



Personal, professional, and job related characteristics : comparison of men and women business education faculty NABTE institutions, Western Region/NBEA; 1976-1977
by Jeannette Jean Bieber

A dissertation submitted in partial fulfillment of the requirement for the degree of DOCTOR OF EDUCATION in Adult and Higher Education
Montana State University
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Abstract:

The purpose of this study was to compare personal, professional, and job-related characteristics of women and men Business Education faculty. The study included NABTE institutions of the Western Region/NBEA; faculty employed full time who taught at least one business education course; and academic year, 1976-1977.

The Hewitt study of 1975, which included only 38 faculty from the Western Region, was the only source found which compared the status of men and women for the profession. Other national studies showed a pattern of declining progress for women in the areas of rank, salary, tenure, and advancement in higher education in general.

Data were obtained via a mailed questionnaire sent to 172 Business Education faculty. Out of an 88.4 percent return, usable responses included 87 men and 53 women, or 81.4 percent. Forty-three null hypotheses were established, and the Chi Square (X²) Test of Significance was used to determine retention or rejection of each null. No hypotheses were stated for 14 additional, related items for which statistical comparisons provided added insight.

Rejection of the nulls occurred for 14, or 32.6 percent of the characteristics tested, compared with retention for 29, or 67.4 percent. The 14 extra items showed 6 differences and 8 non-differences.

The null hypotheses were rejected for the areas of: marital status, highest degree earned, tenure, academic rank, academic-year salaries, business work experience, major officeholder, publication of articles and books, out-of-class speeches, part-time administrators, class preparations, teaching contact hours, and student enrollees.

The null hypotheses were retained for the areas of: sex (compared with 55% men and 45% women); mean ages: years in rank; teaching experience; job locations; memberships; minor officeholder; travel; sabbaticals; appointments and elections to committees; credit hours taught; contact hours for graduate, undergraduate, and freshmen-senior classes; advisement of students and organizations; extension and additional on-campus classes taught; and student assistance.

Several recommendations were based upon the finding that 87.4% of the men, compared with 41.5% of the women, had the doctorate. Providing women with assistance for improving self-confidence as well as further study was proposed. Focus upon updating the learning and working environments of Business Education by administrators, faculty, and students was suggested; and supporting recommendations were outlined.

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NABTE INSTITUTIONS, WESTERN REGION/NBEA; 1976-1977

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JEANETTE JEAN BIEBER

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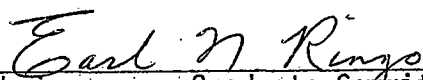
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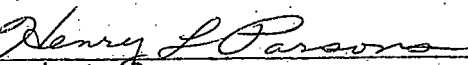
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For my friend:
(Died, 6-20-76)

"Forever, you were the best;
Forever, 'Tak for Gist. . .'"

For my father:
(Died, 11-4-77)

"And, when I pass from life to death,
My hand will reach for yours. . ."

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ABSTRACT

The purpose of this study was to compare personal, professional, and job-related characteristics of women and men Business Education faculty. The study included NABTE institutions of the Western Region/NBEA; faculty employed full time who taught at least one business education course; and academic year, 1976-1977.

The Hewitt study of 1975, which included only 38 faculty from the Western Region, was the only source found which compared the status of men and women for the profession. Other national studies showed a pattern of declining progress for women in the areas of rank, salary, tenure, and advancement in higher education in general.

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Rejection of the nulls occurred for 14, or 32.6 percent of the characteristics tested, compared with retention for 29, or 67.4 percent. The 14 extra items showed 6 differences and 8 non-differences.

The null hypotheses were rejected for the areas of: marital status, highest degree earned, tenure, academic rank, academic-year salaries, business work experience, major officeholder, publication of articles and books, out-of-class speeches, part-time administrators, class preparations, teaching contact hours, and student enrollees.

The null hypotheses were retained for the areas of: sex (compared with 55% men and 45% women); mean ages; years in rank; teaching experience; job locations; memberships; minor officeholder; travel; sabbaticals; appointments and elections to committees; credit hours taught; contact hours for graduate, undergraduate, and freshmen-senior classes; advisement of students and organizations; extension and additional on-campus classes taught; and student assistance.

Several recommendations were based upon the finding that 87.4% of the men, compared with 41.5% of the women, had the doctorate. Providing women with assistance for improving self-confidence as well as further study was proposed. Focus upon updating the learning and working environments of Business Education by administrators, faculty, and students was suggested; and supporting recommendations were outlined.

Chapter 1

INTRODUCTION

During the late 1960's and the mid-1970's, numerous research studies compared a variety of characteristics for women and men. Much of the research was a result of two factors: (1) the Higher Education Guidelines, Executive Order 11246, of 1972, which focused upon treatment of men and women equally in higher education; and (2) the changing societal roles of women and men. The studies concentrated upon defining the status of men and women and made comparisons between women and men for a number of personal as well as job-related factors. Salary, academic rank, and tenure were often cited as those major areas where women differed from men.

In the early 1970's, the Carnegie Commission on Higher Education produced Opportunities for Women in Higher Education (1973:3), which provided an in-depth examination of the "equality of opportunity" of women in higher education. The Carnegie study concluded that the status of women faculty had not improved within the last 40 years:

Historically, women in higher education have been and still often are disadvantaged as individuals compared to the level of their potential abilities. . . . This situation for women on college and university faculties had deteriorated over recent decades, beginning with the 1930's.

Other research studies supported the findings of the Carnegie Commission. Dr. Bernice Sandler's publication, On Campus with Women

(April, 1976:4), and The Chronicle of Higher Education (Magarrell, June 28, 1976:5) reported very little progress for women in specified areas of salaries, academic rank, hiring, time spent in teaching, research support, and where and what women taught.

Few studies referred to the discipline of Business Education, and readers of the research had to determine whether Business Education was included with education, business, social science, other business-related categories; or excluded from the data entirely. Research studies, which compared women and men specifically for the profession of Business Education, appeared to be nonexistent until the early 1970's. In 1971, the Harrington study defined the status of 144 women faculty of Business Education (Business Education Forum, 1972:40). However, only women with doctor's degrees were included in the Harrington survey.

It was not until 1975 that a study was found which compared women with men in the discipline of Business Education. The Hewitt study, "The Status of Men and Women Business Education Faculty in Departments of Business Education of NABTE Institutions" (1975:xviii-xxi), concluded that there were significant differences for men and women Business Education faculty. Academic rank, salaries, academic degrees, marital status, number of articles and books published, and National Business Education Association region were some of the areas where differences occurred.

Need for the Study

The need for the study resulted from the lack of published material related to the status of women and men in Business Education, in general, and specifically, for the Western Region/NBEA. Suggestions made by Hewitt supported the need for a study for the Western Region: ". . . A comparison study might be undertaken with regard to the status of women with regard to the various regions in the United States in higher education" (1975:135). Specific recommendations by Hewitt included reviewing women's status with regard to committee assignments, sabbatical leaves, and travel reimbursements to meetings. Teaching loads, advising loads, clerical duties, and secretarial assistance were areas also mentioned by Hewitt as needing further study.

Of the 220 men and 180 women included in the Hewitt study, only 38 of these faculty, 23 men and 15 women, were from the Western Region. Since the Hewitt study was a national survey and no specific comparisons were made for the Western Region, it appeared that there was a need to undertake a comparison study of the status of men and women of the Western Region. Furthermore, because of the lack of published material defining the status of women and men in the profession, it seemed appropriate that Business Education, itself, would have to gather the data, examine the data, and analyze the data rather than rely upon researchers outside the discipline to conduct studies.

PURPOSES OF THE STUDY

In addition to the personal curiosity of the author as to whether characteristics mentioned in national studies were comparable for the men and women in Departments of Business Education, there were two main purposes for undertaking this study.

Establishment of an Information
Base for Business Education

The first set of purposes related to the necessity of obtaining a base of data surrounding the people who taught business education, in order to properly provide information so that comparisons could be made for women and men now as well as in the future. Other professions had established a base of information, and it seemed appropriate for Business Education to do the same.

Establishment of an Information
Base for Administrators, Faculty,
and Students

The second set of purposes related to the provision of a base of information to be used by administrators, faculty, and students of Business Education. Tremendous amounts of time and energy had been expended upon discussions of the status of women compared with men faculty, which affected the attention paid to the improvement of the profession. Therefore, an in-depth understanding of where status

differences occurred for women and men appeared to be needed in order to redirect the energy and attention from discussion to addressing those areas which were affecting the work environment and advancement of the profession.

STATEMENT OF THE PROBLEM

In order to establish some specifics of the problem and determine the parameters around which the study would be conducted, the statement of the problem was formed:

The problem of this study was to make a comparison of selected personal characteristics, professional characteristics, and job-related characteristics between men and women employed full time who taught at least one business education course in Departments of Business Education of the National Association of Business Teacher Education (NABTE), member institutions of the Western Region of the National Business Education Association (NBEA) during academic year, 1976-1977. For certain items, longer or shorter time periods were used in order to obtain data which could be compared, such as "publication of books," which used a time period of "1970 to 1977."

The problem focused upon 43 characteristics for which comparisons were made between men and women. After much consideration, the selected characteristics were organized into three categories: personal, professional, and job-related. There were 13 items classified as

personal, 15 as professional, and 15 as job-related. Although several of the items could have been interchanged among the three categories, it was decided that those items regarded as more personal in nature be classified as "personal"; those items regarded as more professional in nature be classified as "professional"; and those items more closely related to the job environment be classified as "job-related." A description of each of the categories as well as the characteristics included for each category was provided in this study.

Personal Characteristics

The 13 items selected for inclusion as personal characteristics were those most closely related to the person, or considered most personal in nature. Characteristics, such as (1) sex (proportion of men and women), (2) marital status, and (3) age were considered the most personal in nature. Other items classified as personal included: (4) highest degree earned, (5) tenure, (6) academic rank, (7) years in present rank, (8) academic-year salary, (9) post high school teaching experience, (10) elementary and secondary school teaching experience, (11) business work experience, (12) full-time teaching job locations, and (13) full-time nonteaching job locations.

Professional Characteristics

The 15 items selected for inclusion as professional characteristics were those items considered most professional in nature or most

closely related to the professional growth of the person. The professional characteristics included: (1) memberships in professional organizations, (2-3) major and minor officeholders in professional organizations, (4-7) professional instate and out-of-state travel completed and planned, (8) reimbursement for professional travel, (9-10) publication of articles and books, (11) professional speeches, (12) months of paid sabbaticals, (13) grant and salary reimbursement for sabbaticals, and (14-15) committee assignments by appointment or election.

Job-Related Characteristics

The 15 items selected for inclusion as job-related characteristics were those items which were most related to the job or work environment. The job-related characteristics included: (1) identification as part-time administrator; (2) stipends received for administrative duties; (3) class preparations; (4) credit hours of class taught; (5) teaching contact hours; (6-9) teaching contact hours for graduate, undergraduate, junior/senior-level, and freshmen/sophomore-level classes; (10) advisement of students for independent study; (11) student enrollees; (12) teaching of extension or off-campus courses; (13) teaching of additional on-campus courses for additional compensation; (14) advisement of student organizations; and (15) student assistance received.

SPECIFIC QUESTIONS TO BE ANSWERED

This study was designed to answer 43 specific questions relating to a comparison of men and women faculty employed in Departments of Business Education. These questions were categorized as personal, professional, or job-related as follows:

Personal

1. Sex. Was there a statistically significant difference in the proportion of men and women, compared with 55% men and 45% women?
2. Mean ages. Was there a statistically significant difference in the mean ages of men and women?
3. Marital status. Was there a statistically significant difference in the marital status (single, married, divorced, or widowed) of men and women?
4. Highest degree earned. Was there a statistically significant difference in the highest degree earned of men and women?
5. Tenure status. Was there a statistically significant difference in the tenure status of men and women?
6. Academic rank. Was there a statistically significant difference in the academic ranks of men and women?
7. Years in present rank. Was there a statistically significant difference in the number of years in present rank of men and women?

8. Academic-year salaries. Was there a statistically significant difference in the mean academic-year salaries of men and women?

9. Post high school teaching experience. Was there a statistically significant difference in the number of academic years of post high school teaching experience of men and women?

10. Elementary and secondary teaching experience. Was there a statistically significant difference in the number of academic years of elementary and secondary teaching experience of men and women?

11. Business work experience. Was there a statistically significant difference in the number of calendar years of full-time work experience of men and women?

12. Full-time teaching job locations. Was there a statistically significant difference in the number of full-time teaching job locations of men and women?

13. Full-time nonteaching job locations. Was there a statistically significant difference in the number of full-time nonteaching job locations of men and women?

Professional

14. Professional memberships. Was there a statistically significant difference in the number of memberships in professional organizations by men and women?

15. Major officeholder. Was there a statistically significant difference in the number of professional organizations for which one had served as a major officeholder (president, president-elect, or vice-president) of men and women?

16. Minor officeholder. Was there a statistically significant difference in the number of professional organizations for which one had served as a minor officeholder (secretary, treasurer, historian, or editor) of men and women?

17. Professional instate travel. Was there a statistically significant difference in the number of professional trips completed instate by men and women from September, 1976, through April 15, 1977?

18. Planned professional instate travel. Was there a statistically significant difference in the number of professional trips planned instate by men and women from April 16, 1977, through May/June, 1977?

19. Professional out-of-state travel. Was there a statistically significant difference in the number of professional trips completed out-of-state by men and women from September, 1976, through April 15, 1977?

20. Planned professional out-of-state travel. Was there a statistically significant difference in the number of professional trips planned out-of-state by men and women from April 16, 1977, through May/June, 1977?

21. Reimbursement for travel. Was there a statistically significant difference in the mean institution reimbursement received for in-state and out-of-state professional travel of men and women?

22. Publication of professional articles. Was there a statistically significant difference in the number of professional articles published by men and women from Fall, 1970, through Spring, 1977?

23. Publication of professional books. Was there a statistically significant difference in the number of professional books edited, authored, or co-authored by men and women from Fall, 1970, through Spring, 1977?

24. Professional out-of-class speeches. Was there a statistically significant difference in the number of professional out-of-class speeches given by men and women?

25. Months of paid sabbaticals. Was there a statistically significant difference in the number of months of paid sabbaticals of men and women from Fall, 1970, through Spring, 1977?

26. Grant and salary reimbursement for sabbaticals. Was there a statistically significant difference in the mean grant and salary reimbursement for sabbaticals of men and women from Fall, 1970, through Spring, 1977?

27. Committee assignments by appointment. Was there a statistically significant difference in the number of committee assignments by appointment of men and women?

28. Committee assignments by election. Was there a statistically significant difference in the number of committee assignments by election of men and women?

Job-Related

29. Part-time administrators. Was there a statistically significant difference in the number of men and women identified as part-time administrators?

30. Stipends received for administrative duties. Was there a statistically significant difference in whether stipends were received for administrative duties of men and women?

31. Class preparations. Was there a statistically significant difference in the number of class preparations of men and women?

32. Credit hours of class taught. Was there a statistically significant difference in the credit hours of class taught by men and women?

33. Teaching contact hours. Was there a statistically significant difference in the teaching contact hours per week of men and women?

34. Teaching contact hours for graduate classes. Was there a statistically significant difference in the number of teaching contact hours per week for graduate classes of men and women?

35. Teaching contact hours for undergraduate classes. Was there a statistically significant difference in the number of teaching contact hours per week for undergraduate classes taught by men and women?

36. Teaching contact hours for junior/senior-level classes. Was there a statistically significant difference in the number of teaching contact hours per week for junior/senior-level classes taught by men and women?

37. Teaching contact hours for freshmen/sophomore-level classes. Was there a statistically significant difference in the number of teaching contact hours per week for freshmen/sophomore-level classes taught by men and women?

38. Advisement of students for independent study. Was there a statistically significant difference in the number of students advised for independent study by men and women?

39. Student enrollees. Was there a statistically significant difference in the number of students enrolled in classes taught by men and women?

40. Teaching of extension or off-campus courses. Was there a statistically significant difference in the teaching of extension or off-campus courses by men and women?

41. Teaching of on-campus courses for additional salary. Was there a statistically significant difference in the teaching of on-campus courses for additional salary by men and women?

42. Advisement of student organizations. Was there a statistically significant difference in the number of student organizations advised by men and women?

43. Student assistance received. Was there a statistically significant difference in the hours received per week of work study, secretarial, or assistance in the form of student assistance by men and women for Spring Quarter/Semester, 1977?

ADDITIONAL, RELATED CHARACTERISTICS

To enhance the findings of the 43 characteristics under study, 14 additional, related items were included. No specific questions were formulated for these 14 items; nor were hypotheses established. These 14 additional, related items were to provide additional insight for several of the items of the three established categories.

Five additional, related items selected to add insight for the personal category included: (1) salaries with the doctorate, (2) salaries without the doctorate, (3) married with not married, (4) doctorate with non-doctorate, and (5) salaries (academic-year and fiscal-year, inclusive).

Three additional, related items selected to add insight for the professional category included: (1) minor with non-minor officeholder, (2) major with non-major officeholder, and (3) reimbursement with non-reimbursement for travel.

Finally, six additional, related items selected to add insight for the job-related category included: (1-4) teaching with nonteaching of graduate, undergraduate, junior/senior-level, and freshmen/sophomore-level classes, and (5-6) student enrollees, semester and quarter.

GENERAL PROCEDURES

In order to obtain information for the 43 items included in the statement of the problem as well as for the 14 additional, related items, a survey instrument in the form of a questionnaire was designed. To improve the questions and design, the questionnaire was pilot tested and then mailed to the names which were provided by NABTE representatives in the Western Region/NBEA (see "Appendix C").

The collected data were organized and analyzed through the use of the Chi Square (X^2) Test of Significance to determine areas where statistically significant differences did or did not exist for the 43 established hypotheses. The Yates's correction factor was used for those items for which there was only one degree of freedom. Statisticians were consulted to determine the most

appropriate statistical tools, and the computer was utilized to assure the highest degree of accuracy in the computations. The findings were presented in tabular form with the highlights for each item. Specifics related to the methods and procedures have been presented in Chapters 3 and 4.

DELIMITATIONS AND LIMITATIONS OF THE STUDY

Delimitations

The statement of the problem established several delimitations which made the study more manageable. The main delimitations of this study included: (1) the Western Region/NBEA; (2) the academic discipline of Business Education; (3) the faculty employed full time who taught at least one business education course; (4) NABTE member institutions; (5) a time period of one academic year, 1976-1977, except where adjustments would be more appropriate in computing and analyzing the findings; and (6) forty-three selected characteristics which included personal, professional, and job-related items for comparisons between women and men.

This study did not attempt to make any judgments relative to discrimination or non-discrimination for any of the characteristics for which comparisons were made between women and men. Neither did the study attempt to determine why differences occurred or did not occur for the items under consideration.

Limitations

There were several limitations of this study which needed to be reflected upon when interpretation of the data occurred. These limitations focused around five assumptions:

1. that all appropriate names had been obtained from the NABTE representatives;

2. that the responses by the respondents to the questionnaire were accurate and that the responses were representative of the entire population;

3. that the researcher interpreted the responses to the questionnaire accurately;

4. that the most pertinent literature related to this study had been reviewed; and

5. that the women and the men were considered comparable in abilities.

DEFINITION OF THE TERMS

Various terms used throughout this study were subject to a diversity of interpretations. In order to provide a common base upon which to interpret the results of this study, several terms were defined. The main source consulted for the definitions was Good's

Dictionary of Education (1973). Business Education sources were used to expand upon Good's definitions.

Academic Year

As defined by Good (1973:4), academic year was, ". . . the period covering the annual session (excluding the summer session . . . usually divided into two semesters or three quarters . . . the total period is usually about nine months." This study included 8-, 9-, and 10-month time periods for the academic year.

Administrator, Part-Time

An administrator, as defined by Good (1973:15), stated, ". . . referring to the person responsible for the total administration of an educational system." For the purpose of this study, part-time administrators were defined as those persons assuming part-time administrative responsibilities in the Business Education Department, but who taught at least one business education course.

Business Education Department

Good's (1973:75) definition of Business Education Department consisted of, ". . . an area of study dealing with the principles and practices of teaching business subjects." This study further defined the purpose of Business Education Departments as training business teachers, secretaries, and office personnel; as well as a

