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A Study of the Duties and Responsibilities of the Industrial Arts Supervisors in the Commonwealth of Virginia

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A STUDY OF THE DUTIES AND RESPONSIBILITIES OF THE INDUSTRIAL ARTS
SUPERVISORS IN THE COMMONWEALTH OF VIRGINIA

A RESEARCH PAPER
PRESENTED TO
THE WRITERS, ADVISOR AND THE FACULTY
OF THE COLLEGE OF EDUCATION
OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE
IN SECONDARY EDUCATION

BY
CHARLIE R. JUBILEE

AUGUST, 1979

This research paper was presented by Charlie R. Jubilee under the direction of this researchers advisor in Education 636, Problems in Education. It was submitted as partial fulfillment of the requirements for the degree of Master of Science in Education.

Date August 27, 1979

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CHAPTER I

INTRODUCTION

Supervision as a profession has undergone a dramatic change since the early 50's. At about that time, the administrator had gradually come to be replaced by the democratic leader. Since the mid 1960's, this trend has been accelerated by swiftly moving circumstances and events in major metropolitan centers and in institutions of higher learning. The transition from old to new has been hastened by explosive social changes thrust upon the duties and responsibilities of the Industrial Arts Supervisor.¹

Rapid growth of enrollment has forced Industrial Arts Supervisors to improve methods and facilities of handling personnel, materials, and public relations, and to broaden curriculum offerings. The principles of supervision which apply to Industrial Arts Education are not unique to this area of instruction. The student of supervision will find ample opportunity to develop concepts and acquire insight into a wide range of practical problems. One of the primary tasks is to acknowledge and determine the problem area.

¹Bill Wesley Brown, Casebook on Administration and Supervision in Industrial and Technical Education, "Problems of Administration and Supervision," (Chicago, Ill: American Technical Society, 1970), PP 1-3 .

STATEMENT OF PROBLEM

The principles and practices of sound supervisory practices do not limit themselves to a specific field of academic endeavor. The job of the supervisor is to improve instruction in a consistent, fair and democratic manner.

Various supervisory jobs have been given to individuals to assist personnel in the improvement of instruction. However, in some school systems or districts, these jobs might be merged with others or made more specific, depending upon the demands and policies extant.

The data obtained from this study will provide the answers to the following specific questions:

1. Do the Industrial Arts Supervisor and the School Principal share certain administrative duties?
2. Does the Industrial Arts Supervisor perform certain duties exclusively?
3. Does the Industrial Arts Supervisor perform certain duties with the aid of an administrative assistant?
4. Does the Industrial Arts Supervisor perform certain duties with the classroom teacher?

The statistical data in this study may be extremely important to the individual supervisor in the Commonwealth or other localities in that it may be used to give him further insight in regard to the duties and responsibilities performed by the supervisor.

Also, the findings of this study should provide opportunities for supervisors to consider and discuss certain aspects pertaining to the various duties, depending on the geographical section of the Commonwealth. Such discussion may lead to evaluation resulting in change in supervisory duties.

DEFINITIONS OF TERMS

SUPERVISOR - A person who directs and inspects the performance of workers or work.

DUTY - A course of actions required by one's position.

RESPONSIBILITY - A person or thing that one is answerable for; a duty or obligation.

ADMINISTRATOR - One appointed to administer.

MANAGER - The person or persons who manage a business.

LIMITATIONS

This study will be limited to the Industrial Arts Supervisor in the Commonwealth of Virginia.

Many variables such as supervisor evaluation of duties, mental health, age, and city or county environment were not considered in this study.

SIGNIFICANCE OF THE STUDY

Supervision has undergone a significant change since the late 50's and early 60's. Increases in school enrollments and the emphasis on an expanded curriculum have brought about rapid school consolidation and the expansion of facilities. The traditional curriculum has been replaced, in part, by a more progressive curriculum which stresses constant change in supervision in order to meet the needs of the school populous. New programs are being introduced every year. School plants are currently being constructed or existing facilities expanded to cope with the existing situation. With all this complexity, it is evident that the supervisor's duties and responsibilities are flexible but challenging.

METHODOLOGY

The population for this study will consist of eleven Industrial Arts Supervisors in the Commonwealth of Virginia. The supervisors will be asked to respond to a duty and responsibility questionnaire of the Industrial Arts Supervisor. From this population, a survey sample will be drawn.

PREVIEW

Chapter I has stated the introduction, problem area, definitions of terms, limitations, significance of the study and methodology. Chapter II will be devoted to a thorough review of the Literature in regard to (1) personal data of

the Industrial Arts Supervisor (2) duties performed by the Industrial Arts Supervisor.

Chapter III will deal with the procedures of the study.

Chapter IV will focus on the result of the study and will contain a summary of the study. Conclusions (if any) and recommendations will also be included.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The majority of the Industrial Arts Supervisors have served in a position which has required them to deal with staff, personnel, curriculum development and evaluation. Their close relationship with teachers enables them to be of invaluable assistance to the principals and the administration of the school.¹

The Industrial Arts Education Service is a curriculum Program unit within the Division of Vocational Education of the Department of Education for the Commonwealth of Virginia. It is provided to assist school divisions to maintain, extend, and improve existing Industrial Arts programs and to develop new programs and to furnish equal educational opportunities to persons of all races and both sexes so that youth and adults in all communities of Virginia will have ready access to instruction.² Each local school division maintains a staff member who is directly responsible for the supervision of Industrial Arts programs. These persons work with the staff of the State Industrial Arts Education Service.

Additional information will be presented in a brief report of the philosophies of Industrial Arts State Administrators and Supervisors as they relate to duties and responsibilities.

¹George A. Goens, "Supervision as Instructional Analysis," The Bulletin of the National Association of Secondary-School Principals, Vol. 60, September, 1976

²Department of Education Commonwealth of Virginia, "Introduction," Supervisory Guide, 1978. P. 1, 1978.

LITERATURE RELATED TO PHILOSOPHIES OF
INDUSTRIAL ARTS STATE ADMINISTRATORS AND SUPERVISORS

The State Department of Education conducted a study to report what the philosophies of state administrators and supervisors are and to indicate the importance of the duties and responsibilities assigned to Industrial Arts Supervisors and the level of discretionary behavior in the execution of their duties.³ Some of the conclusions of the study were:

1. The Industrial Arts Supervisor accepts the role of state-wide leadership for curriculum and instructional improvement in the public schools of Virginia.
2. Accepts the goal of supervision as improvement of the total teaching-learning process. Improvement of the quality of the program is the criteria for determining whether any activity is to be undertaken.
3. The decisions of the professional staff is accomplished within the mission and goals of the division of Vocational Education and the State Department of Education.
4. State administration and supervision is a part of the total delivery system of Industrial Arts Education in the Commonwealth.
5. To insure that the Supervisor acts in accordance to the State Guide. The activities should be based on the following concepts:
 - a. the professional staff operates in a consultative leadership role.
 - b. the professional staff works holistically as a team.
 - c. each staff member functions within the parameters determined by the policies, authority, job description, budget and to work toward the accomplishment of goals as he/she finds work best.

³Ibid., P. 4.

- d. each staff member is responsible for the four areas of public instruction. Those areas are (1) leadership, (2) regulatory, (3) service and (4) administration.

The Industrial Arts Service has responsibility for these four areas in working with local school divisions and other institutions and agencies. Within these functions are planning, supervising and directing, coordinating, evaluating, systemizing and controlling functions. The Service functions as a unit in the Division of Vocational Education, Department of Education, the staff of the Board of Education which also acts as the State Board of Vocational Education.⁴

A study which summarizes the duties of eleven Industrial Arts Supervisors in the Commonwealth of Virginia was developed by the State and activities supporting the way in which Industrial Arts Supervisors are handled. Supporting facts are presented in the next segment of the study. Some of the parameters are as follows:

1. The State plan for Vocational Education and the regulations of the Board of Education serves as a legal authority for an outline of our scope of activities. In planning and evaluating programs, the scope of the activities must be within the policies, rules and regulations of the State and Federal Government.
2. All planning activities must take into consideration the annual five year plan for the Division of Vocational Education and standards of quality legislation for public schools in Virginia.
3. Various agencies that set standards and that work with accreditations must be considered when developing programs.

There are disagreements among supervisors regarding the actual duties to be performed. However, according to the State Supervisor's Guide, an overview of the program is presented to each supervisor regardless of their geographical location.

⁴Ibid., P. 5

SERVICE OVERVIEW OF THE
INDUSTRIAL ARTS SUPERVISORY PROGRAM

The Industrial Arts Education Service provides state-wide directions to the Program of Industrial Arts and Service to improve the curriculum and teaching of Industrial Arts or other aspects of the teaching-learning situation in the public schools in the Commonwealth of Virginia.⁵

According to the Industrial Arts Supervisor's Guide, published in 1978, a brief description of the major duties and responsibilities are as follows:

1. To assist school division personnel to maintain and expand existing programs and to plan, develop and implement improved and/or new programs and facilities.
2. To manage an Industrial Arts Curriculum Service unit that provides Industrial Arts expertise and assistance for Virginia Education agencies.
3. To coordinate and plan with supervisors of Industrial Arts Vocational directions for improved curriculum and instruction.
4. To council and plan with teachers and educators to maintain approved college programs that prepare Industrial Arts teachers at both pre-service and in-service levels.
5. To evaluate the effectiveness of Industrial Arts Programs and make recommendations for improvements.
6. To assist the Division of Vocational Education achieve responsibilities identified in the State Plan for Vocational Education as assigned by the State Director.
7. To represent Industrial Arts in Virginia at state, regional and national programs or conferences as authorized by the State Department of Education.
8. To coordinate state-wide in-service conferences for Industrial Arts personnel.
9. To manage the state-wide activities of the Virginia Chapter of the American Industrial Arts Student Association.

⁵Ibid., P. '8

SUMMARY

This chapter contained an explanation of the duties and responsibilities of the Industrial Arts Supervisor. The chapter also contained the philosophies of administrators and supervisors and an overview of the supervisory program according to the State Supervisory Guide. Chapter III will be devoted to the procedures of the study.

CHAPTER III

PROCEDURE OF STUDY

INTRODUCTION

The main purpose of this study was to define the position of the Industrial Arts Supervisor with respect to status, and to duties and responsibilities in the Commonwealth of Virginia.

This chapter includes the procedures and techniques of research that were used in gathering and analyzing the desired data for the study.

SELECTION OF THE INSTRUMENT

The questionnaire is one of the oldest and generally the most widely used tool of research. Good, Ban and Scates, in commenting on the questionnaire, made this statement, "The questionnaire is a major instrument for data gathering in descriptive survey studies, and is used to secure information for varied and widely scattered sources."¹ Another advantage of its use is that the questionnaire is more economical in expense and time than personal interviews. With this in mind, the investigator decided to use the questionnaire as a data gathering instrument for this study.

CONSTRUCTION OF THE INSTRUMENT

Prior to conducting the study, an investigation of similar studies on the status, duties and responsibilities of the Industrial Arts Supervisor was undertaken to study techniques in educational research and procedures in questionnaire construction. From this investigation, a tentative questionnaire was constructed that contained a number of questions designed to gather the desired data.

¹Carter V. Good, A.S. Ban and Douglas E. Scates, The Methodology of Educational Research, New York: Appleton-Century-Crofts, Inc., 1954, P. 140

The questionnaire was divided into four main areas: (1) Duty shared with the School Principal, (2) Duty shared with the Administrative Assistant, (3) Duty shared with the classroom teacher and (4) Duty performed by the Industrial Arts Supervisor exclusively.

The tentative questionnaire was designed so that the Industrial Arts Supervisor could check his response from a list of items. All questions required an answer.

After the construction of the questionnaire, it was presented to Dr. David I. Joyner for suggestions, remarks and improvement. Several revisions were suggested and the instrument was approved for mailing. The final copy of the questionnaire was printed and consisted of two pages and twenty items. A cover letter was attached to the questionnaire describing the study to be undertaken and asking for the cooperation of the respondents. Each respondent was assured that his reply would be held in strict confidence.

THE POPULATION FOR STUDY

The population for this study consisted of all the Industrial Arts Supervisors in the Commonwealth of Virginia. The Commonwealth has a total of eleven Industrial Arts Supervisors.

CONDUCTING THE RESEARCH

A preliminary step in conducting the research was to go through the proper channels in acquiring permission to do a study on the Industrial Arts Supervisors in the Commonwealth of Virginia. The investigator talked to his advisor, Dr. David I. Joyner, who is also the Chairman of the Vocational and Industrial Arts Education Department, about the proposed study. A formal reply was received from the advisor granting permission to conduct the study.

A cover letter along with a copy of the questionnaire and a stamped return envelope, was mailed to the Industrial Arts Supervisors in the Commonwealth of Virginia.

Responses were received from eleven Industrial Arts Supervisors or one hundred percent of the total sampling.

ANALYSIS OF THE DATA

After receiving the questionnaires from the respondents, the data were tabulated by hand-scoring methods. The responses for each item on the questionnaire were tabulated and the percentages were computed.

The findings of the study are presented in Chapter IV. The data gathered were also used for the summary, conclusions and recommendations.

SUMMARY

This chapter contained an explanation of the selection and construction of the instrument, the population surveyed, the procedure of research and analysis of the data. The results of these preliminary procedures appear in the final chapter, Chapter IV.

CHAPTER IV
RESULT OF THE STUDY

INTRODUCTION

The purpose of this study was to define the position of the Industrial Arts Supervisor in the Commonwealth of Virginia with respect to function and status and to duties and responsibilities.

The instrument used was designed to survey and obtain pertinent data relating to the individual and school system. Some of the items included in these were: duty shared with the school principal, duty shared with administrative assistant, duty shared with classroom teacher and duty performed by the supervisor exclusively.

Each item category was designed to obtain pertinent information with regards to the duties performed and responsibilities associated with the Office of Industrial Arts Supervisor.

The data gathered from the respondents are presented in this chapter in tabular form. This data will be presented in the following order:

1. Duty shared with School Principal
2. Duty shared with Administrative Assistant
3. Duty shared with classroom teacher
4. Duty performed by the Industrial Arts Supervisor exclusively

The response from each supervisor was received and the data was recorded according to duty performed.

Throughout the Commonwealth of Virginia, the Industrial Arts Supervisors' responsibilities varied, depending on the geographical location. Tables one through twenty will indicate the flexibilities.

Table I indicates that seven-three percent of the Industrial Arts Supervisors shared this duty with the school principal. Eighteen percent shared this duty with the administrative assistant and nine percent performed this duty exclusively.

TABLE I
SELECTS AND HIRES INDUSTRIAL ARTS TEACHERS

DUTY	RESPONSE	PERCENT
1	8	73
2	2	18
3	0	0
4	1	9
TOTAL	11	100

OBSERVES EFFECTIVENESS OF INSTRUCTION

Table II indicates that twenty-seven percent shared this duty with school principals, fifty-four percent shared this duty with administrative assistants, and nineteen percent performed this duty exclusively.

TABLE II

VISITS CLASSROOM TO OBSERVE EFFECTIVENESS OF INSTRUCTION

DUTY	RESPONSE	PERCENT
1	3	27
2	6	54
3	0	0
4	2	19
TOTAL	11	100

EVALUATION OF TEACHERS

Table II indicates that nineteen percent shared this duty with school principals. Fifty-four percent shared this duty with the school administrative assistant and twenty-seven percent performed this duty exclusively.

TABLE III

EVALUATES INSTRUCTOR'S TEACHING TECHNIQUES

DUTY	RESPONSE	PERCENT
1	2	19
2	6	54
2	0	0
4	3	27
TOTAL	11	100

CURRICULUM DESIGN

Table IV indicates that eighteen percent shared this duty with the school principal, twenty-seven percent shared this duty with the administrative assistant, forty-six percent shared this duty with the classroom teacher and only nine percent performed this duty exclusively.

TABLE IV

CONFERS WITH INSTRUCTOR'S PLANS AND DEVELOP CURRICULUM DESIGNED TO MEET THE NEEDS OF STUDENTS

DUTY	RESPONSE	PERCENT
1	2	18
2	3	27
3	5	46
4	1	9
TOTAL	11	100

CONDUCTS WORKSHOPS

Table V indicates that eighteen percent shared this duty with the school principal and eighty-two percent shared this duty exclusively.

TABLE V

CONDUCTS WORKSHOPS AND CONFERENCES FOR INSTRUCTION TO IMPROVE CLASSROOM PROCEDURES

DUTY	RESPONSE	PERCENT
1	2	18
2	0	0
3	0	0
4	9	82
TOTAL	11	100

IN-SERVICE STAFF DEVELOPMENT

Table VI indicates that forty-five percent shared this duty with the school principal, eighteen percent shared this duty with the classroom teacher and thirty-seven percent performed this duty exclusively.

TABLE VI
RESPONSIBLE FOR IN-SERVICE STAFF DEVELOPMENT

DUTY	RESPONSE	PERCENT
1	5	45
2	0	0
3	2	18
4	4	37
TOTAL	11	100

PROVIDE INSTRUCTIONAL MATERIALS

Table VII indicates that eighteen percent shared this duty with the administrative assistant and eighty-two percent performed this duty exclusively..

TABLE VII
PROVIDES INSTRUCTORS WITH INSTRUCTIONAL MATERIALS

DUTY	RESPONSE	PERCENT
1	0	0
2	2	18
3	0	0
4	9	82
TOTAL	11	100

PROVIDES LABORATORY EQUIPMENT AND TOOLS

Table VIII indicates that nine percent shared this duty with the school principal and ninety-one percent performed this duty exclusively.

TABLE VIII
PROVIDES INSTRUCTORS WITH LABORATORY EQUIPMENT AND TOOLS

DUTY	RESPONSE	PERCENT
1	1	9
2	0	0
3	0	0
4	10	91
TOTAL	11	100

PROVIDES TIME FOR INDUSTRIAL ARTS TEACHERS TO ATTEND CONFERENCES

Table IX indicates that forty-five percent shared this duty with the school principal and fifty-five percent performed this duty exclusively.

TABLE IX
PROVIDES TIME FOR INDUSTRIAL ARTS TEACHERS TO ATTEND CONFERENCES

DUTY	RESPONSE	PERCENT
1	5	45
2	0	0
3	0	0
4	6	55
TOTAL	11	100

INSTRUCTORS TEACHING ORIENTATION AND EXPLORATION COURSES

Table X indicates that thirty-six percent shared this duty with the school principal and sixty-four percent performed this duty exclusively.

TABLE X

IDENTIFIES INSTRUCTOR'S NEED TO TEACH ORIENTATION AND EXPLORATION COURSES

DUTY	RESPONSE	PERCENT
1	4	36
2	0	0
3	0	0
4	7	64
TOTAL	11	100

DIRECT STATE FUNDS EXPENDITURES

Table XI indicates that sixty-four percent shared this duty with the school principal and thirty-six percent performed this duty exclusively.

TABLE XI

DIRECT STATE FUNDS RECEIVED FOR TEACHING ORIENTATION AND EXPLORATION COURSES TO BE EXPENDED IN THE INDUSTRIAL ARTS AREA ONLY

DUTY	RESPONSE	PERCENT
1	7	64
2	0	0
3	0	0
4	4	36
TOTAL	11	100

EXTRA CURRICULUM ACTIVITIES

Table XII indicates that eighteen percent shared this duty with the school principal, sixty-four percent shared this duty with the classroom teacher and eighteen percent performed this duty exclusively.

TABLE XII

STRESSES THE IMPORTANCE OF INVOLVING EXTRA CURRICULUM ACTIVITIES SUCH AS CAREER EDUCATION AND STUDENT ORGANIZATIONS.

DUTY	RESPONSE	PERCENT
1	2	18
2	0	0
3	7	64
4	2	18
TOTAL	11	100

NEEDS OF THE GIFTED AND TALENTED

Table XIII indicates that twenty-eight percent shared this duty with the administrative assistant, forty-four percent shared this duty with the classroom teacher and eighteen percent performed this duty exclusively.

TABLE XIII

ADAPT INSTRUCTIONAL METHODS TO MEET THE NEEDS OF THE GIFTED AND TALENTED STUDENTS

DUTY	RESPONSE	PERCENT
1	0	0
2	3	28
3	6	54
4	2	18
TOTAL	11	100

NEEDS OF HANDICAPPED STUDENTS

Table XIV indicates that fifty-four percent shared this duty with the school principal, eighteen percent shared this duty with the administrative assistant, eighteen percent shared this duty with the classroom teacher and ten percent performed this duty exclusively.

TABLE XIV

ADAPT INSTRUCTIONAL METHODS TO MEET THE NEEDS OF THE HANDICAPPED STUDENTS

DUTY	RESPONSE	PERCENT
1	6	54
2	2	18
3	2	18
4	1	10
TOTAL	11	100

INCLUDES COMPETENCY BASED INSTRUCTION

Table XV indicates that the Industrial Arts Supervisor performed this duty exclusively.

TABLE XV

CAMPAIGN TO INCLUDE COMPETENCY BASED INSTRUCTION AS A PART OF INDUSTRIAL ARTS CURRICULUM

DUTY	RESPONSE	PERCENT
1	0	0
2	0	0
3	0	0
4	11	100
TOTAL	11	100

TEAM-TEACHING AND OPEN CLASSROOM APPROACH

Table XVI indicates twenty-eight percent shared this duty with the school principal, eighteen percent shared this duty with the administrative assistant, eighteen percent shared this duty with the classroom teacher and thirty-six percent performed this duty exclusively,

TABLE XVI

RESPONSIBLE FOR PROMOTING GOOD WORKING CONDITIONS SUCH AS TEAM-TEACHING AND OPEN CLASSROOM APPROACH

DUTY	RESPONSE	PERCENT
1	3	28
2	2	18
3	2	18
4	4	36
TOTAL	11	100

INDUSTRIAL ARTS COURSES AS MINI-COURSES

Table Table XVII indicates that the school principal was responsible for this duty exclusively.

TABLE XVII
HAVE INDUSTRIAL ARTS COURSES SCHEDULED AS MINI-COURSES

DUTY	RESPONSE	PERCENT
1	11	100
2	0	0
3	0	0
4	0	0
TOTAL	11	100

INDUSTRIAL ARTS INCLUDED IN THE FIFTH AND SIXTH GRADES

Table XVIII indicates that the Industrial Arts Supervisor performed this duty exclusively.

TABLE XVIII

MAKE RECOMMENDATIONS THAT INDUSTRIAL ARTS BE INCLUDED IN THE FIFTH AND SIXTH GRADES

DUTY	RESPONSE	PERCENT
1	0	0
2	0	0
3	0	0
4	11	100
TOTAL	11	100

PROMOTING GOOD COMMUNITY RELATIONS

Table XIX indicates that forty-five percent shared this duty with the school principal, eighteen percent shared this duty with the administrative assistant and thirty-seven percent shared this duty with the classroom teacher.

TABLE XIX

RESPONSIBLE FOR PROMOTING GOOD COMMUNITY RELATIONS SUCH AS ATTENDING P.T.A. AND RELATED SOCIALS

DUTY	RESPONSE	PERCENT
1	5	45
2	2	18
3	4	37
4	0	0
TOTAL	11	100

PERSONAL OR ACADEMIC PROBLEMS

The final table XX indicates that one hundred percent of the Industrial Arts Supervisors had scheduled hours for discussion with instructors.

TABLE XX

SCHEDULED OFFICE HOURS TO DISCUSS ANY PROBLEM, PERSONAL OR ACADEMIC WITH INSTRUCTORS

DUTY	RESPONSE	PERCENT
1	0	0
2	0	00
3	0	0
4	11	100
<hr/>		
TOTAL	11	100
<hr/>		
<hr/>		

Tables one through twenty have indicated certain findings relevant to the status, duties and responsibilities of the Industrial Arts Supervisors in the Commonwealth of Virginia.

Some of the major findings were:

1. One hundred percent of the participants scheduled office hours to discuss personal or academic problems.
2. Zero percent of the participants were responsible for promoting P.T.A. or related socials.
3. One hundred percent of the participants made recommendations that Industrial Arts be included on the fifth and sixth grade levels.
4. One hundred percent of the participants did not have any part in scheduling Industrial Arts as mini-courses.
5. One hundred percent of the participants campaigned to include competency based instruction as a part of the Industrial Arts curriculum.
6. Only eighteen percent of the participants had input in the following responsibilities:
 - a. extra curriculum activities such as P.T.A. and Career Education
 - b. adapting methods for teaching the gifted and talented and handicapped students

A summary of the study, including certain conclusions and recommendations is presented in this chapter.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to define the position of the Industrial Arts Supervisor in the Commonwealth of Virginia, with respect to the duties and responsibilities of the office. The objectives of the study were: (1) to present the Industrial Arts Supervisor's flexibilities in performing their duties, (2) to provide relative information concerning his flexibilities and most important (3) to discover the general supervisory duties that he performs in his present assignment.

It is hopeful that the data obtained from this study will indicate the answers to the following questions:

1. Does the Industrial Arts Supervisor share certain duties with the School Principal?
2. Does the Industrial Arts Supervisor share certain duties with the Administrative Assistant?
3. Does the Industrial Arts Supervisor share certain duties with the classroom teacher?
4. Does the Industrial Arts Supervisor perform certain duties exclusively.

A questionnaire was developed and mailed to all Industrial Arts Supervisors in the Commonwealth of Virginia. One hundred percent of the Industrial Arts Supervisors participated in the study.

The questionnaire included a cover letter and twenty questions related to the duties and responsibilities of his office. The questionnaire was designed so that the Industrial Arts Supervisor could circle his response from a list of four categories. All questions required one answer.

After receiving the questionnaire from the respondents, data were tabulated using hand-scoring methods. The responses for each item on the questionnaire

were tabulated and the percentages were computed.

The major findings in the study were:

1. One hundred percent of the participants scheduled office hours to discuss personal or academic problems.
2. Zero percent of the participants were responsible for promoting P.T.A. or school related socials.
3. One hundred percent of the participants had made recommendations to include Industrial Arts on the fifth and sixth grade levels.
4. One hundred percent of the participants did not have input in scheduling Industrial Arts as a mini-course.
5. Eighty-two percent of the participants reported that they were in charge of purchasing supplies, tools, and equipment for their respective schools.
6. Thirty-six percent of the participants directed state funds received from teaching orientation and exploration courses.
7. One hundred percent of the participants campaigned to include competency-based instruction for their respective schools.

CONCLUSIONS

From the results of this investigation, the following conclusions are offered:

1. The Industrial Arts Supervisors devote a large percentage of their time lobbying to include Industrial Arts on the fifth and sixth grade levels.
2. The Industrial Arts Supervisors devote a large percentage of their time purchasing supplies, and equipment for their respective school systems.
3. The Industrial Arts Supervisors devote a large percentage of their time campaigning competency-based instruction for their respective school systems.

RECOMMENDATIONS

The following recommendations are suggested:

1. A similar but more expanded study on the duties and responsibilities of the Industrial Arts Supervisors in the Commonwealth of Virginia should be conducted within five years for re-evaluation purposes.
2. It would seem advantageous to conduct a study based on a sample from every state in the United States.

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APPENDIXES

APPENDIX A

COVER LETTER ACCOMPANYING QUESTIONNAIRE



GREAT BRIDGE JUNIOR HIGH SCHOOL

369 Battlefield Boulevard, South
Chesapeake, Virginia 23320

July 17, 1979

As a part of graduate research being conducted at Old Dominion University, I am developing an instrument for a state-wide study of the duties and responsibilities of the Industrial Arts Supervisors in the Commonwealth of Virginia.

You have been identified as a person who could give valuable assistance in the instrument development. You are asked to respond to the questionnaire enclosed and return it in the self-addressed envelope.

The information collected in this activity will be kept in strict confidence and will be used only in group tabulation. I will be grateful if you will take a few minutes to respond to this request. Your promptness will be greatly appreciated.

Sincerely yours,

Charlie R. Jubilee
Graduate Student O.D.U.
Industrial Arts Teacher
Great Bridge Junior High School

Dr. David I. Joyner, Advisor

APPENDIX B
THE QUESTIONNAIRE

INDUSTRIAL ARTS SUPERVISOR'S DUTY INVENTORY

Directions The following statements represent different aspects of duties and responsibilities of the Industrial Arts Supervisors. Some statements will require different responses. I am seeking information concerning the duties shared with the school principal, duties performed with an administrative assistant, duties performed with the classroom teacher, and duties performed by the Industrial Arts Supervisor exclusively. Please indicate the extent of your duties and responsibilities by circling the number which represents your responsibility. Please use the following guide.

- 1 = Duty shared with School Principal
- 2 = Duty shared with Administrative Assistant
- 3 = Duty shared with Classroom Teacher
- 4 = Duty performed by the Industrial Arts Supervisor exclusively

- | | |
|--|---------|
| 1. Selects and hires Industrial Arts teachers | 1 2 3 4 |
| 2. Visits classroom to observe effectiveness of instruction | 1 2 3 4 |
| 3. Evaluates Instructor's teaching techniques | 1 2 3 4 |
| 4. Confers with instructors to plan and develop curriculum designed to meet the needs of students | 1 2 3 4 |
| 5. Conducts workshops and conferences for instructors to improve classroom procedures | 1 2 3 4 |
| 6. Responsible for in-service staff development | 1 2 3 4 |
| 7. Provide instructors with instructional materials | 1 2 3 4 |
| 8. Provide instructors with laboratory equipment and tools | 1 2 3 4 |
| 9. Provides the time for Industrial Arts instructors to attend state or national conferences | 1 2 3 4 |
| 10. Identifies instructor's needs to teach orientation and exploration courses | 1 2 3 4 |
| 11. Direct state funds received for teaching orientation and exploration courses to be expended in the Industrial Arts area only | 1 2 3 4 |

12. Stresses the importance of involving extra curriculum activities such as Career Education and Student Organizations 1 2 3 4
13. Adapt instructional methods to meet the needs of the gifted and talented students 1 2 3 4
14. Adapt instructional methods to meet the needs of the handicapped students 1 2 3 4
15. Campaign to include competency-based instruction as a part of the Industrial Arts curriculum 1 2 3 4
16. Responsible for promoting good working conditions such as team teaching and open classroom approach 1 2 3 4
17. Have Industrial Arts courses scheduled as mini-courses 1 2 3 4
18. Make recommendations that Industrial Arts be included in the 5th and 6th grades 1 2 3 4
19. Responsible for promoting good community relations such as attending P.T.A. and related socials 1 2 3 4
20. Schedule office hours to discuss any problem, personal or academic with instructors 1 2 3 4