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FACTORS AFFECTING THE ADVANCEMENT OF WOMEN WITHIN EDUCATIONAL
ADMINISTRATION: MANAGERIAL EFFECTIVENESS, CAREER
ASPIRATIONS, PROFESSIONAL SOCIALIZATION, AND
THE CULTURE OF THE ORGANIZATION

By

Doris McEwen Walker

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ABSTRACT

FACTORS AFFECTING THE ADVANCEMENT OF WOMEN WITHIN EDUCATIONAL ADMINISTRATION: MANAGERIAL EFFECTIVENESS, CAREER ASPIRATIONS, PROFESSIONAL SOCIALIZATION, AND THE CULTURE OF THE ORGANIZATION

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It is a fact that men are selected to positions in educational administration in proportions that far outnumber women. The specific focus of this dissertation was to attempt to explain the gender disparity at top administrative levels in public school administration by examining four factors that are implicit in the advancement of women within educational administrative positions in the public school system.

The factors considered in this research were centered around the major hypothesis that there is no significant difference in the managerial effectiveness of male and female administrators in public schools; therefore, the disparity in the number of males and females that hold administrative positions in public schools is based, at least in part, on gender related career aspirations, the professional socialization networking process, and the culture of the organization--all of which are different for male administrators as compared to female administrators and thus contribute to women not being selected as often for administrative positions.

This study concludes that:

1. Male and female administrators have similar managerial styles and effectiveness.
2. Male and female administrators have similar levels of career aspiration.
3. Male and female administrators have similar levels of professional socialization, or the extent to which mentoring has contributed to their administrative appointment.
4. Males are more likely to perceive the culture of the organization, as it relates to the employment process, as sex fair.

It was recommended that further research might study the population of non-administrators to ascertain whether there is a difference between males and females on levels of career aspirations, professional socialization, and the culture of the organization, as well as a consideration of variables such as length of years of service, age, and ethnic groups. Further research might also include a study on the reasons why males and females differ in their perception of the existence of sex discrimination in the culture of the organization, and what changes can be suggested that will lead to more equitable perception of the culture.

DEDICATION

I gratefully dedicate this dissertation to the many friends and relatives who have provided untiring support and encouragement:

My husband, Grady Walker, Jr. for his unending patience and support.

My children, Maleika and Cheo for their understanding.

My parents, Earnest and Mildred, who planted the seed and instilled the thirst for knowledge.

My sisters--Annie, Debbie, Vera, Gloria and brother-in-law John for their continual encouragement.

Shirley Gay for her friendship and support.

and

To the glory of God, to whom I owe all and give my all and all.

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Acknowledgement is also extended to women aspirants everywhere, who, in the words of Arleen Lorrance must "create your own reality consciously, rather than living as if you had no control over your life."

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Professions traditionally considered to be female because of the large number of women in them (e.g., teaching, librarianship, nursing, and social work) are administered by men. With the exception of nursing, these professions also tend to be among the most favorable for enabling men to rise to administrative and managerial positions in proportions that far outnumber women.¹ Thus, while we see a large number of women as teachers, librarians, and social workers, we see a significantly disproportionate number of men in the policy and administrative/managerial positions that affect these professions.

Critical decisions about education are made at the policy levels of administration and consequently are most often made by men. The research data clearly demonstrate that as one looks at the hierarchical structure of the educational system in public schools, there are significantly fewer women at the "top" levels--the perceived policy-making levels. There are approximately 173,000 administrative

¹James W. Grimm and Robert N. Stern, "Sex Roles and Internal Labor Market Structures: The 'Female' Semi-Professions," Social Forces 21 (1974): 690-705.

positions in public schools nationwide; currently only 13 percent of these positions are held by women.²

A further look at this statistic shows that the type of position held differs significantly between males and females. Table 1.1 and 1.2 amplify the dichotomy that exists in the number of males who hold various administrative positions in public schools as compared to females holding the same position.

Table 1.1, produced by the National Education Research Division and presented by Patricia Cayo Sexton in Women in Education, gives the national statistics on the number and percentage distribution of full-time public school professional employees by sex in 1970-71. The figures clearly indicate that females predominate as teachers (67.2 percent) but account for a small percentage of building principals (approximately 15 percent) and central administrators (.6 percent).

Table 1.2 presents the same basic information for the state of Michigan for 1976 and 1979, comparatively. While the Michigan data are somewhat higher than the national information, females continue to be underrepresented in all administrative categories.

The underrepresentation of women in educational administration not only constitutes an untapped resource to educational institutions, but also dictates the social and economic status to which women are relegated. This relegation is a result of various factors external

²"Project Aware: Assisting Women to Advance Through Resources and Encouragement," American Association of School Administrators, January 18, 1980.

and internal to the environment in which women are socialized.

Gordon and Strober posits that the external and internal environment of women stem from a variety of sources, including women themselves:

What is unique about the situation of women is that almost everyone is to blame, including women themselves who have joined the conspiracy by accepting the idea that they must monitor their ambitions and goals in terms of what everybody else expects of them, including their husbands, children, fathers and bosses.³

The attitudes that women have about themselves only serve to highlight the dilemma that women find themselves in today. This, coupled with male attitudes toward women in management positions, serve to stifle the untapped resources of women as policy level administrators in educational institutions.

- Where are the women in educational administration?
- Do their management styles differ significantly from males causing them to be perceived as ineffective administrators?
- Do women, in fact, not aspire to the policy making levels of administration?
- Are there political factors in the culture of the educational institutions which select males more often than females?

These are the questions which prompted the study of "Factors Affecting the Advancement of Women Within Educational Administration." If education indeed provides the formative basis for attitudes and entry into societal positions, the exclusion of females as administrators at the policy levels of education generates an expectation that females are not as effective as males; females do not aspire to such

³ Francine E. Gordon and Myra H. Strober, Bringing Women Into Management (New York: McGraw-Hill Book Company, 1977), pp. 17-18.

TABLE 1.1.--Estimated Number and Percent Distribution of Full-Time Public School Professional Employees, 1970-71, by Sex (Instructional Staff and Central Office).

Position	Number of Persons			Percent Distribution		
	Total	Men	Women	Total	Men	Women
Instructional Staff						
Teachers	2,034,581	667,751	1,366,830	100.0	32.8	67.2
Principals:						
Elementary	40,453	32,605	7,848	100.0	80.6	19.4
Elementary-teaching principals	7,261	5,068	2,193	100.0	69.8	30.2
Junior-high	8,782	8,472	310	100.0	96.5	3.5
Senior-high	13,763	13,349	414	100.0	97.0	3.0
Total Principals	70,259	59,494	10,765	100.0	84.7	15.3
Assistant Principals:						
Elementary	5,119	3,388	1,731	100.0	66.2	33.8
Junior-high	6,777	6,022	755	100.0	88.9	11.1
Senior-high	11,403	10,383	1,020	100.0	91.1	8.9
Total Assistant Principals	23,299	19,793	3,506	100.0	85.0	15.0
Other Instructional Staff:						
Heads of departments	12,478	8,639	3,839	100.0	69.2	30.8
School librarians	30,757	2,658	28,099	100.0	8.6	91.4
Counselors	39,348	20,897	18,451	100.0	53.1	46.9
Social workers and/or visiting teachers	6,002	1,051	4,951	100.0	17.5	82.5
Psychologists and psychometrists	3,980	1,827	2,153	100.0	45.9	54.1
School nurses	15,639	126	15,513	100.0	0.8	99.2
Other or not stated	563	235	328	100.0	41.7	58.3
Total other instructional staff	18,767	35,433	73,334	100.0	32.6	67.5
TOTAL Instructional Staff	2,236,906	782,471	1,454,435	100.0	35.0	65.0
Central Office Administrators						
Superintendents	14,379	14,289	90	100.0	99.4	0.6
Deputy and associate superintendents	731	676	55	100.0	92.5	7.5
Assistant superintendents	4,402	4,276	126	100.0	97.1	2.9
Administrative assistants to the superintendent	2,345	1,989	356	100.0	84.8	15.2
Administrators for:						
General administration	10,414	5,398	4,016	100.0	51.8	48.2
Finance and school plant	6,980	6,390	590	100.0	91.5	8.5
Pupil personnel services	7,510	4,636	2,874	100.0	61.7	38.3
Instructional administration	10,881	5,846	5,035	100.0	53.7	46.3
Special subject areas	7,663	4,891	2,773	100.0	63.8	36.2
Total central-office administrators	65,306	48,391	16,915	100.0	74.1	25.9
TOTAL full-time professional administrators	2,302,212	830,862	1,471,350	100.0	36.1	63.9

SOURCE: Patricia Cayo Sexton, Women in Education (Bloomington, Indiana: Phi Delta Kappa, 1976), pp. 16-17.

TABLE 1.2.--Michigan Department of Education Professional Personnel Job Assignment by Sex.

Assignment	Male		Female		Total	Male		Female		Total
	No.	%	No.	%		No.	%	No.	%	
<u>Administration:</u>										
Superintendent	570	99.5	3	.5	573	564	98.9	6	1.1	570
Assistant Superintendent	279	95.9	12	4.1	291	260	94.2	16	5.8	276
Secondary Principal	1,067	97.6	26	2.4	1,093	1,067	97.1	32	2.9	1,099
Secondary Assistant Principal	1,014	91.8	90	8.2	1,104	977	87.8	136	12.2	1,113
Elementary Principal	1,686	79.7	430	20.3	2,116	1,629	79.3	425	20.7	2,054
Elementary Assistant Principal	210	64.8	114	35.2	324	194	67.8	92	32.2	286
TOTAL Administration*	6,971	83.6	1,364	16.4	8,335	7,029	80.7	1,672	19.3	8,701
TOTAL Teaching Staff	38,048	37.4	63,793	62.6	101,841	32,456	33.7	63,757	66.3	96,213

* Total administration includes all personnel in the state of Michigan who are employed as administrators. See Appendix H for complete list of teaching and administrative staff.

SOURCE: Michigan Department of Education, Women's Commission.

positions; females do not have the professional socialization needed to attain such positions, and/or the culture of the organization is such that institutional sex-bias influences the gender disparity apparent in educational administration.

Need for the Study

In the last three years, some research attention has been given to the career aspirations of female teachers with emphasis on whether or not they seek advancement to administrative positions. Only limited research, however, has been directed toward females who currently hold administrative positions and whether or not they desire to advance to "policy-making" levels in educational administration. The impetus for this dissertation research stems from the need to study females who currently hold administrative positions and to identify those factors which impede their promotion within the public school system.

Historically, the trend in educational administration has been a predominance of females at entry-level administrative positions, with very few occupying positions at the policy-making levels. The American Association of School Administrators' research verifies that even in the entry level positions, the percentage of female administrators is declining. In 1929, 55 percent of elementary principals were female. Data presented in 1973 saw this percentage decline to 19 percent. Women are losing two percentage points per year in selection to administrative positions.⁴

⁴"Project Aware."

The decline of women in public school administration has significant implications for the output and philosophical base of American public schools. At a minimum, students must be receiving mixed messages from the schools regarding the equality of men and women. On the one hand they are told that men and women are equal--that women have the same opportunity to achieve in the career of their choice as do men. On the other hand they witness inequality between men and women throughout their school career. They "learn" that, at least in the public schools, gender is more closely related to success than is experience or competence. This gender-based inequality in the school system may well serve to discourage female students from aspiring to administrative careers in education. At the very least it seems likely that these mixed messages may lead students to question the validity of what they are "taught" in the classroom to the extent that the lessons don't fit with what they "see" in their daily lives.

Public school teaching and school administration have gone through various sex linked stages. In colonial America, for example, Dame schools--those schools headed by women--provided an introduction to basic skills and basic literacy, but what was considered "real" education--that sanctioned by the social structure that lead to economic support of families was carried on in village schools, secondary schools, academies and colleges and was the exclusive domain of male teachers. Teaching was not considered a very respectable job for a man and then, as now, was often looked upon as a

way station until something better came along or as a part-time job to supplement an otherwise inadequate income.⁵

Teaching was one of the few respectable occupations opened to women and since women were usually willing to work for less than men, school boards hired women in abundance as they were eager to cut costs.⁶ The same economic considerations resulted in the hiring of females as elementary principals.

Protests against the discrepancy in salaries of male and female employees prompted an equalization and, today, it is no longer legal to employ female administrators at less than the salary that a male administrator would receive for the same position. Current statistics show males have now moved in on the one administrative level where women were once the majority--the elementary principalship. As of 1973 women constituted 19 percent of elementary principals, 3 percent of junior high principals, one percent of senior high principals, one percent of superintendents, and 5 percent of chief state school officers. Data presented in 1979 indicated that women are losing two percentage points per year in selections to administrative positions.⁷ In addition, the persons who established

⁵R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Holt, Rinehart, Winston, 1953), p. 133.

⁶David B. Tyack, The One Best System: A History of American Urban Education (Cambridge: Harvard University Press, 1974), p. 133.

⁷"Project Aware."

hiring practices which have resulted in this employment pattern (school board members) are also overwhelmingly male.⁸ There have been several attempts at the national level to insure that procedural avenues are available for rectifying this situation, not the least of which is the enactment of Title VII as part of the Civil Rights Act of 1964 which prohibits, among other things, employment discrimination on the basis of sex.

Title VII of the 1964 Civil Rights Act (42 U.S.C. para 2000e, 78 Stat. 253) Public Law 88-352, was signed by President Johnson on July 2, 1964, and prohibited employment discrimination because of race, color, religion, sex, or national origin in all employment practices, including hiring, firing, layoffs, promotion, wages, training, disciplinary action and other terms, privileges, conditions or benefits of employment.⁹ The Equal Employment Opportunity Act of 1972, 86 Stat. 103 para. 3 (1972) amended Title VII to eliminate the exemption of educational institutions:

There is nothing in the legislative background of Title VII, nor does any national policy suggest itself to support the exemption of these educational institution employees--primarily teachers--from Title VII coverage. Discrimination against minorities and women in the field of education is as pervasive as discrimination in any other area of employment.¹⁰

⁸Andrew Fischel and Janice Pottker, "Women in Educational Governance: A Statistical Profile," Educational Researcher (1974): 4-7.

⁹Equal Employment Opportunity Commission at a Glance, U.S. Equal Employment Opportunity Commission, Office of Public Affairs, July, 1976.

¹⁰Thomas Divine, "Women in the Academy: Sex Discrimination in University Faculty Hiring and Promotion," Journal of Law and Education (October, 1976): 429-451.

The enactment of Title VII and the subsequent inclusion of educational institutions have been particularly important to schools because schools could no longer hold a separate but equal policy of employment and therefore discrimination on the basis of sex was strictly outlawed. The court history on this, particularly in terms of enforcement, has been an entirely different matter. Administrators, generally because of the positions they hold, have been slow to file discriminatory practice suits against their school boards, thereby causing the documentation of court action to be virtually nonexistent. Most of the cases that the courts have actually been involved in seem to concern racial issues rather than sex discrimination as it relates to promotion within educational institutions. Those cases that have come under the jurisdiction of the courts for sex discrimination under Title VII have usually been those pertaining to "lower level jobs."

The factors explicit within the public school system related to the advancement of women to/within administrative positions are as varied as the sociological, psychological, cultural and political realm in which they are based. The intent of this study is to focus on four factors inherent in the educational promotional structure that tend to impede the promotion of women to positions in public school administration. These factors are based on the specific influences of tradition, culture, socialization, psychology and politics. The factors considered as contributions are by no means exhaustive, however, they do present profound implications for the promotional practices in public schools. The factors considered in this study

will be managerial effectiveness, career aspirations, the professional socialization networking process (mentoring) and the culture of the organization.

This study is intended to (a) examine the dichotomy that exists between the selection of males and females as administrators at the "top levels"--the perceived policy-making levels--of educational administration, and (b) demonstrate that the basis for selections are socio-political in nature and grounded in traditional myths rather than in competency or effectiveness. It will also demonstrate that women administrators' managerial styles are not significantly different from those of male administrators, thus dispelling the myth that women are not promoted at the same rate as men because they are ineffective in these positions.

The Purpose

The several purposes of this study are to:

1. Identify factors affecting the advancement of women administrators in the public schools.
2. Examine male and female administrators' perception of their management effectiveness.
3. Examine the career aspirations of male and female administrators and their behavior related to achieving those aspirations.
4. Examine the extent to which professional socialization networks have influenced the careers of male and female administrators.
5. Examine the extent to which the culture of the organization as it relates to sex-bias is perceived by male and female administrators.

Supporting Theory

Males dominate the administrative structure of public school administration by holding approximately 87 percent of the 173,000 positions across this country. The tendency is for males holding these positions to select men to fill vacant administrative positions, partially because of the myth that females do not perform as well as men under the stress of administration, and partially because of culture, physiological "role and conspiracy constraints." The myths are constantly debated in the literature with inconclusive evidence to draw any real conclusions.

The dichotomy that exists in hiring suggests that selection for the policy making levels of public schools are socio-politically based, rather than competency or effectiveness based. The ground work for the gender-based discrimination is laid by the psychological, sociological, economic, cultural and judicial/legal foundations of our society. The data presented in this paper examine this dichotomy. While specific research directly related to mentoring--or the professional socialization networking process--as well as the factors of aspirations and managerial styles are limited at this point, research on the psychological, physiological, and sociological differences is abundant and can be translated directly to suggest reasons why women do not advance to administrative positions at the same rate as men.

The pattern that emerges is that women who strive to achieve are systematically discouraged from reaching for their highest human potential. Growing numbers of women in education, as in other fields, are becoming increasingly aware that the employment options open to females are

extremely limited and that if you happen to be born female you have little control over your professional life.¹¹

The problem to be investigated in this dissertation study is why women do not advance to administrative levels in education at the same rate as men. The major hypothesis is that there is no significant difference in the managerial effectiveness of male administrators and female administrators in public schools; and therefore that the disparity in the number of females who hold administrative positions in public schools is based, at least in part, on differing aspirations, the effects of the professional socialization networking process, and the sex bias existent in the culture of the organization.

The study will examine managerial effectiveness of males and females in public school administration using the Reddin Three Dimensional Managerial Model of effective leadership. The null hypothesis, i.e., that there is no significant difference in managerial effectiveness, will be tested. A finding that there is no difference between males and females in terms of managerial effectiveness would challenge the myth that females do not make effective administrators.

The study will also examine the factors of career aspirations, professional socialization networking process, and the culture of the organization. Networking will be treated as a political process that affects the promotion of females in public school administration.

¹¹Charlene T. Dale, "Women are Still Missing Persons in Administrative and Supervisory Jobs," Educational Leadership 31 (February 1973): 125.

Definition of Terms

Throughout the study there are several operational definitions that should be kept in mind, as they are used interchangeably and/or within a specific context. The following are contextual definitions that will be used throughout this dissertation research. Definitions with asterisks preceeding them are taken from Reddin's Three Dimensional Model of managerial behaviors.¹² All others are the researcher's. The eight styles of management are defined in Appendix D.

Professional Socialization Networking Process

Mentoring--a form of adult socialization for professional roles--especially leadership roles.

Mentor

A person who believes in you and allows you an opportunity to try new positions and teaches you the techniques for success in that placement.

A person who holds or has held positions of power and authority and who facilitates career advancement of a particular individual(s) by "teaching the ropes," coaching, serving as role models, and making important introductions.

¹²William J. Reddin, Managerial Effectiveness (New York: McGraw-Hill Book Company, 1970).

*Managerial Styles

This definition is based on W. J. Reddin's Managerial Effectiveness encompassing a three dimensional theory of management.

Reddin posits eight styles of management behavior and these eight styles result from the eight possible combinations of Task Orientation, Relationship Orientations, and Effectiveness.

*Task Orientation

The extent to which a manager directs his subordinates' efforts toward goal attainment characterized by planning, organizing and controlling.

*Relationship Orientation

How one relates to people. The extent to which a manager has personal job relationships characterized by mutual trust, respect for subordinates' ideas, and consideration for their feelings.

*Effectiveness

The extent to which a manager achieves the output requirements of his position.

The eight styles of management behavior resulting from the Management Style Diagnostic Test are: executive, compromiser, benevolent autocrat, autocrat, developer, missionary, bureaucrat, and deserter. These eight styles of management and whether they result in effective or ineffective management are defined in Appendix D.

Advancement

The promotion or upgrading of public school district administrative personnel to positions higher than their current position in the hierarchical structure and at the "policy making" level.

Educational Administrative Positions Within the Public Schools

Those positions in the public school systems which by contract designate a classification as administrative (i.e., Principal, Assistant Principal, Assistant Superintendent, Deputy Superintendent, and Superintendent).

In an effort to narrow this statement from the original broad scope stated above, terms such as to/within, educational administrative positions, and, in the public schools, have been incorporated to further define this topic. Restating this topic based on the operational definitions listed, the focus of this dissertation research is on the politics (tactics or factional scheming) used by public school administrators, whether overtly or discreetly (implied) to minimize the promotional advancement of women to and within the positions of administration in public schools. It is assumed that persons in administrative positions, at least to some degree and depending on the placement within the hierarchical structure of the school district, are able to affect policy decisions and exert leadership. There are many societal groups that also affect the politics of placement within the public schools including but not

limited to school boards, state departments of education, community organizations, federal government, and lobby organizations. The scope of this research will be limited to those factors that occur within the public schools and are created by other administrative groups.

Hypotheses

The major hypothesis considered in this research is that:

There is no significant difference in the managerial effectiveness of male and female administrators in public schools; therefore, the disparity in the number of males and females who hold administrative positions in public schools is based at least in part, on gender related career aspirations, professional socialization, and the culture of the organization.

The hypotheses to be specifically tested in the research are:

Hypothesis 1

There is no significant difference between the managerial effectiveness of male and female administrators.

Hypothesis 2

Men administrators are more likely than women administrators to consciously seek to advance to positions of greater authority and responsibility in educational administration.

Hypothesis 3

Men are more likely to have, or have had, a mentor during their professional career than women.

Hypothesis 4

Men are more likely than women to perceive the culture of the organization as sex-fair as it relates to the employment practices of a district.

Design of the Study

Population

The population of the study consists of male and female employees in the Lansing School District holding an administrative contract. The list of this personnel is based on an employee list provided by the Personnel Office of the Lansing schools which specifies administrative employees by contract group (i.e., Directors and Consultants, Principals, and Assistant Principals, Other Personnel, Superintendent's support staff, as well as the Superintendent).

Sample

A survey and Managerial Style Diagnostic Tests were sent to all administrators in the Lansing School District. The Lansing School District, as a middle-sized school district should provide results which can be compared to other middle-sized school districts having similar racial, ethnic and socioeconomic characteristics.

In addition, administrators considered as key personnel by virtue of their policy-making level positions were interviewed on questions pertaining to the culture of the organization. These questions addressed the perception of these persons on the formal and informal processes used for selecting administrators. Key personnel interviewed consisted of the Superintendent, Deputy Superintendent, Assistant Superintendents, Associate Directors of each Quadrant, and Personnel Director. The results of the interviews are included in Appendix G.

Procedure

A structured questionnaire was designed based on a review of the literature, advisement by evaluation design consultants skilled in data analysis, and a review and incorporation of some of the questions used in dissertation research by Cherryholmes (1978) and Fisher (1978).

The questionnaire provides information specific to the following hypotheses:

Hypothesis 2

Men administrators are more likely than women administrators to seek to advance to positions of greater authority and responsibility in education.

Hypothesis 3

Men are more likely to have, or have had, a mentor during their professional career than women.

Hypothesis 4

Men are more likely than women to perceive the culture of the organization as sex-fair as it relates to the employment practices of a district.

The questionnaire is comprised of questions that address the specific areas of career aspirations and professional socialization, as well as the culture of the organization as perceived by the respondents. The questionnaire design utilizes the Likert Scale as a basis for gaining statistical analysis.

The Managerial Style Diagnostic Test, edition two, developed by William J. Reddin will be used to assess managerial style (Hypothesis 1). This test has been adapted by Dr. Fred Ignatovich,

Professor, Department of Higher Education and Administration,
Michigan State University, for use with administrators in public
schools.

The Managerial Style Diagnostic Test provides an individual assessment of an administrator's style profile, style synthesis, and managerial effectiveness, based on Reddin's eight management styles of effective and ineffective management. This test is based on Reddin's Three Dimensional theory of management behavior. The information from the managerial style test will be presented in summary form by male and female administrators. Individual style profiles are not a part of this research, although individual style profiles will be shared with individual administrators upon their request.

Limitations of the Study

1. The population sample used in this study consists of Lansing School District Administrators with the assumption that the Lansing School District is typical of other middle sized urban districts with similar demographic compositions. Generalizations based on the reported findings should not be made without testing this assumption.

2. The use of the Management Style Diagnostic Test as an instrument to ascertain management styles (effectiveness) generated a lower response rate than anticipated due to the complexity of the instrument.

3. The Management Style Diagnostic Test surveyed the administrator's perception of his/her management style and effectiveness rather than colleague or staff perception of his/her management style. It should be kept in mind that these people may or may not be perceived the same way by their colleagues and/or staffs.

4. The research reviews the factors of career aspirations, professional socialization, and the culture of the organization as contributing to the disparity in the number of females in administration. These, of course, are not all inclusive and other factors also affect the advancement of women administrators to/within educational administration.

5. The researcher is employed as an administrator for the Lansing School District. The degree to which the employment of the researcher influences the responses of the administrators on the survey and during the interviews cannot be determined. The researcher attempted to minimize potential bias by assuring that all information obtained would be confidential.

Significance

The significance of this study is that it will examine the dichotomy that exists between the selection of males and females as administrators at the perceived "policy making" levels of public schools and will demonstrate that the bases for selection are socio-political in nature rather than competency or effectiveness based. The use of Lansing School District Administrators as a sample population should make the data useful to similar districts in their review of their own administrative hiring practices.

Overview

Chapter I has presented an introduction to the nature of the problem to be investigated, highlighting the immediate need for the study, the purpose of the study, supporting theory, and the limitations of the study. It also presented a brief overview of the design of the study and the significance of the study. Finally, concepts were explained in this chapter, specifying the operational definitions to be used in the study.

In Chapter II the pertinent literature related to managerial effectiveness, career aspirations and professional socialization is reviewed.

In Chapter III the design of the study is presented in detail with specific attention being given to the procedures used in selecting the population, the sample, instrumentation and techniques of analysis.

Chapter IV will present a summary of the statistical results based on the analyses of the data gathered in the study.

Chapter V will summarize and present implications and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED MATERIALS

Introduction

The social movements of the 1960s and 1970s largely focused on the inequalities of our society. These inequalities, imbedded in the historical tradition and social structure of our society, necessitated a look at the gender disparities among employment groups including educational institutions.

Documentation, research and statistics verify that male promotion to/within educational administrative positions in the public schools far outnumber female promotions. The pages that follow present research and a review of the literature supporting the hypotheses stated as part of the dissertation research. Specifically, a review of the literature related to the advancement of women in educational administration is presented. This review of the literature will serve as a background to the research undertaken as part of this dissertation. It will also provide a setting to present the conclusions regarding the factors of managerial effectiveness, career aspirations, and professional socialization and the culture of the organization as they affect the advancement of women in educational administration. Many of the topics presented as background in Chapter I will be expanded upon. The chapter is divided into the following subtopics:

1. The History of Women in Education
2. Women in Educational Administration
3. Sex Stereotyping in Educational Administration
4. Managerial Effectiveness of Male and Female Administrators in Education
5. Career Aspirations of Male and Female Administrators in Education
6. Professional Socialization of Women in Administration
7. Culture of the Organization: The Historical Pattern of Employment in the Lansing School District

The History of Women in Education

The history of women in public school education directly parallels the socialization of women into the American culture. Woman's place was considered to be the home--and employment outside this sphere was taboo. The socialization of American women relegated them to a status of homemaker and "helpmate." This socialization was carried over to the employment of women in education. Women participating in the early years of American education were unmarried and viewed by society as spinsters. Generally, men did not seek nuptial commitments with women who chose to work, either in education or elsewhere.

Women who did choose a career in education were employed only in the dame schools--those schools designed to prepare young boys in the basic skills and literacy for the standard village schools--or in summer schools. The village schools provided what was considered "real" education because it was sanctioned by the social structure

and lead to the economic support of families. Since girls were not responsible for the economic support of families, their education was not considered a priority.¹ Suzanne Taylor's account of the history of education and particularly the growth of dame schools indicates that "The girls learned to read but usually were not taught to write because they might learn to forge their future husband's signature."² Women who were employed in the dame schools were not considered qualified to teach in the standard village schools, even if that was their career choice. The preparation of teachers during the early nineteenth century left much to suspect:

The teacher needed only common school education, and even girls increasingly had that and turned readily to keeping summer school or dame school for pupils who were too young for protective labor.³

The history of education as presented by Sugg (1978) gives a vivid account of the status of teaching during the colonial development of America and the transformation of education from a male dominated to a female dominated profession. Schooling was not viewed as important, but rather as a pastime to be undertaken when agricultural and industrial activities were not being conducted.

¹Suzanne Taylor, "Women in Education, 51% Minority," Connecticut Conference on the Status of Women (National Education Association, 1972), p. 61.

²Ibid., p. 61.

³Redding S. Sugg, Jr., Motherteacher: The Feminization of American Education (Charlottesville: University Press of Virginia, 1978), p. 18.

Older pupils could be spared from farm or shop chiefly in winter; if the winter school was the domain of the male teacher it was still a secondary affair in the scheme of community values, something that went on when more important things did not.⁴

Women were relegated to teaching as an outgrowth of their maternal socialization. The common view held was that the teaching of the young would occur in the home and was the responsibility of the mother. This view was carried over into the employment of women as teachers:

The employment of women as teachers was advocated by the domestic reformers, so respectable by contrast to the radical feminists, their argument being that teaching was a maternal function and the school properly an extension⁵ of the home rather than the first precinct of civil life.

Another common view held was that the education of the older boys necessitated male teachers who could handle the punishment necessary to keep them in line.

It was his domain more because he was male than because he was specifically qualified to teach. A male teacher was thought necessary for the winter school in order to insure control of the big boys through corporal punishment, which a woman was not physically able to inflict on them.⁶

The changing American structure and the Industrial Revolution precipitated a need for formal schooling with professionally qualified teachers. It was these changes that prompted the employment of women as professional teachers.

⁴Ibid., p. 39.

⁵Ibid., p. 18.

⁶Ibid., p. 39.

The more inclined people were to think every child should be educated, the more obvious it became that women must be recruited.⁷

The proportion of female to male teachers increased substantially after 1840, in part because of the needs created by the Industrial Revolution. Table 2.1, constructed by Horace Mann in his 12th Annual Report, gives the yearly decline of male teachers from 1837 to 1848. The table clearly depicts the eventual outnumbering of female teachers to male teachers to a ratio of about 1:2 by 1847-1848.

TABLE 2.1.--Yearly Decline in Number of Male Teachers to Female Teachers.

Year	Number of Male Teachers	Number of Female Teachers
1837	2370	3591
1838-39	2411	3825
1839-40	2378*	3928*
1840-41	2491	4112
1842-43	2414*	4301*
1843-44	2529	4581
1844-45	2595	4700
1845-46	2585	4997
1846-47	2437	5238
1847-48	2424	5510

SOURCE: Redding S. Sugg, Jr., Motherteacher: The Feminization of American Education (Charlottesville: University Press of Virginia, 1978), p. 76.

*The returns for these years were not quite complete.

⁷Ibid., p. 40

Many women, even though they received salaries much lower than their male counterparts, sought teaching as their career choice:

Teaching, even at a rate of pay from one-fourth to one-half what a male teacher received and found inadequate to support a family, was attractive to women, who had no other opportunities for gainful employment except domestic service, practical nursing, or labor in the new factories at Lowell and elsewhere. It required little preparation, and it was more genteel than the alternatives.⁸

Women, by 1861 and the start of the Civil War, were afforded increasing opportunities to be teachers. As men went off to fight the war, women were hired as replacements, which precipitated the need for women to be educated:

But to do the same task as men, women had to receive an equal education. From this point in time women made steady progress. By 1870 nearly two-thirds of all public school teachers were women and the careers of women educators blossomed up to the passage of the 19th Amendment in 1920 when they reached the plateau of their success.⁹

The trend continued into 1920 and women became predominant as classroom teachers in early education. Secondary schools, academies and colleges, however, remained the exclusive domain of male teachers. Fisher's analysis of the history of women in education reveals that equal education for women had many critics. The critics argued over such factors as the appropriateness of women teachers for boys over ten years of age, teaching work as an alleged

⁸Ibid., p. 40.

⁹Taylor, "Women in Education," p. 62.

strain on the physical make-up of women, and the belief that women were out of their element in principalships.¹⁰

The under-employment of women in higher status positions in education became especially apparent at the administrative levels of education. Except in elementary education, women have never been predominant in educational administration positions, perhaps because men sought these positions because of the economic and status associated with them. According to Butts, teaching was not considered a very respectable job for men; then as now teaching was often looked upon as a way station until something better came along or as a part-time job to supplement an otherwise inadequate income.¹¹ In education, the "something better" usually became administrative positions. Teaching was even considered by some to be only a semi-profession.

Teaching was sub-professional and brought neither status nor remuneration sufficient to attract and hold ambitious men, who could do better in business, law, medicine, or the ministry, or in exploiting the land. . . . The best school masters were likely to be transients, young men destined for the professions or business who kept school as a temporary expedient to support themselves and meet college expenses. Teaching was used as a stepping stone to preferable careers requiring formal professional preparation, as teaching did not.¹²

¹⁰Francine Fisher, "A Study of the Relationship Between the Scarcity of Women in Educational Administrative Positions and the Multiple Factors Which Influence the Career Aspirations of Women Teachers" (Ph.D. dissertation, Michigan State University, 1978).

¹¹Butts and Cremin, p. 133

¹²Sugg, p. 38.

The predominance of women in early education teaching and elementary principalships is still apparent today. Fisher notes that "employment trends in the 1930s, 1940s, and 1950s provided some evidence that even women themselves questioned whether they belonged in the profession."¹³ She cites Taylor's research which concludes that the percent of women in education has continued to decline while the number of women attending college has increased. Females composed 11 percent of the professional work force in 1960 compared with 15 percent in 1930. In education this decline has been even more drastic. In 1890, 90 percent of teachers were female while in 1979 females represented 66 percent of the teaching population.¹⁴ Taylor asserts that "the prognosis for women in education appears favorable. At this juncture women must unite and fight to protect even the status quo."¹⁵ Patricia Sexton is even more graphic in her analysis of the percentage of women among all teachers from 1957 to 1971 as demonstrated in Table 2.2.

While declining female employment is apparent in education, it is indeed not the only profession affected. Suzanne Howard's research indicates that:

Men are not only gradually infiltrating the teaching profession but other female occupations as well, e.g., nursing administration, social work, library science. However, while female occupations have become less segregative, or more open about including males, male

¹³Fisher, p. 38.

¹⁴1979 Statistics taken from data provided by the Michigan Department of Education. See Appendix .

¹⁵Taylor.

TABLE 2.2.--Percentage of Women Among All Teachers in Selected Years (1957-1971).

Year	Elementary	Secondary	Elementary and Secondary
1957-58	87.2	49.6	73.2
1960-61	85.8	47.2	70.7
1963-64	85.5	46.1	68.9
1966-67	85.4	64.0	68.3
1970-71	84.7	45.9	67.2
1971-72	84.5	45.8	66.9

SOURCE: Estimates of School Statistics, 1971-72, National Education Association, Research Report, 1971-73. Reprinted in Patricia Cayo Sexton, Women in Education (Bloomington, Indiana: Phi Delta Kappa, 1976), p. 15.

occupations continue to be resistant to female entry. It may be argued that sex-typing of occupations gets in the way of finding the best qualified person for the job. What is needed to reduce sex-typing in education is not greater inducements to bring men into the profession (higher salaries) but rather a broadening of alternatives for women.¹⁶

Patricia Sexton also verifies the decrease of women in education attributing the expansion of secondary and higher education as a key factor:

The phenomenal growth of secondary and especially higher education greatly diminished the numerical dominance of women. In 1970, male teachers, including those in higher education, almost equaled the number of female teachers--

¹⁶Howard.

1.2 million and 1.7 million, respectively. In 1930, women teachers were almost four times as numerous as males-- 819,000 and 216,000, respectively.¹⁷

Women in Educational Administration

The history of women in education presents some profound insights on the decline of women as teachers. The effect is even more dramatic as we look at the domain of administration in which women have never held the majority.

While women became dominant in education as teachers, their role in the administration of our schools was nonexistent:

The upshot, so far as the teaching profession was concerned, was an expedient use of women in the schoolroom and the establishment of a male priesthood of administrators and bureaucrats in authority above them, yet of limited authority among them. There was never any question in male reformer's minds of anybody but themselves assuming cultural and moral leadership, but in instituting the pedagogy of love they gave hostage to fortune. Horace Mann's transference of education from male to female hands meant the creation of a docile labor force for the schools, a schoolroom proletariat. Real status and high pay remained male prerogatives within education but, as measured against those of other male groups, particularly business, disturbingly second-rate. The male educational reformers did succeed, if not in replacing altogether, then in joining the clergy as cultural leaders, but a clergy much reduced in authority by the very moralism the reformers represented. The feminization of teaching made it the example par excellence of what Amitai Etzioni has called a "semi-profession," involving a limitation even upon its male administrative class. School men, whether teachers or administrators, suffered diminution by association with the female teaching force they directed.¹⁸

The societal structure still dictated that women were not equipped to run the schools. While the early 1900s saw a relaxing of this belief

¹⁷Sexton.

¹⁸Sugg, p. 85.

system with an increase in the employment of female elementary school principals (usually serving in a dual capacity as principal and teacher), the common attitude was that males could deal more effectively with the big boys and girls.

As pointed out in the Introduction (Chapter I), Patricia Sexton has provided clear evidence of the imbalance between the number of women holding instructional staff positions as compared to administrative positions. The data by Sexton are amplified when we look at the type of administrative position held by women. While women teachers constitute 67.2 percent of instructional staff--only 15.3 percent of the principals (elementary, junior high and senior high schools) are female. As we move to the superintendent level we see only 0.6 percent of these positions held by females. These national statistics are comparable to the state of Michigan statistics which show that in 1976 and 1979, 2.4 and 2.9 percent, respectively, of secondary principals were female and 0.5 and 1.1 percent, superintendents. Presently in the state of Michigan there are six female superintendents and of this number two are regional superintendents in the City of Detroit. Not only are females underrepresented at this level, but four of the six who have undertaken this position are employed in small school districts.

The Lansing School District is no exception to either the national or state trend. Women constituted 100 percent of elementary principalships until 1949 when the first male elementary principal was appointed. In the secondary schools, women have not held a principalship at the high school level since 1889, and two have been

appointed at the junior high level. The number of female assistant principals, however, has remained consistently high, thus dispelling the myth that women are not trained and/or qualified for the principalship, since the assistant principalship is considered the training necessary for secondary principalships.

The lack of females in secondary principalships has also precluded the employment of females at other levels of administration, including central office, because the secondary principalship is considered to be a "stepping stone" to these positions. No female has ever held the 'top' administrative position of Superintendent in the Lansing School District.

Sex Stereotyping in Educational Administration

Discrimination, or sex stereotyping, is a multi-faceted phenomenon which is characteristic of females as well as males in our society:

Women don't want to be administrators; men are easier to work with than are women; women need to be protected from the unpleasantness involved in administration; women don't have the preparation necessary for administration; women can't or won't give the commitment to the job that top administrative positions require; men see and generate 'big' ideas while women are better at following directions and doing detail work.¹⁹

Women seeking or holding employment in educational administration, as well as elsewhere, are subjected to discriminatory practices and attitudes not only from males, but females as well. The socialization of females in our society has, as stated earlier, advanced the concept

¹⁹M. A. Carroll, "Women in Educational Administration: A Study of Leadership in California Public Schools," Dissertation Abstracts 25 (1964), 2821.

that the woman's place is in the home. Women who break this barrier and work outside the home often find that men isolate them from the intricate networking in the profession thus restricting their full participation in the profession. At the same time, other women consider them out of place in the world of work (particularly when she has children at home) and contribute to the isolation and ostracization that occurs.

While we like to think that these attitudes are archaic and that our contemporary structure is more relaxed, in actuality the attitudes are still prevalent and inhibiting. One need only look at the day care provisions for children of working mothers to be reminded of the existence of these prejudices. The employment patterns themselves are enlightening in examining sex stereotyping.

The sex stereotyping in educational institutions and particularly in selection of women to educational administrative positions is appalling and readily apparent. A profession, once overwhelmingly dominated by females, is administered by men; and always has been in the top policy making levels of the profession. Suzanne Taylor (1973) attributes this to blatant discrimination against women: "outright discrimination against women exists in the promotion practices, if not in the official policies, of many school districts."²⁰

This blatant discrimination is evident throughout the history of women in education and educational administration. Schmuck sums this up in her statement that:

²⁰Suzanne S. Taylor, "Educational Leadership: A Male Domain?" Phi Delta Kappan (October 1973):125.

Men have always held positions of control in our public schools. Even when women have held management positions, they have typically not been in authority either to give directions or to hire or fire subordinates. Men manage the schools and men are the gatekeepers to admit those who will hold management positions in schools. Men as gatekeepers to the profession--consciously and unconsciously, formally and informally--encourage males and discourage females from being administrators. Clearly, the control of our schools is structurally differentiated by sex.²¹

Clement adds that:

Historically, sex discrimination at the elementary and secondary levels has been an accepted mode of behavior. Dual pay schedules for men and women public school teachers have not been uncommon. Pregnant women are not allowed to teach in many systems. Until World War II married women were often disqualified from teaching. That boys and girls are subject to different treatment in schools has also been well documented. Sex-role stereotyping in terms of classes, programs and activities is accepted as a matter of course.²²

In addition, Gross and Trask state that:

. . . the decline in the number of female principals as the consequence of an informal male preference policy of school boards that is based on the belief that more men need to be retained in and attracted to primary schools, the segment of public education in which the teaching force is largely dominated by women. These school boards assume that men teachers usually seek and generally need greater income and prestige from their work than do women teachers, and therefore they have disproportionately appointed men to fill vacancies in the principalship.²³

Gross and Trask go on to say that:

²¹Patricia Ann Schmuck, Sex Differentiation in Public School Administration (Arlington, Va.: National Council of Administrative Women in Education, 1973), p. 86.

²²Jacqueline Parker Clement, Sex Bias in School Leadership (Evanston, Ill.: Integrated Education Associates, 1975), p. 27.

²³Neal Gross and Anne E. Trask, The Sex Factor and the Management of Schools (New York: John Wiley and Sons, 1976), pp. 3-4.

. . . school boards overreacted to one of the major criticisms to which elementary schools were exposed in the sixties: boys lacked male role models and authority figures. The culture of the school and its mode of operation, it was alleged, were dominated by a general orientation that has been described as "momism." Appointing men to principalships served as a strategic way to cope with the criticism.²⁴

One need only look at the number of women who hold the position of superintendent to confirm that discriminatory practices are contributing factors. Various research has verified that female administrators are at least as competent as male administrators (Seawell and Canady, 1974; Muldrow and Bayton, 1979; Munson, 1979; Wiles and Grobman, 1955; and Ester, 1975). Yet of the 16,000 school districts nationally, only 152 have women superintendents (1979). In the state of Michigan, as stated previously, there are only six female superintendents.

Schmuck accounts for this disparity in the lack of female administrators by the male reluctance to share status and prestige with females: "To share responsibility with women will be to share prestige with women. In our society, women as second class citizens detract--rather than add--to the prestige of the occupational position."²⁵

Women who have achieved top leadership positions in education must not only work harder to succeed but must also have unusual motivation. Research done by Rossi (1965) states that "those women who . . . have entered top professional fields have had to have extraordinary

²⁴Ibid., p. 4.

²⁵Schmuck, p. 105.

motivation, thick skins, exceptional ability, and some unusual pattern of socialization in order to reach their occupational destinations."²⁶

Again we must ask the question, why? It is apparent that the historical trend supports the disparity in the number of female administrators compared to male administrators. The literature also confirms that sex stereotyping is prevalent. Do the answers then lie in the comparative managerial effectiveness of male and female administrators? The next section of the review of the literature will look at the pertinent research on managerial effectiveness of male and female administrators.

Managerial Effectiveness of Male and Female Administrators in Education

The literature on managerial styles and managerial effectiveness presents the questions of whether there are indeed differences between males and females in educational administration and whether these differences result in females being ineffective as educational leaders or whether men are appointed because there are no qualified women applicants or because of biases against women applicants.

The analysis of the effectiveness of males versus female leadership education dates as far back as Horace Mann who concluded in his 6 Annual Report that:

. . . school government was adversely affected when administered by men, for the male thinks primarily of the mischief a pupil's offense would work in society and "chastises it with a severity proportioned rather to the nature of the

²⁶A. S. Rossi, "Women in Science: Why So Few?" Science 148 (1965), 1196-1202.

transgression, than to the moral weakness of the transgressor." Woman, however, with "a gentler, a less hasty, a more forbearing nature," knows how "so to remove the evil as not to extirpate the good"--the good which, in the optimistic view of human nature, was certainly there, as preponderant over the evil in the child as affection was over intellect in the woman teacher."²⁷

There have been several studies conducted which are related to the leadership style of males and females in education. Wiles and Grobman conducted a study in 1955, in Florida, testing the hypothesis that women are more democratic principals than men. This study was based on earlier research they had conducted characterizing leadership into three categories: democratic, authoritarian, and laissez-faire leadership. Wiles and Grobman defined each category as follows:²⁸

Democratic

Implementation in line with democratically determined policy.

Action promoting group or individual creativity and productivity.

Behavior or attitude respecting the dignity of individuals or groups.

The principal's seeking to become an accepted member of the group.

The principal's seeking to keep channels of communication open.

Action involving the group in decision-making with respect to policy and program.

²⁷ Sugg, p. 79.

²⁸ Kimball Wiles and Hulda Gross Grobman, "Principals as Leaders," Nation's Schools, 56 (October, 1955):75.

Authoritarian

The opposite of the democratic behavior characteristics. It tended to center decision-making in the status leader or his inner circle. It obtains objectives by pressures that jeopardize a person's security.

Laissez-faire

Failure to take action, shirking responsibility, "passing the buck."

They concluded that in test situations, one of the three styles of leadership would emerge and proceeded to confirm this. They not only found that the three leadership styles emerged, but also that "women ranked significantly ahead of men as democratic principals."²⁹ The study was conducted again in Florida the following year by Grobman and Hines and again supported the earlier study.³⁰

Patricia Sexton, emphasizing the Fleishmann Commission Report on the New York educational systems, states that the commission found nothing in their study had convinced them that males were inherently superior to females as educational administrators [and] concluded that the de facto discrimination against women was totally unjustifiable.³¹ In addition, Estler's data (1975) suggest forcefully that discriminatory practices are at work. Women in fact do not advance their candidacy for such leadership positions in anywhere near the

²⁹Hulda Gross Grobman and Vynce A. Hines, "What Makes a Good Principal," Bulletin of the National Association of Secondary Principals, 40 (November, 1956):5-16.

³⁰Ibid., p. 75.

³¹Sexton, p. 58.

proportions that men do. This advances the concept of the "woman's place" as inhibiting women (and men) from seeing other women as aspirants of leadership positions in school administration.

There is considerable documentation regarding the negative image of the woman boss: an image shared by both men and women. Women bosses tend to be masculine, aggressive, "castrating," bitchy, harsh, and altogether difficult to get along with.³² In order to become a boss, according to this mythology, a woman must shed her "feminine" ways of being gentle, docile, accommodating, nurturant, and emotional. Women's style of interaction, as documented by some researchers, is marked by willingness to accommodate and compromise rather than win at any cost.

Ester's model--"woman's work"--holds true for education. The public school is particularly prone to accepting this traditional version of what women ought or ought not to be. Elementary teaching is woman's work: men avoid it. Working with the challenging big boys and girls in the secondary school requires assertiveness and counter-aggression--this is man's work.³³

The research done by Suzanne Ester in her review of studies from 1964 to 1973 concludes that:

The results support the notion that there are few significant differences in leader behavior of men and women principals. In general, women principals are perceived as slightly stronger, especially on people-oriented aspects of their jobs, such as working with students and representing staff.

³²Ibid.

³³Suzanne E. Ester, "Women as Leaders in Public Education," Signs: Journal of Women in Culture and Society, 1 (Winter, 1975): 363-386.

. . . In short, these studies would indicate that the perceived effectiveness of women as leaders is certainly as high as the perceived effectiveness of their male counterparts, if not higher.³⁴

Milanovich's research on the attitudes of graduate students toward male and female principals found that the preference was for a male principal, whether or not they had actually worked for both male and female principals. The reasons given were:

. . . male principals were described as being more democratic, more sympathetic, more understanding, more pleasant, more congenial, more relaxed and more personally interested in their teachers. Many students further claimed that the men are not as critical, allow more freedom to teachers, do not supervise as much, do not get excited as easily and can be approached and influenced more easily. An equal number of students pictured women principals as being too autocratic, too demanding, too critical, too particular, too moody, too emotional and too "nosy." Moreover, they criticized the women for giving too much concern to petty matters, for supervising too much and for being too deeply involved in their work.³⁵

However, research conducted by the National Education Association found that experience with female principals may change attitudes.

The data showed the following:

49.1 percent of men preferred a male principal

54.9 percent of females preferred a male principal

2.2 percent of men preferred a female principal

1.6 percent of females preferred a female principal

The research indicated a preference for male principals. However, when asked who had actually worked with a female principal, it became apparent that many of the responses were not based on actual experience.

³⁴ Ibid.

³⁵ Anthony Milanovich, "Gentlemen Before Ladies?" New York State Education, 54 (Spring, 1966):18-19.

Lacking female principals as role models, or lacking experiences with them tended to reinforce the stereotypic notion that men are better principals.

Another study by Barter (1959) indicated that in general women teachers approved of women principals more than men teachers did. Yet when the data were reviewed in terms of men who had taught in a school administered by a female, it was found that the men were more favorable to a female principal and further that men who disapproved of female principals were men who had taught only under male principals.³⁶

Research conducted by Hoyle (1968) produced similar conclusions. The central purpose of the Hoyle Study was to explore the relationship between sex and the five aspects of problem-attack behavior of selected elementary school principals. The Randall "Problem-Attack Behavior Inventory" (PABI) was administered to staff in thirty (30) Texas suburban elementary schools. The staffs were asked to describe their principals' ability to handle problems that occurred in their schools. The results showed that on two of the five variables--problem recognition behavior or the extent to which an administrator appears to perceive situations that are seen as problems by his staff; and administrator-evaluation behavior or the extent to which an administrator reviews the results of his action--females were significantly better than male principals. The other three

³⁶A. S. Barter, "Status of Women in School Administration," Education Digest (1959):72-75.

variables (problem-analysis behavior, group participation behavior, and administration-action behavior) showed no significant differences.

Research data on the differences between men and women principals are not abundant. However, in the studies conducted, the perceived effectiveness of women is as high as that of men. Gross and Trask found in their study of the differences in leadership styles that "The performance of schools administered by women principals was on the average superior to those managed by men, and teacher morale in their schools was not significantly different."³⁷

Gross and Trask conclude from their data that schools considered most difficult (students from lower socio-economic classes) would be much better off with female than male principals; however, males are perceived to be needed because the schools are "difficult."³⁸

The finding was that in low socio-economic status (SES) schools, pupil learning and the professional performance of teachers were lower on the average when men served as principals. Male administrators of low SES schools displayed, on the average, less concern for individual differences among children and for their social and emotional development than women principals.³⁹

A study conducted by Fishel and Pottker highlights the major behavioral and attitudinal studies regarding females in educational administration. Their review consists of the performance of women

³⁷Gross and Trask, p. 223.

³⁸Ibid.

³⁹Ibid.

principals in the areas of instructional supervision, relations with students, relations with parents and community, general administration, teacher attitudes toward women principals and attitudes of women principals toward their job. The results of their review confirm earlier findings:

The behavioral studies clearly indicate that in terms of ability to supervise and administer a school and to maintain good relations with students and parents, the few women who have been able to obtain administrative positions have performed as capably as, if not more capably than, their male counterparts.⁴⁰

Grambs, in her research, poses some very interesting and exciting questions relative to whether schools would be run differently (better) by women. Looking at some of the general socialization characteristics of women, she states that men handle aggression by students with counter aggression, that women do not respond to aggression producing cues in the same way. Women teachers, for example, do not necessarily interpret student rudeness as an attack upon them personally, although men almost always do. Women teachers appear to be more prone to find out what caused the behavior; men teachers are more prone to deal with the behavior.⁴¹

Seawell and Canady reviewed two studies regarding the employment of women as elementary principals: one conducted by the Virginia Association of Elementary School Principals (1969) and a parallel study conducted by the National Association of Elementary

⁴⁰Andrew Fishel and Janice Pottker, "Performance of Women Principals: A Review of Behavioral and Attitudinal Studies," Journal of NAWDAC, 3 (Spring, 1975): 113.

⁴¹Grambs.

Principals (1968) and notes the following conclusions of the studies:⁴²

1. The National Association, as well as the Virginia Association, found that women holding positions as elementary school principals were older than men principals.

2. In the Virginia study 39.1 percent of men elementary school principals reported the elementary principalship as their final professional goal, while 71.6 percent of the women principals considered the elementary principalship as their final goal. The authors note that these figures are particularly interesting if we consider that the elementary school principalship today demands those individuals who have a particular ability and natural talent for the principalship and desire to make it their life time career. Yet the data indicates that most men consider the principalship as a stepping stone to other positions in the educational hierarchy.

3. The Virginia study revealed that men enter the elementary school principalship at an earlier age than do women. The authors suggest that women in education generally are not following the same career patterns as men in securing positions as elementary school principals.

4. The Virginia study further showed that male elementary principals had very little actual experience in teaching children of elementary school age compared to the teaching experience of female principals.

⁴²William H. Seawell and Robert Lynn Canady, "Where Have All the Women Gone?" National Elementary Principal, 53 (May-June, 1974): 46-47.

5. Only 34.3 percent of the men had ten or more years of experience in the elementary principalship, compared to 47.9 percent of the women.

6. In the Virginia study 53.5 percent of the men reported that they had been in their present positions for three or fewer years and only 16.7 percent had been in their present positions for ten or more years. Only 36.2 percent of the women had three or fewer years experience, while 32.9 percent of the women had ten or more years experience in the present position.

7. Concerning educational preparation, 10.4 percent of the men majored in secondary administration and 30.1 percent majored in general school administration. Evidently, these men had not intended to prepare for elementary school principalship, because only 2.8 percent of the men majored in elementary supervision and curriculum. In contrast, 34.8 percent of the women majored in elementary school administration, 11.6 percent in elementary instruction, and 22.3 percent in elementary curriculum and supervision. It was concluded that the women were better prepared for their specific positions.

8. The Virginia study also revealed that women principals devoted more time than did men to professional growth activities; 34.6 percent of women compared to 21.0 percent of men spent eleven or more hours a week on such activities.

9. More than 70 percent of all male elementary school principals were employed for a full 12 months, compared to 48.1 percent of the women.

10. Women principals in the Virginia study were more influential than men principals, central office personnel, or school system committee members in selecting instructional materials for their schools.

11. Male principals more frequently than female principals tended to dominate the determination of specific teaching methods used in the classrooms. More over, more women than men worked cooperatively with faculty committees in determining instructional procedures.

Seawell and Canady conclude that competence and performance are the primary criteria for employment in any position and that school districts need to reassess their decisions about employing women as administrators:

From the data and observations presented, it is obvious that a large number of competent persons are being overlooked in selection of elementary school principals. Two things are apparent: (1) women perform at least as well in the elementary school principalship as do men, and (2) they are not being selected on the same basis as are men to fill these positions.⁴³

There are also many socialization and societal effects that contribute to the woman as leader in the public schools. Research by Kanter (1978) found that the behavior and achievement of women becomes less effective in an environment dominated by males and that women tend to exhibit introverted behavior in this situation. A study conducted by Spangler, et al. tested Kanter's hypothesis using male and female law students and found the same results. Female law

⁴³Seawell and Canady, p. 48.

students tended to perform less effectively than male law students and exhibited behaviors characterized by silence and complacency in classroom discussions. The researchers concluded that the behavior was a result of their underrepresentation in the class, rather than their ability as students.⁴⁴ This supported Kanter's hypothesis.

The socialization and societal effects are extended into the perception of males about women in leadership positions. There is still the image of the coffee maker and note taker regardless of the position the woman holds.

Many women, and a few men, believe that the existing role system was devised by men for men. It is noted that society has never barred women from bread-winning roles, only economic roles that are profitable and respectable.⁴⁵ It is also noted that men do not bar women from taking part in education, especially teachers, but only hamper their efforts to participate in power. As women become more involved in administrative phases of education, we will see some definite changes (provided that co-option of male leadership styles are not occurring), because of the very real differences in the psychological, cultural and sociological processes of being women.

If indeed the literature suggests that there is no significant difference in the managerial effectiveness of male and female administration, and the disparity within occupation of administrative positions has been well documented, there must be some factors that

⁴⁴Eva Spangler, et al., "Token Women: An Empirical Test of Kanter's Hypothesis," American Journal of Sociology (July, 1978): 160-170.

⁴⁵Ester.

account for this disparity. The next section of the literature review will focus on research relative to career aspirations of male and female administrators in education.

Career Aspirations of Male and Female
Administrators in Education

The literature on the aspirations of male and female administration has presented some very interesting conclusions on why women do not seek to advance to positions of greater authority and responsibility. A recent dissertation study conducted by Cherryholmes (1978) dealt specifically with the issue of career aspirations of male and female principals. Cherryholmes presented the following hypotheses:

1. Men are more likely than women to seek salary increases.
2. Men are more likely than women to aspire to positions of greater authority and responsibility.
3. Men are more likely than women to communicate to others their interest in promotion.
4. Men are more likely than women to have a mentor in education who encourages and helps guide their careers.
5. Men are more likely than women to feel support from central office administration for their career goals.
6. Men are more likely than women to engage with their colleagues in informal interactions of a type that may lead to career advancement.

Her conclusions were that: (1) male and female principals have similar aspirations for future positions of even greater authority and responsibility, and aspiration increased for both sexes as

chronological age increased; (2) males and females were similar in the ways and frequency with which they announced interest in further promotion; (3) males and females both reported the existence and influence of a mentor or benefactor who provided encouragement and support; (4) males and females perceived similar support from central office administrators for further career advancement; (5) perceived support increased for both sexes as chronological age increased; (6) males and females were similar in the extent to which they participated in informal social events of a type that can lead to career advancement; and (7) males and females both sought salary increases from their superintendents.

The hypotheses that are considered by Cherryholmes and this research are very similar, particularly Hypotheses 2 and 4, however, the difference is that this dissertation study focused on the total gamut of administrators within a school system and viewed the mentoring process as a political one. In addition, Cherryholmes studied men and women who were already principals. While there are certain to be similarities between the two researches, this dissertation study, should also provide valuable information on the managerial styles and effectiveness of male and female administrators. In addition, other research conducted refutes the findings of Cherryholmes that women's aspirations and desire to seek further positions of even greater authority are similar to men's aspirations.

Research by Moore (1979), Pennsylvania State University, entitled "Mobility and Mentoring: Implications from a Study of Women Administrators," also concentrated on the career aspirations of female

administrators. She states that the limited research done shows women are not mobile and cites Arter's research (1973) as an example. The Moore research was based on a standardized questionnaire of 24 items with a 52 percent response rate. A sample of 180 women administrators in Pennsylvania were used in the study. Moore found that the career aspirations for males and females were indeed different. She concluded that females do not aspire to positions of responsibility and authority at the same rate as men.⁴⁶

Fisher (1978) found that both negative and positive factors are related to the scarcity of women in educational administrative positions. The following factors were described by Fisher:

Negative Factors:

1. Women's aspirations decrease as the responsibilities of the administrative job increase.
2. Only a small percentage of women apply for administrative jobs.
3. A surprisingly small percentage of classroom teachers, male or female, aspire to be administrators.
4. Large majorities of men and women would not be willing to move for an administrative position.
5. Large percentages of both men and women would not further their education to aspire for leadership jobs.

⁴⁶Karen Moore, "Mobility and Mentoring: Indications from a Study of Women Administrators" (unpublished paper, April, 1979).

6. Without the example of successful female administrators, female students are unlikely to be future aspirants for administrative jobs.

7. The virtual male monopoly on administrative positions seems to be intimidating to women and inhibits females from aspiring to those positions.

8. The female perception that there are unfair odds against them discourages them from seeking administrative jobs.

Positive Factors:

1. Although some male bias against women seems to persist, it is probably decreasing and men's acceptance of women in the profession seems to be increasing.

2. There are indications that female teachers are becoming increasingly more willing to accept their sisters in administrative roles.

3. There is strong evidence that men are becoming more accepting of the fact that women can be successful as wives and mothers while at the same time succeeding in an educational leadership job.

4. Results from this study indicate that women, too, seem to be more aware that family responsibilities are not incompatible with successful careers in educational administration.

Fisher further states that while school boards, state and county governments and universities should provide the impetus for increasing the number of female administrators in education, in actuality they do very little and will continue to do so unless they

feel the pressure from those most concerned, namely women themselves."⁴⁷ This finding documents (or suggests) the need for professional socialization networking at least among women who have become administrators to not only support each other in promotion, but to provide a support system for other females desiring to become administrators. The literature on professional socialization networking will be discussed later.

Most women who enter teaching, especially elementary school teaching, appear to be disinterested in career advancement. While women perceive classroom teaching to be useful, they have typically refrained from aspiring to administrative positions. One of the many variables that affect this is the expectation that women will give up their careers upon marriage and childrearing and many women have done so.

The literature on personality types by sex also relates to the career aspirations of females. Women are described as being passive, compliant, submissive, lacking in initiative; and, also cooperative, nurturant, instrumental, emotionally sensitive and other directed.⁴⁸ These latter characteristics, if they are indeed true of women in general, are those which might make women, when they are school leaders, more responsive to the reality dimensions of situations. They might be less likely to respond immediately to the threat of aggression or to acts of aggression. The literature indicates that

⁴⁷Fisher, p. 144.

⁴⁸Katherine Van Wessem Goerss, Women Administrators in Education: A Review of the Research (1960-1976) (Washington, D.C.: National Association for Women Deans, Administrators and Counselors, July, 1977).

women have a tendency to look beyond the threat and respond to what is behind the behavior. They might also be more sensitive to the human factors in situations, more willing to compromise, to support cooperative efforts, and to be patient while persons grow and mature in responsibility.

Jeane Kirkpatrick (1974) reviews the concept of the political woman.⁴⁹ Although her work concentrates on women in the political sphere of government as elected representatives of a constituency, her thoughts are very applicable to women in educational administration because of the political nature of these positions. It is no secret that politics and public schools have become increasingly entangled. The political concepts of power and authority are necessarily inherent within public school administration, and thus it is appropriate that females' political behavior be given attention when reviewing the career aspirations of male administrators as compared to female administrators.

The most important and interesting question about women's political behavior is why so few seek and wield power.⁵⁰ The very fact that so few American women seek and wield power distinguishes their political behavior from that of men. This holds true for aspirations to positions of power and authority. The very fact that so few women seek positions of "top level" educational administrative positions distinguishes their aspirations from male administrators in

⁴⁹Jeane J. Kirkpatrick, Political Woman (New York: Basic Books, Inc., 1974),

⁵⁰Ibid., p. 3.

public schools. Data presented by Goerss (July, 1977) indicate that approximately 7 percent of all women seek positions above the classroom teaching level, compared with 43 percent of men. These data suggest that women are not well represented at the administrative level of public schools, at least in part because they do not aspire to those positions.

Kirkpatrick states that there are in fact universal female psychological traits relevant to politics and grounded in female physiology. These psychological traits are directly related to the reasons women do not consciously seek to advance to positions of greater authority and responsibility in educational administration. According to Kirkpatrick, power and the institutions especially concerned with its exercise have an historic and existential relationship to what might be called brute force. Authority is also associated with power and helps distinguish power from brute force. Together, asserts Kirkpatrick, authority and force constitute the major component of political power.⁵¹ Kirkpatrick apparently agrees with Freud who describes society as rooted in force and authority, both of which he believes to be indissolubly associated with maleness. She states that manipulation of male and female hormone levels of certain animals appear to provide some inconclusive evidence to support the notion that women are naturally submissive and men naturally aggressive.⁵² It seems that women may lack some of the psychological

⁵¹Ibid., p. 10.

⁵²Ibid., p. 12.

characteristics traditionally associated with political leadership. However, the association is based on traditional practices of political leadership. This does not pre-suppose that women as political leaders or educational leaders are ineffective, merely that they have a different leadership style. The current situation that we find ourselves in in the political arena as well as educational administration could very well warrant a different perspective on leadership.

Kirkpatrick states that it is culture which elaborates the psychological, social, and moral implications of biological characteristics.⁵³ She asserts that the definition of masculinity and femininity are learned and internalized and that these definitions vary between cultures and to some extent are arbitrary. Women learn that governing is man's business, incorporate this belief into their self-concepts and behave accordingly. There are five essential elements of the cultural explanation of sex role behavior according to Kirkpatrick and they are the propositions that:⁵⁴

1. Culture embodies norms defining the sexes and identifies behavior appropriate for each; these are perpetuated through the socialization process.
2. These norms determine their identity, expectations, and demands of males and females.
3. Sex stereotypes are not necessarily derived from the psychological characteristics of the two sexes.
4. Norms are internalized regardless of their biological relevance.

⁵³Ibid., p. 13.

⁵⁴Ibid., p. 14.

5. In all modern industrial societies, specifically including the United States, cultural norms exist which arbitrarily limit women's personal development, social choices, and opportunity to share fully in the dominant values of society.

Politics and the political implications for the advancement of women in positions of educational administration in public schools are concentrated around the concept that it is a man's world, in the sense that those holding "top" level administrative positions are men. Male incumbency creates an expectation of male incumbency.⁵⁵ Cultural norms, as the positions posited by the socialization process, communicate and reinforce the expectation of woman's place as a commitment to the home, family, community service, and a "help mate" to her husband. There are few links between this perceived "woman's world" and positions which involve political behavior. In a society which perpetuates this type of norm, women as well as men gain status for effective, responsible performance of culturally sanctioned roles. Women are given parameters for acceptable behavior within the culture. The values on which women are expected to concentrate are those of affection, rectitude, and well-being. The skills relevant to the pursuit of these values are those associated with nurturing, serving, and pleasing a family and community: home making, personal adornment, preparing and serving food, nursing the ill, comforting the downcast, aiding and pleasing a husband, caring for and educating the young.⁵⁶ Women who decide to venture outside of these culturally sanctioned

⁵⁵Ibid., p. 14.

⁵⁶Ibid., p. 15.

norms find that there are tremendous obstacles. Not least among these obstacles is the ability to actualize occupational goals, thereby causing the career aspirations of women to be different from those of men.

Professional Socialization of Women in Administration

The concept of professional socialization networks (mentoring) is closely related to the constraints discussed by Jeanne Kirkpatrick. The research on professional socialization networking as a political factor affecting the advancement of women to/with positions in educational administration is at best limited. The study conducted by Cherryholmes (1978) dealt with this issue. Moore, Pennsylvania State University, has also done an extensive amount of research in this area.

Mentoring, as described by Moore in a recent study on "Mobility and Mentoring" defined a mentor as an individual who facilitates career advancement by "teaching the ropes," coaching, serving as a role model, and making important introductions.⁵⁷ Much of the literature has referred to mentoring as the "old boys network." This is an informal network within professional organizations that contributes to persons being selected for training to receive promotions.

The term "mentor," originally occurs in The Odyssey by Homer. It is the name of an old and trusted friend of King Ulysses, Mentor, who is left to care for and nurture Telemachus, Ulysses' son, while

⁵⁷ Moore.

the king is away fighting the Trojan War. Mentor assists Telemachus in learning how to go about his father's work. He introduces the prince to other rulers and teaches him how to act. Thus, the term developed to refer to a wise and trusted counselor who advises an aspiring leader and helps him to come to power.⁵⁸ Although the term is used in various contexts and can refer to anyone from a classroom teacher to an adult volunteer, it is most often associated with positions of leadership and is more adequately defined as a "form of adult socialization for professional level roles--especially leadership roles. Leadership development is the critical factor in the definition of mentoring."⁵⁹

Professional socialization occurs in virtually every upper level profession, and public school administration is no exception. The familiar cliché, "it is not what you know, but who you know that counts," provides impetus for this concept. Kanter, in an article published in 1979, asserts that competency or high performance is usually not sufficient to gain power or the attention of the powerful.

It is no secret that there are many educational administrators. Every year, colleges and universities graduate many qualified candidates for school administration: many more than there are positions to be filled. These candidates obtain certification that they are qualified, in that they have completed course requirements. However, it is not enough just to have completed degree requirements. The

⁵⁸Karen Moore, "What to do Until the Mentor Arrives" (speech delivered at the National Association of Women Deans, Administrators, and Counselors, Cincinnati, Ohio, April, 1980).

⁵⁹Ibid.

advancement in one's profession is speeded up by having a mentor-- one who believes in you and allows you the opportunity to try new positions and teaches you the techniques for success in that placement. Typically, mentors are people in your specific profession or who have held similar positions in the past and who are high in the hierarchical structure. In most cases, they are older than their "protege" and a significant number are male.

Moore, in a speech delivered at the National Association of Women Deans, Administrators, and Counselors (April, 1980), discussed the concept of mentoring and how one goes about getting a mentor. She states that "performance of an important and visible task is the usual way to find a mentor or have a mentor find you." She goes on to say that: "One has to do something that is important to the organization that may involve some risk, and that goes beyond normal job responsibilities." After the mentor has noticed the individual's performance, the choosing process begins. This involves a risk for both the mentor and the individual chosen. The risk stems from the fact that the quality of performance of the individual will reflect on the mentor and make him/her either look good or bad. The individual then is susceptible to all kinds of ramifications and is in essence in a position of indebtedness. Once the mentor has chosen a particular individual, the gates have been opened for that individual. They are usually placed in some staff position that puts them in close contact with the mentor, although the individual may be placed in other roles in the organization in order for the mentor to observe their performance before the mentoring process occurs.

The basic advantage of a professional socialization network (mentoring) is career advancement. It has been repeatedly confirmed in the literature that mentoring speeds up the promotion process. Mentoring, then, becomes a specific political factor that affects the advancement of women to and within positions of educational administration in the public schools. Males are predominant as mentors. The concept itself incorporates promotion of people that are similar to the mentor, although this is by no means always the case. Moore's research refers to homogeneity or homophily as components of mentoring. She states that homophily is "the tendency in individuals to feel more comfortable or to prefer similar individuals. Comparing this to the literature on culture and the sociological nature of man, we can see that the majority of those individuals selected to receive services from mentors are males. There tends to be a preference that the individual selected have similar value systems to the mentor and profess the same organizational goals as the mentor. This leaves women, to say nothing of blacks and other minorities, virtually out. Again, the quote by Jeanne Kirkpatrick is most applicable: "male incumbency leads to the expectation of male incumbency." Thus the professional socialization networking process creates a situation of the dominant group advancing their own.

The focus in this dissertation study is on female administrators in the Lansing School District. Therefore, a review of the literature would not be complete without a historical review of the employment practices in the Lansing School District. The next section

of the literature is a look at the history of male and female employment in this district.

Culture of the Organization: The History of
Employment Practices in the Lansing
School District

The research undertaken as part of this dissertation study uses the population in the Lansing School District. Therefore, as the climate and culture of the organization is discussed, it is necessary to fold in the history of the employment pattern of the school district.

Historically, the Lansing School District followed basically the same trend that was occurring throughout the development of American education. The Lansing Public Schools had its inception as a legal institution in 1861. As was stated in the discussion of the pertinent literature on the history of women in education, women had begun to dominate as teachers by 1840. This was also true in the Lansing Public Schools. Five of the eight teachers employed in 1861 were females. However, it is important to note that the three males employed in 1861 were all employed as principals with some teaching assignments also--all in the upper grades.

The Lansing Public Schools underwent some structural changes in 1868. Mr. C. B. Stebbins was elected to the Board of Education during that year with the conviction to equalize salaries of male and female teachers. At the time of Stebbins' election male teachers were making four times the salary of the female teachers. Although Mr. C. B. Stebbins was instrumental in bringing about the changes in

the structure of the school system, and in the salary schedules claiming equal pay for equal work, the result was that males left the system. The only male employed by the Lansing Public Schools in 1868 was Mr. Gass, the Superintendent.

The reorganization of the Lansing Public Schools created a great deal of dissatisfaction among the public. There was opposition to the creation of the high school as well as the employment of a superintendent. The students in the high school also began to revolt at what they felt was an "over-feminization" of the school system--especially the high school. All teachers, including the principal in the high school, were female for the first five years of its inception. The first male high school principal was not employed until 1873-74 and was appointed at the insistence of the students who maintained through a petition to the Board of Education that they needed a "first class gentleman teacher." The appointment of Gleason satisfied this need. Since 1873-74 all high school principals have been male with the exception of the years 1887-88 and 1888-89. Appendix J provides a description of the growth of the Lansing Public Schools from 1868-69 to 1943-44. The appendix not only demonstrates that females began to dominate as elementary principals and elementary teachers, but also indicates that at the secondary level all principals in 1868-69, 1917-18, and 1943-44 were males and all assistant principals at the high school level were females except at the Technical High School in which case they were both males.

In the history of the Lansing Public Schools, there have been seven years in which females were principals at the high school level

(1868-69, 1969-70; 1870-71; 1971-72; 1872-73; 1887-88; and 1888-89). Five different women served as principals during this seven year period.

Since the inception of the school district, the selection of personnel for administrative positions in this school district has undergone various stages, many of which are sociologically based. While the current practice involves, at least to some degree, the formal process of identification, interview and placement, this has not always been the case. Historically, administrators were appointed by the superintendent of schools. Appointments were based on the criteria of performance in the classroom as a teacher, initiative and energy to accept extra duties, prior experience as a coach, moral and ethical convictions, and/or association with the person making the appointment. Similar to the historical trend presented in an earlier section men were appointed to secondary principalships because it was felt that the older boys needed the discipline of a male hand. Females were appointed as their assistants to help with the girls (at a lower salary, of course). The trend at the central office level is even more dramatic because women have never held the position of superintendent and in the history of the district there has only been one female assistant superintendent.

Summary

The pertinent literature and related materials reviewed as part of this dissertation reflect the current status of research on the factors of managerial effectiveness, career aspirations,

professional socialization, and culture of the organization as they affect the number of female promotions within educational administration.

The review of the literature has indicated that the disparity between men and women is socio-politically based or a result of the socialization of women into American society. Females have been kept out of administration because of their sex without regard to their competence or managerial effectiveness. Even the historical trend on the employment pattern of females in education is based in discrimination. Studies by Barter (1959), Rossi (1965), Howard (1975), Taylor (1972), and others clearly demonstrate that not only is there a disparity, but also that competence is not a factor. In addition, the literature also is emphatic in asserting that the discriminatory practices are not only imbedded in the male mystique, but is also a result of women themselves. While it is apparent that significant progress has been made on the equity of women in American society, it is apparent that women administrators must continue to develop collegial support networks to insure that their representation is not undermined. The statement by Project Aware of the American Association of School Administrators, that women are losing two percentage points per year in their representation as administrators, is significant. However, the consequences must be shared by both male and female administrators. The judicial base for change has been established by legislative mandates of Title VII and Title IX, yet unless these mandates are tested in the courts the discrimination in the employment of females as administrators will continue to be a

subtle, subversive measure. Women, and men, must accept the challenge of questioning the employment practices and fight to insure that a gender balance is obtained. The philosophical and ethical base of our society depends on it. Education, charged with providing the tools necessary for productive citizens, must not succumb to the sociological pressures with which it is surrounded, but rather serve as exemplary in its own practices.

The chapters that follow will look at a particular school district and focus on the research results that attest to the factors of managerial effectiveness, career aspirations, professional socialization, and the culture of the organization as they affect the advancement of women in educational administration.

CHAPTER III

THE DESIGN OF THE STUDY

Introduction

The design of the research conducted in this dissertation study is presented in this chapter. The study is designed to look at the factors affecting the promotion of women administrators in the Lansing School District. In an effort to ascertain the actual culture of the organization as it relates to employment practices used by the school district, the researcher devised a design separate from the original dissertation research to obtain this information. This design is in the form of interviews. The design used to ascertain the culture of the organization as it currently exists in the school district is included in Appendix G. The design of the research study as it relates to male and female administrators' perception of managerial effectiveness, career aspirations, professional socialization, and the culture of the organization is presented in this chapter. Before beginning this presentation, however, it is important to note that the study is based on the descriptive method of research.

Descriptive research utilizes data analysis techniques that yield central tendencies of a population. Sax describes descriptive research as:

The purpose of descriptive research is to show conditions as they exist without being influenced by the investigator. Descriptive research encompasses a number of different techniques, including correlational analyses, case studies, surveys, and interviews as well as direct observations.¹

It is also the intent of this study to provide comparisons between male and female administrators on indicators of managerial effectiveness, career aspirations, professional socialization, and the culture of the organization. Inferential statistics were used to obtain these results.

Subject Population

There have been several recent dissertation studies which focused on the factors associated with career aspirations of female educators (Fisher, 1978; Vionni, 1976; Cherryholmes, 1978, Letts, 1976). The theme this study takes is similar to these studies in that the examination as to why females are not selected for promotion as administrators at least at the same rate as males is the central focus. The differences, however, are that the study will not only focus on managerial effectiveness as a major hypothesis, but also examine the factors of career aspirations and mentoring as they relate to female educators who currently hold administrative positions. The study also addresses the culture of the organization and whether the culture is such that females are selected to entry level administrative positions and do not advance to the top "policy-making levels" in public school districts. The previous studies have

¹Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 38.

generally conducted research using females who are non-administrators and whether the acquisition of administrative positions is indeed among their goals.

The population used as part of this research study consists of administrators in a public school district. The sample is comprised of all administrators currently holding administrative contracts with the Lansing School District. These administrators include but are not limited to central office and building level personnel, as well as administrators of physical plant maintenance, federal and state program administrators, transportation administrator, and account and finance administrators.

The Setting of the Study: The
Lansing School District

The Lansing School District is a middle-sized urban school district located in the capitol city in the State of Michigan. In 1980 the student enrollment consisted of approximately 26,000 pupils with a teaching staff of approximately 1500 in the Lansing Schools Education Association (LSEA) bargaining unit and 2,047 other employees, including administrative, para-professional, and secretarial. Appendix E gives a listing of the employees in the Lansing School District by job classification.

The Lansing School District serves students in grades K-12 with elementary instruction being provided in grades K-6, junior high instruction in grades 7-9 and senior high instruction in grades 10-12. The district offers instruction in fifty buildings consisting of forty-one elementary schools, five junior high schools and four

senior high schools. In addition, the Lansing School district offers alternative education and re-entry instruction to junior high and senior high students who have not benefited from the traditional classroom structure. There are four junior high re-entry sites, and four senior high re-entry sites, and one alternative high school. The district also offers separately housed special education facilities; a bilingual instruction center; an Academic Interest Center for high school students; and a centralized gifted and talented program for youngsters at the elementary level. The Lansing School District is also responsible for the operation, maintenance and administration of the city's public library facilities.

The Lansing School District has practices responsible autonomy for the last nine years. Autonomy involves the practice of decentralizing the administrative functions of the school district so that the responsibility for making critical decisions affecting an individual school lies with the building staff. These de-centralized functions include budgeting and curriculum selection, as well as staffing. The concept of autonomy affects the selection of administrators at least at the entry level appointments (assistant principals) because the building administrators play a crucial part in this selection.

Professional autonomy is an organizational pattern developing in the Lansing Schools, which places the responsibility for operational decision making in the local schools. The plan, as it was conceived, creates an environment that will provide a more positive, flexible working relationship among those at various levels of involvement, from community

to the central office and from the various managerial levels upward throughout the various administrative units.²

The concept of responsible autonomy has been particularly important in shaping the employment practices of the Lansing School District over the past nine years.

The Subjects of the Study: The Lansing School District Administrators

The subjects of the study were 128 school district employees having administrative contracts with the Lansing School District.

The type of administrative contracts held are categorized as follows:

Directors and Consultants: administrators in this employment group are directors and consultants to district programs. Some of the job titles in this group are curriculum specialists, the director of adult education, the associate directors of elementary and secondary education, pupil personnel and special education.

Secondary Principals: administrators in this employment group serve as curriculum leaders and administrative managers of junior and senior high schools.

Assistant Principals: administrators in this employment group are part of the administrative team at the junior and senior high schools. The district also employs two other assistant principals, one in the elementary building which houses both handicapped and non-handicapped youngsters, and the other at the special education facility.

Elementary Principals: administrators in this employment group work as curriculum leaders and administrative managers of elementary schools in the district.

²Frank A. Throop, "Professional Autonomy in the Lansing Public Schools: A Model for the Decentralization of Administrative Functions in an Urban School System" (Ph.D. dissertation, Michigan State University, 1973), p. 34.

Other Personnel: administrators in this employment group work in a variety of areas including categorical programs, maintenance and physical plant operations, accounting (federal and internal).

Superintendent and Superintendent Support Staff: administrators in this group include the Superintendent and members of the Superintendent's advisory cabinet. Cabinet members include all deputy and assistant superintendents and office directors.

Appendix E lists administrators employed by the Lansing School District by job title.

Males constitute 66 percent of the total administrative staff and females constitute 34 percent of the total administrative staff in the Lansing School District. Table 3.1 provides these percentages by administrative employee group.

TABLE 3.1.--Percentage of Male and Female Administrative Employees in the Lansing School District by job assignment.

Title	Male		Female		Total No.
	No.	%	No.	%	
Directors and Consultants	13	68	6	32	19
Secondary Principals	8	89	1	11	9
Assistant Principals	16	59	12	41	28
Elementary Principals	24	57	18	43	42
Other Personnel	8	80	2	20	10
Superintendent and Superin- tendent Support Staff	<u>16</u>	<u>76</u>	<u>5</u>	<u>24</u>	<u>21</u>
TOTAL	85	66	43	34	128

In addition, the average age for male administrators in the Lansing School District is forty-six, and the average age for female administrators is forty-five, showing that there is no significant difference between the ages of male and female administrators.

Table 3.2 presents the district breakdown of degrees held by administrators in the Lansing School District by male and female administrators.

TABLE 3.2.--Highest Degree Held by Lansing School District Administrators by Percent Holding Various Degrees in the District by Sex.

Degree Held	Male		Female		Total	
	No.	%	No.	%	No.	%
Doctorate	16	19	6	14	22	17
Master's Plus*	19	22	9	21	28	22
Master's	42	49	24	58	67	52
Bachelor's	6	7	0	--	6	5
Unknown	<u>4</u>	<u>5</u>	<u>1</u>	<u>2</u>	<u>5</u>	<u>4</u>
TOTAL	85	66	43	34	128	100

SOURCE: Lansing School District Personnel Office, 1980.

* Master's plus requires at least 45 credit hours beyond the Master's degree.

Instruments

Introduction

Subjects were surveyed with an instrument comprised of four measures: a management style diagnostic test, a career aspirations questionnaire, a professional socialization questionnaire, and a culture of the organization questionnaire. In addition, interview questions were developed and addressed to personnel considered to be holding key positions in the school district. The interview questions were designed to ascertain these administrators' perception of the actual employment practices within the district. Appendix G provides a list of the interview questions and the results from these interviews. Appendix A is the instrument used as part of the survey research.

This section of the dissertation study presents the instrumentation used and describes how they were developed.

Management Scale

The management effectiveness measure used in this study is the Reddin Management Style Diagnostic Test (1972), adapted for educational administration use by Ignatovich, Michigan State University. The Management Style Diagnostic Test is designed to assess an administrator's perception of his/her management style. The test provides three measures of management style: relationship orientation, task orientation, and effectiveness. (The combination of scores on these three measures leads to one of the eight style profiles which Reddin discusses as leading to effective or ineffective

management behavior. The combination also leads to what Reddin refers to as dimensional scores. This study will consist of the dimension scores only.)

Six measures were computed from the instrument. The three styles for the Reddin Management Style Diagnostic Test were identified using the directions for computing the adjusted dimensional scores shown by Reddin (1972).

Career Aspirations Scale

The career aspiration measure consisted of seven items measuring the respondents' career aspirations and a list of nine behaviors which a respondent would be expected to show if he or she were attempting to acquire a more responsible position. The Likert scale items were scored by assigning five points if the respondent chose the response indicating the strongest career aspirations, four points for the next most positive response, down to one point for the least positive response. The total score for the career aspiration measure consisted of the total number of points from the Likert scale plus the number of behaviors the respondent had checked in the last question of the scale.

Professional Socialization Scale

The professional socialization measure consisted of six Likert scale items. A total score for this measure was computed by adding the scores on the six Likert scale items. For each item a score of five indicated the highest degree of professional socialization

while a score of one indicated the lowest degree of professional socialization.

Culture of the Organization Scale

The culture of the organization measure also consisted of six Likert scale items. A total score for this measure was computed by adding the scores on the six Likert scale items. Five points were assigned for the response showing the highest degree of awareness of the culture of the organization to one point for responses showing the lowest degree of awareness of the culture of the organization.

The questions developed as part of this measure were based on the information obtained from the interviews (see Appendix G).

The second part of the survey instrument (questions pertaining to the career aspirations, professional socialization, and culture of the organization perceptions of the respondents) sent to administrators in the Lansing School District was developed by the researcher with conceptualization and input of items by Fisher (1978) and Cherryholmes (1978). The following are the score totals for the sections:

Career Aspirations

The career aspiration questions were developed to address two questions: (1) whether the respondents aspire to other positions higher than the position they now hold, and (2) what are the respondents' behavioral characteristics that lead to the assumption of aspiration.

The questionnaire consists of eight responses. There are four which address whether respondents aspire and three which address what the respondent is doing about it.

The total possible points on the career aspirations portion of the survey yields forty-four points.

Professional Socialization

Six questions were developed to address the area of professional socialization or whether mentorship influences promotions in the school district. Questions 1, 2 and 3 are concerned with whether the respondents have mentor relationships and 4, 5, and 6 are concerned with whether mentorships have affected their employment and/or promotions.

Culture of the Organization

The section on the culture of the organization is designed to ascertain sex bias in selection of administrators and whether respondents actually understand what processes are used to select administrators.

In addition to the respondents' perception of the culture of the organization, interviews were also conducted with key district personnel to ascertain exactly what the employment process looked like for the selection of administrators in the school district.

These results will be compared to the respondents' choices.

The questions used as part of this study are derived from research done by Cherryholmes (1978), this researcher's conversations with other administrators, and a review of the literature. The questions provide scale scores which can be statistically analyzed. The reliability and validity of the questions were examined using validity measures developed by Cherryholmes (1978) and the item analysis presented in Chapter IV. The reliability of the Management Style Diagnostic Test has been established by the publisher.

Procedures

Data Collection

The survey was sent to all employees holding administrative contracts in the Lansing School District on September 28, 1980 with a letter indicating the intent of the survey (see Appendix A). The return of incomplete surveys prompted the researcher to send a clarification letter to all administrators who had returned incomplete surveys. Responses were still considerably low and after two weeks the researcher contacted all non-responding administrators by telephone to elicit their assistance. After the telephone conversations failed to produce the actual survey the researcher sent another letter requesting assistance and continued to re-contact the non-respondents by telephone. The response rate remained low and this prompted the researcher to send another letter and the survey instrument again to non-respondents. The researcher was seeking a goal of at least sixty percent return and continued all follow-up measures. The actual percent returned totaled 78 percent. It was felt that this response rate was sufficient to permit the analysis and that further efforts to increase the response rate would not be productive.

Treatment of the Data

The surveys received as part of this research were kept confidential. Each survey was coded for response control. The responses were then coded and a scale score devised for each section of the

questionnaire (see instrumentation section for details). The Office of Evaluation Services in the Lansing School District assisted with verification and key punching of the data.

Design

Data were collected using (1) survey sampling techniques and (2) interview techniques. Two types of data are, then, provided by this research study. First, descriptive data giving an overall profile of the administrator's managerial effectiveness, career aspirations, professional socialization networks and perceptions of the culture of the Lansing School District are provided. Second, analyses of the data comparing the responses of male and female administrators are presented.

A between-groups experimental design was used to determine whether males and females showed significant differences in any of the above measures. The data analyses generate inferential statistics which may be generalized to populations having similar demographic characteristics.

In addition to the surveys interviews were conducted with key personnel in the Lansing School District to ascertain the actual employment practices of the district in the selection of female administrators. The interview responses were compared with the responses to the culture of the organization scale. The interviews and questions on the culture of the organization attempted to assess sex-bias in the district.

Testable Hypotheses

The central question of this study is whether males and females differ in managerial effectiveness. Stated as a null hypothesis, this question is:

Hypothesis 1

There is no significant difference at the .05 level of significance between male and female administrators as measured by the Reddin, Management Style Diagnostic Test.

Given that this hypothesis is not disconfirmed, one is required to examine other reasons for the underrepresentation of females in administrative positions. The second question examined by this study is whether male and female administrators differ in their levels of career aspirations, professional socialization, and/or perceptions of the culture of the Lansing School District. Stated as the null hypotheses, these questions are presented below:

Hypothesis 2

There is no significant difference between male and female administrators in the level of career aspirations as measured by the survey instrument.

Hypothesis 3

There is no significant difference between male and female administrators in the level of professional socialization as measured by the survey instrument.

Hypothesis 4

There is no significant difference between male and female administrators in the level of perceptions of the culture of the organization as measured by the survey instrument.

All hypotheses will be tested at the .05 level of significance. In addition, the variable of age and highest degree held will also be considered as factors in analyzing the results.

Statistical Analysis

The statistical analysis of the data in this study will consist of a computation of descriptive and inferential statistics. The following is a discussion of the kind of data provided by each measure:

Descriptive Statistics

Means and standard deviations of each dimensional score on the Management Style Diagnostic Test will be reported for males and females and the total group.

Median Likert scores will be reported for each item of the career aspirations, professional socialization, and culture of the organization measures.

Mean total scores and standard deviations will be reported for the career aspirations, professional socialization, and culture of the organization measures.

Inferential Statistic

Four one-way analyses of variance will be used to test the four operational hypotheses. These analyses will be used to determine whether significant differences were found between the scores of males and females.

Summary

The focus of Chapter III has been on presenting the design format of this dissertation study. In review, the subjects in the population used in this research are all personnel holding administrative contracts in the Lansing School District. Subjects were sent

a survey addressing the areas of managerial effectiveness, career aspirations, professional socialization, and culture of the organization. The results will compare male and female administrators on these measures.

Chapter IV will present an analysis of the results of the study and Chapter V will present the summary, conclusions, and recommendations.

CHAPTER IV

ANALYSIS OF THE RESULTS

Introduction

The intent of this chapter is to present and analyze the data gathered to test the hypotheses of this study. A discussion of the statistical results from the hypotheses considered in this study will be included, as well as the statistical results from each question in the survey instrument. In addition, an item analysis to validate the survey instrument will also be included.

The data used as part of this dissertation research included subtest total scores from the career aspirations, professional socialization, and culture of the organization measures of the survey instrument. The Management Style Diagnostic Test, also included in the survey instrument, was analyzed using raw and converted dimensional scores for the variables of task orientation, relationship orientation, and effectiveness based on adjusted raw scores from the scoring instrument provided by the publisher (see Appendix B). An analysis of variance was done on each of these scores, to determine whether significantly different responses were received from male and female administrators. The significance level used was .05.

In addition, mean, variance, standard deviation, and chi square tests were done to ascertain differences between male and

female respondents to the factors of career aspiration, professional socialization, and the culture of the organization as they relate to the advancement of women administrators within the Lansing School District.

The chapter is divided into five major sections:

(1) respondents, (2) presentation and testing of statistical hypotheses, (3) major research hypothesis, (4) item analysis, and (5) discussion and summary of Chapter IV. The summary, conclusions, and recommendations from the research findings are presented in Chapter V.

Respondents

The population surveyed as part of this study consisted of administrative employees in the Lansing School District and thus no sampling procedures were used. Surveys were returned by 78 percent of the population. According to Babbie (1973) this represents a very good response rate for this type of questionnaire.¹

Babbie suggests that response rates vary and the following indices serve as guides:

50 percent - adequate

60 percent - good

70 percent - very good

Each respondent was contacted by the researcher and urged to complete the survey. It was felt that repeated urging (of the 22 percent who

¹Earl R. Babbie, Survey Research Methods (Belmont, Calif.: Wadsworth Publishing Co., Inc., 1973), p. 165.

did not respond) would be counterproductive. Table 4.1 presents the response rate to the survey instrument by administrative classification by sex.

TABLE 4.1.--Response Rate by Administrative Classification by Sex.

Classification	Male		Female		Total	
	No.	%	No.	%	No.	%
Superintendent and Superintendent Support Staff	13	81	3	60	16	76
Secondary Principals	6	76	1	100	7	78
Assistant Principals	10	62	4	36	14	52
Elementary Principals	21	88	16	89	37	88
Other Personnel	8	100	2	100	10	100
Directors and Consultants	<u>9</u>	<u>69</u>	<u>6</u>	<u>100</u>	<u>15</u>	<u>79</u>
TOTAL	67/85	79	32/42*	76	99/127*	78

*The researcher was excluded from the sample population.

The Difference Between Respondent and Non-Respondent Groups

Approximately 22 percent of the population of administrators in the Lansing School District did not respond to the survey instrument. The researcher found that the non-respondent group included a large number (77 percent) of administrators who occupy "entry level" positions. The researcher has defined entry level to be assistant principals and elementary principals, since it is generally

accepted by most educators that these positions are "stepping stones" to future administrative positions. Data presented in Table 4.1 indicates that the response rate for assistant principals is 52 percent. The percentage of 77 was obtained by taking the classification of assistant principal and elementary principal and dividing by the total number of non-respondents. Thus, assistant principals constituted the majority of this percentage.

The researcher contacted several non-respondents to determine the reasons for their failure to respond to the survey. The following reasons were cited:

1. Refusal to participate because of the difficulty of the Management Style Diagnostic Test.
2. Indicated that the survey instrument was not applicable to their job classification.
3. Refused to participate due to the comparative nature of the study.

The percentage of 22 for non-respondents indicates that the differences between respondents and non-respondents is so small that there is no reason for the researcher to conclude that sampling bias occurred. Houang (1980) indicates that survey sampling techniques minimize sampling bias as the researcher obtains 70 percent response and three contacts with the population under study. The researcher concludes that the sampling bias in this research is minimal since there was no systematic difference between respondents and non-respondents.

The next section of this chapter presents the statistical hypotheses and the testing of those hypotheses. Included also is a

statistical analysis of each question used in the survey. The section is concluded with a discussion of the statistical procedures.

Managerial Effectiveness

Hypothesis 1

There is no significant difference at the .05 level of significance between male and female administrators in managerial effectiveness as measured by the Reddin Management Style Diagnostic Test.

Managerial effectiveness was measured using the Management Style Diagnostic Test. The Management Style Diagnostic Test is designed to yield an effectiveness score based on adjusted raw scores (see Appendix C). Table 4.2 provides the means, standard deviations, and analysis of variance data for the adjusted raw dimensional scores of male and female administrators. These scores were computed for the task orientation, relationship orientation, and effectiveness dimensions using the scoring procedures provided by the publisher. Each response to the items on the Management Style Diagnostic Test was placed into cells via the scoring instrument. These cells produced raw scores to which adjustment factors were added or subtracted. The adjusted raw score was then used to measure the task orientation, relationship orientation, and effectiveness of each respondent.

As Table 4.2 shows, Lansing School District administrators scored highest on the relationship orientation dimension of the instrument followed by effectiveness dimension, and the task orientation dimension. Analyses of variance were used to compare the scores

TABLE 4.2.--Means and Standard Deviations of Adjusted Raw Dimensional Scores for Male and Female Administrators in the Lansing Public Schools.

	District Total		Males		Females		F (1,95)	P
	Mean	SD	Mean	SD	Mean	SD		
Task Orientation	33.09	3.35	33.28	3.22	32.72	3.62	.595	.4430
Relationship Orientation	36.17	3.16	36.28	3.17	35.97	3.19	.202	.6542
Effectiveness	33.47	2.71	33.45	2.72	33.53	2.75	.021	.8854

$p > .05$

of male and female administrators on the three dimensions. As Table 4.2 shows, no significant differences were found between the scores of males and females on any of the three dimensions.

Each raw score also produced a converted dimensional score based on the Management Style Diagnostic Test scoring instrument. The converted dimensional score was ascertained for each respondent by using the conversion chart provided by William J. Reddin with the test:

Converted Dimensional Score of the Management Style Diagnostic Test

<u>0-29</u>	<u>30-31</u>	<u>32</u>	<u>33</u>	<u>34</u>	<u>35</u>	<u>36-37</u>	<u>38 and over</u>
0	.6	1.2	1.8	2.4	3.0	3.6	4.0

Therefore, a respondent who might have received a 33 on task orientation, a 35 on relationship orientation, and a 37 on effectiveness would have the following converted dimensional scores: task orientation = 1.8, relationship orientation = 3.0, and effectiveness = 3.6.

The results in Table 4.3 provide the means and standard deviations of the converted dimensional scores for male and female administrators in the Lansing School District.

TABLE 4.3.--Means and Standard Deviations of Male and Female Administrators in Lansing Public Schools on Converted Dimensional Scores.

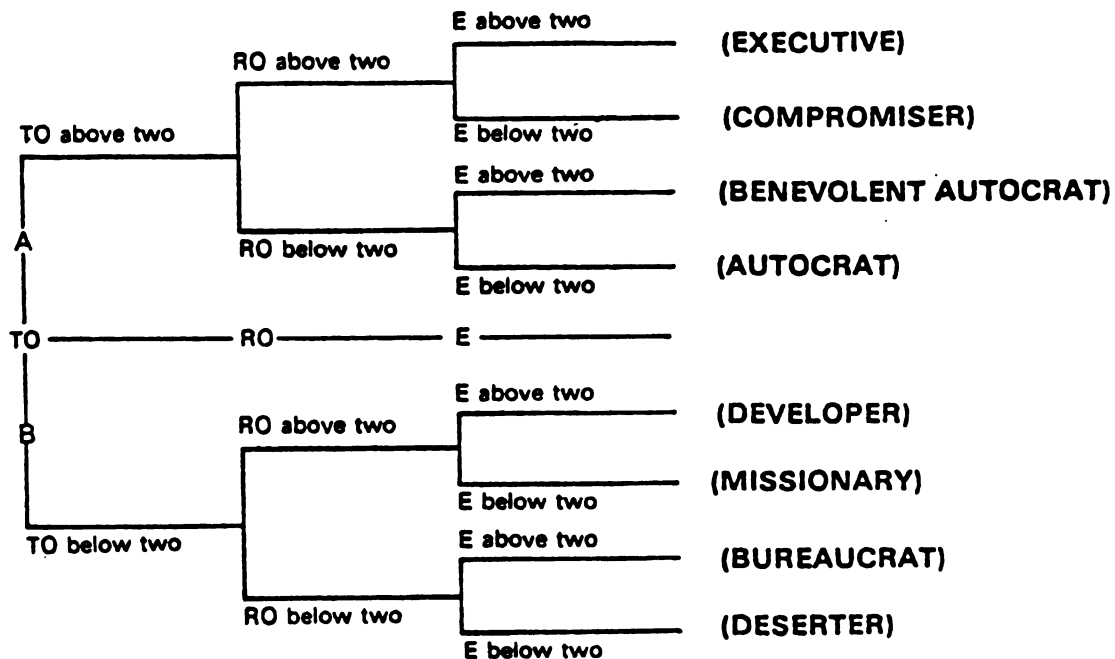
	District Total		Males		Females		F (1,95)	P
	Mean	SD	Mean	SD	Mean	SD		
Task Orientation	1.96	1.33	2.02	1.34	1.84	1.35	.378	.540
Relationship Orientation	3.18	1.13	3.26	1.08	3.03	1.22	.868	.353
Effectiveness	2.12	1.20	2.09	1.26	2.19	1.17	.155	.694

p >.05

These data also show that Lansing School District administrators scored highest on the relationship dimension of the instrument. Analyses of variance for these data showed no significant

differences between the responses of male and female administrators on any of the three dimensions.

In addition to managerial effectiveness provided by the dimensional scores on the Management Style Diagnostic Test, eight management styles are also produced (defined in Appendix D). The eight management styles are what Reddin posits as effective or ineffective management behavior. The eight management styles are constructed by diagramming the converted dimensional scores as shown in the chart below:²



²William J. Reddin, Management Style Diagnostic Test, Second Edition (1974).

Using the procedures for determining the respondents' dominant management style, each of the respondents were assigned to one of the eight management styles. Table 4.4 shows the number and percent of male and female administrators who demonstrated each of the eight management styles. Management styles identified with an asterisk in the table comprise the four ineffective styles.

TABLE 4.4.--Managerial Style Synthesis of Male and Female Administrators in the Lansing School District.

	Males		Females		District Total	
	No.	%	No.	%	No.	%
Executive	12	18.5	5	15.6	17	17.5
Compromiser*	15	23.1	6	18.8	21	21.6
Benevolent Autocrat	1	1.5	2	6.3	3	3.1
Autocrat*	4	6.2	1	3.1	5	5.2
Developer	18	27.7	9	28.1	27	27.8
Missionary*	11	16.9	6	18.8	17	17.5
Bureaucrat	0	--	2	6.3	2	2.1
Deserter*	4	6.2	1	3.1	5	5.2

Chi Square = 6.69103, df = 7, p = .4617

As Table 4.4 shows, the style synthesis used most often by Lansing School District administrators, in rank order, are: developer, compromiser, and executive/missionary. Males tended to have the

following rank order of management styles: developer, compromiser, executive, and missionary. Females, on the other hand, had the following management styles in rank order: developer, missionary/compromiser, and executive. However, based on the chi square test, no significant difference exists between male and female administrators in the Lansing School District on management styles. Overall, the management style synthesis for Lansing School District administrators is effective, with 50.5 percent of the Lansing School District administrators aligning in the categories considered to be effective. Male administrators' style syntheses fall into the effective categories at the rate of 47.7 percent, while females fall into the effective categories at the rate of 56.3 percent.

Discussion

The Management Style Diagnostic Test was included as part of the survey instrument given to administrators in the Lansing School District as part of this study. The Management Style Diagnostic Test consists of sixty-four items with a response of "A" or "B" on each item. The test is designed to yield dimensional scores leading to style synthesis, as well as style profiles. The focus of this study was on managerial effectiveness, therefore the concentration was on dimensional scores. The eight management styles provided by the dimensional scores were also included in the statistical analysis of this study. The style profile, however, is not a part of this study, although a copy of how style profiles are derived is included in Appendix C.

The Management Style Diagnostic Test was scored manually, following the directions provided in the scoring manual. The adjusted raw scores produced for each respondent was converted into dimensional scores. The dimensional scores (raw and converted) were entered into the computer program to produce the statistical analysis. The results of all analyses, on task orientation, relationship orientation, and effectiveness, and a composite of the three, indicated that there is no significant difference between male and female administrators. Since no significant differences were found between male and female administrators in any of the analyses, the results lead the researcher to accept the null hypothesis. That is, there is no significant difference between male and female administrators in management style or effectiveness. These results provided the basis for the study, indicating that if managerial effectiveness is not significantly different for males and females, then the basis for the disparity between the number of high level male and female administrators must be found.

Career Aspirations

Hypothesis 2

There is no significant difference between male and female administrators in the level of career aspirations as measured by the survey instrument.

The data gathered on career aspirations was analyzed using total sub-test scores from the survey instrument. The instrument had a high of 44 possible aspiration points on eight questions. The scale was constructed based on the Likert scale design. The

scale for each item, as it was scored, ranged from one indicating a low degree of career aspiration to five indicating a high degree of career aspiration. Table 4.5 presents the means and standard deviations of male and female administrators' scores on the scale.

TABLE 4.5.--Career Aspirations of Male and Female Administrators in the Lansing School District.

	District	Males	Females
Mean	24.09	23.89	24.55
Standard Deviation	7.44	7.61	7.14

$$F(1,95) = .156, p = .6936$$

A one-way analysis of variance, shown in Table 4.5, was used to compare the career aspirations of male and female administrators. Based on the .05 level of significance, there was no significant difference in the level of career aspirations between male and female administrators in the Lansing School District. Therefore, the null hypothesis cannot be rejected.

In addition, data from each item of the survey instrument was analyzed. The following tables show the cell frequencies of each question of the survey instrument, a chi square test of significance for each item, and the significance of the difference between the responses of male and female administrators.

QUESTION 1: I consider this position as an important "stepping stone" to other administrative positions I hope to hold in the future.

TABLE 4.5.1.--Number and Percentage Responses on Question 1
(Career Aspirations Scale)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	16	8	14	14	14
	%	24.2	12.1	21.2	21.2	21.1
Females	N	4	7	9	5	6
	%	12.9	22.6	29.0	16.1	19.4
Total	N	20	15	23	19	20
	%	20.6	15.5	23.7	19.6	20.6

This item was reversed in the scoring to indicate positive aspirations.

Chi Square = 3.66508, df = 4, p = .4532.

The results of Question 1, noted in the Table 4.5.1, indicate that there is no significant difference at the .05 level between male and female administrators on this item.

QUESTION 2: I am satisfied with my current position and do not seek to advance to other administrative positions.

The results of Question 2, noted in Table 4.5.2, indicate that there is no significant difference at the .05 level between male and female administrators on this item.

TABLE 4.5.2.--Number and Percentage Responses on Question 2
(Career Aspirations Scale)

		Strongly Agree 1	2	3	4	Strongly Disagree 5
Males	N	24	9	10	14	9
	%	36.4	13.6	15.2	21.2	13.6
Females	N	10	4	7	6	5
	%	31.3	12.5	21.9	18.8	15.6
Total	N	34	13	17	20	14
	%	34.7	13.3	17.3	20.4	14.3

This item was considered to indicate low aspirations and therefore was not reversed.

Chi Square = .86870, df = 4, p = .9290

QUESTION 3: It is important to me to influence policy decisions made in the school district.

Table 4.5.3 has a chi square of 2.23101, degrees of freedom equaled to four, and a p value of .6934. The results indicate that there is no significant difference between male and female administrators on this item. In addition, the frequency distributions indicate that the response of both males and females tended to lie in the areas of 3, 4, and 5, indicating an agreement with this item as it relates to career aspirations.

TABLE 4.5.3.--Number and Percentage Responses on Question 3
(Career Aspirations Scale)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	1	5	17	27	16
	%	1.5	7.6	25.8	40.9	24.2
Females	N	0	1	8	11	11
	%	--	3.2	25.8	35.5	35.5
Total	N	1	6	25	38	27
	%	1.0	6.2	25.8	39.2	27.8

This item was reversed in the scoring to indicate positive aspirations.

QUESTION 4: I have career goals that will take me beyond the position I now hold.

TABLE 4.5.4.--Number and Percentage Responses on Question 4
(Career Aspirations Scale)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	14	8	14	10	20
	%	21.2	12.1	21.2	15.2	30.3
Females	N	3	7	6	9	7
	%	9.4	21.9	18.8	28.1	21.9
Total	N	17	15	20	19	27
	%	17.3	15.3	20.4	19.4	27.6

This item was reversed in the scoring to indicate positive aspirations.

Chi Square = 5.57082, df = 4, p = .2336

The results from Question 4 indicate that there were no significant differences at the .05 level between male and female responses on this item.

QUESTION 5: My hopes for the future include promotions to more influential policy-making positions in education.

TABLE 4.5.5.--Number and Percentage Responses on Question 5
(Career Aspirations Scale)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	16	10	11	15	14
	%	24.2	15.2	16.7	22.7	21.2
Females	N	5	4	10	7	5
	%	16.1	12.9	32.3	22.6	5.2
Total	N	21	14	21	22	19
	%	21.6	14.6	21.6	22.7	19.6

This item was reversed in the scoring to indicate positive aspirations.

Chi Square = 3.36205, df = 4, p = .4992

The results from Question 5 indicate that there is no significant differences at the .05 level between male and female responses on this item.

QUESTION 6: If an opening occurred in my district that represented a promotion to me, I would want to be asked to apply for the job before I would apply.

TABLE 4.5.6.--Number and Percentage Responses on Question 6
(Career Aspirations Scale).

		Strongly Agree 1	2	3	4	Strongly Disagree 5
Males	N	17	12	21	8	8
	%	25.8	18.2	31.8	12.1	12.1
Females	N	6	7	5	6	8
	%	18.8	21.9	15.6	18.8	25.0
Total	N	23	19	26	14	16
	%	23.5	19.4	26.5	14.3	16.3

This item was considered to indicate low aspirations and therefore was not reversed in the scoring.

Chi Square = 5.58484, df = 4, p = .2324

The results from Question 6 indicate that there is no significant difference between the responses of male and female administrators to this item. The results are presented in Table 4.5.6.

QUESTION 7: I am currently taking job responsibilities not considered part of my job description as a key to future promotions.

The chi square for Table 4.5.7 is 2.89534, with four degrees of freedom, and a p value of .5755. The results from Question 7 indicate that there is no significant difference at the .05 level between male and female responses on this item.

TABLE 4.5.7.--Number and Percentage Responses on Question 7
(Career Aspirations Scale)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	14	15	16	13	7
	%	21.5	23.1	24.6	20.0	10.8
Females	N	7	9	11	3	2
	%	21.9	28.1	34.4	9.4	6.3
Total	N	21	24	27	16	9
	%	21.6	24.7	27.8	16.5	9.3

This item was reversed in the scoring to indicate positive aspirations.

QUESTION 8: Think about how you have communicated your career goals to others. Look at the list below. Check off all items that describe things you have done within the past twelve months.

_____ I've discussed my career goals informally with my peers.

_____ I've discussed my career goals formally with my superintendent.

_____ I've discussed my career goals formally with someone from central office.

_____ I've discussed my career goals formally with my supervisor.

_____ I've discussed my career goals with university education professors.

_____ I've asked my superintendent to write a recommendation.

_____ I've responded to placement notices.

- I've made sure that many people know I'm interested in advancement.
- I've explored career opportunities in other school districts.

TABLE 4.5.8.--Number of Selection of Behaviors that Identify Career Aspirations.

Number of Selections	Males		Females		District	
	No.	%	No.	%	No.	%
0	12	17.9	4	12.5	16	16.2
1	10	14.9	7	7.1	17	17.2
2	13	19.4	9	28.1	22	22.2
3	10	14.9	3	9.4	13	13.1
4	10	14.9	3	9.4	13	13.1
5	5	7.5	3	9.4	13	13.1
6	5	7.5	0	--	5	5.1
7	0	--	2	6.3	2	2.0
8	1	1.5	0	--	1	1.0
9	1	1.5	1	3.1	2	2.0

Chi Square = 10.19573, df = 0, p = .3349

Question 8 listed nine choices and respondents were asked to select all items that they have done in the past twelve months. The maximum number of choices was nine and the minimum was zero, or no selection. The respondents' choices were totaled (with no

weighting given to the responses--each selection counted as one point toward career aspirations). Table 4.5.8 provides the number of selections made by male and female administrators in the Lansing School District.

The results indicate that there is no significant difference between male and female administrators on the number of choices made on this item. The average number of responses for male administrators is 2.66 compared to 2.0 as the average number of responses of female administrators. The average number of responses for the district totaled 2.7.

Discussion

The administrative population was given eight questions to be scored for aspiration levels. The seven items presented in Tables 4.5.1 through 4.5.7 were designed based on the Likert Scale and ranged on a continuum from strongly agree to strongly disagree. As noted under each item, many items had to be reversed in order to obtain a career aspirations level equivalent to a high score for high aspirations level and a low score for low aspirations level. The eighth item presented on the survey was not scored on a Likert Scale and therefore corresponded to one point for each response. The results from the eighth item are included in the total aspirations score.

The results on the career aspiration items indicated that there was no significant difference on any item between male and female responses. The results also indicate that the administrators

in the Lansing School District have a mean aspiration score of 24.09 out of a possible 44 points. This is interpreted to mean that 50 percent of the administrators tend to have high aspirations scores based on the fact that 22.0 would be a middle score. The finding of no significant difference indicates that at the .05 level of significance, the researcher cannot reject the null hypothesis for the alternative hypothesis. Therefore, from this research study the hypothesis that men administrators are more likely than women administrators to consciously seek to advance to positions of greater authority and responsibility in educational administration has not been confirmed. In fact, the results show that there is no significant difference at the .05 level between the aspirations of male administrators and female administrators.

Professional Socialization

Hypothesis 3

There is no significant difference between male and female administrators in the level of professional socialization as measured by the survey instrument.

The level of professional socialization, as defined in the development of the survey instrument, is the extent to which administrators perceive support from central administration, or others considered to be supportive in the professional socialization process. The term associated with the professional socialization process is mentor.

The data gathered on professional socialization was analyzed using total sub-test scores from the survey instrument. The

instrument had a total possible of 30 points. The higher the points, the higher the level of professional socialization. The instrument used the Likert Scale in determining the points. These item scales were scored with a score of one indicating a low degree of professional socialization and a score of five indicating a high degree of professional socialization. Table 4.6 presents the means, standard deviations, and significance based on the analyses of variances for male and female administrators in the Lansing School District.

TABLE 4.6.--Professional Socialization of Male and Female Administrators in the Lansing School District.

	District	Males	Females
Mean	23.80	23.64	24.16
Standard Deviation	5.05	5.00	5.22

$$F(1,95) = .226, p = .6355$$

Based on the .05 level of significance, there is no significant difference on the total scale in the level of professional socialization between male and female administrators in the Lansing School District. Therefore, the null hypothesis cannot be rejected.

In addition, data from each item of the survey instrument was analyzed. The following show the cell frequencies of each of the questions of the survey instrument, a chi square test of

significance for each item, and the significance of the difference between the responses of male and female administrators.

QUESTION 1: If I wanted honest feedback about myself, as well as encouragement, I know one or two people in administration I could contact right away.

The results, presented in Table 4.6.1, indicate that there was no significant difference between male and female administrators on this item. In addition, frequency distributions indicate that Lansing School District administrators generally agree that there is someone in administration that has provided/will provide honest feedback, as well as encouragement.

TABLE 4.6.1.--Number and Percentage Responses on Question 1 (Professional Socialization).

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	2	1	8	9	46
	%	3.0	1.5	12.1	13.6	69.7
Females	N	1	2	1	6	22
	%	3.1	6.3	3.1	18.8	68.8
Total	N	3	3	9	15	68
	%	3.1	3.1	9.2	15.3	69.4

This item was reversed in the scoring to indicate positive professional socialization.

Chi Square = 3.84907, df = 4, p = .4268

QUESTION 2: There is probably no one in administration that I could be very honest with about my job and hopes for the future.

The results indicate that there is no significant difference at the .05 level between male and female administrators on this item. In addition, frequency distributions indicate that Lansing School District administrators generally agree that there is someone in higher administration that they could be very honest with about their job and hopes for the future.

TABLE 4.6.2.--Number and Percentage Responses on Question 2
(Professional Socialization)

		Strongly Agree 1	2	3	4	Strongly Disagree 5
Males	N	2	3	2	12	47
	%	3.0	4.5	3.0	18.2	71.2
Females	N	0	2	5	4	20
	%	0	6.5	16.1	12.9	64.5
Total	N	2	5	7	16	67
	%	2.1	5.2	7.2	16.5	69.1

Chi Square = 6.59624, df = 4, p = .1588

QUESTION 3: I could say at least one older administrator had taken an interest in my career, in my successes, and in my aspirations and has shown me the ropes.

The results indicate that there is no significant difference at the .05 level between male and female administrators on this item.

TABLE 4.6.3.--Number and Percentage Responses on Question 3
(Professional Socialization)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	8	4	9	19	26
	%	12.1	6.1	13.6	28.8	39.4
Females	N	5	3	4	4	16
	%	15.6	9.4	12.5	12.5	50.0
Total	N	13	7	13	23	42
	%	13.3	7.1	13.3	23.5	42.9

This item was reversed in the scoring to indicate positive professional socialization.

Chi Square = 3.55362, df = 4, p = .4698

In addition, frequency distributions indicate that Lansing School District administrators generally agree that at least one older administrator has taken an interest in their career. This included their success, aspirations, and teaching the ropes.

QUESTION 4: One of the factors that helps explain how I came to get my present position is that another administrator helped by encouraging and assisting me.

The results of this item is that there is no significant difference between male and female administrators' responses. In addition, frequency distributions indicate that Lansing School District administrators generally agree that one of the factors that

TABLE 4.6.4.--Number and Percentage Responses on Question 4
(Professional Socialization).

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	8	7	7	13	31
	%	12.1	10.6	10.6	19.7	47.0
Females	N	4	2	0	8	18
	%	12.5	6.3	0	25.0	56.3
Total	N	12	9	7	21	49
	%	12.2	9.2	7.1	21.4	50.0

This item was reversed in the scoring to indicate positive professional socialization, therefore a score of five indicates strongly agree on a continuum to one representing strongly disagree.

Chi Square = 4.49579, df = 4, p = .3430

helps explain how they came to get their present position is that another administrator helped by encouraging and assisting.

QUESTION 5: I can think of at least one older administrator who served as an advocate for me and helped me become an administrator.

The results indicate that there is no significant difference between male and female administrators on this item. In addition, the concentration of responses among Lansing School District administrators leaned toward the agreement that there is at least one older administrator who served as an "advocate" to the respondents.

TABLE 4.6.5.--Number and Percentage Responses on Question 5
(Professional Socialization)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	9	2	8	15	32
	%	13.6	3.0	12.1	22.7	48.5
Females	N	2	1	2	7	20
	%	6.3	3.1	6.3	21.9	62.5
Total	N	11	3	10	22	52
	%	11.2	3.1	10.2	22.4	53.1

This item was reversed in the scoring to indicate positive professional socialization, therefore a score of five indicates strongly agree, on a continuum to one representing strongly disagree.

Chi Square = 2.58094, df = 4, p = .6302

QUESTION 6: I participate in informal and/or social contacts with administrators in this district.

The results from Question 6 indicate that there is no significant difference between male and female administrators on this item. In addition, approximately 38 percent of the males responded that they do participate in informal and/or social contacts with administrators in this school district, while 47 percent of the females responded the same.

TABLE 4.6.6.--Number and Percentage Responses on Question 6
(Professional Socialization)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	5	15	21	10	15
	%	7.6	22.7	31.8	15.2	22.7
Females	N	3	4	10	8	7
	%	9.4	12.5	31.3	25.0	21.9
Total	N	8	19	31	18	22
	%	8.2	19.4	31.6	18.4	22.4

This item was reversed in the scoring to indicate positive professional socialization, therefore a score of five indicates strongly agree, on a continuum to one representing strongly disagree.

Chi Square = 2.39536, df = 4, p = .6635

Discussion

The administrative population was given six items to be scored on the professional socialization networking process (mentoring). The items were designed based on the Likert Scale and ranged on a continuum from one to five with one indicating a low level of professional socialization, and five indicating a high level of professional socialization. As noted under each question, many items were reversed in order to obtain the professional socialization level equivalent to high scores for high professional socialization and low scores for low professional socialization.

The results on the professional socialization items indicate that there is no significant difference on any item between male and

female responses. The results also indicated that in the Lansing School District, the mean professional socialization score was 23.80 with a standard deviation of 5.05. The total possible score was 30 on the professional socialization scale, indicating that the district falls generally above the middle score of 15. The district then can be considered to be quite high in providing mentoring experiences for its employees. The finding of no difference between male and female respondents at the .05 level of significance indicates that the researcher cannot reject the null hypothesis that there is no difference in the level of mentoring provided to male and female administrators.

The Culture of the Organization

Hypothesis 4

There is no significant difference between male and female administrators in the level of perceptions on the culture of the organization as measured by the survey instrument.

The level of perceptions on the culture of the organization, as defined by the survey instrument, is the extent to which respondents perceive sex discrimination existent within the employment practices in the Lansing School District. The culture of the organization, as discussed in this study, is related to discrimination on the basis of sex. The researcher conducted interviews with key district personnel (see Appendix G) to ascertain the actual culture of the organization as perceived by the personnel who influence the employment process. The data analyzed in this section,

however, are from the respondents' perception of employment practices as measured by the survey instrument.

The data gathered on the culture of the organization was analyzed using total sub-test scores from the survey instrument. The instrument had a total of six questions with a possible of 30 points. The lower the points, the more likely was the respondent to indicate the existence of sex discrimination in the employment practices in the school district. The instrument used the Likert Scale in determining the points. An item score of five indicated a low degree of sex bias. Similar to career aspirationa and professional socialization, the scale scores on some items were reversed to indicate that high point totals indicated sex discrimination was not occurring in the employment practices. Table 4.7 presents the mean, standard deviation, and significance based on the analysis of variance for male and female administrators in the Lansing School District.

TABLE 4.7.--The Perception of the Culture of the Organization as Perceived by Male and Female Administrators in the Lansing Public Schools.

	District	Males	Females
Mean	20.50	22.25	17.00
Standard Deviation	4.84	3.96	4.56

$$F (1,95) = 33.826, p = 0.0000$$

The results indicate that at the .05 level of significance there is a significant difference between male and female administrators' responses on how they perceive the existence of sex bias in the employment practices of the school district. Females were more likely to indicate that sex biased practices existed. Therefore, the null hypothesis that there is no significant difference between male and female administrators on the level of perception of the culture of the organization can be rejected. Males, with a score of 22 out of 30 tended to perceive the district as sex fair; females with a score of 17 were more evenly split between perceiving the district as sex fair and sex biased.

In addition, data from each item of the survey instrument was analyzed. The following are the cell frequencies of each question of the instrument, including the chi square association score, the degrees of freedom, and the significance.

QUESTION 1: In our district, women, at least as much as men, are encouraged to apply for administrative positions.

The results from Question 1 of the culture of the organization scale indicate that there is a significant difference between male and female responses. The male responses indicate that 90.8 percent of the males agree that women, at least as much as men, are encouraged to apply for administrative positions. Female administrators, on the other hand, indicated that 46.9 percent agreed with this statement. There were, however, 31.3 percent of

TABLE 4.7.1.--Number and Percentage Responses on Question 1
(The Culture of the Organization).

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	0	2	4	23	36
	%	0	3.1	6.2	35.4	55.4
Females	N	3	7	7	8	7
	%	9.4	21.9	21.9	25.0	21.9
Total	N	3	9	11	31	43
	%	3.1	9.3	11.3	32.0	44.3

This item was reversed in the scoring to indicate that sex bias was not existent within the employment practices of the school district.

Chi Square = 25.08914, df = 4, p = 0.0000

female administrators who indicated a disagreement with this statement. The female administrators' response tended to be dispersed fairly evenly among the choices from two through five.

QUESTION 2: Men advance faster in administration with less experience simply because they are men.

The results indicate that there is a significant difference between male and female administrators on this item. Forty percent of the males responded strongly disagree with this statement, while zero percent of the females responded strongly disagree. Females indicated a 59.4 percentage response to agreeing that men do advance faster in administration with less experience simply because they are men.

TABLE 4.7.2.--Number and Percentage Responses on Question 2
(The Culture of the Organization).

		Strongly Agree 1	2	3	4	Strongly Disagree 5
Males	N	3	4	7	20	26
	%	4.6	13.8	10.8	30.8	40.0
Females	N	9	10	7	6	0
	%	28.1	31.3	21.9	18.8	0
Total	N	12	19	14	26	26
	%	12.4	19.6	14.4	26.8	26.8

This item indicated that sex discrimination was existent in the culture of the organization as it relates to the employment practices and therefore was not reversed.

Chi Square = 28.68420, df = 4, p = 0.0000

QUESTION 3: The "old boys' network" (white male club) promotes men over women for positions in administration.

The results indicate that there is a significant difference between male and female administrators on this item. The percentage of male administrators who disagreed with this statement was 69.2 compared to 15.7 percent of females who disagreed. Female administrators, by approximately 66 percent agreed with the statement that the "old boys' network" (white male club) promotes men over women for positions in administration.

TABLE 4.7.3.--Number and Percentage Responses on Question 3
(The Culture of the Organization)

		Strongly Agree 1	2	3	4	Strongly Disagree 5
Males	N	3	5	12	19	26
	%	4.6	7.7	18.5	29.2	40.0
Females	N	10	11	6	3	2
	%	31.3	34.4	18.8	9.4	6.3
Total	N	13	16	18	22	28
	%	13.4	16.5	18.6	22.7	28.9

This item indicated that sex discrimination was existent in the culture of the organization as it relates to the employment practices and therefore was not reversed.

Chi Square = 32.79597, df = 4, p = 0.0000

QUESTION 4: I am comfortable with the employment practices used for hiring administrators in this school district.

The results of Question 4 indicated that there is a significant difference at the .05 level of significance between male and female administrators' perceptions of the culture of the organization as it relates to the hiring of administrators in this school district. The data indicates that 48.4 percent of the male administrators disagree with the statement, compared to 21.9 percent of the female administrators. The female administrators' responses, however, tended to be aligned in the center position, with 43.8 percent selecting three (3) as their response choice.

TABLE 4.7.4.--Number and Percentage Responses on Question 4
(The Culture of the Organization).

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	2	17	14	18	13
	%	3.1	26.6	21.9	28.1	20.3
Females	N	5	6	14	5	2
	%	15.6	18.8	43.8	15.6	6.3
Total	N	7	23	28	23	15
	%	7.3	24.0	29.2	24.0	15.6

This item was reversed in the scoring to indicate that sex bias was not existent within the employment practices of the school district.

Chi Square = 12.70620, df = 4, p = 0.0128

QUESTION 5: I understand the "formal process" used for selecting administrators in this school district.

The results of Question 5 indicate that there is no significant difference between male and female administrators on their perception of their understanding of the "formal process" used for selecting administrators. Administrators, in general in the Lansing School District, felt they agreed with the statement. Male administrators agreed with the statement by 64.6 percent compared to 59.4 percent of the female administrators.

TABLE 4.7.5.--Number and Percentage Responses on Question 5
(The Culture of the Organization)

		Strongly Disagree 1	2	3	4	Strongly Agree 5
Males	N	5	5	13	24	18
	%	7.7	7.7	20.0	36.9	27.7
Females	N	4	1	8	10	9
	%	12.5	3.1	25.0	31.3	28.1
Total	N	9	6	21	34	27
	%	9.3	6.2	21.6	35.1	27.8

This item was reversed in the scoring to indicate that sex bias was not existent in the employment practices of the school district.

Chi Square = 1.70329, df = 4, p = .7901

QUESTION 6: In this school district the "informal selection process" is used more often to select administrators.

The results indicate that there is no significant difference between male and female response on the statement that the "informal selection process" is used more often to select administrators. Females responded agree at 37.5 percent compared to male responses of 28.2 percent. In addition, both male and female administrators had a high percentage of respondents selecting three (3) on this item.

Discussion

The perception of the culture of the organization was assessed by incorporating six items in the survey instrument. The items were designed based on the Likert Scale and ranged on a

TABLE 4.7.6.--Number and Percentage Responses on Question 6
(The Culture of the Organization)

		Strongly Agree 1	2	3	4	Strongly Disagree 5
Males	N	9	9	28	13	5
	%	14.1	14.1	43.8	20.3	7.8
Females	N	5	7	11	8	1
	%	15.6	21.9	34.4	25.0	3.1
Total	N	14	16	39	21	6
	%	14.6	16.7	40.6	21.9	6.3

This item indicated that sex discrimination was existent in the culture of the organization as it relates to the employment practices and therefore was not reversed.

Chi Square = 2.24279, df = 4, p = .6912

continuum from strongly agree to strongly disagree. As noted under each question, several items were reversed in order to obtain the level of perception of the culture of the organization equivalent to high scores for high perceptions and low scores for low perceptions. The culture of the organization measured the respondents perception of sex bias existent within the Lansing Public Schools.

The results indicated that overall (using the six questions as a composite), there is a significant difference between male and female respondents in their perception on the culture of the organization. Individually, the items corresponding to the respondents' understanding of the formal process in the selection of administrators and whether the informal process was used more

often indicated no significant difference between the perception of male and female administrators. Differences were found between male and female responses, however, in issues of whether men were promoted more quickly than women. The finding of a significant difference on the level of perception on the culture of the organization based on the .05 level of significance, indicates that the null hypothesis can be rejected. The finding, therefore, seems to support the alternative hypothesis that male administrators are more likely than female administrators to perceive the employment practices of the school district as sex fair.

Discussion of Major Hypothesis

The major hypothesis of this study was that there is no significant difference between managerial effectiveness of male and female administrators, therefore the disparity in the number of females in educational administration is related to the factors of career aspiration, professional socialization (mentoring) and the culture of the organization. The intent of the statistical hypotheses was to assess the measures of career aspirations, professional socialization, and the culture of the organization. Given that there are no differences in managerial effectiveness, the disparity in the number of male and female administrators are accounted for by other factors. The factors considered in this study are career aspirations, professional socialization, and the culture of the organization. The data gathered proves inconclusive as to whether career aspirations and professional socialization are

factors in the promotion of women. The study showed no significant difference between males and females on these items. The factor of the culture of the organization, or sex discrimination, however, showed there is probable cause to reject the null hypothesis. This indicates that there is a difference between how male administrators perceive the culture of the organization as it relates to the selection and promotion of administrators compared to how females perceive the same culture. Table 4.8 is a summary of the data presented in Tables 4.5, 4.6, and 4.7.

TABLE 4.8.--Summary Data on Career Aspirations, Professional Socialization and the Culture of the Organization.

	District		Males		Females		p	F(1,95)
	M	SD	M	SD	M	SD		
Career Aspirations	24.09	7.44	23.89	7.61	24.55	7.14	.6936	.156
Professional Socialization	23.80	5.05	23.64	5.00	24.16	5.22	.6355	.226
Culture of the Organization	20.50	4.84	22.25	3.96	17.00	4.56	.000	33.826

M = means; SD = Standard Deviations

Item Analysis

An item analysis was done on the survey instrument to obtain the reliability coefficients. The statistical procedures used to obtain the item analysis included calculations of Crombach's alpha. The Chrombach alpha is an estimate of reliability, related to the Kuder-Richardson for two choice response tests, designed to analyze items with multiple response. The response choices in the survey instrument used in this study consisted of a range from one to five.

The intent of the item analysis was to assess the reliability of the survey instrument constructed by the researcher. The reliability of the Management Style Diagnostic Test is provided by the publisher. The chart presented below gives the reliability coefficients for each sub-section of the survey.

Reliability Coefficients for Career Aspirations, Professional Socialization, and the Culture of the Organization

	<u>Career Aspirations</u>	<u>Professional Socialization</u>	<u>Culture of the Organization</u>
Alpha	.78560	.72903	.71907

The item analysis indicates that the survey instrument can be considered reliable for measuring career aspirations, professional socialization, and the culture of the organization as they affect the advancement of women in educational administration. The maximum correlation would be 1.0. As indicated by the above chart, reliability coefficients on these measures are acceptable.

In addition, the statistical analysis of the items in the survey instrument includes total correlations of each item with the remaining items in the scale. This analysis provided the researcher with an estimation of which items in the survey did not fit well with the other survey items. The following charts present the total correlation for each item in the survey, by sub-section.

Career Aspirations

	<u>Question Number:</u>							
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Corrected item- Total Correlation	.643	.574	.221	.787	.828	.069	.549	.401

The results indicate that Questions 3 and 6 have a relatively low correlation with the other items on this scale. The alpha for career aspirations is .78560.

Professional Socialization

	<u>Question Number:</u>					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Corrected item- Total Correlation	.46786	.30406	.56525	.61775	.67825	.19749

The results from the professional socialization scale indicate that Questions 2 and 6 have a low correlation with the other items on the scale. The alpha for professional socialization is .72903.

The Culture of the Organization

	<u>Question Number:</u>					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Corrected item-						
Total Correlation	.52084	.62987	.54937	.50524	.16068	.37491

The results from the culture of the organization scale indicates that Questions 5 and 6 have a low correlation with the other items on the scale. The alpha for the culture of the organization scale is .71907.

The statistical analysis of the survey instrument also included a factor analysis. The factor analysis was designed to determine whether career aspirations, professional socialization and the culture of the organization were indeed factors that consistently measured different aspects of opinion. The analysis was limited so that only three orthogonal factors were produced. The factor analysis (presented in Table 4.9) indicate that varimax rotation was used. Most of the items on the survey fit best with the other items for the same subscale. None of the items had a higher factor loading on another subscale, but factor loadings were quite low for the "problem items" identified in the reliability analysis.

The survey instrument constructed as part of this study can be considered to be a reliable measure of career aspiration, professional socialization and the culture of the organization. Therefore, the data gathered reflects the perception of respondents to

TABLE 4.9.--Factor Analysis of Survey Instrument

Questions	Factor 1	Factor 2	Factor 3
Car 1	0.71706	-0.02466	-0.02970
Car 2	0.68472	-0.21414	-0.10708
Car 3	0.25242	0.26601	-0.03209
Car 4	0.88374	0.02027	-0.05501
Car 5	0.92582	0.05076	-0.08185
Car 6	0.11419	0.09394	-0.06987
Car 7	0.59310	0.09071	-0.05107
Car 8	0.43592	0.18171	-0.18256
Soc 1	-0.00691	0.55111	0.24829
Soc 2	-0.04179	0.36329	0.24732
Soc 3	0.09726	0.69585	0.03984
Soc 4	-0.00203	0.71808	-0.06346
Soc 5	0.00830	0.78356	-0.08005
Soc 6	0.08817	0.26855	-0.03365
Cult 1	-0.12381	0.07322	0.60459
Cult 2	-0.13122	0.03308	0.77185
Cult 3	-0.07975	0.01314	0.73179
Cult 4	-0.04649	0.27341	0.46172
Cult 5	-0.02319	0.34694	0.15877
Cult 6	-0.04190	0.02755	0.46398

Car 1-8: Career aspirations Questions No. 1-8 from the survey instrument

Soc 1-6: Professional socialization Questions No. 1-6 taken from the survey instrument

Cult 1-6: Culture of the organization Questions No. 1-6 taken from the survey instrument.

Factor 1: Career Aspirations

Factor 2: Professional Socialization

Factor 3: Culture of the Organization

career aspirations, professional socialization, and the culture of the organization as they affect the advancement of women administrators.

Summary

The intent of Chapter IV has been to analyze the statistics provided from the data gathered as part of this dissertation study. The chapter began with an analysis of the respondents. There were no systematic differences between respondents and non-respondents, thus minimizing the sampling bias. In addition, the statistics confirmed the null hypothesis which was presented as the major focus of this study that there was no significant difference in the managerial effectiveness of male and female administrators. The results show that the factors considered as part of this study, career aspirations and professional socialization do appear to be consistent, separate factors. Given the high reliability of the subscales, the researcher concluded that the survey items generally measured the areas they were intended to measure. The study showed that in terms of the culture of the organization, there is a significant difference between male and female administrators' perception of the culture of the organization. In addition, the statistical analysis established the reliability of the survey instrument.

The intent of Chapter V will be to present a summary, conclusion, and recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The intent of Chapter V is to present a summary of the study, draw conclusions, and make recommendations for further research. The format of the chapter incorporates these elements.

Summary

The focus of this dissertation research has been to investigate the factors of career aspirations, professional socialization, and the culture of the organization, as they affect the advancement of women administrators within educational administration, given that there is no significant difference in managerial effectiveness between male and female administrators. The population from which the data was gathered were the administrators in the Lansing School District, with the expectation that the results would be generalizable to administrators in school districts of similar demographic compositions.

The questions considered pertinent to the research were: where are the women in educational administration? Do their management styles differ significantly from males, causing them to be perceived as ineffective administrators? Do women, in fact, not aspire to the policy making-levels of administration? And, are there political factors in the culture of educational institutions which

contribute to selecting males as leaders more often than selecting females? These questions led to the major hypothesis that formed the basis of this study:

There is no significant difference in the managerial effectiveness of male and female administrators in public schools; therefore the disparity in the number of males and females who hold administrative positions in public schools is based, at least in part, on gender-related career aspirations, the professional socialization networking process, and the culture of the organization.

This central hypothesis prompted the following statistical hypotheses that were tested in this dissertation research:

Hypothesis 1

There is no significant difference between the managerial effectiveness of male and female administrators.

Hypothesis 2

Men administrators are more likely than women administrators to consciously seek to advance to positions of greater authority and responsibility in educational administration.

Hypothesis 3

Men are more likely to have, or to have had, a mentor during their professional career than women.

Hypothesis 4

Men are more likely than women to perceive the culture of the organization as sex-fair as it relates to the employment practices of a district.

The hypotheses were tested using a survey instrument comprised of the Management Style Diagnostic Test (Reddin, 1974), and survey questions taken from Cherryholmes (1978) and the researcher. The instrument was sent to all administrators in the Lansing School

District with 78 percent return. The validity and reliability has been established. The validity and reliability of the Management Style Diagnostic Test was established by the publisher.

The inferential statistical procedures used in this study included analysis of variance and chi square statistics. The analysis of variance allowed the researcher to test the difference between male and female responses to the scale scores of the instrument. The .05 level of significance was used. In addition, responses to each survey item were presented by gender, using the chi square test of significance, again at the .05 level of significance. Tests were made of the null hypotheses in this research, and they were accepted or rejected based on the data collected.

The fact that men hold the majority of top level administrative positions in education is supported by national, state, and local statistics. The disparate number of women in these same positions increases the need to explore the reason why this is so. It can be easily documented that the number of female teachers exceeds the number of male teachers, but as one views the hierarchical, managerial structure of education, one finds fewer women at the top--at the perceived policy making levels. Many educators share the belief that the exclusion of women from these top positions in educational administration constitute a refusal to utilize a valuable and untapped resource which is essential to the resolution of many of the problems now facing contemporary education. If females are as qualified as males, why then do they not hold these positions at least in the same numbers as men?

The review of the pertinent literature and related materials confirms that managerial effectiveness is not significantly different between males and females. In addition, the literature also establishes the fact that education has evolved into a male-dominated profession. In fact, education was originally regarded as a feminine profession, and later changed to become a male-dominated one.

The review of pertinent literature and other related materials also establishes sex stereotyping as a source for the disparate number of male and female administrators in education. Sex stereotyping is discussed as it relates to male attitudes about female administrators, and to other females' attitudes about female administrators, as well as to female administrators' attitudes about themselves.

In addition, the factor of career aspiration was reviewed in the literature. The research presented on career aspirations in the literature review was found to be inconclusive and dependent on the population used.

The literature on professional socialization was admittedly limited. Since professional socialization is a relatively new research venture, no conclusions that would be generalizable across populations could be drawn.

Conclusions

The assessment of the skills of administrators used as part of this dissertation research showed no significant difference in

the managerial effectiveness of male and female administrators. This leads to an acceptance of the null hypothesis. The null hypothesis formed the basis for this study, indicating that there is no significant difference between the managerial effectiveness of male and female administrators; therefore the disparity in the number of male and female administrators is accounted for, at least in part, by career aspirations, professional socialization, and the culture of the organization.

The factor of career aspirations was then tested. The administrative population used as part of this study showed no significant difference at the .05 level of significance, thereby leading the researcher to accept the null hypothesis that there is no significant difference in career aspirations. The acceptance of the null hypothesis necessitate a rejection of the alternative hypothesis stated as part of this study, thus raising questions concerning the lack of career aspirations as a factor inhibiting the promotion of women administrators. The data gathered showed that both men and women in the Lansing School District aspire to career advancement, and that the level of aspiration between male and female administrators does not differ significantly.

Professional socialization networking (mentoring) was also considered as a factor in the advancement of women administrators. The analysis of the data gathered indicated that the null hypothesis, that there is no significant difference in the level of professional socialization between male and female administrators, could not be rejected. Therefore, the alternative hypothesis that professional

socialization networking (mentoring) was a factor in the advancement of women within educational administration could not be accepted. The data gathered showed that both men and women in the Lansing School District have professional socialization networking systems (mentors), and that the level of professional socialization between male and female administrators does not differ significantly.

The culture of the organization was also presented as a factor in influencing the promotion of female administrators. The culture of the organization was defined as the extent to which sex discrimination bias existed in educational institutions. The culture of the organization was measured by the perception of the administrative population on the employment practices used within the school district. Data gathered from the administrative population led to a rejection of the null hypothesis. The analysis led to the conclusion that the climate in which females find themselves as administrators in public school administration is perceived differently by females than by males.

The research findings of no significant difference on the factors of career aspiration, and professional socialization leads the researcher to examine the possible reasons, since several research studies cited are contrary to this finding. The fact that the researcher is employed by the same population that is under study may have created bias, since respondents may not have indicated their true feelings. In addition, employees in educational institutions traditionally have not been as aggressive as those in other institutions in vying for management positions. Therefore,

there prevails a tendency to perform at and/or above expected levels, with the anticipation that promotion is based on merit, and, "If I do good work I will be asked to take another--higher level--position."

The use of the Management Style Diagnostic Test as part of the survey instrument may also have affected the response on the career aspirations and professional socialization items. The Management Style Diagnostic Test is a very difficult, controversial instrument to administer without prior explanation, and may have created anxiety within the respondents that carried over to the career aspiration and professional socialization items. In addition, the Management Style Diagnostic Test was placed first on the survey instrument.

The fact that career aspirations and professional socialization could not lead to a rejection of the null hypotheses does not lead to a rejection of career aspirations and professional socialization as factors in the promotion of women administrators. It only indicates that there is no significant difference between male and female administrators on these items. In other words, the acceptance of the null hypotheses could mean that both male and female administrators aspire and have mentors, but not disproportionately. Career aspirations and professional socialization (mentoring), as verified by the findings in this research study, are factors affecting the promotion of administrators in public schools. However, the level at which male administrators aspire and indicate that mentors have assisted with their placement and

promotion in administration, is not significantly different from the levels at which female administrators indicate career aspirations and professional socialization have assisted with their placement and/or promotion in educational administration.

Another possible explanation for the finding of no significant difference between males and females could very well be accounted for in the population used. The population in this study were administrators. The findings regarding aspirations and mentors could be a reflection of the fact that these administrators in many cases hold the position they desire. They have reached their career goals. The fact remains that there are more men in administrative positions than women. The questions of whether aspirations and mentoring are significantly different between males and females may be better asked at the non-administrative levels of education--with persons who do not yet hold administrative positions. The findings concerning aspirations and mentors could change significantly if the population consisted of persons not holding administrative positions. The researcher realizes that the majority of administrators may have achieved their career goals with their present appointment and that aspiration level is a factor of age and position held. Likewise, mentoring may be an important factor at the non-administrative level, when the priority in obtaining administrative positions is in getting oneself known. Persons holding administrative positions may be less likely to seek professional socialization (mentoring) once they have reached their career goals and do not aspire to greater ones.

Discussion

The intent of this study was to identify factors that would explain the disparity between males and females in educational administration. The findings would also suggest some reasons why women are rarely found in top level administrative positions.

The literature searches have verified that women have long held entry level administrative positions and dominate in teaching positions. Therefore, there is a population of potential administrators to choose from. In addition, several research studies cited have confirmed that females are effective as administrators. This study examined four major variables to determine whether they affected the advancement of women administrators: managerial effectiveness, career aspirations, professional socialization (mentoring), and the culture of the organization. For women who already hold administrative positions, the study eliminated three of the variables for probable causes in the promotion of women. Males and females had no difference in management styles and were essentially effective as educational administrators. Males and females have similar aspirations to "top-level" administrative positions. Males and females had similar support networks to help them advance. A significant number of women, however, identified sex bias practices in the employment process of the school district. This finding suggests that the disparity in male and female administrators in the school district may be accounted for by the differences in the level of perception of the culture of the organization. Males, in general were not aware of sex bias practices occurring. The data suggest that there may be a need to make male administrators at the

policy levels aware of the existence of sex discrimination and that females perceive the culture of the organization as inhibiting their promotions.

Critical decisions about education are made at the policy levels of administration. The underrepresentation of females in these policy level positions fosters a dichotomy which predicates a sociological myth that women are not qualified to hold administrative positions, do not aspire at the same levels as men, do not have mentors at the same rate as men, and/or the organizational climate creates sex bias which inhibits their advancement. The findings of this study indicate that these sociological myths related to management style and effectiveness, aspiration levels, and the existence of mentors are not supported. Women do aspire, do have mentors, and are as effective as men. Yet they are still underrepresented in educational administration. The only finding that is significantly different between male and female administrators is in the level of perception of the culture of the organization. The culture of the organization, as perceived by females, suggests that the existence of sex discrimination is a factor explaining the disparity in the number of male and female administrators. In addition, the fact that men perceive the culture of the organization as sex fair, suggest that men at least need to be aware of the fact that women do not perceive the culture of the organization as sex fair.

The impetus that prompted this dissertation research stemmed from the need to study females who currently hold administrative positions and to identify those factors which impede their

promotion within the public school system. The findings indicate that while the levels of aspirations, mentoring, and management effectiveness and styles could be eliminated, the existence of sex discrimination in the culture of the organization could not. Therefore, there are factors which contribute to this disparity. In addition, the factors are socio-political in nature. That is, they are concentrated in the apparent need to seek and wield power.

Recommendations for Further Research

The study conducted as part of this dissertation research has demonstrated that there are, indeed, factors which affect the advancement of women administrators within educational administration in public schools. While the study proves inconclusive as to whether these factors are career aspirations and professional socialization, the finding of support for the hypothesis that there is no significant difference between male and female administrators on management effectiveness, and that the perceptions of the culture of the organization are different for male and female administrators, are worthwhile contributions to the realm of educational research. These conclusions should also provide an impetus for further research on the reasons leading to the disparity in the number of males and females in educational administration. Further research may include, but not be limited to:

1. A study consisting of the population of non-administrators to ascertain whether there is a difference between

males and females in career aspirations, professional socialization, and sex discrimination, as a comparison.

2. A study incorporating the variables of length of years in administration and age of the administrators as factors in the disparate number of male and female administrators.

3. A study to ascertain the managerial effectiveness of male and female administrators by ethnic groups.

4. A study to assess the managerial effectiveness of educational administrators by ethnic groups.

5. A case study using male and female administrators who have obtained top level administrative positions to ascertain whether the career paths are significantly different.

6. A study to assess the age at which aspirations diminish.

7. A study to assess the changes that can be made in the culture of the organization to lead to equity in the perceptions of male and female administrators regarding that culture.

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APPENDICES

APPENDIX A

LANSING SCHOOL DISTRICT

APPENDIX A

OFFICE OF
EVALUATION SERVICES

500 W. LENAWE
LANSING, MICHIGAN 48933

September 26, 1980

Dear Colleague:

Before you place this aside in your "to do" file, please take a few minutes to complete the attached questionnaire.

The questionnaire is designed to provide data on male and female administrative response to "Factors Affecting the Advancement of Women in Educational Administration: Managerial Effectiveness, Career Aspirations, and Professional Socialization.

The questionnaire should take no more than fifteen (15) minutes of your time and will provide useful information on career aspirations, mentoring, and the culture of the organization as it relates to the selection of administrators for promotion.

Needless to say, all questionnaires will be treated with strict confidence and only summative data will be presented. The numbered code on each questionnaire is to maintain response rates only.

In addition, individual information regarding your managerial effectiveness, based on the Reddin "Managerial Style Diagnostic Test, will be available to you upon request. If you are interested in your diagnostic style, please indicate this at the end of the questionnaire and I will contact you to arrange to share your individual results. If you desire summative results of this study, please indicate this also at the end of the questionnaire.

I realize that this is an extremely busy time for all of us, and certainly appreciate your assistance in completing this information.

Please return all information to me, Doris Walker, Office of Evaluation Services, Room 220, Education Center by FRIDAY - OCTOBER 3, 1980.

If you have any questions or need additional information please contact me.

A sincere thank you for your time and understanding.

Sincerely,

Doris Walker

Doris Walker

FACTORS AFFECTING THE ADVANCEMENT OF
WOMEN IN EDUCATIONAL ADMINISTRATION
MANAGERIAL EFFECTIVENESS, CAREER ASPIRATIONS
AND PROFESSIONAL SOCIALIZATION

(Please check)

- | | | |
|--|--|--|
| <input type="checkbox"/> Male
<input type="checkbox"/> Female | <input type="checkbox"/> Superintendent
<input type="checkbox"/> Superintendent Support Staff
<input type="checkbox"/> Other Personnel | <input type="checkbox"/> Directors & Consultants
<input type="checkbox"/> Elementary Principals
Secondary Principals
Assistant Principals |
|--|--|--|

MANAGEMENT STYLE DIAGNOSTIC TEST

DIRECTIONS: Please CIRCLE the letter next to each number that best describes your behavior. It is important that each question is answered by all administrators. If you are not a building administrator, please answer the questions as they relate to your present position. Some statements you may find a little ambiguous, sometimes both will apply, often neither will seem to apply. However, in every case pick the one statement that best describes you at present if you were faced with the circumstances described.

-
- 1A I overlook violations of rules if I am sure that no one else knows of the violations.
 - 1B When I announce an unpopular decision, I may explain to the teachers that my boss has made the decision.
 - 2A If a teacher's work is continually unsatisfactory, I would wait for the assistant superintendent to notice the problem and make a decision.
 - 2B If one of my teachers is not a part of the group, I will go out of my way to have the others befriend him.
 - 3A When my boss gives an unpopular order, I think it is fair that it should carry his name and not my own.
 - 3B I usually reach my decisions independently, and then inform my teachers of them.

- 4A If I am reprimanded by my boss, I call my teachers together and pass it on to them.
- 4B I always give my most difficult jobs to my most experienced teachers.
- 5A I allow discussions to get off the point quite frequently.
- 5B I encourage teachers to make suggestions, but do not often initiate action from them.
- 6A I sometimes think that my own feelings and attitudes are as important as my profession.
- 6B I allow my teachers to participate in decision making, and always abide by the decisions of the majority.
- 7A When the quality of a teacher's work is not satisfactory, I explain that my boss is not satisfied, and that they must improve their work.
- 7B I reach my decisions independently, and then try to "sell" them to my teachers.
- 8A When I announce an unpopular decision, I may explain to my teachers that my boss made the decision.
- 8B I may allow my teachers to participate in decision making, but I reserve the right to make the final decision.
- 9A I may give difficult jobs to inexperienced teachers but if they get into trouble I will relieve them of the responsibility.
- 9B When the quality of a teacher's work is not satisfactory, I explain that my boss is not satisfied, and that they must improve their work.
- 10A I feel it is as important for my teachers to like me as it is for them to work hard.
- 10B I let other people handle jobs by themselves, even though they may make many mistakes.
- 11A I show an interest in my teachers' personal lives because I feel they expect it of me.
- 11B I feel it is not always necessary for teachers to understand why they do something, as long as they do it.

- 12A I believe that disciplining teachers will not improve the quality of their work in the long run.
- 12B When confronted with a difficult problem, I attempt to reach a solution which will be at least partly acceptable to all concerned.
- 13A I think that some of my teachers are unhappy, and try to do something about it.
- 13B I look after my own work, and feel it is up to higher administration to develop new ideas.
- 14A I am in favor of increased fringe benefits for administration and teaching staff.
- 14B I show concern for increasing my teachers' knowledge of the function of the Board of Education even though it is not necessary in their present position.
- 15A I let other people handle jobs by themselves, even though they make many mistakes.
- 15B I make decisions independently, but may consider reasonable suggestions from the teachers to improve them if I ask for them.
- 16A If one of my teachers is not a part of the group, I will go out of my way to have the others befriend him.
- 16B When a teacher is unable to complete a task, I help him arrive at a solution.
- 17A I believe that one of the uses of discipline is to set an example for other workers.
- 17B I sometimes think that my own feelings and attitudes are as important as the job.
- 18A I disapprove of unnecessary fraternizing among the teachers while they are working.
- 18B I am in favor of increased fringe benefits for teachers and administrators.
- 19A I am always aware of lateness and absenteeism.
- 19B I believe that the union may try to undermine the authority of administration.

- 20A I sometimes oppose union action as a matter of principle.
- 20B I feel that complaints are inevitable and try to smooth them over as best I can.
- 21A It is important to me to get credit for my own ideas.
- 21B I voice my own opinions in public only if I feel that others will agree with me.
- 22A I believe that the union may try to undermine the authority of the administration.
- 22B I believe that frequent conferences with individuals are helpful in their development.
- 23A I feel it is not always necessary for teachers to understand why they do something, as long as they do it.
- 23B I feel that letters in a person's file reduce tardiness.
- 24A I usually reach my decisions independently, and then inform my teachers of them.
- 24B I feel that teachers and administrators are working toward similar goals.
- 25A I favor the use of merit pay.
- 25B I allow discussions to get off the point quite frequently.
- 26A I take pride in the fact that I would not usually ask someone to do a job I would not do myself.
- 26B I think that some of my teachers are unhappy, and try to do something about it.
- 27A If a job is urgent, I might go ahead and tell someone to do it, even though it violates Board policy.
- 27B It is important to me to get credit for my own good ideas.
- 28A My goal is to get the work done without antagonizing anyone more than I have to.
- 28B I may assign responsibilities without much regard for experience or ability but insist on getting results.

- 29A I may assign responsibilities without much regard for experience or ability but insist on getting results.
- 29B I listen patiently to complaints and grievances, but often do little to rectify them.
- 30A I feel that complaints are inevitable and try to smooth them over as best I can.
- 30B I am confident that my teachers will do satisfactory work without any pressure from me.
- 31A When confronted with a difficult problem, I attempt to reach a solution which will be at least acceptable to all concerned.
- 31B I believe that in-service training is more useful than theoretical education.
- 32A I always give the most difficult jobs to my most experienced teachers.
- 32B I believe in promotion only in accordance with ability.
- 33A I feel that problems among my teachers will usually solve themselves without interference from me.
- 33B If I am reprimanded by my boss, I call my teachers together and pass it on to them.
- 34A I am not concerned with what my teachers do outside of school hours.
- 34B I believe that disciplining teachers will not improve the quality or quantity of their work in the long run.
- 35A I pass no more information to higher administration than they ask for.
- 35B I sometimes oppose union action as a matter of principle.
- 36A I sometimes hesitate to make a decision which will be unpopular with my teachers.
- 36B My goal is to get the work done without antagonizing anyone more than I have to.
- 37A I listen patiently to complaints and grievances, but often do little to rectify them.
- 37B I sometimes hesitate to make a decision which I feel will be unpopular with my teachers.

- 38A I voice my own opinions in public only if I feel that others will agree with me.
- 38B Most of my teachers could carry out their jobs without me if necessary.
- 39A I look after my own work, and feel it is up to higher administration to develop new ideas.
- 39B When I make recommendations, I set a time limit for them to be carried out.
- 40A I encourage teachers to make suggestions, but do not often initiate action from them.
- 40B I try to put my teachers at ease when talking to them.
- 41A In discussion I present the facts as I see them, and leave others to draw their own conclusions.
- 41B When my boss gives an unpopular order, I think it is fair that it should carry his name and not mine.
- 42A When unwanted work has to be done, I ask for volunteers before assigning it.
- 42B I show an interest in my teachers' personal lives because I feel they expect it from me.
- 43A I am as much interested in keeping my teachers happy as in getting them to do their work.
- 43B I am always aware of lateness and absenteeism.
- 44A Most of my teachers could carry on their jobs without me if necessary.
- 44B If a job is urgent, I might go ahead and tell someone to do it, even though it violates Board policy.
- 45A I am confident that my teachers will do satisfactory work without any pressure from me.
- 45B I pass no more information to higher administration than they ask for.
- 46A I believe that frequent conferences with individuals are helpful in their development.
- 46B I am as much interested in keeping my teachers happy as in getting them to do their work.

- 47A I show concern for increasing my teachers' knowledge of the function of the Board of Education even though it is not necessary in their present position.
- 47B I keep a very close watch on teachers who do unsatisfactory work.
- 48A I allow my teachers to participate in decision making, and always abide by the decisions of the majority.
- 48B I make my teachers work hard, but try to make sure they usually get a fair deal from higher administration.
- 49A I feel that all teachers with equal experience should get the same pay.
- 49B If any teacher's work is continually unsatisfactory, I would seek outside advice before reporting it.
- 50A I feel that the goals of the staff and administrators are in opposition but try not to make my views obvious.
- 50B I feel it is as important to my teachers to like me as it is for them to work hard.
- 51A I keep a very close watch on teachers who do unsatisfactory work.
- 51B I disapprove of unnecessary fraternizing among my teachers while they are working.
- 52A When I make recommendations, I set a time limit for them to be carried out.
- 52B I take pride in the fact that I would not usually ask someone to do a job I would not do myself.
- 53A I believe that in-service programs are more useful than theoretical education.
- 53B I am not concerned with what my teachers do outside of school hours.
- 54A I feel that late-slips reduce tardiness.
- 54B I allow my teachers to participate in decision making, and always abide by the decision of the majority.
- 55A I make decisions independently, but may consider reasonable suggestions from my teachers to improve them if I ask for them.
- 55B I feel that the goals of staff and administrators are in opposition but try not to make my view obvious.

- 56A I reach my decisions independently, and then try to "sell" them to my teachers.
- 56B When possible I form work teams of people who are already good friends.
- 57A I would not hesitate to give a handicapped teacher a job if I felt he could handle it.
- 57B I overlook violations of rules, if I am sure that no one else knows of the violations.
- 48A When possible I form work teams out of people who are already good friends.
- 58B I may give difficult jobs to inexperienced teachers but if they get in trouble I will relieve them of the responsibility.
- 59A I make my teachers work hard, but try to make sure that they usually get a fair deal from higher administration.
- 59B I believe that one of the uses of discipline is to set an example for others.
- 60A I try to put my teachers at ease when talking to them.
- 60B I favor the use of merit pay.
- 61A I believe in promotion only in accordance with ability.
- 61B I feel that problems among my teachers will usually solve themselves without interference from me.
- 62A I feel that teachers and administrators are working toward similar goals.
- 62B In discussion I present the facts as I see them and leave others to draw their own conclusions.
- 63A When a teacher is unable to complete a task, I help him to arrive at a solution.
- 63B I feel that all teachers with the same experience should receive the same pay.
- 64A I may allow my teachers to participate in decision making but I reserve the right to make the final decision.
- 64B I would not hesitate to give a handicapped teacher a job if I felt he could handle it.

<u>CAREER ASPIRATIONS</u>	<u>STRONGLY AGREE</u>			<u>STRONGLY DISAGREE</u>
1. I consider this position as an important "stepping stone" to other administrative positions I hope to hold in the future.	1	2	3	4 5
2. I am satisfied with my current positions and do not seek to advance to other administrative positions.	1	2	3	4 5
3. It is important to me to influence policy decisions made in the school district.	1	2	3	4 5
4. I have career goals that will take me beyond the position I now hold.	1	2	3	4 5
5. My hopes for the future include promotions to more influential policy-making positions in education.	1	2	3	4 5
6. If an opening occurred in my district that represented a promotion to me, I would want to be asked to apply for the job before I would apply.	1	2	3	4 5
7. I am currently taking job responsibilities not considered part of my job description as a key to future promotions.	1	2	3	4 5
8. Think about how you have communicated your career goals to others. Look at the list below. Check off <u>all</u> items that describe things you have done within the past twelve months.				
<input type="checkbox"/> I've discussed my career goals informally with my peers.				
<input type="checkbox"/> I've discussed my career goals formally with the superintendent.				
<input type="checkbox"/> I've discussed my career goals formally with someone from central office.				
<input type="checkbox"/> I've discussed my career goals formally with my supervisors.				
<input type="checkbox"/> I've discussed my career goals with university education professors.				
<input type="checkbox"/> I've asked my superintendent to write a recommendation for me.				
<input type="checkbox"/> I've responded to placement notices.				
<input type="checkbox"/> I've made sure that many people know I'm interested in advancement.				
<input type="checkbox"/> I've explored career opportunities in other school districts.				

<u>PROFESSIONAL SOCIALIZATION</u>	<u>STRONGLY AGREE</u>			<u>STRONGLY DISAGREE</u>
1. If I wanted honest feedback about my self, as well as encouragement, I know one or two people in administration that I could contact right away.	1	2	3	4 5
2. There is probably no one in administration whom I could be very honest with about my job and my hopes for the future.	1	2	3	4 5
3. I could say at least one older administrator had taken an interest in my career, in my successes, and in my aspirations and has shown me the ropes.	1	2	3	4 5
4. One of the factors that helps explain how I came to get my present position is that another administrator helped by encouraging and assisting me.	1	2	3	4 5
5. I can think of at least one other administrator who served as an "advocate" for me and helped me become an administrator.	1	2	3	4 5
6. I participate in informal and/or social contacts with administrators in this district.	1	2	3	4 5
<u>CULTURE OF THE ORGANIZATION</u>	<u>STRONGLY AGREE</u>			<u>STRONGLY DISAGREE</u>
1. In our district, women, at least as much as men, are encouraged to apply for administrative positions.	1	2	3	4 5
2. Men advance faster in administration with less experience simply because they are men.	1	2	3	4 5
3. The "old boys' network" (white male club) promotes men over women for positions in administration.	1	2	3	4 5
4. I am comfortable with the employment practices used for hiring administrators in this school district.	1	2	3	4 5

	<u>STRONGLY AGREE</u>			<u>STRONGLY DISAGREE</u>	
5. I understand the "formal process" used for selecting administrators in this school district.	1	2	3	4	5
6. In this school district the "informal selection process" is used more often to select administrators.	1	2	3	4	5

***** THANK YOU *****

____ Yes, I do want my individual managerial style profile.

____ Yes, I do want summative results from this study.

(Name)

(Response Control Number)

RETURN TO: Doris Walker
Office of Evaluation Services
Room 220 - Education Center

William J. Reddin, Managerial Style Diagnostic Test, copyright permission obtained from Organizational Test Limited (adapted for educational administrator's use by Dr. Fred Ignatovich, Michigan State University).

APPENDIX B

LANSING SCHOOL DISTRICT

OFFICE OF
EVALUATION SERVICES
500 W. LENAWE
LANSING, MICHIGAN 48933

October 1, 1980

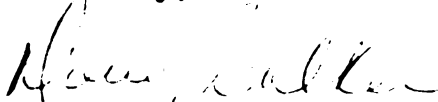
Dear Colleague:

You recently received a questionnaire which included a "Management Style Diagnostic Test". I have received several incomplete forms and need to clarify a few issues:

1. The instrument is designed to provide a composite profile of your management style.
2. It is crucial that each item is answered - although the reaction you might have to an item is that you do neither of these - if you were forced to decide between the two choices stated, as the only one's existing - which one would it be.
3. If you are not a building administrator, please answer according to the people you supervise OR as if you were in a building.
4. Surprising as it may seem, the instrument, when scored and compiled gives an accurate profile for the majority of administrators.
5. This study is being conducted as part of my dissertation research and will provide information regarding male and female responses only.

Again, thank you for your assistance. Please call me at 4347 if I can be of assistance.

Sincerely,


Doris Walker

mlc

LANSING SCHOOL DISTRICT

OFFICE OF
EVALUATION SERVICES
500 W. LENAWE
LANSING, MICHIGAN 48933

October 10, 1980

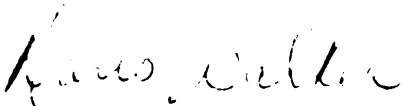
Dear Colleague:

Recently I sent a questionnaire to you on "Factors Affecting the Advancement of Women in Educational Administration" which is part of the research I am conducting for completion of requirements for a graduate degree.

Since my questionnaire was sent only to Lansing School District Administrators as a representative sample of Michigan's middle size school districts, I need to insure a high response rate. If you have not yet completed the questionnaire, could you please do so soon? Your help will certainly be appreciated.

Again, thank you for your understanding.

Sincerely,



Doris Walker

P.S. If you have misplaced the questionnaire, please contact me at 374-4347 and I will send another one to you. Thanks again for your help.

LANSING SCHOOL DISTRICT

OFFICE OF
EVALUATION SERVICES
500 W. LENAWEE
LANSING, MICHIGAN 48933

October 28, 1980

Dear

Attached please find a survey which I am conducting as part of my dissertation research for Michigan State University.

Won't you please help! I realize that this is an extremely busy time for all of us, but if you would take a few minutes of your time to complete the survey it will certainly be appreciated.

The survey results will be used in summative form only and only individuals requesting their particular management style profile will be sorted for individual response. ABSOLUTELY NO INFORMATION WILL BE SHARED ON INDIVIDUAL STYLE PROFILE. The results will be compiled in summaries of male and female responses only.

EVERY EFFORT HAS BEEN TAKEN TO INSURE CONFIDENTIALITY AND YOU CAN BE ASSURED THAT THIS WILL BE MAINTAINED.

I realize that the Management Style Diagnostic Test portion of the survey is difficult at best and may go against your actual administrative behavior, but considered as conflicting choices they do produce a managerial profile. It may help if you isolate each question as if they were the only choices available to you, then which would you choose. Each item must be answered.

Again, I appreciate your understanding and assistance and anticipate your cooperation.

Please return all questionnaires to me by Monday - November 3, 1980. I will be most happy to pick up any completed surveys at your request - call me at 4347.

Again, thank you.

Sincerely and desperately,

Doris Walker

APPENDIX C

PAGE ONE

INDIVIDUAL SCORE SHEET

- 2 Total your A's
in each
Horizontal Row

	1	2	3	4	5	6	7	8
A	9	10	11	12	13	14	15	16
B	17	18	19	20	21	22	23	24
C	25	26	27	28	29	30	31	32
D	33	34	35	36	37	38	39	40
E	41	42	43	44	45	46	47	48
F	49	50	51	52	53	54	55	56
G	57	58	59	60	61	62	63	64
H								

- 3 Total your B's
in each
Vertical Column

A B C D E F G H

- 4 Transfer the A's
from Step 2

- 5 Add two
numbers above
to get the
Unadjusted
Raw Score

- 6 Insert the
Normal
Adjustment
Factors which
will be supplied

(Do not proceed until numbers needed above are supplied to you by the Test Administrator who will get them from the Users Guide.)

- 7 Add or Subtract
Line 6 and
Line 5 to get
the Adjusted
Raw Score

A B C D E F G H

Total of
this Row
should be
64

Total of this row
should equal a
number you will
be given.

- 8 Transfer these eight Adjusted Raw Scores to the top of Page Two and Page Three and then move to Step 9

PAGE TWO

THREE DIMENSION SCORES

Insert Adjusted
Raw Scores from
Step 9 here

A B C D E F G H

Insert Adjusted Raw Scores A to H under "Score" below and in all the boxes that appear to the right

Add the numbers in the boxes below the TO, RO and E vertical columns. These are your Dimension Raw Scores

SCORE	TO	RO	E	0
A				
B				
C				
D				
E				
F				
G				
H				

DIMENSION RAW SCORES TO RO E

DIMENSION SCORE

Convert Dimension
Raw Scores into
Dimension Scores
by using this table

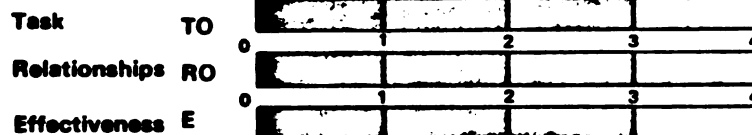
If your Dimension
Raw Score is
Your Dimension
Score is

0-20	20-31	32	33	34	35	36-37	38 or over
0	.5	1.2	1.5	2.4	2.9	3.5	4.0

Write Dimension
Score Here
(maximum of each
is 4.0)

TO RO E
Task Relationships Effectiveness

Shade in your
Dimension Scores
on the Bar Chart



Your Dimension Scores give you a reliable indication of to what extent you think your style reflects a Task and Relationships Orientation and how Effective it is, based on the answers you have given. The test is designed so that about fifty per cent of managers obtain a score of below two on any of the three Dimensions. Most managers have at least one score below two and one score above two.

PAGE THREE

STYLE PROFILE

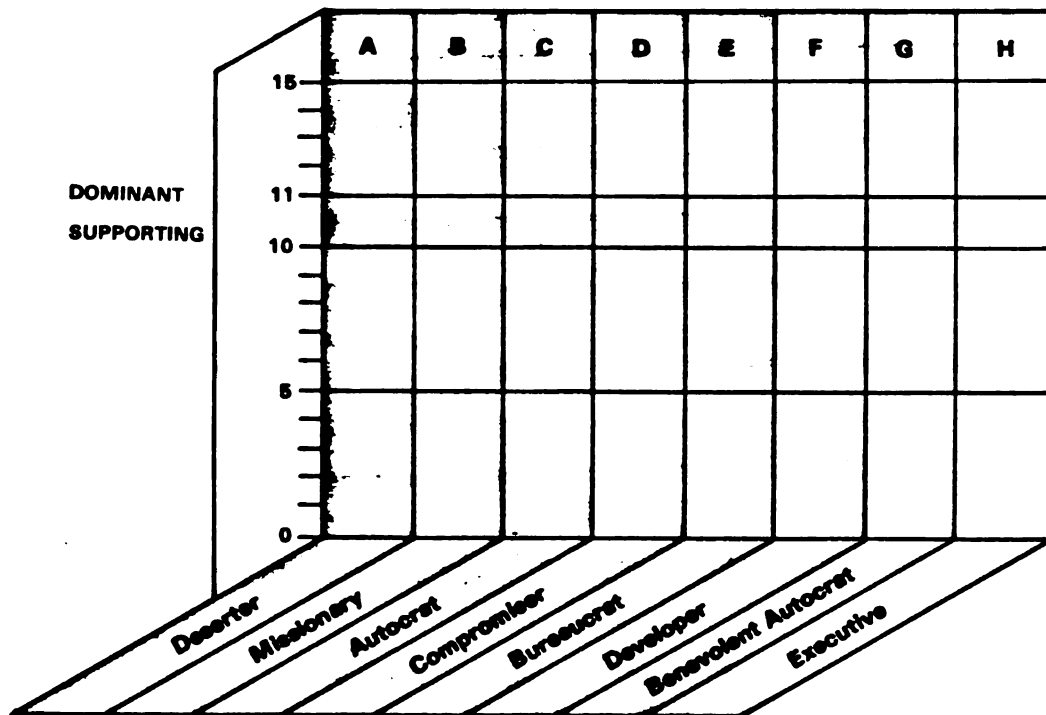
Insert Adjusted
Raw Scores from
Step 1 here

A B C D E F G H

The line above gives your score on each of the eight management styles. A high number for any style means that you lean toward it. A score of eleven or above indicates a Dominant Style. A score of ten indicates a Supporting Style. Not everyone has a Dominant or Supporting Style, some have more than one.

14**STYLE PROFILE CHART**

Record your score for each style on the Style Profile Chart below. For example, if you score 5 on "A", draw a line even with 5 across the column that has an "A" above it. When you have finished the Style Profile will illustrate the amount that each of the eight management styles is reflected in your own management behavior. The information on this chart is by far the most useful this test provides. The meaning of each style is provided later in this booklet.

**15**

Write in below your Dominant (11 or over) or Supporting (10) Styles

DOMINANT STYLE(S) _____

SUPPORTING STYLE(S) _____

Now move to Step 15 on Page Four

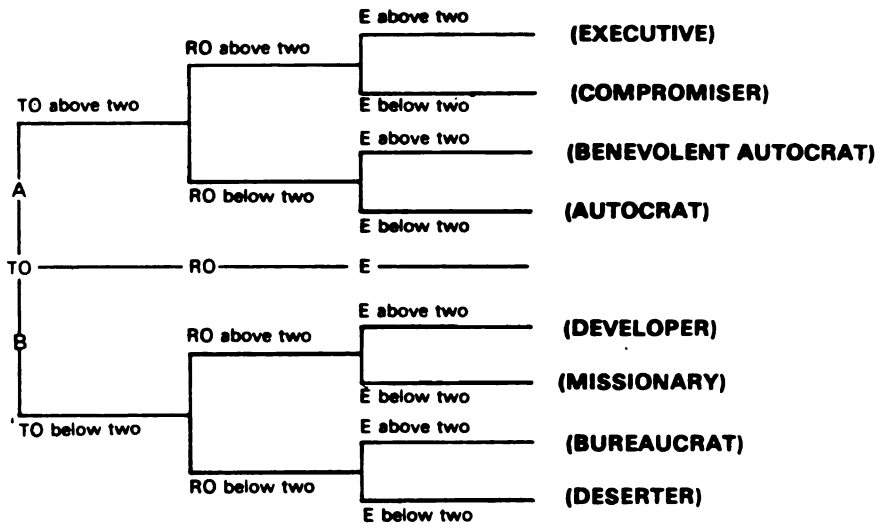
PAGE FOUR

STYLE SYNTHESIS

16

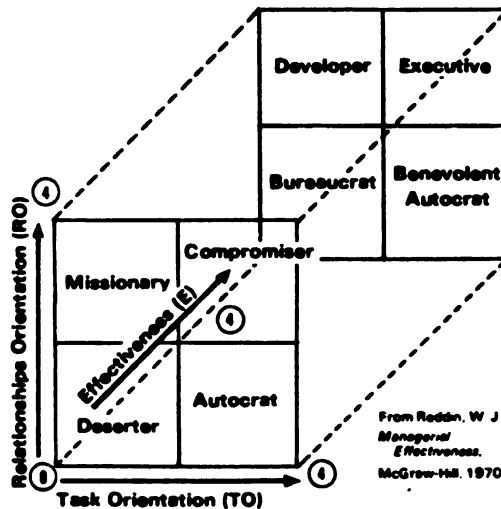
Write your Dimension Score for TO, RO and E from Step 15 in the middle of the diagram. To find your Style Synthesis move across diagram from left to right taking appropriate branches as indicated by your score. For example, to start, move up A if your TO Score is above two or down B if your TO Score is below two; continue in this way until you come to your Style Synthesis in the right hand column. Circle it. This Style Synthesis is your average style which takes into account all of your answers. Averages, while useful, do not show the individual components of the average which you found on your Style Profile on page three.

Put Dimension Scores from Step 17 here



17

Before moving to Style Spotting transfer your scores so far obtained to the back perforated flap headed "Summary Style Diagnosis". Complete Steps 17, 18, 19 there.

STYLE SPOTTING

From Reddin, W. J.
Managerial Effectiveness,
McGraw-Hill, 1970

21

Plot your Task and Relationships Orientation Scores from Step 17. Use the front Less Effective plane if your Effectiveness Score is under 2.0 and the rear More Effective plane if your Effectiveness Score is over 2.0. Some need assistance in completing this step.

22

Now read over the 3-D Theory Styles on Page five and consider how your own styles suit the demands of the situation you are in at present.

APPENDIX D

REDDIN'S EIGHT MANAGEMENT STYLES

Executive

A manager who is using a high Task Orientation and a high Relationship Orientation in a situation where such behavior is appropriate and who is therefore more-effective. Seen as a good motivator who sets high standards, who treats everyone somewhat differently and who prefers team work.

Compromiser

A manager who is using a high Task Orientation and a high Relationship Orientation in a situation that requires a high orientation to only one or neither and who is therefore less-effective. Seen as being a poor decision maker and as one who allows various pressures in the situation to influence him too much. Seen as minimizing immediate pressures and problems rather than maximizing long term effectiveness.

Benevolent Autocrat

A manager who is using a high Task Orientation and a low Relationships Orientation in a situation where such behavior is appropriate and who is therefore more-effective. Seen as knowing what he (she) wants, and knowing how to get it without creating resentment.

Autocrat

A manager who is using a high Task Orientation and a low Relationships Orientation in a situation where such behavior is inappropriate and who is therefore less effective. Seen as having no confidence in others, as unpleasant, and as being interested only in the immediate task.

Developer

A manager who is using a high Relationships Orientation and a low Task Orientation in a situation where such behavior is appropriate and who is therefore more-effective. Seen as having implicit trust in people and as being primarily concerned with developing them as individuals.

Missionary

A manager who is using a high Relationships Orientation and a low Task Orientation in a situation where such behavior is inappropriate and who is therefore less effective. Seen as primarily interested in harmony.

Bureaucrat

A manager who is using a low Task Orientation and a low Relationships Orientation in a situation where such behavior is appropriate and who is therefore more-effective. Seen as being primarily interested in rules and procedures for their own sake, and as wanting to maintain and control the situation by their use. Often seen as conscientious.

Deserter

A manager who is using a low Task Orientation and a low Relationships Orientation in a situation where such behavior is inappropriate and who is therefore less-effective. Seen as uninvolved and passive.

DiscussionAll Styles Occur Equally

The eight styles of 3-D Theory are designed to give a clear and comprehensive picture of the managerial world. Implicit in the 3-D Theory is the assumption that all eight styles have an equal chance of occurring and, thus, if a sufficiently large number of educational administrators in a sufficiently diverse number of educational institutions were tested, then an equal number of each style would be obtained. The test is constructed so that each of the eight styles will occur about equally often in a large group of educational administrators chosen from all levels in several different educational institutions.

Four More Effective Styles

The four more-effective styles may be equally effective depending on the situation in which they are used. Some administrative positions require all four styles to be used at times, other positions tend to demand only one or two styles consistently.

What the Test Measures

The test measures an educational administrator's perception of his administrative style in the job he has now. For instance, the test does not tell an educational administrator he is an "Autocrat," only that he himself (herself) describes his behavior that way in the job he (she) has now. Educational administrators who change their job and answer the test a second time will probably score differently on the test. This will reflect simply that since the position demands have changed so has the style to deal with them. Some educational administrators have jobs with two distinctly different components. In situations like these an educational administrator could do the test twice, once for each of the two quite different administrative jobs he (she) has.

APPENDIX E

LANSING SCHOOL DISTRICT ADMINISTRATIVE STAFF:
1980-1081 SCHOOL YEAR

Superintendent's Support Staff Positions

Assistant Superintendent for Instruction
Director, Public Library
Director of Information Services
Deputy Superintendent
Director of Employee Relations
Director of Data Processing
Director of Accounting Services
Director of Planning
Director of Curriculum Planning and Development
Consultant in Personnel Services
Director of Evaluation Services
Consultant in Personnel Services
Director of Special Services
Supervisor of Payroll
Director of Elementary and Secondary Education
Superintendent of Schools
Director of Facility Planning and Development
Supervisor of Fringe Benefits
Director of Personnel Services
Director of Instructional Support
Assistant Superintendent for Fiscal and Administrative Services

Directors and Consultants Positions

Director of Special Education
Director of Science and Environmental Education Center
Consultant in Home and Family Living
Director of State and Federal Programs
Director of Pupil Personnel
Director of State and Federal Relations
Director of Food Services
Director of Teacher Corps
Physical Education Consultant
Director of Purchasing
Associate Director of Elementary and Secondary Education
Director of Vocational Education
Director of Continuing Education
Assistant in Pupil Personnel

Directors and Consultants Positions (cont.)

Director of Educational Management Services
 Director of Pupil Transportation
 Director of Media Services
 Assistant Director of Media Services

Secondary Principals' Positions

Senior High Principal
 Junior High Principal
 Junior High Principal and Associate Director of
 Elementary and Secondary Education
 Assistant Senior High Principal
 Assistant Junior High Principal
 Assistant Elementary Principal
 Assistant Principal on Special Assignment

Other Personnel 1980-1981 School Year

Assistant in Federal Programs
 Operations Supervisor
 Administration of Physically Impaired
 Supervisor of Public Library
 Administrator - Emotionally and Learning Impaired
 Internal Auditor
 Supervisor of Federal Accounting
 Director of Custodial Services
 Director of Maintenance

APPENDIX F

CANDIDATE'S NAME

RATING SHEET

UNACCEPTABLE
MARGINAL
ACCEPTABLE
SUPERIOR

1. A real estate salesman calls your office asking about the quality of the schools (elementary, junior high, senior high) serving a house he hopes to sell. What advice and assistance would you give?

If you had 30 such calls in a three-month period, what would you recommend to the Superintendent?

2. You suspect that the Board of Education and central staff are really unknown quantities in the community. How would you determine whether you were right or wrong? If you were right, what would you recommend?

3. The Superintendent and Finance Director ask for your assistance in preparing a budget presentation for the Board that can also serve as the presentation to the public at the annual budget hearing. What would you recommend be done and how would you carry out your plan?

4. A settlement has been reached between the Board and LSEA with both sides agreeing not to disclose details of the settlement until after ratification. You learn that at least one reporter has been told much of this detail and will probably release it within 24 hours. What would you recommend be done under these circumstances?

5. Your office publishes a newsletter four times a year and mails it to every school district household. Union leaders are critical of this publication saying it is a waste of taxpayers' money.

What steps would you take to defend the publication and justify the funds to publish and mail it?

6. A principal of an elementary school is having difficulty organizing a parent association. There are no officers, just a few parents slightly interested. The principal asks you for help. What would you do?

7. Discuss experience in news reporting and/or editing.

8. Discuss experiences in school district millages and/or tax campaigns.

APPENDIX G

INTRODUCTION

The intent of Appendix G is to provide background information on the employment practices used in the Lansing School District. This background information was obtained through interviews with key district administrators. Key district administrators was defined by the researcher as those persons who hold "policy-making" positions in the Lansing School District and are therefore in a position to make influential decisions regarding the employment practices.

Interviews were held individually with the following personnel: the Superintendent, Deputy Superintendent, Assistant Superintendents, Director of Personnel Services, Associated Directors of Quadrants (with the exception of the Northwest quadrant director who was unavailable at the time of the interviews), and the Director of Planning.

The interviews ranged from 45 minutes to 1½ hours and were held over a three week period. Interviewees were assured that only summative information would be presented.

The following is a composite of the responses from the interviewees to the interview questions:

QUESTION 1: What are some of the formal processes used for identifying persons for employment as administrators?

The formal processes used for identifying persons for employment as administrators typically involve the following:

1) indication of interest; 2) notice that the job position is open; 3) screening of the applicants; 4) interview; 5) selection of candidates; and 6) appointment to administrative position.

INDICATION OF INTEREST

A letter of interest is initiated by the applicant to the Office of Personnel Services. The letter may or may not precede the job posting. The letter may also be initiated by another administrator or colleague which serves to make the Office of Personnel Services aware of the interest of the applicant.

The interest of the applicant may also be expressed verbally to a Central Office Administrator (i.e., superintendent, deputy superintendent, assistant superintendent or the Director of Personnel), depending on the comfort level of the applicant with a central administrator.

NOTICE THAT A JOB POSITION IS OPEN

The current practice of the Lansing School District is that administrative openings are posted on a formal "notice of vacancy" sheet that will include the general qualifications of the job, and information regarding responsibilities. The internal posting process includes a distribution to all administrators in the school district, as well as to buildings to be posted in a visible area.

There are also some positions which are directed to seek a national search (either by the Board of Education or central administration). A national search is generally initiated when there is no one among the current employee group who indicate an interest and/or is qualified to fulfill the job responsibilities.

The majority of positions filled by the Lansing School District are internal - employees within the school district are promoted. This however, is subject to change as a new superintendent enters the district. The practice of superintendents has been to appoint the advisory cabinet or superintendent support staff. These appointments may or may not be from among employees currently in the school district.

SCREENING OF APPLICANTS

The formal process for the selection of the candidate(s) are based on the interviewer's formal rating sheet, which is developed by the Office of Personnel Services for the position opened. A copy of a sample rating sheet is attached. It should be noted that the final appointment may be preceded by another interview with the immediate supervisor and his/her designee.

APPOINTMENT

The formal process is then concluded by an appointment of the candidate to the open administrative position.

SUMMARY

The formal interviewing process may also take into account the specific needs of the school district. This may include the

consideration of gender or ethnicity in the final selection of the candidate.

The formal process for the selection of administrators in the Lansing School District is in a state of transition at the time of this writing. Previously, the applicant responded to the job posting, may or may not have been interviewed, and virtually no follow-up with the ones not selected. The present practice of the district includes a division of the applicants and interviewers into three categories - ready for administration, middle (need experiences), and prognosis poor for being selected as an administrator. Experiences are then afforded persons based on the categories. These categories have led to the formation of an administrative pool from which administrative openings are filled. The administrative pool has also assisted in decreasing the frequency of interviewing.

The formal process is finalized with the approval of the superintendent who then gives the recommendation to the Board of Education. It should be noted however, that the formal process may change for administrative positions above the building level. The superintendent has the discretion to hire his cabinet and may or may not do so through this process. Realistically, there are also administrative positions filled by the movement and consolidation of existent personnel.

These are various factors which interface with the formal process. These may include the needs of the district and the economic status of the district. As districts are forced to address the issue of declining enrollment, fiscal survival, and the reduction

of administrative staff, the concept of gender equity will be put in abeyance, thereby causing the already disparant number of female administrators at "top-level" administrative positions to decrease even more.

QUESTION 2: What are the informal processes used for identifying persons for employment as administrators?

The informal process used for hiring administrators in the Lansing School District is as much a part of the employment practices as the formal process. The informal process is generally accepted to be those avenues that are used to identify personnel for administrative appointment that are not written as formal procedures required of a district to follow and/or are not necessarily a part of board policy in the selection of employees.

The interviewees generally agreed that the informal process operates within the Lansing School District. The interviewees also indicated that the informal process is used as often as the formal process. The informal process consist of the identification of some person to fill an administrative position before the formal process has occurred. In most cases however, the formal process supercedes the informal process. An aspirant, while identified by the informal process, must still complete the formal process.

The informal process used for identifying administrators typically involve the following: 1) identification of a person (s) with potential for success as an administrator, and 2) encouraging person(s) to complete formal process.

The identification of potential administrators in the informal process are generally two fold: 1) the initiative of the aspirant, and 2) the identification by another administrator or person considered to be influential in the district.

The informal process involves the person aspiring for promotion to/within administration to get themselves known to the people who make the employment decisions in the district. The aspirant must get others to be supportive of them. The interviewees indicated that the ways the aspirant can get themselves known is to serve on district wide committees, curriculum committees, Lansing Schools Education Association teacher negotiations, and other leadership positions that serve to demonstrate their skills. The aspirant must indicate that they have an interest in moving and are willing to try new positions. The aspirant must indicate that they have an interest in moving and are willing to try new positions. The aggression of the aspirant is the key.

While the initiative for promotions is usually left to the individual aspirant, the informal process may also include recognition of leadership potential by the key people who are involved in the selection of administrators. The individual may be asked by another administrator to prepare themselves for administration by accepting additional job responsibilities or job roles that demonstrate their capabilities.

QUESTION 3: What characteristics make a person identifiable as administrators in the Lansing School District?

The interviewees offered the following characteristics that would make a person identifiable as administrators in the Lansing School District. The characteristics listed below are not in priority order and presented as composite statements from the interviewees, deleting duplications.

1. Ability to get along with people.
2. Cooperative
3. Professional interest
4. Technical skills can be learned
5. Trustworthy
6. Respected
7. Not narrow in their perception of people - appreciation for diversity.
8. Ability to handle conflict and the rigors of the job.
9. Stamina to assimilate pressures of the job. (Emotional stability)
10. Ability to solve problems and make decisions.
11. Analytical
12. Broad general understanding of philosophical values that predicate educational goals of the district.
13. Global views in perspective.
14. Demonstrated competence.
15. Perceived positively by peers, supervisors, parents, and community.
16. Good listening skills (and be perceived by others to be listening).
17. Maturity, as related to power perception and ability to give.
18. Ability to anticipate.

19. Ability to learn quickly.
20. High energy - stress tolerance.
21. Ability to follow through on tasks.
22. Initiative
23. Honesty, integrity, consistency (Do you say the same thing under different circumstances).
24. Commitment
25. Creativity
26. Value systems

The above characteristics are presented without interpretation from the researcher. However, the researcher did attempt to remove duplications. While the characteristics are not all inclusive, the listing are the actual statements of the interviewees.

QUESTION 4: How do people get placed in the "administrative pool" for potential selection as administrators in the Lansing School District?

The administrative pool was operationalized as a training mechanism for potential administrators in the Lansing School District. According to the interviewees, the intent of the administrative pool is to provide on the job training for persons aspiring to become administrators. The administrative pool provides interns, as well as substitutes in administrative roles. While the practice of maintaining an administrative pool is designed to prepare aspirants to positions as administrators, declining enrollment and economic austerity has fostered restrictions on the employment of administrators thus changing the role of the administrative pool from one of training for administrative placement to one of

training and awareness of district priorities and goals. The current status of the Lansing School District has dictated a reduction in the number of administrators, thereby making the employment of administrators severely restricted. In fact, administrators are accepting multiple roles. Jobs that were once filled by two persons are being consolidated so that they are assigned to a single person.

The placement of aspirants into the administrative pool may be initiated through several avenues. The individual may be requested by an administrator to seek additional training via the administrative pool. This request may be a result of the informal contacts of the administrator with the aspirant, or a result of the interviews held for a particular position. The individual may also initiate the placement into the administrative pool by contacting key administrators and requesting this training. In general, however, the placement of aspirants into the administrative pool is obtained through an interview process, similar to the formal process described in question one.

QUESTION 5: Is there a professional socialization network process (mentoring) which operates within the Lansing School District.

The results of the interviews on whether a professional socialization network operates in the Lansing School District indicate that there are both formal and informal networking occurring in the school district to prepare persons for administrative assignments. The networking includes professional development activities (e.g., inservice, leadership academy, internships, exchange programs). The

Lansing School District is very receptive to accommodating individual request for additional training.

The results of the interviews on the question of whether professional socialization occurs in the Lansing School District also indicate that the network changes as the leadership and goals of the district changes. The formal professional socialization networking currently operating in the school district is a relatively new concept. The development of the leadership academy and other such training programs have occurred within the past five years. Previous to this time, the informal professional socialization network systems were in existence. Administrative appointments, while contingent on demonstrated skills and the characteristics described in question three, were also a result of what person(s) in key administrative positions were pulling for the applicant.

APPENDIX H

PRINCIPALS OF ELEMENTARY SCHOOLS CURRENTLY IN OPERATION IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Valley Farms c1947	Mr. James S. Swift Mr. Robert Gann Mr. Gus Organek Mrs. Dolores Ennis	1965-1969 1969-1972 1972-1977 1977-present	3	1	annexed to district in
Verlinden c1930	Miss Lorena Goodrich Miss Lucille Correll Mrs. Eleanor Pederson Mrs. Frances Rossman Mrs. Eunice Calhoun DeMeyers Mr. Mark Walker	1930-1932 1932-1959 1959-1968 1968-1971 1971-1979 1979-present	1	5	
Wainwright c1960	Mr. Kenneth Springer Joyce Spalding Mr. L. Wayne Brown	1960-1970 1970-1978 1978-present	2	1	
Walnut c1924	Miss Mary F. Shaffer Mrs. Grace Ackerman Miss Helen Barhart Miss Gertrude A. Browne Miss Florence Teddy Mr. Ben McComb	1911-1923 1923-1938 1938-1944 1944-1962 1963-1975 1975-present	1	5	first building constructed in 1890 - new building in 1924
Wexford c1968	Mrs. Mary Brown Mrs. Mary Jane McGuire	1968-1976 1976-present	0	1	
Willow c1952	Miss Nina Iverson Miss Nina Struble Miss Blanche Bigelow Mrs. Mary W. Brown Mr. Stanton Scarborough Mr. John Hunt Mrs. Janetta Graham Mrs. Loreita Blair	1915-1932 1932-1935 1935-1959 1959-1968 1968-1975 1975-1976 1976-1979 1979-present	2	6	was Warner Street School which was built in 1915 and changed to Willow in 1921
Woodcreek c1968	Eleanor Pederson Roger Klein Alda Henderson	1968-1974 1974-1979 1979-present	1	2	

PRINCIPALS OF ELEMENTARY SCHOOLS CURRENTLY IN OPERATION IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	Principal	Year(s) of Service	Total of Males/Females as Principals	Other Comments
Allen Street School c1913	Miss Effie Kellum Miss Gretchen Doelle Miss Hilda Menger Mr. Harold Wood Evelyn Clark Mr. David Henderson	1913-1935 1935-1940 1940-1954 1954-1968 1968-1974 1974-present	2	4
Attwood Street School c1965	*Miss Marquerite Hertel *Mrs. Marquerite Sprague Mrs. Elizabeth Canady Mr. Calvin Anderson	1965-1969 1969-1970 1970-1974 1974-present	1	2 *same person
Averill c1964	Mrs. Ella Hasse Mr. A. James Kaiser Mr. Elliott Tyler	1964-1969 1969-1976 1976-present	2	1
Bingham Street School c1955	Miss Jessica S. Foster Miss May McKibben Mrs. Grace Ackerman Miss Cecelia Carson Miss Granelia Smith Mr. Harold Wood Mr. Deward Clark Mrs. Hazel Trebilcock Avice Pinner C. Myrie Post Evelyn Clark Mary A. Lipscomb	1911-1935 1935-1938 1938-1949 1949-1950 1950-1952 1952-1954 1954-1957 1957-1967 1967-1971 1971-1974 1974-1977 1977-present	2	10
Cavanaugh c1957	Mrs. Georgia Mead	1957-present	0	1
Beekman Center c1967	Mr. James Swift Miss Marquerite Hertel Mrs. Mildred Richardson Mr. John Breagha	1962-1963 1963-1964 1965-1967 1967-present	2	2 was Community School c1893

PRINCIPALS OF ELEMENTARY SCHOOLS CURRENTLY IN OPERATION IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEARS of Service	Total of Males	Total of Females	OTHER COMMENTS
Cumberland c1958	Mr. John E. Hunt Mrs. Orpha VerPlanck Mrs. Elizabeth Canady	1958-1961 1961-1973 1973-present	1	2	
Elmhurst c1950	Miss Helen Sorensen Miss Coral Lowry Martha Maynard Mr. George Anderson	1950-1955 1955-1974 1974-1980 1980-present	1	3	
Everett c1923	Mrs. Helen Cardew Mr. Hubert T. Smith Mr. Elliott Tyler Mr. John E. Hunt Mr. L. Wyane Brown Mr. Robert K. Gann Mr. Richard M. Joseph	1938-1952 1952-1958 1958-1967 1967-1971 1971-1972 1972-1978 1978-present	6	1	
Fairview c1954	Miss Hilder Menger Mrs. Laurene Horizny	1954-1962 1963-present	0	2	
Forest View c1957	Mr. Stanton Scarborough Granelia Smith Miss Harriett Park Mr. Robert Rutledge	1963-1968 1968-1969 1969-1972 1972-present	2	2	
Harley Franks c1960	Mr. Wilbur Bockstahler Mr. Harley Franks Mary Brown Mrs. Alda Henderson Mrs. Eunice DeMeyers	1965-1967 1967-1970 1970-1971 1971-1979 1979-present	2	3	directory starts @1967

PRINCIPALS OF ELEMENTARY SCHOOLS CURRENTLY IN OPERATION IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Genessee c1912	Miss Jennie Leisenring Miss Edna Jones Miss Ester Brandt Miss Effie Kellum Miss Erma Vasold Miss Alpha Robson Miss Anne Plambeck Mrs. Darlene Sessions Mr. Gerald Marquadt Martha Maynard Frances Rossman Mr. Duane Moore Mrs. Janet L. Stolte Lawrence	1912-1926 1926-1930 1930-1934 1934-1937 1937-1939 1939-1941 1941-1956 1956-1964 1965-1969 1969-1970 1970-1974 1974-1976 1976-present	2	11	
Gier Park c1953	Miss Lucille Correll Mrs. Margaret Schroeder Blankenburg Mrs. Alice Townsend Card Mrs. Margaret Schroeder Blankenburg Marion A. Cole Gerlad Marquardt Diana Rouse	1928-1932 1932-1935 1935-1939 1939-1967 1967-1969 1969-1977 1977-present	1	6	was Thomas St. School from 1928-1953
Grand River c1961	Miss Halla E. Cooke Miss Jane Richards Miss Georgia Doerr Miss Sylvia Smith Miss Helen Sorenson Miss Grace VanWert Miss Hazel Christensen Miss Barbara Marsh Mr. Richard Joseph Mr. Fred Whiting	1911-1921 1921-1923 1923-1939 1939-1943 1943-1950 1950-1953 1953-1962 1963-1967 1967-1978 1978-present	2	8	was Franklin School 1911-
Gunnisonville c1954	Mrs. Lola Harmon Mr. George Anderson Mrs. Minnie Wheeler	1965-1968 1968-1980 1980-present	1	2	annexed 1965

PRINCIPALS OF ELEMENTARY SCHOOLS CURRENTLY IN OPERATION IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
High Street c1917	Miss Mildred Anderson Mr. Ford Caesar Mr. Rodrigo Santa Ana	1940-1962 1963-1972 1972-present	2	1	annexed
Holmes Street c1923	Miss Adeline K. Melte Miss Frances Sauber Mrs. Helen Oik Martha Maynard Ruby Helton Kenneth Springer	1923-1952 1952-1964 1964-1970 1970-1974 1974-1978 1978-present	1	5	
Kendon c1958	Mr. Hubert Smith Miss Signe Corneliussen Mrs. Ruth Shapton Alicie Bottom Wieland Mr. Edward Spink Mr. Thomas Mattson Martha Maynard	1958-1960 1960-1961 1962-1968 1968-1973 1973-1975 1975-1980 1980-present	3	4	
Lawton c1957	Miss Evelyn Anderson Mr. Ben McComb Mr. Dennis Semrau	1957-1969 1969-1975 1975-present	2	1	
Lyons c1952	Miss Coral Lowry Mrs. Marian Spink J.E. Hayes	1952-1955 1956-1967 1967-present	1	2	
Main c1929	Miss May McKibbin Miss Nina Struble Miss Barbara Piensetti Miss Mildred Anderson Miss Evelyn Anderson Mr. J.E. Hayes Mr. Jack Keyes Mrs. Janetta Graham	1929-1935 1935-1937 1937-1939 1939-1941 1941-1957 1957-1969 1969-1979 1979-present	2	6	

PRINCIPALS OF ELEMENTARY SCHOOLS CURRENTLY IN OPERATION IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Maple Grove c1949	Mr. Harley Franks Adelaide Converse Marc Burkholder	1965-1970 1970-1976 1976-present	2	1	annexed to district in 1965
Maplewood c1918	Miss Lorena Goodrich Miss Elsie Kruger Miss Edna Bladerson Mrs. Ella Schelke Hasse Miss Anna Brewer Mr. Fred McGlone, III Mr. Bruce Rochowiak Mr. Charles Bladwin Warren Bailey	1918-1922 1922-1924 1924-1944 1944-1963 1964-1976 1976-1977 1977-1978 1978-1979 1979-present	4	5	
Moore's Park c1958	Miss Clara Marion Miss Lillian Itsell Miss Ella Dursema Miss Blanche Bigelow Miss Essie Lindquist Miss Ina Norrback Miss Vivian Winger Alice Wieland Andres Gutierrez Bruce C. Rochowiak	1911-1915 1915-1923 1923-1926 1926-1935 1935-1963 1964-1966 1966-1973 1973-1976 1976-1978 1978-present	2	8	old building given to Lansing School District in 1908/c1906 (new building constructed in 1957)
Mount Hope c1949	Miss Margaret Knapp Mr. Elliott Tyler Mr. Ron Lott	1949-1967 1967-1977 1977-present	2	1	
North c1976	Mr. Robert Brackstone Mr. Warren Bailey Mr. Edward Spink Mrs. Mildred Richardson	1961-1966 1966-1967 1967-1973 1973-present	3	1	originally constructed in 1839 - annexed to district in 1963, new building constructed in 1976.
Northwestern c1939	Mr. John E. Hunt Mrs. Elizabeth Canady Miss Barbara Marsh Mr. Edward T. Spink Mr. Jack Keyes	1959-1967 1967-1970 1970-1976 1976-1979 1979-present	3	2	annexed to city in March 1959

PRINCIPALS OF ELEMENTARY SCHOOLS CURRENTLY IN OPERATION IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Oak Park c1916	Miss Abbie Munger Miss Lillian Itsell Miss Clara Marlon Miss Ella Wakefield Mrs. Grace J. Ackerman Miss Lillian Itsell Miss Ina Norrback Miss Evelyn Clark Mrs. Myrie Post Mr. Joe Sanchez	1911-1913 1913-1915 1915-1921 1921-1922 1922-1923 1923-1929 1939-1963 1964-1968 1968-1971 1971-present	1	9	1892 ...named Leshner Park School, changed to East Park School 1895, destroyed by fire in 1915, new building constructed in 1816. Name changed to Oak Park School in 1926.
Pleasant Grove c1929	Mr. Kenneth Springer Mr. William Webb Mr. Edward Spink Mr. Wilbur Bockstahler Mr. John E. Hunt Mr. Stanton Scarborough Mr. Lee Mason Mr. Gerald Marquardt	1958-1959 1959-1962 1963-1967 1967-1971 1971-1975 1975-1976 1976-1977 1977-present	8	0	annexed to district in Dec. 1958
Pleasant View -c1954	Mrs. Violet M. Campbell Mr. L. Wayne Brown Mr. Duane Moore Mr. Richard Benjamin Frances Rossman Mr. James Hengstebeck	1958-1969 1969-1970 1970-1973 1973-1974 1974-1979 1979-present	4	2	annexed to district in 1958
Post Oak c1965	Mrs. Olivia Letts Violet Campbell Kenneth Springer Robert K. Gann	1965-1969 1969-1970 1970-1978 1978-present	2	2	
Reo c1964	Miss Frances Sauber Mr. James S. Swift	1964-1969 1969-present	1	1	
Sheridan Road c1919	Mr. Gus E. Organek Mr. L. Wayne Brown Joyce Spalding	1965-1972 1972-1978 1978-present	2	1	annexed to Lansing School District 1965

PRINCIPALS OF ELEMENTARY SCHOOLS CLOSED IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Barnes c1919	Miss Edith Plambeck Miss Inex E. Halladay Mrs. Ruth North Miss Marion Cole Miss Grace Van Wert Mrs. Irene Mosher Jackson Mr. Wayne Brown Adelaide Converse Eleanor Pederson Robert Rutledge Harriet Park James Hengstebeck	1919-1922 1922-1944 1944-1952 1952-1953 1953-1956 1956-1960 1966-1969 1969-1970 1970-1971 1971-1972 1972-1977 1977-1979	3	9	closed 1979
Cedar c1918	Miss M. Hanna McHenry Miss Ester Brandt Miss Gretchen Doelle Mrs. Margaret Schroeder Blankenburg Miss Georgia Doerr Mr. William Webb Miss Barbara Marsh Miss Avice Penner Miss Barbara Marsh Mrs. C. Myle Poet Joe I. Sanchez	1911-1928 1928-1932 1932-1935 1935-1939 1939-1957 1957-1959 1959-1962 1963-1969 1969-1970 1970-1972 1972-1978	2	9	closed 1978
Christiency c1914	Miss Luella F. Boosinger Miss Marian Lang Miss Margaret Knapp Miss Georgia Gloat Mead Mrs. Eleanor Pederson Mr. Richard Joseph Hazel P. Trebilcock Gilbert A. Hansen	1914-1920 1929-1939 1939-1949 1949-1957 1957-1959 1959-1967 1967-1968 1969-1970	2	6	became Center for Emotionally Disturbed Children, 1969 closed 1970

PRINCIPALS OF ELEMENTARY SCHOOLS CLOSED IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Forest Road c1937	Mr. Stanton Scarborough Granelia Smith Harriett Park Robert Rutledge	1963-1968 1968-1969 1969-1972 1972-1976	2	2	closed 1976
Foster c1917	Miss Marion Lang Miss Blanche Davis Miss Ethel Davis Mr. Raymond Smith Mr. Warren D. Bailey Mr. Robert Brackstone Ruth Shapton Ford Ceasar Vivian Winger	1916-1920 1920-1922 1922-1949 1949-Feb. 1957 Feb. 1957-1966 1966-1968 1968-1972 1972-1973 1974-1979	4	5	closed in 1979
Foster c1917	Miss Marion Lang Miss Blanche Davis Miss Ethel Davis Mr. Raymond Smith Mr. Warren D. Bailey Mr. Robert Brackstone Ruth Shapton Ford Ceasar Vivian Winger	1916-1920 1920-1922 1922-1949 1949-Feb. 1957 Feb. 1957-1966 1966-1968 1968-1972 1972-1973 1974-1979	4	5	closed 1979
Horsebrook c1953	Miss Alice Bottom Hazel Trebilcock Olivia Letts Duane Moore Olivia Letts Loreita Blair	1958-1969 1968-1969 1969-1973 1973-1974 1974-1976 1976-1979	1	5	closed 1979

PRINCIPALS OF ELEMENTARY SCHOOLS CLOSED IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Hurd c1949	Mrs. Helen Horton (teaching principal) Alice Bottom Orpha M. Ver Plank Elizabeth Canady	1966-1967 1967-1968 1968-1970	0	4	closed 1970?
Kalamazoo c1924	Miss Martha Dolan Miss Nina Struble Mrs. B. Irene Mosher Mr. Ford S. Ceasar Mr. Ben McComb Mr. Duane H. Moore	1911-1937 1937-1950 1950-1956 1956-1962 1963-1969 1969-1970	3	3	closed 1970?
*Lincoln c1937	Miss Nell Bloodgood Miss Thelma Peck Mrs. Olivia Letts Mr. Robert Gutshall (Coordinator)	Jan. 1937-Jan. 1949 Jan. 1949-1961 1961-1964 1965-	1	3	*converted to facility for Emotionally Disturbed Children (1965)
Maple Hill c1952	Miss Marion A. Cole Mrs. Helen Cardew Miss Marion A. Cole Mr. Warren Bailey Margaret Groves	April 1952-June 1952 1952-1953 1963-1967 1967-1979 1979	1	4	closed 1979
Michigan Avenue c1916	Miss Minnie S. Kellum Miss C. Mae Wagner Miss Helen G. Emery Mr. Edward T. Spink Mr. George Anderson Mr. Dennis Semrau Mr. Fred Whiting	1890-1895 1895-1943 1943-1960 1960-1962 1963-1968 1968-1975 1975-1976	4	3	(other building constructed 1890 torn down 1915) closed 1976

PRINCIPALS OF JUNIOR HIGH SCHOOLS IN THE LANSING SCHOOL DISTRICT: 1861-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Walter French c1925	Mr. J. W. Slaughter Mr. Hyrtl C. Freeman Mr. Frank A. Throop Shirley Vioni Clyde Carnegie Corde11 Henderson	1925-1944 1944-1966 1965-1973 1973-1977 1977-1980 1980-	5	1	
Gardner c1969	Calvin Anderson Robert Hecksel Richard Halik Robert Hecksel	1969-1970 1970-1979 1979-1980 1980-present	4	0	
C. W. Otto c1928	Mr. Robert H. Maunder Mr. Vern Chapman Mr. A. James Kaiser	1955-1966 1966-1977 1977-	3	0	became jr. high Oct. 28, 1956
Pattengill c1921	Mr. Harold B. McKale Mr. Deane Burnham Mr. Robert J. Chamberlain Mr. Gary H. Fisher Donald Johnson Evonne Putnam	1921-1949 1949-Dec. 1956 Jan. 1957- 1962-1973 1973-1977 1977-present	5	1	East JHS name changed 1922
Dwight H. Rich c1963	Mr. Robert E. Lott Mr. Glen Burgett Mr. Jack Riley	1963-1964 1965-1973 1973-present	3	0	
West Junior c1920	Mr. Henry E. Gardner Mr. Harold E. Jackson Mr. Robert L. Lott Mr. Glen A. Burgett Mr. Calvin C. Anderson	1920-1945 1945-1954 1954-1962 1963-1964 1965-1969	5	0	closed 1969

PRINCIPALS OF SENIOR HIGH SCHOOLS IN THE LANSING SCHOOL DISTRICT: 1868-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Eastern c1928	Mr. Dwight H. Rich Mr. Don Wheeler Mr. Don Johnson	1928-1945 1945-1963 1963-present	3	0	
Everett c1959	Mr. John K. Cosgrove Mr. Benjamin R. Leyrer Mr. Calvin Anderson Mr. Frank Throop	1950-1951 1951-1970 1970-1973 1973-present	4	0	became part of the district in 1950- bldg c1959
J. W. Sexton c1942	Miss Robinson Kate Brearly Louise Jones Miss A.M. Snow Mr. A.L. Gleason George S. Bishop George W. Knight Charles H. Chase Milton H. Marble Prof. Charles Carmen Mary E. Tilton C.H. Carson M.M. Wheeler J.B. Turnbull W.H. Smith Clarence Holmes Gerald T. Smith N.B. Sloan J.W. Sexton B.F. Brown Charles E. Lefurge Charles E. Lefurge Christian H. Roosenraad Joseph Rousseau Dale Metts Clyde Carnegie	1868-1869 1869-1870 1870-1872 1872-1873 1873-1877 1877-1879 1879-1881 1881-Mar. 1883 1883-1886 1886-1887 1887-1889 1889-1891 1891-1894 1894-1895 1895-1897 1897-1899 1899-1901 1901-April 1911 1911-1916 1916-1918 1918-1928 (LHS) 1918-1943 (CHS) 1943-1968 1968-1970 1970-1980 1980-present	20	5	1865 Lansing High School- change to Central 1927- 28* In 1927-28 Eastern High School was built and the old high school was called Central

PRINCIPALS OF SENIOR HIGH SCHOOLS IN THE LANSING SCHOOL DISTRICT: 1868-1980

SCHOOL	PRINCIPAL	YEAR(S) OF SERVICE	TOTAL OF MALES	TOTAL OF FEMALES	OTHER COMMENTS
Harry Hill High School c1970-71	Mr. Joseph Rosseau Mr. Gary L. Wegenke Mr. Norm Dunham	1971-1972 1972-1976 1976-present	3	0	

APPENDIX I

MICHIGAN DEPARTMENT OF EDUCATION PROFESSIONAL PERSONNEL JOB ASSIGNMENT BY SEX

Assignment	1976				1979							
	Male		Female		TOTAL		Male		Female		TOTAL	
	N	%	N	%		N	%	N	%	N	%	
<u>Administration</u>												
Superintendent	570	99.5	3	.5	573	564	98.9	6	1.1	570		
Assistant Superintendent	279	95.9	12	4.1	291	260	94.2	16	5.8	276		
Finance or Business	203	97.6	5	2.4	208	209	94.6	12	5.4	221		
Instruction	170	75.9	54	24.1	224	187	73.0	69	27.0	256		
Plant and Facilities	63	90.0	7	10.0	70	91	86.7	14	13.3	105		
Employed Personnel	111	90.2	12	9.8	123	129	87.2	19	12.8	148		
Research	58	80.6	14	19.4	72	67	77.0	20	23.0	87		
Principal, Secondary	1,067	97.6	26	2.4	1,093	1,067	97.1	32	2.9	1,099		
Principal, Elementary	1,686	79.7	430	20.3	2,116	1,629	79.3	425	20.7	2,054		
Asst. Principal, Secondary	1,014	91.8	90	8.2	1,104	977	87.8	136	12.2	1,113		
Asst. Principal, Elementary	210	64.8	114	35.2	325	194	67.8	92	32.2	286		

MICHIGAN DEPARTMENT OF EDUCATION PROFESSIONAL PERSONNEL JOB ASSIGNMENT BY SEX

Assignment	1976				1979					
	Male		Female		TOTAL	Male		Female		
	N	%	N	%		N	%	N	%	
Director, Voc. Ed.	116	91.3	11	8.7	127	126	92.0	11	8.7	137
Director, Data Proc.	21	100.0	--	---	21	26	89.7	3	10.3	29
Director, Trans.	16	100.0	--	---	16	22	95.7	1	4.3	23
Director, Adult Ed.	60	84.5	11	15.5	71	83	80.6	20	19.4	103
Supervisor, Spec. Ed.	55	69.6	24	30.4	79	125	67.6	60	32.4	185
TOTAL ADMINISTRATION 6971	83.6	83.6	1364	16.4	8335	7029	80.7	1672	19.3	8701

Teaching Staff

Language Arts	2,828	37.2	4,783	62.8	7,611	2,754	37.6	4,573	62.4	7,327
Social Science	4,693	77.2	1,385	22.8	6,078	4,533	77.3	1,329	22.7	5,862
Science	3,821	78.1	1,074	21.9	4,895	3,630	78.3	1,004	21.7	4,634
Mathematics	3,596	65.1	1,925	34.9	5,521	3,499	65.4	1,851	34.6	5,350
Foreign Lang.	371	27.0	1,002	73.0	1,373	339	27.4	896	72.6	1,235
Business Education	1,270	45.9	1,495	54.1	2,765	1,172	45.6	1,398	54.4	2,570
Agricultural Education	120	98.4	2	1.6	122	100	98.0	2	2.0	102

MICHIGAN DEPARTMENT OF EDUCATION PROFESSIONAL PERSONNEL JOB ASSIGNMENT BY SEX

Assignment	1976				1979			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Industrial Arts	3,226	99.4	2	1.6	100	98.0	2	2.0
Music Education	1,755	54.2	1,484	45.8	1,658	53.6	1,435	46.4
Home Economics	10	.5	1,843	99.5	11	.7	1,605	99.3
Art Education	849	35.6	1,539	64.4	821	35.9	1,467	64.1
Health, Phy. Ed., and Recreation	2,762	56.7	2,113	43.3	2,763	57.7	2,024	42.3
Miscellaneous	3,719	37.6	6,170	62.4	3,855	34.8	7,214	65.2
Elementary Grades	5,921	15.7	31,872	84.3	5,841	16.6	29,341	83.4
Fine Arts	10	40.0	15	60.0	7	31.8	15	68.2
Humanities	20	51.3	19	48.7	12	60.0	8	40.0
Voc. Ed.	928	63.8	526	36.2	1,225	61.3	775	38.8
Bilingual Ed.	4	17.4	19	82.6	53	25.9	152	74.1
Early Childhood Ed.	7	5.3	125	94.7	2	1.4	138	98.6
Special Education	2,138	25.1	6,381	74.9	2,517	22.9	8,508	77.1
TOTAL TEACHERS	38,048	37.4	63,793	62.6	32,456	33.7	63,757	66.3

SOURCE: Michigan Department of Education, Women's Commission

APPENDIX J

LANSGING PUBLIC SCHOOLS: TEACHERS AND ADMINISTRATORS

1868-9

<u>Name</u>	<u>Position Held</u>
Benjamin R. Gass	Superintendent
<u>High School</u>	
Miss Robinson	Principal
Miss Louisa Pierson	Assistant Principal
<u>First Ward School (Cedar St. School)</u>	
Miss Gertrude Howe	Principal
Miss Louisa Carpenter	Assistant Principal
Miss Carrie Purdy	Secondary
Miss Louisa Gibson	Primary Department
<u>Second Ward School (Townsend St. School)</u>	
Miss Louisa Jones	Principal
Miss Julia Farroud	Assistant Principal
Miss Hattie Hobert	Secondary Department
Miss Julie Green	Primary
<u>Third Ward School (South Street)</u>	
Miss Emily Kilbourn	Prin. - Primary Department
Miss Marie Buckland	Assistant Principal
<u>Fourth Ward School (Kilbourn St.)</u>	
Miss Augusta Finch	Principal - Secondary Department
Miss Marie Buckland	Assistant Principal
<u>Basement Baptist Church</u>	
Miss Barker	Primary

1893-94

Charles O. Hoyt	Superintendent
<u>High School</u>	
Walter M. Wheeler	Principal (Geometry)
Libbie MacNeil	Assistant Principal
Ida M. Robins	German & Grammar
Edith E. Atkins	Latin & Greek
L.A. Sloan	English

<u>Name</u>	<u>Position Held</u>
<u>High School</u>	
Lizzie E. Young	Physical Geography
Ida A. Lamb	English
Charles E. Everett	Science
J.B. Phillips	Arithmetic, Civil Gov't
<u>Grammar Grades in High School Building</u>	
Alice Carrier	Eighth grade
Jessie M. Holt	Eighth grade
Mrs. Roxie Selden	Sixth & Seventh Grades
Sallie M. Barker	Fifth grade
<u>Primary Grades in High School Building</u>	
May Williams	Fourth grade
Zade B. Spencer	Third grade
Mrs. W. J. Francisco	Second grade
Lizzie H. Trefrey	First grade
<u>Cedar Street School</u>	
Alice M. Wolcott	Sixth & Seventh grades
Bertha Talcott	Fifth grade
Winifred Ware	Fourth grade
Nellie Roth	Third grade
May McKibbin	Second grade
Rectina Woodford	First grade & Principal
<u>Townsend Street School</u>	
Edna Waldo	Seventh grade
Nellie Jordan	Seventh grade
Jessie Dobson	Fifth & Sixth grades
Hannah McHenry	Third & Fourth grades
Jennie Tibbits	First grade & Principal
<u>Kalamazoo Street School</u>	
Mrs. A.D. Hickey	Sixth grade & Principal
Effie Burch	Fifth grade
Bessie Gunnison	Fourth grade
Bell Waldo	Third grade
Irma Tubbs	Second grade
Mrs. G.A. Hasty	First grade
<u>Michigan Avenue School</u>	
Minnie S. Kellum	Third & Fourth grades & Principal
Florence C. Fox	First & Second grades

1893-94

Walnut Street School

Antoinette Robson	Eighth grade
Lettie Foster	Sixth & Seventh grades
Ida M. Huston	Fourth & Fifth grades
Kate Ryan	Third & Fourth grades
Mable Sears	Second grade
Mary F. Shaffer	First grade & Principal

Larch Street School

Julia E. Jordan	Eighth grade
Franc Blackman	Sixth & Seventh grades
Eva Green	Fifth & Sixth grades
Flora Wolf	Third & Fourth grades
May Kitter	Second grade
Emma Kilbourn	First grade & Principal

Leshar Place School (Oak Park)

Carrie Kilbourn	Third & Fourth grades & Principal
Corinna Gleason	First & Second grades

Bingham Street School

Hattie May	Third & Fourth grades & Principal
Cora Hoes	First & Second grades

South Street School

Mac A. Mansfield	Sixth & Seventh grades
Alice Lyon	Fourth & Fifth grades
Lulu Conn	Second & Third grades
Ida Ewer	First grade & Principal

Cherry Street School

Bessie Stephenson	First & Second grades
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Miss Winifred Clark	Teacher of Music
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1917-18

<u>Name</u>	<u>Position</u>
J.W. Sexton	Superintendent
Alice M. Wagenvoord	Primary Supervisor
Helen Canfield	Supervisor of Drawing
Pearl Palmer	Assistant Supervisor of Drawing

Manual Training

Bell Morrison	Supervisor and H.S. Shop
Nina Shotwell	Teacher of shop at Christianity
Gertrude Hunt	Teacher of shop at East Park
Jane Rathbun	Teacher of shop at Michigan Ave.

Domestic Art and Science

Ruth Brusselback	
Ava Gene Garner	
Irma Hawley	
Mary S. Shafer	Domestic Science at Genessee
Cydna Free	Domestic Science at East Park
	Half-time

Music

John W. Stevens	Director
Elva Trickey	Assistant Director

Open Air at Genessee St. School

Miss Lowell Walsh
Rose Reynolds
Irene Cooper

Oral School for Deaf -- Michigan Ave. School

Marcia Heath

High School

B.F. Brown	Principal
Emma Lott	Assistant Principal
Charles LeFurge	Commercial
Agnes Perrott	Assistant Commercial
Lita Allen	Assistnat Commercial
Katherine Sweitzer	Assistant Commercial
Mary Derby	English
Carolene Fox	English
Maud Hagle	English
Laura Julian	English
Margaret Pratt	English
Mary Rubert	English
Mary Tunnison	English
Elsie Seitz	English

1917-18

Name

Position

Innez Crill	English & History
Ida A. Lamb	German & French
Etta R. Wilbur	German
Helen Bissinger	German & Latin
H.B. McKale	History & Coach
Marion E. Hall	History
Nina E. Bristol	Latin
Inez E. Cole	Latin
Nellie McCormick	Latin
H.E. Gardner	Mathematics
C.S. Bailey	Mathematics
Leora Chapin	Mathematics
Wilhelmina Schmidt	Mathematics
E.J. Shassberger	Mathematics & Coach
Harold E. Spröss	Mathematics
R. Veda Wykoff	Mathematics
W.J. Trachsel	Chemistry
Etta Crilly	Natural Science
J.H. Jensen	Physics
Laura Ammerman	Physiography
E.M. Hall	Vocational
Orrin E. Powell	Vocational

Allen Street School

Effie Kellum	Seventh & Eighth grades & Principal
Lane Elliott	Seventh & Eighth grades
H. Thurtell Johrans	Seventh & Eighth grades
Willow Wood	Sixth grade
Mabel Richardson	Fifth & Sixth grades
Esther Straight	Fifth grade
Ruth Warren	Fourth grade
Elizabeth McCash	Third & Fourth grades
Maud Allen	Third grade
Minnie Coon	Second grade
Nina Struble	First & Seond grade
Ethel Snyder	First grade
Eva Aslett	Kindergarten

Bingham Street School

Jessica Foster	Eighth grade & Principal
Lillian Ingerson	Seventh grade
Nellie Campbell	Sixth grade
Laura Soulpson	Fifth grade
Winifred Barnes	Fourth grade
Fern Greenwald	Third grade
Margaret Moon	Second grade
Vera Parkill	First & Second grade
Jessie Murdock	First grade
Edith Agler	Cadet teacher
Vera Hutchinson	Kindergarten

1917-18

Cedar Street School

Hanna McHenry	Eighth grade & Principal
Minnie Habel	Seventh grade
Blanche Dill	Sixth grade
Dorothy McQuellan	Fifth grade
Etta Schaller	Fourth grade
Anne Shea	Fourth grade
Miriam Parkill	Third grade
Cora Lindow	Second grade
Frances Carpenter	First & Second grade
Louise Call	First grade

Cherry Street School

Inez Halladay	Fifth & Sixth grades
Florence Keek	Third & Fourth grades
Ethel Davis	Second & Third grades & Principal
Agnes Shanahan	First grade
Elizabeth Lee	Kindergarten

Christiancy School

Nellie Holt	Seventh & Eighth grades
Grace Johnson	Seventh & Eighth grades
Edna Balderson	Sixth grade
Gertrude Ryan	Fifth grade
Vera Gross	Fourth grade
Lucile Towner	Third & Fourth grades
Blanche Friedman	Third grade
Faye Miller	Second & Third grades
Mary L. Brown	Second grade
Luella Boosinger	First grade & Principal
Myrtle Tyler	First grade
Madeliene Reynolds	Kindergarten
Lela Lawrence	Cadet teacher

East Park School

Mary Curphey	Seventh & Eighth grades
Lester Mack	Seventh & Eighth grades & GSA COach
Lucile Winters	Seventh & Eighth grades
Lucile Wiedenhoef	Seventh & Eighth grades
Clara Marion	Sixth & Seventh grades
Lela Wilcox	Sixth grade & Principal
Neva Slade	Fourth grade
Cora Shafer	Third grade
Eva Arnold	Fifth grade
Orda Spink	First & Second grade
Florence Goodhue	First grade
Irene Cole	Kindergarten

Foster Avenue School

Marion Lang
Ada Packer
Eunice Primean
Lora Gates
Aeline Cheney
Grace Toffan
Jessie Hunter
Enic Harger
Rena Raven

Sixty & Principal
Fifth grade
Fourth grade
Third grade
Second & Third grades
Second grade
First grade
First grade
Kindergarten

Franklin Avenue School

Carol Webber
Mary Sweeney
Lorena Goodrich
Loyola Meder
Addie Evans
Halla Cook
Irene Southard
Mrs. W. O. Shafer
Cornelia Boer

Sixth grade
Fifth grade
Fourth grade
Third grade
Second & Third grades
Second & Principal
First grade
First grade
Kindergarten

Genesee Street School

Jennie Leisenring
Caolyn Simons
Mattie Hunt
Marie Dell
Elsie Tuenis
Blanch Bennett
Crissie Miller
Edna Jones
Francis Squires
Gladys Ellison

Seventh & Eighth grades & Principal
Seventh & Eighth grades
Seventh & Eighth grades
Sixth grade
Fifth grade
Fourth grade
Third grade
Second grade
First grade
Kindergarten

Kalamazoo Street School

Martha Dolan
Sylvia Miller
Mamie Todd
Lulu Robertson
Cornelia Wardwell
Julia Murden
Henrietta Betz
Eva Adams
Kathleen Short
Yoland Taylor
Lela Monks

Seventh & Eighth grades & Principal
Seventh & Eighth grades
Seventh & Eighth grades
Sixth grade
Fifth & Sixth grades
Fourth & Fifth grades
Fourth grade
Third grade
Second grade
Second grade
First grade

Kalamazoo Street School (cont.)

Waive Troy	Kindergarten
Estelle Minske	Kindergarten
Constance Loveday	Cadet teacher

Larch Street School

Lydia Weber	Seventh & Eighth grades & Principal
May Williams	Seventh & Eighth grades
Anne Corcoran	Seventh & Eighth grades
Mabelle Catelle	Sixth grade
Ella Wakefield	Fifth grade
Lela Alward	Fourth grade
Ethel Bartow	Third grade
Marie Dieterle	Second grade
Doris Howard	First grade

Logan Street School

Caroline Bray	Sixth grade
Elsie Crabtree	Fifth grade
Mearl Palmer	Fourth grade
Agnes Dunnigan	Third grade
Hazel Eastman	Second & Third grades
Delia Corey	Second grade
Marion Hausen	First grade
May McKibben	First & Principal
Lucile Lott	Kindergarten
Olga Reutter	Cadet teacher

Michigan Avenue School

May Wagner	Seventh & Eighth grades & Principal
Rosamund Backus	Seventh & Eighth grades
Jessie Turner	Seventh & Eighth grades
May Brewster	Sixth grade
Barbara Scattergood	Fifth grade
Helen Petrie	Fourth grade
Inez Tallmage	Third & Fourth grades
Anna Backus	Third grade
Marie Spaulding	Second grade
Harriet Meeker	First grade
Jessie May	Kindergarten

Moores Park School

Zella Kimmel
Harriet Pratt
Lillian Itsell
May Curren
Arvilla Cormick
Marie Seger
Vera Davis
Dana Pierce
Lena Munn
Cynthia Jones

Seventh & Eighth grades
Seventh & Eighth grades
Sixth & Principal
Fifth grade
Fourth grade
Third grade
Second grade
First & Second grades
First grade
Kindergarten

Townsend Street School

Maud Barber
Murryne McCrossen
Mabelle Seelye
Harriet Kinney
Elizabeth Neasmith
Gertrude Clark
Isabel Hasty

Seventh & Eighth & Principal
Seventh & Eighth grades
Seventh & Eighth grades
Sixth grade
Fourth & Fifth grades
Second & Third grades
First & Second grades

Walnut Street School

Beatrice Hunt
Helen Launstein
Mae Mayer
Mable Harlshorn
Doris Knapp
Isabella Hamilton
Helen Hart
Grace Ackerman
Mabel Main
Mary F. Shafer
Ruth McKinney

Seventh & Eighth grades
Seventh & Eighth grades
Seventh & Eighth grades
Sixth grade
Fifth grade
Fourth grade
Third grade
Second grade
First grade
First & Principal
Kindergarten

Warner Street School

Nina Iverson
Elsie Benjamin
Mary McKian
Amy Barringer

Fourth & Fifth grades
Third & Fourth grades
Second & Third grades
First & Principal

1943-1944

Dr. J. W. Sexton
 Alice M. Wagenvoord
 Opal Lewton
 Katherine Smith
 Grace Rinard
 Florence Banhagel
 Edgar Roper
 Pauline Austin
 J. B. Munson
 Prudence L. Brown
 F. C. Aldinger

Superintendent
 Assistant Superintendent
 Kindergarten & Primary Supervisor
 Art Supervisor
 Home Economics Supervisor
 Acting Physical Education Supervisor
 Industrial Arts Supervisor
 Music Supervisor
 Supervisor of Guidance & Placement
 Speech Correctionist
 Tests & Measurements Supervisor

J. W. Sexton High School

Christian H. Roosenraad
 Dean Burnham
 Elizabeth Lawry
 Lulu Smith
 Harry strait
 Howard McCurdy
 Katherine Minshall
 B. F. Braidwood
 Edith Johnson
 F. D. McCaskey
 Elizabeth Musselman
 Magdalen Niswonger
 Elsie Fee
 Elizabeth Molitor
 Grace Miller
 Lois Frazier
 Viola Straub
 Marguerite McConnell
 Dorothy Johnson
 Vieta Voght
 Nellie McCormick
 Leila Earl
 Deward Clark
 Ruth Russel
 Margaret Zachariah
 Charles Snell
 Raymond Tuttle
 Herbert Cigard
 Robert Bell
 Hazel Taylor
 Gertrude Benson
 Hazel Miller
 Russell Switzer
 Alan Bovard
 Howard Gleason

Principal
 Assistant Principal
 Acting Assistant Principal
 Art
 Commercial
 Commercial
 Commercial
 Commercial
 Commercial
 Commercial
 Commercial
 English
 English
 English
 English
 English
 English
 English
 French
 Latin
 Latin
 Spanish
 Home Economics
 Home Economics
 Industrial Arts
 Industrial Arts
 Industrial Arts
 Mathematics
 Mathematics
 Mathematics
 Mathematics
 Music
 Physical Education
 Physical Education

J. W. Sexton High School (cont.)

Robert Campbell	Physical Education
Anna M. Anderson	Physical Education
Ruby Kruse	Physical Education
Morris Green	Public Speaking
W. J. Trachsel	Science
Etta Crilly	Science
J. O. Peterson	Science
E. E. Devereaux	Science
Gerald Ritchey	Science
Theral Herrick	Social Studies
Jennie Johnson	Social Studies
Laura Miller	Social Seudies
Harold Lantz	Social Studies
Earl McDonald	Social Studies
Frances Burns	Social Studies

Eastern High School

Dwight H. Rich	Principal
Bettie Holland	Art
R. B. Peterman	Commercial
Nelson Van Liere	Commercial
Esther Cline	Commercial
Verna Gunnison	Commercial
Leila Reynolds	Commercial
Florence Somerton	Commercial
Margaret Willman	Commercial
Helen Walter	Commercial
Wayne Edgerton	Commercial
Doris B. Bigelow	Commercial
Mildred Toogood	English
Helen Benjamin	English
Aleath M. Garrity	English
Nellie E. Grohe	English
Margaret Winters	English
Marie Geddes	English
Geraldine Budde	English
Dorothy Struck	English
Kathryn Myers	English
Elsa Richards	English
Mabel Fiske	English
William D. Sage	French
Irma Smith	Latin
Mabel Wood	Latin
William B. Anderson	Spanish
Bernice Vollmer	Home Economics
Leona Seyfred	Home Economics
Alice German	Home Economics
Leora Horning	Home Economics

Eastern High School (cont.)

John Suchovsky	Industrial Arts
Orville Flory	Industrial Arts
Kenneth Clark	Industrial Arts
Alma Williams	Industrial Arts
William C. Spitler	Industrial Arts
Jake K. Burnham	Mathematics
Maynard Morrison	Mathematics
Don Wheeler	Mathematics
Robert Lott	Mathematics
William McIntire	Music
R. A. Winston	Physical Education
Raymond Altenhof	Physical Education
Ellma Rossow	Physical Education
Therman Harris Public Speaking	
M. A. Leach	Science
H. C. Lange	Science
M. P. Douglas	Science
Hyrtl Feeman	Science
Patricia Rust	Science
G. E. Chadwick	Social Studies
A. Lora Knevels	Social Studies
Russell Gilson	Social Studies
Gracie Sexton	Social Studies
John Brisbin	Social Studies
Bernard McCann	Social Studies
Otto Grein	Social Studies

Technical High School

Maurice H. Pancost	Principal
Gregory G. Robinson	Assistant Principal
Elmer Keith	English
Sara Holmes	Part-time Continuation
Rachel Grinnell	Retail Sales Coordinator
Cecil H. Nickel	Physical Education
Oscal Hellberg	Auto Mechanics
Edward Eva	Drafting
John Kowatch	Electrical Shop
George Kieppe	Machine Shop
Frank C. Perne	Machine Shop
William C. Butts	Pattern Shop
E. L. Courtney	Printing
Lester Maile	Related Mathematics
E. M. Hall	Related Mathematics

Pattengill Junior High School

H. B. McKale	Principal
Anna Brewer	Assistant Principal
Marie Myers	ARt
Harry Swan	Art
Henry Noble	Commercial
Valdis Hendricks	Commercial
Anne Corcoran	English
Margret Stewart	English
Evah Crow	English
Bersie Gill	English
Elizabeth Harding	English
Alice Wells	English
Albertha Panhorst	English
Hazel Crocker	English
Helen Olmstead	English
Louise Mumbrue	English
Betsy Bowen	English
Evelyn Buck	Latin
Julie Murden	Home Economics
Ellen Thompson	Home Economics
Borghild Strom	Home Economics
Vern Williams	Industrial Arts
Dean Worden	Industrial ARts
Harold Norton	Industrial Arts
Dwight Finger	Industrial Arts
Mildred Seymour	Mathematics
Verna Hagen	Mathematics
Marion Conrad	Mathematics
Bernard Ansley	Mathematics
Margaret MacDougall	Mathematics
Theron Ingersoll	Mathematics
Gladys Wiltrout	Music
Harold Harvey	Music ($\frac{1}{2}$ time)
Walter C. Jenvey	Music
Joe Beyers	Physical Education
Ernest Mary	Physical Education
Bonita Croshaw	Physical Education
Clarabelle Lee	Physical Education
Carl Dalrymple	Science
George Beckwith	Science
George Braun	Science
Elmer Corey	Science
Jessie Turner	Social Studies
R. B. Engle	Social Studies
Arlene Matelski	Social Studies
Lorna Metcalf	Social Studies
Jane Whittle	Social Studies
Sophia Van Kuiken	Social Studies
Clyde Proctor	Social Studies
Elizabeth Brunson	Social Studies

Walter French Junior High School

J. W. Slaughter	Principal
Emilie Wood	Assistant Principal
Sara Jane Venable	Art
Earl Younglove	Commercial
Mary Amspacker	Commercial
Helen Chambers	English
George Holt	English
Mona Niblett	English
Lela Arnell	English
Naomi Greifer	English
Frances Link	English
Mary LaSalle	Home Economics
Hester Clark	Home Economics
Doretha Edmonds	Home Economics
E. C. Moe	Industrial Arts
Evert Race	Industrial Arts
Meinte Schuurmans	Industrial Arts
Lyle Hulbert	Industrial Arts
William Cardew	Mathematics
Leah Shankland	Mathematics
Genevieve Riley	Mathematics
Gwendolen Miller	Music
Allen Knoll	Music
Frank Beck	Physical Education
Nina Ann Lawrence	Physical Education
Frances French	Physical Education
Gilson Pearsall	Physical Education
Lon Bolster	Science
Clyde Exelby	Science
Russell Wheeler	Science
Ronald Hohenstein	Social Studies
Charles Sedgman	Social Studies
Catherine Dettling	Social Studies
Helen Evans	Social Studies

West Junior High School

H. E. Gardner	Principal
Okal Davies	Assistant Principal
Erna Hassell	Art
Warren Hosmer	Art
C. E. Mosher	Commercial
W.C. Steele	Commercial
Helen Lowell	English
Lulu Robertson	English
Ella Cowles	English
Marcia Detloff	English

West Junior High School (cont.)

Dorothy Hughes	English
Marjorie Ludwig	English
Lee Robb	English
Gretchen Doelle	English
Dorothy Wiggins	English
Margaret Sturr	English
Laurena Beedle	English
Mary Gould	Latin
Irene Maier	Home Economics
Charlotte Benge	Home Economics
Ann Heatherington	Home Economics
Cecil Randall	Industrial Arts
Otto Slade	Industrial Arts
Thomas Stanaway	Industrial Arts
Elmer Wilson	Industrial Arts
Alta Speers	Mathematics
Rosamond Backus	Mathematics
Dietrich Masten	Mathematics
Ima Sheldon	Mathematics
A. E. Johnson	Mathematics
Ivan Bentley	Mathematics
Camille Hammerberg	Mathematics
G. W. Chambers	Music
Josephine Muilenburg	Music
Josephine March	Music
George Howard	Physical Education
Hilda Stuart	Physical Education
Notier VanderMeulen	Physical Education
Mabel Fry	Physical Education
Martin Moore	Science
Lewis Clark	Science
Grace Lobdell	Science
R. L. Abbott	Science
Harold Jacobson	Social Studies
Royal Creitz	Social Studies
Sewell Henry	Social Studies
Grace O'Brien	Social Studies
Ethelyn Foote	Social Studies
Johanna Schafer	Social Studies

Allen Street School

Hilda Menger	Principal
Kathryn Chrouch	6A
Orpha VerPlanck	6B
Frances Jackstis	6B-5A
Elma House	5B
Bertha Miller	5B-4A

Allen Street School (cont.)

Bessie Eaton	4A-B
Florence Rosenow	4B-3A
Mary Chappell	3A-B
Maxine Campbell	3B-wA
Naomi Gee	2A-B
Virginia McCauley	2B
Myrth Mosier	2B-1A
Ruth Wearne	1B
Ellen Nikula	1B
Louisa Atherton	Kindergarten
May Maynard	Kindergarten
Ruth McCullough	Remedial
Norda Renwick	Remedial
Johanna VanderVen	Remedial
Marvin Beekman	Intermediate

Barnes Avenue School

Inez E. Hallady	Principal & 6A-B
Helen Schroeder	6A-B
Iva Knisley	5A-B
Ethel Clemens	4A-B
Evelyn Baker	4B-3A
Dorrene Conklin	3A-B
Clara Schroen	3B-2A
Ruth Butts	2B
Helen Juntunen	1A-B
Avice Penner	1B
Agnes Good	Kindergarten
Buelah Paton	Kindergarten
Edith Smith	Remedial

Bingham Street School

Grace Ackerman	Principal & 6A-B
Florence Heiney	6A-B
Karla Montague	5A-4A
Mary Nelson	4B-3A-B
Mary Felter	3B-2A-B
Della Reed	Kindergarten

Cedar Street School

Georgia Doerr	Principal & 6A-B
Bernice Dawson	6A-B
Irene Boyles	5A-B
Lorene Jagger	4A-B
Mary Hanna	3A-B-2A
Velma Deeg	2B-1A
Jean Bartlett	1B
Marion Larson	Kindergarten
Helena Norton	Special Room

Christianity Street School

Margaret Knapp	Principal & 6A-B
Leola Otis	6A-B
Pearl Deuel	5A-B
Julia Martens	4A-B
Bernice Luke	3A-B
Mildred Seeyle	3B-2A
Lulu Thomas	2B
Marion Rydt	1A-B
June Pacholka	1B
Jeannette Stall	Kindergarten

Foster Avenue School

Ethel Davis	Principal
Eloise Backus	6A-B
Thelma Olson	6B-5A
Grace Rimmer	5B
Dorothy Kleis	4A-B
Sylvia Kitinoja	4B-3A
Eleanor Taylor	3A-B
Marie Knisely	3B-2A
Lena Gould	2A-B
Christine Nichol	2B-1A
Margaret Fountain	1B
Ruth Selleck	1B
Dorothy Johnson	Kindergarten
Alice Davidson	Kindergarten
Lorraine Brandon	Remedial
Meredith McLean	Remedial
Doris Hurlbut	Special

Genesee Street School

Ann Plambeck	Principal & 6A-B
Ruth Bourns	6A-B
Ruth Norton	5A-B
Henrietta VanderVen	4A-B-3A
Martha Newbrough	3B-2A
Gertrude Teusink	2B-1A
Marjorie Good	1B
Agnes Howard	Kindergarten

Grand River Svenue School

Helen Sorenson	Principal & 5B-4A
Myrtle Shivley	5B-4A
Myrtle Smith	4B
Elsie Ransford	3A-B
Veberly McCarthy	3B-2A-B
Jean Leatherman	2B-1A
Gladys Lynn	1B
Edith Lowry	Kindergarten

High Street School

Mildred Anderson	Principal & 6A
Myrtle Shivley (Grand River)	6A
Dorothy Hensel	6B
Angela Pazenski	5A-B
Rose Hubbel	5B-4A
Elsie Smith	4B
Ella Clabuesch	3A-B
May Stephens	2A-B
Pearl Abraham	2B-1A
Myra Watson	1B
Coral Lowry	Kindergarten
Helen Richardson	Remedial
Mildred Field	Special

Holmes Street School

Adeline Welte	Principal & 6A-B
Florence Heiney (Bingham)	6A-B
Delia Shea	5A-B
Vanda Robertson	4A-B
Beatrice Straw	4B-3A
Florence Teddy	3B
Clara Hall	2A-B
Mildred Johnson	2B
Dorothy Boussum	1A-B

Holmes Street School (cont.)

Harriette Brien	1B
Elsie Trachsel	Kindergarten
Charlotte Stockham	Special

Kalamazoo Street School

Nina Struble	Principal & 6A-B
Esther Paris	6A-B
Josephine Townsend	6B-5A
Esther Moberg	5B
June Page	4A-B
Anne Shea	4B-3A
Doris Gee	3B
Gertrude VanderWall	3B-2A
Barbara Coulter	2B
Hazel Master	2B-1A
Ella Schelke	1B
Armida Stewart	1B
Vera Hutchinson	Kindergarten
Beulah Paton (Barnes)	Kindergarten
Eugenia Gillikin	Room for Deaf
Muriel Covert	Special

Larch Street School

Irene Martin	Principal & 6A-B-5A
Pauline Hartvigh (Oak Park)	6A-B-5A
Merle LaCount	5B-4A-B
Marguerite Hertel	3A-B
Nellie Mils1	2A-B
Dana Pierce	1A-B
Mary L. Peacock	Kindergarten

Lincoln School

Nell Bloodgood	Principal
Thelma Peck	6A-B-5A
Marguerite Loyse1le	5A-B-4A
L1eva Stanlake	4B-3A-B
Jane Lange	3B-2A-B
Bertha Barkenbus	1A-B
Dorothy Manthei	Kindergarten

Main Street School

Evelyn Anderson	Principal & 6A-B
Esther Paris (Kalamazoo)	6A-B
Irene Hurla	5A-B
Dorothy Allanson	4A-B
Granella Smith	3A-B
Dorothy Grill	2A-B
Miriam Boucher	1A-B
Ella M. Crandall	Kindergarten

Maplewood School

Edna Balderson	Principal & 6A-B
Leola Otis (Christiancy)	6A-B
Mary Harvey	5A-B
Routh Fournier	6B-4A
Genevieve Warren	4B
Bernadine Hoffman	3A-B
Eugenia Burrett	3B-2A
Marion Cole	2B
Marion North	1A-B
Sylvia Warren	1B
Jessie May	Kindergarten
Margaret Milliman	Kindergarten

Michigan Avenue School

Helen Emery	Principal & 6A-B
Routh Bourns (Genesee)	6A-B
Cecilia Carlston	5A-B
Maxine Michmershuizen	4A-B
Ella Dittmer	3A-B
Hazel Roller	2A-B
Theodora Gray	1A-B
Mary Anne Collins	Kindergarten
Florence E. Chubb	Remedial

Moore's Park School

Essie Lindquist	Principal & 6A-B
Helen Schroeder (Barnes)	6A-B
Martha Craig	5A-B
Grace VanWert	4A-B
Carol Perkins	3A-B
Emily Karlstrom	3B-2A
Mildred Clarady	2B
Marion Hoffman	1A-B
Jean Alexander	Kindergarten

Oak Park School

Ina Norrback	Principal & 6A-B
Pauline Hartvigh (Larch)	6A-B
Louise Hunter	6B-5A
Eleanor Carvo	5A-B
Thelma Cressman	4A-B
Constance Morrison	4B-3A
Leona Lempke	3B
Mary Stone	3B-2A
Ruth Haselschwerdt	2B
Esther Taylor	2B-1A
Etta Goff	1B
Esther Tupper	Kindergarten

Thomas Street School

Margaret Schroeder	Principal & 6A-B
Bernice Dawson (Cedar)	6A-B
Frances Erickson	6B-5A
Dora Ruggles	5B
Doris Sheldon	4A-B
Clara Procknow	4B-3A
LeElla MacLeod	3B-2A
Jo Ann Ewer	2B
Helen Isaacson	1A-B
Alice Bottum	1B
Nettie Staman	Kindergarten
Daisy Brown	Remedial
Florence Dubbink	Remedial

Verlinden Avenue School

Lucille Correll	Principal & 6A-B
Lydia Olson (Willow)	6A-B
Mildred Karr	5A-B
Gladys Henderson	4A-B
Irene Brooks	3A-B
Maxine Pardee	2A-B
Gladys Miller	1A-B
Marjorie Hickin	Kindergarten

Walnut Street School

Helen Barnhart	Principal
Florence Johnson	Upper Orthopedic
Helen Parson	Intermediate Orthopedic
Alice Churchill	Primary Grades
Ruth Swanson	Physiotherapist
Ethel Herrick	Assistant Physiotherapist
Avis Forsythe	Deaf and Hard of Hearing

Walnut Street School (cont.)

Mary Brown	Special Health
Mary Harrington	Mentally Retarded
Dorothy Baldwin	6A-B
Gladys Stoll	6B-5A
Sophia Katz	5B
Gertrude Browne	4A-B
Elizabeth Powers	4B-3A
Hettie Jenkins	3B
Margaret Wellman	2A-B
Margaret Purdy	2B
Isabel Starmer	1A-B
Gradce Woodruff	1B
Lucille Broesamle	Kindergarten
Mildred Mobley	Kindergarten

Walter French Grades

Eila Stenback	6A-B
Alice Jurma	5A-B
Ruby Adriance	4A-B
Florence Allen	3A-B
Nana Reed	2A-B
Winifred Lillie	1A-B

Willow Street School

Blanche Bigelow	Principal & 6A-B
Lydia Olson (Verlinden)	6A-B
Frances Auuber	6B-5A
Evelyn Peterson	5B
Georgia Sloat	4A-B
Marion Graves	4B-3A
Luella Liimakka	3B
Margaret Wilson	2B-1A
Mary Lyons	1B
Esther Walton	1B
Marjorie Barnes	Kindergarten