
STUDIES ON VARIOUS ASPECTS OF WOMEN IN EDUCATIONAL ADMINISTRATION IN HAWAII

Angela Chaille
John A. Thompson

The interest of women in acquiring advanced training in the field of educational administration has grown dramatically during the last ten years. The change in the pattern of degree candidates in the College of Education's Department of Educational Administration at the University of Hawaii is evidence that the trend of changing aspirations *vis a vis* administration as a career field is extant in Hawaii. The percentage of enrollment by sex has changed from approximately 80 percent males and 20 percent females in 1972 to 36 percent males and 64 percent females in 1982. This dramatic swing in percentage has been accompanied, as well, by an absolute growth in the number of total applicants. It is clear that administration is perceived as a more viable and preferable goal for women in the Eighties.

The reasons for the rapid growth are numerous and undoubtedly interactive. Support by the federal and state governments in affirmative action programs, changing attitudes of employing agencies (e.g., women

administrators in the Hawaii State Department of Education has risen by five percent during the years from 1976 through 1981), a change in self-image which has been nurtured by national women's organizations and enhanced by networks of women in professional and administrative positions are among the reasons. Another factor has been the steady acceleration in the number and sophistication of studies in various aspects of the role of women in educational administration. The findings of these studies have added empiric documentation to the quest for reasons which explain the change in the attitudes and opportunities for women.

Concomitant with the growth in both relative and absolute numbers of women in the degree programs in the Department of Educational Administration has been an increase in studies about the role of women in administration in Hawaii. Each candidate for a master's degree in the department is required to plan and execute an empiric study on a topic of interest in some aspect of administration. During the last decade, a growing number of both

men and women have chosen to dedicate their energies to the study of one or more areas of research which have added to the store of knowledge about this important subject. They have been encouraged in these efforts by the faculty of the department.

From this fairly substantial number of studies we have selected six to be abstracted for this article. The selection of these particular studies was based upon several criteria which placed emphasis on both public and private schools as well as higher education, different research strategies and statistical treatments, different aspects of the general area of concern, and studies with a time perspective (the earliest study was done in 1974, the latest in 1982). The breadth of support by the faculty is indicated by the fact that each member of the department chaired at least one of the studies which are abstracted below.

A Comparison of Leadership Behavior Between Men and Women Principals in the State of Hawaii

Kay Blissett Chang
1974

The purpose of this study was to investigate perceived differences in leadership behavior between samples of men and women principals in Hawaii's public schools. These differences were measured by two instruments: the Responsibility, Authority, and Delegated Authority (RAD) scales prepared by the Personnel Research Board of Ohio State University and designed to measure self-perceived degrees to which principals exercise responsibility, authority, and delegation; and personal data, which was requested to provide comparison of educational and professional backgrounds.

Surveys were mailed to a random sample of elementary school principals, and a size matched sample of secondary school principals. Of 46 surveys mailed, replies were received from 14 men and 13 women.

The three null hypotheses tested in the study were (1) there is no significant difference between men and women principals in their self-

perceived degree of level of responsibility they exercise in the school, (2) there is no significant difference between men and women principals in their self-perceived degree of level of authority they exercise in the school, and (3) there is no significant difference between men and women principals in their self-perceived degree of level of delegation they exercise in the school.

The scores on the RAD scales were analyzed using Pearson's Chi Square Test. No significant differences were found in male or

female responses on any of the scales, so all null hypotheses were accepted.

The sample size was limited by the fact that there were only 40 women public school principals in Hawaii at the time of the study. The study does show that among the principals surveyed, there were no significant differences in self-perceived leadership behavior indicating that there is no reason for women not to seek positions as principals, and no reason why they should not be considered favorably for such positions.

MEAN SCORES OF MEN AND WOMEN
ON THE RAD SCALES

Dimensions	Mean Score	
	Men	Women
Responsibility	6.84	6.71
Authority	6.45	6.62
Delegation	6.46	6.46

A maximum score is 7.5.

An Investigation of What Differences, If Any, Exist in the Managerial Styles of Men and Women Who Aspire to Become Educational Administrators

Phyllis Shipman
1978

This study was designed to investigate whether differences exist in the managerial styles and philosophies of men and women aspiring to be educational administrators. Literature had suggested that there were differences in the managerial behaviors of men and women, but no differences in their effectiveness.

The hypotheses of this study were that there would be no significant differences among responses of men and women on each of the subscales of the Styles of Management Inventory of Telemetrics International. The Styles of Management Inventory provide a two-dimensional self-perception analysis of managerial behaviors weighing concern for production and concern for people. This scale was based on the Managerial Grid concept developed by R.R. Blake and Jane S. Mouton. The inventory also measures three philosophies of management.

The population of the study consisted of 89 educators who

participated in the Hawaii State Department of Education's Employees' Management Training Programs in the summer of 1977. A random sample of 30 was drawn from the population.

Independent sample t-tests were

used to compare the mean scaled scores of the responses of the sample when divided by sex. No significant differences ($p < .05$) were found in managerial styles or philosophies among men and women aspiring to become educational administrators.

Management Styles	Mean Scores		t Values	2-Tail Probability
	N=15 Men	N=15 Women		
The 9/9 Style: High concern for both people and production	61.80	59.13	.93	0.363
The 5/5 Style: Moderate concern for both people and production	54.66	50.20	1.84	0.076
The 9/1 Style: Maximal concern for production, minimal concern for people	43.20	46.26	.85	0.400
The 1/9 Style: Minimal concern for production, maximal concern for people	59.73	56.66	.88	0.386
The 1/1 Style: Minimal concern for people and production	45.93	44.13	.61	0.544
<i>Level of Significance</i>			<i>.05 Level of Probability</i>	
			<i>Degrees of Freedom=28</i>	

The Effectiveness of Women Principals In the Hawaii Public School System

Linda Harimoto Tam
1980

This study attempted to determine whether the dominance of male public school principals was justified by their effectiveness. "Effectiveness" was determined using data from the Hawaii School Leadership Study conducted by Dr. Charles T. Araki. An organizational climate assessment inventory was completed by a random sample consisting of one-third of all teachers in service during the years 1977 through 1979. The population to be analyzed by the study consisted of the 226 public school principals in the State of Hawaii, 175 males and 51 females.

The hypothesis of the study was that, relative to the public school setting, female principals would score

higher than male principals on leadership effectiveness variables, and schools with female principals would fare more favorably on variables of organizational performance.

Means, standard deviations, and t-scores were used to compare scores of male and female principals on the variables of the inventory. The female principals evaluated in the study were rated higher on all leadership variables, significantly higher ($p < .01$ to $< .001$) in seven areas. These areas were *Principal's Leadership*, including *Support*, *Goal Emphasis*, *Team Building*, and *Work Facilitation*; and, *Principal's Competence* and *Principal Knows Teacher's Problems*.

No significant differences were

found on indexes of *Teacher Satisfaction*, *Teacher Frustration*, or *Administrative Style of Principal*.

Schools with male principals were found to have significantly higher *Student Absence* rates ($p < .01$) and *Student Burglary* rates ($p < .05$).

It was concluded that the significant differences between male and female administrators measured by this study warrant serious consideration of increased use of females in principal positions. Possible explanations for the superior scores of women on the leadership scales included personality and the fact that women principals tend to be older and to have more teaching experience than male principals.

SUMMARY OF MEANS, STANDARD DEVIATIONS, AND
T-SCORES FOR MALE AND FEMALE PRINCIPALS

Variables	Male (N=175)		Female (N=51)		t Statistic	Level of Significance
	Mean	S.D.	Mean	S.D.		
Administrative Style of Principal	5.094	1.092	5.364	.987	1.59	NS
Principal's Leadership	5.009	.881	5.452	.672	3.14	.01
<i>Support</i>	5.614	.933	6.024	.701	2.93	.01
<i>Goal Emphasis</i>	5.415	.891	6.156	.718	5.29	.001
<i>Team Building</i>	4.748	1.115	5.256	.943	2.99	.01
<i>Work Facilitation</i>	5.117	1.004	5.756	.791	4.56	.001
Principal's Competence	5.442	1.196	6.189	.865	5.34	.001
Principal Knows Teacher's Problems	4.804	1.070	5.384	.836	4.14	.001
Teacher Satisfaction	6.000	.688	6.111	.674	1.01	NS
Teacher's Frustration Index	1.966	.737	1.829	1.045	.86	NS
Overall Mean	4.921	.961	5.352	.823	3.59	.001
Principal Sick Leave	3.331	10.422	3.9890	7.420	.51	NS
Teacher Absence Rate	7.527	3.155	7.656	3.626	.23	NS
Teacher Grievance Rate	.160	.439	.098	.300	1.03	NS
Student Absence Rate	7.407	3.381	6.406	1.944	2.71	.01
Student Vandalism Rate	16.806	19.769	17.118	24.125	.08	NS
Student Burglary Rate	1.246	2.071	.529	1.027	3.26	.01
Student Arrest Rate	36.434	63.352	19.255	46.697	2.12	.05
Student Average SAT Score	57.688	14.840	61.175	16.034	1.39	NS
Years of Principal Service	121.440	65.891	79.353	55.082	4.58	.001

Dealing With Student Discipline: An Examination of Differences Between Male and Female Secondary School Administrators in Their Use of Suspensions

Roberta Mayor
1981

The number of women placed as principals in public secondary schools in Hawaii has remained small while placement in elementary schools has improved. One major difference between the positions of secondary and elementary administrators is the nature of student discipline. The purpose of this study was to examine the frequency of the use of suspension as a disciplinary measure by male and female secondary principals.

The hypothesis was: "There is no significant difference between male and female secondary school administrators in dealing with student discipline."

All secondary schools of the Leeward (Honolulu) School District were used in the study—four intermediate schools, four high

schools, and one combination intermediate/high school. Four of these nine schools were designated among the highest for perceived incidences of violence and vandalism by the *Hawaii Crime Commission Report* in 1980.

The suspension records of the schools, covering a period of 3½ years, were examined. The sex of the administrators (principals and vice-principals) was determined and comparisons made between the number of suspensions given by all male administrators and the number given by administrations with at least one female.

Chi Square analysis was used to test the hypothesis. The hypothesis was rejected, as analysis indicated that there was a significantly ($p < .001$) greater proportion of suspensions reported in schools with a part-female administration. This

proved to be true at both intermediate and high schools. It was suggested that these findings run contrary to stereotypes of women administrators as "soft" or "lenient."

Additional analysis was done to determine if the sex of the administrative staff made a difference in the type of offenses that were punished by suspension. There was no significant difference ($p < .001$) between male and female administrators in the type of offenses punished by suspension.

The conclusion of this study was that females can effectively deal with serious student disciplinary problems and should, therefore, be considered for intermediate and secondary placement "on the basis of ability and without regard to gender."

Conditions Influencing Career Aspirations of Women Teachers and Educational Administrators in Private Secondary Schools on Oahu

Martu Tzomes
1982

The purpose of this study was to compare the perceptions and characteristics of women administrators and female teachers who aspire to administrative positions in private secondary education in Hawaii. Specifically, the study investigated perceptions

concerning discriminatory employment practices.

The population for this study was 833 teachers (43.3 percent were women) and 36 administrators (25 were women) at private secondary schools on the island of Oahu. Of the 386 women in the population, a random sample of 220 was selected.

The women were sent questionnaires based on Miller's Role Definition Scales which examine perceptions of self, teachers, and administrators; and on Weber's study of factors affecting career aspirations of women teachers and administrators. The hypotheses were (1) there is no significant difference

($p < .05$) in perception of discriminatory employment practices between women teachers and administrators, and (2) there is no significant difference indicated by women teachers and women administrators in the role perceptions of self, teachers, or administrators. T-tests were used to test for significance.

In examining the demographic and informational characteristics of the sample, the researcher identified a few significant variables. The teachers were significantly younger than the administrators, and had fewer children. A significantly higher number of administrative respondents were members of religious orders, significantly fewer

administrators than teachers planned to stay in education or were content to stay in their jobs. Seventy-one percent of the teachers and 90 percent of the administrators had no sex preference in working with principals, this was a significant difference.

The hypothesis that there would be no significant difference in perceptions of discriminatory practices, Hypothesis #1, was rejected. It was noted, however, that the significance came all within a range indicating perceptions of discrimination. For example, teachers believed that it would be "difficult" to obtain a position in educational administration, while administrators, who already had had the experience,

rated it as "very difficult." Significantly more administrators than teachers believed that women were underrepresented in educational administration on Oahu, but 50 percent of the teachers did not respond affirmatively.

Hypothesis #2, that there was no significant difference in role perceptions, was accepted. While there were some variables which significantly differed—employment status, years planning to remain in positions, perceptions of the job of educational administrator, and difficulty in obtaining a job in educational administration—these were not significant in interaction with other variables or as a main effect.

Leadership Training for Women in Administration

Marlene M. Hamada
1980

Reasons given for the shortage of women in top administrative positions often include "lack of qualification" and "lack of role models and expectation." The purpose of this study was to determine if there is a significant difference between role perceptions of women in different levels of management in the public sector.

The sample for the study consisted of 28 female administrators at the University of Hawaii at Manoa. Of the administrators surveyed, 21 responded—11 in upper management such as deans, directors, or special

assistants, and ten in intermediate management, such as department heads or assistants to upper-level managers. A questionnaire developed by the University of Southern California was used. It asked the respondents to rate skills for their importance to managerial success, and to identify problems which they'd encountered in achieving success in their field.

The results were analyzed using Chi Square and the Friedman test.

No significant differences were found between women in the upper and intermediate levels of administration in regard to skills identification, problem identification, or training/development opportunities. It appeared that women at both levels had a clear idea of the skills they would need and the problems they might encounter.

The researcher identified a strong desire for participation in training programs, and recommended that workshops be developed in a wide range of skill areas for both intermediate and upper-level administrators.

*

*

*

As indicated earlier, these studies employed diverse research strategies. Three of the studies used standardized instruments which purported to measure administrators' styles, philosophies, and/or how significant others perceive the functions and styles of their leaders. The results tended to indicate that there were no significant differences in style or attitude, however, there did appear to be differences on certain sub-scales, such as support, goal emphasis, team building, and knowing teachers' problems.

Two studies utilized non-standardized instruments which attempted to search for circumstances which tended to inhibit or accelerate women's desires to seek and serve in administrative positions. While one study used a form of secondary analysis to determine whether men or women principals differed systematically in their approach to the use of suspension of secondary school students.

The samples for the studies varied from carefully determined random samples through purposive samples to one which used the entire population of principals in Hawaii as the research cohort. In terms of tools of analysis, the six studies employed a range of parametric and non-parametric statistical tests which were appropriate to the type of data collected. Four of the studies used the computer to carry out the various analyses. In each of these cases, the student learned a new skill to assist in future research.

Five of the six students either hold or have held administrative posts of one type or another in either the Hawaii State Department of

Education, private schools, or in higher education. Two are actively contemplating the continuation of their research endeavors by enrolling in a doctoral program in educational administration.

There is clearly a need for the type of research represented by these studies as a vehicle for describing and categorizing the various facets of the role of women in administration. In addition, quasi-research studies in which variables which have been identified in previous studies are manipulated to determine their effects on these roles are definitely within the research capabilities of serious students in administration. The faculty of the department are interested in either directing or assisting students in such research endeavors.

Angela Chaille is Staff Member in the Office of the Chancellor, University of Hawaii at Manoa. Receiving her BS in education from Stetson University and her MEd and EdD in educational administration at the University of Hawaii, Dr. Chaille is currently working on a program assessment project.

John A. Thompson serves as Chairman and Professor in the Department of Educational Administration, College of Education, University of Hawaii at Manoa. He holds a PhD in educational administration from the University of Wisconsin and has served as teacher, coach, and school administrator before assuming professional duties at Wisconsin, the University of North Dakota, and the University of Hawaii. In addition to his university activities, Dr. Thompson serves in a variety of community service roles, including the Chair of the State Education Plan Advisory Committee and as a Commissioner and Steering Committee member of the Education Commission of the States.