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PERCEPTIONS OF WORK CLIMATE AND THEIR RELATIONSHIP TO THE CAREER ASPIRATION OF WOMEN STUDENT AFFAIRS ADMINISTRATORS

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Perceptions of work climate and their

relationship to the career aspiration

of women student affairs administrators

by

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INTRODUCTION

Background

The concept of equal opportunity for women has emerged as a significant issue in American society. A vast body of research and documentation is being gathered indicating the extent to which myths, stereotypes and other barriers have prevented women from having access to equal opportunity in all phases of their lives. Legislation has been enacted to prohibit discrimination on the basis of sex. One area that is greatly affected by this social thrust is employment. Currently, more than half the women ages 18-64 in the U.S. are employed outside of the home; and this percentage is expected to increase in the future. Yet, women remain in the lower paying, less skilled areas ("The Earning Gap between Women and Men", 1979).

Initially, a lack of education and training were key components in keeping women in low level jobs. But over the past decade, education programs have begun to open their doors to women. It is now possible for women to receive training in nearly every existing occupational category. Yet training for a specific occupation does not guarantee a job or future opportunity in a selected field. Even with an increase in the number of degrees and the quality of training being obtained by women, the area of management/administration remains an area of traditional female exclusion. Regardless of the nature of the organization, women have been unsuccessful in breaking the barriers that would allow them to advance from the lower ranks to the levels of management and supervisors (Fenn, 1976; Stead, 1978).

Educational organizations, e.g., universities and colleges, have been no exception to this phenomenon of having few women administrators at the top levels. It is somewhat ironic that these same institutions that have opened their training programs to women have done little to promote the advancement of women within their own ranks (Howe, 1975; Rich, 1975; Astin and Bayer, 1972). Affirmative action efforts alone are having little if any effect on increasing the number of women in middle and top level administrative positions (American Association of University Women Academic Administrators Survey, 1978).

Current statistics show that women employed in academic organizations have made little if any promotion progress in the last decade. Less than six percent of university presidents and 12 percent of academic vice presidents are women (American Association of University Women Academic Administrators Survey, 1978). In a study of 70 state and land grant colleges ("Women in Administration", 1978), only three women held top level administrative posts and 46 women held second level positions (vice president, chancellors or deans). However, 756 men held top level and secondary level positions.

Where women are present in top level positions, they tend to be employed by religious-oriented and women's colleges. With the recent decline in the number of small, private schools, the number of top level women administrators in American colleges may actually be declining (Austin, 1977). Although figures show an increase of women employed at lower level administrative positions, there is no guarantee that any of these women will advance beyond the entry ranks (Wilson, 1977; American Association of University Women Academic Administrators Survey, 1978; "Women in

Administration", 1978). Why are there so few women at top level positions in colleges and universities? To what extent is the lack of women in high level positions related to a lack of aspiration on the part of women and to what extent is it related to barriers in the work environment that limit promotion?

Questions surrounding the issue of why women are not present in high level administrative positions are beginning to emerge as a focus of research. It is notable that the vast majority of the research related to women in management/administration has focused on psychological, biological or personal dimensions of women (Crowley, Levitin and Quinn, 1973; Faunce, 1980; Hoffman, 1972; Horner, 1972; Stein and Bailey, 1973; Tangri, 1972). Change efforts resulting from such research have been aimed at compensating for the personality differences or skill deficiencies inherent in women. This can be witnessed by the extensive proliferation of women-oriented training programs in management. Special themes have been used such as "assertiveness". These efforts, although productive, appear to have only exposed half of the picture.

On the opposite side of the spectrum, there is a scarcity of research exploring the social environmental factors which influence the women's role as manager/administrator (Gappa and Uehling, 1979; Kanter, 1977; Estler, 1975; Berry, 1979).

Over the past few years, a number of theoretical models have emerged addressing the phenomena of external barriers which confront women administrators' career aspirations in organizations (Kanter, 1977; Estler, 1975). Estler (1975) believes that there is an interdynamic between aspiration and the environment. However, little research has been developed to either

substantiate, clarify or disprove these theories. The vast majority of research regarding women in organizations has been descriptive and numerical in nature. Existing research related to women in higher education has been primarily directed at faculty (Caplaw, 1958; Richardson, 1974; Rossi, 1973). Only a handful of studies have been specifically directed at women administrators and these reflect women administrators generally or academic administrators specifically (Gappa and Uehling, 1979; Austin, 1977; Murningham, Wheatley and Kanter, 1978; Solomon and Tierney, 1977; Handley and Sedlacek, 1977). One of the main reasons for the absence of female data in research literature centers on the scarcity of women in the administrative role.

Managers/administrators per se appear in almost every type of work organization imaginable; with higher education being one of those delineations. As women become increasingly present in the labor force, their members should predictively also be increasing among the ranks of management; this includes top level positions. As the current statistics indicate, these phenomena are not occurring in a manner that would be expected.

Within administrative categories, women are more prevalent in the student affairs areas than in academic or business administration. Yet, even in student affairs, the chief administrators are overwhelmingly male (Soldwedel, 1977). These phenomena may be understandable in the academic-administrative area, where career paths have been traditionally launched through faculty ranks. With few women at high level and tenured academic ranks, it is understandable to see an even scarcer number of women in academic administrative roles (Furman, 1979). Business, finance and physical plant administration have traditionally been viewed as a male domain and very few women have received training or experience in these areas.

However, within the field of higher education administration, student affairs has been viewed as the "soft" area of administration. Like personnel and other administrative "staff" positions in business, it has traditionally been the area within a university organization most likely to employ women. Also, women have been functioning as "dean of women" since the early years of co-education in this country. It is difficult to believe that a sizeable number of women from this area of administration have not received the management experience and skill necessary to qualify for top level administrative positions.

Logically, student affairs is the most likely place within university administrative areas to begin to see an increase of women at both middle and upper management levels. Moreover, because it has historically employed women, it should already be a fertile training ground for women who aspire to top level administrative positions. Yet, statistics show that even though there are more women in student affairs administration today than in any other area of higher education, they remain clustered at low level positions ("Women in Administration", 1978; Soldwedel, 1977; Berry, 1979). Why is it that even within the area of student affairs, women are not appearing to increase among the ranks of high level administrative positions?

Statement of the Problem

At present, little is known about the career aspirations of women student affairs administrators. Do they aspire to top level administrative positions or not? If not, why not? Are there sub-categories within this population of administrators that are more likely to aspire to top level

positions? If women do not aspire to top level positions, there is no reason to believe that they will naturally seek out such positions, without intervention from external forces.

Second, is there a relationship between women student affairs administrators' perceptions of their work environment and their career aspirations? To what extent do women perceive their work environment to be supportive of their professional development and provide them opportunity for growth and advancement?

If women continue to seek and acquire the training and skills necessary to perform as successful administrators, but are not permitted to compete or are severely blocked in their efforts to compete, having the skills and credentials will not increase their ability to attain advancement. In fact, the personal work environment may be contributing to individual frustration and counter-productive behavior resulting in a lack of high level aspirations among women. Theorists (Kanter, 1978; Estler, 1975) hold that people aspire to what they believe is attainable. For women, conditions in the work environment may be fostering the belief that high level positions are unattainable.

This investigation will examine the aspirations of women in student affairs administration and their perceptions of the work climate in their respective organizations. The major questions that will be explored are:

1. Do women student affairs administrators aspire to high level administrative positions within a university organization?

2. Is there a relationship between women student affairs administrator's aspirations and their perceptions of the external work environment?

3. Is there a relationship between women student affairs aspirations
    and their perception of work needs?

Purpose of the Study

What is now needed is research which probes, substantiates and clari-
fies existing theories, so that a more comprehensive framework for under-
standing the presence of women in organizations will emerge. Further ex-
ploration of external environmental variables is also needed to produce
some of the missing links in eradicating the barriers which currently pro-
hibit women from obtaining equal opportunity for advancement. The lack of
specific data indicates that additional research is needed regarding the
sub-categories of women administrators (e.g., academic, business, student
affairs, etc.). The rather scarce amount of research available on women
in the specific occupational category of student affairs suggests a ripe
area for investigation.

The overall intent of this study is to provide higher education in-
stitutions, specifically divisions of student affairs, with information
that may assist them in their efforts to eradicate barriers to equal op-
portunity currently existing in their organizations.

The objectives of this study are to:

1. Contribute to a clearer, more specific description of the
    career aspirations of women engaged in student affairs ad-
    ministration.

2. Add clarity to the relationship of environmental work
    variables and their impact on the organizational behavior
    within higher educational settings.

3. Identify and describe critical factors present in the student
   affairs work environment and relate these factors to the
   aspirations and work needs of women.

Assumptions

Studying environmental variables within organizations can be more
clearly controlled if they focus on a particular type of organization.
As much as the institution of higher education may wish to model govern-
ment or business, it clearly reflects a unique organizational model
(Baldridge, 1971; Baldridge, Curtis, Ecker and Riley, 1978; Carnegie
Commission on Higher Education, 1973).

Within higher education itself, the expectations, roles and functions
of a particular category of administration, in this case student affairs,
is uniquely different from business and academic administration. Student
affairs administrators view themselves as having a variety of roles in-
cluding counselor, administrator, etc. These role differences in com-
parison to other types of administration may cause student affairs admin-
istrators to view their work environments differently. Additional factors
such as training, types of degrees, and the career paths of individuals
who occupy these positions may also be different.

It is assumed that women employed in student affairs have chosen
their employment as a career path, not just simply a job, even though they
may not have specialized training from a student personnel graduate curric-
ulum. These women view themselves as professionals; they are qualified
for the positions they hold and like other professionals hold membership

in at least one of three national student affairs organizations.

For the purpose of this study, a national sample is desirable in order to gain a representative and accurate picture of women in student affairs administration. It appears that the survey method is the best means of conducting this study given the need for a national sample and the financial limitations.

The exploratory and descriptive nature of this study also suggests a survey approach would be the most feasible. Surveying women regarding their career aspirations and their perceptions of their work environment is an effective method of gaining reliable information about these variables. Perceptions of environmental conditions, regardless of the validity of these perceptions, influence behavior. Women react to their environment according to how they perceive it. Individuals will perceive their work environment as positive and supportive if the conditions present in the environment meet their needs. Women will aspire to those positions they believe are attainable. Attainability will more likely be viewed as a possibility if the work environment is perceived as positive, supportive and fulfilling individual needs.

Hypotheses

The following hypotheses will be investigated in this study:

Do women student affairs administrators aspire to high level administrative positions within a university organization?

H_{1a} Women student affairs administrators do not aspire to top level administrative positions.

H_{1b} For women who aspire to top level positions, there will be no significant difference between their career aspirations and their perception that they will actually attain their career aspirations.

Is there a relationship between women student affairs administrator's aspirations and their perceptions of the external work environment?

H_{2a} Women student affairs administrators will perceive their work environment to contain important job characteristics.

H_{2b} Women student affairs administrators who aspire to top level positions will perceive their work environment significantly different than those who do not aspire to top level positions.

H_{2c} Women student affairs administrators will not perceive their work environment as being supportive of their professional growth and development.

H_{2d} Women student affairs administrators who aspire to top level positions will perceive their work environments as being significantly more supportive of their growth and development than those who do not aspire to top level positions.

Is there a relationship between women student affairs administrator's aspirations and their perception of their work needs?

H_{3a} Women student affairs administrators will place work needs

in the following order; growth needs, relatedness needs, existence needs.

H_{3b} Women student affairs administrators who aspire to top level positions will have significantly higher growth needs than women who do not aspire to top level positions.

H_{3c} Women student affairs administrators who do not aspire to ·top level positions will have significantly higher related-ness needs than women who aspire to top level positions.

Scope of the Investigation

This study will focus on surveying women employed as student affairs administrators in higher education at two-year and four-year, public and private institutions within the United States. The administrative category of student affairs as defined by Mattfield (1974) includes persons who work in admissions, financial aid, student affairs, the academic and personal counseling of students, placement, housing and registrar's office. A national sample will be drawn of women employed in this administrative category during the 1979-80 academic year and simultaneously holding mem-berships in at least one of three national student affairs organizations. These three organizations are; 1) American College Personnel Association, 2) National Association of Student Personnel Administrators, and 3) The National Association of Women Deans, Administrators and Counselors.

REVIEW OF THE LITERATURE

Research related to women in higher education administration is rather scarce. Those studies that have been conducted are of a descriptive nature. In order to gain a more comprehensive review of the literature related to the proposed study, three primary areas have been investigated. 1) Work climate and job satisfaction as they related to sex role differences, primarily in higher education. 2) Career development of women, specifically in relation to careers as administrators. 3) Women in education administration.

Job Satisfaction and Work Climate

Historically, job satisfaction studies have a strong grounding in organizational behavior literature. In the 1950s, two different reviews of literature on job satisfaction were conducted. The first by Brayfield and Crockett (1955) and the second by Herzberg, Mausner, Peterson and Capwell (1957). These two reviews came to different conclusions. Brayfield and Crockett (1955) concluded that there was no relationship between job satisfaction and performance. Herzberg et al. concluded that there was a systematic relationship between job satisfaction and certain work behavior as well as between dissatisfaction and other work behavior. Herzberg's conclusions have become the more widely accepted and have resulted in a proliferation of research in the area of job satisfaction. Thousands of studies have addressed the subject.

Studies of gender differences regarding job satisfaction have produced some differing results. The Herzberg et al. review (1957) concluded that

there were differences in job satisfaction between males and females. Farley (1970); Hulin and Smith (1964) showed men to be generally more satisfied than women. Saleh and Lalljee (1969) reported that there were no differences between men and women in orientation and importance of content versus context factors in the work setting. Manhatdt (1972), however, concluded from a study of male and female college graduates who joined Prudential Insurance Company that there were differences in the importance of various job characteristics. Some of the findings were: 1) Long range career objectives were significantly more important for men than for women, 2) Comfortable working conditions and interpersonal relations were significantly more important for women than they were for men, 3) There were no differences between men and women concerning the importance of intrinsic factors such as autonomy. Hulin and Smith (1964) did not feel that sex per se was a critical variable that lead to high or low job satisfaction; rather is was the "constellation of variables" that consistently covary with sex such as pay, job level, promotion opportunities and societal expectations that actually create the differences.

None of these studies controlled for these environmental variables, thereby biasing the samples in favor of what would appear to be gender differences. In actuality, no gender difference may have existed or the true difference may be related to organizational environment variables rather than gender differences. In almost all organizations pay, status, promotion, number and expectations are likely to side in favor of men.

A number of studies have been conducted regarding job satisfaction among higher education administrators. Solomon and Tierney (1977) surveyed

211 administrators at 22 liberal arts colleges. They found that job satis-
faction increased with perceptions that his/her valued behavior was con-
gruent with the institution's reward structures.

Ohanesian (1974) sought to determine if there was a significant dif-
ference among 402 college student personnel workers employed in four year
colleges in six western states and their perceptions of job satisfaction.
The workers generally were satisfied with their present career choice.
Results indicated that 1) individuals in higher position levels seemed to
indicate a higher satisfaction level, 2) higher salaries were related to
greater satisfaction, 3) greater satisfaction was indicated by those with
areas of study in higher education and/or administration, 4) satisfaction
was related to the availability of such factors as recognition, status,
advancement, input and variety.

Briggs, Barnhardt and Barnhardt (1975) conducted a job satisfaction
study of 148 student personnel professionals at the University of Minnesota.
Results showed a general satisfaction with the job and with other staff.
No significant relationship was found between the work situation and job
satisfaction of staff members. However, a significant relationship was
found between feelings of job alienation and the social characteristics of
the student personnel office. Clarity of job expectations made the most
difference in feelings of job alienation. More alienation was felt by
staff in larger offices than in small offices. Groseth (1978) explored
the specific job satisfactions and dissatisfactions of chief student per-
sonnel administrators as they relate to Herzberg's motivation-hygiene
theory. He found that 68.3 percent of the satisfying incidents described

by the administrators were motivators and 81.3 percent were classified as hygienes. The most frequently mentioned motivators were recognition, achievement and the work itself. The most frequently mentioned hygienes were company policy and administration, interpersonal relationships and working conditions.

These studies continue to reinforce the positions that job satisfaction is not necessarily gender related. Differences in job satisfaction appear to be related to environmental factors such as position level, nature of work, recognition, decision making power and opportunity for advancement, especially when these factors are seen as limiting or not available.

Studies of job satisfaction among women academic administrators in higher education (Reeves, 1975; Haren, 1975; Soldwedel, 1977; Handley and Sedlacek, 1977) reveal specific information regarding women. Reeves, (1975) interviewed 96 women academic administrators, all in traditionally female areas, e.g., allied health, education and social work. Of the sample 70 were single. Two thirds had experienced upward mobility, while more than 15 percent had experienced downward or lateral mobility. Nearly 65 percent were not working in their original career choice, 5 percent were working at a lower level than planned and approximately a third were working at a higher level than expected. Two-thirds of those with upward mobility indicated satisfaction with their job, but none in the downward or lateral mobility group were satisfied. More than 70 percent of the married women but only 56 percent of the single women were satisfied with their jobs. All of the women with master's degrees were very satisfied, while all of those with baccalaureates and more than half with doctorates

were dissatisfied. This supports the idea that there is a relationship between external variables (i.e., promotion, marital status and education) and satisfaction.

(Haren, 1975) examined sources of work satisfaction and dissatisfaction among 31 women department heads, deans or persons performing primarily administrative functions in the central organizational hierarchy. The primary satisfiers were achievement, content of work, interpersonal relations, the possibility of growth and job control. The primary dissatisfiers were university policy and administration, interpersonal relations, and control of work. This supports Herzberg's theory as well as previous research on job satisfaction of higher education administration generally. However, the women respondents did perceive male domination and institutional sexism in university life.

As Reeves (1975) discovered, the women interviewed did not have powerful line positions but were in staff positions and in traditional female fields. Focusing primarily on women in traditional female areas may not be accounting for differences that might be present in the perceptions of women who occupy positions in non-traditional work environments.

Handley and Sedlacek (1977) surveyed 390 women employed by the University of Maryland, College Park in an attempt to investigate the characteristics, values and attitudes of women employed in higher education. Three hundred women were surveyed by questionnaire and 90 by telephone. Returns were received by 241 women (80 percent). The analysis was conducted by breaking the sample into three groups, Professionals (80), Classified (80) and Student (81).

When asked their most important source of personal satisfaction, all employee groups ranked their families first. Professionals and Classified ranked job second and personal relationships third. (Overall job satisfaction was unrelated to most variables investigated for all employee groups). Within the Professional category, Professionals were most satisfied with their contact and helping people; freedom and autonomy and their sense of accomplishment. They were most dissatisfied with their salary and with administrative policies and procedures, particularly opportunity for advancement. Perceived sex bias was significantly related to less job satisfaction, more perceived job pressure, and more education for all groups. However, the issue was significantly more important to Professionals. Professionals felt worse off than their male peers on each issue raised; salary, opportunity for promotion, likelihood of attaining tenure, participation on important committees and decision making input. When asked the most likely reason for leaving the university, the Professional respondents stated: advancement (15 percent), retirement (10 percent), may not get tenure (8 percent), geographical relocation (6 percent) and unsatisfactory job atmosphere (6 percent), as the most likely reasons.

The Handley and Sedlacek (1977) study supports the theory that job dissatisfaction is related to perceptions of sex bias in the work environment. Within the various women's sub-categories in higher education there appears to be somewhat different perceptions of the phenomenon although these differences are more a factor of intensity than kind. All groups perceive sex bias in their work environments, but Professionals perceive it more intensely, especially the opportunity for advancement. Such

findings support the premise that there are differences among various sub-categories of women regarding perceptions of opportunity and perceptions of environmental variables. It is suggested that further differentiation of women employee sub-groups is called for. The Professional category needs to be broken down in faculty, staff and administration. It is predicted that a significant difference in perception would be exhibited by these groups.

The area of job satisfaction is closely tied to the concept of organizational climate. Studies classified under the general heading of organizational climate examine the perceptions of organizational characteristics in a work environment.

In a study of perceived deficiencies between male and female managers regarding the formal and informal aspects of work organizations (Reif, Newstrom and Monezha, 1975), found interesting results which support women's role as managers. A 16 page questionnaire was administered to 286 men and 55 women who were participating in a management development program. They represented 164 organizations in government and business. Formal aspects included in the study were; organizational objectives, authority, policies, performance appraisal, supervisor controls, chain of command, job description, while the informal included personal influence, voluntary team work, group cohesion, social group membership, grapevine, co-worker evaluation, social interaction and clique.

Formal organizational concepts were perceived by both men and women to be more valuable and more influential than the informal. Men clearly viewed the formal organization as being more valuable in satisfying needs

and more influential in affecting behavior. Women did not make such a sharp distinction between the formal and the informal organization.

Women were found to view influence, social group membership and co-worker evaluation as more valuable in satisfying needs. This result is consistent with other research which supports the position that women place high value on interpersonal relations (McClelland, 1964; Hoffman, 1974; Rossi, 1973; Crowley, Levitin, Quinn, 1973; Ellman, 1963).

From the results (Reif, Newstrom and Monezha, 1975), it can be concluded that men and women managers are actually more similar than dissimilar in their feelings about their organizational climates, both groups believing their environments to be supportive and satisfying. The differences that do exist support the probability that women will function well as managers.

In a study comparing women who are career pioneers with women who have selected more traditional female careers, Richardson (1974) found that career pioneers were more interested in the intrinsic aspects of their anticipated careers, challenge, opportunity, etc., while traditional women were more interested in the extrinsic factors such as pay, working conditions. These results suggest that women in non-traditional fields have work needs that are more like their male counterparts than traditional career oriented women.

The literature of research related to the specific sub-category of student affairs women's perceptions of work climate is extremely scarce. In 1976, a survey of NAWDAC membership was conducted with 1,259 responses (Soldwedel, 1977). The purpose of the study was to provide a profile of the organization's membership. Although the membership is not limited to

women in higher education, the results provide a profile of a population that includes a high percentage of student affairs/higher education administrators (87 percent of the total NAWDAC membership).

Forty-four percent of the NAWDAC survey respondents indicated that they were satisfied with their present job; 35 percent were very satisfied; 16 percent were ambivalent and five percent were dissatisfied. When asked what single aspect of their work they liked best, 53 percent gave responses related to interpersonal relationships (both student and staff); 23 percent identified responses related to the nature of work (job responsibilities, influence, leadership); 19 percent gave responses related to freedom and challenge of job. When asked what they would like to change, 25 percent of the women gave interpersonal relationship responses; 25 percent responded in terms of the nature of work; 21 percent cited improvement of working conditions.

Seventy percent stated that they were free to express their professional opinions to their supervisors while three percent did not feel free at all. Sixty-nine percent felt free to initiate action in their work. Overall respondents felt they had greater impact on departmental decisions than on institutional decision making. When asked what prevented them from having impact within the institution or the department, 30 percent cited hierarchical/institutional procedures; 24 percent cited sexism and/or male chauvinism; 16 percent cited lack of confidence, lack of time, lack of interest. Fifty-five percent of respondents felt some kind of discrimination on the job. In describing the nature of the discrimination, 32 percent cited sex discrimination; 30 percent salary and promotion practices;

23 percent the type of work assignments given them, and 15 percent status, race, religion or other factors.

The lack of proper credentials or a specific skill were described by 40 percent of the respondents as their greatest professional limitation. Personality characteristics were cited by 39 percent as their greatest limitation. In the category of professional strengths, 29 percent listed specific administrative skills; 26 percent listed personality character-istics; 29 percent listed interpersonal skills and 16 percent listed seniority and experience on the job.

Although the results of this survey provide only descriptive infor-mation, it presents an initial picture of women in student affairs percep-tions of their work environments. This picture is limited by the lack of comparative data but presents a profile that is fairly consistent with other research on women administrators. The women were somewhat satisfied with their present job, but felt discriminated against in their work en-vironment and did not perceive opportunities for promotion.

In summary, the current research related to job satisfaction and or-ganizational climate clearly supports the fact that administrators generally are satisfied with their jobs and that there are no apparent differences between males and females regarding intrinsic and extrinsic job components. Research also shows that what administrators find as un-satisfying are aspects related to opportunity (Kanter, 1977; Handley and Sedlacek, 1977; Soldwedel, 1977).

Kanter's Theory of Organizational Opportunity

Kanter (1977) holds that the concept of job satisfaction is too narrow and time restricted. Job satisfaction studies have traditionally centered on the evaluation of one's own job in a time-immediate focus and they did not relate satisfaction to the larger organization structure. Opportunity now is viewed as a more dynamic concept which relates the present position to the larger organization structure and to anticipated future positions. According to Kanter, the structure of opportunity along with power and relative numbers of specific groups in the organization are the three variables that form the basis of an integrated structure model of human behavior in organizations. In her award winning book, Men and Women of the Corporation (1977), she explored the interrelationship and dynamics of these three variables on the human behavior of Indsco, a multinational corporation. She specifically related the effects of these variables to the current situations which women and minorities find themselves in such organizations. Although this model was developed from research within an industrial setting, it is readily applicable to educational administration settings (Kanter, 1977, 1978).

Opportunity is defined as the expectations and future prospects for growth and mobility within a particular organization and/or profession. Although it is defined only partly in terms of advancement or promotion, it also involves challenge and increased influence, skill and pay. However, because of the nature of hierarchical organizations, of which higher education is a model, it is difficult for an individual to have a sense of growth, challenge, more pay, influence and mobility without somehow

continuing to climb the organization and/or professional ladder.

Opportunity is structured through paths and tracks. In higher education institutions, the paths are often very *fuzzy* and, once on a track, it is often difficult to cross over to another. Jobs can be viewed as having opportunity depending on their growth prospects. In relation to the amount of opportunity stemming from a position, people can be grouped into two major categories; the "moving" and the "stuck". As resources and numbers of students in higher education institutions begin to decrease, the number of people who are "moving" may be getting fewer in number. The effects of more and more people being "stuck" in academic organizations in the year ahead may have serious ramifications on the quality and effectiveness of the educational process.

In a survey of 400 academic administrators, Murningham, Wheatley and Kanter (1978) found that these women perceived their career progress in terms of institutional opportunity. The presence or lack of opportunity has impact on behavior and attitude. The "stuck" and the "moving" behave very differently and respond differently to their organizations (Kanter, 1977). People who see little opportunity for advancement tend to limit their aspiration.

Opportunity can be seen as an important part of achievement orientation to the extent that most individuals have to see the path open to get to a position before they develop the aspiration for it. The perception of opportunity is important in arousing the desire to ever try for a position. Therefore, aspiration is influenced by the individual's perception of opportunity in their organization or profession.

Career Development of Women

Researchers have examined career choice from several points of view. One approach focused on the general attitudes about the appropriateness of various careers for males and females. Female career options have been more severely limited than male options, because fewer occupations have been labeled by both sexes as appropriate for women (Nelson, 1963; Siegel and Curtis, 1963). Feldman (1974), reported that they have not been able to find a single occupation in which females are reported to be more successful than males.

The literature clearly established that occupations have been sex role defined (Shepard and Hess, 1975; Shinar, 1975; Iglitzen, 1972; Albrecht, 1976). However, less stereotyping is done if individuals are asked to determine if an occupation is appropriate for women, rather than specify for which sex it is appropriate (Medvene and Collins, 1974).

Nilson (1976), in a study of 479 adults, found that violators of sex role norms were awarded lower social status than persons who followed sex role expectations in their jobs. Women who were in male occupations were given higher social status than men who were in female occupations (Nilson, 1976). Suchner and More (1975) found that females who choose a typical male career are viewed as less likable than their male counterparts.

A second approach to career choice focused on career preferences, especially during the elementary, high school and college years. There has been considerable interest in women who choose non-traditional careers as compared with those who choose traditional careers (Rossi, 1973; Tangri, 1972; Hoyt and Kennedy, 1958). Early research focused on the masculine-

feminine dimensions of individuals who are career oriented. Since the early 70s, the position in the literature has greatly shifted to one where women who choose non-traditional careers are not necessarily considered any more masculine than women who choose traditional careers (Altman and Grossman, 1977; Rand, 1968; Tipton, 1976; Bem, 1974).

Current research in the area of achievement and aspiration indicates that a number of variables appear to be operating in regard to women. Within our culture, bright and talented women are caught in a conflict between a need for social acceptance and intellectual and career achievement. Horner (1972) and Hoffman (1972, 1974) have identified the concept of fear of success as an attempt to explain the interpersonal dynamics which talented women face in their struggle for success. Others (Stein and Bailey, 1973; Ginzberg, 1966) have attempted to show that success (achievement) within American society is a very male laden concept, and does not apply to the achievement patterns of women. Women generally fulfill achievement needs differently than men and those women who choose the masculine model are subject to conflict and role ambiguity (Angrist and Almquist, 1975; Hoffman, 1972, 1974; Stein and Bailey, 1973; Maccoby, 1966).

Epstein (1971) states that stress coming from role and value conflicts are major factors in the career process of women. Recent changes in the acceptance of a broader definition of women and work have not really shifted roles but expanded them. As women move into the work force, their societal and biological demand as wife and mother remain very consistent. Women's careers are often interrupted by marriage and family. Ginzberg (1966) also found that women often modify their career objectives in order to give precedence to their husband's careers. In a study of women

academic administrators, Pope (1979) observed that there was an apparent inverse relationship between marriage obligations and administrative career mobility among women. Regardless of their marital status, women seem to plan their careers relatively later than their male counterparts (Harmon, 1970; Henning and Jordin, 1977).

Occupational prestige is a factor that has been suggested as a difference between career choices of men and women. Men tend to choose more prestigious postions than do women (Faunce, 1980). Barnett (1975) found that at age nine both sexes avoid prestigious positions, but boys gradually shift to higher prestige. Females in older age groups continue to avoid prestige positions. Feldman (1974) in a study of graduate students found that females avoided prestigious positions. The literature remains unclear as to what extent prestige itself is a factor in limiting career aspiration. It is unclear if women avoid prestigious positions because they view them as masculine, too demanding or just prestigious.

Another factor that has been suggested as differentiating male and female career choice is the interest in working with people and the need for affiliation. Research has supported the theory that women have higher affiliation needs than men. A study of career achievement and affiliation needs of men and women in business (See, 1977) suggests that such needs may be related to other aspects of interpersonal relationships such as marital status. Since the vast majority of women in careers have tended to be single, while their male counterparts are married, this variable may be more closely related to the social factors present in our social structure rather than a psychological deficiency in women. Studies have not

thoroughly examined the impact of marital status on the affiliation need and therefore evidence supporting gender differences is not conclusive.

For those women who do not have high professional achievement aspiration, research suggests that institutional barriers to such attainment are often present. Advisors and parents often discourage women from pursuing professional careers (Astin and Bayer, 1972; Freeman, 1977; Morlock, 1973; Thomas and Stewart, 1971). In the recent past, admission requirements to college and professional schools were higher for women and financial resources to acquire an education were scarcer for women than they were for men (Roby, 1972). Once credentials were attained, women experienced discrimination in recruitment, employment and promotion practices within organizations (Epstein, 1971). They are paid substantially less for equal work ("The Earning Gap Between Women and Men", 1979) and they have a wide variety of demands on both their personal and professional life style (Freeman, 1977).

A number of studies have begun to describe what is believed to be sex structuring in work organizations. This consists of differentiating female and male jobs, placing certain jobs as psychologically off limits to a specific sex (Acker and Van Houten, 1977; Caplaw, 1954; Oppenheimer, 1968; Weber, 1978). Others have studied the informal organization and suggest that sex segregation in these areas is also an important way of limiting opportunity for women (Kanter, 1977; Zacharias, 1975; Thompson, 1976). Research regarding the role of mentors and their relationship to the lack of women's success is also appearing (Henning and Jordin, 1977; Williams, 1975; Kanter, 1977; Phillips, 1977).

This research strongly supports the position that work organizations are inadequately supporting the development and advancement of women.

Estler's Theory of Female Aspiration

Based on the literature surrounding career choice and achievement motivation in women, it is clear that there are apparent intertwining processes at work which divert women from attaining high level positions in administration. Estler (1975) has conceptualized three models which might suggest an explanation for existing phenomena. These models include, The Women's Place Model, The Discrimination Model and the Meritocracy Model.

The Women's Place Model is based on the assumption that men and women are differentially socialized into separate roles and that institutions reinforce these differences. In order for a woman to succeed at what has been defined as a male role, she has to fail at her assigned role. Traits and characteristics of leadership and achievement are male, and women will only seek such activities to the extent that they utilize ascribed female characteristics and are considered feminine. What is required to support this model is research which indicates that differences in the aspiration of women and men were not the effect of limited opportunity, but of deliberate choice. Second, there would have to be support for the position that aspiration and not discrimination are keeping women from seeking leadership position. If socialization is the key, then there should be no increase in the number of women seeking administrative positions as discriminating practices are identified and declared illegal.

The Discrimination Model is based on the assumption that institutional patterns are a result of one group acting to exclude participation of

another. In the case in question, men are favored in promotional prac-
tices and women cannot advance even if they so choose. This assumes that
people adjust their aspirations to that which is possible. Consequently,
women do not aspire to high level administrative positions because of
limited opportunity.

The Meritocracy Model assumes that the most competent people are pro-
moted according to their ability. Based on the existing situations, men
occupy the existing high level positions because they are the most
qualified.

Estler's findings and existing research on women in education ad-
ministration clearly refutes the viability of the Meritocracy Model. It
does not appear that there is a scarcity of qualified women able to be
promoted. However, existing research makes it difficult to distinguish
between either the Women's Place Model or the Discrimination Model, as the
most visible. While it is clear that women aspire to leadership positions
less frequently than men, it is very unclear whether these aspirations are
a reflection of lack of opportunity due to discrimination or a woman's
free choice, due to her response to societal expectations and demands.

"We might speculate with reasonable certainty that further research
will show that the process implied by both models are closely intertwined:
Discrimination exists as a reflection of societal role expectation and, in
turn, reinforces those expectations long after the reasons for their ex-
istence have passed." (Estler, 1975, p. 377).

Women in Administration

Within the area of educational administration an emerging body of literature has developed regarding the career aspirations of women toward the field of administration. A number of studies have been examined which explore the aspiration level of teachers toward administrative positions.

Dias (1975) conducted a study to examine the relative influence of selected variables in predicting aspiration toward educational administration of 342 male and female teachers in four New England school systems. The findings indicate that men had a higher level of aspiration. There was not significant difference between the sexes regarding commitment to teaching, time commitment, and achievement motivation. Men had a significantly higher expectancy of support and perceived likelihood of being recruited into administration. Lower aspiration levels among women are related to: home-career conflict, lack of planning for higher degrees, lower expectancy for support and recruitment from present administration. Women exhibited a higher ratio of aspiration for administration than is presently reflected in administrative ranks.

Williams (1977) had a dual purpose of 1) determining the relationship between career aspiration of women teachers and their perceptions of their chances for success in obtaining an administrative position and 2) to identify personal characteristics which distinguish between those who aspire to administrative positions and those who do not aspire. Her subjects were 72 women teachers in Santa Clara County, California. The results of the survey indicated that 30 percent of the sample was interested in an administrative position. Women with graduate degrees and administrative

credentials were more interested in administration than those who did not have them.

Another study focusing on the administrative career aspirations of women teachers (Fisher, 1978) surveys 800 men and women teachers in Michigan school districts. The conclusions suggest that 1) women's aspirations decrease as the responsibility of the job increases, 2) only a small percentage of women apply for administrative jobs, 3) only a small percentage of either sex aspire, 4) large percentages of both sexes are unwilling to either move or further their education in order to gain administrative positions, 5) the potential for administrative aspirations by women is affected by the scarcity of female administrators, 6) the male monopoly of administrative positions and perceived unfair odds of competition intimidate women and inhibit aspirations.

A study of Sloan (1979) used the delphi technique to interview 4 teachers who were graduates at North Texas State University. The author found that, 1) women do not perceive women to have chosen administrative careers, 2) women do not perceive women as lacking administrative ability, 3) exposure to women administrators is important in encouraging women administrators. The sample used in this study was small, yet it reinforces the conclusions of previous research.

More recent studies have focused on the variables related to career aspirations of women administrators themselves. Paddock (1977) explored the career patterns of women in educational administration to determine how they differed from male careers. Women administrators were found to be from minority, urban, non-Protestant background, more often than were

their male colleagues. Women administrators were less often married and usually did not have young children. They chose education as a profession earlier, yet chose administration much later than did men. Women spent more time as teachers and in staffing positions. Almost half of the women had interrupted their educational careers to hold other jobs, primarily as homemakers. Women entered administration at an older age than men. The encouragement of their immediate supervisor was important in women choosing administration. Like men, they tended to remain in one position for many years, hence being rather immobile. Unlike men, however, although their career aspirations were limited, they showed marked tendency toward upward anchored careers. Two additional areas of difference between men and women were the institutional barriers they experienced in their career development and the conflict they felt between their home and career roles.

In a somewhat related study, Keim (1978) hypothesized that women fail to achieve the position of superintendent because their career paths are different from the norm set by men. The surveyed sample included 470 who had earned their superintendent certification in Pennsylvania. The finding supports the position that women's career paths to the superintendency are significantly different from those of men. Women enter administration later and they experience more interruption in their careers. Most women who leave do so for family reasons. Women tend to be in staff positions rather than line positions. They have lower career expectations than men. Women who do aspire to superintendency have more extensive credentials including the fact that they are more likely to have a doctorate than their male counterparts.

Poll (1978) compared through in-depth interviews the career patterns and aspirations of 32 teachers and 31 administrators with the New York public schools. None of the teachers entered teaching with the expectation of becoming administrators. Those who aspired were selected as proteges by school administrators. From the prospective of the administrators, all but three entered teaching without administrative aspirations. Female administrators tend to need more encouragement from supervisors. There is a pattern of primary encouragement with males encouraging males and females encouraging females. Females tend to be marginal to the inner circles of the administrative group, receiving less inside information regarding vacancies and opportunities for promotion. A similar survey (Picker, 1979) was conducted of 100 women and 100 male administrators from the suburban school district of Los Angeles. The investigator's findings support those of previous cited studies.

Overall, the results of women's aspirations toward administration, support Estler's hypothesis that there is an interdynamic occurring regarding the phenomenon that limits the aspiration of women toward administration. Males appear to have higher aspiration levels than women. However, there appears to be no significant difference between the sexes regarding achievement motivation in order to gain promotion. Women's aspiration appears to decrease as the responsibility of the job increase. This decrease is related to home-career conflict, scarcity of women administrators in significant positions and lower expectancy for support and recruitment in what appears to be a male monopoly. Women enter administration later than men, yet are more likely to have stronger credentials

including doctorates. If either the women's place model or the discrimination model were operating exclusively, this pattern of influencing variables would not exist.

As mentioned previously, the literature specifically related to women in higher education administration is rather scarce. Nearly all of the studies identified have been descriptive analyses of survey instruments.

In a study of career patterns of women in university administration, Fecher (1972), surveyed 482 women administrators not employed in traditional women's positions such as dean of women and dean of home economics. The findings reveal that women administrators generally accept new positions within the same institution and generally are not appointed to upper level management positions. The women surveyed believed that being a woman in an administrative position is neither a disadvantage nor an advantage; neither is being married. The field of student personnel services appears to have offered greater employment opportunities for women administrators in higher education than other areas.

A study of administrators in Big Ten universities (Stevenson, 1973), indicated that environmental factors may be related to the limited positions of women in these institutions. Results show that the vast majority of women are at mid-level positions and made their last move within their own institution. These women believe there are several causes for the lack of their advancement; 1) sheer discrimination, 2) their not being assertive, 3) interrupted career spans, 4) not being sponsored by those above them, 5) not uniting to improve their position.

Rideout (1974) examined the upward mobility of women home economics administrators in order to develop a profile of women who had achieved positions of leadership in higher education. The sample included 340 women administrators high in extension service positions in colleges and universities in the U.S. and Puerto Rico. Over 50 percent had doctorates, the median age was 45, with 24 years of professional service. Approximately a third were married and the median number of children was one. They had strong professional identification, with few career interruptions and had received professional honors. They believed that being a women was an advantage to their career.

In a study of the positive and negative influences of women administrator's career advancement, Gasser (1975) identified; parental support for career goals, encouragement from faculty, contact with other active career women, support from colleagues and supervisors and own acceptance of responsibility and hard work as positive influence. Geographic mobility, affirmative action and school counseling were not considered to be positive influence.

Negative influences included; interruption of employment, lack of mobility to accept advanced positions, non-acceptance from professional peers, lack of opportunity to serve on university committees and inadequate child care facilities. More than one-fourth of the respondents had unsuccessfully sought advanced positions. Sex discrimination, lack of education and administrative experience were identified as the primary reasons for non-advancement.

Nearly an equal number of respondents were married as unmarried. Lower level administrators had more periods of non-employment due to

pregnancy, family problems or husbands changing positions. (Although over half of the upper level administrators had earned doctorates, less than a fourth of the lower level administrators had doctorates.) The higher the degree status of the respondent, the more likely they were to have worked continuously. Upper level administrators had higher rates of both university committee participation and professional organization participation.

Barry (1975) conducted a study projecting the role of higher education administration in New York state in the 1980s. Responses to the survey were received from 55 institutions of higher education in New York state. The findings supported a description of the future role of women to include; 1) women would be in middle management positions and student personnel deans, primarily at two year colleges, 2) women would need to earn doctorates, 3) these administrators would emerge from faculty ranks, 4) women might have been deterred from administrative positions because of environmental constraints such as family, weighing professional choice against family responsibilities, thereby receiving administrative credentials later than male counterparts.

Summary

The rather scarce and descriptive information related to women in administration and higher education strongly supports the theory that organizational environment variables have an influence on the aspiration of women toward the profession of administration. Studies related to gender differences are inconclusive because they do not take into consideration social variables that may differ between men and women in an organization. Studies

of women administrators have been descriptive in nature and do not present comparative data. The population explored in many of these studies are insufficient because of their traditional nature and/or their wide scope. Research on more definitive administrative populations is called for.

However, there are some very consistent results which emerged from these studies.

1. Women administrators, like their male counterparts, are generally satisfied with their work.

2. Areas of dissatisfaction are related to perceptions of a lack of opportunity and sex bias in the work environment.

3. Career development patterns of women are different from those of men. Career patterns of women who enter non-traditional careers are also different from traditional women.

4. Achievement needs and work interests for women in non-traditional careers may be more similar to men than they are to traditional women.

5. There appears to be an intertwining dynamic between personal and environmental factors and their effect on the career aspirations of women.

6. Women in higher education administration tend to be in mid-level or student personnel positions.

7. Women administrators believe that environmental factors and the lack of appropriate educational credentials are the greatest barriers to women's advancement.

8. Women indicate that they are willing to relocate for in-creased opportunity, yet the vast majority of upper level women administrators were promoted within an institution.

9. Women administrators also believe that sponsorship, contact with other women administrators and supervisory support are key factors in their career advancement.

10. Women administrators perceive that discrimination based on preconceived sex roles continues to operate in institutions of higher education.

A key area that needs further investigation centers on the extent that environmental factors, specifically work related factors, influence the career aspirations of women administrators. First, what are women administrators aspirations? Second, are there differences among women administrators? Third, do perceptions of work variables and work needs differ between women who aspire to top level positions and those who do not?

DESIGN OF THE STUDY

Introduction

This study will examine women student affairs administrators as-
pirations to top level positions in higher education administration and
the relationship of such aspirations to the women's perception of their
work environment and work needs.

In order to gain a representative sample of women student affairs ad-
ministrators, a national sample was deemed desirable. Because of the ex-
ploratory nature of the study and the financial constraint of securing
such a sample, a survey methodology was selected as the most efficient and
effective means of carrying out this study.

A self-administered questionnaire was designed to gather information
regarding aspiration to top level positions within the administration, per-
ceptions of work characteristics, organizational support and work needs.
The questionnaire was mailed to a national random sample of women student
affairs administrators within the U.S.

Selection of the Sample

The population of this study consisted of all women student affairs
administrators employed within higher education in one of the following
areas; admissions, financial aid, student affairs, academic and personal
counseling of students, placement, housing and registrar's office during
the academic year 1979-80. Respondents also hold membership in one of
three national student personnel organizations; National Association for

Student Personnel Administrators, American College Personnel Association and National Association of Women Deans, Administrators and Counselors.

A sample of 450 women were selected from this population. The three national organizations were contacted and requested to provide from their membership, a random sample of 200 women student affairs administrators currently employed in higher education institutions. The three organizations graciously complied with the request. The three lists were obtained containing 200 women's names and addresses listed in regional sequence beginning at the northwestern part of the country.

Shortly after the original request for the membership lists were made, it was decided to reduce the sample size from 600 to 450 because of financial constraints. 50 women were deleted from each list by removing every third name from the three lists. The final list of 450 names was examined for duplication of names and no duplications were identified.

In examining the final sample, it was noticed that the sample reflected a national distribution with all states represented and contained a mix of public and private institutions and a varied distribution of position levels.

Questionnaire

The instrument used to gather the data for this study was the Student Affairs Work Climate Survey (Appendix C). It is a self-administered questionnaire consisting of five sections. The development of each section has different origin.

Section A consists of a request for demographic information including marital status, age, educational background, ethnic background, as well as

information regarding present position, career experience in Student Affairs, and size and type of present employing institution.

Section B requests each respondent to rate, using a six point scale, the degree to which they desire each of five positions levels within a higher education organization, including; president, vice president of student affairs, vice president of another area in the university, dean or director, associate dean or director. After each response there is a request to briefly state a reason for the choice. On the second question, utilizing the same scale, the respondents are asked to rate the likelihood of their actually attaining each of the five positions. Third, the respondent is requested to rate, using the same scale, the degree to which they have considered leaving the field of student affairs.

Section C is composed of a series of fifteen questions designed to gather information regarding the respondents perceptions of their current work organization's support for their professional growth and development. These items were compiled from a number of sources including a review of organizational development and management materials, discussion with women colleagues in the profession of student affairs and personal experience in the field. The list includes items reported as necessary components for a healthy work environment as well as items reported as necessary to the future promotion of women.

The items include;

1. Encourages professional growth and development.

2. Encourages involvement in professional organizations.

3. Appoints to university committees.

4. Provides opportunity for professional development.

5. Provides opportunity to attend professional conferences.

6. Encourages contribution to professional publications.

7. Provides information regarding advancement opportunity.

8. Provides increasing responsibility in the organization.

9. Encourages application for promotion.

10. Promotes development of mentoring relationship.

11. Provides women role models in significant positions.

12. Provides feedback regarding skills and ability.

13. Encourages attaining advanced degrees.

14. Allows flexibility to attend to personal responsibilities.

15. Provides opportunity to plan and discuss future career objectives.

The respondent is asked to respond to each of the items on a five point Likert scale, according to the degree to which the item is present in their current work organization.

Section D consists of the Job Characteristics Inventory (J.C.I.) developed by Sims, Szelozji and Keller (1976), 195-212. The instrument is a 30 item self-administered Likert scale, which measures the respondents perceptions of various job characteristics. Tabulation of the instrument will produce scores in six areas.

These areas include;

1. VARIETY - the extent to which the job requires the worker to perform different activities calling for different skills and abilities.

2. AUTONOMY - the extent to which the job gives the worker freedom, independence, and discretion to schedule work and determine procedure.

3. IDENTITY - the extent to which the job requires completion of a "whole" and identifiable piece of work - doing the job from beginning to end with a visible outcome.

4. FEEDBACK - the extent to which the worker, in carrying out the activities required by the job, receives information about the effectiveness of his or her performance.

5. FRIENDSHIP OPPORTUNITIES - the extent to which the job provides opportunities to form lasting on-and-off-the-job friendships.

5. DEALING WITH OTHERS - the extent to which the job requires interpersonal interactions to complete the task.

The reliability of J.C.I. using coefficient alpha has consistently exceeded .70. These results have been reported in Sims, Szelozji and Keller, 1976; Pierce and Denham, 1978; and Johnson, University of Houston, 1979. The validity of the instrument has been reported in all of the sources mentioned above using factor analysis.

Section E is a scale designed by Alderfer (1972) to measure work relatedness needs. The instrument consists of a two part, 14 items each, self-administered Likert scale responses. In part one, the respondents answer how much more they would like each of the 14 items to be present in their current job. Second, the respondents answer how important each of the 14 items are to them.

Tabulation of the instrument produces three scores;

Existence Need Strengths - importance of having safety and

security needs met.

Relatedness Need Strength - importance of having interpersonal,

esteem needs met.

Growth Need Strength - importance of having self-actualizing

needs met.

The reliability of this instrument using coefficient alpha consis-

tently exceeded .69 as reported by Schneider and Alderfer, 1973 and Johnson,

University of Houston, 1979.

The content validity of the instrument was initially cited in the

works of Schneider and Alderfer, 1973. Johnson, (University of Houston,

1979), performed factor analysis to determine the scales consistent valid-

ity, and determined it to be strongly supported.

Procedures

The survey was conducted during the spring and summer of 1980. The

spring was determined to be the most advantageous time due to annual em-

ployment turnovers which occurs in student affairs during the summer. By

surveying in late spring one could be fairly certain that respondents had

been employed at their present position at least eight or nine months.

This would provide them with sufficient time to become familiar with their

job responsibilities as well as assess the quality of their work environ-

ment.

Prior to selecting the sample and distributing the questionnaire, the Student Affairs Work Climate Survey was sent to 15 women student affairs administrators as a pilot run. The women were colleagues at various levels within student affairs organizations at institutions in Milwaukee and Iowa. They were requested to complete the questionnaire and respond to a series of evaluative questions regarding the length, understanding of directives and general reactions to the instrument. Consultation on the instrument's format was also sought from a computer consultant at Marquette. Based on suggestions from both sources, a number of minor changes were made on the questionnaire.

In May of 1980, the Student Affairs Work Climate Survey was sent to the 450 women student affairs administrators included in the sample. Mailing labels had been obtained from the three previously mentioned national organizations. Enclosed with each questionnaire was a stamped return envelope and a letter requesting the respondent to take part in a study of work environments in student affairs (Appendix A). No mention was made of the fact that the study was only sampling women administrators. After four weeks, a post card reminder was sent to the 205 women who had not responded (Appendix B).

The results were analyzed using frequencies, means and t-tests. The Student's t-test was used to decide whether the means of the various samples differ significantly from one another. Two tailed probability was determined at .05 and .01 levels of significance. Adjustments were made to all questionnaires which reflected the designation of the Dean of Students as the chief student affairs administrator. These responses were grouped with the vice president of student affairs responses.

RESULTS

Summary of the Survey Sample

This study was conducted by surveying a national sample of 450 women
student affairs administrators, employed in two year through four year,
public and private institutions of higher education in the United States.

Three hundred women administrators responded to the survey, 66.6 per-
cent of the original sample. Two hundred and forty-five (54.5 percent) of
the responses resulted from the first mailing. Four weeks after the ini-
tial request, a post card reminder was mailed to the 205 women who had not
responded (see appendix B). This resulted in an additional 55 responses
(12.22 percent).

From the 300 responses, 280 questionnaires (62.2 percent) were found
usable for analysis purposes. Twenty women who responded chose not to
complete the questionnaire. Fifteen of these respondents stated they had
left Student Affairs within the last year and five of the respondents
stated they were retiring within the next year.

The total response represented a cross section of the United States.
At least one response was returned from every state in the U.S. A profile
of the respondents is presented in Table 1.

Over 50 percent of the respondents are single with approximately a
third being married. The respondents range in age from 20 through 65, with
75 percent included in the range between 26 and 45 years of age. The over-
whelming majority of respondents have obtained an educational level of a
master's degree (66.6 percent), 28.8 percent of the respondents have com-
pleted post-master's work, with 19.6 percent having completed a doctorate.

Table 1. Profile of Women Student Affairs Administrators

Characteristics	N	%
Marital Status:		
Single	150	54.3
Married	90	32.6
Divorced/Single	28	10.1
Widowed	8	2.9
Age:		
20-25	19	6.8
26-30	72	25.8
31-35	64	22.9
36-45	73	26.2
46-55	33	11.8
56-65	18	6.5
Educational Background:		
Bachelors	12	4.3
Master's Student Personnel	113	40.3
Master's Related Area	52	18.5
Master's Non-Related Area	22	7.8
ABD (Doctorate)	26	9.2
Doctorate	55	19.6
Ethnic Background:		
Black	17	6.1
Oriental	1	.4
Caucasian	244	87.1
Hispanic	9	3.2
Native American	5	1.8
Other	4	1.4
Years of Experience in Student Affairs:		
1-2	24	8.6
3-4	60	21.5
5-8	68	24.4
9-11	43	15.4
12-15	36	12.9
16-20	29	10.4
over 20	19	6.8

Ethnically, the respondents were broadly distributed with all minority groups being proportionally represented except orientals, this group included only one respondent. The respondents represented the range of institutional types with approximately 42 percent private and 57 percent public. Two year colleges were represented by 15.2 percent of the responses; four year colleges by 22.6 percent; four year colleges with master's by 20.3 percent and four year with doctorate by 44.2 percent of the respondents. Respondents were employed by institutions ranging in size from under 1,000 to over 15,000. The over 15,000 group represented the majority of responses, 28.3 percent.

The women respondents were employed at all levels within their organizations with 17.4 percent at the first line level; 32.2 percent at middle management; 34.4 percent in director/department head positions and 15.9 percent at chief administration. Women administrators appear to have been in their position for a relatively short period of time, 41.6 percent two years or less and 66.8 percent four years or less. Although tenure at employing institutions is more widely distributed within the range of one to twenty years, 51.1 percent of the women respondents have been at their present institution less than four years. The years of experience within student affairs however, are more evenly distributed from one to over 20 years, with 54.5 percent of the women with one to eight years of experience in student affairs.

Aspirations of Women Student Affairs Administrators

The first question addressed by this study focused on the aspirations of women student affairs administrators.

Do women student affairs administrators aspire to high level adminis-
trative positions within a university organization?

H_{1a} Women student affairs administrators do not aspire to top
level administrative positions.

The women respondents were asked to respond to the concept of aspira-
tion on two levels. First to aspiration for their next position and second
for their ultimate student affairs career goal. Responses for the women's
aspirations for their next position are summaried in Table 2.

The highest percentage of women, 27.31 percent, aspire to dean/direc-
tor position on their next move, followed by aspiration to associate/assis-
tant director level with 19.19 percent and then the vice president of stu-
dent affairs level with 14.02 percent of the respondents. A high percen-
tage of respondents, 15.50 percent, did not indicate any preference for
their next position move. Only 2.21 percent of the respondents aspire to
a university presidency on their next move.

When the ultimate career goals within the field of student affairs was
considered, the response pattern of the respondents was somewhat different
than that cited in their aspiration for their next position. In section B
of the Student Affairs Work Climate Survey (Appendix C), the respondents
were asked to rate their desire to ultimately attain each of five position
levels within a university organization. For the purposes of this study
respondents who rated their desire 1, 2, or 3 were placed in the no aspi-
ration group. Dichotomous groups, aspire and do not aspire were created for
each position, president, vice president of student affairs, vice president
other, dean/director, associate/assistant director. Results of these

comparisons are presented in Table 3.

Table 2. Next Position Aspired to by Women Student Affairs Administrators

Position	N	%
President	6	2.21
V.P. of Student Affairs	38	14.02
V.P. other areas	4	1.48
Dean/Director	74	27.31
Assoc./Asst. Director	52	19.19
Professor/Instructor	5	1.85
Adm. other	6	2.21
Outside University	22	7.90
Undecided	19	6.80
None	42	15.50
Returning	4	1.48
Returning to School	2	.74

Table 3. Perceptions of Career Goal Aspirations of
Women Student Affairs Administrators

Position	Aspire		Do Not Aspire	
	N	%	N	%
President	54	19.42	224	80.50
V.P. of Student Affairs	152	54.67	126	45.33
V.P. Other	74	26.61	204	73.38
Dean/Director	175	62.95	103	37.05
Assoc./Asst. Director	173	51.43	135	48.56

The dean/director level is the position desired by 62.95 percent of the respondents, with the associate/assistant director position desired by 51.43 percent.

When focusing at top level positions 19.42 percent of the respondents aspire to be president of a college or a university and 54.67 percent of the respondents aspire to be vice president of student affairs. Even though the career paths for most women in student affairs do not include the position of vice president of other areas in the university, 26.61 percent of the respondents aspire to this position.

Based on the results, it appears that women's aspirations to top level positions are increasing, when compared with previous research (Wilson, 1977; American Association of University Women Academic Administrators Survey, 1978; "Women in Administration", 1978; Soldwedel, 1977). The respondents immediate aspirations focus on mid-level positions, with some interest in the vice president levels. However, over half of the respondents have career goals aimed at the vice president of student affairs level and nearly 20 percent aspire to a university or college presidency.

Since the primary focus of this study is to examine the aspirations of women administrators to top level positions, further analysis will concentrate on the responses related to the positions of president and vice president of student affairs.

Perceptions of attainability

Researchers have theorized that individuals aspire to what they believe is attainable. In examining the concept of aspiration, perception of whether an individual actually believes they will attain a position

provides some support regarding the likelihood that an individual will actually seek the position they aspire.

H_{1b} For women who aspire to top level positions, there will be no significant difference between their career aspirations and their perception that they will actually attain their career aspirations.

A comparison between the respondents perceptions of aspirations and their perceptions of attainability for each position is provided in Table 4.

Table 4. Perception of Aspiration and Attainability of Administrative Levels

| Position | Perception of Aspiration | | | | Perception of Attainability | | | | |
	N	Mean[a] S.D.		Range	N	Mean[a] S.D.		Range	t
President	271	2.10	1.62	5.0	265	1.62	1.27	5.0	7.09**
V.P. Student Affairs	259	3.96	1.96	5.0	255	3.26	1.98	5.0	8.20**
V.P. Other	262	2.43	1.78	5.0	253	2.00	1.51	5.0	5.07**
Dean/Director	245	4.35	1.96	5.0	240	4.27	1.99	5.0	1.00
Assoc./Asst. Director	229	3.89	2.08	5.0	229	4.29	2.14	5.0	-3.21**

[a]1 = Not Desirable.

6 = Highly Desirable.

**$p < .01$.

Based on these results, the hypothesis would be rejected. The perceptions of aspiration are significantly higher than the perceptions of attainability for the position of president, vice president of student affairs and vice president of other areas. These differences are significant at

$p < .01$ level. Such differences indicate that, although women may have increasing aspirations for high level positions, they continue to perceive these positions as less attainable.

Individuals were requested to provide reasons why they responded the way they did to the questions of aspiration and attainability, after each position response on the questionnaire. Not all of the respondents provided written comments to clarify their response. In those cases where women cited aspiration for top level positions, their comments indicated a strong belief that they had the qualifications or would acquire the experience and qualifications for the respective positions. In those cases where women indicated that they did not aspire to top level positions, a variety of comments were provided. These reasons were tallied and categorized into the response summary in Table 5.

Women Student Affairs Administrators Perceptions of Their Work Environment

The second question of this study focuses on women student affairs administrators' perceptions of their work environment. Is there a relationship between women student affairs administrators aspirations and their perceptions of the external work environment? To what extent do women perceive their work environment to be supportive of their professional development and provide them opportunity for growth and advancement? Are there differences between women who aspire to high level positions and those who do not regarding their perceptions of the work environment?

Section C and D of the Student Affairs Work Climate Survey examined the perceptions of women student affairs administrators regarding their work environment. Section D was comprised of the Job Characteristics

Table 5. Reasons for Not Aspiring to Top Level Positions

Reasons	President N[a]	%[b]	Vice President of Student Affairs N[a]	%[b]
1. No interest in position	60	21.42	34	12.14
2. Lack of credentials	40	14.28	32	11.42
3. Position too demanding	55	19.64	23	8.21
4. Negative image of position	36	12.85	28	10.00
a. Undesirable job functions	8	2.85	8	2.85
b. Position too much fund raising	8	2.85	-	-
c. Position too removed from students	7	2.50	7	2.50
d. Position too political	6	2.14	4	1.42
e. Position is not rewarding	5	1.78	5	1.78
f. Position doesn't do very much	2	.71	4	1.42
5. Desire to leave education	10	3.57	10	3.57
6. No private life/require more personal time than position would permit	19	3.21	3	1.07
7. Too old to consider it	6	2.14	6	2.14
8. Believe position would go to a male	3	1.07	-	-
9. Haven't considered it as an option	2	.71	2	.71
10. Like what presently doing	-	-	5	1.78

[a]N - Number of responses.

[b]% = Percentage of total sample.

Inventory.

The Job Characteristics Inventory is intended to measure an individual's response regarding six work climate variables. These variables include:

Variety - the extent to which the job requires the worker to perform different activities calling for different skills and abilities.

Autonomy - The extent to which the job gives the worker freedom, independence and discretion to schedule work and determine procedure.

Identity - the extent to which the job requires completion of a "whole" and identifiable piece of work - doing the job from beginning to end with a visible outcome.

Feedback - the extent to which the worker, in carrying out the activities required by the job, receives information about the effectiveness of his or her performance.

Friendship Opportunity - the extent to which to the job provides opportunities to form lasting on-and-off the job friendships.

Dealing with Others - the extent to which the job requires interpersonal interactions to complete the tasks.

Factor analysis of Job Characteristics Inventory

A factor analysis using varimax rotations was performed on the job characteristics to determine the scales internal consistency. As discussed in Chapter 3, the measurement scales utilized in the survey have

been previously validated. Table 6 represents the results of this procedure.

These results provide strong confirmation of the scales internal consistency. All items loaded as expected, however two items also loaded heavily on other factors. Item 30, a feedback item, loaded at .36 for feedback but also loaded at .35 for friendship. An autonomy item, number 28 loaded for .37 for autonomy but also loaded at .36 for identity. These results appear to be consistent with those of previous studies.

Perceptions of important job characteristics in work environment

The Job Characteristics Inventory was utilized to measure how women perceived the six previously stated job characteristics in their work environment. Favorable perceptions of these factors in the women's work environment would be viewed as a positive support for the premise that the work environment is contributing to the development and growth of the individual woman.

H_{2a} Women student affairs administrators will perceive their work environments to not contain important job characteristics.

Summary of these results are contained in Table 7.

The job characteristic, feedback, received the lowest score ($\bar{x}$ = 3.11), indicating the perception of its presence within the work environment in a moderate amount. The job characteristic, dealing with others, received the highest score, ($\bar{x}$ = 4.43), indicating a perception of extensive presence of that factor within the work environment.

Table 6. Factor Analysis of Job Characteristics Inventory

Item	I	II	III	IV	V	Communality
Feedback						
04	.77	.10	.18	.10	.17	.68
08	.88	-.02	.14	.01	.02	.82
14	.87	.01	.14	-.01	.07	.78
20	.86	.03	.20	.06	.12	.80
25	.62	-.00	.22	.20	.10	.49
30	.36	.09	.35	.16	.13	.45
Variety						
01	.12	.76	.16	.10	-.01	.64
11	.14	-.49	.02	-.02	.07	.27
13	.06	-.56	-.01	.01	-.05	.32
17	.12	.77	-.29	.17	.06	.73
22	.22	.79	.15	.17	.08	.74
Friendship						
05	.24	.13	.63	.07	.15	.58
09	.12	.02	.64	.13	.06	.57
15	.19	.03	.71	-.02	.08	.56
16	.12	.15	.72	.09	.15	.74
21	.15	.13	.71	.10	.10	.57
26	.07	.02	.82	.00	.07	.71
Autonomy						
02	-.02	.07	.07	.60	.19	.41
07	.14	.04	.08	.80	.09	.68
12	.15	.07	-.04	.32	.23	.19
18	-.01	.23	.07	.72	.28	.66
23	-.13	.22	.14	.71	.26	.67
28	.08	-.04	.21	.37	.36	.35
Identity						
03	.12	.04	.20	.13	.56	.41
19	.10	-.03	-.04	.20	.55	.36
24	.06	.07	.16	.15	.80	.70
29	.08	.02	.11	.16	.80	.70
Eigenvalue	7.78	2.80	2.59	1.90	1.09	
Percent of Variance Explained	46.40	16.70	15.40	11.60	6.50	
Cumulative Variance Explained	46.40	63.10	78.50	90.20	96.70	

Table 7. Perceptions of Job Characteristics Among
          Women Student Affairs Administrators

Job Characteristics	N	Mean [a]	S.D.	Range
Variety of Job	280	3.72	.68	4.0
Autonomy	280	4.03	.73	4.0
Identity	280	4.07	.79	4.0
Feedback	280	3.11	.93	4.0
Friendship	280	3.71	.84	4.0
Dealing with Others	280	4.43	.64	4.0

[a]1 = Very Little.

  3 = A Moderate Amount.

  5 = Very Much.

The results indicated in Table 7 indicate that women student affairs administrators generally perceive their work environments to contain the job characteristics of variety, autonomy, identity, feedback, friendship and dealing with others.

Comparison of the perception of job characteristics between women who aspire to top level positions and those who do not

Upon comparing the perceptions of job characteristics within the work environment between women administrators who aspire to top level positions and those who do not, different results emerge.

H_{2b} Women student affairs administrators who aspire to top level positions will not perceive their work environments significantly different than those who do not aspire to top level positions.

Comparisons of the perceptions of job characteristics within the work environment between women who aspire and do not aspire to the positions of college president and vice president of student affairs are represented in Table 8 and 9 respectively. Even though the respondents consistently perceive a relatively high presence of the six job characteristics in their work environments, there is a significant difference between women who aspire to high level positions and those who do not concerning their perceptions of important job characteristics in their work environment.

With regard to the aspiration to the position of college president, women who aspire to be president perceive the presence of the job characteristic of variety and autonomy to be significantly greater than women who do not aspire to be president $(p < .05)$. In the case of aspiration to the position of vice president of student affairs, women who aspire to be vice president of student affairs perceive the presence of the job characteristic of variety to be significantly greater than the women who do not aspire to be vice president of student affairs $(p < .01)$. However, in all cases cited, the perception of the presence of these characteristics in the work environment is relatively high.

Table 8. Perceptions of Job Characteristics Within the Work Environment Among Women Student Affairs Administrators Who Aspire and Who Do Not Aspire to the Position of College President

	Aspiration for Position						
	To Be President			Not To Be President			
Job Characteristics	N	Mean[a]	S.D.	N	Mean[a]	S.D.	t
Variety of Job	54	3.89	.64	226	3.68	.68	-2.18*
Autonomy	54	4.17	.52	226	3.99	.76	-1.97*
Identity	54	4.12	.57	226	4.07	.84	- .30
Feedback	54	3.23	.96	226	3.08	.93	-1.03
Friendship	54	3.60	.91	226	3.74	.83	1.02
Dealing with Others	54	4.40	.52	226	4.44	.67	.51

[a]1 = Very Little.

3 = A Moderate Amount.

5 = Very Much.

*p < .05.

Table 9. Perceptions of Job Characteristics Within the Work Environment
          Among Women Student Affairs Administrators Who Aspire and Who
          Do Not Aspire to the Position of Vice President of Student
          Affairs

| | Aspiration for Position | | | | | | |
| | To Be V.P.S.A. | | | Not To Be V.P.S.A. | | | |
Job Characteristics	N	Mean[a]	S.D.	N	Mean[a]	S.D.	t
Variety	152	3.83	.66	128	3.59	.68	-2.97**
Autonomy	152	4.08	.64	128	3.96	.80	-1.41
Identity	152	4.09	.72	128	4.06	.89	- .31
Feedback	152	3.16	.89	128	3.05	.98	- .87
Friendship	152	3.74	.77	128	3.67	.93	- .67
Dealing with Others	152	4.47	.51	128	4.39	.77	-1.16

[a]1 = Very Little.

 3 = A Moderate Amount.

 5 = Very Much.

**p $<$ .01.

Perception of organizational support for professional

growth and development

Besides the presence of important job characteristics within a work
environment, the perceptions of the work organization's support for pro-
fessional growth and development are key components in assessing an en-
vironment's support of future aspiration to top level positions. If the
organizational environment does not provide opportunities for professional
growth and development, an individual will not readily gain the skills,
abilities, and self-confidence to seek top level positions.

H_{2c} Women student affairs administrators will not perceive their

work environments to be supportive of their professional

growth and development.

The concept of organizational support for professional growth and de-
velopment was explored by this study in two ways. One, through examining
the individuals propensity to leave the field of student affairs and a
second, through a series of 15 questions which make up Section C of the
Student Affairs Work Climate Survey (Appendix C).

Propensity to leave the field of student affairs provides a negative
perspective of organizational support in that individuals leave organi-
zations and/or professions because they believe their needs will be better
met elsewhere. Moreover, when an individual decides to leave an organi-
zation or a profession, opportunity for growth and development within the
organization cease.

Propensity to leave the field of student affairs rather than a specific institution is utilized here because mobility within the field of student affairs is extremely high and movement between organizations is widely accepted. Movement outside of the field, however, is more likely the result of viewing employment conditions as better elsewhere.

Table 10. Propensity of Women Student Affairs Administrators to Leave the Field of Student Affairs

Propensity to Leave Student Affairs	N	%
High probability to leave	67	24.8
Have explored the idea of leaving	89	33.0
High probability to stay in student affairs	114	42.2

As the results indicate, 42.2 percent of the respondents believe they will remain in student affairs. Fifty-eight percent of the respondents have considered leaving the field and 24.8 percent believe they have a high probability of leaving the field. Eight percent of the respondents indicated an intent to leave higher education on their next move (see Table 2).

Section C of the Student Affairs Work Climate Survey (Appendix C) is composed of 15 questions which attempt to explore a wide range of factors that have been cited in the research as being critical components fostering professional development within the work setting. Special emphasis was

given to factors which have been cited as contributing to professional advancement. Table 11 is a summary of the responses to the factors in Section C.

The summary results support the premise that the respondents generally believe their work environments to be weak, concerning their support of professional growth and development. The mean responses overall center around the perception of a moderate amount of support. The factors a) provides opportunity to attend professional conferences ($\bar{x}$ = 3.67) and b) allows the highest flexibility to attend to personal responsibilities ($\bar{x}$ = 3.69) were rated as the highest support factors. The factors a) provides women role models in significant positions ($\bar{x}$ = 2.13); encourages development of mentoring relationships ($\bar{x}$ = 2.42); encourages contributions to professional publications ($\bar{x}$ = 2.49); provides information regarding advancement opportunities ($\bar{x}$ = 2.56) and encourages application for promotion ($\bar{x}$ = 2.57) were perceived as the lowest factors.

Comparison of the perception of organizational support for professional development between women who aspire to top level positions and those who do not

In order to gain a more thorough understanding of the perceptions of work organization support among women student affairs administrators, the 15 factors in Section C were explored and compared between women who aspire to top level positions and those who do not.

Table 11. Perception of Work Organization's Support for Professional Growth and Development Among Women Student Affairs Administrators

Organizations Characteristics	N	Mean[a]	S.D.	Range
1) Encourages professional growth and development	278	3.43	1.19	4.0
2) Encourages involvement in professional organizations	277	3.42	1.21	4.0
3) Appoints to university committees	276	3.15	1.33	4.0
4) Provides opportunity for professional development	277	3.41	1.19	4.0
5) Provides opportunity to attend professional conferences	276	3.67	1.10	4.0
6) Encourages contribution to professional publications	277	2.49	1.25	4.0
7) Provides information regarding advancement opportunity	275	2.56	1.18	4.0
8) Provides increased responsibility in organization	278	3.36	1.28	4.0
9) Encourages application for promotion	269	2.57	1.27	4.0
10) Encourages development of mentoring relationship	273	2.42	1.29	4.0
11) Provides women role models in significant positions	273	2.13	1.28	4.0
12) Provides feedback regarding skills and abilities	278	2.85	1.20	4.0
13) Encourages attaining advanced degrees	258	2.84	1.40	4.0
14) Allows flexibility to attend to personal responsibilities	278	3.69	1.09	4.0
15) Provides opportunity to plan and discuss future career objectives	276	2.83	1.22	4.0

[a]1 = Very Little.

3 = A Moderate Amount.

5 = Very Much.

H_{2d} Women student affairs administrators who aspire to top level positions will not perceive their work environments as being significantly more supportive of their growth and development than those who do not aspire to top level positions.

The summary of these comparisons can be found in Tables 12 and 13.

When comparing the factors of organizational support between women who aspire and do not aspire to the position of president, a significant difference was found between three of the factors ($p < .05$). These factors are; a) Encourages professional growth and development; b) Provides information regarding advancement opportunity; c) Provides opportunity to plan and discuss future career objectives.

The magnitude of difference between the means in two out of the three comparisons indicates a response level difference. In the case of the mean comparison of the factor a) Encourages professional growth and development, the women who aspire to be president responded with ($\bar{x}$ = 3.74) "much" presence in the work environment. The women who did not aspire to be president responded with ($\bar{x}$ = 3.37) a response of "a moderate amount". When considering the factor b) Provides information regarding advancement opportunity, women who aspire to be president responded with ($\bar{x}$ = 2.89) "a moderate amount", and women who did not aspire to be president responded with ($\bar{x}$ = 2.48) "little" presence of the factor in the environment. Factor c) Provides opportunity to plan and discuss future career objectives, does not appear to indicate a response level difference, with both groups of respondents indicating "a moderate amount" response.

Table 12. Perception of Work Organization's Support for Professional
Growth and Development Among Women Student Affairs Administrators

Organization Characteristics	To Be President			Not To Be President			
	N	Mean[a]	S.D.	N	Mean[a]	S.D.	t
Encourages professional growth and development	54	3.74	1.30	224	3.37	1.15	-1.93*
Encourages involvement in professional organizations	54	3.60	1.12	223	3.38	1.23	-1.21
Appoints to univeristy committees	54	3.31	1.46	222	3.12	1.30	- .91
Provides opportunity for professional development	54	3.51	1.28	223	3.39	1.18	- .69
Provides opportunity to attend professional conferences	54	3.91	1.06	222	3.62	1.11	-1.78
Encourages contribution to professional publications	54	2.50	1.34	223	2.49	1.23	- .03
Provides information regarding advancement opportunities	54	2.89	1.28	221	2.48	1.14	-2.12*
Provides increasing responsibility in organization	54	3.50	1.35	224	3.33	1.26	- .81
Encourages application for promotion	54	2.72	1.34	215	2.54	1.26	- .91
Encourages development of mentoring relationship	54	2.69	1.47	219	2.37	1.24	-1.47
Provides women role models in significant positions	54	2.15	1.29	219	2.13	1.29	- .10
Provides feedback regarding skills and abilities	54	2.78	1.19	224	2.88	1.21	.54
Encourages attaining advanced degrees	54	3.12	1.53	209	2.78	1.37	-1.45
Allows flexibility to attend to personal responsibilities	54	3.89	.984	224	3.65	1.12	-1.54
Provides opportunity to plan and discuss future career objectives	54	3.14	1.29	222	2.76	1.19	-2.02*

Aspiration for Position

[a]1 = Very Little;   3 = A Moderate Amount;   5 = Very Much.

*p < .05.

Table 13. Perceptions of Work Organization's Support for Professional
Growth and Development Among Women Student Affairs Administrators

| Organizational Characteristics | Aspiration for Position | | | | | | |
| | To Be V.P.S.A. | | | Not To Be V.P.S.A. | | | |
	N	Mean[a]	S.D.	N	Mean[a]	S.D.	t
Encourages professional growth and development	152	3.60	1.19	126	3.25	1.17	-2.48**
Encourages involvement in professional organizations	151	3.56	1.15	126	3.25	1.27	-2.10
Appoints to university committees	151	3.27	1.33	125	3.01	1.33	-1.59
Provides opportunity for professional development	152	3.59	1.13	125	3.20	1.25	-2.67**
Provides opportunity to attend professional conferences	150	3.89	1.00	126	3.42	1.17	-3.51**
Encourages contributions to professional publications	152	2.56	1.23	125	2.42	1.28	- .94
Provides information regarding advancement opportunities	152	2.64	1.17	123	2.47	1.19	-1.16
Provides increasing responsibility in organization	152	3.49	1.30	126	3.21	1.25	-1.82
Encourages application for promotion	147	2.64	1.27	122	2.49	1.27	- .99
Promotes development of mentoring relationship	151	2.58	1.29	122	2.24	1.28	-2.21*
Provides women role models in significant position	151	2.11	1.30	122	2.16	1.26	.28
Provides feedback regarding skills and abilities	152	2.90	1.16	126	2.80	1.26	- .78
Encourages attaining advanced degree	139	2.96	1.44	119	2.70	1.35	-1.53
Allows flexibility to attend to personal responsibilities	152	3.82	1.08	126	3.56	1.10	-1.97*
Provides opportunity to plan and discuss future career objectives	152	2.88	1.22	124	2.77	1.22	- .73

[a]1 = Very Little;   3 = A Moderate Amount;   5 = Very Much.

*p < .05.

**p < .01.

A similar comparison was drawn between women student affairs administrators who aspire to the position of vice president of student affairs and those who do not. These findings are summarized in Table 13.

Based on the results, there appears to be significant difference regarding five of the factors. These factors are; a) Encourages professional growth and development ($p < .01$); b) Provides opportunity to attend professional conferences ($p < .01$); c) Provides opportunities for professional development ($p < .01$); d) Promotes development of a mentoring relationship ($p < .05$); e) Allows flexibility to attend to personal responsibilities ($p < .05$).

With regard to four of the five factor comparisons, the magnitude of difference between the means results in a response level difference. For factors a) Encourages professional growth and development; b) Provides opportunity to attend professional conferences; c) Provides opportunity for professional development, women who aspire to be vice president of student affairs responded with ($\bar{x} = 3.60$, $\bar{x} = 3.59$, $\bar{x} = 3.89$, respectively) a "much" presence in the environment. Women who do not aspire to vice president of student affairs responded with ($\bar{x} = 3.25$, $\bar{x} = 3.20$, $\bar{x} = 3.42$, respectively) "a moderate amount". For the factor d) Promotes development of a mentoring relationship, women who aspire to be vice president of student affairs responded with ($\bar{x} = 2.58$) "a moderate amount", while women who do not aspire to the vice president of student affairs responded with ($\bar{x} = 1.28$) "little" presence of the factor in the environment. Factor e) Allows flexibility to attend to personal responsibilities does not appear to indicate a response level difference with both groups a "much" response.

Perceptions of Work Needs

The third question that was addressed by this study centered on perceptions of women student affairs administrator's work needs. Is there a relationship between women student affairs administrators aspirations and their perceptions of their work needs? The way a woman perceives her work environment is likely to be influenced by the needs she has regarding her work life. Second, research has supported the position that women have high needs for relationships and that this may be a factor which inhibits women from aspiring to top level positions. Third, little is known about the work needs of women administrators, whether there is a relationship between work needs and aspiration level. Do women with high aspirations have greater work needs than women with lower aspirations?

Section E of the Student Affairs Work Climate Survey was designed to measure work needs of women student affairs administrators on three levels.

Existence Need Strength - importance of having safety and security needs met.

Relatedness Need Strength - importance of having interpersonal esteem needs met.

Growth Need Strength - importance of having self-actualizing needs met.

It was hypothesized that although women may have high relatedness needs, they would not necessarily be higher than their growth needs and probably would be higher than their existence needs.

H_{3a} Women student affairs administrators will not place work needs in the following order of importance; growth needs, relatedness needs and existence needs.

The perceptions of work needs of women student affairs administrators are summarized in Table 14.

Table 14. Perceptions of Work Needs of Women Student Affairs Administrators

Work Need Strengths	N	Mean[a]	S.D.	Range
Growth Need Strength	280	3.27	.81	5.0
Relatedness Need Strength	280	3.15	.83	5.0
Existence Need Strength	280	2.80	.70	5.0

[a]1 = No Importance.

3 = Somewhat Important.

5 = A Great Deal of Importance.

As the results indicate, the respondents ranked growth needs, relatedness needs and existence needs as their order of importance within their work environment. Growth need strength was ranked highest ($\bar{x}$ = 3.27); Relatedness need was ranked second ($\bar{x}$ = 3.15) and finally Existence need strength ($\bar{x}$ = 2.80). However, the mean response for all three need strengths were rated as only "somewhat important".

Comparison of the perceptions of work needs between women who aspire to top level positions and those who do not

Research has supported the position that women have high relationship needs and has proposed that these needs may be preventing women from

aspiring to high level positions. This study compared the work needs of women who aspire to the top level positions of college president and vice president of student affairs to determine if there was a relationship between aspiration and importance of work needs.

H_{3b} Women student affairs administrators who aspire to top level positions will not have significantly higher growth needs than women who do not aspire to top level positions.

H_{3c} Women student affairs administrators who do not aspire to top level positions will not have significantly higher relatedness needs than women who aspire to top level positions.

The results of these comparisons are provided in Tables 15 and 16 respectively.

Table 15. Comparison of the Perception of Work Needs Between Women Who Aspire to the Position of President and Those Who Do Not

| | Aspiration for Position | | | | | |
| | To Be President | | | Not To Be President | | |
Work Need Strengths	N	Mean[a]	S.D.	N	Mean[a]	S.D.	t
Growth Need Strength	54	3.54	.66	226	3.21	.83	-2.94**
Relatedness Need Strength	54	3.37	.72	226	3.09	.85	-2.45**
Existence Need Strength	54	3.01	.80	226	2.75	.92	-2.12*

[a]1 = No Importance.

 3 = Somewhat Important.

 5 = A Great Deal of Importance.

*p < .05.

**p < .01.

Table 16. Comparison of the Perception of Work Needs Between Women Who Aspire to the Position of Vice President of Student Affairs and Those Who Do Not

| Work Need Strengths | Aspiration for Position | | | | | | |
| | To Be V.P.S.A. | | | Not To Be V.P.S.A. | | | |
	N	Mean[a]	S.D.	N	Mean[a]	S.D.	t
Growth Need Strength	152	3.31	.63	128	3.22	.97	- .96
Relatedness Need Strength	152	3.20	.71	128	3.07	.96	-1.23
Existence Need Strength	152	2.85	.87	128	2.74	.93	-1.01

[a]1 = No Importance.

3 = Somewhat Important.

5 = A Great Deal of Importance.

The results indicate that there is a significant difference ($p < .01$) regarding growth need strengths and relatedness need strength and a significant difference ($p < .05$) for existence need strength between women who aspire to the position of president and those who do not. In comparing the work need variable regarding the vice president of student affairs position, there are no significant differences.

These results support the rejection of the null hypothesis H_{3b}. Women who aspire to the position of president report significantly higher growth needs than women who do not aspire to this position.

Women who aspire to both the position of president and the position of vice president of student affairs have consistently higher work need scores for all three work related needs than women who do not aspire.

Based on these results, the null hypothesis H_{3c} would fail to be rejected. Women who do not aspire to top level positions do not have significantly higher relatedness needs than women who aspire to top level positions.

DISCUSSION AND CONCLUSIONS

Summary of Results

This study examined the aspirations of women in student affairs administration and their perceptions of the work climate in their respective organizations. Three major questions were explored:

1. Do women student affairs administrators aspire to high level administrative positions within a university organization?

2. Is there a relationship between women student affairs administrators' aspirations and their perceptions of the external work environment?

3. Is there a relationship between women student affairs aspirations and their perceptions of work needs?

The results indicate that women do aspire to high level positions in higher education organizations. Women in student affairs appear to be currently interested in acquiring mid-level positions, with some interest in the vice presidential level. Over half of the women surveyed do aspire to the vice president of student affairs position, and 20 percent aspire to the level of president as their long range career goal.

Although the aspiration of women student affairs administrators toward top level positions appears to be relatively high, women student affairs administrators continue to perceive these positions as less attainable. The reasons for these perceptions are related to a variety of variables including; lack of interest in the position, lack of credentials, demands and perceptions of the position, discrimination, desire to leave education, personal time and age.

In examining the existence of a relationship between women student affairs administrators' aspirations and their perceptions of the external work environment, six job characteristics; variety, autonomy, identity, feedback, friendship and dealing with others were explored. The findings support the conclusions that women student affairs administrators perceive these important job characteristics to be present in their work environment. However, they perceive feedback to be provided only in "moderate amounts". Even though the respondents generally perceive the six characteristics to be present in their work environments, there is a difference in the perception of the presence of some of these factors based on aspiration. Women who aspire to be college presidents perceive their jobs to have greater autonomy and variety than women who do not aspire to be president. Women who aspire to be vice president of student affairs perceive their jobs to have greater variety than women who do not aspire to be vice president of student affairs.

The work organization was also assessed for the women student affairs administrators' perceptions of the organizations support for professional growth and development. With regard to the respondents propensity to leave the field of student affairs, over half of the women have explored the idea of leaving the field. Approximately a fourth have a high probability of leaving the field and about eight percent intend to leave the field on their next move.

In examining the fifteen factors perceived to contribute to professional advancement, the results support the premise that the respondents believe their work environments are rather weak in their support of professional development. They rated their organizations especially low on

the following factors;

1. Providing women role models in significant positions.

2. Encouraging development of mentoring relationships.

3. Encouraging contributions to professional publications.

4. Providing information regarding advancement opportunity.

5. Encouraging application for promotion.

When the fifteen factors relating to the perception of organizational support for professional development were compared between women who aspire to top level positions and those who do not, a number of perceptual differences were found. In considering the position of president, women who aspire to this position perceived their work environments to be more supportive regarding the following factors;

1. Encourages professional growth and development.

2. Provides information regarding advancement opportunity.

Different results were found when the perceptions of organizational support were compared among women who aspire to the position of vice president of student affairs with women who do not aspire. Women who aspire to the position of vice president of student affairs perceived their environments to be more supportive regarding the following four factors;

1. Encourages professional growth and development.

2. Provides opportunity to attend professional conferences.

3. Provides opportunity for professional development.

4. Promotes development of a mentoring relationship.

The third area explored by this study focused on the relationship between aspiration and perception of work needs of women administrators. Women's work needs were measured on three levels; existence needs, relatedness

needs and growth needs. It was found that the respondents placed growth needs, relatedness needs and existence needs as their order of priority in their work lives. This order of priority did not change when aspiration was considered. However, the results did indicate that women who aspire to be president place a greater importance on work needs in all three categories than women who do not aspire to be president.

Generally, evidence suggests that women do not perceive their work environments as supporting and encouraging of their professional advancement. They aspire to top level positions, but they continue to view these positions as less attainable. Their work needs reflect a hierarchical structure, with women who are high level aspirants placing more emphasis on work needs than women who do not aspire.

Conclusions and Discussion

The results of this study appear to have shed support and clarity to existing research regarding women in higher education administration. Such research specifically in student affairs, has been almost non-existent. This study has attempted to provide an exploratory assessment of women administrators' aspirations to high level positions and their perceptions of their work environments.

The descriptive and demographic data obtained are fairly consistent with previous studies and therefore appears to present a current profile of women student affairs administrators in the United States. As expected, women student affairs administrators are primarily single, although approximately 25 percent are married. They are under 45 years of age and highly educated with almost 30 percent having some graduate work past a master's

degree. The data also support the statistics that these women are relatively new to both their positions and their institutions.

Do women student affairs administrators aspire to high level administrative positions within a university organization?

The results indicated that women in student affairs do aspire to high level positions, but a significant increase in the number of women who occupy top level positions may be slow in coming. Women generally have not been in their current position very long. Second, they indicate a strong preference for middle management on their next move. However, it appears that women do aspire to top level positions as a long term goal. The percentage of women who aspire to top level positions is not overwhelming, but represents a considerably higher percentage than currently occupy the top level jobs. These results lend support to the theories that environmental factors outside of self-selection, are also operating to limit opportunity within the work environment (Kanter, 1977; Estler, 1975).

Even though the number of women aspiring to top level positions appears to be increasing, women continue to perceive these positions as less attainable. The reasons stated by women for the lack of aspiration can generally be categorized into three areas.

Personal Interest - The position is generally of no interest to the individual or the cost-benefit ratio related to the position does not make it attractive.

Negative Perception of the Position - The position is perceived to contain responsibilities or characteristics that are distasteful to the individual.

Environmental Factors - Factors are perceived present in the environment which excludes the individual from realistically considering the position (lack of credentials, age, perceived discrimination).

These results lend support to the theories that role and value conflicts (Epstein, 1971; Angrist and Almquist, 1975; Hoffman, 1972; Stein and Bailey, 1973), are limiting the aspiration levels of women. They also support Estler's theory of an intertwining relationship between the women's place model and the discrimination model. However, they propose a slightly different perspective regarding roles and values. After examining all of the reasons cited for a lack of aspiration to high level positions, no comments specifically relating to the home-work conflict were found. Rather conflicts with negative images of high level positions, cost-benefits of these positions, and the demands for personal time for other interests were cited. It could be interpreted that personal time for other interests would include home life responsibilities. However, no women in the study actually made reference to home life responsibilities when asked to state their reason for their specific aspiration level.

There appears to be a number of possible explanations for this occurrence. Because the role of combining work and home life is more accepted, what had been perceived as a conflict in the past may not be viewed so predominantly today. Second, if the conflict is present in an individual she

may believe it is socially unacceptable to cite it as a reason.

On the other hand, women respondents may reject high level positions not because they believe they as women should not hold them, nor because the positions necessarily conflict with their role as wife and mother, (75 percent of the respondents were single), but rather because the women do not perceive high level positions as jobs that would ultimately address their needs.

Women have not been socialized to seek all of their need strengths in a work environment. The desire for a balance in life and perceived equity in cost-benefit factors related to a position may be important work values to women. Women may actually be reflecting a new trend in work values, rather than a conflict in roles when they reject high level positions. It would appear that more extensive research on the impact of home life and work values is warranted.

Further research is also needed to study the effects of position image on aspiration to top level jobs. Although perceptions are controlled by the individual, institutions and organizations have some involvement in creating the images and perceptions surrounding the nature of a position and the environment in which it exists. To what extent are women eliminating themselves from considering top level positions because of the subtle negative images surrounding top level positions? To what extent do organizations design or contribute to the perpetuation of these images in order to keep people out? Are these images perceived equally by men and women?

The results show that blatant forms of discrimination were not readily reported by women in student affairs work environments. The research does, however, support Kanter's theory (1977) that aspiration is related to

perceptions of opportunity in the environment. Women administrators per-
ceive their jobs to contain important job characteristics including variety,
autonomy, identity, friendship and dealing with others. Although this job
may be providing them with satisfying experiences and invaluable training,
the women do not appear to be receiving the on-going feedback regarding
their performance that they perceive is necessary. Timely feedback is cri-
tical in providing the individual with self-assessment and self-confidence,
important skills in acquiring advancement.

The results also support the conclusion that women who aspire to top
level positions view their work environment more positively than women who
do not aspire to top level positions. Specifically with regard to the job
characteristics of variety and autonomy, women who aspire to the level of
president, view these characteristics to be more extensively present in
their work environments. Advancement to top level positions necessitates
broad-based experience and self-reliance. Variety and autonomy within a
job are key components of opportunity. What can not be determined by this
study is whether aspiration causes the individual to view and interact with
their work environment differently or whether the increased presence of such
characteristics has caused women to have greater aspiration.

Women believe their employing institutions are weak in their support
of professional development. The seemingly high propensity to leave the
field of student affairs and the overall low ratings on all of the organi-
zational support for professional development factors, suggests that the
institutions need to evaluate their professional development efforts if they
want to retain quality women in the student affairs field. Women were

especially critical of organizational efforts to: 1) provide women role models; 2) encourage mentoring relationships; 3) encourage contribution to professional publications; 4) provide information regarding advancement opportunity and 5) encourage application for promotion. All of these factors are directly related to women seeking advancement. These findings support other research (Kanter, 1977; Soldwedel, 1977; Epstein, 1971; Williams, 1975; Phillips, 1977; Sloan, 1979; Henning and Jordin, 1977; Stevensen, 1973; Gasser, 1975), which found that lack of women role models, lack of mentoring relationships and lack of supervisory feedback are key factors in the lack of aspiration among women. If institutions are interested in acquiring women in top level positions they must begin to take a pro-active position regarding professional development.

When perception of organizational support for professional development were compared between women who aspire to top level positions and those who do not, women who aspire to top level positions once again rated their organizational work environment higher on certain factors, than women who do not aspire. When considering the aspiration levels to the position of president, two factors were viewed by the women who aspire to be more extensive in their work organization. Both of these factors are directly related to career planning.

In evaluating the factors identified by the vice president of student affairs aspirants as more extensive in their work environments, the four factors were more closely related to ways of acquiring professional development.

These differences may be related to the fact that the position of the vice president of student affairs is viewed as tangible and desirable for

the respondents. Since they are more likely to seek this position, perceived differences in acquiring professional development are more important to women who aspire to it. The position of president is more distant and less desirable to most of the respondents; for those who do aspire to it, planning and strategy for the future may be viewed as critical differences at this time.

Is there a relationship between women student affairs administrators' aspirations and their perceptions of work needs?

Women student affairs administrators perceive their work needs to reflect a hierarchical structure with growth needs being the most important, relatedness needs second and existence needs last. None of the three need strengths were rated extremely high, which suggests that women do not place an overwhelming emphasis on work related needs. These women placed their work needs in the same order of importance regardless of their level of aspiration, although women with aspirations to the level of president place significantly greater importance on all of their work needs than women who do not aspire to be president. (The difference between these two groups at the vice president level is not significant.)

These findings suggest that women administrators' work needs are probably not any different than what would be expected from the general population of professionals. As an entire group, women administrators consistently have higher growth needs than relationship needs. These results appear to be somewhat contrary to existing research (McClelland, 1964; Hoffman, 1974; Rossi, 1973; Crowley, Leviton, Quinn, 1973; Ellman, 1978) which suggests the position that women place high value on their

interpersonal relations. Women may very well place a higher value than men on interpersonal relationships. This research however, found that women administrators do not have high relatedness need strengths. Relatedness needs are ranked lower than growth need strengths and they do not vary in order of importance given differences in aspiration. If relatedness needs were the dominant work need of these women, they would be higher than growth needs and if such needs were a significant factor in limiting aspiration, relatedness need strengths would be significantly higher for low aspirants than high aspirants. Neither of these suppositions are supported by the results.

However, it is possible that women student affairs administrators, as a population, may vary in their need structure from women generally. This may be due to the unique composition of relationship characteristics present in their work environments. Women administrators perceived the job characteristics of dealing with others and friendships as extensively present in their work environments. According to need satisfaction theory (Maslow, 1954) if a need is satisfied, higher order needs become the focus of attention. Since relationship needs appear to be met in the student affairs work environment, these needs may not be a limiting factor for women student affairs administrators in regard to aspiration.

Women do not appear to be directing a considerable amount of need strength into their work environments. However, the research does support the position that there are differences regarding perception of work need based on aspiration. Women with high aspirations appear to view work as a vehicle for meeting need strengths more extensively than women who do not aspire to top level positions.

Limitations of the Study

The intent of this study was descriptive and exploratory in nature. Based on financial and time constraints, a survey methodology was chosen. The use of a survey instrument restricted the quantity and usability of the data. Comments which accompanied the surveys were extremely helpful. However, had money and time permitted, an interview format would have provided more extensive information and probably would have permitted a more detailed analysis.

The sample of 450 women administrators was initially drawn from the members of three professional organizations. As the surveys were returned, it became evident that the lists that had been provided were not up-to-date. Fifteen women who responded did not complete the questionnaire because they had left the area of student affairs within the last year. It is not known how many additional women did not respond because they had left the field completely. Given the fact that a national sample was desired for this study it would have been difficult to remedy this problem without a substantial increase in cost. One method would have been to contact potential respondents prior to the survey to request their participation. Such a procedure may have increased the return rate, but would have doubled the postage costs. Another after-the-fact method would have been to contact a random sample of the non-respondents after the second reminder to inquire why the questionnaire had not been returned.

In order to maximize the respondents familiarity with their work environment, the survey was sent out in the spring. However in this particular case, the timing may have been too close to the end of the school

year. Had the survey gone out in March or April, a higher return rate may have been realized.

Although the sample included a national sample of diversified women, broadly distributed in terms of age, race and educational background, no effort was made to control for any of these variables in this study.

Recommendations

The results and conclusions of this study are intended to provide useful data for women administrators, chief administrators and institutions of higher education generally.

Women administrators individually are encouraged to review these findings to gain a more broad based understanding of the perceptions and needs of women in student affairs. These data are intended to assist them in establishing common links to other women in the field as well as gain a more critical awareness of themselves and their own organization.

Chief administrators will gain a more indepth understanding of women in the field of student affairs. Through this understanding, they may be able to better understand the aspiration, perceptions, and work needs of women in their own organizations.

Under their guidance, institutions of higher education need to seriously review the structures and processes of the work environment. They need to evaluate their present support of staff development and their promotion of opportunity for women. What is called for is a more intensive, pro-active approach to the development and advancement of women administrators in higher education organizations. Without such efforts, institutions are likely to continue to suffer from a void of qualified women in

top level positions.

Recommendations for Further Research

The results of this study suggest a number of areas for further in-vestigation. As the review of the literature indicates, research in the area of women in higher education administration is almost non-existent. Studies that will contribute to a more indepth understanding of women as administrators are needed. Because of the exploratory nature of this study, various factors such as aspiration, job characteristics or organizational support were not studied indepth. Further research examining the causal relationship of aspiration and work environment variables will supply some of the answers to remaining questions. It is also recommended that future research explore variables such as age, race and educational background and their impact on aspiration and perceptions of the work environment.

One area of inquiry suggested by the results of this study is the effects of position-image on aspiration. A number of hypothetical questions could be presented. Is there a relationship between perceived image of a position of college president and aspiration to the position? Do women and men possess the same perceptions about the position? What are the differ-ences? Where do these images come from? The study would survey a sample of college administrators and ask them to state their perceptions of the position of college president. A list of perceptions would be compiled and presented to a group of college administrators who had previously in-dicated their level of aspiration for the position. Comparisons would be made on the basis of sex and aspiration regarding the respondents percep-tions of the position. Research such as this will shed light on the

complex and puzzling relationship between aspiration, environment and perception of opportunity.

This study has taken an initial step in exploring some relationships between aspiration and work environment factors. The results suggest that the work environment may have a greater influence on the aspirations of women than had previously been envisioned. The implications of this fact present a great challenge to higher education organizations in their efforts to provide equal opportunity for all.

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APPENDIX A

APPENDIX B

Student Affairs

MU Marquette University

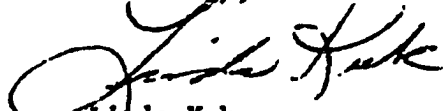Milwaukee, WI 53233

April 18, 1980

Dear Colleague:

I am in the process of conducting doctoral research in the area of work climates in American colleges and universities. As a Student Affairs Administrator, your interaction on a daily basis with your institution's organizational environment places you in a position to assess and provide input regarding your interaction and its effects on you as a professional.

I would like to request your assistance in supplying this vital information by taking 15 to 20 minutes and filling out the enclosed questionnaire. Your response will be kept confidential and used to compile normative and descriptive data. It is intended that such data will be used to analyze the work environments in which Student Affairs administrators work and recommend changes that will lead to more supportive and growth producing institutions.

Your contribution within the next few minutes will hopefully reap benefits for you and your colleagues in the future.

Thank you for your time and efforts.

Sincerely,

Linda Kuk
Associate Dean of Students

LK/cak
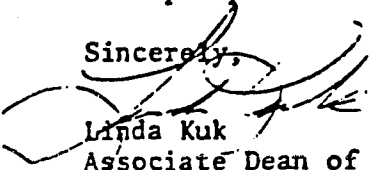
Dear Colleague,

Within the past three weeks you received a copy of the Student Affairs Work Climate Survey. Although I realize the time limits of your busy schedule, I would like to request 20 minutes of your time to complete and return the survey, if you have not done so.

Your response is critical in providing a diverse and thorough assessment of the perceptions of Student Affairs professionals regarding their work climates.

Your prompt attention to this matter is greatly appreciated.

Sincerely,

Linda Kuk
Associate Dean of Students
Marquette University

APPENDIX C

STUDENT AFFAIRS WORK CLIMATE SURVEY

This questionnaire is designed to solicit your input as a Student Affairs Administrator regarding your perceptions of your work environment. The data is part of a doctoral study analyzing the work climate in American colleges and universities. Would you take 20 to 30 minutes and answer each question by circling the response which most closely represents your honest perception. All responses will be held in confidence. Thank you for your assistance.

A.

PERSONAL INFORMATION

1. Marital Status: 2. Age:

   1. Single   1. 20-25
   2. Married   2. 26-30
   3. Divorced/   3. 31-35
   4. Separated   4. 36-45
      Widowed   5. 46-55
                      6. 56-65
                      7. 65 and over

3. EDUCATIONAL BACKGROUND

   1. Bachelors
   2. Masters in Student Personnel/
   3. related area
   4. Masters in non-related area
   5. All but dissertation (Doctorate)
   6. Doctorate

4. ETHNIC BACKGROUND

   1. Black   4. Hispanic
   2. Oriental   5. Native American
   3. Caucasian   6. Other

5. PRESENT POSITION

   Position Title:_____

6. LEVEL OF POSITION

   1. First line
   2. Middle
   3. Director/Department Head
   4. Chief Administrator

7. NUMBER OF YEARS IN PRESENT POSITION

   1. 1-2   5. 12-15
   2. 3-4   6. 16-20
   3. 5-8   7. 20 and over
   4. 9-11

8. NUMBER OF YEARS AT PRESENT INSTITUTION

   1. 1-2   5. 12-15
   2. 3-4   6. 16-20
   3. 5-8   7. 20 and over
   4. 9-11

INFORMATION REGARDING CAREER IN STUDENT AFFAIRS

9. Total years of experience in Student Affairs

   1. 1-2   5. 12-15
   2. 3-4   6. 16-20
   3. 5-8   7. 20 and over
   4. 9-11

10. Next position you aspire to:_____

11. Types of Experience: No. of years

    1. Student Affairs (general)   _____
    2. Admissions   _____
    3. Student Activities   _____
    4. Financial Aid   _____
    5. Registrar   _____
    6. Housing   _____
    7. Career Planning & Placement _____
    8. Recreation   _____
    9. Special Student Services   _____
    10. Counseling   _____
    11. Other   _____

12. INFORMATION REGARDING PRESENT INSTITUTIONS

    Type of institution:

    1. Private, not church related
    2. Private, church related
    3. Public

13. 1. 2-year college
    2. 4-year college
    3. 4-year with Masters
    4. 4-year with Doctorate

14. Size:

    1. Under 1,000
    2. 1,000-3,000
    3. 3,000-5,000
    4. 5,000-10,000
    5. 10,000-15,000
    6. 15,000 and above

B.

1. Please rate the following positions according to your desire to ultimately attain that type of position. After each response briefly state the reason(s) for your choice, e.g., position is too demanding, I believe I have all the qualifications, I don't have considerable interest in the position, I don't have the credentials, etc.

		Not Desirable				Highly Desirable

1. President of a college or university   1 2 3 4 5 6

   Reason:

2. Vice President or Chief Student
   Affairs Administrator   1 2 3 4 5 6

   Reason:

3. Vice President/Chief Administrator
   in an area other than Student Affairs   1 2 3 4 5 6

   Reason:

4. Dean or Director of a department   1 2 3 4 5 6

   Reason:

5. Associate/Assistant Dean or Director   1 2 3 4 5 6

   Reason:

2. Please rate the following positions as to whether you believe you will actually attain that type of position. After each response briefly state the reason(s) for your choice, e.g., position is too demanding, I believe I have all the qualifications, I don't have considerable interest in the position, I don't have the credentials, etc.

         Unlikely   Likely

1. President of a college or university   1 2 3 4 5 6

   Reason:

2. Vice President or Chief Student
   Affairs Administrator   1 2 3 4 5 6

   Reason:

3. Vice President/Chief Administrator
   in an area other than Student Affairs   1 2 3 4 5 6

   Comment:

4. Dean or Director of a department   1 2 3 4 5 6

   Comment:

5. Associate/Assistant Dean or Director   1 2 3 4 5 6

   Comment:

3. I am considering leaving the field of Student Personnel on my next move.

Definitely will leave the field.		Have explored the idea of leaving.		Definitely will stay in Student Personnel.
1	2	3	4	5

C.
Please describe your present work organization regarding the following statements:

		Very Little	Little	A Moderate Amount	Much	Very Much
1.	Encourages my professional growth and development.	1	2	3	4	5
2.	Encourages my involvement in professional organizations.	1	2	3	4	5
3.	Appoints me to important university committees.	1	2	3	4	5
4.	Provides opportunities for my professional development.	1	2	3	4	5
5.	Provides opportunities for me to attend professional conferences.	1	2	3	4	5
6.	Encourages my contribution to professional publications and journals.	1	2	3	4	5
7.	Provides me with information regarding advancement opportunities.	1	2	3	4	5
8.	Provides me with the opportunity to acquire new skills and experiences through increased resopnsibility within my organization.	1	2	3	4	5
9.	Encourages my application for promotional opportunities.	1	2	3	4	5
10.	Promotes the development of a mentoring relationship for me.	1	2	3	4	5
11.	Provides adequate women role models in significant administrative positions.	1	2	3	4	5
12.	Provides me with adequate feedback regarding my skills and abilities.	1	2	3	4	5

	Very Little	Little	A Moderate Amount	Much	Very Much
13. Encourages my attaining advanced degrees.	1	2	3	4	5
14. Allows me the flexibility to attend to personal responsibilities and commitments, while still meeting my work expectations.	1	2	3	4	5
15. Provides me with an opportunity to plan and discuss my future career objectives.	1	2	3	4	5

16. Additional comments about your work environment:

JOB CHARACTERISTICS

The following questions concern certain characteristics of your job. Please circle the response number which indicated how you feel about the question.

	Very Little	Little	A Moderate Amount	Much	Very Much
1. How much variety is there in your job?	1	2	3	4	5
2. How much are you left on your own to do your own work?	1	2	3	4	5
3. How often do you see projects or jobs through to completion?	1	2	3	4	5
4. To what extent do you find out how well you are doing on the job as you are working?	1	2	3	4	5
5. How much opportunity is there is meet individuals whom you would like to develop friendships with?	1	2	3	4	5
6. How much of your job depends upon your ability to work with others?	1	2	3	4	5
7. To what extent are you able to act independently of your supervisor in performing your job function?	1	2	3	4	5
8. To what extent do you receive information from your supervisor on your job performance?	1	2	3	4	5
9. To what extent do your have the opportunity to talk informally with other employees while at work?	1	2	3	4	5
10. To what extent is dealing with other people a part of your job?	1	2	3	4	5
11. How similar are the tasks you perform in a typical work day?	1	2	3	4	5
12. To what extent are you able to do your job independently of others?	1	2	3	4	5
13. How repetitious are your duties?	1	2	3	4	5

JOB CHARACTERISTICS
(continued)

Following are several statements describing certain job characteristics. Please indicate HOW MUCH THE STATED CHARACTERISTIC IS ACTUALLY PRESENT in your job by circling the appropriate number.

	Very Little	Little	A Moderate Amount	Much	Very Much
14. The feedback from my superior on how well I'm doing.	1	2	3	4	5
15. Friendship from my co-workers.	1	2	3	4	5
16. The opportunity to talk to others on my job.	1	2	3	4	5
17. The opportunity to do a number of different things.	1	2	3	4	5
18. The freedom to do pretty much what I want on my job.	1	2	3	4	5
19. The degree to which the work I'm involved with is handled from beginning to end by myself.	1	2	3	4	5
20. The opportunity to find out how well I'm doing in my job.	1	2	3	4	5
21. The opportunity in my job to get to know other people.	1	2	3	4	5
22. The amount of variety in my job.	1	2	3	4	5
23. The opportunity for independent thought and action.	1	2	3	4	5
24. The opportunity to complete work I start.	1	2	3	4	5
25. The feeling that I know whether I am performing my job well or poorly.	1	2	3	4	5
26. The opportunity to develop close friendships in my job.	1	2	3	4	5
27. Meeting with others in my work.	1	2	3	4	5
28. The control I have over the pace of my work.	1	2	3	4	5
29. The opportunity to do a job from beginning to end (i.e., the chance to do a whole job).	1	2	3	4	5
30. The feedback about my performance that I receive from people other than my supervisor.	1	2	3	4	5

WORK RELATED NEEDS

The following statements concern certain work-related needs you may or may not have on your job. In Column A please indicate how much more of these aspects you would like to have from your job. In Column B please indicate how important these needs are to you in your job. For both Column A and B, mark your responses according to the following format by placing the number 1 through 5 in the appropriate line.

Column A: HOW MUCH MORE?

1 means No More
2 means Slightly More
3 means Somewhat More
4 means Much More
5 means A Great Deal More

Column B: HOW IMPORTANT IS YOUR
DECISION TO REMAIN AT

1 means No Importance
2 means Slightly Important
3 means Somewhat Important
4 means Much Importance
5 means A Great Deal of Importance

	Column A	Column B
	HOW MUCH MORE?	HOW IMPORTANT?
1. Good pay for my work.	___	___
2. Opportunities to develop and explore new ways of doing my job.	___	___
3. Being given recognition and support from my supervisor for good work performance.	___	___
4. A complete fringe benefit program.	___	___
5. Developing new skills and abilities at work.	___	___
6. Being able to use my own approach on the job.	___	___
7. Frequent improvements in fringe benefits.	___	___
8. Cooperative relations with my co-workers.	___	___
9. Being challenged by my work.	___	___
10. Frequent raises in pay.	___	___
11. Making full use of my abilities at work.	___	___
12. Consideration and understanding from my supervisor.	___	___
13. Respect from my co-workers.	___	___
14. Mutual trust with my supervisor.	___	___

APPENDIX D

Dear Colleague,

I am in the process of conducting doctoral research on the Student Personnel Administrator's perceptions of their work environment and their aspiration to various positions in Higher Education.

Attached is a copy of the instrument I propose to use. I would like to request your assistance as part of a pilot run in evaluating the instrument.

Would you complete the survey and record your reactions with reference to the following questions:

1. How long did it take you to complete it?

2. What are your reactions to it's length?

3. What are your reactions to the format?

4. Were there any questions you had difficulty in understanding? If so, which?

5. Were there any questions you had trouble answering? What questions and why did you have trouble with them?

6. Are there any additional comments or ideas you might be able to provide that would make the instrument a more positive and useful tool?

I appreciate your time, effort and feedback. It will be most useful in assisting with my research.

Sincerely,

Linda Kuk
Associate Dean of Students

Attachment
LK/smf