To the Graduate Council:

I am submitting herewith a thesis written by Margaret Carroll Emmons entitled "A Comparative Study of Tasks Performed by Secondary Vocational and Academic Teachers in West Tennessee." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Industrial Education.

Gerald LaBorde, Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

A

A COMPARATIVE STUDY OF TASKS PERFORMED BY SECONDARY VOCATIONAL AND ACADEMIC TEACHERS IN WEST TENNESSEE

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

Margaret Carroll Emmons

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ABSTRACT

The purpose of this study was to identify the time spent by secondary teachers in the public school systems of West Tennessee fulfilling their job responsibilities and to compare the time spent by vocational and academic teachers on each job responsibility.

This nonexperimental study was conducted by mailing a questionnaire of frequently assigned teacher responsibilities to a randomly selected population of secondary vocational and academic teachers in the public school systems of West Tennessee. The subjects were requested to fill in the actual time spent by them in fulfilling the responsibilities listed on the questionnaire. The vocational and academic responses were tabulated for total time, mean and standard deviations. Comparisons as to the percentage of academic and vocational subjects performing each duty and the time spent completing each duty were also computed.

Major findings of the study were that vocational teachers do have at least five extra duties assigned to them by law and that these duties do result in additional clock hours of work. Vocational teachers do spend more time fulfilling their job responsibilities than do the academic teachers.

Recommendations for use of the information resulting from this study included the following:

1. Additional studies are necessary to substantiate the findings.
2. The questionnaire could be revised to limit duties requiring time estimates (via scaled responses) for extracurricular duties only.
3. The results need to be shared with fellow educators, the public, the politicians and school administrators.

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CHAPTER 1

INTRODUCTION

Within the past few years, many changes have been made to adjust salaries so that they are commensurate with job responsibilities. The public demand for accountability from public servants has been great. Just within the past couple of years, the state of Tennessee has changed its salary scale for secondary teachers with resulting changes also being made by most local school boards. More specifically, these changes have revolved around the job description of academic versus vocational educators.

Generally, until two (2) years ago, secondary vocational teachers were paid a supplement which was theoretically based on a job summary which included more responsibilities than those required of academic teachers. Those additional responsibilities, as generally expressed by vocational teachers, included references to State memoranda that declare concomitant club activities are an integral part of the vocational program being taught and that teachers providing actual work experience also have more responsibilities incurred in doing so. The problem of defining workload has been present for many years and is made more difficult by the divergent responsibilities assigned to educators: planning, teaching and counseling. Additionally, these

responsibilities are often fulfilled concurrently so that it is difficult to be definitive in evaluating a teacher's workload.

Purpose of the Study

Efforts to obtain specific data regarding teacher responsibilities presents a number of problems. First, the information is not available in any major source of literature. Second, teachers become quite emotional when they attempt to define their duties—especially in the traditional vocational teacher versus the academic teacher situation. Third, the increasing public demands for accountability and a decreasing base of support may result in additional responsibilities being given to teachers without corresponding salary increases. This also increases teacher emotionalism when teachers attempt to clarify their duties. Fourth, the Tennessee State Laws are quite general: (0520-1-3-04(1)) states "teachers shall assume responsibilities for any activities as may be assigned." (Rules, Regulations and Minimum Standards, 1979-1980). As a result, teacher duties can be quite varied from system to system—yet the state pay scale is the same for all teachers with equal education and experience. Finally, there is no information whereby the time required of vocational and academic teachers to fulfill their duties has been gathered

and compared to validate whether or not salaries should be compared.

Research Questions

A study designed to determine the responsibilities of vocational and academic teachers could provide factual information regarding the job description of each group. Such a study could also determine the time required to fulfill these duties. The research questions posed for this study are the following:

1. Do vocational teachers have more job responsibilities than academic teachers?
2. Does the job description of vocational teachers result in a longer clock hour work period than that of academic teachers?
3. In what area, if any, do the vocational teachers spend more time fulfilling their job responsibilities than do academic researchers?

Thus the purpose of this study was to identify the time spent by secondary teachers in West Tennessee fulfilling their job responsibilities and to compare the time spent by vocational and academic teachers on each job responsibility.

Rationale

Studies by Gallagher (1976), Biggs (1976), and Holcomb (1978) support the contradictions and confusion which teachers

experience in defining their duties: sources in which to validate teacher responsibilities are not readily available. These also appear to demonstrate that even education administrators may not be able to clearly list teacher duties. Therefore, there is a need to identify duties assigned to vocational and academic teachers so that it can be determined whether or not their job summaries are the same.

There is also a need to determine whether or not vocational and academic teachers spend a comparable amount of time fulfilling their duties. Therefore, this study was undertaken to determine the assigned responsibilities of vocational and academic teachers. It was also developed to seek information about the time spent by teachers in fulfilling their assigned duties.

Population Sample

This study used randomization in selecting teachers proportionate to the number of teachers categorized as secondary vocational and academic teachers in rural and urban public school systems in West Tennessee: e.g., the thirty-four (34) Western counties between the Mississippi and Tennessee Rivers in Tennessee and between the northern and southern boundaries of the state of Tennessee. According to the Tennessee Department of Education 1980-81 Directory of

Public Schools, there were 2886 secondary teachers employed in the public school systems in West Tennessee, with 764 of these teachers classified as vocational teachers.

Research Design

This study utilized a nonexperimental, descriptive research design. The survey was conducted by mailing a questionnaire to a random sampling of secondary academic and vocational teachers employed in the West Tennessee Public school systems. The initial mailout was followed by a second mailing and then a reminder was mailed to those subjects who had not returned the questionnaire. The total time spent by vocational and academic subjects on each item of the questionnaire was computed from the returned questionnaires. Computations were also made regarding the percent of each classification of teachers who performed each item on the questionnaire. The standard deviation for each item was also computed. Finally, a comparison was made between the vocational and academic subjects as to total time spent on each duty listed on the questionnaire. The percent of vocational and academic subjects performing each item on the questionnaire was also compared.

Limitations of the Study

The limitations identified for this study were the following:

1. The study included only those secondary teachers who are employed in the public school systems so that the results are not applicable to teachers employed in private schools.
2. The study included only those secondary teachers employed in the public school systems in West Tennessee so that the results are not applicable to teachers employed elsewhere in Tennessee.
3. The responses on the questionnaire were only as accurate as were the subjects participating in the study in making their responses.
4. Spaces were provided on the questionnaire for any duties required of the subjects, which were unlisted, but the subjects may not have added them.

Assumptions

The assumptions identified for this study were the following:

1. The subjects who participated in this study were representative of the population being tested.
2. The subjects understood the instructions accompanying the questionnaire.
3. The subjects understood each item contained on the questionnaire.
4. The subjects responding to the survey were those to whom the questionnaires were sent.

5. The questionnaire utilized in the study was believed to contain construct and content validity.

Definition of Terms

The following terms and working definitions will be used for the purpose of this study:

TEACHER DUTIES AND JOB RESPONSIBILITIES will be used to denote those assignments completed by teachers as established by the Tennessee State Laws, the School System's guidelines and philosophies, and the school's guidelines and philosophies.

PLANNING DUTIES will be used to denote all methods used by teachers to obtain information regarding subject matter, new technical advances and new or different teaching methods to develop or update curricula. Where applicable, this will also include updating of technical knowledge and skills and learning new skills to do a procedure. (Saylor, 1979)

TEACHING DUTIES will be used to denote the time spent by teachers preparing for and completing tasks—such as lecture, laboratory and work supervision, testing, etc. (Saylor, 1979).

COUNSELING DUTIES will be used to denote the teacher's assistance to students in the development of social skills, the teacher's establishment and maintenance of positive relationships with work agencies and the assistance of current and former students with post-secondary or job application (Saylor, 1979).

WEST TENNESSEE SECONDARY ACADEMIC AND VOCATIONAL TEACHERS will include all teachers employed in all secondary schools of the Tennessee Public School Systems located in the Western Counties.

WORKLOAD will be used to denote the time spent by teachers per week fulfilling assigned job responsibilities.

VOCATIONAL EDUCATOR will be used to denote that person teaching a subject preparing the learner for selecting or entering an occupation (Webster, 1977).

ACADEMIC EDUCATOR will be used to denote that person teaching a subject of, or relating to, the arts or liberal arts rather than technical studies: theoretical in nature (Webster, 1977).

Summary

The rationale for this study is in the general confusion regarding teacher job summaries. Additionally, the recent public demand for increased teacher accountability, and the recent decrease in education funding, has resulted in problems relevant to adjusting teacher salaries so that they are commensurate with job responsibilities. Thus, this study was conducted to attain information regarding the duties assigned to secondary academic and vocational teachers in the West Tennessee Public school systems. It was also conducted to ascertain the time spent by these teachers in fulfilling

their duties. The study was nonexperimental consisting of a survey of 131 randomly selected subjects: 73% of the subjects were academic teachers and 27% of the subjects were vocational teachers. The survey was completed by mailing a questionnaire listing teacher duties to the subjects and requesting that they complete the items.

CHAPTER 2

REVIEW OF LITERATURE

As discussed in the preceding chapter, the duties assigned to secondary vocational and academic teachers and the time actually spent by teachers on these duties has come under much scrutiny for the past few years. The recent funding programs have renewed a plea from teachers for salaries which are commensurate with their job responsibilities, because supplements formerly paid to vocational teachers have been deleted from the state pay scale. There remains confusion regarding the job summaries of teachers, though.

Once again, the public and the teachers have begun debating the varying duties assigned to secondary vocational and academic teachers. A review of the literature was conducted in an effort to trace the development of education—both vocational and academic—in the United States.

This chapter will discuss the development of education—both vocational and academic—in the United States. It will also discuss the present education laws in Tennessee as they relate to the duties assigned to the secondary teachers in the West Tennessee Public school systems. These laws have been adopted as a direct result of the manner in which vocational and academic education has developed in the United States.

Development of Education in the United States

Education may be defined as the development of one's mental and moral potentials. There have been many theories developed throughout the years as to the best methods for educating individuals and these are still being altered even today. Although educators cannot seem to agree on the best method for teaching, most do seem to agree that children should be guided in their development rather than depending on their native, inherited abilities (Brubaher, 1970).

This belief can even be seen exhibited in the history of the primitive and early developing cultures where parents assumed the role of teacher. Mothers taught the young girls how to cook, sew, set up and maintain the home, etc. Fathers taught the young boys how to farm, build homes and make utensils—depending on the skill used by the father (Larzeson, 1971).

Some evidence can be found that children of higher social standing also studied the "liberal arts" or academic subjects with religious leaders. This may well have been the first division of education into the vocational and academic education of today according to Webster's definitions: vocational education is of, or related to, or being in training in a skill or trade to be pursued as a career while academic education is of, or related to, art or literary rather than vocational, theoretical in nature (Webster, 1977).

This same method of education, where the priests served as sole teachers, was utilized in the early colonial days in the United States. Larzeson (1971) states that this is probably due to the regarding of work as being valuable by its people. It is suspected that this teaching by the parents was also probably due in part to the isolation of families in sparsely settled areas resulting in a lack of availability of other teachers. Since there was so much work to be done, this method also proved to be the most expedient way of educating the young. By the latter part of the 17th century, children attained their education via instruction by one or both parents, apprenticeships, "dame schools," private tutors or schools conducted by the town or church.

Secondary education consisted of education in the classical languages of Latin and Greek. Thus, it was a class education designed for the upper classes of youth. The first half of the 18th century, though, brought demands for a new kind of secondary education as the tempo of political and practical interests increased (Butts, 1962). Trade and commerce with the other countries could be improved if personnel were available to build and sail ships. Expanding commercial enterprise required skills in bookkeeping, accounting and letter writing. Expansion of the country required personnel trained in even more new technical skills.

This need for additional trained persons increased the demand for a secondary education program which could produce individuals with these skills.

The rapid industrialization following the Civil War made it more difficult to learn the appropriate skills at home or from apprenticeships. This was due in part to the new technological advances requiring new skills not used at home and in part to urbanization. Young people left the farms to seek their fortunes in the new factories. The freeing of the Black Man from positions as slaves with little, or no, education also increased the need for new training programs (Larzeson, 1971).

As a result of industrialization and urbanization English Schools were developed in the early eighteenth century to give a practical, vocational education that would prepare young people for the new occupations that were attracting more and more people. By the latter half of the 18th century, academies which proposed to teach both the academic and vocational aspects of education replaced the English schools. Eventually, though, the classical functions began to be emphasized and the academies became college preparatory institutions rather than the institutions for direct preparation for life (Butts, 1962). These programs remained inaccessible to many young people who could not afford them. It was at this time that John Runkle, president

of the Massachusetts Institute of Technology stated that "there is a growing feeling that our public education should touch practical life in a larger number of points so that all can be better fitted for the life in which they are destined to find happiness and well-being (Larzeson, 1971)."

Then in 1906, the Massachusetts Commission of Industrial and Technical Education provided the focus and rationale needed for developing vocational education in addition to academic education. It proposed that separate trade schools should be developed at the secondary level and that skills—not just principles—should be taught (Larzeson, 1971). The National Society for the Promotion of Industrial Education (now the American Vocational Association), formed in 1906, also stressed the need for secondary schooling, in addition to the post-secondary schools available (Barlow, 1971), insisting that it should be accessible to all youth.

Finally, increasing public demand for knowledge that was useful, ever increasing industrialization and vast increases in technical knowledge brought vocational education into vogue in 1917 with the Smith-Hughes Act. Although this was not the first legislation relevant to vocational education, the Act significantly enlarged the government's role in it (Larzeson, 1971). With the support of the Federal Government, the concept of vocational education's importance to fulfilling the philosophy of "educating the whole child" (Graham, 1969)

began to grow rapidly and many home economics, agriculture and trade and industrial programs were added to the secondary curricula.

Once again, in the 1960's, increasing manpower shortages, scarcity of scientific and technical workers and unskilled people out of jobs even though jobs were available resulted in additional legislation. In 1963, the Vocational Education Act was designed to further insure that all youth were educated, including those who needed to learn skills for employment (Brandon, 1969). Then, in 1968, the Vocational Education Amendment truly developed the recognition that vocational education included all activities of the school designed to prepare individuals for successful participation in different fields of service; while academic education included all other activities of the school—those having no direct reference to a particular field of service (Rumpf, 1971). High schools now began to be looked upon as a place for educating all American youth, no matter what their immediate destination after high school—whether to go into jobs or post-secondary education. Once again the concepts of vocational and academic education have been combined in an attempt to educate all youth and, for the first time, it has been done in such a way as to be accessible to all youth within the framework of the public education system.

Tennessee Education Laws

The inclusion of these concepts in the law resulted in some teacher responsibilities being defined whereas they had been primarily defined by the implications of the definitions of vocational and academic education in the past. Listed below are the major responsibilities of teachers as stated in the Tennessee State Laws:

1. 0520-1-2.12(1) requires that teachers hold a valid Tennessee teacher's certificate or permit for his teaching area and that they meet the requirements of the State Board of Education for recertification;

2. 0520-1-3.02 requires teachers to assume responsibilities for instruction regarding current issues as they arise;

3. 0520-1-3.04 states that teachers shall be on duty 7 clock hours a day plus any additional time required by the administrative organization;

4. 0520-1-3.04(1) requires all secondary teachers teach no more than seven 45 minute periods or six 60 minute periods per day and that each teacher shall assume responsibilities for any other activities as may be assigned;

5. 0520-1-3.04(4) requires teachers to maintain records of attendance and any data used to determine student progress;

6. 0520-1-3.08(4) requires each teacher to have a tuberculin test or chest x-ray annually and to report suspected cases of child abuse and neglect as well as any need for social, psychological or special education services. (Rules, Regulations & Minimum Standards for State of Tennessee, 1979).

It is interesting to note that section 0.04 of these laws are general enough to allow local systems to require any number of duties from the teachers.

In addition to these listed responsibilities for all teachers, the Tennessee State Laws specify the following responsibilities for vocational educators:

1. 0520-1-7 states that Trade and Industrial teachers must also meet certain requirements in work experiences (usually about 2 years) in order to be eligible for employment and that recertification requirements also include 12 weeks of work experience.

2. 0520-1-7-.02(2) requires the vocational educator to assist in providing part-time employment for needy students, to assist pupils in learning skills and personal characteristics essential for employment and to encourage students to prepare for leadership in their profession;

3. 0520-1-7-.03(2) et al. requires vocational teachers to include the activities of the recognized student organization as an integral part of their program;

4. 0520-1-7-.03(2) also requires the vocational teacher to establish an advisory committee;

5.0 0520-1-7-.03(2) et al. further requires that vocational teachers shall be responsible for instruction in the laboratory, shop and other educational experiences required as part of the program in addition to classroom instruction and to plan, develop and supervise records and reports as may be required by the State Department of Education. (Rules, Regulations, & Minimum Standards for State of Tennessee, 1979.)

Even though these laws would seem to delineate the responsibilities of academic and vocational teachers, they

are not all-inclusive. For example, all teachers are actively involved in developing and initiating a curriculum, coordinating all teaching efforts, preparing and grading tests, attending inservice programs, etc. (Moon, 1969 and Childers, 1969). Indeed local school systems may require any number of additional activities which are not listed per se in the law. Since some areas offer vocational courses in a vocational center while others offer the courses in a comprehensive high school, these duties may vary even more.

The law does connote recognition that vocational educators must also fulfill certain responsibilities associated with the teaching of a skill (Tennessee State Law 0520-1-7), but it in no way defines what all this truly encompasses. Studies by Sorenson (1978) and Brookings (1977) conclude that vocational teachers must be proficient in the skills which they teach and that they must keep up-to-date in the subject matter. Other studies demonstrate that vocational teachers must also know how to teach skills, job expectations, and job safety as well as being aware of new equipment and procedures in their fields (Strong, 1979).

The counseling responsibilities of educators are greater now than ever before. Increased mobility, fragmentation of the family and urbanization have contributed to an increasing need for teaching young people the skills of human relationship and behaving democratically. There is also an increased

demand to educate all people. These expectations were probably best summarized by Walter Mondale, Vice-President of the United States, in a speech at the annual National Education Association convention in 1979:

> The goals of American Public Education may be the most ambitious social goals any civilization has ever undertaken. Never before has a society said, as our has said, let us educate all our children, regardless of race or nationality or handicaps or sex. Let us build a system that respects the gifts of every child (Mondale, 1979, p. 29).

He also stated that "our society will provide special education for the unskilled as well as the physically, mentally and financially handicapped (Mondale, 1979, p. 29)." No longer is education simply the teaching of "reading, writing and arithmetic" because the acceptance of these social goals has added many duties to those formerly held by educators. These responsibilities, though, are not clearly defined in the law.

Summary

Although vocational education in its purest sense has always been present in the United States, it was not adopted as part of the education program as a whole until the 1960's. Indeed, the Vocational Education Amendment of 1968 truly developed the definition that vocational education would include all school activities designed to prepare individuals

for successful participation in work; while academic education would include those school activities having no direct reference to a particular field of work. This Federal Law has produced correlating state education laws. The laws imply that the secondary vocational teachers are expected to produce students worthy of entry-level employment or post-secondary enrollment whereas the academic teachers are expected to prepare students for entering post-secondary education programs.

As a result, the law does assign additional duties to the vocational teachers. Most of these duties are directly related to the job skills, job attitudes and professional and civic leadership skills which students must possess for successful employment. Even so, the literature review did not reveal any prior studies in which academic and vocational teacher duties have been compared. There has been no prior research conducted to identify the time actually spent by teachers fulfilling their job responsibilities.

CHAPTER 3

RESEARCH METHODOLOGY

The literature review indicated that no previous studies have been reported relevant to reporting the time actually spent by teachers in fulfilling their assigned duties. The review also revealed that there have been no prior studies which compared the job summaries of vocational and academic teachers. Since the survey of the Tennessee laws regarding teacher duties revealed that there are additional responsibilities assigned to vocational teachers, this study was developed as a means of comparing the duties of secondary vocational and academic teachers. It was also developed so that the time actually spent by vocational and academic teachers completing their duties could be compared. This chapter will describe how this study was conducted.

Sample

The Directory of Public Schools 1980-81 listed 2886 secondary teachers in West Tennessee. The Vocational-Technical Education Directory of Personnel 1980-81 listed 764 secondary vocational teachers in West Tennessee. These figures indicated that 27% of the secondary, West Tennessee teachers are classified as vocational teachers while the remaining 73% are classified as academic teachers. Using

the formula $N = (Z/e)^2 (p) (1 - p)$ found in Tuckman's Continuing Educational Research, (1978) it was ascertained that 131 subjects would provide a confidence level of 99% and a sampling error of 0.10. Based on the percentage of academic and vocational secondary educators in West Tennessee, 96 of the subjects were academic teachers and 35 of the subjects were vocational teachers. Having obtained these figures, the subjects were randomly selected from the Tennessee Directory of Public Schools 1980-81 and from the Tennessee Vocational-Technical Education Directory of Personnel 1980-81.

Design of the Study

This nonexperimental study utilized the mailing of questionnaires to a random sampling of secondary vocational and academic teachers in the public school systems in West Tennessee. The questionnaire contained a list of duties which might be assigned to teachers. The subjects were then asked to identify the duties which were assigned to them by filling in the time they spent on each duty in the space provided. The returned questionnaires were then tallied as to the precent of teachers completing each task and to the time spent by the teachers completing their jobs. These figures were also computed for the vocational and academic teachers respectively. These figures were then compared for any differences.

Instrumentation

In an effort for the questionnaire to be inclusive of all responsibilities which might be assigned to teachers, a survey of the literature was first conducted. None of the reports available included duties of both academic and vocational teachers and several of those reviewed included many of the same duties. Thus, a summary of duties from studies reported by Saylor (1979), Moon (1969), Gallagher (1978), and Biggs (1977) was developed to be used on the questionnaire. Since the majority of these reports were relevant to academic teacher duties and were several years old, it was decided to pursue an additional measure.

Fifty (50) teachers at a local, comprehensive high school were asked to keep a diary for one week. They were instructed to make a list of every teaching duty they did during that week. Thirty (30) of the teachers responded to this request and submitted their diaries. The duties contained in these diaries were then compiled into an inclusive list.

This listing of teacher duties was then added to the listing of duties compiled from the literature survey. Any redundant listing of a duty was deleted so that the final list contained about 100 duties. Some of these duties—such as calling roll, completing class absence roster,

requisitioning repairs—were considered to be closely related enough to list under one duty title (completing administration/office reports). Thus, a final list was developed which contained sixty-two (62) duties.

This list was then developed into a questionnaire. Those duties most commonly performed annually, or semi-annually, were listed under a heading of annual duties while those duties done daily, or weekly, were listed under a heading of weekly. An accompanying space was then provided for the subjects to fill-in the time spent performing each duty. This initial questionnaire (Appendix A) was then reviewed by the researcher's graduate committee chairman for clarity and conciseness.

Following this review, the instrument was pilot tested by five (5) vocational and ten (10) academic teachers randomly selected from McNairy Central High School. These teachers were asked to complete the questionnaire and to provide their perceptions on each competency's importance in defining tasks performed by secondary teachers in the West Tennessee public schools. Responses to the competencies were then item analyzed so that any duties with low correlation coefficients could be eliminated. There were several competencies of this nature on the questionnaire. One of these items read, "diagnosing learning problems of students and implementing appropriate action." It was

changed to read, "diagnosing learning problems of students and implementing appropriate action to overcome them." Each of the other competencies with a low correlation coefficient was reworded. Some of the competencies were changed from the annual to weekly heading and vice versa. One competency regarding participation in community civic organizations was deleted upon a majority consensus by the teachers participating in the pilot testing that it was irrelevant.

The revised questionnaire was then pilot tested by another five (5) vocational and ten (10) academic teachers randomly selected from McNairy Central High School. Using the responses of this group, another reliability check of the instrument was made. There were no competencies with low correlation coefficients so the statements were verified as reliable. A question asking the subjects to list the subjects they taught was included to be used in determining which returns were from vocational teachers and which were from academic teachers.

This instrument was then sent to The University of Tennessee Department for Graduate Studies and Research with an application for approval to conduct this project. When this approval was obtained, the instrument was ready to be utilized (Appendix B).

Procedure

A cover letter was written to accompany each questionnaire. The cover letter explained the reason for the project and requested the subjects' participation. It assured the subjects that their identities and responses would be confidential. It also explained that their completion of the questionnaire and return of it to the researcher would constitute their informed consent as a participant of the study (Appendix C).

This cover letter and questionnaire was sent to one hundred thirty-one (131) secondary vocational and academic teachers in the public school systems of West Tennessee. Since a list of names of academic teachers was unavailable, the questionnaires were directed to the subjects by the various subject classifications: English, Algebra I and II, geometry, general science, chemistry, biology, advanced biology, physics, physical education, band, American history, world history, civics, foreign language, typing and economics. The questionnaires to the vocational teachers were mailed to them by name as listed in the Tennessee Vocational-Technical Directory of Personnel 1980-81.

Follow-up questionnaires and letters were sent two (2) weeks after the initial mailing to the subjects who had not responded. Six weeks after the initial mailing, seventy-eight (78) academic responses and twenty-nine (29) vocational

responses had been received. Since ninety-six (96) questionnaires were mailed to academic teachers and thirty-five (35) were mailed to vocational teachers, this constituted a return of 81% and 83% respectively. This return was deemed sufficient for valid results.

Tabulating the Data

Each item on the questionnaire was tabulated for the total time, mean and standard deviation (Tuckman, 1978). The total number of academic and vocational teachers performing each responsibility was tabulated so that the percentage of teachers performing each duty could be obtained A comparison was then made regarding the time spent by vocational and academic teachers in fulfilling each duty.

Summary

This nonexperimental study utilized the mailing of ninety-six (96) questionnaires to randomly selected secondary academic teachers and thirty-five (35) questionnaires to randomly selected secondary vocational teachers in the West Tennessee public school systems. There was a return of 81% of the academic questionnaires and 83% of the vocational questionnaires. The questionnaire contained sixty-two (62) sample teacher duties. These were complied from a survey of

studies conducted to define teacher duties and from diaries kept by thirty (30) teachers at McNairy Central High School and was pilot tested twice. The duties on the questionnaire were divided into weekly and annual duties and the subjects were asked to fill-in the time spent doing each duty in the space provided. The total time, mean and standard deviation was tabulated for each item for academic and vocational return-questionnaires. Comparisons as to percentage of academic and vocational subjects performing each duty and the time spent completing each duty were also made.

CHAPTER 4

ANALYSIS OF DATA

Following the presentation in Chapter 3 regarding how this study was developed and instrumented, the data gathered must be analyzed. The actual results as to the percentage of teachers performing each duty and the time spent on each duty will be presented in this chapter.

Research Question One

On the responsibilities performed annually, 50% or more of the academic subjects indicated "NA," or no time spent, on items 8, 9, 11 and 13 (Table 1). There were no items on the questionnaire on which any of the vocational subjects indicated "NA" or no time spent. Also noted in Table 1, only the annual duties 3 and 17 were completed by less than 50% of the vocational subjects.

As noted in Table 2, items number 28 and 32 on the weekly listing of duties were marked "NA" by all academic subjects. Fifty percent or more of these subjects also indicated "NA" or no time spent on the weekly items 20, 21, 24, 26, 28, 29, 30, 31, 33, 36, 37, 39, 40 and 41. On the other hand, 50% or more of the vocational subjects indicated "NA" or no time only on the weekly items 21, 23 and 41. Thus, it would seem

TABLE 1 MEANS, STANDARD DEVIATIONS, AND PERCENTAGES FOR ANNUAL DUTIES OF ACADEMIC AND VOCATIONAL SUBJECTS

	Annual Duties	Academic Mean	Academic S.D.	Academic %	Vocational Mean	Vocational S.D.	Vocational %
1.	Review of literature	26.0	1.7	73	18.0	15.2	83
2.	Review of textbooks	16.0	11.6	64	4.8	3.3	83
3.	Review of other curricula	12.0	8.0	62	9.6	10.9	50
4.	Preparation of curriculum	19.8	12.5	90	33.4	14.9	100
5.	Review of audio-visual materials	15.9	23.3	69	16.0	2.0	80
6.	Review of TV and Radio specials	9.8	15.5	59	15.4	15.5	76
7.	Attend inservice programs	50.9	24.5	100	44.2	14.6	100
8.	On-the-job work experience	17.4	18.1	25	73.3	24.3	93
9.	Job analysis	9.0	10.1	5	6.4	2.9	86
10.	Consult other teachers	17.6	10.8	80	16.4	16.1	76
11.	Craft committee meetings	16.0	14.9	6	64.2	8.9	93
12.	Faculty Meetings	18.8	14.8	94	16.6	7.5	80
13.	Public Relations	5.0	3.1	43	8.0	3.9	97
14.	Attending extracurricular activities	21.6	15.1	80	20.3	11.7	86
15.	Serving as class sponsor	21.6	26.7	54	15.1	7.3	50
16.	Sponsor youth organizations	36.0	27.1	50	160.8	32.9	93
17.	Attend PTA meetings	8.0	6.1	56	8.6	3.7	50
18.	Attend department meetings	10.2	6.9	73	7.8	2.7	93
19.	Ordering and storing supplies	8.7	6.8	65	27.0	12.7	100
20.	Total mean hours	340			566		

TABLE 2 MEANS, STANDARD DEVIATIONS, AND PERCENTAGES FOR WEEKLY DUTIES OF ACADEMIC AND VOCATIONAL SUBJECTS

	Weekly Duties	Academic			Vocational		
		Mean	S.D.	%	Mean	S.D.	%
1.	Develop and write lesson plans	3.6	2.3	100	2.9	1.1	100
2.	Prepare written materials	4.5	7.3	90	3.2	1.5	100
3.	Preparing lesson plans	3.4	1.9	100	3.0	1.8	100
4.	Preparing tests	3.4	1.9	100	2.2	0.9	100
5.	Grading and recording tests	5.4	8.6	100	2.6	1.3	100
6.	Presenting lesson plans	17.4	9.4	100	13.1	6.4	100
7.	Preparing bulletin boards	1.1	0.69	72	2.3	3.6	60
8.	Grading and recording papers	3.7	2.7	100	2.8	1.5	100
9.	Caring for equipment	2.0	2.2	75	2.6	1.3	97
10.	Recognizing and solving learning problems	1.7	1.7	78	2.3	1.5	86
11.	Recognizing and solving discipline problems	1.4	1.3	80	2.2	2.6	86
12.	Completing permanent records	1.2	1.1	77	2.0	1.6	90
13.	Establishing and enforcing classroom rules	1.4	1.5	81	2.6	1.8	100
14.	Completing administrative reports	1.4	1.1	100	2.7	3.1	100
15.	Prepare and check class rolls	1.1	0.8	100	1.4	1.2	100
16.	Clean and straighten room	1.0	1.0	78	1.0	0.8	100
17.	Open and close room	0.9	0.8	74	0.8	0.8	93
18.	Report to room before students	2.8	7.5	100	1.8	1.1	100
19.	Remain in room after students	1.5	1.2	86	2.5	2.2	83
20.	Provide resource materials	0.9	0.8	47	1.2	1.2	76
21.	Perform early/late bus duty	0.9	0.5	37	1.3	1.6	45
22.	Work extracurricular activities	1.2	1.7	65	3.4	1.9	50
23.	Supervise independent study	1.6	1.6	62	1.8	1.7	41
24.	Prepare for lab experiences	1.1	0.5	33	1.9	1.2	80
25.	Prepare "make-up" work	1.1	0.8	66	1.7	1.7	83
26.	Supervise lab experiences	2.8	1.8	20	15.4	6.1	100

TABLE 2 continued

	Weekly Duties	Academic Mean	Academic S.D.	Academic %	Vocational Mean	Vocational S.D.	Vocational %
27.	Selecting, placing and supervising students on-the-job	0	0	0	6.1	5.6	55
28.	Complete classroom evaluations	0.8	0.4	41	2.5	2.0	76
29.	Complete student lab and/or work evaluations	0.8	0.5	23	2.0	1.4	97
30.	Complete State forms	0.5	0.4	36	1.3	1.4	83
31.	Complete annual course evaluations	1.2	1.1	12	6.1	3.3	97
32.	Complete annual graduate student evaluations	0	0	0	1.4	1.7	76
33.	Perform duties during "free time"	1.3	1.8	46	1.2	1.1	70
34.	Assist students in job or college placement	0.7	0.9	50	1.3	1.4	97
35.	Teach social skills to students	1.3	3.6	60	2.6	4.3	90
36.	Public relations within work areas	0.9	0.6	9	1.7	1.4	90
37.	Public relations within community	1.7	4.3	40	1.2	0.9	83
38.	Participating in Professional Teacher Organizations	1.3	3.6	58	0.9	0.5	60
39.	Participating in other Professional Organizations	1.9	5.1	30	0.8	0.4	50
40.	Teach civic and social awareness	0.9	0.7	44	2.0	2.1	50
41.	Teach in community agencies outside school	0.9	0.4	26	0.7	0.5	17
42.	Total mean hours	114			113		

that secondary vocational teachers do have more duties assigned to them.

Research Question Two

The total average time spent by academic subjects on annual duties was 340 hours and that spent by vocational subjects was 566 hours (Table 1). The academic subjects spent a total average time of 114 hours on weekly duties while vocational subjects averaged a total of 113 hours per week (Table 2). Thus, vocational teachers spend an average of 226 hours more per year than academic teachers. Conversely, based on a 36 week school year, academic teachers spend an additional 36 hours per year on fulfilling weekly responsibilities than do vocational teachers. Based on this generalization, the vocational subjects spend an average of 190 additional hours per year fulfilling their duties than do the academic subjects. The validity of the time spent on the weekly duties is supported by the small standard deviation. The time spent on annual duties by both classifications of teachers shows considerable differences as indicated by larger standard deviations (Table 1).

Research Question Three

Which job responsibilities require more time of the vocational subjects than of the academic subjects? There were, of course, varying degrees of difference among the 62

items as to time spent by the subjects in fulfilling a job responsibility. Table 3 depicts those duties which exhibited the greatest variances. Even though the academic subjects spent four hours more per week in the classroom, the vocational subjects spent 13 hours more per week in the laboratory (shop) area. The truly great difference is in time spent sponsoring a youth organization: 160 hours per year per vocational teacher as opposed to 36 hours per year per academic teacher. Additionally, certification requirements result in an average 32 hours per year on-the-job work experience by vocational subjects and only 17 hours per year by academic subjects. Another area of great difference is the ordering, receiving and storing of supplies (27 hours vocational and 9 academic). Finally, the vocational teachers average 64 hours per year while the academic teachers only average 16 hours per year in craft committee meetings. Thus, the duties resulting in the greatest variances are the extra duties required by law, required for certification and required by the nature of vocational education (teaching skills in using equipment, etc.) (Table 2).

Summary

The analysis of the data would seem to provide some answers to the research question upon which this study was based, "Do vocational teachers have more job responsibilities than academic teachers?" The answer as deduced from this

TABLE 3 AREAS OF GREATEST TIME DIFFERENCES

Duty	Average Time of Academic	Average Time of Vocational
Preparing Curriculum	19.8 hours/year	33.4 hours/year
On-the-Job Work Experience	17.4 hours/year	73.3 hours/year
Advisory/Craft Committees	16.0 hours/year	64.2 hours/year
Class Sponsor	15.1 hours/year	21.6 hours/year
Youth Organization Sponsor	36.0 hours/year	160.0 hours/year
Ordering Supplies, etc.	8.7 hours/year	17.0 hours/year
Conducting Classroom	17.4 hours/week	13.1 hours/week
Supervising Lab Work	2.8 hours/week	15.4 hours/week
Placing Students in Jobs	0.0 hours/week	6.1 hours/week
Annual Course Evaluation	1.2 hours/week	6.1 hours/week
Student Follow-up Surveys	0.0 hours/week	1.4 hours/week
Teaching Social Skills	1.3 hours/week	2.6 hours/week

study is, "Yes." As declared in Tennessee State Law, there are five (5) additional duties assigned to vocational teachers. The results of the study also indicated that vocational teachers do have more duties assigned to them than do the academic teachers. The study indicated that vocational teachers spend 190 additional hours per year fulfilling their job summaries than do the academic teachers. Finally, the results of the study implicate that the additional vocational duties required by law results in increased demands on the vocational teachers. To sponsor a youth organization as an integral part of the curriculum and to coordinate the curriculum with the community agencies require extra effort from the vocational teachers.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The preceding chapter presented the analysis of the data. To simply state the facts, though, produces additional questions as to their interpretation. Thus, this chapter will discuss the apparent meaning of the data.

Summary

Initially, it seems that during the school year, teachers have barely enough time to sleep since the study indicates 112 or 113 hours per week out of a total 168 hours per week are spent on assigned teaching responsibilities This is probably more of an indication of the difficulty in obtaining true time estimates. Subjects who are disgruntled with salary, working conditions, etc. may intentionally overestimate the time actually spent. The annual job responsibilities are also difficult to estimate accurately and the clock hours worked will vary from year to year and week to week. Since many duties are performed concurrently, the time reported on some duties may be overlapping. There is the possibility of variance in duty assignments between vocational teachers employed in secondary

comprehensive programs and secondary vocational centers. Thus, the study includes vocational teachers assigned to both areas.

Overall, the study indicated that the vocational subjects participating spend an average of 190 additional hours per year fulfilling their job responsibilities. Although the total clock hours indicated by the study may be inaccurate, the general validity of the results are probably reasonable because the Tennessee State Laws do include five additional job responsibilities for vocational teachers—above those assigned to academic teachers: additional duty assignments would probably result in working longer clock hours.

The analysis of the information notes that the majority of all secondary teachers participating in the study indicated that the school administrators do assign responsibilities such as bus duty, faculty meetings, completion of reports, etc. in addition to classroom instruction. A larger percentage of academic subjects indicated supervision of independent study (62%) than did the vocational subjects (41%). Additionally, 94% of the academic teachers indicated attendance at faculty meetings as opposed to only 80% of the vocational teachers.

A larger percentage of the vocational subjects indicated duties such as public relations within the community and work

agencies, maintaining equipment and supplies, preparing and supervising laboratory experiences, course evaluations, student follow-up, teaching social skills, sponsoring a youth organization, and job placement than did the academic subjects. These duties can be directly attributed to the additional responsibilities outlined in the Tennessee State Laws 0520-1-7. There is also the possibility of some correlation between the larger percentage of vocational subjects reporting teaching social skills and serving as youth organization sponsors. Indeed, the variance in the percentage of vocational teachers and academic teachers sponsoring a youth club seems to account for a large portion of the additional time spent by vocational teachers in fulfilling their job responsibilities: 160 hours per year per vocational teacher and 36 hours per year per academic teacher. The goal of vocational education to prepare students for employment explains the time spent by the vocational subjects in providing lab experiences, job placement, work agency public relations, student follow-up, and craft committee meetings. This goal also helps to explain why a larger percentage of the vocational subjects are fulfilling these kinds of responsibilitees than are the academic subjects.

Conclusions

The results of this study demonstrated that the secondary vocational and academic educators in West Tennessee do spend

an average of 112 hours per week fulfilling their assigned duties. They further indicated that these educators spend an average of 453 additional hours annually completing their job responsibilities.

More specifically, the results of this particular study demonstrated that secondary vocational teachers in West Tennessee spend more time than the academic teachers fulfilling their assigned responsibilities. The results also indicated that the vocational subjects generally have a larger number of duties assigned to them and that these are the responsibilities which require the vocational subjects to work more clock hours. These duties are the ones directly related to the vocational education.

Implications

The larger standard deviation visible in the time spent by teachers on the items listed under annual duties on the questionnaire indicate that there is a large difference among the teachers in the time spent. Maybe this indicates some teachers are more industrious in their work; but some teachers may be slow workers or day-dreamers. Even so, there is an implication that the state salary schedule—based on the premise that all people are equal in ability and effort—is based on a false assumption. The recent advent of pro-rated schedules on the local level could be quite advantageous in

adjusting teacher salaries so that they are commensurate to the teachers' varying efforts. This study reveals that the state salary schedule certainly does not pay teachers commensurate with their job summaries.

Studies reveal that more workers today, than ever before, are seeking recognition for their achievement financially and otherwise. These studies further reveal that the income level is secondary to the feeling of self-actualization (Saylor, 1979). Thus, the premise of the "same pay for all" can be very demoralizing to the teachers who "try harder."

Furthermore, teachers are working for a living like all employees. The time required of the teachers by the school systems seems to be high compared to the average pay level. The long-range result may be that education administrators will be able to employ few, if any, quality teachers. The better employee prospects may pursue other careers. This is especially true of vocational teachers who possess the skills to pursue jobs with better pay and with increased opportunities for advancement. Additional duties require additional time to complete them. Salaries must be commensurate with job responsibilities in order to attract and maintain quality personnel. Without quality educators, secondary vocational education will surely fail to fulfill its goal of preparing students for job placement and for pursuit of post-secondary education in their chosen fields. If vocational education

fails to do this, then all secondary education will fail to fulfill its goal of educating all American youth.

Recommendations for Further Study

It is recommended that additional studies are necessary to further substantiate the results of this study. It is also suggested that the questionnaire might be revised so as to place the weekly items 30, 31, and 32 (Appendix D) under the annual duties. The validity of the questionnaire might also be improved by combining weekly items 6, 13, and 15 (Appendix D) under one item entitled "conducting class." Weekly items 4, 5, and 8 (Appendix D) might also be included under a single item. Annual item 9 (Appendix D) needs a definition as to whether it is an analysis of the subject's job or of the tasks to be taught—which was the intended definition in this study.

In fact, to truly compare differences in duty assignments and the time required to fulfill them, it might be best to change the questionnaire so that it initially requests the subjects to indicate how much time they are required to spend at school for each school day. The remainder of the duties, then, would only be those which are extracurricular and require teacher time in addition to the regular school hours. This would simplify the questionnaire and the data analysis. It would probably produce more realistic results in that the

total time spent would not be more hours than there are in a week—this resulted from duties which can be done concurrently during the school day.

Finally, the results of any additional studies need to be shared with those persons responsible for developing teacher salary scales. They also need to be shared with the major professional education organizations and they should most certainly be shared with education administrators.

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APPENDIXES

APPENDIX A

Survey of Secondary Teacher Responsibilities

1. What subject/subjects do you teach?

2. What is your annual salary?

The lists below contain many of the duties often assigned teachers. Please complete the time you spend completing each one. Feel free to add additional, unlisted duties in the appropriate space. If a particular duty is not assigned to you, please indicate by placing "NA" on the accompanying line under time spent. The first list contains duties most commonly completed annually or periodically throughout the year.

Item	Time spent/year
1. Review of related literature in magazines, books, papers, etc.	_____
2. Review of textbooks	_____
3. Review of other curricula	_____
4. Preparation of your curriculum	_____
5. Review of audio-visual materials	_____
6. Review of television and radio specials relevant to subject	_____
7. Attend inservice training programs	_____
8. On-the-job work experience to update technical skills	_____
9. Job analysis	_____
10. Consulting with other teachers re curricula	_____
11. Advisory/Craft committee meetings	_____
12. Faculty meetings	_____
13. Preparing and presenting publicity about subject	_____
14. Attending school functions after hours	_____
15. Serving as class sponsor	_____

16. Sponsoring youth organization (include all club projects, District, State, National meetings) _____
17. Attend Parent-Teacher Organization meetings _____
18. Attend Departmental meetings and Serving on Faculty Committees _____
19. Ordering, receiving and storing supplies _____
20. Other _____

The following list contains duties performed more frequently.

Item		Time spent/week
1.	Developing and writing lesson plans	
2.	Preparing written instructional materials	
3.	Selecting and preparing methods of presenting lesson (lecture, discussion, demonstration, etc.)	
4.	Preparing tests	
5.	Grading and recording tests	
6.	Presenting lesson plans (lecture, discussion, etc.)	
7.	Planning and preparing bulletin boards	
8.	Grading papers and recording grades	
9.	Prepare equipment for use; clean and store	
10.	Recognizing learning problems of students and implementing appropriate action to overcome them	
11.	Recognizing discipline problems and implementing appropriate disciplinary action	
12.	Completing student permanent records and report cards	
13.	Establishing classroom rules and enforcing them	

14. Completing administration and office reports (e.g., absentee lists, lesson plan copies, collecting and reporting student fees, writing receipts, requisitioning repairs, etc.) _____
15. Preparing and checking class rolls _____
16. Cleaning and straightening room _____
17. Opening and closing room (i.e. unlock door, turn lights and heat on/off, etc.) _____
18. Reporting to work prior to students' arrival _____
19. Remaining at work after students' departure _____
20. Obtaining and arranging resource materials for student use in library/room _____
21. Performing early/late bus parking lot duty _____
22. Working at ball games and other school functions _____
23. Supervising independent study of students other than regular class time _____
24. Preparing students' assignment for lab experiences _____
25. Preparing "make-up" assignments for "absent" students _____
26. Supervising student lab experiences _____
27. Selecting, placing and supervising students in approved community agencies _____
28. Averaging grades and doing student classroom evaluations _____
29. Completing student lab and/or work evaluations _____
30. Completing forms for State Dept. of Education (i.e., MIS forms, course objectives, curricula, ADA, courses and student evaluations, follow-up survey of graduates, etc.) _____
31. Completing annual course evaluations _____
32. Completing annual graduate student evaluation _____

33. Performing hall monitoring, cafeteria duty, monitoring of restrooms, etc. _____

34. Assisting students in college applications, job applications, references, etc. _____

35. Teaching social skills to students (relating to others, being cooperative, appreciative, dependable, punctual, honest, ambitious, etc.) and supervising students during school programs _____

36. Establishing and maintaining positive relationships with community work agencies and preparing their staffs for student supervision _____

37. Establishing and maintaining positive relationships with community _____

38. Participating in Professional Teacher Organizations _____

39. Participating in other related Professional Organizations _____

40. Teaching awareness of the community's economical, political, and social functions to students _____

41. Teaching in Community agencies outside school _____

42. Other _____

APPENDIX B

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
KNOXVILLE 37916

OFFICE OF THE VICE CHANCELLOR FOR
GRADUATE STUDIES AND RESEARCH

March 25, 1981

404 ANDY HOLT TOWER

AREA 615
TELEPHONE: 974-3466

Dr. L. Evans Roth
Vice Chancellor for Graduate
Studies and Research
404 Andy Holt Tower
The University of Tennessee
CAMPUS

Dear Dr. Roth:

Margaret Emmons, Department of Vocational-Industrial Education, submitted a project entitled "A Comparative Study of Tasks Performed by Secondary Vocational and Academic Teachers in West Tennessee," CRP #1185. The departmental human subjects committee has reviewed and approved this project. In their judgment, this project comes within that section of their approved guidelines which permits the Chairperson of the Committee on Research Participation to give approval to the project on behalf of the Committee.

After reviewing this project, I certify that it does conform to Committee and Departmental guidelines. Therefore, acting on behalf of the Committee, I have approved this project.

The responsibility of the project director includes the following:

1. Prior approval from the Committee must be obtained before any changes in protocol are instituted.

2. Signed consent statements from each experimental subject must be kept for the duration of the project and for at least three years thereafter.

3. The Committee must be informed of any physical or psychological effects on subjects for re-evaluation of the protocol approval.

4. A statement must be submitted (Form D) at 12-month intervals attesting to the current status of the project (protocol is still in effect, project is terminated, etc.)

The Committee wishes the project director success in her research endeavors.

Sincerely,

L. B. Cebik, Chair
Committee on Research Participation

/meg
cc: Margaret C. Emmons
Randal Pierce

APPENDIX C

280 Kirkpatrick Drive
Selmer, Tennessee 38375
March 1, 1981

Dear Teacher:

As a Health Occupations Instructor in West Tennessee who is trying to meet certification requirements and to satisfactorily complete a Master's Degree in Vocational Education through the University of Tennessee, I am in dire need of conducting a study and writing a thesis about it. Thus, I am requesting your assistance.

With the recent advent of teachers negotiating their contracts and with many of us being inundated with additional assignments by our administrators and legislators, I plan to gather information which might be useful to us in demonstrating the many duties of all teachers and the time it takes to actually fulfill them. I have developed the enclosed questionnaire and ask that you complete it for me. For convenience, I have tried to subdivide the assignments into those usually completed only once or twice a year and those done most every week. Any comments or additional duties I may not have included are welcomed and space has been provided for them.

Your response will remain anonymous in that the envelopes will be destroyed and the questionnaire will be numbered. I do need to have your response in hand by March 15, 1981, so that I may have time to tabulate the information prior to the Spring of 1981. This is so that the results can be available to anyone desiring them for use in negotiations and/or public relations. If you desire a copy, please send a self-addressed envelope to me and I will see that you receive the information.

Again, I request your assistance. If you do wish to participate in this study, please return your completed form to me in the enclosed, self-addressed envelope by March 15, 1981. Your return of the questionnaire will be considered your consent to be a participant in this study. Thank you for your time and cooperation and if you have any questions, you may call me at 901-645-5549.

Sincerely,

Gerry Emmons, Instructor
Health Occupations
McNairy Central High School

APPENDIX D

Survey of Secondary Teacher Responsibilities

1. What subject/subjects do you teach?

2. What is your annual salary?

The lists below contain many of the duties often assigned teachers. Please complete the time you spend completing each one. Feel free to add additional, unlisted duties in the appropriate space. If a particular duty is not assigned to you, please indicate by placing "NA" on the accompanying line under time spent. The first list contains duties most commonly completed annually or periodically throughout the year.

Item	Time spent/year
1. Review of related literature in magazines, books, papers, etc.	_____
2. Review of textbooks	_____
3. Review of other curricula	_____
4. Preparation of your curriculum	_____
5. Review of audio-visual materials	_____
6. Review of television and radio specials relevant to subject	_____
7. Attend inservice training programs	_____
8. On-the-job work experience to update technical skills	_____
9. Job analysis	_____
10. Consulting with other teachers re curricula	_____
11. Advisory/Craft committee meetings	_____
12. Faculty meetings	_____
13. Preparing and presenting publicity about subject	_____
14. Attending school functions after hours	_____
15. Serving as class sponsor	_____

16. Sponsoring youth organization (include all club projects, District, State, National meetings) _____
17. Attend Parent-Teacher Organization meetings _____
18. Attend Departmental meetings and Serving on Faculty Committees _____
19. Ordering, receiving and storing supplies _____
20. Other _____

The following list contains duties performed more frequently.

Item		Time spent/week
1.	Developing and writing lesson plans	
2.	Preparing written instructional materials	
3.	Selecting and preparing methods of presenting lesson (lecture, discussion, demonstration, etc.)	
4.	Preparing tests	
5.	Grading and recording tests	
6.	Presenting lesson plans (lecture, discussion, etc.)	
7.	Planning and preparing bulletin boards	
8.	Grading papers and recording grades	
9.	Prepare equipment for use; clean and store	
10.	Recognizing learning problems of students and implementing appropriate action to overcome them	
11.	Recognizing discipline problems of students and implementing appropriate disciplinary action	
12.	Completing student permanent records and report cards	
13.	Establishing classroom rules and enforcing them	

14. Completing administration and office reports (e.g., absentee lists, lesson plan copies, collecting and reporting student fees, writing receipts, requisitioning repairs, etc.) _____
15. Preparing and checking class rolls _____
16. Cleaning and straightening room _____
17. Opening and closing room (i.e., unlock door, turn lights and heat on/off, etc.) _____
18. Reporting to work prior to students' arrival _____
19. Remaining at work after students' departure _____
20. Obtaining and arranging resource materials for student use in library/room _____
21. Performing early/late bus parking lot duty _____
22. Working at ball games and other school functions _____
23. Supervising independent study of students other than regular classtime _____
24. Preparing students' assignment for lab experiences _____
25. Preparing "make-up" assignments for "absent" students _____
26. Supervising student lab experiences _____
27. Selecting, placing and supervising students in approved community agencies _____
28. Averaging grades and doing student classroom evaluations _____
29. Completing student lab and/or work evaluations _____
30. Completing forms for State Dept. of Education (i.e., MIS forms, course objectives, curricula, ADA, courses and student evaluations, follow-up survey of graduates, etc.) _____
31. Completing annual course evaluations _____

32. Completing annual graduate student evaluation _____

33. Performing hall monitoring, cafeteria duty, monitoring of restrooms, etc. _____

34. Assisting students in college applications, job applications, references, etc. _____

35. Teaching social skills to students (relating to others, being cooperative, appreciative, dependable, punctual, honest, ambitious, etc.) and supervising students during school programs _____

36. Establishing and maintaining positive relationships with community work agencies and preparing their staffs for student supervision _____

37. Establishing and maintaining positive relationships with community _____

38. Participating in Professional Teacher Organizations _____

39. Participating in other related Professional organizations _____

40. Teaching awareness of the community's economical, political, and social functions to students _____

41. Teaching in Community agencies outside school _____

42. Other _____

VITA

Margaret Carroll (Gerry) Emmons was born in Knoxville, Tennessee, attended school in Knoxville and Powell, Tennessee, and graduated from Bearden High School. She received a Bachelor of Science degree in Nursing from The University of Tennessee College of Nursing in Memphis, Tennessee.

Her work experiences include general nursing at LeBonheur Children's Hospital in Memphis and McNairy County General Hospital in Selmer. She was also Director of Nursing at McNairy County General Hospital in Selmer, Tennessee, and Instructor of Nursing at Northeast Mississippi Junior College in Booneville, Mississippi. For the past five (5) years she has been Health Occupations teacher at McNairy Central High School in Selmer, Tennessee.

She is married to a teacher, Jerry Lyn Emmons, and has two sons, Jerry and Jay.