

To the Graduate Council:

I am submitting herewith a thesis written by Linda McMahan Branam entitled "Job Sharing: Attitudes Among Elementary School Teachers." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment for the degree of Educational Specialist, with a major in Educational Psychology and Guidance.

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JOB SHARING: ATTITUDES AMONG ELEMENTARY SCHOOL TEACHERS

A Thesis

Presented for the

Specialist in Education

Degree

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ABSTRACT

The purpose of this study was to assess existing attitudes of elementary classroom teachers concerning the concept of job sharing as it applies to the field of education. School systems within the East Tennessee Development District were chosen due to its proximity and accessibility of data. One hundred eighty-six schools were identified as elementary level utilizing self-contained classrooms. From these schools, nineteen were selected at random for data collection purposes.

The primary method of data collection was a questionnaire assessing present job satisfaction, future aspirations, and general attitudes toward job sharing in education. A list of the two hundred seventy-one faculty members to be surveyed was obtained. Each teacher was then mailed a questionnaire and a stamped, self-addressed envelope. No marks of identification were used, thereby insuring total anonymity.

The major findings of the research were that elementary school teachers surveyed tend to view job sharing favorably, believe that it may be functional for elementary school educators, and that 83 percent of the teachers surveyed indicated a desire to participate in, or be given the option to participate in, job sharing at present or in the future.

Data included age, sex, and educational level of those surveyed. The major purpose for job sharing expressed by respondents was to aid in family commitments, with educational improvement next, followed by desire for increased leisure time. More than three-fourths of those responding believe part-time teachers to perform as well or better than full-time instructors. Although fewer than one-fourth of the

respondents expressed a desire to participate in job sharing at the present time, another one-third expressed a desire to do so in the future.

Implications from these findings are far reaching. As the life style of Americans continues to change, interest in job sharing as an alternative to full-time employment will likely continue to increase. School boards and administrators will need useful data in assessing need, desirability, and feasibility of job sharing programs. It is with this aspect in mind that this thesis was prepared.

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CHAPTER I

INTRODUCTION

A. Problem Statement

Since a job sharing project as an alternative to full-time teaching is presently being implemented in East Tennessee, and since the National Education Association has recently endorsed the option of voluntary job sharing ("Delay Election Predictions, NEA Urges," 1981), much more information is needed about job sharing. However, no research has been done in this geographic area; therefore, this study is directed toward filling this research void.

B. Rationale

In the modern technological society of today there lingers a controversial issue: Can providing flexibility in work schedules benefit employers or employees sufficiently to justify its existence? This question looms even more vividly in both the private and public sector today. An ever-increasing number of employees are expressing interest in permanent part-time employment, or job sharing.

Although job sharing has been an integral part of the private sector for some time, it is a somewhat new concept in the public sector. Job sharing arrangements are established in education in greater numbers than in other professions, however, particularly at the elementary level. These programs are found most frequently in Alaska, California, Oregon, and Washington (Meier, 1979). In most areas of the United

States, especially East Tennessee, job sharing is still in the embryonic stage in the educational setting.

School systems have provided leaves of absence, sabbatical leaves, and personal leave as alternatives to full-time employment. Job sharing has been suggested as a possible answer to job dissatisfaction as well as to more positions for the increasing numbers of educators seeking employment.

Policymakers within school systems are beginning to recognize the increasing possibility of job sharing requests in the near future. In Newport, Tennessee, a job sharing arrangement is now entering its third year, after having been initiated by the school board as a one-year experimental program. In order to determine policies and procedures most beneficial to both educators and students, administrators and school boards will need data on which to base their decisions. It is with this fact in mind that this study was undertaken.

C. Statement of Purpose

The purpose of this study was (1) to determine the current beliefs and attitudes of classroom teachers toward the concept of job sharing; (2) to obtain and describe data relating 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.

D. Importance of the Study

As the practice of job sharing increases, more educators are becoming aware of its possible implications in the future of education.

Administrators, supervisors, school board members, teachers, and the general public are indicating interest in the positive and negative aspects of job sharing among teachers.

Job sharing is becoming increasingly important due to the problems of teacher surplus and teacher "burn-out." It is being suggested as a possible alternative to both of these current problems in education; therefore, it is with interest and scrutiny such programs are being observed by school board members, administrators, and supervisors.

This study will, hopefully, assist educators in determining existing attitudes and future possibilities concerning job sharing among elementary school teachers within the East Tennessee area.

E. Definition of Terms

The first two definitions presented include the specific or operational definitions used in this study. Other terms are defined to provide a clear understanding of how they are used in the review and discussion.

Job Sharing. Job sharing as it appeared on the questionnaire is defined as an arrangement in which two employees share the responsibilities and duties of one full-time position. Alternative terms used include pairing, twinning, and tandem employment.

Self-Contained Classroom. An arrangement in which a group of students spent most of the school day with one teacher who teaches most of the subjects.

Job Splitting. Job splitting is an arrangement in which one full-time position is divided between two employees, with little or no interaction required between the two employees.

Flexitime. The arrangement by which working hours are made flexible, as opposed to the traditional structured working hours.

Reversibility. The right of job sharing employees to return to full-time work.

F. Basic Assumptions

This study was based upon the following assumptions:

1. That elementary school teachers in the East Tennessee Development District are typically representative of elementary school teachers;
2. That these teachers will accurately report their opinions and attitudes by means of a written questionnaire;
3. That the teachers will respond honestly and sincerely on such a questionnaire; and
4. That the questionnaire is designed to accurately and comprehensively determine the needs, desires, and opinions of these teachers toward job sharing.

G. Limitations of the Study

1. The population used in this study was limited to elementary school teachers in the twenty-seven public school systems in the East Tennessee Development District.
2. Only schools utilizing self-contained classrooms were included, thereby somewhat limiting the generalizability of the results.

3. Participants were selected by random sampling of individual school faculties rather than random selection of individual teachers.

4. Self-report instruments (questionnaires), while useful in determining specific data, are somewhat limited and may not provide total information concerning attitudes, needs, and problems.

H. Organization of the Report

This chapter has been devoted to a general introduction regarding the purpose and importance of the study and its theoretical basis. Terms used in the study were operationally defined and the limitations were delineated.

Chapter II provides a review of related professional literature dealing with the various aspects of the study. Chapter III includes a description of the population, as well as methods and procedures used in data collection. Chapter IV includes the tabulated and analyzed data. Chapter V will present summary and discussion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Current Employment Trends

During the past decade, new efforts have been made to restructure the full-time forty-hour work week. Flextime, the four-day work week, job splitting, and job sharing are all presently being implemented as alternatives to the five-day, forty-hour weekly schedule. Even though literature and research have been published about job sharing in both the public and private sector, this review is based primarily on innovations in the educational field.

One of the early experiments in restructuring full-time positions by job splitting and job sharing was begun in 1968 by the Department of Health, Education, and Welfare (Meier, 1979). Labeled as a Professional and Executive Corps, it established new part-time positions for forty women. In its summary, a report of the Corps recommended that such work schedules be considered in operational or direct service jobs.

Catalyst, a New York organization founded to create new patterns of employment for college-educated women, began organizing job sharing and job splitting projects during the late sixties also. Their program instituted by the Massachusetts Department of Public Welfare in 1968 was evaluated as successful in terms of productivity and employee satisfaction (Meier, 1979). Meier (1979) notes that as more of the working force becomes part-time (one out of ten in 1960; one out of eight in 1970; one out of five and one-half today), the number of work flexibility

schemes is rising rapidly. Sabbatical leaves, compressed work weeks, and flextime are alternatives gaining much attention, as well as the job sharing concept.

More job sharing arrangements are already established in education than in other professions, particularly in the elementary schools. Although such programs may be found in isolated instances in many parts of the country, they are more numerous on the west coast—Alaska, Oregon, Washington, and particularly concentrated in the San Francisco Bay area in California.

Very few school districts actually promote the use of a job sharing option. Administrators usually perceive it as a method of obtaining new teachers or avoiding loss of teachers at times of declining enrollment.

In evaluations of many of these arrangements, school officials listed their advantages as including higher quality of teaching through greater skill diversity in a pair of teachers; greater enthusiasm and energy of teachers; retention of some more experienced teachers who would otherwise retire earlier; and by pairing two teachers of different salary levels, an actual financial benefit.

Meier (1979) also notes that no systematic, conventional procedures have been standardized from system to system concerning the provision of tenure regulations, benefits, and advancement procedures. The main issues for job sharers, however, concern time scheduling, unified teaching philosophy, task division, and the need for communication. Educators list their major issues as concerning eligibility for the option, numbers permitted, and criteria for returning to full-time teaching.

Basic criteria for the job sharing program include (1) that it is a voluntary option chosen by the employee; (2) that it involves the deliberate conversion of a full-time position; (3) that it is dependent on the existence of a partner or other half; and (4) that it includes provisions for fringe benefits (Meier, 1979).

Schedules of work time vary from one arrangement to another, often depending on the nature of the employment. Flextime is a current trend in some occupational areas. In such a plan, the employee works an agreed upon amount of time; however, these hours may be worked on a flexible schedule rather than the routine "nine-to-five" requirement. As long as the performance of the employee is comparable to the regularly scheduled worker, that employee may choose the hours that are most convenient (Meier, 1979).

Job sharing has somewhat incorporated the concept of flextime in varying schedules in which the partners work. Since certain working hours must be maintained in the public school, flexibility is limited to adjustments between partners within the allotted time limits. Table II-1 illustrates work schedules being utilized currently between job sharing partners (Adjusting Work Time: Three New Models, 1978, p. 17; A Booklet of General Information About Job Sharing, 1977, p. 6; Olmsted, B. and Markels, M., 1978, p. 24).

If current trends continue, one of every four workers in the United States will hold a college degree (Johnston, 1973). With this increase in the number of highly qualified workers seeking employment, job sharing may well serve as an alternative to unemployment or assumption of a position for which one is overqualified. In this

arrangement more technical, skilled and professional positions would be made available. Unless efforts are made to prepare for the increased academic training of employees in the future, many persons may be forced to accept boring, meaningless jobs unrelated to their training.

TABLE II-1
SHARED JOB SCHEDULES UTILIZED IN TEACHING TODAY

	Monday	Tuesday	Wednesday	Thursday	Friday											
A.	<table><tr><td>A</td></tr><tr><td>A</td></tr></table>	A	A	<table><tr><td>A</td></tr><tr><td>A</td></tr></table>	A	A	<table><tr><td>A B</td></tr><tr><td>A B</td></tr></table>	 A B	 A B	<table><tr><td>B</td></tr><tr><td>B</td></tr></table>	B	B	<table><tr><td>B</td></tr><tr><td>B</td></tr></table>	B	B	AM PM
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A = one job sharing partner.

B = second job sharing partner.

 = overlap time.

Schumacher (1979, p. x) identifies three purposes of human work: (1) to produce necessary and useful goods and services; (2) to enable us to use and perfect our gifts and skills; and (3) to serve, and collaborate with, other people, so as to "liberate ourselves from our inborn egocentricity." In discussing these purposes, work is considered to be more than merely a life-sustaining necessity; it should provide opportunities for creativity, dignity, and self-fulfillment—aspects often overlooked in today's technological society. Job sharing may be one method of providing employees with opportunities for enriching their lifestyle.

Job splitting, a term closely related to job sharing, consists of two persons dividing the duties of one full-time position with little or no need for interaction or cooperation between the two employees. It is usually implemented in lower-level job categories which can be easily divided. A major reason for the current confusion between job splitting and job sharing is that many job splitting arrangements have evolved into job sharing due to a necessity for increased cooperation between the partners (Olmsted, Heller, Ruggels, and Smith, 1979). (See Figure II-1.)

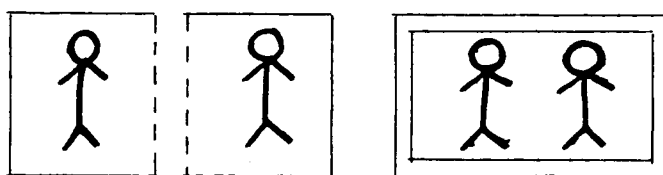


Figure II-1. Job Splitting vs. Job Sharing.

The job of an elementary school teacher would likely be redesigned into job sharing, since the partners must function as a highly integrated team. Close communication is necessary and the two partners should, to a point, be somewhat interchangeable (A Booklet of General Information About Job Sharing, 1977, p. 3).

Perlman (1980, p. 21), quotes one of her elementary teaching job sharing partners,

Our methods and philosophies were not entirely similar. What was important for success was our respect for each other and our ability to communicate and compromise.

B. Potential Advantages and Disadvantages of Job Sharing

Several considerations must be made before a job sharing arrangement is implemented. Both employer and employee must study possible advantages and disadvantages to such a program. In Olmsted's 1979 study (pp. 61-62), several possible disadvantages were cited by employees.

1. Loss of income. This was the most frequently named disadvantage. Lower-level employees found job flexibility less accessible due to the difficulty in living on a reduced income.

2. Reversibility. In many job sharing arrangements the option to return to full-time work (reversibility) is not guaranteed. In an ideal situation, the issue of reversibility would be determined prior to implementation of a job sharing program.

3. Work overload. Some sharers have reported dissatisfaction due to unrealistic work expectations of supervisors. These employees expressed the belief that the problem could likely be alleviated through education on the issue.

4. Loss of influence. Concern was expressed by both sharers and supervisors that the sharers may actually have less influence in decision making than full-time employees. In some cases, the sharers admitted reducing their participation in decision making due to the belief that they should not have equal input with full-time workers.

5. Decrease in upward mobility. Job sharing may be a potential setback to career advancement. Employees stated that promotions are based on work performance and job tenure. While those participating in job sharing prefer to emphasize work performance, full-time employees resist having seniority minimized.

6. Loss or decrease in fringe benefits. While the majority of job sharing arrangements make provisions for prorating the employees' fringe benefits, in some cases loss of certain benefits was reported.

In the 1979 study of Olmsted et al., employees also stated advantages to a job sharing arrangement.

1. Increased morale. Eighty-three percent of the sharers reported much higher morale in both home and work life. They expressed overwhelmingly positive beliefs concerning the effects of job sharing on personal and public life.

2. Job satisfaction. Ninety percent of the sharers reported they were very satisfied with their jobs. Ninety-one percent stated they considered themselves part-time employees with the benefits of a full-time job.

3. Reduced tension. Sharing jobs which require dealing with a sometimes hostile public, handling complaints, or enforcing regulations made the job less stressful emotionally and physically, according to employees.

4. Easing transitions. Job sharing, according to employees, eased transitions by allowing cooperation and a lighter workload for both the departing and newly placed employee.

5. Increased productivity. Sharers reported less wasted time due to fatigue or boredom. Most expressed greater energy resulting in increased enthusiasm for the tasks allotted.

6. Employment opportunities. Job sharing provided an opportunity to work part-time at a professional position for which the person was qualified. Prior to job sharing, employees desiring part-time positions

chose working full-time, stopping work entirely, or obtaining a menial part-time job for which they were overqualified and often dissatisfied.

7. Fringe benefits. Although usually decreased as compared with full-time employees, fringe benefits obtained in job sharing were usually far superior to benefits derived from any other lower-level part-time employment.

8. Flexible scheduling. This aspect was viewed as a major advantage by job sharers.

In addition to the benefits of job sharing listed as they affect one's on-the-job performance, other surveys have reported a variety of reasons employees wish to job share, including (1) more leisure time with family; (2) pursuit of educational goals; (3) pregnancy and desire to start a family; (4) transition to retirement; and (5) health reasons (Olmsted et al., 1979).

Whereas numerous job sharing benefits are reported by employees, considerable attention must be given the employers' benefits and possible disadvantages. The New Ways to Work Job Sharing Project (Olmsted and Markels, 1978, pp. 5-7) reports that pilot job sharing arrangements have defined some of the major considerations of employers.

Employers have found job sharing arrangements helpful in several problem areas.

1. Less absenteeism. In most full-time jobs, many employees must take work time for personal reasons such as medical and dental appointments, family illness, or business matters. In job sharing, these matters may be handled during off hours or with one's partner assuming the job responsibilities. In either arrangement, the employer experiences less absenteeism or loss of productivity.

2. Less job turnover. Jobs involving considerable stress, pressure, or conflicts often have a very high turnover rate. In pilot job sharing programs designed for these positions, employers reported less turnover than in previous years. Aside from mere stability, employers also reported benefiting from increased flexibility and energy the team provided.

3. Ease of affirmative action implementation. Lack of expected growth in most sections of the economy has presented a major problem in employing fresh talent and affirmative action candidates. Job sharing has provided more positions to be filled by new employees, thus alleviating a pressing problem to many employers.

4. Effective alternative to lay-offs. This aspect, while decidedly beneficial to the employee, is considered an advantage to employers as well. Most employers reported a preference for job sharing as an alternative to disruption of the work force due to declining enrollments or economic recession.

5. Retention of valued employees. Domestic and family responsibilities, the need to continue educational goals, or the desire for more personal time all can cause employers to lose valued employees. A job sharing option may make the retention of these employees possible.

6. Increased productivity. Employers surveyed reported increased productivity which they attributed to more enthusiastic, energetic employees. They reported more efficiency throughout the allotted work time.

7. Availability of a wider range of skills for a particular job. Two persons sharing a job bring additional ideas, skills, and creativity

to the position. In some technical or professional areas, the partners chose to perform tasks at which they both enjoyed and felt most competent.

8. Improved employee morale. Not only is this factor a clear advantage to the employee, it is considered an important benefit to the employer. Employers stated that this aspect was a vital part of a successful organization.

In the same pilot job sharing projects, major concerns of employers have also been defined. These fall into two major categories: (1) financial concerns, and (2) problems of supervision and policy. Job sharers and their employers have designed plans to solve possible financial problems such as (1) training time, (2) supervisory time, (3) communication time, (4) staff meeting time, and (5) fringe benefit costs.

To compensate training time, it was feasible to pair one experienced worker with a new one; this provided apprenticeship training which actually proved beneficial to the employer. (If two experienced workers were paired, this concern did not exist.) Supervisory time did not prove to be a significant factor in the pilot programs; the impact was negligible. Communication time was scheduled by the sharers to suit the individualized work plan. Staff meeting time was handled in two ways: (1) both partners attended the meetings; or (2) one partner attended and communicated the information to the other. In most arrangements, fringe benefits were prorated to the job sharing program.

In the area of supervision and policy, the major concerns of employers included (1) who would be responsible for each aspect of the

job; (2) problems of scheduling; (3) how to pay each partner if they vary in qualifications and experience; and (4) how to handle the situation if one partner performs satisfactorily and one does not. The key to these concerns was open communication. Shared responsibility, including a plan for each partner performing tasks at which that worker is most competent, has proved effective in alleviating employers' concerns of task responsibility. While scheduling varied greatly from one position to another, the employer and employees were able to devise plans beneficial to both. The salary of each partner was a prorated percentage of the full-time salary for which the person qualified. In the school setting, this problem was minimal, since educators were already compensated according to training, experience, and position. In each pilot program, it was agreed with each employer that should either employee not perform satisfactorily to the point of dismissal, the partner would work full-time until a replacement was made (Olmsted et al., 1978).

C. Criteria for Success in Job Sharing

Olmsted and Markels (1978, p. 12) designed a list of criteria for determining predictive success of a job sharing arrangement. The more of these items the potential job sharer can answer affirmatively, the more likely the job sharing program will be successful.

CHECKLIST FOR POTENTIAL JOB SHARERS

- _____ Basically satisfied with the job
- _____ Motivation for job sharing acceptable and
legitimate to the organization
- _____ Valuable employee to organization
- _____ Patience and determination to go through lengthy
process to restructure job
- _____ Personal confidence and assertiveness sufficient
to convince management to restructure position
- _____ Ready to give up half of the job
- _____ Ready to work as a member of a team
- _____ Willing to spend extra time and effort to develop
a solid, trusting job sharing relationship
- _____ Know potential job sharing partners
- _____ Adaptable and flexible to change
- _____ Can financially afford to job share

With the job sharing trend increasing, the question arises as to who is most interested in participating in a job sharing program? Meier's 1979 survey indicates that three-fourths of all current sharers are less than 40 years old, with slightly fewer than half being in their thirties and 26 percent in their twenties. All others are above age 41, with only 7 percent being from 51 to 65 years old. Those in their thirties are predominantly teachers, administrators, and counselors; those younger are primarily researchers and secretaries.

Ninety-four percent of current sharers are Caucasian. Eighty-one percent are married. More than half have one or two children at home under the age of eleven.

Job sharers report utilizing their additional off time for family and domestic responsibilities (57 percent); gaining additional education (11 percent); and recreation (18 percent).

According to Utley (1979), if the present trend continues, part-time teachers will comprise over one-third of all faculty in academe and three-fourths of those in two-year institutions by 1985.

Although job sharing at the elementary level is still in the embryonic stage, it is likely to increase in numbers just as it has in higher education.

In a pilot job sharing program in East Tennessee (Vinson and Branam, 1981) presently in its third year, it has been found that students report enjoying the arrangement as much as, and often more than, the teachers themselves.

Meier (1979, p. 161) reflects,

We have only to reflect on the fact that the standard work patterns have not always been standard, but have evolved to meet changing needs. Job sharing takes its place among innovative arrangements as one of the various ways to meet the needs of the future, as well as current, labor force.

CHAPTER III

METHODS AND PROCEDURES

A. A Description of the Population

The participants in this study were all elementary school teachers in the East Tennessee Development District, which consists of twenty-seven public school systems (see Appendix A). Only schools utilizing the self-contained classroom teaching concept (see Appendix B) were selected to participate in the study. Schools were chosen by random sampling, thereby limiting individual participation to entire faculty groups.

Table III-1 shows the numerical distribution of the total number of participants in the study. The nineteen schools participating (see Appendix C) included 271 elementary classroom teachers. Of that number a total of 198 teachers (73 percent) responded to the questionnaire. Respondents consisted of 168 females and 30 males.

Of the 198 respondents, 140 held a bachelor's degree; 39 had a master's degree; 13 held a master's degree plus 45 hours; 2 held specialist degrees; and 4 had less than a bachelor's degree. Of those respondents, 118 were in the 21-35 age group; 52 were between 36-50; and 28 were between the ages of 51 and 65.

B. Determination of the Sample

Names which constituted this sample were selected from faculties of elementary schools with self-contained classrooms within the East Tennessee Development District in the public school system of Tennessee.

TABLE III-1
RESPONSES CATEGORIZED BY SEX, AGE, AND EDUCATIONAL LEVEL

	Less than B.S.	B.S.	M.S.	M.S. + 45	Ed.S.
Females					
21-35	0	66	23	4	0
36-50	1	32	8	6	2
51-65	3	22	0	1	0
Males					
21-35	0	18	6	1	0
36-50	0	2	1	0	0
51-65	0	0	1	1	0

Total responses = 198

Total females = 168

Total males = 30

First, a list of 186 public elementary schools utilizing self-contained classrooms was formulated based on information provided by the Tennessee Department of Education and interviews with principals.

Secondly, it was decided that a 10 percent random sample would be taken of the classroom teachers fitting the criteria stated. To do this, the 186 schools were listed alphabetically, then ranked numerically. Using a Knoxville, Tennessee, South Central Bell Telephone Directory (p. 297) as a table of random numbers, a random sampling of nineteen schools was chosen. (See Appendix B for the complete list; Appendix C for selected schools surveyed.) This was done by randomly selecting a beginning point (column two) and, using the last three digits of each telephone number, matching each number which corresponded with any digits from 001 to 186 with the school ranked by that number.

A total of twenty-one schools was actually selected, the last two being alternates. Since two schools later indicated they did not wish

to participate in the study, the two alternates were consequently surveyed.

Thirdly, 271 classroom teachers were determined to constitute the faculties of these nineteen schools. This information, as well as the names of these teachers, was gathered through written correspondence, telephone communication, or personal visitation to each school. Administrators were not included in the sample unless they were also classroom teachers (teaching principals).

C. Development of the Questionnaire

Questions based on Olmsted's Model Survey (Olmsted et al., 1979, pp. 70-73) were formulated to ascertain attitudes, opinions, and beliefs of classroom teachers toward the concept of job sharing. The questionnaire was composed of 30 questions in an attempt to determine possible correlations between sex, age, family commitments, educational training, years of experience, career aspirations, job satisfaction, or income, and attitudes toward job sharing.

With each questionnaire was sent a cover letter which was designed to explain the nature of the study and to solicit cooperation. (See Appendix D.) In order to dispel any reluctance to answer based on fear of identity and possible reference to specific responses and comments, the letter explained that complete anonymity was assured in the results of the study.

An introductory page was also included with each questionnaire. (See Appendix E.) This introductory explanation defined the job sharing concept, particularly as it applies to the elementary school setting.

D. Administration of the Questionnaire

The questionnaire, cover letter, introductory page, and a stamped, self-addressed envelope were mailed to each of the 271 teachers included in the sample. There was no coding or identification of any kind included on either the questionnaire or the return envelope, thereby guaranteeing complete anonymity.

E. Summary

This chapter has discussed the population that was surveyed for the study and the methods by which the data were collected. The data gathered will be presented in Chapter IV.

CHAPTER IV

FINDINGS OF THE SURVEY

In February, 1981, a total of 271 elementary school teachers were mailed questionnaires with stamped, self-addressed envelopes included. Of these, 198 teachers responded, making a response rate of 73 percent. Two additional responses were received in June, but were not included in the results since final tabulation had already been completed.

Respondents were categorized by age, sex, and amount of educational training (see Table III-1). One hundred sixty-eight respondents were female; 30 were male. Of those responding, 140 held bachelor's degrees; 39 had master's degrees; 13 had master's degrees plus 45 hours; 2 held specialist degrees; and 4 had less than a bachelor's degree. A total of 118 respondents were in the 21-35 age group; 52 were between 36-50; and 28 were between the ages of 51 and 65.

A. Present Job Description

A number of questions were included to assess present job stress, occupational boredom, job satisfaction, and career aspirations.

Stress. The teachers were asked to indicate in response to item 13, "The amount of stress I feel in my job is (1) very great, (2) considerable, (3) moderate, (4) very little, or (5) none." Stress appeared to be a significant factor in educators' job satisfaction. Table IV-1 indicates that ^{Nine} 9 percent of the respondents stated they felt

a very great amount of stress on their job; 29 percent stated feeling considerable stress; 48 percent stated feeling moderate stress; 12 percent indicated feeling very little stress; and 1 percent stated they felt no stress on the job. One percent did not respond to this item.

Teachers in the 21-35 age group reported considerably more stress than the other groups, with the 51-65 group reporting the least amount of job stress. Of the males responding, 43 percent reported experiencing very great or considerable ^{only} stress; 36 percent of the female respondents reported this amount. *very great or considerable stress.*

TABLE IV-1

JOB STRESS REPORTED BY ELEMENTARY SCHOOL TEACHERS

Age/ Educational Training	Very Great		Considerable		Moderate		Very Little		None		Not Answered	
	F	M	F	M	F	M	F	M	F	M	F	M
21-35												
B.S.	6	3	20	4	32	6	8	2	0	2	0	1
M.S.	2	1	7	2	13	2	0	1	0	0	1	0
M.S. + 45	0	0	0	1	3	0	1	0	0	0	0	0
36-50												
< B.S.	0	*	0	*	0	*	1	*	0	*	0	*
B.S.	3	0	8	1	16	1	5	0	0	0	0	0
M.S.	0	0	4	1	4	0	0	0	0	0	0	0
M.S. + 45	1	*	2	*	3	*	0	*	0	*	0	*
Ed.S.	0	*	0	*	2	*	0	*	0	*	0	*
51-65												
< B.S.	0	*	3	*	0	*	0	*	0	*	0	*
B.S.	2	*	3	*	12	*	5	*	0	*	0	*
M.S.	*	0	*	0	*	0	*	1	*	0	*	0
M.S. + 45	0	0	1	0	0	1	0	0	0	0	0	0
Total females/%	14	8%	48	28%	85	51%	20	12%	0	0%	1	1%
Total males/%	4	13%	9	30%	10	33%	4	13%	2	7%	1	3%
Total/%	18	9%	57	29%	95	48%	24	12%	2	1%	2	1%

*No respondents in this category.

Boredom. Item 14 asked the amount of boredom experienced by the respondent. The amount of boredom reported by the respondents was considerably less than the amount of stress, as indicated in Table IV-2. Only 1 percent indicated experiencing very great boredom in their job; 4 percent said they experienced considerable boredom; 22 percent, moderate boredom; 53 percent, very little boredom; and 19 percent said they had experienced no boredom in their jobs. One percent did not respond to this item.

TABLE IV-2
OCCUPATIONAL BOREDOM REPORTED BY ELEMENTARY SCHOOL TEACHERS

Age/ Educational Training	Very Great		Considerable		Moderate		Very Little		None		Not Answered	
	F	M	F	M	F	M	F	M	F	M	F	M
21-35												
B.S.	0	2	2	1	11	7	39	5	14	2	0	1
M.S.	0	0	1	2	6	2	10	2	5	0	1	0
M.S. + 45	0	0	0	0	1	1	3	0	0	0	0	0
36-50												
< B.S.	0	*	0	*	0	*	1	*	0	*	0	*
B.S.	0	0	0	0	3	0	20	2	9	0	*	*
M.S.	0	0	1	0	1	1	4	0	2	*	*	*
M.S. + 45	0	*	0	*	1	*	4	*	1	*	*	*
Ed.S.	0	*	0	*	1	*	1	*	0	*	*	*
51-65												
< B.S.	0	*	0	*	0	*	3	*	0	*	0	*
B.S.	0	*	0	*	7	*	11	*	4	*	0	*
M.S.	*	0	*	0	*	0	*	1	*	0	*	0
M.S. + 45	0	0	0	0	0	1	0	0	1	0	0	0
Total females/%	0	0%	4	2%	31	18%	96	57%	36	21%	1	1%
Total males/%	2	7%	3	10%	12	40%	10	33%	2	7%	1	3%
Total	2	1%	7	4%	43	22%	106	53%	38	19%	2	1%

*No respondents in this category.

Just as was true with the stress factor, the 21-35 age group reported greater boredom than the other groups, with the 51-65 group reporting the least amount of boredom. (In the 21-35 group, however, only 6 percent of these reported very great or considerable, while 67 percent of this group reported very little or no boredom.)

Satisfaction. Item 15 asked the amount of job satisfaction experienced by the respondent at present. In responding to this item, educators indicated wide variation in present job satisfaction. Females expressed a greater degree of job satisfaction, with 79 percent of female respondents describing their present position as either moderately or very satisfying. Fifty percent of males responding described their positions as either moderately or very satisfying.

All those who expressed feelings of dissatisfaction with their present position were under thirty-five years of age, as were all of those not responding to this item. Of those between 36-50 years of age, 80 percent described their positions as either very or moderately satisfactory; 78 percent in the 51-65 group described their jobs similarly; and 70 percent of those in the 21-35 group stated this level of job satisfaction. (See Table IV-3.)

Aspirations. Item 16 relates future career expectations of the respondents. Males appeared much more achievement oriented than did females. Thirty-seven percent of males responding indicated they expect to move up to a much higher position, while another 17 percent expressed plans to move up to a slightly higher position. Only 9 percent of the females said they plan to move up to a much higher

position, with another 18 percent expressing plans to move up to a slightly higher position.

TABLE IV-3
PRESENT JOB SATISFACTION OF ELEMENTARY SCHOOL TEACHERS

Age/ Educational Training	Very Satis- factory		Moderately Satis- factory		Satis- factory		Unsatis- factory		Not Answered	
	F	M	F	M	F	M	F	M	F	M
21-35										
B.S.	22	3	28	7	13	6	3	1	0	1
M.S.	3	0	16	1	2	3	1	2	1	0
M.S. + 45	1	0	1	1	1	0	0	0	1	0
36-50										
< B.S.	1	*	0	*	0	*	0	*	0	*
B.S.	16	1	10	1	6	0	0	0	0	0
M.S.	4	0	2	0	2	1	0	0	0	0
M.S. + 45	3	*	2	*	1	*	0	*	0	*
Ed.S.	1	*	1	*	0	*	0	*	0	*
51-65										
< B.S.	2	*	1	*	0	*	0	*	0	*
B.S.	12	*	5	*	5	*	0	*	0	*
M.S.	*	1	*	0	*	0	*	0	*	0
M.S. + 45	1	0	0	0	0	1	0	0	0	0
Total females/%	66	39%	66	39%	30	18%	4	2%	2	1%
Total males/%	5	17%	10	33%	11	37%	3	10%	1	3%
Total/%	71	36%	76	38%	41	21%	7	4%	3	1%

*No respondents in this category.

Age appeared to be a significant factor in this area. Only 3 percent of those in the 51-65 age group indicated aspirations toward a higher position; 15 percent of those 36-50 years of age expected to move upward; 44 percent of those 21-35 years reported higher career goals.

A total of 64 percent of those responding stated that they expected to stay at their present position; 45 percent of those 21-35 years of age expected to remain at their present position; 73 percent of those 36-50; and 96 percent of those 51-65. (See Table IV-4.)

TABLE IV-4
CAREER EXPECTATIONS OF ELEMENTARY SCHOOL TEACHERS

Age/Educational Training	Move Up Much		Move Up Slightly		Stay at Position		Be at Dead End		Not Answered	
	F	M	F	M	F	M	F	M	F	M
21-35										
B.S.	7	6	19	4	35	6	3	1	2	1
M.S.	4	3	6	1	9	1	2	1	2	0
M.S. + 45	1	1	0	0	3	0	0	0	0	0
35-50										
< B.S.	0	*	0	*	1	*	0	*	0	*
B.S.	1	0	1	0	27	2	3	0	0	0
M.S.	1	1	2	0	3	0	1	0	1	0
M.S. + 45	1	*	0	*	4	*	1	*	0	*
Ed.S.	0	*	1	*	1	*	0	*	0	*
51-65										
< B.S.	0	*	0	*	3	*	0	*	0	*
B.S.	0	*	1	*	21	*	0	*	0	*
M.S.	*	0	*	0	*	1	*	0	*	0
M.S. + 45	0	0	0	0	1	1	0	0	0	0
Total females/%	15	9%	30	18%	108	64%	10	6%	5	3%
Total males/%	11	37%	5	17%	11	37%	2	6%	1	3%
Total/%	26	13%	35	17%	119	60%	12	7%	6	3%

*No responses in this category.

B. Attitudes Toward Part-Time Work

Item 17 consisted of two parts. First, has the person ever worked part-time; and secondly, a checklist asking for a description of his part-time experience. This item did not provide significant information, since only 23 percent of those responding reported part-time work experience, and none of these were in the field of education. Most (83 percent) respondents reported their part-time work as a second job in addition to one's full-time teaching position.

Most (76 percent) described their part-time experience negatively. Since this was usually a second job, the descriptions did not appear to relate to job sharing.

In responding to item 18, 23 (11 percent) respondents did not mark any of the five choices given. Comments in many of the margins indicated that the majority of these persons had had no experience on which to base an opinion concerning job sharing; therefore, many stated they could not ethically state an opinion.

Attitudes, although varying greatly, were much more positive than negative. Twenty-four percent of those responding said they believed part-time teachers perform better or much better than full-time teachers, while 11 percent expressed their belief that part-time teachers perform worse or much worse than those working full-time. Fifty-three percent said they felt part-time teachers perform comparably with full-time teachers.

Thirteen percent of the males responding believe part-time teachers perform worse than those working full-time; 9 percent of the females expressed negative beliefs. Twenty-seven percent of the males believe part-time teachers perform better or much better; 24 percent of the females also expressed this belief.

Age also showed variation in responses. Of those 21-35 years, 28 percent perceived job sharers as performing better or much better than full-time workers; 25 percent of those 36-50 reported this opinion; and only 7 percent of those 51-65 believed job sharers perform better. (See Table IV-5.)

Item 19 produced numerous comments in addition to the choices provided. (Comments may be found in Appendix G.) Only 13 percent of the respondents stated that, given the opportunity to job share at the present time, they would do so. Eighty-three percent stated they would not choose to do so at this time, with many writing their reasons

in the margins. (The most often named reason was personal finances.) Of those responding, 2.5 percent said they were undecided; 1.5 percent did not respond to this item.

TABLE IV-5

PERCEIVED PERFORMANCE OF PART-TIME TEACHERS COMPARED WITH
PERFORMANCE OF FULL-TIME TEACHERS

Age/ Educational Training	Much Better		Better		As Well		Worse		Much Worse		Not Answered	
	F	M	F	M	F	M	F	M	F	M	F	M
21-35												
B.S.	9	1	10	5	35	9	7	2	2	0	2	1
M.S.	0	0	4	1	15	5	2	0	0	0	3	0
M.S. + 45	0	0	3	0	1	0	0	0	0	0	0	1
36-50												
< B.S.	0	*	0	*	1	*	0	*	0	*	0	*
B.S.	1	0	8	1	14	1	5	0	0	0	4	0
M.S.	1	0	1	0	5	0	0	1	0	0	1	0
M.S. + 45	0	*	0	*	4	*	0	*	0	*	2	*
Ed.S.	1	*	0	*	1	*	0	*	0	*	0	*
51-65												
< B.S.	0	*	0	*	1	*	0	*	0	*	2	*
B.S.	0	*	2	*	12	*	2	*	0	*	6	*
M.S.	*	0	*	0	*	0	*	1	*	0	*	0
M.S. + 45	0	0	0	0	1	0	0	0	0	0	0	1
Total females/%	12	7%	28	17%	90	54%	16	9%	2	1%	20	12%
Total males/%	1	3%	7	23%	15	50%	4	13%	0	0%	3	10%
Total/%	13	7%	35	18%	105	53%	20	10%	2	1%	23	11%

*No respondents in this category.

Eighty-five percent of those responding affirmatively to this item were under age thirty-five; the other 15 percent were in the 36-50 age group. No one over age fifty responded positively.

Only 17 percent of the males responding replied affirmatively while 12 percent of the females were agreeable. A majority (77 percent)

of the males said they would not participate in job sharing presently; 84 percent of the females responded similarly. (See Table IV-6.)

TABLE IV-6

ELEMENTARY TEACHERS' PREFERENCE FOR PRESENT PART-TIME POSITIONS

Age/ Educational Training	Yes		No		Undecided		Not Answered	
	F	M	F	M	F	M	F	M
21-35								
B.S.	12	3	54	14	0	0	0	1
M.S.	3	2	17	4	2	0	1	0
M.S. + 45	2	0	2	0	0	0	0	1
36-50								
< B.S.	0	*	1	*	0	*	0	*
B.S.	2	0	29	2	1	0	0	0
M.S.	1	0	7	1	0	0	0	0
M.S. + 45	1	*	5	*	0	*	0	*
Ed.S.	0	*	2	*	0	*	0	*
51-65								
< B.S.	0	*	3	*	0	*	0	*
B.S.	0	*	20	*	2	*	0	*
M.S.	*	0	*	1	*	0	*	0
M.S. + 45	0	0	1	1	0	0	0	0
Total females/%	21	12%	141	84%	5	3%	1	1%
Total males/%	5	17%	23	77%	0	0%	2	6%
Total/%	26	13%	164	83%	5	2.5%	3	1.5%

*No respondents in this category.

Item 20 (see Table IV-7) provided four speculative choices for possible future job sharing participation. Nine percent of the respondents stated they would definitely like to participate in job sharing in the future; 27 percent said they probably would want to do so. Twelve percent said they did not ever want to be a job sharing participant. Forty-four percent stated they were indecisive on the matter at present, but would like to have the job sharing option

available should they ever choose to do so. Eight percent did not respond to this item.

TABLE IV-7

PREFERENCES OF ELEMENTARY SCHOOL TEACHERS FOR FUTURE JOB SHARING

Age/ Educational Training	Yes, Definitely		Yes, Probably		No Never		Don't Know But Would Like Option		Not Answered	
	F	M	F	M	F	M	F	M	F	M
21-35										
B.S.	5	1	20	5	8	4	25	7	8	1
M.S.	2	0	9	1	0	0	11	4	1	1
M.S. + 45	0	0	2	0	0	1	2	0	0	0
36-50										
< B.S.	0	*	0	*	0	*	1	*	0	*
B.S.	4	0	9	0	2	0	16	2	1	0
M.S.	2	0	0	0	0	1	5	0	1	0
M.S. + 45	0	*	0	*	2	*	3	*	1	*
Ed.S.	1	*	0	*	0	*	1	*	0	*
51-65										
< B.S.	0	*	0	*	1	*	2	*	0	*
B.S.	2	*	8	*	2	*	8	*	1	*
M.S.	*	0	*	0	*	1	*	0	*	0
M.S. + 45	1	0	0	0	0	1	0	0	0	0
Total females/%	17	10%	48	28%	16	9%	74	44%	13	8%
Total males/%	1	3%	6	20%	8	27%	13	43%	2	7%
Total/%	18	9%	54	27%	24	12%	87	44%	15	8%

*No respondents in this category.

Only 3 percent of the males responding stated they would definitely like to job share in the future, whereas 10 percent of the females stated a definite desire to participate at a later time. Twenty percent of the males expressed a probable desire to job share later; 29 percent of the females indicated a similar desire. Twenty-seven percent of the males said they would never want to job share; only 10 percent of the females stated no desire to participate.

In the 21-35 age group, 11 percent expressed negative feelings toward future job sharing participation; 10 percent of the 36-50 age

group expressed these negative feelings; and in the 51-65 age group, 21 percent felt they would never want to job share.

Thirty-eight percent of the 21-35 group indicated either a definite or a probable desire for future job sharing; 31 percent of the 36-50 group indicated this desire; and 39 percent of those 51-65 indicated desire for future job sharing.

Numerous reasons were reported for desiring to participate in job sharing, with 67 percent stating more than one reason for their interest in job sharing. The reasons, ranked in order of popularity, were:

1. Family Commitments
2. Student/Educational Improvement
3. Leisure
- 4/5. To Phase into Retirement
- 4/5. Other
6. Health

Nineteen persons did not respond to this question, possibly because they had no desire to ever job share. (See Table IV-8.)

Item 22, directed toward those persons who felt they would never want to job share, solicited the reasons for such a decision. Forty-nine percent of the returned questionnaires did not respond to this item, possibly because they had no negative opinions of job sharing.

Of those who did respond, 17 persons stated more than one reason. (See Table IV-9.) The reasons, ranked in order of popularity of stated reasons, were:

TABLE IV-8
REASONS FOR DESIRING JOB SHARING PARTICIPATION
BY ELEMENTARY SCHOOL TEACHERS

Age/ Educational Training	Family Commit- ments		Leisure		Student/ Educational		Health		To Phase into Retirement		Other		No Answer	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
21-35														
B.S.	39	3	11	4	22	6	5	2	4	3	2	6	5	2
M.S.	19	1	5	2	6	1	2	0	3	0	5	2	1	0
M.S. + 45	4	0	2	0	0	0	2	0	1	0	0	0	0	1
36-50														
< B.S.	0	*	0	*	0	*	0	*	0	*	0	*	0	*
B.S.	13	1	7	1	8	1	6	0	9	0	5	1	3	0
M.S.	3	0	1	0	1	0	0	0	0	1	4	0	1	0
M.S. +45	2	*	1	*	1	*	1	*	0	*	1	*	1	*
Ed.S.	0	*	0	*	0	*	0	*	1	*	1	*	0	*
51-65														
< B.S.	1	*	0	*	0	*	1	*	0	*	1	*	1	*
B.S.	4	*	3	*	0	*	2	*	9	*	2	*	4	*
M.S.	*	1	*	0	*	0	*	0	*	0	*	0	*	0
M.S. + 45	1	0	0	0	0	0	0	0	1	0	0	1	0	0
Total females	86		30		38		9		28		22		16	
Total males	6		7		8		2		4		10		3	
Total	92		37		46		11		32		32		19	

*No respondents in this category.

TABLE IV-9

PROHIBITIVE ASPECTS OF JOB SHARING REPORTED BY ELEMENTARY SCHOOL TEACHERS

Age/ Educational Training	Financial Restriction		Career Aspirations		Enjoyment of Full- Time		Position Unsuitable for Part-Time		Other		No Answer	
	F	M	F	M	F	M	F	M	F	M	F	M
21-35	21	8	0	0	9	1	7	3	4	0	29	7
B.S.	7	3	1	1	2	0	0	0	0	0	16	2
M.S. + 45	2	1	1	0	1	0	0	0	0	0	2	0
36-50	0	*	0	*	1	*	0	*	0	*	0	*
< B.S.	5	0	0	0	7	0	2	0	1	0	18	2
B.S.	2	1	0	1	2	0	1	1	1	0	4	0
M.S. + 45	2	*	0	*	1	*	1	*	1	*	2	*
Ed.S.	1	*	0	*	0	*	0	*	0	*	1	*
51-65	0	*	0	*	3	*	0	*	0	*	0	*
< B.S.	0	*	0	*	6	*	1	*	2	*	14	*
B.S.	*	1	*	0	*	0	*	0	*	0	*	0
M.S. + 45	0	0	0	0	1	0	0	0	0	1	0	0
Total Females	40		2		33		12		9		86	
Total Males	14		2		1		4		1		11	
Total	54		4		34		16		10		97	

*No respondents in this category.

1. Financial Restrictions
2. Enjoyment of Full-Time Work
3. Position Not Suitable for Part-Time
4. Other
5. Career Aspirations

Of the classroom teachers responding, 66 percent described their present position as suitable for job sharing; 29 percent did not believe their job was suitable for job sharing; 2 percent were undecided; and 3 percent did not respond to this item.

Females perceived their positions as suitable for job sharing to a greater extent than did males. Seventy percent of the females responding replied affirmatively, whereas 50 percent of the male respondents viewed their positions in this way.

The 36-51 age category were most positive in their responses, with 71 percent replying affirmatively. Sixty-four percent of the 21-35 group and 64 percent of the 51-65 group replied positively. (See Table IV-10.)

Fringe benefits, which are often the concern of employees, appeared to be of much concern to most employees. Twelve percent of the respondents reported that they received no fringe benefits. One hundred thirty-one (66 percent) respondents reported receiving health insurance; 121 (61 percent), retirement benefits; 68 (34 percent), life insurance; 13 (6 percent), dental insurance; and 7 did not answer this item.

In item 25, benefits which teachers state would be necessary in a job sharing arrangement are listed. They are, ranked in order of

their responses, listed here with the number desiring the benefit:

1. Health insurance (114) (57 percent)
2. Retirement benefits (108) (54 percent)
3. Life insurance (41) (20 percent)
4. Dental insurance (10) (5 percent)

Of the 198 respondents, 11 (6 percent) indicated no benefits would be necessary for them in a job sharing arrangement. An additional 32 (16 percent) subjects did not answer this item.

TABLE IV-10

SUITABILITY OF CLASSROOM TEACHING TO JOB SHARING
AS PERCEIVED BY ELEMENTARY SCHOOL TEACHERS

Age/ Educational Training	Yes		No		Undecided		Not Answered	
	F	M	F	M	F	M	F	M
21-35								
B.S.	42	9	23	8	1	0	0	1
M.S.	18	3	4	3	0	0	1	0
M.S. + 45	4	0	0	1	0	0	0	0
36-50								
< B.S.	0	*	1	*	0	*	0	*
B.S.	22	2	9	0	0	0	1	0
M.S.	7	1	0	0	0	0	1	0
M.S. + 45	3	*	2	*	1	*	0	*
Ed.S.	2	*	0	*	0	*	0	*
51-65								
< B.S.	3	*	0	*	0	*	0	*
B.S.	15	*	4	*	2	*	1	*
M.S.	*	0	*	1	*	0	*	0
M.S. + 45	0	0	1	1	0	0	0	0
Total Females/%	116	69%	44	26%	4	2%	4	2%
Total Males/%	15	50%	14	47%	0	0%	1	3%
Total/%	131	66%	58	29%	4	2%	5	3%

*No respondents in this category.

As was discussed in Chapter II, prorating the cost of benefits has been the method adopted in most pilot job sharing programs. Item 26 questioned the acceptability of prorating the cost of benefits in the teaching field.

Of the teachers responding, 48 percent replied affirmatively; 15 percent found this arrangement unacceptable; 6 percent were undecided; and 30 percent did not answer this item.

In item 27, respondents listed what they perceived as advantages to (1) the job sharing teacher and (2) the school. These are listed, ranked in the order of popularity of responses.

Perceived Advantages to the Teacher/Job Sharer

1. More time for family commitments. This included caring for preschool and school age children, time for spouses and homemaking responsibilities.

2. More leisure time. This included hobbies, civic and church activities, and time for pursuing new interests.

3. Increased feeling of job satisfaction. Included in this category were the belief one is doing a better job and accomplishing more; that one's teaching performance is improved through better planning and that one is happier, healthier, and more enthusiastic—thus providing intrinsic rewards.

4. Better mental health. Listed in this area were less job stress; more positive outlook toward teaching and students themselves; and a calmer, more relaxed atmosphere.

5. Time for further educational training. Teachers listing this advantage were interested in obtaining graduate degrees, as well as certification in other areas.

6. Health. Most teachers listing this as a personal advantage stated this as an advantage in the future, relating that as they grew older they were doubtful that they could physically endure full-time teaching.

Other advantages listed only once or twice included (1) transition into retirement, (2) travel, and (3) to prevent boredom.

Of the 198 respondents, 61 did not answer this item, possibly indicating they perceived no personal advantages to job sharing. However, only 18 respondents specifically stated they could find no personal advantages to job sharing.

Respondents also listed advantages of job sharing to the school. They are listed in the order of their popularity of responses.

Perceived Advantages of Job Sharing to the School

1. Increased job satisfaction. Included in this category were the school's having happier, more enthusiastic teachers; teachers experiencing "burn-out" less frequently or later in life; and teachers with more positive attitudes toward teaching due to decrease in mental stress.

2. Improved curriculum planning. Teachers listing this advantage perceived increased time for detailed planning of long term goals as well as daily lesson plans, since each teacher assumed responsibility for fewer subjects.

3. Educational benefits for students. Respondents listing this advantage reported that students would likely benefit from a happier, more enthusiastic teacher; that students would likely experience more variety of talents and strengths in instructional levels with a job sharing arrangement; and the quality of education of students would

likely be improved due to teachers instructing in the areas of their greatest strengths.

4. Improved teaching performance. This category included ideas that one might perform better if he/she is contented, relaxed, less torn between home and school commitments, and has more time for planning and evaluation.

5. Instruction in areas of specialization. This aspect was mentioned within other advantages as well as separately. Elementary teachers responding to this item reported strong preferences for teaching primarily in their areas of greatest competence.

6. Better utilization of work time. Interestingly, respondents reporting this factor viewed themselves as more likely to utilize their work time more efficiently and effectively in a job sharing arrangement.

Several other advantages to the school were listed only once or twice. These included (1) availability of more personnel for extra assigned duties; (2) better instruction due to more education of teachers (indicating they would further their training during job sharing); (3) financial advantages since each teacher may perform more work than the one-half for which he is being paid.

Of those responding, 22 reported perceiving no advantage of job sharing to the school. Another 88 respondents did not answer this item.

In item 28, the subjects were asked to list possible disadvantages to (1) the teacher and (2) the school. These are listed in the order of the popularity of responses.

Perceived Disadvantages to the Teacher/Job Sharer

1. Financial restrictions. This aspect was listed four times more frequently than the second ranking item. Of those responding,

44 percent reported this as a major prohibitive factor in job sharing. This included respondents married, single, male, female, and from all levels of income. Loss of insurance benefits was also included.

2. Decreased job satisfaction. Of the respondents, 11 percent reported they would likely experience less job satisfaction. Factors such as (1) loss of control of class discipline; (2) less time to know students personally; (3) less feeling of accomplishment; and (4) increased anxiety at the prospect of not having sufficient time to complete all tasks were all listed in this category.

3. Lack of compatibility. Although admittedly theorizing, respondents reported apprehension concerning possible incompatibility with a potential job sharing partner. Personality conflicts, differences in housekeeping preferences, lack of agreement concerning student performance and behavior, as well as lack of agreement on scheduling, were all listed in this category.

4. Loss of retirement benefits. At present, job sharing teachers in Tennessee must relinquish retirement benefits for the years in which they work part-time. Respondents were concerned about this aspect, although it is likely that many were unaware of this disadvantage since many cited job sharing as a new concept to them.

Of the respondents, 11 reported no personal disadvantages in job sharing, while 66 subjects did not answer this item. Although 103 respondents did not answer this item, various disadvantages of job sharing were reported. These are listed in the order of the popularity of the response.

Perceived Disadvantages of Job Sharing to the School

1. Increased paperwork. Although this aspect was named most often, only 20 respondents listed it, indicating responses were quite varied. Included in this category were more records, more bookkeeping, and increased payroll accounting.
 2. Adjustment problems for students. Of the 14 teachers listing this factor, 6 specifically referred to kindergarten and first grade as likely to have student adjustment problems in job sharing due to early age and need for stability and security.
 3. Lack of communication. This category included possible inefficiency and misunderstanding due to lack of communication between part-time teachers and administrators, job sharing partners, and part-time teachers with those teaching full-time.
 4. Excess in personnel. Confusion due to an excessive number of part-time teachers was a concern of respondents, as well as administrative problems due to a surplus of part-time employees.
 5. Difficulties in scheduling. Included in this area were problems between the job sharing partners; the administration and the teachers; and the curriculum scheduling and the work time of the job sharers.
 6. Lack of involvement in school activities. This aspect, reported most often by teachers under 35 years of age, included missing athletic events, faculty meetings, and other extracurricular activities.
- Other disadvantages listed only once or twice included (1) the school's adjusting to a new idea; (2) poor quality of education;

(3) less amicable relationship with full-time peers; and (4) the loss of a valuable full-time teacher to part-time employment.

In addition to the 103 respondents not answering this item, another 20 reported no perceived disadvantage to the school.

In indicating whether they preferred a job sharing option for employees at all levels, 110 (56 percent) respondents replied affirmatively; 25 percent did not favor this option; 12 (6 percent) were undecided; and 13 percent did not answer this item. Of those who did not favor this option, 5 subjects commented that, while they favored the option for teachers, they did not favor it for supervisors or administrators.

Since item 30 solicited additional comments from the subjects, responses were varied from very positive to extremely negative. These comments may be found in Appendix H.

C. Summary

This questionnaire provided informative data on this rather innovative concept in the educational field. Subjects in this study generally favor the job sharing idea, desire to know more about it, and desire the option of participating in such an arrangement.

CHAPTER V

CONCLUSIONS OF THE STUDY

A. Answers to the Research Questions

The purpose of this study was

1. to determine the current attitudes of classroom teachers toward the concept of job sharing;
2. to obtain and describe data relating job satisfaction, career aspirations, educational level, age, and sex to attitudes toward job sharing; and
3. to present this information as it relates to elementary school teachers in the East Tennessee area.

The data collected does provide some insight into these aspects of job sharing as it relates to the educational field.

Current attitudes of classroom teachers toward job sharing.

Considerable interest was demonstrated in job sharing. Thirteen percent of those responding reported a desire to participate in job sharing at present if the option were available; 36 percent reported the probability they would choose job sharing in the future if the option were present. Forty-four percent were undecided concerning definite participation, but stated they would like the option to do so to be available. Only 12 percent reported they would never want to job share.

Concerning job performance, 53 percent believed job sharers to perform comparably with full-time teachers; an additional 24 percent perceived job sharers as performing better than full-time employees.

Eleven percent considered job sharers to perform worse or much worse than full-time workers.

Sixty-six percent of these classroom teachers perceived their positions as being suitable for job sharing; 29 percent believed their positions unsuitable for such an arrangement.

Fifty-seven of the respondents wrote additional comments on the returned questionnaire. Comments varied from extremely positive to extremely negative (see Appendix H). Many were aware of current pilot programs and were eager to see school systems offer this option.

In summary, elementary school teachers in the survey were generally favorable toward job sharing, although most would not choose to participate in job sharing at the present time. Most felt teaching could lend itself to job sharing and that job sharers would likely perform comparably with, or superior to, full-time teachers.

Sex, age, educational level, career aspirations, and job satisfaction of respondents as they relate to job sharing attitudes. Twenty-three percent of the male respondents indicated a desire for future job sharing participation whereas 39 percent of the females expressed this desire. Twenty-seven percent of the females were certain they would never want to work part-time. Men also made more comments (see Appendix H) concerning financial restrictions as a causal factor in their lack of desire to job share.

Eighty-five percent of the teachers expressing a desire for job sharing at present were under age 35; the other 15 percent being in the 51-65 age group. Thirty-eight of those 21-35 indicated they would either definitely or probably desire to be a job sharing participant in the

future. Thirty-one percent of those 36-50 expressed this desire, whereas 39 percent of those 51-65 indicated this preference.

Educational level. Of those respondents with a bachelor's degree or less (four respondents had only three years of college training), 12 percent stated a desire to job share at present. Fifteen percent of those holding master's degrees expressed a desire for job sharing now, whereas 20 percent of those with training past a master's degree (either 45 hours or a specialist degree) expressed this desire. Since only fifteen respondents had advanced training past the master's degree, this factor must be considered in assessing the percentages of positive or negative responses.

Job satisfaction. Since 74 percent of those responding described their jobs as either very or moderately satisfying, it is interesting that almost one-third (32 percent) of these reported a desire to participate in job sharing in the future, whereas an additional 44 percent stated they would like an option to do so if they desired. Of those describing their positions as satisfactory, 51 percent reported they would like to do job sharing in the future; 22 percent would like the option. Of the seven (4 percent) dissatisfied with their present position, three indicated the desire to do job sharing; four reported desiring the option.

Career aspiration. Of the 31 percent of the respondents indicating future expectations for promotions, 39 percent reported they would like to job share in the future, with an additional 44 percent indicating they would like the option offered to do so. Among the 60 percent expecting to remain at their present position, 34 percent stated they would like to job share in the future, with an additional

49 percent desiring the option for such an arrangement. Of the 26 percent who reported feeling frustration and at a dead end level, six would like to job share, with five desiring the option and one not answering this item.

Relationship of data to elementary school teachers in the East Tennessee area. Since the data were obtained from elementary school teachers in the East Tennessee Development District, it is assumed that the results from the random sampling may be generalized, at least to other elementary school teachers in East Tennessee. It must be noted, however, that only elementary school teachers in self-contained classrooms were surveyed, somewhat limiting the generalizability of the results.

B. Implications of the Study

The results of this research yielded implications that will be discussed.

1. Most elementary school teachers are interested in obtaining an option for job sharing. Eighty-three percent of the educators responding indicated they would (1) like to job share now; (2) like to job share in the future; or (3) like to have the option to choose job sharing if they desired.

The strong majority of positive responses indicates that job sharing may likely become an increasingly popular issue in East Tennessee, just as it is in other geographical locations (discussed in Chapter II).

If these needs and issues are to be resolved adequately, school boards and administrators should consider the job sharing concept as it

relates to meeting the needs of their personnel, students, and communities.

2. A majority of elementary school teachers describe their positions as suitable for job sharing. Sixty-six percent stated that their present positions were suitable for implementation of a job sharing arrangement. As Perlman (1980) suggested, elementary teaching as ideal for job sharing, most teachers surveyed shared this belief.

This finding suggests that elementary self-contained classrooms may be more easily redesigned into a job sharing program than some other areas.

3. Whereas most elementary educators would not choose to job share at present, various factors may contribute to their desiring job sharing in the future. As Meier (1979) suggested, job sharing is an alternative to resigning, or retiring, from one's position. According to Olmsted (1977) many valuable employees are lost each year due to the lack of the availability of options for part-time employment. This study revealed that the major factors, ranked in the order of popularity, are (1) family commitments; (2) educational improvement; (3) more leisure time; (4) phasing into retirement; or (5) health reasons.

As school systems strive to meet the needs of students and teachers alike, these factors must be considered in determining what steps will be most beneficial to everyone concerned. As Meier found, many school boards and administrators bemoan the loss of highly valued teachers due to pressing personal commitments; job sharing may be one of the most viable alternatives to this loss of human resources, as well as providing more jobs for others desiring employment.

4. Most elementary school teachers perceive part-time teachers as performing as well or better than those employed full-time. Sixty-six percent of those responding indicated they perceived part-time teachers as performing as well or better than those working full-time, whereas only 9 percent perceived the performance of part-timers as being inferior to that of full-time employees. This suggests that cooperation and a positive viewpoint from most teachers should make initiation and implementation of such a job sharing program more feasible within the school.

C. Suggestions for Future Research

This study clearly supports the idea that a significant number of educators are interested in job sharing as a viable alternative to full-time employment. It would be of value to examine other groups of educators, both elementary and secondary, to determine differentiation in needs, desires, and interest in other groups. A study including educators not utilizing self-contained classrooms may be recommended to determine any differences in these educators' perceptions of job sharing in their positions.

Since research on job sharing is quite limited at this time due to the recency of its popularity, much research remains in order to carefully study its positive and/or negative impact on the field of education.

Not only is the effect of job sharing important to educators, its impact on students provides a basis for much future study. The attitude of parents, as well as the community itself, also should be included in future research. A study of the attitudes and employment

desires of certified teachers who are not working at present would also likely provide valuable information to this area of research. If job sharing continues to increase in the next decade as much as in the past decade, it is critical that research continue to keep pace with the practice.

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APPENDICES

APPENDIX A

SCHOOL SYSTEMS IN THE EAST TENNESSEE DEVELOPMENT DISTRICT

County Systems:

Anderson
Blount
Campbell
Claiborne
Cocke
Grainger
Hamblen
Jefferson
Knox
Loudon
Monroe
Morgan
Roane
Scott
Sevier
Union

City Systems:

Alcoa
Clinton
Harriman
Knoxville
Lenoir City
Maryville
Morristown
Newport
Oak Ridge
Oneida
Sweetwater

APPENDIX B

ELEMENTARY SCHOOLS UTILIZING SELF-CONTAINED CLASSROOMS IN THE EAST TENNESSEE DEVELOPMENT DISTRICT

- | | |
|------------------|--------------------------|
| 1. Alcoa | 23. Burchfield |
| 2. Alice Bell | 24. Burrville |
| 3. Alnwick | 25. Capitol Hill |
| 4. Alpha | 26. Carter |
| 5. Amherst | 27. Caryville |
| 6. Anderson | 28. Catons Chapel |
| 7. Andersonville | 29. Cedar Hill |
| 8. Ball Camp | 30. Centerview |
| 9. Ball Play | 31. Central (Harriman) |
| 10. Bean Station | 32. Central (Morgan Co.) |
| 11. Bearden | 33. Chestnut Hill |
| 12. Beaumont | 34. Chestnut Ridge |
| 13. Belle Morris | 35. Chilhowee |
| 14. Big Ridge | 36. Chilhowee View |
| 15. Binfield | 37. Clairfield |
| 16. Blue Grass | 38. Claxton |
| 17. Bonny Kate | 39. Clinton |
| 18. Briceville | 40. Coalfield |
| 19. Bridgeport | 41. Coker Creek |
| 20. Brown | 42. College Hill |
| 21. Brownlow | 43. Cooper Ridge |
| 22. Bungalow | 44. Corryton |

- | | |
|----------------------------|---------------------|
| 45. Cosby | 72. Giffin |
| 46. Dandridge | 73. Glenwood |
| 47. Deer Lodge | 74. Grassy Fork |
| 48. Del Rio | 75. Green |
| 49. Dutch Valley | 76. Halls |
| 50. Dyllis | 77. Hartford |
| 51. Eagleton | 78. High Bluff |
| 52. East Knox County | 79. Hillcrest |
| 53. Eastport | 80. Hubbard |
| 54. Edgemont | 81. Huntsville |
| 55. Elk Valley | 82. Inskip |
| 56. Ellen Myers | 83. Jacksboro |
| 57. Emory Heights | 84. Jefferson |
| 58. Fair Garden | 85. Jellico |
| 59. Fairview | 86. Jones Cove |
| 60. Fairview | 87. Joppa |
| 61. Fairview-Hardin Valley | 88. Karns |
| 62. Fairview Marguerite | 89. Kingston |
| 63. Flenniken | 90. LaFollette East |
| 64. Forest Hill | 91. LaFollette West |
| 65. Forge Ridge | 92. Lake City |
| 66. Fort Craig | 93. Lancing |
| 67. Fort Sanders | 94. Lanier |
| 68. Fountain City | 95. Lincoln Park |
| 69. Friendsville | 96. Lonsdale |
| 70. Gap Creek | 97. Louisville |
| 71. Gibbs | 98. Luttrell |

- | | |
|-----------------------------|----------------------------------|
| 99. Madisonville Grades 1-4 | 126. Parrottsville |
| 100. Manley | 127. Perkins |
| 101. Marlow | 128. Petros Joyner |
| 102. Maynard | 129. Piedmont |
| 103. Maynardville | 130. Pinecrest |
| 104. Medford | 131. Pleasant Ridge |
| 105. Mentor | 132. Pond Gap |
| 106. Midway (Claiborne Co.) | 133. Porter |
| 107. Midway (Roane Co.) | 134. Powell |
| 108. Mount Olive | 135. Ramsey |
| 109. New Center | 136. Raymond S. Bowers |
| 110. New Hopewell | 137. Rigewood |
| 111. New Market | 138. Ritta |
| 112. Newcomb | 139. Riverdale |
| 113. Newport Grammar | 140. Robbins |
| 114. Nichols | 141. Rockford |
| 115. Norma | 142. Rocky Branch |
| 116. Norris | 143. Rocky Hill |
| 117. North Clinton | 144. Rosedale |
| 118. Northview Primary | 145. Rural Vale |
| 119. Northwest | 146. Rush Strong (Blount) |
| 120. Norwood (Anderson Co.) | 147. Rush Strong (Jefferson Co.) |
| 121. Norwood (Knox Co.) | 148. Russellville |
| 122. Oakdale | 149. Rutledge |
| 123. Oakwood | 150. Sam Hill |
| 124. Oneida | 151. Sevierville |
| 125. Park Lowry | 152. Sharps Chapel |

- | | |
|-------------------------------|---------------------|
| 153. Shinliver | 180. White Pike |
| 154. Smoky Mountain | 181. Whitesburg |
| 155. South Clinton | 182. Winfield |
| 156. South Knoxville | 183. Witt |
| 157. Southern Heights | 184. Woodland |
| 158. Sterchi | 185. Wynn Habersham |
| 159. Stinking Creek | 186. Valley View |
| 160. Stony Fork | |
| 161. Straight Fork | |
| 162. Sunbright | |
| 163. Sunny View | |
| 164. Swannsylvania | |
| 165. Talbott | |
| 166. Tellico Plains | |
| 167. Townsend | |
| 168. Union | |
| 169. Union Heights | |
| 170. Vestal | |
| 171. Vonore | |
| 172. Washburn | |
| 173. Wearwood | |
| 174. West Haven | |
| 175. West Hill (Lenoir City) | |
| 176. West View | |
| 177. White | |
| 178. White Oak (Campbell Co.) | |
| 179. White Oak | |

APPENDIX C

ELEMENTARY SCHOOLS RANDOMLY SELECTED TO PARTICIPATE IN SURVEY

Anderson (Knoxville City)
Central (Harriman City)
Chestnut Hill (Jefferson Co.)
Corryton (Knox Co.)
Del Rio (Cocke Co.)
Gibbs (Knox Co.)
Jacksboro (Campbell Co.)
New Center (Sevier Co.)
Parrottsville (Cocke Co.)
Ramsey (Knox Co.)
Robbins (Scott Co.)
Smoky Mountain (Cocke Co.)
South Knoxville (Knoxville City)
Southern Heights (Hamblen Co.)
Stinking Creek (Campbell Co.)
Talbott (Jefferson Co.)
Tellico Plains (Monroe Co.)
White Pine (Jefferson Co.)
Whitesburg (Hamblen Co.)

APPENDIX D

COVER LETTER

P.O. Box 11
Newport, TN 37821
February 9, 1981

Dear Colleague:

Elementary teachers in the East Tennessee Development District are being surveyed to obtain data for a thesis I am currently undertaking at The University of Tennessee in completion of a Specialist in Education degree.

As a classroom teacher, I know that many educators are interested in the somewhat new concept of permanent part-time employment, or job sharing. This study will, I believe, provide you and other educators valuable information concerning attitudes, practices, and potential positions involving job sharing.

I am asking that you respond to the enclosed questionnaire and return it to me at your earliest convenience. Your anonymity will be honored; your identity will not be revealed or necessary in any aspect of this project.

Your assistance and cooperation will be appreciated and will contribute greatly to this study.

Appreciatively,

L. M. Branam

APPENDIX E

INTRODUCTORY SHEET

(Enclosed with each questionnaire)

This is a survey of practices and ideas relating to job sharing in the school setting. Job sharing is an arrangement in which two employees share the responsibilities and duties of one full-time position. It is used voluntarily by employees who, at some time in their lives, feel they need more work-time flexibility. In the elementary school situation, two teachers may share one self-contained classroom, each considered a part-time employee. This is a relatively new concept in this area, and this questionnaire is an attempt to assess current practices and interest that exists among elementary educators in the East Tennessee Development District. Be assured each questionnaire is entirely confidential.

APPENDIX F

QUESTIONNAIRE

1. Sex _____
2. Age _____
3. What is your highest level of training?
_____ B.S. or B.A. degree
_____ M.A. or M.S. degree
_____ Master's + 45
_____ Ed.S.
_____ Ed.D. or Ph.D.
4. How many years' experience do you have in the field of education _____?
5. How long have you worked at your present position? _____
6. What is your job title? _____
7. What is your current salary range? (Check one)
_____ Under \$10,000 _____ \$17,501-\$20,000
_____ \$10,001-\$12,500 _____ \$20,001-\$25,000
_____ \$12,501-\$15,000 _____ \$25,001 or above
_____ \$15,001-\$17,500
8. Is your present salary: (Check one)
_____ Your sole source of support?
_____ Necessary for the support of yourself and your family?
_____ Helpful in the support of yourself and your family?
9. a) Please list number of children you have _____
b) Ages of your children _____
10. My present position fully utilizes my energy and abilities.
(Circle one number)
5 4 3 2 1
All the time Most of the time Never
11. I have little work and feel I could do more. (Circle one number)
5 4 3 2 1
All the time Most of the time Never
12. I have too much work to do everything well. (Circle one number)
5 4 3 2 1
All the time Most of the time Never

13. The amount of stress I feel in my job is
(Check one)
☐ Very great
☐ Considerable
☐ Moderate
☐ Very little
☐ None
14. The amount of boredom I experience is (Check one)
☐ Very great
☐ Considerable
☐ Moderate
☐ Very little
☐ None
15. In general, my present position is (Check one)
☐ Very satisfying
☐ Moderately satisfying
☐ Satisfactory
☐ Unsatisfactory
16. In the future I expect (Check one)
☐ to move up to a much more responsible position
☐ to move up to a slightly higher job
☐ would like to stay at my present level
☐ to feel very frustrated and at a dead end
17. Have you ever worked part time? ☐ If yes, how would you describe your feeling about the experience? (Check one)
☐ Very satisfied
☐ Satisfied
☐ Dissatisfied
☐ Very dissatisfied
☐ Neutral
18. On the average, how do you think part-timers perform compared to full-timers? (Check one)
☐ Much better
☐ Better
☐ As well
☐ Worse
☐ Much worse
19. If you had the opportunity to work part-time at your present job, would you choose to do so at the present time? _____
20. If you would not want to work part-time now, might you want to in the future?
☐ Yes, definitely
☐ Yes, probably
☐ No, never
☐ Don't know but would like the option

21. Why do you or might you wish to work part-time?

☐ Family commitments	☐ Health
☐ Leisure	☐ To phase into retirement
☐ Student/Educational improvement	☐ Other
22. If you feel you never want to work part-time, what are your reasons?

☐ Financial restrictions?
☐ Career aspirations
☐ I enjoy working full-time
☐ Position not suitable for part-time
☐ Other
23. Do you think your present position could lend itself to job sharing? ☐ Yes ☐ No
24. Do you presently receive fringe benefits? ☐
If yes, do they include (Check each one that applies)

☐ Health	☐ Retirement
☐ Dental	☐ Life insurance
25. Which benefits are necessary for you to have, even if working part-time? _____
26. Would prorating of the cost of benefits be acceptable? _____
27. What kind of advantages would there be in working part-time in your present position?
A. To you:

B. To the school?
28. What kind of disadvantages?
A. To you:

B. To the school:
29. Would you like to see the opportunity to work part-time at all levels incorporated into regular personnel policy? _____
30. Please feel free to make any additional comments.

*Please turn in your anonymous questionnaire as instructed. Thank you very much for your thought and cooperation.

APPENDIX G

COMMENTS TO ITEM 19

(If you had the opportunity to work part-time at your present job, would you choose to do so at the present time?)

"I would like to job share if I could receive my present salary."

"I'd like it if I had children under the age of five."

"Yes, at my present salary since I'm the sole support of my family."

"Not at present, but would love to start a family soon. Then this would be ideal."

"I can't. I need my entire salary."

"Yes, but I really need the money for working full-time!"

"Maybe, if circumstances were different in my family situation and I were not responsible for our total income."

"No, I just can't afford it."

"Possibly, depending on the circumstances."

"Yes, if I wouldn't take a cut in pay! But that's doubtful!"

"No, I couldn't afford it."

"No, only because I could not afford to financially for a few more years."

"No, my income is necessary for the support of me and my family."

"No, but later, yes."

"No, but I would like the opportunity if the occasion arose."

"No, job sharing could create a problem if you didn't have a conscientious co-worker."

"No, I can't financially."

"Not for less pay."

"No, I'm too near retirement."

"I think it would be enjoyable . . ."

"Only if I had another income."

"I cannot afford to take a decrease in pay!"

"No, I couldn't afford it."

APPENDIX H

ADDITIONAL COMMENTS FROM SURVEY PARTICIPANTS

21-35 Age Group:

"I have read several articles on job sharing; the articles were all very positive. I would think the situation would work well if the sharing teachers were both cooperative—both of the same methods of teaching and similar personalities."

"This is a new concept to me—but I like it. Teachers (male or female) may need time away. I know I will someday have a family and will want to stay at home without totally giving up an income."

"I feel that it might help the quality of education. Teachers may not encounter the 'burn-out' years quite as soon. I know personally I would utilize the time to the greatest degree if I were here only one-half day."

"This is an interesting concept. I would very much like to see it in practice."

"It's about time for women to be recognized as mothers as well as breadwinners and not be penalized. We are not all 'Superwomen' who can successfully have two careers as 'homemaker and career woman'! I sincerely hope job sharing will help break down stereotyping in the teaching profession."

"I think job sharing is an excellent idea, especially for parents with young families and for people with health problems. I hope the idea catches hold."

"After reading the article in February, '81, 'Tennessee Teacher', I do give my hearty support to the concept of job sharing. It sounds like you and D. Vinson are doing a 'super' job. Congratulations!"

"With four kids, a job, and other commitments, it sounds wonderful. However, my husband is a principal and there is no way we could live on the salary of one educator. I have read of your success in the 'Tennessee Teacher' and The Knoxville News-Sentinel. I applaud your initiative and wish you continued success."

"This would be an ideal situation for mothers with small children and also for phasing into retirement."

"I like the idea of having the option if I felt the need to work part-time!"

"I feel this situation would be especially desirable for certain people such as mothers of young children."

"I think that many married female teachers would find a part-time teaching job much more enjoyable."

"I have read articles about northern school systems' success with such an arrangement. I think it would be a nice option for those interested. The State Department should, however, give one year experience for every two years of job sharing."

"I think this is a great idea for women with families."

"I love the idea of being able to teach part-time—I love teaching and think it would be much more fun and exciting if I didn't have to work daily."

"Let's rush it—before my children get in school. They need me at home!"

"I like the idea of job sharing, but financial obligations make it impossible at the present."

"When and if I were able to become self-employed, I think it would be great to teach part-time!"

"Good idea if you can afford it."

"Teaching and working with young people is the most rewarding experience I know."

"My responses are pure speculation. They, of course, are subject to change if I saw this type of program in action over a period of time."

"Seems to be promising, but mostly for working mothers at this point."

"High school teachers could definitely use the part-time plan more effectively—also junior high."

"I teach first grade. I feel it would hurt the children to get used to two teachers a day."

"Teaching is a full-time, 24-hour job!"

"I feel the young child needs the same teacher all the time for security."

"Not all part-timers are as responsible to the position because they don't feel as much a part of the system."

"Our days are short enough, why would we need part-time classroom teachers?"

"Not enough known about this for me to make any kind of definite statements."

"I do not understand how working part-time would benefit the school unless it was additional to a regular classroom teacher."

"I would like to see fair and just treatment to all personnel with everyone receiving the same rights."

"Both in terms of administration and student learning, I feel this system would be very unlikely to benefit our system."

"My job is full-time. I've worked in factories part-time and had no trouble, but people are more complex than machines."

36-50 Age Group:

"My wife is a retired high school teacher. She retired to stay home with our child. She is very interested in part-time teaching!?"

"The idea is appealing. The only problem is that after having my own income for 15 years, it would be difficult to get used to less . . ."

"I think a lot of people would benefit and enjoy such a program."

"Part-time is a terrific idea and should have been implemented years ago. With more mothers having to go to work because of inflation, this would give them more time to be with their families."

"A painless survey for me to fill out. Hope this helps!"

"Even though I'm not interested in part-time employment now, I may be in the future."

"I think your idea is great. I am glad to see that the idea came from Newport. I have relatives there."

"From the article in 'Tennessee Teacher' I judge your situation is working well. However, the possibility of finding two persons as compatible as you two, both wanting to work in a job sharing situation, seems to me highly improbable."

"I never thought about this before, so this may not be well thought through."

"I would like to retire with 25 years' experience (if this is passed). I would be young enough to enjoy job sharing then."

"I think this is a great idea—glad it's working for you."

"I believe if the decision to share a job were a voluntary choice of both parties, it would work."

"I think the job sharing idea is GREAT!"

"Let's get updated to the 80's flexischedules, child care centers, better kindergarten programs . . ."

"Sounds great!"

"Again like anything you're dealing with individuals. But I think a person who needs a job and/or who does it because of desire might be more absorbed in the job than one who's doing it as a time filler."

"I can see how some females with husbands with \$50,000 + yearly salary can afford to work part time . . . TVA janitorial personnel make more than teachers . . ."

"Job sharing could create a problem if you didn't have a conscientious co-worker."

51-65 Age Group:

"I think part-time work is great for the people who want to do so."

"This could be the start of something big—if you could get the same benefits as full-time employees."

"I read about your idea in both the magazine and newspaper. I believe it will really work. The children will also be helped. I feel that the teachers must be able to communicate and be dedicated to the task. Hope to hear more about it."

"I just don't have enough knowledge to form an opinion, but I do feel that the idea is questionable."

"A first grade program is an integrated one. It would be difficult for two people to share the responsibilities."

"I can't see how part-time work in the teaching profession can be as satisfying as full-time."

VITA

Linda McMahan Branam was born January 23, 1944, in Jefferson City, Tennessee.

A lifelong resident of Newport, she attended elementary school in Newport and graduated from Cocke County High School in 1962. In 1961, she entered East Tennessee State University on the experimental Accelerated Student Program. She received a Bachelor of Science degree in English and Elementary Education in 1965. In 1968, she entered the Graduate School of The University of Tennessee, Knoxville, and continued study during evenings and summer sessions until she received her Master's degree in Educational Psychology in August 1972. In 1979, she began graduate work toward a Specialist in Education degree, which she received in August 1981.

Since August of 1964, she has been a faculty member of Newport Grammar School in the Newport City School System. In the summer of 1968 she taught in the Head Start Program in Sevier County. She has also been an evening instructor of psychology for Walters State Community College since 1975.

She holds life membership in the National Education Association and a member of Tennessee Education Association and Alpha Delta Kappa Honorary Sorority for Women Educators.

She is active in civic and community endeavors, having been selected in 1969 by the Governor's Committee for Interamerican Education as Tennessee's Goodwill Ambassador. She represented Tennessee that summer in a tour of six Central American countries. The following year

she was named Lady of the Year of her town, and was named to Outstanding Young Women of America.

In 1979 she and a fellow elementary teacher piloted a job sharing program in third grade at Newport Grammar School in the Newport City System. This program has been featured in the news media of East Tennessee as well as The Tennessee Teacher magazine.

She is married to Gene W. Branam and they have one son, David.