Characteristics of selected women in key administrative positions in vocational education who overcame factors contributing to their underrepresentation within the Commonwealth of Massachusetts.

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CHARACTERISTICS OF SELECTED WOMEN IN KEY ADMINISTRATIVE POSITIONS IN VOCATIONAL EDUCATION WHO OVERCAME FACTORS CONTRIBUTING TO THEIR UNDERREPRESENTATION WITHIN THE COMMONWEALTH OF MASSACHUSETTS

A DISSERTATION PRESENTED

BY

MARILYN SCRIZZI

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

September, 1983
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CHARACTERISTICS OF SELECTED WOMEN IN KEY ADMINISTRATIVE POSITIONS IN VOCATIONAL EDUCATION WHO OVERCAME FACTORS CONTRIBUTING TO THEIR UNDERREPRESENTATION WITHIN THE COMMONWEALTH OF MASSACHUSETTS

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ABSTRACT

The purpose of the study was to identify characteristics of selected women in the Commonwealth of Massachusetts who overcame factors identified in the literature as contributing to the underrepresentation of women in key administrative positions in vocational education.

Respondents were women possessing ACL APPROVAL, (Approval as a Superintendent-Director of a vocational school) who were serving in key administrative positions within the vocational education delivery system.

The sample was selected from the women approved in
the AC1 classification and was stratified into four different stratas: STRATAS I and III contained women occupying the top central office positions in vocational schools and large comprehensive high schools. STRATAS II and IV contained women occupying the position of coordinator in vocational technical schools and large comprehensive high schools.

Data was collected by interview using a process which was created to elicit common characteristics of women in the study population. The interview process dealt with the following:

--the personal, preparatory and professional school characteristics
--patterns of career development
--current job commonalities
--internal and external barriers encountered
--types of discrimination encountered.

The respondents all reported that they overcame barriers previously identified in the literature as having contributed to the underrepresentation of women in key administrative positions in vocational education.

External barriers encountered included: prejudice among members of local school committees, infractions of the Educational Amendments of 1972 and occupational
stereotyping.

Types of discrimination encountered included: direct discrimination as evidenced by separate salary schedules for men and women and sexual harassment.

This study concluded that the woman administrator serving in key administrative positions within the vocational education delivery system in the Commonwealth of Massachusetts is articulate, analytical and aggressive. She has well developed organizational and administrative abilities, good interpersonal relationship skills and proficiency in her vocational area of expertise.

There appeared to be a strong relationship between achievements and family background, level of formal education, commitment to career goal and achievement.

The respondents reported that internal barriers did not significantly hinder their career mobility.

Neither sex socialization or sex role stereotyping affected upward career mobility of the women studied.
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INTRODUCTION

The Bureau of Vocational Approval Booklet for the State Department of Education in the Commonwealth of Massachusetts, October, 1981 listed fifty-five women who were AC1 APPROVED. According to that same document, the number of men who were AC1 APPROVED was well over 600. AC1 APPROVAL is that designation used for Superintendent-Director of a vocational school within the Commonwealth of Massachusetts. (see Appendix A) Only one woman out of the fifty-five AC1 APPROVED is serving as a Superintendent-Director of a vocational-technical school within the Commonwealth of Massachusetts. There are twenty-seven regional vocational-technical schools within the Commonwealth of Massachusetts and approximately twenty more local vocational schools. (October, 1981)

It would appear from the data above that women are underrepresented in key administrative positions in vocational education within the Commonwealth of Massachusetts.

A considerable amount of research on the national level attributes women's absence from administrative positions in vocational education to be the result of these combined
factors: sex role stereotyping, occupational stereotyping, sex socialization and discrimination.

Adkins' "Women in School Administration" (1981) points out that in addition to the factors listed above, still another factor affects the underrepresentation of women in vocational education: the attitude of men in key administrative positions in vocational education who influence the attitudes, behavior and performance of women trying to break into the field of administration in vocational education.

When recruiting and hiring for key administrative positions within vocational education some men still hold to such myths as:

1. Women are not qualified to be top administrators in vocational education.
2. Women are too emotional for the world of work.
3. Women become too personally involved with faculty, staff and other people they are working with.

Other myths as to why women are not being hired for key administrative positions in vocational education are as many and varied as the people recruiting or hiring for the positions.
The existence of inequity in administrative positions in vocational education has not been recognized as a problem by local administrators of school boards who are androcentric. Those who do not recognize the existence of sex inequity, for the most part, lack an active commitment to sex equity and to encouraging, recruiting and supporting women entering non-traditional jobs. They pay lip service to women. Many Assistant Superintendent-Directors or Directors of Personnel say they'd like to see a woman occupying a key administrative role within their vocational delivery system. Yet, in reality the situation exists that of the fifty-five women within the Commonwealth of Massachusetts who are AC1 APPROVED only one presently occupies a top administrative position.

A summary of hearings conducted by the Subcommittee on Elementary, Secondary and Vocational Education of the United States House of Representatives on "Improving Opportunities for Women Under the Vocational Education Act, April, 1982" concluded that local administrators lacked an active commitment to achieving sex equity. (Lawyers Committee for Civil Rights Under Law, 1982) The data base included responses from five states, including Massachusetts where extensive cut backs in vocational education have occurred. That is, fewer services are now being offered to
promote equal opportunity. It also showed a lack of auxiliary services such as counseling, supportive services or job placement services. The report concluded that little or nothing is being done to actively encourage, recruit or support women in administrative positions in vocational education. The report concluded that the tactics used by administrators in advertising positions, screening applicants, interviewing candidates and the selection process all served to exclude women from these positions.

Today, the most blantant form of inequality is confirmed through direct discrimination as evidenced by separate salary scales for men and women who are performing the same jobs. According to the Department of Labor Statistics, (1983) women earn about sixty cents for every dollar a man earns.

Karen Nussbaum, executive director of 9 to 5, the National Association of Working Women, stated in an article *The Public You*, (January, 1983)

> women still make less than men because discrimination is profitable. If an employer can get away with paying a woman half of what he'd pay a man, why not? (pg. 72)

Ms. Nussbaum recommends that the formation of powerful unions is necessary to bring salaries to an equitable level.
Ms. Nussbaum continues to say that in contrast to the stagnation of salaries, women today receive fifty percent of all awarded bachelor's and masters degrees. Nearly fifty-five percent of law, medical and business programs are made up of women. While women have made break-throughs by being accepted into educational programs, they have not made similar gains in the workplace.

In the Nussbaum article, F.N. Schwartz, founder and president of CATALYST, a nonprofit national network for employment counseling centers for women reported that overcoming sexual stereotypings will be the greatest concern of women in the next decade.

The question is, then, have the factors of sex role stereotyping, occupational stereotyping, sex socialization and discrimination reported at the national level contributed to the fact that only fifty-five out the 650 plus people who were ACL APPROVED in the Commonwealth of Massachusetts were women?
Purpose of the Study

The purpose of this study was to identify characteristics of selected women in key administrative positions within the vocational education delivery system of the Commonwealth of Massachusetts who overcame factors identified in the literature as having contributed to the underrepresentation of women in key administrative positions in vocational education.

Nationally, the factors affecting the underrepresentation of women in key administrative positions throughout education include: sex role stereotyping, sex socialization, internal and external barriers and separate salary scales for men and women.

Specifically, the study investigated the following:

1. The personal, preparatory and professional school characteristics of key administrators in vocational education within the Commonwealth of Massachusetts.

2. Current job commonalities exhibited by key women administrators within vocational education.
3. The pattern of career development contributing to their success.

4. Internal and external barriers encountered in their careers within vocational education.

5. Types of discrimination encountered in their professional careers.

Other factors reported in the literature review suggested that the following additional questions might provide insight into personal views held by the target population which impacted with their professional occupational careers.

1. What issues did the women in the target population feel were most discussed by their subordinates?

2. To what extent did women in the target population use a formalized personal problem-solving strategy?

3. To what extent did the women in the target population feel that risk-taking was a contributing factor to their success?
Significance of the Study

It was the author's intent that the results of this study would help sensitize men and women involved in the administration of vocational education to the philosophical and psychological factors affecting their roles in the following areas: (1) administration of vocational education, (2) interaction with groups and organizations, and (3) development of personal careers.

In this study the author investigated the probability that discrimination was a major obstacle to success as key administrators for women within the vocational education delivery system.

It was believed that the data collected might influence administrators, school boards and others to actively encourage, support and recruit women wishing to enter into key administrative positions within the vocational education delivery system of the Commonwealth of Massachusetts.
Delimitations

This study was delimited to a population sample of a size that could be managed by one researcher.

The extent of the population was limited to women who were AC1 APPROVED in the Commonwealth of Massachusetts.

Any attempt to apply results of this study to populations outside the structure of vocational education of the Commonwealth of Massachusetts should be undertaken with utmost caution. Regulations in other localities may well differ from those governing APPROVAL within the Commonwealth of Massachusetts, and therefore foster significantly different administrative structuring.
**Definitions**

**Target population.** Entire group about which information is sought.

**Sampled population.** The one we actually do sample.

**Stratified sampling.** The population is divided into a number of parts, called "strata". A sample is drawn independently and at random in each part. Given the size of the various strata, one can make inferences about the total population represented. Such a scheme is very good for insuring a representative sample, and it may reduce the error in estimation. (Williams, pg. 290)

**Sex role stereotyping.** Assumption that the male half of the species shares one set of abilities, interests, values and roles; and the female half a different set of these characteristics. (Vermont Sex Equity Project, 1979)

**Stereotyping.** An oversimplified generalization about a particular group of people which usually carries derogatory implications.

**Sexual harassment.** Obvious seductive overtures.
Discrimination. The act of treating one party or group differently from the other: it usually refers to treating one worse than the other.

Androcentrism. Male centered.

"Ol' Boys Network". An informal social system for men: usually consists of going out for a beer or two after work or meeting around the coffee machine with friendships resulting.

Success. A developing or growing; learning how to deal with life, or learning how to deal with whatever it is that you want to do with life; or having some measure of success in being able to accomplish some of the things you'd like to accomplish.
Despite a decade of affirmative action, Title Seven, Title Nine, The Equal Pay Law and other equal opportunity laws, analysis of the participation of women in education shows change without progress. Little improvement has been noted in education. Women are still being classified as second class citizens, not equals.

In a review of related literature, this author examined the various theories that have been undertaken to explain women's underrepresentation in administrative and leadership positions in education. It also discussed the smaller body of work that has been applied to women's role in the administration of vocational education.

There is considerable research attributing women's absence from administrative positions in vocational education to be the result of these combined elements: sex role stereotyping, occupational sex typing, sex socialization and discrimination. (Adkinson, 1981)

Sex Role Stereotyping and Socialization. Sex role stereotyping assumes that the male half of the species shares one set
of abilities, values and roles; and the female half a different set of these characteristics. (Sex Equity Project, Vermont State Department of Education, 1981, pg. 3)

Whereas in this study sex role stereotyping deals with the emphasis of sex typing of school administrators, sex role socialization provides a historical review of women's condition in society.

Prior researchers have concluded that a major reason for fewer women seeking administrative positions in education is the existence of sex role and occupational stereotypes and the acceptance of these stereotypes by the majority of people and organizations. (Safilious-Rothchild, 1979) (Estler, 1979) Adkinson's review of research on women in school administration in 1981 found that sex typing of school administrators combined with sex role socialization served to discourage women from preparing for an administrative career.

Historically, vocational administrators in the Commonwealth of Massachusetts have been drawn from the ranks of businessmen and industrialists and, therefore, brought preconceived idea and concepts regarding administrative career progression into the world of education. The underlying cause of this was the Commonwealth of Massachusetts regulations governing APPROVAL, which required
that vocational educators have at least eight years of recent full-time experience in the trades.

Sex role stereotyping is evidenced today through superintendents, school boards and communities who do not accept women in key leadership positions. A survey conducted by Taylor (1977) of school board members and superintendents revealed that the majority of both groups thought sex should not be a determining criteria in selecting coordinators, supervisors or elementary principals. However, superintendents felt that sex SHOULD BE a determining criterion in selecting superintendents and secondary principals. These attitudes were further reinforced through a survey conducted by the American Association of School Administrators in 1979, in which a sizeable minority agreed that sex role and sex characteristic stereotypes existed. (American Association of School Administrators, 1979)

Studies by Blanchard (1976) concluded that an attitude of prejudice among members of local school boards was the most significant barrier women seeking administrative positions encountered. Adkinson (1981) points out that local school boards, of which the superintendent is a part, rarely have more than one or two women members
and USUALLY have none. These studies also showed that while women may be successful in displacing men in lower educational positions, the big breakthrough into positions of key administrative authority still remains to be made.

There is substantial evidence that discrimination in the selection process is partially responsible for the substantial underrepresentation of women in key administrative positions. Decision makers will not recruit and hire women thus excluding them from key leadership positions in vocational education. (Sites, 1975)

When a literature review was published by the National Center for Research in Vocational Education at the Ohio State University in 1979, little mention was made of women in the top echelon position in vocational education: that of Superintendent-Director of a vocational-technical school district.

The confusing findings of the literature review, entitled Factors Relating to Underrepresentation of Women in Vocational Education Administration (Ohio State University, 1979) published by The National Center for Research in Vocational Education concluded by stating that in vocational education there seems to be a more pessimistic outlook for the future of a significant increase of women in vocational administration. As vocational
education has been criticized for its inflexibility, the future may produce a time of confrontation rather than development. (pg. 85)

The research cited in a literature review conducted exclusively in area vocational schools by Sites (1975) also produced mixed results. Women faculty employed in these schools perceived their opportunities for promotion to be poor. The male administrators in the same institutions saw the opportunities for women to be equal with the opportunities for men. Assuming these studies to be accurate, how does one account for the fact that in 1983 less than one percent of the key administrative positions in vocational technical schools and area vocational schools are occupied by women in the Commonwealth of Massachusetts?

Schmucks' research (1975) concluded that in Oregon women who were appointed to first level administrative positions were unable to join the informal communication network comprised of males, thus impeding their advancement. The practice of conducting business informally over lunch and on the golf course, for the most part, excluded women. It made little difference whether the women were excluded deliberately or as an oversight: for her to function as affectively as her male colleagues she had to
gain access to the informal communication network. A woman administrator's exclusion from the informal "ol' boys network" may seriously retard her career advancement.

Devine (1981) elucidates that men understand better than women that, apart from the formal structure of the organization, there is an informal structure where the real power is exercised. (Hennig and Jardim, 1976)

Recently, criticism has surfaced regarding the importance of the organizational structure on women's career mobility. Wolff (1977) argues that while organizational theory reveals implicit prejudices and informal rules and practices that exclude women; constraints external to the organization, such as sex role stereotyping and socialization, have even a more powerful effect on their upward career mobility.

Barriers to Career Mobility.

A review of the literature dealing with the transitional difficulties of women from teacher to administrator are replete with explanations of underrepresentation, the bulk of which may be categorized into external and internal barriers. (Jones, 1982)

External Barriers. External barriers to women aspiring to
administrative school positions are associated with society's systems and structures. These barriers which are also common to women aspiring to key administrative positions in vocational education include the following: too few role models, lack of a professional network and the structure of the organization. (Shakeshoft, 1979) (Hennig, 1976)

1. Lack of a Professional Network. Despite the changes in laws and policies, educational organizations continue traditional recruitment and hiring practices that exclude candidates outside their administrators informal network.

A summary of hearings conducted by the Subcommittee on Elementary, Secondary and Vocational Education of the United States House of Representatives on "Improving Opportunities for Women Under the Vocational Education Act" April, 1982 concluded that local administrators lacked an active commitment to the achievement of sex equity. They concluded that little or nothing is being done to actively encourage, recruit or support women in administrative positions in vocational education. The tactics used by administrators in advertising positions, screening applicants, interviewing candidates and the
selection process all serve to exclude women from these positions. (American Association of School Administrators, 1979)

Within the organizational structure of the educational system, male administrators are more likely to communicate with male teachers than with female teachers. It would appear that important and necessary information needed for upward mobility is not readily accessible to women. Overall, few women in the vocational education delivery system hold memberships in administrative vocational organizations, serve on administrative vocational committees or attend professional development workshops in the administrative area of vocational education. Wheatly (1979) corroborated these statements when she applied Kanters' theory of management (1977) to education. Wheatly agrees that the mix of bureaucratic and professional structure, characteristic of school organizations, severely restricted opportunities for women.

Adkinson (1981) asserts that the professional characteristics of the school organizational structure serve to make the informal system of allocating administrative positions more powerful than in other organizations.

Wheatly (1979) explains, simply, that women face an array of informal systems. If they succeed in gaining
entrance into one, they are still excluded from other informal systems.

2. Lack of an Influential Sponsor or Mentor. To get ahead in the informal structure of the organization, writes Sheehy, (1976) most rising young men have a male figure who is ten to twenty years older, wiser, in the same field, and professionally paternalistic—the mentor. Through the structure of the organization, men are supported or sponsored by mentors who prep them for leadership roles. Men foster recognition from successful male administrators through participation in educational groups, the traditionally male community or social organizations. The securing of a mentor provides for them guidance, quasi-administrative learning experiences and the right job contacts.

A survey by Devine (1981) of Boston area women showed that women have a more difficult time finding a mentor than men. The most repeated reason for this was that they felt that the powerful people in organizations and administration were men and most men were reluctant to take on a female protege.

Illchman (1981) asserted that women of today need a male mentor in order to correctly evaluate the men they
are to work with and compete against.

Hennig and Jardim (1976) concluded that participation and understanding of the informal structure of the organization was a must to upward career mobility. For Hennig and Jardim (1976) involvement in the informal structure of the organization included conducting a calculated search for, and finding, a mentor—preferably male, who could perform an endless variety of services.

Current studies indicate that few women even know how to search for a mentor. (Devine, 1981) When, and it is unusual, a woman finds a mentor, it is a man who sponsors and chooses her because she conforms to his stereotype.

Generally, women in the administrative hierarchy do not become mentors to other women aspiring to climb the ladder of success. Margerat Hennig and Anne Jardim, currently professors at Simmons College, Boston, Massachusetts attribute this to the "queen bee syndrome": the woman who has succeeded in a man's world but who resists the efforts of other women to progress. (Hennig and Jardim, 1976)

3. Direct Discrimination. Research compiled by the Office of Civil Rights in 1980 affirmed that the number of women
in educational administrative positions is declining. The percentage of female high school principals decreased from ten percent in 1968 to seven percent in 1977. The United States Department of Labor, Bureau of International Labor Affairs, linked this decline to direct discrimination that is, separate salary scales for men and women who are performing the same jobs. The greatest disparities in salaries within education is found at key administrative levels, particularly in vocational education where union and teacher contracts are not employed. A national survey by the National Association of Secondary School Principals in 1981 reported that seventy percent of the female principals had salaries under $20,000 while only twenty-five percent of the males had salaries in the category.

The wage differential between working men and women isn't narrowing, but widening. According to the United States Department of Labor statistics in 1983, women earned sixty cents for every dollar earned by men.

In administrative positions in vocational education, weight is given to the number of years and the position worked at in industry prior to entering education when determining the salary step. In the hierarchial structure of industrialized society, men usually hold higher positions
and their salaries in vocational education reflect this fact. This is reflective of past discrimination when women were not, for the most part, employed in the non-traditional trade areas.

A study undertaken by Pucel (1979) examining the success of vocationally trained women in traditional male occupations concurred that not only do proportionally less women obtain employment in training-related traditional male occupations, but they receive significantly less in salary.

Strum (1980) verified this, concluding upon conducting a study of female employment in the Federal Government that women are underrepresented in every employment and training program offered by the Federal Government. Women make up only 2.2 percent of all the apprentices in over the 450 apprenticeship programs that offer training and job opportunities. (Strum, 1980)

Studies by Strum (1980) further showed that female employment in the Federal Government in general, accounted for less than five percent of the top GS Level 16 jobs on the job ladder. The GS Level 16 job in the Federal Government is comparable to a secondary principalship in educational steps.
Internal Barriers Encountered.

Internal barriers that have created transitional difficulties in women's career mobility, historically, include the role conflict premise (Daley, 1976) (Sheehy, 1976) and individual predispositions: or how women see and think of themselves. (Hennig and Jardim, 1976)

Daley (1976) pointed out that the either or qualities of love and children, or work and accomplishment, are incompatible and lead to pressure, anxiety and guilt. Sheehy (1976) declares

women have a tendency to define their age status in terms of timing and family events. They are more concerned over the body-monitoring of their husbands than of themselves. (pg. 176)

Hennig and Jardim (1976) concluded that women were unequipped for corporate or administrative combat: not into risk taking, lacking personal strategy and not culturally conditioned. (Newsweek, September 14, 1981)

Dr. Alice Stone Illchman, President of Sarah Lawrence College, declares that women who have set high standards for themselves but who haven't decided what's really important, suffer from guilt: a constant pull of dual priorities. However, unlike the conclusions drawn by Hennig
and Jardims' research (1976) or Daley (1976), Illchman theorizes that the careerist who has a home life, and mothers, has the advantage of balance in her life. She has the confidence, courage and purpose that comes from loved ones and that gives her perspective.

Statistics published by a leading cigarette firm, Virginia Slims in 1981, showed that four out of five women under the age of thirty believed that they could successfully combine marriage, children and a career.

Toward that end, graduate programs such as the Masters in Business Administration Program at Simmons College in Boston, Massachusetts are now equipping women with "survival kits": the how to's of dealing with the barriers of sexism, isolation and guilt.

Women are gradually showing that these barriers can be overcome. Most male experts think that this sort of steady progress will continue. (James, 1981) However, despite the progress made in the last five years, women themselves remain skeptical. The executive suite, Corporate Executive Office positions, or the superintendency of a vocational technical school are still elusive prizes.

In 1980, The Sex Equity in Educational Leadership Project (SEEL) was designed to attempt to change the
attitudes of policymakers in a position to hire and support women in administration through providing information about sex inequities in educational management. (Schmuck, 1980)
The project addressed educators and the general public through a newsletter, audio-visual productions, conferences, articles and university courses. While women were receptive to this project, male administrators did not respond to efforts to increase their awareness of sex inequities in school administration. Conversely, they ridiculed or ignored such efforts. (Schmuck, 1980)

The United States House of Representatives, Lawyers Committee for Civil Rights under Law study (1982) concluded that a stronger financial commitment must be made toward sex equity.

The Vocational Education Amendment of 1972 needs to be changed. Where expenditures for supportive services are permissive but not mandatory they need to be required. Where states are not spending their monies on training and programs for women in order that they can become equally qualified for administrative positions in vocational education, they need to be required to do so by law.

Burwick (1974) warns against trusting legislation alone to bring about the necessary changes to make equality
for the sexes in work and the economy a reality. She suggests a long-range view with goal setting for both sexes; emphasising multiple options for both sexes rather than stereotyped roles for either sex.

During the past two decades, major federal legislation was passed to help reduce discrimination. Specifically, the Equal Pay Act of 1963 (see Appendix B), Title Seven of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 (see Appendix C), Title Nine of the Educational Amendments of 1972 (see Appendix D), and Executive Order 11246. (see Appendix E)

The women's Educational Equity Act, part of the Special Projects Act of the Educational Amendments of 1976 and the Vocational Education Amendments of 1976 should have major impact on the plight of women seeking key administrative positions in vocational education.

However, the existence of inequity in administrative positions in vocational education has not been recognized as a problem by many local administrators or school boards who are androcentric. Those who do recognize the existence of sex inequity, for the most part, lack an active commitment to sex equity and to encouraging, recruiting
or supporting women entering non-traditional programs.

As a result, underrepresentation of women in key administrative positions in vocational education is rarely the focus of study. While researchers have attempted to compile recent data on the underrepresentation of women in vocational education, few studies and statistics can be found that focus on women in key administrative positions within the vocational education delivery system.

The results of this review of literature would appear to point out that organizational limits prevent women from obtaining access to the informal structure of the organization, and acquiring the attitudes and behaviors necessary for advancement within the formal structure of the organization. Women lack an administrative support system: a professional network. Without such a support system women will not be able to make substantial gains in the marketplace as key administrators in industry or education.
CHAPTER III

METHODOLOGY

Design of the Study

The target population of this study consisted of fifty-five women approved at the AC1 level as Superintendent-Director of a vocational school in the Commonwealth of Massachusetts, as listed by the Office of Vocational Approval at the State Department of Education Offices in Boston, Massachusetts. (October, 1981) The fifty-five women were approximately nine percent of the total population of both males and females having AC1 APPROVAL at the time this study was initiated.

The sample population consisted of ten women who were identified through the use of a selection process which included the following steps:

1. After compiling the list of the target population from the State Approval Booklet, October, 1981, a letter was sent to the women asking them to participate in an in-depth interview to help ascertain the characteristics of women in key administrative positions in the vocational delivery system in the
Commonwealth of Massachusetts who overcame the factors of underrepresentation of women in key administrative positions in vocational education. (See Appendix F for a copy of this letter)
A self-addressed post-card was enclosed for return by those women who agreed to participate in the study.

2. Twenty-eight women of the target population returned the post-card indicating a willingness to participate in the in-depth interview. An additional four percent of the women returning the post-card indicated they could not participate as they felt it would be a conflict of interest as they were employed by the State Department of Education of the Commonwealth of Massachusetts.
Due to the high percentage of return, fifty-five percent of the target population, no attempt was made to follow-up those who did not respond by returning the self-addressed post-card.

3. The ten women sampled were selected through the use of stratified sampling. The twenty-eight
respondents, wishing to participate in the study through the in-depth interview, were broken into four homogeneous stratas as listed below. This method of stratification was used to reduce the possibility of variance in the findings.

STRATA I

AC1 APPROVED women occupying the positions of Assistant Director, Director of Superintendent-Director in vocational schools within the Commonwealth of Massachusetts.

STRATA II

AC1 APPROVED women occupying administrative positions as Coordinators, having a broader range of responsibilities than those of a department head, in vocational schools within the Commonwealth of Massachusetts.

STRATA III

AC1 APPROVED women occupying central office administrative positions and/or having system-wide responsibilities in large comprehensive school systems participating in the vocational delivery
system within the Commonwealth of Massachusetts.

STRATA IV

AC1 APPROVED women occupying administrative positions as Coordinators, having a broader range of responsibilities than those of a department head, in large comprehensive school systems participating in the vocational delivery system within the Commonwealth of Massachusetts.

The sample population of ten women were selected from the above four stratas. They were as follows:

STRATA I. --Superintendent-Director of a regional vocational technical school.
--Assistant Superintendent-Director of a regional vocational technical school.
--Director of a large inner-city vocational school.

STRATA II.--Coordinator of Occupational Programs in a regional vocational technical school.
--Coordinator of Adult Programs in a regional vocational technical school.
STRATA III.—Principal of a large comprehensive regional high school.

--Director of Pupil Personnel Services in one of the ten largest comprehensive school systems within the Commonwealth.

STRATA IV.—System-wide Coordinator of English in a large comprehensive school system.

--Coordinator of Occupational Programs in a large inner-city comprehensive high school.

4. The designing of an in-depth interview guide for use in obtaining the women's responses in the interview included:

a. Formulating the general goals and uses of the guide. The following questions had to be answered. What is the objective of the guide? Is it to measure the success rate of the women in key administrative positions in vocational education, or is it to determine the potential
factors leading to the success of women occupying key administrative positions in vocational education? Will the study be confined to a specific geographical region?

b. **Formulation of the in-depth interview guide.** Based on the purpose of the study, to identify characteristics of selected women in key administrative positions in the vocational education delivery system within the Commonwealth of Massachusetts who overcame factors contributing to the under-representation of women in key administrative positions in vocational education, the guide was divided into five main sections.

1. The personal, preparatory and professional characteristics.
2. Patterns of career development.
4. Internal and external barriers.
5. Types of discrimination encountered.

5. The in-depth interview guide was subjected to content analysis by a panel composed of practicing vocational educators and occupational education
graduate students at the University of Massachusetts Amherst, and reviewed by this author's dissertation committee.

The guide was pilot tested in a simulated interview with administrators in vocational education. Suggestions for revision offered by both the panel of educators and the cooperating students were incorporated into the final form of the interview instrument. A guarantee of privacy was given to all the respondents. The completed interview guide can be found in Appendix G.
CHAPTER IV

RESULTS OF THE STUDY

Personal, Preparatory and Professional School Characteristics. The investigation of the personal, preparatory and professional school characteristics of women in key administrative positions in vocational education showed a pattern in the childhood history of the women.

Nine of the ten women were brought up in families where they were the eldest or only child. While one woman was not first-born, her experiences and responsibilities as the only girl in the family were found to be similar to the other nine women.

Nine of the ten respondents were born in the northeastern part of the United States: Massachusetts and New York, indicating that they chose to settle and stay in the same geographical area of the country as where they grew up. One woman was born in Cologne, Germany, immigrated to the United States during childhood and settled in Massachusetts.

According to the ACI Approval Booklet, October, 1981, ninety percent of the target population (fifty-five women)
were employed within a sixty mile radius of Boston, Massachusetts and all of the sample population (ten women) were employed within that radius.

Nine of the ten women interviewed reported that they were born into middle and upper-middle class families. Only one of the respondents spoke of existing in poverty, forcing her to leave home at sixteen years of age to earn a living.

The fathers of seven of the ten women held management positions in business and industry. Fathers of the other three were tradesmen. Seven of the ten respondents mothers were housewives. Two mothers were professional employees. One mother worked in a factory.

As children, the respondents reported that they received significant exposure to the arts through attending symphonies, plays, operas, museums and taking private music lessons. One woman, a Jewess, was born in Cologne, Germany. As a Jew living in Germany she was not allowed by the Germans to attend cultural events. Nine of the ten women were Christians and all of the respondents were Caucasian.

The average age of the women interviewed was fifty-one years four months, with the youngest woman interviewed
being forty-five years of age and the oldest being sixty-six years of age.

While there is no conclusive evidence to pinpoint the factors influencing the respondents' decision of a definite career goal, eight of the women interviewed made a move towards their goal during their high school years. The major influence appeared to be part-time employment while still attending school.

Three of the respondents worked briefly upon graduation from high school. Two of the respondents went on to two year junior colleges. Two others enrolled in night courses at colleges and worked days. All eventually continued their education at the college level receiving a BS or BA degree.

The type of college chosen by the respondents was consistent with their commitment to a career. Four of the ten respondents chose to study in the field of Home Economics and graduated from state colleges. Another four of the ten respondents chose to study in the field of health occupations and graduated from private colleges.

The two remaining respondents graduated from private universities with majors in English Education and Arts and Humanities.
Six of the ten respondents entered the labor force upon graduating from college, and the other four respondents went directly to graduate school.

At the time this study was undertaken, all of the respondents had master's degrees. Three of the ten respondents reported that they had Certificates of Advanced Graduate Study in vocational education and are currently enrolled in doctoral programs in vocational education administration. Three of the respondents have doctorates in educational areas other than the administration of vocational education.

Patterns of Career Development. All of the women interviewed were employed as key administrators in a school system with a vocational education delivery system within a sixty mile radius of the city of Boston, Massachusetts.

Four of the ten women interviewed progressed in the field of health occupations, working the first nine years or so in industry and then serving ten years in education.

On the average, the women held professional memberships in at least three organizations. Educational organizations topped the list as eight of the respondents belonged to nationally recognized vocational organizations,
promoting the area of vocational education, such as the American Vocational Association. Four of the ten respondents belonged to Delta Kappa Gamma, a national honor society for women in education.

While all held memberships in professional organizations, seven of the ten women were also active in community based organizations, mainly church or synagogue. The three women not involved in community based organizations reported lack of time as the reason for their lack of participation.

In the area of professional activities, the four women who studied in the field of Home Economics were not involved in any speaking, writing or consulting activities. The remaining six respondents were active in the areas of speaking, writing and consulting. Several of the women who studied in the field of Health Occupations are currently writing books and articles for national journals in the fields of psychology, allied health and discrimination.

Current Job Commonalities. The respondents who comprised STRATAS I and III within the vocational delivery system reported the length of their work day to be between ten and fifteen hours a day. In addition, they spent an average
of two nights a week attending school committee meetings, financial meetings, curriculum meetings and so on.

In order to keep pace with the duties and responsibilities of the job, eight of the respondents from all stratas reported that they worked weekends. On weekends, they reported that they were able to accomplish a great deal more due to the lack of distractions and interruptions.

One of the two respondents who did not work weekends reported that she put in twelve to fifteen hour days and, stayed late on Fridays' so that she could enjoy the weekends with her family.

The stratified sampling technique was necessary to show the shift in responsibilities that occur from middle-management or coordinators positions to the top administrative positions. While middle-management positions deal with supervisory management and specific areas of expertise, top administrative positions demand a broad, conceptual approach to decision-making and problem solving.

Top administrative positions involved long-range development of goals, policies and procedures for "entire functional areas to give coherence to the operating of the enterprise as a whole". (Hennig, 1976)
The following results reflect the differences between middle-management or coordinators positions found in STRATAS II and IV and those of top administrative positions as found in STRATAS I and III.

Three of the five women in the top administrative positions (STRATAS I and III) reported that they were selected for their positions because they were the best qualified candidate with proven administrative and leadership ability. One of the respondents reported that her handling of the interview secured the position for her. The other woman was NOT selected for the job and reported she has spent two and one-half years and $23,000 in litigation before the courts awarded her the job.

All of the five women in middle-management or coordinators positions (STRATAS II and IV) reported competence as the reason they were selected for their present job.

The length of time the women planned to stay in their present positions and their long range goals were related to age in three of the ten respondents. The two younger women in top administrative positions reported their long range goal was to move into the top administrative position in vocational education (Superintendent-Director of a vocational school). They reported that availability of
this position and success in their present job would determine their success or failure in their long range goal.

Six of the ten women interviewed reported that the most important strengths needed for success as a top administrator in vocational education included: organizational and administrative ability, expertise and interpersonal relationship skills.

Respondents in STRATAS II and IV reported that the majority of their time was devoted to organizing, planning and executing. Respondents in STRATAS I and III reported that the majority of their time was devoted to telephone calls and regularly scheduled meetings with various groups; especially school committee people, elected officials, state department of education personnel and parents.

Nine of the respondents reported that minimal time was devoted to luncheons and cocktail parties. One respondent said her image in the community and job duties required frequent attendance at luncheons and cocktail parties. All reported time management as being one of their primary concerns.

Additional strengths reported by one or more of the respondents included: tolerance, perseverance, maturity, motivation, good health and being a woman.
While two of the women felt that they did not possess any failings, mention was made by them that some women get too emotionally involved, expect too much of others, are impatient with men and are limited by lack of time and lack of funds.

ADDITIONAL QUESTIONS

What issues did the women in the target population feel were most discussed by their subordinates?

Respondents reported budget and salary as the main concerns of faculty and staff. A second concern reported was lack of support from "higher ups". The question of affect on job functioning was not investigated in this study.

To what extent did women in the target population use a formalized personal problem-solving technique?

Eight of the ten respondents reported they used a definite approach or process in problem-solving. The remaining women stated they were not concerned about the problem-solving approach employed, as long as the problem
was resolved. One of the two respondents reportedly faces problems "head on" with no problem-solving approach in mind and the other respondent reported that she never tackles a problem immediately unless it is of an emergency nature. By putting the problem "on the shelf for several days", she reported, "it often solves itself".

The steps of the problem-solving approach described by the eight respondents who use a formal personalized approach to problem-solving are as follows:

1. Identify and diagnose the cause of the problem.
2. Identify and assess alternative solutions.
3. Study the politics.
4. Weigh the outcomes.
5. Make a decision.
6. Implement your decision.

All the women interviewed reported themselves to be effective problem-solvers and rated themselves as VERY effective in response to just how effective were they at problem-solving.

To what extent did women in the target population feel that risk-taking was a factor contributing to their success?
All of the respondents reportedly perceived a willingness to involve themselves in risk-taking as a factor in career advancement. Seven of the ten respondents stated that risk-taking was necessary to bring about change. They viewed it as being a prime part of the decision-making process, and necessary for expansion and advancement. Only one respondent reportedly viewed risk-taking as a negative process and stated "people who take risks, risk making a mistake". The remaining two respondents were inconclusive as to their views regarding risk-taking.

Six of the ten respondents reported that risk-taking affected both the present and the future. They stated that risk-taking endangered their future careers. The remaining woman did not perceive risk-taking as endangering her future, attributing her view to job security and common sense.

External and Internal Barriers Encountered. The external barriers encountered by the ten respondents when aspiring to key administrative positions in vocational education were associated with the mores of industrialized society. That is, the positions of leadership in business and industry are generally held by men and vocational education
has drawn upon the world of business and industry for its key administrators.

All of the respondents reported encountering one or more of the following external barriers: lack of a professional network, too few role models, lack of an influential sponsor and the traditionalized structure of the organization.

Five of the ten women reported that in their opinion the most significant barrier to their seeking key administrative positions in vocational education is perceived prejudice among members of local school boards. They based their judgement on such remarks made by school board members before, during and after the interview process. "Males make better disciplinarians in vocational education." "What does a woman know about metal fab?" No woman could run a regional vocational school." These were a few of the respondents comments.

The remaining five respondents reported they had not encountered prejudice among school board members. However, two of these respondents reported they felt the reason they had not encountered such prejudice was that they had lived in the community they worked in for over twenty
years, and had always had good working relationships with their school committee.

Seven of the ten women interviewed reportedly felt that intangible and/or purely subjective factors such as longevity in the community and personal friendships played a part in their being recommended and/or hired for a key administrative position. The remaining three respondents attributed their being hired solely to their demonstrated competence.

Seven of the women interviewed had NOT recently, i.e. within the period of two years, passed up an opportunity to advance to a key administrative position in vocational education. Two of the three respondents, who had passed up an opportunity to advance to a key administrative position, reported that the position they passed up was at the college level. One respondent stated that she was too secure and too comfortable in her present position to change jobs. Conversely, the other respondent stated insecurity, too few role models and conflicts in changing roles as being the reasons for passing up an opportunity to advance. The third respondent reported that past experiences had showed that a lack of support by other women and a lack of a professional network among women
existed. She reported, "It's not worth the hassle."

When asked, Has foul language, pressure etc., from the "ol' boys network" created an environment in which you have chosen not to work and therefore, you have passed up an opportunity to advance to a key administrative position all ten of the respondents emphatically stated that they did not feel such factors were significant.

Seven of the ten respondents stated that they belonged to and were active in state and national vocational education organizations where men prevail. Furthermore, they stated that they interacted with men daily and felt comfortable doing so.

One part of this study was to determine what, if anything, was being done through the Division of Occupational Education, State Department of Education for the Commonwealth of Massachusetts to actively encourage, recruit or support women in key administrative positions in vocational education.

Eight of the ten respondents reported that no attempt had ever been made by the Division of Occupational Education within the Commonwealth of Massachusetts to provide them with, or inform them of, support services or courses available to prepare them to assume key administrative
positions in vocational education traditionally limited to men. The remaining two respondents stated a qualified "yes". When asked to explain, both respondents reported that they had participated in a federally funded program at Fitchburg State College in 1976. The program included thirty women who were "hand picked" by the State Department of Education, and, was established to provide instruction in assertiveness training, financial management and organizational behavior. The respondents stated, however, that they were not sure whether the program was intended to actively encourage and support women in key administrative positions in vocational education and, therefore, gave only a qualified "yes".

The respondents in this study reported that internal barriers had not significantly hindered their career mobility.

The seven married respondents in this study felt that their husbands, children and others were supportive of their endeavors. The seven women reported that they had no feelings of anxiety or guilt, and had a positive progressive outlook towards their work and accomplishments. The three single respondents likewise reported to have not had feelings of anxiety or guilt attributable to their
interpersonal relationships with significant others.

Types of Discrimination Encountered. The type of discrimination encountered by the respondents that can be measured is that of direct discrimination, that is, separate salary scales for men and women who are performing the same jobs. Three of the ten women interviewed had separate salary schedules from their male counterparts. Differences in salary ranged from $1,000 to $5,000 per year lower than their male counterparts. One of the three respondents also worked under a contract that was shorter in duration, one year in length, as a female administrator while all the male administrators had longer contracts, two years in length. The remaining nine respondents reported their contracts were for the same duration performing the same job tasks.

Infraction of the Educational Amendments of 1972, occurred in the hiring process of six of the ten respondents. When filling out application papers or being interviewed for a job, six of the respondents reported that they were asked if they were Miss, Mrs, or their maiden name by a prospective employer. This is discrimination on the basis of marital status.
Nine of the ten respondents reported that sexual harassment had never played a part in their being hired or considered for a key administrative position. The remaining respondent reportedly felt it had played a part in her being considered for a top level position, even though she was not hired for the position.

Five of the ten respondents reported that in their climb up the career ladder they had, on occasion, found themselves in the position of being one of two candidates equally qualified and recommended for a specific job. Only one of the five respondents acquired the job. In the remaining instances, the women reported that the position was given to the male: the other equally qualified and recommended candidate. The other five respondents had not been in that position.
CHAPTER V

SUMMARY AND CONCLUSIONS

Statement of the Problem

The purpose of this study was to identify characteristics of selected women in key administrative positions within the vocational education delivery system within the Commonwealth of Massachusetts who overcame factors identified in the literature as having contributed to the underrepresentation of women in key administrative positions in vocational education.

This study was designed to investigate the following:

1. The personal, preparatory and professional school characteristics of key women administrators in vocational education within the Commonwealth of Massachusetts.

2. Current job commonalities of key women in vocational education within the Commonwealth of Massachusetts.

3. The pattern of career development contributing to their success.
4. Internal and external barriers encountered in their careers in vocational education.

5. Types of discrimination encountered in their professional careers.

The study sought answers to the following additional questions:

1. What issues did the women in the target population feel were most discussed by their subordinates?

2. To what extent did women in the target population feel that risk-taking was a contributing factor to their success?

3. To what extent did women in the target population use a formalized personal problem-solving strategy?
**Procedure**

The respondents were women ACL APPROVED who were employed in key administrative positions within the vocational education delivery system in the Commonwealth of Massachusetts.

The target population, for the study, consisted of women, fifty-five of them, who had ACL APPROVAL within the Commonwealth of Massachusetts as of October, 1981. The target population was stratified into four groups. The sample population consisted of ten women, representative of each of these four groups.

An in-depth interview guide was designed by the author for conducting interviews with the sample population.

The findings of this study were summarized into five major areas:

1. Personal, preparatory and professional school characteristics.
2. Patterns of career development.
4. External and internal barriers encountered.
5. Types of discrimination encountered.
Summary of Findings

From this study of selected women who overcame factors contributing to the underrepresentation of women in key administrative positions in vocational education within the Commonwealth of Massachusetts, the major findings identify the characteristics of these women and may be summarized into five major groups as follows:

1. **Personal, preparatory and professional school characteristics.** Nine of the ten women were raised in families where they were the eldest or only child. Responsibility and achievement were instilled in these women from childhood by their parents.

   Education and culture were stressed allowing for the gaining of self-confidence and socialization

   All of the respondents continued their education at the college level and eventually attained masters degrees in their chosen fields of study. Six of the ten women have doctorates or are currently enrolled in doctoral programs.
2. **Patterns of Career Development.** All of the respondents' career histories evidenced effective decision-making patterns. They progressed up the career ladder through the supervisory or middle-management administrative path.

They were committed to their goal and pursued avenues that would help them to accomplish it. They became active in the informal system of society traditionally made up of men in vocational education, such as the Massachusetts Association of Vocational Administrators and the American Vocational Association.

Six of the ten women interviewed are currently lecturing, writing books or acting as consultants in their field of knowledge. These women had other than Home Economics training. The four women who are not involved in additional activities are those who received their training and degree in Home Economics.

3. **Current Job Commonalities.** All respondents reported themselves to be aggressive, articulate, analytical and creative.

In order to keep pace with the duties and
responsibilities of the job and keep their organization operating smoothly, the respondents reportedly worked at their jobs between ten and fifteen hours a day.

All respondents reportedly spent an average of two nights a week at school committee meetings, financial meetings, etc... The women in STRATAS I and III (top administrative positions) found that the demands of the jobs required them to spend a portion of their weekend working. The majority of their work day was spent in decision-making, problem-solving and interacting with school committee people, elected officials and parents, and were involved in the long term development of policies and procedures for the system.

Respondents in STRATAS II and IV (Middle-management or coordinators positions) spent the majority of their work day organizing, planning and executing.

Nine of the ten respondents did not have time for luncheons and cocktail parties. However, the tenth respondent saw it as an important dimension of her professional responsibilities.
4. **External and Internal Barriers.** All of the respondents reportedly felt that internal barriers did not play a part in their career mobility. They stated that in no way did internal barriers create transitional difficulties or present role conflicts for them, in contrast to what has been reported elsewhere in the literature.

The seven married respondents in this study felt that their husbands, children and others were supportive of their endeavors. The seven women reported that they had no feelings of anxiety or guilt, and had a positive progressive outlook toward their work and accomplishments. The three single respondents likewise reported to have no feelings of anxiety or guilt attributable to their interpersonal relationships with significant others.

The greatest external barrier the respondents reportedly encountered was prejudice among members of local school committees. Five of the ten women interviewed encountered such a barrier. Within this framework, seven of the ten respondents reportedly felt that intangible and subjective factors had played a part in their being recommended
or hired for their positions. However, the three remaining respondents reported to have had opposite feelings.

Whereas, the literature states that exclusion from the informal "ol' boys network" seriously impairs women's career mobility, (Shumuck, 1976) findings of this study reported that they had become part of the informal structure of the organization known as "the ol' boys network". They reportedly did not encounter pressure, foul language or any form of sex socialization that would keep them from working successfully in their environment.

5. Types of Discrimination Encountered. Direct discrimination, that is, separate salary scales for men and women who are performing the same jobs was encountered by three of the respondents.

An infraction of the Title Nine of the Educational Amendments of 1972 occurred in the hiring process of six of the ten respondents.

Four of the ten respondents reportedly felt
that they were discriminated against when another equally qualified and recommended candidate, a male, was hired for the position.

Finally, one respondent reported that she felt sexual harassment had played a part in her not being hired for a top level position in vocational education within the Commonwealth of Massachusetts.
Conclusions

1. The female administrator serving in key administrative positions within the vocational education delivery system of the Commonwealth of Massachusetts is articulate, analytical and aggressive. She has well developed organizational and administrative abilities, good interpersonal relationship skills and has demonstrated proficiency in her vocational area of expertise.

2. The female vocational administrator possesses a masters degree plus additional course work, membership in professional and community-based organizations, commitment to her career goals and dedication to her job.

3. The respondents were born and brought up in middle-class families where they had experiences and responsibilities of first-born children. All exhibited a strong commitment to education through the acquisition of advanced degrees. Eight of the respondents made a commitment to their career goal during high school. The other two did so shortly after graduation.
All respondents hold a key administrative position within the vocational education delivery system. Therefore, there appears to be a strong relationship between achievement and family background, level of formal education acquired, commitment to their career goal and career achievement.

4. While the specific external barrier of sex socialization, "the ol' boys network", did not reportedly limit the vocational career development of the women administrators in this study, sex role stereotyping still affected her upward career mobility.

5. Internal barriers such as familial responsibilities and the role conflict premise were not impediments to upward career mobility for women administrators in the vocational education delivery system of the Commonwealth of Massachusetts. Therefore, it appears that contrary to Hennig and Jardim's study (1976) women administrators in the vocational education delivery system within the Commonwealth of Massachusetts are, indeed, equipped for administrative combat.
Recommendations

1. In contrast to results reported in previous studies, internal barriers were not reported to affect the career mobility of the population of this study. It is recommended that further studies be undertaken to determine whether the failure of internal barriers to affect career mobility of key women administrators within the Commonwealth of Massachusetts is unique to the population of this study, or is no longer prevalent in other areas of educational administration.

2. While factors such as foul language, the "ol' boys network", etc., were reported elsewhere to affect the career mobility of women administrators, such was not found to be the case in this study. It is recommended that a study be undertaken to determine whether a shift in social norms and mores has altered the environment for women administrators in other areas of education, thereby affecting the pattern of their career mobility.
3. It is recommended that an association of women administrators within the vocational education delivery system of the Commonwealth of Massachusetts be established to address the concerns of pay equity and discrimination in recruitment and hiring practices as reportedly experienced by respondents in this study. Such an association could lobby for effective legislation, as well as provide training seminars for its members on existing statutes and regulations, as well as effective ways of dealing with discrimination.

4. Findings of this study concluded that external barriers, such as too few role models, lack of a professional network and lack of an influential sponsor, hindered the respondents upward career mobility. It is recommended that a professional network be established to assist women interested in pursuing careers in administration of vocational education, providing information on jobs and training, accessibility to role models and experienced mentors.

5. The Federal Register, May 21, 1979, "Vocational
Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap reports on funds available for support services and help in recruiting women into administrative positions within vocational education. Such support services at the state level were reported by respondents in this study to be non-existent. It is recommended that the Division of Occupational Education of the State Department of Education of the Commonwealth of Massachusetts make use of the available funding to establish programs which provide for adequate training for women who wish to become key administrators within the vocational delivery system in education today.
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APPENDIX A
CHAPTER 74 COMMONWEALTH OF MASSACHUSETTS RULES AND REGULATIONS

1. Candidate shall have a Bachelor's degree from an accredited college or university and a Master's degree from an accredited college or university with a major field of concentration in education or in another area acceptable to the Division of Occupational Education; and

2. Candidate shall have a minimum of five (5) years full-time administrative, supervisory, counseling or instructional experience, or a combination thereof, in the area of vocational or occupational education; provided, however, that three (3) years of acceptable managerial or supervisory experience in business or industry may be substituted for three (3) years of the five years experience requirement.

OR

1. Candidate shall have a Bachelor's degree from an accredited college or university and a Master's degree from an accredited college or university with a major field of concentration in education or in another area acceptable to the Division of Occupational Education; and

2. Candidate shall have a minimum of five (5) years full-time experience as a Superintendent or Assistant Superintendent of Schools in a school district which offered vocational or occupational programs, and candidate shall possess a certificate valid in Massachusetts as a Superintendent of Schools.
EQUAL PAY ACT OF 1963

The Equal Pay Act of 1963 amended by the Fair Labor Standards Act (FLSA) prohibits unequal pay for men and women who work in the same establishment and whose jobs require equal skill, effort and responsibility. This law applies to executive, administrative and professional workers, including academic personnel. Differentials based on a seniority or merit system or on a system that measures earnings by quantity or quality of production are permitted.
APPENDIX C
Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 prohibits discrimination in employment based on sex, race, color, religion and national origin. This law includes employees of all private employers of fifteen or more persons and employees of all public and private educational institutions, state and local governments, public and private employment agencies, and labor unions with fifteen or more members. All public and private educational institutions are covered whether or not they receive federal funds.

Discrimination prohibited by this law covers such areas as: hiring or firing, wages, fringe benefits, classifying, referring assigning or promoting; extended or assigning use of facilities; training, retraining or apprenticeship; or any other terms, conditions or privileges or employment.
APPENDIX D
Subject: Requests for applicants' "marital status".

Policy Interpretation. Recipients may not ask prospective students or employees for their marital status including their maiden or former married name. However, applicants may be asked to state any names by which they may have been identified in relevant academic or employment records.

Discussion: The Title IX regulation prohibits discrimination on the basis of marital status of prospective students and employees, including whether they are "Miss" or "Mrs". Recipients have asked whether requests for an applicant's "former married name" or "maiden name" would violate the regulation. The department finds such requests indistinguishable from a request that an applicant state whether she is "Miss" or "Mrs".

Coverage: The interpretation applies to any public or private institution, person or other entity that operates an educational program or activity which receives or benefits from financial assistance authorized or extended
under a law administered by the Department of Health, Education and Welfare. For further information see the definition of "recipient" in Section 86.2 of the Title IX regulation.

FEDERAL REGISTER, VOL. 43, NO. 84
Monday, May 1, 1978
APPENDIX E
Executive Order 11246 as amended by Executive Order 11375 (1967) prohibits employment discrimination based on sex, race, color, religion and national origin by federal contractors or subcontractors and on federally assisted construction contracts. Provisions of these orders cover such areas as employment, demotion or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeships.

To ensure nondiscrimination in employment, affirmative action must be taken by contractors.
APPENDIX F
Dear Mary:

I am in the process of compiling information for a study on AC1 APPROVED women who are in supervisory or administrative positions in Occupational Education within the Commonwealth of Massachusetts.

I am interested in tracing your pattern of career development; any obstacles you encountered and if you were able to overcome these obstacles. I plan to use the data from this study as the basis of my doctoral research.

As a personal face-to-face interview is most desirable, I would like to interview you if you are willing to participate in this study. This interview will take approximately three hours. Anonymity will be maintained.

If you are willing to participate in this in-depth interview please fill out the self-addressed, stamped post card and return it to me by October 20th.

Should you have any questions regarding your participation in this study, please feel free to call me at home in the evening after six p.m. My telephone number is 471-7570.

Sincerely,

Marilyn Scrizzi
Doctoral student
University of Massachusetts
Amherst
BACKGROUND

Where were you born? ____________________________ Age _____
Socio-economic background ____________________________
Occupation of father ________________ Mother ________________
Brothers ages ________________ Sisters ages ________________
What trips did you take as a child? ____________________________
What types of cultural events/activities were you exposed to as a child? ____________________________
At what age did you make your first move towards a career path? _____ What influenced this move? ____________________________
What did you do upon graduating high school? ____________________________
________________________
If you went on to college, what types of college did you choose? ____________________________ Major ____________________________
________________________
EDUCATION

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Major</th>
<th>Year Completed</th>
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WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Type of work</th>
<th>Employer</th>
<th>Major job duties</th>
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Present Position

Major job duties

PROFESSIONAL MEMBERSHIPS

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<tr>
<th>Organization</th>
<th>How active are you?</th>
<th>How useful is your membership?</th>
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MEMBERSHIPS IN COMMUNITY ORGANIZATIONS (church, civic, etc.)

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<thead>
<tr>
<th>Organization</th>
<th>How active are you?</th>
<th>How useful is your membership?</th>
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If you belonged to organizations in college what were they, and did you keep up these memberships?
PROFESSIONAL ACTIVITIES

What activities have you been involved in this past year?
Writing, speaking engagements, teaching, research.

JOB: PERSONAL/PROFESSIONAL

Why do you think you were selected for your job?

How long do you intend to remain in your present position?

What are your long range goals?

What strengths do you bring to your job?

What limitations do you have in handling your job?

How effective are you at problem solving?

What is the length of your work day?

Do you have a contract?

In a typical work day, who do you usually work with?
___peers___administrators___central office___consultants
___department heads___janitorial___civil/community groups
___county/state agencies___school committee persons
___others___
Distribution of Time.

How do you spend your work day? (1 indicates more time 9 least amount of time.)

- organizing days work
- personal interruptions
- managing
- conferences/meetings
- luncheons/cocktail parties
- phone calls
- planning
- interviews
- personal work
- other

What factors determine this distribution of time?

- advance planning
- things just come up
- supervisor assigns tasks
- in-basket
- weekly cycle of responsibility

In a typical work week, how many nights are spent away from home on job related business?____

In a typical work week, how many hours are spent after your working day on job related business?____

Do you work weekends? yes no, Why?______________

What do you see as your primary role with:

- fellow workers
- administrators
- department heads
- consultants
- civic/community groups
- school committee people
- county/state agencies
What are the main issues discussed by people employed at your place of employment?

- salaries
- ineffective clerical help
- ineffective administrators
- lack of support
- lack of knowledge by superiors
- of job tasks
- employee evaluations
- other

How do you handle a major project/program? (number 1 is first)

- establish needs
- provide for resources
- define goals/objectives
- provide for evaluation
- organization
- other (specify)
- securing allegiances

RISK TAKING (loss or gain, winning or losing, danger or opportunity)

Do you see risk taking as a necessary potential for advancement? yes no, Why?

How do you perceive risk taking? negative positive

Why?

Does risk taking affect the present? yes no, Why?

Does risk taking endanger your future? yes no, Why?
STYLE (how one appears; active, passive--the language one uses, how one dresses)

What determines the behavioral style you adopt at work?

____________________________________________________________________________________

Does potential advancement mean "role playing"? yes no, Why? __________________________________________________________________________

Does fear of criticism and or personal hurt enter into what role you play? yes no, Why? ____________________________

BARRIERS AND DISCRIMINATION

Have you ever been asked if you are Miss., Mrs., or your maiden name by a prospective employer? yes no, If so, explain: __________________________________________________________________________

____________________________________________________________________________________

Have you ever been appointed to a position or received a contract for a position that was shorter in duration as a female, while all the males had longer contracts? yes no If so, explain __________________________________________________________________________

____________________________________________________________________________________

When applying for, or becoming a candidate for/or attaining a non-union administrative position, have you found a separate salary scale from your male counterparts? yes
Studies conducted in 1977 concluded that the most significant obstacle to women seeking administrative positions was prejudice among members of local school boards. Have you encountered this? yes no. If so, explain

Have you ever been in the position where you were one of two candidates equally qualified for a key administrative job and both of you were recommended? yes no. If so, who got the job? Why?

Do you feel intangible and/or purely subjective factors play a part in your being recommended or hired for a key administrative position? yes no. Explain

Has foul language, pressure, etc., from the "ol boys' network" created an environment in which you have chosen not to work and therefore, you have passed up an opportunity to advance to a key administrative position? yes no. If so, when?
Have you recently passed up an opportunity to advance to a key administrative position? yes no Why? insecure no mentor family responsibilities too few role models other

Has sexual harassment played a part in your being hired for a key administrative position? yes no

Has the State Department of Education ever provided you with or informed you of support services or courses available to prepare you for positions in administration traditionally limited to men? yes no.

ADDITIONAL COMMENTS
Purpose: The purpose of the leadership development award program is to provide opportunities for experienced vocational educators to spend full time in advanced study of vocational education. (105.301)

Leadership Development Awards. The Commissioner will make leadership development awards to qualified vocational education personnel (such as administrators, supervisors, teacher educators, researchers, guidance and counseling personnel, and instructors in vocational education) for graduate training in an approved vocational education leadership program of an approved institution of higher education. (105.302)

Eligibility of Individuals. A person is eligible to receive a leadership development award if such person:

(1) Has had not less than two years of experience in vocational education or in business or industrial training or military technical training, or in the case of researchers, experience in social science research
which is applicable to vocational education; and

(2) Is currently employed or is reasonably assured of employment in vocational education and has successfully completed, as a minimum, a baccalaureate degree program; and

(3) Is recommended by his or her employer, or others, as having leadership potential in the field of vocational education and is eligible for admission as a graduate student to a program of higher education approved by the Commissioner under 105.311.