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ABSTRACT

Within a number of disciplines, women are the subject of numerous research studies. This bibliography is a compilation of much of the literature of the past decade on the women administrator at all levels of educational administration. Listed alphabetically by author, the bibliography section contains 240 citations, and the dissertations section contains 115 citations. Where applicable, the citation includes availability from ERIC, Dissertation Abstracts International, or University Microfilms. Research has tended to focus on the following subjects: status, profiles, attitudes, barriers, leadership style/effectiveness, structural determinants, and research on women. (MLF)

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WOMEN IN EDUCATIONAL ADMINISTRATION: A Bibliography

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WOMEN IN EDUCATIONAL ADMINISTRATION

A BIBLIOGRAPHY

by

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By the 1980's, it has become clear that women are being researched. Within a number of disciplines the study of women has been opened for reconsideration and revision resulting in an outpouring of books and articles based upon research on women. Once ignored by the researcher, women are now the subject of numerous research studies and hence women's issues have become one of the fastest growing areas of research in the social sciences. Where once such projects would have been considered unscholarly or harmful to the researcher's career, women's issues have now become respectable. "Far from being a mere 'flash in the scholar's pan,' the quantity and quality indicate that research on women will continue to flourish" (Moore and Wollitzer, 1971, p. 2).

Researchers in educational administration have followed the lead of other social science disciplines and have begun to look at the woman administrator -- her aspirations, her problems, her life. This bibliography is a compilation of much of the literature of the past decade on the woman administrator in educational administration. A glance at the topical areas of the sources in this bibliography finds that the research has tended to focus on the following subjects:

Status: These studies document the number of women in administrative positions in grades K-12 and higher education. In addition to recording the number of women employed, the types of positions in which these women are employed are also investigated. Also covered in this category are the number of women in graduate departments of educational administration and

the number of women who are not yet administrators but who aspire to such positions.

Profiles: The research in this category covers K-12 and higher education and looks at the personal histories of women in educational administration, including demographic, personality, and professional information. The career path of the woman administrator, including her feelings of satisfaction with her job, are also profiled. Sex differences in characteristics of male and female administrators are also researched. Finally, the characteristics of specific women who have been successful in the field, as well as biographical portraits of particular women administrators, give an in-depth look at women in administration.

Attitudes: Attitudes toward women administrators are the major focus of this category. However the attitudes of women are also measured in many studies as well as the attitudes of administrators, both female and male, toward the characteristics important if the woman administrator is to be successful. Finally, the attitudes of both male and female administrators toward legislation, particularly Title IX, are investigated. K-12 and higher education are the settings in which these studies are done.

Barriers: Research and discussion on barriers to women in administration may be broken down into three categories: internal barriers, external barriers, and strategies to overcome barriers. Each of these topics is explored in the writings in both the settings of K-12 and higher education. Internal barriers include such things as aspect of socialization, personality, aspiration level, individual beliefs and attitudes, motivation, and self-image. External barriers which are researched are sex role stereotyping, sex discrimination, lack of professional preparation, and family responsibilities. Methods for overcoming these barriers are presented and include general advice, sponsorship, role models, legislation, and education.

Leadership Style/Effectiveness: These studies, which encompass K-12 and higher education settings as well as research and development organizations, cover the following subjects: performance as perceived by subordinates, performance as perceived by superordinates, performance as perceived by self, leadership styles of female versus male administrators, and leadership styles identified as necessary for effective leadership.

Structural Determinants: These studies examine the structure of the organization and its impact on women in educational administration. Other studies explore the organizational climate and its relationship to women's achievement and experiences within the organization.

Research on Women: These studies discuss research on women in educational administration, its quality, its direction. They point to methods and perspectives for examining the woman administrator in the future.

While not complete, this bibliography is an adequate beginning for the researcher wishing to explore the topic of women in educational administration. The sources mostly originate from the school setting, but related managerial literature is also included. Both help to present a picture of women in school administration as "brave women who are exploring the outer edge of human possibility...." (Steinem, The First MS. Reader).

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