Table Five

Summary of Career Moves

First Stage:

Position Two

Position One

	line admin. position	staff admin. position	teaching	outside education	total
line admin. position	0	0	0	0.4	0.4
staff admin. position	0	1.6	0.8	0.8	3.1
teaching	5.9	12.2	31.4	21.6	71.0
outside education	1.2	1.6	10.6	7.6	25.5
total	7.1	15.3	47.5	30.2	100% n=255

Second Stage:

Third Position

Position Two

	line admin. position	staff admin. position	teaching	outside education	total
line admin. position	2.4	1.2	1.2	0	4.8
staff admin. position	5.2	6.9	1.6	2.0	15.7
teaching	4.0	16.1	22.6	36.7	48.8
outside education	2.0	2.4	19.3	6.8	30.7
total	13.7	26.6	44.8	14.8	100% n=248

//FT04F001 DD OSNAME=PADDOCK, UNIT=TAPE9,
VOL=SER=_____, DISP=(NEW, KEEP)

FILE NAME   PADDOCK STUDY, WOMEN ADM.

on var list add

IDENT 3, DECK3, Relyth, Reladt, age old,
age yng, year BA, year MA, year MA30,
year PhD, POSA1 TO POSA8, POSB1 TO
POSB9, POSC1 TO POSC9, POSD1 TO
POSD7, IDENT4, DECK4, POSD8, POSD9,
POSE1 TO POSE9, POSF1 TO POSF12,
POSG1 TO POSG9
?

N OF CASES   264 unless fix

input format - after last card   33(F1.0) /F3.0, F1.0,
~~2(F2.0)~~   (F2.0), F1.0, 4(F2.0),
3(F2.0), F1.0, 4(F2.0), F1.0, 3(F2.0),
F1.0, 4(F2.0), F1.0, 3(F2.0), F1.0,
3(F2.0) / F3.0, F1.0, F2.0, F1.0,
3(F2.0), F1.0, 4(F2.0), F1.0,
3(F2.0), F1.0, 4(F2.0), F1.0,
3(F2.0), F1.0, 4(F2.0), F1.0)

add var labels
see -

3   4 .
                                       3   4,
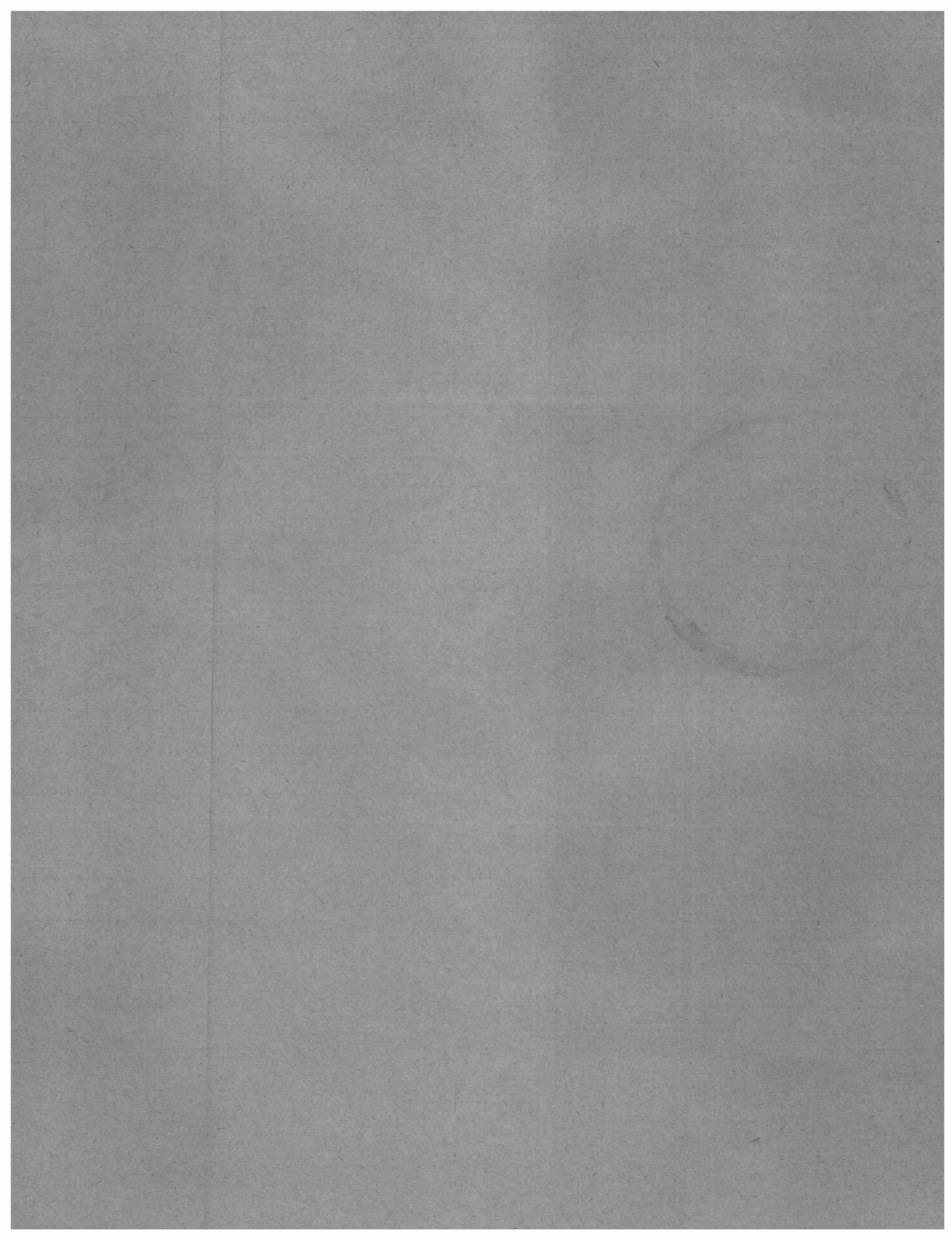* SELECT IF   (IDENT NE IDENT 3)
FREQUENCIES   GENERAL° IDENT
—

—

    SAVE FICE

ARGH!

21-22	Title		30-31	Year ended position	
36-37			45-46	90 - present	
52-53			61-62		
68-69			77-78		
8-9			17-18		
24-25			33-34		
40-41			49-50		
23-24	Age when started position		32-33	Bldg enrollment	
38-39	00 - no answer		47-48	99 - missing	
54-55	99 - not applicable		63-64	00 0-50	
70-71			79-80	01 51-150	
10-11			19-20		
26-27			35-36	02 - 151-250	
42-43			51-52		
25-26	Salary to nearest thousand		34-35	districts type	
40-41			49-50	01 - regular SD	
56-57			65-66	02 - state	
72-73			5-6	03 - post HS	
12-13			21-22	09 - out of ed	
28-29			37-38	04 - other	
44-45			53-54	00 - no answer	
27	Full time / part time			08 - Parochial	
42	0 no answer				
58	1 full time				
74	2 part time		51	Nature of move	
14			67	1 - same district	
30			7	2 - same state	
46			23	3 - another state	
28-29	Year started position		39		
43-44			55	9 - can't tell	
59-60				0 - no data	
75-76					
15-16					
31-32					
47-48					

Schmuck - ✓
50 - 12 - 2413
50-12-

Possible additional codes for women administrators data

Column	Item	Question Number
1-3	ID	
4	Deck Number 4 ?	
5-6	Religion -- in childhood	10 (Part I)
	See attached code for Glock and Stark (A)	
7=8	Religion -- presently	11 (Part I)
	see attached code A	
9-10	Title of 1st position	12 (part II)
	see attached code B (~~from~~ ~~District code~~)	
11-12	Age when took first job	
	code actual age	
13 -14	Salary to nearest thousand	
15 -16	Year started position	
17-18	Year ended position	
19-20	Building enrollment (to nearest 100)	
	(if under 50 code 0; if over 10,000 code 99)	
21-22	District enrollment (to nearest 100)	

Handwritten notes by columns 19-20: ~~missing = 0~~ missing = 99 ~~< 50~~

Handwritten notes by columns 21-22: missing = 99 highest code = 98 (9800 +)

23 to 36   repeat columns 9 - 22 for a second position
                            last position

37   Nature of move from ~~last district~~ ~~(for 1st position or to 2nd)~~
                1 -- in same district
                2 -- in same state
                3 -- in another state
                9 -- can't tell
                0 -- no data

38 - 52   repeat columns 23 to 37 for third position

53 - 67   repeat columns 23 to 37 for fourth position

68 - ~~22~~ 79   repeat ~~9 - 20~~ 23-34 for fifth position
                    (through building enrollment)

possible additional codes page 2

1 - 3	ID
4	Deck Number (5 all cards)
5-6	district enrollment for fifth position
7	nature of move for fifth position
8 - 22	repeat columns 23 - 37 for sixth position
23-37	repeat columns 23 - 37 xxxx for seventh position
38-52	eighth position
53-67	ninth position
68-79	tenth position through building enrollment

1-3	ID
4	deck number
5-6	district enrollment for tenth position
7	nature ofmove for tenth position
8-22	eleventh position and so on as necessary

Possible additional codes for women administrators data

Column	Item	Question Number
1-3	ID	
4	Deck Number 4?	
5-6	Religion -- in childhood See attached code for Glock and Stark (A)	10 (Part I)
7=8	Religion -- presently see attached code A	11 (Part I)
9-10	Title of 1st position see attached code B (~~from~~ ~~~~)	12 (part II)
11-12	Age when took first job code actual age	
13 -14	Salary to nearest thousand	
15 -16	Year started position	
17-18	Year ended position	
19-20	Building enrollment (to nearest 100) (if under 50 code 0; if over 10,000 code 99)	
21-22	District enrollment (to nearest 100)	

(handwritten, right of 19-20) missing = 0   missing = 99   ≤ 50

(handwritten, right of 21-22) missing = 99   highest code = 98 (9800 +)

23 to 36	repeat columns 9 - 22 for second position	
	last position	
37	Nature of move from ~~last districtxmx(for last position from 2nd)~~ 1 -- in same district 2 -- in same state 3 -- in another state 9 -- can't tell 0 -- no data	
38 - 52	repeat columns 23 to 37 for third position	
53 - 67	repeat columns 23 to 37 for fourth position	
68 - 79	repeat ~~9 - 20~~ 23-34 for fifth position (through building enrollment)	

possible additional codes page 2

1 - 3	ID
4	Deck Number (5 all cards)
5-6	district enrollment for fifth position
7	nature of move for fifth position
8 - 22	repeat columns 23 - 37 for sixth position
23-37	repeat columns 23 - 37 xxx for seventh position
38-52	eighth position
53-67	ninth position
68-79	tenth position through building enrollment

1-3	ID
4	deck number
5-6	district enrollment for tenth position
7	nature of move for tenth position
8-22	eleventh position
	and so on as necessary

Appendix B

Title of position

00 no answer
01 superintendent
02 assistant superintendent
03 principal
04 assistant principal
05 head teacher
06 director/ supervisor
07 coordinator
08 consultant
09 librarian
10 counselor
11 teacher, post secondary level
12 teacher, secondary
13 teacher, junior high
14 teacher, elementary
15 other administrator (school)
16 other teacher
17 outside education

Table Five, page 2

Third Stage:

| | Position Four | | | | |
	line admin. position	staff admin. position	teaching	outside education	total
Position Three					
line admin. position	3.6	1.8	0.4	0.4	6.3
staff admin. position	11.6	12.9	1.8	1.7	28.1
teaching	10.7	19.2	17.0	2.6	49.6
outside education	1.7	4.3	7.1	2.5	16.1
totals	27.7	38.4	26.3	7.5	100% $n = 224$

Summary of stages 4 – 6

| | ending positions | | | | |
	line admin. position	staff admin. position	teaching	outside education	totals
starting positions					
line admin. position	18.0	4.5	0.5	0.7	23.6
staff admin. position	31.4	13.7	0.9	1.2	47.3
teaching	9.2	7.8	4.2	0.7	22.0
outside education	1.9	2.4	2.1	0.7	7.1
totals	60.5	28.4	7.8	3.3	100% $n = 423$

Numbers within the tables are proportions of the total number of cases in each table

Women Line Administrators in Education:

A Study of Achievement

For many years, and perhaps more often since the advent of the current
feminist movement, people have asked, "Why can't women achieve like men?" In
many ways it is ironic that this question would even be asked. If we look
at the achievement of girls and boys in schools we see that there are few
differences in overall scores on standardized achievement tests (although
skills may vary from one area to another) and that girls consistently get
better grades than boys in all subjects. In terms of grades, girls outscore
boys from first grade through graduate school. Females can achieve.

Yet, of course, one may say this doesn't last. When we look at the
occupational world it is clear that men are much more likely than women to
hold the most prestigious and highest paying jobs. For instance, 11% of
all white men are owners and managers, but only 4% of all white women are.
Within specific areas the sex differences are even more extreme.

I am going to focus on the area of administration in public education.
I find this area most fascinating because the educational profession as a
whole is predominately female; 63% of all professional educators in 1972-73
were women. Yet, there is sharp sex segregation among the various positions
in education. Table 1 shows that 84% of all elementary teachers, 46% of all
secondary teachers were women. Yet only 20% of all elementary school prin-
cipals, 35% of all staff administrators in central offices (e.g., curriculum
coordinators, special education supervisiors), 3% of all junior high principals,
1% of all secondary school principals, 6% of all assistant school superinten-
dents, and only 0.1% of all school superintendents, the highest position

within a school district, were women in 1972-73 (Fishel and Pottker, 1974).
Clearly women predominate in the lowest ranking or least prestigious areas
and are least often found in the most authoritative and highest paying
positions. Even though the profession is predominately female, the most
prestigious and highly paid posts are held by males.

Today I am going to present data about the few women who have "made it"
in educational administration, focusing on the women line administrators:
secondary school principals, assistant superintendents, and school superin-
tendents, the women educators who have achieved in men's arena. First, I
will briefly discuss the theoretical perspective that is generally most
useful in looking within one profession, then present data on a sample of
these women, examining their educational and family status and their career
patterns; and finally discuss the implications of these data, both for
developing theoretical understandings of women's occupational achievement
and for implementing social change. I will use this last area as a means
of expounding on my own particular views of the most useful areas for social
change.

Theoretical Perspective

Many explanations of women's achievement (or lack of it) in the occupa-
tional world (e.g., neo-classical and labor segmentation theories) focus on
the total economy. In contrast, for examining sex segregation within one
profession or occupation, we may turn to the internal labor market analyses
in economics and the somewhat related studies of organizations that are more

common in sociology. Using an internal labor market analysis one may
examine the apparatus within a profession that influences the different
experiences of men and women and the sex segregation of the field. An
important aspect of this internal labor market is career ladders. In
education, as Table 1 implies, women most often begin as elementary
teachers, men as secondary teachers. These two staring positions in turn
point toward different career ladders: elementary teachers can aim toward
elementary principalships, but generally this is an end point in the scale
(Gaertner, 1978). In contrast, secondary teachers may become secondary
principals then perhaps move to a central office administrative job, to
assistant superintendent, and then to the post of superintendent. One
of the reasons then that men are much more often found in the superinten-
dent's post is that they more often fill the secondary teaching jobs.

Yet, this cannot be the only reason. Almost half of all secondary
teachers are women. But only about 1% of all school superintendents are
women. Something serves to sort most eligible women out of the career
ladder toward the superintendency. Certainly this involves discrimination--
the sorting done by others--where encouragement for administrative careers
is systematically directed more toward men than toward women and men are
favored over women for jobs on the administrative career ladder. Women may
also opt out of the career ladder toward the superintendency. While the
numbers of men and women educators with masters degrees is equivalent
(Estler, 1975), women generally enroll in graduate programs in curriculum
and instruction, special education or counseling (areas that are seen as
appropriate for women) rather than in graduate programs in school administration.

Undoubtedly, their reluctance to pursue administrative programs stems from their realization that they would face discrimination if they attempted to pursue that area. It is seen as men's province, not as women's, and so it is avoided. This in turn promotes the view that school administration is a male arena. Thus, both the discrimination of others and women's reluctance to enter a field where they will face discrimination reinforce the extreme sex typing of school administration and are mutually self-perpetuating.

Women Line Administrators in Education

By examining the women who have "made it"--the relatively few women who have become superintendents or who are in the line positions of secondary principal or assistant superintendent--we may be able to come to some understanding of how to facilitate changes in the internal labor market of education to promote more women into the top positions. My data come from a nation-wide mail survey conducted in 1977 of all women listed within the various state directories or state department of education lists as being in one of the three top line positions. A total population of 512 people was identified and 260 of these women returned usable questionnaires. (These figures omit respondents incorrectly included in the population, e.g. those not in actual line positions, but instead holding posts such as coordinator or secretary to the superintendent, and men who were inadvertently included. See Paddock, 1978.)

An examination of the data on these women shows that even though we supposedly contacted the most highly achieving women in education, relatively few of them hold much power. This is especially true of the superintendents.

Eighty-one percent of these top school officials for whom information is available supervise schools that serve only elementary children. Eight-five percent of these superintendents also report that they serve districts that are smaller than most other districts in their state. The assistant superintendents are more likely to be in the larger districts, probably because only those larger districts include assistant superintendents on their staffs. The average salary for the superintendents was about $21,000, not overly high for 1977, and for assistant superintendents and principals was $25,000 and $22,000 respectively. There are wide variations in the numbers of people the respondents report to supervise. Twenty-nine percent of the suprintendents, 30% of the assistant superintendents, and 19% of the principals report that they supervise less than 15 people. On the other end of the continuum, 36% of the superintendents, 25% of the assistant superin-tendents, and 18% of the principals report supervising more than 120 people.

Even though many of these women are in relatively small districts, each of them has a position of authority and achievement. What has facili-tated their attaining these posts? Susan Paddock, in the original analysis of these data (1978) noted that in contrast to the situation with men, where most studies report finding very few black line administrators, especially since the end of segregated schools, 19% of the high school principals and 15% of the assistant superintendents in this sample were black. These black women administrators were more often in the larger communities and the black principals were more likely than their white counterparts to supervise a large number of people. While male administrators are dispro-portionately Protestant (Jennings and Zeigler, 1969), the women in the

sample represented a much wider range of religious affiliations. Similarly, while many more male administrators are Republicans than are found nation-wide, the women administrators' political affiliations match the national trends fairly closely. In general, Paddock suggests that the largest barrier these women faced in becoming administrators was their sex. Once that was overcome, their race, religion, and political affiliation were not overly important.

Most closely related to one's sex is one's marital status and mother-hood. While virtually all male administrators are married, 21% of the women in this sample had never married and an additional 17% were widowed or divorced. Most of the women who had children had older children either in high   school or grown. This may indicate that women without the encumbrances of a family are more likely to embark upon a non-traditional career path. These findings also suggest, however, that these women may be the most likely to be considered by those who make the hiring decisions as being able to "handle the responsibilities." They may be seen as "exceptional" or "unusual" women. (I must note here the parallel with pre-industrial societies that allow only post-menopausal or barren women to assume positions of authority.)

Ninety-four percent of the women did report that they received encourage-ment in pursuing their careers. The superintendents rated both encouragement of school officials and family members most important, while the assistant superintendents and principals overwhelmingly rated the encouragement of school officials such as that from supervisors, building administrators, and central office staff, as most important. The most common form of

encouragement was suggestions regarding the career, giving confidence, and, for the principals, appointments to administrative posts and intern programs. Only 5% of the women said that this encouragement was not importnat in their career decisions and progress.

Examining the stages of career ladders of these women can perhaps lend more insight into their achievements. Table 4 shows the educational background of these women. At the bachelor's level, the superintendents are most likely to have degrees in education. This probably occurs because they often entered elementary education, and eventually became superintendents in elementary districts. Secondary teaching usually requires a degree in a subject area. Thus, it is not surprising that the vast majority of the high school principals received BAs in non-educational fields. Their bachelor degrees were most commin in the humanities, a typically female teaching field. At the higher educatioral levels, all the respondents tended to get degrees in either an educational field or in educational administration. Perhaps because their responsibilities may involve curriculum or other areas, the assistant superintendents were somewhat less likely than those in the other two posts to have degrees in administration.

Table 5 summarizes the steps in the careers that the women have taken to this point. Clearly most of the women (71%) began their careers as teachers. The next largest group started with professional jobs outside education. While a few women moved in their first career change to a line administrative post or to a staff administrative post, most of these teachers (44%) took another teaching job. About 6% of the teachers moved to jobs out of education, and 8%

left education to work at home with their families. In the second step
of career moves, the largest group of women still began as teachers
and almost half of these women remain as teachers, but a third move to staff
administrative positions and 8% of these teachers go to line administrative
posts. About a third of those in staff positions move to line positions.
In the third stage, the most common beginning post is still that of teachers
(50%), with staff administrative positions next most common (28%). Only
34% of the teachers move to another teaching post, 39% go to staff adminis-
trative positions, and 22% to line posts. Forty-one percent of those beginning
in staff positions at this stage move to line positions. The moves in the
later stages are similar, with the most common move being from teaching to
staff positions and then to line administrative positions of superintendent,
assistant superintendent, or secondary principal.

The above data suggest that many of these women have moved in a career
pattern typical of males in administration from teaching to a staff adminis-
trative position to their line posts. A small number have also moved from
one line position to another. A fair sized minoirty have left education for
other jobs or to stay at home for a few years and then have returned to their
educational careers. In contrast to male administrators, however, these
women have had a much longer period of classroom experience before entering
administration. Paddock (1978) has also noted that the time between deciding
to enter administration and actually getting a job was only about one year
for these women, in contrast to a time that is estimated to be several times
longer for men (Carlson, 1972). This may indicate that many women really
did not conceive of entering administration until they were encouraged to do so.

This is supported by the comment of one of the school principals in the study:

> I hadn't thought of being a principal until the superinten-
> dent asked me to take the post. If my husband hadn't
> encouraged me to do so, I probably wouldn't have accepted
> the job.

It must be remembered that these women are a _very_ small minority of all line administrators in education. They generally appear to have achieved their positions not from fighting the system as much as from a fortuitous combination of circumstances and the support of those in strategic positions. School officials and often families have encouraged their career progress. Studies of attitudes of school officials toward women administrators consistently show intense opposition to their hiring (see Stockard, et al, 1977; and Stockard, forthcoming). This underscores the importance of this encouragement for these women's success and also helps account for its probably rare occurrence.

Implications

What can these findings about exceptional women in education who manage to attain posts usually held by men tell us about the possibilities for women achieving in the male occupational world in general? First, it must be admitted that these women are truly exceptional. If women were to be represented in the top rung of the career ladder as fully as they are repre-sented at the bottom they would compose about half of all the top adminis-trators instead of less than 5%. The reasons they do not may be traced to the officials who do the hiring and selection and screening process and, some suggest, to women themselves for not aspiring to those positions.

I prefer to stress more the impact of those who control the selection process rather than the motivations of women themselves. This is because women do achieve in education. They are exemplary teachers, librarians, counselors, curriculum coordinators, and (if they are hired) they are also excellent administrators (comparisons of male and female elementary school principals suggest that on most scales females are actually better than males, Fishel and Pottker, 1975). Women do achieve in education; but they achieve in areas that are deemed suitable for women. The line administrative posts are defined as appropriate only for men, and so women are represented only as tokens, at best.

Because women are represented in all the basic beginning posts in education, the internal labor market analysis can not adequately explain their absence in the higher ranks. Both males and females start on the same ladder and in largely the same spots. (In contrast to popular stereotypes of the former coach becoming the principal, the women principals in our sample did not have an overabundance of male-typed undergraduate specialties. Instead, the largest single group majored in the humanities for their bachelor's degrees.) Probably then it is necessary to turn to studies of organizations to determine why women are not advanced as men are. Here the evidence points to discrimination. Organizational studies of several organizations show that women are not treated as men are. Even when having the same organizational authority, women are accorded less respect and given less encouragement than men are (e.g. Miller, et al, 1975). It is no wonder then that many women do not "fight their way to the top" and that those who

have made it often note that the encouragement of others in their work organizations was important in their progress. Unfortunately, this encouragement is extremely rare.

How then do we achieve change? Do we encourage women to strive harder? Or do we try to get those who control the selection processes to admit more women? While probably we must do both, I suspect that it is the latter task that is more important and actually much harder to accomplish. Once it is apparent that those who control the selection process will admit women, then I believe that women will aspire to those posts. Certainly now that women coaches and athletes are actively solicited there is no problem in finding them, and I am sure that this could be the case with women administrators also.

However, how do we deal with the selectors? Most of those who control the selection process are men. Studies of the attitudes of male administrators show them generally quite opposed to the hiring of women administrators, and a survey of teachers found that men who had once been administrators held the most negative attitudes of all (Mansergh, 1975). I frankly think that it will be an uphill battle to cope with these selectors.

One important aspect is that the law is now on the side of sex equity. Selection committees are forced by various affirmative action regulations to try to get women into the hiring pool. Watch-dog committees in individual school districts are raising the cry for more women administrators. Individual women can file legal actions if they believe they have been the victims of discrimination.

Yet these means are costly and time-consuming. The regulations are also open to a good deal of abuse. We have no way of telling how many of the assistant superintendents in our sample hold positions with no real authority over others, but simply have figurehead posts created to show that a woman is indeed part of the administrative structure. Certainly the fact that 30% of the assistant superintendents supervise less that 15 people indicates that at least those women may have relatively little power. Frances Lear (1977) reported in the Washington Post two years ago of her attempt to find women who had been headlined in newspaper articles as being in top administrative and decision making positions in corporations and government around the country. In case after case, she found that these women actually had very little authority and simply held ineffectual positions that they were given to inflate the company's image. No doubt large school districts have not been immune from this practice.

I believe that the final solution then must rest on changing the motivations that ultimately underlie the practices of sex segregation and discrimination. In another paper written with my colleague Miriam Johnson (Stockard and Johnson, 1979), I reviewed literature from psychoanalysis that points to the underlying source of the motives for male dominance. Basically, this literature suggests that because boys' early childhood experiences mainly involve close relations with women, their definition of what it means to be masculine comes to mean "not feminine." To concretely support this view they separate what they do from what women do and depreciate women's activities in favor of their own. Thus, we find the

sharp segregation of men's and women's tasks in education and the large pay differentials between the teaching positions, mainly held by women, and the administrative posts, generally held by men. From this analysis I suggest that ultimately ending male dominance, allowing women to achieve, and also recognizing the achievement they now make will require changes in not just the economy, but also in the family, incorporating both men and women into early infant care. Even with all the various laws calling for equal representation in employment, if we do not somehow cope with the psychological motives that underlie sex segregation and sex discrimination, efforts to subvert these laws will continue. Ultimately then we must move beyond education and beyond the economic world and also strive for changes in the family.

The women in this sample who were encouraged to become school administrators were probably seen as "exceptional women." The superintendents in elementary districts may be seen as simply doing "women's work," extending the role of elementary teacher and bring no real threat to men's status. As long as those in other positions remain only a small proportion of the total set of administrators they too may be seen as exceptional and do not threaten the total system. If my thoughts are correct, systematic and extensive efforts will be necessary to break down discrimination against women educators and open the career ladders to more women.

Table One

Employees in Education By Sex in 1972 - 1973

Position	Males	Females	Total (%)	N
Total full-time professional employees	37%	63%	100%	2,420,144
Elementary school teachers	16%	84%	100%	
Secondary school teachers	54%	46%	100%	
Elementary school principals	80%	20%	100%	48,196
Junior high principals	97%	3%	100%	9,374
Senior high principals	99%	1%	100%	15,827
Superintendents	99.9%	0.1%	100%	13,037
Deputy and associate superintendents	94%	6%	100%	853
Assistant superintendents	95%	5%	100%	5,337
Other central office administrators	65%	35%	100%	48,488

Source: Andrew Fishel and Janice Pottker, "Women in educational governance: a statistical portrait," Educational Researcher.   (1974): 4-7, July/August.

Table Two

Employment Conditions by Title

Grades Supervise		Superintendents	Assistant Superintendents	Secondary Principals	Total
Grade school only		81	0	0	14
Includes high school		19	100	100	86
Total	(%)	100%	100%	100%	100%
	N	21		96	118

District size in Comparison to other Districts in State

Smaller than most		60	16	24	26
Equal to most		30	26	27	27
Larger than most		10	43	31	33
Largest		0	15	18	14
Total	(%)	100	100	100	100
	N				

Number supervise					
	$\overline{X}$	115.3	99.1	75.6	93.0
	s	126.3	145.9	101.6	131.2
	N	42	115	93	250

Annual Salary					
	$\overline{X}$	$20,926	$25,073	$21,616	$23,071
	s	8,601	6,896	5,904	6,804
	N	77	82	73	182

Table Three

Encouragement from Others by Title

Who gave ⟨ ⟩ Encouragement	Position Title			
	Superintendent	Assistant Superintendent	Secondary Principal	Total
School officials	46	67	81	70
Family and spouse	39	14	9	15
Colleagues, professors	10	11	6	9
No encouragement received	5	8	4	6
Totals %	100	100	100	100
N	41	126	96	263

How Important was Encouragement to Career Progress

	Superintendent	Assistant Superintendent	Secondary Principal	Total
Very Important	38	54	43	47
Important	28	20	30	25
Somewhat Imp.	21	22	24	23
Not very imp.	5	4	3	4
Not at all	8	0	0	1
Totals %	100	100	100	100
N	39	114	91	244

(those reporting no encouragement
 were omitted)

Table Four

Field of Major by Title for Each College Degree Obtained

Bachelors' Degree

Field of Major	Superintendent	Assistant Superintendent	Secondary Principal	Total
Education	71	39	14	33
Educational Administration	0	1	0	0.4
Other	29	60	86	66.6
Totals %	100	100	100	100
N	35	124	96	263

Masters Degree

	Superintendent	Assistant Superintendent	Secondary Principal	Total
Education	40	54	54	52
Educational Administration	54	32	24	33
Other	6	14	22	15
Totals %	100	100	100	100
N	35	108	78	221

"Masters Plus 30 hours"

	Superintendent	Assistant Superintendent	Secondary Principal	Total
Education	15	40	28	28
Educational Administration	85	49	70	70
Other	0	11	2	2
Totals %	100	100	100	100
N	14	53	40	107

Doctoral Degree

	Superintendent	Assistant Superintendent	Secondary Principal	Total
Education	33	36	23	33
Educational Administration	67	62	77	65
Other	0	2	0	2
Totals %	100	100	100	100
N	15	47	13	75

Department of Sociology

College of Arts and Sciences
UNIVERSITY OF OREGON
Eugene, Oregon 97403

503/686-5002

Table Five

Summary of Career Moves

First Stage:

Position Two

Position One	line admin. position	staff admin. position	teaching	outside education	total
line admin. position	0	0	0	0.4	0.4
staff admin. position	0	1.6	0.8	0.8	3.1
teaching	5.9	12.2	31.4	21.6	71.0
outside education	1.2	1.6	10.6	7.6	25.5
total	7.1	15.3	47.5	30.2	100% n=255

Second Stage:

Third Position

Position Two	line admin. position	staff admin. position	teaching	outside education	total
line admin. position	2.4	1.2	1.2	0	4.8
staff admin. position	5.2	6.9	1.6	2.0	15.7
teaching	4.0	16.1	22.6	36.7	48.8
outside education	2.0	2.4	19.3	6.8	30.7
total	13.7	26.6	44.8	14.8	100% n=248

Department of Sociology

College of Arts and Sciences
UNIVERSITY OF OREGON
Eugene, Oregon 97403

503/686-5002

Table Five, page 2

Third Stage:

		Position Four			
		line admin. position	staff admin. position	teaching	outside education	totals
Position Three						
	line admin. position	3.6	1.8	0.4	0.4	6.3
	staff admin. position	11.6	12.9	1.8	1.7	28.1
	teaching	10.7	19.2	17.0	2.6	49.6
	outside education	1.7	4.3	7.1	2.5	16.1
	totals	27.7	38.4	26.3	7.5	100% n =224

Summary of stages 4 - 6

		ending positions			
		line admin. position	staff admin. position	teaching	outside education	totals
starting positions						
	line admih. position	18.0	4.5	0.5	0.7	23.6
	staff admin. position	31.4	13.7	0.9	1.2	47.3
	teaching	9.2	7.8	4.2	0.7	22.0
	outside education	1.9	2.4	2.1	0.7	7.1
	totals	60.5	28.4	7.8	3.3	100% n=423

Numbers within the tables are proportions of the total number of cases in each table

Department of Sociology

College of Arts and Sciences
UNIVERSITY OF OREGON
Eugene, Oregon 97403

503/686-5002
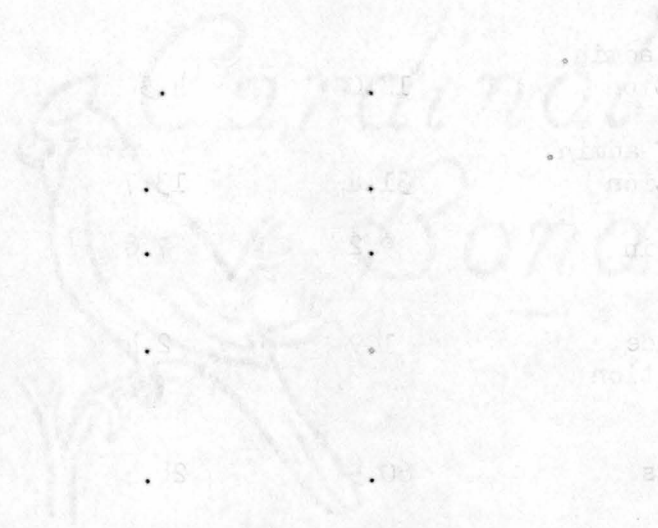
Women Administrators Survey Codebook

Column	Item (SPSS name)	Question number

CARD 1

1-3   ID number IDENT

4   Title of present position TITLE

                    1--Superintendent
                    2--Superintendent/principal
                    3--Assistant Superintendent
                    4--Principal
                    5--State Superintendent
                    6--State Assistant to Superintendent

        Part I: Personal Data

5-6   AGE   1
                    code actual age

7   Race/ethnic background RACE   2
                    see page 3 printout

8   Marital status MAR   3
                    see page 4 printout

9   Number of preschool children PSCHILD   4
                    Actual number of preschool age
                        children

10   Number of school age children SCCHILD   4

11   Number of ~~adolesce~~ adult children ADCHILD   4

12   Community type COMM   5
                    seepage 8 printout

13   Father's occupation FATHOCC   6
                    p. 9 printout

14   Mother's occupation   MOTHOCC   7
                    p. 10 printout

15   Mother's education   MOTHED   8
                    p. 11 printout

16   Birthorder BIRTH   9
                    don't have code -- ask SUE

women admin. codebook page 3

Column	Item	Question #
	applied for	
37	Financial Aid for MA MAAID	15
	1- yes	
	2 - no	
	0 - no answer/ missing	
38	Received a loan for MA MALOAN	15
	same as column 37	
39	Received a fellowship for MA MAFELL	15
	same as column 37	
40	Received sabbatical pay for MA MASABT	15
	same as column 37	
41-42	Age at which got MA plus 30 MPAGE	15
	same as column 28-29	
43	Major for MA plus 30 MPMAJ	15
	same as column 30	
44	Institution type for masters plus 30 MOINST	15
	same as column 31	
45	Distance to inst. for masters plus 30 MPDIST	15
	same as column 32	
46-47	Months of full time study for MA plus 30 MPMON	15
	same as column 33 -34	
47 48-49	Number of years admin. experience when	15
	got masters plus 30 MPEXP	
	same as columns 35-36	
50	Applied for financial aid for masters plus 30	15
	MPAID	
	same as column 37	
51	received loan for ma plus 30 MPLOAN	15
	same as column 38	
52	received fellowship for ma plus 30 MPFELL	15
	same as column 39	
53	received sabbatical pay for masters plus 30 MPSABT 15	
	same as column 40	

Column	Item	Question #
17	Religion of Birth RELBIR see page 13 printout	10
18	Present religion RELPR same code as column 17	11
19	Strength of present religious affiliation RELSTR 1 -- very weak 2 3 4 -- average 5 6 7 -- very strong	11
20	Political Affiliation POLIT see page 16 printout	12
21	Number of organizations to which belong ORH ORGS code actual number with 9 = 9+	13
22	Husband's occupation HUSBOCC see page 18	14
23	Husband's salary in comparison to own HUSBSAL see page 19	14
24-25	Age at which received bachelors degree BAAGE code actual age	15
26	Major for bachelors degree BAMAJ page 21 printout	15
27	Institution type where got BA page 22 printout	15
28-29	Age at which received masters MAAGE actual age	15
30	Major for masters degree MAMAJ same as column 26	15
31	Institution type where got MA MAINST same as column 27	15
32	Distance to institution where got MA MADIST page 26 printout	15
33-34	Number months of full time study for MA MAMON actual number of months	15
35-36	Number of years of administrative experience when received MA MAEXP actual number of years	15

women admin. codebook page 5

Column	Item	Question Number
71-73	Number of staff members supervise SUPER (rounded to nearest 10)	5
74	Range of grades supervise if a building admin. see page 68 printout GRADES	6a
75	Sex composition of school SCHSEX page 69	6b
76	type of school SCHTYP 1 -- vocational-technical 2 -- regular 0 -- no answer	6c

CARD 2

Column	Item	Question Number
1 - 3	ID same as card one	
4	Deck number (?) all coded 3 (?)	
5	If received encouragement in career, who was most important ENCOUR see page 71	9
6	Kind of encouragement received ENCTYPE see p. 72	10
7	How important was encouragement in decision ENCIMPT see p. 73	11
8	Held positions outside education POSOUT 1 -- yes 2 -- no 0 -- no answer	12
9	Interruptions in teaching experience INTTCH same as column 8 above	12
10	interruptions in adminsitration experience INTADM same as 8	12
11	Kind of position held outside education POSKIND see p. 77	12
12	Years in education before break EDBEF actual number	12
13-14	Years in education since break EDSINCE actual number	12
15-16	Years out of education YRSOUT actual number	12

women admin. codebook, page 4

Column	Item	Question Number
54-55	Age at which got doctorate DOCAGE same as column 28-29	15
56	Major for doctorate DOCMAJ same as column 30	15
57	Institution type where got doctorate DOCINST same as column 31	15
58	Distance to institution where got doct. DOCDIST same as column 32	15
59-60	Number of months of full time study for MA M DOCMON same as colums 33-34	15
61-62	Number of years of administrative experience when got doctorate same as columns 35-36 DOCEXP	15
63	Applied for financial aid for doctorate DOCAID same as column 37	15
64	Received a loan for doct. DOCLOAN same as column 38	15
65	Received a fellowship for cot. DOCFELL same as column 39	15
66	received sabbatical pay for doct. DOCSABT same as column 40	15

PART II: XXXX CAREER

67	Type of district for present position DISTTYP see page 59 printout	1
68	Location of district DISTLOC see page 60 printout	2
69	Size of district in comparison to others in state DISTSIZ see page 61 printout	3
70	Title of Person to whom directly report (title) RPT see page 62	4

Column	Item	Question number
17	Number of districts taught in TDIST actual number	12
18	Number of states taught in TSTAT actual number	12
19	Number of districts admin. in ADIST	12
20	Number of states admin. in ASTAT	12
21	Number of administrative positions held NOADM	12
22	Title of first administrative position held FIRTIT 12 page 88	

23	Held staff positions STAFF
	    1 -- yes
	    2 -- no
	    0 -- no answer
		12

24-25	Number of years in teaching TYRS	12
26=27	Number of years in administration ADMYRS	12

28-29	Age when first decided to seek adm. or
	    supervisory position DECAGE
	    actual ge
		7

30-31	Age when first appointed to adm. or super. position ENTAGE	8
32-33	Age when assumed present title	12
34-35	Age when assumed present position	12
36-37	Number of years in current position	12
38	Number of districts in which held this title NODIST 12	

39	Move to larger district with this title GREAT
	    1 - yes
	    2 - no
	    0 - no answer/no data
		12

40-41	Current salary SALAR to nearest thousand	12

Column	Item	Question Number

42   How manage cooking and housework   HOUSE   13
       see page 104

43   If lived life over, how change career   CARCH   14
       see page 105

                                first check

44   Future career position desire   CARFUT1   15
       see page 106

45   Future career position desire, second check   15
       CARFUT2   p. 107

46   See barriers to career development   15 16
       1 -- yes
       2 -- no
       0 -- no answer

47   Willing to move to other district DMOVE DMOVE   17
       see p. 109

48   Willing to move to another state   SMOVE   18
       see p. 110

49   Rating of job security as is   JSAI   19a
       1 -- better than average
       2 -- average
       3 -- worse than average
       0 -- no answer

50   Job security as should be   JSASN   19a
       as column 49

51   Opportunity to be helpful to others, as is OHAI   19b
       as column 49

52   opportunity to be helpful, as should be   AHASB   19b
       as column 49

53   Prestige in community, as is   PAI   19c
       as column 49

54   Prestige in community, as should be   PASB   19c
       as column 49

55   Opportunity for independent thought and   19d
       action   ITAI   as is
         same s column 49

women admin. codebook, page 8

Column	Item	Question Number
56	Opport. forindepend. as should be ITASB as column 49	19d
57	self-fulfillment as is SFAI as column 49	19e
58	self-fulfillment as should be SFASB as column 49	19e

59   How feel about career --career anchorage CARANC   20
            1 -- down
            2 -- up
            9 -- both
            0 -- no answer

60   career plans always to advance to more important   21 a
            positions SCORE1
            1 --
            2 -- agree
            3
            4 -- neutral
            5
            6--disagree
            7

61   Enjoy discussions regarding local issuesmore than
            national issues SCORE2   21 b
               same as column 60

62   Woman owes it to self to constantly watch for
            better job opportunities SCORE3   21c
               same as column 60

63   Am very satisfied with present position   21d
            same as column 60   SCORE4

64   Most important aspect of career for me is
            congenial living environment SCORE5   21e
               same as column 60

65   most important aspect of career for me is good
            working relationships   SCORE6   21f
               same as column 60

66   Mostimportant aspect of a career for me is holding   21g
            a job which advances that career   SCORE7
                  same as column 60

67   mostimportant aspect of career for me is being
            near fx friends and family SCORE8   21h
               same as column 60

Column	Item	Question Number
68	if husband were offered job in another place would seek job there too ITEM1 same as column 60	21i
69	If husband offered job in another place would go with him even if there was not a job for me ITEM2 same as column 60	21j
70	If I were offerred a good job in another place my husband would look for a job there ITEM3 same as column 60	21k
71	If I were offered a good job in another place, my husband would go with me even if there were not a job there for him ITEM4 same as column 60	21l
72	my husband's occup is one which can be done in most places ITEM5 same as column 60	21m
73	Career choice regarding evening study vs. family responsibilities 1 -- decides against evening study 2 -- decides for evening study 0 -- no answer	22
74	Definition of success unsure of code here - ~~check~~	23

Computer variables

DIFF1	JSAI-JSASB difference of job satisfaction scores
DIFF2	difference of opportunity to be helpful scores
DIFF# 3	difference of prestige in community scores
DIFF4	difference of opporutnity for independent though and action scores
DIFF5	difference in self-fulfillment scores
TOTL	total of all difference scores showing discrepance of as is and as should be
CAREER	CAROR1 + CAROR2 sum of career choice and definitions of success scores

women administrators codebook, page 10

computed codes continued

SCALE 1	sum of all score items (columns 60-67)
SCALE2	sum of all items (columns 68-72)
CH1	~~boxx~~ total number of preschool and school age children
CH2	total numberof all children
CH3	total numberof school age and adult children

Ap. 4

copy – col. 17 – card 1 Ave

+ add

Episcopal

Congregational, U. Ch. of Christ

Ass. of God.

Gk. Orthodox

Other fundamental

Disciples

Other pentecostal

Suburb

#Sup

	1	2	3	4
Supt	1(K-8) 1	0	1(K-8) 1	0
Prin	1 · 1	1+1 · 2	3+3+2 +1+1+1 · 11	1+3+1 · 5
Supt Prin	0	0	1(K-6) 1	0

only prin
one in H.S.
others
in elem

Large City

#supervisor

	1	2	3	4
Supt.				
Prin.	2+4 · 6	1+0+2 · 3	5+3+2 · 10	5+2+1 · 8
Supt/Prin				

Dist. Size 1,2 (smaller, = oth. in state)

Supervise=1 (2-15)	2 (?4-49)	3 (50-115)	4 (120-900)

Rural   Small T.   Rural Small t.   Rural Smt. Medcity   Rural   Sm.town
∂h.s. ∂h.s. ∂hs ∂hs   ∂h ∂hs ∂hs ∂hs   ∂hs ∂hs ∂hs ∂hs ∂hs ∂hs   ∂hs ∂hs ∂hs ∂hr.

Dist. loc.

~~Smalltown~~

Rural

	~~#~~	#Super.		
	1	2	3	4
Supt.	1 $^{K-8}$ 1	3 $^{K-12}$ 3	2 $^{K-8}_{var}$ 2	1 $^{K-12}$ 1
Prin	1+2 3	1+7+4 12	0	0
Supt. prin	1+2+1+1 $_{K-4}$ 3	3 $^{K-8}$ 3	0	0

here only prin + supt in super = 2, 4 think not at...

Smalltown

	#Supervise			
	1	2	3	4
Supt.	2 $^{K-8}$ 2	2 $^{K-8}$ 2	0	0
Prin.	1+1+3 5	3+2+1 6	5+1+1 7	1 1
Supt. Prin.	1 $^{K-8}$ 1	0	0	0

only prin. super. teachers in k-5

Medium City

	#Supervise			
	1	2	3	4
Supt.	0	0	0	0
Prin.	1+? 1	? 0	2+2+2 6	1+1 2
Supt. Prin.	0	0	0	0

no super or supt/prin in med city

keep super recode

add

RECODE   GRADES (1 THRU 5, 8, 9 = 1)(6, 7 = 2)

CROSSTABS TABLES = TITLE BY SUPER
          6   4
         BY DISTLOC BY GRADES
            4   2

COMMENT   GRADE recode divides into
           those w/ only elem. &
           those w/ hi school students in
           bldg.

OPTIONS   1, 3, 4, 5
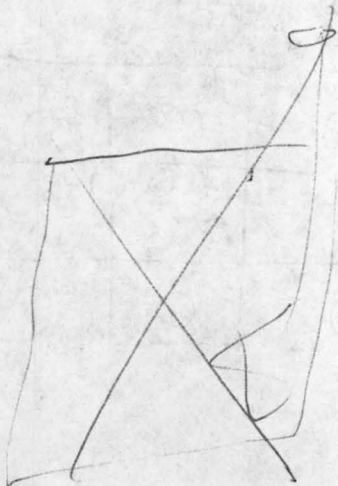
December 12, 1978

Jean:

The column 9-22 cycles for position sequences is built around gainful employment and, indeed, employment in public school positions. It would be important, I should think, to be able to reflect three other sorts of occupation: (a) the time out for full-time graduate study and age at which it occurred, (b) time out for homemaking, including ages of children [do you intend to carry the marital status code?], and (c) positions outside of education.

On time of graduate training, coders may have to do a little work to see if there were actually any position interruptions for it. A glance over the questionnaires you included suggests that the training, sometimes the full-time study, occurs simultaneously with gainful employment. With regard to positions within the public schools, Paddock's DISTYP code could be applied and your building-district enrollment would be relevant. For positions other than public school, Paddock's POSKIND code could be used and, with a modification of your Col. 37 code (1=in same firm) it too could be applied, but the enrollment info would be irrelevant.

In general, if it were possible to establish the time-point (age) at which every new state were entered for each individual, your Col. 17-18 would not be needed (year ended position). Whether this ideal could be reached remains to be seen. If it could be, we could also, then, erect matrices of transition probabilities, annually based, to describe movements, a la Gaertner's paper.

One other time point that would be useful to code: Ques 7, age of decision to seek administrative post.

Sandy Charters

WOMEN ADMINISTRATORS SURVEY CODEBOOK

Question #	Column	Item (SPSS Name)	Variable
CARD 1			
	1-3	ID Number	IDENT
	4	Title of present position 1--Superintendent 2--Superintendent/principal 3--Assistant superintendent 4--Principal 5--State superintendent 6--State assit. to superintendent	TITLE

PART I: PERSONAL DATA

Question #	Column	Item (SPSS Name)	Variable
1.	5-6	Age Code actual .age	AGE
2.	7	Race/ethnic background 1.White 2.Black 3.Natamerican 4.Chicano 5.Oriental 0.No answer	RACE
3.	8	Marital status 1.Single 2.Married once 3.Divorced 4.Widowed 5.Divorced/married 6.Widow/married 0.No answer	MAR
4.	9	Number of preschool children Actual number of preschool age children	PSCHILD
4.	10	Number of school age children Actual number of school age children	SCCHILD
4.	11	Number of adult children Actual number of adult children	ADCHILD

Question	Column	Item (SPSS Name)	Variable
5.	12	Community type 1. Rural 2. Small town--less than 2500 3. Small town--greater than 2500 4. Medium city, less than 10,000 5. Medium City, greater than 10,000 6. Suburb 7. City greater than 100,000 8. City greater than 250,000 9. City greater than 1.5 million 0. No answer	COMM
6.	13	Father's occupation 1. Farmer 2. Un or semiskilled 3. Skilled 4. White collar 5. Professional 6. Small business 7. Arts or sports 8. Other 0. No answer	FATHOCC
7.	14	Mother's occupation 1. Homemaker 2. Farmer 3. Domestic 4. Un or semiskilled 5. Skilled 6. White collar 7. Professional 8. Small business 0. No answer	MOTHOCC
8.	15	Mother's Education 1. Less than 8th 2. 8th 3. Less than high school 4. High school 5. Some college 6. Assoc. degree 7. Bacc degree 8. Grad work 9. Grad degree 0. No answer	MOTHED

Question	Column	Item (SPSS Name)	Variable
9.	16	Birth order Don't have code--ask Sue	BIRTH
10.	17	Religion of Birth 1. Jew 2. Catholic 3. LDS 4. Methodist 5. Presyterian 6. Baptist 7. Lutheran 8. Other Protestant 9. Other 0. No answer	RELBIR
11.	18	Present religion 1. Jew 2. Catholic 3. LDS 4. Methodist 5. Presbyterian 6. Baptist 7. Lutheran 8. Other Protestant 9. Other 0. No answer	RELPR
11.	19	Strength of present religious affiliation 1. Very weak 2. 3. 4. Average 5. 6. 7. Very strong	RELSTR
12.	20	Political Affiliation 1. Republian 2. Democrat 3. Independent 0. No answer	POLIT
13.	21	Number of organizations to which belong Code actual number with 9 = 9+	ORGS

Question	Column	Item (SPSS Name)	Variable
14.	22	Husband's occupation 1. Farmer 2. Un or semiskilled 3. Skilled 4. White collar 5. Professional 6. Small business 8. Other 9. Retired 0. No answer	HUSBOCC
14.	23	Husband's salary in comparison to own 1. Less than 2. Equal 3. More than 0. No answer	HUSBSAL
15.	24-25	Age at which received bachelor's degree Code actual age	BAAGE
15.	26	Major for bachelor's degree 1. Education 2. Ed. Admin. 3. Sci/math 4. Arts 5. Humanities 6. PE Health 7. Business 8. Soc. science 9. Other 0. No answer	BAMAJ
15.	27	Institution type were got B.A. 1. State university 2. State college 3. Private university 4. Private college 5. Religious college 6. Teacher college 7. Business technical 0. No answer	BAINST
15.	28-29	Age at which received master's Actual age	MAAGE

Question	Column	Item (SPSS Name)	Variable
15.	30	Major for master's degree 1. Education 2. Ed. admin. 3. Sci/math 4. Arts 5. Humanities 6. PE health 7. Business 8. Soc. science 9. Other 0. No answer	MAMAJ
15.	31	Institution type where got master's 1. State university 2. State college 3. Private university 4. Private college 5. Religious college 6. Teacher college 7. Business technical 0. No answer	MAINST
15.	32	Distance to institution where got master's 1. Less than 50 miles 2. greater than 50 miles 0. no answer	MADIST
15.	33-34	Number months of full time study for MA Actual number of months	MAMON
15.	35-36	Number of years of administrative experience when received MA Actual number of years	MAEXP
15.	37	Applied for financial aid for MA 1. Yes 2. No 0. no answer/missing	MAAID
15.	38	Received a loan for MA 1. Yes 2. No 0. No answer/missing	MALOAN
15.	39	Received a fellowship for MA 1. Yes 2. No 0. No answer/missing	MAFELL

Question	Column	Item (SPSS Name)	Variable
15.	40	Received sabbatical pay for MA 1. Yes 2. No 0. No answer/missing	MASABT
15.	41-42	Age at which got MA plus 30 Actual age, same as column 28-29	MPAGE
15.	43	Major for MA plus 30 1. Education 2. Ed. admin. 3. Sci/math 4. Arts 5. Humanities 6. PE health 7. Business 8. Soc.science 9. Other 0. No answer	MPMAJ
15.	44	Institution type for masters plus 30 1. State university 2. State college 3. Private university 4. Private college 5. Religious college 6. Teacher college 7. Business technical 0. No answer	MOINST
15.	45	Distance to institution for masters plus 30 1. Less than 50 miles 2. Greater than 50 miles 0. No answer	MPDIST
15.	46-47	Months of full time study for MA plus 30 Actual number of months, same as 33-34	MPMON
15.	48-49	Number of years admin. experience when got masters plus 30 Actual number of years, same as 35-36	MPEXP
15.	50	Applied for financial aid for masters plus 30 1. Yes 2. No 0. No answer	MPAID

Question	Column	Item (SPSS Name)	Variable
15.	51	Received loan for MA plus 30 1. Yes 2. No 0. No answer/missing	MPLOAN
15.	52	Received fellowship for MA plus 30 1. Yes 2. No 0. No answer/missing	MPFELL
15.	53	Received sabbatical pay for MA plus 30 1. Yes 2. No 0. No answer/missing	MPSABT
15.	54-55	Age at which got doctorate Actual age	DOCAGE
15.	56	Major for doctorate 1. Education 2. Ed. admin. 3. Sci/math 4. Arts 5. Humanities 6. PE health 7. Business 8. Soc.science 9. Other 0. No answer	DOCMAJ
15.	57	Institution type where got doctorate 1. State university 2. State college 3. Private university 4. Private college 5. Religious college 6. Teacher college 7. Business technical 0. No answer	DOCINST
15.	58	Distance to institution where got doctorate 1. Less than 50 miles 2. Greater than 50 miles 0. No answer	DOCDIST
15.	59-60	Number of months of full-time study for doctorate Actual number of months	DOCMON

(handwritten note near item 57: "& none ?")

Question	Column	Item (SPSS Name)	Variable
15.	61-62	Number of years of administrative experience when got doctorate Actual number of years	DOCEXP

15.	63	Applied for financial aid for doctorate
		  1. Yes
		  2. No
		  0. No answer/missing
			DOCAID

15.	64	Received a loan for doctorate
		  1. Yes
		  2. No
		  0. No answer/missing
			DOCLOAN

15.	65	Received a fellowship for doctorate
		  1. Yes
		  2. No
		  0. No answer/missing
			DOCFELL

15.	66	Received sabbatical pay for doctorate
		  1. Yes
		  2. No
		  0. No answer/missing
			DOCSABT

PART II: CAREER

Question	Column	Item (SPSS Name)	Variable

1.	67	Type of district for present position
		  1. Elementary
		  2. Unified
		  3. Secondary
		  4. County region
		  5. State
		  6. Post high school and high school
		  7. Special
		  0. No answer
			DISTTYP

2.	68	Location of district
		  1. Rural
		  2. Small town
		  3. Medium city
		  4. Suburb
		  5. Large city
		  0. No answer
			DISTLOC

Question	Column	Item (SPSS Name)	Variable
3.	69	Size of district in comparison to others in state	DISTSIZ

    1. Smaller
    2. Equal
    3. Larger
    4. Largest
    9. Not applicable
    0. No answer

Question	Column	Item (SPSS Name)	Variable
4.	70	Title of person to whom directly report	RPT

    1. Asst. superintendent
    2. Superintendent
    3. Board
    4. County superintendent
    5. State superintendent
    6. Director
    0. No answer

Question	Column	Item (SPSS Name)	Variable
5.	71-73	Number of staff members supervise	SUPER

    Rounded to nearest 10

Question	Column	Item (SPSS Name)	Variable
6a.	74	Range of grades supervise if a bldg. admin.	GRADES

    1. 9-12
    2. 10-12
    4. 7 or 8 to 12
    5. K-12
    6. K-8
    7. K-6
    8. 9-12 and post
    9. 5 or 6 to 12
    0. no answer

Question	Column	Item (SPSS Name)	Variable
6b.	75	Sex composition of school	SCHSEX

    1. Girls
    2. Both
    3. Boys
    0. No answer

Question	Column	Item (SPSS Name)	Variable
6c.	76	Type of school	SCHTYP

    1. Vocational-technical
    2. Regular
    0. No answer

CARD 2

Column	Item
1-3	ID--same as card one
4	Deck number (?) all coded 3 (?)

Question	Column	Item (SPSS Name)	Variable
9.	5	If received encouragement in career, who was most important 1. Supervisor 2. Bldg. admin. 3. Central office 4. Professor 5. Spouse 6. Family 7. Board 8. Colleague 9. No encouragement 0. No answer	ENCOUR
10.	6	Kind of encouragement received 1. Financial aid 2. Sponsor 3. Intern 4. Suggestions 5. Confidence 6. Appointed 7. Asked 8. Family 9. No encouragement 0. No answer	ENCTYPE
11.	7	How important was encouragement in decision 1. Very 2. Important 3. Somewhat 4. Not very 5. Not at all 9. No encouragement 0. No answer	ENCIMPT
12.	8	Hold positions outside education 1. Yes 2. No 0. No answer	POSOUT
12.	9	Interruptions in teaching experience 1. Yes 2. No 0. No answer	INTTCH
12.	10	Interruptions in admin. experience 1. Yes 2. No 0. No answer	INTADM

Question	Column	Item (SPSS)	Variable
12.	11	Kind of position held outside education 1. Business 2. Military 3. Home 4. Soc. Service 5. Science 6. Higher education 7. Government 8. Arts 0. No answer	POSKIND
12.	12	Years in education before break Actual number	EDBEF
12.	13-14	Years in education since break Actual number	EDSINCE
12.	15-16	Years out of education Actual number	YRSOUT
12.	17	Number of districts taught in Actual number	TDIST
12.	18	Number of states taught in Actual number	TSTAT
12.	19	Number of districts administrated in Actual number	ADIST
12.	20	Number of states administrated in Actual number	ASTAT
12.	21	Number of administrative positions held Actual number	NOADM
12.	22	Title of first admin. position held 1. Asst. principal 2. Principal 3. Supervisor 4. Activity director 5. Consultant 6. Counselor 7. Central office 8. Asst. superintendent 9. Superintendent 0. No answer	FIRTIT

Question	Column	Item	Variable
12.	23	Held staff positions 1. Yes 2. No 0. No answer	STAFF
12.	24-25	Number of years in teaching Actual number	TYRS
12.	26-27	Numbers of years in administration Actual number	ADMYRS
7	28-29	Age when first decided to seek admin. or supervisory position Actual age	DECAGE
8.	30-31	Age when first appointed to admin. or supervisory position Actual age	ENTAGE
12.	32-33	Age when assumed present title Actual age	TITAGE
12.	34-35	Age when assumed present position Actual age	POSAGE
12.	36-37	Number of years in current position Actual number	POSYR
12.	38	Number of districts in which held this title Actual number	NODIST
12.	39	Move to larger district with this title 1. Yes 2. No 0. No answer/no data	GREAT
12.	40-41	Current salary Round to nearest thousand	SALAR
13.	42	How manage cooking and housework 1. Do most housework & cooking myself 2. Do most cooking, but share housework 3. Do most cooking, but pay for housework 4. Share cooking and housework 5. Share cooking & pay for housework 6. Pay for cooking and housework. 7. Family 0. No answer	HOUSE

Question	Column	Item	Variable
14.	43	If lived life over, how change career 1. Same 2. Different education 3. Other field 4. Homemaking 0. No answer	CARCH
15.	44	Future career position desire, first check 1. Teacher 2. Larger position 3. Smaller position 4. Superintendent 5. State 6. Higher education 7. Uncertain 8. None 9. Other 0. No answer	CARFUT1
15.	45	Future career position desired, 2nd check 2. Larger position 4. Superintendent 5. State 6. Higher education 7. Uncertain 8. None 9. Other 0. No answer	CARFUT2
16.	46	See barriers to career development 1. Yes 2. No 0. No answer	CARBAR
17.	47	Willing to move to other districts 1. Yes, to any 2. Yes, to similar 3. Yes, to near 4. No, retire 5. No, salary 6. No, family 7. No, job 8. No, time 9. No reason 0. No answer	DMOVE

Question	Column	Item	Variable
18.	48	Willing to move to another state 1. Yes, to any 2. Yes, to some 4. No, retire 5. No salary 6. No, family 7. No, job 8. No, time 9. No reason 0. No answer	SMOVE
19a.	49	Rating of job security, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	JSAI
19a.	50	Job security, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	JSASN
19b.	51	Opportunity to be helpful to others, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	OHAI
19b.	52	Opportunity to be helpful, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	AHASB
19c.	53	Prestige in community, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	PAI
19c.	54	Prestige in community, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	PASB

Question	Column	Item	Variable
19d	55	Opportunity for independent thought & action, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	ITAI
19d	56	Opportunity for independent thought & action, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	ITASB
19e	57	Self-fullfillment, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	SFAI
19e	58	Self-fulfillment, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	SFASB
20.	59	How feel about career-anchorage 1. Down 2. Up 9. Both 0. No answer	CARANC
21a.	60	Career plans always to advance to more important positions 1. Strong agree 2. Agree 3. Moderate agree 4. Neutral 5. Moderate disagree 6. Disagree 7. Strong disagree	SCORE1
21b.	61	Enjoy discussions regarding local issues more than national issues 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	SCORE2

Question	Column	Item	Variable
21c.	62	Woman owes it to self to constantly watch for better job opportunities 1. Strong Agree 2. Agree 3. Moderate agree 4. Neutral 5. Moderate disagree 6. Disagree 7. Strong disagree	SCORE3
21d.	63	Am very satisfied with present position 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	SCORE4
21e.	64	Most important aspect of career for me is congenial living environment 1. 2. Agree 3. 4. Netural 5. 6. Disagree 7.	SCORE5
21f.	65	Most important aspect of career for me is good working relationships. 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	SCORE6
21g.	66	Most important aspect of a career for me is holding a job which advances that career. 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	SCORE7

Question	Column	Item	Variable
21h.	67	Most important aspect of a career for me is being near friends and family 　1. Strong agree 　2. Agree 　3. Moderate agree 　4. Neutral 　5. Moderate disagree 　6. Disagree 　7. Strong disagree	SCORE8
21i.	68	If husband were offered job in another place would seek job there too. 　1. 　2. Agree 　3. 　4. Neutral 　5. 　6. Disagree 　7.	ITEM1
21j.	69	If husband were offered job in another place would go with him even if there was not a job for me 　1. 　2. Agree 　3. 　4. Neutral 　5. 　6. Disagree 　7.	ITEM2
21k.	70	If I were offered a good job in another place my husband would look for a job there. 　1. 　2. Agree 　3. 　4. Neutral 　5. 　6. Disagree 　7.	ITEM3
211.	71	If I were offered a good job in another place my husband would go with me even if there were not a job there for him. 　1. 　2. Agree 　3. 　4. Neutral 　5. 　6. Disagree 　7.	ITEM4

Page 18

Question	Column	Item	Variable
21m.	72	My husband's occupation is one which can be done in most places 1. Strong agree 2. Agree 3. Moderate agree 4. Neutral 5. Moderate disagree 6. Disagree 7. Strong disagree	ITEM5
22.	73	Career choice regarding evening study vs. family responsibilities 1. Decides against evening study 2. Decides for evening study 0. No answer	
23	74	Definition of success Unsure of code here	

COMPUTER VARIABLES

DIFF1   JSAI-JSASP, difference of job satisfaction scores

DIFF2   difference of opportunity to be helpful scores

DIFF3   difference of prestige in community scores

DIFF4   difference of opportunity for independent thought & action scores

DIFF5   difference in self-fulfillment scores

TOTL   total of all difference scores showing discrepancy if as is and as should be

CAREER CAROF1 + CAROR2, sum of career choice & defintions of success scores

SCALE 1 sum of all score items (columns 60-67)

SCALE 2 sum of all items (columns 68-72)

CH1   total number of preschool and school age children

CHI2   total number of all children

CHI3   total number of school age and adult children

WOMEN ADMINISTRATORS SURVEY CODEBOOK

Question #	Column	Item (SPSS Name)	Variable
CARD 1			
	1-3	ID Number	IDENT
	4	Title of present position 1--Superintendent 2--Superintendent/principal 3--Assistant superintendent 4--Principal 5--State superintendent 6--State assit. to superintendent	TITLE

PART I: PERSONAL DATA

1.	5-6	Age Code actual .age	AGE
2.	7	Race/ethnic background 1.White 2.Black 3.Natamerican 4.Chicano 5.Oriental 0.No answer	RACE
3.	8	Marital status 1.Single 2.Married once 3.Divorced 4.Widowed 5.Divorced/married 6.Widow/married 0.No answer	MAR
4.	9	Number of preschool children Actual number of preschool age children	PSCHILD
4.	10	Number of school age children Actual number of school age children	SCCHILD
4.	11	Number of adult children Actual number of adult children	ADCHILD

Question	Column	Item (SPSS Name)	Variable
5.	12	Community type	COMM

    1. Rural
    2. Small town--less than 2500
    3. Small town--greater than 2500
    4. Medium city, less than 10,000
    5. Medium City, greater than 10,000
    6. Suburb
    7. City greater than 100,000
    8. City greater than 250,000
    9. City greater than 1.5 million
    0. No answer

Question	Column	Item (SPSS Name)	Variable
6.	13	Father's occupation	FATHOCC

    1. Farmer
    2. Un or semiskilled
    3. Skilled
    4. White collar
    5. Professional
    6. Small business
    7. Arts or sports
    8. Other
    0. No answer

Question	Column	Item (SPSS Name)	Variable
7.	14	Mother's occupation	MOTHOCC

    1. Homemaker
    2. Farmer
    3. Domestic
    4. Un or semiskilled
    5. Skilled
    6. White collar
    7. Professional
    8. Small business
    0. No answer

Question	Column	Item (SPSS Name)	Variable
8.	15	Mother's Education	MOTHED

    1. Less than 8th
    2. 8th
    3. Less than high school
    4. High school
    5. Some college
    6. Assoc. degree
    7. Bacc degree
    8. Grad work
    9. Grad degree
    0. No answer

Question	Column	Item (SPSS Name)	Variable
9.	16	Birth order Don't have code--ask Sue	BIRTH
10.	17	Religion of Birth 1. Jew 2. Catholic 3. LDS 4. Methodist 5. Presyterian 6. Baptist 7. Lutheran 8. Other Protestant 9. Other 0. No answer	RELBIR
11.	18	Present religion 1. Jew 2. Catholic 3. LDS 4. Methodist 5. Presbyterian 6. Baptist 7. Lutheran 8. Other Protestant 9. Other 0. No answer	RELPR
11.	19	Strength of present religious affiliation 1. Very weak 2. 3. 4. Average 5. 6. 7. Very strong	RELSTR
12.	20	Political Affiliation 1. Republian 2. Democrat 3. Independent 0. No answer	POLIT
13.	21	Number of organizations to which belong Code actual number with 9 = 9+	ORGS

Question	Column	Item (SPSS Name)	Variable
14.	22	Husband's occupation 　1.　Farmer 　2.　Un or semiskilled 　3.　Skilled 　4.　White collar 　5.　Professional 　6.　Small business 　8.　Other 　9.　Retired 　0.　No answer	HUSBOCC
14.	23	Husband's salary in comparison to own 　1.　Less than 　2.　Equal 　3.　More than 　0.　No answer	HUSBSAL
15.	24-25	Age at which received bachelor's degree Code actual age	BAAGE
15.	26	Major for bachelor's degree 　1.　Education 　2.　Ed. Admin. 　3.　Sci/math 　4.　Arts 　5.　Humanities 　6.　PE Health 　7.　Business 　8.　Soc. science 　9.　Other 　0.　No answer	BAMAJ
15.	27	Institution type were got B.A. 　1.　State university 　2.　State college 　3.　Private university 　4.　Private college 　5.　Religious college 　6.　Teacher college 　7.　Business technical 　0.　No answer	BAINST
15.	28-29	Age at which received master's Actual age	MAAGE

Question	Column	Item (SPSS Name)	Variable
15.	30	Major for master's degree 1. Education 2. Ed. admin. 3. Sci/math 4. Arts 5. Humanities 6. PE health 7. Business 8. Soc. science 9. Other 0. No answer	MAMAJ
15.	31	Institution type where got master's 1. State university 2. State college 3. Private university 4. Private college 5. Religious college 6. Teacher college 7. Business technical 0. No answer	MAINST
15.	32	Distance to institution where got master's 1. Less than 50 miles 2. greater than 50 miles 0. no answer	MADIST
15.	33-34	Number months of full time study for MA Actual number of months	MAMON
15.	35-36	Number of years of administrative experience when received MA Actual number of years	MAEXP
15.	37	Applied for financial aid for MA 1. Yes 2. No 0. no answer/missing	MAAID
15.	38	Received a loan for MA 1. Yes 2. No 0. No answer/missing	MALOAN
15.	39	Received a fellowship for MA 1. Yes 2. No 0. No answer/missing	MAFELL

Question	Column	Item (SPSS Name)	Variable
15.	40	Received sabbatical pay for MA 1. Yes 2. No 0. No answer/missing	MASABT
15.	41-42	Age at which got MA plus 30 Actual age, same as column 28-29	MPAGE
15.	43	Major for MA plus 30 1. Education 2. Ed. admin. 3. Sci/math 4. Arts 5. Humanities 6. PE health 7. Business 8. Soc.science 9. Other 0. No answer	MPMAJ
15.	44	Institution type for masters plus 30 1. State university 2. State college 3. Private university 4. Private college 5. Religious college 6. Teacher college 7. Business technical 0. No answer	MOINST
15.	45	Distance to institution for masters plus 30 1. Less than 50 miles 2. Greater than 50 miles 0. No answer	MPDIST
15.	46-47	Months of full time study for MA plus 30 Actual number of months, same as 33-34	MPMON
15.	48-49	Number of years admin. experience when got masters plus 30 Actual number of years, same as 35-36	MPEXP
15.	50	Applied for financial aid for masters plus 30 1. Yes 2. No 0. No answer	MPAID

Question	Column	Item (SPSS Name)	Variable
15.	51	Received loan for MA plus 30 　1.　Yes 　2.　No 　0.　No answer/missing	MPLOAN
15.	52	Received fellowship for MA plus 30 　1.　Yes 　2.　No 　0.　No answer/missing	MPFELL
15.	53	Received sabbatical pay for MA plus 30 　1.　Yes 　2.　No 　0.　No answer/missing	MPSABT
15.	54-55	Age at which got doctorate Actual age	DOCAGE
15.	56	Major for doctorate 　1.　Education 　2.　Ed. admin. 　3.　Sci/math 　4.　Arts 　5.　Humanities 　6.　PE health 　7.　Business 　8.　Soc.science 　9.　Other 　0.　No answer	DOCMAJ
15.	57	Institution type where got doctorate 　1.　State university 　2.　State college 　3.　Private university 　4.　Private college 　5.　Religious college 　6.　Teacher college 　7.　Business technical　_guova ?_ 　0.　No answer	DOCINST
15.	58	Distance to institution where got doctorate 　1.　Less than 50 miles 　2.　Greater than 50 miles 　0.　No answer	DOCDIST
15.	59-60	Number of months of full-time study for doctorate Actual number of months	DOCMON

Question	Column	Item (SPSS Name)	Variable
15.	61-62	Number of years of administrative experience when got doctorate Actual number of years	DOCEXP
15.	63	Applied for financial aid for doctorate 1. Yes 2. No 0. No answer/missing	DOCAID
15.	64	Received a loan for doctorate 1. Yes 2. No 0. No answer/missing	DOCLOAN
15.	65	Received a fellowship for doctorate 1. Yes 2. No 0. No answer/missing	DOCFELL
15.	66	Received sabbatical pay for doctorate 1. Yes 2. No 0. No answer/missing	DOCSABT

PART II: CAREER

Question	Column	Item (SPSS Name)	Variable
1.	67	Type of district for present position 1. Elementary 2. Unified 3. Secondary 4. County region 5. State 6. Post high school and high school 7. Special 0. No answer	DISTTYP
2.	68	Location of district 1. Rural 2. Small town 3. Medium city 4. Suburb 5. Large city 0. No answer	DISTLOC

Question	Column	Item (SPSS Name)	Variable
3.	69	Size of district in comparison to others in state	DISTSIZ

    1. Smaller
    2. Equal
    3. Larger
    4. Largest
    9. Not applicable
    0. No answer

Question	Column	Item (SPSS Name)	Variable
4.	70	Title of person to whom directly report	RPT

    1. Asst. superintendent
    2. Superintendent
    3. Board
    4. County superintendent
    5. State superintendent
    6. Director
    0. No answer

Question	Column	Item (SPSS Name)	Variable
5.	71-73	Number of staff members supervise Rounded to nearest 10	SUPER

Question	Column	Item (SPSS Name)	Variable
6a.	74	Range of grades supervise if a bldg. admin.	GRADES

    1. 9-12
    2. 10-12
    4. 7 or 8 to 12
    5. K-12
    6. K-8
    7. K-6
    8. 9-12 and post
    9. 5 or 6 to 12
    0. no answer

Question	Column	Item (SPSS Name)	Variable
6b.	75	Sex composition of school	SCHSEX

    1. Girls
    2. Both
    3. Boys
    0. No answer

Question	Column	Item (SPSS Name)	Variable
6c.	76	Type of school	SCHTYP

    1. Vocational-technical
    2. Regular
    0. No answer

CARD 2

1-3	ID--same as card one	
4	Deck number (?) all coded 3 (?)	

Question	Column	Item (SPSS Name)	Variable
9.	5	If received encouragement in career, who was most important 1. Supervisor 2. Bldg. admin. 3. Central office 4. Professor 5. Spouse 6. Family 7. Board 8. Colleague 9. No encouragement 0. No answer	ENCOUR
10.	6	Kind of encouragement received 1. Financial aid 2. Spnnsor 3. Intern 4. Suggestions 5. Confidence 6. Appointed 7. Asked 8. Family 9. No encouragement 0. No answer	ENCTYPE
11.	7	How important was encouragement in decision 1. Very 2. Important 3. Somewhat 4. Not very 5. Not at all 9. No encouragement 0. No answer	ENCIMPT
12.	8	Hold positions outside education 1. Yes 2. No 0. No answer	POSOUT
12.	9	Interruptions in teaching experience 1. Yes 2. No 0. No answer	INTTCH
12.	10	Interruptions in admin. experience 1. Yes 2. No 0. No answer	INTADM

Question	Column	Item (SPSS)	Variable
12.	11	Kind of position held outside education 1. Business 2. Military 3. Home 4. Soc. Service 5. Science 6. Higher education 7. Government 8. Arts 0. No answer	POSKIND
12.	12	Years in education before break Actual number	EDBEF
12.	13-14	Years in education since break Actual number	EDSINCE
12.	15-16	Years out of education Actual number	YRSOUT
12.	17	Number of districts taught in Actual number	TDIST
12.	18	Number of states taught in Actual number	TSTAT
12.	19	Number of districts administrated in Actual number	ADIST
12.	20	Number of states administrated in Actual number	ASTAT
12.	21	Number of administrative positions held Actual number	NOADM
12.	22	Title of first admin. position held 1. Asst. principal 2. Principal 3. Supervisor 4. Activity director 5. Consultant 6. Counselor 7. Central office 8. Asst. superintendent 9. Superintendent 0. No answer	FIRTIT

Question	Column	Item	Variable
12.	23	Held staff positions 1. Yes 2. No 0. No answer	STAFF
12.	24-25	Number of years in teaching Actual number	TYRS
12.	26-27	Numbers of years in administration Actual number	ADMYRS
7	28-29	Age when first decided to seek admin. or supervisory position Actual age	DECAGE
8.	30-31	Age when first appointed to admin. or supervisory position Actual age	ENTAGE
12.	32-33	Age when assumed present title Actual age	TITAGE
12.	34-35	Age when assumed present position Actual age	POSAGE
12.	36-37	Number of years in current position Actual number	POSYR
12.	38	Number of districts in which held this title Actual number	NODIST
12.	39	Move to larger district with this title 1. Yes 2. No 0. No answer/no data	GREAT
12.	40-41	Current salary Round to nearest thousand	SALAR
13.	42	How manage cooking and housework 1. Do most housework & cooking myself 2. Do most cooking, but share housework 3. Do most cooking, but pay for housework 4. Share cooking and housework 5. Share cooking & pay for housework 6. Pay for cooking and housework. 7. Family 0. No answer	HOUSE

Question	Column	Item	Variable
14.	43	If lived life over, how change career	CARCH

        1. Same
        2. Different education
        3. Other field
        4. Homemaking
        0. No answer

| 15. | 44 | Future career position desire, first check | CARFUT1 |

        1. Teacher
        2. Larger position
        3. Smaller position
        4. Superintendent
        5. State
        6. Higher education
        7. Uncertain
        8. None
        9. Other
        0. No answer

| 15. | 45 | Future career position desired, 2nd check | CARFUT2 |

        2. Larger position
        4. Superintendent
        5. State
        6. Higher education
        7. Uncertain
        8. None
        9. Other
        0. No answer

| 16. | 46 | See barriers to career development | CARBAR |

        1. Yes
        2. No
        0. No answer

| 17. | 47 | Willing to move to other districts | DMOVE |

        1. Yes, to any
        2. Yes, to similar
        3. Yes, to near
        4. No, retire
        5. No, salary
        6. No, family
        7. No, job
        8. No, time
        9. No reason
        0. No answer

Question	Column	Item	Variable
18.	48	Willing to move to another state 1. Yes, to any 2. Yes, to some 4. No, retire 5. No salary 6. No, family 7. No, job 8. No, time 9. No reason 0. No answer	SMOVE
19a.	49	Rating of job security, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	JSAI
19a.	50	Job security, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	JSASN
19b.	51	Opportunity to be helpful to others, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	OHAI
19b.	52	Opportunity to be helpful, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	AHASB
19c.	53	Prestige in community, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	PAI
19c.	54	Prestige in community, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	PASB

Question	Column	Item	Variable
19d	55	Opportunity for independent thought & action, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	ITAI
19d	56	Opportunity for independent thought & action, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	ITASB
19e	57	Self-fullfillment, as is 1. Better than average 2. Average 3. Worse than average 0. No answer	SFAI
19e	58	Self-fulfillment, as should be 1. Better than average 2. Average 3. Worse than average 0. No answer	SFASB
20.	59	How feel about career-anchorage 1. Down 2. Up 9. Both 0. No answer	CARANC
21a.	60	Career plans always to advance to more important positions 1. Strong agree 2. Agree 3. Moderate agree 4. Neutral 5. Moderate disagree 6. Disagree 7. Strong disagree	SCORE1
21b.	61	Enjoy discussions regarding local issues more than national issues 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	SCORE2

Question	Column	Item	Variable
21c.	62	Woman owes it to self to constantly watch for better job opportunities	SCORE3

    1. Strong Agree
    2. Agree
    3. Moderate agree
    4. Neutral
    5. Moderate disagree
    6. Disagree
    7. Strong disagree

Question	Column	Item	Variable
21d.	63	Am very satisfied with present position	SCORE4

    1.
    2. Agree
    3.
    4. Neutral
    5.
    6. Disagree
    7.

Question	Column	Item	Variable
21e.	64	Most important aspect of career for me is congenial living environment	SCORE5

    1.
    2. Agree
    3.
    4. Netural
    5.
    6. Disagree
    7.

Question	Column	Item	Variable
21f.	65	Most important aspect of career for me is good working relationships.	SCORE6

    1.
    2. Agree
    3.
    4. Neutral
    5.
    6. Disagree
    7.

Question	Column	Item	Variable
21g.	66	Most important aspect of a career for me is holding a job which advances that career.	SCORE7

    1.
    2. Agree
    3.
    4. Neutral
    5.
    6. Disagree
    7.

Question	Column	Item	Variable
21h.	67	Most important aspect of a career for me is being near friends and family 1. Strong agree 2. Agree 3. Moderate agree 4. Neutral 5. Moderate disagree 6. Disagree 7. Strong disagree	SCORE8
21i.	68	If husband were offered job in another place would seek job there too. 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	ITEM1
21j.	69	If husband were offered job in another place would go with him even if there was not a job for me 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	ITEM2
21k.	70	If I were offered a good job in another place my husband would look for a job there. 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	ITEM3
21l.	71	If I were offered a good job in another place my husband would go with me even if there were not a job there for him. 1. 2. Agree 3. 4. Neutral 5. 6. Disagree 7.	ITEM4

Question	Column	Item	Variable
21m.	72	My husband's occupation is one which can be done in most places 1. Strong agree 2. Agree 3. Moderate agree 4. Neutral 5. Moderate disagree 6. Disagree 7. Strong disagree	ITEM5
22.	73	Career choice regarding evening study vs. family responsibilities 1. Decides against evening study 2. Decides for evening study 0. No answer	
23	74	Definition of success Unsure of code here	

COMPUTER VARIABLES

DIFF1   JSAI-JSASP, difference of job satisfaction scores

DIFF2   difference of opportunity to be helpful scores

DIFF3   difference of prestige in community scores

DIFF4   difference of opportunity for independent thought & action scores

DIFF5   difference in self-fulfillment scores

TOTL   total of all difference scores showing discrepancy if as is and as should be

CAREER   CAROF1 + CAROR2, sum of career choice & defintions of success scores

SCALE 1 sum of all score items (columns 60-67)

SCALE 2 sum of all items (columns 68-72)

CH1   total number of preschool and school age children

CHI2   total number of all children

CHI3   total number of school age and adult children

August 7, 1978

Jean . . .

Thanks for letting me look. From what I can tell, Sue did not code out her data so that position sequences can be obtained for each respondent (see Item 12 of her questionnaire). I was particularly interested in the prospect of establishing sequence chronologies, perhaps on an annual basis, in a manner roughly corresponding to Carlson's transition matrices. My hunch was that the data might nail down the "principle of limited circulation" among the respondents as well as to show up career interruptions and the points at which they occurred.

The other element in Sue's data in which I was (am) interested is the possibility that changes in career patterns or career opportunities might be reflected in "generational" differences among respondents. Quite a few of the respondents are reflecting in their responses events of 20 or 30 years ago, while other respondents are reflecting on more recent conditions. If there are time differentials, they are likely to get masked by the over-all aggregation. Perhaps Ken or Rita or Joan (or whomever) has looked at this matter, since it is possible to do the disaggreagtion with Sue's coding.

Sandy

could break by age - might be better to look at actual years when attained w/ new codes

Paddock Data
Women Administrator
Codebook

Column -	Item - (SPSS name)	Quest. # #
CARD 1		
1-3	ID	
4	Title	

1- Supt.
2- Supt / principal
3- Asst. Supt.
4- Prin.
5- State Super.
6- St. Asst. to Super.

Part I: Personal Data

Part I

5-6   Age

2   20-29
3   30-39
4 - 40-49
5 - 50-59
6 - 60+
12 ?

(p.1
printout)

(p. 2
printout)

1

2

7   Race

position req. - annual basis.
hyp of limited circulation
career interruptions

genealterial diffs -

additerial codes -
~~age - actual~~ -
respond 2 religion codes - Block & Hack code -

II - #7 & 8 - age decide & age appointed -
   think are coded - but not in order
come after codes summarizing geat. #12

for #12 - maybe - for each a - j (10)
   1 col - position   1 col.
   2.   age   2 col.
   1   salary   2 (thousands)
          yr in   2
          yr out   2
          bldg enrol.   1
          dist. enroll.   1
   —
+ repeat for all adding -
   - nature of move from last dect
     in state / out state / in district / - --

14

23 - 36

variable name	code to check	printout page
POSYR	51, 70	99
GREAT	3	101
SALARY	53	103
SMOVE	3	110

have nothing beyond score 4

for cleaning do

* SELECT IF   (varname EQ ___ OR

                varname EQ ___ ...)

FREQUENCIES   GENERAL = IDENT

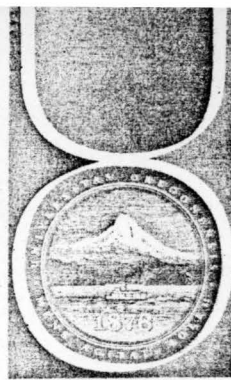+ continue to repeat - thru whole list -

also include

FREQUENCIES   GENERAL = SCORE 5 TO ~~C#3~~ CARGR2

miscodes check for:

Variable name	code to check	printout page
AGE	12	2
RELSTR	8	15
POLIT	4,7	16
HUSBSAL	5,9	19
BAAGE	12,18,19	20
MADIST	3,9	26
MASABT	4	34
MPAGE	71,92,99	35
MPDIST	9	38
MPMON	90,94	39
MPEXP	72,90	41
MPAID	4,7	43
MPSABT	3	46
DISTLOC	6,7,8	60
RPT	9	62
ENCIMPT	7,8	73
POSOUT	7	74
YRSOUT	82	81
STAFF	5,9	89
TYRS	81	91
ADMYRS	73	93
DECAGE	18,82	94
ENTAGE	93	95
TITAGE	93	96
POSAGE	90	97

October 4, 1978

Susan Paddock
5849 South College
Tempe, AZ 85283

Dear Sue:

I'm sorry I missed seeing you when you were here a few months ago, but I did see your note. As you know, some of the people on the project have been looking at your data again. So far, we have just done some preliminary playing around. We have found that there is some cleaning to be done on the data and some information that hasn't been coded in the way we wanted to use. Sandy Charters and I are especially interested in career paths. Anyway, we wondered if you would be willing to send us your raw data. We will be hiring coders within a few weeks, and I would like to have them work on this data, too.

Please let me know if I can help you in any way in getting the data to us. Thank you.

Sincerely,

Jean Stockard
SEEL Project

JS/ng

Note—

I have pencilled

in some questions.

(JE)

check also for miscode (8)   √ NOVA

  MP INST –
  OOC INST
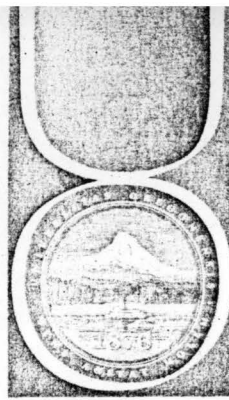
p.67?

12 – corr. to p-104 printout

check w/ general –

p. 1 – MOINST should be MP INST

UNIVERSITY OF OREGON

CEPM

General Information	(503) 686-5076
Director's Office	686-5173
Instruction Division	686-5171
ERIC	686-5043

CENTER FOR EDUCATIONAL
POLICY AND MANAGEMENT
College of Education
1472 Kincaid
Eugene, Oregon 97401

SEEL

an equal opportunity/
affirmative action employer

November 22, 1978

Susan C. Paddock
Faculty Research Associate
Southwest Regional Center for Community Education Development
108 Farmer Building
Arizona State University
Tempe, Arizona 85281

Dear Sue:

Thank you for the letter and for sending the data. It all
arrived safely. We haven't done that much with it yet,
but we have some d coders hired for all the data from the
Oregon Network and will have them code some of the career
pattern stuff from your data when they are finished with
the ON work.

I had a couple questions about your codes -- all of which are
so very nicely labeled. Do you by any chance know what code
8 means on the institution type for the various degrees?
It is labeled NOVA on the printouts. Also, what was the
number that you used for the deck number or card number
on the second card? It looks like the ones I've looked ix
at like it is 3. Is this right? Finally, do you know
what kinds of codes were used on the "definition of success?"
This is the final item coded.

None of these questions are crucial, but if you do have
the answers we would appreciate hearing.

Thanks a lot for your help. We also appreaiated hearing about
Prof. McCleary. We haven't contacted him yet, but will
once we get going on the data.

Happy HXkx Holidays.

Sincerely,

Jean Stockard