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A STUDY OF LEVELS OF JOB SATISFACTION AND JOB ASPIRATION

AMONG BLACK CLERICAL EMPLOYEES IN CITY AND COUNTY

GOVERNMENTS OF GREENSBORO, GUILFORD COUNTY,

NORTH CAROLINA

by

Katie Grays Dorsett

A Thesis Submitted to
the Faculty of the Graduate School at
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APPROVAL PAGE

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ABSTRACT

DORSETT, KATIE GRAYS. A Study of Levels of Job Satisfaction and
Job Aspiration Among Black Clerical Employees in City and County
Governments of Greensboro, Guilford County, North Carolina.
(1976) Directed by: Dr. Richard Weller. Pp. 286

The problem of this research was to study levels of job
satisfaction and job aspiration of black clerical employees in
city and county governments in Greensboro, Guilford County, North
Carolina. The focus was not only on the levels of job satisfaction
and job aspiration as perceived by the workers themselves but also
as inferred by their supervisors from observations of these workers.
Specifically, the study attempted to determine levels of job satis-
faction and job aspiration in order to find if relationships existed
between job satisfaction, job aspiration, demographic items (age,
sex, length of service, and level of education), and skill satisfaction.
A second dimension, through interview, comprised depth investigation of
specific cases regarding black clerical workers with high and low levels
of job satisfaction and job aspiration.

All black clerical employees in city and county governments were
personally asked to complete a four-section inquiry form relating to:
(a) demographic items,(b) skill satisfaction, (c) job satisfaction,
and (d) job aspiration. Supervisors of black clerical employees were
asked to complete a three-section inquiry form: (a) skill satisfaction

(b) job satisfaction, and (c) job aspiration, on their perceptions
of black clerical employees. Responses were received from 19 city-
and 38 county clerical employees and from 19 city- and 36 county
supervisors of black clerical employees.

Demographic items and skill satisfaction scores were used as
independent variables. Job satisfaction index scores and job aspi-
ration indicator scores were used as dependent variables. Individual
scores were determined on job satisfaction, job aspiration, and skill
satisfaction for each of the black clerical employees, and on super-
visors' perceptions of these employees. Contingency and frequency
tables were used to show tabulated data. The primary statistical
procedure employed was chi square analysis. The .05 level of
significance was used for all statistical tests.

The data revealed that black clerical employees were more often
found in such low-level jobs as clerk and typist. In general, black
clerical employees had positive feelings about their skill satisfaction.
Perceptions held by supervisors of black clerical employees were also
positive.

Black clerical employees generally had neutral feeling relative
to job satisfaction; but, supervisors perceived these employees as
having more positive feelings regarding job satisfaction than did the
employees themselves.

A high level of job aspiration among city and county black clerical
employees was perceived; city supervisors, however, did not perceive

clerical employees as having the same high level of job aspiration.

Chi-square tests revealed significant relationships between the following factors: Level of skill satisfaction and age group, level of skill satisfaction and sex, level of skill satisfaction and length of service, level of skill satisfaction and education; level of job satisfaction and education; level of job aspiration and education; responses of clerical employees and supervisors on skill satisfaction; level of skill satisfaction and job satisfaction of clerical employees; level of skill satisfaction and job aspiration of clerical employees; and level of job satisfaction and job aspiration of clerical employees. Significant relationships were also found between responses of city clerical employees and responses of supervisors of city clerical employees on job aspiration and between responses of county clerical employees and supervisors of county clerical employees on job satisfaction.

Depth interviews with select cases of black clerical employees in city and county governments revealed a concern for: more adequate counseling and guidance services in educational and job settings; orientation and on-the-job training; higher expectations on the part of supervisors; two-way communication between supervisors and clerical employees; improved listening skills; an atmosphere of trust and team effort; greater opportunity for advancement and promotion; and more adequate career paths within the clerical area.

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CHAPTER I

INTRODUCTION

Background

> In spite of the difficulties and frustrations of the moment,
> I still have a dream. It is deeply rooted in the American
> Dream.
>
> I have a dream that one day this nation will rise up and live
> out the true meaning of its creed: We hold these truths to
> be self-evident, that all men are created equal . . .
>
> This is our hope, this the faith for which I return to the
> South . . . And if America is to be a free nation, this
> must be true . . .

Martin Luther King, 1963

Martin Luther King's dream of the early 1960's represented the

dreams of many blacks who felt the need for a "Now" in the blacks' rally

for "long denied rights" for educational and job opportunities.

Eloquently it presented the blacks' dissatisfaction with well-meaning

but ineffectual plans for achieving a condition one hundred years

overdue.

Viewed historically, blacks' struggles for equal educational and

job opportunities have been shaped in a context of poverty and intoler-

ance. Educationally, they have continued to be deprived of equal

opportunity. Dual school systems have been the trend in America with

black schools lacking in facilities, equipment, and personnel. Dropout

rates have been enormous; therefore, the level of educational attainment

has been low. The median education for nonwhites between 25 and 29

years of age in 1960 was 10.8 years of education compared to 12.4 for
whites. In the south the picture was even worse. Median education for
nonwhites was 9.7 years compared to 12.2 years for whites (Cramer, 1966:
2-21).

In terms of employment, blacks have been regarded as the secondary
labor class, with little chance for moving out of a perpetual state of
joblessness or of escaping the vicious cycle of low-paying jobs that
lack security and chances of advancement.

These two conditions, inequality of educational opportunity and a
lack of job opportunity, present a problem which needs to be dealt with
more closely in terms of blacks' own views toward job satisfaction and
job aspiration.

For centuries blacks have borne the disproportionate burden of
unemployment that has grown to disastrous proportions (See Appendix E).
Contrary to the expectation raised by the Great Society programs of the
1960's, which aimed to break the cycle of poverty through training,
remediation, and job counseling, the cycle proved resistant. There
seems little evidence that full employment is going to be achieved in
the forseeable future. Estimates suggest that one out of every four
black workers is unemployed, compared with one out of every twenty whites
(Young, 1966: 55). Experts contend that new policies must take into
account the startling factors of unemployment, education, and discrimina-
tion. The triple "disadvantage" of being unemployed, uneducated, and
black makes it extremely difficult for blacks, particularly since many
special programs are now disappearing. What is needed, according to

Anderson, is "measures intended to increase job skills, that invest in human capital, and that attack institutional barriers. The failure to attack these problems is tantamount to writing off the future of black people" (Greensboro Daily News, July 11, 1976, p. 18).

The Joint Economic Committee of Congress, noting the predictions of severe unemployment through at least 1980, expressed its concern about the social, economic, and psychological impact of unemployment on blacks. A report by the Committee predicted "increases in the incidence of crime, drug abuse, and other forms of antisocial behavior that can ruin a person's chance of achieving a full and productive life " (Greensboro Daily News, July 11, 1976, p. 18).

Among the kinds of jobs blacks have traditionally held in industry are the so-called "Negro jobs," in which most of the workers were black. Those "Negro jobs" have generally been in the following areas: domestic, home laundering and sewing, saw milling, farming, service, and unskilled construction. All "Negro jobs" have been regarded as undesirable from one or several viewpoints: located at bottom of occupational ladder, low pay, high degree of physical labor and psychological disutility (Myrdal, 1962: 1080-1091).

Clerical occupations have not fitted in the past in the so-called "Negro jobs." Only recently have blacks been considered in clerical occupations in business or in industry.

It has always been the American dream that education is beneficial and that job opportunities can cure the problems of our society. Certainly most people feel that educational benefits to the individual are realized

in better jobs, social status, self-esteem, access to better communica-
tions networks, and more money. Americans have believed that increased
education brings measurable increase in job opportunities, salary, and
job advancement that makes a person's time in school a good investment.
This country's social institutions act on this premise, encouraging
individuals to receive as much education as financial limits and
intellectual curiosity will allow. Educational leadership continues to
find ways of evaluating curricula based on job opportunities and changes
in job structure.

What happens to these concepts of educational benefit and job
opportunity when the factors of race or ethnic origin are added? The
questions of educational and job opportunities for blacks have become
one of the most crucial and fundamental issues confronting America.
Not only are the lives and liberties of over 14 million black people in
jeopardy, but America must also bear the brunt of the problem.

Job Opportunities

Job opportunities for most Americans are affected by the increas-
ingly complex and uncertain job market. The projected employment picture
for the next ten years predicts an average growth of 15%. Table I gives a
breakdown of four occupational groups: white collar, blue collar, service
workers, and farm workers. Of 576,000 openings in the projected employ-
ment picture, only 30% constitutes growth while 70% represents replace-
ments (Levine, 1976:3-6).

Reflected in these data are several assumptions:

1. The institutional framework of the U. S. economy will not
change radically;

Table 1

Projected Employment Growth by Major Occupational Group, 1974-85

(In thousands)

Occupational Group	1974 Employment	Projected 1985 Employment	Percent Change	Openings		
				Total	Growth	Replacements
Total	85,936	103,400	20.3	57,600	17,400	40,200
White-collar workers. .	41,739	53,200	27.5	34,300	11,500	22,800
Professional and technical workers .	12,338	16,000	29.4	9,400	3,600	5,700
Managers and administrators. . .	8,941	10,900	21.6	5,200	1,900	3,200
Salesworkers.	5,417	6,300	15.7	3,400	900	2,600
Clerical workers. . .	15,043	20,100	33.8	16,300	5,100	11,300
Blue-collar workers . .	29,776	33,700	13.2	12,500	3,900	8,600
Craft and kindred workers	11,477	13,800	19.9	5,100	2,300	2,800
Operatives[1]	13,919	15,200	9.0	6,000	1,300	4,800
Nonfarm laborers. . .	4,380	4,800	8.8	1,400	400	1,100
Service workers	11,373	14,600	28.0	11,000	3,200	7,800
Farm workers.	3,048	1,900	-39.0	-200	-1,200	1,000

[1] Includes the 1970 Census classification: operatives, except transport and transport equipment operatives.

Source: Occupational Outlook Quarterly, Spring, 1976.

2. Current social, technological, and scientific trends will continue, including values placed on work, education, income and leisure;

3. The economy will gradually recover from the high unemployment levels of the mid-1970's and reach full employment (defined as 4% unemployment) in the mid-1980's;

4. No major events such as widespread or long-lasting energy shortages or war will significantly alter the industrial structure of the economy or alter the rate of economic growth, and

5. Trends in the occupational structure of industries will not be altered radically by changes in relative wages, technological changes, or other factors (Occupational Outlook Quarterly, 1976: 4).

Figure I shows how the trend has shifted toward white-collar occupations from 1945 to 1975.

Figure 2 shows the percentage of white-collar and blue-collar workers by industry. In transportation, manufacturing, mining, and contract construction, the percentage of blue-collar workers exceeds white-collar.

Taking a closer look at job opportunities in clerical occupations, Figure 3 shows the estimated figures for 1974 and the average annual openings for 1974 through 1985. Explanations in each occupation tell the expected growth rate and how the openings will occur. Employment for bookkeeping is expected to grow at a slower rate than other occupations because of automation. Figure 3 shows that prospects are good, however, for secretaries and stenographers with skill in shorthand reporting.
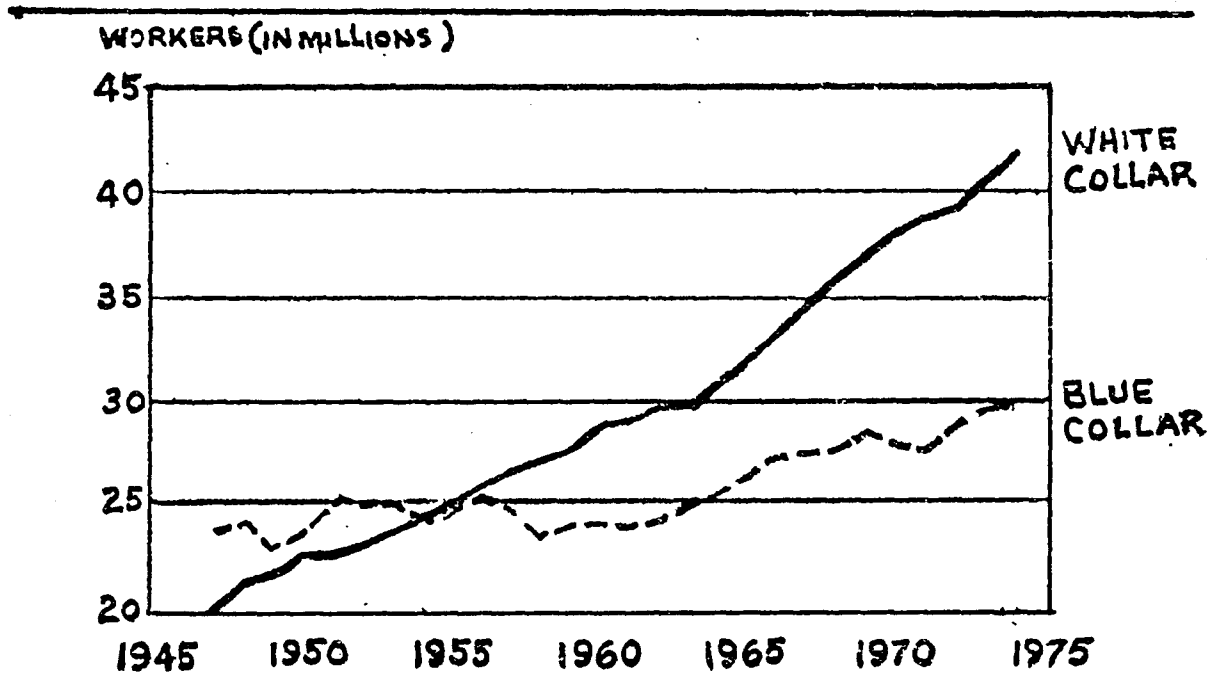
Figure 1.   Employment shifts in white collar occupations.
           Occupational Outlook Quarterly, Spring 1976, p. 4.

PERCENT DISTRIBUTION OF EMPLOYMENT 1974

	0	20	40	60	80	100	

FINANCE, INSURANCE, AND REALSTATE   91.7   3.2   5.0

SERVICES*   64.1   11.3   SERVICE   24.7

TRADE   WHITE-COLLAR   60.5   23.5   16.0

TRANSPORTATION AND PUBLIC UTILITIES   40.0   57.2   2.8

MANUFACTURING   29.7   BLUE COLLAR   68.3   2.0

MINING   29.6   68.6   1.7

CONTRACT CONSTRUCTION   21.3   78.2   .5

*EXCLUDES PRIVATE HOUSEHOLD WORKERS
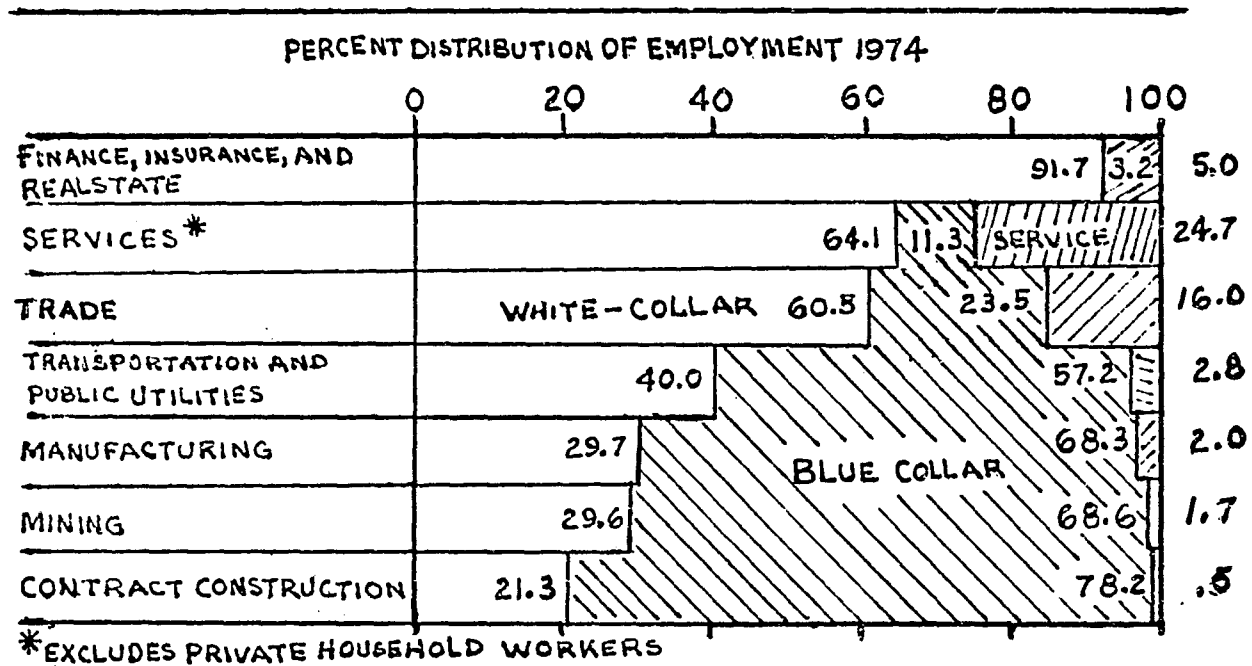
Figure 2. Distribution of white collar, blue collar, and service workers by industry. Occupational Outlook Handbook, Spring, 1976, p. 5.

∞

Clerical Occupations*

Occupation	Estimated employ- ment 1974	Average annual openings 1974-85	Employment trends and prospects
Bookkeeping workers	1,700,000	121,000	Employment expected to increase at slower rate than average for all occupations because of increasing automation in recordkeeping. Most job openings will result from replacement needs.
Cashiers	1,111,000	97,000	Because of very high turnover and average employment growth in response to increased retail sales, thousands of job openings for cashiers expected annually. However, future growth could slow with widespread adoption of automated checkout systems.
File clerks	275,000	25,000	Increased demand for recordkeeping should result in some job openings. However, employment is not expected to grow as fast as in past years due to increasing use of computers to arrange, store, and transmit information. Most job openings will be created by replacement needs.
Office machine operators	170,000	12,800	Employment expected to grow more slowly than average for all occupations as result of more centralized and computerized recordkeeping and processing systems. Most job openings due to replacement needs.
Receptionists	460,000	57,500	Employment expected to grow faster than average for all occupations due to expansion of firms providing business, personal, and professional services. Work is of personal nature and prospects should not be affected by automation.
Secretaries and stenographers	3,300,000	439,000	The increasing use of dictating machines will limit opportunities for office stenographers. Very good prospects for skilled short-hand reporters and secretaries.
Statistical clerks	325,000	23,000	Employment expected to grow about as fast as average for all occupations as numerical data increasingly are used to analyze and control activities in business and government. Increased use of computers may eliminate some routine positions.
Typists	1,000,000	125,000	Employment expected to grow faster than average for all occupations as business expansion results in increased paperwork. Very good opportunities for typists, particularly those familiar with automatic typewriters and new kinds of word processing equipment.

Figure 3. Summary of projected trends and openings in clerical occupations.

Source: Occupational Outlook Quarterly, Spring, 1976, 9-10.

*Selected occupations

Moving from job opportunities for all to job opportunities for blacks, the picture is not as bright. The occupational gap between black and white Americans has remained wide through the years. At the turn of the century, nearly 90% of black workers were concentrated in agricultural and domestic service occupations compared to 60% of their white counterparts. Since the beginning of the twentieth century there has been a shift among blacks to more diversified occupations but the shift for white workers has been even greater (Pinkney, 1975: 81-91).

The greatest change in the employment market for blacks occurred between 1940 and 1970, when laws were enacted forbidding discrimination in employment. As a result, an increasing number of blacks has been employed in white-collar skilled occupations; figures indicate, however, that the largest percentage of blacks in skilled occupations is at the lower-level jobs--sales and clerical. Table 2 shows employed workers by occupation and race and reveals that 15.8% of black workers were employed in sales and clerical work in 1970. Even with 15.3%, however, blacks were underrepresented; figures show that 24.7% of white workers are employed in sales and service. Analyses of duties and responsibilities of blacks in clerical jobs indicate that most of the office positions are not of the executive secretarial or administrative assistant level. Frequently the positions involve work of a routine nature.

Gains are seen for blacks in higher-paying professional occupations, but blacks are far from being represented in proportion to their numbers in the population.

Table 2

Employed Workers By Occupation And Race,

United States, 1960, 1970, And 1972

Occupation	1960		1970		1972	
	Black*	White	Black	White	Black	White
Total number employed, in thousands	6,927	58,850	8,445	70,182	8,628	73,074
Percent	100.0	100.0	100.0	100.0	100.0	100.0
White-collar workers	16.1	46.6	27.9	50.8	29.8	50.0
Professional and technical workers	4.8	12.1	9.1	14.8	9.5	14.6
Managers and administrators, except farm	2.6	11.7	3.5	11.4	3.7	10.6
Sales workers	1.5	7.0	2.1	6.7	2.2	7.1
Clerical workers	7.3	15.7	13.2	18.0	14.4	17.8
Blue-collar workers	40.1	36.2	42.2	34.5	39.9	34.4
Craftsmen and kindred workers	6.0	13.8	8.2	13.5	8.7	13.8
Operatives, except transport					5.5	3.7
Transport equipment operatives	20.4	17.9	23.7	17.0	15.8	12.3
Nonfarm laborers	13.7	4.4	10.3	4.1	9.9	4.6

Table 2--continued

Occupation	1960 Black*	1960 White	1970 Black	1970 White	1972 Black	1972 White
Service workers	31.7	9.9	26.0	10.7	27.2	11.8
Private household	14.2	1.7	7.7	1.3	6.8	1.2
Other	17.5	8.2	18.3	9.4	20.5	10.5
Farm workers	12.1	7.4	3.9	4.0	3.0	3.8

*Includes other nonwhites.

Note: Beginning with 1971, occupational employment data are not strictly comparable with statistics for 1960 and 1970 as a result of changes in the occupational classification system for the 1970 Census of Population that were introduced in January 1971.

Source: U. S. Bureau of the Census, The Social and Economic Status of the Black Population in the United States, 1972, p. 49.

There is a degree of occupational upgrading among black workers, but the patterns of low-paying jobs still persist. There also exist variations in job opportunities by sex. Black women have tended to hold more high and low-paying jobs than black men. In 1972, for example, 39.7% of all black women were employed in white-collar jobs compared to 22.7% black men. At the bottom of the occupational ladder, 42% of black women were employed in service occupations (including private household work) compared to 19.3% for white women (Pinkney, 1975: 83). Blacks continue to be overrepresented in lower-paying, less skilled jobs and underrepresented in better-paying, higher-skill jobs (Pinkney, 1975: 85).

The civil rights activities of the 1960's prompted businesses and governmental agencies to begin recruiting blacks for job opportunities in offices. The major manpower challenge of the 60's seemed to be to insure that all citizens received the training and education needed to perform useful and rewarding work. Pressures from such civil rights groups as Congress on Racial Equality (CORE), National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Nonviolent Coordinating Committee (SNCC), provided the extra "push" for blacks to seek employment with these employers. More recently, affirmative action programs have served as guides to employers to ensure that blacks are employed and that they have a "fair share" of opportunities.

Legislation and Its Impact on Job Opportunities

Over the past two decades legislation at federal, state, and municipal levels has been enacted to insure equal job opportunities in all types of employment regardless of race, religion, sex, or national origin. Also, laws have been passed to provide funds for training in certain types of occupations. Some of the more powerful federal laws will be discussed.

The Manpower Development Training Act (MDTA) of 1962 was enacted to prepare disadvantaged workers for entry into the business world. It was widespread enough that in 1964 MDTA training programs had 6,900 persons enrolled in 190 approved institutional projects for stenographer training in 40 states (Calhoun, 1971:345-347).

The Opportunities Industrialization Center (OIC) was one of the projects funded through MDTA and provided opportunities for training blacks in clerical occupations. Founded in 1964 by Rev. Leon Sullivan, the program was an answer to the soaring need to find people to fill available jobs.

Sullivan says: "Most of all, ours had to be a program that produced results. People had to get jobs as a result of it. Real jobs. Jobs with a future. Jobs going somewhere. Not chicken-picking, end-of-the broom, keep-them-quiet jobs" (Sullivan, 1969:87).

The Vocational Act of 1963, for the first time, provided funds for training in office education. It allowed poor school districts to provide adequate facilities, and it also provided additional expertise in the development of skills. Cooperative arrangements provided for

on-the-job training, and the disadvantaged were given the opportunity to
pursue a vocation which had not been provided while at the same time earn-
ing financial assistance for everyday living. This Act and related
legislation had great impact on office occupations programs in public
education and much emphasis has been placed on training of office
employees. This has provided a new challenge to those involved in
instruction for office occupations. The extent to which blacks are
benefitting from this emphasis on office education is yet to be determined.

The 1964 Civil Rights Act passed by Congress outlawed discrimination
by employers, employment agencies, unions, and apprentice committees on
the basis of race, religion, creed or national origin. To enforce this
law the federal government created a fair employment practices commission,
called the Equal Employment Opportunity Commission. The Commission
cannot, however, go beyond persuasion in seeking compliance with the law.

The Equal Employment Opportunity Act of 1972 was created to give
enforcement powers. It gave the Equal Opportunity Commission authority
to institute court proceedings to enforce the prohibition against
employment discrimination based on race, color, religion, sex, or
national origin. The Act also expanded coverage to include discrimina-
tion in notices or advertising by joint labor-management committees that
control apprenticeship training or other retraining programs, including
on-the-job training.

All these federal laws have provided for training of individuals
for specific jobs and insured opportunities for minorities. Such laws
were designed to provide educational opportunity and to curb unfair

practice. They provide vast powers to fight racial favoritism in employ-
ment opportunities. However, inadequate knowledge of legislation as well
as remedies results in such laws being somewhat ineffective.

As the "law" has now lowered barriers to equal opportunity,
education for needed skills for these jobs takes on increased importance
in preparing blacks to take advantage of this opportunity.

Job Satisfaction and Job Aspiration

What do black clerical workers want from their jobs? What are the
job aspirations of black clerical workers? Jobs are the most absorbing
things people think and talk about. For those with great satisfaction
and high aspiration, jobs are held in high esteem; for those with great
dissatisfaction, jobs cause much grief and anguish. As black workers
have become integrated into the labor force, the relationship between
these workers and their work has become an area of concern. Employment
problems of race do not end when integration in a job setting is
achieved. Often black workers find themselves in situations where the
structures are geared to the white majority. Discrepancies in percep-
tions of aspects of the work situation may cause special problems. For
these reasons, it seems important to determine the factors bearing on
job satisfaction and job aspiration.

With full employment as the American goal, job satisfaction and
job aspiration have even greater importance. Business, industry, and
the government service are faced with the problem of increasing the
individual's efficiency at the job, while at the same time increasing
positive attitudes toward work. Negative work attitudes of black workers

may result in high turnover, high absenteeism, and other aspects of job behavior. Emphasis on how best to fit the man and his job has led to the study of job satisfaction (Ford, 1976: 135-136).

An individual can appear effective according to standards of the organization, but often at the cost of inner tension. Satisfaction is a function of the individual's expectations and the extent to which his expectations are realized. It results from interaction of the individual's personality, value system, needs, beliefs, customs, and other stimuli that interact with all the external stimuli (i.e. task, place of work, supervisory practices, co-worker attitudes and behavior, community characteristics, etc.) (Ford, 1976: 136). An important source of job satisfaction is the pleasure a worker derives from doing his work with skill and competence. Aspiration reflects the condition of a person's self-esteem. Some people need to attain a high level of aspiration to satisfy their self-esteem, while others are contented with much less. The level of an individual's aspirations itself reveals his/her confidence in anticipating success (Zaleznik, 1970: 75). Human factors now receive much attention from business, industry, and the government service; thus, the need to study job satisfaction and job aspiration among black clerical workers has developed.

Despite much research on job satisfaction, there appear to be few studies which have analyzed the significant role that racial differences play. Blacks are becoming proud of their ethnic origin and are insisting on group identification to insure that their problems are addressed. The civil rights movement made this thrust apparent, and an identification

of levels of job satisfaction and job aspiration are in keeping with
this movement. The thesis of this investigation is that satisfactions
and aspirations of black clerical workers in city and county governments
should be documented. Because of federally funded programs for training
minorities, blacks, in many instances, are making their initial entry into
the job market. Two of the immediate questions that come to mind are:
(1) What are the levels of job satisfaction and job aspiration among
these black workers? (2) What are the reasons for these levels of job
satisfaction and job aspiration? The researcher hopes to find some of
the answers to these questions.

Rationale for the Study

Occupational success now requires highly developed knowledge and
technical skills. Public education is increasingly expected to provide
those knowledges and skills necessary for employment. In an age of
scientific and technological advancement, more emphasis than ever before
is being placed on the need for development of the necessary skills to
fill jobs satisfactorily.

The Vocational Education Act of 1963 provided the opportunity for
training in office education. The Manpower Development Training Act
created opportunities for the disadvantaged and dropouts, and the Civil
Rights Act protected blacks from experiences of discrimination in
employment. With educational opportunity and with funds available for
training blacks in office occupations coupled with the pressures from
society demanding that blacks be a part of the work force, there seems
an urgent need to evaluate the skills and satisfaction of blacks in

clerical occupations. There is also a need to study the aspirations of
blacks regarding job advancement.

Performance and satisfactions of black workers in their jobs have
been affected by the negative identity and self-concept effects of
segregation and discrimination (Holme, 1971: 397).

> Psychologists have indicated that attempts by blacks at
> self-definition have for centuries been shaped in the context
> of prejudice and poverty. Blacks have continually been prohi-
> bited from access to opportunities of finding a niche in
> society to match attributes and aspirations.

> Erikson has said that an individual belonging to an
> oppressed and exploited minority that is aware of the
> dominant cultural ideals but prevented from emulating them
> is apt to face the negative images held up to him by the
> dominant majority with the negative identity cultivated in
> his own group. Whether more positive aspirations and expec-
> tation will emerge in the future probably depends as much on
> the nature of the educational and vocational opportunities
> open to minorities as it does to childhood teaching (Holme,
> 1971: 397).

In a period witnessing such emphasis on "positive self-image," it
seems appropriate to study the aspirations of this oppressed group.

It is also important to assess the attitudes of workers toward
their skill competence. While the educational level of blacks is below
the white majority, the differential is not necessarily so great in
clerical occupations in city and county governments of Greensboro,
Guilford County, North Carolina.

How an individual perceives his/her skill in the job has either a
positive or negative effect on job satisfaction. Blacks have had to
live through the image of "not being qualified" or having to be a
"super worker" in order to perform even at a satisfactory level. The
obvious question then becomes "How do blacks feel about their competence

or skill and what is the relationship of skill satisfaction to job satisfaction or job aspiration?"

This researcher also felt the need to discover, if possible, those demographic variables which are characteristic of workers who find clerical work satisfying and those who do not find clerical work satisfying.

It was in response to these needs that this present study of levels of job satisfaction and job aspiration among black clerical workers in city and county governments of Greensboro, Guilford County, North Carolina was undertaken.

Educational Implications

This study is intended to draw attention not only to attitudes of job satisfaction and job aspiration but also to attitudes toward competence in technical, communications, and interpersonal relations skills. Due to the low educational attainment of blacks, it is important to consider their attitudes toward skill in relationship to job satisfaction and job aspiration.

If supervisors, administrators, public education officials, and higher education personnel become aware of the levels of job satisfaction and job aspiration of black clerical workers, as well as reasons for different levels of satisfaction and aspiration, these leaders may attempt to make the necessary provisions for inservice training in business, industry and public service and curriculum changes in education to benefit this group.

This study will identify those factors that will lead to curriculum changes such as:

1. attitudes of black clerical workers and the kinds of skills needed to fulfill their roles in the office environment, thus providing a basis for preservice training.

2. decision-making abilities of this group.

3. need for additional courses or workshops for basic improvement.

4. need to provide vocational guidance to prepare black students for vocations suited to their interests, talents, and abilities.

5. general requirements for clerical positions.

6. need for seeking careers suited to clerical workers' interests and talents in order to obtain greater satisfaction.

7. need for various inservice programs for clerical workers.

8. need for career paths or career continuity for clerical workers.

9. need for good human and race relations in organizations.

10. attitudes of black clerical workers toward their jobs and their levels of job aspiration.

CHAPTER II

THE PROBLEM

This investigation will focus on two issues that are paramount to black clerical employees. First, an attempt will be made to identify the levels of job satisfaction reported by black clerical workers and to cite reasons for the levels of job satisfaction reported. The second issue to be examined is levels of job aspiration and the factors relating to them.

Statement of the Problem

This study was concerned with the identification of levels of job satisfaction and job aspiration of black clerical workers in city and county governments of (Greensboro) Guilford County, North Carolina.

Specifically this research was guided by the following questions:

1. To what extent are the attitudes of skill satisfaction, as measured by a skill satisfaction score, related to personal character- istics (demographic items)?

2. To what extent are the job satisfaction attitudes of black clerical workers, as measured by job satisfaction index , related to personal characteristics (demographic items)?

3. To what extent are the job aspiration attitudes, as measured by a job aspiration indicator, related to personal characteristics (demographic items)?

4. To what extent are the attitudes of skill satisfaction among clerical workers different from those perceived by their supervisors?

5. To what extent are attitudes of job satisfaction among black clerical workers different from those perceived by their supervisors?

6. To what extent are the job satisfaction attitudes of black clerical workers related to skill satisfaction (as measured by a skill satisfaction score)?

7. To what extent are the attitudes of job aspiration among black clerical workers different from those perceived by their supervisors?

8. To what extent are the job satisfaction attitudes related to job aspiration?

9. To what extent are job aspiration attitudes related to skill satisfaction?

10. What are the reasons for the different levels of job satisfaction of black clerical employees as revealed by depth interviews?

11. What are the educational implications stemming from this investigation?

Purpose of the Study

During the past several decades, blacks in the work force have been the focus of much research. Little is known about the attitudes of black clerical workers toward their own assessment of the job situation.

The purposes of this study are to (1) provide data for curriculum revision in education, (2) provide data for inservice programs in

industry, (3) provide data for counseling and guidance in education and in industry, and (4) provide means of self-assessment by black clerical employees. A clearer understanding of these purposes should lead to an increased awareness by those in administrative positions in government, industry, and education.

Limitations of the Study

This study was limited to city and county governments of Greensboro, Guilford County, North Carolina. The population was limited to black clerical employees who had been employed by their organization for at least six months; therefore, no attempt was made to compare the attitudes of black clerical workers in Guilford County to other government communities with similar structures.

Objectives and Hypotheses

The major objectives of this research were to:

1. Identify "demographic" items which are significantly associated with job satisfaction and job aspiration.

    a. sex

    b. age

    c. length of service with organization

    d. education

    e. job title

    f. type of work (varied or routine)

2. Assess the level of job satisfaction of each respondent.

3. Assess the level of job aspiration of each respondent.

4. Assess the level of skill satisfaction of each respondent.

5. Assess the relationship of job satisfaction to skill satisfaction.

6. Assess the relationship of job aspiration to skill satisfaction.

7. Isolate reasons for the levels of job satisfaction through depth interviews.

8. Isolate reasons for the levels of job aspiration through depth interviews.

9. Determine educational implications of this investigation.

To add meaning to this research and to focus upon more specific relationships, the following null hypotheses were tested:

1. There is no significant difference in the level of skill satisfaction between male and female clerical employees.

2. There is no significant difference in the level of job satisfaction between male and female clerical employees.

3. There is no significant difference in the level of job aspiration between male and female clerical employees.

4. There is no significant difference in the level of skill satisfaction between clerical employees in different age groups.

5. There is no significant difference in the level of job satisfaction between clerical employees in different age groups.

6. There is no significant difference in the level of job aspiration between clerical employees in different age groups.

7. There is no significant difference in level of skill satisfaction between clerical employees with varying lengths of service.

8. There is no significant difference in level of job satisfaction between clerical employees with varying lengths of service.

9. There is no significant difference in level of job aspiration between clerical employees with varying lengths of service.

10. There is no significant difference in level of skill satisfaction between clerical employees with varying educational backgrounds.

11. There is no significant difference in the level of job satisfaction between clerical employees with varying educational backgrounds.

12. There is no significant difference in level job aspiration between clerical employees with varying educational backgrounds.

13. There is no significant difference between levels of skill satisfaction and job satisfaction of clerical employees.

14. There is no significant difference between levels of skill satisfaction and job aspiration of clerical employees.

15. There is no significant difference between levels of job satisfaction and job aspiration of clerical employees.

16. There is no significant difference between responses of clerical employees and responses of supervisors of clerical employees on skill satisfaction, job satisfaction and job aspiration.

Definition of Terms

Demographic items - refers to those items of a personal, educational and experiential nature which assist in characterizing an individual.

Respondents - refers to clerical workers who returned the inquiry form.

Subjects - refers to the population of black clerical employees under investigation.

Job satisfaction - refers to the workers' feelings of relative gratification or pleasure regarding the total working environment.

Job aspiration - refers to the workers' striving, yearning or desiring for something in the working environment that is regarded as better than the present situation.

Skill satisfaction - refers to the workers' assessment of skill in relation to the job situation: technical skill, interpersonal relations skill, and communications skill.

Working environment - refers to the entire realm of work which includes psychological, physical, and personal factors.

Organization of the Study

Chapter III reviews the literature related to this particular study. There has been considerable research in the past focusing on job satisfaction. However, few studies have focused on job aspiration. This chapter focuses on qualities and attitudes of clerical workers, activities of clerical workers, job satisfaction, and job aspiration.

Chapter IV describes the methods and procedures used in selection of the subjects, developing the inquiry forms and methods of analyzing the data.

Chapter V gives the presentation, analysis and interpretation of the data and a presentation and analysis of the case studies. The hypotheses are tested and relationships are presented and documented with statistics.

Chapter VI presents an overview of the findings, followed by conclusions, recommendations and educational implications of this study.

CHAPTER III

REVIEW OF THE LITERATURE

For the purposes of this investigation, an extensive review of the
literature germane to this study was made. There has been considerable
past research focusing upon interaction between work and workers.
Therefore, a selective review of the literature was necessary. In
order to ascertain some of the forces and dynamics affecting job
satisfaction and job aspiration, this review encompasses four major
areas which are most pertinent and relevant to the study: (1) qualities
and attitudes of clerical workers, (2) activities of clerical workers,
(3) job satisfaction, and (4) job aspiration.

Introduction

Psychologists have studied the interaction between work and workers
for many decades. Many of the early studies concentrated on methods of
personnel selection and placement and on problems of improving physical
aspects of the work situation. Early studies of secretaries focused
upon an identification of duties performed by secretaries and a
determination of the qualities present in successful secretaries.

Beginning in the late 1930's, emphasis began to shift to investi-
gation of attitudes of workers and their bearing on worker behavior.

A primary reason for studying job satisfaction is to determine what
the worker really wants from his job and what aspects of the job give

the workers a feeling of relative gratification or pleasure. Similarly, a primary reason for studying job aspiration is to ascertain what gives the worker "hope" for something better in the job situation.

One of the foremost efforts in the study of job satisfaction was provided by the Hawthorne Studies (Roethlisberger and Dickson, 1939). The Hawthorne Studies gave academic stature to human relations in the 1920's and 1930's. A concept was developed that an organization is a social system and the worker is the most important element in it. The experiments showed that the worker was not a simple tool, but a complex personality interacting in a group situation.

The research team originally sought to investigate the relationship between physical changes in environment and output. New relationships, many of which involved participation, were developed between (1) workers and supervisors, and (2) workers and experimenters. The results convincingly exemplified how social changes can improve productivity and morale.

Later work by Coch and French (1948) served to emphasize the importance of the individual's attitudes about his work. This research involved employees "participation" in setting goals and the making of decisions affecting their work. Findings revealed that employees would accept change more readily when given the opportunity to play a role in setting goals. However, little has been done to study levels of job satisfaction and job aspiration of blacks and of clerical workers.

Before looking at investigations of job satisfaction and levels of aspiration, it is important to consider the qualities and general

attitudes of clerical workers and the activities of clerical workers. The literature reviewed regarding qualities, attitudes and adjustments of clerical workers and characteristics of clerical workers is designed to provide a background and frame of reference relating to secretarial work. No attempt has been made to give a critical evaluation of the literature. These studies provided a perspective for developing and designing the instrument, specifically the section on skill satisfaction, used in the present investigation.

Qualities, Attitudes, and Adjustments
of Clerical Workers

One of the landmark studies viewing the worker as an individual personality was the Charters and Whitley (1924) project. It focused on the worker's personality as well as duties. One phase of the problem studied was a determination of the duties performed by the secretaries of businessmen and administrators. Secretaries participating in the study were chosen on the basis of their employer's occupation. Four occupational areas were chosen as being most likely to employ secretaries:

1. Professional including doctors, lawyers, engineers and ministers;

2. Business including public utilities, manufacturers, department store, construction, real estate, insurance, bankers, advertisers;

3. Institutional including men connected with educational and research organizations; and

4. Government including postmaster, heads of departments of public safety and federal engineers,

The survey was termed "secretarial," but most authorities in business and office education agree that the office functions listed included all clerical occupational roles from administrative assistant down to the more menial general clerical positions. Also, the criteria which served as the basis for the selection of the 125 secretarial participants seem to include other types of office workers in the group.

On the basis of the survey, Charters and Whitley compiled an extensive list of secretarial duties. The study also generated a list of secretarial traits considered important qualities of clerical workers. Accuracy and responsibility were rated highest in importance in the list of secretarial traits; honesty was rated near the middle of the list; while sense of humor, self-respect, and fairness were among the traits considered least important. The Charters and Whitley study was one of the pioneer studies in clerical occupations. It has been held in high esteem for being one of the first attempts to acknowledge the importance of the individual personality to the work setting.

Finkelhor (1941) studied the occupational adjustments of beginning office workers. He noted that studies had been made of job satisfaction, employment problems, and characteristics of office workers, but no research reported the occupational adjustments of beginning office workers.

The Finkelhor study approached the problem by asking the following questions:

1. What occupational adjustments must be made by a beginning office worker seeking office employment?

2. What occupational adjustments must be made by beginning office workers in doing office work?

3. What relationship adjustments must be made on the job by beginning office workers?

Findings indicated that a majority of employers refused to hire married women or those engaged or "going steady." Many employers refused to hire an individual with poor posture or who was unsuitably clothed. Interviews were usually held by more than one person and tests were administered to determine employability.

In terms of performance of office work, there was a lack of uniform procedures in training beginning office workers. Beginning office workers expressed many fears and dislikes for the conflicting instructions from supervisors, lack of professional opportunities, and duties for which the workers had inadequate training.

Concerning relationship adjustments, the Finkelhor study noted the following problems encountered by beginning office workers: (1) getting along with fellow workers, (2) getting along with supervisors, (3) uncertainty about when to use initiative, and (4) physical inconvenience in the office. As a result of the research, Finkelhor suggested enrichment and expansion of the commerical curriculum courses.

The Stuart study (1952) was also concerned with the problem of successful adjustment of office workers. His 1952 Delta Pi Epsilon award-winning study was prompted by constant criticism of the attitudes

of young office workers by businessmen. Stuart set out to determine
what those attitudes were. He noted that his study was an attempt to
develop a scale for determining the attitudes of young people toward
some of the nonskill aspects of office work. Stuart believed that
attitudes which could be ascertained and quantified could then be
corrected. He also believed that the general attitude toward work was
very important and that it often involved one's whole outlook on life.

The major hypothesis tested in the investigation was that an
instrument could be developed which would determine the attitudes of
business education students toward selected nonskill aspects of office
work. Stuart consistently emphasized that coping with occupational
prejudices could prevent failure for the potential office worker. The
attitude scale categories were: (1) employee-employer relations,
(2) working conditions, (3) employee responsibility, (4) ethical
relationships, (5) employee social sensitivity, and (6) employee-employee
relationships.

The major emphasis in the study was the development of the scale.
The resultant attitudes measured in the study were secondary. The scale
has been widely used by classroom teachers and by businessmen.

Sowell (1970) elicited data from sixty respondents randomly
selected in cooperation with Opportunities Industrialization Centers
(OIC). The problem of this study was the identification and analysis of
personal and occupational characteristics for selected female clerical
employees whose previous socio-economic backgrounds were classified as

indigent. These selected female clerical employees had improved their employability, successfully accomplished employment, and were currently employed in clerical positions.

Data were analyzed relating to the respondent's background, education, family status, previous employment factors, present employment factors, and OIC participation. Descriptive models for fifteen respondents in each of four cities (Little Rock, Arkansas; Oakland, California; Omaha, Nebraska; and Philadelphia, Pennsylvania) were developed as well as a model representative of the entire sample. Chi square comparisons of two groups classified as Negroid and non-Negroid were used to determine whether there were significant differences in personal and occupational characteristics.

The Sowell study indicated that respondents in the four geographic areas were more alike than different. The chi square comparisons of the two groups--Negroid and non-Negroid--revealed few significant differences in characteristics. The significant differences included the ages of respondents, housing conditions, and length of OIC training. Non-Negroid respondents were more mature in age, indicated better housing conditions, and remained in the OIC training program for a longer period of time than the Negroid respondents.

Literature Relating to Activities
of Clerical Workers

A number of studies dealing with duties and qualifications of clerical workers were reviewed and related to the present study in that their primary purpose was to provide a basis for curriculum development

and improvement. This investigation is ultimately concerned with educational implications; therefore, curriculum development and improvement is inevitable. However, the present study is not another attempt to determine duties and qualifications involved in office positions. Rather, it is a study of levels of job satisfaction and job aspiration of black clerical workers in government offices and the relevance of the occupational experiences of this group to job opportunities and advancement in employment.

Nichols (1934) gathered data from 213 secretaries and their employers in order to determine the differentiating duties and essential personal traits necessary for a high degree of efficiency in the position of private secretary. The Nichols study was one of the early ones and the major secretarial duties found common to most secretarial positions are similar to the findings of subsequent studies concerned with the duties and qualifications of secretarial employees.

The purpose of Place's study (1945) was to determine the duties and qualifications of personal secretaries to major executives in order to delimit secretarial work and to determine what to include in a secretarial training program. She used a questionnaire for collecting data and used follow-up interviews for some of the participants in the study.

Place found that the duties of personal secretaries to major executives tend to be varied and do not necessarily fall into the pattern of duties of general secretaries. Some of her conclusions were: (1) written communications, the responsibility of the personal secretary,

do not cease with the routine of shorthand, transcription, and editing; (2) some knowledge of accounting, insurance and business law are likely to be helpful to the personal secretary.

Casebier (1957) conducted a time study of the activities performed by secretaries during a typical working day. She included in her investigation a study of certain factors that create problems and anxieties for secretaries.

Casebier investigated the activities of secretaries; the amount of time devoted to each activity; the major activities in terms of time; uniform patterns of work procedure according to time; and factors that cause problems and anxieties for secretaries. She defined the secretary as: "that office worker who takes dictation, types and performs other duties commonly associated with such a position" (p. 10). Fifty secretaries employed in the Chicago area participated in the study. Their activities were recorded using time sheets constructed on a five-minute time interval; activities were recorded if they were one or more minutes in duration. The secretaries spent half their time on five activities: (1) typing (copy), (2) taking dictation, (3) transcribing, (4) using the telephone, and (5) handling mail. On the basis of her findings, Casebier emphasized the importance of providing major time in the curriculum to cover activities most often used by secretaries.

Paddock (1967) studied the nature and scope of the assignments given secretaries in high-level positions; the qualifications of personnel in top-level secretarial positions; the job satisfaction of secretaries in these positions; and the patterns of development

(programs) available for those preparing for such positions. Fifty secretaries and fifty executives (the employers of the secretaries) were interviewed regarding the areas of assignments and qualifications needed in high-level secretarial positions. Information about curricula programs was obtained from catalogs and bulletins of colleges, universities, and business schools.

Regarding job satisfaction, Paddock found that secretaries particularly enjoyed their associations with people through their position, variety of work, working arrangements, and the teamwork between the executive and the secretary. Most of the secretaries were satisfied with the delegation of responsibility to them, although some believed that more responsibility could be delegated.

Paddock reported that secretaries found distasteful, but not seriously so, routine jobs, transcribing from machine records, preparation of minutes of meetings, statistical typing, pressure of work, long hours of work, filing, lack of activity, and unplesant callers. Some dissatisfaction was expressed with executives' personalities and administrative policies. Some secretaries felt that management was not modern and forward-looking, and they felt a lack of opportunity for women to advance in the firm.

However, Paddock concluded that, overall, the dissatisfaction of the secretaries were not serious and were far outweighed by job satisfactions they derived from their positions.

Another conclusion in the study was that the minimum educational
requirement of high-level secretarial positions should be the
baccalaureate degree--preferable in business administration with a major
in secretarial studies.

Wagoner (1967), in a study of top-level secretaries, attempted to
determine the effect of the changing world of work upon the role of the
secretary and the significance of such changes for secretarial
education. Wagoner concluded that the functions and duties performed by
today's secretaries, as identified by both executives and secretaries,
had changed during the last forty years.

Wagoner also found that today's secretary performs two types of
duties: those which are general or clerical in nature but performed by
the secretary in the capacity of assisting an executive, and those which
are more narrowly defined as secretarial duties for which the secretary
is primarily and usually responsible and which require a knowledge and
understanding possible only through close contact with the situation.

Wagoner concluded that the secretary's role is changing. Duties
related to written communication and those that assist the executive are
more important than formerly, while the functions and duties related to
office management and accounting are less important and have often been
delegated to others in the office.

The National Secretaries Association (The Secretary, 1969:29-41)
conducted a Membership Profile Survey which showed the most important
duties to be a combination of the most common clerical duties identified

by the early researchers and the most changing managerial duties
recorded by more recent investigations:

1. Handling incoming and outgoing calls for an employer.

2. Reading, sorting, and routing mail.

3. Organizing and maintaining files.

4. Composing letters, instructions, and notes on own initiative.

5. Making appointments for an employer.

6. Receiving customers and meeting the public.

Perhaps the most-far reaching study on office activities was
initiated by the Research Foundation of the National Business Education
Association (Lanham, 1970). This study gave birth to a national
curriculum renewal project known as New Office and Business Education
Learning Systems (NOBELS).

The primary purpose of the NOBELS system was the development of an
inventory of educational specifications in behavioral terms that
represented basic tasks performed by 16-24-year-old office workers.
Based on empirical data collected by interview from 1,232 office
employees and their supervisors from four areas of the United States,
the educational specifications were drawn from 4,584 basic tasks and
32,447 steps of task performance. Analyses of data described sample
cases and suggested clues for office education curriculum renewal.

This research, cooperatively planned and implemented by a pro-
fession-wide group of business educators, has pointed the way toward
meaningful revision of business education curriculum through the
systems approach.

Literature Relating to Job Satisfaction

Job satisfaction has been defined as the worker's feelings of relative gratification or pleasure regarding the total work environment. Job satisfaction includes any combination of sociological, psychological, physiological, and environmental circumstances that causes a person truthfully to say "I am satisfied with my job." Job satisfaction is a major aspect of the everyday life of most working people, and it has important implications for mental health, success, happiness, personality development and effective performance.

Job satisfaction studies, nevertheless, show that many workers have neutral feelings about their jobs and many are dissatisfied. Also, job mobility studies show a diversity of work history patterns relative to tenure, turnover, and job satisfaction.

Research in job satisfaction has been done in most all occupational levels with numerous groups, including all levels of skilled and semi-skilled workers as well as supervisory, management and professional personnel.

Perhaps the most widely known pioneer study on job satisfaction was done by Hoppock (1935). He reviewed 32 studies on job satisfaction and commented that far too few factual studies had been done.

Hoppock interviewed 80 subjects--40 employed adults and 40 unemployed adults. The employed ranged in age from 20 to 74; in intelligence (as measured by the Otis Score) from 76 to 132; in yearly earnings from $780 to $10,000; and in sex--8 women and 32 men. The unemployed group ranged in age from 18 to 56; in intelligence (as

measured by the Otis Score) from 82 to 133; in yearly earnings from $146 to $10,450. There was a wide range in age, intelligence, occupations, and earnings of both the employed and unemployed groups. No firm conclusions were drawn, except that experiences of these subjects indicated the following factors may be in some way related to job satisfaction:

1. Relative status of the individual within the social and economic group with which he identifies himself,

2. Relations with supervisors and associates on the job,

3. Nature of work, earnings, hours of work, and opportunities for advancement,

4. Variety, freedom from close supervision, and visible results,

5. The satisfaction of doing a good job,

6. Opportunities to be of service to others,

7. Environment, and

8. Opportunities for self-expression.

In another aspect of the Hoppock studies, 500 teachers from 51 urban communities in the northeastern United States were asked to estimate their own job satisfaction on four simple attitude scales, which were combined to obtain a composite index. Using this index, the 100 most satisfied and 100 least satisfied were selected and their replies to approximately 200 questions were compared. Differences and standard errors were computed. Results of this investigation indicated that the satisfied teachers showed evidence of emotional stress,

enjoyed better human relationships with supervisors and associates, more frequently worked in large cities, felt more successful, and were 7.5 years older.

The Hoppock investigation was conducted primarily with teachers. At about the same time, Quayle (1935) investigated aspects of satisfaction in the vocation of stenography. This pioneer investigation of secretarial job satisfaction and personality studied 63 satisfied and 61 dissatisfied stenographers. Quayle concluded that a person may be deeply unhappy in the work he has to do and yet satisfy all the usual tests of success in a vocation; for example, he may perform the duties of the job satisfactorily, receive raises and promotions, and be rated by the employer as a responsible and efficient employee. Therefore, she concluded that happiness may be an emotional state resulting from the satisfactions of deeper drives from those which bring success.

One of the major weaknesses of the Quayle study was the selection of the sample population. She included only white, unmarried, gentile stenographers between 19 and 31 years of age; yet she attempted to generalize to the entire population from this rather homogeneous group.

A conceptual framework for research in job satisfaction entitled the Theory of Work Adjustment was developed by the Minnesota Work Adjustment Project (Weiss, 1957). This theory views the correspondence (or lack of it) between the work personality and the work environment as the principal reason for observed work adjustment outcomes: satisfactoriness, satisfaction, and tenure.

The Work Adjustment Theory further states:

> Vocational abilities and vocational needs are the
> significant aspects of the work environment. Work adjust-
> ment is predicted by matching an individual's work
> personality with work environments. In other words, work
> adjustment depends upon how well an individual's abilities
> correspond to the reinforcers available in the work
> environment (p. 5).

Work adjustment can accordingly be inferred from two primary sets

of indicators: satisfaction and satisfactoriness. Satisfaction

included the relationship or similarity of an employee's vocational

interest with the vocational interests of most successful people working

in his occupation; satisfactoriness is indicated by the relationship of

an employee's productivity and efficiency. Therefore, satisfaction is

an employee's evaluation of his needs and the fulfillment of his aims

and expectations; whereas satisfactoriness involves an employer's

evaluation of the relationship between the worker's abilities and skills

and those needed by the job.

Job satisfaction is a product of many variables; work adjustment,

similarly, conveys a broader meaning than the adjustment of a worker to

his specific job tasks. Satisfaction is the adjustment of the

individual to a variety of environmental factors that surround him in

his work, his adjustment to the changes in these environmental factors

over periods of time, and his adjustment to his own personality

characteristics.

Herzberg (1959) and his associates developed a modern approach to

understanding the interaction of the individual with organizational

forces in the late 1950s. The investigation examined job attitudes and

their effect on the motivation to work. Herzberg and associates were inspired to establish this new approach because their review of over one thousand studies led them to conclude that the findings were conflicting and fragmentary in nature. The research took place in the metropolitan areas of Pittsburgh, Pennsylvania, and it included 200 accountants and engineers as subjects.

The Herzberg methodology was based on a semi-structured interview technique. Their theory suggested the need to investigate events leading to job attitudes and the effects associated with these attitudes. Subjects were asked to recall work events that made them feel especially good or especially bad. The interviewers were instructed to probe for direct responses if such responses were not forthcoming. The interviews were scored for three items: first-level factors--a specific event that related to job attitudes; second-level factors--the reason given by the subject for their feelings; and effects--a probe beyond the behavioral level to determine such factors as productivity efforts about absenteeism.

The findings of these studies, along with corroboration from many other investigations using different procedures, suggested that the employee's wants may be divided into groups called "motivators" and "satisfiers." The satisfier group of wants operate as a base for the motivator group and are associated with feeling, treatment, compensation, supervision, working conditions, and administrative practices. This group of wants does not act as motivators for an individual to work, but if not satisfied they might sensitize the individual to his environment.

Indirectly they could cause bad attitudes or poor work performance. The motivator group of wants centers around the need to develop in one's own work a source of personal growth. These wants included achievement, responsibility, advancement, workmanship, and work itself.

Accordingly, the major finding of Herzberg and his associates was that factors that make people happy or satisfied differ from factors that make people unhappy or dissatisfied. Satisfaction was more frequently associated with performing the actual job responsibility itself, while dissatisfaction was more frequently associated with conditions that surrounded the performance of the job. "Satisfiers" generally led to improved performance while "dissatisfiers" did not improve job satisfaction, nor increase performance beyond the neutral point.

Herzberg and his associates concluded that: (I) the job should be structured to increase the ability of the worker to achieve goals meaningfully related to performing his job, (2) recognition had little force in promoting long-range behavior attitudes especially when the recognition was a part of a greater complex of motivational factors, (3) the most important task of the supervisor was related to planning and organizing the work of his department, and (4) increased freedom of handling work was dependent upon the personality and ability of the individual. Achievement and personal growth were "motivators" of behavior when the supervisor differentiated between achievement and nonachievement and when achievement was properly rewarded.

Although the Herzberg studies have received widespread acceptance, it is still questionable whether the theory is as simple and definite as

presented. Another questionable part of the Herzberg studies was the representativeness of the sample. They chose professional engineers and accountants. Would the results be the same if semi-skilled or unskilled workers had been a part of the study?

Morse (1953) undertook a study of satisfaction in white-collar jobs in the Michigan area. He investigated the relationship of specific sets of variables to employee satisfaction, rather than the satisfaction level of employees in the organization. Employee satisfaction within an industrial organization was studied through personal interviews with 742 clerical workers in a large company.

The concept of employee satisfaction was subdivided into (1) intrinsic job satisfaction, (2) financial and job status satisfaction, and (3) company involvement. The major purpose of the study was to discover possible determinants of employee satisfaction which could then, in turn, be tested for causal relationships. The satisfactions of employees were compared with those of their supervisors.

The results indicated that:

1. When employees are satisfied they are more favorable towards their supervisors, better disposed towards many of the specific policies of the company and less likely to express a desire to leave the organization.

2. The degree of satisfaction which an individual receives from the content of the job depends upon the skill level of the job. Some employees do not have as high a need for varied work and will be satisfied with less skilled work.

3. The degree of satisfaction which the individual obtains from his pay and job status depends upon the extent to which his pay and job status level at a particular stage of his life cycle meets his aspirations.

4. Satisfaction with the organization as a place to work appeared to be a function of both satisfaction with job content and satisfaction with pay and job status.

Findings suggested that the paths to increasing effectiveness in productivity and satisfaction are rather different and results of this investigation can be looked upon as tentative. More research is needed to verify hypotheses.

Recognizing the transformation that job satisfaction had undergone over the past few years, Wernimont (1964) undertook an investigation to identify the factors to which individuals attributed satisfied and dissatisfied feelings about their jobs.

Specifically, Wernimont attempted to test the findings of Herzberg and associates that the factors (recognition, achievement, work itself, advancement, and responsibility) related to doing the job itself were the primary determiners of job satisfaction; and that the factors (salary, company policies and practices, technical aspects of supervision, interpersonal relations in supervision and working conditions) caused job dissatisfaction.

Wernimont secured data from accountants and engineers in nine midwestern companies, mostly in the St. Paul-Minneapolis area. He found that accountants and engineers endorsed more intrinsic than

extrinsic items as causes of very satisfied feelings about their jobs.
His findings were in agreement with the Herzberg findings; however, with
respect to dissatisfying job situations, Wernimont's subjects endorsed
more intrinsic than extrinsic items as causes of the dissatisfied
feelings about their jobs. Wernimont concluded that intrinsic or
extrinsic job factors can be sources of both satisfaction and dissatis-
faction. The intrinsic factors were stronger influences in producing
both satisfaction and dissatisfaction than extrinsic factors. Achieve-
ment was mentioned most often as a satisfying factor.

Edmundson (1969) conducted a study of community college personnel
in North Carolina to determine the relationship between attitudes and
factors that contribute to these attitudes. Such factors as personal
characteristics, nature of work, working conditions, demands of work,
and appreciation and rewards were considered. He treated positive job
attitudes as being synonymous with job satisfaction and negative job
attitudes as being equal to job dissatisfaction or a discontentment with
one's work and work environment.

Edmundson's research was guided by several questions:

1. What is the relationship between job attitudes and personal
characteristics?

2. To what extent do factors contributing to job satisfaction
appear different in their effect upon positive job attitudes?

3. To what extent do factors contributing to job satisfaction
appear different in their effect upon negative job attitudes?

4. To what extent are contributors to either job satisfaction or job dissatisfaction different among three instructional categories (vocational teachers, technical, and college transfer teachers)?

A list of factors was identified that appeared to be major contributions to either satisfaction or job dissatisfaction. These factors were categorized as "satisfiers" and "dissatisfiers."

The study was conducted among all full-time faculty of 12 randomly selected institutions in the Community College System. A mail questionnaire was the chief instrument for collection of the data.

The major findings of the Edmundson study are:

1. Older respondents were more satisfied than younger.

2. Those with more length of service were more satisfied.

3. Those with more length of service in present position were more satisfied.

4. In terms of major job responsibility - college transfer instructors were more satisfied; technical instructors were less satisfied; and vocational instructors were least satisfied.

5. Instructors with higher degrees were more satisfied.

6. "Working conditions" were positively associated with job dissatisfaction.

7. Certain of the selected "dissatisfaction" significantly affected faculty job dissatisfaction: slow promotions, inadequate facilities and equipment, too much daily preparation, and no time for study.

As a result of his study, Edmundson made several recommendations for the community college system. Among these were: (1) community college administrators might consider the formation of faculty committees to plan for better salary structures, increased fringe benefits and other factors that might enhance job satisfaction; and (2) a concerted effort be made toward developing a team approach to administration for the statewide system of community college institutions.

A recent study on job satisfaction and its relationship to personality characteristics was launched by Lee (1970). The primary purpose of this study was to investigate personality traits of Certified Professional Secretaries and non-certified secretaries and the satisfactions they derive from their jobs. Secondary objectives were to determine and compare individual characteristics, personality traits, and job satisfactions of the two groups and also to explore relationships between job satisfaction and age, education, salary, or marital status.

All Certified Professional Secretaries and members of the National Secretaries Association (International) in Louisiana were personally asked to complete: (a) demographic inventory concerning their education, personal and professional background, and opinions about the CPS examination; (b) the Ghiselli Self-Description Inventory, which measures thirteen personality traits; and (c) the Minnesota Satisfaction Questionnaire which measures twenty-one aspects of job satisfaction.

The thirteen personality dimensions of the Ghiselli Self-Description Inventory plus age, marital status, education and salary were used as independent predictor variables and the twenty-one job

dimensions of the Minnesota Satisfaction Questionnaire were used as dependent criterion variables. A multiple linear regression technique revealed no significant relations between personality traits or personal characteristics and job satisfactions of CPSs and non-CPSs.

Further multiple regression analyses indicated that CPSs did not differ from non-CPSs in job satisfaction. However, older secretaries who received higher salaries tended to be more satisfied, as measured by the MSQ compensation sub-scale.

Chi-square tests of independence revealed significant differences between CPSs and non-CPSs on only seven professional factors and personal characteristics: length of time with present title, job and firm, and secretarial tenure in all firms; classification of firms; salary; education; and hours spent weekly in professional and civic organizations and leisure-time activities.

The primary conclusion was the CPSs and non-CPSs were more alike than different and formed one group of top-level secretaries. A second important conclusion was that some aspects other than conventional personality traits need to be studied in relationship to secretarial job satisfaction.

Several studies have supported the already identified demographic items related to job satisfaction; for example:

Age. As reported in Job Attitudes: Review of Research and Opinion (1955), a summation of many demographic studies of morale and job satisfaction, showed that the highest satisfaction was in the older age groups.

This result was in agreement with Ash's (1954) findings that employees over 40 years of age tend to have higher job satisfaction scores than employees of a younger age.

Education and Intelligence. The relationship among education level, intelligence, and job satisfaction is ambigious. Ash's (1954) study of production and maintenance employees revealed no relationship between intelligence and job satisfaction. Similarly, Suehr (1962) reported a negative relationship between intelligence and satisfaction of teachers in the Boulder, Colorado public schools. Other researchers (Kline, 1949; Plant, 1966) found positive relationships between teachers' job satisfaction and the highest degree earned.

Research studies have been conducted over the years relating to job satisfaction in other areas as well as in the clerical area. However, no research has been discovered concerning the relationship of skill satisfaction to job satisfaction. More specifically, a perusal of the literature indicated no research conducted on black clerical workers and job satisfaction in any type of industry.

Literature Relating to Job Aspiration

Job aspiration is defined as the worker's striving, yearning or desire for something or some condition in a job situation that can be regarded as better than in the present situation. The concept as it relates to the present study can be operationalized as follows:

1. Degree of activity to improve competence.

2. Relative effort to show supervisors that worker aspires for better job.

3. Amount of effort to learn about the business or activity of the company.

4. Amount of effort to suggest improvement in the company.

Investigations designed to study job aspiration as a key variable appear to be nonexistent. However, many studies have examined level of aspiration broadly as a key variable with emphases on determinants of such levels, behavioral characteristics associated with levels of aspiration, and degrees of success and failure associated with such levels of aspiration.

The concept of "level of aspiration" came into popularity in the 1930s after publication of a study by Dembo (1931) on the dynamics of anger. The term was actually utilized earlier by Hoppe (1930) in the first empirical study of level of aspiration. Hoppe's study consisted of a preliminary "qualitative" investigation of this concept, which he defined as a "person's expectations, goals, or claims on his future achievement in a given task." He further added that "the experience of a performance as a success or failure does not depend alone on its objective goodness, but on whether the level of aspiration appears to be reached or not reached" (p. 23). Through his experimental investigation Hoppe was able to indicate some of the functional relations of the level of aspiration, and to supply some indications as to the significance of individual differences in its behavior.

The first conceptual definition of the level of aspiration was developed by Frank (1935) as a result of his classical experiments on undergraduate students of the College of the City of New York and graduate students from Harvard University,

Frank defined "level of aspiration" as:

> The level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach (p. 18).

By "level of performance" Frank meant the "goodness of the individual's past performance, as he knows it" (p. 18).

The technique employed by Frank in this experimental procedure included the following four-step sequence, which was repeated through the duration of the experiment:

1. Subjects were given knowledge of preceding performance.

2. Subjects were asked to set "level of aspiration".

3. Subjects were asked to execute task.

4. Subjects' reaction to performance achieved was noted.

Frank's general conclusion was that the average difference between level of aspiration and level of past performance in a given task represents a "relatively permanent characteristic of the personality" and that this permanence can be demonstrated regardless of the type of ability which the task requires.

Using this experimental paradigm, other levels of aspiration experiments have explored determinants of the level of aspiration; wish, expectation, and group standards as factors influencing level of aspiration; individual and group level of aspiration; effects of

aspiration and achievement on muscular tensions; effects of success and failure on level of aspiration; and transfer of level of aspiration (Rotter, 1942 and Festinger 1942).

Chapman and Volkmann (1939) set out to study the effects of reference groups on the level of aspiration. In their study a test of "literary acquaintance" was given to groups of subjects (college students) who were informed of the mean performance of a reference group on the test and then asked to give their aspiration level. Three reference groups of different prestige value were utilized. As the prestige value of the reference group increased, the subjects' aspiration level decreased; but subjects given the lowest prestige reference group, though they had the highest aspiration level, still aspired below their reference group.

This study demonstrated that the level of aspiration appears to be inversely related to the prestige value of the reference group. Three variables seemed possibly to be affecting the situation: (1) the prestige value of the reference group, (2) the absolute value of the reference score, and (3) the difficulty of the sample questions used in test directions.

In an investigation on shifts in aspiration level after success and failure in the college classroom, Pennington (1940) studied changes of levels of aspiration in the classroom situation which occurred immediately after the receipt of knowledge relative to success and failure of students on the mid-term examination. Subjects of this study were undergraduate students in psychology classes (experimental

and control groups). These students were asked the day preceding the mid-term examination to state the letter grade which each anticipated on the test. After the test was given and graded, the papers were returned. At this point students were asked to state the grade which each anticipated on the next equally important examination.

Results showed that half of the subjects were successful in attaining their projected level of performance. Of this successful group, 88 percent reached their anticipated level of aspiration; and 12 percent exceeded their original estimates. Of the failure group, 82 percent failed by one letter grade and 18 percent failed by two or more letter grades in comparison with their projected goals.

The major conclusion to be derived from this experiment is that levels of aspiration do change following knowledge of achievement. In view of the experimental data, it was noted that neither success or failure experiences invariably produce an immediate rise or fall in the establishment of new levels of aspiration. It would appear that neither success nor failure in the classroom can be looked upon as universally positive motivational agents. Further, subjective reports from the students indicated that the mere receipt of a failing or succeeding grade enter into the determination of new levels of aspiration. Pennington made little attempt to identify factors considered influential in the production of changes in level of aspiration.

Festinger (1942) focused on the problem of inducing changes in aspiration level by making known to subjects the performance of other individuals. Two experiments were conducted with 40 subjects, all

undergraduates of the University of Iowa. Both experiments were divided into two sessions. In the first session synonym and information tests were administered. The second session occurred a week later and the subjects were retested. After each session the subjects were informed of their scores. In Experiment I subjects were asked, "What do you think you will get next time?"; in Experiment II subjects were asked, "What score would you like to get next time?"

Experimental variables were introduced in the second session. In addition to being told their scores after each trial, the subjects were told the average performance of a fictitious group of 50 subjects before making their estimates for the subsequent trial. Also, at the end of the second session an interview was held. For each subject the average performance, average aspiration, and average discrepancy score were obtained for synonym and information tests for both sessions.

Results showed when individuals were placed above the fictitious group, the discrepancy score changed downward; if the subjects were placed below the fictitious group, the discrepancy score changed upward.

The interviews focused on three factors: (1) original meaning of the estimates and how it changed, (2) reaction of subject to the scores, and (3) feelings of success and failure in first and second sessions.

A conclusion of this study was that the higher the status of the fictitious group the more influence it had if one was scoring above it and the less influence if one was scoring below it.

In another experiment Kaiser and Blake (1955) sought to produce changes in level of aspiration and to study subsequent effects on

performance under conditions of a simulated group atmosphere. The purpose of the study was to create experiences of success and failure and to effect shifts in level of aspiration by means of contrived information presented under conditions of simulated group membership.

Kaiser and Blake found that the success subjects indicated a willingness to participate in further problems and comments were made with apparent confidence and relaxation. The study further showed the failure subjects were noticeably tense and uncommunicative.

Individual and group levels of aspiration were the subject of an investigation by Zander and Medow (1963). Subjects of this experiment participate either as members of a team or as solo performers on a motor task requiring fourteen trials. Before each trial the subjects set a level of aspiration. The major finding showed that both teams and solo performers raised their aspirations following a performance in which they exceeded a previously set level of aspiration. Following an unexpectedly poor performance, teams more often lowered their aspirations than did solo performers. Team members judged their personal performance in the failure treatment less harshly than solo performers judged themselves; however, solo performers reported more tension during the task than did team members.

An experiment was conducted by Lewin (1963) on the effects of success and failure and task responsibility on the level of aspiration and performance. This investigator examined the behavior of subjects in adjusting a long-range level of aspiration and their performance under conditions of success and failure with varying degress of task responsibility.

Subjects were assigned to one of eight experimental conditions reflecting four task responsibility treatments (individual, group leader, group member, and observer) and two feedback conditions (success and failure).

Results indicated that under failure subjects required more time to adjust their goals downward than under success, and that their level of aspiration under failure lagged behind their level of achievement. No such lag was observed under success.

In an extensive study of orientation and conflict in careers conducted at Harvard University, Zaleznik, Dalton, and Barnes (1970) analyzed the career problems of professional scientists and engineers employed in the Development Center of a large industrial corporation. Among the many factors considered in the study, only levels of aspiration and administrative rewards seem relevant to the present investigation.

Subjects were distributed in groups according to four types of career orientation and conflict: (1) oriented specialists, (2) conflicted specialists, (3) oriented managers, and (4) conflicted managers. Those individuals whose self-representation in career choice corresponded to their underlying values were hypothetically defined as oriented in their career, while those who were inconsistent were defined as conflicted. Hypothetically, those defined as conflicted failed to integrate motives, interest, and values harmoniously with the career opportunities their environment afforded.

Aspiration levels were considered to be important indicators of the respondents' self-esteem and realism in appraising what the organization could offer. In a questionnaire, the subjects indicated the maximum annual earnings figure they hoped to make in their careers. A large proportion of oriented managers who hoped to exceed the median ($20,000) confirmed their marked interest in economic rewards. In contrast, conflicted specialists, who held similar interest, were the least likely to maintain such aspirations. The conclusion was drawn that conflicted managers "were interested in administrative rewards, but did not express a high interest in them" (p.80); therefore, conflicted managers must have low "intensity of aspiration and hence impaired self-esteem.

Of the four types studied, conflicted managers seemed to be the most relaxed about monetary rewards. Oriented managers and conflicted specialists indicated a much higher than average interest in economic rewards.

Summary of Related Literature

In the last five decades, many research studies pertaining to clerical workers, as well as other workers, have been conducted regarding their behavior in the work situation. Most of this research (survey and experimental) can be classified into the following categories: (1) qualities, attitudes, and adjustments of clerical workers, (2) activities of clerical workers, (3) job satisfaction, and (4) level of aspiration.

One of the prime reasons for attitudinal studies is to provide a basis for describing clerical workers and their adjustments to the work

situation. Similarly, a prime reason for examining the activities of clerical workers is to provide an analytical description of their work with relevance to curriculum improvement.

Studies of job satisfaction have been designed to look at the individual in a work situation and assess the effects of the environmental factors that surround him. Research in this area has been extensive. Several studies were considered specifically relevant to the present one. Some of the variables considered were used in the present investigation. Such factors as length of service, age, sex, level of education are examples of variables used in the present study. Emphasis in this study, however, with regard to job satisfaction, was on black clerical employees in city and county governments of Greensboro, Guilford County, North Carolina.

Research in the specific area of job aspiration is nonexistent, although several studies were reviewed relating to level of aspiration in general. Though studies were not available on job aspiration, the studies reviewed provided an historical perspective and a background for the present investigation.

CHAPTER IV

METHODS AND PROCEDURES

The problem of this research was to study levels of job satisfac-
tion and job aspiration of black clerical employees in city and county
governments in Greensboro, Guilford County, North Carolina. It focused
not only on the levels of job satisfaction and job aspirations as
perceived by the workers themselves but also as inferred by their
supervisors from observations of these workers. A second dimension of
this study was to investigate in depth specific cases of those black
clerical workers with high and low levels of job satisfaction and job
aspiration. By identifying the levels of job satisfaction and job
aspiration and by providing clear understanding of the problems associ-
ated with them, it was anticipated that there would be an increased
awareness of the problems encountered by black clerical workers. More
importantly, the educational implications stemming from this study
should provide a framework for curriculum changes at all educational
levels, including inservice training by educational institutions and
industry.

The chapter is organized to discuss the following: (1) determina-
tion of availability of data, (2) methods and procedures, (3) the
setting, (4) the subject population, (5) data-gathering instruments and
data collection, (6) classification of the data, and (7) treatment of the
data.

Determination of Availability of Data

The original plan of this investigation was to include a broad
group of black clerical government employees--federal, state, municipal
and county--in Guilford County, North Carolina. Initial contacts were
made with all these agencies (see Appendix A). However, the number of
such workers at the federal and state levels was extremely small in
Guilford County. Contacts were made by telephone and personal interview
with the following: Internal Revenue Service, Social Security Adminis-
tration, North Carolina Department of Revenue, and North Carolina
Highway Department. Letters were also sent to federal, state, city and
county agencies to determine whether or not they were willing to
participate in the study. On the basis of this feasibility survey, it
seems probable that data needed for the study would be available through
city and county government agencies of Guilford County.

Methods and Procedures

The methods of investigation employed were the descriptive
analytical survey and case study. "This does not mean surveying
strictly for the purpose of gathering facts" (Kerlinger, 1973:423).
Descriptive research was defined by Good and Scates as ". . .
altogether, gathering, organizing, analyzing, summarizing, and
interpreting data" (Good, 1954:257). Whitney has defined descriptive
research as "fact finding with adequate interpretation" (Whitney,
1950:160-161). He defines the survey as ". . . an organized attempt to
analyze, interpret, and report the present status of social institu-
tions, groups, or areas. Its purpose is to get groups of classified,

generalized and interpreted data for the guidance and practices in the immediate future." This particular definition has been used in this descriptive study, and it is on this basis that the case study approach evolved.

Helmstadter (1970:49) suggests that the "case study approach to research in the behavioral sciences is peculiar. It is not always clear what is meant by case study. Usually the term refers to a rather intensive examination of some single unit." Young claims that: "The most meaningful numerical studies in social science are those which are linked with exhaustive case studies describing accurately the inter-relationships of factors and processes" (Helmstadter, 1970:49). It is this latter statement that gives positive support to the writer's use of the case study approach. Educational implications are the ultimate concern of the writer, and it was decided that the combination of survey and interview would serve as a basis for classifying and interpreting data regarding selected cases, thus providing an effective approach to the problems of black clerical employees.

It needs to be emphasized further that this research is basically exploratory in nature. No prior major study exists regarding job satisfaction and job aspiration of black clerical employees.

This study focused upon the following:

1. Identification of levels of job satisfaction and job aspiration as reported by black clerical employees in city and county governments.

2. Identification of levels of job satisfaction and job aspiration of black clerical workers as reported by the supervisors of these black clerical employees in city and county governments.

3. Comparison of reports of black clerical employees and their supervisors.

4. Identification of reasons for different levels of job satisfaction and job aspiration of black clerical employees as revealed by statistical measurement and depth interviews.

5. Determination of educational implications of this investigation.

The Setting

This investigation was conducted in offices, of varying sizes, in city and county governments in Greensboro, Guilford County, North Carolina. Greensboro is an urban area with a population of approximately 157,000 spread over a 60-mile area. Twenty-eight percent of the population, or approximately 44,000, is black. Greensboro is the county seat of Guilford County.

A wealth of manpower is available in the Greensboro-Guilford County Area. The labor recruiting area covers a radius of 25 road miles. According to 1970 census data, the largest number of available workers are in the clerical and sales fields.

The characteristics of Greensboro and Guilford County make an excellent setting for such a study. Its population is large enough to yield statistically significant results, yet it is homogeneous enough to avoid sectional variations in cost of living, wages, and levels of public support for public education.

City and county governments of Guilford County account for a large percentage of the work force, with the largest group falling into the clerical category. Included in the study were the following departments or offices:

Administration	Library
Building Consultant	Mental Health
Collection	Parks and Recreation
Data Processing	Personnel and Employment
Elections	Planning and Community Development
Finance	Public Works
Health	Public Safety
Human Relations	Register of Deeds
Kendall Center	Social Services
Tax	War Memorial

Job categories embraced in the study include the following:

Accounts Payable Clerk II	Correspondence Secretary II
Cashier	Data Entry Operator
Cashier I	Records Specialist
Clerk	Secretary
Clerk II	Secretary II
Clerk III	Secretary/Receptionist
Clerk Typists II	Stenographer II
Correspondence Secretary I	Shift Supervisor
Typist II	

The Subject Population

The subjects of this study, black clerical employees, are a small proportion of all Guilford County employees in city and county governments. All black clerical employees, with service of six months or more, were used in this investigation.

The employees used in this study are by no means a random sample of city and county government employees or of the black population of the country. The results on job satisfaction and job aspiration should be interpreted with full realization of characteristics peculiar to this population.

In order to identify this population, introductory letters were sent to city and county personnel offices making inquiries about clerical employees. City and county personnel officers responded indicating their willingness to participate. The city personnel manager agreed to cooperate but indicated that a list of employees would be in violation of the Privacy Act of 1974 (see Appendix C). City employees were involved in the study but initial contacts were made through the city personnel office. The county personnel office responded with a list of black clerical employees in county government.

Correspondence with the city personnel office revealed 22 black clerical employees in city government, and correspondence with county listed the names, departments, and supervisors of 57 black clerical employees in county government.

Between the time of the initial correspondence with county personnel (December 31, 1975) and the actual delivery of the instruments

(April 13, 1976), there were changes in the potential subject population. Of the initial group of 57 black clerical workers, 14 were not considered for the study due to separation (voluntary and involuntary), transfer to higher positions, resignations because of health reasons, and leaves for personal reasons. Seven additional workers had been employed since the initial contact but were not included in the study since they had not been employed for at least six months. Thus, a total of 43 potential county subjects were included in this investigation.

Table 3 shows a breakdown of black clerical employees in city government by department and the total number of clerical employees in each department. A breakdown of black clerical employees in county government by department and the total number of clerical employees in each department is shown in Table 4. According to information received from the City of Greensboro, there were 2,844 employees (including part-time and temporary) with 652 or 22.9% of the total work force black. The clerical force consisted of 150 employees with 26 or 17 percent black. According to information from Guilford County, there were 1,845 employees (including temporary) with 464 or 25 percent of the total force black. The clerical force accounted for 364 employees with 50 or 8% black.

Data Gathering Instruments and Data Collection

The writer made extensive review of the literature searching for a suitable instrument to be used for surveying and identifying levels of job satisfaction and job aspiration of black clerical employees. However, an appropriate instrument, entirely suitable to the purposes

Table 3

Clerical Employees in City Government

Department	Black	Other	Total Clerical
Administration	1	4	5
Personnel	2	3	5
Finance	5	29	34
Legal	0	2	2
Planning and Community Development	1	6	7
Building Management and Technical Services	0	3	3
Public Safety	11	34	45
Traffic and Transportation	0	4	4
Parks and Recreation	1	7	8
Library	3	7	10
Public Works	1	17	18
War Memorial	1	8	9
TOTAL	26*	132	150

*Includes 4 black clerical employees with less than six months service.

Table 4

Clerical Employees in County Government

Department	Black	Other	Total Clerical
Administration	2	15	17
Buildings	0	2	2
Commissioners	0	1	1
Data Processing	2	1	3
E. T. S.	0	3	3
Elections	2	26	28
Extensions	0	6	6
Finance	1	2	3
Fire	0	6	6
Health	8	53	61
Inspections	1	3	4
Juvenile Detention	0	1	1
Law	0	14	14
Legal	0	5	5
Mental Health	4	35	39
Personnel	2	3	5
Planning	0	2	2
Prison Farm	0	1	1
Purchasing	0	7	7
Register of Deeds	3	6	9
Social Services	22	85	107
Systems	0	1	1
Tax	3	32	35
Veterans Service	0	4	4
TOTAL	50*	314	364

*Includes 7 black clerical employees with less than six months service.

of this study, could not be found. One of the major sections of the instrument was a revised version of "An Index of Job Satisfaction," developed by Brayfield and Rothe (1951:307-311). These researchers suggested the following as desirable attributes of an attitude scale designed to provide a useful index of job satisfaction:

1. It should give an index of "over-all" job satisfaction rather than of specific aspects of the job situation

2. It should be applicable to a wide variety of jobs

3. It should be sensitive to variations in attitude

4. The items should be of such a nature (interesting, realistic, and varied) that the scale would evoke cooperation from both management and employees

5. It should yield a reliable index

6. It should yield a valid index

7. It should be brief and easily scored.

After careful consideration, the writer chose to revise the index of job satisfaction described for incorporation in the inquiry forms and interview guide. Other parts of the instruments for inquiry and interview were based on issues pertinent and relevant to black clerical employees that consistently appear in the literature.

Two survey instruments (inquiry forms) were developed. One form was used to survey black clerical employees, and the other to survey supervisors of black clerical employees. An interview guide was developed to provide some structure for appropriate interviews.

Contributors to the format for the inquiry forms used in this study were members of the researcher's doctoral committee, business educators with both public school and university experience. Also, secretaries at A & T State University were asked to evaluate the forms for coverage of areas of skill and clarity of sentence structure.

As outlined by leading students of research, instruments should be critically examined for reliability and validity. Kerlinger (1973:464) has suggested the following to achieve reliability:

1. Submit questionnaire to competent persons,

2. Revise to eliminate ambiguities, inadequate wording; and

3. Conduct a preliminary trial.

Content validity, according to Kerlinger, is the representativeness of sampling or adequacy of content. Content validation is guided by the question: Is the substance or content of this measure representative of the content or property being measured? The researcher attempted to achieve both reliability and validity in the instruments developed.

After the instruments were developed, further suggestions were received from the members of the writer's committee. The forms (clerical employees only) were administered to a group of seven black clerical employees who have full-time jobs in business, industry, and other government agencies and where the environment was predominately white. After acquiring assurances from these clerical workers that the form was adequate with respect to content, conciseness, and wording the final forms were revised and prepared for distribution.

A cover letter was prepared and attached to each inquiry form indicating confidentiality so that employees and supervisors would feel free to respond to the inquiry forms. A stamped, self-addressed envelope was included for all black clerical employees and supervisors of black clerical employees in city and county governments so that responses could be sent directly to the researcher. After discussing the procedure for administering the inquiry forms with the county personnel director, the county manager, and the county attorney, it was suggested that supervisors' forms be returned to the county personnel office and then forwarded to the investigator. This revised procedure was also followed with supervisors of these black clerical employees.

Personal depth interviews were conducted with specific cases of employees with high levels of job satisfaction and high levels of job aspiration, low levels of job satisfaction and low levels of job aspiration, high levels of job satisfaction and low levels of job aspiration, with those who responded to the inquiry form with additional information other than the normative data, and with some workers on the basis of responses to the open-ended question: "What kind of job would you like to have five years from now?"

According to Banaka (1971:2) ". . . there are three phases in depth interviewing: input, analysis, and output. Input refers to the infor- mation obtained from the interviewee, interviewer questions, and interviewee's answers; analysis refers to the inferences made by the interviewer about interviewee's input and behavior during the interview; and output refers to the conclusions the interview makes at the end of

his analysis. The depth interview may be defined as the gathering of sufficient amount and kind of information (input), for thorough analysis (analysis), in order to make accurate decisions about interviewee's behavior under certain conditions (output).

Inquiry forms were personally delivered to each of the black clerical employees in county government and were personally delivered (in bulk) to the personnel office of city government for delivery to the 22 black clerical employees in city government. Also, inquiry forms were personally delivered to the immediate supervisors of each of the black clerical employees in county government and personally delivered (in bulk) to the personnel office for supervisors of black clerical employees in city government.

Interviews were held after office hours with each of the specific cases in city and county government. The range of time was from thirty minutes to one hour.

Classification of the Data

The data for this study were divided into four major areas: (1) demographic items, (2) skill satisfaction, (3) job satisfaction, and (4) job aspiration. Items in "skill satisfaction" (independent variable) and demographic items (independent variable) were investigated with respect to their relationship to the job satisfaction index (dependent variable) and job aspiration indicator (dependent variable). A comparison of job satisfaction and skill satisfaction of employees and supervisors was made; also, a comparison of job aspiration and skill satisfaction of employees and supervisors was made.

The instruments used in this investigation were divided into sections: four for black clerical employees and three for supervisors.

Section One of the black clerical employee Inquiry Form was designed to solicit the following demographic information:

1. Marital status

2. Sex

3. Age range

4. Education

5. Length of service

6. Type of work (varied or routine)

7. Job title

8. Description

Section Two was designed to solicit information about the degree of satisfaction relating to skill competency. Twenty-three items were designed to determine satisfaction in areas of technical skill, communications skill and interpersonal relations skill. Subjects were asked to indicate the extent to which they felt satisfied with their jobs in relation to these skills on the following scale:

1. Very satisfied

2. Satisfied

3. Neutral

4. Dissatisfied

5. Very dissatisfied

Section Three of the Inquiry Form was designed to reveal the subjects' feelings about the overall work situation. It contained

nineteen items relative to the job environment and subjects were asked
to indicate their feelings based on the following scale:

1. Strongly agree

2. Agree

3. Undecided

4. Disagree

5. Strongly disagree

This section also contained a general rating of the overall competency
of the employee. Subjects were asked to rank themselves in the work
group based on ratings of:

1. Top

2. Middle

3. Bottom

Section Four was designed to determine the employee's level of job
aspiration. Six items were included, and subjects were asked to
indicate whether they expend extra effort in the work situation and
whether they make frequent suggestions for improvement of the organiza-
tion on the basis of a "Yes" or "No" response.

One specific question asked "How satisfied are you with the number
of decisions made by you on your job?" Ratings were based on:

1. Very satisfied

2. Satisfied

3. Neutral

4. Dissatisfied

5. Very dissatisfied

One open-ended question was included in the Inquiry Form for black clerical employees: "What kind of job would you like to hold five years from now? Explain."

The supervisor's Inquiry Form was organized into three sections. Forty-five total items were included. All the items were related to similar items on the black clerical employee Inquiry Form so that comparative analysis of employees' versus employers' perceptions of skill satisfaction, job satisfaction, and job aspiration could be made.

Section One contained twenty-three items all of which were listed in Section Two of the black clerical employee Inquiry Form.

Section Two of the supervisor's Inquiry Form contained information about overall job satisfaction. It was essentially the same as the employee form (Section Three) but adapted for the supervisor's use.

Five of the items were eliminated from the supervisor's form because they were not appropriate for inclusion on the Inquiry Form:

1. I enjoy my work more than my leisure time

2. I feel that my job is no more interesting than others I could get

3. I definitely dislike my work

4. I like my job better than the average worker does

5. I am sorry that I ever took this job

Section Three requested information about job aspiration. All the items, with the exception of the open-ended question, were included on the black clerical employee Inquiry Form but adapted to use by the supervisor.

The second major aspect of the study, interviews with specific cases, was handled through personal conversations with employees. The selection of the employees to be interviewed was based on the levels of job satisfaction and job aspiration, written comments of subjects, and responses to the open-ended question. Originally a 2 x 2 design was chosen as the format for selection of prospective subjects for interview as shown in Figure 4. The data did not indicate that this format alone was appropriate; therefore, the 2 x 2 design was used in conjunction with other criteria. Subjects did not fall into all the categories in the design; for example, no one had high aspiration and low satisfaction. Eight employees in city and county governments were selected in the following categories: high satisfaction/high aspiration, high satisfaction/low aspiration, low aspiration, low satisfaction/low aspiration, written comments, and responses to open-ended questions.

Treatment of the Data

The data from the inquiry form were analyzed in the following manner and discussed in greater detail in Chapter IV:

    1. Examination of demographic characteristics (independent variable) of respondents

        a. Age

        b. Sex

        c. Level of education

        d. Length of service

Employee Job
Satisfaction
Rating

High   Low

Employee Job
Aspiration
Rating

	High	Low
High	High Satis-faction High Aspi-ration	Low Satis-faction High Aspi-ration
Low	High Satis-faction Low Aspi-ration	Low Satis-faction Low Aspi-ration

Figure 4. Employee job satisfaction/job aspiration design
for interviewing black clerical employees.

2. Construction of a scale for Skill Satisfaction (independent variable) and an examination of the relationship between the scale and the dependent variables (job satisfaction and job aspiration)

3. Construction of an Index of Overall Job Satisfaction

4. Construction of a Job Aspiration Indicator

5. Analysis of relationships of demographic items (independent variable) to overall job satisfaction (dependent variable)

6. Analysis of relationship of skill satisfaction (independent variable) to overall job satisfaction (dependent variable)

7. Analysis of relationship of skill satisfaction (independent variable) to job aspiration (dependent variable)

8. Analysis of demographic items (independent variable) to job aspiration (dependent variable)

9. Analysis of relationship of employees' responses to employers' responses on skill satisfaction, job satisfaction and job aspiration.

Contingency and frequency tables are used to show tabulated data.

The primary statistical procedure employed was a chi square analysis. The X^2 test was chosen because the level of measurement of the data is nominal (categorical). The chi square (X^2) test is the most appropriate statistical test for significance of relation-hypotheses with nominal data. The .05 level of significance was used for all statistical tests throughout the study.

Interviews were conducted based on the analyzed data, and critiques of this data are included in the section on Analysis of Data, Chapter V.

Summary

This chapter has described the methodology and procedures used in this study. This description included: determination of availability of data, methods and procedures, the setting, the subject population, data-gathering instruments and data collection procedures, classification of the data, and treatment of the data.

Two survey instruments (inquiry forms) were developed and administered. One was administered to black clerical employees who participated in the study, and the other to their supervisors. Through personnel offices, contacts were made with all black clerical employees in city and county governments of Guilford County.

Interviews were conducted with specific employees based on their levels of satisfaction and aspiration and/or comments written on the inquiry form.

The methods of investigation employed were descriptive survey and case study in an effort to identify levels of satisfaction and aspiration and offer explanations for variability of these levels. More importantly, this investigation was designed to provide the groundwork for curricula changes in education, industry, and government.

CHAPTER V

ANALYSIS OF THE DATA

This study was conducted to identify levels of job satisfaction and job aspiration of black clerical employees in city and county governments of Greensboro Guilford County, North Carolina. It was further designed to determine whether the attitudes of job satisfaction and job aspiration among black clerical workers are different from those perceived by their supervisors. More specifically, the purpose of the study was to look at reasons for different levels of job satisfaction as revealed by depth interviews and to determine educational implications as a result.

The data were collected, organized, and analyzed to answer the following questions concerning black clerical workers:

1. To what extent are the skill satisfaction attitudes related to personal characteristics (demographic items)?

2. To what extent are the job satisfaction attitudes of black clerical workers related to personal characteristics (demographic items)?

3. To what extent are the job aspiration attitudes of black clerical workers related to personal characteristics (demographic items)?

4. To what extent are the attitudes of skill satisfaction among clerical workers different from those perceived by their supervisor?

5. To what extent are attitudes of job satisfaction among black clerical workers different from those perceived by their supervisors?

6. To what extent are the job satisfaction attitudes of black clerical workers related to skill satisfaction?

7. To what extent are the attitudes of job aspiration among black clerical workers different from those perceived by their supervisors?

8. To what extent are the job satisfaction attitudes related to job aspiration?

9. To what extent are the job aspiration attitudes related to skill satisfaction?

10. What are the reasons for the different levels of job satisfaction of black clerical workers as revealed by depth interviews?

11. What are the educational implications stemming from this investigation?

Tables 5-12 present demographic data on black clerical workers; Tables 13-16, data relative to skill satisfaction; Tables 17-21, data relative to job satisfaction; Tables 22-27, data relative to job aspiration; and Tables 28-31, data relative to general questions from the inquiry form. Percentages, number of respondents, and totals are given where applicable. Percentages are rounded to the next whole number. Chi-square is used as the test of independence. The .05 level of confidence is used throughout the study. The Yates' correction for continuity is used when there is only _one_ degree of freedom.

Responses were received from 19 black clerical employees and 19 supervisors in city government; 38 black clerical employees and 36 supervisors in county government. Copies of the forms may be found in Appendix B. Throughout the analyses data is presented on city clerical employees, county clerical employees, and city and county clerical employees combined. Table 5 presents the instrument return rate by groups with the number and percentage of forms returned.

Table 5

Distribution of Population of Black Clerical Employees

and Supervisors in City and County Government

Group	Respondents		Non-Respondents	
	Number	Percent	Number	Percent
City Clerical Employees	19	86	3	14
City Supervisors	19	86	3	14
County Clerical Employees	38	88	5	12
County Supervisors	36	84	7	16

Information collected from employees and supervisors is presented and analyzed in this chapter under five headings in order to answer questions regarding (1) demographic items, (2) skill satisfaction, (3) job satisfaction, (4) job aspiration, and (5) case studies.

Demographic Characteristics

The black clerical employee forms solicited responses on six
demographic variables. Those variables included:

1. Marital status

2. Sex

3. Age range

4. Education

5. Length of service

6. Job title

An analysis of these data provided background on the respondents.
Table 6 summarizes the responses on demographic items. The data
revealed that 16% of the city respondents were male and 3% of the county
respondents were male. Sixty-three percent of the city respondents
were married while 45% of the county respondents were married. The
largest percentage of black clerical respondents in the city were in the
age range of 25-29 (53%) while the largest percentage of county
respondents fell within two age ranges: 32% within 20-24 age range and
34% within the 25-29 age range.

The mean age of the city respondents was 29.4 with a standard
deviation of 5.31. Of the county respondents, the mean age was 27.6
with a standard deviation of 5.61. The mean age of the combined group
of respondents was 28.2 with a standard deviation of 5.59.

Data also revealed that all respondents in city and county
governments were above junior high school in years of schooling
completed; only one in the county was less than a high school graduate.

Table 6

Classification of Black Clerical Employees Responses

to Demographic Variables

Variables	Categories	City*		County**		Combined***	
		Freq.	Percent	Freq.	Percent	Freq.	Percent
Marital Status	Married	12	62	17	45	29	51
	Single	3	16	11	29	14	25
	Widowed	0	0	1	3	1	2
	Separated or Divorced	3	16	9	24	12	21
	No response	1	5	0	0	1	2
Sex	Male	3	16	1	3	4	7
	Female	16	84	37	97	53	93
Age Range	17 - 19	0	0	1	3	1	2
	20 - 24	2	11	12	32	14	25
	25 - 29	10	53	13	34	23	40
	30 - 34	5	26	8	14	13	23
	35 - 44	1	5	4	11	5	9
	45 - +	1	5	0	0	1	2
Education**** (No. years completed)	Jr. High 7	0	0	0	0	0	0
	8	0	0	0	0	0	0
	9	0	0	0	0	0	0

Table 6--Continued

Variables	Categories	City*		County**		Combined***	
		Freq.	Percent	Freq.	Percent	Freq.	Percent
Education****	High School						
(No. years	10	0	0	1	3	1	2
completed)	11	0	0	0	0	0	0
	12	1	5	5	13	6	11
	College						
	1	4	21	6	16	10	18
	2	1	5	1	3	2	3
	3	2	11	4	11	6	11
	4	4	21	8	16	12	21
	Business School						
	1	6	32	6	16	12	21
	2						
	Community College						
	1	3	16	0	0	3	5
	2	1	5	0	0	1	2
	Technical Institute						
	1	0	0	7	18	7	12
	2	0	0	1	3	1	2
	Other	0	0	2	5	2	4

Table 6--Continued

Variables	Categories	City*		County**		Combined***	
		Freq.	Percent	Freq.	Percent	Freq.	Percent
Length of Service	6 months to a year	2	11	12	32	14	25
	1 to 2 years	2	11	8	21	10	18
	2 to 5 years	11	58	14	37	25	44
	5 to 10 years	1	5	3	8	4	7
	10 to 20 years	2	11	0	0	2	4
	Over 20 years	1	5	1	3	2	4

   * Percentage based on total number of city respondents (19)
  ** Percentage based on total number of county respondents (38)
 *** Percentage based on total number of city and county respondents(57)
**** Multiple responses. Many respondents attended more than one type of post high school.

At the city level, 18 of the respondents had formal training beyond high school. Multiple responses in Table 6 show that many of the subjects had attended several institutions such as business school and community college. Four of the city respondents were college graduates; while eight of the county respondents were college graduates.

City clerical employees generally had been employed by the agency longer. Fifty-eight percent of the city respondents had been employed from two to five years, while 32% of the county respondents had been employed from six months to a year and 37% had been employed from two to five years. At the county level, no respondents had been employed from 10 to 20 years and only one had been employed over 20 years.

In order to gain as much information as possible from respondents, job titles were also sought. Although titles ranged from accounting clerks, clerks, and typists to secretaries, duties appeared to be somewhat similar. Titles generally fitted into 12 categories as revealed in Table 7. There were three levels of clerks (Clerk I, II, and III) and two levels of cashiers (Cashier I, and II). For analysis purposes clerks were grouped together and cashiers were grouped together.

In the city group, the largest number of respondents gave their titles as correspondence secretary (21%); while in the county group, 39% of the respondents gave their titles as clerk and 42% gave their titles as typist.

Table 8 is a distribution of clerical employees by age and sex. Eighty-four percent of the clerical employees in the city were female. Sixty-seven percent of the male respondents were in the 25-29 age range.

Table 7

Job Titles of Respondents

Job Title	City		County	
	Number	Percent	Number	Percent
Accounts Payable Clerk	0	0	2	5
Cashier	1	5	1	3
Clerk	3	16	15	40
Clerk Typist	3	16	0	0
Correspondence Secretary	4	20	0	0
Data Entry Operator	1	5	2	5
Secretary	2	11	0	0
Secretary/Receptionist	1	5	0	0
Stenographer	0	0	2	5
Shift Supervisor	2	11	0	0
Records Specialist	2	11	0	0
Typist	0	0	16	42
TOTAL	19	100	38	100

Table 8

Distribution of Clerical Employees by Age and Sex

| Sex | Age Group | | | | | | Total | |
---	17-19	20-24	25-29	30-34	34-44	45 +	No.	Per- cent
City								
Male	0	0	2	0	1	0	3	16
Female	0	2	8	5	0	0	16	84
Total	0	2	10	5	1	1	19	
Percent	0	11	53	26	5	5		100
County								
Male	0	0	1	0	0	0	1	3
Female	1	12	12	8	4	0	37	97
Total	1	12	13	8	4	0	38	
Percent	3	32	34	21	11	0		100
City and County								
Male	0	0	3	0	1	0	4	7
Female	1	14	20	13	4	1	53	93
Total	1	14	23	13	5	1	57	
Percent	2	25	40	23	9	2		101*

*Percentage totals more than 100 because of rounding.

Fifty-two percent of the female respondents were within the age range of 25-29. There were no black clerical employees in the city in the age range of 17-19. At the county level, over 97% were female; and over 34% of the respondents were within the 25-29 age range. There were no black clerical employees over 44 years of age. In the combined group of city and county clerical employees, 93% was female and 24% fell into the 25-29 age group.

Table 9 is a distribution of clerical employees by age and length of service. Fifty-eight percent of the city clerical employees had been employed for two to five years; while 27% of the county clerical employees had been employed from two to five years. There were no black clerical employees in county government with 10 to 20 years of service and only one had over 20 years of service. In the combined group 44% had been employed from two to five years. Forty percent were within the age range of 25-29.

Table 10 is a distribution of clerical employees by level of education and job title. Post high school education represents a combination of types of schools. Clerical employees had a wide range of types of education. For analysis purposes, post high school was grouped together to represent college, business school, technical institute, and community college. Thirty-seven percent of the city clerical employees had two years of post high school education, and 21% had four years of post high school education. All the shift supervisors had four years of post high school education. Thirty-four percent of the county employees had two years of post high school education, and

Table   9

Distribution of Clerical Employees

by Age and Length of Service

Length of Service	Age Group						Total	
	17-19	20-24	25-29	30-34	35-44	45 +	No.	Per-cent
City								
6 months to year	0	0	1	1	0	0	2	11
1 to 2 years	0	1	1	0	0	0	2	11
2 to 5 years	0	1	8	2	0	0	11	58
5 to 10 years	0	0	0	1	0	0	1	5
10 to 20 years	0	0	0	1	1	0	2	11
over 20 years	0	0	0	0	0	1	1	5
Total	0	2	10	5	1	1	19	
Percent	0	11	53	26	5	5		100
County								
6 months to year	1	6	3	2	0	0	12	32
1 to 2 years	0	3	3	1	1	0	8	21
2 to 5 years	0	3	6	3	2	0	14	37
5 to 10 years	0	0	1	1	1	0	3	8
10 to 20 years	0	0	0	0	0	0	0	0
over 20 years	0	0	0	1	0	0	1	3
Total	1	12	13	8	4	0	38	
Percent	3	32	34	21	11	0		99*
City and County								
6 months to year	1	6	4	3	0	0	14	25
1 to 2 years	0	4	4	1	1	0	10	18
2 to 5 years	0	4	14	5	2	0	25	44
5 to 10 years	0	0	1	2	1	0	4	7
10 to 20 years	0	0	0	1	1	0	2	4
over 20 years	0	0	0	1	0	1	2	4
Total	1	14	23	13	5	1	57	
Percent	2	25	40	23	9	2		101*

*Percentages total more or less than 100 because of rounding.

Table 10

Distribution of Clerical Employees by Level of Education and Job Title

Job Title	Level of Education						Total	
	Less than High School	High School Graduate	Post High School				No.	Percent
			1	2	3	4		
City								
Accounts Payable Clerk	0	0	0	0	0	0	0	0
Cashier	0	0	0	0	0	1	1	5
Clerk	0	0	0	1	1	1	3	16
Clerk Typist	0	0	1	2	0	0	3	16
Correspondence Secretary	0	0	2	1	1	0	4	21
Data Entry Operator	0	1	0	0	0	0	1	5
Secretary	0	0	1	1	0	0	2	11
Secretary/Receptionist	0	0	0	1	0	0	1	5
Stenographer	0	0	0	0	0	0	0	0
Shift Supervisor	0	0	0	0	0	2	2	11
Records Specialist	0	0	1	1	0	0	2	11
Typist	0	0	0	0	0	0	0	0
Total	0	1	5	7	2	4	19	
Percent	0	5	26	37	11	21		100
County								
Accounts Payable Clerk	0	1	0	0	0	1	2	5
Cashier	0	0	0	0	0	1	1	3

Table 10--Continued

Job Title	Level of Education						Total	
	Less than High School	High School Graduate	Post High School				No.	Percent
			1	2	3	4		
Clerk	0	2	3	7	1	2	15	39
Clerk Typist	0	0	0	0	0	0	0	0
Correspondence Secretary	0	0	0	0	0	0	0	0
Data Entry Operator	0	1	0	1	0	0	2	5
Secretary	0	0	0	0	0	0	0	0
Secretary/Receptionist	0	0	0	0	0	0	0	0
Stenographer	0	0	0	2	0	0	2	5
Shift Supervisor	0	0	0	0	0	0	0	0
Records Specialist	0	0	0	0	0	0	0	0
Typist	1	1	4	3	3	4	16	42
Total	1	5	7	13	4	8	38	
Percent	3	13	18	34	11	21		100

21% had four years of post high school education. Forty-seven percent

of the clerks had two years of post high school education. Twenty-five

percent of the typists had four years of post high school education.

In response to the question: "Do you feel your tasks match your

job title?", 53% of the city employees answered in the affirmative, and

37% of the county employees responded in the affirmative. Unlike city

employees, those holding positions in the county did not feel their

tasks were congruent with the job title. Frequencies and percentage

frequencies of respondents are shown in Table 11.

Although 12 categories were listed for clerical employees,

similarities were found among all groups concerning duties of their

jobs. Typing continues to be the medium through which communications

are decoded. That which has been decoded must be filed; thus, filing

accounts for a frequent task of clerical employees in city and county

governments. The telephone was a major source of disseminating and/or

receiving information. This analysis is presented in Table 12.

Skill Satisfaction

One of the objectives of this study was to determine the skill

satisfaction of clerical employees and the observations of skill satis-

faction as perceived by their supervisors. Three areas were considered

in the section on skill satisfaction: technical skill, communication

skill, and interpersonal skill. A further objective was to explore

relationships between demographic items associated with skill satisfac-

tion and to compare perceptions of skill satisfaction by supervisors.

Table 11

Clerical Employees Responses to the Question:

Do you feel your tasks match your job title?

Response	Frequency	Percent Frequency
City		
Yes	10	53
No	7	37
No response	2	10
County		
Yes	14	37
No	22	58
No response	2	5
City and County		
Yes	24	42
No	29	51
No response	4	7

Table 12

Clerical Employees Responses to the Question:

Describe what you do on your job?

Duties	Frequency	Percent Frequency
City		
Filing	13	68
Typing	17	89
Dictation	7	37
Telephone	14	74
Appointments	4	21
Other	8	42
County		
Filing	29	76
Typing	31	82
Dictation	7	18
Telephone	32	84
Appointments	10	26
Other	11	29
City and County		
Filing	42	74
Typing	48	84
Dictation	14	25
Telephone	46	81
Appointment	14	26
Other	19	33

In fulfilling these objectives, a skill satisfaction was derived for each employee and supervisor of employee. These scores were based on a five-point scale with a high of five and a low of one. Amount of agreement-disagreement was indicated by choices of "very satisfied," "satisfied," "neutral," "dissatisfied," and "very dissatisfied." Twenty-three items were included and mean scores were derived for each employee and supervisor as shown in Tables 13 and 14.

Skill satisfaction scores ranged from 4.78 to 3.39 for city employees, and 4.95 to 3.26 for county employees. The mean score for city employees was 4.35 with a standard deviation of .39; the mean score for county employees was 4.21 with a standard deviation of .45. Scores were categorized as high, medium, and low: high scores ranged from 3.75 to 5, medium from 2.75 to 3.74, and low from 1 to 2.75. As revealed in Table 13, approximately 84% of city respondents and 82% of the county respondents were in the high category with approximately 16% in the medium level. No city or county employees placed themselves in the low category. From this analysis a majority of the city and county clerical workers have very positive attitudes toward their skill. The fact that these employees have such high attitudes may be in part due to the general halo effect.

To compare the perceptions of supervisors and employees, supervisors' perceptions of their employees' skill satisfaction were also requested. Table 14 gives a breakdown of scores by supervisors of clerical employees. Scores ranged from 4.65 to 2.83 for city respondents and 4.96 to 2.96 for county respondents. The mean for city supervisors

Table 13

Distribution of Clerical Employees' Scores

on Skill Satisfaction

City			County		
Skill Satisfaction	No.	Group	Skill Satisfaction	No.	Group
4.78	1		4.96	1	
4.69	1		4.77	1	
4.65	1		4.73	2	
4.64	1		4.70	2	
4.61	1		4.68	1	
4.59	1		4.60	1	
4.55	2		4.59	1	
4.52	1		4.57	1	
4.48	1		4.55	1	
4.41	1		4.53	1	
4.39	2		4.52	1	
4.36	1	HIGH	4.50	1	HIGH
4.27	1		4.48	1	
4.22	1		4.47	1	
			4.43	1	
			4.39	2	
			4.38	1	
			4.18	1	
			4.17	1	
			4.13	1	
			4.05	1	
			4.04	1	
			4.00	1	
			3.90	1	
			3.82	1	
			3.81	1	
			3.77	1	
3.60	1		3.70	2	
3.52	1		3.60	1	
3.39	1	MEDIUM	3.50	1	MEDIUM
			3.47	1	
			3.27	1	
			3.26	1	
NONE		LOW	NONE		LOW
$\overline{X}$ = 4.35			$\overline{X}$ = 4.21		
σ = .39			σ = .45		

Table 14

Distribution of Scores of Supervisors' Perceptions

of Black Clerical Employees' Skill Satisfaction

City			County		
Skill Satisfaction	No.	Group	Skill Satisfaction	No.	Group
4.65	1		4.96	1	
4.57	1		4.95	1	
4.43	2		4.84	1	
4.42	1		4.67	1	
4.40	1		4.65	1	
4.35	1		4.61	1	
4.13	1		4.48	1	
4.05	1		4.35	2	
4.04	1	HIGH	4.33	2	HIGH
3.96	1		4.30	1	
3.91	1		4.29	1	
3.87	2		4.26	2	
3.86	1		4.22	1	
3.82	1		4.18	1	
3.78	1		4.17	3	
			4.09	1	
			4.00	1	
			3.96	1	
			3.89	1	
			3.83	1	
			3.78	1	
			3.75	1	
3.00	1		3.74	2	
2.83	1		3.70	1	
			3.59	1	
		MEDIUM	3.52	1	MEDIUM
			3.48	1	
			3.30	1	
			3.09	1	
			2.96	1	
NONE		LOW	NONE		LOW

$\overline{X}$ = 4.02

σ = .47

$\overline{X}$ = 4.08

σ = .48

was 4.02 with a standard deviation of .47; the mean for county super-

visors was 4.08 with a standard deviation of .48. Approximately 89% of

the scores of city supervisors and 75% of scores of county supervisors

were in the high range. No scores of city or county supervisors were

in the low range. From this analysis supervisors' perceptions are in

general agreement with those of their clerical employees regarding their

skill.

Tables 15 and 15a show the relationship between demographic items

(age, sex, length of service, and education) and skill satisfaction.

Data revealed that with city respondents in high skill satisfaction

level, 63% were between 25-29 years of age. In the medium level, 67%

were in the 20-24 age range. Data on county respondents revealed in

the high level of skill satisfaction, 32% were in the 25-29 age range.

In the medium range, 43% each were in the 20-24 and 25-29 age groups.

The chi-square was significant at the .05 level for both city and

county respondents; therefore, the hypothesis that there is no signifi-

cant difference in the level of skill satisfaction between clerical

employees in different age groups was rejected. Thus, age has a

definite relationship to skill satisfaction. Those who are 20 years

or older tend to have more positive feelings about their skill. This

may be the result of experience or maturity or both, since the signifi-

cant age range is between 25-29.

The relationship between sex and level of skill satisfaction was

also studied. City respondents in the high level were 19% male and 81%

female. At the medium level, 100% were female. The chi-square showed

Table 15

The Relationship Between Skill Satisfaction and Demographic Items

Level of Skill Satisfaction	Age							Sex			Length of Service[a]						
	17-19	20-24	25-29	30-34	35-44	45 +	N	M	F	N	1	2	3	4	5	6	N
City																	
High	0	0	10	4	1	1	16	3	13	16	2	1	9	1	2	1	16
Medium	0	2	0	1	0	0	3	0	3	3	0	1	2	0	0	0	3
Total	0	2	10	5	1	1	19	3	16	19	2	2	11	1	2	1	19

X^2 = 28.98* (Age) d.f. = 5 X^2=4.68* (Sex) d.f. = 1 X^2 = 14.93* (Length of Service) d.f. = 5

County																	
High	1	9	10	7	4	0	31	1	30	31	9	7	11	3	0	1	31
Medium	0	3	3	1	0	0	7	0	7	7	3	1	3	0	0	0	7
Total	1	12	13	8	4	0	38	1	37	38	12	8	14	3	0	1	38

X^2 = 17.85* (Age) d.f. = 5 X^2=4.23* (Sex) d.f. = 1 X^2 = 13.99* (Length of Service) d.f. = 5

Table 15--Continued

Level of Skill Satisfaction	Age							Sex			Length of Service[a]						
	17-19	20-24	25-29	30-34	35-44	45 +	N	M	F	N	1	2	3	4	5	6	N
City and County																	
High	1	9	20	11	5	1	47	4	43	47	11	8	20	4	2	2	47
Medium	0	5	3	2	0	0	10	0	10	10	3	2	5	0	0	0	10
Total	1	14	23	13	5	1	57	4	53	57	14	10	25	4	2	2	57

X^2 = 17.05* (Age) d.f. = 5 X^2=4.92* (Sex) d.f. = 1 X^2 = 13.99* (Length of Service) d.f. = 5

[a] 1 = 6 months to 1 year
2 = 1 to 2 years
3 = 2 to 5 years
4 = 5 to 10 years
5 = 10 to 20 years
6 = Over 20 years

* Significant at .05 level.

Table 15a

The Relationship Between Skill Satisfaction

and Level of Education

Level of Skill Satisfaction	Education						
	Less than High School	High School Graduate	Post High School				
			1	2	3	4	N
City							
High	0	1	3	6	2	4	16
Medium	0	0	2	1	0	0	3
Total	0	1	5	7	2	4	19
	x^2 = 31.53* d.f. = 5						
County							
High	0	5	5	11	4	6	31
Medium	1	0	2	2	0	2	7
Total	1	5	7	13	4	8	38
	x^2 = 31.25* d.f. = 5						
City and County							
High	0	6	8	17	6	10	47
Medium	1	0	4	3	0	2	10
Total	1	6	12	20	6	12	57
	x^2 = 33.42* d.f. = 5						

* Significant at .05 level.

significance at the .05 level for city and county respondents; the hypothesis that there is no significant difference in the level of skill between male and female clerical employees was rejected. Although the male population for city and county clerical employees was small, all males had high level of skill satisfaction.

Table 15 also compares the length of service to level of skill satisfaction. At the high level for city respondents, 56% had two to five years of service. At the medium level, 67% had two to five years of service. County respondents revealed, at the high level, 35% with two to five years of service. At the medium level, 43% had six months to a year, and 43% had two to five years. The chi-square was significant at the .05 level; therefore, the hypothesis that there is no significant difference in level of skill satisfaction between clerical employees with varying lengths of service was rejected. After an employment period of five years or more, employees seemed to feel confident of their skills--perhaps because the jobs have not changed considerably.

The relationship of educational status of respondents to level of skill satisfaction is shown in Table 15a. In the high level, 38% of city respondents had two years of post high school education, and 25% had completed four years' post high school education. At the medium level, all respondents had more than a high school education with 67% having one year post high school. No respondents at the medium level had more than two years' post high school, and none had less than one year post high school.

Thirty-five percent of county respondents with high levels of skill satisfaction had two years' post high school education. In the medium level, 29% had one year post high school, 29% had two years' post high school, and 29% had two years' post high school. The chi-square was significant at the .05 level; therefore, the hypothesis that there is no significant difference in level of skill satisfaction between clerical employees with varying educational backgrounds was rejected. Individuals with post high school education tended to have higher levels of skill satisfaction. After having completed two or four years of post high school analyses in both city and county, it appears that education is consistent with a high level of skill satisfaction. It is interesting to note that a higher proportion of employees are satisfied with their skill after having received two years of education; however, employees with any degree of post high school education tended to have higher levels of skill satisfaction.

Table 16 is a comparison of clerical employees' and supervisors' responses on skill satisfaction. Eighty-four percent of the city employee respondents rated themselves in the high category compared to an estimate of 89% by their supervisors. No respondents, employees or their supervisors, gave ratings in the low range.

Eighty-two percent of the county respondents rated themselves in the high category compared to an estimate of 75% by their supervisors.

Supervisors' perceptions on skill satisfaction differed slightly between city and county. City supervisors' responses were almost identical with their clerical employees. On the other hand county

Table 16

Comparison of Clerical Employees' and Supervisors'

Responses on Skill Satisfaction

Group	High	Medium	N
City			
Clerical Employees	16	3	19
Supervisors	17	2	19
	$x^2 = 4.23$* d.f.=1		
County			
Clerical Employees	31	7	38
Supervisors	27	9	36
	$x^2 = 4.47$* d.f.=1		
City and County			
Clerical Employees	47	10	57
Supervisors	44	11	55
	$x^2 = 4.11$* d.f.=1		

* Significant at .05 level.

clerical employees perceived their skill satisfaction slightly higher than did their supervisors. Supervisors tended to be rather cautious in responding to skill satisfaction.

Generally employees and their supervisors in city and county governments had positive attitudes toward skill satisfaction. One might question whether the halo effect is operating. In the combined groups, 82% of the employees compared with 80% of their supervisors rated themselves with high levels of skill satisfaction. The chi-square was significant for all groups at the .05 level. The hypothesis, there is no significant difference between responses of clerical employees and responses of supervisors of clerical employees on skill satisfaction, was rejected.

Job Satisfaction

One of the objectives of this study was to determine level of job satisfaction for clerical employees and supervisors of clerical employees. It was also the aim of this research to indicate relationships of job satisfaction to demographic items and skill satisfaction.

Tables 17 and 18 show the distribution of scores on job satisfaction for clerical employees and supervisors of clerical employees. Scores were based on 19 items for clerical employees and 14 items for supervisors of clerical employees. The scoring system consisted of five categories of agreement-disagreement for each item. The low total score represented the dissatisfied end of the scale and a high total score represented the satisfied end. Items were selected on the employee form

Table 17

Distribution of Clerical Employees' Scores

on Job Satisfaction

City			County		
Job Satisfaction	No.	Group	Job Satisfaction	No.	Group
4.68	1		4.24	1	
4.32	1		4.21	1	
3.95	1	HIGH	4.00	1	HIGH
3.94	1		3.79	1	
3.89	2				
3.74	2		3.74	2	
3.63	1		3.68	1	
3.58	1		3.56	1	
3.47	1		3.53	1	
3.32	2		3.47	2	
3.31	1		3.44	1	
3.21	1		3.42	2	
3.17	1	MEDIUM	3.37	2	MEDIUM
3.11	1		3.33	1	
3.00	1		3.32	1	
			3.31	1	
			3.29	1	
			3.26	1	
			3.17	2	
			3.05	1	
			3.00	2	
			2.95	2	
			2.94	1	
			2.84	1	
2.61	1		2.65	1	
			2.53	1	
			2.50	1	
			2.47	1	
		LOW	2.42	1	LOW
			2.21	1	
			2.10	1	
			2.00	1	

$\overline{X} = 3.57$ $\qquad$ $\overline{X} = 3.18$

$\sigma = .48$ $\qquad$ $\sigma = .54$

Table 18

Distribution of Scores of Supervisors' Perceptions

of Black Clerical Employees' Job Satisfaction

City			County		
Job Satisfaction	No.	Group	Job Satisfaction	No.	Group
4.71	1		4.71	1	
4.00	1		4.29	1	
3.86	4	HIGH	4.15	1	HIGH
3.79	2		4.07	3	
			4.00	3	
			3.93	3	
			3.86	3	
			3.79	1	
			3.78	1	
3.71	1		3.71	2	
3.64	2		3.57	1	
3.57	3		3.56	1	
3.43	2		3.43	1	
3.36	1	MEDIUM	3.36	2	MEDIUM
			3.29	1	
			3.23	1	
			3.21	1	
			3.14	2	
			3.08	1	
			3.07	1	
			2.93	1	
			2.78	1	
2.57	1		2.64	1	
2.43	1	LOW	2.57	1	LOW
			1.93	1	

$\overline{X}$ = 3.61

σ = .48

$\overline{X}$ = 3.56

σ = .56

so that the satisfied end of the scale was indicated by "strongly agree" and "agree" for ten of the items and "strongly disagree" and "disagree" for nine of the items. On the supervisory form, the satisfied end of the scale was indicated by "strongly agree" and "agree" for ten of the items and "strongly disagree" and "disagree" for four of the items. Weights for each item ranged from one to five and the range of mean scores was five to one with three as the neutral point.

Job satisfaction scores ranged from 4.68 to 2.61 for city respondents, and 4.24 to 2.00 for county respondents. The mean for city respondents was 3.57 with a standard deviation of .48; the mean for the county was 3.18 with a standard deviation of .54. The mean for the combined group of respondents was 3.31 with a standard deviation of .55. Scores were grouped into high, medium, and low categories with high scores ranging from 3.75 to 5, medium from 2.75 to 3.74, and low from 1 to 2.74. As revealed in Table 17, approximately 32% of the city respondents were in the high category, 63% in the medium category and 5% in the low. At the county level, 11% were in the high range, 68% were in the medium range, and 21% in the low.

Scores were derived from supervisors based on their perceptions of clerical employees' attitudes. Table 18 gives a breakdown of scores by supervisors of clerical employees. Tallies showed ranges in scores from 4.71 to 2.57 for city respondents, and 4.71 to 1.93 for county respondents. The mean for city respondents was 3.51 with a standard deviation of .48 and 3.56 for county respondents with a standard deviation of .56. The mean for the combined group of supervisors was

3.57 with a standard deviation of .53. Forty-two percent of the scores

for city respondents were in the high range; 47% were in the medium

range; and 11% were in the low range. Forty-seven percent of the

scores for county respondents were in the high range; 44% were in the

medium range; and 8% were in the low range.

The relationship between job satisfaction and demographic items

(age, sex, length of service, and education) is displayed in Tables 19

and 19a. Sixty-seven percent of the city respondents in the high range

were within the age range of 25-29. Of the respondents in the medium

range, 50% were within the 25-29 age group. One respondent was in the

low range and the 20-24 age group.

At the county level, four respondents were in the high category of

job satisfaction. Of this group, 75% were in the 25-29 age range. At

the medium level 31% were in the 20-24 age range compared to only 8%

of the city respondents. Twenty-seven percent were in the 25-29 age

range compared to 50% of the city respondents. In the low range, 38%

each were in the 20-24 and 25-29 age ranges. The chi-square was

significant for city, county, and the combined group at the .05 level.

The hypothesis that there is no significant difference in the level of

job satisfaction between clerical employees in different age groups was

accepted. Few clerical employees appeared to have much concern one way

or the other about their jobs. This seems to be consistent with

research studies conducted in numerous other areas, and this is particu-

larly true with this group of individuals between 20-29 years of age

employed by both city and county governments. Evidently there has been

Table 19

The Relationship Between Job Satisfaction and Demographic Items

Level of Job Satisfaction	Age							Sex			Length of Service[a]						
	17-19	20-24	25-29	30-34	35-44	45 +	N	M	F	N	1	2	3	4	5	6	N
City																	
High	0	0	4	2	0	0	6	0	6	6	1	0	4	1	0	0	6
Medium	0	1	6	3	1	1	12	3	9	12	1	1	7	0	2	1	12
Low	0	1	0	0	0	0	1	0	1	1	0	1	0	0	0	0	1
Total	0	2	10	5	1	1	19	3	16	19	2	2	11	1	2	1	19

$x^2 = 16.61$ (Age) d.f.=10 $x^2=2.08$ (Sex) d.f. =1 $x^2=13.24$ (Length of Service) d.f. = 10

	17-19	20-24	25-29	30-34	35-44	45 +	N	M	F	N	1	2	3	4	5	6	N
County																	
High	0	1	3	0	0	0	4	0	4	4	1	1	2	0	0	0	4
Medium	1	8	7	6	4	0	26	1	25	26	8	6	8	3	0	1	26
Low	0	3	3	2	0	0	8	0	8	8	3	1	4	0	0	0	8
Total	1	12	13	8	4	0	38	1	37	38	12	8	14	3	0	1	38

$x^2 = 11.78$ (Age) d.f.=10 $x^2= .47$ (Sex) d.f. =1 $x^2= 9.18$ (Length of Service) d.f. = 10

Table 19--Continued

Level of Job Satisfaction	Age							Sex			Length of Service[a]						
	17-19	20-24	25-29	30-34	35-44	45 +	N	M	F	N	1	2	3	4	5	6	N
City and County																	
High	0	1	7	2	0	0	10	0	10	10	2	1	6	1	0	0	10
Medium	1	9	13	9	5	1	38	4	34	38	9	7	15	3	2	2	38
Low	0	4	3	2	0	0	9	0	9	9	3	2	4	0	0	0	9
Total	1	14	23	13	5	1	57	4	53	57	14	10	25	4	2	2	57

$x^2 = 8.52$ (Age) d.f.=10 $\qquad$ $x^2 = 2.15$ (Sex) d.f.= 1 $\qquad$ $x^2 = 4.39$ (Length of Service) d.f. = 10

[a] 1 = 6 months to 1 year
2 = 1 to 2 years
3 = 2 to 5 years
4 = 5 to 10 years
5 = 10 to 20 years
6 = Over 20 years

Table 19a

The Relationship Between Job Satisfaction and

Level of Education

Level of Job Satisfaction	Education						
	Less than High School	High School Graduate	Post High School 1	2	3	4	N
City							
High	0	1	1	1	1	2	6
Medium	0	0	4	5	1	2	12
Low	0	0	0	1	0	0	1
Total	0	1	5	7	2	4	19

$$x^2 = 23.81* \quad d.f.=10$$

County							
High	0	0	1	1	1	1	4
Medium	0	5	4	10	3	4	26
Low	1	0	2	2	0	3	8
Total	1	5	7	13	4	8	38

$$x^2 = 22.02* \quad d.f.=10$$

City and County							
High	0	1	2	2	2	3	10
Medium	0	5	8	15	4	6	38
Low	1	0	2	3	0	3	9
Total	1	6	12	20	6	12	57

$$x^2 = 22.73* \quad d.f.=10$$

* Significant at .05 level.

little, if any, expansion of job duties. This appears to suggest a need for job enlargement and enrichment.

One hundred percent of the city respondents at the high level were female. Twenty-five percent of the city respondents at the medium level were male.

With county respondents in the high category, 100% were female; while at the medium level, 96% were female. With the city, county, and combined group, the chi-square was not significant at the .05 level; and the hypothesis that there is no significant difference in the level of job satisfaction between male and female clerical employees was accepted. Since all city and county male respondents and a large percentage of female respondents fell into the medium level of job satisfaction, there may be further need for career awareness and exploration.

With respect to a relationship between length of service and level of job satisfaction, Table 19 reveals six city respondents in the high range. Of these respondents, 67% have been employed from five to ten years. In the medium range, 58% have been employed for two to five years.

At the county level, 50% in the high category had two to five years of service. At the medium level, 31% each had six months to a year and five to ten years of service. The chi-square was not significant at the .05 level. The hypothesis that there is no significant difference in level of job satisfaction between clerical employees with varying lengths of service was accepted.

Table 19a reveals relationships between job satisfaction and level of education. Thirty-three percent of the city respondents in the high level of job satisfaction had four years' post high school education and were all college graduates. In the medium range, 42% had two years' post high school education. One hundred percent of those in the low level had two years' post high school education.

At the high level for county respondents, 25% each had one year, two years', three years', and four years' post high school. Forty-six percent in the medium range had two years' post high school, while 19% had graduated from high school.

The chi-square for city, county, and the combined group was significant at the .05 level. The hypothesis, there is no significant difference in the level of job satisfaction between clerical employees with varying educational backgrounds was rejected. The training received at the post high school level appears to exceed that training which is essential to city or county clerical jobs. However, the jobs in which clerical employees are placed tends to reduce their level of satisfaction with the duties they have to perform. Generally, the more education black clerical employees had the more neutral they were regarding level of job satisfaction.

Table 20 reveals information on relationships between job satisfaction and skill satisfaction. One hundred percent of the city respondents with high job satisfaction had high skill satisfaction. Eighty-three percent of the city respondents with medium job satisfaction had high skill satisfaction scores.

Table 20

The Relationship of Job Satisfaction to Skill

Satisfaction Among Clerical Employees

	Skill Satisfaction		
Job Satisfaction	High	Medium	N
City			
High	6	0	6
Medium	10	2	12
Low	0	1	1
Total	16	3	19

$$x^2 = 12.47^* \quad d.f. = 2$$

County			
High	4	0	4
Medium	26	0	26
Low	1	7	8
Total	31	7	38

$$x^2 = 38.18^* \quad d.f. = 2$$

City and County			
High	10	0	10
Medium	36	2	38
Low	1	8	9
Total	47	10	57

$$x^2 = 43.76^* \quad d.f. = 2$$

* Significant at .05 level.

One hundred percent of the county respondents with high job satisfaction had high skill satisfaction scores. One hundred percent of those with medium job satisfaction scores had high skill satisfaction scores, while 88% of those with low job satisfaction scores had medium skill satisfaction scores.

The chi-square for city, county, and the combined group was significant at the .05 level. The hypothesis that there is no significant difference between level of skill satisfaction and job satisfaction of clerical employees was rejected. Those employees with high or medium levels of job satisfaction tended to have confidence in their technical, communication, and interpersonal skills.

Table 21 reveals a comparison of responses of clerical employees' and perceptions of supervisors on job satisfaction. Thirty-two percent of the city clerical employees had high job satisfaction scores compared to 42% of the employees' supervisors. City clerical respondents in the medium range accounted for 63% compared to 47% for the employees' supervisors. The chi-square test was not significant at the .05 level; and the hypothesis, there is no significant difference between responses of clerical employees and perceptions by their supervisors on job satisfaction, was accepted. This indicates that employees and supervisors in city government tended to have similar attitudes regarding employees' job satisfaction.

At the county level, 11% of the clerical respondents had high job satisfaction scores compared with estimates of 47% by their supervisors'.

Table 21

Comparison of Clerical Employees' and Supervisors'

Responses on Job Satisfaction

Group	High	Medium	Low	N
City				
Clerical Employees	6	12	1	19
Supervisors	8	9	2	19
$X^2 = 1.04$ d.f.$=2$				
County				
Clerical Employees	4	26	8	38
Supervisors	17	16	3	36
$X^2 = 12.66*$ d.f.$=2$				
City and County				
Clerical Employees	10	38	9	57
Supervisors	25	25	5	55
$X^2 = 10.22*$ d.f.$=2$				

* Significant at .05 level.

Sixty-eight percent of the county clerical respondents had medium job satisfaction scores compared to 44% reported by their supervisors.

In the combined group, 17% of the clerical employees had high job satisfaction scores compared to perceptions of 45% by their supervisors. Sixty-seven percent of the clerical employees had medium job satisfaction scores compared to 45% reported by their supervisors; while 16% of the combined group of clerical employees had low job satisfaction scores compared with only 9% reported by their supervisors. The chi-square was significant at the .05 level for county respondents and the combined group. The hypothesis that there is no significant difference between responses of clerical employees and perceptions by their supervisors on job satisfaction was rejected. Differences in attitudes of employees and perceptions of supervisors may be due to the roles they play in the organization. If, however, supervisors are to be successful representatives of these clerical employees, it would seem to be important that they know their employees' attitudes. Inherent in this finding is the need for improved communications and feedback with emphasis on self-evaluation and appraisal and evaluation of others.

Discrepancy exists among county clerical employees and perceptions of their supervisors relating to job satisfaction. Most employees had neutral feelings about job satisfaction. On the other hand, county supervisors tended to perceive that clerical workers were highly satisfied with their jobs. This analysis suggests the need for more interaction with supervisor/employee to determine the extent to which

employees are satisfied with their jobs and ways of improving satisfaction. Communication between supervisor/employee at different periods other than evaluation time should be encouraged.

Job Aspiration

An important source of job aspiration is the person's striving, yearning, or desiring for something in the working environment that is regarded as better than the present situation. The factors which measure job aspiration reflect the responses to six questions, each of which is concerned with the respondent's current job and the opportunities which he/she believes it affords him/her to advance in the future.

Tables 22 and 23 show the distribution of scores of clerical employees and perceptions by their supervisors on job aspiration. Scores were based on six items for clerical employees and perceptions of clerical employees by their supervisors. The scoring system consisted of two categories of agreement-disagreement for each item. The low score represented disagreement with the item, and the high score represented agreement. Weights for each item ranged from two to one.

Job aspiration scores for both city and county clerical respondents were as follows: the mean for city respondents was 1.87 with a standard deviation of .23; the mean for county respondents was 1.63 with a standard deviation of .45; the mean for the combined group of clerical employees was 1.72 with a standard deviation of .35. Scores were grouped into high and low categories with the high scores ranging from 1.75 to 2. and low from 1.00 to 1.74. As revealed in Table 22 approximately 84% of the city respondents were in the high range while 55% of

Table 22

Distribution of Clerical Employees' Scores

on Job Aspiration

City			County		
Job Aspiration	No.	Group	Job Aspiration	No.	Group
2.00	12		2.00	12	
1.83	4	HIGH	1.83	9	HIGH
1.50	2		1.67	5	
1.17	1		1.33	4	
		LOW	1.17	1	LOW
			1.00	7	

$\overline{X} = 1.87$ $\overline{X} = 1.63$

$\sigma \approx .23$ $\sigma = .45$

Table 23

Distribution of Scores of Supervisors' Perceptions

of Black Clerical Employees' Job Aspiration

City			County		
Job Aspiration	No.	Group	Job Aspiration	No.	Group
2.00	7		2.00	15	
1.83	2	HIGH	1.83	5	HIGH
1.67	2		1.67	2	
1.33	3		1.50	5	
1.17	1		1.33	1	
1.00	4	LOW	1.17	3	LOW
			1.00	5	
$\overline{X} = 1.59$			$\overline{X} = 1.67$		
$\sigma = .40$			$\sigma = .37$		

the county respondents were in the high range. Sixteen percent of the city respondents and 45% of the county respondents were in the low range.

Table 23 shows scores of supervisors' perceptions of clerical employees' job aspiration in city and county governments. Scores by supervisors ranged from 2.00 to 1.00 in both city and county groups. The mean score for city respondents was 1.59 with a standard deviation of .40 and for county respondents 1.67 with a standard deviation of .37. The mean score for the combined group of supervisors was 1.64 with a standard deviation of .38. Fifty percent of the scores by supervisors of city employees were in the high range. At the county level, 56% of the respondents' scores were in the high range.

The relationship between job aspiration and demographic items (age, sex, length of service, and education) is shown in Tables 24 and 24a. Fifty percent of the city clerical respondents in the high range of job aspiration were in the 25-29 age range, 25% were in the 30-34 age range. Of the city respondents in the low range, 67% were in the 25-29 age range with 33% in the 30-34 age range. At the county level, 21 respondents were in the high category of job aspiration. Of this group, 33% were in the 25-29 age range.

One hundred percent of the city male respondents had high levels of job aspiration. This represented 23% of the total group in the high category. One hundred percent of the county male respondents were in the low level of job aspiration. This represented one male clerical employee.

Table 24

The Relationship Between Job Aspiration and Demographic Items

Level of Job Aspiration	Age							Sex			Length of Service[a]						
	17-19	20-24	25-29	30-34	35-44	45 +	N	M	F	N	1	2	3	4	5	6	N
City																	
High	0	2	8	4	1	1	16	3	13	16	2	2	8	1	2	1	16
Low	0	0	2	1	0	0	3	0	3	3	0	0	3	0	0	0	3
Total	0	2	10	5	1	1	19	3	16	19	2	2	11	1	2	1	19

$x^2=4.95$ (Age) d.f.=5　　$x^2=.002$ (Sex) d.f.=1　　$x^2=2.59$ (Length of Service) d.f.=5

County																	
High	0	6	7	5	3	0	21	0	21	21	5	4	11	1	0	0	21
Low	1	6	6	3	1	0	17	1	16	17	7	4	3	2	0	1	17
Total	1	12	13	8	4	0	38	1	37	38	12	8	14	3	0	1	38

$x^2=6.18$ (Age) d.f.=5　　$x^2=.12$ (Sex) d.f.=1　　$x^2=9.88$ (Length of Service) d.f.=5

Table 24--Continued

Level of Job Aspiration	Age							Sex			Length of Service[a]						
	17-19	20-24	25-29	30-34	35-44	45 +	N	M	F	N	1	2	3	4	5	6	N
City and County																	
High	0	8	15	9	4	1	37	3	34	37	7	6	19	2	2	1	37
Low	1	6	8	4	1	0	20	1	19	20	7	4	.6	2	0	1	20
Total	1	14	23	13	5	1	57	4	53	57	14	10	25	4	2	2	57

$X^2 = 3.37$ (Age) d.f.=5 $X^2 = .01$ (Sex) d.f.=1 $X^2 = 4.49$ (Length of Service) d.f.=5

[a]
1 = 6 months to 1 year
2 = 1 to 2 years
3 = 2 to 5 years
4 = 5 to 10 years
5 = 10 to 20 years
6 = Over 20 years

Table 24a

The Relationship Between Job Aspiration and

Level of Education

Level of Job Aspiration	Education						
	Less than High School	High School Graduate	Post High School				N
			1	2	3	4	
City							
High	0	0	4	7	2	3	16
Low	0	1	1	0	0	1	3
Total	0	1	5	7	2	4	19
	$X^2 = 19.34*$ d.f.=5						
County							
High	1	2	4	8	0	6	21
Low	0	3	3	5	4	2	17
Total	1	5	7	13	4	8	38
	$X^2 = 15.70*$ d.f.=5						
City and County							
High	1	2	8	15	2	9	37
Low	0	4	4	5	4	3	20
Total	1	6	12	20	6	12	57
	$X^2 = 15.24*$ d.f.=5						

* Significant at .05 level.

With respect to a relationship between length of service and level
of job aspiration, Table 24 reveals 84% of the city respondents
in the high range. Of this group, 50% had two to five years of service.

Fifty-five percent of the county respondents were in the high
range of job aspiration. Of these respondents, 52% had been employed
from two to five years. At the low level, 41% had been employed from
six months to one year. The chi-square test for relationship of job
aspiration to age, sex, and length of service was not significant at the
.05 level. The hypothesis, that there is no significant difference
between clerical employees in different age groups, between male and
female clerical employees, and between clerical employees with varying
lengths of service, was accepted. Level of job aspiration was
apparently not affected much by these variables.

Table 24a shows the relationship between job aspiration and level
of education. Forty-four percent of the city respondents in the high
level of job aspiration had two years of post high school education,
while 18% had four years of post high school education. In the low
range, 33% each had high school certification, one year post high
school, and four years' post high school.

At the high level for county respondents, 88% had two years of post
high school education; and 28% had four years' post high school educa-
tion. Twenty-nine percent of those in the low category had two years'
post high school, while 23% had three years post high school.

In the combined group (city and county employees), 40% of those in
the high category had two years' post high school education, and 24% had

four years' post high school. Twenty-five percent of those in the low
category had two years' post high school and 15% had four years' post
high school education. The chi-square was significant at the .05 level.
The hypothesis that there is no significant difference in level of job
aspiration between clerical employees with varying educational back-
grounds was rejected. Knowledge acquired at two years beyond high
school tended to provide high levels of job aspiration for both city and
county employees. Intensity of aspiration is influenced by one's self-
esteem; these clerical employees seem to feel confident enough because
of their high level of education, to set high levels of job aspiration.
It can be speculated that these employees have developed enough self-
confidence to stimulate productive endeavors and set high goals.

Table 25 shows the relationship between skill satisfaction and job
aspiration. Eighty percent of the city respondents with high skill
satisfaction scores had high job aspiration scores; 100% of the city
respondents with medium skill satisfaction had high job aspiration
scores.

In the combined group, 57 percent of those with high skill satis-
faction scores had high job aspiration scores; 100% of those with medium
skill satisfaction scores had high job aspiration scores. The chi-
square for city, county, and the combined group was significant at the
.05 level. The hypothesis that there is no significant difference
between level of skill satisfaction and job aspiration of clerical
employees was rejected. Employees in general with high skill satisfac-
tion had high levels of job aspiration. There seems to be little

Table 25

The Relationship of Skill Satisfaction to

Job Aspiration Among Clerical Employees

Skill Satisfaction	Job Aspiration		
	High	Low	N
City			
High	13	3	16
Medium	3	0	3
Total	16	3	19
	$X^2 = 4.67^*$ d.f.= 1		
County			
High	14	17	31
Medium	7	0	7
Total	21	17	38
	$X^2 = 10.95^*$ d.f.= 1		
City and County			
High	27	20	47
Medium	10	0	10
Total	37	20	57
	$X^2 = 10.56^*$ d.f. =1		

* Significant at .05 level.

relationship between skill possessed and jobs to which county clerical

employees aspire. Even though these employees are highly satisfied with

their skills, they tend not to possess this same concern for job

aspiration. If the jobs to which they aspire required additional skills

or different skill which they possessed, perhaps the aspiration levels

would be raised.

Table 26 reveals information regarding the relationship between job

satisfaction and job aspiration among clerical employees. Of the 16

city respondents with high job aspiration scores; 18% had high job

satisfaction scores; 75% had medium job satisfaction scores. Of the

city employees in the low aspiration range, 100% had high job satisfac-

tion scores.

At the county level, 100% of those with high job satisfaction

scores had high job aspiration scores, however, this represented only 20%

of those with high job aspiration. Eighty percent of those with high

job aspiration scores had medium levels of job satisfaction. Forty-

seven percent of those with low job aspiration scores also had low job

satisfaction scores. The chi-square for city, county, and the combined

group was significant at the .05 level. The hypothesis that there is no

significant difference between levels of job satisfaction and job

aspiration of clerical employees was rejected. Those employees with

high job satisfaction scores tended to have high job aspiration; those

with neutral feelings tended to also have high levels of job aspiration;

those with low levels of job satisfaction tended to have low job aspira-

tion. If opportunities for jobs provided a challenge to city and county

Table 26

The Relationship of Job Satisfaction to

Job Aspiration Among Clerical Employees

Job Satisfaction	Job Aspiration		
	High	Low	N
City			
High	3	3	6
Medium	12	0	12
Low	1	0	1
Total	16	3	19

$$x^2 = 7.72^* \quad d.f.= 2$$

County			
High	4	0	4
Medium	17	9	26
Low	0	8	8
Total	21	17	38

$$x^2 = 7.39^* \quad d.f.= 2$$

City and County			
High	7	3	10
Medium	29	9	38
Low	1	8	9
Total	37	20	57

$$x^2 = 14.88^* \quad d.f.= 2$$

* Significant at .05.,level.

employees, it could be assumed that their satisfaction on the job would increase. Too few employees are currently perceiving a positive relationship between job satisfaction and job aspiration.

Table 27 reveals a comparison of clerical employees' and perceptions of supervisors' responses on job aspiration. Eighty-four percent of the city employees had high job aspiration scores compared to perceptions of 47% by their supervisors. City clerical respondents in the low range accounted for 14% compared to 53% for supervisors. The chi-square was significant at the .05 level. The hypothesis that there is no significant difference between responses of city clerical employees and responses of city supervisors of clerical employees on job aspiration was rejected. Discrepancies exist between city clerical employees and perceptions by their supervisors regarding job aspiration. Most supervisors did not perceive their clerical employees levels of job aspiration as being high; however, clerical employees perceived their job aspiration as high. Clerical employees could be viewing a particular job route or career path different from a career path viewed by their supervisors. There appears to be a need to identify career paths based on where one could go after experiencing success in one job.

At the county level, 55% of the clerical employees had high job aspiration scores compared with perceptions of 56% by their supervisors. Forty-five percent of the county clerical respondents had low job aspiration scores compared to 44% by their supervisors. The chi-square test for county, and the combined group was not significant at the .05 level. The hypothesis that there is no significant difference between

Table 27

Comparison of Clerical Employees' and Perceptions of

Supervisors' Responses on Job Aspiration

Group	High	Low	N
City			
Clerical Employees	16	3	19
Supervisors	9	10	19
	$X^2 = 4.21*$ d.f. $= 1$		
County			
Clerical Employees	21	17	38
Supervisors	20	16	36
	$X^2 = .043$ d.f. $= 1$		
City and County			
Clerical Employees	37	20	57
Supervisors	29	26	55
	$X^2 = 1.25$ d.f. $= 1$		

*Significant at .05 level.

responses of county and the combined group of clerical employees and
responses of county and combined group of supervisors of clerical
employees on job aspiration was accepted. County clerical employees
and supervisors held mutual feelings regarding level of job aspiration
for clerical employees.

Table 28 is a summary of the responses of clerical employees and
perceptions of supervisors to satisfaction with number of decisions
made in the job. Approximately 59% of the city clerical employees were
satisfied or very satisfied with the number of decisions made, while 80%
of the supervisors felt the employees were satisfied or very satisfied
with the number of decisions made in the job. This data tends to
indicate that supervisors see black clerical employees as being
satisfied. A better understanding of personal and group dynamics and
human relations seems needed by supervisors.

Forty-two percent of the county clerical respondents were satisfied
or very satisfied with the number of decisions made, while 56% of their
supervisors perceived clerical employees as satisfied or very satisfied
with the number of decisions made. Approximately 42% of the supervisors
felt employees were neutral regarding decisions made. County supervisors
seemed to lean toward the central tendency regarding this question.
This cautious attitude is suggestive of the tendency to rate subordi-
nates in the average cateogry. In contrast to city supervisors, a
large number of county supervisors perceived clerical employees as
having neutral attitudes in this area.

Table 28

Responses of Clerical Employees and Perceptions of Supervisors to

Satisfaction with Number of Decisions Made in the Job

Group	VS	S	N	D	VD	N
City						
Clerical Employees	4	6	3	3	1	17
Supervisors	2	14	2	0	0	18
Total	6	20	5	3	1	35

No Response - Clerical employees = 2
No Response - Supervisors = 1

Group	VS	S	N	D	VD	N
County						
Clerical Employees	5	10	8	9	4	36
Supervisors	8	12	15	1	0	36
Total	13	22	23	10	4	72

No Response - Clerical employees = 2

Group	VS	S	N	D	VD	N
City and County						
Clerical Employees	9	16	11	12	5	53
Supervisors	10	26	17	1	0	54
Total	19	42	28	13	5	107

The results of these analyses may suggest that clerical employees are generally satisfied with the decisions made by them in their jobs. It may be that they are not satisfied with the actual decisions made by them but that other aspects of the organization give them a satisfied feeling about the decisions.

Table 29 is a summary of responses of clerical employees and perceptions of supervisors to rank for overall competency and general overall value in the work group. Approximately 64% of the city clerical respondents rated themselves in the top of the work group compared to perceptions of 42% by their supervisors. No city employees rated themselves in the bottom of the work group; but 11% of the supervisors ranked clerical employees at the bottom of the group.

Fifty percent of the county clerical employees ranked themselves in the top of the work group, 50% in the middle. Approximately 31% of the supervisors of county clerical employees ranked the employees in the top of the work group; 62% in the middle; 9% at the bottom.

When supervisors rank employees under their supervision, one would expect rankings in all three categories with the middle category having the largest percentage. One explanation might be that with this group the rigid screening and selection process eliminated prospective employees who would ordinarily perform at minimal levels. It might be assumed also that supervisors tended to rate or classify all subordinates in the average category. With the diverse responses of supervisors and clerical employees suggested by these data, it seems essential that performance evaluation should be a cooperative effort.

Table 29

Responses of Clerical Employees and Perceptions of

Supervisors to Rank for Overall Competency

and General Overall Value in Work Group

Group	Top	Middle	Bottom	N
City				
Clerical Employees	11	6	0	17
Supervisors	8	9	2	19
No Response - Clerical employees =2				
County				
Clerical Employees	14	14	0	28
Supervisors	11	22	2	35
No Response - Clerical employees =10				
No Response - Supervisors =1				
City and County				
Clerical Employees	25	20	0	45
Supervisors	19	31	4	54

Table 30 shows the relationship of responses of clerical employees on question: "Do you feel your tasks fit your job title?" to level of skill satisfaction, job satisfaction, and job aspiration. Fifty-seven percent of the city clerical employees in the high skill satisfaction level felt their tasks fitted the job title. Sixty-six percent of the city employees in the middle skill satisfaction category felt the task fitted the job title.

Fifty-eight percent of the respondents in high level of skill satisfaction did not feel the tasks fitted the job title. Seventy percent of the county clerical employees in the medium skill satisfaction range did not feel that the tasks fitted the job title.

Generally city and county clerical employees with high and medium levels of skill satisfaction held opposite views regarding the question. More effective job study programs embracing job analysis, job description, job specification, job evaluation, and work standards within these organizations could better acquaint employees with expectations of the job.

Of the city employees in the high job satisfaction level, 60% responded "yes" to question: "Do you feel your tasks fit your job title?" Sixty-three percent in the medium level responded "yes" to the question. None of the respondents in the low range of job satisfaction felt the tasks fitted the job title.

Seventy-five percent of the county respondents in the high level of job satisfaction did not feel the tasks fitted the job title. Fifty-four percent of the county respondents at the medium level of job

Table 30

The Relationship of Responses of Clerical Employees on

Do you feel your tasks fit your job title? to Skill

Satisfaction, Job Satisfaction, and Job Aspiration

Level	Do Tasks Fit Title?		
	Yes	No	N

Skill Satisfaction			
City			
High	8	6	14
Medium	2	1	3
Total	10	7	17
County			
High	12	17	29
Medium	2	5	7
Total	14	22	36
City and County			
High	20	23	43
Medium	4	6	10
Total	24	29	53

Job Satisfaction			
City			
High	3	2	5
Medium	7	4	11
Low	0	1	1
Total	10	7	17

Table 30--Continued

Level	Do Tasks Fit Title?		
	Yes	No	N

Job Satisfaction

County

High	1	3	4
Medium	11	13	24
Low	2	6	8
Total	14	22	36

City and County

High	4	5	9
Medium	18	17	35
Low	2	7	9
Total	24	29	53

Job Aspiration

City

High	8	6	14
Low	2	1	3
Total	10	7	17

County

High	6	13	19
Low	8	9	17
Total	14	22	36

City and County

High	14	19	33
Low	10	10	20
Total	24	29	53

No Response (City) = 2
No Response (County) = 2

satisfaction did not feel the tasks fitted the job title. As with skill

satisfaction, these data support the need for job study programs.

Fifty-seven percent of the city respondents in the high level of

job aspiration felt the tasks fitted the job title; 66% in the low

range felt the tasks fitted the job title.

Sixty-nine percent of the county clerical respondents in the high

level of job aspiration did not feel the tasks fitted the job title;

53% in the low level did not feel the tasks fitted the job title.

In an examination of the relationship of the independent variable

(skill satisfaction) and dependent variable (job satisfaction and job

aspiration) to tasks fitting job title, findings indicated that city

employees generally felt the tasks fitted the job title while county

employees felt the tasks did not fit the job title.

Table 31 shows the relationship of clerical employees' responses

on job conception (varied or routine) to level of skill satisfaction,

job satisfaction, and job aspiration.

Eightypercent of the city respondents in the high category of skill

satisfaction perceived their jobs as varied; 66% of those in the medium

ranged viewed their jobs as routine.

One-half of the county respondents in the high range of skill

satisfaction perceived their jobs as varied; one-half as routine. In

the medium level of skill satisfaction, 52% viewed their jobs as routine

while 43% viewed their jobs as varied. Over 70% of the city

respondents viewed their jobs as varied, while about one-half of the

county respondents viewed their jobs as routine. With similarities of

Table 31

The Relationship of Clerical Employees' Responses on

Job Conception (Varied or Routine) to

Skill Satisfaction, Job Satisfaction, and Job Aspiration

Level	Job Conception		
	Varied	Routine	N
Skill Satisfaction			
City			
High	11	3	14
Medium	1	2	3
Total	12	5	17
County			
High	15	15	30
Medium	3	4	7
Total	18	19	37
City and County			
High	26	18	44
Medium	4	6	10
Total	30	24	54
Job Satisfaction			
City			
High	4	1	5
Medium	7	4	11
Low	1	0	1
Total	12	5	17
County			
High	3	1	4
Medium	12	13	25
Low	3	5	8
Total	18	19	37

Table 31--Continued

Level	Job Conception		
	Varied	Routine	N

Job Satisfaction

City and County

High	7	2	9
Medium	19	17	36
Low	4	5	9
Total	30	24	54

Job Aspiration

City

High	10	5	15
Low	2	0	2
Total	12	5	17

County

High	8	13	21
Low	10	6	16
Total	18	19	37

City and County

High	18	18	36
Low	12	6	18
Total	30	24	54

No Response (City) = 2

No Response (County) = 1

duties and job titles, are these views on job conception valid? Would more orientation and a better understanding of job conception bring these views closer together? It would appear further study is needed regarding these views.

Eighty percent of the city respondents in the high level of job satisfaction viewed their jobs as varied; 63% in the medium level viewed their jobs as varied; 100% in the low range viewed their jobs as varied. With all levels of job satisfaction, most respondents viewed their jobs as varied.

Seventy-five percent of the county respondents in the high level of job satisfaction viewed their jobs as varied, 52% in the medium range as routine; 63% of the respondents in the low range viewed their jobs as routine. High level respondents viewed their jobs as varied, while medium and low level respondents viewed their jobs as somewhat more routine. Generally, the lower the level of job satisfaction the greater the tendency to view the job routinely.

On the variable job aspiration, 66% of the city respondents in the high range viewed their jobs as varied; 100% in the low ranged viewed their jobs as varied.

Sixty-two percent of the county respondents in the high level of job aspiration perceived their jobs as routine, while approximately 62% of those in the low range perceived their jobs as varied. City employees, regardless of level of job aspiration, viewed their jobs as varied; while county employees viewed their jobs routinely.

Respondents were asked to respond to an open-ended question: "What kind of job would you like to have five years from now? Explain." Listed below are some of the verbatim quotes of those who responded to the question:

Responsible supervisory position that would be somewhat stable.

One similar to the one I now have. I really enjoy secretarial work.

Undecided.

My aim is to obtain a degree in English; my aspiration is to get the best type of job for my education and experience.

Administrative or teaching position because I feel that I have trained for this position adequately and I feel that I can make a contribution to some organization or young person.

More challenging job. Present job very simple. Accountant-- more challenging and opportunity for higher pay.

The type of job I would like to have five years from now is in personnel management or top level supervisor in county government.

Supervisory (clerical).

Public contact and feeling I have done something or doing something which will be of help to mankind.

This one is O.K.

I would like to become an editor, I find myself most talented in the field of writing.

Secretary.

Being a receptionist or either a day care worker because I like working with public and with children.

Some type of supervisory position. I feel that I can give instructions a lot better than some instructions are given to me.

Managerial--satisfaction of setting goals, working to achieve them and accepting the success or failure. A job in which one may better the quality of education for children.

Would like to return to school and get my degree and my masters. Home economics.

Health educator--I plan to return to school in fall.

I intend to advance but I'm not sure what unit I'll be in.

A job that deals more with the outside public. Meeting the public.

Business administration or computer operator.

Would like a position in administration or management.

Teaching--elementary education.

Don't want to work. Would like to stay home with family.

I'm undecided. I'd like to do something more rewarding, but if I stay in the clerical field I'd like to use more of my skills. I am classified as a Typist II and all I do is answer the telephone console, while my typing skills and other skills are getting rusty, with the little typing I do.

Another field, plan to attend school for fashion design.

Would like to be supervisor, but with more cooperation from top management. Would like to be the manager.

A clerical position with a small company. My first choice would be to stay home and be a housewife and mother.

I would like to go back to college and get a degree in accounting and become a CPA.

A position that will allow me to make use of my education in business administration.

I would like to be supervisor or coordinator of some clerical or business unit.

Not this one.

I am a graduate student looking to find a career in education, but not clerical detail work.

Same one.

I don't intend to be working in the clerical field five years from now. I plan to seek a position in a more professional/administrative area.

I would like to have a job as a guidance counselor for juvenile delinquents.

Retirement.

Would like to move into an administrative assistant's position in the area of human relations.

There was considerable variety in the comments. The ranges of goals were from housewife and mother to manager. The overwhelming majority of the comments indicated interest in areas other than clerical; thus, the question is raised: why are these clerical employees presently in clerical areas? One might speculate that the tightness of the job market, temporary employment while pursuing educational goals, initial jobs, and/or continuing experiences of discrimination are some of the primary reasons.

Business, industry, and education still have the responsibility of educating the individual for the world of work. Continued emphasis should be placed on technical skills, and written and oral communications. Due to the technological society in which we live, greater emphasis is needed in the areas of personal identification, self-assessment, and human relations. These emphases will prepare the individual to adjust to his/her environment.

Summary of Results

The results of this investigation have been analyzed within the framework of the dependent and independent variables identified in the study. The overall findings are summarized below, followed by a summarization of the hypotheses tested in the study.

1. Most of the black clerical employees in city and county governments are female (93%), between 25-29 years of age (40%), have education beyond high school (88%), and have been employed by their respective agencies from two to five years (44%).

2. Job titles for clerical employees were most often correspondence secretary (20%), and clerk (16%), for city clerical employees; and typist (42%), and clerk (39%) for county clerical employees.

3. The most frequent duties of clerical employees in city and county governments were filing (84%) and telephone (81%).

4. Clerical employees and supervisors perceived clerical employees as having high or medium levels of skill satisfaction. These high and medium levels of skill satisfaction are probably due to the halo effect of employees or the inclination toward central tendency of supervisors.

5. There was a significant relationship between skill satisfaction and particular demographic items (age, the 25-29 age group were more satisfied with their skill; length of service, those with two to five years of service were more satisfied with their skill; and education, those with two or more years of education were more satisfied with their skill).

6. Clerical employees most often perceived themselves having neutral feelings regarding job satisfaction; supervisors were more inclined to perceive employee job satisfaction as high. There was considerable discrepancy between responses of county employees and county supervisors regarding employee job satisfaction.

7. There was no significant relationship between job satisfaction and age, sex, or length of service. There was a negative relationship between level of education and job satisfaction. Generally the more education clerical employees had the more neutral they were regarding job satisfaction. It is most often assumed that the more education a person has the greater the chance to occupy a desirable job and thus a more positive attitude toward the work role. In the present study such was not the case, perhaps a reason is that most blacks found themselves in low-level clerical jobs regardless of the level of education.

8. In general, clerical employees with high skill satisfaction had high job satisfaction and high job aspiration; those with high job satisfaction had high job aspiration.

9. There was no significant relationship between level of job aspiration and age, sex, or length of service. There was, however, a significant relationship between education and level of job aspiration. Employees with two and four years' post high school education tended to have higher levels of job aspiration. It may be that individuals with low self-esteem have dropped out by these periods and also that others have developed self-esteem through this education; one might assume that high self-esteem would be related to job aspiration.

10. Clerical employees tended to perceive themselves as having high levels of job aspiration. Supervisors tended more often to perceive clerical employees as having low levels of job aspiration. There was considerable discrepancy between city employees and city supervisors regarding job aspiration.

11. Clerical employees and supervisors did not agree on degree of satisfaction with number of decisions made by employees. Supervisors perceived employees as being more satisfied than did the employees themselves.

12. Clerical employees, especially city employees, more often rated themselves in the top of the work group; supervisors more often rated clerical employees in the middle of the work group. As has already been suggested, it is probable that the halo effect is operating for employees and the central tendency effect for supervisors.

13. City clerical employees most often responded in the affirmative when asked if they felt their tasks matched the job title; county employees most often responded in the negative.

14. City clerical employees most often viewed their jobs as varied; county clerical employees most often viewed their jobs as routine.

The discrepancy between perceptions of city employees and supervisors and county employees and supervisors on two factors (job satisfaction and job aspiration) used in this study is noteworthy. It was interesting that these two groups held such different views (Hypotheses 8 and 11). It is beyond the scope of this study to seek reasons for these differences. It is conceivable, however, that environment and working conditions have some effect on attitudes regarding these variables. Perhaps further research related more specifically to differences between city and county government employees can seek answers to these problems.

A summary of the results of hypotheses testing for this study are presented in Table 32.

Case Studies

A major aspect of this study was the determination of reasons for certain levels of job satisfaction and job aspiration among black clerical employees in city and county governments of Greensboro, Guilford County, North Carolina. To this end, interviews were conducted with a select group of eight city and county clerical employees. It was felt that these case studies would serve as an additional basis for determining reasons for various levels of job satisfaction and job aspiration. Each case is presented and discussed; an analysis is then made of the combined group of cases.

The case histories presented were chosen on the basis of scores on job satisfaction, job aspiration, or a combination of scores, and responses to open-ended questions. Some were selected because of their exceptionally high or low scores; others because of their responses. While these criteria are not wholly objective, they appear to be the best available for making such a selection. The case histories have not been labeled as city or county in order to protect the right of these individuals to privacy.

The interview consisted of questions concerning preservice training, on-the-job training, and factors involving communications and human relations (see Appendix B for Interview Guide). Interviews, which generally lasted from one-half hour to an hour, began with questions

Table 32

Summary of Hypotheses Testing

Hypothesis	Results	
	Accepted	Rejected
(1) There is no significant difference in the level of skill satisfaction between clerical employees in different age groups.		
City		x
County		x
City and County		x
(2) There is no significant difference in level of skill satisfaction between male and female clerical employees.		
City		x
County		·x
City and County		x
(3) There is no significant difference in level of skill satisfaction between clerical employees with varying lengths of service.		
City		x
County		x
City and County		x

Table 32--Continued

Hypothesis	Results	
	Accepted	Rejected
(4) There is no significant difference in level of skill satis-faction between clerical employees with varying educational backgrounds.		
City		x
County		x
City and County		x
(5) There is no significant difference between responses of clerical employees and responses of supervisors of cleri-cal employees on skill satisfaction.		
City		x
County		x
City and County		x
(6) There is no significant difference in the level of job satis-faction between clerical employees in different age groups.		
City	x	
County	x	
City and County	x	

Table 32--Continued

Hypothesis	Results	
	Accepted	Rejected
(7) There is no significant difference in the level of job satis-faction between male and female clerical employees.		
City	x	
County	x	
City and County	x	
(8) There is no significant difference in level of job satisfaction between clerical employees with varying lengths of service.		
City	x	
County	x	
City and County	x	
(9) There is no significant difference in level of job satisfaction between clerical employees with varying educational backgrounds.		
City		x
County		x
City and County		x
(10) There is no significant difference between levels of skill satisfaction and job satisfaction of clerical employees.		
City		x
County		x
City and County		x

Table 32--Continued

Hypothesis	Results	
	Accepted	Rejected
(11) There is no significant difference between responses of clerical employees and responses of supervisors of clerical employees on job satisfaction.		
City	x	
County		x
City and County		x
(12) There is no significant difference in the level of job aspiration between clerical employees in different age groups.		
City	x	
County	x	
City and County	x	
(13) There is no significant difference in the level of job aspiration between male and female clerical employees.		
City	x	
County	x	
City and County	x	
(14) There is no significant difference in level of job aspiration between clerical employees with varying lengths of service.		
City	x	
County	x	
City and County	x	

Table 32--Continued

Hypothesis	Results	
	Accepted	Rejected
(15) There is no significant difference in level of job aspiration between clerical employees with varying educational backgrounds.		
City		x
County		x
City and County		x
(16) There is no significant difference between levels of skill satisfaction and job aspiration of clerical employees.		
City		x
County		x
City and County		x
(17) There is no significant difference between level of job satisfaction and job aspiration of clerical employees.		
City		x
County		x
City and County		x
(18) There is no significant difference between responses of clerical employees and responses of supervisors of clerical employees on job aspiration.		
City		x
County	x	
City and County	x	

designed to be general in nature and a means of establishing rapport.
The interviews concluded with questions concerning the expectations of
the supervisor for employees.

Interviews were taped with permission of each employee. In each
instance the employee was assured that only the researcher would have
access to the tape and that the tape would be used only for transcribing
the notes from the interview.

Every precaution was taken to remove fear by assuring anonymity.
The writer cannot assure that the subjects gave their true feelings. In
some instances, persons felt the security of their jobs was at stake and
continued to request that the interview be as anonymous as possible.
The writer believes, however, that the information gained reflected the
true feelings of the interviewee.

Questions followed a general outline, asking the employee to
indicate his/her feelings in each area and to describe or extend
responses to questions explaining reasons for such feelings.

A brief report of eight city and county clerical employees
follows:

Case No. I. Case No. I was selected because of her high scores
on job satisfaction and job aspiration. (Job satisfaction index: 4.68;
job aspiration indicator: 2.00; skill satisfaction: 4.55).

Aged 29 years, divorced, and a college graduate with a B. S. degree
in social service, she has been with the organization for three and
one-half years and advanced from records specialist to her present job

as shift supervisor. She has held her present position for three years and has attended courses in criminal justice with a desire to become a police officer.

She is very satisfied with her job and is desirous of moving up in the ranks of the criminal justice system. Looking back over the entire period, she recalls nothing that she has ever disliked about her job.

She feels the business course that was most helpful to her was typewriting. She remarked: "That's the only business course I've had so I cannot comment about others."

Nonbusiness courses most helpful were psychology, sociology, social behavior, and juvenile delinquency research. Those least helpful were anthropology, history, and humanities.

This individual entered the organization with no formal training for the job but learned on her own through "trial and error" after she was employed. She would have liked more in terms of training, especially in the area of filing where she has not had any course in filing.

Counseling services were available to her as a high school student, and she found this to be helpful although it did not enter into her decision on a career. She felt she was very shy and wanted a career where people were involved. Her chosen career was not necessarily related to her present job aspiration, since her job aspiration was to become a police officer.

She notes that inservice training would be helpful from time to time for explaining new procedures or changes in laws. She would also

like inservice training in areas related to her specific job, such as criminal justices and ordinances.

"Another approach for training new employees in the system is needed," she remarked. "Training needs to be as varied as the actual job is. We don't need anything superficial, we need actual work." Her recommendation would be a one-to-one type of training with more organization. She would assign stations for new personnel and have them rotate until all aspects of the job are covered. Explanations of new methods and procedures are adequate, according to her. She feels this is because she is personally aggressive enough to ask questions, and most new procedures are given verbally so it is up to the supervisor to explain them fully.

The most satisfying part of her job is the achievement or success she has, and how it is viewed by her supervisor. She also finds the opinion of her superiors about her performance and the feedback from other divisions to be quite satisfying.

The laxity of other shifts is the least satisfying part of her job. She finds herself pushing harder, which causes morale problems in her group when other shifts are laxed in their efforts.

Although she thinks the supervisor listens to her, she remarked, "not altogether--there is little feedback." She tries to rationalize this and not take it personally.

Decisions are adequately discussed with her regarding her job. She stated, "orders are discussed before coming out and our suggestions and

input are solicited ." Her supervisor holds high expectations for her,
she feels, and this gives her a good feeling about her job.

Comments. This person has very positive feelings about her job and
about herself. She is involved in the decision-making process and feels
she is a part of the team.

In this case, human relationships, positive self-concept and
involvement in decision making appear to be factors related directly or
indirectly to job satisfaction and aspiration. Though she has not
followed the career for which she prepared, she indicates a high level
of satisfaction with her job.

Case No. 2. Case No. 2 was selected because of her comments on the
inquiry form beyond the normative data requested. (Job satisfaction
index: 3.74; job aspiration indicator: 2.00; skill satisfaction score:
4.39).

Aged 33 years, married, and a certificate holder in secretarial
science from a business school outside North Carolina, she has been
employed with the organization for seven and one-half years as a secre-
tary. Presently she is in school working toward a college degree in
social service.

After graduating from a high school in a general program and with
a great deal of enthusiasm about mathematics, she found herself in
financial difficulties because of her family's poverty. Unable to seek
financial assistance, she left home in pursuit of work and study in the
secretarial area. At the end of her experience, she was offered a job

as a secretary which she accepted, and remained in for two years. It was later that she became employed in the Guilford County area.

Looking back at her high school and business education, she found business English, typewriting, shorthand, and filing most helpful in preparing for her job. She found business mathematics and business law least helpful. Nonbusiness courses considered helpful were voice and speech, reading, and literature, but she found supervisory communications and science least helpful in preparing for her present job.

She recalled that educational training programs were nonexistent for "poor" blacks at the time she was in high school. When asked about educational training programs when she started with the organization, she remarked, "None, until I had been there three to four years."

Counseling services were inadequate in her educational program. Teachers encouraged her, but special counseling and guidance services to assist in choosing a career were not available. She would have profited from a broad curriculum in the clerical area and a field experience to become acquainted with the office environment.

This person sees a need for inservice training that will give some exposure to areas of advancement with her organization but not necessarily within the secretarial area. Her interests are in public administration, communications, human relations and/or race relations.

On-the-job training was not available to her. She was a replacement when she began with the organization and no one was available to

give her on-the-job training. She feels that this would have been helpful and also believes that inservice training with dictation for public meetings would be helpful now.

The most satisfying aspects of her job are being able to deal with the public directly and being able to solve a problem or assist a family in need. She dislikes having to play a role of clerk-typist all the time. She is anxious to assume administrative responsibility and feels she has the expertise because of her knowledge and years of experience.

The supervisor listens only when there is a "serious" problem. This serves as a source of irritation for her and affects her job morale. She does not feel that decisions affecting her job are discussed with her, particularly as they relate to personnel evaluation. She feels that this should reflect mutual agreement. She remarked, "I'm given no credit for ideas expressed."

Group effort does exist in her unit, particularly when there is a rush project or a problem to be solved; and she enjoys the team effort. She feels the supervisor tends not to hold high positive expectations for her--that he expects her to be knowledgeable but stay in the role of "mere" secretary. Generally, she has frustrations regarding her lack of movement into a higher position. She feels that whites move up with less than high school diplomas while she is continually told by her superiors that she needs a college degree; blacks are screened more carefully for jobs, and they have to be more qualified than whites to move up to an equal position.

Comments. Human relationships appear as an important positive factor with this individual, but the effects of discrimination (racially and socially) weigh heavily on her attitude toward advancement.

Case No. 3. Case No. 3 was selected because of her high scores on job satisfaction and job aspiration. (Job satisfaction index: 4.34; job aspiration indicator: 2.00; skill satisfaction score: 4.39).

Aged 27 years, divorced, with three years of college in business education, she has been employed with the organization as a clerk-typist for three years. Her scores indicate she is very satisfied with her job, but her comments suggested she may not be as satisfied as her scores indicated. "It's a matter of conforming and responding in the way you're expected to," she remarked.

High school and college courses most helpful were office machines, communications, shorthand, and typewriting. She found accounting, business law, and economics least helpful. As a high school student, she knew of educational programs but did not take advantage of them.

In her present job she finds English, psychology, and humanities quite helpful, but finds her knowledge of French, Spanish, and home economics not beneficial.

When she began with the organization, she knew of the financial assistance provided for continued educational pursuits, but she has not found it possible to take advantage of this opportunity.

Counseling services were available in her high school but geared to those who were financially able to continue to college. If counseling

services had been provided for low-income students, she feels she would perhaps have chosen another area of interest for pursuing a career.

She needed tutorial services while in school, particularly in mathematics which she feels would have equipped her with both knowledge and confidence in her college career. She also feels she needs in-service training to help her advance to a higher level position. She feels her present job is not challenging and could be performed by someone with less education.

On-the-job training left her with negative feelings about new employers. Several incidents led to this negative attitude. She described her new experience as sheer drudgery. "I was brought in and told: 'This is the office.' Supervisors brought in typing all day long. This went on for one year. Another supervisor came in and the job was somewhat better. This was because my former supervisor was not trained in human relations or delegating work." She suggested an organized training program on a one-to-one basis for a week or two. She recommended established, uniform procedures to facilitate uniformity of finished typed materials. Explanations are not given in her job. She feels everyone "passes the buck." Employees are told to do as they think it should be done.

The most satisfying aspects of her job are her relationships with people outside the agency, meeting new people, and interviewing and helping people. "These are rewarding experiences and make the job worthwhile," she explained. Least satisfying is the salary.

The supervisor seldom listens to her. "She claims to listen but never for the message. In my unit, everyone is for self." She tries to ignore this and feels one must learn to cope and adjust.

Group effort is totally lacking in the unit. The climate is not conducive for team effort. She feels this lack of a warm climate is the result of the inefficiency of the supervisor and the selfish desire to excel without regard to others in the unit.

Comments. This case suggests lack of good human relations within the group. This individual does not feel she is part of the team, yet her rewarding experiences stem from her personal contacts outside the agency. She feels promotions and advancement pass by her because she is black but her training is more than adequate for the job she holds.

It appears this individual is generally neutral about her job, yet her scores suggest a high level of job satisfaction and job aspiration.

Case No. 4. Case No. 4 was selected because of his written comments attached to the inquiry form and because of his low score on job aspiration. (Job satisfaction index: 3.21; job aspiration indicator: 1.17; skill satisfaction score: 4.26).

Aged 27 years, married, having completed one year of community college in business administration several years ago, he has been employed with the organization two and one-half years as a records specialist. He is presently attending a technical institute involved in courses on criminal justice.

He is neutral about the job satisfaction--neither satisfied or dissatisfied. He feels his tasks do not match his job title and that his job is so comprehensive that it needs to be reclassified. He remarked, "you must know everything, and it involves considerable responsibility."

Business courses helpful in the job include typewriting, business English, and report writing. No use has been found for business mathematics, economics, or business law. Nonbusiness courses helpful in the job include sociology and state and local government. No use has been found for foreign language (French) or literature.

He indicated he was not aware of any special educational programs available to him while he was in high school, nor was he aware of any through the organization when he started.

Personal and vocational counseling would have been helpful to this employee during his high school training, but he found this nonexistent. His job aspiration was in the area of business, but he has no desire to pursue clerical work.

He indicated that training in such areas as personnel and sales would have been useful in his high school training so that he could have developed a marketable skill. He could have benefitted from a distributive education program or other related programs.

Presently, inservice training is available but he remarked, "I would like to stay with the organization and pursue training in another area. That is the only way for advancement and promotion. I find it difficult to take advantage of inservice training because of my rotating job schedule."

His feelings are not good about the way he was taught on the job. He had no training but was expected to learn everything about the job. This was very frustrating. He feels that orientation and training in areas of work would be helpful. A special emphasis needs to be given to general knowledge of law, ordinances, and the area of human relations.

Generally, explanations on new jobs or methods are adequate, but there is a lack of interaction and feedback from employees on such explanations. Input from employees would greatly improve understanding of explanations.

The most satisfying part of the job for this employee is working with and helping other people, solving problems, and detecting error to avoid major problems. He is least satisfied with the pay and the attitudes others hold about the work of his division. He feels this is the "key" to operations and others take it for granted.

He is not sure his supervisor listens to him. He says he is so far from the decision-making source that he is not sure if it matters whether the supervisor listens or not. This is a source of irritation, and he finds himself assuming an indifferent attitude. Other employees listen, and he takes pride in his position with the group.

Decisions affecting this individual's job are not discussed with him. Generally, his supervisor never discussed decisions regarding him. The team effort that prevails is one of the pleasant aspects of the job. Employees help each other on a volunteer basis; and if assistance is needed, employees feel free to ask.

His supervisor holds high expectations for him, and this gives him that extra drive and enthusiasm on the job. He has negative feelings about job aspiration because as he remarked, "there is no where to go. You have so few supervisors, so what do you advance to?"

Comments. This employee generally feels that career paths are limited in his job, and he has strong feelings about being passed up when promotions are made. He likes the organization but wants to move into another occupational area where opportunities for advancement are better. He sees the limited career path as a definite handicap to him as he is locked into a position with little opportunity to move.

Case No. 5. Case No. 5 was selected because of her low scores on job satisfaction and job aspiration. (Job satisfaction index: 2.00; job aspiration indicator: 1.00; skill satisfaction score: 3.26).

Aged 27 years, divorced, with a high school diploma through a Guided Education Development (GED) program, and with clerk-typist certification, she has been employed with the organization as a typist for six and one-half months. Her job was terminated because of funds.

She felt her duties were varied, but she was very dissatisfied that her job description called for typewriting and her duties never included typewriting. Her job duties were actually those of a clerk. She feels strongly that she was over-qualified for the job she performed. Her strong dissatisfaction with the job resulted from illusions created by others about what the job entailed. Upon employment, her enthusiasm died. This employee felt discriminated against in her job both by fellow employees and the supervisor.

The most helpful business course in her job was filing. Least helpful courses were clerical office procedures, office machines, automation, and finance. The most helpful nonbusiness course was home economics (for grooming and general appearance), and she found no use for French and literature.

Educational training programs were available to her. Her high school career was interrupted because of pregnancy, but she took advantage of the Neighborhood Youth Corps training program and feels this was most helpful in the development of her career. She found no educational training programs available to her, however, when she began work with the organization.

Counseling services were perhaps available in her high school, but she did not know of them; and since she did not complete high school, she feels she missed the vocational counseling generally available to high school seniors. Personal counseling would have been most beneficial to her as she might have gotten some direction and developed some maturity.

She is no longer employed but feels that inservice training would have prepared her to move to another job within the clerical field.

Training for her job was not adequate, according to this employee. There was a general orientation, but specifics about the job were lacking. She was trained by another employee who was not knowledgeable about the job. Human relations during this training period left a lot to be desired. She would suggest a clerical staff who was competent in

the skills of the job and uniform procedures (letter style, procedure for answering the phone). Procedures need to be established by a clerical group according to her.

Explanations were inadequate regarding new methods. She feels that a lot of mistakes could have been avoided if explanations had been given. "When I asked for explanations, supervisors and employees always said, 'I think or I heard,'" she remarked.

The most satisfying part of the job was the prestige associated with a government agency. The least satisfying aspect of the job was the salary. She admits this was partially the result of a lack of understanding regarding absences.

She felt the supervisor listened only when she demanded her attention through frantic actions. This bothered her because she was a new employee and was trying to make a good impression. She tried to learn other jobs but her supervisor continued to ignore her.

Decisions affecting her job were not discussed with her. Her own personnel evaluation was not discussed. She felt a few "favorites" made decisions, and she was ignored.

People in the work group helped each other at times. Sometimes employees and supervisors volunteered assistance. However, she felt her job was not important so it really did not matter. Expectations were not high for this employee. This bothered her and she feels this was the major reason she lost her desire to excel.

Comments. This case suggests the need for good human relations and the need to make employees feel a part of the group. This employee felt

discriminated against by supervisor and other employees. It also points up the frustrations to employees resulting from others not listening and problems of negative expectations held by supervisors for employees.

Case No. 6. Case No. 6 was selected because of her high educational achievement and her comments to the open-ended question on the inquiry form. (Job satisfaction index: 2.95, job aspiration indicator: 1.83; skill satisfaction score: 4.73).

Aged 25, single, a college graduate with a B. S. degree in psychology, she has been employed as a typist with the organization for a year and one-half; presently, she is a graduate student pursuing the M. S. degree in guidance and counseling.

She has neutral feelings about her job and a high level of job aspiration. She has a very positive attitude toward her skill competence, but she feels that her job duties are not in keeping with her job title.

The only business course she has had is typewriting, and it has proved to be most helpful since that is her primary job. The most helpful nonbusiness courses have been counseling and psychology. She indicates that these have helped her in her attitudes toward people. She has found little use for computer programming, humanities, biology, or mathematics in her job.

She feels that educational training programs were available in her community; but since few blacks lived in her community, they were isolated from the mainstream of school and community. Educational

training programs have been available since her employment in the
organization, but she sees little need to pursue programs in the clerical
area because of the limited career paths.

Counseling was nonexistent for her, though it was available in her
high school. She stated that her high school was predominately white
and blacks were not encouraged to pursue professional careers. She does
not feel this was a hindrance but rather that it provided her with the
determination to puruse her own profession. She feels that within her
collegiate program, a clinical experience would have been most helpful.

A great deal of inservice training is available to this individual
particularly as it relates to new programs. She feels a better avenue
for disseminating information on new programs would be helpful.

Training for the job was a bad experience for her. She indicated
she was "thrown into the job and the supervisor explained everything.
It was just too complicated to comprehend in one setting." She feels
that an ongoing training program would be helpful. "Experienced
employees need to work with new employees until they get a feel for the
job," she explained. "There is a strong need for two-way communica-
tions."

Explanations on new jobs or methods are not adequate. She feels
that her supervisor makes new procedures complicated by her lack of
ability to communicate with others. Her supervisor cannot accept new
ideas.

The most satisfying part of this individual's job is the relation-
ship with fellow employees in her work group. The least satisfying is

her relationship with the supervisor. She does not feel her supervisor listens to her; she feels the supervisor ignores her. This negative attitude has made her learn to cope but not enjoy her job.

Decisions affecting her job are not discussed with her. She remarked, "decisions are made for us. If you make a suggestion, you are not heard." The team effort does prevail in her unit because of the relationship with other employees. If projects are urgent, employees volunteer to help each other.

Her supervisor does not hold high expectations for her but expects her to work at a high level. Her motivation to work is because of the service that is rendered to people.

Comments. This case suggests that there is a definite lack of communication between supervisor and employee which might connote the neutral feelings about the job, but does not answer the reason for the high level of job aspiration. The high level of job aspiration is perhaps a reflection of the self-esteem of this young lady and her confidence in anticipating success. She may be confident enough to set a high level of job aspiration because her anticipation of success is also high.

Case No. 7. Case No. 7 was selected because of her low scores on job satisfaction and job aspiration. (Job satisfaction index: 3.31; job aspiration indicator: 1.33; skill satisfaction score: 4.32).

Aged 23 years, single, a college graduate with a degree in business education, she has been employed with the organization for a year as a

typist. She is dissatisfied with her job because she feels there is no career path in the clerical field within her department. Her training is in business education, and she would like her advancement to be in this area. She does not feel the need to improve competence (which is the reason for her low job aspiration score), and she remarked: "I feel I'm already competent for this job; I'm overqualified. Any high school graduate could perform this job satisfactorily."

Business courses most helpful to her are typewriting, communications, and dictation; she has found no use for accounting or economics. She has found English composition to be very helpful, but not statistics.

She indicates that there were no educational training programs available to her through her high school to prepare her for a job. She was not aware of any educational training programs when she started with the organization.

Counseling services were available in her high school, and she found the services helpful in deciding on a school but not a career. She made her decision on a career without assistance. She feels that her training in college was adequate. She gained knowledge of business and gained some practical experience through student jobs and internship programs.

Inservice training that would prepare her to move into another job within the organization would be helpful. Her desire is to become a supervisor in the clerical area. She found her training for the job to be inadequate; she was put in a situation and was not taught about her

job. Her suggestion would be a week of training, preferably by another

employee thoroughly familiar with the operations. New employees would

be helped by two-way communications and more feedback in early stages

from the supervisor. Explanations regarding new procedures or methods

are adequate. They are generally given by the supervisor.

The most satisfying aspect of her job is the relationship with her

supervisor. The least satisfying part of her job is the environment

or physical surroundings.

Listening does not present a problem for her; she feels her super-

visor listens to her ideas and suggestions. Other employees listen but

superiors above the supervisor do not listen. Communication is cut off

beyond the supervisor.

Decisions affecting her job are discussed with her. Generally,

decisions are made with her supervisor or in staff meetings. New

methods and procedures and new ways of handling matters are discussed

with other employees, and decisions are made by the group. When tasks

need the attention of several employees, the team effort prevails; the

supervisor and other employees volunteer their help. She feels her

supervisor holds high expectations for her, and this makes her strive

to do more.

Comments. This case points up the importance of a positive

relationship between employee and supervisor and the effective environ-

ment that causes a team effort to prevail. The negative feeling about

advancement and promotion and the feeling of being overqualified for

the job are perhaps reasons for the low levels of job satisfaction and job aspiration. This case also raises serious questions about the career paths available in the clerical area in this organization.

Case No. 8. Case No. 8 was selected because of her low score on job satisfaction and high score on job aspiration. (Job satisfaction index: 2.61; job aspiration indicator: 1.83; skill satisfaction score: 4.39).

Aged 30 years and married, she received certification in data processing from a business college and has been with the organization for three years and in her present position of correspondence secretary for one year.

She is not satisfied with her job--it is quite routine including only typewriting from a dictaphone. Her preference would be a job with more variety in the clerical field and her aspiration is to become a clerical supervisor.

The most helpful courses in preparing her for her job were business English, spelling, filing, and typewriting. She did not have any business courses that were helpful. Nonbusiness courses helpful in her job are English and social studies, but she has found little use for biology, geometry and physical education in her job.

Educational training programs were not available to her when she was in high school; such programs were in existence when she was employed with the organization, but she became acquainted with them only after employment of approximately six months.

Professional counseling was nonexistent in her high school. She attended an all black high school. Teachers took some interest in her, but she felt limited in counseling and training because there was no variety in courses. This was frustrating because assistance and counsel in choosing a career was not available. She does, however, feel that her goals in high school were related to her level of job aspiration--a career in the clerical field. Clerical programs for development of marketable skills and practical experiences in the use of those skills would have been helpful. She also could have benefitted from guidance services for helping to choose a career suited to her interests and abilities.

Inservice training in the area of business communications would be most helpful to this individual's present job. She is primarily interested in additional training in technical English.

She feels that in her job as a correspondence secretary training was not available at all. Training was by the employee herself. After an orientation was given on the mechanics of the machine, employees were on their own. She would recommend a training program to include letter styles, formatting, and punctuation in addition to use of the machine. Her emphasis would be on the finished product--typed copy. She also feels that new employees could profit from a procedures manual developed by her department.

Explanations on new methods are discussed--meetings are held to discuss changes and newly implemented methods. Input is encouraged from employees.

The most satisfying part of her job is the interaction with fellow workers. The least satisfying part is the confinement of being in back of the office without public contact and listening to the dictaphone all day long.

She feels that her supervisor listens but not for her ideas. The supervisor forms her own opinion. This bothers her as she would like to feel her ideas are accepted. Fellow employees listen to her ideas, and she enjoys the interaction with this group.

Decisions affecting her job are not adequately discussed with her. The supervisor makes all decisions affecting employees, such as equipment and attendance at meetings.

Group work is discouraged in her unit. Employees are not to help each other unless a project is a combined effort—not even in emergency situations. The leadership of this unit feels that this shows lack of initiative on the part of the employee. If help is needed, employees must check with the supervisor first.

She feels that the supervisor holds high expectations for her but that promotions and recognition for good work seem to be lacking.

Comments. This case is interesting in that it points up the routineness of the work and the limited career paths of this employee. These seem to be the major reasons for low level of job satisfaction. The desire to remain in the clerical field appears to be a reason for the high level of job aspiration. It is interesting to note that this employee finds the interaction with fellow employees satisfying, particularly when the team or group effort is so strongly discouraged in her unit.

Analysis of Cases

From the results of interviews with these individuals, it appeared to the writer that these workers were more alike than different in their concerns. The group of eight subjects ranged in age from 23 to 33. One-half had studied clerical occupations in high school or college; all had education beyond high school--two were college graduates and one was a graduate student.

Comments suggested the following factors bearing on level of job satisfaction and job aspiration:

Preservice Training.

1. Courses in the skill areas (such as typewriting and filing) tended to have the greatest value in preparing clerical employees for their jobs. Employees indicated strong confidence in their skill in these areas.

2. Nonbusiness courses such as English, sociology, and psychology were rated by clerical employees as having the greatest value. Most who mentioned the social sciences and psychology felt they had gained knowledge about dealing with people.

3. Most of the clerical employees interviewed were not aware of educational training programs during their secondary school programs. Many indicated they would have taken advantage of such programs and perhaps would have developed marketable skills as well as experience. A few suggested the need to develop training programs through cooperative education programs in the school.

4. About one-half of the employees knew about educational training programs after a lengthy period of employment--but not initially. Most felt that information about educational opportunities was not disseminated to any wide degree.

5. None of the clerical employees was satisfied with the counseling services that had been available in their high school years. In fact, most indicated services were inadequate, geared to the financially secure, geared to whites, or nonexistent. All employees felt this would have been helpful in that careers might have been suited to their interests and abilities and might have been in areas other than clerical.

Inservice Training.

1. Most employees had negative feelings about the way they were taught on the job. Mentioned as ways of improving this were: one-to-one teaching by other employees, procedures manual, more emphasis on human relations--the common emphasis being a need for other ways of training new employees.

2. Inservice training was felt to be needed by most employees, but the need for a career path was felt so strongly that some employees could not see the benefit of inservice training when one is locked into a job with no opportunity for advancement.

3. Explanations of new methods and procedures were generally felt to be inadequate. Most employees felt the leadership in their units was not knowledgeable in communications and, therefore, lacked the ability to provide explanations.

Communications and Human Relations

1. The satisfied and dissatisfied all felt strongly about
their relationships within the organization (fellow employees and
supervisors) and outside the organization. The helping relationship
seemed apparent as most employees cited this as their most satisfying
aspect of the job. Relationship with supervisors was mentioned in
positive and negative ways--most satisfying and least satisfying.

2. Listening created a problem for most employees regardless
of the level of satisfaction or aspiration. Most felt supervisors did
not listen for their ideas and did not provide the atmosphere where
they felt free to talk and know they would be met with sympathetic
understanding. Some indicated they learned to cope or tended to with-
draw from the supervisor. Most felt that with good communications many
problems that become insurmountable could be avoided. Listening is one
phase of human relations but most employees felt with better listening
there would be reduction in the human friction which has beset so many
units where these clerical employees were involved.

3. Most employees did not have positive feelings about the super-
visor's expectations of them. Employees expressed that moods, feelings,
and dispositions were frequently influenced by the supervisor and as
such affected their performance. Signals were not sent saying their
work was meaningful, significant, or worthwhile; feedback was in the
form of "more work."

4. Employees were concerned that decisions affecting their jobs
were not discussed with them. Participation in the decision-making

process, particularly as it relates to their jobs, would give these employees a feeling of involvement; and most indicated they would enjoy playing a role in the goal-setting of their units.

A concern was expressed by some of the employees that job descriptions were not commensurate with duties, and a continued concern was voiced regarding the routineness of the work. Broader job descriptions--families of occupations--and an understanding of such descriptions appear to be needed. There seems enough concern to warrant looking at variety within the present jobs to make them more interesting. Jobs should be created in such a way that the individual who carries out the job can find some degree of motivation.

Most clerical workers interviewed felt locked into their present jobs with no opportunity for advancement in the clerical area. There was a strong suggestion that career paths were nonexistent within city and county governments in clerical areas. A hierarchy of jobs within units of these organizations seems suggestive from the data.

Discrimination continued to be mentioned as a key reason for lack of advancement and promotion. Negative effects of continued experiences of a discriminatory nature from fellow employees and/or supervisors point to some of the reasons for varying levels of job satisfaction and job aspiration. The set of prescriptions to eliminate such discrimination and low levels of job satisfaction and job aspiration is not yet available. What seems to be suggested in this concern is an emphasis on training and exposure at all levels of education and in business, industry, and the government to embrace:

1. Emphasis on increased self-esteem by blacks and reinforcement of interpersonal trust.

2. Emphasis on members of blacks' social environment--teachers, fellow workers, supervisors, and managers. The opportunity for this group to develop some flexibility in judging others, to appreciate that different environments may require different logic, and to suspend judgment when they see behaviors they do not understand may lead to improved environments. Exposure of this group to minorities in different settings may help them see the legitimacy of the point of view of others, thereby improving human relations and raising the level of job satisfaction and job aspiration of blacks.

An analysis of these eight cases has hopefully suggested some of the factors which may be in some way related to level of job satisfaction and job aspiration. A better understanding of why blacks are satisfied and why they aspire to higher jobs is desirable, not because it enables them to be highly satisfied and possessed with high self-esteem; but because it may help to relieve the intense and painful dissatisfaction and low self-esteem, which injures both these individuals and the society in which they live.

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

Summary and Conclusions

Job satisfaction and job aspiration are critically important aspects of career development that are related in many human and situational factors. The present study has attempted to examine the relationship between many of these factors and level of job satisfaction and job aspiration.

The focus has been on black clerical employees and perceptions by their supervisors in city and county governments of Greensboro, Guilford County, North Carolina. Altogether, 19 black clerical employees and 19 supervisors in city government, and 38 black clerical employees and 36 supervisors in county government, were surveyed by means of an inquiry form. Clerical employees were asked questions regarding demographic information (sex, age, level of education, length of service, and job title), skill satisfaction (technical skill, communication skill, and interpersonal skill), job satisfaction, and job aspiration. Supervisors were asked their perceptions of black clerical employees regarding skill satisfaction, job satisfaction, and job aspiration. Additional information on attitudes relative to preservice training, inservice training, communications, and human relations was obtained from interviews with selected black clerical employees in city and county governments. With the information from these sources,

a picture emerged of black clerical employees and their levels of job satisfaction and job aspiration.

The data indicated that black clerical employees were more often found in low level jobs; the majority of respondents were clerks and typists. In general, these clerical employees had positive feelings about their level of skill satisfaction. Over 80% of city and county employees placed themselves in the high category of skill satisfaction. Perceptions held by supervisors of clerical employees were also high, with 89% of city supervisors and 75% of county supervisors placing clerical employees in the high range.

Duties mentioned most frequently were typewriting and telephone. This finding would seem to indicate a need for emphasis on typewriting and uses of the telephone in both educational settings and in the training given to new employees.

Black clerical employees generally had neutral feelings in the area of job satisfaction, but supervisors perceived employees as having higher levels of job satisfaction than did the employees themselves.

Level of job aspiration among city and county black clerical employees was high. City supervisors, however, did not perceive clerical employees as having the same high level of job aspiration.

The major purpose of this analysis was to discover possible determinants of level of job satisfaction and job aspiration and to test relationships between these levels and other significant factors. The most noteworthy of these findings may be summed up as follows:

1. Education level is related to the level of confidence in skill satisfaction and job aspiration but not necessarily job satisfaction. Those with high levels of education more generally had medium levels of job satisfaction. One would expect that in these low level clerical jobs, individuals with considerable education and training might be dissatisfied with the level and the nature of the job.

2. Employees between 20-29 years of age had higher levels of skill satisfaction, but age group did not have a bearing on level of job satisfaction or job aspiration.

3. Although the male population was small, all male employees had high levels of skill satisfaction. Sex was not a significant factor in level of job satisfaction or job aspiration.

4. Employees with two to five years of service had high levels of skill satisfaction, but length of service was not a significant factor in level of job satisfaction or job aspiration. Perhaps this significant finding relating to length of service and skill satisfaction suggests that employees are by this time gaining mastery in the job, thereby causing the high level of confidence in skill.

5. Clerical employees and supervisors perceived clerical employees as having high or medium levels of skill satisfaction. There were no rankings by employees themselves or supervisors of employees for the low level of skill satisfaction. These high levels of satisfaction are probably affected by the halo effect; the medium level may be due to the inclination toward central tendency.

6. Clerical employees with high or medium levels of job satisfaction tended to have confidence in their technical skill, communication skill, and interpersonal skill.

7. A discrepancy existed between responses of county clerical employees and perceptions held by their supervisors on job satisfaction. Supervisors tended to perceive clerical employees as highly satisfied while employees themselves had neutral feelings about their level of job satisfaction.

8. A significant relationship existed between level of skill satisfaction and job aspiration of clerical employees. Employees with high skill satisfaction scores had high job aspiration scores.

9. Clerical employees with medium or high levels of job satisfaction tended to have high levels of job aspiration. A substantial percentage of county employees had both low levels of job satisfaction and job aspiration, which raises the question of whether challenging opportunities exist to which these clerical employees can aspire.

10. Clerical employees generally had high levels of job aspiration. A discrepancy existed between responses of city clerical employees and perceptions by their supervisors on job aspiration. Most supervisors did not perceive employees as having high levels of job aspiration; however, employees perceived their job aspiration as being high. One must question whether employees and supervisors are viewing career paths or job routes differently.

11. Rankings of clerical employees in the work group were viewed differently by employees and supervisors. Employees tended to rank

themselves higher in the work group than did their supervisors. A growing need for cooperative efforts in performance evaluation seems to be suggested by this finding.

12. City employees generally felt their tasks fitted the job title while county employees did not. This discrepancy between attitudes of city and county employees regarding duties and appropriateness to job title can lead to dissatisfaction. These data support the need for job study programs embracing job analysis, job description, job evaluation, and work standards.

13. City respondents, regardless of level of job satisfaction, viewed their jobs as varied while county respondents viewed their jobs as routine. There were similarities in stated duties and job titles in city and county governments. There may indeed have been differences in actual job requirements, or on the other hand, these different reactions may be a result of psychological aspects of the work environments. This question is beyond the scope of this study, but the relationship between actual and perceived job routine is worthy of considerable further study.

Selected cases were examined more closely to explore reasons for various levels of job satisfaction and job aspiration. These findings may be summarized as follows:

1. Most employees felt strongly that guidance and counseling services were inadequate in their educational settings. Some felt they had been excluded from counseling services because they were black, others because they were poor. The need for adequate services in this area was expressed by all the employees interviewed.

2. Orientation and on-the-job training was an area where most employees had very negative feelings. Several suggestions were made by employees; but more importantly, the concern for a more acceptable method of orientation and on-the-job training was expressed by all employees.

3. Black clerical employees felt that basic courses such as typewriting, shorthand, and filing were beneficial to them and should continue to be offered.

4. The strong need for an environment that encourages team effort and increases employees' feelings of cooperation was expressed by those interviewed.

5. Most employees felt their supervisors did not listen to understand their ideas. The skill of listening was deemed to be important by employees for upward communication and reduction of friction which beset so many employees.

6. Expectations seemed to be a factor that influenced the behavior of employees, and most felt their performance would have been better if the supervisor's expectations had been higher. A climate of warmth, support, and trust was considered to be lacking by many of the employees interviewed.

7. Discrimination was frequently mentioned as a key reason for lack of advancement and promotion. Most employees felt that chances were not as good for them as their white counterparts with the same credentials.

8. Career paths seemed very limited to employees interviewed. Most felt the need to have some hierarchy of jobs to aspire to within the clerical area. Such was not usually available.

Recommendations and Implications

The following recommendations and implications are made with respect to the research findings and conclusions drawn from the study:

1. The primary recommendation is a replication of the present study when there is a clearer understanding of the privacy and confidentiality laws, and when the area of job aspiration has been explored more thoroughly. (See Appendix D for problems encountered.)

2. The results of this research indicated some discrepancy between attitudes of clerical employees and perceptions held by the supervisors regarding job satisfaction and job aspiration. One may assume there is a communication gap; however, there may be several reasons for this discrepancy. This suggests a need to determine why these attitudes and perceptions are different for this group. Further research in this area could be most beneficial in determining reasons for these discrepancies.

3. There is a need to broaden the population to other professional areas as well as broaden the geographic area. This would increase the interpretive value of the results and permit greater opportunity for generalizing regarding results.

4. Employers should look at the possibilities of job enlargement and structures of job families in an attempt to assure higher levels of satisfaction, aspiration, and career paths that may be avenues for

advancement. Hopefully, higher degrees of self-actualization of black employees in business, industry, and government would be the result.

5. Employers should look at policies regarding promotion and establish sounder and fairer policies in lieu of present policies based on seniority. Such policies could permit blacks to advance as a result of demonstrated performance, thereby increasing their confidence in the organization and its sincerity toward upward mobility of blacks.

6. · Employers should consider development of a support system dealing with minority employment. Such a system would include orientation, training, counseling on personal and job matters, and opening communication channels to all personnel and offices. Participants in such a system would include top management as well as other personnel. Such a system should result in positive relationships and an atmosphere of acceptance, trust, and confidence at all levels of the organization.

7. Employers and educators should continually develop training experiences for supervisors and other members of management to give more specific understandings and skills in interacting with employees from other cultural backgrounds. Specific assistance should be provided for persons working with diverse groups of people. Experiences might be directed toward helping supervisors and employees expand their perspectives of themselves and of others.

8. Employers and educators should develop inservice training programs with emphasis on mutual evaluation. Supervisors, as well as

employees, could benefit from training in the areas of self-evaluation and evaluation of others. Focus should be on joint discussions of the job: what is being done, how well it is being done, changes the employee would recommend regarding the job, work procedures which would help improve performance, and future goals both for the organization and for the employee.

9. Employers and educators should develop inservice training on methods and techniques of teaching. Orientation and on-the-job training of black employees could be improved with adequate training of supervisors and other members of the management team.

10. Educational institutions should be aware of the need for counseling for black students. Personal and vocational counseling are needed by blacks for developing positive self-concepts and for seeking careers geared to their interests and abilities.

11. Educators should revise curricula to include new approaches to dealing with human relations, race relations, and communications. Simulations, role playing, and cases are approaches to dealing with these areas. Opportunities should be provided for students to work cooperatively in classroom situations, assume responsibility in self-evaluation as well as evaluation of others, and to engage in problem-solving activities.

12. Educators should modify somewhat the content of present skill courses so that such courses may be integrated into a broader scope. In typewriting, for example, students might have greater opportunity to prepare finished work as well as evaluate the usability of the copy

produced. In addition, there is a need for students to develop some concept of the cost of the finished product. With this integration of materials and concepts, prospective employees can engage in refinement of procedures and increase their productivity.

13. Educators should provide opportunities for students to experience real job situations through such activities as simulation, internships, and coop programs. These might provide students with opportunities for learning to cope with interruptions, making priority decisions, and adjusting to pressures of attending to several tasks almost simultaneously. Such experiences can help prospective employees to understand why certain activities are performed as well as how they are performed.

14. Employers should be more aware of the need for disseminating information regarding the organization, inservice programs, and educational opportunities available to employees.

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APPENDIXES

Appendix A

Correspondence

1000 English Street
Greensboro, North Carolina   27405
October 29, 1975

Mr. Robert LaBaube
District Director
Internal Revenue Service
P. O. Box 20541
Greensboro, North Carolina   27401

Dear Mr. LaBaube:

As a doctoral student in the School of Education at UNC-G, a
teacher of business education, and as a black female, I have a special
concern about the opportunities available for black clerical employees
in government agencies in Guilford County. I have chosen as my research
project an investigation of two issues that are central to the exper-
iences of black clerical workers. First, I am interested in identifying
the levels of job satisfaction of black clerical employees and the
observations of these employees by their supervisors. Secondly, I am
interested in the level of intensity of job aspirations of these
employees. Ultimately, my concern is the educational implications for
secondary and higher education.

Will you help me ascertain this information by providing me with
the names, addresses and job titles of the black clerical employees in
your organization. I am including all black clerical job classifications
in the following clusters: Accounting, Data Processing, Filing and
General Office Clerical, Stenographic/Secretarial, and Typing and
Related Occupations. I also need the names and addresses of the
supervisors of these employees.

I assure you that neither the individual workers or supervisors will
be identified by name in the study. A code number will be placed on
the questionnaires only to facilitate follow-up reminders, if necessary.
All information will be treated in confidence.

Your cooperation is greatly appreciated.

Sincerely,

Katie G. Dorsett

1000 English Street
Greensboro, North Carolina 27405
April 13, 1976

Dear Colleague:

I am trying to find ways to help improve opportunities for satisfaction and advancement in employment. Can you help me!

As a doctoral student in the School of Education at UNC-G, a teacher of business education at A & T State University, and a black female, I have a special concern about the opportunities available for black clerical employees in city and county governments of Guilford County. To this end, I have chosen as my research project an investigation of two issues that are central to the experiences of black clerical workers. First, the investigation will address itself to an identification of the levels of job satisfaction of black clerical workers and the observations of these employees by their supervisors. Secondly, the study will embrace levels of intensity of job aspirations of these employees. Ultimately, my concern is the educational implications stemming from this investigation. Your experiences will help provide the groundwork for curricula changes in education, industry, and government.

I believe that the only way to get this information is to ask. Consequently, I am asking you to find just ten minutes in your busy schedule to fill out and return the enclosed inquiry form. I assure you that neither employees or supervisors will be identified in the completed study. Responses will remain anonymous and will be used only for statistical purposes. Names have been asked for to facilitate followup, if needed. A stamped, self-addressed envelope is enclosed for your convenience.

The results of the investigation will be made available for interested persons through the library of UNC-G or to individuals upon request.

Again, your response will be treated with the utmost confidence, and your assistance is greatly needed. May I have your reply by April 23, 1976?

Sincerely,

Katie G. Dorsett

Appendix B

Survey Instruments

E M P L O Y E E

INQUIRY FORM

SECTION I

PERSONAL DATA

Name_____

Name of Supervisor_____Department_____

Marital Status: Married___Single___Widowed___Separated or Divorced__

Sex: Male___Female___

Age Range: 17 - 19   ___
                                    20 - 24   ___
                                    25 - 29   ___
                                    30 - 34   ___
                                    35 - 44   ___
                                    45 or over ___

Education: Circle the number of years of schooling completed

Jr. High: 7 8 9 High School: 10 11 12 College: 1 2 3 4
                               Business School: 1 2
                               Community College: 1 2
                               Technical School: 1 2
                               Other (Specify): _____

What is the length of service with the organization:

                                    Under six months   ___
                                    6 months to a year ___
                                    1 to 2 years   ___
                                    2 to 5 years   ___
                                    5 to 10 years   ___
                                    10 to 20 years   ___
                                    Over 20 years   ___

Would you say your work is;   Varied___Routine_____

What is your job title: _____

Describe what you do on your job:

     Filing____
     Typing____
     Taking Dictation____
     Answering and making telephone calls____

Making appointments_____
Other: (Not specified above)

Do you feel your tasks match your job title?   Yes____No____

SECTION II

SKILL SATISFACTION

Directions: This section is designed to reveal your feelings about
skill competence. Please indicate your agreement with each statement.
Circle the appropriate response as indicated by: VS (very
satisfied); S (satisfied); N (neutral); D (dissatisfied); and VD
(very dissatisfied).

How satisfied are you with your

a. Skill in typing   VS S N D VD

b. Skill in taking and transcribing dictation   VS S N D VD

c. Skill in use of telephone   VS S N D VD

        Screening calls
        Conveying a friendly, intelligent interest
        Giving information
        Getting information
        Taking messages

d. Skill in composition   VS S N D VD

e. Skill in technical English   VS S N D VD
        (punctuation, spelling, grammar, sentence structure)

f. Skill in computations   VS S N D VD

g. Skill in problem solving as it relates to a specific
        task   VS S N D VD

h. Skill required to meet job description   VS S N D VD

i. Ability to learn new skills   VS S N D VD

j. Ability to comprehend directions and instructions   VS S N D VD

k. Ability to explain matters clearly   VS S N D VD

l. Ability to communicate orally   VS S N D VD

m. Ability to communicate in writing   VS S N D VD

n. Ability to adjust to new situations and demands   VS S N D VD

o. Ability to get along with fellow workers (black)   VS S N D VD

p. Ability to get along with fellow workers (white)   VS S N D VD

q. Ability to get along with fellow workers (female)   VS S N D VD

r. Ability to get along with fellow workers (male)   VS S N D VD

s. Ability to get along with supervisors   VS S N D VD

t. Ability to handle work assignments   VS S N D VD

u. Ability to handle work assignments   VS S N D VD

v. Ability to adjust to new work situations   VS S N D VD

w. Ability to handle experiences of discrimination   VS S N D VD

SECTION III

OVERALL JOB SATISFACTION

Directions: This section is designed to reveal your feelings about
your work in general. You are to indicate your agreement with each
statement. There are no right or wrong answers. Your honest
opinion is needed on each of the statements. Circle the
appropriate response as indicated by: SA (strongly agree); A (agree);
U (undecided): D (disagree); and SD (strongly disagree).

a. My job is fun to me   SA A U D SD

b. My job is usually interesting enough to keep me from
    getting bored   SA A U D SD

c. It seems that my friends are more interested in their
    jobs than I am in mine   SA A U D SD

d. I consider my job rather unplesant   SA A U D SD

e. I enjoy my work more than my leisure time   SA A U D SD

f. I am often bored with my job   SA A U D SD

g. I feel well satisfied with my present job   SA A U D SD

h. Most of the time I have to force myself to go to work SA A U D SD

i. I feel that my job is no more interesting than others
    I could get   SA A U D SD

j. I definitely dislike my work   SA A U D SD

k. I feel that I am happier in my work than most other
    people   SA A U D SD

l. Most days I am enthusiastic about my work   SA A U D SD

m. Each day of work seems like it will never end   SA A U D SD

n. I like my job better than the average worker does   SA A U D SD

o. My job is rather uninteresting   SA A U D SD

p. I find real enjoyment in my work.   SA A U D SD

q. I am sorry that I ever took this job   SA A U D SD

r. The quality of my work is highly satisfactory   SA A U D SD

s. The quantity of my work is highly satisfactory   SA A U D SD

In terms of your overall competency, effectiveness of job performance, proficiency and general overall value, where would you rank yourself in your work group?

Top _____
Middle _____
Bottom _____

SECTION IV

JOB ASPIRATION

Directions: Check the appropriate response under the "Yes" or "No" column.

Does your job make you think it's worth: Yes No

a. Extra activity to improve competency   ___ ___

b. Extra effort to show supervisor aspirations for
      higher level position   ___ ___

c. Extra effort to learn other jobs in the work situation ___ ___

d. Extra effort to learn about the business or activity
      of the organization   ___ ___

e. Frequent suggestions for improvement of the organ-
      ization   ___ ___

f. Feelings of accomplishment for completing unassigned
      task   ___ ___

How satisfied are you with the number of decisions made
  by you in your job?   VS S N D VD

What kind of job would you like to have five years from now?
  Explain.

S U P E R V I S O R

INQUIRY FORM

Name_____

Employee Name_____Employee job title_____

SECTION I

SKILL SATISFACTION

Directions: This section is designed to get a feel for the competence of the employee. Please indicate your agreement with each statement. Circle the appropriate response as indicated by: VS (very satisfied); S (satisfied; N (neutral); D (dissatisfied); and VD (very dissatisfied).

Compared to others in his/her work group, to what extent do you feel satisfied with his/her performance in the following?

a. Skill in typing   VS S N D VD

b. Skill in taking and transcribing dictation   VS S N D VD

c. Skill in use of telephone   VS S N D VD

      Screening calls
      Conveying a friendly, intelligent interest
      Giving information
      Getting information
      Taking messages

d. Skill in composition   VS S N D VD

e. Skill in technical English   VS S N D VD

f. Skill in computations   VS S N D VD

g. Skill in problem solving as it relates to a specific
    task   VS S N D VD

h. Skill required to meet job description   VS S N D VD

i. Ability to learn new skills   VS S N D VD

j. Ability to comprehend directions and instructions   VS S N D VD

k. Ability to explain matters clearly   VS S N D VD

l. Ability to communicate orally   VS S N D VD

m. Ability to communicate in writing   VS S N D VD

n. Ability to adjust to new situations and demands   VS S N D VD

o. Ability to get along with fellow workers (black)   VS S N D VD

p. Ability to get along with fellow workers (white)   VS S N D VD

q. Ability to get along with fellow workers (female)   VS S N D VD

r. Ability to get along with fellow workers (male)   VS S N D VD

s. Ability to get along with supervisors   VS S N D VD

t. Ability to handle work assignments   VS S N D VD

u. Ability to adjust to different work situations   VS S N D VD

v. Ability to adjust to new work situations   VS S N D VD

w. Ability to handle experiences of discrimination   VS S N D VD

SECTION II

OVERALL JOB SATISFACTION

Directions: This section is designed to reveal information about the
employee's general attitude about job satisfaction. Circle the
appropriate response as indicated by: SA (strongly agree); A (agree);
U (undecided); D (disagree); SD (strongly disagree).

Compared to others in the work group, indicate your agreement about
worker job satisfaction:

a. Job seems to be fun   SA A U D SD

b. Job seems usually interesting enough to keep worker
      satisfied   SA A U D SD

c. Other workers appear to see more satisfaction in job
      than this worker   SA A U D SD

d. Job seems to be rather unpleasant   SA A U D SD

e. Worker seems well satisfied with job   SA A U D SD

f. Worker seems eager to arrive at work   SA A U D SD

g. Worker is usually on time for work   SA A U D SD

h. Worker exhibits enthusiasm about work   SA A U D SD

i. Worker seems to tire easily   SA A U D SD

j. Job seems rather uninteresting   SA A U D SD

k. Each day of work seems like it will never end   SA A U D SD

l. Worker finds real enjoyment in work   SA A U D SD

m. Quality of work is highly satisfactory   SA A U D SD

n. Quantity of work is highly satisfactory   SA A U D SD

If you were asked to rate this worker with respect to overall
competency, effectiveness of job performance, proficiency and general
overall value to the work situation, where would you rank him/her?

Top _____
Middle _____
Bottom _____

SECTION III

JOB ASPIRATION

Directions: Check the appropriate response under the "Yes" or "No"
column.

Do you get the feeling the worker utilizes: Yes No

a. Extra activity to improve competency?   ___ ___

b. Extra effort to show supervisor aspirations for
        higher level position?   ___ ___

c. Extra effort to learn other jobs in work situation ? ___ ___

d. Extra effort to learn about the business or
        activity of the organization?   ___ ___

e. Frequent suggestions for improvement of the
        organization?   ___ ___

f. Feeling of accomplishment from completing an
        unassigned task?   ___ ___

How satisfied does the worker seem to be with the number
    of decisions made by his/her on the job?   VS S N D VD

INTERVIEW GUIDE

Preservice Training

1. What business courses were most/least helpful in preparing you for your job?

2. What kinds of educational training programs were available to you during your schooling?

3. What non-business courses were most/least helpful in preparing you for your job?

4. What kinds of educational training programs were available to you when you started with the organization?

5. What kind of counseling was available? helpful/hindrance? Is it related to your level of aspiration?

6. What would you have liked in terms of training that was not available to you?

Inservice Training

1. What kinds of inservice training would be helpful to you now?

2. How do you feel about the way you were taught on your job? How is that? In what ways?

3. How could the training be improved? (Areas)

4. Do you feel adequate explanations are given for new jobs or methods? Why not? What would you suggest?

Communications and Interpersonal Relations

1. What do you like most about your job (most satisfying)?

2. What do you like least about your job (least satisfying)?

3.   Listening: Do you feel supervisors listen to you?   Other employees?   Does this bother you?   How?

4.   Do you feel decisions that affect your job are adequately discussed with you?   How?   What kinds of decisions?

5.   How much do people in your group help each other in getting a job done?   How much?   What kinds?   Who decides who helps?

6.   Expectations: What are your feelings about supervisors' pectations of you?

Appendix C

Privacy Acts
Federal
State

PRIVACY ACT OF 1974

Public Law 93-579
93rd Congress, S. 3418
December 31, 1974

AN ACT

To amend title 5, United States Code, by adding a section 552a to safeguard individual privacy from the misuse of Federal records, to provide that individuals be granted access to records concerning them which are maintained by Federal agencies, to establish a Privacy Protection Study Commission, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Privacy Act of 1974".

SEC. 2. (a) The Congress finds that--

(I) the privacy of an individual is directly affected by the collection, maintenance, use, and dissemination of personal information by Federal agencies;

(2) the increasing use of computers and sophisticated information technology, while essential to the efficient operations of the Government, has greatly magnified the harm to individual privacy that can occur from any collection, maintenance, use, or dissemination of personal information;

(3) the opportunities for an individual to secure employment, insurance, and credit, and his right to due process, and other legal protections are endangered by the misuse of certain information systems;

(4) the right to privacy is a personal and fundamental right protected by the Constitution of the United States; and

(5) in order to protect the privacy of individuals identified in information systems maintained by Federal agencies, it is necessary and proper for the Congress to regulate the collection, maintenance, use, and dissemination of information by such agencies.

(b) The purpose of this Act is to provide certain safeguards for an individual against an invasion of personal privacy by requiring Federal agencies, except as otherwise provided by law, to--

(1) permit an individual to determine what records pertaining to him are collected, maintained, used, or disseminated by such agencies;

(2) permit an individual to prevent records pertaining to him obtained by such agencies for a particular purpose from being used or made available for another purpose without his consent;

(3) permit an individual to gain access to information pertaining to him in Federal agency records, to have a copy made of all or any portion thereof, and to correct or amend such records;

(4) collect, maintain, use, or disseminate any record of identifiable personal information in a manner that assures that such action is for a necessary and lawful purpose, that the information is current and accurate for its intended use, and that adequate safeguards are provided to prevent misuse of such information;

(5) permit exemptions from the requirements with respect to records provided in this Act only in those cases where there is an

important public policy need for such exemption as has been determined
by specific statutory authority; and

(6) be subject to civil suit for any damages which occur as a
result of willful or intentional action which violates any individual's
rights under this Act.

GENERAL STATUTES OF NORTH CAROLINA

Confidentiality of Employees

Article 5

Administration

Personnel

153A-98. Privacy of employee personnel records. (a) Notwithstanding the provisions of G. S. 132-6 or any other general law or local act concerning access to public records, personnel files maintained by a county are subject to inspection and may be disclosed only as provided by this section.

(b) The following information with respect to each county employee is a matter of public record: name; age; date of original employment or appointment to the county service; current position title; current salary; date of the most recent promotion, demotion, transfer, suspension, separation or other change in position classification; and the office to which the employee is currently assigned. The board of county commissioners shall determine in what form and by whom this information will be maintained. Any person may have access to this information for the purpose of inspection, examination, and copying, during regular business hours, subject only to such rules and regulations for the safekeeping of public records as the board of commissioners may have adopted. Any person denied access to this information may apply to the appropriate division of the General Court of Justice for an order compelling disclosure, and the court shall have jurisdiction to issue such orders.

(c) All information contained in a county employee's personnel
file, other than the information made public by subsection (b) of this
section, is confidential and shall be open to inspection only in the
following instances:

(1) The employee or his duly authorized agent may examine all
portions of his personnel file except (i) letters of
reference solicited prior to employment, and (ii) informa-
tion concerning a medical disability, mental or physical
that a prudent physician would not divulge to his patient.

(2) A licensed physician designated in writing by the employee
may examine the employee's medical record.

(3) A county employee having supervisory authority over the
employee may examine all material in the employee's
personnel file.

(4) By order of a court of competent jurisdiction, any person
may examine such portion of an employee's personnel file
as may be ordered by the court.

(5) An official of an agency of the State or federal govern-
ment, or any political subdivision of the State, may
inspect any portion of a personnel file when such
inspection is deemed by the official having custody of such
records to be necessary and essential to the pursuance of
a proper function of the inspecting agency, but no infor-
mation shall be divulged for the purpose of assisting in a
criminal prosecution of the employee, or for the purpose of
assisting in an investigation of the employee's tax liabil-
ity.

(d) The board of commissioners of a county that maintains personnel files containing information other than the information mentioned in subsection (b) of this section shall establish procedures whereby an employee who objects to material in his file on grounds that is inaccurate or misleading may seek to have the material removed from the file or may place in the file a statement relating to the material.

(e) Any public official or employee who knowingly and willfully permits any person to have access to any confidential information contained in an employee personnel fiel, except as expressly authorized by this section, is guilty of a misdemeanor and upon conviction shall be fined in an amount not to exceed five hundred dollars ($500.00).

(f) Any person, not specifically authorized by this section to have access to a personnel file designated as confidential, who shall knowingly and willfully examine in its official filing place, remove or copy any portion of a confidential personnel file shall be guilty of a misdemeanor and upon conviction shall be fined in the discretion of the court but not in excess of five hundred dollars ($500.00). (1975, c. 701, s. 1.)

Appendix D

Problems Encountered with the Study

PROBLEMS ENCOUNTERED WITH THE STUDY

The researcher has attempted to present this study in the most objective manner possible. Some of the problems encountered in this investigation warrant further discussion:

1. Communications. At the county level there were difficulties with communications. For example, some of the employees were informed that they could not participate in the study because it was illegal and others were told they had to have their inquiry forms checked (after filling them out) before returning them to the researcher. In some instances, immediate supervisors collected clerical workers' forms (though the clerical worker was in process of filling out the form) and returned them later for completion and forwarding to the researcher. This breakdown in communications caused the clerical workers much anxiety and anguish. Some of the workers felt their jobs were in jeopar.   problem of freedom of response on the part of some individual worke. appeared to exist.

2. Interpretation of the Privacy Act. There were many different interpretations of the confidentiality law (see Appendix C), which caused problems for supervisors in responding, particularly at the county level. Supervisors were wary of responding for fear of violating the "law." At the city level, there was reluctance on the part of the administration to furnish the names of

the black clerical workers. (The researcher does not feel problems
were created by this procedure). Uniform interpretations of the Privacy
Act would have been helpful

3. <u>Timing of the Study</u>. The study was conducted at a time when
administrators (particularly at the county level) were searching for
knowledge and understanding of the privacy/confidentiality law. With
firmer interpretations, clerical workers and supervisors would have been
more receptive to participation in the study

4. <u>Fear of Supervisors</u>. Some supervisors (at the county level)
were reluctant to participate for fear of their own security. Once
this was recognized as a problem, every effort was made by personnel,
the county attorney's office, and the county manager's office to insure
that participation did not violate their security. Endorsement and
cooperation by these offices were very apparent

5. <u>Fear of Clerical Employees</u>. Initially, clerical employees
were very responsive (at the county level) but because of immediate
communications problems, the researcher had to continue to assure
black clerical workers that the study was legitimate and had the
approval of the city and county government officials

6. <u>Conflict Between Protection of Confidentiality and Violation
of Clerical Workers' Freedom of Expression</u>. It was indeed felt by the
researcher that the communications problems did in fact raise questions
regarding intrusion into the privacy of the clerical workers and their
freedom to respond. While government officials were applying the
principles of confidentiality, they prevented the black clerical

workers from responding freely. In some instances supervisors suggested to clerical employees that forms be scrutinized by their office before being transmitted to the researcher.

There may be problems of misrepresentation in the data. The researcher's impression is that this occurred only rarely, but detection was not possible, nor was correction possible since collection of data was based on feelings and attitudes of black clerical workers and their supervisors.

Even considering these data collection problems, and the interpretation of the data, the researcher feels confident of the overall value of the data used in the study. The difficulties which the writer has described will, hopefully, have little effect on the statistical interpretations of the data. They may also inform and assist other researchers in preventing such difficulties in the future.

Appendix E

Nonwhite and White Unemployment Rates
in U. S., 1954-1972

NONWHITE AND WHITE UNEMPLOYMENT RATES,

UNITED STATES, 1954-1972

Year	Nonwhite	White	Ratio of Nonwhite to White
1954	8.8	4.5	2.0
1955	8.0	3.6	2.2
1956	7.5	3.3	2.3
1957	8.0	3.9	2.1
1958	12.6	6.1	2.1
1959	10.7	4.9	2.2
1960	10.2	4.9	2.1
1961	12.4	6.0	2.1
1962	10.9	4.9	2.2
1963	10.8	5.0	2.2
1964	9.6	4.6	2.1
1965	8.1	4.1	2.0
1966	7.3	3.3	2.2
1967	7.4	3.4	2.2
1968	6.7	3.2	2.1
1969	6.4	3.1	2.1
1970	8.2	4.5	1.8
1971	9.9	5.4	1.8
1972	10.0	5.0	2.0

Note: The unemployment rate is the percent of the civilian labor force that is unemployed.

Source: From 1954-1959, U. S. Department of Labor, Bureau of Labor Statistics, The Negroes in the United States: Their Economic and Social Situation, Bulletin No. 1511, 1966, p. 80. From 1960-1972, U. S. Bureau of the Census, The Social and Economic Status of the Black Population in the United States, 1972, p. 38.

Appendix F

Job Descriptions
City Clerical

CLERK I

Definition

This is clerical work of limited complexity.

Work of this class involves the performance of standardized clerical duties in accordance with well-defined procedures and methods. Detailed instructions are given at the beginning of the work and on subsequent new assignments; however, as employees become familiar with the particular procedures, they may perform the more routine duties independently. Advice is available on unusual work problems and work is reviewed through observation of operations. Duties sometime involve the operation of standard office appliances and equipment.

Illustrative Examples of Work

Picks up, sorts, and delivers mail and other materials to various city departments; prepares daily reports of postage; assists in issuing office supplies and materials.

Maintains files of records, correspondence, forms, index file cards, reports, and other materials; files material; posts information to departmental records according to standard procedures.

Receives by radio and records meter readings from field personnel; updates records in meter books; files meter books and records; looks up and furnishes customer record information from meter books for various departmental personnel.

Answers incoming telephone calls and routes them to the proper person or department; answers questions regarding routine matters; performs routine clerical and typing duties as time permits.

Makes simple arithmetic calculations manually or by use of a calculating machine according to established methods.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Knowledge of English, spelling, and arithmetic.

Some knowledge of routine office practices, procedures, equipment and standard clerical techniques.

Ability to make arithmetic calculations rapidly and accurately, and to write legibly.

Ability to follow oral and written instructions.

Desirable Qualifications

Any relevant combination of education, training, and experience approximately equivalent to graduation from high school.

CLERK II

Definition

This is office and clerical work of some complexity and variety.

Work involves the performance of varied clerical assignments which require the application of some independent judgment and the interpretation of routine policies and regulations on the basis of training or knowledge gained through experience on the job. Advice is available on unusual work problems and work is usually reviewed or checked upon completion for accuracy and adherence to departmental standards and procedures. Employees may assist others in the same class and may make arithmetic or other checks upon their work. Duties often involve the operation of standard office appliances and equipment.

Illustrative Examples of Work

Participates in the maintenance of department records and reports; files and retrieves material; posts data to records.

Prepares requisitions for materials and services; assembles delivery documents, reconciles them with orders received, and forwards documents for processing.

Makes arithmetic calculations manually or by use of a calculating machine according to established methods.

Attends the public in providing information concerning departmental operations, services, and regulations; makes decisions within the framework of departmental rules and policies and communicates decisions to the public.

Prepares and checks payroll time sheets and related reports; records changes in payroll records; prepares regular personnel reports and maintains personnel files.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Knowledge of English, spelling, and arithmetic.

Knowledge of modern office practices, procedures, equipment and standard clerical techniques.

Ability to make arithmetic calculations rapidly and accurately, and to write legibly.

Ability to follow oral and written instructions.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in commerical subjects, and experience in general office and clerical work; or any equivalent combination of education, training, and experience.

CLERK III

Definition

This is advanced clerical work of moderate complexity and variety.

Work of this class involves the performance of moderately complex clerical tasks that vary considerably as to detail and method. Assignments are performed with relatively little supervision, and incumbents make independent decisions based on established policies or regulations. It is characteristic of this class that some understanding of the overall unit, its policies, and specific regulations is required for successful work performance. Employees have some independence in developing and modifying work routine; however, decisions necessitating changes in policies or regulations are referred to a superior. Supervision may be exercised over subordinate personnel.

Illustrative Examples of Work

Receives applications and plans for building and related permits; writes permits and receives and records payments; sorts and files permits; receives requests for inspections and transmits messages to inspectors.

Supervises and participates in the compilation of various departmental payroll and personnel reports; checks payroll data changes for accuracy and submits information for data processing; compiles cost data and other reports on departmental activities.

Supervises and participates in ticket sales at the Coliseum Complex; maintains a ticket supply inventory; prepares reports on sales and related duties.

Assists an administrative superior in the development of improved methods and procedures relating to assigned clerical work processes.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of English, spelling, and arithmetic.

Considerable knowledge of modern office practices, procedures, equipment, and standard clerical techniques.

Ability to maintain moderately complex clerical and fiscal records and to prepare reports therefrom.

Ability to make arithmetical calculations rapidly and accurately.

Ability to understand and follow moderately complex oral and written instructions.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in commercial subjects, and considerable experience in general office and clerical work of a progressively responsible nature; or any equivalent combination of education, training, and experience.

CLERK TYPIST I

Definition

This is clerical work of limited complexity involving the skilled operation of a typewriter.

Work of this class involves the performance of routine clerical or typing tasks in accordance with well established procedures and methods. Detailed instructions and close supervision are received at the beginning of work and on new assignments, but regular assignments may be performed more independently and some initiative may be exercised as experience is gained. Although skilled and rapid typing is an essential duty, the volume of typing varies among positions allocated to the class. Work is usually reviewed in progress or upon completion for accuracy and other standards of performance.

Illustrative Examples of Work

Types forms, letters, memoranda, reports, tabulations, statements, various card records, and other materials from rough draft, dictating machine, or detailed instructions.

Fills in forms or form letters with designated or routine information.

Processes, sorts, checks for accuracy, and files applications, purchase orders, and other routine documents in accordance with established systems; maintains receipt books and routine office records relating to accounts, license, taxes, inventories, payrolls, criminal offenses and statements related to these records.

Types stencils; operates copying machines, adding machines, and other office equipment; operates a small switchboard.

Attends a counter or reception desk, furnishing information and conducting routine transactions; receives incoming telephone calls, takes messages, supplies information.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Knowledge of English, spelling, punctuation, and arithmetic.

Some knowledge of modern office practices, procedures, equipment, and standard clerical techniques.

Ability to make arithmetical calculations rapidly and accurately.

Ability to follow oral and written instructions.

Skill in operating a typewriter.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in typing and commercial subjects; or any equivalent combination of education, training, and experience.

CLERK TYPIST II

Definition

      This is clerical work in advanced office procedures requiring the skilled operation of a typewriter.

      Work involves responsibility for performing moderately complex clerical duties of a recurring nature which require skill in the use of typewriter as well as the application of judgment based on a general knowledge of the operations of the office or organization to which assigned. Employees work independently within the framework of departmental policy, the amount of independence increasing as tasks become more recurrent. A supervisor is readily available to provide assistance on any unusual matters. Work is reviewed through conferences and regular reports. Supervision may be exercised over a small group of clerical assistants.

Illustrative Examples of Work

      Prepares requisitions for materials and supplies; maintains relatively complex departmental files and recors; compiles and prepares reports and other data from such records.

      Attends the public at a counter or serves as a receptionist giving information regarding departmental operations and answering questions on programs, procedures, and regulations; handles telephone inquiries and correspondence of a non-technical nature.

      Types, files, and processes police records; assists in the operation of the police records and information system.

      Performs related work as required.

Desirable Knowledges, Abilities, and Skills

      Considerable knowledge of English, spelling, punctuation, and arithmetic.

      Considerable knowledge of modern office practices, procedures, equipment, and standard clerical techniques.

      Ability to maintain moderately complex clerical records and to prepare reports therefrom.

Ability to make arithmetical computations rapidly and accurately.

Ability to make decisions in accordance with laws, ordinances, and regulations, and established departmental policy.

Ability to understand and follow moderately complex oral and written instructions.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Skill in operating a typewriter.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in typing and commercial subjects, and experience in general office and clerical work; or any equivalent combination of education, training, and experience.

CORRESPONDING SECRETARY I

Definition

This is general clerical work of some complexity and variety which involves taking and transcribing oral dictation.

Work involves the performance of varied office duties in accordance with well established procedures. Although taking dictation is an essential duty of positions in this class, the time spent in stenographic work may vary considerably among positions. Detailed instructions and close supervision are received at the beginning of the work and on new assignments, although regular routine assignments may be performed more independently and some discretion may be exercised as experience is gained. Work is subject to general supervision and usually is reviewed for content and accuracy upon completion.

Illustrative Examples of Work

Takes and transcribes dictation consisting of general office correspondence, memoranda, reports, and other material.

Types reports, forms, tabulations, bulletins, notices, legal orders and other documents from copy or rough draft; types meeting agendas and minutes.

Acts as receptionist , providing routine information or directing callers to appropriate officials; makes appointments; opens and distributes mail.

Maintains office records and operates a filing system; prepares purchase requests for office supplies.

Fills in forms and compiles reports with designated information.

Cuts stencils and operates common office duplicating machines; operates adding machines and other standard office appliances.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Knowledge of English, spelling, punctuation, and arithmetic.

Knowledge of modern office practices, procedures, equipment, and standard clerical techniques.

Ability to take and transcribe dictation rapidly and accurately.

Ability to follow oral and written instructions.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Ability to make arithmetical calculations rapidly and accurately.

Skill in operating a typewriter.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in shorthand and typing; or any equivalent combination of education, training, and experience.

CORRESPONDING SECRETARY II

Defintion

This is clerical work of moderate complexity and variety involving taking and transcribing oral dictation.

Work involves responsibility for performing moderately complex clerical duties of a recurring nature some of which require taking and transcribing machine oral dictation. The time spent in stenographic work may vary considerably among positions in this class. Instructions generally are given at the beginning of each new assignment, although after employees become familiar with particular policies and procedures they must work with relative independence. Varied tasks are more closely supervised than those which are more repetitive in nature. Work usually is reviewed until proficiency is acquired, although more complex and difficult work may be subject to approval by an administrative superior who is periodically available for advice and assistance.

Illustrative Examples of Work

Takes and transcribes dictation, using shorthand or dictaphone, consisting of correspondence, memoranda, manuscripts, technical and administrative reports, and other material.

Receives, reads, and routes mail; composes some routine correspondence.

Acts as receptionist, giving necessary information; maintains appointments schedule for an administrator; receives telephone calls and provides routine information, or directs calls to the appropriate persons; makes hotel and travel reservations for visitors.

Types articles, minutes, reports, tabulations, manuscripts, technical manuals, bulletins, forms, statements, and other documents from copy or rough draft; types stencils, proofreads typed copy.

Maintains files for fiscal and personnel records; gathers data from files and prepares reports of a rotine nature; makes basic mathematical calculations and tabulations; prepares form and routine letters relative to information contained in files and records.

Calculates, types, posts, and balances financial statements, reports, vouchers, requisitions, payrolls, and other data from standard sources, making routine arithmetic computations or checks for accuracy.

Supervises and trains clerical assistants as required.

Operates various office machines such as mimeograph, ditto, photocopy, adding, and addressograph machines.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of English, spelling, punctuation, and arithmetic.

Considerable knowledge of modern office practices, procedures, systems, and equipment.

Ability to take and transcribe dictation rapidly and accurately.

Ability to compose effective and accurate correspondence from general instructions.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Skill in operating a typewriter.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in shorthand and typing, and experience in general stenographic and clerical work of an increasingly responsible nature; or any equivalent combination of education, training, and experience.

SECRETARY I

Definition

This is secretarial work of moderate complexity and variety.

Work involves the performance of secretarial and stenographic tasks, frequently requiring independent decisions based on interpretations of the procedures of the department served. Employees of this class may develop and refine working procedures for themselves and are required to exercise some initiative and independt judgement in carrying their work to completion. Difficult questions are referred to a superior for decision. Taking the transcribing of dictation is an essential duty of the work, although the volume of dictation may vary considerably among positions allocated to the class. Work is reviewed for the achievement of desired results and adherence to established procedures and policies.

Illustrative Examples of Work

Performs a variety of minor administrative tasks in relieving a superior of office details.

Using shorthand or dictaphone takes, transcribes, checks, and proofreads dictation, consisting of correspondence, memoranda, manuscripts, minutes, technical and administrative reports, and other material.

Receives, reads, and routes mail; composes routine correspondence from instruction.

Answers inquiries requiring interpretation of routine policies, rules and regulations; provides information on procedural matters.

Acts as receptionist and performs secretarial functions for a superior; meets the public, providing information, scheduling appointments, reserving accomodations, and relieving a superior of varied and routine details.

Maintains relatively complex subject matter files and classifies material to be filed; keeps a variety of moderately complex records; compiles and prepares statistical and other data from such records.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of the modern office practices, procedures, systems, and equipment.

Considerable knowledge of English, spelling, punctuation, and arithmetic.

Some knowledge of the principles and practices of office management.

Ability to take and transcribe dictation rapidly and accurately.

Ability to compose effective and accurate correspondence from general instructions.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Skill in operating a typewriter.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in shorthand and typing; and considerable experience in secretarial and stenographic work; or any equivalent combination of education, training, and experience.

SECRETARY II

Definition

This is advanced secretarial work.

Work involves responsibility for performing a variety of moderately complex clerical and secretarial duties and relieving an administrative official of significant administrative details, usually without guidance or review. Duties require the ability to acquire considerable knowledge of the functions and procedural operations of the department served and to exercise considerable judgement in interpreting and applying policies and regulations to work situations. Employees of this class frequently develop and refine working procedures for themselves and subordinate clerical personnel. In most positions, employees serve as secretary to the director of a large department, requiring the exercise of tact and judgement in dealing with a wide range and high volume of departmental and public contacts.

Illustrative Examples of Work

Performs a wide variety of office administrative tasks in relieving officials of important details.

Using shorthand or dictaphone, takes and transcribes dictation consisting of letters, articles, memoranda, administrative reports, and other materials; follows up on reports, correspondence and other clerical and administrative matters to assist a superior in the smooth operation of the office.

Receives callers to the office and arranges for appointments where necessary; interviews, screens, and refers callers, answering various inquiries personally and providing information on departmental services and functions; determines situations which require referral to a superior.

Opens and reviews mail; composes correspondence in accordance with instructions or independently and from a knowledge of departmental requirements and policies.

Performs responsible and complex clerical tasks in assisting in budget preparations, maintaining expenditure records, handling purchase requisitions, and processing insurance claims and other routine personnel matters; compiles regular reports from designated information.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of the principles and practices of office management.

Considerable knowledge of the modern office practices, procedures, systems, and equipment.

Considerable knowledge of English, spelling, punctuation, and arithmetic.

Ability to take and transcribe dictation rapidly and accurately.

Ability to compose effective and accurate correspondence from general instructions.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Skill in operating a typewriter.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in shorthand and typing; and considerable progressively responsible experience in secretarial and stenographic work; or any equivalent combination of education, training, and experience.

CASHIER I

Definition

This is clerical work in the receipt and processing of monies due the City.

Work involves the performance of clerical and cashier duties in receiving monies and issuing receipts on tax and other accounts. After an initial period of training in departmental policies and procedures, employees work independently in performing recurring duties. A supervisor is readily available to provide assistance on unusual matters or problems.

Illustrative Examples of Work

Receives payments and issues receipts on taxes, privilege licenses, assessments, water rents, parking and property rents, parking violations and miscellaneous collections.

Assists taxpayers by interpreting billings and collection policies and procedures.

Balances daily receipts with cash on hand; prepares and maintains related records.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Ability to learn the policies, procedures, and office and equipment operations related to work assignments within a reasonable training period.

Ability to make arithmetic computations and tabulations with speed and accuracy.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Desirable Qualifications

Graduation from high school; or any equivalent combination of education, training, and experience.

CASHIER II

Definition

This is advanced clerical work in the receipt and processing of monies due the City.

Work involves responsibility for participating in and providing direction for the activities of a small group of cashiers engaged in receiving monies and issuing receipts on taxes and other accounts due the City. Duties include supervising the processing and balancing of daily collections, the audit of daily receipts, and the compilation of daily collection summaries. The employee works independently within the framework of established policies under the general supervision of the collection supervisor.

Illustrative Examples of Work

Supervises the processing of all incoming mail and window collections; directs the processing of parking lot revenue collections from banks; serves as liaison with other departments involved in the collection process.

Aids cashiers in balancing daily collections; audits collections and compiles consolidated balance summaries; prepares and maintains related records.

Assists cashiers in dealing with special problems of the public; interprets and explains municipal policies and procedures.

Trains new cashier personnel.

Classifies and collects privilege license fees from business firms as required by the City Code.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of the municipal policies, rules, and procedures related to the collection process.

Ability to interpret and to make decisions in accordance with established policies and procedures.

Ability to supervise the work of subordinates.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Desirable Qualifications

Graduation from high school, and experience in the municipal tax collection process; or any equivalent combination of education, training, and experience.

ACCOUNT CLERK I

Definition

This is clerical-accounting work in the preparation and maintenance of fiscal and accounting records and data.

Work involves the performance of duties requiring the application of knowledge of bookkeeping practices and elemental accounting principles to the preparation, processing, or maintenance of revenue, expenditure, tax, and related fiscal records and reports. Initial assignments are performed under specific instructions, but as employees become familiar with established policies and procedures, they work with considerable independence under general supervision. Work is reviewed by a technical or administrative superior and is subject to internal control and audit reviews. Supervision may be exercised over a limited number of clerical assistants.

Illustrative Examples of Work

Maintains accounts payable and accounts receivable ledgers for special fund accounts; audits daily receipts; prepares and makes bank deposits; compiles weekly and monthly financial statements.

Processes invoices payable by the City; maintains an active file for all purchase orders; checks and approves orders for payment; applies discounts to invoices; posts and clears freight bills for payment.

Posts payments and rebates to the tax scrolls; balances unpaid tax bills and accounts receivable with the tax scrolls on a periodic basis; verifies and balances computer-processed tax billings.

Maintains accounts receivable on special assessments and miscellaneous fund accounts; prepares statements and bills for property owners; posts to subsidiary ledgers; prepares revenue summaries.

Assists a professional in the analysis of transactions and the preparation of periodic and special accounting reports; verifies pension and FICA reports; audits and prepares life and hospitalization insurance bills for payment; assures the accountability of capital assets through the use of capital property control forms and city equipment numbers.

Coordinates the preparation and mailing of all disbursement vouchers; maintains an alphabetical file of all payments; performs special accounting-clerical duties as assigned by the City Accountant.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of bookkeeping practices and procedures.

Considerable knowledge of standard accounting office practices, procedures, systems, and equipment.

Some knowledge of the basic principles of governmental accounting and auditing applicable to the area of assignment.

Ability to apply bookkeeping principles to the preparation and maintenance of routine fiscal and accounting records and reports.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in bookkeeping and commercial subjects, and experience in bookkeeping and related clerical-accounting work; or any equivalent combination of education, training, and experience.

ACCOUNT CLERK II

Definition

This is technical accounting work in the preparation and analysis of fiscal and accounting records and data.

Work involves responsibility for preparing, maintaining, examining, or analyzing moderately complex accounting and fiscal data. Duties require a working acquaintance with professional accounting principles and practices. Employees of this class work independently within the framework of established policies and applicable laws and regulations, referring only unusual problems or significant deviations encountered to a professional superior. Performance is reviewed through conferences, the review of reports, and the internal audit system. Supervision may be exercised over subordinate technical and clerical assistants.

Illustrative Examples of Work

Audits source documents and accounting data for internal control purposes; verifies revenue collections; prepares audit reports for review by a professional superior.

Reconciles all city bank accounts; assists in the preparation of the more complex accounting and financial studies and reports; compiles and analyzes budget and financial data and prepares reports for review by a supervisor.

Prepares, balances, controls, and distributes the weekly and semi-monthly payrolls for all city departments; prepares batch totals for each element of payroll before forwarding required information to data processing; maintains related insurance and tax accounts; prepares and distributes recurring and special reports relating to payroll and associated matters.

Represents the Accounting Supervisor in coordinating the preparation of municipal tax listings with the Guilford County Tax Department and the municipal data processing division; reviews the tax scrolls and obtains all tax abstracts pertaining to the City; verifies computer-prepared tax billings prior to their distribution; makes periodic tax rebates and refunds as authorized by Guilford County.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of bookkeeping practices and procedures.

Considerable knowledge of standard accounting office practices, procedures, systems, and equipment.

Knowledge of the basic principles of governmental accounting and auditing applicable to the area of assignment.

Ability to apply accounting principles and relevant laws and regulations to the preparation and maintenance of fiscal and accounting records and reports.

Ability to express ideas effectively orally and in writing.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Desirable Qualifications

Graduation from high school, supplemented by college level course work in accounting or business administration; and experience in accounting work appropriate to the area of assignment; or any equivalent combination of education, training, and experience.

DATA ENTRY OPERATOR I

Definition

This is office machine work in the operation of alpha-numeric key punch and verifying machines.

Work involves the rapid and accurate operation of a key punch machine in converting input data from source documents to machine-readable form. Duties include the operation of a verifier. Work is highly repetitive and is performed in accordance with specific written and oral instructions and established routines; however, employees are required to be alert to apparent irregularities in the input data and to notify a superior of such irregularities. Performance is evaluated in relation to established production standards and is checked for accuracy through the verifying process.

Illustrative Examples of Work

Converts input data from source documents to other media using an alpha-numeric key punch machine; sets up program cards for processing various source documents.

Operates a verifier in checking the accuracy of punched cards and other machine readable media.

Maintains records on time and materials used for each job; performs clerical work in maintaining card files, program cards, and other files and records.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Knowledge of the operation of key punch and verifying machines.

Ability to follow oral and written instructions and to maintain routine work records.

Sufficient manual dexterity to develop skill and speed in the operation of assigned equipment.

Desirable Qualifications

Graduation from high school, including or supplemented by training in key punching; or any equivalent combination of education, training, and experience.

DATA ENTRY OPERATOR II

Definition

This is supervisory work in key punch and verifying operations.

Work involves responsibility for directing and participating in the activities of a group of key punch operators engaged in converting and verifying input data into machine readable form. A major responsibility involves controlling and coordinating the flow of work through the unit to ensure adherence to production standards and work schedules. Duties include training new operators and maintaining unit and production records.

Illustrative Examples of Work

Assigns and supervises the work of subordinate key punch and verifier operators; maintains employee performance and production records; takes corrective measures as required to improve the quality and quantity of unit production.

Coordinates the flow of work through the unit for adherence to time commitments and schedules.

Trains new employees in unit operations; instructs operators on new systems and procedures; operates a key punch to produce master program cards for new assignments.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of the operations of key punch and verifying machines and the use and care of other equipment employed in the work.

Ability to plan, assign, and supervise the work of subordinates and to instruct them in proper work methods and procedures.

Skill in the operation of key punch and verifying machines.

Desirable Qualifications

Graduation from high school and experience in the operation of key punch equipment; or any equivalent combination of education, training, and experience.

POLICE RECORDS SUPERVISOR

Definition

This is technical and supervisory police records work.

Work involves responsibility for supervising and participating in assigned phases of the police records system operations. Employees exercise considerable independence in supervising and coordinating assigned functions and participate with a superior in the development of improved procedures and systems. Work is performed under the supervision of the police records director who evaluates performance through conferences and the review of reports.

Illustrative Examples of Work

Supervises assigned personnel in the central records office engaged in the preparation, classification, indexing, filing, and retrieval of police records; inspects records to insure their proper classification, processing, and accuracy; examines records problems and determines corrective action.

Compiles and classifies intradepartmental data for statistical reports; serves as liaison between the Records Division and the courts on correspondence, warrants, and capiases.

Supervises the operation of PIN-NCIC and city computer terminals; instructs new personnel in their use.

Serves as liaison between the division and the central municipal data processing unit; supervises the data processing section of the Records Division; coordinates the compilation of machine-produced reports and records for the division; handles inquiries concerning delayed input and output data.

Assists in evaluating requests for data processing usage; investigates new systems and forms for more efficient records handling; participates in major systems studies.

Participates in training police recruits in various aspects of the Records Division's operations.

Assists in the preparation of the division's annual budget and in planning for future development of the unit.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of police department operations, procedures, and policies and of the applicable aspects of general police methods and practices.

Considerable knowledge of modern office practices, procedures, and equipment, including the application of electronic data processing to complex records systems.

Knowledge of electronic computer capabilities and operations.

Ability to supervise the work of subordinates.

Ability to express ideas effectively orally and in writing.

Desirable Qualifications

Graduation from high school, supplemented by college level course work in business administration and data processing, and experience in police records operations; or any equivalent combination of education, training, and experience.

POLICE RECORDS SPECIALIST

Definition

This is specialized clerical work in the preparation and maintenance of police records.

Work involves responsibility for various clerical duties in the preparation, classification, indexing, filing, maintenance, and retrieval of data in the police records system. Employees are assigned to the various Police Department work shifts and, in addition to records duties, may participate in information desk activities. All work is performed under direct supervision and in accordance with established procedures, regulations, and policies.

Illustrative Examples of Work

Types, indexes, and files records channeled through and maintained in the police records division such as incident, accident, stolen vehicle, arrest, missing persons, and other standard and special police reports.

Receives departmental requests for and locates files in the various manual systems; operates input-output terminals associated with various computer-based police records systems.

Serves the public at an information desk; locates, releases, and maintains records on requested files and data.

Checks records for all phases of police work and for such purposes as city and military employment and jury listings and other court-related purposes.

Maintains records of warrants, capiases, and subpoenas and their disposition.

Operates typewriters, computer terminals, microfilm, and unit record equipment as required.

Performs related work as required.

Desirable Knowledges, Abilities, and Skills

Considerable knowledge of modern office practices, procedures, equipment, and standard clerical techniques.

Ability to acquire considerable knowledge of the standard police department operations and records procedures within a reasonable training period.

Ability to prepare and process moderately complex records and to prepare reports therefrom.

Ability to make routine decisions in accordance with laws, ordinances, regulations, and established departmental policies.

Ability to establish and maintain effective working relations as necessitated by work assignments.

Skill in operating a typewriter.

Desirable Qualifications

Graduation from high school, including or supplemented by courses in typing and office procedures, and clerical experience involving technical records work; or any equivalent combination of education, training, and experience.

Job Descriptions
County Clerical

CLERK I

Nature of Work

Work in this class involves the performance of routine, repetitive, clerical tasks in the processing of records and data.

Work is performed in accordance with well-established office procedures and policies and work assignments are of a nature that after an initial period of training, they are given without detailed instruction due to the repetitive nature of the work performed. Work situations that deviate from the normal pattern are referred to a supervisor for advice and decision. Work may include the incidental operation of office equipment. The work of an employee in this class is subject to detailed check and review for accuracy, completeness, and adherence to established practices or specific instructions.

Illustrative Examples of Work

Files and assembles correspondence, forms, records, and reports according to alphabetical, numerical, or other predetermined classification.

Reviews applications, registrations, and other forms for completeness, accuracy and consistency of information where the decision rests on well-defined standards.

Inspects files to prevent unnecessary duplication of information and other data filed.

Verifies written information against existing records.

Transcribes facts and figures from one form to another, totals figures, and balances with given totals.

Performs basic arithmetical calculations according to formulas provided for the purpose.

Reviews for accuracy, the calculations of others in accounting for money and items of value.

Receives authorized requisitions for office supplies, fills requisitions, and files copies of requisitions.

Stuffs, sorts, and stamps outgoing mail by hand or machine and packs and wraps packages, forms, or other material for mailing.

Sorts incoming mail according to predetermined basis and assigns and stamps identification numbers in the order in which the mail is received.

Transmits routine information to the public and employees concerning office activities.

May operate common office appliances such as addressograph, duplicating, and calculating machines for a small percentage of the time.

Performs related work as required.

Knowledges, Skills, and Abilities

Some knowledge of arithmetic, spelling, grammar, and vocabulary.

Ability to read and compare words and figures carefully and accurately.

Ability to understand oral and written instructions.

Acceptable Training and Experience

Completion of High School.

CLERK II

Nature of Work

An employee in this class performs a variety of moderately complex clerical work pertaining to an assigned department. Duties may involve receiving money, typing, operating office machines, and working with figures. Initiative and some independent judgment must be exercised in applying standard practices and procedures to specific tasks and in carrying out details of work without reference to a superior except in unusual circumstances. Courtesy is required in dealing with the public. Work is performed under general supervision and is subject to detailed or general review, depending on the assignment. Work is also checked by other employees who use or further process the material.

Illustrative Examples of Work

Posts a variety of data to records; obtains information from various sources and makes entries by hand, or typewriter; verifies posting.

Types forms, reports, legal documents, correspondence and similar matter; composes letters and processes mail; witnesses and signs legal papers officially.

Operates duplicating, calculating, microfilm, and other machines used in the office assigned; makes and verifies computation.

Sorts and files a variety of papers; assembles material from files.

Processes forms, reports, records, documents, legal instruments, checks, vouchers, and papers.

Indexes documents on temporary and permanent record.

Deals with the public in person or by telephone to receive payments, give or obtain information, relay calls, receive documents to be recorded, fill request for copies of documents, and perform related services; maintains records of money handled and balances financial records periodically.

Types specifications for machinery and equipment, files purchase orders, and otherwise facilitates ordinary purchasing procedures.

Performs duties of a Clerk I as necessary.

Performs related work as assigned.

Knowledges, Skills, and Abilities

Working knowledge of the forms used and the procedures applied in the office to which assigned.

Working knowledge of the policies, and/or regulations applicable to work in the assigned field.

Working knowledge of modern office practices, business English and spelling.

Some knowledge of bookkeeping practices.

Ability to type accurately at a moderate rate of speed.

Ability to operate specialized office machines

Ability to make computations rapidly and accurately.

Ability to read and compare facts and figures carefully and accurately.

Ability to deal tactfully and courteously with the public.

Ability to write legibly.

Ability to maintain effective working relationships with other employees.

Desirable Experience and Training

One to two years of clerical work involving public contact and preferably in the department to which assigned.

Graduation from high school, including or supplemented by commercial courses.

CLERK III

Nature of Work

An employee in this class performs a variety of moderately complex to complex clerical work pertaining to an assigned department and often of a technical nature. Duties usually include typing, operating office machines, working with figures, and considerable contact with the public. Initiative and independent judgment must be exercised in applying standard practices and procedures to specific tasks and in carrying out details of work without reference to a superior except in unusual circumstances. Tact and courtesy are required in dealing with the public. Work is performed under general supervision and is subject to general review or detailed checking depending on the assignment.

Illustrative Examples of Work

Deals with the public in person and by telephone to provide assistance on routine to complex problems relating to business of the department.

Composes and types letters concerning routine matters of the department; types forms and reports; processes mail.

Participates in tax listing activities, handling especially those persons with complaints or problems; elicits farm census information.

Checks and balances farm census books; computes amount due each list taker for farm census reports.

Lists and computes taxes and penalities for previous years.

Computes tax repayment statements taking into consideration proper County, school, and fire district taxes.

Posts to a variety of records; obtains information from various sources and makes entries by hand or typewriter; verifies posting.

Provides assistance to auditors and employees from other departments seeking information from records of the department.

Runs adding machine tapes to balance records.

Trains and assists less experienced clerical workers in the methods and procedures to be followed.

Performs related work assigned.

Knowledges, Skills, and Abilities

Considerable knowledge of the forms, record keeping systems, and the procedures of the office to which assigned.

Working knowledge of the policies and/or regulations applicable to work in the assigned field.

Working knowledge of modern office practices, business English, and spelling.

Ability to type accurately at a moderate rate of speed.

Ability to operate common office machines.

Ability to make computations rapidly and accurately.

Ability to deal tactfully and courteously with the public.

Ability to read and compare facts and figures carefully and accurately.

Ability to write legibly.

Ability to maintain effective working relationships with other employees.

Desirable Experience and Training

Considerable experience in the work of the assigned department.

Graduation from high school, including or supplemented by commercial courses.

STENOGRAPHER I

Nature of Work

An employee in this class takes and transcribes dictation and/or types from dictaphone recordings and performs a variety of additional clerical tasks in processing office forms and records in accordance with standard procedures. This work includes receptionist duties and public contact by telephone. Detailed instructions are given the employee during initial training period and subsequently on new assignments, the duties otherwise being carried out under general supervision. A superior is available for consultation regarding unusual problems that may arise. Work includes the use of common office machines. Completed work or work in process is subject to a review that ranges from detailed to general depending on the type of assignment. Errors in processing may be discovered by a specific check or by further use of the material.

Illustrative Examples of Work

Takes and transcribes notes of oral dictation given in detail by one or more persons relating to correspondence, records, and other subjects and/or transcribes dictation from dictaphone recordings.

Types letters, reports, memoranda and other material from copy.

Types forms, permits, official documents and similar matter.

Compiles routine periodic reports; posts information.

Gives information to the public in person and by telephone.

Performs basic arithmetical calculations using adding machine.

Opens, sorts, and distributes mail.

Operates common office machines.

Files memoranda, reports, and forms; locates information in files for use of others.

Makes appointments for a superior and reminds him of dates and time.

Performs related work as assigned.

Knowledges, Skills, and Abilities

Working knowledge of the clerical procedures of the office to which assigned.

Working knowledge of business English, spelling, and arithmetic.

Working knowledge of the general functions of the division or unit to which assigned.

Ability to take dictation and transcribe the notes accurately.

Ability to type accurately and speedily.

Ability to deal courteously with the public.

Ability to operate common office machines with facility.

Ability to learn an established routine in a reasonable length of time.

Ability to maintain effective working relationships with other employees.

Desirable Experience and Training

Some experience in office work involving typing and shorthand.

Graduation from high school including or supplemented by courses in typing and shorthand.

STENOGRAPHER II

Nature of Work

An employee in this class takes and transcribes dictation and/or types from transcribing machine recordings and performs a considerable variety of clerical tasks in processing forms, figures, and data. The incumbent must exercise judgment and discretion in applying rules and regulations to a number of situations and in determining the exact procedures that are to be applied in specific assignments. Knowledge of the office procedures of the unit and general functions of the division is necessary in giving information to other employees and the public. Training in the more complex work assignments is received on the job. After work methods are learned, the employee carries out duties under general supervision and receives additional instruction and advice on new work and when changes in procedure occur. Work is subject to a spot check, a cursory review, or a detailed check for accuracy, completeness, and neatness depending on the type of matter processed.

Illustrative Examples of Work

Takes and transcribes notes of oral dictation given in detail by one or more persons relating to correspondence, technical actions, legal matters, and other subjects and/or transcribes dictation from machine recordings.

Establishes and maintains files for records and correspondence.

Processes forms of varied complexity, assembling the included information or obtaining it from others.

Keeps statistical records and from them compiles periodic reports; uses calculator and adding machine.

Operates duplicating and other types of office machines.

Acts as receptionist in receiving and directing callers, making appointments, and answering the telephone.

Searches out information from records.

Trains new clerical employees in work procedures.

Instructs part-time office help; opens and distributes mail.

Composes correspondence of a routine nature on own initiative.

Prepares requisitions for office supplies.

Performs related work as assigned.

Knowledges, Skills, and Abilities

Considerable knowledge of modern office procedures.

Working knowledge of arithmetic, business English, and spelling

Working knowledge of the general functions of the department or division to which assigned and of the terminology applicable in the assignment.

Ability to type rapidly and accurately.

Ability to take dictation and transcribe the notes accurately.

Ability to make accurate arithmetical computations.

Ability to compose clear and concise letters correctly.

Ability to make decisions in accordance with established office procedures and apply them in work situations.

Ability to maintain records and files and prepare reports.

Ability to deal courteously with the public.

Ability to maintain effective working relationships with other employees.

Desirable Experience and Training

Experience in office work including stenographic duties.

Graduation from high school supplemented by a business course including typing and shorthand.

TYPIST I

Nature of Work

Work in this class involves the performance of routine, repetitive tasks in the processing of records and data which requires the use of a typewriter.

Work is performed in accordance with established office procedures and policies, and work assignments are of such a nature that little initiative or judgment is required in applying these methods and practices. After an initial period of training, assignments are given without detailed instruction due to the repetitive nature of the work performed. Work situations that deviate from the normal pattern are referred to a supervisor for advice and decision. Work may include the incidental operation of common office equipment. The work of an employee in this class is subject to detailed check and review for accuracy, completeness, and adherence to established practices or specific instructions.

Illustrative Examples of Work

Types letters, reports, summaries, memoranda, and other material from copy or from copy or from written information.

Types form letters requiring very limited judgment in determing the information to be given.

Composes and types letters containing information of a routine nature, requiring limited discretion on the part of the employee.

Files and assembles correspondence, forms, records, and reports according to alphabetical, numerical, or other predetermined classification.

Reviews applications, registrations, and other forms for completeness, accuracy, and consistency of information; and inspects files to prevent duplication of information of data filed, where the decision rests on well-defined standards.

Verifies written information against existing records; transcribes facts and figures from one form to another; totals figures; and balances with given totals.

Performs arithmetical calculations according to formulas provided for that purpose; and reviews for accuracy the calculations of others in accounting for money and items of value.

Receives authorized requisitions for office supplies, fills requisitions, and files copies.

Stuffs, sorts, and stamps outgoing mail by hand or machine and packs and wraps packages, forms, or other material for mailing.

Sorts incoming mail according to predetermined basis and assigns and stamps identification numbers in the order in which the mail is received.

Operates common office appliances such as addressograph, duplicating, and calculating machines for a small percentage of the time.

Transmits routine information to the public and employees concerning office activities.

Performs related work as required.

Knowledges, Skills, and Abilities

Some knowledge of arithmetic, spelling, grammar, and vocabulary.

Ability to read and compare words and figures carefully and accurately.

Ability to understand oral and written instructions.

Ability to type at a rate of 45 words a minute.

Acceptable Training and Experience

Completion of high school.

TYPIST II

Nature of Work

An employee in this class performs a variety of clerical tasks necessitating the use of a typewriter in the processing of forms and records which require the application and interpretation of office procedures and departmental rules and regulations. Work may include the supervision of a number of clerks performing routine and repetitive tasks.

Work is performed in accordance with departmental policies, but it requires the making of independent decisions and the use of judgment in applying these procedures within the limits of established work methods. Training in the more complex work is usually received on the job, but after these methods are learned an employee will carry out assignments independently and will be given instructions only on new work or changes in established work methods. Work may include the incidental operation of the common types of office equipment. Recurring work assignments are not given detailed review but are spot checked to determine that the employee is adhering to established regulations and departmental policies. Special work assignments are reviewed by a supervisor for accuracy and compliance with instructions. Work is also subject to review through its use by other operating units.

Illustrative Examples of Work

Sets up and types reports, tables, and a variety of other complex forms from copy or rough draft.

Composes and types a variety of correspondence requiring the application of office procedures and departmental policies in preparation of correspondence.

Collects a variety of data from existing office records and prepares typewritten reports for use of supervisor or other employees.

Inspects reports and forms for accuracy, completeness, and compliance with established policies and departmental requirements.

Receives standardized reports, and compiles data into summary or consolidated form.

Checks cash receipts records for mathematical accuracy and posts payments to ledgers, all of which requires an interpretation of office practices and procedures.

Assigns work to and reviews the work of a group of subordinate clerks for accuracy, completeness, and compliance with established office procedures.

Orders, receives, and checks incoming office supplies against requisitions and keeps required records.

Collects a variety of data from existing office records and compiles into required form for use of supervisor or related working units.

Gives information to public or other employees which requires a knowledge of office rules and regulations.

Performs related work as required.

Knowledges, Skills, and Abilities

Working knowledge of arithmetic, spelling, grammar, and vocabulary.

Some knowledge of office practices and procedures.

Considerable ability to understand oral and written instructions.

Ability to read and compare words and figures carefully and accurately.

Ability to maintain clerical records and to compile reports from these records.

Ability to type at a rate of 50 words a minute.

Acceptable Training and Experience

Graduation from high school and eighteen months experience in clerical work. (Successfully completed training in an accredited college, university, or business school may be substituted for the required experience on a year for year basis.)

TYPIST III

Nature of Work

Work in this class involves the independent performance of complex clerical assignments requiring the use of a typewriter in maintaining records and processing clerical work. Work may include the supervision of a small clerical staff when such supervision is incidental to the performance of assigned tasks.

Work assignments require the exercise of considerable judgment in the interpretation and application of laws, rules, and regulations of the working units as well as a knowledge of operating details of related units. On recurring tasks, the decisions are final or are given only periodic spot-check to ascertain that policies are adhered to. Assignments which involve departure from established policies are referred to a superior for determination, and this policy is followed in future cases. Work is evaluated primarily by periodic conference on spot-check or as a result of appeals filed from decisions made by this employee.

Illustrative Examples of Work

Types forms, accounting, and financial statements, letters, departmental reports, permits, or other materials, frequently requiring indpendent action and discretion on problems encountered.

Reviews various reports or requests, made on standard forms, for completeness, propriety, adequacy, and accuracy of computations.

Corresponds with the public to explain departmental policies to indicate the necessary information needed to complete or correct required records or reports of the department where such action requires the interpretation and application of statutes or departmental regulations.

Supervises the maintenance of activity control and financial records not requiring special accounting training but where frequent procedural problems may arise.

Supervises and participates in sorting and filing various materials, classifies file material according to subject matter or other classifications.

Instructs subordinate employees in proper work methods, explains office procedures, and reviews work to ascertain that it has been performed in accordance with instructions and office policies.

Performs related work as required.

Knowledges, Skills, and Abilities

Considerable knowledge of vocabulary.

Working knowledge of arithmetic, spelling, and grammar.

Working knowledge of office practices and procedures.

Considerable ability to maintain clerical records and to compile reports from these records.

Ability to read and compare words and figures carefully and accurately.

Ability to apply established departmental procedures to a variety of work situations.

Ability to assign and review the activities of clerical employees.

Ability to type at a rate of 50 words a minute.

Acceptable Training and Experience

Completion of high school.

Three years of paid employment in clerical work.

(Successfuly completed training in an accredited college, university, or business school may be substituted for the required experience on a year for year basis.)

DATA ENTRY OPERATOR I

General Statement of Duties

Performs specialized work in the operation of data entry machines.

Distinguishing Features of the Class

An employee in this class is responsible for the operation of data entry and verifying machines. Work involves keying coded and uncoded data and verifying the entered data through the use of data entry machines. Work also involves logging jobs in and out and performing various clerical duties. Assignments are received from the Computer Operations Supervisor or a higher level data entry operator. Work is performed under the general supervision of the Computer Operations Supervisor and is evaluated through observation and accuracy of duties performed.

Illustrative Examples of Work

Operates data entry and verifying machines to key coded and uncoded data into magnetic discs.

Verifies data that has been keyed into tapes; corrects errors through use of data entry machines.

Performs various related duties such as sorting, filing, and posting; operates a decollator, sorter, or other equipment.

Performs related work as assigned.

Knowledges, Skills, and Abilities

Working knowledge of the operation of data entry and verifying machines.

Working knowledge of modern office practices and procedures.

Ability to key information into a data entry machine rapidly and accurately.

Ability to understand oral and written instructions.

Ability to read printed numbers and words accurately.

Desirable Experience and Training

Some experience in the operation of data entry machines. Graduation from high school, or an equivalent combination of experience and training.

DATA ENTRY OPERATOR II

General Statement of Duties

Performs specialized work in coordination of data entry operation work and the operation of data entry machines.

Distinguishing Features of the Class

An employee in this class coordinates and participates in the work of data entry operators. Work includes keying coded and uncoded data through the use of verifying machines. Work also includes signing for the receipt of jobs, assigning specific jobs to lower level data entry operators, and seeing that jobs are completed as scheduled and delivered to the data control section. Independent judgment is required in adjusting assignments of data entry operators in order to meet completion deadlines. Work is performed under supervision of the Computer Operations Supervisor and is evaluated through discussions and review of final results.

Illustrative Examples of Work

Assigns various jobs to data entry operations; participates in the keying of coded and uncoded data onto magentic discs through the operation of data entry machines.

Verifies data that has been keyed onto tapes; corrects errors through the use of verifying machines.

Coordinates and adjusts the work load of data entry operators in order to meet scheduled deadlines; assures that work is routed to data control upon completion.

Performs related work as assigned.

Knowledges, Skills, and Abilities

Considerable knowledge of the operation of data entry and verifying machines.

Considerable knowledge of modern office practices and procedures.

Ability to coordinate work in an orderly and effective manner.

Ability to key information into a data entry machine rapidly and accurately.

Ability to communicate effective orally and in written form.

Desirable Experience and Training

Experience in the operation of data entry machines. Graduation from high school, or an equivalent combination of experience and training.