in the school systems, additional staff on payroll being perceived as a disadvantage, and administrative costs incurred in employing job sharers being offset by savings in fringe benefits. The supervisory dimension contained items that related to employee morale, supervision of the team, commitment of the team to their jobs, and the utilization

of the position in the Career Ladder Program. The instructional dimension was limited to items which dealt with the enthusiasm of teachers, exposure of students to a variety of specially talented teachers, communication between sharers, and improved instruction as a product of employing job sharers.

Administrative Dimension

There were 11 items dealing with the administrative aspects of the school system. Items placed in this dimension pertained to the aspects of the school system which would directly impact on the management of the system. The first question asked the superintendents to decide if flexibility in hiring would be an advantage to employing job sharers. Sixty-two superintendents, or 67.4%, agreed with the question, while 16, or 17.4%, were undecided and 11, or 11.9%, disagreed. Apparently this advantage has nearly universal recognition. It should be noted that the total percentage of undecided and disagreeing is roughly similar to the percentage who did not understand job sharing as a concept. The survey literature referred to in Chapter 2 indicated flexibility in hiring was perceived to be a plus in a variety of settings employing job sharers as well as other alternative work schedules. Since over two-thirds of the responding

superintendents agreed with the question, this seemed to indicate that the utilization of job sharing has merit in providing administrators with additional means by which to attract prospective employees. Since the questionnaire did not distinguish between the hiring of instructional or noninstructional staff, this may account for the approximately one-third of the responding superintendents who either disagreed or were undecided. In other words the superintendents appear to acknowledge that the job sharing arrangement would provide flexibility to employment of personnel, but may not be certain how this arrangement would aid specific problems they may have in their particular systems.

Question 5 asked the respondents to decide if administrative costs incurred in employing job sharers would be offset by the benefits of their work. Thirty-two, or 34.7%, agreed with the statement while 25, or 27.2%, disagreed. A little over one-third, 33, or 35.9%, were uncertain. The lack of consensus or trend in these responses may be due to the respondents' uncertainty of the actual costs and benefits involved in employing a job sharing team. In light of the fact that 89% of the responding superintendents had no previous involvement supervising job sharers it was not totally unexpected that the greatest number of responses were in the uncertain

category. Upon further analysis of the twelve superintendents who had previous involvement with job sharers it was interesting to note that their combined responses fell in the uncertain category (1--strongly agree, 4--occasionally agree, 4--uncertain, 2--disagree, and 1--strongly disagree). Due to the lack of experience with job sharing and the great variation in attitudes among those who have supervised job sharers, it appears reasonable to assume that this issue will not be easily resolved without further study.

Question 9 dealt with whether lower absentee rates would be a product of employing job sharers. Half of the respondents, 46, or 49.9%, felt that the absentee rates of teachers would be reduced by employing job sharers. Twenty, or 21.7%, indicated that they disagreed with the question, while 24, or 26.1%, were uncertain. It may be reasonable to assume that absentee rates may not be as significant in education as in other professions.

A majority of the superintendents indicated a belief that job sharing is not a viable option for administrative positions. Among the administrators surveyed, 45, or 49%, believed administrative positions cannot be shared. Feeling was strong with regard to this question with 25, or 27.2%, of the sample, indicating that they strongly agreed. Only 33, or 35.9%, felt that job sharing was an option in

administration. Eleven, or 12%, were uncertain. The superintendents responding unfavorably to administrative positions being shared may have felt that the unique responsibilities of administrative positions (budgeting, planning, supervision, etc.) did not lend themselves well to job sharing arrangements.

Benefit packages were addressed in question 12. Fifty-seven, or 62%, agreed that the increased costs to the school system due to the provision of benefit packages could hamper the employment of job sharers. Twenty superintendents, or 21.8%, disagreed, while 12, or 13%, remained neutral. The concern over the money spent for employment alternatives surfaces again here as it did in question 5. It is a well-known fact superintendents are cautious in the spending of dollars for elective alternatives. This may be an important factor pertaining to the future practice of job sharing in Tennessee.

Superintendents were asked in question 13 to determine whether it was advantageous from a monetary standpoint to pair job sharing teachers on the higher end of the salary scale with those on the lower end of the scale. Thirty-six, or 39.1%, of the superintendents believed that school districts can save money by pairing teachers. Almost as many respondents, 32, or 34.8%, were uncertain about their agreement. Twenty, or 21.7%, disagreed. It appears that a

majority of the questions dealing with the monetary aspects of the school system seem to be the most challenging part of the superintendents' jobs. It is understandable that some districts may have money for special projects, while in others money may be very tight. The discrepancy in the monetary questions may be evident because superintendents are likely to be very conservative in approaching programs with uncertain costs. It could be that they want to keep their discrepancy money, if they have any, to spend as they see fit, and job sharing may not be what they see as being a priority in that spending.

Almost the same number of superintendents agreed as disagreed with item 14. The superintendents were asked in this question if they believed job sharers can save school districts money by substituting for each other. Thirty-four, or 37%, agreed, 36, or 39.1%, disagreed, and 19 or 20.7%, remained uncertain. It may be that the amount of money saved by the sharers substituting for each other is negligible, and not of great importance to the superintendents in determining the advantages or disadvantages of employing a job sharing team.

Superintendents were asked to respond to the possibility that the productivity of the job sharing team would outweigh the increased expenses to the school system of providing their position. Twenty-seven of the superintendents, or 29.3%, believed the productivity of the team was

worth the increased cost of the position. Twenty-three, or 24.9%, disagreed, while 37, or 40.2%, were unable to decide. Due to the fact that only 12 of the superintendents have been involved in job sharing either as direct supervisors of a team or sharers themselves, the indecision of the responses may be due to the lack of experience or familiarity with the arrangement.

The purpose of the next question was to have superintendents decide if job sharing would be a possibility in their school system. Forty, or 43.5%, of the superintendents believed that job sharing was not a viable option in their school systems. Twenty-nine, or 31.6%, believed job sharing could be an optional employment practice, while 20, or 21.7%, of the superintendents were undecided. As expressed in the literature, administrators are reluctant to accept the feasibility of a new employment arrangement until it has proved itself to be beneficial in practice. Even so the fact that over two-fifths of the responding superintendents did not see job sharing as at all possible is a major concern. The major factors contributing to this seem to be traditional practices and the uncertainty about the monetary impact.

Financial concern was again a factor in question 20. The aim of question 20 was to ascertain whether superintendents believed that having additional people on the payroll

is often perceived as a disadvantage by an employer. Sixty-one, or 66.3%, agreed with this item while seventeen, or 18.4%, disagreed, and 10, or 10.9%, were uncertain. This question again emphasizes the concern that superintendents have for the monetary impact of any change in the management of personnel in the school systems.

The last question in this grouping of attitudinal questions asked superintendents to decide if the administrative costs incurred in employing job sharers will be offset by savings in fringe benefits. Thirty-two, or 34.8%, of the superintendents agreed. Twenty-five, or 27.1%, disagreed, while 31, or 33.7%, were uncertain. Again the uncertain responses were high in comparison with the other responses. Probably the uncertainty of the costs involved in employing job sharers and the question of what sort of benefit package should be offered these employees accounts for the indecision of the respondents.

Supervisory Dimension

The next grouping of questionnaire items dealt with the supervisory dimension of a school system. These items pertained to employee morale, supervision of the team, commitment of the team to their jobs, and the utilization of the position in the Career Ladder Program. The first

question sought responses to whether job sharing arrangements aid in keeping employee morale at a high level. Superintendents agreeing were 43, or 46.7%. Those disagreeing were 12, or 12.7%. Thirty-five, or 38%, marked the space for uncertain. Of the ones expressing an opinion this would be consistent with the literature, but perhaps the large number of uncertain responses took into account that the arrangement requires careful planning and the satisfaction of the team members.

Fifty-four, or 56.6%, disagreed with the statement about the supervision of a job sharing team requiring the same amount of time as one full-time employee. Thirty, or 32.6%, agreed that the time required for supervision of the team would be the same, while 8, or 8.7%, chose the undecided category. This may be a legitimate concern in the early formation of the position. The respondents have fairly well-defined perceptions of time needed for evaluations. Perhaps the Career Ladder influenced this statement more than others since it specifies procedures to be followed in the evaluation process.

Fifty, or 54.3%, believed that employees who are not committed to full-time employment can have less than full-time commitment to their jobs. Twenty-one, or 22.8%, disagreed, and 17, or 18.5%, remained uncertain. This one is interesting in light of the trend toward flexible

employment opportunities outside of education in the 1980s. If job sharing is to be realized this is apparently an obstacle that would have to be overcome.

The last questionnaire item in this group was concerned with the Career Ladder Program. The question was stated as follows: "In order to free Career Ladder II and III teachers for other responsibilities, job sharing can be a useful adjunct to the Career Ladder Program." Thirty-four, or 36.9%, agreed, while 30, or 32.6%, disagreed. Twenty-five, or 27.2%, of the respondents were uncertain of their agreement. The respondents were somewhat split on their agreement. This could be due to the nature of requirements of the Career Ladder Program for its level II and III teachers. In some instances the Career Ladder II and III teachers are expected to fulfill their job requirements above and beyond their regular classroom assignments.

Question 25 on the questionnaire asked the superintendents to check the items on the list which they believed would be reasons for employing job sharers. There were 10 items on the list including one item labeled "other," in which the superintendent could write in a response which was not presented in the list of 9 already stated. Five items on the list were selected by the majority of the superintendents as reasons for employing job sharers.

These reasons were as follows: (1) reduce layoffs of staff, (2) create spots for inexperienced applicants, (3) mothers or fathers of preschoolers, (4) people who cannot find full-time employment, and (5) people pursuing second careers. All selections of the superintendents are shown in Table II.

Instructional Dimension

The third group of questionnaire items dealt with the instructional dimension of the school system. These items related to the enthusiasm of teachers, exposure of students to a variety of specially talented teachers, communication between sharers, and improved instruction as a product of job sharing.

The first item asked whether employing two teachers to share one position provides more enthusiasm in the teaching act. Forty-one, or 44.6%, of the respondents agreed. Twenty-eight, or 30.4%, disagreed, while 20, or 21.7%, were uncertain. It seems reasonable to speculate that a teacher who is on the job for a short time may be more enthusiastic when he or she is in the classroom. Those disagreeing may believe that any teacher who is prepared and ready for the instruction of the class will be enthusiastic.

The next question in this dimension asked for opinions from the superintendents as to whether employing job

Table II. Questionnaire Item #25: Superintendents' Responses--Reasons for Employing Job Sharers (n = 90)^a.

Reason	Yes (%)	No (%)
Reduce layoffs of staff	54 (60.0)	36 (40.0)
Accommodate present employees' needs	32 (35.6)	58 (64.4)
Create spots for inexperienced applicants	69 (76.7)	21 (23.3)
Older persons easing the transition to retirement	41 (45.6)	49 (54.4)
Single parents who need time for their children	35 (38.9)	55 (61.1)
Mothers or fathers of preschoolers	46 (51.1)	44 (48.9)
People pursuing graduate studies	31 (34.4)	59 (65.6)
People who cannot find regular full-time employment	60 (66.7)	30 (33.3)
People pursuing second careers	71 (78.9)	19 (21.1)
Other ^b	4 (4.4)	86 (95.6)

^aItem not answered on two questionnaires.

^bAnswers centered on two points--improved instruction and meeting needs of system.

sharers could provide a variety of applicants with special talents. A large majority of superintendents, 77, or 83.7%, agreed. Three, or 3.3%, disagreed, while 10, or 10.9%, were uncertain. It is obvious that the superintendents believed that employing job sharers would offer the opportunity to hire specialized and highly talented individuals to make up teams which would benefit the instructional aspects of the school. This in turn could have a great bearing on the quality of instruction.

Another question item received much agreement. This item stated that communication between job sharers in a shared position is of great importance. Eighty-two, or 89.1%, agreed. Fifty-six, or 68.3%, of the 82 agreeing marked the "strongly agree" category. Four, or 4.3%, of the respondents disagreed, and 4, or 4.3%, were uncertain. These responses go along with what the literature has to say about the importance of communication between job sharers. Whether the respondent goes along with the concept of job sharing or not they realize the importance of communication between the two teachers.

Fifty-three, or 57.6%, of the superintendents felt that job sharers in a single teaching position can bring about improved instruction during the teaching act. Thirteen, or 14.1%, disagreed, while 22, or 23.9%, were uncertain. The superintendents agreeing may be of the

opinion that due to the nature of the position, the job sharers may have more time to prepare for instruction and perhaps better meet the individual needs of each student. Those disagreeing or remaining uncertain may be of the opinion that other circumstances could play a part in improving instruction and are cautious to give job sharing arrangements the entire credit for such a claim.

The superintendents, with the exception of two, were in agreement with question 17. When asked whether job sharers should have the same skills and education as full-time employees, 87, or 94.6%, agreed. Of the 87 respondents, 59, or 64.1%, chose the "strongly agree" category. One, or 1.1%, responded strongly disagree, and 1, or 1.1%, was uncertain. It appears that the superintendents did not expect the job sharing team to be any more or less qualified than a full-time employee.

Thirty-four, or 37%, of the superintendents agreed that full-time employees resent job sharers. Twenty-two, or 23.9%, disagreed. Thirty-one, or 33.7%, could not decide. Resentment was mentioned in the literature as a possible disadvantage to the job sharer. The superintendents may have assumed that resentment may or may not occur based on how the arrangement was set up and the personality interactions of the staff.

A majority of the superintendents responding, 52, or 56.5%, disagreed with question 23. The question stated that job sharing has no place in public school education. Seventeen, or 18.4%, agreed with the statement, while 20, or 21.7%, were uncertain. The smallest of the groups were agreeable that job sharing has no place in public school education. But that place, based on the results of this survey, appears to be uncertain due to issues such as cost, supervision, uncertainty of usefulness with the Career Ladder Program, as well as others. Consequently, its place may be ultimately determined by the degree to which each school system answers those issues.

Biserial Correlations

According to Borg and Gall (1983) "the biserial correlation is used when one of the variables is in the form of continuous scores and the other variable is in the form of an artificial dichotomy (p. 58). Three biserial correlations were calculated for the following associations: (1) age and attitudes toward job sharing, (2) experience and attitudes toward job sharing, and (3) involvement with job sharing and attitudes toward job sharing. Biserial correlations were used to relate the attitudes of the superintendents with each of the three associations above.

The correlation coefficient for age and attitudes toward job sharing ($n = 90$) was 0.16376 with $p = 0.1230$, and was not significant at the .05 level of confidence. The correlation coefficient for experience and attitudes toward job sharing ($n = 88$) was 0.20523 with $p = 0.0551$ level of confidence. The correlation coefficient for involvement with job sharing and attitudes toward job sharing ($n = 90$) was 0.19820 with $p = 0.0611$, and was not significant at the .05 level of confidence.

t-tests

Three t-tests were calculated in order to answer the following three research questions: (1) Does attitude toward job sharing vary with the amount of experience a superintendent has? (2) Does attitude toward job sharing vary with the age of the superintendent? and (3) Does attitude toward job sharing vary with superintendents who have previous involvement with job sharing? Among other things, a t-test will determine if a statistically significant difference exists between the means of two independent groups of data. A series of three t-tests was conducted in order to determine if a statistically significant difference in attitudes toward job sharing existed between the means of each of the following groups: (1) superintendents age 50 and over were compared to

superintendents under the age of 50; (2) superintendents with over 20 years experience were compared to superintendents with 20 years or less experience; and (3) superintendents expressing no previous involvement with job sharing were compared with superintendents with previous involvement in job sharing.

There were no significant differences ($p < .05$) between the means of any of the pairs listed above. A report of the group means, standard deviations, and t -test summary data is shown in Table III.

Analyses of Variance

In order to determine if significant differences existed in attitudes toward job sharing among the various age and experience as superintendents categories, two analyses of variance (ANOVA) were performed. In order for the ANOVA on age categories to be performed, slight adjustments were made to the categories resulting in a total of six new categories: 39 and under ($n = 9$); 40-44 ($n = 17$); 45-49 ($n = 17$); 50-54 ($n = 22$); 55-59 ($n = 17$); and 60 and over ($n = 9$). Results of the ANOVA indicated no significant difference ($p < .05$) in attitudes toward job sharing among any of the six age categories (see Table IV).

Prior to determining the differences in attitudes toward job sharing based on years of experience as a

Table III. Group Means, Standard Deviations, and t -Test Summary Data of Attitudes Toward Job Sharing.

Group	N	$\bar{x}$	SD	t value	df	p
<u>Age</u>						
≥ 50 years	49	23.63265	16.27331			
< 50 years	41	28.58537	13.37904	-1.557183	88	0.119
<u>Experience</u>						
> 20 years	60	32.15	15.11182			
≤ 20 years	28	29.39286	11.29844	-1.94465	86	0.052
<u>Involvement with Job Sharing</u>						
Previously	12	33.5	9.307865			
Never	78	24.71795	15.56878	-1.896881	88	0.058

Table IV. ANOVA Summary / Age Groups x Attitudes Toward Job Sharing.

Source	ss	df	ms	f	p
Between groups	950.62	5	190.12	0.747	0.593
Within groups	21642.68	85	254.62		
Total	22593.3	90			

superintendent, the original seven categories were reduced to six, since only one respondent had greater than 24 years of experience in the position. The categories analyzed were as follows: 1-4 (n = 45); 5-8 (n = 18); 9-12 (n = 10); 13-16 (n = 7); 17-20 (n = 6); and 21 or more (n = 5). Results of the ANOVA yielded no significant difference ($p < .05$) in attitudes toward job sharing among any of the six experience categories (see Table V).

Summary

In this chapter the researcher presented the data collected from ninety-two respondents who completed and returned the Administrator's Questionnaire. The analysis of the data was organized and described according to the three main categories identified on the questionnaire. Statistical treatment of the data involved a generation of descriptive statistics for each item of the questionnaire, biserial correlations of the attitudes toward job sharing with age, job experience, and participation of the respondents, a series of t-tests to determine if attitudes toward job sharing differed based on age, job experience, and participation, and two analyses of variance to determine if differences existed in attitudes toward job

Table V. ANOVA Summary / Experience Categories x Attitudes
Toward Job Sharing.

Source	ss	df	ms	f	p
Between groups	2261.04	5	452.21	1.89	0.104
Within groups	20332.26	85	239.20		
Total	22593.3	90			

sharing among the various age and experience as superintendents categories.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The current investigation had three major purposes. The first of these was to determine whether Tennessee school superintendents have a clear concept of job sharing. A second purpose was to determine the attitudes and perceptions of these superintendents toward the utilization of job sharing to fill professional teaching positions. A third purpose was to assess the likelihood of the development of opportunities for job sharing.

In order to achieve the purposes of this study, a review of the related literature and research was conducted. Questionnaire items were formulated with regard to topics consistently emphasized throughout the literature. The questionnaire was then sent to all public school superintendents in Tennessee. The questionnaire attempted to assess the knowledge and attitudes of the superintendents toward the concept of job sharing. This questionnaire was divided into three major areas. Part One assessed whether the superintendents had a concept of job sharing. Part Two pertained to attitudes about the concept. Part Three included demographic information which was used to make comparisons among the superintendents.

The questionnaire was validated by a panel of professionals in the field of education.

The analysis of the data was conducted in order to answer the following research questions: (1) Do Tennessee superintendents have a clear concept of job sharing? (2) What are the attitudes of Tennessee school superintendents toward the concept of job sharing? (3) Does attitude toward job sharing vary with the amount of experience a superintendent has? (4) Does attitude toward job sharing vary with the age of the superintendent? and (5) Does attitude toward job sharing vary with superintendents who have previous involvement with job sharing? Sixty-four percent ($n = 92$) of the population of 142 Tennessee school superintendents responded to the questionnaire.

Statistical treatment of the data involved four steps. These were as follows: (1) the generation of descriptive statistics for each item of the questionnaire; (2) biserial correlations of the attitudes toward job sharing with age, job experience, and participation of the respondents; (3) a series of t -tests to determine if attitudes toward job sharing differed based on age, job experience, and participation; and (4) two analyses of variance to determine if differences existed in attitudes toward job sharing among the various age and experience as superintendents categories. The .05 level of significance was used

for the biserial correlations, t-tests, and the analyses of variance.

Summary

Chapter I provided an introduction and brief description of the problem, needs for the study, a statement of the problem and purpose, delimitations and limitations of the study, assumptions, definitions of terms, procedures of the study, and the organization of the study.

Chapter II was a review of the related literature from the mid 1960s through 1988. The chapter was organized into the following sections: (1) Job Sharing; (2) Settings in Which Job Sharing Has Been Used; (3) The Advantages and Disadvantages to Employing Job Sharers; (4) The Role of the Superintendent as Decision-Maker; and (5) Formulation and Validation of the Questionnaire.

Chapter III was the procedures of the study. This chapter included a description of the questionnaire development, the selection of the population for the study, the implementation of the study, the data collection, and the treatment of the data.

Chapter IV was the analysis of the data. The analysis was presented according to the definition of the term job sharing and the attitudes toward the concept of job sharing

with relation to the administrative, supervisory, and instructional dimensions of the school system. Biserial correlations, t-tests, and analyses of variance were also reported.

Chapter V contains a summary of the study, findings, conclusions, and recommendations for further study in the area of job sharing.

Findings of the Study

The findings of the study are presented in the following three sections: (1) Definition of Job Sharing, (2) Attitudes Toward Job Sharing, and (3) Tests of Significance. The following findings were supported by the data reported in Chapter IV.

Definition of Job Sharing

The intent of the researcher when designing the section on the definition of the term job sharing was to assess if Tennessee school superintendents had an understanding of that concept (research question 1). Of the 92 questionnaires returned, responses of 63 indicated a clear understanding of the term job sharing. Respondents were given descriptions of four different personnel situations and asked to indicate which one most accurately described

their definition of job sharing. Seventy-five or 81.5%, of the 92 respondents chose the personnel situations which showed that they possessed a clear and acceptable concept of job sharing.

Attitudes Toward Job Sharing

The purpose of the researcher when designing the section assessing the attitudes of superintendents toward job sharing was to determine what opinions these administrators had with regard to the use of job sharing arrangements in the public schools of Tennessee (research question 2). The following is a reporting of the findings of each attitudinal question on the questionnaire:

1. Sixty-two, or 67.4%, of the superintendents believed that flexibility would be an advantage to employing job sharers. Eleven, or 11.9%, disagreed, while 16, or 17.4%, were uncertain.

2. Thirty-two, or 34.7%, of the superintendents agreed that the costs incurred in employing job sharers would be offset by the benefits of their work. Twenty-five, or 27.2%, disagreed, while 33, or 35.9%, were uncertain.

3. Half of the superintendents, 46, or 49.9%, agreed that lower absentee rates would be a product of employing

job sharers. Twenty, or 21.7%, disagreed, while 24, or 26.1%, were uncertain.

4. A majority of superintendents 45, or 49%, believed that job sharing is not a viable option for administrative positions. Thirty-three, or 35.9%, disagreed, while 11, or 12%, were uncertain.

5. Fifty-seven, or 62%, of the superintendents agreed that the increase costs of benefit packages could hamper the employment of job sharers. Twenty, or 21.8%, disagreed, while 12, or 13%, were uncertain.

6. Thirty-six, or 39.1%, of the superintendents believed that a pairing arrangement (teachers on the higher end of the salary scale with teachers on the lower end of the scale) would save school districts money. Twenty, or 21.7%, disagreed, while 32, or 34.8%, were uncertain.

7. Thirty-four, or 37%, of the superintendents agreed that job sharers can save school districts money by substituting for each other. Thirty-six, or 39.1%, disagreed, while 19, or 20.7%, were uncertain.

8. Twenty-seven, or 29.3%, of the superintendents believed that a job sharing team's productivity may outweigh the increased cost to the school system. Twenty-three, or 24.9%, disagreed, while 37, or 40.2%, were undecided.

9. Forty, or 43.5%, of the superintendents did not consider job sharing a viable option in their school system. Twenty-nine, or 31.6%, disagreed, while 20, or 21.7%, were undecided.

10. Sixty-one, or 66.3%, of the respondents agreed that employers often perceive additional people on the payroll as a disadvantage. Seventeen, or 18.4%, disagreed, while 10, or 10.9%, were uncertain.

11. Forty-three, or 46.7%, of the superintendents agreed that job sharing arrangements aid in keeping employee morale at a high level. Twelve, or 12.7%, disagreed, while 35, or 38%, were uncertain.

12. A majority of superintendents, 54, or 56.6%, believed that the supervision of a job sharing team would require more time than supervision of a full-time employee. Thirty, or 32.6%, disagreed, while 8, or 8.7%, were uncertain.

13. Fifty, or 54.3%, of the superintendents believed that employees who are not committed to full-time employment have less than full-time commitment to their jobs. Twenty-one, or 22.8%, disagreed, while 17, or 18.5%, were uncertain.

14. Thirty-four, or 36.9%, of the superintendents agreed that job sharing would be a useful adjunct to the

Career Ladder Program. Thirty, or 32.6%, disagreed, while 25, or 27.2%, were uncertain.

15. Forty-one, or 44.6%, of the respondents believed that employing job sharers would provide more enthusiasm in the act of teaching. Twenty-eight, or 30.4%, disagreed, while 20, or 21%, were uncertain.

16. A large majority of the superintendents, 77, or 83.7%, agreed that employing job sharers could provide students exposure to a variety of special talents. Three, or 3.3%, disagreed, while 10, or 10.9%, were uncertain.

17. Eighty-two, or 89.1%, of the responding superintendents agreed that communication between job sharers in a shared position is of great importance. Fifty-six, or 68.3%, of the 82 "strongly agreed." Four, or 4.3%, of the respondents disagreed, while 4, or 4.3%, were uncertain.

18. Fifty-three, or 57.6%, of the superintendents felt that improved instruction was a product of a job shared position. Thirteen, or 14.1%, disagreed, while 22, or 23.9%, were uncertain.

19. Eighty-seven, or 94.6%, of the superintendents believed that job sharers should have the same skills and education as full-time employees. One, or 1.1%, strongly disagreed, while 1, or 1.1%, were uncertain.

20. Thirty-four, or 37%, of the superintendents agreed that full-time employees would resent job sharers.

Twenty-two, or 23.9%, disagreed, while 31, or 33.7%, were uncertain.

21. A majority of the superintendents responding, 52, or 56.5%, agreed that job sharing has a place in public school education. Seventeen, or 18.4%, disagreed, while 20, or 21.7%, were undecided.

22. A majority of the superintendents believed the following list of circumstances would be reasons for employing job sharers: (1) reduce layoffs of staff, (2) create spots for inexperienced applicants, (3) mothers and fathers of preschoolers, (4) people who cannot find regular full-time employment, and (5) people pursuing second careers. All selections of the superintendents are reported in Table I in Chapter IV.

Tests of Significance

Three biserial correlations were calculated for the following associations: (1) age and attitudes toward job sharing, (2) experience and attitudes toward job sharing, and (3) involvement with job sharing and attitudes toward job sharing. The correlation coefficient for age and attitudes toward job sharing was not significant at the .05 level of confidence. The correlation coefficient for experience and attitudes toward job sharing was not significant at the .05 level of confidence. The

correlation coefficient for involvement with job sharing and attitudes toward job sharing was not significant at the .05 level of confidence.

A series of three t-tests was conducted in order to determine if a statistically significant difference in attitudes toward job sharing existed between the means of each of the following groups: (1) superintendents age 50 and over were compared to superintendents under the age of 50 (research question 3); (2) superintendents with over 20 years of experience were compared to superintendents with 20 years or less experience (research question 4); and (3) superintendents expressing no previous involvement with job sharing were compared with superintendents with previous involvement in job sharing (research question 5). There were no significant differences ($p < .05$) between the means of any of the pairs listed above.

In order to determine if significant differences existed in attitudes toward job sharing among the various age and experience as superintendents categories, two analyses of variance were performed (research questions 3 and 4). In order for the ANOVA on age categories to be performed, slight adjustments were made to the categories resulting in a total of six new categories: 39 and under ($n = 9$); 40-44 ($n = 17$); 45-49 ($n = 17$); 50-54 ($n = 22$); 55-59 ($n = 17$); and 60 and over ($n = 9$). Results of the

ANOVA indicated no significant differences ($p < .05$) in attitudes toward job sharing among any of the six age categories. Prior to determining the differences in attitudes toward job sharing based on years of experience as a superintendent, the original seven categories were reduced to six since only one respondent had greater than 24 years of experience in the position. The categories analyzed were as follows: 1-4 ($n = 7$); 5-8 ($n = 18$); 9-12 ($n = 10$); 13-16 ($n = 7$); 17-20 ($n = 6$); and 21 or more ($n = 5$). Results of the ANOVA yielded no significant difference ($p < .05$) in attitudes toward job sharing among any of the six experience categories.

Conclusions

The conclusions for this study were based upon data supplied by the study sample population of ninety-two public school system superintendents from the State of Tennessee. The data were analyzed and the following conclusions provide a response to the researcher's initial inquiry into knowledge and attitudes about the concept of job sharing.

1. Based on the superintendents' self-assessment and to a degree their responses to the single item which asked them to demonstrate their understanding, the researcher

concluded that a significant majority of the superintendents answering the questionnaire had a clear understanding of the concept of job sharing.

2. Based on the superintendents' responses related to the financial impact of instituting job sharing arrangements in the schools of Tennessee, it appeared reasonable to conclude that financial considerations in instituting job sharing arrangements is an issue that causes superintendents concern.

3. Tennessee superintendents are likely to see job sharing arrangements as a way to aid in employment of personnel to meet various needs in the school system.

4. Tennessee superintendents are aware of the pressures which accompany teaching in the public schools, and that job sharing would be a means in which to allow teachers leisure time away from the classroom. It might be reasonable to conjecture that the superintendents realize that job sharing may reduce absentee rates due to arbitrary leaves taken by teachers for rest and stress management.

5. Tennessee superintendents believed that it was less likely that administrative positions would be opened to job sharing arrangements.

6. Tennessee superintendents believed that job sharing could not be seen as a viable option in some school systems due to factors not assessed in the questionnaire.

7. Tennessee school superintendents reached no consensus as to the relationship between employing a job sharing team and boosting employee morale.

8. Tennessee superintendents believed that supervision of a job sharing team would require more time than a full-time employee.

9. Tennessee superintendents are of the philosophy that job commitment means commitment to full-time schedules.

10. Tennessee superintendents reached no consensus as to the usefulness of the job sharing arrangement to free Career Ladder II and III teachers for other responsibilities.

11. Tennessee superintendents believed that job sharers provide more enthusiasm to the teaching act due to the nature of their arrangement.

12. Tennessee superintendents believed that job sharing provides an opportunity for employment of a variety of talented and unique teachers.

13. Tennessee superintendents believed that communication in a job sharing arrangement was of great importance.

14. Tennessee superintendents reached no consensus to indicate whether job sharing brings about improved instruction during the teaching act.

15. Tennessee superintendents believed that job sharers should have obtained the same skills and educational level as full-time employees.

16. Tennessee superintendents reached no consensus as to the working relationship between full-time employees and job sharers.

17. Tennessee superintendents believed that job sharing does have a place in public school education.

18. Due to the lack of statistically significant correlations between attitudes toward job sharing and age, experience, and involvement with job sharing, it seems reasonable to conclude that those three variables were not predictors of favorability toward the acceptability of job sharing.

19. There appears to be no difference in regard to attitudes of superintendents toward job sharing that can be attributed to age, experience, and involvement with job sharing.

Recommendations

There are a number of recommendations that may be made for further research. These are as follows:

1. It is recommended that the questionnaire in this study be refined and extended. A questionnaire is needed

to collect information which would provide subtle differences for analysis.

2. A nationwide study is needed.
3. Other populations should be surveyed. (teachers, females, school principals)
4. An experimental study should be conducted in which job sharers are compared to single job holders. Their attitudes and performance should be analyzed.
5. Qualitative research of job sharing arrangements should be done.
6. A study should be done of the effectiveness of job sharing in other professions.
7. A study should be done analyzing the differences between job sharing arrangements and part-time positions.
8. There is a need to develop an extended job description and benefits description of job sharing situations, especially those situations which occur in public education.
9. Efforts should be initiated to further educate school administrators about the role job sharing could assume in respective school systems.
10. State and/or local support for job sharing arrangements should be explored.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Borg, Walter R. and Gall, Meredith D. (1983). Educational Research an Introduction. New York: Longman Inc., p. 588.
- Boyd, W. L. (1976). The Public, the Professionals, and Education Policy Making. Teachers College Record, 77, pp. 339-377.
- Branam, Linda M. (1981). Job Sharing: Attitudes Among Elementary Teachers. Ed.S. Thesis, University of Tennessee, August.
- Braudy, Judith and Tuckerman, Susan (1986). The Part-time Academic Librarian: Current Status Future Directions. Library Journal, p. 38.
- Campbell, Ronald F., Cunningham, Luvern, L., Nystrand, Raphael O., and Usdam, Michael D. (1985). The Organization and Control of American Schools. Columbus: Charles E. Merrill, pp. 209-214.
- Campbell, R. and Gregg, R. T. (1957). Administrative Behavior in Education. New York: Harper and Brothers Publishers, pp. 1-14.
- Campbell, R. and Gregg, R. T. (1962). Organization and Control of American Schools, 2nd ed. Columbus, Ohio: C. E. Merrill Publishing Co.
- Caplan, Sorrell, and Caplan, Dorie (1981). Job Sharing Helps Teachers, Administrators, and Students. American School Board Journal, pp. 33-34, 42.
- Chamberlain, P. A. and James, M. D. (1980). Planning a Shared Schedule Residency. Journal of Medical Education, 53, pp. 496-501.
- Cistone, P. J. (1971). Municipal and Political Structures and Role Allocation in Education Policy Making. Urban Education, 6, pp. 147-165.
- Cloud-Silva, Connie, and Denton, Jon J. (1988). The Development of a Low-Inference Observation Instrument to Access Instructional Performance of Teaching Candidates. Paper presented at the annual Meeting of the American Educational Research Association, New Orleans, LA, April, 1988.

- Davidson, Wilma and Kline, Susan (1977). How to Get Two Experienced Teachers for the Price of One. The American School Board Journal, pp.35-36.
- Davidson, Wilma and Kline, Susan (1979). Job Sharing in Education. The Clearing House, 52, pp. 226-228.
- Frease, Michael and Zawachi, Robert A. (1979). Job Sharing: An Answer to Productivity Problems. The Personnel Administrator, 24, pp. 35-38, 56.
- Greenwald, Carol S. and Liss, Judith (1973). Part-time Workers Can Bring Higher Productivity. Harvard Business Review, 51, pp. 20-22, 166.
- Groner, Alex and Brall, Carlyn (1970). Part-time Teachers. Today's Education, pp. 64-65.
- Gross, N. (1958). Who Runs Our Schools? New York: John Wiley and Sons.
- Grulich, Lawrence Edward (1987). A Study of Various Admission Tests for Use in the the Placement of Entry-Level Students at Florence-Darlington Technical College. Master's Thesis, University of South Carolina.
- Hambleton, Ronald K., and Eignor, Daniel R. (1979). A Practitioner's Guide to Criterion-Referenced Test Development, Validation, and Test Schor Usage. 2nd ed. Laboratory of Psychometric and Evaluation Research Report No. 70. Amherst, Massachusetts: Laboratory of Psychometric and Evaluative Research.
- Hankins, Brenda J. and Hancock, James J. (1984). Validation Study of the NTE for Certification of Entry Level Teachers in the State of Mississippi. Paper presented at the Joint Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education, New Orleans, LA, April, 1988.
- Harriman, Ann (1982). The Work / Leisure Trade Off. New York: Praeger.
- Johnson, Louise and Meerdink, Lois (1985). Job Sharing: An Employment Alternative for the Career Services Professional. Journal of College Placement, 45, p. 29.

- Kahne, Hilda (1985). Reconceiving Part-Time Work. Totawa, NJ: Rowman and Allanheld.
- Kay, Jeanne (1982). Job Sharing in Geography. Transition, 12, pp. 19-22.
- Kerr, N. D. (1964). The School Board as an Agency of Legitimization. Sociology of Education, 38, pp.52-55.
- Koerner, J. D. (1968). Who Controls American Education: A Guide for Layman. Boston: Beacon Press.
- Koohang, Alex (1984). Traditional Method Versus Computer-Aided Instruction Method in Teaching BASIC Programming to Vocational High School Students. ERIC Documents No. 273247.
- Lee, Mickey M. and Sonis, Andrew L. (1982). Dental Students' Attitudes Toward the Handicapped Scale (DSATHS): A Standardized Instrument for Assessing Dental Students' Attitudes Toward the Handicapped. Paper presented at the International Association of Dentistry for the Handicapped, Toronto, Canada, July, 1982.
- Martin, Virginia (1974). Recruiting Women Managers through Flexible Hours. S.A. M. Advanced Management Journal, 39, p. 46.
- McLacklan, Johanne and Trahn, Isabella (1981). Job Sharing in an Academic Library. The Australian Library Journal, pp. 77-82.
- Meier, Greth S. (1979). Job Sharing: A New Pattern for Quality of Work and Life. Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.
- Meives, Susan F. (1979). Part-time Work: A Multiperspective Analysis. Ph. D. Dissertation. University of Wisconsin, Madison.
- Newstrom, John W. and Pierce, Jon L. (1979). Alternative Work Schedules: The State of the Art. The Personnel Administrator, 24, pp. 19-23.
- Nollen, Stanley D. (1982). New Work Schedules in Practice. New York: Van Nostrand Reinhold.
- O'Kane, Patricia K. and Meyer, Mary (1982). Sharing a Faculty Position. Nursing Outlook, 30, pp. 411-414.

- Olmsted, Barney (1977). Job Sharing--A New Way to Work. Personnel Journal, pp. 78-81.
- O'Sullivan, Kathleen A., Zielinski, Edward J. (1988). Development of a Stages of Concern Questionnaire for Pre-service Teachers. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching Lake of the Ozarks, MO, April, 1988.
- Peterson, P. E. (1964). The Politics of American Education. Review of Research in American Education, 2, pp. 348-389.
- Reyes, Pedro, and McCarty, Donald J. (1986). The Power of Lower Participants in Educational Organizations. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, San Antonio, Texas, February, 1986.
- Russ-Eft, Darlene F. (1980). Validity and Reliability in Survey Research. Technical Report 15. American Institutes for Research in the Behavioral Sciences. Palo Alto, CA. Statistical Analysis Group in Education.
- Sandler, Rhoda, and Platt, Judith (1973). Job Sharing at Montgomery County. Library Journal, 98, pp. 3234-3235.
- Schwartz, Felice N. (1974). New Work Patterns--For Better Use of Woman Power. Management Review, 63, pp. 5-12.
- Shanks, Katherrine (1984). Working Less and Enjoying it More: Alternative Work Schedules. Wilson Library Journal, 59, pp. 106-108, 185.
- Solomon, Alan (1987). Norm-Referenced Standardized Mathematics Achievement Tests at the Secondary School Level and Their Relationship to the National Assessment of Educational Progress Content Objectives and Subobjectives. Paper Presented at the Annual Meeting of the American Educational Research Association, Washington, D. C., April, 1987.
- Thomas, M. P. and Gregg, R. T. (1962). The Interaction of Administrators and School Boards. Administrators Notebook, 10, pp. 1-4.
- Vincent, Ida (1978). Womanpower! Part-time Work and Job Sharing in Libraries. Australian Library Journal, 98, pp. 330-333.

- Werther, William B. (1976). Mini-shifts: An Alternative to Overtime. Personnel Journal, 55, p. 130.
- Whitney, Douglas R. et al. (1985). The Reliability and Validity of the GED Tests. GED Research Brief, no. 6. American Council on Education, Washington, D. C., GED Testing Service.
- Zald, M. N. (1969). The Power and Functions of Boards of Directors: A Theoretical Synthesis. American Journal of Sociology, 75, pp. 97-111.
- Zalusky, John L., (1977). Alternative Work Schedules: A Labor Perspective. Journal of the College and University Personnel Association, 28, pp. 53-56.
- Zeigler, L. H., Jennings, M. K., and Peak, G. W. (1974). Governing American Schools: Political Interaction in Local School Districts. North Scituate, Massachusetts: Duxbury, Press.

APPENDIXES

APPENDIX A

PANEL VALIDATION LETTER, RESPONSE FORM,
AND MASTER QUESTIONNAIRE

Dear

In order to ascertain the knowledge and attitudes of Tennessee Superintendents and Principals about the concept of "job sharing," I am requesting your assistance in validating the questionnaire to be used in the study. Please take a few minutes to read through the questionnaire and check the space according to your thoughts about the appropriateness of each item. These spaces are located along the right margin of each page. A denotes appropriate, and NA denotes not appropriate. If there is doubt about the appropriateness of a particular item, leave both alternatives blank. An explanation of your reasoning is especially desirable for such items. Comments and changes in wording of questions as well as additional items are welcome.

Thank you for your assistance.

Sincerely,

Return to Gwen Hatcher
17 South Fourth Street
Wilmington, NC 28401

ADMINISTRATOR'S RESPONSE FORM

PART ONE: DEFINITION OF TERM

A NA

1. Do you believe you have a clear concept of what job sharing is?
a. ☐ Very clear b. ☐ Clear
c. ☐ Recognize the term, but not sure of the meaning d. ☐ Have not heard the term used

() ()

If you checked c. or d. above go directly to a definition of job sharing provided on the back page of this questionnaire.

2. Given this list of personnel situations, select the one that you feel would best fit your definition of the term "job sharing."
() Two qualified full-time employees who join ideas and energies to teach one or more classes together.
() Two qualified part-time employees who divide the hours, responsibilities, and benefits of a full-time job.
() One qualified part-time employee who works one to four hours a day to aid in a work overload.
() Two part-time employees with different qualifications who divide a full-time job into the areas that each are best suited.

() ()

PART TWO: PLEASE EXAMINE EACH OF THE STATEMENTS BELOW AND RESPOND BASED ON YOUR PRESENT POSITION AND OPINIONS AS THEY RELATE TO THE CONCEPT OF JOB SHARING.

3. Flexibility in hiring practices would be an advantage to employing job sharers.
() Agree () Disagree () Undecided
4. Job sharing arrangements could aid in keeping teacher morale at a high level.
() Agree () Disagree () Undecided

() ()

() ()

A NA

5. Any administrative costs incurred in employing job sharers will be offset by the benefits of their work.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
6. Supervision of a job sharing team should require the same amount of time as supervision of one full-time teacher.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
7. Employing two teachers to share one position could possibly provide more enthusiasm and energy in the teaching act.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
8. Employing job sharers could provide a variety of applicants with special talents.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
9. How do you think absenteeism and turnover rates would be affected by the employment of job sharers?
☐ Higher ☐ Lower
☐ About the same as a single job ☐ () ☐ ()
10. Communication between partners in a shared position is of great importance.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
11. Administrative positions may not be offered on a job sharing set-up.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
12. Benefit packages provided by the employer could increase costs and be a deterrent to employing job sharers.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
13. Districts can save money by pairing teachers on the higher end of the salary scale with teachers at the lower end of the scale.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()
14. Job sharers can save school districts money, because job sharers can substitute for each other.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ☐ ()

A NA

15. Job sharers in a single teaching position could bring about improved instruction.
☐ Agree ☐ Disagree ☐ Undecided () ()
16. People who are not committed to full-time work schedules may have less than full-time commitment to their jobs.
☐ Agree ☐ Disagree ☐ Undecided () ()
17. Part-time teachers should have the same skills, education, and motivation as full-time teachers.
☐ Agree ☐ Disagree ☐ Undecided () ()
18. Increased productivity of job sharers outweighs the increased expenses incurred by the school system.
☐ Agree ☐ Disagree ☐ Undecided () ()
19. Job sharing is not a viable option in your school system.
☐ Agree ☐ Disagree ☐ Undecided () ()
20. Compromise and a sense of commitment are key characteristics job sharers should have.
☐ Agree ☐ Disagree ☐ Undecided () ()
21. Having additional people in the payroll is often perceived by an employer as a disadvantage.
☐ Agree ☐ Disagree ☐ Undecided () ()
22. Full-time teachers may resent the freedom of job sharers.
☐ Agree ☐ Disagree ☐ Undecided () ()
23. Job sharing could be feasible under the Career Ladder Program.
☐ Agree ☐ Disagree ☐ Undecided () ()
24. Job sharing has no place in public school education.
☐ Agree ☐ Disagree ☐ Undecided () ()
25. Any administrative costs incurred in employing job sharers will be offset by savings in fringe benefits.
☐ Agree ☐ Disagree ☐ Undecided () ()

A NA

26. Check items on the list below which would be viable reasons for employing job sharers.
- ☐ Reduce layoffs
 - ☐ Accommodate teachers' needs
 - ☐ Create spots for inexperienced applicants
 - ☐ Older persons easing the transition to retirement
 - ☐ Single parents who need time for their children
 - ☐ Mothers or fathers of preschoolers
 - ☐ People pursuing graduate studies
 - ☐ People pursuing second careers
 - ☐ People who cannot find regular full-time positions
 - ☐ Other, please explain _____ ☐ ☐

PART THREE: GENERAL INFORMATION

27. ☐ Male ☐ Female ☐ ☐
28. What was your age as of your last birthday?
☐ under 35 ☐ 35-39 ☐ 40-44
☐ 45-49 ☐ 50-54 ☐ 55-59
☐ 60-64 ☐ 65 or over ☐ ☐
29. How many years have you been in the education profession?
☐ 1-3 ☐ 4-7 ☐ 8-11 ☐ 12-15
☐ 16-21 ☐ over 21 ☐ ☐
30. How many years have you been in your present position?
☐ 1-3 ☐ 4-7 ☐ 8-11 ☐ 12-15
☐ 16-21 ☐ over 21 ☐ ☐
31. Have the majority of your years in education been in the state of Tennessee?
☐ Yes ☐ No ☐ ☐
32. What is the highest degree you presently hold?
☐ Bachelor ☐ Master ☐ Ed.S.
☐ Ed.D ☐ Ph.D. ☐ ☐
33. By which means did you attain your current position?
☐ Public election
☐ Appointment by board of education
☐ Other, please explain _____ ☐ ☐

A NA

34. Which of the following best describes your school system?
☐ City ☐ County ☐ Combined city/county ☐ () ()
35. Does your present board of education employ job sharers?
☐ Yes ☐ No ☐ Do not know () ()
36. Have you been a direct supervisor to job sharers?
☐ Yes ☐ No () ()
37. Have you been a job sharer?
☐ Yes ☐ No () ()
38. Where did you first encounter the concept of job sharing?
☐ Talking with colleagues
☐ Professional publications
☐ Professional meetings
☐ Other, please explain _____ () ()

PLEASE READ THE DESCRIPTION BELOW FOR A CLEARER CONCEPT OF WHAT IS MEANT BY THE TERM "JOB SHARING."

Job sharing can be characterized as a means by which two qualified people share one full-time position. In doing this they divide all the responsibilities and duties associated with that position. The two employees may divide their work time several ways. One employee may work in the morning and the other works in the afternoon; one employee may work one-half of the year while the other employee works the second-half of the year; the week days may be divided with one employee working three days, the other working two days--alternating weeks; or any combination of the above schedules can be developed.

PLEASE RETURN TO PART TWO AND PROCEED WITH THE QUESTIONNAIRE. () ()

MASTER QUESTIONNAIRE
ADMINISTRATOR'S RESPONSE FORM

PART ONE: DEFINITION OF TERM

1. Do you believe you have a clear concept of what job sharing is? () ()
- a. () Very clear
 - b. () Clear
 - c. () Recognize the term, but not sure of the meaning
 - d. () Have not heard the term used

If you checked c. or d. above go directly to a definition of job sharing provided on the back page of this questionnaire.

Comments:

None

2. Given this list of personnel situations, select the one that you feel would best fit your definition of the term "job sharing." () ()
- () Two qualified full-time employees who join ideas and energies to teach one or more classes together.
 - () Two qualified part-time employees who divide the hours, responsibilities, and benefits of a full-time job.
 - () One qualified part-time employee who works one to four hours a day to aid in a work overload.
 - () Two part-time employees with different qualifications who divide a full-time job into the areas that each are best suited.

Comments:

Note of multiple statements / first two choices
Two much like a quiz--wanted to give clear definition
May need to make sure everyone is answering the
questionnaire from the same definite perspective /
in that case I would delete #2
What if respondent couldn't decide on #2?

PART TWO: PLEASE EXAMINE EACH OF THE STATEMENTS BELOW AND RESPOND BASED ON YOUR PRESENT POSITION AND OPINIONS AS THEY RELATE TO THE CONCEPT OF JOB SHARING.

3. Flexibility in hiring practices would be an advantage to employing job sharers.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Awkward wording--idea is okay
 Change "would be" to "is" and "to" to "in"
 Not clearly worded

4. Job sharing arrangements could aid in keeping teacher morale at a high level.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Change word "could"
 Change word "could" to "will"

5. Any administrative costs incurred in employing job sharers will be offset by the benefits of their work.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Add word "generally" before "be"
 Consider word "Any"
 Maybe put item later in questionnaire
 Consider defining word "benefits"

6. Supervision of a job sharing team should require the same amount of time as supervision of one full-time teacher.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Change "should" to "will"
 Change "full-time teacher" to "full-time employee"

7. Employing two teachers to share one position could possibly provide more enthusiasm and energy in the teaching act.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Word "possibly" weakens question
 Consider removing term "could possibly"
 Multiple statement
 Term "could possibly" needs changing

8. Employing job sharers could provide a variety of applicants with special talents.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

If "employed" are they "applicants"
 Change "a variety of applicants with" to "students a variety of"
 Term "provide" needs changing (def)
 Change "could" to "will"

9. How do you think absenteeism and turnover rates would be affected by the employment of job sharers?
☐ Higher ☐ Lower
☐ About the same as a single job ☐ () ()

Comments:

Don't mix formats
 Multiple statement
 Change format

10. Communication between partners in a shared position is of great importance.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

None

11. Administrative positions may not be offered on a job sharing set-up.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Change "may" to "should"
 Change "may" to "should"
 Change term "may not"
 Change "may not be offered on a job sharing set-up" to "cannot use the job sharing concept"
 Rephrase in the positive--take out "not"
 Change "set-up" to "basis" or "arrangement"

12. Benefit packages provided by the employer could increase costs and be a deterrent to employing job sharers.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Multiple statement

13. Districts can save money by pairing teachers on the higher end of the salary scale with teachers at the lower end of the scale.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Change to "money in job sharing by"

14. Job sharers can save school districts money, because job sharers can substitute for each other.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

How would this save money?

Vague

15. Job sharers in a single teaching position could bring about improved instruction.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Change "could"

Vague

"Improved instruction" not clear / example might be helpful

16. People who are not committed to full-time work schedules may have less than full-time commitment to their jobs.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Embodied in #17

Unsure of word "full-time"

17. Part-time teachers should have the same skills, education, and motivation as full-time teachers.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Change "part-time teachers" to "job sharers"

"Teachers" to "employees:"

Multiple statement

18. Increased productivity of job sharers outweighs the increased expenses incurred by the school system.
☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Statement may be too much of an assumption
Change "the" to "any"

19. Job sharing is not a viable option in your school system.

☐ Agree ☐ Disagree ☐ Undecided ☐ ()

Comments:

Change "your" to "our"
Change "your" to "my"

20. Compromise and a sense of commitment are key characteristics job sharers should have.

☐ Agree ☐ Disagree ☐ Undecided ☐ ()

Comments:

Would anyone disagree with statement?
Multiple statement

21. Having additional people in the payroll is often perceived by an employer as a disadvantage.

☐ Agree ☐ Disagree ☐ Undecided ☐ ()

Comments:

Change "in" to "on"

22. Full-time teachers may resent the freedom of job sharers.

☐ Agree ☐ Disagree ☐ Undecided ☐ ()

Comments:

Word "may"
Word "may"
Change "teachers" to "employees" and delete "the freedom of"
Disagree with word freedom

23. Job sharing could be feasible under the Career Ladder Program.

☐ Agree ☐ Disagree ☐ Undecided ☐ ()

Comments:

Suggested revision--"In order to free Career Ladder II and III teachers for other responsibilities, job sharing may be a useful adjunct to the Career Ladder Program."

24. Job sharing has no place in public school education.

☐ Agree ☐ Disagree ☐ Undecided ☐ ()

Comments:

Change "no" to "a"

25. Any administrative costs incurred in employing job sharers will be offset by savings in fringe benefits.

☐ Agree ☐ Disagree ☐ Undecided ☐ () ()

Comments:

Change "in" to "by"

26. Check items on the list below which would be viable reasons for employing job sharers.

☐ Reduce layoffs
☐ Accommodate teachers' needs
☐ Create spots for inexperienced applicants
☐ Older persons easing the transition to retirement
☐ Single parents who need time for their children
☐ Mothers or fathers of preschoolers
☐ People pursuing graduate studies
☐ People pursuing second careers
☐ People who cannot find regular full-time positions
☐ Other, please explain _____ ☐ () ()

Comments:

Change on second choice "teachers' needs" to "present employees"

Some statements unclear. Wording needs to be parallel in all statements. Begin with a verb

Reduce list

PART THREE: GENERAL INFORMATION

27. ☐ Male ☐ Female ☐ () ()

Comments:

Why include?

28. What was your age as of your last birthday?

☐ under 35 ☐ 35-39 ☐ 40-44
☐ 45-49 ☐ 50-54 ☐ 55-59
☐ 60-64 ☐ 65 or over ☐ () ()

Comments:

Why "under 35?"

Why include?

Why so large of a spread on ages? 13 years

29. How many years have you been in the education profession?
☐ 1-3 ☐ 4-7 ☐ 8-11 ☐ 12-15
☐ 16-21 ☐ over 21 () ()

Comments:

Why so many categories?
 Check related literature and parallel your experience categories for easy comparison of results

30. How many years have you been in your present position?
☐ 1-3 ☐ 4-7 ☐ 8-11 ☐ 12-15
☐ 16-21 ☐ over 21 () ()

Comments:

Why so many categories?

31. Have the majority of your years in education been in the state of Tennessee?
☐ Yes ☐ No () ()

Comments:

Why majority?
 Change answering entries to "Entirely, Mostly, Limited number"

32. What is the highest degree you presently hold?
☐ Bachelor ☐ Master ☐ Ed.S.
☐ Ed.D ☐ Ph.D. () ()

Comments:

Add "s" to ends of degree names

33. By which means did you attain your current position?
☐ Public election
☐ Appointment by board of education
☐ Other, please explain _____ () ()

Comments:

Why?

34. Which of the following best describes your school system?
☐ City ☐ County ☐ Combined city/county () ()

Comments:

Why?

35. Does your present board of education employ job sharers?
☐ Yes ☐ No ☐ Do not know ☐ () ()

Comments:
 None

36. Have you been a direct supervisor to job sharers?
☐ Yes ☐ No ☐ () ()

Comments:
 Change "to" to "of"

37. Have you been a job sharer?
☐ Yes ☐ No ☐ () ()

Comments:
 None

38. Where did you first encounter the concept of job sharing?
☐ Talking with colleagues
☐ Professional publications
☐ Professional meetings
☐ Other, please explain _____ ☐ () ()

Comments:
 Why?

(Definition of job sharing located on the back page of the original questionnaire.)

PLEASE READ THE DESCRIPTION BELOW FOR A CLEARER CONCEPT OF WHAT IS MEANT BY THE TERM "JOB SHARING."

Job sharing can be characterized as a means by which two qualified people share one full-time position. In doing this they divide all the responsibilities and duties associated with that position. The two employees may divide their work time several ways. One employee may work in the morning and the other works in the afternoon; one employee may work one-half of the year while the other employee works the second-half of the year; the week days may be divided with one employee working three days, the other working to days--alternating weeks; or any combination of the above schedules can be developed.

***PLEASE RETURN TO PART TWO AND PROCEED WITH THE
QUESTIONNAIRE.*** () ()

Comments:

Clearer
Clear up definition

Additional Comments:

Possibly two open-ended questions:

1. The biggest single advantage to job sharing is ...
2. The biggest single disadvantage to job sharing is ...

These may tell about the frequency and intensity of perceptions about certain elements of job sharing.

Recommend 5 divisions SA, A, No opinion, D, SD

Too many questions that could be answered either way.

APPENDIX B

ADMINISTRATOR'S QUESTIONNAIRE

March 31, 1988

Dear Administrator:

In recent years educational reform has influenced many areas including the recruitment, selection, and retention of teachers. The practice of "job sharing" is an example of one such innovation.

I am writing to ask your assistance in determining the knowledge of and attitudes toward job sharing currently held by superintendents in Tennessee school systems. By directly contacting educational leaders like yourself, I feel that a true picture of the current opinion on the future utility of job sharing in Tennessee schools can be determined.

Please be assured that your responses will be strictly confidential. An identification number has been assigned each questionnaire for mailing purposes only. This number is used to check off your name from the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

Although this study is being conducted as partial fulfillment of the Ed.D. degree at the University of Tennessee, I feel that the results may suggest whether Tennessee schools may use the job sharing concept in future employment practices. I believe it is important to base employment decision making on the expert opinions of you, Tennessee administrators.

The results of this study will be made available to any interested participant. Please include a note of request with your returned questionnaire. Returning your questionnaire by Monday, April 18, 1988 would be greatly appreciated.

Please feel free to contact me regarding any items included on the survey for which you have questions. My address is: Gwen Hatcher, 2800 Colonel Lamb Drive, Wilmington, NC 28405. My telephone number is 919-799-2059. Thank you for your assistance.

Sincerely,

Gwen Hatcher

Return to: Gwen Hatcher
2800 Colonel Lamb Drive
Wilmington, NC 28405

ADMINISTRATOR'S RESPONSE FORM

PART ONE: DEFINITION OF TERM

1. Do you believe you have a clear concept of what job sharing is?
a. () Very clear b. () Clear c. () Recognize the term, but not sure of the meaning d. () Have not heard the term used.

If you checked c. or d. above go directly to a definition of job sharing provided on the back page of this questionnaire.

2. Given this list of personnel situations, select the one that you feel would best fit your definition of the term "job sharing."
() Two qualified full-time employees who join ideas and energies to teach one or more classed together.
() Two qualified part-time employees who divide the hours, responsibilities, and benefits of a full-time occupation.
() One qualified part-time employee who works one to four hours a day to aid in a work overload.
() Two part-time employees with different qualifications who divide a full-time job into the areas that each are best suited.

PART TWO: PLEASE RESPOND TO EACH OF THE STATEMENTS BELOW BASED ON YOUR PRESENT POSITION AND OPINIONS AS THEY RELATE TO THE CONCEPT OF JOB SHARING. INDICATE ON THE SCALE THE POINT AT WHICH YOU AGREE OR DISAGREE, WITH 1 REPRESENTING SD STRONGLY DISAGREE AND 7 REPRESENTING SA STRONGLY AGREE.

3. Flexibility in hiring practices is an advantage to employing job sharers.
SD 1 2 3 4 5 6 7 SA
4. Job sharing arrangements aid in keeping employee morale at a high level.
SD 1 2 3 4 5 6 7 SA
5. Administrative costs incurred in employing job sharers will be offset by the benefits of their work.
SD 1 2 3 4 5 6 7 SA

6. Supervision of a job sharing team will require the same amount of time as supervision of one full-time employee. SD 1 2 3 4 5 6 7 SA
7. Employing two teachers to share one position provides more enthusiasm in the teaching act. SD 1 2 3 4 5 6 7 SA
8. Employing job sharers could provide students exposure to a variety of special talents. SD 1 2 3 4 5 6 7 SA
9. Lower absentee rates would be a product of employing job sharers. SD 1 2 3 4 5 6 7 SA
10. Communication between job sharers in a shared position is of great importance. SD 1 2 3 4 5 6 7 SA
11. Administrative positions can not use the job sharing concept. SD 1 2 3 4 5 6 7 SA
12. Benefit packages provided by the employer could increase costs thereby being a deterrent to employing job sharers. SD 1 2 3 4 5 6 7 SA
13. Districts can save money by pairing teachers on the higher end of the salary scale with teachers on the lower end of the salary scale. SD 1 2 3 4 5 6 7 SA
14. Job sharers can save school districts money, because job sharers can substitute for each other. SD 1 2 3 4 5 6 7 SA
15. Job sharers in a single teaching position can bring about improved instruction during the teaching act. SD 1 2 3 4 5 6 7 SA
16. Employees who are not committed to full-time employment can have less than full-time commitment to their jobs. SD 1 2 3 4 5 6 7 SA
17. Job sharers should have the same skills and education as full-time employees. SD 1 2 3 4 5 6 7 SA

18. Job sharers' productivity outweighs any increased expenses incurred.
SD 1 2 3 4 5 6 7 SA
19. Job sharing is not a viable option in our school system.
SD 1 2 3 4 5 6 7 SA
20. Having additional people on the payroll is often perceived by an employer as a disadvantage.
SD 1 2 3 4 5 6 7 SA
21. Full-time employees resent job sharers.
SD 1 2 3 4 5 6 7 SA
22. In order to free Career Level II and III teachers for other responsibilities, job sharing can be a useful adjunct to the Career Ladder Program.
SD 1 2 3 4 5 6 7 SA
23. Job sharing has no place in public school education.
SD 1 2 3 4 5 6 7 SA
24. Administrative costs incurred by employing job sharers will be offset by savings in fringe benefits.
SD 1 2 3 4 5 6 7 SA
25. Check items on the list below which would be reasons for employing job sharers.
- () Reduce layoffs of staff
 - () Accommodate present employees' needs
 - () Create spots for inexperienced applicants
 - () Older persons easing the transition to retirement
 - () Single parents who need time for their children
 - () Mothers or fathers of preschoolers
 - () People pursuing graduate studies
 - () People who cannot find regular full-time employment
 - () People pursuing second careers
 - () Other, please explain _____

PART THREE: GENERAL INFORMATION

26. () Male () Female
27. What was your age as of your last birthday?
 () under 30 () 30-34 () 35-39 () 40-44
 () 45-49 () 50-54 () 55-59 () 60-64
 () 65 or over

28. How many years have you been in the education profession?
☐ 1-4 ☐ 5-8 ☐ 9-12 ☐ 13-16
☐ 17-20 ☐ 21-24 over 24
29. How many years have you been in your present position?
☐ 1-4 ☐ 5-8 ☐ 9-12 ☐ 13-16
☐ 17-20 ☐ 21-24 over 24
30. Have your years in education been in the state of Tennessee?
☐ Entirely ☐ Mostly ☐ Limited number
31. What is the highest degree you presently hold?
☐ Bachelors ☐ Master's ☐ Ed.S.
☐ Ed.D. or Ph.D.
32. By which means did you attain your current position?
☐ Public election
☐ Appointment by board of education
☐ Other, please explain _____
33. Which of the following best describes your school system?
☐ City ☐ County ☐ Combined city/county
34. Does your present board of education employ job sharers?
☐ Yes ☐ No
35. Have you been a direct supervisor of job sharers?
☐ Yes ☐ No
36. Have you been a job sharer?
☐ Yes ☐ No
37. Where did you first encounter the concept of job sharing?
☐ Talking with colleagues
☐ Professional publications
☐ Professional meetings
☐ Other, please explain _____

PLEASE READ THE DESCRIPTION BELOW FOR A CLEARER CONCEPT OF WHAT IS MEANT BY THE TERM "JOB SHARING."

Job sharing can be characterized as a means by which two qualified people share one full-time

position. In doing this they divide all the responsibilities and duties associated with that position. The employees may divide their work time in any way which is acceptable to the employer and workable to the employees. Usually one employee will work mornings and the other employee will work afternoons; or one employee will work two-and-a-half days a week and the other employee will work the other two-and-a-half days. It has been noted in related literature that even the division of a year into halves has been done where each employee works only half of a year.

PLEASE RETURN TO QUESTION 2 AND PROCEED WITH THE QUESTIONNAIRE

APPENDIX C

FOLLOW-UP CARD;
SECOND QUESTIONNAIRE COVER LETTER

FOLLOW-UP CARD

April 22, 1988

Dear Administrator,

Three weeks ago a questionnaire seeking your opinions about job sharing in Tennessee school systems was mailed to you. If you have already completed and returned it to me then please accept my sincere thanks. If not please do so today. It is extremely important that your responses be included in the study if the results are to represent accurately the opinions of Tennessee's superintendents. If by some chance you did not receive the questionnaire or it was misplaced, please call me collect (919-799-2059) and I will get another one in the mail to you today.

Sincerely,

May 13, 1988

Dear Administrator:

About six weeks ago I wrote to you seeking your assistance in determining the current knowledge of and attitudes toward "job sharing" of Tennessee's school superintendents. As of today I have not received your completed questionnaire.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Although this study is being conducted as partial fulfillment of the Ed.D. degree at the University of Tennessee, I feel that the results may suggest whether Tennessee schools may use the job sharing concept in future employment practices. I believe it is important to base employment decision making on the expert opinions of you, Tennessee administrators.

In order for the results of this study to be truly representative of the opinions of all of Tennessee's school superintendents, it is essential that each questionnaire be returned. Please be assured that your responses will be strictly confidential. An identification number has been assigned each questionnaire for mailing purposes only. This number is used to check off your name from the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed. Your cooperation is greatly appreciated.

Sincerely,

Gwen Hatcher

APPENDIX D

PANEL VALIDATION LETTER AND RESPONSE FORM
FOR POSITIVELY AND NEGATIVELY STATED QUESTIONS;
TALLY SHEET FOR PANEL EVALUATIONS

April, 1989

Dear

Thank you for agreeing to assist in the evaluation of this questionnaire. As you examine each question, decide if the question, in your opinion, is a positively + stated question about the concept of job sharing or a negatively - stated question about the concept of job sharing. Remember that you are not to agree or disagree with the question, but only to decide if it is positively or negatively stated. In order that you might have a better understanding about the concept of job sharing a definition of the concept is given below. Again, let me thank you for your help in this endeavor.

Sincerely,

Gwen Hatcher

Definition:

Job sharing can be characterized as a means by which two qualified people share one full-time position. In doing this they divide all the responsibilities and duties associated with that position. The employees may divide their work time in any way which is acceptable to the employer and workable to the employee. Usually one employee will work mornings and the other employee will work afternoons; or one employee will work two-and-a-half days a week and the other employee will work the other two-and-a-half days. It has been noted in related literature that even the division of a year into halves has been done where each employee works only half of a year.

EVALUATOR FORM

Place a "+" or "-" in the space at the end of each question to denote whether the question, in your opinion, is positively or negatively stated.

1. Flexibility in hiring practices is an advantage to employing job sharers.
2. Job sharing arrangements aid in keeping employee morale at a high level.
3. Administrative costs incurred in employing job sharers will be offset by the benefits of their work.
4. Supervision of a job sharing team will require the same amount of time as supervision of one full-time employee.
5. Employing two teachers to share one position provides more enthusiasm in the teaching act.
6. Employing job sharers could provide students exposure to a variety of special talents.
7. Lower absentee rates would be a product of employing job sharers.
8. Communication between job sharers in a shared position is of great importance.
9. Administrative positions can not use the job sharing concept.
10. Benefit packages provided by the employer could increase costs thereby being a deterrent to employing job sharers.
11. Districts can save money by pairing teachers on the higher end of the salary scale.
12. Job sharers in a single teaching position can bring about improved instruction during the teaching act.
13. Employees who are not committed to full-time employment can have less than full-time commitment to their jobs.

14. Job sharers should have the same skills and education as full-time employees.
15. Job sharers' productivity outweighs any increased expenses incurred by the school system.
16. Job sharing is not a viable option in our school.
17. Having additional people on the payroll is often perceived by an employer as a disadvantage.
18. Full-time employees resent job sharers.
19. In order to free Career Level II and III teachers for other responsibilities, job sharing can be a useful adjunct to the Career Ladder Program.
20. Job sharing has no place in public school education.
21. Administrative costs incurred by employing job sharers will be offset by savings in fringe benefits.
22. Job sharers can save school districts money, because job sharers can substitute for each other.

TALLY SHEET FOR PANEL EVALUATIONS OF
POSITIVELY AND NEGATIVELY STATED QUESTIONS

RATER

QUESTIONNAIRE ITEM NUMBER		a	b	c	d	e	f	g	h	i	j
1	+	+	+	+	+	+	+	+	+	+	+
2	+	+	+	+	+	+	+	+	+	+	+
3	+	-	+	+	+	+	+	-	+	+	+
4	+	+	+	+	+	+	+	-	-	+	+
5	+	+	+	+	+	+	+	+	+	+	+
6	+	+	+	+	+	+	+	+	+	+	+
7	+	+	+	+	+	+	+	+	+	+	+
8	+	+	+	+	-	+	+	+	+	+	+
9	-	-	-	-	-	-	-	-	-	-	-
10	-	+	-	-	+	-	-	-	-	-	-
11	+	+	+	+	+	+	-	+	+	+	+
12	+	+	+	+	+	+	+	+	+	+	+
13	-	+	+	+	+	-	-	-	-	-	-
14	+	+	+	+	+	+	+	+	+	-	+
15	+	+	+	+	+	+	+	+	-	+	+
16	-	-	-	-	-	-	-	+	-	-	-
17	-	-	-	-	+	-	-	+	-	-	-
18	-	-	-	-	-	-	-	-	-	-	-
19	+	+	+	+	+	+	-	+	+	+	+
20	-	-	-	-	-	-	-	-	-	-	-
21	+	+	+	+	+	+	-	+	+	+	-
22	+	+	+	+	+	+	+	-	+	+	+

VITA

Gwen Hatcher was born in Kingsport, Tennessee in 1954, and was raised in Knoxville. She attended Thackston Elementary School and graduated from South High School in 1972. She earned a Bachelor of Science degree from Carson-Newman College in 1976 with a major in Elementary Education and a Master of Science degree in Elementary Education from the University of Tennessee in 1980.

Gwen holds teacher certification in the State of North Carolina in Elementary Education, Middle School Language Arts, Curriculum Specialist II, Supervision, and Superintendent. She has taught eight years in the public schools of Grainger County and Jefferson County, Tennessee and Brunswick County, North Carolina. During her doctoral program at the University of Tennessee, Gwen served as a Graduate Teaching Assistant in which she taught elementary social studies methods courses. She is a member of Phi Delta Kappa and Pi Lambda Theta.

Gwen is married to Graham Hatcher who is an Associate Professor of Health and Physical Education at the University of North Carolina at Wilmington. They have two daughters, Amanda Kate and Jennifer Lacie.