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STILLER, ELAINE SELLS
A PROFILE ANALYSIS OF WOMEN IN CENTRAL OFFICE
POSITIONS IN NORTH CAROLINA PUBLIC SCHOOLS.

THE UNIVERSITY OF NORTH CAROLINA AT
GREENSBORO, ED.D., 1979

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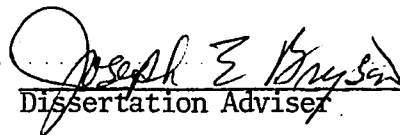
by

Elaine Sells Stiller

A Dissertation Submitted to
the Faculty of the Graduate School at
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Doctor of Education

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Approved by


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APPROVAL PAGE

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STILLER, ELAINE SELLS A Profile Analysis of Women in Central Office Positions in North Carolina Public Schools. (1979)
Directed by: Dr. Joseph Bryson. Pp. 118.

The purpose of this study was to determine the status, the personal and professional background and the future plans of the women who were employed in the central administrative offices of North Carolina's public schools.

Questionnaires were mailed to 471 women who were listed in the Education Directory, 1977-78. A total of 346 usable responses was returned and tabulated. A chi-square analysis was made to determine the relationship between variables of position, age, salary, degrees earned, plans for further study and years in the position.

The major findings of the study included:

Positions held by the women included those of superintendent, assistant and associate superintendents, directors of instruction, supervisors, directors of special projects and directors with various titles. The largest group was general and subject area supervisors who comprised 50.4 percent. The top-level positions, superintendent, assistant superintendent and associate superintendent, were held by 5.5 percent of those responding.

A majority of the women (73.8 percent) had been employed in their present position for ten years or less. Of these, 35.4 percent had been employed in their position for less than five years. This group included a superintendent, two associate superintendents, and thirteen assistant superintendents.

More than one half of the women (56.8 percent) were over forty-five years of age. The second largest group (26.6 percent) ranged in age from thirty-five to forty-five years. The median age of the group was 58.6 years.

Most of the women (90.1 percent) were married or had been married. A majority of them (77.2 percent) had at least one child. The average number of children for each woman was two.

The women received salaries ranging from \$8,000 to more than \$30,000. Approximately two thirds of them received a salary in the \$16,000-\$20,000 category.

The women indicated they assumed a variety of responsibilities, mostly related to curriculum and instruction. Their role was most often a combination of advisory and decision-making responsibilities.

Two of every three women had acquired their position through an offer from within the system where they were currently employed.

Most of the respondents succeeded another woman in their position. Their predecessors, 48.5 percent of them, had retired. A total of 39.6 percent of the women was the first person appointed to fill a new position.

Almost all of the women had earned a master's degree. Twelve of them had two master's degrees. Fifty-two had an educational specialist degree, and fourteen held an earned doctorate.

Eighteen women reported they had experienced difficulty in acquiring an administrative position. Prejudices against women in positions traditionally held by men were cited most often as the contributing factor to this difficulty.

Approximately two thirds of the women reported that they definitely

planned further formal study, or there was a possibility they would pursue further education. The remaining one third had no plans to continue formal study.

More than one half of the women expected to continue in their present position. Forty of these reported they would like a change in their position. One fifth of the respondents expressed a desire to be promoted within their present system.

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CHAPTER I

INTRODUCTION

Occupations in the United States are typically considered as male or female according to the predominant sex that holds the jobs. Half of all the women who are employed are concentrated in twenty-one occupations, while one-half of the male workers are in sixty-five occupations.¹ The "sex" of jobs varies according to the setting, being "male" if done in a factory and "female" if done at home. Different kinds of work are assigned to the sexes in different times and places, and the specific kinds of work assigned to them in any one place may change over time. These facts indicate that biological sex differences per se are not the determining factor, and they appear to become less so with industrialization.² Education is traditionally considered a "woman's" profession, and the majority of teachers in the classrooms of the public schools are women.³ Women have held this majority since the Civil War.⁴

¹Eli Ginzberg and Alice M. Yohalem eds. , Corporate Lib: Women's Challenge to Management (The John Hopkins University Press, Baltimore, 1973), p. 14.

²Jessie Bernard, Women and the Public Interest (Aldine-Atherton, Inc., Chicago, 1971), p. 106.

³Patricia Ann Schmuck, Sex Differentiation in Public School Administration (National Council of Administrative Women in Education, Washington, D. C., 1975), p. 8.

⁴Suzanne Howard, Why Aren't Women Administering Our Schools? (National Council of Administrative Women in Education, Arlington, Va., 1975), p. 5.

Men, however, have always been predominant in public education administrative positions.⁵ Following World War II many men acquired college degrees through the G. I. Bill, began careers in teaching and quickly moved to administrative positions. "Many school districts seemed to adopt an unwritten policy that whenever a woman retired from an administrative or supervisory position she would be replaced by a man."⁶ Although women are becoming increasingly active in seeking equality with men in some occupations such as construction and maintenance, the opposite appears to be true in education. The percentage of women who hold administrative positions has persistently declined during the past fifteen years.⁷ There was and is a deliberate and continuing effort to move education's administration and management from that of small factory to that of modern corporation. As the method of governance becomes more like big business and the salary scale becomes better, a smaller number of women appear in leadership positions.⁸

A number of reasons have been given for the status of women in education, some factual, some proven to be mythical. Rightly or wrongly,

⁵Suzanne S. Taylor, "Educational Leadership: A Male Domain?", Phi Delta Kappan, LV (October, 1973), 124.

⁶Charlene T. Dale, "Women Are Still Missing Persons in Administrative and Supervisory Jobs," Educational Leadership, XXXI (November, 1973), 123.

⁷Paula F. Silver, Women in Educational Leadership: A Trend Discussion (University Council for Educational Administration, Columbus, Ohio, 1976), p. 6.

⁸Hierarchy, Power, and Women in Educational Policy Making. A Position Paper prepared by the National Conference on Women in Educational Policy Making. U. S., Educational Resources Information Center, ERIC Document ED 117 841, October, 1975.

women are considered a major deterrent to keeping education from achieving the same professional level as medicine and law.⁹ Since teaching is considered to be a "female" profession, salaries of teachers are lower than those for other professions.¹⁰ Women are expected to perform tasks because of love and/or duty and the thought of paying them on an equal basis with other professions is horrifying to society. They are not supposed to be paid much for performing services that are "only natural for women."¹¹ In addition, the income is often considered unessential to the welfare of the family.

Women are also cited for their lack of desire to advance, either to more responsible positions or to a higher educational status.¹² Failure to enter and complete graduate programs keep women from acquiring the training and credentials necessary to achieve these positions.¹³ Colleges and universities usually make few concessions in terms of class hours, entry age, amount and kind of financial assistance for those women who must pursue degrees on a part-time basis because of marital/parental responsibilities. Therefore, fewer women than men do receive advanced degrees but those women who are qualified are selected for few of the

⁹Jeanne N. Zimmerman, "The Status of Women in Educational Administrative Positions in Central Offices of Public Schools", (Doctoral dissertation, Temple University, 1971), p. 1.

¹⁰Howard, op. cit., p. 10.

¹¹Bernard, op. cit., p. 116.

¹²Elizabeth A. Greenleaf, "The Responsibility of Educated Women," Education Digest, XL (November, 1974), 62.

¹³Zimmerman, op. cit., p. 36.

administrative jobs.¹⁴ Both men and women executives agree that a woman must be exceptional, even overqualified, if she is to succeed in managerial positions.¹⁵ Women actually must be smarter, more competent and more capable than men to perform administrative functions.¹⁶ Competency should be the major criterion for placing an individual in any position, and the evidence indicates the disparity between men and women is unjustified.¹⁷

Aspirations of women themselves may be a significant factor in the small percentage of women to be found in administration. Many women appear to be content in positions related to a staff assignment, such as supervisor, coordinator of instruction or assistant to a top-level executive. Women appear unwilling to take the initiative in seeking administrative positions comparable to those held by men.¹⁸

Another reason often given for the small number of women in top-level administrative positions is that women do not possess qualities of competition, independence, intellectual achievement and leadership that

¹⁴Barbara Krohn, "The Puzzling Case of the Missing Ms." Nation's Schools and Colleges, I (November, 1974), 35.

¹⁵Ginzberg, op. cit., p. 72.

¹⁶Mildred Matthews, "The Life and Times of a Woman Administrator," American Vocational Journal, I (September, 1975), 38.

¹⁷William H. Seawell and Robert Lynn Canady, "Where Have All The Women Gone?" National Elementary Principal, LIII (May-June, 1974), 47.

¹⁸Howard, op. cit., p. 27.

are required of top-level administrators.¹⁹ Apparently, many who do the hiring tend to believe that men are more effective as administrators than women and fail to recognize the skills possessed by individuals.²⁰ They define the same characteristics in women and men differently. For example, a woman's ability to influence others in a subtle manner is called "leadership" in men.²¹

Appropriate sex roles are internalized at an early age and women are socialized to accept a secondary status. Men are expected to take jobs requiring initiative, independence, objectivity, leadership and ability. Women's roles are seen as requiring ability to follow directions, passivity, nurturance and maintenance of favorable interpersonal relationships.²² Women are expected to perform a "stroking" or nurturing function-- to be passive, warm, loving, encouraging. Being non-aggressive and pleasing disqualifies women from some competitive careers that require a harsh, aggressive approach. However, it is not impossible to be rational, clear-thinking, competent and efficient as well as nurturant.²³

¹⁹Nancy A. Nieboer, "There Is A Certain Kind of Woman..." Education Digest, XLI (September, 1975), 60.

²⁰Doris M. Timpano and Louise W. Knight, Sex Discrimination in the Selection of School District Administrators: What Can Be Done? U. S., Educational Resources Information Center, ERIC Document ED 133 917, December, 1976.

²¹Ginzberg, op. cit., p. 17.

²²Schmuck, loc. cit.

²³Jessie Bernard, The Future of Motherhood (The Dial Press, New York, 1974), p. 293.

Personality characteristics associated with proper femininity and manliness are arbitrarily assigned to each sex without regard to the very complex and wide ranging differences inherent in the members of both.²⁴

The consistently declining number of women in administrative positions is a major concern for public education. In a nation where individual worth is a predominant concern, it is immoral and now illegal to delegate more than fifty percent of the manpower resources to a secondary role.²⁵

The skills and capacities of our people depend on the opportunities for development available to each individual. The effective utilization of those skills and capacities is crucial to the strength of our manpower resources.²⁶

In this age of change, women can no longer be relegated to the home or considered an economic asset when needed to fill open positions.²⁷ Women will continue to be a large part of the educational system and the question is "What role will they assume for the benefit of society and themselves?"

²⁴Kirsten Amundsen, A New Look at the Silenced Majority (Englewood Heights, N. J.: Prentice-Hall, Inc., 1977), p. 131.

²⁵Kathryn Cirincione-Coles, "The Administrator: Male or Female?" Journal of Teacher Education, XXVI (Winter, 1975), 327.

²⁶National Manpower Council, Womanpower (New York: Columbia University Press, 1957), p. 3.

²⁷Taylor, op. cit., p. 124.

SIGNIFICANCE OF THE STUDY

Much of the educational writing uses the pronoun "she" when referring to classroom teachers and the pronoun "he" when writing about an administrator. This phenomenon is based upon the traditional role played by males and females in education. As administrative positions were created, they were filled by men since women were not considered competent for the task.²⁸ Presently, both men and women enter teaching on the same salary schedule for the same qualifications and experience. This single salary schedule still does not prevent inequities---men receive supplements for extra-curricular activities, credit for military and other work experience.²⁹ Most of the better jobs in school administration also go to men.³⁰

The abilities of women as compared to men in administration have been the basis for a number of studies. Most of the research is centered around the principalship at both the elementary and secondary levels. Conclusions from these studies indicated there is little difference related to sex roles among the characteristics studied.

²⁸Zimmerman, op. cit., p. 3.

²⁹Roslyn D. Kane, Sex Discrimination in Education: A Study of Employment Practices Affecting Professional Personnel, U.S. Educational Resources Information Center, ERIC Document ED 132 743, 1976.

³⁰Robert W. Smuts, Women and Work in America (Columbia University Press, New York, 1959), p. 104.

The schools of North Carolina are responsible for the education of more than one million boys and girls. Such a task requires the efforts and abilities of many capable people in top-level, decision-making positions. Are women being given opportunities to participate in these decisions? Where are the women in the organizational structure of education in the public schools of North Carolina? How high in the organization have women ascended and what were the problems they encountered in reaching these positions? What education and experiences have women had in preparation for present positions? What expectations do women in educational administration have for the future? These were questions posed by this study to the women who occupy administrative positions in the central offices of the public schools of North Carolina.

PROBLEM

The problem of the study was comprised primarily of the following parts: (1) What is the position of women in the organizational structure of the administrative unit; (2) How did these women acquire their current positions; (3) What educational and professional qualifications do these women possess; and (4) What are the future plans of these women for employment in administrative positions?

DELIMITATIONS

This study included the one hundred forty-five administrative units within the State of North Carolina. Those studied were women in administrative or staff positions attached to the central office who

report directly to the superintendent or a member of the superintendent's immediate team. The positions included superintendents, associate/assistant superintendents, coordinators, supervisors, directors and all other persons in positions related to the instructional function of the schools. Such positions as attendance officers, nurses, home-school coordinators, itinerant teachers and remedial teachers were excluded. All women who were employed during the school year 1977-78 and who met the criteria as defined were included in the study.

PURPOSES

1. To determine the kinds of administrative positions held by women in the public schools.
2. To ascertain the number of years women have held an administrative position or positions.
3. To determine the duties and responsibilities of the women in administrative positions.
4. To examine the types of problems women have incurred in acquiring administrative positions.
5. To determine the reasons women believe they were promoted or hired for administrative positions.
6. To explore the personal background of these women.
7. To examine the professional background and training of these women.
8. To determine future plans of the women currently in administrative positions.

HYPOTHESES

After a search of the literature, the following statements concerning women in North Carolina were hypothesized:

1. A large concentration of women is found in staff positions requiring advisory-type duties.
2. Top-level administrative positions held by women have been achieved within the previous five years.
3. Women in administrative positions are well-qualified by experience and training.
4. Women currently in administrative positions consider these positions terminal.

TERMINOLOGY

Administrative Officer - a member of an educational staff with responsibilities in the direction, control or management of a school or schools in an educational system

Administrative Position - a position involving performance of major duties in organizing, managing or supervising duties of other employees and calling for the carrying of certain responsibilities in the direction, control or management of an educational or other institution

Administrative Unit - that geographic unit comprising all the area under a single system of school administration

Advisory Duties - duties consisting of recommendation based on knowledge or experience

Central Office (administration) - principal educational authority having jurisdiction over a school system or major division thereof

Educational Administration - direction, control and management of all matters pertaining to school affairs

Instructional Staff - all the members of a school staff who are occupied directly with teaching or with supervising instruction in the school

Public Schools - a school, usually of elementary or secondary grade, organized under a school district of a state, supported by tax revenues, administered by public officials, and opened to all

Staff Officer - an educational administrator, frequently a specialist in his field, who serves as an advisor and produces needed information as a basis for effective judgment or action but is not responsible for making decisions

Supervision - provision of assistance of an advisory and consultative nature to line officers³¹

Superintendent's Immediate Team - the administrative officers who report to and are directly responsible to the superintendent

Terminal - a level of employment beyond which individuals do not normally expect to go

PROCEDURES OF RESEARCH

- 1) A review of the literature was made to determine previous

³¹Carter V. Good, ed., Dictionary of Education (3rd ed.; New York: McGraw-Hill, 1973), for all definitions in this section.

studies of women in administrative positions.

2) A list of women to be used in the study was compiled from the Education Directory of North Carolina, 1977-78.

3) A questionnaire was designed as a survey instrument.

4) The questionnaire was validated by submission of the instrument for criticism of construction, design and content to twenty-five women in seven administrative units. Sixteen responses, or 64 percent, were returned.

5) The instrument was revised and refined.

6) The study was endorsed by the North Carolina Association of School Administrators. (See Appendix for letter of endorsement.)

7) A copy of the questionnaire, a letter of transmittal and a return envelope were mailed to all women who met the established criteria.

8) A follow-up letter was sent as a reminder to those not returning the questionnaire within a three-week time period.

9) Nominal data were collected. Frequency distributions and percentages were developed for each question. To determine the extent to which certain variables occurred together, chi-square, an appropriate statistical test for deciding relationships, was used. This test compares obtained frequencies of cases in a contingency table to the expected frequencies of cases. The basic formula for computing chi-square is $\chi^2 = \sum \sum \frac{(o-e)^2}{e}$. Using the chi-square value, degrees of freedom determined by multiplying number of rows -1 and number of columns -1, significance is checked in a Table of Chi-Square Values. Data are presented in Chapter III.

10) Conclusions were drawn and recommendations made. Chapter V presents this discussion.

CHAPTER II

REVIEW OF THE LITERATURE

Currently, women are seeking to achieve leadership positions and to dispel many of the myths that have prevailed in the past concerning their abilities, aspirations and educational background. This chapter is a review of the articles, books and reports that have been written about the role of women in society and in the administration of the public schools.

WOMEN AS WORKERS

Nearly two of every five American workers are women. During 1975 an average of nearly thirty-seven million women were in the labor force. Almost 33.6 million women were actually employed, with the remaining 3.4 million looking for work.¹ Employment for women is usually based upon the economy; the number of women employed decreases when jobs are scarce.²

Women work for the same reason that men do, to provide for the welfare of themselves and their families. These workers include those who have never married; those who are widowed, divorced, or separated,

¹U.S., Department of Labor, Women's Bureau, Why Women Work, A Report Prepared by the Women's Bureau of the Employment Standards Administration (Washington, D. C.: United States Department of Labor, July, 1976), p. 1.

²Robert Gubbels, "The Supply and Demand for Women Workers," Woman in a Man-Made World, ed. Nona Glazer-Malbin (New York: Rand McNally and Company, 1972), p. 208.

particularly those who are raising children; and those whose husbands have incomes below the poverty level. In March, 1975, 7.2 million families were headed by women. Fifty-four percent of the women family heads were in the labor force, and nearly two thirds of these were the only wage earners in their families.³

Work done by women is generally unskilled, fragmented, poorly paid and carries little responsibility. Most jobs are assigned on the basis of sex, and the best ones are still reserved for men.⁴ Women are more likely than men to be white-collar workers, but their jobs are usually less skilled and pay less than those of men. Women are less likely than men to be managers and administrators and represent only about one fifth of these workers.⁵ Opportunities for promotion are limited in the fields of work where women are concentrated, and, where opportunities for advancement do exist, the pay is not much higher than that which other regular employees receive. Women and men often do the same work but have a difference in title and pay.⁶ Justification

³Why Women Work, op. cit., p. 2.

⁴Glazer-Malbin, op. cit., p. 214.

⁵United States Department of Labor, Women Workers Today (Washington, D. C.: October, 1976), p. 7.

⁶Caroline Bird, Born Female (New York: David McKay Company, Inc., 1970), p. 79.

for this differential is based upon the myth that women are absent more often and leave their jobs more often than men.⁷

Many women have followed the traditional role of quitting work when they become mothers. Many people have thus assumed that most women do not wish to pursue careers. A problem arises, however, in the interpretation of "career."

When we say "career", it connotes a demanding, rigorous life pattern, to whose goals everything else is ruthlessly subordinated - everything pleasurable, human, emotional, frivolous...When a man asks a woman if she wants a career, it is intimidating. He is saying, are you willing to suppress half of your being as I am, neglect your family as I do, exploit personal relationships as I do, renounce all personal spontaneity as I do? Naturally, she shudders a bit and shuffles back to the broom closet.⁸

Women of today are following a career pattern that is characterized by initial entry, interruption for childbearing and/or child rearing and reentry a few years later.⁹ It is true that the work patterns of women have been different from those of men. However, Holstrom found, in a study of male and female professionals, that as many men as women have interrupted their careers -- but for different reasons. Men were away for military service, the women to raise

⁷ Suzanne Howard, Why Aren't Women Administering Our Schools? (Arlington, Virginia: National Council of Administrative Women in Education, 1975), p. 23.

⁸ Philip E. Slater, The Pursuit of Loneliness (Boston: Beacon Press, 1970), p. 72.

⁹ Howard, op. cit., p. 22.

families. Holstrom points out the way employers perceive these interruptions:

In a curious paradox of human values men have been criticized only slightly for career interruptions in which their task was to kill off other members of the human race; but women have been severely criticized for taking time away from their profession in order to raise the next generation.¹⁰

In addition to the belief that children impose limitations on the careers of women is the idea that women are absent from their jobs more often than men because of illness and/or injury. Attendance and job turnover, however, have been found to be influenced more by skill level of the job, age of the worker, the worker's record of job stability and the length of service with the employer than by the sex of the worker.¹¹ Women are confined to sedentary, monotonous work and are treated uequally in pay, promotion and responsibility.¹² Receiving little motivation or incentive to remain with their career, women may use marriage or maternity as an excuse to drop out, thus creating a self-fulfilling prophecy.¹³

¹⁰Lynda L. Holstrom, "Career Patterns of Married Couples," The Professional Woman, ed. Athena Theodore (Cambridge, Massachusetts: Schenkman Publishing Company, 1971), p. 521.

¹¹Howard, op. cit., p. 23.

¹²Helen Mayer Hocker, "Women As A Minority Group," Woman in a Man-Made World, ed. Nona Glazer-Malbin (New York: Rand McNally and Company, 1972), p. 40.

¹³Jane Prather, "Why Can't Women Be More Like Men?," Women in the Professions: What's All the Fuss About?, eds. Linda S. Fidell and John DeLamater (Beverly Hills, California: Sage Publications, Inc., 1971), p. 20.

SOCIALIZATION OF WOMEN

Society stresses the fundamental roles of the woman as mother, wife and companion.¹⁴ This socialization into stereotyped roles begins at birth in subtle ways and continues as an ongoing process throughout life. Girls are given dolls, housekeeping accouterment and nurse's kits, while boys are supplied with trucks, mechanical toys and doctor's kits.¹⁵ Elementary and secondary school curriculums continue the process.

As a young man progresses through the school years, he becomes increasingly aware that during his adult years he will be employed and most probably be the breadwinner for a family. A future occupation, then, becomes a serious goal.

Young women generally do not take their occupational role as seriously. They are not made aware of the very real likelihood of their future employment. Cultural expectations lead them to believe that they will be in the labor market briefly or sporadically and that their real career is that of wife and mother.¹⁶

Women are also powerfully and subtly directed toward the home as the only socially compelling activity through "other-directed" orientation. They are urged to think of their occupation in terms of its effect and degree of positive value for the happiness of others---husband, children, parents. This orientation may cause them not only to retreat from a desire to achieve success in their occupation but also to make an

¹⁴Clare Broadhead and others, "The Woman Principal - Going the Way of the Buffalo?", National Elementary Principal, XLV (April, 1966), 11.

¹⁵Betty Levy and Judith Stacy, "Sexism in the Elementary School: A Backward and Forward Look," Phi Delta Kappan, LV (October, 1973), 107.

¹⁶Dorothy J. Zuersher, "Wanted: A More Realistic Educational Preparation for Women," Educational Leadership, XXXIII (November, 1975), 119.

inappropriate job commitment. Women are often seduced into accepting rewards given for their sex status, such as attention and affection from their employers rather than prestige, money and rank. This mistaken "other-directed" commitment is an unfortunate product of female socialization.¹⁷

What people do and what they are capable of doing are both limited by their own experiences and by what they and others believe they are capable of doing. The expectation that women will not enter management affects the training given to girls, the experiences they seek, and ultimately ways in which they are able and prefer to cope with their world.¹⁸

Women subconsciously contribute to their "inferior" status---not because they are, nor because they want to be---but because

(a) they have been taught to believe they are or should be inferior; (b) they are afraid to appear 'unfeminine'; or (c) they are not fully aware of their situation and do not realize that they are being treated as second-class citizens.¹⁹

¹⁷ Patricia S. Faunce, "Psychological Barriers to Occupational Success for Women," Journal of the National Association for Women Deans, Administrators and Counselors, XL (Summer, 1977), 141.

¹⁸ Laurie Larwood and Marion M. Wood, Women in Management (Lexington, Massachusetts: D. C. Heath and Company, 1977), p. 61.

¹⁹ Sylvia Lee Tibbetts, "Sex Role Stereotyping: Why Women Discriminate Against Themselves," Journal of the National Association for Women Deans, Administrators and Counselors, XXXVIII (Summer, 1975), 178.

In spite of barriers to their full development, women do not typically feel that society has dealt with them unfairly, nor are they regarded by society as a particularly disadvantaged group.²⁰

However, the more access women have to policy-making levels within a social institution, the more aware they are of sex discrimination.²¹

WOMEN IN EDUCATIONAL ADMINISTRATION

Women are as effectively excluded from leadership positions in education as in other careers. Although women constitute the majority of the teaching force, there are actually fewer women in administration today than there were ten to fifteen years ago.²² Women hold only 1 percent of the high school principalships; 3 percent of the junior high school principalships; 19 percent of the elementary school principalships; 5 percent of the assistant, associate and deputy superintendencies; and less than 1 percent of the superintendent positions.²³ Of all the men employed in elementary education, 1 in 5 is a principal or assistant principal. In contrast, of all the women employed in elementary education, only 1 in 100 is a principal or assistant principal. At the secondary school level, the statistical evidence shows that 1 out of 13

²⁰Cynthia Fuchs Epstein, Woman's Place (Berkeley: University of California Press, 1970), p. 3.

²¹Patricia Sexton, Women in Education (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976), p. 56.

²²Suzanne S. Taylor, "Educational Leadership: A Male Domain?" Phi Delta Kappan, LV (October, 1973), 124.

²³"Women in Public School Administration," (Pittsburgh: Tri-State Area School Study Council, University of Pittsburgh, April, 1976), p. 1. (mimeographed.)

men in secondary education is a principal or assistant principal, while only 1 of every 250 women in secondary education is a principal or assistant principal.²⁴ "An unending river of statistics, never current or complete, describes the magnitude of women's exclusions from the top administrative positions in education."²⁵

The continuing trend of predominantly male administration of the nation's educational systems might indicate that men perform better in these positions than women. A number of research studies, however, show that such an assumption is unfounded.²⁶ Much of the research has been done with women who are elementary school principals, the positions held by more women than any other administrative job and thus considered the best source for data.

Wiles and Grobman, conducting an extensive study in Florida, defined three types of leadership behavior: (1) democratic leadership, the most desirable, involves the group in policy-making decisions, allows for individual creativity and initiative, fosters two-way communication between the leader and the group; (2) authoritarian leadership, less desirable, assigns decision-making responsibilities to the leader, reaches objectives by use of pressure; and (3) laissez-faire leadership, least

²⁴Andrew Fishel and Janice Pottker, "Women in Educational Governance: A Statistical Portrait," Educational Researcher, III (July/August, 1974), 6.

²⁵Barbara Krohn, "The Puzzling Case of the Missing Ms.," The Nation's Schools and Colleges, I (November, 1974), 34.

²⁶Norma Q. Hare, "The Vanishing Woman Principal," The National Elementary Principal, XLV (April, 1966), 12.

desirable, takes no action or makes any decisions. Reactions to test situations by both men and women revealed that women ranked significantly higher than men as democratic principals.²⁷ A second study the following year by Grobman and Hines used a similar procedure and involved pupils, parents and laymen in the communities in which the principals worked. Results reiterated that women operate democratically more often than men.²⁸

Hemphill, Griffiths and Frederiksen substantiated the findings of the two early Florida studies. Women principals were characterized to a greater degree than men as working with teachers, superiors and outsiders; providing instructional leadership that demonstrated concern with the objectives of teaching, pupil participation and evaluation of learning; securing positive reactions from teachers and supervisors. Researchers concluded no validity in preferring men more than women for administrative posts.²⁹

Gross and Trask conducted an intensive study of leadership behavior by sex. Findings showed that women placed greater emphasis

²⁷Kimball Wiles and Hulda Gross Grobman, "Principals as Leaders," Nation's Schools, LVI (October, 1955), 75.

²⁸Hulda Grobman and Vynce A. Hines, "What Makes A Good Principal?" Bulletin of the National Association of Secondary School Principals, XL (November, 1956), 5-16.

²⁹John K. Hemphill, Daniel E. Griffiths and Norman Frederiksen, Administrative Performance and Personality (New York: Columbia University, 1962), p. 334.

than men on concern for individual differences among pupils, the social and emotional development of pupils and efforts to help "deviants." The professional performance of teachers and pupils' learning were higher under women principals than men principals. Women derived more satisfaction from supervision of instruction, while men derived more satisfaction from routine administrative affairs.³⁰

Secondary school principals in Michigan were studied by Morsink to determine if, and to what extent, leader behavior was related to the sex of the individual. Findings led to the following conclusion:

Although few specific conclusions can be drawn from the findings of this study as to the superiority of men or women in displaying leadership behavior, there is nothing to suggest any valid reasons for not employing women as secondary school principals.³¹

A similar study by Van Meir, among elementary school principals in Illinois, provided the summary comment:

Leader behavior of female and male elementary principals as perceived by teachers, provides little evidence as to the superiority or inferiority of one group over the other. And, although the two groups appear more equal than unequal, the evidence tends to favor the behavior of the female group.

Thus, it would appear the selection of candidates for elementary administrative positions should be based upon the

³⁰ Neal Gross and Anne E. Trask, The Sex Factor and the Management of Schools (New York: John Wiley and Sons, 1976), pp. 217-219.

³¹ Helen Muriel Morsink, "A Comparative Study of the Leader Behavior of Men and Women Secondary School Principals" (Doctoral dissertation, University of Michigan, 1966), Dissertation Abstracts International, XXVII (1967), 2793A.

qualities, attributes, and abilities of the individual without regard to sex.³²

It appears, then, that little significant evidence exists to support the common belief that men are better suited for administrative leadership than women. The persistence of this belief was reported in Taylor's study of the attitudes of superintendents and Board of Education members in Connecticut. No written policy and few unwritten policies existed which precluded the appointment of women to administrative positions. However, both groups expressed the belief that in a choice between male and female applicants with equal qualifications and experience, the man would be chosen for the job.³³ Studies by Timmons³⁴ and Warwick³⁵ reaffirmed that the feeling is prevalent

³²Edward J. Van Meir, "Leadership Behavior of Male and Female Elementary Principals" (unpublished doctoral dissertation, Northern Illinois University, 1971) cited by Edward J. Van Meir, "Sexual Discrimination in School Administration Opportunities," Journal of the National Association for Women Deans, Administrators and Counselors, XXXVIII (Summer, 1975), p. 166.

³³Suzanne S. Taylor, "The Attitudes of Superintendents and Board of Education Members in Connecticut Toward the Employment and Effectiveness of Women as Public School Administrators" (Doctoral dissertation, University of Connecticut, 1971) Dissertation Abstracts International, XXXIIA (1971), 145A.

³⁴Joseph E. Timmons, "A Study of Attitudes Toward Women School Administrators and the Aspirations of Women Teachers for Administrative Positions in the State of Indiana" (Doctoral dissertation, Indiana University, 1973), Dissertation Abstracts International, XXXIVA (1973), 4660A.

³⁵Eunice B. Warwick, "Attitudes Toward Women in Administrative Positions as Related to Curricular Implementation and Change" (Doctoral dissertation, University of Wisconsin, 1967), Dissertation Abstracts International, XXVIII (1967), 1256A.

among women in education that male applicants will be chosen over female applicants for positions in administration. A study of women superintendents showed most believed they would be replaced by a man.³⁶

Although these studies would indicate that discrimination on the basis of sex plays an important role in the opportunities that exist for women to become administrators, a number of other factors have been attributed to the paucity of women in top-level jobs. Aspirations, motivation and acquisition of credentials are among the factors considered inherent in women themselves.

ASPIRATIONS OF WOMEN

A common belief is that women teachers are not motivated to become administrators. There may be truth in this belief as concluded from facts that fewer women than men pursue the education and acquire the credentials necessary to enter administration. Richard and Ida Simpson argue that women are more interested in fulfilling ascribed sex roles than following a career, whereas men enter the field of teaching in search of a lifetime commitment.³⁷

³⁶Jeanie W. Crosby, "An Exploratory Study of Women Superintendents" (Doctoral dissertation, University of Massachusetts, 1973), Dissertation Abstracts International, XXXIVA (1973), 3742A.

³⁷Richard L. and Ida H. Simpson, "Women and Bureaucracy in the Semi-professions," The Semi-professions and Their Organization, ed. A. Etzioni (New York: Free Press, 1969), p. 217.

Barter found that men elementary teachers were better prepared academically than women for principalship positions. From her findings she concluded that the principalship was effectively within the reach of those women teachers who sought it. She felt women were apathetic in preparing themselves for administrative leadership in elementary schools.³⁸

In a later survey Lyon and Saario showed disagreement, stating that "it is highly improbable that women are consistently uninterested in professional advancement, with its concomitant higher status and economic return."³⁹ Their statement is substantiated by a "total of 62 percent of the women in the United States who have to work to support themselves or to maintain a decent standard of living."⁴⁰

There is some evidence that women are not earning degrees in administration at the same rate as men. United States Office of Education figures show an increase in the percentage of women who are receiving advanced degrees. However, they are not earning them in administration, supervision and finance. Of the 7,230 master's degrees earned in

³⁸Alice S. Barter, "The Status of Women in School Administration: Where Will They Go From Here?" Educational Horizons, XXXVIII (Spring, 1959), 72-75.

³⁹Catherine Dillon Lyon and Terry N. Saario, "Women in Public Education: Sexual Discrimination in Promotions," Phi Delta Kappan, LV (October, 1973), 121.

⁴⁰Claudia K. Young, "Women in School Administration and Supervision: A New Leadership Dimension," Bulletin of the National Association of Secondary School Principals, LX (May, 1976), 85.

1969 in these areas, 22.2 percent were conferred to women and 77.8 percent to men.⁴¹

Generally, women have been unable to pursue higher education with singleminded purpose. The typical college woman today is sensitive to the need to plan both career and marriage. Part of her dilemma is how to keep open the options for both. The typical age for women in graduate school is also the age when society makes its greatest demands for traditional role behavior. Women between the ages of 22 and 30 both expect, and are expected to be, wives whose husbands are establishing their own careers and also mothers of preschool children.⁴²

Schools of education have failed to support the professional advancement for women by either recruiting them as students or providing them with financial aid. A survey in 1971-72 by the University Council for Educational Administration estimated that approximately 8 percent of the current student population in educational administration was female. A slight increase in the number of women in this field was noted two years later with 29 percent of the enrollment at eight leading universities being female. A similar increase in financial assistance to female students was also noted. With the acknowledgement of the need to recruit female graduate students, female participation in these programs has

⁴¹Elizabeth D. Koontz, 1969 Handbook of Women Workers (Washington, D. C.: U. S. Government Printing Office, 1969), cited by Edward J. Van Meir, "Sexual Discrimination in School Administration Opportunities," Journal of the National Association of Women Deans, Administrators and Counselors, XXXVIII (Summer, 1975), 164.

⁴²Kathryn Cirincione-Coles, "The Administrator: Male or Female?" Journal of Teacher Education, XXVI (Winter, 1975), 327.

increased.

Nevertheless, one must conclude on the basis of the data available from these institutions that schools of education, specifically departments of educational administration, have not until quite recently made the commitment necessary to support the upward mobility of women students in public education. In fact, even given the data cited, university student and faculty recruitment and the distribution of financial aid has been and continues to be symptomatic of the discrimination problem in public education.⁴³

It has been argued that women who do continue their formal education and receive advanced degrees do not want to become administrators, and this lack of ambition accounts for their small numbers in administrative positions.⁴⁴ Studies have found that women teachers do not desire administrative positions as much as male teachers: less than 5 percent in a study of women teachers in Western states, less than 20 percent in a California study, 6 percent in an Illinois study, and less than 8 percent in another study. In all of these studies, 40 percent or more of the men desired to be principals.⁴⁵

Horner argued that

...most women have a motive to avoid success and will not

⁴³Lyon and Saario, loc. cit.

⁴⁴Andrew Fishel, and Jancie Pottker, "Women Lose Out - Is There Sex Discrimination in School Administration?" The Clearing House, XLVII (March, 1973), 390.

⁴⁵Katherine Van Wessem Goerss, Women Administrators in Education: A Review of Research 1960-1976, Ruth Strang Research Awards Monograph Series, No. 3 (Washington: National Association for Women Deans, Administrators and Counselors, 1977), p. 14.

fully explore their intellectual potential when they must compete, especially with men. Because women view femininity and achievement as two desirable but mutually exclusive ends, they are more likely to develop this motive than men.⁴⁶

These findings were widely reported and often oversimplified. Horner's work needs to be viewed as a powerful first step in an important area of human motivation. Further research shows that "the motive to avoid success" is only one explanation of how and why some people inhibit their potential for maximum self-development.⁴⁷

Many women do not seek top-level positions because they are discouraged by the difficulty women have in obtaining administrative positions. A majority of them do not see these positions open to women. The obvious bias in favor of men has kept them from applying.⁴⁸

The professionally ambitious woman is doubly handicapped by the prejudice and competition of men and by the lesser professional ambitions of most women and the employment policies which take account of that lesser ambition.⁴⁹

Marjorie Nicholson once lectured that professional women are also handicapped in their upward climb because they do not have wives - some-

⁴⁶Matina S. Horner, "Fail: Bright Women," Psychology Today, III (November, 1969), 36.

⁴⁷David Tresemer, "Fear of Success: Popular But Unproven," Psychology Today, VII (March, 1974), 85.

⁴⁸Priscilla Herron Pugh Matheny, "A Study of the Attitudes of Selected Male and Female Teachers, Administrators and Board of Education Presidents Toward Women in Educational Administrative Positions" (Doctoral dissertation, Northwestern University, 1973), Dissertation Abstracts International, XXIVA (1973), 2976A.

⁴⁹Dael Wolfe, America's Resources of Specialized Talent (New York: Harper, 1954), p. 236, cited by Jessie Bernard, Academic Women (University Park, Pennsylvania: The Pennsylvania State University Press, 1964), p. 49.

one to arrange all the myriad essential details of everyday living.⁵⁰ The combination of many roles dictated by society shows that women are often not so unwilling to accept responsibilities of higher-level positions as unable to give their work the priority in their lives that such jobs require.⁵¹

QUALIFICATIONS OF SUCCESSFUL WOMEN

Despite the negative attitudes toward women in administration and the lack of aspiration by some women, there are women who do become administrators. Women who are successful in management positions have achieved this success after a significant period of adjustment on the part of those around them; after proving competence more than should be necessary; after setting up effective personal relationships which define them to co-workers as individuals rather than members of a sexual group.⁵²

From interviews with one hundred women in the Los Angeles area, Marion Woods identified ten characteristics common to successful women: "competence, education, realism, aggressiveness, self-confidence, career-mindedness, femininity, strategy, the support of an influential male,

⁵⁰ Kate Hevner Mueller, Educating Women for a Changing World (Minneapolis: University of Minnesota Press, 1954), p. 29.

⁵¹ National Womanpower Council, Womanpower (New York: Columbia University Press, 1957), p. 104.

⁵² Dee Estelle Alpert, "The Struggle for Status: Accepting the Aggressive Female Executive," Women in Management, ed. Bette Ann Stead (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1978), p. 111.

and uniqueness."⁵³ A woman needs a set of goals and a plan. She must temper her aspirations with an understanding of the situation as it is.⁵⁴

DISCRIMINATION AGAINST WOMEN

Landon suggested two factors contributing to the small number of women in administrative positions: (1) the acculturation and socialization effect on individual aspiration to top posts and (2) discriminatory employment practices that deny access to these positions. The study concluded that sex role stereotypes were not responsible for the small number and that a substantial pool of qualified women were available for administrative positions.⁵⁵

Discrimination against female professionals occurs when females of equivalent qualifications, experience, and performance as males do not share equally in the decision-making process nor receive equal rewards. These rewards consist of money, promotions, prestige, professional recognition, and honors. In addition, lack of normative patterns to facilitate normal entry into the profession and the imposition of barriers which limit access to both the organization and to professional colleagues also constitute discrimination when such barriers are based on sex.⁵⁶

⁵³Marion M. Woods, "What Does It Take for a Woman to Make It in Management?" Personnel Journal, LIV (January, 1975), 38-41.

⁵⁴Ibid.

⁵⁵Glenda Lee Landon, "Perceptions of Sex Role Stereotyping and Women Teachers' Administrative Career Aspirations" (Doctoral dissertation, University of Wisconsin - Madison, 1975), Dissertation Abstracts International, XXXVIA (1975), 1214A.

⁵⁶Athena Theodore, "The Professional Woman: Trends and Prospects," The Professional Woman (Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1971), p. 27.

Men in business and the professions do not necessarily intend to discriminate. It is a human characteristic to define what is seen most often as the normal state of affairs. Since the world in which men work is predominantly male, they view this state as the most comfortable and natural way for them. Probably few are even aware that women are excluded or made to feel unwanted.⁵⁷ In occupational and social settings, women are excluded from men's clubs, dining rooms and steam rooms where policy is made and business gets done.⁵⁸ They do not have access to the "old-boy" network---the informal channels of information established by male executives and administrators.⁵⁹ Neither do they receive the kind of "on the job" training that allows them to gain the experience necessary to acquire supervisory and executive skills.⁶⁰ "The Invisible Bar" is unofficial, but it is effective because almost everyone accepts it.⁶¹

Sex discrimination, even if unconscious and unconsidered, is illegal and wasteful of human talent. There are a number of legal tools

⁵⁷Cynthia Fuchs Epstein, "Institutional Barriers: What Keeps Women Out of the Executive Suite?" Bringing Women Into Management, eds. Francine E. Gordon and Myra H. Strober (New York: McGraw-Hill Book Company, 1975), p. 17.

⁵⁸Caroline Bird, Born Female (New York: David McKay Company, Inc., 1970), p. 69.

⁵⁹Diane W. Strommer, "Whither Thou Goest: Feminism and the Education of Women," Journal of the National Association for Women Deans, Administrators and Counselors, XXXIX (Winter, 1976), 85.

⁶⁰Rose Garrison Hall, The Woman Question (Los Alamitos, California: Hwong Publishing Company, 1977), p. 18.

⁶¹Bird, op cit., p. 52.

now available to women who suspect that discrimination plays a role in their inability to be given consideration for top-level jobs.⁶²

PROTECTION UNDER THE LAW

The following laws offer women protection against inequities in employment: (1) Equal Pay Act of 1963, amended by Education Amendments of 1972; (2) Title VII of the Civil Rights Act of 1964 as amended by the Equal Opportunity Act of 1972; (3) Executive Order, Number 11246 as amended by Executive Order, Number 11375.

The Equal Pay Act of 1963 was an important beginning in the attempt to achieve equality in employment between the sexes. Discrimination in salaries, including almost all fringe benefits, on the basis of sex is prohibited. The law provides that where men and women are doing "equal" work on jobs which require equal skill, effort, and responsibility and which are performed under similar conditions within the same establishment, they must receive equal pay. Jobs under comparison do not have to be identical but of a closely related character.⁶³ Most workers receiving lower pay than other workers within a given establishment are women. However, in rare cases, where a woman may be paid more

⁶²Doris M. Timpano, "How To Tell If You're Discriminating Against Would-Be Women Administrators and What To Do About It If You Are," The American School Board Journal, CLXIII (June, 1976), 19.

⁶³Robert D. Moran, "Reducing Discrimination: Role of the Equal Pay Act," Monthly Labor Review, XCIII (June, 1970), 31.

than a man for equal work, the protection of the law also applies to the man. The act applies to most workers in both public and private sectors, including executive, administrative and professional employees.⁶⁴

Title VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972, covers all institutions with fifteen or more employees and prohibits discrimination in employment, including hiring, upgrading, salaries, fringe benefits, training, and any other conditions of employment, on the basis of race, color, religion, national origin or sex.⁶⁵ Women in education may also find that Executive Order Number 11375 of 1968, preceded by Executive Order Number 11246, offers promise for equal consideration in employment. These prescribe equal treatment in terms of religion, race, creed, national origin, and sex.⁶⁶

Passage of Title IX of the Education Amendments of 1972 served to clarify the issues of sex discrimination in schools. It applies to both students and employees and specifically prohibits sex discrimination under any educational program or activity receiving Federal financial

⁶⁴U. S., Department of Labor, Brief Highlights of Major Federal Laws and Orders on Sex Discrimination in Employment (Washington: February, 1977), p. 1.

⁶⁵Lindley J. Stiles and P. Martin Nystrand, "The Politics of Sex in Education," The Educational Forum, XXXVIII (May, 1974), 436.

⁶⁶Ibid.

assistance. Each Federal department and agency extending financial assistance must be assured that the provisions of Title IX are being followed.⁶⁷

SUMMARY

The steadily declining number of women in administrative positions in education and the overwhelming evidence that there is little or no significant difference in the performance of males and females makes it apparent that sexual discrimination has played an important role in the selection of candidates to fill these positions. This unjustified bias will be difficult to correct, however, until the social and cultural expectations of women are modified.⁶⁸ To meet the present demands and insure the future success of American education requires the best skills and competencies that are available. Failure to utilize the resources of women in administrative roles is a waste that cannot be afforded.⁶⁹ School boards and superintendents should voluntarily move to promote women to administrative positions and to actively encourage more women to become certified and to seek these posts. Fair and just promotion of

⁶⁷Patricia Sexton, Women in Education (Bloomington, Indiana: Phi Delta Kappa Foundation, 1976), p. 137.

⁶⁸Edward J. Van Meir, "Sexual Discrimination in School Administration Opportunities," Journal of the National Association for Women Deans, Administrators and Counselors, XXXVII (Summer, 1975), 167.

⁶⁹Dorothy L. Johnson, "Ms. Administrators, Where Are They?" School Administrator Newsletter August, 1972, p. 20.

qualified women to administrative positions can only serve to benefit the schools and the country.⁷⁰

⁷⁰Andrew Fishel and Janice Pottker, "Women Lose Out - Is There Sex Discrimination in School Administration?" The Clearing House, XLVII (March, 1973), 390.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

The survey instrument used to collect the data for this study was a questionnaire consisting of thirty-one items. These items were grouped into four parts: personal data, present position, experience and training and plans for the future.

A preliminary instrument was developed and validated by submission for criticism of construction, design and content to twenty-five women in seven administrative units. Sixteen responses, 64 percent, were returned. Based upon the information received, the instrument was revised and refined. A copy of the printed questionnaire, a letter of transmittal and a return envelope were mailed to the women listed in central office positions in the North Carolina Education Directory, 1977-78. Follow-up letters were sent as a reminder to those who did not return the questionnaire within a three-week period.

The data were statistically analyzed by computer. The writer was assisted with the preparation of the information for computer analysis by Ms. Nancy Elliott, staff member in the Math Department at the University of North Carolina at Greensboro.

Frequency distributions and percentages were developed for each of the questions. Percentages were rounded to the next whole number. A chi-square analysis was used to determine if relationships existed between the variables of position, salary, age, number of years position held, plans for further study, and plans for the future. The .05 level of significance was used throughout the study.

The purpose of this chapter is to present an analysis of the data obtained from the questionnaires mailed to four hundred seventy-one women. A total of three hundred forty-six responses, or 73.5 percent of the total questionnaires distributed, was used in analyzing the data. Forty-five questionnaires were not included for these reasons: nine of the women had retired or changed positions; twenty-nine were unit-wide teaching personnel assigned to the central office; five were returned too late to be included; and two positions were occupied by a male.

POSITIONS HELD BY WOMEN

One woman held the highest level position of superintendent. Eighteen women were in the assistant and associate superintendent positions. Less than 6 percent of the respondents occupied these three top-level positions.

The largest group of women were those in supervisory positions. One hundred women were general supervisors and seventy-four were subject area supervisors, a total of 50.4 percent of the sample. Those eighty-six respondents whose titles were included in the "Other" category (24.8 percent) held positions such as Exceptional Children Director, Coordinator of Media Services, Vocational Education Director and Supervisor of Guidance Services.

The frequency distributions and percentages (see Table 1) indicated that women in supervisory positions (by definition, supervision is providing assistance of an advisory nature) represented more than nine times the number of women in superintendent, associate and assistant superintendent

positions. Further analysis of the duties performed by these women indicated they assumed responsibilities related to curriculum and instruction.

TABLE 1

DISTRIBUTION OF POSITIONS OF WOMEN

Title	Number	Percent
Superintendent	1	.3
Associate Superintendent	3	.9
Assistant Superintendent	15	4.3
Director of Instruction	30	8.7
General Supervisor	100	29.0
Subject Area Supervisor	74	21.4
Director of Special Projects/ Federal Programs	37	10.7
Other (Includes Exceptional Children Director, Coordinator of Media Services, Vocational Education Director and Supervisor of Guidance Services)	86	24.7
Total	346	100.0

PERSONAL DATA OF WOMEN IN CENTRAL OFFICE POSITIONS

Years in Present Position

Almost three fourths (73.8 percent) of the women who responded had occupied their present position for ten years or less. Six women (1.7 percent) had been in this position for more than twenty-five years

and five women (1.4 percent) had been employed for more than twenty years. Eighty women had held their positions between ten and twenty years, 18.3 percent for eleven to fifteen years and 4.6 percent for the sixteen to twenty year period (see Table 2).

TABLE 2
YEARS IN PRESENT POSITION

Number of Years	Number	Percent
Less than 5 years	122	35.4
5 - 10 years	133	38.6
11 - 15 years	64	18.3
16 - 20 years	16	4.6
21 - 25 years	5	1.4
More than 25 years	6	1.7
Total	346	100.0

The superintendent, two of the three associate superintendents and 13 of the 15 assistant superintendents, or 84 percent of those in these positions, had been in their positions for less than five years. One associate superintendent and one assistant superintendent had occupied their position from eleven to fifteen years. One assistant superintendent had been employed in this position from five to ten years.

Three hundred nineteen women (92.2 percent) who responded had held their position from one to fifteen years or less; with the largest percentage in the five to ten year category. 3.1 percent of the respondents had occupied their position for more than twenty years (see Table 3).

TABLE 3

RELATIONSHIP BETWEEN YEARS IN POSITION AND TITLES

Title	Years in Position											
	Less than 5 years		5-10 years		11-15 years		16-20 years		21-25 years		More than 25 years	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Superintendent	1	.3										
Associate Superintendent	2	.6			1	.3						
Assistant Superintendent	13	3.8	1	.3	1	.3						
Director of Instruction	10	2.9	13	3.8	2	.6	4	1.2	1	.3		
General Supervisor	25	7.2	36	10.4	26	7.5	6	1.7	2	.6	5	1.4
Subject Area Supervisor	21	6.1	39	11.3	12	3.4	2	.6				
Director of Special Pro- jects/Federal Projects	9	2.6	22	6.4	6	1.7						
Other	41	11.8	22	6.4	16	4.6	4	1.2	2	.6	1	.3
Total	122	35.3	133	38.4	64	18.4	16	4.7	5	1.5	6	1.7

$$\chi^2 = 67.8^* \quad df = 35$$

*Significant at .05 level

The second hypothesis stated that top-level administrative positions held by women have been achieved within the previous five years. The chi-square value of 67.8 with 35 degrees of freedom showed a significant relationship at the .05 level of confidence between the number of years in the positions currently held by the women and the titles they have. However, the large number of missing cases in the higher position levels indicates that additional information may be needed before significant relationships can be established.

Distribution of Ages

Ages ranged from under twenty-five to more than sixty years old (see Table 4). The median age for all respondents was 58.6 years. Approximately one half of the women who responded were more than forty-five years old (56.8 percent), while more than 70 percent of them were over forty years old. A total of 17 percent was less than thirty-five years old.

Marital Status

Married women represented 73.4 percent of the total number. Thirty-four of the women (9.8 percent) were single, while fifty-eight (16.7 percent) were either widowed or divorced (see Table 4).

Number of Children

More than 90 percent (93.0) of the women had three or less children. The largest number of women (30.6 percent) had two children. One respondent had six children and four women had five children (see Table 4).

TABLE 4

DEMOGRAPHIC DATA OF THE WOMEN

Age	Number	Percent
Under 25 years	1	.3
25-30 years	14	4.0
31-35 years	44	12.7
36-40 years	42	12.1
41-45 years	50	14.5
46-50 years	60	17.3
51-55 years	58	16.8
56-60 years	51	14.7
61-65 years	26	7.5*
Total	346	99.9*
Marital Status		
Single	34	9.8
Married	254	73.4
Widowed	25	7.2
Divorced	33	9.5*
Total	346	99.9*
Number of Children		
None	79	22.8
One	90	26.0
Two	106	30.6
Three	47	13.6
Four	19	5.5
Five	4	1.2
Six	1	.3
More than six	0	.0
Total	346	100.0

*Total less than 100 percent because of rounding.

Salaries

The salaries of the women ranged from \$8,000 to more than \$30,000. Most of the women (67.3 percent) received a salary of \$16,000-\$20,000. The same number of women received a salary at the top of the range (more than \$30,000) as at the lower level (\$8,000-\$10,000). Five women (1.4 percent) were in each of these categories.

The highest level position did not receive the highest salary. One associate superintendent, three assistant superintendents, and one woman who was in the "Other" category comprised the group who received a salary of more than \$30,000. A total of thirteen women received a salary of more than \$25,000 (see Table 5). A chi-square value of 143.81 with 35 degrees of freedom indicated a significant relationship at the .05 level between the salaries of the women and the position held.

TABLE 5

DISTRIBUTION OF SALARIES BY POSITION HELD

Position	Salaries											
	\$8000-10000		\$11000-15000		\$16000-20000		\$21000-25000		\$26000-30000		More than \$30000	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Superintendent							1	.3				
Associate Superintendent					2	.6					1	.3
Assistant Superintendent			1	.3	3	.9	5	1.4	3	.9	3	.9
Director of Instruction			1	.3	23	6.7	5	1.4	1	.3		
General Supervisor			6	1.7	88	25.5	6	1.7				
Subject Area Supervisor	1	.3	16	4.6	49	14.2	6	1.7	2	.6		
Director of Special Projects/Federal Programs			6	1.7	24	7.0	7	2.0				
Other	4	1.2	20	5.8	43	12.5	15	4.3	2	.6	1	.3
Total	5	1.4	50	14.5	232	67.2	45	13.0	8	2.3	5	1.4

$\chi^2 = 143.81^*$ $df = 35$
 *Significant at .05 level

Months Employed

Two hundred ninety-nine (86.7 percent) women who responded were employed for twelve months during the year (see Table 6). Sixteen women worked for eleven months, six for ten and one-half months, twenty-four for ten months. One woman did not respond to this item.

TABLE 6

MONTHS EMPLOYED DURING THE YEAR

Number of Months	Number	Percent
12	299	86.7
11	16	4.6
10½	6	1.7
10	24	7.0
Total	345	100.0

Type of District Where Employed

One hundred eighty-seven women, 54.2 percent, were employed in county school districts. The remaining number was closely divided between city school districts and consolidated districts.

School districts with a pupil population of 1,000 to 15,000 employed the largest number (72.6 percent) of the women who responded. Twenty-nine women (8.5 percent) were in school districts with more than

fifty thousand pupils. Units with sixteen thousand to fifty thousand pupils employed 18.8 percent of the respondents (see Table 7).

TABLE 7

TYPE AND SIZE OF DISTRICT WHERE EMPLOYED

	Number	Percent
Type of District		
City	72	20.9
County	187	54.2
Consolidated	86	24.9
Total	345	100.0
Pupil Population		
Less than 1,000	2	.6
1,000-5,000	84	24.7
6,000-10,000	96	28.2
11,000-15,000	65	19.1
16,000-20,000	14	4.1
21,000-25,000	13	3.8
26,000-30,000	5	1.5
31,000-35,000	11	3.2
36,000-40,000	9	2.6
41,000-45,000	9	2.6
46,000-50,000	3	.9
More than 50,000	29	8.5
Total	340	99.8

PRESENT POSITIONS OF THE WOMEN

Job Responsibilities

Women in central office positions were asked to identify the responsibilities of their position and to determine if the role they assumed in this responsibility was mostly advisory, decision-making, or a combination of the two. Table 8 presents these job responsibilities and the roles the women perceived they assumed.

Factors Influential for Seeking Present Assignment

When asked to identify factors that influenced their desire to seek their present position, the largest group of women (62.6 percent) felt they had attained their position through the influence and encouragement of their superior. Following closely behind this factor was a personal interest in attaining a leadership position, 55.0 percent of the women considered this an influential factor. A desire for higher income was the third leading factor which influenced 30.1 percent of the women who responded. 15.9 percent of the women gave "other" factors as influential in their decision to seek their position. Responses listed in this "other" category were availability and "being in the right place at the right time " (see Table 9).

TABLE 8

JOB RESPONSIBILITIES AND ROLE ASSUMED FOR EACH RESPONSIBILITY

Responsibility	Mostly Advisory		Decision-Making		Combination		Total Number
	Number	Percent	Number	Percent	Number	Percent	
Develop curriculum and/or written curriculum guides	39	14.2	39	14.2	196	71.5	274
Supervise instructional program	51	18.0	56	16.2	176	50.9	283
Coordinate special programs	31	14.5	51	23.8	132	61.7	214
Plan special programs	38	19.8	40	20.8	113	58.9	191
Perform specialized services	22	32.8	13	19.4	32	47.9	67
Plan and/or coordinate staff development	37	13.0	77	27.1	170	59.9	284
Promote public relations program	45	24.7	35	19.2	102	56.0	182
Prepare financial reports and assist in budget preparation	32	19.6	41	25.2	90	55.2	163
Recruit and screen personnel	67	39.2	21	12.3	83	48.5	171
Select and assign personnel	38	31.7	22	18.3	60	50.0	120
Select, procure and/or distribute materials and equipment	41	15.6	62	23.6	160	60.8	262
Evaluate performance of personnel	76	46.6	18	11.0	69	42.3	163
Recommend construction or renovation of educational buildings	59	59.0	4	4.0	37	37.0	100

a. The women were asked to respond to more than one category.

TABLE 9

FACTORS INFLUENCING DESIRE TO SEEK PRESENT POSITION

Factor	Number	Percent
a. Influence of college teacher	22	6.4
b. Influence and encouragement of superior	216	62.6
c. Personal interest in attaining leadership position	190	55.0
d. Influence of family	50	14.5
e. Desire for higher level of income	104	30.1
f. Desire to leave teaching	18	5.2
g. Other factors	55	15.9
Total	655	189.7

a. Respondents were asked to indicate as many factors as applicable. Percentages were based on the number of respondents.

Plans to Enter Administration

A majority of the women (72.3 percent) formulated plans to enter administration after they had acquired some teaching experience. These were equally divided between planning while teaching and planning while in graduate school after acquiring teaching experience. Eighty women (24 percent) explained that they did not make plans to enter administration, but were sought for the position. Only 3.6 percent of the respondents had planned to enter administration before they had acquired teaching experience (see Table 10).

TABLE 10

FORMULATION OF PLANS TO ENTER ADMINISTRATION

Category	Number	Percent
As undergraduate	6	1.8
As graduate student before teaching	6	1.8
As teacher	120	36.0
As graduate student after teaching	121	36.3
Other	80	24.0
Total	333	99.9

Planning to Acquire Position

A large number of women (39.0 percent) indicated they had achieved their present position by chance. An equal number (23.7 percent in each group) had a slow career plan that evolved over a period of more than ten years or a rapid plan that evolved within the previous five years. Only forty-five women (13.5 percent) had had a deliberate career plan (see Table 11).

TABLE 11

PLANNING FOR ACHIEVEMENT OF PRESENT POSITION

Plan	Number	Percent
Deliberate career plan	45	13.5
Slow plan (evolved over more than 10 years)	79	23.7
Rapid plan (evolved within previous 5 years)	79	23.7
Purely chance	130	39.0
Total	333	99.9

Achievement of Position

Two-thirds of the women respondents who were in central office positions acquired these positions through encouragement and an offer from within the school system where they were presently working. A small number (15.9 percent) had applied for the position and subsequently received the appointment. Forty-one women (11.8 percent) had filed an application while employed elsewhere (see Table 12).

TABLE 12

ACHIEVEMENT OF PRESENT POSITION

Method	Number	Percent
Encouragement and offer from within present school system	229	66.2
Application and subsequent appointment from within present system	55	15.9
Application and interview while employed elsewhere	41	11.8
Other	21	6.1
Total	346	100.0

Qualifications Required for Position

The women were asked to identify the qualifications they felt were required for them to achieve their present position. Ability to cooperate with and relate to other people and successful teaching experience were considered by most women to be required for their positions (92.5 percent and 91.0 percent respectively). Dedication to the profession, graduate degrees and communication skills were also given as necessary qualifications. More than one half of the respondents listed previous leadership roles and availability when position was open as requirements. Prior administrative experience was given by 24.6 percent of those questioned. Table 13 presents these data.

TABLE 13

QUALIFICATIONS REQUIRED TO HOLD PRESENT POSITION

Qualification	Number	Percent
a. Degree(s) beyond baccalaureate degree	293	84.7
b. Successful teaching experience	315	91.0
c. Dedication to profession	295	85.3
d. Previous leadership roles	240	69.4
e. Ability to cooperate and relate to other people	320	92.5
f. Prior administrative experience	85	24.6
g. Ability to communicate effectively	289	83.5
h. Personal ambition	143	41.4
i. Available when position was open	187	54.0
j. Other	24	6.9
Total	2191	100.0

- a. Women were asked to respond to all applicable categories. Percentages were based on number of respondents.

Predecessor in Position

Most of the women who responded succeeded a woman when they occupied their present position (42.5 percent). Only a slightly smaller percentage (39.6 percent) than those succeeding a woman was those women who filled a new position. Less than twenty percent (17.9 percent) had

succeeded a man when moving to their present position (see Table 14).

TABLE 14

PERSON WOMEN SUCCEEDED IN POSITION

Predecessor	Number	Percent
Man	62	17.9
Woman	147	42.5
New Position	137	39.6
Total	346	100.0

Positions Now Held by Predecessors

Men and women who had previously held the positions occupied by the respondents had moved to different positions within and without the educational setting. The largest number, however, had retired. One hundred predecessors, or 48.5 percent, had retired. The second largest category included thirty-seven responses, or 18.0 percent, and was listed as "other." This group contained responses such as "don't know," "moved to same position in another system" and "employed at college level." All other positions currently held had less than seven percent response in each category (see Table 15).

TABLE 15

POSITION NOW HELD BY PREDECESSOR

Position	Number	Percent
Superintendent	9	4.4
Associate Superintendent	4	1.9
Assistant Superintendent	11	5.3
Director of Instruction	7	3.4
Principal	10	4.9
Supervisor	7	3.4
Teacher	14	6.8
Retired	100	48.5
Position Outside Education	7	3.4
Other	37	18.0
Total	206	100.0

Immediate Superior

A large number of the women (35.0 percent) was directly responsible to the superintendent. A combined total of one hundred sixty-six women (47.9 percent) reported to the associate or assistant superintendent, thirty-nine (11.3 percent) were responsible to the Director of Instruction, while twenty women reported to various other people holding positions such as Title I Director. An overwhelming majority of males (91.9 percent) held those positions to which the women were responsible. These

data are presented in Table 16.

TABLE 16

POSITION AND SEX OF IMMEDIATE SUPERIORS
OF THE WOMEN

Position	Number	Percent
Superintendent	121	35.0
Associate Superintendent	79	22.8
Assistant Superintendent	87	25.1
Director of Instruction	39	11.3
Other	20	5.8
Total	346	100.0
Sex of person in superior position		
Male	318	91.9
Female	28	8.1
Total	346	100.0

Personnel Receiving Services from the Women

Women in central office positions offered services primarily to teachers, principals and assistant principals. Nearly 90 percent of the respondents reported they worked directly with teachers. Almost equal to this number was a large group (86.1 percent) of principals and assistant principals with whom the respondents worked. One fifth of the women (20.9 percent) reported they worked with students and non-certi-

ficated personnel (see Table 17).

TABLE 17
PERSONNEL RECEIVING SERVICES
FROM THE WOMEN

Category	Number	Percent
Students	72	20.9
Teachers	306	88.4
Principals/Assistant Principals	297	85.8
Central Office Administrators	229	66.2
Non-certificated Personnel	72	20.9
Total	976	100.0

a. Respondents indicated more than one category. Percentages were based on number of respondents.

EXPERIENCE AND TRAINING OF THE WOMEN

Age When Assumed First Position

Table 18 presents the age ranges when women in the central office positions first assumed their supervisory or administrative position. The largest group was from 41-45 years old when first appointed, followed closely by those from 31-35 years old. Three percent were fifty to sixty years old when first appointed.

TABLE 18

AGE WHEN ASSUMED FIRST SUPERVISORY/ADMINISTRATIVE APPOINTMENT

Age	Number	Percent
Under 25 years	22	6.4
26-30 years	60	17.4
31-35 years	72	20.9
36-40 years	59	17.2
41-45 years	77	22.4
46-50 years	44	12.8
51-55 years	9	2.6
56-60 years	1	.3
Total	344	100.0

Positions Held Prior to Present Position

Women (87.7 percent) assigned to central office positions had held their first positions in education as teachers for less than ten years in districts ranging in size from 1,000 pupils to 15,000 pupils. Their second position included a wider range of positions than the first one but a majority was still in teaching for less than five years in districts with a pupil population of 1,000-15,000. Third and fourth positions followed the same pattern. However, total responses were less with each position reported. Table 19 represents the distribution of positions held by the respondents, the number of years in each position and the size of the school district where employed.

TABLE 19

PREVIOUS POSITIONS HELD BY WOMEN IN CENTRAL OFFICES

First Position	No.	Pct.	Years Held	No.	Pct.	Size of District (pupil population)	No.	Pct.
Teacher	278	87.7	Less than 5 years	121	39.0	Less than 1,000	7	2.7
Principal/Ass't. Principal	5	1.6	5-10 years	102	32.9	1,000-5,000	69	26.3
Supervisor	5	1.6	11-15 years	34	10.9	6,000-10,000	79	30.2
Librarian	5	1.6	16-20 years	30	9.7	11,000-15,000	39	14.9
Guidance Counselor	3	.9	21-25 years	15	4.8	16,000-20,000	17	6.5
*SDPI Consultant	1	.3	More than 25 years	8	2.6	21,000-25,000	8	3.1
Other	20	6.3				26,000-30,000	4	1.5
						31,000-35,000	3	1.1
						36,000-40,000	6	2.3
						41,000-45,000	3	1.1
						46,000-50,000		
						More than 50,000	27	10.3
Total	317	100.0		310	99.9		262	100.0

*State Department of Public Instruction

TABLE 19 (continued)

Second Position	No.	Pct.	Years Held	No.	Pct.	Size of District (pupil population)	No.	Pct.
Teacher	50	56.8	Less than 5 years	120	59.4	Less than 1,000	5	3.1
Principal/Ass't. Principal	16	7.8	5-10 years	60	29.7	1,000- 5,000	39	24.1
Supervisor	17	8.2	11-15 years	15	7.4	6,000-10,000	48	29.6
Librarian	13	6.3	16-20 years	3	1.5	11,000-15,000	26	16.0
Guidance Counselor	14	6.8	21-25 years	3	1.5	16,000-20,000	14	8.6
*SDPI Consultant			More than 25 years	1	.5	21,000-25,000	4	2.5
Other	29	14.1				26,000-30,000	7	4.3
						31,000-35,000	4	2.5
						36,000-40,000		
						41,000-45,000		
						46,000-50,000		
						More than 50,000	15	9.3
Total	206	100.0		202	100.0		162	100.0

*State Department of Public Instruction

TABLE 19 (continued)

Third Position	No.	Pct.	Years Held	No.	Pct.	Size of District (pupil population)	No.	Pct.
Teacher	50	44.2	Less than 5 years	70	63.6	Less than 1,000	1	1.1
Principal/Ass't. Principal	9	8.0	6-10 years	33	30.0	1,000- 5,000	1	1.1
Supervisor	13	11.5	11-15 years	4	3.6	6,000-10,000	23	25.6
Librarian	7	6.2	16-20 years	1	.9	11,000-15,000	28	31.1
Guidance Counselor	5	4.4	21-25 years	2	1.8	16,000-20,000	17	18.9
*SDPI Consultant	2	1.8	More than 25 years			21,000-25,000	4	4.4
Other	27	23.9				26,000-30,000	1	1.1
						31,000-35,000	3	3.3
						36,000-40,000		
						41,000-45,000		
						46,000-50,000		
						More than 50,000	12	13.3
Total	113	100.0		110	99.9		90	99.9

*State Department of Public Instruction

TABLE 19 (continued)

Fourth Position	No.	Pct.	Years Held	No.	Pct.	Size of District (pupil population)	No.	Pct.
Teacher	17	42.5	Less than 5 years	26	66.6	Less than 1,000		
Principal/Ass't. Principal	4	10.0	5-10 years	7	17.9	1,000- 5,000	7	21.2
Supervisor	6	15.0	11-15 years	3	7.7	6,000-10,000	10	30.3
Librarian	2	5.0	16-20 years	1	2.6	11,000-15,000	8	24.2
Guidance Counselor	1	2.5	21-25 years			16,000-20,000	2	6.1
*SDPI Consultant			More than 25 years	2	5.2	21,000-25,000	1	3.0
Other	10	25.0				26,000-30,000		
						31,000-35,000		
						36,000-40,000		
						41,000-45,000	1	3.0
						46,000-50,000	1	3.0
						More than 50,000	3	9.1
Total	40	100.0		39	100.0		33	99.9

*State Department of Public Instruction

Employment Outside Education

Few women had been employed outside an educational institution. Approximately one fifth (19.6 percent) of them had been employed in other areas for one to five years. Less than 10 percent had been employed outside education for more than five years (see Table 20).

TABLE 20

YEARS EMPLOYED OUTSIDE EDUCATION

Years	Number	Percent
None	237	71.4
1-5 years	65	19.6
6-10 years	4	1.2
11-15 years	19	5.7
16-20 years	3	.9
More than 20 years	4	1.2
Total	332	100.0

Degrees Earned and Major Fields of Study

Table 21 presents the degrees earned by the respondents and the major area of study. Most of the women (87.0 percent) had earned a master's degree. Twelve women held two master's degrees, fifty-five women (15.9 percent) held an educational specialist degree and fourteen

women held an earned doctorate. Supervision or curriculum and administration were the predominant areas of study for the degrees earned beyond the first master's degree.

TABLE 21

DEGREES EARNED WITH MAJOR FIELD OF STUDY

Degrees and Major	Number	Percent
Bachelor's Degree	343	99.1
Major	Percent of Bachelor's Degrees in Major	
Early Childhood Education	38	11.1
Special Education	119	34.7
High School/Vocational	5	1.5
Library Science	143	41.7
Guidance	6	1.7
Supervision/Curriculum Administration		
Other	32	9.3
Master's Degree	301	87.0
Major	Percent of Master's Degrees in Major	
Early Childhood Education	11	3.7
Special Education	95	31.6
High School/Vocational	29	9.6
Library Science	42	14.0
Guidance	17	5.6
Supervision/Curriculum Administration	19	6.3
Other	30	10.1
	36	12.1
	18	6.0
Second Master's Degree	12	3.5
Major	Percent of Master's Degrees in Major	
Early Childhood Education		
Special Education		
High School/Vocational		
Library Science		

TABLE 21 (continued)

Degrees and Major	Number	Percent
Second Master's Degree		
Major	Percent of Master's Degrees in Major	
Guidance		
Supervision/Curriculum	7	58.3
Administration	4	33.3
Other	1	8.3
Educational Specialist	55	15.9
Major	Percent of Ed.S. Degrees in Major	
Early Childhood		
Education	4	7.3
Special Education	2	3.6
High School/Vocational	1	1.8
Library Science	1	1.8
Guidance		
Supervision/Curriculum	19	34.5
Administration	24	43.7
Other	4	7.3
Doctorate	14	4.0
Major	Percent of Doctorates in Major	
Early Childhood		
Education		
Special Education		
High School/Vocational		
Library Science		
Guidance		
Supervision/Curriculum	5	35.7
Administration	7	50.0
Other	2	14.3

The data presented in Table 19 and Table 21 indicate that women in central office positions have pursued higher education to earn graduate degrees. A majority (87.0 percent) had earned at least one master's degree. Their professional experience included a variety of positions

with almost 90 percent beginning their career as classroom teachers. These data lend support to the third hypothesis that stated "Women in administrative positions are well-qualified by experience and training."

Factors Prohibiting Completion of Graduate Program

The women were asked to indicate any factors that hindered their completion of a graduate program to which they had been admitted. Twenty-seven respondents stated that the responsibilities of their present job were too demanding. Twenty-one responses showed that the location or schedule of the educational institution was inconvenient. Finances had been a prohibitive factor for eleven of the respondents (see Table 22). Five women wrote that, despite the factors that had kept them from completing their program at this time, they intended to eventually return to their studies.

TABLE 22

FACTORS PROHIBITING COMPLETION OF GRADUATE PROGRAM

Factor	Number	Percent
a. Responsibilities of present job too demanding	27	7.8
b. Academic schedule of institution inconvenient	7	2.0
c. Lack of family support	2	.6
d. Finances	11	3.2
e. Location of educational institution inconvenient	14	4.1

TABLE 22 (continued)

Factor	Number	Percent
f. Other	10	2.9
Total	71	100.0

a. The women responded to more than one category if applicable. Percentages were based on total number of responses.

Difficulty in Obtaining Administrative Position

Almost 90 percent of the women who responded said they had had no difficulty in obtaining an administrative position or they had not sought a position in administration. Eighteen women (5.4 percent) indicated difficulty and twenty-one (6.3 percent) stated they had experienced some difficulty (see Table 23).

TABLE 23

DIFFICULTY IN OBTAINING ADMINISTRATIVE POSITIONS

Response	Number	Percent
Yes	18	5.4
No	233	70.0
Somewhat	21	6.3
Have Not Sought One	61	18.3
Total	333	100.0

Factors Attributed to Difficulty in Obtaining Position and Degree of Significance

Table 24 presents the factors and the degree of significance they had in preventing women from obtaining an administrative position. Twenty-two women indicated that prejudice against women in the position and community tradition were very significant factors that kept them from securing a position in administration. More than 10 percent indicated that lack of experience was a contributing factor.

TABLE 24

FACTORS ATTRIBUTING TO DIFFICULTY

Factor	Number	Degree of Significance					
		Very Significant		Somewhat Significant		No Significance	
		No.	Pct.	No.	Pct.	No.	Pct.
a. Lack of professional preparation	7	2	2.9	4	5.7	1	1.4
b. Lack of experience	9	3	4.3	6	8.6		
c. Prejudice against women in the position	22	19	27.1	3	4.3		
d. Community tradition	13	11	15.7	2	2.9		
e. Your lack of interest due to additional responsibility of the position	2	1	1.4	1	1.4		
f. Personal preference for classroom teaching	1	1	1.4				

TABLE 24 (continued)

Factor	Number	Degree of Significance					
		Very Significant		Somewhat Significant		No Significance	
		No.	Pct.	No.	Pct.	No.	Pct.
g. No openings available in locality where you live	5	3	4.3	2	2.9		
h. Unwilling to move	1	1	1.4				
i. Other	10	8	11.4	2	2.9		
Total	70	49	69.9	20	28.7	1	1.4

PLANS FOR THE FUTURE

Plans for Further Formal Study

More than one third of the respondents (36.3 percent) planned no further formal study. Approximately one third would definitely continue their formal education, and the remaining one third said they would possibly or probably pursue further study. Sixteen women who planned no formal study indicated they would continue their professional growth in other ways.

TABLE 25

PLANS FOR FURTHER FORMAL STUDY

Response	Number	Percent
Yes	108	31.9
No	123	36.3
Possibly	86	25.3
Probably	22	6.5
Total	339	100.0

Chi-square analysis was used to determine if a relationship existed between the age of the respondents and their plans for further formal study. A computed value of 99.83 with 24 degrees of freedom indicated these variables have a relationship at the .05 level of confidence. Plans for further study were most prevalent among women administrators in the middle age range (i.e., 40-50 years of age); young administrators and older administrators had relatively few such plans.

Future Employment Plans

More than one half of the women (56.9 percent) expected to continue in their present position. Approximately one fifth of them (21.6 percent) expressed hope of being promoted in their system. Nineteen women (5.5 percent) planned to retire in the near future. The remaining 16 percent expected to seek positions in other systems, teach at the higher education level or pursue other employment opportunities within an educational setting. None of the respondents indicated that they expected to leave public education employment (see Table 27).

The fourth hypothesis, that women currently in administrative positions consider this position terminal, was validated by the fact that a majority of women expected to remain in their present position. Only one of every five women hoped to be promoted.

TABLE 26

RELATIONSHIP BETWEEN PLANS FOR FURTHER STUDY AND AGE OF THE WOMEN

Plans for Further Study	Age of the Women																	
	Less than 25 years		26-30 years		31-35 years		36-40 years		41-45 years		46-50 years		51-55 years		56-60 years		61-65 years	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Yes			9	2.7	26	7.7	19	5.6	19	5.6	14	4.1	12	3.5	8	2.4	1	.3
No					4	1.2	8	2.4	11	3.2	26	7.7	26	7.7	26	7.7	22	6.5
Possibly	1	.3	1	.3	12	3.5	10	2.9	18	5.3	17	5.0	14	4.1	11	3.2	2	.6
Probably			4	1.2	2	.6	3	.9	2	.6	3	.9	4	1.2	4	1.2		
Total	1	.3	14	4.1	44	13.0	40	11.8	50	14.7	60	17.7	56	16.5	49	14.5	25	7.4

$$x^2 = 99.83^* \quad df = 24$$

*Significant at .05 level

TABLE 27
PLANS FOR FUTURE EMPLOYMENT

Plans	Number	Percent
Expect to continue in present position	195	56.9
Hope to be promoted within same system	74	21.6
Expect to seek same type position in larger system	11	3.2
Expect to seek same type position in another system of same size	28	8.2
Expect to seek same type position in smaller system	10	2.9
Expect to retire within two years	19	5.5
Expect to leave public education employment		
Other	6	1.7
Total	343	100.0

Preference for Next Position

The women were asked, "What would you like your next position to be?" Six women (3.2 percent) indicated they would like to be a superintendent. One third of the women (33.7 percent) wished to hold the position of assistant or associate superintendent. More than one fourth of the respondents (27.3 percent) stated a preference for a position in the "other" category, which included such positions as college teacher, state department consultant, private consultant and retirement. Thirty-five women (18.7 percent) responded that they would like to be director of

instruction and twenty-four women (12.8 percent) wished to be a principal. A small number (3.2 percent) wanted to return to teaching (see Table 28).

TABLE 28

PREFERENCE FOR NEXT POSITION

Position	Number	Percent
Superintendent	6	3.2
Associate Superintendent	18	9.6
Assistant Superintendent	45	24.1
Director of Instruction	35	18.7
Principal	24	12.8
Assistant Principal	1	.5
Teacher	6	3.2
Other	51	27.3
Total	186	100.0

One hundred eighty-six women aspired to achievement of another position. The relationship between the next position they would like and the plans they had for further formal study was tested with a chi-square analysis. The chi-square value of 29.15 with 24 degrees of freedom showed no relationship of significance at the .05 level of confidence.

TABLE 29

RELATIONSHIP BETWEEN PREFERENCE FOR NEXT POSITION AND
PLANS FOR FURTHER FORMAL STUDY

Plans for Formal Study	Preference for Next Position															
	Supt.		Assoc. Supt.		Asst. Supt.		Director		Princ.		Asst. Princ.		Teacher		Other	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Yes	2	1.1	10	5.4	17	9.2	13	7.1	14	7.6			2	1.1	21	11.4
No	3	1.6			10	5.4	7	3.8	3	1.6					13	7.1
Possibly	1	.5	5	2.7	14	7.6	12	6.5	6	3.3	1	.5	2	1.1	9	4.9
Probably			2	1.1	4	2.2	3	1.6					2	1.1	7	3.8
Total	6	3.3	17	9.2	45	24.5	35	19.0	23	12.5	1	.5	6	3.3	50	27.2

$\chi^2 = 29.15^*$ $df = 24$

* no significant relationship at .05 level

A chi-square analysis was used to determine whether or not a relationship existed between the number of years that the women had been in their present position and the preference for their next position. The chi-square value of 126.63 with 40 degrees of freedom showed the relationship was significant at the .05 level, as presented in Table 30. Desire for promotion was negatively related to age: the young women administrators were the most anxious to advance. Preference for the next higher position (i.e., desire for promotion) consistently declined with age.

Improving Women's Professional Advancement in Administration

Equal consideration with men for available positions, obtaining advanced training, willingness of school boards to hire women and attitude change by women concerning their own capabilities were the leading methods by which the respondents felt women's professional advancement in administration would be improved. Passage of Federal and State legislation requiring equal opportunities for men and women, political pressures by women's groups and patience for allowing time to bring changes in opportunities were considered least effective for improving administrative careers for women. Table 31 presents these data.

TABLE 30

RELATIONSHIP BETWEEN YEARS IN PRESENT POSITION AND
PREFERENCE FOR NEXT POSITION

Preference for Next Position	Years in Present Position											
	Less than 5 years		6-10 years		11-15 years		16-20 years		21-25 years		More than 25 years	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Superintendent	4	2.1	1	.5	1	.5						
Assoc. Superintendent	11	5.9	4	2.1	3	1.6						
Asst. Superintendent	13	7.0	25	13.4	4	2.1	2	1.1	1	.5		
Director	11	5.9	12	6.4	7	3.7	3	1.6	2	1.1		
Principal	15	8.0	8	4.3	1	.5						
Asst. Principal	1	.5										
Teacher	4	2.1	2	1.1								
Other	25	13.4	15	8.0	9	4.8	1	.5			1	.5
Total	84	44.9	67	35.8	25	13.4	6	3.2	3	1.6	1	.5

$\chi^2 = 126.63^*$ df = 40
*Significant at .05 level

TABLE 31
IMPROVING WOMEN'S ADVANCEMENT IN ADMINISTRATION

Method to Improve	Number	Percent
Obtaining advanced training	208	61.2
Persistence in applying for administrative positions	154	45.3
Equal consideration with men for available positions	220	64.7
Willingness of school boards to hire women administrators	200	58.8
Display of more interest in administration	161	47.4
Planning for administrative positions early in career	175	51.5
Making pursuit of administrative positions a priority	98	28.8
Attitude change by women concerning their own capabilities	199	58.5
Passage of Federal and State legislation requiring equal opportunities for men and women	77	22.6
Political pressures by women's groups	51	15.0
Patience for allowing time to bring changes in opportunities	44	13.0
Other	41	12.1
Total	1628	100.0

a. The women responded to more than one category.
Percentages were based on total respondents.

SUMMARY OF DATA

This chapter has reported a considerable amount of data amassed from the women who occupy positions in the central offices of North Carolina's one hundred forty-five administrative school districts. Questionnaires were sent to four hundred seventy-one women from which three hundred forty-six usable responses were received. To give the reader a profile of these women, major points follow:

1. The women who responded held positions of superintendent (.3 percent), associate superintendent (.9 percent), assistant superintendent (4.3 percent), director of instruction (8.7 percent), general supervisor (29.0 percent), subject area supervisor (21.4 percent), director of special projects/federal programs (10.7 percent) and other positions including director of exceptional children, director of vocational education and supervisor of guidance services (24.7 percent).
2. A majority of the women had been employed in their present position for ten years or less (74.0 percent), sixty-four (18.3 percent) had occupied their position for eleven to fifteen years, sixteen women (4.6 percent) for sixteen to twenty years, five (1.4 percent) for twenty-one to twenty-five years, six (1.7 percent) for more than twenty-five years.
3. One half of the women (56.3 percent) were between forty-five and sixty-five years old, approximately one fourth of them (26.6 percent) were between the ages of thirty-five and forty-five. The remaining 17 percent were under thirty-five years old.

The median age was 58.6 years.

4. Of the women surveyed, 90.1 percent were married or had been married. A majority of them (77.2 percent) had at least one child, and the average number of children for each women was two.
5. The women reported salaries that ranged from \$8,000 to more than \$30,000. Most of the women (67.2 percent) received a salary in the \$16,000-\$20,000 range. Five women received more than \$30,000.
6. Most of the women (86.7 percent) were employed for twelve months during the year. A small number (4.6 percent) was employed for eleven months, and 1.7 percent work for ten and one half months. Twenty-four of the women (7.0 percent) were employed for a ten month period. Several women in this group reported the period of employment was by choice, and two women indicated they would like to be employed for twelve months.
7. When asked to identify their responsibilities and the roles they assumed most often, the women indicated they performed a variety of functions, and, upon analysis, these were primarily related to supervisory and curriculum responsibilities. Twice as many women indicated they assumed a combined advisory and decision-making role as those who indicated they assumed mostly advisory responsibilities or decision-making responsibilities.

8. The women considered influence and encouragement of their superior as the predominant factor in their decision to seek their present position. Personal interest in leadership position and a desire for higher income were also leading factors.
9. A majority of the women (72.3 percent) formulated plans to enter administration after acquiring teaching experience. Eighty women (24.0 percent) explained that they were sought for the position and did not plan to seek their present level of assignment. Only twelve women (3.6 percent) planned to become administrators before they had acquired teaching experience.
10. Forty-five women (13.5 percent) had a deliberate career plan. The remaining respondents had acquired their position by chance or had developed a career plan over a period of time.
11. Two of every three women had acquired their position through an offer from within the system where they were currently employed. A small number (15.9 percent) had applied and received the appointment while employed in their present system. Slightly more than 10 percent had applied and been appointed while employed elsewhere.
12. Human relations skills were considered by 95.2 percent of the necessary qualifications for achieving their present positions. Dedication to the profession, graduate degrees and successful teaching experience were also cited as prerequisites.

13. A total of 42.5 percent of the women reported that their predecessor was a woman. Almost the same number (39.6 percent) was the first to hold such a position within the administrative unit. Less than 20 percent had succeeded a man in the same position. The majority of persons (48.5 percent) holding these positions previously had retired.
14. One hundred sixty-six women (47.9 percent) were directly responsible to the assistant or associate superintendent. 35.0 percent were responsible to the superintendent, 11.3 percent to the director of instruction and the remaining 5.8 percent to persons with various titles. The majority (91.9 percent) of the people to whom the women were responsible was male.
15. The women reported that they worked with students, teachers, principals/assistant principals, central office administrators and non-certificated personnel. Most of them worked with teachers (88.7 percent), principals/assistant principals (86.1 percent) and central office administrators (66.6 percent).
16. The women who responded had had experience in varied positions for a period of less than five years to more than twenty-five years. Prior experience was in teaching positions for less than five year periods in school districts ranging in size from 1,000 to 20,000 pupils.
17. Ninety-five women had been employed outside education for a period of one to twenty years. Sixty-five of them were employed

for less than five years in these positions.

18. Master's degrees had been earned by 87.0 percent of the women. Twelve of the women held two master's degrees. Fifty-five women (15.9 percent) held an educational specialist, or advanced degree, and fourteen women had an earned doctorate. Six additional women had completed the requirements for the doctorate except for the dissertation.
19. The women had majored in the humanities, social sciences, mathematics or elementary education when acquiring the bachelor's degree. Majors for the second master's degrees, specialist degrees and doctorates were predominantly in supervision/curriculum and administration.
20. Eighteen women reported they had experienced difficulty in acquiring an administrative position. Prejudices against women in positions traditionally held by men were cited often as the factor contributing to this difficulty. Twenty-one women reported some degree of difficulty.
21. More than one third of the women(36.3 percent) had no plans for further formal study. 31.9 percent reported there was a possibility they would pursue further study. The remaining number who responded (31.9 percent) definitely planned further formal study.
22. The women who expected to continue in their present position totaled one hundred ninety-five or 56.9 percent. Another 21.6 percent hoped to be promoted within their present system. Forty women who expected to continue in their position also reported they would like to have another position.

CHAPTER IV

INTERPRETATION OF THE DATA

During the early part of the 1970's, the status of women commanded much attention in the literature. Their aspirations, educational experiences and abilities to assume responsibility were part of the wide range of topics. Some writers discussed woman's role as that of homemaker, and others pointed to the discrimination experienced by women as they aspired to achieve higher level positions in the working world.

This study was undertaken to provide some insights into the characteristics of the women who had achieved leadership positions in the central offices of North Carolina's public schools, their preparation for their job, the problems they had encountered in achieving their present status and the aspirations they hold for their future. An assumption was made, also, that the data presented would provide some information related to those traditionally held beliefs about women and their roles in educational leadership. Major points are discussed in the remainder of the chapter.

1. One of the stereotypes suffered by women is that they cannot combine home responsibilities and the responsibilities that accompany positions in educational leadership roles. The majority of women in this study(90.1 percent) were married or had been married and were now widowed or divorced. However, this latter group comprised a small part of the population. More than three fourths of the women also had at least one child. The average number of children was two. These women appear to have combined family responsibilities and also achieved leadership

positions.

2. The career patterns of educators indicate that there are certain steps to leadership positions that are usually followed, with successful teaching experience and skills in communication among the necessary ones. All of the women had held teaching positions, many of them in the same administrative unit where they were employed in their leadership position. Since a majority of the women had not sought their positions but rather had been sought by their superior, one would conclude that these women were performing in an outstanding manner. Those women in the study brought to their jobs a variety of experiences as principals, guidance counselors, librarians, consultants, teachers at the college level. Approximately one fourth of the women (24.6 percent) had little prior administrative experience but did not feel this was a necessary qualification for the position they held.

Males who achieve the top-level administrative positions are usually "on their way up" within a few years of their entry into the profession. Women in the study had moved into their first administrative or supervisory positions at different ages. One third of the women (38.1 percent) had been forty-one years old or older, 61.9 percent had been less than 40 years old when appointed to their first position. These data seem to indicate, then, that women are also achieving administrative positions early in their careers.

3. Individuals in certain positions seem to move to the higher ranks more quickly than those in other positions. It is likely that women more often than men assume entry-level positions that fail to provide access to higher levels.

The data revealed that most of the women are in supervisory positions (50.4 percent). These positions appear to be occupied by women more often than by men. In addition to the largest number of women being concentrated in this capacity, the facts pointed out that a woman was often sought to fill a woman's position when a change was made. One hundred forty-seven women (42.5 percent) succeeded a woman in their present position as compared to sixty-two women (17.9 percent) who succeeded a man. The data showed that women assume advisory roles, and an analysis of job responsibilities supports the hypothesis that women are concentrated in staff positions requiring advisory-type duties.

4. When salaries of the women in the study were analyzed, more than two thirds of the salaries received were in the range of \$16,000 - \$20,000. According to the North Carolina State Salary Schedule, this scale is the one which supervisors with maximum years experience and graduate certification would be paid. Some administrative units supplement the incomes of personnel employed. Five women in different administrative units who responded suggested that all personnel do not share in this benefit. Although the Equal Employment Opportunity Act affords protection related to salaries to all employees, one might question uniform practices regarding salary supplements. Further research in this area with regard to sex of those holding the position seems to be needed.

5. In addition to professional experiences, the women in the study were well qualified in educational training to hold positions of leadership. Approximately 95 percent held at least a master's degree. Twelve women had two master's degrees. One hundred eighty-three women were certified in more than one area. A specialist's degree was held by

15 percent of the women with the majors concentrated in administration and supervision. Those fourteen women holding doctorates had also concentrated in administration and supervision. Six women indicated they were currently enrolled in a doctoral program.

As women seek advanced degrees in administration and supervision, it becomes evident that there will be an increased pool of properly credentialed women for administrative positions.

6. The women were asked, "If admitted to a graduate program and you did not complete the degree, what factors hindered you?" The largest number of women who had experienced difficulty (7.8 percent of total responses) stated that the responsibilities of their present job were too demanding. Another group (a total of 6.1 percent of the total responses) said the educational institution was inconveniently located or the academic schedule was inconvenient. One half of the women, however, added comments to indicate they had not abandoned a goal of further education. One would surmise that the women combined educational endeavors with full-time job responsibilities and family responsibilities.

7. School boards and superintendents have stated that women do not seek employment in administrative positions. Indeed, an overwhelming majority of the women in this study (66.2 percent) reported they had achieved their position by "encouragement and an offer from their superior." Women have had few role models other than that of mother and homemaker. Even outside the home, teacher, nurse, secretary, social worker are those careers considered by society to be acceptable for women to pursue. True, there may be a female doctor, lawyer or political figure that appears occasionally, but these careers seem so remote and so

unattainable that they present little real incentive to the majority of females.

The data presented would lead one to conclude that women do not seek administrative positions. The question must be asked, "Do women consider this career goal a futile one?" Women were asked what employment plans they had for the future. More than one half of them responded that they expected to continue in their present position. Approximately one fourth of this number, however, indicated they would like their next position to be at another level. The following are illustrations:

1. Seven general supervisors listed the positions of assistant superintendent.
2. Five subject area supervisors listed assistant superintendent positions.
3. Three directors of instruction wished to hold assistant superintendent positions.
4. Five supervisors indicated positions as director of instruction.
5. One associate superintendent, two assistant superintendents and one director of instruction desired the position of superintendent.
6. Four directors and three supervisors wanted positions as principals.
7. Two supervisors listed positions as associate superintendents.
8. Slightly more than 10 percent of the women surveyed indicated

any difficulty in obtaining an administrative position. Approximately one in five women had not sought a position, and this fact should be viewed as one of the reasons they might have had no difficulty. Six women reported that getting the title and salary of the position was a difficult accomplishment, but getting the work was no problem.

Numerous and intricate forces have deterred women from achieving careers in administration. Legislative actions and increased awareness of opportunities may result in a greater number of positions, such as principal or director of instruction being available for women within the next decade. Progress toward the highest levels, however, will probably be limited. Even though change is slow, opportunities, whether legally or culturally based, should be broader for future generations.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the status, the personal and professional background and the future plans of the women who were employed in the central administrative offices of North Carolina's public schools. Specifically, the purposes were:

1. To determine the types of administrative positions held by women in the public schools.
2. To determine the number of years women have held an administrative position.
3. To determine the duties and responsibilities of the women in leadership positions.
4. To explore the types of problems women may have incurred in acquiring their positions.
5. To ascertain possible reasons women believe they were promoted or hired for the position they hold.
6. To examine the personal background of the women.
7. To examine the professional background of the women.
8. To determine the plans women have for the future.

Data for the study were gathered from the women listed in the Education Directory for 1977-78 who occupied central office positions. Questionnaires were mailed to 471 women in the 145 school administrative units in North Carolina. A total of 346 usable responses was analyzed

for the data presentation. This study was a descriptive survey with the intended purpose of gathering classified and generalized data to serve as a basis for the future guidance of women in administrative positions. Therefore, the results were reported in narrative and tabular form. A chi-square analysis was made to determine the relationship between the variables of position, age, salary, plans for future study and years in the position.

Four hypotheses for specific attention were generated:

1. A large concentration of women is found in staff positions requiring advisory-type duties.

General and subject area supervisors comprised 50.4 percent of the group who responded. By definition, supervision is the provision of assistance of an advisory nature to line officers. This hypothesis was supported.

2. Top-level administrative positions held by women were achieved within the previous five years.

The superintendent, two associate superintendents, and thirteen assistant superintendents responded that they had occupied their present position for less than five years. This hypothesis was accepted.

3. Women in administrative positions are well-qualified by experience and training.

Women (87.0 percent) had earned master's degrees, and approximately one fourth of them held a second master's degree or degrees beyond the master's level. The women had held various professional positions prior to obtaining their present position. This experimental background and advanced training qualify them for consideration for administrative positions. Therefore, this hypothesis was supported.

4. Women currently in administrative positions consider this position terminal.

More than one half of the women (56.9 percent) expected to continue in their present position. Forty of this number, however, expressed a desire to achieve a higher position. Women in the study did not expect to move to another position although some aspired to a higher level. This hypothesis was supported.

The investigation revealed the major findings that follow:

1. Positions held by the women included those of superintendent, assistant and associate superintendents, directors of instruction, supervisors, directors of special projects and directors with various titles. The largest group was general and subject areas supervisors, who comprised 50.4 percent. The top-level positions of superintendent, assistant superintendent and associate superintendent were held by 5.5 percent of those responding.
2. A majority of the women (74.0 percent) had been employed in their present position for ten years or less. Of these, 35.4 percent had been employed in their position for less than five years. This group included the superintendent, two associate superintendents, and thirteen assistant superintendents.
3. More than one half of the women (56.3 percent) were over forty-five years of age. The second largest group (26.6 percent) ranged in age from thirty-five to forty-five years. The median age of the group was 58.6 years.
4. Of the women surveyed, 90.1 percent were married or had been married. A majority of them (77.2 percent) had at least one child. The average number of children for each woman was two.

5. The women received salaries ranging from \$8,000 to more than \$30,000. Approximately two thirds of them received a salary in the \$16,000-\$20,000 category.
6. The women indicated they assumed a variety of responsibilities, mostly related to curriculum and instruction. Their role was most often a combination of advisory and decision-making responsibilities.
7. Influence and encouragement of their superior was the predominant factor in the decision of the women to seek their position.
8. Two of every three women had acquired their position through an offer from within the system where they were currently employed.
9. Human relations skills were considered by 95.2 percent of the women to be necessary qualifications for achieving their positions. Dedication to the profession, graduate degrees and successful teaching experience were also cited as prerequisites.
10. A total of 42.5 percent of the respondents succeeded another woman in their position. Their predecessors, a total of 48.5 percent of them, had retired. A total of 39.6 percent of the women was the first person appointed to fill a new position.
11. The women worked directly with students, teachers, principals/assistant principals and central office personnel. A small number also worked with non-certified personnel. Teachers and principals were the groups the women worked with more than any others.
12. A large number (87.0 percent) of the women had earned a master's degree. Twelve of them had two master's degrees. Fifty-two had

an educational specialist degree, and fourteen held an earned doctorate.

13. The women had experience in varied positions. Their prior experience included teaching positions for less than five year periods in school districts ranging in size from 1,000 to 20,000 pupils.
14. Eighteen women reported they had experienced difficulty in acquiring an administrative position. Prejudices against women in positions traditionally held by men were cited most often as the contributing factor to this difficulty.
15. Approximately two thirds of the women reported that they definitely planned further formal study, or there was a possibility they would pursue further education. The remaining one third had no plans to continue formal study.
16. More than one half of the women (56.9 percent) expected to continue in their present position. Forty of these reported they would like a change in their position. One fifth of the respondents expressed a desire to be promoted within their present system.

CONCLUSIONS

Based upon the data gathered in this study, the following conclusions appear to be warranted:

1. Women occupying positions in the central offices of North Carolina's public schools are concentrated in staff positions with titles of supervisor or coordinator (75.1 percent). Their

responsibilities are primarily related to curriculum and instruction.

2. Women are well-qualified through experience and training. They have acquired master's degrees (87.0 percent), educational specialist degrees (59.9 percent), and doctorates (4.0 percent). They have held various professional positions before achieving their present position (see table 19).
3. Few women (13.5 percent) made definite career plans. Two thirds of them (66.2 percent) acquire their positions as a result of an offer from their superior.
4. Many women (56.9 percent) appear to be satisfied with the positions they occupy and expect to continue in these positions.
5. Approximately one third of the women (36.9 percent) aspire to top-level administrative positions.
6. The largest group of women who seek administrative positions believe the difficulty they experience in acquiring them is based upon prejudice against women in the position (31.4 percent) and community tradition (18.6 percent).
7. Women in North Carolina (64.7 percent) feel that to improve women's advancement in administration, female applicants with the necessary qualifications and experience should be given equal consideration with men who apply for administrative positions.

RECOMMENDATIONS

1. Women should be guided early in their educational experience to realize they can make contributions on decision-making levels.
2. Women should recognize that their aspiration level is related to the advancement they experience in their careers.
3. Women should be encouraged to acquire advanced degrees and proper certification that would make them eligible for top-level administrative positions.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. A study should be made to determine if there are differences, other than titles, between job responsibilities of men and women in central office positions.
2. A study should be made of local school boards to determine the opportunities that women may expect to have in top-level administrative positions.
3. A study of salaries and supplements paid to men and women in similar central office positions should be made to determine if equal consideration is given.

This study was made to determine the status of women in central office positions in North Carolina's public schools. The findings are consistent with similar studies conducted in other areas of the United States.

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APPENDIX

UNIVERSITY OF NORTH CAROLINA

AT GREENSBORO

Dear Educator,

The position you occupy in the central office of your administrative unit is an important one. As a doctoral candidate in the School of Education at the University of North Carolina at Greensboro, with Dr. Joseph Bryson as advisor, I am making a study of the women in positions such as yours in North Carolina's Public Schools. The purpose of this study is (1) to determine precisely the positions held by women; (2) to determine how the women acquired the positions they hold; (3) to determine the role they have in administering North Carolina's school systems; and (4) to determine the future plans of these women. Your help is needed to complete the study that has been endorsed by the North Carolina Association of School Administrators.

Please take approximately fifteen minutes of your time to complete the status study sheet. The information you give remains anonymous. A stamped, self-addressed envelope is enclosed for your convenience in returning the sheet as promptly as possible.

Sincerely,

Elaine Stiller

Enclosure

UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Dear Colleague:

You recently received a request to participate in a study of women who occupy positions in the central offices of North Carolina's Public Schools. If you have returned the status study questionnaire, your help is most appreciated. If you have not yet returned it, won't you please do so within the next few days?

Sincerely,

Elaine S. Stiller

Elaine Stiller

STATUS STUDY

Personal Data

Please check the category that applies:

1. Title of Present Position:

a. _____ Superintendent	d. _____ Director of Instruction	g. _____ Director of Special Projects/ Federal Programs
b. _____ Associate Superintendent	e. _____ General Supervisor	h. _____ Other (Give Specific Title)
c. _____ Assistant Superintendent	f. _____ Subject Area Supervisor	_____

2. Number of years in above position:

a. _____ Less than 5 years	c. _____ 11 – 15 years	e. _____ 21 – 25 years
b. _____ 5 – 10 years	d. _____ 16 – 20 years	f. _____ More than 25 years

3. Your age:

a. _____ Under 25 years	d. _____ 36 – 40 years	g. _____ 51 – 55 years
b. _____ 25 – 30 years	e. _____ 41 – 45 years	h. _____ 56 – 60 years
c. _____ 31 – 35 years	f. _____ 46 – 50 years	i. _____ 61 – 65 years

4. Present marital status:

a. _____ Single	c. _____ Widowed
b. _____ Married	d. _____ Divorced

5. Number of children you have:

a. _____ None	d. _____ Three	g. _____ Six
b. _____ One	e. _____ Four	h. _____ More than six
c. _____ Two	f. _____ Five	

6. Present yearly salary:

a. _____ \$8,000 – \$10,000	c. _____ \$16,000 – \$20,000	e. _____ \$26,000 – \$30,000
b. _____ \$11,000 – \$15,000	d. _____ \$21,000 – \$25,000	f. _____ More than \$30,000

7. Number of months employed during the year:

a. _____ 12	b. _____ 11	c. _____ 10½	d. _____ 10
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8. Type of school district where employed:

a. _____ City	b. _____ County	c. _____ Consolidated
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9. Pupil population of school district (average daily membership):

a. _____ Less than 1,000	e. _____ 16,000 – 20,000	i. _____ 36,000 – 40,000
b. _____ 1,000 – 5,000	f. _____ 21,000 – 25,000	j. _____ 41,000 – 45,000
c. _____ 6,000 – 10,000	g. _____ 26,000 – 30,000	k. _____ 46,000 – 50,000
d. _____ 11,000 – 15,000	h. _____ 31,000 – 35,000	l. _____ More than 50,000

Your Present Position

10. What are the responsibilities of your present position? (Check as many as apply.) For each responsibility you assume, check the role you assume most often.

- a. _____ Develop curriculum and/or written curriculum guides
- b. _____ Supervise instructional program
- c. _____ Coordinate special programs (Primary Reading, State Assessment)
- d. _____ Plan special programs (accreditation, Title IX)
- e. _____ Perform specialized services (individual testing, psychological services)
- f. _____ Plan and/or coordinate staff development
- g. _____ Promote public relations program
- h. _____ Prepare financial reports and assist in budget preparation
- i. _____ Recruit and screen personnel
- j. _____ Select and assign personnel
- k. _____ Select, procure and/or distribute materials and equipment
- l. _____ Evaluate performance of personnel
- m. _____ Recommend construction or renovation of educational buildings
- n. _____ Other (Please be specific)

	Mostly Advisory	Decision-Making	Combination of Advisory and Decision-Making
<ol style="list-style-type: none"> a. _____ b. _____ c. _____ d. _____ e. _____ f. _____ g. _____ h. _____ i. _____ j. _____ k. _____ l. _____ m. _____ n. _____ 			

11. What are the factors influencing your decision to seek your present level of assignment? (Check as many as apply):

- a. Influence of college teacher
 - b. Influence and encouragement of superior
 - c. Personal interest in attaining leadership position
 - d. Influence of family
 - e. Desire for higher level of income
 - f. Desire to leave teaching
 - g. Other. Explain: _____
-

12. When did you begin planning to become an administrator?

- a. As undergraduate
 - b. As graduate student before teaching
 - c. As teacher
 - d. As graduate student after teaching
 - e. Other. Explain: _____
-

13. How would you describe your planning relative to achieving your position?

- a. Deliberate career plan
- b. Slow plan (evolved over period of more than 10 years)
- c. Rapid plan (evolved within previous 5 years)
- d. Purely chance

14. How was your present position obtained?

- a. Encouragement and offer from within your present school system
 - b. Application and subsequent appointment from within your present school system
 - c. Application and/or interview while employed elsewhere
 - d. Other. Explain: _____
-

15. What qualifications do you feel were required for the position you now hold? (Check as many as apply.)

- a. Degree(s) beyond the baccalaureate degree
 - b. Successful teaching experience
 - c. Dedication to profession
 - d. Previous leadership roles
 - e. Ability to cooperate with and relate to other people
 - f. Prior administrative experience
 - g. Ability to communicate effectively
 - h. Personal ambition
 - i. Available when position was open
 - j. Other. (Please specify.) _____
-

16. In assuming your present position you succeeded:

- a. Man
- b. Woman
- c. New Position

17. If your answer to question 16 was "a" or "b", check the position your predecessor now holds:

- a. Superintendent
 - b. Associate Superintendent
 - c. Assistant Superintendent
 - d. Director of Instruction
 - e. Principal
 - f. Supervisor
 - g. Teacher
 - h. Retired
 - i. Position outside education
 - j. Other. (Please specify.) _____
-

18. You are directly responsible to:

- a. Superintendent
 - b. Associate Superintendent
 - c. Assistant Superintendent
 - d. Director of Instruction
 - e. Other. (Please specify.) _____
-

19. Your superior is:

- a. Male
- b. Female

20. Please check the people with whom you and your staff work most directly:

- a. _____ Students
- b. _____ Teachers
- c. _____ Principals/ass't. principals
- d. _____ Central office administrators
- e. _____ Non-certificated personnel
- f. _____ Other (please specify)

Experience and Training

21. What was your age when appointed to your first administrative or supervisory position in education?

- a. _____ Under 25 years
- b. _____ 25 - 30 years
- c. _____ 31 - 35 years
- d. _____ 36 - 40 years
- e. _____ 41 - 45 years
- f. _____ 46 - 50 years
- g. _____ 51 - 55 years
- h. _____ 56 - 60 years

22. Please list previous educational positions, the number of years in each position, and the approximate size of the district in average daily membership when you changed positions:

Position Years Held Size of District When You Left

23. Number of years employed outside an educational institution:

- a. _____ None
- b. _____ 1 - 5 years
- c. _____ 6 - 10 years
- d. _____ 11 - 15 years
- e. _____ 16 - 20 years
- f. _____ More than 20 years

24. Please list the degrees you hold, the year when degree was granted, your age when degree granted and the major for each degree:

Degree Year Granted Age When Granted Major

25. If admitted to a graduate program and you did not complete the degree, what factors hindered you? (Check any that apply.)

- a. _____ Responsibilities of present job too demanding
- b. _____ Academic schedule of educational institution inconvenient
- c. _____ Lack of support from family
- d. _____ Finances
- e. _____ Educational institution inconveniently located
- f. _____ Other (please specify) _____

26. Have you experienced any difficulties in obtaining an administrative position?

- a. _____ Yes
- b. _____ No
- c. _____ Somewhat
- d. _____ Have not sought one

27. If your answer to 26 was "yes," to what factors do you attribute the difficulty? (Check any that apply.) How significant were these factors? (Check the appropriate column.)

- a. _____ Lack of professional preparation
- b. _____ Lack of experience
- c. _____ Prejudice against women in the position
- d. _____ Community tradition
- e. _____ Your lack of interest due to additional responsibility of the position
- f. _____ Personal preference for classroom teaching
- g. _____ No openings available in locality where you live
- h. _____ Unwilling to move
- i. _____ Other (Please be specific) _____

	Very Significant	Somewhat Significant	No Significance

ncaasa

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Mrs. Doris Lewis, President

Raymond L. Sarbaugh, Executive Director

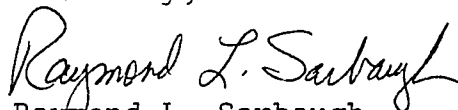
March 28, 1979

Mrs. Elaine S. Stiller
North Rowan Primary School
Box 67
Spencer, NC 28159

Dear Mrs. Stiller:

This is to confirm that the Executive Committee of the North Carolina Association of School Administrators in official session on Wednesday, May 10, 1978 voted unanimously to endorse your dissertation topic and to lend the Association's support to your efforts in every way possible.

Sincerely,


Raymond L. Sarbaugh
Executive Director

RS/sn