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PERCEIVED CHARACTERISTICS AND ADMINISTRATIVE SKILLS
OF WOMEN ADMINISTRATORS IN VOCATIONAL EDUCATION
IN THE UNITED STATES

DISSERTATION

Presented to the Graduate Council of the
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By

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This study was initiated to determine the perceived characteristics and administrative skills of women employed as vocational administrators in the United States.

The subjects in the study were female vocational administrators in thirty states. A demographic data sheet and a responsive questionnaire were sent to each administrator. Of the 112 questionnaires mailed to the women administrators, 102 responses were received. Five questionnaires were deemed to have no validity for the study. Data for the study came from 97 responses, or 87 per cent, of the total number of questionnaires.

The instrument consisted of a 13-item demographic data sheet and a 6-part, 81-item questionnaire. The responses on the demographic data sheet provided personal information concerning marital status, ethnicity, age, and number of children. Professional items revealed the highest degree earned, the state in which the subject was employed, vocational administrative experience, program units under the administrator's direction, professional organization

affiliation, number of years teaching vocational subjects and the program areas taught, non-vocational teaching experience, and major work experience outside the field of education.

The responsive questionnaire consisted of six major topics: management skills, human relations techniques, personal characteristics, group skills, personal motivation, and other professional characteristics. A 4-part evaluation scale was used for measuring the items under each heading. Scoring ranged from "always essential for success" to "not essential for success."

Research for the study and results of the questionnaire responses indicated that women have all of the credentials necessary for administrative success. Opinions of the administrators revealed that competitiveness knows no sex differences and that job performance is an equally suitable outlet for women as well as men.

It was recommended that universities should develop courses which give prospective female administrators an idea about the qualities necessary for vocational administration. Further research was recommended for the purpose of determining an inventory or scale to assist in the possible selection of women administrators.

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CHAPTER I

INTRODUCTION

Vocational Education has recognized the importance of women and their increasing value as a major component in the work force. Current trends predict that more and more occupations are emerging from our highly complex and technological society. Worldwide industrialization and modernization afford rising expectations and foster greater competition; therefore, women will be involved in all facets of change and improvement.

Traditionally in the United States the professions, comprising the most prestigious and lucrative positions, have been occupied by males. Our labor force has been a poor example of the American ethic of equality, but in recent years many factors have contributed to dynamic metamorphoses permitting women to amplify their role in all areas of work. There are still traditional "women's jobs;" today in addition to those sociologically acceptable positions, women have demonstrated success in the professions, in crafts and skilled trades, and in virtually every sphere of endeavor. In the early nineteenth century the demand for teachers swept away the eighteenth century objection to women in education (3). Women now comprise the majority of personnel in the

field of education and constitute more than a third of all persons working in social sciences and the arts and humanities (2). Almost one-fifth of all business executives are women (7).

The decade of the sixties brought about new thought and action concerned with helping women to become more aware of their potential. Women's groups and feminine activists have made the world cognizant of changes in attitudes and opportunities. The Department of Health, Education and Welfare required institutions of higher education to develop affirmative action plans to improve the status of women (2). Six government agencies deal with sex discrimination:

- The Civil Service Commission
- The Equal Employment Opportunity Commission
- The Department of Justice - Civil Rights Division
- Department of Labor - Women's Bureau
- Department of Labor - Wage and Hour Division
- Department of Labor - The Office of Federal Contract Compliance (12)

Research has been completed examining the dichotomy between career orientation and homemaking orientation with the concomitant implications on options available to women. The idea of equal pay for comparable work has become the strategy employed by groups such as the National Organization for Women and various business and professional organizations.

The United States lagged behind Europe in giving countenance to feminine intelligence, but the barriers to greater vocational opportunity at last began to fall. The words of the Roman poet, Lucretius, provide an apt description of

history's pace, however faltering it was for such a long time: "The falling drops will at last wear the stone."

Women are gaining in the acquisition of elective and appointive places of national leadership. Stereotyped scripts are being discarded in favor of more practical outlines. Rightfully, the field of vocational education should take its place as one of the leading influences effecting positive, democratic advancement of women. The woman, as a vocational administrator, is a vital force in this panoramic progression.

Statement of the Problem

The problem of this study was to identify the perceived characteristics and administrative skills of women administrators in vocational education in the United States.

Purpose of the Study

The purpose of this study was to determine the perceived characteristics and administrative skills of women employed as vocational administrators in the United States. Additional sub-purposes were

1. To develop a profile of women administrators in vocational education;
2. To assist institutions of higher learning in preparing prospective women administrators in vocational education;

3. To assist local education agencies in the selection of women administrators in vocational education;

4. To provide information for women who aspire to become vocational administrators.

Research Questions

The basic questions to be answered in this study were

1. What is the background (professional experiences) of women in vocational administration?

2. What are desirable management skills as perceived by women administrators in vocational education?

3. What human relations techniques are used as perceived by women vocational administrators?

4. What are the personal characteristics of women in vocational administration?

5. What are the group skills employed by women vocational administrators?

6. What factors in women's background and environment relate to their seeking an administrative position in vocational education?

7. What other professional characteristics are perceived important by women vocational administrators?

Background and Significance of the Study

In the past, the American educational system may have trained women for subordinate roles and women have not had the kind of educational opportunities that are marketable in

industry. Hubert Humphrey referred to women as "the underprivileged majority of our society" (12). During our major wars women have supplied a full range of employment skills and yet when the wars were over we reverted to the belief that women are somehow limited in capabilities. Ours is an achievement-oriented society and the assignment of labor opportunity by sex represents an identity problem for women. No crystal ball is needed to predict that in the future more people will have to work in order to survive. As the pressure increases there will be a definite need to free occupational roles from gender roles. In many family units economic survival will demand the input of all members, and the primary wage earner need not always be a man.

Forty per cent of the total labor force are women, but more than twenty-five per cent of all women can be found in just five occupational categories: secretary, teacher in a public elementary school, retail sales clerk, bookkeeper, and waitress (20). These jobs are important and indispensable, but they involve relatively low pay and slight opportunity for advancement. Half of all United States women in vocational programs are enrolled in homemaking courses; about thirty per cent are training for secretarial or other office occupations; others are scattered in traditional female job categories. Only eight per cent are preparing to work in fields traditionally dominated by men, precisely the areas where the most promising opportunities are available (20).

Ending job stereotyping is in the national interest because women can make a full contribution to the general economic, political, and social welfare. Vocational educators have both the responsibility and the means to do something about the problem since they stand at the juncture of work and school. Women faculty members dominate the traditionally female vocational programs and are all but absent in other vocational programs such as the agricultural, technical, trade, and industrial areas. At administrative levels, women are present in only token numbers. There is only one state director of vocational education who is a woman, and fewer than twenty per cent of the national and state vocational advisory council members are women (16). Women are underrepresented in positions of high status and responsibility. Nearly one out of seven men has a managerial and administrative position, while the comparable figure for women is one out of twenty (16). There is ample research available for studying the vast majority not in administrative positions, but there is virtually nothing in existence concerning the one out of twenty who is in the front office. In any analysis of the findings of research studies designed to answer questions about women, the conclusion is that not all of the evidence is in, and that new tools are needed for the investigation of women, their education and career development. No Educational Resources Information Center statistics are available on women vocational administrators.

Most of the historical writing on women's education and work gives rise to optimism concerning changes that have taken place in our national conception of women and work. Intelligent employers realize that the changes society has made in the status of women have made the employment of women at administrative levels more attractive and desirable. Changing attitudes on the part of colleges and private business, enforcement of equal rights legislation, and the emergence of technological advances have enabled women to move forward to new career opportunities (2).

Women have brought many positive contributions to educational administration. They have demonstrated competence, and they have often had to be strategically clever to find innovative ways to contribute to a system controlled by males. Many of the myths regarding women's abilities to hold administrative and managerial positions have been exposed as fiction instead of fact. Attitudinal barriers are being pushed aside in favor of more important considerations: learning, living, and working together.

The total educational system is engaged in a period of evaluation, research, and experimentation as part of the search for new and more effective means to meet contemporary educational requirements. This study of the characteristics of women who have achieved leadership roles will make a contribution to the understanding of women's new identity. The information presented will give a better understanding of the

dynamics of women who make different kinds of educational and vocational decisions, a greater understanding of the self-concept structured by education and experience, and a view of educational and vocational goals and lines of action. Many of today's women are in the forefront of a revolution in life patterns. Our national examination of the relationship of work and education is healthy and necessary, affording new options of mobility and autonomy for women. Creative leadership is of great value, whatever the sex of the person.

Definition of Terms

The following terms had restrictive meaning and were thus defined for this study:

1. Vocation.--The type of work one does or the occupation one pursues in earning a livelihood (14).
2. Vocational Education.--Education designed to develop skills, abilities, understandings, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis (21).
3. Vocational Administrator.--One who works with business and industrial advisory committees to determine existing employment opportunities, develops occupational programs, administers a budget, recommends personnel, and works with appropriate state agencies for securing program approval (21).

4. Management skills.--Communicating and organizing effectively, sharing leadership and delegating responsibility, making decisions and solving problems, developing curriculum, and evaluating programs and personnel.

5. Human relations techniques.--Acceptance of diverse points of view, competent counseling, ability to listen, relating to others across various backgrounds, and maintaining objectivity.

6. Group skills.--Clear articulation of views, use of principles of group dynamics, leadership, sharing of responsibility, managing conflict, and facilitating total participation.

7. Other professional characteristics.--Being confident in working on an equal basis with men, keeping abreast of developments and trends in education, being democratic, having practical business skills, and relating social and political climate to education.

Delimitation of the Study

This study was delimited to women in vocational administration at the secondary level in the United States.

Assumption

This study was based on the assumption participants were women administrators in vocational education. It was further assumed the participants responded honestly to the

questionnaire. It was assumed there would be a minimum of sixty per cent return.

Procedure for Collecting Data

The procedure for collecting the data for the study was

1. The Texas Education Agency was contacted requesting a directory of State Departments of Vocational Education in the United States;
2. Each State Department of Vocational Education in the United States was contacted requesting a directory of vocational administrators;
3. A follow-up letter was sent to state directors and vocational administrators;
4. Women administrators in vocational education at the secondary level in the fifty states were identified;
5. A questionnaire was developed for the purpose of gathering data concerning perceived characteristics of women administrators in vocational education;
6. A questionnaire and accompanying cover letter were mailed to all women vocational education administrators in the United States;
7. A follow-up questionnaire was sent to the women who did not return the original questionnaire;
8. Procedures were designed to tabulate and record the data received from the questionnaire.

Instrument

A panel of expert judges composed of women vocational education administrators in local, regional, state and out-of-state offices, teacher educators, Dallas Independent School Administrators, and Dallas Independent School District research and evaluation personnel shared in developing an instrument for gathering data. The instrument was validated by the panel of judges.

Treatment of Data

Descriptive statistics were used to determine the findings from which conclusions were drawn and recommendations were made.

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CHAPTER II

REVIEW OF THE LITERATURE

Government pressures and legal decisions have given women with a wealth of work experience, a good education, or both, hope that they may reach their long overdue and appropriate place in the organizational and educational hierarchy. Women are under-utilized in the world of work, since only about one per cent of them reach the upper levels of management or the top of their profession (39). The present period is monumentally critical to the future; therefore, it seems reasonable to assume that women, through the full and unfettered realization of their potential would do much to ensure the continued positive growth of the American educational system.

A plethora of information abounds concerning women and their contribution to the present scene in industry, in management, and in various fields of educational endeavor. In direct contrast to this abundance of sources is the absolute dearth of material on the subject of women administrators in vocational education. No Educational Research Information Center (ERIC) studies are in existence and the writings on women in vocational education very seldom allude to women in executive positions.

The personal characteristics and administrative skills of women vocational administrators are comparable to those of women in the higher spheres of the business world. Books, bibliographies, reports, and articles on women in management were valuable lodes of information on the personal qualities and executive skills of business women, the same qualities and skills needed by women vocational administrators. An examination of the literature began with the consideration of women as a force in industry and in education. Although the study was not centered on women's liberation and feminist arguments, it was imperative to scrutinize all relevant sources involving men and women and work. Changing ideas of women's proper place, of the roles women should play, and changing principles of American social policy necessitated a long look at what has occurred, what is occurring, and what probably will occur in the assignment of tasks and roles. Then the focus of the investigation shifted to the topic of women as administrative timber, a logical preface to the analysis of the data in this study.

Women as a Force in Industry and Education

The increase of women in the labor force is a long term trend of great significance. Many influences have brought about this trend:

The educational attainment of women has been increasing, thereby improving their employability. Increasing numbers of families have attained the size they desire and the children have matured to ages that allow the mother to work outside the home. The increased rate of

industrial production has created a greater demand for labor. Women have become more dependent upon themselves (14, p. 87).

Historians have generally neglected the role of women in America. Most of the writing on women in modern America has been limited to popular articles or books, and surveys by sociologists, psychologists, and anthropologists (7). The movement away from women's status as near chattel under Anglo-Saxon law has been exceedingly slow; nevertheless, early American thinkers such as Benjamin Franklin and Dr. Benjamin Rush advocated the education of women.

The concept of the worth of women was not foreign to the ancient Greeks. There were self-sufficient females like the legendary Amazons, the historical though mysterious Sappho, and the invention of Aristophanes, *Lysistrata* (4). Rousseau and Darwin acted as roadblocks instead of channels, for Rousseau espoused the belief that women should be trained for the pleasure of men. Darwin associated the characteristics of women with those of more primitive beings and believed man was destined to a higher eminence. Aristotle did acknowledge that the female possessed the faculty of deliberation, but in a form which was inconclusive (10).

Women's inequality was embedded in the social fabric and the issue of careers for women challenged nearly every entrenched assumption. To understand current employment practices, it is instructive to review gains already accomplished in this country. The Puritan tradition that mandated

public schools in towns of fifty or more families was clear in its views of a hierarchical society, mirrored and maintained by the patriarchal family. The school act of 1647, which ordered the teaching of children, did not specify the sex of the students. The education of women was primarily domestic and some schools explicitly excluded girls (12).

About the time of the founding of the Republic, urban communities were developing along the east coast. Men of status and position were able to afford substantial homes and even servants, and were able to dress and adorn their women to reflect their economic position. The wives of these urbanites became America's first women of leisure, women whose hands were not needed in the building of a nation. Thus, the first cultural event in depriving American women of a piece of the action was urbanization (8).

In the early 1820s a girls' school was established in Worcester, Massachusetts, and the institutional expression came in the first seminaries and colleges for women, Catherine Beecher's school and Mary Lyon's Mount Holyoke (8).

A major step was taken during the days of the Industrial Revolution with the employment of thousands of mill girls and the passage of the Married Women's Property Acts (16). Chambers (8) argued that the Industrial Revolution actually deprived women of their share of occupational advancement. She stated the idea that the woman found herself a cog in the machine, at the bottom of the scale in the sweatshop, or

she was at best a stay-at-home beneficiary of the new technology (8). Neither circumstance helped to break through the extant inequities.

The real feminist movement in the United States goes back more than a century. Lucretia Mott and Elizabeth Cady Stanton led in the convocation of the Women's Rights Convention at Seneca Falls, New York in 1848. The Declaration of Sentiments, drafted by Elizabeth Cady Stanton, demanded the right to vote, the right to equal educational and vocational opportunities, and to an ending of legal discrimination against women (47). There was phenomenal growth in female occupations such as teaching and clerical work between the Civil War and the First World War, culminating in the protective labor laws of the early 1900s (16).

Chafe stated that

The number of women receiving higher degrees skyrocketed in the first two decades of the twentieth century. Female enrollment increased 1000 per cent in public colleges and 482 per cent in private schools. During the 1920s the number of women employed in the professions increased by over 450,000 and in business by over 100,000 (7, p. 89).

The proportion of women school teachers and administrators changed after the early part of the century. Giele commented:

In 1928 55 per cent of all elementary school principals were women. By 1973 that figure stood at only 20 per cent. The percentage of women on school boards also declined. Among women faculty in colleges and universities the drop in percentage was less striking but nonetheless real. Women had constituted 26 per cent

of faculties in 1920, 27 per cent in 1930 and 1940, but stood at only 22 per cent in 1970 (16, p. 247).

Statistical gains inflated the degree of progress actually made in the 1920s, (for example, the figures previously quoted from Chafe). Instead of breaking down many barriers to positions from which they had formerly been excluded, career women of the 1920s clustered in traditional women's occupations. Even in occupations which they dominated, women were frequently denied top positions. Chafe further stated:

Females constituted eight out of every ten teachers but only one out of every 63 superintendents of schools. A study of women academicians in 1929 found widespread discontent over the apparent lack of correlation between training and rank. No matter how much a woman studied or taught, she was likely to remain an instructor, burdened with the greatest teaching load and recompensed with the smallest salary. The advent of the depression provided the final blow to feminist hopes for equality. Woman's place was not in the business world competing with men who had families to support (7, p. 91).

Perhaps the most eloquent plea for women's economic independence as a prerequisite to real accomplishment was A Room of One's Own by Virginia Woolf (1929).

In an Occasional Paper written in 1977, Rieder indicated that

In the first forty years of this century, the labor force participation rate of women rose slowly from 20 per cent in 1900 to 29 per cent in 1940. This situation changed dramatically after American entry into World War II. Women replaced men in many traditionally all-male occupations. Instead of declining after the war, women's entry into the labor market accelerated. In the twenty-five year period between 1949 and 1974, the number of American women who worked for pay outside the

home more than doubled. In the decade 1964 to 1974, the number of women in the labor force constituted 60 per cent of all new labor force entrants. . . . Women comprised 33 per cent of the national work force in 1960, 38.1 per cent in 1970, and 40.7 per cent in 1976, a proportion that was not expected to be reached until 1985 by United States Labor Department forecasters (35, p. 1).

During World War II women had the opportunity to prove their abilities. Postwar inquiry into women's activities posed the question of why women work.

Psychologists asked what deep-seated motives and personality factors predisposed a woman to seek a career rather than raise a family. Economists asked how a woman's education, marital status, number and age of children, and husband's income affected her decision to enter the labor force. Psychologists asked how changing personality needs affected work at different points in the life cycle. Economists were interested in the way that a woman's past job experience affected her future job opportunities (16, p. 94).

Chafe offered the following reasons women are motivated to work: a desire to earn money, to feel useful, to be recognized in their own right, and to utilize their minds and education more fully (7, p. 170). Women have been aided by the workings of historical forces; specifically, by the disruption and overthrow of old patterns of life through the intervention of profound and long-term economic, technological, and scientific processes (15).

Herrick made a study of the work motives of female executives. The sampling included 879 male federal and state executives and 53 female federal and state executives. Results of the study showed that males and females perceived very little difference in the importance of their needs.

The women favored intrinsic rewards over money and depressed the value assigned to esteem (21).

In complex, advanced societies like our own, technology has freed human energy to pursue what some psychologists would label higher order needs, such as the need for self-fulfillment, the need to know, the need to think and to create beauty (39). Creativity has to be one of the prime movers of all women. Whiteside painted a graphic picture of creativity:

Creativity is alive and therefore is capable of dying. Like love, it has many definitions and expressions. Sometimes it is called problem-solving; often it is thought of as intelligence; and on occasion it is seen as a very special and open relationship between an individual and his environment. . . . All creative work is probably the result of a struggle to solve some problem. Certainly intelligence is important to that struggle. But it is the open encounter with life, the eagerness to see and hear and know, that particularly marks the creative act. Creativity, unlike society, is blind to gender lines (46, p. 20).

It is no longer necessary to establish evidence that the traditional role of woman is being questioned and broadened in society. One has only to look to legislation, the evening news, popular magazines, professional journals, or television shows in order to see that woman's role and lifestyle is changing (39).

The Bureau of Labor Statistics estimates that nearly 12 million more women will be added to the work force by 1990. The Department of Labor, in its 1975 Handbook on Women Workers labeled this increase in the number and proportion of women who work as 'one of the most spectacular changes in the American economy in the past quarter century' (11, p. 23).

The 1975 HEW Manpower Report described the rapid rise in women's labor force participation. During the past quarter century it has had a marked effect on the growth of the national product and on lifestyles. A longer lifespan affords an increase in the potential work life of women (17). The average work life of a modern woman ranges from forty years for a single woman to between fifteen and twenty-five years for a married woman with children (42). The number of women in the higher business and professional categories is grossly disproportionate both to the population and to the educational background of some women (47).

Despite the predicted decline in the rate of growth of the United States labor force over the next decade, the percentage of women sixteen and older who work could go as high as 60 per cent by 1990, according to projections by the Bureau of Labor Statistics. Even the most conservative predictions show a healthy rise in labor force participation by women. In contrast, the whole labor force's unprecedented annual growth of 2.3 per cent, which has been steady from 1970 to 1977, is expected to drop off considerably in the next twelve years. During the 1960s, the birthrate dropped sharply. As a result, the over-16 population is expected to grow only 10 per cent from 1980 to 1990, about half the rate for the previous decade. While the teenage population thins, resulting in a decline in the youth labor force, the ranks of the middle-aged will swell. The baby-boom generation will

come of age. This means a more mature and experienced work force, which should also be a very productive one (29).

The women's movement of our time may be the daughter of educated, alienated middle class females; but its demands for increased professional training for women and for a new timetable of schooling and employment suited to the female life cycle go far beyond middle class aspirations (12). One reason so few women have made it to the top is that so few started out with the right educational background ten or fifteen years ago. Besides in the scientific and technical fields, women have always been seriously underrepresented in the highest paying professions: law, medicine, and dentistry. The number of women receiving law degrees more than quintupled between 1970 and 1975 (24). In the next few years companies will be hiring many more women executives, whether by choice, need, or government ukase.

In 1976 Kanter, as described by Ortiz, attempted to explain the absence of women from certain organizational positions by examining the structural characteristics of an organization.

Kanter argues that the hierarchical systems in which most work relations occur define who are mobile, who will advance, which positions lead to other ones, and how many opportunities for growth and change there are along a particular chain of positions. Organizational systems also define a network of power relations outside the authority vested in formal positions; the power network, in turn, defines which people can be influential beyond the boundaries of their positions (33, p. 115).

The 1970s can be seen as a time of massive consciousness-raising. The nature of work was a major area of new understanding. The word culture was also important. Unlike the more biology-based philosophy of nineteenth century feminism, the first decade of Second Wave feminists rarely suggested that females were intrinsically better or more moral. "Just as politics was enlarged by redefinition, power was redefined in the hope that it could be diminished and humanized" (25, p. 21).

In the final analysis, it is probably a combination of individual choice and institutional discrimination that determines a woman's educational career. A new kind of structure based on human needs rather than on corporate profit is likely to permit women the measure of responsibility and recognition for which they hope. The stage which we are entering now promises more crossover in the types of jobs held by women and men (16).

Men and Women and Work

Although any student of sociology would predict that if technology changed, social changes would naturally occur in society, a reality of life is that changes in attitudes, beliefs, values, and role expectations occur much more slowly and lag far behind technological changes. The world is changing rapidly, and with it the responsibilities of men and

women are changing. No nation can long afford to waste half of its talented people (32).

The mythic view of women in the Graeco-Judaic-Christian tradition often perpetuated the false concepts of the inferiority of the second sex. Aristophanes (412 B.C.) wrote the first example of sexual politics. Lysistrata's 'I am only a woman, I know; but I have a mind, and I can distinguish between sense and nonsense' establishes the traditional complaint: I am human; recognize my humanity (4, p. 22).

John Stuart Mill was a century ahead in his thinking:

The principle which regulates the existing relations between the sexes . . . is wrong in itself and is now one of the chief hindrances to human improvement, and it ought to be replaced by a principle of perfect equality, admitting no power or privilege on the one side, nor disability on the other (27, p. 123).

Anthropologists interpret many myths and Biblical stories as reinforcements of the theme of feminine subordination. Kate Millett cited Pandora's box and Adam's fall as "concepts of feminine evil" (47, p. 20). The theme of male chauvinism runs through the writings of Norman Mailer, D. H. Lawrence, Henry Miller, and others. Many men have distorted visions of a liberated women's Utopia. They fear, as Cato suggested in 195 B.C.: "The moment they begin to be your equals, they will be your superiors" (47, p. 20). Conversely, Anatole France believed that "women who demand equality renounce their basic superiority" (24, p. 169). Leave it to Margaret Mead to put things in proper perspective:

Upon the contrast in bodily form and function, men have built analogies between sun and moon, night and day, goodness and evil, strength and tenderness, steadfastness and fickleness, endurance and vulnerability. Sometimes one quality has been assigned to one sex,

sometimes to the other . . . but we always find the patterning. We know of no culture that has said, articulately, that there is no difference between men and women except in the way they contribute to the creation of the next generation; that otherwise in all respects they are simply human beings with varying gifts, no one of which can be exclusively assigned to either sex (30, pp. 7-8).

A prodigious amount of scientific work has been done in identifying psychological differences between men and women in temperament, social behavior, and power relationships, as well as in general intelligence and capacity for achievement. Eleanor Maccoby of Stanford and her colleagues concluded that although there are some measurable differences in certain intellectual qualities of men and women, the differences are not at all large, and there is much overlap between the sexes. Speaking in Paris in 1976, Maccoby urged that no doors of opportunity be closed on the basis of findings about the different intellectual constitutions of the two sexes.

There is nothing we know about the psychological predisposition of the two sexes that would place any constraints on the ways in which women can adapt to their new opportunities. The only way to be sure about what further modifications of male and female roles are viable is to try them out (15, p. 27).

Hennig and Jardim have authored several bodies of research on women and work. In one investigative piece they reviewed the responses of 3,000 women and 1,000 men and found qualitative differences in the way men and women view the concepts of job and career (26).

For women, a job is something to be done daily, a means of earning a living. Men tend to think of a job as a responsibility to be met, a task to be completed before

going on to something else. Women's responses lack this sense of the temporary, and this affects their ability to see themselves as ready to move on (20, p. 76).

Men see a career as a series of positions or jobs resulting in greater monetary rewards, prestige, power, and recognition, while women see a career as a job which provides self-fulfillment. Women rarely see the final goal of a job or career in terms of power and recognition, as men do.

Some women could discuss their goals in terms of a specific job; others in terms of levels of responsibility and salary. Asked what factors they thought would be critical in achieving desired progress, they picked those related to their own individual capacities, factors they could attempt to control themselves. They cited hard work, increased competence, further training, importance of developing greater self-confidence, becoming more aggressive, and learning to delegate work more effectively (20, p. 78).

Men tend to focus on their bosses' expectations of them, while women tend to concentrate on their own concept of themselves. Women have little sense of playing the game. When did men develop greater flexibility and skill?

At the age of twelve, little boys already know they need ten others to make a football team, whether or not they like them all. In both team play and corporate management, success at planning demands an awareness of group weaknesses and strengths. As team members, men have already learned how to operate in a subtle network of lateral relationships with fellow team members: a relationship that depends on friendship, persuasion, favors, promises, and on connections with people who already have influence. In the competition for career advancement in the ranks of today's corporate management, men thus have a clear advantage over women. They have been trained to win (20, p. 81).

The subject of physical advantages and disadvantages gave rise to great diversity of opinion. The anti-ERA

fighter, Phyllis Schlafly, believed men and women should accept the differences and rejoice in them. She thought the women's liberation people were imprisoning themselves in negative views of their real place in the world:

Despite the claims of the women's liberation movement, there are countless physical differences between men and women. The female body is 50 to 60 per cent water, the male 60 to 70 per cent water, which explains why males can dilute alcohol better than women and delay its effect. The average woman is about 25 per cent fatty tissue, while the male is 15 per cent, making women more buoyant in water and able to swim with less effort. Males have a tendency to color blindness. Only 5 per cent of persons who get gout are female. Boys are born bigger. Women live longer in most countries of the world, not only in the United States where we have a hard-driving competitive pace (15, p. 33).

Somewhere between the ultra-feminine Schlaflys and the unisex flag wavers there is a still, small voice saying that women are human beings who merely need the chance to develop their fullest human potential.

Our societies are evolving further and further away from cultural patterns where tasks were distributed in a way which had some physiological justification, for example, in terms of the relative physical strength of men and women. The basis on which tasks, roles and rights are allotted to each sex and the justification of differences between them needs to be re-examined in modern society. The ways in which such differences are maintained, the degree to which they are accepted and the grounds on which they are challenged or attacked call for investigation (40, p. 13).

Technological developments have sufficiently altered the nature of human labor so that most work today requires if anything physical dexterity rather than strength. The criterion of muscular strength has almost been eliminated.

Unfortunately, femininity and competitive achievement continue to be viewed as two desirable but mutually exclusive ends.

Although women still lead the numbers game in life survival chances, one unpleasant medical statistic has surfaced: the male-female ulcer ratio. Ulcers, arising from job-related tensions, have been a male complaint. In 1947 men held a colossal twenty to one lead. Now, after three decades of progress in equal opportunity, the ratio is two to one (24).

Harlow's exploration on why women see psychiatrists outlined the following tension-producing situations:

One problem that is typical for working women is role strain: too many jobs to do and too much pressure. Men feel it too, but men feel much freer to delegate things. They have learned how to give orders, how to get secretaries to wait on them, how to get an assistant. They also feel freer to isolate themselves, turn off phones and stay late and work. This has always been a man's prerogative. It is new for women, and they have a great deal of difficulty doing it (18, p. 51).

Horner, foremost proponent of the "fear of success" syndrome, said that most highly competent and otherwise achievement motivated women, when faced with a conflict between their feminine image and expressing their competencies, try to adjust their behaviors. Anxieties cause positive achievement strivings to become thwarted. In many instances, abilities, interests, and intellectual potential remain inhibited (22).

Aggressiveness is a biological trait found more often in men than in women; however, it is not a purely masculine phenomenon. There have always been women who are enormously successful, smart, competitive and aggressive. Women executives do face certain problems which do not exist for the typical male. If a woman demonstrates assertiveness, initiative, and ambition, she may be seen as hostile, maladjusted, and over-controlling. On the other hand, if she does a good job and sits back waiting for her promotion (the Sleeping Beauty syndrome) she will be surprised (7). Supervisory responsibility involves competing and not just cooperating.

The Johnson O'Connor Foundation has conducted research for fifty years. Their findings indicated that if positions were based solely on aptitudes, men and women would be found in approximately equal numbers. In measuring twenty-two inherent aptitudes and knowledge areas, they found that there is no sex difference in fourteen areas. Women excel in six and men in two. Aptitudes which underlie successful management are: objective personality, abstract visualization, and high English vocabulary. Equal numbers of men and women possess objective personality and high vocabulary. More women have abstract visualization than men (39). The Johnson O'Connor research indicated that there should be more women executives.

Cecil, Paul, and Olins studied the nature of qualifications expected of female and male applicants being considered

for the same position. Women were seen as needing qualifications falling into the categories of personality/appearance and skills/education, whereas men were seen to need motivation/ability and interpersonal relations skills (39). The implication was that the same administrative jobs were subtly defined in different ways.

The studies of Hennig and Jardim, as well as Epstein's findings (13) indicated that there was institutional isolation as well as interactional isolation for women. Team membership is harder for a lone woman among male professional peers than it is for a man. Women are hindered by their lack of exposure to the informal factors that govern a man's world: contacts built up through clubs and golf games, or relationships often started in colleges. Along with the isolation from executive society, women feel the absence of other experienced women who might initiate them into the traditions and mannerisms of the corporate world.

Some men were appreciative of the fresh approach women can bring to the executive scene:

Women are not steeped in traditional management. They bring fresh ways of problem solving to meetings, and they bring a new value system to policy. Women tend to be people minded. They are generally more aware of the human factor in business relationships and more sensitive and concerned about the personal feelings of their peers. Women as a group bring a degree of sensitivity to the management style that allows a broader perspective in determining courses of action and decision making (39, p. 154).

With all the progress attained, paradoxes were still present. "Women cannot be statesmen or captains of industry because they are irrational, flighty, over-emotional and sentimental. On the other hand, women cannot be great poets and painters because they are practical, unadventuresome, unspontaneous and unimaginative" (10, p. 90).

Juanita Kreps, as quoted by Deckard, said, "A man was denied a job as an electronic circuit assembler 'because women are better at this work' since women have more 'finger dexterity.' Yet some medical schools have said that women can't be brain surgeons because it 'takes a steady hand'" (10, p. 90).

Sullerot listed several views where public opinion was opposed to educated executive women:

Studying cannot make a woman happy. . . . Women are out of place in positions of authority. . . . Men do not fall for bluestockings. . . . Intelligence is a male prerogative. . . . Neither logical thinking nor an education designed for men is suited to women (40, p. 188).

These views were propounded almost ten years ago and some of them are on the way out of the picture. Sullerot ended an erudite discussion with a fitting, very profound statement: "The unwitting revenge of women in the world of today is that they are essential to the solution of all its great political problems" (40, p. 248).

Verheyden-Hilliard, a project director for the American Personnel and Guidance Association in Washington, said that

"total role reversal will be no improvement. Role expansion and interchange will be" (44, p. 35). Women, given equal opportunity for self-growth and advancement, are as committed to work and are as intrinsically motivated as men. A woman's personal satisfaction from competent performance is just as proud as a man's (6). The process of change involves an identification of woman's distinctive contributions, a recognition of their crucial importance to balance the male vision of reality, and finally the articulation of an encompassing ideal that both women and men should try to attain (16).

Women executives do have much in common with men. Differences do exist, but mostly in ways that would serve to increase the probability of women functioning well in administrative positions. Our culture emphasizes differences, but both men and women have intellect, spirit, dreams, analytical ability, problem solving ability, and leadership potential.

Dr. Rebecca Sparling of General Dynamics said:

There is nothing inherently feminine about mixing a given batch of materials, exposing them to a definite temperature for a definite time, and producing a cake. There is nothing inherently masculine in mixing a batch of materials, exposing it to a definite temperature for a given time, and producing iron castings. I have done both and find them satisfying occupations (15, p. 111).

Women as Administrative Timber

"They are out there, those women, like shiny needles in a haystack of school administration that's dominated by men" (9, p. 19).

Lyman and Speizer reported the results of two intensive three-week summer Institutes for Women in Educational Administration held at Simmons College in 1977 and 1978. They found that among those people who held administrative certificates, women were found to have much lower aspirations than men.

Women earn a much higher percentage of general master's degrees or degrees in those areas of education which have been most hospitable to them, for example, those focused on curriculum or guidance. Despite the fact that women do not aspire to those advanced degrees which ambitious men acquire, there are still many more women who have the necessary credentials to enter and advance in the ranks of administration than the number who have actually attained those ranks (26, p. 27).

Among women who have attained higher degrees, there is still inequality in the academic positions where they are employed. They tend to be found in the lower ranks and in the faculties of less prestigious institutions than men of comparable educational background (16).

By the 1920s, women protested that although they received approximately one-third of all graduate degrees, they comprised only 7.9 per cent of the faculties of higher institutions of learning. Mid twentieth century found women as superintendents in only 45 of 2,853 cities. By 1962, only one in three B.A.'s and M.A.'s and one in ten Ph.D.'s were awarded to women (12, pp. 223, 234).

Ortiz, of the University of California at Riverside, made a study of scaling the hierarchical system in administration, showing that women continue teaching while men continue to assume leadership. Many explanations have been advanced to justify the continuing absence of women in certain organizational positions. Aside from the hackneyed disparagement of male and female differences, Ortiz proposed that structural

characteristics within the institution of public education contributed to the continued absence of women in administration. "Advancement within administration requires vertical, radial and circumferential movement. The hierarchical move requires the departure from a predominantly female teaching rank to a predominantly male administrative one" (33, p. 112). The vertical movement involves passage through the hierarchical boundary. The radial and circumferential directions have to do with the informal system, or the social activities. A career with hierarchical promotions requires planning and commitment and is difficult to pursue.

Estler reviewed the literature on women leaders in public education and found that the reasons given by researchers for the scarcity of women in leadership positions could be ascribed to one of three models: a women's place model, a discrimination model, and a meritocracy model (26). The women's place model was based on the assumption that some women, nurturant rather than aggressive, believe that paid work is to be done while waiting for "real work" in the home. The discrimination model pointed to those institutional patterns in the training and hiring of administrators that encourage the promotion of men rather than women.

The discrimination model is supported by an examination of the number of years it takes to achieve the rank of principal or superintendent. Estler's analysis shows that almost the same absolute number of male and female teachers hold the credentials needed to become administrators; however, the median number of years of teaching

experience before appointment to an elementary principalship is five years for men, fifteen for women" (26, p. 27).

The meritocracy model maintains that the most competent people are chosen to move up the administrative ladder. Of the three models outlined by Estler, the women's place model and the discrimination model together provided the best framework for understanding why women remain in the teaching field. Women have not been socialized to have a clear sense of a career track (26).

Most women who have scaled the administrative pinnacles have followed a hard and circuitous route. Once on top, their climbing scars endow them with rich experience. Because of this humble route to the top, women bring distinctive and valuable background to a position.

They don't start out as basketball coaches or business managers; they don't jump directly from teaching into administration. Instead they climb the ladder one rung at a time, arriving at their zenith with a wealth of experience (9, p. 19).

Regardless of the methods they have used to enter the winner's circle, women who have survived the formalities of applying for employment, the subsequent interviews, and the apprenticeships that preceded top administrative positions have earned their laurels. In 1977 Harragan estimated that it would take at least twenty years before significant numbers of women begin to reach the higher echelons of business (19). In 1975 the ratio of male to female corporated chief executives stood at 600 to 1 (31, p. 47).

Over a decade ago it was reported that 65 per cent of the nation's private wealth was in the hands of women, as well as 75 per cent of all titles to suburban homes and 65 per cent of all savings accounts (5). The number of women who headed their own firms, according to the Bureau of the Census, was less than 400,000 in 1972. Economists estimate that the total has risen to half a million or more now (45). For the first time in history, all of the prestigious Seven Sisters (Vassar, Smith, Radcliffe, Barnard, Bryn Mawr, Mount Holyoke, and Wellesley) have women presidents.

In 1973 Fortune listed only 11 women in the list of 6,500 top ranking American corporate officers (38). Heidrick and Struggles, Incorporated, a major international management consulting and executive search firm, published for the third consecutive year the results of a survey of the women officers in the nation's leading industrial corporations, banks, retail chains, transportation companies, and public utilities. "In 1979, there were 485 women in the top positions; in 1978, the companies Heidrick and Struggles surveyed had 416 female officers, already up from 325 in 1977" (34, p. 35). Also in 1977, the Wall Street Journal reported that only four per cent of top management (vice presidents and above) were women (28). When a company with one female and 37 male vice presidents appoints two more women to that post, optimists say that the number of women increased by 200 per cent,

pessimists that only 7.5 per cent of the vice presidents are women (24).

Felice Schwartz is president of Catalyst, a nonprofit organization that promotes the productive utilization of women in corporations and the professions. Writing in the Harvard Business Review, Schwartz said that only 1.8 per cent of the directors of the top 1,300 boards were women.

It is true that the number of women directors in the United States has increased dramatically, from 147 in 1976 to 300 in 1979, but the ratio of female to male directors remains remarkably small: there are only 300 women directors on only 365 of the Fortune "1,300" boards, whereas there are about 16,000 men on these boards (37, p. 6).

Pressure to recruit women directors, unlike pressure to employ women in the general work force, does not derive from legislation. Companies that do not have women on their boards are not subject to penalty. As long as public policy-making rests with school boards, women should make more of an effort to move into such positions. Two practical reasons suggest this course of action: first, evidence shows that female school board members evidenced the most favorable attitudes toward women administrators; second, school boards have the final say in hiring administrators (41).

The numbers of women in administrative roles have continued to inch rather than leap upward, and the percentage of women administrators and managers has not been representative of their population. Many authorities have said that women are their own worst enemies. In 1972, Horner began to study

the peculiar inability of women, especially those at the top, to make the most of success. Her theory was that most women possess the fear of success syndrome, a disposition to avoid success because of the expectation of negative consequences. Not to be interpreted as a conscious will to fail, the fear of success syndrome implied that the expression of the achievement-directed tendencies was inhibited by the arousal of a thwarting disposition to be anxious about feelings of social rejection or feelings of being unfeminine as a result of succeeding.

The motive to avoid success is conceptualized within the framework of an expectancy-value theory of motivation. It is identified as an internal psychological representative of the dominant societal stereotype which views competence, independence, competition, and intellectual achievement as qualities basically inconsistent with femininity even though positively related to masculinity and mental health (22, p. 157).

The prevalent image of women found throughout history amidst both scholarly and popular circles, has with few exceptions converged on the idea that femininity and individual achievements which reflect intellectual competence or leadership potential are desirable but mutually exclusive. The aggressive and, by implication, masculine qualities inherent in a capacity for mastering intellectual problems, attacking difficulties, and making final decisions are considered fundamentally antagonistic to or incompatible with femininity (22, p. 158).

Sassen carried Horner's concept a step further and said that the climate of competition aroused the anxiety, not success itself. Anxiety takes on new dimensions where women are unable to take competitive success and construct around it a vision, a new way of making sense, to which they can feel personally committed (36).

E. Maccoby said as early as 1963 that the girl who maintains the qualities of independence and active striving which are necessary for intellectual mastery defies the conventions of sex-appropriate behavior and must pay the price in anxiety (22). Ideas gleaned from the research of M. Maccoby also strengthened the fear of success theory. Anxiety about being judged, guilt about self-betrayal for the sake of career, depression--all are common symptoms of administrators. When women enter the domain of power, they are faced with the meaning of competitive success as defined by the corporate capitalist culture (36).

Even when all the barriers are down and the business and academic worlds demand neither more nor less of women than they do of men--on a date no one is bold enough to predict--the woman who wants executive status must pay the price men pay for it. Some women are unwilling to pay the price.

As outlined by Stead, other hurdles to be faced and overcome by female administrative aspirants are: double standards of performance, mentorism, sex-typing of jobs, misperceptions of the competence of women, ambiguous reward schedules, informal social cliques, attitudinal prejudice, inappropriately assigned tasks, less opportunity for advancement, lack of role models, and little consideration for the special problems of job-family role conflicts that are faced by many women (39).

Almquist and Angrist researched a theory they called "enrichment hypothesis": women who are successful have experienced enriched environments that have led to higher levels of personal adjustment, professional training, and greater motivation to succeed. High achievement may be related to enriched family and college influences involving work role models among parents, relatives, and teachers (39).

Any study involving perceived characteristics and administrative skills eventually distills to one focal point: leadership. As more women occupy positions of leadership, it will be seen that womanhood and leadership are neither incompatible nor antagonistic. M. Maccoby made several studies concerning leadership styles. He stated that

Leadership has two interrelated aspects. One concerns the functions of leadership. The second involves presenting an image, a model of an ideal character that others want to emulate if not imitate. When an individual in a position of leadership has the wrong traits or presents a discordant image, he or she will not be able to inspire people to copy that image. Today, even when a woman is fully qualified to exercise the functions of leadership, she may have problems with the image (28, p. 40).

What the leader needs are skills of conceptualization, skills of exposition, the ability to rethink problems and to adapt to situations (2). Women have valuable abilities to bring to administration and a reasonable balance of highly-motivated, well-trained men and women administrators would give strength to any school district. A good administrator is sharpened by experience, nourished by reward and

encouragement, seasoned by the opportunity to make judgments. Satisfactory performance is a function of the individual's personality and motivation as they are matched with the job role.

Juliette Moran, executive vice president of GAF Corporation, said that "administrative ability calls for the same qualities in women as in men: physical stamina, dedication to the job at hand, backbone, and knowledge" (43, p. 60). Other qualities useful in a leadership role are: a disciplined mind, energy, familiarity with technical and nontechnical aspects of the job, skill at interpersonal relations, and good ideas.

Women must begin to think of themselves as leaders. To that end, North Texas State University, East Texas State University, and Texas Christian University collaborated on a training program called Project FLAME.

Project FLAME (Female Leaders for Administration and Management in Education), conducted by the Educational Personnel Development (EPD) Consortium D, funded by the United States Office of Education under the Women's Education Equity Act Program, was designed to increase the professional opportunities for women aspiring to be educational administrators. There is a two-year training phase consisting of regular doctoral coursework, an intensive internship, a special course to promote self-awareness and self-understanding, and field experiences in three noneducational settings to permit exposure to different management styles (23, p. 586).

Other projects reflected these dimensions of help and training, such as the Simmons College Institute (cited previously). One workshop, described by Bentz, prepared women to interview for training programs, jobs or professions

traditionally dominated by men. Women were trained to recognize sex-biased questions and were provided with other strategies that would help them communicate their competence and confidence (3). Another service called Options for Women now is training women to form strategies for furthering their careers (48).

A recent Canadian study assessed attributes possessed by upper management personnel. Eight out of twelve traits were common to both men and women: drive, intelligence, ambition, self-confidence, competence, interpersonal skills, health and energy, and job knowledge. Where there was divergence on the other four qualities, the men showed leadership, communication, decision making, and integrity. The women went along more personal lines with personality, appearance, aggressiveness, and humor (29).

In one of her studies, Hennig found these abilities to be outstanding among the executive test group: taking risks, dealing with and living with conflicts, handling confrontation, enduring loneliness, initiating rather than reacting, making independent decisions, being disliked and living with it, and living with being different (7).

One hundred Los Angeles area women listed their version of characteristics needed by a woman leader trying to succeed in a male-dominated world: competence, education, realism, aggressiveness, self-confidence, career-mindedness,

femininity, strategy, support of an influential male, and uniqueness (39).

Throughout the 1940s and 1950s, psychologists sought to determine the traits distinguishing the effective leader from the ineffective leader. After exhaustive research, no one trait was found consistently to distinguish good leaders from bad ones. An accurate conclusion derived from the research is that the characteristics of a good leader depend on the situation. The most important quality of all may be the ability to change style of management according to the situation (39).

The men and women who direct vocational education have a major responsibility for providing career information for America's youth. To understand the characteristics, roles, and aspirations of these educators, the American Vocational Association authorized its board of directors to make a study to obtain a profile of the typical vocational education director and female vocational faculty member. Data were derived from responses to 482 questionnaires sent to a random sample of comprehensive high schools in the United States (1). Findings indicated that the average vocational education director is a male, 43 years of age, married with two or three children. No parallels for this study of women vocational administrators could be drawn because the AVA study involved male directors and female teachers. The average female vocational faculty member is 38 years old, married, with two children.

The perception that most women would like to be promoted from their teaching jobs to administrative positions was accepted by only 17 per cent of both groups of vocational educators. The remaining female faculty members and directors either strongly disagreed or remained neutral on this item. There was, however, strong agreement among both groups that most women would rather be promoted on merit than on seniority. Finally, the same percentage of directors and female faculty (40 per cent) agreed that most women would like to continue as high school teachers until the end of their educational careers. However, some 42 per cent of the female faculty disagreed with this notion, as did 38 per cent of the vocational directors (1, p. 357).

This study of the characteristics and administrative skills of women vocational education administrators verified that "they are out there, those women," and that they are entitled to be included in the statistics of vocational education in the United States.

Summary

There is no body of literature on the subject of female vocational administrators. An exhaustive search was made to discover and categorize all kinds of material on women and leadership. The materials reviewed showed that women are a very real force in most areas of industry and education. The sex role revolution was described to show differences in the parts men and women play, and to demonstrate that ultimately the theory of role expansion rather than role reversal will be the solution to many problems. Included in the survey were discussions of sex-role stereotypes, masculine-feminine polarity, gender-based prejudice, men-women relationships, occupational reclassification, and managerial style. Lastly,

there was a focus on women as leaders and on the qualities necessary for leadership.

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CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine the perceived characteristics and administrative skills of women employed as vocational administrators in the United States. The results delineate a profile of women administrators and provide information for women who aspire to become vocational administrators. The data may be used to assist education agencies in the selection of women administrators and it may be used to assist institutions of higher learning in the preparation of prospective women administrators.

Developing the Instrument

The original instrument was sent to women vocational administrators in local, regional, state, and out-of-state offices to determine the instrument's stability and reliability. Other members of this validation panel included teacher educators, Dallas Independent School District administrators, and Dallas Independent School District research and evaluation personnel. The questionnaire was delivered or transmitted to the members on the panel by June 5, 1979, and all responses were received by June 20, 1979. The few suggested revisions were made and the questionnaire, demographic

data sheet, and accompanying cover letter were subsequently sent to the participants in the study.

Instrument

The instrument consisted of a 13-item demographic data sheet and a 6-part, 81-item questionnaire. The responses on the demographic data sheet provided personal information concerning marital status, ethnicity, age, and number of children. Professional items revealed the highest degree earned, the state in which the subject was employed, vocational administrative experience, program units under the administrator's direction, professional organization affiliation, number of years teaching vocational subjects and the program areas taught, non-vocational teaching experience, and major work experience outside the field of education.

The responsive questionnaire consisted of six major topics: management skills, human relations techniques, personal characteristics, group skills, personal motivation, and other professional characteristics. A 4-part evaluation scale was used for measuring the items under each heading. Scoring ranged from "always essential for success" to "not essential for success." Each section contained the following totals of measurable items: management skills, (14); human relations techniques, (10); personal characteristics, (23); group skills, (10); personal motivation, (15); and other professional characteristics, (9).

Data Collection

The director of the Department of Occupational Education and Technology at the Texas Education Agency in Austin, Texas was contacted and requested to send to the investigator a directory of state departments of vocational education in the United States.

Each state director was asked to send a copy of the vocational education directory for the state. This mailing was accomplished on June 1, 1979, and the letter is included as Appendix A. The second mailing was sent on June 22, 1979, and the letter is attached as Appendix B.

The demographic data sheet, the questionnaire, and a cover letter were sent to all women vocational education administrators in the United States. The cover letter is attached as Appendix C, and the instrument is included as Appendix E.

The first mailing of the instrument was accomplished on August 27, 1979. A stamped, pre-addressed envelope was enclosed for the convenience of the respondents. Questionnaires were sent to 112 vocational administrators.

By September 20, 1979, 79 responses had been received. A second mailing of the instrument, including a follow-up letter and a stamped, pre-addressed envelope, was sent on September 21, 1979. The letter is attached as Appendix D.

By October 10, 1979, 23 additional responses were received. Of the 112 questionnaires mailed to the women

administrators, 102 responses were received. Five questionnaires were deemed to have no validity for the study. Two women had been promoted to the position of assistant superintendent, one had been appointed to a college faculty, one had become an elementary school administrator, and one had retired. The data for the study came from 97 responses, or 87 per cent of the total number of questionnaires. Alaska, Delaware, the District of Columbia, Idaho, Kansas, Maine, Maryland, Massachusetts, Missouri, New Jersey, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, and Wisconsin had no women vocational education administrators.

Figure 1 shows a summary of the participant responses. Only ten of the questionnaires were not returned. By October 10, 1979, 102 responses, or 91 per cent, had been received and the data collection was terminated.

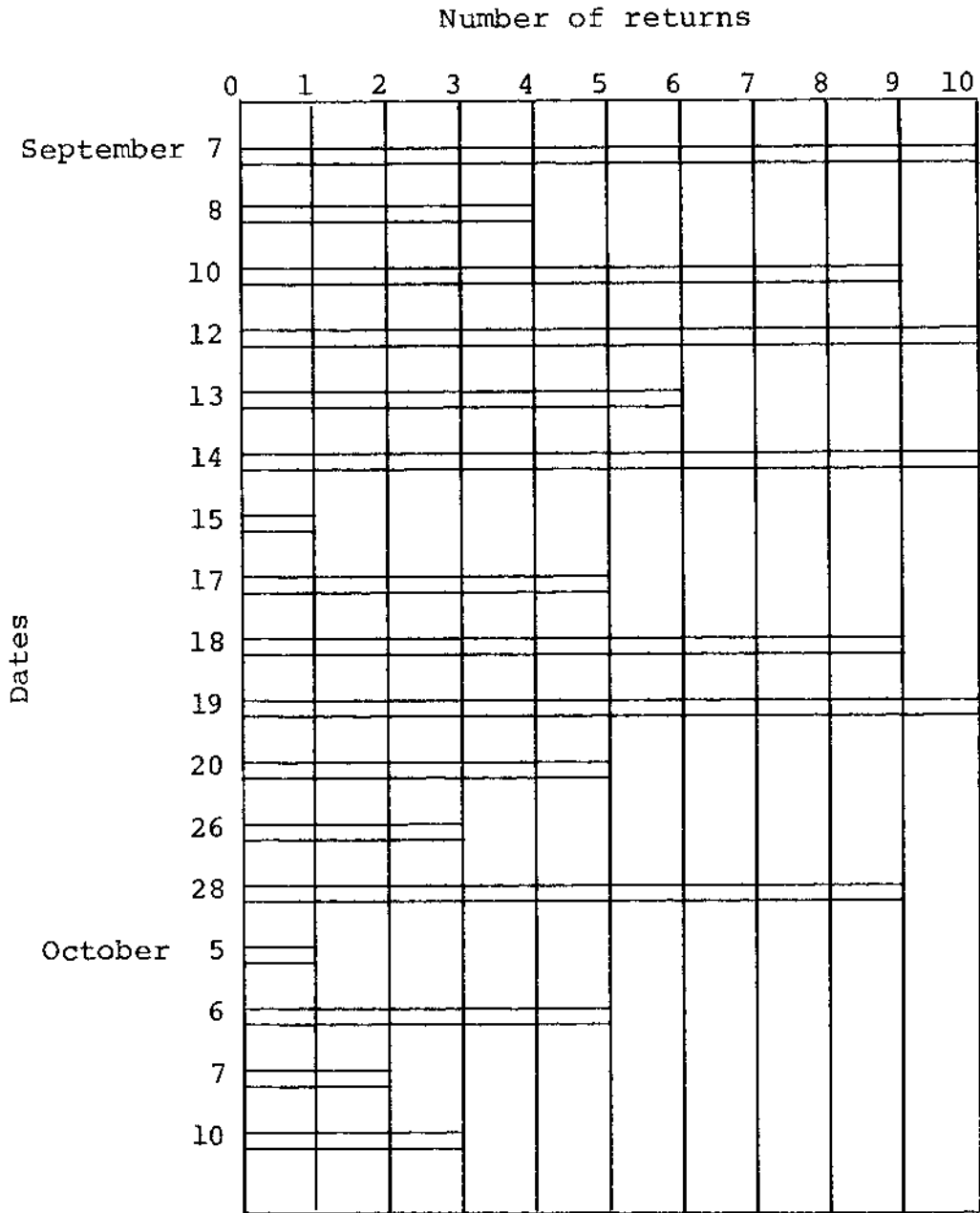


Fig. 1--Distribution of participant responses received on dates indicated.

CHAPTER IV

ANALYSIS OF THE DATA

The purpose of this chapter was to present an analysis of the data obtained from responses to the questionnaire received from 97 women vocational education administrators. The analysis described personal and professional facts, experiences, and perceptions. The study acknowledged some of the social, cultural, and professional barriers which have led to underutilization of the abilities and talents of women who have sought to rise in professional attainment. The survey measured the commitment of the women vocational administrators to their role responsibilities and the investigation showed how personal qualities were related to administrative success. Information garnered in the research presented a description of the skills which successful administrators have employed.

The analysis is in two major sections with the personal findings from the demographic data sheet under examination initially.

Personal Data

From the information provided in the state directories of vocational administrators, it was determined that twenty states (listed in Chapter III) had no women vocational

administrators. Table I analyzes the thirty states in which women vocational education administrators were found. The group was arranged by region, giving clear evidence that the southwest, the south, the west, and the midwest far outrank the middle Atlantic and northeastern areas of the country in the number of women in executive positions in vocational education.

As established in Chapter III, ten of the subjects to whom the questionnaire was sent did not respond. These women were shown in the appropriate state directories as working in the following areas: three in California and one each in Arkansas, Connecticut, North Carolina, Ohio, Oklahoma, Oregon, and Texas. If these questionnaires had been returned, the regional breakdown would not have shown any perceptible change. Only one state would have been added to the New England region, Connecticut. With all ten of the missing responses, the order would have been in the same arrangement: southwest, south, west, midwest, New England, and the middle states.

The obvious significance of the figures shown in Table I was that Texas had more than twice as many women vocational administrators as the second ranking state, Michigan. The other salient feature was the paucity of women vocational administrators in the northeast and the middle Atlantic states.

TABLE I
LOCATION OF WORK SITES OF WOMEN VOCATIONAL
ADMINISTRATORS BY REGION

	State	Number
New England ^a	New Hampshire	2
Middle States ^b	New York	1
South ^c	Alabama	3
	Florida	5
	Georgia	2
	Kentucky	2
	Louisiana	1
	Mississippi	1
	North Carolina	8
Midwest ^d	Tennessee	3
	Illinois	1
	Indiana	1
	Iowa	3
	Michigan	10
	Minnesota	2
	Nebraska	1
	North Dakota	1
Ohio	1	
Southwest ^e	Arkansas	1
	New Mexico	1
	Oklahoma	3
	Texas	23
West ^f	Arizona	1
	California	4
	Colorado	4
	Hawaii	1
	Montana	3
	Nevada	1
	Oregon	6
Wyoming	1	
Total		97

^aConnecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

TABLE I--Continued

^bDelaware, Maryland, New Jersey, New York, Pennsylvania
Washington, D.C.

^cAlabama, Florida, Georgia, Kentucky, Louisiana,
Mississippi, North Carolina, South Carolina, Tennessee,
Virginia

^dIllinois, Indiana, Iowa, Kansas, Michigan, Minnesota,
Missouri, Nebraska, North Dakota, Ohio, South Dakota, West
Virginia, Wisconsin

^eArkansas, New Mexico, Oklahoma, Texas

^fAlaska, Arizona, California, Colorado, Hawaii, Idaho,
Montana, Nevada, Oregon, Utah, Washington, Wyoming

Table II indicates the marital status of the women in the survey. The number of married women reflected a resemblance to a national statistic which showed that more than

TABLE II
MARITAL STATUS OF WOMEN VOCATIONAL ADMINISTRATORS

Marital Status	Number	Per Cent
Married	68	70.1
Single	14	14.5
Divorced	7	7.2
Widowed	8	8.2
Total	97	100.0

half of all United States husband-wife families have two wage earners. Sixty-eight, or 70.1 per cent of the women, were married. The percentage of single women was only 14.5. From this figure it may be inferred that single, career-oriented women have not made significant inroads into the hierarchy of this branch of education. It would also appear that the number of divorced women is inordinately low, since "the per cent of female-headed households due to divorce and separation has been increasing" (8, p. 60).

Table III shows the ethnic background of the women administrators.

TABLE III
ETHNICITY OF WOMEN VOCATIONAL ADMINISTRATORS

Ethnicity	Number	Per Cent
Anglo	88	90.7
Mexican American	0	0
Black	2	2.1
Other	7	7.2
Total	97	100.0

"Women who have made it as managers and executives have done so, most often, after proving their competence a little bit more than should be necessary" (18, p. 111). The average work life of a modern woman ranges from forty years for a

single woman to between fifteen and twenty-five for a married woman with children (22). Estler's analysis (cited on page 35) showed that men teach five years before appointment to administrative positions, whereas women usually teach fifteen years. Hennig and Jardim found that women's attitudes toward work impede their progress in the corporate world. Women do not have the long-term career goals men have because most women have been reared to think of careers conditionally, as an alternative to marriage. This ambiguity causes women to make their career decisions later while men generally build the foundations of their career much earlier (7). Women also tend to assume visible leadership reluctantly. The leadership strategies chosen by successful women in Hennig's 1970 research confirmed this finding (17). In line with the quoted statistics, 69.1 per cent of the women vocational education administrators were 41 or over, as shown in Table IV. Eight women were below 31 years of age.

"An abiding concern for home and children should not cut women off from the freedom to choose the role in society to which their interest, education and training entitle them" (2, p. 252). In the recent past, to have a woman in the home was an indispensable economic asset. Now women have become aware that if they wish to contribute to the well-being of their families, the best way to do so is by becoming wage earners (20). More than two-thirds, or 70 per cent of the

TABLE IV
AGES OF WOMEN VOCATIONAL ADMINISTRATORS

Age Group	Number	Per Cent
Below 31	8	8.2
31 -40	22	22.7
41 - 50	44	45.4
Total	97	100.0

administrators, exhibited that children and careers were not incompatible. Twenty-nine of the women had no children. (See Table V.)

TABLE V
NUMBER OF CHILDREN OF WOMEN
VOCATIONAL ADMINISTRATORS

Children	Number	Per Cent
None	29	29.9
1 - 2	46	47.4
3 - 4	19	19.6
5 - 6	3	3.1
Total	97	100.0

Continuing education is helping to break down the boundaries of sex-stereotyped territories. The sex role revolution has brought to education searching questions about

how women can be better prepared to take advantage of occupational and political opportunities (9). "The new lease on life women enjoy after the time devoted to maternity gives them a good twenty years in which to pursue a career. Girls increasingly receive an extensive education. If afterwards they do not work, the investment in their instruction brings little return" (20, p. 85).

The survey of Basualdo (1) indicated that three-fourths of the male vocational directors had master's degrees. Eighty-one, or 83.6 per cent, of the women in this survey had master's degrees. Table VI shows the degree attainments. The figures indicate that 92.8 per cent of the administrators were academically equipped with graduate degrees, 9 with doctorates.

TABLE VI
HIGHEST DEGREE EARNED BY WOMEN
VOCATIONAL ADMINISTRATORS

Highest Degree Earned	Number	Per Cent
Bachelor	7	7.2
Master	81	83.6
Specialist	0	0
Ed.D.	8	8.2
Ph.D.	1	1.0
Total	97	100.0

Basualdo's survey (1) concluded that the average male director had 8 years in vocational administration. Table VII indicates that 60.8 per cent of the women had 5 years' experience, or less, as administrators, about one-fourth, or 26.8 per cent, had 6 to 10 years in administration and only 12 had more than 10 years as an administrator.

TABLE VII
NUMBER OF YEARS OF VOCATIONAL ADMINISTRATIVE
EXPERIENCE OF WOMEN VOCATIONAL
ADMINISTRATORS

Years of Vocational Administrative Experience	Number	Per Cent
0 - 5	59	60.8
6 - 10	26	26.8
11 - 15	9	9.3
16 or more	3	3.1
Total	97	100.0

Table VIII indicates the number of program units under the women administrators. In Table VIII the term "program units" describes the individual areas of vocational education: agriculture, distributive education, office education, industrial-cooperative training, and others. About one-third, 30, or 30.9 per cent, had from 0 to 5 units under their

TABLE VIII
 NUMBER OF PROGRAM UNITS UNDER
 WOMEN ADMINISTRATORS

Program Units	Number	Per Cent
0 - 5	30	30.9
6 - 10	26	26.8
11 - 15	10	10.3
16 or more	31	32.0
Total	97	100.0

direction, while 31, or 32 per cent had 16 or more units for which they were responsible.

The Basualdo research indicated that the average male vocational administrator had taught for 10 years, 9 in vocational education. The results of this survey on women administrators did not afford the use of the term "average," since the numbers almost fell in quartile distribution. Table IX shows the balance in teaching experience in vocational subjects.

The vocational subjects taught were: Homemaking, (34); Business Education, (30); Distributive Education, (10); Vocational Office Education, (4); and Cosmetology, (1). One woman had been a vocational counselor and three had not taught any vocational subject.

TABLE IX
 NUMBER OF YEARS TEACHING VOCATIONAL SUBJECTS
 BY WOMEN VOCATIONAL ADMINISTRATORS

Years Teaching Vocational Subjects	Number	Per Cent
0 - 5	29	29.9
6 - 10	25	25.8
11 - 15	20	20.6
16 or more	23	23.7
Total	97	100.0

Table X shows the years of teaching experience in non-vocational areas. More than one-third, 34, or 35.1 per cent,

TABLE X
 NUMBER OF YEARS OF NON-VOCATIONAL
 TEACHING EXPERIENCE

Years of Teaching	Number	Per Cent
0 - 5	16	16.5
6 - 10	23	23.7
11 - 15	24	24.7
16 or more	34	35.1
Total	97	100.0

had spent 16 years or more teaching in non-vocational subject areas.

The non-vocational subjects taught were: English, (19); Business, (15); Social Studies, (11); Science, (10); Mathematics, (7); Physical Education, (3); and Art (1). Ten women had not taught any subject in a non-vocational area.

Participation in professional organizations was extensively indicated. Two women had served on national boards and two had been on state boards. One had been a state president; two, state vice president; one, national secretary; and one, state secretary. One had served as a regional vice president.

The organization showing the largest membership was the American Vocational Association, with state vocational associations and the National Education Association second and third, respectively. Other groups listed were: American Homemaking Education Association, State Homemaking Teachers Association, Vocational Office Education Association, Delta Kappa Gamma, Kappa Delta Pi, Alpha Delta Kappa, and Phi Delta Kappa. Two women were members of Business and Professional Women's Clubs.

Responsive Questionnaire

The questionnaire responses were structured on an evaluative scale of four gradations:

- A - Always essential for success
- B - Sometimes essential for success
- C - Helpful, but not essential for success
- D - Not essential for success

The administrators were asked to indicate the importance of each item in assessing the success of a vocational program. The respondents were to specify the ways they perceived themselves in regard to management skills, human relations techniques, personal characteristics, group skills, personal motivation, and other professional characteristics. Totals and percentages for each item are detailed in this section of Chapter IV. Hereinafter, on all tables, the designations A, B, C, and D will signify the four degrees of opinion registered on the questionnaire, ranging from "always essential for success" to "not essential for success."

Management Skills

Satisfying work demands a sense of identification with the goals of the work, a means of getting credit for good work, and an opportunity to determine exactly how the job will be done, including which task comes first and how time will be apportioned to each segment of work (18). The area of task assignments has accounted for a large measure of the difficulties women have encountered in developing their talents. Women have often assumed the less visible, less persuasive, less stressful, more routine, more ambiguous,

maintenance-oriented tasks. Often these tasks have required an implementation of the decisions of others, rather than personal decision making. There are subtle socialization pressures of task differentiation.

Table XI pictures a very positive stand on the importance of the effective organization of tasks. Ninety-three of the administrators, or 95.9 per cent, said this quality was always essential.

TABLE XI
ORGANIZING TASKS EFFECTIVELY

Scale	Number	Per Cent
A	93	95.9
B	4	4.1
C	0	0
D	0	0
Total	97	100.0

A woman executive spends a large part of the time giving and taking orders in an endless exchange with superiors, peers, and subordinates. Adequate oral and written communication is a characteristic which facilitates the workings of any operation that involves two or more people. As shown in Table XII, only one respondent rated communication as merely helpful, while 92, or 94.8 per cent gave communication a prime place.

TABLE XII
COMMUNICATING ADEQUATELY IN
WRITTEN AND ORAL FORM

Scale	Number	Per Cent
A	92	94.8
B	4	4.1
C	1	1.1
D	0	0
Total	97	100.0

An administrator's scope is bounded by the policies of the school district. Regarding the setting of goals and priorities, Cannie said that "an administrator needs to be both an executive and an entrepreneur, redirecting resources from areas of low or declining results to areas of high or increasing results. One must understand the difference between efficiency and effectiveness" (4, p. 185).

The rating of 19 women did not justify a high placement for formulating and ranking goals, while 71, or 73.2 per cent, did see the value of goals and their perimeters as dictated by district policy. Table XIII reflects these perceptions.

Table XIV reveals that 51 of the women, or 52.6 per cent, said that curriculum development was not a top priority.

TABLE XIII
FORMULATING AND RANKING GOALS WITHIN
DISTRICT OBJECTIVES AND BUDGET

Scale	Number	Per Cent
A	71	73.2
B	19	19.6
C	7	7.2
D	0	0
Total	97	100.0

TABLE XIV
DEVELOPING CURRICULUM BASED ON
KNOWLEDGE OF LEARNING THEORY

Scale	Number	Per Cent
A	46	47.4
B	40	41.3
C	8	8.2
D	3	3.1
Total	97	100.0

Fewer than half of the administrators, 46, or 27.4 per cent, assigned primary importance to the development of curriculum. The data may infer that this skill is delegated to subordinates; thus it would not be as critical for the administrator to incorporate this art into her job routine.

Women have spent most of their professional lives in supportive roles and have not been a part of the logical problem solving process that leads to executive decision making. Nevertheless, Table XV confirms the value of decision making and problem solving with 90, or 92.7 per cent, of the women administrators' judgment that the quality is always essential for success.

TABLE XV
MAKING DECISIONS AND SOLVING PROBLEMS

Scale	Number	Per Cent
A	90	92.7
B	5	5.1
C	1	1.1
D	1	1.1
Total	97	100.0

Delegating responsibility means remaining personally accountable for a job someone else is supposed to do. The single most important reason for delegating responsibility to

others is to increase available time for important executive work. A key side benefit is that other people gain experience and are developed by doing the assigned tasks. Interestingly, almost one-third of the women, 31, or 32 per cent, did not rank this characteristic as always essential, but 59, or 60.8 per cent, did perceive it as important, as indicated in Table XVI.

TABLE XVI
DELEGATING RESPONSIBILITY

Scale	Number	Per Cent
A	59	60.8
B	31	32.0
C	6	6.1
D	1	1.1
Total	97	100.0

In Table XVII, a clear majority of 82, or 84.5 per cent of the administrators, emphasized the need for using human and educational resources effectively.

Hemphill, Griffiths, and Frederiksen conducted a study of men and women administrators. They concluded that the women tended to outscore the men in ability to work with teachers and outsiders, possessed a greater knowledge of teaching methods and techniques, and were able to gain

TABLE XVII
 USING HUMAN AND EDUCATIONAL
 RESOURCES EFFECTIVELY

Scale	Number	Per Cent
A	82	84.5
B	10	10.3
C	5	5.2
D	0	0
Total	97	0

positive reactions from teachers and superintendents (21). A University of Florida-Kellogg leadership study team, composed almost entirely of men, attempted to identify and clarify good administrative behavior. The team concluded that women were more effective in using administrative practices. "A year later, the results of a similar study were so surprising that the researchers carefully rechecked their work, but the results remained favorable to women" (21, p. 125).

Table XVIII shows that the ratings of the women administrators in the study were not consistent on this item. Thirty-eight, or 39.2 per cent, indicated that the quality was always essential; 36, or 37.1 per cent, said that it was sometimes essential; and 21, or 21.6 per cent, stated that it was helpful but not essential.

TABLE XVIII
 USING KNOWLEDGE OF ADMINISTRATIVE THEORY
 AND INSTRUCTIONAL METHODOLOGY

Scale	Number	Per Cent
A	38	39.2
B	36	37.1
C	21	21.6
D	2	2.1
Total	97	100.0

Table XIX shows that 54 women, or 55.6 per cent, viewed the application of school law and local policy as always essential, while almost one-third saw the quality as sometimes essential. A comparison could be drawn between this item and the statistics in Table XIII. Formulating goals

TABLE XIX
 APPLYING SCHOOL LAW AND LOCAL SCHOOL POLICY

Scale	Number	Per Cent
A	54	55.6
B	30	30.9
C	12	12.4
D	1	1.1
Total	97	100.0

within district policy was perceived to be more important than the implementation of policy, as the opinions expressed in Table XIX suggest. It may also be inferred that this area of applying school policy is one in which the women have had little experience.

Slightly more than half of the women administrators gave paramount ranking to the skill of establishing and supervising a functional record system. Fifty-five, or 56.7 per cent, said it was always necessary, while about one-fourth, 26, or 26.8 per cent, said the skill was sometimes essential. Because of the teaching background of so many of these women in areas that would convince them of the value of good record keeping, it is interesting to note that only 56.7 per cent viewed this quality as very important. (See Table XX.)

TABLE XX
ESTABLISHING AND SUPERVISING
FUNCTIONAL RECORD SYSTEM

Scale	Number	Per Cent
A	55	56.7
B	26	26.8
C	11	11.3
D	5	5.2
Total	97	100.0

Table XXI indicates that a majority affirmed the importance of implementing staff development programs and encouraging staff growth.

TABLE XXI
IMPLEMENTING STAFF DEVELOPMENT PROGRAMS
AND ENCOURAGING STAFF GROWTH

Scale	Number	Per Cent
A	60	61.8
B	30	31.0
C	7	7.2
D	0	0
Total	97	100.0

Growth in staff development was viewed as always important by 60, or 61.8 per cent of the women, while 30, or 31 per cent, said the skill was sometimes essential.

Only 25, or 25.8 per cent of the administrators gave the highest ranking to the skill of incorporating federally-funded programs into the curriculum. It is generally known that federal funds usually imply federal control. The data in Table XXII may infer that federal restrictions are not always desirable in program implementation.

Effective leadership style involves the central principle of valuing others as human beings and giving them a

TABLE XXII
INCORPORATING FEDERALLY-FUNDED
PROGRAMS INTO CURRICULUM

Scale	Number	Per Cent
A	25	25.8
B	46	47.4
C	21	21.6
D	5	5.2
Total	97	100.0

chance to use their abilities. As noted in Table XXIII, fewer than half of the women administrators, 45, or 46.4 per cent, viewed the skill of sharing leadership as always essential. Thirty-nine, or 40.2 per cent, viewed the quality as sometimes essential. The top two ratings were chosen by

TABLE XXIII
SHARING LEADERSHIP THROUGH CONSULTATION

Scale	Number	Per Cent
A	45	46.4
B	39	40.2
C	11	11.3
D	2	2.1
Total	97	100.0

86.6 per cent of the respondents, a solid affirmation of their respect for leadership as a skill made stronger by consultation.

Table XXIV discloses a strong declaration for the importance of evaluating programs and personnel objectively. Seventy-seven, or 79.4 per cent, said that this skill was always essential. Women have had to temper their aspirations with an understanding of the situation "as it is" in order to be successful administrators. It may be assumed that this accommodation has made them cognizant of the need for objectivity in evaluating programs and staff members.

TABLE XXIV
EVALUATING PROGRAMS AND PERSONNEL OBJECTIVELY

Scale	Number	Per Cent
A	77	79.4
B	14	14.4
C	4	4.1
D	2	2.1
Total	97	100.0

Human Relations Techniques

Women have demonstrated their determination to make a difference, their commitment to excellence, and their compassion for others. Men have been socialized to ensure

the financial well-being of their families while women have been socialized to be specialists in human needs. Women are attempting to balance competition and pressure with their concern for people, and it follows that human relations techniques emanate from this compelling concern.

Listening is the cornerstone of good communication, one of the all important "people skills." People speak only 100 to 200 words a minute, but the mind is capable of thinking two to six times that fast. "Mentally racing ahead of the speaker is a common failing. One way to hear more is to listen for a purpose" (4, p. 109).

The women administrators perceived that listening to others was of great consequence. Eighty-five, or 87.6 per cent, gave top priority to listening, as shown in Table XXV.

TABLE XXV
LISTENING TO OTHERS

Scale	Number	Per Cent
A	85	87.6
B	11	11.3
C	1	1.1
D	0	0
Total	97	100.0

Maintaining objectivity in all relationships was judged to be important by 83, or 85.5 per cent, of the women administrators. Table XXVI reveals the opinions on this quality. Twelve, or 12.4 per cent, said that objectivity was sometimes essential.

TABLE XXVI
MAINTAINING OBJECTIVITY IN DEALINGS WITH
STAFF, INSTRUCTORS, AND COMMUNITY

Scale	Number	Per Cent
A	83	85.5
B	12	12.4
C	2	2.1
D	0	0
Total	97	100.0

The demographic distribution of the group of administrators could have had some bearing on the opinions registered in Table XXVII.

Two, or 2.1 per cent, of the women were Black, and 7, or 7.2 per cent, were of other ethnic origins. A substantial number of 88, or 90.7 per cent, were Anglo. Only two-thirds, 66, or 68 per cent, acknowledged that it is always essential to transcend the differences in culture, economic situation, and education.

TABLE XXVII
RELATING TO OTHERS ACROSS VARIOUS CULTURAL,
ECONOMIC, AND EDUCATIONAL BACKGROUNDS

Scale	Number	Per Cent
A	66	68.0
B	26	26.8
C	5	5.2
D	0	0
Total	97	100.0

The building of trust is formed by understanding and valuing feelings. Incongruously, and contrary to general person-to-person techniques, only 51, or 52.6 per cent, of the women rated empathy as being always essential for success. In Table XXVIII, almost one-third, or 31.9 per cent, said the quality of empathy was sometimes essential.

TABLE XXVIII
EMPATHIZING WITH OTHERS

Scale	Number	Per Cent
A	51	52.6
B	31	31.9
C	13	13.4
D	2	2.1
Total	97	100.0

Giele described some of the distinctive qualities of women that need to be given higher priority in society's current value structure. One of the characteristics mentioned was that of maintaining openness to mystery and intuition, to the opinions of others, rather than relying exclusively on technical data and known facts (9). Buchanan, in a discussion of women in management, said that "many an executive who is successful today is more of an egalitarian leader than a Prussian officer" (3, p. 23).

Table XXIX indicates that a few more than half of the women, 54, or 55.7 per cent, saw this quality as always essential and about one-third, 32, or 33 per cent, viewed it as sometimes necessary.

TABLE XXIX
ACCEPTING DIVERSE POINTS OF VIEW

Scale	Number	Per Cent
A	54	55.7
B	32	33.0
C	11	11.3
D	0	0
Total	97	100.0

Only one of the women administrators had been a vocational counselor, so no past professional bias was reflected

in the considerations in Table XXX. Ten, or 10.3 per cent, rated competent counseling as helpful; 29, or 29.9 per cent, saw it as sometimes essential; and 58, or 59.8 per cent, viewed counseling as always essential for success.

TABLE XXX
COUNSELING WITH COMPETENCE

Scale	Number	Per Cent
A	58	59.8
B	29	29.9
C	10	10.3
D	0	0
Total	97	100.0

Table XXXI evinces that about one-half, or 52.6 per cent, of the women regarded the demonstrating of a nondefensive posture as a very important technique. As recorded in Chapter II, women have had to acquire the art of self-esteem, or self-confidence, in the face of opposition. Successful leaders of both genders have demonstrated that a positive attitude about one's own worth removes the need for defensive postures and establishes the basis for positive relationships.

"The average executive woman is under greater stress than the average executive man because of the way she is viewed. The men around her do not know if she should be

TABLE XXXI
 DEMONSTRATING NONDEFENSIVE POSTURE TOWARD THOSE
 WHO DO NOT ACCEPT WOMEN IN LEADERSHIP ROLES

Scale	Number	Per Cent
A	51	52.6
B	27	27.8
C	15	15.5
D	4	4.1
Total	97	100.0

treated as a woman or as a male executive" (19, p. 16). Women are trying to reconcile conflicting sets of values: their unassertive, dependent training as against their present independence. Since women may express a greater variety of emotions than men without fear of disapproval, they have been labeled as temperamentally unstable. Stereotypes of women are not representative of all who aspire to or hold responsible positions in business and in educational administration (18). Buchanan noted that "women are not too emotional to be entrusted with life and death situations in a hospital or in the home, but somehow there is a fear that a profit or loss crisis will shatter them" (3, p. 23). Buchanan also stated that a woman who had the tendency to over-react would not have achieved professional managerial stature in education.

Table XXXII indicates that 74, or 76.3 per cent, of the women administrators believed in the the need for handling stressful situations with confidence and stability of temperament. Eighteen, or 18.5 per cent, said that confidence in stressful situations was sometimes essential.

TABLE XXXII
MEETING STRESSFUL, AMBIGUOUS SITUATIONS WITH
CONFIDENCE, NOT OVER-REACTION

Scale	Number	Per Cent
A	74	76.3
B	18	18.5
C	5	5.2
D	0	0
Total	97	100.0

A strong 89.7 per cent declaration was given in favor of the worth of the individual. In Table XXXIII only 10, or 10.3 per cent, did not rate this technique as always essential for success.

Cannie said that criticism should be handled not as a personal failure, but as a comment on a piece of work (4). In Table XXXIV the women administrators affirmed the value of accepting criticism objectively. Carol Cushing, operator of a management consulting firm, remarked that "on the one hand, a woman has to be good. On the other, if she is good, she

TABLE XXXIII
BELIEVING IN WORTH OF INDIVIDUAL

Scale	Number	Per Cent
A	87	89.7
B	7	7.2
C	3	3.1
D	0	0
Total	97	100.0

TABLE XXXIV
ACCEPTING CRITICISM OBJECTIVELY

Scale	Number	Per Cent
A	84	86.6
B	9	9.3
C	4	4.1
D	0	0
Total	97	100.0

becomes a threat, so she has to be both thick-skinned for herself and sensitive to feelings of others" (18, p. 143). The woman with enough intellectual talent to be an administrator often is torn between the desire for approval by authorities and the need for an outright demonstration of competence. Table XXXIV indicates that the women

administrators gave the highest priority to the acceptance of criticism. Eighty-four, or 86.6 per cent, said the quality was always essential.

Personal Characteristics

"Women with exceptional qualities for leadership sense from their parents, teachers, and peers that they must be harder working, accomplish more, believe in themselves, and match aspirations with competence, courage, and determination to succeed" (14, p. 38). Grambs said that "women's views of themselves and the ways they have learned to deal with others make them particularly well suited for leadership in the school system" (10, p. 42).

Table XXXV indicates that a business-like approach was ranked as always essential by 64, or 65.9 per cent, of the

TABLE XXXV
DEMONSTRATING BUSINESS-LIKE APPROACH TO PEOPLE

Scale	Number	Per Cent
A	64	65.9
B	26	26.8
C	6	6.2
D	1	1.1
Total	97	100.0

women administrators. It may be assumed that most women exhibit a business-like attitude because their survival in a leadership position may hinge on their ability to use this quality.

Research literature notes that some women find it difficult, because of the socialization process, to become natural allies with other women. Some professional women tend to be intolerant and suspicious of other women instead of depending on open communication and friendliness for effective leadership (6). Friendliness was perceived to be always essential by 64, or 65.9 per cent, of the women administrators. As shown in Table XXXVI, 19, or 19.6 per cent, rated friendliness as sometimes essential.

TABLE XXXVI
SHOWING FRIENDLINESS TO ALL

Scale	Number	Per Cent
A	64	65.9
B	19	19.6
C	13	13.4
D	1	1.1
Total	97	100.0

In arguing their cause, the feminists often have pointed out that "women's weaker physical constitution has never

exempted them from hard physical labor in the United States in the home, in factories, and in the fields (13, p. 191). Women have shown that they are capable of a remarkable range of extra-familial activities. Table XXXVII reveals that over half of the women administrators, 54, or 55.7 per cent, said that a strong physical constitution was always essential for success. About one-fourth, or 26.8 per cent, indicated that the quality was sometimes essential.

TABLE XXXVII
HAVING STRONG PHYSICAL CONSTITUTION

Scale	Number	Per Cent
A	54	55.7
B	26	26.8
C	16	16.4
D	1	1.1
Total	97	100.0

Stead said that the dedicated, hardworking woman is just like the sincere, dedicated, hardworking man--neither garish nor newsworthy (18). In line with this opinion, the women administrators said that a dynamic personality definitely was not always essential to success. Table XXXVIII gives evidence that 35, or 36 per cent, said the characteristic was helpful and 38, or 39.2 per cent said it was sometimes

TABLE XXXVIII
 HAVING A DYNAMIC PERSONALITY

Scale	Number	Per Cent
A	22	22.7
B	38	39.2
C	35	36.0
D	2	2.1
Total	97	100.0

essential. Only 22, or 22.7 per cent gave the quality the top rating.

Horner, in some of her work on the fear of success syndrome, suggested that if our society encouraged more individualism it would permit women to assert more dynamic leadership (21). Women are on a public stage of executive performance and in front of an audience that is likely to catch any mistake, so most of them have opted for solid performance that speaks for itself instead of dynamic devices.

Research comparing men and women in a variety of aptitudes does not support the supposed intellectual superiority of men. "The most consistent finding has been that women surpass men on tests of verbal aptitude and women tend to excel in tests of memory and in scholastic achievement" (18, p. 3). Letitia Baldrige said that the new breed of executive

woman has to work harder and be brighter and smarter all the time (24).

Table XXXIX shows that the women perceived intelligence as a necessary characteristic. Three-fourths of the administrators, or 78.4 per cent, said the quality was always essential for success.

TABLE XXXIX
BEING INTELLIGENT AND KNOWLEDGEABLE IN FIELD

Scale	Number	Per Cent
A	76	78.4
B	16	16.4
C	5	5.2
D	0	0
Total	97	0

Two-thirds of the administrators said that being well-groomed was always essential. Table XL indicates that 65, or 67 per cent thought good grooming was very important.

In Table XV, 90, or 92.7 per cent of the administrators indicated that, as a management skill, making decisions and solving problems ranked as always essential. In Table XLI, only 24, or 24.8 per cent said that being independent of others in decision making was always essential. Half of the group, 49, or 50.5 per cent, said the quality was sometimes

TABLE XL
BEING WELL-GROOMED

Scale	Number	Per Cent
A	65	67.0
B	23	23.7
C	9	9.3
D	0	0
Total	97	100.0

TABLE XLI
BEING INDEPENDENT OF OTHERS
IN DECISION MAKING

Scale	Number	Per Cent
A	24	24.8
B	49	50.5
C	16	16.5
D	8	8.2
Total	97	100.0

essential. The responses to these two items appear to be inconsistent. It may be inferred that the administrators perceived decision making as a management process rather than as an indispensable personal attribute.

Women tend to view risk in entirely negative terms: loss, danger, injury, ruin; while men see risk as loss or gain, winning or losing, danger or opportunity. Hennig and Jardim stated that men see risk as affecting the future, a present gamble in order to achieve some later career advancement. Women, on the other hand, see risk only in current terms--the threat of losing what they have achieved so far (12). Cannie pointed out that more mistakes are made and more opportunities missed from fixed, inflexible opinions than from taking calculated risks (4).

Table XLII reveals that 50, or 51.6 per cent, of the administrators viewed risk-taking as always essential; 40, or 41.2 per cent, saw it as sometimes essential. Only 7, or 7.2 per cent, indicated that it was merely helpful to have the self-confidence to take risks.

TABLE XLII
HAVING THE SELF-CONFIDENCE TO TAKE RISKS

Scale	Number	Per Cent
A	50	51.6
B	40	41.2
C	7	7.2
D	0	0
Total	97	100.0

Table XLIII shows that 63, or 64.9 per cent, of the women saw the quality of patience as being always necessary for a productive administrator.

TABLE XLIII
BEING PATIENT

Scale	Number	Per Cent
A	63	64.9
B	26	26.8
C	7	7.2
D	1	1.1
Total	97	100.0

Table XLIV indicates that 74, or 76.3 per cent, of the women valued good taste in speech.

TABLE XLIV
EXHIBITING GOOD TASTE IN SPEECH

Scale	Number	Per Cent
A	74	76.3
B	13	13.4
C	10	10.3
D	0	0
Total	97	100.0

Letitia Baldrige, now a business consultant, said that above all, an executive woman must have a sense of humor (24). Table XLV reveals that 56, or 57.7 per cent, of the administrators gave the top rating to this quality.

TABLE XLV
DEMONSTRATING SENSE OF HUMOR

Scale	Number	Per Cent
A	56	57.7
B	31	32.0
C	10	10.3
D	0	0
Total	97	100.0

One-third, 32, or 33 per cent, of the administrators demonstrated the conspicuous ambition to improve in job status. Lyman and Speizer's research indicated that women do not apply in significant numbers for promotions because of the realistic assessment of their chances for advancement (15). Kanter found in her interviews that men were consciously chosen over women as managers because men were a known quantity, whereas women seemed to be unpredictable and incomprehensible (15). There is a parallel condition in school administration where the pool of promotable teachers is predominantly female. Kanter discussed the token woman on

an administration team as one who was "supposed to play strictly by the rules, to wait her turn for promotion rather than aggressively push for advancement, to perform well but not to excel enough to generate jealousy" (15, p. 28). As shown in Table XLVI, it is significant that two-thirds of the women did not give preeminence to this quality.

TABLE XLVI
HAVING AMBITION FOR UPWARD MOBILITY

Scale	Number	Per Cent
A	32	33.0
B	40	41.2
C	19	19.6
D	6	6.2
Total	97	100.0

Table XLVII reveals that 62, or 63.9 per cent, of the respondents believed it was important to be able to acknowledge failure and frustration. Twenty-six, or 26.8 per cent, said that the characteristic was sometimes essential.

A pleasant speaking voice was deemed always essential by 40, or 41.2 per cent, of the women, as indicated in Table XLVIII. Slightly over one-fourth, 27, or 27.7 per cent, judged the quality to be sometimes essential.

TABLE XLVII
 HAVING THE EGO STRENGTH TO ADMIT
 FAILURE AND FRUSTRATION

Scale	Number	Per Cent
A	62	63.9
B	26	26.8
C	8	8.2
D	1	1.1
Total	97	100.0

TABLE XLVIII
 HAVING A PLEASANT SPEAKING VOICE

Scale	Number	Per Cent
A	40	41.2
B	27	27.7
C	29	30.0
D	1	1.1
Total	97	100.0

Table XLIX shows that about two-thirds, 65, or 67 per cent, thought that being industrious was always important. This percentage may be indicative of the previously established fact that women often have spent years exhibiting an industrious nature as a prerequisite to advancement.

TABLE XLIX
BEING INDUSTRIOUS

Scale	Number	Per Cent
A	65	67.0
B	24	24.7
C	6	6.2
D	2	2.1
Total	97	100.0

Twenty-four, or 24.7 per cent, said that the quality was sometimes essential.

For women, getting ahead is no longer a matter of grace and favor, and they are still fighting the idea that creativity, independence, and initiative are considered unfeminine traits. In an emphatic statement, the women administrators perceived that demonstrating initiative was always essential. Seventy-eight, or 80.4 per cent gave this peremptory assertion. (See Table L.)

Table LI shows that the administrators viewed self-discipline as having high status. About four-fifths, 78, or 80.4 per cent, gave self-discipline the top ranking on the scale.

TABLE L
DEMONSTRATING INITIATIVE

Scale	Number	Per Cent
A	78	80.4
B	18	18.5
C	1	1.1
D	0	0
Total	97	100.0

TABLE LI
EXHIBITING SELF-DISCIPLINE

Scale	Number	Per Cent
A	78	80.4
B	16	16.5
C	3	3.1
D	0	0
Total	97	100.0

The administrative team is the working unit in schools as well as in industry. In Table LII, 75, or 77.3 per cent, of the women judged cooperation as a group member to be constantly vital.

TABLE LII
BEING COOPERATIVE AS A GROUP MEMBER

Scale	Number	Per Cent
A	75	77.3
B	20	20.5
C	1	1.1
D	1	1.1
Total	97	100.0

Hennig and Jardim found that women often view a job as something to be done competently, carefully, with integrity, to the point that they sometimes get bogged down in their perfection (12). The Hennig and Jardim research also indicated that women place more weight on their own personal code than they do on the demands and expectations of others. Table LIII shows that 90, or 92.8 per cent, of the administrators rated integrity as always essential. For some reason which the data did not explain, 7, or 7.2 per cent, of the women said that integrity was only sometimes essential.

Flexibility was perceived to be always essential by 78, or 80.4 percent, of the women. Table LIV also shows that 17, or 17.5 per cent, viewed flexibility as sometimes necessary.

Hennig's findings revealed that many women made their career decisions late, at around thirty to thirty-five years

TABLE LIII
HAVING INTEGRITY

Scale	Number	Per Cent
A	90	92.8
B	7	7.2
C	0	0
D	0	0
Total	97	100.0

TABLE LIV
BEING FLEXIBLE

Scale	Number	Per Cent
A	78	80.4
B	17	17.5
C	2	2.1
D	0	0
Total	97	100.0

of age (7). M. Maccoby, describing his theory of the gamesman, said that the most successful women reassessed themselves in mid-career and they became more confident and effective (16). In Table LV, the administrators indicated that they believed an understanding of strengths and deficiencies was

TABLE LV
 UNDERSTANDING ONE'S OWN STRENGTHS
 AND DEFICIENCIES

Scale	Number	Per Cent
A	77	79.4
B	17	17.5
C	3	3.1
D	0	0
Total	97	100.0

necessary for continued success. Seventy-seven, or 79.4 per cent, perceived this self-knowledge to be always essential.

Table LVI reveals that 71, or 73.2 per cent, viewed the demonstrating of a positive, optimistic attitude as always necessary. Another 22, or 22.7 per cent, said the characteristic was sometimes essential.

TABLE LVI
 DEMONSTRATING POSITIVE, OPTIMISTIC ATTITUDE

Scale	Number	Per Cent
A	71	73.2
B	22	22.7
C	4	4.1
D	0	0
Total	97	100.0

In Table LVII, accepting responsibility for decisions was deemed to be always essential by a large majority of the women: 87, or 89.7 per cent. Seven, or 7.2 per cent, said the characteristic was sometimes essential, and only 3, or 3.1 per cent, said it was helpful but not always necessary.

TABLE LVII
ACCEPTING RESPONSIBILITY FOR DECISIONS

Scale	Number	Per Cent
A	87	89.7
B	7	7.2
C	3	3.1
D	0	0
Total	97	100.0

The responses shown in Table LVII appear to be inconsistent with those indicated previously in Table XLI. Curiously, in Table XLI, three-fourths of the group said that it was not always necessary to be independent of others in decision-making. The evidence in Table LVII seems to have more relationship to that of Table XV than to that of Table XLI.

Group Skills

Millman and Kanter made field observations of lone women in male-dominated groups, and their findings disclosed that it was difficult for a woman to demonstrate competence (17).

Stead listed among the concepts of good management the following characteristics: group behavior concepts and group decision-making as opposed to individual decision making (18). Stead's research also indicated that men are more authoritarian than women with respect to the leader's exercise of authority and power in the matter of group goals and control of the behavior of individual members.

Table LVIII shows that almost two-thirds, 63, or 64.9 per cent, of the administrators gave the top rating to the skill of articulating one's position.

TABLE LVIII
ARTICULATING CLEARLY ONE'S POSITION ON ISSUES

Scale	Number	Per Cent
A	63	64.9
B	24	24.7
C	9	9.3
D	1	1.1
Total	97	100.0

Slightly more than half of the women, 54, or 55.7 per cent, said that facilitating total group participation was always essential. Table LIX further reveals that 32, or 33 per cent, said the skill was sometimes necessary.

TABLE LIX
FACILITATING TOTAL GROUP PARTICIPATION

Scale	Number	Per Cent
A	54	55.7
B	32	33.0
C	11	11.3
D	0	0
Total	97	100.0

Cannie discussed the need for valuing others without devaluing oneself (4). In developing good group participation, a key ingredient is the development of authentic relationships using honest expression rather than an assumed role. In Table LX, 52, or 53.6 per cent, of the women rated

TABLE LX
FOLLOWING AS WELL AS LEADING IN A GROUP

Scale	Number	Per Cent
A	52	53.6
B	32	33.0
C	13	13.4
D	0	0
Total	97	100.0

following and leading in a group as always essential for success. One-third, 32, or 33 per cent, said the skill was sometimes necessary.

Table LXI indicates that 66, or 68 per cent, of the administrators highly valued the exercising of leadership in an amicable fashion. Grambs emphasized the need for women to effect an administrative style and retain their feminine pliability without letting the softness turn to subservience (10).

TABLE LXI
EXERCISING LEADERSHIP THROUGH INFLUENCE
AS OPPOSED TO DOMINANCE

Scale	Number	Per Cent
A	66	68.0
B	24	24.8
C	7	7.2
D	0	0
Total	97	100.0

As shown in Table LXII, half of the women, 48, or 49.5 per cent, viewed group dynamics as always essential. Twenty-nine, or 29.9 per cent, saw the skill as sometimes essential.

TABLE LXII
 UNDERSTANDING AND USING PRINCIPLES OF GROUP
 DYNAMICS IN SMALL OR LARGE GROUPS

Scale	Number	Per Cent
A	48	49.5
B	29	29.9
C	17	17.5
D	3	3.1
Total	97	100.0

Grouping for instruction was not rated as a priority item. Table LXIII indicates that a majority, 56, or 57.7 per cent, of the administrators concluded that this technique was sometimes essential. It may be inferred that the women do not perceive instruction as an integral part of their responsibilities as administrators.

TABLE LXIII
 GROUPING FOR INSTRUCTION

Scale	Number	Per Cent
A	12	12.4
B	56	57.7
C	24	24.7
D	5	5.2
Total	97	100.0

Table LXIV shows that 49, or 50.5 per cent, of the administrators viewed the ability to summarize group contributions as sometimes necessary. Less than one-third, 31, or 31.9 per cent, saw the quality as always essential. Morsink conducted a comparative study of men and women in administration and one of the findings was that the women scored better in acting as a representative for the group (21).

TABLE LXIV
SUMMARIZING GROUP CONTRIBUTIONS

Scale	Number	Per Cent
A	31	31.9
B	49	50.5
C	15	15.5
D	2	2.1
Total	97	100.0

Cannie said that active listening is paying careful attention to the content and feeling of what another person is saying. Reflection assimilates the content and intent of another person's statement. "Reflection leads to true communication. With this skill minds meet, needs are understood. Active listening and reflection overcome the tendency to judge and sometimes devalue others. With this technique effective communication is possible" (4, pp. 118-19).

Table LXV reveals that 61, or 62.9 per cent, of the administrators perceived this quality as always essential. Thirty-one, or 31.9 per cent, viewed hearing intent as well as content to be sometimes essential.

TABLE LXV
HEARING INTENT AS WELL AS CONTENT
OF GROUP MEMBERS' STATEMENTS

Scale	Number	Per Cent
A	61	62.9
B	31	31.9
C	3	3.1
D	2	2.1
Total	97	100.0

About half of the women, 48, or 49.4 per cent, said that sharing responsibilities within groups was always important. Table LXVI also shows that 41, or 42.3 per cent, viewed this item as sometimes essential.

There are degrees of confrontation and there are ways of disagreeing diplomatically, accepting and valuing another person, even though there is disagreement (4). An agile and adaptable group leader can perceive compromise positions

TABLE LXVI
SHARING RESPONSIBILITIES WITHIN GROUPS

Scale	Number	Per Cent
A	48	49.4
B	41	42.3
C	7	7.2
D	1	1.1
Total	97	100.0

which diminish unpleasant confrontations. Table LXVII indicates that 66, or 68 per cent, of the administrators gave primary importance to the technique of managing conflict.

TABLE LXVII
MANAGING CONFLICT WITHIN GROUPS

Scale	Number	Per Cent
A	66	68.0
B	26	26.8
C	5	5.2
D	0	0
Total	97	100.0

Personal Motivation

Because of alleged differences in motivation, women are thought less committed to work itself. Miner conducted a survey comparing the motivation to manage among male and female managers and educational administrators. The results revealed no consistent differences between men and women in either the desire to manage or the needs related to this desire (18). Current research and observation indicate that women can assimilate roles requiring the assertion of influence and leadership as effectively as men.

Sharon Kirkham, an executive in a management consultant firm specializing in affirmative action programs for women, said that "it is harder for women to express what motivates them. Men can express it a great deal more easily. But with most women, when you get down to it, down to what really motivates them, you come up with the same list as you would for men" (18, p. 37).

In the personal motivation section of the questionnaire, the directions were altered to read: "Please evaluate the following factors in a woman's background and environment which relate to her seeking an administrative position in education."

Table LXVIII reveals that 70, or 72.2 per cent, of the women said that the need to aid others was helpful or sometimes essential. Only 18, or 18.5 per cent said the quality was always important. The figures seem to indicate that the

TABLE LXVIII
THE NEED TO AID OTHERS

Scale	Number	Per Cent
A	18	18.5
B	32	33.0
C	38	39.2
D	9	9.3
Total	97	100.0

administrators were not motivated by great humanitarian causes, but were more personally and inwardly motivated.

In Table LXIX, fewer than half of the women, 44, or 45.3 per cent, gave high priority to the importance of support and encouragement from those important to them, and another 29,

TABLE LXIX
SUPPORT AND ENCOURAGEMENT OF
THOSE IMPORTANT TO HER

Scale	Number	Per Cent
A	44	45.3
B	29	30.0
C	19	19.6
D	5	5.1
Total	97	100.0

or 30 per cent, said they felt support and encouragement were sometimes essential.

The findings reflected in Table LXIX indicate that support is valued, but not imperative for success, once again pointing to strong personal motivation which seems to overshadow outside forces.

From the beginning, this study was designed as a project on characteristics and skills, not as a monetary discourse. Concern for women's economic equality is an important matter, but it was not the central focus of this research.

Reinforcing results cited previously and evidencing the intrinsic motivations rather than the outward attractions, less than one-third, 30, or 30.9 per cent, of the women said that title and salary were uppermost considerations. Table LXX also reveals that 44, or 45.4 per cent, of the women indicated that title and salary were sometimes essential for success.

Nearly three-fourths of the women perceived family backing as a desired form of encouragement. Horner gave credit to family solidarity and backing as a part of her motivation to succeed. It is from the family that inner resources are developed and women seem to need the stability gained from solid family encouragement. Table LXXI shows that 34, or 35.1 per cent, viewed family inspiration as always necessary and 37, or 38.1, said it as sometimes essential.

TABLE LXX
 DESIRE FOR THE TITLE AND SALARY COMMENSURATE
 WITH WORK BEING PERFORMED

Scale	Number	Per Cent
A	30	30.9
B	44	45.4
C	13	13.4
D	10	10.3
Total	97	100.0

TABLE LXXI
 A FAMILY WHO VIEWS CAREERS FOR
 FEMALES AS IMPORTANT

Scale	Number	Per Cent
A	34	35.1
B	37	38.1
C	19	19.6
D	7	7.2
Total	97	100.0

The subjects in the survey did not show a great desire for promotions, titles, and salaries, but in Table LXXII, over half of them, 53, or 54.6 per cent, indicated that increased responsibility was exceedingly important. Another

31, or 32 per cent, gave responsibility second place on the scale.

TABLE LXXII
DESIRE FOR INCREASED RESPONSIBILITY

Scale	Number	Per Cent
A	53	54.6
B	31	32.0
C	7	7.2
D	6	6.2
Total	97	100.0

Table LXXIII corroborates other figures indicating the women administrators want recognition and not competition, as such. Giele said that "human beings now have a greater

TABLE LXXIII
DESIRE TO COMPETE IN MALE DOMINATED FIELD

Scale	Number	Per Cent
A	18	18.6
B	32	33.0
C	23	23.7
D	23	24.7
Total	97	100.0

opportunity not to have their lives limited by the fact of their biological gender than at any time in the past. This new cosmology emphasizes human interdependence and care more than dominance and hierarchy" (9, p. 359). Competition in a male dominated field was perceived to be always essential by only 18, or 18.6 per cent, of the women administrators. One-third, 32, or 33 per cent, said that gender related competition was sometimes essential.

An almost microscopic 8, or 8.2 per cent, of the administrators viewed becoming a role model for women as always necessary. About one-fourth, 26, or 26.8 per cent, said that being a role model was sometimes essential. (See Table LXXIV.)

TABLE LXXIV
DESIRE TO BECOME ROLE MODEL FOR WOMEN

Scale	Number	Per Cent
A	8	8.2
B	26	26.8
C	37	38.2
D	26	26.8
Total	97	100.0

The statistics contained in Table LXXIV formed a graphic picture of the general attitude of the women administrators.

Repeatedly, they have indicated that they wanted to do good work and wanted to be accepted for what they are, in essence. No women's liberation propaganda has permeated their responses.

In Table LXXV, slightly more than half, 51, or 52.7 per cent, of the women indicated that professional advancement was always necessary.

TABLE LXXV
DESIRE FOR UPWARD MOBILITY IN CAREER FIELD

Scale	Number	Per Cent
A	51	52.7
B	27	27.8
C	14	14.4
D	5	5.1
Total	97	100.0

On the demographic data sheet, several women stated that they had held national and state offices, and they listed membership in over a dozen professional organizations. Table LXXVI shows a total of 39, or 40.2 per cent, who ranked leadership roles in organizations as a high priority item. Another 35, or 36.1 per cent, said that organizational leadership was sometimes essential.

TABLE LXXVI
SUCCESSFUL LEADERSHIP ROLES IN ORGANIZATIONS

Scale	Number	Per Cent
A	39	40.2
B	35	36.1
C	19	19.6
D	4	4.1
Total	97	100.0

Table LXXVII shows that more than half of the administrators, 52, or 53.6 per cent, said that it was always essential to be directly included in decision making.

TABLE LXXVII
DESIRE FOR DIRECT INPUT INTO DECISION MAKING

Scale	Number	Per Cent
A	52	53.6
B	34	35.0
C	9	9.3
D	2	2.1
Total	97	100.0

Table LXXVIII reveals very significant findings. Once again, the lack of women's liberation sentiment was evident.

TABLE LXXVIII
DESIRE TO TEST POWER STRUCTURE

Scale	Number	Per Cent
A	4	4.1
B	22	22.7
C	28	28.9
D	43	44.3
Total	97	100.0

No more than 4, or 4.1 per cent, gave priority to testing the power structure. Forty-three, or 44.3 per cent, said that this strategy was not necessary. Stead said that the evolution of women into the upper levels of business and education must be a matter of selling a new image rather than risking alienation by coming on too strong and demanding to be a central part of the power structure (18).

In Table LXXIX, 61, or 62.9 per cent, said that improvement in curriculum and instruction was a motivation for seeking a position as an administrator. It may be inferred that the classroom background had some influence on the responses to this item on the questionnaire. Thirty-two others, or 32.9 per cent, said this desire to improve instruction was sometimes necessary.

TABLE LXXIX
 DESIRE TO IMPROVE CURRICULUM AND INSTRUCTION

Scale	Number	Per Cent
A	61	62.9
B	32	32.9
C	3	3.1
D	1	1.1
Total	97	100.0

Table LXXX indicates that 68, or 70.1 per cent rated dedication to the profession as always essential.

TABLE LXXX
 DEDICATION TO THE EDUCATION PROFESSION

Scale	Number	Per Cent
A	68	70.1
B	21	21.6
C	7	7.2
D	1	1.1
Total	97	100.0

Opportunity for advancement was viewed as always essential by 48, or 49.5 per cent, of the women. Table LXXXI

shows 31, or 32 per cent, who viewed advancement opportunities as sometimes essential.

TABLE LXXXI
OPPORTUNITY FOR ADMINISTRATIVE ADVANCEMENT

Scale	Number	Per Cent
A	48	49.5
B	31	32.0
C	14	14.4
D	4	4.1
Total	97	100.0

Chafe said that in most families boys and girls were trained to assume substantially different responsibilities (5). Early autonomy was suggested by Verheyden-Hilliard: "Either a girl is brought up to believe she has the right to choice, mobility, and power, or she is not. You cannot have it both ways. Our administrative women do not train in graduate school, they train in kindergarten" (23, p. 35). Table LXXXII indicates that only 22, or 22.7 per cent, of the women said early autonomy was always necessary. A large group, 38, or 39.2 per cent, said it was sometimes essential and almost one-third said early autonomy was helpful.

TABLE LXXXII
 CONTINUOUS AND SUCCESSFUL AUTONOMY
 EARLY IN LIFE

Scale	Number	Per Cent
A	22	22.7
B	38	39.2
C	30	30.9
D	7	7.2
Total	97	100.0

Other Professional Characteristics

The sex-role revolution has exposed women to the male world and helped them try to enter it. In addition to bettering weak areas, women are gaining a sense of self, of individual identity as they acquire professional competence. "For women not to learn some of the professionalism and objectivity, affective neutrality, and stratagems of the male world appears to doom them forever to second place in the hierarchy of success" (9, p. 293).

Table LXXXIII shows that practical business skills were perceived to be of decided worth to 52, or 53.5 per cent, of the administrators. Thirty-four, or 35.1 per cent said these skills were sometimes necessary and 10, or 10.3 per cent, said business skills were helpful.

TABLE LXXXIII
 HAVING PRACTICAL BUSINESS SKILLS

Scale	Number	Per Cent
A	52	53.5
B	34	35.1
C	10	10.3
D	1	1.1
Total	97	100.0

Table LXXXIV shows that less than one-third, 31, or 32 per cent, thought that correlating the social and political climate to education was always essential.

TABLE LXXXIV
 RELATING SOCIAL AND POLITICAL
 CLIMATE TO EDUCATION

Scale	Number	Per Cent
A	31	32.0
B	51	52.5
C	13	13.4
D	2	2.1
Total	97	100.0

In some views, the organization or the "system" should bear the burden of change, but there are those who believe

change should be in people. Reitman had a theory called an "etiology of passivity" in which he urged women to be assertive instead of passive (21, p. 124). Neither does the answer lie in chauvinist Pygmalion games played to the tune of "Why Can't a Woman Be More Like a Man?" The data in Table LXXXV seem to indicate an endorsement of progress, but not a perceptible indictment of the present system. Providing an environment to encourage change was viewed as very

TABLE LXXXV
PROVIDING AN ENVIRONMENT TO ENCOURAGE CHANGE

Scale	Number	Per Cent
A	54	55.7
B	35	36.1
C	8	8.2
D	0	0
Total	97	100.0

important by 54, or 55.7 per cent, of the women administrators, and an additional 35, or 36.1 per cent, said that the skill was sometimes necessary.

Fewer than half of the administrators said that resisting flattery was always essential for success. Table LXXXVI shows that 46, or 47.4 per cent, stressed this characteristic.

TABLE LXXXVI
RESISTING THE INFLUENCE OF FLATTERY

Scale	Number	Per Cent
A	46	47.4
B	28	28.9
C	16	16.5
D	7	7.2
Total	97	100.0

Trends often move in a spiral pattern, not always in an evident linear direction. "Patterns are repeated over and over, each time in a slightly different circumstance. Experiences that appear to be circular in the short run may be moving in a clear direction in the long run" (14, p. 18). The discernment of trends is one of the accepted steps toward an understanding of the inner workings of any profession. Table LXXXVII indicates that a large majority of the administrators, 76, or 78.3 per cent, perceived a current knowledge of trends to be always essential. Another 16, or 16.5 per cent, indicated that keeping informed was sometimes necessary.

The subject of Table LXXXVIII pinpoints one of the biggest problems for women administrators and executives in all areas of work. The female leader is in a dual conflict situation. Accommodative leadership patterns, which may be congruent with her personality, subject her to the criticism

TABLE LXXXVII
KEEPING ABREAST OF DEVELOPMENTS
AND TRENDS IN EDUCATION

Scale	Number	Per Cent
A	76	78.3
B	16	16.5
C	5	5.2
D	0	0
Total	97	100.0

TABLE LXXXVIII
BEING DEMOCRATIC WITH THE WILL TO BE
AUTOCRATIC WHEN NECESSARY

Scale	Number	Per Cent
A	69	79.2
B	21	21.6
C	7	7.2
D	0	0
Total	97	100.0

of being too intuitive and passive. Autocratic leadership can indicate loss of femininity. "As one becomes more successful one has to be more assertive, but being assertive does not mean being hostile" (11, p. 52). Some women, like some men, unsure about effective management style, may

attempt to model a highly authoritarian style that seems to show they are "in charge" but results in alienating subordinates (6). A majority of the women, 69, or 71.2 per cent, perceived the democratic-autocratic balance as always essential, while 21, or 21.6 per cent, saw it as sometimes necessary.

A positive rating was given to the quality of confidence in working on an equal basis with men. Table LXXXIX shows that 83, or 85.6 per cent, of the administrators said that this quality was always essential. "What is most important is that talent be recognized, opportunities be provided on an equal basis, and that women and men be given reasonable support and encouragement by the teaching and learning professions" (6, p. 585).

TABLE LXXXIX

BEING CONFIDENT IN WORKING ON AN
EQUAL BASIS WITH MEN

Scale	Number	Per Cent
A	83	85.6
B	10	10.3
C	4	4.1
D	0	0
Total	97	100.0

Table XC reveals another affirmative endorsement. Being secure without using feminine subtleties was perceived to be always essential by 84, or 86.6 per cent, of the women.

TABLE XC
BEING SECURE AS A FEMALE WITHOUT USING
FEMININE WILES TO GET RESULTS

Scale	Number	Per Cent
A	84	86.6
B	11	11.3
C	2	2.1
D	0	0
Total	97	100.0

More than half of the administrators viewed emotional detachment as very important. Table XCI reveals that 53, or

TABLE XCI
MAINTAINING EMOTIONAL DETACHMENT FROM WORK

Scale	Number	Per Cent
A	53	54.6
B	27	27.8
C	12	12.4
D	5	5.2
Total	97	100.0

54.6 per cent, rated the characteristic as always necessary, while 27, or 27.8, viewed it as sometimes helpful.

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the perceived characteristics and administrative skills of women employed as vocational administrators in the United States.

A questionnaire was developed, and its validity and reliability were verified by a panel of experts. The instrument consisted of a 13-item demographic data sheet and a 6-part, 81-item questionnaire.

Women vocational education administrators were identified from state directories, and the data sheet and questionnaire were sent to each one so identified, a total of 112 administrators. The first mailing was accomplished on August 27, 1979. A second mailing was sent on September 21, 1979. By October 10, 1979, 102 responses, or 91 per cent, had been received. Five returns were deemed not to be valid for use in the study; therefore, the data for the study came from 97 responses, or 87 per cent, of the total number of questionnaires.

The women vocational administrators in the study worked in thirty different states. A regional analysis provided the following statistics: the middle Atlantic states had 1 woman

vocational administrator, or 1.03 per cent, of the total number; New England, 2, or 2.07 per cent, of the total; the midwest, 20, or 20.6 per cent; the west, 21, or 21.6 per cent; the south, 25, or 25.8 per cent; and the southwest, 28, or 28.9 per cent.

Seven research questions formed the basis for the study. These objectives were intended to ascertain professional experience and to determine desirable management skills, human relations techniques, personal characteristics, group skills, factors in background and environment, and other professional characteristics.

The survey revealed that 70.1 per cent of the women were married, 14.5 per cent were single, and 15.4 per cent were divorced or widowed. Ethnic origin showed a small degree of diversity: 90.7 per cent were Anglo, 2.1 per cent were Black, and 7.2 per cent were of other ethnic backgrounds. The over-40 age group comprised 69.1 per cent of the total with 8.2 per cent below age 31 and 22.7 per cent between 31 and 40 years of age. Nearly one-third, 29.9 per cent, of the women had no children and the range spread to 3 women with 5 or 6 children.

Graduate degrees were held by 92.8 per cent, with 9.2 per cent of that total representing doctoral degrees. Vocational education administrative experience of 5 years or less was reflected by 60.8 per cent of the women; only 3.1 per cent showed vocational education experience of 16 or more

years. An equal distribution of vocational teaching experience was indicated: 16 or more years by 23.7 per cent and less than 5 years by 29.9 per cent. In non-vocational teaching experience, 35.1 per cent had 16 or more years, and 16.5 per cent showed 5 years or less.

Extensive participation in professional organizations was indicated as well as the holding of various state, regional, and national offices.

As perceived by the women administrators, important management skills were: organizing tasks effectively, communicating adequately, making decisions and solving problems, using human and educational resources effectively, and evaluating programs and personnel effectively.

The most valuable human relations techniques indicated by the women administrators were: believing in the worth of the individual, listening to others, accepting criticism objectively, and maintaining objectivity in dealings with the staff and the community.

Personal characteristics rated highly were: having integrity, accepting responsibility for decisions, being flexible, demonstrating initiative, and exhibiting self-discipline.

Important group skills were: managing conflict within groups, exercising leadership through influence as opposed to dominance, articulating clearly one's position on issues, and

hearing intent as well as content of groups members' statements.

The women were personally motivated by dedication to the education profession, the desire to improve the curriculum and instruction, the desire for increased responsibility, and the desire for direct input into decision making.

Other professional characteristics rated highly were: being secure as a female, being confident in working on an equal basis with men, keeping abreast of developments and trends in education, and being democratic with the will to be autocratic when necessary.

Questionnaire responses demonstrated no strong women's liberation leanings; there were no evident attempts to discount the abilities or contributions of men in general. The opinions pictured an affirmative view of women and their potential for leadership.

Conclusions

Research for the study and results of the questionnaire responses indicated that women have all of the credentials necessary for administrative success. They are motivated, directed, and purposeful. Women are challenging the basic power relationships, but the women in this study demonstrated positive personal strategies which stand on their own merit without belligerence. While some advances have come because

of a push for equality, others have resulted from a dawning recognition of the justice of role expansion.

Opportunities for women will expand with less trauma if the field of vocational education takes responsibility for helping to sensitize its members to the problems of women, particularly the problems raised by attitudes which denigrate and patronize.

The roles women are supposed to play have shaped a number of syndromes: fear of success, passivity, dependence and denial. These problems have defined the necessity for a new psychology shaped by the needs of women. Opinions of the administrators revealed that competitiveness knows no sex differences, merely goes in different channels, and job performance is an equally suitable outlet for women as well as men. The women in the survey showed an understanding of the skills associated with teamwork, coalition building, and open communication. They further indicated that the ideal woman administrator should cultivate the virtues of the ideal woman: being attuned to others' needs, knowing when to be firm and when to bend, and sharing the process of planning and direction. Women must no longer be perceived as inherently bound to play limited roles. They must be viewed as people serious about their careers--competent, aggressive, and decisive people.

Women are finding that strategy is an important as talent. Historical forces are beginning to disrupt and

and overthrow long-standing patterns which have restrained women and have cost our country an enormous amount of energy. The challenges of the technological age are too great for talented, ambitious women to sit on the sidelines, nursing the talent, but not employing the strategy.

Over 92 per cent of the women administrators had graduate degrees. The commitment to a vocation is likely to be more intense among women who have been willing to pursue supplementary years of education. In addition to the necessary training, women have special qualities to offer to administration: intuitiveness, sensitivity, understanding, fairness, enthusiasm, and fresh new ideas.

In the questionnaire, the only two completely negative responses were interesting patterns of thought. A desire to test the power structure was indicated by only 4.1 per cent of the administrators. A desire to become a role model for women was indicated by only 8.2 per cent of the women. These figures, and the overall implications of the questionnaire, underline the basic humanity of women in administration. They seem to be saying that administrative equity will come when there is nothing less than commitment to the equal value of male and female, of productive environment and organization, and of the instrumental and the expressive.

Recommendations

The following recommendations are based on the results of the study and the experience and knowledge gained by conducting the study.

1. One or both parts of the instrument used in the study might be used to help prospective female administrators appraise their strengths and weaknesses.

2. Educational and vocational education publications should contain more descriptive data on women administrators.

3. Women vocational administrators should form a viable network for the purpose of informing other women concerning possibilities for professional advancement in vocational education.

4. Female students should be given information enabling them to view their whole life span and to set goals for administrative positions if they so desire.

5. State departments of education should recognize discrimination as a problem and should define policies which direct local school districts to establish affirmative action plans.

6. Universities should develop courses which give prospective female administrators an idea about the qualities necessary for vocational administration.

7. Women who hold administrative credentials should press for appointments and, upon appointment, demonstrate

that they have unique contributions to make to vocational administration.

8. Females should be given equal consideration as applicants for administration vacancies in school districts.

9. In their annual conferences the American Vocational Association and state vocational organizations should provide opportunities for speakers and group sessions on the role of women in administration.

10. Regional education service centers should sponsor workshops on administrative opportunities for women in vocational education.

11. The role of the husbands of women administrators in vocational education should be examined in order to determine the extent of support provided and the degree to which that support contributes to their success.

12. A study should be made to determine the responsibility of women administrators in vocational education for curriculum development.

13. Families where both the husband and wife are professional people should be investigated to determine the support afforded one another.

14. A personality characteristic inventory/scale should be developed to assist in the possible selection of women administrators in vocational education.

APPENDICES

APPENDIX A

LETTER TO STATE DIRECTOR



North Texas
State
University

Denton, Texas
76203

Department
of
Education

June 1, 1979
5411 Ellsworth Street
Dallas, Texas 75206

State Director Addressed
Vocational Education

Dear Sir:

Please send me the latest copy of your State Directory of Secondary Vocational Directors and/or Supervisors.

I am conducting a study of the perceived characteristics of women administrators in vocational education in the United States. This study is being researched in cooperation with the College of Education, Department of Occupational-Vocational Education, North Texas State University, where I am a doctoral student. This directory will enable me to contact sources necessary for my research.

Your help will be greatly appreciated.

Sincerely,

(Miss) B. D. McAda

APPENDIX B

SECOND LETTER TO STATE DIRECTOR



North Texas
State
University

Denton, Texas
76203

Department
of
Education

June 22, 1979
5411 Ellsworth Street
Dallas, Texas 75206

State Director Addressed
Vocational Education

Dear Sir:

Recently you were mailed a letter requesting the latest copy of your State Directory of Secondary Vocational Directors and/or Supervisors.

I am still interested in and in need of your directory as I am conducting a study of the characteristics of women administrators in vocational education in the United States. This study is being researched in cooperation with the College of Education, Department of Occupational-Vocational Education, North Texas State University, where I am a doctoral student. This directory will enable me to contact sources necessary for my research.

Again, thank you for your valuable time.

Sincerely,

(Miss) B. D. McAda

APPENDIX C

LETTER TO WOMEN VOCATIONAL
EDUCATION ADMINISTRATORS



North Texas
State
University

Denton, Texas
76203

Department
of
Education

August 27, 1979
5411 Ellsworth Street
Dallas, Texas 75206

Dear Vocational Administrator:

I am making a study of the perceived characteristics of women vocational administrators. This doctoral study is being researched under the direction of Dr. Pat N. McLeod, Professor of Education, North Texas State University, Denton, Texas.

Because you are successful in this area, your experience, opinions and knowledge will be essential to the completion of the study. Please complete the enclosed demographic data sheet and questionnaire and return them in the envelope provided.

As you will note from the questionnaire, the study will involve the following qualities relative to the position of vocational administrator: (1) management skills, (2) human relations techniques, (3) personal characteristics, (4) group skills, and (5) miscellaneous information.

All information will be treated confidentially and impersonally. Any supplementary comments that you desire to make will be greatly appreciated.

Thank you for your valuable time and for your participation in this research study.

Sincerely,

(Miss) B. D. McAda

APPENDIX D

SECOND LETTER TO WOMEN VOCATIONAL
EDUCATION ADMINISTRATORS



North Texas
State
University

Denton, Texas
76203

Department
of
Education

September 21, 1979
5411 Ellsworth Street
Dallas, Texas 75206

Dear Vocational Administrator:

Approximately three weeks ago you were mailed a letter requesting the completion of a demographic data sheet and questionnaire. As of this date I have not received a reply.

I would appreciate your response as soon as possible.

Thank you very much.

Sincerely,

(Miss) B. D. McAda

APPENDIX E

DEMOGRAPHIC DATA SHEET AND QUESTIONNAIRE

12. Number of years of non-vocational teaching experience

- 0-5
- 6-10
- 11-15
- 16 or more

13. Major work experience outside the field of education

- a. _____
- b. _____
- c. _____
- d. _____

INSTRUCTIONS: Please indicate the importance of each of the following administrative skills to the success of a vocational program using the following scale:

- a. Always essential for success
- b. Sometimes essential for success
- c. Helpful, but not essential for success
- d. Not essential for success

Please circle the one answer that best expresses your opinion.

Always
 Sometimes
 Helpful
 Not essential

MANAGEMENT SKILLS

- a b c d 1. Organizing tasks effectively
- a b c d 2. Communicating adequately in written and oral form
- a b c d 3. Formulating and ranking goals within district objectives and budget
- a b c d 4. Developing curriculum based on knowledge of learning theory
- a b c d 5. Making decisions and solving problems
- a b c d 6. Delegating responsibility
- a b c d 7. Using human and educational resources effectively
- a b c d 8. Using knowledge of administrative theory and instructional methodology
- a b c d 9. Applying school law and local school policy
- a b c d 10. Establishing and supervising functional record system
- a b c d 11. Implementing staff development programs and encouraging staff growth
- a b c d 12. Incorporating federally-funded programs into curriculum
- a b c d 13. Sharing leadership through consultation
- a b c d 14. Evaluating programs and personnel objectively

HUMAN RELATIONS TECHNIQUES

- a b c d 1. Listening to others
- a b c d 2. Maintaining objectivity in dealings with staff, instructors, and community
- a b c d 3. Relating to others across various cultural, economic, and educational backgrounds
- a b c d 4. Empathizing with others
- a b c d 5. Accepting diverse points of view
- a b c d 6. Counseling with competence
- a b c d 7. Demonstrating nondefensive posture toward those who do not accept women in leadership roles
- a b c d 8. Meeting stressful, ambiguous situations with confidence, not over-reaction.
- a b c d 9. Believing in worth of individual
- a b c d 10. Accepting criticism objectively

PERSONAL CHARACTERISTICS

- a b c d 1. Demonstrating business-like approach to people
- a b c d 2. Showing friendliness to all
- a b c d 3. Having strong physical constitution
- a b c d 4. Having a dynamic personality

- a b c d 5. Being intelligent and knowledgeable in field
- a b c d 6. Being well-organized
- a b c d 7. Being independent of others in decision-making
- a b c d 8. Having the self-confidence to take risks
- a b c d 9. Being patient
- a b c d 10. Exhibiting good taste in speech
- a b c d 11. Demonstrating sense of humor
- a b c d 12. Having ambition for upward mobility
- a b c d 13. Having the ego strength to admit failure and frustration
- a b c d 14. Having a pleasant speaking voice
- a b c d 15. Being industrious
- a b c d 16. Demonstrating initiative
- a b c d 17. Exhibiting self-discipline
- a b c d 18. Being cooperative as a group member
- a b c d 19. Having integrity
- a b c d 20. Being flexible
- a b c d 21. Understanding one's own strengths and deficiencies
- a b c d 22. Demonstrating positive, optimistic attitude
- a b c d 23. Accepting responsibility for decisions

GROUP SKILLS

- a b c d 1. Articulating one's position on issues
- a b c d 2. Facilitating total group participation
- a b c d 3. Following as well as leading in a group
- a b c d 4. Exercising leadership through influence as opposed to dominance
- a b c d 5. Understanding and using principles of group dynamics in small or large groups
- a b c d 6. Grouping for instruction
- a b c d 7. Summarizing group contributions
- a b c d 8. Hearing intent as well as content of group members' statements
- a b c d 9. Sharing responsibilities within groups
- a b c d 10. Managing conflict within groups

PERSONAL MOTIVATION

- a b c d 1. The need to aid others
- a b c d 2. Support and encouragement of those important to her
- a b c d 3. Desire for the title and salary commensurate with work being performed
- a b c d 4. A family who views careers for females as important
- a b c d 5. Desire for increased responsibility
- a b c d 6. Desire to compete in male dominated field
- a b c d 7. Desire to become role model for women
- a b c d 8. Desire for upward mobility in career field
- a b c d 9. Successful leadership roles in organizations
- a b c d 10. Desire for direct input into decision-making
- a b c d 11. Desire to test power structure
- a b c d 12. Desire to improve curriculum and instruction
- a b c d 13. Dedication to the education profession

- a b c d 14. Opportunity for administrative advancement
- a b c d 15. Continuous and successful autonomy early in life

OTHER PROFESSIONAL CHARACTERISTICS

- a b c d 1. Having practical business skills
- a b c d 2. Relating social and political climate to education
- a b c d 3. Providing an environment to encourage change
- a b c d 4. Resisting the influence of flattery
- a b c d 5. Keeping abreast of developments and trends in education
- a b c d 6. Being democratic with the will to be autocratic when necessary
- a b c d 7. Being confident in working on an equal basis with men
- a b c d 8. Being secure as a female without using feminine wiles to get results
- a b c d 9. Maintaining emotional detachment from work

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