CHAPTER V

DISCUSSION

Leadership skills are of vital importance in analysing and assessing administrators and teachers job-related behaviour. The centrality of the positions of administrators and teachers within schools made it imperative that they make optimum utilisation of their leadership skills. Leadership skills, were linked directly as well as indirectly, to goal achievement, the goal being effective school functioning.

Hypothesis 1 stated that administrators and teachers will significantly differ on dimensions of leadership skills.

The results on various dimensions of leadership skills showed that administrators and teachers differed in their leadership skills in the context of schools. Administrators emphasised visionary leadership, staff development with accountability, implementation with interpersonal sensitivity, group development, work group flexibility, authority acceptance, discreteness of choice, displaying tact and information seeking more than teachers. Whereas teachers emphasised need based management, time management, group motivation and planning more than administrators. Results partly confirmed the above hypothesis.

Results indicated that leadership skills are linked to organisational roles. As the main task of administrators was to manage school effectively, they needed a clear vision for the school which determined the quality of programmes for teaching and learning. This was evident in the huge differences found among the schools studied. Those administrators who had a visionary approach, could plan for a realistic and credible future for their schools and took bold steps formulated through their vision in times of crisis. Both principals and vice-principals being located at the top
of the government school hierarchy had the authority to develop formal mechanisms and structures to run the school and enhance efficiency. Similar have been the findings of many others (Shakella, 1964; Drain, 1975; Rajeevalochana, 1981; Kishanraj and Balasubramaniam, 1997). Patel (1979) found that schools who had visionary leaders made improvement in instruction and teacher morale.

Administrators not only had to streamline internal operations by guiding teachers and students within the school set-up in the one hand but also were required to manage and co-ordinate with a number of senior officers in the Education Department. There were no proper rules or procedures to co-ordinate or liaise among different education officers. As indicated by the case studies undertaken, a large part of the administrators time was consumed in establishing official rapport with the officers of the Education Department. Sometimes administrators had to adopt and follow the decisions taken by his or her senior officers rather than give priority to the real needs of the school.

Administrators also had to meet parents and try to satisfy parental expectations from the school. Teachers did not directly deal with outside agencies expect in a more symbolic manner in the classroom context in their association with students. This required administrators to be more visionary in their approach than teachers so that they did not compromise on the quality of education. The results of the research were in line with the studies undertaken by Bennis and Nannus (1985), Starratt, (1986) who along with Sergiovanni and Corbally (1988), Bates (1992), Deal (1999) and Foster (2000) emphasised the need for visionary leadership in organisations. Results showed that administrators shaped the culture of their schools through visionary leadership and influenced the meanings that participants fixed to school events.

Administrators being team leaders needed to enhance the spirit of co-operation and permeate the entire dealing with the staff, pupils and
community. The success and achievements of the school system largely depended upon his or her ability to visualise plans through attentiveness, imagination and far sightedness coupled with experience. To alter plans if deemed necessary to suit prevailing conditions, as well as being able to manage available resources both financial and human for the school by guiding the school in the right direction.

The net effect of a visionary approach was a greater emotional involvement by all in the mission of teaching and development of the school. Singh (1989) found that successful teachers and administrators were those who could develop a vision for their school and plan for teaching, as well as develop a keen sense of learning among students and act as a role model. Administrators placed greater emphasis on visionary leadership than teachers as the success of schools needed a spirit of zeal and vision and the onus of all these rested on their shoulders.

Administrators needed to seek information from higher authorities for running of schools to give a sense of direction which was an essential part of administration. This further provided guidance in decision making, as well as co-ordinating the efforts of all to run the school effectively. Coordination is indispensable in the field of education, where so many persons are involved, and so many activities are organised and provided.

Since the responsibility for staff development rested in the hands of administrators, compared to teachers, principals and vice-principals of the schools placed more emphasis on staff development. Administrators attempted to improve staff performance through optimising the scope for growth within the school through regular meetings as well as organising brain-storming sessions through experts from outside the school. They sent teachers from their schools to attend training programmes, workshops and seminars conducted outside the schools by NCERT, DIET
and SCERT. They made it mandatory for all teachers to attend subject related seminars once in every five years, conducted by NCERT, to update and upgrade their knowledge and further develop their teaching skills. Principals in most schools studied held meetings at least once a month to share the difficulties faced by teachers.

According to principals, these in-service training programmes facilitated teachers to think more innovatively and also gather facts and update their information base regarding the subjects they taught which helped them while conducting classes. They also spent time in organising seminars which were conducted both during the academic session varying from a day to a week. Some workshops were also conducted during the summer and winter vacations. They also got experts from education streams to share their knowledge and experiences. This facilitated their staff to adopt better teaching strategies thereby encouraging staff development.

Kumar (1998), in his study reported that teachers found schools to be progressive where principals encouraged staff development. Rosenholtz (1989) found teachers to be positively involved with parents and students at the school level where principals take pro-active steps in capacity building of teachers. Beside, principals also fixed the responsibility on teachers and tried to resolve conflicts as best as they could. They also organised educational as well as cultural programmes. Teachers were allocated responsibility for the smooth conduction of such programmes and were accountable to principals. These programmes included debates, drawing competitions, quiz programmes, science fairs and sports competitions at the school and inter school level. Teachers were divided into small groups to organise and oversee such events. They were also sent every year to book fairs to recommend books for procurement for the school library and to upgrade their own subject related knowledge. The house system also existed in the twenty schools studied.
This developed a sense of belongingness as well as a competitive spirit among teachers.

Among the twenty schools studied, two of the schools which till a few years were graded as poor quality schools in regard to academic performance had achieved the status of being turned into model schools. This was due to the motivating efforts of the principals and staff. By investigating causes for poor school performance, principals devised ways of overcoming problems such as teacher absenteeism, student indiscipline and lack of infrastructural facilities such as furniture for staff and students, proper fans and lighting equipment in classes as well as lack of upgradation of laboratories.

Teachers in most schools studied had been and were being sent by principals for orientation courses in computer applications conducted by NCERT. The knowledge of computer application helped teachers in setting and tabulating answer scripts, making progress reports, calculating student absenteeism and making report cards. Some teachers were using computers extensively to gather subject related data to teach their students. Science teachers made use of computers to practically teach science subjects, draw diagrams and help in laboratory experiments. The principals also organised parent teacher meetings where teachers had direct interaction with parents and shared views and ideas and tried to resolve grievances if any. Administrators in five of the schools studied procured books, newspapers and journals for teachers as well as students to widen their knowledge base. Library books were also added to the existing data base in some schools.

Principals had an open door policy where any person be it staff, students or parents could come to take guidance and seek help from them. Whereas some principals had a time table chalked out to meet with staff and student representatives to resolve problems regarding the school
at specified times on certain days. A head teacher was elected in every school amongst the staff who represented all the teachers in meetings.

Principals and vice-principals involved teachers in varying degrees in setting goals amongst the twenty school studied. This not only increased teacher commitment but also made them accountable for their work. Through a weakly assessment of their work by writing diaries, teachers were made responsible to cover in a stipulated time frame the curriculum to be taught. Teachers in small groups of a class teaching different sections met formally as well as informally to discuss among themselves, course content, teaching methods and specific topics to be covered in a given time frame. The staff learnt to function more effectively as they were made accountable for themselves as well as their students.

Administrators were found in the present study to have placed greater emphasis on the skill of group development than teachers. Administrators played a crucial role within the school hierarchy as they are designated with the task of overall development. They represented different groups such as staff, students, parents and community to one another on different occasion. Even though the concerns of one group at times ran counter to those of another. They had to be sound listeners as well as mediators both within and among these groups. Administrators played a major role in resolving role conflict among teachers and staff and develop a strong sense of self and respect for others. Open communication channels both written and verbal was facilitated between administrators and teachers in which differences in perception were freely shared as it was found essential for running schools constructively. Administrators continually had to explain their perceptions and teachers roles through communicating their ideas.

Administrators also had a counselling role to play in schools with teachers, giving and taking advice for running the school. As relationships between administrators and teachers were related to the work situation
they continue over a long period of time, administrators needed to focus on the group as a whole. As the case studies revealed administrators being designated heads of the school were not always responsible for the feelings directed towards them. They had to act seeing the best interests of the schools. This at times clashed with individual perceptions and feeling of teachers, principals and vice-principals were often symbolised as parent figures by teachers. The findings are in congruence with the role theory in which roles constitute complementary and interlocking sets of behaviour. Administrators and teachers roles are defined in relation to the positions and roles of others within the school. Through group development, administrators were able to choose which of the roles they intended to activate at a particular time.

Group goals include both long range as well as immediate goals. Administrators had to keep in mind specific expectations for group accomplishment, as well as limitations concerning acceptable solutions or actions which the group or groups may agree upon. The findings were similar to Bion's Theory of Groups. Bion (1970) emphasised the relationship of group members to persons of authority, as well as the relationships between group members and leaders as described by Bion apply to relationships between staff and administrators to enhance group development.

The school is not a static but a dynamic system with a varied group of individuals interacting with one another on a day-to-day basis. To inculcate new thinking and generate new ideas as well as promote the group, work group flexibility was emphasised more by administrators than teachers. This was needed to generate group accomplishment by creating an environment that promoted creativity, as well innovativeness among the group. All these were not possible without providing enough space to individuals within a participatory work culture. Teachers contributed equally to goal setting by mapping out ways to attend to these goals. They adjusted and altered plans which were not working.
Administrators had to keep in mind rules and regulations to achieve work group flexibility. They had to keep in mind that they could not create any dislocation or disruption in the school process and the achievements of the school. Administrators because of their designated roles as heads of schools needed to chalk out plans in such a manner that their was scope for altering plans which did not work. Work group flexibility was an essential consideration in applying rules and regulations without endangering the discipline of the system. Administrators in their routine administrative duties had to very often consult the rule book which specified rules and regulations to be followed.

Implementation and interpersonal sensitivity was emphasised more by administrators than teachers as it was needed more by administrators to facilitate a school environment encompassing a feeling of involvement. School administrators needed to plan school calendars and daily routines of the individual teachers. They tended to accommodate the needs of individual teachers and make feasible plans. Similar findings were reported by Wilson (1998), who found that school development was possible, only where administrators were sensitive to individual differences among teachers. Within schools, administrators as well as teachers felt that their relationship with each other helped them in meeting their basic needs and enhancing a productive work culture. Phenomenological psychologists such as Allport (1975) and Maslow (1974) also emphasised upon interpersonal relations in an organisational set up for successful implementation of plans. During stressful times such as conducting examinations, administrators showed more consideration and were supportive towards their staff. Through a supportive environment, administrators made their schools a teaching and learning friendly place. Thus administrators placed greater emphasis on the skill of implementation and interpersonal sensitivity.
Administrators having to deal with a larger number of persons and having the responsibility of heading their institutions showed more tactful behaviour than teachers. To get work done within schools, over the years, administrators who had themselves been teachers had come to realise the futility of offending anyone be it their students, staff or seniors. Therefore, they had to be tactful in their dealings with all. Singh and Das (1988) found that a healthy school climate was one in which the principal showed tactful behaviour which helped in teacher achievement and growth leading to greater commitment to work.

Administrators also served as a role model in schools for their staff as well as students. Administrators had found that in the government school system teachers were not to a very large extent answerable to their superiors due to strong teacher unions which gave teachers a sense of security in terms of their work related behaviour. Administrators also had the daunting task of being answerable to strong teacher unions and staff unions. This made principals answerable for decisions taken and to some extent ensured them to be tactful towards all. Having to strongly adhere to the fixed rules and guidelines laid down for governance administrators felt they needed to be tactful in their behaviour. It was a noteworthy feature that in all the groups studied the older teachers as well as administrators laid greater emphasis on being courteous toward all.

Teachers were found better at the skill of need based management than their administrative counterparts. In classrooms individual teachers had to deal with students from diverse background having different levels of ability. The schools in the present study were government school where education was provided free or at very nominal cost. The majority of students coming to these schools were often from poor income and low socio-economic status groups. Teachers dealt with varied children, some being first generation learners which provided different problems for teachers in terms of grasping knowledge and language comprehension. Some children were academically further handicapped in being unable to
do the homework assigned to them due to lack of parental support. Such children, often lagged behind in academic performance and needed extra guidance and emotional as well as academic support in the class to comprehend the lessons taught. Among the second and third generation learners these teachers also dealt with a host of problems including lack of guidance from parents, lack of motivation to study and drop-out cases as well as at times children not grasping course content.

In such a diverse classroom situation, teachers had to individualise the learning process by making teaching need based so that every individual student obtained optimal space to grasp the course content and grow while learning in school. Shectman (1999) found teachers who were adaptable were also more competent in their work and were self confident as well as flexible in their approach within the school. Competent teachers were able to use their teaching skills and were equipped with the knowledge to change and select materials and implement instructional procedures according to the needs of specific children. They had to oversee the overall functioning of the school. Principal and vice-principals were not in as close proximity to children as teachers were within classrooms on a daily basis. Whereas, teachers in comparison to administrators, had very specific roles to play with a pre-decided curriculum. With a limited and specific calendar year to finish the vast course amongst a broad spectrum of students, teachers had equipped themselves better at need based management than their administrative counterparts. Administrators roles were such that they could reschedule and prioritise their work to suit their conveyance. Teachers were constricted in their specified teaching assignments which was time bound.

Administrators except during times of admissions, were not so very hard pressed for time as teachers were. Teachers had short term goals in front of them to finish their courses. Whereas, administrators, had long term goals of overall supervision of the school, over a longer period of time. Teachers used different tools such as project work being assigned to
students, practical experiments in science subjects and field trips in areas. In social sciences classes they had to organise visits to Parliament, space observatory, and historical sites to give students the real life experiences as many students did not have the resources to get such knowledge on their own. In such a multi-cultural and varied classroom background, the teacher needed to prioritise and lay down plans on day-to-day basis so that they can cover the vast courses in a stipulated time. At times parents directly interacted with teachers and expressed their specific concerns regarding the academic growth of their children and the relevance of curriculum of text books which teachers had to accommodate.

Teachers placed more emphasis on planning than administrators. Teachers had to plan in advance to make their teaching effective as the curriculum was wide and diverse. Administrators on the one hand had to follow prescribed guidelines given from the directorate of education and were unable to make drastic changes to already laid down plans. Teachers on the other hand were free to teach in what ever way they best felt was effective as there were no strict guidelines to assess classroom teaching on a day to day basis. Chadhury (1990) extensively studied pupil achievement relation with teacher competencies among 178 secondary school teachers. It was found that those teachers who planned beforehand, gave researched assignments, taught their lessons well and found children in their classes reciprocating teachers input in terms of higher level of achievement. Saxena and Singh (1995) found that teachers who provided feedback and daily checked homework of their pupils got better academic results.

Administrators were found to place less emphasis on planning. The school situation of Indian schools especially government schools is a system which is highly structured and rule governed. Administrators have very little scope for planning whereas, it is teachers who created some space in their class rooms for they are entitled to plan their daily lessons to be taught on an individual basis.
Teachers placed greater emphasis on the skill of time management than administrators. It was mandatory for all government schools to function for 200-220 days in a calendar year. However teachers reported that in many schools, schools functioned for less than 200 days in a calendar year. Teachers had to work very hard to finish the prescribed courses as they had to suit a wide range of learners coming from a multi varied background. Smith (1985) found that teachers with low efficiency spent greater time in small group instructions and needed constant feedback on performance, and needed to be guided and supported in their behaviour. However, teachers with greater efficiency tended to spend more time in preparing their lessons to make teaching more effective. Brophy and Everston (1977) reported that those teachers who had set higher standards for themselves and set higher expectations also assumed higher responsibility for their students within their classrooms. Such teachers used their time wisely and viewed difficulties as obstacles which had ways to be overcome by using different teaching strategies.

The roles of principals and vice-principals were such that they could juggle their work to a much large extent than teachers who had to adhere to specific laid out time tables before them. The ways in which administrators and teachers use their time, the intensity of their involvement in activities, and the type of activities that they attended to during the day within schools varied. These finding were in the with those of Deal and Peters (2000) who found that time management communicates and reinforces as well as shapes the understanding and identification of organisational members. Boone, Hudson and Branscum (1998) found that effective teachers were those who planned their work, managed their time well and taught the entire curriculum.

Porter and Brophy (1994) found that teachers who were competent planned their lessons to make them interesting, as well as help students to
acquire information. Thus with the limited time available to teachers to finish their courses and lesser flexibility than administrators to prioritise their time. Teachers placed more emphasis on time management than their administrative counterparts within government schools.

Group motivation was used more extensively by teachers than administrators. Through group motivation direction was given to school activities to be undertaken which were positively enhanced. Teachers within classrooms helped and encouraged children to work in small groups and motivated them. They also rewarded excellence among high achievers as well as helped children who were poor performers and provided guidance programs and extra coaching whenever needed. Teachers also equally encouraged girls and motivated them to perform well in the classroom situation.

Administrators placed more emphasis on authority acceptance than teachers. Being the designated heads of schools administrators needed the teachers working under them to accept their authority and comply with their orders. Administrators were appointed leaders and were executors who had to oversee the smooth functioning of the school.

Administrators placed more emphasis on discreteness of choice than their teacher counterparts. Administrators being the designated heads of schools were entrusted with the responsibility of identifying who could accomplish tasks within schools. This they did using their knowledge as well as prior experience as well as consulting others within schools. Administrators had to see the overall functioning of staff, both teaching as well as non-teaching as well as students. In comparison teachers had to use the skill to a very limited extent within the classroom situation. Teachers had to identify students according to their ability. Accordingly they distinguished children as to who could accomplish given tasks. Administrators used this skill widely not only for teachers but also for conduction of term, annual as well as board examinations,
sports day and annual functions, and other extra curricular activities conducted throughout the academic session.

Hypothesis 2 stated that Males and Females will differ significantly on dimensions of leadership skills.

The present study revealed that women possessed equally good leadership skills as men within schools. This could be as in the recent past Indian society had undergone radical changes in the way women have been striving to attain leadership roles. The media both print as well as electronic have also contributed immensely to these perceptions by emphasising women’s empowerment. The educational levels of women have increased manifold in the recent decades. This has brought about a radical change in women applying for and getting jobs, many occupying crucial positions in their organisations, though equity is still to be achieved in comparison to men in leadership ranks. Textbooks too, have been extensively revised over the past and rewritten to ensure a gender fair representation of both the genders in leadership positions as compared to the past. Women achievers are being inducted into textbook content and women are shown as ready to take up leadership positions.

Males and females differed significantly only on one leadership skill dimension of staff development with accountability. The mean scores revealed that males emphasised staff development with accountability more than females. On dimensions of leadership skills namely visionary leadership, implementation with sensitivity, group development, workgroup flexibility and authority acceptance, men scored higher than women but the differences were not statistically significant. Whereas time management, group motivation, discreteness of choice, displaying tact, information seeking and planning were emphasised more by women but not significantly. The skill of need based management was rated as an equally important leadership skill by both men and women.
According to Scott (1992), men and women had different conceptions of staff development such as staff goals and teacher planning activities. The evaluation of staff development with accountability could vary depending on different conception of teaching work by males and females. Due to inherent gender differences as well as different socialisation patterns and life experiences males and females within schools might attach varied importance to staff development.

Mahajan and Mehta (1996) found that males as compared to females were better placed in terms of principal-staff relations, staff meetings, individual conferences, orientations and induction as instruments of individual growth and specific inservice training, as action research, inter-class and inter-school visitations, seminars and workshops have little place in school life in government schools of Delhi. The findings further indicated that staff development was highly desirable, for which the structures for such decision making should be flexible enough to allow for varying rates of participation.

Research findings by Adams, Williams and Kane (1997) indicated that women placed more emphasis on staff developmental needs than men unlike the present research which were to the contrary. One factor impeding the progress of females was found to be their own expectations. In general, women seemed to hold lower expectations about their leadership skills than men (Jackson, Gardner and Sullivan, 1997). This may simply reflect their recognition of social reality and its likely impact upon their careers.

Organisations want individuals to be seen as competent and active participants in school developmental activities by being not only assertive but also tough and decisive. These traits were traditionally viewed as masculine in nature making females face an uphill struggle in efforts to launch and develop their professional skills.
Heilman and White (1988) noted that females are perceived as less suited for high-level jobs in schools than males, primarily because they were viewed as having the required traits for successful performance of leadership jobs to a lesser extent than males. Leadership, traditionally, has used male norms as the standard for behaviour. The findings of Desjardins, Acker, Gutek (1988), stated that women adopted male standards of success to better fit into male dominated hierarchical structure and systems.

Males felt that they gave more emphasis on developing professional skills in the form of techniques, approaches or methodologies for becoming facilitators to expand and emphasise group knowledge. They also felt that they were better educators for human development in comparison to females in schools. Becoming an effective teacher required them to acquire the requisite skills, use them effectively to teach and develop student potential. It was through this skill empowerment that staff development took place effectively through experiences attained on the job as well as from in service training programmes.

Hypothesis 3 stated that there will be significant interaction effects of gender and designation among administrators and teachers on leadership skills

The interaction effect among designation and gender was found insignificant amongst female and male administrators and teachers on all the thirteen dimensions of leadership skills. Morsik (1990), found no differences in the use of leadership skills of men and women principals and teachers. This study denies the assumption that men perform better at administrative and teaching roles by possessing better leadership skills than women. Gilbert (1997) attempted to identify skills and competencies for school principals and teachers. He found no difference on the basis of gender on the skill effectiveness of either principals or teachers. Similar have been the findings of Gupta (1998). However inconsistent with the
Research findings were the findings of Patel (1993), and Kumar (1999) who found differences in leadership skills of men and women administrators and teachers within schools.

Hypothesis 4 stated that there will be significant main and interaction effects on sex role perceptions of female and male administrators and teachers.

The results of the study showed no significant differences between either administrators and teachers and also between male or female on the dimension of femininity. The mean scores revealed that administrators scored marginally higher than teachers whereas females scored slightly higher than males. The findings of the study revealed that the profession of teaching required both males and females to show affection, be compassionate, gentle, as well as sensitive to the needs of others, sympathetic, understanding, warm, yielding, tender, gentle, and loving children as some of these traits needed to be used extensively with children in schools, and were seen as stereotypically feminine. Males and females scores on femininity were equally high as the school situation required the extensive use of these traits. The profession of teaching was also seen as being a stereotypically feminine profession.

Administrators and teachers did not differ significantly on the dimension of masculinity. Administrators emphasised masculinity equally as their teacher counterparts. However, males emphasised the dimension of masculinity more than females. This may be due to gender stereotypical perceptions held by males and females. Males saw the masculine traits of acting as a leader, being ambitious, analytical, assertive, competitive, individualistic, willing to take risks and having a strong personality as central to their self-construal process than females. Males also perceived themselves as dominant, independent, analytical and having leadership abilities. Males and females may have internalised their sex roles for a number of reasons. Social identity
theory, suggested that membership in a social group affects the
development of people’s self concept (Tajfel and Turner, 1986).
Numerous studies have identified characteristics that may be considered
sex role typical for men and women (Brower, Bem, Spence, and
Hepburn, 1972; Bem, 1974; Spence, Helmreich, and Stapp, 1975;
Hepburn, 1976).

Several studies support the prediction that gender schemas direct
information processing, such that sex-consistent information is encoded
more efficiently and better remembered (Bem, 1981; Ruble and Stangar,
Schemas regarding masculinity and femininity may be related to
performance within schools. Although basic temperamental characteristics
may be relatively similar for the two sexes their roles in society are not. As
adults, men and women have very different functions and responsibilities
(Eccles and Hoffman, 1985; Frieze, 1987; Cohen and Ruble, 1994). Sex­
role differentiation, may be viewed as a normal and a natural outcome of
development.

Individuals perform better when their sex-role orientation is
consistent with the task. The results of the study are consistent with the
findings of Antill and Cunningham, (1992); Nash (1998); Bem (1981)
reported individual differences in sex orientation in adults that influence
sex-related information processing. Gendered social structures were
institutional roles and processes that generate differential outcomes for
women and men (Gregory, 1990; Gutek, 1998). Sex roles fit more or less
compatibly with the different activities required of women and men by
the gendered social structure such as schools. Furthermore, there is a
general consensus among theorists and researchers that individuals may
possess both masculine and feminine characteristics as sex-role
differentiation rumours strong throughout the lifespan. Men redefined their
self to fit into the roles required within schools whereas the impact of
differential sex typing on women was strong.
Hypothesis 5 stated that administrators and teachers would differ significantly on different dimensions of sex role perceptions.

Administrators and teachers did not differ to a large extent on the different dimensions of sex role perceptions namely femininity, masculinity, androgynous and undifferentiated traits. The mean values did not differ to a large extent on different leadership skills, glass ceiling and age. There was close variance between the scores except on masculinity. This showed that irrespective of designation of individuals within schools more emphasis was given to stereotypical masculine attributes to run schools. There was an overall emphasis on masculine traits. To run schools smoothly masculine traits were deemed necessary to be possessed both by administrators as well as teachers. This helped induce a feeling of being powerful, competent and able to take decisions components necessary for being able leaders.

Hypothesis 6 stated that there will be significant differences on glass ceiling among female and male administrators and teachers.

The effect of designation was not significant. Administrators and teachers differed marginally on glass ceiling. Whereas males and females perceived the effect of glass ceiling differently. Males perceived the glass ceiling more than females. Though the higher mean scores revealed that even women experienced the glass ceiling. This finding is not supportive of most of the previous research as a large part of the research done in the past on glass ceiling reported women experiencing glass ceiling more than men.

It is commonly believed that once launched in a given position in schools, individuals do not move easily to another (Tinsley, et al. 1984). The structure of schools being such that administrative positions are limited to those of principals and vice-principals whereas the teaching
force is large. Promotions are also very slow taking at times decades to rise. Men as well as women are as likely not to be promoted into leadership positions in large numbers. In the school system men and women's returns on promotional opportunities are considerably reduced (Leslie and Brinkman 1988, Anderson 1993).

However, in the present study men experienced the glass ceiling more than women. This could be because men and women approach work with different orientations. Teaching complements women's roles as homemakers. A relatively flat salary scale, slow technological change and absence of vertical differentiation enable women to move in and out of the profession with few penalties. This structure is attractive to those who expect to quit work for a few years to care for their children or plan to accompany a spouse in frequent moves but expect to enter the workforce in the future. Females also perceived their career as the dual career within the family. On the other hand males perceived their career as the primary bread earners within the family. Some male teachers were also sole earners within their family. This led them to feel frustrated and disillusioned with the lack of career growth. For many men, teaching as a profession was taken up due to unavailability of other job options in the employment market as illustrated in the case studies undertaken. For most men, the first choice for jobs was not the teaching profession whereas for most women teaching as a career option was a desired and pre-decided option. These could be some of the reasons for which men experience glass ceiling more than their women counterparts.

The glass ceiling also had an impact on men and women who attempted administrative careers. This also contributed to role overload for women who attempted to complete the tasks expected of a homemaker while performing effectively at their jobs. Paddock (1998) found that the divided role of professional and homemaker was a major barrier to women's career development. This was not so in the present research findings, as women found the teaching career compatible to
their aspirations. The gender gap explained the images of leaders and stereotypical gender roles than the ability or behaviour of the incumbent. The common man's perception that women may not fit into the leadership role and the assumption that males had a "right" to or natural affinity for leadership (Mitchell, 1996) influenced this perception among male teachers. However, the perpetuation of a male dominated system within government schools was not the norm as the population in schools comprised of both women and men.

Women's attitudes towards promotion was influenced by firstly, the organisational culture of the school and secondly, by the character of women's relationships with their male colleagues contributed negatively to their perception of glass ceiling. Women's under-representation at senior levels was a consequence of their position in the workforce which led to the perception that they were not suited to leadership roles. This was not so in the present study as within the teaching profession a large number of women are employed and rise to administrative levels. Therefore, they did not perceive invisible barriers in their career path.

For men, the lack of career advancement opportunities was frustrating as men saw themselves locked in low paying jobs with little or no chance of career growth. Men considered themselves as disadvantaged compared to other men in high status, high paying jobs. Many of them perceived themselves as sole bread earners in the family and with few and in most cases no career growth in decades. This often became a source of frustration to be in the teaching profession. They felt burdened by the glass ceiling more than women. Men engaged in upward comparison. They generally compared their inputs in educational levels and outcomes in terms of pay, post held as well as poor promotional avenues as well as position within society with those in other kinds of jobs. Inspite of equal or better educational qualifications possessed by them their career growth graphs remained horizontal.
Women in general in the study undertaken had chosen the teaching career because of their love to teach. Many women teachers did not want to venture into administrative positions for the extra time and work administrative jobs would entail and which would in any way misbalance their role as homemakers. Therefore most women teachers had lower levels of aspirations as compared to men and did not perceive the glass ceiling as an impediment to their professional growth as men. Since, many of them felt that they were not the main bread earners, and complemented their income with the main source of income of their spouses. This led them in easily accepting the lower remuneration of the teaching profession as compared with the higher remuneration's in other professions. They considered themselves as advantaged in the form of having permanent government jobs which gave them a sense of prestige in comparison to other women. They had to spend less in the number of hours in the workplace as compared with other women in other occupations. Women teachers also preferred the working hours of government schools as most schools started early in the morning and got over shortly after noon. The amount of juggling to balance home and career was less among women leading to a lesser sense of guilt about spending time away from home.

In contrast to women teachers in general, those who had achieved administrative positions of principals and vice principals felt a great sense of personal achievement and satisfaction at being able to cross the hurdles to administrative positions by shattering the glass ceiling. They felt it was their ability coupled with determination and hard work had got them their administrative positions rather than luck. The case studies illustrate these findings. The glass ceiling was thus perceived less by women than men specially in school system in India as teaching is still seen as a feminine and inferior job for men yet apt for women especially those who have families to care for and children to nurture.
In India unfortunately school teachers especially those working in government schools do not command as much respect or get as much remuneration as other jobs. Teaching was seen as a typically feminine occupation. Women do not suffer from much of an inferiority complex whereas men do.

**Hypothesis 7** stated that there would be significant relationship among leadership skills, glass ceiling and demographic variables among Administrators and Teachers.

The analysis showed several significant correlations among these variables for Administrators and Teachers. The hypothesis of relationship had thus been substantially validated.

**Among teachers**, age was correlated negatively with time management and authority acceptance. Older teachers believed that being in the school system over the decades made them realize the limited powers vested in the hands of their superiors. Hence they did not comply with the orders of their leaders. Older teachers were also more relaxed in their approach towards evolving strategies for effectively managing their time. Many having lost the enthusiasm to give their optimal best. This reflected directly in their efficiency and showed up in the poor time management (Anand, 1974). Unlike in the past, the current teacher training programmes place more emphasis on curricular planning and time management, and instilled professionalism among teachers. This probably resulted in younger teachers being better at time management than older teachers. Similar findings were also provided by other researchers who studied teacher behaviour and found younger teachers to be better at utilizing their time than their older counterparts (Smith, 1985; Guskey, 1984, Mall and Burley, 1992; Hans, 1998).

Teachers who were older in age, over the years found teaching a repetitive task and therefore had little scope to satisfy their creative
talents. This was similar to the findings of Dembo and Gibson, (1985). They found that teachers who had served in the teaching profession for a longer period were less efficient in managing their time in comparison with teachers having less number of years of teaching experience. This could be also be, because older teachers started taking the school system for granted as it was a fairly structured environment. Whereas, younger teachers preferred to innovate and develop a better professional environment. Teachers with higher educational qualifications showed better time management skills. The maturity and knowledge gained through higher education may have led to a greater awareness of using their time wisely. Teachers in girls schools were less compliant towards accepting authority as well as meeting deadlines in comparison with teachers of boys and coeducational schools.

Glass ceiling was negatively related to need based management. Those teachers who experienced glass ceiling were less motivated to make their teaching need based. Supportive findings were reported by Brophy and Everston (1977). Their study found that those teachers who set high standards for themselves also set high expectations in terms of career growth and assumed personal responsibilities for their students within their classrooms. Such teachers viewed difficulties as obstacles which had ways to be overcome, by using different need based teaching strategies. Among teachers, with all other leadership skill dimensions and glass ceiling showed low negative correlation which implied that leadership skill dimensions do not determine glass ceiling among teachers. Rather background variables played relatively a major role in determining perception of glass ceiling.

Among female teachers, no significant correlation were reported among age, years of teaching experience and glass ceiling with any leadership skill, except educational qualification which positively related with need based and time management. Female teachers on acquiring higher educational qualification used their judgement to make their work in
classes need based. They prioritised work according to students level of knowledge, aptitude and awareness. A noteworthy feature among the group of female teachers was that they did not perceive the glass ceiling. Female teachers considered their jobs as apt for women. As seen in the case studies, they found the emoluments, and time very satisfactory. Their jobs brought a stability into their lives with a second income coming into their homes.

Whereas among male teachers, it was age which correlated negatively with time management skill. They felt more discontented with their careers and were found spending more time outside their classes. Courses often were left unfinished and students had to often resort to taking private tutions to understand course content. Male teachers in boys schools were less visionary in their approach towards formulating plans for the future, as well as enhancing staff developmental activities and motivating the group in comparison with male teachers of co-educational schools. Glass ceiling was perceived by male teachers as a major hindrance in the way to plan effectively for the future. They felt stifled in the present system due to lack of growth in their jobs. They also felt that there were very bleak prospectus for their future promotional avenues.

Among male teachers, those who rated themselves highly on leadership skill dimensions, experienced glass ceiling whereas women teachers, who rated their leadership skill dimensions favourably did not experience glass ceiling. This could be because male teachers expected more from the system.

Among administrators, older administrators emphasised group motivation more. Research findings by Smith (1962) revealed that principals developed better guidance programs, as well as improved their supervision of instruction with age. Gilbert (1974) also found that effective principals showed more consideration to subordinates as well as motivating the group they lead. This could be as age and maturity coupled
with the experience gained over the years in the administrative field convinced administrators about the central role group motivation plays in to enhancing the progress of the school.

Older administrators working within the school set-up had come to realise that subordinates did not often accept their authority. This was probably due to the restrictive rules in which the administrators exercised their powers. Administrators of girls schools were less sensitive to needs of others in comparison to administrators of boys and co-educational schools. Whereas, administrators of girls schools were more need based in their approach as compared to administrators of boys and coeducational schools. Years of teaching experience did not yield any significant correlation.

Years of administrative experience was positively related to group motivation. Administrators with more years of experience in administrative matters gave more emphasis to others working under them, to work as a coherent group by encouraging and rewarding levels of performance. They also boosted morale and gave encouragement to their subordinates. Administrators with greater number of years of administrative experience showed poor authority acceptance and information seeking behaviour. This could probably be because of the limited powers vested in the hands of administrators to get their subordinates both teaching as well as non teaching staff and students to comply with their orders. They were also answerable to teacher unions and to members of the education department in the Directorate for any instructions issued by them to subordinates. Over the years, administrators had to base their thinking on their own experience gained, intuition as well as experience. They sought lesser information than those administrators who had been in the administrative ranks for a lesser number of years. They had to seek information from others as they often knew fewer rules and regulations in comparison to their older and more experienced counterparts. Administrators who had higher educational
qualifications placed more emphasis on group motivation in comparison to those with lesser educational qualifications.

Glass ceiling among administrators evoked both positive and negative responses on different leadership skills. Those administrators who were visionary in their approach within schools complained about low returns in terms of career mobility. They devised plans and actions for future growth of their schools. And were also concerned about individual needs of persons while formulating plans. Such administrators felt that their subordinates accepted their authority within the school. They were also tactful in their behaviour towards others.

They felt that due to the glass ceiling they could not keep in mind individual needs of each person working under them. They were less motivated to alter plans according to individuals and motivate the group which they led in their capacity as administrators. In comparison with teachers, administrators placed more emphasis on leadership skills.

Table 4.2 (e) and 4.2 (f) revealed that on certain dimensions women administrators behaved differently than male administrators. Female administrators of girls schools were sensitive to needs of others within schools and were found to be more caring. They also took more pains to prioritise work according to the individual needs and helped individuals grow to their fullest capacity in the professional arena. They were also better at planning as compared to female administrators in co-educational schools. However, female administrators of girls schools showed lesser tactful behaviour as compared to female administrators in co-educational schools.

Similar findings were reported by Bolman (1993) who found women administrators as more democratic, open as well as caring. Wallance and Hall (1993) studied administrators in secondary schools and found that women taken into an administrative post due to the primary
decision to have someone specifically responsible for staff development and school administrators with a heavy emphasis on interpersonal skills.

Female administrators with greater number of years of administrative experience were better at group development activities. The experience gained over the years of being in administrative positions probably made them realise that schools could not be run effectively unless group development was fully undertaken. This was done by encouraging and helping to maximise the potentials of both staff as well as students. Kishanraj and Balasubramaniam (1987) in their study of leadership styles on heads of schools found dedicated leaders directing work of their subordinates and helping in enhancing overall developmental activities.

Leadership skills according to Yesseldyke and Thurtow (2000) focussed within schools as elsewhere on the interpersonal interactions between leader and his/her subordinates, with the purpose of increasing organisational effectiveness. However those female administrators with greater number of years of administrative experience also felt embittered by the school system they administered. They felt that their subordinates did not accept their authority, which at times caused bitterness in the interpersonal relationships among them and their staff. Female administrators also felt that their administrative powers were severely curbed. They were not given a free hand to make choices keeping in mind the betterment of their schools. At many occasions they had to obey orders from above as well as go by the "rule book" and make choices contrary to their own personal belief system. Similar findings were reported by Mahajan (1970) in his study on the supervisory role of Principals. He found principals playing the policeman role and felt helpless due to the government school system in which they worked in. Female administrators who had greater administrative experience did not rely to a large extent on information
from outside agencies, rather used their own experience and logic to handle situations in schools.

**Male administrators** in comparison to female administrators, showed very different perceptions of their roles within schools. Male administrators in boys schools sought lesser information than those in co-educational schools which had a varied staff and student composition. Administrators in co-educational schools had to see the overall growth and developmental activities of both men and women working under them. They also had to keep into consideration girls as well as boys studying in their schools. Whereas, in boys schools the group administered was homogenous with a very minute strength of female teachers among the staff members, and had to oversee only boys as students.

Male administrators with more years of teaching experience realised the futility of being discrete in making choices, as choices were already made for them by officials above in the hierarchy and they had to implement these decisions. Male administrators who were newer in their designations felt more ambitious to try out new techniques and ways to work. Being less experienced, they had come to terms with the harsh realities surrounding their designated posts which left them with little choice but to comply with decisions taken by seniors.

Vats (1972) study showed that though administrators had a reasonably clear perception of their roles, yet they could not take decisions due to the system in which they worked in. Those male administrators who had greater number of years of administrative experience were better at helping individuals grow within their schools and understood their needs. Such administrators were also more efficient in their utilization of time. More experienced administrators were however unable to exercise authority over subordinates therefore showed lesser concern for subordinates. Dowler (1993) in his findings on
administrators reported that principals perceptions about their goals and beliefs ran counter to the behaviour exhibited as administrators leading their respective schools.

Among male administrators, glass ceiling correlated differently with leadership skill dimensions. Those male administrators who felt that they were good in staff developmental activities expected more from their job and experienced glass ceiling. Since, they put lot of effort in providing in-service guidance and training programs conducted by the principals themselves and also by DIET, NCERT and SCERT. They found the financial, promotional and non-financial benefits not matching their ability and input level.

**Hypothesis 8 stated that there would be significant relationship among leadership skills, glass ceiling and demographic variables among Females and Males.**

Among females, those who were older were more visionary in their leadership. Whereas, younger males were more visionary in their leadership than older males. Older females were also more flexible in their approach in the day-to-day working in schools. They worked better in groups than younger females. Older females planned less compared to their younger counterparts. This finding was in line with Evetts (1990) who found older females having been in the school for a longer period of time were able to realise that they were restricted in the ways they could plan their work. Details of working were to a large extent chalked out for them which restricted the use of the skill of planning.

Females in girls schools felt that they were able to plan their work with greater freedom available to them in comparison to females working in boys and co-educational schools. This could be because in girls schools the entire team consisted of females only which provided enough freedom to females to take pro-active steps in planning. Whereas in boys
and coeducational schools where females were in a minority, males take pro-active steps and the females take a backseat. Naik (1982) found a direct relationship between leadership behaviour of the heads of schools studied and the gender of administrators and teachers. Behavioural patterns differed vastly amongst different groups on the basis of same gender and between gender interactions.

Females with greater administrative experience enhanced group development as they had gained the experience to lead their groups to task completion. They chalked out plans and monitored the progress of the group. Overall experience gained over the years also helped them express their ideas clearly and communicate their thoughts better in comparison to females with lesser administrative experience. Females with more administrative experience were also more flexible in their approach, having learnt through experience to change and alter plans if deemed necessary. They were more tactful in their behaviour towards all. In comparison, females with lesser administrative experience often went more by the “rule book” within specified guidelines. They experimented less with plans making fewer alterations in case plans did not work out. Being newer in the administrative set up they worked more through trial and error and frequent consultation with others but within clearly specified guidelines which makes their functioning rigid. Similar findings were reported by Hall (1996) who found women administrators to have a more collaborative styles of leadership. Hall also found that these female administrators demonstrated a need to establish the legitimacy of their authority without damaging their acceptability as women. Coleman (2000) in her study found that heads of schools in her survey felt clearly benefited in being women. These female heads felt that they were able to administer their schools better being women and counteracted the macho and aggressive approach adopted by many men with whom they worked in schools.
However, older female administrators felt that they could not accommodate individual needs and preferences in reality as they would have liked to do so in comparison to females with lesser administrative experience. Contrary findings were reported by Kishanraj and Balasubramaniam (1987) who found that leaders in schools were able to define problems and generate alternatives as well as implement appropriate decisions for the well being of their teachers, unlike the present research findings. The present study also revealed that females with more experience were less efficient in managing their time and preferred to do their work without planning.

**Males** who were older in age were less visionary in their approach and utilised their time less efficiently, they planned their work less in comparison with males who were younger in age. Older males, however, were better at identifying as to who could accomplish tasks which could be due to hands on experience gained by working over the years. Like older females, older males were also more tactful in their behaviour towards staff and students alike in comparison with younger males. Through the use of their leadership skills they were able to enhance group development, and were more tactful in their behaviour towards others. Unlike females, males felt that being in administrative positions longer as compared to their younger and less experienced counterparts they were better planners. However, having served in schools for longer periods of time made them realise the futility of trying to make management need based.

Similar trend was also observed among females. Like females, males who were more qualified were also better at managing their time better as compared to males having lesser educational qualifications. In other words, education helped these administrators and teachers in planning their time effectively. The glass ceiling was negatively correlated with visionary leadership and group motivation. It was seen that due to
lack of career growth prospectus, males who had better vision and good at group motivation were more disillusioned and felt more dejected.

Males felt that it was not feasible to plan for the future in schools as plans even when made were not put into action. Males felt that the perception of glass ceiling hampered their motivation to raise group morale. The case studies undertaken also clearly illustrates males being more disillusioned regarding their career growth than females. Many males felt that they were not rewarded in accordance to the input they put in schools, as they remained in the same position for years. This was coupled with advancement opportunities not being performance based. These findings were contrary to the findings reported by Smith (1994) who found that women generally experienced lack of career advancement opportunities coming their way and not men. Andrews (1993) found that unlike men, women were unable to achieve employment equity and were unable to rise in low paying, lower level jobs in the educational arena.

**Hypothesis 9** stated that the pattern of relationship among leadership skills, glass ceiling and demographic variables will be different for feminine, masculine, androgynous and undifferentiated sex role perceptions.

In the present study, administrators and teachers used different sex role perceptions. Amongst the sample of 240 of Delhi government administrators and teachers studied, 45 administrators and teachers emphasised typically feminine sex role perceptions, 42 emphasised typically masculine sex role perceptions, 80 emphasised highly feminine as well as highly masculine traits (termed as androgynous sex role perceptions), followed by 73 administrators and teachers who emphasised highly feminine nor highly masculine sex role traits (undifferentiated).
Among administrators and teachers who emphasised high feminine and low masculine traits age had high negative relationships with time management and had positive relationship with visionary leadership.

Use of feminine traits in schools helped administrators and teachers create a collegial, process-oriented environment which offered empowerment to institutional members (Helgesen 1995, 1990; Auberdene and Naught 1992; Kelly 1991).

Among feminine, masculine, androgynous and undifferentiated groups, leadership skills had negative relationship with glass ceiling only for stereotypically feminine and masculine groups. Whereas no such relationship was established between dimensions of leadership skills and glass ceiling among administrators and teachers. This clearly indicated that the sex role perception mediates the perception of relationship between dimensions of leadership skills and glass ceiling among administrators and teachers. Those who had higher feminine scores keeping in view teaching being perceived as a stereotypically feminine profession expected more advancement opportunities from the system. When their aspiration level of future advancement was not met they perceived the glass ceiling. Those who scored higher masculine traits used more leadership skills within schools and considered themselves capable of exercising their skills. They thus expected more in terms of career advancement and thus perceived the glass ceiling.

Among those who emphasised feminine traits, glass ceiling was negatively related with implementation and interpersonal sensitivity, work group flexibility and authority acceptance. Due to lack of promotional avenues open to them they felt that they were unable to show concern and were not sensitive to needs of others as lack of advancement in their careers having made them insensitive. They were also unable to alter plans not working within the groups they worked in. This was similar in
the case of the androgynous group who felt that lack of advancement opportunities curbed work group flexibility. Among administrators and teachers who emphasised feminine traits more, glass ceiling was negatively related to authority acceptance. This may be due to their emphasis on stereotypical traits which were seen by others working with them as being feminine and being unable to induce authority within their schools.

Administrators and teachers who emphasised masculine traits felt that glass ceiling was negatively related to need based management as well as group motivation. Such administrators and teachers felt demotivated due to lack of advancement opportunities in their profession which hampered their need based management and also made them less skilful in managing their time effectively.

Among undifferentiated group, glass ceiling did not yield any significant relationship with any leadership skill dimension. Among those who emphasised androgynous traits as well as undifferentiated group, age was positively related with the skill of visionary leadership. Older administrators and teachers in these two groups were more visionary in their approach towards planning out strategies for running their schools effectively.

Among older administrators and teachers who showed masculine traits were found to be more tactful. Whereas, among androgynous and undifferentiated groups older administrators and teachers planned their work less in comparison to their younger counterparts.

Among androgynous administrators and teachers who emphasised masculine, androgynous and undifferentiated roles, years of administrative experience was positively related with visionary leadership. Older administrators were also more visionary in their approach in formulating plans keeping a vision in mind to enhance the progress of the school.
Also among the three groups older administrators with more years of administrative experience were more tactful in their approach towards others within the schools they worked in.

Among the androgynous group, group development was emphasised more by older administrators as over the years with the hands on experience they had come to realise that group development was an essential component to steer the schools they headed. Whereas, among the androgynous group work group flexibility was emphasised more by older administrators. However, androgynous administrators with more administrative experience felt that they could not make their management within schools need based.

Those administrators and teachers who emphasised masculine traits, and had more teaching experience were found to be more visionary in their approach within schools. The androgynous group, with more years of teaching experience however felt that they could not alter plans according to the group they worked with and supervised. Those who emphasised femininity and had higher educational qualifications felt that within schools they were able to use need based and time management skills effectively, but were not discrete in making choices. Those with higher educational qualifications among the androgynous group were more sensitive and caring to the needs of others and enhanced group development and motivated the group they worked with.

Hypothesis 10 stated that leadership skills and demographic variables would be predictors of glass ceiling for Administrators and Teachers.

This hypothesis was substantially validated. Different groups studied in the present study showed different leadership skills and background variables to be predictors of glass ceiling. Teachers felt that they were unable to prioritise work within schools according to the needs
of individual children. Older teachers having been in the school system for a greater number of years realising the ground reality of a horizontal career graph were more disillusioned with the lack of growth in their careers. Administrators on the other hand felt that due to the glass ceiling existing within schools they were unable to motivate their groups within schools and could not seek information freely. Between administrators and teachers, leadership skills determined glass ceiling significantly only among administrators, both female and male whereas they did not predict glass ceiling among teachers. Among administrators, group motivation alone predicted twenty three percent of variance and information seeking contributed ten percent of variance and predicted glass ceiling whereas among teachers two variables need based management and age together explained eight percent of variance and the unexplained variance remains significantly large in case of leadership factors. This implies that factors predicting glass ceiling are different for administrators and teachers. The factors included in the present study do not determine the perception of glass ceiling significantly among teachers.

Among female administrators implementation and interpersonal sensitivity explained glass ceiling powerfully as this factor alone accounted for twenty percent of variance. This showed that female administrators attached great importance to this skill. Among male administrators group development and work group flexibility predicted their glass ceiling and accounted for sixty two percent of variance. This showed their ability to lead schools as they attached greater importance to these factors for them to lead schools smoothly. This implied that female and male administrators attach different kinds of significance levels on different dimensions of leadership skills while assessing their fitness for future promotion.

Among females age and need based management accounted for twelve percent of variance. With age accounting for seven percent and
need based management adding another five percent of variance. Older females felt more disillusioned with lack of advancement facilities and were not able to prioritise the individual needs of staff and students they worked with. However among males in schools felt that the due to lack of motivation amongst the group overall promotional avenues were restricted. The skill of group motivation accounted for six percent of variance.

Among female teachers, age and need based management together explained twelve percent of variance. This meant that they placed their age and need based management to perceive glass ceiling. There are probably more important factors which were not covered in the study which caused female teachers to perceive glass ceiling. Whereas among male teachers lack of visionary leadership glass ceiling was emphasised as a predictor of glass ceiling and accounted for seven percent of variance.