

Research Report on Job and Professional Competence of Administrative Staff in Prefectural Schools (Outline)

1. Purpose and Overview of the Research

(1) Purpose of the Research

Boards of Education, as an “appointer” of school administrative staff, are expected to manage human resources with a comprehensive strategy to improve quality and competency, while also recruiting talent and properly managing their assignments and transfers, so that the staff will be able to use their expertise along with teachers and enhance the total power of schools.

One of the important factors in a comprehensive personnel strategy by appointers, is recruitment classification that defines a range of transfers, which differs depending on the prefecture. This research was aimed to acquire any findings that can help consider how future recruitment classification should be, through highlighting differences among school administrative staff working in prefectures with different classifications, regarding their views on quality and competency, how they grow and how they think about their jobs.

(2) Overview of the Research

We conducted a questionnaire survey titled “Survey on job and professional competence of school administrative staff” with all administrative staff working for prefectural schools in prefectures A and B, between November and December 2014 (valid answer: 469 persons, valid collection rate: 62.1%). We selected these two prefectures as they adopt a typical recruitment classification, although their types are different: Prefecture A adopts classification of “Educational Administration Staff” (hereafter “Educational Administration”) where they basically transfer among Boards of Education and schools, Prefecture B adopts “Administrative Affairs/General Administration” (hereafter “General Administration”), where they transfer among various fields. In this research, we have analyzed the differences of answers between Type A (Educational Administration) and Type B (General Administration), using a chi-square test and a residual analysis.

[Research Period: FY 2013-2014, Surveys and studies for the improvement of school teachers and administrator training. Project Leader: OSUGI Akihide, Director, Department for Elementary and Secondary Education Research]

2. Overview of the Research Results

(1) Difference in views between Type A (Educational Administration) and Type B (General Administration) regarding quality and competency expected in the future

To grasp quality and competency expected, especially for the future, we prepared 26 items in total describing the quality and competency of school administrative staff, asking them to choose five from 26

items. By analyzing the differences between Type A and B, we found out that there is a significant difference in the following items. Type A (Educational Administration) tends to perceive items such as knowledge on educational administration of municipalities they belong to; ability to achieve jobs based on school educational goals etc.; and communication skills with colleagues and students in a school, with a special focus on the future expectations, while Type B (General Administration), tends to perceive knowledge on budget use; facility management; and personnel management, payroll and welfare as especially expected in future, which indicates that they have different views on the especially expected quality and competency for school administrative staff in future.

[Quality and competency especially expected for school administrative staff in the future]

Quality and Competency	Type A (Educational Administration)		Type B (General Administration)	p-value
(1) Knowledge on laws and regulations	167 (47.2%)	>	28 (24.3%)	0.000
(11) Knowledge on educational administration of municipalities they belong to	18 (5.1%)	>	0 (0.0%)	0.006
(14) Ability to make achievements based on school educational goal etc.	46 (13.0%)	>	4 (3.5%)	0.004
(15) Intellect to find and resolve issues observing a whole school	132 (37.3%)	>	24 (20.9%)	0.001
(17) Ability to work in an organized way	106 (29.9%)	>	23 (20.0%)	0.038
(21) Communication skill with colleagues and students in a school	125 (35.3%)	>	25 (21.7%)	0.007
(2) Knowledge on budget use	73 (20.6%)	<	43 (37.4%)	0.000
(4) Knowledge on facility management	41 (11.6%)	<	42 (36.5%)	0.000
(5) Knowledge on personnel management, payroll and welfare	61 (17.2%)	<	39 (33.9%)	0.000
(7) Knowledge on enrollment support and administration	14 (4.0%)	<	16 (13.9%)	0.000
(8) Knowledge on general affairs administration	19 (5.4%)	<	46 (40.0%)	0.000
(16) Ability to establish school administration system	19 (5.4%)	<	13 (11.3%)	0.028
(25) Motive and a sense of responsibility as school administrative staff	78 (22.0%)	<	36 (31.3%)	0.044

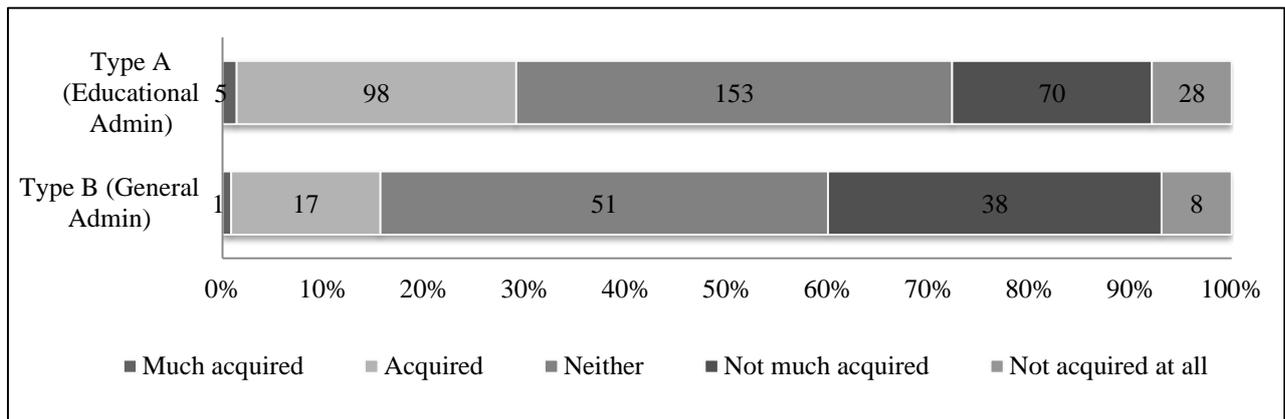
* Listed items that n (Type A: Educational Administration) = 354, n (Type B: General Administration) = 115, $p < 0.05$

(2) Differences between Type A (Educational Administration) and Type B (General Administration) regarding self-assessment of quality and competency as school administrative staff

To grasp self-assessment of quality and competency as school administrative staff, we prepared 26 items in total, describing their quality and competency, asking them to assess themselves on the items, as well as analyzing the result focusing on the differences between A and B. The results show that Type A (Educational Administration) is more confident than Type B (General Administration), in terms of quality/competency related to planning ability toward realizing school goals, such as knowledge on school management and

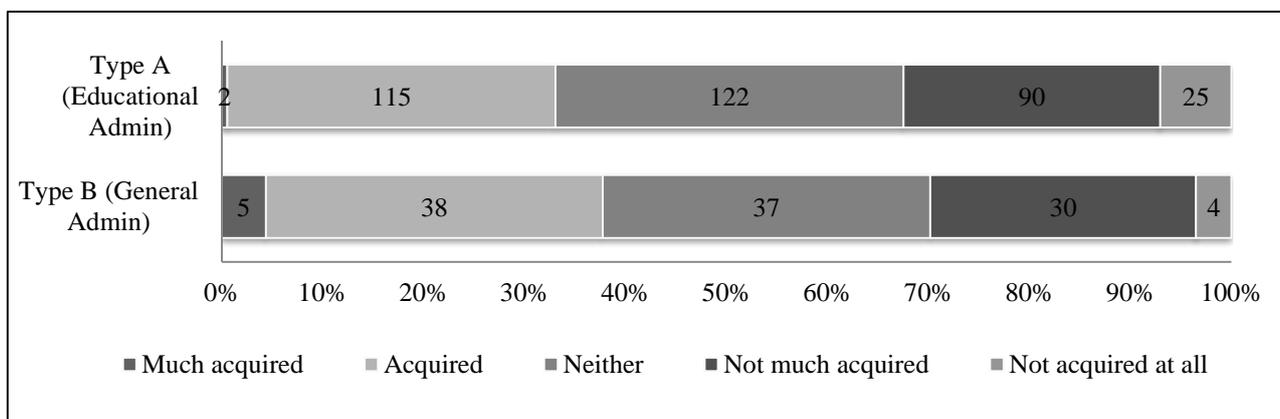
evaluation systems; knowledge on educational administration of municipalities they belong to; ability to achieve jobs based on school educational goal etc., while many of them show less confidence in contemplating own experiences and continue lifelong learning. On the contrary, Type B (General Administration) is more confident than Type A (Educational Administration), of knowledge on risk management; knowledge on facility management; intellect to find and resolve issues observing a whole school; good manners as a businessperson, etc., while many of them show less confidence in knowledge on education and courses. The result has revealed that Type A and Type B assess themselves differently regarding acquired quality and competency as school administrative staff.

[Self-assessment of ability to achieve jobs based on school educational goals]



p=0.01

[Self-assessment of knowledge on risk management]

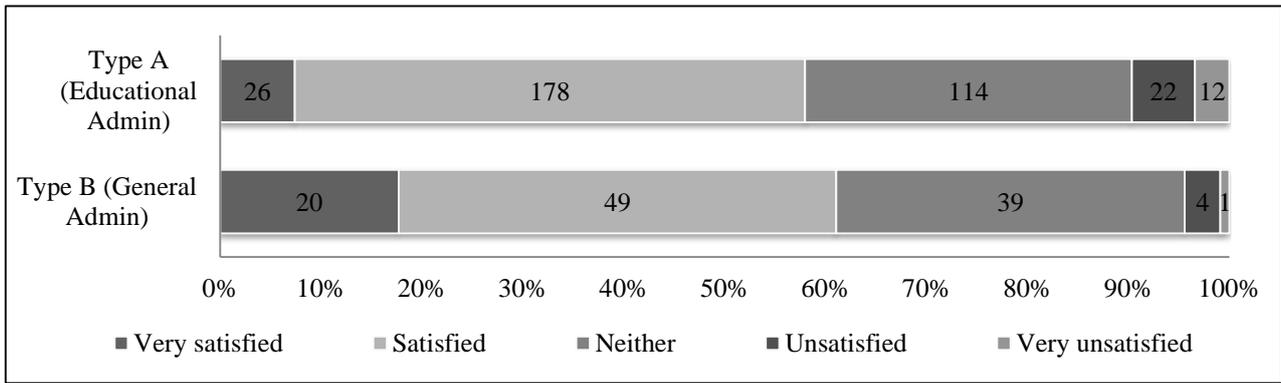


p=0.035

(3) Differences between Type A (Educational Administration) and Type B (General Administration) regarding job satisfaction

To grasp their job satisfaction, we asked 14 questions and analyzed the differences between Type A and B. It turned out that a high percentage of Type B (General Administration) answered “Very satisfied” *overall*.

[Overall]



p=0.010