

# Research Report on Job and Professional Competence of Administrative Staff in Elementary and Junior High Schools (Outline)

## 1. Purpose and Overview of the Research

### (1) Purpose of the Research

Since the review of role assignment for school administrative staff was mentioned by the Central Council for Education in “Local Educational Administration in the Future (report)” in 1998, each Board of Education in Japan has been working on the review. Major actions that Boards of Education have been taking as a part of the review process are to issue a notice stating the standard job contents of school administrative staff for clarification (hereafter “notice of job standard”), and another which is to execute joint-work of school administration under the jurisdiction as a whole, as well as recommend municipalities to follow. These efforts, however, have not yet been evaluated as to how much effect they have on job reality and professional awareness of school administrative staff.

This research was aimed to acquire any insights into the effects of activities in the future review of role assignments for school administrative staff, through highlighting differences of job content and professional awareness, between administrative staff working at schools with notices of job standards issued by prefectures (Group A), and those working at schools without notices (Group B), as well as between administrative staff working at schools executing joint-work of school administrations (Group C), and those working at schools not executing them (Group D).

### (2) Overview of the Research

We conducted a questionnaire survey titled “Survey on job and professional competence of school administrative staff” with 2,080 administrative staff across Japan whose salaries are paid by prefectures, from November 1 to the end of December 2014 (valid answer: 1,397 persons, valid collection rate: 67.2%). To reflect their job reality and professional awareness, we set the number of target schools per prefecture so that they are proportional to elementary/junior-high ratios of a population and prefecture. We randomly picked up the first target school, and picked up the rest by systematic sampling on school name lists and contacted school administrative staff of those schools. When there are multiple school administrative staff in a school, we selected the person who comes first in Japanese syllabary order.

Among respondents, 910 persons (67.8%) receive notices of job standards issued by prefectures, and 433 persons (32.2%) do not (no information from the remaining 54 persons). As for the question if joint-work of administration is done in a school they work for, 799 persons (57.2%) answered Yes, 597 persons (42.8%) answered No (no answer from one person).

[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) Differences in School Administration Job Involvement Rates between Group A (with notice of job standards) and Group B (without notices)

We have categorized jobs supposed to be done by school administrative staff into “Operational Administration” (e.g. participation in project management committee) and “General Affairs Administration” (e.g. payroll and travel, accounting), presented 43 administration items in total and asked if they were working on it, or not. Analyzing the answer tendency of Group A (with notices of job standards) and Group B (without notices of job standards), Group A is more involved in “General Affairs Administration” such as School Basic Survey administration, recruiting and retirement administration, in addition to “Operational Administration”, such as participation in project management committees or in discussion on a system of dividing school duties. The result has revealed a tendency that if each board of education clarifies job content as an “appointer”, school administrative staff expand their job range, and get involved in “Operational Administration” which requires superior intellect, etc.

#### [School Administration Job Involvement Rate: Group w/ notice of job standard vs. Group w/o notice]

Administration		Group A (w/ notice)		Group B (w/o notice)	p-value
Operational Administration	(1) Participation in project management committees	372 (41.1%)	>	94 (21.8%)	0.000
	(2) Participation in discussion on a system of dividing school duties	203 (22.4%)	>	67 (15.5%)	0.003
	(3) Develop operations and give advice	324 (35.9%)	>	115 (26.6%)	0.001
	(6) Give advice on regulations at school	416 (45.8%)	>	161 (37.4%)	0.003
	(7) Give advice on school administration overall	815 (89.8%)	>	357 (83.2%)	0.001
	(38) Collaboration with schools	338 (37.3%)	>	135 (31.2%)	0.031
General Administration	(10) School Basic Survey administration	549 (60.4%)	>	231 (53.3%)	0.014
	(16) Recruiting and Retirement Administration	814 (89.6%)	>	359 (83.7%)	0.002
	(20) Attendance record administration	811 (89.3%)	>	359 (83.5%)	0.003
	(23) Travel budget administration	896 (98.6%)	>	413 (96.9%)	0.046
	(31) Plan, execute and account money collected for school activities	657 (72.4%)	>	276 (63.7%)	0.001
	(32) Audit and Inspection Administration	736 (81.1%)	>	327 (75.7%)	0.021
(36) PTA administration	349 (38.4%)	<	200 (46.2%)	0.007	

\* Listed items of p<0.05

### (2) Differences in School Administration Job Involvement rates between Group C (with joint-work) and Group D (without joint-work)

Analyzing the answer tendency of Group C (with joint-work) and Group D (without joint-work) on

school administration job involvement rates, Group C (with joint-work) are more involved in “General Affairs Administration” such as keeping and managing documents that schools are obligated to store, School Basic Survey administration, in addition to “Operational Administration” such as developing operations and giving advice, as well as giving advice on regulations at school. The result has revealed a tendency that if school administrative staff experience joint-work of school administration, they expand their job range, and get involved in “Operational Administration” which requires superior intellect, etc.

**[School Administration Job Involvement Rate: w/ joint-work vs. w/o joint-work]**

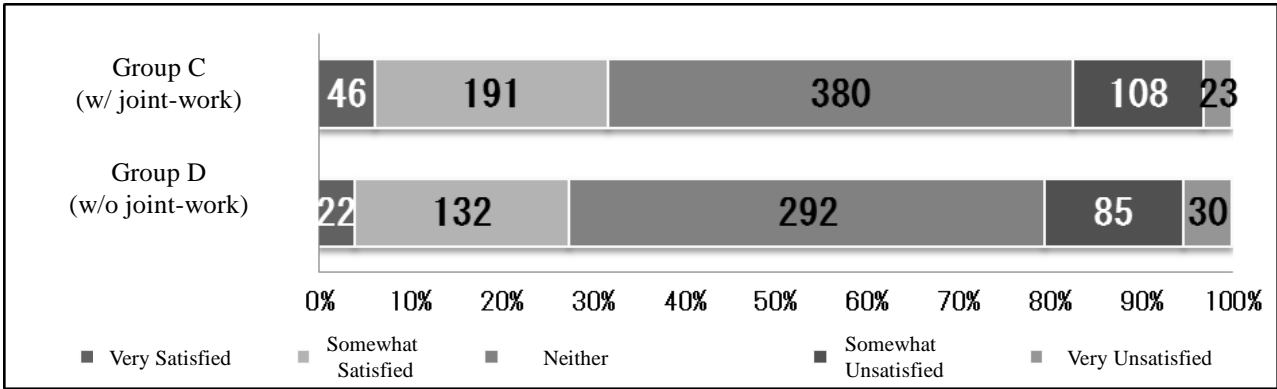
Administration		Group C (w/ joint-work)		Group D (w/o joint-work)	p-value
Operational Administration	(3) Develop operations and give advice	286 (36.1%)	>	161 (27.1%)	0.000
	(6) Give advice on regulations at school	357 (45.0%)	>	231 (38.8%)	0.021
	(7) Give advice on school administration overall	712 (89.3%)	>	504 (85.0%)	0.016
	(38) Collaboration with schools	367 (46.0%)	>	116 (19.5%)	0.000
	(39) School Public Relations	89 (11.2%)	>	43 (7.2%)	0.013
	(43) Human Resource development (e.g. planning teacher training etc.)	64 (8.0%)	>	25 (4.2%)	0.004
General Administration	(9) Manage and keep documents that schools are obligated to store	737 (92.6%)	>	505 (85.3%)	0.000
	(10) School Basic Survey Administration	538 (67.3%)	>	275 (46.1%)	0.000
	(11) Enrollment Support	681 (85.3%)	>	473 (79.2%)	0.003
	(19) Textbook administration	398 (49.9%)	>	211 (35.3%)	0.000
	(20) Attendance record administration	726 (91.2%)	>	484 (81.3%)	0.000
	(21) Payroll related administration	784 (99.0%)	>	580 (97.2%)	0.011
	(22) Year-end tax adjustment	783 (99.0%)	>	582 (97.5%)	0.030
	(23) Travel budget administration	781 (98.7%)	>	580 (97.2%)	0.034
	(29) Budgeting with municipal cost, execute and account	740 (92.8%)	>	533 (89.6%)	0.031
	(31) Plan, execute and account money collected for school activities	579 (72.6%)	>	382 (64.2%)	0.001
	(32) Audit and inspection administration	657 (82.3%)	>	451 (75.9%)	0.003

\* Listed items of p<0.05

**(3) Differences between C (with joint-work) and D (without joint-work) Regarding Job Satisfaction**

We defined 13 viewpoints in total regarding job satisfaction, and asked school administrative staff to score them. The top three satisfying items are: being entrusted; overall; and the job itself, and bottom three are: education/training and performance development support; given authority; and being able to use expertise. The results have revealed differences among groups regarding job satisfaction, such that Group A (with notices of job standards) answered “somewhat satisfied” more than Group B (without notices) regarding education/training and performance development support as well as workplace atmosphere, and Group D (without joint-work) answered “very unsatisfied” more than with Group C (with joint-work) regarding education/training and performance development support.

**[Education/Training and Performance Development Support]**



p=0.096