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The Survey Study of Early Childhood Educators' Cognitive Attitudes Towards the Administrational Leadership of Female Managers

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Abstract

This study explored the early childhood educators' attitudes toward administrational leadership in Taipei area by questionnaire. An Attitude Scales toward Administrational Leadership of Female Managers Survey was developed. The questionnaire consisted of five factors, including social structure, minority status, personal traits, affirmative engagement, and superior performance, employing structural equation modeling to analyze the data. According to the results, this measurement model indicated the good quality of confirmatory factor analysis, and the path analysis confirmed the study hypotheses. The results indicated that early childhood educators considered the social gender structural factors influence female managers' minority status, affirmative engagement, and superior performance. Their attitudes toward personal traits and affirmative engagement could influence female managers' performance, and there was the negative effect between the construct of social structure and personal traits. The follow-up discussions also conducted and the implications derived from this study was presented.

Keywords: female managers, early childhood educators, administrational leadership