Educational Organizations: Women in Administrative Positions

The Glass Ceiling

Removing Barriers to Career Advancement

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Overview:
- Introduction
- Research Summary – Current State of Knowledge
- Common Research Designs
- Statistical Procedures Used in Research
- Threats to Internal & External Validity
- Recommendations for Future Research
- Q & A
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Introduction:
Women hold numerous positions in the global workforce ranging from political positions (Senators, Mayors, etc.) to business positions (CEO’s, CFO’s, etc.) to construction positions (iron-workers, masons, carpenters, etc.). Despite their success in the aforementioned positions, the research indicates that women have a difficult time securing administrative positions. In fact according to the American Association of School Administrators (2004) about 13% of the superintendents in are women, up 6.6 % from 1992. However, more than 80% of teaching and central office staff positions are held by women.
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**Introduction:**


Could it be that women are being discriminated against in the field of educational higher administration?
The Glass Ceiling:
The underrepresentation of females and minorities to leadership roles because of the presence of formal and informal barriers that place a limit, or ceiling on achievement (Gardiner, et al., 2000).
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Research Summary – Current State of Knowledge:

• Gender plays a significant role in selection process (Goree-Burns, 1998)

• 18% of superintendents are women, while they make up 75% of the teachers (2000 census) and 60% of office administrators (Brunner, Grogan & Kim, Glass et al., 2005)

• Only 37% of women administrators aspired to be superintendent (Brunner, Grogan & Ottino, 2005)

• Perceptions of men and minorities towards women (Darden, 1991)
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Research Summary – Current State of Knowledge:

- Barriers for women to achieve superintendency:
  - Family responsibilities – time commitment (Adams & Hambright, 2004)
  - “glass ceiling” experiences (Gardnier, Enomoto & Grogan, 2000)
  - Power relations (Fennel, 2002)
  - Pressure to “de-feminize” or disassociate with other women (Hall, Skrla, Reyes & Scheurich, 2000)
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Research Summary – Current State of Knowledge:

• Barriers for women to achieve superintendency:
  • Lack of mentor or networking opportunities (Brunner, Grogan & Ottino, 2005)
  • Leadership styles
    • Collaborative - female
    • Authoritarian - male
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Common Research Designs:

- Surveys
- Questionnaire
- Interviews – ethnographic methods
- Post interview audio recorded journaling
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Statistical Procedures Used in Research:

- MANOVA
- Three-Way ANOVA
- Inferential Statistics
- Descriptive Statistics
- T-test
- Chi-square
- Constant Comparative Method
  - Nine Identifiers of Salience
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Threats to Internal Validity:
- Selection (people factors, random sampling could address this issue)
- Regression (pre and post test effects)
- Mortality (participant drop out)
- Interaction of setting and treatment (i.e. limited sample selection, location/transferability of results.)
- Testing
- Instrumentation (instrument may change)
- History (i.e. time in between studies)

Creswell, 2005
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Threats to External Validity:

- Interaction of selection & treatment (inability to generalize beyond the groups)
- Interaction of setting & treatment (inability to generalize to the setting)

Creswell, 2005
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Recommendations for Future Research:

• Gender related traits
• Barriers women face
• School district hiring processes
• School board education
• Desired leadership qualities
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Recommendations for Future Research:

• Organizational climates
• Attitudes towards women
• Successful women leaders leadership styles
• Courses of action and their effectiveness
• Attitudes of ethnic minorities regarding vocational education
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Questions?
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Sources of information:


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Breaking the Glass Ceiling

Removing Barriers to Advancement in Administrative Positions of Educational Institutions