

THE SECRETARY TO THE PUBLIC SCHOOL PRINCIPAL:
A JOB AND PERSONAL PROFILE ANALYSIS

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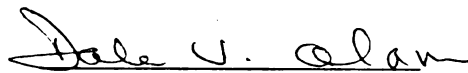
THE SECRETARY TO THE PUBLIC
SCHOOL PRINCIPAL: A JOB
AND PERSONAL PROFILE ANALYSIS

presented by

William Clark Ford

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ABSTRACT

THE SECRETARY TO THE PUBLIC SCHOOL PRINCIPAL: A JOB AND PERSONAL PROFILE ANALYSIS

By

William Clark Ford

It was the purpose of this study to analyze selected aspects of the position of secretary to the public school principal in Michigan and the person who fills that position. The study determined (1) whether differences in the position existed according to size of school and level of student population, (2) whether differences existed between the secretary's "actual" role and "ideal" role as viewed by secretaries and principals, and (3) whether secretaries and principals were in agreement on selected aspects of the secretary's position.

Procedure

The population for the study consisted of principals and their secretaries in the Michigan public schools. Three hundred and eighty principals and 380 secretaries were selected to be participants in the study.

In the sampling process, public schools in Michigan were divided into nine groups based on school size and

level of student population. The three levels were elementary, junior high, and senior high; the three sizes were small, 1 to 450 students; medium, 451 to 900 students; and large, more than 900 students.

Questionnaires were mailed to participants. Useable questionnaires were returned by 304 principals (80 per cent) and 304 secretaries (80 per cent).

The useable questionnaires included 268 matched pairs. That is, questionnaires were received from 268 principals and from their secretaries. Twenty-five matched pairs of questionnaires from each of the nine groups of schools, or a total of 225 matched pairs, provided the data for the analysis.

In testing the hypotheses, a repeated measures analysis of variance was used. In cases where the group-variable interaction was significant, the Tukey post hoc comparison was used to determine on which variables the groups differed.

Findings

1. The typical secretary was a married female between the ages of forty and forty-nine. She was a high school graduate with training in the secretarial skills and bookkeeping.

2. The major reason given by secretaries for working was personal or family support. The reasons most

often given for taking this particular job were convenient working hours and work year coincides with children's school year.

3. Most secretaries were employed in one or two-girl offices. They worked an average of 37.9 hours per week for 10.6 months per year.

4. The secretary's actual tasks as reported by secretaries differed according to size and level of student population.

5. A difference existed in the actual tasks performed by the secretary as specified by principals and as specified by their secretaries.

6. The expectations of principals and secretaries for the secretary's ideal tasks differed according to size and level of student population.

7. There was no over-all difference between principals' and their secretaries' expectations for ideal tasks, but there was a difference in their expectations for selected groups of ideal tasks.

8. A difference existed between actual and ideal tasks as specified by secretaries.

9. A difference existed between actual and ideal tasks as specified by principals.

10. Secretaries' expectations for the ideal mechanical skills of the secretary differed according to size

of school; principals' expectations differed according to level of student population.

11. A difference existed between principals' and secretaries' expectations for the ideal mechanical skills of the secretary.

12. A difference existed between principals' and secretaries' expectations for some of the ideal attributes of the secretary.

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By

William Clark Ford

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CHAPTER I

THE NATURE OF THE PROBLEM

The Problem

Introduction to the Problem

There is no related service more essential to the efficient operation of a business than a well-qualified secretarial and clerical service.¹ The secretary is management. She should reflect its philosophy and ideals.² The ideal secretary is an extension of the eyes, ears, hands, voice, and personality of the person she serves.³

The demand for secretarial and clerical personnel is continually increasing. During the last fifty years as industrial production increased seventy per cent and the number of workers increased eighty-five per cent, the

¹W. A. Yeager, Administration of the Non-Instructional Personnel and Services (New York: Harper and Brothers, 1959), p. 164.

²Walter Nardelli, "Professional Status for Executive Secretaries," The Balance Sheet, Vol. 44, No. 5 (January, 1963), p. 204.

³Lee M. Thurston, "Secretaries are School Interpreters," Education, Vol. 61, No. 3 (November, 1940), p. 157.

number of office workers increased seven hundred per cent.⁴

According to the Occupational Outlook Handbook, about twelve million people were employed in clerical and closely related kinds of work in 1966. Two and four-tenths million of these people were employed in secretarial and stenographic positions. Each year 325,000 new clerical positions are created. Two hundred thousand of these new positions are for secretaries and stenographers.⁵

In recent years there has been an increase in the number of secretarial and clerical employees in educational institutions. In the 1960-1961 school year the mean number of secretaries and clerks employed per one thousand students was 2.62;⁶ the median in 1968-1969 was 4.42.⁷

"School secretary" has been used to refer to any one of a number of people employed to do secretarial or clerical

⁴Arnold E. Schneider, "The Impact of Information Processing on the Development of Clerical Employees," Selected Readings in Business and Office Occupations, National Business Education Yearbook No. 5 (Washington, D.C.: National Business Education Association, 1967), pp. 275-276, citing Stanley C. Allyn, Paper Pusher Army Mounts, Washington, D.C., October 3, 1966 (UPI).

⁵Occupational Outlook Handbook, 1968-1969 Edition, Bulletin No. 1550 (Washington, D.C.: Government Printing Office), pp. 245-246.

⁶"Cost of Education Index," School Management, Vol. 5, No. 1 (January, 1961), p. 58.

⁷"Cost of Education Index," School Management, Vol. 13, No. 1 (January, 1969), p. 80.

work within a school system. The title secretary is used for lack of a better differentiating term and is not necessarily indicative of the functions performed.

A secretary in a school district may work in one of three major locations: the superintendent's office, the business affairs office, or within the individual school building. Some of the persons she may be responsible to in the superintendent's office are the superintendent, assistant superintendents, personnel director, curriculum director, and special consultants. In the business affairs office, the secretary may work in the purchasing, transportation, accounting or similar divisions. The individual school offers another variety of possible working areas for secretaries such as the main office, counselor's office, nurse's office, and library.

The school office may be considered the "nerve center" of the school.⁸ It is within this center that all activities focus on a common task--the best education possible for each student in the school. The best organized school offices are those which permit administrators to spend their time pursuing professional activities.⁹

⁸Virginia G. Barton, "How I See the Principal's Office," National Elementary Principal, Vol. 40, No. 2 (October, 1960), p. 11; and Schneider, op. cit., p. 277.

⁹Mildred Byerly, "The School Secretary," Nation's Schools, Vol. 38, No. 6 (December, 1946), p. 46.

An administrator knows that he can be more effective if he has a secretary who can free him for responsibilities which demand his executive knowledge and skills.¹⁰ The secretary's job includes the performance of duties which were once the administrator's, but now interfere with his performance of professional duties.¹¹

The principal's secretary is in an advantageous position to get an over-all view of the entire school.¹² The secretary is a key person in the school office about whom all activities revolve. She frequently has more personal contact with teachers, students, and parents than administrators or other school personnel. Because of her direct involvement with many school activities and personnel, she is a major force in creating the kind of atmosphere in which all personal contacts are made.¹³

The role of the school secretary may be viewed as mechanical and interpretative. The mechanical tasks include

¹⁰Helen R. Nowrey, "The School Secretary," The American School Board Journal, Vol. 111, No. 3 (September, 1945), p. 37.

¹¹Mabel E. Baird, "The School Secretary--Her Job," The American School Board Journal, Vol. 79, No. 3 (September, 1929), p. 45.

¹²Martha S. Luck, "Professional Training and Status for the Administrator's Secretary," Nation's Schools, Vol. 47, No. 4 (April, 1951), p. 41.

¹³James A. Jones, "A Study of the Indiana Public Elementary School Secretaryship" (unpublished Doctoral thesis, Indiana University, Bloomington, 1967), p. 6.

duties such as transcription of correspondence and manuscripts, classification, duplication, and filing of materials. The interpretative role is created from the secretary's strategic psychological and geographical location. The liason position which she fills permits her to interpret attitudes and information. In this role she explains, defines, and translates meanings.¹⁴

One of the main functions of the principal's secretary is public relations. The secretary is often the first point of contact the public has with the school. This is true whether the contact is made by telephone or in person, or whether the "public" is a student, taxpayer, parent, salesman, or employee.¹⁵

The secretary must be an envoy of good will because the public will tend to judge the entire school by the reception it receives when it first makes contact with the school.¹⁶ The secretary has the opportunity to replace indifference, antagonism, or ignorance with interest, cooperation, and understanding.¹⁷

¹⁴Gordon Grindstaff, "Secretaries are More than Two-Thirds," The Bulletin of the National Association of Secondary School Principals, Vol. 42, No. 238 (May, 1958), p. 70.

¹⁵Byerly, op. cit., p. 46; Nowrey, op. cit., p. 74.

¹⁶Jerome Leavitt, "Public Relations and Non-Teaching School Employees," Education, Vol. 72, No. 3 (November, 1951), p. 199.

¹⁷Nowrey, op. cit., p. 74.

The secretary to the school principal has been called an office manager rather than a secretary. It is her responsibility to organize the office into a service agency to serve the principal, teachers, students, and the public.¹⁸ In order to effectively serve them, the secretary must have a working knowledge of the school system, its philosophy, organization, objectives, and personnel.¹⁹

The effectiveness of the principal's secretary to a large extent is dependent upon the mutual development of principles and policies which serve as guidelines to the job performance of both the principal and his secretary.²⁰ In addition, the secretary's training for, understanding of, and attitudes toward her work will play an important part in the success or failure of any school office.²¹

Statement of the Problem

It is the purpose of this study to analyze selected aspects of the position of secretary to the public school principal in Michigan and the person who fills that position. The study will determine: (1) whether differences in the position exist according to size of school

¹⁸Jones, op. cit., p. 2.

¹⁹Byerly, op. cit., p. 46.

²⁰Richard W. Saxe, "No Office Should Be Without One," National Elementary Principal, Vol. 40, No. 2 (October, 1960), p. 37.

²¹Luck, op. cit., p. 42.

and level of student population, (2) whether differences exist between the secretary's "actual" role and her "ideal" role as viewed by secretaries and principals, (3) whether secretaries and principals are in agreement on selected aspects of the secretary's position.

Questions of Concern.--The study is directed toward providing data relative to the following questions:

1. Does the personal profile of the secretary differ according to size of school? According to level of student population? According to a combination (interaction) of size of school and level of student population?

2. Does the job profile of the secretary differ according to size of school? According to level of student population? According to a combination (interaction) of size of school and level of student population?

3. Do the expectations held by secretaries for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to size of school? According to level of student population? According to a combination (interaction) of size of school and level of student population?

4. Do the expectations held by principals for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to size of school? According to level of student population? According to a

combination (interaction) of size of school and level of student population?

5. Are secretaries and principals in agreement on the actual tasks, ideal tasks, ideal mechanical skills, and ideal attributes of the secretary?

6. Is there a difference between the actual tasks and ideal tasks of the secretary as specified by secretaries? As specified by principals?

Need for the Study

Because of the key role that the secretary to the principal plays in the operation of the school, there should be continuous analysis of this person and the position she fills. The data provided by this study might aid in writing man and job descriptions plus assist in developing initial preparation and in-service educational programs for secretaries to public school principals.

Educators operate under certain assumptions. One is that principals and secretaries agree on the role of the secretary to the principal. Another assumption is that the role of the secretary to the principal is the role that principals and secretaries believe the secretary should be filling; that is, the secretary's "actual" and "ideal" roles are assumed to be the same.

The secretary needs to know the expectations other secretaries have for the position of secretary to the principal and the person filling this position. The

secretary also needs to know the expectations of principals for this position. Without this knowledge, misunderstandings may result.

This study will show whether secretaries and principals are in agreement on the secretary's position. In addition, the study will determine whether differences exist in the secretary's "actual" and "ideal" role as viewed by secretaries and principals.

Delimitations and Limitations

Delimitations

The following were delimitations of this study:

1. The study included principals and their secretaries in public schools in the State of Michigan.
2. The study included schools listed in the 1968-1969 Edition of the Michigan Education Directory and Buyer's Guide.²²
3. The study included only principals' secretaries. All other secretaries, such as counselors' and superintendents', were excluded.
4. The study was not an evaluation of the position of secretary to the principal nor the person filling the position.

²²Michigan Education Directory and Buyer's Guide, 1968-1969 Edition (Lansing, Michigan: Michigan Department of Education, 1968), pp. 116-213.

Limitations

The following were limitations of the study:

1. The data for the study were obtained from questionnaires rather than from observed activities.
2. Principals and secretaries in only 3.4 per cent of the small and 3.9 per cent of the medium sized elementary schools were included in the study.
3. Schools were selected from the 1968-1969 Edition of the Michigan Education Directory and Buyer's Guide.²³ At the time the schools were selected, the 1969-1970 edition was not available. Therefore, new schools were not included in the study. Due to changes in enrollment, some schools may have changed from one size classification to another.

Definition of Terms

Expectation: An evaluative standard applied to an incumbent of a position.

Job Profile: Outstanding characteristics of a job. In this study the characteristics of the principal's secretary which were considered are number of secretaries in the office, number of secretaries supervised, tasks performed, mechanical skills used, hours worked per week, number of months worked per year, and annual salary.

Participant: A person, principal or secretary, to whom a questionnaire was mailed.

²³Ibid.

Personal Profile: Outstanding characteristics of a personal nature. In this study the characteristics of the secretary which were considered are age, sex, marital status, number of children, education, skills possessed, and work experience.

Position: The location of a person or job within an organization.

Profile: A short vivid description of the outstanding characteristics of a subject.

Role: A function assumed by, or delegated to, someone.

Secretary: A person employed to keep records and to take care of correspondence and other writing responsibilities for an organization or individual.

Secretary to the Principal: The one secretary who most directly serves the principal. In a small school, this person may be the only secretary in the school.

Task: A piece of work assigned to or demanded of a person.

Size of School: Size of school referred to the number of students enrolled. In this study there were three sizes: small, a school with enrollment of 1 to 450 students; medium, a school with enrollment of 451 to 900 students; large, a school with more than 900 students enrolled.

Level of School: The level of school referred to the level of student population. In this study there were three levels:

1. Elementary: A school so designated in the Michigan Education Directory and Buyer's Guide. These schools usually include grades one through six or kindergarten through six.
2. Junior High: A school so designated in the Michigan Education Directory and Buyer's Guide. These schools usually include grades seven through nine.
3. High School: A school so designated in the Michigan Education Directory and Buyer's Guide. These schools usually include grades nine through twelve or ten through twelve.

Organization of the Study

The remainder of this study is organized into four chapters.

Chapter II. Review of Research. In this chapter the pertinent related research is reviewed.

Chapter III. Methods and Procedures. The population and sample, development of the questionnaires, methods of collecting data, hypotheses to be tested, and methods of analysis are discussed in this chapter.

Chapter IV. Analysis of the Data. The data are presented twice in Chapter IV. The first presentation is

a narrative description of the personal and job profiles of the secretary. The second presentation is a statistical analysis of the hypotheses presented in Chapter III.

Chapter V. Summary of Study and Discussion. In Chapter V a review of the study is given, implications of the findings are discussed, and suggestions are made for additional research.

CHAPTER II

REVIEW OF RELATED RESEARCH

To date there have been only a limited number of studies made of the educational secretary and the position she occupies. Henderson describes the condition in this way:

In view of the magnitude of the clerical worker's job, it is amazing how little study and research have been carried on to develop acceptable standards of training and performance. Every other group--administrators, teachers, attendance officers, school nurses, and even janitors--have volumes written about them. But the secretary, the one person administrators admit can make or break a school, has plugged along to be taken for granted. This position has become indispensable to the satisfactory functioning of any school system and to the achievement of administrative responsibilities; it is an independent profession requiring specialized training.¹

Henderson's statement was made in 1941. The amount of research dealing with educational secretaries has changed very little since then.

The uniqueness of the educational secretary's job appears to be the place in which she works. The studies reported on the following pages indicated the secretary occasionally performs such tasks as disciplining students,

¹Louise H. Henderson, "Selecting A Secretary," The School Executive, Vol. 60, No. 7 (July, 1941), p. 28.

administering first aid, and supervising students in the absence of classroom teachers. The studies revealed, however, that most of the responsibilities and activities of the educational secretary were not educational in nature, but were similar to those of secretaries in any business office.

Studies Pertaining to Educational
Secretaries in General

Reba Anglin's Study²

One of the purposes of Anglin's study was to determine the duties of the educational secretary in the public schools in Texas. The data for her study were obtained through correspondence, personal interviews, questionnaires and a review of related literature.

Questionnaires were mailed to one hundred superintendents and principals. Sixty-six questionnaires were returned: three from principals and sixty-three from superintendents. Thus, the data obtained through the use of questionnaires reflected the duties of superintendents' secretaries more than principals' secretaries.

The major duties of the secretaries included receiving callers, taking dictation and transcribing notes, handling

²Reba Anglin, "Interpretative Analysis Through Survey and Research of the Role, Requisites, and Remuneration of Public School Secretaries with Suggestions for Improvement" (unpublished Master's thesis, East Texas State Teachers College, Commerce, 1954).

mail, placing and receiving telephone calls, and filing. These duties were the same as those performed by secretaries in other business organizations.

Marian Dark's Study³

The purpose of Dark's study was to determine the educational background, previous work experience, salaries, and duties of school secretaries in Oklahoma. The study was limited to school systems with 750 or more students. Ninety-eight school districts participated in the study.

Data for Dark's study were obtained from two questionnaires: one for superintendents, the other for school secretaries. Eighty-three superintendents (87.4 per cent) and eighty-two secretaries (51.9 per cent) returned completed questionnaires.

Dark found that only 1.2 per cent of the secretaries had not completed high school; 28 per cent were high school graduates with no further education, and 29.3 per cent had Bachelor's degrees. The remaining 41.5 per cent had completed from one to thirty-six months of post high school work.

The questionnaires that Dark designed listed tasks which secretaries might perform. The participants in the study were asked to indicate the frequency with which each

³Marian Dark, "A Survey of Educational Background, Previous Employment Experience, Salaries, and Duties of School Secretaries in Oklahoma Public School Systems" (unpublished Master's thesis, Oklahoma A & M College, Stillwater, 1948).

task was performed by the secretary. The following are the tasks which 75 per cent of the respondents indicated were performed by school secretaries:

1. Answer telephone.
2. Type stencils.
3. Handle school mail.
4. Meet school visitors.
5. Compose business letters.
6. Take dictation and transcribe notes.
7. Use mimeoscope and styli.
8. Operate mimeograph and ditto machine.
9. Type general materials.
10. Prepare transcripts of grades.
11. Check invoices.
12. Make appointments.
13. Supply teachers with official information.

Dorothy C. Grovom's Study⁴

The purpose of Grovom's study was to investigate the extent to which school principals' secretaries were responsible for activities concerned with the professional educational functions of the principal's office. In order to meet her objective, it was necessary for Grovom to determine the activities of the principal and the nature

⁴Dorothy C. Grovom, "Responsibilities of the Educational Secretary for Activities Pertaining to the Professional Educational Functions of the School Principal's Office" (unpublished Doctoral thesis, Indiana University, Bloomington, 1958).

and extent to which his secretary was responsible for these activities.

Each activity of the school principal was placed in one of seven categories:

1. Records and written communications.
2. Personnel administration.
3. Public relations.
4. Enrollment of students, their progress, and their behavior.
5. Instructional programs.
6. Special school services and events.
7. Buildings, grounds, books, supplies, and equipment.

The secretary's activities were classified into three levels: clerical or routine, semi-professional, and professional. Clerical and routine level of participation was defined as performing "clerical and routine aspects only, or follow specific instructions, or follow general instructions but determine procedure used." Semi-professional meant "responsible for performance of clerical and routine aspects of activities, may delegate some work to others," and the professional level of participation meant "responsible for total execution of the activities."

Grovom concluded that the principal's secretary participated in professional educational activities at the clerical or routine level. The greatest participation at

the clerical and routine level was in Special School Services and Events. At the professional level, the greatest participation was in Records and Written Communications.

Rosemary Pledger's Study⁵

Pledger's study is being reported because one of the organizations participating in her study was the Texas Association of Educational Secretaries. Three other professional organizations which participated in the study were the American Association of Medical Assistants, Incorporated; the Executive Secretaries, Incorporated; and the National Secretaries Association (International). The Desk and Derrick Clubs of North America permitted their members to participate as individuals but not as representatives of the organization.

Questionnaires were mailed to secretaries and to their supervisors. Five hundred and seventy-one secretaries (53.5 per cent) and four hundred and ninety-eight supervisors (46.8 per cent) returned their questionnaires. Fifty-eight per cent of the National Association of Educational Secretaries' members and their supervisors returned questionnaires.

⁵Rosemary Pledger, "The Professional Secretary in Texas--A Profile" (unpublished Doctoral thesis, Texas Technological College, Lubbock, 1968).

The typical educational secretary in Texas was 36 years old or older (87.1 per cent), married (87.7 per cent), had three or fewer children (88 per cent), and was caucasian (93.0 per cent). Data regarding the educational level and work experience of school secretaries was not reported.

Eighty-two per cent of the educational secretaries worked between thirty-six and forty hours per week. Data were not given on how many months per year educational secretaries were employed. The educational secretaries were the lowest paid group in the study.

A majority of the educational secretaries described their position as a Senior Stenographer (36.6 per cent) or as a Secretary A (31.6 per cent). Senior Stenographer is defined as:

Performs advanced stenographic duties which require experience and exercise of judgment. Records and transcribes dictation of more than average specialized vocabulary, or frequently supplements transcription with drafting of finished work from indicated sources, records, general instruction, et. cetera.

Secretary A is defined as:

Performs the complete secretarial job for a high level executive or a person responsible for a major functional or geographic operation. Does work of a confidential nature and relieves principal of designated administrative details. Requires initiative, judgment, knowledge of company practices, policy, and organization.

Opal Karsteter Scudder's Study⁶

Scudder's purpose was to determine the professional status of educational secretaries. She used questionnaires, correspondence with leading educators, and personal interviews in obtaining her data. Questionnaires were mailed to 378 secretaries in Texas; 136 were returned.

Scudder found that 95.5 per cent of the secretaries had completed high school, 65 per cent had completed one year or more of college, and 41 per cent had attended business school. Secretaries were responsible for both clerical and secretarial duties such as bookkeeping, record keeping, budget making, and serving as a receptionist. The secretaries participated to a limited degree in educational activities outside of the office.

Mary Lelloise Shiver's Study⁷

Shiver conducted a study to determine the status of clerical employees in school systems in six Florida counties. One aspect of the study was to determine the duties, assigned and assumed, which clerical employees perform.

The methods used to collect the data were personal interviews and questionnaires. Five superintendents and

⁶Opal Karsteter Scudder, "The Educational Secretary" (unpublished Master's thesis, Southern Methodist University, Dallas, 1951).

⁷Mary Lelloise Shiver, "The Status of Clerical Employees in the School Systems of a Group of Florida Counties" (unpublished Master's thesis, University of Florida, Gainesville, 1952).

sixty clerical workers in schools returned completed questionnaires.

In general the duties of the secretary in the large and small districts seemed to be similar. Duties performed most frequently were answering the telephone; duplicating letters, booklets, and so on; making appointments for the principal or superintendent; filing; keeping attendance and financial records; collecting and disseminating information to faculty, students, parents, and interested citizens.

The secretaries in the elementary schools were called upon to substitute in the classroom in the absence of the teacher more frequently than the secretaries in the junior and senior high schools. Also, elementary school secretaries were called upon more frequently to run errands such as banking and shopping.

Joseph F. Specht's Study⁸

Specht sought to determine the personal qualities possessed, the duties performed, and the kinds of office equipment and supplies used by school secretaries. In addition, he sought to determine the subject matter elements which were distinctive to the position of school secretary.

⁸ Joseph F. Specht, "Proposals for a Syllabus for Use as a Guide in the Training of School Secretaries: An Analysis of the Job of Public School Secretary in Georgia with a View Toward Establishing a Syllabus for Use in the Training of Public School Secretaries in Georgia" (unpublished Doctoral thesis, New York University, 1961).

The population for his study was the educational secretaries in Georgia.

A questionnaire was used to gather data about the traits and duties of school secretaries. The secretaries were asked to rate the importance of each trait listed on the questionnaire and to indicate where the trait should be acquired, i.e., in school, on the job, or in school and on the job. The duties were rated according to (1) frequency of performance; regularly, often, sometimes, rarely, never; (2) difficulty, very, moderately, easy; and (3) where the performance of the duty should be learned.

Specht reached the following conclusions:

1. There is a need for post high school programs for the training of efficient educational secretaries. Study should include general education, business, business skills, and special training for the position of educational secretary.
2. The best place to establish programs for educational secretaries is in the public colleges already offering office training programs. The educational secretary programs should provide in-service education for present educational secretaries as well as initial preparation for future educational secretaries.
3. A high school education should be the minimum educational requirement for educational secretaries.

4. There should be two levels of certification for educational secretaries. A standard certificate should be given to secretaries who have completed high school; who have either completed college courses in mathematics and English or obtained satisfactory scores on tests in these subjects; and who have earned satisfactory grades in business skills courses at the college level. The second certificate should be a professional certificate indicating the holder has completed a college program for educational secretaries.

A Study Pertaining to Educational
Secretaries in High Schools

Mary Welling's Study⁹

Welling sought to determine how frequently secretaries to high school principals performed selected tasks. Questionnaires were mailed to two hundred secretaries in six New England states. One hundred and five of the questionnaires were returned; eighty-six were useable.

Welling classified the data collected according to kinds of activities, i.e., typewriting, bookkeeping, and secretarial. The most frequently reported tasks were typing masters for duplicating, student records and reports, and straight copy; keeping records of attendance, petty

⁹Mary Welling, "A Survey of the Duties and Activities of Secretaries of High School Principals" (unpublished Master's thesis, Boston University, 1956).

cash, and faculty registers; and serving as a receptionist, taking dictation, and handling mail.

Welling also classified her data according to time devoted to the performance of activities. The seven most frequently reported items which required more than an hour per day of the secretary's time were:

1. Answering the telephone.
2. Preparing transcripts of grades.
3. Typing straight copy work.
4. Meeting school visitors.
5. Making appointments.
6. Typing master carbons for the duplicator.
7. Taking dictation and transcription.

Studies Pertaining to Educational
Secretaries in Elementary Schools

James A. Jones' Study¹⁰

The purpose of Jones' study was to determine the per cent of elementary schools in Indiana with secretaries, the characteristics of the elementary school secretary, and the nature of the position.

Jones mailed questionnaires to 217 principals. One hundred and seventy-five were returned. Interviews were

¹⁰James A. Jones, "A Study of the Indiana Public Elementary School Secretaryship" (unpublished doctoral thesis, Indiana University, 1967).

held with principals, secretaries, and teachers in eight schools in Marion County, Indiana.

Some of the major findings of his study were:

1. Almost ninety per cent of the elementary schools in Indiana employed secretaries.

2. The average elementary school secretary had nine and a half years of secretarial experience, five of which had been as a school secretary.

3. Almost all of the secretaries had completed high school; thirty per cent had pursued post high school education specifically related to secretarial work.

4. The elementary school secretary liked her job because of pleasant working conditions, interest in children, satisfaction from her job, and convenient working hours.

5. Duties assigned to secretaries were general office work, record keeping, and limited special school duties. The general office and record keeping duties were similar to the ones reported in previous studies.

The special school duties included some highly professionalized duties usually assigned to certified personnel. These specialized duties included activities such as administration of first aid in the absence of a nurse, disciplining students, and supervising students in the absence of the teacher.

6. Integrity, honesty, interest in children, and cooperation were the most frequently reported "important characteristics" of the school secretary.

7. Principals considered clerical and secretarial training for secretaries more essential than training in areas related to education.

8. Elementary secretaries made administrative decisions which should be the responsibility of school administrators.

Chauncey F. Benton's Study¹¹

The purpose of Benton's study was to (1) determine the duties commonly performed by elementary school principals which could be accomplished by secretaries, (2) determine the functions of the school secretary and to evaluate her contributions to the total school program, and (3) recommend appropriate policies for the delineation of the duties of elementary school principals and secretaries.

The data for Benton's study were secured from questionnaires sent to 329 elementary school principals in New York state. Ninety per cent, 295, questionnaires were completed and returned.

¹¹Chauncey F. Benton, "The Duties and Contributions of the Elementary School Secretary" (unpublished Doctoral thesis, New York University, 1956).

Duties performed by secretaries were grouped under nine headings. They were duties relating to:

1. Typewriting, mimeographing, and dictation.
2. Administration and organization.
3. Filing, indexing, and office routine.
4. Annual budget and supplies.
5. Finances.
6. Mail.
7. Audio-visual aids.
8. Meeting and working with people.
9. Miscellaneous.

Benton concluded that the major contributions of the elementary school secretary to the school program consisted of performance of duties classified in categories 1, 2, 3, 4, and 8 listed above. The principals of the larger schools (more than 400 students) spent about 20 per cent of their time performing duties which could be performed by a competent secretary. In the small schools, principals spent more time with non-professional activities than principals in larger schools.

Summary

To date there have been only a limited number of studies conducted on the educational secretary and her position. The few studies which have been made appear to be concentrated in certain geographical areas: Texas, Oklahoma, Indiana, Florida, Georgia, and Massachusetts.

Welling delimited her study to secretaries of high school principals; the studies of Benton and Jones were delimited to elementary school secretaries. Other studies reported in this chapter were concerned with educational secretaries in general; that is, no distinction was made between high school and elementary school secretaries, nor among secretaries to principals, to counselors, to superintendents, and so on.

In gathering data about educational secretaries and their position, the major instrument used was the questionnaire. Interviews, correspondence, and reviews of related literature were also employed in collecting information.

The reported duties performed by educational secretaries included disciplining students, administering first aid, and supervising students in the absence of teachers. The studies revealed, however, that most of the responsibilities and activities of the educational secretary were not educational in nature, but were similar to those of secretaries in any business office.

CHAPTER III

THE METHOD OF INVESTIGATION

The Population and the Sample

The population for the study consisted of principals and their secretaries in the Michigan public schools. Participants in the study were selected by taking a stratified random sample of schools.

In the sampling process, public schools in Michigan were classified according to size and level of student population. The nine groups of schools used in the study and distribution of schools according to size and level of student population are shown in Table 3.1.

The research design and method of analysis called for equal numbers in each group. Forty schools were randomly selected from each of the nine groups given in Table 3.1, for a total of 360 schools. Anticipating the possibility that some of the small schools did not have secretaries, an additional ten small elementary, five small junior high, and five small senior high schools were randomly selected.¹

¹Appendix A, Schools Where Participants in the Study were Employed.

TABLE 3.1.--Distribution of public schools in Michigan according to size and level of student population.*

Size	Level			Totals
	Elementary	Junior High	Senior High	
Small (1-450 students)	1,469	147	184	1,700
Medium (451-900 students)	1,005	232	210	1,447
Large (901 or more students)	132	155	205	492
TOTALS	2,606	534	599	3,639

* Michigan Education Directory and Buyer's Guide, 1968-1969 Edition (Lansing, Michigan: Michigan Department of Education, 1968), pp. 116-213.

Development of the Questionnaires

Two questionnaires, one for principals² and one for secretaries,³ were developed to use in obtaining the data for the study. The final forms of the questionnaires were arrived at after a survey of related literature and evaluation by the staff of the Advanced Educational Studies Department, College of Education, Michigan State University; the members of the Doctoral Advisory Committee; and school principals and their secretaries in the Lansing, Michigan, area.

²Appendix B, Questionnaire for the Principal.

³Appendix C, Questionnaire for the Principal's Secretary.

The two questionnaires were similar in content. Both asked for data regarding the actual and ideal job tasks, the ideal attributes, and the ideal mechanical skills of the secretary to the principal. The secretaries' questionnaire asked for additional information relating to personal and job profiles.

The tasks listed on the questionnaires were clustered into five categories: administrative secretary, administrative assistant, teacher-counselor assistant, office manager, and miscellaneous. Each category was treated as a dependent variable in the analysis of hypotheses. The tasks which were included in each category are as follows:*

Administrative Secretary

1. (1) Open, sort, and distribute mail.
2. (2) Answer telephone, take messages, and/or transfer calls.
3. (3) Receive business callers and visitors.
4. (4) Prepare materials for filing.
5. (5) File materials and/or keep filing system(s) up-to-date.
6. (6) Take dictation and transcribe letters, manuscripts, etc.
7. (7) Transcribe from transcription machine.

* Number in parentheses indicates number of item on Questionnaire.

8. (8) Type letters, manuscripts, etc., from rough draft.
9. (9) Compose and type letters with or without instruction as to content.
10. (10) Duplicate materials for administrators.
11. (11) Prepare requisitions and orders for books, supplies, equipment, etc.
12. (12) Schedule appointments for principal.
13. (13) Prepare materials for meetings (faculty, school board, etc.).

Administrative Assistant

1. (14) Check student attendance and/or keep attendance records.
2. (15) Keep school financial records.
3. (16) Receive in-coming merchandise and check invoices.
4. (17) Distribute materials and supplies to teachers.
5. (18) Keep book and supply inventories.
6. (19) Compile data for reports.
7. (20) Prepare press and news releases.
8. (21) Substitute for principal in his absence.
9. (22) Manage ticket sales for school functions.
10. (36) Enroll and/or withdraw students.

Teacher-Counselor Assistant

1. (23) Schedule appointments for teachers.
2. (24) Fill out students' report cards.
3. (25) Record data on students' permanent records.
4. (26) Make coffee for teachers.
5. (27) Type teaching materials for teachers.
6. (28) Duplicate teaching materials for teachers.
7. (29) Type non-school work for teachers.
8. (30) Administer make-up tests.
9. (31) Administer standardized tests.
10. (32) Score tests for teachers and/or counselors.
11. (33) Advise students regarding courses they should take.
12. (34) Talk with students about their problems or interests.
13. (35) Arrange students' class schedules.

Office Manager*

1. (48) Repair, or have repaired, office equipment.
2. (49) Schedule flow of work through the office.
3. (50) Make recommendations for office furniture.
4. (51) Make recommendations for office equipment.
5. (52) Arrange physical layout of the office.

* Items seven through thirteen listed under Office Manager were not included in the statistical analysis because they applied only to secretaries and principals in offices with more than one secretary. The means for these items are given in Appendices I and J.

6. (53) Develop written procedures for completing office tasks.
7. (54) Assist in the selection of new clerical/secretarial personnel.
8. (55) Initiation and on-the-job training of new clerical/secretarial personnel.
9. (56) Assign work to other clerical/secretarial personnel.
10. (57) Assist other clerical/secretarial personnel in more efficiently completing their assigned tasks.
11. (58) Proofread work of other clerical/secretarial personnel.
12. (59) Formally evaluate other clerical/secretarial personnel.
13. (60) Maintain clerical/secretarial personnel records.

Miscellaneous

1. (37) Substitute for classroom teachers in their absence.
2. (38) Supervise playgrounds.
3. (39) Supervise extra-curricular activities.
4. (40) Assist in the school library.
5. (41) Help supervise the school cafeteria.
6. (42) Administer first-aid in absence of nurse.
7. (43) Discipline students.

8. (44) Perform duties of Notary Public.
9. (45) Provide lost and found service.
10. (46) Handle money collections and counting.
11. (47) Make home visits for teachers and/or administrators.

The attributes listed on the questionnaires were clustered into nine categories. Each category was treated as a dependent variable in the analysis of the hypotheses. The categories and the items included in them were:*

Sex

1. (1) Female.
2. (12) Male.

Marital Status

1. (2) Single.
2. (13) Married.
3. (21) Separated.
4. (28) Divorced.

Education

1. (3) Less than high school education.**
2. (11) College graduate.

* Number in parentheses indicates number of item on questionnaire.

** This item in the "Education" category was omitted from the statistical analysis because some of the respondents indicated the meaning of the item was ambiguous.

3. (14) High school graduate, but no college.
4. (22) Business college graduate.
5. (29) Junior college graduate.
6. (35) College graduate (education major).
7. (39) College graduate (secretarial administration major).

Age

1. (4) Under 30 years of age.
2. (15) 30-39 years of age.
3. (23) 40-49 years of age.
4. (30) 50 years of age or older.

Work Experience

1. (6) Previous success as school secretary.
2. (18) Experienced in working with children.
3. (36) Experienced teacher.
4. (38) Experienced secretary (any business).

Professional

1. (16) Well informed on educational issues.
2. (33) Member of professional organization(s).

Skills and Abilities

1. (19) Ability to "think on his/her feet."
2. (20) Skilled in problem solving.
3. (24) Ability to express ideas clearly.

4. (27) Secretarial skills.
5. (31) Skilled in public relations.

Personal

1. (5) Attractive personal appearance.
2. (9) Optimist.
3. (10) Dynamic leader.
4. (17) Personally ambitious.
5. (25) Pessimist.
6. (34) Sense of humor.
7. (37) Accepts change readily.

Community Involvement

1. (7) United States citizen.
2. (8) Promoted from within school district.
3. (26) Resident of school district.
4. (32) Interested in local community affairs.
5. (40) Active in local community organizations.

Collection of the Data

The schools in which the participants in the study were employed represented 257 school districts in Michigan. Permission to send questionnaires to principals and their secretaries was requested and received from school districts with more than four schools in the sample (Detroit, Flint, and Livonia) and from school districts close to major universities (Detroit, Ann Arbor, and Lansing).

Questionnaires were mailed to the principals and secretaries on two different schedules. The first mailing was to schools in districts with one to four schools in the sample; the second mailing was to schools in Ann Arbor, Detroit, Flint, Lansing, and Livonia.

First Mailing

Questionnaires were mailed on December 11, 1969. Enclosed with each questionnaire were a letter of transmittal^{4,5} and a stamped, self-addressed return envelope. A follow-up card⁶ was sent to participants who did not return their questionnaires by January 6, 1970. A second questionnaire and letter of transmittal^{7,8} were sent on January 30, 1970, to participants who had not responded by that time.

Second Mailing

The second mailing was similar to the first. A questionnaire with a letter of transmittal and stamped, self-addressed return envelope was mailed on January 9, 1970, to each participant; follow-up cards were sent on January 27, 1970. A telephone call was placed to the

⁴Appendix D, First Letter of Transmittal to Principals.

⁵Appendix E, First Letter of Transmittal to Secretaries.

⁶Appendix F, Message on Follow-up Cards.

⁷Appendix G, Second Letter of Transmittal to Principals.

⁸Appendix H, Second Letter of Transmittal to Secretaries.

principals and secretaries who had not responded by February 7, 1970. Participants were asked to return their completed questionnaires at their earliest convenience.

Questionnaires were returned by eighty-seven per cent of the principals and secretaries in the study. A detailed report of the questionnaires mailed out and returned is provided in Table 3.2 on page 41.

Hypotheses to be Tested

- 1A. The personal profile of the secretary differs according to size of school.
- 1B. The personal profile of the secretary differs according to level of student population.
- 1C. The personal profile of the secretary differs according to a combination (interaction) of size of school and level of student population.
- 2A. The job profile of the secretary differs according to size of school.
- 2B. The job profile of the secretary differs according to level of student population.
- 2C. The job profile of the secretary differs according to a combination (interaction) of size of school and level of student population.
- 3A. The expectations held by secretaries for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to size of school.
- 3B. The expectations held by secretaries for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to level of student population.
- 3C. The expectations held by secretaries for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to a combination (interaction) of size of school and level of student population.

TABLE 3.2.--Summary of data collection.

[illegible]

- 4A. The expectations held by principals for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to size of school.
- 4B. The expectations held by principals for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to level of student population.
- 4C. The expectations held by principals for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to a combination (interaction) of size of school and level of student population.
- 5A. There is a difference between the actual tasks of the secretary as specified by principals and as specified by secretaries.
- 5B. There is a difference between the expectations held by principals and the expectations held by secretaries for the ideal tasks of the secretary.
- 5C. There is a difference between the expectations held by principals and expectations held by secretaries for the ideal mechanical skills of the secretary.
- 5D. There is a difference between the expectations held by principals and expectations held by secretaries for the ideal attributes of the secretary.
- 6A. There is a difference between the actual tasks and the ideal tasks of the secretary as specified by secretaries.
- 6B. There is a difference between the actual tasks and the ideal tasks of the secretary as specified by principals.

Method of Analyzing Hypotheses

Data from the questionnaires were coded and key punched on to unit record (IBM) cards. Raw data was transformed into specific scores for each variable so that the data could be easily handled by a computer. Processing of all

data relevant to the study was done on a 3600 Control Data computer.

A repeated measures analysis of variance was used to test for differences in group profiles. This particular analysis was selected because it gives a test for group profile differences within clusters (more than one dependent variable) of dependent variables as well as an overall test for profile differences.

Equal metrics were obtained for the repeated measures by the standardization of all dependent variables. Standardization was necessary in order to provide a common scale, in the sense of a common mean and variance, for the dependent variables. Each variable was standardized so it had a mean of 50 and a standard deviation of 10.

To determine whether group profiles for the clusters of dependent variables had the same shape, a test of group-variable interaction was used. If the interaction mean square was significantly greater than its error mean square, it was concluded that a difference existed between at least two group profiles. The conservative test of Greenhouse and Geisser,⁹ which uses adjusted degrees of freedom for F ratios computed in the normal way, was employed in comparing mean squares. In those cases where the group-variable

⁹Samuel W. Greenhouse and Seymour Geisser, "On Methods in Analysis of Profile Data," Psychometrika, Vol. 24, No. 2 (June, 1959), p. 102.

interaction was significant, the Tukey post hoc comparison¹⁰ was used to determine on which variables the groups differed.

For the purposes of this study, the level of significance on all statistical tests was the .05 level. Thus, the probability of falsely rejecting the null hypothesis of no differences (Type I error) was 5 in 100.

¹⁰Roger E. Kirk, Experimental Design: Procedures for the Behavioral Sciences (Belmont, California: Brooks/Cole Publishing Company, 1968), p. 261.

CHAPTER IV

ANALYSIS OF DATA

Questionnaires were mailed to principals and their secretaries in 380 public schools in Michigan. Replies received represented 360 of the schools. Principals in ten schools indicated they did not have a secretary.

The returned questionnaires were examined for completeness. Three hundred and four principals and three hundred and four secretaries returned useable questionnaires.

In order to use the analysis technique selected for the study, equal numbers of matched pairs of secretaries and principals were required for the groups of schools. A matched pair consisted of a completed questionnaire from both a principal and his secretary.

Table 3.2 on page 41 shows the number of principals and secretaries who returned useable questionnaires, the number of useable matched pairs, and the number of matched pairs included in the analysis. The groups with more than twenty-five matched pairs were reduced for the analysis to twenty-five by random elimination.

The data is presented twice in Chapter IV. First, a narrative presentation is given calling attention to important findings. Additional information is given in table form. The second presentation is a report of findings resulting from the statistical analysis of the hypotheses stated in Chapter III.

Analysis of Data, Part I

Personal Profile

Secretaries were asked to indicate their age within a ten-year range. A majority (85 per cent) of the secretaries were between the ages of thirty and sixty. Their median age was in the age range of forty to forty-nine.¹

All of the secretaries participating in the study were female. Eighty per cent were married and living with their husband. The other twenty per cent indicated they were either single, widowed, separated, or divorced.²

Only 168 of the 180 married secretaries reported the nature of their husband's occupation. The most frequently reported occupations were businessman and skilled laborer.³

¹Table 4.3, page 57, Age of Secretaries.

²Table 4.4, page 57, Marital Status of Secretaries.

³Table 4.5, page 58, Occupation of Secretaries' Spouses.

Three of the secretaries had not completed high school. Two of the three were high school seniors working part-time as secretaries in small junior and senior high schools. Thirty-seven per cent of the secretaries had continued their formal education beyond the high school level. However, only five, two per cent, had completed a four-year college program.⁴

The secretaries were asked to report the mechanical skills they possessed⁵ and courses they had taken at the high school and college level.⁶ The skills which sixty per cent or more reported they possessed were filing and the use of calculators, duplicating equipment, shorthand, telephone, and typewriter. More than seventy per cent of the secretaries indicated they had taken courses in bookkeeping and secretarial skills.

A majority, fifty-three per cent of the secretaries, did not belong to any professional association. Only forty-five per cent belonged to local educational secretary associations; a smaller percentage belonged to other professional organizations.⁷ Thirty per cent were

⁴Table 4.6, page 59, Highest Year of Formal Education Completed by Secretaries.

⁵Table 4.7, page 60, Mechanical Skills Possessed by Secretaries.

⁶Table 4.8, page 61, High School and College Courses Completed by Secretaries.

⁷Table 4.9, page 62, Secretaries' Membership in Professional Organizations.

members of only one professional association; seventeen per cent belonged to two or more.

The secretaries were asked to indicate their one main reason for working. The most frequently reported reason for working was personal or family support and the second most frequently reported reason was enjoy working.⁸ The three reasons most often reported for accepting their particular job were convenient hours, work year coincides with children's school year, and interest in education.⁹

The typical secretary had worked in her present school district 8.1 years; at her present job, 6.4 years; and for her present principal, 3.6 years. Only thirty of the secretaries had experience as an educational secretary prior to the present position, but one hundred and forty-three had experience as a secretary in a non-educational position.¹⁰

Job Profile

The principals' secretaries in the public school in Michigan worked an average of 10.6 months per

⁸Table 4.10, page 63, Major Reason Given by Secretaries for Working.

⁹Table 4.11, page 64, Major Reasons Given by Secretaries for Taking This Job.

¹⁰Table 4.12, page 65, Average Number of Years of Work Experience for Secretaries.

year. The average work week for secretaries was 37.9 hours.¹¹

There was a wide range in secretaries' salaries. Five reported salaries under \$2,000 and twenty-two over \$7,000. The median salary was in the \$4,000 to \$4,999 range.¹²

Seventy-two per cent of the secretaries working in two-girl offices or smaller. Only four per cent worked in offices with more than six secretaries.¹³ Eighty-six (38 per cent) of the principals' secretaries indicated their responsibilities included supervising other secretaries.¹⁴

In performing their tasks, nearly all the secretaries reported using typewriters, telephones, duplicators, and filing systems. About fifty per cent said they used shorthand and calculators. In addition to the eleven skills shown in Table 4.17 on page 69, secretaries said they used copiers, postage meters, automatic typewriters, and audio-visual equipment.

¹¹Table 4.13, page 65, Average Number of Hours and Months Worked by Secretaries.

¹²Table 4.14, page 66, Annual Salary of Secretaries.

¹³Table 4.15, page 67, Number of Secretarial and Clerical People Employed in the School Office.

¹⁴Table 4.16, page 68, Number of Secretarial and Clerical People Supervised by Principals' Secretaries.

Tasks performed: actual and ideal.--The secretaries and principals were asked to indicate the status of the secretary's responsibility for the performance of selected tasks listed on the questionnaires. They indicated the actual status as well as ideal status of these tasks.

A numerical value was assigned to each answer in order that statistical analysis of the responses could be performed. "Always a responsibility" was assigned a value of 5; "often a responsibility," 4; "sometimes a responsibility," 3; "rarely a responsibility," 2; and "never a responsibility," 1. A mean for each variable was then computed. The means for each variable are shown in Table 4.1.^{15,16,17}

The principals and secretaries indicated the greatest responsibility of the secretary was as an administrative secretary. Principals reported the secretary's second greatest responsibility was as an office manager; whereas, secretaries reported administrative assistant.

¹⁵ Questionnaire items included in each of the variables are listed in Chapter III, pages 32 through 36.

¹⁶ Appendix I, Item Means for Actual Tasks Performed, contains item means across size and level of schools.

¹⁷ Appendix J, Item Means for Ideal Tasks Performed, contains item means across size and levels of schools.

TABLE 4.1.--Means for task variables.

Variable	Principals		Secretaries	
	Actual	Ideal	Actual	Ideal
Administrative Secretary	3.89	4.24	4.04	4.22
Administrative Assistant	3.14	3.19	3.26	3.10
Teacher-Counselor Assistant	1.88	1.83	2.21	1.95
Office Manager	3.86	3.75	3.24	3.59
Miscellaneous	1.77	1.75	2.01	1.89

Principals and secretaries were in agreement on the order of responsibility for the secretary's ideal position. In descending order of importance they reported: administrative secretary, office manager, administrative assistant, teacher-counselor assistant, and miscellaneous. The results of tests for differences between principals and secretaries, between actual and ideal tasks, and across groups according to level and size of school are presented in Part II of this chapter.

Skills and Attributes of the Ideal Secretary

The participants were asked to assume that the present secretary was moving from the community and a search was being made for the ideal replacement. With

this assumption they were asked to rate the mechanical skills possessed and attributes of the ideal replacement.

Ideal mechanical skills.--In general, the ideal mechanical skills which principals and secretaries felt should be required were filing and the use of duplicating equipment, telephone, and typewriter. Skills which they felt would be nice to have but should not be required of the secretary were the use of shorthand, transcription machines, and calculators.¹⁸

Ideal attributes.--The attribute items listed on the questionnaires were clustered into nine variables: sex, marital status, education, age, work experience, professional, skills and abilities, personal, and community involvement. The items which make up each variable are given in Chapter III, pages 36 through 38.

The principals' and secretaries' responses were assigned the following numerical values: "absolutely must," 5; "preferable should," 4; "may or may not," 3; "preferably should not," 2; and "absolutely must not," 1. A mean was computed for each item. The means for individual items within each variable indicate the participants' direction of preference. For example, on the five-to-one scale used in scoring, a 4.26 mean for principals on the item "female" is closer to "absolutely

¹⁸Appendix K, Item Means for Ideal Mechanical Skills, contains item means across sizes and levels of schools.

must be" than their score of 2.08 for "male." Therefore, it may be said that principals preferred a female to a male secretary.

In Table 4.2 on page 55 item means for attributes are given.¹⁹ The results of the tests for differences in attributes across size and level of school and between principals and secretaries are given in Part II of this chapter.

Both principals and secretaries indicated a preference for female secretaries. Single and married secretaries were preferred to those who were divorced or separated. Secretaries under fifty were favored over those who were fifty and older.

Educationally, it was felt the secretary should be a high school graduate. If more than a high school education had been acquired, preference was given to secretaries with business college or secretarial administration preparation.

Principals and secretaries felt the secretary preferably should have previous work experience with children and as a secretary. A slight preference was given to secretarial experience in a business office over secretarial experience in a school office. The

¹⁹Appendix L, Item Means for Ideal Attributes, contains item means across sizes and levels of schools.

respondents did not favor the hiring of secretaries with teaching experience.

Principals placed greater emphasis on skills and abilities than did the secretaries. Here again, the difference appears to be only slight. The principals' mean score for the skills and abilities category was 4.33 and the secretaries' was 4.25.

In rating the personal attributes, sense of humor had the highest mean and pessimist the lowest. It was felt that the secretary should preferably be attractive, optimistic, ambitious, and able to accept change readily.

The secretary to the principal preferably should be interested in local community affairs. Interest in community affairs received higher ratings than did active in community organizations. Respondents preferred secretaries who were citizens of the United States. Residence within the school district was not considered essential.

TABLE 4.2.--Means for attributes.

Item	No.*	Principals	Secretaries
(Sex)			
Male	12	2.08	2.38
Female	1	4.26	3.98
(Marital Status)			
Single	2	2.89	2.86
Married	13	3.05	3.09
Separated	21	2.69	2.68
Divorced	28	2.72	2.69
(Education)			
Less than high school education	3	1.55	1.68
College graduate	11	2.98	2.96
High school graduate but no college	14	3.44	3.57
Business college graduate	22	3.36	3.21
Junior college graduate	29	3.06	2.97
College graduate (education major)	35	2.82	2.90
College graduate (secretarial admin. major)	39	3.05	3.01
(Age)			
Under 30 years of age	4	2.88	2.83
30 - 39 years of age	15	3.01	3.08
40 - 49 years of age	23	2.91	2.92
50 years of age or older	30	2.59	2.60
(Work Experience)			
Previous success as school secretary	6	3.56	3.39
Working with children	18	4.02	3.95
Experienced teacher	36	2.60	2.68
Secretarial, any business	38	3.69	3.90

*Refers to the questionnaire item number.

Item	No.*	Principals	Secretaries
(Professional)			
Well informed on educational issues	16	3.58	3.81
Member of professional organization(s)	33	3.32	3.24
(Skills and Abilities)			
Ability to "think on her feet"	19	4.42	4.53
Skilled in problem solving	20	4.01	3.95
Ability to express ideas clearly	24	4.35	4.31
Secretarial skills	27	4.73	4.58
Skilled in public relations	31	4.16	3.89
(Personal)			
Attractive personal appearance	5	4.20	4.26
Optimist	9	4.05	4.07
Dynamic leader	10	3.47	3.29
Personally ambitious	17	4.01	4.02
Pessimist	25	1.50	1.57
Sense of humor	34	4.50	4.53
Accepts change readily	37	4.27	4.39
(Community Involvement)			
United States citizen	7	3.75	3.91
Promoted from within the school district	8	3.15	3.34
Resident of school district	26	3.33	3.50
Interested in local community affairs	32	4.09	4.07
Active in local community organizations	40	3.37	3.38

TABLE 4.3.--Age of secretaries.

Age Range	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
Under 30	0	1	1	7	2	1	2	6	2	22	10
30 - 39	7	7	7	5	5	5	5	2	4	47	21
40 - 49	8	13	11	8	13	10	14	7	10	94	42
50 - 59	8	3	6	4	5	6	4	8	7	51	22
60 or older	2	1	0	1	0	3	0	2	2	11	5

TABLE 4.4.--Marital status of secretaries.

Status	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
Single	1	0	2	3	0	2	1	1	3	13	6
Married	23	21	20	20	19	16	23	22	18	182	80
Separated	0	2	0	0	1	1	0	0	0	4	2
Divorced	0	0	1	0	2	1	0	2	2	8	4
Widowed	1	2	2	2	3	5	1	0	2	18	8

TABLE 4.5.--Occupation of secretaries' spouses.

Occupation	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.*	Per Cent
Business-man	7	7	6	6	3	5	7	9	9	59	33
Clergy	0	0	1	1	0	0	0	0	0	2	1
Doctor	0	0	0	0	0	0	0	0	0	0	0
Engineer	2	0	1	0	1	1	0	0	0	5	3
Farmer	0	1	0	0	0	0	3	1	0	5	3
Fireman	0	1	0	0	1	0	0	0	0	2	1
Lawyer	0	0	0	0	0	0	1	0	0	1	1
Military Service	0	0	0	0	1	0	0	0	0	1	1
Police	0	0	0	0	1	0	0	0	0	1	1
Postal	0	0	1	0	0	0	0	0	0	1	1
Researcher	1	0	0	0	0	0	0	1	0	2	1
Skilled Laborer	7	10	9	8	9	4	7	6	6	66	36
Teacher (Educator)	1	0	0	2	1	1	1	2	1	9	5
Unskilled Laborer	3	2	2	2	1	2	3	1	1	17	9
Unemployed	0	0	1	0	0	0	0	0	0	1	1
Disabled	0	0	0	0	0	0	0	0	1	1	1
Retired	1	0	0	1	1	0	0	1	0	4	2

*N = 168

TABLE 4.6.--Highest year of formal education completed by secretaries.

[illegible]

TABLE 4.7.--Mechanical skills possessed by secretaries.

Skills	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
Data Pro- cessing Equipment	1	2	1	2	3	4	1	2	2	18	8
Calculators	16	14	15	16	16	17	21	18	18	151	67
Duplicating Equipment	25	25	25	25	25	25	25	25	24	224	100
Filing	24	25	25	25	25	24	24	25	24	221	98
Key Punch	0	3	1	2	2	1	1	2	2	14	6
Posting Machine	2	3	3	1	4	2	4	1	3	23	10
Telephone	23	24	25	25	25	25	25	24	24	220	98
Transcrip- tion Machine	3	8	5	10	9	9	8	10	13	75	33
Typewriter	25	25	24	25	25	25	25	25	24	223	99
Shorthand	8	16	19	12	14	16	17	14	20	136	60
Stenotype	1	0	0	0	1	1	1	2	0	6	3

TABLE 4.8.--High school and college courses completed by secretaries.

Courses	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
Accounting	3	7	8	5	4	8	5	5	6	51	23
Bookkeeping	18	18	19	15	17	16	22	20	18	163	72
Business Correspondence	6	13	13	8	12	8	8	11	10	89	40
Business Law	1	7	5	4	4	6	3	5	4	39	17
Counseling	0	0	0	1	0	1	0	0	1	3	1
Education	2	1	4	1	1	4	1	3	2	19	8
Human Growth and Development	2	2	4	2	1	3	2	6	3	25	11
Office Management	2	6	7	7	10	3	3	6	5	49	22
Personnel Management	0	0	0	2	2	1	0	3	1	9	4
Psychology	4	6	7	3	1	4	2	4	5	36	16
School Finance	0	1	1	1	1	0	0	1	1	6	3
School Law	0	2	0	0	0	0	0	1	1	4	2
Secretarial Skills	21	24	25	25	22	23	23	21	24	208	92
Sociology	3	5	3	2	3	3	6	7	5	37	16

TABLE 4.9.--Secretaries' membership in professional organizations.

	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
National Education Association	0	2	1	0	0	1	0	1	3	8	6
National Association of Educational Secretaries	3	5	4	1	6	5	1	1	4	30	13
Michigan Association of Educational Secretaries	7	8	3	3	9	12	2	5	7	56	25
Local Association of Educational Secretaries	9	12	18	7	12	18	3	12	10	101	45
Business and Professional Women's Club	0	0	1	1	1	0	0	1	1	5	2

TABLE 4.10.--Major reason given by secretaries for working.

Reason	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.*	Per Cent
Personal or Family Support	6	2	7	2	6	11	5	7	8	54	35
Extra Spending Money	6	2	2	2	1	4	1	4	1	23	15
Like to Work Around Children	2	2	2	1	0	1	2	0	1	11	7
Community Service	1	0	0	0	0	0	0	0	0	1	1
Need Money for Child- ren's College Education	3	4	8	2	2	2	0	5	2	28	18
To Keep Busy	0	0	0	1	4	0	1	0	1	7	4
Enjoy Working	3	4	4	5	3	0	6	3	3	31	20

*N = 155

TABLE 4.11.--Major reasons given by secretaries for taking this job.

Reason	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
Good Pay	3	2	3	2	4	4	3	3	3	27	12
Good Working Conditions	12	16	7	11	13	12	10	12	12	105	47
Convenient Hours	6	20	16	19	14	18	17	20	12	142	63
Work Year Coincides with Children's School Year	19	19	18	15	13	8	13	11	9	125	56
Interested in Education	12	19	11	13	13	15	11	13	16	123	55
Job Promotion	2	0	0	0	1	4	0	0	2	9	4
Challenging Work	7	10	8	15	9	14	8	9	14	94	42
Job Location	12	12	8	15	10	14	16	14	11	112	50

TABLE 4.12.--Average number of years of work experience for secretaries.

Location	Elementary			Junior High			Senior High			Total Mean
	S	M	L	S	M	L	S	M	L	
In Present Position	5.5	5.9	9.3	4.3	9.6	9.4	6.2	7.9	5.5	6.4
For Present Principal	3.0	3.9	3.1	2.5	4.8	5.4	1.7	3.9	4.1	3.6
For Present School District	6.2	6.5	10.4	5.1	10.1	12.4	6.2	8.5	7.5	8.1
As Educational Secretary in Other School Districts	3* 3.5	2.2 2.2	8 7.4	2 1.5	2 6.5	5 4.6	1 7.0	5 1.2	1 6.0	30 4.4
As Secretary in Non-Educational Position	12* 7.2	17 7.6	13 5.3	17 3.8	13 5.3	19 8.4	16 5.9	18 4.6	18 8.7	143 6.1

*Numerator is the number of secretaries with experience
Denominator is the average number of years worked

TABLE 4.13.--Average number of hours and months worked by secretaries.

	Elementary			Junior High			Senior High			Total Mean
	S	M	L	S	M	L	S	M	L	
Hours Worked per Week	36.8	38.7	37.5	36.6	38.4	38.8	36.8	38.6	39.2	37.9
Months Worked per Year	10.0	10.1	10.1	10.0	11.0	11.3	10.5	11.4	11.4	10.6

TABLE 4.14.--Annual salary of secretaries.

Range	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
Under \$2,000	2	1	0	1	0	0	2	0	0	6	2
2,000-2,999	7	2	2	4	1	0	4	0	0	20	9
3,000-3,999	4	4	1	11	3	0	5	5	5	38	17
4,000-4,999	7	8	7	6	8	4	10	6	2	58	26
5,000-5,999	4	6	8	3	4	6	4	11	4	50	22
6,000-6,999	1	4	7	0	5	5	0	2	7	31	14
7,000 and over	0	0	0	0	4	10	0	1	7	22	10

TABLE 4.15.--Number of secretarial and clerical people employed in the school office.

Number	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
One-half	1	0	0	2	0	0	1	0	0	4	2
One	21	17	2	18	2	0	15	6	0	81	36
One and one-half	1	5	12	1	4	0	2	5	0	30	13
Two	2	3	8	4	9	8	7	3	3	47	21
Two and one-half	0	0	2	0	4	3	0	1	2	12	5
Three	0	0	1	0	3	4	0	3	4	15	7
Three and one-half	0	0	0	0	2	4	0	0	0	6	3
Four	0	0	0	0	1	0	0	2	3	6	3
Four and one-half	0	0	0	0	0	2	0	1	0	3	1
Five	0	0	0	0	0	2	0	0	1	3	1
Five and one-half	0	0	0	0	0	1	0	0	1	2	1
Six	0	0	0	0	0	0	0	2	4	6	3
More than six	0	0	0	0	0	1	0	2	7	10	4

TABLE 4.16.--Number of secretarial and clerical people supervised by principals' secretaries.

Number	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per* Cent
One-half	3	5	9	1	3	2	0	4	1	28	12
One	1	1	3	2	5	4	2	1	2	21	9
One and one-half	0	0	1	0	4	2	0	1	1	9	4
Two	0	0	0	0	3	3	0	2	2	10	4
Two and one-half	0	0	0	0	1	2	0	1	0	4	2
Three	0	0	0	0	0	0	0	0	3	3	1
Three and one-half	0	0	0	0	0	2	0	0	0	2	1
Four	0	0	0	0	0	0	0	0	0	0	0
Four and one-half	0	0	0	0	0	1	0	0	0	1	1
Five	0	0	0	0	0	0	0	0	1	1	1
Five and one-half	0	0	0	0	0	0	0	0	1	1	1
Six	0	0	0	0	0	1	0	0	2	3	1
More than six	0	0	0	0	0	0	0	0	3	3	1

*Per cent when N = 225

TABLE 4.17.--Mechanical skills used by secretaries.

Skills	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	No.	Per Cent
Data Pro- cessing Equipment	1	0	0	1	0	1	1	1	0	5	2
Calculators	15	15	13	15	14	16	21	17	13	139	62
Duplicating Equipment	25	25	25	25	25	25	25	25	25	225	100
Filing	24	25	25	25	24	24	25	25	25	222	97
Key Punch	0	1	0	0	0	1	1	1	0	4	2
Posting Machine	0	1	1	1	0	0	1	0	0	4	2
Telephone	25	25	25	25	25	25	25	25	25	225	100
Transcrip- tion Machine	1	5	0	7	6	4	4	5	8	40	18
Typewriter	25	25	25	25	25	25	25	25	25	225	100
Shorthand	4	12	14	5	12	10	6	11	17	91	40
Stenotype	0	0	0	0	0	1	0	1	0	2	1

Analysis of Data, Part II

A repeated measures analysis of variance was used in analyzing the hypotheses. In instances where the group-variable interaction was significant, the Tukey post hoc comparison was used to statistically determine on which variables the groups differed.

An analysis of variance table is given for each hypothesis, or set of hypotheses, analyzed. Where the group-variable interaction was significant, the means for the variables are plotted on a graph to visually show the differences. Also a table is included which gives the results of the Tukey post hoc comparison.

Personal Profile

Hypothesis 1A: The personal profile of the secretary differs according to size of school.

The size-variable interaction for the personal profile was not significant as indicated in Table 4.18. Therefore, it was concluded that the dependent variables in the analysis (sex, age, marital status, number of children, education completed, number of years in present position, number of years worked for present principal, number of years worked in present school district, number of years worked as an educational secretary elsewhere, number of years worked as a secretary in a non-educational

position, and mechanical skills possessed) did not differ for secretaries according to size of school.

Hypothesis 1B: The personal profile of the secretary differs according to level of student population.

In the repeated measures analysis of variance for the personal profile, level-variable interaction was not significant. Therefore, Hypothesis 1B was not accepted. Table 4.18 shows the results of the analysis.

Hypothesis 1C: The personal profile of the secretary differs according to a combination (interaction) of size of school and level of student population.

In the analysis of the personal profile of the secretary, size-level-variable interaction was not significant. Therefore, Hypothesis 1C was not accepted. The results of the analysis are given in Table 4.18.

TABLE 4.18.--Analysis of variance: Personal profile of the secretary.

Source	DF	SS	MS	F	Significant at .05 Level
Size-variable interaction	18	2802.88	155.72	1.72	No*
Level-variable interaction	18	2643.63	146.87	1.62	No*
Size-level-variable interaction	36	5121.95	142.28	1.57	No*
Error**: Variable x Subj. w. groups	1944	176132.34	90.60		

*Conservative test

**Error, variables by subjects within groups interaction

Job Profile

The analysis of the secretary's job profile was divided into two sections. The first section consisted of a repeated measures analysis of variance for the following variables: mechanical skills used, hours worked per week, months worked per year, annual salary, number of secretaries supervised by the principal's secretary, and number of secretaries employed in the office. The second section dealt with the actual tasks of the secretary as reported by the secretaries.

Hypothesis 2A: The job profile of the secretary differs according to size of school.

The analysis of variance table for the first section of the job profile is shown on page 75. The size-variable interaction for section one was significant, indicating a difference in profile shape existed between secretaries in at least two sizes of schools. As shown in Figure 4.1 and Table 4.20, a difference was confirmed to exist according to size of school for these variables: months worked per year, annual salary, number of secretaries employed in the office, and the number of secretaries supervised by the principal's secretary. As school size increased, the mean for these variables also increased.

Section two of the job profile dealt with the actual tasks of the secretary as reported by secretaries. In the analysis, tasks were clustered into five variables:

administrative secretary, administrative assistant, teacher-counselor assistant, office manager, and miscellaneous.²⁰

Taken as a whole, the secretary's actual tasks were found to differ according to size of school as noted by the significant size main effect given in Table 4.23. Size-variable interaction was also significant.

Administrative assistant, teacher-counselor assistant, and miscellaneous were the variables for actual tasks which were found to differ for the secretary according to size of school. As the size of school decreased, the responsibility of the secretary increased. An examination of Figure 4.3 would seem to confirm this finding; Table 4.24 gives the numerical results of the Tukey post hoc comparison.

Hypothesis 2B: The job profile of the secretary differs according to level of student population.

Level-variable interaction for section one of the job profile was significant. Differences existed according to level of student population for months worked per year, annual salary, number of secretaries employed in the office, and number of secretaries supervised by the principal's secretary. Additional information is given in Tables 4.19 and 4.21.

²⁰Questionnaire items included in each variable are listed in Chapter III, pages 32 through 36.

Actual tasks taken as a whole and level-variable interaction for the actual tasks of the secretary were found to differ according to level of student population. An examination of Figure 4.4 would indicate a significant difference according to level of student population for administrative assistant and miscellaneous. This difference was substantiated with the Tukey post hoc comparison, Table 4.25, page 85. Elementary school secretaries reported greater responsibility than did senior high secretaries for these two variables.

Hypothesis 2C: The job profile of the secretary differs according to a combination (interaction) of size of school and level of student population.

For section one of the job profile, the interaction of size, level, and variable was significant. The variables of the job profile on which secretaries differed significantly in the Tukey post hoc test were months worked per year, annual salary, number of secretaries employed in the office, and number of secretaries supervised by the principal's secretary. In general, as the size and level of the schools increased, the mean for the variables also increased. Further details of the analysis are given in Tables 4.19 and 4.22.

In the analysis of the second section of the job profile, actual tasks did not differ according to a combination (interaction) of size of school and level of student population.

TABLE 4.19.--Analysis of variance: The job profile of the secretary, section one.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Size-variable interaction	10	6600.37	660.04	8.17	Yes*
Level-variable interaction	10	4547.70	454.77	5.63	Yes*
Size-level- variable interaction	20	4051.79	202.59	2.51	Yes*
Error**: Variable x subj. w. groups	1080	87224.23	80.76		
Error***: Subj. w. groups	216	42446.99	196.51		

*Conservative test

**Error, variables by subjects within groups interaction

***Error, subjects nested within groups interaction

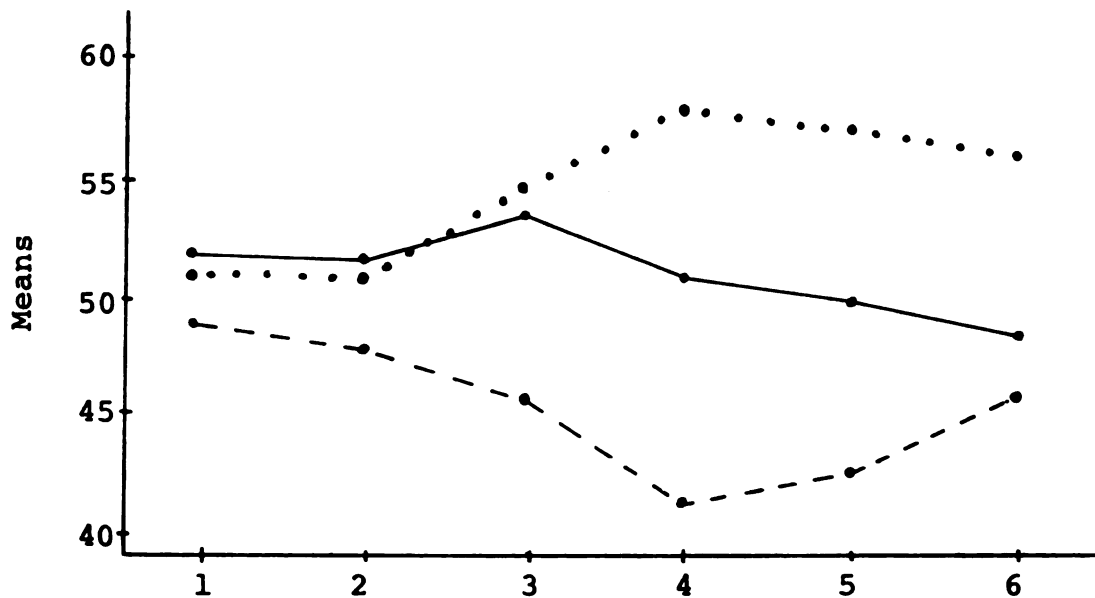


Figure 4.1.--The job profile of the secretary, section one (means of standardized variables for size-variable interaction).

- 1 = Mechanical skills used
 2 = Hours worked per week
 3 = Months worked per year
 4 = Annual salary
 5 = Number of secretaries in office
 6 = Number of secretaries supervised

- Secretaries, small schools
 ————— Secretaries, medium schools
 . . . Secretaries, large schools

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Secretaries, small schools	48.274	47.284	45.169	41.452	43.248	45.401
Secretaries, medium schools	51.305	51.224	53.153	51.976	50.620	48.135
Secretaries, large schools	50.244	51.083	54.191	57.431	56.621	55.809

TABLE 4.20.--The job profile of the secretary, section one--Tukey post hoc comparison.

	Means of Standardized Variables for Size-Variable Interaction		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Mechanical Skills Used	3.031	1.970	1.061
Hours Worked per Week	3.940	3.799	0.141
Months Worked per Year	7.954*	9.022*	1.038
Annual Salary	9.524*	15.979*	6.455*
Number of Secretaries in Office	6.372*	13.373*	7.001*
Number of Secretaries Supervised	2.734	10.408*	7.674*

*Significant

M_1 = Mean, secretaries in small schools

M_2 = Mean, secretaries in medium schools

M_3 = Mean, secretaries in large schools

$$\Psi \pm (1/\sqrt{N})Q_{.01; 3,432} (\sqrt{MS_E}) = \Psi \pm 4.75$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{42446.99 + 87224.23}{216 + 1080} = 100.05$$

N (Number of secretaries in each group) = 75

Q = 4.11 (Studentized range)

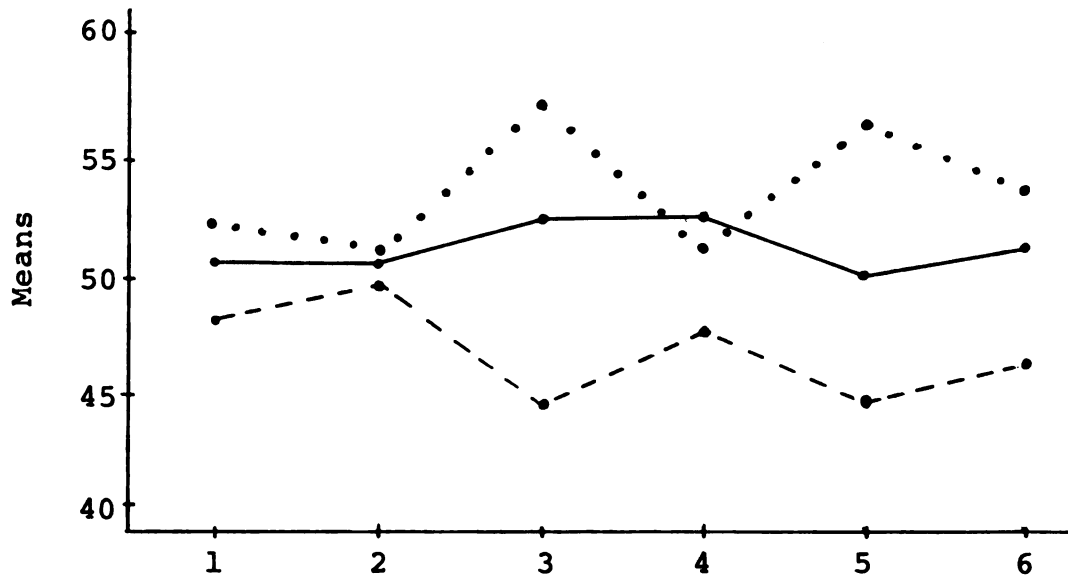


Figure 4.2.--The job profile of the secretary, section one (means of standardized variables for level-variable interaction).

- 1 = Mechanical skills used
 2 = Hours worked per week
 3 = Months worked per year
 4 = Annual salary
 5 = Number of secretaries in office
 6 = Number of secretaries supervised

----- Elementary Secretaries
 ————— Junior High Secretaries
 . . . Senior High Secretaries

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Secretaries, elementary	47.971	49.289	44.051	47.272	44.310	46.168
Secretaries, junior high	50.092	49.854	51.955	52.140	49.344	50.485
Secretaries, senior high	51.759	50.447	56.506	50.447	55.834	52.691

TABLE 4.21.--The job profile of the secretary, section one--Tukey post hoc comparison.

	Means of Standardized Variables for Level-Variable Interaction		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Mechanical Skills Used	2.121	3.788	1.667
Hours Worked per Week	0.565	1.158	0.593
Months Worked per Year	7.904*	12.455*	4.551
Annual Salary	4.868*	3.175	1.693
Number of Secretaries in Office	5.034*	11.524*	6.490*
Number of Secretaries Supervised	4.317	6.523*	2.206

*Significant

M_1 = Mean, elementary secretaries

M_2 = Mean, junior high school secretaries

M_3 = Mean, senior high school secretaries

$$\Psi \pm (1/\sqrt{N})Q_{.01; 3,432} (\sqrt{MS_E}) = \Psi \pm 4.75$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{42446.96 + 87224.23}{216 + 1080} = 100.05$$

N (Number of secretaries in each group) = 75

Q = 4.11 (Studentized range)

TABLE 4.22.--The job profile of the secretary, section one.

Means of Standardized Variables for Size-Level-Variable Interaction						
	Mechanical Skills Used	Hours Worked per Week	Months Worked per Week	Annual Salary	Number of Secretaries in Office	Number of Secretaries Supervised
M ₁	44.941	47.482	43.492	41.346	42.697	45.449
M ₂	51.759	51.464	44.450	48.113	43.523	45.737
M ₃	47.214	48.922	44.211	52.457	46.709	47.319
M ₄	49.032	46.973	43.253	40.711	43.051	45.449
M ₅	50.395	50.829	54.510	53.727	49.541	50.773
M ₆	50.850	51.761	58.103	61.981	55.441	55.233
M ₇	50.850	47.397	48.762	42.298	43.995	45.305
M ₈	51.759	51.379	60.498	51.187	55.795	47.895
M ₉	52.668	52.565	60.259	57.854	67.712	64.873

M ₁	= Mean, elementary small	M ₄	= Mean, junior high small	M ₇	= Mean, senior high small
M ₂	= Mean, elementary medium	M ₅	= Mean, junior high medium	M ₈	= Mean, senior high medium
M ₃	= Mean, elementary large	M ₆	= Mean, junior high large	M ₉	= Mean, senior high large

TUKEY POST HOC COMPARISON: $\psi \pm (1/\sqrt{N})Q_{.01}; 9,432$ ($\sqrt{MS_E}$) = $\psi \pm 10.16$

TABLE 4.23.--Analysis of variance: The job profile of the secretary, section two--actual tasks as reported by secretaries.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Size	2	5114.18	2557.09	10.06	Yes
Level	2	2048.28	1024.14	4.03	Yes
Size-level interaction	4	1992.59	498.15	1.96	No
Error: Subj. w. groups	216	54898.67	254.16		
Size-variable interaction	8	5835.68	729.46	9.95	Yes*
Level-variable interaction	8	3700.81	462.60	6.31	Yes*
Size-level- variable interaction	16	2525.90	157.87	2.15	No*
Error: Variable x subj. w. groups	864	63341.96	73.31		

*Conservative test

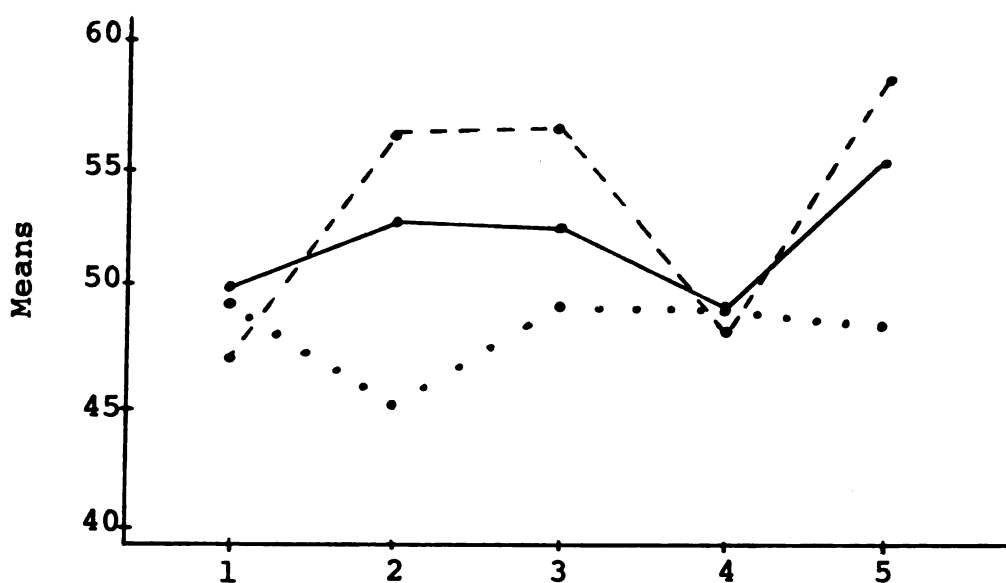


Figure 4.3.--The job profile of the secretary, section two--actual tasks as reported by secretaries (means of standardized variables for size-variable interaction).

1 = Administrative Secretary
 2 = Administrative Assistant
 3 = Teacher-Counselor Assistant
 4 = Office Manager
 5 = Miscellaneous

----- Secretaries,
 small schools
 ————— Secretaries,
 medium schools
 . . . Secretaries,
 large schools

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Secretaries, small schools	46.713	55.713	56.183	47.953	58.124
Secretaries, medium schools	49.368	52.327	52.312	48.666	54.683
Secretaries, large schools	48.970	44.971	48.784	48.666	47.925

TABLE 4.24.--The job profile of the secretary, section two--actual tasks as reported by secretaries, Tukey post hoc comparison.

	Means of Standardized Variables for Size-Variable Interaction		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Administrative Secretary	2.655	2.257	0.398
Administrative Assistant	3.386	10.742*	7.356*
Teacher-Counselor Assistant	3.871	7.399*	3.528
Office Manager	0.713	0.713	0.000
Miscellaneous	3.441	10.199*	6.758*

*Significant

M_1 = Mean for actual tasks, secretaries in small schools

M_2 = Mean for actual tasks, secretaries in medium schools

M_3 = Mean for actual tasks, secretaries in large schools

$$\Psi \pm (1/\sqrt{N})Q_{.01; 3,432} (\sqrt{MS_E}) = \Psi \pm 4.96$$

$$SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}$$

$$MS_E = \frac{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{63341.96 + 54898.67}{216 + 864} = 109.48$$

N (Number of secretaries in each group) = 75

Q = 4.11 (Studentized range)

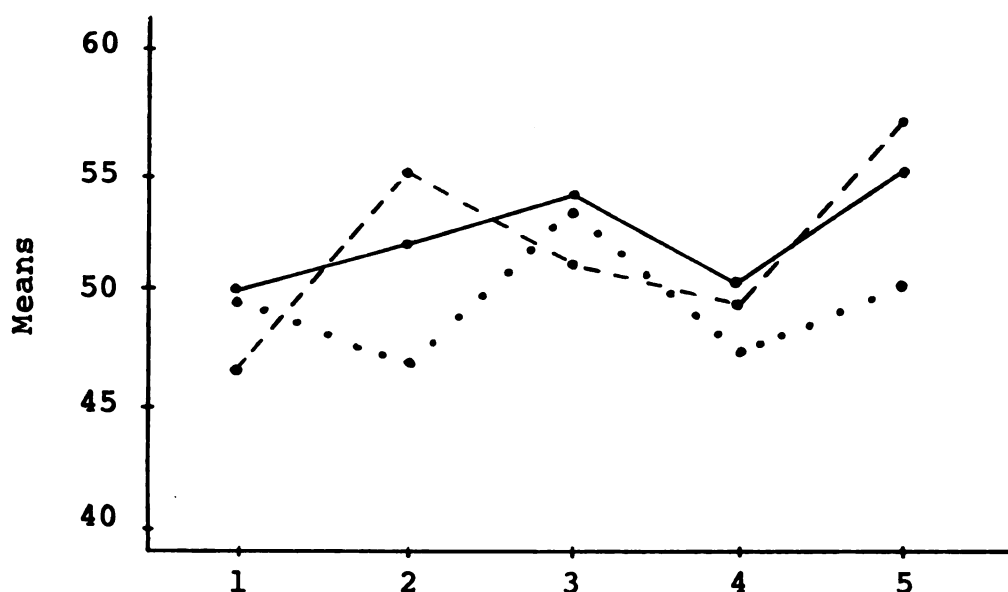


Figure 4.4.--The job profile of the secretary, section two--actual tasks as reported by secretaries (means of standardized variables for level-variable interaction).

1 = Administrative Secretary
 2 = Administrative Assistant
 3 = Teacher-Counselor Assistant
 4 = Office Manager
 5 = Miscellaneous

----- Elementary secretaries
 ————— Junior high secretaries
 . . . Senior high secretaries

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Elementary secretaries	46.602	54.643	51.319	48.951	56.667
Junior high secretaries	49.966	51.588	53.847	50.068	54.342
Senior high secretaries	49.483	46.781	53.114	47.266	49.723

TABLE 4.25.--The job profile of the secretary, section two--actual tasks as reported by secretaries, Tukey post hoc comparison.

	Means of Standardized Variables for Level-Variable Interaction		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Administrative Secretary	3.364	1.881	1.483
Administrative Assistant	3.055	7.862*	4.807
Teacher-Counselor Assistant	3.528	2.795	0.773
Office Manager	1.117	2.685	3.802
Miscellaneous	2.325	6.944*	4.619

*Significant

M_1 = Mean for actual tasks, elementary school secretaries

M_2 = Mean for actual tasks, junior high school secretaries

M_3 = Mean for actual tasks, senior high school secretaries

$$\Psi \pm (1/\sqrt{N})Q_{.01; 3,432} (\sqrt{MS_E}) = \Psi \pm 4.96$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{63341.96 + 54898.67}{216 + 864} = 109.48$$

N (Number of secretaries in each group) = 75

Q = 4.11 (Studentized range)

Expectations Held by Secretaries

Hypothesis 3A: The expectations held by secretaries for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to size of school.

The expectations held by secretaries for ideal tasks were found to differ according to size of school. Both size main effect and size-variable interaction were significant. Results of the analysis of variance are given in Table 4.26.

The variables included in the analysis were the same as those used for actual tasks: administrative secretary, administrative assistant, teacher-counselor assistant, office manager, and miscellaneous.²¹ Administrative assistant, teacher-counselor assistant, and miscellaneous were the variables on which ideal tasks differed according to size of school. For these three variables, the secretaries in small schools felt they should have more responsibility than did secretaries in the larger schools. The results of the Tukey post hoc comparison are given in Table 4.27.

In the analysis of the expectations held by secretaries for ideal mechanical skills, size main effect was significant. There was only one dependent variable in the analysis: ideal mechanical skills. The mean for the

²¹Questionnaire items included in each variable are listed in Chapter III, pages 32 through 36.

secretaries in large schools was significantly greater than the means of secretaries in small and medium sized schools. Tables 4.28 and 4.29 give the analysis results.

In the analysis of the ideal attributes as indicated by secretaries, the dependent variables were sex, marital status, education, age, work experience, skills and abilities, community involvement, personal, and professional.²² Items were not analyzed individually because the results of such an analysis tend to be unreliable.

In order to keep negatively correlated items within a variable at a minimum, some of the item scores were multiplied by a negative one. Items with scores multiplied by a negative one were: male; married; high school graduate, but no college; under 30 years of age; skilled in problem solving; skilled in public relations; interested in local community affairs; and pessimist.

Size-variable interaction for ideal attributes was not significant. The Analysis of Variable table is given on page 93.

Hypothesis 3B: The expectations held by secretaries for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to level of student population.

Although level main effect was significant for the expectations held by secretaries for ideal tasks,

²²Questionnaire items included in each variable are listed in Chapter III, pages 36 through 38.

level-variable interaction was not. The level main effect for ideal mechanical skills and the level-variable interaction for ideal attributes were not significant. The Analysis of Variance tables for the expectations held by secretaries for ideal tasks, ideal mechanical skills, and ideal attributes are given on pages 89, 92, and 93, respectively.

Hypothesis 3C: The expectations held by secretaries for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to a combination (interaction) of size of school and level of student population.

The results of the analysis of variance tests are given in Tables 4.26, 4.28, and 4.30. The tests indicated no significant differences; therefore, Hypothesis 3C was not accepted.

TABLE 4.26.--Analysis of variance: Expectations held by secretaries for ideal tasks.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Size	2	11875.06	5937.53	25.77	Yes
Level	2	1887.66	943.83	4.10	Yes
Size-level interaction	4	944.16	236.04	1.02	No
Error: Subj. w. groups	216	49766.97	230.40		
Size-variable interaction	8	4934.26	616.78	6.86	Yes*
Level-variable interaction	8	1973.21	246.65	2.74	No*
Size-level- variable interaction	16	1355.40	84.71	.94	No*
Error: Variable x subj. w. groups	864	77709.32	89.94		

*Conservative test

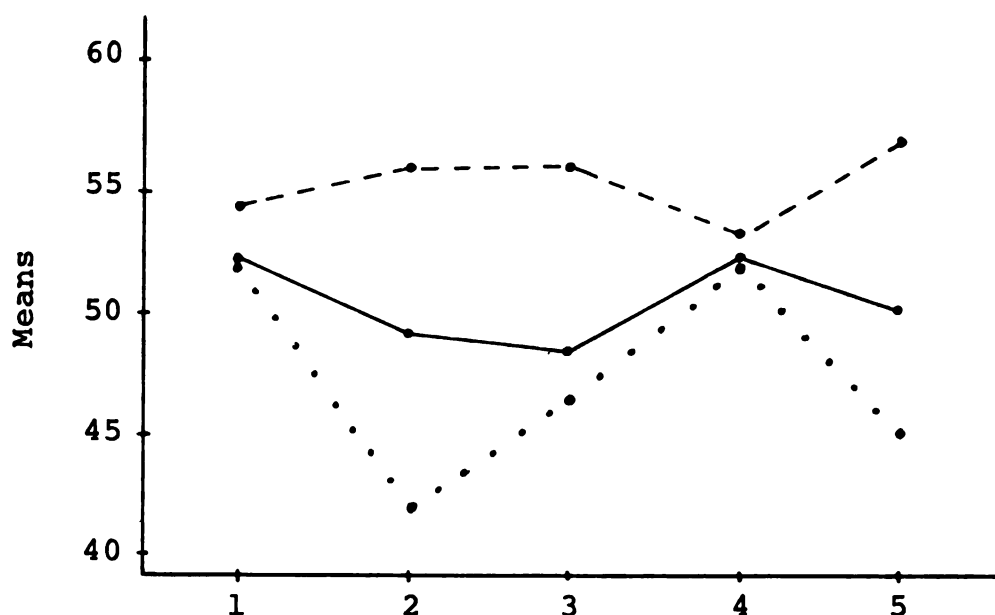


Figure 4.5.--Expectations held by secretaries for ideal tasks (means of standardized variables for size-variable interaction).

1 = Administrative Secretary	----- Secretaries, small school
2 = Administrative Assistant	----- Secretaries, medium school
3 = Teacher-Counselor Assistant	. . . Secretaries, large school
4 = Office Manager	
5 = Miscellaneous	

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Secretaries, small schools	54.103	55.518	55.931	53.087	57.008
Secretaries, medium schools	52.045	48.610	48.119	51.946	50.064
Secretaries, large schools	51.691	41.975	46.012	51.685	44.949

TABLE 4.27.--Expectations held by secretaries for ideal tasks, Tukey post hoc comparison.

	Means of Standardized Variables for Size-Variable Interaction		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Administrative Secretary	2.058	2.412	0.354
Administrative Assistant	6.908*	13.543*	6.635*
Teacher-Counselor Assistant	7.812*	9.919*	2.107
Office Manager	1.141	1.402	0.261.
Miscellaneous	6.944*	12.059*	5.115

*Significant

 M_1 = Mean for ideal tasks, secretaries in small schools M_2 = Mean for ideal tasks, secretaries in medium schools M_3 = Mean for ideal tasks, secretaries in large schools

$$\Psi \pm (1/\sqrt{N})Q_{.01; 3,432} (\sqrt{MS_E}) = \Psi \pm 5.16$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{49766.95 + 77709.321}{216 + 864} = 118.03$$

N (Number of secretaries in each group) = 75

Q = 4.11 (Studentized range)

TABLE 4.28.--Analysis of variance: Expectations held by secretaries for ideal mechanical skills.

Source	DF	SS	MS	F	Significant at .05 level
Size	2	236.13	118.07	5.52	Yes
Level	2	60.60	30.30	1.42	No
Size-level interaction	4	84.31	21.08	0.98	No
Error: Subj. w. groups	216	4624.00	21.41		

TABLE 4.29.--Expectations held by secretaries for ideal mechanical skills, Tukey post hoc comparison.

	Means of Standardized Variables for Size Main Effect		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Ideal Mechanical Skills	0.468	2.369*	1.901*

*Significant

M_1 = Mean, small schools = 47.733

M_2 = Mean, medium schools = 48.201

M_3 = Mean, large schools = 50.102

$\Psi \pm (1/\sqrt{N})Q_{.05; 3, 216} (\sqrt{MS_E}) = \Psi \pm 1.77$

N (Number of secretaries in each group) = 75

Q = 3.31 (Studentized range)

TABLE 4.30.--Analysis of variance: Expectations held by secretaries for ideal attributes.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Size-variable interaction	16	2553.60	159.60	1.78	No*
Level-variable interaction	16	2113.31	132.08	1.47	No*
Size-level- variable interaction	32	3314.44	103.58	1.16	No*
Error: Variable x subj. w. groups	1728	154825.00	89.60		
Error: Subj. w. groups	216	40120.80	185.74		

*Conservative test

Expectations Held
by Principals

Hypothesis 4A: The expectations held by principals for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to size of school.

Principals' expectations for the ideal tasks of the secretary were found to differ according to size of school. Both size main effect and size-variable interaction were significant as noted in the Analysis of Variance table on page 96. The variables on which the expectations differed were administrative assistant, teacher-counselor assistant, and miscellaneous.²³ Principals in small schools assigned more responsibility to the secretary than did the principals in larger schools.

Ideal mechanical skills were analyzed as one variable. As indicated in Table 4.34, size main effect for ideal mechanical skills was not significant.

In the analysis of ideal attributes, some of the item scores were multiplied by a negative one in order to minimize the number of negatively correlated items within a variable. Items were not analyzed individually because the results of such an analysis are often unreliable.

The variables included in the analysis of the attributes were sex, marital status, education, age, work

²³ Questionnaire items included in each variable are given in Chapter III, pages 32 and 36.

experience, skills and abilities, community involvement, personal, and professional.²⁴ Level-variable interaction was not significant as shown in the Analysis of Variance table on page 102.

Hypothesis 4B: The expectations held by principals for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to level of student population.

Level main effect and level-variable interaction were significant for the expectations held by principals for the ideal tasks of the secretary. The Analysis of Variance table is given on page 96. The variables on which expectations differed according to level of student population were administrative assistant and miscellaneous. Principals in senior high schools assigned less responsibility to the secretary than did principals in elementary schools.

Expectations held by principals for the secretary's ideal mechanical skills differed according to level of school. In the analysis, ideal mechanical skills were treated as one dependent variable. The mean for elementary school principals was significantly less than the means of junior and senior high principals. Tables 4.34 and 4.35 give further details of the analysis.

²⁴ Questionnaire items included in each variable are listed in Chapter III, pages 36 through 38.

As shown in the Analysis of Variance table on page 102, level-variable interaction was not significant for ideal attributes.

Hypothesis 4C: The expectations held by principals for the ideal tasks, ideal mechanical skills, and ideal attributes of the secretary differ according to a combination (interaction) of size of school and level of student population.

Ideal tasks, ideal mechanical skills, and ideal attributes of the secretary as specified by principals did not differ according to a combination (interaction) of size of school and level of student population. The Analysis of Variance tables are located on pages 96, 101, and 102.

TABLE 4.31.--Analysis of variance: Expectations held by principals for the secretary's ideal tasks.

Source	DF	SS	MS	F	Significant at .05 Level
Size	2	7448.35	3724.17	21.53	Yes
Level	2	2481.18	1240.59	7.17	Yes
Size-level interaction	4	678.93	169.73	0.98	No
Error: Subj. w. groups	216	37370.26	173.01		
Size-variable interaction	8	2999.34	374.92	5.71	Yes*
Level-variable interaction	8	3408.79	426.10	6.49	Yes*
Size-level-variable interaction	16	1670.23	104.39	1.59	No*
Error: Variable x subj. w. groups	864	56743.44	65.68		

*Conservative test

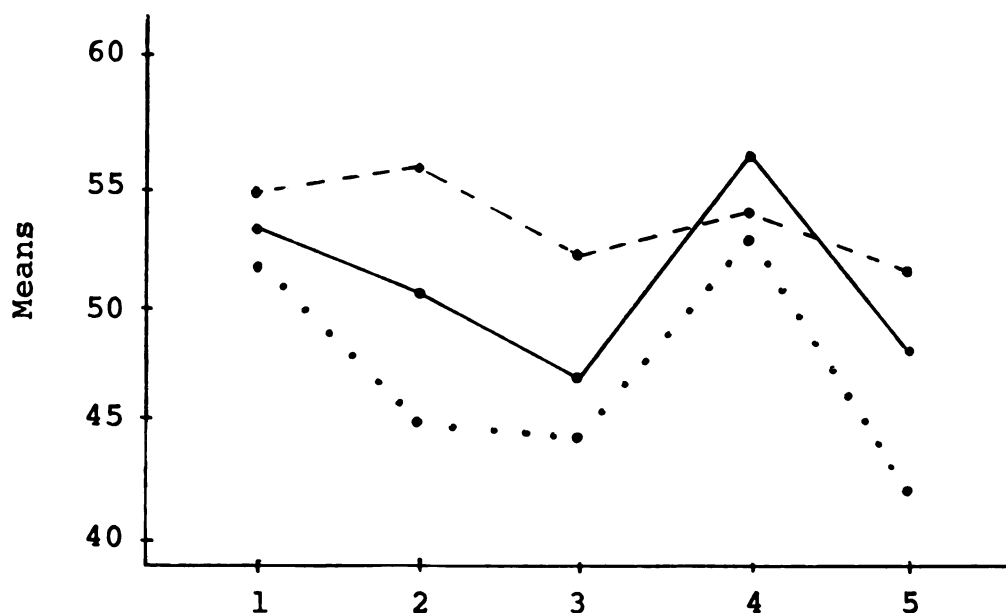


Figure 4.6.--Expectations held by principals for the secretary's ideal tasks (means of standardized variables for size-variable interaction).

1 = Administrative Secretary	----- Principals, small schools
2 = Administrative Assistant	----- Principals, medium schools
3 = Teacher-Counselor Assistant	----- Principals, large schools
4 = Office Manager	
5 = Miscellaneous	

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Principals, small schools	54.258	55.382	51.579	53.562	51.025
Principals, medium schools	52.709	50.109	46.745	55.844	47.832
Principals, large schools	51.382	44.563	44.156	52.421	41.973

TABLE 4.32.--Expectations held by principals for the secretary's ideal tasks, Tukey post hoc comparison.

	Means of Standardized Variables for Size-Variable Interaction		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Administrative Secretary	1.549	2.876	1.327
Administrative Assistant	5.273*	10.819*	5.546*
Teacher-Counselor Assistant	4.834*	7.423*	2.589
Office Manager	2.282	1.141	3.423
Miscellaneous	3.193	9.052*	5.859*

*Significant

M_1 = Mean for ideal tasks, principals in small schools

M_2 = Mean for ideal tasks, principals in medium schools

M_3 = Mean for ideal tasks, principals in large schools

$$\Psi \pm (1/\sqrt{N})Q_{.01; 3,432} (\sqrt{MS_E}) = \Psi \pm 4.43$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{37370.26 + 56743.44}{216 + 864} = 87.14$$

N (Number of principals in each group) = 75

Q = 4.11 (Studentized range)

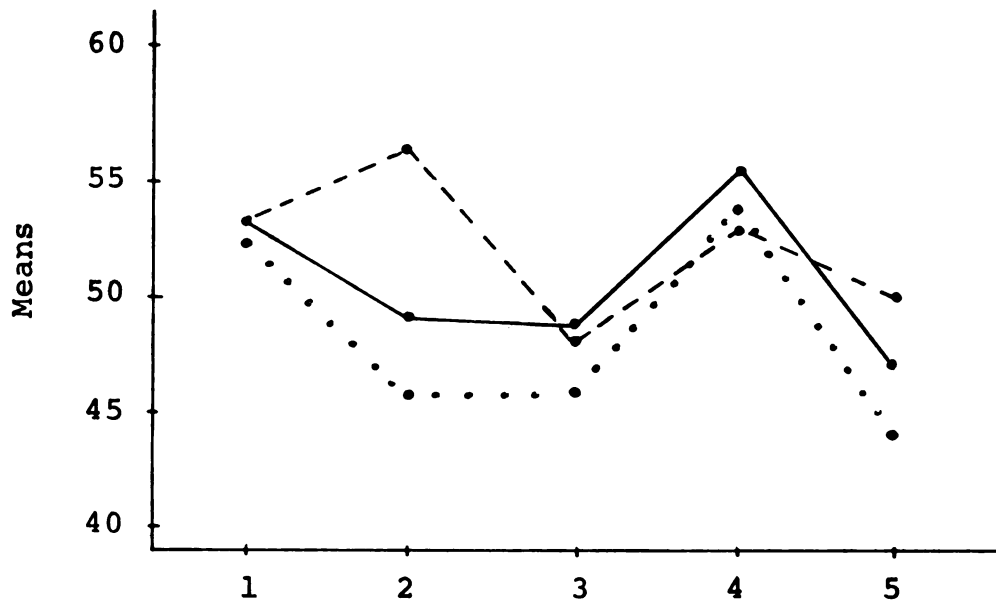


Figure 4.7.--Expectations held by principals for the secretary's ideal tasks (means of standardized variables for level-variable interaction).

1 = Administrative Secretary	----- Elementary principals
2 = Administrative Assistant	----- Junior high principals
3 = Teacher-Counselor Assistant	----- Senior high principals
4 = Office Manager	
5 = Miscellaneous	

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Elementary principals	52.930	55.693	48.051	52.968	49.940
Junior high principals	52.864	49.747	48.577	55.250	46.995
Senior high principals	52.554	45.614	45.851	53.610	43.895

TABLE 4.33.--Expectations held by principals for the secretary's ideal tasks, Tukey post hoc comparison.

	Means of Standardized Variables for Level-Variable Interaction		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Administrative Secretary	0.066	0.376	0.310
Administrative Assistant	6.946*	10.079*	3.133
Teacher-Counselor Assistant	0.526	2.200	2.726
Office Manager	2.282	0.642	1.640
Miscellaneous	2.945	6.045*	3.100

*Significant

M_1 = Mean for ideal tasks, elementary school principals

M_2 = Mean for ideal tasks, junior high principals

M_3 = Mean for ideal tasks, senior high principals

$$\Psi \pm (1/\sqrt{N})Q_{.01; 3,432} (\sqrt{MS_E}) = \Psi \pm 4.43$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{37370.26 + 56743.44}{216 + 864} = 87.14$$

N (Number of principals in each group) = 75

Q = 4.11 (Studentized range)

TABLE 4.34.--Analysis of variance: Expectations held by principals for the secretary's ideal mechanical skills.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Size	2	11.88	5.94	0.21	No
Level	2	710.37	355.19	12.69	Yes
Size-level interaction	4	233.89	58.47	2.09	No
Error: Subj. w. groups	216	6048.08	28.00		

TABLE 4.35.--Expectations held by principals for the secretary's ideal mechanical skills, Tukey post hoc comparison.

	Means of Standardized Variables for Level Main Effect		
	$ M_1 - M_2 $	$ M_1 - M_3 $	$ M_2 - M_3 $
Ideal Mechanical Skills	2.865*	4.270*	1.405

*Significant

M_1 = Mean, elementary principals = 48.862

M_2 = Mean, junior high principals = 51.727

M_3 = Mean, senior high principals = 53.132

$$\psi \pm (1/\sqrt{N})Q_{.01; 3, 216} (\sqrt{MS_E}) = \psi \pm 2.02$$

N (Number of principals in each group) = 75

Q = 3.31 (Studentized range)

TABLE 4.36.--Analysis of variance: Expectations held by principals for the secretary's ideal attributes.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Size-variable interaction	16	3379.24	211.20	2.41	No*
Level-variable interaction	16	2251.01	140.69	1.60	No*
Size-level- variable interaction	32	2557.12	79.91	0.91	No*
Error: Variable x subj. w. groups	1728	151704.97	87.79		
Error: Subj. w. groups	216	43944.60	203.45		

*Conservative test

Comparison of Principals' and Secretaries' Responses

Hypothesis 5A: There is a difference between the actual tasks of the secretary as specified by principals and as specified by secretaries.

Secretary-principal pairs were treated as one of the dimensions of the design in the analysis of this hypothesis.²⁵ A difference was found between actual tasks as specified by secretaries and as specified by principals. Both position main effect and position-variable interaction were significant as indicated in the Analysis of Variance table on page 105.

Secretaries and their principals differed on the following variables for actual tasks: administrative secretary, teacher-counselor assistant, and miscellaneous.²⁶ Secretaries felt they had more responsibility than was indicated by their principals.

Hypothesis 5B: There is a difference between the expectations held by principals and the expectations held by secretaries for the ideal tasks of the secretary.

The position main effect for the expectations of principals and secretaries for ideal tasks was not significant. Position-variable interaction, however, was

²⁵Secretary-principal pairs were also a dimension of the design in the analysis of Hypotheses 5B, 5C, and 5D.

²⁶Questionnaire items included in each variable are listed in Chapter III, pages 32 through 36.

significant. A difference in profile shape was found to exist on two of the variables, teacher-counselor assistant and miscellaneous. Secretaries indicated they should be performing more in these two areas than their principals felt they should. Tables 4.39 and 4.40 give the numerical results of the analysis.

Hypothesis 5C: There is a difference between the expectations held by principals and the expectations held by secretaries for the ideal mechanical skills of the secretary.

A difference was shown to exist in the secretary's ideal mechanical skills as specified by principals and as specified by secretaries. The mean for the principals (51.240) was significantly greater than the mean for the secretaries (48.678). The Analysis of Variance table is located on page 111.

Hypothesis 5D: There is a difference between the expectations held by principals and the expectations held by secretaries for the ideal attributes of the secretary.

Position-variable interaction was significant for the ideal attributes of the secretary. Significant differences between principals and their secretaries were found for the two variables: sex and community involvement. Tables 4.42 and 4.43 give the numerical results of the analysis.

TABLE 4.37.--Analysis of variance: Actual tasks of the secretary as indicated by principals and secretaries.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Position	1	4071.85	4071.85	32.01	Yes
Error: Subj. w. groups	216	27474.13	127.20		
Position- Variable interaction	4	3187.24	796.81	21.00	Yes*
Error: Variable x subj. w. groups	864	32786.66	37.95		

*Conservative test

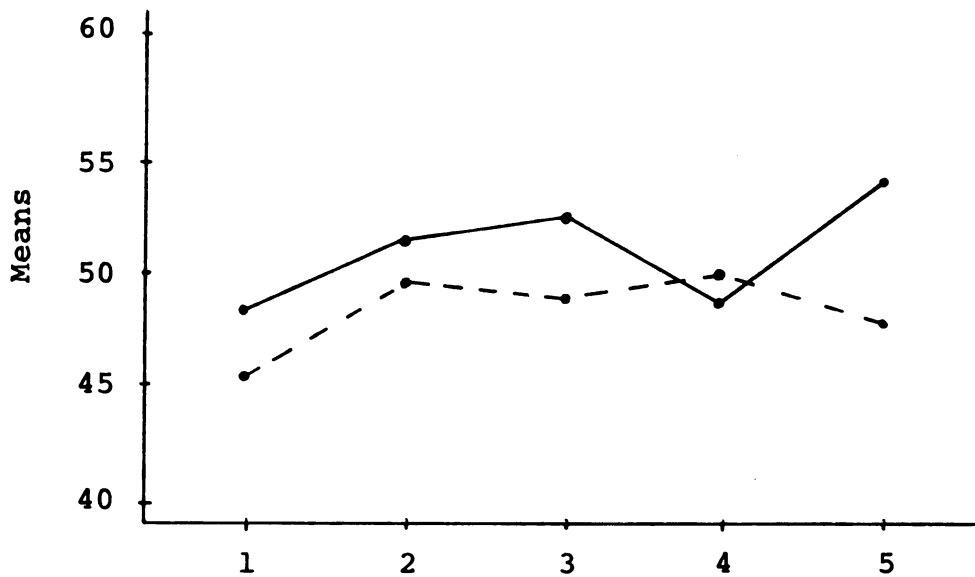


Figure 4.8.--Actual tasks of the secretary as indicated by principals and secretaries (means of standardized variables for position-variable interaction).

1 = Administrative Secretary ----- Principals
2 = Administrative Assistant _____ Secretaries
3 = Teacher-Counselor Assistant
4 = Office Manager
5 = Miscellaneous

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Principals	45.157	49.201	48.585	49.704	47.688
Secretaries	48.350	51.104	52.426	48.428	53.578

TABLE 4.38.--Actual tasks of the secretary as indicated by principals and secretaries, Tukey post hoc comparison.

	Means of Standardized Variables for Position- Variable Interaction
	$ M_P - M_S $
Administrative Secretary	3.193*
Administrative Assistant	1.803
Teacher-Counselor Assistant	3.841*
Office Manager	1.276
Miscellaneous	5.890*

*Significant

M_P = Mean for actual tasks, principals

M_S = Mean for actual tasks, secretaries

$$\Psi \pm (1/\sqrt{N})Q_{.01; 2,432} (\sqrt{MS_E}) = \Psi \pm 1.81$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{27474.13 + 32786.66}{216 + 864} = 55.80$$

N (Number of occupants in each position) = 225

Q = 3.64 (Studentized range)

TABLE 4.39.--Analysis of variance: Expectations for the ideal tasks of the secretary as indicated by principals and secretaries.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Position	1	211.84	211.84	1.25	No
Error: Subj. w. groups	216	36640.22	169.63		
Position- variable interaction	4	2597.15	649.29	11.19	Yes*
Error: Variable x subj. w. groups	864	50113.27	58.00		

*Conservative test

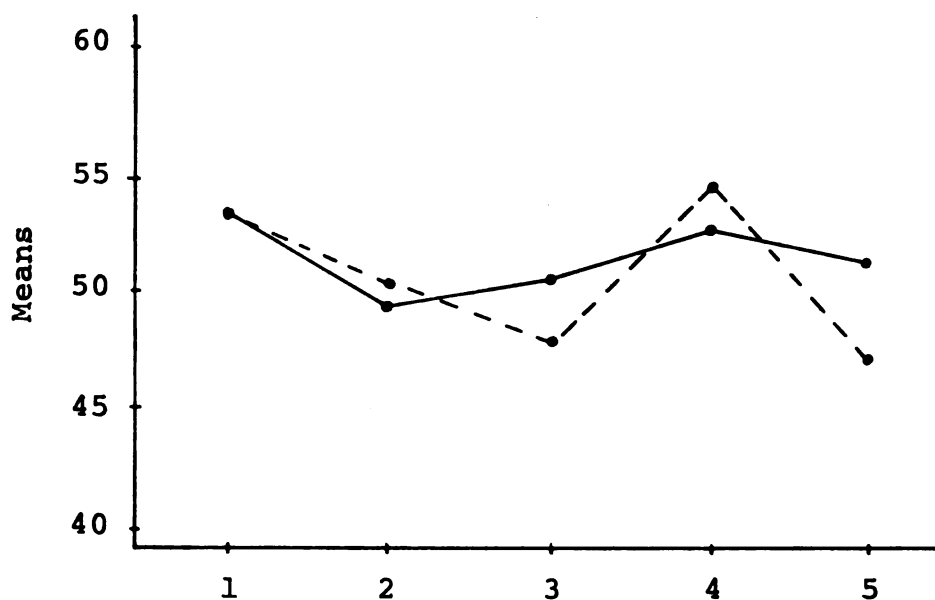


Figure 4.9.--Expectations for the ideal tasks of the secretary as indicated by principals and secretaries (means of standardized variables for position-variable interaction).

- 1 = Administrative Secretary ----- Principals
 2 = Administrative Assistant _____ Secretaries
 3 = Teacher-Counselor Assistant
 4 = Office Manager
 5 = Miscellaneous

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Principals	52.783	50.018	47.493	53.942	46.944
Secretaries	52.613	48.701	50.021	52.239	50.674

TABLE 4.40.--Expectations for the ideal tasks of the secretary as indicated by principals and secretaries, Tukey post hoc comparison.

	Means of Standardized Variables for Position- Variable Interaction
	$ M_P - M_S $
Administrative Secretary	0.170
Administrative Assistant	1.317
Teacher-Counselor Assistant	2.528*
Office Manager	1.703
Miscellaneous	3.730*

*Significant

M_P = Mean for ideal tasks, principals

M_S = Mean for ideal tasks, secretaries

$$\Psi \pm (1/\sqrt{N})Q_{.01; 2,432} (\sqrt{MS_E}) = \Psi \pm 2.17$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{36640.22 + 50113.27}{216 + 864} = 80.33$$

N (Number of occupants in each position) = 225

Q = 3.64 (Studentized range)

TABLE 4.41.--Analysis of variance: Expectations for the ideal mechanical skills of the secretary as indicated by principals and secretaries.

Source	DF	SS	MS	F	Significant at .05 level
Position	1	738.42	738.42	36.57	Yes
Error: subj. w. groups	216	4361.72	20.19		

TABLE 4.42.--Analysis of variance: Expectations for the ideal attributes of the secretary as indicated by principals and secretaries.

Source	DF	SS	MS	F	Significant at .05 level
Position- variable interaction	8	4467.00	558.38	7.05	Yes*
Error: Variable x subj. w. groups	1728	136842.44	79.19		
Error: Subj. w. groups	216	39101.78	181.03		

*Conservative test

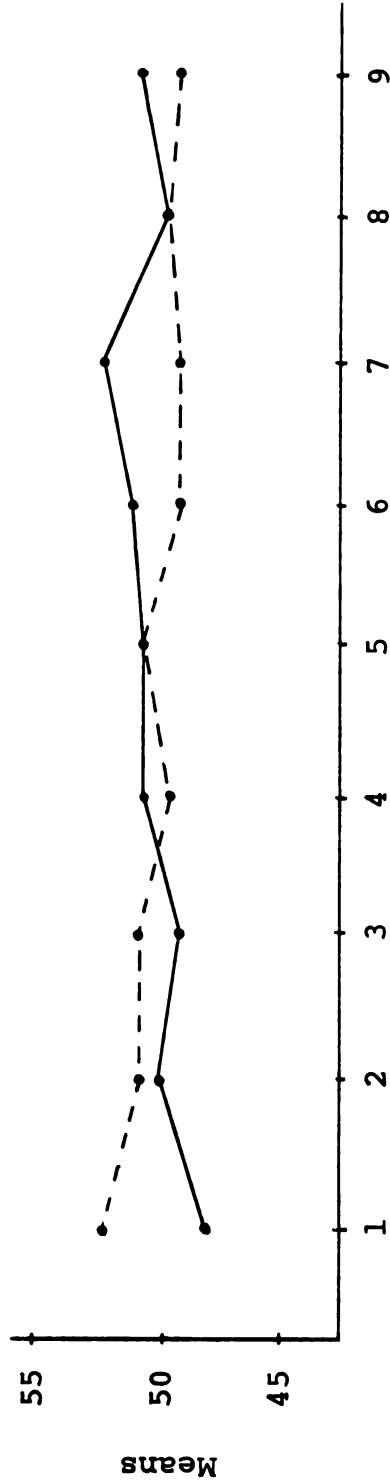


Figure 4.10.--Expectations for the ideal attributes of the secretary as indicated by principals and secretaries (means of standardized variables for position-variable interaction).

- | | | |
|---------------------|---------------------------|-------------------|
| 1 = Sex | 6 = Skills and abilities | ----- Principals |
| 2 = Marital status | 7 = Community involvement | ----- Secretaries |
| 3 = Education | 8 = Personal | |
| 4 = Age | 9 = Professional | |
| 5 = Work experience | | |

Means of Standardized Variables

	1	2	3	4	5	6	7	8	9
Principals	52.140	50.616	50.744	49.254	50.402	48.875	48.911	49.415	49.136
Secretaries	47.888	49.820	49.147	50.380	50.676	51.043	52.068	49.329	51.784

TABLE 4.43.--Expectations for the ideal attributes of the secretary as indicated by principals and secretaries, Tukey post hoc comparison.

	Means of Standardized Variables for Position- Variable Interaction
	$ M_P - M_S $
Sex	4.252*
Marital Status	0.796
Education	1.597
Age	1.136
Work Experience	0.274
Skills and Abilities	2.168
Community Involvement	3.157*
Personal	0.086
Professional	1.648

*Significant

M_P = Mean for principals

M_S = Mean for secretaries

$$\Psi \pm (1/\sqrt{N})Q_{.01; 2,432} (\sqrt{MS_E}) = \Psi \pm 2.31$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{39101.78 + 136842.44}{216 + 1728} = 90.51$$

N (Number of occupants in each position) = 225

Q = 3.64 (Studentized range)

Comparison of Actual
and Ideal Tasks

Hypothesis 6A: There is a difference between the actual tasks and the ideal tasks of the secretary as specified by secretaries.

In the analysis of this hypothesis, pairs of tasks were treated as one of the dimensions of the design. A pair consisted of an actual task and its corresponding ideal task.

Although the actual/ideal main effect of the analysis of variance (Table 4.44) was not significant, the actual/ideal-variable interaction was significant. On all five of the variables (administrative secretary, administrative assistant, teacher-counselor assistant, office manager, and miscellaneous) there was a difference between actual and ideal tasks of the secretary. Secretaries indicated they should have greater responsibility in the areas of administrative secretary and office manager and less responsibility in the administrative assistant, teacher-counselor assistant, and miscellaneous categories. The results of the Tukey post hoc comparison are given in Table 4.45.

Hypothesis 6B: There is a difference between the actual tasks and the ideal tasks of the secretary as specified by principals.

Pairs of actual and ideal tasks were treated as one of the dimensions in the analysis of this hypothesis.

As indicated in the Analysis of Variance table on page 118, actual/ideal main effect as well as actual/ideal-variable interaction were significant. A difference was found to exist between the actual and ideal tasks for the secretary as specified by principals on two of the variables, administrative secretary and office manager. Principals indicated the secretary should have greater responsibility in these two areas.

TABLE 4.44.--Analysis of variance: Actual and ideal tasks as indicated by secretaries.

Source	DF	SS	MS	F	Signifi- cant at .05 Level
Actual/ideal	1	4.80	4.80	0.05	No
Error: Subj. w. groups	216	22037.53	102.03		
Actual/ideal- variable interaction	4	5869.34	1467.33	48.20	Yes*
Error: Variable x subj. w. groups	864	26300.42	30.44		

*Conservative test

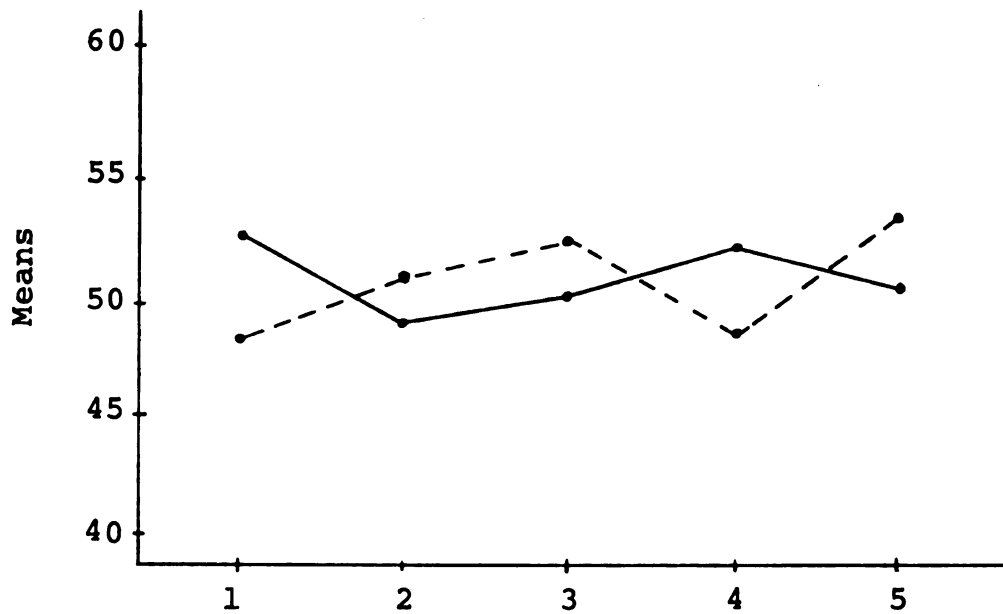


Figure 4.11.--Actual and ideal tasks as indicated by secretaries (means of standardized variables for actual/ideal-variable interaction).

- | | |
|---------------------------------|--------------------|
| 1 = Administrative Secretary | ----- Actual tasks |
| 2 = Administrative Assistant | _____ Ideal tasks |
| 3 = Teacher-Counselor Assistant | |
| 4 = Office Manager | |
| 5 = Miscellaneous | |

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Actual tasks	48.350	51.004	52.426	48.428	53.578
Ideal tasks	52.613	48.701	50.021	52.239	50.674

TABLE 4.45.--Actual and ideal tasks as indicated by secretaries, Tukey post hoc comparison.

	Means of Standardized Variables for Actual/ Ideal-Variable Interaction
	$ M_A - M_I $
Administrative Secretary	4.263*
Administrative Assistant	2.303*
Teacher-Counselor Assistant	2.405*
Office Manager	3.811*
Miscellaneous	2.904*

*Significant

M_A = Mean for actual tasks

M_I = Mean for ideal tasks

$$\psi \pm (1/\sqrt{N})Q_{.01; 2,243} (\sqrt{MS_E}) = \psi \pm 1.62$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{22037.53 + 26300.42}{216 + 864} = 44.76$$

N (Number of secretaries) = 225

$Q = 3.64$ (Studentized range)

TABLE 4.46.--Analysis of variance: Actual and ideal tasks of the secretary as indicated by principals.

Source	DF	SS	MS	F	Signifi- cant at .05 level
Actual/ideal	1	2646.77	2646.77	38.31	Yes
Error: Subj. w. groups	216	14922.80	69.09		
Actual/ideal- variable interaction	4	6188.72	1547.18	75.66	Yes*
Error: Variable x subj. w. groups	864	17672.23	20.45		

*Conservative test

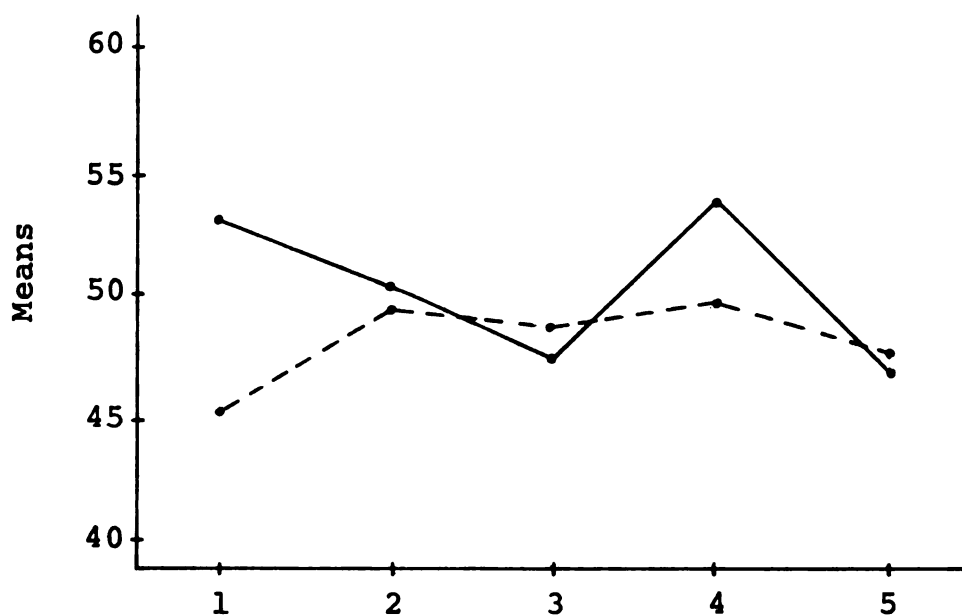


Figure 4.12.--Actual and ideal tasks of the secretary as indicated by principals (means of standardized variables for actual/ideal-variable interaction).

- | | |
|---------------------------------|--------------------|
| 1 = Administrative Secretary | ----- Actual tasks |
| 2 = Administrative Assistant | ———— Ideal tasks |
| 3 = Teacher-Counselor Assistant | |
| 4 = Office Manager | |
| 5 = Miscellaneous | |

Means of Standardized Variables

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Actual tasks	45.157	49.201	48.585	49.704	47.688
Ideal tasks	52.783	50.018	47.493	53.942	46.944

TABLE 4.47.--Actual and ideal tasks of the secretary as indicated by principals, Tukey post hoc comparison.

	Means of Standardized Variables for Actual/ Ideal-Variable Interaction
	$ M_A - M_I $
Administrative Secretary	7.626*
Administrative Assistant	0.817
Teacher-Counselor Assistant	1.092
Office Manager	4.238*
Miscellaneous	0.744

*Significant

M_A = Mean for actual tasks

M_I = Mean for ideal tasks

$$\Psi \pm (1/\sqrt{N})Q_{.01; 2,243} (\sqrt{MS_E}) = \Psi \pm 1.33$$

$$MS_E = \frac{SS_{\text{Error: subj. w. groups}} + SS_{\text{Error: variable x subj. w. groups}}}{DF_{SS_{\text{Error: subj. w. groups}}} + DF_{SS_{\text{Error: variable x subj. w. groups}}}}$$

$$MS_E = \frac{14922.50 + 17672.23}{216 + 864} = 30.18$$

N (Number of principals) = 225

Q = 3.64 (Studentized range)

CHAPTER V

SUMMARY OF STUDY AND DISCUSSION

Summary of the Study

Purpose, Procedure, and Data Collection

It was the purpose of this study to analyze selected aspects of the position of secretary to the public school principal in Michigan and the person who fills that position. The study was to determine (1) whether differences in the position existed according to size of school and level of student population, (2) whether differences existed between the secretary's "actual" role and "ideal" role as viewed by secretaries and principals, and (3) whether secretaries and principals were in agreement on selected aspects of the secretary's position.

The population for the study consisted of principals and their secretaries in the Michigan public schools. Three hundred and eighty principals and 380 secretaries were selected to be participants in the study by taking a stratified random sample of schools.

In the sampling process, public schools in Michigan were divided into nine groups based on school size and level of student population. The three levels were elementary,

junior high, and senior high; the three sizes were small, 1 to 450 students; medium, 451 to 900 students; and large, more than 900 students.

Questionnaires were mailed to participants. Replies were received from 329 principals (87 per cent) and 332 secretaries (87 per cent). Principals in ten small schools reported they did not have a secretary, nine principals and four secretaries indicated they were unable to participate in the study, and questionnaires returned by six principals and fourteen secretaries were too incomplete to be used. Thus, the number of useable questionnaires was 304 from principals (80 per cent) and 304 from secretaries (80 per cent).

Included in the useable questionnaires were 268 matched pairs. That is, useable questionnaires were received from 268 principals and from their secretaries. Twenty-five matched pairs from each of the nine groups of schools, or a total of 225 matched pairs, were used in the data analysis.

Summary of Major Findings

1. The typical secretary to the public school principal in Michigan was a married female between the ages of forty and forty-nine. She was a high school graduate with training in secretarial skills and bookkeeping.

2. The major reason given by secretaries for working was personal or family support. The reasons most often given

for taking this particular job were convenient hours and work year coincides with children's school year.

3. The typical secretary had been at her present job about six and a half years. Prior to coming to this job, she had experience as a secretary in a non-educational position.

4. Most secretaries were employed in one or two-girl offices. They worked an average of 37.9 hours per week for 10.6 months per year. The median annual salary for the secretaries was between \$4,000 and \$4,999.

5. There was no significant difference in the personal profile of the secretary according to school size, level, or interaction of size and level of student population.

6. Annual salary, number of months worked per year, number of secretaries employed in the office, and number of secretaries supervised differed for secretaries according to size, level, and interaction of size and level of student population. In general, as the size and level of the school increased, the mean for the variables also increased.

7. In performing required tasks, the secretaries used the typewriter, telephone, duplicating equipment, and filing systems. About fifty per cent of the secretaries indicated they used calculators and shorthand.

8. In descending order of responsibility, the secretary's actual tasks as reported by secretaries were

administrative secretary, administrative assistant, office manager, teacher-counselor assistant, and miscellaneous.

9. In descending order of responsibility, the secretary's actual tasks as reported by principals were administrative secretary, office manager, administrative assistant, teacher-counselor assistant, and miscellaneous.

10. The actual tasks as reported by secretaries differed according to size of student population on three variables: administrative assistant, teacher-counselor assistant, and miscellaneous. Tasks performed by secretaries in the administrative assistant and miscellaneous categories differed according to level of student population. As the size and level of student population decreased, the responsibility of the secretary for these tasks increased.

11. A difference existed in the actual tasks performed as specified by principals and as specified by their secretaries. Secretaries reported accepting greater responsibility for tasks than was indicated by their principals.

12. Secretaries' expectations for the secretary's ideal tasks differed according to size and level of student population. On three of the task variables (administrative assistant, teacher-counselor assistant, and miscellaneous) secretaries in small schools felt they should have more responsibility than did secretaries in the larger schools.

13. Principals' expectations for the secretary's ideal tasks differed according to size and level of student population. For three variables (administrative assistant, teacher-counselor assistant, and miscellaneous), the principals in small schools assigned more responsibility to the secretary than principals in large schools. The two variables on which principals' expectations differed according to level of student population were administrative assistant and miscellaneous. The senior high school principals indicated the secretary should have less responsibility for these tasks than did elementary school principals.

14. There was no over-all difference between the secretary's ideal tasks as specified by principals and as specified by secretaries; however, a difference did exist on two of the variables, teacher-counselor assistant and miscellaneous. Secretaries indicated they should be performing more in these two areas than principals felt they should.

15. A difference existed between actual and ideal tasks as specified by principals. Principals indicated the secretary should have greater responsibility in two areas: office manager and administrative secretary.

16. Secretaries indicated they should have greater responsibility in the areas of administrative secretary and office manager and less responsibility in the administrative

assistant, teacher-counselor assistant, and miscellaneous categories.

17. The mechanical skills required of the ideal secretary were filing and the use of duplicating equipment, the telephone, and the typewriter. Skills which were not required but which principals and secretaries thought would be nice for the secretary to possess were the use of shorthand, transcription machines, and calculators.

18. Secretaries' expectations for the ideal mechanical skills differed according to size of student population. The mean for secretaries in large schools was significantly greater than the means for secretaries in the medium and small schools.

19. Principals' expectations for the secretary's ideal mechanical skills differed according to level of student population. Elementary school principals required fewer skills than did junior and senior high school principals.

20. A difference existed between the expectations of principals and the expectations of secretaries for ideal mechanical skills. Principals felt more skills should be required than did secretaries.

21. Neither the principals' nor the secretaries' expectations for the ideal attributes of the secretary differed according to size, level, or interaction of size and level of student population. A difference, however, existed between the expectations of principals and the

expectations of secretaries for some of the ideal attributes of the secretary.

Discussion

Implications of Findings

Development of man and job descriptions.--From the data presented in this study, man and job descriptions may be written. The data described the position of secretary to the public school principal and the person filling that position, the mechanical skills needed to fill the position, and the attributes of the secretary. In addition, the study pointed out where differences in the position existed according to school size and level of student population.

Education of secretaries.--It appears from the results of the study that principals and secretaries considered the secretary's position somewhat specialized. Their view that the main tasks of the secretary are and should be secretarial and managerial in nature gives direction for the training of persons who fill this position. Educational preparation should primarily be in the area of office training rather than in areas related to education.

Because the secretary does make educational decisions, she needs to know the philosophy, objectives, policies, and organizational structure of the school system which employs her. Without this knowledge she may not be able to perform to her maximum capacity. Even through findings of the

present study indicated training should mainly be in the secretarial and office management areas, it would appear that in-service workshops covering the purposes and organization of educational institutions could be of great value.

Areas of potential conflict.--The findings of this study suggest several areas of possible conflict between principals and their secretaries.

First, principals and secretaries indicated a difference existed between the actual tasks and the expectations for the ideal tasks of the secretary. This discrepancy may result in the secretary not receiving the self-satisfaction she should have from her work and/or the principal feeling he is not getting maximum benefit from his secretary.

Because of the difference between actual and ideal tasks, several questions should be raised. Is the secretary capable of handling all the responsibilities the principal would like her to handle? Is the secretary permitted to do all that she possibly could be doing? Are there restrictions, such as finances and school policies, which prevent the principal from permitting his secretary to fill the ideal position?

Second, the responsibilities assumed by the secretary for actual tasks as reported by principals and as reported by their secretaries were not always in agreement. Perhaps

the secretary had not received credit for all the work she performed or possibly the secretary had failed to accept the degree of responsibility she thought she had already accepted.

Third, a difference existed between the ideal tasks as indicated by principals and as indicated by their secretaries. In the two variables where significant differences were evident, secretaries assigned more responsibility to themselves than principals assigned to them. Perhaps this area of possible conflict could readily be eliminated through the mutual development of a job description and guidelines for the secretary's performance and behavior.

Additional Research Needed

Each of the three areas mentioned in the previous section on possible conflicts needs to be investigated further. With additional study, more concrete conclusions and recommendations may be developed.

In the present study secretaries and principals reported on the performance of selected tasks. No attempt was made to determine the amount of time secretaries devoted to each task. A time-and-motion study could provide this information.

In this study data were provided by principals and their secretaries. A third dimension which could be included in future studies is teachers. For example, teachers might be asked for their opinions on the amount of involvement the

principal's secretary should have in educational activities or how the secretary, in her capacity as office manager, could organize the office to better serve the total school.

Other secretaries, such as the superintendent's and the counselor's, also make important contributions to the total educational process. Studies should be made of these secretaries and their positions, either collectively or individually.

Reflections

The comments made here cannot necessarily be supported by the findings; they are intuitive feelings of the writer as a result of having conducted the study.

Educational secretary organizations have been striving to acquire state certification for their members. In the opinion of the writer, present school secretaries, because of their training and the tasks they perform on the job, do not have a strong basis for certification.

One of the major purposes of certification is to guarantee that each individual certified has completed minimal study and preparation before entering the field of work. The secretaries who participated in this study were high school graduates. Only thirty-seven per cent had enrolled in post high school programs; two per cent had completed a four-year college program.

Certification also gives recognition to individuals who possess certain skills and knowledge which are required

in the performance of their job. The uniqueness of the educational secretary's job is its location--in a school setting. The tasks performed are very similar to those performed by a secretary in any business office. In other words, the location of the job should not be used as the basis for certification.

The educational secretary organization serves many useful purposes. It provides a needed communication system and a means for collective effort. Through the organization, objectives may be established and strategies planned, secretaries may be encouraged to improve their skills, work may be carried on to improve financial status as well as working conditions, and request may be made for colleges to establish in-service education programs appropriate for the needs of the secretary.

In order to maximize the use of the principal's secretary, it is essential that principals and secretaries understand each other's beliefs, ideas, behavior, and skills possessed; they should be willing to improve present skills and learn new ones so that the secretary and principal may complement each other. This means that even though the burden of being skilled to perform specific tasks is typically placed on the secretary, administrators must now accept the responsibility for preparing themselves to effectively use the skills of their secretaries.

A need for administrators to be flexible in this matter will continue as long as principals remain mobile. At the time the study was conducted, secretaries indicated they had been at their present jobs an average of 6.4 years but had worked for their present principals only 3.6 years.

It is further suggested that, in the interest of improving the efficiency of the school office, office administration or school administration departments of colleges and universities establish workshops for school principals and their secretaries. In these workshops participants would have an opportunity to bring into focus their concepts of the role of the school secretary. In addition, they would have an opportunity to learn the latest techniques in office procedures and how to make better use of the skills of the secretary.

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APPENDICES

APPENDIX A

SCHOOLS WHERE PARTICIPANTS IN THE
STUDY WERE EMPLOYED

APPENDIX A

Addison Community Schools
Addison Junior High
Devils Lake Elementary

Adrian Public Schools
Adrian Senior High
Adrian Junior High
Alexander Elementary

Albion Public Schools
Washington Gardner Junior High

Algonac Community Schools
Gilbert Junior High

Allegan Public Schools
Allegan Senior High

Alpena Public Schools
Besser Junior High
Bingham Elementary

Ann Arbor Public Schools
Tappan Junior High
Newport Elementary

Au Gres-Sims Schools
Au Gres-Sims Senior High
Au Gres-Sims Elementary

Bad Axe Public Schools
Bad Axe Senior High
Bad Axe Junior High

Baldwin Public Schools
Baldwin Junior High

Bangor Public Schools
Bangor Senior High

Baraga Township Schools
Baraga Senior High

Bath Community Schools
Bath Senior High

Battle Creek School District
W. K. Kellogg Junior High
Northwestern Junior High
Southeastern Junior High

Battle Creek:
Lakeview Schools
Territorial Elementary

Battle Creek:
Springfield Schools
Springfield Senior High
Springfield Junior High

Bay City School District
T. L. Handy Senior High
Wenoma Elementary

Bear Lake Public Schools
Bear Lake Junior High

Beaverton Rural Schools
Beaverton Intermediate

Belding Area Schools
Belding Junior High

Bellaire Public Schools
Bellaire Senior High

Belleville:
Van Buren Public Schools
Belleville Junior High

Benton Harbor School District
Benton Harbor Senior High
Sterne Brunson Elementary
Northeast Elementary
Hull Elementary

Benzonia County Central Schools
Benzie Central Senior High

Berkley School District
Norup Junior High

Berrien Springs Public Schools
Berrien Springs Senior High
 Berrien Springs Junior High

Big Rapids Public Schools
Big Rapids Senior High

Birch Run Area Schools
Birch Run Senior High

Birmingham Public Schools
Wylie Groves Senior High
 Ernest Seaholm Senior High

Bloomfield Hills School District
Andover Senior High
 East Hills Junior High

Boyne Falls Public Schools
Boyne Falls Elementary

Brethren:
Kaleva-Norman-Dickson Schools
Brethren Senior High

Bridgeport Community Schools
Bridgeport Senior High

Brighton Area Schools
Brighton Junior High

Brooklyn:
Columbia School District
Columbia Junior High

Buckley Community Schools
Buckley Senior High

Caledonia Community Schools
Caledonia Junior High

Carleton:
Airport Community Schools
Ritter Elementary

Caro Community Schools
Caro Junior High

Carson City-Crystal Area Schools
Carson City Senior High

Centreville Public Schools
Centreville Senior High

Cheboygan Area Schools
Cheboygan Junior High

Clare Public Schools
Clare Elementary

Coldwater Community Schools
Washington Elementary

Coleman Community Schools
Coleman Elementary

Comstock Public Schools
Green Meadow Elementary

Comstock Park Public Schools
Comstock Park Senior High
 Comstock Park Junior High

Corunna Public Schools
Corunna Senior High

Croswell-Lexington Schools
Croswell-Lexington Junior High

Custer:
Mason County Eastern Schools
Fountain Elementary

Crystal Falls:
Forest Park Schools
Forest Park Senior High

Davison Community Schools
Davison Junior High

Dearborn Public Schools
Smith Junior High

Dearborn Heights:
Crestwood Schools
Crestwood Senior High

Dearborn Heights:
Township District No. 8
Roosevelt Junior High
 Thorne Elementary

Detroit Public Schools
Northeastern Senior High
 Osborn Senior High
 Western Senior High
 Burroughs Junior High
 Condon Junior High
 Finney Junior High
 Ford Junior High
 Knudsen Junior High
 Mettetal Junior High
 Murphy Junior High
 Post Junior High
 Richard Junior High
 Von Steuben Junior High
 Alger Elementary
 Angell Elementary
 Bennett Elementary
 Bunche Elementary
 Burns Elementary
 Carstens Elementary
 Clark Elementary
 Clinton Elementary
 Custer Elementary
 Fiszgerald Elementary
 Franklin Elementary
 Glazer Elementary
 Goldberg Elementary
 Guyton Elementary
 Hally Elementary
 Holmes Elementary
 Hosmer Elementary
 Houghten Elementary
 Joyce Elementary
 Keating Elementary
 Marcey Elementary
 McKenny Elementary
 McKerrow Elementary
 Monnier Elementary
 Nichols Elementary
 Pasteur Elementary
 Priest Elementary
 Roosevelt Elementary
 Ruthruff Elementary
 Sampson Elementary
 White Elementary
 Williams Elementary

Detroit:
Redford Union Schools
 Pearson Junior High
 Westland Elementary

Detroit:
South Redford Union Schools
 Thurston Senior High

Dexter Public Schools
 Dexter Senior High

Dowagiac Union 31
 Central Junior High
 Cullinane Elementary

Dundee Community Schools
 Dundee Community Elementary

Durand Area Schools
 Durand Senior High
 Lucas Junior High
 Bertha Neal Elementary

East Detroit Public Schools
 Grant Junior High
 Deerfield Elementary

Eau Claire Public Schools
 Eau Claire Senior High

Eben Junction:
Rock River Township Schools
 Eben Senior High

Edwardsburg Public Schools
 Edwardsburg Junior High

Ellsworth Community Schools
 Ellsworth Community Elementary

Engadine Consolidated Schools
 Engadine Senior High

Fairgrove:
Akron-Fairgrove Schools
 Akron-Fairgrove Senior High

Fairview School District
 Fairview Senior High

Farmington Public Schools
 East Junior High

Farmington:
Clarenceville Public Schools
 Clarenceville Junior High

Flint Public Schools
Northern Senior High
 Longfellow Junior High
 McKinley Junior High
 Dewey Elementary
 Freeman Elementary
 Pierson Elementary
 Potter Elementary
 Selby Elementary

Flint:
Beecher Schools
Buell Elementary
 Dailey Elementary

Flint:
Westwood Heights Schools
Hamady Junior High

Freeland Public Schools
Freeland Senior High

Fremont Public Schools
Fremont Senior High

Fruitport Community Schools
Edgewood Elementary

Galesburg-Augusta Schools
Galesburg-Augusta Senior High

Gladwin Community Schools
Gladwin Intermediate

Grand Blanc Community Schools
Grand Blanc Senior High
 McGrath Junior High
 Anderson Elementary

Grand Haven Public Schools
Jack and Jill Elementary

Grand Ledge Public Schools
Greenwood Elementary
 Neff Elementary

Grand Rapids Public Schools
Creston Senior High
 Riverside Junior High
 West Middle

Grand Rapids:
East Grand Rapids Schools
E. Grand Rapids Junior High

Grand Rapids:
Kelloggsville Public Schools
Kelloggsville Junior High

Grandville Public Schools
Grandville Senior High

Greenville Public Schools
Greenville Senior High

Grosse Pointe Public Schools
Grosse Pointe North Senior High
 Brownell Middle
 Pierce Elementary

Hale Area Schools
Hale Senior High

Hamilton Community Schools
Burnips Elementary

Hamtramck School District
Copernicus Junior High

Harbor Beach Community Schools
Harbor Beach Elementary

Harbor Springs Public Schools
Harbor Springs Senior High
 Harbor Springs Elementary

Harper Woods Public Schools
Tyrone Elementary

Hart Public Schools
Hart Junior High

Hartford Public Schools
Hartford Senior High

Hazel Park Public Schools
Jardon Vocational Center
 Ford Elementary

Hermansville Public Schools
Hermansville Senior High

Highland Park School District
Willard Elementary

Holly Area Schools
Holly Senior High

Holt Public Schools
Midway Elementary

Homer Community Schools
Homer Senior High

Houghton:
Portage Township Schools
Houghton Senior High

Houghton Lake Community Schools
Prudenville Junior High

Howell Public Schools
Howell Senior High

Hudson Area Schools
Hudson Junior High

Imlay City Community Schools
Imlay City Junior High
Imlay City Elementary

Inkster Public Schools
Inkster Senior High
 Brake Elementary
 Woodson Elementary

Inkster:
Cherry Hill School District
Hill Junior High
 Avondale Elementary

Ionia Public Schools
Ionia Senior High

Iron Mountain Public Schools
Central Junior High

Ithaca Public Schools
Ithaca Junior High

Jackson Public Schools
Parkside Senior High
 Hunt Junior High
 Frost Junior High

Jackson:
East Jackson Public Schools
East Jackson Senior High

Jackson:
Northwest Public Schools
Northwest Senior High

Jenison Public Schools
Jenison Senior High

Johannesburg-Lewiston Area Schools
Johannesburg Junior High

Kalamazoo Public Schools
Northeastern Junior High
South Westnedge Elementary

Kingston Community Schools
Kingston Senior High

Lake Odessa:
Lakewood Public Schools
West Elementary

Lake Orion Community Schools
Lake Orion Senior High

Lansing Public Schools
Sexton Senior High
 Gardner Middle
 Pattengill Junior High
 Kalamazoo Elementary

LaPeer Public Schools
Turrill Elementary

Leslie Public Schools
Leslie Senior High
 Leslie Intermediate

Lincoln:
Alcona Community Schools
Harrisville Elementary

Litchfield Community Schools
Litchfield Senior High

Livonia Public Schools

Bentley Senior High
Churchill Senior High
Stevenson Senior High
Dickinson Junior High
Frost Junior High
Whittier Junior High

Mackinaw City Public Schools

Mackinaw City Senior High

Madison Heights:

Lamphere Public Schools
Edmonson Elementary

Mancelona Public Schools

Mancelona Senior High

Manchester Public Schools

Ackerson Elementary

Manistique Area Schools

Central Junior High
Lakeside Elementary

Marcellus Community Schools

Marcellus Senior High

Marion Public Schools

Marion Elementary

Marshall Public Schools

Hughes Elementary

Martin Public Schools

Martin Senior High

Marysville Public Schools

Marysville Senior High

Mattawan Consolidated Schools

Mattawan Senior High

Menominee Public Schools

Menominee Senior High

Middleville:

Thornapple Kellogg Schools
Thornapple Kellogg Junior High

Midland Public Schools

Midland Senior High
Mills Elementary

Midland:

Bullock Creek Schools
Bullock Creek Junior High

Mio-AuSable Schools

Mio Senior High

Monroe Public Schools

Monroe Senior High

Montrose Community Schools

McCloy Senior High

Morenci Area Schools

Morenci Area Senior High

Mt. Clemens:

L'Anse Creuse Public Schools
Green Elementary

Mt. Pleasant:

Beal City Public Schools
Beal City Senior High

Muskegon Public Schools

Nelson Junior High
Bunker Elementary
Phillips Elementary

Muskegon:

Mona Shores Schools
Churchill Junior High
Hile Elementary

Napoleon Public Schools

Napoleon Senior High

Negaunee Public Schools

Lakeview Elementary

New Baltimore:

Anchor Bay Schools
Anchor Bay Junior High

New Lothrop Area Schools

New Lothrop Senior High

Niles:

Brandywine Public Schools
Bertland Elementary

North Branch Area Schools

North Branch Junior High

North Muskegon:
Reeths-Puffer Schools
Reeths-Puffer Senior High

Novi Community Schools
Orchard Hills Elementary

Oak Park School District
Clinton Junior High
 Key Elementary
 Pepper Elementary

Okemos Public Schools
Okemos High School

Olivet Community Schools
Olivet Senior High

Onaway Area Community Schools
Onaway Area Junior High

Onkama Public Schools
Arcadia Elementary

Orchard Lake:
West Bloomfield Schools
Abbott Junior High
 Roosevelt Elementary

Oscoda Area Schools
Richardson Junior High
 Oscoda Elementary
 Glennie Elementary
 River Road Elementary

Otsego Public Schools
Otsego Senior High

Ovid-Elsie Area Schools
Ovid Junior High

Owendale-Gagetown Area Schools
Ownegate Senior High

Oxford Area Schools
Clear Lake Elementary

Painesdale:
Adams Township Schools
Jeffers Junior High

Paradise:
Whitefish Township Schools
Whitefish Township Senior High

Parma:
Western School District
Parma Elementary

Paw Paw Public Schools
Paw Paw Senior High

Pellston Public Schools
Pellston Senior High

Perry Public Schools
Perry Senior High

Petoskey Public Schools
Petoskey Senior High
Petoskey Junior High

Plymouth Community Schools
Pioneer Middle
West Junior High

Pontiac Public Schools
Washington Junior High
 Baldwin Elementary
 Hawthorne Elementary
 Wisner Elementary

Pontiac:
Waterford Township Schools
Crary Junior High

Port Austin Public Schools
Port Austin Senior High

Port Hope Community Schools
Port Hope Senior High

Port Huron Area Schools
Fort Gratiot Intermediate

Portage Public Schools
Central Senior High
Northern Senior High
Angling Road Elementary
Portland Public Schools
Brush Elementary

Posen Consolidated Schools
Posen Elementary

Reed City Public Schools
Reed City Junior High

Reese Public Schools
Reese Senior High

Richland:
Gull Lake Community Schools
Gull Lake Junior High

River Rouge School District
River Rouge Senior High

Rochester Community Schools
West Junior High

Roseville Public Schools
Burton Junior High

Royal Oak Public Schools
Kimball Senior High
Oakland Junior High

Rudyard Township Schools
Rudyard Senior High
Rudyard Junior High

Saginaw Public Schools
Central Junior High
South Intermediate
South Elementary

Saginaw:
Saginaw Township Schools
Mackinaw Middle

St. Charles Community Schools
Middle School

St. Clair
East China Public Schools
Marine Senior High
St. Clair Senior High

St. Clair Shores:
Lakeview Public Schools
Ottawa Junior High

St. Clair Shores:
Lake Shore Schools
Kennedy Junior High

St. Clair Shores:
South Lake Schools
South Lake Junior High

St. Johns Public Schools
Wilson Senior High

St. Joseph Public Schools
Gard Elementary School

Saranac Community Schools
Saranac Junior High

Sault Ste. Marie Public Schools
Sault Junior High
Jefferson Elementary

Scottsville:
Mason County Central Schools
Scottsville Junior High

Sebewaing-Unionville Area
Schools
Sebewaing Senior High
Unionville Senior High

Shepherd Public Schools
Shepherd Senior High
Shepherd Junior High

Southfield Public Schools
Southfield Lathrup Senior High
Kennedy Elementary
Schoenhals Elementary

Southgate Community Schools
Southgate Senior High

Southgate:
Heintzen Public Schools
Schafer Junior High

South Haven Public Schools
Maple Grove Elementary

Spring Lake Public Schools
Spring Lake Senior High
Spring Lake Junior High

Springport Public Schools
Springport Middle

Sturgis Public Schools
Fawn River Elementary

Swartz Creek School District
Swartz Creek Junior High

Taylor Township Schools
Taylor Parks Elementary

Temperance:
Bedford Public Schools
Bedford Junior High

Three Oaks:
River Valley Public Schools
River Valley Senior High
New Troy Junior High
Three Oaks Junior High

Traverse City Public Schools
Traverse City Senior High
East Bay Elementary

Trenary:
Mathias Township Schools
Mathias Township Junior High

Union City Community Schools
Union City Elementary

Vermontville:
Maple Valley Schools
Maple Valley Senior High

Vicksburg Public Schools
East Prairie Junior High

Wakefield Township Schools
Wakefield Senior High

Walkerville Community Schools
Walkerville Senior High

Walled Lake Schools
Walled Lake Junior High
Glengary Elementary

Warren Consolidated Schools
Warren Senior High
Pennow Elementary
Warner Elementary
Wilkerson Elementary

Warren:
Van Dyke Public Schools
Lincoln Senior High
McKinley Elementary

Wayne Community Schools
Stevenson Junior High
Hoover Elementary

Whittemore-Prescott Schools
Whittemore-Prescott Senior High

White Pine School District
White Pine Senior High

Woodhaven School District
Maple Grove Junior High

Wyandotte Public Schools
Garfield Elementary

Wyoming Public Schools
Wyoming Senior High

Yale Public Schools
Yale Senior High
Yale Junior High

Ypsilanti School District
Adams Elementary
Estabrook Elementary
George Elementary

Ypsilanti:
Willow Run Schools
Edmonson Junior High

APPENDIX B

QUESTIONNAIRE FOR THE PRINCIPAL

Secretary to the Public School Principal Study

Questionnaire for the Principal

School:

NOTE: For the purpose of this study, the secretary to the principal is the one secretary who most directly serves the principal.

Tasks Performed

Please respond twice to each task listed below. Indicate your response by placing a check in the appropriate box.

- Left Column:** Considering your secretary's **actual** job, indicate the status of each task.
- Right Column:** Assume you have the opportunity to create the **ideal** position of secretary to the principal. Indicate what the status of each task should be.

- A** — Always a responsibility of the secretary to the principal
O — Often a responsibility of the secretary to the principal
S — Sometimes a responsibility of the secretary to the principal
R — Rarely a responsibility of the secretary to the principal
N — Never a responsibility of the secretary to the principal

Actual

Ideal

A	O	S	R	N	Tasks	A	O	S	R	N
					1. Open, sort, and distribute mail					
					2. Answer telephone, take messages, and/or transfer calls.					
					3. Receive business callers and visitors					
					4. Prepare materials for filing					
					5. File materials and/or keep filing system(s) up-to-date					
					6. Take dictation and transcribe letters, manuscripts, etc.					
					7. Transcribe from transcription machine					
					8. Type letters, manuscripts, etc. from rough draft					
					9. Compose and type letters with or without instruction as to content					
					10. Duplicate materials for administrators					
					11. Prepare requisitions and orders for books, supplies, equipment, etc.					
					12. Schedule appointments for principal					
					13. Prepare materials for meetings (faculty, school board, etc.)					
A	O	S	R	N		A	O	S	R	N

Actual**Ideal**

A	O	S	R	N	Tasks	A	O	S	R	N
					14. Check student attendance and/or keep attendance records					
					15. Keep school financial records					
					16. Receive in-coming merchandise and check invoices					
					17. Distribute materials and supplies to teachers					
					18. Keep book and supply inventories					
					19. Compile data for reports					
					20. Prepare press and news releases					
					21. Substitute for principal in his absence					
					22. Manage ticket sales for school functions					
					23. Schedule appointments for teachers					
					24. Fill out students' report cards					
					25. Record data on students' permanent records					
					26. Make coffee for teachers					
					27. Type teaching materials for teachers					
					28. Duplicate teaching materials for teachers					
					29. Type non-school work for teachers					
					30. Administer make-up tests					
					31. Administer standardized tests					
					32. Score tests for teachers and/or counselors					
					33. Advise students regarding courses they should take					
					34. Talk with students about their problems or interests					
					35. Arrange students' class schedules					
					36. Enroll and/or withdraw students					
					37. Substitute for classroom teachers in their absence					
					38. Supervise playgrounds					
					39. Supervise extra-curricular activities					
					40. Assist in the school library					
					41. Help supervise the school cafeteria					
					42. Administer first-aid in absence of nurse					
					43. Discipline students					
					44. Perform duties of Notary Public					
					45. Provide lost and found service					
					46. Handle money collections and counting					
					47. Make home visits for teachers and/or administrators					
					48. Repair, or have repaired, office equipment					
					49. Schedule flow of work through the office					
					50. Make recommendations for office furniture					
					51. Make recommendations for office equipment					
					52. Arrange physical layout of the office					
					53. Develop written procedures for completing office tasks					

If there is more than one secretary in your school office, please respond to the following tasks:

					54. Assist in the selection of new clerical/secretarial personnel					
					55. Initiation and on-the-job training of new clerical/secretarial personnel					
					56. Assign work to other clerical/secretarial personnel					
					57. Assist other clerical/secretarial personnel in more efficiently completing their assigned tasks					
					58. Proofread work of other clerical/secretarial personnel					
					59. Formally evaluate other clerical/secretarial personnel					
					60. Maintain clerical/secretarial personnel records					
A	O	S	R	N		A	O	S	R	N

Ideal Mechanical Skills

Assume that your secretary is moving from this community and you are searching for the **ideal** replacement. Please rate each of the following skills which he/she might possess.

Indicate your response by placing a check in the appropriate box.

- R** — Required
NRNH — Not required but nice to have
NN — Not Needed

R	NRNH	NN	Mechanical skills
			1. Data Processing Equipment (Tab equipment, computer console, etc.)
			2. Calculator(s) (Ten-key adding, full-key adding, rotary, printing, etc.)
			3. Duplicating Equipment (Spirit, Mimeograph, Gestetner, etc.)
			4. Filing
			5. Key Punch
			6. Posting Machine
			7. Telephone
			8. Transcription Machine
			9. Typewriter
			10. Shorthand
			11. Stenotype
			Others (Please Specify.)
R	NRNH	NN	

Secretary Attributes

Continuing to consider the person who would be the **ideal** secretary to the school principal, please rate each of following attributes. Indicate your response by placing a check in the appropriate box.

- AM** — Absolutely must be/have
PS — Preferably should be/have
MMN — May or may not be/have
PSN — Preferably should not be/have
AMN — Absolutely must not be/have

AM	PS	MMN	PSN	AMN	Attributes
					1. Female
					2. Single
					3. Less than high school education
					4. Under 30 years of age
					5. Attractive personal appearance
					6. Previous success as school secretary
					7. United States citizen
AM	PS	MMN	PSN	AMN	

AM	PS	MMN	PSN	AMN	Attributes
					8. Promoted from within the school district
					9. Optimist
					10. Dynamic leader
					11. College graduate
					12. Male
					13. Married
					14. High school graduate, but no college
					15. 30 - 39 years of age
					16. Well informed on educational issues
					17. Personally ambitious
					18. Experienced in working with children
					19. Ability to "think on his/her feet"
					20. Skilled in problem solving
					21. Separated
					22. Business college graduate
					23. 40 - 49 years of age
					24. Ability to express ideas clearly
					25. Pessimist
					26. Resident of school district
					27. Secretarial skills
					28. Divorced
					29. Junior college graduate
					30. 50 years of age or older
					31. Skilled in public relations
					32. Interested in local community affairs
					33. Member of professional organization(s)
					34. Sense of humor
					35. College graduate (education major)
					36. Experienced teacher
					37. Accepts change readily
					38. Experienced secretary (any business)
					39. College graduate (secretarial administration major)
					40. Active in local community organizations
AM	PS	MMN	PSN	AMN	

Thank you for your cooperation.

Please return the questionnaire to:

W. Clark Ford
220 East Point Lane
East Lansing, MI. 48823

.....
Signature (optional)

APPENDIX C

QUESTIONNAIRE FOR THE PRINCIPAL'S SECRETARY

Secretary to the Public School Principal Study

Questionnaire for the Principal's Secretary

NOTE: For the purpose of this study, the secretary to the principal is the one secretary who most directly serves the principal.

School

How many students are enrolled in this school?

.....

1. Sex: Male Female

2. Age:

..... Under 30
..... 30 - 39
..... 40 - 49
..... 50 - 59
..... 60 or over

3. Marital status:

..... Single
..... Married
..... Separated
..... Divorced
..... Widowed

4. If married, what is the nature of your spouse's work?

..... Farmer
..... Unskilled laborer
..... Skilled laborer
..... Businessman
..... Teacher
..... Clergy
..... Doctor
..... Lawyer
..... Postal
..... Unemployed
..... Disabled
..... Retired
..... Other (Please specify)

5. If married, how many children do you have?

6. Education: (Circle the highest year completed)

High school	9	10	11	12
Business college	1	2		
Junior college	1	2		
Four year college	1	2	3	4
Graduate school	1	2		

7. In which of these areas have you taken courses at either the high school or college level?

..... Accounting
..... Bookkeeping
..... Business correspondence
..... Business law
..... Counseling
..... Education
..... Human growth and development (Child Psychology)
..... Office management
..... Personnel management
..... Psychology
..... School finance
..... School law
..... Secretarial skills
..... Sociology

8. If you attended college:

College or University	Major	Dates Attended	Degree

Answer questions 9, 10, 11, 12, and 13 to the nearest half year.

9. How many years have you worked in your present position?
10. How many years have you worked for your present principal?
11. How many years have you worked for your present school district?
12. Prior to employment in this school district, how many years did you work as an educational secretary elsewhere?
13. Prior to employment in this school district, how many years did you work as a secretary in a non-educational position?
14. What were your reasons for taking this job? (Check all items which apply)
- Good pay
 - Good working conditions
 - Convenient hours
 - Work year coincides with children's school year
 - Interested in education
 - Job promotion
 - Challenging work
 - Job location
 - Others (Please specify)
-
15. To what professional organizations do you belong?
- National Education Association
 - National Association of Educational Secretaries
 - Michigan Association of Educational Secretaries
 - Local Association of Educational Secretaries
 - Business and Professional Women's Club
 - Others: (Please specify)
-

16. What is your major reason for working? (Check only one)
- Personal or family support
 - Extra spending money
 - Like to work around children
 - Community service
 - Need money for children's college education
 - To keep busy
 - Enjoy working
 - Others: (Please specify)
-
17. How many hours do you work per week?
18. How many months do you work per year?
19. How much is your annual salary?
- Under \$2,000
 - \$2,000 - 2,999
 - 3,000 - 3,999
 - 4,000 - 4,999
 - 5,000 - 5,999
 - 6,000 - 6,999
 - 7,000 or more
20. How many secretarial and clerical persons are employed in the school office? (Exclude student assistants)
- Number of full-time
 - Number of part-time
21. How many secretarial and clerical persons do you supervise? (Exclude student assistants)
- Number of full-time
 - Number of part-time

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AM	PS	MMN	PSN	AMN	Attributes
					1. Female
					2. Single
					3. Less than high school education
					4. Under 30 years of age
					5. Attractive personal appearance
					6. Previous success as school secretary
					7. United States citizen
AM	PS	MMN	PSN	AMN	

AM	PS	MMN	PSN	AMN	Attributes
					8. Promoted from within the school district
					9. Optimist
					10. Dynamic leader
					11. College graduate
					12. Male
					13. Married
					14. High school graduate, but no college
					15. 30 - 39 years of age
					16. Well informed on educational issues
					17. Personally ambitious
					18. Experienced in working with children
					19. Ability to "think on his/her feet"
					20. Skilled in problem solving
					21. Separated
					22. Business college graduate
					23. 40 - 49 years of age
					24. Ability to express ideas clearly
					25. Pessimist
					26. Resident of school district
					27. Secretarial skills
					28. Divorced
					29. Junior college graduate
					30. 50 years of age or older
					31. Skilled in public relations
					32. Interested in local community affairs
					33. Member of professional organization(s)
					34. Sense of humor
					35. College graduate (education major)
					36. Experienced teacher
					37. Accepts change readily
					38. Experienced secretary (any business)
					39. College graduate (secretarial administration major)
					40. Active in local community organizations
AM	PS	MMN	PSN	AMN	

Thank you for your cooperation.

Please return the questionnaire to:

W. Clark Ford
220 East Point Lane
East Lansing, MI. 48823

.....
Signature (optional)

APPENDIX D

FIRST LETTER OF TRANSMITTAL

TO PRINCIPALS

220 East Point Lane
East Lansing, Michigan 48823
December 11, 1969

Dear Principal:

I need your help. I am a doctoral student in Education at Michigan State University working on a dissertation entitled, "The Secretary to the Public School Principal in Michigan." You can help me by taking a few minutes of your time to fill out the enclosed questionnaire.

Your school is one of approximately 360 schools in Michigan randomly selected to participate in this study. A questionnaire has been sent to you and to your secretary. The questionnaires are designed to provide data on principals' and secretaries' expectations for the secretary's position. This information will be made available for planning initial programs and in-service workshops for school secretaries.

A high percentage of returns is needed for this study to be valid. It may be necessary for me to contact the principals and secretaries who do not return their questionnaires; therefore, the school name appears on the questionnaire. All data will be regarded as confidential; it will be analyzed on a state-wide basis and not by individual schools.

Your taking a few minutes of your time to fill out the enclosed questionnaire will be greatly appreciated. Please do not discuss this questionnaire with your secretary before filling it out as a discussion might influence the results.

A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire.

Very truly yours,

W. Clark Ford

Enclosures 2

APPENDIX E

FIRST LETTER OF TRANSMITTAL

TO SECRETARIES

220 East Point Lane
East Lansing, Michigan 48823
December 11, 1969

Dear Secretary:

I need your help. I am a doctoral student in Education at Michigan State University working on a dissertation entitled, "The Secretary to the Public School Principal in Michigan." You can help me by taking a few minutes of your time to fill out the enclosed questionnaire.

Your school is one of approximately 360 schools in Michigan randomly selected to participate in this study. A questionnaire has been sent to you and to your principal. The questionnaires are designed to provide data on secretaries' and principals' expectations for the secretary's position. This information will be made available for planning initial programs and in-service workshops for school secretaries.

A high percentage of returns is needed for this study to be valid. It may be necessary for me to contact the secretaries and principals who do not return their questionnaires; therefore, the school name appears on the questionnaire. All data will be regarded as confidential; it will be analyzed on a state-wide basis and not by individual schools.

Your taking a few minutes of your time to fill out the enclosed questionnaire will be greatly appreciated. Please do not discuss this questionnaire with your principal before filling it out as a discussion might influence the results.

A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire.

Very truly yours,

W. Clark Ford

Enclosures 2

APPENDIX F

MESSAGE ON FOLLOW-UP CARDS

Dear Principal

I still need your help. Your taking a few minutes of your time to fill out and return the questionnaire on the position of secretary to the principal would be greatly appreciated.

W. Clark Ford
220 East Point Lane
East Lansing, Michigan 48823

Dear Secretary

I still need your help. Your taking a few minutes of your time to fill out and return the questionnaire on the position of secretary to the principal would be greatly appreciated.

W. Clark Ford
220 East Point Lane
East Lansing, Michigan 48823

APPENDIX G

**SECOND LETTER OF TRANSMITTAL
TO PRINCIPALS**

220 East Point Lane
East Lansing, MI 48823
January 30, 1970

Dear Principal:

How do you feel about the position of secretary to the principal? I would like to know and so would many school superintendents, principals, and secretaries. Your opinions are important.

As of this date, I have not received your completed questionnaire. Therefore, I am enclosing another copy with this letter. Will you please take a few minutes of your time to fill out the questionnaire and return it to me.

Very truly yours,

W. Clark Ford

Enclosures 2

APPENDIX H

SECOND LETTER OF TRANSMITTAL
TO SECRETARIES

220 East Point Lane
East Lansing, MI 48823
January 30, 1970

Dear Secretary:

How do you feel about the position of secretary to the principal? I would like to know and so would many secretaries, principals, and school superintendents. Your opinions are important.

As of this date, I have not received your completed questionnaire. Therefore, I am enclosing another copy with this letter. Will you please take a few minutes of your time to fill out the questionnaire and return it to me.

Very truly yours,

W. Clark Ford

Enclosures 2

APPENDIX I

**ITEM MEANS FOR ACTUAL
TASKS PERFORMED**

APPENDIX I.--Item means for actual tasks performed.

Statement to principals: "Considering your secretary's actual job, indicate the status of each task."
Statement to secretaries: "Considering your actual job, indicate the status of each task."

Scoring: Always a responsibility of the secretary to the principal, 5; Often a responsibility of the secretary to the principal, 4; Sometimes a responsibility of the secretary to the principal, 3; Rarely a responsibility of the secretary to the principal, 2; Never a responsibility of the secretary to the principal, 1.

Tasks	Elementary						Junior High						Senior High						Totals					
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.*				
1. Open, sort, and distribute mail	P 4.5	4.5	4.6	3.9	4.3	4.1	4.5	3.9	4.2	4.3	4.4	4.4	4.5	3.9	4.2	4.3	4.4	4.4	4.3	1.1				
	S 4.6	4.5	4.7	4.2	4.6	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	1.0				
2. Answer telephone, take messages, and/or transfer calls	P 4.9	4.8	4.6	4.8	4.8	4.4	4.4	4.9	4.4	4.4	4.4	4.4	4.8	4.4	4.4	4.7	4.7	4.7	4.7	.7				
	S 4.8	4.7	4.8	4.9	4.8	4.6	4.6	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.8	4.7	4.7	4.7	4.7	.5				
3. Receive business callers and visitors	P 4.5	4.6	4.2	4.3	4.6	4.5	4.4	4.6	4.1	4.4	4.6	4.1	4.4	4.6	4.1	4.4	4.6	4.1	4.4	.8				
	S 4.6	4.8	4.7	4.8	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.5	4.6	4.6	4.5	4.6	4.6	4.5	4.6	.6				
4. Prepare materials for filing	P 4.5	4.1	4.5	4.0	4.4	4.0	4.4	4.6	4.6	4.4	4.6	4.6	4.4	4.6	4.6	4.3	4.6	4.6	4.3	.8				
	S 4.6	4.6	4.6	4.5	4.7	4.3	4.6	4.7	4.7	4.6	4.7	4.4	4.6	4.7	4.4	4.6	4.7	4.4	4.6	.7				
5. File materials and/or keep filing system(s) up-to-date	P 4.8	4.4	4.6	4.0	4.3	4.0	4.4	4.5	4.6	4.4	4.5	4.6	4.4	4.5	4.6	4.4	4.5	4.6	4.4	.8				
	S 4.7	4.8	4.8	4.6	4.9	4.6	4.9	4.6	4.9	4.6	4.6	4.7	4.6	4.6	4.9	4.6	4.6	4.7	4.7	.6				
6. Take dictation and transcribe letters, manuscripts, etc.	P 3.6	3.3	3.7	3.2	3.6	3.7	3.5	3.8	4.0	3.6	3.8	4.0	3.6	3.8	4.0	3.6	3.8	4.0	3.6	1.5				
	S 3.1	3.3	3.4	3.2	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.6	3.5	1.7				

*Standard deviation

APPENDIX I.--Continued.

Tasks	Elementary						Junior High						Senior High			Totals		
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.	
7. Transcribe from transcription machine	P 1.4	1.4	1.6	2.0	2.5	2.3	1.5	2.5	3.0	2.0	1.6	1.6	1.5	1.5	1.5	1.9	1.5	
	S 1.4	1.6	1.3	2.2	2.2	2.4	1.8	2.2	2.1	1.9	1.5	1.5	1.5	1.5	1.5	1.9	1.5	
8. Type letters, manuscripts, etc. from rough draft	P 4.7	4.5	4.4	4.4	4.5	4.6	4.7	4.5	4.8	4.5	.8	.8	.8	.8	.8	4.5	.8	
	S 4.7	4.5	4.6	4.8	4.8	4.6	4.8	4.4	4.5	4.6	.8	.8	.8	.8	.8	4.6	.8	
9. Compose and type letters with or without instruction as to content	P 2.6	2.6	2.7	2.5	2.8	2.8	3.3	3.0	3.0	2.8	1.2	1.2	1.2	1.2	1.2	2.8	1.2	
	S 3.4	3.1	2.9	3.1	4.0	3.6	3.8	3.7	4.1	3.5	1.2	1.2	1.2	1.2	1.2	3.5	1.2	
10. Duplicate materials for administrators	P 4.7	4.4	4.5	4.5	4.4	4.2	4.4	4.3	4.0	4.4	.8	.8	.8	.8	.8	4.4	.8	
	S 4.4	4.1	4.7	4.6	4.6	4.5	4.4	4.4	4.4	4.4	.8	.8	.8	.8	.8	4.4	.8	
11. Prepare requisitions and orders for books, supplies, equipment, etc.	P 4.6	4.0	3.7	3.8	4.2	3.9	4.1	3.5	3.5	3.9	1.2	1.2	1.2	1.2	1.2	3.9	1.2	
	S 4.6	4.2	4.4	3.7	4.4	4.2	4.1	3.6	3.4	4.1	1.3	1.3	1.3	1.3	1.3	4.1	1.3	
12. Schedule appointments for the principal	P 3.4	3.6	3.4	3.5	4.2	3.9	3.4	4.0	4.5	3.8	1.1	1.1	1.1	1.1	1.1	3.8	1.1	
	S 3.0	4.0	3.6	4.0	4.2	4.0	3.8	3.8	4.5	3.9	1.2	1.2	1.2	1.2	1.2	3.9	1.2	
13. Prepare materials for meetings (faculty, school board, etc.)	P 3.4	3.2	3.4	3.3	3.4	4.0	3.2	3.6	4.1	3.5	1.3	1.3	1.3	1.3	1.3	3.5	1.3	
	S 3.8	3.6	3.4	3.3	3.8	4.1	3.1	3.5	4.1	3.6	1.4	1.4	1.4	1.4	1.4	3.6	1.4	
14. Check student attendance and/or keep attendance records	P 3.3	3.3	3.1	4.0	3.5	2.8	4.5	4.0	1.8	3.4	1.6	1.6	1.6	1.6	1.6	3.4	1.6	
	S 3.4	3.6	3.2	4.3	3.0	2.8	4.4	4.1	4.5	3.4	1.7	1.7	1.7	1.7	1.7	3.4	1.7	
15. Keep school financial records	P 4.4	4.0	4.4	3.6	4.0	3.4	4.2	3.2	2.5	3.7	1.6	1.6	1.6	1.6	1.6	3.7	1.6	
	S 4.1	4.2	4.0	3.1	3.7	3.2	3.2	2.9	2.2	3.4	1.8	1.8	1.8	1.8	1.8	3.4	1.8	

APPENDIX I.--Continued.

Tasks		Elementary					Junior High					Senior High					Totals		
		S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.	
16.	Receive in-coming merchandise and check invoices	P 4.5	4.1	4.4	3.7	4.2	3.3	4.1	3.3	2.9	3.8	3.0	2.6	3.7	1.3		3.8	1.3	
		S 4.6	4.1	4.0	4.0	3.8	3.8	3.8	3.8	3.0	2.6	3.7	1.5				3.7	1.5	
17.	Distribute materials and supplies to teachers	P 4.3	3.9	3.8	4.3	4.1	3.6	4.2	4.0	3.2	3.9	4.0	2.8	3.9	1.1		4.0	1.3	
		S 4.6	4.1	4.0	4.4	4.2	3.9	3.9	3.9	4.0	2.8	4.0	1.3				4.0	1.3	
18.	Keep book and supply inventories	P 4.3	3.7	3.5	4.2	3.8	3.1	3.7	3.2	2.5	3.6	1.4					3.6	1.4	
		S 4.4	3.7	3.9	4.0	3.8	3.0	3.5	3.4	2.1	3.5	1.6					3.5	1.6	
19.	Compile data for reports	P 3.3	3.4	3.8	2.9	3.1	3.4	3.0	3.3	3.4	3.3	1.2					3.3	1.2	
		S 3.1	3.6	4.0	3.6	3.4	3.6	3.6	3.7	3.4	3.5	1.3					3.5	1.3	
20.	Prepare press and news releases	P 2.0	1.6	1.4	2.2	1.5	2.2	2.5	2.5	2.4	2.0	1.2					2.0	1.2	
		S 2.5	2.3	2.3	2.4	2.1	2.6	3.0	2.6	2.0	2.4	1.4					2.4	1.4	
21.	Substitute for principal in his absence	P 2.5	2.8	1.3	1.8	2.1	1.6	2.5	2.1	1.4	2.0	1.3					2.0	1.3	
		S 2.8	3.1	1.6	3.0	2.0	1.8	2.7	3.0	1.6	2.4	1.5					2.4	1.5	
22.	Manage ticket sales for school functions	P 2.7	2.1	2.2	3.1	2.7	2.0	3.0	2.4	1.4	2.4	1.4					2.4	1.4	
		S 2.8	2.0	1.9	3.2	2.9	2.0	3.0	2.6	1.6	2.4	1.5					2.4	1.5	
23.	Schedule appointments for teachers	P 2.6	3.3	3.1	3.3	3.2	3.1	3.0	3.1	3.1	3.1	1.2					3.1	1.2	
		S 3.0	2.9	2.8	3.5	3.9	3.6	3.4	3.4	3.4	3.3	1.4					3.3	1.4	
24.	Fill out students' report cards	P 1.1	1.2	1.3	1.6	1.7	1.4	2.7	2.4	1.3	1.6	1.1					1.6	1.1	
		S 1.2	1.2	1.5	2.0	1.8	2.0	2.8	2.5	1.8	1.9	1.3					1.9	1.3	
25.	Record data on students' permanent records	P 2.4	3.0	3.0	3.5	3.3	3.0	3.5	3.7	2.7	3.1	1.5					3.1	1.5	
		S 2.8	3.3	3.2	4.0	3.4	3.2	4.2	4.2	2.6	3.4	1.5					3.4	1.5	

APPENDIX I.--Continued.

Tasks	Elementary						Junior High						Senior High						Totals		
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.	S.D.
26. Make coffee for teachers	P 2.7	1.9	1.8	2.1	1.2	1.3	1.3	1.5	1.3	1.5	1.3	1.5	1.7	1.5	1.7	1.9	1.7	1.1	1.7	1.1	1.1
	S 2.9	2.1	2.1	2.1	1.4	1.6	1.6	1.5	1.5	1.5	1.5	1.7	1.9	1.2	1.9	1.2	1.9	1.2	1.9	1.2	1.2
27. Type teaching materials for teachers	P 3.0	2.8	2.8	3.0	2.5	2.5	2.5	2.6	2.4	2.2	2.2	2.3	2.7	2.6	2.7	2.7	2.7	1.0	2.7	1.0	1.0
	S 3.2	2.8	2.4	3.1	2.6	2.7	2.7	2.6	2.3	2.3	2.3	2.3	2.7	2.6	2.7	2.7	2.7	1.2	2.7	1.2	1.2
28. Duplicate teaching materials for teachers	P 3.5	3.5	2.7	3.8	2.9	2.8	2.8	2.9	3.3	2.2	2.2	2.2	3.1	2.9	3.1	3.1	3.1	1.2	3.1	1.2	1.2
	S 3.9	3.6	2.7	3.6	3.1	3.3	3.3	3.2	3.1	2.3	2.3	2.3	3.2	3.1	2.3	3.2	3.2	1.3	3.2	1.3	1.3
29. Type non-school work for teachers	P 1.6	1.4	1.2	1.6	1.2	1.4	1.4	1.2	1.2	1.2	1.2	1.2	1.3	1.2	1.2	1.3	1.2	.6	1.3	.6	.6
	S 1.7	1.5	1.5	1.6	1.4	1.6	1.6	1.5	1.2	1.4	1.5	1.2	1.4	1.5	1.2	1.4	1.5	.8	1.5	.8	.8
30. Administer make-up tests	P 1.2	1.2	1.0	1.4	1.0	1.1	1.1	1.2	1.3	1.0	1.3	1.0	1.2	1.2	1.3	1.0	1.2	.4	1.2	.4	.4
	S 1.3	1.2	1.0	1.4	1.3	1.2	1.2	1.6	1.5	1.3	1.5	1.3	1.3	1.6	1.5	1.3	1.3	.7	1.3	.7	.7
31. Administer standardized tests	P 1.0	1.1	1.0	1.2	1.0	1.1	1.1	1.0	1.0	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.1	.2	1.1	.2	.2
	S 1.1	1.1	1.0	1.2	1.0	1.2	1.2	1.2	1.2	1.2	1.1	1.0	1.1	1.2	1.1	1.0	1.1	.4	1.1	.4	.4
32. Score tests for teachers and/or counselors	P 1.3	1.3	1.1	1.2	1.1	1.1	1.1	1.4	1.0	1.1	1.0	1.1	1.2	1.4	1.0	1.1	1.2	.5	1.2	.5	.5
	S 1.5	1.4	1.2	1.3	1.2	1.1	1.1	1.6	1.1	1.6	1.1	1.0	1.2	1.6	1.1	1.0	1.2	.7	1.2	.7	.7
33. Advise students regarding courses they should take	P 1.0	1.1	1.0	1.2	1.2	1.4	1.4	1.5	1.3	1.1	1.3	1.1	1.2	1.5	1.3	1.1	1.2	.6	1.2	.6	.6
	S 1.0	1.0	1.1	1.4	1.3	1.2	1.2	1.7	1.4	1.3	1.2	1.4	1.2	1.7	1.4	1.2	1.3	.7	1.3	.7	.7
34. Talk with students about their problems or interests	P 2.0	2.4	1.7	2.3	1.7	2.2	2.2	2.3	1.8	1.7	1.7	1.7	2.0	2.3	1.8	1.7	2.0	.9	2.0	.9	.9
	S 2.0	2.2	2.1	2.4	2.4	2.2	2.2	2.6	2.6	2.6	2.6	1.9	2.3	2.6	2.6	1.9	2.3	1.2	2.3	1.2	1.2
35. Arrange students' class schedules	P 1.2	1.1	1.1	1.6	1.4	1.4	1.4	1.9	1.5	1.1	1.5	1.1	1.4	1.9	1.5	1.1	1.4	.8	1.4	.8	.8
	S 1.4	1.2	1.6	2.1	2.0	1.6	1.6	2.4	2.1	1.4	2.1	1.4	1.8	2.4	2.1	1.4	1.8	1.3	1.8	1.3	1.3

APPENDIX I.--Continued.

Tasks	Elementary						Junior High				Senior High		Totals	
	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.
36. Enroll and/or withdraw students	P 3.8 S 4.3	4.4 4.7	4.7 4.8	3.3 4.3	3.1 3.8	2.8 3.6	3.0 3.7	2.9 3.6	1.8 2.2	3.3 3.9	1.5 1.5			
37. Substitute for classroom teachers in their absence	P 1.5 S 2.0	1.6 1.8	1.0 1.3	1.2 1.7	1.2 1.4	1.1 1.3	1.3 1.6	1.2 1.4	1.0 1.2	1.2 1.5	.5 .8			
38. Supervise playgrounds	P 1.5 S 1.7	1.1 1.2	1.0 1.0	1.0 1.2	1.1 1.0	1.0 1.0	1.0 1.2	1.0 1.0	1.0 1.0	1.1 1.2	.4 .6			
39. Supervise extra-curricular activities	P 1.3 S 1.2	1.2 1.2	1.0 1.0	1.4 1.4	1.0 1.3	1.0 1.2	1.3 1.6	1.1 1.3	1.0 1.0	1.2 1.2	.5 .7			
40. Assist in the school library	P 1.9 S 1.6	1.5 1.6	1.2 1.1	1.2 1.2	1.1 1.0	1.2 1.2	1.2 1.3	1.2 1.0	1.1 1.0	1.3 1.2	.8 .7			
41. Help supervise the school cafeteria	P 1.8 S 1.7	1.2 1.4	1.0 1.2	1.4 1.5	1.1 1.0	1.2 1.0	1.2 1.3	1.0 1.1	1.0 1.0	1.2 1.2	.7 .7			
42. Administer first-aid in absence of nurse	P 3.4 S 3.9	3.9 4.4	2.8 3.6	2.7 3.7	2.8 3.6	2.7 2.6	2.6 3.0	2.6 3.4	1.9 1.8	2.8 3.4	1.2 1.4			
43. Discipline students	P 1.6 S 1.8	1.7 2.1	1.3 1.6	1.4 2.0	1.2 2.0	1.2 1.9	1.3 2.2	1.2 2.1	1.1 1.5	1.3 1.9	.6 1.1			
44. Perform duties of notary public	P 1.2 S 1.2	1.0 1.1	1.1 1.1	1.3 1.1	1.2 1.0	1.2 1.6	1.4 1.2	1.3 1.2	1.2 1.6	1.2 1.2	.7 .8			
45. Provide lost and found service	P 3.4 S 4.1	4.0 4.0	2.4 3.8	3.6 4.6	3.6 4.1	3.3 4.2	3.8 4.3	3.5 4.1	2.6 2.8	3.4 4.0	1.3 1.3			

APPENDIX I.--Continued.

Tasks	Elementary						Junior High						Senior High						Totals	
		S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.		
46. Handle money collections and counting	P	4.6	4.3	3.9	4.3	4.2	3.2	4.2	3.8	2.4	3.9	1.2	4.6	4.4	4.4	3.9	4.6	3.9	4.1	1.3
47. Make home visits for teachers and/or administrators	P	1.1	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	.2	S	1.0	1.1	1.0	1.4	1.0	1.1	.4
48. Repair, or have repaired, office equipment	P	3.5	3.2	3.6	3.2	3.1	2.9	2.8	3.0	2.5	3.1	1.5	S	3.7	3.7	4.1	3.4	2.7	2.8	1.5
49. Schedule flow of work through the office	P	3.4	3.8	3.6	3.2	4.3	4.1	3.7	3.9	3.8	3.7	1.2	S	3.5	3.9	4.0	4.2	4.0	3.6	1.3
50. Make recommendations for office furniture	P	3.2	3.5	3.3	3.6	4.1	3.4	3.4	3.6	3.5	3.5	1.1	S	2.8	3.1	3.1	2.7	2.8	2.9	1.3
51. Make recommendations for office equipment	P	3.3	3.6	3.5	3.6	4.2	3.7	3.5	3.8	3.7	3.6	1.1	S	3.2	3.4	3.2	3.7	3.4	3.0	1.3
52. Arrange physical layout of the office	P	3.4	3.3	3.2	3.4	3.7	3.3	3.6	3.4	3.3	3.4	1.2	S	3.1	3.2	2.8	3.2	3.1	3.0	1.4
53. Develop written procedures for completing office tasks	P	2.2	2.7	2.7	2.8	3.0	3.1	2.6	2.9	3.2	2.8	1.3	S	2.8	3.0	2.8	2.9	2.7	3.0	1.5

APPENDIX I.--Continued.

Tasks	Elementary						Junior High						Senior High						Totals										
	S			M			L			S			M			L			S			M			L			Mean	S.D.
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L								
These items were responded to by secretaries and principals in offices where two or more secretaries were employed.																													
54. Assist in the selection of new clerical/secretarial personnel	P	3.3	3.3	1.4	3.0	3.1	3.0	2.9	3.0	3.2	2.9	3.2	2.9	3.2	2.9	3.2	2.9	3.2	2.9	3.2	2.9	3.2	2.9	3.2	2.9	3.2	2.9	1.5	
	S	1.5	3.5	2.5	2.7	3.0	3.0	2.4	2.4	2.5	2.6	2.5	2.6	2.4	2.5	2.6	2.5	2.6	2.4	2.5	2.6	2.5	2.6	2.4	2.5	2.6	2.5	1.4	
55. Initiation and on-the-job training of new clerical/secretarial personnel	P	4.3	4.5	3.9	4.2	4.2	3.9	3.5	4.0	3.9	4.0	3.9	4.0	3.9	4.0	3.9	4.0	3.9	4.0	3.9	4.0	3.9	4.0	3.9	4.0	3.9	4.0	1.0	
	S	4.5	4.5	4.0	3.6	4.4	4.3	2.7	4.1	3.8	4.0	3.8	4.0	3.8	4.0	3.8	4.0	3.8	4.0	3.8	4.0	3.8	4.0	3.8	4.0	3.8	4.0	1.1	
56. Assign work to other clerical/secretarial personnel	P	4.0	4.0	3.3	3.8	3.8	3.8	4.0	3.8	3.9	3.8	3.9	3.8	4.0	3.8	3.9	3.8	4.0	3.8	3.9	3.8	3.9	3.8	3.9	3.8	3.9	3.8	1.1	
	S	4.0	4.0	3.8	3.0	3.8	3.6	2.1	3.1	3.7	3.5	3.7	3.5	2.1	3.1	3.7	3.5	3.7	3.5	3.7	3.5	3.7	3.5	3.7	3.5	3.7	3.5	1.3	
57. Assist other clerical/secretarial personnel in more efficiently completing their assigned tasks	P	4.0	4.3	3.7	3.7	4.0	4.0	3.9	3.8	4.0	3.9	3.8	4.0	3.9	3.8	4.0	3.9	3.8	4.0	3.9	3.8	4.0	3.9	3.8	4.0	3.9	3.8	.9	
	S	4.0	3.8	3.9	3.6	3.9	4.1	2.5	3.1	3.8	3.6	3.8	3.6	2.5	3.1	3.8	3.6	3.8	3.6	3.8	3.6	3.8	3.6	3.8	3.6	3.8	3.6	1.2	
58. Proofread work of other clerical/secretarial personnel	P	4.3	3.3	2.9	3.2	3.1	2.6	3.2	2.3	2.6	3.1	2.6	3.2	2.3	2.4	2.6	3.1	2.6	3.2	2.3	2.4	2.6	3.1	2.6	3.2	2.3	2.4	1.2	
	S	3.5	3.3	3.9	3.1	3.1	3.0	2.3	2.3	2.4	3.0	3.1	3.0	2.3	2.4	3.0	3.1	3.0	2.3	2.4	3.0	3.1	3.0	2.3	2.4	3.0	3.1	1.2	
59. Formally evaluate other clerical/secretarial personnel	P	1.7	2.5	1.9	1.8	2.1	2.4	2.5	1.9	2.3	2.1	2.3	2.1	1.9	2.3	2.1	2.3	2.1	1.9	2.3	2.1	2.3	2.1	2.3	2.1	2.3	2.1	1.3	
	S	1.5	2.2	2.1	2.3	2.2	2.4	1.6	1.6	1.7	2.3	2.0	2.3	1.6	1.6	1.7	2.3	2.0	2.3	1.6	1.6	1.7	2.3	2.0	2.3	2.1	1.2	1.2	
60. Maintain clerical/secretarial personnel records	P	3.0	2.0	3.3	1.8	2.4	2.6	2.7	2.1	2.7	2.5	2.7	2.1	2.7	2.5	2.7	2.1	2.7	2.5	2.7	2.1	2.7	2.5	2.7	2.1	2.7	2.5	1.6	
	S	3.0	1.3	3.7	2.3	1.8	2.7	1.6	1.6	1.6	2.3	2.3	2.7	1.6	1.6	1.6	2.3	2.3	2.7	1.6	1.6	1.6	2.3	2.3	2.7	2.5	1.6	1.3	

APPENDIX J

ITEM MEANS FOR IDEAL
TASKS PERFORMED

APPENDIX J.--Item means for ideal tasks performed.

Statement to principals "Assume you have the opportunity to create the ideal and their secretaries: position of secretary to the principal. Indicate what the status of each task should be."

Scoring: Always a responsibility of the secretary to the principal, 5; Often a responsibility of the secretary to the principal, 4; Sometimes a responsibility of the secretary to the principal, 3; Rarely a responsibility of the secretary to the principal, 2; Never a responsibility of the secretary to the principal, 1.

Tasks	Elementary						Junior High						Senior High						Totals	
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.*
1. Open, sort, and distribute mail	P 4.8	4.8	4.6	4.6	4.6	4.3	4.3	4.3	4.3	4.6	3.8	4.3	4.4	4.1	4.4	4.4	4.4	4.4	4.4	1.0
	S 4.8	4.5	4.7	4.6	4.3	4.4	4.4	4.5	4.1	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.4	1.0
2. Answer telephone, take messages, and/or transfer calls	P 5.0	4.9	4.7	5.0	4.6	4.4	4.4	4.4	4.4	4.9	4.4	4.4	4.4	4.4	4.4	4.7	4.7	4.7	4.7	.8
	S 4.9	4.6	4.8	4.8	4.4	4.4	4.4	4.4	4.4	4.8	4.6	4.0	4.6	4.6	4.0	4.6	4.6	4.6	4.6	.8
3. Receive business callers and visitors	P 4.8	4.8	4.4	4.7	4.6	4.6	4.6	4.6	4.6	4.8	4.7	4.4	4.4	4.7	4.4	4.7	4.7	4.7	4.7	.7
	S 4.8	4.6	4.7	4.7	4.6	4.6	4.6	4.6	4.6	4.8	4.6	4.6	4.6	4.6	4.6	4.7	4.7	4.7	4.7	.6
4. Prepare materials for filing	P 4.8	4.4	4.6	4.4	4.5	4.2	4.2	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.5	4.5	4.5	4.5	.7
	S 4.5	4.7	4.6	4.7	4.4	4.1	4.1	4.5	4.2	4.6	4.6	4.2	4.6	4.6	4.2	4.5	4.5	4.5	4.5	.9
5. File materials and/or keep filing system(s) up-to-date	P 4.9	4.7	4.8	4.5	4.5	4.4	4.4	4.8	4.6	4.8	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	4.6	.7
	S 4.7	4.7	4.6	4.8	4.5	4.4	4.4	4.5	4.4	4.4	4.4	4.4	4.4	4.4	4.4	4.7	4.7	4.7	4.7	.9
6. Take dictation and transcribe letters, manuscripts, etc.	P 4.4	4.4	4.4	4.3	4.4	4.4	4.4	4.3	4.4	4.3	4.6	4.5	4.3	4.6	4.5	4.4	4.4	4.4	4.4	1.0
	S 4.3	3.8	4.5	4.0	4.3	4.2	4.2	4.3	4.2	4.4	4.4	4.7	4.6	4.6	4.6	4.3	4.3	4.3	4.3	1.1

*Standard deviation

APPENDIX J.--Continued.

Tasks	Elementary						Junior High						Senior High			Totals		
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.	
7. Transcribe from transcription	P 3.6	2.9	3.1	3.6	3.6	3.7	3.6	4.0	3.7	3.6	4.0	3.7	3.5	3.5	3.7	3.5	1.4	
	S 4.0	3.1	3.3	3.9	3.9	3.5	4.2	3.7	3.7	4.2	3.7	3.7	3.7	3.7	3.7	3.7	1.3	
8. Type letters, manuscripts, etc. from rough draft	P 4.7	4.6	4.6	4.9	4.7	4.6	4.5	4.6	4.6	4.4	4.6	4.3	4.6	4.6	4.5	4.5	.8	
	S 4.5	4.5	4.6	4.8	4.5	4.6	4.4	4.6	4.3	4.4	4.6	4.3	4.5	4.5	4.5	4.5	.8	
9. Compose and type letters with or without instruction as to content	P 3.0	3.3	3.1	3.4	3.2	3.4	3.3	3.3	3.4	3.3	3.5	3.4	3.3	3.3	3.8	3.3	1.2	
	S 3.8	3.4	3.4	3.5	4.2	3.7	4.0	3.7	4.2	4.0	3.7	4.2	3.8	3.8	3.8	3.8	1.2	
10. Duplicate materials for administrators	P 4.6	4.4	4.4	4.6	4.4	4.2	4.4	4.3	4.0	4.4	4.3	4.0	4.4	4.4	4.2	4.4	1.0	
	S 4.6	3.8	4.0	4.6	4.1	4.1	4.1	4.1	4.1	4.1	4.3	4.1	4.2	4.2	4.2	4.2	1.1	
11. Prepare requisitions and orders for books, supplies, equipment, etc.	P 4.8	4.2	3.8	4.2	4.2	3.9	4.2	3.7	3.3	4.2	3.7	3.3	4.0	4.0	4.0	4.0	1.2	
	S 4.7	4.2	3.6	4.0	4.4	4.2	4.0	3.6	2.9	4.0	3.6	2.9	4.0	4.0	4.0	4.0	1.4	
12. Schedule appointments for the principal	P 3.8	4.1	3.8	4.1	4.4	4.4	3.9	4.4	4.6	4.3	4.4	4.6	4.2	4.2	4.3	4.2	.9	
	S 3.8	4.4	4.3	4.3	4.4	4.3	4.3	4.3	4.6	4.3	4.5	4.6	4.3	4.3	4.3	4.3	1.0	
13. Prepare materials for meet- ings (faculty, school board, etc.)	P 3.7	3.8	3.6	3.8	3.7	4.1	3.8	4.0	4.3	3.8	4.0	4.3	3.9	3.9	3.7	3.9	1.2	
	S 3.4	3.2	4.0	3.4	4.0	4.3	3.6	3.6	4.1	3.6	3.6	4.1	3.7	3.7	3.7	3.7	1.3	
14. Check student attendance and/ or keep attendance records	P 3.7	3.7	3.2	4.2	3.3	2.5	4.2	3.5	1.7	4.2	3.5	1.7	3.3	3.3	3.1	3.3	1.6	
	S 3.7	3.2	2.7	4.3	2.8	2.5	4.0	3.6	1.4	4.0	3.6	1.4	3.1	3.1	3.1	3.1	1.7	
15. Keep school financial records	P 4.3	4.2	4.7	4.0	4.0	3.4	3.9	2.9	2.4	3.9	2.9	2.4	3.8	3.8	3.8	3.8	1.5	
	S 4.2	4.1	3.4	3.3	3.7	3.2	3.5	2.6	1.8	3.2	2.6	1.8	3.3	3.3	3.3	3.3	1.7	

APPENDIX J.--Continued.

Tasks	Elementary						Junior High						Senior High		Totals							
	S			L			S			M			L		S		Mean		S.D.			
16.	Receive in-coming merchandise and check invoices	P	4.6	4.1	4.6	4.0	3.9	3.2	4.2	3.0	2.7	3.8	1.4	S	4.5	3.7	3.2	4.0	3.6	2.4	3.5	1.6
17.	Distribute materials and supplies to teachers	P	4.2	4.1	3.9	4.4	4.0	3.3	4.2	3.8	3.2	3.9	1.2	S	4.5	3.8	3.4	4.4	3.5	2.5	3.6	1.4
18.	Keep book and supply inventories	P	4.5	4.4	4.2	4.4	3.8	3.1	4.0	3.3	2.6	3.8	1.4	S	4.2	3.4	3.1	3.8	2.9	2.1	3.3	1.6
19.	Compile data for reports	P	4.0	4.2	4.1	3.4	3.3	3.6	3.4	3.5	3.7	3.7	1.2	S	3.4	3.2	4.0	3.7	3.8	3.2	3.6	1.3
20.	Prepare press and news releases	P	2.9	2.4	1.9	2.5	1.7	2.5	2.8	2.7	2.5	2.4	1.3	S	3.0	2.3	2.5	2.5	2.7	2.2	2.6	1.4
21.	Substitute for principal in his absence	P	2.3	2.2	1.3	1.8	1.8	1.4	2.2	1.5	1.4	1.8	1.2	S	2.6	2.4	1.4	2.8	1.6	2.3	2.1	1.4
22.	Manage ticket sales for school functions	P	2.8	2.3	2.1	3.1	2.6	1.8	3.0	2.1	1.4	2.3	1.4	S	2.7	1.9	1.6	3.2	2.0	1.5	2.3	1.4
23.	Schedule appointments for teachers	P	3.0	3.6	3.2	3.6	3.1	3.2	3.2	2.9	3.2	3.2	1.3	S	3.1	2.8	2.8	3.8	3.6	3.4	3.3	1.5
24.	Fill out students' report cards	P	1.2	1.1	1.2	1.9	1.8	1.4	2.6	2.1	1.3	1.6	1.2	S	1.7	1.4	1.5	2.2	2.0	1.6	1.9	1.4
25.	Record data on students' permanent records	P	2.6	2.9	3.2	3.5	3.2	2.8	3.6	3.4	2.6	3.1	1.6	S	2.7	2.9	3.0	3.8	3.5	2.4	3.2	1.6

APPENDIX J.--Continued.

Tasks	Elementary			Junior High			Senior High			Totals	
	S	M	L	S	M	L	S	M	L	Mean	S.D.
26. Make coffee for teachers	P 2.4	1.8	1.7	2.0	1.2	1.4	1.3	1.3	1.4	1.6	1.0
	S 2.8	2.2	1.5	2.0	1.3	1.4	1.8	1.3	1.6	1.7	1.2
27. Type teaching materials for teachers	P 3.0	2.8	2.6	2.8	2.2	2.2	2.3	2.0	1.8	2.4	1.2
	S 3.1	2.6	2.0	2.9	2.0	2.4	2.3	1.8	2.0	2.4	1.2
28. Duplicate teaching materials for teachers	P 3.3	3.2	2.6	3.6	2.3	2.4	2.6	2.9	1.8	2.8	1.4
	S 3.6	2.8	2.2	3.5	2.4	3.0	2.5	2.4	2.0	2.7	1.4
29. Type non-school work for teachers	P 1.7	1.2	1.0	1.4	1.1	1.2	1.1	1.1	1.1	1.2	.6
	S 1.6	1.3	1.4	1.6	1.4	1.4	1.4	1.0	1.3	1.4	.7
30. Administer make-up tests	P 1.2	1.2	1.0	1.4	1.1	1.2	1.2	1.2	1.0	1.2	.4
	S 1.4	1.3	1.0	1.6	1.0	1.1	1.8	1.2	1.2	1.3	.7
31. Administer standardized tests	P 1.0	1.1	1.0	1.2	1.1	1.1	1.0	1.1	1.0	1.1	.3
	S 1.3	1.2	1.0	1.2	1.0	1.2	1.6	1.0	1.1	1.2	.5
32. Score tests for teachers and/or counselors	P 1.9	1.3	1.2	1.5	1.1	1.2	1.2	1.0	1.0	1.3	.8
	S 1.7	1.6	1.1	1.4	1.0	1.1	1.5	1.0	1.2	1.3	.8
33. Advise students regarding courses they should take	P 1.0	1.1	1.0	1.2	1.1	1.3	1.4	1.2	1.2	1.2	.5
	S 1.2	1.1	1.1	1.4	1.2	1.2	1.5	1.2	1.2	1.2	.6
34. Talk with students about their problems or interests	P 1.9	2.4	1.9	2.3	1.5	2.1	2.3	1.6	1.8	2.0	1.0
	S 2.1	2.0	2.2	2.5	2.4	2.2	2.6	2.4	2.2	2.3	1.2
35. Arrange students' class schedule	P 1.2	1.0	1.0	1.7	1.8	1.5	1.8	1.3	1.1	1.4	.9
	S 1.2	1.2	1.2	2.1	1.9	1.4	1.8	1.8	1.3	1.6	1.1

APPENDIX J.--Continued.

Tasks	Elementary					Junior High					Senior High					Totals		
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.	
36. Enroll and/or withdraw students	P 4.0 S 4.5	4.5 4.6	4.4 4.3	3.3 4.3	2.7 3.3	2.5 3.4	2.8 3.5	2.6 3.2	1.7 2.1							3.2 3.7	1.6 1.5	
37. Substitute for classroom teachers in their absence	P 1.2 S 1.5	1.2 1.5	1.0 1.5	1.2 1.5	1.1 1.3	1.1 1.3	1.2 1.6	1.2 1.2	1.0 1.3							1.1 1.4	.4 .8	
38. Supervise playgrounds	P 1.2 S 1.3	1.1 1.1	1.0 1.0	1.2 1.3	1.0 1.0	1.0 1.0	1.0 1.2	1.0 1.1	1.0 1.0							1.1 1.1	.4 .4	
39. Supervise extra-curricular activities	P 1.3 S 1.2	1.3 1.1	1.0 1.0	1.4 1.6	1.1 1.2	1.0 1.4	1.2 1.6	1.1 1.2	1.0 1.1							1.2 1.3	.5 .7	
40. Assist in the school library	P 1.9 S 1.7	1.4 1.4	1.0 1.0	1.4 1.6	1.0 1.1	1.3 1.3	1.2 1.4	1.2 1.4	1.0 1.1							1.3 1.3	.7 .7	
41. Help supervise the school cafeteria	P 1.3 S 1.5	1.3 1.3	1.1 1.1	1.3 1.6	1.2 1.2	1.1 1.0	1.1 1.4	1.0 1.2	1.0 1.0							1.2 1.2	.5 .7	
42. Administer first-aid in absence of nurse	P 2.9 S 3.1	3.3 3.3	2.8 2.4	2.4 3.5	2.2 3.4	2.5 2.8	2.0 2.6	2.1 2.6	1.8 1.7							2.4 2.8	1.2 1.5	
43. Discipline students	P 1.3 S 1.6	1.5 1.5	1.2 1.4	1.3 1.8	1.2 1.4	1.2 1.5	1.3 1.8	1.1 1.6	1.1 1.6							1.2 1.6	.6 1.0	
44. Perform duties of notary public	P 2.1 S 2.0	2.2 1.9	1.6 1.6	2.8 1.8	1.8 2.0	2.2 2.3	2.4 2.4	2.5 2.1	2.0 2.2							2.2 2.0	1.4 1.4	
45. Provide lost and found service	P 3.0 S 3.7	3.7 3.2	2.4 2.7	3.4 4.2	3.1 3.4	2.6 3.5	3.3 4.0	3.0 3.0	2.3 2.3							3.0 3.3	1.3 1.5	

APPENDIX J.--Continued.

Tasks	Elementary															Junior High						Senior High			Totals	
	S					M					L					S			M			L			Mean	S.D.
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L								
46.	Handle money collections and counting	P	4.2	4.0	3.8	4.2	3.6	2.8	3.8	3.8	3.5	2.1	3.6	1.4	S	4.3	4.1	3.1	4.2	3.8	4.2	3.4	2.2	3.6	1.5	
47.		Make home visits for teachers and/or administrators	P	1.1	1.1	1.2	1.1	1.0	1.0	1.1	1.1	1.0	1.0	.4	S	1.2	1.1	1.1	1.3	1.2	1.1	1.4	1.0	1.1	1.2	.6
48.	Repair, or have repaired, office equipment		P	3.7	3.4	3.4	3.4	3.3	2.9	2.8	2.9	2.6	3.2	1.5	S	3.2	3.1	3.8	3.4	3.6	3.3	3.0	2.7	3.3	1.6	
49.		Schedule flow of work through the office	P	3.8	4.4	3.8	3.7	4.6	4.4	4.1	4.2	3.9	4.1	1.1	S	3.8	3.9	4.2	4.5	4.1	4.0	4.4	4.0	3.5	4.0	1.2
50.	Make recommendations for office furniture		P	3.9	4.0	3.3	4.1	4.1	3.8	3.7	4.2	3.8	3.9	1.1	S	3.4	3.5	3.8	3.4	3.7	3.8	3.8	3.6	3.4	3.6	1.3
51.		Make recommendations for office equipment	P	4.0	4.0	3.5	4.0	4.4	4.2	3.9	4.3	4.0	4.0	1.0	S	3.7	3.5	3.8	3.9	3.8	3.7	3.8	3.8	3.5	3.7	1.3
52.	Arrange physical layout of the office		P	3.8	3.8	3.3	3.8	4.0	3.8	3.9	3.9	3.6	3.7	1.1	S	3.6	3.4	3.3	3.8	3.8	3.3	3.6	3.6	3.2	3.5	1.3
53.		Develop written procedures for completing office tasks	P	3.2	3.8	3.2	3.8	3.8	3.8	3.5	3.9	4.0	3.7	1.2	S	3.4	3.1	3.6	3.6	3.4	3.6	3.5	3.4	3.3	3.4	1.4

APPENDIX J.--Continued.

Tasks	Elementary						Junior High						Senior High						Totals	
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.
These items were responded to by secretaries and principals in offices where two or more secretaries were employed.																				
54. Assist in the selection of new clerical/secretarial personnel	P 3.3	4.3	2.7	3.3	3.5	4.0	3.8	3.6	4.0	3.6	3.2	3.5	3.6	3.2	3.5	3.6	3.2	3.5	3.6	1.2
	S 1.5	4.0	3.5	2.8	3.8	3.8	3.3	3.2	3.5	3.3	3.2	3.5	3.3	3.2	3.5	3.3	3.2	3.5	3.3	1.3
55. Initiation and on-the-job training of new clerical/secretarial personnel	P 4.5	4.8	4.2	4.0	4.4	4.5	4.0	4.3	4.3	4.0	4.2	4.6	4.3	4.0	4.3	4.3	4.0	4.3	4.3	.9
	S 4.5	3.8	4.0	3.1	4.5	4.1	4.2	4.6	3.9	4.2	4.6	3.9	4.1	4.2	4.6	4.1	4.2	4.6	4.1	1.0
56. Assign work to other clerical/secretarial personnel	P 4.0	4.5	3.7	3.8	3.9	4.4	4.0	4.1	4.2	4.0	4.1	4.2	4.0	4.1	4.2	4.1	4.2	4.0	4.1	.9
	S 4.0	3.8	4.1	2.9	3.9	4.0	3.3	3.5	3.7	3.3	3.5	3.7	3.3	3.5	3.7	3.7	3.5	3.7	3.7	1.3
57. Assist other clerical/secretarial personnel in more efficiently completing their assigned tasks	P 3.8	4.5	4.2	4.2	4.2	4.5	3.9	4.1	4.2	4.5	3.9	4.1	4.2	4.5	3.9	4.2	4.1	4.2	4.2	.9
	S 4.0	3.8	3.9	3.4	4.0	4.1	3.7	3.5	3.9	4.1	3.7	3.5	3.9	4.1	3.7	3.8	3.5	3.9	3.8	.9
58. Proofread work of other clerical/secretarial personnel	P 4.0	4.0	3.4	3.5	3.5	3.2	3.4	2.8	2.9	3.2	3.3	2.9	3.1	3.2	3.3	3.4	2.8	2.9	3.4	1.2
	S 3.0	3.2	3.9	2.7	3.1	3.5	3.3	2.9	3.1	3.5	3.3	2.9	3.1	3.2	3.3	3.2	2.9	3.1	3.2	1.3
59. Formally evaluate other clerical/secretarial personnel	P 2.3	2.8	2.3	2.7	2.0	3.1	3.5	2.4	2.8	3.1	3.0	2.7	3.0	2.7	3.0	2.7	2.4	2.8	2.7	1.3
	S 2.5	2.2	3.1	2.0	2.7	3.1	3.0	2.7	3.0	3.1	3.0	2.7	3.0	2.7	3.0	2.7	2.4	2.8	2.7	1.3
60. Maintain clerical/secretarial personnel records	P 3.0	2.8	3.7	2.8	2.6	3.3	3.5	3.0	2.8	3.3	3.5	3.0	2.8	3.1	3.0	3.1	2.8	2.8	3.1	1.6
	S 3.0	2.3	3.4	2.1	2.2	3.2	2.8	2.2	3.1	3.2	2.8	2.2	3.1	2.7	3.0	2.7	2.2	3.1	2.7	1.5

APPENDIX K

ITEM MEANS FOR IDEAL
MECHANICAL SKILLS

APPENDIX K.--Item means for ideal mechanical skills.

Statement to principals: Assume that your secretary is moving from this community and you are searching for the ideal replacement. Please rate each of the following skills which he/she might possess.

Statement to secretaries: Assume that you are moving from this community and you have been asked to recommend someone as your ideal replacement. Please rate each of the following skills which he/she might possess.

Scoring: Required, 3; Not required but nice to have, 2; Not needed, 1.

Skills	Elementary						Junior High						Senior High						Totals		
																			Mean	S.D.*	
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L			
1. Data processing equipment (tab. equipment, computer console)	P 1.5	1.2	1.2	1.2	1.4	1.6	1.6	1.6	1.6	1.5	1.4	1.8	1.5	1.4	1.8	1.5	1.4	1.8	1.5	.5	
	S 1.2	1.2	1.2	1.2	1.2	1.2	1.6	1.6	1.6	1.0	1.2	1.1	1.2	1.0	1.1	1.2	1.0	1.1	1.2	.4	
2. Calculators (ten-key adding, full-key adding, rotary, etc.)	P 2.0	1.6	1.7	2.2	2.0	2.0	1.9	2.4	2.3	2.5	2.3	2.0	2.0	2.3	2.0	2.0	2.1	2.0	2.0	.7	
	S 1.9	2.2	2.0	2.1	2.0	2.0	2.3	2.5	2.3	2.5	2.3	2.0	2.1	2.3	2.0	2.1	2.3	2.0	2.1	.8	
3. Duplicating equipment (spirit, mimeograph, etc.)	P 3.0	3.0	2.9	3.0	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.2	
	S 3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.9	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.1	
4. Filing	P 3.0	3.0	3.0	2.9	3.0	3.0	2.9	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.2	
	S 3.0	3.0	3.0	2.9	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.2	
5. Key punch	P 1.3	1.2	1.1	1.4	1.5	1.5	1.8	1.3	1.5	1.3	1.5	1.8	1.4	1.5	1.8	1.4	1.5	1.8	1.4	.6	
	S 1.2	1.1	1.3	1.1	1.1	1.1	1.6	1.2	1.3	1.2	1.3	1.3	1.2	1.3	1.3	1.2	1.3	1.3	1.2	.5	
6. Posting machine	P 1.3	1.4	1.3	1.6	1.4	1.4	1.4	1.6	1.7	1.6	1.7	1.8	1.5	1.6	1.7	1.5	1.6	1.7	1.5	.6	
	S 1.2	1.1	1.3	1.2	1.1	1.1	1.5	1.3	1.3	1.3	1.3	1.1	1.3	1.3	1.1	1.2	1.3	1.1	1.2	.5	

*Standard deviation

APPENDIX K.--Continued.

Skills	Elementary						Junior High						Senior High						Totals	
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.
7. Telephone	P	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.8	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.2
	S	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.9	3.0	3.0	3.0	3.0	3.0	.2
8. Transcription machine	P	1.7	1.7	1.6	2.0	2.1	2.1	1.9	2.2	2.4	2.0	1.9	1.7	1.6	1.9	1.7	1.7	1.7	1.7	.7
	S	1.4	1.5	1.7	1.8	1.9	1.8	1.8	1.6	1.9	1.7	1.6	1.7	1.6	1.9	1.7	1.7	1.7	1.7	.7
9. Typewriter	P	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.1
	S	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.0
10. Shorthand	P	2.2	2.3	2.3	2.3	2.4	2.3	2.1	2.9	2.5	2.3	2.1	2.9	2.2	2.6	2.3	2.1	2.3	2.3	.6
	S	1.8	2.0	2.3	2.0	2.1	2.1	1.9	2.2	2.6	2.1	1.9	2.2	2.2	2.6	2.1	1.9	2.1	2.1	.7
11. Stenotype	P	1.8	1.4	1.5	1.7	1.3	1.8	1.5	1.8	1.8	1.6	1.5	1.8	1.8	1.8	1.6	1.6	1.6	1.6	.6
	S	1.3	1.4	1.5	1.2	1.4	1.4	1.3	1.2	1.3	1.4	1.3	1.2	1.2	1.3	1.4	1.3	1.4	1.4	.6

APPENDIX L

**ITEM MEANS FOR IDEAL
ATTRIBUTES**

APPENDIX L.--Item means for ideal attributes.

Statement to principals
and their secretaries:

"Continuing to consider the person who would be the
ideal secretary to the principal, please rate each of
the following attributes."

Scoring: Absolutely must be/have, 5; Preferably should be/have, 4; May or may
not be/have, 3; Preferably should not be/have, 2; Absolutely must
not be/have, 1.

Attributes	Elementary										Totals	
	S	M	L	S	M	L	S	M	L	S	Mean	S.D.*
1. Female	P 4.1	4.2	4.1	4.2	4.6	4.4	4.4	4.0	4.4	4.3	.7	
	S 3.6	4.2	4.1	3.9	4.1	4.2	4.0	3.9	4.0	4.0	.8	
2. Single	P 2.9	2.8	3.0	2.9	3.0	2.8	2.8	2.8	2.9	2.9	.4	
	S 2.9	2.6	2.8	3.0	2.9	2.9	2.8	2.9	2.9	2.9	.4	
3. Less than high school educa- tion	P 1.6	1.5	1.3	2.0	2.0	1.2	1.6	1.3	1.6	1.6	1.1	
	S 2.1	1.7	1.5	1.9	1.6	1.6	1.9	1.4	1.4	1.7	1.2	
4. Under 30 years of age	P 2.9	2.8	3.0	3.1	2.8	2.8	2.8	2.8	2.8	2.9	.5	
	S 2.8	2.8	2.8	2.8	2.9	2.8	2.8	3.0	2.8	2.8	.5	
5. Attractive personal appear- ance	P 4.2	4.2	4.2	4.3	4.2	4.2	4.1	4.0	4.5	4.2	.7	
	S 4.2	4.1	4.2	4.4	4.3	4.4	4.3	4.2	4.4	4.3	.7	
6. Previous success as school secretary	P 3.4	3.2	3.8	3.5	3.6	3.6	3.6	3.5	3.8	3.6	.7	
	S 3.2	3.4	3.4	3.4	3.2	3.8	3.4	3.4	3.5	3.4	.7	

*Standard deviation

APPENDIX L.--Continued.

Attributes	Elementary						Junior High						Senior High						Totals	
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.
7. United States citizen	P 3.8	3.5	4.1	3.6	3.6	3.5	4.0	3.7	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	3.8	.9
	S 3.6	3.8	4.0	3.9	3.9	4.0	4.0	3.8	4.0	3.9	3.9	4.0	4.0	3.8	4.0	3.9	3.9	4.0	3.9	.9
8. Promoted from within the school district	P 3.3	3.0	3.2	3.1	3.2	3.0	3.0	3.1	3.4	3.2	3.1	3.4	3.3	3.2	3.9	3.2	3.3	3.3	3.2	.6
	S 3.3	3.1	3.3	3.4	3.4	3.6	3.3	3.3	3.2	3.6	3.3	3.2	3.3	3.2	3.9	3.2	3.3	3.3	3.3	.7
9. Optimist	P 4.0	4.2	4.1	4.0	4.1	4.1	4.0	3.8	4.2	4.1	4.0	3.8	4.2	4.1	4.0	4.1	4.1	4.1	4.1	.6
	S 4.0	3.9	4.0	4.4	3.7	4.2	4.1	4.0	4.3	4.2	4.1	4.0	4.3	4.1	4.0	4.1	4.1	4.1	4.1	.7
10. Dynamic leader	P 3.4	3.5	3.5	3.2	3.8	3.7	3.4	3.2	3.8	3.7	3.4	3.2	3.8	3.5	3.6	3.5	3.5	3.5	3.5	.7
	S 3.1	3.2	3.1	3.4	3.2	3.6	3.2	3.3	3.6	3.6	3.2	3.3	3.6	3.3	3.6	3.3	3.3	3.6	3.3	.7
11. College graduate	P 3.2	3.0	2.9	3.0	2.9	3.0	2.9	3.0	3.1	3.0	2.9	3.0	3.1	3.0	3.1	3.0	3.0	3.1	3.0	.6
	S 3.0	2.6	3.0	3.0	3.0	3.0	3.0	3.1	3.1	3.0	3.0	3.1	3.1	3.1	3.0	3.0	3.0	3.1	3.0	.5
12. Male	P 2.3	2.1	2.2	2.0	1.8	1.8	2.1	2.3	2.0	1.8	2.1	2.3	2.0	2.1	2.3	2.0	2.1	2.1	2.1	.8
	S 2.9	2.1	2.4	2.6	2.3	2.3	2.3	2.5	2.2	2.3	2.5	2.2	2.1	2.2	2.1	2.4	2.4	2.4	2.4	.8
13. Married	P 3.1	3.0	3.0	3.2	3.1	2.9	3.2	3.0	3.1	3.1	3.0	3.1	3.1	3.0	3.1	3.1	3.1	3.1	3.1	.4
	S 3.3	3.0	3.0	3.1	3.1	3.0	3.1	3.1	3.1	3.0	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	.4
14. High school graduate, but no college	P 3.3	3.2	3.4	3.3	3.6	3.8	3.5	3.2	3.8	3.6	3.5	3.2	3.8	3.4	3.8	3.4	3.4	3.6	3.4	.8
	S 3.6	3.9	3.7	3.5	3.5	3.6	3.4	3.4	3.8	3.6	3.4	3.4	3.8	3.4	3.8	3.6	3.6	3.6	3.6	.9
15. 30 - 39 years of age	P 3.1	3.0	2.9	3.1	2.9	2.9	3.2	3.1	3.0	2.9	3.2	3.1	3.0	3.1	3.2	3.0	3.0	3.1	3.0	.5
	S 3.1	2.9	2.9	3.0	3.2	3.2	3.2	3.1	3.1	3.2	3.2	3.1	3.1	3.1	3.2	3.1	3.1	3.1	3.1	.5
16. Well informed on educational issues	P 3.5	3.6	3.5	3.6	3.6	3.3	3.8	3.6	3.7	3.6	3.8	3.6	3.7	3.6	3.9	3.6	3.6	3.8	3.6	.7
	S 3.8	3.9	3.9	3.4	3.6	3.8	3.7	3.6	3.9	3.6	3.8	3.7	3.6	3.6	3.9	3.6	3.6	3.8	3.8	.6

APPENDIX L.--Continued.

Attributes	Elementary						Junior High						Senior High						Totals	
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.
17. Personally ambitious	P 3.9	4.0	4.0	4.1	4.1	4.1	3.9	3.9	4.2	4.0	4.2	4.0	4.0	4.2	4.0	4.0	4.0	4.0	4.0	.7
	S 4.0	4.0	3.7	4.2	4.0	4.2	4.0	4.2	4.0	3.9	4.2	4.0	4.0	3.9	4.2	4.0	4.0	4.0	4.0	.8
18. Experienced in working with children	P 3.8	4.1	4.0	4.1	4.3	4.0	4.0	4.0	3.9	3.9	3.8	3.9	4.0	3.9	3.9	4.0	4.0	4.0	4.0	.6
	S 4.0	4.1	4.0	4.1	3.9	4.0	3.9	4.0	3.9	3.8	3.8	3.9	4.0	3.9	3.9	4.0	4.0	4.0	4.0	.7
19. Ability to "think on her feet"	P 4.4	4.5	4.3	4.3	4.6	4.4	4.4	4.3	4.4	4.3	4.4	4.5	4.4	4.4	4.5	4.4	4.4	4.4	4.4	.6
	S 4.2	4.7	4.4	4.6	4.4	4.8	4.4	4.5	4.4	4.5	4.4	4.8	4.4	4.4	4.8	4.5	4.5	4.5	4.5	.6
20. Skilled in problem solving	P 3.9	4.2	4.0	3.9	4.3	3.9	3.9	4.0	3.9	4.0	3.9	4.1	4.0	3.9	4.1	4.0	4.0	4.0	4.0	.6
	S 3.8	4.2	3.8	3.9	3.9	4.2	3.9	4.2	3.9	3.8	4.0	4.0	4.0	3.8	4.0	4.0	4.0	4.0	4.0	.7
21. Separated	P 2.7	2.8	2.8	2.5	2.7	2.7	2.6	2.7	2.6	2.7	2.6	2.7	2.7	2.6	2.7	2.7	2.7	2.7	2.7	.6
	S 2.8	2.5	2.9	2.7	2.7	2.9	2.9	2.6	2.7	2.6	2.4	2.7	2.7	2.6	2.7	2.7	2.7	2.7	2.7	.6
22. Business college graduate	P 3.3	3.5	3.4	3.4	3.6	3.0	3.3	3.3	3.5	3.3	3.3	3.2	3.4	3.5	3.3	3.4	3.4	3.4	3.4	.7
	S 3.1	3.1	3.2	3.3	3.1	3.2	3.3	3.3	3.3	3.3	3.3	3.2	3.2	3.3	3.2	3.2	3.2	3.2	3.2	.5
23. 40 - 49 years of age	P 2.9	3.0	2.9	2.9	2.9	2.8	2.9	2.9	2.9	2.9	2.8	3.0	2.9	2.9	3.0	2.9	2.9	2.9	2.9	.4
	S 3.0	2.9	3.0	2.9	3.0	3.0	3.0	2.9	2.8	2.9	2.8	2.9	2.9	2.8	2.9	2.9	2.9	2.9	2.9	.4
24. Ability to express ideas clearly	P 4.3	4.4	4.4	4.3	4.5	4.3	4.3	4.2	4.3	4.2	4.3	4.5	4.4	4.3	4.5	4.4	4.4	4.4	4.4	.5
	S 4.2	4.4	4.3	4.3	4.3	4.4	4.4	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.5	4.3	4.3	4.3	4.3	.6
25. Pessimist	P 1.7	1.5	1.4	1.6	1.5	1.4	1.6	1.6	1.6	1.6	1.6	1.4	1.6	1.6	1.4	1.5	1.5	1.5	1.5	.7
	S 1.6	1.6	1.7	1.6	1.5	1.6	1.6	2.0	1.5	1.5	1.2	1.4	1.6	1.5	1.2	1.6	1.6	1.6	1.6	.7
26. Resident of school district	P 3.6	3.2	3.1	3.8	3.2	3.0	3.6	3.6	3.4	3.5	3.4	3.2	3.6	3.6	3.2	3.3	3.3	3.3	3.3	.8
	S 3.7	3.2	3.0	3.5	3.6	3.6	3.6	3.9	3.6	3.9	3.6	3.6	3.6	3.6	3.6	3.5	3.5	3.5	3.5	.8

APPENDIX L.--Continued.

Attributes	Elementary						Junior High						Senior High						Totals	
	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.
27. Secretarial skills	P 4.6	4.9	4.8	4.8	4.6	4.6	4.6	4.9	4.5	4.5	4.6	4.8	4.6	4.8	4.8	4.7	4.8	4.7	4.7	.5
	S 4.4	4.5	4.6	4.6	4.4	4.6	4.7	4.6	4.7	4.6	4.6	4.6	4.6	4.6	4.8	4.6	4.6	4.6	4.6	.6
28. Divorced	P 2.8	2.8	2.9	2.9	2.5	2.7	2.8	2.5	2.7	2.8	2.5	2.7	2.8	2.7	2.8	2.7	2.7	2.7	2.7	.6
	S 2.8	2.4	2.9	2.9	2.6	2.8	3.0	2.7	2.8	3.0	2.7	2.6	2.6	2.6	2.6	2.7	2.6	2.7	2.7	.6
29. Junior college graduate	P 3.0	3.2	2.9	2.9	3.1	3.3	2.8	3.0	3.1	3.1	3.0	3.1	3.1	3.1	3.1	3.1	3.1	3.1	3.1	.5
	S 2.9	2.6	3.0	3.0	3.1	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.4
30. 50 years old or older	P 2.7	2.8	2.7	2.7	2.5	2.5	2.6	2.5	2.6	2.6	2.4	2.6	2.6	2.6	2.6	2.6	2.6	2.6	2.6	.7
	S 2.6	2.4	2.5	2.5	2.7	2.6	2.7	2.7	2.6	2.7	2.7	2.6	2.5	2.6	2.5	2.6	2.6	2.6	2.6	.7
31. Skilled in public relations	P 4.2	4.4	4.2	4.2	4.1	4.2	4.1	4.2	4.1	4.2	4.1	4.2	4.0	4.2	4.2	4.2	4.0	4.2	4.2	.6
	S 3.9	4.1	3.9	3.9	3.8	3.8	4.1	3.5	3.8	4.1	3.5	3.9	4.0	3.9	4.0	3.9	4.0	3.9	3.9	.7
32. Interested in local community affairs	P 4.2	4.3	4.1	4.1	4.2	4.1	4.0	4.1	4.0	4.1	4.1	4.0	3.9	4.1	4.0	4.1	4.0	4.1	4.1	.6
	S 4.0	4.2	4.0	4.0	4.3	3.9	4.1	4.2	3.9	4.1	4.2	3.9	4.0	4.1	4.0	4.1	4.0	4.1	4.1	.6
33. Member of professional organization(s)	P 3.3	3.4	3.4	3.4	3.2	3.4	3.4	3.2	3.4	3.4	3.2	3.2	3.3	3.2	3.3	3.3	3.2	3.3	3.3	.6
	S 3.1	3.6	3.3	3.3	3.0	3.4	3.4	3.4	3.4	3.4	3.1	3.2	3.1	3.2	3.1	3.2	3.2	3.1	3.2	.6
34. Sense of humor	P 4.5	4.6	4.5	4.5	4.6	4.7	4.5	4.4	4.7	4.5	4.4	4.3	4.6	4.5	4.6	4.5	4.5	4.5	4.5	.5
	S 4.2	4.6	4.6	4.6	4.5	4.6	4.6	4.6	4.6	4.6	4.6	4.4	4.7	4.5	4.6	4.5	4.5	4.5	4.5	.6
35. College graduate (education major)	P 3.1	2.8	2.8	2.8	2.8	2.8	2.6	2.7	2.8	2.6	2.7	2.8	2.8	2.8	2.8	2.8	2.8	2.8	2.8	.6
	S 2.9	2.8	2.8	2.8	3.0	2.8	3.0	3.0	2.8	3.0	3.0	3.0	2.9	3.0	2.9	2.9	3.0	2.9	2.9	.4
36. Experienced teacher	P 2.8	2.4	2.7	2.7	2.6	2.4	2.5	2.6	2.4	2.5	2.6	2.8	2.6	2.8	2.6	2.6	2.8	2.6	2.6	.7
	S 2.8	2.2	2.6	2.6	2.9	2.5	2.7	2.9	2.5	2.7	2.9	2.8	2.6	2.8	2.6	2.7	2.8	2.6	2.7	.6

APPENDIX L.--Continued.

Attributes	Elementary						Junior High						Senior High						Totals	
		S	M	L	S	M	L	S	M	L	S	M	L	S	M	L	Mean	S.D.		
37. Accepts change readily	P	4.3	4.2	4.4	4.4	4.4	4.4	4.2	4.1	4.0	4.4	4.3	4.4	4.3	4.3	4.4	4.3	.6		
	S	4.3	4.2	4.5	4.3	4.6	4.4	4.4	4.3	4.3	4.6	4.3	4.6	4.4	4.3	4.6	4.4	.6		
38. Experienced secretary (any business)	P	3.7	3.7	3.8	3.8	3.7	3.7	3.7	3.5	3.7	3.9	3.7	3.9	3.7	3.7	3.9	3.7	.7		
	S	3.5	4.2	3.8	3.8	4.0	3.8	3.8	3.8	3.7	4.5	3.7	4.5	3.9	3.7	4.5	3.9	.8		
39. College graduate (secretarial administration major)	P	3.2	3.2	2.8	3.1	3.2	3.0	2.8	2.8	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.7		
	S	3.0	2.8	3.0	3.0	3.0	3.1	3.1	3.1	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	.5		
40. Active in local community organizations	P	3.4	3.3	2.9	3.5	3.5	3.3	3.3	3.6	3.5	3.3	3.5	3.3	3.4	3.3	3.3	3.4	.7		
	S	3.4	3.5	3.2	3.5	3.2	3.4	3.4	3.7	3.3	3.3	3.3	3.3	3.7	3.3	3.3	3.4	.6		

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