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A STUDY OF GENERAL EDUCATION TEACHER AND SPECIAL
EDUCATION TEACHER-CONSULTANT VIEWS OF PROBLEMS AND
SUPPORT SERVICE NEEDS RELATED TO MAINSTREAMED
HANDICAPPED CHILDREN IN BRANCH INTERMEDIATE SCHOOL
DISTRICT, BRANCH COUNTY, MICHIGAN

Michigan State University

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1980

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NEEDS RELATED TO MAINSTREAMED HANDICAPPED CHILDREN IN
BRANCH INTERMEDIATE SCHOOL DISTRICT,
BRANCH COUNTY, MICHIGAN

By

Barbara J. Sloan

A DISSERTATION

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ABSTRACT

A STUDY OF GENERAL EDUCATION TEACHER AND SPECIAL EDUCATION TEACHER-CONSULTANT VIEWS OF PROBLEMS AND SUPPORT SERVICE NEEDS RELATED TO MAINSTREAMED HANDICAPPED CHILDREN IN BRANCH INTERMEDIATE SCHOOL DISTRICT, BRANCH COUNTY, MICHIGAN

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Purpose of the Study

The concept of mainstreaming has thrust classroom teachers and teacher-consultants into new roles relative to providing educational programs for handicapped children. This study was undertaken in an attempt to provide an initial view of mainstreaming through identifying the concerns and feelings expressed by teachers and teacher-consultants.

Procedures

The target population for this study included teachers from five elementary schools and teacher-consultants from constituent districts of Branch Intermediate School District. Seventy-one teachers and twelve teacher-consultants responded. Questionnaires were developed to obtain information relative to (1) problems which arise for teachers and teacher-consultants when a handicapped child's educational program includes a mainstream component, (2) actual and needed special education support intended to assist in solving the

problems in a mainstream placement, (3) descriptive information related to children teachers identify as "most successful" and "least successful" mainstream placements, and (4) factors which affect the attitude of teachers and teacher-consultants. Responses were grouped into categories. Frequency and percentage distributions were analyzed to identify issues related to mainstreaming which need further in-depth study.

Summary of Major Concerns and Issues

Teachers and teacher-consultants identified problems related to the implementation of mainstreaming. Teachers were most concerned about the academic and social behavior of the handicapped child in their classroom. Teacher-consultants focused more on the behaviors and inadequacies of the teacher.

When asked to identify the types of support assistance currently being provided, teachers most frequently reported that children were receiving instruction directly from special education support personnel. Even though teachers were not feeling totally successful with their role in mainstreaming, they did not blame the support assistance for their problems, as teacher-consultants had predicted. However, in cases where they were dissatisfied with assistance, the reason most often cited was a disagreement with the approach being used by special education support personnel. When identifying needs, teachers limited their requests to types of assistance which they were currently experiencing. It appears evident that teachers do want more contact with the teacher-consultant, in that they most often requested

assistance through the teacher-consultant providing suggestions, materials, and cooperative planning. This would appear to be evidence of a need for classroom teachers and teacher-consultants to work together. Teacher-consultants report, however, that most of their time is spent with children, and they would not change this if they could.

On the basis of this study, generalizations are not able to be made regarding factors affecting successful or unsuccessful mainstream placements. Differences between certain factors and the types of handicapped children reported in this study may be attributed to the unique characteristics of the particular children and/or particular teachers in this study; thus generalizations cannot be developed.

The majority of teachers and teacher-consultants report positive attitudes toward mainstreaming. Teachers, however, may still be somewhat ambivalent in their attitude toward mainstreaming. The major factor affecting their attitude at this time is that mainstreaming is beneficial to the handicapped child. On the other hand, lack of time and inadequacy of support service are negative factors also identified as affecting their attitude.

To my husband, Bob, and daughters,
Breeze and Tressa, without whom
life would have little meaning.

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CHAPTER I

INTRODUCTION

The passage of Public Law 94-142, Education for All Handicapped Children Act, on November 29, 1975, has caused many changes which must be confronted by educators. One of the most controversial changes is related to the requirement of placing handicapped children in "the least restrictive environment" to receive a "free, appropriate public education." This is in contrast to former activities which either excluded a handicapped child from school or provided an educational program in an isolated setting such as residential institutions or self-contained programs away from the regular educational environment.

The regulations for Public Law 94-142 specify that handicapped children must be educated with nonhandicapped children "to the maximum extent appropriate."

121a.550 Each public agency shall insure:

(1) That to the maximum extent appropriate, handicapped children including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and

(2) That special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (Federal Register, August 23, 1977, p. 42497).

The regulations require that a "continuum of alternative placements" must be available to meet the needs of the handicapped child.

121a.551 Continuum of Alternative Placements

(a) Each public agency shall insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services.

(b) The continuum required under paragraph (a) of this section must:

(1) Include the alternative placements listed in the definition of special education (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions), and

(2) Make provisions for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement (Federal Register, August 23, 1977, p. 42497).

Continuum of alternative placements has been interpreted by Deno (1970) to mean providing options for placing the child appropriately from a most-integrated setting, which would be full time in a regular classroom, to a least-integrated setting, which might be a special residential facility, hospital, or homebound instruction. Deno suggested alternatives between the two extremes could include:

1. Regular classroom placement with consultive services only.
2. Regular classroom placement with tutorial service.
3. Special education and regular education class combination.
4. Self-contained special class housed in regular school building with little or no regular class placement.
5. Special day school housed in a separate building.

In addition, a determination of placement within the continuum of alternatives should be made by selecting "the least restrictive environment . . . in the school which he or she would attend if not handicapped." This is outlined more specifically in the following section of the regulations for Public Law 94-142.

- 121a.552 Each public agency shall insure that:
- (a) Each handicapped child's educational placement:
 - (1) Is determined at least annually,
 - (2) Is based on his or her individualized education program
 - and
 - (3) Is as close as possible to the child's home;
 - (b) The various alternative placements included are available to the extent necessary to implement the individualized education program for each handicapped child.
 - (c) Unless a handicapped child's individualized education program requires some other arrangement, the child is educated in the school which he or she would attend if not handicapped; and
 - (d) In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which he or she needs (Federal Register, August 23, 1977, p. 42497).

In Michigan, the concept of "least restrictive environment" has been reflected in the regulations for Public Act 198 of 1971. The last sentence of Rule 33(a) states: "Each handicapped person shall be assigned to educational programs and services which are housed in buildings which allow that handicapped person to participate fully in regular and special education services" (Michigan Special Education Code, 1976).

Rule 132, which provides direction for development of an intermediate school district plan for the delivery of special education programs and services, states, under Section 2.5, School-Community Integration of the Handicapped, "Describe the procedures to be used to assure the integration of each handicapped person into his school community" (Michigan Special Education Code, 1976).

While Michigan's regulations incorporated the concept of "least restrictive environment," the provisions for this concept were not as specific as the federal regulations. Michigan had earlier identified the appropriateness of special education classrooms being

located in public school facilities. However, the federal mandate, because of additional specificity, has caused educators in this state to make programming and placement changes. The many changes associated with this concept are of concern to Michigan educators as well as educators throughout the nation.

This new focus of educating the handicapped child with his/her nonhandicapped peers has given rise to a new term or concept in education called "mainstreaming." Many interpretations and definitions have been employed by various professionals. Kenneth Kavalie (1979) provided an excellent review of these definitions. He suggested that there are two primary classifications under which the definitions of mainstreaming fall. Some persons interpret mainstreaming to mean that all handicapped children must be placed in the regular classroom. The focus or purpose of mainstreaming, under this interpretation, would, through placement of all handicapped students within the regular school and regular class setting, be to delabel or desegregate the handicapped child. This interpretation would suggest that placement back in the regular classroom would be the goal without the utilization of a "continuum of alternative placements," for the decision-making process.

The second group of definitions which Kavalie identified not only includes a range of alternative placements but also focuses on general education and special education working together to provide carefully planned and carefully implemented individualized educational programming for the handicapped child. Definitions under the second classification suggest that the burden for adaptation has shifted

from the child to the system. Kavalie has summarized the problems encountered in defining, interpreting, and implementing mainstreaming by suggesting that

Mainstreaming represents an idea rather than a precisely delineated entity. It represents a concept which is and will bring pervasive changes to special education. Mainstreaming appears to be a major interim step towards a new role and definition for special education.

Meisgier (1976) in his "Review of Critical Issues Underlying Mainstreaming" agreed that there must be changes in philosophy and management of the handicapped child which in turn not only causes change in special education delivery systems, but also in the regular education system. He suggested that instead of removing the child, the system must adapt its programs to meet the needs of the child as well as develop a management system which will allow special education support systems and the regular educational environment to interact to establish successful mainstreaming for the handicapped child.

If we equate mainstreaming with "least restrictive environment" as identified in the law, the concept must include recognition that the "continuum of alternative placements" must be available for decision making in the placement of each handicapped child. Typically, however, the concept of mainstreaming is usually limited to those alternative placements on the continuum which include some portion of the child's day being assigned to the regular classroom.

Statement of Problem

With the passage of Public Law 94-142, the requirement for implementation of "mainstreaming" handicapped children has come about almost immediately. Little time has been spent studying the issues surrounding mainstreaming or in preparing either special educators or classroom teachers for the necessary role changes. Many handicapped children are being placed in the regular education program for at least a portion of their school day, in contrast to the former predominant placement in a self-contained special education program. Classroom teachers are expected to deal with these children who, many times, offer a much wider range of social and/or cognitive abilities than the regular education teacher has experienced in the past. Special education personnel and classroom teachers must work together to create appropriate adaptations in programs to accommodate the handicapped child rather than requiring the child to "adapt to an inflexible school program designed for a hypothetical 'average child'" (Meisgier, 1976). Special education teachers are expected to provide consultant support to classroom teachers in addition to or instead of working with handicapped children.

Attitude plays an important role in the successful implementation of any change. More information is necessary regarding factors which influence attitudes toward mainstreaming (Corman & Gottlieb, 1978). Information is also needed regarding problems associated with mainstreaming as well as services available and/or needed related to mainstreaming. Once we have more information related to the implementation of mainstreaming, we should be better able to prepare

special educators and classroom teachers to meet the problems associated with mainstreaming. In addition, identification of factors which appear to interfere with or contribute to successful mainstreaming and affect teacher attitude should assist us in providing a better educational environment for handicapped children.

Statement of Purpose

The major purpose of this study was to gather information regarding the implementation of mainstreaming. The study focused on four major areas of concern:

1. Identification of problems which arise for teachers and teacher consultants when a handicapped child's educational program contains placement in a regular classroom for any portion of the school day.

2. Identification of special education support services, actual and needed, intended to assist in alleviating the problems.

3. Identification of certain factors which contribute to successful or unsuccessful mainstream placements.

4. Identification of factors which affect attitude of teachers and teacher consultants toward mainstreaming.

For each of the four major areas of concern identified above, specific questions were examined in this study.

1. Identification of Problems

- A. What are the problems classroom teachers associate with placement of a handicapped child in their classroom?

- B. What are the problems teacher consultants perceive to be of concern to classroom teachers who have a handicapped child in their classroom?

C. Are there differences between the frequency with which certain types of problems, i.e., academic learning, behavior, etc., are identified by classroom teachers and teacher consultants?

D. What are the problems that teacher consultants associate with providing services to handicapped children in mainstreamed environments?

2. Identification of Special Education Support Services

A. What supportive services designed to assist in solving problems do classroom teachers report as being provided?

B. To what extent are classroom teachers satisfied with the services?

C. What are the reasons teachers identify, which cause dissatisfaction with supportive services?

D. What supportive services do teacher consultants report they provide to assist in solving problems?

3. Identification of Certain Factors Which Contribute to Successful or Unsuccessful Mainstream Placements

A. Are differences in the percent of time spent by the handicapped student in the regular classroom associated with the perceived judgments of success of such placement?

B. Are differences in certain types of problems, i.e., academic learning, behavior, etc., in the regular classroom associated with the perceived judgments of success of placement?

C. Are differences in certain types of supportive services, currently being provided for mainstreamed, handicapped children in the regular classroom associated with the perceived judgments of success of placement?

D. Are differences in certain types of supportive services, identified as needed for mainstreamed, handicapped children in the regular classroom associated with the perceived judgments of success of placement?

E. Are differences in certain types of handicaps associated with the perceived judgments of success of placement?

F. Are differences in certain types of problems, supportive services, currently being provided, and supportive services, identified as needed for mainstreamed, handicapped children in the regular classroom associated with certain types of handicaps?

4. Identification of Factors Which Affect Attitude

A. To what degree do teachers and teacher consultants who have experienced mainstreaming support this concept?

B. Are there differences between attitudes of classroom teachers toward mainstreaming and attitudes of teacher consultants toward mainstreaming?

C. What are the factors, expressed by teachers and teacher consultants, which affect their attitude toward mainstreaming?

Definition of Terms

Mainstreamed, handicapped child--This term is used to describe a child who has (1) been determined eligible for special education services through an official educational planning and placement committee meeting, (2) been placed for all or any part of the school day in a regular classroom, and (3) had special education supportive services available to him/her.

Most successful placement--Placement of a handicapped child in a regular classroom which teachers identified according to the following descriptive criteria: "Problems were solved, services may or may not have been provided, the child's adjustment in the room was satisfactory. You felt satisfied with the placement."

Least successful placement--Placement of a handicapped child in a regular classroom which teachers identified according to the following descriptive criteria: "Problems were more difficult to solve, services may or may not have been available, the child's adjustment in the room was not as satisfactory as you wished. You did not feel satisfied with the placement."

Special education supportive services--This term is used to describe assistance received from special education personnel. The assistance or supportive service might be direct work with the child or indirect help to the child through consultation with adults such as the classroom teacher, parents, etc.

Teacher-consultant--The State of Michigan makes the following requirements for a person to receive full approval as a teacher-consultant:

- a. Full approval as a teacher in one or more areas of special education;
- b. A minimum of three years of satisfactory teaching experience, including one year of experience teaching handicapped pupils (Michigan Special Education Code as Amended, 1977).

Nine of the twelve special education persons who participated in this study met these requirements. Two persons had only one year of experience and full approval in at least one area of special education. One person had several years of teaching experience in general education but was providing special education services under a temporary approval program.

All twelve of these persons were expected to perform the same job requirements related to mainstreamed, handicapped children in the schools where the study took place; thus the responses of all twelve are included in the results of this study.

Limitations

This study has certain limitations.

1. The study is limited to teachers' perceptions of "most successful" and "least successful" placements. No attempt was made to objectify the perceptions or to validate them by other criteria.

2. The study is limited to a small rural area encompassing one intermediate school district of 7,431 children in south-central Michigan.

3. Because of the size of the district in which the study was done, only seventy-five teachers and twelve teacher-consultants were available to participate in the survey. However, 96 percent of the teachers and 100 percent of the teacher-consultants contacted, responded to the survey.

4. The study is limited to elementary teachers and does not include teachers serving grades seven and above.

5. Classroom teacher responses are based on certain children whom they were asked to identify. Teacher-consultant responses were based on experiences with their total caseload of children rather than on the specific children the classroom teachers had identified.

6. The numbers of teachers reported in the study (seventy-one) is very different than the number of teacher-consultants (twelve); thus comparisons can only be made with a great deal of caution.

7. The use of open-ended, unstructured responses in this study causes two major limitations. The responses are probably restricted in number because they were self-generated. Given a long

list of variables from which to choose, other information may have been gained.

Additionally, it is difficult to categorize or interpret open-ended responses. Because responses may be interpreted differently by persons, depending upon their experiences and education, mutual exclusiveness was probably not fully achieved. A detailed description is provided in Chapter III of procedures used in the categorizing and coding system to reduce these limitations. However, the reader should be aware that these limitations do exist.

Overview of the Study

Chapter II of this study provides a review of literature related to the areas of concern of this study. Chapter III describes the procedures and methodology used in this study and includes a description of Branch Intermediate School District, where the study was conducted, description of the population, the design and development of the measurement instruments, the pilot administration of the measurement instruments, the procedures used in obtaining the data, and the method used to analyze the data. Chapter IV describes the results of the analysis of the data and a discussion of these results in relation to the questions examined for this study. A summary and recommendations as a result of this study are included in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter includes a review of recent literature pertaining to mainstreaming. The introduction discusses the reasons why Public Law 94-142 emphasizes educating the handicapped child in the "least restrictive alternative." This change in philosophy, as discussed in Chapter I, has given rise to the concept of mainstreaming. The remainder of the chapter focuses on the recent research related to the four major areas of concern of this study.

Introduction

Reynolds and Birch (1977) identify two major social forces or trends of the 1970s which helped to cause the changes educators are currently dealing with in providing services to handicapped children. They cite aggressive parent groups who were concerned that their children were being excluded from school or improperly placed for receiving special education services.

Minority groups were also concerned because children from these groups appeared to be improperly placed in special education programs. Kavale (1979) cites several studies which identified the high percentage of minority children enrolled in special classes compared to the percentage of children of the same minority group(s) enrolled in the general school programs.

The concern of both parents and minority groups with inappropriate placement was intensified as studies evolved demonstrating the negative affects of labeling and segregation. Rosenthal and Jacobson (1968) is perhaps the most well known and widely quoted study related to this issue. This study identified the importance of teacher attitude toward children and the negative effects of low expectations for certain classes of students. Jones (1972) did a thorough review of the literature related to "Labels and Stigma in Special Education." The results of this review suggested that labels do have negative connotations which include stigmas attached to certain labels as well as lowered teacher expectations regarding them, including those labels associated with different types of handicaps. Additionally, the probability of adverse labeling and negative attitudes increases when separate identifiable instructional units are established.

Parents and professionals also began to question the negative effects of segregation manifest in self-contained and/or institutional programs in which children were placed. Efficacy studies were undertaken to determine whether academic instruction and social development activities were more effective in self-contained special education classes or in the regular classroom. Kavale (1979) and Meyers, MacMillan and Yoshida (1979), in reviews of efficacy studies, point out that benefits of special classes as compared to regular classes are at best questionable with respect to academic achievement and inconclusive with regard to social adjustment.

Parental concern over labeling and isolation of the handicapped child from his/her normal peers has also led to litigation. *Hobsen v.*

Hansen (1967), an early case which determined that the "tracking" systems of educational placement in Washington, D.C., were illegal, was the beginning of formal steps to reduce labeling. Spangler v. Board of Education (1970) in California identified that "interclass grouping" based on intelligence tests was unfair. The decisions in both cases were an attempt to stop the negative effects of tracking and ability grouping, particularly where improper testing and placement procedures negated the assumed differences which led to such practice.

Two landmark court cases related to the appropriateness of individual assessment results for minority students. In Diana v. State Board of Education (1970), tests were administered in English to students who had minimal skills in English because English was their second language. In the Larry P. v. Riles case (1972), the items in the tests were more representative of the culture of middle-class Americans; hence, students who have not been exposed to this language and culture would not be expected to perform as well as others with such exposure. In both cases the judge ruled that the students had been improperly classified as retarded.

The regulations of Public Law 94-142 attempt to reduce the problems of segregation and labeling and the problems of inappropriate assessment through the requirements for the (1) least restrictive environment, (2) requirements for evaluation in the native language, and (3) requirement of demonstrated validity of the assessment instruments. The topic of particular interest in this study relates to the principle of least restrictive environment. Houck and Sherman (1979) sum up the rationale for this principle as follows:

The underlying rationale for mainstreaming is laudable. There is a need for deemphasis on isolation and labeling; increased protection of human rights; individualization in all phases of education; increased attention to the development of the total child including his social and emotional well-being. . . .

Changes have been implemented as a result of the current mandate to mainstream handicapped children. Many educators are concerned about whether or not mainstreaming is being implemented in an appropriate manner. More research is necessary to provide us with a description of effective programming for handicapped children with nonhandicapped children. The remainder of this chapter focuses on research relating to (1) identification of problems related to mainstreaming, (2) identification of special education support services for mainstreamed students, (3) factors which contribute to successful or unsuccessful mainstream placements, and (4) identification of factors which affect attitude toward mainstreaming.

Identification of Problems Related to Mainstreaming

When implementing a new process such as mainstreaming, one should attempt to avoid problems or pitfalls which would cause the procedure to be less than successful. However, one of the concerns regarding mainstreaming is that little planning or research has been done to avoid problems as demonstrated by the absence of studies in the literature. MacMillan, Jones, and Meyers (1976) point out that despite time given to the concept and implementation in periodicals and conferences there exist many confusions and uncertainties regarding even an agreement on a definition for mainstreaming.

Two studies have been located which relate to identification of problems. Zawadzki (1973) asked 118 regular classroom teachers from all grade levels to identify what they considered "deterrents to teaching the educable mentally retarded child in regular classes." The responses were classified under fifteen categories. The categories are listed below; number 1 includes the highest number of responses (210), while category 15 contains the least number of responses (15). The percentage of teachers who offered responses and the total number of responses are shown for each category.

1. Inappropriate classroom behavior of the educable mentally retarded child in the regular classroom (82%--210 responses)
2. Concerns about the curriculum (what is taught) (57%--102 responses)
3. Negative behavior of regular classroom pupils toward an educable mentally retarded child in regular class (58%--81 responses)
4. Problems of organizing for instruction (45%--73 responses)
5. Lack of preparation and/or experience of the teacher (43%--62 responses)
6. Emotional problems of the educable mentally retarded child (37%--58 responses)
7. Negative attitudes of adults toward an educable mentally retarded child in regular classes (31%--47 responses)
8. Lack of supportive services (23%--36 responses)
9. Problems of physical defects (16%--23 responses)
10. Concerns about safety (6%--14 responses)
11. Inadequate assessment of achievement (8%--11 responses)
12. Special health factor problems (7%--9 responses)
13. Unfair grading policy of the school (6%--7 responses)

14. Family problems of the educable mentally retarded (3%--6 responses)

15. Concerns about teacher liability (3%--3 responses)

A smaller number of teachers (43) were asked by Markell (1976), "What problems have you encountered with a mildly retarded student in your regular class?" The following responses were given:

1. "Learning difficulties, slow learner couldn't read, poor in math" (15 responses)
2. "Discipline or behavior problems" (12 responses)
3. "Difficulty locating appropriate materials or individualizing" (8 responses)
4. "No problems fitting into the regular class socially" (5 responses)
5. "Took too much time for individualization, special assignments needed" (4 responses)
6. "Sight, hearing, or speech problem" (4 responses)
7. "Had trouble fitting into regular classroom situation socially" (3 responses)
8. "Older, more mature physically" (2 responses)
9. "Student not interested" (1 response)
10. "Special students tested too much" (1 response)
11. "A wide variety" (1 response)

If one takes some liberties in interpreting the category descriptions, both groups of teachers appear to share concerns about the following problems:

1. Behavior problems, i.e., inappropriate behavior;
2. Organizing for instruction, i.e., individualization, special assignments, and so forth;
3. Concerns about the curriculum, including selecting and locating materials or individualizing instruction.

It is interesting to note that the highest number of teachers were concerned about difficulties in learning and achievement in Markell's study. Zawadzki asked for deterrents rather than problems and did not identify difficulties in learning as a separate factor in his study. However, when one studies the subcategories for "inappropriate classroom behavior," one finds twenty-six responses indicating "inability to attain basic skills" and nineteen responses which identify "slow academic progress" as deterrents to teaching EMI children in regular classes.

Special Education Support Services

As we gain a picture of the problems associated with mainstreaming, we need also to look at what support services are currently available to and/or needed by classroom teachers. The American Federation of Teachers and the National Education Association have both developed policy resolutions in support of mainstreaming with the stipulation that necessary support services be available for mainstreamed, handicapped children. Appropriate instructional materials, modifications in class size, scheduling, and curriculum design are types of supportive assistance identified in policy statements of these professional teacher organizations (AFT, 1975 Convention Resolutions; Resolutions, New Business and Other Actions, 1975). Support services for handicapped children are authorized and required by law.

Studies were not located relative to what support services are currently being provided. There is, however, one study which attempts to identify needed support services. Zawadzki (1973) reported

teachers' suggestions for solutions to deterrents in "teaching the educable mentally retarded child in regular classes." The solutions he reported were specific to the deterrents which the teachers had identified. The most commonly suggested solutions included:

1. Individualizing instruction;
2. Teacher aides;
3. Preservice and inservice education (college courses or group instruction);
4. Provision of appropriate material;
5. Additional resource personnel (special education);
6. Proper facilities for instruction, i.e., showers in bathrooms, safety devices, etc.

While this study identifying needs includes mention of "additional resource personnel" and "provision of appropriate material," the support services which teachers identify as needs are not limited to support services provided only by special education personnel.

Special education personnel providing support services have voiced many concerns about their new role in the implementation of mainstreaming. No formal studies were located which attempt to identify specific problems relative to support services. However, fifty-five teacher consultants informally identified problems of concern in providing consultant support for mainstreamed children during an institute conducted by the Michigan Department of Education. The three problems identified most often were "defining a role," "communication," and "working with general education staff." With the change in focus for the special educator from working with children as a teacher to working with other teachers as a consultant, it would appear that much

more information is needed to assist in the implementation of a successful new role (Teacher Consultant Change Agent, 1976).

Factors Affecting Successful or Unsuccessful Mainstream Placements

It is important in describing the concept of mainstreaming that an attempt be made to differentiate factors associated with "successful" and "unsuccessful" placements. If problems with either type of situation can be identified, it may then be possible to reduce, resolve, or eliminate them, thereby improving an unsuccessful placement or making an already successful placement even better.

An abstract* of one study (Himes, 1976; reported in Dissertation Abstracts, 1976) was located related to "successful" mainstreaming. This study focused on "successful" mainstreaming by asking 100 teachers to identify in writing ten variables they believed to be necessary for successful integration of handicapped children within the regular classroom. Responses were grouped into various classifications. The ten most frequently occurring classifications are presented below in priority order, with Category 1 containing the most responses and Category 10 the fewest responses.

1. Presence of teacher aides
2. Lower class size
3. Prescription programs
4. Availability of resource teachers
5. Instructional materials and equipment

*Original study unavailable.

6. Administrative support
7. Parent involvement
8. Teacher in-service training
9. Availability of counselors
10. Curriculum center/library

One must assume that if the appropriate combination of these variables were not available, teachers would consider the mainstream situation to be less than satisfactory.

One study was located related to the consultant role of the special educator. Evans (1980) surveyed 240 educators from thirty-four elementary schools. Forty-eight were resource room teachers, while the remainder were regular class teachers and principals. The purpose of the investigation was to determine the amount of time being used by special education personnel in consultation with teachers. Eighty percent of the resource room teachers reported that consultation actually comprised only 5 percent or less of their professional time. All three groups agreed that more time should be spent on consultation.

Factors Which Affect Attitude Toward Mainstreaming

Phillip Mann (1976) suggests that mainstreamed programming must be a "mutual responsibility" between special education and general education personnel. He identifies "attitudes" as one of the most important factors which "can affect the success of any mainstreaming effort." Research studies regarding teacher attitude toward mainstreaming appear to fall under two general categories: (1) attitude surveys assessing negative or positive feeling toward mainstreaming in

general and (2) attitude surveys which attempt to identify factors which affect attitude, such as support service availability, type of handicap, etc.

Research studies, thus far, have produced conflicting results regarding teacher attitudes toward mainstreaming (Corman & Gottlieb, 1978). Studies done by Gickling and Theobald (1975) and Hudson, Grahm, and Warner (1979) indicate that teachers do not report positive attitudes toward mainstreaming.

On the other hand, Guerin and Szatlocky (1974) reported that teachers generally had positive attitudes toward mainstreaming and that special education and regular education teachers from the same buildings tended to have similar attitudes. Grahm (1980) also found that classroom teachers were supportive of mainstreaming. This study cited the availability of resource room programs as the possible factor that made the difference in attitude.

In contrast to Grahm's findings, an earlier study by Shotel, Iano, and McGettigan (1972) which assessed teacher attitude at the beginning of the year, when resource room programs and mainstreaming were introduced into a building, and again at the end of the year, when teachers had had experience with mainstreamed children along with resource room support services, demonstrated different results. Teachers' attitudes toward mainstreaming and whether or not the children could function academically or socially were less positive at the end than at the beginning of the year. Shotel et al. also identified different attitudes of teachers toward specific types of handicaps.

Teachers were consistently more positive toward learning disabled children and least positive toward educable retarded children.

Williams and Algozzine (1977) found that teachers experienced with mainstreamed, handicapped children differentiate between the various handicapping conditions. These teachers felt physically handicapped and learning disabled youngsters should receive more services in regular rooms than retarded or emotionally disturbed children. Teachers felt that they are better able to program for physically handicapped and learning disabled children than for "disturbed" or "retarded" children.

In contrast to these two studies, Overline (1977) assessed general attitude toward mainstreaming regardless of the extent of experience with handicapped children. In this case, regular classroom teachers, principals, and special education teachers reported positive attitudes toward mainstreaming for all categories of handicapped children.

In an attempt to identify factors affecting teacher attitude, Williams and Algozzine (1979) in a later study asked 267 teachers to respond to certain reasons why they would be willing or not willing to include handicapped children in their classrooms.

In general teachers who indicated that they would work with handicapped children in their regular classes chose three reasons for doing so: (1) the teachers had had successful experiences with handicapped children, (2) specialized support services gave the teachers confidence, (3) the teachers felt that programming for physically handicapped children was not different from regular programming. Teachers who indicated that they would not volunteer to mainstream a handicapped child chose two major reasons for their objection: (1) the teachers felt that the handicapped would take too much time from other children,

(2) the teachers felt that they did not have the technical abilities necessary to be effective.

Except for "programming for physically handicapped," the authors reported that contrary to expectations, the results did not indicate a strong difference in reasoning for any particular category of children.

In another study, teachers from 136 schools responded to certain variables related to factors which might affect their attitude toward mainstreaming (Larrivee & Cook, 1979). They reported three factors which seemed to have the most important effect on teacher attitude: (1) teacher perception of degree of success, (2) level of administrative support received, and (3) availability of supportive services.

Wanner and Guenther (1978) asked teachers, parents, and administrators to respond to a variety of questions to explore the needs, attitudes, and current effectiveness of services in four local school districts in Michigan. The number of persons responding to the survey is unclear. The authors' summary of the survey results stated, "The consensus was yes, mainstreaming is positive and beneficial, but more beneficial for the handicapped student. . . ." Special education teachers and general education teachers were consistent, in that both groups felt emotionally impaired and educable mentally impaired students would be least acceptable in the regular classroom and that physically impaired and learning disabled students would be most acceptable.

Summary

Concern by parents and minority groups has played an important role in producing change in the delivery of services for handicapped children. These concerns were a result of improper placement and isolation of children in special education programs. In addition, research demonstrated the negative effects of labeling and questioned the efficacy of special education classroom placements. These concerns resulted in litigation and ultimately enactment of legislation requiring placement in "the least restrictive alternative." The concept of mainstreaming evolved, which has caused special educators and general educators to work together to provide handicapped children, who should spend part or all of their day in the regular classroom, with successful experiences.

When a change is implemented rapidly with little preparation or study, it is necessary to study what is happening as a result of the changes so that appropriate adjustments may be initiated. Identifying problems, support services, factors affecting successful placements, and teacher attitudes is critical. A review of research regarding these topics reveals both the current lack of information regarding mainstreaming and inconsistent results from studies which have been undertaken.

CHAPTER III

PROCEDURES AND METHODOLOGY

This chapter includes the following: (1) description of Branch Intermediate School District, where the survey was conducted; (2) identification of the subjects; (3) the design and development of the measurement instruments; (4) pilot administration of the measurement instruments; (5) administration of the survey questionnaires; and (6) treatment of the data.

Branch Intermediate School District

Branch Intermediate School District was selected as the site for the survey. Special education services had been provided to mainstreamed, handicapped children for at least three years prior to the survey. The district was willing to participate in this survey. They indicated that the information being gathered would be useful in evaluating their current special education programs.

Branch Intermediate School District, located in the south-central area of Michigan, is made up primarily of a rural population. Students attend three local K-12 programs. The enrollment in each of the districts for the 1977-1978 school year included: Bronson Community Schools with 1,607 student membership, Coldwater Community Schools with 4,192 student membership, and Quincy Community Schools with 1,532 student membership.

Subjects

The population for this study included all classroom teachers and teacher consultants in seven elementary buildings in constituent districts of Branch Intermediate School District, where handicapped students were mainstreamed and where at least one special education teacher or teacher consultant was in the building full time. Children needing special education services in the other three buildings were either bused to one of the seven buildings where full-time services were available or received services from an itinerant special education teacher consultant.

Principals in each of the seven buildings were contacted to establish when a teachers' meeting could be held to conduct the survey. The first two schools scheduled were used for pilot testing of the measurement instruments, and results are not reported for these two schools.

Seventy-two teachers (96%) of the seventy-five teachers in the remaining five elementary schools in the two constituent school districts of Quincy and Coldwater participated in the survey. Seventy-one (95%) of the seventy-five teachers had had experience with mainstreamed, handicapped children. Three of these buildings served grades K-5; two buildings included grades K-6. Since grade level differences were not measured in this study, all teachers were asked to participate.

Special education teacher consultants who provided services to mainstreamed, handicapped children in the seven elementary schools where the survey was conducted were interviewed. Survey results

indicated that nine of these twelve had full approval in at least one area of special education and three or more years of experience, at least one of which had been in special education; thus they were eligible for full approval as teacher-consultants. Two had had only one year of experience and full approval in at least one area of special education. One person was on a temporary approval program for the first time. All twelve were called Resource Teachers and had a caseload of fifteen or less. All were expected to work both directly with children as well as to consult with classroom teachers to assist them with problems they might encounter with mainstreamed children in their classroom. They were also expected to provide educational diagnostic services for new referrals. Because of the teacher-consultant role in which all of these people function, they will be referred to, for the purposes of this study, as teacher-consultants. The results are reported for all twelve persons.

Design and Development of the Measurement Instruments

The purposes of this study were to gain information from teachers and teacher-consultants who had experienced mainstreaming regarding: (1) problems which arise for teachers and teacher-consultants when a handicapped child's educational program includes a mainstream component, (2) actual and needed special education support intended to assist in solving the problems in a mainstream placement, (3) descriptive information related to children teachers identify as "most successful" and "least successful" mainstream placements, and

(4) factors which affect the attitude of teachers and teacher-consultants toward mainstreaming. To accomplish these goals, two questionnaires were developed: one for use with groups of teachers and the second to be used to interview each of the twelve teacher-consultants.

Classroom Teacher Questionnaire

A copy of the questionnaire used in this study is located in Appendix A. It consists of four parts. The first group of questions was designed to assist teachers to identify two specific mainstreamed, handicapped children with whom they had had experience in the past three years, one of whom they identified as a "most successful" placement and one of whom they identified as a "least successful" placement. To accomplish this, six responses were requested:

1. Name of each child (based on verbal definition of "most successful" and "least successful"),*
2. Rating of level of success--scale of 1 (successful) to 4 (unsuccessful),
3. Type of handicapping condition,
4. Percentage of time child was in classroom,
5. Percentage of time the teacher felt the child should be in the classroom,
6. The year the child was in the room.

Information was reported by teachers about fifty-eight children in teachers' classrooms during the 1977-1978 school year,

*Refer to pages 9-10 for description of definitions used.

thirty-nine children during the 1976-1977 school year, and thirty-one children during the 1975-1976 school year.

The second part of the questionnaire asked teachers to report for each child: two problems associated with having a handicapped child, supportive assistance to solve each problem, whether or not the teacher was satisfied with the assistance being provided, and any other assistance needed to solve each problem. The teachers were asked to generate responses rather than to react to a predetermined list of variables. A predetermined list could have assisted teachers to react to concerns that might not come to mind in a recall situation; however, by requiring them to generate their own responses, it was felt that the responses would be those that were of most concern to the teachers.

The third section of the questionnaire was designed to study teacher attitude related to mainstreaming. Teachers were asked to rate their general attitude toward mainstreaming on a four-point scale: 1-negative, 2-somewhat negative, 3-somewhat positive, 4-positive. They were also asked to report factors which influence their attitude. These factors were limited to those that immediately came to mind at the time of this survey.

The fourth section of the questionnaire was prepared for the purpose of Branch Intermediate School District to evaluate further their special education programs. Responses were requested to questions for which administrators wanted specific answers related to components of the Branch Intermediate School District special education service delivery system and are not reported as part of this study.

Teacher-Consultant Questionnaire

The questionnaire used to conduct interviews with the twelve teacher-consultants consisted of five parts.

Part 1 of the interview questionnaire was designed to obtain basic demographic data. Six variables of interest were selected: (1) grade levels served, (2) years of experience, (3) number of students on caseload, (4) how many on caseload are mainstreamed, (5) what types of handicaps are currently being served, and (6) type of teacher approval. This information was obtained to verify: (1) that these teacher-consultants were serving mainstreamed, handicapped elementary children in buildings where the survey was conducted and (2) whether or not each of the interviewees was eligible as a teacher-consultant according to state guidelines (three years of experience, including one in special education and approval in one area of special education). Information obtained from part one of the survey substantiated that all twelve of the resource teacher-consultants were serving mainstreamed, handicapped children in elementary school buildings where the survey was conducted.

The second section of the questionnaire asked the teacher-consultant to identify problems she/he has while providing assistance to mainstreamed, handicapped children. Teacher-consultants were also asked to identify possible solutions to these problems.

Section three asked teacher-consultants to identify what problems they thought classroom teachers were most concerned about because they have a mainstreamed, handicapped child in their classroom. They were also asked to tell what assistance they typically provided

related to the problems they had identified. Although teacher-consultants work in the same buildings as the classroom teachers who were surveyed, their responses were not necessarily specific to certain children but were general to the population of children whom they serve.

Section four asked teacher-consultants whether or not they felt they had any particular problems resulting from not having approval in the disability area of children for whom they were providing assistance. They were also asked to identify the percentage of time each day for which they work with teachers and whether or not they would change the amount if they could.

The fifth and final section of the questionnaire was designed to study teacher-consultant attitudes related to mainstreaming. The procedure and form used with teacher-consultants was the same as that described and used with classroom teachers. It included a four-point rating scale and asked teacher-consultants to report factors affecting their attitude.

The development of the questionnaires was accomplished with two university professors experienced in both special education and research design. Questions requiring open-ended responses were constructed to allow teachers to recall concerns descriptive of mainstreaming, rather than structured questions calling for a reaction to a predetermined list of ideas for three reasons: (1) to stimulate teachers to provide descriptions and express their feelings and concerns in their own terms without prejudicing them toward particular language or ideas; (2) to encourage teachers to focus on major ideas

of immediate concern rather than asking them to react to voluminous numbers of ideas, many of which may be of lesser significance to them; and (3) to allow them to state ideas which may not be included in a structured list.

Information was to be based on both successful and unsuccessful experiences. This led to the use of a modified "critical incident" technique (Flanagan, 1962). Teachers were asked to identify a child, by first name, who had been a "most successful" mainstream placement and a child who had been a "least successful" mainstream placement, and to base their responses on these specific children.

Once the classroom teacher and teacher-consultant questionnaires were initially developed, they were presented to one special education administrator and one general education administrator. As a result of their input, the definitions for "least successful" and "most successful" were refined.

Pilot Administration of the Measurement Instruments

The teacher-consultant interview questionnaire was administered to one teacher-consultant currently employed in a school district near Lansing, Michigan. This teacher-consultant held a position similar to the teacher-consultants who were participating in the interviews. Feedback was obtained from this person in relation to the clarity of the interview questions and the objectivity of the interviewer. No major changes were needed in the interview format. A detailed description of the format of the interview is contained in the following section.

Three classroom teachers who were experienced with having handicapped children in their classrooms were asked to complete the teacher questionnaire form. They were asked to comment and critique the instrument and method of presentation. Several suggestions were received and were incorporated into the presentation.

The final pilot administration of the instrument was completed with twenty of the twenty-four teachers from Anderson and Ryan Elementary Schools in Bronson. All of the schools that had been selected to participate in the study were scheduled for meeting times to administer the survey. Because the teachers in Anderson and Ryan were scheduled to be first and were participating in a combined meeting, the final pilot test was administered to this group.

The procedure used to administer the questionnaire is described in detail in the following section. The pilot administration procedure differed only in that teachers were told at the beginning of the meeting that they were the first group to participate in the study and were directed to comment upon the presentation and questionnaire after they had participated in the survey. Three major changes resulted from comments and suggestions made by teachers. Teachers expressed concern that there was nowhere in the survey to express "how they really felt" about mainstreaming. Therefore, teachers were subsequently asked, in the modified questionnaire, to identify "factors affecting their attitude" in addition to rating their attitude toward mainstreaming on a numerical scale. The second change was to delete teacher identification of "direct" or "indirect" services. The investigator felt in analyzing the responses that the descriptions of assistance

provided by the respondents included enough information to determine whether services were direct to the child or indirect to the child through assistance to the teacher or parent.

The third change included reducing the number of pages for identifying problems for "least successful" and "most successful" placements from three to two. During the pilot test, teachers consistently used only two of the three sheets. If more than two problems were identified, they were listed on one of the first sheets. It was felt the survey would be less cumbersome if this change were made.

The pilot test confirmed the clarity of the presentation, and the basic administration of the questionnaire remained the same except to add brief directions for identifying factors which affect respondents' attitudes toward mainstreaming, to delete directions for identifying whether services were direct or indirect, and to request two problems rather than three problems related to each placement.

The final instrument and procedure were reviewed and approved by two university professors familiar with survey design and special education.

Administration of the Survey Questionnaires

Administration of the Classroom Teacher Questionnaire

Meetings were scheduled by principals for classroom teachers in each of the buildings either prior to or after the school day. Teacher consultants did not attend these meetings. The purpose of these meetings was the administration of this questionnaire. The

questionnaire was presented in exactly the same manner at each teacher's meeting. All meetings were scheduled during the month of May, 1978.

This investigator was introduced by the building principal at the beginning of each meeting. A brief oral presentation was made to provide teachers with background information relative to the survey. The introduction included the effect Public Law 94-142 has had in generating interest and a need for more information about mainstreaming. A rationale of why Branch County was chosen for this study was also presented. This included the facts that local district teachers had been involved in mainstreaming for several years and special education services to support mainstreaming had also been available during that time. A need for information from teachers, "who are the people most involved with mainstreaming," was emphasized. Teachers were told the information was necessary for the following reasons: (1) to identify needs which have been met and those which remain, (2) to aid others to program more effectively to meet the needs of handicapped children based on information from this study, and (3) to assist university personnel to identify pre-service and in-service educational activities for general and special education training programs based on problems and support services identified by teachers. Teachers were then assured of the confidentiality of their responses.

It was felt important to establish some rapport with each group of teachers. Therefore, the introduction was presented from an

outline rather than being read from a script. The introduction was consistent in content at each building meeting; however, slight differences in wording and manner of presentation occurred.

Identification of mainstreamed children.--Before Parts I and II of the questionnaire were given to the teachers, they were asked to reflect on all of the "officially identified, handicapped, mainstreamed children" they had had experience with during the past three years. They were then asked to identify a "most successful" and "least successful" placement among these children. The following definitions were read to them:

"Most Successful"--"Problems were solved, services may or may not have been provided, the child's adjustment in the room was satisfactory. You felt satisfied with the placement."

"Least Successful"--"Problems were more difficult to solve, services may or may not have been available, the child's adjustment in the room was not as satisfactory as you wished. You did not feel satisfied with the placement."

Page one was then distributed, and teachers were asked to fill it out, writing the first name of each child in the appropriate blank labeled "most successful" and "least successful." If they had not had experience with mainstreamed children or only had had experience with one child, they were asked to put "none" in the appropriate name blanks. The remaining questions were read to the teachers. They were asked to complete page one based on information about each of the identified children.

Identification of problems, assistance, and attitudes.--When all teachers had completed page one of the questionnaire, the remaining pages of the questionnaire developed for this study were distributed. This included the second part, for use in identifying problems and support services, as well as the third part, to gather information related to teacher attitudes.

Teachers were directed to fill in the first name of the child they had identified as "most successful" on the first two sheets labeled "most successful" and to do the same on the second two sheets with the first name of the child they had identified as "least successful." If they had identified only one child or had not had experience with any officially identified mainstreamed children, they were asked to put "none" in the appropriate blanks. The seventy-one experienced teachers identified seventy children whom they perceived as "most successful" placements and fifty-nine children perceived as "least successful" placements.

The one experienced teacher who did not provide perceptions of a "most successful" placement indicated that she/he had not had a successful mainstream placement. Three of the twenty-one teachers who did not describe a "least successful" placement left that portion of the form blank. The other nine indicated by writing in "none" or some other comment, i.e., "Haven't had any I feel were unsuccessful."

The following script was read as teachers were given directions for filling in the remainder of these four pages:

When filling out these four pages, fill them out based on the child you have identified in the upper right-hand corner. Identify two problems for each child which you were or are

most concerned about. The problems that you list might be related to academic or social behaviors of the child; for example, not being able to read, not being able to sit still, not being able to get along with others, etc. The problems might also be outside of the child, such as not having appropriate materials, the attitude of other class members, lack of knowledge about what to do for the child, etc.

Next: "Did you receive assistance?" Circle yes if you did, no if you did not. Describe the assistance you received on the top half of the form. Was assistance received satisfactory? Circle yes if you felt it was satisfactory. Circle no if you felt it should be different and describe why you were dissatisfied. If no assistance was needed, write "none needed" on the bottom of the page. Do you have any questions? [Any questions were answered at this time.]

On the final page rate your attitude, in general, about mainstreaming and list the factors that make you feel that way. There are five numbers on the page, but list as many factors as you wish.

When you have completed this portion, raise your hand and I will give you the final section of this survey. [The information gathered from the final section was for district purposes only, and not part of this study.] Directions are self-explanatory. I will answer any questions you have individually. When you finish, turn in all parts together.

Administration of the Teacher-Consultant Interview

Each of the twelve teacher-consultants was interviewed individually. The interviews took place during the last week of May and the first two weeks of June, 1978. This was within one week after the final teacher meeting. The teacher-consultants had not attended the teacher meetings in their buildings in which the surveys had been conducted. There was no way of controlling conversation between teachers and teacher-consultants about problems or assistance individual teachers may have identified during their participation in the survey. However, there was not an opportunity for interviewees to have knowledge of collective results of the teacher survey either by building or by district.

The following script was used for each of the interviews.

Whenever responses were requested, they were recorded by the examiner on the teacher-consultant questionnaire form. In an attempt to make responses as specific as possible, other prompts were used, such as: "Tell me more exactly how you would describe the problem" or "Is there anything else you can tell me about that," etc.

Before we begin the interview, I need you to give me some information about your experiences and your job.

What grades do you work with?

How many years of experience have you had?

How many handicapped students are currently on your caseload?

How many of your caseload are mainstreamed?

What type of handicaps do you currently serve?

What certification and/or endorsements do you have?

We are doing a study asking classroom teachers to identify problems and needed assistance or services for mainstreamed, handicapped children. We feel it is important to get a picture of mainstreaming from the perspective of the teacher consultant as well. Your responses will be kept completely confidential. Analysis will be done at MSU.

First I would like you to tell me about problems you encounter as a teacher-consultant while providing assistance or services to mainstreamed, handicapped children.

Now we have a listing of problems you face as the teacher-consultant. Let's go back over them and I'd like you to tell me what would help to solve the problems. [At this point, the examiner presented previously identified problems.]

We've talked about problems from your perspective as the teacher-consultant. I'd like you to put yourself in the place of the classroom teacher, and tell me what you think are the problems the classroom teacher is most concerned about that affect her/him because they have a handicapped child mainstreamed in their classroom. These might be behaviors of the child or factors outside of the child that create problems that might require assistance.

Do you provide or attempt to provide assistance to solve any of these problems? [Each problem was then discussed and responses recorded.]

You have certification in the area of [whatever disability was indicated on demographic data sheet]. You've also indicated that you provide services for children who are labeled [whatever disabilities are on caseload]. Do you feel you have any particular problems resulting from not being certified in the disability area of some of the children to whom you are providing service? [If yes]: What are the problems you feel you have because of not being

certified in the same area of the disability of the child you have been asked to serve?

This is the last question. Approximately what percent of your day would you estimate is spent (1) working directly with children and (2) working with teachers? Would you change this if you could? If yes, how would you change the percentage?

At the end of the interview, teacher-consultants were given the final page of the form used with teachers. They were asked to rate their attitude in general about mainstreaming and to list the factors that made them feel that way. They were also told that they were not limited to the five numbers on the page but could list as many factors as they wished.

Differences in Administration of Teacher and Teacher- Consultant Questionnaires

Two major differences need to be addressed in the administration of the instruments. The first difference is with regard to group administration of the teacher questionnaire in contrast to the individual interview procedure used with teacher consultants. Ideally, teachers would have each been interviewed individually. The numbers and time involved made this impossible. The questionnaire was presented personally to small groups of teachers during a scheduled building meeting rather than using a less personalized approach such as a mail-out. The 94 percent response rate as well as the time devoted by teachers during the meeting (minimum of forty-five minutes) appeared to demonstrate their interest in providing complete information.

Teachers were advised of the confidentiality of their responses, both with regard to students they had identified and all other matters.

As a consequence, it was not possible to request responses from teacher-consultants about children who had been identified by teachers.

Treatment of the Data

The data obtained from the open-ended responses from teachers and teacher-consultants were coded and analyzed.

Coding Procedures

Categories were initially developed by grouping responses obtained from pilot administration of the questionnaire. One university professor experienced with coding procedures and data analysis and this investigator read each response for "problems" within the context of all the descriptive data teachers had provided, including: (1) problem, (2) assistance received, and (3) assistance needed. Each response was judged according to whether or not it was conceptually like or conceptually different from another response; i.e., "low academic performance" compared to "disrupts class" would be assigned to two different categories. If the next response was "low reading skills," it would be grouped with "low academic skills." If the next response was "poor health," a new grouping would begin. Both people had to agree on the interpretation before the statement was classified. A similar procedure was used by this investigator, alone, to establish categories for "assistance received" and "needed," "reasons for dissatisfaction with assistance," and "factors affecting attitudes." Teacher-consultant responses were coded to the categories which had been established from teacher responses for (1) problems they felt would be of concern to teachers, (2) assistance provided to

solve these problems, and (3) factors affecting their attitude. Because responses identifying problems with which they were concerned in providing assistance were conceptually different from any of the categories used for teacher responses, new categories were developed from their responses.

Certain difficulties arose in the coding procedure. Because some items were open to different interpretations and there appeared to be overlap in some of the responses, mutual exclusiveness was probably not fully achieved. In addition, the background and experiences of persons who identify the major categorical groupings could have an influence on the selection of the classification system; i.e., one person might choose to group responses of "more one-on-one instruction needed" in a category entitled Reduced Class Size while another person with a different background and experiences might view this as Increased Support Needs. Another example is that responses of problems such as "withdrawal" or "doesn't participate in class activities" might be classified under a heading of Class Adjustment Failure--Nondisruptive/Nonaggressive while another person might establish a category of Behaviors Characteristic of Emotional of Personality Disorders.

In order to overcome some of these limitations, one university professor familiar with special education and coding procedures was asked to check the validity of the coding by independently coding the responses of thirty of the seventy-one teachers, using the categories which had been developed and used earlier to code all responses. It became apparent that the percentage of agreement was unsatisfactory.

To assure a higher degree of accuracy with regard to classification and coding, all of the responses were recoded using the following procedure:

1. The original categories were reclassified using major conceptual groupings with more specific subcategories under each of these major headings. It was also found necessary to combine some of the original categories because of conceptual overlap and to establish some new categories which more specifically refined the newly established major conceptual groupings.

2. Each of the responses was coded by this investigator and one university professor experienced in special education and coding procedures, using the new classification system. Coding was initially done independently for the first group of problems. Results were compared. If the response was not coded by both people to the same category, the item was discussed in order to attempt to reach agreement. If agreement could not be reached, the item was designated not codable and was not included in the results. After the first group, some responses were unable to be coded independently and discussion took place immediately. If agreement could not be reached, the item was eliminated.

3. If a teacher made two or more responses which were similar enough in concept to be assigned to the same category, the response was only counted once.

The categories which evolved from this procedure are described in Chapter IV. All responses contained therein are those for which there was complete agreement between the two raters.

Data-Analysis Procedures

The data obtained from the responses of the teachers and teacher-consultants were analyzed by tabulating the numbers and percentage of responses to provide a description of the perceptions of mainstreaming described by teachers and teacher consultants.

CHAPTER IV

ANALYSIS AND DISCUSSION OF RESULTS

Introduction

This chapter presents an analysis and discussion of the data. An attempt is made to identify findings of particular interest which may assist in describing certain areas related to the practice of mainstreaming handicapped children. Four major areas of concern were addressed:

1. Identification of problems which arise for teachers and teacher-consultants when a handicapped child's educational program contains placement in a regular classroom for any portion of the school day.
2. Identification of special education support services, actual and needed, intended to assist in alleviating the problems.
3. Identification of certain factors which contribute to successful or unsuccessful mainstream placements.
4. Identification of factors which affect attitude of teachers and teacher-consultants toward mainstreaming.

For each of the four major areas of concern identified above, results are presented in an attempt to answer specific questions examined in this study. The reader should be aware that the results of this study are descriptive and exploratory in nature. The complexity and variety of the individual, open-ended responses did not permit an in-depth statistical analysis of the results. Similarly, in those instances where specific responses were elicited, no formal

statistical analysis was done because of the descriptive and exploratory nature of the study. An attempt has been made to provide an initial view of mainstreaming through identifying the concerns and feelings expressed by teachers and teacher-consultants.

The results are discussed under each major area of concern in this chapter in an attempt to identify issues related to mainstreaming which need further in-depth study.

Identification of Problems

The data were analyzed in an attempt to examine certain questions related to problems which arise for teachers and teacher-consultants when a handicapped child's educational program contains placement in a regular classroom for any portion of the school day.

1. What are the problems classroom teachers associate with placement of a handicapped child in their classroom?
2. What are the problems teacher-consultants perceive to be of concern to classroom teachers who have a handicapped child in their classroom?
3. Are there differences between the frequency with which certain types of problems, i.e., academic learning, behavior, etc., are identified by classroom teachers and teacher-consultants?
4. What are the problems that teacher-consultants associate with providing services to handicapped children in mainstreamed environments?

Results

What are the problems classroom teachers associate with placement of a handicapped child in their classroom?

The responses given by teachers and teacher-consultants regarding problems related to mainstreaming were grouped into eleven

categories. Six of these categories are related to behavior of the child, three relate to the teacher, and two appear to be unrelated specifically to the child or to the teacher. The eleven categories include:

Problems Relating to the Behavior of the Child

- A. Attending Behaviors
- B. Physical or Health-Related Problems
- C. Inability to Perform Academic or Classroom Work
- D. Conditions or Behavior Suggestive of Potential for Emotional Impairment
- E. Disruptive/Aggressive Social Behavior
- F. Potential Social/Emotional Adjustment Problem, Unspecified

Problems Relating to the Teacher or Teaching Function

- G. Scheduling
- H. Lack of Teacher Preparation or Knowledge
- I. Adequacy of Support Assistance

Other Problems

- J. Home Conditions
- K. Safety Issues

Category descriptions.--The eleven categories are characterized by the following descriptions:

Problems Relating to the Behavior of the Child

A. Attending Behaviors--Any statement which implies that the child was having a problem attending to tasks was included in this category. Examples of statements in this category include: "finishing work," "would not stay on task," "does not pay attention in class," "does not complete work." This category is different from Category D--Conditions or Behavior Suggestive of Potential for Emotional Impairment--in that the statements assigned to this category mention or imply that the child is having difficulty with attending

to or completing tasks related to the classroom rather than a more generalized class adjustment problem.

B. Physical or Health-Related Problems--Any problem which included a reference to or implication of physical problems or health needs was included in this category, i.e., "health and grooming," "hearing," "physical problem," "wet pants," "bathroom difficulties."

C. Inability to Perform Academic or Classroom Work--This category included any statement which implied that the child had difficulty in learning activities. This differs from Category A in that the problem implied in statements in this category is one of lack of ability rather than lack of attention or difficulty in completion of work. General statements such as "learning problems," "very slow learner," "learning disability," and "slow reader" are examples of statements included in this category.

D. Conditions or Behavior Suggestive of Potential for Emotional Impairment--This category included statements which implied that the student was not adjusting to the classroom or demonstrated behaviors often associated with lowered self-esteem. In addition, statements which indicate criticism or rejection by peers were assigned to this category because these activities could cause a child to have lower self-esteem. The statement did not imply that the behavior or activity demonstrated was disruptive to the class or that the child was acting in an aggressive manner. Examples of specific statements assigned to this category included "extremely quiet," "inability to cope with daily routine," "was not trustworthy,"

"being discouraged by criticism of others," "feelings about self because of being unable to achieve," "lying," and "stealing."

E. Disruptive/Aggressive Social Behavior--This category included behaviors or characteristics of the child which indicated excessive aggression and/or disruption in the classroom. Examples of statements included in this category are as follows: "constant disruption of the class," "persistent disobedience," "behavior problem in the classroom," "acting out in the classroom and on the playground," "injured others," "throwing things," and "constant noise."

F. Potential Social/Emotional Adjustment Problem, Unspecified--Statements assigned to this category indicated that the problem was one of the child's behavior, but there was not enough information to indicate if it was a behavior characteristic of an emotional problem as in Category D or a disruptive social behavior as described in Category E. Examples of responses included in this category are "inappropriate social behavior" and "emotionally upset."

Problems Relating to the Teacher or Teaching Function

G. Scheduling--This category includes statements of problems which imply or state a concern about scheduling of children or the movement of children in and out of the room. Comments include "decreased flexibility in scheduling" and "scheduling."

H. Lack of Teacher Preparation or Knowledge--The concern that teachers expressed assigned to this category is lack of training or knowledge related to dealing with handicapped children. This category included statements such as "I didn't have the experience or training to teach this kind of child" and "I wondered if I was handling

the child effectively--I didn't feel qualified to deal with his emotional problem."

I. Adequacy of Support Assistance--Statements assigned to this category stated or implied that teachers did not have enough time to provide the child with needed assistance or that they were in some way dissatisfied with the support assistance being provided. Examples of statements included in this category are: "not having enough time to work with the child," "discipline in homeroom and special education room different," and "differences in classroom and EMI room."

Other Problems

J. Home Conditions--This category included any problem in which the teacher referred to the home or parents in his/her description of the problem, i.e., "home problems of major size," "parent pressure," and "deprived home life."

K. Safety Issues--This category included problems concerned with safety of the child either during an emergency situation or because of the classroom environment not being adapted for a particular handicapping condition. Examples of statements assigned to this category include "removing her in case of emergency" and "I was concerned about his physical safety."

Number of responses related to problem identification.--A total of 218 problems were cited by 71 classroom teachers based on their experiences with 129 different handicapped children. One hundred two of the responses were based on experience teachers had had with seventy children identified as "most successful" placements, with an average

of 1.5 responses per teacher. One hundred sixteen of the responses were based on fifty-nine children identified by the teachers as "least successful" placements, with an average of 1.9 responses per teacher. Four of the 218 responses were unable to be coded because of the vagueness of the statements and the inability of the coders to agree on a particular category. These statements were eliminated.

Teacher-consultants were asked to identify problems about which they thought teachers might be concerned. Forty-five problems were identified by twelve teacher-consultants, with an average of 3.7 responses each. Thirty-nine responses were able to be coded to categories established from teacher responses.

The difference in the average number of problems cited by teachers and teacher-consultants may be attributed to differences in data-collection procedures. Teachers were asked to be child-specific. They were provided with space for two problems for each identified child. However, they were not consistent in the number of problems identified. The most problems related to one child identified by any one teacher was four. The fewest identified by any one teacher was none.

Teacher-consultants were interviewed personally and were not required to fill out forms, while teachers were provided with forms in a small-group setting. Because an interviewer was responsible for recording responses of the teacher-consultants, more responses may have been elicited from this group. Teacher-consultants were not limited to specifically identified children. Thus, they were responding from a broader base of children, which may have allowed

them to identify a greater number of problems which they perceived to be of concern to teachers. The greatest number of problems identified by any one of the twelve teacher-consultants was five. The fewest was three.

Table 1 presents basic statistical data regarding the problems identified by teachers and problems which teacher-consultants perceived to be of concern to teachers. Examination of responses showed that a single problem identifiable under one of the categories may have been described for an individual student in two or three separate items by the respondents. Rather than count these separately, it was determined to count such duplicative citations as one problem type. In this way, as described in Chapter III, during the assignment of responses to categories, duplicate responses when cited for any one child were eliminated.

In addition, for the purposes of Table 1, we are not interested in total number of resulting responses, but rather in the relative number of teachers and teacher-consultants who identified particular types of problems.

Responses reported in this table are the result of eliminating duplicate responses when reported by one teacher for both students for whom she/he was reporting; e.g., if Teacher A identified Problem C for both a "most successful" placement and for a "least successful" placement, it was only counted once under that category. By removing duplicate responses made by teachers who had identified both a "most successful" and a "least successful" mainstreamed child, the number of coded responses was reduced from 214 to 184.

Table 1.--Problem types by number reporting, percentage of responses, and rank order associated with mainstreaming handicapped students as cited by teachers and teacher-consultants.

Type of Problem	Teachers (N = 71)			Teacher-Consultants (N = 12)		
	Number of Teachers Reporting	Percent of Teachers Reporting	Rank	Number of T/C's Reporting	Percent of T/C's Reporting	Rank
<u>Related to Child (140 problems)</u>						
A--Attending Behaviors	15	21%	5	3	25%	7.75
B--Physical or Health Related	11	15%	6	0	0	0
C--Inability to Perform Academic or Classroom Work	41	58%	1	6	50%	2.5
D--Conditions or Behavior Suggestive of Potential for Emotional Impairment	35	49%	3	5	42%	5.5
E--Disruptive/Aggressive Social Behavior	36	51%	2	5	42%	5.5
F--Potential Social/Emotional Adjustment Problem, Unspecified	10	14%	7	3	25%	7.75
<u>Related to Teacher or Teaching Function (26 problems)</u>						
G--Scheduling	2	3%	10.5	3	25%	7.75
H--Lack of Teacher Preparation or Knowledge	8	11%	8	6	50%	2.5
I--Adequacy of Support Assistance	16	23%	4	7	58%	1.0
<u>Other</u>						
J--Home Conditions	4	6%	9	1	8%	10.0
K--Safety Issues	2	3%	10.5	0	0	0
Not codable	4			0		

Over 50 percent of the teachers were concerned about problems in Category C--Inability to Perform Academic or Classroom Work (58%) and Category E--Disruptive/Aggressive Social Behavior (51%). Forty-nine percent of the teachers were concerned about Category D--Conditions or Behavior Suggestive of Potential for Emotional Impairment. The next most frequently identified types of concerns were Category I--Adequacy of Support Assistance (23%) and Category A--Attending Behaviors (21%). Category B--Physical or Health-Related Problems (15%) and Category F--Potential Social/Emotional Adjustment Problem, Unspecified (14%) were of concern to over 10 percent of the teachers. It is interesting to note that the first three, and six of the first seven categories are related to the child.

What are the problems teacher consultants perceive to be of concern to classroom teachers who have handicapped children in their classrooms?

Thirty-nine of the forty-five responses from teacher-consultants were able to be coded using the same categories which had been developed from responses made by classroom teachers. As is apparent from the results reported in Table 1, the responses were varied. Fifty-eight percent of the teacher-consultants thought teachers would be most concerned about problems coded to Category I--Adequacy of Support Service. Problems related to Category C--Inability to Perform Academic or Classroom Work and Category H--Lack of Teacher Preparation or Knowledge were reported by 50 percent of the teacher-consultants. Forty-two percent or five of the teacher-consultants thought teachers would be concerned about Category D--Conditions or Behavior Suggestive of Potential Emotional Impairment

and Category E--Disruptive/Aggressive Behavior. Twenty-five percent or three of the teacher-consultants felt classroom teachers would be concerned about problems related to Category A--Attending Behavior, Category F--Potential Social/Emotional Adjustment Problem, Unspecified, and Category G--Scheduling.

Teacher-consultants made six responses for which no category was available. Because of the clarity and uniqueness of the responses, it is felt they should be included:

1. "Hyperactivity"--two responses
2. "Special education kids throw test scores off"
3. "Lack of discipline with other kids--need to discipline differently than others"
4. "Children are different--don't have cultural advantages and have language deficits"
5. "Negative feelings of principal--no follow-through on referrals or recommendations"

Are there differences between the frequency with which certain types of problems are identified by classroom teachers and teacher-consultants?

Table 1 also ranks the problems in the order of frequency with which they were reported by teachers and by teacher-consultants. As one compares the ranking of the problems in Table 1, the difference in numbers of teachers and teacher-consultants participating in the study must be kept in mind. We can, however, observe certain differences in the problems reported by teachers and those problems teacher-consultants expect teachers to experience. Overall, classroom teachers focused on problems related to the child, while teacher-consultants more frequently predicted that classroom teachers would be more concerned about problems relating to themselves, such as "adequacy of support assistance" and "lack of teacher preparation or

knowledge." Teachers appear to be more frequently concerned about "disruptive/aggressive behavior" and "inability to perform academic or classroom work" than the frequency with which teacher-consultants would predict these concerns.

Before discussing the results of this area of concern, it is important that a fourth question be addressed.

What are the problems that teacher-consultants associate with providing services to handicapped children in regular classrooms?

The responses were grouped into eight categories. Responses coded to five of the categories appear to be problems of concern related to the classroom teacher. The remaining three categories relate to other conditions which may create problems in delivery of services. The eight categories include:

Teacher-Related Problems

- A. Negative Teacher Attitude Toward Handicapped Children
- B. Lack of Communication and/or Cooperation with Classroom Teacher
- C. Classroom Teacher's Lack of Background and Knowledge
- D. Lack of Follow-Through or Appropriate Change in the Classroom
- E. Discipline Used by Classroom Teachers

Other Problems

- F. Scheduling
- G. Lack of Acceptance by Nonhandicapped
- H. Lack of Support or Interest of Administrators

Category descriptions.--The categories are characterized by the following descriptions.

Teacher-Related Problems

A. Negative Teacher Attitude Toward Handicapped Children--Responses coded under this category stated or implied that teachers

had a negative attitude toward handicapped children. Examples of responses include: "teachers singled them out as the ones who did things wrong," "lack of understanding of the handicapped," and "inconsiderate of handicapped."

B. Lack of Communication and/or Cooperation with Classroom Teacher--Responses coded under this category indicated a concern that teachers and teacher-consultants did not have enough personal contact with each other to discuss the child or solve problems. Some responses implied that the classroom teacher would not seek help from the teacher-consultant. Examples of responses include "communication" as the problem, "lack of consistency," and "little cooperation to work out problems."

C. Classroom Teacher's Lack of Background and Knowledge--Responses assigned to this category indicated that teacher-consultants felt the classroom teacher's lack of background and/or knowledge about special education made it difficult to provide services because the "classroom teacher did not understand what they [teacher-consultants] were talking about" or because the "classroom teacher felt incompetent."

D. Lack of Follow-Through or Appropriate Change in the Classroom--Responses coded under this category indicated that the classroom teacher had said he/she would do something and didn't, or the teacher-consultant felt that a change should be made but was not done. Examples of responses coded under this category include: "regular teachers do not change anything for handicapped child" and "they don't follow through on suggestions." This differs from

Category B--Lack of Communication and/or Cooperation. In Category D the focus is on a change needed in the classroom as differentiated from a lack of cooperative effort, as is implied in Category B.

E. Discipline Used by Classroom Teachers--Responses coded under this category stated or implied that teachers used inappropriate discipline for handicapped children or used discipline as an alternative to motivation. "Teachers discipline to help learn rather than motivate" and "punishment often used" are examples of responses in this category.

Other Problems

F. Scheduling--Responses assigned to this category indicated that there was difficulty in keeping track of the student or that the student missed out on things because of scheduling problems. Examples of responses assigned to this category stated "scheduling" or "difficulty in keeping track of student" as the problem.

G. Lack of Acceptance by Nonhandicapped--Responses coded under this category stated or implied that peer rejection or other indications of lack of acceptance by nonhandicapped peers might have a negative effect on the handicapped child. "Lack of acceptance" and "peer rejection in the classroom" are examples of responses coded under this category.

H. Lack of Support or Interest of Administrators--Responses coded under this category stated or implied that administrators were disinterested or did not provide support when teacher-consultants felt they needed it. "Lack of support" or "lack of interest" are examples of responses coded under this category.

Number of responses related to providing assistance.--Thirty-six problems related to providing assistance were cited by twelve teacher-consultants based on their experiences with mainstreaming. Thirty-two of these problems were coded under the various described categories. Four of the problems were unrelated to the established categories and are listed below:

1. "Differences in home and school standards"
2. "Lack of adequate facilities--room too small"
3. "Too many students in room at one time to individualize"
4. "Teachers expect all answers from special education--lay on 'healing hands'"

Table 2 presents the number and percentage of teacher-consultants who made statements which were coded under each of the categories described. Seventy-five percent of the teacher-consultants were concerned about Category A--Lack of Teacher Acceptance of the Handicapped. Forty-two percent of the teacher-consultants were concerned about Category B--Lack of Communication and/or Cooperation with Classroom Teachers and Category C--Classroom Teacher's Lack of Background and Knowledge in Special Education. Scheduling was of concern to 34 percent of the teacher-consultants.

It is interesting to note the emphasis the teacher-consultants placed on problems relating to the attitudes, knowledge, or behaviors of the teacher. Twenty-four of the thirty-six responses dealt with these problems which implied some deficiencies in the teachers. Only two of the thirty-six responses related to difficulties produced by students; both related to peer acceptance by the nonhandicapped. No responses were related to the behavior of the handicapped child.

Table 2.--Problem types by number and percentage associated with providing services related to mainstreamed, handicapped children as reported by teacher-consultants.

Problems	Teacher-Consultants (N = 12)		Rank
	Number of T/C's Reporting	Percent of T/C's Reporting	
<u>Teacher-Related Problems</u>			
A--Negative Teacher Attitude Toward Handicapped Child	9	75%	1
B--Lack of Communication and/or Cooperation with Classroom Teacher	5	42%	2.5
C--Classroom Teacher's Lack of Back- ground and Knowledge	5	42%	2.5
D--Lack of Follow-Through or Approp- riate Change in the Classroom	3	25%	5
E--Discipline Used by Classroom Teachers	2	17%	7
<u>Other Problems</u>			
F--Scheduling	4	34%	4
G--Lack of Acceptance by Non- handicapped	2	17%	7
H--Lack of Support or Interest of Administrator	2	17%	7

Discussion of Data Related to Identification of Problems

The results of this study indicate that the problems most often identified by teachers relate to the child's behavior. The three most often identified problems included (1) Inability to Perform Academic or Classroom Work, (2) Disruptive/Aggressive Social Behavior, and (3) Conditions or Behavior Suggestive or Potential for Emotional Impairment.

In order to compare this study with the results of similar studies cited in Chapter II, a list has been provided comparing the three most often identified subcategories of Zawadzki's Category 1-- Inappropriate Classroom Behavior, the three top categories in Markell's study, and the three most often identified problem categories in this study.

<u>Zawadzki</u>	<u>Markell</u>	<u>Sloan</u>
1. Demands too much teacher time	1. "learning difficulties. . ."	1. Inability to perform academic . . . work
2. Class conduct problems	2. "discipline or behavior problems"	2. Disruptive/aggressive behavior
3. Inability to attain basic skills	3. "difficulty locating material"	3. Conditions or behavior suggestive of potential for emotional impairment

In comparing these three studies, one finds very close agreement with two of the three major concerns cited in this study. While parallel comparisons can't be made because the categories are somewhat different and the previous studies are based on educable mentally

retarded children, it is obvious, when examining the subcategories of category one in Zawadzki's study, that two of the three most often reported "deterrents" in his study are consistent with two of the three most often identified problems identified in this study.

Although the number of subjects in Markell's study was much smaller than in the present study, it is interesting to note that two of the three top categories of responses most frequently reported in Markell's study and the ones reported in this study are also in agreement. The agreement between these three studies would substantiate that the problems which come to teachers' minds in open-ended studies are related to either the inability of children to perform academic or classroom work or disruptive/aggressive behavior.

There appeared to be similarities between some of the other categories cited in each of the three studies; however, the rank order was different. In addition, the number of responses within each of the remaining categories represented fewer than 25 percent of the teachers. Thus, they may represent problems of special significance in particular conditions but may not generally be problems one may expect in mainstreaming; e.g., health-related problems may be idiosyncratic to physically or otherwise health-impaired students, not to mainstreamed children in general.

One might predict that teachers would be concerned about disruptive/aggressive behavior in the classroom because of its effect on the other students and the difficulties it must cause in maintaining a good learning environment, but teachers in this study were even more concerned about the child's inability to do academic and classroom

work and nearly equally concerned about conditions or behavior suggestive of potential emotional impairment. The concern of teachers with these areas, in particular, is also demonstrated by the gap between the percentage of teachers reporting these types of problems and the next most often identified problem: adequacy of support assistance. A difference of twenty-six percentage points exists.

These three problems appear to cluster around the behavior of the child. Upon reflection, certain explanations emerge. Teachers have certain expectations for children in their classrooms. The handicapped child may not be progressing and/or performing within the normal range of expectations. If teachers have not been made aware of altered expectations for the handicapped child because of the child's particular impairment(s), the teacher may view the child's lack of academic or social progress as a problem. These three problems, most often cited by teachers, bear a relationship to each other. Low academic performance may be caused because of disruptive/aggressive behavior of the child or conditions or behavior suggestive of potential for emotional impairment. On the other hand, disruptive behavior and/or emotional impairment may result from a child's inability to perform academic or classroom work. These three problems may be circular in nature, each interrelated with the other. Second, if the classroom teacher views his/her major job as one of academic instruction and views the children as clients who are not succeeding in classroom work, then the teacher is not succeeding.

It is interesting that teacher-consultants also focused on three types of problems which they thought would be of concern to

classroom teachers. They felt teachers would be concerned about: (1) Lack of Teacher Preparation or Knowledge, (2) Adequacy of Support Assistance, and (3) the child's Inability to Perform Academic or Classroom Work. In examining these top three problems, teacher-consultants appear to be aware of teacher concerns relative to the child's inability to perform academic or classroom work. However, the other two types of problems which teacher-consultants felt would be of concern to teachers are very different from those which teachers actually reported. Rather than to focus on related behaviors of the child, as did teachers, teacher-consultants felt classroom teachers would be concerned about their own inadequacies in knowledge and preparation for working with the handicapped or the adequacy of the support services being provided. Two of these three most-often-identified problems focused on the teacher rather than the child.

In examining the problems teacher-consultants identified with regard to providing services, teacher-consultants focused on the classroom teacher rather than the child. They felt that teachers have negative attitudes toward handicapped children, are lacking in background and knowledge, and do not follow through or make appropriate changes in the classroom for the handicapped.

The major difference between responses of teachers and those of teacher-consultants in this study is that, in contrast to teachers, teacher-consultants, even though they spend most of their time with children, as do teachers, did not identify behaviors of children as contributing factors to problems in providing services, nor did they identify the behaviors of children as a major concern of the classroom

teacher. One might speculate on a number of reasons for these differences. Certainly, consideration must be given to the design of the study. There were certain differences in that teachers were asked to focus on specific children, while teacher-consultants' responses were based on more general experiences. Considering that teacher-consultants maintained their focus on teachers when relating problems which were of concern to them and problems which they thought would be of concern to classroom teachers, one questions whether this could have caused such gross differences in the focus of responses.

In reviewing the concerns expressed by both groups, one might speculate that if the classroom teacher views the child as his/her client and the teacher-consultant views the teacher as his/her client, then the focus of problems tends to be on the client rather than a search for inadequacies in one's self, thus causing a difference in the identification of problems. Teacher-consultants may feel that teachers must be aware of the inadequacies which they see in teachers; thus they would probably identify these as problems along with the need of more adequate support services to make up for these inadequacies. Teachers, on the other hand, express concern about child behavior because children are the clients for whom they are responsible.

Another view with regard to teacher-consultants is that they may expect problems in the academic and social behavior of the handicapped child and feel these are normal for this group. The teacher, on the other hand, feels responsible for a balance of service to both

handicapped and nonhandicapped children and therefore may focus on problems relative to the deviant behavior of the handicapped.

Regardless of the causes of these potential differences between problems identified by teachers and teacher-consultants, it is important that these differences be resolved in order that assistance for mainstreamed, handicapped children be maximized. Recommendations for resolving some of these differences, as well as the problems identified, are discussed later in this chapter.

Identification of Special Education Support Services

The data were analyzed in an attempt to examine certain questions related to support services designed to assist in solving problems which are of concern to the classroom teacher.

1. What supportive services designed to assist in solving problems do classroom teachers report as being provided?
2. To what extent are classroom teachers satisfied with the services?
3. What are the reasons teachers identify, which cause dissatisfaction with supportive services?
4. What supportive services do teacher-consultants report they provide to assist in solving problems?

Results

What supportive services designed to assist in solving problems do classroom teachers report as being provided?

The responses given by teachers regarding assistance provided or needed were grouped into eleven categories. Seven of these categories were related to direct assistance to the child. One category

included assistance being provided to the teacher. Two categories listed other types of assistance. The eleven categories include:

Direct Assistance to the Child

- A. Additional Instruction--Place Unspecified
- B. Additional Instruction--Outside of Classroom
- C. Additional Instruction--In Regular Classroom
- D. Remove from Classroom
- E. Counseling
- F. Application of Behavior Management Techniques
- G. Social-Emotional Help
- H. Health Care or Evaluation

Assistance to the Teacher

- I. Suggestions, Materials, Cooperation

Other Types of Assistance

- J. Parent Contact
- K. Diagnosis

Category descriptions.--The eleven categories are characterized by the following descriptions.

Direct Assistance to the Child

A. Additional Instruction--Place Unspecified--Responses assigned to this category indicated instruction was taking place, but there was not enough information to identify whether the child was or should be assisted on a one-to-one or smaller group basis within his regular classroom or in a special education room.

B. Additional Instruction--Outside of Classroom--Responses assigned to this category indicated the child was going to a special education room to receive additional instruction or that a special education teacher was working with the child. Examples of statements included in this category were: "child received all academic instruction in special education room" and "worked on remedial reading [with teacher identified by name or position]."

C. Additional Instruction--In Regular Classroom--Responses assigned to this category indicated that the child was or should be receiving additional instruction while remaining in his regular classroom setting. Examples of statements assigned to this category included "need an aide in the classroom to provide more one-to-one help" and "presence of teacher or aide during lessons in classroom."

D. Remove from Classroom--Statements assigned to this category implied that the child was placed in the special education room or there was a need for the child to be there for a longer period of time. These statements did not specify how the time in special education would be used. Examples of specific statements assigned to this category include: "remove from classroom when disruptions come to the point of destroying all class order" and "keep child in EMI room for longer periods." When statements specified a certain kind of help during the removal, they were assigned to Category A, B, C--Instruction, or E--Counseling.

E. Counseling--This category included any responses that stated or implied that the child was receiving or needed some type of one-to-one or group counseling. Examples of statements which were included are: "child needs personal counseling," "talked with child about how to treat other people's property," and "therapy for emotional problems."

F. Application of Behavior Management Techniques--This category included any statement that inferred some type of behavior management or behavior modification system was involved or desired. Examples of responses coded under this category include: "contracted

with student to improve behavior" and "worked on behavior modification program."

G. Social-Emotional Help--A number of responses indicated the child was receiving help for some type of social or emotional problem, but the response was not specific in terms of whether counseling or behavior management strategies were being provided. Responses typical of those assigned to this category are "helped her be more outgoing" and "received help with self-concept."

H. Health Care or Evaluation--This category included items which indicated that assistance was needed or provided by the health nurse, doctor, or other medical personnel, or was directly related to health care. Specific statements included: "help for grooming and emotional behavior related to an infection," "regular checkups," "correcting bad habits and establishing good health habits," and "helping child regulate self [toilet]."

Assistance to the Teacher

I. Suggestions, Materials, Cooperation--This category included statements which implied or stated that the assistance provided or needed was or should be accomplished through suggestions to the general education teacher on how to deal with instructional or behavioral problems manifested by the handicapped child. This category included statements which indicated that the special education teacher was or should be providing equipment or materials as assistance. In addition to these specific activities, responses which implied that the classroom teacher and the special education teacher-consultant were either working together or needed to work together more to plan

activities or maintain consistent instruction were also assigned to this category. Examples of responses assigned to this category include: "suggestions for how to help or handle child while in the room were provided," "provided materials," "EMI teacher should be willing to cooperate with classroom teacher on types and kinds of treatment," and "special education teacher and I worked together and planned program and objectives."

Other Types of Assistance

J. Parent Contact--This category included statements which identified that assistance was or needed to be provided through special or other education personnel contacting parents. Statements included: "mother and father should become aware why the child is the way he is," "worked with both parents," "home environment check out," and "she has contacted the parents about replacing broken items."

K. Diagnosis--Assistance received or needed assigned to this category indicated that "testing" was provided or needed.

Number of responses related to support services.--A total of 163 responses describing assistance received and 42 responses regarding assistance needed were provided by 71 classroom teachers based on their experience with 129 different handicapped children. Ninety-six of the responses identifying assistance received and nine responses identifying assistance needed were based on experiences teachers had had with seventy children identified as "most successful," with an average of 1.3 responses per teacher for assistance received and an average of .1 response for assistance needed. Sixty-five of the

responses indicating assistance received and thirty-three of the responses indicating assistance needed were based on fifty-nine children identified by the teachers as "least successful" placements, with an average of 1.1 responses per teacher for assistance received and .6 response for assistance needed. The most responses from any one teacher for any one child was three; the least was zero.

As previously noted, only unduplicated responses were coded for the problem-identification question. The same procedure was followed for assistance received and needed in this section for the same reasons. The number of responses was reduced from 163 describing assistance received to 144 and 42 responses describing assistance needed to 40. Table 3 provides basic statistical data regarding assistance received and assistance needed as reported by classroom teachers.

Sixty-three percent of the teachers reported that children received assistance through direct instruction outside of the classroom. The next-most-often-reported assistance was counseling the child (28%). Twenty-four percent of the teachers reported receiving assistance from the teacher-consultant through suggestions, materials, or cooperative planning. Eighteen percent said assistance received involved removing the child from the classroom without specifying what took place outside of the classroom. Sixteen percent reported that assistance involved contact or work with the parent by special education personnel.

The assistance teachers most often reported needing was Suggestions, Materials, and Cooperation (21%). Additional

Table 3.--Types of assistance received and assistance needed associated with mainstreaming handicapped students as reported by classroom teachers.

Type of Assistance	Assistance Received			Assistance Needed		
	Number of Teachers Reporting (N = 70)	Percent of Teachers Reporting	Rank	Number of Teachers Reporting (N = 33)	Percent of Teachers Reporting	Rank
<u>Direct Assistance to Child</u>						
A--Additional Instruction--Place Unspecified	5	7%	9	5	15%	2
B--Additional Instruction--Outside of Classroom	44	63%	1	2	6%	7.5
C--Additional Instruction--In Regular Classroom	3	4%	11	2	6%	7.5
D--Remove from Classroom	13	18%	4	4	12%	4.5
E--Counseling	20	28%	2	4	12%	4.5
F--Application of Behavior Management Techniques	4	6%	10	1	3%	9.5
G--Social-Emotional Help	7	10%	6	4	12%	4.5
H--Health Care or Evaluation	6	8%	7.5	0	0	0
<u>Assistance to Teacher</u>						
I--Suggestions, Materials, Cooperation	17	24%	3	7	21%	1
<u>Other</u>						
J--Parent Contact	11	16%	5	3	9%	6
K--Diagnosis	6	8%	7.5	1	3%	9.5
Not codable	8			7		

Instruction--Place Unspecified was identified next most often by 15 percent of the teachers. Three other categories were identified by 12 percent of the teachers: Remove from Classroom, Counseling, and Social-Emotional Help.

What support services do teacher-consultants report they provide to assist in solving problems?

Twelve teacher-consultants were asked to identify assistance which they provided or attempted to provide to help solve problems with which they felt classroom teachers might be concerned. As noted in Chapter III, they were not asked to relate to the specific children on whom classroom teacher responses had been based.

An initial review of the data suggested some problems relative to analysis of the data. Responses were varied and were, in general, unable to be coded to the specific categories developed from teacher responses. In addition, the reports by teachers of assistance received and conflicting reports by teacher-consultants of assistance provided would indicate that the design of the study may have influenced the responses, causing an inaccurate description of assistance currently being provided. Because of these problems, teacher-consultant responses regarding assistance provided were coded into three very general categories: (1) Direct Assistance to the Child, (2) Assistance to the Teacher, and (3) No Assistance Provided. The data revealed seven of the twelve teacher-consultants reported that they were concerned that they were able to provide little, if any, assistance for certain problems with which they felt teachers may have concern (8 responses). The responses were varied in that there did not seem

to be any one type of problem for which no help was being provided. All twelve teacher-consultants reported that they provide some type of assistance to the teacher (47 responses). Eight teacher-consultants reported providing direct assistance to the child (21 responses).

Teacher-consultants were asked to identify the percentage of the school day which is spent with children and the percentage of released time they use for planning, consulting, etc. Ten of the twelve teacher-consultants reported 85 to 100 percent of their time was spent with children; two reported 60 to 66 percent of their time was spent with children. This report by teacher-consultants of time use would substantiate the report of the classroom teachers which identified a large amount of the assistance received as direct to the child. Seven of the twelve teacher-consultants said they would not change the time ratio if they could. Four said they would spend more time consulting with teachers. One did not respond.

To what extent are teachers satisfied with services?

Teachers said that they were satisfied with assistance received for 78 of the 129 children reported in the study and dissatisfied in the case of 32 children. The remaining nineteen children were either not receiving assistance or teachers failed to indicate whether or not they were satisfied. These data will be discussed in the next section, which attempts to identify factors related to the success of mainstream placements.

What are the reasons which cause dissatisfaction with supportive services?

The responses given by teachers indicating why they were dissatisfied with assistance were grouped into five categories. These categories include:

- A. Lack of Feedback and Communication
- B. Disagree with Approach
- C. Lack of Progress
- D. Disagree with Placement
- E. Needed More Help

Category descriptions.--The five categories are characterized by the following descriptions.

A. Lack of Feedback and Communication--Some teachers were dissatisfied because they felt they did not have enough information about the child or about what the child was doing when he/she was outside of the classroom. Examples of responses coded under this category include "I did not get daily feedback needed to give assistance in the classroom to the child" and "communication lacking."

B. Disagree with Approach--Some teachers were dissatisfied because they felt the approach being used was incorrect or inconsistent with what they thought should be happening. "Pampered too much" and "incorrect approach" are examples of statements assigned to this category. This category differed from Category D--Disagree with Placement, in that there was no reference to placement but only to methods or approach being used.

C. Lack of Progress--Some of the dissatisfaction appeared to be because the teacher could see little or no progress, i.e., "became

worse," "no progress," "he was more disruptive," and "I saw no difference."

D. Disagree with Placement--This category included statements which indicated the teacher disagreed with the placement and felt the child was in a special education room too much or too little or in the wrong program. Statements such as "could have used classroom time to help him personally," "she only functions in special education room," "more control if I had her all the time," and "should be in EI room rather than LD room" were assigned to this category.

E. Needed More Help--Responses coded under this category indicated that the teacher was dissatisfied because she/he felt more help was needed. Examples of responses assigned to this category include "only lasted short time--needed more help," "no-one helped," and "needs more attention."

Number of responses.--Forty-one reasons were given by teachers for why they were dissatisfied with assistance received. Thirty-four of these reasons were coded under the categories described above. Seven of the reasons were unrelated to these categories but should be mentioned here:

1. "Problems were too severe"
2. "Her problems have never been identified"
3. "Special education teacher didn't know what to do"
4. "Lack of parent support"
5. "Could not see child regularly"
6. "Came too late to help"
7. "Length of time involved in receiving services"

Table 4 presents the reasons for dissatisfaction by number and percentage of teachers who expressed reasons for their dissatisfaction.

Table 4.--Reasons for dissatisfaction with assistance by number and percent as reported by classroom teachers.

Reasons	Number of Teachers Reporting (N = 31)	Percent of Teachers Reporting	Rank
A--Lack of Feedback	6	19%	2
B--Disagree with Approach	15	48%	1
C--Lack of Progress	5	16%	3.5
D--Disagree with Placement	3	10%	5
E--Needed More Help	5	16%	3.5

The reason teachers gave most frequently for being dissatisfied with assistance was that they disagreed with the approach being used (48%).

Discussion of Data Related to Identification of Support Services

Teachers most often reported that assistance received was direct to the child and included either some kind of additional instruction or counseling. Assistance to the teacher through suggestions, provision of materials, or cooperative planning was also reported but much less frequently.

Although there were only a few responses regarding assistance needed instead of, or in addition to, that which was currently being provided, the one most often requested was assistance to the teacher through suggestions, provision of materials, or cooperative planning. Teachers also felt a need for services direct to the child for

additional instruction. The needs teachers reported were all types of assistance which they had also reported as assistance received or currently reported by other teachers in this study as assistance received.

It is interesting to compare assistance received and needed with those types of supportive services identified by teacher professional groups (NEA and AFT). The results of this study would be in agreement that appropriate instructional materials are needed for mainstreamed, handicapped children. However, when given the opportunity to express needs, teachers in this study did not directly report or request reduced class size or assistance with curriculum design, as is specified in the recommendations of both organizations.

Six types of solutions to deterrents were proposed in Zawadzki's study and reported in Chapter II of this paper. "Provision of appropriate material" was the only one that was similar to any of those identified in this study. The critical issue surfacing from this study is that it appears that teachers want more of the same kinds of assistance which they are already receiving. They either don't feel that they really need other kinds of assistance such as teacher aides, assistance with individualizing instruction and curriculum design, and reduced class size, as are mentioned in Zawadzki's study and the statements of professional organizations, or these different kinds of assistance do not immediately come to mind when they are asked to identify their assistance needs. One question is if teachers, by limiting their requests for additional assistance to the kinds of things they are already experiencing, feel that they cannot influence the broader

issues of education such as class size, structuring for individualization and curriculum change, etc.

Considering that a number of teachers who are now dissatisfied with services wish more consultation activities from teacher-consultants, it is interesting that ten of the twelve teacher-consultants are currently spending nearly all of their time working with children and very little time with teachers, and six of the ten would not change the ratio even if they could.

Teacher-consultants may be hesitant to change their time ratio and role from working with children to working with teachers because of the frustrations and problems identified earlier in the chapter. They may feel they cannot change teacher attitude and actions toward the handicapped or that they do not possess the skills for working with adults rather than children.

Teachers reported that about one-fourth of the children identified in the study were receiving assistance with which they were dissatisfied. Teachers said they were dissatisfied most often because they disagreed with the approach being used; i.e., children were receiving rewards they couldn't afford to use in the classroom, techniques were causing the child to be dependent, and so on. It would be interesting to know if the teachers in this study were involved in planning for these children or if they became dissatisfied with the approaches being used in spite of any involvement they may have had in the planning process. One would question whether those who expressed dissatisfaction felt adequately involved. Regardless of their current involvement, it is apparent that many teachers wish more

interaction with teacher-consultants through suggestions, provision of materials, and cooperative planning. If teachers have not been adequately included in the planning process, it is critical that this be changed so that teachers assist in determining appropriate approaches to remediate basic skills and improve inappropriate behaviors so that activities are consistent within and outside of the classroom in which the children are based.

Identification of Certain Factors Which Contribute
to Successful or Unsuccessful Mainstream Placements

In an attempt to elicit information related to the third major concern of the study, a series of six subquestions were posed related to "most successful" and "least successful" mainstream placements?

1. Are differences in the percentage of time spent by the handicapped student in the regular classroom associated with the perceived judgments of success of such placement?
2. Are differences in certain types of problems, i.e., academic learning, behavior, etc., in the regular classroom associated with the perceived judgments of success of placement?
3. Are differences in certain types of supportive services currently being provided for mainstreamed, handicapped children in the regular classroom associated with the perceived judgments of success of placement?
- D. Are differences in certain types of supportive services identified as needed for mainstreamed, handicapped children in the regular classroom associated with the perceived judgments of success of placement?
- E. Are differences in certain types of handicaps associated with the perceived judgments of success of placement?
- F. Are differences in certain types of problems, supportive services currently being provided, and supportive services identified as needed for mainstreamed, handicapped children in the regular classroom associated with certain types of handicaps?

The results are based on the responses of seventy-one teachers who are experienced with mainstreaming. Seventy "most successful" placements were identified. Fifty-nine "least successful" placements were also identified. Specific numbers of responses have been provided earlier in this chapter. This section will address the questions listed above.

Results

Are differences in the percentage of time spent by the handicapped student in the regular classroom associated with the perceived judgments of success of such placement?

For each child identified as a "most successful" or "least successful" mainstream placement, the teacher was asked to indicate the percentage of time the child spent in the regular classroom.

Table 5 provides the results of the teachers' responses.

Table 5.--Percentage of time spent in classroom by number and percent of children identified as "most successful" and "least successful" as reported by classroom teachers.

Percent of Day in Regular Class	Most Successful		Least Successful	
	Number (N=70)	Percent	Number (N=59)	Percent
1-25%	12	17%	15	25%
26-50%	12	17%	6	10%
51-75%	7	10%	11	19%
76-99%	30	43%	16	27%
All day	8	11%	11	19%

No clearly discernible pattern emerges from this table. In both groups the greatest numbers of students spent 76 to 99 percent of the day in the regular classroom.

Teachers' perceptions regarding whether children are placed appropriately or should spend more or less time are reported in Table 6.

Table 6.--Appropriateness of time spent in regular classroom by number and percent of children identified as "most successful" and "least successful" as reported by classroom teachers.

Agreement	Most Successful		Least Successful	
	Number (N=70)	Percent	Number (N=59)	Percent
Agree with placement	42	62%	16	27%
Should be in classroom more	11	16%	5	8%
Should be in classroom less	15	21%	34	58%

Table 6 indicates, as might be expected, that teachers feel a high percentage of "least successful" placements should be in the classroom less. Teachers agree with the amount of time children are assigned to classrooms more often for "most successful" placements than for "least successful" placements. The surprising factor is that a few children who are identified as "least successful" placements are seen by teachers as needing more time in the regular classroom. On the other hand, a number of "most successful" placements are identified as needing less time in the regular classroom.

Are differences in certain types of problems, i.e., academic learning, behavior, etc., in the regular classroom associated with the perceived judgments of success of placement?

Definitions of categories under which responses of problems identified by teachers were grouped have been provided earlier in this chapter. Unduplicated counts were provided for problems to identify general concerns of teachers and teacher-consultants regarding mainstreaming.

Table 7 presents the number of problems coded under each of the categories which teachers associated with the mainstreamed children they had identified by "most successful" and "least successful" placements. In general, there is little difference between types of problems reported for "most successful" and "least successful" mainstream placements. Teachers most frequently report problems associated with inability to perform academic or classroom work, behavior characteristic of emotional or personality disorders, and disruptive/aggressive social behavior for both "most successful" and "least successful" placements.

Are differences in certain types of supportive services currently being provided for mainstreamed, handicapped children in the regular classroom associated with the perceived judgments of success of placement?

Definitions of categories under which responses of assistance received and needed were grouped have been provided earlier in this chapter. Unduplicated counts were provided to identify generally what kind of assistance teachers report with regard to mainstreaming.

Table 7.--Problem types by number associated with "most successful" and "least successful" mainstreamed, handicapped child placements as reported by teachers.

Type of Problem	Most Successful		Least Successful	
	Number of Responses (N = 100)	Percent of Responses	Number of Responses (N = 114)	Percent of Responses
<u>Problems Related to the Child</u>				
A--Attending Behaviors	8	8%	7	6%
B--Physical or Health-Related Problems	7	7%	5	4%
C--Inability to Perform Academic or Classroom Work	26	25%	30	26%
D--Conditions or Behavior Suggestive of Potential for Emotional Impairment	18	18%	25	22%
E--Disruptive/Aggressive Social Behavior	17	17%	24	21%
F--Potential Social/Emotional Adjustment Problem, Unspecified	1	1%	9	8%
<u>Problems Related to the Teacher or Teaching Function</u>				
G--Scheduling	2	2%	0	0
H--Lack of Teacher Preparation or Knowledge	7	7%	2	2%
I--Adequacy of Support Assistance	11	11%	9	8%
<u>Other</u>				
J--Home Conditions	1	1%	3	3%
K--Safety Issues	2	2%	0	0
Not codable	2	2%	2	2%

Table 8 presents the number and percentage of responses assigned to each of the categories of assistance provided and assistance needed which teachers associated with the mainstreamed children they had identified as "most successful" and "least successful" placements. It appears, from examining Table 8, that there may be only one difference between the various kinds of assistance received for "most successful" and "least successful" placements in that children are more often "removed from the classroom" in the case of "least successful" placements. In both "least successful" and "most successful" placements, assistance is primarily provided directly to the child, with a relatively small percentage reported as assistance provided to the teacher through suggestions, materials, or cooperation.

Although the number of responses indicating assistance needed is small, it is interesting to note that responses indicating a need for assistance to the teacher were among the most frequently cited for both "most successful" and "least successful" placements.

Table 9 indicates the number of identified children for whom teachers indicated whether or not they were satisfied with assistance received. As might be expected, there was a higher number and percentage of teachers satisfied with assistance received for "most successful" placements than for "least successful" placements. Those responding for "least successful" placements were about equally divided between being satisfied or not being satisfied.

Table 8.--Assistance received and needed by number and percent associated with seventy "most successful" and fifty-nine "least successful" placements of mainstreamed, handicapped children as reported by classroom teachers.

Assistance	Assistance Received				Assistance Needed			
	Most Successful		Least Successful		Most Successful		Least Successful	
	Number of Responses (N = 90)	Percent of Total Responses	Number of Responses (N = 65)	Percent of Total Responses	Number of Responses (N = 8)	Percent of Total Responses	Number of Responses (N = 27)	Percent of Total Responses
<u>Direct Assistance to Child</u>								
A--Additional Instruction--Place Unspecified	4	4%	1	1.5%	2	25%	3	11%
B--Additional Instruction--Outside of Classroom	31	34%	25	38%	0	0	2	7%
C--Additional Instruction--In Regular Classroom	3	3%	1	1.5%	0	0	2	7%
D--Remove from Classroom	2	2%	13	20%	0	0	4	15%
E--Counseling	13	14%	8	12%	1	12.5%	3	11%
F--Application of Behavior Management Techniques	2	2%	2	3%	1	12.5%	0	0
G--Social-Emotional Help	5	6%	5	8%	0	0	4	15%
H--Health Care or Evaluation	5	6%	0	0	0	0	0	0
<u>Assistance to Teacher</u>								
I--Suggestions, Materials, Cooperation	13	14%	4	6%	2	25%	7	26%
<u>Other</u>								
J--Parent Contact	9	10%	3	5%	2	25%	1	4%
K--Diagnosis	3	3%	3	5%	0	0	1	4%
Not codable	6		2		1		6	

Table 9.--Satisfaction with assistance received by number and percent associated with "most successful" and "least successful" placements of mainstreamed, handicapped children as reported by teachers.

Satisfaction	Most Successful		Least Successful	
	Number of Children (N = 70)	Percent of Responses	Number of Children (N = 59)	Percent of Responses
Satisfied--yes	54	77%	24	41%
Satisfied--no	10	14%	22	37%
Satisfaction not indicated	6	9%	13	22%

Are differences in certain types of handicaps associated with the perceived judgments of success of placement?

Teachers were asked to indicate what type of handicap had been assigned to each of the children reported in this study. Thirty-nine emotionally impaired, nineteen educable mentally impaired, thirty-seven learning disabled, five physically or otherwise health impaired, two visually impaired, and six hearing impaired children were identified. In the cases of eighteen children, teachers indicated more than one type of handicap; i.e., for child A the teacher may have circled both emotionally impaired and educable mentally impaired, and for Child F a teacher may have circled both physically or otherwise health impaired and learning disabled. These children were grouped under the classification of multiple impairment. Table 10 provides information regarding the types of handicapping conditions associated with "most successful" and "least successful" placements.

Table 10.--Handicapping conditions by number and percent associated with "most successful" and "least successful" placements.

Handicap	Most Successful		Least Successful	
	Number of Children (N = 70)	Percent of Total	Number of Children (N = 59)	Percent of Total
Emotionally impaired	17	24%	22	37%
Educable mentally impaired	10	14%	9	15%
Learning disabled	24	34%	13	22%
Physically handicapped	5	7%	0	0
Visually impaired	1	2%	1	2%
Hearing impaired	4	6%	2	3%
Multiple impairment	7	10%	11	19%
Not identified	2	3%	0	0
Don't know	0	0	1	2%

Table 10 indicates a somewhat higher percentage of "least successful" placements are identified as emotionally impaired children or as having more than one handicap. Learning disabled children appear to be somewhat more often identified as "most successful" placements. Physically handicapped children were identified as "most successful" but not identified as "least successful" placements. Other handicapped children were identified with nearly the same relative frequency for both "most successful" and "least successful" placements. Any general differences associated with type of handicaps and classification of success must be viewed with caution. Certainly, there is need for further in-depth study of individual students.

Are differences in certain types of problems, supportive services currently being provided, and supportive services identified as needed for mainstreamed, handicapped children in the regular classroom associated with certain types of handicaps?

Table 11 groups the number of responses coded under each category of problems by type of handicap. It is difficult to compare problems associated with the various handicaps reported in Table 11 because of the differing numbers of students on which teachers reported in this study. Because of small numbers and the variety of problems reported, no patterns were identified for physically handicapped, visually impaired, and hearing impaired children. Teachers most often identified conditions or behavior suggestive of potential for emotional impairment (14 responses) and disruptive/aggressive behaviors (26 responses) when describing problems associated with emotionally impaired, mainstreamed children, while inability to perform academic or classroom work (26 responses) is more often associated with learning disabled children. A number of teachers also reported problems with conditions or behavior suggestive of potential for emotional impairment (10 responses) for learning disabled children. Although the numbers of educable mentally impaired and multiply impaired children identified in this study were each about one-half the number of those identified either as emotionally impaired or learning disabled, it is interesting to note that teachers were concerned about problems similar to those associated with the learning disabled child--inability to perform academic or classroom work and conditions or behavior suggestive of potential for emotional impairment.

Table 11.--Problem types by number of responses grouped by type of handicapped children.

Problems	Type of Handicap								Totals
	EI (N=39)	EMI (N=19)	LD (N=37)	POHI (N=5)	VI (N=2)	HI (N=6)	Multiple (N=18)	Not I.D. (N=3)	
<u>Problems Related to the Child</u>									
A--Attending Behaviors	8	1	3	1	1	0	0	1	15
B--Physical or Health Related	1	3	1	2	1	2	1	1	12
C--Inability to Perform Academic or Classroom Work	7	8	26	0	0	2	10	3	56
D--Conditions or Behavior Suggestive of Potential for Emotional Impairment	14	6	10	0	1	2	9	1	43
E--Disruptive/Aggressive Social Behavior	26	3	3	2	0	0	5	2	41
F--Potential Social/Emotional Adjustment Problem, Unspecified	3	0	3	0	0	0	3	1	10
<u>Problems Related to Teacher or Teaching Function</u>									
G--Scheduling	0	1	1	0	0	0	0	0	2
H--Lack of Teacher Preparation or Knowledge	2	3	0	1	0	2	1	0	9
I--Adequacy of Support Assistance	5	4	4	1	1	1	4	0	20
<u>Other</u>									
J--Home Conditions	1	0	0	0	0	0	3	0	4
K--Safety Issues	0	0	0	1	0	0	1	0	2
Not codable	1	3	0	0	0	0	0	0	4
Totals	68	32	51	8	4	9	37	9	218

Table 12 groups the numbers of responses assigned to each category of assistance received by type of handicap for which it is described. The types of assistance reported most often for emotionally impaired students were removal from the classroom (11 responses) and counseling (12 responses). Assistance to the teacher and parents (7 responses each) was reported more often for emotionally impaired students than for other types of handicaps. In contrast, assistance reported most often for learning disabled students was instruction outside of the classroom (25 responses). Although the numbers of educable mentally impaired students reported in this study are about one-half as many as either learning disabled or emotionally impaired, a proportionate number of responses indicated that, like the learning disabled child, instruction outside of the classroom was the most frequently reported type of assistance received.

Table 13 groups the number of responses assigned to each category of assistance needed for each type of handicap for which they were reported. Responses for types of assistance needed were small and varied; thus no patterns could be identified for any one type of handicap.

Table 12.--Assistance received by number of responses grouped by type of handicapped children.

Assistance	Type of Handicap								Totals
	EI (N=39)	EMI (N=19)	LD (N=37)	POHI (N=5)	VI (N=2)	HI (N=6)	Multiple (N=18)	Not I.D. (N=3)	
<u>Direct Assistance to Child</u>									
A--Additional Instruction--Place Unspecified	1	1	1	0	0	0	1	1	5
B--Additional Instruction--Outside of Classroom	6	10	25	0	2	2	9	2	56
C--Additional Instruction--In Regular Classroom	0	0	0	0	1	3	0	0	4
D--Remove from Classroom	11	2	0	0	0	0	2	0	15
E--Counseling	12	1	1	2	0	1	4	0	21
F--Application of Behavior Management Techniques	3	0	0	0	0	0	1	0	4
G--Social-Emotional Help	2	0	6	0	0	1	1	0	10
H--Health Care or Evaluation	1	1	1	2	0	0	0	0	5
<u>Assistance to Teacher</u>									
I--Suggestions, Materials, Cooperation	7	2	0	1	2	3	2	0	17
<u>Other</u>									
J--Parent Contact	7	1	1	1	0	1	1	0	12
K--Diagnosis	1	1	2	0	0	0	2	0	6
Not codable	2	2	3	0	0	0	0	1	8
Totals	53	21	40	6	5	11	23	4	163

Table 13.--Assistance needed by number of responses grouped by type of handicapped children.

Assistance	Type of Handicap								Totals
	EI (N=39)	EMI (N=19)	LD (N=37)	POHI (N=5)	VI (N=2)	HI (N=6)	Multiple (N=18)	Not I.D. (N=3)	
<u>Direct Assistance to Child</u>									
A--Additional Instruction--Place Unspecified	2	1	2	0	0	0	0	0	5
B--Additional Instruction--Outside Classroom	0	0	0	0	1	1	0	0	2
C--Additional Instruction--In Regular Classroom	1	0	0	0	0	0	1	0	2
D--Remove from Classroom	3	0	0	0	0	0	1	0	4
E--Counseling	2	0	1	0	0	0	0	1	4
F--Application of Behavior Management Techniques	0	0	0	0	0	0	0	1	1
G--Social-Emotional Help	0	3	0	0	0	0	1	0	4
H--Health Care or Evaluation	0	0	0	0	0	0	0	0	0
<u>Assistance to Teacher</u>									
I--Suggestions, Materials, Cooperation	3	1	3	0	0	1	1	0	9
<u>Other</u>									
J--Parent Contact	0	1	0	0	0	0	2	0	3
K--Diagnosis	0	0	0	0	0	0	1	0	1
Not codable	2	1	2	0	0	0	2	0	7
Totals	13	7	8	0	1	2	9	2	42

Discussion of Data Related to Factors
Which Contribute to Successful or
Unsuccessful Mainstream Placement

The results of this study do not appear to shed light on variables which might generally assist in describing or differentiating a successful or unsuccessful mainstream placement. It would appear that the slight differences which do emerge may be based as much on the characteristics and behaviors of the child as on the problems or supportive assistance reported by teachers. In addition, the report of teachers is based on their experiences. Their perceptions or interpretations of these experiences may have created some of the differences.

One is tempted, in a further search for clues or leads with which to generalize variables identified in this study, to shift the focus to the differences between these variables with the types of handicapped children reported by teachers. A casual perusal of the data suggested that one might identify important differences, but upon careful review, it appeared that the results of this study do not provide enough clear-cut evidence which could accurately be used to describe types of problems, types of assistance received and needed, and level of success for the various types of handicaps. Differences which are suggested by the data may be due to the severity and/or nature of the handicap typical of this particular district.

It appears from the results of this study that more in-depth research related to individual children in a mainstreamed setting is critical.

Identification of Factors Which Affect Attitude

The data were analyzed in an attempt to examine certain questions related to the attitude of teachers and teacher-consultants toward mainstreaming.

1. To what degree do teachers and teacher-consultants who have experienced mainstreaming support the concept?
2. Are there differences between the attitude of classroom teachers and the attitude of teacher-consultants toward mainstreaming?
3. What are the factors expressed by teachers and teacher-consultants which affect their attitude toward mainstreaming?

Results

To what degree do teachers and teacher-consultants who have experienced mainstreaming support the concept?

Sixty-three of the seventy-one teachers and twelve of the twelve teacher-consultants rated their attitude toward mainstreaming on a scale of one to four: 1-negative, 2-somewhat negative, 3-somewhat positive, and 4-positive. Table 14 provides information relative to results of this rating. Seventy-one percent of the teachers reported that they are positive to some degree regarding mainstreaming. Ninety-one percent of the teacher-consultants reported a positive attitude toward mainstreaming.

Are there differences between the attitude of classroom teachers and the attitude of teacher-consultants toward mainstreaming?

It would appear from examining Table 14 that according to self-rating, teacher-consultants are somewhat more positive toward mainstreaming than are classroom teachers. No attempt was made to

objectify the perceptions or validate them by other criteria; thus comparisons should be made with a great deal of caution.

Table 14.--Attitude toward mainstreaming by number and percent as reported by teachers and teacher-consultants.

Rating	Number of Teachers Responding (N = 71)	Percent of Teachers Responding	Number of T/C's Responding (N = 12)	Percent of T/C's Responding
1--Negative	2	3%	0	0
2--Somewhat negative	11	15%	1	8%
3--Somewhat positive	38	54%	4	33%
4--Positive	12	17%	7	58%
No response	8	11%	0	0

What are the factors expressed by teachers and teacher-consultants which affect their attitude toward mainstreaming?

Teachers and teacher-consultants were asked to identify the factors which affect their attitude toward mainstreaming. The responses were grouped into thirteen categories. Four of the categories related to school/professional conditions, two categories had to do with prior experience with mainstreaming, four categories were related to effect on students, and two categories related to teacher adequacy. One category was unique and is not related to any of these major classifications. The thirteen categories include:

School-Professional Conditions

- A. Adequate Support Available
- B. Inadequate Support Available
- C. Scheduling Problems
- D. Lack of Time

Prior Experience with Mainstreaming

- E. Successful Experience
- F. Unsuccessful Experience

Effect Upon Students

- G. Beneficial to the Handicapped Child
- H. Detrimental to the Handicapped Child
- I. Beneficial to Nonhandicapped Child
- J. Detrimental to Nonhandicapped Child

Teacher Adequacy

- K. Inservice
- L. Lack of Training

Other

- M. Combined District Programs

Category descriptions.--The categories are characterized by the following descriptions.

School-Professional Conditions

A. Adequate Support Available--Responses coded under this category identified special education assistance as a factor which influenced teachers' attitude. Comments included in this category were either an acknowledgment that assistance was available, i.e., "in most instances teachers can receive help when they need it," or a positive comment about the assistance, i.e., "good cooperation from resource room teacher" and "we have been getting good support from special education teachers."

B. Inadequate Support Available--Any comment indicating some type of dissatisfaction with services is included in this category. The dissatisfaction might be a philosophical difference, a difference in the approach used which made it difficult for the classroom teacher, or that there was not enough assistance available. Examples of

comments assigned to this category include: "the classroom teacher doesn't have the time or money to reward his/her students the same way," "I have problems with the reward system used with some of the special education rooms," "it is difficult for the teacher when a child learns to expect extra help and thus doesn't develop independence," "lack of communications with special education personnel," and "not enough special help available."

C. Scheduling Problems--Some teachers and teacher-consultants identified problems with scheduling and keeping track of children traveling between rooms as a factor affecting their attitude toward mainstreaming.

D. Lack of Time--This category includes comments which indicate that the handicapped child needs more help in the classroom which is not able to be provided by classroom teachers. Selected comments include: "overloaded classroom," "I do not feel the classroom teacher should take needed time away from the rest of the class," and "places an extra burden on the classroom teacher."

Prior Experience with Mainstreaming

E. Successful Experience--Comments assigned to this category stated or implied that successful experiences with mainstreaming activities were a factor which affected their attitude. Examples of these comments include: "my experience with mainstreaming has been successful" and "more handicapped children were successful in my class rather than unsuccessful."

F. Unsuccessful Experience--In contrast to successful experiences, some responses indicated that an unsuccessful experience had

affected their attitude toward mainstreaming. Examples of responses coded under this category include: "these children have been my biggest discipline problem" and "they add to my problems."

Effect Upon Students

G. Beneficial to the Handicapped Child--The comments included in this category stated or implied that contact with the "normal" child in the regular classroom setting would be beneficial to the handicapped child. The comments did not always state how the handicapped child would benefit. Examples of comments in this category include: "helps them with social adjustment," "a more realistic situation for the child to adjust to life" and "stigma is less."

H. Detrimental to the handicapped child--Statements assigned to this category indicated that teachers felt comparisons would be made between the handicapped child and his "normal" peers. They implied that the handicapped child might be rejected by his/her peers or make negative self-assessments in relation to his/her contact with "normal" peers. In either case, the implication made by the teacher was that this would be detrimental to the handicapped child. Comments typical of this category include: "child becomes frustrated when he sees what others can do" and "some of them aren't accepted by the rest of the class."

I. Beneficial to Nonhandicapped Child--Any comment which implied that there was benefit to the nonhandicapped children in the classroom was included in this category. "It is a good experience for the whole class to learn to work with and accept students of different abilities" is typical of the comments assigned to this category.

J. Detrimental to Nonhandicapped Child--Comments assigned to this category stated a concern for the effect on "others" in the classroom if the handicapped child was included. Following is a sample of statements assigned to this category: "I feel my own class suffered because of the inclusion of these students in regular classes," "I have seen other problems of the EI student that disrupts the classroom," and "can be disruptive to other children who are trying to learn."

Teacher Adequacy

K. Inservice--Comments assigned to this category indicated that inservice presentations to teachers were a factor which affected their attitude about mainstreaming.

L. Lack of Training--Comments assigned to this category were those which stated or implied that the child could not get needed help because the classroom teacher felt that he/she "does not have the training to be a teacher for the handicapped."

Other

M. Combined District Programs--Responses assigned to this category said a factor affecting their attitude was bringing children from other districts for a mainstreaming program. Having to "service children from other school districts" is an example of responses assigned to this category.

Number of responses.--A total of 163 responses describing factors affecting their attitude were provided by sixty-three of the seventy-one teachers and all twelve of the teacher-consultants.

One hundred thirty-three responses were from teachers. Of these, 121 were assigned to the described categories. Six responses were not codable because of their vagueness or lack of clarity and because coders could not agree on an assignment to a specific category. These responses were eliminated. Six other statements were made by classroom teachers which clearly identified certain factors affecting their attitude but did not appear to be related to any of the categories or to each other. These statements include:

1. "Physical space inadequate"
2. "I have my own handicapped child and am interested in helping others"
3. "[Mainstreaming] provides teacher awareness and flexibility"
4. "Personal challenge"
5. "[Handicapped have] right to be in the classroom"
6. "[My attitude is] influenced by individual needs of the child"

Thirty of the responses were from teacher-consultants. Of these, twenty were assigned to the described categories. One was not codable and was eliminated. Nine of the statements clearly identified certain factors affecting their attitude but did not appear to be related to any of the categories under which responses from classroom teachers had been grouped. These statements, unique to teacher-consultants, include:

1. Two statements indicated that the "negative attitude of teachers" affects the teacher-consultant's attitude.
2. Three statements indicated that the special education room was a better environment for handicapped children and that the regular class is inadequate in some way.
3. Two statements indicated that mainstreaming improves teacher skills and that this affects the teacher-consultant's attitude.
4. One statement was that mainstreaming "promotes individualized education."

5. One statement was that they are "concerned that students don't want to be taken out of room and 'blame' teacher-consultant."

Table 15 presents the number of responses for teachers and teacher-consultants which were assigned to each of the described categories. The factor which teachers and teacher-consultants most often identified as affecting their attitude is that mainstreaming is beneficial to the handicapped child. Indeed, for teacher consultants, this is the only factor which appears to stand out. The next three factors which most often affect teacher attitude were related to school/professional conditions: lack of time (32%), inadequate support available (24%), and adequate support available (24%).

Table 16 presents the number of responses for teachers and teacher-consultants grouped according to whether the factor is negative or positive. It is interesting that the responses of teachers are nearly equally divided between positive and negative factors which affect their attitude toward mainstreaming. Teacher-consultants identify a slightly higher proportion of positive factors than negative factors.

Discussion of Data Related to Teacher and Teacher-Consultant Attitude Toward Mainstreaming

When one examines the results of this study, it becomes apparent that the majority of both teachers and teacher-consultants rate themselves as positive to some degree toward mainstreaming. Teacher-consultants, however, appear to be somewhat more positive toward mainstreaming than are classroom teachers. Both groups focus

Table 15.--Factors which affect attitude by number and percent as reported by teachers and teacher-consultants.

Factors	Teachers (N = 63)		Teacher-Consultants (N = 12)	
	Number of Responses Assigned to Categories (N = 121)	Percent of Teachers Responding	Number of Responses Assigned to Categories (N = 20)	Percent of Teacher Consultants Responding
<u>School-Professional Conditions</u>				
A--Adequate Support Available	15	24%	0	0
B--Inadequate Support Available	18	29%	1	8%
C--Scheduling Problems	3	5%	3	25%
D--Lack of Time	20	32%	2	17%
<u>Prior Experience with Mainstreaming</u>				
E--Successful Experience	10	16%	1	8%
F--Unsuccessful Experience	6	10%	0	0
<u>Effect Upon Students</u>				
G--Beneficial to the Handicapped Child	21	33%	10	83%
H--Detrimental to the Handicapped Child	6	10%	0	0
I--Beneficial to the Nonhandicapped Child	6	10%	2	17%
J--Detrimental to the Nonhandicapped Child	7	11%	0	0
<u>Teacher Adequacy</u>				
K--Inservice	2	3%	0	0
L--Lack of Training	4	6%	1	8%
<u>Other</u>				
M--Combined District Programs	3	5%	0	0
Not codable	6		1	8%
Individual factors not assigned to categories	6		9	

Table 16.--Negative and positive factors affecting attitude by number as reported by teachers and teacher-consultants.

Factors	Number of Teachers Responding (N = 63)	Number of T/C's Responding (N = 12)
<u>Negative</u>		
B--Inadequate Support Available	18	1
C--Scheduling Problems	3	3
D--Lack of Time	20	2
F--Unsuccessful Experience	6	0
H--Detrimental to Handicapped Child	6	0
J--Detrimental to Nonhandicapped Child	7	0
L--Lack of Training	<u>4</u>	<u>1</u>
	64	7
<u>Positive</u>		
A--Adequate Support Available	15	0
E--Successful Experience	10	1
G--Beneficial to Handicapped Child	21	10
I--Beneficial to Nonhandicapped Child	6	2
K--Inservice	<u>2</u>	<u>0</u>
	54	13
<u>Other</u>		
M--Combined District Program	3	

on the benefits of mainstreaming to the handicapped child as the positive factor which most often affects their attitude. One is not able to determine why they feel mainstreaming is beneficial. It may be that based on their own experiences they have observed benefits for the handicapped child. They may also be influenced by the law and regulations which require placement in the least restrictive alternative. Teachers may, through various means, have accepted the position that there are benefits which accrue from being within the mainstream of society.

In analyzing the responses of classroom teachers more closely, it appears there may be some ambivalence regarding their attitude toward mainstreaming. Although they feel that mainstreaming is beneficial to the handicapped child and this affects their attitude, they identify two negative factors associated with school-professional conditions with nearly equal frequency: (1) lack of time and (2) inadequate support services.

In addition to the mixed factors which were identified, eight of the seventy-one teachers (11%) were evidently hesitant to rate and discuss their attitude toward mainstreaming, even though they had participated in the rest of the survey. They may not feel comfortable in discussing their attitude toward mainstreaming at this time because they have not made up their minds regarding the issue or may hesitate to express an opinion contrary to the requirements of law.

Fifty-four percent of the 71 percent reporting positive attitudes reported only "somewhat positive" attitudes, another expression

of uncertainty in terms of a stated position regarding their attitude toward mainstreaming.

Since positive teacher attitude is extremely important with regard to the success of any program, we may be at a critical point in the implementation of mainstreaming. Currently, it appears that teachers feel the benefits to the handicapped child outweigh the disadvantages caused by certain school-professional conditions. In order to reinforce these positive feelings, specific kinds of benefits need to be identified for each child with the teacher so that the teacher has realistic expectations for the child and understands the importance of the role of the classroom placement in the child's total program.

It is also important that negative factors dealing with school-professional conditions be reduced. The results of the study suggest that a number of teachers view adequate support services as a positive factor which affects their attitude. We need to build upon this to reduce the negative factors. When one examines the two negative factors of concern, inadequate support and lack of time, it would appear teachers are expressing similar concerns as they did earlier in the study regarding their reasons for being dissatisfied with assistance. They want special education personnel to use strategies and techniques which are consistent and compatible with those able to be implemented in the classroom. The classroom teacher appears to need to be more involved in the handicapped child's total program to better meet identified needs. If, as is suggested in this discussion, we are at a

crossroads in terms of teacher attitude toward mainstreaming, it is crucial that these issues be further addressed.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

This chapter presents (1) a brief review of the study, (2) a summary of the major concerns and issues which evolved from descriptive information provided by teachers and teacher-consultants, and (3) recommendations.

Review of the Study

The concept of mainstreaming has thrust classroom teachers and teacher-consultants into new roles relative to providing educational programs for handicapped children. This study was undertaken in an attempt to provide an initial view of mainstreaming through identifying the concerns and feelings expressed by teachers and teacher-consultants.

The target population for this study included teachers from five elementary schools and teacher-consultants from constituent districts of Branch Intermediate School District. Questionnaires were developed to obtain information relative to (1) problems which arise for teachers and teacher-consultants when a handicapped child's educational program includes a mainstream component, (2) actual and needed special education support intended to assist in solving the problems in a mainstream placement, (3) descriptive information related to children teachers identify as "most successful" and "least

successful" mainstream placements, and (4) factors which affect the attitude of teachers and teacher-consultants. Responses were grouped into categories. Frequency and percentage distributions were analyzed to identify issues related to mainstreaming which need further in-depth study.

Summary of Major Concerns and Issues

It appears from information reported by teachers and teacher-consultants in this study that there are certain problems related to the implementation of mainstreaming. Teachers were most concerned about the academic and social behavior of the handicapped child in their classroom. Teacher-consultants focused more on the behaviors and inadequacies of the teacher. Each group appeared to be concerned about the client for whom they felt responsible rather than searching for inadequacies in themselves which might need to be modified considering the new role in which each has been placed.

When asked to identify the types of support assistance currently being provided, teachers most frequently reported that children were receiving instruction directly from special education support personnel. Even though teachers were not feeling totally successful with their role in mainstreaming, they did not blame the support assistance for their problems, as teacher-consultants had predicted. However, in cases where they were dissatisfied with assistance, the reason most often cited was a disagreement with the approach being used by special education support personnel. When identifying needs, teachers did not identify with the broader issues of education such as curriculum change, individualization of instruction, and so forth,

which might assist in solving some of the problems for which they were concerned, but limited their requests to types of assistance which they were currently experiencing. It appears evident that teachers do want more contact with the teacher-consultant, in that they most often requested assistance through the teacher-consultant providing suggestions, materials, and cooperative planning. This would appear to be evidence of a need for classroom teachers and teacher-consultants to work together. Teacher-consultants report, however, that most of their time is spent with children, and they would not change this if they could. Teacher-consultants are evidently hesitant to change their time ratio and role from working with children to working with teachers.

On the basis of this study, generalizations are not able to be made regarding factors affecting successful or unsuccessful mainstream placements. There may be slight differences between certain factors and the types of handicapped children reported in this study. However, these differences may also be attributed to the unique characteristics of the particular children and/or particular teachers in this study; thus generalizations cannot be developed.

The majority of teachers and teacher-consultants report positive attitudes toward mainstreaming. There is evidence, however, to indicate that teachers may still be somewhat ambivalent in their attitude toward mainstreaming. The major positive factor affecting their attitude at this time is that mainstreaming is beneficial to the handicapped child. On the other hand, lack of time and inadequacy of support service are negative factors.

Recommendations

It is apparent from the description of this initial view of mainstreaming as reported by teachers and teacher-consultants that certain problems exist. The data from this study do not tell us what to do to solve these problems, but they do say that something needs to be done. It appears to this writer that it is critical that better use be made of three avenues which are already available to us:

(1) improvement of the use of the referral, assessment, planning, implementation, and the evaluation system established by the rules and regulations of federal and state mandates requiring student participation in the least restrictive alternative; (2) adaptation of current pre-service and in-service training programs; and (3) appropriate future research.

In order to improve the use of the system established by the rules and regulations of federal and state mandates, it is recommended that:

1. The handicapped child's regular classroom teacher be involved in the entire planning process.
2. The planning and evaluation process should emphasize individual progress and achievement in addition to or in place of the current orientation toward achievement measured against group norms.
3. Consideration be given during the planning and placement decision-making process to teacher/pupil matching.
4. Planning should take place in local school districts to provide teachers and teacher-consultants with an incentive and

opportunity to work together on a continuing basis once the planning has been completed and the child's program has been implemented.

Involvement of the classroom teacher in the entire planning process should alleviate some of the problems and assure development of consistent strategies for use by both the classroom teacher and teacher-consultant. Michigan has recognized the need for this involvement in the proposed revision of the special education rules and regulations by increasing the participation of the classroom teacher in the individual educational planning meeting for mainstreamed children. If emphasis is given to criterion-referenced individual progress as part of the evaluation system, by being involved in the planning process, teachers will be provided with an orientation to measuring student progress of the handicapped child in their classroom relative to the expectations for that child rather than comparing his/her progress with group norms, thus reducing the concerns and frustrations teachers express related to academic and social behavior of the child in the classroom. If consideration is given during the planning and placement decision-making process to matching students and teachers, the needs of children can be better met through placing them with teachers who have a tolerance for behaviors associated with their particular handicap, as well as choosing teachers who provide an appropriate classroom structure; e.g., some children need a formal, structured classroom environment, and the child might be placed with a teacher who structures his/her classroom in this way rather than a teacher who uses a more open classroom structure. If teachers are not expected to interact with children who exhibit behaviors unacceptable to the

teacher and the child can easily fit into the basic structure of the classroom, the potential for negative feelings on the part of the teacher toward the child is reduced. As teachers and teacher-consultants work together on a continuing basis during the implementation of the child's program, they will have an opportunity to understand each other's concerns and deal with perceived problems and inconsistencies as they arise. These activities should contribute greatly to the development of a real team effort in assisting the mainstreamed, handicapped child.

Pre-service and in-service programs have been developed to provide training for both regular and special education personnel. In order to improve these programs, the following recommendations are offered.

1. Planning for in-service relative to mainstreaming should be a joint effort between general and special educators.

2. Teacher-consultants should be provided with experiences which will help them understand the needs and concerns of classroom teachers as well as knowledge and application of instructional strategies to share with these teachers.

3. Teachers and teacher-consultants must be provided with practice in how to function as part of an educational team.

Because of the differences in perspective of teachers and teacher-consultants in this study, it is felt that a joint planning effort to determine future in-service needs and activities is critical. Not only would this be an additional way that teachers and teacher-consultants could become aware of the concerns and needs felt

by each other, but joint planning for in-service could identify appropriate training experiences for their own group as well as experiences each feels would be helpful to others. Additionally, within the framework of pre-service and in-service activities, experiences could be provided to assist teacher-consultants, not only to identify the needs and concerns of teachers, but to understand better the basis or rationale for the feelings and attitudes expressed by classroom teachers. Supervised practice as a team member is critical if educators are going to make the changes necessary to assuming the new roles required for successful mainstreaming. Those persons unwilling to make needed changes and/or function as a team member could be identified at this time and provided with assignments which did not include mainstreaming as a component. This would lend further support to pupil/teacher matching discussed previously. It could also avoid jeopardizing the effectiveness of mainstreaming by eliminating use of ineffective or uncooperative personnel.

Generalizations related to factors affecting success and factors associated with types of handicaps could not be made on reported group data. In fact, because of the very nature of individual differences associated with handicapped individuals, there may be certain dangers in making decisions based on such generalizations. As an example, if research showed that physically impaired children are generally assigned to a regular classroom for 75 percent of a day and a decision is made in a district that every physically impaired child should be assigned to a classroom 75 percent of a day based on the results of that research rather than the needs of the child,

certainly, for some children, the decision would be inappropriate. Therefore, two recommendations for further research are suggested:

1. Further research related to mainstreaming should focus on an in-depth case-by-case observation and analysis of successful and unsuccessful mainstreamed children.

2. Observation and analysis of teacher/teacher-consultant interactions should identify effective consultation techniques as well as the similarities and differences of these techniques to those of consultation approaches used by those in other fields such as psychology and social work.

By directing the focus of further research to individual cases of mainstreamed children and individual teacher/teacher-consultant relationships, the dangers of generalization can be avoided. Because of the multiplicity of variables associated with the success of mainstreaming, it becomes very difficult to generalize from group data without a great number of cases. It may be somewhat early to identify all of the potential factors and the critical mix and strength of these factors as they interact to influence the degree of success. However, by building a base with individual in-depth analysis, certain factors and trends may be able to be identified which could be useful in decision-making and implementation activities for individuals relative to mainstreaming. Ultimately, when financial support is available for a massive and carefully controlled study of factors related to successful mainstreaming, useful data could be available. In the interim, the individual case analysis appears to be the most useful approach.

A final comment is appropriate. School districts need to evaluate their mainstreaming programs by using tools such as the one developed for use in this study to obtain a description of mainstreaming in their district. The district in which the data for this study were collected used the information gathered for this study to assess teacher perceptions of attitudes and problems encountered in mainstreaming in each of the buildings where the study was conducted. Further analysis was done to identify factors which appeared to cause negative attitudes or problems identified by teachers. While the district found it extremely difficult to objectify and isolate causative factors, they found the results of the study to be very useful. Further activities were undertaken to alleviate negative factors and promote positive factors in an attempt to improve mainstreaming in these schools.

APPENDICES

APPENDIX A

CLASSROOM TEACHER QUESTIONNAIRE

TEACHER VIEWS OF PROBLEMS AND SUPPORT SERVICE NEEDS RELATED TO MAINSTREAMED, HANDICAPPED CHILDREN

Part I

MOST SUCCESSFUL

LEAST SUCCESSFUL

Directions: Choose 1 officially identified, handicapped child that was placed in your classroom within the past 3 years where you feel the placement was "most successful."
WRITE THE CHILD'S NAME ON LINE NUMBER 1.

Directions: Choose 1 officially identified, handicapped child that was placed in your classroom within the past 3 years where you feel the placement was "least successful."
WRITE THE CHILD'S NAME ON LINE NUMBER 1.

1. _____
First Name "Most Successful"

1. _____
First Name "Least Successful"

2. RATE THE CHILD ACCORDING TO HOW SUCCESSFUL YOU FEEL THE PLACEMENT WAS ON THE SCALE OF 1 TO 4.

2. RATE THE CHILD ACCORDING TO HOW SUCCESSFUL YOU FEEL THE PLACEMENT WAS ON THE SCALE OF 1 TO 4.

1 2 3 4
Successful Unsuccessful

1 2 3 4
Successful Unsuccessful

3. CIRCLE THE CHILD'S MAJOR HANDICAPPING CONDITION:

3. CIRCLE THE CHILD'S MAJOR HANDICAPPING CONDITION:

- a. emotionally impaired b. educable mentally impaired
- c. learning disabled d. physically handicapped
- e. visually impaired f. hearing impaired
- g. don't know

- a. emotionally impaired b. educable mentally impaired
- c. learning disabled d. physically handicapped
- e. visually impaired f. hearing impaired
- g. don't know

4. CIRCLE THE % OF TIME THE CHILD IS/WAS IN YOUR ROOM:

4. CIRCLE THE % OF TIME THE CHILD IS/WAS IN YOUR ROOM:

- a. 1-25% b. 26-50% c. 51-75% d. 76-99% e. All day

- a. 1-25% b. 26-50% c. 51-75% d. 76-99% e. All day

5. CIRCLE THE % OF TIME YOU FEEL THE CHILD SHOULD BE/HAVE BEEN IN YOUR ROOM:

5. CIRCLE THE % OF TIME YOU FEEL THE CHILD SHOULD BE/HAVE BEEN IN YOUR ROOM:

- a. 1-25% b. 26-50% c. 51-75% d. 76-99% e. All
- f. None

- a. 1-25% b. 26-50% c. 51-75% d. 76-99% e. All
- f. None

6. CIRCLE THE YEAR THE CHILD IS/WAS IN YOUR ROOM:

6. CIRCLE THE YEAR THE CHILD IS/WAS IN YOUR ROOM:

- a. 1977-1978 b. 1976-1977 c. 1975-1976

- a. 1977-1978 b. 1976-1977 c. 1975-1976

Child's First Name "Most Successful"

PROBLEM	ASSISTANCE		RECEIVED	
List problem you are or were concerned about because the child was placed in your room.	Did you receive assistance?	List title of person(s) providing assistance.	Describe assistance received.	Were you satisfied with assistance? YES NO (If no, describe why you were dissatisfied.)
	YES			
	ASSISTANCE		NEEDED	
		List title of person(s) who should provide assistance.	Describe assistance needed.	
	NO			

Child's First Name "Most Successful"

PROBLEM	ASSISTANCE		RECEIVED	
List problem you are or were concerned about because the child was placed in your room.	Did you receive assistance?	List title of person(s) providing assistance.	Describe assistance received.	Were you satisfied with assistance? YES NO (If no, describe why you were dissatisfied.)
	YES			
	ASSISTANCE		NEEDED	
		List title of person(s) who should provide assistance.	Describe assistance needed.	
	NO			

Child's First Name "Least Successful"

PROBLEM	ASSISTANCE		RECEIVED	
List problem you are or were concerned about because the child was placed in your room.	Did you receive assistance?	List title of person(s) providing assistance.	Describe assistance received.	Were you satisfied with the assistance? YES NO (If no, describe why you were dissatisfied.)
	YES			
	ASSISTANCE		NEEDED	
		List title of person(s) who should provide assistance.	Describe assistance needed.	
	NO			

Child's First Name "Least Successful"

PROBLEM	ASSISTANCE		RECEIVED	
List problem you are or were concerned about because the child was placed in your room.	Did you receive assistance?	List title of person(s) providing assistance.	Describe assistance received.	Were you satisfied with the assistance? YES NO (If no, describe why you were dissatisfied.)
	YES			
	ASSISTANCE		NEEDED	
		List title of person(s) who should provide assistance.	Describe assistance needed.	
	NO			

Directions: Circle the number that identifies your rating.

I WOULD RATE MY ATTITUDE TOWARD MAINSTREAMING AS GENERALLY:

1	2	3	4
Negative	Somewhat Negative	Somewhat Positive	Positive

IDENTIFY THE FACTORS INFLUENCING YOUR ATTITUDE TOWARD MAINSTREAMING:

1.

2.

3.

4.

5.

APPENDIX B

TEACHER-CONSULTANT QUESTIONNAIRE

Demographic Data

Teacher-Consultant

Before we begin the rest of the interview, I need you to give me some information about your experiences and your job.

(Appropriate answers will be circled by the interviewer.)

1. What grades do you work with? K 1 2 3 4 5 6
2. How many years of experience have you had? 1 2 3 4 5 6 more
3. How many handicapped students are currently on your caseload?
0-5 6-10 11-15 16-20 21-25 more than 25
4. How many of your caseload are mainstreamed? (Appropriate number will be written in blank by interviewer.)
 _____ 75% or more of the day
 _____ 50-74% of the day
 _____ Less than 50% of the day
 _____ Not mainstreamed
5. What type of handicaps do you currently serve?
 EI LD EMI VI HI POHI
 _____ How many of each?
6. What certification and/or endorsements do you have?
 EI LD EMI VI HI POHI
7. My general attitude toward mainstreaming is:
 1 2 3 4 5
 Positive Negative

TEACHER-CONSULTANT VIEWS OF PROBLEMS AND SUPPORT SERVICE
NEEDS RELATED TO MAINSTREAMED, HANDICAPPED CHILDREN

Interview Form

Introduction: We are doing a study asking classroom teachers to identify problems and needed assistance or services for mainstreamed, handicapped children.

We feel it is important to get a picture of mainstreaming from the perspective of the teacher-consultant as well.

Your responses will be kept completely confidential.
Analysis will be done at MSU.

Direction 1:

First I would like you to tell me about problems you encounter as a teacher-consultant while providing assistance or services to mainstreamed, handicapped children.

(Helps to be specific, i.e., tell me more exactly how you would describe the problem, etc.)

PROBLEMS

1.

2.

3.

Direction 2:

Now we have a listing of problems you face as the teacher-consultant. Let's go back over them and I'd like you to tell me what would help to solve the problems.

(Attempt to get specific responses and alternative solutions, i.e., tell me more about how that could be done. Is there anything else that you think would help?)

SOLUTIONS

1.

2.

3.

Direction 3:

We've talked about problems from your perspective as the t/c. Now I'd like you to put yourself in the place of the classroom teacher and tell me what you think are the problems the classroom teacher is most concerned about that affect her/him because they have a handicapped child mainstreamed in their classroom. There might be behaviors of the child or factors outside of the child that create problems that might require assistance.

Do you provide or attempt to provide assistance to solve any of these problems? (Go over each problem and record responses in Column 2.)

CLASSROOM TEACHER PROBLEMS

ASSISTANCE

1.

1.

2.

2.

3.

3.

4.

4.

Direction 4: (If T/C has certification in areas other than the desirability which some of her caseload has been identified as having)

You have certification in the area of (whatever disability indicated on demographic data sheet). You've also indicated that you provide services for children who are labeled (whatever disabilities are on caseload).

Do you feel you have any particular problems resulting from not being certified in the disability area of some of the children you are providing service for?

Yes

No

If yes, go on to direction 5.

Direction 5:

What are the problems you feel you have because of not being certified in the same area of the same disability area of the child you have been asked to serve?

Direction 6:

How could these problems be overcome?

PROBLEMS

1.

2.

3.

SOLUTIONS

1.

2.

3.

Direction 7: This is the last question. Approximately what percentage of your day would you estimate is spent?

Current Time %		Change Time %
1. _____	working directly with children	_____
2. _____	working with teachers	_____

Would you change this if you could? Yes No

If yes, how would you change the percentage? (Record in right-hand column.)

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REFERENCES

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separately, using the SPSS statistical routine for step-wise multiple regression.⁸ This method and test allowed the researcher to examine separately the relationships between the group scores on the dependent or criterion variables (Sections B, C, D and E of the research questionnaire) and the independent or predictor variables of interest for principals and secretaries (Section A). See page 3 for a schema of the dependent and independent variables.

The step-wise multiple regression analysis program of the SPSS system further permits the researcher to control the extent of analysis. By introducing a control limit for a minimum Multiple R and F ratio contribution of each independent variable, it is possible to examine only those variables which add significantly to the regression equation. When additional variables begin adding insignificantly to the regression equation and F ratio, the analysis is interrupted by the control limit.

For each of the dependent variables, two tables are presented in solving subproblem five. The first tables present the data for secretaries and the second table displays the data for principals. A summary of each table immediately follows it and presents those independent variables which added significantly to the Multiple R and F ratio of the multiple regression equation for the dependent variable under consideration.

Before presenting the tables, the following listing identifies the dependent and independent variables identified to solve subproblem five:

Dependent or Criterion Variables

1. Secretaries' response to Section "B" of the questionnaire.
2. Principals' response to Section "B" of the questionnaire.
(Section "B" presents forty descriptive statements concerning the secretarial/clerical staff: their adequacy, value and work environment.)
3. Secretaries' "are" (real) responses to Section "C" of the questionnaire.
4. Principals' "are" (real) responses to Section "C" of the questionnaire.
5. Secretaries' "should be" (ideal) responses to Section "C" of the questionnaire.
6. Principals' "should be" (ideal) responses to Section "C" of the questionnaire.
(Section "C" presents twenty-five specific provisions and practices to promote effective use of the secretarial/clerical staff.)
7. Secretaries' assessment of principals' inservice needs identified in Section "D" of the questionnaire.
8. Principals' assessment of principals' inservice needs identified in Section "D" of the questionnaire.
9. Secretaries' assessment of secretaries' inservice needs identified in Section "D" of the questionnaire.
10. Principals' assessment of secretaries' inservice needs identified in Section "D" of the questionnaire.

(Section "D" presents fifteen specific inservice training activities which might be helpful to both principals and secretaries.)

11. Secretaries' job satisfaction level as determined from Section "E" of the questionnaire.
12. Principals' job satisfaction level as determined from Section "E" of the questionnaire. (Section "E" presents eighteen statements of the Job Satisfaction Index)

Independent or Predictor Variables

1. Secretary's age
2. Secretary's educational level.
3. Secretary's years in present position.
4. Secretary's years with present principal.
5. Secretary's years in present district.
6. 1979 official student enrollment of the high school.
7. Secretary's employee association (union or non-union bargaining status).
8. Size of the secretarial/clerical staff serving the high school.
9. Principal's sex.
10. Principal's age.
11. Principal's educational level.
12. Principal's years in present position.
13. Principal's years as a high school principal.
14. School accreditation status.
15. School location: city, suburban, rural.
16. Differentiated staffing policy (used or not used).
17. Ratio or formula policy to determine secretarial/clerical staffing level (used or not used).

The Fifth Test or Null Hypothesis

The fifth hypothesis was that there is no relationship between the dependent variables and the several independent variables of the study. This hypothesis was examined using an Alpha level of .10.

The Presentation of Data for Subproblem Five (Tables 38 to 49)

TABLE 38.— STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT SECRETARIES' RESPONSE TO SECTION "B" AS DEPENDENT VARIABLE (Forty Descriptive Statements Concerning the High School's Secretarial/Clerical Staff: Their Adequacy, Value and Work Environment)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	7	7,578.08	1,082.58	4.26*
Within Predictor Variables (Residual or Within Error)	70	17,799.92	254.28	

*Significant at beyond the 0.01 level.

TABLE 38.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES FOR TABLE 38

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Secretary's years in present district	0.298	0.089	0.089	0.298
2. Principal's educational level	0.334	0.112	0.023	0.104
3. Principal's years in present position	0.378	0.143	0.031	0.144
4. Principal's years as high school principal	0.442	0.196	0.053	0.070
5. Principal's sex	0.482	0.233	0.037	0.085
6. Staffing Policy	0.515	0.265	0.033	0.112
7. Secretary's educational level	0.546	0.299	0.033	-0.144

TABLE 39.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT PRINCIPALS' RESPONSES TO SECTION "B" AS DEPENDENT VARIABLE (Forty Descriptive Statements Concerning the High School's Secretarial/Clerical Staff: Their Adequacy, Value and Work Environment)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	4	1,921.35	480.34	3.34*
Within Predictor Variables (Residual or Within Error)	73	10,502.76	143.87	

*Significant at beyond the 0.05 level.

TABLE 39.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES FOR TABLE 39

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Secretary's educational level	0.234	0.055	0.546	-0.234
2. Secretary's age	0.307	0.941	0.040	0.199
3. Principal's educational level	0.357	0.128	0.034	0.131
4. Staffing policy	0.393	0.155	0.027	0.101

The Interpretation and Analysis of Data
for Subproblem Five (Tables 38 and 39)

The two step-wise multiple regression analysis findings presented in Tables 38 and 39 produced F ratios which are significant at beyond the 0.1 level. This enables the researcher to not retain the null hypothesis of no relationship between the independent (predictor) and dependent (criterion) variables as it pertains to Section "B" of the research questionnaire.

The summary in Table 38.1 shows that the step-wise multiple regression analysis identified seven of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 4.26, significant at beyond the 0.01 level. Four predictor variables relate personally to the principal, two relate personally to the secretary and one relates to the districts staffing policy for secretarial/clerical personnel.

The summary in Table 39.1 shows that the step-wise multiple regression analysis identified four of the seventeen predictor variables which contributed significantly to the Multiple R and an F ratio of 3.34, significant at beyond the 0.05 level. Two predictor variables relate personally to the secretary, one relates personally to the principal and the last relates to the districts staffing policy for secretarial/clerical personnel.

In both summaries, all but one predictor variable was of a human or personal characteristic. The one situational characteristic, policy on staffing, was significant in both predictor equations, to the extent to which the analysis was conducted.

TABLE 40.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT SECRETARIES' RESPONSE TO THE "ARE" (REAL) ITEMS OF SECTION "C" AS DEPENDENT VARIABLE (Twenty-five Specific Provisions and Practices to Promote Effective Use of High School Secretarial/Clerical Personnel)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	4	1,829.55	457.39	3.00*
Within Predictor Variables (Residual or Within Error)	73	11,115.92	152.27	

*Significant at beyond the 0.05 level.

TABLE 40.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES FOR TABLE 40

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Policy on staffing	0.230	0.053	0.053	-0.230
2. Secretary's educational level	0.305	0.093	0.040	-0.180
3. Secretary's years in present position	0.341	0.116	0.234	0.155
4. Secretary's years with present principal	0.376	0.141	0.025	-0.085

TABLE 41.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT PRINCIPALS' RESPONSE TO THE "ARE" (REAL) ITEMS OF SECTION "C" AS DEPENDENT VARIABLE (Twenty-five Specific Provisions and Practices to Promote Effective Use of High School Secretarial/Clerical Personnel)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	1	417.07	417.07	3.50*
Within Predictor Variables (Residual or Within Error)	76	9,069.15	119.33	

*Significant at beyond the 0.10 level.

TABLE 41.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES FOR TABLE 41

Variable	Multiple R	R Square	R Sq Change	Simple R
Size of the secretarial/ clerical staff	0.210	0.440	0.440	-.0210

The Interpretation and Analysis of Data for
Subproblem Five (Tables 40 and 41)

The two step-wise multiple regression analysis findings presented in Tables 40 and 41 produced F ratios which are significant at beyond the 0.1 level. This enables the researcher to not retain the null hypothesis of no relationship between the independent (predictor) and dependent (criterion) variables as it pertains to the "are" (real) items in Section "C" of the research questionnaire.

The summary in Table 40.1 shows that the step-wise multiple regression analysis identified four of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 3.00, significant at beyond the 0.05 level. Three predictor variables relate personally to the secretary and one relates to the district's staffing policy for secretarial/clerical personnel.

The summary in Table 41.1 shows that the step-wise multiple regression analysis identified only one of the seventeen independent variables which contributed

significantly to the Multiple R and an F ratio of 3.50, significant at beyond the 0.10 level. The lone predictor variable relates to the comparative size of the secretarial/clerical work force serving the high school.

In both summaries, predictor variables were associated personally with the secretary, the size of the secretarial/clerical staff or the policy for determining the size of the secretarial/clerical staff of the high school.

TABLE 42.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT SECRETARIES' RESPONSE TO THE "SHOULD BE" (IDEAL) ITEMS OF SECTION "C" AS DEPENDENT VARIABLE (Twenty-five Specific Provisions and Practices to Promote Effective Use of High School Secretarial/Clerical Personnel)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	3	676.84	225.61	2.06*
Within Predictor Variables (Residual or Within Error)	74	8,098.61	109.44	

*Not significant at the 0.1 level.

TABLE 42.1.-- SUMMARY OF PREDICTOR VARIABLES FOR TABLE 42

Variable	Multiple R	R Square	R Sq Change	Simple R
1. School accreditation status	0.181	0.033	0.033	0.181
2. Principal's educational level	0.232	0.054	0.021	0.164
3. Principal's years in present position	0.278	0.077	0.235	0.126

TABLE 43.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT PRINCIPALS' RESPONSE TO THE "SHOULD BE" (IDEAL) ITEMS OF SECTION "C" AS DEPENDENT VARIABLE (Twenty-five Specific Provisions and Practices to Promote Effective Use of High School Secretarial/Clerical Personnel)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	2	614.76	307.38	4.04*
Within Predictor Variables (Residual or Within Error)	75	5,706.42	76.09	

*Significant at beyond the 0.05 level.

TABLE 43.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES FOR TABLE 43

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Principal's years in present position	0.236	0.056	0.056	-0.236
2. School location	0.312	0.097	0.042	0.150

The Interpretation and Analysis of Data for
Subproblem Five (Tables 42 and 43)

The two step-wise multiple regression analysis findings presented in Tables 42 and 43 produced F ratios of different levels of significance, one above and one below the 0.1 Alpha value. This enables the researcher to not retain the null hypothesis of no relationship between the independent (predictor) and dependent (criterion) variables as they pertain to the principals' "should be" (Ideal) items in Section "C" of the research questionnaire. The null hypothesis of no relationship was retained for the secretary's data as presented in Table 42.

The summary in Table 43.1 shows that the step-wise multiple regression analysis identified two of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 4.04, significant at beyond the 0.05 level. One predictor variable relates personally to the principal and one to the school location.

TABLE 44.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT SECRETARIES' RESPONSE TO PRINCIPALS' INSERVICE NEEDS OF SECTION "D" AS DEPENDENT VARIABLE (Fifteen Specific Inservice Training Activities for Principals and Secretaries)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	4	4,584.86	1,146.22	4.67*
Within Predictor Variables (Residual or Within Error)	73	17,919.35	245.47	

*Significant at beyond the 0.01 level.

TABLE 44.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES FOR TABLE 44

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Secretary's age	0.313	0.098	0.098	-0.313
2. Secretary's years with present principal	0.376	0.141	0.043	-0.278
3. Secretary's years in present district	0.416	0.173	0.031	-0.095
4. Size of the secretarial/clerical staff	0.451	0.204	0.031	0.157

TABLE 45.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT PRINCIPALS' RESPONSE TO PRINCIPALS' INSERVICE NEEDS OF SECTION "D" AS DEPENDENT VARIABLE (Fifteen specific Inservice Training Activities for Principals and Secretaries)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	5	2,387.34	477.47	3.06*
Within Predictor Variables (Residual or Within Error)	72	11,240.88	156.12	

*Significant at beyond the 0.05 level.

TABLE 45.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES FOR TABLE 45

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Principal's sex	0.211	0.045	0.045	-0.211
2. Principal's years as high school principal	0.257	0.066	0.021	-0.182
3. Principal's years in present position	0.332	0.110	0.045	-0.022
4. Secretary's years with present principal	0.389	0.152	0.041	-0.164
5. School accreditation status	0.419	0.175	0.024	0.098

The Interpretation and Analysis of Data for
Subproblem Five (Tables 44 and 45)

The two step-wise multiple regression analysis findings presented in Tables 44 and 45 produced F ratios which are significant at beyond the 0.1 level. This enables the researcher to not retain the null hypothesis of no relationship between the independent (predictor) and dependent (criterion) variables as it pertains to the principal inservice items in Section "D" of the research questionnaire.

The summary in Table 44.1 shows four of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 4.67, significant at beyond the 0.10 level. Three predictor variables relate personally to the secretary and one relates to the size of the secretarial/clerical staff.

The summary in Table 45.1 shows that the step-wise multiple regression analysis identified five of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 3.06, significant at beyond the 0.05 level. Three of the predictor variables relate personally to the principal and one relates personally to the secretary. The fifth predictor in this table relates to the accreditation status of the high school.

In both summaries, the majority of the predictor variables again related personally to either the secretary or to the principal. The two which did not involve the dyad

personally were associated with the size of the secretarial/clerical staff and the accreditation status of the high school.

TABLE 46.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT SECRETARIES' RESPONSE TO SECRETARIES' INSERVICE NEEDS OF SECTION "D" AS DEPENDENT VARIABLES (Fifteen Specific Inservice Training Activities for Principals and Secretaries)

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	5	4,306.27	861.25	3.91*
Within Predictor Variables (Residual or Within Error)	72	15,849.03	220.13	

*Significant at beyond the 0.01 level.

TABLE 46.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES OF TABLE 46

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Secretary's years with present principal	0.329	0.108	0.108	-0.329
2. Secretary's age	0.388	0.151	0.042	-0.279
3. Size of secretarial/clerical staff	0.414	0.172	0.021	0.143
4. Secretarial/clerical employee association	0.437	0.191	0.019	0.133
5. Secretary's educational level	0.462	0.214	0.023	-0.068

TABLE 47.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT PRINCIPALS' RESPONSE TO SECRETARIES' INSERVICE NEEDS OF SECTION "D" AS DEPENDENT VARIABLE (Fifteen Specific Inservice Training Activities for Principals and Secretaries)

Source of Variance	DF	Sum Of Squares	Mean Square	F
Between Predictor Variables (Regression)	3	1,633.66	544.55	3.35*
Within Predictor Variables (Residual or Within Error)	74	12,017.21	162.39	

*Significant at beyond the 0.05 level.

TABLE 47.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES OF TABLE 47

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Principal's sex	0.258	0.067	0.067	-0.258
2. Secretary's educational level	0.310	0.096	0.030	0.140
3. Secretary's years in present position	0.346	0.120	0.023	-0.169

The Interpretation and Analysis of Data for
Subproblem Five (Tables 46 and 47)

The two step-wise multiple regression analysis findings presented in Tables 46 and 47 produced F ratios which are significant at beyond the 0.1 level. This enables the researcher to not retain the null hypothesis of no relationship between the independent (predictor) and dependent (criterion) variables as it pertains to the secretary's

inservice items in Section "D" of the research questionnaire.

The summary in Table 46.1 shows five of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 3.91, significant at beyond the 0.10 level. Three of the predictor variables relate personally to the secretary while two relate to the work situation for all secretarial/clerical personnel: size of staff and employee work or contract association.

The summary in Table 47.1 shows that the step-wise multiple regression analysis identified three of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 3.35, significant at beyond the 0.05 level. Two of the predictor variables relate personally to the secretary and one relates personally to the principal.

In both summaries, the majority of predictor variables related personally to either the principal or to the secretary. Two variables related to the secretarial/clerical staff size and their employee work association (union or non-union).

TABLE 48.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLES WHICH PARTIALLY PREDICT SECRETARIES' RESPONSE TO JOB SATISFACTION INDEX OF SECTION "E" AS DEPENDENT VARIABLE

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	2	76.15	38.08	2.86*
Within Predictor Variables (Residual or Within Error)	75	995.64	13.28	

*Significant at beyond the 0.1 level.

TABLE 48.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES IN TABLE 48

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Secretary's years in present district	0.185	0.034	0.034	-0.185
2. Secretary's years in present position	0.267	0.071	0.037	-0.047

TABLE 49.-- STEP-WISE MULTIPLE REGRESSION ANALYSIS OF SELECTED INDEPENDENT VARIABLE WHICH PARTIALLY PREDICT PRINCIPALS' RESPONSE TO JOB SATISFACTION INDEX OF SECTION "E" AS DEPENDENT VARIABLE

Source of Variance	DF	Sum of Squares	Mean Square	F
Between Predictor Variables (Regression)	10	367.39	36.74	3.54*
Within Predictor Variables (Residual or Within Error)	67	695.60	10.38	

*Significant at beyond the 0.01 level.

TABLE 49.1.-- SUMMARY OF SIGNIFICANT PREDICTOR VARIABLES IN TABLE 49

Variable	Multiple R	R Square	R Sq Change	Simple R
1. Secretary's years with present principal	0.227	0.051	0.051	-0.227
2. School accreditation status	0.321	0.103	0.052	0.213
3. Staffing policy for providing secretarial/clerical personnel (differentiated)	0.380	0.144	0.041	-0.218
4. Size of secretarial/clerical staff	0.426	0.182	0.038	0.152
5. Secretary's years in present district	0.461	0.212	0.031	0.040
6. Secretary's educational level	0.489	0.239	0.026	-0.120
7. Principal's educational level	0.518	0.269	0.030	0.203
8. 1979 Student enrollment	0.537	0.288	0.020	0.180
9. Staffing policy or ratio for determining secretarial/clerical staff	0.556	0.309	0.021	0.033
10. Principal's age	0.588	0.346	0.036	-0.022

The Interpretation and Analysis of Data for
Subproblem Five (Tables 48 and 49)

The two step-wise multiple regression analysis findings presented in Tables 48 and 49 produced F ratios which are

significant at beyond the 0.1 level. This enables the researcher to not retain the null hypothesis of no relationship between the independent (predictor) and dependent (criterion) variables as it pertains to the job satisfaction items in Section "E" of research questionnaire.

The summary in Table 48.1 shows two of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 2.86, significant at beyond the 0.10 level. Both predictor variables relate personally to the secretary in terms of work experience.

The summary in Table 49.1 shows ten of the seventeen independent variables which contributed significantly to the Multiple R and an F ratio of 3.54, significant at beyond the 0.01 level. Three of the predictor variables relate personally to the secretary while two relate personally to the principal. The remaining five variables relate to the situational setting of the high school, including: accreditation status, size of secretarial/clerical staff, size of student enrollment, and, two aspects by which the levels of secretarial/clerical staffing are determined.

In both tables, the majority of predictor variables again relate personally to the secretary and the principal. Table 49.1 lists more predictor variables as having a significant relationship with the dependent variable of principals' job satisfaction than appeared in any of the other summary tables.

The Summary of Results

In Chapter IV, the researcher presented and analyzed the data gathered from 78 matched pairs of Michigan public high school principals and secretaries. The first division provided a tabular profile of the participating high schools, their principals and secretaries, using responses to Section "A" of the research questionnaire. The second division focused on the five subproblems of the study, using two types of statistical tests. To compare differences of attitude scores of principals and secretaries to Sections "B," "C," "D," and "E" of the research questionnaire, the researcher used the t Test for matched or paired groups. To determine relationships between the dependent and independent variables, the step-wise multiple regression analysis procedure and test were applied.

A total of sixteen t Tests were performed to compare differences in attitude scores of principals and secretaries. The researcher found that in twelve tests, the T Value was significant beyond the 0.1 Alpha level. Several were significant at the 0.000 Alpha level. The null hypotheses of no difference were, therefore, not retained after comparing principal and secretary attitude scores in the following areas of the dependent variables:

	T Value	2-Tail Prob.
1. Overall Response to Section "B" on Adequacy, Value and Work Environment	4.15	0.000
<u>A priori</u> Subsets of Section "B"		
2. Direction of Staff	1.79	0.078
3. Equity for Staff	4.56	0.000
4. Involvement of Staff	7.46	0.000
5. Personal Concerns	2.46	0.016
6. Recognition of Staff	8.30	0.000
7. Support of Staff	3.18	0.002
8. Use of Staff	4.72	0.000
9. Value of Staff	4.22	0.000
10. "Are" (Real) Provisions and Practices in Section "C"	5.85	0.000
11. Principals' Inservice Needs in Section "D"	2.43	0.018
12. Job Satisfaction Levels	2.05	0.044

Four t Tests produced results which were not beyond the 0.1 Alpha level and, therefore, the null hypotheses of no difference were retained. The areas covered by these tests are given below:

<u>A priori</u> Subsets of Section "B"	T Value	2-Tail Prob.
1. Adequacy of secretarial/ clerical staff	0.0	1.000
2. Skills of secretarial/ clerical staff members	1.53	0.129
3. "Should Be" (Ideal) Provisions in Section "C"	1.25	0.217
4. Secretary's Inservice Needs in Section "D"	1.19	0.238

To analyze the relationship between the dependent and independent variables, a total of twelve step-wise multiple regression analyses were performed. Six analyzed the relationship of the independent variables to principal responses on the dependent variables. Six others examined the same relationships for the secretary responses.

All but one of the analyses identified significant relationships between selected independent variables and the participant responses on the dependent variables. Overall, this allowed the researcher to not retain the null hypothesis of no relationship. The only instance which did not reveal a significant relationship was on the secretaries' "Should Be" (Ideal) responses in Section "C" where an "F" value of 2.06 was under the 0.1 Alpha level. A recap of the significant findings is given below:

Dependent Variable in Brief		Secretary		Principal	
		F	Signif.	F	Signif.
1.	Section "B"	4.26	0.01	3.34	0.05
2.	Section "C" Are (Real)	3.00	0.05	3.34	0.05
3.	Section "C" Should Be (Ideal)	not significant		4.04	0.05
4.	Principals' Inservice	4.67	0.01	3.06	0.05
5.	Secretaries' Inservice	3.91	0.01	3.35	0.05
6.	Job Satisfaction	2.86	0.01	3.54	0.01

In analyzing the summary tables which follow each step-wise Multiple Regression, it can be determined that all seventeen independent variables were identified at least once as contributing to the Multiple R and F ratio of a relationship. The summary below shows how often each

independent variable was listed in a summary table:

1. Secretary's age	3
2. Secretary's educational level	6
3. Secretary's years in present position	4
4. Secretary's years with present principal	4
5. Secretary's years in present district	4
6. 1979-80 Student enrollment	1
7. Employee association (union or non-union)	1
8. Size of secretarial/clerical staff	4
9. Principal's sex	3
10. Principal's age	1
11. Principal's educational level	4
12. Principal's years in present position	4
13. Principal's years as high school principal	2
14. School accreditation status	3
15. School location	1
16. Differentiated staffing policy	3
17. Ratio or formula policy	3

In conclusion, it can be said that several significant findings were identified in this study. The findings of difference as well as relationship help to answer the original questions which stimulated the research project. (See page 12). Additional questions have been raised which will be considered in the final chapter, together with conclusions and a final summary.

FOOTNOTES: CHAPTER IV

¹George H. Weinberg and John A. Schumaker, Statistics: An Intuitive Approach (Monterey, California: Brooks/Cole Publishing Company, 1974), pp. 211-212.

²See Appendix I.

³Francis J. Kelly and others, Multiple Regression Approach (Carbondale, Illinois: Southern Illinois University Press), p. 6.

⁴William Veitch, "Regression In Education," (paper prepared at Oakland Schools for use by researchers, Pontiac, Michigan, July 1975).

⁵See Appendix F.

⁶Ibid.

⁷See Appendix I.

CHAPTER V

THE SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter a summary of the investigation conducted has been presented. It is followed by the author's discussion of the findings and conclusions. In addition, recommendations for areas of further investigation are considered.

The Summary

The Purpose of the Study

As stated in Chapter I, the researcher's purpose in this study was to assess and compare the attitudes of selected Michigan high school principals and their secretaries relative to four groupings of dependent variables. First, there was special interest in comparing principal and secretary attitudes toward the forty descriptive statements concerning the adequacy, value and general work environment of the high school secretarial/clerical staff. Next, the researcher wanted to compare the dyad's "real" and "ideal" assessments toward twenty-five specific provisions and practices intended to promote the effective use of the secretarial/clerical staff. As third and fourth dimensions, the

researcher desired to assess and compare principal and secretary attitudes toward fifteen inservice training activities and eighteen statements concerning job satisfaction. Finally, the researcher's purpose was to examine the relationships between the dependent and independent variables of the study.

The Importance of the Study

The day-to-day operations of high schools have become more and more complex, resulting in added demands and pressures for principals and their secretaries. Increased complexity has resulted in increased paper work and clerical-related tasks affecting administrators as they strive to serve students, teachers, parents and community members. As never before, this requires special skill and training for all building administrators, but especially for the principal. More secretarial/clerical staff assistance may be justified and needed. A deficiency in either dimension--administrator skill or staffing support--can affect service and job satisfaction.

It is important that all existing resources be effectively organized and used if the full importance and potential of the school office is to be realized. If it operates carelessly and ineffectively, confusion, frustration and reduced service may result. Time and goodwill can be lost, resulting in a negative reflection on the principal, the secretary and

the school. In the final analysis, the principal is distracted from giving the proper attention and support to the educational programs of the school.

The findings and recommendations of this study ought to be of interest to principals, secretarial/clerical staff members, Boards of Education, superintendents, and college-university personnel concerned with the pre-service and inservice preparation of today's school principals and school secretaries.

The Questions Which Stimulated the Study

1. Using a staff/student ratio, how do selected Michigan public high schools compare in terms of secretarial/clerical staffing?
2. How many school districts use a formula, ratio or policy to determine staffing levels for secretarial/clerical personnel?
3. In the opinion of principals and their secretaries, is the secretarial/clerical staffing level adequate?
4. In the opinion of principals and their secretaries, how satisfied, effective and competent are secretarial/clerical staff members?
5. In the opinion of principals and their secretaries, are present secretarial/clerical staff members being effectively used? Is there evidence from selected provisions and practices to support their opinions?

6. How do principals and their secretaries compare on an objective measure of job satisfaction?

7. How do principals and their secretaries compare in their opinions of their own and each other's inservice training needs?

8. Do variables such as school size and location relate to the stated opinions of principals and their secretaries?

9. Do variables such as school accreditation and secretarial/clerical employee bargaining/contract status (or lack thereof) relate to opinions of principals and their secretaries?

10. Do selected individual or personal variables of principals and their secretaries relate to their opinions and assessments of the dependent variables?

The Research Methodology and Statistical Tests

This study combined the descriptive and analytical survey methods, using a questionnaire developed by the researcher. Although the study assessed only the attitudes of principals and their secretaries, the results provided information involving all administrators and all secretarial/clerical staff members assigned to the high schools. The researcher chose to involve only the dyad of the high school principal and secretary for two reasons. First, the communication and employment relationship of the dyad could provide an overview assessment of the variables of interest in the

study. The principal could make certain overview assessments reflecting the attitudes or feelings of all building level administrators. The secretary could make certain overview assessments reflecting the attitudes or feelings of all secretarial/clerical staff members. The contrast of these assessments was of interest in terms of their agreement and accuracy.

After a review of appropriate resources and discussion with consultants, the researcher decided on the use of two statistical tests in analyzing the data of the study. For the comparison of principal and secretary attitude scores, the t Test for matched or paired groups was employed to check for significant differences. For checking on possible relationships between independent variables and respondent scores on the dependent variables, the step-wise multiple regression analysis was employed. Both tests are quite powerful and seemed well suited for the statistical design of the study.

The Sample Size and Respondent Participation

The researcher desired to sample thirty percent of Michigan's Class "A" and "B" high schools. The 1980 Michigan Education Directory and Buyer's Guide was used and the researcher indentified 304 high schools which had enrollments of 750 or more students in 1979-80. Using the simple random sampling method, ninety-one (91) schools were selected for

participation. A two-stage communication process with appropriate follow-up efforts resulted in completed questionnaires from seventy-eight matched pairs of high school principals and secretaries. This provided an 86 percent rate of return, considered very good for survey research.

The Five Subproblems and Five Hypotheses Restated

In Chapter I, the researcher posed five subproblems of the study and stated five null hypotheses. These are restated below:

The first subproblem. The first subproblem was to determine through an analysis of questionnaire responses, the attitudes of principals and their secretaries toward the forty descriptive statements regarding the adequacy, value and general work environment of secretarial/clerical staff members.

The first null hypothesis. The first hypothesis was that there is no difference between the attitude scores of principals and their secretaries regarding the forty descriptive statements designed to assess the adequacy, value and general work environment of secretarial/clerical staff members. This hypothesis was examined using an Alpha level of .10.

The second subproblem. The second subproblem was to determine through an analysis of questionnaire responses the "are" (real) and "should be" (ideal) assessments of

principals and secretaries relative to twenty-five specific practices and provisions intended to promote the effective use of secretarial/clerical staff members.

The second null hypothesis. The second hypothesis was that there is no difference between the "are" (real) and "should be" (ideal) assessments of principals and the "are" (real) and "should be" (ideal) assessments of their secretaries relative to twenty-five specific practices and provisions intended to promote the effective use of secretarial/clerical staff members. This hypothesis was examined using an Alpha level of .10.

The third subproblem. The third subproblem was to determine through an analysis of questionnaire responses the attitudes of principals and their secretaries as to their own and to each other's inservice training needs relative to the fifteen selected activities.

The third null hypothesis. The third hypothesis was that there is no difference between the attitudes of principals and the attitudes of their secretaries relative to each other's inservice training needs on fifteen selected activities. This hypothesis was examined using an Alpha level of .10.

The fourth subproblem. The fourth subproblem was to determine and compare through an analysis of questionnaire responses the job satisfaction levels of principals and secretaries.

The fourth null hypothesis. The fourth hypothesis was that there is no difference between the job satisfaction levels of principals and the job satisfaction levels of their secretaries. This hypothesis was examined using an Alpha level of .10.

The fifth subproblem. The fifth subproblem was to determine through an analysis of questionnaire responses the specific classifications, values, and descriptions of the independent variables and to then determine the relationships between all dependent variables and independent variables.

The fifth null hypothesis. The fifth hypothesis was that there is no relationship between the dependent variables and the several independent variables of the study. This hypothesis was examined using an Alpha level of .10.

The Significant Findings

The overall t Test for subproblem one yielded a T Value of 4.15, significant at 0.000 level, using two-tail probability. This allowed the researcher to not retain the null hypothesis of no difference. There was a significant difference between the attitude scores of principals and their secretaries as they responded to Section "B" of the research questionnaire. This section focused on forty descriptive statements relative to the adequacy, value and general work environment for the high school secretarial/clerical staff.

Principals expressed a more positive assessment (4.06 on the five-point Likert scale) than did their secretaries (3.81 on the Likert scale). This placed the principals above "agree" (4.0 on the Likert scale) while the secretaries were between "undecided" and "agree" though closer to the latter.

The ten t Tests on the a priori subsets within Section "B" yielded eight T Values which were also significant at beyond the 0.1 Alpha level. This "post hoc" form of analysis made it more clear as to where principals and secretaries had similar as well as significantly different views.

The dyads had identical mean scores in reacting to the four statements relative to the adequacy of the secretarial/clerical staff. Also, there was only a small difference in their assessments relative to the four statements on the skills of the secretarial/clerical staff.

In the other eight areas or a priori subsets, principals reacted more positively to each set of four statements than did their secretaries. The eight a priori groups where significant differences were found are listed in order of magnitude of their T Values:

	<u>T Value</u>	<u>Equivalent Five-Point Scale Score</u>	
		<u>Principals</u>	<u>Secretaries</u>
1. Recognition of Staff	8.30	4.47	3.89
2. Involvement of Staff	7.46	4.06	3.37
3. Use of Staff	4.72	4.04	3.67
4. Equity for Staff	4.56	3.53	3.07
5. Value of Staff	4.22	4.73	4.46
6. Support for Staff	3.18	4.60	4.37
7. Personal Matters or Concerns of Staff	2.46	4.04	3.87
8. Direction of Staff	1.79	3.91	3.74

Neither the principal nor the secretary groups could agree (4.0 on Likert scale) that the high school had adequate secretarial/clerical staff. They did, however, exceed 4.0 on the Likert scale when responding to the four statements on the skill level of secretarial/clerical staff members.

While eight of the ten subset t Tests resulted in significant findings, in no case did the average Likert scale score for either group fall below 3.0 or "undecided." The significant differences were expected but the relative positions or range between the group scores were not as great as had been anticipated.

Two t Tests performed to solve subproblem two revealed different findings. First, principals assessed the "are" (real) existence of selected provisions and practices more positively than did their secretaries. Once again, however, the principals' groups score (3.53) did not reach "implemented or provided to a high degree" (4.0) and the secretaries'

group score (3.09) did not fall below "implemented or provided to a moderate degree" (3.0) on the Likert scale. The researcher was able to not retain the null hypothesis of no difference. Secondly, there was not a significant difference between the groups on the "should be" (ideal) attitude toward these same twenty-five provisions and practices. Principals and secretaries both gave ratings which exceeded "should be implemented or provided to a high degree" (4.46 and 4.38 respectively). The researcher had to retain the null hypothesis of no difference.

Two t Tests performed to solve subproblem three also resulted in different findings. First, there was significant difference between the responses of principals and secretaries as they considered the value or need of the fifteen inservice activities for the principal. Principals assessed their overall value or need for these inservice activities higher (3.88 on the Likert scale) than did their secretaries (3.52). Both groups, however, rated the value or need as closer to "Of much value or need" (4.0 on the Likert scale) than to "Of uncertain value or need" (3.0 on the Likert scale). The researcher did not retain the null hypothesis of no difference. Second, the groups were relatively close in assessing the value or need of the inservice activities for the secretary. Each gave overall ratings which exceeded 3.5 on the Likert scale (principals 3.69 and secretaries 3.53) placing the secretaries' needs close to but below "Of much value or need." As well as assessing their own inservice

needs higher, the principals also rated the value of the inservice activities for secretaries more highly than did the secretaries. In this segment of subproblem three, the researcher had to retain the hypothesis of no difference.

Of the fifteen inservice training activities listed in Section "D" of the research questionnaire, principals reached or exceeded a self-assessed need of 4.0 (of much value or need) eight times or more than 50 percent of the listed activities. These eight inservice activities or topics together with their Likert scale group scores are listed below:

Activity	Principals Likert Scale Score
...personal organization and planning skills	4.09
...delegating tasks and authority	4.09
...stress management skills	4.06
...time management skills	4.15
...conflict management skills	4.01
...basic school law and legal briefings on court decisions, new laws, etc.	4.17
...effective use/coordination of the secretarial/clerical staff	4.03
...goal or task analysis, goal setting and prioritizing	4.00

Although the secretary and principal assessments regarding the value of the inservice activities for secretaries never reached 4.0 (Of much value or need), many exceeded a rating of 3.5. See Appendix J for a complete listing of assessment scores for both groups on all dependent variables.

One t Test was performed to solve subproblem four and resulted in a T Value of 2.05, significant at the 0.044 level. The researcher did not retain the null hypothesis of no difference between the job satisfaction levels of principals and their secretaries. Principals had a higher overall rating (2.75 on the Likert scale) than did their secretaries (2.64). This placed both groups between "disagree" and "undecided" on the Likert scale. The result was that both groups scored below the "neutral" point of 54 on the Job Satisfaction Index. In view of the low Alpha reliability coefficient reported for the JSI and this subscale, the researcher was reluctant to place much significance on this finding.

In solving subproblem five, twelve separate step-wise multiple regression analyses were performed. All tests but one identified significant relationships between the selected independent variables and the participant responses on the dependent variables. Overall this allowed the researcher to not retain the null hypothesis of no relationship.

While all independent variables were identified as contributing at least once to the significant relationship with scores on the dependent variables, the dominant independent or predictor variables were most often associated personally or individually with principals and secretaries. Those variables identified as contributing four or more times to significant relationships are given as follows:

	Times Cited
1. Secretary's educational level	6
2. Secretary's years in present position	4
3. Secretary's years with present principal	4
4. Secretary's years in present district	4
5. Size of secretarial/clerical staff	4
6. Principal's educational level	4
7. Principal's years in present position	4

Five more of the independent variables were each identified three times as contributing to the significant relationship between independent and dependent variables.

These five were:

1. Secretary's age
2. Principal's sex
3. School accreditation status
4. Differentiated staff policy or lack thereof
5. Ratio or formula policy for staffing secretarial/clerical staff

It can be stated that twelve of the seventeen independent variables contributed three or more times to a significant regression equation. Since most were of a personal or district policy nature, it can also be stated that some possibilities for change and improvement exist at the local level. These implications will be discussed briefly in the next section.

The Conclusions and Implications of Findings

This study has shown that significant differences exist between the attitude scores of principals and secretaries on twelve of sixteen t Tests performed on six groups of dependent variables. Although significant differences exist, the Likert scale scores of both groups can be interpreted overall as being more positive than negative. The findings of eight t Tests which examined differences between principal and secretary responses to Section "B" of the research questionnaire suggest some specific activities which administrators may employ to bring about improvement. To further enhance the role, value and work environment of the high school secretarial/clerical staff, principals should take steps to:

1. promote recognition of the secretarial/clerical staff. Among other things, building administrators should solicit and use the ideas and suggestions of their secretarial/clerical staff members to improve the school office operations;
2. promote involvement of the secretarial/clerical staff. Among other things, building administrators should be certain that secretarial/clerical staff members are asked to help plan/evaluate/revise activities or programs which involve their services;

3. make better and fuller use of secretarial/clerical staff members. Among other things, building administrators need to minimize their own time and involvement with paper work or other tasks which can be done effectively by secretarial/clerical staff members;
4. insure equity of treatment. Among other things, building administrators can help bring about job classification studies and job descriptions (for pay purposes) which fairly reflect the differences in positions as to work loads, skills and responsibilities;
5. promote the value of the secretarial/clerical staff. Among other things, building administrators can recognize and publicize the valuable role and loyal service of secretarial/clerical staff members;
6. provide support for secretarial/clerical staff members. Among other things, building administrators can assist and support secretarial/clerical personnel when they are confronted with unreasonable situations involving teachers, students, parents or other staff members;
7. give attention to matters of personal concern facing secretarial/clerical staff members. Among other things, building administrators should provide opportunities whereby secretarial/clerical staff members can learn and try new things on the job; and
8. insure clear direction to the secretarial/clerical staff. Among other things, building administrators

can strive to provide consistent channels of communication and supervision in directing the work of secretarial/clerical personnel.

The findings in Section "C" of the research questionnaire suggest that principals as well as secretaries feel that the twenty-five provisions and practices need fuller implementation in their schools. Among the provisions which principals and secretaries feel need the greatest attention are: (Both principal and secretary mean responses exceeded 4.5 on the Likert scale).

1. current written job descriptions for each secretarial/clerical personnel;
2. adequate equipment/furniture provisions for secretarial/clerical personnel;
3. adequate supplies and materials;
4. written job classification/reclassification procedures;
5. job postings for new or vacated positions;
6. provisions for personal comfort and privacy during work breaks;
7. paid sick leave allowance;
8. formal screening/testing procedures prior to hiring;
9. paid vacation allowance;
10. paid insurance benefits;

11. published grievance procedures;
12. convenient, comfortable office spaces/work stations for secretarial/clerical personnel.

Inservice programs should be planned and conducted at the local level for principals and secretaries. Ideally, they should be scheduled for those times when students and teachers are on vacation but when principals and secretaries are on the job, e.g., late summer weeks before school begins or after school is dismissed in June. Much can be accomplished in a well-planned half-day program. Those inservice activities of greatest value or need to principals and secretaries are listed below:

FOR PRINCIPALS: (4.0 or higher on Likert scale)

1. personal organization and planning skills;
2. delegating tasks and authority;
3. stress management skills;
4. time management skills;
5. conflict management skills;
6. basic school law and legal briefings;
7. effective use/coordination of secretarial/clerical staff, and,
8. goal or task analysis, goal setting/prioritizing.

FOR SECRETARIES: (3.6 or higher on Likert scale)

1. office management principles and skills;
2. personal organization and planning skills;
3. human relations skills;
4. delegating tasks and authority;
5. interpersonal communication skills;

6. business letter writing;
7. stress management skills, and
8. effective use/coordination of the secretarial/clerical staff.

The study also revealed several significant findings in the relationships between the dependent variables and the seventeen selected independent variables. Those predictor variables which contributed most often (four or more times) to significant regression equations were:

1. Secretaries' educational level;
2. Secretaries' years of work experience;
3. Size of the secretarial/clerical staff;
4. Principals' educational level, and
5. Principals' years of work experience.

While it is impossible to change the level of experience for principals or secretaries, it is possible to examine more closely the educational needs of each and to provide, where appropriate, meaningful inservice activities as suggested earlier. The overall size and adequacy of the secretarial/clerical staff can also be examined carefully. Where possible and appropriate additional personnel should be employed in the high school office. The researcher emphasizes, however, that the current study identifies many provisions and practices which may, if utilized, result in increased efficiency, effectiveness and productivity by administrators as well as secretarial/clerical staff members. These should be examined first, whether or not additional personnel are

eventually employed.

The findings have implications for inservice training and policy development at the local level, the initiation and motivation for which can very properly begin with the high school principals and their secretaries. Principals especially should exert influence to improve their own skills and the operational efficiencies of their local units. Secretaries share a similar responsibility and opportunity to voice their concerns, recommendations and needs. Boards of education should support principals and secretaries when they request or suggest inservice activities or policy changes which may promote goodwill, skill and performance. College and university personnel should consider the content of existing programs as well as the design of new ones which will enhance the pre-service and inservice training needed by principals and secretaries.

Much can be done at the local building level through the efforts of the principal-secretary dyads. Many of the practices and provisions presented in Section "C" of the research questionnaire cost very little in terms of budget expenditure. Many of the inservice activities presented in Section "D" can be organized locally, using local resources and personnel. Change will, in most cases, occur more rapidly through the teamwork of principals and their secretaries. As a result, efficiency, service and job satisfaction may increase for both administrators and secretarial/clerical staff members.

At the same time, feelings of stress, hassle and job fatigue may decrease. The possibility for positive change certainly deserves careful consideration by all members of the educational team.

The Recommendations

In view of the experience and findings with the present study, the researcher makes seven recommendations regarding future research in the general area of high school administrators and their secretarial/clerical staffs.

1. First and most obvious, a new study should examine levels of job satisfaction, using an instrument which has greater reliability than the Job Satisfaction Index. A more accurate assessment in this important area is needed.

2. Second, the research questionnaire should be reduced substantially which, of course, suggests a more focused study. The present study, though interesting, involved too many variables, making it difficult to analyze.

3. Third, a subsequent study should be made, using a more focused topic and questionnaire, but involving all building administrators and all secretarial/clerical staff members.

4. Fourth, a subsequent study should include as a third dimension, an assessment of teacher views and opinions as they relate to the operations of the high school office and its staff.

5. Fifth, an indepth analysis of specific staffing practices as they relate to provisions for secretarial/clerical personnel is a topic worthy of further examination. The present study resulted in only superficial information dealing with this area.

6. Sixth, a subsequent study could examine the specific areas of undergraduate course preparation for principals and attempt to relate these to levels of job satisfaction as well as skills in the business/office administration of the school.

7. Seventh, an effectiveness study of specific inservice training activities provided in local high schools for the benefit of administrators and secretarial/clerical personnel should be considered. For example, the impact pre and post of an inservice training session on time management skills.

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APPENDICES

APPENDIX A

QUESTIONNAIRE TO PRINCIPAL



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BIRMINGHAM
PUBLIC SCHOOLS

May 17, 1980

Dear Principal:

Thank you for your willingness to participate in a research study which focuses on principals, their secretaries and related variables affecting administrators and secretarial/clerical staff members of Michigan's Class "A" high schools. I am confident that the results can assist all who are interested in improving office operations and strengthening support to the total educational program.

The enclosed questionnaire has been carefully prepared following critical reviews by secretaries, principals and others. I believe you will find the directions clear and the contents interesting. It should only require about thirty minutes to complete.

Enclosed you will also find a summary of the postal card information as promised in my first letter. This limited information is quite revealing and suggests the greater benefits to be derived from the complete study.

Finally, I have enclosed two letters of endorsement from professional associations indicating the support which has been extended to the research project. I am hopeful that your interest and support will be shown by completing and returning the questionnaire by the date on the cover sheet. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you again for your participation.

Sincerely,

Ronald H. Rolph
Director of Secondary Education

Enclosure

P. S. Because responses of matched pairs of principals and secretaries are essential to this study, please encourage your secretary to return the questionnaire as promptly as possible.

A Questionnaire for High School Principals and Their Secretaries

This research questionnaire has been designed to determine the attitudes and opinions of selected Michigan high school principals and their secretaries relative to the adequacy, value and provisions for effective use of the high school secretarial/clerical staff. There are five sections as indicated below:

Section A	Individual and School Information
Section B	Forty Descriptive Statements
Section C	Twenty-five Provisions and Practices
Section D	Fifteen Inservice Training Activities
Section E	Eighteen Job Satisfaction Statements

The entire questionnaire will require about thirty minutes to complete. Please consider the following:

- Your candid and thoughtful responses are needed. All questionnaires will be handled with complete confidentiality and no school or individual responses will be released or identified in the study.
- Although the principal and his or her secretary will complete the same questionnaire, except for Section A, it is essential that each one complete the questionnaire individually and without consultation.
- Try to complete the questionnaire when you have some "quiet time" and can give it careful consideration. Your true assessments are most important to the research results.
- For the purposes of this study, the term "administrators" refers only to the high school principal and the assistant or vice principals.
- For the purposes of this study, the expression, "secretary to the principal" refers to the one secretary who most directly serves the principal.
- For the purposes of this study, the expression, "secretarial/clerical staff members" refers to those persons employed in the high school to perform such office tasks as typing, filing, bookkeeping, record-keeping, telephone/switchboard work, receptionist service and other general office assignments. Do not include or consider teacher aides, parent or student volunteer helpers.

Please complete the questionnaire and return it in the enclosed envelope not later than May 30, 1980. If you have questions, you may telephone me at (313) 644-9300, extension 259.

Thank you.

Ronald H. Rolph

Questionnaire for the High School Principal

SECTION A

Individual and School Information

1. *High School _____
2. *District _____
3. Grades in Your School, e.g. 10-11-12 _____
4. 1979 Fourth Friday Student Enrollment of Your High School _____
5. Sex:
 - ☐ Male
 - ☐ Female
6. Age:
 - A. ☐ Under 30
 - B. ☐ 30 to 39
 - C. ☐ 40 to 49
 - D. ☐ 50 to 59
 - E. ☐ 60 or over
7. Education: (Check **highest** degree earned)
 - A. ☐ Bachelors
 - B. ☐ Masters
 - C. ☐ Specialist
 - D. ☐ Doctorate
8. How many years have you served in your present position, counting the current year?

9. How many years have you been a high school principal, counting the current year?

10. What is the accreditation status of your high school?
 - A. ☐ Non Accredited
 - B. ☐ UM Accredited Only
 - C. ☐ UM and NCA Accredited
 - D. ☐ Accredited by Others (please specify)

11. Please indicate the **one** option which best describes the **location of your high school**:
 - A. ☐ In a city over 400,000 residents
 - B. ☐ In a city of 100,000 to 399,999
 - C. ☐ In a city of 5,000 to 99,999
 - D. ☐ In a small town under 5,000
 - E. ☐ In a suburban area within close proximity to a city over 100,000
 - F. ☐ In a rural area
12. In comparing the official 1979 Fourth Friday enrollment of your school with that of the 1970-71 year (or since your school opened, if after 1970-71) does the comparison represent:
 - A. ☐ Higher enrollment in 1979-80
 - B. ☐ Lower enrollment in 1979-80
 - C. ☐ Essentially no change
 - D. ☐ Unknown

*Needed only for purposes of identifying and accounting for questionnaire returns. Names will not be used in identifying research data.

13. In comparing the **present size secretarial/clerical staff** of your school with that of 1970-71 (or since your school opened, if after 1970-71) does the comparison represent:
- A. ☐ More staff in 1979-80
 - B. ☐ Less staff in 1979-80
 - C. ☐ Essentially no change
 - D. ☐ Unknown
14. In comparing the rate of absenteeism of **secretarial/clerical staff members** with the rate of teachers, would you say the comparison represents: (Make your best judgment, but it is not expected that you will research records.)
- A. ☐ A lower rate for secretarial/clerical staff
 - B. ☐ A higher rate for secretarial/clerical staff
 - C. ☐ About the same rate for secretarial/clerical staff
 - D. ☐ Unable to respond
15. In considering the length of employment for your school's **secretarial/clerical staff members**, generally how would you classify the turnover rate at your school: (Make your best judgment, but it is not expected that you will research records.)
- A. ☐ High turnover (average employment period less than 4 years)
 - B. ☐ Moderate turnover (average employment period of 4 to 7 years)
 - C. ☐ Low turnover (average employment period more than 7 years.)
 - D. ☐ Unable to respond
16. Does your district have a provision for flexible or differentiated staffing whereby you can, for example, convert the budget allocation of one teacher position to two or more secretarial/clerical positions?
- ☐ Yes
 - ☐ No
17. If your answer to no. 16 is "yes," do you utilize the provision to gain additional secretarial/clerical personnel?
- ☐ Yes
 - ☐ No
 - ☐ Not applicable
18. If your answer to no. 16 is "no," would you like to have such a provision or option in staffing?
- ☐ Yes
 - ☐ No
 - ☐ Uncertain
19. Does your school district have a basic policy, formula, rationale or ratio to determine the number of secretarial/clerical personnel assigned to the schools?
- ☐ Yes
 - ☐ No
20. If your answer to no. 19 is "no," do you feel that such a policy, formula, etc., is needed?
- ☐ Yes
 - ☐ No
 - ☐ Not applicable

COMMENTS:

SECTION B

Descriptive Statements

Concerning the High School's Secretarial/Clerical Staff: Their Adequacy, Value and Work Environment

Instructions:

Listed in this section are forty (40) descriptive statements. Using the following response alternatives, please select the **one** which best reflects your candid and thoughtful assessment of each **descriptive statement**, as it relates to your school and work situation.

- SA - You **STRONGLY AGREE** with the statement
 A - You **AGREE** with the statement **most of the time**
 U - You are **UNDECIDED** whether you agree or disagree with the statement
 D - You **DISAGREE** with the statement **most of the time**
 SD - You **STRONGLY DISAGREE** with the statement

Example: (The respondent below has indicated strong disagreement with the statement)

	SA	A	U	D	SD
	5	4	3	2	1
0. Secretarial/clerical staff members should work six days a week.					x

Descriptive Statements	SA	A	U	D	SD
21. Secretarial/clerical staff members are included in some special activities with the faculty, e.g., holiday parties, bowling league, golf outings.	☐	☐	☐	☐	☐
22. The present size secretarial/clerical work force permits performance of all essential tasks and services.	☐	☐	☐	☐	☐
23. Administrators never ask, nor expect, secretarial/clerical staff members to make decisions, complete tasks or assume responsibilities which appropriately belong to administrators.	☐	☐	☐	☐	☐
24. Job-related problems or concerns expressed by secretarial/clerical staff members receive prompt consideration by school administrators.	☐	☐	☐	☐	☐
25. Secretarial/clerical personnel have opportunities to learn and try new things on the job.	☐	☐	☐	☐	☐
26. Administrators personally recognize and appreciate the role and responsibilities of secretarial/clerical personnel.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
27. Secretarial/clerical staff members have good skills in human relations.	☐	☐	☐	☐	☐
28. Secretarial/clerical personnel receive administrative support when confronted with difficult teacher situations.	☐	☐	☐	☐	☐
29. Secretarial/clerical related work activities and tasks are periodically analyzed to determine their importance, value and need for continuation or revision, e.g., value or need for a particular report; revision of a particular form or procedure.	☐	☐	☐	☐	☐
30. Secretarial/clerical personnel perform vital support services to the educational program.	☐	☐	☐	☐	☐
31. The work loads of secretarial/clerical staff members in this school are reasonable and manageable.	☐	☐	☐	☐	☐
32. Secretarial/clerical personnel are instructed how to respond to various emergency situations, e.g., how to handle a "bomb call."	☐	☐	☐	☐	☐
33. Secretarial/clerical staff members are appropriately paid for the services they render.	☐	☐	☐	☐	☐
34. Secretarial/clerical personnel are kept informed of school activities, policies and operations which involve or affect them.	☐	☐	☐	☐	☐
35. Secretarial/clerical personnel have opportunities to do challenging and interesting things.	☐	☐	☐	☐	☐
36. Secretarial/clerical staff members receive expressions of goodwill or appreciation from administrators on special occasions, e.g., birthdays, holidays, National Secretaries Week.	☐	☐	☐	☐	☐
37. Secretarial/clerical staff members demonstrate good filing and record-keeping skills.	☐	☐	☐	☐	☐
38. Secretarial/clerical personnel receive administrative support when confronted with difficult student situations.	☐	☐	☐	☐	☐
39. Secretarial/clerical staff members are occasionally "pooled" to handle specific jobs or special work loads of the school as a whole.	☐	☐	☐	☐	☐
40. Secretarial/clerical personnel are loyal employees.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
41. It is unnecessary to acquire additional secretarial/clerical personnel (other than those assigned to the school) to meet special needs or peak work periods.	☐	☐	☐	☐	☐
42. Secretarial/clerical staff members receive complete directions when assigned new or complex tasks.	☐	☐	☐	☐	☐
43. The secretarial/clerical job classification arrangement in this school (for pay purposes) reflects fairly the corresponding differences in positions as to work loads, skills and responsibilities.	☐	☐	☐	☐	☐
44. Secretarial/clerical staff members are asked for their ideas and advice regarding problems which administrators face, e.g., student, parent or staff problems.	☐	☐	☐	☐	☐
45. Secretarial/clerical staff members have opportunities to plan and organize their own work.	☐	☐	☐	☐	☐
46. Secretarial/clerical staff members are kept informed as to administrators' whereabouts when they leave the office or school.	☐	☐	☐	☐	☐
47. Secretarial/clerical personnel have good telephone/switchboard skills.	☐	☐	☐	☐	☐
48. Secretarial/clerical personnel receive administrative support when confronted with difficult parent situations.	☐	☐	☐	☐	☐
49. The skills and abilities of secretarial/clerical staff members are effectively used by administrators, minimizing their own time and involvement with paper work or tasks which can be done effectively by secretarial/clerical staff members.	☐	☐	☐	☐	☐
50. Secretarial/clerical personnel perform valuable roles in school/community relations.	☐	☐	☐	☐	☐
51. The present size secretarial/clerical work force allows all work to be accomplished with minimal work-related stress.	☐	☐	☐	☐	☐
52. Consistent channels of communication and supervision are utilized in directing the work of secretarial/clerical personnel.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
53. The work load for secretarial/clerical personnel in this building is distributed fairly.	☐	☐	☐	☐	☐
54. Secretarial/clerical staff members are asked to help plan/evaluate/revise activities or programs which involve their services.	☐	☐	☐	☐	☐
55. Secretarial/clerical staff members enjoy harmony and companionship with one another.	☐	☐	☐	☐	☐
56. The ideas and suggestions of secretarial/clerical staff members to improve the school office operations are solicited and utilized.	☐	☐	☐	☐	☐
57. Secretarial/clerical staff members (where required or needed) have good machine and stenographic skills, e.g., typing, taking dictation, etc.	☐	☐	☐	☐	☐
58. Secretarial/clerical personnel receive administrative support when confronted with difficult custodial staff situations.	☐	☐	☐	☐	☐
59. Administrators plan work in advance, with deadlines which avoid unnecessary confusion or "crash projects."	☐	☐	☐	☐	☐
60. Secretarial/clerical personnel are hard-working employees.	☐	☐	☐	☐	☐

COMMENTS:

SECTION C

Specific Provisions and Practices to Promote Effective Use of High School Secretarial/Clerical Personnel

Instructions:

Listed in this section are twenty-five (25) specific provisions and practices. Using the following response alternatives, please select **two** choices for **each** provision or practice. The first response is your candid and thoughtful assessment as to what **now exists** in your school. The second response is your candid and thoughtful assessment of what **should exist**.

- 5 - **Completely** implemented or provided.
- 4 - Implemented or provided to a **high** degree.
- 3 - Implemented or provided to a **moderate** degree.
- 2 - Implemented or provided to a **low** degree.
- 1 - **Nonexistent** or not provided

Example: (The respondent below has indicated that the provision is implemented to a moderate degree and also indicated that it should be completely implemented.)

5 4 3 2 1

0,00. Paid retirement benefits for secretarial/ are
clerical staff members . . . should be x

Specific Provisions or Practices		5	4	3	2	1
		(Check twice for each item)				
61,62. Current written job descriptions for each secretarial/clerical position . . .	are should be	☐	☐	☐	☐	☐
63,64. A written performance appraisal plan, complete with evaluation forms, for secretarial/clerical staff members . . .	is should be	☐	☐	☐	☐	☐
65,66. Provisions for attendance at secretarial/clerical association conferences/workshops with additional expense allowance . . .	are should be	☐	☐	☐	☐	☐
67,68. Provisions for attendance at secretarial/clerical association conferences/workshops during school time with pay . . .	are should be	☐	☐	☐	☐	☐
69,70. Appropriate disciplinary procedures for dealing with individual secretarial/clerical staff members in correcting performance problems . . .	are should be	☐	☐	☐	☐	☐
71,72. A handbook or work manual specifically prepared for secretarial/clerical staff members . . .	is should be	☐	☐	☐	☐	☐

		5	4	3	2	1
73,74.	District or building, financially supported and sponsored, inservice training provisions for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
75,76.	Adequate equipment/furniture provisions for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
77,78.	Adequate supplies/materials for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
79,80.	Written job classification/reclassification procedures for secretarial/clerical pay purposes . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
81,82.	Job postings for new or vacated secretarial/clerical positions . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
83,84.	Provisions for personal comfort and privacy during work breaks . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
85,86.	Recognition/commendation provisions for work of secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
87,88.	Paid sick leave allowance for secretarial/clerical personnel . . .	is ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
89,90.	Formal screening/testing procedures prior to hiring secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
91,92.	Paid vacation allowance for secretarial/clerical personnel . . .	is ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
93,94.	Paid insurance benefits for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
95,96.	Published grievance procedures for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
97,98.	Overtime pay provisions for secretarial/clerical personnel (more than regular hourly rate) . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
99,100.	Career and personal counseling services for secretarial/clerical staff . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
101,102.	Professional publications for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐

		5	4	3	2	1
103,104.	Provisions for secretarial/clerical staff members to have free use of special school facilities such as library, gymnasium, swimming pool, etc. . . .	are ☐	☐	☐	☐	☐
		should be ☐	☐	☐	☐	☐
105,106.	Periodic meetings with the principal and entire secretarial/clerical staff . . .	are ☐	☐	☐	☐	☐
		should be ☐	☐	☐	☐	☐
107,108.	School activity/athletic passes for secretarial/clerical staff members . . .	are ☐	☐	☐	☐	☐
		should be ☐	☐	☐	☐	☐
109,110.	Convenient, comfortable office spaces/work stations for secretarial/clerical personnel . . .	are ☐	☐	☐	☐	☐
		should be ☐	☐	☐	☐	☐

COMMENTS:

SECTION D

Specific Inservice Training Activities for Principals and Secretaries

Instructions:

Listed in this section are fifteen (15) inservice training activities which might be helpful to both principals and secretaries. Using the following response alternatives, please select **two** choices for **each** item. The first response is your candid and thoughtful assessment as to the value or need of the inservice activity for **the principal**. The second response is your candid and thoughtful assessment as to the value or need of the inservice activity for **the secretary**.

- | | | |
|---|---|----------------------------|
| 5 | - | Of great value or need |
| 4 | - | Of much value or need |
| 3 | - | Of uncertain value or need |
| 2 | - | Of little value or need |
| 1 | - | Of no value or need |
| 0 | - | Unable to respond |

Example: (The respondent below has indicated that the inservice activity would be of great value or need for the principal but of no value, nor need, for the secretary.)

Would Be

5 4 3 2 1 0

000. Driver education

For Prin. x

For Secy.

X

**For This Principal and This Secretary,
Specific Inservice Training in:**

Would Be

5 4 3 2 1 0

(Check twice for each item)

- [illegible]

		5	4	3	2	1	0
121,122.	... business letter writing.	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
123,124.	... formal report writing.	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
125,126.	... giving dictation (for principal)	Prin.	☐	☐	☐	☐	☐
	... taking dictation (for secretary)	Secy.	☐	☐	☐	☐	☐
127,128.	... basic accounting/fiscal management principles	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
129,130.	... stress management skills.	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
131,132.	... time management skills.	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
133,134.	... conflict management skills.	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
135,136.	... basic school law and legal briefings on court decisions, new laws, etc.	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
137,138.	... effective use/coordination of the secretarial/clerical staff.	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐
139,140.	... goal or task analysis, goal setting/prioritizing	Prin.	☐	☐	☐	☐	☐
		Secy.	☐	☐	☐	☐	☐

COMMENTS:

SECTION E

Job Satisfaction Index

Instructions:

Listed below are eighteen (18) statements about jobs. Using the following response alternatives, please select the **one** which best reflects your candid and thoughtful reaction to each statement as it applies to your present position.

- SA - You **STRONGLY AGREE** with the statement
 A - You **AGREE** with the statement
 U - You are **UNDECIDED** whether you agree or disagree with the statement
 D - You **DISAGREE** with the statement
 SD - You **STRONGLY DISAGREE** with the statement

Example: (The respondent below has indicated agreement with the statement.)

	SA	A	U	D	SD
000. There are some conditions concerning my job that could be improved		x			

	* 5	4	3	2	1
Statements About Jobs	SA	A	U	D	SD
	(Check only once for each item)				
141. My job is like a hobby to me.	☐	☐	☐	☐	☐
142. My job is usually interesting enough to keep me from getting bored.	☐	☐	☐	☐	☐
143. It seems that my friends are more interested in their jobs.	☐	☐	☐	☐	☐
144. I consider my job rather unpleasant.	☐	☐	☐	☐	☐
145. I enjoy my work more than my leisure time.	☐	☐	☐	☐	☐
146. I am often bored with my job.	☐	☐	☐	☐	☐
147. I feel fairly well satisfied with my present job.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
148. Most of the time I have to force myself to go to work.	☐	☐	☐	☐	☐
149. I am satisfied with my job for the time being.	☐	☐	☐	☐	☐
150. I feel that my job is no more interesting than others I could get.	☐	☐	☐	☐	☐
151. I definitely dislike my work.	☐	☐	☐	☐	☐
152. I feel that I am happier in my work than most other people.	☐	☐	☐	☐	☐
153. Most days I am enthusiastic about my work.	☐	☐	☐	☐	☐
154. Each day of work seems like it will never end.	☐	☐	☐	☐	☐
155. I like my job better than the average worker does.	☐	☐	☐	☐	☐
156. My job is pretty uninteresting.	☐	☐	☐	☐	☐
157. I find real enjoyment in my work.	☐	☐	☐	☐	☐
158. I am disappointed that I ever took this job.	☐	☐	☐	☐	☐

COMMENTS:

APPENDIX B

QUESTIONNAIRE TO SECRETARY



198
BIRMINGHAM
PUBLIC SCHOOLS

May 17, 1980

Dear Secretary:

Thank you for your willingness to participate in a research study which focuses on principals, their secretaries and related variables affecting administrators and secretarial/clerical staff members of Michigan's Class "A" high schools. I am confident that the results can assist all who are interested in improving office operations and strengthening support to the total educational program.

The enclosed questionnaire has been carefully prepared following critical reviews by secretaries, principals and others. I believe you will find the directions clear and the contents interesting. It should only require about thirty minutes to complete.

Enclosed you will also find a summary of the postal card information as promised in my first letter. This limited information is quite revealing and suggests the greater benefits to be derived from the complete study.

Finally, I have enclosed two letters of endorsement from professional associations indicating the support which has been extended to the research project. I am hopeful that your interest and support will be shown by completing and returning the questionnaire by the date on the cover sheet. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you again for your participation.

Sincerely,

Ronald H. Rolph
Director of Secondary Education

Enclosure

P. S. Because responses of matched pairs of principals and secretaries are essential to this study, please encourage your principal to return the questionnaire as promptly as possible.

A Questionnaire for High School Principals and Their Secretaries

This research questionnaire has been designed to determine the attitudes and opinions of selected Michigan high school principals and their secretaries relative to the adequacy, value and provisions for effective use of the high school secretarial/clerical staff. There are five sections as indicated below:

Section A	Individual and School Information
Section B	Forty Descriptive Statements
Section C	Twenty-five Provisions and Practices
Section D	Fifteen Inservice Training Activities
Section E	Eighteen Job Satisfaction Statements

The entire questionnaire will require about thirty minutes to complete. Please consider the following:

- Your candid and thoughtful responses are needed. All questionnaires will be handled with complete confidentiality and no school or individual responses will be released or identified in the study.
- Although the principal and his or her secretary will complete the same questionnaire, except for Section A, it is essential that each one complete the questionnaire individually and without consultation.
- Try to complete the questionnaire when you have some "quiet time" and can give it careful consideration. Your true assessments are most important to the research results.
- For the purposes of this study, the term "administrators" refers only to the high school principal and the assistant or vice principals.
- For the purposes of this study, the expression, "secretary to the principal" refers to the one secretary who most directly serves the principal.
- For the purposes of this study, the expression, "secretarial/clerical staff members" refers to those persons employed in the high school to perform such office tasks as typing, filing, bookkeeping, record-keeping, telephone/switchboard work, receptionist service and other general office assignments. Do not include or consider teacher aides, parent or student volunteer helpers.

Please complete the questionnaire and return it in the enclosed envelope not later than May 30, 1980. If you have questions, you may telephone me at (313) 644-9300, extension 259.

Thank you.

Ronald H. Rolph

Questionnaire for the High School Secretary

SECTION A

Individual and School Information

1. *High School _____
2. *District _____
3. Grades in Your School, e.g. 10-11-12 _____
4. 1979 Fourth Friday Student Enrollment of Your High School _____
5. Sex:
 - ☐ Female
 - ☐ Male
6. Age:
 - A. ☐ Under 30
 - B. ☐ 30 to 39
 - C. ☐ 40 to 49
 - D. ☐ 50 to 59
 - E. ☐ 60 or over
7. Education: (circle only **one** number indicating the **highest year** completed)
 - A. High School 9 10 11 12
 - B. Business School 1 2
 - C. Junior College 1 2
 - D. Four Year College or University 1 2 3 4
 - E. Graduate School 1 2
8. How many years have you worked in your present position, counting the current year?

9. How many years have you worked for your present principal, counting the current year?

10. How many years have you worked for your present district, counting the current year?

11. What were your reasons for taking this job? (Check all items which apply.)
 - A. ☐ Good pay
 - B. ☐ Good working conditions
 - C. ☐ Convenient hours
 - D. ☐ Work year provides some time off during holiday periods and in the summer
 - E. ☐ Interested in education
 - F. ☐ Job promotion
 - G. ☐ Interesting work
 - H. ☐ Enjoy working with educators and students
 - I. ☐ Job location
 - J. ☐ Other (please specify)
12. What are your major reasons for working? (Check all items which apply)
 - A. ☐ Personal or family support
 - B. ☐ Extra spending money
 - C. ☐ Want to be occupied, to keep busy
 - D. ☐ Community service
 - E. ☐ Enjoy working
 - F. ☐ Other (please specify)

*Needed only for purposes of identifying and accounting for questionnaire returns. Names will not be used in identifying research data.

13. How many **adult** secretarial and clerical persons (including you) are employed in your school?

_____ (Exclude student assistants and co-ops)

14. How many of these adult employees are classified as

_____ full time

_____ part time

15. How many students are employed to work in the school as office co-ops?

16. For the secretarial/clerical employees in your district, please indicate whether there is:

- A. ☐ An informal employee association which is concerned with wages, hours and working conditions.
- B. ☐ A union association which is authorized to bargain for wages, hours and working conditions.
- C. ☐ No employee association of any kind.

17. Are you personally satisfied with the present employee arrangement as indicated in no. 16?

☐ Yes

☐ No

☐ Uncertain

18. As the principal's secretary, do you also serve as an office manager, directing and coordinating the work of other secretarial/clerical personnel?

☐ Yes

☐ No

19. If your answer to question 18 is "yes," do you receive additional compensation or benefits for this responsibility?

☐ Yes

☐ No

☐ Not applicable

20. Using the answer to question 13 above, please use the table below to indicate the length of the work year and work day for all **adult** secretarial/clerical employees in **your** school. (Exclude student assistants and co-ops.)

Work Year and Work Day for Secretarial/Clerical Staff Members

*(Enter the number of employees who work each combination of months and hours)

Months in Work Year	Hours in Work Day									Totals
	1	2	3	4	5	6	7	8	9	
**										
9										
9.5										
10										
10.5										
11										
11.5										
12										
Totals										*** Gr.Total

*For example: If two employees work 10 months, 8 hours per day, enter "2" in the box where 10 and 8 intersect. If one employee works 11 months, 8 hours per day, enter "1" in the box where 11 and 8 intersect. For purposes of this survey, please report the hours worked during the school year when students are present.

**Specify months for fewer than nine months.

***The totals from the rows and columns should be equal and will represent the grand total of adult secretarial/clerical workers in your school. This total should also agree with your answer to question no. 13.

SECTION B

Descriptive Statements

Concerning the High School's Secretarial/Clerical Staff: Their Adequacy, Value and Work Environment

Instructions:

Listed in this section are forty (40) descriptive statements. Using the following response alternatives, please select the **one** which best reflects your candid and thoughtful assessment of each **descriptive statement**, as it relates to your school and work situation.

- SA - You **STRONGLY AGREE** with the statement
 A - You **AGREE** with the statement **most of the time**
 U - You are **UNDECIDED** whether you agree or disagree with the statement
 D - You **DISAGREE** with the statement **most of the time**
 SD - You **STRONGLY DISAGREE** with the statement

Example: (The respondent below has indicated strong disagreement with the statement)

	SA	A	U	D	SD
	5	4	3	2	1
0. Secretarial/clerical staff members should work six days a week.					x

Descriptive Statements	SA	A	U	D	SD
21. Secretarial/clerical staff members are included in some special activities with the faculty, e.g., holiday parties, bowling league, golf outings.	☐	☐	☐	☐	☐
22. The present size secretarial/clerical work force permits performance of all essential tasks and services.	☐	☐	☐	☐	☐
23. Administrators never ask, nor expect, secretarial/clerical staff members to make decisions, complete tasks or assume responsibilities which appropriately belong to administrators.	☐	☐	☐	☐	☐
24. Job-related problems or concerns expressed by secretarial/clerical staff members receive prompt consideration by school administrators.	☐	☐	☐	☐	☐
25. Secretarial/clerical personnel have opportunities to learn and try new things on the job.	☐	☐	☐	☐	☐
26. Administrators personally recognize and appreciate the role and responsibilities of secretarial/clerical personnel.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
27. Secretarial/clerical staff members have good skills in human relations.	☐	☐	☐	☐	☐
28. Secretarial/clerical personnel receive administrative support when confronted with difficult teacher situations.	☐	☐	☐	☐	☐
29. Secretarial/clerical related work activities and tasks are periodically analyzed to determine their importance, value and need for continuation or revision, e.g., value or need for a particular report; revision of a particular form or procedure.	☐	☐	☐	☐	☐
30. Secretarial/clerical personnel perform vital support services to the educational program.	☐	☐	☐	☐	☐
31. The work loads of secretarial/clerical staff members in this school are reasonable and manageable.	☐	☐	☐	☐	☐
32. Secretarial/clerical personnel are instructed how to respond to various emergency situations, e.g., how to handle a "bomb call."	☐	☐	☐	☐	☐
33. Secretarial/clerical staff members are appropriately paid for the services they render.	☐	☐	☐	☐	☐
34. Secretarial/clerical personnel are kept informed of school activities, policies and operations which involve or affect them.	☐	☐	☐	☐	☐
35. Secretarial/clerical personnel have opportunities to do challenging and interesting things.	☐	☐	☐	☐	☐
36. Secretarial/clerical staff members receive expressions of goodwill or appreciation from administrators on special occasions, e.g., birthdays, holidays, National Secretaries Week.	☐	☐	☐	☐	☐
37. Secretarial/clerical staff members demonstrate good filing and record-keeping skills.	☐	☐	☐	☐	☐
38. Secretarial/clerical personnel receive administrative support when confronted with difficult student situations.	☐	☐	☐	☐	☐
39. Secretarial/clerical staff members are occasionally "pooled" to handle specific jobs or special work loads of the school as a whole.	☐	☐	☐	☐	☐
40. Secretarial/clerical personnel are loyal employees.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
41. It is unnecessary to acquire additional secretarial/clerical personnel (other than those assigned to the school) to meet special needs or peak work periods.	☐	☐	☐	☐	☐
42. Secretarial/clerical staff members receive complete directions when assigned new or complex tasks.	☐	☐	☐	☐	☐
43. The secretarial/clerical job classification arrangement in this school (for pay purposes) reflects fairly the corresponding differences in positions as to work loads, skills and responsibilities.	☐	☐	☐	☐	☐
44. Secretarial/clerical staff members are asked for their ideas and advice regarding problems which administrators face, e.g., student, parent or staff problems.	☐	☐	☐	☐	☐
45. Secretarial/clerical staff members have opportunities to plan and organize their own work.	☐	☐	☐	☐	☐
46. Secretarial/clerical staff members are kept informed as to administrators' whereabouts when they leave the office or school.	☐	☐	☐	☐	☐
47. Secretarial/clerical personnel have good telephone/switchboard skills.	☐	☐	☐	☐	☐
48. Secretarial/clerical personnel receive administrative support when confronted with difficult parent situations.	☐	☐	☐	☐	☐
49. The skills and abilities of secretarial/clerical staff members are effectively used by administrators, minimizing their own time and involvement with paper work or tasks which can be done effectively by secretarial/clerical staff members.	☐	☐	☐	☐	☐
50. Secretarial/clerical personnel perform valuable roles in school/community relations.	☐	☐	☐	☐	☐
51. The present size secretarial/clerical work force allows all work to be accomplished with minimal work-related stress.	☐	☐	☐	☐	☐
52. Consistent channels of communication and supervision are utilized in directing the work of secretarial/clerical personnel.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
53. The work load for secretarial/clerical personnel in this building is distributed fairly.	☐	☐	☐	☐	☐
54. Secretarial/clerical staff members are asked to help plan/evaluate/revise activities or programs which involve their services.	☐	☐	☐	☐	☐
55. Secretarial/clerical staff members enjoy harmony and companionship with one another.	☐	☐	☐	☐	☐
56. The ideas and suggestions of secretarial/clerical staff members to improve the school office operations are solicited and utilized.	☐	☐	☐	☐	☐
57. Secretarial/clerical staff members (where required or needed) have good machine and stenographic skills, e.g., typing, taking dictation, etc.	☐	☐	☐	☐	☐
58. Secretarial/clerical personnel receive administrative support when confronted with difficult custodial staff situations.	☐	☐	☐	☐	☐
59. Administrators plan work in advance, with deadlines which avoid unnecessary confusion or "crash projects."	☐	☐	☐	☐	☐
60. Secretarial/clerical personnel are hard-working employees.	☐	☐	☐	☐	☐

COMMENTS:

SECTION C

Specific Provisions and Practices to Promote Effective Use of High School Secretarial/Clerical Personnel

Instructions:

Listed in this section are twenty-five (25) specific provisions and practices. Using the following response alternatives, please select **two** choices for **each** provision or practice. The first response is your candid and thoughtful assessment as to what **now exists** in your school. The second response is your candid and thoughtful assessment of what **should exist**.

- | | | |
|---|---|--|
| 5 | - | Completely implemented or provided. |
| 4 | - | Implemented or provided to a high degree. |
| 3 | - | Implemented or provided to a moderate degree. |
| 2 | - | Implemented or provided to a low degree. |
| 1 | - | Nonexistent or not provided |

Example: (The respondent below has indicated that the the provision is implemented to a moderate degree and also indicated that it should be completely implemented.)

0,00. Paid retirement benefits for secretarial/ clerical staff members . . .	are should be	x	5	4	3	2	1
---	------------------	---	---	---	---	---	---

Specific Provisions or Practices		5	4	3	2	1
		(Check twice for each item)				
61,62. Current written job descriptions for each secretarial/clerical position . . .	are should be	☐	☐	☐	☐	☐
63,64. A written performance appraisal plan, complete with evaluation forms, for secretarial/clerical staff members . . .	is should be	☐	☐	☐	☐	☐
65,66. Provisions for attendance at secretarial/clerical association conferences/workshops with additional expense allowance . . .	are should be	☐	☐	☐	☐	☐
67,68. Provisions for attendance at secretarial/clerical association conferences/workshops during school time with pay . . .	are should be	☐	☐	☐	☐	☐
69,70. Appropriate disciplinary procedures for dealing with individual secretarial/clerical staff members in correcting performance problems . . .	are should be	☐	☐	☐	☐	☐
71,72. A handbook or work manual specifically prepared for secretarial/clerical staff members . . .	is should be	☐	☐	☐	☐	☐

		5	4	3	2	1
73,74.	District or building, financially supported and sponsored, inservice training provisions for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
75,76.	Adequate equipment/furniture provisions for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
77,78.	Adequate supplies/materials for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
79,80.	Written job classification/reclassification procedures for secretarial/clerical pay purposes . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
81,82.	Job postings for new or vacated secretarial/clerical positions . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
83,84.	Provisions for personal comfort and privacy during work breaks . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
85,86.	Recognition/commendation provisions for work of secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
87,88.	Paid sick leave allowance for secretarial/clerical personnel . . .	is ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
89,90.	Formal screening/testing procedures prior to hiring secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
91,92.	Paid vacation allowance for secretarial/clerical personnel . . .	is ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
93,94.	Paid insurance benefits for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
95,96.	Published grievance procedures for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
97,98.	Overtime pay provisions for secretarial/clerical personnel (more than regular hourly rate) . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
99,100.	Career and personal counseling services for secretarial/clerical staff . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
101,102.	Professional publications for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐

		5	4	3	2	1
103,104.	Provisions for secretarial/clerical staff members to have free use of special school facilities such as library, gymnasium, swimming pool, etc. . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
105,106.	Periodic meetings with the principal and entire secretarial/clerical staff . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
107,108.	School activity/athletic passes for secretarial/clerical staff members . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
109,110.	Convenient, comfortable office spaces/work stations for secretarial/clerical personnel . . .	are ☐ should be ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐

COMMENTS:

[illegible]

		5	4	3	2	1	0
121,122. . . . business letter writing.	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
123,124. . . . formal report writing.	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
125,126. . . . giving dictation (for principal)	Prin.	☐	☐	☐	☐	☐	☐
. . . . taking dictation (for secretary)	Secy.	☐	☐	☐	☐	☐	☐
127,128. . . . basic accounting/fiscal management principles	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
129,130. . . . stress management skills.	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
131,132. . . . time management skills.	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
133,134. . . . conflict management skills.	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
135,136. . . . basic school law and legal briefings on court decisions, new laws, etc.	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
137,138. . . . effective use/coordination of the secretarial/clerical staff.	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐
139,140. . . . goal or task analysis, goal setting/prioritizing	Prin.	☐	☐	☐	☐	☐	☐
	Secy.	☐	☐	☐	☐	☐	☐

COMMENTS:

SECTION E

Job Satisfaction Index

Instructions:

Listed below are eighteen (18) statements about jobs. Using the following response alternatives, please select the **one** which best reflects your candid and thoughtful reaction to each statement as it applies to your present position.

- SA - You **STRONGLY AGREE** with the statement
 A - You **AGREE** with the statement
 U - You are **UNDECIDED** whether you agree or disagree with the statement
 D - You **DISAGREE** with the statement
 SD - You **STRONGLY DISAGREE** with the statement

Example: (The respondent below has indicated agreement with the statement.)

	SA	A	U	D	SD
000. There are some conditions concerning my job that could be improved		x			

	* 5	4	3	2	1
Statements About Jobs	SA	A	U	D	SD
	(Check only once for each item)				
141. My job is like a hobby to me.	☐	☐	☐	☐	☐
142. My job is usually interesting enough to keep me from getting bored.	☐	☐	☐	☐	☐
143. It seems that my friends are more interested in their jobs.	☐	☐	☐	☐	☐
144. I consider my job rather unpleasant.	☐	☐	☐	☐	☐
145. I enjoy my work more than my leisure time.	☐	☐	☐	☐	☐
146. I am often bored with my job.	☐	☐	☐	☐	☐
147. I feel fairly well satisfied with my present job.	☐	☐	☐	☐	☐

	SA	A	U	D	SD
148. Most of the time I have to force myself to go to work.	☐	☐	☐	☐	☐
149. I am satisfied with my job for the time being.	☐	☐	☐	☐	☐
150. I feel that my job is no more interesting than others I could get.	☐	☐	☐	☐	☐
151. I definitely dislike my work.	☐	☐	☐	☐	☐
152. I feel that I am happier in my work than most other people.	☐	☐	☐	☐	☐
153. Most days I am enthusiastic about my work.	☐	☐	☐	☐	☐
154. Each day of work seems like it will never end.	☐	☐	☐	☐	☐
155. I like my job better than the average worker does.	☐	☐	☐	☐	☐
156. My job is pretty uninteresting.	☐	☐	☐	☐	☐
157. I find real enjoyment in my work.	☐	☐	☐	☐	☐
158. I am disappointed that I ever took this job.	☐	☐	☐	☐	☐

COMMENTS:

APPENDIX C

FIRST LETTER TO PRINCIPALS AND SECRETARIES
WITH POSTAL CARD

May 3, 1980

Dear Principal and Secretary:

You have been randomly selected to share in a free information service involving approximately one hundred Michigan Class "B" high schools. In return, I am hopeful that **both** of you, principal and secretary, will agree to contribute about thirty minutes to an important research study relative to the high school secretarial/clerical staff.

Have you wondered how the size of your secretarial/clerical staff compares with that of other large high schools in Michigan? By completing and returning the enclosed postal card, you will enable me to compile the information for all participating schools and return it to you within two weeks. Perhaps it will be valuable information if you feel understaffed and have a need to "negotiate" for more secretarial/clerical staff. If you do not have this need, your information can be very helpful to other high school principals. This free service will be provided **whether or not** you agree to participate in the larger research study. **Please complete and return the card today.**

If you agree to participate in the research study, a questionnaire will be sent to **each** of you when I return the summary of postal card information on staffing. To assist you in making a decision, I have enclosed a sheet with a few of the questions which will be the focus of the larger study. Also, please note the definition of terms before completing the postal card. In order to participate in the research study, it is necessary that I have responses from **pairs** of principals and secretaries. For that reason, I do hope that **each** of you will agree to participate. The questionnaire will only require about thirty minutes of your time. Of course, all responses will be strictly confidential and names will not be used in identifying research data.

Until recently I was principal of a large Class "A" high school for nearly ten years. During that time I became convinced that the topic of secretarial/clerical staffing in Michigan high schools warrants a careful study, examining, among others, the questions on the attached sheet. For that reason, I selected it as my Ph.D. dissertation study at Michigan State University.

I hope to receive your postal card within a few days. Thank you for your thoughtful consideration.

Sincerely,

Ronald H. Rolph
Director of Secondary Education
Birmingham Public Schools

Enclosures:
Questions and Definitions
Postal Card

SOME RESEARCH QUESTIONS OF THE SECRETARIAL/CLERICAL STAFF STUDY

1. How do Michigan Class "A" and Class "B" high schools compare in terms of secretarial/clerical staff support?
2. In the opinions of principals and secretaries, is the secretarial/clerical staffing level adequate?
3. In view of selected provisions and practices, are existing secretarial/clerical staff members being effectively used?
4. How do principals and their secretaries compare on a measure of job satisfaction?
5. How do principals and secretaries compare in their needs for selected inservice activities?
6. Do variables such as school location, school size, school accreditation, secretarial/clerical employee bargaining status relate to size of staff?
7. In the opinions of principals and secretaries, how satisfied, effective and competent are high school secretarial/clerical staff members?

DEFINITION OF TERMS

Secretarial/Clerical Staff Member: A secretarial/clerical staff member is a non-certificated school employee who engages in such tasks as typing, filing, bookkeeping, record keeping, telephone/switchboard work, receptionist service, and general office work, all for direct service to the educational office functions of the high school.

Secretary: The secretary is the one non-certificated employee primarily designated to provide the secretarial/clerical service to the building principal.

Full-time Equivalency (FTE) of Secretarial/Clerical Staff: For purposes of the postal card survey, report only adult full-time and part-time secretarial/clerical staff members. Do not count teacher aides, student co-ops, or parent/student volunteers. Finally, consider only the hours and months which secretarial/clerical staff members work during the school year. This is normally about 9.5 months, eight hours per day. Therefore, you should count "1" for each adult staff member who works at least 9.5 months, eight hours per day. If, however, someone works only four hours per day, but is an adult employee, count .5 for FTE. Do not count anyone who is "housed" in your school but who does not serve the high school. With these general guidelines, be as accurate as you can in reporting the FTE of your high school secretarial/clerical staff.

PLEASE TELEPHONE IF YOU HAVE QUESTIONS

Ronald H. Rolph

(313) 644-9300, Ext. 259

(Please type or print)

District Name: _____

High School Name: _____

Grades in Your High School, e.g., 10, 11, 12: _____

Official 1979 Fourth Friday Enrollment of Your High School: _____

Full-time Equivalency (FTE) of High School's Secretarial/Clerical Staff (See definition of terms before completing): _____

If the principal and secretary will both participate in the research questionnaire, please check here: _____

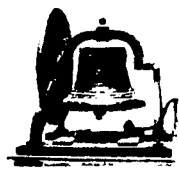
Comments:

To get free information, please complete and mail before June 2, 1980

Ronald H. Rolph
Director of Secondary Education
Birmingham Public Schools
550 West Merrill Street
Birmingham, Michigan 48012

APPENDIX D

FOLLOW-UP LETTERS TO PRINCIPALS AND SECRETARIES



216

**BIRMINGHAM
PUBLIC SCHOOLS**

June 18, 1980

Dear Principal:

All of us are busier these days than we should be, and most of us have a hard time keeping abreast of those obligations which are essential and required. I know how the little extras sometimes receive our best intentions, but when it comes to the reality of fulfilling those intentions, it is very difficult to find the time.

From the questionnaire which reached you--I hope--about three weeks ago, I have had no reply. I appreciate your willingness to participate in the research project but I do need your response very soon. Could you complete and mail it within the next five days? If you mislaid the questionnaire, or if it miscarried in the mail, please telephone me collect at (313) 644-9300, extension 259, and I will gladly put another in the mail. Don't let the number of pages delay you. The survey does take less than thirty minutes to complete and I am quite certain you will find it easy and interesting. Please try to find some time in your busy schedule to complete the survey and drop it in the nearest postal box.

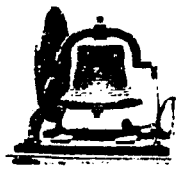
For your use, I am enclosing the most recent summary of the postal card survey information from participating schools. Most are also completing the research questionnaire, adding comments of interest and support for the study. I hope to include your questionnaire data in the final study.

Thanks for your consideration and participation.

Sincerely,

Ronald H. Rolph
Director of Secondary Education

Enclosure



217

**BIRMINGHAM
PUBLIC SCHOOLS**

June 1980

Dear Principal,

Congratulations on the successful closing of another school year! I trust that it was a good one and that by this time the dust is beginning to settle.

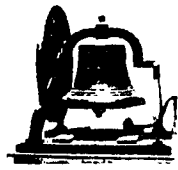
I am still hopeful that you will be able to complete the questionnaire dealing with high school principals and their secretaries. Over 70% of the selected participants have already responded and I very much would like to include your questionnaire input with the final analysis. If you mislaid the questionnaire, or if it miscarried in the mail, please telephone me collect at (313) 644-9300, extension 259, and I will gladly send another.

Now that the slower pace of the summer weeks is here, won't you try to find thirty minutes to participate in this important study? I will deeply appreciate and value your response.

Sincerely,

Ronald H. Rolph
Director of Secondary Education

P.S. Have a great summer and a well earned vacation, when you get to it.



218
BIRMINGHAM
PUBLIC SCHOOLS

June 18, 1980

Dear Secretary:

All of us are busier these days than we should be, and most of us have a hard time keeping abreast of those obligations which are essential and required. I know how the little extras sometimes receive our best intentions, but when it comes to the reality of fulfilling those intentions, it is very difficult to find the time.

From the questionnaire which reached you--I hope--about three weeks ago, I have had no reply. I appreciate your willingness to participate in the research project but I do need your response very soon. Could you complete and mail it within the next five days? If you mislaid the questionnaire, or if it miscarried in the mail, please telephone me collect at (313) 644-9300, extension 259, and I will gladly put another in the mail. Don't let the number of pages delay you. The survey does take less than thirty minutes to complete and I am quite certain you will find it easy and interesting. Please try to find some time in your busy schedule to complete the survey and drop it in the nearest postal box.

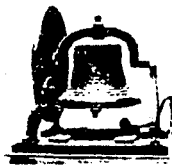
For your use, I am enclosing the most recent summary of the postal card survey information from participating schools. Most are also completing the research questionnaire, adding comments of interest and support for the study. I hope to include your questionnaire data in the final study.

Thanks for your consideration and participation.

Sincerely,

Ronald H. Rolph
Director of Secondary Education

Enclosure



219
BIRMINGHAM
PUBLIC SCHOOLS

June 1980

Dear Secretary,

Congratulations on the successful closing of another school year! I trust that it was a good one and that by this time the dust is beginning to settle.

I am still hopeful that you will be able to complete the questionnaire dealing with high school principals and their secretaries. Over 70% of the selected participants have already responded and I very much would like to include your questionnaire input with the final analysis. If you mislaid the questionnaire, or if it miscarried in the mail, please telephone me collect at (313) 644-9300, extension 259, and I will gladly send another.

Now that the slower pace of the summer weeks is here, won't you try to find thirty minutes to participate in this important study. I will deeply appreciate and value your response.

Sincerely,

Ronald H. Rolph
Director of Secondary Education

P.S. Have a great summer and a well earned vacation, when you get to it.

APPENDIX E

LETTERS OF APPROVAL AND ENDORSEMENT

MICHIGAN STATE UNIVERSITY

UNIVERSITY COMMITTEE ON RESEARCH INVOLVING
HUMAN SUBJECTS (UCRIHS)
238 ADMINISTRATION BUILDING
(517) 355-2186

EAST LANSING • MICHIGAN • 48824

June 3, 1980

Mr. Ronald H. Rolph
Birmingham Public Schools
550 W. Merrill
Birmingham, Michigan 48012

Dear Mr. Rolph:

Subject: Proposal Entitled "The Adequacy Of, Value Of, and Provisions
For Effective Use of Secretarial/Clerical Staff Members As
Assessed by Selected Michigan Public High School Principals
and Secretaries with Implications for Their Job Satisfaction
and Inservice Training Needs"

The above referenced project was recently submitted for review to the UCRIHS.

We are pleased to advise that the rights and welfare of the human subjects
appear to be adequately protected and the Committee, therefore, approved this
project at its meeting on June 2, 1980.

Projects involving the use of human subjects must be reviewed at least annually.
If you plan to continue this project beyond one year, please make provisions for
obtaining appropriate UCRIHS approval prior to the anniversary date noted above.

Thank you for bringing this project to our attention. If we can be of any
future help, please do not hesitate to let us know.

Sincerely,

Henry E. Bredeck
Chairman, UCRIHS

HEB/jms

cc: Dr. Samuel A. Moore, II



National Association of Educational Office Personnel

1801 North Moore Street • Arlington, Virginia 22209

703/528-4400

Allied with American Association of School Administrators

Reply to: Kings Mountain Schools, P. O. Box 192, Kings Mountain, N. C. 28086

April 30, 1980

Mr. Ronald H. Rolph
Director of Secondary Education
Birmingham Public Schools
550 W. Merrill Street
Birmingham, Michigan 48012

Dear Mr. Rolph:

I have studied your doctoral dissertation proposal and presented it to the Board of Directors on April 22, 1980. Several of the members had an opportunity to read the proposal and the board would like to encourage all high school office personnel in the State of Michigan to participate in your survey. It is an excellent survey and I am very interested in receiving a copy of the results.

We would also like to thank you for undertaking this particular project. It has been neglected and you addressed the situation well.

Good luck!

Sincerely,

Wanza Y. Davis
President

WYD



Michigan Association of Secondary School Principals

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Vice-President
WILLIAM PAPPAS
Northview H.S.
Grand Rapids

Executive Director
ROBERT E. HALL

Associate Director
ROBERT RODDA

May 14, 1980

TO: Michigan High School Principals and Secretaries

I have reviewed the research proposal and questionnaire developed by Ron Rolph, an MASSP member with fourteen years experience as a Michigan secondary school principal.

This unique study deals with a combination of several important variables which have never before been examined. It promises to be a very valuable study with important implications for all secondary school principals and their secretarial/clerical staffs.

I encourage high school principals and their secretaries to consider participation by completing the well-designed questionnaire.

Sincerely yours,

Robert E. Hall
Executive Director

ila

APPENDIX F

BRAYFIELD & ROTHE JOB SATISFACTION INDEX (JSI)

JOB SATISFACTION INDEX
(Brayfield and Rothe 1951)

Variable This scale seems to be a general index of job satisfaction inferred from attitude toward work.

Description In constructing the scale, it was the author's intent to provide an overall index of job satisfaction applicable across occupational categories. Seventy-seven men in a Personnel Psychology class at the University of Minnesota for members of an Army Specialized Training Program served as judges in a Thurstone scaling paradigm. The average age of the judges was 30 years and the majority had had several years occupational experience ranging from unskilled labor to professional occupations.

Items were selected for the index on the basis of Q value (less than 2.00), lack of reference to a specific aspect of a job, and lack of social desirability. Eighteen items covering almost the entire attitude range in 1/2 step intervals and which met the above criteria were selected for the final scale from an original pool of 255. Likert scoring was then applied to the items using the Thurstone scale value to indicate scoring direction. That is, items at the satisfied end of the scale received 5 points for Strongly Agree, 4 for Agree, 3 for Undecided, etc. Items at the dissatisfied end received 5

points for Strongly Disagree, 4 for Disagree, 3 for Undecided, etc. The possible range of scores is, therefore, 18 to 90 points with a high score representing satisfaction. The "neutral" point is at 54.

Sample

Several samples were used in various phases of the study and are described below

Reliability/ Homogeneity

A split half coefficient of .87 (corrected) is reported for a sample of 231 clerical female employees.

Validity

The index is able to discriminate between groups who were assumed to be differentially satisfied with their jobs. The mean scores of 40 people in an adult night school course in Personnel Psychology who were also employed in a personnel position were contrasted with 51 people in the same course but who were not employed in personnel positions. The authors make this dichotomy based on the following assumption: "Those persons in the class employed in occupations appropriate to their expressed interest should, on the average, be more satisfied with their jobs than those members of the class employed in occupations inappropriate to their expressed interest in personnel work." The Personnel group's mean score was 76.9 (SD = 8.6) and the Non-Personnel group's mean score was 65.4 (SD = 14.02). The difference in means is reported as being significantly different at the 1% level (presumably by a one tailed test, ed.).

The Job Satisfaction Index was also reported to correlate .92 with the Hoppock blank on the same night school population.

Location Brayfield, A. H. and Rothe, H. F., "An Index of Job Satisfaction." J. Appl. Psychol. (35), 1951, pp. 307-311.

Administration Self administered in about 10 minutes. Scoring is readily accomplished by summing the response category values.

Results &
Comments

The Job Satisfaction Index (JSI) is a simple, straightforward, transparent instrument which might be useful for a superficial survey of general job satisfaction. Since it does not provide area scores or give information about specific items of discontent it would be difficult to use for counseling and would not enable management to modify particular practices, etc.

Brayfield, Wells and Strate (1957) discovered that the JSI correlated + .40 (for men) with the Science Research Associates Inventory and + .32 with the Weitz Test of General Satisfaction. A correlation of + .49 is reported with the Rundquist-Sletto Morale Scale for the same group of 41 male city government employees. The scores of female employees showed a lower split half reliability and no significant correlations between JSI and the instruments mentioned above. The authors hypothesize that the correlation between job satisfaction and general life satisfaction for men results because job plays a more significant role in

the lives of men than of women. They suggest, in fact, "...that, when the job is perceived as important in the life scheme as may be the case for...males..., general satisfaction becomes a function, in part at least, of job satisfaction."

- References Brayfield, A. H.; Wells, R. V.; Strate, M. W.
 "Interrelationships Among Measures of
 Job Satisfaction and General Satisfac-
 tion." J. Appl. Psychology, (41),
 1957, pp. 201-205.

Instrument The plus (+) and minus (-) signs below
 indicate the apparent scoring direction for
 the item and do not, of course, appear on the
 original scale. Items marked (+) are scored
 5 points for Strongly Agree, etc. Items
 marked (-) are scored 5 for Strongly Disagree,
 etc.

JOB QUESTIONNAIRE

Some jobs are more interesting and satisfying than others. We want to know how people feel about different jobs. This blank contains eighteen statements about jobs. You are to cross out the phrase below each statement which best describes how you feel about your present job. There are no right or wrong answers. We should like your honest opinion on each one of the statements. Work out the sample item numbered (0).

0. There are some conditions concerning my job that could be improved.
 STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

- +1. My job is like a hobby to me.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- +2. My job is usually interesting enough to keep me from
getting bored.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 3. It seems that my friends are more interested in their
jobs.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 4. I consider my job rather unpleasant.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- +5. I enjoy my work more than my leisure time.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 6. I am often bored with my job.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- +7. I feel fairly well satisfied with my present job.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 8. Most of the time I have to force myself to go to work.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- +9. I am satisfied with my job for the time being.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 10. I feel that my job is no more interesting than others I
could get.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 11. I definitely dislike my work.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- +12. I feel that I am happier in my work than most other
people.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- +13. Most days I am enthusiastic about my work.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 14. Each day of work seems like it will never end.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- +15. I like my job better than the average worker does.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 16. My job is pretty uninteresting.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

- +17. I find real enjoyment in my work.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE
- 18. I am disappointed that I ever took this job.
STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

John P. Robinson and Others, Measure of Occupational Attitudes and Occupational Characteristics, (Ann Arbor, Michigan: Institute for Social Research, The University of Michigan, 1973), pp. 129-131.

APPENDIX G

PARTICIPATING HIGH SCHOOLS AND SUMMARY
OF POSTAL CARD INFORMATION

Secretarial/Clerical Staffing for Selected Michigan High Schools

June 1980

(Summary of Postal Card Information)

<u>District/ Community</u>	<u>High School</u>	<u>Grades in School</u>	<u>1979 Fourth Friday Student Enrollment</u>	<u>FTE of Sec./Cler. Staff</u>	<u>*Student/Staff Ratio</u>
Allen Park	Allen Park	9-12	1272	4	318:1
Alpena	Alpena	10-12	2294	10	229:1
Anchor Bay	Anchor Bay	9-12	1403	5	281:1
Ann Arbor	Pioneer	10-12	1884	14	135:1
Battle Creek	Central	10-12	1727	9.5	182:1
Bay City	Central	9-12	1864	11	169:1
Bay City	Western	9-12	1852	9	206:1
Bedford	Bedford	10-12	1524	5	305:1
Belding	Belding	9-12	791	4	198:1
Belleville	Belleville	10-12	1689	11	154:1
Berkley	Berkley	9-12	1768	10.5	168:1
Big Rapids	Big Rapids	9-12	848	2.5	339:1
Birch Run	Birch Run	9-12	824	2.2	375:1
Birmingham	Groves	10-12	1545	10	155:1
Birmingham	Seaholm	10-12	1620	10	162:1
Bloomfield Hills	Lahser	10-12	1149	7	164:1
Cadillac	Cadillac	9-12	1255	4	314:1
Carman-Ainsworth	Carman	9-12	1515	6	253:1
Cedar Springs	Cedar Springs	9-12	786	3	262:1
Centerline	Centerline	9-12	1510	5.5	275:1
Chesaning	Chesaning	9-12	1177	2.5	471:1
Chippewa Valley	Chippewa Valley	9-12	1921	12	160:1
Clarkston	Clarkston	10-12	1660	7.5	221:1
Clawson	Clawson	9-12	1137	4	284:1

*Student enrollment divided by FTE of secretarial/clerical staff. For comparison purposes, this provides the number of students in relation to each secretarial/clerical staff position.

<u>Community</u>	<u>High School</u>	<u>Grades in School</u>	<u>1979 Fourth Friday Student Enrollment</u>	<u>FTE of Sec./Cler. Staff</u>	<u>*Student/Staff Ratio</u>
Clio	Clio	9-12	1640	10	164:1
Coldwater	Coldwater	10-12	974	4.5	216:1
Davison	Davison	9-12	1896	10	190:1
Dearborn	Edsel Ford	10-12	1443	6	241:1
Dearborn	Fordson	10-12	1586	6	264:1
Dowagiac	Dowagiac	9-12	1102	5	220:1
Durand	Durand	9-12	917	4	229:1
East Detroit	East Detroit	10-12	2341	13	180:1
East Lansing	East Lansing	9-12	1476	14	105:1
Escanaba	Escanaba	9-12	1755	7	251:1
Farmington	Harrison	10-12	1011	7	144:1
Ferndale	Ferndale	9-12	1633	9	181:1
Fitzgerald	Fitzgerald	9-12	1356	7.5	181:1
Flint	Central	10-12	1603	6	267:1
Flushing	Flushing	9-12	1971	9	219:1
Fraser	Fraser	9-12	2167	10	217:1
Grand Blanc	Grand Blanc	9-12	2686	16	168:1
Grand Haven	Grand Haven	10-12	1346	6	224:1
Grand Ledge	Grand Ledge	9-12	1999	9	222:1
Grandville	Grandville	9-12	1419	4.5	315:1
Grosse Pointe	North	9-12	1895	13.5	140:1
Grosse Pointe	South	9-12	2051	15	137:1
Hartland	Hartland	9-12	1095	3	365:1
Hastings	Hastings	9-12	1210	5	242:1
Hazel Park	Hazel Park	10-12	1248	6.5	192:1
Holland	Holland	10-12	1084	4	271:1

<u>District/ Community</u>	<u>High School</u>	<u>Grades in School</u>	<u>1979 Fourth Friday Student Enrollment</u>	<u>FTE of Sec./Cler. Staff</u>	<u>*Student/Staff Ratio</u>
Holt	Holt	10-12	1031	5.5	187:1
Howell	Howell	9-12	2031	11	185:1
Huron Valley	Lakeland	9-12	1807	9	201:1
Jackson	Parkside	9-12	1390	7	199:1
Jenison	Jenison	9-12	1458	7	208:1
Kalamazoo	Central	10-12	1538	9.5	162:1
Kentwood	East Kentwood	9-12	2010	13.5	149:1
Lake Orion	Lake Orion	10-12	1510	6	252:1
Lake Shore	Lake Shore	10-12	1877	9.5	198:1
Lakeshore	Lakeshore	9-12	1154	5	231:1
L'Anse Creuse	North	9-12	1503	8	188:1
Lamphere	Lamphere	9-12	1279	9	142:1
Lansing	Eastern	10-12	1554	6	259:1
Lansing	Everett	10-12	1505	5	301:1
Lansing	Sexton	10-12	1365	5	273:1
Lapeer	East	9-12	1239	4	310:1
Lincoln Park	Lincoln Park	10-12	1881	11	171:1
Livonia	Bentley	9-12	2188	9.5	230:1
Livonia	Churchill	9-12	2018	8	252:1
Livonia	Franklin	9-12	2122	8	265:1
Marshall	Marshall	9-12	1084	4	271:1
Monroe	Monroe	10-12	2005	10	201:1
Mt. Clemens	Mt. Clemens	9-12	1469	13	113:1
Mt. Pleasant	Mt. Pleasant	9-12	1343	11	122:1
Muskegon	Muskegon	10-12	1437	11	131:1
Niles	Niles	10-12	1251	6	209:1

<u>District/ Community</u>	<u>High School</u>	<u>Grades in School</u>	<u>1979 Fourth Friday Student Enrollment</u>	<u>FTE of Sec./Cler. Staff</u>	<u>*Student/Staff Ratio</u>
Oak Park	Oak Park	9-12	1300	6.5	200:1
Pinconning	Pinconning	9-12	1127	4	282:1
Plymouth	Salem	9-12	2376	10.5	226:1
Pontiac	Northern	9-12	2346	12	196:1
Port Huron	Northern	9-12	1841	8.5	217:1
Rochester	Adams	10-12	1490	7.5	199:1
Romeo	Romeo	10-12	1251	4	313:1
Roseville	Roseville	10-12	1278	9.5	135:1
Royal Oak	Dondero	9-12	1776	11	161:1
Royal Oak	Kimball	9-12	2168	12	181:1
Saline	Saline	9-12	1070	1.8	594:1
Southfield	Southfield- Lathrup	9-12	1976	8	247:1
Southgate	Southgate	9-12	1200	4.5	267:1
St. Johns	St. Johns	9-12	1416	3	472:1
Sturgis	Sturgis	9-12	956	1.75	546:1
Taylor	Kennedy	10-12	1442	4	361:1
Traverse City	Traverse City	10-12	2385	11.5	207:1
Trenton	Trenton	9-12	1967	7.5	262:1
Troy	Athens	9-12	1949	8	244:1
Utica	Eisenhower	10-12	2057	10	206:1
Utica	Stevenson	10-12	1870	11	170:1
Walled Lake	Western	9-12	2004	6	334:1
Warren Cons.	Cousino	10-12	2341	8.5	275:1
Warren Cons.	Mott	10-12	1884	8.5	222:1
Warren Cons.	Warren	10-12	1466	7	209:1

<u>District/ Community</u>	<u>High School</u>	<u>Grades in School</u>	<u>1979 Fourth Friday Student Enrollment</u>	<u>FTE of Sec./Cler. Staff</u>	<u>*Student/Staff Ratio</u>
Warren Woods	Tower	9-12	1650	8	206:1
Waterford	Mott	10-12	1153	6	192:1
Waterford	Township	10-12	1396	5	279:1
Wayne-Westland	Wayne Memorial	10-12	2323	10	232:1
West Bloomfield	West Bloomfield	9-12	1892	9	210:1
West Ottawa	West Ottawa	9-12	1486	5	297:1
Ypsilanti	Ypsilanti	9-12	1893	13	146:1

APPENDIX H

COMMUNICATION TO REVIEWERS OF THE QUESTIONNAIRES

Dear

Thank you for your willingness to review and evaluate the attached questionnaire intended for use in my doctoral study. I have also enclosed the first page of the dissertation proposal together with a diagram showing the variables of interest in my research. Perhaps this information will give you a little more insight into the questionnaire.

The high school principal and secretary will complete identical questionnaires, except for the twenty items in Section "A." This section solicits different individual and school information from the secretary and principal. The remaining sections, B, C, D, and E, are the same. For your review and information, I have enclosed both Section "A's," the secretary's and the principal's portions.

As you review the survey instrument, please consider the following questions carefully:

1. Are the directions clear? Could you react to the survey items based upon the directions provided?
2. Are the items clearly worded? Do you know what is meant or requested?
3. Are the items appropriate and meaningful, in your opinion?
4. How long does it take to complete the questionnaire? Is it of reasonable length? Is it too complicated? Could you complete it in about thirty minutes?
5. Are there items which you feel are offensive or would tend to "turn off" the respondents?

Please write your comments or suggestions directly on the questionnaire. It would be most helpful if you could return the questionnaire and your comments to me not later than April 21, 1980.

Thank you for your valuable assistance in this important research effort.

Sincerely,

Ronald H. Rolph
Birmingham Board of Education
550 W. Merrill
Birmingham, Michigan 48012

Telephone 644-9300, Ext. 259

APPENDIX I

THE SPSS PROGRAM PACKAGE

Statistical Package for the Social Sciences (SPSS)

SPSS is an integrated system of computer programs for the analysis of social science data. It provides a comprehensive and unified package which enables the researcher to perform many different types of data analysis in a simple and convenient manner. The SPSS system allows a great deal of flexibility in the format of data and provides the researcher a large number of statistical routines commonly used in the social sciences. It is now being used at nearly 1,000 installations, including conversions to almost twenty different operating systems and computers.

The development of SPSS began in 1965 at Stanford University out of a need to better serve the research and teaching needs of the political science department and the Institute for Political Studies. Researchers and faculty members experienced much frustration and suffered the annoyance of having to learn how to operate many different programs. They endured the annoyance and time-consuming task of transferring data and results from one single-purpose data analysis program to another, often to find essentially noncompatible programs. As a result, they began to design an integrated system that would automate the routine tasks of data processing as well as provide a series of accurate, comprehensive statistical programs. Out of that concern and effort fifteen years ago, a system was developed which is now widely known as SPSS. In 1970, the SPSS project was relocated to the National Opinion Research Center at the University of Chicago where it received more financial, organizational and intellectual support.

In addition to the usual descriptive statistics, simple frequency distributions, and cross-tabulations, the SPSS system contains procedures for simple correlation, partial correlations, means and variances, one-way and n-way analysis of variance, multiple regression, discriminant analysis, scatter diagrams, factor analysis, canonical correlations, and Guttman Scaling, only to mention a few. For the present study and dissertation, the SPSS installation at Oakland Schools Intermediate School District offices was used. The consultant and programming services of Dr. Michael LaBay, Birmingham Public Schools, and Dr. William Veitch, Oakland Schools, were most effective and greatly appreciated.

APPENDIX J

SUMMARY OF PRINCIPAL AND SECRETARY RESPONSES
ON ALL DEPENDENT VARIABLES IN
SECTIONS B, C, D AND E

SECTION B

Descriptive Statements

Concerning the High School's Secretarial/Clerical Staff: Their Adequacy, Value and Work Environment

Instructions:

Listed in this section are forty (40) descriptive statements. Using the following response alternatives, please select the **one** which best reflects your candid and thoughtful assessment of each **descriptive statement**, as it relates to your school and work situation.

- SA - You **STRONGLY AGREE** with the statement
 A - You **AGREE** with the statement **most of the time**
 U - You are **UNDECIDED** whether you agree or disagree with the statement
 D - You **DISAGREE** with the statement **most of the time**
 SD - You **STRONGLY DISAGREE** with the statement

Example: (The respondent below has indicated strong disagreement with the statement)

	SA	A	U	D	SD
	5	4	3	2	1
0. Secretarial/clerical staff members should work six days a week.					x

	Descriptive Statements		Principals		Secretaries	
			M	s	M	s
21.	Secretarial/clerical staff members are included in some special activities with the faculty, e.g., holiday parties, bowling league, golf outings.		4.33	1.10	3.82	1.17
22.	The present size secretarial/clerical work force permits performance of all essential tasks and services.		3.55	1.33	3.59	1.35
23.	Administrators never ask, nor expect, secretarial/clerical staff members to make decisions, complete tasks or assume responsibilities which appropriately belong to administrators.		3.44	1.30	3.44	1.22
24.	Job-related problems or concerns expressed by secretarial/clerical staff members receive prompt consideration by school administrators.		4.06	.92	3.83	1.00
25.	Secretarial/clerical personnel have opportunities to learn and try new things on the job.		4.00	.95	3.82	.95
26.	Administrators personally recognize and appreciate the role and responsibilities of secretarial/clerical personnel.		4.59	.93	4.13	.73

	Principals		Secretaries	
	M	S	M	S
27. Secretarial/clerical staff members have good skills in human relations.	4.13	.87	4.15	.70
28. Secretarial/clerical personnel receive administrative support when confronted with difficult teacher situations.	4.46	.82	4.36	.68
29. Secretarial/clerical related work activities and tasks are periodically analyzed to determine their importance, value and need for continuation or revision, e.g., value or need for a particular report; revision of a particular form or procedure.	3.90	.86	3.22	1.17
30. Secretarial/clerical personnel perform vital support services to the educational program.	4.82	.64	4.62	.63
31. The work loads of secretarial/clerical staff members in this school are reasonable and manageable.	3.51	1.23	3.59	1.15
32. Secretarial/clerical personnel are instructed how to respond to various emergency situations, e.g., how to handle a "bomb call."	4.40	.81	4.13	1.01
33. Secretarial/clerical staff members are appropriately paid for the services they render.	2.90	1.30	2.55	1.32
34. Secretarial/clerical personnel are kept informed of school activities, policies and operations which involve or affect them.	4.15	.96	3.81	1.07
35. Secretarial/clerical personnel have opportunities to do challenging and interesting things.	3.71	.96	3.46	1.08
36. Secretarial/clerical staff members receive expressions of goodwill or appreciation from administrators on special occasions, e.g., birthdays, holidays, National Secretaries Week.	4.50	.55	4.14	1.04
37. Secretarial/clerical staff members demonstrate good filing and record-keeping skills.	4.41	.65	4.23	.62
38. Secretarial/clerical personnel receive administrative support when confronted with difficult student situations.	4.69	.74	4.49	.62
39. Secretarial/clerical staff members are occasionally "pooled" to handle specific jobs or special work loads of the school as a whole.	4.28	.87	4.06	.96
40. Secretarial/clerical personnel are loyal employees.	4.63	.65	4.40	.67

		Principals		Secretaries	
		M	s	M	s
41.	It is unnecessary to acquire additional secretarial/clerical personnel (other than those assigned to the school) to meet special needs or peak work periods.	2.90	1.28	3.06	1.43
42.	Secretarial/clerical staff members receive complete directions when assigned new or complex tasks.	3.69	.97	3.82	1.02
43.	The secretarial/clerical job classification arrangement in this school (for pay purposes) reflects fairly the corresponding differences in positions as to work loads, skills and responsibilities.	3.45	1.40	2.71	1.23
44.	Secretarial/clerical staff members are asked for their ideas and advice regarding problems which administrators face, e.g., student, parent or staff problems.	3.72	1.06	2.71	1.24
45.	Secretarial/clerical staff members have opportunities to plan and organize their own work.	4.13	.71	4.05	.82
46.	Secretarial/clerical staff members are kept informed as to administrators' whereabouts when they leave the office or school.	4.37	.67	3.82	1.00
47.	Secretarial/clerical personnel have good telephone/switchboard skills.	4.44	.55	4.24	.78
48.	Secretarial/clerical personnel receive administrative support when confronted with difficult parent situations.	4.60	.57	4.44	.62
49.	The skills and abilities of secretarial/clerical staff members are effectively used by administrators, minimizing their own time and involvement with paper work or tasks which can be done effectively by secretarial/clerical staff members.	4.09	.72	4.05	.94
50.	Secretarial/clerical personnel perform valuable roles in school/community relations.	4.56	.68	4.26	.71
51.	The present size secretarial/clerical work force allows all work to be accomplished with minimal work-related stress.	3.14	1.20	3.10	1.34
52.	Consistent channels of communication and supervision are utilized in directing the work of secretarial/clerical personnel.	3.90	.80	3.59	1.11

	Principals		Secretaries	
	M	s	M	s
53. The work load for secretarial/clerical personnel in this building is distributed fairly.	3.65	.85	3.30	1.07
54. Secretarial/clerical staff members are asked to help plan/evaluate/revise activities or programs which involve their services.	3.92	.77	3.21	1.24
55. Secretarial/clerical staff members enjoy harmony and companionship with one another.	4.14	.75	4.19	.90
56. The ideas and suggestions of secretarial/clerical staff members to improve the school office operations are solicited and utilized.	4.28	.56	3.54	1.10
57. Secretarial/clerical staff members (where required or needed) have good machine and stenographic skills, e.g., typing, taking dictation, etc.	4.18	.88	4.26	.65
58. Secretarial/clerical personnel receive administrative support when confronted with difficult custodial staff situations.	4.40	.57	4.26	.71
59. Administrators plan work in advance, with deadlines which avoid unnecessary confusion or "crash projects."	3.71	.82	3.35	1.25
60. Secretarial/clerical personnel are hard-working employees.	4.74	.52	4.54	.53

COMMENTS:

SECTION C

Specific Provisions and Practices to Promote Effective Use of High School Secretarial/Clerical Personnel

Instructions:

Listed in this section are twenty-five (25) specific provisions and practices. Using the following response alternatives, please select **two** choices for **each** provision or practice. The first response is your candid and thoughtful assessment as to what **now exists** in your school. The second response is your candid and thoughtful assessment of what **should exist**.

- 5 - **Completely** implemented or provided.
- 4 - Implemented or provided to a **high** degree.
- 3 - Implemented or provided to a **moderate** degree.
- 2 - Implemented or provided to a **low** degree.
- 1 - **Nonexistent** or not provided

Example: (The respondent below has indicated that the provision is implemented to a moderate degree and also indicated that it should be completely implemented.)

5 4 3 2 1

0,00. Paid retirement benefits for secretarial/ are x
clerical staff members . . . should be x

Specific Provisions or Practices			Principals		Secretaries	
			M	S	M	S
61,62.	Current written job descriptions for each secretarial/clerical position . . .	are should be	3.64 4.62	1.18 .59	2.96 4.53	1.38 .73
63,64.	A written performance appraisal plan, complete with evaluation forms, for secretarial/clerical staff members . . .	is should be	3.17 4.49	1.49 .72	2.92 4.32	1.65 .88
65,66.	Provisions for attendance at secretarial/clerical association conferences/workshops with additional expense allowance . . .	are should be	2.44 4.18	1.23 .80	2.10 4.04	1.20 1.00
67,68.	Provisions for attendance at secretarial/clerical association conferences/workshops during school time with pay . . .	are should be	2.46 4.04	1.25 1.00	2.04 3.95	1.25 1.15
69,70.	Appropriate disciplinary procedures for dealing with individual secretarial/clerical staff members in correcting performance problems . . .	are should be	3.50 4.37	1.02 .69	2.71 4.37	1.31 .79
71,72.	A handbook or work manual specifically prepared for secretarial/clerical staff members . . .	is should be	1.78 3.92	1.04 1.11	1.73 4.22	1.29 .99

			Principals		Secretaries	
			M	s	M	s
73,74.	District or building, financially supported and sponsored, inservice training provisions for secretarial/clerical personnel . . .	are should be	2.59 4.23	1.23 .76	2.04 4.06	1.21 1.09
75,76.	Adequate equipment/furniture provisions for secretarial/clerical personnel . . .	are should be	4.08 4.72	.86 .48	3.74 4.53	.96 .60
77,78.	Adequate supplies/materials for secretarial/clerical personnel . . .	are should be	4.40 4.76	.67 .46	4.31 4.63	.81 .67
79,80.	Written job classification/reclassification procedures for secretarial/clerical pay purposes . . .	are should be	4.09 4.64	1.01 .53	3.01 4.54	1.53 .75
81,82.	Job postings for new or vacated secretarial/clerical positions . . .	are should be	4.82 4.87	.48 .34	4.47 4.83	1.02 .55
83,84.	Provisions for personal comfort and privacy during work breaks . . .	are should be	3.81 4.63	.98 .54	3.09 4.58	1.34 .66
85,86.	Recognition/commendation provisions for work of secretarial/clerical personnel . . .	are should be	3.30 4.62	1.00 .54	2.63 4.26	1.25 .95
87,88.	Paid sick leave allowance for secretarial/clerical personnel . . .	is should be	4.76 4.82	.56 .42	4.69 4.78	.69 .53
89,90.	Formal screening/testing procedures prior to hiring secretarial/clerical personnel . . .	are should be	3.97 4.82	1.06 .39	3.58 4.63	1.19 .61
91,92.	Paid vacation allowance for secretarial/clerical personnel . . .	is should be	4.54 4.71	.92 .69	4.45 4.82	.99 .45
93,94.	Paid insurance benefits for secretarial/clerical personnel . . .	are should be	4.73 4.90	.60 .31	4.45 4.78	.78 .50
95,96.	Published grievance procedures for secretarial/clerical personnel . . .	are should be	4.30 4.67	1.20 .66	3.82 4.64	1.43 .62
97,98.	Overtime pay provisions for secretarial/clerical personnel (more than regular hourly rate) . . .	are should be	3.50 4.44	1.54 1.00	2.87 4.62	1.69 .79
99,100.	Career and personal counseling services for secretarial/clerical staff . . .	are should be	1.87 3.73	1.04 1.05	1.44 3.53	1.00 1.24
101,102.	Professional publications for secretarial/clerical personnel . . .	are should be	2.17 3.73	1.20 1.05	1.63 3.72	1.12 1.15

		Principals		Secretaries	
		M	s	M	s
103,104.	Provisions for secretarial/clerical staff members to have free use of special school facilities such as library, gymnasium, swimming pool, etc. . . .	are 3.58	1.40	2.90	1.52
		should be 4.23	.93	3.92	1.13
105,106.	Periodic meetings with the principal and entire secretarial/clerical staff . . .	are 3.13	1.09	2.30	1.35
		should be 4.37	.78	4.22	.91
107,108.	School activity/athletic passes for secretarial/clerical staff members . . .	are 3.63	1.51	3.67	1.55
		should be 4.31	1.05	4.45	.85
109,110.	Convenient, comfortable office spaces/work stations for secretarial/clerical personnel . . .	are 4.00	.94	3.76	1.03
		should be 4.78	.42	4.58	.59

COMMENTS:

SECTION D

Specific Inservice Training Activities for Principals and Secretaries

Instructions:

Listed in this section are fifteen (15) inservice training activities which might be helpful to both principals and secretaries. Using the following response alternatives, please select **two** choices for **each** item. The first response is your candid and thoughtful assessment as to the value or need of the inservice activity for **the principal**. The second response is your candid and thoughtful assessment as to the value or need of the inservice activity for **the secretary**.

- 5 - Of great value or need
- 4 - Of much value or need
- 3 - Of uncertain value or need
- 2 - Of little value or need
- 1 - Of no value or need
- 0 - Unable to respond

Example: (The respondent below has indicated that the inservice activity would be of great value or need for the principal but of no value, nor need, for the secretary.)

				Would Be			
		5	4	3	2	1	0
000. Driver education	For Prin.	x					
	For Secy.					x	

For This Principal and This Secretary, Specific Inservice Training in:		Principals		Secretaries	
		M	s	M	s
111,112. . . . office management principles and skills.	Prin.	3.82	1.04	3.44	1.39
	Secy.	3.99	1.13	3.99	1.26
113,114. . . . personal organization and planning skills.	Prin.	4.09	1.12	3.73	1.22
	Secy.	3.99	1.22	3.80	1.33
115,116. . . . human relations skills.	Prin.	3.92	1.38	3.77	1.34
	Secy.	4.03	1.26	3.78	1.26
117,118. . . . delegating tasks and authority.	Prin.	4.09	1.28	3.86	1.38
	Secy.	3.59	1.23	3.68	1.24
119,120. . . . interpersonal communication skills.	Prin.	3.90	1.29	3.77	1.45
	Secy.	3.97	1.25	3.77	1.37

		Principals		Secretaries	
		M	S	M	S
121,122. . . . business letter writing.	Prin.	3.26	1.15	3.37	1.28
	Secy.	3.87	1.36	3.89	1.26
123,124. . . . formal report writing.	Prin.	3.50	1.24	3.21	1.45
	Secy.	3.69	1.34	3.40	1.45
125,126. . . . giving dictation (for principal) taking dictation (for secretary)	Prin.	3.53	1.44	2.90	1.62
	Secy.	3.59	1.45	3.15	1.59
127,128. . . . basic accounting/fiscal management principles	Prin.	3.69	1.19	3.06	1.46
	Secy.	3.39	1.35	3.27	1.44
129,130. . . . stress management skills.	Prin.	4.06	1.17	3.77	1.46
	Secy.	3.77	1.08	3.63	1.34
131,132. . . . time management skills.	Prin.	4.15	1.07	3.63	1.49
	Secy.	3.94	1.10	3.55	1.37
133,134. . . . conflict management skills.	Prin.	4.01	1.23	3.31	1.64
	Secy.	3.69	1.06	3.01	1.66
135,136. . . . basic school law and legal briefings on court decisions, new laws, etc.	Prin.	4.17	1.13	3.77	1.55
	Secy.	2.69	1.26	3.01	1.43
137,138. . . . effective use/coordination of the secretarial/clerical staff.	Prin.	4.03	1.14	3.89	1.34
	Secy.	3.53	1.25	3.62	1.50
139,140. . . . goal or task analysis, goal setting/prioritizing	Prin.	4.00	1.26	3.35	1.70
	Secy.	3.56	1.20	3.35	1.59

COMMENTS:

SECTION E

Job Satisfaction Index

Instructions:

Listed below are eighteen (18) statements about jobs. Using the following response alternatives, please select the **one** which best reflects your candid and thoughtful reaction to each statement as it applies to your present position.

- SA - You **STRONGLY AGREE** with the statement
 A - You **AGREE** with the statement
 U - You are **UNDECIDED** whether you agree or disagree with the statement
 D - You **DISAGREE** with the statement
 SD - You **STRONGLY DISAGREE** with the statement

Example: (The respondent below has indicated agreement with the statement.)

	SA	A	U	D	SD
000. There are some conditions concerning my job that could be improved		x			

Statements About Jobs	* 5 4 3 2 1				
	Principals		Secretaries		
	M	s	M	s	
141. My job is like a hobby to me.	2.59	1.31	2.59	1.34	
142. My job is usually interesting enough to keep me from getting bored.	4.58	.77	4.40	.99	
143. It seems that my friends are more interested in their jobs.	— 1.97	.82	1.99	.80	
144. I consider my job rather unpleasant.	— 1.81	.94	1.40	.61	
145. I enjoy my work more than my leisure time.	2.51	1.03	2.32	1.06	
146. I am often bored with my job.	— 1.52	.79	1.50	.77	
147. I feel fairly well satisfied with my present job.	4.28	.82	4.06	.96	

*Scoring weight is reversed for items preceded by a negative (—) sign.

		Principals		Secretaries	
		M	s	M	s
148.	Most of the time I have to force myself to go to work.	—	1.40 .59	1.56	.82
149.	I am satisfied with my job for the time being.		4.09 .94	3.78	1.15
150.	I feel that my job is no more interesting than others I could get.	—	2.43 1.25	2.30	1.21
151.	I definitely dislike my work.	—	1.32 .59	1.21	.47
152.	I feel that I am happier in my work than most other people.		3.87 .96	3.90	1.05
153.	Most days I am enthusiastic about my work.		4.27 .77	4.22	.89
154.	Each day of work seems like it will never end.	—	1.63 .76	1.50	.62
155.	I like my job better than the average worker does.		4.06 .87	3.87	1.11
156.	My job is pretty uninteresting.	—	1.47 .88	1.49	.75
157.	I find real enjoyment in my work.		4.35 .85	4.14	1.03
158.	I am disappointed that I ever took this job.	—	1.28 .53	1.31	.67

COMMENTS: