

THE UNIVERSITY OF MANITOBA

FACTORS AFFECTING THE ENTRY OF WOMEN TEACHERS
INTO ADMINISTRATIVE POSITIONS OF THE
MANITOBA PUBLIC SCHOOL SYSTEM

by

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A Thesis

Submitted to the Faculty of Graduate Studies
In Partial Fulfilment of the Requirements for the Degree
of Master of Education

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

WINNIPEG, MANITOBA

JANUARY, 1974



ABSTRACT

The purpose of this study was to examine the perceptions of women teachers and administrators and male administrators toward three factors related to the entry of women teachers into administrative positions of the Manitoba public school system. The factors were role conception, role conflict, and conditions within the educational system.

A questionnaire was developed and mailed to a random sample of 290 female classroom teachers, 15 female administrators, and 49 male administrators. The data received were subjected to statistical analysis. The responses of three distinct groups within the sample were studied by means of item analysis. The responses of the total female sample were also subjected to factor analysis and t-test analysis.

Item analysis of the three groups provided descriptive information on the groups within the sample. Factor analysis identified items in the second part of the questionnaire which fell into three categories: conditions within the educational system, role conception, and role conflict. The t-test enabled an assessment of the relationship between the three attitudinal factors and the background of the respondents.

It was found that women teachers in the Manitoba public school system do not aspire to administrative positions. They remain in the

teaching force regardless of their family responsibilities. Women teachers who do aspire to administrative positions see themselves in staff rather than line positions. Despite women teachers' acceptance of themselves as equal to men in the profession, their actions indicate they do not seek to assume leadership roles. On the whole, women teachers' perceptions of their role in education, role conflict, and conditions within the educational system affecting promotion do not differ when such background variables as age and marital status are considered.

ACKNOWLEDGEMENTS

Appreciation is expressed for the advice and guidance given by my committee chairman, Dr. J. A. Riffel, and the committee members, Ms. A. Fridfinnson and Dr. P. J. Husby.

I am grateful to Mr. M. P. Yakimishyn for his help with the statistical procedures, and to Dr. H. E. May, Mr. R. W. Gurluck and Mr. A. A. Asper for their encouragement and support.

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CHAPTER I

THE PROBLEM, SIGNIFICANCE OF STUDY, AND DEFINITIONS OF TERMS USED

I. INTRODUCTION

A general awareness and concern with the status of women in today's society exists. Efforts are being made around the world to tap the talent and potential of women. Equal educational opportunity, equal pay for equal work, equal freedom from household tedium, equal job opportunity, and equal control over sexual and reproductive functions are the main areas of concern in attempts by individuals, groups and governments to overcome the inequalities women experience.¹ Whether it be through international efforts of such agencies as the United Nations Educational, Scientific and Cultural Organization (UNESCO) or in the everyday life of a North American woman, there is evidence of changing sex role patterns and a growing participation by women in all aspects of society.

The Educational System

The educational system has been no exception to the examination and reassessment of the status of women. Dissatisfaction with the differential treatment of girls and women in the schools is widespread. On the international scene, the United Nations has been researching and publishing findings on the education and access to learning of women for

¹Michele H. Garskof, Roles Women Play: Readings Toward Women's Liberation (Belmont, California: Brooks/Cole Co., 1971), passim, p. 1.

many years. Countries such as England and Sweden have created national committees to deal with the whole question. The Labour Party in England, for example, published a Green Paper on Discrimination Against Women¹ which called for legislation to make discrimination on the grounds of sex illegal. According to the report, the most obvious forms of inequality in English education were the lack of day release, the poor science and workshop facilities in girls' schools, the restriction of female entry to medical schools, and the reduced level of grants for married women students. The paper's twenty-four recommendations included such items as the expansion of the school curricula to reduce the distinction between boys' and girls' subjects.

The government report on education in Sweden was similar.² It accused the Swedish educational system of perpetuating and even strengthening inequality between the sexes. Not only did children enter school at seven years of age with fixed notions about the roles of women and men in everyday life because of their family experience, according to the report, but also the schools reinforced these impressions. Recommendations to the Swedish Government included the encouragement of girls to enter predominately male fields and a purification of the Swedish language which is replete with expressions denoting women as sex objects.

In Canada and the United States, there is a movement dealing with the question of sex role stereotyping in the schools. The Report of the

¹"Equal Rights for Girls Urged," The Times Educational Supplement, November 17, 1972, p. 3.

²Roger Choate, "Report Attacks Inequalities," The Times Educational Supplement, September 22, 1972, p. 19.

Royal Commission on the Status of Women discussed the issue in its section on education.¹ The Toronto School Board appointed a committee in June, 1972, with the purpose of advising the Board on changes needed to avoid the appearance or fact of channeling girls into inferior or lower-status jobs and educational objectives.² The Manitoba Human Rights Commission prepared a report³ on social studies textbooks used in the province's schools; sex role stereotyping of women was one of the issues studied. A second report was prepared more recently dealing with reading and literature books authorized for use in Manitoba's schools.⁴

A number of professional teacher organizations across Canada presented briefs to the Royal Commission on the Status of Women during its hearings, 1967-69. A common concern expressed was the noticeable lack of women administrators in the schools despite the fact that women form the large majority of the teaching profession in Canada.⁵ For

¹Canada, Royal Commission on the Status of Women in Canada, Report of the Royal Commission on the Status of Women in Canada (Ottawa: Information Canada, 1970), pp. 161-223.

²Letter from Ms. Ruta Wiseman, Assistant Secretary, Federation of Women Teachers' Association of Ontario, Toronto, Ontario, January 4, 1973.

³Pamela Atnikov, Irma J. Oleson and Glen McRuer, A Study of Social Studies Text-Books Approved for Use in Manitoba Schools (Winnipeg: Manitoba Human Rights Commission, 1971), pp. 19-21.

⁴"Primary School Text Biased, Claims Report," Winnipeg Tribune, July 24, 1973.

⁵Report of the Royal Commission on the Status of Women in Canada, op. cit., p. 92.

example, the Federation of Women Teachers' Associations of Ontario reported that there were 925 women principals in Ontario compared with 2534 men in 1967; 771 of the women principals were in charge of schools with fewer than 150 pupils.¹

A review of the data on administrative positions revealed the fact that there are proportionately fewer women than men teachers in such positions. A report by the Canadian Teachers' Federation² indicated that opportunities for promotion are fewer for women teachers than men for the alternating years 1964-71. A task force on the status of women in British Columbia quoted statistics showing an imbalance of female teachers in school administration.³ Replies from forty-seven school districts revealed that only eighty-three females (including head teachers) were in administrative positions of whom only two were in secondary schools. There were 751 male administrators in elementary schools, 388 in secondary schools, sixty-one directors of instruction, and seventy-five district superintendents.

A similar pattern was indicated in the United States. Steele⁴ reported that nine out of ten elementary teachers are women but only two

¹Federation of Women Teachers' Associations of Ontario, Brief to the Royal Commission on the Status of Women in Canada (Toronto: F.W.T.A.O., 1969), p. 22.

²Canadian Teachers' Federation, Statistics Canada Data on Teaching Positions, Eight and Nine Provinces, 1963-64 to 1968-71 (Ottawa: Canadian Teachers' Federation, 1972).

³The British Columbia Teachers' Federation Newsletter, May, 1973.

⁴Marilyn H. Steele, "On Becoming Women in Education," Delta Kappa Gamma Bulletin, XXXVIII (Spring, 1972), p. 49.

out of ten are principals. In 1963-64, 90 per cent of senior high principals were men; 95 per cent of junior high principals were male.

In the Manitoba public school system, there is a dearth of female administrators. Table 1 illustrates the trend for the alternate years 1964-71. The breakdown for 1971-72 was 1144 men and 327 women in administrative positions as compared to 3378 men teachers and 6325 women teachers (Table 2). In the largest school division, Winnipeg Number 1, there were seventy-four male administrators and twenty-four female for the academic year, 1972-73 (Table 3).

Women are in the lower ranks of the teaching profession in great numbers; their proportion decreases drastically as one moves up the hierarchical scale.¹

TABLE 1
DISTRIBUTION OF ADMINISTRATIVE POSITIONS IN MANITOBA, 1964-71*

Position	1964-65		1966-67		1968-69		1970-71	
	Men	Women	Men	Women	Men	Women	Men	Women
Supervising Principals	4		1		36	4		
Principal Administrators	173	32	199	40	275	45	357	52
Teaching Principals	393	183	369	170	248	121	237	122
Vice Principals, Department Heads	158	52	222	67	351	93	501	190
Supervisors, Consultants, Directors of Special Subjects Grades	17	20	16	21	31	41	143	227
Total	745	287	807	298	941	304	1238	591

* alternate years

¹Canadian Teachers' Federation, Brief to the Royal Commission on the Status of Women (Ottawa: Canadian Teachers' Federation, 1968), p. 9.

TABLE 2
 DISTRIBUTION OF ADMINISTRATIVE POSITIONS
 IN MANITOBA, 1971-72

Position	Men	Women
Designated Department Head	260	105
Principal	557	147
Vice-Principal	257	72
Assistant Superintendent	27	2
Superintendent	43	1
Total	1144	327

TABLE 3
 DISTRIBUTION OF ADMINISTRATIVE POSITIONS
 WINNIPEG SCHOOL DIVISION NUMBER 1
 1972-73

Position	Men	Women
Elementary Principals	37	22
Junior High Principals	9	1
Secondary Principals	12	
Assistant Superintendents	15	1
Superintendent	1	
Total	74	24

II. THE PROBLEM AND SIGNIFICANCE OF THE STUDY

Statement of the Problem

The purpose of this study was to examine women teachers' and administrators' perceptions of selected factors related to their entry into administrative positions of the Manitoba public school system. The factors were role conception, role conflict, and conditions within the educational system. The perceptions of male administrators in the schools were also surveyed as they related to the three identified factors.

The specific null hypothesis tested was that there were no significant differences in perception of role conception, role conflict, and conditions within the system among groups of respondents. The respondents were grouped on the basis of 1) age, 2) marital status, 3) parents' educational attainment, 4) parental family income, 5) community life background, 6) teaching experience, 7) administrative experience, 8) present level of education, 9) attitude toward advancement in education, 10) application for administration, 11) number of children, 12) spouse's attitude, and 13) sex discrimination experience in applying for an administrative position.

Significance of the Study

At a time when Canadian society is questioning the status of women in general, it is significant that this study examined the role of women teachers in the educational system. Since it is essential that the best and most capable teachers be appointed to administrative positions, regardless of sex, for the good of the child in the classroom, it is hoped that the findings of this study will contribute to every

teacher's equality of opportunity for advancement within the educational system.

III. DEFINITION OF TERMS

Terms used in this study were defined as follows:

Discriminate: to make a difference in treatment or favour on a class or categorical basis; unacceptable treatment on the basis of sex rather than individual merit;

Role Conception: expected behavior and attitudinal patterns perceived for various individuals in society based upon such criteria as sex; perception of the behavior and attitudes of men and women teachers based on the belief that the two sexes have a distinctive makeup which predetermines these behaviors and attitudes;

Role Conflict: perceived incompatibility between two or more roles; disturbance caused by differences between role conception and actual behavior and attitudes of individuals;

Conditions within the Educational System: influences on the promotion of women teachers to administrative positions; forces such as policies, attitudes and actions that enforce role conception and cause role conflict;

Traditional Role of Women: the stereotyped role of wife-homemaker-mother.

IV. ASSUMPTIONS

This study was based on the assumption that women and men have equal rights and responsibilities in every sphere of the teaching profession. This assumption has become more credible with recent happenings

in society regarding the status of women.

V. LIMITATIONS AND DELIMITATIONS

Limitations

All factors that would normally be limitations in a study using a questionnaire applied in this study. Since it is difficult to determine the existence of discrimination in any situation, the problems of determining attitudes toward any individual or group limited this study.

Since all factors affecting the entry of women teachers into administrative positions may not be identifiable, and due to limitations of time and finances, it was decided to limit this study to three main factors: role conception, role conflict, and conditions within the educational system.

This study was based on a survey of attitudes at a particular period in time rather than a longitudinal study of respondents' perceptions of the three selected factors.

Delimitations

This study was confined to an examination of women teachers and male and female administrators within the public school system of Manitoba. It was decided to exclude school board members and any others who may be involved in the selection of school administrators.

VI. SUMMARY OF ORGANIZATION OF THESIS

The problem, its significance and definition of terms have been

presented in this chapter. Chapter II contains a review of the literature, with emphasis on the three selected factors in the study. Chapter III describes the research procedures used, and Chapter IV presents a description of response patterns to the questionnaire and the statistical treatment of the data. Finally, Chapter V summarizes the findings; conclusions, recommendations, and suggestions for further study are made on matters related to women teachers' entry into administrative positions in the Manitoba public school system.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

I. INTRODUCTION

The many books, periodicals, articles and other writings now available on the subject of the status of women in society, and specifically in the field of education, affirm the existing awareness and concern regarding the issue.

The purpose of this chapter is to survey literature concerning the status of women in the teaching profession in order to identify suitable indicators for measuring factors which affect the entry of women teachers into administration. This survey first discusses woman's changing role, mainly in the labour force. Next, writings pertaining to the status of women in education are reviewed with emphasis given to reasons for women teachers' positions in the profession, action taken, and areas of neglect. Finally, the literature on women in administration is discussed with specific reference given to the factors affecting women's entry into leadership roles in education.

II. WOMAN'S CHANGING ROLE

At the international level, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has been responsible for improvements enabling women to participate in the national

economic and social life of the different countries. With greater consideration being given to the role of women outside the home, UNESCO has found an increasing number of women in the work force despite three main prevailing obstacles in the various countries-- different rates of pay for women and men, difficulties women encounter in obtaining promotions, and discriminatory attitudes of employers.¹ Application of the principle of equality of the sexes is evidenced around the world, however, by rising female enrolments in educational institutions, national legislation against sexual discrimination in education, the principle of free and compulsory education, the training of women teachers, and scholarships for women.

Evidence can be found of woman's changing role in North American society. In Canada, the establishment of the Royal Commission on the Status of Women in 1967 quickened interest and resulted in a thorough report² with recommendations for the improvement of women's participation in Canadian affairs. The recent Equal Rights Amendment passed by the United States Congress and already ratified by several states is only one example of the American movement toward equality of the sexes. The Women's Liberation Movement, committees of professional and other organizations, consciousness-raising groups,

¹United Nations Educational, Scientific and Cultural Organization, The Advancement of Women Through Access to Education (Paris, 1970), p. 6.

²Canada, Royal Commission on the Status of Women in Canada, Report of the Royal Commission on the Status of Women in Canada (Ottawa: Information Canada, 1970).

books, articles and other writings, films, programs and conferences-- all form part of the drive to rectify the social injustice of sexual discrimination.

Many reasons have been offered for the heightened interest in women's role in society. Delamater and Fidell¹ claimed that the present change has been caused by a humanistic movement whereby greater attention is being given to human potential and expression. Stress is now placed on equality rather than authority. Technological and social changes have created a new role for women. The writers maintained however, that there is a discrepancy between women's perception of their situation and men's perception. Woman's self-image is a major barrier to improvement of her status. Although structural changes will help to equalize the sexes, there is a need for changes in the informal attitudes of both men and women.²

The Labour Force

One aspect of society that has been affected by the changing status of women is the labour force. In the past, there have been several barriers to the employment of women. Lewis³ summarized these as 1) the traditional pattern of women in the home or in a "female" job, 2) attitudes disapproving of a working mother, 3) employer

¹John Delamater and Linda Fidell, "On the Status of Women: An Assessment and Introduction," American Behavioral Scientist, 15 (November-December, 1971), 163.

²Ibid., 168-170.

³Edwin C. Lewis, Developing Women's Potential (Ames, Iowa: Iowa State University Press, 1968), pp. 110-117.

opposition, 4) sex differences, 5) income inequities, 6) lack of motivation to work, and 7) time needed for child-bearing. Changing sex role patterns as reflected in the increased number of young married women in the work force¹ indicate that women are combining family and career responsibilities regardless of their stage in the family cycle. Bass et al.² supported the idea that a change in life styles and dissatisfaction with the past patterns as well as modern technology and increased educational opportunities for women account for the number of working women.

Evidence of an increased percentage of women in the Canadian work force was highlighted in Women in the Labour Force, 1971: Facts and Figures.³ In 1971, women represented 32.8 per cent of the Canadian labour force, 62.8 per cent more than the 1961 female labour force. It was also noted that married women constituted 56.7 per cent of the 1971 female percentage, and that 36.5 per cent of all women in Canada fourteen years of age and over worked for pay.⁴

The Manitoba labour force, as of November, 1972, consisted of

¹Bernice L. Neugarten, "Education and the Life-Cycle," School Review, 80 (February, 1972), 212-213.

²Bernard Bass et al., "Male Managers' Attitudes Toward Working Women," American Behavioral Scientist, 15 (November-December, 1971), 221-222.

³Canada, Department of Labour, Women in the Labour Force, 1971: Facts and Figures (Ottawa: Women's Bureau, 1972), iii.

⁴June Menzies, "Comments on Women in Employment," Paper read before the Conference on Opportunities for Women, Vancouver, British Columbia, May 11, 1973. p. 1. (Mimeographed).

35 per cent women with 38.8 per cent of all women in the province between the ages of fourteen and sixty-four working outside the home.¹

Ferriss² wrote that the rate of female participation in the American labour force has inched up nearly one-half of a percentage point a year, on the average, during the past ten years. If the annual increase continues, he predicted that one-half of the adult female population will be in the labour force by about 1985.

Despite a growing female participation in the labour force, problems continue with equality of pay and opportunity. Menzies reported that women in the Canadian work force are clustered in low-paying, low status jobs, barred from advancement.³ Although 35 per cent of university graduates in the country are women, only 4 per cent of managerial and executive jobs are held by them. The Federal Civil Service, for example, employs some 25,000 senior executives of which only twenty-six are women (fourteen medical doctors and at least six lawyers). Women's low status in the labour force in turn means low pay. Barriers to promotion prevent women from receiving the financial rewards and fringe benefits that come with the higher ranks in the work force.

¹Mary Eady, Facts and Figures on Working Women in Manitoba, Department of Labour (Winnipeg: Women's Bureau, March 3, 1973), p. 1.

²Abbott L. Ferriss, Indicators of Trends in the Status of American Women (New York: Russell Sage Foundation, 1971), p. 85.

³June Menzies, op. cit., p. 1.

III. GENERAL DISCUSSION OF STATUS OF WOMEN IN EDUCATION

The Report of the Royal Commission on the Status of Women in Canada presented a comprehensive chapter on the changes needed in education to bring improvements in the social and economic position of women.¹ Emphasis was placed on the effect of girls' educational experiences through courses, policies, programmes and attitudes. Similar ideas were discussed in the report, A Matter of Simple Justice, prepared by an American Presidential Task Force on women's rights and responsibilities. It concluded that: "Discrimination in education is one of the most damaging injustices women suffer. It denies them equal education and equal employment opportunity, contributing to a second-class self-image."²

A number of writers have presented reasons for the present status of women in education, the action being taken in the field, and the areas of neglect. All reflect the concern with women's role in education.

Reasons

Shack gave several reasons for the lower status of women in the teaching profession. In her book, Women in Canadian Education:

¹Canada, Royal Commission on the Status of Women in Canada, Report of the Royal Commission on the Status of Women in Canada (Ottawa: Information Canada, 1970), pp. 161-223.

²Robin Dorr, "Education and Women's Rights: What the Law Now Says," American Education 8 (December, 1972), 6.

The Two-Thirds Minority,¹ she referred to 1) the history of woman's place in society, 2) the cultures that produced it, 3) girls' education in schools, 4) women's feelings toward work and their place in the educational and family framework, 5) the pressures on women to marry and have children, and 6) the attitude against women working for money. Lieberman² discussed three other causes of inequality in education: discontinuity of female employment, exclusion of women from positions in which they exercise authority over men, and reluctance of men to compete against women.

Action Taken

In some instances, action has been taken to remedy the inequalities in education. The British Columbia Teachers' Federation, for example, appointed a task force to study the status of women in both the government of B.C.T.F. and the B. C. education systems.³ As a result, six recommendations were submitted to the Annual General Meeting of B.C.T.F., including one accepted by the delegates which suggested the hiring of a new staff member to help improve the

¹Sybil Shack, Women in Education: The Two-Thirds Minority (Toronto: Governing Council of the University of Toronto, 1973), p. 12.

²Myron Lieberman, Education as a Profession (Englewood Cliffs, N.J.: Prentice-Hall, 1956), p. 247.

³"Do Women Have Status?" British Columbia Teachers' Federation Newsletter, Vol. XI, No. 8, 3.

status of women over a two year period.¹

A research project on women's rights by the Status of Women Council in British Columbia concluded that changes in society regarding the status of women are occurring more rapidly in society at large than in the educational system.²

Dorr discussed three pieces of Federal legislation in the United States as part of the drive by women for equality of educational employment and opportunity.³ The Equal Employment Opportunity Act (EEOA) provides for educators and educational institutions to be under the Civil Rights Act of 1964 (Title VII), forbidding discrimination against professionals because of their sex. This step has implications for women's salaries, working conditions, hiring, and promotion. The Education Amendments of 1972 prohibits sex discrimination in all educational institutions that receive Federal support. The Comprehensive Health Manpower Training Act of 1971 assures women of equal access to education, particularly in areas such as medicine, dentistry and pharmacy.

¹British Columbia Teachers' Federation Newsletter, Vol. XII, No. 11, May, 1973.

²British Columbia Status of Women Council, Status Anyone? (Vancouver: August, 1972), p. 24.

³Robin Dorr, op. cit.

Areas of Neglect

Dorr,¹ Chester,² Seltz,³ Shack,⁴ and Lieberman⁵ referred to areas of women's rights in education which have been neglected in the past. These include recruitment and hiring practices, training, promotion, maternity leave, retirement, and pay.

Dorr mentioned a survey by the American Council on Education in 1969 which indicated that 63 per cent of college and university faculty women were paid less than \$10,000 per year while only 28 per cent of the men were. She also referred to the 1969 Handbook on Women Workers published by the United States Women's Bureau which showed that the median annual salary of women instructors was \$410 less than men's, and women professors earned \$1,119 less than male professors.⁶ Seltz reported that the 1971 mean salary of women public school teachers in the United States was \$8,953 whereas that of men was \$9,854.⁷ She also claimed that extracurricular jobs held by men

¹Robin Dorr, op. cit.

²Chester M. Nolte, "Women's Rights in Education: The Same as Yours, Man," The American School Board Journal, 160 (January, 1973), p. 63.

³Judith Seltz, "Women Teachers Means Second-Class Professional," Teacher, 90 (September, 1972), p. 44.

⁴Sybil Shack, op. cit.

⁵Myron Lieberman, op. cit.

⁶Robin Dorr, op. cit., p. 10.

⁷Judith Seltz, op. cit., p. 44.

are better paid. A head coach, for example, may receive \$225-\$3,500 a year additional pay; a cheerleader advisor, on the other hand, will earn \$75-\$1,080.

Shack¹ wrote that the lower pay of women in education results from their lower academic and professional qualifications and their failure to be in the higher paying positions of the system.

Maternity leave provisions have been another area of neglect. In the United States, the courts and federal government have made it clear that compulsory maternity leaves are unconstitutional or illegal. A recent report in the Nation's Schools² noted a number of court cases whereby maternity leave policies were successfully challenged in the courts.

In higher education, reasons for the poor representation of women have been discussed. Dinerman³ claimed that women lack the drive and tenacity to undertake the demanding, time-consuming preparation needed for a successful academic career. Some factors which were found were the type of people recruited, the nature of the educational process leading to the doctorate, the inherent characteristics of the teaching function, and the absence of objective standards of evaluation.

¹Sybil Shack, op. cit., p. 12.

²Nation's Schools, Vol 90, No. 4, October, 1972, p. 10.

³Beatrice Dinerman, "Sex Discrimination in Academia," The Journal of Higher Education, XLIII (October, 1972), 519f.

Chalmers¹ wrote that the disproportionate utilization of men in higher education is the product of 1) lower levels of expectations on the part of women, 2) the use of criteria that can be better adapted to the needs and life styles of men, and 3) the unfair application of fair criteria. These in turn are caused by a number of factors: a male bias in curriculum materials, lack of child care facilities, inadequate health care for women, absence of maternity leave policies, nepotism regulations, policies against the admission or financial support of part-time students, policies against hiring of a university's own graduates, and a deliberate male bias in the enrolment or employment of women in an overwhelming enterprise.²

IV. ADMINISTRATIVE POSITIONS

One area of the educational system which needs to be closely examined for existing inequalities is the administrative level. An awareness of the problems already exists. The Toronto School Board, for example, established a special committee regarding selection of qualified women for positions of responsibility.³ It was evident that the current ratio of women in the supervisory academic positions gave the appearance of discriminatory selection procedures. In

¹E. L. Chalmers, "Achieving Equity for Women in Higher Education Graduate Enrolment and Faculty Status," The Journal of Higher Education, XLIII (October, 1972), 519f.

²Ibid.

³Minutes of the Toronto Board of Education, May 4, 1972, pp. 286-289. (Mimeographed).

British Columbia, the Vancouver Sun¹ reported the recent appointment of the first woman district superintendent of schools in the province.

According to The Report of the Royal Commission on the Status of Women in Canada,² the most serious obstacle to women's advancement in management was employers' belief that senior positions are for men. It also found other existing barriers in the country included 1) attitudes that women are unwilling to assume responsibility, 2) reluctance of men and women to work for women, 3) women's lack of time and energy for additional responsibility, 4) the belief that working women have a high turnover and absentee rates, 5) less likelihood that women will increase their educational status, 6) women's inexperience in the work force, and 7) the interference of marriage with a career.

Seltz³ claimed that women do not want administrative work. They sense their efforts are useless. Also parents themselves prefer men administrators as it is believed that they are stronger disciplinarians. The Manitoba Teachers' Society⁴ found that cultural barriers are a main cause of women's lower status in administrative ranks.

¹Leslie Peterson, "In Vanguard of Change," Vancouver Sun, May 14, 1973, p. 36.

²Canada, Royal Commission on the Status of Women in Canada, Report of the Royal Commission on the Status of Women in Canada (Ottawa: Information Canada, 1970), p. 93f.

³Judith Seltz, op. cit., p. 44.

⁴Manitoba Teachers' Society, Brief to the Royal Commission on the Status of Women (Winnipeg: Manitoba Teachers' Society, 1968), p. 4.

Lewis¹ offered three reasons for the present situation. Women's own attitudes hinder their advancement; their first loyalty is to their families which fact results in irregular work patterns. They have little interest in promotion, according to Lewis, and are reluctant to assume responsibility. Most employees, he added, prefer to be supervised by males.

Beck² did a study on an analysis of conditions that deterred or impeded occupational advancement of married women college graduates working in business offices. She found the personal and socio-economic backgrounds of the women, characteristics of the positions held, business and practices of employing firms, and points of view expressed by the women themselves were important factors in the analysis. The determinants influential in attaining a managerial position were supplementary training past an undergraduate degree, continuance with the firm, high socio-economic status, size of the firm, and maturity and poise of the individual.

Willmarth³ found that younger women were more likely to be interested in the career aspects of a job whereas older women were

¹Edwin C. Lewis, Developing Women's Potential (Ames, Iowa: Iowa State University Press, 1968), p. 133.

²Esther Lily Beck, "An Analysis of Selected Factors Relevant to the Employment Status in Business Offices of Married Women College Graduates" (unpublished Ph. D. dissertation, University of Indiana, 1963). (ERIC.)

³John Gary Willmarth, "Factors Affecting the Vocational Choice of Women of Different Ages Selecting Clerical and Secretarial Occupations" (unpublished Ed. D. dissertation, 1969). (ERIC.)

more likely to be interested in the immediate conditions and rewards surrounding jobs; the latter were concerned with money, state of health and luxuries. The factors he considered were health, intelligence, interests, previous job experience, stated reasons for present occupational choice, knowledge of employment opportunities and job requirements, influence of parents, teachers, and other people, and the socio-economic status of husbands, parents and friends.

V. SOME SELECTED FACTORS

The review of related literature revealed that a number of factors have been discussed in several areas to account for the proportionately fewer women in administrative and managerial positions. The remaining discussion in this chapter will include a review of the following items used in Part I of the questionnaire: women's personal characteristics and background, their aspirations, encouragement of women to seek advancement, and men and women's attitudes toward female promotion to managerial positions. Finally, the literature related to the three selected factors used in Part II of the questionnaire will be discussed: woman's role conception, role conflict, and conditions within the educational system.

Personal Characteristics and Background

Each female teacher has her individual traits and background which affect her work and entry into administrative positions. Newsweek¹ reported that women who are promoted to managerial positions have to possess exceptional drive and more ability than their male

¹"Women at the Top," Newsweek, June 26, 1966, p. 77.

peers. Gardner¹ found that single women more successfully attain administrative positions than do married women. A master's degree is a requisite to an administrative position. Although women tend to become administrators primarily between the ages of twenty-five and thirty-five, they do however, become administrators anytime from age twenty to fifty. She also found that personal characteristics necessary are the ability to understand people, ability to organize, and a willingness to accept responsibility. Most of the women administrators in her study reached their status on their own initiative.

Aspirations

A female teacher's aspirations are closely linked to other factors such as background and personal characteristics. Lewis² referred to a study by D. Wolfe in 1954 in which several hundred women in higher level positions in industry and business were asked what position they would like to hold five years in the future. Only 40 per cent hoped to be promoted or in some way get ahead in their jobs. The majority preferred to remain where they were or to transfer to a similar job elsewhere.

Another study Lewis discussed³ was one by Livingstone in 1951. She questioned several hundred women employees concerning their reasons for not wanting to be promoted. The most frequent explanations given were lack of self-confidence, domestic responsibilities, a desire to remain part of the group, and the lack of relationship between promotion and their self-esteem.

¹Helen Rogers Gardner, "Women Administrators in Higher Education in Illinois: A Study of Current Career Patterns" (unpublished Ph.D. dissertation, University of Indiana, 1966). (ERIC.)

²Edwin C. Lewis, op. cit., p. 287.

³Ibid., p. 288.

Cousins¹ wrote that some of women's reasons for being content with their status are their lack of ambition and self-confidence, and a fear of being unfeminine if successfully promoted. Bernard² concluded in her research that a woman's strongest wish is for marriage and a home. The continuation in the same or a similar job is a more frequent aspiration than promotion. McDonough³ agreed with this observation, indicating that men consider education as their life's work in most cases and therefore look forward to promotion. Nixon⁴ offered several reasons for women's failure to aspire to administrative positions. They are affected by traditional attitudes regarding their role; they have little desire to widen their sphere of influence; they believe that school boards prefer men; and married women find it impractical to take on additional responsibility.

It was interesting to note that a former trustee of the Wellington School Board of Education in Guelph, Ontario, was quoted as saying that, during his four years on the Board, not one woman applied for a principal's job.⁵

¹Margaret Cousins, "Why Women Don't Succeed," This Week Magazine (February 9, 1964), 10f.

²Jessie Bernard, Academic Women (University Park, Pennsylvania: Pennsylvania State University Press, 1964), p. 181.

³Bernice McDonough, "Women Haven't Got a Chance in our System," British Columbia Teacher, 46 (May-June, 1967), 356.

⁴Mary Nixon, "No Females Need Apply: Fact or Fiction," Alberta Teachers' Association Magazine, 52 (January-February, 1972), 13.

⁵"Must Apply," Winnipeg Tribune, May 2, 1973, p. 27.

Encouragement

The degree of encouragement a woman receives from her peers, superiors and family plays a role in her desire and attempt to become an administrator. Stafford¹ studied a group of eminent women in the fields of dentistry, law, medicine, educational and nursing administration to discover differences or similarities in their backgrounds which motivated them toward professional achievement. Parental encouragement toward education was the most frequently cited motivating factor.

Shack² referred to her father's attitude and encouragement in the treatment of his wife and daughters as an influence in her life.

The National Educational Association,³ Taylor,⁴ Neugarten,⁵ Nixon,⁶ and Lewis⁷ emphasized the need for people to help women develop as administrators by encouraging them to further their qualifications and apply for administrative positions in the school system. Such encouragement is reflected in men and women's attitudes toward female advancement.

¹Rita Lynn Stafford, "An Analysis of Consciously Recalled Motivating Factors and Subsequent Professional Involvement for American Women in New York State," (unpublished Ph.D. dissertation, New York University, 1967), (ERIC.)

²Sybil Shack, op. cit., p. 8

³National Education Association, "Wanted--More Women in Educational Leadership," (Washington: NEA, 1965). (ERIC.)

⁴Harris Taylor, "Women in Administration," American School and University, 36 (December, 1963), (ERIC.)

⁵Bernice Neugarten, "Education and the Life-Cycle," School Review, 80 (February, 1972), 215.

⁶Mary Nixon, op. cit.

⁷Edwin Lewis, op. cit.

Men's Attitudes

Expressed opinions and subtle attitudes encountered by women affect her entry into administration. Cousins¹ and Lewis² referred to masculine opposition to women's advancement into executive positions. On the other hand, Newsweek³ surveyed 300 of their readers to find out how men felt about working with women executives and how they felt about careers for their own wives. Half of the men stated they wouldn't hesitate to hire a woman for a top level job; 48 per cent of the respondents indicated that they had women associates.

Bass et al.⁴ presented a study in which 174 males employed full-time in business or industry were given a 56-item questionnaire examining attitudes toward women with reference to work. The statements represented stereotypes, attributes and issues about women on a five point scale. Information was also collected regarding age, marital status, job level and level of interaction with the women. The study revealed the need for attitude change among the managers, executives, and administrators toward the role of women in the work force.

¹Margaret Cousins, op. cit.

²Edwin Lewis, op. cit., pp. 112-115.

³"The Management Mystique," Newsweek, 8 (November, 1964).

⁴Bass et al., "Male Managers' Attitudes Toward Working Women," American Behavioral Scientist, 15 (November-December, 1971), 221-236.

The brief presented by the Canadian Teachers' Federation to the Royal Commission on the Status of Women¹ also dealt with male employers' attitudes. Women were found to be generally accepted on equal terms in the lower ranks of the teaching profession, but they encountered problems such as negative attitudes in trying to achieve positions of authority. A letter in the Winnipeg Tribune² reflected an attitude toward married women in the teaching ranks regardless of position. The male subscriber wrote that they should return to being homemakers and leave their jobs for other teachers in order to help solve Manitoba teachers' unemployment problems.

Hewer and Neubeck³ compared attitudes of men and women toward career involvement of married women in a study. It revealed definite differences in attitudes between the sexes. Women, as a group, indicated their preference to be homemakers and career women while men preferred the woman's role to be that of homemaker only.

McMillin⁴ also studied men's attitudes toward career involvement of married women. It was found that 35.5 per cent of the men

¹Canadian Teachers' Federation, Brief to the Royal Commission on the Status of Women (Ottawa: Canadian Teachers' Federation, 1968), pp. 8-9.

²Frank Poast, "Teaching Job Idea Offered," Winnipeg Tribune, May 30, 1973, p. 7.

³V. Hewer and G. Neubeck, "Attitudes of College Students Toward Employment Among Married Women," Personnel and Guidance Journal, 42 (1964).

⁴M. R. McMillin, "Attitudes of College Men Toward Career Involvement of Married Women," Vocational Guidance Quarterly, 21 (September, 1972), 8-11.

who were teaching majors preferred that their wives work in the profession after marriage until the time of children and then no further work unless absolutely necessary, and 44.8 per cent chose the option of working wives in the profession after marriage until time for children, then full-time devotion to family during the early childhood years, and return to the profession as the children grew older.

Women's Attitudes

Women themselves may help or hinder the entry of women into administrative positions. In such a way, a woman's aspirations toward these positions may be affected by other women's attitudes. The British Columbia Status of Women Council included an attitude scale in the second section of its questionnaire on the status of women in the province.¹ One of the items was "Men make better principals and superintendents than do women". Although 78 per cent of the respondents said they would support a woman as prime minister, only 58 per cent disagreed with the item concerning school administrators. The Council concluded that three-quarters of the women surveyed agreed with the idealistic concept, yet in reality half of them made a stereotyped response that men in fact did make better leaders.² The relationship of age, educational status and occupation of the respondents with their responses on all items revealed that age and educational status

¹British Columbia Status of Women Council, Status Anyone? (Vancouver: 1972), pp. 20-24.

²Ibid., p. 22.

influenced the attitudes more consistently.

A Chicago study of career women in 1970¹ concluded that women may be creating their own barrier to advancement by not accepting women bosses themselves. Wolfe² researched the relationship of women's work to marital status, age educational attainment, employment status, career pattern, socioeconomic class, and field of work. She found that work values of men and women differed. Women need to derive a sense of satisfaction and accomplishment from their work, as well as a fulfilment of their social needs.

Role Conception

As a result of several influences in her life, including the factors already discussed, a woman teacher will have her own self-image which determines many of her actions and affects decisions such as seeking an administrative position. Writers have discussed a variety of reasons for a woman's role conception, one of which is the socialization of women early in their lives, particularly during their own educational experiences.

Luce³ referred to role assignment whereby men are the role assigners and keep their own interests and prejudices in mind. Ancker-Johnson⁴ wrote about the tendency for a married woman's role to be

¹Harris Trust and Savings Bank, 1970 Study of Chicago Career Women, 23 pp. (ERIC.)

²Helen Bickel Wolfe, "Women in the World of Work," (September, 1969), 71 pp. (ERIC.)

³Clare Boothe Luce, "Woman: A Technological Castaway," Britannica Book of the Year, ed. Michel Silva (Toronto: Encyclopedia Britannica, Inc., 1973), p. 27.

⁴Betsy Ancker-Johnson, "Women's Lib and Physics," The Physics Teacher, 10 (December, 1972), 504.

dependent upon her husband's job, family and home. Shack¹ claimed that a woman is expected to try harder without being too noticeable, and to know that her place is to manipulate, not to lead. Delamater and Fidell² argued that the socialization of girls leads to dependency and an inferior self-image which in turn cause stereotypical feminine behavior. Women in general felt they could combine a career and marriage in a study by Matthews and Tiedman³ who examined attitudes of women regarding work involvement after marriage.

Garskof⁴ claimed that girls and boys are each taught the psychological characteristics necessary for them to be successful in their predetermined roles. Only if woman is to continue to be the traditional wife-mother is the present-day socialization of young girls adequate according to this writer.

There is a growing literature detailing the emphasis in education on traditional sex roles; a number of factors have been discussed in the sex role stereotyping of girls in the school system. Although writers claimed that children internalize their stereotype

¹Sybil Shack, op. cit., p. 14.

²John Delamater and Linda Fidell, "On the Status of Women: An Assessment and Introduction," American Behavioral Scientist, 15 (November-December, 1971), 163f.

³E. Matthews and D. V. Tiedman, "Attitudes Toward Career and Marriage and the Development of Life Style in Young Women," Journal of Counselling Psychology, 11 (1964), 375-384.

⁴Michele Hoffnung Garskof, op. cit., p. 3.

prior to entering public school, they put heavy blame on elementary schools for the reinforcement of family socialization process.

Educators such as Bernstein,¹ Sadker and Sadker,² McLure,³ and Levy⁴ discussed the sexual discrimination which occurs daily in the schools, referring to such practices as segregated classes and activities, teachers' attitudes, authority structures, different standards of dress, and the "hidden curriculum" which shapes the male and female roles. Rossi⁵ held that girls and boys are each taught the psychological characteristics necessary for them to be successful in their predetermined roles. McLure and McLure,⁶ advocating that educators must be made aware of sex-channeling, traced the role-reinforcement which emerges in early elementary school

¹Jean Bernstein, "The Elementary School: Training Ground for Sex Role Stereotypes," The Personnel and Guidance Journal, 51 (October, 1972), 84-160.

²Myra Sadker and David Sadker, "Sexual Discrimination in the Elementary School," The National Elementary Principal, LIII (October, 1972), 41-45.

³Gail McLure, "Sex Discrimination in Schools," Today's Education, 60 (November, 1970), 33-35.

⁴Betty Levy, "Do Teachers Sell Girls Short?" Today's Education, 61 (December, 1972), 27-29.

⁵Alice Rossi, "Equality Between the Sexes: An Immodest Proposal," Roles Women Play: Readings Towards Women's Liberation, ed. Michele H. Garskof (Belmont, California: Wadsworth Publishing Co., 1971), p. 158.

⁶J. W. McLure and G. T. McLure, "Cinderella Grows Up: Sex Stereotyping in the Schools," Educational Leadership, 30 (October, 1972), 31-33.

through images in readers to the adolescent years when barriers exist in the form of courses, extracurricular activities and guidance and counselling.

Howe placed the blame for women being a passive majority of second-class citizens on education whereby they are led into their role by their culture.¹ Ancker-Johnson² referred to the educational system to emphasize her point about the reinforcement of male-female stereotypes.

Some studies on the issue of sex role stereotyping in schools have been published even though it is a relatively new area of research. In 1971 and 1972, Iglitzin³ conducted two studies dealing with sex stereotyping on school children in three suburbs of Seattle. The first study involved a series of questions designed to show stereotyping based on views of career and employment patterns, social roles in home and family, and the child's view of his/her future life as an adult. She found that stereotyping was common for both boys and girls. Fifth graders were thoroughly inculcated with a sex-typed view of home and household duties though the girls showed a slightly greater tendency to see both parents performing household tasks. Both sexes tended to see most traits as distinctly masculine

¹Florence Howe, "The Education of Women," Liberation Now! (New York: Dell Publishing Company, 1971), pp. 293-305.

²Betsy Ancker-Johnson, op. cit., p. 503.

³Lynne B. Iglitzin, "A Child's-Eye View of Sex Roles," Today's Education, 61 (December, 1972), 23-25.

or feminine. The pattern of traditional sex-typing which emerged in girls' views of social roles and personality traits carried over into their career aspirations and descriptions of their lives as adults. Iglitzin concluded that the degree of sex role stereotyping of major social roles in society was very strong by the fifth grade level.

In the follow-up study the next year,¹ an attempt was made to determine whether a relationship existed between strong adherence to traditional feminine values and weak political interest among girls. Questions explored political information and awareness. Once again it was found that sex stereotyping and "politicalization" proved inconclusive because the girls found little in politics to interest them during the testing. That in itself was significant; few girls could identify themselves in terms other than marriage.

Schlossberg and Goodman² examined contemporary society's socialization of girls and boys in a study designed to discover the degree to which elementary school children held stereotypes about occupations based on sex. Eighty-three per cent of the girls and ninety-seven per cent of the boys in their study chose an occupation traditionally reserved for their sex. The children were more inclined

¹Lynne B. Iglitzin, "A Child's-Eye View of Sex Roles," Today's Education, 61 (December, 1972), 23.

²N. K. Schlossberg and J. Goodman, "A Woman's Place: Children's Sex Stereotype of Occupations," The Vocational Guidance Quarterly, 20 (June, 1972), 266-270.

to exclude women from men's jobs than men from women's. The two researchers concluded that the children thought that a woman's place was in certain specified occupations: secretary-bookkeeper, household worker, elementary school teacher, waitress and nurse.

The opinion held by many writers that educational practices stereotype was supported in the Royal Commission on the Status of Women. In order to illustrate its finding that formal education reinforces the sex-role differentiation established in early childhood, the Commission¹ discussed a number of ways in which schools and teachers play their part in the process. The same factors were referred to by other writers: curriculum materials, particularly textbooks, guidance and counselling programs, teacher attitudes and expectations, courses and activities, language, and school staffing patterns. Each of these is briefly discussed here.

Textbooks. Research on sex role stereotyping in textbooks ranged from children's readers to college history and sociology books. More concern has been voiced about this particular aspect of the process than any other. The Report of the Royal Commission on the Status of Women² examined textbooks used in the teaching or reading, social studies, mathematics, and guidance courses. Deploring the use of textbooks that provided so little recognition of the capabilities of women, it recommended that the country's educational system adopt

¹Canada, Royal Commission on the Status of Women, op. cit., p. 174.

²Canada, op. cit.

textbooks that portray women, as well as men, in diversified roles and occupations.¹

The Feminists on Children's Literature² studied more than 150 school readers to discover that the readers portrayed girls as being rarely able to solve problems; boys were usually observed doing things by the opposite sex. The group of women concluded that present books simply reinforce sex roles imposed by society; often females are not even featured.

Graebner found that elementary readers represent girls and women in traditional occupations, subordinate to males, and in a relatively passive state.³ She concluded that stories in recent readers continue to give unrealistic images of women in terms of biological functions, family roles and dress. Although there were some very slight changes, they did not approach reality of the situation as it exists today.

An analysis by Women on Words and Images (WOW), Dick and Jane as Victims: Sex Stereotyping in Children's Readers,⁴ was initiated to find a reading series which portrayed girls and boys in a non-stereotyped way. The two-year study of 134 books from twelve

¹Canada, op. cit., p. 175.

²Feminists on Children's Literature, "A Feminist Look at Children's Books," School Library Journal, 17 (January, 1971), 19-24.

³D. B. Graebner, "A Decade of Sexism in Readers," The Reading Teacher, 26 (October, 1972), 52-58.

⁴Women on Words and Images, Dick and Jane as Victims: Sex Stereotyping in Children's Readers (Princeton, New Jersey, 1972).

different publishers revealed that no such texts were in existence. The books reinforced sexism, limited girls' aspirations, and lowered their self-esteem. The writers used this particular study to indicate that the message children are getting in school readers is unfair and unbalanced in terms of real life.

DeCrow¹ did a content analysis of social studies textbooks and readers put out by ten companies. She found that no women worked outside the homes except as teachers or nurses, that no man was shown as doing anything except going to work outside the home as a full-time occupation, and that the decision-making for the family was done by men. Male involvement dealt with activities; female involvement meant emotions.

The majority of the articles and research done in the area of sex role stereotyping in textbooks refer to the United States situation. The study² released by the Manitoba Human Rights Commission in 1971 revealed that findings are similar in Manitoba. Forty-two social studies textbooks used from grades four to twelve in Manitoba schools were reviewed in order to assess in what ways, if any, they reflected bias against minority groups and women. The researchers found that women were discriminated against in three ways: omission, stereotyping, and imbalanced treatment. They were pictured as passive, less

¹Karen DeCrow, "Look, Jane, Look! See Dick Run and Jump! Admire Him!" Sex Differences and Discrimination in Education, ed. Scarvia Anderson (Worthington, Ohio: Charles A. Jones Publishing Co., 1972), 44-49.

²Pamela Atnikov, Irma Oleson and Glen McRuer, "A Study of Social Studies Text-Books Approved for Use in Manitoba Schools" (Winnipeg: Manitoba Human Rights Commission, 1971). (Mimeographed).

productive than men, and subordinate to their husbands. Role stereotypes were those of housewife and consumer of household goods, as well as the doll-like girls. Many books contained little or no information about women in Canadian history. Recommendations included removal from the curriculum of six texts and the establishment of standards for screening of future texts.

American high school history textbooks were the subject of Trecker's article¹ in which an analysis of the treatment of women was presented based on an examination of more than a dozen of the most popular history books. Conclusions once again showed that women were depicted in a passive role, rarely shown fighting for anything in history, and omitted from topics discussed and by the kinds of topics chosen for discussion.

Writers' discussion of sex role stereotyping in textbooks did not stop with readers and social studies texts. Kirschner² examined ten randomly selected sociology books at the college level to show that students are not exposed to a systematic analysis of the role of women in society. She found that five books failed to index a reference to women, and five out of ten referred to the basically egalitarian structure of the contemporary American home.

¹J. L. Trecker, "Women in US History High School Textbooks," Social Education, 35 (March, 1971), 249-260.

²Betty F. Kirschner, "Introducing Students to Women's Place in Society," American Journal of Sociology, 78 (January, 1973), 1051-1054.

Scully and Bart¹ looked at twenty-seven gynecology texts written between 1943 and 1973. Their analysis revealed that a continuing tendency exists to present traditional views of female sexuality and personality. Women were stereotyped primarily as wives and mothers and as having a lesser capacity for sex.

It can be seen that there is a growing concern on the part of writers with sex role stereotyping in textbooks. Even though children are exposed to it before they enter school, readers, social studies and other texts, tend to give official approval to the process according to the review of writings. The message conveyed to girls is that they should be passive, submissive and docile. Their role is that of servant, admirer, observer, and sex object. Such depicted role models and behavior patterns have an impact on a girl's image of herself, according to writers, which affect her throughout her life.

It was interesting to note that administrators themselves did not seem to be aware of sexism in textbooks. An opinion poll taken by Nation's Schools² in December, 1972, revealed that 84 per cent of those surveyed did not think that sex bias existed in curriculum materials. It was significant, however, that only 17 per cent had

¹Diana Scully and Pauline Bart, "A Funny Thing Happened on the Way to the Orifice: Women in Gynecology Textbooks," American Journal of Sociology, 78 (January, 1973), 1045-1050.

²"Schoolbook Sex Bias: Seek and Ye Shall Find?" Nation's Schools, 90 (December, 1972), 18.

made an effort to review textbooks regarding their portrayal of women. The indication was that 70 per cent would stop using texts showing bias if finances permitted. Nearly 40 per cent revealed that the issue would be given consideration when they next selected books.

Guidance and counselling services. The Report of the Royal Commission on the Status of Women in Canada was also concerned with the guidance and counselling services and materials in educational systems. It recommended that guidance brochures and other literature be reviewed and broadened to encourage girls to consider all occupations. Also it stressed the importance of guidance counsellors in helping students choose courses according to their aptitudes rather than their sex. Reference was made to guidance personnel who agree with the traditional patterns of male and female roles and discourage girls from considering a wide range of possibilities.¹ Particular mention was made of the role of family life education programs which should be established to deal with the changing roles of men and women in society.

Articles by Berry,² Gardner,³ Hansen,⁴ and Symth⁵ reiterated

¹Canada, op. cit., p. 182.

²Jane Berry, "The New Womanhood: Counselor Alert," The Personnel and Guidance Journal, 51 (October, 1972), 105-108.

³Joann Gardner, "Sexist Counselling Must Stop," The Personnel and Guidance Journal, 49 (May, 1971), 705-714.

⁴L. S. Hansen, "We are Furious (Female) But We Can Shape Our Own Development," The Personnel and Guidance Journal, 51 (October, 1972), 87-93.

⁵Val Symth, "Preparing Young People for the Changing Role of Women in Today's Society," (Winnipeg: Women's Action Group, 1973), 1-3. (Mimeographed).

the ideas found in the Report. According to those writers, counsellors and guidance teachers have a responsibility to help remedy the situation of sex role stereotyping. Girls must be helped to overcome the limited view they have of themselves and their prospects for the future. Counsellors who are unaware of the new trends and continue to adjust people to the situation are doing society a great disservice. The writers suggested that the first step is an examination of counsellors' own attitudes toward woman's role and contribution in society.

Sadker¹ claimed that all teachers treat male and female children differently and hold different expectations for each sex. Jacobs and Eaton² maintained that the key to the whole issue is teacher awareness, and that an increased sensitivity to such items as sexism in textbooks will help correct the situation.

A study undertaken by Levitin and Chananie³ tested two predictions about the responses of teachers to various sex/behavior pairings on forty white, female first and second-grade teachers selected from nine suburban, middle-class schools. They found that teachers clearly preferred dependent to aggressive behavior; significantly more approval was shown for dependent behavior, regardless

¹Myra Sadker, "Are You Guilty of Teaching Sex Bias?" Instructor, LXXXII (August-September, 1972), 80-81.

²Carol Jacobs and Cynthia Eaton, "Sexism in the Elementary School," Today's Education, 61 (December, 1972), 20-22.

³T. E. Levitin and J. D. Chananie, "Responses of Female Primary School Teachers to Sex-Typed Behaviors in Male and Female Children," Child Development, 43 (December, 1972), 1309-1316.

of the child's sex. The teachers clearly preferred the dependent girl to the other sex/behavior pairings; they showed significantly more liking for the dependent girls. The study indicated that the middle-class teachers adhered to a preference for children who behaved in traditionally sex-typed ways.

Comments made by C. M. Wilson, president of the University of Minnesota,¹ revealed an attitude held by many educators and parents alike. In talking about his own two daughters, he told of the different approach he and his wife used in discussing curriculum problems with the daughters and the son. There was a tendency to think of the son in terms of vocational and professional goals while marriage and family were uppermost in their minds for their girls.

Courses and activities. Another area of sex-typing is the provision of courses and activities. Chesboro² wrote that curriculum at all levels needs to be questioned and examined for how it serves women. Such practices as dividing girls and boys into home economics and industrial arts classes and giving girls guidance classes in motherhood and family care while the boys are exploring occupational possibilities must be abolished according to the writer. The Report on the Status of Women in Canada deplored the lack of policies and practices that would

¹O. M. Wilson, "A Woman is a Woman is a Woman," Education and a Woman's Life, ed. L. E. Dennis (Washington: American Council on Education, 1963), p. 1-8.

²Patricia Chesboro, "What About Equal Rights for Women?" Illinois Education, 60 (April, 1972), 142-146.

motivate and encourage girls to take part in a greater number and a more varied range of sports.¹

Writers such as Ahlum and Fralley² described the attempts being made to introduce courses in women's studies in order to deal with the issue of women's changing roles in society. Ahlum and Fralley referred to a junior high course in Boston where the teacher and students study the lives of women and children in an attempt to question the differential treatment of men and women, and a suburban high school course in Massachusetts which uses a variety of means to discuss the forces and institutions that affect women's lives.³ Another example given was a consciousness-raising program in a New York high school where students talk about their own sex-role socialization and that of women and men generally. Somerville⁴ wrote about the growth of women's courses on campuses in the United States as a result of such movements as women's liberation. It was her opinion that the impact of the programs would undoubtedly be felt in high schools and elementary schools, and that, if anything, they would create an awareness in girls of the sex role stereotyping they experience in the educational system.

¹Canada, op cit., p.

²Carol Ahlum and Jackie Fralley, "Feminist Studies," Today's Education, 61 (December, 1972), 26.

³Ibid.

⁴Rose M. Somerville, "Women's Studies," Today's Education, 60 (November, 1971), 35-37.

Other sources. Burr, Dunn, and Farquhar¹ illustrated how language is a means of sex role differentiation. They suggested that certain changes are needed in the English language to eliminate phraseology that reflects outdated assumptions concerning women. The use of "man" and "he" as examples of a type suggests to young readers that females are sub-standard; women were found to be excluded from the definitions of words such as "monarch." Among the many recommendations made by the writers were the elimination of "man" in occupational terms, an equal linguistic treatment of the sexes by citing females by their complete names and occupations whenever possible, and the elimination of demeaning terms such as housewife, squaw and weaker sex in printed material.

School staffing patterns continue to be a source of sex role stereotyping as already noted in this study. Evidence has been presented to support the concern with the shortage of female leaders in the educational system. Role conception as determined by the factors reviewed and its part in the entry of women teachers into administrative positions was one factor included in the second part of the questionnaire.

Role Conflict

A woman's self-concept which is the result of such factors as her family background and educational experience may lead to role conflict. In the case of a woman teacher such conflict may be a major obstacle to her advancement into administrative ranks in the teaching profession.

¹Elizabeth Burr, Susan Dunn, and Norma Farquhar, "Women and the Language of Inequality," Social Education, 36 (December, 1972), 841-845.

Johnson,¹ Baruch,² Ginzberg,³ Astin,⁴ and Spencer⁵ found that women's achievement motive in a career is associated with her family role. Role strain makes administrative positions difficult for women who must cope with the responsibilities of family and school situations according to Nixon.⁶ Ancker-Johnson⁷ also mentioned the pressure facing a single woman to conform to the expectations of society and marry rather than have a career as the prime force in her life.

The Conditions Within the Educational System

Women experience role conflict within the educational system as a result of existing conditions, policies and pressures created. Hoyle⁸

¹Beverley Johnson, "Does the Profession Suffer?" The Clearing House, 47 (November, 1972), 174-175.

²Rhoda Wasserman Baruch, "The Achievement Motive in Women: A Study of the Implications for Career Development," (Unpublished Ed. D. dissertation, 1966), 276 pp. (ERIC.)

³Elie Ginzberg, "Work in the Lives of Women," The Development of Human Resources, ed. Elie Ginzberg (Toronto: McGraw-Hill, 1966), 249-256.

⁴Helen Astin, The Woman Doctorate in America: Origins, Career, and Family (New York: Russell Sage, 1969).

⁵Bryon Spencer, "Married Female Labour Force Participation," (December, 1970), 100 pp. (ERIC.)

⁶Mary Nixon, op. cit., p. 13.

⁷Ancker-Johnson, op. cit., p. 504.

⁸John Hoyle, "Who Shall Be Principal?" The National Elementary Principal, 48 (January, 1969), 23-24.

discussed previous studies and his own which he conducted on men versus women in administration. One of his conclusions was that, in light of accumulating evidence, boards of education and superintendents would do well to avoid discrimination on the basis of sex. Delamater and Fidell¹ mentioned that structural changes are part of the action needed to improve woman's role in education. McDonough² found no written policies as such discriminating against women in British Columbia's system.

There was a noticeable lack of writings and research in the area of discriminatory practices in the hiring and promotion of women teachers in the educational system.

VI. SUMMARY

In reviewing the literature for this chapter in order to support the choice of the selected factors for the purpose of this study, it was found that many of the writers dealt with the various factors affecting the entry of women teachers into administrative positions as a combination of elements. It was difficult to find many researchers who had studied one particular aspect of the issue and presented concrete material on the matter.

The review of the literature, however, did support the idea

¹Delamater and Fidell, op. cit.

²Bernice McDonough, "Women Haven't a Chance in Our System," British Columbia Teacher, 46 (May-June, 1967), 354.

that women become members of the teaching profession with their individual role conceptions and aspirations resulting from their past experiences, particularly their educational backgrounds. Within the educational system, they face role conflict as a result of the stereotyped attitudes of both men and women, the responsibilities of career and home, and the conditions within the educational system. Consequently, the combination of their own self-concept, the attitudes of others, and the external pressures of the system either inhibit or permit their advancement into administrative positions.

CHAPTER III

RESEARCH PROCEDURES

The main purpose of this study was to examine selected factors related to the entry of women teachers into administrative positions of the Manitoba public school system. The factors were established by a review of the literature and were subsequently incorporated into a questionnaire. Responses to the questionnaire by women teachers as well as male and female administrators formed the data base of this study. In this chapter, the research procedures of the study are described.

I. INSTRUMENTATION

The questionnaire developed and used in this study (see Appendix A) was designed to obtain information about attitudes toward the administrative advancement of women. The questionnaire had two parts. Part I contained two sections.

Part I, Section A, consisted of a series of questions regarding the respondent's sex, age, marital status, parental educational background and occupation, parental family income, community background during high school years, experience in education, level of education, present position, job mobility, parental encouragement and financial support, administrative aspirations, success in securing administrative appointment, and attitudes toward work. This

section was to be completed by all respondents.

Part I, Section B, requested information of the women respondents only concerning their stage in the family cycle; employment pattern; number of children; age of youngest child; the expectations of their parents; spouse's attitude; reason for working; and personal experience with sex discrimination in applying for administration.

Part II of the questionnaire was to be completed by all respondents. It consisted of a series of forty-six items about attitudes toward three factors pertaining to women teachers: 1) role conception, 2) role conflict, and 3) conditions within the educational system. Part II, in effect, was composed of three subtests. Items dealing with role conception were designed to indicate the degree to which the respondent perceived woman's role in traditional terms. Role conflict items were designed to identify the degree to which a woman's career as an administrator was perceived to be in conflict with other aspects of the female role. The items dealing with conditions within the educational system were designed to indicate the degree to which each respondent perceived society and the educational system as an inhibitor to the advancement of qualified women into administrative positions. In this part of the questionnaire, the respondents reacted to each statement on a five-point scale: "Strongly Agree", "Agree", "Undecided", "Disagree", and "Strongly Disagree".

The reliability of the second part of the questionnaire was determined a priori by the Kuder-Richardson procedure. A pool of 101 items was presented to seventeen judges (five women and twelve

men) comprised of: four members of the Faculty of Education staff, University of Manitoba; four senior staff officers of the Manitoba Teachers' Society; four classroom teachers; and five graduate students at the Faculty of Education, University of Manitoba. The items finally chosen for inclusion in the questionnaire were those considered valid by most of the judges. The reliability coefficients for the three subtests--role conception, role conflict, and conditions within the educational system--were .681, .752, and .718 respectively. In the Kuder-Richardson procedure, a reliability coefficient of .60 is acceptable.

II. SAMPLING PROCEDURES

The respondents in this study were members of a five per cent stratified random sample of all female teachers and administrators and male administrators in the Manitoba public school system for the 1972-73 academic year. Population and sample data are shown in Table 4. Given the stratification of the total population by position and sex, the five per cent sample was generally adequate.

TABLE 4
RANDOM SAMPLE FOR QUESTIONNAIRE FIVE PER CENT TEACHING
POPULATION, PROVINCE OF MANITOBA, 1972-73

Position	Total Population	5% Sample
Regular classroom teacher (female)	5,806	290
Vice Principal (female)	94	5
(male)	276	14
Principal (female)	137	7
(male)	547	27
Central Office Administrative staff (female)	61	3
(male)	168	8
Total	7,089	354

III. DATA COLLECTION

The questionnaire was mailed to the 354 teachers and administrators with a follow-up questionnaire to non-respondents two weeks later, and a third reminder in another two weeks as outlined in Appendices B, C, and D. The percentage of responses at each of the three mailings is shown in Figure I. The total number of responses was 278, a rate of return of 78.5 per cent. Table 5 shows the distribution of responses by the three distinct groups within the sample. Of the 278 replies, 224 were from female teachers (77.2 per cent), twelve from female administrators (80 per cent), and forty-two from male administrators (85.7 per cent).

Table 5 shows the distribution of respondents by position and sex. Of the 290 female classroom teachers to whom the questionnaire was sent, 224 replied (77.2 per cent). Three of the five female vice principals (60 per cent) and twelve of the fourteen male vice principals (85.7 per cent) returned the questionnaire. Six of the seven female principals (86 per cent) and twenty-two of the twenty-seven male principals (81.4 per cent) answered. The questionnaire was completed by three female and eight male central administrative staff (100 per cent).

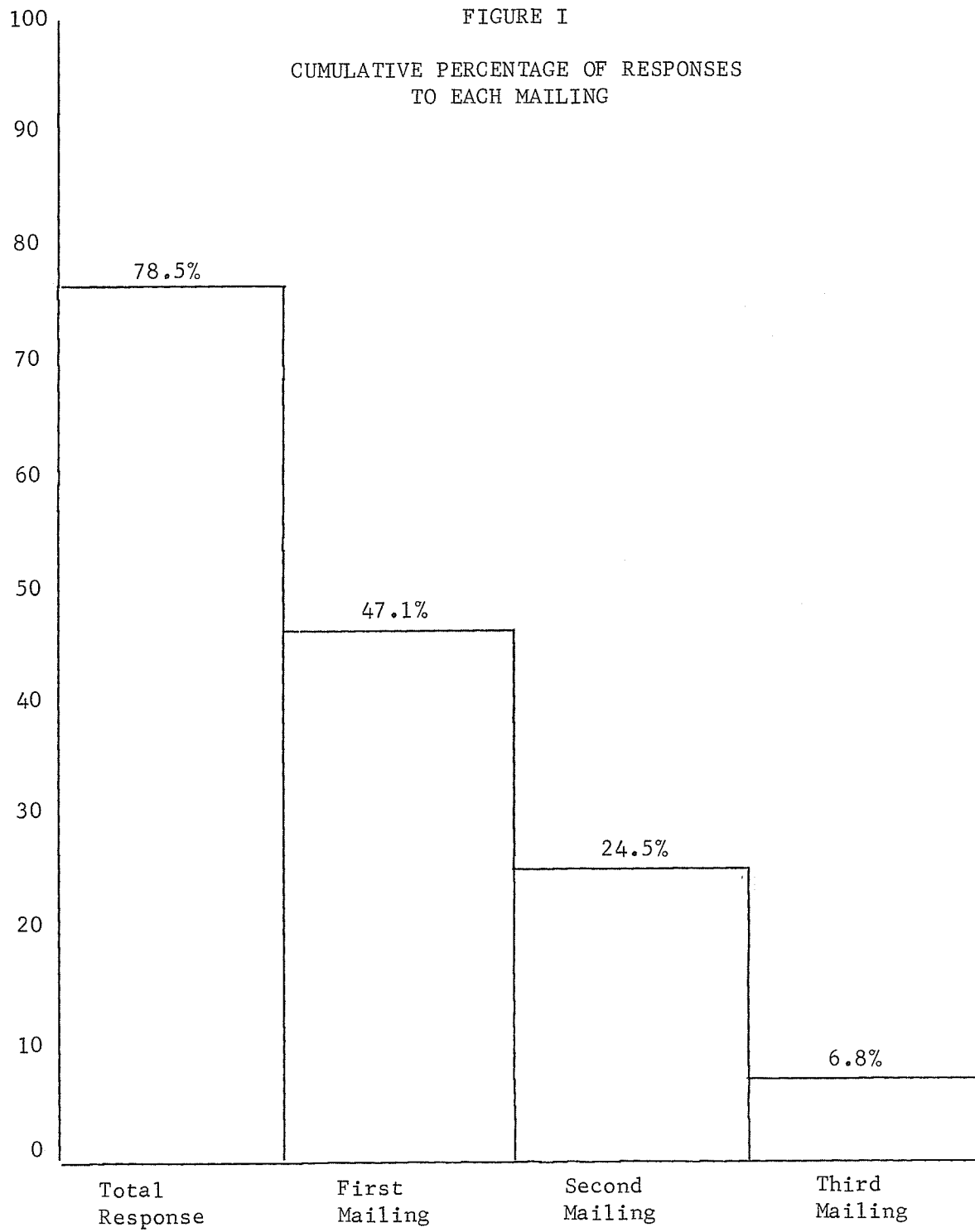


TABLE 5
 DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE
 BY POSITION AND SEX

Position	Total Sample	Total Respondents	
	n = 100%	n	%
Classroom teacher female	290	224	72.2
Vice Principal female	5	3	60.0
male	14	12	85.7
Principal female	7	6	86.0
male	27	22	81.4
Central office administrative staff female	3	3	100.0
male	8	8	100.0
Total	354	278	78.5

In the compilation of the returned questionnaires, it was found that 278 were usable for the description of responses to Part I of the questionnaire. Due to incomplete responses on Part II, however, eighteen replies were discarded for statistical procedures. As a result, the three groups within the sample--total female population, female administrators, and male administrators--numbered 221, 11, and 39 respectively.

A number of reasons may have accounted for the lack of response from 21.5 per cent of the sample. The questionnaire was mailed in June, a time when educators are caught in last minute tasks before school closes for the summer break. Some may have questioned the value and the nature of the questionnaire--this is suggested by the written comments of some respondents. Another reason may have been indifference to the topic of women's advancement in education or a more general apathy toward the completion of a questionnaire regardless of the content of the instrument.

IV. DATA ANALYSIS

The data from the returned questionnaires were transferred to computer cards to facilitate statistical analysis. Scoring of the second part of the questionnaire was done by assigning values of 1, 2, 3, 4 and 5 to positive items on the response scale, and 5, 4, 3, 2 and 1 to the negative items. Positive items were those which did not support traditional female roles as defined in chapter one; negative items were those which supported traditional female roles.

Treatment of the data was as follows. Factor analysis was used to reduce and validate the attitudinal items in Part II of the questionnaire. The t-test for independent samples was used to determine the significance of the difference between the responses to Part II of the questionnaire and the variables of Part I. These procedures will be discussed in this and the following chapter.

Factor Analysis

The second part of the questionnaire was comprised of forty-six statements designed to provide data measuring attitudes related to three factors: role conception, role conflict, and conditions within the educational system. The responses of the female population to the statements were subjected to factor analysis in order to validate the questionnaire and reduce the number of items for analysis. The rotated principal factor matrix is found in Table 6. A function of factor analysis is to eliminate weak statements and use the remaining ones as valid descriptors of a particular factor; only the items with strong loadings were considered.

The factor analysis carried out on the responses of the total female population to Part II of the questionnaire isolated three factors that could be used as descriptors of female attitudes. The cumulative per cent of variability accounted for by these factors was 38 per cent. The percentage of the total variance accounted for by Factor I was 18.2 per cent; Factor II, 14.1 per cent; and Factor III, 5.7 per cent. Variables (ie. statements) identified in Table 6 by an asterisk are those retained for each factor.

TABLE 6
ROTATED FACTOR MATRIX

	Cumulative per cent of variability accounted for by factors			Communality
	18.251	32.370	38.087	
	1	2	3	
Var 1	0.07514	0.61050*	0.05913	0.38185
Var 2	0.17981	0.34393	0.30346	0.24271
Var 3	0.04460	0.32078	0.16596	0.13243
Var 4	0.05358	0.75049*	0.02159	0.56657
Var 5	0.02499	0.61958*	0.13624	0.40306
Var 6	0.03190	0.72790*	0.04221	0.53264
Var 7	0.09553	0.34892	0.09834	0.14054
Var 8	0.23936	0.03650	0.30324	0.15058
Var 9	0.06455	0.15881	0.49480*	0.27422
Var 10	0.18159	0.05970	0.51180*	0.29848
Var 11	0.12163	0.37253	0.63850*	0.56126
Var 12	0.22224	0.23774	0.49841*	0.35432
Var 13	0.16460	0.14365	0.35316	0.17245
Var 14	0.19458	0.16340	0.30041	0.15481
Var 15	0.50150*	0.17539	0.06443	0.28641
Var 16	0.73995*	0.13490	0.07930	0.57201
Var 17	0.64547*	0.10330	0.01056	0.42742
Var 18	0.56021*	0.15408	0.17334	0.36763
Var 19	0.12626	0.21529	0.08232	0.06907
Var 20	0.56994*	0.23423	0.01196	0.37984

TABLE 6 continued

	Cumulative per cent of variability accounted for by factors			Communality
	18.251	32.370	38.087	
	1	2	3	
Var 21	0.07861	0.43115*	0.14084	0.21190
Var 22	0.00613	0.57776*	0.27396	0.40890
Var 23	0.07719	0.44902*	0.03144	0.20856
Var 24	0.04157	0.72761*	0.17894	0.56317
Var 25	0.00439	0.65897*	0.03947	0.43582
Var 26	0.19266	0.67489*	0.00034	0.49260
Var 27	0.48101	0.20207	0.13544	0.29055
Var 28	0.18361	0.13890	0.52223*	0.32573
Var 29	0.33473	0.19338	0.37279	0.28841
Var 30	0.14816	0.34487	0.66642*	0.58500
Var 31	0.08752	0.40004	0.57648*	0.50003
Var 32	0.09428	0.40369	0.61383*	0.54864
Var 33	0.57568*	0.26017	0.08559	0.40642
Var 34	0.69936*	0.04396	0.10778	0.50265
Var 35	0.24093	0.01343	0.57056*	0.38376
Var 36	0.45036*	0.02803	0.13219	0.22109
Var 37	0.74934*	0.07934	0.02317	0.56835
Var 38	0.67461*	0.16228	0.07097	0.48648
Var 39	0.34314	0.49107	0.17784	0.39053
Var 40	0.22980	0.61780*	0.20932	0.47830
Var 41	0.59215*	0.03895	0.10053	0.36226
Var 42	0.66439*	0.01939	0.01770	0.44211

TABLE 6 continued

	Cumulative per cent of variability accounted for by factors			Communality
	18.251	32.370	38.087	
	1	2	3	
Var 43	0.65147*	0.08189	0.06309	0.43511
Var 44	0.69414*	0.22839	0.06858	0.53870
Var 45	0.71550*	0.15075	0.09958	0.54458
Var 46	0.64927*	0.08378	0.04294	0.43041

* Variables (i.e. statements) retained in each factor for subsequent analysis

Factor I contains sixteen statements pertaining to conditions within the educational system. Items having the highest loadings (.74 and .73) relate to superiors' encouragement of women teachers to apply for administrative positions. Generally it would appear that attitudes of others, and the school system's policies and practices, in particular, provisions for maternal responsibilities, are the variables identified in this factor.

Factor II contains eleven statements dealing with the role conception of women teachers. The items with the highest loadings (.75 and .72) pertain to women's personality traits. Generally the eleven statements are concerned with women teachers' character traits and overall capacity to handle administrative jobs.

Factor III contains nine statements pertaining to women teachers' role conflict. The highest loadings (.66, .63, and .61) deal with a woman's administrative duties versus family responsibilities as did all other items on this factor.

V. SUMMARY

A description of the research procedures used in this study has been presented in this chapter. A questionnaire was used to obtain information about attitudes toward women teachers' entry into administration. It was mailed to a five per cent sample of female teachers and administrators and male administrators in the Manitoba public school system for the 1972-73 academic year, resulting in a 78.5 per cent return. Treatment of the data consisted of factor analysis to reduce and validate the attitudinal items in Part II,

and the t-test for independent samples to determine differences in perception between various groups within the sample. In the next chapter, a discussion of the overall response patterns is presented as well as the analysis of data by means of the t-test.

CHAPTER IV

ANALYSIS OF DATA

This chapter presents a description of the overall response patterns to the questionnaire¹ and describes the statistical treatment of the data by means of item analysis and the t-test. The first section of this chapter contains a descriptive summary of the responses to the questionnaire. The second section contains the results of the statistical analysis of the data by means of the t-test.² Eleven variables drawn from Part I of the questionnaire were compared with three factors from Part II.

I. DESCRIPTIVE ANALYSIS OF DATA

A summary of the responses to Part I of the questionnaire by three distinct groups within the sample is given in Table 7. These three groups, each discussed separately, are 1) total female respondents, including classroom teachers and administrators, 2) female administrators, and 3) male administrators. The following comments about the responses to individual questions in Part I give a general view of the three groups and the differences among them.

¹See Appendix E for unsolicited comments on the questionnaires.

²Reimer, Douglas, "Program 25", Statistical Package, Part B, (Winnipeg: University of Manitoba Computer Centre, 1972) pp. 76-78.

TABLE 7
DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE
PART I, SECTION A

Question	Total Female Sample n = 236		Female Administrators n = 12		Male Administrators n = 42	
	f	%	f	%	f	%
1. Sex	236		12		42	
2. Age						
a) under 24	43	18.2	0		1	2.4
b) 25-29	77	32.6	1	8.3	4	9.5
c) 30-34	17	7.2	0		6	14.2
d) 35-39	15	6.4	1	8.3	10	23.8
e) 40-49	40	17.0	3	25.0	11	26.2
f) 50 and above	35	14.8	7	58.3	9	21.4
g) no answer	9	3.8	0		1	2.4
3. Marital Status						
a) single	62	26.3	5	41.7	1	2.4
b) married	135	57.2	5	41.7	40	95.2
c) separated	4	1.7	0		0	
d) divorced	6	2.5	1	8.3	0	
e) widowed	14	6.0	0		0	
f) no answer	15	6.4	1	8.3	1	2.4
4. Male parents' <u>highest educational attainment</u>						
a) grade 8 or less	108	45.8	3	25.0	29	69.1
b) part high school	50	21.2	3	25.0	4	9.5
c) high school graduate	29	12.3	5	41.7	3	7.1
d) part college	20	8.5	0		1	2.4
e) college graduate	7	3.0	1	8.3	2	4.8
f) degree beyond bachelor's degree	9	3.8	0		1	2.4
g) no answer	13	5.5	0		2	4.8

TABLE 7 continued

Question	Total Female Sample n = 236		Female Admini- strators n = 12		Male Admini- strators n = 42	
	f	%	f	%	f	%
4. Female parents' <u>highest educational attainment</u>						
a) grade 8 or less	89	37.8	5	41.7	23	54.8
b) part high school	61	25.9	3	25.0	9	21.4
c) high school graduate	47	20.0	4	33.3	4	9.5
d) part college	15	6.4	0		0	
e) college graduate	10	4.2	0		1	2.4
f) degree beyond bachelor's degree	2	.9	0		1	2.4
g) no answer	12	5.1	0		4	9.5
5. Which one of the following categories best describes the <u>usual occupation</u> of the <u>head</u> of your <u>parental household</u>? (Male parent)						
a) professional	27	11.4	0		10	23.8
b) proprietor or manager	33	14.0	3	25.0	2	4.8
c) sales	3	1.3	1	8.3	1	2.4
d) clerical	12	5.1	0		0	
e) skilled worker	26	11.0	5	41.7	7	16.7
f) semi-skilled worker	16	6.8	0		5	12.0
g) service worker	7	3.0	1	8.3	2	4.8
h) unskilled worker	5	2.1	0		1	2.4
i) farmer or farm worker	84	35.6	1	8.3	13	31.0
j) homemaker	0		0		0	
k) no answer	23	9.8	1	8.3	1	2.4

TABLE 7 continued

Question	Total Female Sample n = 236		Female Administrators n = 12		Male Administrators n = 42	
	f	%	f	%	f	%
5. Which one of the following categories best describes the <u>usual occupation</u> of the <u>head</u> of your <u>parental household</u> ? (Female parent)						
a) professional	24	10.2	0		2	4.8
b) proprietor or manager	5	2.1	1	8.3	0	
c) sales	5	2.1	0		0	
d) clerical	13	5.5	0		0	
e) skilled worker	6	2.5	2	16.7	2	4.8
f) semi-skilled worker	3	1.3	0		0	
g) service worker	2	.9	0		1	2.4
h) unskilled worker	2	.9	0		0	
i) farmer or farm worker	4	1.7	0		1	2.4
j) homemaker	118	50.0	5	41.7	20	47.6
k) no answer	54	22.9	4	33.3	16	38.1
6. Were <u>both</u> your <u>parents</u> <u>working</u> <u>members</u> outside the home?						
a) yes	48	20.3	1	8.3	6	14.3
b) no	177	75.0	11	91.7	34	81.0
c) no answer	11	4.7	0		2	4.8

TABLE 7 continued

Question	Total Female Sample n = 236		Female Admini- strators n = 12		Male Admini- strators n = 42	
	f	%	f	%	f	%
7. Which one of the following is the appropriate <u>income category</u> for your <u>parental family</u> ? (Consider annual income from all sources before taxes.)						
a) less than \$5,000 per year	55	23.3	3	25.0	13	31.0
b) \$5,000-\$9,999	65	27.5	3	25.0	15	35.7
c) \$10,000-\$14,999	39	16.5	0		6	14.3
d) \$15,000-\$19,999	9	3.8	0		0	
e) \$20,000 and more	13	5.5	0		3	7.1
f) I have no idea	30	12.7	4	33.3	2	4.8
g) no answer	25	10.6	2	16.7	3	7.1
8. Which one of the following best describes the <u>community</u> which you think of as your home town during your high school days?						
a) farm or open country	48	20.3	1	8.3	11	26.2
b) village	59	25.0	4	33.3	10	23.8
c) town	34	14.4	1	8.3	10	23.8
d) city (25,000 or less)	16	6.8	4	33.3	3	7.1
e) city (25,001 or more)	69	29.2	2	16.7	6	14.3
f) no answer	10	4.2	0		2	4.8

TABLE 7 continued

Question.	Total Female Sample n = 236		Female Admini- strators n = 12		Male Admini- strators n = 42	
	f	%	f	%	f	%
9. Your <u>present position</u> (level at which most time is spent)						
a) teacher (k-gr 3)	78	33.1	0		0	
b) teacher (gr 4-6)	60	25.4	0		0	
c) teacher (gr 7-9)	38	16.1	0		0	
d) teacher (gr 10-12)	34	14.4	0		0	
e) resource teacher	2	.9	0		0	
f) vice principal (elementary)	2	.9	2	16.7	4	9.5
g) vice principal (junior high)	0		0		3	7.1
h) vice principal (high school)	1	.4	1	8.3	5	11.9
i) principal (elementary)	5	2.1	5	41.7	13	31.0
j) principal (junior high)	1	.4	1	8.3	3	7.1
k) principal (high school)	0		0		6	14.3
l) supervisor, co-ordinator	3	1.3	3	25.0	4	9.5
m) central office administrator	0		0		4	9.5
n) other	2	.9	0		0	
o) no answer	10	4.2	0		0	
10. Your <u>experience</u> in education (number of years) (teaching)						
a) 1-3 years	55	23.3	0		3	7.1
b) 4-6 years	57	24.2	1	8.3	6	14.3
c) 7-10 years	36	15.3	1	8.3	12	28.6
d) 11-15 years	35	14.8	3	25.0	8	19.1
e) 16 years and more	43	18.2	7	58.3	11	26.2
f) no answer	10	4.2	0		2	4.8

TABLE 7 continued

Question	Total Female Sample n = 236		Female Administrators n = 12		Male Administrators n = 42	
	f	%	f	%	f	%
10. Your <u>experience</u> in education (number of years) (administration)						
a) 1-3 years	5	2.1	2	16.7	6	14.3
b) 4-6 years	3	1.3	3	25.0	15	35.7
c) 7-10 years	3	1.3	2	16.7	5	11.9
d) 11-15 years	1	.4	0		7	16.7
e) 16 years and more	6	2.5	5	41.7	3	7.1
f) no answer	218	92.4	0		6	14.3
11. Your <u>present level of education</u>						
a) grade twelve with teacher training	25	10.6	0		0	
b) letter of authority	1	.4	0		0	
c) some university courses and teacher training	111	47.0	3	25.0	1	2.4
d) bachelor degree and teacher training	82	34.8	6	50.0	28	66.7
e) master's academic degree and teacher training	4	1.7	1	8.3	3	7.1
f) master of education degree	3	1.3	2	16.7	5	11.9
g) master of education and academic master's degree	0		0		1	2.4
h) other	0		0		2	4.8
i) no answer	10	4.2	0		2	4.8

TABLE 7 continued

Question	Total Female Sample n = 236		Female Admini- strators n = 12		Male Admini- strators n = 42	
	f	%	f	%	f	%
12. Number of <u>years</u> of <u>experience</u> in <u>present school</u>						
a) one-two years	76	32.2	2	16.7	9	21.4
b) three-four years	70	29.7	2	16.7	8	19.1
c) five years and more	72	30.5	5	41.7	18	42.9
d) no answer	18	7.6	3	25.0	7	16.7
12. Number of <u>years</u> of <u>experience</u> in <u>present school</u> <u>division</u>						
a) one-two years	52	22.0	2	16.7	1	2.4
b) three-four years	58	24.6	0		4	9.5
c) five years and more	98	41.5	10	83.3	35	83.3
d) no answer	28	11.9	0		2	4.8
13. Did you receive parental encourage- ment						
a) to attend univer- sity for a degree program?						
i) yes	116	49.2	6	50.0	32	76.2
ii) no	82	34.8	5	41.7	7	16.7
iii) no answer	38	16.1	1	8.3	3	7.1
b) to train as a teacher?						
i) yes	169	71.6	11	91.7	22	52.4
ii) no	52	22.0	1	8.3	18	42.9
iii) no answer	15	6.4	0		2	4.8

TABLE 7 continued

Question	Total Female Sample n = 236		Female Administrators n = 12		Male Administrators n = 42	
	f	%	f	%	f	%
14. Did you receive parental financial support to continue your education after grade twelve?						
a) yes	118	50.0	3	25.0	22	52.4
b) no	104	44.1	8	66.7	18	42.9
c) no answer	14	5.9	1	8.3	2	4.8
15. Which one of the following best indicates your <u>attitude</u> toward <u>advancement</u> in <u>teaching</u> ?						
a) content to hold present job without promotion until retirement	21	8.9	2	16.7	3	7.1
b) ready for promotion and not content until it is achieved	31	13.1	3	25.0	8	19.1
c) somewhat discontent because promotion has been delayed	4	1.7	0		0	
d) promotion long overdue	1	.4	0		0	
e) satisfied with job at present	162	68.6	6	50.0	28	66.7
f) other	1	.4	0		0	
g) no answer	16	6.8	1	8.3	3	7.1

TABLE 7 continued

Question	Total Female Sample n = 236		Female Administrators n = 12		Male Administrators n = 42	
	f	%	f	%	f	%
16. What is your expected <u>highest level of educational attainment</u> in your lifetime?						
a) grade twelve and teacher training	21	8.9	1	8.3	1	2.4
b) bachelor degree and teacher training	79	33.5	1	8.3	2	4.8
c) academic degree and bachelor of education	58	24.6	2	16.7	10	23.8
d) master's degree	47	19.9	7	58.3	21	50.0
e) doctoral degree	3	1.3	0		5	11.9
f) other	10	4.2	0		1	2.4
g) no answer	18	7.6	1	8.3	2	4.8
17. Which one of the following is the <u>highest position</u> you could capably <u>fill</u> at some time in your educational career?						
a) department head, team leader	48	20.3	0		0	
b) advisory, specialist, or resource person for teachers	84	35.6	2	16.7	5	11.9
c) vice principal	17	7.2	0		0	
d) principal	24	10.2	2	16.7	15	35.7
e) Department of Education administrative position	10	4.2	0		2	4.8
f) assistant superintendent	6	2.5	5	41.7	2	4.8
g) superintendent	5	2.1	2	16.7	13	31.0
h) Faculty of Education administrative position	4	1.7	0		1	2.4
i) no answer	38	16.1	1	8.3	4	9.5

TABLE 7 continued

Question	Total Female Sample n = 236		Female Admini- strators n = 12		Male Admini- strators n = 42	
	f	%	f	%	f	%
18. Have you ever applied for an <u>admini- strative position</u> within the Manitoba public school system?						
a) yes	17	7.2	9	75.0	36	85.7
b) no	211	89.4	3	25.0	5	11.9
c) no answer	8	3.4	0		1	2.4
19. If <u>yes</u> to #18, which one of the following <u>people</u> <u>influenced</u> you most to apply?						
a) your colleagues	3	1.3	0		0	
b) your immediate superior	2	.9	1	8.3	9	21.4
c) your superin- tendent	1	.4	1	8.3	4	9.5
d) a school board member	2	.9	1	8.3	1	2.4
e) your spouse	0		0		1	2.4
f) combination of the above	5	2.1	3	25.0	9	21.4
g) independent decision	5	2.1	3	25.0	10	23.8
h) other	0		0		3	7.1
i) no answer	218	92.4	3	25.0	5	11.9

TABLE 7 continued

Question	Total Female Sample n = 236		Female Administrators n = 12		Male Administrators n = 42	
	f	%	f	%	f	%
20. If <u>yes</u> to #18, which one of the following was the <u>main factor</u> influencing you to <u>apply</u> ?						
a) encouragement of others	5	2.1	1	8.3	3	7.1
b) challenge of position	7	3.0	5	41.7	19	45.2
c) financial incentive	0		0		2	4.8
d) prestige of position	0		0		1	2.4
e) leadership qualities	1	.4	1	8.3	4	9.5
f) experience and/or training	5	2.1	3	25.0	6	14.3
g) other	0		0		2	4.8
h) no answer	218	92.4	2	16.7	5	11.9
21. If <u>no</u> to #18, which one of the following is the <u>main factor</u> influencing you <u>not to apply</u> for an administrative position?						
a) lack of interest	64	27.1	0		0	
b) health reasons	4	1.7	0		0	
c) family responsibilities	39	16.5	0		0	
d) lack of self-confidence	8	3.4	0		0	
e) lack of academic and/or professional training	53	22.5	0		1	2.4
f) lack of contacts with influential people	2	.9	0		0	
g) age	10	4.2	0		0	
h) sex	0		0		0	
i) other	23	9.8	2	16.7	1	2.4
j) no answer	33	14.0	10	83.3	40	95.2

TABLE 7 continued

Question	Total Female Sample n = 236		Female Admini- strators n = 12		Male Admini- strators n = 42	
	f	%	f	%	f	%
22. If you <u>have</u> <u>applied</u> for an <u>administrative po-</u> <u>sition</u> and you were <u>successful</u> , which one of the following do you consider the <u>main factor</u> in your being appointed?						
a) age	0		0		0	
b) sex	0		0		0	
c) experience and/ or training	21	8.9	4	33.3	15	35.7
d) personality	8	3.4	2	16.7	2	4.8
e) leadership ability	13	5.5	4	33.3	18	42.9
f) contacts with influential people	4	1.7	0		0	
g) other	1	.4	0		1	2.4
h) no answer	189	80.1	2	16.7	6	14.3

Background Information on Total Sample

This part deals only with responses to Part I, Section A, of the questionnaire.

Age. The majority of female teachers in the sample (50.8 per cent) were below thirty years of age. Male administrators tended to be younger than female administrators. Of the female administrators in the sample, 83.3 per cent were forty years of age or more compared to 47.6 per cent of the male administrators. Only 8.3 per cent of the female administrators were thirty years of age or less compared to 26.1 per cent of the male administrators.

Marital Status. The majority of women teachers and the large majority of male administrators were married. Of the three groups, more female administrators were single. In the total female sample 26.2 per cent were single; 57.2 per cent, married; and 5.9 per cent, widowed. The female administrative group was made up of 41.67 per cent single women, 41.6 per cent married women, and 8.3 per cent divorced. One respondent did not answer this question. Of the male administrators, 2.3 per cent were single and 95.2 married.

Parents' Educational Attainment. The parental educational attainment of the majority of the respondents was high school education or less.

Occupation of the head of the parental household. Apparently this question was misinterpreted by the respondents. Many of them indicated both parents as head of the household. The total female population indicated that 25.4 per cent of their male parents were professionals, proprietors, or managers, whereas 35.5 per cent were

farmers or farm workers. Only 12.2 per cent of their female parents were professionals, proprietors, or managers; 50 per cent were homemakers.

The female administrators answered that 41.6 per cent of their male parents were skilled workers and 25 per cent were proprietors or managers; 41.6 per cent of their female parents were homemakers. Of the male administrators, 23.8 per cent reported that their male parents were professionals; 30.9 per cent indicated they were farmers or farm workers.

It should be noted that 22.8 per cent of the total female sample, 33.3 per cent of the female administrators, and 38.1 per cent of the male administrators did not reply to the question on their female parents' occupation. This may indicate that these respondents considered the male parent head of the household if they interpreted the question as intended.

Both parents working outside the home. The large majority of the respondents did not have both of their parents working outside the home. A negative reply was given by: 75 per cent of the total female sample; 91.6 per cent of the female administrators; and 80.9 per cent of the male administrators.

Parental family income. On the average, half of the respondents had parental family incomes of \$9,999 or less.

Community during high school years. The respondents tended to live on a farm, in a village, or a city during their high school years. Relatively few lived in a town.

Present position. The majority of the female respondents worked at the elementary level of the school system, either as teachers or

administrators. Those in central office positions tended to occupy staff rather than line positions. Male administrators were found at every level of the school system.

The total female sample consisted of 58.4 per cent teachers at the grade six level or lower. Of the female administrators, 58.3 per cent were at the elementary level; only 8.3 per cent were at the high school level. Of the 25 per cent female administrators in central office positions, all were supervisors rather than superintendents or assistant superintendents.

Experience in education. Almost half of the total female respondents were in the first six years of their teaching career; they had little administrative experience as a group. The female administrators had twice as much teaching experience and six times as much administrative experience as the male administrators.

Of the total female sample 47.4 per cent had six years or less teaching experience; 58.3 per cent of the female administrators had sixteen years or more teaching experience compared to 26.1 per cent of the male administrators. Eleven per cent of the total female respondents indicated they had administrative experience; 4.6 per cent of these had ten years or less. Of the administrative groups, 41.6 per cent of the female and 7.1 per cent of the male administrators had sixteen or more years of administrative experience.

Education. A large majority of the female teacher sample had some exposure to university degree programs; more than one third were university graduates. All respondents had teacher training. A small percentage had graduate degrees.

Of the total female respondents, 47 per cent had some university courses and teacher training; 34.7 per cent had a bachelor's degree and teacher training. Only 2.9 per cent had a graduate degree. Fifty per cent of the female administrators and 66.6 per cent of the male administrators had a bachelor's degree and teacher training; 25 per cent of the women and 21.4 per cent of the male administrators had a graduate degree.

Mobility. All three groups of respondents indicated that they were inclined to work in the same division, if not the same school. Of the total female respondents, 30.5 per cent replied that they had five years or more experience in the same school; and 41.5 per cent had five years or more experience in the same division. Of the female administrators, 41.6 per cent had been in the same school for five or more years compared with 42.8 per cent of the male administrators. Eighty-three per cent of both administrative groups had been in the same division for five years or more.

Parental encouragement. Almost twice as many women were encouraged by their parents to train as teachers rather than to take a university degree program. More men administrators were encouraged to choose the latter.

Forty-nine per cent of the female respondents indicated that they had received parental encouragement to attend university for a degree program; 71.6 per cent received similar encouragement to train as teachers. Fifty per cent of the female administrators were given parental encouragement to take a university degree program, compared to 76.1 per cent of the male administrators. Ninety-one per cent of

the female administrators were encouraged to become teachers compared to 52.3 per cent of the male respondents.

Financial support. The female administrators received less parental financial support than did the other two groups. Parents gave assistance to 50 per cent of the total female respondents, 25 per cent of the female administrators, and 52.3 per cent of the male administrators.

Attitude toward advancement. On the whole, respondents in the three groups indicated satisfaction with their present jobs. Of the three, more female administrators said they were ready for promotion. Only one female respondent replied that promotion was long overdue, and 13.1 per cent of female respondents said that they were ready for promotion and not content until it was achieved. Twenty-five per cent of the female administrators indicated they were ready for promotion compared to 19 per cent of the males.

Expected level of educational attainment. Twice as many administrators of both sexes aspired to graduate degrees than did female teachers. Total female responses showed that 21.1 per cent of the group aspired to complete graduate degrees, whereas 58.3 per cent of the female and 50 per cent of the male administrators expected to attain the master's level. Twelve per cent of the male respondents aspired to a doctoral degree.

Expected highest position in education. Women respondents aspired more to staff positions than line positions. Of the female respondents, 35.6 per cent saw themselves in advisory, specialist or resource person roles compared with 10.1 per cent who aspired to a principalship and

4.6 per cent to the superintendency or assistant superintendency.

Female administrator respondents aspired to four positions: advisory or specialist roles (16.6 per cent), principal (16.6 per cent), assistant superintendent (41.6 per cent), and superintendent (16.6 per cent). Male administrator responses varied with 35.7 per cent aspiring to the role of principal and 30.9 per cent to that of superintendent.

Application for administration. Less than ten per cent of the women teachers in the sample had ever applied for an administrative position. Of the total female population, only 7.2 per cent had sought an administrative position. Of the two administrative groups, 75 per cent of the women and 85.7 per cent of the men had applied for their jobs. It is assumed that the remaining percentage in each group was appointed without application.

Influence of other people. No one person or group influenced women to apply for administrative positions whereas one-third of the male administrators were influenced by superiors. The other two-thirds either made an independent decision or were influenced by a combination of people.

Main factor for application. The challenge of the position and experience or training were the two main factors leading people to apply for administrative positions. A third factor was encouragement by others.

Seven of the respondents in the total female sample who applied for an administrative position indicated the challenge of position was the main factor. Five respondents gave encouragement of others as

the reason for their application, and five indicated experience or training. Twenty-five per cent of the female administrators answered that experience or training was the main factor in their decision to apply, and 41.6 per cent did so because of the challenge of the position. The latter reason was also given by 45.2 per cent of the male administrators.

Main factor for no application. Three main reasons were given by women teachers who did not apply for administrative positions: lack of interest (27.1 per cent), lack of experience or training (22.4 per cent), and family responsibilities (16.5 per cent).

Main factor in appointment. Two main reasons were given for attainment of administrative positions by the administrators: experience or training (33.3 per cent of the women and 35.7 per cent of the men), and leadership ability (33.3 per cent of the women and 42.8 per cent of the men).

Background Information on Female Respondents

This part deals only with responses to Part I, Section B, of the questionnaire which was answered by the total female sample and the female administrators. The replies are given in Table 8.

Number of children. The majority of the total female respondents had no children (58.9 per cent); 29.6 per cent had one to three children; and 7.6 per cent had four or more. Of the female administrators, 58.3 per cent had no children, and 33.2 per cent had one to three children.

Age of youngest child. Of the women respondents who had children, the majority had children of school age. In the total female

DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE
PART I, SECTION B

Question	Total Female Sample n = 236		Female Administration n = 12	
	f	%	f	%
23. <u>Number of children</u>				
a) none	139	58.9	7	58.3
b) one	20	8.5	1	8.3
c) two	30	12.7	1	8.3
d) three	20	8.5	2	16.7
e) four	8	3.4	0	
f) five and more	10	4.2	1	8.3
g) no answer	9	3.8	0	
24. <u>Age of youngest child</u> (if applicable)				
a) infant (3 years or under)	16	6.8	1	8.3
b) pre-school (4-5 years)	9	3.8	0	
c) elementary school (6-12 years)	22	9.3	1	8.3
d) high school (13-17 years)	18	7.6	1	8.3
e) adult (18 years or more)	21	8.9	1	8.3
f) no answer	150	63.6	8	66.7
25. <u>Women without children only</u>				
a) Do you <u>expect to have children</u> if circumstances permit?				
i) yes	106	44.9	0	
ii) no	33	14.0	5	41.7
iii) no answer	97	41.1	7	58.3
b) If <u>yes</u> to a), what do you <u>expect your employment pattern</u> to be?				
i) limited absence from labour force for child-bearing, then return (maternity leave)	23	9.8	0	
ii) out of labour force for period of child-rearing, then return	32	13.6	0	
iii) part-time employment during child-rearing, then return	32	13.6	0	
iv) out of labour force completely after first child is born	16	6.8	0	
v) other	1	.4	0	
vi) no answer	132	55.9	12	100.0

TABLE 8 continued

Question	Total Female Sample n = 236		Female Administration n = 12	
	f	%	f	%
26. <u>Women with children only.</u> What has your employment pattern been?				
a) limited absence from labour force for child-bearing, then return	32	13.6	3	25.0
b) out of labour force for period of child-rearing, then return	32	13.6	1	8.3
c) part-time employment during child-rearing	9	3.8	0	
d) other	10	4.2	1	8.3
e) no answer	153	64.8	7	58.3
27. <u>Women with children only.</u> Which one of the following was the <u>main factor</u> in your work- ing after your children were born?				
a) age of children	2	.9	0	
b) need for income	36	15.3	3	25.0
c) fringe benefits in teaching	0		0	
d) interest in a career	27	11.4	1	8.3
e) need for activity outside the home	13	5.5	0	
f) spouse's encouragement	0		0	
g) availability of a job	3	1.3	0	
h) other	5	2.1	1	8.3
i) no answer	150	63.6	7	58.3
28. <u>Married women only.</u> What is your <u>spouse's attitude</u> toward your advancement in teaching?				
a) encourages	60	25.4	1	8.3
b) approves	54	22.9	3	25.0
c) indifferent	19	8.1	1	8.3
d) disapproves	9	3.8	0	
e) prevents	0		0	
f) no answer	94	39.8	7	58.3

TABLE 8 continued

Question	Total Female Sample n = 236		Female Administration n = 12	
	f	%	f	%
29. Which one of the following is your main reason for working?				
a) support of family	26	11.0	1	8.3
b) desire for a career	65	27.5	4	33.3
c) need for supplementary income	30	12.7	2	16.7
d) need for activity outside the home	32	13.6	0	
e) love of classroom and children	42	17.8	2	16.7
f) other	9	3.8	2	16.7
g) no answer	32	13.6	1	8.3
30. If you <u>have applied</u> for an <u>administrative position</u> and you were <u>unsuccessful</u> , which one of the following do you consider the <u>main factor</u> in your not being appointed?				
a) age	3	1.3	0	
b) sex	1	.4	0	
c) experience and/or training lacking	10	4.2	0	
d) unproven leadership ability	3	1.3	0	
e) lack of contacts with influential people	3	1.3	0	
f) lack of seniority	4	1.7	0	
g) other	2	.9	0	
h) no answer	210	89.0	12	100.0
31. Do you believe you have experienced any form of <u>sex discrimination</u> in seeking an <u>administrative position</u> in the Manitoba public school system?				
a) yes	16	6.8	2	16.7
b) no	68	28.8	8	66.7
c) no answer	152	64.4	2	16.7

sample, 6.7 per cent had infant children, 3.8 per cent pre-schoolers, and 16.9 per cent had children of elementary and high school age. Ages of the four female administrators' children varied from infancy to adulthood.

Expected employment pattern. The majority of women respondents expected to either remain in the teaching force or to return to teaching after family responsibilities permitted.

In the total female sample, 44.9 per cent of the women indicated that they would have children if circumstances permitted. Only 9.7 per cent expected to take maternity leave for child-bearing, whereas: 13.5 per cent would leave teaching for child-rearing, then return; 13.5 per cent would take part-time employment during child-rearing; and 6.7 per cent would no longer work after the birth of the first child. No female administrator expected to have children.

Past employment pattern. Of the total female sample, 13.5 per cent replied that they had taken a limited absence from the teaching force for child-bearing, and another 13.5 per cent said they had returned to teaching after child-rearing. Twenty-five per cent of the women administrators had taken maternity leave to have children.

Main factor for working after child-bearing. Three major reasons given by the women with children for working after child-bearing: need for income (15.2 per cent), interest in a career (11.2 per cent), and need for activity outside the home (5.5 per cent).

Spouse's attitude. The majority of the married female respondents indicated that their spouses either encouraged or approved of their advancement in teaching: 48.3 per cent of the total female sample and

31.3 per cent of the female administrators. It should be noted that 39.8 per cent and 58.3 per cent of the two groups respectively did not answer this item because they were single.

Main reason for working. Four main reasons were given for working by the women respondents: desire for a career (27.5 per cent), need for activity outside the home (13.5 per cent), love of classroom and children (17.8 per cent), and need for supplementary income (12.7 per cent).

Reason for unsuccessful application. Of the women who had unsuccessfully applied for administrative positions, they gave one reason for failure to attain their goal: lack of experience or training. Only one woman indicated sex as the main reason for her rejection.

Sex discrimination. Sixteen women (7 per cent) of the total female sample, two of which were female administrators, believed that they experienced sex discrimination when they sought an administrative position in the Manitoba public school system. Four of the seventeen women (23.5 per cent) who indicated they had applied for administration said they experienced sex discrimination; two were administrators (16.7 per cent). Twelve other women who had not applied for administrative positions indicated they had experienced sex discrimination when they sought them. Apparently these twelve women respondents distinguished between "to apply" and "to seek".

Opinions of Female and Male Respondents

A description of the responses to Part II of the questionnaire

is given in Tables 9, 10, and 11. These tables show the percentage of responses in the three groups, indicating the number of respondents who strongly agreed, agreed, were undecided, disagreed, or strongly disagreed with each of the thirty-six attitude statements. The mean and standard deviation are also given for each item.

The distribution of the responses is grouped and discussed according to three factors: conditions within the educational system, role conception and role conflict. In the discussion of these three factors, the strongly agree and agree responses are grouped and reported as "agree" items, and the strongly disagree and disagree as "disagree" items. The two groups discussed in this part are the total female sample and the male administrators.

Conditions within the educational system. To what extent did the total female sample think that conditions within the educational system affected entry into administrative positions within the Manitoba public school system? Over 50 per cent of the group agreed with four of the sixteen attitude statements: "A school board will encourage male teachers rather than female teachers to apply for administrative positions", "The threat of withdrawal from the teaching profession due to child-bearing by women teachers affects their chances for promotion to administrative positions", "A school board prefers male applicants for administrative positions", and "School board members, superintendents and others in charge of promotion policy in a school system tend to hold the attitude that men teachers should have the first opportunity for promotion because they have families to support". It is obvious that there is a marked similarity among three of the four items.

TABLE 9

DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE, PART II
 FACTOR I: CONDITIONS WITHIN THE EDUCATIONAL SYSTEM

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
15. Society is biased against a woman administrator.			2.9	1.1			3.0	1.4			3.4	1.2
	SA	11	5.0		2	18.2			0			
	A	98	44.3		2	18.2			14	35.9		
	U	35	15.8		1	9.1			5	12.8		
	D	62	28.1		5	45.5			12	30.8		
	SD	14	6.3		1	9.1			8	20.5		
	NA*	1	.5		0				0			
	UN**	15			1				3			
16. A school board will encourage male teachers rather than female teachers to apply for administrative positions.			2.3	1.0			2.5	1.6			3.3	1.3
	SA	43	19.5		5	45.5			1	2.6		
	A	107	48.4		1	9.1			15	38.5		
	U	41	18.6		1	9.1			2	5.1		
	D	26	11.8		3	27.3			13	33.3		
	SD	4	1.8		1	9.1			8	20.5		
	NA	0			0				0			
	UN	15			1				3			

* No Answer

** Unusable

TABLE 9 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
17. Women teachers are not encouraged within the school system to further their qualifications for administrative positions.			2.8	1.2			2.9	1.5			3.7	1.0
	SA	26	11.8			3	27.3			0		
	A	81	36.7			2	18.2			8	20.5	
	U	33	14.9			0				2	5.1	
	D	70	31.7			5	45.5			21	53.9	
	SD	10	4.5			1	9.1			8	20.5	
	UN	15				0				0		
18. The threat of withdrawal from the teaching profession due to childbearing by women teachers affects their chances for promotion to administrative positions.			3.5	1.0			2.5	.9			2.9	1.1
	SA	23	10.4			1	9.1			2	5.1	
	A	109	49.3			6	54.6			18	46.2	
	U	49	22.2			2	18.2			4	10.3	
	D	36	16.3			2	18.2			12	30.8	
	SD	4	1.8			0				3	7.7	
	UN	15				0				0		
20. A school board has unofficial policies related to the promotion of women to administrative positions.			2.8	.8			2.7	1.2			3.8	.9
	SA	13	5.9			2	18.2			0		
	A	63	28.5			3	27.3			3	7.7	
	U	110	49.8			2	18.2			12	30.8	
	D	31	14.0			4	36.4			15	38.5	
	SD	3	1.4			0				9	23.1	
	UN	15				0				0		

TABLE 9 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
33. The school system as a whole discriminates against women teachers.			3.4	1.0			3.4	1.2			4.1	.9
	SA	10	4.5		1	9.1			1	2.6		
	A	34	15.4		2	18.2			2	5.1		
	U	45	20.4		1	9.1			4	10.3		
	D	109	49.3		6	54.6			19	48.7		
	SD	21	9.5		1	9.1			13	33.3		
	UN	2	.9		0				0			
34. A school board prefers male applicants to female applicants for administrative positions.			2.4	1.0			2.6	1.4			3.3	1.2
	SA	29	13.1		3	27.3			1	2.6		
	A	101	45.7		3	27.3			12	30.8		
	U	65	29.4		1	9.1			9	23.1		
	D	19	8.6		3	27.3			10	25.6		
	SD	5	2.3		1	9.1			7	18.0		
	UN	2	.9		0				0			
36. A school board will not hire a married woman teacher who is in her childbearing years for an administrative position.			3.1	.9			3.2	1.1			3.5	.9
	SA	6	2.7		0				2	5.1		
	A	32	14.5		4	36.4			1	2.6		
	U	118	53.4		2	18.2			14	35.9		
	D	48	21.7		4	36.4			19	48.7		
	SD	11	5.0		1	9.1			3	7.7		
	UN	6	2.7		0				0			
	UN	15			1			3				

TABLE 9 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
37. Women teachers are not encouraged by superiors within the school system to apply for administrative positions.			2.8	1.0			3.2	1.5			3.4	1.0
	SA	13	5.9						0			
	A	91	41.2						10	25.6		
	U	63	28.5						6	15.4		
	D	45	20.4						19	48.7		
	SD	8	3.6						4	10.3		
	UN	15							0			
38. A woman teacher has to be better qualified than a man teacher to attain administrative rank.			3.0	1.1			2.7	1.5			3.8	1.0
	SA	23	10.4						1	2.6		
	A	58	26.2						5	12.8		
	U	46	20.8						3	7.7		
	D	83	37.6						21	53.9		
	SD	10	4.5						9	23.1		
	UN	15							0			
41. School board members superintendents and others in charge of promotion policy in a school system tend to hold the following attitudes (please respond to all items): a) Women are not interested in administrative positions.			2.8	1.0			2.8	1.0			3.0	1.0
	SA	7	3.2						0		1	2.6
	A	99	44.8						6	54.6	16	41.0
	U	55	24.9						1	9.1	6	15.4
	D	53	24.0						4	36.4	15	38.5
	SD	5	2.3						0		1	2.6
	UN	15							0		0	

TABLE 9 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
b) Women won't bother to become well enough qualified to obtain administrative positions.			3.1	1.1			3.3	1.2			3.4	1.1
	SA	4	1.8		0				2	5.1		
	A	82	37.1		4	36.4			9	23.1		
	U	31	14.0		2	18.2			3	7.7		
	D	90	40.7		3	27.3			23	59.0		
	SD	12	5.4		2	18.2			2	5.1		
	UN	2	.9		0				0			
c) Men teachers should have the first opportunity for promotion because they have families to support.			2.7	1.2			2.6	1.0			3.3	1.1
	SA	29	13.1		1	9.1			2	5.1		
	A	91	41.2		5	45.5			9	23.1		
	U	36	16.3		2	18.2			6	15.4		
	D	48	21.7		3	27.3			20	51.3		
	SD	14	6.3		0				2	5.1		
	UN	3	1.4		0				0			
d) Women teachers and administrators are less adept than men teachers and administrators at handling discipline problems.			3.1	1.2			3.1	1.4			3.2	1.1
	SA	16	7.2		2	18.2			2	5.1		
	A	70	31.7		2	18.2			11	28.2		
	U	36	16.3		1	9.1			6	15.4		
	D	74	33.5		5	45.5			16	41.0		
	SD	23	10.4		1	9.1			4	10.3		
	UN	2	.9		0				0			
	UN	15			1			3				

TABLE 9 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
e) Women teachers are temperamentally and emotionally unsuited to administrative work.			3.3	1.2			3.5	1.6			3.6	1.0
	SA	13	5.9		2	18.2			1	2.6		
	A	53	24.0		2	18.2			5	12.8		
	U	44	19.9		0				7	18.0		
	D	80	36.2		3	27.3			21	53.9		
	SD	30	13.6		4	36.4			5	12.8		
	NA	1	.5		0				0			
f) Neither men teachers nor women teachers will work for women administrators.	UN	15			1				3			
			3.4	1.1			3.4	1.6			3.9	.8
	SA	10	4.5		2	18.2			0			
	A	37	16.7		2	18.2			3	7.7		
	U	53	24.0		0				5	12.8		
	D	88	39.8		4	36.4			26	66.7		
	SD	32	14.5		3	27.3			5	12.8		
NA	1	.5		0				0				
UN	15			1				3				

TABLE 10

DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE, PART II
FACTOR II: ROLE CONCEPTION

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
1. Women teachers should be given equal opportunity with men teachers for administrative training.	SA A U D SD NA UN	162 50 3 4 1 1 15	73.3 22.6 1.4 1.8 .5 .5	1.3 .7	10 1 0 0 0 0 1	90.9 9.1	1.1 .3	21 15 2 1 0 0 3	53.9 38.5 5.1 2.6	1.6 .7		
4. Women teachers are as suited as men teachers to administrative positions.	SA A U D SD NA UN	108 88 13 11 0 1 15	48.9 40.0 5.9 5.0	1.7 .8	9 2 0 0 0 0 1	81.8 18.2	1.2 .4	12 18 1 7 1 0 3	30.8 46.2 2.6 18.0 2.6	2.2 1.1		

TABLE 10 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
5. Women teachers are as adept as men teachers in handling discipline problems			2.0	1.0			1.5	.9			2.7	1.2
	SA	79	35.8		8	72.7			6	15.4		
	A	97	43.9		2	18.2			14	35.9		
	U	17	7.7		0				6	15.4		
	D	22	10.0		1	9.1			11	28.2		
	SD	4	1.8		0				2	5.1		
	UN	15	.9		0				0			
6. Women teachers are as tactful and diplomatic as men teachers			1.7	.9			1.8	1.2			2.1	1.1
	SA	105	47.5		6	54.6			12	30.8		
	A	89	40.3		3	27.3			19	48.7		
	U	14	6.3		0				2	5.1		
	D	9	4.1		2	18.2			5	12.8		
	SD	3	1.4		0				1	2.6		
	UN	15	.5		0				0			
21. Despite the ideal of equality of the sexes, there are certain jobs, like those of secondary principal and superintendent, which are too important to be held by a woman teacher.			4.3	.8			4.3	1.2			4.0	1.0
	SA	1	.5		0				2	5.1		
	A	13	5.9		2	18.2			2	5.1		
	U	12	5.4		0				3	7.7		
	D	99	44.8		2	18.2			21	53.9		
	SD	96	43.4		7	63.6			11	28.2		
	UN	15			0				0			
					1			3				

TABLE 10 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
22. Men teachers are less likely to get upset over small details than women teachers.			3.3	1.2			3.0	1.6			3.1	1.3
	SA	12	5.4		2	18.2			4	10.3		
	A	69	31.2		4	36.4			13	33.3		
	U	20	9.1		0				2	5.1		
	D	82	37.1		2	18.2			14	35.9		
	SD	38	17.2		3	27.3			6	15.4		
	UN	15			0				0			
23. Women teachers have the ability to offer and accept criticism objectively.			2.3	.8			2.3	.8			2.3	.7
	SA	25	11.3		1	9.1			3	7.7		
	A	136	61.5		7	63.6			23	59.0		
	U	36	16.3		2	18.2			11	28.2		
	D	22	10.0		1	9.1			2	5.1		
	SD	1	.5		0				0			
	UN	15			0				0			
24. Women teachers are as temperamentally and emotionally suited as men to administrative positions.			2.1	.9			1.9	.9			2.5	1.1
	SA	50	22.6		4	36.4			7	18.0		
	A	125	56.6		5	45.5			17	43.6		
	U	24	10.9		1	9.1			6	15.4		
	D	19	8.6		1	9.1			7	18.0		
	SD	2	.9		0				2	5.1		
	UN	15			0				0			

TABLE 10 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
25. Women teachers are as competent as men teachers in organizational and executive ability.			1.7	.7			1.6	1.2			1.9	.6
	SA	97	43.9		7	63.7			9	23.1		
	A	110	49.8		3	27.3			27	69.2		
	U	7	3.2		0				2	5.1		
	D	6	2.7		0				1	2.6		
	SD	1	.5		1	9.1			0			
	UN	0			0				0			
26. Women teachers are as capable as men teachers in good judgment and common sense.			1.6	.6			1.6	.9			2.0	.7
	SA	102	46.2		7	63.6			7	18.0		
	A	111	50.2		3	27.3			26	66.7		
	U	4	1.8		0				5	12.8		
	D	3	1.4		1	9.1			1	2.6		
	SD	1	.5		0				0			
	UN	0			0				0			
40. Women teachers should assume a greater role in the administrative ranks of the teaching profession along with their male colleagues.			2.1	.8			1.7	.9			2.5	.9
	SA	46	20.8		5	45.5			4	10.3		
	A	124	56.1		5	45.5			17	43.6		
	U	36	16.3		0				11	28.2		
	D	13	5.9		1	9.1			7	18.0		
	SD	0			0				0			
	UN	2	.9		0				0			
	UN	15			1			3				

TABLE 11

DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE, PART II
FACTOR III: ROLE CONFLICT

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
9. Women teachers find it physically and emotionally difficult to meet the demands of the traditional wife-mother role and the expectations of an administrative career.			2.6	1.1			3.5	1.0			2.2	.8
	SA	23	10.4		0				6	15.4		
	A	93	42.1		3	27.3			22	56.4		
	U	52	23.5		1	9.1			7	18.0		
	D	41	18.6		6	54.6			4	10.3		
	SD	10	4.5		1	9.1			0			
	NA	2	.9		0				0			
	UN	15			1				3			
10. Married women teachers forfeit their opportunities for advancement in the teaching profession for the sake of their children.			2.7	1.0			2.6	1.0			2.5	1.0
	SA	12	5.4		0				3	7.7		
	A	108	48.9		7	63.6			21	53.9		
	U	45	20.4		2	18.2			7	18.0		
	D	43	19.5		1	9.1			7	18.0		
	SD	12	5.4		1	9.1			1	2.6		
	NA	1	.5		0				0			
	UN	15			1				3			

TABLE 11 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
11. A woman teacher cannot fulfil the two roles: mother and administrator.			3.6	1.1			4.2	1.4			2.9	1.2
	SA	12	5.4						6	15.4		
	A	23	10.4		1	9.1			10	25.6		
	U	43	19.5		0				9	23.1		
	D	94	42.5		2	18.2			12	30.8		
	SD	47	21.3		7	63.6			2	5.1		
	UN	2	.9		0				0			
	UN	15			1			3				
12. Women teachers should not be expected to subordinate their careers to home duties to any greater extent than men teachers.			2.5	1.1			1.8	.5			2.5	.9
	SA	36	16.3		2	18.2			2	5.1		
	A	95	43.0		9	81.8			25	64.1		
	U	43	19.5		0				5	12.8		
	D	42	19.0		0				6	15.4		
	SD	4	1.8		0				1	2.6		
	UN	1	.5		0				0			
	UN	15			1			3				
28. Women teachers tend to place promotion to administrative positions second to their interest in marriage and family.			2.4	.8			2.3	.5			2.4	.8
	SA	14	6.3		0				2	5.1		
	A	140	63.4		8	72.7			23	59.0		
	U	43	19.5		3	27.3			10	25.6		
	D	17	7.7		0				4	10.3		
	SD	7	3.2		0				0			
	UN	0			0				0			
	UN	15			1			3				

TABLE 11 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
30. A married woman teacher with children should not take on responsibilities outside the home beyond those of a classroom teacher.			3.7	1.0			3.8	1.3			3.5	1.0
SA	7	3.2			1	9.1			0			
A	23	10.4			1	9.1			8	20.5		
U	37	16.7			0				9	23.1		
D	107	48.4			6	54.6			17	43.6		
SD	44	19.9			3	27.3			5	12.8		
NA	3	1.4			0				0			
UN	15				1				3			
31. A woman teacher who continues to work after marriage is shirking her fundamental duty to home and children.			4.0	1.0			4.0	1.3			3.5	1.0
SA	6	2.7			1	9.1			2	5.1		
A	15	6.8			1	9.1			6	15.4		
U	20	9.1			0				6	15.4		
D	109	49.3			4	36.4			22	56.4		
SD	71	32.1			5	45.5			3	7.7		
NA	0				0				0			
UN	15				1				3			
32. Women teachers should be concerned with their duties of child-rearing and housetending rather than desires for professional advancement.			4.0	1.1			4.0	1.6			3.5	1.0
SA	5	2.3			2	18.2			0			
A	26	11.8			0				7	18.0		
U	18	8.1			0				10	25.6		
D	87	39.4			3	27.3			17	43.6		
SD	80	36.2			6	54.6			4	10.3		
NA	5	2.3			0				1	2.6		
UN	15				1				3			

TABLE 11 continued

Statement	Total Female Sample n = 236				Female Administrators n = 12				Male Administrators n = 42			
	f	%	\bar{x}	sd	f	%	\bar{x}	sd	f	%	\bar{x}	sd
35. Obligations to one's family are a great handicap to a married woman			2.8	1.0			2.9	1.2			2.7	1.1
SA	12	5.4			1	9.1			3	7.7		
A	84	38.0			4	36.4			19	48.7		
U	58	26.2			2	18.2			6	15.4		
teacher who aspires to an administrative career.												
D	57	25.8			3	27.3			9	23.1		
SD	8	3.6			1	9.1			2	5.1		
NA	2	.9			0				0			
UN	15				1				3			

Less than a majority of the female respondents agreed with the remaining twelve statements contained in this factor. Over 50 per cent disagreed with two of the sixteen attitude statements: "The school system as a whole discriminates against women teachers", and "School board members, superintendents and others in charge of promotion policy in a school system tend to hold the attitude that neither men teachers nor women teachers will work for women administrators". Four other statements were disagreed with by 42 per cent to 49.7 per cent: "School board members, superintendents and others in charge of promotion policy in a school system tend to hold the following attitudes: Women teachers are temperamentally and emotionally unsuited to administrative work; women won't bother to become well enough qualified to obtain administrative positions; women teachers and administrators are less adept than men teachers and administrators at handling discipline problems", and "A woman teacher has to be better qualified than a man teacher to attain administrative rank". These six statements relate mainly to the attitudes of those responsible for promotion.

How did the male administrators react to the statements dealing with conditions within the educational system? Only one item received more than fifty per cent agreement: "The threat of withdrawal from the teaching profession due to child-bearing by women teachers affects their chances for promotion to administrative positions." Men disagreed with thirteen of the sixteen statements. Strongest disagreement was expressed for four statements: "The school system as a whole discriminates against women teachers", "School board members, superintendents and others in charge of promotion policy in a school system

tend to hold the attitude that neither men teachers nor women teachers will work for women administrators", "A woman teacher has to be better qualified than a man teacher to attain administrative rank", and "Women teachers are not encouraged within the school system to further their qualifications for administrative positions". It is interesting to note that 61.5 per cent of the men disagreed with the statement: "A school board has unofficial policies related to the promotion of women to administrative positions" whereas only 15.3 per cent of the female respondents disagreed with it.

On the whole, it can be said that the female respondents agreed to a larger extent with the statements on conditions within the educational system than did the male administrators. Although both groups agreed with the one statement regarding the effect of a woman teacher's child-bearing role on her chances for promotion, the male administrators did not agree with the female respondents' opinions on the three statements reflecting school board attitudes vis à vis female advancement in the system. The difference in the perceptions of the two groups regarding unofficial school board policies related to women teachers' advancement was also marked.

Role conception. How did the total female sample feel about a woman teacher's role in education? The women teachers agreed with nine of the eleven attitude statements. Three of the items elicited over 90 per cent agreement: "Women teachers are as capable as men teachers in good judgment and common sense", "Women teachers should be given equal opportunities with men teachers for administrative training", and "Women teachers are as competent as men teachers in organizational

and executive ability". The range of the remaining six statements which were agreed with was 72.8 per cent to 88.6 per cent.

The female respondents disagreed with the two remaining statements related to role conception: "Despite the ideal of equality of the sexes, there are certain jobs, like those of secondary principal and superintendent, which are too important to be held by a woman", and "Men teachers are less likely to get upset over small details than women teachers". This reaction is consistent with the positive response to the other nine statements.

The male administrators responded in a similar fashion to the statements on role conception. Over 50 per cent agreed with the same nine statements as the female respondents; similar disagreement was given to the other two statements. A much larger percentage, however, of the female respondents agreed with nine of the eleven statements than did the male administrators.

Role conflict. How did the total female respondents react to a woman teacher's role conflict? More than 50 per cent of the female respondents agreed with four of the nine statements: "Women teachers tend to place promotion to administrative positions second to their interest in marriage and family", "Women teachers should not be expected to subordinate their careers to home duties to any greater extent than men teachers", "Married women teachers forfeit their opportunities for advancement in the teaching profession for the sake of their children", and "Women teachers find it physically and emotionally difficult to meet the demands of the traditional wife-mother role and the expectations of an administrative career". These four items

highlight the home-administrative job conflict.

More than 50 per cent of the women disagreed with four of the nine statements: "A woman teacher who continues to work after marriage is shirking her fundamental duty to home and children", "Women teachers should be concerned with their duties of child-rearing and housetending rather than desires for professional advancement", "A married woman teacher with children should not take on responsibilities outside the home beyond those of classroom teacher", and "A woman teacher cannot fulfill the two roles: mother and administrator". The response reflects the feeling that a woman be involved outside the home even as an administrator.

Over 50 per cent of the male administrators agreed with the same four statements as well as another item: "Obligations to one's family are a great handicap to a married woman teacher who aspires to an administrative career". Although they disagreed by more than 50 per cent with the same first three statements the female respondents did, only 35.9 per cent of the male administrators disagreed with the fourth item: "A woman teacher cannot fulfill the two roles: mother and administrator".

It can be concluded that all respondents generally reacted to the statements related to role conflict in a similar way.

Summary

Certain similarities and differences were found between the female and male administrators based on responses to Part I, Section A, of the questionnaire. The similarities included: the majority of both

groups had parents with high school education or less and parental incomes of \$9,999 or less; community life during their high school years was also similar; educational background and career mobility differed little between the two groups; and their reasons for seeking and successfully obtaining administrative positions were the same.

There were differences, however, between the female and male administrators. The latter tended to be younger than their female counterparts; a greater percentage of males were married. Female administrators were in staff rather than line positions; men held line rather than staff positions. The women had twice as much teaching experience and six times as much administrative experience as the men. The females received less parental encouragement to take university degree programs and less financial assistance. Slightly more of the women administrators indicated a desire for promotion although the male administrators had higher educational and job aspirations. Finally, the men were given more encouragement by superiors to apply for administrative positions.

The responses by the total female sample to Part I, Section A, of the questionnaire indicated that the majority were below thirty years of age and married. Their parents had high school education or less with a family income no greater than \$9,999. Most women respondents spent their high school years on a farm, or in a village or city. Both female teachers and administrators were employed mainly in elementary schools. About one-half of the total female sample had six years teaching experience or less with some university courses and teacher training. Only one-fifth aspired to graduate programs; little

desire for administrative positions was expressed. Most women respondents were satisfied with their present jobs, and promotions was considered more in terms of staff rather than line positions. The majority of the women had not applied for administrative positions due to 1) lack of interest, 2) lack of experience or training, and 3) family responsibilities.

The female responses to Part I, Section B, of the questionnaire revealed that the majority of the women had no children; most of those who did had children of school age. Women respondents who expected to have children indicated that they would remain in the teaching force or return to teaching after their child-rearing responsibilities. Those who had had children gave three main reasons for working after child-bearing: 1) need for income, 2) interest in a career, and 3) need for activity outside the home. The great majority of the respondents' spouses either encouraged or approved their wives' educational advancement. Four main reasons were given for working by both single and married respondents: 1) desire for a career, 2) need for activity outside the home, 3) love of classroom and children, and 4) need for supplementary income. One main reason was given for failure to attain administrative advancement: lack of experience or training. Although only seventeen female respondents had ever applied for administration, four of these women indicated they had experienced sex discrimination. Sixteen women believed they had experienced sex discrimination when they sought an administrative position.

The responses of the total female sample to Part II of the questionnaire revealed some common attitudes regarding the three

factors. The majority agreed that school boards, superintendents, and others in charge of promotion policy tend to favour and encourage male teachers rather than women teachers to seek advancement. On the other hand, most women respondents disagreed that the school system as a whole discriminates against women teachers, and that those in charge of promotion hold the attitude that neither men nor women will work to women administrators. The majority of the women respondents also perceived women and men administrators equally competent and capable of filling any administrative position. The responses reflected the role conflict women administrators experience as a result of their family responsibilities and administrative demands. Despite this conflict, however, they felt that women should be involved in both roles.

There were similarities and differences in the opinions expressed by the total female sample and the male administrators to Part II of the questionnaire. Both groups agreed that women's chances of promotion are affected by the threat of withdrawal from teaching due to child-bearing. In general, they also agreed with the role conception of women as competent and effective administrators. Male administrators disagreed with female respondents' opinions regarding attitudes of those in charge of promotion vis à vis the role of women in administration. One marked difference in attitude between the two groups was that sixty per cent of the men disagreed with the proposition that unofficial policies exist related to women's advancement in education, whereas only fifteen per cent of the women disagreed. Male administrators felt that a woman's obligations to her family were a

great handicap to a larger extent than women did. Finally, a greater percentage of women disagreed with the idea that a woman cannot be both a mother and an administrator.

II. INFERENCE ANALYSIS OF DATA

In order to determine whether there were differences in perception within the total female sample regarding the three factors in Part II of the questionnaire-- 1) conditions within the educational system, 2) role conception, and 3) role conflict--the female responses were examined in relation to certain background variables of Part I. The specific hypothesis tested was that there were no significant differences between the means of the sub-groups of the background variable and the means of the three factors under analysis. The selected variables were: 1) age, 2) marital status, 3) parents' educational attainment, 4) parental family income, 5) community life background, 6) teaching experience, 7) administrative experience, 8) present level of education, 9) attitude toward advancement in education, 10) application for administration, 11) number of children, 12) spouse's attitude, and 13) sex discrimination experience in applying for an administrative position.

The t-test was used to determine the significance of the difference of the means of the sub-groups of the selected variables in Part I of the questionnaire on the three factors in Part II. The null hypothesis was that the sub-groups came from the same population. The .05 level of significance was used as the criterion for rejecting the null hypothesis.

Age

The three factors-- 1) conditions within the educational system, 2) role conception, and 3) role conflict--were not perceived differently by different age groups within the total female sample. Table 12 shows that there was no significant difference among the six age groups. It is interesting to note that the women teachers twenty-four years of age and under did not perceive the three factors differently than the older female teachers.

Marital Status

Marital status had no bearing on the respondents' perceptions of the three factors. As shown in Table 13, married, single, separated, divorced and widowed women teachers did not perceive the three factors differently.

Parents' Educational Attainment

In general, there was no relationship between parental educational attainment and the three factors. There was, however, a significant difference in seven of the 45 comparisons for male parents (see Table 14) and six of the 45 comparisons for female parents (see Table 15). Overall, the majority of the comparisons indicating significant differences in perception varied with role conflict when the male parent educational attainment was the background variable, and with role conception when the female parent educational attainment was the item.

In the seven comparisons for male parent educational attainment, there was a consistent pattern. The female respondents whose male

TABLE 12
 COMPARISON OF AGE GROUPS WITHIN
 TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig.%
	Factor I: Conditions Within the Educational System				
Age 1 Age 2	42	75	0.75	115	
Age 1 Age 3	42	17	1.67	57	
Age 1 Age 4	42	15	0.08	55	
Age 1 Age 5	42	38	0.84	78	
Age 1 Age 6	42	33	1.93	73	
Age 2 Age 3	75	17	1.10	90	
Age 2 Age 4	75	15	0.60	88	
Age 2 Age 5	75	38	0.23	111	
Age 2 Age 6	75	33	1.37	106	
Age 3 Age 4	17	15	1.88	30	
Age 3 Age 5	17	38	0.83	53	
Age 3 Age 6	17	33	0.01	48	
Age 4 Age 5	15	38	0.71	51	
Age 4 Age 6	15	33	1.65	46	
Age 5 Age 6	38	33	0.97	69	
	Factor II: Role Conception				
Age 1 Age 2	42	75	0.19	115	
Age 1 Age 3	42	17	0.62	57	
Age 1 Age 4	42	15	0.35	55	
Age 1 Age 5	42	38	0.29	78	
Age 1 Age 6	42	33	0.84	73	
Age 2 Age 3	75	17	0.46	90	
Age 2 Age 4	75	15	0.21	88	
Age 2 Age 5	75	38	0.48	111	
Age 2 Age 6	75	33	0.70	106	

TABLE 12 continued

Comparison*	N1	N2	t	D.F.	Sig. %
Age 3 Age 4	17	15	0.20	30	
Age 3 Age 5	17	38	0.88	53	
Age 3 Age 6	17	33	0.09	48	
Age 4 Age 5	15	38	0.59	51	
Age 4 Age 6	15	33	0.30	46	
Age 5 Age 6	38	33	1.12	69	
Factor III: Role Conflict					
Age 1 Age 2	42	75	1.33	115	
Age 1 Age 3	42	17	0.41	57	
Age 1 Age 4	42	15	0.00	55	
Age 1 Age 5	42	38	0.76	78	
Age 1 Age 6	42	33	0.20	73	
Age 2 Age 3	75	17	1.54	90	
Age 2 Age 4	75	15	0.98	88	
Age 2 Age 5	75	38	0.32	111	
Age 2 Age 6	75	33	1.07	106	
Age 3 Age 4	17	15	0.43	30	
Age 3 Age 5	17	38	1.00	53	
Age 3 Age 6	17	33	0.65	48	
Age 4 Age 5	15	38	0.58	51	
Age 4 Age 6	15	33	0.17	46	
Age 5 Age 6	38	33	0.57	69	

*Code: Age 1 24 years under
 2 24-29
 3 30-34
 4 35-39
 5 40-49
 6 50 plus

TABLE 13
 COMPARISON OF MARITAL STATUS GROUPS WITHIN
 TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig.%
	Factor I: Conditions Within the Educational System				
MS 1 MS 2	61	130	0.11	189	
MS 1 MS 3	61	4	0.06	63	
MS 1 MS 4	61	6	1.10	65	
MS 1 MS 5	61	13	1.30	72	
MS 2 MS 3	130	4	0.10	132	
MS 2 MS 4	130	6	1.22	134	
MS 2 MS 5	130	13	1.43	141	
MS 3 MS 4	4	6	0.76	8	
MS 3 MS 5	4	13	0.85	15	
MS 4 MS 5	6	13	0.19	17	
	Factor II: Role Conception				
MS 1 MS 2	61	130	0.99	189	
MS 1 MS 3	61	4	0.45	63	
MS 1 MS 4	61	6	0.18	65	
MS 1 MS 5	61	13	0.53	72	
MS 2 MS 3	130	4	0.75	132	
MS 2 MS 4	130	6	0.55	134	
MS 2 MS 5	130	13	0.01	141	
MS 3 MS 4	4	6	0.41	8	
MS 3 MS 5	4	13	0.91	15	
MS 4 MS 5	6	13	0.63	17	

TABLE 13 continued

Comparison*	N1	N2	t	D.F.	Sig.%
	Factor III: Role Conflict				
MS 1 MS 2	61	130	1.45	189	
MS 1 MS 3	61	4	0.79	63	
MS 1 MS 4	61	6	0.10	65	
MS 1 MS 5	61	13	0.11	72	
MS 2 MS 3	130	4	0.48	132	
MS 2 MS 4	130	6	0.44	134	
MS 2 MS 5	130	13	0.96	141	
MS 3 MS 4	4	6	0.54	8	
MS 3 MS 5	4	13	0.97	15	
MS 4 MS 5	6	13	0.16	17	

*Code: MS 1 - single
 MS 2 - married
 MS 3 - separated
 MS 4 - divorced
 MS 5 - widowed

TABLE 14

COMPARISON OF MALE PARENT EDUCATIONAL ATTAINMENT GROUPS WITHIN
TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig.%
	Factor I: Conditions Within the Educational System				
MED 1 MED 2	104	49	1.99	151	5
MED 1 MED 3	104	28	0.90	130	
MED 1 MED 4	104	19	0.72	121	
MED 1 MED 5	104	7	1.63	109	
MED 1 MED 6	104	9	0.16	111	
MED 2 MED 3	49	28	0.58	75	
MED 2 MED 4	49	19	1.71	66	
MED 2 MED 5	49	7	0.71	54	
MED 2 MED 6	49	9	0.76	56	
MED 3 MED 4	28	19	1.01	45	
MED 3 MED 5	28	7	0.84	33	
MED 3 MED 6	28	9	0.31	35	
MED 4 MED 5	19	7	1.23	24	
MED 4 MED 6	19	9	0.44	26	
MED 5 MED 6	7	9	0.80	14	
	Factor II: Role Conception				
MED 1 MED 2	104	49	0.05	151	5
MED 1 MED 3	104	28	2.29	130	
MED 1 MED 4	104	19	0.84	121	
MED 1 MED 5	104	7	0.28	109	
MED 1 MED 6	104	9	1.25	111	
MED 2 MED 3	49	28	2.44	75	5
MED 2 MED 4	49	19	0.94	66	
MED 2 MED 5	49	7	0.34	54	
MED 2 MED 6	49	9	1.50	56	

TABLE 14 continued

Comparison*	N1	N2	t	D.F.	Sig. %
MED 3 MED 4	28	19	1.00	45	
MED 3 MED 5	28	7	0.92	33	
MED 3 MED 6	28	9	0.15	35	
MED 4 MED 5	19	7	0.22	24	
MED 4 MED 6	19	9	0.63	26	
MED 5 MED 6	7	9	0.67	14	
Factor III: Role Conflict					
MED 1 MED 2	104	49	0.57	151	
MED 1 MED 3	104	28	2.58	130	5
MED 1 MED 4	104	19	0.31	121	
MED 1 MED 5	104	7	1.47	109	
MED 1 MED 6	104	9	2.08	111	5
MED 2 MED 3	49	28	2.05	75	5
MED 2 MED 4	49	19	0.69	66	
MED 2 MED 5	49	7	1.29	54	
MED 2 MED 6	49	9	1.89	56	
MED 3 MED 4	28	19	2.17	45	5
MED 3 MED 5	28	7	0.08	33	
MED 3 MED 6	28	9	0.49	35	
MED 4 MED 5	19	7	1.49	24	
MED 4 MED 6	19	9	2.05	26	
MED 5 MED 6	7	9	0.30	14	

*Code: MED 1 - grade 8 or less
MED 2 - past high school
MED 3 - high school graduate
MED 4 - part college
MED 5 - college graduate
MED 6 - graduate or professional degree
beyond bachelor's degree

TABLE 15

COMPARISON OF FEMALE PARENT EDUCATIONAL ATTAINMENT GROUPS WITHIN
TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig.%
	Factor I: Conditions Within the Educational System				
FED 1 FED 2	86	60	0.18	144	
FED 1 FED 3	86	45	2.17	129	5
FED 1 FED 4	86	15	0.21	99	
FED 1 FED 5	86	9	0.87	93	
FED 1 FED 6	86	2	1.03	86	
FED 2 FED 3	60	45	1.75	103	
FED 2 FED 4	60	15	0.29	73	
FED 2 FED 5	60	9	0.86	67	
FED 2 FED 6	60	2	0.88	60	
FED 3 FED 4	45	15	1.50	58	
FED 3 FED 5	45	9	1.95	52	
FED 3 FED 6	45	2	0.46	45	
FED 4 FED 5	15	9	0.59	22	
FED 4 FED 6	15	2	0.90	15	
FED 5 FED 6	9	2	1.27	9	
Factor II: Role Conception					
FED 1 FED 2	86	60	1.26	144	
FED 1 FED 3	86	45	3.60	129	1
FED 1 FED 4	86	15	0.10	99	
FED 1 FED 5	86	9	0.03	93	
FED 1 FED 6	86	2	0.40	86	
FED 2 FED 3	60	45	2.34	103	5
FED 2 FED 4	60	15	0.68	73	
FED 2 FED 5	60	9	0.58	67	
FED 2 FED 6	60	2	0.12	60	

TABLE 15 continued

Comparison*	N1	N2	t	D.F.	Sig. %
FED 3 FED 4	45	15	2.69	58	1
FED 3 FED 5	45	9	2.19	52	5
FED 3 FED 6	45	2	0.61	45	
FED 4 FED 5	15	9	0.05	22	
FED 4 FED 6	15	2	0.45	15	
FED 5 FED 6	9	2	0.39	9	
Factor III: Role Conflict					
FED 1 FED 2	86	60	0.73	144	
FED 1 FED 3	86	45	1.83	129	
FED 1 FED 4	86	15	0.64	99	
FED 1 FED 5	86	9	0.59	93	
FED 1 FED 6	86	2	0.51	86	
FED 2 FED 3	60	45	2.27	103	5
FED 2 FED 4	60	15	0.17	73	
FED 2 FED 5	60	9	0.90	67	
FED 2 FED 6	60	2	0.66	60	
FED 3 FED 4	45	15	1.75	58	
FED 3 FED 5	45	9	0.38	52	
FED 3 FED 6	45	2	0.03	45	
FED 4 FED 5	15	9	1.11	22	
FED 4 FED 6	15	2	0.91	15	
FED 5 FED 6	9	2	0.28	9	

*Code: FED 1 - grade 8 or less
 FED 2 - part high school
 FED 3 - high school graduate
 FED 4 - part college
 FED 5 - college graduate
 FED 6 - graduate or professional degree
 beyond bachelor's degree

parents had high school education perceived woman's role conception and role conflict differently than those whose fathers had less education. There was a difference in perception of role conflict between respondents whose male parents had grade eight or less and whose male parents had graduate education. There may be a relationship, therefore, between the degree of education of the male parents and respondents' perception, with the more educated groups having greater agreement in perception.

Women respondents whose female parents had high school education perceived the three factors differently than at least one other sub-group. Moreover, in Factor II, these respondents' perceptions differed from all other sub-groups except those whose mothers had graduate education.

Parental Family Income

As shown in Table 16, respondents with varying parental family incomes did not perceive the three factors differently.

Community Life Background

The respondents who had spent their high school years in a city of more than 25,000 perceived role conception and role conflict differently from those who spent their high school years in smaller centres. Table 17 indicates that there was no significant difference between the means of the responses of the five groups on Factor I. There were, however, significant differences in six of the ten comparisons made on Factor II, and five of the ten comparisons made on Factor III. Eight of these eleven comparisons were significant at the one per cent level.

TABLE 16
 COMPARISON OF PARENTAL FAMILY INCOME GROUPS WITHIN
 TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor I: Conditions Within the Educational System				
INC 1 INC 2	55	60	0.09	113	
INC 1 INC 3	55	38	0.90	91	
INC 1 INC 4	55	9	0.34	62	
INC 1 INC 5	55	13	0.10	66	
INC 1 INC 6	55	29	0.52	82	
INC 2 INC 3	60	38	0.92	96	
INC 2 INC 4	60	9	0.36	67	
INC 2 INC 5	60	13	0.14	71	
INC 2 INC 6	60	29	0.42	87	
INC 3 INC 4	38	9	0.13	45	
INC 3 INC 5	38	13	0.52	49	
INC 3 INC 6	38	29	1.44	65	
INC 4 INC 5	9	13	0.18	20	
INC 4 INC 6	9	29	0.62	36	
INC 5 INC 6	13	29	0.45	40	
	Factor II: Role Conception				
INC 1 INC 2	55	60	0.37	113	
INC 1 INC 3	55	38	0.99	91	
INC 1 INC 4	55	9	0.60	62	
INC 1 INC 5	55	13	1.84	66	
INC 1 INC 6	55	29	0.11	82	
INC 2 INC 3	60	38	0.55	96	
INC 2 INC 4	60	9	0.35	67	
INC 2 INC 5	60	13	1.42	71	
INC 2 INC 6	60	29	0.39	87	
INC 3 INC 4	38	9	0.10	45	
INC 3 INC 5	38	13	1.52	49	
INC 3 INC 6	38	29	0.99	65	

TABLE 16 continued

Comparison*	N1	N2	t	D.F.	Sig. %
INC 4 INC 5	9	13	0.85	20	
INC 4 INC 6	9	29	0.61	36	
INC 5 INC 6	13	29	1.79	40	
Factor III: Role Conflict					
INC 1 INC 2	55	60	0.48	113	
INC 1 INC 3	55	38	0.16	91	
INC 1 INC 4	55	9	0.85	62	
INC 1 INC 5	55	13	1.41	66	
INC 1 INC 6	55	29	1.29	82	
INC 2 INC 3	60	38	0.27	96	
INC 2 INC 4	60	9	0.49	67	
INC 2 INC 5	60	13	0.94	71	
INC 2 INC 6	60	29	1.53	87	
INC 3 INC 4	38	9	0.63	45	
INC 3 INC 5	38	13	1.10	49	
INC 3 INC 6	38	29	1.19	65	
INC 4 INC 5	9	13	0.27	20	
INC 4 INC 6	9	29	1.20	36	
INC 5 INC 6	13	29	1.70	40	

*Code: INC 1 - less than \$5,000 per year
 INC 2 - \$5,000 - \$9,999
 INC 3 - \$10,000 - \$14,999
 INC 4 - \$15,000 - \$19,999
 INC 5 - \$20,000 and more
 INC 6 - no idea

TABLE 17
 COMPARISON OF COMMUNITY LIFE BACKGROUND GROUPS WITHIN
 TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor I: Conditions Within the Educational System				
Comm 1 Comm 2	44	57	0.25	99	
Comm 1 Comm 3	44	34	1.06	76	
Comm 1 Comm 4	44	16	1.20	58	
Comm 1 Comm 5	44	68	0.26	110	
Comm 2 Comm 3	57	34	1.28	89	
Comm 2 Comm 4	57	16	1.35	71	
Comm 2 Comm 5	57	68	0.03	123	
Comm 3 Comm 4	34	16	0.50	48	
Comm 3 Comm 5	34	68	1.18	100	
Comm 4 Comm 5	16	68	1.26	82	
	Factor II: Role Conception				
Comm 1 Comm 2	44	57	1.18	99	
Comm 1 Comm 3	44	34	1.00	76	
Comm 1 Comm 4	44	16	2.55	58	5
Comm 1 Comm 5	44	68	4.65	110	1
Comm 2 Comm 3	57	34	2.01	89	5
Comm 2 Comm 4	57	16	1.59	71	
Comm 2 Comm 5	57	68	3.43	123	1
Comm 3 Comm 4	34	16	2.77	48	1
Comm 3 Comm 5	34	68	5.02	100	1
Comm 4 Comm 5	16	68	0.59	82	

TABLE 17 continued

Comparison*	N1	N2	t	D.F.	Sig.%
	Factor III: Role Conflict				
Comm 1 Comm 2	44	57	0.18	99	
Comm 1 Comm 3	44	34	0.76	76	
Comm 1 Comm 4	44	16	2.92	58	1
Comm 1 Comm 5	44	68	3.93	110	1
Comm 2 Comm 3	57	34	0.69	89	
Comm 2 Comm 4	57	16	3.04	71	1
Comm 2 Comm 5	57	68	4.18	123	1
Comm 3 Comm 4	34	16	1.73	48	
Comm 3 Comm 5	34	68	2.44	100	5
Comm 4 Comm 5	16	68	0.15	82	

*Code: Comm 1 - farm or open country
 Comm 2 - village
 Comm 3 - town
 Comm 4 - city (25,000 or less)
 Comm 5 - city (25,001 or more)

Teaching Experience

The female respondents' teaching experience was largely unrelated to their perceptions of the three factors. Only one of the twelve comparisons indicated a significant difference. Teachers with one to three years of teaching experience perceived conditions within the educational system affecting the entry of women teachers into administrative positions differently from teachers with eleven to fifteen years of experience as shown in Table 18.

Administrative Experience

There was little relationship between administrative experience and perception of the three factors. Women respondents with four to six years of administrative experience perceived the effect of conditions within the system differently from those with sixteen and more years of experience as illustrated in Table 19.

Present Level of Education

In general, there was no relationship between level of the respondents' education and their perception of the three factors. A few groups did perceive Factor II differently. As shown in Table 20, respondents with grade twelve and teacher training did not perceive role conception in the same way as respondents with a bachelor's degree and teacher training or those with a master's degree in education did. Also women with an academic master's degree perceived role conception differently from those with a master's degree in education.

Attitude Toward Advancement in Education

The respondents with different attitudes toward advancement

TABLE 18
 COMPARISON OF TEACHING EXPERIENCE GROUPS WITHIN
 TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor I: Conditions Within the Educational System				
EP 1 EP 2	55	55	1.03	108	
EP 1 EP 3	55	35	0.96	88	
EP 1 EP 4	55	33	2.22	86	5
EP 1 EP 5	55	41	1.71	94	
EP 2 EP 3	55	35	0.00	88	
EP 2 EP 4	55	33	1.29	86	
EP 2 EP 5	55	41	0.76	94	
EP 3 EP 4	35	33	1.27	66	
EP 3 EP 5	35	41	0.72	74	
EP 4 EP 5	33	41	0.52	72	
Factor II: Role Conception					
EP 1 EP 2	55	55	0.00	108	
EP 1 EP 3	55	35	1.84	88	
EP 1 EP 4	55	33	1.29	86	
EP 1 EP 5	55	41	1.33	94	
EP 2 EP 3	55	35	1.69	88	
EP 2 EP 4	55	33	1.17	86	
EP 2 EP 5	55	41	1.23	94	
EP 3 EP 4	35	33	0.51	66	
EP 3 EP 5	35	41	0.43	74	
EP 4 EP 5	33	41	0.06	72	

TABLE 18 continued

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor III: Role Conflict				
EP 1 EP 2	55	55	0.52	108	
EP 1 EP 3	55	35	1.13	88	
EP 1 EP 4	55	33	1.80	86	
EP 1 EP 5	55	41	0.85	94	
EP 2 EP 3	55	35	0.63	88	
EP 2 EP 4	55	33	1.33	86	
EP 2 EP 5	55	41	0.36	94	
EP 3 EP 4	35	33	0.74	66	
EP 3 EP 5	35	41	0.27	74	
EP 4 EP 5	33	41	0.98	72	

*Code: EP 1 - 1-3 years
 EP 2 - 4-6 years
 EP 3 - 7-10 years
 EP 4 - 11-15 years
 EP 5 - 16 years and more

TABLE 19

COMPARISON OF ADMINISTRATIVE EXPERIENCE GROUPS WITHIN
TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor I: Conditions Within the Educational System				
Ex Ad 1 Ex Ad 2	4	3	2.22	5	
Ex Ad 1 Ex Ad 3	4	3	0.91	5	
Ex Ad 1 Ex Ad 4	4	1	0.61	3	
Ex Ad 1 Ex Ad 5	4	5	1.07	7	
Ex Ad 2 Ex Ad 3	3	3	2.23	4	
Ex Ad 2 Ex Ad 4	3	1	0.88	2	
Ex Ad 2 Ex Ad 5	3	5	2.57	6	5
Ex Ad 3 Ex Ad 4	3	1	0.79	2	
Ex Ad 3 Ex Ad 5	3	5	0.03	6	
Ex Ad 4 Ex Ad 5	1	5	0.95	4	
Factor II: Role Conception					
Ex Ad 1 Ex Ad 2	4	3	0.80	5	
Ex Ad 1 Ex Ad 3	4	3	0.89	5	
Ex Ad 1 Ex Ad 4	4	1	0.04	3	
Ex Ad 1 Ex Ad 5	4	5	0.50	7	
Ex Ad 2 Ex Ad 3	3	3	2.29	4	
Ex Ad 2 Ex Ad 4	3	1	0.75	2	
Ex Ad 2 Ex Ad 5	3	5	0.81	6	
Ex Ad 3 Ex Ad 4	3	1	0.92	2	
Ex Ad 3 Ex Ad 5	3	5	0.05	6	
Ex Ad 4 Ex Ad 5	1	5	0.23	4	

TABLE 19 continued

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor III: Role Conflict				
Ex Ad 1 Ex Ad 2	4	3	0.71	5	
Ex Ad 1 Ex Ad 3	4	3	0.40	5	
Ex Ad 1 Ex Ad 4	4	1	0.62	3	
Ex Ad 1 Ex Ad 5	4	5	0.50	7	
Ex Ad 2 Ex Ad 3	3	3	0.32	4	
Ex Ad 2 Ex Ad 4	3	1	1.29	2	
Ex Ad 2 Ex Ad 5	3	5	0.98	6	
Ex Ad 3 Ex Ad 4	3	1	1.00	2	
Ex Ad 3 Ex Ad 5	3	5	0.75	6	
Ex Ad 4 Ex Ad 5	1	5	0.16	4	

*Code: Ex Ad 1 - 1-3 years
 Ex Ad 2 - 4-6 years
 Ex Ad 3 - 7-10 years
 Ex Ad 4 - 11- 15 years
 Ex Ad 5 - 16 years and more

TABLE 20

COMPARISON OF PRESENT LEVEL OF EDUCATION GROUPS WITHIN
TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor I: Conditions Within the Educational System				
Educ 1 Educ 2	22	1	0.63	21	
Educ 1 Educ 3	22	109	0.18	129	
Educ 1 Educ 4	22	80	0.02	100	
Educ 1 Educ 5	22	4	0.73	24	
Educ 1 Educ 6	22	3	0.27	23	
Educ 2 Educ 3	1	109	0.55	108	
Educ 2 Educ 4	1	80	0.44	79	
Educ 2 Educ 5	1	4	0.21	3	
Educ 2 Educ 6	1	3	0.27	2	
Educ 3 Educ 4	109	80	0.23	187	
Educ 3 Educ 5	109	4	0.70	111	
Educ 3 Educ 6	109	3	0.21	110	
Educ 4 Educ 5	80	4	0.55	82	
Educ 4 Educ 6	80	3	0.23	81	
Educ 5 Educ 6	4	3	0.41	5	
	Factor II: Role Conception				
Educ 1 Educ 2	22	1	0.58	21	
Educ 1 Educ 3	22	109	0.75	129	
Educ 1 Educ 4	22	80	2.41	100	5
Educ 1 Educ 5	22	4	1.96	24	
Educ 1 Educ 6	22	3	2.12	23	5
Educ 2 Educ 3	1	109	0.37	108	
Educ 2 Educ 4	1	80	0.13	79	
Educ 2 Educ 5	1	4	0.75	3	
Educ 2 Educ 6	1	3	1.31	2	

TABLE 20 continued

Comparison*	N1	N2	t	D.F.	Sig. %
Educ 3 Educ 4	109	80	2.08	187	5
Educ 3 Educ 5	109	4	1.49	111	
Educ 3 Educ 6	109	3	1.69	110	
Educ 4 Educ 5	80	4	1.29	82	
Educ 4 Educ 6	80	3	1.66	81	
Educ 5 Educ 6	4	3	0.69	5	
Factor III: Role Conflict					
Educ 1 Educ 2	22	1	0.72	21	
Educ 1 Educ 3	22	109	0.02	129	
Educ 1 Educ 4	22	80	0.99	100	
Educ 1 Educ 5	22	4	0.04	24	
Educ 1 Educ 6	22	3	0.91	23	
Educ 2 Educ 3	1	109	0.67	108	
Educ 2 Educ 4	1	80	0.99	79	
Educ 2 Educ 5	1	4	0.87	3	
Educ 2 Educ 6	1	3	0.98	2	
Educ 3 Educ 4	109	80	1.56	187	
Educ 3 Educ 5	109	4	0.05	111	
Educ 3 Educ 6	109	3	0.90	110	
Educ 4 Educ 5	80	4	0.43	82	
Educ 4 Educ 6	80	3	0.58	81	
Educ 5 Educ 6	4	3	0.76	5	

*Code: Educ 1 - grade twelve with teacher training
 Educ 2 - letter of authority
 Educ 3 - some university courses and teacher training
 Educ 4 - bachelor degree and teacher training
 Educ 5 - master's academic degree and teacher training
 Educ 6 - master of education degree

TABLE 21

COMPARISON OF ATTITUDE TOWARD ADVANCEMENT IN EDUCATION GROUPS
WITHIN TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig.%
	Factor I: Conditions Within the Educational System				
At to Ad 1 At to Ad 2	21	31	2.03	50	5
At to Ad 1 At to Ad 3	21	4	2.21	23	5
At to Ad 1 At to Ad 4	21	1	0.57	20	
At to Ad 1 At to Ad 5	21	156	0.16	175	
At to Ad 2 At to Ad 3	31	4	1.44	33	
At to Ad 2 At to Ad 4	31	1	1.27	30	
At to Ad 2 At to Ad 5	31	156	3.05	185	1
At to Ad 3 At to Ad 4	4	1	2.07	3	
At to Ad 3 At to Ad 5	4	156	2.52	158	5
At to Ad 4 At to Ad 5	1	156	0.57	155	
	Factor II: Role Conception				
At to Ad 1 At to Ad 2	21	31	1.65	50	
At to Ad 1 At to Ad 3	21	4	1.01	23	
At to Ad 1 At to Ad 4	21	1	0.25	20	
At to Ad 1 At to Ad 5	21	156	1.80	175	

TABLE 21 continued

Comparison*	N1	N2	t	D.F.	Sig. %
At to Ad 2 At to Ad 3	31	4	0.18	33	
At to Ad 2 At to Ad 4	31	1	0.20	30	
At to Ad 2 At to Ad 5	31	156	0.78	185	
At to Ad 3 At to Ad 4	4	1	0.31	3	
At to Ad 3 At to Ad 5	4	156	0.55	158	
At to Ad 4 At to Ad 5	1	156	0.09	155	
Factor III: Role Conflict					
At to Ad 1 At to Ad 2	21	31	0.63	50	
At to Ad 1 At to Ad 3	21	4	0.61	23	
At to Ad 1 At to Ad 4	21	1	1.06	20	
At to Ad 1 At to Ad 5	21	156	0.44	175	
At to Ad 2 At to Ad 3	31	4	0.82	33	
At to Ad 2 At to Ad 4	31	1	1.00	30	
At to Ad 2 At to Ad 5	31	156	0.47	185	
At to Ad 3 At to Ad 4	4	1	0.69	3	
At to Ad 3 At to Ad 5	4	156	0.81	158	
At to Ad 4 At to Ad 5	1	156	1.11	155	

TABLE 21 continued

*Code: At to Ad 1 - content to hold present job until retirement
 At to Ad 2 - ready for promotion
 At to Ad 3 - somewhat discontent because promotion delayed
 At to Ad 4 - promotion long overdue
 At to Ad 5 - satisfied with job at present

TABLE 22

COMPARISON OF APPLICATION FOR ADMINISTRATION GROUPS WITHIN
 TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor I: Conditions Within the Educational System				
Applic 1 Applic 2	16	205	0.09	219	
	Factor II: Role Conception				
Applic 1 Applic 2	16	205	1.94	219	
	Factor III: Role Conflict				
Applic 1 Applic 2	16	205	1.34	219	

*Code: Applic 1 - have applied
 Applic 2 - have not applied

in education did not perceive role conception and role conflict differently. Four of the ten comparisons in Table 21, however, indicate that some respondents did have different perceptions of conditions within the educational system.

Application for Administration

There was no relationship between the three factors and the respondents' attempts at seeking advancement into administrative positions (refer to Table 22).

Number of Children

Respondents did not perceive conditions within the educational system and role conflict differently when the number of children was the background variable. There were significant differences in their perceptions of role conception as shown in two of the fifteen comparisons in Table 23: 1) women with one child and those with three children, and 2) women with two children and those with three.

Spouse's Attitude

Women whose spouses encouraged them perceived role conflict differently from those whose spouses approved of their advancement in teaching. Otherwise there were no significant differences in perception of the three factors as illustrated in Table 24.

Sex Discrimination

As indicated in Table 25, women respondents who had experienced sex discrimination in seeking administrative positions did not perceive role conception and role conflict differently from those who had

TABLE 23

COMPARISON OF NUMBER OF CHILDREN GROUPS WITHIN
TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig.%
Factor I: Conditions Within the Educational System					
Child 1 Child 2	135	20	0.13	153	
Child 1 Child 3	135	28	0.14	161	
Child 1 Child 4	135	19	0.66	152	
Child 1 Child 5	135	8	0.87	141	
Child 1 Child 6	135	10	1.35	143	
Child 2 Child 3	20	28	0.01	46	
Child 2 Child 4	20	19	0.43	37	
Child 2 Child 5	20	8	1.01	26	
Child 2 Child 6	20	10	1.35	28	
Child 3 Child 4	28	19	0.48	45	
Child 3 Child 5	28	8	0.99	34	
Child 3 Child 6	28	10	1.43	36	
Child 4 Child 5	19	8	0.34	25	
Child 4 Child 6	19	10	1.32	27	
Child 5 Child 6	8	10	1.71	16	
Factor II: Role Conception					
Child 1 Child 2	135	20	1.84	153	
Child 1 Child 3	135	28	1.45	161	
Child 1 Child 4	135	19	1.54	152	
Child 1 Child 5	135	8	0.34	141	
Child 1 Child 6	135	10	0.02	143	
Child 2 Child 3	20	28	0.59	46	
Child 2 Child 4	20	19	2.51	37	5
Child 2 Child 5	20	8	0.76	26	
Child 2 Child 6	20	10	1.23	28	

TABLE 23 continued

Comparison*	N1	N2	t	D.F.	Sig. %
Child 3 Child 4	28	19	2.65	45	5
Child 3 Child 5	28	8	0.54	34	
Child 3 Child 6	28	10	1.11	36	
Child 4 Child 5	19	8	1.24	25	
Child 4 Child 6	19	10	1.13	27	
Child 5 Child 6	8	10	0.35	16	
Factor III: Role Conflict					
Child 1 Child 2	135	20	1.08	153	
Child 1 Child 3	135	28	0.55	161	
Child 1 Child 4	135	19	1.84	152	
Child 1 Child 5	135	8	0.22	141	
Child 1 Child 6	135	10	0.13	143	
Child 2 Child 3	20	28	0.52	46	
Child 2 Child 4	20	19	0.68	37	
Child 2 Child 5	20	8	0.51	26	
Child 2 Child 6	20	10	1.11	28	
Child 3 Child 4	28	19	1.13	45	
Child 3 Child 5	28	8	0.09	34	
Child 3 Child 6	28	10	0.48	36	
Child 4 Child 5	19	8	0.89	25	
Child 4 Child 6	19	10	1.45	27	
Child 5 Child 6	8	10	0.38	16	

*Code: Child 1 - none
 Child 2 - one
 Child 3 - two
 Child 4 - three
 Child 5 - four
 Child 6 - five and more

TABLE 24
 COMPARISON OF SPOUSE'S ATTITUDE TOWARD ADVANCEMENT GROUPS
 WITHIN TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
Factor I: Conditions Within the Educational System					
Spo At 1 Spo At 2	59	52	0.31	109	
Spo At 1 Spo At 3	59	18	1.61	75	
Spo At 1 Spo At 4	59	8	0.35	65	
Spo At 2 Spo At 3	52	18	1.38	68	
Spo At 2 Spo At 4	52	8	0.51	58	
Spo at 3 Spo at 4	18	8	1.27	24	
Factor II: Role Conception					
Spo At 1 Spo At 2	59	52	0.56	109	
Spo At 1 Spo At 3	59	18	1.07	75	
Spo At 1 Spo At 4	59	8	0.58	65	
Spo At 2 Spo At 3	52	18	1.60	68	
Spo At 2 Spo At 4	52	8	0.94	58	
Spo At 3 Spo At 4	18	8	0.22	24	
Factor III: Role Conflict					
Spo At 1 Spo At 2	59	52	2.39	109	5
Spo At 1 Spo At 3	59	18	1.49	75	
Spo At 1 Spo At 4	59	8	1.76	65	
Spo At 2 Spo At 3	52	18	0.24	68	
Spo At 2 Spo At 4	52	8	0.69	58	
Spo At 3 Spo At 4	18	8	0.89	24	

*Code: Spo At 1 - encourages
 Spo At 2 - approves
 Spo At 3 - indifferent
 Spo At 4 - disapproves

TABLE 25

COMPARISON OF SEX DISCRIMINATION EXPERIENCE GROUPS WITHIN
TOTAL FEMALE SAMPLE

Comparison*	N1	N2	t	D.F.	Sig. %
	Factor I: Conditions Within the Educational System				
Disc 1 Disc 2	15	66	3.37	79	1
	Factor II: Role Conception				
Disc 1 Disc 2	15	66	1.29	79	
	Factor III: Role Conflict				
Disc 1 Disc 2	15	66	0.40	79	

*Code: Disc 1 - did experience sex discrimination
Disc 2 - did not experience sex discrimination

not experienced discrimination. They did, however, perceive conditions within the educational system differently, which is consistent with respondents indicating that they had experienced discrimination in seeking the positions.

Summary

In general, there was no relationship between the respondents' perceptions of the three factors and the background variables selected from Part I of the questionnaire. There were exceptions, however, as identified in the preceding section. Respondents did not perceive the three factors differently when the following four background items were variables: age, marital status, parental family income, and application for administration. On the other hand, the comparisons of the responses to the remaining background variables with the responses to the three factors indicated a significant difference in some cases. Conditions within the educational system were perceived differently by certain sub-groups when the following variables were considered: teaching experience, administrative experience, attitude toward advancement, and sex discrimination experience. Role conception was perceived differently by some respondents when female parent educational attainment, community life background, level of education, and number of children were the variables. Finally, the women respondents perceived role conflict differently when male parent educational attainment, community life background, and spouse's attitude were the items under consideration.

III. INTERPRETATION OF RESULTS

This study was based on the concept that the entry of women teachers into administrative positions was related to three factors: role conception, role conflict, and conditions within the educational system. These factors were thought to be related in turn to such background items as age, marital status and parental educational attainment.

In general, the results of this study indicated three things. First, they confirmed that the conceptual basis was fundamentally sound. Second, they added some more specific propositions related to the advancement of women in education. Finally the results also revealed some basic issues, as yet unresolved, concerning the entry of women teachers into administrative positions.

Role Conception

In the review of the literature, it was found that a number of writers supported the fact that women remain in the teaching force regardless of home responsibilities. The results of this study were consistent with this idea; female respondents remained in the teaching force despite their family commitments. It would seem that the role conception of a woman teacher includes marriage, family, and career in the classroom. The attitude expressed by some writers, however, that women are unwilling to assume leadership roles was true of the majority of female respondents in this study. Less than ten per cent had ever applied for an administrative position. It may be argued that any or all three selected factors influence women's aspirations; regardless, they do not seek the jobs. The small minority that did

aspire toward advancement saw themselves in staff rather than line positions. This is a further indication that women perceive their role to be a supportive one.

Self-image of Women

One theme in the literature was woman's self-image as a barrier to her advancement. Reference was made to the sense of dependency and inferior self-image developed in women, particularly through the sex role stereotyping process in the educational system. Women see themselves as inferior. This view prevents other women from trying and handicaps those who do. The socialization of women into the traditional wife-mother-homemaker role was also stressed. Female respondents in this study reinforced this theme by their expression of satisfaction with their present jobs, mainly in elementary schools, and their lack of interest in administrative positions. There was little desire to do graduate work in order to increase qualifications even though lack of training was the main reason given for failure to attain an administrative job. On the other hand, female respondents perceived themselves as competent and as capable of being administrators as men. Apparently they believed in the concept but not the practical application in their own lives.

Role Conflict

Many writers suggested that the source of role conflict for a woman educator is the family role she undertakes in addition to her career. This study revealed that women do not necessarily forsake their careers as a result of family duties. Most managed to cope with the problems encountered. They perceived women in both an administrative

and a maternal role, but there was little effort on their part to take such a step. The demands of a leadership position would seem to be too great whereas teaching can be combined with family responsibilities. Some female administrators in this study were married; however, they tended to be forty years of age or over with more than eleven years teaching experience, suggesting that they entered administrative ranks after family commitments became less, thus decreasing role conflict. There was also an indication in the literature that husbands disapproved of their wives' careers. Married women in this study said that their spouses approved or encouraged their advancement. Male administrators, however, perceived women's obligations to family as a greater handicap than did female respondents. They also saw women in the dual mother-administrator role to a lesser degree than the women did. Men's stereotyped view of a woman contribute to the role conflict she experiences along with her own concept of a woman educator.

Conditions Within the Educational System

Writers expressed the need for structural changes in the educational system to facilitate women teachers' advancement. This study revealed that male administrators, for example, tended to be younger than their female counterparts; they received more encouragement from superiors than did women. Female respondents saw the existence of unofficial policies within the educational system which hindered their advancement. There was also some indication on their part that school board members tended to favour male promotion. As found in the review of the literature, there are symptoms of discrimination in the

educational system, but it is difficult to actually categorize the conditions. It would seem that changes in attitudes of both men and women are necessary for resolution of identified problems.

Effect of Background Variables

In general, the hypothesized relationships between background variables and female perceptions of the three selected factors did not hold. For example, age and marital status of the women respondents made no significant difference. However, some findings did suggest that certain groups of women did perceive the factors differently.

Given the changing role of women in society and the different perceptions among generations, it would be expected that the various women in the total sample of this study would have perceived the three factors differently to a much greater extent than the results indicated. For example, there was no significant difference between women of forty and twenty-four years of age and between married and single women. The belief that younger women perceive their role in society differently from the older generations is thus not supported by the results of this study. Nor is the belief that single women see their role differently from married women confirmed.

One explanation for the similarity of perception by the female respondents is the type of women accepted for teacher training and the stereotyped view these women have of themselves as result of their own educational experience. Either the teaching profession does not attract women who see themselves other than in the traditional role, or the screening procedures are such that such individuals who would break with

tradition are not accepted. A third alternative is that women as a group have a traditional self-concept despite age, marital status, or any other background variable.

Some Unresolved Issues

Several issues become apparent in this study when the results are examined. For example, there were demographic differences such as age and experience between the male and female administrators which gave the appearance of sex discrimination. There was little indication, however, that women perceived such differences as discriminatory in their own careers. The fact that women administrators in this study were older and had twice as much teaching experience suggests that women take longer to advance in the system. One explanation is the commitment made to home and family. Another is the existence of conditions which hinder women's advancement. Whatever the reason, women as a group did not perceive these as discriminatory practices.

There are several reasons why women do not see sex discrimination. As discussed in the review of the literature, ample evidence exists documenting the socialization of girls, especially in the educational setting. Secondly, the majority of women have never applied for advancement. It is easy to conclude that discrimination does not exist when one has never tested the system. A third reason for the lack of perception of sex discrimination is the tendency for a woman to accept her stereotyped role, thus avoiding role conflict and its ensuing pressures. Women have traditionally accepted and been accepted in the teaching function. The administrative role, on the other hand, breaks

with the role conception of the female educator. Often women succumb to the pressures of society, family, and the educational system for the sake of their own comfort rather than fight the odds and break the pattern in order to prove their worth in a man's world. Some blame for the present lack of women in administrative positions must be accepted by women themselves. As long as they don't apply, the conditions within the educational system will not be tested; the role conception of women in education will not change to include them in leadership roles; the forces at work which result in role conflict will continue to be barriers to advancement.

Another issue in the results of this study is the lack of administrative aspiration on the part of women respondents. The main reason given was lack of interest; this reflects the socialization of women into a supportive role. The women perceived their failure to advance as a result of lack of training. Yet they were not prepared to do graduate work to further their qualifications for promotion. It is futile to strive for equality of women in administrative ranks until they themselves are prepared to better themselves. On the other hand, as long as girls and young women are subjected to an educational system which indoctrinates them to be wives and mothers at the expense of their own careers, and society is unprepared to help women cope with the pressures of role conflict, they will continue to lack interest in administrative positions.

Although the questionnaire itself had a built-in assumption that it would gather information appropriate to the type of question asked, it is possible that the instrument caused an emotional loading, resulting

in extreme responses. Unsolicited comments on the questionnaires indicated that some respondents questioned the objectivity and generalization of certain statements. Furthermore, it is not possible to demonstrate that perception and understanding of the three selected factors in Part II of the questionnaire were the same between the respondent and the researcher, and among the respondents themselves. Thus factors may have been perceived in many different ways; difference in perception would not have been measured as intended. Another observation regarding the use of the questionnaire in this study is that it may not have been the best instrument to use. The interview technique on a smaller population or with a different population, or a combined questionnaire-interview technique may have been better.

Conclusion

There are many possible considerations in the interpretation of the results of this study. Different value systems and perceptions of the issues make it impossible to consider all aspects of the question regarding female advancement. Based on a review of the literature and the findings of this study, the three selected factors affecting women's entry into administrative positions have been analyzed and discussed.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSIONS

I. SUMMARY

The purpose of this study was to examine perceptions of selected factors related to the entry of women teachers into administrative positions of the Manitoba public school system. In order to do so, a questionnaire was developed and mailed to a randomly chosen sample of 290 female classroom teachers, 15 female administrators, and 49 male administrators during the months of June and July, 1973. The data received were subjected to statistical analysis. The responses of three distinct groups within the sample were studied by means of item analysis. The response of the total female sample was also subjected to factor analysis and t-test analysis.

Item analysis of the three groups provided descriptive information on the groups within the sample. Factor analysis identified items in the second part of the questionnaire which fell into three categories: conditions within the educational system, role conception, and role conflict. The t-test enabled an assessment of the relationship between the three attitudinal factors and the background of the respondents.

II. FINDINGS

The purpose of this section is to summarize the findings in

this study which answer the question, "What are the perceptions of women teachers and administrators and male administrators of factors affecting the entry of women teachers into administrative positions in the Manitoba public school system?"

As a result of the overall response patterns to the questionnaire, the following general observations can be made:

1. Although the large majority of female teachers are below thirty years of age in the Manitoba public school system, a large percentage of the female administrators are forty years of age or more. Male administrators tend to be younger than their female counterparts.

2. The majority of the female respondents were in elementary schools; female administrators were in staff rather than line positions. Almost one-half of the female teachers were in their first six years of teaching. The female administrators had twice as much teaching experience and six times as much administrative experience as the men. Most respondents indicated satisfaction with their present jobs.

3. Less than ten per cent of the women teachers had ever applied for an administrative position. Challenge of the position and experience or training were the two main factors for application. Experience or training and leadership ability were the two major reasons given for promotion. Three main reasons were given by women who had not applied for administrative jobs--lack of interest, lack of experience or training, and family responsibilities.

4. The majority of the female respondents who expected to have children intended to remain in teaching or return when family responsibilities permitted. Four main reasons for working were given by the

women: desire for a career, need for activity outside the home, love of classroom and children, and need for supplementary income.

5. The background variables, on the whole, did not make a significant difference in the women respondents' perceptions of the three factors. The majority perceived superiors such as school board members affecting their promotion and the child-bearing role as a condition affecting advancement. Most women saw themselves as capable as men in leadership roles. The main source of role conflict indicated by female respondents was the administrator--mother role.

III. CONCLUSIONS

Based on the results of the study, the following conclusions can be made:

1. In general, women teachers in the Manitoba public school system do not aspire to administrative positions.

2. Women teachers remain in the teaching force regardless of their family responsibilities.

3. Women teachers who do aspire to administrative positions see themselves in staff rather than line positions.

4. Despite women teachers' acceptance of themselves as equal to men in the profession, their actions indicate they do not seek to assume leadership roles.

5. On the whole, women teachers' perceptions of their role in education, role conflict, and conditions within the educational system affecting promotion do not differ when such background variables as age and marital status are considered.

IV. RECOMMENDATIONS

The results of this study point toward one basic issue: Should the educational system be passive and accept women teachers' lack of interest in administrative positions or should it actively encourage women teachers to change their attitude and to qualify for administrative positions?

The study indicated that women have a poor self-concept when it comes to advancement in the teaching profession. Their lack of administrative aspirations and their choice of staff rather than line positions, for example, illustrate their image of themselves as unqualified for leadership positions. Sex role stereotyping and family commitments contribute to women teachers' attitudes regarding advancement.

If a level of greater equality of men and women in administrative ranks is to be achieved, women must be actively encouraged to seek advancement. The following recommendations indicate what different people and groups might do to promote this objective.

1. That every member of the teaching profession re-examine his/her own attitudes toward women in administration and actively encourage individual women to qualify for and seek administrative positions.

2. That school divisions, the Department of Education, the Manitoba Teachers' Society, and the faculties of education at the University of Manitoba, University of Winnipeg, and the University of Brandon develop affirmative action to increase the number of women in leadership positions.

3. That school boards affirm the role of women in administrative positions, and that they seek and encourage female applicants for such jobs, particularly the superintendency and the high school principalship.

4. That school boards analyze their personnel policies and eliminate those which adversely affect the entry of women into administrative positions, including policies concerning leaves of absence, pregnancy, part-time employment, and child-care facilities.

5. That school divisions collaborate with the Department of Education to eliminate sex role stereotyping in schools, specifically in textbooks, curriculum materials, teacher behavior, guidance and counselling, and other practices.

6. That the Department of Education identify hiring professional women for departmental administrative positions as an organizational priority.

7. That the Department of Education and the Manitoba Teachers' Society co-sponsor a series of provincial and divisional seminars dealing with the role of women teachers in the Manitoba public school system, and in particular, the question of women in administration, for both men and women in the teaching profession, trustees, and other individuals involved in education.

8. That the Manitoba Teachers' Society involve women educators in leadership roles of both divisional associations and provincial committees in proportion to the number of women in the profession.

9. That the Manitoba Association of School Trustees encourage able women to seek public office as school board members.

10. That more women be recruited for leadership positions in the faculties of education.

11. That women be actively recruited as graduate students in the Faculty of Education, University of Manitoba, and that such students receive financial support based on individual requirements, regardless of marital status.

12. That all graduate programs provide more flexible registration and enrollment practices to allow women to further their qualifications for administrative positions despite family responsibilities.

V. FURTHER STUDY

This study has attempted to determine the effect of certain factors on the entry of women teachers into administrative positions of the Manitoba public school system. A number of studies might be attempted as a follow-up. These could include studies of:

1. The reasons for women's lack of interest in administrative positions;

2. The influence of the educational system in stereotyping women into traditional roles;

3. A comparison of female and male teachers' aspirations for administrative positions;

4. The attitudes of trustees, superintendents, parents, students, Department of Education officials, and the Faculty of Education staff toward the entry of women into administrative ranks;

5. The need for female administrators at the various levels of the school system;

6. Development of a program to increase the number of women teachers in administrative roles;

7. The politics of promotion to administrative positions with special reference to the advancement of women teachers;

8. The role conflict of women teachers with family responsibilities.

9. Career patterns of female administrators in the Manitoba public school system;

10. A comparison of male and female administrative career patterns.

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APPENDIX A

Department of Educational Administration

University of Manitoba

Women Teachers and Administrative Positions
in the Manitoba Public School System

QUESTIONNAIRE

This questionnaire is designed to examine factors affecting women's entry into administrative positions.

There are two parts to be answered as follows:

<u>Part I, Section A</u>	both women and men
<u>Part I, Section B</u>	women only
<u>Part II</u>	both women and men

Note: The numbering system on this questionnaire is for purposes of mailing and computer compilation.

ALL RESPONSES WILL BE TREATED AS CONFIDENTIAL INFORMATION.

6. Were both your parents working members outside the home?
- a) yes ()
b) no () (14)
7. Which one of the following is the appropriate income category for your parental family? (Consider annual income from all sources before taxes.)
- a) less than \$5,000 per year ()
b) \$5,000-\$9,999 ()
c) \$10,000-\$14,999 ()
d) \$15,000-\$19,999 ()
e) \$20,000 and more ()
f) I have no idea () (15)
8. Which one of the following best describes the community which you think of as your home town during your high school days?
- a) farm or open country ()
b) village ()
c) town ()
d) city (25,000 or less) ()
e) city (25,001 or more) () (16)
9. Your present position (level at which most time is spent)
- a) teacher (k-gr 3) ()
b) teacher (gr 4-6) ()
c) teacher (gr 7-9) ()
d) teacher (gr 10-12) ()
e) resource teacher ()
f) vice principal (elementary) ()
g) vice principal (junior high) ()
h) vice principal (high school) ()
i) principal (elementary) ()
j) principal (junior high) ()
k) principal (high school) ()
l) supervisor, co-ordinator ()
m) central office administrator ()
n) other () (17-18)
10. Your experience in education (number of years)
- | | <u>teaching</u> | <u>administration</u> | |
|----------------------|-----------------|-----------------------|-----------|
| a) 1-3 years | () | () | |
| b) 4-6 years | () | () | |
| c) 7-10 years | () | () | |
| d) 11-15 years | () | () | |
| e) 16 years and more | () | () | (19) (20) |

11. Your present level of education

- a) grade twelve with teacher training ()
- b) letter of authority ()
- c) some university courses and teacher training ()
- d) bachelor degree and teacher training ()
- e) master's academic degree and teacher training ()
- f) master of education degree ()
- g) master of education and academic master's degree ()
- h) other () (21)

12. Number of years of experience in

- | | <u>Present school</u> | | <u>Present school division</u> |
|------------------------|-----------------------|------|--------------------------------|
| a) one-two years | () | | () |
| b) three-four years | () | | () |
| c) five years and more | () | (22) | () (23) |

13. Did you receive parental encouragement

- a) to attend university for a degree program?
 - i) yes ()
 - ii) no () (24)
- b) to train as a teacher?
 - i) yes ()
 - ii) no () (25)

14. Did you receive parental financial support to continue your education after grade twelve?

- a) yes ()
- b) no () (26)

15. Which one of the following best indicates your attitude toward advancement in teaching?

- a) content to hold present job without promotion until retirement ()
- b) ready for promotion and not content until is achieved ()
- c) somewhat discontent because promotion has been delayed ()
- d) promotion long overdue ()
- e) satisfied with job at present () (27)

16. What is your expected highest level of educational attainment in your lifetime?

- a) grade twelve and teacher training ()
- b) bachelor degree and teacher training ()
- c) academic degree and bachelor of education ()
- d) master's degree ()
- e) doctoral degree ()
- f) other () (28)

17. Which one of the following is the highest position you could capably fill at some time in your educational career?
- a) department head, team leader ()
 - b) advisory, specialist, or resource person for teachers ()
 - c) vice principal ()
 - d) principal ()
 - e) Department of Education administrative position ()
 - f) assistant superintendent ()
 - g) superintendent ()
 - h) Faculty of Education administrative position () (29)
18. Have you ever applied for an administrative position within the Manitoba public school system?
- a) yes ()
 - b) no () (30)
19. If yes to #18, which one of the following people influenced you most to apply?
- a) your colleagues ()
 - b) your immediate superior ()
 - c) your superintendent ()
 - d) a school board member ()
 - e) your spouse ()
 - f) combination of the above ()
 - g) independent decision ()
 - h) other () (31)
20. If yes to #18, which one of the following was the main factor influencing you to apply?
- a) encouragement of others ()
 - b) challenge of position ()
 - c) financial incentive ()
 - d) prestige of position ()
 - e) leadership qualities ()
 - f) experience and/or training ()
 - g) other () (32)
21. If no to #18, which one of the following is the main factor influencing you not to apply for an administrative position?
- a) lack of interest ()
 - b) health reasons ()
 - c) family responsibilities ()
 - d) lack of self-confidence ()
 - e) lack of academic and/or professional training ()
 - f) lack of contacts with influential people ()
 - g) age ()
 - h) sex ()
 - i) other () (33)

22. If you have applied for an administrative position and you were successful, which one of the following do you consider the main factor in your being appointed?

- a) age ()
- b) sex ()
- c) experience and/or training ()
- d) personality ()
- e) leadership ability ()
- f) contacts with influential people ()
- g) other () (34)

Section B To be answered by women only

23. Number of children
- a) none ()
 - b) one ()
 - c) two ()
 - d) three ()
 - e) four ()
 - f) five and more () (35)

24. Age of youngest child (if applicable)

- a) infant (three years or under) ()
- b) pre-school (4-5 years) ()
- c) elementary school (6-12 years) ()
- d) high school (13-17 years) ()
- e) adult (18 years or more) () (36)

25. Women without children only

a) Do you expect to have children if circumstances permit?

- a) yes ()
- b) no () (37)

b) If yes to a), what do you expect your employment pattern to be?

- i) limited absence from labour force for child-bearing, then return (maternity leave) ()
- ii) out of labour force for period of child-rearing, then return ()
- iii) part-time employment during child-rearing, then return ()
- iv) out of labour force completely after first child is born () (38)

26. Women with children only. What has your employment pattern been?
- a) limited absence from labour force for child-bearing, then return ()
 - b) out of labour force for period of child-rearing, then return ()
 - c) part-time employment during child-rearing ()
 - d) other () (39)
27. Women with children only. Which one of the following was the main factor in your working after your children were born?
- a) age of children ()
 - b) need for income ()
 - c) fringe benefits in teaching ()
 - d) interest in a career ()
 - e) need for activity outside the home ()
 - f) spouse's encouragement ()
 - g) availability of a job ()
 - h) other () (40)
28. Married women only. What is your spouse's attitude toward your advancement in teaching?
- a) encourages ()
 - b) approves ()
 - c) indifferent ()
 - d) disapproves ()
 - e) prevents () (41)
29. Which one of the following is your main reason for working?
- a) support of family ()
 - b) desire for a career ()
 - c) need for supplementary income ()
 - d) need for activity outside the home ()
 - e) love of classroom and children ()
 - f) other () (42)
30. If you have applied for an administrative position and you were unsuccessful, which one of the following do you consider the main factor in your not being appointed?
- a) age ()
 - b) sex ()
 - c) experience and/or training lacking ()
 - d) unproven leadership ability ()
 - e) lack of contacts with influential people ()
 - f) lack of seniority ()
 - g) other () (43)
31. Do you believe you have experienced any form of sex discrimination in seeking an administrative position in the Manitoba public school system?
- a) yes ()
 - b) no () (44)

PART II

To be answered by both women and men. The following statements ask for your personal opinion concerning a number of matters. Please be frank in your responses.

There are five possible responses to each statement:

strongly agree	SA
agree	A
undecided	U
disagree	D
strongly disagree	SD

Read each statement carefully.

Think about how well the statement expresses your opinion.

Decide whether you strongly agree, agree, are undecided, disagree or strongly disagree with the statement.

Circle the answer for each statement which indicates your attitudes toward the statement.

Please respond to every item.

1. Women teachers should be given equal opportunities with men teachers for administrative training. SA A U D SD
2. Women prefer teaching to administration because it is an extension of their feminine role. SA A U D SD
3. Women teachers seem inherently less capable than men teachers of logical and scientific thinking. SA A U D SD
4. Women teachers are as suited as men teachers to administrative positions. SA A U D SD
5. Women teachers are as adept as men teachers at handling discipline problems. SA A U D SD
6. Women teachers are as tactful and diplomatic as men teachers. SA A U D SD
7. Women and men teachers are equally motivated in initiative and willingness to work. SA A U D SD
8. Women teachers fear rejection for being aggressive if they compete for administrative positions. SA A U D SD
9. Women teachers find it physically and emotionally difficult to meet the demands of the traditional wife-mother role and the expectations of an administrative career. SA A U D SD

10. Married women teachers forfeit their opportunities for advancement in the teaching profession for the sake of their children. SA A U D SD
11. A woman teacher cannot fulfil the two roles: mother and administrator. SA A U D SD
12. Women teachers should not be expected to subordinate their careers to home duties to any greater extent than men teachers. SA A U D SD
13. Women teachers should not permit home duties to interfere with administrative aspirations SA A U D SD
14. A woman teacher's success as an administrator will threaten her popularity or chances of getting married. SA A U D SD
15. Society is biased against a woman administrator. SA A U D SD
16. A school board will encourage male teachers rather than female teachers to apply for administrative positions. SA A U D SD
17. Women teachers are not encouraged within the school system to further their qualifications for administrative positions. SA A U D SD
18. The threat of withdrawal from the teaching profession due to childbearing by women teachers affects their chances for promotion to administrative positions. SA A U D SD
19. There should be a merit system of administrative appointments and promotion without regard to sex. SA A U D SD
20. A school board has unofficial policies related to the promotion of women to administrative positions. SA A U D SD
21. Despite the ideal of equality of the sexes, there are certain jobs, like those of secondary principal and superintendent, which are too important to be held by a woman teacher. SA A U D SD
22. Men teachers are less likely to get upset over small details than women teachers. SA A U D SD
23. Women teachers have the ability to offer and accept criticism objectively. SA A U D SD

24. Women teachers are as temperamentally and emotionally suited as men to administrative positions. SA A U D SD
25. Women teachers are as competent as men teachers in organizational and executive ability. SA A U D SD
26. Women teachers are as capable as men teachers in good judgment and common sense. SA A U D SD
27. Women teachers are not expected to be aggressive and advance in the teaching profession. SA A U D SD
28. Women teachers tend to place promotion to administrative positions second to their interest in marriage and family. SA A U D SD
29. Married women teachers forfeit their opportunities for advancement in the teaching profession for the sake of their husbands' future. SA A U D SD
30. A married woman teacher with children should not take on responsibilities outside the home beyond those of a classroom teacher. SA A U D SD
31. A woman teacher who continues to work after marriage is shirking her fundamental duty to home and children. SA A U D SD
32. Women teachers should be concerned with their duties of child-rearing and hometending rather than desires for professional advancement. SA A U D SD
33. The school system as a whole discriminates against women teachers. SA A U D SD
34. A school board prefers male applicants to female applicants for administrative positions. SA A U D SD
35. Obligations to one's family are a great handicap to a married woman teacher who aspires to an administrative career. SA A U D SD
36. A school board will not hire a married woman teacher who is in her childbearing years for an administrative position. SA A U D SD

37. Women teachers are not encouraged by superiors within the school system to apply for administrative positions. SA A U D SD
38. A woman teacher has to be better qualified than a man teacher to attain administrative rank. SA A U D SD
39. There is a need to be concerned about the present shortage of women administrators in the teaching profession. SA A U D SD
40. Women teachers should assume a greater role in the administrative ranks of the teaching profession along with their male colleagues. SA A U D SD
41. School board members, superintendents and others in charge of promotion policy in a school system tend to hold the following attitudes (please respond to all items):
- a) Women are not interested in administrative positions. SA A U D SD
- b) Women won't bother to become well enough qualified to obtain administrative positions. SA A U D SD
- c) Men teachers should have the first opportunity for promotion because they have families to support. SA A U D SD
- d) Women teachers and administrators are less adept than men teachers and administrators at handling discipline problems. SA A U D SD
- e) Women teachers are temperamentally and emotionally unsuited to administrative work. SA A U D SD
- f) Neither men teachers nor women teachers will work for women administrators. SA A U D SD

Thank you for your time and effort. It is appreciated.

APPENDIX B



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

June 7, 1973

Dear Colleague,

The enclosed questionnaire is necessary for the completion of my master's degree in school administration. I am doing a study on "Factors Affecting Women Teachers' Entry into Administrative Positions of the Manitoba Public School System".

I realize that at this time of the year, it is an imposition to ask for your help, but no time is a good time and your cooperation is needed.

Although the questionnaire is numbered, this is only for internal bookkeeping. Your reply will be held completely confidential.

I appreciate your assistance in returning the completed questionnaire.

Yours truly,

Linda Asper
Linda Asper

APPENDIX C



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

June 21, 1973

Dear Colleague,

Two weeks ago I mailed questionnaires to teachers in Manitoba related to a study on 'Factors Affecting Women Teachers' Entry into Administrative Positions in the Manitoba Public School System'. To date I have received approximately 50% of the questionnaires.

Your co-operation is needed in the final efforts to complete this part of my work. If you have not already returned the first questionnaire completed, a second copy is enclosed for your use.

I realize the many tasks requiring your time in June, but your reply is necessary for my thesis work.

Thank you.

Yours truly,

Linda Asper
Linda Asper

APPENDIX D



THE UNIVERSITY OF MANITOBA

FACULTY OF EDUCATION
DEPARTMENT OF
EDUCATIONAL ADMINISTRATION

WINNIPEG, CANADA

July 9, 1973

Dear Colleague,

I have not yet received your completed questionnaire pertaining to my study, "Factors Affecting Women Teachers' Entry Into Administrative Positions Of The Manitoba Public School System".

My thesis advisor is insistent that I have an eighty per cent return; another forty replies are needed to reach that level.

I would appreciate your completed questionnaire, but if necessary, at least some indication of your response. If you cannot complete the questionnaire, please return it.

Thank you.

Yours truly,

Linda Asper
Linda Asper

APPENDIX E

Many unsolicited comments appeared on returned questionnaires. These may be helpful should similar studies be undertaken.

Three main reasons were given by respondents who did not complete the questionnaire: 1) annoyance with certain questions, 2) lack of time, and 3) concern with anonymity. Some of these general reactions were:

"I started filling out your questionnaire and got thoroughly annoyed when the question read--'How much does your father earn?' I really don't think that this is anyone's business but his own and furthermore I don't see what it's got to do with women entering into administration. If a woman has the ability to do that job then I don't see any reason why she can't get it, but I know of one woman administrator and I don't think very much of the job she is doing."

"Sorry. I had been making preparation for my daughter's wedding and now we are off on a holiday to Nfld.--so did not reply to the questionnaire and I have no opinion. I feel I am not qualified and not prepared to express an opinion. A woman's place should be in the home--I am not a Woman's Libber--nor am I anxious to strive for glory and salary (as the ADMINISTRATION). Sorry for the antiquated opinion but that's the way I feel."

"Tough!"

"I am sorry I am unable to answer your questionnaire. This is a result of two factors. Firstly, the first section of your questionnaire is far too personal. This alone would not be totally unacceptable if the questionnaire were not numbered and thus traceable to the person who answered it. Although the numbering is for recording, according to your letter, I am afraid I cannot answer it while you or anyone who might have access to it, may trace it to me. If your questionnaire was not numbered, I would feel quite differently about helping you in your project. I am sorry I could not help you."

N.B. All comments are shown as written. None have been corrected for spelling, punctuation, etc.

Other respondents who did complete the questionnaire also made general comments. Two examples are:

"I was glad to fill out this form because this is the first time I've really seriously considered some of these questions. I hope you do well."

"This questionnaire has avoided the biggest factor of all--the risk factor. Look at the statistics dealing with the percentage of women that leave the educational field as compared with the percentage of men that leave!"

Women Teachers' Comments

Remarks by women on individual items in Part I of the questionnaire indicated that, although certain questions evoked more written response than others, on the whole, there was no general pattern. Comments made to questions concerning administrative advancement included:

"I was asked; I never applied to be an administrator."

"I am not interested in being an administrator."

"My success was due to resourceful people."

"I was offered the position of Language Arts team captain and I accepted two years ago. I really didn't apply."

Reactions to Part I, Section B, included:

"I am a single teacher; therefore some of these questions are a bit ridiculous."

"I did not start teaching until after child-bearing."

"Returned since being widowed."

"Need for income to pay for children's university training."

"Need for income because of my husband's death."

"Added interest to life."

"Not applicable for administrative position. I have experienced sex discrimination though in applying for a teaching position."

"I haven't sought any but I'm sure I would experience discrimination."

There was a greater reaction to statements in Part II of the questionnaire. Several general comments were made by the female respondents:

"Questions of this nature are quite frustrating to answer and I really wonder how much you can learn in this manner that has any degree of accuracy. One aspect you did not follow up is one's preference for teaching. Why assume that every teacher aspires to be an administrator? They are two completely different occupations, tho both are in the educational field. A good teacher may be an incompetent administrator and vice versa."

"Many of the questions I cannot answer. Personally I feel that families with children still need at least one adult available while they are at home. It seems that in many situations it is still the woman who accepts more responsibilities for homes and children. Consequently I personally have sacrificed my own personal educational advancement so far. I am hoping to continue my studies next year."

"These questions are unfair because you cannot generalize women versus men. Each woman (and man) has his or her own characteristics, abilities, and failures. Some women make excellent administrators, others don't. Some want to, some don't. Likewise--men are either qualified or not."

"I feel questions are very general and make no reference to 'good' teachers as distinguished from academically accomplished teachers."

"I don't mind filling out forms of this nature but I felt that many of the questions were ambiguous and I would answer them differently in a different community."

"I have worked for both men and women administrators and the men have been much easier to work for--they are much more objective and unemotional than women. I do not like to work for women--they tend to be too fickle."

"Some of your questions were really not very objective. They seem to be worded to kind of lead to the answer you desired. Some were too hypothetical to be answered properly."

"Are you perhaps looking for an administrative position? Best of luck!! I hope your computer picks up the above."

"These statements often encompassed ALL men and ALL women, which is an impossible thing."

"I found it very difficult to complete this latter part of the questionnaire as each community, school board, and individual differs greatly and it depends on this as to what to check. For example, question 25--Some women are very competent as are some men and the reverse is true. As a result I stopped as it is too general a scope."

Reactions to individual statements in Part II were many and varied. Examples given here are grouped according to the three factors.

Conditions within the educational system.

"At this point in history, society is biased."

"School board will and does encourage male teachers rather than female teachers."

"I don't know of any unofficial policies."

"I'm sure a school board prefers male applicants."

Role conception.

"Who knows about other women; they can be their own worst enemy sometimes."

"There is nothing feminine about being a teacher now, especially in inner city schools."

"A question of socialization."

"How can you generalize according to sex."

"Men are less willing to work."

"Socialization."

"Depends on the individual, not sex."

Role conflict.

"How could a person possibly do a good job at being a wife, mother and administrator! I find it taxing to do a good job as a wife and a teacher along with trying to do the things I as an individual want to do!"

"It depends which is the greater commitment."

"Depends on the woman if she can fulfil two roles."

"Depends on the age of children."

Administrators' Comments

The female administrators did not make any unsolicited remarks on the questionnaire. Comments by male administrators were limited.

Examples are:

"I do not rank Faculty of Education administrative position higher than any other. Possibly Faculty of Education is slightly below classroom teaching in classification."

"People are alike in ability to handle administrative jobs no matter what sex. Many women could assume the position if they went after them as could many male teachers. We all know of the many suitable and unsuitable teachers for handling anything from chalk dispensation to children. Really, most of these questions are irrelevant."

"Women seem hesitant to apply for administrative positions. Too often it seems like they can't be bothered. Are they afraid of putting in the extra effort? They'd rather travel!"

"I agree that women should not put home duties before their administrative aspirations, but since home duties do often interfere, then this whole thing becomes academic and not really worth the time you are spending on it."

Summary

In general, the unsolicited comments on the questionnaire indicated that respondents thought: 1) advancement in teaching depended more on the individual rather than a person's sex; 2) women

were socialized into a stereotyped role, 3) statements used in the instrument were often too general; and 4) some items lacked objectivity.