A STUDY ON THE ASPIRATIONS OF WOMEN TEACHERS TO BECOME SCHOOL ADMINISTRATORS

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

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Denton, Texas

August, 1979

The problem with which this study is concerned is that of the gross underrepresentation of females in educational administrative positions.

The Delphi Technique was used in collecting data from sixty-four women teachers who were graduate students at North Texas State University. Three rounds of questionnaires were used.

Answers to the following questions were sought. (1) What are the reasons there are not more female administrators in education? (2) What are the reasons that more female educators do not aspire to become administrators? (3) What are effective means by which capable female educators can be encouraged to qualify themselves for positions in educational administration?

Data were analyzed by means of a median and an inter-quartile range computed for each statement.

Chapter I is an introduction, including background and statement of the problem, significance of the study, and assumptions.

Chapter II is a review of related literature, discussing percentages of women in administration, decline of women in
administration, research studies comparing men and women administrators, reasons why women are not administrators, and selected research on women in administration.

Chapter III is the methods and procedures of the study including the Delphi technique, research procedure, and characteristics of panel members.

Chapter IV is presentation of data including procedures, presentation of findings by area and intervals of importance, and consensus.

Chapter V is a summary of findings, conclusions, and recommendations.

Findings showed that the participants perceived that administrators are drawn from a predominantly male candidate pool and that women are not encouraged to compete for administrative jobs by their school district administrators. Most effective means for encouraging women to become administrators were encouragement by various people who have personal contact with the teacher, provision of role models, awareness of opportunities through on-the-job work, appointment of women to legitimate rather than token administrative positions, provision of financial encouragement, and administrative internship programs.

Conclusions included (1) Women teachers do not perceive that women have chosen administration as a career field to the extent that men have. (2) Women teachers do not perceive women as lacking in ability to become administrators.
(3) People who have personal contact with a woman teacher can greatly influence her. (4) Most of the reasons given why women are not and do not aspire to be administrators were not determined to be of great impact when considered individually in this study.

Recommendations given were the following: (1) School districts should be made aware of the factors defined as effective means for encouraging women to pursue administrative careers. (2) Some of the means indicated in this study should be implemented to bring more women into the candidate pool. (3) Colleges should consider the findings of this study when developing and implementing programs in educational administration. (4) School districts should understand the value of personal encouragement by those people who have personal contact with the teacher. (5) School districts should give more attention to training and promoting from within the district. (6) Internship programs should be established by school districts. (7) Financial help to attain administrative certification should be available. (8) Capable women teachers should be directed into on-the-job leadership roles in the schools. (9) School districts should take positive steps to insure equal opportunity to women seeking administrative positions.
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CHAPTER I

INTRODUCTION

Hooks reports that education has ranked as one of the leading five occupations for women in the United States since the beginning of published census reports on the number of women in various occupations in 1870. However, men dominate the administration of this predominantly women's occupation. Females comprised 83.3 percent of the elementary school teachers and 45.7 percent of secondary school teachers in 1974. In that same year, women held only 12.7 percent of the principalships in the United States and 19.5 percent of the assistant principalships. These statistics demonstrate that women are not represented proportionately in educational administration. This fact may be due to many different factors, such as women not being interested in administrative positions, discriminatory practices, women not being suited to administration, or women feeling that administration is a man's role.


Not only are women not represented proportionately with men in administration, but Sadker and Sadker report that, during the past fifty years, the percentage of women educational administrators at the elementary level has decreased. Women held 55 percent of elementary school principal positions in 1928, 40 percent of these positions in 1966, but only 22 percent of these positions in 1971. This may be due to some factor such as consolidation of school districts or elimination of very small schools. Regardless of the reason, it is obvious that women were not able to maintain as much representation in elementary principalships as in earlier years.

A national survey reports the decline of women in high school principalships. Some 10 percent of all high school principals were women in 1965, whereas, in 1977, only 7 percent were women. These statistics include parochial and private schools, where most of the high school women principals were located in 1977.

Taylor's doctoral research reported that, when the variables, sex, age, type of past position, length of experience, size of school district or background were taken into consideration in studying the selection of a candidate for

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principal or superintendent by superintendents and school board members, the only variable that was significant in the hiring process was the sex of the candidate. Males were preferred over females. Taylor's research suggested no reasons for this bias. However, she did discover that no written policy, and very few "unwritten" policies, existed which precluded the appointment of women. In half the school systems included in her study, women were encouraged to apply for and prepare professionally for administrative positions.\(^5\)

Research studies, such as the Florida Leadership Project, do not show men to be superior to women in performance on the job. The Florida Leadership Project found that women ranked ahead of men as democratic principals and used more effective administrative practices.\(^6\)

A revolution in family patterns has been taking place in the second half of the twentieth century in the United States. Mechanization, legislation, increased social acceptance of working mothers, and increased availability of day care centers have given women increased freedom of choice of employment.


\(^6\)Hulda Grobman and Kimball Wiles, "Principals as Leaders," Nation's Schools, 56 (October, 1955) 75-77.
Women are being challenged to strive for optimal fulfillment of their intellectual, social and artistic skills. However, Palmieri and Shakeshaft, reporting on a convention of the National Association of Independent Schools, state that the new family symmetry and the new female-liberating social trends of recent years have not been translated into more career opportunities in educational administration for women.

Personnel planners who are interested in utilizing capable women educators in educational administration should know how these women educators view their chances for success in becoming school administrators. What do the women educators feel are the reasons there are not more women administrators in education? What do they consider the reasons why many women do not aspire to become administrators? What do they consider effective means for encouraging capable women to become qualified for administrative positions? Answers to these questions can give insights into the feelings of the pool of women from which women educational administrators would be expected to come, that is, the women who must aspire to administrative positions and qualify for them before they can apply or

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attempt to gain the position. Answers to these questions will help educators, administrators, boards of education and others to understand whether women teachers feel that administration is a closed door for them. The data will indicate whether or not women teachers consider administration as a career path with so few openings as to make it pointless for them to give time and effort attempting to enter administration. For those who wish to work with women educators, knowledge of their views can be helpful in planning personnel recruitment and development programs, helping men administrators understand and relate to women educators, and in any other situation where the feelings of women educators should be considered.

Background and Statement of the Problem

The problem was the gross underrepresentation of females in educational administrative positions. This problem was national as well as state and local in scope. The problem was a societal and school problem.

In order to increase the number of women school administrators, women must aspire to become school administrators, qualify themselves for the positions, apply for, and gain the positions. Journals are filled with reasons why women teachers do not aspire to become school administrators. These reasons include statements such as, women viewing administration as a man's role, women feeling family responsibilities were not

\[^{9}\] For examples, see pp. 21-28 of this study.
consistent with administrative duties, and women finding it difficult to attend classes to attain administrative certification. However, the reasons given are speculative and only expressions of opinion, rather than research-based reasons.

In order to counsel, direct or guide capable women teachers to consider administrative careers, a person should find out from the women teachers themselves, the women who had chosen education as their vocation, (1) why women were not and are not becoming or aspiring to become administrators, and (2) how the situation might be changed.

Therefore, the purposes of this study are to answer the following questions.

1. What are the reasons there are not more female administrators in education?

2. What are the reasons that more female educators do not aspire to become administrators?

3. What are effective means by which capable female educators can be encouraged to qualify themselves for positions in educational administration?

Significance of the Study

School districts wishing to increase their numbers of qualified women applicants for administrative positions should be able to use the results of this study to plan means by which to encourage capable women to become qualified for educational administration. Universities and schools educating
school personnel should be able to use the results of this study to inform school personnel of factors affecting the career choices of women within education, and to develop relevant course material to insure that potential barriers prohibiting upward mobility of women with regard to school administration can be understood. This study should provide women with an impetus for self-evaluation and consideration of educational administration as a goal.

Women's rights legislation has become a most significant factor in contemporary politics and social structure. Legislation has sought to eradicate discrimination in all levels of education—from kindergarten through graduate school. Title IX, of the Education Amendments of 1972, states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." Compliance with Title IX is enforced by actions initiated through federal funding agencies. In addition to the emphasis provided by Title IX, Title VII, of the Civil Rights Act of 1964, prohibits discriminatory employment practices. The Equal Employment Opportunities Commission hears and monitors complaints against employers on grounds of discrimination based on race, color,

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religion, national origin and sex. Executive Orders 11246 and 11375 and Revised Order No. 4, as well as the Women's Education Equity Act of 1974, were designed also to curtail employment discrimination. This study should help employers in their implementation of Title IX.

Assumptions

The following assumptions were made for the purpose of this research.

1. Women teachers will be able to identify reasons that relate to why there are not more women administrators in education, why more women do not aspire to become administrators, and what means would be effective to encourage capable women to qualify themselves for educational administration.

2. The factors identified by the panel will be generalizable beyond the northeast Texas geographical location from which panel members were drawn.

—Ibid.
CHAPTER II

REVIEW OF RELATED LITERATURE

Extensive search of the related literature was conducted utilizing a computer search of the ERIC files, and review of Education Index, Dissertation Abstracts, Psychological Abstracts, books and journals, and information from government agencies, such as the Division of Information Analysis of the Texas Education Agency.

This review covers briefly some of the information on the percentages of women in administrative positions in education, the decline of women in administration, research studies that compare men and women in these positions, speculative reasons why women are not administrators, and research studies on women as school administrators.

Percentages of Women in Administration

In the leadership positions of education, women do not appear in very large numbers proportionate to men. This fact may be indicative of promotional policies prohibiting the upward mobility of women or may be due to factors that have not even been studied yet.

According to statistics collected by the U. S. National Center for Education Statistics, 83.3 percent of elementary
teachers and 45.7 percent of secondary teachers in 1974 were female. However, only 12.7 percent of the principals and 19.5 percent of the assistant principals were female.¹

The 1970-71 National Education Association data quoted by Meskin showed women held 38 percent of administrative positions for pupil personnel services, 46 percent for instructional and supervisory areas and 48 percent for "general administration." In positions of higher responsibility, women held only 15 percent of positions for administrative assistant to superintendents, and .6 percent of positions for superintendents.²

In Texas, as of October, 1976, women held 14 percent of the total principal positions. Women held 20 percent of the elementary principal positions, 3 percent of the junior high principal positions, and 1.8 percent of the senior high principal positions. Fourteen percent of the total assistant principal positions were held by women.³

Decline of Women in Administration

Not only do women not hold as many administrative positions as instructional positions but, of potentially greater concern,


³Texas Education Agency, Professional Personnel by Sex and Ethnicity, Division of Information Analysis, Austin, Texas, October, 1976.
documented evidence exists that there has been a decline in the representation of women in educational administration. Writers have reported on these statistics.

Barter wrote that American women served in many capacities during World War II that they had previously been barred from and, after the war, they continued to hold these jobs. The number of women holding executive positions has steadily grown, but within education the pattern has been the opposite. The percentage of women in school administrative positions has declined. The practice of inducing men to become elementary school teachers with the understanding that they will be promoted to administration rapidly will bring more decline of women in educational administration. Some school districts strongly weigh opportunities for advancement to administration in favor of the men.

Krohn reports that only ninety women superintendents were found in 1971 out of fourteen thousand in the United States. Only two of the big cities--Washington, D. C., and Wichita, Kansas--had women chief executives in 1974. Clarke and


\[5\] Ibid.

others found only 65 superintendencies to be held by women out of 13,037 in 1975.\textsuperscript{7}

Palmieri and Shakeshaft reported that, in 1928, 55 percent of elementary principals were women, down to 40 percent in 1966, reduced to 22 percent in 1971. In 1951, 12 percent of junior high principals were women but, by 1967, the number had decreased to 4 percent. In 1951, women accounted for 6 percent of the senior high principals but, by 1957, only accounted for four percent.\textsuperscript{8}

Barnes reported on a recent study made by the Los Angeles Association of Secondary School Administrators. The number of women principals and deputy superintendents dropped from 249 to 182 from 1967-68 to 1973-74. Elementary women principals went down from 213 to 153. Secondary women principals dropped from 16 to 13. The number of women in central and district offices who held jobs of administrative consultant or above dropped from 20 to 16.\textsuperscript{9}

One can only speculate on the reasons for the decline of women administrators. The reasons may be as innocent as a major change in the structure of school districts or the

\textsuperscript{7}Eunice A. Clarke and others, Women in Administrative Positions in Public Education, Philadelphia, Recruitment Leadership and Training Institute, Temple University, 1974.


elimination of one-room schoolhouses. The reasons may be linked to promotional practices, or greater effort on the part of males to seek administrative positions, or women not wanting these positions or not qualifying themselves for one reason or another.

Research Studies Comparing Men and Women Administrators

Many studies have been devoted to comparing males and females on the job to determine whether sex has anything to do with handling the job. The studies have been part of large projects investigating school leadership and have been topics of dissertations.

The Florida Leadership Project, which was begun in 1952, and included studies by Wiles and Grobman and later by Hines and Grobman, was one of the first important studies pertaining to women's administrative performance in education. This study involved high school as well as elementary school principals. A checklist of fifty-five key situations which school principals frequently encounter was used by Grobman and Wiles to identify principals as autocratic, democratic, or laissez-faire. Women ranked significantly ahead of men as democratic principals.10 Hines and Grobman used a Principal Behavior Checklist composed of 86 situations which a principal might encounter within his work routine. The checklist provided for eight

10Hulda Grobman and Kimball Wiles, "Principals as Leaders," *Nation's Schools*, 56 (October, 1955), 75-77.
answer options for each situation. A group of 80 principals answered the checklist. Hines and Grobman concluded that women tended to use democratic practices 22 percent more often and used more effective administrative practices 18 percent more often than men. When parents rated principals, women principals were generally rated much higher in terms of parental approval of the schools, learning outcomes, activities, and approval of the principal in general. Women principals were also rated higher in terms of parents' approval of discipline, student morale, teacher morale, and the frequency with which teachers in their school used desirable practices. No difference was found between schools run by men and women in pupil achievement in mathematics, reading or language. However, Grobman and Hines reported that school boards preferred to hire men as principals and concluded that board members seem to assume that men are better principals simply because they are men.

Barter performed a study in 1959 at the University of Michigan. She sent questionnaires to all men elementary teachers and to one-fourth of the women elementary teachers of a particular Michigan county. She administered attitude scales,


preference tests, and questions on interest or lack of interest in the principalship as a career. Men and women teachers rated men and women principals as equal in both abilities and personal qualities. The majority of women teachers had favorable attitudes toward working under women principals, while only 19 percent of the men did, but those men who had experience teaching under women principals had a more positive view toward them than those who had none. Barter felt that women needed to be stimulated to seek the elementary school principalship.\(^{13}\)

In 1962, Hemphill, Griffiths, and Fredericksen published a study using 232 elementary principals (137 men and 95 women). The principals gave responses to in-basket items and took tests of ability, interests and personality. Opinions of teachers and superiors of these principals were collected. The authors concluded that the practice of regularly appointing men to the elementary school principalship rather than women was not justified.\(^{14}\) The factor analysis on the in-basket tasks showed women exceeded men in the dimensions labeled in the survey as "Exchanging Information," "Maintaining Organizational Relationships," and "Responding to Outsiders." Men excelled in

\(^{13}\)Alice S. Barter, "The Status of Women in School Administration-Where Will They Go from Here?," Educational Horizons, 37 (1959), 72-75.

categories labeled "Complying with Suggestions Made by Others," and "Analyzing the Situation." Teachers then rated these categories. The teachers rated as more valuable for the job of principal the categories in which women principals excelled.\textsuperscript{15} The other tests given showed women to be more concerned with the objectives of teaching, pupil participation, the evaluation of learning, and more able to give instructional leadership in the school than men.\textsuperscript{16} In evaluating elementary school principal performance, teachers and superiors were generally positive toward women principals and somewhat negative toward men principals.\textsuperscript{17}

In 1964, Gross and Trask presented a detailed study which was a subinvestigation of the larger National Principalship Study begun at Harvard University in 1959 under Gross. The survey dealt with principals in 41 cities with populations of 50,000 or more. Data were collected through a "Personal and Background Questionnaire," a "Role Questionnaire," and a personal interview. Teachers in each school and immediate supervisors also answered a questionnaire. There were 189 principals in the Gross and Trask study, 91 women and 98 men. The findings of the study "undercut the arguments

\textsuperscript{15} \textit{Ibid.}, p. 333.

\textsuperscript{16} \textit{Ibid.}, p. 334.

\textsuperscript{17} \textit{Ibid.}, p. 333.
generally used to support the male preference policy in selecting elementary school principals.\textsuperscript{18} Gross and Trask concluded that women principals produce more professional performances from the teachers than men; schools run by women principals produce more capable students; and sex of the principal does not relate to the morale of their teachers.\textsuperscript{19} 

Another substudy of the National Principalship Study was that of Gross and Herriott in 1965. A special behavior called "Executive Professional Leadership," which was related to organizational characteristics, was measured by a form of Guttman scaling based on responses of teacher-informants to eighteen questions dealing with specific principal behavior. Gross and Herriott surveyed 175 elementary principals in forty cities. Gross and Herriott found that the mean scores for men and women principals were identical.\textsuperscript{20} Erickson, in reviewing the Gross and Herriott study, questions that the study has face validity or that it is measuring leadership; he suggests that the measure is more a reflection of teacher affect and faculty attitude toward principals rather than an indicator of a particular principal's leadership.\textsuperscript{21}


\textsuperscript{19}Ibid.

\textsuperscript{20}Neal Gross and Robert E. Herriott, Staff Leadership in the Public Schools--A Sociological Inquiry, New York, John Wiley and Sons, Inc., 1965.

Milanovich questioned graduate students on the issue of female principals versus male principals. A majority of these students indicated a preference for male principals. The students felt that male principals were more democratic, more sympathetic and understanding, more relaxed, and more permissive.22

Women principals are older and more experienced as reported by Seawell and Canady.23 Hoyle and Randall found that approximately 67 percent of the male elementary school principals in their study had less than six years of elementary classroom experience, whereas 88 percent of the female elementary school principals had six or more years of elementary school teaching.24

Hoyle conducted a study to compare the manner in which male and female principals make decisions or solve problems. He administered the Problem Attack Behavior Inventory to 30 Texas school faculties, of which 21 worked with male administrators and 9 worked with female administrators. The variables studied were problem recognition behavior, problem

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23William H. Seawell and Robert Lynn Canady, "Where Have All the Women Gone?," National Elementary Principal, 43 (May/June, 1974), 46-47.

analysis behavior, group participation behavior, administrator action behavior, and administrator evaluation behavior. Hoyle concluded that teachers described female administrators as recognizing problem behavior (Problem-Recognition Behavior) and as reviewing the results of action (Administrator Evaluation Behavior) significantly more often than did male administrators. Differences were not significant on the evaluation of Problem-Analysis Behavior, Group-Participation Behavior, or Administrator-Action Behavior.\(^25\)

Morsink, in a 1968 study of secondary school principals in Michigan, found that male principals showed greater tolerance of freedom in their staff. Women principals, however, spoke and acted more often as representatives of the group, were more persuasive in argument, gave more emphasis to production and maintained more cordial relations with their superiors than did men principals. Morsink used the Leader Behavior Description Questionnaire with a sampling of faculty members of fifteen female and fifteen male principals.\(^26\)

Longstreth, in 1973, conducted a study to determine if significant differences existed in reported perceptions between Florida male and female secondary principals. The


Leader Behavior Description Questionnaire was used with seventeen female and twenty male principals selected randomly. Sex was found not to be a significant factor in nine dimensions of leader behavior but may be a factor in three dimensions. The conclusion was that little justification could be awarded to the belief that females behaved differently than males as leaders.27

In 1974, Kobayashi compared the organizational climate of schools administered by female and male elementary school principals. A random selection of fifteen staffs working with female principals and fifteen staffs working with male principals comprised the sample. The Organizational Climate Description Questionnaire developed by Halpin and Croft was used.28

Van Meir investigated the suitability of men and women for leadership positions. He used the Leader Behavior Description Questionnaire to collect data from the staffs of ten female and fifteen male principals of elementary schools.


The teachers rated female elementary school principals more highly than the male principals on composite behavior and on all twelve leader behavior dimensions. Researchers have concluded that women function effectively as school principals. The comparisons of women with men indicated no marked deficiencies of women in leadership behavior. Deficiencies in leadership, then, is not the reason for the low number of women in administration.

Reasons Why Women Are Not Administrators

Despite all the research evidence that shows women to be as effective as men in administrative positions and despite the fact that there are more women in education, not many women become administrators compared with men. Many writers have speculated on the reasons for this. The literature shows the reasons given to be varied. For example, a discriminatory social order that awards males with the administrative and policymaking posts is mentioned in one way or another by many authors. Society has dictated a role for women that discriminates against them in the push for administrative

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positions, and women accept this role. Women do not have the desire to go into administration. Women have a feeling of inferiority to men as administrators. Women cannot handle


the job. Women have home responsibilities as wives and/or mothers which interfere with career advancement and/or administrative duties. Women are content with short term career goals. Women lack the financial incentive and don't have to work. Women in administration are taking away jobs men need. Women are passive and want to avoid conflict. Women will not "seek" promotion. Women do not want

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40 Zakrajsek, "Obtaining a Principalship," p. 95.
responsibility. Women are physically weaker than men and can't discipline violent boys. Women are too emotional. Women have career interruptions and take more sick leave. Women are more transitory. Men do not want to work for women. Women do not like working for women. Women lack the academic credentials and appropriate graduate education.

Administration of education programs have not sought to recruit

41 Zakrajsek, "Obtaining a Principalship," p. 95.
42 Smith, "Women Administrators," p. 100.
43 Cavender, "Women in Administration?," p. 91.
While the GI Bill aided men to prepare for administration, there was no aid for women that compared. There is a lack of guidance for girls toward administrative careers. There are very few administrative role models for girls. Boys need a male image. The women who are in administration are only there as a "token" of men's good faith. Few teachers really care to leave teaching for administration. Administration is too isolated a climate for women. The male fraternity does not welcome her. There is no "old girls"

59 Cavender, "Women in Administration?," pp. 90-94.
club parallel to the "old boys" clubs to help females advance. The men must be promoted to keep them in education. Women can advance if they work harder. Women will not aspire to advance unless the men in their lives are willing. All of these reasons are stated in the literature, but the authors usually follow them with discussions that show these to be myths or poor reasons.

La Barthe in 1974 sent 218 women administrators and supervisors in southern California a questionnaire asking for a description of two recent incidents (1) one that made the respondent feel exceptionally good about her position as a woman administrator, and (2) one that made the respondent feel bad about her position as a woman administrator. These written responses regarding satisfying and dissatisfying factors were coded into seventeen categories modified from the Herzberg technique. Status was ranked as the most powerful positive motivator by the respondents, while lack of status was the number one negative motivator. Recognition and Achievement were the number two and three positive motivators for the women administrators whereas Interpersonal Relations

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61 Barter, "The Status of Women," p. 40; Coursen, "Women and Minorities."


with Peers and Interpersonal Relations with Superiors were the number two and three dissatisfiers. The fact that Status was revealed to be such an important motivator indicated that women were extremely sensitive regarding their roles in positions usually considered men-dominated. District policies concerning personnel matters and decision-making processes are not perceived or accepted by women administrators and supervisors as being fair and impartial to women according to this study. 64

Brown used the Delphi technique in 1977 to study factors related to women seeking educational administrative positions by using a panel of eighty female administrators from six large school districts in Texas. She asked the panel members: (1) what leadership skills were needed by women administrators, (2) their perceptions of what factors in the background and environment of a woman relate to her seeking administrative positions in education, (3) why the decline of women in educational leadership. The top ranked reasons the study found for the decline of women administrators were: (1) number of men seeking educational leadership positions increasing as salaries increase, (2) administrative role still seen as

man's role by society, (3) educational institutions' failure to direct women toward leadership roles. 65

All of the speculative reasons stated are possibilities. The LaBarthe and Brown studies do ask women administrators about their perceptions. Women teachers themselves need to be studied as to their perceptions concerning the reasons why women teachers don't enter educational administration and what can be done to encourage the women to consider administration as a goal.

Selected Research on Women in Administration

Newspapers, magazines, and books have been exploring the topic of "women's lib," the new feminism, the independent women, the crisis in woman's identity quite a lot in the past decade. This literature tells of new attitudes which might change traditional ones. These attitudes could affect views concerning women in administrative positions in the public schools. There have been several doctoral dissertations during this time span which have studied the attitudes of various groups toward women in school administration.

Krause investigated the attitudes of teachers in New Jersey toward women secondary school principals. A Thurstone

type attitude scale was given to 184 teachers in twenty
secondary schools. Forty of the teachers were also inter-
viewed. Among the conclusions of this study were the fol-
lowing:

1. The attitudes of women teachers were favorable
toward women secondary school principals, whereas the atti-
tudes of men was neutral.

2. Teachers agreed with the statements more as the
degree of favor the statement expressed toward a woman
secondary school principal increased.

3. Teachers had a general concern that women principals
in secondary schools may have difficulty maintaining good
discipline among students.

4. Teachers showed concern that a woman principal's per-
formance would be hindered by social traditions and personal
traits of women, but they were relatively unconcerned about
home responsibilities hindering a woman principal's work.66

Jenkins studied attitudes toward women as elementary
school principals by giving an attitude scale to eighty
teachers and a questionnaire to thirty-seven chief school
administrators. Findings included the following.

1. All teachers had favorable attitudes toward women
elementary school principals. Women showed slightly more
favor than men.

66 John L. Krause, "A Study of Teacher Attitudes toward
Their Women Secondary School Principals in New Jersey," un-
published Ed.D. dissertation, Temple University, Philadelphia,
Pa., 1964.
2. The teachers' attitudes were especially favorable toward elementary school women principals in the areas of dedication to the profession and administrative skills.

3. The chief school administrators responded that they generally encourage women with leadership potential to prepare for the elementary school principalship and they will recommend capable women to boards of education for appointment.  

Warwick studied attitudes toward women in administration relating to curricular implementation and change. This investigation was a project of the United States Office of Education. The Attitude Research Instrument developed by Ringness, a Background Data Questionnaire and Curriculum Implementation Index were used to study a population composed of six school systems in the State of Wisconsin. The number of respondents was 182, eighty-five teachers and eighty-seven administrators. The answers from the Background Data Questionnaire were tabulated with no degrees of significance figured. Results of the study showed the following.

1. Women teachers and administrators expressed more favorable attitudes toward women in administrative positions.

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than men, although male attitudes were classified as neutral to favorable. Warwick stated that women's very favorable attitudes may be indications of a desire to speak up for women as far as selection for administrative jobs is concerned; men's less favorable attitudes may be indications of feelings of defensiveness or superiority and a desire to avoid competition with women for the administrative positions available.

2. Older and more experienced personnel showed more favorable attitudes toward women in administrative positions.

3. Professional personnel with no children had more favorable attitudes towards women in administrative positions than administrators having five to nine children.

4. No clear pattern concerning levels of professional preparation emerged for male respondents as shown by their attitudes towards women in administrative positions.

5. There was little difference in mean ART scores when analyzing recency of study for respondents since 151 of the 182 subjects reported being in college credit courses during the last five years before the study.

6. Administrators with a female immediate superior possessed more favorable attitudes towards women in administrative positions.

7. A majority of teachers stated that women were not encouraged to apply or prepare themselves for administrative positions. A majority of administrators stated that women
were encouraged to apply and prepare themselves for administrative positions.

8. The vast majority of teachers and administrators stated that if both had equal qualifications a man would be selected in preference to a woman for an administrative position in their school systems.

9. The favorable attitudes of female personnel toward women in administrative positions shows disfavor to the myth that women do not wish to work with a female administrator. Cobbley studied the attitudes and opportunities for women as elementary school principals in six western states. Positive attitudes existed toward women to successfully operate a school and to successfully handle difficult problems without the loss of femininity. Negative attitudes existed among women principals and teachers in that they believed a bias existed in favor of men regarding the opportunities for a principalship. However, all school districts reported equal opportunity for appointment to the principalship regardless of sex. Since less than 5 per cent of the women teachers in the sample indicated an interest in becoming a school administrator, Cobbley concluded that, while a lack of motivation was clearly demonstrated, the

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exact reasons for that lack really could not be determined.  

Taylor used the Attitude Research Instrument developed by Ringness and five opinion questions adapted from the Background Data Questionnaire of Warwick in 1971 to assess the attitudes given by eighty-four superintendents and 321 school board members in Connecticut toward the employment and effectiveness of women as public school administrators. One way analysis of variance was used to analyze the data. Conclusions drawn included the following.

1. Female school board members showed favorable attitudes toward women in administrative positions, whereas male superintendents and school board members showed attitudes somewhere between neutral and favorable toward women in administrative positions. (There were no female superintendents.)

2. No significant difference existed in attitudes of respondents because of type of position held, age, length of experience as a superintendent or school board member, size of school district, or academic level attained.

3. In approximately half the school systems included in the study women were encouraged to apply for administrative positions.

4. In a choice between two candidates a man would be chosen in preference to a woman.

5. Women were not likely to be appointed as superintendents or secondary school principals; they were more likely to be appointed as central office supervisors, assistant secondary principals, elementary principals, or assistant elementary principals.

6. Attitudes of male school board members who have worked for a female administrator were more favorable than attitudes of those who have not worked for a female administrator.

In 1973 Timmons used the Attitude Research Instrument developed by Ringness and an accompanying questionnaire which gathered biographical data, determined the aspirations of teachers for administrative positions, and determined opinions of participants concerning the opportunities for women in school administration. His purpose was to determine attitudes of teachers toward women school administrators and the aspirations of women teachers for administrative positions. He administered the instruments to a sample of 500 public school teachers in Indiana and received 312 usable instruments. Women teachers were found to have more favorable attitudes

toward women school administrators than did men teachers. No significant differences were associated with age, years of experience in education, level of education, level of position, having worked for a woman administrator, having held an administrative position, and aspirations for an administrative position. The vast number of teachers indicated that they thought that a man would be selected over a woman for an administrative position in their districts. A large number of teachers feel that no realistic possibility exists of a woman being appointed to an administrative position because of prejudice in hiring practices; therefore, no reason exists for a woman to make the effort to prepare herself for an administrative position.71

These studies investigated attitudes toward women administrators. Females showed more favorable attitudes towards women in administrative positions, but males never showed unfavorable attitudes. Groups who had worked for a female were generally more favorable to women administrators than groups who had not. Discriminatory policies were never reported against women, and administrators reported that women were encouraged to apply for administrative positions, but the respondents in the studies repeatedly felt that a

man would be selected in preference to a woman if both had equal qualifications.

Summary

The literature and research studies that are most related to aspects of women in school administrative positions were reviewed. Although women are greatly in the majority at the instructional level of education, their numbers are not proportionate with that of men at the administrative level. In fact, a decline in the number of women has been found in educational administration, especially at the superintendent and principal levels. This decline has continued during a period when women are increasing and climbing to higher levels in other business and professional occupations, and when a revolution in family patterns has been freeing women to strive for greater fulfillment of their skills in the business world.

Studies comparing male and female administrators show that no significant differences between the abilities of male and female administrators have been found which might justify women's low representation in leadership positions. The studies show women to be competent as principals. Therefore, lack of ability is not a reason for the decline of women in the principalship.

Many reasons have been proposed for the lack of women in administrative positions, but these reasons are for the
most part speculative on the part of writers dealing with
women in educational administration. The reasons deal with
such things as woman's traditional role in society, women's
view of their own status, discrimination in advancement pro-
cedures, women's lack of desire for administrative positions,
women's short term career goals, women's lack of financial
incentive, women or men not wanting to work for women, women's
traits such as passivity or emotionalism, the lack of guid-
ance or role models for girls towards administration.
LaBarthe and Brown both did research studies into the area
of reasons women become administrators. LaBarthe found that
the strongest satisfiers for women administrators were Status,
Recognition, and Achievement. Brown found that women ad-
ministrators perceived the number of men seeking educational
leadership positions to be the number one reason for the de-
cline of women in administration with society seeing adminis-
tration as a man's role being the number two reason.
These researchers both used women administrators as their
population and suggested that further study is needed in this
area.

Other research on women in administration includes at-
titudinal studies which might provide leads or pose questions
concerning the low percentage and decline of women in

72LaBarthe, "A Study of the Motivation of Women."

73Brown, "A Delphi Study."
administration. These studies do not show any groups to have unfavorable attitudes toward women administrators; however, groups of women teachers or administrators were more favorable than groups of men teachers or administrators, and respondents who had worked with women administrators were more favorable than those who had not. Respondents felt that district policies did not discriminate against women but that a man would be selected in preference to a woman to fill an administrative position.

The present study intends to examine women teachers enrolled as graduate students to ascertain whether or not there are perceived practices within the present educational community which are limiting them from becoming administrators, or whether there is something unique about the way women perceive themselves or administrative positions so that in fact they are not pursuing administrative positions as zealously as men. The literature shows a need to find the true reasons, according to women teachers' perceptions, why women are not becoming administrators and a need to find ways to encourage women into preparing and applying for educational administrative positions.
CHAPTER III

METHODS AND PROCEDURES OF THE STUDY

Delphi Technique

The Rand Corporation has been involved with the problem of using group information most effectively. Dalkey and Helmer in 1953 introduced iteration with controlled feedback, a set of procedures that has been named Delphi. The Delphi procedure has three characteristics: (1) anonymity, (2) controlled feedback, and (3) statistical group response. Anonymity reduces the effect of dominant individuals within the group. Controlled feedback, the method of conducting the procedure in a sequence of rounds between which a summary of the results of the previous round are communicated to the respondents, helps to reduce the individual and group discussions of interest that would take place in discussion groups and get on with the solving of the problem. The statistical group response assures that the opinion of every member of the group is included in the final response and reduces group pressure for conformity.\(^1\)

The Delphi technique as applied to modern research use was developed at the Rand Corporation. Rand has been involved

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in developing policy sciences since it first appeared as a nonprofit corporation in 1948. Olaf Helmer, T. J. Gordon, and Norman Dalkey are generally credited with the development of the Delphi technique. Delphi has spread rapidly in government and industry and more recently in social science and educational research, not only in the USA, but also throughout the world. Over one thousand Delphi studies have appeared in a highly diversified applications literature.

Delphi responded to a deeply felt need for an apparently rational, systematic, easily understood, fast, convenient, and inexpensive method to solicit expert opinion and determine expert consensus in virtually any area of interest. The remarkable growth of this technique in widely disparate fields for many different types of users attests to growing social needs for expert opinion.²

Delphi has been used for a variety of objectives. Many studies involve forecasting specified events. Others generate quantitative estimates such as costs, market demand, or number of users. Other studies are aimed at qualitative evaluations and may involve scales of agreement, disagreement, or preferences among alternatives.

Delphi is used to deal with value judgments such as objectives of industrial or educational enterprises or to assess relative importance of items. For the person making

decisions, opinions about values are just as relevant to decisions as factual opinions. 3

Delphi procedures have also been used by industry in forecasting technological developments and by a variety of organizations for exploring policy decisions in areas such as education, public transportation, public health. 4

In educational research the Delphi technique has been used to determine factors which contribute to success in administration of high schools, 5 to explore post-secondary needs in New Hampshire, 6 to develop the functions of a model community junior college financial aid office, 7 to determine factors which relate to decisions of women to seek positions in educational administration. 8


4 Ibid., p. 20.


The Delphi is a technique for obtaining data which relies on the opinions of experts when they themselves reach consensus. Each expert attaches a probability to his hypotheses which is measured by his own confidence in his own evaluation instead of trying to prove a relationship between a set hypothesis and evidence by mathematical mechanisms as is true of other techniques.\(^9\)

The first step in the Delphi is to identify and secure the participation of a panel of knowledgeable persons and ask them to contribute opinions to the formulation of a questionnaire. Conventionally the group has been known as a panel of experts, but the technique permits use of other subject groups who may be informed to a greater or lesser extent in the target area of inquiry. Informed opinion is growing in use rather than expert opinion.\(^{10}\) The word "expert" can be defined to include anyone who can contribute relevant inputs.

After formulating the instrument from these first-round opinions, the second Delphi step is to return the instrument to the participants for the rating of each item in terms of its importance. On the third step the participants are given the summary judgments of all the participants and are


asked to make any changes in their own ratings that they desire to make. Divergent opinions are sought on the first questionnaire in the Delphi with the technique designed so as to encourage opinions to converge and to finish with a measure of consensus opinion.

In the present study three iterative questions are used. The first questionnaire calls for a list of opinions involving judgment of the panel members. The panel members respond with their own opinions or judgments. The first questionnaire is designed to allow the panelists to generate the statements for the ensuing rounds. Panelists work harder and better when they have been the primary designers of the questionnaires. Having the panel members supply their own statements insures a wide range of response, reduces the possibility of researcher bias, and increases efficiency because the panel members define the areas they consider relevant to the study.

The second questionnaire was drafted from the results of the first questionnaire. The second questionnaire was composed by analysis of the responses to the first questionnaire.

Statements were composed to include each idea presented. The statements were then ordered according to the number of panel members who included the statement in response to Questionnaire I. The more often a statement appeared in the responses to Questionnaire I, the higher its position in the
order of statements in Questionnaire II. Following each statement on Questionnaire II was a scale, ranging from extreme importance/validity to little importance/validity and from not effective to highly effective. The panelists were asked to rate each statement on this scale. Each panel member was asked to consider the statements made by other panelists and to rate each response.

Questionnaire III was composed using the responses from Questionnaire II. The results of the second questionnaire were gathered and analyzed, and statistical feedback was determined for use in the third questionnaire. A measure of central tendency and a measure of dispersion, i.e., a median and interquartile range, were figured for each statement. In Questionnaire III these values for the group, along with the participants' round two responses were returned to them. The participants were asked to reconsider their round two responses and to make any revisions that they felt were called for on the Questionnaire III form.

The results of Questionnaire III were then analyzed. The median and interquartile range were refigured for each statement. The statements with the highest medians were those given the highest rankings by the panel members. The statements with the lowest interquartile ranges show the highest consensus of opinion among the panel members. All of the original statements continued to be listed on each ensuing round of questionnaires. The statements with high
ranking and consensus of opinion by the panel members are assumed to be able to be generalized to be the opinions of other similar groups of people.

The number of panel members selected for a particular study can vary. However, Dalkey demonstrated in studies that groups no larger than twenty-nine reached conclusions with minimal error. Too large a group would be unwieldy since this technique insures the inclusion of each individual's input and large numbers of participants would not add significantly to the consensus on the top ranking factors.11 McLaughlin states, "The number of panelists should be greater than twenty-five but smaller than 100. A total of fifty panelists seems a number which is easily managed during the reiterative process."12 Therefore, this study utilized sixty-four panelists so that a margin of safety for possible "dropouts" was built in.

Research Procedure

The Population

The panel for this study was composed of sixty-four women teachers enrolled as graduate students in education at North Texas State University, a large university in north

central Texas surrounded by school districts ranging from a large urban school district to many middle and small sized school districts. The subjects were drawn from those enrolled in graduate education courses, thirty-four subjects seeking administrative certification, and thirty who were not planning on doing so. It is reasonable to assume that women enrolled in graduate courses are making education their career and that they had been in the schools, had talked to other women teachers, and had formed opinions on educational issues. Therefore, the subjects were knowledgeable concerning their own feelings and those of their women co-workers and concerning what means would be effective for influencing themselves and other women teachers to become interested in administrative careers.

Collection of Data

A variety of graduate courses in education were selected from those offered at North Texas State University during the Fall of 1978. The courses selected were visited with the professors' permission (Appendix) in early September, the Delphi technique explained to the students, and the women teachers enrolled in the courses invited to participate on the panel. The women teachers who agreed to participate were given the Information Form (Appendix) to complete immediately. Then they were given Questionnaire I (Appendix) to be completed at their convenience with a stamped
envelope in which to return Questionnaire I. Addresses and telephone numbers of the participants were included on the Information Form so that subsequent questionnaires could be mailed to the participants. Follow-up letters (Appendix) were mailed and phone calls were made to remind panel members to return Questionnaire I. When the sixty-four participants had agreed to serve on the panel and demonstrated their agreement by returning Questionnaire I, the panel was considered complete. The Information Form was used to survey the characteristics of the panel members.

From the returns of Questionnaire I which asked for opinions on the answers to the three questions, the opinions given (Appendix) were compiled into Questionnaire II (Appendix). Questionnaire II was mailed in December to the sixty-four subjects who returned Questionnaire I. Questionnaire II asked for a ranking of importance for each of the opinions compiled. Return stamped envelopes were included with Questionnaire II.

After two weeks had elapsed, a follow-up letter (Appendix) was sent to subjects who had not returned Questionnaire II. After another week, a phone call was made to subjects who had still not returned Questionnaire II. All sixty-four questionnaires were returned.

The data returned on Questionnaire II were analyzed by computer. In January, 1979, the results obtained, Questionnaire III (Appendix), were mailed to the subjects along with
their own Questionnaire II so that they could change their responses if they desired. Return envelopes were provided.

After a week had elapsed, a follow-up letter (Appendix) was sent to subjects who had not returned Questionnaire III. After another week, a phone call was made. Final results were computed. A minimal response of fifty participants was considered acceptable. Sixty-two questionnaires were included in the final analyses. One of the Questionnaire III forms was not received or else was lost by the participant. Another of the Questionnaire III forms became separated from the group that was analyzed by the computer. A copy of the final results were mailed or delivered to each participant who completed the study.

Instruments

Questionnaire I was an open-ended form composed of three requests for lists of opinions to questions. The participants were asked to respond to these three questions:

I. List reasons that there are not more women administrators in education. (List as many as you feel have any significance.)

II. List reasons that more women do not aspire to become administrators. (List as many as you feel have any significance.)

III. List effective means by which capable women can be encouraged to qualify themselves for
educational administration. (List as many as you wish.)

Asking the participants to list their own reasons insured a wide range of response, reduced the possibility of researcher bias, and increased efficiency because the respondents decided themselves what they considered relevant to the study.

Questionnaire II was compiled from answers given on Questionnaire I. The statements on Questionnaire II were arranged in such a way that the more frequently a statement appeared in the responses to Questionnaire I, the higher its position in the order of statements under each of the three general topics to be considered in Questionnaire II. Each general topic studied corresponded to the three questions on Questionnaire I, that is

I. Reasons there are not more women administrators in education.

II. Reasons more women do not aspire to become administrators.

III. Effective means to encourage capable women to qualify themselves for educational administration.

Following each statement on Questionnaire II was a space in which the subjects marked a 1, 2, 3, 4, or 5 corresponding to a five-point scale given on each page of the questionnaire. The five points ranged from 1 for "Not valid"
to 5 for "Extremely valid" for ranking sections I and II. For section III the points ranged from 1 for "Not likely to be at all effective" to 5 for "Likely to be very highly effective." The subjects were asked to rate each statement on this scale. Thus, each subject was allowed to consider the statements made by other subjects and to rate each response.

Questionnaire III consisted of the results obtained for each statement on Questionnaire II. A computer was used to treat the data and to determine the median and the inter-quartile range for each statement. These statistics were used to provide individual panel members with the consensus findings of Questionnaire II. Questionnaire III was numbered exactly to correspond with Questionnaire II so that each subject could compare her Questionnaire II with Questionnaire III. A letter explaining the summary judgment of the panel and directions for completing Questionnaire III accompanied Questionnaire III. The subject could then rate each statement again, using the same scale, either repeating the answer entered on Questionnaire II or changing it as desired.

Analysis of the Data

Statements returned on Questionnaire I were analyzed and compiled into a list including every statement mentioned for each of the three topics. Statements were reworded and/or combined with similar statements for readability. Statements
were arranged in the order of the frequency of mention under each topic after being grouped for readability. The statements given by the teachers who were planning to seek administrative certification were compared with the statements given by the teachers not planning to seek administrative certification to determine if differences existed between the two groups. The statements of both groups were combined for Questionnaire II, as very few statements were mentioned by one group that were not also mentioned by the other. The small number of responses that were not duplicated on both lists were suggested by only a few subjects. These responses were included in the combined list. Separate statistics were maintained on Questionnaire II and Questionnaire III in order to identify the differences that might exist between the teachers who plan to become certified for administration and those who do not. However, the purpose of the study was to answer the three questions, not to determine the differences between the two groups of teachers. In the feedback of statistics to the participants, the totals of the combined group of teachers for each question were used.

The ranking given to each statement on Questionnaire II was analyzed by a computer after Questionnaire II was completed.

Details of the modest differences between the two groups are provided in Tables 6, 7, and 8.
and returned. The median and interquartile range was computed for each statement.

The median is the point below which 50 per cent of the responses fall as calculated by the formula:

$$\text{median} = X_u - \frac{\text{cf} - 0.5N}{f}$$

where $X_u$ is the upper real limit, $f$ the frequency, and $\text{cf}$ the cumulative frequency of the median interval.\(^{14}\) The closer the median was to five, the greater the degree of importance placed on the statement by the panelists. Interquartile range is defined by the interval $Q_3 - Q_1$ which contains half the scores in the distribution. This statistic is not influenced by extreme scores.\(^{15}\) The smaller the interquartile range, the greater the consensus.

After Questionnaire III was completed, the medians and interquartile ranges were again computed for each statement. The statements were ranked according to these results. The adapted definitions for median ranges were those suggested by Abungu:\(^\text{16}\) highest importance: 4.75-5.00; very high importance: 4.50-4.74; high importance: 4.00-4.49; moderate importance: 3.00-3.99; and little importance: 1.00-2.99.

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\(^{15}\) Ibid., p. 65.

\(^{16}\) Abungu, p. 80.
Characteristics of Panel Members

Educational administration and non-administration education classes were visited when inviting teachers to participate on the panel so that at least thirty teachers who were eventually seeking administrative certification would be included and thirty who were not eventually seeking administrative certification would be included. Sixty-four women agreed to participate in this Delphi study, thirty-four indicating that they were eventually seeking administrative certification and thirty indicating that they were not eventually seeking administrative certification. They were asked to complete an Information Form, which included the following categories: (1) home mailing address, (2) position held, (3) ethnicity, (4) marital status, (5) number of years in education as an occupation, (6) size of school district working in at present. A summary of the information submitted by the panelists follows.

Distribution of Panel Members by Position Held

Invitations to participate in the panel were only extended to women teachers. The teachers were asked whether they would classify themselves as elementary teachers, secondary teachers, or as some other type of teacher. The group who were seeking administrative certification were divided into thirteen elementary teachers and twenty-one secondary teachers as shown in Table I. The group not seeking administrative certification
was divided into nineteen elementary teachers and eleven secondary teachers. The total was thirty-two elementary teachers which were 50 per cent of the panel and thirty-two secondary teachers which were 50 per cent of the panel.

**TABLE I**

**DISTRIBUTION OF PANEL MEMBERS BY POSITION HELD**

<table>
<thead>
<tr>
<th>Position Held</th>
<th>Respondents Seeking Administrative Certification</th>
<th>Respondents Not Seeking Administrative Certification</th>
<th>Total No.</th>
<th>Per cent of Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Teacher</td>
<td>13</td>
<td>19</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>Secondary Teacher</td>
<td>21</td>
<td>11</td>
<td>32</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>30</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

**Distribution of Panel Members by Ethnicity**

Table II presents the number and percentage of teachers by ethnicity. The categories available for designation by the panel members were labeled as follows: black, Anglo, Mexican-American, other.

Table II reports three persons of black ethnicity who represented 4.7 per cent of the total. The largest number of women teachers described themselves as Anglo, representing 93.8 per cent of the panel. One panel member was in the Mexican-American group representing 1.5 per cent. No panel member described herself as other.
TABLE II

CHARACTERISTICS OF PANEL MEMBERS
ACCORDING TO ETHNIC BACKGROUND

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Seeking Administrative Certification</th>
<th>Not Seeking Administrative Certification</th>
<th>Total No.</th>
<th>Per cent of Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>Anglo</td>
<td>30</td>
<td>30</td>
<td>60</td>
<td>93.8</td>
</tr>
<tr>
<td>Mexican-American</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>30</strong></td>
<td><strong>64</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Distribution of Panelists According To Marital Status

The data in Table III present information pertaining to the marital status of the women who agreed to participate in the Delphi study. The four categories to which they responded were: single, widowed, married, and divorced.

The data in Table III reveal that nineteen, or 29.69 per cent, of the women teachers who comprised the panel were single. There was one woman, or 1.56 per cent, who described her status as widowed. The largest group were those women who were married. This group represented thirty-nine women teachers, or 60.94 per cent of the total panel. Five women, or 7.81 per cent, were divorced.
### TABLE III
CHARACTERISTICS OF PANELISTS ACCORDING TO MARITAL STATUS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Seeking Administrative Certification</th>
<th>Not Seeking Administrative Certification</th>
<th>Total No.</th>
<th>Per Cent of Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>12</td>
<td>7</td>
<td>19</td>
<td>29.69</td>
</tr>
<tr>
<td>Widowed</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.56</td>
</tr>
<tr>
<td>Married</td>
<td>20</td>
<td>19</td>
<td>39</td>
<td>60.94</td>
</tr>
<tr>
<td>Divorced</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7.81</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>30</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

**Distribution of Panel Members According To Number Of Years In Education As An Occupation**

Table IV shows that panelists who had from one through five years of experience were twenty-eight in number, representing 43.75 per cent of the total group. Panel members who had six through ten years of experience number twenty-three, or 35.94 per cent of the group. Panelists who had eleven through fifteen years of experience were twelve in number and comprised 18.75 per cent of the panel. Only one panelist had sixteen or more years of experience.

**Distribution of Panel Members By Size of School District**

Table V shows the distribution of panel members by size of school district. A large school district was defined as having more than 50,000 ADA. A medium school district was
TABLE IV
DISTRIBUTION OF PANEL MEMBERS ACCORDING TO NUMBER OF YEARS IN EDUCATION AS AN OCCUPATION

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Seeking Administrative Certification</th>
<th>Not Seeking Administrative Certification</th>
<th>Total No.</th>
<th>Per Cent of Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>13</td>
<td>15</td>
<td>28</td>
<td>43.75</td>
</tr>
<tr>
<td>6 - 10</td>
<td>12</td>
<td>11</td>
<td>23</td>
<td>35.94</td>
</tr>
<tr>
<td>11 - 15</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td>18.75</td>
</tr>
<tr>
<td>16 or more</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.56</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>30</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

defined as from 5,000 to 50,000 ADA. A small school district was less than 5,000 ADA. Twenty-five teachers, or 39.06 per cent reported themselves as employed in a large school district. Twenty-nine, or 45.31 per cent, teachers were employed in a medium school district. Ten teachers, or 15.63 per cent, described themselves as teaching in a small school district.

TABLE V
CHARACTERISTICS OF PANEL MEMBERS ACCORDING TO SIZE OF SCHOOL DISTRICT IN WHICH EMPLOYED

<table>
<thead>
<tr>
<th>Size Of School District</th>
<th>Seeking Administrative Certification</th>
<th>Not Seeking Administrative Certification</th>
<th>Total No.</th>
<th>Per Cent of Panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large</td>
<td>13</td>
<td>12</td>
<td>25</td>
<td>39.06</td>
</tr>
<tr>
<td>Medium</td>
<td>18</td>
<td>11</td>
<td>29</td>
<td>45.31</td>
</tr>
<tr>
<td>Small</td>
<td>3</td>
<td>7</td>
<td>10</td>
<td>15.63</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>30</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>
CHAPTER IV

PRESENTATION OF DATA

Introduction

The procedure and treatment for data collection for this study were designed to determine the reasons more women are not in educational administration. Three categories were defined for investigation: first, the reasons that there are not more women administrators in education; second, reasons that more women do not aspire to become administrators; and third, effective means to encourage capable women to qualify themselves for educational administration. This chapter offers the presentation and analysis of the data under the headings of (1) procedures, (2) characteristics of panel members, (3) analysis of findings by intervals of importance, and (4) observations.

Procedures

Data were gathered through the use of the Delphi technique as described in Chapter I. There were 105 items generated through free response to Questionnaire I from a sixty-four member panel. In addition to the three-round process of free response, rating of responses, and review of responses the panelists completed an information form.
The median was the method of reporting central tendency in this study. A comparison was made between medians and interquartile ranges for Questionnaires II and III. This inspection revealed that in 100 of the 105 items the median moved and the interquartile range grew smaller from Questionnaire II to Questionnaire III. This movement toward consensus in 95.24 per cent of the responses led to the conclusion that the Delphi characteristics were in operation in this study.

The reasons and effective means elicited from the panelists were ranked in descending levels of importance as determined by the median. All of the responses submitted by the panelists were included because, according to Binning, Cochran, and Donatelli, "...it would be unfair to conclude that the median answer of any group is more accurate than an individual answer might be."1

Binning, Cochran, and Donatelli indicated that "... there is a need for a degree of arbitrariness when designating levels of intensity of feeling toward "agreement-disagreement" and "likelihood-unlikelihood."2

The findings of this study were analyzed within intervals of importance levels defined by Abungu which are the

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2 Ibid., pp. 26-27.
following median ranges: highest importance: 4.75-5.00; very high importance: 4.50-4.74; high importance: 4.00-4.49; moderate importance: 3.00-3.99; and little importance: 1.00-2.99.  

Presentation of Findings By Area and Intervals of Importance

The three areas designed for consideration by the women panel members were (1) reasons there are not more women administrators in education, (2) reasons more women do not aspire to become administrators, and (3) effective means to encourage capable women to qualify themselves for educational administration. The findings were grouped according to the medians of the items within intervals of importance levels: highest importance: 4.75-5.00; very high importance: 4.50-4.74; high importance: 4.00-4.49; moderate importance: 3.00-3.99; and little importance: 1.00-2.99.

Intervals of Importance of Reasons There Are Not More Women Administrators

The first section of the questionnaires was devoted to reasons that there are not more women administrators in education. Twenty-five items were named by the panel on Questionnaire I for rating in Questionnaires II and III. These items are displayed as ranked by the panelists in Table VI.

As indicated by the ranked items in Table VI, no items were rated in the highest importance or very high importance

\(^3\)Abungu, p. 83.
TABLE VI
RANKED REASONS THAT THERE ARE NOT MORE WOMEN ADMINISTRATORS IN EDUCATION

<table>
<thead>
<tr>
<th>Order By Medians On Quest. III</th>
<th>Reasons</th>
<th>Questionnaire I</th>
<th>Questionnaire II</th>
<th>Questionnaire III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Per No.</td>
<td>Cent</td>
<td>Per No.</td>
</tr>
<tr>
<td>1.</td>
<td>Because the candidate pool from which adms. are drawn is predominantly male</td>
<td>3</td>
<td>2.10</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Because women are not appointed to adm. positions due to general cultural stereotyping of adm. as a man's role</td>
<td>17</td>
<td>11.89</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>Because there is little or no pressure on school districts to actively recruit women for adm. positions.</td>
<td>2</td>
<td>1.40</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Because past performance of women candidates for adm. positions must be greatly better than that of men candidates in order for women to be given any consideration at all</td>
<td>3</td>
<td>2.10</td>
<td>2</td>
</tr>
<tr>
<td>Order By Medians On Quest. III</td>
<td>Reasons</td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>5.</td>
<td>Because the males who do the appointing to adm. positions are biased and tend to view adm. as a &quot;male only&quot; endeavor</td>
<td>2  1.40</td>
<td>1  1.01</td>
<td>3  1.24</td>
</tr>
<tr>
<td>6.</td>
<td>Because women are discriminated against as potential adm. due to school district sexist bias</td>
<td>5  3.50</td>
<td>4  4.04</td>
<td>9  3.72</td>
</tr>
<tr>
<td>7.</td>
<td>Because teachers' professional associations do not actively promote women's employment/advancement rights</td>
<td>1  0.70</td>
<td>0  0.00</td>
<td>1  0.41</td>
</tr>
<tr>
<td>8.</td>
<td>Because the belief exists that both men and women would much prefer to work under the direction of men</td>
<td>1  0.70</td>
<td>2  2.02</td>
<td>3  1.24</td>
</tr>
<tr>
<td>9.</td>
<td>Because women are discriminated against as potential administrators due to community pressures for such discrimination</td>
<td>7  4.90</td>
<td>5  5.05</td>
<td>12  4.96</td>
</tr>
<tr>
<td>Order By Medians On Quest III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Teachers Wanting Adm.Cert. Responses No. Per Cent 83 58.04 43 43.43</td>
<td>Teachers Not Wanting Adm. Cert. Responses No. Per Cent 126 52.07</td>
<td>Total Teachers Responses No. Per Cent 2.9583 1.5513</td>
<td>Total Teachers Responses No. Per Cent 2.8870 1.2053</td>
</tr>
<tr>
<td>10.</td>
<td>Because women do not want or aspire to become administrators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Because token adm. positions are being created by school districts, and these are being filled by women in order to keep them out of real (line) adm. positions</td>
<td>0 0.00 1 1.01</td>
<td>1 .41</td>
<td>2.9615 1.4615</td>
</tr>
<tr>
<td>12.</td>
<td>Because women are discriminated against as potential administrators by school districts that view women as secondary income earners who do not need higher administrative salaries</td>
<td>3 2.10 3 3.03</td>
<td>6 2.48</td>
<td>2.9090 1.5684</td>
</tr>
<tr>
<td>Order By Medians On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td><strong>Teachers Wanting Adm. Cert. Responses</strong></td>
<td><strong>Teachers Not Wanting Adm. Cert. Responses</strong></td>
<td><strong>Total Teachers Responses</strong></td>
<td><strong>Total Teachers</strong></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>13.</td>
<td>Because men have an advantage in competing for administrative positions since they have a head start in the areas of certification and experience</td>
<td>1</td>
<td>.70</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Because men cannot accept and work with women administrators</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>Because women lack the self-confidence needed to become administrators</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
</tr>
<tr>
<td>16.</td>
<td>Because women cannot accept and work with women administrators</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>17.</td>
<td>Because (interscholastic) coaching is viewed by many school districts as a prerequisite for administrative jobs and few, if any, women are (interscholastic) coaches</td>
<td>6</td>
<td>4.20</td>
<td>2</td>
</tr>
<tr>
<td>Order By Medians On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers</td>
<td>Teachers</td>
<td>Total Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>18.</td>
<td>Because women administrators are given positions with lower salaries than are men administrators</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>Because men are more charismatic due to physical characteristics such as size, strength, and voice</td>
<td>1</td>
<td>0.70</td>
<td>0</td>
</tr>
<tr>
<td>20.</td>
<td>Because women are unable to handle the discipline problems associated with administrative positions</td>
<td>3</td>
<td>2.10</td>
<td>7</td>
</tr>
<tr>
<td>21.</td>
<td>Because women are too unstable emotionally to function well as administrators</td>
<td>3</td>
<td>2.10</td>
<td>1</td>
</tr>
<tr>
<td>22.</td>
<td>Because women administrators are unable to relate to or work with men administrators</td>
<td>1</td>
<td>0.70</td>
<td>2</td>
</tr>
<tr>
<td>Order By Medians On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td>----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers Wanting Adm. Cert. Response</td>
<td>Teachers Not Wanting Adm. Cert. Response</td>
<td>Total Teachers Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>23.</td>
<td>Because men are better at administration than are women</td>
<td>1</td>
<td>.70</td>
<td>0</td>
</tr>
<tr>
<td>24.</td>
<td>Because women are unable to handle the budgets and finances associated with administrative positions</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>25.</td>
<td>Because women are not smart enough to be administrators</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
</tbody>
</table>
rating categories. One item was rated as having high importance, because the candidate pool from which administrators are drawn is predominantly male (median: 4.111).

Of the reasons that there are not more women administrators, eight appeared in the interval of moderate importance, defined by a median between 3.00 and 3.99. The items were because women are not appointed to administrative positions due to general cultural stereotyping of administration as a man's role (median: 3.6739), because there is little or no pressure on school districts to actively recruit women for administrative positions (median: 3.5476), because past performance of women candidates for administrative positions must be greatly better than that of men candidates in order for women to be given any consideration at all (median: 3.5000), because the males who do the appointing to administrative positions are biased and tend to view administration as a "male only" endeavor (median: 3.2037), because women are discriminated against as potential administrators due to school district sexist bias (median: 3.1129), because teachers' professional associations do not actively promote women's employment/advancement rights (median: 3.1000), because the belief exists that both men and women would much prefer to work under the direction of men (median: 3.0200), and because women are discriminated against as potential administrators due to community pressures for such discrimination (median: 3.0161).
Sixteen of the items that were suggested by the panel members as being reasons there are not more women in educational administration were ranked as having little importance by the panel members acting as a group. These were: because women do not want or aspire to become administrators (median: 2.8870), because token administrative positions are being created by school districts, and these are being filled by women in order to keep them out of real (line) administrative positions (median: 2.8793), because women are discriminated against as potential administrators by school districts that view women as secondary income earners who do not need higher administrative salaries (median: 2.8333), because men have an advantage in competing for administrative positions since they have a head start in the areas of certification and experience (median: 2.5000), because men cannot accept and work with women administrators (median: 2.3400), because women lack the self-confidence needed to become administrators (median: 2.2619), because women cannot accept and work with women administrators (median: 2.2307), because (interscholastic) coaching is viewed by many school districts as a prerequisite for administrative jobs and few, if any, women are (interscholastic) coaches (median: 2.1551), because women administrators are given positions with lower salaries than are men administrators (median: 2.1551), because men are more charismatic due to physical characteristics such as size, strength, and voice (median: 1.8809), because women
are unable to handle the discipline problems associated with administrative positions (median: 1.4117), because women are too unstable emotionally to function well as administrators (median: 1.1888), because women administrators are unable to relate to or work with men administrators (median: 1.1739), because men are better at administration than are women (median: 1.0849), because women are unable to handle the budgets and finances associated with administrative positions (median: 1.0535), and because women are not smart enough to be administrators (median: 1.0166).

Intervals of Importance of Reasons That More Women Do Not Aspire To Become Administrators

The women teachers were asked to contribute reasons that more women do not aspire to become administrators. The forty-three responses of Questionnaire I were rated by the panelists in Questionnaire II and Questionnaire III. Table VII depicts the ranked reasons that more women do not aspire to become administrators.

None of the items named received a rating within the median interval of 4.75-5.00, highest importance, or 4.50-4.74, very high importance. Only one of the forty-three reasons concerning why more women do not aspire to become administrators was rated of high importance with a median between 4.00-4.49. This was because women are not encouraged to compete for administrative jobs by their school district administrators (median: 4.0937).
### TABLE VII

RANKED REASONS THAT MORE WOMEN DO NOT ASPIRE TO BECOME ADMINISTRATORS

<table>
<thead>
<tr>
<th>Order By Medians On Quest III</th>
<th>Reasons</th>
<th>Questionnaire I</th>
<th>Questionnaire II</th>
<th>Questionnaire III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
<td>Because women are not encouraged to compete for administrative jobs by their school district administrators</td>
<td>14</td>
<td>7.04</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Because women are unwilling to relocate in order to advance in administration</td>
<td>1</td>
<td>0.50</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Because women are not encouraged to compete for administrative jobs by their colleges and college professors</td>
<td>3</td>
<td>1.51</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Because women's careers are interrupted by rearing children at a stage vital to laying the groundwork needed for an administrative career</td>
<td>2</td>
<td>1.01</td>
<td>1</td>
</tr>
<tr>
<td>Order By Medians On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers Wanting Adm.Cert. Responses</td>
<td>Teachers Not Wanting Adm.Cert. Responses</td>
<td>Total Teachers Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>5.</td>
<td>Because there are no, or too few, role models for women who would like to become administrators</td>
<td>6</td>
<td>3.02</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Because home responsibilities (family and/or children) have a higher priority for women than does career advancement</td>
<td>25</td>
<td>12.56</td>
<td>16</td>
</tr>
<tr>
<td>7.</td>
<td>Because women believe that they will be discriminated against in competing for administrative positions and thus do not try for such positions</td>
<td>11</td>
<td>5.53</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Because women do not challenge existing job discrimination practices because they fear that they will lose their present jobs if they do so</td>
<td>1</td>
<td>.50</td>
<td>0</td>
</tr>
<tr>
<td>Order By Medians On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
<td>Total Teachers</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>9.</td>
<td>Because women lack the informal channels for communicating employment opportunities and encouragement which men have through the &quot;good ol' boy&quot; system</td>
<td>1</td>
<td>.50</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Because women are actively discouraged from competing for administrative jobs by society in general</td>
<td>5</td>
<td>2.51</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Because there is little or no social pressure for women to advance in educational careers</td>
<td>2</td>
<td>1.01</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Because women are actively discouraged from competing for administrative jobs by their husbands</td>
<td>1</td>
<td>.50</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Because men get encouragement and support from their wives while women do not have the benefit of this kind of support</td>
<td>1</td>
<td>.50</td>
<td>0</td>
</tr>
<tr>
<td>Order By Median On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses. Per Cent</td>
<td>Teachers Not Wanting Adm. Cert. Responses. Per Cent</td>
<td>Total Teachers Responses. Per Cent</td>
<td>Total Teachers Median</td>
</tr>
<tr>
<td>14.</td>
<td>Because women are not willing to devote the evening, weekend, and summer hours required by the job of administration</td>
<td>5 2.51</td>
<td>4 2.86</td>
<td>9 2.65</td>
</tr>
<tr>
<td>15.</td>
<td>Because women lack information about how to apply for and gain administrative positions</td>
<td>1 .50</td>
<td>0 0.00</td>
<td>1 .29</td>
</tr>
<tr>
<td>16.</td>
<td>Because of the lack of sufficient governmental affirmative action programs that encourage women to enter administration</td>
<td>1 .50</td>
<td>0 0.00</td>
<td>1 .29</td>
</tr>
<tr>
<td>17.</td>
<td>Because women are not willing to devote the longer hours required by the job of administration</td>
<td>5 2.51</td>
<td>5 3.57</td>
<td>10 2.95</td>
</tr>
<tr>
<td>Order By Median On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses No. Per Cent</td>
<td>Teachers Not Wanting Adm. Cert. Responses No. Per Cent</td>
<td>Total Teachers Responses No. Per Cent</td>
<td>Total Teachers Median IQR</td>
</tr>
<tr>
<td>18.</td>
<td>Because women do not want to handle the discipline problems associated with administrative positions</td>
<td>2 1.01 1 .71</td>
<td>3 .88</td>
<td>2.7916 1.7765</td>
</tr>
<tr>
<td>19.</td>
<td>Because women lack information about the work and benefits of administration</td>
<td>1 .50 0 0.00</td>
<td>1 .29</td>
<td>2.8684 1.8371</td>
</tr>
<tr>
<td>20.</td>
<td>Because married women view themselves as providers of second incomes and do not need, or want, higher paying administrative jobs</td>
<td>11 5.53 9 6.43</td>
<td>20 5.90</td>
<td>2.8125 1.3125</td>
</tr>
<tr>
<td>21.</td>
<td>Because women are actively discouraged from competing for administrative jobs by men in administration</td>
<td>3 1.51 1 .71</td>
<td>4 1.18</td>
<td>2.8809 1.7476</td>
</tr>
<tr>
<td>22.</td>
<td>Because women feel they will be discriminated against even if they gain administrative positions, e.g., slower advancement</td>
<td>4 2.01 3 2.14</td>
<td>7 2.06</td>
<td>2.8809 1.5875</td>
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</table>
### TABLE VII—Continued

<table>
<thead>
<tr>
<th>Order By Median On Quest. III</th>
<th>Reasons</th>
<th>Questionnaire I</th>
<th>Questionnaire II</th>
<th>Questionnaire III</th>
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<tbody>
<tr>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
<td>Total Teachers</td>
</tr>
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<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>23.</td>
<td>Because women are not willing to accept the responsibility of administrative positions</td>
<td>21</td>
<td>10.55</td>
<td>19</td>
</tr>
<tr>
<td>24.</td>
<td>Because women lack training in being assertive</td>
<td>2</td>
<td>1.01</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>Because women feel that the increased salary of administrative positions is not worth the extra work required</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>Because women fear that men will not like working for a woman supervisor</td>
<td>1</td>
<td>.50</td>
<td>2</td>
</tr>
<tr>
<td>27.</td>
<td>Because women are intimidated by the predominantly male endeavor of administration</td>
<td>4</td>
<td>2.01</td>
<td>7</td>
</tr>
</tbody>
</table>
TABLE VII--Continued

<table>
<thead>
<tr>
<th>Order By Median On Quest. III</th>
<th>Reasons</th>
<th>Questionnaire I</th>
<th>Questionnaire II</th>
<th>Questionnaire III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses No.</td>
<td>Per Cent</td>
<td>Teachers Not Wanting Adm. Cert. Responses No.</td>
<td>Per Cent</td>
</tr>
<tr>
<td>28.</td>
<td>Because women are not willing to devote the time and effort required to gain administrative certification</td>
<td>16 8.04 3</td>
<td>2.14 19 5.60</td>
<td>2.4444 1.7778</td>
</tr>
<tr>
<td>29.</td>
<td>Because administration is not viewed by women as being as fulfilling as is teaching</td>
<td>12 6.03 15</td>
<td>10.71 27 7.96</td>
<td>2.3947 1.7709</td>
</tr>
<tr>
<td>30.</td>
<td>Because women fear criticism from their peers if they aspire to administrative positions</td>
<td>3 1.51 4</td>
<td>2.86 7 2.06</td>
<td>2.3571 1.5548</td>
</tr>
<tr>
<td>31.</td>
<td>Because women are short-range job oriented rather than long-range career oriented</td>
<td>9 4.52 2</td>
<td>1.43 11 3.24</td>
<td>2.5000 1.7500</td>
</tr>
<tr>
<td>32.</td>
<td>Because women view women administrators as mere &quot;tokens&quot; without any real administrative authority</td>
<td>0 0.00 1</td>
<td>.71 1 .29</td>
<td>2.2083 1.6506</td>
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<tr>
<td>Order By Median On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
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<td>Teachers Wanting Adm. Cert.</td>
<td>Teachers Not Wanting Adm. Cert.</td>
<td>Total Teachers Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>33.</td>
<td>Because women view administration as a male endeavor and thus do not view administration as appropriate for themselves</td>
<td>11</td>
<td>5.53</td>
<td>6</td>
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<tr>
<td>34.</td>
<td>Because women would rather complain about the lack of opportunity than do something about it</td>
<td>1</td>
<td>.50</td>
<td>0</td>
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<td>35.</td>
<td>Because women are afraid to compete with men</td>
<td>1</td>
<td>.50</td>
<td>0</td>
</tr>
<tr>
<td>36.</td>
<td>Because women fear that they cannot handle the discipline problems associated with administrative positions</td>
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<td>1.01</td>
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<tr>
<td>37.</td>
<td>Because women lack respect for most administrators whom they know</td>
<td>2</td>
<td>1.01</td>
<td>1</td>
</tr>
<tr>
<td>38.</td>
<td>Because women would rather be supervised by men than supervise them</td>
<td>1</td>
<td>.50</td>
<td>0</td>
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<tr>
<td>Order By Median On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
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<tr>
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<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
</tr>
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<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>39.</td>
<td>Because women hold themselves in low self-esteem</td>
<td>1</td>
<td>.50</td>
<td>0</td>
</tr>
<tr>
<td>40.</td>
<td>Because women are not physically strong enough to handle administrative jobs</td>
<td>1</td>
<td>.50</td>
<td>1</td>
</tr>
<tr>
<td>41.</td>
<td>Because women lack initiative</td>
<td>2</td>
<td>1.01</td>
<td>8</td>
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<td>42.</td>
<td>Because women are afraid they cannot pass the courses required for administrative certification</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>43.</td>
<td>Because women are not qualified to be administrators</td>
<td>3</td>
<td>1.51</td>
<td>2</td>
</tr>
</tbody>
</table>
Ten of the reasons that more women do not aspire to become administrators were rated as having moderate importance, with medians between 3.00 and 3.99. The factors and their medians were because women are unwilling to relocate in order to advance in administration (median: 3.6153), because women are not encouraged to compete for administrative jobs by their colleges and college professors (median: 3.5434), because women's careers are interrupted by rearing children at a stage vital to laying the groundwork needed for an administrative career (median: 3.4523), because there are no, or too few, role models for women who would like to become administrators (median: 3.4166), because home responsibilities (family and/or children) have a higher priority for women than does career advancement (median: 3.4032), because women believe that they will be discriminated against in competing for administrative positions and thus do not try for such positions (median: 3.3333), because women do not challenge existing job discrimination practices because they fear that they will lose their present jobs if they do so (median: 3.2600), because women lack the informal channels for communicating employment opportunities and encouragement which men have through the "good ol' boy" system (median: 3.2307), because women are actively discouraged from competing for administrative jobs by society in general (median: 3.1250), and because there is little or
no social pressure for women to advance in educational careers (median: 3.1190).

The remaining thirty-two reasons that more women do not aspire to become administrators were rated as having little importance, with medians below 2.99. These items were as follows: because women are actively discouraged from competing for administrative jobs by their husbands (median: 2.9864), because men get encouragement and support from their wives while women do not have the benefit of this kind of support (median: 2.9827), because women are not willing to devote the evening, weekend, and summer hours required by the job of administration (median: 2.9642), because women lack information about how to apply for and gain administrative positions (median: 2.9545), because of the lack of sufficient governmental affirmative action programs that encourage women to enter administration (median: 2.8666), because women are not willing to devote the longer hours required by the job of administration (median: 2.8636), because women do not want to handle the discipline problems associated with administrative positions (median: 2.8333), because women lack information about the work and benefits of administration (median: 2.8214), because married women view themselves as providers of second incomes and do not need, or want, higher paying administrative jobs (median: 2.7500), because women are actively discouraged from competing for administrative jobs by men in administration (median: 2.6250), because women feel they will be discriminated against even if they gain administrative
positions, e.g., slower advancement (median: 2.5909), because women lack training in being assertive (median: 2.5833), because women feel that the increased salary of administrative positions is not worth the extra work required (median: 2.5000), because women fear that men will not like working for a woman supervisor (median: 2.4677), because women are intimidated by the predominantly male endeavor of administration (median: 2.4583), because women are not willing to devote the time and effort required to gain administrative certification (median: 2.3947), because administration is not viewed by women as being as fulfilling as is teaching (median: 2.3181), because women fear criticism from their peers if they aspire to administrative positions (median: 2.2777), because women are short-range job oriented rather than long-range career oriented (median: 2.2200), because women view women administrators as mere "tokens" without any real administrative authority (median: 2.1785), because women view administration as a male endeavor and thus do not view administration as appropriate for themselves (median: 2.1666), because women would rather complain about the lack of opportunity than do something about it (median: 2.0789), because women are afraid to compete with men (median: 2.0454), because women fear that they cannot handle the discipline problems associated with administrative positions (median: 1.9347), because women lack respect for most administrators whom they know (median: 1.8684), because women would rather
be supervised by men than supervise them (median: 1.7500), because women hold themselves in low self-esteem (median: 1.3157), because women are not physically strong enough to handle administrative jobs (median: 1.2045), because women lack initiative (median: 1.1888), because women are afraid they cannot pass the courses required for administrative certification (median: 1.1595), because women are not qualified to be administrators (median: 1.0849).

Intervals of Importance of Effective Means To Encourage Capable Women To Qualify Themselves For Educational Administration

The third section of the Delphi Questionnaire I asked women teachers to list effective means to encourage capable women to qualify themselves for educational administration. Thirty-seven items were developed for Questionnaires II and III from the responses submitted by the panel members on Questionnaire I. Table VIII ranks the items in descending order according to the median of the total group of respondents on Questionnaire III.

None of the factors in this section were rated as having highest importance, but two were rated as having very high importance: encouragement for women to enter administration by women in administration (median: 4.6388), and encouragement for women to enter administration by their husband (median: 4.5000).

Ten of the items were deemed by the panelists to have high importance, medians between 4.00-4.49. They were:
### TABLE VIII

**RANKED EFFECTIVE MEANS TO ENCOURAGE CAPABLE WOMEN TO QUALIFY THEMSELVES FOR EDUCATIONAL ADMINISTRATION**

<table>
<thead>
<tr>
<th>Order By Median On Quest III</th>
<th>Reasons</th>
<th>Questionnaire I</th>
<th>Questionnaire II</th>
<th>Questionnaire III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
<td>Encouragement for women to enter administration by women in administration</td>
<td>6</td>
<td>4.69</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Encouragement for women to enter administration by their husbands</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Encouragement for women to enter administration by school districts</td>
<td>8</td>
<td>6.25</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>Encouragement for women to enter administration by their families</td>
<td>2</td>
<td>1.56</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>Encouragement for women to enter administration by present male administrators</td>
<td>15</td>
<td>11.72</td>
<td>6</td>
</tr>
<tr>
<td>6.</td>
<td>Get school districts to appoint more women to administrative positions so that these women can provide role models and incentives for other women</td>
<td>9</td>
<td>7.03</td>
<td>6</td>
</tr>
<tr>
<td>Order By Median On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
</tr>
<tr>
<td>-------------------------------</td>
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<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>7.</td>
<td>Encouragement for women to enter administration by their fellow teachers</td>
<td>2</td>
<td>1.56</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>Help women become aware of opportunities in administrative careers through on-the-job work which help prepare women for administration, e.g., committees, councils, department headships, and other opportunities for leadership growth</td>
<td>2</td>
<td>1.56</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>Encouragement for women to enter administration by colleges, counselors, and professors</td>
<td>5</td>
<td>3.91</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>Appoint women to legitimate rather than token administrative positions</td>
<td>2</td>
<td>1.56</td>
<td>10</td>
</tr>
</tbody>
</table>

TABLE VIII--Continued
### TABLE VIII--Continued

<table>
<thead>
<tr>
<th>Order By Median On Quest. III</th>
<th>Reasons</th>
<th>Questionnaire I</th>
<th>Questionnaire II</th>
<th>Questionnaire III</th>
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<tr>
<td></td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Total Teachers</td>
<td>Total Teachers</td>
<td>Total Teachers</td>
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<tr>
<td></td>
<td>Total Teachers Responses</td>
<td>Per No. Cent.</td>
<td>Per No. Cent.</td>
<td>Per Median IQR</td>
</tr>
<tr>
<td>11.</td>
<td>Provide financial encouragement and assistance by means of tuition reimbursement by school districts for certification courses</td>
<td>4</td>
<td>3.13</td>
<td>2</td>
</tr>
<tr>
<td>12.</td>
<td>Help women become aware of opportunities in administrative careers through special administrative internship programs for women</td>
<td>6</td>
<td>4.69</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>Help women become aware of opportunities in administrative careers through wide publication of job opportunities</td>
<td>2</td>
<td>1.56</td>
<td>0</td>
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<tr>
<td>14.</td>
<td>Provide financial encouragement and assistance by means of college sponsored scholarships</td>
<td>3</td>
<td>2.34</td>
<td>2</td>
</tr>
<tr>
<td>15.</td>
<td>Have experienced women administrators teach college credit courses in administrative certification programs</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>Order By</td>
<td>Reasons</td>
<td>Teachers Wanting Adm. Cert. Responses</td>
<td>Teachers Not Wanting Adm. Cert. Responses</td>
<td>Total Teachers Responses</td>
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<td>Median On Quest. III</td>
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<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>16.</td>
<td>Help women become aware of opportunities in administrative careers by means of school district programs and workshops</td>
<td>14</td>
<td>10.94</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>Help women become aware of opportunities in administrative careers through college programs</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
</tr>
<tr>
<td>18.</td>
<td>Provide financial encouragement and assistance by means of school district loans for college courses in certification</td>
<td>4</td>
<td>3.13</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Increase the requirements for administrative certification so that it won't be so easy to get certification and administrative jobs (so as to certify only the more capable)</td>
<td>0</td>
<td>0.00</td>
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</tr>
<tr>
<td>20.</td>
<td>Require wide advertising of administrative openings</td>
<td>1</td>
<td>.78</td>
<td>2</td>
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<tr>
<td>Order By:</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
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<td>Teachers Wanting Adm. Cert. Responses</td>
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<tr>
<td></td>
<td></td>
<td>No.</td>
<td>Per Cent</td>
<td>No.</td>
</tr>
<tr>
<td>21.</td>
<td>Get administrator organizations within all school districts to promote women's rights in administration</td>
<td>1</td>
<td>.78</td>
<td>0</td>
</tr>
<tr>
<td>22.</td>
<td>Enforce equalization requirements in all school districts for hiring and advancement practices, in other words enforce Title IX</td>
<td>1</td>
<td>.78</td>
<td>0</td>
</tr>
<tr>
<td>23.</td>
<td>Offer higher salaries for administrative jobs</td>
<td>2</td>
<td>1.56</td>
<td>5</td>
</tr>
<tr>
<td>24.</td>
<td>Get colleges to provide courses for administrative certification at more convenient times and places</td>
<td>8</td>
<td>6.25</td>
<td>3</td>
</tr>
<tr>
<td>25.</td>
<td>Provide friendly attitudes and fair treatment by male administrators toward female administrators</td>
<td>1</td>
<td>.78</td>
<td>1</td>
</tr>
<tr>
<td>26.</td>
<td>Just overcome sexism in school districts and society</td>
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<td>.78</td>
<td>1</td>
</tr>
<tr>
<td>Order By Median On Quest. III</td>
<td>Reasons</td>
<td>Questionnaire I</td>
<td>Questionnaire II</td>
<td>Questionnaire III</td>
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<td>------------------------------</td>
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</tr>
<tr>
<td>27.</td>
<td>Train present administrators to be more professional so that the job of administration is more respected</td>
<td>8 6.25</td>
<td>0.00</td>
<td>8 3.81 3.5000</td>
</tr>
<tr>
<td>28.</td>
<td>Help women become aware of their potential by means of workshops and programs in the areas of assertiveness, motivation, and improvement of self-image</td>
<td>2 1.56</td>
<td>0.00</td>
<td>2 0.95 3.4090</td>
</tr>
<tr>
<td>29.</td>
<td>Educate men about the administrative abilities and competencies of women</td>
<td>1 0.78</td>
<td>5 6.10</td>
<td>6 2.86 3.4047</td>
</tr>
<tr>
<td>30.</td>
<td>Publicize and censure discriminatory practices on the part of school districts</td>
<td>1 0.78</td>
<td>0.00</td>
<td>1 0.48 3.2619</td>
</tr>
<tr>
<td>31.</td>
<td>Provide women with relief from family responsibilities, e.g., day care centers</td>
<td>1 0.78</td>
<td>0.00</td>
<td>1 0.48 3.1296</td>
</tr>
<tr>
<td>Order By</td>
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<td>Questionnaire II</td>
<td>Questionnaire III</td>
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<td>Cent</td>
<td>Cent</td>
<td>Cent</td>
</tr>
<tr>
<td>32.</td>
<td>Get school districts to understand women's family responsibilities and</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>to schedule job activities in administration to take these responsibilities</td>
<td>.78</td>
<td>0.00</td>
<td>.48</td>
</tr>
<tr>
<td></td>
<td>into account</td>
<td>3.2000</td>
<td>1.7887</td>
<td>3.2142</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5732</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Encouragement for women to enter administration by professional journals</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.78</td>
<td>3.66</td>
<td>1.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.0517</td>
<td>1.2727</td>
<td>3.0937</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.0990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Get colleges to offer more courses for independent study and learning</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.78</td>
<td>0.00</td>
<td>.48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.9347</td>
<td>1.6923</td>
<td>2.8571</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.3036</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>Establish quota systems in school districts for the appointment of women</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>administrators</td>
<td>7.03</td>
<td>4.88</td>
<td>6.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.9285</td>
<td>1.8910</td>
<td>2.7962</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4061</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>Get women's groups to advocate women's rights in administration</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.78</td>
<td>1.22</td>
<td>.95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.8333</td>
<td>1.7681</td>
<td>2.6500</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>File more law suits on behalf of equal rights</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>.78</td>
<td>0.00</td>
<td>.48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.9347</td>
<td>1.6923</td>
<td>2.4444</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.5758</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
encouragement for women to enter administration by school districts (median: 4.3846), encouragement for women to enter administration by their families (median: 4.3387), encouragement for women to enter administration by present male administrators (median: 4.2941), get school districts to appoint more women to administrative positions so that these women can provide role models and incentives for other women (median: 4.2500), encouragement for women to enter administration by their fellow teachers (median: 4.2333), help women become aware of opportunities in administrative careers through on-the-job work which help prepare women for administration, e.g., committees, councils, department headships, and other opportunities for leadership growth (median: 4.2187), encouragement for women to enter administration by colleges, counselors, and professors (median: 4.1756), appoint women to legitimate rather than token administrative positions (median: 4.1551), provide financial encouragement and assistance by means of tuition reimbursement by school districts for certification courses (median: 4.1206), and help women become aware of opportunities in administrative careers through special administrative internship programs for women (median: 4.1000).

The largest group of items were rated as having moderate importance by the panelists. The median intervals of 3.00-3.99 covered this range. Twenty-one of the thirty-seven items rated by the women had medians in this interval: help
women become aware of opportunities in administrative careers through wide publication of job opportunities (median: 3.9193), provide financial encouragement and assistance by means of college sponsored scholarships (median: 3.9000), have experienced women administrators teach college credit courses in administrative certification programs (median: 3.8636), help women become aware of opportunities in administrative careers by means of school district programs and workshops (median: 3.8333), help women become aware of opportunities in administrative careers through college programs (median: 3.8125), provide financial encouragement and assistance by means of school district loans for college courses in certification (median: 3.7692), increase the requirements for administrative certification so that it won't be so easy to get certification and administrative jobs (so as to certify only the more capable) (median: 3.6428), require wide advertising of administrative openings (median: 3.6363), get administrator organizations within all school districts to promote women's rights in administration (median: 3.6304), enforce equalization requirements in all school districts for hiring and advancement practices, in other words enforce Title IX (median: 3.6000), offer higher salaries for administrative jobs (median: 3.5869), get colleges to provide courses for administrative certification at more convenient times and places (median: 3.5416), provide friendly attitudes and fair treatment by
male administrators toward female administrators (median: 3.5370), just overcome sexism in school districts and society (median: 3.4500), train present administrators to be more professional so that the job of administration is more respected (median: 3.3888), help women become aware of their potential by means of workshops and programs in the areas of assertiveness, motivation, and improvement of self-image (median: 3.3636), educate men about the administrative abilities and competencies of women (median: 3.2857), publicize and censure discriminatory practices on the part of school districts (median: 3.2600), provide women with relief from family responsibilities, e.g., day care centers (median: 3.2241), get school districts to understand women's family responsibilities and to schedule job activities in administration to take these responsibilities into account (median: 3.2142), and encouragement for women to enter administration by professional journals (median: 3.0937).

Finally, four items were accorded a rating of little importance by the panel of women teachers as effective means to encourage capable women to qualify themselves for educational administration. They were: get colleges to offer more courses for independent study and learning (median: 2.8571), establish quota systems in school districts for the appointment of women administrators (median: 2.7962), get women's groups to advocate women's rights in administration
(median: 2.6500), and file more law suits on behalf of equal rights (median: 2.4444).

This section showed the ranking of the data grouped by sections of the questionnaires employed in the study. Within each category the findings were listed according to the level of importance attached to the items by the panel members.

**Consensus**

Delphi uses two consensus scores. The median of a statement indicates the importance the panel gives the statement. The median also is a score of the consensus of the panel on the ranking of the particular statement within the total group of statements. The IQR (interquartile range) shows how much the panel members agree or disagree on the ranking given a statement.

In this study the IQR score showing the greatest consensus was 0.5167, and the IQR score showing the least consensus was 1.7419. The score of 0.5167 means that .25835 lies on either side of the median which shows that the middle 50 per cent of the scores did not vary from the median score more than .25835.

The IQR scores and their relation to the medians are plotted in a matrix in Tables IX, X, and XI. For these matrixes the IQR scores that occurred in the study (0.5167-1.7419) were arbitrarily divided into five even parts and listed at the left of the graph from highest to lowest.
TABLE IX

DISTRIBUTION OF IQR SCORES FOR REASONS THAT THERE ARE NOT MORE WOMEN ADMINISTRATORS IN EDUCATION

<table>
<thead>
<tr>
<th>Importance (Median)</th>
<th>1.00-5.00</th>
<th>4.50-4.74</th>
<th>4.00-4.49</th>
<th>3.00-3.99</th>
<th>1.00-2.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consensus</td>
<td>Highest</td>
<td>Very High</td>
<td>High</td>
<td>Moderate</td>
<td>Little</td>
</tr>
<tr>
<td>.5167-.7617</td>
<td>Highest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.7618-1.007</td>
<td>Very High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.008-1.252</td>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.253-1.497</td>
<td>Moderate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.498-1.742</td>
<td>Little</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Numbers in matrix squares correspond to ranked statements in Table VI.

The median intervals of 1.00-5.00 were divided into five parts as before and placed at the top of the graph. Therefore, the tables show relationships between the median and IQR scores.

The highest IQR score computed in the study was 0.5167. The lowest IQR score computed in the study was 1.7419. When 0.5167 is subtracted from 1.7419, the difference is 1.2252. When 1.2252 is divided into five equal parts, each part is .24504. The five cells in the matrix for IQR scores, therefore, have a range each of .24504. These cells were arbitrarily
TABLE X

DISTRIBUTION OF IQR AND MEDIAN SCORES FOR REASONS THAT MORE WOMEN DO NOT ASPIRE TO BECOME ADMINISTRATORS

<table>
<thead>
<tr>
<th>Importance (Median)</th>
<th>IQR Consensus</th>
<th>4.75-5.00 Highest</th>
<th>4.50-4.74 Very High</th>
<th>4.00-4.49 High</th>
<th>3.00-3.99 Moderate</th>
<th>1.00-2.99 Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.5167-.7617 Highest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42,43</td>
</tr>
<tr>
<td></td>
<td>.7618-1.007 Very High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12,15,40, 41</td>
</tr>
<tr>
<td></td>
<td>1.008-1.252 High</td>
<td>1</td>
<td>2,7,8,10</td>
<td>13,16,20, 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.253-1.494 Moderate</td>
<td></td>
<td>3,4,5,6,9</td>
<td>14,18,19, 21,22,24, 30,32,33, 36,38,39</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.498-1.742 Little</td>
<td>11</td>
<td></td>
<td>17,23,25, 27,28,29, 31,34,35, 37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Numbers in matrix squares correspond to ranked statements in Table VII.

designated by the same terms as were used for the median cells.
The median cells were divided according to the arbitrary classification established to be used of: 4.75-5.00 Highest Importance, 4.50-4.74 Very High Importance, 4.00-4.49 High Importance, 3.00-3.99 Moderate Importance, 1.00-2.99 Little Importance.

Each table corresponds to one of the three sections of the questionnaire. Each statement as it was ranked in Tables
TABLE XI

DISTRIBUTION OF IQR AND MEDIAN SCORES FOR EFFECTIVE MEANS TO ENCOURAGE CAPABLE WOMEN TO QUALIFY THEMSELVES FOR EDUCATIONAL ADMINISTRATION

<table>
<thead>
<tr>
<th>IQR Consensus</th>
<th>Effectiveness (Median)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.75-5.00 Highest</td>
</tr>
<tr>
<td>.5167-.7617</td>
<td>Highest</td>
</tr>
<tr>
<td>.7618-1.007</td>
<td>Very High</td>
</tr>
<tr>
<td>1.008-1.252</td>
<td>High</td>
</tr>
<tr>
<td>1.253-1.497</td>
<td>Moderate</td>
</tr>
<tr>
<td>1.498-1.742</td>
<td>Little</td>
</tr>
</tbody>
</table>

Numbers in matrix squares correspond to ranked statements in Table VIII.

VI, VII, and VIII is entered by number into the squares of the matrix.

Table IX refers to the first section of the questionnaire which asks participants for reasons there are not more women administrators in education. The matrix shows the following:

1. The matrix shows the highest consensus, as shown by IQR scores, to relate to five items which have the lowest median scores, i.e., participants strongly agreed that these statements had little importance or were not true: (1) women
are not smart enough to be administrators (IQR-0.5167),
(2) women are unable to handle the budgets and finances associated with administrative positions (IQR-0.5536), (3) men are better at administration than are women (IQR-0.5849), (4) women administrators are unable to relate to or work with men administrators (IQR-0.6988), and (5) women are too unstable emotionally to function well as administrators (IQR-0.7556).

2. Table IX shows high consensus, as shown by IQR scores, relative to four items which have the lowest median scores, i.e., participants agreed to a high degree that these statements had little importance or were not true: (1) women do not want or aspire to become administrators (IQR-1.2053), (2) token administrative positions are being created by school districts, and these are being filled by women in order to keep them out of real (line) administrative positions (IQR-1.1950), (3) (interscholastic) coaching is viewed by many school districts as a prerequisite for administrative jobs and few, if any, women are (interscholastic) coaches (IQR-1.2460), and (4) women are unable to handle the discipline problems associated with administrative positions (IQR-1.2020).

3. Table IX shows high consensus, as shown by IQR scores, on one item which has a high median score, i.e., the participants agreed to a high degree that this statement had high importance: the candidate pool from which administrators are drawn is predominantly male (IQR-0.9077).

The matrix in Table X refers to the second section of the questionnaire which asks participants for reasons more
women don't aspire to become administrators. The matrix shows the following:

1. Table X shows the highest consensus, as shown by IQR scores, to relate to two items which have the lowest median scores, i.e., participants strongly agreed that these statements had little importance or were not true: (1) women are afraid they cannot pass the courses required for administrative certification (IQR-0.6596), and (2) women are not qualified to be administrators (IQR-0.5849).

2. Table X shows a very high consensus, as shown by IQR scores, to relate to four items which have the lowest median scores, i.e., participants agree to a very high degree that these statements had little importance or were not true: (1) women are actively discouraged from competing for administrative jobs by their husbands (IQR-0.8378), (2) women lack information about how to apply for and gain administrative positions (IQR-0.9627), (3) women are not physically strong enough to handle administrative jobs (IQR-0.8144), and (4) women lack initiative (IQR-0.8222).

3. Table X shows a high consensus, as shown by IQR scores, to relate to four items which have the lowest median scores, i.e., participants agree to a high degree that these statements had little importance or were not true: (1) men get encouragement and support from their wives while women do not have the benefit of this kind of support (IQR-1.1455),
(2) the lack of sufficient governmental affirmative action programs that encourage women to enter administration (IQR-1.2048), (3) married women view themselves as providers of second incomes and do not need, or want, higher paying administrative jobs (IQR-1.1510), and (4) women fear that men will not like working for a woman supervisor (IQR-1.0501).

4. Table X shows high consensus, as shown by IQR scores, on one item which has a high median score, i.e., the participants agreed to a high degree that this statement had high importance: women are not encouraged to compete for administrative jobs by their school district administrators (IQR-1.0295).

The matrix in Table XI refers to the third section of the questionnaire which asks participants for effective means to encourage capable women to qualify themselves for educational administration. The matrix shows the following:

1. Table XI shows very high consensus, as shown by IQR scores, on one item which has a high median score, i.e., the participants agreed to a high degree that this means had a high degree of effectiveness: encouragement for women to enter administration by colleges, counselors, and professors (IQR-0.9275).

2. Table XI shows high consensus, as shown by IQR scores, on two items which have very high median scores, i.e., the participants agreed to a high degree that these means had a very high degree of effectiveness: (1) encouragement for
women to enter administration by women in administration (IQR-1.0944), and (2) encouragement for women to enter administration by their husbands (IQR-1.0962).

3. Table XI shows high consensus, as shown by IQR scores, on eight items which have high median scores, i.e., the participants agreed to a high degree that these means have high effectiveness: (1) encouragement for women to enter administration by school districts (IQR-1.1580), (2) encouragement for women to enter administration by their families (IQR-1.0651), (3) encouragement for women to enter administration by present male administrators (IQR-1.0159), (4) get school districts to appoint more women to administrative positions so that these women can provide role models and incentives for other women (IQR-1.1577), (5) encouragement for women to enter administration by their fellow teachers (IQR-1.1094), (6) help women become aware of opportunities in administrative careers through on-the-job work which help prepare women for administration, e.g., committees, councils, department headships, and other opportunities for leadership growth (IQR-1.0611), (7) appoint women to legitimate rather than token administrative positions (IQR-1.1412), and (8) provide financial encouragement and assistance by means of tuition reimbursement by school districts for certification courses (IQR-1.1388).

4. Table XI shows moderate consensus, as shown by IQR scores, on one item which has a high median score, i.e., the
participants agreed to a moderate degree that this means had a high degree of effectiveness: help women become aware of opportunities in administrative careers through special administrative internship programs for women (IQR-1.2976).

This chapter presented the ranking of the data grouped by sections of the questionnaires. The findings were listed according to the levels of importance as determined by median scores. The findings were also presented in matrices to illustrate the relationship between consensus (IQR scores) and importance (median scores).
CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine the perceptions of women teachers concerning the relatively small number of women in educational administration. Specifically, the study sought to elicit reasons there are not more women administrators in education, reasons more women do not aspire to become administrators, and effective means to encourage capable women to qualify themselves for educational administration.

The design of the study was based on the Delphi technique, which is a method of achieving group consensus through a sequence of group iterations. A panel of people who have a background of understanding in the area to be studied was selected and asked to participate. In the case of this study of factors influencing women teachers' career decisions to become administrators, women teachers in public schools in northeast Texas were invited to become members of the Delphi panel. Sixty-four women who consented to participate were in the study. These women first responded to Questionnaire I, an open-ended statement.
The statements submitted by the panel members in Questionnaire I were compiled within the sections of the initial instrument and returned to the sixty-four women as Questionnaire II. This second instrument contained a five-point scale for each item. The panelists rated each item on this scale from five, extremely valid and important or likely to be very highly effective to one, not valid or not likely to be at all effective.

When the panelists returned Questionnaire II, their opinions were analyzed, and a median and interquartile range for each statement were determined. The median indicated the degree of importance placed on the item by the panel members—the higher the median, the greater the importance accorded the factor by the women panel members. The interquartile range contained the middle 50 per cent of the responses and demonstrated the level of consensus; the smaller the interquartile range, the greater the consensus.

Questionnaire III of the Delphi study contained the medians and interquartile ranges of all of the statements on Questionnaire II, along with blanks for the panel members to give their rating again, providing an opportunity for panel members to change their original ratings if desired. When the panelists returned their copies of Questionnaire III, the results were treated by a computer to determine the medians and interquartile ranges for the statements on Questionnaire III. The treatment and analysis of the data were aimed
toward determining the perceptions of women teachers concerning the relatively small number of women in educational administration.

Findings and Conclusions Regarding Reasons There Are Not More Women Administrators in Education

For purposes of clarity each of the three major questions of the questionnaire will be considered separately. In the first section the women panel members identified reasons there are not more women administrators in education. The findings are summarized under the attached levels of importance. Inferences are drawn and placed under the subheading of conclusions.

Findings

Twenty-five reasons there are not more women administrators in education were obtained from the statements supplied by the panelists. However, eight were accorded moderate importance levels and sixteen were accorded little importance levels.

The data showed that, according to teachers' perceptions, administrators are drawn from a predominantly male candidate pool. This statement stands clearly above all the others dealing with reasons that there are not more women administrators in education.

Women teachers agreed to a high degree that the following items were really not important as to why there are not
more women administrators: women do not want or aspire to become administrators,  token administrative positions are being created by school districts to be filled by women in order to keep them out of real (line) administrative positions, coaching is viewed as a prerequisite for administrative jobs, and women are unable to handle discipline problems.

Women teachers very strongly agreed that the following items had little or no importance at all as to why there are not more women administrators: women are too unstable emotionally, women administrators are unable to work with men administrators, men are better at administration than are women, women are unable to handle budgets and finances, and women are not smart enough to be administrators.

Conclusions

Based upon the findings of this study in the area of reasons that there are not more women administrators in education, the following conclusions can be justified.

1. The reason there are not more women administrators in education found to be of high importance was that the candidate pool from which administrators are drawn is predominantly male. Women teachers do not perceive that women have chosen administration as a career field to the extent that men have done so.

2. The panel responded quite negatively to any suggestion that women do not have the abilities to compete with men. The panel rated extremely low or 'not true at all' the
items that said that women are not smart enough, unable to handle budgets and finances, not as good at administration as men, unable to relate to or work with men, too unstable emotionally, and unable to handle discipline problems.

3. The women teachers suggested many of the same reasons for there not being more women educational administrators as are cited in the literature. The findings in this section suggest, however, that the women teachers did not consider any one of these reasons to be of great importance in answering the question of why there are not more women in administration. It is concluded that the reasons given all contribute to answering the question but do not have strong impact individually.

Findings and Conclusions Regarding Reasons That More Women Do Not Aspire to Become Administrators

The panel members identified forty-three reasons that more women do not aspire to become administrators. These factors are summarized in the section on findings. Conclusions drawn from these findings then follow.

Findings

Forty-three reasons that more women do not aspire to become administrators were supplied by the panelists. However, thirty-two were accorded importance levels below a median of 3.00.
Women are not encouraged to compete for administrative jobs by their school district administrators. This item was clearly the most important reason that women do not aspire to become administrators according to the perceptions of the women teachers.

The teachers agreed to a high degree that the following items had little or no importance: men get encouragement and support from their wives while women do not have the benefit of this kind of support, the lack of governmental affirmative action programs, married women view themselves as providers of second incomes so do not want the higher paying administrative jobs, and women fear that men will not like working for a woman supervisor.

The teachers agreed to a very high degree that the following items had little or no importance as to why women do not aspire to become administrators: women are actively discouraged from competing for administrative jobs by their husbands, women lack information about how to apply for administrative positions, women are not physically strong enough to handle administrative jobs, and women lack initiative.

The teachers had the highest degree of consensus in ranking the following two items as being of little or no importance: women are afraid they cannot pass the courses required for administrative certification, and women are not qualified to be administrators.
Conclusions

Based upon the findings of this study regarding the reasons that more women do not aspire to become administrators, the following conclusions appear to be warranted.

1. Clearly the first place reason that women do not aspire to become administrators is that women are not encouraged to compete for administrative jobs by their school district administrators. This reason was one of the most frequent given as a response on the first questionnaire, and it carried through to be rated within the interval of high importance on the final questionnaire. This reason was the only one rated to be in the interval of high importance. For this reason to be rated so high above the others shows how important the influence of people she works for is to a woman educator. Administrators in a school district greatly influence a woman teacher and the whole pattern of her future career goals.

2. As in Section I, the lowest ranked reasons, the ones that were rated according to the questionnaire's scale as "not valid/true at all" are reasons that relate to women's abilities. The panel did not support any statement that questioned women's ability. The four reasons ranked lowest are: women are not physically strong enough to handle administrative jobs, women lack initiative, women are afraid they cannot pass the courses required for administrative certification, and women are not qualified to be administrators.
3. The findings in the area of reasons that more women do not aspire to become administrators suggested that, while the reasons given by the panel included those often cited in the literature, the women teachers in this study did not determine that these reasons had great impact on career decisions of women to seek educational administrative positions.

Findings And Conclusions Regarding Effective Means To Encourage Capable Women To Qualify Themselves For Educational Administration

The third area toward which the panel of teachers directed their attention was in considering effective means to encourage capable women to qualify themselves for educational administration. The findings are summarized below and inferences are drawn which are placed under the subheading of conclusions.

Findings

The panelists cited thirty-seven effective means to encourage capable women to qualify themselves for educational administration. Two were rated as very high, ten as high, and twenty-one as of moderate effectiveness.

The two items that the teachers rated very high on effectiveness as means in encouraging capable women to qualify themselves for administration were: encouragement for women by women in administration, and encouragement for women by their husbands. The teachers showed a high degree of consensus on rating these two items.
Encouragement for women to enter administration by colleges, counselors, and professors was a means of high effectiveness as rated by the teachers. The teachers agreed upon this rating for this item to a very high degree.

Eight other items were considered of high effectiveness by the teachers. The teachers had a high degree of agreement in ranking these means high: encouragement for women by school districts, encouragement for women by their families, encouragement for women by present male administrators, get school districts to appoint more women so as to provide role models and incentives for other women, encouragement for women by their fellow teachers, help women become aware of opportunities in administrative careers through on-the-job work, appoint women to legitimate rather than token administrative positions, and provide financial encouragement by means of tuition reimbursement by school districts for certification courses.

Another item rated as having high effectiveness was: help women become aware of opportunities in administrative careers through special administrative internship programs for women. The teachers did not agree on this means as much as they did on the others they rated as having high effectiveness.

Conclusions
The following conclusions were drawn from the findings in the area of effective means to encourage capable women
to qualify themselves for educational administration.

1. Women teachers indicated that encouragement by other people in their lives would be very effective in influencing them to select administration as a career. The teachers named several groups whose encouragement would be important to them: women in administration, husbands, school districts, families, male administrators, fellow teachers, and college personnel. All of these groups are people who have personal contact with the woman.

2. The means which the teachers rated most effective are not difficult for school districts to implement. Encouragement given by their administrators and personnel costs nothing, and such a positive and personal device can have many other good side effects besides that of encouraging the capable women to consider an administrative career. Appointing more women to administrative positions to provide role models and helping women become more aware of administrative careers through on-the-job work experiences can also be accomplished without increasing budgets or taking a long time to produce results.

3. The most effective financial encouragement was tuition reimbursement by school districts for certification courses. The other means suggested of a financial nature did not receive as much approval.

4. Women want positions in which they can perform meaningful roles rather than titles. The women ranked high
the statement that women should be appointed to legitimate rather than token administrative positions.

General Conclusions

1. Items dealing with women's lack of abilities were ranked very low in importance by the women. Therefore, women teachers do not perceive women as lacking these abilities. The women teachers do believe women are capable of handling discipline problems, are emotionally stable, are able to work with men administrators, are as good at administration as men, are able to handle budgets and finances, are smart enough, can pass courses required for administrative certification, and are qualified to be administrators.

2. Families, fellow teachers, administrators, and others in the school district who have personal contact with a woman teacher can greatly influence her to pursue an administrative career. More women have not aspired to become administrators because their school district administrators have not encouraged them to do so.

3. Most of the reasons given by women teachers and, in many cases, cited by the literature, why women are not and do not aspire to be administrators were not determined to be of great impact when considered individually in this study.

4. Statements in Section III were positive suggestions for accomplishing a task and received much stronger support overall from the women teachers as shown by the medians given the items than the statements in Sections I and II.
Recommendations

Several recommendations are presented for consideration based on the findings of this study. These are directed toward institutions which train administrators, schools hiring administrators, and prospective women administrators.

1. Since effective means for encouraging capable women to pursue administrative careers were defined by women teachers, it is recommended that school districts be made aware of these factors. Means that school districts should give special consideration to implementing include encouraging women to enter administration, helping women become aware of opportunities through on-the-job experiences, and appointing more women to administrative positions as models and incentives for other women. These means are not expensive and can have many other good side effects besides that of encouraging women to enter administration.

2. Women teachers perceived the candidate pool from which administrators are drawn to be predominantly male. Therefore, it is recommended that some of the means indicated as important in Section III of this study be implemented by school districts and schools of education in order to bring more women into the candidate pool.

3. The study indicated the high importance of encouragement given to women by colleges as a means to influence women to consider an administrative career. Therefore, it is recommended that this factor be considered in program
development for graduate students in educational administration. Professors and college counselors can indicate the opportunities for women in administration and can give guidance to women as to how to qualify for such positions. Within the scope of the courses which they teach, professors can give information on administrative positions.

4. The most important reason given for women not aspiring to become administrators was that women are not encouraged to do so by their school district administrators. Therefore, it is recommended that school districts understand the value of personal encouragement by those people who have personal contact with the teacher.

5. The second most important reason women do not aspire to become administrators was that women are unwilling to relocate in order to advance in administration. This statement was ranked as being of only moderate importance; however, it is recommended that school districts give more attention and impetus to training and promoting from within the district instead of hiring from outside the district.

6. One means listed high as being effective for encouraging women to qualify themselves for administration was to help women become aware of opportunities in administrative careers through special administrative internship programs. Therefore, an internship course which includes instruction in leadership skills and placement in administrative job roles is recommended. Each school district should develop
its own internship program to coincide with its own needs and opportunities. The program can be for men as well as women as long as it does not neglect women in providing training, placement, and advancement.

7. The women teachers suggested several ways to provide financial help as means of encouraging women to qualify themselves for administration. The means that the teachers ranked highest was tuition reimbursement by school districts for certification courses. It is recommended that teachers be given financial help to attain administrative certification.

8. Teachers ranked high as an effective means to encourage capable women the following statement: help women become aware of opportunities in administrative careers through on-the-job work which helps prepare women for administration, e.g., committees, councils, department headships, and other opportunities for leadership growth. Therefore, it is recommended that administrators of schools select capable women teachers and direct these teachers into these types of leadership roles in the school.

9. Endorsement of Title IX was ranked of moderate importance by the teachers, but other means that forced school districts to appoint more women, such as establishing quota systems, were given low rankings. Therefore, it is recommended that school districts take positive steps to insure equal opportunity to women seeking administrative positions
in reality as well as in theory before women teachers change their attitudes and develop antagonistic desires to change the system forcibly from without.

Recommendations For Further Study

The findings of this Delphi study to ascertain perceptions of women teachers of conditions affecting women becoming educational administrators caused the researcher to recommend further study as follows.

1. A follow-up study should be conducted after an interval of time to delineate what changes, if any, have been brought about by a changing society and different school policies.

2. A study should be conducted of women administrators to find out whether they agree with the perceptions of the women teachers on these questions.

3. A study implementing some of the identified means in this study for encouraging women to pursue administration as a career should be conducted to determine the extent to which these means are actually effective in practice.

4. A corresponding study should be conducted using a sample of women teachers chosen from a broader geographical base, preferably the whole United States.
August, 1978

Dear Dr.

I am conducting a study on the aspirations of women to become school administrators. This study has been approved by a committee of North Texas professors and utilizes the Delphi technique. The panel for the study is to be composed of teachers who are female graduate education students attending North Texas State University, half of whom are students in educational administration.

I would like your permission to visit your class, explain the study, and invite the female teachers to participate in the study. This should take about ten minutes. I will contact you soon, by telephone, to make arrangements for my visit.

Thank you for your consideration.

Sincerely,

Florence Sloan

John Hörval, Advisor
INFORMATION FORM

I. Home Mailing Address
Name __________________________
Address _________________________
City-Zip _________________________
Telephone _________________________

II. Position Held
Elementary Teacher ______
Secondary Teacher ______
Other _________________

III. Ethnicity
Black ______
Anglo ______
Mexican-American ______
Other ______

IV. Marital Status
single ______
widowed ______
mARRIED ______
divorced ______

V. Number of Years in Education as an Occupation
1 through 5 ______
6 through 10 ______
11 through 15 ______
16 or more ______

VI. Size of School District You Worked In:
Large (more than 50,000 ADA) ______
Medium (5000 to 50,000 ADA) ______
Small (less than 5000 ADA) ______

VII. Are you eventually seeking administrative certification? ______
Questionnaire I

This is a study, conducted according to Delphi procedure, to determine answers to three questions concerning the aspirations of women to become school administrators. You are one of a panel of women teachers chosen according to your interest in the subject and experience as a teacher to determine these answers. Please list your answers to the following three questions according to your views.

I. List reasons that there are not more women administrators in education. (List as many as you feel have any significance.)

II. List reasons that more women don't aspire to become administrators. (List as many as you feel have any significance.)

III. List effective means by which capable women can be encouraged to qualify themselves for educational administration. (List as many as you wish.)
September 23, 1978
4020 Cedarbrush Drive
Dallas, Texas 75229

Dear

This letter is to remind you to return the Questionnaire I concerning the aspirations of women to become school administrators to: Mrs. A. Sloan
4020 Cedarbrush Dr.
Dallas, Texas 75229

I will appreciate receiving your completed questionnaire soon so that the Delphi Study Questionnaire II can be compiled including your input.

Sincerely,

F. Sloan
RESPONSES TO QUESTIONNAIRE I

Teachers Who Plan To Earn Administrative Certification

I. Reasons that there are not more women administrators in education:

1. Not promoted as quickly/fairly as males
2. A degree of discrimination probably still exists
3. Prejudice against giving women administrative jobs because of instability of the female group
4. Male chauvinism
5. Sex discrimination
6. Higher salaries should go to males
7. Administrative positions are rewards or compensations for low salaries so men as heads of households are moved up
8. Systems see women as only teachers and promote men even if not qualified
9. Districts' preferences for men rather than for most capable person of either sex to fill position
10. Control of jobs by males
11. School districts still hiring more men
12. Job discrimination
13. Not chosen over a man if all else is equal
14. School districts still hiring more men
15. Those choosing administrators prefer men applicants
16. Women may feel that certification is not worth the effort as the jobs will most likely go to men anyway
17. Historically, because women were not encouraged/barred from certain administrative capacities, we probably do not have that many women trained for/certificated for educational administration today
18. Social pressures discriminate against women executives
19. Society does not accept women in power positions
20. The women administrators that do exist are under a lot of pressure just by being women. Women don't like this.
21. Stereotyping by males as to women's abilities in leading positions
22. Sexist attitudes of school districts toward women, specifically in alleged inability to handle administrative problems
23. Traditional beliefs that women are not good leaders
24. Misconception that women are not good leaders
25. Traditional sex roles--until very recently women were not encouraged or taught that they were capable of assuming leadership-type roles
26. Social background--felt not a "feminine" occupation
27. Role was not one women have been attuned to culturally.
28. Administration still viewed as a masculine vocation
29. Tradition that administrators are men
30. School boards traditionally feel that only men are capable of directing and giving orders.
31. Parents feel male authority figure is the more knowledgeable, effective and intelligent
32. The belief that males make better administrators than females is still prevalent.
33. Tradition holds that men are the administrators.
34. The area of administration is still probably viewed as a masculine vocation by many people of both sexes.
35. Due to tradition, it has been assumed man is superior to woman and commands the higher jobs.
36. Past experiences--Public school administration has been a predominantly male oriented profession
37. Men have been given more recognition in leadership roles.
38. Married women don't have to make as much money as married men.
39. Too many women teachers are married and can rely on their husband's income to supplement their own. This reduces their need to go into a higher paying job.
40. Second salary in the family
41. Many women not primary income source so goals not as high as men
42. Married women see the husband as main "bread winner".
43. Women see their work as a supplement to their husband's salaries.
44. Many women not in it for money--they're in for the hours and the second income that is compatible with their family lives
45. Women are not usually bread winners thus are not motivated to seek high position meaning higher pay
46. Administrators usually have been coaches and there are few women coaches.
47. Coaches get promoted because they are "disciplinarians"
48. Administrators have traditionally been selected from athletic staff
49. A large number of administrators have had experience as coaches where the field has been dominated by men.
50. Few women are coaches. A lot of administrators were coaches.
51. Stereotype of coaches as the administrators
52. Women too emotional to deal with administrative problems
53. Women too emotional
54. Men are more "stable"
55. Many women have low levels of self-esteem.
56. Women do not view themselves as leaders because they were not taught that women do possess leadership qualities.
57. Women cannot handle the responsibility and pressure that comes with being an administrator.
58. Women can't take the strain.
59. Males feel females cannot handle discipline outside the classroom situation.
60. Discipline, which is a major portion of beginning administrator's duties, is generally easier for men than women.
61. "Scare" factor in dealing with the boys in secondary schools--men often believe women incapable
62. A woman is always having to prove herself for professional respect.
63. Women administrators are under a lot of pressure just by being a woman.
64. No demand to fill positions with women
65. The demand for women administrators was not evident.
66. More social pressure put on a man to 'move up' than on a woman
67. Women shoved aside because of other administrators' feelings toward women
68. Are not willing to take administrator's position in view of the pay, in proportion to the hours involved (although that's probably the same as the average, not exceptional, teacher puts in)
69. Men were certified earlier and have prior applications for opening positions.
70. Lack of unions and teacher organizations with strength to seek rights for women
71. People would rather work for a man than a woman.
72. Woman will not be able to relate to staffs which are primarily male.
73. Men are more charismatic, generally speaking, because of certain physical characteristics: larger in physical build, deep voice, strength, etc.

74-143 These comments were listed as answers which respondents wrote were for both questions I and/or II. They seemed to be more appropriate for question II so are listed there but included in question I as: "Because women do not want or aspire to become administrators".

Teachers Who Do Not Plan To Earn Administrative Certification

1. Reasons that there are not more women administrators in education:
   1. Men are often more authority figures.
   2. Female administrators are not totally accepted as "authority figures"
   3. That a male figure automatically represents authority
Not taken as seriously as a man
Many still feel more people listen to men administrators (more power)
Female administrators lack credibility as viewed by male
On the secondary level, discipline problems can often be handled by men easier than by women.
Have to deal with corporal punishment--can't be as stern as men as consistently
Women cannot discipline as well
Many people feel that only men are capable of handling discipline, particularly in the high school.
Discrimination
Not given a chance
Little chance of getting hired
Not hired by school boards
Small towns don't hire women administrators.
Opportunity given to men (preferential treatment)
Women work for their spending money and depend upon their husband's money for necessities.
In case of married women, the income is supplementary and no need to move into a higher bracket.
Most women are not the sole support of their families and feel the job, even though it pays more money, is not worth it because they don't need the money that badly.
It is natural to have men in positions of authority over a woman.
Traditionally a male role
School administrators are traditionally men and it is difficult to change the attitudes of people
Social tendencies for men to hold administrative offices and women as teachers, especially on elementary levels
Female stereotyping by society
Myth that women are more home-oriented
Sex stereotyping affects hiring them to some degree
Women are not smart enough.
Men and women lack confidence in women as administrators.
Lack of public confidence in the abilities of women
That a woman's background had not prepared her for a position in administration
Lack of necessary educational qualifications
Lower percentage trained for the job
Criticism by men in administration
Not treated as equal by men administrators (Women would have to bring coffee and doughnuts to faculty meeting, etc.)
Lack of self-confidence on the part of some capable teachers
Lack of assertiveness with men
37. Aren't as many women coaches. (Check background of a lot of men administrators)
38. In every school district I have ever been associated with, the administrators are invariably ex-coaches. This is probably due to the fact that they are supposedly good disciplinarians. Thus, they begin as principals who can "handle the discipline problems" and work their way up in administration.
39. Small number apply compared to males
40. There aren't as many women applicants as men.
41. School districts don't want women administrators.
42. Money factors--pay may not be as high for the women which is discriminating but does happen
43. Many women find financial aspect of administration more than they can handle. They don't have solid "business" background.
44. A general misconception that men can handle the pressures more adequately than a woman
45. Most administrators and school board members are men and thus do not consider women for these positions
46. There is a general feeling that women are inept and incapable of running things.
47. Women teachers have better working relationships with men supervisors.
48. Business world did not recognize women as administrators, therefore positions not open for women.
49-99 These comments were listed as answers which respondents wrote were for both questions I and/or II. They seemed to be more appropriate for question II so are listed there but included in question I as: "Because women do not want or aspire to become administrators".

Teachers Who Plan To Earn Administrative Certification

II. Reasons that more women don't aspire to become administrators:

1. Not interested in the hassle involved with administration
2. It is easier and more simple to follow than to lead
3. Some women probably don't want the responsibilities and kinds of pressures associated with administration
4. Responsibility and pressure
5. Many women prefer to work for male administrators rather than assume the weighty responsibilities of a school administrator
6. Don't want added pressures
7. Many administrative positions are full of job pressure. As a teacher I am alone in my class with my kids. I can effect change without the rest of the world.
8. Too visible and responsible to too many different factions of staff and community
9. Most women don't want that much responsibility.
10. Too much responsibility
11. Shun responsibility
12. Some women don't want the added responsibilities that an administrative job brings.
13. Women sometimes feel threatened in situations in which number of men predominate.
14. Don't want to compete against the "male" population
15. Afraid to assume a traditional male role
16. It isn't viewed as a feminine role.
17. Fundamentalist Christian teaching that delineates the male role as the leader and the woman as subservient. This idea has been accepted by many women.
18. Woman has found it difficult to compete in a field dominated by men.
19. Worry about what men will say about their being an administrator
20. Women taught from birth that men are leaders and women followers
21. Socialization-Society has placed women into more subservient roles.
22. Feel intimidated by male oriented role
23. It's not a role women are expected to fill.
24. Influenced by old idea that such positions are for men.
25. Too much time and money and work involved in pursuing certification
26. Don't wish to return to college for certification
27. Long training period
28. Many women are frightened at the prospect of returning to school.
29. The time and money involved in pursuing an advanced degree or certification
30. Financial and family problems of graduate study
31. Don't want to forfeit home life for hours in classes
32. Some may be limited on time to continue their education if they already have a family
33. Not willing to give the time that is needed to acquire certification and/or to fulfill administrative job responsibilities
34. In so many married women, husbands and child-rearing are simply too demanding to permit any addl. college study. There simply isn't enough time and energy to cover all fronts.
35. The college preparation program necessary to becoming an administrator discouraged some.
36. Some women don't feel like taking the necessary hours and courses that must be taken for an adm. certificate or degree. Too much work.
Like working with students in the classroom
Should confine themselves to teaching
Many women are content to be teachers
Enjoy the classroom
Some women feel successfully fulfilled to ultimately become a supervisor.
Satisfied with pay and working hours of teacher
Content with classroom role
Only a relatively few women in ed. wish to leave the classroom for ad. duties. They enjoy the contact with students.
Many women like the security of being a teacher (the known) and fear the insecurity of attempting to enter adm. (the unknown)
Teaching meets many women's environmental needs, i.e. shorter work day, holidays with children, etc. and adms. often have longer hours
Women are not groomed for these positions—they have no mentors.
No counseling for women to consider that there is an opportunity
Women teachers have been encouraged to be the best teachers possible, but they have not been encouraged to pursue adm. positions. Hence, they do not even consider the change.
Not encouraged to do so
Women are not encouraged by existing adms. to go into adm.
Lack of encouragement—Because few women are in adm., women are generally not encouraged to enter the field. (Women do not see other women in the adm's. role.)
They are not encouraged.
Women are not encouraged to aspire nor are they informed about how to become an adm.
Many women feel that the adm. jobs that are open are going to be filled by men anyway.
Lack of opportunity for advancement
The "why try" syndrome is in evidence in so many school districts.
Women are not assured of jobs, even if they acquire the necessary certification.
No equal opportunity
Some capable women may feel that their particular District won't consider them for adm. openings.
Governmental agencies have not been firm enough in demanding equal opportunity practices.
Discouragement because most adm. positions are filled by men.
Already have families—which come first
Time with children
Not enough time for addl. college study, family responsibilities
66. Family
67. Family responsibilities do not give them time to prepare to get involved
68. Teaching is combined with jobs of mother and homemaker
69. Too busy with homemaking duties
70. Some women don't want to "give up" those extra hours which a position in adm. would require.
71. Once accustomed to the hours of teacher, a woman does not wish to forfeit those times off to be an adm.
72. The time spent on the job is too high a commitment away from family.
73. It is very time consuming.
74. Time requirements-Most women must allow time for not only their professions but also family responsibilities and community involvement.
75. Women who are not heads of households often feel the salary and amount of responsibility not important to them
76. Content to sit back and let men be the main "bread winners"
77. A woman does not have the demand for a higher paying job like a man does.
78. Too many women see their work as being only a job to supplement family income.
79. Some probably feel that men won't like working for women adms.
80. Some women feel uncomfortable with the idea of supervising men.
81. Some have been affected by what male counterparts have said about women in adm.
82. Some women might be reluctant to aspire to such a position because some spouses/male friends view such women as being in competition with them.
83. Do not intend to be a career woman
84. Some women only in ed. until marry and start family
85. Teaching not really a career-just a supplementary income before starting family
86. She doesn't see the need for the required ed. as a short-range accomplishment.
87. Feel only the lower adm. positions are open to them
88. Women can only get the middle jobs, even with the certification.
89. In secondary, most women adms. are in charge of discipline; few chances are available to move into a secondary principalship.
90. Lack of opportunity for advancement
91. Not educated in handling adm. duties
92. Lack of training
93. Most women are not trained to be ambitious
94. More working days bad for women—takes away from family ties
95. Time off in the summer
96. 12 month contract takes more time away from family
97. There are very few role models for women to look up to.
98. They don't have many models.
99. No role models
100. Many women lack confidence in their leadership capabilities.
101. Lack of initiative
102. Insecurity
103. Can't handle secondary level discipline of boys
104. The thought of discipline (high school level students), male especially in the schools
105. Discipline—Because the role of administrator tends to become one of a disciplinarian and not an educator, most women feel more effective in the classroom situation
106. Society has accepted that such positions are for men.
107. Many women feel women should confine themselves to teaching within the educational system
108. Other women feel men "can handle it better than a woman".
109. Don't want to be considered aggressive or pushy
110. Administrators must be assertive to compete. Majority of women have been told this is not a "ladylike" characteristic.
111. Women are sometimes discouraged from trying to get administrative jobs.
112. Discouraged by friends/family/co-workers
113. Bad attitude toward existing administrators and how they got their jobs
114. Administrators don't have a very good image right now to this teacher.
115. The jobs in administration are not that attractive to some women (myself included).
116. Not as much personal gratification as a doctor or lawyer—fewer people appreciate the role
117. Women interrupt their careers to assume homemaking responsibilities and therefore do not attain the preparation for administration.
118. Immediate needs of children causing many women to stay home with babies shortly after college graduation, spoils chances of early chances for administrative careers
119. Poor counseling in high school and college—women don't consider that there is an opportunity
120. Administrators are thought to need physical might.
121. Husband does not want them to
122. Women teachers on the whole do not seem to be ambitious for administrative roles. Who knows why?
123. Some lack personal interest in field
124. Lack of knowledge about requirements/procedures for becoming administrators
125. Tight competition for jobs scares many women away
126. Women have not challenged prejudicial hiring practices for fear of losing their present positions.
127. Don't know what being an administrator is like (have no women friends to tell them, etc.)
128. Sees self as secondary worker in family. Do not want to have family conflicts if wife makes more money, has to be away from family more, needs to relocate for advancement
129. Prefer to complain rather than do something about it
130. Many more men with more tenure
131. Women are not encouraged to desire further steps up job ladder
132. Women educators probably are not encouraged as much as their counterpart by present administrators.
133. Not encouraged to enter administration
134. No encouragement from superiors
135. Not many women certificated because of lack of encouragement
136. Early schooling and college (undergrad) do not suggest administrative role to women--just teaching
137. Lack of encouragement on behalf of building and central office administrators
138. Male administrators do not encourage women due to traditional male/female roles
139. Women encouraged to be teachers, not administrators
140. No encouragement with school system
141. Have been discouraged from entering administration
142. They are not encouraged.
143. Discouragement by males in the profession
144. Children at home don't allow for many women being willing to put out extra time and effort.
145. Married women teachers have much more work at home to do than married men.
146. Feel family demands will conflict with job
147. Women feel families take precedence over job
148. Process and educational requirements take more time and effort than most young mothers can give.
149. Many women don't strive for administrative jobs due to their demanding role of mother and career women.
150. Home/family responsibilities prevent them from acquiring certification or being able to fulfill responsibilities of such positions.
151. Role conflicts with family aspirations
152. Family responsibilities
153. Women feel a stronger responsibility for family than career and therefore avoid jobs demanding exceptional responsibility.
154. Priorities of family before career (time)
155. Women don't return to school to get the necessary training and certification.
156. Do not pursue additional education needed because of time consumed caring for children
157. Many women feel that it would take too much time from family responsibilities to gain certification.
158. Many women don't want to return to college and undertake the training it takes to become an administrator.
159. Many women have trouble going to graduate school because of family and/or financial responsibilities.
160. Graduate school is very difficult for single women because many must work and go to school at the same time as well as take care of any children the person might have
161. Men more apt to seek certification since they're not combining teaching with homemaking
162. Not qualified or experienced
163. Women did not prepare educationally in the past.
164. Lack of training
165. Lack of acknowledgment of experience
166. Women don't want to undertake the training needed.
167. Women don't want the added responsibilities.
168. Do not want the responsibility
169. Avoid the extra responsibility because feel a stronger responsibility for family than career
170. Lot of responsibility attached to public school adm.
171. Requires more time
172. The hours of a teacher are more appealing to women. (The hours spent at school)
173. Administrators have nighttime obligations--football games, dances, etc.
174. It is much more time-consuming than teaching. This might discourage women with families.
175. Women do not prepare for careers--only jobs.
176. Women just teach without planning on making it a career
177. Too many women in education still do not see their work as a career
178. Many women have not entered education with the idea of making it a career. For many teaching is a second income or comfortable job to have until they settle down with families.
179. Men more apt to be in education as a life time career
180. Women accept that men would be administrators and did not question the tradition
181. Women feel that administration is dominated by men and it's going to stay that way.
182. Women have felt in the past that being an administrator was a position for a man. Women are just becoming qualified to feel the position of an administrator.
183. Acceptance by majority of southern women of leadership roles being the rightful position of men, as taught by Christian gospel
184. There are few role models for women.
185. Women administrators portray an unhappy, tired, overworked person.
186. They don't have many models.
187. Satisfied with present positions
188. Wish to stay in classroom
189. Apathy on women's part
190. Feel they won't get recognition or should I say respect a male would be afforded
191. Women are not prepared by society to accept success.
192. Feel unwelcome among men's group
193. No personal aspirations
194. No need due to husband's job and status
195. The interruption of child bearing may break up that "moving up" period--thus a woman may lose tenure.
196. Twelve month contract a problem for mothers
197. Women have not been raised (generally) to be competitive and aggressive, especially in the job market. It is difficult to get an administrative position by being submissive.
198. Women are not part of "old boy" system
199. Women don't have wives to pamper them and/or put them through school.
200. Many administrative positions (Principal especially) are mainly disciplinarians. Many women don't want that job or image. I think for many administrative positions one must be a principal to get there.

Teachers Who Do Not Plan To Earn Administrative Certification

II. Reasons that more women don't aspire to become administrators:

1. Busy with family
2. They feel that the added duties and responsibilities would conflict with their family duties.
3. Some women feel they cannot separate their private life as a wife and mother, not the head of household figure, from their role as an administrator of a school
4. Families to tend to
5. Duties at home are of more importance than those at a job.
6. Some don't feel a woman can have a career and family (children) too
7. Responsibilities in the home are more fulfilling often to women than jobs requiring longer hours.
8. The combination of home and career is limiting
9. Because of stereotyping a woman might reason an administrative position would take away from family responsibilities
10. Family orientation does not accommodate careers in administration
11. Some married women cannot handle two careers (1) wife and mother, (2) administrator
12. No time for the responsibilities
13. They may not want that type responsibility.
14. Women don't want that much responsibility in their job.
15. Many do not want the problems associated with the job (scheduling, parent and student conflicts, etc.)
16. Do not want more responsibilities
17. Do not want that much responsibility or authority
18. Many women do not wish to have the responsibilities of an administrator. It is usually more time consuming. This is especially true of women with families.
19. Little desire for that responsibility
20. Many do not care for the responsibility
21. Too much pressure, problems, decisions, etc.
22. Women don't desire the power a man does
23. Do not perceive this as a rewarding lifetime career
24. Some women do not want to be in a position for authority.
25. No desire
26. A lack of personal ambition
27. No desire
28. Lack of ambition
29. How will society feel toward them
30. Society hasn't accepted women in this type of role fully
31. Stigma that women should be in the classroom not in an administrative role
32. Criticism—being put down by society
33. They don't want to fight social pressure.
34. Administration is not traditionally a woman's field and it will take time to change this idea.
35. Lack of confidence, etc.
36. They are afraid they will not succeed as well as men.
37. Some don't feel capable.
38. They lack confidence in own abilities.
39. Lack of confidence in themselves. Lack of assurance that once in the job they would be effective.
40. Lack of self-confidence
41. Many women prefer to work with children. They don't want an administrative job that will take them away from children.
42. They are happy in their jobs as teachers.
43. Many are content with what they're doing at the present.
44. Women may enjoy the close contact with students and feel it is more rewarding.
45. Where the administrative position holds prestige for a man--the same duties and responsibilities can not satisfy a woman. I believe it basically comes down to administration being a position of power, teaching is a position of love.
46. No longer working with children by adults
47. Slim chance of getting hired if certified
48. Disappointment in seeking a position once they have their certification. Most administrators are male ex-coaches.
49. Obvious lack of filling administrative positions with women. Traditionally male.
50. Not the demand for women, because they want someone who can be tough with high school kids--without sympathetic tendencies
51. Feel that they really don't have a chance compared to men
52. Fear of not finding a job
53. Men are considered principle wage-earners and so "entitled" to higher paying administrative jobs
54. A lot more men are the sole or main providers of families
55. Woman's income supplemental to husbands
56. Often women are secondary wage earners in the family. These women would not feel the pressure a primary wage earner would to make more money.
57. Women work for their spending money and depend upon their husband's money for necessities.
58. Women don't want a full time career. (They enjoy summers off with children.)
59. Don't want full time career
60. It's a year round job.
61. Administrators are on a twelve month schedule and many women are in the teaching profession because of the 9-10 month working schedule.
62. No time for graduate school
63. They don't want to have to go back to school to become qualified.
64. They would have to go back to school.
65. Few successful models to watch
66. Lack of advancement of others seen
67. Because there are so few now
68. Not assertive
69. Lack of training in being assertive
70. The hours of after school work are too long.
71. Night activities would interfere with running homes and families.
72. Many men already fill the positions.
73. Women in roles of leadership still a fairly new thing.
74. Middle management positions are being created to absorb women and keep them out of principal and superintendent-type jobs.
75. Decision making is being done by men so women have little chance.
76. Many do not perceive this as a rewarding lifetime career.
77. Reluctance to accept positions because of need for leave of absence for pregnancy.
78. Many women feel that they are not leaders; they should be subordinate to men, having been taught this from childhood.
79. They do not have the confidence or support of the system.
80. They enjoy working with a man boss.
81. Fear of success over husband or other males.
82. Women would be called on the carpet for ways she deals with students and parents before man would. Man "expected to lose his temper".
83. Harder for woman to prove herself.
84. Peer pressure (Not given the initiative to want to tackle such a career)
85. Discipline problems seem to be on the rise in many areas.
86. Because women don't seem to be able to get along with other women well, over extended periods of time.
87. Family responsibilities prevent their going where job opportunities may be.
88. Don't want to be "put down" by other male administrators.
89. Lack of respect for administrators.
90. Some women may not want that much authority.
91. Afraid they will not be able to handle extreme discipline measures with older students.
92. Little encouragement from existing administration in most school districts.
93. Women are not encouraged to do so.
94. Discouragement from male administrators and personnel directors.
95. College professors (2 that I have talked to) are discouraging women from the field because they do not feel job openings for women are there.
96. School districts are not actively trying to get female teachers in the field.
97. They are not encouraged to become qualified.
98. I believe the number one reason is they do not really believe there are job opportunities for them. They hire men instead.
99. Seeing men usually chosen for administrative positions, women have had no incentive to get administrative degrees
100. Women don't want to be administrators.
101. Lack of ambition on the part of most women teachers
102. Lack of aspiration of women to compete for the jobs
103. Lack of interest or desire
104. Lack of desire on the part of women
105. Night hours involved (attending football, basketball games, etc.)
106. The hours of work involving after school activities too demanding for some women
107. The time that principals, vice principals, etc. spend monitoring extra-curricular activities
108. Being an administrator is time consuming--extra paper work
109. More are mothers and wives and administrators have to spend more time on the job. (attending games, PTA, etc.)
110. Women worked to supplement the family income, not the chief breadwinner
111. Don't want the problems and responsibilities of the job
112. Don't want the responsibility
113. Don't want the extra stress
114. They don't want the added responsibility.
115. Want to work more directly with children in the classroom
116. Women would rather remain in the classroom
117. Men appear to set goals in areas which will be self-fulfilling. The teaching act is very fulfilling to women whereas an administrative position would not hold the same assets or qualities
118. Women often see teaching positions as the end result of schooling and experience.
119. Interrupted careers because of raising a family
120. Maternity factor
121. Many women do not go back for master's or doctorate until they have raised a family.
122. Women rise in administrative positions at a slower rate than men, after being proven at lower levels.
123. Since it's a man's world, it is hard for women to advance in the field of administration.
124. Right now many middle management positions are being created to absorb women who qualify for administrative work. These positions keep women out of principal and superintendent type positions.
125. Many women feel uncomfortable taking authority roles over men.
126. Many feel that only men should be "the boss", that a man would not want to work for a woman.
127. Not high enough salary
128. The idea that the responsibilities and duties are not equally matched with pay.
129. Expense and time of the education required
130. The time required to take the classes
131. It has just been recently that women were given the opportunity to become administrators.
132. It seems to be a recent trend.
133. Criticism by peers
134. Teaching not seen as a long term occupation
135. Women enjoy the 9-10 months of a regular teacher.
136. Women too emotional
137. Women not physically strong enough
138. They may not be free to pursue opportunities out of the area where their husband is employed—in cases of married women.
139. Home and family responsibilities
140. Women train for administrative positions after teaching a few years. Few see the position as a goal while in school the first time. Men would see that as a goal first of all.

**Teachers Who Plan To Earn Administrative Certification**

**III. Effective means by which capable women can be encouraged to qualify themselves for educational administration:**

1. Encouragement in the local school system
2. Encouragement from males in administration
3. A specific program set up to encourage women to go into administration
4. Present administrators can encourage women who have leadership and organizational skills
5. Male administrators can seek good female applicants for administrative vacancies
6. Principals encourage women to pursue higher education
7. Get principals to actively encourage their capable women teachers
8. Individual districts should encourage capable women to pursue advanced degrees in administration by: (1) Identifying the interest through informal surveys, (2) Bringing interested women together and indicating job opportunities, (3) Giving certified women equal consideration for administrative positions at all levels
9. Principals can encourage this
10. The attitude of present administrators toward encouraging women to enter this field
11. Encouragement from their principal and other administrators
12. Principals can be supportive and encouraging
13. One or more administrators encouraging a woman to join the field
14. School superintendents and principals should give praise where praise is deserved.
15. Recommendations by supervisor or principal
16. Recommendations by fellow teachers and administrators
17. Local encouragement by on-site supervisor/superior
18. Principals to actively encourage their capable women teachers
19. Principals encourage women to pursue higher education
20. Present administrators should encourage capable women to seek certification
21. Encourage education in supervision and administration
22. School districts can attempt to encourage female applicants to apply
23. Be encouraged by administrators
24. Scholarships for women studying educational administration
25. Educational incentives to encourage capable women
26. Scholarship programs for women
27. Pay for taking courses
28. Educational loans from school districts
29. Incentive pay for post graduate education
30. Scholarship program to pay for college study
31. Scholarships and grants to help women (who must work) to study full time
32. Educational loans and/or grants from school districts to make going back to school less of an economic strain
33. Offer scholarships for women
34. Be reimbursed for college education
35. Seeing more women in the field would encourage others
36. Observing the fact that more women are being hired in administrative capacities
37. Providing examples of other women administrators
38. Women should be able to see other women being employed as administrators
39. Filling some positions with capable women so others can see that their efforts for certification may well be rewarded
40. If a number of school districts determine to hire more females, other districts may receive more female applicants feeling they may have success in obtaining a job
41. Slowly but surely the age old tradition of women being inferior to men is dying away with women commanding leadership jobs and showing they are as truly capable in holding such jobs as men.

42. Having a woman in an administrative position of leadership is a plus.

43. Universities offer administrative courses where they are easily accessible to women.

44. Offer a Needs Assessment Survey to women teachers encouraging them to state times and meeting places which would be most convenient and college courses in which they would be interested.

45. Have more courses available in administration and what it would take for each to attain a degree in and pursue that field.

46. Availability of courses at convenient times and places.

47. By universities offering extension courses in area counties of North Texas which would make it more accessible for women to attend evening classes for preparation.

48. Availability of classes at acceptable times and places.

49. For women with a family offer courses closer to home.

50. Courses for the degree offered at high schools.

51. Administrative workshops or conferences to acquaint women with administration.

52. Presentation in in-service to increase the self-image and self-motivation of women in the teaching profession.

53. Forums and programs to advise women on alternatives to the regular teaching job.

54. Educate women about the jobs available at the administration level.

55. Forums and programs to advise women on alternatives to teaching.

56. In-service programs to acquaint women of administrative programs.

57. Through possibly undergraduate courses or during in-service programs, inform teachers of positions in middle management--positions other than principal and supervisor that available.

58. By offering workshops, conferences which would provide information to women on administration.

59. Present women administrators could unite to give workshops/retreats in: (1) describing what a job in educational administration consists of for them, what to do to get there and how to cope once there, and (2) screening future aspirants for the purpose of guiding them in a more positive direction for achieving their goals, as well as letting the aspirants determine if administration should be their goal.
60. Recruit women--make a big push
61. Hiring of women in administrative positions
62. Realistic and worthwhile administrative positions--
    jobs
63. Have realistic openings
64. Active recruitment of women for available positions
65. Active recruitment of women
66. Active program of recruitment--by schools
67. Prepare women to accept success
68. Teach assertiveness training and good self-concept
    to women
69. Personal desire--teach how to attain
70. Proof, on the job, that one can handle the job
71. Consciousness raising for women in education should
    occur
72. Educate women that they are not inferior and that
    they are capable of holding administrative positions
73. Eliminate in women the idea that the "helping"
    professions (nurses, teachers) are the most worthy
    professions
74. More support from other women already in adminis-
    tration
75. Women administrators should make good role models
    and encourage other potential leaders
76. Women administrators actively encouraging other
    women to seek administrative positions and what
    means almost one-to-one tutoring, counseling,
    advising
77. Encouragement from other women
78. Women who are presently administrators should take
    a more active role in encouraging others to seek
    such positions
79. Women who are already administrators make good role
    models. As they go into the schools and see good
    potential leaders, they should encourage these women.
80. Assign capable women to planning committees that
    utilize organization skills and broaden the outlook
    of the individuals involved
81. Let women do the jobs often given to men in a school
    so they can have some experience and training in
    being department chairmen, schedules, etc.
82. Include in administrative framework or decisions at
    the building level
83. Establish leadership positions within the school,
    such as grade level or subject area coordinator,
    department chairperson, etc.
84. Be allowed to head a committee of administrators
    and teachers concerning problems or issues
85. Be asked for advice by principal and vice-principals
    in school
86. Quota system set up to insure a required number of women
87. Providing jobs for women who are educationally qualified for an administrative position
88. Affirmative action program should be initiated to assure women that they will be represented in administration proportionate to their numbers in teaching
89. Make it a requirement that there must be at least one woman for every 2 men (maybe) in administrative positions in a school district
90. Establishment of women's groups to uphold and back by court action claims of discrimination
91. Information made available about how one goes about this
92. Information about school district programs encouraging leadership can be publicized to teachers
93. Job responsibilities can be listed in a handbook. I have no idea what many administrators do.
94. Make them aware of the position requirements--not all jobs are in the school building--and the jobs available to women
95. Information about non-principal administration jobs should be available. I don't want to be a principal but maybe an administrator.
96. Providing information on requirements/qualifications
97. Introducing the field to women during undergraduate (teacher) education
98. University instructors can encourage these women who have the potential for leadership.
99. College, universities can make availability of programs known through brochures, seminars, in-service speakers, etc.
100. Education courses on both graduate and undergraduate levels should point out need for more women in adm. (In all my undergraduate elementary ed. courses, the professors--male and female--always pointed out the great need for more men teachers in elementary schools, but never the need for more women in administration!)
101. College brochure should be made up of colleges in the area and administration courses available at each, certificate programs and degrees
102. Equalization requirements in hiring among qualified applicants
103. Assurance that newly certified women will be able to compete equally for new positions with previously certified men
104. Give certified women equal consideration for administrative positions at all levels
105. Higher pay on the administrative level
106. Monetary incentives
107. Women should be made aware of administrative positions that are open and qualifications needed to fill them.

108. Better advertising of positions that need filling and the salaries they pay.

109. Intern programs which include as many women as men for all types of administration positions.

110. Given opportunity to do internships in administration and superintendency.

111. Inform husbands about women in administration and let them know.

112. Support from family, friends, etc.

113. Relief from other responsibilities (family).

114. Redo the entire educational system to eliminate sexism.

115. Teach counselors to suggest these roles to students.

116. Studies need to be conducted of area administration and publication of those districts that discriminate. This might lead to administrations choosing more women to negate the tag of discrimination.

117. Title IX should help encourage capable women by helping to remove subtle barriers.

118. By each of the districts within the regions having an active administrative organization.

119. Have more self-study courses available.

120. Having some positions within a system filled by capable women, not 'tokens'.

121. Men treating women as equals in all phases of education from classroom to college campuses.

122. School districts must allow administrators time for family by advance planning, meetings outside of school time kept to a minimum.

123. Understanding school boards and superintendents.

124. More emphasis on public relations and working with co-workers.

125. Better co-worker female attitudes toward women administrators.

126. Cooperative administrations.

127. Establish a program where students (college and graduates) and teachers could observe administrators in typical duties to see what each position really involves.

128. Encourage them to keep their eyes open for new positions and to apply.
III. Effective means by which capable women can be encouraged to qualify themselves for educational administration:

1. Encouragement
2. Personal encouragement from immediate supervisors
3. Women need to be encouraged to take positions of authority
4. Encouragement by school districts and leaders
5. Recommendations and encouragement given capable women
6. Encouragement from their present male administrators
7. Capable women should be recommended for training (principals could confer with those identified as having leadership qualities)
8. Recommendations from principals
9. Encouragement if good material
10. Encouragement by others--peers and administrators
11. Encouragement from those in leadership positions
12. Get current administrators to encourage competent women teachers
13. Recommendations from school staff to administrative positions
14. Grant to aid cost of education in administration
15. Assistance (financial, emotional, educational) for women wishing to pursue higher degrees from colleges and public school systems
16. Educational assistance from their district. Paying more for graduate courses in administration than those for education
17. School systems could pay teachers to go into administration (to go back to school)
18. Offer plans so that school pays or offers partial payment for classes in obtaining administrator certification
19. Incentive pay to take the administration hours like $10-25 per credit hour
20. More (higher) incentive pay for administration majors
21. Interest shown by school districts that they would be interested
22. Making positions available to women once they receive their certification. Thus, proving the time and effort is worth it.
23. The fact that administration is an open field for women
24. More schools could "pass the word" that they are interested in women administrators.
25. Job opportunities
26. Jobs increased to include women
27. Offer more positions
28. Success of few women who are already in administration
29. Seeing (models) that women are getting responsible jobs in the field. That this is done in large numbers and are not token positions.
30. Give publicity on women who are currently effectively serving
31. Letting them know about successful women administrators
32. Observing women administrators
33. Seeing other women in positions of administration with authority that accompanies job
34. Not just token positions
35. Increase in salary
36. Offer very good salaries
37. Will receive more money
38. Make salary more favorable for administrators
39. Gain in salary
40. Making public information about job openings, requirements, salaries, etc.
41. Materials (print and nonprint) on the available administrative jobs (and pay)
42. Getting information of job markets out to these capable women
43. Availability of positions to women publicized
44. Prestige after being hired
45. More pay and prestige to the job
46. For women to get more credibility or respect
47. Will receive more prestige
48. Seeing qualified women actually being given equal opportunities for all levels of administration (not just elementary principalships!) would be encouraging
49. Higher administration positions should be filled by qualified and capable women administrators
50. Duties of administrators should be more equally shared (Ex.: women allowed to pull out bleachers, not limited to running clubs, etc.)
51. Encouragement and support in educational journals
52. Interviews, profiles of successful women administrators in professional literature
53. Use successful women administrators' experiences in professional journals--expose successful women
54. Providing courses near to the women's homes. Driving a great distance, especially when one has a family, is difficult.
55. School districts could make college classes available at convenient locations--free of charge for 1 course per year or semester perhaps--dealing with educational administration
56. More administration courses offered
57. In-service training programs within school systems
58. In-service workshops
59. Workshops or seminar (by women administrators) explaining advantages (and duties) of being an administrator could be held
60. By professors and college personnel to instill confidence and encouragement
61. Men administrators on college level should encourage more capable women
62. More encouragement by graduate professors
63. Developing more receptive attitudes within our schools for women administrators
64. Attitudes toward women administrators should be positive.
65. Other women in administration encouraging women
66. Women administrators should constantly be recruiting capable ambitious women
67. Affirmative Action Plan with quotas enforced, if necessary, by federal agencies
68. Educate male personnel departments to the actual effective abilities of women in administrative positions
69. More public acceptance of women in positions of authority
70. See positions formerly held by men become available to women
71. Equal Rights
72. Trying not to let problems, pressures, decisions be the whole job, there are other rewards
73. Women could be put in assistant administration positions as a beginning
74. Experienced women administrators should be employed to teach administration level classes
75. Change in attitude by men administrators
76. Assured to be treated fairly by other administrators
77. Requirements to become administrator stiffened so it won't be a "snap" to obtain certification
78. Experienced women administrators should be employed to teach administration level classes
79. Women organizations to search for women with high administration abilities
80. Program within school district searching for talent
81. Recommendations from principals
82. More prestige credited to the profession ed. adm.
STUDY ON WOMEN IN ADMINISTRATION

QUESTIONNAIRE II

Please place your name here (so that this questionnaire can be returned to you)

This is Questionnaire II of the study on women in educational administration. It was compiled from the responses you as a group contributed on Questionnaire I. On this questionnaire the objective is to determine how important or valid you judge each of the responses to be. Write a 1, 2, 3, 4, or 5 in the blank after each question according to the following scale:

1 = Not valid/true at all
2 = Very little validity/importance
3 = Moderately valid/important
4 = Highly valid and important
5 = Extremely valid and important

I. Reasons that there are not more women administrators in education

1. Because women do not want or aspire to become administrators*____

2. Because women are not appointed to administrative positions due to general cultural stereotyping of administration as a man's role**____

3. Because women are discriminated against as potential administrators due to community pressures for such discrimination____

4. Because women are discriminated against as potential administrators due to school district sexist bias

5. Because women are unable to handle the discipline problems associated with administrative positions____

*Reasons for this apparent lack of aspiration are considered in Section II of this questionnaire.

**Stereotyping is considered to mean that leadership, power, aggressiveness, and administration itself is viewed as appropriate for males but not for females.
6. Because (interscholastic) coaching is viewed by many school districts as a prerequisite for administrative jobs and few, if any, women are (interscholastic) coaches.

7. Because women are discriminated against as potential administrators by school districts that view women as secondary income earners who do not need higher administrative salaries.

8. Because past performance of women candidates for administrative positions must be greatly better than that of men candidates in order for women to be given any consideration at all.

9. Because the candidate pool from which administrators are drawn is predominantly male.

10. Because women are too unstable emotionally to function well as administrators.

11. Because the males who do the appointing to administrative positions are biased and tend to view administration as a "male only" endeavor.

12. Because men have an advantage in competing for administrative positions since they have a head start in the areas of certification and experience.

13. Because the belief exists that both men and women would much prefer to work under the direction of men.

14. Because women administrators are unable to relate to or work with men administrators.

15. Because there is little or no pressure on school districts to actively recruit women for administrative positions.

16. Because women lack the self-confidence needed to become administrators.

17. Because teachers' professional associations do not actively promote women's employment/advancement rights.

18. Because men are better at administration than are women.
19. Because men are more charismatic due to physical characteristics such as size, strength, and voice

20. Because token administrative positions are being created by school districts, and these are being filled by women in order to keep them out of real (line) administrative positions

21. Because men cannot accept and work with women administrators

22. Because women cannot accept and work with women administrators

23. Because women are not smart enough to be administrators

24. Because women are unable to handle the budgets and finances associated with administrative positions

25. Because women administrators are given positions with lower salaries than are men administrators

Scale: 1 = Not valid/true at all
2 = Very little validity/importance
3 = Moderately valid/important
4 = Highly valid and important
5 = Extremely valid and important

II. Reasons that more women don't aspire to become administrators

1. Because women are not willing to accept the responsibility of administrative positions

2. Because home responsibilities (family and/or children) have a higher priority for women than does career advancement

3. Because administration is not viewed by women as being as fulfilling as is teaching

4. Because women are not encouraged to compete for administrative jobs by their school district administrators

5. Because women are not encouraged to compete for administrative jobs by their colleges and college professors
6. Because women believe that they will be discriminated against in competing for administrative positions and thus do not try for such positions

7. Because married women view themselves as providers of second incomes and do not need, or want, higher paying administrative jobs

8. Because women are not willing to devote the time and effort required to gain administrative certification

9. Because women are not willing to devote the longer hours required by the job of administration

10. Because women are not willing to devote the evening, weekend, and summer hours required by the job of administration

11. Because women view administration as a male endeavor and thus do not view administration as appropriate for themselves

12. Because women are short-range job oriented rather than long-range career oriented

13. Because women are intimidated by/in the predominantly male endeavor of administration

14. Because women lack initiative

15. Because women are actively discouraged from competing for administrative jobs by men in administration

16. Because women are actively discouraged from competing for administrative jobs by their husbands

17. Because women are actively discouraged from competing for administrative jobs by society in general

18. Because there are no, or too few, role models for women who would like to become administrators

19. Because women fear criticism from their peers if they aspire to administrative positions

20. Because women feel they will be discriminated against even if they gain administrative positions, e.g., slower advancement
21. Because women are not qualified to be administrators

22. Because women fear that they cannot handle the discipline problems associated with administrative positions

23. Because women do not want to handle the discipline problems associated with administrative positions

24. Because women lack training in being assertive

25. Because women fear that men will not like working for a woman supervisor

26. Because women's careers are interrupted by rearing children at a stage vital to laying the groundwork needed for an administrative career

27. Because women lack respect for most administrators whom they know

28. Because women feel that the increased salary of administrative positions is not worth the extra work required

29. Because women are unwilling to relocate in order to advance in administration

30. Because women are not physically strong enough to handle administrative jobs

31. Because there is little or no social pressure for women to advance in educational careers

32. Because women are afraid they cannot pass the courses required for administrative certification

33. Because women hold themselves in low self-esteem

34. Because women would rather be supervised by men than supervise them
35. Because women view women administrators as mere "tokens" without any real administrative authority

36. Because women lack the informal channels for communicating employment opportunities and encouragement which men have through the "good ol' boy" system

37. Because of the lack of sufficient governmental affirmative action programs that encourage women to enter administration

38. Because women do not challenge existing job discrimination practices because they fear that they will lose their present jobs if they do so

39. Because women are afraid to compete with men

40. Because women lack information about how to apply for and gain administrative positions

41. Because women lack information about the work and benefits of administration

42. Because women would rather complain about the lack of opportunity than do something about it

43. Because men get encouragement and support from their wives while women do not have the benefit of this kind of support

Scale: 1 = Not likely to be at all effective
2 = Likely to have low effectiveness
3 = Likely to be moderately effective
4 = Likely to be quite effective
5 = Likely to be very highly effective

III. Effective means to encourage capable women to qualify themselves for educational administration

1. Encouragement for women to enter administration by school districts

2. Encouragement for women to enter administration by present male administrators

3. Encouragement for women to enter administration by colleges, counselors, and professors

4. Encouragement for women to enter administration by professional journals
5. Encouragement for women to enter administration by women in administration

6. Encouragement for women to enter administration by their fellow teachers

7. Encouragement for women to enter administration by their husbands

8. Encouragement for women to enter administration by their families

9. Help women become aware of opportunities in administrative careers by means of school district programs and workshops

10. Help women become aware of opportunities in administrative careers through on-the-job work which helps prepare women for administration, e.g., committees, councils, department headships, and other opportunities for leadership growth

11. Help women become aware of opportunities in administrative careers through special administrative internship programs for women

12. Help women become aware of opportunities in administrative careers through wide publication of job opportunities

13. Help women become aware of opportunities in administrative careers through college programs

14. Provide financial encouragement and assistance by means of school district loans for college courses in certification

15. Provide financial encouragement and assistance by means of tuition reimbursement by school districts for certification courses

16. Provide financial encouragement and assistance by means of college sponsored scholarships

17. Get school districts to appoint more women to administrative positions so that these women can provide role models and incentives for other women

18. Establish quota systems in school districts for the appointment of women administrators
19. Appoint women to legitimate rather than token administrative positions

20. Get colleges to provide courses for administrative certification at more convenient times and places

21. File more law suits on behalf of equal rights

22. Help women become aware of their potential by means of workshops and programs in the areas of assertiveness, motivation, and improvement of self-image

23. Offer higher salaries for administrative jobs

24. Educate men about the administrative abilities and competencies of women

25. Require wide advertising of administrative openings

26. Get women's groups to advocate women's rights in administration

27. Just overcome sexism in school districts and society

28. Train present administrators to be more professional so that the job of administration is more respected

29. Promote friendly attitudes and fair treatment by male administrators toward female administrators

30. Publicize and censure discriminatory practices on part of school districts

31. Enforce equalization requirements in all school districts for hiring and advancement practices, in other words enforce Title IX

32. Provide women with relief from family responsibilities, e.g., day care centers
33. Get school districts to understand women's family responsibilities and to schedule job activities in administration to take these responsibilities into account.

34. Have experienced women administrators teach college credit courses in administrative certification programs.

35. Increase the requirements for administrative certification so that it won't be so easy to get certification and administrative jobs (so as to certify only the more capable).

36. Get administrator organizations within all schools districts to promote women's rights in administration.

37. Get colleges to offer more courses for independent study and learning.

Mail this questionnaire back in the envelope enclosed for your convenience. It will be greatly appreciated if you can return this questionnaire this week.
Dear

This is a reminder to please complete and return Questionnaire II of the study on Women in Administration which was mailed to you. If you have misplaced the questionnaire, I will be happy to send you another if you will write me at the above address or phone 214 350-0847.

Let me take this opportunity to wish you and yours a happy holiday.

Sincerely,

Florence Sloan
Dear Ms.

This is the third and final round of the Delphi study on women in educational administration. The high return of Questionnaire II has enabled me to approach this round with some idea of the panel's collective thinking on the reasons there are not more women administrators in education, the reasons more women don't aspire to become administrators, and effective means to encourage capable women to qualify themselves for educational administration.

The data of the second round of the study have been analyzed by the computer at North Texas State University to determine the median and interquartile range (IQR) for each statement. These findings have been added to Delphi Questionnaire II to produce Questionnaire III.

The median is the point below which fifty per cent of the responses fall. The closer the median is to 5, the greater the importance attached to the statement by the panel. Thus, a median of 4.0625 for a statement shows that the panel feels that the statement is more important than one in which the median was computed to be 3.5677 and much more important than one in which the median is 1.2333. The median, therefore, shows importance of the statement according to the panel.

The interquartile range \((Q_3 - Q_1)\) contains the middle fifty per cent of the responses. Therefore, the smaller the interquartile range, the greater the consensus. Consensus means how much the panel members agreed on the answer. Agreement might be in favor of an answer of either 1, 2, 3, 4, or 5. An interquartile range of 0.5161 means that the panel members agreed on the answer (whether that answer was 1 or 5) for that statement more than on a statement where the interquartile range was computed to be 1.6506.

In this third round you are asked to review the answers you gave on Questionnaire II. Your Questionnaire II is being returned to you for this purpose. Check each answer with the summary judgment of the panel shown on Questionnaire III. Each question on Questionnaire II corresponds
to the same number on Questionnaire III. Then put your final answer for each question on Questionnaire III either repeating your answer on Questionnaire II or making any changes you desire. The idea at this step is to give you the opportunity to change your answer after seeing the collective responses of the panel. Then return Questionnaire II and III in the enclosed stamped envelope.

Your participation and promptness throughout this study have been superb. I trust that you will continue this consideration. I will hope to have your response within ten days. You will receive a copy of the final judgment of the panel. Thank you so much.

Sincerely,

Florence Sloan
### QUESTIONNAIRE III

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III. Effective means to encourage capable women to qualify themselves for educational adm.

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Dear Ms. 

This is a reminder that I am awaiting your return of Questionnaire III so that the answers can be given to the Computer Center very soon. Please take the time to review Questionnaire II of the study on women in educational administration and make any changes on Questionnaire III which has been mailed to you. This is the last round, and I greatly need your help. Thank you so much for staying with me through the study.

Florence Sloan
BIBLIOGRAPHY

Books


Articles


, "The Status of Women in School Administration—Where Will They Go From Here?" Educational Horizons 37 (1959), 72-75.


Hare, Norman, "The Vanishing Woman Principal." National Elementary Principal, XLV (April, 1966), 12-13.


Rutherford, Millicent, "Reinforced Concrete." English Journal, 63 (March, 1974), 109-112.


Reports

Encyclopedia Articles


Public Documents


Unpublished Materials


VITA

Florence Elaine Sloan was born in San Antonio, Texas on August 12, 1930, the daughter of Frederika S. Wolff and Herbert D. Wolff. After graduating from Thomas Jefferson High School in San Antonio, Texas, in 1948, she enrolled in Southern Methodist University, Dallas, Texas, where she received a Bachelor of Arts degree in History and Education in 1952. She taught school in the States of Michigan, Texas, Missouri, Kentucky, and Maryland. She spent the year of 1956 in Japan teaching for the U. S. Army Dependent Schools and for the University of Wisconsin Extension. She received a Master of Arts degree in Guidance and Counseling from Southern Methodist University in 1973. She studied at the University of Nice, France, in 1975. She is teaching for the Dallas Independent School District. She is married to Arthur M. Sloan; has one daughter, Bonnie; and four sons Lance, Greg, Brent, and Bradley.