Student Work

11-1-1988

A Profile of Female School Administrators in the State of Nebraska and Their Perceptions of the Superintendency

Cathy J. Kyles
University of Nebraska at Omaha

Recommended Citation

A PROFILE OF FEMALE SCHOOL ADMINISTRATORS

IN THE STATE OF NEBRASKA

AND THEIR PERCEPTIONS OF THE SUPERINTENDENCY

Presented to the

Graduate Faculty

University of Nebraska

at Omaha

In Partial Fulfillment

of the Requirements for the Degree

Specialist in Education

University of Nebraska at Omaha

by

Cathy J. Kyles

November, 1988

UMI Number: EP74121

UMI

Dissertation Publishing

UMI EP74121

ProQuest

FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of
Nebraska, in partial fulfillment of the requirements for
the degree Specialist in Education, University of Nebraska
at Omaha.

Supervisory Committee

Name	Department
Scott Harrington	*Counseling*
Thomas Petrie	*Educ Adm*

Darrell Kellams
Chairman

11/29/88
Date

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES/TABLES

FIGURES/TABLES

CHAPTER I

INTRODUCTION

Educational administration is a male-dominated field;
one evident characteristic throughout research is that few
women across the United States have secured the top
management position of the school superintendent.

Wiggins and Coggins (1986) refer to Kanter (1977) and
state:

> Women are often employed in jobs that are low in
> opportunity and power. Opportunity is the chance
> to be promoted to a job with more official
> authority, and power is the ability to get things
> done, to mobilize resources, and to get and use
> whatever it is that a person needs for the goals he
> or she is attempting to meet. Preference for male
> leaders is a preference for power in the context of
> an organization where women do not have access to
> power through activities and alliances. (p. 115)

Wiggins and Coggins continue:

> A labor force analysis by gender measures equity in
> the opportunity for women to fill top-level
> positions. A labor force analysis is done by
> recording the relevant characteristics, usually
> race and sex, of a person in every job and then

aggregating the results by job, title, department, or whatever classifications are relevant to the issues of concern. This reveals the relative balance between the pool of qualified people and the degree of equitable representation of job by race and sex. Such an analysis has been conducted by Stansbury, Thomas and Wiggins (1984) and indicates underrepresentation of women in the superintendency. (p. 115)

Some of the reasons listed for underrepresentation are:

- Men are better suited for administration.
- Sex-bias is involved in evaluating the performance of women.
- Women may be afraid of failure.
- Criteria other than task competence and qualifications are used in the consideration of women.
- Women lack support groups. (p. 115)

Public schools are primarily staffed by women. However, women continue to remain in education as teachers, while men continue to climb the ladder into leadership positions with superior power, pay and promotions (Ortiz and Covel, 1978). Tibbetts (1980) relates " . . . The predominance of men in administrative positions is frequently justified on the grounds that men perform better

as educational leaders than do women" (p. 15). Stockard
(1984) indicates that:

> Less than one-fourth of all school administrators
> are women, and most of these are in lower-level
> posts. Fewer than two percent of all
> superintendents, nine percent of all deputy
> assistant or associate superintendents, ten percent
> of all secondary school principals are women.
> (p. 36)

Perhaps the reason for the scarcity of women in school
administration can be found in Gallant's (1980) article
where he quotes Edith McKenzie:

> The paucity of women administrators is generally
> not accounted for in terms of the technical
> competence of female teachers but rather along the
> dimensions of cultural norms prescribing
> nonsupervisory, nonmanagerial, and/or
> nonadministrative roles for women, as well as of
> such particularistic attributes or characteristics
> of women as being nurturant and supportive, having
> lower aspirations than men with respect to career
> goals, being more interested in giving services to
> others than in receiving extrinsic rewards, and
> being more strongly oriented toward occupations
> based upon typical female attributes and/or that

provide the opportunity for a work role that is complementary to the role-set of wife, mother and homemaker. (pp. 28-29)

Statement of the Problem

The purpose of this study was to obtain personal, educational, and professional background information on practicing female administrators in the state of Nebraska and compare that information with national related literature findings as to why females do not enter into the superintendency. Research has indicated that the problem is not a new one, but a significant one nationwide. The teaching profession is predominately female, but women continue to be underrepresented in administrative roles. The intent of this paper was to unfold the personal, educational, professional backgrounds, the barriers and the reasons why women in Nebraska have not chosen to pursue nor have they secured the top management position in education - that being the school superintendent.

Delimitations

This study focuses only on women who are practicing female school administrators in the public schools of the state of Nebraska for the 1988-89 school year.

Limitations

The validity of the data provided and upon which conclusions and recommendations will be made is subject to the integrity of the participants in the study.

Assumptions

1. It is assumed that the literature on low representation of females in the superintendent's role is accurate.

2. It is assumed the literature is consistent with an identical trend in Nebraska.

3. It is also assumed that respondents will give reliable and honest responses.

Methodology

The following procedures will be used to determine underrepresentation of females in the superintendent's role:

1. Review the literature and identify salient points of concern.

2. Develop a questionnaire and administer it to the practicing female administrators in the public schools of Nebraska for the current school year.

3. State the barriers as to why female administrators do not seek the role of the superintendent.

4. Interview females who are currently superintendents in Nebraska.

Definition of Terms

1. **Administrator.** Is a person whose position is not directly related to an academic position. The person is answerable for his or her responsibilities either directly to the chief administrator or the board of education.

2. **Board of Education.** Is an elected body of citizens whose purpose is policy making and electing a superintendent.

3. **Career Ladder.** Are those steps a teacher or administrator follows to achieve higher career goals for power, prestige, money or personal satisfaction.

4. **Characteristics.** Are the particular or distinctive qualities of an individual which distinguish him from another.

5. **Mentor.** Is a wise and loyal advisor.

6. **Superintendent.** Is the chosen head of the school. He/she is a duly certified individual elected by the board of education to assume the duties which have been outlined for him/her by the board of education.

Organization of the Study

Chapter I   -   Introduction

Chapter II   -   Related Literature

Chapter III   -   Methodology

Chapter IV   -   Presentation of Data, Findings, or Reportings

Chapter V   -   Summary, Conclusions, and Recommendations

CHAPTER II

REVIEW OF RELATED LITERATURE

History tells us that for over three centuries women could not enter positions of public influence (Dopp and Sloan, 1986). Biklen and Brannigan (1980) report that until the early twentieth century women were not allowed to participate in political affairs. However, women have always been important in education and in the instruction of our nation's youth (Dopp and Sloan, 1986). Hanscot and Tyack (1981) referred to Ellan Flagg Young, superintendent of schools in Chicago, 1909, when she made the prediction that women would soon predominate in school administration. That prediction has yet to be fulfilled even though women predominate in the field of education. In 1870 females represented sixty-six percent of the teaching force, by the 1930s eighty-five percent, and today women are again at the level they were in the early 19th century--sixty-six percent (Schmuck, Carlson, and Charters, 1981).

The women's rights movements during the late 1800s and early 1900s attracted women interested in educational issues (Schmuck et al., 1981). Women made great strides in the role of the superintendency in the 1920s. In 1928 two-thirds of the county superintendents in the midwest and

western states were women (Gribskov, 1980). He
hypothesized that this was due to the feminist activities.
The collapse of women in administration according to
Schmuck et al. (1981) occurred after the passage of the
Nineteenth Amendment. The Great Depression of the 1930s
also had its influences on women in school administration.
During this period married men were hired for positions
based on the premise that they were needed to support their
families (Gotwalt and Towns, 1986; Gribskov, 1980).

There are many theories and models about why women are
underrepresented as school administrators. Estler (1975)
has written about three:

1. The women's place model which is based on
   different socialization patterns of men and women.

2. The descrimination model which suggests that men
   are preferred in administrative postions.

3. The meritocracy model which states people are
   promoted according to their abilities.

Lyman and Speizer (1980) maintain that the first two models
provide the best support for explaining why women remain in
teaching while men move into administrative roles. The
third model would imply that men must be more competent
than women because they are more often hired for
administrative positions; however there is very little
support for this particular model according to Lyman and

Speizer (1980). Gross and Trask (1976) reported from a comprehensive study completed in the 1960s that the performance of teachers and the amount of student learning was higher on the average at schools where females were the administrators. Additionally, Gallant (1980) reveals in his article from a Florida leadership study ". . . that women are perceived to be more effective in some areas of school administration" (p. 29).

In 1971 less than one percent of the superintendents, three percent of the high school principals and twenty-one percent of elementary principals were women (Dopp and Sloan, 1986). According to a 1985 survey by the American Association of School Administrators (AASA), Marshall (1986) indicates that of the 14,500 school districts in the United States, less than three percent have female superintendents. Dopp and Sloan (1986) indicated in a summary of the 1982 report by the AASA stated these conclusions:

1. The number of women superintendents has changed little in ten years.

2. Of those who responded, the largest percentage of women were located in districts of 300 to 2,999 students.

3. Women superintendents, as compared to men, have more elementary school experience, have more

years teaching, earn about the same salaries,
and have had less employment outside of
education.

4. Women superintendents also have had slightly
   higher levels of formal preparation, began
   their graduate education at an older age, more
   often served as supervisors in their first
   positions, and were more often appointed to
   their present positions from outside the
   district.

5. Women superintendents believe in the importance
   and influence of the superintendency, express
   slightly higher levels of self-fulfillment,
   report similar levels of stress and are
   somewhat less likely to remain in the
   superintendency until retirement age. (p. 122)

R. Frasher, J. Frasher, and Hardwich (1982) did a
personal background study of 131 superintendents and
compared it to a study of female business executives to
discover if there were any connections between the two
careers in obtaining these top-level positions. They
discovered that compared to female business executives
female superintendents had a more traditional childhood,
youth, and early career development and seemed to have
synthesized masculine behaviors as they took on additional

responsibilities. From their findings they continued to discuss the profile of a female superintendent and found that variation and individuality are the most common characteristics. The authors related these generalizations about women who now occupy school superintendencies:

- These women have developed nontraditional skills and personality traits that have allowed them success in a field dominated by males.

- These skills and traits emerged from highly traditional family backgrounds, educational experiences, and early career development.

- The superintendents expressed overall satisfaction with their sex-role socialization, with respect to both their personal and professional development.

- They attributed their success primarily to competence and hard work; they considered family support--of husbands and children as well as parents--to be a major contributor.

- They did not perceive sex discrimination to be a deterrent to the advancement of their careers.

- Superintendents of large districts differed from the other women with respect to only a few variables: They were more likely to have had

secondary school administrative experience and to identify sex-role-related factors as inhibiting their careers. (p. 41)

Who are the women that occupy these top management positions? Gotwalt and Towns (1986) surveyed 176 female superintendents; although they found as many commonalities as differences, their findings included:

1. Eight out of ten women were between the ages of thirty-six and fifty-five.

2. The majority were married (fifty-seven percent).

3. Seventy percent of the married group had husbands who work in professional occupations.

4. Three out of ten of the women had one or two children.

5. Three quarters of them were first born children.

6. Ninety percent of them grew up in small or rural communities.

7. Seventy-five percent were reared within two hundred miles of the school district they were currently the head of.

8. While growing up, they drew strong support from their families.

9. Parents put a high priority on education,
    encouraged high academic achievement and held
    high expectations of them.
10. Female teachers and mothers served as role
    models and mentors.
11. As youngsters, ninety-five percent participated
    extensively in church and community activities;
    many participated in sports or drama.
12. As they pursued their careers, the greatest
    support came from their husbands and children;
    and male coworkers were found to be more
    helpful than female colleagues. (pp. 13-14)

There are two common career paths taken by school
superintendents, one for smaller districts, the other for
larger districts. For larger districts, the path is
teacher, principal, central office administrator, and then
superintendent. For smaller districts, the path is
teacher, principal, and then superintendent. The vice
principal position is an important one because it may be
the first step toward superintendency. It also serves as a
proving or testing period (Reed, 1975).

Generally, it takes a female a longer period of time
to obtain an administrative position. The common career
path for women tends to be teacher, assistant principal,
principal, central office administrator, and superintendent

(McDade and Drake, 1982). Men often skip several of these steps and advance directly into top-level administrative positions (Collins, 1977; Maienza, 1986).

The assistant principalship is often the initial administrative appointment on the career ladder of school administration. Gallant (1980) relates from his study that positions held by assistant principals prior to appointment came from three categories: teachers, guidance counselors and others (research associate, school community coordinators, supervisors). Gaining visibility was stated as an important factor in obtaining a vice principal's position. Coaching or sponsoring cocurricular activities were two of the suggested ways to achieving greater visibility.

Collins (1977) suggested that many women will attain their doctorates during their career paths because it makes it increasingly difficult for boards of education to ignore them. Prior to 1968, Maienza (1986) reports from a study that sixty percent of the women in the study were discouraged from applying for or had been denied admission to doctoral programs in educational administration.

The barriers against women in administrative careers can be analyzed from different perspectives; some of those have already been eluded to in the previous paragraphs. Pavan (1985) discusses the following about internal and external barriers:

The literature on barriers to achieving
administrative positions generally treats internal
and external barriers as separate categories even
though the presence of certain external barriers
may lead to other internal barriers being
developed. Internal barriers include role conflict
between spouse-parent and administrative role;
personal qualities such as low risk taking,
passiveness, fear of a challenge, and low
self-confidence; age; lack of administrative
experience; and low motivation or job seeking
perseverance. External barriers include societal
attitudes, family responsibilities, discrimination,
inability to relocate, no available openings, no
information on job openings, resentment from
others, stereotypic expectations, need for job
security, lack of encouragement, lack of on-the-job
visibility, and no professional network of
contacts. Past research has generally indicated
that women perceive many of these barriers and that
men probably do not, although men have generally
not been surveyed on this topic. (pp. 17-18)

According to Dopp and Sloan (1986):

The most commonly named external barrier to upward
mobility in the American Association of School

Administrators' (AASA) research study (1982) of women in school administration was resistance from other persons in the community. This especially seemed to be the case with school board members and other community executives who might be instrumental in the selection of superintendents. The second most commonly mentioned external barrier was lack of central office experience. (p. 121)

Few internal barriers were stated in the AASA study. The internal barrier mentioned most often was lack of geographical mobility. Because nearby opportunities were often limited, the lack of geographical mobility strongly affected the women. Personal factors such as marital status, number of children, and ages of children did not significantly affect upward career mobility. (p. 121)

Collins (1977) described mobility as helping but did not assure you of a good job. Remaining in your own district to obtain an administrative position sometimes slowed down the process of goal achievement even further.

Marshall (1986) contends that the most extending barrier might be that of role prejudice. She states:

Perhaps the most far reaching barrier is role prejudice. Role prejudice is a preconceived

preference for a specific behavior on the part of the visibly identifiable group. Society views the superintendency as a predominantly male job. Consequently, women are not supposed to seek the superintendency. (p. 11)

Sexism exists in many forms among different women administrators. Men find it difficult to take orders from women; some women are jealous of their female counterpart's positions. There are differences in salary for the same positions held by a male and even a graduate student was advised by her advisor to get a double major so she could rely on teaching (Collins, 1977).

The results of a study of 472 New York state superintendents indicated there was no real difference in the rating of identically qualified applicants based on gender. However, in a follow-up interview of fifty-nine of those superintendents who had hired one or more principals in that particular year stated that few women were actually qualified for the positions. The researchers were unable to prove or disprove that evaluation. The study was unable to make conclusions about hiring practices based on sex discrimination but suggested that the few women hired as school principals may be due to the small numbers of applicants and continued sex discrimination (Bonuso and Shakeshaft, 1982).

A study completed by Crystal Gips (1986) indicated that experience is the most important criteria in evaluating qualifications for administrative positions and that gender may be relatively unimportant. Some women surveyed insisted they had never experienced any sex discrimination as administrators (Collins, 1977). R. Frasher et al. (1982) stated few women interviewed in their study had indicated sex bias as impeding the progress of their careers. Collins (1977) quoted two women in her article related to sex and age biases, ". . . a young woman isn't taken seriously. But let your hair go gray and figure grow thick, and you're no longer viewed as a feminine object" (p. 19). Perhaps the most practical advice came from a woman who suggested going " . . . where things are in so much trouble that nobody will notice that you're a woman" (p. 21).

There is disagreement about the support/nonsupport of the school boards. Collins (1977) indicates that some women rate their boards high for support, professionalism, and understanding. At the same time, many boards are reluctant to hire women, and they are screened out of many openings (Collins, 1977).

Gotwalt and Towns (1986) indicates that the number of U.S. schools headed by females in 1981 was 168, and in 1986 that number had risen to 624. She states, "Clearly an

increasing number of school boards are hiring women (in large urban districts, often black women) to serve as chief school officers. But women superintendents still are the exception, not the rule" (p. 13).

However, they also related this point from the women who were surveyed:

> School board members are the worst offenders; they reserve their bitterest comments for female board members who discriminate against other women. Said one: "I have been denied even an interview for a higher level job, because a woman on the board 'couldn't handle that.'" (p. 14)

Judith Dodgson (1986) in her article "Do Women In Education Need Mentors?" suggests that mentoring is a key for obtaining high managerial positions and provides them with career mobility. Erickson and Pitner (1980) agree with the mentoring concept as a method for goal achievement. As related in their article, "Many experienced administrators have an interest in coaching aspiring administrators. Most people who succeed can remember individuals who helped them in their early days" (pp. 9-10).

Dodgson illustrates that mentoring is needed throughout an entire career, but there are two critical times when a woman needs a mentor while trying to climb the

education administration ladder. The first is the
progression from teacher to vice-principal, and secondly
when women advance to senior administrative positions.
This study indicated that the final push to top
administrative positions was when it was most difficult to
find a mentor. One reason stated was because of so few
women in those positions and the "Queen Bee" syndrome.
Dodgson refers to an article by E. B. Bolton which states,
". . . this syndrome refers to the fact that in an
organization there can be only one superior female who has
gained the top position by her own ingenuity, and she is
probably unwilling to help others" (p. 33). Dodgson
continues that people already in the higher career echelons
should be made aware of this concept and discover avenues
for helping women achieve their career goals.

Stephanie Marshall (1986) summarizes comments of her
colleagues and her own experiences as a superintendent for
those women aspiring to enter the superintendent's role:

> If you think you want to be a superintendent, be
> sure it's what you want to do; then, if you want
> it, go for it with your eyes wide open. Keep in
> mind the following:
>
> • Define your goals early on; map a strategy on
> how best to acquire the skills that you need.

- Expect rejections along the way, but don't let them deter you from your goal.

- Consciously place yourself in the correct arena; surround yourself with a network of people (both male and female administrators) and seek support from other women superintendents.

- Shadow a superintendent by taking an internship.

- Secure the appropriate credentials in terms of graduate degrees and try to include a secondary line administrative position in your plans; employers are looking for solid line administrative experience.

- Take advantage of the position you are presently in and fill in the gaps in your skills; acquire skills in management, budget and negotiations.

- Don't be impatient. There is a perception that some young women have a sense of entitlement; because they have completed the necessary years of schooling, they feel they are ready for a top administrative position. This attitude will go against you. Recognize that you will have to go through a certain number of administrative chairs, and that you will have to put the time in to reach the level of administration that you are seeking.

- Apply with your eyes wide open and realize that the superintendency is a very difficult and political job.

- Be yourself--don't try to be masculine.

Perhaps the best advice, however came from June Gabler:

- Be competent in every job in the district.

- Learn to cooperate.

- Don't hide behind a job description--be able to empathize with people.

- Be supportive of everyone.

- Be honest and loving.

- Forget your sex, be proud of it and then put it aside.

- Don't join cliques; be broad in your response to people.

- Don't pass the buck--stop it.

- Run by the problem and not by the clock.

- Surround yourself with excellence.

- Don't put others down while you put yourself ahead.

- Dare to be different.

- Keep laughing! (pp. 12-13)

The literature has indicated that currently educational administration is a male dominated field.

Women continue to be active participants in education and are making some progress towards greater participation into educational administration and more specifically in the role of the school superintendent.

CHAPTER III

METHODOLOGY

The purpose of this study was to obtain personal, educational, and professional background information from practicing female school administrators in the state of Nebraska and to compare that information with national related literature findings as to why limited numbers of females have continued up the career ladder and pursued the role of the school superintendent.

Literature has indicated that the problem is not a new one, but a significant one. There appears to be as many agreements and similarities as disagreements and dissimilarities about women and the factors centered around them entering into the superintendent's role. One evident characteristic throughout research is that few women across the U.S. have secured this top management position.

A review of the literature was completed which indicated salient points about who the female administrator is and the reasons these women reiterated why limited numbers have secured school administrative positions and in particular that of the school superintendent.

In order to obtain the views and perceptions from Nebraska female administrators a questionnaire was designed which enabled the respondents to reply to the data compiled from the literature.

The questionnaire (see Appendix A) consisted of five areas of information: personal, professional, educational, recruitment and selection, and future goals and aspirations.

The names of the individuals selected to receive the questionnaire were obtained from the State Department of Education in Lincoln, Nebraska. One hundred sixty-five questionnaires along with a cover letter (see Appendix B) were mailed to female administrators in Nebraska public schools who were current for the 1988-89 school year, assistant principals, principals or superintendents in Class I - VI Districts. A stamped self-addressed envelope was provided for their convenience. The distribution of the questionnaire was as follows:

	District	Elementary	Secondary
Superintendents	2	---	---
Principals	---	112	12
Assistant Principals	---	9	30

As the questionnaires were returned, the responses to each question were tabulated and percentages were calculated for each question. The information was classified by total administrator or level administrator responses or both.

The results of these analyses are presented in Chapter IV through the use of figures/tables.

Questions that allowed the respondents to write in an opinion are compiled with percentages of similar responses indicated.

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

The purpose of this chapter was to present data
obtained from a questionnaire mailed to practicing female
educational administrators in the state of Nebraska. Also,
a phone interview was conducted with the two current female
school superintendents.

A total of 165 questionnaires (see Appendix A) were
mailed; of those, 117 or 71 percent were returned. A
complete breakdown of the questionnaires mailed is as
follows:

121   Elementary (Principal & Assistant Principal) 65%
          returned.

 42   Secondary (Principal & Assistant Principal) 88%
          returned.

  2   Superintendents (District Level) 100% returned.

The questionnaire consisted of five areas of
information: personal background, educational and
professional background, recruitment and selection,
barriers, and goals and aspirations. Each question of the
form was designed to discover individual perceptions to the
research that was set forth in Chapter II.

The data obtained from the questionnaire is presented in Figures and Tables 1-41.

PERSONAL BACKGROUND INFORMATION

ELEM – Elementary administrators
SEC – Secondary administrators
SUPT – Superintendents

Figure / Table – 1
Question 1 – Level
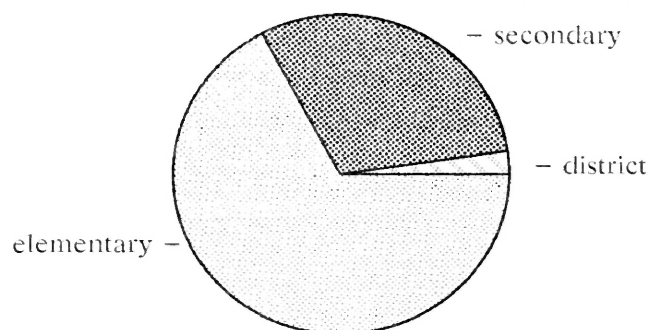
NUMBER		LEVEL
79	67.52	elementary
36	30.77	secondary
2	1.71	district
117	100.0	TOTAL

Figure / Table – 1 (continued)
Administrator title (elementary / secondary)
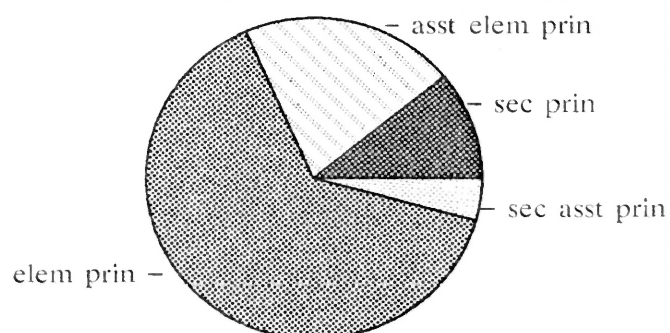
NUMBER		TITLE
74	64.35	elem prin
5	4.35	asst elem prin
12	10.43	sec principal
24	20.87	asst sec prin
115	100.0	TOTAL

Figure / Table – 2

Question 2 – Age
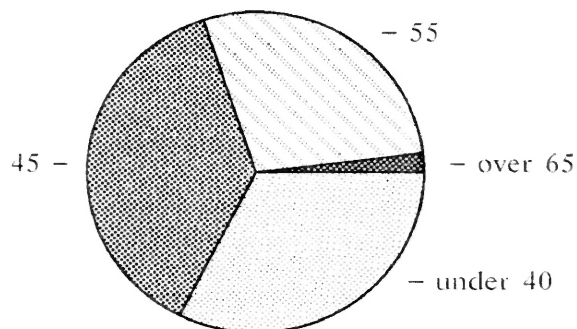
NUMBER		AGE
38	32.47	UNDER 40
44	37.61	40 – 49
33	28.21	50 – 59
2	1.71	OVER 60
117	100.0	TOTAL

Figure / Table – 2 (continued)

Administrator age by level

ELEM   SEC   SUPT

- UNDER 40
- 40 – 49
- 50 – 59
- OVER 60
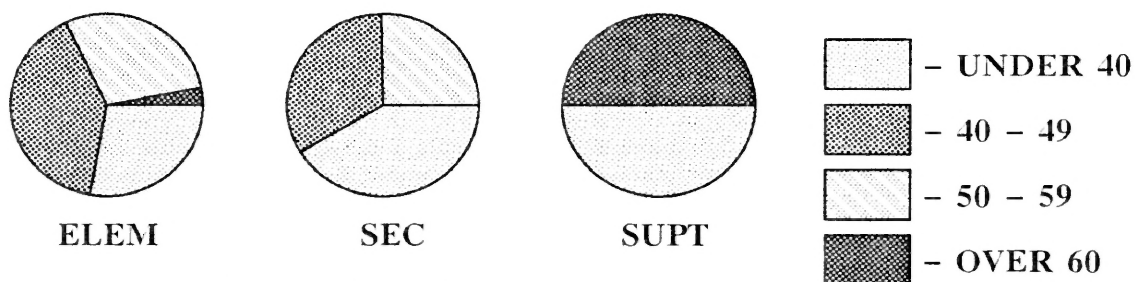
AGE	ELEM		SEC		SUPT	
UNDER 39	22	27.85	15	41.67	1	50.0
40 – 49	32	40.51	12	33.33		0
50 – 59	23	29.11	9	25.00		0
OVER 60	2	2.53		0	1	50.0
TOTAL	79		36		2	

Figure / Table 3
Question 3 – Race
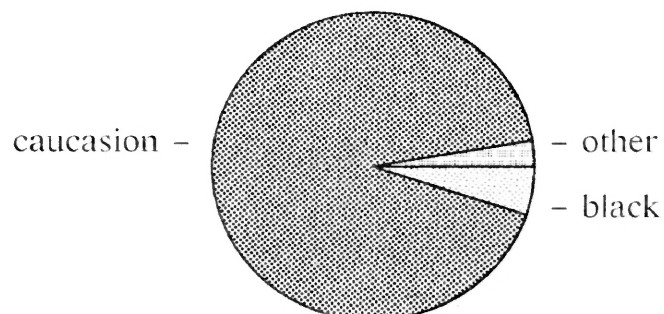
NUMBER		RACE
108	92.31	caucasion
6	5.13	black
3	2.56	other
117	100.0	TOTAL

Figure / Table 4
Question 4 – Marital status
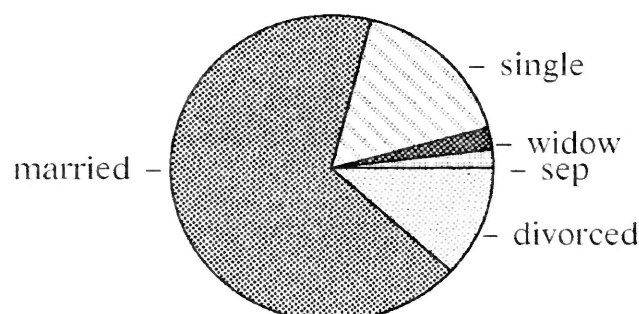
NUMBER		STATUS
14	11.98	divorced
79	67.52	married
20	17.09	single
3	2.56	widow
1	.85	separated
117	100.0	TOTAL

Figure / Table 5
Question 5 – Number of children
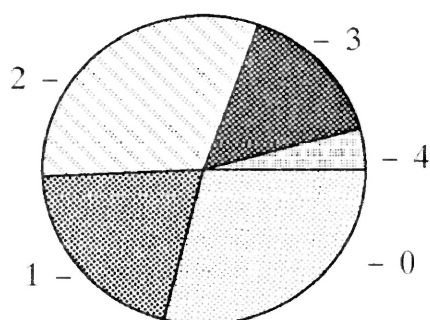
NUMBER		CHILDREN
34	29.06	0
24	20.51	1
37	31.63	2
18	15.38	3
4	3.42	4
117	100.0	TOTAL

Figure / Table 6
Question 6 – Father's education level

NUMBER		LEVEL
28	23.93	up to grade 8
50	42.74	high school
27	23.08	college
9	7.69	masters
3	2.56	spec/phd
117	100.0	TOTAL
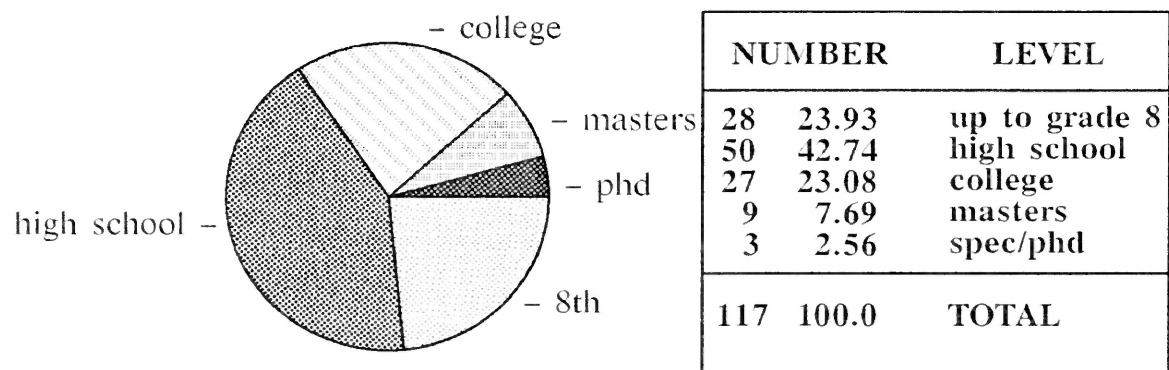
Figure / Table 7
Question 7 – Mother's education level

NUMBER		LEVEL
17	14.53	up to grade 8
45	38.46	high school
41	35.05	college
12	10.25	masters
2	1.71	spec/phd
117	100.0	TOTAL
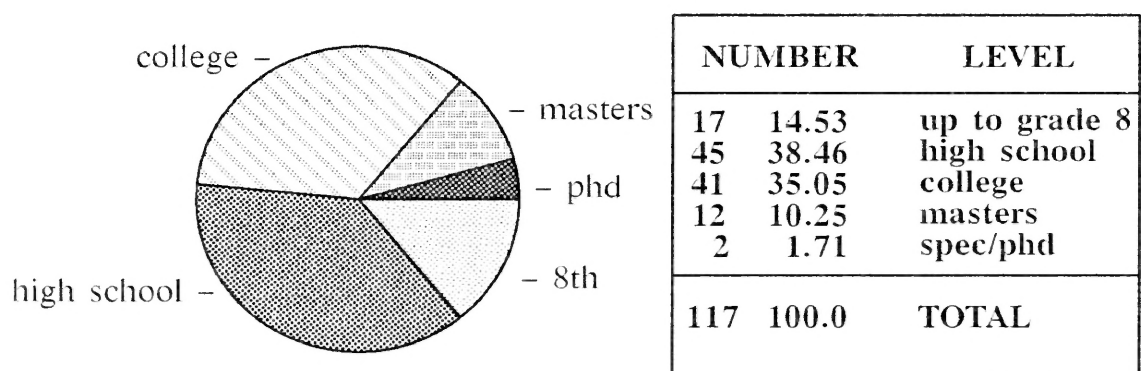
Figure / Table 8
Question 8 – Size of community where born

NUMBER		TYPE
17	14.53	large
21	17.95	medium
45	38.46	rural
27	23.08	small
7	5.98	suburb
117	100.0	TOTAL
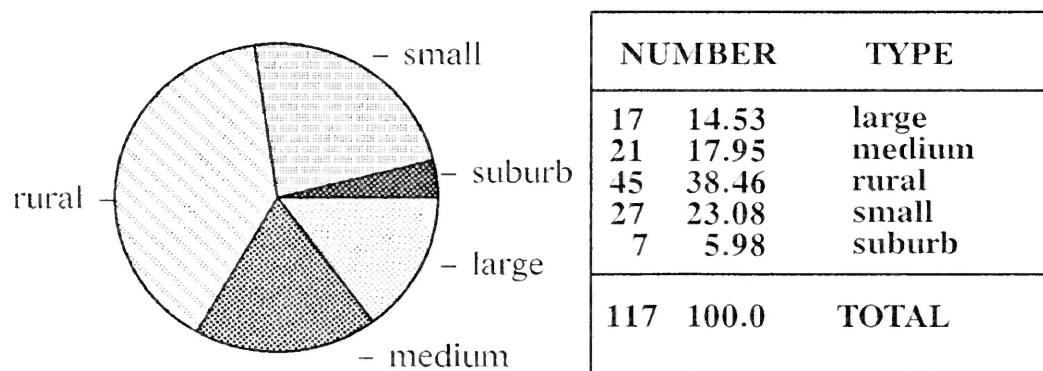
Figure / Table 9
Question 9 – State where employed
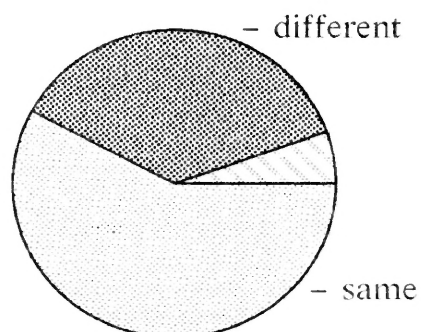
NUMBER		STATE
68	58.12	same
43	36.75	diferent
6	5.13	no answer
117	100.0	TOTAL

Figure / Table 10
Question 10A – Parents place a high priority on education?
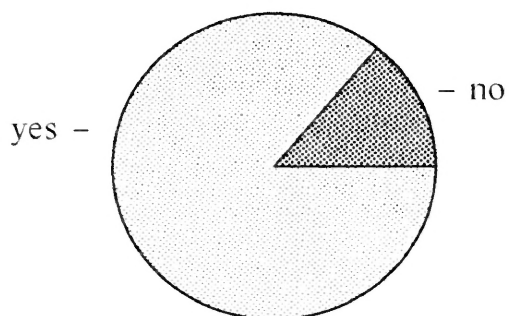
NUMBER		RESPONSE
101	86.32	yes
16	13.68	no
117	100.0	TOTAL

Figure / Table 10 (continued)

Question 10B – Parents place a high priority on academic achievement?
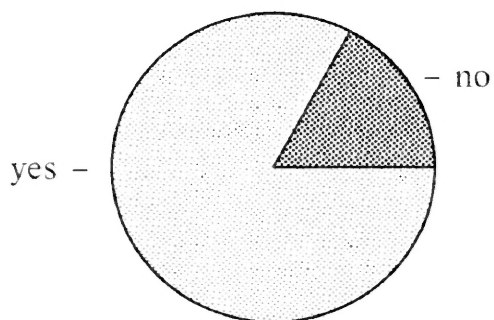
NUMBER		RESPONSE
97	82.91	yes
20	17.09	no
117	100.0	TOTAL

Figure / Table 11
Question 11A,B,C,D,E,F – High school activities

Q11A – 88.03
Q11B – 64.96
Q11C – 35.90
Q11D – 43.59
Q11E – 59.83
Q11F – 77.78

percent participation

– yes
– no

Q11A – Church activities
Q11B – Community
Q11C – Sports
Q11D – Drama
Q11E – Music, band, orchestra
Q11F – Traditional girls activities (pep club, FHA, etc)
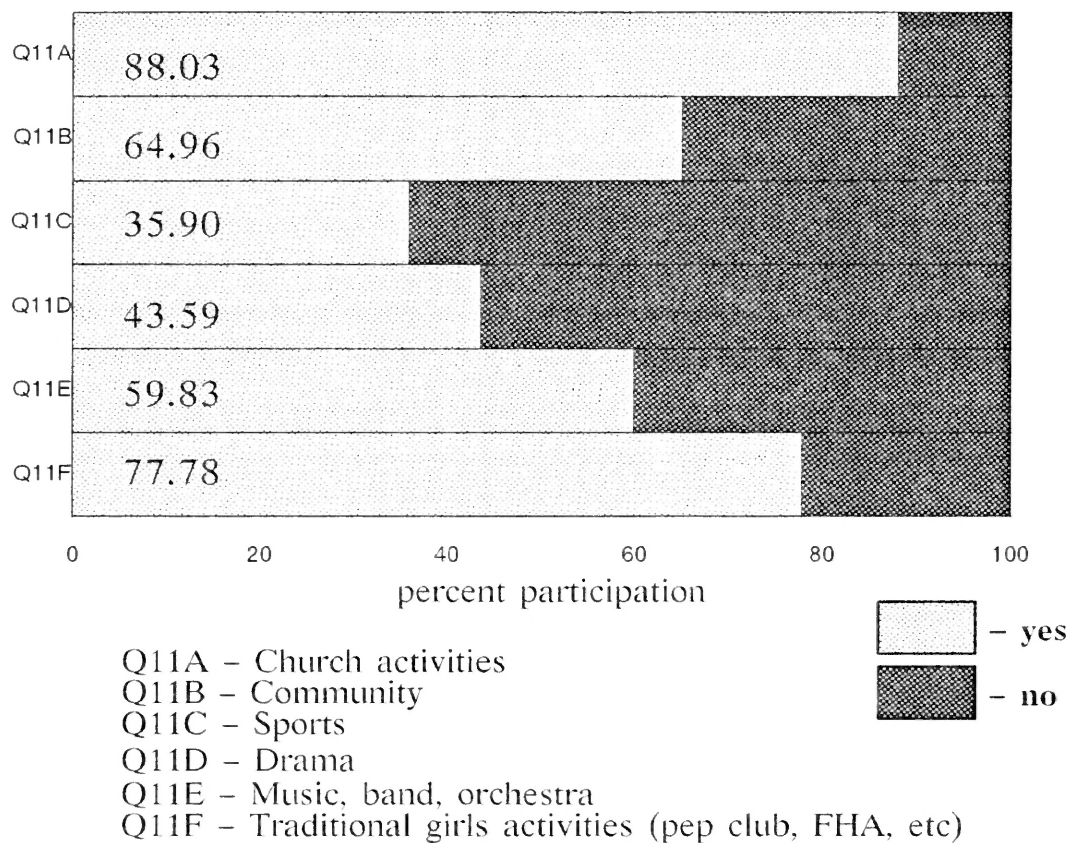
Figure / Table 12
Question 12 – Parental influence
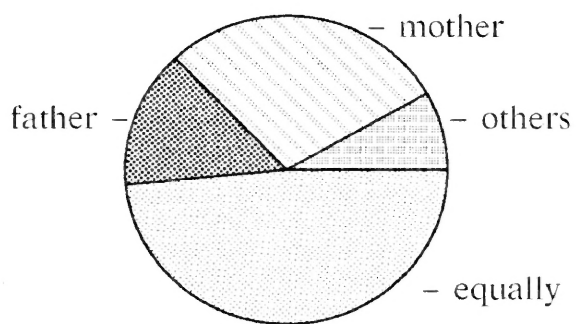
NUMBER		PERSON(S)
57	48.72	equally
17	14.53	father
34	29.06	mother
9	7.69	others
117	100.0	TOTAL

– mother
father –
– others
– equally

Figure / Table 13

Question 13 – Person who influenced you most to enter educational administration.
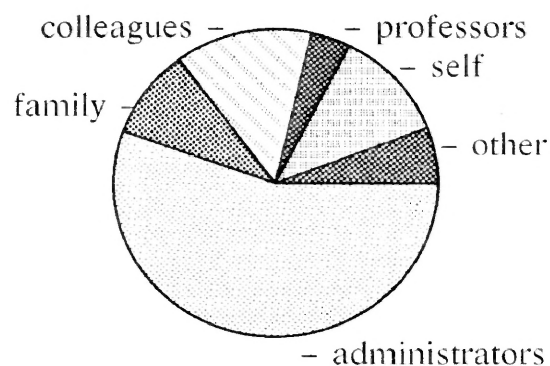
NUMBER		PERSON
65	55.55	administrators
11	9.40	family
16	13.68	colleagues
5	4.27	professors
14	11.97	self–motivation
6	5.13	other
117	100.0	TOTAL

Figure / Table 14

Question 14 – As you pursued your career, who did your greatest support come from?
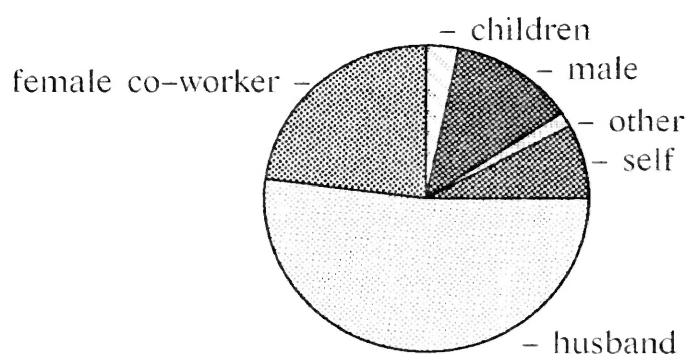
NUMBER		PERSON
4	3.42	children
27	23.07	female co–worker
61	52.14	husband
15	12.82	male co–worker
2	1.71	other
8	6.84	self
117	100.0	TOTAL

EDUCATIONAL / PROFESSIONAL BACKGROUND

Figure / Table – 15
Question 15 – High school enrollment
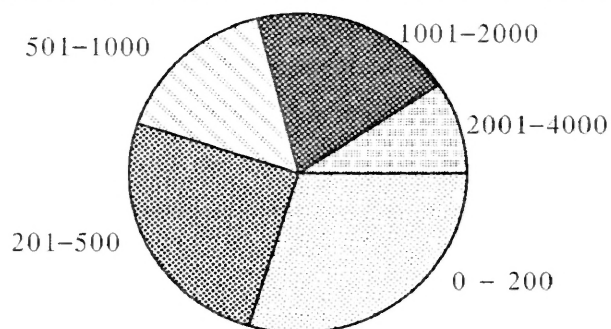
NUMBER		SIZE
35	29.91	0–200
30	25.64	201–500
19	16.24	501–1000
23	19.66	1001–2000
10	8.55	2001–4000
117	100.00	TOTAL

Pie chart labels: 501–1000, 1001–2000, 2001–4000, 0 – 200, 201–500

Figure / Table – 16
Question 16 – Age of first job in education.

Bar chart: entry age versus the total number

Legend: ELEM, SEC, SUPT

Ages: 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 28, 30, 33

X-axis: 0, 5, 10, 15, 20, 25, 30, 35, 40
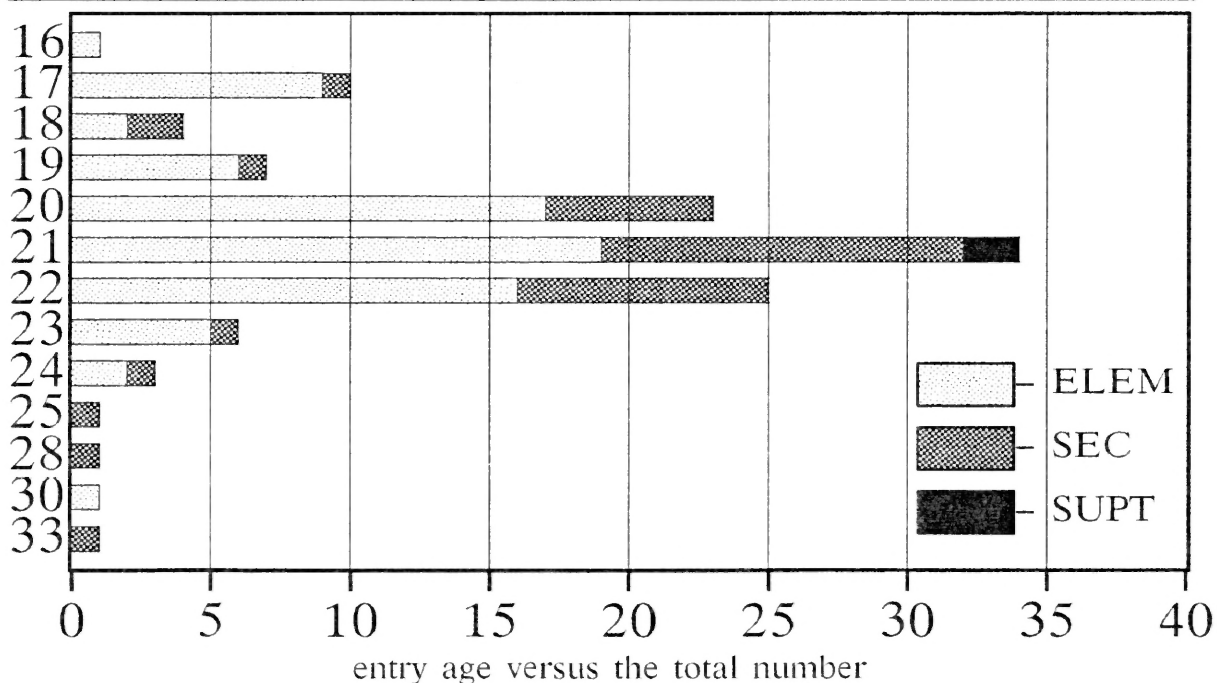
Figure / Table – 17
Question 17 – Years of classroom experience.

number years as a percent of each group
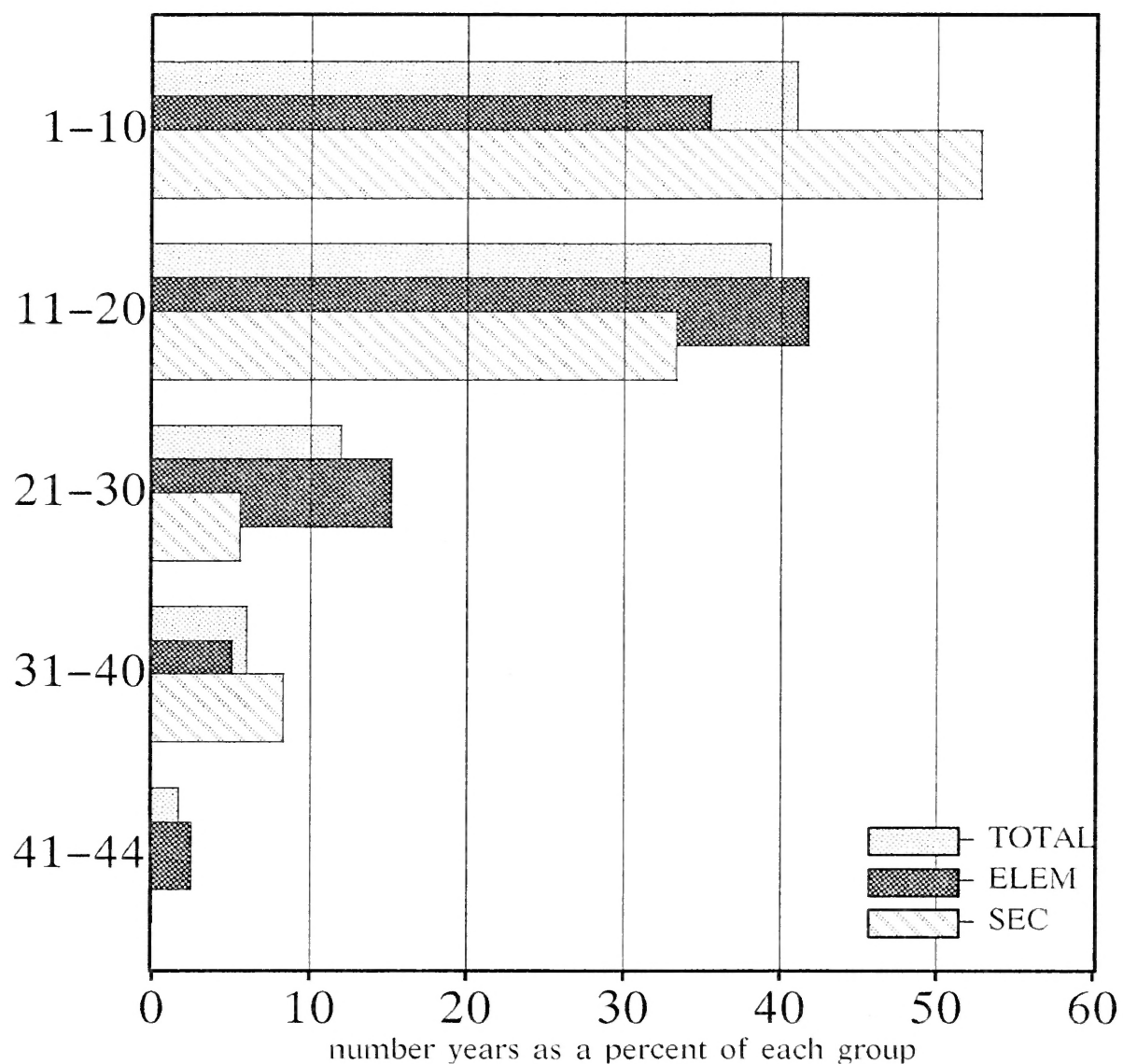
Response	(total)		(elem)		(sec)		(supt)	
1–10	48	41.03	28	35.45	19	52.79	1	50.00
11–20	46	39.32	33	41.77	12	33.33	1	50.00
21–30	14	11.97	12	15.19	2	5.55	0	0.00
31–40	7	5.98	4	5.06	3	8.33	0	0.00
41–44	2	1.70	2	2.53	0	0.00	0	0.00

Figure / Table – 18
Question 18 – How many times have you applied for a position in educational administration?
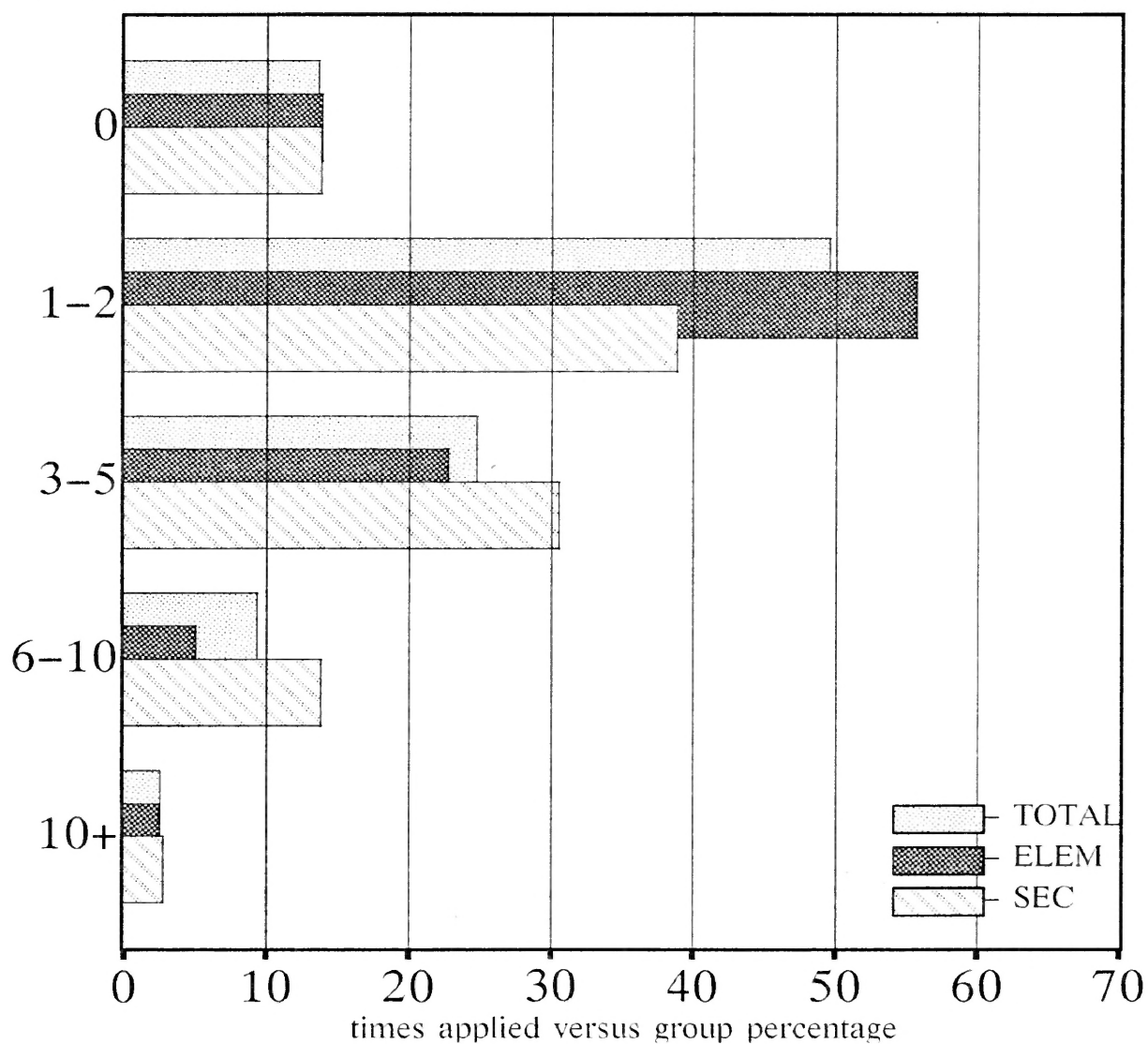
Response	(total)		(elem)		(sec)		(supt)	
0	16	13.68	11	13.92	5	13.89	0	0.00
1–2	58	49.58	44	55.70	14	38.89	0	0.00
3–5	29	24.78	18	22.79	11	30.55	0	0.00
6–10	11	9.40	4	5.06	5	13.89	2	100.00
10+	3	2.56	2	2.53	1	2.78	0	0.00

Figure / Table – 19

Question 19A – How many times were you accepted?
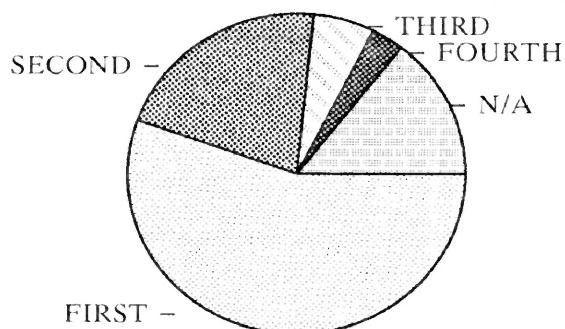
NUMBER		TIMES
65	55.56	FIRST
25	21.36	SECOND
7	5.98	THIRD
4	3.42	FOURTH
16	13.68	N/A
117	100.00	TOTAL

Note.   N/A – never applied

Figure / Table – 19 (continued)

Question 19B – How many times were you not accepted?
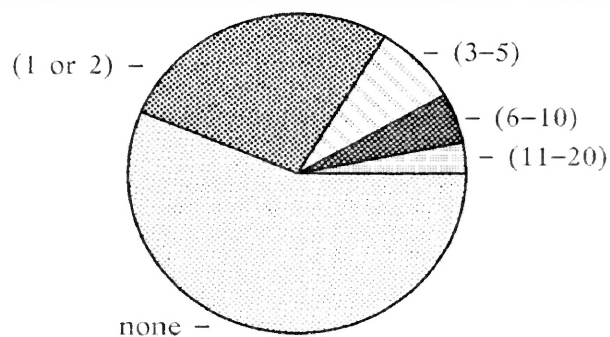
NUMBER		TIMES
66	56.41	none
32	27.35	1 or 2
10	8.56	3 – 5
6	5.12	6–10
3	2.56	11–20
117	100.00	TOTAL

Note.   'none' includes those administrators who
were asked to take a position before ever applying
and for those who applied multiple times. were
accepted on each application.

Figure / Table 19 (continued)
Question 19C – Reasons for not being accepted.

---

response as a percentage of each group
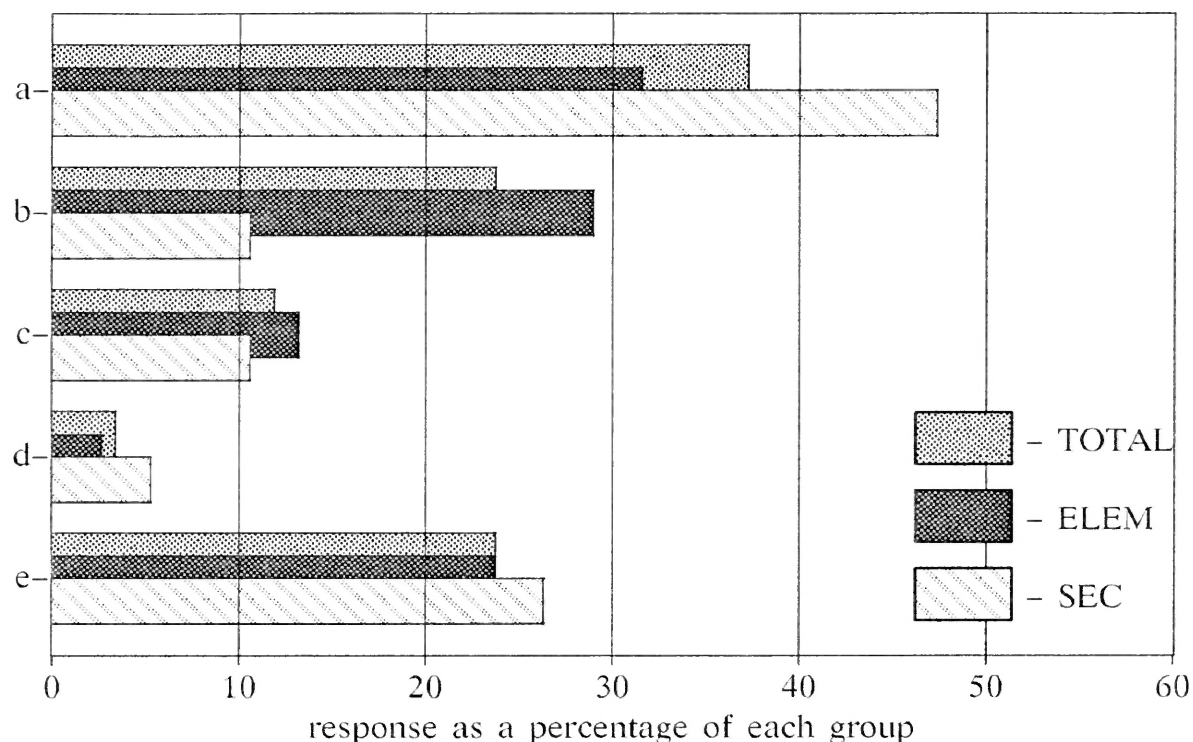
RESPONSE	(total)		(elem)		(sec)		(supt)	
a. Lack of Experience	22	37.29	12	31.58	9	47.37	1	50.00
b. Male preferred	14	23.73	11	28.95	2	10.53	1	50.00
c. Did not apply	7	11.86	5	13.16	2	10.53		
d. Too young	2	3.39	1	2.63	1	5.26		
e. Too competitive	14	23.73	9	23.68	5	26.32		

Note. Quotes from questionnaire:

a. Lack of experience – "others were better qualified, felt they couldn't discipline, weren't endorsed"

b. Male preferred – "wanted a coach, wanted a black male, just being a woman, females not as competent"

c. Did not apply – "I was asked"

d. Not over 40 / too young –

e. Too competitive – "others waited their turn, political, good ol'e boys, minds were already made up, hired from within"

Figure / Table – 20
Question 20 – Age first appointed to administrative position.
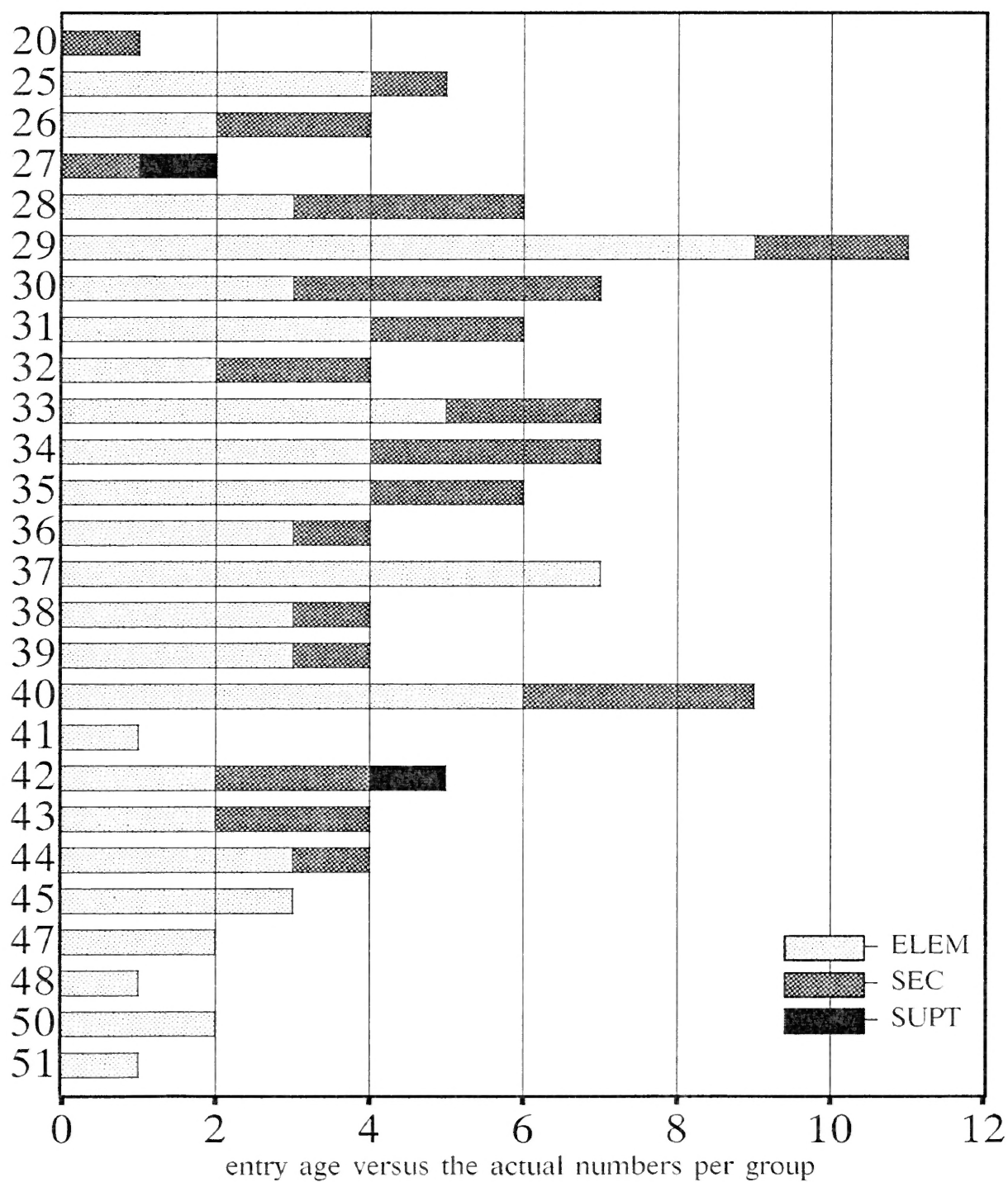
Figure / Table – 21

Question 21 – Time of certificate to getting position.
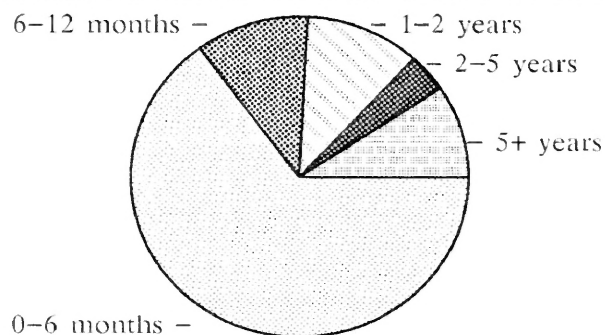
NUMBER		TIMES
76	64.97	0–6 months
13	11.11	6–12 months
13	11.11	1–2 years
5	4.27	2–5 years
10	8.54	5+ years
117	100.00	TOTAL

Note. Majority were placed in position prior
----   to receiving endorsement or degree.

Figure / Table – 22

Question 22 – Time between 1st position and getting degree.
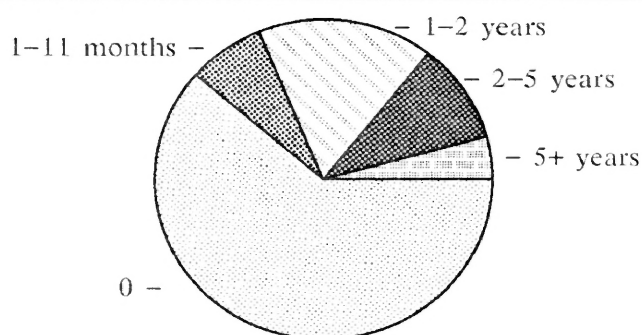
NUMBER		TIMES
72	61.54	0
9	7.70	1–11 months
20	17.08	1–2 years
12	10.26	2–5 years
4	3.42	5+ years
117	100.00	TOTAL

Note. Majority were placed in position prior
----   to receiving endorsement or degree.

Figure / Table – 23

Question 23A – Times applied for a superintendent position
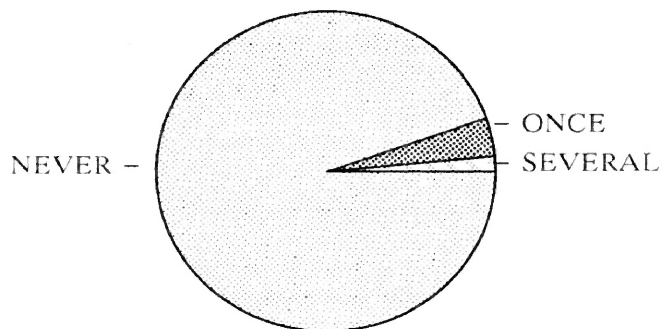
NUMBER		TIMES
111	94.87	NEVER
5	4.27	ONCE
1	0.85	SEVERAL
117	100.0	TOTAL

Figure / Table 24

Question 24 – Age first applied for superintendency
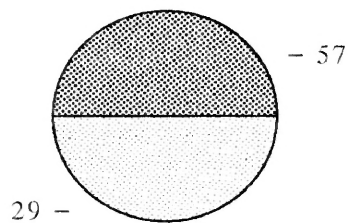
NUMBER		AGE
1	50.00	29
1	50.00	57
2	100.0	TOTAL

Figure / Table 25

Question 25 – Age first appointted to superintendency
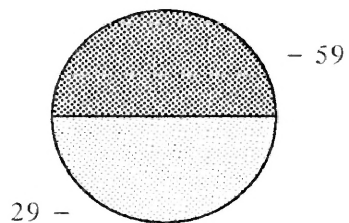
NUMBER		AGE
1	50.00	29
1	50.00	59
2	100.0	TOTAL

Figure / Table 26

Question 26 – How many years have you held present position
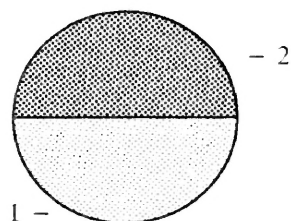
NUMBER	YEARS
1 50.00	1
1 50.00	2
2 100.0	TOTAL

Figure / Table 27

Question 27 – Total years experience in superintendency
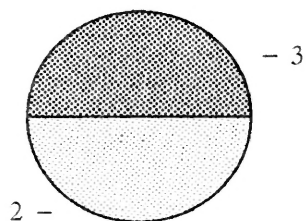
NUMBER	YEARS
1 50.00	2
1 50.00	3
2 100.0	TOTAL

Figure / Table 28

Question 28 – Number of different school districts served as superintendent
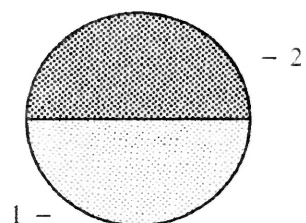
NUMBER	NUMBER
1 50.00	1
1 50.00	2
2 100.0	TOTAL

Figure / Table – 29

Question 29 – Completed a program in educational administration
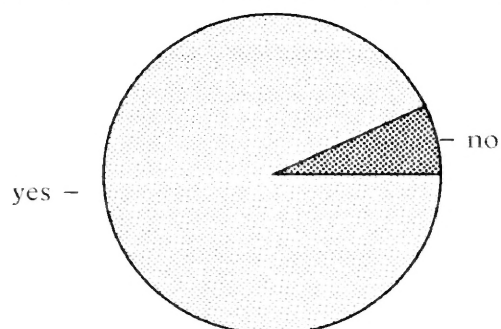
NUMBER		YES / NO
109	93.16	yes
8	6.84	no
117	100.0	TOTAL

Figure / Table – 29 (continued)

Question 29A – Type of program completed
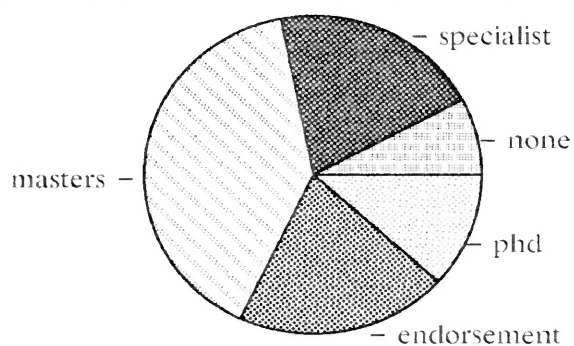
NUMBER		DEGREE
14	11.97	PHD
24	20.51	END
47	40.17	MASTERS
24	20.51	SPECIALIST
8	6.84	NONE
117	100.0	TOTAL

Figure / Table – 29 (continued)

Question 29B – Age started graduate study
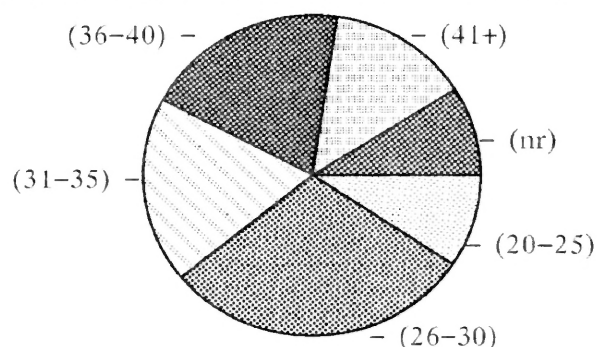
NUMBER		AGE
11	9.40	20–25
35	29.92	26–30
22	18.80	31–35
23	19.66	36–40
16	13.67	41+
10	8.55	no response
117	100.0	TOTAL

Figure / Table – 29 (continued)
Question 29C – Age completed graduate study
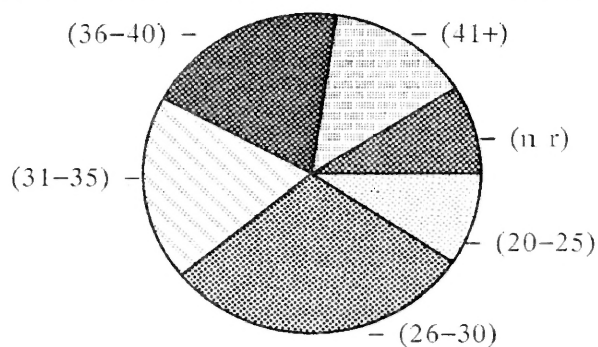
NUMBER		AGE
5	4.27	20–25
17	14.53	26–30
29	24.79	31–35
25	21.37	36–40
28	23.93	41+
13	11.11	no response
117	100.0	TOTAL

Figure / Table 30
Question 30 – Total number of college degrees received

Degree received versus the numbers per group
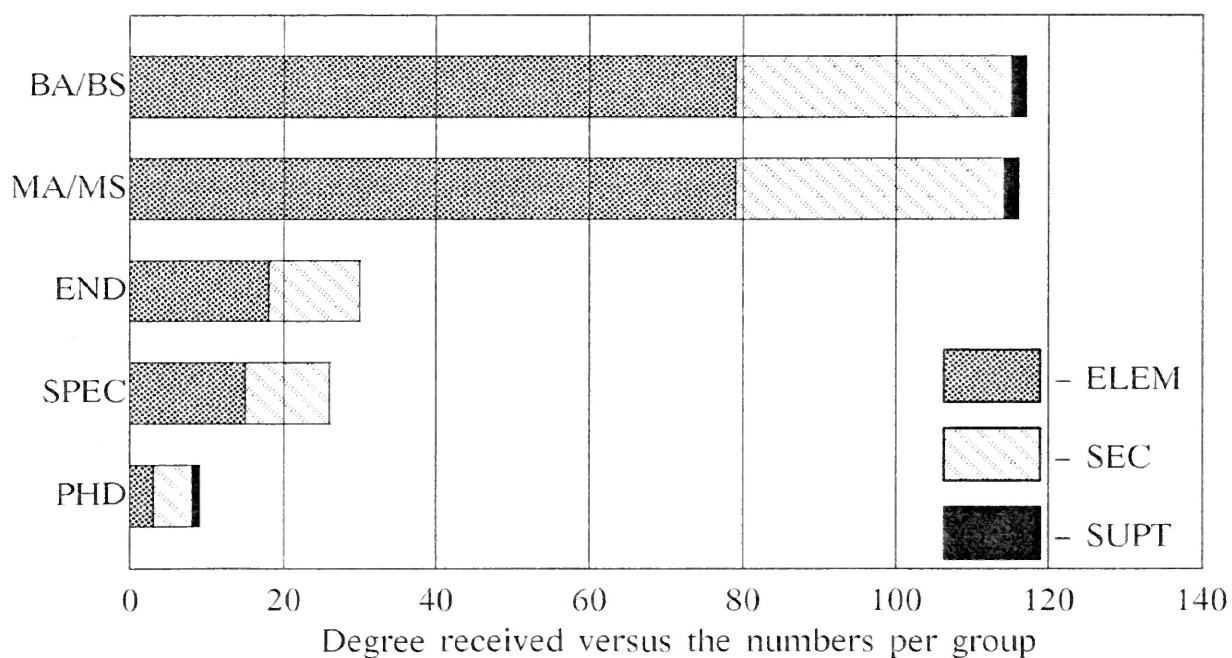
Figure / Table 30 (continued)
Question 30 – Percent college degrees received by level

Degrees received versus the percentage by group
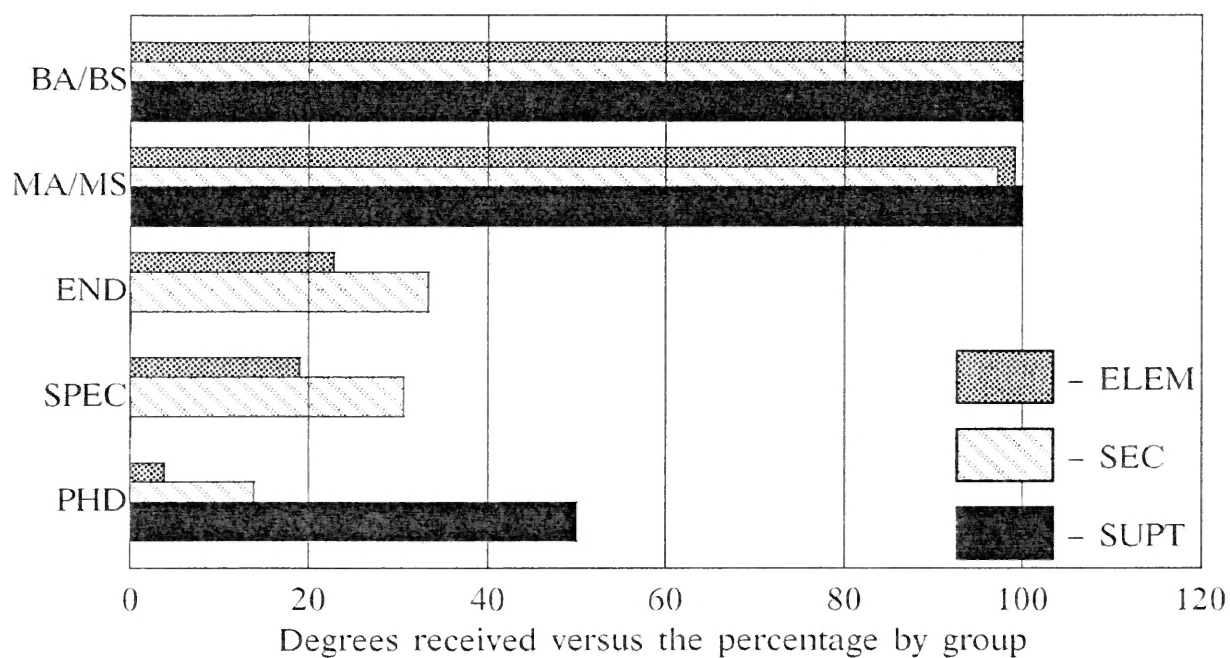
Degree	(total)	(elem)	(sec)	(supt)
BA/BS	117 100.0	79 100.0	36 100.0	2 100.0
MA/MS	116 99.14	79 100.0	35 97.22	2 100.0
END	30 25.64	18 22.78	12 33.33	0 00.0
SPEC	26 22.22	15 18.99	11 30.56	0 00.0
PHD	9 7.70	3 3.80	5 13.89	1 50.0

Note. Data was inconclusive concerning major and minor fields.

Figure / Table 31
Question 31 – Career line.

career path versus percentage for the group
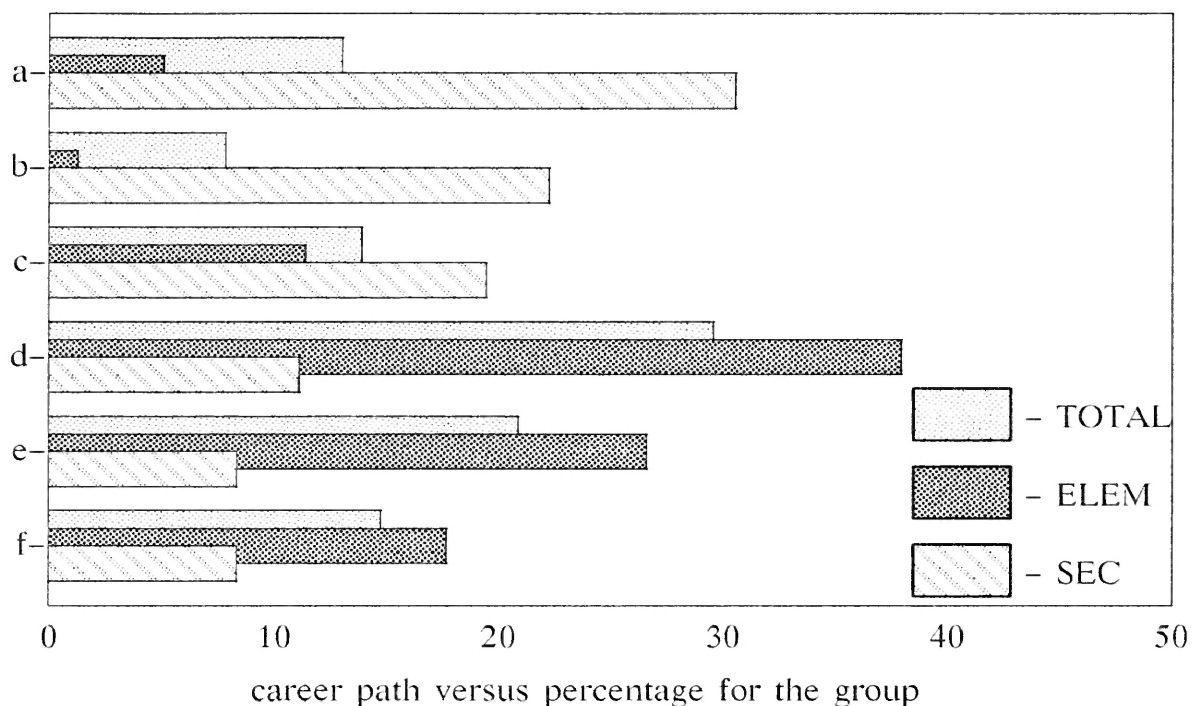
CAREER LINE	(total)	(elem)	(sec)	(supt)
a. Teacher -> Asst Prin	15 13.04	4 5.06	11 30.56	0 0.00
b. Teacher->Super/other-> Asst Prin	9 7.83	1 1.27	8 22.22	0 0.00
c. Teacher->Coordinator-> Asst Prin->Prin	16 13.91	9 11.39	7 19.45	0 0.00
d. Teacher->Super/ Asst Prin->Principal	34 29.57	30 37.98	4 11.11	1 50.00
e. Teacher->Principal	24 20.87	21 26.58	3 8.33	1 50.00
f. No response	17 14.78	14 17.72	3 8.33	0 0.00

Note. Terminology:

Asst Prin – Assistant principal.
Other – Coordinator, personnel assistant, counselor.
Prin – Principal.
Super (supervisor) – Team leader, instructional facilitator, coordinator, director,
    consultant, counselor, personnel assistant, administrative intern,
    assistant principal.

Figure / Table – 32
Question 32 – Would you chose educational administration again?

NUMBER		RESPONSE
67	57.26	certainly would
35	29.91	probably would
8	6.84	uncertain
7	5.98	probably would not
117	100.0	TOTAL

probably would – uncertain – no – certainly would
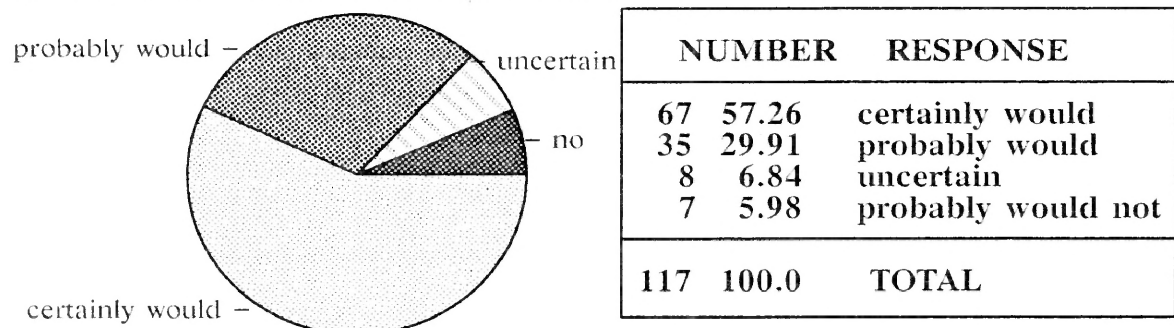
RECRUITMENT AND SELECTION

Figure / Table 33
Question 33 – Reasons why you were selected over other candidates.

response as a percentage of each group
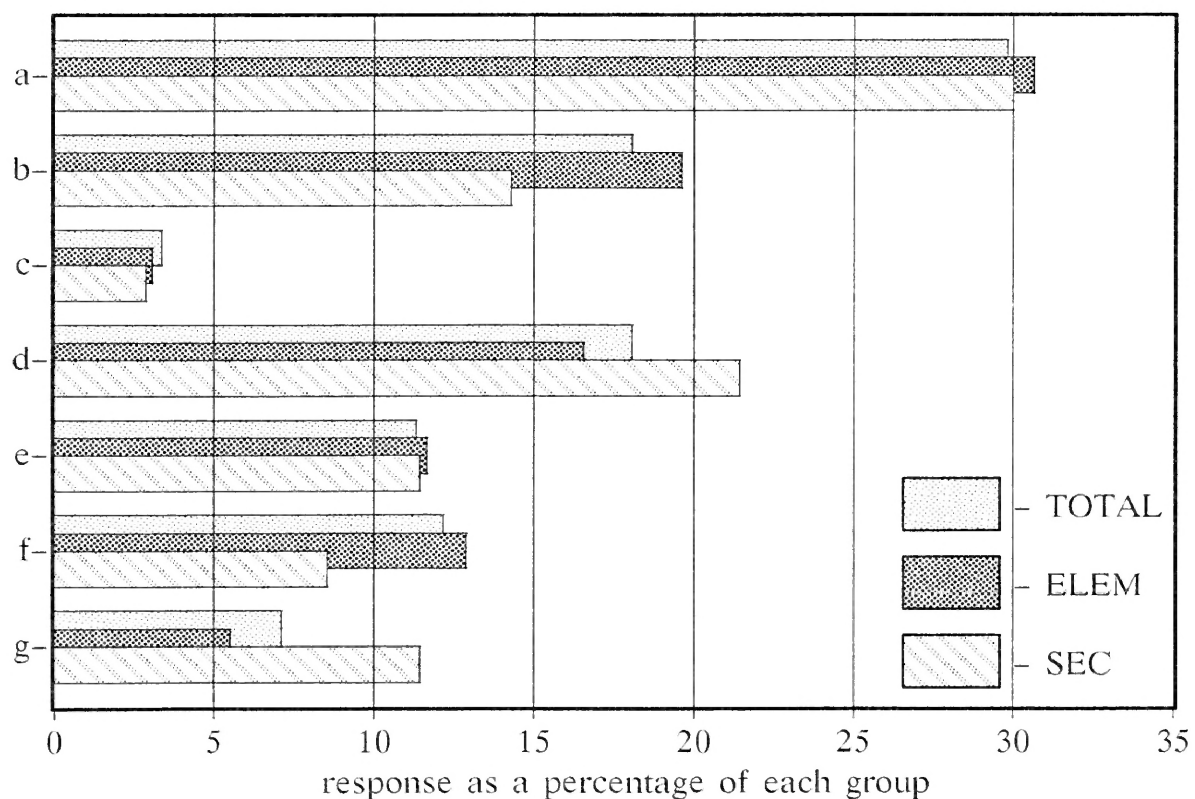
TOTAL, ELEM, SEC

Figure / Table 33 (continued)

RESPONSE	(total)		(elem)		(sec)		(supt)	
a. Exper / qualifications	71	29.83	50	30.67	21	30.00	0	0.00
b. Human relations skills	43	18.07	32	19.63	10	14.29	1	20.00
c. Dedication	8	3.36	5	3.07	2	2.86	1	20.00
d. Work ethic	43	18.07	27	16.56	15	21.43	1	20.00
e. Credentials	27	11.34	19	11.66	8	11.43	0	0.00
f. Leadership skills	29	12.18	21	12.88	6	8.57	2	40.00
g. Other	17	7.14	9	5.52	8	11.40	0	0.00

Note. Quotes from questionnaire:

a. Experience / qualifications – "well prepared, instructional competence, wide and varied background, knowledgable on educational issues especially curriculum and administration"

b. Human relations skills – "relate to people well, parents, students, colleagues, administrators, central office staff, personality, humor, dynamic, enthusiasm, interview well, positive attitude, understand the community"

c. Dedicated to welfare of children and to education

d. Work hard and visibility – "adaptable, capable, work under pressure, manages, proven myself, worked my way up, successful teacher, reputation, recommendations, references, community involvement, committee work"

e. Knowledgable and credentials – "knowledgable in instructional materials, ideas, trends, wide background, versatile background, intelligent"

f. Leadership skills – "confident, strength of character, established leader, reputation, effective, assertiveness, poise, caring, empathetic, communicator, problem solver, tactful, effective, disciplinarian, organized, efficient and articulate"

g. Other – "pressure to add females, availability, low salary, lack of competiton, political pull"

Figure / Table 34
Question 34 – Why did you become interested in educational administration?

Response versus percent of total administrators
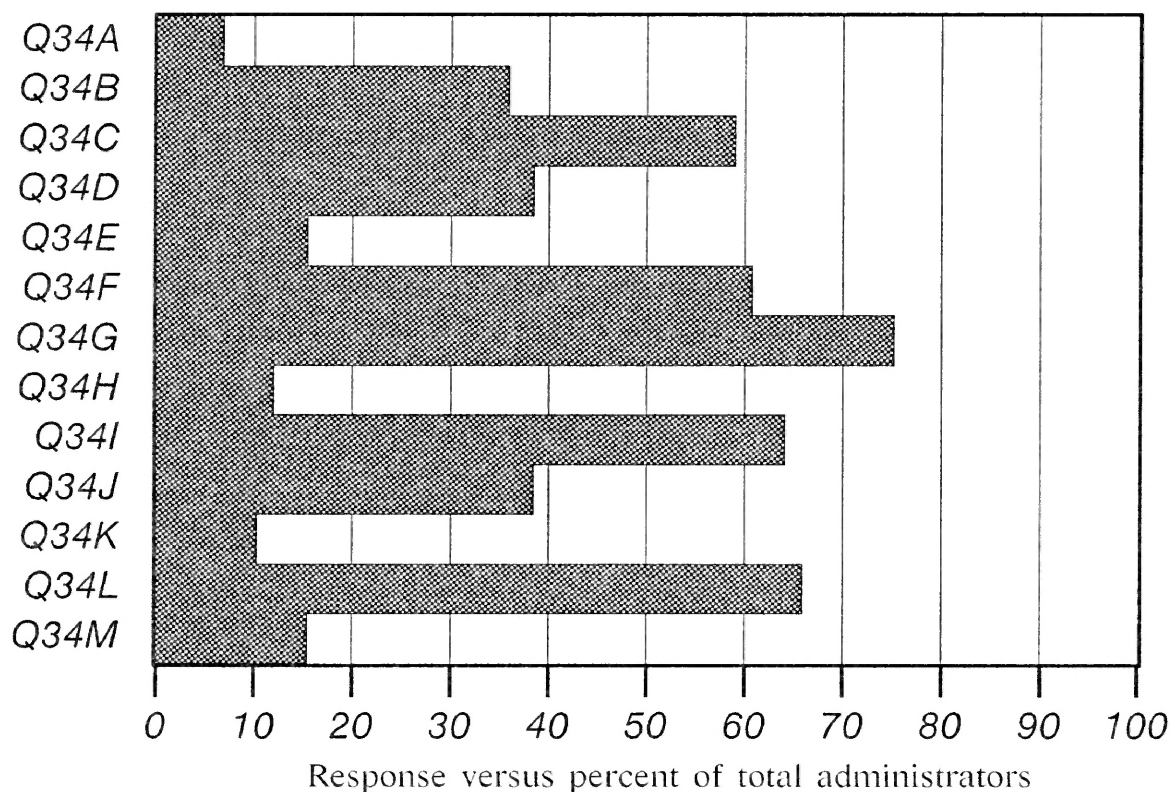
Question	(total)		(elem)		(sec)		(supt)	
Q34A	8	6.84	5	6.33	3	8.33	0	00.0
Q34B	42	35.90	28	35.44	13	36.11	1	50.0
Q34C	69	58.97	37	46.84	30	83.33	2	100.0
Q34D	45	38.46	30	37.97	13	36.11	2	100.0
Q34E	18	15.38	9	11.39	9	25.00	0	00.0
Q34F	71	60.68	43	54.43	26	72.22	2	100.0
Q34G	88	75.21	56	70.89	30	83.33	2	100.0
Q34H	14	11.97	7	8.86	6	16.67	1	50.0
Q34I	75	64.10	51	64.56	23	63.89	1	50.0
Q34J	45	38.46	31	39.24	13	36.11	1	50.0
Q34K	12	10.26	6	7.59	6	16.67	0	00.0
Q34L	77	65.81	46	58.23	29	80.56	2	100.0
Q34M	18	15.38	14	17.72	4	11.11	0	00.0

Figure / Table 34 (continued)
Question 34 – Why did you become interested in educational administration?

Response versus percent of the groups (elem/sec/supt)
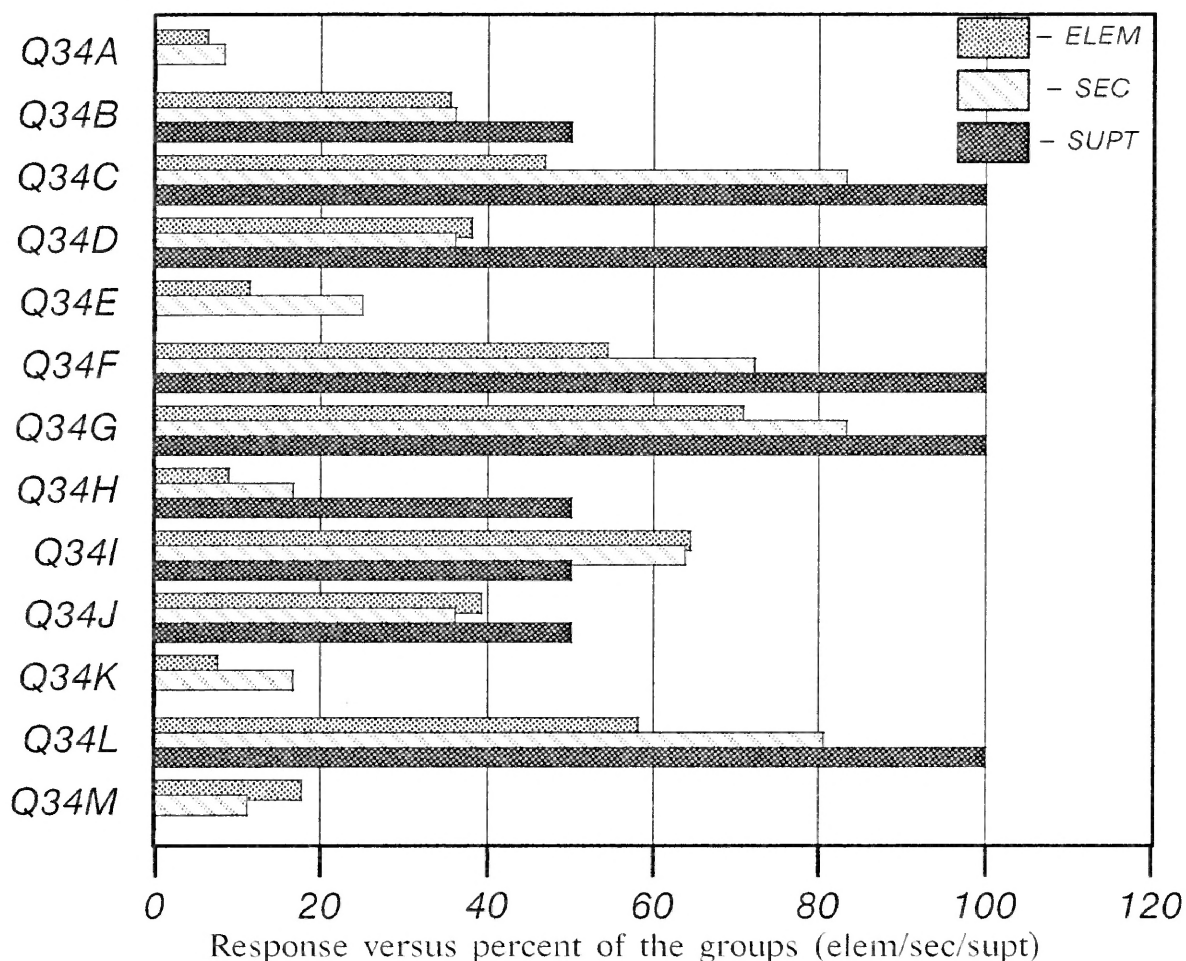
Note. Question descriptors:

Q34A – There was a shortage of administrative personnel in my region.
Q34B – Administration offered a better opportunity for service.
Q34C – Greater impact on policy and program.
Q34D – Increased salaries.
Q34E – Greater chances for mobility.
Q34F – The work was more challenging.
Q34G – Sense of achievement.
Q34H – Received encouragement from boards of education.
Q34I – Received encouragement from other administrators.
Q34J – Received encouragement from other teachers.
Q34K – Enjoyment of the power.
Q34L – I enjoy being a leader.
Q34M – Position of prestige.

```
┌─────────────────────────────────────────────────────────────────┐
│                      Figure / Table 35                            │
│  Question 35A  –   Greatest characteristics                       │
└─────────────────────────────────────────────────────────────────┘
```


response as a percentage of each group
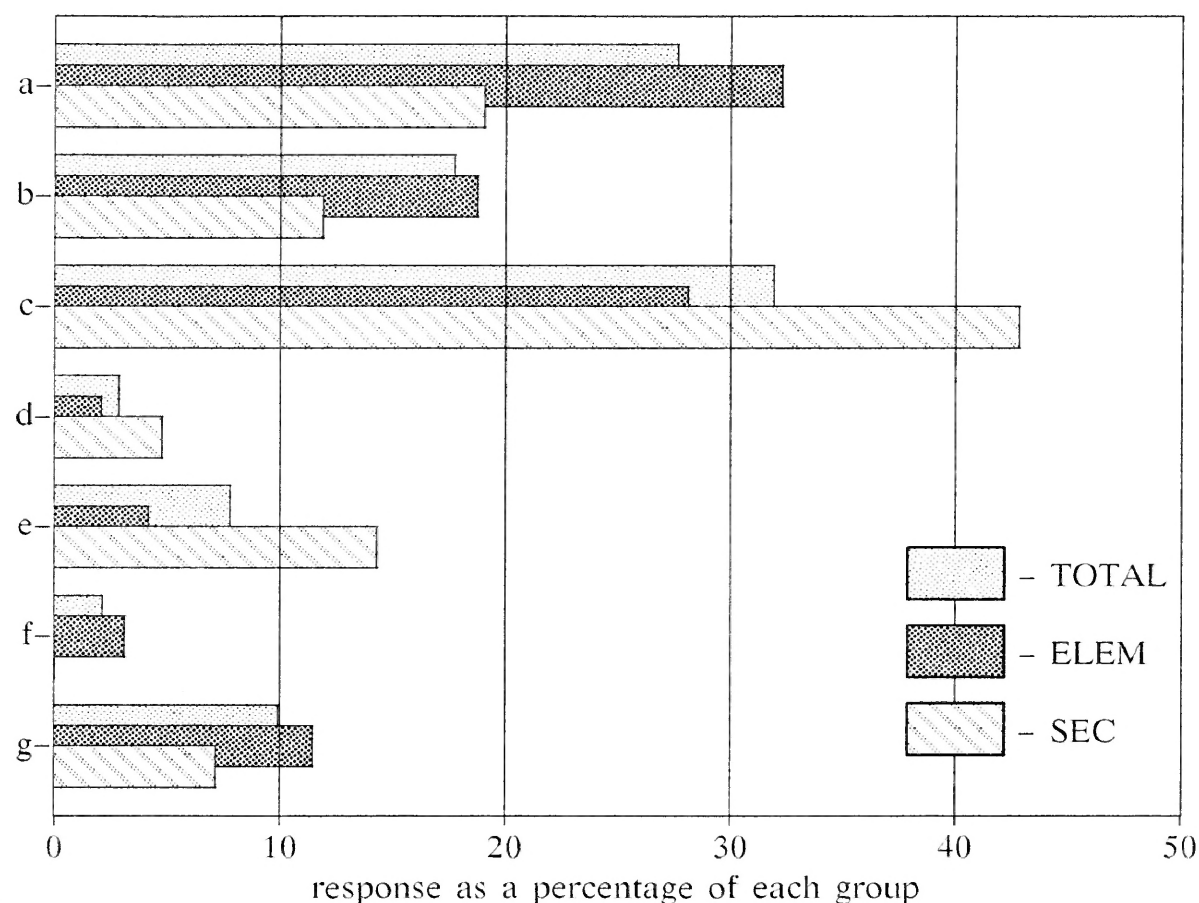
RESPONSE	(total)		(elem)		(sec)		(supt)	
a. Relations skills	39	27.66	31	32.29	8	19.05	0	0.00
b. Qual / knowledge	25	17.73	18	18.75	5	11.90	2	66.67
c. Self confidence	45	31.91	27	28.13	18	42.86	0	0.00
d. Persistence	4	2.84	2	2.08	2	4.76	0	0.00
e. Work ethic	11	7.80	4	4.17	6	14.29	1	33.33
f. Committment	3	2.13	3	3.13	0	0.00	0	0.00
g. Organizer	14	9.93	11	11.46	3	7.14	0	0.00

Note. Quotes from questionnaire:

a. Human relations skills – "communicator, political know how, overall aura of fairness, understanding, humanistic, friendly, sensitive, positive attitude, ability to work with everyone, tactful"

Figure / Table 35A (continued)

    b. Qualifications, knowledgable and competent – "responsible professional, articulate, academic and educational knowledge, intelligent, effective manager, successful educational background"

    c. Self confidence with leadership skills – "poise, control, energetic, decision maker, listener, risk taker, flexable, empathetic, assertive, outgoing"

    d. Persistence with visibility

    e. Work long hours and cope in a male world

    f. Committment to district with a global view

    g. Organizer

Figure / Table 35 (continued)
Question 35B – Least favorable characteristics

response as a percentage of each group
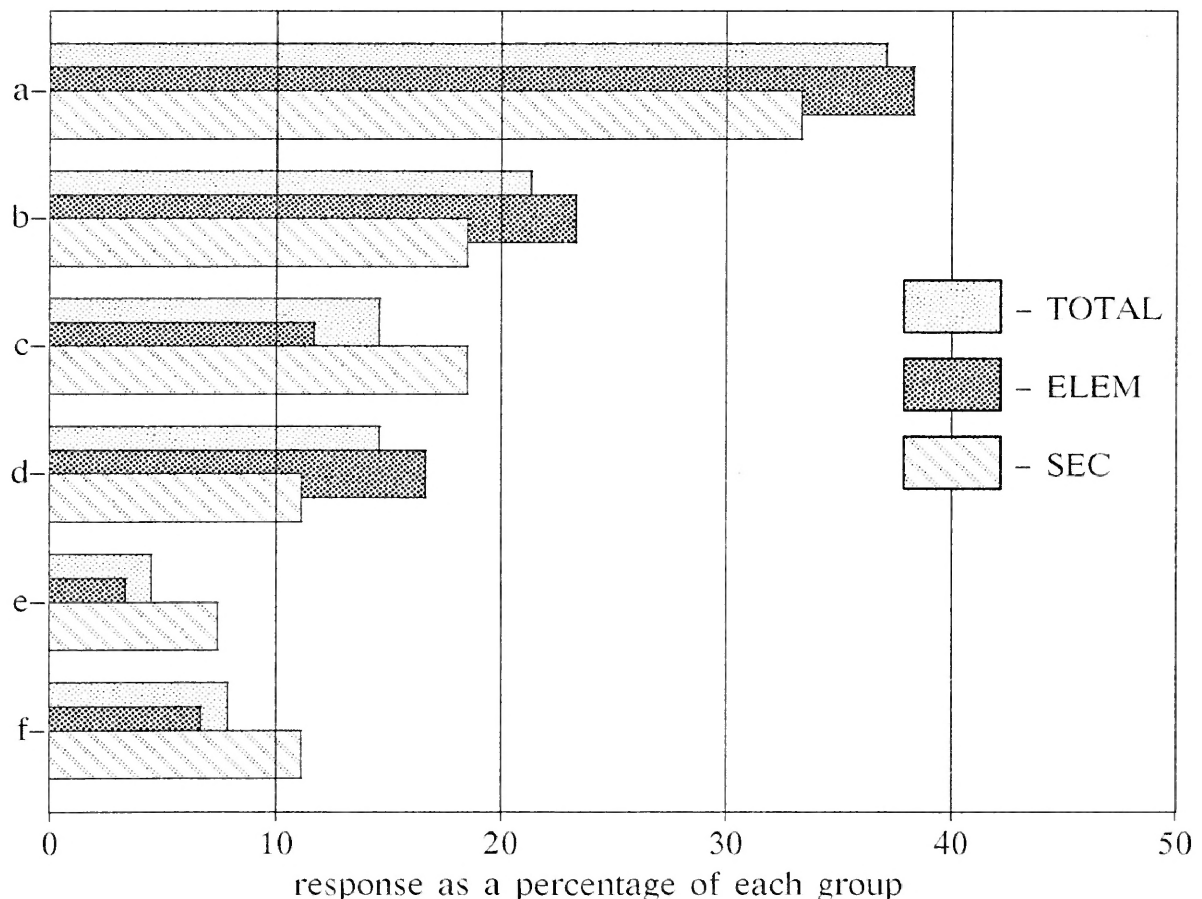
Figure / Table 35B (continued)

RESPONSE	(total)		(elem)		(sec)		(supt)	
a. Aggressiveness	33	37.08	23	38.33	9	33.33	1	50.00
b. Non-assertive	19	21.35	14	23.33	5	18.52	0	0.00
c. Low self-esteem	13	14.61	7	11.67	5	18.52	1	50.00
d. Lack Relation skills	13	14.61	10	16.67	3	11.11	0	0.00
e. Female, age, etc.	4	4.49	2	3.33	2	7.41	0	0.00
f. Feminist attitude	7	7.87	4	6.67	3	11.11	0	0.00

Note. Quotes from questionnaire:

a. Aggressiveness – "sarcastic, over confident, power oriented, bitter, negative attitude, bossiness"

b. Non-assertive – "shy, timid, soft spoken, disorganized, not willing to put time in, poor judgement, incompetent, non-committal, passive, non-risk taker"

c. Low self-esteem and emotional instability – "inferiority"

d. Lack of human relations skills – "people pleaser, gossip, petty, rigid, favor men, arrogance"

e. Female, age and attractiveness – "light hearted attitude, just being a female, too young"

f. Feminist attitude

Figure / Table 36
Question 36P1 to P9 – How important are the following qualifications for entering educational administration as a principal?

Legend:
- essential
- important
- some importance
- unimportant
- not applicable

Categories: Q36P1, Q36P2, Q36P3, Q36P4, Q36P5, Q36P6, Q36P7, Q36P8, Q36P9

X-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80
Response versus total percentages by opinion

Figure / Table 36 (continued)
Question 36P1 – Elementary school teaching experience

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
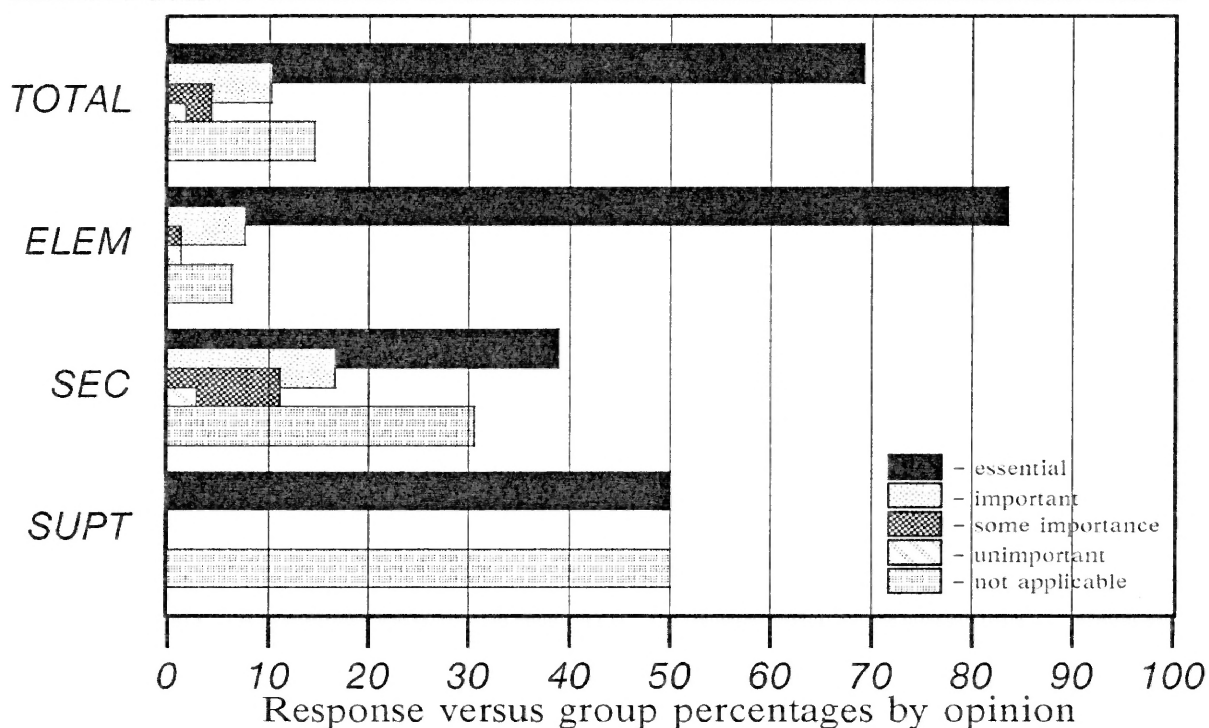
Figure / Table 36 (continued)
Question 36P2 – Elementary school administrator experience

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
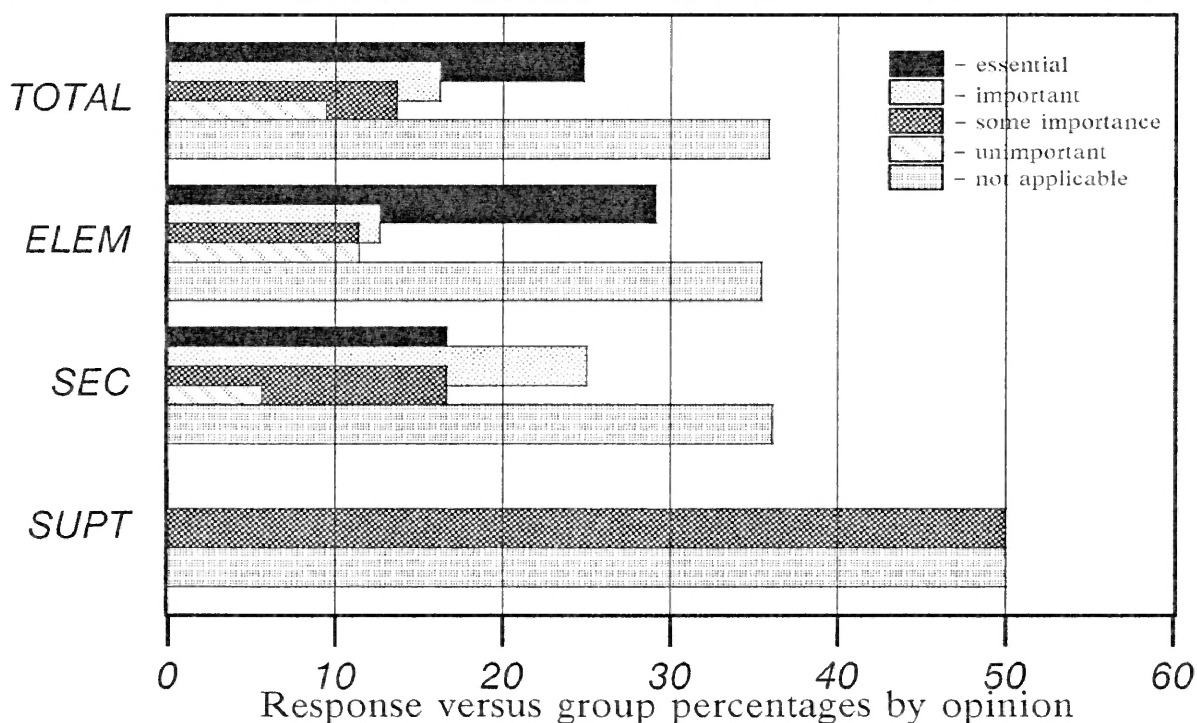
Figure / Table 36 (continued)
Question 36P3 – Secondary school teaching experience
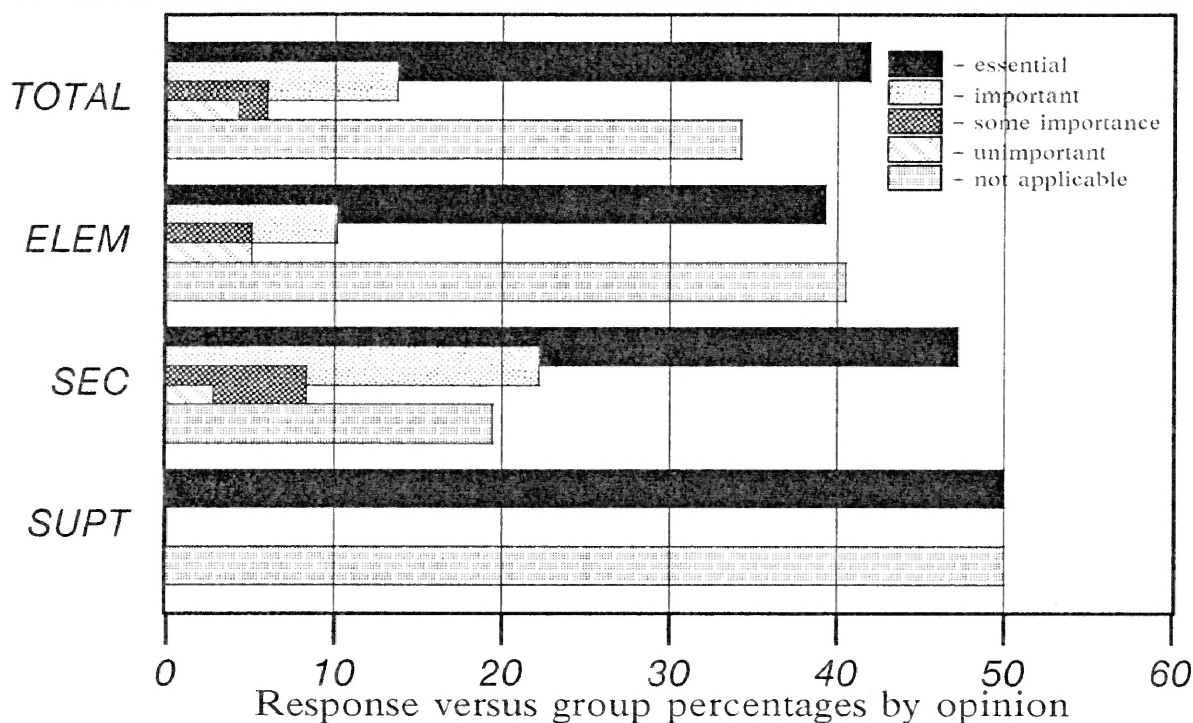
Figure / Table 36 (continued)
Question 36P4 – Secondary school administrator experience
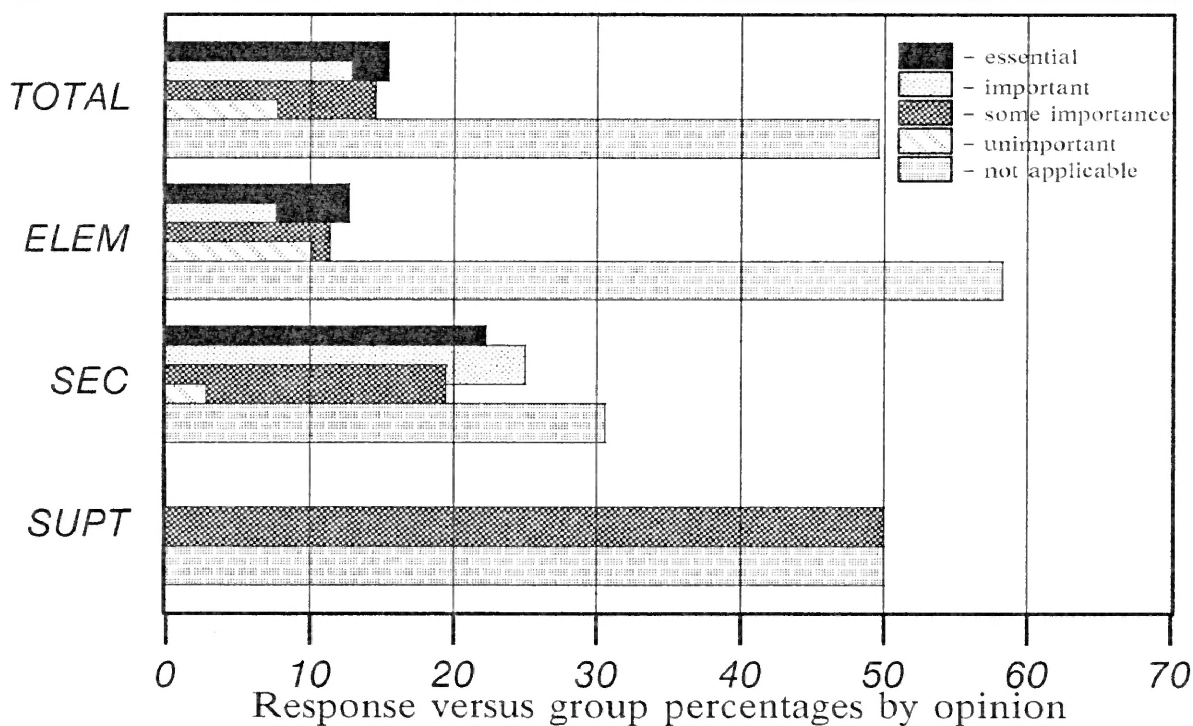
Figure / Table 36 (continued)
Question 36P5 – Administrative experience in central office

essential
important
some importance
unimportant
not applicable

Response versus group percentages by opinion
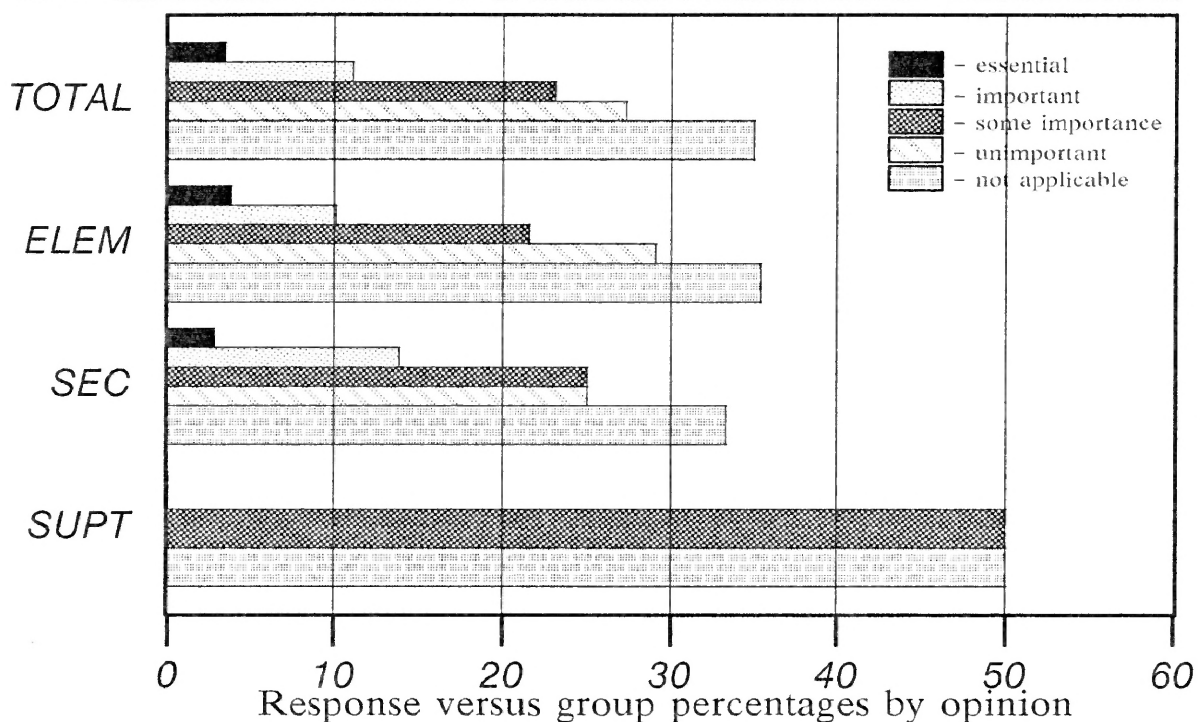
Figure / Table 36 (continued)
Question 36P6 – Unusual ability to live with high pressure job

essential
important
some importance
unimportant
not applicable

Response versus group percentages by opinion
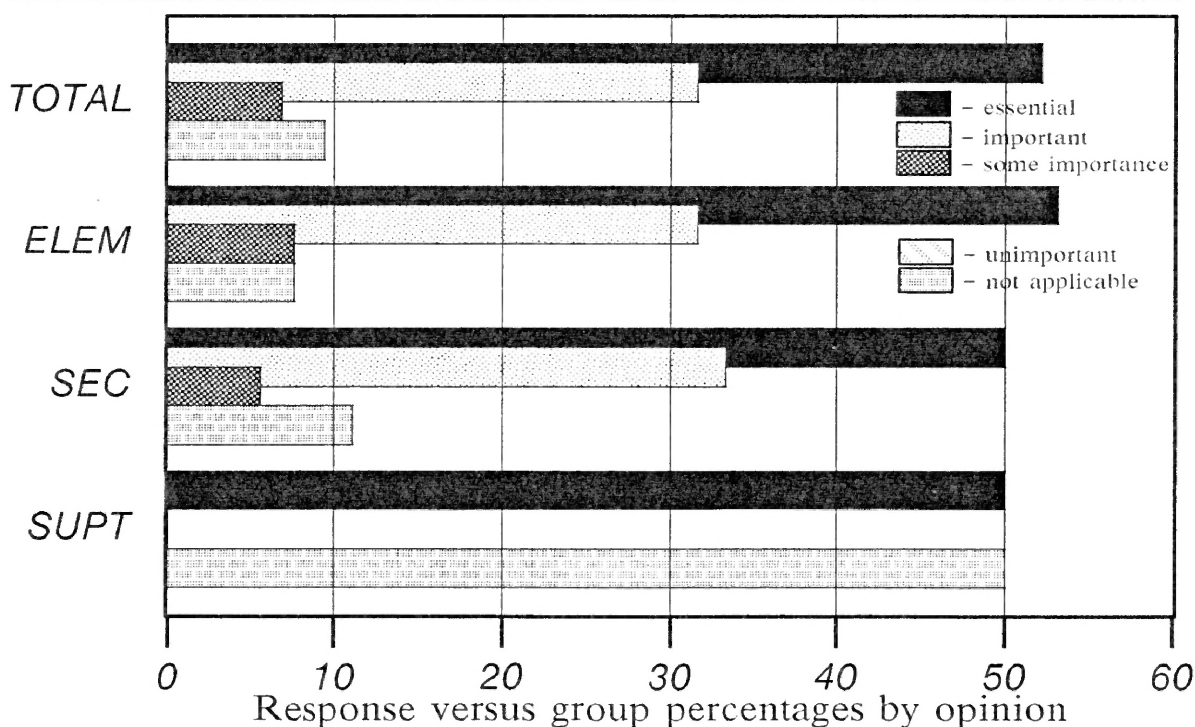
Figure / Table 36 (continued)
Question 36P7 – An unusual understanding of people

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
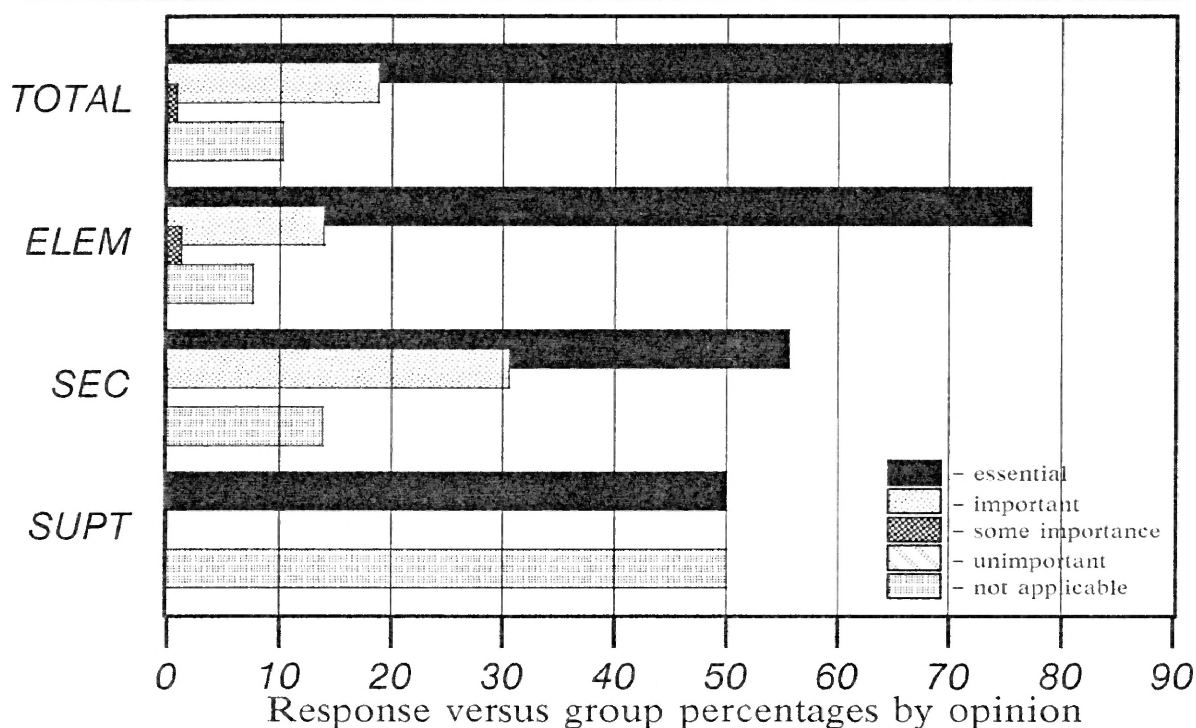
Figure / Table 36 (continued)
Question 36P8 – High intelligence

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
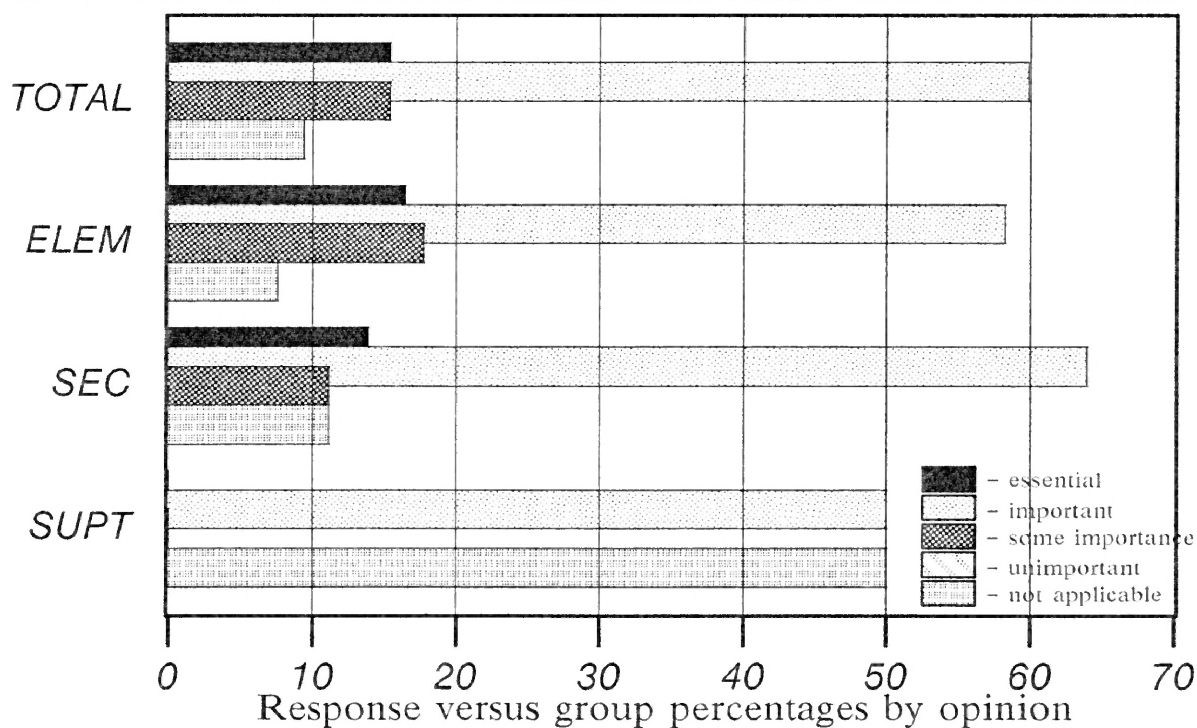
Figure / Table 36 (continued)
Question 36P9 – Ability to handle the many technical aspects of the job

Response versus group percentages by opinion
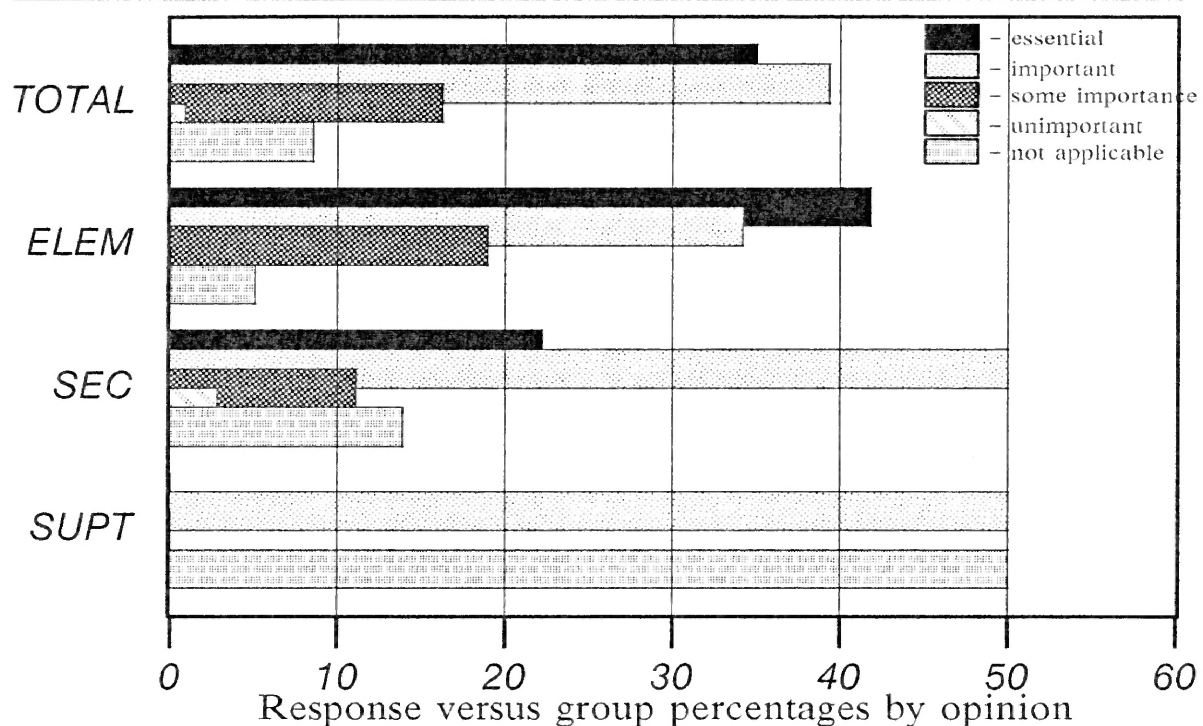
Question / Response	(total)	(elem)	(sec)	(supt)
Q36P1 essential	81 69.23	66 83.54	14 38.89	1 50.00
important	12 10.26	6 7.59	6 16.67	0 0.00
some importance	5 4.27	1 1.27	4 11.11	0 0.00
unimportant	2 1.71	1 1.27	1 2.78	0 0.00
not applicable	17 14.58	5 6.33	11 30.56	1 50.00
Q36P2 essential	29 24.79	23 29.11	6 16.67	0 0.00
important	19 16.24	10 12.66	9 25.00	0 0.00
some importance	16 13.68	9 11.36	6 16.67	1 50.00
unimportant	11 9.40	9 11.39	2 5.56	0 0.00
not applicable	42 35.90	28 35.44	13 36.11	1 50.00
Q36P3 essential	49 41.88	31 39.24	17 47.22	1 50.00
important	16 13.68	8 10.13	8 22.22	0 0.00
some importance	7 5.98	4 5.06	3 8.33	0 0.00
unimportant	5 4.27	4 5.06	1 2.78	0 0.00
not applicable	40 34.19	32 40.51	7 19.44	1 50.00

Figure / Table 36 (continued)

Question / Response	(total)	(elem)	(sec)	(supt)
Q36P4 essential	18 15.38	10 12.66	8 22.22	0 0.00
important	15 12.82	6 7.59	9 25.00	0 0.00
some importance	17 14.53	9 11.39	7 19.44	1 50.00
unimportant	9 7.69	8 10.13	1 2.78	0 0.00
not applicable	40 34.19	32 40.51	7 19.44	1 50.00
Q36P5 essential	4 3.42	3 3.80	1 2.78	0 0.00
important	13 11.11	8 10.13	5 13.89	0 0.00
some importance	27 23.08	17 21.52	9 25.00	1 50.00
unimportant	32 27.35	23 29.11	9 25.00	0 0.00
not applicable	41 35.04	28 35.44	12 33.33	1 50.00
Q36P6 essential	61 52.14	42 53.16	18 50.00	1 50.00
important	37 31.62	25 31.65	12 33.33	0 0.00
some importance	8 6.84	6 7.59	2 5.56	0 0.00
unimportant	0 0.00	0 0.00	0 0.00	0 0.00
not applicable	11 9.40	6 7.59	4 11.11	1 50.00
Q36P7 essential	82 70.09	61 77.22	20 55.56	1 50.00
important	22 18.80	11 13.92	11 30.56	0 0.00
some importance	1 0.85	1 1.27	0 0.00	0 0.00
unimportant	0 0.00	0 0.00	0 0.00	0 0.00
not applicable	12 10.26	6 7.59	5 13.89	1 50.00
Q36P8 essential	18 15.38	13 16.46	5 13.89	0 0.00
important	70 59.83	46 58.23	23 63.89	1 50.00
some importance	18 15.38	14 17.72	4 11.11	0 0.00
unimportant	0 0.00	0 0.00	0 0.00	0 0.00
not applicable	11 9.40	6 7.59	4 11.11	1 50.00
Q36P9 essential	41 35.04	33 41.77	8 22.22	0 0.00
important	46 39.32	27 34.18	18 50.00	1 50.00
some importance	19 16.24	15 18.99	4 11.11	0 0.00
unimportant	1 0.85	0 0.00	1 2.78	0 0.00
not applicable	10 8.55	4 5.06	5 13.89	1 50.00

Note.   Question descriptors applying to the qualifications for entering educational administration as a principal:

Q36P1– Elementary school teaching experience
Q36P2– Elementary school administrator experience
Q36P3– Secondary school teaching experience
Q36P4– Secondary school administrator experience
Q36P5– Administrative experience in central office
Q36P6– Unusual ability to live with high pressure job
Q36P7– An unusual understanding of people
Q36P8– High intelligence
Q36P9– Ability to handle the many technical aspects of the job

Figure / Table 36 (continued)
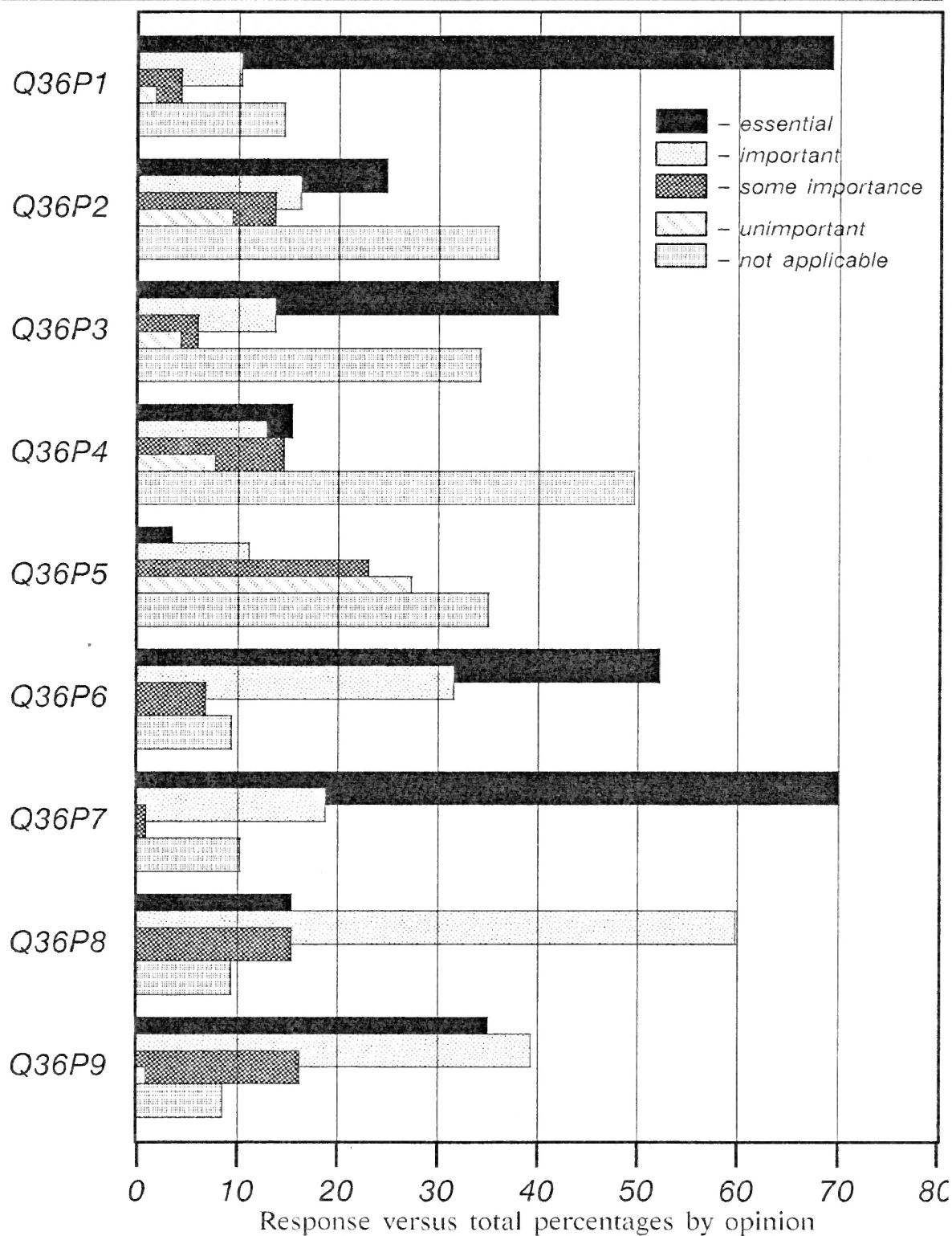**Question 36S1 to S9 – How important are the following qualifications for entering educational administration as a superintendent?**

Legend:
- essential
- important
- some importance
- unimportant
- not applicable

Response versus total percentages by opinion
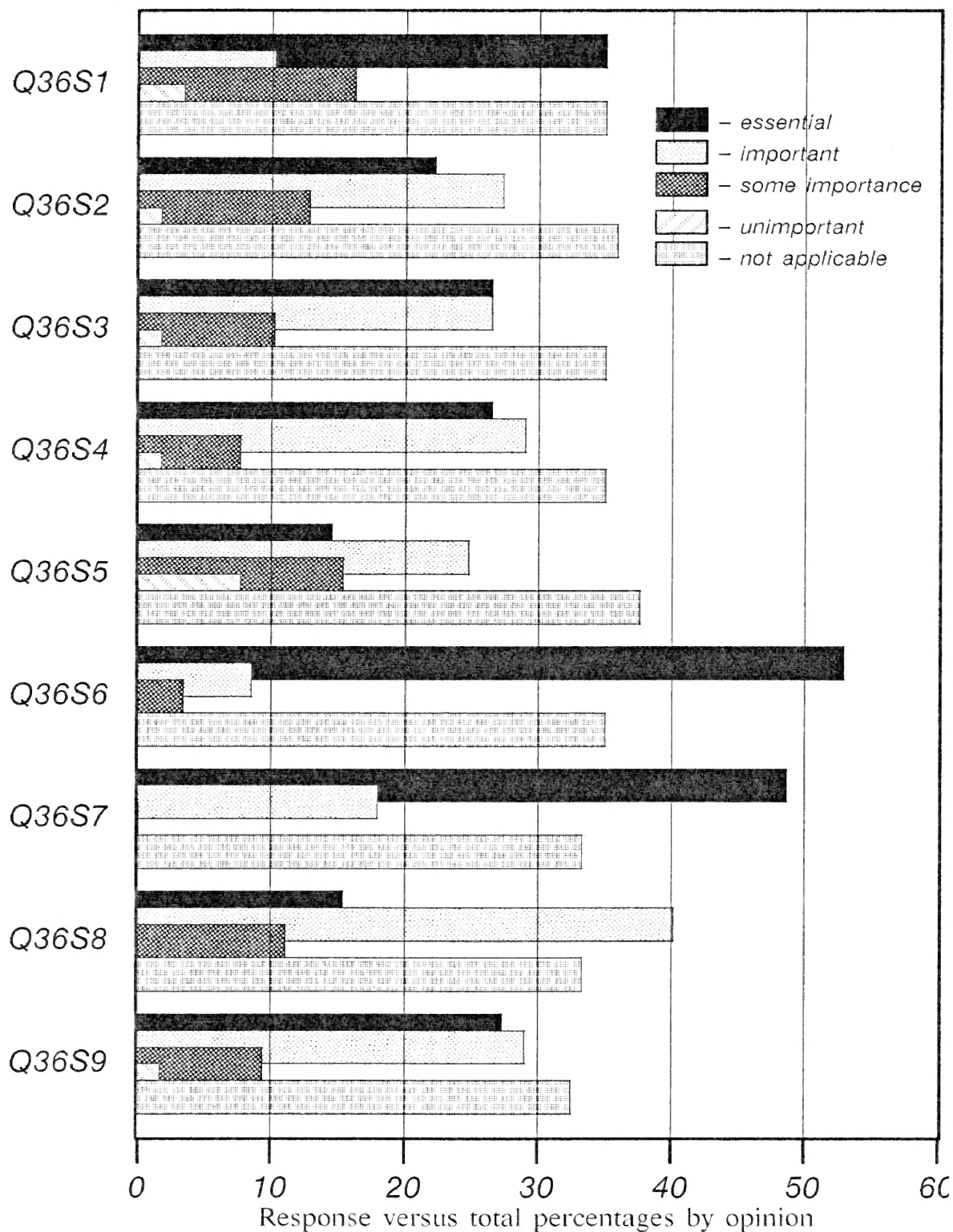
Figure / Table 36   (continued)
Question 36S1 – Elementary school teaching experience

Response versus group percentages by opinion

- essential
- important
- some importance
- unimportant
- not applicable
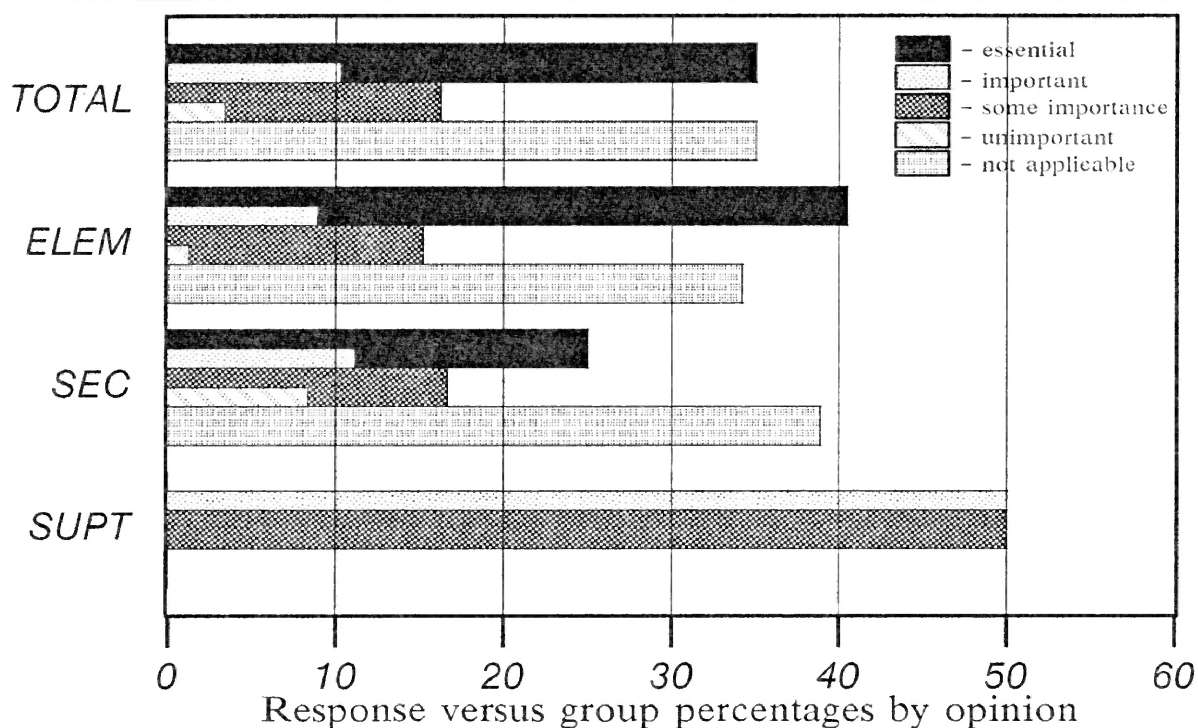
Figure / Table 36 (continued)
Question 36S2 – Elementary school administrator experience

Response versus group percentages by opinion

- essential
- important
- some importance
- unimportant
- not applicable
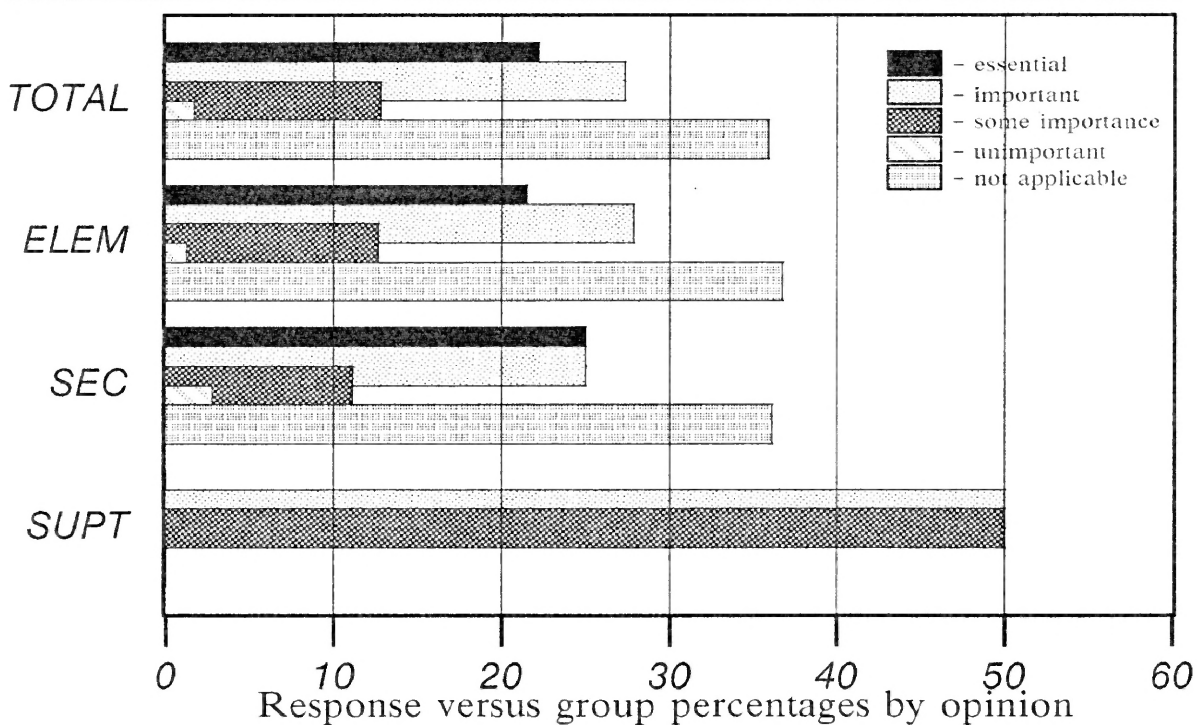
Figure / Table 36 (continued)
Question 36S3 – Secondary school teaching experience

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
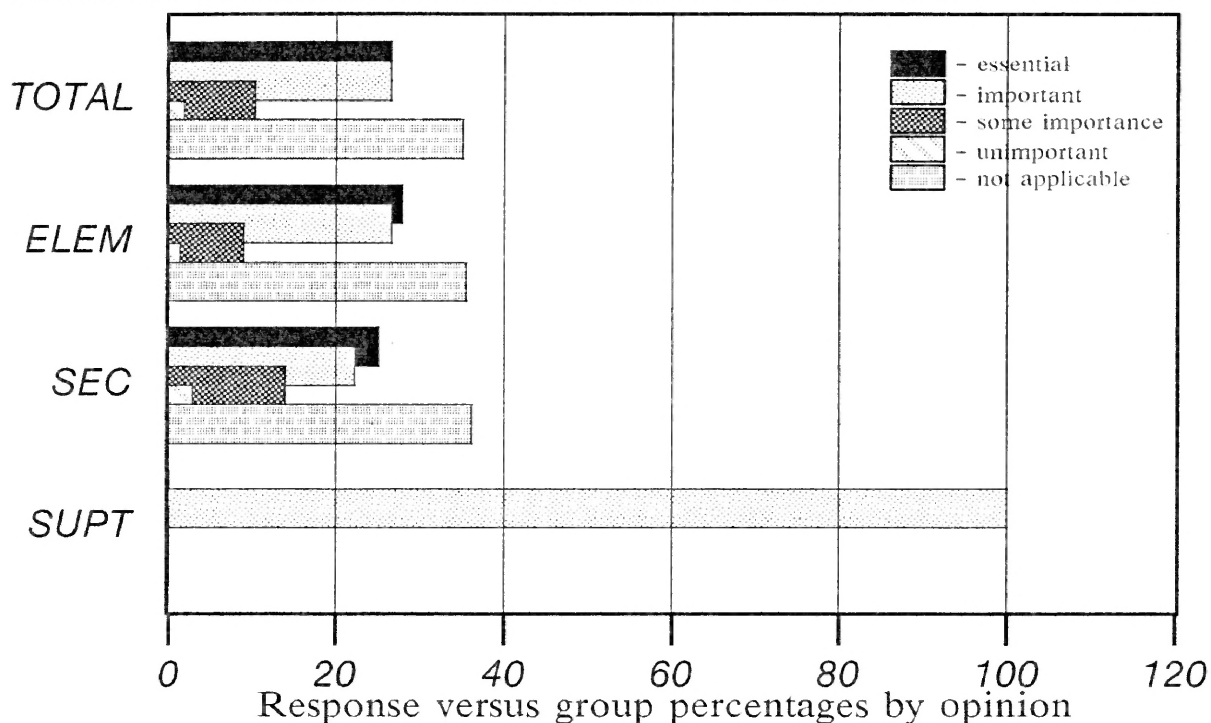
Figure / Table 36 (continued)
Question 36S4 – Secondary school administrator experience

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
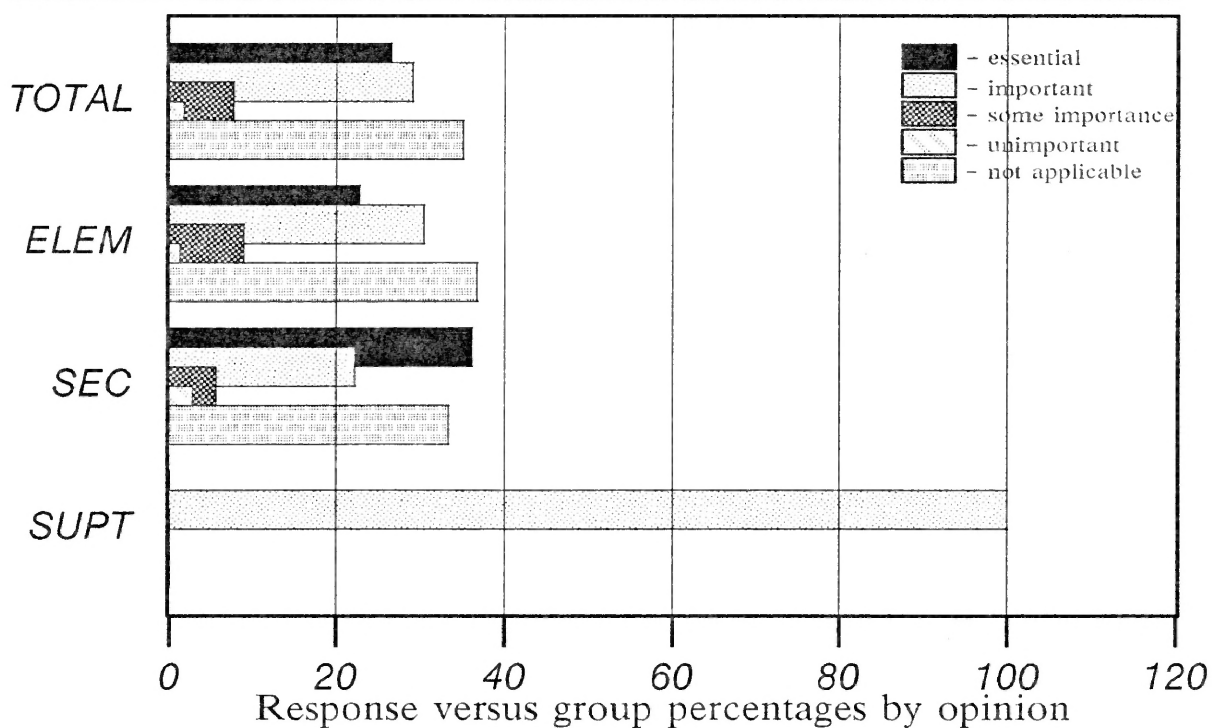
Figure / Table 36 (continued)
Question 36S5 – Administrative experience in central office

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
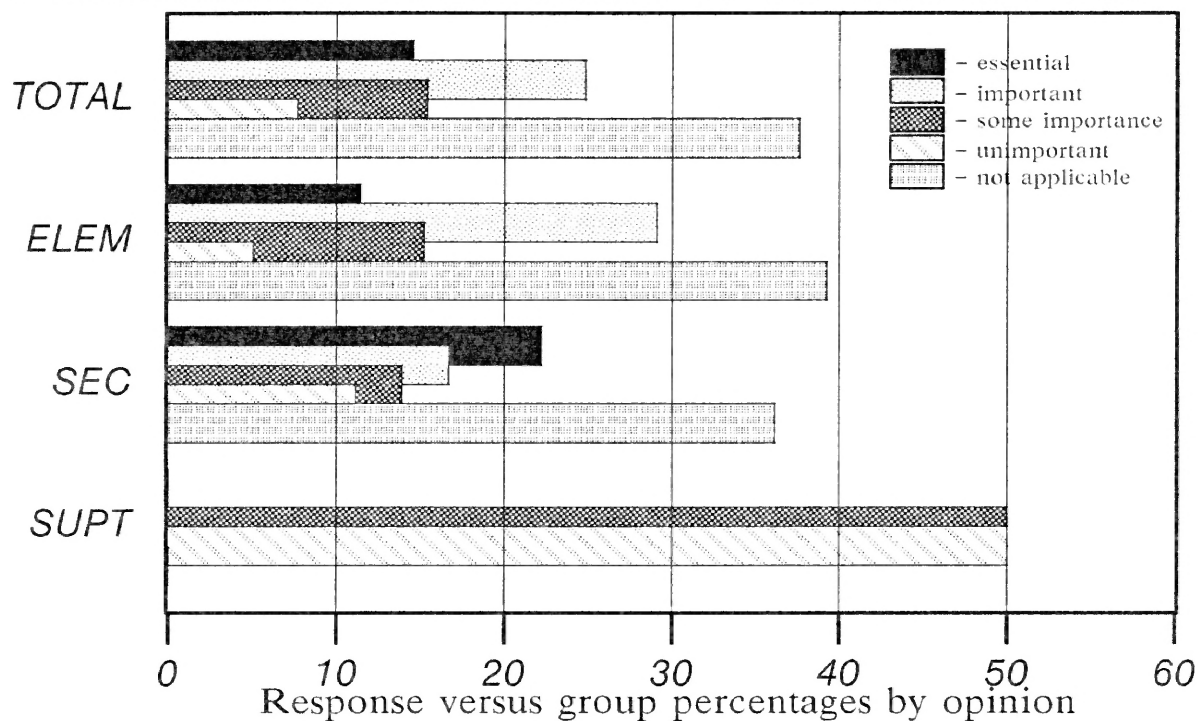
Figure / Table 36 (continued)
Question 36S6 – Unusual ability to live with high pressure job

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable

68
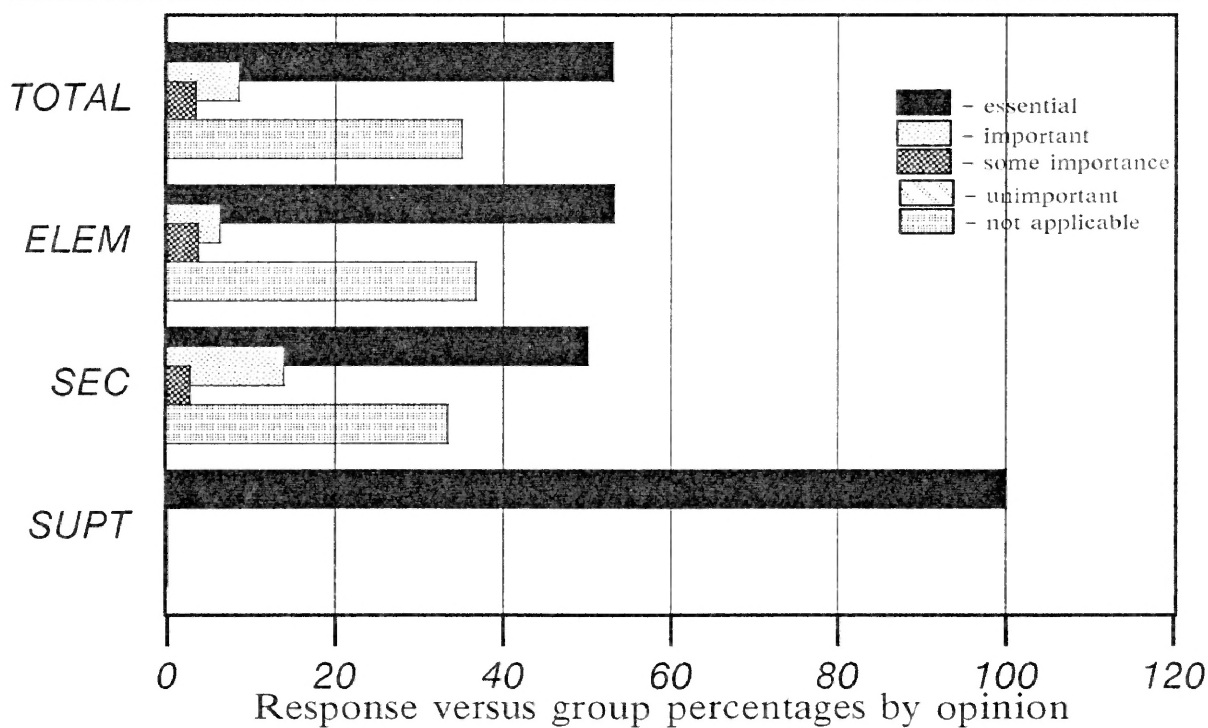
Figure / Table 36 (continued)
Question 36S7 – An unusual understanding of people

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
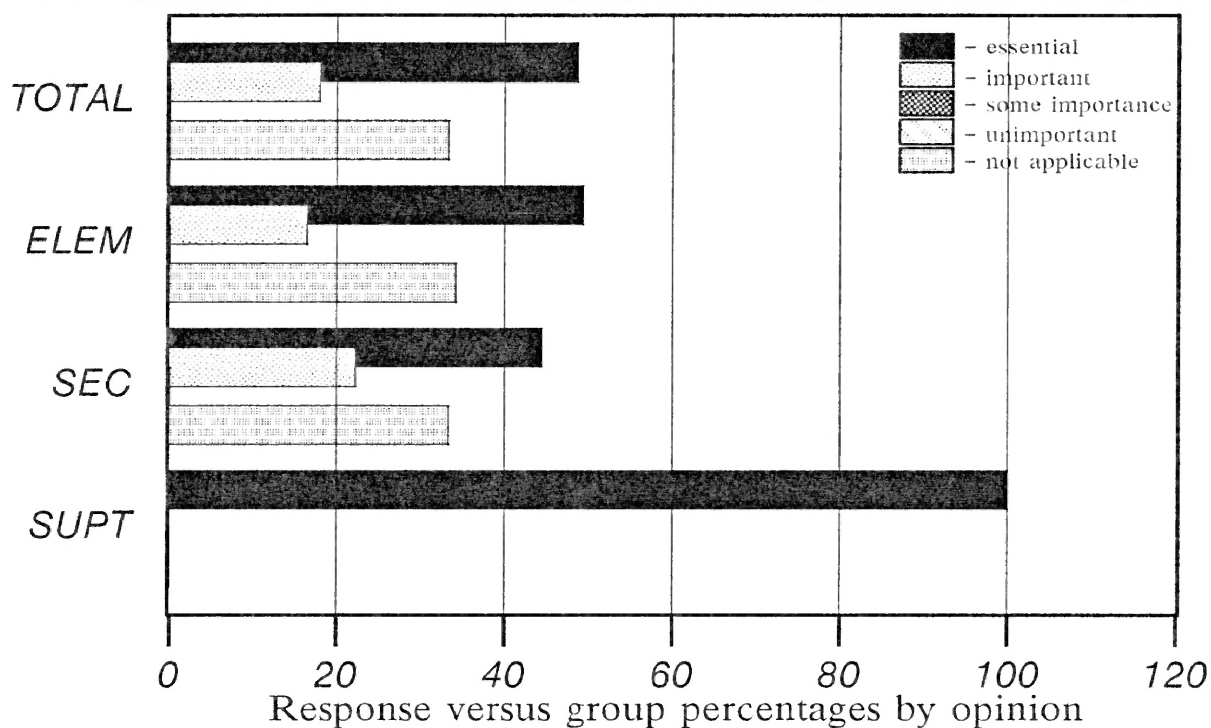
Figure / Table 36 (continued)
Question 36S8 – High intelligence

Response versus group percentages by opinion

Legend:
- essential
- important
- some importance
- unimportant
- not applicable
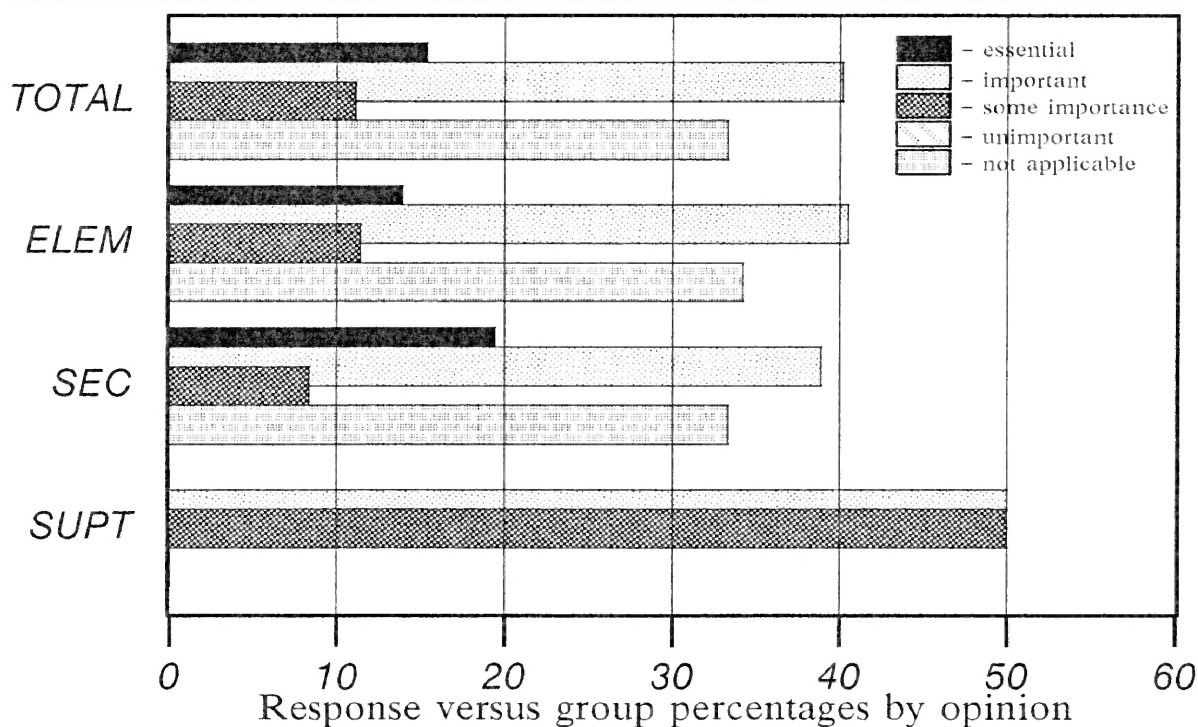
Figure / Table 36 (continued)
Question 36S9 – Ability to handle the many technical aspects of the job

Response versus group percentages by opinion
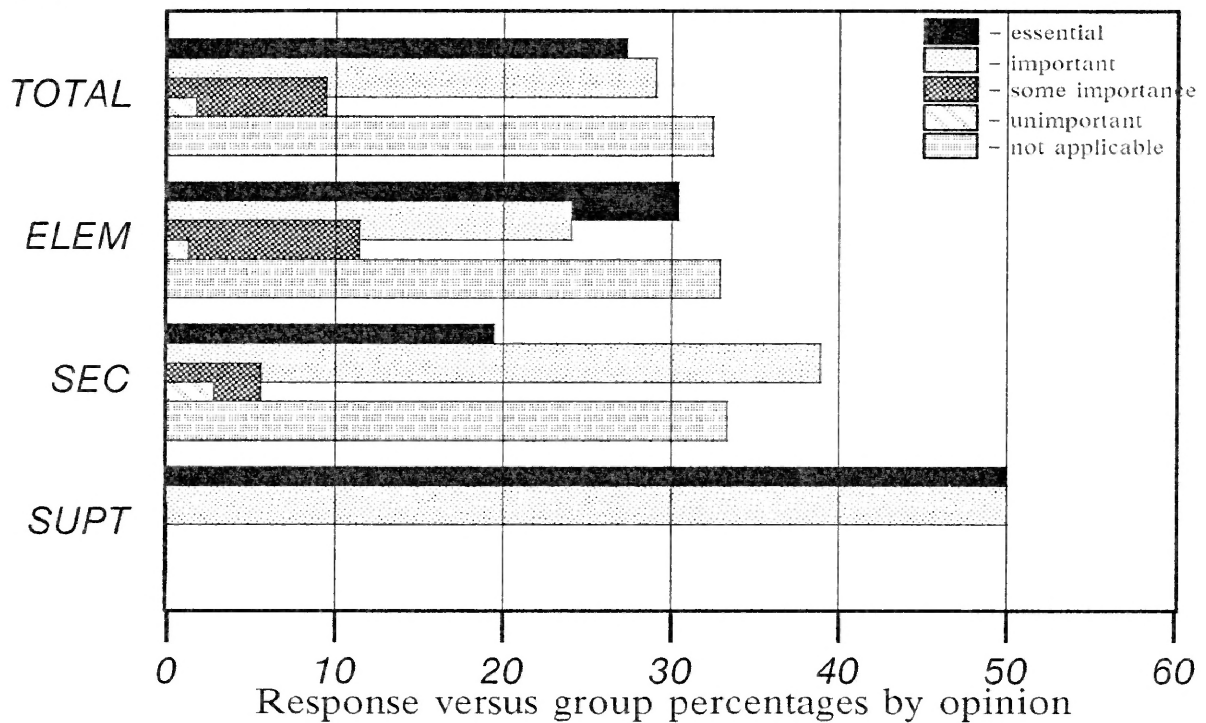
Question / Response	(total)		(elem)		(sec)		(supt)	
Q36S1 essential	41	35.04	32	40.51	9	25.00	0	0.00
important	12	10.26	7	8.86	4	11.11	1	50.00
some importance	19	16.24	12	15.19	6	16.67	1	50.00
unimportant	4	3.42	1	1.27	3	8.33	0	0.00
not applicable	41	35.04	27	34.18	14	38.89	0	0.00
Q36S2 essential	26	22.22	17	21.52	9	25.00	0	0.00
important	32	27.35	22	27.85	9	25.00	1	50.00
some importance	15	12.82	10	12.66	4	11.11	1	50.00
unimportant	2	1.71	1	1.27	1	2.78	0	0.00
not applicable	42	35.90	29	36.71	13	36.11	0	0.00
Q36S3 essential	31	26.50	22	27.85	9	25.00	0	0.00
important	31	26.50	21	26.58	8	22.22	2	100.00
some importance	12	10.26	7	8.86	5	13.89	0	0.00
unimportant	2	1.71	1	1.27	1	2.78	0	0.00
not applicable	41	35.04	28	35.44	13	36.11	0	0.00

Figure / Table 36 (continued)

Question / Response	(total)	(elem)	(sec)	(supt)
Q36S4 essential	31 26.50	18 22.78	13 36.11	0 0.00
important	34 29.06	24 30.38	8 22.22	2 100.00
some importance	9 7.69	7 8.86	2 5.56	0 0.00
unimportant	2 1.71	1 1.27	1 2.78	0 0.00
not applicable	41 35.04	29 36.71	12 33.33	0 0.00
Q36S5 essential	17 14.53	9 11.39	8 22.22	0 0.00
important	29 24.79	23 29.11	6 16.67	0 0.00
some importance	18 15.38	12 15.19	5 13.89	1 50.00
unimportant	9 7.69	4 5.06	4 11.11	1 50.00
not applicable	44 37.61	31 39.24	13 36.11	0 0.00
Q36S6 essential	62 52.99	42 53.16	18 50.00	2 100.00
important	10 8.55	5 6.33	5 13.89	0 0.00
some importance	4 3.42	3 3.80	1 2.78	0 0.00
unimportant	0 0.00	0 0.00	0 0.00	0 0.00
not applicable	41 35.04	29 36.71	12 33.33	0 0.00
Q36S7 essential	57 48.72	39 49.37	16 44.44	2 100.00
important	21 17.95	13 16.46	8 22.22	0 0.00
some importance	0 0.00	0 0.00	0 0.00	0 0.00
unimportant	0 0.00	0 0.00	0 0.00	0 0.00
not applicable	39 33.33	27 34.18	12 33.33	0 0.00
Q36S8 essential	18 15.38	11 13.92	7 19.44	0 0.00
important	47 40.17	32 40.51	14 38.89	1 50.00
some importance	13 11.11	9 11.39	3 8.33	1 50.00
unimportant	0 0.00	0 0.00	0 0.00	0 0.00
not applicable	39 33.33	27 34.18	12 33.33	0 0.00
Q36S9 essential	32 27.35	24 30.38	7 19.44	1 50.00
important	34 29.06	19 24.05	14 38.89	1 50.00
some importance	11 9.40	9 11.39	2 5.56	0 0.00
unimportant	2 1.71	1 1.27	1 2.78	0 0.00
not applicable	38 32.48	26 32.91	12 33.33	0 0.00

Note.   Question descriptors applying to the qualifications for entering educational administration as a superintendent:

Q36S1– Elementary school teaching experience
Q36S2– Elementary school administrator experience
Q36S3– Secondary school teaching experience
Q36S4– Secondary school administrator experience
Q36S5– Administrative experience in central office
Q36S6– Unusual ability to live with high pressure job
Q36S7– An unusual understanding of people
Q36S8– High intelligence
Q36S9– Ability to handle the many technical aspects of the job

BARRIERS (INTERNAL / EXTERNAL)

| Figure / Table 37 |
| Question 37I1 to I13 – Internal barriers to women who wish to obtain positions in the field of administration. |

Question	(total)		(elem)		(sec)	
Q37I1	21	17.95	14	17.72	7	19.44
Q37I2	44	37.61	30	37.97	12	33.33
Q37I3	29	24.79	20	25.32	7	19.44
Q37I4	51	43.59	32	40.51	17	47.22
Q37I5	29	24.79	22	27.85	5	13.89
Q37I6	45	38.46	29	36.71	14	38.89
Q37I7	66	56.41	46	58.23	19	52.78
Q37I8	50	42.74	36	45.57	14	38.89
Q37I9	49	41.88	34	43.04	15	41.67
Q37I10	42	35.90	28	35.44	13	36.11
Q37I11	40	34.19	25	31.65	14	38.89
Q37I12	42	35.90	29	36.71	13	36.11
Q37I13	63	53.85	42	53.16	20	55.56

Note.   Question descriptors (internal barriers):

Q37I1   – Race
Q37I2   – Age
Q37I3   – Husband's occupation
Q37I4   – Children
Q37I5   – Marital status (married, unmarried, divorced)
Q37I6   – Role conflict with spouse
Q37I7   – Low risk taking
Q37I8   – Passiveness
Q37I9   – Fear of challenge
Q37I10   – Lack of administrative experience
Q37I11   – Low job seeking perseverance
Q37I12   – Low motivation
Q37I13   – Low self–confidence

Figure / Table 37 (continued)
Question 37I1 to I13 – Internal barriers to women who wish to obtain
positions in the field of administration.

Response versus percentages by group

73
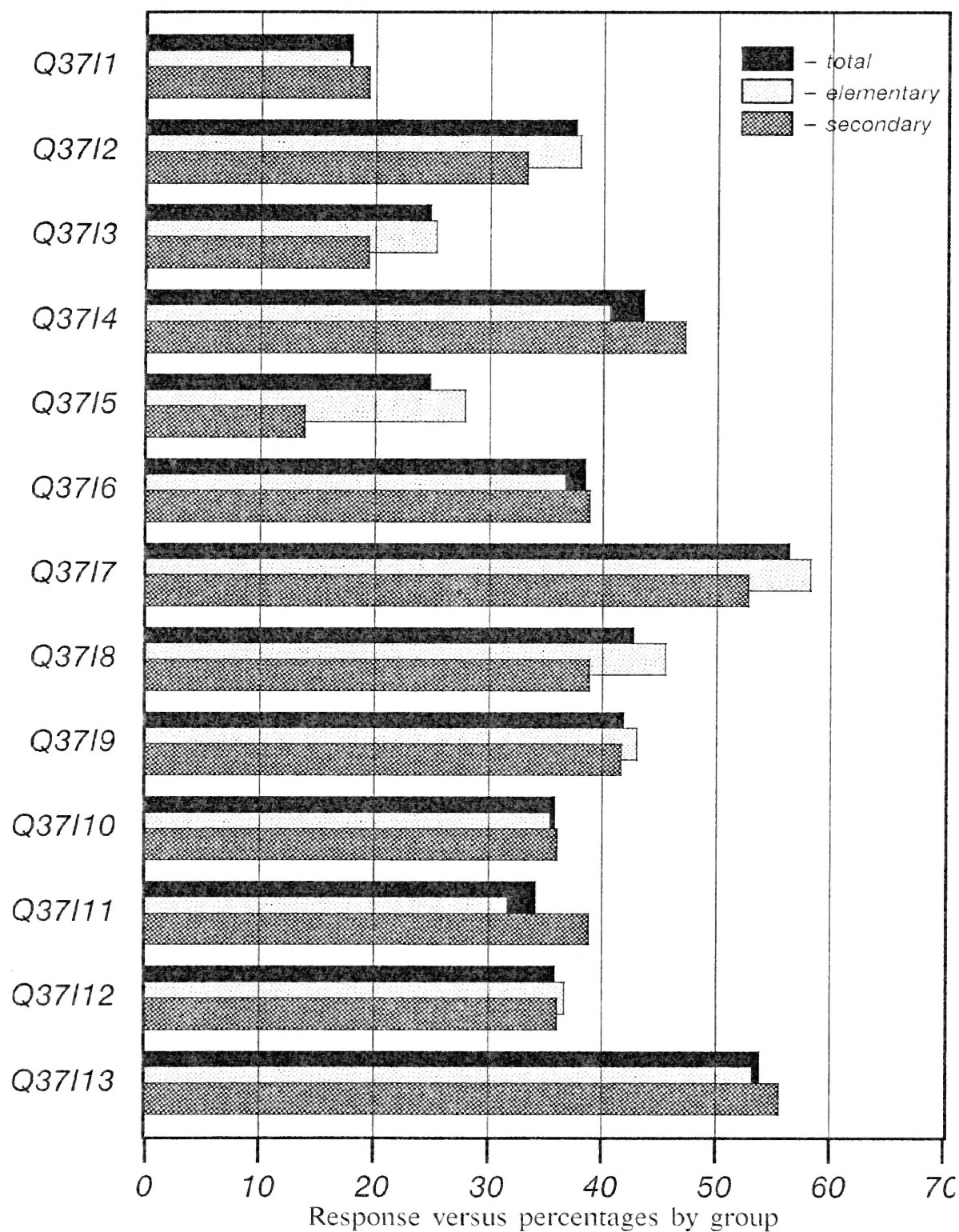
Figure / Table 37 (continued)
Question 37E1 to E16 – External barriers to women who wish to obtain positions in the field of administration.
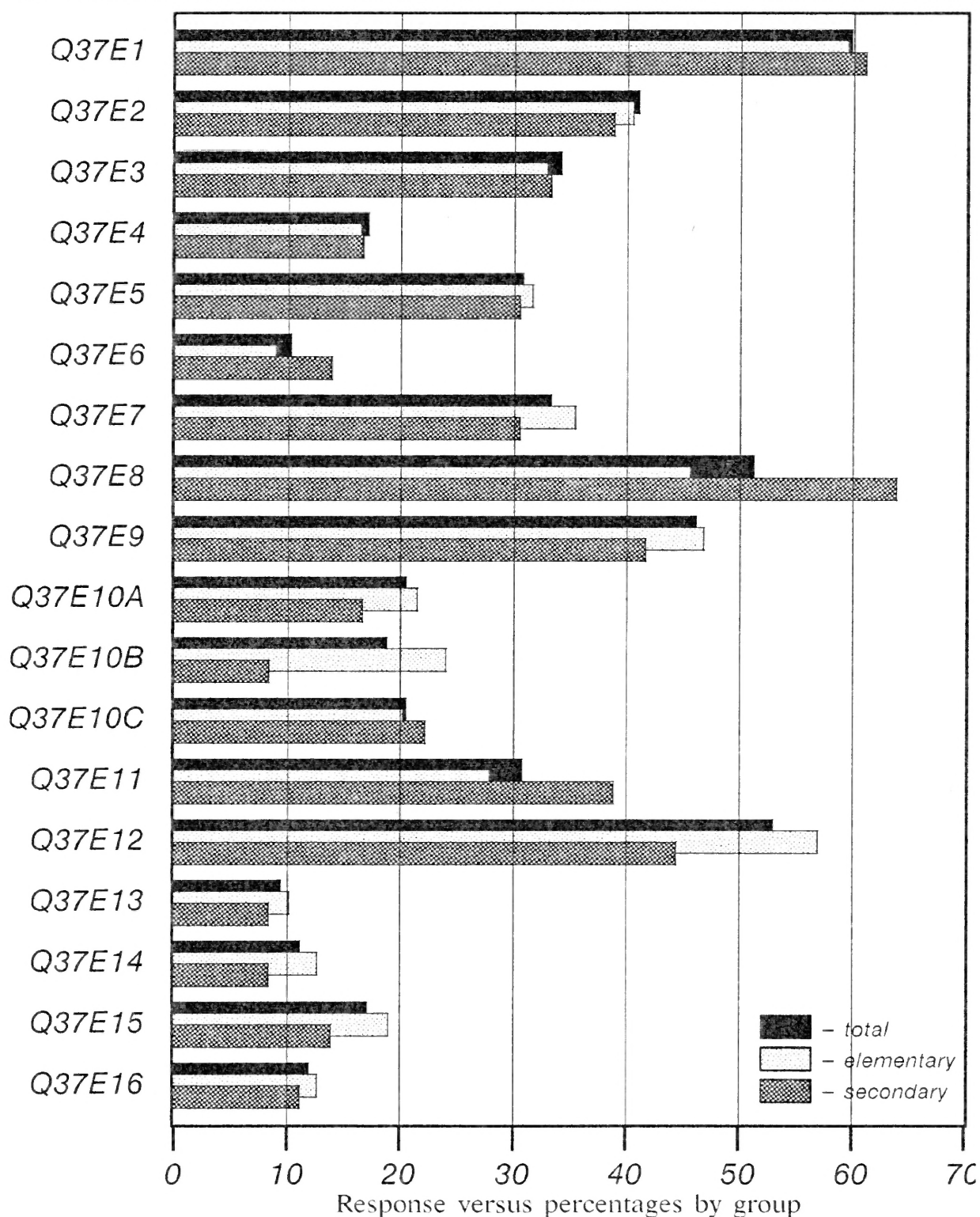
Figure / Table 37 (continued)

Question	(total)		(elem)		(sec)	
Q37E1	70	59.83	47	59.49	22	61.11
Q37E2	48	41.03	32	40.51	14	38.89
Q37E3	40	34.19	26	32.91	12	33.33
Q37E4	20	17.09	13	16.46	6	16.67
Q37E5	36	30.77	25	31.65	11	30.56
Q37E6	12	10.26	7	8.86	5	13.89
Q37E7	39	33.33	28	35.44	11	30.56
Q37E8	60	51.28	36	45.57	23	63.89
Q37E9	54	46.15	37	46.84	15	41.67
Q37E10A	24	20.51	17	21.52	6	16.67
Q37E10B	22	18.80	19	24.05	3	8.33
Q37E10C	24	20.51	16	20.25	8	22.22
Q37E11	36	30.77	22	27.85	14	38.89
Q37E12	62	52.99	45	56.96	16	44.44
Q37E13	11	9.40	8	10.13	3	8.33
Q37E14	13	11.11	10	12.66	3	8.33
Q37E15	20	17.09	15	18.99	5	13.89
Q37E16	14	11.97	10	12.66	4	11.11

Note.   Question descriptors (external barriers):

Q37E1   – Societal preference for male
Q37E2   – Women are not considered to be as well qualified
Q37E3   – Sex discrimination
Q37E4   – Males are better suited for the position
Q37E5   – School boards prefer males
Q37E6   – Female school board members
Q37E7   – Difficulty in finding a mentor
Q37E8   – Different socialization patterns for males and females
Q37E9   – Females not viewed as well qualified leaders as males
Q37E10A – Lack of encouragement from family
Q37E10B – Lack of encouragement from college professors
Q37E10C – Lack of encouragement from colleagues
Q37E11   – Lack of visibility, i.e., coaching, co-curricular activities, etc.
Q37E12   – Unwillingness to relocate
Q37E13   – No information on job openings
Q37E14   – No available openings
Q37E15   – Need for job security
Q37E16   – Lack of central office position

Figure / Table 38
Question 38 – Do you feel males find it difficult to take orders from female administrators?
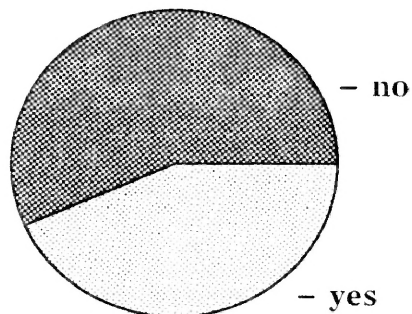
NUMBER		RESPONSE
51	43.59	yes
66	56.41	no
117	100.0	TOTAL

Figure / Table 39
Question 39 – Do you think females find it difficult to take orders from female administrators?
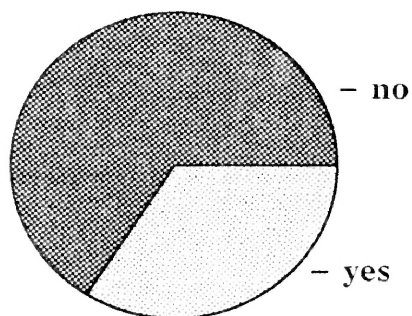
NUMBER		RESPONSE
40	34.19	yes
77	65.81	no
117	100.0	TOTAL

FUTURE GOALS AND ASPIRATIONS

Figure / Table 40

Question 40 – Do you plan to work as an administrator until retirement?
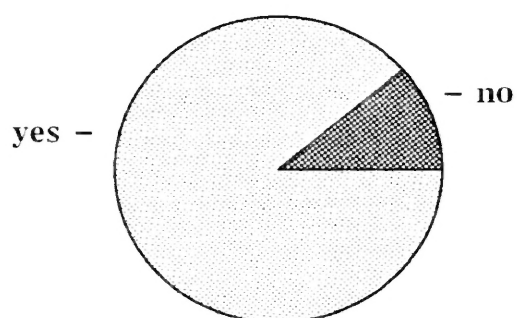
NUMBER		RESPONSE
104	88.89	yes
13	11.11	no
117	100.0	TOTAL

Figure / Table 41

Question 41 – Do you plan on seeking a career as a superintendent?
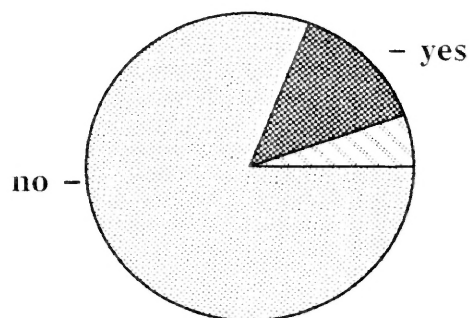
NUMBER		RESPONSE
95	81.20	no
16	13.68	yes
6	6.12	no response
117	100.0	TOTAL

```
┌─────────────────────────────────────────────────────────────┐
│              Figure / Table 41 (continued)                  │
│    Question 41A – Career as superintendent, why not?        │
└─────────────────────────────────────────────────────────────┘
```


response as a percentage of each group
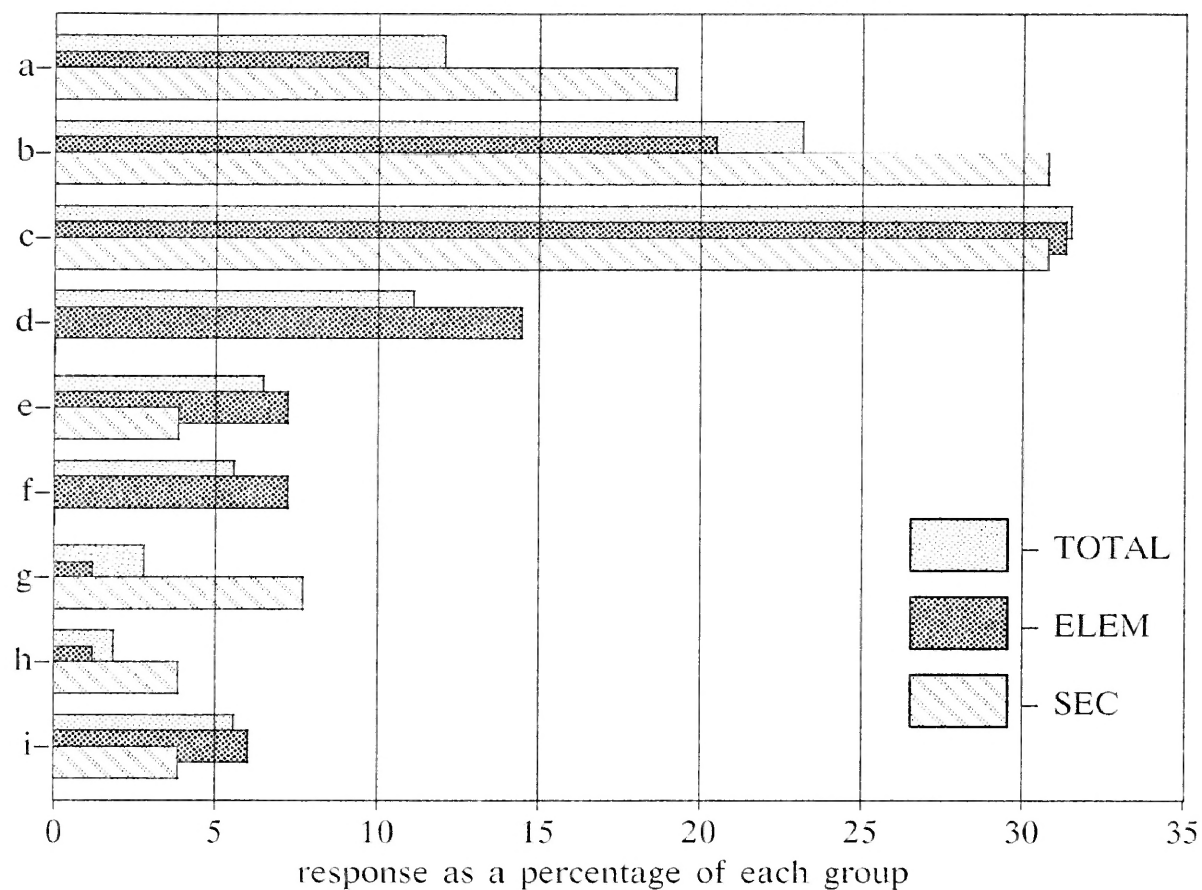
	RESPONSE	(total)		(elem)		(sec)	
a	No interest	13	12.04	8	9.64	5	19.23
b	Isolation	25	23.15	17	20.48	8	30.77
c	Position satisfaction	34	31.48	26	31.33	8	30.77
d	Undesirable job descrp	12	11.11	12	14.46	0	0.00
e	Stress	7	6.48	6	7.23	1	3.85
f	Retirement	6	5.56	6	7.23	0	0.00
g	Cannot relocate	3	2.78	1	1.20	2	7.69
h	Female descrimination	2	1.85	1	1.20	1	3.85
i	Other	6	1.85	5	5.56	1	3.85

Note. Other – "teach college, would like to advance but, not to superintendency"

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to gather personal, professional, and educational background information from practicing female school administrators and present that information along with national related literature findings to determine if the female administrator in Nebraska is typical of other female school administrators across the United states, and to state the barriers and reasons perceived by these women why females continue to be underrepresented in school administrative positions and in particular the role of the school superintendent.

The questionnaire administered and the phone interview conducted allowed the female administrators to answer personal questions and state their attitudes, reasons, and perceptions to the five major areas of information requested.

The objectives to be achieved in this study include a presentation of the data and analysis of the information obtained from the questionnaires and phone interview.

The following activities were carried out in the development of the study.

1)   An examination was made of available literature on the topic of female school administrators and female school superintendents.

2)   A questionnaire was designed.

3)   A selection of female school administrators was made to receive the questionnaire.

4)   Telephone interviews were conducted with the two current female school superintendents.

5)   Following an analysis of the completed and returned questionnaires, conclusions and recommendations were made by the writer.

Conclusions

According to the data collected from the questionnaire and supporting the literature researched in this study, the following conclusions were drawn:

1)   Female administrators generally feel that men are considered by society to be better suited for school administrative positions.

2)   Sex bias is involved in evaluating the performance abilities of females.

3)   Women may be afraid of failure and therefore are less likely to apply for positions in educational administration.

4) Criteria other than job performance and qualifications are used in considering females for administrative roles.

5) Women lack support groups.

6) Women feel mentors are important.

7) Females continue to be underrepresented in school administrative roles, however the percent is gradually increasing.

8) The majority of female administrators plan on working in administration until retirement.

9) The majority of female administrators are not interested in becoming a school superintendent because:

a) They are happy with their present positions and feel this is where they can be of greatest value to education, and they receive personal satisfaction working directly with staff and students.

b) They would not like the isolation of the superintendent's position.

c) Management, financial planning, budgeting and the politics of the superintendent's position are of little interest to female school administrators.

d) Some feel that females would not be given fair consideration in applying for the superintendent's position simply because they are females.

10) Female administrators feel that the ability to have an unusual understanding of people and an unusual

ability to live with the high-pressure job are essential

qualifications for entering educational administration.

11) Only 10 percent of the females responding

possessing a Specialist or Doctorate degree are interested

in pursuing a career as a superintendent.

12) The majority of women will apply for positions in

educational administration one to three times and are more

likely not to apply after that.

13) The majority of women would choose to enter into

the field of educational administration if they had it to

do over again.

14) A greater percentage of teachers applying for

positions in educational administration will advance

directly from teacher to principal at the elementary

level. Secondary principals generally follow more steps in

their career path before advancing to head principal

position.

15) Women feel that the following are the top three

reasons they were selected over other candidates for the

administrative position they now occupy.

  a) Working very hard to prove themselves.

  b) Experience along with qualifications.

  c) Human relations skills.

16) Women feel they were not accepted in positions

they have applied for because they lacked experience,

positions were too competitive, and that males were preferred for those positions.

17) In the following order most women became interested in educational administration because:

    a)   Gave them a sense of achievement.

    b)   They enjoy being a leader.

    c)   Received encouragement from administration.

    d)   The work was more challenging.

    e)   Greater impact on policy and program.

    f)   Opportunity for increased salaries and they received encouragement from other teachers.

18) The majority of women feel that being knowledgeable with self-confidence and leadership skills are the best characteristics females can possess to obtain educational administrative positions and the least favorable are aggressiveness, nonassertiveness and a lack of human relation skills.

19) In descending order the most common internal barriers for females aspiring an administrative role are:

    a)   Low risk taking

    b)   Low self-confidence

    c)   Children

    d)   Passiveness

    e)   Fear of challenge

    f)   Role conflict with spouse

    g)   Age

20) Again in descending order, the most common external barriers are:

    a)   Societal preference for a male

    b)   Unwillingness to relocate

    c)   Different socialization patterns for males and females

    d)   Females are not viewed as well qualified leaders

    e)   Women are not considered as well qualified

    f)   Sex discrimination

    g)   Difficulty in finding a mentor

Recommendations

Based on the findings and literature researched in this study, the following recommendations are presented for those females aspiring a career in school administration and, in particular, that of the school superintendency.

1) Expect rejections along the way, but do not give up. Continue to apply; persistence and determination are key factors.

2) Recognize the barriers to females aspiring an administrative role and acquire the skills to overcome them.

3) Define your goals and create a strategy for achieving them.

4) Be yourself; do not try to be masculine, it will work against you. Establish yourself and surround yourself with a network of male and female administrators.

5) Secure the appropriate credentials. Be visible and become involved in all aspects of schooling and community involvement.

6) Those aspiring a role as a superintendent need a wide and versatile background in elementary and secondary experiences. Be competent in every job in the district.

7) Overcome a sense of entitlement, recognize that to obtain the position you desire you may have to go through many experiences and channels to reach the level you are seeking.

8) Recognize that the superintendent's position is political, difficult, and time consuming.

9) Be assertive, not aggressive. Overcome a feminist attitude.

10) Cooperate and be supportive of everyone, male or female, and do not play favorites.

11) Maintain a sense of fairness and honesty and keep a sense of humor!

REFERENCES

Biklen, S. K. & Brannigan, M. B. (Eds.). (1980). Women and educational leadership. Lexington, MA: D. C. Heath.

Bonuso, C. & Shakeshaft, C. (1982, March). The influence of gender in the selection of secondary school principals. [Paper]. Annual Meeting of the American Educational Research Association. New York, N.Y.

Collins, L. (1977). About those few females who scale the heights of school management. Integrated Education, 15 (1), 19-21.

Dodgson, J. (1986). Do women in education need mentors? Education Canada, 26 (1), 28-33.

Dopp, B. K. & Sloan, C. A. (1986). Career development and succession of women to the superintendency. Clearing House, 60 (3), 120-126.

Erickson, K. A., & Ditner, N. J. The mentor concept is alive and well. NASSP Bulletin, 64 (440), 8-13.

Estler, S. E. (1975). Women as leaders in public education. Signs: Journal of Women in Culture and Society, 1 (2), 363-387.

Frasher, R., Frasher, J. M., & Hardwick, K. (1982). The female superintendent. Journal of NAWDAC, 46 (1), 36-41.

Gallant, T. F. (1980). The vice principalship: An important step on the administrative career ladder. NASSP Bulletin, 64 (440), 28-32.

Gipps, C. J. (1986, October). Influential criteria in the initial selection of assistant principal candidates: A case study of determining factors in resume analysis. [Paper]. Annual Meeting of Mid-western Educational Research Association. Chicago, IL.

Gotwalt, N. & Towns, K. (1986). Rare as they are, women at the top can teach us all. Executive Educator, 8 (12), 13-14, 29.

Gribskov, M. (1980). Feminism and the woman school administrator. In S. Biklen & M. Brannigan (Eds.), Women and Educational Leadership (pp. 77-91). Lexington, MA: D. C. Heath and Company.

Gross, N. & Trask, A. E., (1976). The sex factor and the management of schools. New York: Wiley.

Hanscot, E. & Tyack, D. (1981). The dream deferred: A golden age for women school administrators. Stanford, CA: Institute for Research on Educational Finance and Governance, School of Education, Stanford University.

Kanter, R. M. (1977). Men and women of the corporation. New York: Vantage Books.

Lyman, K. D. & Speizer, J. J. (1980). Advancing in school administration: A pilot project for women. Harvard Educational Review, 50 (1), 25-38.

Maienza, J. G. (1986). The female superintendent: Another
    perspective. Journal of NAWDAC, 49 (3), 30-36.

Marshall, S. A. (1986). Women reach for the top spot. The
    School Administrator, 43 (10), 10-13.

McDade, T. & Drake, J. M. (1982). Career path models for
    women superintendents. Journal of Educational
    Research, 75 (4), 210-217.

Ortiz, F. I., & Covel, J. (1978). Women in school
    administration. Urban Education 13 (2), 213-235.

Pavan, B. N. (1985, October). Certified but not hired:
    Women administrators in Pennsylvania. [Paper].
    Annual Meeting of the Research on Women in Education
    Conference, Boston, MA.

Reed, R. D. (1975). The socialization of the secondary
    vice-principal. In L. W. Criswell (Ed.),
    Socialization and Training into School Administrative
    Role (pp. 4-8). Papers presented at the Annual
    Meeting of the California Educational Research
    Association, San Diego, CA.

Schmuck, P. A., Carlson, R. O., Charters, W. W. Jr.
    (1981). Educational policy and management: Sex
    differentials. New York: Academic Press.

Stansbury, K., Thomas, L. & Wiggins, T. (1984, Summer).
    Women in leadership and implications for affirmative
    action. Journal of Educational Equity and Leadership,
    4 (2), 99-113.

Stockard, J. (1984). Career patterns of high-level women

    school administrators. Journal of NAWDAC, 48 (1),

    36-44.

Tibbetts, S. L. (1980). The woman principal: Superior to

    the male? Journal NAWDAC, 43 (4), 15-18.

Wiggins, T. & Coggins, C. (1986). Gender bias in

    superintendent selection: A projective analysis.

    Journal of Educational Research, 80 (2), 115-120.

APPENDIX A

QUESTIONNAIRE

ADMINISTRATOR QUESTIONNAIRE

Personal Background

1. Title _____ Level _____
2. Age: Under 40___   40-49___   50-59___   60-69___
3. Race _____
4. Marital Status: Married___   Single___   Divorced___
      Widowed___   Separated___
5. Number of children _____
6. Level of Father's Education _____
7. Level of Mother's Education _____
8. Type of community where born (Rural, Small
      Town/City, Medium Sized City, Suburb of
      Metropolitan Area, Large City) . . . . . _____
9. State where employed (Same as birth,
      different from birth) . . . . _____
10. Did your parents put a high priority on
      education? Yes or No? . . . . _____
      On Academic achievement? Yes or No? . . _____
11. As you were growing up were you involved in:
      Church Activities___   Community Activities___
      Sports___ Drama___   Music, Band, Orchestra___
      Traditional "girls" School Clubs, i.e., Pep-Club,
      FHA___
12. Parent who influenced you most (or equally)_____
13. Person/persons who influenced you most in your decision
      to enter educational administration _____
14. As you pursued your career, who did your greatest
      support come from: Husband___   Children___
      Female Co-workers___   Male Co-Workers___

Educational and Professional Background

15. What was the approximate enrollment of the school where
      you received your high school diploma . _____
16. At what age did you take your first job
      in education . . . . _____
17. What is your total years of classroom
      experience . . . . _____
18. How many times have you applied for a
      position in administration . . . . _____
19. How many times were you accepted . . . . . _____
      Not Accepted . . . . _____
         What do you feel the reasons are? _____
      _____
      _____

20. At what age were you appointed to your
    first administrative or supervisory
    position . . . . _____

21. How long was it from the time you obtained
    your administrative certificate until you
    received your first administrative
    position? . . . . _____

22. If you received your first administrative
    position before obtaining a certificate
    in administration, how much time elapsed
    between the two events? . . . . _____

23. How many times have you applied for a
    superintendency position . . . . _____
    Accepted . . . . _____
    Unaccepted . . . . _____

24. At what age did you first apply for a
    superintendency position . . . . _____

25. At what age were you appointed to your
    first superintendency . . . . _____

26. How many years have you held your present
    superintendency? (Count present year as
    ONE.) . . . . _____

27. How many years of experience in all have
    you had as a superintendent? (Count
    present year as ONE.) . . . . _____

28. In how many different school districts
    have you served as superintendent?
    (Count present district as ONE.) . . . . _____

29. Have you completed a graduate program of
    studies in educational administration
    -- Yes or No . . . . _____
    If your answer is Yes, please supply the
    following information:
    a) Endorsement Only, Masters, Specialist,
        or Doctorate Degree(s) . . . . _____
    b) Your age at the time you started this
        graduate study . . . . _____
    c) Your age when you completed it . . . . _____

30. List in the appropriate blanks below
    degrees you have received and their
    major/minor fields:

	Degree Received	Fields	
		Major	Minor
a)	_____	_____	_____
b)	_____	_____	_____
c)	_____	_____	_____
d)	_____	_____	_____
e)	_____	_____	_____
f)	_____	_____	_____

31. In this section please list your educational career
    from first to present job.
    Please list in chronological order.

Position	Total Years in that Position	Age	
		From	To

32. If you had it to do all over again, would you choose
    educational administration? Check one:

    _____ Certainly would   _____ Probably would not
    _____ Probably would   _____ Certainly would not
    _____ Uncertain

Recruitment and Selection

33. Please give three reasons why you think boards of
    education have selected you over other candidates for
    the administrative positions you have held:
    a) _____
    b) _____
    c) _____

34. Why did you become interested in educational
    administration. Check as many as apply:

    _____ There was a shortage of administrative
            personnel in my region.
    _____ Administration offered a better opportunity for
            service.
    _____ Greater impact on policy and program.
    _____ Increased salaries.
    _____ Greater chances for mobility.
    _____ The work was more challenging.
    _____ Sense of achievement.
    _____ Received encouragement from boards of
            education.
    _____ Received encouragement from other
            administrators.
    _____ Received encouragement from other teachers.
    _____ Enjoyment of the power.
    _____ I enjoy being a leader.
    _____ Position of prestige.
    _____ Other: _____

35. What do you feel is the greatest characteristic a
    female can possess to obtain a position in
    administration_____
    Least Favorable_____
36. How important, in your opinion, are the following
    qualifications for entering educational
    administration. Mark each item according to the
    following:
    A = Essential B = Important C = Of Some Importance
     D = Unimportant NA = Not Applicable
    Principal/Vice

Principal	Superintendency	
		Elementary school teaching experience
		Elementary school administrator experience
		Secondary school teaching experience
		Secondary school administrator experience
		Administrative experience in central office
		Unusual ability to live with high pressure job
		An unusual understanding of people
		High intelligence
		Ability to handle the many technical aspects of the job

Barriers

37. There are some barriers (internal and external) to
    women who wish to obtain positions in the field of
    administration. Please check the ones you feel apply:
    Internal:

    _____ Race   _____ Passiveness
    _____ Age   _____ Fear of challenge
    _____ Husband's occupation   _____ Lack of adminis-
    _____ Children   trative exper-
    _____ Marital Status   ience
           a) Married   _____ Low job secking
           b) Unmarried   perseverance
           c) Divorced   _____ Low job seeking
    _____ Role conflict with   perseverance
           spouse   _____ Low motivation
    _____ Low risk taking   _____ Low self-
                                              confidence

- 4 -

External:
_____ Societal preference for male
_____ Women are not considered to be as well
     qualified
_____ Sex discrimination
_____ Males are better suited for the position
_____ School boards prefer males
_____ Female school board members
_____ Difficulty in finding a mentor
_____ Different socialization patterns for males and
     females
_____ Females not viewed as well qualified leaders as
     males
_____ Lack of encouragement from:
      _____ Family
      _____ College professors
      _____ Colleagues
_____ Lack of visibility, i.e., coaching,
     co-curricular activities, committee work
_____ Unwillingness to relocate
_____ No information on job openings
_____ No available openings
_____ Need for job security
_____ Lack of central office position

Other _____

38. Do you feel males find it difficult to take orders from
    female administrators? . . . . Yes___   No___
39. Do you think females find it difficult to take orders
    from female administrators? . . . . . Yes___   No___

Future Goals and Aspirations

40. Do you plan to work as an administrator until
    retirement? . . . . Yes___   No___
41. If you are currently a principal, do you plan on
    seeking a career as a superintendent? Why or why
    not? _____
    _____
    _____

APPENDIX B

COVER LETTER

October 20, 1988

School Administrator
Address
City

Dear School Administrator:

I am currently completing my Specialist Degree in
Educational Administration at the University of Nebraska at
Omaha.

As part of the requirements for the completion of that
degree, I am conducting a study of female administrators in
the state of Nebraska to obtain information about their
personal, educational and professional backgrounds and
perceptions as to why so few females enter into the
superintendency.

I have developed a questionnaire and would appreciate
obtaining your responses.

Any information I acquire during this study will be kept
strictly confidential. Only group statistics will be
reported. Your anonymity is assured.

Thank you in advance for all your efforts to make my study
a success. I would appreciate your reply by October 26.
Please use the stamped envelope for your reply.

Sincerely yours,

Cathy J. Kyles
Millard Central Middle School

pwp

Enclosure