August 1977

Employment Status of Female Administrators and Attitudes Toward Employment of Female Administrators in the Community College System of North Carolina

Linda C. Gardner
East Tennessee State University

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EMPLOYMENT STATUS OF FEMALE ADMINISTRATORS AND ATTITUDES TOWARD EMPLOYMENT OF FEMALE ADMINISTRATORS IN THE COMMUNITY COLLEGE SYSTEM OF NORTH CAROLINA

A Dissertation
Presented to
the Faculty of the Graduate School
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Linda Cheers Gardner
August 1977
APPROVAL

This is to certify that the Advanced Graduate Committee of

LINDA C. GARDNER

met on the

_______29th_________ day of ___________ July _______________ 19 77 .

The committee read and examined her dissertation, supervised her defense of it in an oral examination and decided to recommend that her study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

Lloyd H. Edwards
Chairman, Advanced Graduate Committee

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EMPLOYMENT STATUS OF FEMALE ADMINISTRATORS AND ATTITUDES TOWARD EMPLOYMENT OF FEMALE ADMINISTRATORS IN THE COMMUNITY COLLEGE SYSTEM OF NORTH CAROLINA

Purpose. The purpose of the study was to determine the current employment status of female administrators and, further, to study attitudes held by female educators, male educators, presidents, and board chairmen of the North Carolina Community College System toward employment of female administrators in the Community College System of North Carolina.

Method. Data were collected through unobtrusive measures utilizing current community college catalogs to determine names, numbers, addresses, sex, and positions held by North Carolina Community College educators; utilizing North Carolina Community College Annual Report of Student Enrollment to determine numbers of students enrolled and utilizing the North Carolina State Community College budget as a guideline to determine amounts budgeted for salaries of North Carolina Community College administrators. A questionnaire/opinionnaire was mailed to a stratified random sample of male and female educators, and to all presidents and board chairmen. The questionnaire elicited information such as personal qualifications, salaries, age, and marital status of respondents. Frequencies were compiled by computer. The opinionnaire section was utilized to test opinions of the respondents toward the role of female educators in educational administration. Twenty-six statements were included, employing the Likert Scale responses. Chi-square procedures were applied to the responses and the .05 level of significance was selected as the basis for rejecting the null hypotheses.

Summary. Analysis and interpretation of this study indicated the following information:

Presidents and board chairmen affirmed that they had complied with Affirmative Action regulations and were Equal Opportunity Employers. They believed that community attitudes would support women administrators; that women were qualified by training and experience to be administrators; and that women had the necessary personality traits to be administrators.
Male educators agreed that there was equal employment opportunity; that presidents could relate equally well to men and women administrators; that women were qualified by training and experience to be administrators; that women had the needed personality requirements to be administrators; and that community attitudes would support women administrators.

Female educators believed that there was not an equal opportunity for them, either for being employed as administrators or in having a voice in instructional policy. They strongly believed that they had the training, experience, and personality requirements necessary for holding administrative positions, but they had little opportunity to exercise their expertise. They did not believe that equal employment opportunities existed for them in the North Carolina Community College System.

Ninety-seven percent of administrators were male, 100 percent of presidents were male, and 98 percent of board chairmen were males. The average male administrator was 40-49 years old and earned an annual salary of $20,000 to $25,000 (excluding presidents). The average female administrator was fifty to fifty-nine years old and earned an annual salary of $10,000 to $16,000. Of the thirteen female administrators currently employed in the North Carolina Community College System, five are Deans of Learning Resources. The ratio of male to female students was 51:49. The ratio of male to female administrators was 97:3.

Conclusions. Compliance with Affirmative Action regulations was compliance in theory, not in practice, and was no guarantee that female administrators had an opportunity to be employed. If the presidents and board chairmen thought so highly of female administrators and employed them at $10,000 less annually than males, it seemed incredible that there were so few female administrators employed.

Male educators, in general, had a good attitude toward the role of female administrators, but strongly responded on issues which threatened their status as educators. They agreed that there was an equal opportunity for both men and women, because they believed it to be so. Their atavistic image of males as administrators had never changed, and the status quo was maintained.

Female educators did not believe that equal employment opportunities existed for them in the North Carolina Community College System, even though they were capable and well trained. Thirty-four percent had actively sought administrative positions without success in the System.

Based on facts generated by unobtrusive measures, and based on respondents' opinions, the North Carolina Community College System offered little opportunity to female educators who aspired for positions in educational administration.
DEDICATION

The writer dedicates this dissertation to her husband, John J. Gardner, III, for his untiring efforts on her behalf.
ACKNOWLEDGEMENTS

The writer wishes to acknowledge with appreciation the guidance, assistance, and support of her committee during the entire period of her doctoral studies: Dr. Floyd H. Edwards, Chairman; Dr. Ralph Clarke, Dr. George Finchum, Dr. Clyde Orr, and Dr. Robert Sessions.

She also thanks Dr. Elizabeth McMahan, Dean of the Graduate School, for encouraging her to pursue the doctoral program at East Tennessee State University.

Special thanks are extended to Dr. Mildred Bulpitt and Dr. Johanna Prather of the American Association of Women in Community and Junior Colleges for their assistance and encouragement.

Thanks also to David McGlashan for his assistance in securing data to which the writer would not otherwise have had access.
# TABLE OF CONTENTS

| APPROVAL                          | ii  |
| DEDICATION                       | iii |
| ACKNOWLEDGEMENT                  | iv  |
| LIST OF TABLES                   | x   |

Chapter

1. INTRODUCTION                  1

THE PROBLEM

Statement of the Problem        1
Significance of the Problem     2
Approach to the Study           4
Sources of Data                 5
Limitations of the Study        6
Assumptions for the Study       7
Research Hypotheses             7
Operational Definitions         8

Administrative positions        8
Educators                       8

Procedures                     8

Questionnaire/Opinionnaire      9

Catalogs                       10

Department of Community Colleges Annual Report of Student Enrollment 10

North Carolina Community College Budget 10
2. REVIEW OF RELATED LITERATURE
   WOMEN ADMINISTRATORS
   The Role of the Woman Administrator At All Educational Levels
   The Preparation of Women Students For Positions of Leadership
   Exclusion of Women From Educational Leadership
   Influence of Power Relationships
   Attitudes Toward Women Administrators
   Problems of Discrimination Against Women in Higher Education
   Hope For Correcting Discriminatory Practices

SUMMARY

3. PROCEDURES, METHODOLOGY, AND RESULTS
   PROCEDURES
   Composition of the Sample
   Procedure For Collection of Data
   Unobtrusive measures
   Questionnaire/opinionnaire
   Development of the Instrument
   Method of Determining Response Values
   Treatment of the Data
   Testing of Hypotheses
   METHODOLOGY AND RESULTS
   The Null Hypothesis
   The First Hypothesis
   Unobtrusive measures
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire responses of presidents and board chairmen</td>
<td>35</td>
</tr>
<tr>
<td>Questionnaire responses of male and female educators</td>
<td>37</td>
</tr>
<tr>
<td>The Second Hypothesis</td>
<td>42</td>
</tr>
<tr>
<td>Unobtrusive measures</td>
<td>42</td>
</tr>
<tr>
<td>Questionnaire responses of presidents and board chairmen</td>
<td>42</td>
</tr>
<tr>
<td>Questionnaire responses of male and female educators</td>
<td>43</td>
</tr>
<tr>
<td>The Third Hypothesis</td>
<td>43</td>
</tr>
<tr>
<td>Unobtrusive measures</td>
<td>43</td>
</tr>
<tr>
<td>Questionnaire responses</td>
<td>44</td>
</tr>
<tr>
<td>The Fourth Hypothesis</td>
<td>44</td>
</tr>
<tr>
<td>Questionnaire responses of presidents and board chairmen</td>
<td>45</td>
</tr>
<tr>
<td>Questionnaire responses of male and female educators</td>
<td>45</td>
</tr>
<tr>
<td>The Fifth Hypothesis</td>
<td>46</td>
</tr>
<tr>
<td>Comparison of responses to opinionnaire by female educators and presidents and board chairmen</td>
<td>46</td>
</tr>
<tr>
<td>Social situations</td>
<td>47</td>
</tr>
<tr>
<td>Social policy</td>
<td>55</td>
</tr>
<tr>
<td>Qualifications</td>
<td>57</td>
</tr>
<tr>
<td>Personal beliefs</td>
<td>68</td>
</tr>
<tr>
<td>The Sixth Hypothesis</td>
<td>72</td>
</tr>
<tr>
<td>Comparison of female educators' responses with male educators' responses to opinionnaire</td>
<td>73</td>
</tr>
<tr>
<td>Social situations</td>
<td>73</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Social policy</td>
<td>81</td>
</tr>
<tr>
<td>Qualifications</td>
<td>84</td>
</tr>
<tr>
<td>Personal beliefs</td>
<td>94</td>
</tr>
<tr>
<td>4. INTERPRETATION OF THE DATA</td>
<td>99</td>
</tr>
<tr>
<td>NULL HYPOTHESES</td>
<td>99</td>
</tr>
<tr>
<td>The First Hypothesis</td>
<td>99</td>
</tr>
<tr>
<td>Numbers of educators</td>
<td>99</td>
</tr>
<tr>
<td>Salaries</td>
<td>100</td>
</tr>
<tr>
<td>Age</td>
<td>101</td>
</tr>
<tr>
<td>Marital status</td>
<td>101</td>
</tr>
<tr>
<td>Profile</td>
<td>101</td>
</tr>
<tr>
<td>Worked under direction of female admin</td>
<td>102</td>
</tr>
<tr>
<td>The Second Hypothesis</td>
<td>102</td>
</tr>
<tr>
<td>The Third Hypothesis</td>
<td>103</td>
</tr>
<tr>
<td>The Fourth Hypothesis</td>
<td>104</td>
</tr>
<tr>
<td>The Fifth Hypothesis</td>
<td>106</td>
</tr>
<tr>
<td>Social situations</td>
<td>106</td>
</tr>
<tr>
<td>Social policy</td>
<td>109</td>
</tr>
<tr>
<td>Qualifications</td>
<td>109</td>
</tr>
<tr>
<td>Personal beliefs</td>
<td>112</td>
</tr>
<tr>
<td>The Sixth Hypothesis</td>
<td>114</td>
</tr>
<tr>
<td>Social situations</td>
<td>114</td>
</tr>
<tr>
<td>Social policy</td>
<td>116</td>
</tr>
<tr>
<td>Qualifications</td>
<td>117</td>
</tr>
<tr>
<td>Personal beliefs</td>
<td>120</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>122</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>122</td>
</tr>
<tr>
<td>CONCLUSIONS</td>
<td>123</td>
</tr>
<tr>
<td>Presidents and Board Chairmen</td>
<td>123</td>
</tr>
<tr>
<td>Male Educators</td>
<td>126</td>
</tr>
<tr>
<td>Female Educators</td>
<td>128</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>130</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>132</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>136</td>
</tr>
<tr>
<td>A. COVER LETTER</td>
<td>137</td>
</tr>
<tr>
<td>B. QUESTIONNAIRE/OPINIONNAIRE OF MALE AND FEMALE EDUCATORS</td>
<td>139</td>
</tr>
<tr>
<td>C. QUESTIONNAIRE/OPINIONNAIRE OF PRESIDENTS AND BOARD CHAIRMEN</td>
<td>144</td>
</tr>
<tr>
<td>D. FOLLOW-UP LETTER</td>
<td>149</td>
</tr>
<tr>
<td>E. UNSOLICITED COMMENTS WRITTEN ON QUESTIONNAIRE/OPINIONNAIRES BY RESPONDENTS</td>
<td>151</td>
</tr>
<tr>
<td>F. PAUL'S OPINION ABOUT WOMEN</td>
<td>155</td>
</tr>
<tr>
<td>G. SOLOMON'S OPINION ABOUT WOMEN</td>
<td>157</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presidents, Board Chairmen, and Sample of Educators of the North Carolina Community College System</td>
<td>28</td>
</tr>
<tr>
<td>2. Numbers and Percentages of Respondents of the North Carolina Community College System</td>
<td>29</td>
</tr>
<tr>
<td>3. Salaries Budgeted by the State for Female Administrators of the North Carolina Community College System</td>
<td>34</td>
</tr>
<tr>
<td>4. Positions of Educator Respondents of the North Carolina Community College System in 1977</td>
<td>37</td>
</tr>
<tr>
<td>5. Salaries of Educators of the North Carolina Community College System in 1977</td>
<td>38</td>
</tr>
<tr>
<td>6. Ages of Educators of the North Carolina Community College System</td>
<td>39</td>
</tr>
<tr>
<td>7. Marital Status of Educators of the North Carolina Community College System</td>
<td>40</td>
</tr>
<tr>
<td>8. Profile of Administrators in the North Carolina Community College System</td>
<td>41</td>
</tr>
<tr>
<td>9. Reasons Given by Male Educators and Female Educators of the North Carolina Community College System for Not Applying for Administrative Positions</td>
<td>46</td>
</tr>
</tbody>
</table>

TABLES COMPARING FEMALE EDUCATORS' RESPONSES WITH THOSE OF PRESIDENTS AND BOARD CHAIRMEN

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. There is an Equal Opportunity for Men and Women to Become Administrators in This Institution</td>
<td>47</td>
</tr>
<tr>
<td>11. Community Attitudes Would Support Women Administrators in This Institution</td>
<td>48</td>
</tr>
<tr>
<td>12. The President of This Institution Could Relate Equally Well to Men and Women Administrators</td>
<td>49</td>
</tr>
<tr>
<td>13. I Could Accept Direction from a Woman Administrator</td>
<td>50</td>
</tr>
<tr>
<td>14. Women Are Too Demanding to Be Good Administrators</td>
<td>51</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>15. Women Are Too Emotional to Be Good Administrators</td>
<td>52</td>
</tr>
<tr>
<td>16. Women Put Their Homes First, Their Jobs Second</td>
<td>53</td>
</tr>
<tr>
<td>17. Men Put Their Jobs First, Their Homes Second</td>
<td>54</td>
</tr>
<tr>
<td>18. At This Institution, There is a Clear and Published Promotion Policy from the Position of Instructor to Administrator</td>
<td>55</td>
</tr>
<tr>
<td>19. The Promotion Procedure at This Institution is Equally Open to Both Men and Women</td>
<td>56</td>
</tr>
<tr>
<td>20. Women Would Not Be Able to Meet Schedule Requirements, Including Night Work Hours, as Administrators</td>
<td>57</td>
</tr>
<tr>
<td>21. Women Are Not Qualified by Experience to Be Administrators</td>
<td>58</td>
</tr>
<tr>
<td>22. Women Are Not Qualified By Training to Be Administrators</td>
<td>59</td>
</tr>
<tr>
<td>23. Women Generally Do Not Have the Needed Personality Requirements to Be Administrators</td>
<td>60</td>
</tr>
<tr>
<td>24. Women Administrators Could Fit Into an Otherwise All-Male Staff in a Social Context</td>
<td>61</td>
</tr>
<tr>
<td>25. Women Would Not Be Free to Do the Traveling Required as Administrators</td>
<td>62</td>
</tr>
<tr>
<td>26. Woman Could Not Effectively Represent This Institution Within the Community as Administrators</td>
<td>63</td>
</tr>
<tr>
<td>27. Women Administrators Could Effectively Represent the Administration to the Student Body</td>
<td>64</td>
</tr>
<tr>
<td>28. Being Competent Is More Important Than the Sex of the Administrator in Being a Good Administrator</td>
<td>65</td>
</tr>
<tr>
<td>29. Women Administrators Are More Capable Than Men Because They Must Be More Competent to Get the Job Initially</td>
<td>66</td>
</tr>
<tr>
<td>30. Women Have a Genuine Interest in Those with Whom They Work</td>
<td>67</td>
</tr>
<tr>
<td>31. Women Could Be Administrators but They Would Rather Not Take the Responsibility</td>
<td>68</td>
</tr>
</tbody>
</table>
Table

32. Women Are Listened To in Faculty Meetings as Much as Men Are And Their Ideas Are Considered And/or Implemented ........................................... 69

33. My Beliefs Are That, According to the Bible, Women Are Inferior to Men ......................................................... 70

34. My Beliefs Are That, According to the Bible, Women Should Enter into Leadership Roles in Public Life ................... 71

35. My Beliefs Are That, According to the Bible, Women Should Not Seek Positions of Authority ........................................ 72

36. There Is an Equal Opportunity for Men and Women to Become Administrators in This Institution .................. 73

37. Community Attitudes Would Support Women Administrators in This Institution ............................................. 74

38. The President of This Institution Could Relate Equally Well to Men and Women Administrators .............................. 75

39. I Could Accept Direction From a Woman Administrator ......................... 76

40. Women Are Too Demanding to Be Good Administrators ................................................................. 77

41. Women Are Too Emotional to Be Good Administrators ................................................................. 78

42. Women Put Their Homes First, Their Jobs Second ............................................... 79

43. Men Put Their Jobs First, Their Homes Second ............................................... 80

44. At This Institution, There is a Clear and Published Promotion Policy from the Position of Instructor to Administrator ........................................ 81

45. The Promotion Procedure at This Institution Is Equally Open to Both Men and Women ........................................... 82

46. Women Would Not Be Able to Meet Schedule Requirements, Including Night Work Hours, as Administrators .................. 83

47. Women Are Not Qualified by Experience to Be Administrators ................................................................. 84

48. Women Are Not Qualified by Training to Be Administrators ................................................................. 86
<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>Women Generally Do Not Have the Needed Personality Requirements to Be Administrators</td>
<td>96</td>
</tr>
<tr>
<td>50</td>
<td>Women Administrators Could Fit Into an Otherwise All-Male Staff in a Social Context</td>
<td>98</td>
</tr>
<tr>
<td>51</td>
<td>Women Would Not Be Free to Do the Traveling Required as Administrators</td>
<td>88</td>
</tr>
<tr>
<td>52</td>
<td>Women Could Not Effectively Represent This Institution Within the Community as Administrators</td>
<td>89</td>
</tr>
<tr>
<td>53</td>
<td>Women Administrators Could Effectively Represent the Administration to the Student Body</td>
<td>90</td>
</tr>
<tr>
<td>54</td>
<td>Being Competent Is More Important Than the Sex of the Administrator in Being a Good Administrator</td>
<td>91</td>
</tr>
<tr>
<td>55</td>
<td>Women Administrators Are More Capable Than Men Administrators Because They Must Be More Competent to Get the Job Initially</td>
<td>92</td>
</tr>
<tr>
<td>56</td>
<td>Women Have a Genuine Interest in Those with Whom They Work</td>
<td>93</td>
</tr>
<tr>
<td>57</td>
<td>Women Could Be Administrators But They Would Rather Not Take the Responsibility</td>
<td>94</td>
</tr>
<tr>
<td>58</td>
<td>Women Are Listened to in Faculty Meetings as Much as Men Are and Their Ideas Are Considered and/or Implemented</td>
<td>95</td>
</tr>
<tr>
<td>59</td>
<td>My Beliefs Are That, According to the Bible, Women Are Inferior to Men</td>
<td>96</td>
</tr>
<tr>
<td>60</td>
<td>My Beliefs Are That, According to the Bible, Women Should Enter into Leadership Roles in Public Life</td>
<td>97</td>
</tr>
<tr>
<td>61</td>
<td>My Beliefs Are That, According to the Bible, Women Should Not Seek Positions of Authority</td>
<td>98</td>
</tr>
</tbody>
</table>
Chapter 1

INTRODUCTION

In May, 1963, the General Assembly of North Carolina passed legislation that resulted in the establishment of the North Carolina Community College System. From that date onward, fifty-seven community colleges and technical institutes were founded in various locations throughout the state.

These community colleges and technical institutes were staffed by able administrators. Student enrollment increased yearly, pointing to the fact that the community college system was serving a very real need to the citizens of North Carolina.

However, it was noted that very few women served as administrators during this time, even though a large percentage of the students were women. The determination of reasons for this apparent lack of women administrators was the basis for this study.

THE PROBLEM

Statement of the Problem

The central purpose of this study was to determine if equal opportunities existed for women and men educators to hold administrative positions in the Community College System of North Carolina. More specifically, the study was concerned with (a) attitudes of male and female community college educators, and (b) attitudes of community college presidents and board chairmen toward equal opportunity for women
to hold administrative positions in the Community College System of
North Carolina.

**Significance of the Problem**

Koontz stated that the history of women as educators began in
prehistoric times.¹ She cited H. G. Wells, who had theorized that at
least two major aspects of civilization evolved in those days—education
and religion, and women initiated both. The mother huddled inside the
cave with her children, warning them to avoid the Old Man. To emphasize
this warning, she added supernatural powers to the male and thereby
established a kind of fundamental religion.² They were educators in the
truest and most basic sense of the word, for they taught the young the
facts essential to survival. From that time to the present, women have
been involved in education as teachers, but seldom as educational
leaders, in spite of the fact that they originally had been the initiators.

In 1972, a study conducted by the National Conference on Women in
Educational Policy Making and reported in its Research Memo 1973-7, con-
cluded that at every level, elementary, secondary, and higher education,
women were underrepresented or placed in positions with little power in
decision making. Of all the institutions surveyed by the study, despite
a 65 percent female enrollment, women comprised only 1 percent of super-
intendents, 1 percent of secondary school principals, 6 percent of

¹Elizabeth Koontz, *The Best Kept Secret of the Past 5,000 Years:*
*Women Are Ready for Leadership in Education* (Bloomington, Indiana: Phi
Delta Kappa Educational Foundation, 1972), pp. 7, 8.

Company, 1922), p. 95.
assistant principals of secondary schools, 19 percent of elementary principals, and only 8 percent of full professors.  

The problem was as old as history and international in scope, but the concentration of this study was on the North Carolina Community College System. All member institutions of the North Carolina Community College System were advised to voluntarily submit plans for Affirmative Action by the United States Department of Health, Education and Welfare (H.E.W.), to comply with Title VII of the Civil Rights Act of 1965 (as amended by the Equal Employment Opportunity Act of 1972). It was not the purpose of this study to establish whether these institutions were complying with Affirmative Action proposals by employing qualified female educators for administrative positions.

Abramson said in her book, *The Invisible Woman*:

All the arguments, the excuses, the myths, the adamant refusals to take affirmative action toward establishing equity do not change the fact that sex discrimination is perhaps the most serious problem in higher education today.

This problem was serious because it eliminated 50 percent of the potential competition for university jobs, and thereby lowered the quality of university teaching and research.

Abramson further noted:

In the name of excellence, women are effectively frozen out of higher education. In the name of excellence, it is excellence

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that suffers. And the students--future university teachers or university trained citizens--are the losers.

The significance of this study was threefold: (1) students were thought to be the losers because of the few female administrators, few female teachers, and few female researchers in higher education; (2) there seemed to be a denial of equal rights and equal opportunities in higher education to a major segment of the people involved, and (3) this condition seemed to have been the rule, rather than the exception, through the years in the states, the nation, and the world.

Approach to the Study

The general plan of the study was to determine how many women educators in the North Carolina Community College System were currently employed in administrative positions and at what levels; to compare the salaries of women educators to the salaries of men educators; to determine if the ratio of men to women students had significance in consideration of employing female administrators; to determine through a questionnaire/opinionnaire the attitudes of qualified female and male faculty members and administrators of the North Carolina Community College System toward the possibility of women being advanced to higher positions of administration; and to determine through a questionnaire/opinionnaire the attitudes of community college presidents and chairmen of boards of trustees toward employing women administrators.

The North Carolina State Department of Education was contacted for data concerning funds allocated to these administrative positions. It was evident that money allocated for a specific position was not

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6 Ibid., p. viii.
always used in its entirety for that position. For example, the budget had administrative divisions allocating the amount of salary for the division head, and in addition, allocating salaries for a predetermined number of clerical positions. If the institution had need of fewer clerical positions, the differential in the amount budgeted and the amount actually used could be utilized elsewhere. The state budget did not include any local supplements and was used only as a guideline.

The North Carolina Community College Annual Report of Student Enrollment was utilized to determine the ratio of men to women students, and to determine whether a comparable ratio was present in the numbers of men and women employed in administrative positions.

**Sources of Data**

Current community college catalogs were used to determine the administrative positions existing in each community college, and the number and level of female administrators employed. The catalogs were also utilized to determine which faculty members and administrators held master's degrees or higher degrees. Dr. William F. Killian, President of Blue Ridge Technical Institute, a member institution of the North Carolina Community College System, stated that a master's degree was the minimum and only educational criterion for holding an administrative position in the system. The Department of Community Colleges Annual Report of Student Enrollment was used to determine the numbers of male students and the numbers of female students enrolled.7

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7North Carolina Department of Community Colleges, *Annual Report of Student Enrollment* (Raleigh, N.C.: State Board of Education, 1976). (Reference will be made to this source throughout the study.)
A questionnaire/opinionnaire was mailed to a stratified random sample of faculty members and administrators who held at least a master's degree. There was a total of 1,321 educators; 898 males and 423 females, or a percentage of 68 percent males and 32 percent females employed as faculty members in the North Carolina Community College System. Thirty percent of the total population was randomly selected (396), which was comprised of 269 males and 127 females. Responses to the questions were designed to determine attitudes toward the upward progression of women in the administrative field of the North Carolina Community College System. A questionnaire/opinionnaire was also mailed to all community college presidents and chairmen of the boards of trustees to determine their attitudes toward employing female administrators.

Limitations of the Study

The following limitations of the study were recognized:

1. North Carolina Community College catalogs were printed on a biennial basis. Therefore, the 1974-76 catalogs, which were used to obtain data on administrators, were not completely accurate in listing current administrators.

2. Some faculty members were employed or had resigned after the catalogs were printed.


4. The study included only the fifty-seven member institutions of the North Carolina Community College System.
5. Only faculty members and administrators who held at least a master's degree were included in this study.

Assumptions for the Study

Attitudes toward the importance of the woman's role in effective administration, in the position of role model for students, and the increasing acceptance of women in these positions in other areas such as business, industry, and the military, lead to certain assumption necessary to this study.

1. The administrators and faculty of the North Carolina Community College System were assumed to be honest and of good character.

2. All respondents to the questionnaire/opinionnaire responded with honesty, integrity, and thoughtfulness.

3. Women career educators were interested in having opportunities in the administration of the community college system open to them, whether or not they had personal aspirations to these positions.

4. Some male career educators and administrators viewed the acceptance of female administrators as an unnecessary change from past practices or as a threat to their areas of authority.

5. Female students did not have female role models to inspire them to strive for administrative positions.

Research Hypotheses

The hypotheses for this study were:

H 1. Current opportunities for female educators to hold administrative positions are not equal to current opportunities which exist for male educators in the North Carolina Community College System.
H 2. The number of female administrators is not equal to the number of male administrators in the North Carolina Community College System.

H 3. The ratio of female administrators to male administrators does not reflect the ratio of female students to male students in the North Carolina Community College System.

H 4. The educational level of female educators is not a sufficient explanation for the number of female administrators in the North Carolina Community College System.

H 5. There is a significant difference in attitudes held by female educators and attitudes held by presidents and board chairmen in the North Carolina Community College System toward the role of females in administration.

H 6. There is a significant difference in attitudes held by female educators and those held by male educators toward the role of females in administration in the North Carolina Community College System.

Operational Definitions

For the purpose of this study, the following terms were operationally defined:

Administrative positions. Administrative positions are those positions in the North Carolina Community College System involving policy implementation and decision making, where the administrator is responsible directly to and only to the president, or directly to and only to the Board of Trustees.
Educators. Educators are defined in this study as those employed by the North Carolina Community College System in teaching or administration who hold at least a master's degree.

Procedures

Four procedures were used in this study.

1. A questionnaire/opinionnaire was distributed to a stratified random sample of female educators and male educators, and to all presidents and board chairmen of the North Carolina Community College System.

2. Community college catalogs were utilized to obtain information about administrators, faculty members, and chairmen of the boards of trustees. This information included numbers in each group, names, degrees earned, sex, and positions held.

3. The Department of Community Colleges Annual Report of Student Enrollment was utilized to determine the number of male students and the number of female students enrolled.

4. The North Carolina Community College budget was studied to determine the salary scale of both men and women administrators in the fifty-seven community colleges in the state.

Questionnaire/opinionnaire. A stratified random sample of female and male educators was chosen from the population of all educators in the North Carolina Community College System. Those individuals selected in this sample, in addition to all presidents and all board chairmen, were asked to complete a questionnaire/opinionnaire to determine attitudes toward the role of women in the administration of the
North Carolina Community Colleges. Examples of the instrument are included in Appendixes B and C.

**Catalogs.** The 1974-76 catalogs from each community college were obtained. From these, it was determined which administrative positions existed in each institution, and how many of these positions were held by women.

**Department of Community Colleges Annual Report of Student Enrollment.** This report was utilized to determine the number of male students enrolled, and the number of female students enrolled on a state-wide basis.

**North Carolina Community College Budget.** The North Carolina Community College Budget for the school year 1974-75 was utilized to determine whether any salary difference existed between male and female administrators.8

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8 North Carolina Department of Community Colleges, *State-Aid Budget 1974-75* (Raleigh, N.C.: State Board of Education, 1976). (Reference will be made to this source throughout the study.)
Chapter 2

REVIEW OF RELATED LITERATURE

WOMEN ADMINISTRATORS

The Role of the Woman Administrator
At All Educational Levels

This review of literature was mainly concerned with learning what had been written on the subject of opportunities for women in administration of higher educational institutions. However, to get this into perspective with the educational system as a whole, it was necessary to discuss briefly the role of the woman administrator in all levels of education.

Anderson stated in 1972:

... discrimination in the employment of women as teachers and administrative personnel begins with elementary school and becomes worse through college and professional school levels. While 67.6 percent of elementary and secondary school teachers are women, only 22 percent of the elementary school principals and only 4 percent of the secondary school principals are women. Furthermore, of the 13,000 school superintendents, only two are women. The higher the rank, the fewer the women.¹

Ever since the end of World War II, women's role in educational leadership has been tapering off. As men infiltrated education, funded by the G. I. Bill, they were, in many cases, quickly promoted into administrative positions where the salary was higher. Many schools

adopted an unwritten policy that whenever a woman retired from an administrative position, she would be replaced by a man. Twenty years later, the long-term results of this sexist maneuver were evident.  

Amundsen said:

Sex prejudice is the only prejudice now considered socially acceptable. To that, any number of women seeking equal opportunities in higher education and on the job market are likely to say 'Amen!' What is remarkable about the sex bias operative in these fields is not just that it is so widespread, but that it is very often frankly expressed.

In higher education, nationally in 1975, women constituted 32 percent of instructors, 19 percent of assistant professors, 15 percent of associate professors, and 8 percent of full professors. So completely male dominated was educational leadership that about 98 percent of all faculty in college and university educational administration departments in 1971-72 were male. Sexton, in her study, *Women in Education*, found:

Only a few four-year coeducational colleges have women presidents. Even of the non-church women's schools, only eight had women presidents in 1971. None of the fifty largest college libraries is headed by a woman, although women librarians are abundant. Only a few academic deans are women, although there are many deans of women.

Sexton also reported that although women made up as much as a quarter of all faculty, only 17 percent were administrators and 13 percent

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were members of governing boards in higher education. In 1972, only Guam and the states of Montana and Wisconsin had departments of education headed by women.

The Preparation of Women Students For Positions of Leadership

As students preparing for leadership roles in society, women earned relatively few degrees in math, physical science, technological subjects, or administration. While the proportion of female recipients of both bachelor's and master's degrees had remained fairly high, the proportion receiving doctorates had declined. Women received 25 percent of the master's degree and 10 percent of the doctorates in educational administration in 1968-69. These numbers were strategically important for women, since it was the doctor's degree that increasingly prepared students for dominant roles and occupations in society. But what role models have been provided women students to give them some hope that there will be positions of leadership open to them? Successful role models had been limited for female students, since the higher ranking faculty members and administrators overwhelmingly have been male.

Unless universities recognize and honor faculty women's accomplishments with system rewards, female students may continue to believe that they cannot make it. By recruiting, hiring and promoting competent women, the institution notifies its women students that high aspirations

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7 Ibid., p. 127.  
8 Ibid., p. 79.  
9 Ibid., p. 79.  
10 Ibid., p. 79.
are rewarded. Angrist and Almquist suggested that special efforts to draw women into men's domains like engineering, administration, and sciences should be matched with attempts to attract men into women's realms like elementary school teaching and the arts. Greene stated:

There remains a dearth of role models in school for young women potentially interested in mastery or leadership roles. The leadership in higher-echelon school administration remains predominantly male; and according to most reports, this seems to be increasing.

Sexton also found that male dominance in school leadership ensured that males made almost all the important decisions in the school system; decisions that undoubtedly perpetuated and extended sex stereotypes and inequalities. Women, by their exclusion, have been denied vocational opportunities and access to the high prestige and high salary jobs for which many have been qualified. The most damaging of all sex stereotypes, that only males were capable of high level leadership, was thereby confirmed in the minds of the young and of the general public. If males made all the important decisions, they made whatever decisions they wished about the employment and education of women.

The male domination of educational administration brought questions to mind when reading the Fleischmann Commission Report on the New York State Educational System. The Commission stated that almost all senior administrative posts in the system were held by men and that nothing

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13Sexton, op. cit., p. 57.
in their studies had convinced them that males were inherently superior to females as educational administrators. The Commission Report concluded that the de facto discrimination against women was totally unjustifiable.14

In the professional organizations, males headed both the American Federation of Teachers and the National Education Association. Until 1973, Phi Delta Kappa, one of the largest and most influential of organizations in professional education, was an exclusive "professional fraternity for men in education," dedicated to the promotion of leadership in education. Even the Danforth Foundation, which awarded many fellowships to women, had only two women on its board.

Exclusion of Women From Educational Leadership

Most of the literature agreed that excluding women from educational leadership had not been economically feasible or educationally sound. In the drive for accountability, efficiency, and better cost-benefit ratios in education, the high cost of excluding women from decision-making posts had been ignored.

Statistics generated by the National Conference on Women in Education indicated that while a high percentage of women were consumers or employees in education, a decreasing number held top administrative positions. In fact, while women constituted 65 percent of all professional employees in elementary and secondary education in 1970-71, they made up only 63 percent in 1971-72. Declines in the percentage of women

14Ibid., p. 58.
in educational administration positions have been even greater. For example, women had 6 percent of superintendencies in 1970-71, but the percentage had dropped to 1 percent the following year. The story was the same in higher education, where women had an increasing percentage of instructorships but a decreasing percentage of full professorships. This situation resulted in waste of women's potential, reduced educational effectiveness, and low returns on the taxpayers dollar. A harmonious, effectively functioning system (a necessary prerequisite for learning) could not be expected if 52 percent of the students and 70 percent of the teachers saw themselves essentially as nonparticipants.15

Furniss and Graham, in their study, Women in Higher Education, stated that what was at stake was not the hiring of less qualified persons but a very real economic threat. For every woman or minority person that got hired, one white male was not hired. White males had to compete with women and minorities for scarce job opportunities.16

Probably the chief source of inequality in education was found not in the classroom but in the fact that administration and school leadership at all levels has been dominated by males. Among the leadership of these policy-making groups, women were present only in token numbers or at relatively low policy levels. The most serious cases of


sex segregation and discrimination in the schools were found in higher education. 17

**Influence of Power Relationships**

Good teachers, like able students, were often diverted from the exercise of positive power relationships by the climate of the institution in which they worked: the school, the educational system, or the university. Perhaps the most potent way to change student-teacher power relationships was to change the teacher-administrator relationship within the school or school system. Such a change, of course, meant changing the generally accepted power structures and leadership styles within the institution.

The report of the National Conference on Women in Education stated:

> By and large, women are at the bottom of the educational world. Their advantage lies in their numbers. Were they all to make waves, the tide might turn and engulf the present power structure. But on the whole, it is a single woman or a small group who provide the current, and it is clear enough that they take a great risk in so doing. 18

The Conference report further stated that changes in the power structure were difficult tasks to undertake:

> It is not clear how much conscious tightening at the top of the power structure there has been, but it is perfectly obvious that we have already elicited sufficient backlash to frighten some women and silence others. 19

17 Sexton, op. cit., pp. 55, 75.


19 Ibid., p. 10.
The Conference report also questioned whether male administrators were truly interested in the well-being of the school system or whether they were interested only in maintaining the status quo.

It is obvious that if administrators were truly interested in the health of school systems... they would look for talent to the vast and largely untapped pool of women teachers and graduate students. ... several complex recent studies all indicate that women's talent in the area of administration (surprisingly) surpasses men's.20

Abramson believed that there was obvious irony in the indignant refusal of the university establishment to face up to the problem of sex discrimination. Traditional wisdom maintained that, more than any other institution, the institution of higher education was the guardian of independent thinking, courageous research, and the search for truth. Yet our universities have remained bastions of male self-righteousness. Rather than attempting to analyze the charge that universities discriminated against women, administrators spewed forth a veritable geyser of rebuttal. The male higher education establishment reacted with an instinctive fervor more appropriate to religious zealots than to guardians of truth and logic. Certainly this phenomenon was worth exploring because the stakes were high--not just for women but for the quality of education in this country.21

Attitudes Toward Women Administrators

The Clearinghouse for Research on Women and Employment at Cleveland (Ohio) State University was established, among other reasons.

20 Ibid., p. 11.

to discover why women were not being trained in quantity for certain jobs. The stumbling block appeared to be one of attitude. Greene stated that the system required subordination; women were generally subordinate to men; the employment of women as teachers thus augmented the authority of the largely male administrative leadership. One was never quite sure whether the absence of women's ambition toward educational administration was a response to the limited opportunity accompanying discrimination or a choice on the part of the women in response to society's expectations for her role.

Several factors were viewed by Perrin as barriers to the advancement of women college faculty members to high-level academic administrative positions: (1) sex discrimination, (2) women did not aspire to such positions because of lack of motivation created by societal expectations for women, (3) women underestimated their capabilities, and (4) there was a lack of qualified women in academe from which to draw for such positions.

In a study of attitudes of male and female teachers, Matheny found the following factors were operative:

1. The majority of female teachers did not see the selection process in their school districts for principalship or superintendency


23Greene, op. cit., p. 27.

open to all who filled the requirements regardless of sex. They did perceive a bias in favor of males.

2. Most disagreed that men were better suited temperamentally for administrative jobs than were women.

3. The majority agreed that women must work harder than men with similar talent and qualifications to achieve an administrative position.

4. A majority agreed that men received more encouragement from their superiors to seek administrative positions than did women with comparable ability.

5. A majority agreed that community attitudes and traditions made it difficult for women to succeed in administrative positions.

6. A majority agreed that Boards of Education hired male superintendents over an equally qualified female.

7. Most agreed that women were not counseled and encouraged as much as men by colleges and universities to prepare for administrative positions.

8. A majority agreed that women’s movement was a positive force for obtaining equal pay and job opportunities for women.25

Timmons studied attitudes and found that a large number of teachers felt that prejudice in hiring practices and widely held social attitudes and beliefs which limited the acceptable roles of women constituted the biggest obstacles to women desiring to be school

Fleming reported in yet another study that, given equivalent type samples, the following conclusions were valid:

1. Center directors rated male applicants for the position higher than female applicants for the same position.

2. Deans of colleges of education and chairmen of departments of educational administration tended to rate, although not significantly so, male applicants higher than female applicants for the position.

3. The younger the administrator, the more likely he or she was to rate the female applicant lower than the male.

4. Administrators in the southern region of the country tended to exhibit a greater degree of discrimination in the ratings of a male applicant over a female applicant than administrators in other sections of the country.

5. The number of years the administrator had held his or her present position had little or no influence on the rating of an applicant classified by sex.

Fleming further recommended that since community educational philosophy espoused opportunity for fulfillment for all, self-satisfaction and worth of each individual, leaders in community education should be


made aware of the evidence of bias towards men over women by whatever methods were deemed most effective to correct this situation.28

Problems of Discrimination Against Women in Higher Education

Richardson said:

All campuses have women who are troubled... women's troubles are inevitably interpreted as failures—not of the system, but of the women. By thus interpreting them, men find justification for newer and more lunatic orgies of chauvinism.29

Sizemore stated that women should be more aggressive in pursuing their rights to fill administrative positions for which their education and experience fit them. They should bring to these jobs the sensitivity necessary for effective human and personal relations and should design and implement governance models that give every role incumbent some input into decision making.30

Richardson argued that so long as academic women continued to muddle their way into ineffectiveness, academic men found it possible to cling to their atavistic biases and to support them in the community at large. Similarly, only when feminists acknowledged, however reluctantly, that they were irrevocably involved in a human community containing all manner of races and sexes and talents, did they turn their full and most efficient attentions to obtaining full participation in occupations which can influence the ideas and use of technology within that

28Ibid.
community. It was possible, at that particular point in time, to make a good start by insisting that the academic community lead the way in attacking irrational prejudices, not wallowing in them.\(^{31}\)

Sexton also stated that academic women have suffered certain disadvantages because they were not taken seriously by peers, but they may also have enjoyed certain advantages because of it. They got away with more, did the unexpected and unorthodox, were more radical and outspoken without notice or criticism. Because they were outside the status system, women were less threatening to the men who run higher education. That was one thing to be grateful for.\(^{32}\)

In addition to the problems women found in the universities, Noll concluded that:

\[...\] based on all findings in this study, the two-year public educational institution in the United States does not appear to be a prime employment prospect for women who desire top-level administrative positions.\(^{33}\)

**Hope For Correcting Discriminatory Practices**

There were some bright spots on the horizon, however. President Kennedy established a President's Commission on the Status of Women, whose aims were to serve as a call to action for the National Council of Administrative Women in Education and for its members throughout the nation. In the words of the first Commission report:

\(^{31}\)Richardson, op. cit., p. 209.

\(^{32}\)Sexton, op. cit., p. 13.

Greater development of women's potential and fuller use of their present abilities can greatly enhance the quality of American life. We have by no means done enough to encourage women to make their full contribution as citizens. It is appropriate at this time to review recent accomplishments, and to acknowledge frankly the further steps that must be taken.  

Pennsylvania was a leader in recognizing the potentiality of women educators, and in doing something about it. Governor Milton J. Shapp stated in Executive Directive No. 13 that:

I have committed the Department of Education to making the elimination of sexism in education a priority. In order to meet this commitment, I hereby request that you make plans immediately to carry out the policies embodied in the Constitutional Amendment and in Executive Directive No. 13.  

Shapp further directed that annual goals be set for the hiring, training, and promoting of women of all races and all ages. "Staff and faculty should reflect the same balance by sex and race in each job class at all employment levels, including administration, as the Commonwealth's general labor force."  

Beginning in 1972, Pennsylvania had moved on many fronts to make its goals of equality a reality. The key to the success of the Joint Task Force on Sexism in Education was the multi-level cooperation existing among the citizenry, community groups, state and local school officials, and the leadership provided by the Secretary of Education


36 Ibid.
and the Governor. The Commonwealth of Pennsylvania indeed set an example for the rest of the country and, while the going was not so smooth elsewhere at all times, what happened and continued to happen in Pennsylvania could happen in other states, too.  

The international community, since the signing of the United Nations Charter in 1945, repeatedly tried to reinforce the fundamental principles of human rights contained in that Charter, such as the dignity and worth of the human person and the equal rights of men and women. In a succession of conventions, declarations, and formal recommendations, it expressed its growing awareness of the uneven development of peoples and the tragedy of all forms of discrimination. It condemned sex discrimination as fundamentally unjust, an offense against human dignity and an infringement of human rights. But despite these solemn pronouncements, the translation of these principles into practical reality was slow and uneven.  

SUMMARY

It was obvious from the review of related literature that discrimination against women in educational administration existed. It existed to a very great degree on college and university campuses, and it existed to a great degree in two-year public institutions of higher education. However, the review of related literature, for the most part, was written in generalities in reference to whether this bias

37Ibid.

existed internationally, nationally, or regionally.

Fleming indicated that administrators tended to exhibit a greater degree of discrimination in the southern region of the country. Noll indicated that the two-year public educational institutions in the United States did not appear to be a prime employment prospect for women who desire top-level administrative positions. For these reasons it was the writer's plan to research the North Carolina Community College System and to limit the research to the two-year public community college system of that state.

39 Fleming, op. cit., p. 4184.
40 Noll, op. cit, p. 1100.
Composition of the Sample

The population of the study included the educators, presidents and board chairmen of the North Carolina Community College System. The population was obtained from the current (1974-76) community college catalogs. Each catalog listed names of educators, presidents, and board chairmen, with degrees held. A count was taken with the result that there were 1,321 educators, of which 898 (68%) were male educators and 423 (32%) were female educators, employed in the North Carolina Community College System. There were fifty-seven presidents and fifty-seven board chairmen.

A stratified random sample of 30 percent (396) of the educators was drawn to insure that the sample would represent the total population. In addition, all presidents and all board chairmen were surveyed, making a total of 510 possible respondents (Table 1).
Table 1
Presidents, Board Chairmen, and Sample of Educators of the North Carolina Community College System

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male educators</td>
<td>269</td>
</tr>
<tr>
<td>Female educators</td>
<td>127</td>
</tr>
<tr>
<td>Presidents</td>
<td>57</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total Surveyed</strong></td>
<td><strong>510</strong></td>
</tr>
</tbody>
</table>

Procedure For Collection of Data

**Unobtrusive measures.** The North Carolina Community College System catalogs were used to determine numbers of male and female educators, presidents, and board chairmen; their addresses, degrees, sex, and positions held. The ratio of male educators to female educators was determined from these catalogs. The North Carolina Community College Annual Enrollment Report (1974-75) was utilized to determine the ratio of male students to female students. The North Carolina Community College System state budget (1974-75) was utilized to determine salaries budgeted by the state for male administrators and female administrators.

**Questionnaire/opinionnaire.** A questionnaire/opinionnaire was mailed to each member of the sample on April 22, 1977. Included with each questionnaire/opinionnaire was a cover letter, a copy of which is
placed in the Appendix, and a stamped, self-addressed envelope. During the period from April 22, 1977, until May 9, 1977, a 68 percent total response was received, of which 60 percent was completed and used in this study.

Table 2
Numbers and Percentages of Respondents of the North Carolina Community College System

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>185</td>
<td>69</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>61</td>
</tr>
<tr>
<td>President</td>
<td>27</td>
<td>47</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>304</td>
<td>60</td>
</tr>
</tbody>
</table>

Development of the Instrument

The instrument developed was made up of two divisions; a questionnaire and an opinionnaire. The questionnaire for the presidents and board chairmen elicited nominal data about the institution and personal qualifications and information about these executives. The instrument was color coded; yellow for presidents and white for board chairmen. The questionnaire for educators elicited nominal data about personal qualifications and information. The instrument was color coded; yellow for female educators and white for male educators.

The opinionnaire was identical for all four groups, eliciting data about opinions of all respondents toward the role of women as
administrators in the North Carolina Community College System. A copy of these instruments is placed in Appendix B (male and female educators) and Appendix C (presidents and board chairmen).

The questionnaire/opinionnaire was pilot tested by the East Tennessee State University Doctoral Seminar on January 6, 1977. After incorporating suggestions for changes and improvements, it was accepted as a valid instrument for the purposes of this study.

Method of Determining Response Values

An independent panel, made up of one professor of education and two doctoral students, determined response values for the opinionnaire. The opinionnaire was constructed on the Likert Scale with twenty-six statements and five possible responses to each statement: Strongly Agree, Agree, No Opinion, Disagree, and Strongly Disagree. There were thirteen positively stated opinions and thirteen negatively stated opinions, interspersed in no regular order, requiring that the respondent read each carefully before responding to it. The panel agreed that Opinion Numbers 1, 3, 4, 5, 8, 11, 14, 15, 16, 17, 18, 19, and 25 were positively stated opinions and should be scaled as follows:

\[
\begin{array}{ccccc}
SA & A & N & D & SD \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

The panel agreed that Opinion Numbers 2, 6, 7, 9, 10, 12, 13, 20, 21, 22, 23, 24, and 26 were negatively stated opinions and should be scaled as follows:

\[
\begin{array}{ccccc}
SA & A & N & D & SD \\
1 & 2 & 3 & 4 & 5 \\
\end{array}
\]

The questionnaire, which elicited nominal data only, was coded in numerical sequence for use by the computer services.
The cover letter was signed with the writer's first two initials and last name in order to prevent possible bias by the respondents' knowing the sex of the researcher. A copy of the cover letter is in Appendix A.

**Treatment of the Data**

On May 9, 1977, the instruments were coded. These codes were placed on data sheets and submitted to the Computer Services Division of East Tennessee State University. Frequencies and percentages were computed from the questionnaire data, and the Chi-Square formula was applied to opinionnaire data. Data obtained from unobtrusive measures were tallied, and percentages were found with a calculator.

**Testing of Hypotheses**

Research hypotheses H1, H2, H3, and H4, which were stated in the null form, were tested by data from the questionnaire and by data obtained from unobtrusive measures. Data were obtained by the following measures:

1. North Carolina Community College catalogs (1974-76) relative to numbers of male educators and female educators employed, their degrees, and what positions they held.

2. The ratio of male educators to female educators and the ratio of male administrators to female administrators were determined from the North Carolina Community College catalogs.

3. The North Carolina Community Colleges Annual Enrollment Report (1974-75) was utilized to determine the ratio of men students to women students.
4. The North Carolina Community College state budget (1974-75) was utilized to determine salaries budgeted by the state for male administrators and for female administrators. Comparisons were made by the computer from all who identified themselves as administrators as to sex, age, marital status, salaries, and degrees held.

Research hypothesis H 5 and H 6, which were stated in the null form, were tested by data generated from the opinionnaire. The respondents' answers to this opinionnaire were divided into three groups: (1) female educators, (2) male educators, and (3) presidents and board chairmen. Tests for the significance of difference using Chi-square were made for each of the twenty-six statements of the opinionnaire.

To test Hypothesis H 5, the Chi-square procedure compared Group 1 responses (female educators) to Group 3 responses (presidents and board chairmen). To test Hypothesis H 6, utilizing the Chi-square technique, Group 1 responses (female educators) were compared to Group 2 responses (male educators). A Chi-square significance at the .05 level was the basis for rejecting the null hypothesis.

METHODOLOGY AND RESULTS

The Null Hypothesis

The null hypothesis is a statistical proposition which is used to state, essentially, that there is no relation between the variables. It is a succinct way to express the testing of obtained data against chance expectation. 1

---

The First Hypothesis

There was no difference in the number of female full-time faculty and educators and the number of male full-time educators in the North Carolina Community College System.

Unobtrusive measures. The following data were obtained through unobtrusive measures. The full-time faculty in the North Carolina Community College System showed a 62:38 ratio as to male full-time faculty members and female full-time faculty members as shown by these results:

<table>
<thead>
<tr>
<th>Male Full-Time Faculty</th>
<th>Female Full-Time Faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,341 (62%)</td>
<td>839 (38%)</td>
<td>2,180 (100%)</td>
</tr>
</tbody>
</table>

Full-time educators (see operational definition) showed a ratio of 68 percent male educators to 32 percent female educators.

<table>
<thead>
<tr>
<th>Male Full-Time Educators</th>
<th>Female Full-Time Educators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>898 (68%)</td>
<td>423 (32%)</td>
<td>1,321 (100%)</td>
</tr>
</tbody>
</table>

The North Carolina Community College state budget (1974-75) was examined to determine if a possible discrepancy in amounts budgeted for male administrators and female administrators might be a factor in the low percentage of female administrators. In studying the budgets for those institutions that have employed female administrators, it was found that the state budgeted each position equally, with the exception of Deans of Learning Resources and one female Dean of Student Development. There was a $712 difference (less) in annual salaries of these positions as compared to all other administrative positions. (Table 3, page 34).
Table 3
Salaries Budgeted by the State for Female Administrators of North Carolina Community College System

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Budgeted Salary</th>
<th>Average Budgeted Administrative Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Associate Business Manager</td>
<td>$14,947</td>
<td>$14,947</td>
</tr>
<tr>
<td>B</td>
<td>Director Institutional Research and Development</td>
<td>14,947</td>
<td>14,947</td>
</tr>
<tr>
<td>C</td>
<td>Dean of Learning Resources</td>
<td>14,235</td>
<td>14,947</td>
</tr>
<tr>
<td>D</td>
<td>Dean of Instruction</td>
<td>14,947</td>
<td>14,947</td>
</tr>
<tr>
<td>E</td>
<td>Director of Learning Resources</td>
<td>14,235</td>
<td>14,947</td>
</tr>
<tr>
<td>F</td>
<td>Dean of Occupational Education</td>
<td>14,947</td>
<td>14,947</td>
</tr>
<tr>
<td>G</td>
<td>Dean of Student Services</td>
<td>14,235</td>
<td>14,947</td>
</tr>
<tr>
<td>H</td>
<td>Director of Occupational Education</td>
<td>14,947</td>
<td>14,947</td>
</tr>
<tr>
<td>I</td>
<td>Dean of Instruction</td>
<td>14,947</td>
<td>14,947</td>
</tr>
<tr>
<td>J</td>
<td>Dean of Learning Resources</td>
<td>14,235</td>
<td>14,947</td>
</tr>
<tr>
<td></td>
<td>Dean of Student Services</td>
<td>14,947</td>
<td>14,947</td>
</tr>
<tr>
<td>K</td>
<td>Director of Learning Resources</td>
<td>14,235</td>
<td>14,947</td>
</tr>
<tr>
<td>L</td>
<td>Dean of Learning Resources</td>
<td>14,235</td>
<td>14,947</td>
</tr>
</tbody>
</table>
It has already been noted in Table 3, page 34, that of the thirteen female administrators employed in the North Carolina Community College System, five were Deans of Learning Resources.

**Questionnaire responses of Presidents and Board Chairmen.**

Data generated by the questionnaire responded to by presidents and board chairmen showed that 51.8 percent of the presidents and 64.3 percent of the board chairmen stated that their respective institutions had completely complied with Affirmative Action regulations.

<table>
<thead>
<tr>
<th></th>
<th>Completely</th>
<th>To a Great Extent</th>
<th>To a Limited Degree</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>14 (51.8%)</td>
<td>10 (37%)</td>
<td>3 (11.1%)</td>
<td>0</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>9 (64.3%)</td>
<td>3 (21.4%)</td>
<td>(two did not answer)</td>
<td></td>
</tr>
</tbody>
</table>

Approximately 75 percent of the presidents and 85.7 percent of the board chairmen stated that their respective institutions were completely Equal Opportunity employers. The data showed that 3 percent of the administrative positions are held by women.

<table>
<thead>
<tr>
<th></th>
<th>Completely</th>
<th>To a Great Extent</th>
<th>To a Limited Degree</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>23 (75.2%)</td>
<td>3 (11.1%)</td>
<td>1 (3.7%)</td>
<td>0</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>12 (85.7)</td>
<td>1 (7.1%)</td>
<td>(one did not answer)</td>
<td></td>
</tr>
</tbody>
</table>

In response to the question, "Have women from the faculty applied for administrative openings at your institution within the past three years?", 59.3 percent of the presidents and 50 percent of the board chairman said they had not. However, 51.9 percent of the
presidents and 50 percent of the board chairmen stated that other women had applied for administrative positions at their institutions during the past three years.

The total membership in numbers of the Board of Trustees of each institution is twelve. Of that number, 96.3 percent of the presidents stated that female members numbered none to two; 100% of the board chairmen responded that there were either one or two female members on the board.

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 Female</th>
<th>2 Females</th>
<th>3 Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>2 (7.4%)</td>
<td>11 (40.7%)</td>
<td>13 (48.2%)</td>
<td>1 (3.6%)</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>0</td>
<td>10 (71.4%)</td>
<td>4 (28.6%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Sixty-three percent of the presidents and 85.7 percent of the board chairmen have never worked under the direction of a woman administrator. However, 81.5 percent of the presidents and 100 percent of board chairmen stated that they would be willing to work under the direction of a woman, if they had the choice.
Questionnaire responses of male educators and female educators.

Data generated by questionnaires of male educators and female educators showed that 34.1 percent of male respondents and 10.3 percent of female respondents were administrators. While 39.5 percent of male respondents were instructors, 48.7 percent of female respondents were instructors.

Table 4

Positions of Educator Respondents of North Carolina Community College System in 1977

<table>
<thead>
<tr>
<th>Position</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>73 (39.5%)</td>
<td>38 (48.7%)</td>
</tr>
<tr>
<td>Department Head</td>
<td>30 (16.2%)</td>
<td>10 (12.8%)</td>
</tr>
<tr>
<td>Counselor</td>
<td>8  (4.3%)</td>
<td>4  (5.1%)</td>
</tr>
<tr>
<td>Librarian</td>
<td>4  (2.2%)</td>
<td>8  (10.3%)</td>
</tr>
<tr>
<td>Administrator</td>
<td>63 (34.1%)</td>
<td>8  (10.3%)</td>
</tr>
<tr>
<td>Combination</td>
<td>3  (1.6%)</td>
<td>4  (5.1%)</td>
</tr>
<tr>
<td>Other</td>
<td>4  (2.2%)</td>
<td>6  (7.7%)</td>
</tr>
</tbody>
</table>
Current salaries of 78.4 percent of male educators ranged from $14,000 to $25,000 annually, while current salaries for 70.5 percent of female educators ranged from $11,000 to $16,000 annually.

Table 5
Salaries of Educators of North Carolina Community College System in 1977

<table>
<thead>
<tr>
<th>Salary</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8,000-$10,000</td>
<td>5 (2.7%)</td>
<td>5 (6.4%)</td>
</tr>
<tr>
<td>11,000-13,000</td>
<td>28 (15.1%)</td>
<td>32 (41.0%)</td>
</tr>
<tr>
<td>14,000-16,000</td>
<td>61 (33.0%)</td>
<td>23 (29.5%)</td>
</tr>
<tr>
<td>17,000-19,000</td>
<td>42 (22.7%)</td>
<td>14 (17.9%)</td>
</tr>
<tr>
<td>20,000-25,000</td>
<td>42 (22.7%)</td>
<td>3 (3.8%)</td>
</tr>
<tr>
<td>$26,000 +</td>
<td>2 (1.1%)</td>
<td>0</td>
</tr>
<tr>
<td>No reply</td>
<td>5 (2.7%)</td>
<td>1 (1.3%)</td>
</tr>
</tbody>
</table>
Age may have been a factor in the discrepancy in annual salaries of male educators and female educators as an indicator of years of service. However, 82.3 percent of male educators ranged in age from thirty to fifty-nine, while 80.7 percent of female educators ranged in age from thirty to fifty-nine.

Table 6
Ages of Educators of North Carolina Community College System

<table>
<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>19 (10.3%)</td>
<td>12 (15.4%)</td>
</tr>
<tr>
<td>30-39</td>
<td>58 (31.4%)</td>
<td>35 (44.9%)</td>
</tr>
<tr>
<td>40-49</td>
<td>68 (36.8%)</td>
<td>14 (17.9%)</td>
</tr>
<tr>
<td>50-59</td>
<td>26 (14.1%)</td>
<td>14 (17.9%)</td>
</tr>
<tr>
<td>60+</td>
<td>14 (7.6%)</td>
<td>3 (3.8%)</td>
</tr>
</tbody>
</table>
The marital status of male educators reflected 84.3 percent married; of female educators, 74.4 percent married. Of those single, separated, divorced, or widowers or widows, there were 15.7 percent of male educators and 25.6 percent of female educators.

Table 7
Marital Status of Educators of North Carolina Community College System

<table>
<thead>
<tr>
<th>Status</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>156 (84.3%)</td>
<td>58 (74.4%)</td>
</tr>
<tr>
<td>Single</td>
<td>16 (8.6%)</td>
<td>9 (11.5%)</td>
</tr>
<tr>
<td>Separated</td>
<td>6 (3.2%)</td>
<td>10 (12.8%)</td>
</tr>
<tr>
<td>Divorced</td>
<td>5 (2.7%)</td>
<td>1 (1.3%)</td>
</tr>
<tr>
<td>Widow(er)</td>
<td>2 (1.1%)</td>
<td>0</td>
</tr>
</tbody>
</table>

A composite profile of the average male administrator, average female administrator, average president, and average board chairman showed the following characteristics in age, salary, degrees, and marital status (Table 8).

1. Approximately 60.3 percent of male administrators and 100 percent of female administrators held master's degrees, while 63 percent of presidents held the Ed.D. degree, and 71.4 percent of board chairmen held bachelor's degrees.

2. Approximately 52 percent of male administrators had salaries which ranged from $20,000 to $25,000 annually, while 50 percent of female administrators had salaries ranging from $11,000 to $16,000 annually.
3. Approximately 48 percent of male administrators' ages ranged from forty to forty-nine; 50 percent of female administrators' ages ranged from fifty to fifty-nine; 48.1 percent of presidents' ages ranged from forty to forty-nine; and 57.1 percent of board chairmen's ages ranged from fifty to fifty-nine.

4. Approximately 87.3 percent of male administrators were married; 62.5 percent of female administrators were married; 92.6 percent of presidents were married; and 92.9 percent of board chairmen were married.

<table>
<thead>
<tr>
<th>Position</th>
<th>Degrees Held</th>
<th>Salary (in thousands)</th>
<th>Age</th>
<th>Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Administrators</td>
<td>M.A. (60.3%)</td>
<td>$20-25 (51.7%)</td>
<td>40-49</td>
<td>Married (47.6%)</td>
</tr>
<tr>
<td>Female Administrators</td>
<td>M.A. (100%)</td>
<td>$11-16 (50.0%)</td>
<td>50-59</td>
<td>Married (62.5%)</td>
</tr>
<tr>
<td>Presidents</td>
<td>Ed.D. (63.0%)</td>
<td>not given</td>
<td>40-49</td>
<td>Married (48.1%)</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>B.A. (71.4%)</td>
<td>N/A</td>
<td>50-59</td>
<td>Married (57.1%)</td>
</tr>
</tbody>
</table>

Although 63.8 percent of male educators have never worked under the direction of a woman, 57.7 percent of female educators have worked under the direction of a woman. However, 90.3 percent of male educators and 92.3 percent of female educators indicated that they would be willing to work under the direction of a woman, if they had the choice.
The Second Hypothesis

There was no difference between the numbers of male administrators in the North Carolina Community College System and the numbers of female administrators in the North Carolina Community College System.

Unobtrusive measures. Data generated by unobtrusive measures showed that there were 408 (97%) male administrators and thirteen (3%) female administrators in the North Carolina Community College System (excluding presidents and board chairmen). Of the thirteen female administrators, five were Deans of Learning Resources. There were fifty-seven (100%) male presidents and fifty-six (98.25%) board chairman were male.

Questionnaire responses of presidents and board chairman. Data generated by questionnaires to presidents and board chairmen showed the following response to the question, "How many administrators are employed full time at your institution?" The presidents' responses indicated that 70.4 percent had ten or less; the board chairmen's responses indicated that 71.4 percent had ten or less. Of this total number of administrators, 70 percent of the presidents reported that two or less were women, and 71.4 percent of the Board chairman reported that two or less were women.

The presidents and board chairman were asked to cite specifically what administrative positions were held by women. Of those listed, operationally defined as administrators, 40.7 percent of the presidents listed no women administrators, and 40.7 percent listed one woman administrator. Although 57.1 percent of the board chairmen reported no
women administrators, 35.7 percent reported one woman administrator.

Questionnaire responses of male and female educators. Male educators and female educators were asked to identify their positions in the North Carolina Community College System. Of all positions identified, 34.1 percent of male educator respondents were administrators, while 10.3 percent of female educator respondents were administrators.

The Third Hypothesis

The ratio of female administrators to male administrators was not equal to the ratio of female students to male students in the North Carolina Community College System.

Unobtrusive measures. Data generated by unobtrusive measures to test this hypothesis showed the following results: 97 percent of administrators (excluding presidents and board chairmen) were male educators and 3 percent of administrators were female educators.

<table>
<thead>
<tr>
<th>Male Administrators</th>
<th>Female Administrators</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>408 (97%)</td>
<td>13 (3%)</td>
<td>422 (100%)</td>
</tr>
</tbody>
</table>

All of the North Carolina Community College System presidents were male; and 98.25 percent of board chairmen were male. However, the student population of the North Carolina Community College System (1974-75) showed a 51 percent male population and a 49 percent female population.
Male Students | Female Students | Total
---|---|---
267,972 (51%) | 256,951 (49%) | 525,923 (100%)

The ratio of female administrators to male administrators as compared to ratio of female students to male students were as follows:

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:97</td>
<td>49:51</td>
</tr>
</tbody>
</table>

The ratio of female presidents to male presidents as compared to the ratio of female students to male students were as follows:

<table>
<thead>
<tr>
<th>Presidents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:100</td>
<td>49:51</td>
</tr>
</tbody>
</table>

The ratio of female board chairmen to male board chairmen as compared to the ratio of female students to male students were as follows:

<table>
<thead>
<tr>
<th>Board Chairmen</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.75:98.25</td>
<td>49:51</td>
</tr>
</tbody>
</table>

Questionnaire responses. No data was generated from questionnaire responses relative to numbers of male and female students. All numerical information concerning students was found in the North Carolina Community Colleges Report of Student Enrollment.

The Fourth Hypothesis

The educational level of female educators was not a sufficient explanation for the number of female administrators in the North Carolina Community College System.
Questionnaire responses of presidents and board chairmen. Of the presidents who responded to the questionnaire, 63 percent held the Ed.D. degree and 29.6 percent held the master's degree. Approximately 71 percent of board chairmen held bachelor's degrees.

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Bachelor</th>
<th>Master</th>
<th>Ed.S.</th>
<th>Ed.D.</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidents</td>
<td>0</td>
<td>0</td>
<td>8(29.6%)</td>
<td>1(3.7%)</td>
<td>17(63%)</td>
<td>1(3.7%)</td>
</tr>
<tr>
<td>Board Chairman</td>
<td>3(21.6%)</td>
<td>10(71.4%)</td>
<td>1(7.1%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Questionnaire responses of male educators and female educators. Of the male educators who responded, 76.2 percent held a master's degree, while 87.2 percent of female educators held a master's degree.

<table>
<thead>
<tr>
<th></th>
<th>Masters</th>
<th>Ed.S.</th>
<th>Ed.D.</th>
<th>Ph.D.</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Educators</td>
<td>141(76.2%)</td>
<td>9(4.9%)</td>
<td>22(11.9%)</td>
<td>9(4.9%)</td>
<td>4(2.2%)</td>
</tr>
<tr>
<td>Female Educators</td>
<td>68(87.2%)</td>
<td>3(3.8%)</td>
<td>0</td>
<td>1(1.3%)</td>
<td>6(7.7%)</td>
</tr>
</tbody>
</table>

Yet, a higher percentage (23.1%) of female educators was working toward higher degrees than were male educators (18.9%). The responses indicated that 54.6 percent of male educators had applied for administrative positions, and 66.7 percent of female educators had never applied for administrative positions. Those who had never applied for an administrative position were asked the reason for not doing so. A large percentage of male educators (76%) and a somewhat smaller percentage of female educators (68%) indicated that they were satisfied with their current position. Table 9 shows that 5 percent of males and 8 percent of females did not know of the vacancy when it occurred. Data
also indicated that 19 percent of the males and 25 percent of the females believed that they were not qualified by education and training, were not qualified by experience, or indicated various other reasons.

Table 9

Reasons Given by Male Educators and Female Educators of the North Carolina Community College System for Not Applying for Administrative Positions

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfied with current position</td>
<td>65 (76%)</td>
<td>36 (68%)</td>
</tr>
<tr>
<td>Did not know of vacancy</td>
<td>4 (5%)</td>
<td>4 (8%)</td>
</tr>
<tr>
<td>Not qualified by education and training</td>
<td>8 (9%)</td>
<td>4 (8%)</td>
</tr>
<tr>
<td>Not qualified by experience</td>
<td>4 (5%)</td>
<td>4 (8%)</td>
</tr>
<tr>
<td>Other</td>
<td>4 (5%)</td>
<td>5 (9%)</td>
</tr>
</tbody>
</table>

The Fifth Hypothesis

There was no difference in the attitudes held by female educators and the attitudes held by presidents and board chairmen toward the role of females in administration of the North Carolina Community College System.

Comparison of responses to opinionnaire by female educators to responses to opinionnaire by presidents and board chairmen. The opinionnaire was separated into four divisions dealing with social situations, social policy, qualifications, and personal beliefs. The responses to the opinionnaire were tested by using Chi-square for comparing the responses of female educators to the responses of the group made up
of presidents and board chairmen.

Social situations. Attitudes toward social situations involving the role of female administrators were tested in Opinions A, H, O, P, T, U, V, and W of the opinionnaire. Table 10 showed that 51.2 percent of presidents and board chairmen agreed, and 41.5 percent strongly agreed that there was an equal opportunity for men and women to become administrators in their respective institutions. However, only 20.5 percent of female educators agreed, 34.6 disagreed, and 32.1 percent strongly disagreed with this statement of equal employment opportunity. Data reported in Table 10 showed that the null hypothesis was rejected on this opinion.

### Table 10

<table>
<thead>
<tr>
<th>Opinion</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>27</td>
<td>5</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>32.1</td>
<td>34.6</td>
<td>6.4</td>
<td>20.5</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>7.3</td>
<td>0</td>
<td>51.2</td>
</tr>
</tbody>
</table>

Raw Chi-square = 49.72389
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000

Over 70 percent of female educators believed that community attitudes would support women administrators in their respective institutions, and 12.8 percent did not know if it would. Over 63.4 percent of presidents and board chairmen agreed, and 26.8 percent strongly
agreed that community attitudes would support the woman administrator. Data reported in Table 11 showed that the null hypothesis was rejected on this opinion.

Table 11
Community Attitudes Would Support Women Administrators in This Institution

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C 2</td>
<td>6</td>
<td>10</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>% 2.6</td>
<td>7.7</td>
<td>12.8</td>
<td>70.5</td>
<td>6.4</td>
</tr>
<tr>
<td>Presidents</td>
<td>C 0</td>
<td>0</td>
<td>4</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>% 0</td>
<td>0</td>
<td>9.8</td>
<td>63.4</td>
<td>26.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 12.95207
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0115
There was disagreement on whether the president of each institution could relate equally well to men and women. While 43.6 percent of female educators agreed that he could, 20.5 percent disagreed, and 11.5 percent strongly disagreed, and 12.8 percent had no opinion. More than 48 percent of the presidents and board chairmen agreed, and 46.3 percent strongly agreed that the president could relate equally well to men and women. (The null hypothesis was rejected on this opinion.)

Table 12

The President of This Institution Could Relate Equally
Well to Men and Women Administrators

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>9</td>
<td>16</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>11.5</td>
<td>20.5</td>
<td>12.8</td>
<td>43.6</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>2.4</td>
<td>2.4</td>
<td>48.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 28.00290
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
A majority of both groups responded that they could accept direction from a women administrator. Of female educators, 51.3 percent agreed, and 46.2 percent strongly agreed to this statement. Approximately 66 percent of the presidents and board chairmen agreed, and 29.3 percent strongly agreed that they would accept direction from a woman administrator. (The null hypothesis was not rejected by this statement.)

Table 13
I Could Accept Direction from a Women Administrator

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>2.6</td>
<td>51.3</td>
<td>46.2</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>27</td>
<td>12</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>2.4</td>
<td>2.4</td>
<td>65.9</td>
<td>29.3</td>
</tr>
</tbody>
</table>

Raw Chi-square = 4.81722
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.1857
Female educators disagreed that women are too demanding to be good administrators; 57.7 percent disagreed and 32.1 percent strongly disagreed. Approximately 59 percent of presidents and board chairmen disagreed, 14.6 strongly disagreed, but 24.4 percent gave no opinion concerning the statement that women are too demanding to be good administrators. The null hypothesis was rejected on this opinion.

Table 14

Women Are Too Demanding to Be Good Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>1.3</td>
<td>9.0</td>
<td>57.7</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>2.4</td>
<td>24.4</td>
<td>58.5</td>
</tr>
</tbody>
</table>

Raw Chi-square = 7.81741
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0499
Female educators disagreed that women are too emotional to be good administrators; 50 percent disagreed, 42.3 percent strongly disagreed. Table 15 showed that 61 percent of presidents and board chairmen disagreed, and 9.8 percent strongly disagreed, while 17.1 percent had no opinion on this subject. The null hypothesis was rejected on this opinion.

Table 15

Women Are Too Emotional to Be Good Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>1.3</td>
<td>6.4</td>
<td>50.0</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>2.4</td>
<td>9.8</td>
<td>17.1</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Raw Chi-square = 19.28580
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0007
When asked whether they believed that women put their homes first and their jobs second, 51.3 percent of female educators and 51.2 percent of presidents and board chairmen disagreed that women put their homes first. The null hypothesis was not rejected by this statement.

Table 16

Women Put Their Homes First, Their Jobs Second

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>1</td>
<td>9</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.3</td>
<td>11.5</td>
<td>17.9</td>
<td>51.3</td>
</tr>
<tr>
<td>Presidents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.4</td>
<td>14.6</td>
<td>24.4</td>
<td>51.2</td>
</tr>
</tbody>
</table>

Raw Chi-square = 3.09760
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.5416
Table 17 indicated that 39.7 percent of female educators agreed that men put their jobs first and their homes second, but 26.9 percent had no opinion. Of the presidents and board chairmen, 34.1 percent agreed with the statement, and 26.8 percent had no opinion. Approximately 24 percent disagreed. The null hypothesis was not rejected on this opinion.

Table 17

Men Put Their Jobs First, Their Homes Second

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>C</td>
<td>5</td>
<td>15</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.4</td>
<td>19.2</td>
<td>26.9</td>
<td>39.7</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>9.8</td>
<td>24.4</td>
<td>26.8</td>
<td>34.1</td>
</tr>
</tbody>
</table>

Raw Chi-square = 1.27765
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.8652

Of the social situations questions, responses of the female educators, compared with responses of presidents and board chairmen, resulted in rejecting the null hypothesis on five opinions, and in failing to reject the null hypothesis on three opinions.
Social policy. In the area of social policy, the following results were found through responses to statements D, E, and J of the opinionnaire. It was found that 46.2 percent of female educators strongly disagreed to the statement, "At this institution, there is a clear and published promotion policy from the position of instructor to administrator." Over one-third, 36.6 percent, of presidents and board chairmen agreed with this statement, but 26.8 percent had no opinion. The null hypothesis was rejected on this opinion.

Table 18
At This Institution, There Is a Clear and Published Promotion Policy from the Position of Instructor to Administrator

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>36</td>
<td>23</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>46.2</td>
<td>29.5</td>
<td>10.3</td>
<td>10.3</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>1</td>
<td>10</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Board Chairman</td>
<td>%</td>
<td>2.4</td>
<td>24.4</td>
<td>26.8</td>
<td>36.6</td>
</tr>
</tbody>
</table>

Raw Chi-square = 32.62617
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
The responses of female educators to the statement, "The promotion procedure at this institution is equally open to both men and women," was that 32.1 percent agreed, 14.1 percent had no opinion, 24.4 percent disagreed and 23.1 percent strongly disagreed. While 48.8 percent of the presidents and board chairmen agreed with this statement, 46.3 percent strongly agreed. The null hypothesis was rejected on this opinion.

Table 19
The Promotion Procedure at This Institution is Equally Open to Both Men and Women

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SÈ</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>18</td>
<td>18</td>
<td>11</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>23.1</td>
<td>24.4</td>
<td>14.1</td>
<td>32.1</td>
<td>6.4</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>4.9</td>
<td>48.8</td>
<td>46.3</td>
</tr>
</tbody>
</table>

Raw Chi-square = 44.77756
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Table 20 showed that 48.7 percent of female educator respondents strongly disagreed with the statement that women would not be able to meet schedule requirements, including night work hours as administrators. Approximately 56 percent of presidents and board chairmen disagreed with this statement. The null hypothesis was not rejected.

Table 20
Women Would Not be Able to Meet Schedule Requirements, Including Night Work Hours, as Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>3.8</td>
<td>3.8</td>
<td>43.6</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>7.3</td>
<td>9.8</td>
<td>56.1</td>
</tr>
</tbody>
</table>

Raw Chi-square = 6.24250
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.10004

Of the social policy statements, responses of female educators compared with responses of presidents and board chairmen, resulted in rejecting the null hypothesis on two statements, and in failing to reject the null hypothesis on one statement.
Qualifications. Responses to statements F, G, I, K, L, M, N, Q, and R of the opinionnaire of qualifications of female educators generated these results. Female respondents reacted to the statement, "Women are not qualified by experience to be administrators," by 65.4 percent strongly disagreeing. However, 51.2 percent of presidents and board chairmen disagreed, but not strongly. The null hypothesis was rejected on this opinion.

Table 21
Women Are Not Qualified by Experience to Be Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>1.3</td>
<td>30.8</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>9.8</td>
<td>0</td>
<td>51.2</td>
</tr>
</tbody>
</table>

Raw Chi-square = 9.57134
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0226
Approximately three-fifths, 60.3 percent, of female educators strongly disagreed to the statement, "Women are not qualified by training to be administrators." Almost 49 percent of the presidents and board chairmen disagreed, but not strongly, with this statement. The null hypothesis was rejected on this opinion.

Table 22

Women Are Not Qualified By Training to Be Administrators

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>3.8</td>
<td>2.6</td>
<td>33.3</td>
</tr>
<tr>
<td>Presidents</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>%</td>
<td></td>
<td>12.2</td>
<td>4.9</td>
<td>48.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 8.44752
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0376
The statement, "Women generally do not have the needed personality requirements to be administrators," generated the following results: female educators strongly disagreed (62.8%) and 35.9 percent disagreed, but not strongly; presidents and board chairmen disagreed (63.4%). The null hypothesis was rejected by this statement.

Table 23

Women Generally Do Not Have the Needed Personality Requirements To Be Administrators

|          | SA | A  | N  | D  | SD |
|----------|----|----|----|----|----|---|
| Female   | C  | 0  | 1  | 0  | 28 | 49 | 78 |
|          | %  | 0  | 1.3| 0  | 35.9|62.8|    |
| Presidents| C | 0  | 1  | 2  | 26 | 12 | 41 |
| Board Chairmen | % | 0  | 2.4| 4.9| 63.4|29.3|    |

Raw Chi-square = 14.40508
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0024
Female educators (59%) and presidents and board chairmen (78%) agreed that women administrators could fit into an otherwise all-male staff in a social context. The null hypothesis was not rejected.

Table 24

Women Administrators Could Fit Into an Otherwise All-Male Staff in a Social Context

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>46</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>% 3.8</td>
<td>1.3</td>
<td>7.7</td>
<td>59.0</td>
<td>28.2</td>
</tr>
<tr>
<td>Presidents</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>% 0</td>
<td>0</td>
<td>4.9</td>
<td>78.0</td>
<td>17.1</td>
</tr>
</tbody>
</table>

Raw Chi-square = 5.27743
4 degrees freedom
Needed @ .05 level = 9.49
Significance - 0.2600
Almost 95 percent of female educators disagreed or strongly disagreed with the statement, "Women would not be free to do the traveling required as administrators." Also, 75.7 percent of presidents and board chairmen disagreed or strongly disagreed, and 17.1 percent of presidents and board chairmen had no opinion. The null hypothesis was rejected on this opinion.

Table 25
Women Would Not Be Free to Do the Traveling Required as Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>3.8</td>
<td>1.3</td>
<td>46.2</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>7.3</td>
<td>17.1</td>
<td>53.7</td>
</tr>
</tbody>
</table>

Raw Chi-square = 15.79576
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0013
While 62.8 percent of female educators strongly disagreed that women could not effectively represent their institution within the community as administrators, 65.9 percent of presidents and board chairmen disagreed, but not strongly, with the statement. The null hypothesis was rejected on this opinion.

Table 26

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C 0</td>
<td>2</td>
<td>2</td>
<td>25</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>% 0</td>
<td>2.6</td>
<td>2.6</td>
<td>32.1</td>
<td>62.8</td>
</tr>
<tr>
<td>Presidents</td>
<td>C 0</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>% 0</td>
<td>2.4</td>
<td>4.9</td>
<td>65.9</td>
<td>26.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 14.36106
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0025
Almost 95 percent of female educators and 100 percent of presidents and board chairmen agreed or strongly agreed that women could effectively represent the administration to the student body. The null hypothesis was not rejected on this opinion.

Table 27

Women Administrators Could Effectively Represent the Administration to the Student Body

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>2</td>
<td>1</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.6</td>
<td>1.3</td>
<td>1.3</td>
<td>46.2</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>68.3</td>
</tr>
</tbody>
</table>

Raw Chi-square = 6.36614
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.1734
Table 28 showed that 85.9 percent of female educators strongly agreed that being competent is more important than the sex of the administrator for being a good administrator. Sixty-one percent of presidents and board chairmen strongly agreed, while 39 percent agreed, but not strongly. The null hypothesis was rejected on this opinion.

Table 28

Being Competent Is More Important Than the Sex of the Administrator in Being a Good Administrator

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>14.1</td>
<td>85.9</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>39.0</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Corrected Chi-square = 8.14781
1 degree freedom
Needed @ .05 level = 3.84
Significance = 0.0043
Female educators' opinions were divided on the statement, "Women administrators are more capable than men administrators because they must be more competent to get the job initially." They responded with 28.2 percent disagreeing, 26.9 percent with no opinion, and 28.2 percent agreeing. While 51.2 percent of presidents and board chairmen disagreed with the statement, 22 percent strongly disagreed. The null hypothesis was rejected on this statement.

Table 29

Women Administrators Are More Capable Than Men Because They Must Be More Competent to Get the Job Initially

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>2</td>
<td>22</td>
<td>21</td>
<td>28.2</td>
<td>14.1</td>
<td>78</td>
</tr>
<tr>
<td>Presidents</td>
<td>9</td>
<td>21</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>22.0</td>
<td>51.2</td>
<td>12.1</td>
<td>14.6</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Raw Chi-square = 25.42003
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Table 30 showed that 48.7 percent of female educators agreed that women had a genuine interest in those with whom they work; 34.6 percent had no opinion. Of the presidents and board chairmen, 41.5 percent agreed with the statement, but an equal number (41.5%) had no opinion. The null hypothesis was not rejected on this opinion.

Table 30

Women Have a Genuine Interest in Those with Whom They Work

<table>
<thead>
<tr>
<th>Qualification</th>
<th>SD</th>
<th>D</th>
<th>F</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>4</td>
<td>27</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>5.1</td>
<td>34.6</td>
<td>48.7</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>2.4</td>
<td>41.5</td>
<td>41.5</td>
</tr>
</tbody>
</table>

Raw Chi-square = 1.31371
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.7259

Of the qualifications statements, responses of female educators, compared with responses of presidents and board chairmen, resulted in rejecting the null hypothesis on seven statements, and in failing to reject the null hypothesis on three statements.
Personal beliefs. Personal beliefs held by female educators and presidents and board chairmen were indicated by their responses to the following opinionnaire statements: B, C, X, Y, and Z. Table 31 showed that 46.2 percent of female educators disagreed with the statement, "Women could be administrators but would rather not take the responsibility." More than one-third, 34.6 percent, of females strongly disagreed. Approximately 56 percent of presidents and board chairmen disagreed, and 14.6 percent agreed with the statement. The null hypothesis was rejected on this opinion.

Table 31

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.6</td>
<td>6.4</td>
<td>10.3</td>
<td>46.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presidents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>7.3</td>
<td>14.6</td>
<td>17.1</td>
<td>56.1</td>
</tr>
<tr>
<td><strong>Board Chairmen</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.6</td>
<td>14.6</td>
<td>17.1</td>
<td>34.6</td>
</tr>
</tbody>
</table>

Raw Chi-square = 14.68961
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0054
Table 32 showed that 56.4 percent of female educators agreed that women are listened to in faculty meetings as much as men are and their ideas are considered and/or implemented, while 19.2 percent disagreed. More than half, 51.2 percent, of presidents and board chairmen strongly agreed that this was so, and 43.9 percent agreed. The null hypothesis was rejected on this opinion.

Table 32

Women Are Listened To in Faculty Meetings as Much as Men Are And Their Ideas Are Considered And/or Implemented

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>5</td>
<td>15</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.4</td>
<td>19.2</td>
<td>3.8</td>
<td>56.4</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>4.9</td>
<td>43.9</td>
</tr>
</tbody>
</table>

Raw Chi-square = 25.15593
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Almost three-fourths, 73.1 percent of female educators strongly disagreed that, according to the Bible, women are inferior to men. Of presidents and board chairmen, 48.8 percent disagreed, but not strongly. The null hypothesis was rejected on this opinion.

Table 33

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>6.4</td>
<td>17.9</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>17.1</td>
<td>48.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 19.84908
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0002
Responses varied on the statement that, "according to the Bible, women should enter into leadership roles in public life," with 37.2 percent of female educators having no opinion, 20.5 percent strongly agreed, and 16.7 percent strongly disagreed. Of the presidents and board chairmen, 46.3 percent had no opinion, 22 percent agreed, and 22 percent disagreed. The null hypothesis was rejected on this opinion.

Table 34

My Beliefs Are That, According to the Bible, Women Should Enter into Leadership Roles in Public Life

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>13</td>
<td>8</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>16.7</td>
<td>10.3</td>
<td>37.2</td>
<td>15.4</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>2</td>
<td>9</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>4.9</td>
<td>22.0</td>
<td>46.3</td>
<td>22.0</td>
</tr>
</tbody>
</table>

Raw Chi-square = 11.09464
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0255
Approximately 63 percent of female educators strongly disagreed to the statement that, "according to the Bible, women should not seek positions of authority." Almost one-half, 48.8 percent, of presidents and board chairmen disagreed, but not strongly, to the statement. The null hypothesis was rejected.

Table 35
My Beliefs Are That, According to the Bible, Women Should Not Seek Positions of Authority

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>F</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>15.4</td>
<td>19.2</td>
</tr>
<tr>
<td>Presidents</td>
<td>C</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Board Chairmen</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>29.3</td>
<td>48.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 20.80785
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0001

Twenty-six statements were used to test Hypothesis H 5. Of the twenty-six statements, the null hypothesis was rejected by nineteen opinions, and failed to be rejected by seven. The statements which failed to reject the null hypothesis included three statements of social situations, one statement of social policy, and three statements of qualifications.

The Sixth Hypothesis

There was no significant difference in attitudes held by female educators and those held by male educators toward the role of females in the administration of the North Carolina Community College System.
Comparison of female educators' responses with male educators' responses to opinionnaire. The opinionnaire was separated into four divisions, dealing with social situations, social policy, qualifications, and personal beliefs. The responses to the questionnaire were tested by the Chi-square formula.

Social situations. Attitudes toward the role of women in administration, involving the social situation were tested by Opinions A, H, O, P, T, U, V, and W of the opinionnaire. In their responses to the statement, "There is an equal opportunity for men and women to become administrators in this institution," 48.6 percent of male educators agreed, and 21.6 percent disagreed. Of the female educators, 34.6 percent disagreed and 32.1 percent strongly disagreed. The null hypothesis was rejected on this opinion.

Table 36

There Is an Equal Opportunity for Men and Women to Become Administrators in This Institution

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>3</td>
<td>40</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.6</td>
<td>21.6</td>
<td>9.7</td>
<td>48.6</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>25</td>
<td>27</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>32.1</td>
<td>34.6</td>
<td>6.4</td>
<td>20.5</td>
</tr>
</tbody>
</table>

Raw Chi-square = 68.12408
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Both male and female educators agreed that community attitudes would support women administrators in their respective institutions. Sixty-seven percent of male educators and 70.5 percent of female educators agreed, but not strongly. The null hypothesis failed to be rejected on this opinion.

Table 37
Community Attitudes Would Support Women Administrators in This Institution

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>12</td>
<td>21</td>
<td>124</td>
<td>28</td>
</tr>
<tr>
<td>%</td>
<td>6.5</td>
<td>11.4</td>
<td>67.0</td>
<td>15.1</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>10</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>2.6</td>
<td>7.7</td>
<td>12.8</td>
<td>70.5</td>
</tr>
</tbody>
</table>

Raw Chi-square = 8.38724
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0784
Approximately 52 percent of male educators agreed, and 22.2 percent strongly agreed that their president could relate equally well to men and women administrators. However, 43.6 percent of female educators agreed to this, but 20.5 percent disagreed. The null hypothesis was rejected on this opinion.

Table 38
The President of This Institution Could Relate Equally Well to Men and Women Administrators

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>6</td>
<td>20</td>
<td>22</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>3.2</td>
<td>10.8</td>
<td>11.9</td>
<td>51.9</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>9</td>
<td>16</td>
<td>10</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>11.5</td>
<td>20.5</td>
<td>12.8</td>
<td>43.6</td>
</tr>
</tbody>
</table>

Raw Chi-square = 14.45377
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0060
Table 39 showed that 70.6 percent of male educators responded that they could accept direction from a woman administrator, and 51.3 percent of female educators agreed that they could. The null hypothesis was rejected on this opinion.

Table 39

I Could Accept Direction From a Woman Administrator

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>%</td>
<td>0</td>
<td>0.5</td>
<td>4.9</td>
<td>70.8</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>51.3</td>
<td>46.2</td>
</tr>
</tbody>
</table>

Raw Chi-square = 13.36061
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0039
Table 40 showed that 55.1 percent of male educators disagreed, and 11.0 percent strongly disagreed that women are too demanding to be good administrators. Almost 58 percent of female educators disagreed, and 32.1 percent strongly disagreed with this statement. The null hypothesis was rejected on this opinion.

Table 40

Women Are Too Demanding to Be Good Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>0</td>
<td>4</td>
<td>57</td>
<td>102</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>2.2</td>
<td>30.8</td>
<td>55.1</td>
<td>11.9</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>1.3</td>
<td>9.0</td>
<td>57.7</td>
<td>32.1</td>
</tr>
</tbody>
</table>

Raw Chi-square = 23.51614
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0000
Male educators (49.2%) disagreed, and 29.7 percent had no opinion on the statement that women are too emotional to be good administrators. Female educators (50.0%) disagreed, and 42.3 percent strongly disagreed on this statement. The null hypothesis was rejected on this opinion.

Table 41

Women Are Too Emotional to be Good Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>10</td>
<td>55</td>
<td>91</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.1</td>
<td>5.4</td>
<td>29.7</td>
<td>49.2</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>1.3</td>
<td>6.4</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Raw Chi-square = 34.63002
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Forty percent of male educators had no opinion, and 33.0 percent disagreed that women put their homes first and their jobs second. More than half, 51.3 percent, of female educators disagreed, 17.9 percent strongly disagreed, and 17.9 percent had no opinion on the statement. The null hypothesis was rejected on this opinion.

Table 42
Women Put Their Homes First, Their Jobs Second

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>3</td>
<td>27</td>
<td>74</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.6</td>
<td>14.6</td>
<td>40.0</td>
<td>33.0</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>1</td>
<td>9</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.3</td>
<td>11.5</td>
<td>17.9</td>
<td>51.3</td>
</tr>
</tbody>
</table>

Raw Chi-square = 15.34124
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0040
Almost one-third, 33 percent, of male educators disagreed that men put their jobs first and their homes second, while 22.7 percent agreed with this. Of female educators, 39.7 percent disagreed with this statement and 19.2 percent agreed. This opinion failed to reject the null hypothesis.

Table 43

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>4</td>
<td>42</td>
<td>62</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.2</td>
<td>22.7</td>
<td>33.5</td>
<td>33.0</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>5</td>
<td>15</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.4</td>
<td>19.2</td>
<td>26.9</td>
<td>39.7</td>
</tr>
</tbody>
</table>

Raw Chi-square = 4.73271
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.3158
Social policy. In the area of social policy, the following results were found through responses to statements D, E, and J of the opinionnaire. Of the male educators, 33 percent disagreed and 23.2 percent strongly disagreed that there was a clear and published promotion policy from the position of instructor to administrator at their respective institutions. Of female educators, 46.2 percent strongly disagreed, and 29.5 percent disagreed with this statement. The null hypothesis was rejected on this opinion.

Table 44
At This Institution, There is a Clear and Published Promotion Policy from the Position of Instructor to Administrator

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>43</td>
<td>61</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>23.2</td>
<td>33.0</td>
<td>17.3</td>
<td>18.4</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>36</td>
<td>23</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>46.2</td>
<td>29.5</td>
<td>10.3</td>
<td>10.3</td>
</tr>
</tbody>
</table>

Raw Chi-square = 15.30735
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0041
More than one-half of male educators agreed that the promotion procedure at their respective institutions is equally open to both men and women. Approximately 32 percent of female educators agreed, 24.4 percent disagreed, and 23.1 percent strongly disagreed with this statement. The null hypothesis was rejected on this opinion.

Table 45

The Promotion Procedure at This Institution Is Equally Open to Both Men and Women

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>4</td>
<td>24</td>
<td>21</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.2</td>
<td>13.0</td>
<td>11.4</td>
<td>51.4</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>18</td>
<td>19</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>23.1</td>
<td>24.4</td>
<td>14.1</td>
<td>32.1</td>
</tr>
</tbody>
</table>

Raw Chi-square = 45.64575
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Approximately 62 percent of male educators disagreed that women would not be able to meet schedule requirements, including night work hours, as administrators, and 23.2 percent strongly disagreed. Of the female educators, 48.7 percent strongly disagreed and 43.6 percent disagreed with the statement. The null hypothesis was rejected on this opinion.

Table 46

Women Would Not Be Able to Meet Schedule Requirements, Including Night Work Hours, as Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>12</td>
<td>14</td>
<td>114</td>
<td>43</td>
</tr>
<tr>
<td>%</td>
<td>1.1</td>
<td>6.5</td>
<td>7.6</td>
<td>61.6</td>
<td>23.2</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>34</td>
<td>38</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>3.8</td>
<td>3.8</td>
<td>43.6</td>
<td>48.7</td>
</tr>
</tbody>
</table>

Raw Chi-square = 17.42072
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0016
Qualifications. Responses to statements F, G, I, K, L, M, N, Q, R, and S of the opinionnaire relative to qualifications of female administrators, generated these results. Table 47 showed that 46.5 percent of male educators disagreed with the statement that women are not qualified by experience to be educators, while 65.4 percent of female educators strongly disagreed with the statement. The null hypothesis was rejected on this opinion.

Table 47

Women Are Not Qualified by Experience to Be Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>1</td>
<td>10</td>
<td>19</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.5</td>
<td>5.4</td>
<td>10.3</td>
<td>46.5</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>1.3</td>
<td>30.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 19.94836
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0005
Of the male educators, 43.8 percent disagreed that women are not qualified by training to be administrators, while 60.3 percent of female educators strongly disagreed to this statement. The null hypothesis was rejected on this opinion.

Table 48

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>2</td>
<td>11</td>
<td>23</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.1</td>
<td>5.9</td>
<td>12.4</td>
<td>43.8</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>3.8</td>
<td>2.6</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Raw Chi-square = 15.32086
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0041
More than one-half, 51.9 percent, of male educators disagreed with the statement that women generally do not have the needed personality requirements to be administrators. Almost 63 percent of female educators strongly disagreed with this statement. The null hypothesis was rejected on this opinion.

Table 49

Women Generally Do Not Have the Needed Personality Requirements to Be Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>9</td>
<td>17</td>
<td>96</td>
<td>63</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>4.9</td>
<td>9.2</td>
<td>51.9</td>
<td>34.1</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>28</td>
<td>49</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>1.3</td>
<td>0</td>
<td>35.9</td>
<td>62.8</td>
</tr>
</tbody>
</table>

Raw Chi-square = 22.65848
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0001
Almost three-fourths, 74.1 percent, of male educators agreed that women administrators could fit into an otherwise all-male staff in a social context. Of the female educators, 28.2 percent strongly agreed, and 59 percent agreed with this statement. The null hypothesis was rejected on this opinion.

Table 50

Women Administrators Could Fit into an Otherwise All-Male Staff in a Social Context

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>10</td>
<td>14</td>
<td>137</td>
</tr>
<tr>
<td>Male %</td>
<td>1.6</td>
<td>5.4</td>
<td>7.6</td>
<td>74.1</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>Female %</td>
<td>3.8</td>
<td>1.3</td>
<td>7.7</td>
<td>59.0</td>
</tr>
</tbody>
</table>

Raw Chi-square = 14.74687
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0053
Table 51 showed that 60.5 percent of male educators disagreed, and 21.6 percent strongly disagreed with the statement that women would not be free to do the traveling required as administrators. Almost 49 percent of female educators strongly disagreed, and 46.2 percent disagreed with this statement. The null hypothesis was rejected on this opinion.

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>0</td>
<td>15</td>
<td>18</td>
<td>112</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>8.1</td>
<td>9.7</td>
<td>60.5</td>
<td>21.6</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>3.8</td>
<td>1.3</td>
<td>46.2</td>
<td>48.7</td>
</tr>
</tbody>
</table>

Raw Chi-square = 22.47694
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0001
Male educators (57.8%) disagreed with the statement that women could not effectively represent their respective institutions within the community as administrators. Almost 63 percent of female educators strongly disagreed with this statement. The null hypothesis was rejected on this opinion.

Table 52
Women Could Not Effectively Represent This Institution Within the Community as Administrators

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>7.0</td>
<td>3.8</td>
<td>57.8</td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>13</td>
<td>7</td>
<td>107</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>2.6</td>
<td>32.1</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>25</td>
<td>49</td>
</tr>
</tbody>
</table>

Raw Chi-square = 22.77895
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0000
While 70.8 percent of male educators agreed, and 24.9 percent strongly agreed that women administrators could effectively represent the administration to the student body, 48.7 percent of female educators strongly agreed, and 46.2 percent agreed with this statement. The null hypothesis was rejected on this opinion.

Table 53
Women Administrators Could Effectively Represent the Administration to the Student Body

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>131</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>1.1</td>
<td>3.2</td>
<td>70.8</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.6</td>
<td>1.3</td>
<td>1.3</td>
<td>46.2</td>
</tr>
</tbody>
</table>

Raw Chi-square = 20.58324  
4 degrees freedom  
Needed @ .05 level = 9.49  
Significance = 0.0004
Table 54 showed that 62.2 percent of male educators strongly agreed, and 35.1 percent agreed that being competent was more important than the sex of the administrator in being a good administrator. Almost 86 percent of female educators strongly agreed, and 14.1 percent agreed with the statement. The null hypothesis was rejected on this opinion.

Table 54

<table>
<thead>
<tr>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.5</td>
<td>0.5</td>
<td>1.6</td>
<td>35.1</td>
</tr>
<tr>
<td>Female</td>
<td>%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Raw Chi-square = 14.97397
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0048
Slightly over half of male educators disagreed that women administrators are more capable than men administrators because they must be more competent to get the job initially. Female educators were divided in their opinions on this statement, since 28.2 percent disagreed, 28.2 percent agreed, and 26.9 percent had no opinion. The null hypothesis was rejected on this opinion.

Table 55
Women Administrators Are More Capable than Men Administrators Because They Must Be More Competent to Get the Job Initially

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>26</td>
<td>94</td>
<td>41</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>14.1</td>
<td>50.8</td>
<td>22.2</td>
<td>11.9</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>2</td>
<td>22</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>2.6</td>
<td>28.2</td>
<td>26.9</td>
<td>28.2</td>
</tr>
</tbody>
</table>

Raw Chi-square = 41.23669
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Table 56 showed that 50.3 percent of male educators had no opinion, and 41.1 percent agreed that women had a genuine interest in those with whom they work. Almost 49 percent of female educators agreed, and 34.6 percent had no opinion on this statement. The null hypothesis was not rejected by this statement.

Table 56

Women Have a Genuine Interest in Those with Whom They Work

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>0</td>
<td>5</td>
<td>93</td>
<td>76</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.7</td>
<td>50.3</td>
<td>41.1</td>
<td>5.9</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>4</td>
<td>27</td>
<td>38</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>5.1</td>
<td>34.6</td>
<td>48.7</td>
<td>11.5</td>
</tr>
</tbody>
</table>

Raw Chi-square = 6.88509
3 degrees freedom
Needed @ .05 level = 7.82
Significance = 0.0757
Personal beliefs. Personal beliefs held by male educators and female educators were indicated by their responses to statements B, C, X, Y, and Z of the opinionnaire. Almost 48 percent of male educators disagreed, but 24.9 percent had no opinion on the statement, "Women could be administrators but they would rather not take the responsibility." Of female educators, 46.2 percent disagreed, and 34.6 percent strongly disagreed with this statement. The null hypothesis was rejected on this opinion.

Table 57
Women Could Be Administrators But They Would Rather Not Take the Responsibility

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>3</td>
<td>25</td>
<td>46</td>
<td>88</td>
</tr>
<tr>
<td>Male</td>
<td>% 1.6</td>
<td>13.5</td>
<td>24.9</td>
<td>47.6</td>
<td>12.4</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>% 2.6</td>
<td>6.4</td>
<td>10.3</td>
<td>46.2</td>
<td>34.6</td>
</tr>
</tbody>
</table>

Raw Chi-square = 22.61078
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0002
More than half, 53.5 percent, of male educators agreed, and 36.2 percent strongly agreed that women are listened to in faculty meetings as much as men are, and their ideas are considered and/or implemented. Of the female educators, 56.4 percent agreed and 19.2 percent disagreed with the statement. The null hypothesis was rejected by this statement.

Table 58

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>0</td>
<td>11</td>
<td>8</td>
<td>99</td>
</tr>
<tr>
<td>%</td>
<td>0</td>
<td>5.9</td>
<td>4.3</td>
<td>53.5</td>
<td>36.2</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>5</td>
<td>15</td>
<td>3</td>
<td>44</td>
</tr>
<tr>
<td>%</td>
<td>6.4</td>
<td>19.2</td>
<td>3.8</td>
<td>56.4</td>
<td>14.1</td>
</tr>
</tbody>
</table>

Raw Chi-square = 30.81537
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0000
Forty-seven percent of men educators strongly disagreed that, according to the Bible, women are inferior to men. Approximately 73 percent of female educators strongly disagreed with this statement. The null hypothesis was rejected on this opinion.

Table 59

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>3</td>
<td>1</td>
<td>39</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.6</td>
<td>0.5</td>
<td>21.1</td>
<td>29.7</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>6.4</td>
<td>17.9</td>
</tr>
</tbody>
</table>

Raw-Chi-square = 19.99580
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0005
Table 60 showed that 50.7 percent of male educators had no opinion, and 18.4 percent disagreed that, according to the Bible, women should enter into leadership roles in public life. Of female educators, 37.2 percent had no opinion, 20.5 percent strongly agreed, and 16.7 percent strongly disagreed with the statement. The null hypothesis was rejected on this opinion.

Table 60

My Beliefs Are That, According to the Bible, Women Should Enter into Leadership Roles in Public Life

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>26</td>
<td>34</td>
<td>93</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>14.1</td>
<td>18.4</td>
<td>50.3</td>
<td>13.0</td>
</tr>
<tr>
<td>Female</td>
<td>C</td>
<td>13</td>
<td>8</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>16.7</td>
<td>10.3</td>
<td>37.2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

Raw Chi-square = 20.53581
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0004
About 34 percent of male educators strongly disagreed, and 32.4 percent disagreed that, according to the Bible, women should not seek positions of authority. Of the female educators, 52.8 percent strongly disagreed with the statement. The null hypothesis was rejected on this opinion.

Table 61

My Beliefs Are That, According to the Bible, Women Should Not Seek Positions of Authority

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>C</td>
<td>2</td>
<td>2</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>1.1</td>
<td>1.1</td>
<td>31.4</td>
<td>32.4</td>
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<tr>
<td>Female</td>
<td>C</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0</td>
<td>2.6</td>
<td>15.4</td>
<td>19.2</td>
</tr>
</tbody>
</table>

Raw Chi-square = 20.90678
4 degrees freedom
Needed @ .05 level = 9.49
Significance = 0.0003

Responses to twenty-six statements were used to test Hypothesis H 6. Of the twenty-six statements, the null hypothesis was rejected by twenty-three, and failed to be rejected by three. The statement responses which failed to reject the null hypothesis included two statements of social situations and responses to one statement of qualification.
Chapter 4

INTERPRETATION OF THE DATA

NULL HYPOTHESES

The data for this study, which were collected through unobtrusive measures and responses to the questionnaire/opinionnaire by male educators, female educators, presidents, and board chairmen of the North Carolina Community College System, were interpreted as they applied to each hypothesis.

The First Hypothesis

Null hypothesis H₁ stated that, "There was no difference in current opportunities for female educators to hold administrative positions than for male educators to hold administrative positions in the North Carolina Community College System."

A majority of the president and board chairmen respondents affirmed that the institutions within the North Carolina Community College System had completely complied with Affirmative Action regulations, and were completely Equal Opportunity Employers. Upon examining the data collected for this study, the following facts were found.

Numbers of educators. The full-time faculty of the North Carolina Community College System had a ratio of 62 percent male to 38 percent female faculty members. The full-time educators reflected a ratio of 68 percent male to 32 percent female. However, the ratio of
administrators showed a striking change. Here was found a ratio of 97 percent male to 3 percent female. Of this 3 percent female, one-third were Deans of Learning Resources. All presidents of the institutions comprising the North Carolina Community College System were male, and fifty-six of the fifty-seven board chairmen were male.

Data collected from respondents indicated that of those educators holding at least a master's degree, 39.5 percent of males were instructors, 16.2 percent of males were department heads, and 34.1 percent of males were administrators. Of the female role in the North Carolina Community College System, the respondents were 48.7 percent female instructors, 12.8 percent department heads, and only 10.3 percent administrators. The higher the position, the fewer females were employed.

**Salaries.** Current salaries of a majority of male educators ranged from $14,000 to $25,000 annually. Salaries for a majority of female educators ranged from $11,000 to $16,000 annually. Current salaries of a majority of male administrators ranged from $20,000 to $25,000 annually, while a majority of female administrators' salaries ranged from $11,000 to $16,000.

The 1974-75 state budget for the North Carolina Community College System budgeted an average of $14,947 for each administrative position, with the exception of the position of Dean of Learning Resources. This position was budgeted for $14,235. About 38 percent of the few females who were administrators were Deans of Learning Resources. The majority of female educators at all levels were receiving less financial remuneration than their male colleagues.
Age. Age, as an indicator of years of service, might have been a factor in the discrepancy of annual salaries of male and female educators. However, the majority of male and female educator's ages ranged from thirty to forty-nine years. There was a 5 percent greater difference in numbers of females in the twenty to twenty-nine age range than that of males, but there was also a 4 percent greater difference in females than males in the fifty to fifty-nine age range. Therefore, age was not a significant factor in determining the reasons for salary discrepancies.

Marital status. There was a difference in the marital status of male and female educators. Approximately 84 percent of male educators were married and only 74 percent of female educators were married. That left a total of 26 percent of female educators who were entirely self-supporting. Statistics from the U. S. Labor Department indicated that a majority of married women were included in the nation's labor force; therefore, it was no longer feasible in our economy to consider the man as the only family breadwinner. Thus, marital status, in and of itself, should not be a determiner of salary or position, other things being equal.

Profile. A profile was drawn of all administrator respondents. The average male administrator of the North Carolina Community College System was forty to forty-nine years old, held a master's degree, was married, and earned from $20,000 to $25,000 annually. The average female administrator of the North Carolina Community College System was fifty to fifty-nine years old, held a master's degree, was married, and
earned from $11,000 to $16,000 annually. The average president of the North Carolina Community College System was forty to forty-nine years old, held an Ed.D. degree, was male, and was married. The average board chairman was fifty to fifty-nine years old, held a bachelor's degree, and was a married male. This profile indicated that the average female administrator held the same degrees as her male colleague, but was ten years older and earned approximately $10,000 less annually.

**Worked under direction of female administrator.** A majority of female educators have worked under the direction of a female administrator, but the majority of male educators have not. However, 90 percent of male educators and 92 percent of female educators indicated that they would be willing to work under a female administrator's direction if they had the choice.

Null hypothesis H 1 was rejected by these data. A difference existed, in favor of male educators, in the North Carolina Community College System in numbers of full-time faculty members, in numbers of full-time educators, and in numbers of administrators. It also existed in terms of salary, age, and marital status. The more authority and salary a given position commanded in the North Carolina Community College System, the fewer the women were that filled that position. These differences represented institutions that were declared to have compiled with Affirmative Action regulations, and which advertised themselves as Equal Opportunity Employers.

**The Second Hypothesis**

Null hypothesis H 2 stated that, "There was no difference
between the numbers of male administrators in the North Carolina Community College System and the numbers of female administrators in the North Carolina Community College System."

Data generated by unobtrusive measures and by responses to the questionnaire/opinionnaire showed the following results. About 97 percent of the North Carolina Community College System administrators (excluding presidents and board chairmen) were male. A full 100 percent of presidents were male, and 98.25 percent of board chairmen were male. Only 3 percent of administrators were female, and of this 3 percent, one-third were Deans of Learning Resources.

A majority of presidents responded to the questionnaire that their institution had ten or fewer administrators, and of this number, two or fewer were women. The board chairmen's responses were the same as the presidents. In actuality, only twelve member institutions of the North Carolina Community College System have employed a female administrator, and one of those twelve institutions had employed two female administrators.

Null hypothesis H 2 was rejected. The number of female administrators in the North Carolina Community College System was less than the number of male administrators by a ratio of three to ninety-seven.

The Third Hypothesis

Null hypothesis H 3 stated that, "The ratio of female administrators to male administrators was equal to the ratio of female students to male students in the North Carolina Community College System."
Data generated by unobtrusive measures showed the following results. The ratio of female administrators to male administrators was 3:97. The ratio of female students to male students was 49:51.

The ratio of female presidents to male presidents was 0:100. The ratio of female students to male students was 49:51.

The ratio of female board chairmen to male board chairmen was 1.75:98.25. The ratio of female students to male students was 49:51.

The null hypothesis was rejected. At every administrative level, from top-level administrators, presidents, and board chairmen, there was a great discrepancy in the percentages of female administrators as compared to the percentages of female students. With only twelve of the fifty-seven member institutions of the North Carolina Community College System employing females in top-level administrative positions, there were very few role models available to the female students of the System.

The Fourth Hypothesis

Null hypothesis H 4 stated that, "The educational level of female educators was not a sufficient explanation for the number of female administrators in the North Carolina Community College System."

While 87.2 percent of female educators held a master's degree, 13 percent of female educators held degrees at a higher level than master's degrees. Approximately 76 percent of male educators held a master's degree, and 23.8 percent of male educators held degrees at a higher level than master's degrees. However, 23 percent of female educators were working toward higher degrees, while 19 percent of male educators were working toward higher degrees.
It was true that 10 percent more male educators than female educators had higher degrees than a master's degree. However, because there were few female administrators employed at the North Carolina Community College System, the motivation for females to seek degrees higher than a master's was undoubtedly lacking.

Even though only twelve member institutions employed top-level female administrators, 34 percent of female educators in all institutions had applied for administrative positions. Therefore, there is no lack of desire on the part of the females to become administrators. All possessed the minimum educational requirements (a master's degree) for the position.

Of those females who had never applied for an administrative position, 68 percent responded that they were satisfied with their current positions, but the remaining 34 percent did not apply for various reasons. The reasons given were as follows: 8 percent did not know of the vacancy when it occurred; 16 percent did not believe they were qualified by training and experience; and 9 percent listed various reasons, such as "opportunity has not arisen," "no vacancy in area desired," "not interested in administration," "why bother?"

The lack of degrees was not sufficient explanation for the numbers of females in administration in the North Carolina Community College System. If degrees were the only criterion, there should have been a much higher percentage than 3 percent of female administrators in the North Carolina Community College System. Thus, the null hypothesis was rejected.
The Fifth Hypothesis

Null hypothesis H 5 states that, "There was no difference in the attitudes held by female educators and the attitudes held by presidents and board chairmen toward the role of females in the administration of the North Carolina Community College System."

This hypothesis was statistically tested by comparing responses to the opinionnaire made by female educators with responses by presidents and board chairmen of the North Carolina Community College System. The opinion statements were separated into four divisions: social situations, social policy, qualifications, and beliefs.

Social situations. Opinions of female educators and presidents and board chairmen were compared on eight social situations.

1. A large majority of presidents and board chairmen responded that there was an equal opportunity for men and women to become administrators in their respective institutions. Only 21 percent of female educators agreed with the presidents and board chairmen. The remaining 79 percent responded that there was not an equal opportunity for men and women to become administrators in their respective institutions. If, in theory, the institutions were Equal Opportunity Employers as the presidents and board chairmen indicated, this may account for their attitudes. Evidently the female educators did not believe that their institutions were practicing the theory that was expressed by the presidents and board chairmen.

2. A large majority of presidents and board chairmen believed that community attitudes would support women administrators in their respective institutions. A smaller majority of female educators
believed this, but they did not believe this as strongly as did the presidents and board chairmen; and a minority disagreed entirely with this statement. The presidents and board chairmen seemed to reflect the attitude that the North Carolina Community College System was nondiscriminatory, and the female educators may have been reflecting their own personal attitudes of community reaction to women administrators in light of a recently defeated vote on the Equal Rights Amendment by the state of North Carolina.

3. There was disagreement by both groups as to whether the president could relate equally well to both men and women administrators. A large majority of presidents and board chairmen responded that the president could relate equally well. Approximately half of female educators agreed, but the remainder either strongly disagreed or disagreed, and 13 percent had no opinion. There appeared to be a discrepancy between the hoped-for presidential image and the image that was being reflected to female educators.

4. Agreement was reached by both groups that they, as individuals, could accept direction from a woman administrator. However, a large majority of presidents and board chairmen had never worked under the direction of a woman administrator, while a majority of female educators had at some time, not necessarily in the North Carolina Community College System, worked under the direction of a woman administrator. These responses, again, might have been "image building" versus applied knowledge.

5. A majority of female educators disagreed, and one-third strongly disagreed, with the statement that women are too demanding to
be good administrators. A majority of presidents and board chairmen disagreed (but not strongly) also, but one-fourth had no opinion about the statement. The high incidence of "no opinion" was probably the result of many of the presidents and board chairmen never having worked with or for female administrators.

6. A large majority of female educators disagreed or strongly disagreed with the statement that women are too emotional to be good administrators. A majority of presidents and board chairmen disagreed also, but 13 percent agreed with the statement and 17 percent had no opinion.

7. A majority of both groups agreed to the statement that women put their homes first, their jobs second. Approximately one-fourth in each group had no opinion.

8. A majority of both groups also agreed that men put their jobs first, their homes second, although approximately one-fourth in each group had no opinion. These responses to the last two statements reflect the sex-typed cultural mandate that a man owed to his profession what a woman owed to her family.¹

Coser and Rokoff further stated:

Nothing could foster solidarity and growth more than for parents to share the responsibility of providing for their children, of caring for them and each other, at the same time they are committed to their respective vocations outside the home.²


²Ibid., p. 460.
Social policy. The responses of female educators were compared to responses of presidents and board chairmen on three statements of social policy.

1. A large majority of female educators disagreed with the statement that, "at this institution, there is a clear and published promotion policy from the position of instructor to administrator." A majority of presidents and board chairmen agreed with this statement. More than one-fourth of this group, who represented policy makers and those who carry out policies, had no opinion about this policy statement.

2. A majority of female educators disagreed with the statement that, "the promotion procedure at this institution is equally open to both men and women." A large majority of presidents and board chairmen agreed with the statement. The reality of the fact that only 3 percent of top level administrators are women would seem to verify the female educators' attitudes.

3. A majority of both groups disagreed with the statement that "women would not be able to meet schedule requirements, including night work hours, as administrators." Many female educators had to teach night classes, and in that case this opinion would have been valid. However, there were very few female administrators in those positions that require night work, such as Evening Director, Dean of Extension Classes, or Dean of Adult Education.

Qualifications. The responses of female educators were compared to the responses of the presidents and board chairmen on ten statements of qualifications.
1. A large majority of female educators strongly disagreed with the statement that women are not qualified by experience to be administrators. A majority of presidents and board chairmen disagreed, but not strongly, with this statement. Female educators in the North Carolina Community College System have had much experience in the administration of the classroom, but statistics showed that few have had experience in the administration of the institutions.

2. A large majority of female administrators strongly disagreed with the statement that "women are not qualified by training to be administrators." A majority of presidents and board chairmen disagreed, but not strongly. Strongly disagreeing to this statement was an appropriate response because the only training required to be an administrator was a master's degree, and all female educators have had that degree of training.

3. A large majority of female administrators strongly disagreed with "women generally do not have the needed personality requirements to be administrators." An equal percentage of presidents and board chairmen disagreed, but not strongly, with this statement. Disagreement between the two groups was a matter of degree, rather than a matter of polarized opinions.

4. A large majority of female administrators agreed with the statement that "women administrators could fit into an otherwise all-male staff in a social context." However, a small percentage strongly disagreed with this statement. A large majority of presidents and board chairmen agreed with this statement. Both groups were basically in agreement on this statement.
5. A large majority of female educators disagreed, or strongly disagreed with the statement, "women would not be free to do the traveling required as administrators." A majority of presidents and board chairmen disagreed, but 7 percent agreed, and 17 percent had no opinion. Female educators evidently felt strongly that no distinction should be made in this respect between them and male educators who are aspiring for administrative positions.

6. A large majority of female educators strongly disagreed that "women could not represent this institution within the community as administrators." Presidents and board chairmen disagreed, but not strongly, to the statement. This statement was in reference to the abilities of the woman administrator, rather than in reference to community acceptance, which was discussed earlier in this chapter.

7. A majority of both groups agreed or strongly agreed that women administrators could effectively represent the administration to the student body.

8. There was an overwhelmingly strong agreement of female educators that being competent is more important than the sex of the administrator for being a good administrator. Sixty-one percent of presidents and board chairmen strongly agreed, and 39 percent agreed, but not strongly. It seemed that this should have been an indisputably strongly agreed opinion shared by all who are equal opportunity employers.

9. Female educators' opinions were divided on the opinion that "women administrators are more capable than men administrators because
they have to be more competent to get the job initially." Approximately one-third agreed, one-third disagreed, and one-third had no opinion. As to presidents and board chairmen, a majority disagreed with the statement. Neither group could state that women administrators were more capable than men administrators because there was not a solid basis for comparison in the North Carolina Community College System.

10. A majority of female educators agreed that "women have a genuine interest in those with whom they work." Presidents and board chairmen were evenly divided between agreeing and having no opinion. This statement of opinion made no reference to women as administrators, but to women in general. The importance of the responses was in the degree of difference in the opinions of each group which showed that a smaller number of presidents and board chairmen agreed (but not strongly) with this statement, and a larger number of presidents and board chairmen had no opinion.

**Personal beliefs.** Responses of female educators were compared to responses of presidents and board chairmen on five statements of opinion about personal beliefs.

1. A majority of female educators disagreed or strongly disagreed with the statement "women could be administrators but they would rather not take the responsibility." A majority of presidents and board chairmen also disagreed, but 21 percent agreed or strongly agreed with the statement while 17 percent had no opinion. There was a significant difference of opinion between the two groups on this statement.
2. Twenty-six percent of female educators disagreed or strongly disagreed that "women are listened to in faculty meetings as much as men are and their ideas are considered and/or implemented." A majority agreed with this statement, however. A very large majority of presidents and board chairmen agreed with this statement. Although presidents and board chairmen were rarely present at faculty meetings, only two respondents from this group answered with "No Opinion."

The following statements, based on statements relevant to interpretation of the Bible, were included in the study because North Carolina was considered to be part of the "Bible Belt."

3. A large majority of female educators strongly disagreed with the statement, "my beliefs are, according to the Bible, that women are inferior to men." The majority of presidents and board chairmen disagreed, but not strongly, and 17 percent had no opinion. Both groups disagreed to this statement but the important difference was in the degree of the response.

4. Differences of opinion were evenly divided on the statement, "my beliefs are, that according to the Bible, women should enter into leadership roles in public life." Female educators responded with approximately one-third agreeing or strongly agreeing, one-third disagreeing or strongly disagreeing, and one-third having no opinion. Presidents and board chairmen responded with 27 percent agreeing, 27 percent disagreeing, and 46 percent with no opinion. The leaders in the Bible Belt often quoted Paul's attitude toward women, but seldom quoted Solomon's. The attitudes of these two men are placed in Appendixes F and G.
5. A large majority of female educators strongly disagreed with the statement that "my beliefs are that, according to the Bible, women should not seek positions of authority." A majority of presidents and board chairmen disagreed (but not strongly) and 29 percent had no opinion.

Out of twenty-six statements of opinion, a significant difference was proven statistically in nineteen (73%) of the statements. Therefore, the null hypothesis, \( H_5 \), was rejected.

**The Sixth Hypothesis**

Null hypothesis \( H_6 \) stated, "There was no significant difference in attitudes held by female educators and those held by male educators toward the role of females in the administration of the North Carolina Community College System."

This hypothesis was statistically tested by comparing responses to the opinionnaire made by male educators and female educators. The opinion statements were separated into four divisions: social situations, social policy, qualifications, and personal beliefs.

**Social situations.** Responses were statistically compared to eight statements of social policy.

1. A majority of male educators agreed that "there is an equal opportunity for men and women to become administrators in this institution." A majority of female educators disagreed or strongly disagreed with this statement. Unsolicited comments, included in Appendix E, written on the opinionnaire by some male educators indicated that they...
believed that female educators were in positions fit for them and should not strive for higher positions.

2. A large majority of male educators agreed or strongly agreed that "community attitudes would support women administrators at this institution." A smaller majority of female educators agreed with this statement, but a small percentage disagreed or strongly disagreed. Female educators were not certain of the community's backing in relation to societal demands on women.

3. A large majority of male educators agreed or strongly agreed that "the president of this institution could relate equally well to men and women administrators." Forty-three percent of female educators agreed with this statement, but 32 percent disagreed or strongly disagreed. This must have been a matter of opinion because only twelve of the fifty-seven member institutions employed top-level female administrators, but that fact in itself may have led female educators to respond as they did.

4. A majority of male educators agreed (but not strongly) that "I could accept direction from a woman administrator." Half of the female educators agreed, and 46 percent of the female educators strongly agreed that they could accept direction from a woman administrator. Responses to the questionnaire indicated that 57 percent of female educators and only 37 percent of male educators had worked under the direction of a female administrator, so it was logical to conclude that a majority of the female responses were based on experience.

5. A majority of each group disagreed with the statement that "women are too demanding to be good administrators." However, the
greatest difference in responses of each group to this statement was the fact that 32 percent of female educators strongly disagreed, while 31 percent of male educators had no opinion.

6. A majority of each group disagreed that "women are too emotional to be good administrators." The important difference in responses of each group to this statement was in the fact that 42 percent of female educators strongly agreed, and 30 percent of male educators had no opinion.

7. Forty percent of male educators had no opinion on the statement "women put their homes first, their jobs second," while 30 percent disagreed with the statement and 15 percent agreed. A large majority of female educators strongly disagreed or disagreed with this statement.

8. Thirty-three percent of male educators disagreed with the statement that "men put their jobs first, their homes second." Thirty-four percent had no opinion, and 23 percent agreed. A majority of female educators disagreed, 27 percent had no opinion, and 19 percent agreed with this statement. Coser and Rokoff stated:

> If husbands were routinely expected to be as fully responsible for the management of disruptions in the family system as wives are now, it would become much more difficult to maintain the idea that higher-status professions have to be wary of women as potential disrupters of routines of occupational life.³

**Social policy.** Responses to three questions of social policy by male educators and female educators were statistically compared.

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1. A majority of male educators either disagreed or strongly disagreed with the statement that "at this institution, there is a clear and published promotion policy from the position of instructor to administrator." A majority of female educators strongly disagreed and 30 percent disagreed. It seemed logical to assume, that if there had been a clear and published promotion policy, there should not have been such confusion in the responses.

2. A majority of male educators agreed or strongly agreed that "the promotion procedure at this institution is equally open to both men and women." A majority of female educators either strongly disagreed or disagreed with this statement. Since there was a large number of qualified female educators in the North Carolina Community College System, but only 3 percent of top-level administrators were female, the female educators' responses were understandable.

3. A majority of male educators disagreed that "women would not be able to meet schedule requirements, including night work hours, as administrators." A majority of female educators either disagreed or strongly disagreed with this statement. The important difference in responses to this statement was in the degree of the response, rather than in polarized opinions.

**Qualifications.** Responses by male educators and female educators to ten statements concerning qualifications of female administrators were statistically compared.

1. A majority of male educators disagreed that "women are not qualified by experience to be administrators." A large majority of
female educators strongly disagreed with this statement. It was true
that few female educators had been able to become experienced in top-
level administration in the North Carolina Community College System.

2. A majority of male educators disagreed with the statement
that "women are not qualified by training to be administrators."
A large majority of female educators strongly disagreed with this
statement. Since the minimum and only educational requirement was a
master's degree, 100 percent of the female educators had already
achieved this training.

3. A majority of male educators disagreed that "women generally
do not have the needed personality requirements to be administrators."
A large majority of female educators strongly disagreed with this
statement. Many in our society have equated the female personality
with subordination, which does not equate with administration.

4. A large majority of male educators agreed that "women
administrators could fit into an otherwise all-male staff in a social
context." A majority of female educators agreed, also, but twice as
many female educators as male educators strongly agreed.

5. A large majority of male educators disagreed that "women
would not be free to do the traveling required as administrators."
A majority of female educators strongly disagreed with this statement.
Female educators believed strongly that this should not be a criterion
considered in being offered an administrative position.

6. A majority of male educators disagreed with the statement,
"women could not effectively represent this institution within the
community as administrators." A large majority of female educators
strongly disagreed (twice as many as male educators) with this statement. The community accepted females as educators, therefore it should accept them on any level in the educational system.

7. A large majority of male educators agreed with the statement "women administrators could effectively represent the administration to the student body." A large majority of female educators either strongly agreed or agreed. The percentage of female educators who strongly agreed was twice as many as male educators who strongly agreed. Female educators represent the administration to the students of the North Carolina Community College System daily as instructors.

8. Almost 62 percent of male educators and 86 percent of female educators strongly agreed to the statement, "being competent is more important than the sex of the administrator in being a good administrator." If the North Carolina Community College System was truly an equal opportunity employer, it would seem that the responses would have been 100 percent strongly agreed.

9. A majority of male educators disagreed with the statement, "women administrators are more capable than men administrators because they must be more competent to get the job initially." The responses of female educators were evenly divided; one-third agreed; one-third disagreed, and one-third had no opinion. This response might have been due to lack of contact with female administrators, or it might have indicated that competency was not a requirement for holding an administrative position in the North Carolina Community College System.

10. A majority of male educators had no opinion on the statement "women have a genuine interest in those with whom they work,"
although 41 percent agreed with the statement. A large majority of female educators agreed or strongly agreed with the statement. The "no opinion" response of male educators was not understandable because they had the opportunity to observe their female colleagues in their role as educators in their respective institutions.

**Personal beliefs.** Responses of male educators and female educators involving personal beliefs were statistically tested.

1. A majority of male educators disagreed with the statement "women could be administrators but they would rather not take the responsibility." However, 25 percent had no opinion. A large majority of female educators strongly disagreed or agreed with the statement.

2. A large majority of male educators either agreed or strongly agreed that "women are listened to in faculty meetings as much as men are and their ideas are considered and/or implemented." A majority of female educators agreed, but 26 percent either disagreed or strongly disagreed.

3. Forty-seven percent of male educators strongly disagreed with the statement "my beliefs are that, according to the Bible, women are inferior to men." Twenty-one percent had no opinion. A large majority of female educators strongly disagreed.

4. A majority of male educators had no opinion on the statement "my beliefs are that, according to the Bible, women should enter into leadership roles in public life." However, 33 percent disagreed or strongly disagreed with this statement. Only 17 percent agreed. Female educators' responses were divided: 36 percent agreed or strongly
agreed, 27 percent disagreed or strongly disagreed; and 27 percent had no opinion.

5. Sixty-six percent of male educators disagreed or strongly disagreed with the statement that "my beliefs are that, according to the Bible, women should not seek positions of authority," while 31 percent had no opinion. Sixty-three percent of female educators strongly disagreed and 19 percent disagreed with the statement.

Of the twenty-six statements statistically tested, responses of male educators and female educators were compared and twenty-three rejected the null hypothesis while three failed to reject the null hypothesis.
Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Each null hypothesis was statistically tested and rejected. After being statistically tested and rejected, they were stated as follows:

1. The number of female full-time faculty and educators was not equal to the number of male full-time faculty and educators in the North Carolina Community College System.

2. The number of female administrators was not equal to the number of male administrators in the North Carolina Community College System.

3. The ratio of female administrators to male administrators did not reflect the ratio of female students to male students in the North Carolina Community College System.

4. The educational level of female educators was not a sufficient explanation for the number of female administrators in the North Carolina Community College System.

5. There was a significant difference in attitudes held by female educators and attitudes held by presidents and board chairmen of the North Carolina Community College System toward the role of females in administration.
6. There was a significant difference in attitudes held by female educators and those held by male educators toward the role of females in administration in the North Carolina Community College System.

CONCLUSIONS

It was concluded from an interpretation of data presented in this study that current employment opportunities for women in educational administration in the North Carolina Community College System were severely limited for the following reasons:

1. Only 3 percent of current top-level administrators were women, even though 49 percent of the student enrollment was female.

2. Average salaries for male administrators ranged from $20,000 to $25,000. Average salaries for female administrators ranged from $11,000 to $16,000.

3. The average age for current female administrators ranged from fifty to fifty-nine. The average age of male administrators and presidents was forty to forty-nine.

4. The educational level of female educators was not sufficient explanation for the small number of top-level female administrators.

Presidents and Board Chairmen

The majority of presidents and board chairmen stated that their institutions had complied completely with Affirmative Action regulations. They further stated that they were completely equal opportunity employers.
Their stated attitudes toward the role of female educators in administration were:

1. Community attitudes would support women administrators.
2. Presidents could relate equally well to men and women administrators.
3. They could accept direction from a woman administrator.

Presidents and board chairmen also agreed that:
1. Women were not too demanding to be administrators.
2. Women were not too emotional to be good administrators.
3. There was a clear and published promotion policy from the position of instructor to administrator.
4. The promotion procedure was equally open to both men and women.
5. Women were able to meet schedule requirements.
6. Women were qualified by training and experience to be administrators.
7. Women generally had the needed personality requirements.
8. Women could fit into an otherwise all-male staff in a social context.
9. Women would be free to do the traveling required as an administrator.
10. Women could represent the institution within the community as administrators.
11. Women could represent the administration to the student body.
12. Competency was more important than the sex of the administrator.
13. Women would take the responsibilities of being administrators.

14. Women were listened to in faculty meetings as much as men were and their ideas were considered and/or implemented.

15. Women were not inferior to men.

16. Women should seek positions of authority.

If the institutions were equal opportunity employers, if the community and student body would accept women as administrators, if women had the necessary training and experience, if the president and board chairmen agreed to the above female attributes, and if they were able to employ female administrators for $10,000 less than male administrators, why then were not the numbers of female administrators somewhat more equal to the numbers of male administrators? Or, if the president and board chairmen were concerned with the financial health of the institutions, why were there not more females than males employed as administrators?

Thirty-four percent of all female educators had applied for administrative positions within the last three years, so there was no lack of interest on the part of the females.

Presidents and board chairmen disagreed that females put their homes first, their jobs second. The average age of female administrators was fifty to fifty-nine. Few women had young children to care for at home by the time they reached that age, so that could not be considered to be a disruptive influence.
Presidents and board chairmen also agreed that women do not have to be more capable than males to get the job initially. Religious beliefs about women in leadership roles or in positions of authority could have been no deterrent, because the majority of responses given to these statements by presidents and board chairmen were either "no opinion," or disagreement with the statement that the Bible states that women should not seek positions of authority.

The conclusions drawn from this study were that:

1. Compliance with Affirmative Action regulations apparently was more in theory than in practice.


3. Even though women educators had a majority of the attributes for being administrators, they were not given the opportunity.

4. Political considerations, which were not a part of this study, might have been an underlying cause.

5. Religious beliefs held by presidents and board chairmen were no deterrent to women seeking administrative positions.

Male Educators

A majority of male educators agreed that:

1. There was an equal opportunity for men and women to become administrators.

2. Community attitudes would support female administrators.

3. President related equally well to male and female administrators.
4. Women were not too demanding to be good administrators.
5. Women were not too emotional to be good administrators.
6. Promotion procedure was equally open to both men and women.
7. Women would be able to meet schedule requirements as administrators.
8. Women had the needed personality requirements.
9. Women administrators could fit into an otherwise all-male staff.
10. Women administrators could represent the administration to the study body.
11. Women could take administrative responsibility.
12. Women should seek positions of authority.
13. Women were listened to in faculty meetings.

A majority of male educators strongly agreed that being competent was more important than the sex of the administrator, and that women were not inferior to men.

A majority of male educators disagreed with the statements that there was a clear and published promotion policy from the position of instructor to administrator, and that women administrators were more competent than men administrators.

A majority of male educators had no opinion on the statement that women put their homes first, their jobs second; that men put their jobs first, their homes second; that according to the Bible, women should enter leadership roles in public life; and that women have a genuine interest in those with whom they work.
The conclusions drawn from responses of male educators were that they generally held the same attitudes as the presidents and board chairmen toward the role of women in administration. They believed that equal opportunity existed, but strongly disagreed that women administrators had to be more competent than men to get the administrative position. However, they strongly believed that being competent was more important than the sex of the administrator.

Men educators, in general, had a good attitude toward the role of female administrators, but strongly responded on issues which threatened their status as educators. They agreed that there was an equal opportunity for both men and women because they believed it to be so. Their atavistic image of males as administrators had never changed and the status quo was maintained.

**Female Educators**

Female educators generally agreed that:

1. Community attitudes would support women administrators.
2. They could accept direction from women administrators.
3. Women are not too demanding to be administrators.
4. Women are not too emotional to be administrators.
5. Women put their jobs first, their homes second.
6. Men put their jobs first, their homes second.
7. Women would be able to meet schedule requirements.
8. Women administrators could fit into an all-male staff.
9. Women administrators could represent administration to the student body.
10. Women had a genuine interest in those with whom they work.

11. Women could take administrative responsibility.

Female educators strongly agreed that:

1. Women were qualified by experience and training to be administrators.

2. Women have the needed personality requirements to be administrators.

3. Women could represent their institutions to the community.

4. Competency is more than the sex of the administrator.

5. Women are not inferior to men, according to the Bible.

6. Women should seek positions of authority, according to the Bible.

Female educators disagreed with the statements that there was an equal opportunity for men and women to become administrators; that there was a clear and published promotion policy from the position of instructor to administrator; that the promotion procedure was equally open to both men and women; and that women were listened to in faculty meetings.

Female educators could come to no agreement on the statements that the president could relate equally well to men and women administrators; that women administrators were more capable than men; and that, according to the Bible, women should enter into leadership roles in public life.

Female educators generally believed that there was not an equal opportunity for them, either for being employed as administrators or in having a voice in instructional policy and matters. They strongly
believed that they have the training and experience for administrative positions, and that they could represent the institution to the community. They agreed that they had the other necessary requirements for being administrators. They were ready and capable of assuming the role of administrator, but were not given the opportunity to do so. They did not believe that sufficient employment opportunities as administrators existed for them in the North Carolina Community College System.

RECOMMENDATIONS

Recommendations for further study on this problem were:

1. What role does the North Carolina political system play in the selection of male or female administrators?

2. Why are affirmative action regulations not a guarantee of equal opportunity?

3. Would it be practical to consider the office of Equal Employment Opportunity an impetus for improving opportunities for female administrators?

4. Could the discrepancy between male administrators' salaries and female administrators' salaries be due to the outmoded attitude that the male is the sole breadwinner of the family?

5. What reasons were given by the presidents for not employing the 34 percent of female educators who unsuccessfully applied for administrative positions?

6. Since few female role models were provided in the administration of the North Carolina Community College System, are the course offerings sex-stereotyped?
7. Is the culture of North Carolina the reason or the excuse for limiting the role of female educators to subordinate positions?

8. What effect might the attitude modules being developed through the Women's Educational Equity Act have on changing attitudes of North Carolina Community College System members toward the role of female educators?
BIBLIOGRAPHY
BIBLIOGRAPHY

1. Books


2. Other Publications


3. Periodicals and Newspapers


4. Dissertations


5. Unpublished Paper


6. Reports


Dear Colleague:

You have been selected as a representative of a random sample of educators in the North Carolina Community College system to participate in a study which will be the basis for a doctoral dissertation.

This study of the North Carolina Community College system will attempt to determine whether equal employment opportunities exist for both men and women in educational administration. It will further attempt to determine the attitudes prevailing in this system toward the role of women in administrative positions.

No effort will be made to associate particular responses to institutions or respondents. Your anonymity is guaranteed.

Will you please take fifteen minutes now to respond to the attached questionnaire/opinionnaire? When you have completed it, place it in the enclosed stamped, self-addressed envelope and return it to me.

Thank you for your cooperation. Copies of this data, when they are compiled and analyzed, will be furnished to you if you request it.

Sincerely yours,

/s/ L. C. Gardner
Doctoral Candidate

/s/ Dr. Floyd Edwards
Professor of Education
QUESTIONNAIRE/OPINIONNAIRE OF EDUCATORS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Note: For this study, the term "administrator" was defined as one who was involved in policy implementation and decision making, who was responsible directly to and only to the President or directly to and only to the Board of Trustees.

I. Questionnaire

A1. What is your current position?
   a. Instructor (What subject?) ________________________________
   b. Department Head (What department?) _______________________
   c. Counselor ______________________________________________
   d. Librarian ______________________________________________
   e. Administrator (What title?) _________________________________
   f. Combination Assignment (Specify) __________________________
   g. Other (Specify) __________________________________________

A2. What degrees do you hold?
   a. BA or BS in ______________________________________________
   b. MA or MS in ______________________________________________
   c. Ed.S. in ________________________________________________
   d. Ed.D. in _________________________________________________
   e. Ph.D. in ________________________________________________
   f. Other (specify) __________________________________________

A3. Are you currently working toward another degree? ______________
   If so, what degree? _________________________________________

A4. What is your salary? Please check one response.
   a. $8,000-$10,000 ____________________________________________
   b. 11,000-13,000 ____________________________________________
   c. 14,000-16,000 ____________________________________________
   d. 17,000-19,000 ____________________________________________
   e. 20,000-25,000 ____________________________________________
   f. 26,000-+ ________________________________________________

B. What is your age? Please check one response.
   a. 20-29 __________________________________________________
   b. 30-39 __________________________________________________
   c. 40-49 __________________________________________________
   d. 50-59 __________________________________________________
   e. 60-+ __________________________________________________

C. What is your marital status? Please circle one.

Married Single Separated Divorced Widowed
D. Have you ever worked under the direction of a women administrator? Yes __ No __

E. Would you be willing to work under the direction of a woman administrator if you had the choice. Yes __ No __

F. Have you ever applied for an administrative position? Yes __ No __

G. If you have never applied for an administrative position, please indicate why.
   a. Satisfied with current position  
   b. Did not know of vacancy when it occurred  
   c. Not qualified by education and training  
   d. Not qualified by experience  
   e. Other (Please specify)  

II. Opinionnaire

Please circle your best response to the following statements. SA--strongly agree; A--agree; N--no opinion; D--disagree; SD--strongly disagree. PLEASE RESPOND TO ALL STATEMENTS

A. There is an equal opportunity for men and women to become administrators in this institution.
   SA A N D SD

B. Women could be administrators but they would rather not take the responsibility.
   SA A N D SD

C. Women are listened to in faculty meetings as much as men are and their ideas are considered and/or implemented.
   SA A N D SD

D. At this institution, there is a clear and published promotion policy from the position of instructor to administrator.
   SA A N D SD

E. The promotion procedure at this institution is equally open to both men and women.
   SA A N D SD

F. Women are not qualified by experience to be administrators.
   SA A N D SD

G. Women are not qualified by training to be administrators.
   SA A N D SD

H. Community attitudes would support women administrators in this institution.
   SA A N D SD
I. Women generally do not have the needed personality requirements to be administrators.
SA A N D SD

J. Women would not be able to meet schedule requirements including night work hours as administrators.
SA A N D SD

K. Women administrators could fit into an otherwise all-male staff in a social context.
SA A N D SD

L. Women would not be free to do the traveling required as administrators.
SA A N D SD

M. Women could not effectively represent this institution within the community as administrators.
SA A N D SD

N. Women administrators could effectively represent the administration to the student body.
SA A N D SD

O. The president of this institution could relate equally well to men and women administrators.
SA A N D SD

P. I could accept direction from a woman administrator.
SA A N D SD

Q. Being competent is more important than the sex of the administrator in being a good administrator.
SA A N D SD

R. Women administrators are more capable than men administrators because they must be more competent to get the job initially.
SA A N D SD

S. Women have a genuine interest in those with whom they work.
SA A N D SD

T. Women are too demanding to be good administrators.
SA A N D SD

U. Women are too emotional to be good administrators.
SA A N D SD

V. Women put their homes first, their job second.
SA A N D SD

W. Men put their jobs first, their home second.
SA A N D SD
X. My beliefs are that according to the Bible, women are inferior to men.
SA  A  N  D  SD

Y. My beliefs are that according to the Bible, women should enter into leadership roles in public life.
SA  A  N  D  SD

Z. My beliefs are that according to the Bible, women should not seek positions of authority.
SA  A  N  D  SD
QUESTIONNAIRE/OPINIONNAIRE OF PRESIDENTS AND BOARD CHAIRMEN
OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Note: For this study, the term "administrator" will be defined as one
who was involved in policy implementation and decision making,
who was responsible directly to and only to the President or
directly to and only to the Board of Trustees.

I. Questionnaire
Please circle one.

A1. Has your institution complied with Affirmative Action
regulations?
Completely To a Great Extent To a Limited Degree Not at all

A2. Is your institution an Equal Opportunity Employer?
Completely To a Great Extent To a Limited Degree Not at all

A3. How many administrators are employed full time at your
institution? _______________

A4. How many of the administrators are women? _______________

A5. Specifically what administrative positions are filled by women?
Please cite by title ________________________________________

A6. Have women from the faculty applied for administrative openings
at your institution within the last three years? Yes ____ No ___

A7. To your personal knowledge, have other women applied for admin­
istrative openings at your institution within the last three
years? Yes ____ No ___

A8. What is the total membership (in numbers) on the Board of
Trustees? ____

A9. How many women serve on the Board of Trustees? ____________

B. What degrees do you hold?
a. BA or BS in _________________________________
b. MA or MS in _________________________________
c. Ed.S. in _________________________________
d. Ed.D. in _________________________________
e. Ph.D. in _________________________________
f. Other (Specify) _________________________________
C. What is your age? Please check one response.
   a. 20-29 ____________________________________________________________
   b. 30-39 __________________________________________________________
   c. 40-49 ________________________________________________________
   d. 50-59 ________________________________________________________
   e. 60-+ ________________________________________________________

D. What is your marital status? Please circle one.
   Married    Single    Separated    Divorced    Widowed

E. Have you ever worked under the direction of a woman administrator?
   Yes ____ No ____

F. Would you be willing to work under the direction of a woman administrator if you had the choice?
   Yes ____ No ____

II. Opinionnaire

Please circle your best response to the following statements.  
SA—strongly agree; A—agree; N—no opinion; D—disagree;  
SD—strongly disagree. PLEASE RESPOND TO ALL STATEMENTS

A. There is an equal opportunity for men and women to become administrators in this institution.
   SA   A   N   D   SD

B. Women could be administrators but they would rather not take the responsibility.
   SA   A   N   D   SD

C. Women are listened to in faculty meetings as much as men are, and their ideas are considered and/or implemented.
   SA   A   N   D   SD

D. At this institution, there is a clear and published promotion policy from the position of instructor to administrator.
   SA   A   N   D   SD

E. The promotion procedure at this institution is equally open to both men and women.
   SA   A   N   D   SD

F. Women are not qualified by experience to be administrators.
   SA   A   N   D   SD

G. Women are not qualified by training to be administrators.
   SA   A   N   D   SD

H. Community attitudes would support women administrators in this institution.
   SA   A   N   D   SD
I. Women generally do not have the needed personality requirements to be administrators.  
SA  A  N  D  SD  

J. Women would not be able to meet schedule requirements including night work hours as administrators.  
SA  A  N  D  SD  

K. Women administrators could fit into an otherwise all-male staff in a social context.  
SA  A  N  D  SD  

L. Women would not be free to do the traveling required as administrators.  
SA  A  N  D  SD  

M. Women could not effectively represent this institution within the community as administrators.  
SA  A  N  D  SD  

N. Women administrators could effectively represent the administration to the student body.  
SA  A  N  D  SD  

O. The president of this institution could relate equally well to men and women administrators.  
SA  A  N  D  SD  

P. I could accept direction from a woman administrator.  
SA  A  N  D  SD  

Q. Being competent is more important than the sex of the administrator in being a good administrator.  
SA  A  N  D  SD  

R. Women administrators are more capable than men administrators because they must be more competent to get the job initially.  
SA  A  N  D  SD  

S. Women have a genuine interest in those with whom they work.  
SA  A  N  D  SD  

T. Women are too demanding to be good administrators.  
SA  A  N  D  SD  

U. Women are too emotional to be good administrators.  
SA  A  N  D  SD  

V. Women put their homes first, their job second.  
SA  A  N  D  SD  

W. Men put their jobs first, their home second.  
SA  A  N  D  SD
X. My beliefs are, that according to the Bible, women are inferior to men.
SA A N D SD

Y. My beliefs are, that according to the Bible, women should enter into leadership roles in public life.
SA A N D SD

Z. My beliefs are, that according to the Bible, women should not seek positions of authority.
SA A N D SD
Dear Colleagues:

I wish to thank each of you who participated in the completion of the questionnaires which I recently mailed to a random sample of educators, and to the presidents, and board chairmen of the fifty-seven member institutions of the North Carolina Community College System. The quantity and quality of your responses were outstanding.

I also want to thank you for the many unsolicited responses you gave me. Each one will be included in my dissertation.

To those of you who requested a copy of the results--they will be forthcoming in about one month. Many of you requested a copy, but did not give me your name and address. Because I guaranteed your anonymity, I have no way of knowing who you are. So please write me again and you will get your copy.

In an attempt to reduce biased answers, I used only my initials on the cover letter, which caused you much curiosity, judging by your comments. To set your minds at rest, I am a 48-year-old women educator, the mother of five sons and one daughter, and the wife of a retired United States Air Force Officer.

Thank you again.

Sincerely,

/s/ Linda C. Gardner
Male Dean of Instruction -- Every administrator reporting to me at the present time is a woman. Each is doing an excellent job.

Female Instructor -- My community would not accept women as top level executives.

Male Instructor -- It's too bad you felt you could not use your full name, Ms. Gardner.

Male Instructor -- Dear L. C.--Good luck!

Female Instructor -- In marriage it may be necessary for harmony at times for either one party or the other (and not the same partner all the time) to be "subordinate."

Male Instructor -- Good luck, Mr. Gardner.

Female Instructor -- In our society, the manner in which girls are brought up may, in some cases, make them less self-confident, more self-critical and judgmental of others and more inclined to be harder on other women than men with whom they are associated. Consequently they may not adapt to leadership roles as well. (No fault of our own perhaps--but true.)

Female Instructor - Ask any husband how he'd like his wife working at night! Husbands assume that the responsibility of home and family is primarily the wife's!

Male Instructor -- Most people would answer this questionnaire believing you are a woman.

Male Instructor -- There are probably more cases were the single male
Caucasian has been discriminated against than any other. This is due to overemphasis on equal opportunity rather than ability and qualifications. Thank you.

Male Instructor -- I would like to purchase a copy of the completed dissertation! One gets the feeling the initiator is a Bible-reading woman.

Male Department Head (Dentist) -- What jackass made up these questions? They were obviously written by a woman to prove a specific thesis and to hell with the truth.

President -- This is a bunch of 'crap.'

President -- The Bible is biased against women in leadership positions.

Male educator questionnaire, returned, not filled out -- If you and others will quit jacking for position and allow these decisions to be made by good, logical judgment, women as well as men will fare much better.

Two other male educator questionnaires -- returned unanswered, no comments.

President -- Response written on cover letter -- I am not interested!

Male educator response written on uncompleted questionnaire -- My first reaction was to throw this in the trash, which I did, but later decided to send it on as you might need it.

Male Director of Student Services -- I adhere to the Southern Redneck Ethic---I don't even like women, except in bed.

Female Educator -- Ideally the Bible should not be included in this discussion. Hopefully, educated individuals will censor these responses.

Male Educator -- Thanks, Lillian.
Male Educator -- You should get into a Bible study group and find out what the Word has to say about people in general--then you would not have this complex to deal with.

Male Instructor -- There is no promotion from instructor to administrator.

Female Educator -- I felt silly answering some of these questions.

Male Instructor -- You shouldn't color code the questionnaire by sex. Tut! Tut!

Male Instructor -- Good luck! I've been there!!

Female Instructor -- (referring to Bible question) This is a nutty question.

Male Instructor -- I do not view a job in terms of religion.

Male Instructor -- My beliefs have nothing to do with the Bible.

Male Instructor -- Good God!!!

Female Instructor -- Don't try to blame biased statements on the Bible.

Male Educator -- The Bible neither advises nor prohibits.

Male Administrator -- I don't know what the Bible has got to do with women administrators, nor do I know what the Bible says.

Male Instructor -- If this is the kind of garbage your thesis depends upon, it can't be much.

Male Instructor -- Surveyor must be a woman or a stupid man.

Male Instructor -- What Bible???

Male Instructor -- The Bible has nothing to do with it.

Male Instructor -- (referring to Bible questions) What the hell does this have to do with it?
PAUL'S OPINIONS ABOUT WOMEN

Paul's letter to the Corinthians (1 Corinthians 11:8-10) states:

God's glory is man made in his image, and man's glory is the woman. The first man didn't come from woman, but the first woman came out of man. And Adam, the first man, was not made for Eve's benefit, but Eve was made Adam. So a woman should wear a covering on her head as a sign that she is under man's authority, a fact for all the angels to notice and rejoice in.

In Paul's letter to the Ephesians (Ephesians 5:22-24), he states:

You wives must submit to your husbands' leadership in the same way you submit to the Lord. For a husband is in charge of his wife in the same way Christ is in charge of his body the church. So you wives must willingly obey your husbands in everything, just as the church obeys Christ.

Paul further stated to the Colossians (Colossians 3:18-20):

You wives, submit yourselves to your husbands, for that is what the Lord has planned for you. And you husbands must be loving and kind to your wives and not bitter against them, or harsh.

Paul's letter to Timothy (1 Timothy 5:9-13) states:

A widow who wants to become one of the special church workers should be at least sixty years old and have been married only once. She must be well thought of by everyone because of the good she has done. . . . The younger widows should not become members of this special group because after a while they are likely to disregard their vow to Christ and marry again. Besides, they are likely to be lazy and spend their time gossiping around from house to house, getting into other people's business.
Solomon stated in Proverbs 31:10-31:

If you can find a truly good wife, she is worth more than precious gems! Her husband can trust her, and she will richly satisfy his needs. She will not hinder him, but help him all her life. She finds wool and flax and busily spins it. She buys imported foods, brought by ship from distant ports. She gets up before dawn to prepare breakfast for her household, and plans the day's work for her servant girls. She goes out to inspect a field, and buys it; with her own hands she plants a vineyard. She is energetic, a hard worker, and watches for bargains. She works far into the night!

She sews for the poor, and generously gives to the needy. She has no fear of winter for her household, for she has made warm clothes for all of them. She also upholsters with finest tapestry; her own clothing is beautifully made—a purpose gown of pure linen. Her husband is well known, for he sits in the council chamber with the other civic leaders. She makes belted linen garments to sell to the merchants.

She is a woman of strength and dignity, and has no fear of old age. When she speaks, her words are wise, and kindness is the rule for everything she says. She watches carefully all that goes on throughout her household, and is never lazy. Her children stand and bless her; so does her husband. He praises her with these words: 'There are many fine women in the world, but you are the best of them all!'

Charm can be deceptive and beauty doesn't last, but a woman who fears and reverences God shall be greatly praised. Praise her for the many fine things she does. These good deeds of hers shall bring her honor and recognition from even the leaders of the nations.