

ATTRIBUTIONS LEADING TO CAREER SUCCESS AND PROBLEMS LEADING TO  
CAREER DIFFICULTY AS PERCEIVED BY WOMEN MANAGERS OR ADMINISTRATORS

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DONNA CAROLE CRENSHAW, B.A., M.Ed.

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## CHAPTER I

### INTRODUCTION

#### Background for this Study

Women in America comprise over half the adult population; they are found simultaneously in many different roles. The predominant roles for women in modern America are those of wife, homemaker, mother, and worker; consequently, women are statistically significant in these many areas of American life, as well as being a large portion of the adult labor force (Freize, Johnson, Parson, Ruble, and Zellman, 1973).

If one examines the current data regarding the percentage of women in the American work force and the percentages of women who are in leadership or management positions in the labor force, then the study of specific attributions for women as well as their related obstacles becomes important. The extent to which researched internal and external factors may contribute to attributions for women in executive or leadership employment positions as well as to difficulties encountered by these same women is of particular interest in this study.

According to Freize, an important role determinant in any society is the work that people perform. Many types of work important to the functioning of modern societies are not directly remunerated. Examples are persons who serve as school board members, volunteer

organization members and officers, trustees, and workers for charitable activities, and family housekeeper and child care persons; these people receive no payment for their labor, ideas and services. However, similar jobs yield pay in business and industry, and people in these jobs or actively seeking them are considered to be in the labor force (Freize, et al., 1978).

Until the late nineteenth century, American women, either married or single, worked almost exclusively in the home or as unpaid labor in family enterprises. This work involved not only the care of children and the upkeep of the house, but also the cultivation and preparation of food and the manufacture of many of the goods used in the home. Teaching and domestic service were among the very few paid jobs open to women. But with increasing industrialization during the nineteenth century, there was a greater demand for labor, and single women gradually began to leave home to work in factories and to take jobs in order to be self-supporting (Nye, 1974).

Single women began to fill sales and clerical positions and continued to expand their participation in teaching and factory work; during World War II it became accepted for a single woman to work. At that time, it was assumed that she would work for only a few years after completing her education, and then she would marry and spend the rest of her life caring for her home and family (Freize, et al., 1978).

After World War II many changes had taken place in the importance placed on women's various roles. Young people started to marry at an earlier age; consequently, women became mothers sooner, and began to have more children. Also, it became more common for both single and married women to work outside the home for economic reasons. Many young women worked to earn money for their weddings, trousseaus, and household goods and after marriage quit their jobs. The typical woman had her first child after a year of marriage and two or three children over the next few years. Society expected a woman to focus primarily upon caring for her children and maintaining the home (Freize, et al., 1978).

During the 1940s and 1950s many women became less occupied with the wife and mother roles, and young and older women began to work outside the home; data indicate that such changes in women's participation in various roles continued to increase in the 1960s and 1970s and into the 1980s (Freize, et al., 1978).

For example, in 1900, 20.0 percent of women over fourteen were in the labor force; by 1940 the percentage of women over fourteen in the labor force had increased by 50.0 percent (U.S. Department of Labor, 1969). The basic pattern of participation for 1900 to 1940 was one of relatively high participation of young women and lower participation in the older age groups; highest participation was among the young women, intermediate participation among the middle-aged women, and least participation among the oldest women (Freize, et al., 1978).

In 1950 the participation in the labor force increased with a dramatic rise for women between the ages of thirty-five and fifty-four, including 29 percent of the married women. In 1960 the participation of young women increased as did the participation of older women, with 41 percent of the married women working. By 1970, 50 percent of the married women between the ages of forty-five and fifty-four were working and the total percent of participation continued to increase (Ferris, 1971).

Similarly, data collected in 1980 indicate that women currently make up more than 40 percent of America's work force (McCants, 1981). Currently, like the male workers, women workers are found in every type of work, "from the most respected to the most degrading, from the most demanding intellectual work to the most boring drudgery" (Agassi, 1975, p. 42).

Such data, however, are not the result of a precedent established by America's founding fathers. The journey to a time when jobs are available to female adults as well as male adults continues to be a difficult, slow task. Many persons feel the opportunities and benefits afforded women in 1982 necessitate additional improvement; research notes problems and inequalities regarding women in the labor force (Boone, Shearon, and White, 1980).

For instance, several problems are identified: women generally hold less powerful positions than men, they are segregated into occupations primarily held by women, and they do not advance as

quickly as men. Although many people feel that their work should satisfy the needs of self-actualization, achievement, recognition, and social contact, the reality falls far short of this ideal for most people, especially for women (Agassi, 1975).

Brown notes some discrepancies in the "popular portrayals of women's upward job mobility." According to the author women seem to have been successfully recruited into the top levels of organizational management in recent years. Newspaper and magazine articles of women's career success stories are common; a multitude of books have been published giving advice to female managers on everything from dress to conduct in the boardroom; and companies proudly display the names of women on their boards of directors. Yet the statistics on women in the labor force present a stark contrast to this glowing picture, indicating that few women actually advance to managerial level positions (Brown, 1979). Data indicate that although the number of women in the work force has expanded considerably, from 18 million in 1950 to 42.1 million as of July 1978, female workers are concentrated in the lower status job categories, primarily in clerical, sales, and service positions (National Commission on Working Women, 1978). Only 5 percent of all working women are in managerial positions, whereas 15 percent of all working men are managers. Of all managers, 82 percent are male (Baron, 1977).

Interestingly, current research on women in the management and executive positions deals with several different types of explanations

for the scarcity of women in management positions. Before discussion of the difficulties that often account for the lack of women in management positions, an examination of the reasons a woman chooses a role other than homemaker is helpful. Factors that influence a woman to become part of the labor force include: (1) they are sole providers for their families; (2) to augment their husband's income either "to make ends meet" or "for extras;" (3) about three out of ten place personal fulfillment as the main reason for working; (4) changing marital status such as separated, divorced, widowed; (5) change in socio-economic status (Kennedy, 1978); (6) the Women's Movement; (7) feelings of inadequacy with men socially and intellectually their counterparts (McCants, 1981); (8) changes in textbooks and education; (9) increasing numbers of female role models in the work market; (10) career development programs and counseling for females and males; (11) training programs in self-awareness and self-confidence (Hiller, 1980); (12) adult basic education and continuing education programs (Parson, 1980).

Surely the reasons for entry and reentry into the world of work are of a wide variety, and women assume the new role of worker for voluntary and involuntary reasons. It might seem logical that women who voluntarily assume an additional employee role experience no difficulty or concerns in doing so; this is untrue. Women who seek work either by choice or of necessity often experience from any one to a multitude of problems. Data indicate the difficulties to be basic

to women in the worker role; these difficulties not only affect working conditions for women but they also contribute to the low percentage of women in management positions. M. S. Richardson said, "One can speculate that the development process for women who are deviating in some way from the traditional female role is a difficult and prolonged one affected by a variety of internal and external forces" (Richardson, 1975, p. 126). These internal and external forces or barriers have been researched by numerous persons. Briefly stated, the major internal barriers include the psychological factors of achievement motivation; low expectations of success for women; female definitions of success; fear; lack of successful work related attitudes (Freize, et al., 1978); and lack of masculine personality traits (Hennig and Jardim, 1977). In addition to these internal factors which may lead women to maintain low level employment, women must also cope with a variety of external barriers to their achievement outside the home. These barriers include male and female orientation toward success; societal traditional roles of women; discriminatory attitudes and sex-role stereotyping from employers and co-workers; disapproval from family and friends; American socialization processes (Freize, et al., 1978); organizational and structural factors within the work environment; lack of skills; lack of time; lack of money; physical qualities (Galligan and Riger, 1980).

Although these problems are numerous and the inequities unfair, data on the subject are encouraging in some respects for the woman

who desires to succeed in the labor force. Surely, one might wonder why a woman would bother entering the labor force, but data on the number of women in the job market indicate the desire to participate in this area, and receive a "personal recognition" not afforded many women in the wife or mother role (Astin, 1975). Studies also indicate that working women, especially professional women, tend to have very high self-esteem and life satisfaction fifteen to twenty-five years after graduation from college while comparable women who had been housewives for most of their adult lives had the lowest self-esteem of any of the women (Birnbaum, 1975). Such studies indicate that women do find their jobs meaningful and important, as also they note satisfaction of financial, psychological, physical, intellectual, social, and familial needs (Freize, et al., 1978).

Therefore, despite the difficulties encountered, women want available the option to determine their role(s) in life, and the opportunity to achieve their career goals. Consequently, the study of women who are achieving their career goals and the dispersion of such information to other women increases the options and opportunities available to all women, whether their career goals are real and identified, or merely dreams (Freize, et al., 1978).

Many studies have been conducted in which attributions or the reasons for which success or failure might occur have been examined. Researched causes of achievement outcomes include ability, effort, luck, and task ease or difficulty (Elig and Freize, 1979); personality



traits (Bremer and Watson, 1980); diligence or laziness; knowledge and background (Freize, et al., 1978); family background and current family characteristics (Freize, et al., 1978); and behavior patterns (Galligan and Riger, 1980). The further examination and identification of specific researched attributions and their negative aspects are a particularly important reference source for women not yet in the labor force as for those women presently in paid positions who desire to advance to a higher level position or merely be competent and satisfied in their present position. Such exploration is considered to be helpful in leading to the development of a greater percentage of female managers and executives (Galligan and Riger, 1980).

#### Statement of the Problem

The area of concern of the current study includes analysis of attributions and problems associated with women managers as perceived by women in management or executive positions in the metroplex area. This study attempted to provide insights about the attributions of women who are successful in their careers as evidenced by their management or leadership positions, as well as to identify barriers and difficulties associated with their worker roles. According to research, not only are such studies necessary and important, but the trend of studies to help remedy women's low work status, and the programs to promote and initiate women's upward job mobility, must examine the negative as well as the positive aspects of attributions so as "not to create new problems while solving old ones" (Galligan

and Riger, 1978, p. 906).

The subject community of the metroplex area has all the characteristics of the type needed for an in-depth study of this topic. More specifically, the community has a variety of career and employment opportunities in the areas of education, medicine, law and judiciary, clergy, social services, business, technology, science, and the arts. For the purposes of this study the metroplex area seems to offer a degree of sample uniformity equal to any in the United States of America.

In order to clarify this problem statement, a definition of terms used herein is helpful. Attribution, is defined by Webster as "an ascribed quality, character, or right;" "act of ascribing by way of cause, inherent quality, interpretation, authorship, or classification" (Webster, 1961, p. 58); or "the action of bestowing or assigning, the process of ascribing to someone or something; the fact of being an attribute" (Gove, 1971, p. 142). Heider defines attributions to be "reasons why a particular success or failure might occur" (Heider, 1958). Attribute, although somewhat similar to attribution is defined in Webster as "a quality, character, or characteristic...intrinsic, inherent, naturally belonging to a thing or person" (Gove, 1971, p. 141). The subjects in this investigation were asked to evaluate their attributions for achieving a management or leadership position in their job.

These causes for success or failure may be internal or external.

Internal causes "have to do with factors in the person;" external causes are not within the person because they are "causes involving either the environment (luck, the situation) or other people" (Freize, et al., 1978, p. 243). In this paper, the terms internal and external causes, internal and external forces, and internal and external factors will be used interchangeably (Landau, 1977).

Difficulties related to employment or the worker role are also discussed in this study; interviewees were asked to identify difficulties associated with their employment, careers, or worker roles. Difficulty is defined as "the quality or state of being difficult, or hard to do or to overcome: obstacle, impediment." Difficulty "applies to any situation, condition, experience, or task almost beyond one's ability to suffer, surmount, or solve, yet requiring skill, perseverance, and patience" (Gove, 1971, p. 630). The term difficulty is used interchangeably with the synonymous words problem, obstacle, and concern (Landau, 1977). For the purposes of this study, difficulty means a hindrance or environment at work, home, or community, or within the person that acts against the woman's attributions in her management or leadership position.

Roget's Thesaurus lists synonyms of executive to be managerial, administrative, supervisory, directing, and controlling (Landau, 1977). These terms are used interchangeably to describe a position in which one "controls, directs, conducts, guides, administers, designated affairs or business" (Landau, 1977, p. 510) in an "occupation,

profession, or trade" (Landau, 1977, p. 261). This definition is inclusive of persons in a managerial position in any type of employment enterprise.

Within the defined management position, the study discusses success, failure, and achievement of the interviewees. Success is defined as "the degree or measure of attaining a desired end," and synonymous with "wealth, position, esteem, favor, or eminence" (Gove, 1971, p. 2282). Earl Nightingale defines success as "the progressive realization of a worthy goal,... success is a journey, not a destination" (Nightingale, 1981, p. A1). Psychologist Helene Rothschild explains: "Success isn't a dollar sign or a marriage certificate. It's a feeling of self-fulfillment. Unless you feel successful, you're not" (Rothschild, 1982, p. 10c). Consequently, failure is defined to be "a falling short; a deficiency or lack; a want of success" (Gove, 1971, p. 815). Finally, achievement is an "accomplishment; a feat; a successful conclusion; an attainment" (Gove, 1971, p. 16). "Achievement should be an example, not an evil. That we must settle for averages rather than strive for excellence is a dangerous concept" (DeVos, 1980, p. 39). These three terms are used to discuss the success or failure, or achievement of job-related or professional goals as evidenced in the work environment.

#### Purposes of the Study

The purpose of this study was to analyze the attributions and work difficulties as perceived by women in management positions. ✓

Specific purposes of this study were:

1. to identify attributions of women in management positions as perceived by the women themselves;
2. to identify problems encountered by women in management positions as perceived by the women themselves;
3. to search for transferable experience useful as a guide for development of maximum potential;
4. based upon the findings of this study, to compile recommendations for women seeking or currently holding management positions.

#### Hypotheses of the Study

This study is designed to determine whether there is a relationship between women managers and their perceived attributions and then to determine whether there is a relationship between women managers and problems encountered in their career enterprises. The first basic hypothesis is that there will be a significant relationship in perceived attributions leading to career success among women managers or administrators in various types of career enterprises. The second basic hypothesis is that there will be a significant relationship in perceived problems leading to career difficulty among women managers or administrators in various types of career enterprises.

There are twelve additional hypotheses.

Hypothesis One:      There will be a significant relationship in perceived attributions leading to career

success between women administrators in education and women administrators in business.

Hypothesis Two: There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women in independent professions.

Hypothesis Three: There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women administrators in merchandising.

Hypothesis Four: There will be a significant relationship in perceived attributions leading to career success between women administrators in business and women in independent professions.

Hypothesis Five: There will be a significant relationship in perceived attributions leading to career success between women administrators in business and women administrators in merchandising.

Hypothesis Six: There will be a significant relationship in perceived attributions leading to career success between women administrators in merchandising and women in independent professions.

- Hypothesis Seven: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women administrators in business.
- Hypothesis Eight: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women in independent professions.
- Hypothesis Nine: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women administrators in merchandising.
- Hypothesis Ten: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in business and women in independent professions.
- Hypothesis Eleven: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in business and women administrators in merchandising.
- Hypothesis Twelve: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in merchandising and women in independent professions.

While the managerial effectiveness of the women was not addressed by this study, there are indications that their attributions facilitate their success and effectiveness as managers, as well as in their other roles. For example, Johnson states that "since the morning of time there have been many men and women who have reached the very top in their respective vocations." Often society calls these persons of extraordinary achievement men and women "of genius." But research shows that these people did not possess special "gifts" or "talents," nor does the average man "lack what it takes to make his mark on the world." Instead, from the "time of Solomon and the early Chinese and Greek philosophers, to man's first moon landing," investigators have discovered that there is a "golden thread" running through each of these great lives. This "thread," Johnson notes, is merely the application of "common success principles," which accounts for "the ability of these men and women to make their mark upon the world" (Johnson, 1980, p. ii).

#### Significance of the Study

There is a large percentage of women in America who are presently contemplating or attempting to satisfy financial, psychological, physical, intellectual, social, and familial needs through participation in the labor force, whether for voluntary or involuntary reasons. There is a low percentage of working women in management positions. Before the initiation of factual research on women in management



positions there are preliminary questions to be asked. For example, what are the perceived attributions of each woman in a management position that facilitated her securing such a position? What are the problems and reasons for inner frustrations associated with the employment or work role of each woman in a management position? What are the problems and reasons for external, environmental difficulties associated with the employment or work role of each woman in a management position?

This study explores the perceived attributions and perceived difficulties of women in management positions. The investigator hypothesized that the analysis of results would support this expectation: women in management positions will identify similar attributions for success as well as similar problems or difficulties associated with employment, regardless of their profession or field of employment. The intent of the investigator was to provide helpful data for the woman who aspires to a management position in the work force, whether this aspiration is a present one or one of a future date.

As Johnson states, "there is no surer way along the road to success than to follow in the footsteps of those who have journeyed successfully before us" (Johnson, 1980, p. 111). It is hoped that the results will make it easier for women to improve their effectiveness in any of their roles, as well as the role of employee, and consequently it should make the efforts of women employees more successful and more gratifying.

### Limitations of the Study

1. The collection of data was limited to women presently holding management and leadership positions in the metroplex area.

2. Because of the high degree of specificity of the items in the survey questionnaire, it is difficult to answer structured items adequately. The questionnaire has not been standardized or validated.

3. Due to the number of women managers in the organizations to be surveyed, the participants were not randomly selected from the organization managers, but included the total female management population within the organization, including all women referred to the investigator from the liaison person within the organization or the liaison source elsewhere.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Attributions

"To live successfully in an increasingly interdependent world requires individuals who understand themselves and the dynamics of human interaction, can be counted on to carry their own weight, show concern for other people, and behave as responsible problem-solving human beings" (Combs, 1981, p. 446). Certainly this is applicable to working women, especially since recent changes in women's occupational status and projections indicate that more and more women will continue to enter the labor market as full-time employees. Moreover, these working women are seeking and securing management positions more frequently than in the past and data indicate that women are being encouraged to assume management roles; and firms are being encouraged to assimilate women into management positions (Welsh, 1979). For example, between 1975 and 1977 alone the number of women as managers increased by 25 percent; and in the years ahead women are predicted to play an even greater managerial role, both quantitatively and qualitatively, although the upward job mobility of women is not as common as it is for men (Schwartz, Schuerger, and Waetjen, 1979).

In studying any area, it is important to search data studied previously, in an attempt to supply additional information as allowed

by the purpose and significance of the study. Recent studies have identified common factors among women in management positions which may contribute to their success in advancing to the managerial level. Waetjen, Schuerger, and Schwartz believe that a useful way to think about similarities and differences between managers is in terms of how one sees oneself in the managerial role. The researchers list four areas which attribute to one's success as a manager. These four areas are motivation, task orientation, problem solving, and worker relationships; examples of these areas are given. For instance, motivation items range from "I like to start work on new things," to "I become discouraged easily in my work." Task orientation includes a variety from "I am able to meet deadlines," to "I have difficulty setting work priorities." Problem solving includes "I know the solution to office problems before the rest of the management staff," "I can't express ideas in writing very well." Worker relationships include "I find it easy to get along with co-workers," "I find it difficult to discuss matters with my associates" (Schwartz, et al., 1979, p. 17). The researchers term this combination of four areas as self-concept; and interestingly, women managers evaluated by supervisors to be "successful" managers reported lower self-concepts than women evaluated by supervisors to be "unsuccessful" managers (Schwartz, et al., 1979).

A study by Stogdill examines female leaders; more specifically the study examines these leaders in situations where the leader

"emerges" rather than is appointed. In the given situations, no person is designated as possessing legitimate authority over others, yet a leader typically emerges. Factors which attribute to the leader's assumed position include personal traits, interpersonal skills, exclusive possession of information, task characteristics, and group size (Stogdill, 1974).

Robinson (1978) investigated the characteristics of women managers or administrators in education. A purpose of the study was to develop a profile of personal characteristics and backgrounds of women administrators in the public secondary schools in the state of Ohio in 1977. Of the women interviewed, 66 percent of the women perceived their greatest strength to be their human relations or interpersonal skills; the factors perceived as the most helpful in career progress were competence of the individual and intelligence. Conclusions of the study support the theses that women administrators are highly qualified in educational background, and women administrators are highly qualified in work experience (Robinson, 1978).

Not only have studies found that women principals are rated equal to (April, 1975) or greater than (Van Meir, 1973) male principals in "overall leadership and administrative capabilities," but Smith found that "a large majority of the state's school superintendents rated the behavior of women principals as good or excellent in the areas of building climate, problem solving, human relations, and leadership characteristics (Smith, 1977, p. 7463A). In a study by Owens, 'women

principals were rated highly on their ability to manage school finances, handle disciplinary problems, and manage general operations within the building" (Owens, 1975, p. 7107). Studies by Morsink (1970) and Hoyle (1979) also support these findings (Lovelady-Dawson, 1980, p. 22).

Weber, too, investigated characteristics of selected women managers in Canadian firms. When compared to the general female labor force, data indicate that women managers have a superior educational level and work history, as well as a lower marriage rate and a higher divorce rate (Weber, 1973).

According to Weiner, there are many possible reasons for a person's success or failure. The four most studied causes of achievement are ability, effort, luck, and task ease or difficulty (Weiner, 1972). In other words, Freize explains, a person may succeed at a task because of his or her high ability, trying hard, good luck, or the fact that the task was relatively easy. Failure may result from low ability, not trying hard enough, bad luck, or task difficulty. More recent work has indicated that other causal factors are frequently employed to explain the causes of successes and failures. These include stable effort or consistent pattern of diligence or laziness, other people who may aid or interfere with performance, mood and fatigue or sickness, having a good or poor personality, and physical appearance (Freize, et al., 1978).

Watson and Ryan evaluated the personal values of managers in

organizations in America. The researchers note that little information on values appears prior to 1930, but in recent years, a "transition has taken place with the recognition becoming very apparent that personal values have an impact on the behavior of individuals working in organizations." The authors continue that "not only do many problems arise due to differences in values," but that "their influence on people's thinking, acting, and behavior tends to be seriously underestimated." Listed are values given by the 120 female managers interviewed; it is suggested that these values affect the work environment and work relations, and the individual's occupational achievement or success. Important operative values of females include employees, high productivity, industry leadership, organizational stability, profit maximization, organizational efficiency, organizational growth, achievement, creativity, success, ambition, ability, skill, cooperation, customers, my boss, managers, my company, technical employees, me, property, my subordinates. Important intended values include honor, trust, loyalty, employee welfare, equality, dignity, compassion, religion, individuality, rationale, tolerance, co-workers, security, job satisfaction, autonomy (Watson and Ryan, 1979).

Conklin, in How to Get People to Do Things, discusses values, or attitudes, and motivation. Conklin cites the "key to persuading, motivating, leading, selling, supervising, influencing, guiding others - getting people to do things for you;" this key is that "to the degree you give others what they want, they will give you what

you want." According to Conklin, "you can read all the books, take all the courses, spend thousands of hours pursuing the secrets of affecting the thoughts and behaviors of others, and you will discover it can all be compressed into that one sentence" (Conklin, 1981, p. A2).

Selfridge echoes a similar philosophy of leadership. As a developer and executive, he attributes his success to being "a leader rather than a boss:"

The boss drives the people; the leader coaches them.

The boss depends upon authority; the leader, on good will.

The boss says "I"; the leader, "We."

The boss fixes the blame for the breakdown; the leader fixes the breakdown.

The boss knows how it is done; the leader shows how.

The boss says "Go!"; the leader, "Let's go!" (Selfridge, 1981, p. A3).

Hennig and Jardim examine commonalities of "Twenty-Five Women Who Made It," in their book The Managerial Woman. These women who had arrived at the highest executive level in major corporations had some striking similarities in their past experience. All were firstborn children; most had had close relationships with their fathers, who had encouraged them to be independent, self-reliant, and risk taking; team games had been important to them as children. Each of these women had developed a close relationship with a male boss whose encouragement and support appeared to be a critical factor in her success (Hennig and Jardim, 1977).



The research on firstborn children discusses women workers.

Hennig and Jardim note that a large percentage of "successful women managers whom they studied" are firstborn children, (Hennig and Jardim, 1977), Helson's studies show that the female mathematicians named as "productive and creative" tend to be firstborn children (Helson, 1971, p. 212). Similarly, Harmon concurs that firstborn women are "significantly more persistent in pursuing their academic majors and careers than other women," but these refer to "traditionally feminine occupational choices such as nursing, medical technology, and social work" (Harmon, 1972, p. 147). Thus, according to Lyman and Speizer, this is one difference between women administrators and women workers who do not advance to the administrative level (Lyman and Speizer, 1980, p. 31).

Barnett and Baruch discuss competence and the importance of "meaningful work" for a person, women included. Competence, "the ability to interact effectively with the environment" is seen by the authors as "a basic human need," and is greatly influenced by "mothers and fathers, family patterns, school, and social attitudes that free a woman to live fully through her own achievements" (Barnett and Baruch, 1978, p. ii).

Specifically, family background factors such as race, mother's education, and whether or not mother works for pay, affect attitudes and sex role beliefs. Numerous studies have established a link between a woman's beliefs and her employment status or plans. These

studies have shown that women who feel that such working will not harm the children or the marital relationship, who feel that a woman's place is not necessarily in the home, are more likely to be employed for a larger portion of their adult lives than are other women. Also, a woman's own taste for paid employment affects her work pattern, as well as her desire for career success (Spitze, 1978, p. 471).

Similarly, Angrist and Almquist list characteristics or attributions of "successful women and women with high career aspirations." The researchers examine the areas of family background, marriage/children, personality characteristics, and other influences. Attributions of family background are supportive father; mother who is happy in a career or who is unhappy as a traditional homemaker. Marriage/children commonalities include a husband who supports the idea of the woman's career; late marriage or single; no children or children after the career of the woman is established; early return to work after having children. Personality attributions include: non-traditional values; enjoyment of solitary activities such as reading; discussion of goals with female friends; women were tomboys as a child. Another influence listed is that the women had female role models (Angrist and Almquist, 1975).

The findings of Lyman and Speizer are not unlike those of Angrist and Almquist; the women studied contradict "many widely held beliefs." Commonalities among these women who "aspire to high-level administrative positions" include: "most of these women have not left the

work force to have children; half of them do not even have children, and most of them have been in the labor force for a long time with or without children" (Lyman and Speizer, 1980, p. 35).

Toni Trinchese, director of consumer services for Hunt-Wesson Foods, is an example of a professional woman who negates the myths about a woman being a part-time or temporary worker. Trinchese lists attributions which account for her desired promotions and salary increases; attributions listed by Trinchese include goal setting; analysis of personal attributes and weaknesses, and maximizing visibility of the attributes; increased education; participation in professional organizations; finding a female role model; financial planning and salary negotiation with superiors; discussion of financial matters with peers; budgeting time and money; and setting deadlines and priorities (Trinchese, 1978-79).

Brewer and Palm also list prerequisites for the career woman. Their list includes a positive mental attitude; practice and preparation to increase self-confidence; chart progress; set priorities; goal-setting; organization; action; re-evaluation of goals and progress (Brewer and Palm, 1981).

In an examination of commonalities and attributions of Dallas-Fort Worth executives, Bork lists advice from "successful" business-people. "It's very important for a person to build a solid base and a solid background" (Bork, 1981, p. 1M). A study by Jennings of the presidents of 500 large corporations in Michigan shows that "better

than 50 percent have worked for only one company" (Jennings, 1981, p. 1M). And according to Stanton, manager of a large executive search firm, 'what companies look for in a young executive' include "experience, intelligence and constancy; attributes that can't be gained or cultivated by constant job hopping" (Stanton, 1981, p. 1M). Howard Putnam, past president of Braniff Airlines, and John Brumley, president of Southland Royalty, agree that "there can also be an element of luck." Some hirings "are a result of being in the right place at the right time" (Brumley and Putnam, 1981, p. 3M). Fort Worth National Bank President Grant "says that while being in the right place at the right time can launch a career, more important are ability and the help of colleagues, superiors and friends" (Grant, 1981, p. 3M). Finally, president of Tandy Corporation concludes with his observation: "In my opinion you ought to be doing whatever you're doing to the absolutely best of your ability so that when opportunities present themselves for whatever reason, you're one of the ones being considered and maybe chosen" (Roach, 1981, p. 3M).

Macoby describes current top executives in the nation's businesses as "persons who are geniuses at organizing teams and motivating others, but also are 'horse traders' in the true sense of the term." In other words, these persons "want to win simply for the joys of success and a game well played." Macoby describes them as "clever (plan well), versatile (compromising, not inflexible), and aggressive (assertive for women)" (Macoby, 1976, p. 76).

Molloy adds still another attribution for the person striving to work with the "wealthiest and most successful" persons in the community; the way to impress these persons "is to send them the message that you are already successful. It is a general rule that successful people hire other successful people" (Molloy, 1982, p. 4M). Ronald Reagan's "boast about hiring only people that didn't need the job" expresses the attitude that the appearance of success breeds success (Reagan, 1982, p. 4M).

Carr-Ruffino, in her book, The Promotable Woman, comments about job promotions. "I feel like planning is the key. I don't believe in pure luck. And the average person will get what he plans to get. If goals are specific, and the person has determination, you'll get what you want" (Carr-Ruffino, 1981, p. 36).

Similar to the studies of women leaders and their common attributions, there is much research on attributions which the researchers call success principles. According to Bremer, principles of success is a subject "which has been discussed by prophets, sages, philosophers, and authors since the dawn of civilization. So many pens have discussed it that it is hardly possible for me to say anything absolutely new." For example, in 1871, Dr. William Mathews (Doctor of Laws) wrote for the Chicago Tribune a series of articles

designed to rouse to honorable effort any young man who was wasting his time and energies through indifference to life's prizes--to cheer, stimulate, and inspire with enthusiasm anyone who was responding through distrust of his own abilities--and to reveal to anyone who was puzzled, to dis-

cover the path to success and usefulness the art of getting on to the goal of his wishes (Mathews, 1871).

Following this was Dr. Samuel Smiles or "Self-Help-ful Smiles" with Self-Help; Dr. Orison Swett Marden's SUCCESS magazine, interviews with hundreds of leaders, and numerous self-help books; Dr. Edward Kramer's forty years of research with over three hundred and fifty persons which culminated with the creation of the Kimball Foundation and numerous books; and many others. A collection of the research and ideas of these thinkers and researchers appeared in 1980 in a book by Bremer and Watson. In addition to the previous data, Dr. Bremer devoted twenty-four years to researching the causes of success and failure in life; during this time he explored the lives of 588 persons who "made their mark on the world." He then organized his findings, which are contained in a five-volume set of books known as Successful Achievement which in 1980 were condensed to a text which presents the principles of success, or attributions of the researched leaders. This text identifies and explains common attributions which are equivalent and/or similar to the present studies on women leaders. The attributions listed by Watson and Bremer are self-confidence; belief in the existence of a supreme being; writing short-range and long-range goals; good work habits; concentration of purpose; "going the extra mile;" perseverance; "victory out of defeat;" positive mental attitude; accurate thinking; creative imagination; quiet time; ability to make decisions; pleasing personality: affability, benevolence, character, cheerful disposition, charity, art of

conversation, courage, courtesy, dignity, emotional control, enthusiasm, art of expression, fondness for people, frugality, gentleness, honesty, honor, justice, love, loyalty, modesty, observation, patience, personal appearance, principles, prudence, punctuality, sincerity, sociability, tactfulness, temperance, tolerance, virtue, pleasing voice; budgeting time; budgeting money (Bremer and Watson, 1980).

There are other researchers who concur with many of the success principles of Bremer and Watson. Goal setting is an integral part of successful achievement; it may be defined as "a person seeing in each situation possible sources of satisfaction and ways of making progress toward desired goals with an awareness of varied outcomes" (Good, 1973, p. 262). "Successful individuals have clearly defined, constantly referred to game plans and purposes" (Waitley, 1979, p. 11). "Deep within a person's consciousness is the realization that one's life has a purpose, a destiny, and a meaning which must be discovered. Until one makes this subconscious realization an actuality, one will experience boredom, dissatisfaction, frustration, and the feeling of despair (Getting There, 1981). Carlyle says: "The man without purpose is like a ship without a rudder-a way, a nothing, a no man. Have a purpose in life, and, having it, throw such strength of mind and muscle into your work as God has given you" (Carlyle, 1960, p. 29).

Bok says: "Success means the successful doing, the doing well

of whatever he does in whatever position he is. The price of success is hard work, patience, and a few sacrifices" (Bok, 1960, p. 166).

A former associate of Dr. Bremer, Napoleon Hill, made an exhaustive study of a quality which he names as important to success. He considered his findings exceedingly accurate when he said:

for more than twenty-five years I have carefully studied people with the object of ascertaining why some achieve noteworthy success while others with just as much ability do not get ahead; and it seems significant that every person whom I have observed applying this principle of rendering more service than that for which he was paid, was holding a better position and receiving more pay than those who merely performed sufficient services to get by. First, it brings the reward of greater material gain than that enjoyed by those who do not observe it, and, second, it brings that reward of happiness and satisfaction which comes only to those who render such service. If you receive no pay except that which comes in your pay envelope, you are underpaid, no matter how much money that envelope contains (Hill, 1979, p. 37).

Similarly, Zimmerman quotes:

The universe pays every man in his own coin; if you smile, it smiles upon you in return; if you frown, you will be frowned at; if you sing, you will be invited into cheerful company; if you think, you will be entertained by thinkers; if you love the world, and earnestly seek for the good therein, you will be surrounded by loving friends, and nature will pour into your lap the treasures of the earth (Zimmerman, 1980, p. 38).

Keats discusses the idea of victory out of defeat: "Failure is, in a sense, the highway to success, inasmuch as every discovery of what is false leads us to seek earnestly after what is true, and every fresh experience points out some form of error which we shall afterward carefully avoid" (Keats, 1980, p. 44); and Hill states that "every failure is a blessing in disguise, provided it teaches some lesson



which we did not know before and causes us to be tolerant" (Hill, 1979, p. 18). Hood says that "we learn wisdom from failure more than from success" (Hood, 1960, p. 16).

Clement Stone relates that to achieve a goal there is a price: "systematic creative thinking time as directed below for only a half hour daily...for the primary purpose of actually bringing your dreams into reality." The directions for creative thinking include:

1. Engage in thinking time in a relaxed condition for a half hour.
2. Write down your big goal, regardless of how impossible it may seem to you.
3. If you believe in prayer, pray for guidance to achieve your specific goal.
4. Think of and write down ideas that occur to you that could be steps toward your goals.
5. List the obstacles and think of how you might overcome each.
6. Write down and memorize any self-motivators, including your own, that you believe could be helpful to you... specifically, those you want to flash from your subconscious to your conscious mind in times of need (Stone, 1982, p. 39).

As Kramer says, "The Inner Mind can accomplish things far beyond the intellect's ability. It can stem the flow of blood, it can eliminate pain...the mysteries of creation are revealed to us only according to our ability to listen to the Inner Mind" (Kramer, 1971, p. 26).

Benjamin Franklin discusses the importance of budgeting time and money; "the way to wealth is as plain as the way to market; waste neither time, nor money, but make the best use of both." Each day periods of time for sleep, work, and recreation must be budgeted; a successful person must be in control of his time (Franklin, 1745, p.81).

The people who are getting on in the world are almost uniformly those who seem swamped with activity from January to December. Persons of this class have learned how to economize time, and, however crowded with business, are always found capable of doing a little more; and you may rely upon them in their busiest season with far more assurance than upon the idle person (Geiger, 1963, p. 54).

Hall states: "The more business a man has to do, the more he is able to accomplish, for he must learn to economize his time (Hall, 1960, p. 186). Similarly, Dr. Mathews said that, "the people who do the greatest things achieved on this globe, do them, not so much by fitful efforts, as by steady, unremitting toil--by turning even the moments to account. They have the genius of hard work--the most desirable kind of genius" (Mathews, 1871, p. 6). Andrews says "perseverance is failing nineteen times and succeeding the twentieth" (Andrews, 1960, p. 76).

Similar also to the attributions listed by Bremer and Watson is a list of attributions which Johnson found common among successful leaders. These attributions are a positive mental attitude; flexibility; sincerity of purpose; promptness of decisions; courtesy on all occasions; pleasant tone of voice; habit of smiling when speaking; pleasant facial expression; tactfulness in speech; tolerance with all people; frankness in manner and speech; a keen sense of humor; faith in infinite intelligence; a keen sense of justice; appropriateness of words; control of emotional feelings; alertness of interest; effective speech; versatility in general; fondness for people; control of temper; hope and ambition for success; temperance

in all habits; patience; humility of the heart; appropriateness of clothing; good showmanship; clean sportsmanship; ability to shake hands gracefully; personal magnetism (Johnson, 1980).

Sheehy researched people who she labels "special" or "pathfinders;" her research included 60,000 life history questionnaires and travel to 38 states. Sheehy names common qualities to be "courageous, optimistic, loving, willing to risk change;" she says that these persons say it is important to "build on your strengths during the good times; train yourself to anticipate the future; and cultivate friends and support networks" (Sheehy, 1981, p. 4C).

Joseph Jaworski, chairman of the American Leadership Forum, lists these ten qualities as being essential to a leader:

1. Mastery of self. He must be in control of his emotions and be in top physical condition.
2. Empathy. He must understand people and their concerns.
3. Wholeness of purpose. He must know what results he wants and do what is possible to make it happen. He must be positive and proactive, not reactive.
4. Self-confidence. The leader must be able to act despite doubts.
5. Authenticity and congruence. What the leader says and what he does must match up, as words match with music in a song, to give him credibility.
6. Ability to communicate. This is essential to motivate and build morale.
7. Ability to mediate. The leader combines activities and builds coalitions.
8. Integrity. He must have mature ethical values.
9. Intelligence. If he does not know a thing himself, the leader must know how to get information and use it.
10. Energy. He must have the drive and stamina to stay on top (Jaworski, 1981, p. A6).

Jeswald in a study of assistant principals, authorized by the National Association of Secondary School Principals, identifies twelve

qualities necessary for an effective leader.

1. Problem Analysis. Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. Judgment. Skill in identifying educational needs and setting priorities; ability to reach logical conclusions and make high quality decisions based on available information; ability to critically evaluate written communications.
3. Organizational Ability. Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paper work and heavy demands on one's time.
4. Decisiveness. Ability to recognize when a decision is required and to act quickly. (Without an assessment of the quality of the decision.)
5. Leadership. Ability to recognize when a group requires direction, to get others involved in solving problems, to effectively interact with a group, to guide them to the accomplishment of a task.
6. Sensitivity. Ability to perceive the needs, concerns, and personal problems of others; tact in dealing with persons from different backgrounds; skill in resolving conflicts; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
7. Range of Interests. Competence to discuss a variety of subjects (educational, political, economic, etc.); desire to actively participate in events.
8. Personal Motivation. Showing that work is important to personal satisfaction; a need to achieve in all activities attempted; ability to be self-policing.
9. Educational Values. Possession of well-reasoned educational philosophy; receptiveness to change and new ideas.
10. Stress Tolerance. Ability to perform under pressure and opposition; ability to think on one's feet.
11. Oral Communication Skill. Ability to make a clear oral presentation of ideas and facts.
12. Written Communication Skill. Ability to express ideas clearly in writing; to write appropriately for different audiences - students, teachers, parents, other administrators (Jeswald, 1977, pp. 79-82).

Fryer, gives advice in "Not for Women Only: A Checklist for the Successful Administrator."

1. Always stand in awe of human potential; it is unlimited.

2. Take time to look at and listen to everyone and everything.
3. Think analytically--always ask 'What?' 'How?' and 'Why?' And don't forget to ask 'Why not?'
4. Don't be intimidated by the size of a job. Whatever you have the capacity to envision you have the capacity to do.
5. Never evaluate anything or make any serious decision when you are tired or overly emotional. Evaluation and decision making require a cool and rested mind.
6. Avoid angry confrontations; learn to recognize, and defuse, "loaded" situations.
7. Keep your goals in clear view; on occasions when your vision clouds, you will have less trouble reorienting yourself.
8. Don't do anything you can get someone else to do satisfactorily. Remember that a broad base of participation brings about a broad base of commitment and support. Your skill lies in being able to identify, recruit, and motivate others to do what needs to be done.
9. Don't expect people to get involved and stay involved without some rewarding experiences to show for their efforts, and some recognition as well.
10. Remember that communication is 95 percent of an administrator's job.
11. View everyone as a potential consultant. Pick brains, make notes, take a day off occasionally to synthesize your notes. Remember that everything worth knowing is known to someone; it's just a matter of finding the right person.
12. Learn from your past mistakes, but keep your mind on the future.
13. Think about what can be and dare to dream big.
14. Surround yourself with competent people; and use your skills and energy to help them do their jobs well and to grow.
15. Value yourself and believe in your own unlimited potential for good. Don't be afraid to be dynamic, dramatic, even charismatic if that's your style.
16. Remember who you are; don't get carried away with your own self-importance.
17. Plan like your work will go on forever (that will give you foresight), but work and enjoy life like today is your last (that will give you motivation and zest) (Fryer, 1980, pp. 42-43).

A study of men and women in administration at the University of Texas at Arlington examined the administrators' degree of job satisfaction. In this study, men and women listed "important norms or values that should be followed or possessed for one to be viewed as

an effective top administrator on this campus." Listed by women, in order from most frequent responses to least frequent responses are:

managerial skills; honesty; interpersonal relations, communication skills; fair, equitable; understanding, compassion; professional expertise; leadership; integrity; loyalty to UTA; concern for subordinates' welfare; be consistent; sincerity; provide information; don't make waves; logic, common sense; hardworking; respected; flexibility; keep a low profile; conservative attitude; sense of humor; student-oriented; be well dressed; self-confidence; commitment; decision-making ability; aggressive; assertive; knowledgeable; organized; self worth; pleasant personality; don't contrive jobs for friends; value growth (students, buildings, programs); assessability; intelligence; good ole boy image; squelch innovativeness; experience; be teachable; consideration; tolerance; recognition of performance; respect for the educational process; calmness; perceived as having power; committed to the idea of university; conscious of the public's perception of the university; ability to make "agreeable decisions;" excellence expected; trust; commitment to job; value other people; authoritarian manner; patience; different people have different skills (Men and Women: A survey of administration, 1981, p. 22).

This examination of the researched attributions of successful persons indicates that different researchers often agree on important attributions for success. Attributions listed as being important in two or more of the studies include ability; ambition (desire for success); belief in the existence of a supreme being; benevolence (unselfishness); close father-child relationship; compassion (understanding); concentration of purpose (effort); conversational skills (art of expression); courtesy; creativity (creative thinking); decision-making ability; diligence (perseverance); education; emotional control; flexibility (versatility); fondness for people; generally pleasing personality; goal-setting; good showmanship; honor,

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dignity, principles; individualistic; independent; intelligence; interpersonal skills (employee relations); justice (fairness); latent or low family or marriage priorities; loyalty; moderation in all habits; observation (alertness); patience; personal, physical appearance; pleasant facial expression; pleasing voice; positive mental attitude; problem solving ability; quiet time; self-concept, self-confidence; self-reliance; sense of humor; task characteristics, ease or difficulty of duties; truthfulness, honesty, sincerity; work history, work experience.

### Difficulties

As surely as there is research regarding attributions associated with career success, there is research which deals with problems or difficulties encountered by working women. These difficulties, which have been researched by numerous persons, may be classified as external or internal difficulties or problems; unlike other studies, this study more specifically examines current research regarding these difficulties in an attempt to identify difficulties associated with women in a managerial, administrative position.

Elig and Freize say there are many possible attributions and difficulties which contribute to the success or failure of a person; more specifically, just as there are attributions for success of working women, there are factors that seem to cause difficulties or problems for working women. These difficulties may be either internal or external. External difficulties are "external to the person;" they



are causes involving the environment of other people (Elig and Freize, 1975). External difficulties include societal traditional roles of women as support persons; physical performance of a traditional role and a worker role; task or role performance of non-feminine activities as identified by the socialization process; lack of parent involvement in and encouragement of achievement activities of females; the accepted social role of a girl "to be good" or "to please others;" lack of successful women as role models; lack of job skills related to work experience; lack of job skills related to education and training; discriminatory attitudes regarding why women work, reliability of women workers, commitment of women workers, effects of women in management positions, and competence of women workers; sex-role stereotyping; discriminatory practices regarding work performance and evaluations, promotions, pay raises, and salaries; organizational structures such as distribution and opportunity of power, social composition of groups within the organization, the number of managerial women and other women in the organization, and society; lack of time for performance of necessary roles; lack of money; and physical qualities of attractiveness and age.

According to Freize, the traditional societal roles of women in America influence female orientation toward success. More specifically, Freize states that the people of the United States have long been oriented toward personal achievement for themselves and others. Women, unlike men, however, have not been strongly socialized to

desire success in work, sports, college, and politics; women have not been encouraged to succeed in areas traditionally defined as male (Freize, et al., 1978). Rather than women being trained to increase their sense of self-worth and their "achievement motivation," or the desire to do well, women are socialized to encourage the husband's endeavors, assist in his success, care for his daily needs, aid him in secretarial or clerical work that is needed, be emotionally supportive of all efforts of the husband, and help him in any other achievement efforts. The role imposed on the woman to be the support person for her family rather than primarily a self-achiever, is a difficulty for many women to overcome, whether for physical, mental, or emotional reasons (Papanek, 1973).

In fact, society actually discourages women from achieving outside the home. Since society judges women by the success of their husbands, successful working women may be the objects of ridicule, and sources of threat and embarrassment to others. Women who are working and married not only perform the role of worker and homemaker, but often do so without the support of a mate, since his societal role is not one of support to a non-traditional wife. Furthermore, these women are often expected to perform these support functions for their husbands as well as for themselves; therefore, for the married woman, career success means success in both work and homemaking roles. A similar problem for married women is the physical performance of the

homemaker role and family demands in addition to the worker role (Freize, et al., 1978).

As societal roles imposed on women affect their orientation toward success, the socialization process also guides girls in definite directions. Girls learn early that many activities are considered to be masculine or feminine, and girls should engage in feminine activities while boys should perform masculine activities. Not only do these sex-role definitions affect task performance, especially for girls who hold a strong female sex preference (Bailey and Stein, 1973), but traditionally, regardless of interests or talents, girls know they are expected to spend a major portion of their adult lives as wives and/or mothers; they enjoy little freedom of choice in this matter. Unfortunately, entrance into or performance of a task or work role that requires utilization of activities identified to be masculine or non-feminine is a difficulty for many women (Bem and Bem, 1970).

Generally, the socialization process causes girls to be protected, to be discouraged from being "too far from home," to encourage development of interpersonal skills rather than assertiveness or independence, to attribute good performance to be a result of "a desire to do good" or "to please others" rather than ability (Birnbaum, 1975). Socialization is related to achievement. For example, parental interest and involvement in children's achievement activities are important, as is having a positive view of the child's competence and setting realistic but challenging demands for her or his accomplishments; this

involvement is more "untypical" than typical of parents of girls, although it has been observed in the backgrounds of successful career women. Lack of parent involvement in and encouragement of achievement activities of females may be a detriment to the working woman (Smith, 1969).

Evidence of the socialization process is also visible for older girls. The number of female "underachievers" increases with age over male achievers; girls generally demonstrate a decline in IQ during childhood and adolescence with less strongly-feminine-identified girls showing the least decline; parents are critical of girls who do not enjoy "feminine tasks and feminine interests," and teachers often reinforce low expectancies of girls in areas outside of school and home (Dweck, 1975). Again, the desire "to be good" or "to please others" who might reinforce traditional female roles for women is a difficulty to be dealt with by a woman who works (Freize, et al., 1978).

As well as schools and churches, women themselves are socialization agents; girls model after adult behavior, usually of their same sex. "Until recently, young women have lacked role models for high-level positions and in new career areas." Hopefully, this is changing due to the successes of some women and the effective publicity given to their stories. There are some books to make women aware of the opportunities for them (Bird, 1973); however, many textbooks still exist that provide only traditional role models and that do not encourage women.

Years ago, when you asked girls what they were going to be when they grew up, they would usually answer a beautician, mother, teacher or some other profession traditionally associated with women.

Times have changed now, but girls' early career goals have not, says a University of Texas at Arlington professor.

"Studies have been made where, if you ask girls what they're going to be when they grow up,...they don't say I'm going to be an astronomer, chemist, or engineer," another professor said (Hiller, 1980, p. 3AE).

Feeney declares that this lack of varied role models for women perpetuates:

the persistent belief that women have both special qualifications for and special handicaps in specific types of work; this view not only affects the type of educational programs offered to women, but also circumscribes their image of what they can do. Despite affirmative action directives, the human rights movement, and the Equal Employment Opportunity Commission, the fields of teaching, nursing, secretarial work, and social work--traditional female occupations--are chosen by the majority of females graduating from high school (Feeney, 1978, p. 50).

R. B. Weg, in an article discussing the lack of women in gerontology, describes the situation very clearly.

Gerontology would profit from the intellectual and affective input of knowledgeable, creative women scientists. More women in biomedicine at large and gerontology would serve as sorely needed role models to younger female students, would raise new questions and old questions (poorly answered) with a new perspective, and would enhance the capacity of men and women to understand themselves and each other....It is in the traditional halls of the male dominated universities that women in biomedicine find discrimination and condescension (Weg, 1978, p. 483).

Just as books and teaching materials limit female roles, the audiovisual media, too, depict women in traditional female roles, or negative non-traditional roles. For example, females seen on

television or in the movies are rarely successfully employed women, but rather are typically unmarried or unhappily married (Manes and Melnyk, 1974). A study of magazine advertisements reveals that advertisers "still regard women primarily as housewives," with "the barefoot-pregnant-and-in-the-kitchen mentality of male advertising executives."

The advertisements we looked at showed women in very traditional, very sex-typed roles. To look at the ads, you'd never know that there are more women in the work force than ever before. You'd think all a woman had to do all day was make herself attractive or clean house (Gradner, 1982, p. 1).

While men were shown most frequently in occupational settings--in almost 40 percent of advertisements--women were depicted occupationally only 7.2 percent of the time (England, 1982, p. 1).

Even when ads depicted women working at occupations outside the home, they were more than two times as likely to be cast in "female-typical jobs," the study showed. In other words, women could be portrayed as nurses, but never doctors (Ernst, 1982, p. 1).

Surely, identification of an admired, successful female role model for the employed woman is a difficult but motivating factor in her road to her desired success (Manes and Melnyk, 1974).

Regardless of factors and reasons that affect the achievement motivation of women, there are often definite barriers and difficulties encountered within her role as a worker. Often women lack skills required for available jobs; an example of this experience is the "mother-turned breadwinner." "More than nine million children under eighteen currently live in single-parent families. About ninety

percent of these children live in a family headed by a mother" (Holmquist, 1980, p. 3C).

Hennig and Jardim discuss that often women lack requisite managerial skills or traits and behavior due to the socialization process. Playing team sports, for example, which had traditionally been closed to girls, teaches key elements of management such as planning strategies, working with people regardless of personal feelings, competing, etc. (Hennig and Jardim, 1977).

Nevertheless, women are still congregated in relatively few occupations and at low occupational levels (Kennedy, 1978). An example is McCants's comment that "women are substantially underrepresented in the skilled trades and technology" (McCants, 1981, p. 11).

As legal and biological barriers have been overcome, access to the technologies has become an option for women. The barriers which remain are psychological and sociological, and these will not be overcome until women take advantage of the education and training available to them (McCants, 1981, p. 11).

Whether this lack of skills is a result of imposed societal roles, the socialization process, or lack of training and education, the inexperienced woman is faced with the inability to perform effectively in a work situation. Whether the woman desires basic skills for a menial position or more sophisticated skills necessary for managerial success, there are two related barriers which might deter the woman in her effort to secure her desired job position. These two reasons for failure are lack of skills related to work experience; and lack of skills related to education and training (McCants, 1981).

Surely some women lack necessary job skills, but many women are well-qualified for positions they are unable to secure. A major problem for working women is discriminatory attitudes, sex-role stereotyping and discriminatory practices from employers and co-workers. As Rosow states, women continue to face discrimination, although the pressures they and their supporters are putting on employees are having positive effects (Rosow, 1974).

Employer and worker attitudes and beliefs are instrumental in the success of a woman employee; unfortunately, many beliefs and attitudes held by these persons serve to reinforce nonemployment and nonpromotion for female workers. For example, many employers feel that "women work only for extra, non-essential," or "pin money;" therefore, their jobs are not really essential. Laws notes that this is untrue: many women do not earn as much money as men, but many do work out of economic necessity; the married woman's income is often just as necessary for the support of her family as is her husband's; as divorce rates increase, so do female-headed households. Regardless of the facts, such beliefs lead to the conclusion that men, rather than women, should be hired or promoted (Laws, 1975).

Another myth about women workers is that they are unreliable workers, not really serious about their jobs, and often temporary due to transitory financial stress; employers feel that they are not worth training or hiring because they will probably get "married and pregnant and quit," and until such time they will miss work often due to



sickness, especially during premenstrual and menstrual periods. Data indicate that "turnover rates are higher in low-skilled jobs and since women work in more of these low-skilled jobs they do quit more; but when job level is held constant, there is no difference." Regarding illness, "female and male workers have about the same number of missed work days. Women have more short-term illness while men have more chronic illness. Of course, women may report sick time when it's actually their children who are sick. In spite of this, women average no more sick time than men" (Laws, 1975). Also, it seems false that careers are not important for women. In a study by Crowley, 57 percent of working women said they would continue to work even if they "had enough money to live comfortably for the rest of their life." Similarly, in a survey of college women, seventy percent report that they want to work outside the home "all or most of their adult lives." And Crowley reports that the majority of women interviewed rate their jobs to be important (Crowley, Levitin, and Quinn, 1973). Such beliefs, however, whether true or false, decrease the hiring and promotion opportunities of women.

Related to these ideas of unreliability is the belief that married women with children are not as committed to their jobs as they are to the home responsibilities. Women rate work hours and convenience of job location as important to them, but there is not evidence to indicate that women workers perform poorly due to their family obligations (Crowley, et al., 1973).

There are similar beliefs cited in education literature as reasons for the low representation of women administrators. These accounts seem to be no more than myths, but their impact is real. In an attempt to counteract discrimination in education, Title IX of the Education Amendments of 1972 states that:

No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

The regulation to implement Title IX became effective July 21, 1975; it establishes the criteria to which education institutions or agencies receiving federal funds must adhere in eliminating sex discrimination from their education programs and their employment policies and practices. The provisions of the regulation may be organized into four major subject categories:

1. general requirements for achieving compliance;
2. non-discrimination in student admissions and recruitment;
3. non-discrimination in student programs;
4. nondiscrimination in employment in education (U.S. Department of Health, Education, and Welfare, 1975, p. iv).

Nevertheless, the myths still exist.

1. There are not enough trained women available;
2. Women have too many career breaks;
3. Women are not as effective at administration as men;
4. There is a need for more males in what is regarded as a female-dominated field;
5. The public does not want women administrators;
6. Both men and women prefer to work under male principals; and
7. Women do not want to be administrators; they either do not aspire or when they do their commitment is lower than that of men and insufficient to attain the principalship (Lovelady-Dawson, 1980, p. 20).

Similarly, research indicates that women may not be promoted or hired at "high-level jobs" merely because of a comfort factor. Alexander, Bass, and Krusell found research that "having women as colleagues or bosses upsets the traditional patterns of deference between men and women." They explain that women managers "upset the traditional balance of power" and thus may "discomfort and threaten men as well as other women" (Alexander, Bass, and Krusell, 1971). Research indicates that women in authority elicit hostility toward and dependence on males. It has been concluded that "the resistance to changing sex-role behavior on the part of men and women involves the deeply embedded fear that change means chaos and collapse in the norms and behaviors that govern the most sacred areas of everyday life--the family and sexuality;" also suggested was that employed women threaten men's basic concepts of masculinity (Chapman and Luthans, 1975). A similar study found that the majority of men feel uncomfortable with a female boss, and a third of the men felt that women in managerial positions "have a bad effect on employee morale" (Bowman, Greyser, and Worthy, 1975).

The belief that women are less competent and qualified than men for any job other than "low-level" may impede women's success; Feldman-Summers and Kiesler state that in our society there seem to be many conscious and subconscious beliefs about the competence of women. Research indicates that generally women are expected to be less creative and less competent than their male counterparts. For

example, in one survey which dealt with female performance in numerous professions, females were expected to be less successful than males; included were pediatrician, writer, child psychologist, surgeon, dancer, diagnostician, clinical psychologist, and biographer of famous women (Feldman-Summers and Kiesler, 1974). This has been identified as the process of "actuarial prejudice," or the expectation of inferior performance from subgroup members based on available information about that group; "since there are fewer successful women than men, people may expect all women to be less successful and behave accordingly" (Kiesler, 1975). In studies of successful women, or women who succeeded at a particular task, many persons credit the "success" to be the result of luck rather than ability. It is possible that a women's success is due to her effort, rather than luck, say some employers, or rather than ability. Not only might such low expectations directly affect the performance of women, in that research supports that persons with high expectancy levels tend to perform better than persons with low expectancy levels, but low expectations and beliefs about attributions of women surely affect hiring and training, as well as promotion of women (Valle and Freize, 1976).

In addition to the discriminatory attitudes, sex-role stereotyping or "perceived gender appropriateness of the occupational position" creates barriers for women. Data indicate that "incongruence between an applicant's sex and job role is tolerated only when the applicant is over-qualified." It is likely that managerial jobs are seen as

inappropriate for women due to their requirement of typically male sex-role characteristics; in order for a woman to be accepted into such a position she must be more qualified than a male competitor for the job (Galligan and Riger, 1980). For example, typical male characteristics include assertiveness, leadership, self-confidence, and public and social poise; typical feminine characteristics include socialization, responsibility, tolerance, sensitivity to others' feelings, self-control, honesty and morality, and the desire to interact with and appeal to the opposite sex (Baucom and Sanders, 1978).

Recent studies of college students indicate that even they still hold fairly rigid, persistent, and pervasive stereotypes regarding appropriate sex-role behavior. Studies found that men were described by both male and female students as aggressive, competitive, independent, objective, dominant, active, logical, ambitious, adventurous, self-confident, skilled in business, and able to make decisions. Women were described as talkative, tactful, gentle, religious, neat, quiet, dependent, illogical, emotional, sensitive, and passive. As this stereotyping affects the female's view of opportunities for herself as discussed earlier in the chapter, it also limits her opportunities as perceived by her employer and her co-workers (Broverman, 1972).

Certainly discriminatory attitudes and sex-role stereotyping are an identified difficulty to the female worker, but to compound the problem, discriminatory practices are outgrowths of these attitudes

and beliefs. One example of discriminatory practice is in the performance ratings, or organizational reports of women employees; there is evidence that performances of women are not rated as highly as those of men. For example, the authors report that studies show that when the performances are equal, females are rated lower than males (Pheterson, Kiesler, and Goldberg, 1971). Deaux and Taynor state that, for whatever reasons, "behavior is evaluated differently according to whether it is attributed to males or to females" (Deaux and Taynor, 1973). For example, in one study, journal articles attributed to female authors are evaluated less favorably than are the same articles attributed to male authors. (Levenson, Bonno, Buford, and Davis, 1975); entries in an art show were "evaluated more favorably when attributed to males, although paintings described as prizewinning did not elicit differential ratings according to the gender of the artist" (Pheterson, et al., 1971, p. 302). Such evaluations and ratings "have important implications not only for the affect and expectancies of that person, but also for the rewards given that person by others." Since people are constantly evaluated by others, "attributions made by the decision-makers have major consequences for those being judged." For example, if an employee performs poorly and the employer attributes the failure to uncontrollable circumstances, the employer will be more compassionate; if the employer felt that the poor performance was the result of laziness or incompetence, the employer will be less reasonable. Since women, then, are perceived to perform well due to luck or effort, and

poorly due to lack of ability or task difficulty, women are often passed over for promotions and good performance evaluations (Freize, et al., 1978).

Stated differently, it has been postulated that due to sex role expectations "a woman's success is attributed to factors other than her ability, that is to effort, task ease, or luck;...furthermore, unexpected success or good performance by women is attributed to extra effort" (O'Leary, 1974, p. 811).

Women's performances, whether good or bad, often seem to elicit "few and undesirable organizational rewards," other than just low evaluations; examples are promotions, salaries, and pay raises (Heilman and Guzzo, 1978). This dilemma is reflected in research showing median-income figures for families headed by women; the median income for women is \$6,400 compared to the median income for men, which is \$13,800 (The Single Parent's Problem, 1976). Rosenfeld provides information to show that, regarding their wages, "all women and non-white men have lower average initial and potential wages," and "the gap in average wages between white men and other groups (nonwhite men, white women, nonwhite women) increases over the work life" (Rosenfeld, 1980, p. 585). One study explains that pay raises are deemed appropriate for women when success was due to effort, but promotion is rewarded only when the continued success was due to ability (Heilman and Guzzo, 1978). Studies show that sex bias surely operates in promotion (Bartol and Butterfield, 1976), determination of salary level

(Dipboye, Arvey, and Terpstra, 1977) selection choices (Cohen and Bunker, 1975). Administrators in education constitute an example of this.

While women constitute approximately two-thirds of America's public school teachers (83 percent of elementary and 47 percent of secondary teachers), they hold a disproportionately small number of public school principalships in the schools, only 13 percent (18 percent elementary and less than 3 percent secondary). Clearly, women predominate in numbers but men predominate in power. Schools and school systems are staffed by women throughout the United States, but men run them. The gap for women between membership and authority in the force of professional public educators broadens as one examines higher levels of administration, with women holding less than one percent of the superintendencies in the nation. And the picture is not improving: national survey of secondary school principals, including principals in public, private, and religious schools, showed a decline in the percentage of female principals from 10 percent in 1965 to seven percent in 1977 (Lovelady-Dawson, 1980, p. 1A).

Two explanations for this shortage of female administrators are the "good ole boy" sponsorship system, and "filtering methods." Valverde explains that "the 'good ole boy' sponsorship system excludes minorities and women from promotions on the basis of their deviation from white male norms rather than on the basis of their competency." Valverde asserts that "those who succeed in this process are often 'acculturated rather than included' based on advantages, etc. which they bring with them" (Valverde, 1980). Timpano reports that the most effective technique for practicing sex discrimination is "filtering;" documented filtering methods include recruiting filters, application filters, selection criteria filters, interview filters, and selection decision filters (Timpano, 1976).



Lyman and Speizer are very specific as they ascribe the scarcity of women administrators in education to one of three models: a women's place model, a discrimination model, or a meritocracy model (Estler, 1975, p. 365). The women's place model is based on the assumption that the absence of women in leadership positions is due to the socialization process of women; thus women "prefer the leadership of men to women" while in paid employment but waiting for "real work," in the home, where they "should be." The discrimination model encourages the training and hiring of administrators who promote "men rather than women." There is evidence to support this model, presented by persons such as Knezevich, Dias, Estler, and Schmuck (Lyman and Speizer, 1980, p. 27). The third model, meritocracy, maintains that "the most competent people are chosen to move up the administrative ladder; therefore, men must be more competent than women because they are chosen so often." However, examination of the facts suggests that no evidence exists to support the meritocracy model (Fischel and Pottker, 1977, p. 299). Nevertheless, such attitudes and practices account somewhat for the large number of women in low level jobs and the small numbers in high levels, as well.

Another difficulty for women in some organizations is merely the organizational structure or situation. For example, Kanter notes that "the distribution of opportunity and power and the social composition of groups within organizations" are variables in women's lack of managerial success. "Women's opportunities are blocked; they tend to have

little power in the larger organizational hierarchy; and those who do get close to the top are often predominantly surrounded by colleagues who are male." The number of women in an organization is important; tokens, for example, are scrutinized closely, pressured by "opposing sides" and expected to conform to stereotypes (Kanter, 1977).

Also, a mentor relationship can be helpful; but men hesitate to adopt the role of mentor to a young and aspiring female manager since this may be a "risky undertaking." Generally, same-sex acquaintances are more common than are cross-sex acquaintances for leadership positions; since "people groom for leadership those with whom they enjoy an ingroup relationship" and most managers are male, women are not likely to be selected. Also, since there are few female executives, few female mentors are available (Larwood and Blackmore, 1978).

Finally, the lack of flexible work scheduling is a difficulty for many mothers and wives, and especially inconvenient for women trying to function in both roles (Feeney, 1978). Organizational structures, therefore, such as distribution of opportunity and power, social composition of groups within the organization, the number of managerial women and other women in the organization, and scheduling might be difficulties for women employees.

Yet another problem for many women involves the disapproving attitudes of others, specifically family and friends, and co-workers. In addition to the attitudes and discriminatory practices experienced by women, co-workers can also make a woman employee's work role

unpleasant; research states that same-level workers may treat women with overt hostility (Galligan and Riger, 1980), as well as other subtle and non-subtle ways of disapproval (Freize, et al., 1978); and establishing informal work contacts is also difficult for women due to disapproval (Epstein, 1970).

Along with the negative attitudes and discrimination of employers and employees, many must contend with similar attitudes from family and friends; the presence of a wife working outside the home may create conflict at home. Yankelovich points out one example of this: "to many men who are working in jobs that offer little intrinsic satisfaction, the presence of a working wife may create a personal crisis. The man's motivation for keeping at the job may become intolerable" (Yankelovich, 1974, p. 13). Studies show that approval and support from husbands or boyfriends has been noted as an important factor for successful achievement of women, and many women said they would not pursue their careers over objection of husbands (Hawley, 1972).

Along with familial disapproval, married women must cope with societal disapproval of working women. According to 1945 and 1969 Gallup Polls, although this seems to be more accepted than in the past, many people still do not approve of women working, especially married women with children (Hoffman and Nye, 1974).

Finally, single professional women report that "men are often threatened by a woman who is more successful than they are;" consequently, this tends to limit the available men with whom she can

socialize, since they must either be more successful than she is or not threatened by her success. One might wonder if perhaps this is the reason that successful women are highly likely to remain single (Bernard, 1972a). In conclusion, though, disapproval of working women by family members, friends, co-workers, and society might be a barrier to the success of working women.

Yet another limitation for women is a lack of the resources of time and money. A study of women school administrators resulted in the greatest common weakness being "time to do everything that needed to be done." As is true for working married women with a husband, and possibly children, or for single women with an active social life, lack of time for performance of all roles is a difficulty with which women must deal (Robinson, 1978).

Due to low salaries, family situations, etc., for women, the lack of money is often a problem. One immediately visualizes money for training or daily work expenses, but also one must consider necessities of wardrobe, transportation, meals away from home, child-care facilities, etc., which are costly over an extended time period (Boone, et al., 1980).

Ultimately, physical qualities may create difficulties for working women. For example, studies have found that "attractiveness was a disadvantage for female applicants seeking management jobs or positions believed to require predominantly male skills" (Heilman and Saruwatari, 1979). Unattractive women, as well as attractive men, seem to be more

comfortable working companions than attractive women and unattractive men (Galligan and Riger, 1980).

Unfortunately, another deterrent to the success of working women is age; as noted by women school administrators, "major factors perceived as constraints to career progress were sex discrimination and being too old" (Robinson, 1978, p. 1976); physical qualities of attractiveness and old age may be barriers to career success of women.

Internal difficulties "have to do with causes in the person" (Freize, et al., 1978, p. 243). Internal difficulties of working women listed in the literature include achievement motivation; female definitions of success; low expectations for success of women; fear, including fear of success and fear of failure; lack of "masculine" personality traits such as ambition, decisiveness, rationality, goal setting and planning ahead, proper emphasis on tasks at hand, task-completion ability, decision accuracy, and ability to work with people regardless of the nature of personal relationships involved; and lack of successful work-related attitudes such as risk-taking, working toward future career goals, planning for and commitment to long-range earning.

According to Alper, there are several reasons for women's low achievement in career endeavors; this difficulty for working women deals with achievement motivation, or motives and values; more specifically, women have motives and values in their lives, but these are different than those of men. Motives may be defined as "unconscious

psychological forces which excite and direct the actions of the individual; motives are experienced as things wanted or important to one." A desire to do things well and be successful, or achievement motivation, is relevant for this study of women; unfortunately an understanding of males and male achievement behavior is also necessary (Alper, 1974).

For example, studies have established that there is a relationship between males' achievement motivation levels and behaviors that maximize performance. Motivation is measured most often by "the standard measurement of achievement," known as the Thematic Apperception Test or TAT. The test consists of a series of ambiguous pictures depicting people, and subjects write a short story about the pictures after viewing them. Supposedly, people project their own motives and desires into their writings; therefore, if a person is highly motivated it is assumed that his stories are about people who are motivated to be successful (Freize, et al., 1978).

Studies indicate that males who score high on the TAT are likely to be "confident, prefer intermediate risk situations, have realistic aspirations, persist when working on achievement tasks, be active in college organizations while in school, and be more successful in business." Generally, given equal ability, "the person with high achievement motivation does better in school, works harder on tasks he feels are important, is motivated to try harder when he fails an achievement task, and is more able to delay gratification in seeking

long-term goals" (Weiner, 1972). Since females generally scored low on the test, it was long assumed that females were not motivated toward achievement, and then perhaps did not possess the behaviors associated with high male achievers. Further, since women's scores were generally higher when subjects were told the results would be used for reasons other than the usual indicator of intelligence and success potential, indications seem to be that perhaps women are not necessarily low in achievement motivation, but rather that other motives or values such as affiliation, or a desire for close friendships; power; or a desire for recognition and control; are more important to them. Surely, having other values higher in priority than values of achievement motivation can be a difficulty for women trying to succeed in an organization dominant in male values (Freize, et al., 1978).

A second major reason for lower achievement that causes difficulty for working women is the fact that although women are motivated to be successful, women seem to define success differently than men do. Research suggests that women often direct achievement motivation toward the home and areas related to the traditional female roles, such as interpersonal relationships and interpersonal skills, parenthood and homemaker achievement, and vicarious achievement through husbands or children (Freize, et al., 1978). Often the pattern of achievement of women will include achievement motivation outside the home after having fulfilled all their feminine roles. For example, Hennig and Jardim reviewed responses of over 4,000 persons to such

questions as "What is a job?" and "What is a career?;" the results were that men and women respond differently (Hennig and Jardim, 1977). While men describe a job as "a series of tasks which must be completed;" women define it as "something to be done daily, to be survived in order to earn a living." While men see a career as "a series of positions or jobs resulting in great monetary rewards, prestige, power, and recognition," women see it as "a job which provides self-fulfillment," and women rarely see the final goal of a job or career "in terms of power or recognition, as men do" (Lyman and Speize, 1980, p. 26). Thus, high-achievement-motivated women define success in terms of traditional female values rather than in careers or work in masculine fields (Veroff and Feld, 1970).

For several reasons, these definitions of success may be a barrier to a woman's career success. First, by attempting to satisfy achievement needs in an area where there is little basis for judging success, the woman cannot really be evaluated objectively, but must satisfy this achievement motivation need from emotional feedback of others (Atkinson, 1964). Secondly, by achieving through family members and as a family member, a woman has little potential for development of self-esteem and a sense of her own ability to achieve, which are necessary for career success. These definitions of success, then, create problems for the woman working for either voluntary or involuntary reasons, as well as for the woman who enters the work force after her family role has been fulfilled. A woman in this



situation is often deficient in training and skills, and behind the work level of persons her own age; she usually hires in at low-status job position. For the reasons listed, then, the woman who defines success in terms of traditional female values may experience difficulties as a working woman (Ginzberg, 1966).

Women's expectations for success or failure are often a source of difficulty for working women. Research indicates that expectations for success or failure may affect behavior in achievement situations. Studies show that people with high expectations for success actually perform better on achievement tasks, due to a past history of success (Feather, 1966); the expectancy effect is also found in which people believe they will do poorly due to a past history of failure (Freize, et al., 1978). Since studies demonstrate the generally low expectancies of females of all ages in a variety of tasks and situations, women tend to have low expectancies of their performance. And, since expectations are important for determining the tasks or activities a person will attempt, "the generally lower expectancies of girls and women may well represent another barrier to high levels of achievement for women" (Freize, et al., 1978, p. 243).

Difficult for some to understand, but a very real and identified problem to many women, is fear. Common experiences among women have been listed by members of the Women in New Roles (WIN-R) program. They include being afraid to ask questions because people would think they were dumb; fear of being the oldest one in the office; fear of being

exposed as ignorant; being scared of machines and computers; failing (Holmquist, 1980). Sassen discusses "fear of competition" among women; she argues that "the climate of competition" among workers arouses anxiety in women that feel inadequate to compete. Sassen argues that in the existing institutions competition is "the only avenue to success" (Sassen, 1980, p. 13).

In addition to these general fears, there are more specific anxieties or fears of women: the fear of success and the fear of failure. In the 1970s when the federal government began to question why women were not being promoted into positions of higher authority, an interesting explanation emerged: "women fear success, especially in traditionally masculine fields." Some define "fear of success" as "neither a will nor a need to fail, but the ambivalence about the consequences of success" (Greenfeld and Wood, 1979, pp. 289-290). Others define fear of success as "a set of realistic expectancies about the negative consequences of deviancy from a set of norms" (Condry and Dyer, 1976, p. 67). In other words, "competence implies a lack of womanliness, just as failure threatens a sense of masculinity in men" (Barnett and Baruch, 1978, p. 14). Horner suggests that women fear success because of "the incompatibility between achievement and femininity."

A bright woman is caught in a double bind. In testing and other achievement-oriented situations she worries not only about failure, but also about success. If she fails, she is not living up to social expectations about the female role...For women, then, the desire to achieve is often contaminated by what I call the motive to avoid success (Horner, 1969, p. 38).

Further research suggests that fear of success is "not necessarily an internal motivational state, but may instead be a response to situational factors;" rather, fear of success seems to be a result of the belief that "success in nontraditional occupations is associated with negative consequences," and that sex role deviancy may yield, "punishment." They note, "successful females may experience obstacles and conflicts as a result of their occupational choices" (Lockheed, 1975, p. 49). Specific examples of fear of success for women or men include:

1. Fear of the unknown. What if my first book turns out to be a bestseller?
2. Fear that success does not fit your self-image. What's a poor girl from Brooklyn doing in such an exclusive social club?
3. Fear that people will not like you if you are successful. Men are intimidated by successful businesswomen.
4. Fear that your parents won't love you if you're more successful than they. I do not want my father to think I don't respect him.
5. Fear that success will make you vulnerable, cut into your free time or involve greater responsibility. If I take this job, I won't have time for my family.
6. Fear that to be successful is to fulfill our parents' wishes (and I'm angry with them for not showing me enough attention when I was a kid.)
7. Fear that you don't deserve success. I once cheated on an important homework assignment.
8. At the bottom of almost all these fears is a feeling that we're not OK (Rothschild, 1982, p. 10C).

Surely, fear of success in a sex role different from public expectation or combined with other fears is a difficulty encountered by working women in all job levels (Lockheed, 1975).

Although research is not extensive, anxiety or fear of failure in females seems to be an achievement inhibitor. Fear of failure is defined as "a tendency to feel shame given nonattainment of a goal;" in

other words, it is believed to be an "inhibitory factor" to keep people from attempting achievement activities because of the possibility of failure. Studies which measured fear of failure by utilizing anxiety scales, such as the most commonly used Mandler-Sarason Test Anxiety Questionnaire (Mandler and Sarason, 1952), showed that "an achievement-oriented person was not only high in achievement motivation, but was also low in fear of failure" (Atkinson, 1964). Montanelli and Hill conclude that the subject of "anxiety as an explanatory factor in understanding female achievement" deserves further research; but indications are that a high anxiety level, or fear of success, is "indeed debilitating for successful achievement behavior" (Montanelli and Hill, 1969, p. 121).

Yet another difficulty for working women deals with personality traits necessary for performance of job tasks. Since sex role stereotyping often directs females to develop "feminine" personality traits, development of more nontraditional female roles may pose a problem for many women. "Masculine attributes considered essential for work success" include ambition; decisiveness; rationality; goal-setting and planning ahead; proper emphasis rather than over-emphasis of the "task at hand;" task completion ability; ability to work with people regardless of the nature of personal relationships within the organization; and decision accuracy (Galligan and Riger, 1980). For example, Murningham discusses a manager's effectiveness as related to power. He defines power as "the capacity to mobilize resources (such as people and things)

and get things done." Traditionally, Murningham says that "men are stereotyped as powerful; women are viewed as powerless." Therefore, "regardless of their management backing, the job of getting people to take them seriously becomes twice as difficult" (Murningham, 1978, p.75). Trinchese discusses "the ability to deal with confrontations," an "imperative ability in a business situation." Although confrontations are "never comfortable," they often result "in a better understanding of the problem, tradeoffs, or compromises;" but "due to roles dictated from early childhood" this attribution has not been developed by many women (Trinchese, 1978-79, p. 71). Research indicates that the lack of certain identified personality characteristics necessary for a work role causes problems for female workers.

Quite similar to personality characteristics are work-related attitudes; like personality characteristics, lack of successful work-related attitudes create difficulties for women workers. Hennig and Jardim identify several of these attitudes to be viewing risk as an opportunity for success as well as failure (risk-taking); linking present work experiences to future career goals, rather than seeking fulfillment in the present position; planning for and committing to long-range earnings, rather than thinking only of immediate compensation (Hennig and Jardim, 1980). In a comparison of secondary school principals in Oregon, women appear to have lower career aspirations than men (Byrne, et. al., 1978). Unlike the men surveyed, 66.4 percent of the women "had no career plans or goals or indicated uncertainty re-

garding their plans" (Paddock, 1980, p. 2). Trinchese discusses the reasons for lack of career goals or plans, and for lack of commitment to long-range earning; while little boys are actively involved in sports and team activities, "little girls pair off" and "share dreams of love and romance for the time when Mr. Right comes along" (Trinchese, 1978-79, p. 17). "In spite of Women's Lib and ERA, many women are still living a Cinderella-like fantasy, waiting for their Prince Charmings to come along, sweep them off their feet, and guarantee the fairy-tale formula of living 'happily ever after' " (Brewer and Palm, 1981, p. 29).

In summary, Johnson lists thirty causes of failure as catalogued from the analysis of more than thirty thousand persons who were overtaken by failure. This list summarizes many of the internal difficulties experienced by women in the work force.

1. The habit of drifting through life without a definite major purpose;
2. Unfavorable physical heredity at birth;
3. Meddlesome curiosity in connection with other people's affairs;
4. Inadequate education;
5. Lack of self-discipline, generally manifesting itself through excesses in eating, drinking and sex relationships, and indifference toward opportunities for self-advancement;
6. Lack of ambition to aim above mediocrity;
7. Ill health, generally due to negative thinking and improper diet;
8. Unfavorable environmental influences during early childhood;
9. Lack of persistence in carrying through that which one begins;
10. A negative mental attitude in general;
11. Lack of control of the emotions;

12. The desire of something for nothing;
13. Failure to reach decisions promptly and definitely when all the facts necessary are at hand;
14. One or more of the seven basic fears: fear of poverty, fear of criticism, fear of ill health, fear of loss of love, fear of loss of liberty, fear of old age, fear of death;
15. Poor selection of a mate in marriage;
16. Over-caution in business and professional relationships, or lack of any caution whatsoever;
17. Wrong choice of associates in business;
18. Wrong selection of a vocation or occupation;
19. The habit of indiscriminate spending without a budget control of income and expenditures;
20. Failure to budget and properly use TIME;
21. Lack of control over the tongue;
22. Intolerance;
23. Failure to cooperate with others in a spirit of harmony where cooperation is an essential element for success;
24. The possession of power or wealth that was neither earned nor merited;
25. Lack of the spirit of loyalty where loyalty is due;
26. Egotism and vanity without control;
27. The habit of forming and expressing opinions not based upon facts;
28. Lack of vision and imagination;
29. A desire for revenge for real or imaginary grievances;
30. Unwillingness to follow the habit of GOING THE EXTRA MILE (Johnson, 1980).

## CHAPTER 3

### PLANNING AND CONDUCTING THE STUDY

#### Methodology of Data Collection

The instrument used in this study was a survey questionnaire developed by the investigator. The questionnaire was designed to gather data in three areas: demographic information, perceived attributions leading to career success among women managers or administrators, and perceived career difficulties among women managers or administrators.

The demographic information provides general data about each respondent including age, marital status, education, profession or career area, years of employment in present position, and years of employment in administration or management.

The perceived attributions and difficulties for the questionnaire were selected from common researched attributions and difficulties of employed women in all levels and areas of employment. Since the questionnaire was designed to explore the perceived attributions and difficulties of women in leadership positions in various types of career enterprises, the researcher interviewed a population of women in leadership positions in the metroplex area. Due to expressed interest by women managers or administrators in the metroplex area but outside the city of Arlington, the population included Collin, Dallas, Denton, and Tarrant Counties. The employment areas of study included



education, business, merchandising, and women in independent professions.

Education, "the process of training and developing the knowledge, skill, mind, character, etc., especially by formal schooling; teaching; training" (Gove, 1971, p. 461) included public education, higher education, and private education in this study. Each female administrator at The University of Texas at Arlington was provided with a questionnaire and randomly selected female administrators in area public and private schools were also provided with questionnaires. Eighty-seven questionnaires were distributed to female educators; fifty-nine of these questionnaires were returned.

Business refers to persons in a "commercial or industrial establishment, enterprise; factory, bank, etc." (Gove, 1971, p. 197); or "company, firm, office,...enterprise, organization" (Landau, 1977, p. 86). Ninety-four questionnaires were distributed to female business managers; business managers who responded numbered fifty-nine and included members of a variety of organizations. Merchandising describes persons who "buy and sell; trade or traffic goods to seek further sales or use of by attractive presentation or publicity" (Gove, 1971, p. 920); or persons who "sell, vend, market (sale)" (Lewis, 1964, p. 309). Ninety-nine questionnaires were distributed to merchandising managers; the forty-seven who responded include managers or owners of local enterprises. Independent professions encompass persons in a "vocation or occupation requiring advanced training in some liberal

art or science, and usually involving mental rather than manual work, as teaching, engineering, writing, especially medicine, law, or theology" (Gove, 1971, p. 1163) and "not connected or related to another or to a group; separate" (Gove, 1971, p. 741). Sixty-seven independent women professionals were given the opportunity to participate; forty-six responded.

In order to test the questionnaire for clarity and ease of completion, permission was granted and a pilot study was conducted (Appendix A). Questionnaires were distributed to all female administrators employed by the Hurst-Euless-Bedford Independent School District (Appendix B); thirty seven of the sixty-two distributed questionnaires were returned prior to data analysis. Data analysis describes the mode for all respondents to be age 43, married with two children, employed thirteen years in her present profession and employed four years in her present position. The women range in age from 32 to 59, with a range of four to thirty years in the education profession, and two to twenty years in her present position. The majority of women responded that there are many "very important" attributions; these include ability, competence in profession, competence in professional skills, effort, conversational skills, courtesy, decision-making ability, diligence, emotional control, flexibility, fondness for people, honor, interpersonal skills, fairness, observation, perceptiveness, positive mental attitude, problem solving ability, self-concept, and honesty. Attributions listed as "important" were ambition, belief

in the existence of a supreme being, charity, compassion, considerateness, creativity, education, generally pleasing personality, goal-setting, good showmanship, individualistic, intelligence, loyalty, moderation in all habits, patience, personal appearance, pleasant facial expression, pleasing voice, quiet time, self-reliance, sense of humor, supportive family, task characteristics, and work experience. Respondents said a close father-child relationship "does not apply." Regarding work difficulties, respondents cite only "societal traditional roles of the woman as a support person" and "lack of time for performance of all roles" as "moderate problems" and all other listed difficulties as "not a problem." After analysis of the data the questionnaire was changed to accomodate suggestions made by the pilot study respondents; clarification of terms, definition of terms used in instructions, numbering of questionnaire pages and items, and changes in statements of demographic data were implemented (Appendix C).

After revision of the instrument, the questionnaire was in the form of a four-item packet: (1) Letter of Explanation (Appendix D); (2) General Data Questionnaire (Appendix E); (3) questionnaire for this study regarding perceived attributions leading to career success among women managers or administrators; (4) questionnaire for this study regarding problems encountered by women managers or administrators. The primary consideration regarding the physical form of the instrument was to provide subjects with an easily answerable, clear questionnaire (Appendix E).

Upon completion of the instrument, the researcher contacted liaison persons in each of the areas to secure names of the female administrators in the organization; all subjects referred were offered the opportunity to take part in the study. The liaison persons were recommended to the researcher from either a personnel director in an organization or other officials recommended by the organization. The questionnaire was administered to groups and individuals recommended by the liaison persons; investigation approval was secured from The University of Texas at Arlington, and verbally from persons in the business and merchandising areas (Appendix F). Women in independent professions were contacted for their voluntary consent. The nature of the research was explained to the subjects and they were given the option to receive a copy of the data results at a later date if they so requested. It was explained that in the research report and any publications arising from the study, names of the participants will remain unknown. Data from all questionnaires were merged into the total results and included in the research report. Women in a variety of administrative job titles and types of positions in numerous companies and organizations responded to the questionnaire (Appendix G).

#### Statistical Analysis

A Likert-type scale (Kerlinger, 1973, p. 496) was used to measure degrees of perceived attributions leading to career success and problems encountered among women managers or administrators in various types of career enterprises. For each question, there are five values

of "importance" or "problem" on the scale; the numbers from zero to four indicate the degree of value or perception of the "importance" or "problem" to the subject. The lowest value on the scale is zero; it indicates that the attribution or problem has no value or application to the perception of the respondent. The next value on the scale is one; it indicates that the attribution is "not important" or the problem is a "small problem." The next value on the scale is number two; it indicates the attribution is "moderately important," or the problem is a "moderate problem." The number three on the scale indicates the attribution is "important" or the problem is a "large problem;" the number four on the scale indicates the attribution is "very important" or the problem is a "very large problem."

Proportions in each category (0, 1, 2, 3, 4) were computed from the measure of Likert scales for each attribution and problem given. The proportions were also computed for respondents in each career area (business, education, merchandising, and independent professions) for each attribution and problem.

To test all hypotheses the discriminant analysis procedure was used; the discriminant analysis procedure provided the basis for acceptance or rejection of each of the hypotheses at the .05 level of confidence.

To test for significant career area differences on each item the discriminant analysis procedure was used. This procedure examined the significance of the relationship between the nominal scale area (such

as business, education, merchandising, independent professions) and crude ordinal scale values (such as degree or seriousness of the problem, or degree or importance of the attribution) for each item. A chi square analysis was used to determine significant relationships between the mean scores of women executives in the four career areas on each item. The canonical discriminant function analyses were also completed on the ordinal sets to determine whether there were any underlying dimensions which were measured by selected sub-sets of items. Of the functions, differences of significance were tested using the natural logarithm method.

## CHAPTER 4

### ANALYSES AND FINDINGS

In this chapter findings of the analyses computed from the statistical data are presented. This chapter is divided into three parts. The first part consists of an analysis of the basic hypotheses and hypotheses one to twelve. In the second part analyses of differences within career areas on each item are discussed. The third part describes thematic responses within each career area for selected items.

In Chapter 4, tables are presented and discussed for only those attributions and problems for which the discriminant analysis produces significant differences below the .05 level of confidence. Data for all items are found in Appendices H and I.

The purposes of this study are to identify attributions of women leaders as perceived by the women leaders themselves and to identify problems encountered by women in management positions as perceived by the women themselves. Specific questions were asked of the participants, such as: "Regarding your personal career and managerial or administrative position, what are your attributions (reasons for success) in your own career? Regarding your personal career and work, how difficult are the following past or present problems to you?" From these questions the twelve hypotheses were formed; these hypotheses are stated in the alternative form. Based upon the findings of this

study, conclusions and recommendations for women seeking or currently holding management positions are stated in Chapter 5.



PART I

ANALYSES OF RELATIONSHIPS BETWEEN  
PERCEIVED ATTRIBUTIONS OR PERCEIVED  
DIFFICULTIES AND CAREER AREAS

The discriminant analysis procedure was used to test all hypotheses. This procedure indicates that while there is a significant difference between the four career groups on nine selected items, there was no significant difference on eighty-one items, which constitute a majority of the items.

Basic Hypothesis One states that: "There will be a significant relationship in perceived attributions leading to career success among women managers or administrators in various types of career enterprises." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived attributions leading to career success among women managers or administrators in various types of careers (Table 16.5).

Basic Hypothesis Two states that: "There will be a significant relationship in perceived problems leading to career difficulty among women managers or administrators in various types of career enterprises." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived problems leading to career difficulty among women managers or administrators in various types of careers (Table 17.5).

Hypothesis One states that: "There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women administrators in business."

This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived attributions leading to career success between women leaders in education and women leaders in business (Table 16.5).

Hypothesis Two states that: "There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women in independent professions."

This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived attributions leading to career success between women leaders in education and women in independent professions (Table 16.5).

Hypothesis Three states that: "There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women administrators in merchandising." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived attributions leading to career success between women administrators in education and women administrators in merchandising (Table 16.5).

Hypothesis Four states that: "There will be a significant relationship in perceived attributions leading to career success between

women administrators in business and women in independent professions."

This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived attributions leading to career success between women administrators in business and women in independent professions (Table 16.5)

Hypothesis Five states that: "There will be a significant relationship in perceived attributions leading to career success between women administrators in business and women administrators in merchandising." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived attributions leading to career success between women leaders in business and women leaders in merchandising (Table 16.5).

Hypothesis Six states that: "There will be a significant relationship in perceived attributions leading to career success between women administrators in merchandising and women in independent professions." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived attributions leading to career success between women leaders in merchandising and women in independent professions (Table 16.5).

Hypothesis Seven states that: "There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women administrators in business." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relation-

ship in perceived problems leading to career difficulty between women leaders in education and women leaders in business (Table 17.5).

Hypothesis Eight states that: "There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women in independent professions." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived problems leading to career difficulty between women leaders in education and women in independent professions (Table 17.5).

Hypothesis Nine states that: "There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women leaders in merchandising." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived problems leading to career difficulty between women leaders in education and women leaders in merchandising (Table 17.5).

Hypothesis Ten states that: "There will be a significant relationship in perceived problems leading to career difficulty between women administrators in business and women in independent professions." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived problems leading to career difficulty between women leaders in business and women in independent professions (Table 17.5).

Hypothesis Eleven states that: "There will be a significant

relationship in perceived problems leading to career difficulty between women administrators in business and women administrators in merchandising." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived problems leading to career difficulty between women administrators in business and women administrators in merchandising (Table 17.5).

Hypothesis Twelve states that: "There will be a significant relationship in perceived problems leading to career difficulty between women administrators in merchandising and women administrators in independent professions." This hypothesis is accepted, based on the discriminant analysis. This procedure indicates that there is a significant relationship in perceived problems leading to career difficulty between women administrators in merchandising and women in independent professions (Table 17.5).

## PART II

### ANALYSES OF RESPONSES ON RELATIONSHIPS BETWEEN CAREER AREAS

To test for significant group differences on each item of the questionnaire, a discriminant analysis was completed. Also on each item a chi square was utilized to compare the mean scores of women executives in the four groups of managers. Data concerning the chi square analysis and the discriminant analysis are shown together in Tables 1-7; 10; 11. Among the 48 attributions for success, significant career area differences are found for these attributions, listed in descending order of significance:

Education

Latent or low marriage or family priorities

Compassion (understanding, empathy)

Loyalty

Self-reliance

Benevolence (unselfishness, goodwill)

Belief in the existence of a supreme being.

Regarding "Education," Item Sixteen, two groups rated "Education" as "very important" and "important" whereas the other two groups regarded it with less importance. No leader in the education career area rated "Education" lower than "important" (49.2% for "very important" and 50.8% for "important"). Respondents in the independent profession area were next to highest in the ratings of education as an attribute

for success. From independent professions, the two top ratings of "very important" (47.8%) and "important" (32.6%) total 80.4% of respondents in this career group. By contrast, fewer respondents in merchandising (19.1% for "very important" and 42.6% for "important") or in business (18.6% for "very important" and 59.3% for "important") used the higher ratings. The discriminant analysis produces a Wilks' lambda of 0.87;  $p = .0001$  (Table 1, p. 87). The chi square is 44.74;  $p = .0001$  (Table 1, p. 87).

Item Twenty-eight is "latent or low marriage or family priorities;" merchandising regards this with more importance than the other career areas of business, independent professions, and education. Merchandising shows the total of "very important" and "important" responses to be 48.9% compared to 30.4% in independent professions, 28.8% in business, and 17.0% in education. Response to "slightly important" is rated 28.3% (independent professions), 23.4% (merchandising), 22.0% (business), and 18.6% (education). The discriminant analysis produces a Wilks' lambda of 0.80;  $p = .0001$  (Table 2, p. 88). The chi square is 24.41;  $p = .0179$  (Table 2, p. 88).

Regarding Item Six, "Compassion (understanding, empathy)" the merchandising respondents regard this as less important to their profession than do the other career areas. For example, responses of "very important" and "important" total 95.2% for independent professions, 94.9% for education, 91.6% for business, and 78.7% for merchandising. Merchandising numbers 14.9% for "slightly important" compared to 6.8%

Table 1

## Relationship of Four Career Area Responses to Item Sixteen: Education

Perceptions of the Attribution	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	f	%	f	%	f	%	f	%	
Does Not Apply	4	6.8	0	0.0	1	2.1	1	2.2	2.8
Not Important	2	3.4	0	0.0	5	10.6	2	4.3	4.3
Slightly Important	7	11.9	0	0.0	12	25.5	6	13.0	11.8
Important	35	59.3	30	50.8	20	42.6	15	32.6	47.4
Very Important	11	18.6	29	49.2	9	19.1	22	47.8	33.6
Column Totals	59		59		47		46		100.0

$$\chi^2 = 44.74$$

$$\text{Wilks' lambda} = 0.87$$

$$df = 12$$

$$df = 3$$

$$\text{Significance} = .0001 (p < .05)$$

$$\text{Significance} = .0001 (p < .05)$$



Table 2  
Relationship of Four Career Area Responses to Item Twenty-Eight:  
Latent or Low Marriage or Family Priorities

Perceptions of the Attribution	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Does Not Apply	19	32.2	20	33.9	9	19.1	7	15.2	26.1
Not Important	10	16.9	18	30.5	4	8.5	12	26.1	20.9
Slightly Important	13	22.0	11	18.6	11	23.4	13	28.3	22.7
Important	11	18.6	8	13.6	14	29.8	11	23.9	20.9
Very Important	6	10.2	2	3.4	9	19.1	3	6.5	9.5
Column Totals	59		59		47		46		100.0
$\chi^2 = 24.41$									
Wilks' lambda = 0.80									
df = 12									
df = 3									
Significance = .0179 (p < .05)									
Significance = .0001 (p < .05)									

5.1%, and 4.3% for business, education and independent professions respectively. The discriminant analysis of this item produces a Wilks' lambda of 0.63;  $p = .0001$  (Table 3, p. 90). The chi square of this item is 17.29;  $p = .1391$  (Table 3, p. 90). This item is significantly different based on the discriminant analysis.

"Loyalty," Item Twenty-nine, is regarded with greater importance by merchandising than the other career areas. Total response of "very important" and "important" is 93.6% in merchandising, 86.5% in business, 83.1% in education, and 69.6% in independent professions. The response to "slightly important" is 17.4%, 13.6%, 11.9%, and 4.3% for independent professions, education, business, and merchandising.

"Loyalty" is rated lower, therefore, by the respondents in the independent professions than by the other three groups. A discriminant analysis of this item produces a Wilks' lambda of 0.57;  $p = .0001$  (Table 4, p. 91). The chi square of this item is 27.05;  $p = .0076$  (Table 4, p. 91).

An analysis of Item Forty-one, "self-reliance," shows that this item is "very important" and "important" to a total of 100.0% of business, 99.4% of independent professions, 98.3% of education, and 93.6% of merchandising; therefore, this item is important to all career groups. Response to "slightly important" is only 1.7% for education and 6.4% for merchandising. There is no response by any group to "not important" or "not applicable" for this item. A discriminant analysis

Table 3

Relationship of Four Career Area Responses to Item Six: Compassion (Understanding, Empathy)

Perceptions of the Attribution	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Does Not Apply	0	0.0	0	0.0	1	2.1	0	0.0	0.5
Not Important	1	1.7	0	0.0	2	4.3	0	0.0	1.4
Slightly Important	4	6.8	3	5.1	7	14.9	2	4.3	7.6
Important	25	42.4	22	37.3	16	34.0	12	26.1	35.5
Very Important	29	49.2	34	57.6	21	44.7	32	69.6	55.0
Column Totals	59		59		47		46		100.0
$\chi^2 = 17.29$									
Wilks' lambda = 0.63									
df = 12									
df = 3									
Significance = .1391 (p > .05)									
Significance = .0001 (p < .05)									

Table 4

Relationship of Four Career Area Responses to Item Twenty-nine: Loyalty

Perceptions of the Attribution	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Does Not Apply	1	1.7	1	1.7	1	2.1	1	2.2	1.9
Not Important	0	0.0	1	1.7	0	0.0	5	10.9	2.8
Slightly Important	7	11.9	8	13.6	2	4.3	8	17.4	11.8
Important	25	42.4	29	49.2	14	29.8	17	37.0	40.3
Very Important	26	44.1	20	33.9	30	63.8	15	32.6	43.1
Column Totals	59		59		47		46		100.0
$\chi^2 = 27.05$ Wilks' lambda = 0.57									
df = 12 df = 3									
Significance = .0076 (p < .05) Significance = .0001 (p < .05)									

produces a Wilks' lambda of 0.55;  $p = .0001$  (Table 5, p. 93). The chi square is 10.46;  $p = .1066$  (Table 5, p. 93). This item is significantly different, based on the discriminant analysis.

Item Four, "Benevolence (unselfishness, goodwill)" is "very important" and "important" to a majority of all career areas. This item is rated to total 83.0% (merchandising), 76.3% (education), 74.6% (business), and 71.8% (independent professions). There is a wide range of difference for this item when regarded as "slightly important," with 22.0% response in business, 15.3% response in education, 12.8% response in merchandising, and 8.7% response in independent professions. The discriminant analysis of this item produces a Wilks' lambda of 0.52;  $p = .0001$  (Table 6, p. 94). The chi square of this item is 18.07;  $p = .1135$  (Table 6, p. 94). This item is significant based on the discriminant analysis.

In regard to Item Three, "Belief in the existence of a supreme being," two groups rate this attribution higher than the other two groups. Merchandising (78.7%) and education (72.9) respond higher to the "very important" and "important" ratings than do the business (57.7%) and the independent profession (58.7%) career areas. The discriminant analysis produces a Wilks' lambda of 0.50;  $p = .0001$  (Table 7, p. 95). The chi square is 14.51;  $p = .2695$  (Table 7, p. 95). This item is significantly different, based on the discriminant analysis.

Table 5

Relationship of Four Career Area Responses to Item Forty-one: Self-reliance

Perceptions of the Attribution	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Does Not Apply	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Not Important	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Slightly Important	0	0.0	1	1.7	3	6.4	0	0.0	1.9
Important	17	28.8	22	37.3	14	29.8	10	21.7	29.9
Very Important	42	71.2	36	61.0	30	63.8	36	78.3	68.2
Column Totals	59		59		47		46		100.0
$\chi^2 = 10.46$ Wilks' lambda = 0.55									
df = 12 df = 3									
Significance = .1066 (p > .05) Significance = .0001 (p < .05)									

Table 6

Relationship of Four Career Area Responses to Item Four: Benevolence (Unselfishness, Goodwill)

Perceptions of the Attribution	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Does Not Apply	2	3.4	3	5.1	2	4.3	6	13.0	0.5
Not Important	0	0.0	2	3.4	0	0.0	3	6.5	1.4
Slightly Important	13	22.0	9	15.3	6	12.8	4	8.7	7.6
Important	24	40.7	28	47.5	17	36.2	20	43.5	35.5
Very Important	20	33.9	17	28.8	22	46.8	13	28.3	55.0
Column Totals	59		59		47		46		100.0

$\chi^2 = 18.07$

Wilks' lambda = 0.52

df = 12

df = 3

Significance = .1135 (p > .05)

Significance = .0001 (p < .05)

Table 7  
Relationship of Four Career Area Responses to Item Three:  
Belief in the Existence of a Supreme Being

Perceptions of the Attribution	Career Area								Row Total
	Business		Education		Merchandising		Independent Profession		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Does Not Apply	14	23.7	7	11.9	3	6.4	7	15.2	14.7
Not Important	5	8.5	6	10.2	3	6.4	5	10.9	9.0
Slightly Important	6	10.2	3	5.1	4	8.5	7	15.2	9.5
Important	9	15.3	16	27.1	9	19.1	6	13.0	19.0
Very Important	25	42.4	27	45.8	28	59.6	21	45.7	47.9
Column Totals	59		59		47		46		100.0
X <sup>2</sup> = 14.51 Wilks' lambda = 0.50									
df = 12 df = 3									
Significance = .2695 (p > .05) Significance = .0001 (p < .05)									



The discriminant analysis did not disclose any significant career area differences for the other thirty-nine listed attributions. The group mean and grand mean response for these items as determined by the chi square analysis, including those significantly different items, based on the discriminant analysis, are shown (Appendix H). The attributions listed to be "very important" and "important" by all four groups, as determined by the group mean for each item, are identified (Table 8, p. 97). Those items listed as "very important" and "important" by selected groups are also listed (Table 9, p. 100).

Among the forty listed problems at work, significant career area differences are found for these work problems, listed in descending order of significance:

Structure of the organization or company

Lack of intelligence.

Item Sixty-one, "Structure of the organization or company" is not "a very large problem" or a "large problem" to a great percentage of any group, but the total of women in business (17.0%) and education (15.3%) rate it higher than the total of women in independent professions (4.4%) or merchandising (0.0%). This item is a "moderate problem" in all groups, education (23.7%), business (22.0%), independent professions (19.6%), and merchandising (14.9%). The majority of women agree that it is "not a problem" or "does not apply" with a total of 85.1% (merchandising), 76.1% (independent professions), 61.1% (education), and 61.0% (business). The discriminant analysis of this item produces a Wilks' lambda of 0.73;  $p = .0001$  (Table 10, p. 102). The

Table 8

Attributions Listed As "Very Important" and "Important" By All Areas

Attributions for Success	"Very Important" and "Important"
1. Ability	X
2. Ambition (desire for success)	X
3. Belief in the existence of a supreme being	
4. Benevolence (unselfishness, goodwill)	
5. Close father-child relationship	
6. Compassion (understanding, empathy)	X
7. Competence in profession	X
8. Professionalism (ethics, responsibility)	X
9. Concentration of purpose (effort)	X
10. "Considerateness" (consideration of others)	X
11. Conversational skills	X
12. Courtesy	X
13. Creativity (creative thinking)	X
14. Decision-making ability	X
15. Diligence (perseverance)	X
16. Education	
17. Emotional control	X

Table 8  
(Continued)

Attributions for Success	"Very Important" and "Important"
18. Flexibility (versatility)	X
19. Fondness for people	X
20. Generally pleasing personality	X
21. Goal-setting	X
22. Good showmanship	
23. Honor; dignity; principles	X
24. Individualistic, independent	X
25. Intelligence	X
26. Interpersonal skills	X
27. Justice (fairness)	X
28. Latent or low family or marriage priorities	
29. Loyalty	
30. Moderation in all habits	
31. Observation (alertness)	X
32. Patience	X
33. Perceptiveness	X
34. Personal, physical appearance	X
35. Pleasant facial expression	X
36. Pleasing voice	X

Table 8  
(Continued)

Attributions for Success	"Very Important" and "Important"
37. Positive mental attitude	X
38. Problem solving ability	X
39. Quiet time (time alone for thinking)	
40. Self-concept, self-confidence	X
41. Self-reliance	X
42. Sense of humor	
43. Supportive parents, family	
44. Task characteristics, ease or difficulty of duties	
45. Truthfulness, honesty, sincerity	X
46. Work history, work experience	
47. Health	X
48. Commitment to regular physical exercise	

Table 9

Attributions Listed As "Very Important" and "Important" To Selected Groups

Item	Career Area			
	Business	Education	Merchandising	Independent Professions
Benevolence	X		X	
Belief in the existence of a supreme being			X	
Education		X		X
Good showmanship			X	
Loyalty	X	X	X	
Quiet time	X	X		X
Sense of humor	X	X		X
Supportive parents, family		X	X	X
Work history, work experience	X	X		

chi square of this item is 18.88;  $p = .0914$ . This item is significantly different, based on the discriminant analysis (Table 10, p. 102).

Response to Item Eighty-five, "Lack of intelligence" is interesting; the education and merchandising groups respond with 0.0% to both "very large problem" and "large problem." Business responds with a total of 5.1% to "very large problem" and "large problem," and independent professions respond with 2.2%. The majority of respondents in all four career groups rate this item as a "small problem" or "not a problem," 100.0% (education), 97.9% (independent professions), 95.8% (merchandising), and 88.2% (business). The discriminant analysis of this item produces a Wilks' lambda of 0.68;  $p = .0001$  (Table 11, p.103). The chi square is 20.94;  $p = .0513$  (Table 11, p. 103).

There are no significant career area differences for the other thirty-eight listed work problems, as determined by the discriminant analysis. The group mean and grand mean response for these items as determined by the chi square analysis, including those significantly different items are shown (Appendix 1). There are no problems listed as "very large problem," "large problem," or "moderate problem" by all four career areas. Those items listed by all four groups as "small problems" are indicated in Table 12 (p. 104).

Table 10

Relationship of Four Career Area Responses to Item Sixty-one:  
Structure of the Organization or Company

Perceptions of the Problem	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Not a Problem	25	42.4	28	47.5	33	70.2	30	65.2	55.0
Small Problem	11	18.6	8	13.6	7	14.9	5	10.9	14.7
Moderate Problem	13	22.0	14	23.7	7	14.9	9	19.6	20.4
Large Problem	7	11.9	5	8.5	0	0.0	1	2.2	6.2
Very Large Problem	3	5.1	4	6.8	0	0.0	1	2.2	3.8
Column Totals	59		59		47		46		100.0
$\chi^2 = 18.88$		df = 12		Significance = .0914 (p > .05)					
Wilks' lambda = 0.73		df = 3		Significance = .0001 (p < .05)					

Table 11

Relationship of Four Career Area Responses to Item Eighty-five:  
Lack of Intelligence

Perceptions of the Problem	Career Area								Row Total
	Business		Education		Merchandising		Independent Professions		
	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	<u>f</u>	%	
Not a Problem	43	72.9	57	96.6	42	89.4	40	87.0	86.3
Small Problem	9	15.3	2	3.4	3	6.4	5	10.9	9.0
Moderate Problem	4	6.8	0	0.0	2	4.3	0	0.0	2.8
Large Problem	2	3.4	0	0.0	0	0.0	0	0.0	0.9
Very Large Problem	1	1.7	0	0.0	0	0.0	1	2.2	0.9
Column Totals	59		59		47		46		100.0
$\chi^2 = 20.94$									
Wilks' lambda = 0.68									
df = 12									
df = 3									
Significance = .0513 (p > .05)									
Significance = .0001 (p < .05)									



Table 12

Items Listed As A "Small Problem" By All Career Areas

Work Problems	"Small Problem"
50. "Expected societal" role of the woman as a support person for others	X
51. Physical performance of a "traditional" role and a worker role	X
52. Performance of "non-feminine" activities necessary in worker role	
53. Lack of involvement and encouragement by your family and parents for your career aspirations	
54. Accepted female role "to be good, to please"	
55. Lack of successful female role models	
56. Lack of skills due to inadequate work experience	
57. Lack of skills due to inadequate education	
58. Discriminatory attitudes toward women workers	
59. Sex-role stereotyping of performance	
60. Discriminatory work practices such as evaluations, salaries, promotions	
61. Structure of the organization or company	
62. Disapproval of family, friends, others	

Table 12  
(Continued)

Work Problems	"Small Problem"
63. Lack of time for performance of all roles	X
64. Exclusion from informal contacts among male executives	
65. Lack of money	X
66. Physical attractiveness	
67. Physical unattractiveness	
68. Too old	
69. Too young	
70. Lack of achievement motivation	
71. Personal definition of success	
72. Low personal expectations of success	
73. Fear of success	
74. Fear of failure	
75. Lack of decision-making ability	
76. Irrationality	
77. Lack of goal setting and planning ahead	
78. Improper emphasis of tasks at hand	
79. Inability to complete tasks	
80. Inaccuracy of decisions	

Table 12  
(Continued)

Work Problems	"Small Problem"
81. Inability to work with people due to personal relationships	
82. Inability to take risks	
83. Lack of future career goals	
84. Lack of commitment to your own long-range earning	
85. Lack of intelligence	
86. Lack of ability	
87. Lack of competence	
88. Reliance (dependence) on income of husband	
89. Preference of fewer work hours over increased income	

PART III

ANALYSES OF RELATIONSHIP BETWEEN  
CAREER AREA AND THEMATIC RESPONSES

The canonical discriminant function was utilized to reveal whether specific patterns or themes within the response items are indicated for each group. The canonical discriminant function analysis yielded three independent functions. Examination of those items which significantly loaded on these functions indicates that Function One, Function Two, and Function Three were best identified as: internal versus external, self-worth versus company-worth, and self-growth versus career-growth, respectively.

In Function One, internal (individual initiative) versus external, the education and independent profession career areas are identified with the internal-related items whereas the business and merchandising areas are identified with the external-related items. In other words, women in education and independent professions respond that internal attributes that one develops himself are more important to success than external qualities or conditions which other people help determine or develop; women in business and merchandising respond that external conditions have been more instrumental in their success. The canonical discriminant function analysis of Function One produces a significant difference far below the .05 level (.0001) (Table 13, p. 109)

Function Two, self-worth versus company-worth, associates women in education and independent professions to value self-importance, or doing for and by self, while women in merchandising and business value company importance, or doing for the company and co-workers. The canonical discriminant function analysis of Function Two produces a significant difference below the .05 level (.0001) (Table 13, p. 109).

In Function Three, self-growth versus career-growth, business and merchandising are identified with career growth whereas education and independent professions are identified with self growth. The canonical discriminant function analysis of Function Three produces a significant difference of .0003, significant at the .001 level (Table 13, p. 109).

Regarding the nine items which were answered significantly differently by the respondents, the business and merchandising women value similar attributions and the education and independent profession women value similar attributions. Women in business and merchandising respond that items related to work or company importance, conditions created or developed by others, and qualities developed for career growth have been more important in their career success than items related to self-worth, self-growth, and internal conditions.

A discriminant analysis procedure was used to determine the nine significantly different items, and the natural logarithm method was used to convert scores to critical chi square values in order to test all possible career area differences for the nine items. This pro-

Table 13  
Canonical Discriminant Functions

Function	Eigen Value	Canonical Correlation	Wilks' Lambda	Significance
1	0.45044	0.5572732	0.5059764	0.0001*
2	0.19120	0.4006417	0.7338890	0.0001*
3	0.14389	0.3546659	0.8742121	0.0003*

Function One = internal vs. external

Function Two = self-worth vs. company-worth

Function Three = self-growth vs. career-growth

\* p < .0001

cedure indicates that there is a significant difference between the following career pairs: business vs. education; business vs. independent professions; business vs. merchandising; merchandising vs. education; and merchandising vs. independent professions. There is no significant difference between the education and independent profession career areas for these nine items (Table 14, p. 111).

Table 14

Relationship of Career Pairs On Items 16,28, 61, 85, 6, 29, 41, 4, 3

Career Pairs	Natural Logarithm Total	Natural Logarithm Total x 2
Business vs. Education	18.5694	37.1388*
Business vs. Merchandising	16.0786	32.1572*
Business vs. Independent Professions	17.0911	34.1822*
Education vs. Merchandising	23.4162	46.8324*
Education vs. Independent Professions	11.8913	23.7826
Merchandising vs. Independent Professions	16.2275	32.4550*
critical $\chi^2 = 28.869$	df = 8	*p < .05



## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter data from the study of 211 women managers or administrators are summarized and discussed. In the first section, the general overview of procedures is presented. In the second section a summary of statistical analyses is given. The results of statistical analyses serve as a basis for the third section, in which conclusions and recommendations are stated.

#### General Overview of Procedures

This study included the questionnaires of 211 women managers or administrators in the metroplex area. Respondents were interviewed individually or in groups. The investigator was a female administrator in education, in the metroplex area. Each respondent answered questions about attributions for her career success and problems encountered as a female worker.

Results of the surveys were analyzed on the Texas Woman's University computer, using the discriminant analysis and the chi square analysis followed by the canonical discriminant function analysis.

#### Summary of Statistical Analyses

In this section the hypotheses are reviewed. The first group of hypotheses concern whether or not there is a significant relationship between the career area of respondents and their perceptions of attri-

butions. The second group of hypotheses state whether or not there is a significant relationship between the career area of respondents and their perceptions of work difficulties. All twelve hypotheses are accepted in the alternate form, as are the basic hypotheses. This section also reviews the specific attributions and problems for which career area differences are found and the thematic responses on these items.

The first group of hypotheses are related to the following basic hypothesis.

Basic Hypothesis: There will be a significant relationship in perceived attributions leading to career success among women managers or administrators in various types of career enterprises.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis One: There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women administrators in business.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Two: There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women in independent professions.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Three: There will be a significant relationship in perceived attributions leading to career success between women administrators in education and women administrators in merchandising.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Four: There will be a significant relationship in perceived attributions leading to career success between women administrators in business and women in independent professions.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Five: There will be a significant relationship in perceived attributions leading to career success between women administrators in business and women administrators in merchandising.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Six: There will be a significant relationship in perceived attributions leading to career success between women administrators in merchandising and women in independent professions.

This hypothesis is accepted, based on the discriminant analysis.

The second group of hypotheses is related to the following basic hypothesis.

Basic Hypothesis: There will be a significant relationship in perceived problems leading to career diffi-

culty among women managers or administrators in various types of career enterprises.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Seven: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women administrators in business.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Eight: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women in independent professions.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Nine: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in education and women administrators in merchandising.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Ten: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in business and women in independent professions.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Eleven: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in business and women administrators in merchandising.

This hypothesis is accepted, based on the discriminant analysis.

Hypothesis Twelve: There will be a significant relationship in perceived problems leading to career difficulty between women administrators in merchandising and women in independent professions.

This hypothesis is accepted, based on the discriminant analysis.

The discriminant analysis indicates that there is no significant difference between the career areas on eighty-one items; there is a significant difference on nine items. The nine significantly different items, in descending order of significance, are:

Education

Latent or low marriage or family priorities

Compassion

Loyalty

Self-reliance

Benevolence

Belief in the existence of a supreme being.

The discriminant analysis of each of these items produces a significant difference at the .05 level.

The canonical discriminant function revealed that three independent functions or themes exist within the responses of each group; these are best identified as internal versus external, self-worth versus company-worth, and self-growth versus career-growth. On these nine items, women in business and merchandising respond favorably to items related to company worth, external conditions, and career growth; women in education and independent professions respond positively to items related to self worth, internal conditions, and self growth.

The natural logarithm method performed on these nine items indicates there is a significant difference between the following career pairs: business and education; business and independent professions; business and merchandising; merchandising and education; and merchandising and independent professions. There is no significant difference between the respondents in the education and the independent profession career areas, according to the natural logarithm method.

### Discussion

All hypotheses were accepted; for this instrument, there is a significant relationship in perceived attributions leading to career success and in perceived problems leading to career difficulty among women managers or administrators in various types of career enterprises. The attributions rated as "very important" and "important" by all four career areas were ability; ambition; compassion; competence in profession; professionalism; concentration of purpose; considerateness; conversational skills; courtesy; creativity; decision-making ability;

diligence; emotional control; flexibility; fondness for people, generally pleasing personality; goal-setting; honor, dignity, principles; individualistic, independent; intelligence; interpersonal skills; justice; observation; patience; perceptiveness; personal, physical appearance; pleasant facial expression; pleasing voice; positive mental attitude; problem solving ability; self-concept, self-confidence; self-reliance; truthfulness, honesty, sincerity; and health.

Attributions listed as "very important" and "important" by specific career areas are included; this list is determined by group means of the items. Education respondents include loyalty; education; quiet time; work history, work experience; sense of humor; and supportive family, parents. Business respondents include benevolence; loyalty; quiet time; sense of humor; work history, work experience. Merchandising respondents include belief in the existence of a supreme being; benevolence; good showmanship; loyalty; and supportive family, parents. Independent profession respondents include education; quiet time; sense of humor; and supportive family, parents.

Of the work problems, none of the items were listed as "very large problem," "large problem," or "moderate problem" by all four groups; the education area listed lack of time for performance of all roles as a "moderate problem." Only four items were listed by all career areas to be a "small problem." These items are "expected societal" role of the woman as a support person for others; physical performance of a "traditional" role and a worker role; lack of time for performance of all roles; and lack of money. All other items were answered as "not

a problem" by all career groups.

### Conclusions

The analysis of results indicates that the respondents in the four different career areas have similar attributions for success and similar but few work problems. It is interesting, however, that some attributions are "very important" and "important" to selected groups. More specifically, education is rated by the education and independent profession areas as "very important" and "important." Loyalty is rated highly by respondents in business, education and merchandising, but not by the respondents in the independent professions. Quiet time; work history, work experience; and sense of humor are all rated as "very important" and "important" by business, education and independent professions but not by respondents in merchandising. Merchandising rates belief in the existence of a supreme being and good showmanship to be important, whereas the other three groups do not rate these two attributions as important. Business and merchandising rate benevolence to be important; all areas but business rate supportive family, parents as important.

In regard to problems, the education area rates lack of time for performance of all roles as a "moderate problem;" no other problems are rated to be a "very large problem," "large problem," or "moderate problem." The four items rated by all groups as "small problems" are "expected societal" role of the woman as a support person for others; physical performance of a "traditional" role and a



worker role; lack of time for performance of all roles; and lack of money. All other items were "not a problem" to all career groups.

The conclusion is that there are no significant differences between career areas of respondents in regard to rating attributions for success and work problems. Generally, the women agree that the profile for career success includes ability; ambition; compassion; competence in profession; professionalism; concentration of purpose; considerateness; conversational skills; courtesy; creativity; decision-making ability; diligence; emotional control; flexibility; fondness for people; generally pleasing personality; goal-setting; honor, dignity, principles; individualistic, independent; intelligence; interpersonal skills; justice; observation; patience; perceptiveness; personal physical appearance; pleasant facial expression; pleasing voice; positive mental attitude; problem solving ability; self-concept, self-confidence; self-reliance; truthfulness, honesty, sincerity; and health.

The above listed attributions for success are evaluated to be "very important" and "important," despite the profile of work problems common to the four career groups. These problems, listed as "small," are "expected societal" role of the woman as a support person for others; physical performance of a "traditional" role and a worker role; lack of time for performance of all roles; and lack of money. Career groups indicate that other problems do not exist for their career group.

### Recommendations for Future Research

In order to help women be more successful and encounter fewer and less burdensome work problems, they should become knowledgeable and competent in the researched success principles. Research on programs, opportunities, and ways to effectively educate and inform present women workers as well as "future women workers," is necessary. Specific examples of recommendations for research, development and implementation are listed.

1. Because attributions can be developed and improved by an individual, it is recommended that elementary, secondary, and higher education teachers, administrators, and counselors should take courses of study on success principles and attributions for success, so they may serve as role models and teachers for others.
2. Consulting, guidance, counseling, parenting classes, and self-improvement services could be beneficial in helping all ages of persons develop attributions as well as deal with problems they encounter.
3. Classes on success principles for all levels of public and higher education students could be helpful to students of all ages.
4. Further research on this subject should be undertaken and made available and accessible for women of all ages.
5. Training and development programs made available for women at the place of employment should deal with this subject.
6. Classes in career education and career opportunities should be integrated into the school curriculum for children beginning in grade one.

7. Textbooks, magazines, newspapers, television, radio, movies should be changed to depict women and men in a variety of roles, jobs, interest areas, hobbies, etc., so as not to stereotype men or women; the media should strive to make "successful," "achieving" persons the product of living and practicing success principles.

8. Persons who develop legislation and organizational policy should become advocates of women. An example of this is the State Commission on the Status of Women, which identifies and recommends qualified women for appointment to state office; addresses issues of education, domestic violence, health, legal rights, child care, assault and discrimination; helps women train for non-traditional jobs; monitors the employment and economic status of women and the effects of legislation on women (Biondo, 1983).

9. Women administrators should serve as speakers, teachers, role models, and mentors for other women who aspire to similar positions.

10. Women in positions of power should make certain that other qualified women are fairly considered for employment and promotions.

11. Staff development programs should periodically address topics and activities designed to combat stereotyped attitudes among men and women.

12. Employers who support sex discrimination must be reported, investigated, and corrected. State and federal funds should be withheld from firms with discriminatory practices.

13. Managers must be trained in using objective job rating scales.

14. In order to hire and keep the "best people," employers must implement flexible time schedules for workers, opportunities to share jobs, and on site child care facilities.

APPENDIX A

INVESTIGATION APPROVAL FORM FOR PILOT STUDY

INVESTIGATION APPROVAL FORM FOR PILOT STUDY

I hereby authorize Donna C. Crenshaw to perform the following procedure:  
ask respondents to respond voluntarily to a questionnaire consisting  
of demographic data, personal attributions for success, and perceived  
work difficulties

I understand that participation is voluntary and responses are anonymous. Persons who have been selected and asked to respond voluntarily to the questionnaire include: all female administrators employed by  
the Hurst-Euless-Bedford Schools (counselors, diagnosticians, deans,  
principals, vice-principals, directors, coordinators, asst. super.)

Participation cannot harm the participants nor the H-E-B school  
district, since responses will remain anonymous. Questionnaires will be distributed on January 11, 1983. Completion time is approximately 15 minutes; completed questionnaires will be collected in the following manner: completed questionnaires will be  
returned to Donna Crenshaw via the A.E.P. through inner-school mail  
by January 19, 1983

Dissertation/Theses signature page is here.

To protect individuals we have covered their signatures.

## APPENDIX B

## QUESTIONNAIRE FOR PILOT STUDY

January 10, 1983

H.E.B. Administrator  
H.E.B. School District  
Bedford, Texas 76021

Dear Female Administrator:

I need your help. As a doctoral student at Texas Woman's University I am preparing to collect data for the completion of my dissertation. The purpose of the study is to analyze the attributions and work difficulties as perceived by women in management positions in the career areas of business, education, merchandising, and independent professions.

In attempting to determine the areas of improvement in the survey instrument, you have the experience and knowledge that is valuable to me. Any information that you could share regarding the questionnaire would be greatly appreciated. After collection of the pilot study comments and recommendations, it is my intent to improve the questionnaire based on your recommendations.

Certainly, response to the questionnaire is completely voluntary, but your input would be most helpful. Completion time is approximately fifteen minutes. The responses will remain anonymous, since names are not requested. I have enclosed an envelope addressed to the A.E.P. so that you might return the questionnaire by inner-school mail; if you wish to participate, could you please return the information by January 19, 1983. Your voluntary participation has been approved by Mr. Maurice Rawlings and Mr. Kenneth Frick.

If you would be interested in a summary of the study, I shall send a copy at your request. Thank you for your cooperation.

Donna Crenshaw

cc: Mr. Maurice Rawlings  
Mr. Kenneth Frick



## QUESTIONNAIRE

## GENERAL INFORMATION:

Age\_\_\_\_\_

Marital Status: Single\_\_\_\_\_

Married\_\_\_\_\_

Divorced\_\_\_\_\_

Separated\_\_\_\_\_

Widowed\_\_\_\_\_

Number of Children\_\_\_\_\_

Education: Years of School Education\_\_\_\_\_

Highest degree/diploma held\_\_\_\_\_

Profession/Career Area: Business\_\_\_\_\_

Education\_\_\_\_\_

Merchandising\_\_\_\_\_

Independent Profession (\_\_\_\_\_)  
please specify

Employment: Years of employment after high school\_\_\_\_\_

Years of employment in present profession\_\_\_\_\_

Years of employment in present level  
in your profession\_\_\_\_\_

Date\_\_\_\_\_

1. Regarding your managerial/administrative position, what are the attributions (reasons for success) in your career? Circle the appropriate number. Please answer all questions.

	Does not Apply	Not Important	Slightly Important	Important	Very Important
1. Ability. . . . .	0	1	2	3	4
2. Ambition (desire for success). . . . .	0	1	2	3	4
3. Belief in the existence of a supreme being. . . . .	0	1	2	3	4
4. Benevolence (charity). . . . .	0	1	2	3	4
5. Close father-child relationship. . . . .	0	1	2	3	4
6. Compassion (gentleness). . . . .	0	1	2	3	4
7. Competence in profession . . . . .	0	1	2	3	4
8. Competence in professional skills. . . . .	0	1	2	3	4
9. Concentration of purpose (effort). . . . .	0	1	2	3	4
10. Considerateness. . . . .	0	1	2	3	4
11. Conversational skills. . . . .	0	1	2	3	4
12. Courtesy . . . . .	0	1	2	3	4
13. Creativity . . . . .	0	1	2	3	4
14. Decision-making ability. . . . .	0	1	2	3	4
15. Diligence (perseverance) . . . . .	0	1	2	3	4
16. Education. . . . .	0	1	2	3	4
17. Emotional control. . . . .	0	1	2	3	4
18. Flexibility (versatility). . . . .	0	1	2	3	4
19. Fondness for people. . . . .	0	1	2	3	4

	Does Not Apply	Not Important	Slightly Important	Important	Very Important
20. Generally pleasing personality. . . . .	0	1	2	3	4
21. Goal-setting. . . . .	0	1	2	3	4
22. Good showmanship. . . . .	0	1	2	3	4
23. Honor; dignity; principles. . . . .	0	1	2	3	4
24. Individualistic, independent. . . . .	0	1	2	3	4
25. Intelligence. . . . .	0	1	2	3	4
26. Interpersonal skills. . . . .	0	1	2	3	4
27. Justice (fairness). . . . .	0	1	2	3	4
28. Latent or low family or marriage priorities. . . . .	0	1	2	3	4
29. Loyalty . . . . .	0	1	2	3	4
30. Moderation in all habits. . . . .	0	1	2	3	4
31. Observation (alertness) . . . . .	0	1	2	3	4
32. Patience. . . . .	0	1	2	3	4
33. Perceptiveness. . . . .	0	1	2	3	4
34. Personal, physical appearance . . . . .	0	1	2	3	4
35. Pleasant facial expression. . . . .	0	1	2	3	4
36. Pleasing voice. . . . .	0	1	2	3	4
37. Positive mental attitude. . . . .	0	1	2	3	4
38. Problem solving ability . . . . .	0	1	2	3	4
39. Quiet time (time alone for thinking). . . . .	0	1	2	3	4

	Does Not Apply	Not Important	Slightly Important	Important	Very Important
40. Self-concept, self-confidence . . . . .	0	1	2	3	4
41. Self-reliance . . . . .	0	1	2	3	4
42. Sense of humor . . . . .	0	1	2	3	4
43. Supportive parents, family . . . . .	0	1	2	3	4
44. Task characteristics, ease or difficulty of duties . . . . .	0	1	2	3	4
45. Truthfulness, honesty, sincerity . . . . .	0	1	2	3	4
46. Work history, work experience . . . . .	0	1	2	3	4
47. Other _____ . . . . .	0	1	2	3	4
48. Other _____ . . . . .	0	1	2	3	4
49. Other _____ . . . . .	0	1	2	3	4

11. Regarding your career and work, how difficult are the following past or present problems? Circle the appropriate number. Please answer all questions.

<u>External Difficulties</u>	Not A Problem	Small Problem	Moderate Problem	Large Problem	Very Large Problem
1. Societal "traditional" roles of the woman as a support person . . . . .	0	1	2	3	4
2. Physical performance of a "traditional" role and a worker role . . . . .	0	1	2	3	4
3. Performance of "non-feminine" activi- ties necessary in worker role . . . . .	0	1	2	3	4

	Not A Problem	Small Problem	Moderate Problem	Large Problem	Very Large Problem
4. Lack of parent involvement or encouragement. . . . .	0	1	2	3	4
5. Accepted female role "to be good, to please" . . . . .	0	1	2	3	4
6. Lack of successful female role models. . . . .	0	1	2	3	4
7. Lack of skills due to inadequate work experience. . . . .	0	1	2	3	4
8. Lack of skills due to inadequate education. . . . .	0	1	2	3	4
9. Discriminatory attitudes toward women workers. . . . .	0	1	2	3	4
10. Sex-role stereotyping of performance . . . . .	0	1	2	3	4
11. Discriminatory work practices such as evaluations, promotions, salaries. . . . .	0	1	2	3	4
12. Organizational structure . . . . .	0	1	2	3	4
13. Disapproval of family, friends, others . . . . .	0	1	2	3	4
14. Lack of time for performance of all roles. . . . .	0	1	2	3	4
15. Lack of money. . . . .	0	1	2	3	4
16. Physical attractiveness. . . . .	0	1	2	3	4
17. Physical unattractiveness. . . . .	0	1	2	3	4
18. Too old. . . . .	0	1	2	3	4
19. Too young. . . . .	0	1	2	3	4

<u>Internal Difficulties</u>		Not A Problem	Small Problem	Moderate Problem	Large Problem	Very Large Problem
20.	Lack of achievement motivation . . . .	0	1	2	3	4
21.	Personal definition of success . . . .	0	1	2	3	4
22.	Low personal expectations of success	0	1	2	3	4
23.	Fear of success. . . . .	0	1	2	3	4
24.	Fear of failure. . . . .	0	1	2	3	4
25.	Lack of decision-making ability. . .	0	1	2	3	4
26.	Irrationality. . . . .	0	1	2	3	4
27.	Lack of goal setting and planning ahead. . . . .	0	1	2	3	4
28.	Improper emphasis of tasks at hand .	0	1	2	3	4
29.	Inability to complete tasks. . . . .	0	1	2	3	4
30.	Inaccuracy of decisions. . . . .	0	1	2	3	4
31.	Inability to work with people due to personal relationships. . . . .	0	1	2	3	4
32.	Inability to take risks. . . . .	0	1	2	3	4
33.	Lack of future career goals. . . . .	0	1	2	3	4
34.	Lack of commitment to long-range earning. . . . .	0	1	2	3	4
35.	Lack of intelligence . . . . .	0	1	2	3	4
36.	Lack of ability. . . . .	0	1	2	3	4
37.	Lack of competence . . . . .	0	1	2	3	4
38.	Other _____ . . . . .	0	1	2	3	4
39.	Other _____ . . . . .	0	1	2	3	4

## CRITIQUE OF QUESTIONNAIRE

Please answer the questions below as specifically as you can.

1. Is page 1 of the questionnaire clear and answerable? (If no, please list recommendations to improve the questions.)

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2. Are terms on pages 2 through 6 clear and understandable? (If no, please list terms which should be restated or clarified.)

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3. Do you have any other suggestions for improvement of the questionnaire? (If yes, please explain.)

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4. Do you have any comments?

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April 14, 1961

Dear Mr. [Name]:  
I am very pleased to hear from you and to learn that you are interested in the results of the pilot study letter.

I am sure you will find the results of the study very interesting.

# APPENDIX C

## RESULTS OF PILOT STUDY LETTER

The results of the pilot study letter are as follows:  
1. The majority of the respondents (80%) were male.  
2. The majority of the respondents (75%) were aged 25-34.  
3. The majority of the respondents (65%) were employed full-time.  
4. The majority of the respondents (55%) were married.  
5. The majority of the respondents (45%) were college graduates.

Very truly yours,

[Name]  
[Title]  
[Address]  
[City, State, Zip]

cc:

[Name]  
[Title]  
[Address]  
[City, State, Zip]



April 18, 1983

Ms. Administrator  
Hurst-Euleless-Bedford I.S.D.

Dear Female Administrator:

Thank you so much for your help and response to my questionnaire. It is embarrassing now for me to look at the unpolished survey that you received, but thanks to your suggestions for improvement as well as the compliments, support and encouragement from so many of you, I have a clear, understandable questionnaire that I am proud of.

Before I tell you the results of the study, I would like to answer some of your questions.

1. "Don't you mean attributes instead of attributions?"

Attribution is defined by Webster as "an ascribed quality, character, or right;" "act of ascribing by way of cause, inherent quality, interpretation, authorship, or classification" (Webster, 1961, p. 58); or "the action of bestowing or assigning; the process of ascribing to someone or something; the fact of being an attribute" (Gove, 1971, p. 142). Heider defines attributions to be "reasons why a particular success or failure might occur" (Heider, 1958). Attribute, although somewhat similar to attribution, is defined in Webster as "a quality, character, or characteristic...intrinsic, inherent, naturally belonging to a thing or person" (Gove, 1971, p. 141).

2. "What do some of these have to do with anything?"

All listed attributions and work difficulties are from research; all items listed are from at least two research sources. It is interesting how often one person would comment "Does not apply" or "this is ridiculous" and someone else would circle "very important", draw stars, etc. Therefore, what may seem ridiculous or unimportant to one respondent, has been rated as very important by researchers as well as other respondents.

3. "There seems to be much overlapping of terms."

This is true, but since all items are taken from research in this area, my committee asked that the terms be listed individually, even if somewhat redundant.

4. "What does 'lack of commitment to long-range earning' mean?"

This means failure to identify personal long-range career goals or plans, therefore creating uncertainty regarding plans for future earning. For example, a married woman often hopes for a time when her husband can support the family as she might dream, and many single women "are still living in a Cinderella-like fantasy, waiting for their Prince Charming to come along, sweep them off their feet, and guarantee the fairy-tale formula of living 'happily everafter'" (Brewer and Palm, 1981, p. 29).

5. "What does 'benevolence' mean?"

The term benevolence was used in the literature, however this item was clarified by changing it to read "Benevolence (unselfishness, goodwill)."

6. "Is there such a word as 'considerateness'?"

Considerateness is defined as "thoughtfulness of the rights and feelings of others" (Gove, 1971, p. 178); consideration is defined as "thoughtful and sympathetic regard" (Gove, 1971, p. 178). For clarification, this item was changed to "Considerateness (consideration of others)."

7. "What does 'lack of parent involvement or encouragement' mean;"  
"what does it have to do with this?"

This refers to the woman respondent's own parents, not parents of students she works with. Several researchers agree that common to many "successful women and women with high career aspirations" are: "a supportive father, mother who is happy in a career or unhappy as a traditional homemaker," and parents who encourage and promote the daughter's opportunity for education, career, etc. (Angrist and Almquist, 1975). Similarly, many of these women feel that a close father-daughter relationship is a definite attribution for success.

8. "What does 'task characteristics, ease or difficulty' mean?"

This simply means that success or competence may often be based on the ease of the assigned job or duty; failure may be related to a difficult task or duty. Research indicates that employers often tend to attribute a woman's success to "luck" or "ease of tasks" rather than ability or competence as is usually attributed to a man's success (Freize, 1978).

9. "What does 'organization structure' mean?"

This item was changed to "structure of the organization or company" as was recommended by one respondent. Kanter says that "the distribution of power and opportunity and the social composition of groups within organizations" are variables in women's lack of managerial success. "Women's opportunities are blocked; they tend to have little power in the larger organization hierarchy; and those who get close to the top are often predominantly surrounded by colleagues who are male" (Kanter, 1977).

10. "What does 'latent or low marriage or family priorities' mean?"

According to research, to women in leadership positions, devoting time and energy to a career is more important than devoting time and energy to a husband and family. Some marriage and family commonalities among women executives are: "husbands who support the idea of a woman's career; later marriage or single; no children or children after the career of a woman is established; early return to work after having children" (Angrist and Almquist, 1975).

11. "I think the terms 'internal and external difficulties' should be clarified."

Internal causes "have to do with factors in the person;" external causes are not within the person because they are "causes involving either the environment (luck, the situation) or other people" (Freize, et al., 1978, p. 243). In the final questionnaire these terms were separated in the body of the questionnaire and each was defined.

12. "Clarify the term 'traditional role.'"

Although this is the term used in most of the research, the term was clarified and used with more explanation for the respondent's benefit.

13. "The front page is confusing."

The demographic data sheet was changed to include: age; marital status; number of children; highest degree held; career area (business, education, merchandising, independent profession); years of employment in present position; years of employment in administration or management.

14. "Number the pages."

This is an excellent suggestion which has helped me considerably with my tallying.

15. "Shouldn't you have a place for name if we want the results?"

This was a mistake on my part. Included in all final questionnaires is a separate card entitled REQUEST FOR RESULTS OF STUDY which is to be returned with name and mailing address if a copy of results is requested.

16. The term "Health" was added to the list of attributions; "reliance (dependence) on income of husband," "preference of fewer work hours over increased income" were added to the list of internal difficulties as was requested.

17. Finally, someone asked: "How will this benefit anyone?"

In addition to my own personal growth and expanded scope, I would like to cite other researchers in this area.

Data collected in 1980 indicate that women currently make up more than 40 percent of America's work force (McCants, 1981). Currently, like the male workers, women workers are found in every type of work, "from the most respected to the most degrading, from the most demanding intellectual work to the most boring drudgery" (Agassi, 1975, p. 42).

Although the number of women in the work force has expanded considerably, from 18 million in 1950 to 42.1 million as of July 1978, female workers are concentrated in the lower status job categories, primarily in clerical, sales, and service positions (National Commission on Working Women, 1978). Only 5 percent of all working women are in managerial positions, whereas 15 percent of all working men are managers. Of all managers, 82 percent are male (Baron, 1977).

The purpose of this study was to analyze the attributions and work difficulties as perceived by women in management positions. Specific purposes of this study were:

1. to identify attributions of women in management positions as perceived by the women themselves;
2. to identify problems encountered by women in management positions as perceived by the women themselves;
3. to search for transferable experience useful as a guide for development of maximum potential;

4. based upon the findings of this study, to compile recommendations for women seeking or currently holding management positions.

Research notes that women want available the option to determine their role(s) in life, and the opportunity to achieve their career goals. Consequently, the study of women who are achieving their career goals and the dispersion of such information to other women increases the options and opportunities available to all women, whether their career goals are real and identified, or merely dreams (Freize, et al., 1978). The intent of the investigator was to provide helpful data for the woman who aspires to a management position in the work force, whether this is a present one or one of a future date.

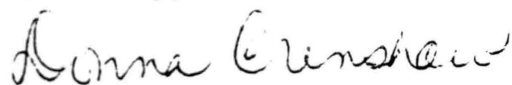
As Johnson states, "there is no surer way along the road to success than to follow in the footsteps of those who have journeyed successfully before us" (Johnson, 1980, p. iii). It is hoped that the results will make it easier for women to improve their effectiveness in any of their roles, as well as the role of employee, and consequently it should make the efforts of women employees more successful and more gratifying.

In reporting the results of the pilot study, thirty-seven of the distributed questionnaires were returned in time to be included in the data analysis. Data analysis describes the mode or typical respondent to be 43, married with two children, employed 13 years in her present profession and employed 4 years in her present position. The women range in age from 32 to 59, with a range of 4 to 30 years in the education profession, and 2 to 20 years in her present profession. The majority of women responded that there are many "very important" attributions; these include: ability, competence in profession, competence in professional skills, effort, conversational skills, courtesy, decision-making ability, diligence, emotional control, flexibility, fondness for people, honor, interpersonal skills, fairness, observation, perceptiveness, positive mental attitude, problem solving ability, self-concept, and honesty. Attributions listed as "important" were: ambition, belief in existence of supreme being, charity, compassion, considerateness, creativity, education, generally pleasing personality, goal-setting, good showmanship, individualistic, intelligence, loyalty, moderation in all habits, patience, personal appearance, pleasant facial expression, pleasing voice, quiet time, self-reliance, sense of humor, supportive family, task characteristics, and work experience. Respondents said a close father-child relationship "does not apply." Regarding work

difficulties, respondents cite only "societal traditional roles of the women as a support person" and "lack of time for performance of all roles" as "moderate problems" and all other listed difficulties as "not a problem."

Thank you again for your help.

Yours truly,

A handwritten signature in cursive script that reads "Donna Crenshaw". The signature is written in dark ink and is positioned above the printed name.

Donna Crenshaw



February 10, 1983

Ms. Administrator  
Arlington, Texas

Dear Female Administrator:

I need your help. As a doctoral candidate at Texas Woman's University I am collecting data for completion of my dissertation. The purpose of my study entitled ATTRIBUTIONS LEADING TO CAREER SUCCESS AND PROBLEMS LEADING TO CAREER DIFFICULTY AS PERCEIVED BY WOMEN MANAGERS OR ADMINISTRATORS, is to analyze researched attributions and work difficulties as perceived by women in management positions in the career areas of business, education, merchandising, and independent professions in Arlington, Texas. As a woman administrator in business, you have experience and knowledge that is valuable to me; any information that you will share would be greatly appreciated.

Certainly, response to the questionnaire is completely voluntary, but your input would be most helpful. Completion time is approximately ten minutes. According to the definitions used in my study, your work is in the area of business; your responses will remain anonymous, since names are not requested. I have enclosed a stamped, self-addressed envelope so that you may return the questionnaire to me; if you wish to participate, could you please return the information by February 28, 1983.

If you would be interested in a summary of the study, please return the REQUEST FOR RESULTS OF STUDY form showing your mailing address. Thank you for your cooperation.

Donna Crenshaw



February 10, 1983

Ms. Administrator  
Arlington, Texas

Dear Female Administrator:

I need your help. As a doctoral candidate at Texas Woman's University I am collecting data for completion of my dissertation. The purpose of my study entitled ATTRIBUTIONS LEADING TO CAREER SUCCESS AND PROBLEMS LEADING TO CAREER DIFFICULTY AS PERCEIVED BY WOMEN MANAGERS OR ADMINISTRATORS, is to analyze researched attributions and work difficulties as perceived by women in management positions in the career areas of business, education, merchandising, and independent professions in Arlington, Texas. As a woman administrator in merchandising, you have experience and knowledge that is valuable to me; any information that you will share would be greatly appreciated.

Certainly, response to the questionnaire is completely voluntary, but your input would be most helpful. Completion time is approximately ten minutes. According to definitions used in my study, your work is in the area of merchandising; your responses will remain anonymous, since names are not requested. I have enclosed a stamped, self-addressed envelope so that you may return the questionnaire to me; if you wish to participate, could you please return the information by February 28, 1983.

If you would be interested in a summary of the study, please return the REQUEST FOR RESULTS OF STUDY form showing your mailing address. Thank you for your cooperation.

Donna Crenshaw

February 7, 1983

U.T.A. Administrator  
U.T.A. Campus  
Arlington, Texas

Dear Female Administrator:

I need your help. As a doctoral student at Texas Woman's University I am collecting data for completion of my dissertation. The purpose of my study entitled ATTRIBUTIONS LEADING TO CAREER SUCCESS AND PROBLEMS LEADING TO CAREER DIFFICULTY AS PERCEIVED BY WOMEN MANAGERS OR ADMINISTRATORS, is to analyze researched attributions and work difficulties as perceived by women in management positions in the career areas of business, education, merchandising, and independent professions in Arlington, Texas. As a woman administrator in education, you have experience and knowledge that is valuable to me; any information that you will share would be greatly appreciated.

Certainly, response to the questionnaire is completely voluntary, but your input would be most helpful. Completion time is approximately ten minutes. The responses will remain anonymous, since names are not requested. I have enclosed a stamped, self-addressed envelope so that you may return the questionnaire to me; if you wish to participate, could you please return the information by February 18, 1983. Distribution of the questionnaire and your voluntary participation has been approved by Dr. Mike DeFrank.

If you would be interested in a summary of the study, please return the REQUEST FOR RESULTS OF STUDY form showing your mailing address. Thank you for your cooperation.

Donna Crenshaw

cc: Dr. Mike DeFrank

February 12, 1983

Ms. Professional  
Arlington, Texas

Dear Female Professional:

I need your help. As a doctoral student at Texas Woman's University I am collecting data for completion of my dissertation. The purpose of my study entitled ATTRIBUTIONS LEADING TO CAREER SUCCESS AND PROBLEMS LEADING TO CAREER DIFFICULTY AS PERCEIVED BY WOMEN MANAGERS OR ADMINISTRATORS, is to analyze researched attributions and work difficulties as perceived by women in management positions in the career areas of business, education, merchandising, and independent professions in Arlington, Texas. As a woman in an independent profession, you have experience and knowledge that is valuable to me; any information that you will share would be greatly appreciated.

Certainly, response to the questionnaire is completely voluntary, but your input would be most helpful. Completion time is approximately ten minutes. The responses will remain anonymous, since names are not requested. I have enclosed a stamped, self-addressed envelope so that you may return the questionnaire to me; if you wish to participate could you please return the information by February 28, 1983.

If you would be interested in a summary of the study, please return the REQUEST FOR RESULTS OF STUDY form showing your mailing address. Thank you for your cooperation.

Donna Crenshaw

February 14, 1983

Dear Female Administrator:

I need your help. As a doctoral student at Texas Woman's University I am collecting data for completion of my dissertation. The purpose of my study entitled ATTRIBUTIONS LEADING TO CAREER SUCCESS AND PROBLEMS LEADING TO CAREER DIFFICULTY AS PERCEIVED BY WOMEN MANAGERS OR ADMINISTRATORS, is to analyze researched attributions and work difficulties as perceived by women in management positions in the career areas of business, education, merchandising, and independent professions in Arlington, Texas. As a woman administrator in education, you have experience and knowledge that is valuable to me; any information that you will share would be greatly appreciated.

Certainly, response to the questionnaire is completely voluntary, but your input would be most helpful. Completion time is approximately ten minutes. The responses will remain anonymous, since names are not requested. I have enclosed a stamped, addressed envelope so that you may return the questionnaire to me; if you wish to participate, could you please return the information by March 4, 1983.

If you would be interested in a summary of the study, please return the REQUEST FOR RESULTS OF STUDY form showing your mailing address. Thank you for your cooperation.

Donna Crenshaw

APPENDIX E  
QUESTIONNAIRE

## QUESTIONNAIRE

### General Information

Age \_\_\_\_\_

Marital Status: Single \_\_\_\_\_

Married \_\_\_\_\_

Divorced \_\_\_\_\_

Separated \_\_\_\_\_

Widowed \_\_\_\_\_

Number of Children \_\_\_\_\_

Education, highest degree held: High School \_\_\_\_\_

Bachelor's Degree \_\_\_\_\_

Master's Degree \_\_\_\_\_

Doctorate Degree \_\_\_\_\_

### Profession, Career Area:

Business \_\_\_\_\_  
(title/position) (company name)

Education \_\_\_\_\_  
(title/position)

Merchandising \_\_\_\_\_  
(title/position) (company name)

Independent Profession \_\_\_\_\_  
(specify profession)

Employment: Years of employment in present profession \_\_\_\_\_

Years of employment in administration  
or management \_\_\_\_\_

Date \_\_\_\_\_

2

1. Regarding your personal career and managerial or administrative position, what are your attributions (reasons for success) in your own career? Circle the appropriate number. Please answer all questions.

	Does Not Apply	Not Important	Slightly Important	Important	Very Important
1. Ability. . . . .	0	1	2	3	4
2. Ambition (desire for success). . .	0	1	2	3	4
3. Belief in the existence of a supreme being. . . . .	0	1	2	3	4
4. Benevolence (unselfishness, goodwill)	0	1	2	3	4
5. Close father-child relationship. .	0	1	2	3	4
6. Compassion (understanding, empathy)	0	1	2	3	4
7. Competence in profession (pro- fessional skills). . . . .	0	1	2	3	4
8. Professionalism (ethics, respon- sibility). . . . .	0	1	2	3	4
9. Concentration of purpose (effort). .	0	1	2	3	4
10. "Considerateness" (consideration of others) . . . . .	0	1	2	3	4
11. Conversational skills. . . . .	0	1	2	3	4
12. Courtesy . . . . .	0	1	2	3	4
13. Creativity (creative thinking) . .	0	1	2	3	4
14. Decision-making ability. . . . .	0	1	2	3	4
15. Diligence (perseverance) . . . . .	0	1	2	3	4
16. Education. . . . .	0	1	2	3	4
17. Emotional control. . . . .	0	1	2	3	4
18. Flexibility (versatility). . . . .	0	1	2	3	4

	3	Does Not Apply	Not Important 1	Slightly Important 2	Important 3	Very Important 4
19. Fondness for people. . . . .						
20. Generally pleasing personality . . . . .	0		1	2	3	4
21. Goal-setting . . . . .	0		1	2	3	4
22. Good showmanship . . . . .	0		1	2	3	4
23. Honor; dignity; principles . . . . .	0		1	2	3	4
24. Individualistic, independent . . . . .	0		1	2	3	4
25. Intelligence . . . . .	0		1	2	3	4
26. Interpersonal skills . . . . .	0		1	2	3	4
27. Justice (fairness) . . . . .	0		1	2	3	4
28. Latent or low family or marriage priorities . . . . .	0		1	2	3	4
29. Loyalty. . . . .	0		1	2	3	4
30. Moderation in all habits . . . . .	0		1	2	3	4
31. Observation (alertness). . . . .	0		1	2	3	4
32. Patience . . . . .	0		1	2	3	4
33. Perceptiveness . . . . .	0		1	2	3	4
34. Personal, physical appearance. . . . .	0		1	2	3	4
35. Pleasant facial expression . . . . .	0		1	2	3	4
36. Pleasing voice . . . . .	0		1	2	3	4
37. Positive mental attitude . . . . .	0		1	2	3	4
38. Problem solving ability. . . . .	0		1	2	3	4
39. Quiet time (time alone for thinking)	0		1	2	3	4



	4	Does Not Apply	Not Important	Slightly Important	Important	Very Important
40. Self-concept, self-confidence. . . .	0	1	2	3	4	
41. Self-reliance. . . . .	0	1	2	3	4	
42. Sense of humor . . . . .	0	1	2	3	4	
43. Supportive parents, family . . . . .	0	1	2	3	4	
44. Task characteristics, ease or difficulty of duties . . . . .	0	1	2	3	4	
45. Truthfulness, honesty, sincerity . .	0	1	2	3	4	
46. Work history, work experience. . . .	0	1	2	3	4	
47. Health . . . . .	0	1	2	3	4	
48. Commitment to regular physical exercise . . . . .	0	1	2	3	4	
49. Other _____ . . .	0	1	2	3	4	

11. Regarding your personal career and work, how difficult are the following past or present problems to you? Circle the appropriate number. Please answer all questions.

External Difficulties (difficulties involving the environment, or other people)

	Not A Problem	Small Problem	Moderate Problem	Large Problem	Very Large Problem
50. "Expected societal" role of the woman as a support person for others (family, co-workers, etc.) . . . . .	0	1	2	3	4
51. Physical performance of a "tradi- tional" role (mother, wife, house- keeper, etc.) and a worker role . .	0	1	2	3	4
52. Performance of "non-feminine" activi- ties necessary in worker role. . . .	0	1	2	3	4

5

	Not A Problem 0	Small Problem 1	Moderate Problem 2	Large Problem 3	Very Large Problem 4
53. Lack of involvement and encouragement by your family and parents for your career aspirations . . . . .	0				
54. Accepted female role "to be good, to please". . . . .	0	1	2	3	4
55. Lack of successful female role models . . . . .	0	1	2	3	4
56. Lack of skills due to inadequate work experience . . . . .	0	1	2	3	4
57. Lack of skills due to inadequate education . . . . .	0	1	2	3	4
58. Discriminatory attitudes toward women workers . . . . .	0	1	2	3	4
59. Sex-role stereotyping of performance. . . . .	0	1	2	3	4
60. Discriminatory work practices such as evaluations, promotions, salaries . . . . .	0	1	2	3	4
61. Structure of the organization or company . . . . .	0	1	2	3	4
62. Disapproval of family, friends, others . . . . .	0	1	2	3	4
63. Lack of time for performance of all roles . . . . .	0	1	2	3	4
64. Exclusion from informal contacts among male executives . . . . .	0	1	2	3	4
65. Lack of money . . . . .	0	1	2	3	4
66. Physical attractiveness . . . . .	0	1	2	3	4
67. Physical unattractiveness . . . . .	0	1	2	3	4
68. Too old . . . . .	0	1	2	3	4
69. Too young . . . . .	0	1	2	3	4

Internal Difficulties (difficulties having to do with factors within the person)

	Not A Problem 0	Small Problem 1	Moderate Problem 2	Large Problem 3	Very Large Problem 4
70. Lack of achievement motivation. . . . .	0	1	2	3	4
71. Personal definition of success. . . . .	0	1	2	3	4
72. Low personal expectations of success. . . . .	0	1	2	3	4
73. Fear of success . . . . .	0	1	2	3	4
74. Fear of failure . . . . .	0	1	2	3	4
75. Lack of decision-making ability . . . . .	0	1	2	3	4
76. Irrationality . . . . .	0	1	2	3	4
77. Lack of goal setting and planning ahead . . . . .	0	1	2	3	4
78. Improper emphasis of tasks at hand. . . . .	0	1	2	3	4
79. Inability to complete tasks . . . . .	0	1	2	3	4
80. Inaccuracy of decisions . . . . .	0	1	2	3	4
81. Inability to work with people due to personal relationships. . . . .	0	1	2	3	4
82. Inability to take risks . . . . .	0	1	2	3	4
83. Lack of future career goals . . . . .	0	1	2	3	4
84. Lack of commitment to your own long- range earning (failure to rely on personal income until retirement) . . . . .	0	1	2	3	4
85. Lack of intelligence. . . . .	0	1	2	3	4
86. Lack of ability . . . . .	0	1	2	3	4
87. Lack of competence. . . . .	0	1	2	3	4

7

	Not A 0 Problem	Small 1 Problem	Moderate 2 Problem	Large 3 Problem	Very Large 4 Problem
88. Reliance (dependence) on income of husband . . . . .	0	1	2	3	4
89. Preference of fewer work hours over increased income. . . . .	0	1	2	3	4
90. Other _____ . . . . .	0	1	2	3	4

APPENDIX F

INVESTIGATION APPROVAL FORM FOR DONNA CRENSHAW

INVESTIGATION APPROVAL FORM FOR DONNA CRENSHAW

I hereby authorize Donna Crenshaw to perform the following procedure:

ask respondents to respond voluntarily to a questionnaire

consisting of demographic data, personal attributions for

success, and perceived work difficulties.

I understand that participation is voluntary and responses are anonymous. Persons who will be asked to respond voluntarily include:

all female administrators employed by the University of Texas

at Arlington.

Participation cannot harm the participant nor U.T.A. since responses will remain anonymous. Questionnaires will be distributed 2-7-83.

Completion time of the questionnaire is approximately 15 minutes; completed questionnaires will be collected in the following manner:

completed questionnaires will be mailed to Donna Crenshaw at

1202 Lilly Lane, Arlington, Texas, by February 18, 1983.

This investigation is approved per telephone conversation with Dr. Mike DeFrank, Associate Vice-President for Academic Affairs, February 2, 1983. Due to the numerous requests for permission to conduct data gathering investigations, it is not the policy of U.T.A. to grant written permission for investigation approval.

## APPENDIX G

### JOB TITLES AND ORGANIZATIONS REPRESENTED BY THE RESPONDENTS

Table 15.1  
Respondents in the Area of Business

Position	Number of Respondents
Account Executive	2
"Administrator"	2
Assistant Vice-President	2
Chief Accountant	2
Coordinator	1
Decorator	1
Director	11
Director Community Relations	1
Editor	1
Manager	11
Media Specialist	2
Owner	11
President	2
Senior Advisor	1
Supervisor	8
Vice-President	4
Total	62*

\*This includes a duplicated count for some respondents.



Table 15.2  
Businesses Represented

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Name of Company
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Advertising Department - U.T.A.
Air Traffic Controllers - FAA/USAF
American Airlines
American Airlines Training Corporation
ARC National Headquarters
Astrologer's Haven
Backstage Hair Design, Inc.
Bookkeeping Department - A.I.S.D.
Bell Telephone
Chez Amis
Children's World
Creative Child Care
Danc'n School
Diamond Shamrock
d'Saison Creative Colour
Education, etcetera, Inc.
Ender and Associates
Eubanks Personnel

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Table 15.2  
(Continued)

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Name of Company
Fort Worth Star Telegram
G.S.D. & M.
Guardian Savings
H-E-B Hospital
Hornbeck Real Estate
Interfirst Bank
Jewell Enterprises, Inc.
J & H Machine and Manufacturing, Inc.
Kids, Inc.
KXAS-TV
Mental Health Mental Retardation Program
Miracle Enterprises
Montgomery Wards
Movie Corps
National Child Care Centers
National Conference of Executives of ARC
North Central Texas Council of Governments
Only In America
Pierce Studio

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Table 15.2  
(Continued)

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Name of Company	
	Publications Department - U.T.A.
	Safeway
	The Seam Shop
	Six Flags Corporation
	Skaggs Alpha Beta
	Sheryl's Hair Design
	Sue's Florist
	Surgikos
	Telephone Service - U.T.A.
	Terri Town Day School
	Vought Corporation

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Table 15.3  
Respondents in the Area of Education

Position	Number of Respondents
"Administrator"	2
Administrative Assistant	4
Assistant Director	2
Assistant Principal	2
Consultant	3
Coordinator	4
Counselor	10
Dean	2
Diagnostician	3
Director	11
Head of Department	1
Librarian	1
Manager	1
Principal	8
Specialist	3
Supervisor	2
Total	59

Table 15.4  
Education Services Represented

---

Departments
Activities and Organizations
Admissions
Continuing Education
Counseling
Early Childhood
Elementary Education
Elementary Instruction
Drama
Graphics Services
Language Arts
Nursing
Reading Company
School Relations
Secondary Education
Secondary Instruction
Special Education
Speech/Language

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Table 15.4  
(Continued)

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Departments

---

Special Services

Sponsored Projects

Student Publications

Title I

Woman's Program

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Table 15.5  
Respondents in the Area of Merchandising

Position	Number of Respondents
Buyer	3
Director	3
Interior Designer	2
Manager	28
Owner	19
President	1
Supervisor	1
Total	57*

\*This indicates a duplicated count for some respondents.

Table 15.6  
Companies Represented in Merchandising

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Name of Company
Avon, Inc.
Auto Parts Store
Bag 'n Baggage
Brooks Fashion
Burger King
Cass' Plastic Shop
The Children's Shoppe
The Cookie Store
The Creative i
Craft Shop
Department Store
Dillards
Donna's Flower Basket
Economy Carpets
Fabric Outlet
Foxy Granny's Restaurant
Gift Shop

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Table 15.6

(Continued)

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Name of Company
Health Food Center
Hornbeck Real Estate
Interiors
Joann Fabrics
K-Mart
The Leather Source
The Linen Barn
McDonald's
Mary Kay, Inc.
Merle Norman Cosmetics
Miracle Enterprise
Paula's Pappagallo
J.C. Penneys
Pet Store
Peter and Paul Christian Stores
Picadilly Fashions
Randol Mill Pharmacy
R. B. Furniture
Retail Shop

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Table 15.6  
(Continued)

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Name of Company

---

Real Estate

Safeway

Singer, Inc.

Southern Mills Outlet

Skaggs Alpha Beta

Stuart's

Susie's Casuals

Toy Tree, Inc.

Trinity Floor Company

Weaving Studio

Worths

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Table 15.7

## Respondents in the Area of Independent Professions

Profession	Number of Respondents
Artist	1
Astrologer	1
Attorney	3
Author/Researcher	1
Clinical Social Worker	1
Color Consultant	1
Cosmetologist	1
Cosmetician	1
Counselor (Marriage and Family)	2
C.P.A.	1
Craft Teacher	1
Dance Instructor	2
Dentist	1
Dietician	2
Doctor of Osteopathic Medicine	1
Doctor of Chiropractic	1
Educational Consultant	1

Table 15.7  
(Continued)

Profession	Number of Respondents
Engineer	1
Fiber Artist	1
Grooming Instructor/Fashion Coordinator	1
Hairstylist	4
Individual Tutoring Service	1
Interior Design	1
Marketing Consultant	1
Pediatrician	2
Pediatric Specialist	2
Photographer	1
Physician	1
Piano Teacher (Private Studio)	1
Psychologist	1
Psychotherapist	2
Speech Pathologist	1
Tennis Pro	1
Therapist	1
Veterinarian	1
Total	46

## APPENDIX H

MEAN SCORES OF CAREER AREAS FOR ATTRIBUTIONS

Table 16.1

## Group Mean of Respondents From Business For Attributions

Attributions for Success	Group Mean of Item	Standard Deviation
1. Ability	3.67	0.65
2. Ambition (desire for success)	3.45	0.67
3. Belief in the existence of a supreme being	2.44	1.65
4. Benevolence (unselfishness, goodwill)	3.01	0.93
5. Close father-child relationship	1.69	1.51
6. Compassion (understanding, empathy)	3.38	0.69
7. Competence in profession (professional skills)	3.64	0.51
8. Professionalism (ethics, responsibility)	3.83	0.42
9. Concentration of purpose (effort)	3.71	0.45
10. "Considerateness" (consideration of others)	3.47	0.62
11. Conversational skills	3.59	0.56
12. Courtesy	3.54	0.67
13. Creativity	3.38	0.89
14. Decision-making ability	3.62	0.55
15. Diligence (perseverance)	3.74	0.47
16. Education	2.79	1.01
17. Emotional control	3.47	0.56
18. Flexibility (versatility)	3.76	0.46

Table 16.1  
(Continued)

Attributions for Success	Group Mean of Item	Standard Deviation
19. Fondness for people	3.27	0.82
20. Generally pleasing personality	3.28	0.69
21. Goal-setting	3.35	0.66
22. Good showmanship	2.81	1.10
23. Honor; dignity; principles	3.52	0.65
24. Individualistic, independent	3.22	0.81
25. Intelligence	3.32	0.62
26. Interpersonal skills	3.64	0.68
27. Justice (fairness)	3.44	0.83
28. Latent or low family or marriage priorities	1.57	1.37
29. Loyalty	3.27	0.80
30. Moderation in all habits	2.54	1.02
31. Observation (alertness)	3.61	0.49
32. Patience	3.49	0.67
33. Perceptiveness	3.61	0.55
34. Personal, physical appearance	3.15	0.69
35. Pleasant facial expression	3.15	0.73
36. Pleasing voice	3.28	0.69
37. Positive mental attitude	3.74	0.47
38. Problem solving ability	3.61	0.61

Table 16.1  
(Continued)

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Attributions for Success	Group Mean of Item	Standard Deviation
39. Quiet time (time alone for thinking)	3.01	0.97
40. Self-concept, self-confidence	3.67	0.50
41. Self-reliance	3.71	0.45
42. Sense of humor	3.27	0.63
43. Supportive parents, family	2.72	1.22
44. Task characteristics, ease or difficulty of duties	2.86	1.09
45. Truthfulness, honesty, sincerity	3.59	0.61
46. Work history, work experience	3.10	0.75
47. Health	3.22	0.67
48. Commitment to regular physical exercise	2.11	1.13

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Table 16.2

## Group Mean of Respondents From Education For Attributions

Attributions for Success	Group Mean of Item.	Standard Deviation
1. Ability	3.72	0.44
2. Ambition (desire for success)	3.38	0.69
3. Belief in the existence of a supreme being	2.84	1.41
4. Benevolence (unselfishness, goodwill)	2.91	1.02
5. Close father-child relationship	1.66	1.34
6. Compassion (understanding, empathy)	3.52	0.59
7. Competence in profession	3.84	0.36
8. Professionalism (ethics, responsibility)	3.81	0.47
9. Concentration of purpose (effort)	3.67	0.50
10. "Considerateness" (consideration of others)	3.47	0.56
11. Conversational skills	3.61	0.49
12. Courtesy	3.38	0.76
13. Creativity.	3.30	0.74
14. Decision-making ability	3.67	0.53
15. Diligence (perseverance)	3.69	0.46
16. Education	3.49	0.50
17. Emotional control	3.57	0.62
18. Flexibility (versatility)	3.66	0.51

Table 16.2  
(Continued)

Attributions for Success	Group Mean of Item	Standard Deviation
19. Fondness for people	3.33	0.70
20. Generally pleasing personality	3.28	0.55
21. Goal-setting	3.35	0.76
22. Good showmanship	2.77	0.91
23. Honor; dignity; principles	3.55	0.56
24. Individualistic, independent	3.08	0.85
25. Intelligence	3.38	0.61
26. Interpersonal skills	3.79	0.40
27. Justice (fairness)	3.44	0.70
28. Latent or low family or marriage priorities	1.22	1.16
29. Loyalty	3.11	0.83
30. Moderation in all habits	2.38	1.14
31. Observation (alertness)	3.45	0.59
32. Patience	3.42	0.77
33. Perceptiveness	3.57	0.56
34. Personal, physical appearance	3.01	0.68
35. Pleasant facial expression	3.06	0.84
36. Pleasing voice	3.05	0.81
37. Positive mental attitude	3.66	0.51
38. Problem solving ability	3.72	0.51

Table 16.2

(Continued)

Attributions for Success	Group Mean of Item	Standard Deviation
39. Quiet time (time alone for thinking)	3.15	1.09
40. Self-concept, self-confidence	3.62	0.52
41. Self-reliance	3.59	0.52
42. Sense of humor	3.27	0.76
43. Supportive parents, family	3.01	0.99
44. Task characteristics, ease or difficulty of task	2.54	1.00
45. Truthfulness, honesty, sincerity	3.50	0.65
46. Work history, work experience	3.15	0.78
47. Health	3.33	0.63
48. Commitment to regular physical exercise	2.49	1.10

Table 16.3

Group Mean of Respondents From Merchandising For Attributions

Attributions for Success	Group Mean of Item	Standard Deviation
1. Ability	3.65	0.52
2. Ambition (desire for success)	3.57	0.65
3. Belief in the existence of a supreme being	3.19	1.22
4. Benevolence (unselfishness, goodwill)	3.21	0.97
5. Close father-child relationship	2.02	1.56
6. Compassion (understanding, empathy)	3.14	0.97
7. Competence in profession	3.55	0.77
8. Professionalism (ethics, responsibility)	3.85	0.35
9. Concentration of purpose (effort)	3.70	0.50
10. "Considerateness" (consideration of others)	3.48	0.65
11. Conversational skills	3.40	0.79
12. Courtesy	3.65	0.52
13. Creativity	3.65	0.63
14. Decision-making ability	3.87	0.33
15. Diligence (perseverance)	3.63	0.52
16. Education	2.65	0.98
17. Emotional control	3.70	0.50
18. Flexibility (versatility)	3.55	0.68

Table 16.3  
(Continued)

Attributions for Success	Group Mean of Item	Standard Deviation
19. Fondness for people	3.23	0.68
20. Generally pleasing personality	3.23	0.50
21. Goal-setting	3.41	0.74
22. Good showmanship	2.76	0.85
23. Honor; dignity; principles	3.47	0.49
24. Individualistic, independent	3.19	0.88
25. Intelligence	3.36	0.64
26. Interpersonal skills	3.41	0.52
27. Justice (fairness)	3.26	0.49
28. Latent or low marriage or family priorities	1.80	1.38
29. Loyalty	2.86	0.77
30. Moderation in all habits	2.65	0.90
31. Observation (alertness)	3.47	0.54
32. Patience	3.69	0.56
33. Perceptiveness	3.73	0.58
34. Personal, physical appearance	3.08	0.54
35. Pleasant facial expression	3.17	0.58
36. Pleasing voice	3.04	0.65
37. Positive mental attitude	3.65	0.39
38. Problem solving ability	3.76	0.73

Table 16.3  
(Continued)

Attributions for Success	Group Mean of Item	Standard Deviation
39. Quiet time (time alone for thinking)	2.97	0.98
40. Self-concept, self-confidence	3.68	0.51
41. Self-reliance	3.57	0.61
42. Sense of humor	2.97	0.89
43. Supportive parents, family	3.02	1.05
44. Task characteristics, ease or difficulty of duties	2.73	1.13
45. Truthfulness, honesty, sincerity	3.68	0.69
46. Work history, work experience	2.80	0.92
47. Health	3.48	0.68
48. Commitment to regular physical exercise	2.17	1.27

Table 16.4

Group Mean of Respondents From Independent Professions For Attributions

Attributions for Success	Group Mean of Item	Standard Deviation
1. Ability	3.67	0.70
2. Ambition (desire for success)	3.69	0.72
3. Belief in the existence of a supreme being	2.63	1.52
4. Benevolence (unselfishness, goodwill)	2.67	1.31
5. Close father-child relationship	1.89	1.52
6. Compassion (understanding, empathy)	3.65	0.56
7. Competence in profession	3.84	0.36
8. Professionalism (ethics, responsibility)	3.80	0.40
9. Concentration of purpose (effort)	3.76	0.48
10. "Considerateness" (consideration of others)	3.43	0.80
11. Conversational skills	3.65	0.70
12. Courtesy	3.39	0.80
13. Creativity	3.39	0.80
14. Decision-making ability	3.69	0.55
15. Diligence (perseverance)	3.78	0.69
16. Education	3.19	0.98
17. Emotional control	3.50	0.78
18. Flexibility (versatility)	3.56	0.77

Table 16.4  
(Continued)

Attributions for Success	Group Mean of Item	Standard Deviation
19. Fondness for people	3.40	1.03
20. Generally pleasing personality	3.55	0.87
21. Goal-setting	3.40	0.83
22. Good showmanship	3.19	1.13
23. Honor; dignity; principles	3.72	0.69
24. Individualistic, independent	3.08	0.88
25. Intelligence	3.36	0.71
26. Interpersonal skills	3.63	0.83
27. Justice (fairness)	3.72	0.82
28. Latent or low family or marriage priorities	2.21	1.16
29. Loyalty	3.53	1.06
30. Moderation in all habits	2.85	0.97
31. Observation (alertness)	3.55	0.80
32. Patience	3.63	0.62
33. Perceptiveness	3.51	0.44
34. Personal, physical appearance	3.46	0.78
35. Pleasant facial expression	3.57	0.67
36. Pleasing voice	3.46	0.81
37. Positive mental attitude	3.80	0.52
38. Problem solving ability	3.61	0.43



Table 16.4  
(Continued)

Attributions for Success	Group Mean of Item	Standard Deviation
39. Quiet time (time alone for thinking)	3.13	0.90
40. Self-concept, self-confidence	3.73	0.53
41. Self-reliance	3.78	0.41
42. Sense of humor	3.23	0.63
43. Supportive parents, family	3.21	0.96
44. Task characteristics, ease or difficulty of duties	2.39	1.29
45. Truthfulness, honesty, sincerity	3.60	0.53
46. Work history, work experience	2.78	1.13
47. Health	3.30	0.66
48. Commitment to regular physical exercise	2.36	1.10

Table 16.5

## Grand Mean of Total Respondents For Attributions

Attributions for Success	Grand Mean of Item	Standard Deviation	p
1. Ability	3.68	0.58	
2. Ambition (desire for success)	3.51	0.69	
3. Belief in the existence of a supreme being	2.76*	1.48	.0001
4. Benevolence (unselfishness, goodwill)	2.95*	1.07	.0001
5. Close father-child relationship	1.80	1.47	
6. Compassion (understanding, empathy)	3.43*	0.73	.0001
7. Competence in profession	3.72	0.53	
8. Professionalism (ethics, responsibility)	3.82	0.41	
9. Concentration of purpose (effort)	3.71	0.48	
10. "Considerateness" (consideration of others)	3.46	0.65	
11. Conversational skills	3.56	0.63	
12. Courtesy	3.49	0.70	
13. Creativity	3.42	0.78	
14. Decision-making ability	3.71	0.51	
15. Diligence (perseverance)	3.71	0.53	

\*  $p < .05$  in discriminant analysis

Table 16.5

(Continued)

Attributions for Success	Grand Mean of Item	Standard Deviation	p
16. Education	3.04*	0.93	.0001
17. Emotional control	3.55	0.62	
18. Flexibility (versatility)	3.64	0.61	
19. Fondness for people	3.31	0.81	
20. Generally pleasing personality	3.33	0.67	
21. Goal-setting	3.37	0.74	
22. Good showmanship	2.87	1.01	
23. Honor; dignity; principles	3.56	0.60	
24. Individualistic, independent	3.14	0.85	
25. Intelligence	3.36	0.64	
26. Interpersonal skills	3.63	0.63	
27. Justice (fairness)	3.46	0.74	
28. Latent or low family or marriage priorities	1.66*	1.31	.0001
29. Loyalty	3.19*	0.89	.0001
30. Moderation in all habits	2.59	1.03	
31. Observation (alertness)	3.52	0.61	
32. Patience	3.54	0.67	
33. Perceptiveness	3.60	0.54	
34. Personal, physical appearance	3.17	0.69	

\* p &lt; .05 in discriminant analysis

Table 16.5  
(Continued)

Attributions for Success	Grand Mean of Item	Standard Deviation	p
35. Pleasant facial expression	3.22	0.74	
36. Pleasing voice	3.20	0.76	
37. Positive mental attitude	3.71	0.48	
38. Problem solving ability	3.67	0.48	
39. Quiet time (time alone for thinking)	3.07	0.99	
40. Self-concept, self-confidence	3.67	0.51	
41. Self-reliance	3.66*	0.51	.0001
42. Sense of humor	3.19	0.74	
43. Supportive parents, family	2.98	1.07	
44. Task characteristics, ease or difficulty of duties	2.63	1.13	
45. Truthfulness, honesty, sincerity	3.59	0.62	
46. Work history, work experience	2.98	0.90	
47. Health	3.33	0.66	
48. Commitment to regular physical exercise	2.28	1.15	

\*  $p < .05$  in discriminant analysis

APPENDIX I

MEAN SCORES OF CAREER AREAS FOR PROBLEMS

Table 17.1  
Group Mean of Respondents From Business For Problems

Work Problems	Group Mean of Item	Standard Deviation
50. "Expected societal" role of the woman as a support person for others	1.23	1.13
51. Physical performance of a "traditional" role and a worker role	1.33	1.18
52. Performance of "non-feminine" activities necessary in worker role	0.52	0.95
53. Lack of involvement and encouragement by your family and parents for your career aspirations	0.72	1.21
54. Accepted female role "to be good, to please"	1.00	1.12
55. Lack of successful female role models	1.03	1.31
56. Lack of skills due to inadequate work experience	0.66	0.82
57. Lack of skills due to inadequate education	0.81	1.10
58. Discriminatory attitudes toward women workers	1.28	1.41
59. Sex-role stereotyping of performance	1.22	1.36
60. Discriminatory work practices such as evaluations, promotions, salaries	1.45	1.53
61. Structure of the organization or company	1.18	1.25
62. Disapproval of family, friends, others	0.40	0.83
63. Lack of time for performance of all roles	1.77	1.31

Table 17.1  
(Continued)

Work Problems	Group Mean of Item	Standard Deviation
64. Exclusion from informal contacts among male executives	1.05	1.22
65. Lack of money	1.52	1.22
66. Physical attractiveness	0.47	0.81
67. Physical unattractiveness	0.35	0.71
68. Too old	0.32	0.85
69. Too young	0.32	0.97
70. Lack of achievement motivation	0.69	0.95
71. Personal definition of success	0.81	0.95
72. Low personal expectations of success	0.66	0.95
73. Fear of success	0.57	0.87
74. Fear of failure	1.28	1.28
75. Lack of decision-making ability	0.74	1.01
76. Irrationality	0.42	0.81
77. Lack of goal setting and planning ahead	1.01	1.14
78. Improper emphasis of tasks at hand	0.69	0.93
79. Inability to complete tasks	0.49	0.87
80. Inaccuracy of decisions	0.49	0.85
81. Inability to work with people due to personal relationships	0.49	1.04

Table 17.1  
(Continued)

Work Problems	Group Mean of Item	Standard Deviation
82. Inability to take risks	0.74	0.97
83. Lack of future career goals	1.00	1.15
84. Lack of commitment to your own long- range earning	0.71	1.06
85. Lack of intelligence	0.45	0.89
86. Lack of ability	0.40	0.87
87. Lack of competence	0.32	0.81
88. Reliance (dependence) on income of husband	0.64	1.15
89. Preference of fewer work hours over increased income	0.71	1.14



Table 17.2

## Group Mean of Respondents From Education For Problems

Work Problems	Group Mean of Item	Standard Deviation
50. "Expected societal" role of the woman as a support person for others	1.32	1.16
51. Physical performance of a "traditional" role and a worker role	1.32	1.22
52. Performance of "non-feminine" activities necessary in worker role	0.61	0.76
53. Lack of involvement and encouragement by your family and parents for your career aspirations	0.25	0.60
54. Accepted female role "to be good, to please"	0.91	1.19
55. Lack of successful female role models	0.61	1.14
56. Lack of skills due to inadequate work experience	0.25	0.68
57. Lack of skills due to inadequate education	0.22	0.67
58. Discriminatory attitudes toward women workers	1.15	1.14
59. Sex-role stereotyping of performance	1.22	1.30
60. Discriminatory work practices such as evaluations, promotions, salaries	1.20	1.31
61. Structure of the organization or company	1.13	1.29
62. Disapproval of family, friends, others	0.20	0.55
63. Lack of time for performance of all roles	2.01	1.31

Table 17.2  
(Continued)

Work Problems	Group Mean of Item	Standard Deviation
64. Exclusion from informal contacts among male executives	1.03	1.27
65. Lack of money	1.18	1.23
66. Physical attractiveness	0.27	0.61
67. Physical unattractiveness	0.23	0.65
68. Too old	0.11	0.37
69. Too young	0.08	0.28
70. Lack of achievement motivation	0.25	0.68
71. Personal definition of success	0.30	0.79
72. Low personal expectations of success	0.28	0.85
73. Fear of success	0.38	0.91
74. Fear of failure	0.79	1.71
75. Lack of decision-making ability	0.44	0.95
76. Irrationality	0.22	0.61
77. Lack of goal setting and planning ahead	0.57	0.81
78. Improper emphasis of tasks at hand	0.47	0.79
79. Inability to complete tasks	0.45	0.91
80. Inaccuracy of decisions	0.27	0.55
81. Inability to work with people due to personal relationships	0.15	0.40

Table 17.2

(Continued)

Work Problems	Group Mean of Item	Standard Deviation
82. Inability to take risks	0.44	0.74
83. Lack of future career goals	0.64	1.04
84. Lack of commitment to your own long- range earning	0.35	0.86
85. Lack of intelligence	0.03	0.18
86. Lack of ability	0.01	0.13
87. Lack of competence	0.05	0.22
88. Reliance (dependence) on income of husband	0.25	0.68
89. Preference of fewer work hours over increased income	0.64	1.12

Table 17.3

## Group Mean of Respondents From Merchandising For Problems

Work Problems	Group Mean of Item	Standard Deviation
50. "Expected societal" role of the woman as a support person for others	1.04	1.12
51. Physical performance of a "traditional" role and a worker role	1.12	1.13
52. Performance of "non-feminine" activities necessary for worker role	0.78	1.10
53. Lack of involvement and encouragement by your family and parents for your career aspirations	0.44	0.90
54. Accepted female role "to be good, to please"	0.59	0.94
55. Lack of successful female role models	0.55	0.87
56. Lack of skills due to inadequate work experience	0.48	0.92
57. Lack of skills due to inadequate education	0.61	1.01
58. Discriminatory attitudes toward women workers	0.82	1.12
59. Sex-role stereotyping of performance	0.68	1.18
60. Discriminatory work practices such as evaluations, promotions, salaries	0.85	1.26
61. Structure of the organization or company	0.44	0.74
62. Disapproval of family, friends, others	0.29	0.74
63. Lack of time for performance of all roles	1.61	1.39

Table 17.3  
(Continued)

Work Problems	Group Mean of Item	Standard Deviation
64. Exclusion from informal contacts among male executives	0.51	0.85
65. Lack of money	1.55	1.29
66. Physical attractiveness	0.17	0.48
67. Physical unattractiveness	0.29	0.80
68. Too old	0.25	0.67
69. Too young	0.34	0.91
70. Lack of achievement motivation	0.44	0.74
71. Personal definition of success	0.38	0.67
72. Low personal expectations of success	0.42	0.65
73. Fear of success	0.29	0.65
74. Fear of failure	0.78	1.02
75. Lack of decision-making ability	0.44	0.80
76. Irrationality	0.34	0.59
77. Lack of goal setting and planning ahead	0.68	0.95
78. Improper emphasis of tasks at hand	0.46	0.74
79. Inability to complete tasks	0.40	0.82
80. Inaccuracy of decisions	0.38	0.64
81. Inability to work with people due to personal relationships	0.25	0.56

Table 17.3  
(Continued)

Work Problems	Group Mean of Item	Standard Deviation
82. Inability to take risks	0.59	0.87
83. Lack of future career goals	0.57	0.97
84. Lack of commitment to your own long- range earning	0.85	1.08
85. Lack of intelligence	0.14	0.46
86. Lack of ability	0.14	0.46
87. Lack of competence	0.12	0.39
88. Reliance (dependence) on income of husband	0.57	1.05
89. Preference of fewer work hours over increased income	0.70	1.06

Table 17.4

Group Mean of Respondents From Independent Professions For Problems

Work Problems	Group Mean of Item	Standard Deviation
50. "Expected societal" role of the woman as a support person for others	1.21	1.07
51. Physical performance of a "traditional" role and a worker role	1.13	1.16
52. Performance of "non-feminine" activities necessary in worker role	0.54	0.95
53. Lack of involvement and encouragement by your family and parents for your career aspirations	0.21	0.66
54. Accepted female role "to be good, to please"	0.84	1.11
55. Lack of successful female role models	0.86	1.25
56. Lack of skills due to inadequate work experience	0.47	0.96
57. Lack of skills due to inadequate education	0.39	0.71
58. Discriminatory attitudes toward women workers	0.82	1.06
59. Sex-role stereotyping of performance	0.89	1.12
60. Discriminatory work practices such as evaluations, promotions, salaries	0.80	1.10
61. Structure of the organization or company	0.65	1.01
62. Disapproval of family, friends, others	0.26	0.53
63. Lack of time for performance of all roles	1.80	1.37

Table 17.4  
(Continued)

Work Problems	Group Mean of Item	Standard Deviation
64. Exclusion from informal contacts among male executives	0.69	1.15
65. Lack of money	1.34	1.36
66. Physical attractiveness	0.30	0.66
67. Physical unattractiveness	0.23	0.60
68. Too old	0.36	0.99
69. Too young	0.28	0.75
70. Lack of achievement motivation	0.63	1.10
71. Personal definition of success	0.56	0.98
72. Low personal expectations of success	0.50	1.02
73. Fear of success	0.41	0.88
74. Fear of failure	1.10	1.40
75. Lack of decision-making ability	0.54	0.91
76. Irrationality	0.36	0.77
77. Lack of goal setting and planning ahead	0.45	0.88
78. Improper emphasis of tasks at hand	0.60	0.88
79. Inability to complete tasks	0.50	0.86
80. Inaccuracy of decisions	0.36	0.79
81. Inability to work with people due to personal relationships	0.34	0.89



Table 17.4

(Continued)

Work Problems	Group Mean of Item	Standard Deviation
82. Inability to take risks	0.54	0.98
83. Lack of future career goals	0.60	1.04
84. Lack of commitment to your own long-range earning	0.73	1.18
85. Lack of intelligence	0.19	0.65
86. Lack of ability	0.17	0.64
87. Lack of competence	0.26	0.68
88. Reliance (dependence) on income of husband	0.45	1.04
89. Preference of fewer work hours over increased income	1.08	1.34

Table 17.5

## Grand Mean of Total Respondents For Problems

Work Problems	Grand Mean of Item	Standard Deviation	p
50. "Expected societal" role of the woman as a support person for others	1.21	1.12	
51. Physical performance of a "traditional" role and a worker role	1.24	1.17	
52. Performance of "non-feminine" activities necessary in worker role	0.61	0.94	
53. Lack of involvement and encouragement by your family and parents for your career aspirations	0.42	0.90	
54. Accepted female role "to be good, to please"	0.85	1.10	
55. Lack of successful female role models	0.77	1.17	
56. Lack of skills due to inadequate work experience	0.46	0.85	
57. Lack of skills due to inadequate education	0.51	0.92	
58. Discriminatory attitudes toward women workers	1.04	1.21	
59. Sex-role stereotyping of performance	1.02	1.26	

\*  $p < .05$  in discriminant analysis

Table 17.5

(Continued)

Work Problems	Grand Mean of Item	Standard Deviation	p
60. Discriminatory work practices such as evaluations, promotions, salaries	1.10	1.34	
61. Structure of the organization or company	0.89*	1.15	.0001
62. Disapproval of family, friends, others	0.29	0.68	
63. Lack of time for performance of all roles	1.81	1.13	
64. Exclusion from informal contacts among male executives	0.84	1.16	
65. Lack of money	1.39	1.27	
66. Physical attractiveness	0.31	0.66	
67. Physical unattractiveness	0.28	0.69	
68. Too old	0.26	0.75	
69. Too young	0.25	0.77	
70. Lack of achievement motivation	0.50	0.89	
71. Personal definition of success	0.52	0.88	
72. Low personal expectations of success	0.46	0.89	
73. Fear of success	0.42	0.84	
74. Fear of failure	1.00	1.23	
75. Lack of decision-making ability	0.54	0.93	

\* p &lt; .05 in discriminant analysis

Table 17.5

(Continued)

Work Problems	Grand Mean of Item	Standard Deviation	p
76. Irrationality	0.33	0.70	
77. Lack of goal setting and planning ahead	0.72	0.98	
78. Improper emphasis of tasks at hand	0.56	0.84	
79. Inability to complete tasks	0.46	0.86	
80. Inaccuracy of decisions	0.37	0.72	
81. Inability to work with people due to personal relationships	0.31	0.77	
82. Inability to take risks	0.58	0.89	
83. Lack of future career goals	0.72	1.07	
84. Lack of commitment to your own long range earning	0.64	1.05	
85. Lack of intelligence	0.21*	0.63	.0001
86. Lack of ability	0.18	0.61	
87. Lack of competence	0.18	0.58	
88. Reliance (dependence) on income of husband	0.47	1.00	
89. Preference of fewer work hours over increased income	0.77	1.17	

\* p &lt; .05 in discriminant analysis

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