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Factors facilitating or impeding the initial placement of women graduates in educational administration.

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FACTORS FACILITATING OR IMPEDING THE INITIAL PLACEMENT OF WOMEN
GRADUATES IN EDUCATIONAL ADMINISTRATION

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Eleanor Renee Anderson-Jackson

May, 1983

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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I INTRODUCTION

American women have a gift of time which no other group of women in the history of the world have had. The average life-span is approaching 80 years compared to 47 years at the turn of the century (Osborn, 1977). Industrial research and technology have eliminated much of the drudgery in the home. Now, anxiety of preparing for additional years and hours without the benefit of structure, while attempting to satisfy one's own needs and the needs of many others, produces a "challenging uncomfortableness" among women today. This phenomenon is often interpreted as abnormal behavior, eliciting such comments as, "what's wrong with women today-they have everything and still they are not happy?" (Osborn, 1977).

The Status of Women ...

The status of women in American society is not equal to that of men. In the occupational world, women are paid less than men for equivalent jobs. Proportionally fewer women are promoted to more responsible positions. Since the emergence of affirmative action and women's liberation, educators have been confronted with the disproportionately smaller number of women in school administrative positions. While the courts have ruled that sex is an illegitimate criterion for allocating social and material goods, the practice continues, and this differential treatment constitutes discrimination.

Since the turn of the century women have predominated as professionals in public schools, yet women have never held parity with men in management. Even in the field of elementary education where the preponderance of

elementary school teachers are women, the majority of the leadership positions are held by men. Although they compose more than sixty percent of the teaching force, a very small percentage of women hold administrative positions. Over the last decade, this percentage is declining. Why are there more men than women in administrative positions in education? Why is the number and percentage of women continuing to decline? Are women required to have personal and job related characteristics different from men who seek administrative positions? Are certain factors helping or hindering women in attaining top level administrative positions? As women prepare themselves as administrative candidates, what obstacles, opportunities, and/or problems remain or what must be confronted?

The Nature of the Problem

Part of the problem may be found in the socialization process. Girls in our society are socialized to be more oriented toward people, to be other oriented and dependent, where as boys are raised to be more independent, aggressive, and achievement oriented. Girls develop a self-image which limits the development of their possibilities when they accept society's more conventional expectations of what constitutes masculine activities (Fidell, 1971). Socialization to traditional feminine roles often results in lower occupational aspirations of women.

Women are not found in proportionate numbers in executive and higher administrative positions. So long as men in status positions judge women from positions of superiority, women may continue to be viewed in an unfavorable light. Many believe that this results from the negative attitudes of males toward being subordinate to a female.

A frequent argument given by employers for not hiring women for responsible positions is that women are inherently incapable of managing such positions and hence, these positions should be reserved for men. The employer, argues that he does not discriminate against women because he would be willing to hire women if they had the same abilities and temperament as men. As long as the employer believes that women biologically or innately do not have or cannot acquire the attributes he seeks, the employer feels justified in limiting his job applicants to men (Fidell, 1971).

One of the factors that has hindered progress for women may be the myth "beauty and brains don't mix". Hence, the woman who does make intellectual contributions is often lampooned as an "ugly duckling" in the mass media. Conversely, a very beautiful woman engaged in a career is suspect because an employer who subscribes to the beauty-brains myth may assume a very attractive woman is "dumb" or that woman has become successful through sex appeal, not through her abilities (Fidell, 1971).

Historical Perspectives

One of the most enduring constraints is the male head of household image although a careful study needs to be done. It appears that in any setting in any period of history, for which data is available, one-fifth to one-half of the heads of households were women (Blaxall and Reagan, 1976). Many of these women were rearing children without male partners because of widowhood, desertion, or divorce. Some were never married women who raised children with minimal resources. Most of these women had to struggle to make ends meet. They had to accept

the low wages established through the fiction of male support and the reality of the competition of slave labor. These women were fallen women in the eyes of the middle and upper class, not working women with family responsibilities. That notion continues even today.

The nature of the familial constraints on the woman's role as worker in every type of human society is perhaps best captured by the triple role concept of "breeder-feeder-producer". From the earliest and simplest hunting and gathering folk to the most industrialized society of the twentieth century, the breeding of babies and the feeding of humans of all ages is almost exclusively the work of women (Blaxell and Reagan, 1976). In addition, the women participates in certain producer roles, usually but not always differentiated from male producer roles.

During the nineteenth century, women were invited, welcomed, urged into the labor force but at bargain prices; working was to be an avocation. The breeder-feeder role was here to stay as the unremitting background rhythm to all other activities of women. Even in the socialist countries, where women were the most needed and most welcomed into the labor force, they were expected to carry on the same breeder-feeder role at home after hours.

Historically, sex role stereotyping, discrimination, lack of female role models and myths about the abilities of women, have been identified as impediments to the upward mobility of academic women. Sex role stereotypes perpetuate the external barriers or prejudices and discriminatory practices that exclude the women who seek administrative positions (Adkison, 1981). Competing demands between the professional role and mothering role cannot be conveniently manipulated where the female's career status is

traditionally secondary to the male's.

Although women are over-represented today in elementary education as classroom teachers, this was not the case prior to the Civil War when male school masters prevailed. A change in social ideology and the growth of educational bureaucracy resulted in the shift from men to women teachers. Women were considered more nurturant and more amenable to bureaucratic supervision and rule, and therefore were preferred for teaching positions (Lovano-Kerr, 1981). In addition, technological advances in business and industry attracted men away from education.

Since women and women's work were devalued in the past, as now, the number of students per teacher increased, and salaries decreased, relative to those of their male predecessors. However, after World War II, men again entered the field of education. Today, men and women are almost equally represented in education, but the positions they hold differ considerably. The profession is segregated by sex (Lovano-Kerr, 1981).

During the 1970's women's aspirations rose (or became overt), and they began to prepare for leadership positions in business, industry, and education. While only eight percent of the student population in educational administration programs affiliated with the University Council For Educational Administration was female in the late 1960's, women earned twenty-one percent of the masters' degrees in educational administration in 1971-72, and twenty-nine percent of those awarded in 1975-76. In the same period, women's share of doctorates in educational administration rose from six percent to twenty percent (Frasher and Frasher, 1979).

Federal Laws and Women Employment

The Equal Pay Act of 1963 (EPA) was the first federal law to prohibit

wage discrimination by sex. Despite the fact that many such bills had been introduced prior to that time (Ratner, 1980), its enactment was deemed necessary in light of the fact that women, who then constituted one-third of the labor force, were earning an average of only 60 percent of the average wage of men (Ratner, 1980). This statute has had a significant impact on remedying discrimination in wage rates. Title VII prohibits discrimination by employers in their employment practices on the basis of sex. It is interpreted and enforced by the Equal Employment Opportunity Commission (EEOC). The EEOC has the authority to investigate complaints, to make a finding as to whether unlawful discrimination occurred, and, if so, to seek a remedy in court. If after a specified time period EEOC has not investigated a complaint, a complainant may seek a "right to sue letter" from the agency, go to court directly, and sue the employer. If successful, the individual discriminated against can receive relief for the discrimination suffered as well as reimbursement of the costs of the suit, including attorney's fees. This right to court redress as individuals or through class actions, including the possibility of recovering attorney's fees, has been the critical reason why Title VII has been one of the most effective tools available (Ratner, 1980). Title VII of the 1964 Civil Rights Act resulted in several court decisions based on sex discrimination (i.e. Phillips v. Martin Marietta Corp., 400 U.S. 542 (1971) and General Electric v. Gilbert 429 U.S. 125 (1976). Although these key decisions have become increasingly conservative and restrictive on the relief it will afford victims of discrimination, the effectiveness of Title VII is hampered because an insufficient budget and administrative ineptitude have

limited EEOC's ability to mount an aggressive enforcement campaign.

The Women's Educational Equity Act, signed in August, 1974, provides funding to increase women's participation in all areas of education through the development of model programs and products for wide dissemination (Adkison, 1981).

On July 21, 1975, regulations to implement Title IX of the Education Amendments of 1972, barring sex bias in education, went into effect. Title IX is significant because it is the first federal law requiring both positive affirmative action to prevent sex bias and remedial action to overcome the effects of such discrimination. The employment section is designed to bring about change in the patterns of employment and promotion of females in elementary and secondary school administration and in the granting of full-time positions, tenure, and promotions to women faculty. The employment plan seeks to achieve equal opportunity and treatment for women workers and their integration in the work force in accordance with the accepted international standards recognizing the right to work, to equal pay for equal work, to equal conditions of work, and to advancement.

Despite landmark legislation providing for equal opportunities regardless of sex, race, and creed, the economic and work status of both women and minorities remain depressed when compared with that of the white male. According to a 1978 study of Labor Department figures, the inequities in employment, advancement and pay have widened rather than diminished in the last decade. Research on the status of women and minorities in the labor force has indicated that their upward mobility is inhibited by both internal and psychological

barriers, as well as external situational and discriminatory barriers. Traditional beliefs about sex roles and employer discriminatory practices are evidently slow to change.

There is much to be done to hasten the career advancement of women. There are several major federal laws prohibiting sex discrimination in employment; however all of the laws may require strengthening. Even after decades of civil right and feminist activities, nearly all educational administrators are white males.

Evidently the roots of the problem are deep and legislation has not significantly changed the pattern of the disproportionate dominance of white males in school administration. The problem is to identify the problems, obstacles and helpful factors related to the failure or success of women candidates to obtaining a position in school administration.

Purpose

The purpose of this study was to identify the factors related to women obtaining an administrative position in school administration. Another related purpose of this study was to examine the occupational and educational sex discrimination with particular emphasis on race and sex discrimination against black women.

The objectives of this study were:

- 1) to identify and examine problems perceived by prospective women administrators for the elementary school principalship;
- 2) to identify and examine problems perceived by successful women administrators in the elementary principalship or other administrative positions;
- 3) to identify problems or barriers perceived by placement officials.

Methodology

The problems and obstacles of women candidates for the principalship in Douglas and Sarpy Counties were identified by questionnaire. A structured questionnaire was developed to gather and compare data from women and men in the Nebraska Public and Non-Public Schools who received an endorsement and/or degree from the University of Nebraska at Omaha (U.N.O.), Department of Administration and Supervision.

To assist in developing the questionnaire, selected personnel officials were asked to participate in an interview to determine their perceptions of the problems of women candidates. The information gathered helped determine the questions that were included on the survey questionnaire. The results were used for comparison purposes. The personnel officers interviewed were the Placement Officer at U.N.O. and Personnel Officers in Douglas County.

The survey was mailed to currently endorsed prospective administrators, and practicing administrators. A follow-up consisted of mailing an additional questionnaire within a two week period after the candidates had been contacted by telephone. The survey questions elicited responses regarding their motivation, leadership, organizational, and personal skills. The questionnaire assessed their perceptions of upward mobility in educational administration in the Omaha Metropolitan area. Various aspects of women employment in administration in public schools was investigated. An examination of the current status of women graduates in Educational Administration from U.N.O. (1978-1982) was specifically emphasized.

To assess objective one and two, the women were divided into two groups, prospective women administrators and administrators holding administrative appointments. The comparative information was tested for significant differences between the men.

To identify the problems or barriers perceived by the placement officers (objective number three), problems identified during the interviews with placement officers were compared with the problems perceived by the successful and unsuccessful candidates.

There are 115 women and 109 men in the counties represented from U.N.O. who were endorsed or certified in elementary administration and supervision between January, 1978 and December, 1982. The questionnaire was utilized to elicit the required data from a random sample of women, and a comparable number of randomly selected men.

Assumption

The survey method using a pencil and paper questionnaire will provide reliable perceptions of why the candidate was successful or unsuccessful.

Definitions

Successful administrator-One who has obtained an educational administrative position that requires teaching experience and certification.

Prospective administrator-One who has been certified and available for appointment to an administrative position.

Delimitations

This study was limited to the educators in Nebraska counties endorsed in Educational Administration and Supervision at the University of Nebraska at Omaha between 1978-1982.

Significance of the Study

The results of this study should be of help to prospective administrators, Boards of Education, and Personnel Officers studying the aspirations, availability, and general attitudes of prospective and active women administrators. School systems and university officials can benefit from the suggestions made by its certified staff members and graduate students. The movement of women being endorsed in administrative categories emphasize the need for a continued program of training of these Women.

Organization of the Study

Following this introductory chapter, a review of the literature pertinent to the study is given in chapter two. Consideration is given to the status of women, the major reasons affecting the current status of women in administration, and the administrator with the double minority status: the black women.

The third chapter describes the method and procedures followed in collecting and analyzing the data. The results of the study are also detailed in this chapter.

The conclusions and recommendations are presented in the fourth and final chapter.

II REVIEW OF THE LITERATURE

This paper will attempt to examine the current status of women in educational administration. All of the literature reviewed suggested the opinion that women are under-represented in the field today. Among the reasons for the under representation are the following: traditional role expectations of woman as wife and mother; discrimination in the hiring practices of women and minorities; and aspirations of being administrators.

A number of recent studies confirm the known and obvious: women have not gained appreciably in status, numbers, or salary in the area of educational administration, despite a decade of affirmative action efforts (Lovano-Kerr, 1981).

The adult woman whose behavior conforms to widely held beliefs concerning appropriate feminine behavior, or sex role stereotypes is 1) passive rather than competitive and self assertive and 2) conformist and submissive rather than independent and dominant (Adkison, 1981). From earliest childhood, girls are rewarded for behavior appropriate to this adult role, and consequently, they do not learn behaviors essential to success in the management of large organizations.

The absence of women from the higher reaches of educational hierarchies and their presence in the lower has not been their fault. Rather, that ranking is the result of at least two forces. The first is the demand that women devote their primary energies to their homes and families, not to the public sphere. The second is sex discrimination. If women are considered members of a minority, they have been doubly victimized. To be a woman is to provoke an automatic, irrational, institutionalized

judgment that one is dangerously incapable of being a leader, simply because one is female (Biklen and Brannigan, 1980).

High visibility appointment of women is not really new. Women have capably served in educational leadership roles. What is new is the lessening of reluctance of men, who still dominate the executive suites across the country numerically.

In fact, the trend in education may come to resemble that of gradual accession of women to corporate positions, state legislatures, the Congress, and cabinet positions both federal and state (Kimmel, 1979).

These women executives may downgrade their gender or the significance of their gender to their appointment. The women at the top may find precious little time to help their sisters on the lower rungs of the organization ladder. Also, because they've "made it," they may have little motivation to provide help. They may see other women as "less worthy" than themselves, since their own success in a man's world clearly reflects one kind of superiority (Cronin, 1979). Women need to begin to work together instead of against each other.

Most men still perceive this issue as a woman's problem rather than a problem of equal opportunity or human resource allocation. The following information will give you a thumbnail sketch of some of the problems practicing and prospective women education administrators are confronted with. In the field of elementary education where the preponderance of elementary school teachers are women, the majority of leadership positions are held by men. Many reasons have been set forth to explain this phenomenon. One such reason is that women in the field

do not seek administrative posts. Another reason espoused is that women do not compete for leadership positions because they feel men are preferred in these roles. The validity of these reasons need to be tested.

School administrators begin their school organization careers by teaching. Males teach 5-7 years and females 15 years before assuming their first administrative position (Ortiz, 1982). There are several reasons why males obtain administrative positions at an earlier period than do females. First, white males are strongly encouraged as teachers to become school administrators. Second, they find themselves outnumbered by women in teaching, particularly in elementary schools. Third, the strongest indicator of success in school organizations is the acquisition of an administrative position (Ortiz, 1982).

Women enter the school organization in great numbers as teachers. Contrary to what would have been expected to be a positive feature for the encouragement of women to advance within the organization, there has instead developed a division of labor which has contained females in teaching and has fostered upward mobility for males (Ortiz, 1982).

When women enter teaching, the general expectation is that they will remain there. Three features exist which aid in the perpetuation of this system. Women continue to be prominent in schools, particularly at the elementary levels. Second, it is perceived that women who express desires for administrative posts are restrained in one way or another (Ortiz, 1982).

The Media

The media, in the broadest possible sense, must revise its support and perpetuation of certain attitudes if women are to develop their

potential as educational leaders. We must question the basic definitions that we find in any standard text or reference. Roget's Thesaurus of the English Language, for example, suggests that women are effeminate, emasculated, unmanly, cowardly (of men), shrill, vixenish, soft, and weak, while men are brave, resolute, daring, heroic, noble, fearless, and unwomanly. This appears to suggest that men exhibit the finer qualities needed to be in a leadership position as opposed to women. The desire of women to reach their full potential does not mean that they want to assume the master role over men.

Myths

It is apparent that women have been ignored by historians. Women and men have been weaned on two myths that in the end limit, retard, and sometimes obliterate the full potential of the female of the species. We are told that "the hand that rocks the cradle rules the world" (a bit of sentiment expressed by William Ross Wallace in the late 1800s) and that "behind every great man is a good woman" (an old chestnut designed to keep women in their places). Thus men are viewed as individuals, while women remain anonymous (Cronin, 1979). Women have been taught that the desire to become an administrator or decision maker shows aggression and is therefore unladylike.

A popular myth exists that women rarely possess the education and certification required for administrative positions. Contrary to this belief, in 1973, 56 percent of all master's degrees were awarded to women (Young, 1976). In the same year, 21 percent of the doctorates in education were granted to women, some 13 percent of those advanced degrees were in the area of educational administration and supervision (Young, 1976). Graduate school matriculation figures for advanced

study in educational administration indicate there is a greater pool of women with proper credentials than men (Young, 1976).

At the present time, our ideas, concepts, and customs have not caught up with actuality. In many ways, women are functioning in a time warp. While women are seeking a higher job status, they are in reality dealing with a society that tends to look at women in terms of pre-World War II norms (Young, 1976).

Discrimination

Public education suffers from a limited supply of women who actively seek supervisory and administrative positions (Kimmel, 1979). This very real shortage is caused by sex-role stereotyping and discrimination (Kimmel, 1979).

In spite of their competence, women do face problems of discrimination. First, social attitudes about women's competency levels have been extensively documented in recent years. Women have been described as too emotional, not task-oriented enough, too dependent on feedback and evaluations from others, lacking independence and autonomy (Cox, 1976).

Common attitudes, aspirations, and goals are related to the common values and norms of the group. Prejudice can be defined as a rigid emotional attitude toward a human group. When prejudice is spoken of, it is usually used to mean a negative attitude toward some group on the basis of race, religion, or national background (Biklen and Brannigan, 1980).

The term discrimination refers to overt behavior which usually reflects negative prejudice toward a group. It is differential treatment of

individuals considered to belong to a particular social group (Biklen and Brannigan, 1980). A group suffering negative discrimination is usually referred to as a minority group. Minority, when used in this sense, is a matter of treatment, not of numbers (Biklen and Brannigan, 1980).

While race equity has been a concern for several years, the issue of sex equity has become a major issue since Congress passed Title IX of the Education Amendments of 1972. Despite landmark legislation for providing opportunities regardless of sex, race, and creed, the economic and work status of both women and minorities remain glaringly depressed when compared with that of the white male.

Despite contrary predictions, men have retained their near monopoly of top positions in educational administration. The pattern in education, and white-collar organizations as well, shows horizontal and vertical segregation of male and female jobs which limits opportunities for women, with the result that women and minorities form the bulk of the work force and men serve as bosses.

Numbers alone offer some guidelines to the dimension of the problem of discrimination against women.

There has always been more women at the elementary school principalship level than at the secondary level. Jones (1982) states that an upsurge of women elementary and secondary principals started in the late seventies while the lowest points were reached earlier in the decade. The literature presented by Jones (1982) also point to the largest percentage of women school principals (more than 50%) in 1928, or during the period between 1900 to 1930, as yet unequalled in the nations history. Racial/ethnic and sex representation in the principalship data became available in

1974 through the efforts by the Equal Employment Opportunity Commission (EEOC). In 1974, white males dominated the group at four-fifths of the total. In a study conducted by the American Association of School Administrators-AWARE (AASA-AWARE), the white male group's representation was reduced to three-fourths of the total in 1981-82 (Jones, 1982). The results of the AASA-AWARE survey show that whatever ground was lost by white men in the principalship was obtained in large part by white women and Hispanic men. (See Table 1).

Taking a look at the statistics and facts for the state of Nebraska during the 1981-82 school year suggests that Nebraska women are basically in the same position as other women across the country. Males in the elementary school principalship represent more than two-thirds of the total positions. Women, on the contrary, are assigned to "Head Teacher," "Itinerant Teacher," and "Resource Teacher" more frequently than men. (Statistics and Facts about Nebraska Schools, 1981-82). (See Table 2).

TABLE 1
Racial/Ethnic and Sex Representation in the Principalship (1974-82)

Survey Date	Source	White		American Indian		Asian		Black		Hispanic		Sample Size
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
1981-82	AASA-AWARE (1982)	75.4	12.5	0.3	0.05	0.5	0.1	5.2	2.5	2.8	0.5	43008 (28 states and D.C.)
1979	EEOC (1979)	77.3	11.7	0.3	0.1	0.2	0.1	6.1	2.6	1.4	0.3	67262 (6816 districts & 64,253 schools)
1978	EEOC (1978)	78.2	11.0	0.3	0.1	0.1	0.1	5.7	2.6	1.4	0.3	66530 (7984 districts & 64863 schools)
1975	EEOC (1975)	79.8	10.4	0.3	0.05	0.1	0.05	5.8	2.2	1.1	0.2	72285 (7248 districts & 69439 schools)
1974	EEOC (1974)	80.3	10.4	0.3	0.05	0.1	0.05	5.7	2.0	1.0	0.1	70455 (6948 districts)

SOURCE: Effie Jones, Recent Trends in the Representation of Women and Minorities in School Administration and Problems in Documentation, (American Association of School Administrators, 1982): 16, Table 7.

TABLE 2

Full-Time Equivalency (F.T.E.) of Certificated Personnel by Position Assignment-State Total (Public, Non-Public, and State Operated Schools)

F.T.E. OF PERSONNEL BY SEX					
	ADMINISTRATION AND INSTRUCTIONAL		ELEMENTARY SCHOOLS		
	Male	Female	Male	Female	
Superintendents	295.93	2.50	-	-	
Assistant Superintendents	29.00	2.50	-	-	
Supervisor/Director	54.76	30.55	3.83	1.38	
Coordinator	18.93	5.60	1.66	4.02	
Department Head	.60	-	-	-	
Administrative Assistant	20.00	6.00	-	-	
Principal	-	-	294.64	138.00	
Assistant Principal	-	-	5.70	4.84	
Program Supervisor/Director	6.10	19.00	2.73	5.54	
Program Consultant/Coordinator	14.00	24.55	6.95	24.43	
Program Department Head	-	-	1.32	.16	
Curriculum Specialist	8.60	13.50	-	6.80	
Head Teacher	-	-	53.57	188.78	
Teacher	-	-	1121.38	8602.69	
Itinerant Teacher	-	-	62.47	143.87	
Resource Teacher	-	-	27.55	280.84	
SOURCE: Statistics and Facts about Nebraska Schools 1981-82 (Nebraska Department of Education):125, Table 15.					

SOURCE: Statistics and Facts about Nebraska Schools 1981-82 (Nebraska Department of Education):125, Table 15.

In 1928, women constituted a majority of all elementary principals in the nation, 55 percent. That same year, women constituted one-fourth of all county superintendents in the United States. In the 1972-73 academic year, only 19 percent of elementary school principals were women, and only 5 percent of chief state school officers (Biklen and Brannigan, 1980)

Between 1928 and 1972, many significant and complex events occurred that affected the status of women-educators. One was the depression of the thirties, during which many school districts refused to hire married women as teachers and discriminated against single women in administrative promotions. The reason behind this behavior was the belief that a married man was supporting an entire family whereas a single woman was supporting only herself (Biklen and Brannigan, 1980).

During both world wars, women had brief opportunities in school administration because of the absence of men. Once the war was over, it began to have its impact on the number of women holding administrative positions.

In all, two generations of women professionals were lost. When the generations of women administrators who began their careers between 1900 and 1930 started retiring in the middle decades of this century, they were usually replaced by men.

Unless some changes are made, women in school administration will continue to find themselves in a difficult and precarious position in a culture still somewhat hostile to feminine achievement.

The fact that women principals are older and more experienced than men when assuming their first administrative position also reflects

discrimination (Weber, 1981). Sixty-five percent of the men responding to a survey conducted by the National Association of Elementary School Principals were initially appointed to the principalship before age 35. 25 percent of the women were appointed before age 35 (Weber, 1981). Also found in this study was that women principals had more than three times as much teaching experience as men principals (Weber, 1981). Thus, employment discrimination against women has been found through age data, years of teaching experience, and promotion schedules.

Family Constraints

The relationship between family and career has been seen as a difficult one for women because of the conflicting experiences. Equality of the sexes is an illusion for women who seek careers in educational administration. The education system in the United States is generally structured like a traditional home: men run the schools and women nurture the learners (Weber, Feldman, and Poling, 1981). Society has conditioned both men and women to believe that women are not as capable of holding leadership positions as men.

Typically, the adult male role is defined by such traits as dominance, achievement, autonomy, and aggression, whereas traits such as emotionalism, passivity, timidity, deference, and self-abasement define the adult female role. Traits consistent with the adult male role are commonly accepted characteristics of people in leadership positions (Weber, 1981). Thus, for women to assume traditional male roles, they may have to project traits commonly associated with being male (Weber, 1981).

In 1973, the National Education Association reported that while 83 percent of elementary teachers were women, only 20 percent of elementary principals were women (Weber, 1981).

Data released by the Equal Employment Opportunity Commission indicate that in 1978, 13 percent of all principals were women. Thus, despite their long involvement in education, their background of supervisory experience in schools, and the fact that they continue to outnumber men in the field, women are greatly underrepresented in...administrative positions (Weber, 1981).

Psychological stress from conflicts within the woman's roles as professional and mother and between herself and mate may account for the results of studies by Gross and Trask (1976). This study reports that most female administrators are single and among those who are married, very few have young children. These data tend to be opposite for male administrators (Weber, 1981). The evidence suggests that the majority of women administrators resolve potential conflict between themselves and spouses by not marrying, by foregoing motherhood, or by waiting to assume administrative positions after childbearing and child-rearing years (Weber, 1981).

Career Women Lifestyle Adaptations

Women who are interested in becoming educational leaders, or who have been chosen for a leadership position, find that their working life is partly shaped by the constraints and contingencies of being a woman. Women who have careers are the subjects of research studies for the same reason that women must face constraints in their work lives: to be a woman and to have a career is not yet socially accepted as natural.

Consequently, it emerges as a subject for study (Biklen and Branningan, 1980).

Women are receiving more education, are marrying later in life, and are having fewer children than in the past (Porter and Gehrie, 1978). Women who stay single are more likely to continue their education than women who marry. Delayed marriage and continued education for women are compatible developments (Porter and Gehrie, 1978).

Men reach the apex of their careers at a younger age and stay there many years before they retire, while women may be close to retirement before they reach the peak of their careers.

Socialization

The socialization process which individuals undergo as they advance within educational administration is based upon their career goals. Virtually all school administrators must begin by teaching. Therefore, entrance into the school organization is legitimately gained through teaching. As teachers, individuals are perceived differently. For instance, since it is assumed women wish to remain teachers, the organizational lore encourages them to do so. Other characteristics of the position such as the retention of the school schedule remain attractive to women who can return early to their homes to prepare the evening meal. The consequence is that women are socialized to remain teachers. In contrast, white males are strongly encouraged to "move up" to administration (Ortiz, 1982).

Socialization processes are actualized when individuals cross the organizational boundaries. Individuals either remain within the boundaries or cross them. Boundaries vary in numbers, degree of permeability and

type of filtering properties which they possess (Ortiz, 1982). In school districts functional boundries separate grade levels, subject areas, and specializations. In school administration functional boundries are between teaching and administration and then between the various administrative units such as personnel, finance, and instruction.

When minorities enter teaching, they enter the elementary schools, physical education, Spanish and ethnic studies in greater numbers than other areas. Minority teachers are expected to be role models to students of their own ethnic group. Also, other school personnel perceive them as ethnic teachers rather than as subject or grade level instructors. In return, special projects administrator positions are created and awarded to them. Special project administration is composed of those responsible for programs normally externally supported to provide special aid and services to particular student groups. The positions are to serve one general purpose and that is to administer the programs created for special groups of students. The positions created by special funds are temporary regardless of their hierarchical placement. The greatest benefits the position can provide are immediate, such as salary, experience, and title. They cannot insure careers for minorities (Ortiz, 1982).

There are few minorities in educational administration. Additionally, those few are concentrated in schools and school districts where their ethnic group is dominant. There are several reasons why this pattern persists. First, minorities are placed in minority schools to provide role models for their group. Second, minorities are expected to teach

those areas which are connected to their ethnic group (Ortiz, 1982).

For women, career socialization is much more severe than for men. The primary reason for this is that only must women change due to the demands of the organizational setting, but also due to the cultural aspects of women. Women have first of all been socialized as women in a culturally defined manner. For those women who have been successfully socialized in this way, departing from this cultural norm is difficult at best. Furthermore, since the organizational demands are based on a male orientation, cultural considerations related to women are minimal if not altogether absent. Therefore, women are required to change in two fundamental ways as they advance through the hierarchy. They must change in regard to the culturally socialized woman and in regard to the demands placed by the new work setting (Ortiz, 1982).

Sponsor - Protege Relationships

The sponsor - protege process (the informal promotion process of large urban school districts) and socialization (the psychological dimension of promotion) may be part of the reason men outnumber women in administrative positions. The lack of female role models in training institutions or in the field is a major concern. Female role models in training institutions are indeed scarce. Approximately 98 percent of the faculty in departments of educational administration or its equivalent are males (Weber, 1981).

Women, being unable to independently seek advancement must subtly allow superior males to advance them (Ortiz, 1982). Males, on the other hand, were heard to loudly proclaim desires for administrative positions, to inform others they were applying for the positions and in general to alert

others of their ambitions.

The most necessary ingredient in obtaining an administrative position is a sponsor. Formal training and technical expertise are not enough to make a person qualified. People who fill these positions must meet formal education requirements and informal requirements to be able to perform (Ortiz, 1982).

The most intense part of the informal training takes place within the sponsor - protege relationship. It not only provides the initial push into administration, but the explication of appropriate behaviors and attitudes, and access to positions for task learning and promotion (Ortiz, 1982). The serious problem for women in establishing this relationship is that most sponsors are likely to be male. Because the sponsor-protege relationship is by nature ambiguous and because of the differential expectations between men and women, the establishment of a sponsor - protege relationship is problematic for women whereas it is not for men.

Sponsorship is an important factor in climbing the career ladder. The sponsor (or mentor) provides a critical service in helping to initiate and further a professional's career. Since sponsorship appears to be an important factor in a successful career, it is imperative for women who are aspiring to be administrators to recognize and deal with this aspect of growth. Informal promotional practice results in the exclusion of ethnic minorities and women.

Tokens

Women in educational administration find themselves in skewed groups if they enter the line positions. As members of a skewed group their

quality of participation is distinct from that of white males and other females. As Kanter (1977) states, "Tokens get attention. One by one, they have higher visibility than dominants looked alone, they capture a larger awareness share". They provide "contrast-polarization and exaggeration of differences" in order to fit the generalization regarding their type. They are generally famous within the school district (Kanter 1977).

Tokens perform their jobs under public and symbolic conditions from those of dominants (Kanter, 1977). When female administrators err, it is widely publicized; it is the source of conversation for a lengthy period of time throughout the district. As "public figures" these women can not display emotions. Their public performance is more open to scrutiny. Tokens don't have to work hard to have their presence noticed, but they do have to work hard to have their achievements noticed (Kanter, 1977).

As tokens, women in educational administration respond in varying ways. One is to "over-achieve" and publicly perform in a manner to minimize organizational and peer concerns. These individuals are outstanding, exceptional and able to perform well under close observation. In addition to their strong technical background's they have also had extensive experience as token women among men. Kanter (1977) claims that the success of such women is most likely to increase the prospects for hiring more women in the future; they worked for themselves and as symbols.

Another means is to become "socially invisible." These women try to minimize their sexual attributes; sometimes they adopt "mannish dress."

These are the persons who avoid public events and occasions for performance. The consequence is that by using this strategy, the organization concludes that women are ineffective and low risk-takers. Practically, these women are the ones who are ultimately demoted. They are placed in undesirable organizational settings and forgotten until an occasion arises when the presence of women is important (Ortiz, 1982).

Qualified Women Administrators

Research indicates that women are better principals than men. Reasons for superiority include greater teaching experience and higher qualifications for the principalship (Tibbetts, 1980). Women make better principals even though unwritten rules discriminate against them. The proportion of women principals has declined quite dramatically over the last 50 years, from about 55 percent of the principalships to 20 percent in 1973 (Biklen and Brannigan, 1980).

Could these figures mean that women are underrepresented in leadership positions because they are less competent than men? The data overwhelmingly proclaim not. In general, the data found few significant differences between the behavior of men and women principals, although women principals were perceived as somewhat more capable in areas that involved relating to students, staff or parents (Biklen and Brannigan, 1980). Women make up the ground force in education-over two-thirds of American teachers are women-however, that is where they tend to stay:only 14 percent of school principals are female, and only 0.6 percent of the superintendencies are held by women (Biklen and Brannigan, 1980). Women were thought to make good teachers because teaching fit

into their maternal destiny. They could do the job better because they were more gentle, patient, loving, and nurturing. The relationship between teachers and leaders of teachers raises questions about the interplay between others' perceptions of workers and their own feelings and attitudes. People's perceptions about their ability influence achievement more than their actual ability or level of aspiration..

Opposition to women exercising leadership has been apparent in school districts. Women administrators are usually found in staff positions such as coordinator or consultant where they do not supervise other adults (Stockard and Kempner, 1981, 81-91).

Black Women Administrators

The black female school administrator is in a double bind, perhaps even a triple bind. She embodies two negative statuses simultaneously. One is her color, black, and the other is her sex, female, neither of which society values very highly. This dual status necessarily creates a third status, black female, an anomaly in the executive suite (Biklen and Brannigan, 1980).

For the most part, the black woman is at the bottom of the administrative heap. Generally, white men hold the top positions, then black males, then white females, and lastly, black females. For years, minimal attention has been focused on the black male administrator; even less concern has been directed toward the black woman. Even though blacks, as a group, face significant discrimination in the administrative area, black women face more. (Biklen and Brannigan, 1980).

In decreasing numbers, the black woman can be found in the elementary

principalship in a so-called tough, predominantly black school. Rarely can she be found in the high school principalship or the superintendency. The high school level and above are, for all intents and purposes, exclusively male (Biklen and Brannigan, 1980).

The black woman is usually older than the black male administrator. Most black women are in their middle forties to middle fifties before assuming their first administrative position. Unlike white males who begin their climb up the ladder before age thirty, and black males by age forty, most black women make their entry somewhat later (Biklen and Brannigan, 1980).

The major thread that separates the black woman from the white woman is her color. The nonwhite woman can not escape that part of herself. A relatively small number (fewer than ten) of black women have succeeded as superintendents in public school administration. The fact that so few do indicates that an enormous amount of energy in the social system must be directed toward keeping others out (Biklen and Brannigan, 1980).

If hired, the black woman administrator and the educational system must realize that the duality status will bring dissonance. The status quo will not be the same. Disequilibrium will occur. Some colleagues, subordinates, or superordinates will respond negatively to reporting to and taking orders from a black boss. Others will respond to the gender of the person, and still others will respond negatively to both (Biklen and Brannigan, 1980).

In general, the black woman has a strong background in curriculum development, instruction, or the education of exceptional children, and holds the required credentials.

Black women generally hold traditional positions in educational

administration such as supervisor, consultant, elementary principal, and administrative assistant. Until a few years ago, black women were losing many of their modest gains because of the pressure and preference for nonwhite males. Biklen and Brannigan (1980) found that the relative percentage of black women promoted decreased after 1966. Of black administrators promoted prior to 1966, women represented 29.3 percent. After 1966, they represent only 24.3 percent.

In a survey conducted by the American Association of School Administrators (AASA) in 1981-82, black women represented 2.5% of the total number of school principals reported by 41 states and the District of Columbia. Men represented 84% of the school principal positions with 16% of the positions being held by women (See Table 3).

There are very few minorities in educational administration. Additionally, those few are concentrated in schools and school districts where their ethnic group is dominant. There are several reasons why this pattern persists.

First, minorities are placed in minority schools to provide role models for their group. Second, minorities are expected to teach those areas which are connected to their ethnic group. Third, in order to maintain a linkage between the ethnic group and the school, a sub-structure is created for minorities. This structure is institutionalized as special projects. Within this, minorities are advanced from teaching to various supervisory and administrative positions (Ortiz, 1982).

Not all positions offer the same experiences or opportunities to develop technical interpersonal skills. Women and minorities are not placed in positions where these skills are acquired. It can therefore

be said that the organization does not try in an equitable manner to prepare individuals from women and minority groups to become successful superintendents. Instead it prepares white males to administer and manage adults, women to instruct children, and minorities to direct and contain other minorities. In this manner, the organization is failing to socialize women and minorities so that they have an equal opportunity to attain the top positions in educational administration (Ortiz, 1982;147).

The black woman is lacking the years of early professional employment and the youthful years do not exist in administrative positions for the black woman (Fox, 1976).

A longer job progression or more experience was required for the black woman administrator before reaching the vice principal position compared to other groups.

In the Denver Public Schools, for example, the black women administrators do not fare as well as white women, black men, and white men with similar experience, equal qualifications and merit for administrative positions. Differences do exist in the status of the black woman compared to the white woman, black man, and white man (Fox, 1976).

Two important issues often raised are whether the double minority status of black women is an advantage or a disadvantage, and whether sex causes more discrimination than race. According to the research, it seems that females, regardless of race, are discriminated against. Although black women are discriminated against on the basis of sex, the second minority status (race) of well-educated black women seems to be

less significant. Nevertheless, black women are still the most severely disadvantaged economically because of the combination of sex and race discrimination. Being black may be an asset to highly educated women, but black women who are not well educated do suffer more economically because of their double minority status. It seems therefore, that a black woman's socioeconomic status determines whether being a black and a woman translates into a double negative minority status.

Black women, like other women minorities, must acknowledge powerful group relationships which set limits and provide opportunities for their members. Minority women cannot be expected to cast off the expectations of their primary groups and come running to mainstream American culture. It is very difficult to run when life demands that you wear two different kinds of shoes-never a pair (Lamonte, 1981). This is the condition of America's black women; she has one foot pulling her back and the other pushing her forward.

The double bind is not an impossible situation, but it is a difficult one. Sexism and racism yet exist, even in educational administration. Being a double negative might be facilitative in that negatives cancel the effect of the other.

TABLE 3

Racial/Ethnic and Sex
Distribution of School Principals (1981-82)

<u>Ethnicity</u>	Male		Female		Total	
	No.	%	No.	%	No.	%
American Indian	121	0.3	18	0.05	139	0.3
Asian/Pacific Islander	206	0.5	59	0.1	265	0.6
Black	2242	5.2	1090	2.5	3332	7.7
Hispanic	1202	2.8	248	0.6	1450	3.4
White	32446	75.4	5376	12.5	37822	87.9
Total school principals in sample with <u>both</u> ethnicity and sex data: 43008, from 28 states and Washington, D.C.						

Total male school principals in sample: 52612 (84%)

Total Female school principals in sample: 9815 (16%)

No. of states whcih furnished sex data: 41 states and Washington, D.C.

Note: Percentages in columns are based on total number of school principals in sample with both ethnicity and sex data.

SOURCE: Effie Jones, Recent Trends in the Representation of Women and Minorities in School Administration and Problems in Documentation (American Association of School Administrators, 1982): 12, Table 5.

III ANALYSIS OF THE DATA

This study was designed to determine the status of women administrators, in addition to identifying the barriers faced by women as seen by the 1978-1982 graduates of the University of Nebraska at Omaha Educational Administration and Supervision Department.

A sample population was used to validate the findings of this study. The population consisted of one hundred persons, both male and female, who received certification in administration, while residing in the Nebraska counties of Dodge, Douglas, Fillmore, Merrick, Nance, Sarpy, and Washington.

There were fourteen school districts represented. The school districts ranged in size from enrollments of 216 to 23,049 according to the Nebraska Educational Directory for 1981-82.

The descriptive research approach using a questionnaire survey procedure was used to conduct this survey. The study was limited to 50 women educators and an equivalent number of men for comparative purposes. Of the one hundred surveyed, 23 women and 11 men teachers were targeted to get a sample of those whose aspirations and qualifications might lend themselves to administrative positions.

The Nebraska Educational Directory for 1981-82 was utilized to identify the total population. A total of one hundred questionnaires were mailed to administrators and teachers with a useable return of 90, or 90 percent return.

Several limitations were placed upon the data collection for this report. First, incomplete questionnaire data collected which could not be

verified were deleted. Second, follow-up data collected through telephone contacts and follow-up letters from ten participants were included.

The analysis which is being presented in this report is based on data collected from 90 respondents. The population surveyed included returns from 22 women administrators, 23 women in teaching positions, 34 men administrators and 11 men in teaching positions. An additional four personnel administrators, who had not received questionnaires were interviewed by the researcher.

The compilation of the total data pool consisted of 23 principals, 10 assistant principals, 8 lead teachers, in addition to 15 other official/administrative staff, and 34 teachers. For a profile of the respondents, see Table 4. Overall, males comprised a larger percentage of the administrative positions held.

Data for the study reported upon were collected between March and April 1983. Most of the data were collected in March; however, some data collection extended to April for the purpose of phone contacts and follow-up.

A questionnaire was designed, field tested, and revised to answer the specific objectives as well as elicit other findings relative to the problem of administrative opportunities for women in public education.

The analysis of the data included tabulating the median and percentages for all groups. Cross tabulations between groups, and within groups by age and degree status were computed for significance of difference.

Only four categories were used to assess the data on administrators. The categories were: 1) principal, 2) assistant principal, 3) lead teacher, and 4) other official/administrative staff. The aggregated nature of the data does not permit comparisons by specific position because of possible variance in district definitions of administrative positions. The count of administrators was based on the titles given by the respondents and categorized as such.

This inquiry was conducted with several objectives in mind: first, to assess the barriers and attitudes affecting upward mobility for women as perceived by both active and prospective men and women educators; second, to determine the personal qualities needed to become and remain a successful administrator; third, to identify reasons for being selected for administrative positions; fourth, to identify the needs of former U.N.O. graduates in administration, and last, to share the results with teachers and administrators, Boards of Education, Personnel Officers, and University personnel.

Personal Characteristics

Age

The 22 women in the sample of 56 elementary administrators were, on the average, older than the 34 men: the mean age range of the women was between 40-49 years, and of the men, 30-39 years. A comparison of the age distributions of the men and women acknowledges this sex difference to a greater degree (See Table 5). Just slightly more than one-third (41%) of the women were 30-39, while nearly two-thirds (65%) of the men were in the 30-39 age range. More than 20 percent more of the proportion of men as women (65% to 41%) were 39 years of age or younger.

The median age range of the administrators surveyed were between 30-39. The median age range of women administrators (40-49) was higher than that of men administrators, with a ten year range difference (See Table 5).

Degree Status

Professional study in education at the graduate level constitutes a certification requirement for the principalship in nearly all the states. This circumstance accounts for the fact that all the participants reported that they had completed the Masters degree program in administration. A masters degree is generally a prerequisite for an appointment to the principalship in large urban communities.

Specialist degrees have been awarded to 5 (23%) of the female administrators as compared to 14 (41%) of the male participants. A very small percentage of the women (4%) and men (9%) prospective administrators have continued beyond the hours needed for an endorsement in educational administration. The specialist was the highest degree held by 23 percent, while the doctorate had been earned by 3 percent (See Table 4).

Level of Position

The findings revealed that women administrators held a significantly larger number of lead teacher positions than men, 27% and 6% respectively. The bulk of the administrative positions for both men and women (41%) was the elementary principalship (See Table 4).

More than half (51%) of the women endorsed in educational administration at U.N.O., between 1978-82, have remained in the classroom, compared to less than one-fourth (24%) of the men (See Table 4).

Experience as a teacher is one of the prerequisites for certification

for the principalship in nearly all the states. It was predicted that women who served as elementary school principals would have a greater amount of teaching experience in general than men who held this position. The findings support the prediction that the total years of teaching experience of women would be greater than men's: at least 95% of the women administrators but only 80% of the men had worked as professional educators ten or more years. Furthermore, 21% of the men, in comparison to 5% of the women, had less than ten years of total professional educational experience of any kind. The mean total of teaching experience for the women was 12 years, and 8 years for the men. This difference of four years is statistically significant.

Upward Mobility for Women .

There were no significant differences among the role groups of educators with respect to their perceptions of upward mobility for women being inhibited by internal and psychological barriers, a lack of mentoring, and lack of provisions for adequate day care.

Both male and female prospective administrators disagree with the viewpoint that women are more passive and less strong in authority than men as reasons why the upward mobility for women is prohibited.

Criteria used in Selecting Administrators

Knowledge of the instructional program, knowledge of the school organization, educational background, recommendations, personal interview, successful teaching experience, and the ability to deal with people are very important criteria the respondents believe should be used in selecting administrators.

Where as sex is seen as an important factor by the majority of participants, in addition to the number of children, and age of children, marital status, and ethnic background are seen as less important.

First Administrative Position

The findings revealed that an overwhelming majority (82%, men and women) were employed into their first administrative position in less than two years after the completion of their administrative preparation at U.N.O.

TABLE 4

Profile of the Personal Background and Job Information for Practicing and Prospective Administrators, University of Nebraska at Omaha (U.N.O.), 1978-1982

Number of Participants	Female		Prospective Female		Male		Prospective Male	
	Administrator	Administrator	Administrator	Administrator	Administrator	Administrator	Administrator	Administrator
PERSONAL INFORMATION	22 (24)a	23 (26)	34 (38)	11 (12)				
Highest Degree:								
A. Ph.D./Ed.D	-	-	3 (9)	-				
B. Specialist	5 (23)	1 (4)	14 (41)	1 (9)				
C. Master	17 (77)	22 (96)	17 (50)	10 (91)				
D. Bachelor	-	-	-	-				
JOB INFORMATION								
Average of Years as a teacher	12	11	8	8				
Average of Years as an administrator	5	-	7	-				
Level of Position:								
Teacher	-	23	-	11				
Lead Teacher	6 (27)	-	2 (6)	-				
Assistant Principal	2 (9)	-	8 (24)	-				
Principal	9 (41)	-	14 (41)	-				
Other Official/Administrative staff	5 (23)	-	10 (29)	-				

(a) Number's in parenthesis are %'s

TABLE 5

Median Age Range of the Respondents with Administration
Endorsements form U.N.O., 1978-1982

Age Categories	Female Administrator	Prosepective Female Administrator	Male Administrator	Prosepective Male Administrator
Under 30	-	4 (18)a	-	4 (36)
30-39	9 (41)	12 (55)	22 (65)	6 (55)
40-49	11 (50)	6 (27)	8 (23)	1 (9)
50-59	2 (9)	-	4 (12)	-
60-Over	-	-	-	-
TOTAL	22 (100)	22 (100)	34 (100)	11 (100)

(a) Number's in parenthesis are %'s.

Career Advancement

More than 79% of all prospective respondents had unsuccessfully sought advanced position. Women represented 61% of that total (See Table 6). Little administrative experience, no positions, a woman, and too many qualified people were identified as primary reasons women did not obtain advanced positions. Men suggested no experience as the reason for not obtaining advanced positions.

TABLE 6

Prospective Administrators

<u>Applications For Administrative Posts by Sex</u>				
<u>SEX</u>	<u>Have Applied</u>		<u>Have Not Applied</u>	
	N	%	N	%
Male	6	55	5	45
Female	21	91	2	9

Motivation

To determine whether there were sex differences in the administrators' motivations for seeking the administrative endorsement, respondents were asked why they selected the administrative program to receive their endorsements. In responding to this question, most men and women teachers gave several reasons. An analysis of their replies indicated that they could be classified into two categories, with the items listed with high frequency answers as number one, the categories appear below:

<u>Female Responses</u>	<u>Male Responses</u>
1. desire for increased responsibility	1. love working with people
2. broaden career goals	2. strong professional goals
3. upward mobility	3. tired of teaching

4. challenge

4. added responsibility

Professional Preparation at U.N.O.

In order to provide a service to students and the administration department at U.N.O., all participants were asked, "What additional topics would you suggest need more emphasis?" The following suggestions were given (listed in rank order):

Male Administrator

1. Evaluation Procedures
2. Instructional Theory
3. Special Education
4. Supervisory Skills
5. Internship

Female Administrator

1. Evaluation
2. Special Education
3. Curriculum
4. Time Management
5. Internship

Male Prospective Administrator

1. How to deal with others
2. Evaluation
3. Finance
4. Political Influence

Female Prospective Administrator

1. Internship
2. Budget Preparation
3. Special Education
4. Computer
5. Evaluation

Evaluation procedures were stated with each role group as a primary concern. Internship and special education background appear in three of four categories. Attention should be given to these areas to improve the administrative training program and to meet the needs of the students.

Personnel Officials-Interview Results

In addition to the questionnaire that was developed and distributed to the respondents, an additional four personnel administrators were personally interviewed by the researcher to identify problems or barriers perceived by placement officials.

Each placement official was asked to respond to seven predeveloped questions. The questions and the general responses given are listed below.

1. "What criteria is used in selecting administrators?"

- *-previous experience
- demonstrate supervisory skills
- ability to communicate with all publics
- professional involvement
- community background
- leadership capacity
- meet preferred and required qualifications
- knowledge

2. "Upward mobility for women is inhibited by..."

- their own unwillingness to make geographic relocations
- lack of demonstrated interest in their own personal and professional advancement
- early career experiences
- *-family circumstances-ties and obligations
- capable teachers not having an inclination to get into administration
- traditional roles of women
- preconceived opinions that males and females have about women in administration
- very few non-sexist reasons
- one administrator felt upward mobility for women in the district he represents is not inhibited

3. "What do you see as the most difficult problems women administrators face?"

- *-biases of both men and women in feeling that they want their supervisors to be men instead of women
- *-lack of opportunity for supervisory experience leading to administrative positions
- financial resources
- the hiring personnel biases
- having to prove themselves
- man oriented society-having to work their way through the system

4. "Why do you feel you were selected?"

- competency
- capable
- *-qualifications and appropriate experiences
- willingness to do somethings suggested to have more opportunities
- from teacher to coach-administrative experiences gained
- lucky
- involvement
- time, place, and circumstance
- not an abundance of people available at the time

5. "What personal qualities do you feel contributed to the achievements you have made as an administrator?"

- *-ability to work with people
 - ability to deal with stress
 - ability to resolve issues
- *-ability to compromise issues
 - sense of humor
- *-basic faith and trust in people
 - willingness to work hard
 - willingness to do more than expected
 - willingness to improve the services provided
 - getting involved in the organization
 - caring
 - interested in people

6. "What skills or information is needed to remain effective?"

- *-open and receptive to change
 - communication skills
 - innovative-always trying to do things better
 - making decisions based on what's best for the children
 - consistency and respect
 - constant updating of information-review of professional skills as they contribute to effective performance

7. "What major topics of educational administration need emphasis in a preparatory program?"

- more knowledge on legal aspects of education
- background in computers as a resource
- *-human relations
 - knowledge of instruction
 - conflict resolution
 - finding revenue to do things
 - team teaching
 - individualized instruction
 - programs for staff developments
- *-development of communication skills-both written and oral
- research
- *-supervisory management skills

*-Identifies responses mentioned by more than one personnel official.

The major findings of the study are reflected in the following conclusions.

1. The study confirms the fact that women are not adequately represented

in administrative positions relative to their proportion in the area schools. Women hold significantly fewer principalships.

2. The findings support the premise that equal opportunity of promotion has been replaced with restrictive access to opportunity favoring males.

3. There exists an ample number of qualified and certified women in the districts represented for administrative positions. Women are interested in administration.

4. Institutional practices exclude culturally different people from professional advancement, thus rejecting the popularly held misbelief that women and minorities are inadequate in number, ability, and aspiration when seeking promotion.

5. This study confirms the fact sex discrimination is a decisive factor in hindering the promotion of women to administrative positions. Women's perceptions that there are unfair odds against them discourages them from seeking administrative positions.

6. In education, as in business and industry, women are affected by tokenism. Women experience a lack of mentoring and have few professional role models.

7. The study concludes that women have basically the same career ambition as men, but they do not have the same opportunities.

8. The final conclusion that this study confirms is that, although significant differences were not found in all instances, a consistent pattern of underemployment and underutilization relative to the status of women administrators emerges. No one factor stands out as the primary

reason why the number and percentage of women administrators continue to decline.

The above mentioned conclusions were drawn which may be contributory factors to the percentage of women in administrative positions.

IV CONCLUSIONS

Being female is one of many factors which bears on a persons chances to develop to her fullest potential. The purpose of this field project was not to argue how much or how little gender influences one's upward mobility in educational administration, rather it was used to describe how women have participated in American education.

Although some important studies have been conducted regarding women in school administration; consequently, there has been a hesitancy to examine women and minorities aspiring to educational administration.

Because the acquisition of the first administrative post is dependent on sponsorship, women and minorities are short changed. Women who wish to establish careers must change, regarding the cultural expectations for women. At the same time however, they must behave under certain conditions as women. As principals, they must consider adults, management, and their school as the focal centers.

Those who are successful are those women who view themselves professionally, who have had much experience working with men, and who are personally motivated to be successful.

As long as the "old boy" network remains closed, women must form their own groups and work together for the advancement of more than a token number of women. "Old-boy" networks will yield reluctantly to "new-girl" networks, hopefully to be replaced by competency-based networks, where associations are based on competence regardless of gender or race.

Women need to begin to view men, and other women alike, as allies, instead of enemies, to help them get the positions they want.

Competency or incompetency respectively should be the key factor determining acceptance or rejection. Women should not be satisfied to view the administrator's position as a man's job, but should feel that it is also a position appropriate for women.

What is most important is that talent be recognized, opportunities be provided on an equal basis, and that women and men be given reasonable support and encouragement. If being an educational leader is an aspiration for women, they must learn and master the skills associated with teamwork, coalition building, and open communication for effective humanitarian leadership.

Even after decades of civil rights and feminist activities, nearly all educational administrators are white males. Sex continues to be a factor in educational opportunity in the United States. Bringing about a lasting change will require persistent effort at the individual, organizational, and broader social levels.

Women form a largely untapped pool of administrative talents. Just think how dynamic the schools would become if their talents were tapped to help run the schools more effectively. The ultimate test of change is the hiring of women in the field.

After reviewing the literature and analyzing the data, the author was mentally and emotionally taken back to the early 1970s when attending a nearby neighboring university (Creighton), for an undergraduate degree. At that time (and now as well), I was frequently associated with a very

talented writer and musician, Maelee Davis Chambers.

As the literature continuously suggested, women and men, white and non-white, need to be about the business of solving the problems that exist in educational administration; not spending time determining who's problem it is, or even who's fault.

Start with the notion that there is a problem and work toward solving it.

This concept was basically the motto for Mrs. Chambers. She not only directed a choir of students, both graduate and undergraduate, and staff, she attempted to instill in each individual how important it was to work together as allies as opposed to enemies. A poem was identified by her that told her message. Using her creative talents, Mrs. Chambers put music with the words of the poem by Camus, and added another verse to come up with a workable theme for the members, which were representatives of all parts of the country.

The following is Mrs. Chamber's message and possibly the message for those who feel victimized by some of the traditional myths that continue to live, strong, in society today:

"Let's Be Friends"

Don't walk in front of me,
 I may not follow.
 Don't walk behind me,
 I may not lead.
 Just walk beside me,
 and let's be friends.

Camus

Don't talk above me,
 I'm not inferior.
 Don't talk below me,
 I'm not superior.
 Just talk to understand
 and Let's be friends.

Maelee Davis Chambers

Those people in comfortable circumstances and even those at the bottom of one heap or another, adapt slowly and with resistance to movements to redress social grievances. Women and men in educational administration, and society as well, can learn and benefit from this idea. Let's move in the direction of better understanding and communicating with one another.

V RECOMMENDATIONS

Although discrimination and sex stereotyping of occupations seem to be two apparent causes for having so few women in administration, less obvious factors need investigating. There is a need to explore the personal and psychological restraints which curb women's quest for administrative positions. Attitude-shaping factors such as the culture, personal perspectives, psychological aspects, educational climate, and the world of work need examination.

State education agencies must provide the opportunity for prospective administrators in education the chance to participate in short-term internships and apprenticeships as a prerequisite to receiving the endorsement or certification in administration.

Boards of education are encouraged to formulate policies relative to the hiring of women administrators. Administrators who formulate hiring practices can establish criteria that give equal opportunity to both men and women to fill administrative posts.

School systems should consider conducting descriptive personnel research to determine its status with respect to the optimum utilization of women power. School systems should also consider providing a program revolving around a curriculum which raises the consciousness of sex discrimination and encourage positive social change in this area.

Professional associations should be more aggressive in promoting the status and welfare of both practicing and prospective women-administrators.

Women aspiring to leadership positions must take responsibilities for themselves and get the graduate training and academic credentials

associated with leadership. They must show a willingness to move to the job. They must also apply for positions in educational administration and encourage other women to aspire.

Men have long valued and used a network system. Women need to develop a network of communication by which they both inform and are informed by their sister colleagues.

Factors that inhibit women from aspiring to leadership positions in education must be identified and eliminated. Women need to be in positions to make decisions which would help lead to the elimination of sex-stereotyping in schools.

APPENDICES

APPENDIX A

Please accept this letter as an introduction of Eleanor R. Anderson-Jackson, who is working toward the Specialist degree in Educational Administration at the University of Nebraska at Omaha. For the purpose of her field project, it is necessary that ERA Jackson contact former students who have received endorsements and/or degrees from our department.

ERAJ's project concerns the factors facilitating or impeding the initial placement of women graduates in education administration. The results of this study should be of help to prospective administrators, Boards of Education, and Personnel Officers studying the aspirations, availability, and general attitudes of prospective and active administrators. Your cooperation and participation in Mrs. Anderson-Jackson's study will be of great value in helping secure a representative sample of the perceptions of prospective and active administrators.

Sincerely,

A handwritten signature in cursive script, appearing to read "D. Kellams".

Dr. D. Kellams

Dear Colleague,

As part of my field project for the Specialist degree in Educational Administration, I am writing to a number of educators in order to obtain information about their perceptions of men and women in administration. Your name has been randomly selected in an attempt to study the population of which you are a representative.

Each instrument is identified by a code number to simplify record-keeping and follow-up procedures. No names will be used in this research report, so feel free to write any additional comments or qualifications to any of your answers. A copy of the data gathering instrument is included with this letter.

Please take a few minutes to complete and return the enclosed questionnaire. Your prompt reply will be appreciated. Thank you for your time and assistance.

Respectfully,

Eleanor R. Anderson-Jackson
Eleanor R. Anderson-Jackson

APPENDIX B

Dear Colleague,

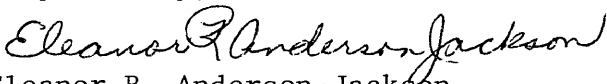
This is a follow-up to the letter which you should have received from me some time ago. My record's indicate the questionnaire mailed to you has not been returned. The success of this project depends greatly upon your support and cooperation.

I would appreciate your assistance and assure you that the anonymity of school districts and individuals will be strictly preserved in reporting data.

Enclosed you will find an additional questionnaire to be completed and mailed in the envelope provided. Please do this today so that the information can be completed.

Thank you for your time and assistance.

Respectfully,


Eleanor R. Anderson-Jackson

Section II For each of the following statements, circle the response that indicates the extent to which you believe the statement is true. Please use the following scale to record your response.

- 1 Strongly Agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly Disagree

Upward mobility for women is frequently inhibited by:

- 1 2 3 4 5 Internal and psychological barriers.
- 1 2 3 4 5 Women experiencing a lack of "mentoring".
- 1 2 3 4 5 Women not aspiring to upper level positions.
- 1 2 3 4 5 Lack of provisions for adequate child care.
- 1 2 3 4 5 Traditional role expectations of women as wife and mother.

- 1 2 3 4 5 Differences in male and female socialization.
- 1 2 3 4 5 Women being less strong and less authoritarian than men.
- 1 2 3 4 5 The viewpoint that women are more passive.
- 1 2 3 4 5 Discrimination in the hiring and promoting of women.
- 1 2 3 4 5 Other (please specify) _____

Rate each of the following criteria based on what you believe are used in selecting administrators. Please circle the appropriate response, using the following scale.

- 1 Extremely Important
- 2 Very Important
- 3 Important
- 4 Less Important
- 5 No Importance

- 1 2 3 4 5 Academic Record
- 1 2 3 4 5 Knowledge of Instructional Program
- 1 2 3 4 5 Personal Appearance
- 1 2 3 4 5 Knowledge of school organization
- 1 2 3 4 5 Education background
- 1 2 3 4 5 Ethnic background
- 1 2 3 4 5 Previous administrative experience
- 1 2 3 4 5 Number of children
- 1 2 3 4 5 Age of children
- 1 2 3 4 5 Sex
- 1 2 3 4 5 Marital status
- 1 2 3 4 5 Recommendations
- 1 2 3 4 5 Personal interview
- 1 2 3 4 5 Successful teaching experience
- 1 2 3 4 5 Ability to deal with people

Section III Current Practicing Administrators only.

Based upon your current and past experience within your present school district, briefly respond to the questions below.

1. Why do you feel you were selected?

2. How soon after the completion of your administrative preparation at U.N.O. were you employed into your administration position?
 - ☐ a. Less than 2 years
 - ☐ b. 2-5 years
 - ☐ c. 6-10 years
 - ☐ d. 11 years and over

3. What personal qualities do you feel contributed to the achievements you have made as an administrator?
 - 1.
 - 2.
 - 3.

GO TO SECTION V

Section IV Prospective Administrators only.

Based upon your current and past experience within your present school district, briefly respond to the questions below.

1. Have you ever applied for an administrative position? ____yes ____no
2. How many times have you applied?_____
3. Why do you feel you were not selected?
4. Did you have plans of becoming an administrator after receiving your endorsement? ____yes ____no
5. What where the reasons for your selecting the administration and supervision program to receive your endorsement in?
 - 1.
 - 2.
 - 3.
6. What personal qualities do you feel are necessary to become a successful administrator.
 - 1.
 - 2.
 - 3.

Section V Professional Preparation at the University of Nebraska at Omaha.

1. Did your preparatory program address the major topics of educational administration? Yes _____ No _____
2. Were your individual interests accommodated by way of seminars, electives, and independent study? Yes _____ No _____
3. Does the minimum of 36 hours required include a balanced coverage of the major areas of educational administration and supervision to become an effective administrator? Yes _____ No _____
4. What additional topics would you suggest needing more emphasis?
 - 1.
 - 2.
 - 3.

Section VI Additional Comments: _____

Thank you for completing this questionnaire. Please return the questionnaire in the envelope provided to:

Eleanor R. Anderson-Jackson
Laura Dodge Elementary
3520 Maplewood Blvd.
Omaha, NE 68134

Median of Responses Given For Prospective Administrators

Section II For each of the following statements, circle the response that indicates the extent to which you believe the statement is true. Please use the following scale to record your response.

- 1 Strongly Agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly Disagree

Upward mobility for women is frequently inhibited by:

- 1 2 3 4 5 Internal and psychological barriers. (2 & =)
- 1 2 3 4 5 Women experiencing a lack of "mentoring". (2 &) (3 =)
- 1 2 3 4 5 Women not aspiring to upper level positions. (2 =) (3 &)
- 1 2 3 4 5 Lack of provisions for adequate child care. (2 =) (3 &)
- 1 2 3 4 5 Traditional role expectations of women as wife and mother. (2 &) (4 =)
- 1 2 3 4 5 Differences in male and female socialization. (2 &) (3 =)
- 1 2 3 4 5 Women being less strong and less authoritarian than men. (4 & =)
- 1 2 3 4 5 The viewpoint that women are more passive. (4 & =)
- 1 2 3 4 5 Discrimination in the hiring and promoting of women. (2 &) (4 =)
- 1 2 3 4 5 Other (please specify) _____

Rate each of the following criteria based on what you believe are used in selecting administrators. Please circle the appropriate response, using the following scale.

- 1 Extremely Important
- 2 Very Important
- 3 Important
- 4 Less Important
- 5 No Importance

- 1 2 3 4 5 Academic Record (3 & =)
- 1 2 3 4 5 Knowledge of Instructional Program (2 & =)
- 1 2 3 4 5 Personal Appearance (2 =) (4 &)
- 1 2 3 4 5 Knowledge of school organization (2 & =)
- 1 2 3 4 5 Education background (2 & =)
- 1 2 3 4 5 Ethnic background (3 &) (4 =)
- 1 2 3 4 5 Previous administrative experience (2 & =)
- 1 2 3 4 5 Number of children (4 &) (5 =)
- 1 2 3 4 5 Age of children (4 &) (5 =)
- 1 2 3 4 5 Sex (3 &) (4 =)
- 1 2 3 4 5 Marital status (3 & =)
- 1 2 3 4 5 Recommendations (2 & =)
- 1 2 3 4 5 Personal interview (1 &) (2 =)
- 1 2 3 4 5 Successful teaching experience (2 & =)
- 1 2 3 4 5 Ability to deal with people (1 &) (2 =)

NOTE: & stands for female
= stands for male

Median of Responses given for Administrators

Section II For each of the following statements, circle the response that indicates the extent to which you believe the statement is true. Please use the following scale to record your response.

- 1 Strongly Agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly Disagree

Upward mobility for women is frequently inhibited by:

- | | |
|----------------------------------------------------------------------|-------------|
| 1 2 3 4 5 Internal and psychological barriers. | (2 &) (3 =) |
| 1 2 3 4 5 Women experiencing a lack of "mentoring". | (2 &) (3 =) |
| 1 2 3 4 5 Women not aspiring to upper level positions. | (3 &) (5 =) |
| 1 2 3 4 5 Lack of provisions for adequate child care. | (3 & =) |
| 1 2 3 4 5 Traditional role expectations of women as wife and mother. | (3 &) (4 =) |
| 1 2 3 4 5 Differences in male and female socialization. | (3 &) (4 =) |
| 1 2 3 4 5 Women being less strong and less authoritarian than men. | (3 =) (4 &) |
| 1 2 3 4 5 The viewpoint that women are more passive. | (3 & =) |
| 1 2 3 4 5 Discrimination in the hiring and promoting of women. | (2 &) (3 =) |
| 1 2 3 4 5 Other (please specify)_____ | |

Rate each of the following criteria based on what you believe are used in selecting administrators. Please circle the appropriate response, using the following scale.

- 1 Extremely Important
- 2 Very Important
- 3 Important
- 4 Less Important
- 5 No Importance

- | | |
|----------------------------------------------|-------------|
| 1 2 3 4 5 Academic Record | (3 =) (4 &) |
| 1 2 3 4 5 Knowledge of Instructional Program | (2 & =) |
| 1 2 3 4 5 Personal Appearance | (2 & =) |
| 1 2 3 4 5 Knowledge of school organization | (2 & =) |
| 1 2 3 4 5 Education background | (2 =) (3 &) |
| 1 2 3 4 5 Ethnic background | (4 & =) |
| 1 2 3 4 5 Previous administrative experience | (3 & =) |
| 1 2 3 4 5 Number of children | (4 =) (5 &) |
| 1 2 3 4 5 Age of children | (4 =) (5 &) |
| 1 2 3 4 5 Sex | (3 & =) |
| 1 2 3 4 5 Marital status | (2 &) (5 =) |
| 1 2 3 4 5 Recommendations | (2 & =) |
| 1 2 3 4 5 Personal interview | (2 & =) |
| 1 2 3 4 5 Successful teaching experience | (2 & =) |
| 1 2 3 4 5 Ability to deal with people | (1 & =) |

NOTE: & stands for female
= stands for male

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