

Non-Parametric Test Analysis for the Questionnaire Investigation on the High School Teachers' Work Load

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Abstract

High School teachers in Japan are sending very busy days on their daily works including teaching, support for the club activities and deskwork. Among them, they share a lot of time for managing the club activities of students compared with other countries. In that area, professionals can make instruction much better than teachers for the special sports like Judo and Kendo (Japanese fencing) etc. School Social Worker can coordinate the professionals out of school and can help teachers by decreasing their burden on that area. There are few related papers concerning the support of club activities by utilizing the professionals outside. In this paper, a questionnaire investigation is executed to the five High Schools at Miyagi Prefecture in Japan in order to clarify their current condition and their consciousness, and to seek the possibility of utilizing school social worker for their support. Fundamental statistical analysis and Non-Parametric Test Analysis are performed. As for Q2 "Consciousness for the daily works" and its related analysis, Null Hypotheses were rejected for 6 cases out of 60. As for Q3 "Consciousness for guiding the club activities" and its related analysis, Null Hypotheses were rejected for 5 cases out of 48. Various cases should be investigated here after.

Keywords: high school teacher, non-parametric test, school social worker

1. Introduction

Teachers at High school / Junior High School in Japan are sending very busy days in general on their daily works including teaching, support for the club activities and deskwork. Among them, they share a lot of time for managing the club activities of students compared with other countries. In particular, it takes time to manage the club activities for sports. In that area, professionals can make instruction much better than teachers for the special sports like Judo and Kendo (Japanese fencing) etc. School Social Worker can coordinate the professionals out of school and can help teachers by decreasing their burden on that area.

There are many researches made on School Social Workers' function. For example, H. Konyuba (2011) analyzed the teacher's spare time for club activities and pointed out that there is a difference between the sports club and the culture club. K. Yonekawa (2011) discussed the mental health support by school social worker. M.S. Kelly et al. (2010) made School Social work survey and derived instructive insight.

OECD (Organization for Economic Co-operation and Development) has released the investigation report of "Teaching and Learning International Survey (TALIS)" on June 25/2014. It is reported that the teacher's total working hours for a week in Japan were the most among 33 countries. Main data are as follows.

/Teacher's total working hours for a week in Japan: 53.9 (Average: 38.3)

/Teacher's working hours of support for the club activities for a week in Japan: 7.7 (Average: 2.1)

/Teacher's working hours of deskwork for a week in Japan: 5.5 (Average: 2.9)

/Teacher's teaching hours for a week in Japan: 17.7 (Average: 19.3)

Teacher's working hours of support for the club activities were nearly triple, and those of deskwork double compared

with the average, while the teaching hours were less than those of the average. They are too busy for the support of the club activities and deskwork, which causes bad influence on their teaching activities.

Although there are some related papers as these, but there are few related papers concerning the support of club activities by utilizing the professionals outside especially in the Japanese case.

In this paper, a questionnaire investigation is executed to the five High Schools at Miyagi Prefecture in Japan in order to clarify their current condition and their consciousness, and to seek the possibility of utilizing school social worker for their support. Fundamental statistical analysis and Non-Parametric Test Analysis are performed. Some interesting results were obtained.

The rest of the paper is organized as follows. Outline of questionnaire investigation is stated in section 2. Non-Parametric Test Analysis is conducted in section 3 which is followed by the Remarks of section 4.

2. Outline and the Basic Statistical Results of the Questionnaire Research

2.1 Outline of the Questionnaire Research

We make a questionnaire investigation for the Support of High School Teachers by the School Social Worker. The outline of questionnaire research is as follows. Questionnaire sheet is attached in Appendix.

- | | | | |
|-----|------------------------|---|---|
| (1) | Scope of investigation | : | High School Teacher, 5 High Schools in Miyagi Prefecture, Japan |
| (2) | Period | : | August~October 2015 |
| (3) | Method | : | Leave until called for |
| (4) | Collection | : | Number of distribution 309
Number of collection 167(collection rate 54.0%)
Valid answer 167 |

2.2 Basic Statistical Results

Now, we show the main summary results by single variable.

2.2.1 Characteristics of Answers (Q4)

(1) Sex (Q4-1)

Male: 65.9%

Female: 34.1%

(2) Age (Q4-2)

20~29: 23.2%

30~39: 24.4%

40~49: 29.3%

50~59: 18.9%

More than 60: 4.3%

(3) Position (Q4-3)

Deputy Principal: 0.6%

A person in charge of educational affairs: 13.3%

Teacher: 58.4%

Lecturer: 22.9%

Assistant: 1.2%

Miscellaneous: 3.6%

(4) Experience as a teacher (Q4-4)

More than 10 years consists of 60.7%.

(5) How many years are you working for the present school?

5~9 years (22.3%) and more than 10 years (60.7%) consist of 80.3%.

2.2.2 Club Activities

(1) Sports Club (Q 1-2-1)

Large part one is Soccer (9.01%), Baseball (7.21%), Volleyball (7.21%) and Table Tennis (7.21%).

(2) Culture Club (Q1-2-2)

Main items are as follows.

/Broadcast Department: 6.15%, /Literature: 4.62%, /Brass ensemble: 4.62%, /Instrumental music: 4.62%, Shogi(Japanese chess): 4.62%.

(3) How about the sort of job? (Q1-2-2-3)

/Adviser: 72.1%, /Deputy Adviser: 20.6%, Miscellaneous: 7.3%

Adviser holds the majority.

(4) Is the club strong enough to participate in the national sports match? (Q1-2-2-4)

Nearly 1/4 of them are the strong teams to participate in the national sports match.

(5) Is the club activity active? (Q1-2-2-5)

More than half of them have selected "Yes".

(6) How long a time do you spare for the club activity (Include moving time) (Q1-2-2-6)

Up to 60 hours in month is nearly half and up to 90 hours reaches nearly 3/4 in the total.

2.2.3 Consciousness for the Daily Works (Q2)

(1) Feel it burden to teach (Q2-1)

Nearly 16% of the teachers feel it burden to teach.

(2) Feel it burden to prepare for teaching (Q2-2)

Nearly 1/4 of the teachers feel it burden to prepare for teaching.

(3) Feel it burden to instruct for learning (Q2-3)

Nearly 13% of the teachers feel it burden to instruct for learning.

(4) Feel it burden to handle the students' performance (Q2-4)

Nearly 1/4 of the teachers feel it burden to handle the students' performance.

(5) Feel it burden to guide students (Q2-5)

Nearly 40% of the teachers feel it burden to guide students.

(6) Feel it burden to guide club activities (Q2-6)

Nearly 1/3 of the teachers feel it burden to guide club activities.

(7) Feel it burden to manage the class (Q2-8)

Nearly 1/5 of the teachers feel it burden to manage the class.

(8) Feel it burden to deal with meeting, advance arrangement (Q2-9)

Nearly 23% of the teachers feel it burden to deal with meeting, advance arrangement.

(9) Feel it burden to deal with parents (Q2-10)

Nearly 23% of the teachers feel it burden to deal with parents.

2.2.4 Consciousness for Guiding the Club Activities (Q3)

(1) Worthwhile to guide club activities (Q3-1)

Positive attitude to this theme can be seen (52%).

(2) It is better for the professionals to guide club activities (Q3-2)

Strong positive attitude to this theme can be confirmed (79%).

(3) I do not know the club field precisely that I take charge of (Q3-3)

Rather many teachers (31%) feel anxiety for their expertise in their club field.

(4) Quite tired because of the activity on holiday (Q3-5)

Nearly 40% of them feel tired because of the club activity on holiday.

(5) Have a hard time for the technical guidance (Q3-6)

Nearly 31% of them have a hard time for the technical guidance.

(6) Have a hard time for the mental guidance (Q3-7)

Nearly 1/3 of them have a hard time for the mental guidance.

(7) Want to have a person to consult with in guiding club activities (Q3-8)

Nearly 41% of them want to have a person to consult with in guiding club activities.

3. Non-Parametric Test

Non-Parametric Test is executed concerning Q2 “Consciousness for the daily works” and Q3 “Consciousness for guiding the club activities”. Cross tabulation is calculated for the items of Q4-1 “Sex”, Q4-2 ”Age”, Q4-3 ”Position”, Q4-4 ” Experience as a teacher”, Q4-5 ”How many years are you working for the present school?”, Q4-7 “Marriage” etc.

Significance probability is calculated as Table 1 and Table 2 for each case. Hatched parts in Table 1 and Table 2 are the Null Hypothesis rejected cases under 5% significance level.

As Q2 and Q3 are ordinal scale, Kruskal Wallis Test is examined, which reflects order information.

Table 1. Q2 “Consciousness for the daily works”

	Burden for teaching	Burden for preparing teaching	Burden for instructing learning	Burden for handling students’ performance	Burden for guiding students	Burden for guiding club activities	Burden for attending conference	Burden for managing the class	Burden for dealing with meeting	Burden for dealing with parents
Sex	0.897	0.689	0.717	0.838	0.442	0.114	0.396	0.390	0.222	0.691
Age	0.029	0.695	0.096	0.264	0.313	0.633	0.563	0.041	0.009	0.359
Position	0.452	0.563	0.309	0.204	0.208	0.182	0.110	0.078	0.140	0.019
Experience years as a teacher	0.312	0.838	0.311	0.105	0.535	0.459	0.213	0.051	0.129	0.077
Experience years at the present school	0.407	0.663	0.407	0.568	0.233	0.773	0.101	0.043	0.251	0.006
Marriage	0.456	0.728	0.260	0.873	0.959	0.840	0.086	0.270	0.783	0.927

Table 2. Q3 “Consciousness for guiding the club activities”

	Feel worthwhile	Better for the professionals to guide club activities	Inexperience	Cannot to share time to prepare teaching	Quite tired on holiday activity	Have a hard time for the technical guidance	Have a hard time for the mental guidance	Want the person to consult with
Sex	0.662	0.531	0.246	0.274	0.416	0.020	0.889	0.025
Age	0.261	0.334	0.335	0.650	0.311	0.136	0.838	0.033
Position	0.984	0.361	0.633	0.148	0.055	0.119	0.021	0.171
Experience years as a teacher	0.129	0.674	0.269	0.113	0.629	0.624	0.668	0.022
Experience years at the present school	0.331	0.938	0.619	0.100	0.830	0.845	0.135	0.203
Marriage	0.923	0.903	0.086	0.483	0.493	0.081	0.238	0.124

Each case of hatched parts is considered hereafter in the following section.

3.1 Age and Daily Works

3.1.1 Age and the Burden for Teaching

Table 3. Age and the Burden for teaching

			2-1 Burden for teaching					
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	Total
4-2	Under	Frequency	1	0	0	0	0	1
Age	20	%	100.0	.0	.0	.0	.0	100.0
	20-29	Frequency	1	1	5	22	8	37
		%	2.7	2.7	13.5	59.5	21.6	100.0
	30-39	Frequency	0	5	5	20	10	40
		%	.0	12.5	12.5	50.0	25.0	100.0
	40-49	Frequency	1	10	14	13	10	48
		%	2.1	20.8	29.2	27.1	20.8	100.0
	50-59	Frequency	1	4	10	9	6	30
		%	3.3	13.3	33.3	30.0	20.0	100.0
	More than 60	Frequency	1	1	1	4	0	7
		%	14.3	14.3	14.3	57.1	.0	100.0
Total		Frequency	5	21	35	68	34	163
		%	3.1	12.9	21.5	41.7	20.9	100.0

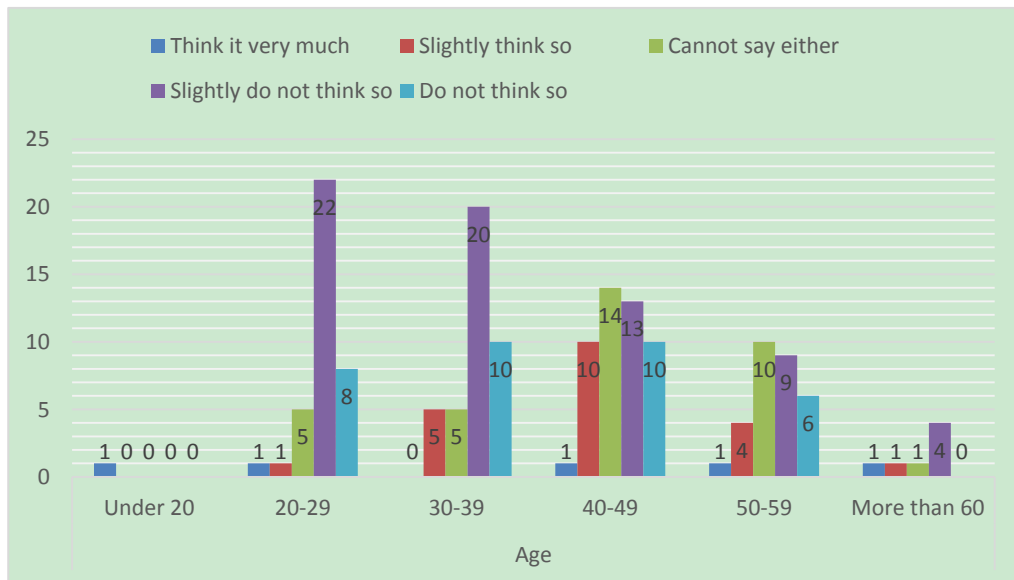


Figure 1. Age and the burden for teaching

Teachers of 40th have a rather high burden feeling for teaching. They may hold many daily works.

3.1.2 Age and the Burden for Class Management

Table 4. Age and the burden for class management

			2-8 Burden for class management						
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	Total	
Age	4-20	Under 20	Frequency	1	0	0	0	0	1
		%	100.0	.0	.0	.0	.0	100.0	
	20-29	Frequency	0	4	9	12	11	36	
		%	.0	11.1	25.0	33.3	30.6	100.0	
	30-39	Frequency	1	10	12	8	9	40	
		%	2.5	25.0	30.0	20.0	22.5	100.0	
	40-49	Frequency	3	7	20	12	6	48	
		%	6.3	14.6	41.7	25.0	12.5	100.0	
	50-59	Frequency	2	5	12	4	6	29	
		%	6.9	17.2	41.4	13.8	20.7	100.0	
	More than 60	Frequency	0	0	4	3	0	7	
		%	.0	.0	57.1	42.9	.0	100.0	
Total	Frequency	7	26	57	39	32	161		
	%	4.3	16.1	35.4	24.2	19.9	100.0		

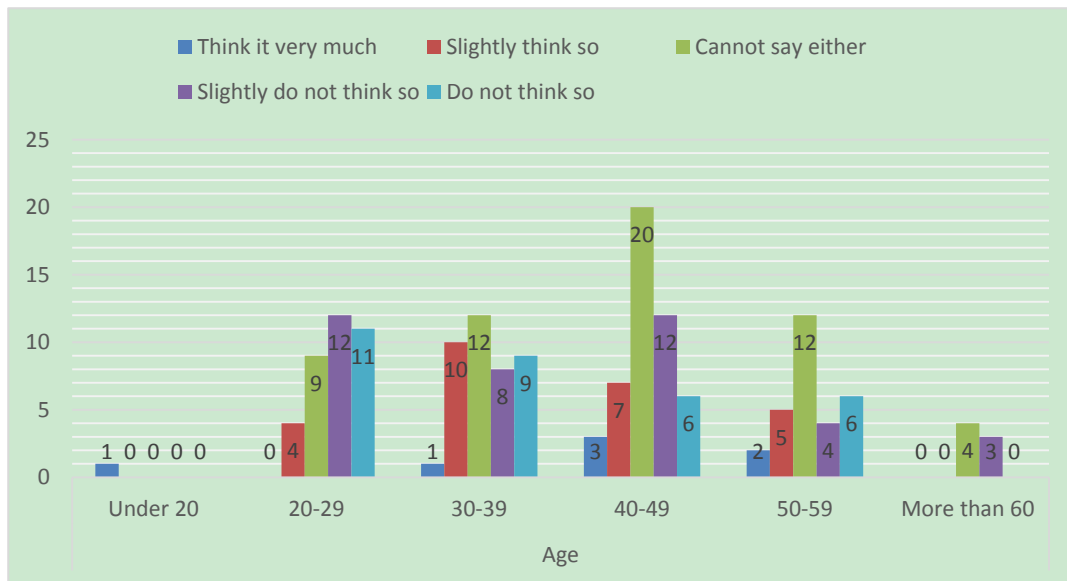


Figure 2. Age and the burden for class management

Teachers of 30th and 40th have a high burden feeling for class management.

3.1.3 Age and the Burden for Dealing With Meeting

Table 5. Age and the burden for dealing with meeting

			2-9 Burden for dealing with meeting					
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	Total
4-2	Under	Frequency	1	0	0	0	0	1
Age	20	%	100.0	.0	.0	.0	.0	100.0
	20-29	Frequency	1	2	10	15	9	37
		%	2.7	5.4	27.0	40.5	24.3	100.0
	30-39	Frequency	3	7	13	9	8	40
		%	7.5	17.5	32.5	22.5	20.0	100.0
	40-49	Frequency	7	4	20	13	4	48
		%	14.6	8.3	41.7	27.1	8.3	100.0
	50-59	Frequency	3	7	10	7	3	30
		%	10.0	23.3	33.3	23.3	10.0	100.0
	More than 60	Frequency	0	2	3	2	0	7
		%	.0	28.6	42.9	28.6	.0	100.0
Total		Frequency	15	22	56	46	24	163
		%	9.2	13.5	34.4	28.2	14.7	100.0

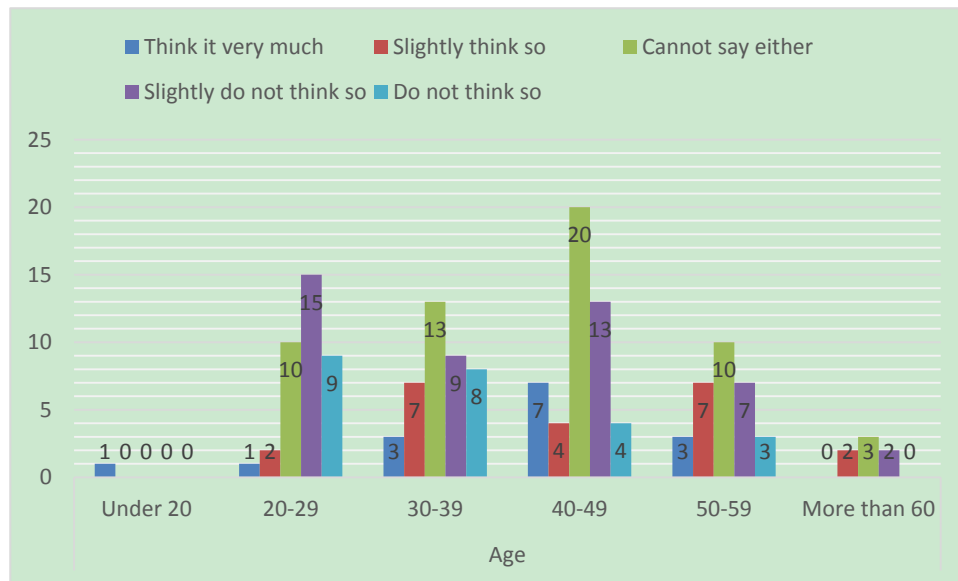


Figure 3. Age and the burden for dealing with meeting

Teachers of 30th , 40th and 50th have a high burden feeling for dealing with meeting.

3.2 Position and Daily Works

3.2.1 Position and the Burden for Dealing With Parents

Table 6. Position and the burden for dealing with parents

			2-10 Burden for dealing with parents					Total
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	
4-3 Position	Principal	Frequency	0	0	0	0	1	1
		%	.0	.0	.0	.0	100.0	100.0
	Deputy Principal	Frequency	0	2	7	8	5	22
		%	.0	9.1	31.8	36.4	22.7	100.0
	A person in charge of educational affairs	Frequency	7	20	34	26	10	97
		%	7.2	20.6	35.1	26.8	10.3	100.0
Teacher	Frequency	1	6	10	12	9	38	
	%	2.6	15.8	26.3	31.6	23.7	100.0	
Lecture	Frequency	0	1	0	0	0	1	
	%	.0	100.0	.0	.0	.0	100.0	
Assistant	Frequency	0	0	2	1	2	5	
	%	.0	.0	40.0	20.0	40.0	100.0	
Total	Frequency	8	29	53	47	27	164	
	%	4.9	17.7	32.3	28.7	16.5	100.0	

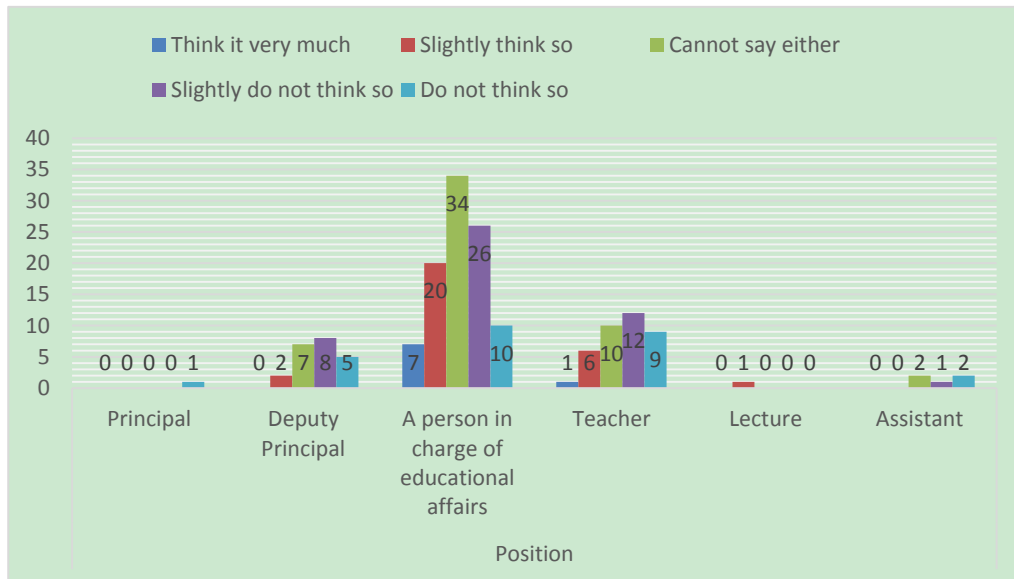


Figure 4. Position and the burden for dealing with parents

Position as a teacher feel it burden for dealing with parents.

3.3 Experience Years at the Present School and the Consciousness for the Daily Works

3.3.1 Experience Years at the Present School and the Burden for Class Management

Table 7. Experience years at the present school and the burden for class management

			2-8 Burden for class management					Total
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	
4-5	Within 1 year	Frequency	0	1	0	3	5	9
		%	.0	11.1	.0	33.3	55.6	100.0
Experience years at the present school	1-2 years	Frequency	0	0	5	2	1	8
		%	.0	.0	62.5	25.0	12.5	100.0
	3-4 Years	Frequency	2	3	8	6	6	25
		%	8.0	12.0	32.0	24.0	24.0	100.0
	5-9 years	Frequency	0	7	10	14	6	37
		%	.0	18.9	27.0	37.8	16.2	100.0
	10 years more	Frequency	5	15	35	14	14	83
		%	6.0	18.1	42.2	16.9	16.9	100.0
Total		Frequency	7	26	58	39	32	162
		%	4.3	16.0	35.8	24.1	19.8	100.0

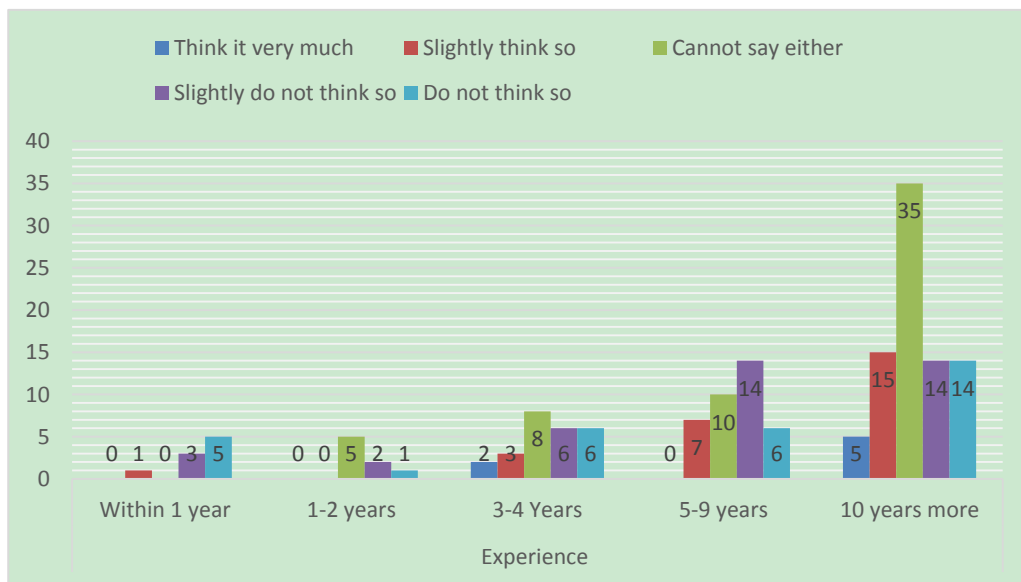


Figure 5. Experience years at the present school and the burden for class management

Veteran for more than 10 years feel it burden to manage the class.

3.3.2 Experience Years at the Present School and the Burden for Dealing With Parents

Table 8. Experience years at the present school and the burden for dealing with parents

			2-10 Burden for dealing with parents					Total
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	
4-5 Experience years at the present school	Within 1 year	Frequency	0	0	1	2	7	10
		%	.0	.0	10.0	20.0	70.0	100.0
	1-2 years	Frequency	0	2	2	3	1	8
		%	.0	25.0	25.0	37.5	12.5	100.0
	3-4 Years	Frequency	2	4	7	10	2	25
		%	8.0	16.0	28.0	40.0	8.0	100.0
	5-9 years	Frequency	2	8	10	9	8	37
		%	5.4	21.6	27.0	24.3	21.6	100.0
	10 years more	Frequency	4	15	33	23	9	84
		%	4.8	17.9	39.3	27.4	10.7	100.0
Total	Frequency	8	29	53	47	27	164	
	%	4.9	17.7	32.3	28.7	16.5	100.0	

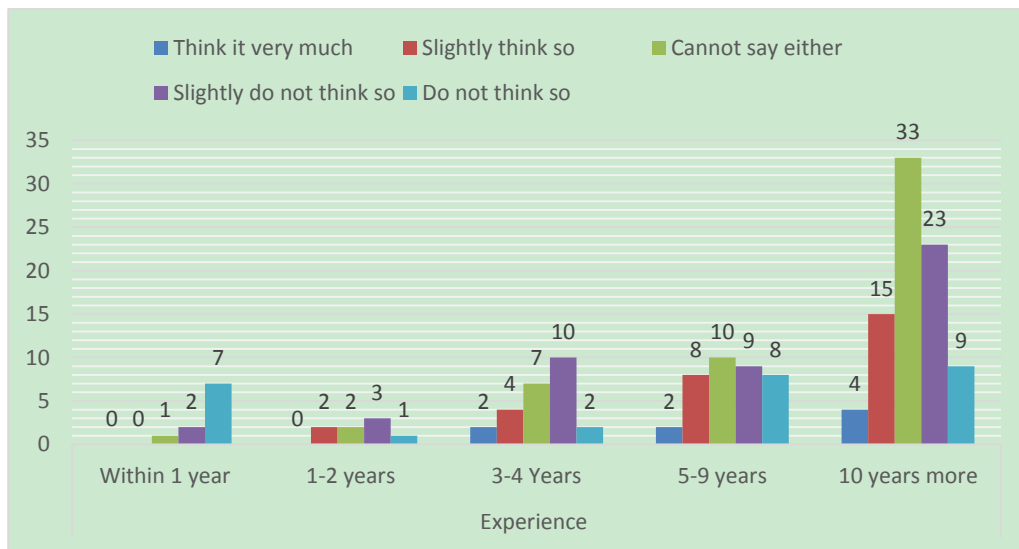


Figure 6. Experience years at the present school and the burden for dealing with parents

Teachers of experience years more than 5 years at the present school feel it burden to deal with parents.

3.4 Sex and the Consciousness for Guiding the Club Activities

3.4.1 Sex and the Burden for the Technical Guidance in the Club Activities

Table 9. Sex and burden for the technical guidance in the club activities

			3-6 Burden for the technical guidance in the club activities					Total
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	
4-1 Sex	Male	Frequency	8	16	37	19	28	108
		%	7.4	14.8	34.3	17.6	25.9	100.0
	Female	Frequency	7	18	13	6	11	55
		%	12.7	32.7	23.6	10.9	20.0	100.0
Total	Frequency	15	34	50	25	39	163	
	%	9.2	20.9	30.7	15.3	23.9	100.0	

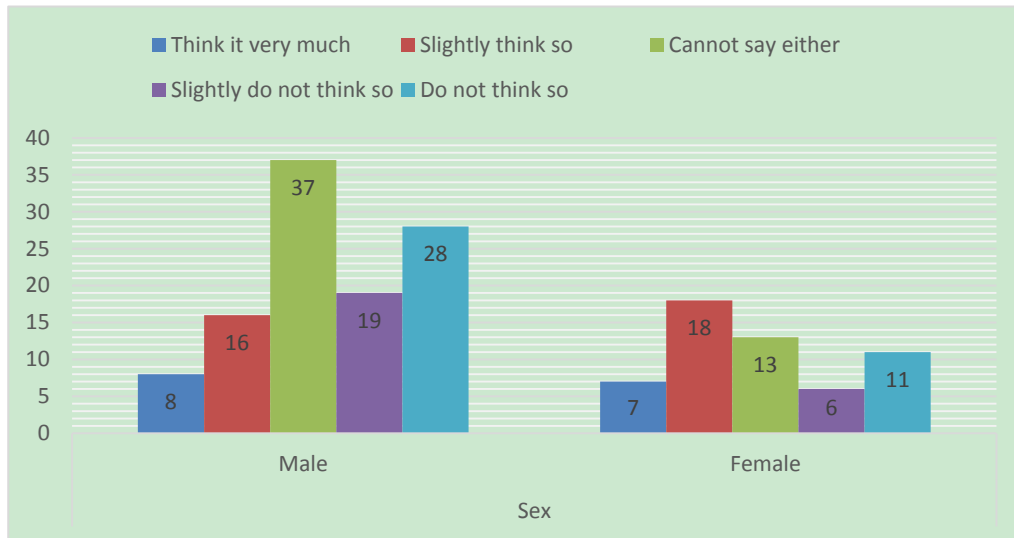


Figure 7. Sex and burden for the technical guidance in the club activities

Female feel more burden than male for the technical guidance in the club activities.

3.4.2 Sex and “Want the Person to Consult With in Guiding the Club Activities”

Table 10. Sex and “Want the person to consult with in guiding the club activities”

		3-8 Want the person to consult with in guiding the club activities						
		Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	Total	
4-1 Sex	Male	Frequency	18	19	37	16	18	108
		%	16.7	17.6	34.3	14.8	16.7	100.0
	Female	Frequency	12	18	16	5	5	56
		%	21.4	32.1	28.6	8.9	8.9	100.0
Total		Frequency	30	37	53	21	23	164
		%	18.3	22.6	32.3	12.8	14.0	100.0

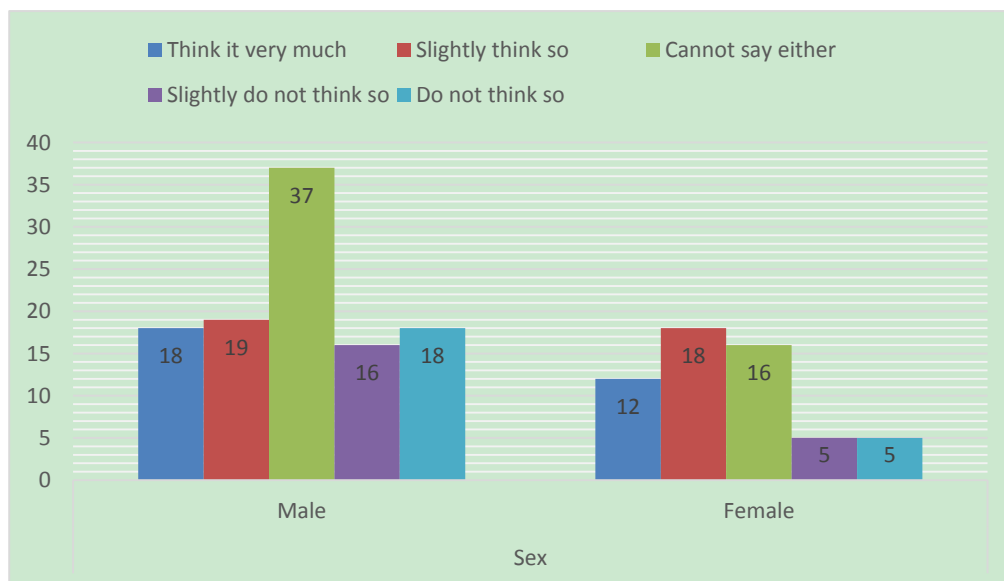


Figure 8. Sex and “Want the person to consult with in guiding the club activities”

Female feels much more than male that she wants the person to consult with in guiding club activities.

3.5 Age and the Consciousness for Guiding the Club Activities

3.5.1 Age and “Want the Person to Consult With in Guiding the Club Activities”

Table 11. Age and “Want the person to consult with in guiding the club activities”

			3-8 Want the person to consult with in guiding the club activities					Total
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	
4-2	Under	Frequency	0	0	1	0	0	1
Age	20	%	.0	.0	100.0	.0	.0	100.0
	20-29	Frequency	8	9	13	6	2	38
		%	21.1	23.7	34.2	15.8	5.3	100.0
	30-39	Frequency	14	6	10	3	7	40
		%	35.0	15.0	25.0	7.5	17.5	100.0
	40-49	Frequency	8	15	15	4	6	48
		%	16.7	31.3	31.3	8.3	12.5	100.0
	50-59	Frequency	0	7	11	5	8	31
		%	.0	22.6	35.5	16.1	25.8	100.0
	More than 60	Frequency	0	1	3	3	0	7
		%	.0	14.3	42.9	42.9	.0	100.0
Total		Frequency	30	38	53	21	23	165
		%	18.2	23.0	32.1	12.7	13.9	100.0

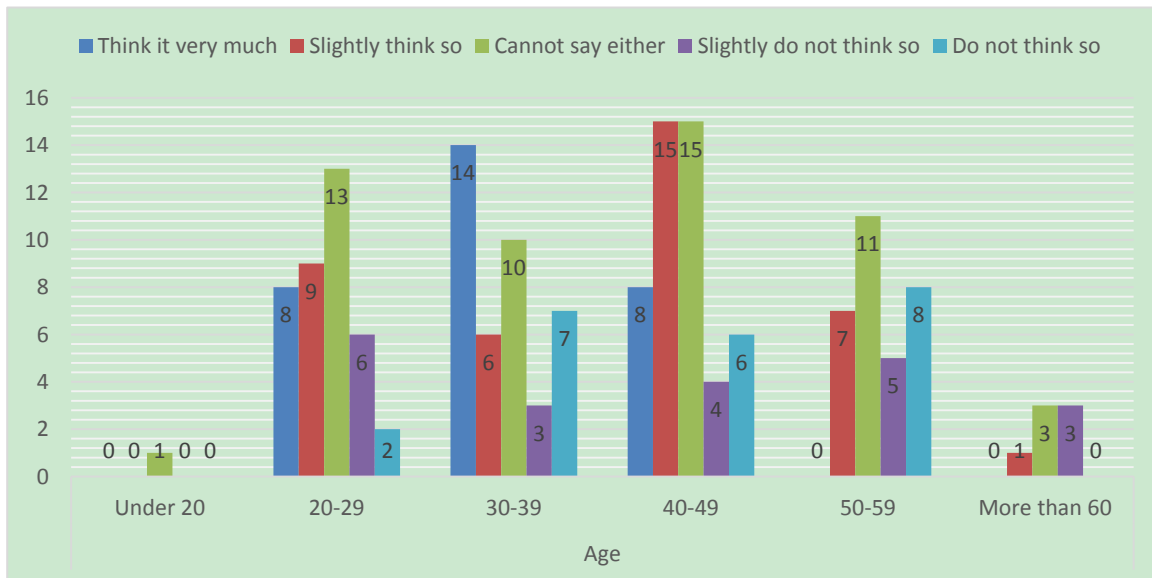


Figure 9. Age and “Want the person to consult with in guiding the club activities”

Rather young teachers of 20th through 40th want the person to consult with in guiding the club activities.

3.6 Position and the Consciousness for Guiding the Club Activities

3.6.1 Position and the Burden for the Mental Guidance in the Club Activities

Table 12. Position and the Burden for the mental guidance in the club activities

			3-7 Burden for the mental guidance in the club activities					Total
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	
4-3 Position	Principal	Frequency	0	0	0	0	1	1
		%	.0	.0	.0	.0	100.0	100.0
on	Deputy Principal	Frequency	0	5	7	5	5	22
		%	.0	22.7	31.8	22.7	22.7	100.0
A person in charge of educational affairs	Teacher	Frequency	17	30	27	10	12	96
		%	17.7	31.3	28.1	10.4	12.5	100.0
Lecture	Assistant	Frequency	2	16	14	4	2	38
		%	5.3	42.1	36.8	10.5	5.3	100.0
Total	Assistant	Frequency	0	2	0	0	0	2
		%	.0	100.0	.0	.0	.0	100.0
Total	Assistant	Frequency	3	0	2	1	0	6
		%	50.0	.0	33.3	16.7	.0	100.0
Total	Assistant	Frequency	22	53	50	20	20	165
		%	13.3	32.1	30.3	12.1	12.1	100.0

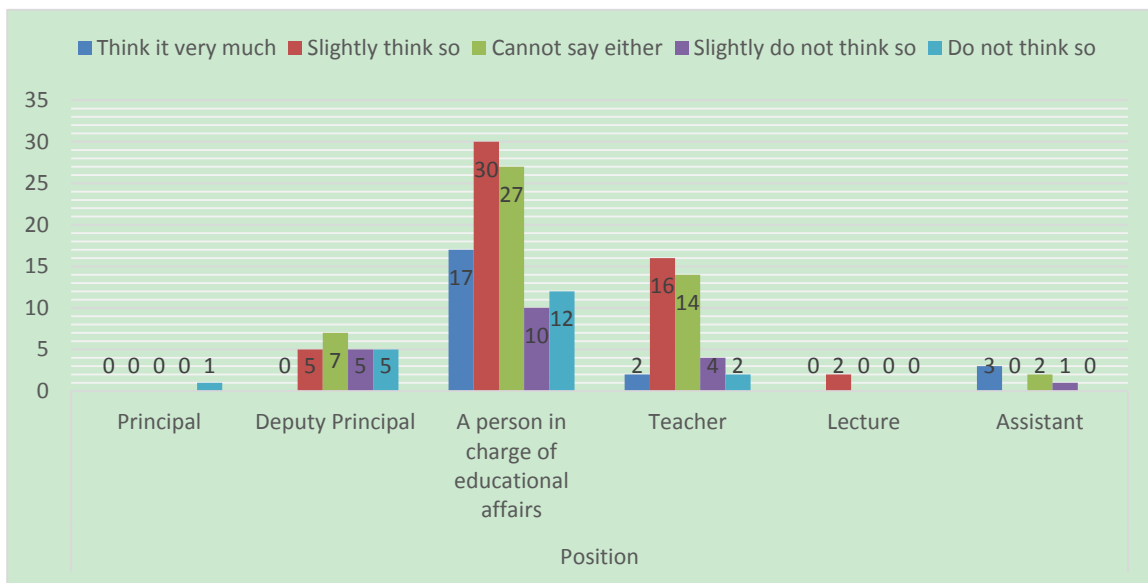


Figure 10. Position and the burden for the mental guidance in the club activities

Teachers and Lecturers, who are not so high in position, feel it burden for the mental guidance in the club activities.

3.7 Experience Years as a Teacher and the Consciousness for Guiding the Club Activities

3.7.1 Experience Years as a Teacher and “Want the Person to Consult With in Guiding the Club Activities”

Table 13. Experience years as a teacher and “Want the person to consult with in guiding the club activities”

			3-8 Want the person to consult with in guiding the club activities						
			Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so	Total	
Experience years as a teacher	4-4	Within 1 year	Frequency	2	1	2	2	0	7
		%	28.6	14.3	28.6	28.6	.0	100.0	
	1-2 years	Frequency	0	2	3	0	2	7	
		%	.0	28.6	42.9	.0	28.6	100.0	
	3-4 years	Frequency	3	5	8	2	1	19	
		%	15.8	26.3	42.1	10.5	5.3	100.0	
	5-9 years	Frequency	12	7	7	4	1	31	
		%	38.7	22.6	22.6	12.9	3.2	100.0	
	10 years and more	Frequency	12	22	34	12	19	99	
		%	12.1	22.2	34.3	12.1	19.2	100.0	
Total	Frequency	29	37	54	20	23	163		
	%	17.8%	22.7%	33.1%	12.3%	14.1%	100.0%		

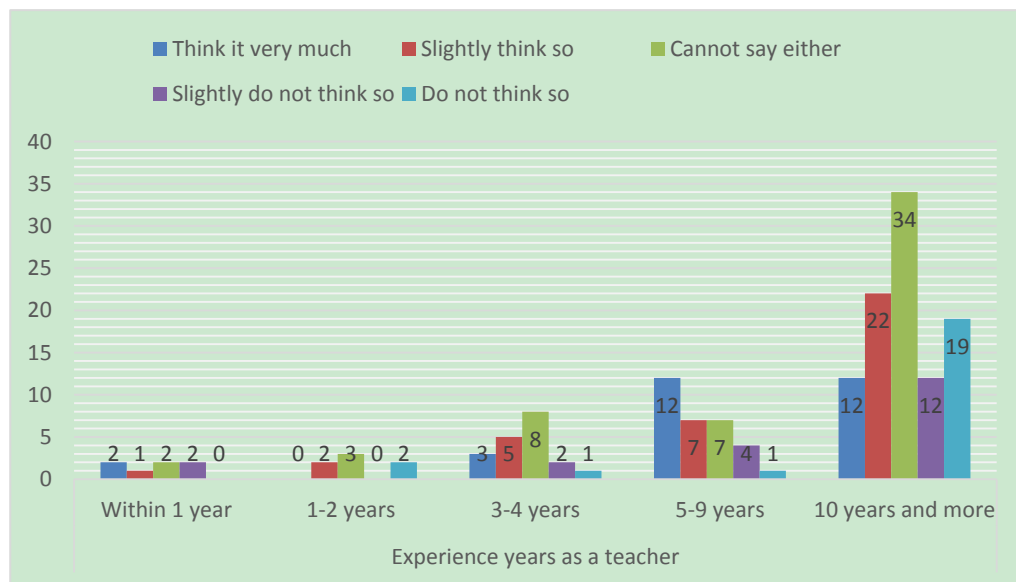


Figure 11. Experience years as a teacher and “Want the person to consult with in guiding the club activities”

Both of the teachers under experience year within 1 year and more than 5 years want the person to consult with in guiding the club activities.

4. Remarks

In this paper, Non-Parametric Test is applied and exquisite analysis was performed. Followings are the main results. As for Q2 “Consciousness for the daily works” and its related analysis, Null Hypotheses were rejected for 6 cases out of 60. As for Q3” Consciousness for guiding the club activities” and its related analysis, Null Hypotheses were rejected for 5 cases out of 48.

We can observe the following themes from the analysis results.

/ Middle aged teachers maybe very busy and have a burden in many areas.

/ Female teachers may have some handicap in guiding club activities than male.

/ Young teachers do not have enough experience in everything.

/ Rather young teachers feel it burden in mental guidance.

Thus, sex, age, position, experience as a teacher should be considered in taking measures to cope with the situation, particularly for the Null Hypotheses rejected cases, in the daily works and guiding club activities.

5. Conclusion

High School teachers in Japan are sending very busy days on their daily works including teaching, support for the club activities and deskwork. Among them, they share a lot of time for managing the club activities of students compared with other countries. In that area, professionals can make instruction much better than teachers for the special sports like Judo and Kendo (Japanese fencing) etc. School Social Worker can coordinate the professionals out of school and can help teachers by decreasing their burden on that area. There are few related papers concerning the support of club activities by utilizing the professionals outside. In this paper, a questionnaire investigation was executed to the five High Schools at Miyagi Prefecture in Japan in order to clarify their current condition and their consciousness, and to seek the possibility of utilizing school social worker for their support. Fundamental statistical analysis and Non-Parametric Test Analysis were performed.

In the Non-Parametric Test, followings results were obtained. As for Q2 “Consciousness for the daily works” and its related analysis, Null Hypotheses were rejected for 6 cases out of 60. As for Q3 “Consciousness for guiding the club activities” and its related analysis, Null Hypotheses were rejected for 5 cases out of 48.

We could observe the following themes from the analysis results.

/ Middle aged teachers maybe very busy and have a burden in many areas.

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/ Young teachers do not have enough experience in everything.

/ Rather young teachers feel it burden in mental guidance.

Thus, sex, age, position, experience as a teacher should be considered in taking measures to cope with the situation, particularly for the Null Hypotheses rejected cases, in the daily works and guiding club activities.

Based upon the results, these suggest that unique/original approach should be executed to the “Club Activities”. Teachers’ burden may be decreased by utilizing outer specialist in guiding club activities. School Social Worker can coordinate the professionals out of school and can help teachers by decreasing their burden on that area. This suggests the possibility of developing the new activity field for the School Social Worker.

Various cases should be investigated here after.

Acknowledgements

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Appendix: Questionnaire about the Club Activities at High School

1. Q1 Please select the appropriate item in each column

1	① Private	② Public		
Q1-1				
2	① Ordinary course	② Technical course	③ Commercial course	④ Miscellaneous ()
Q1-2				
(1) Select the club you are in charge of.				
Q1-2-(1) Sports club	① Baseball ② Tennis ③ Rugby ④ Soccer ⑤ Track-and-field ⑥ Hockey ⑦ Archery ⑧ Golf ⑨ Kyudo (Japanese Archery) ⑩ Horsemanship ⑪ Basketball ⑫ Badminton ⑬ Heavy gymnastics ⑭ Volleyball ⑮ Table tennis ⑯ Judo ⑰ Kendo ⑱ Alpine ⑲ Skiing ⑳ Swimming ㉑ Miscellaneous ()			
Q1-2-(1) Culture club	① Human sciences ② Research section ③ Living thing research section ④ Chemistry research section ⑤ Physics research ⑥ Mathematics research ⑦ Brass ensemble ⑧ Instrumental music ⑨ Literature ⑩ Shogi (Japanese Chess) ⑪ Art ⑫ Calligraphy ⑬ Railroad research ⑭ ESS ⑮ Newspaper ⑯ Broadcast Department ⑰ Classic ⑱ Theater ⑲ Debating ⑳ Photo department ㉑ Radio ㉒ Movie research ㉓ Miscellaneous ()			
(2) Q1-2-(2)-3 How about the sort of job?				
3	① Adviser	② Deputy Adviser	① Miscellaneous ()	
Q1-2-(2)-4 Is the club strong enough to participate in the national sport meet?				
4	① Yes	② Cannot say either	② No	
Q1-2-(2)-5 Is the club activity active?				
5	① Yes	② Cannot say either	③ No	
Q1-2-(2)-6 How long a time do you spare for the club activity (Include moving time)				
6	() hours / month			

2. Q2 We ask you a consciousness for the daily works

1	2	3	4	5
Think it very much	Slightly think so	Cannot say either	Slightly do not think so	Do not think so

1.	Feel it burden to teach	1	2	3	4	5
2.	Feel it burden to prepare for teaching	1	2	3	4	5
3.	Feel it burden to instruct for learning	1	2	3	4	5
4.	Feel it burden to handle the students' performance	1	2	3	4	5
5.	Feel it burden to guide students	1	2	3	4	5
6.	Feel it burden to guide club activities	1	2	3	4	5
7.	Feel it burden to attend conference	1	2	3	4	5
8.	Feel it burden to manage the class	1	2	3	4	5
9.	Feel it burden to deal with meeting, advance arrangement	1	2	3	4	5
10.	Feel it burden to deal with parents	1	2	3	4	5

3. Q3 We ask you a consciousness for guiding the club activities

1.	Feel worthwhile to guide club activities.	1	2	3	4	5
2.	It is better for the professionals to guide club activities.	1	2	3	4	5
3.	I do not know the club field precisely that I take charge of.	1	2	3	4	5
4.	I cannot share enough time to prepare for teaching because of the workload for the guidance of club activities.	1	2	3	4	5
5.	Quite tired because of the activity on holiday.	1	2	3	4	5
6.	Have a hard time for the technical guidance.	1	2	3	4	5
7.	Have a hard time for the mental guidance.	1	2	3	4	5
8.	Want to have a person to consult with in guiding club activities.	1	2	3	4	5

4. Q4 We ask questions about yourself

1	Sex	①Male	②Female				
2	Age	② 20~29	③ 30~39	④40~49	⑤50~59	⑥More than 60	
3	Position	① Principal	②Deputy Principal	③a person in charge of educational affairs	④Teacher	⑤Lecturer	⑤ Assistant ⑦ Miscellaneous ()
4	Experience as a teacher	①Within 1 year	②1~2 years	③3~4 years	④5~9 years	⑤10years or more	
5	How many years are you working for the present school?	①Within 1 year	② 1~2 years	③3~4 years	④5~9 years	⑤10 years or more	
6	Blood Type.	① A Type	② B Type	③ O Type	④ AB Type	⑤ Unknown	
7	Are you married ?	①Single	②Married				
8	How many children do you have?	① Member-of -society (daughter who got married) () people	②College student () people	③High school student () people	④Junior high school student () people	⑤ Schoolchild () people	⑥Less than kindergarten () people ⑦ Nothing
9	Are you positive to do anything?	③Positive	②Cannot choose either	①Not positive			
10	Do you like to be alone?	⑤Think it so much	④Slightly think it so	③Cannot choose either	②Slightly do not think it so	①Not think it so	
11	How do you spend holidays ?	①Outdoor	②Indoor	③Cannot choose either			
12	What is most important to you? Choose only one.	①Affection	②Money	③Honor	④ Clothes/Eating/House	⑤ Self-realization	⑥ Miscellaneous ()
13	Do you have a brother?	①Yes	②No				
14	In what situation among brothers?	①The eldest son or the eldest daughter	② Between ① and ③	③Youngest child			
(1) We ask questions about your current condition.							
		⑤Very good	④Rather good	③Ordinary level	②Not so good	①Bad	
15	How about your physical condition?	⑤	④	③	②	①	
16	Is your work progressing smoothly?	⑤	④	③	②	①	
17	Do you living a full life?	⑤	④	③	②	①	