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**A COMPARATIVE STUDY OF THE ISSUES AFFECTING THE ADVANCEMENT
OF MALES AND FEMALES TO THE SUPERINTENDENCY IN INDIANA**

A Dissertation

Presented to

The School of Graduate Studies

Department of Educational Leadership,

Administration, and Foundations

Terre Haute, Indiana

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Joyce A. Fulford

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APPROVAL SHEET

The dissertation of Joyce A. Fulford, Contribution to the School of Graduate Studies, Indiana State University, Series III, Number 878, under the title *A Comparative Study of the Issues Affecting the Advancement of Males and Females to the Superintendency in Indiana* is approved as partial fulfillment of the requirements for the Doctor of Philosophy Degree.

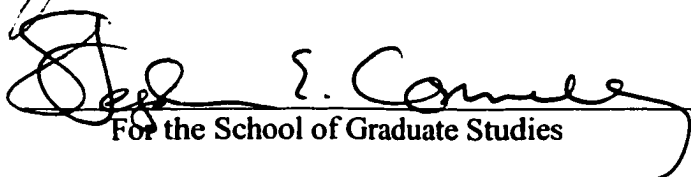
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ABSTRACT

This study sought to identify the factors that impact the decision to seek career advancement to the position of superintendent. The purpose of the study was to clarify the relationship of the personal and professional characteristics and to determine whether these characteristics were different between males and females. The second area under study focused on the internal and external factors associated with the position of superintendent. The final component in the study focused on the mentoring/support process available to females and males. The study further sought to determine the interrelationship of these characteristics and the role they play in making the decision to seek the position of superintendent, and to identify if the patterns of the characteristics are different for males and females.

The methodology of the study utilized the combined method of qualitative and quantitative studies. Furthermore the study was based upon the grounded theory approach of data analysis. This multiple stage data collection approach looks at the interrelationships of various categories of information. Two hundred surveys were sent to public school administrators in Indiana. Subjects were selected from the 2000 Indiana Directory of Schools and the 2000-01 Indiana Association of Public School Administrators Membership Directory. In addition to the analysis of survey data, sixteen participants were selected for a phone interview. One hundred seventeen administrators

responded to the survey, and fourteen agreed to participate in the phone interview.

The study found that the categories under investigation did not yield a difference based upon gender when affecting the decision to become a superintendent or not. The age of entering administration, size and type of district, type of mentoring as well as professional preparation may play more of a role in making this decision than gender.

TABLE OF CONTENTS

	<u>Page</u>
APPROVAL SHEET.....	ii
ABSTRACT.....	iii
LIST OF TABLES.....	viii
Chapter	
1. THE PROBLEM.....	1
Introduction.....	1
Statement of the Problem.....	5
Purpose of the Study.....	5
Research Questions.....	6
Qualitative Data Collection and Analysis.....	6
Definition of Terms.....	9
Delimitations.....	10
Limitations.....	10
Summary and Organization of Study.....	11
2. REVIEW OF THE LITERATURE.....	12
Introduction.....	12
Personal and Professional Characteristics.....	12

Career Paths.....	14
Characteristics of the Job Responsibilities of Superintendent.....	17
Mentoring/Support Systems and Processes.....	20
Summary of Research.....	22
3. RESEARCH METHODS.....	24
Introduction.....	24
Data Sources.....	26
Data Collection Process.....	27
Qualitative Analysis of Data.....	28
Summary.....	30
4. RESULTS AND FINDINGS.....	31
Research Questions.....	31
Data Analysis.....	31
Personal Interviews.....	55
5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....	59
Summary of Findings.....	60
Conclusions.....	67
Recommendations.....	69
Recommendations for Further Study.....	70
REFERENCES.....	71
APPENDIXES.....	74
A. Survey Instrument.....	74

B. Administrative Letter to Participate in Survey.....	77
C. Consent Letter for Personal Interview.....	78
D. Phone Interview Survey.....	79

LIST OF TABLES

<u>Table</u>		<u>Page</u>
4.1	Population Sample.....	32
4.2	Population Sample by Response and Current Position.....	33
4.3	Personal Demographics by Decision to Seek Superintendency.....	34
4.4	Years in Current Position.....	35
4.5	District Enrollment and Type of District.....	36
4.6	Current Degree Held.....	38
4.7	Total Education Experience.....	39
4.8	Administrative Experience.....	39
4.9	Age of First Administrative Position.....	40
4.10	Number of Different School Districts of Employment.....	40
4.11	Current Holders of Superintendent Certificate, and Those Currently Enrolled in Certification Program	42
4.12	Career Paths.....	42
4.13	Comfort Level for Job Responsibilities.....	44
4.14	Factors that Impact the Decision to Seek the Superintendency.....	48
4.15	Mentor Sources.....	52
4.16	Participation in Corporation Level Activities.....	53

		ix
4.17	Types of Feedback Received.....	54

Chapter 1

THE PROBLEM

Introduction

The United States is facing a serious shortage of prospective candidates for the position of public school superintendent according to the report, The U.S. School Superintendent: The Invisible CEO, issued by the Institute for Educational Leadership (1999). The State of Indiana is experiencing the same shortage of administrative candidates. According to a personal conversation with Dr. Robert Boyd, member of the University Superintendent Search Team, in calendar year 1998 there were forty-eight vacancies in the superintendency. In 1999, there were twenty-seven openings as of May. Candidates for the principalship are also dwindling. This suggests that fewer educators are choosing to leave the classroom to move up in public school administration. Since the career path to the superintendency is traditionally from teacher to principal to central office to superintendent, or sometimes, from principal to superintendent, without having individuals enter the administrative career path there will be an even more critical shortage for the position of superintendent.

A study of the superintendency in the United States (Hodgkinson and Montenegro, 1998) found that males occupy 88% of the superintendencies. While there has been an increase in the number of females occupying the office of superintendent, the percentage is still significantly behind the overall percentage of females found in the

public school systems throughout the United States.

The career pathway to the superintendency starts with the principalship. Twenty percent of secondary principals are female, 32% of middle school principals are female, and 53% of elementary principals are females. Moving up the career path to the central office one finds that the majority (i.e., 57%) of central office administrators are female (Hodgkinson and Montenegro, 1998). With so many females in the career path that leads to the superintendency and the potential shortage, the question is why are only 12% of the superintendency filled by females?

Indiana lags behind the United States in the percentage of females holding the top jobs in the public schools. In 2000, there were twenty-six female superintendents in the state of Indiana, which represents approximately 9% of statewide superintendencies. During 1998, with forty-eight vacancies in Indiana, five were filled by women according to R.A. Boyd (Personal communication, May, 1999). Two of the females came from out of state, and three were females who moved from one superintendency to another within the state. In May of 1999 of the twenty-seven superintendent vacancies only one had been filled by a female. There were five potential females in the candidate pool. The 1998-99 Directory of the Indiana Association of Public School Administrators listed 366 members. The breakdown in the membership was 249 male superintendents, eighteen female superintendents, sixty-seven male assistant superintendents and directors, and eleven female assistant superintendents and directors. According to the Indiana Department of Education database, 71.7% of the teachers are female, and 32.5% of the school administrators and superintendents are female.

The question remains as to why so few women seek the top administrative

position when females are the majority in the classroom and in the building level administration? The glass ceiling for the advancement of women does not seem to be a barrier. More boards are willing to look at female candidates as they search for the superintendent.

Ella Flagg Young was superintendent of the Chicago Public Schools in the early part of the twentieth century. At that time she predicted, "In the near future, we shall have more women than men in charge of the vast educational system. It is a woman's natural field, and she is no longer satisfied to do the larger part of the work and yet be denied the leadership" (Gotwalt and Towns, 1986, p. #13). Some eighty years later Young's prediction remains unfulfilled. Historically, women have held administrative positions within the educational system. In the early 1900's, there were eight female state superintendents, and forty-five female district superintendents, and 213 county superintendents in the United States. During this same period of time, women held 6% of the high school principalships, 12% of the junior high principalships, and 55% of the elementary principalships. Contrasted to more recent times, in 1986 women held 4% of the superintendency, 2% of the high school principalships, 3% of the middle school principalships, and 18% of the elementary principalships. Instead of building on the number of women in educational leadership positions that were held in the early 1900's, women have lost ground. Young's prediction is falling further behind in reaching fulfillment, and the question is why? What are the factors that affect the decision of women when choosing to seek the top administrative position within the educational setting? With the overall decline of administrative candidates the question may be whether the factors are strictly job related or are they gender based? Can and should

educational administration training institutions help women deal with these factors, not only in the preparation phase, but also as the candidates seek administrative positions and in the first few years of the position? Colleges and universities are in a key position to work with local boards of education in the screening stages for the superintendency. This relationship makes considering a woman for the position a viable option.

Jones and Montenegro (1983) discuss the internal and external factors that exist in keeping women an under represented population in the top administrative positions in education. The internal factors include role conflict and feminine personal qualities. The external factors are lack of sponsorship and role models, perceptions of female characteristics not being consistent with job requirements, resentment by others, and family responsibilities. Pigford and Tonnsen (1993) also discuss the factors women encounter. They list the internal factors as those related to socialization in the home and in schools, the perception that women are not leaders, the lack of confidence on the part of women, the absence of role models, the fear of rejection, and the personal cost of success. The external factors they identified include the formal and informal screening processes that one must pass through to be considered for an administrative position. A review of these factors would indicate that the historical perspective of the role of the female in society in general, acts as an impediment to women as they are making the decision to seek advancement in education leadership positions.

The question of why women have not made greater inroads in the area of school administration is one that still needs study. At issue is that while women are the majority of the teaching force, they are very much in the minority when it comes to administrative positions. The percentage of women decreases as one goes up the ladder from building

level administration to district level administration. Why is it women have not been able to secure the top jobs in school administration? What are the factors that have the greatest potential impact on women who aspire to be administrators, particularly those who aspire to be superintendents? Is there a component of the training for women administrators that should be different from that given to men? How can women who have attained leadership positions be encouraged to actively recruit and mentor other talented women?

Statement of the Problem

The pool of candidates for the position of superintendent has been decreasing in recent years. It is approaching a critical point as many sitting superintendents are nearing retirement. When considering the prospective pool of candidates for administrative positions one must look to the classroom and those who have already entered the administrative ranks at the building and central office level. If the pool of candidates for the position of superintendent is to be increased with qualified candidates, the female classroom teachers and females in other administrative positions must be considered a primary resource for future superintendents. Emphasis must be on identifying the different factors that impact an individual's decision to seek the superintendency, and what can be done to make the position of a superintendent a viable career goal for both males and females.

Purpose of the Study

The purpose of this study was to clarify the relationship of the personal and

professional characteristics, examine the internal and external factors associated with the position of superintendent, and review the mentoring/support process available to females and males. The researcher attempted to determine the interrelationship of these characteristics and the role they play in making the decision to seek the position of superintendent, and to identify if the pattern of the characteristics is different for males and females.

Research Questions

1. Are there differences in the personal and professional characteristics between male and female public school administrators who seek the position of superintendent and the personal and professional characteristics between males and females who do not?
2. Is there a difference between male and female public school administrators regarding the factors that affect the decision to seek the position of superintendent?
3. Are there differences in the mentoring process available to male and female public school administrators who seek the position of superintendent and those who do not?

Qualitative Data Collection and Analysis

The nature of this topic is more appropriately characterized as a qualitative study of the professional and personal demographic characteristics, career path, job responsibilities, and the mentoring process that may have an impact on an individual's decision to seek the position of superintendent. The combination of factors for each person does not lend themselves to clear statistical analysis. Instead it is more

appropriate to define the general characteristics the individuals share and those characteristics that delineate the differences. Through this qualitative approach, the researcher attempted to learn if there is a pattern in the characteristics that define those individuals that seek the position of superintendent and those who do not. Central to this issue is whether these characteristics have a foundation that is gender-based, or is it based in the scope of the position of superintendent?

It is important to understand the unique pattern of characteristics of those individuals who seek the superintendency from those who do not. Examining the interrelationship that exists among the four major areas in the study (i.e., personal and professional demographics, career paths, perceptions of the superintendency as a career, and the mentoring or support system provided to aspiring administrators) will provide information to those who train and help in the selection of prospective administrators. Past research in this area has looked at each research question individually but not in combination. This study looked at emerging data in an attempt to create new comparisons and combinations of categories that compare the pattern of similarities and differences that form around males and females who view seeking the position of superintendent favorably and those who do not see the superintendency as a viable career goal.

A qualitative analysis of the data provided insight into the relationship between the career characteristics, personal demographics, and attitude toward the perceived job responsibilities of school administrators as they determine whether to seek the position of superintendent or not.

Data was gathered in two phases. The first being a survey sent to selected central

office administrators who are not superintendents but who are members of the Indiana Association of Public School Superintendents, and to principals listed in the 2000-2001 Indiana Directory of Schools. The principals will be selected from school districts representative from the various parts of the state. The survey determined demographic information as to age, certification, degrees held, marital status, and family. This description served to compare the differences, if any, which exist between male and female public school administrators in educational preparation, and professional goals. The survey sought to determine previous job experience, size and location of current district to determine if the size, type of district, and previous experience is different for male and female public school administrators as it relates to future career goals. The survey attempted to determine the combination of characteristics of male and female public school administrators who want to seek the position of superintendent.

The study sought to identify the combination of factors that have the greatest impact on the decision to seek the position of superintendent, and whether those factors are different for males and females. The study also sought to identify the mentoring process available to those who seek the position of superintendent as compared to those who do not, to determine the impact of mentoring on the total group and to identify the differences, if any, for males and females.

The questions in the survey regarding the job responsibilities of the superintendent were based on a research project of the Indiana Association of Public School Superintendents conducted by Dr. Bobby G. Malone titled "Barriers to Entering the Superintendency in Indiana." Dr. Malone's research sought to identify the barriers to choosing the superintendency as a career. The research was focused on those individuals

who were already in the position of superintendent. The current study sought to determine if the perceptions of the barriers to seeking the position of superintendent are the same for those in the superintendency from those non-superintendent administrators. Again the focus was on identifying the pattern of characteristics that form around those who seek to be a superintendent and those who do not, more specifically to determine if the pattern indicates a difference between males and females.

The second source of data was personal interviews with four female principals, four male principals, four female central office administrators, and four male central office administrators. Candidates for personal interview were selected based upon whether they indicated they wished to pursue the position of superintendent or not. The candidates were then sorted as to age, gender, and experience in administration. The interviews sought to further clarify the factors that have impacted those individuals beyond what a survey instrument can determine.

Definition of Terms

Career Path. The line or staff progression from classroom teacher to administration.

Combined Method. The use of qualitative and quantitative methods of data collection (Creswell, 1994).

Grounded Theory. A multiple stage data collections research approach that attempts to derive a theory by refining the interrelationships of the various categories of information. There are two primary characteristics of grounded theory research. The first being a constant comparison of data, and theoretical sampling of different groups to

maximize the similarities and the differences of information (Creswell, 1994).

Mentor. A person who encourages and supports another to seek career advancement. A person who provides opportunities for others to enhance their professional knowledge and skills to increase the likelihood for career advancement.

Methodological Assumption. An inductive process that evolves around simultaneous shaping of factors and emerging relationships (Creswell, 1994).

Public School Administrators. Any person who currently holds the position of assistant principal, principal, assistant superintendent, or director in a public school system.

Qualitative Study. A constructionist approach to looking at a situation through the view of the subjects under consideration (Creswell, 1994).

Triangulation. Concept of data analysis that brings together collected data to align the conclusions of the study with those already existing in the literature. The purpose being to compare the results of a qualitative study with those of quantitative research to neutralize bias that may exist (Creswell, 1994).

Delimitations

Two hundred building level and central office administrators in Indiana were selected to receive a written survey during March of 2001. Sixteen of the respondents were selected for personal interviews.

Limitations

The results of the study were dependent upon how the responses of those

completing the survey are representative of the building and central office administrators in Indiana.

Summary and Organization of the Study

This study is divided into five chapters. The first chapter provides an introduction to the study, a statement of the problem, the purpose of the study, the research questions to be considered, a definition of the terms, the delimitations of the study, and the limitations of the study.

In the second chapter, there is a review of the related literature on the topics under investigation. Chapter Three discusses the design of the study and how the data was collected and analyzed. The fourth chapter presents the results of the data collection. Chapter Five presents the conclusions and generalizations of findings based upon the data analysis.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

A review of related research and literature looks at the issue of gender and the acquisition of the superintendency by women. The question remains about why there is an under representation of women in upper educational administration, especially in the position of superintendent.

Personal and Professional Characteristics

Biklen and Brannigan (1980) found that women are limited in their pursuit of administrative positions based upon family restraints such as age of children, presence of children, limited mobility, and level of support from the family to be an administrator.

In a study of male and female superintendents in the state of Ohio, Judy Monaghan (1992) found there were significant differences in the personal and professional profiles of the male and female superintendents in Ohio. The males reached administrative positions at a younger age than the females. The females indicated more stress and concern for family and career than did the males, the females indicated they were less mobile than the males, and the females felt that discrimination played more of a role in their inability to advance than did the males. The female superintendents in the study suggested that the presence of a mentor was a factor in their advancement. This

was more of a positive for the females than the male superintendents. Monaghan indicated this to be a strong indicator emphasizing the need for female superintendents to mentor aspiring female administrators.

Roberts (1992) found that the women who do attain administrative positions do so later in their careers, are usually not married, and have more training and classroom experience than do their male counterparts. She found that 71% of the women responding indicated specific barriers did exist for women seeking to achieve an administrative post. The barriers reported were in order of prevalence: family responsibilities (46%), current position too good to change (46%), lack of time to obtain certification (32%), unsure of self or skills (26%), lack of encouragement (26%), lack of experience (17.4%), gender discrimination (14.1%), not aware of openings (10.9%), and other (5.4%). Seventy-six percent of the women indicated the Boards gave women equal opportunities in consideration for administrative openings.

Elizabeth Penniman (1993) looked at the perceived barriers to women attaining the superintendency in Iowa. Penniman surveyed 87 women who held the certification for the position of superintendent. The results of her study indicated family and marriage (in that order) were perceived to be the greatest barriers to achieving the superintendency for women. She did not find that the presence or lack of female role models or mentors had any significant effect. Lack of mobility was more of a factor for the certified non-superintendents than for those who were in the position. Most of those surveyed indicated that gender discrimination was also a factor in their inability to move into the superintendency.

Career Paths

Fishel and Pottker (1974) looked at the women in educational administration and found that while 66% of the 2,110,368 public school teachers in the United States are women, only 13.5% of all principals, and 12.5% of all assistant principals are female. Ninety-five percent of the female principals are at the elementary level. At the secondary level, 45% of the teachers are female, while only 3% of the junior high, and 1% of the senior high school principals are females. When moving to the central office, the percentages are even lower for women at the superintendency level. Ninety-nine percent of the local superintendents and 95% of assistant superintendents were male.

Suzanne Estler (1975) looked at women in public education administration. She found that while the majority of public school educators are women, very few advance to the administrative level. She further said that the higher in educational administration one looks the less likely you are to find women holding the positions. Estler found that women who do advance, do so in "socially acceptable" areas such as curriculum supervision and elementary education.

Flora Ortiz (1982) reviewed several studies relating to the career paths of women, men and minorities in public education. She found that males move into administrative positions at an earlier stage of their careers than do women administrators. Ortiz found that women who achieve central office status do so in positions that are considered staff positions. Of the women who reached central office positions, 16.2% were listed as assistant superintendents, 24.02% were directors, 30.73% were classified as supervisors, 17.32% were coordinators, and 11.73% carried the title of specialist/consultant. Generally the responsibilities of the females were in curriculum, support services, and

community/public relation's services.

Shakeshaft (1989) found three career paths prevalent in school administration. Two of the paths directly lead to positions as superintendent. The first path is from specialist to supervisor of instruction to assistant superintendent to superintendent. The majority who complete this pattern are men. Women are usually stopped at the supervision of instruction level. The second path is from secondary assistant principal to secondary principal to assistant superintendent to superintendent. Women are not likely to go through this path due to the small percentage of women who reach the ranks of secondary level administrators. The third path is elementary assistant principal to elementary principal to superintendent of an elementary district. Even with more women represented in elementary school administration there is little likelihood that women will advance to the level of superintendent.

In a study of incumbent and aspiring administrators, Judith D'Angelo (1991) found the secondary principal ship was a direct path to the superintendency. She also found that women who were promoted were three times more likely to have been an elementary principal. Of those who held the superintendent's certificate, 30% also held the elementary principal certificate, while 70% held the secondary administrative certificate. D'Angelo also reported "that women teach on average two years longer than do men, and women move through staff positions which further reduces their opportunity for administrative experience" (D'Angelo, 1991, p. #16). She also found that women do apply for advancement in what is considered line positions but are not hired.

Alison Roberts (1992) looked at the career paths of female secondary school teachers in Toronto, Canada. Roberts surveyed secondary teachers who were candidates

for vice principalships with the Toronto Schools. Very few of the women showed a desire to move into an administrative position. The most common reason was given as not being worth the extra time or stress. The majority did show a great deal of satisfaction with teaching. Those women responding to the survey did not feel they would be discriminated against based on gender. Roberts found that 85% of the secondary principal positions, and 70% of the assistant principal positions were filled by men. Women who were successful in achieving the principalship did so at the elementary level.

Clark (1995) looked at middle school administrators and found that there were consistent patterns for women who advance to middle level administrators as compared to those taken by men. Of the principals in the study, over 50% of the women were assistant principals prior to becoming principals as compared to only 33% of the males who served in the assistant position. Eleven percent of the males went directly from the classroom to the principalship, none of the females did. Sixty-six percent of the males had been athletic coaches compared to 9% of the women. Twenty-nine percent of the men had been athletic directors, while only 9% of the women had served in this capacity. Forty percent of the females and 37% of the males had been department chairs.

In a research paper presented to the Annual Meeting of the Mid-Western Educational Research Association in Chicago, October 2000, Dr. Bobby Malone reported that Glass listed seven reasons why females are not progressing into the superintendency. One reason had to do with the career positions in which female administrators find themselves. Because women tend to occupy positions related to curriculum they do not gain the experience that males do in the areas of finance and business management.

Experience in fiscal management is of major interest to Boards of Education when selecting an individual for the position of superintendent.

Characteristics of the Job Responsibilities of Superintendent

In 1975, Estler proposed three models to explain the lack of women in upper administrative positions. The "Woman's Place" model reflects the socialization patterns for males and females that play a major role in deciding their selection of an occupation. Leadership has long been defined as a traditionally male occupation; therefore, women do not tend to pursue these positions. The "Meritocracy" model looks at the selection of males for administrative positions as the ones who are most naturally suited based upon ability and qualifications. The last model, "Discrimination," looks at the evidence that women have been historically excluded from administrative positions. There is evidence that women have been passed over for advancement even when their qualifications were as good or better than the male candidates. As a result, Estler found that women do not apply for administrative positions since they perceive it to be futile. Social expectations for women place them in "double bind" as they seek to satisfy intellectual and career success and still maintain social acceptance. These models demonstrate that women experience, or perceive, there are barriers to equal access to job opportunities.

Biklen and Brannigan (1980) took a look at the historical perspective of women's work. They put forth the hypothesis that historically women's work was not considered as worthy as the work associated with males. Therefore, as women moved into the field of teaching it lost stature as worthwhile work. It was socially acceptable for women to be teachers as it fit with their nature to be nurturing, dealing with children in a maternal way.

Men moved into the role of administrators of schools, which fit with the perception of their skills in being organized, and fit for leadership. Men are judged upon their skills and their job performance. Women are judged on how well they can manage both a family and a career.

Tonnson and Truesdale (1993) examined the hiring practices of school corporations and programs preparing women for the superintendency. In looking at hiring practices they found that school corporations use previous experience as one of the major criteria for selecting a school administrator. This is considered a major limiting factor for women. In school districts where women were hired as school administrators it was found that the superintendent and board actively promoted the recruitment and hiring of females. A second study, conducted at the University of South Carolina, found that preparation programs for women administrators that focused on developing skills in school administration for women were successful in placing 90% or more of the women completing their programs in school administrative positions.

In looking at the careers of two female superintendents, Sherman and Repa (1994) found that both were atypical in their behavior, taking on more male-like leadership roles. While attending graduate school, both were discouraged from pursuing nontraditional careers. They found that the barriers encountered by women in school leadership positions encounter jealousy from other women, discriminating treatment from males in similar positions, alienation, and the stress of dealing with the dual roles of the superintendency and that of wife and mother. Male superintendents fail to include females in their network. Often the female's experiences in school administration have not prepared her for the more managerial responsibilities of the superintendency.

Sherman and Repa also point to the female's success or failure, as a superintendent is perceived to be a result of gender, not skill or ability.

Grady, Ourada-Sieb, and Wesson (1994) sought to describe the role of the superintendency from a female perspective. Historically, it has been described and defined from a male dominated approach to leadership. In this study they interviewed 51 urban and rural female superintendents in twenty-nine states. The superintendents were interviewed by telephone. They were asked to respond to five areas: job satisfaction, job benefits, self-fulfillment, personal strengths, and perceptions of superintendent qualifications sought by school boards. The results of the survey suggested there were no differences in perceptions for the female superintendents based upon being in a rural or urban setting. The female superintendents responses were analyzed to determine leadership style. This study supports the theory that women possess the leadership characteristics that are desired in the new leadership paradigm necessary to create and carry out the needed change within the educational setting.

Bell and Chase (1994) surveyed superintendent search consultants on their views regarding the barriers to women and the superintendency. They found that lack of mobility was more of a hindrance for females than males. Also critical to being considered for the position of superintendent is demonstration of skills for the job responsibilities of superintendent. The consultants did not feel that females were as comfortable in many of these areas as males. It was suggested by Bell and Chase that the attitudes of the search consultants might also be a barrier in how women are perceived for the position of superintendent.

C. Cryss Brunner (1995) looked at the definition of power as perceived by males

and female leaders. She learned there are "circuits of power." Brunner described the "female circuit of power" as the "power to." This is power that enables, creates a climate for others to be effective. In contrast the "male circuit of power" is "power over" or controlling. Knowing these two different ways of viewing power provides an explanation for the difference in leadership styles of male and female superintendents. The way a community views power will decide its receptiveness to having a female superintendent. Brunner also found that successful female superintendents are those who retain their female circuit of power as opposed to adopting a more male oriented form of power. Brunner's conclusions support the view that female administrators should remain true to the style that is most comfortable to them as opposed to trying to take on more male like characteristics when they are in leadership positions.

Brunner (1995) looked at the concept of circuits of power in regard to women and educational administration. The definition of power is different for males and females. Males view it as "power over" while women view it as the "power to." In that men and women view power differently, they respond in administrative positions differently.

Mentoring/Support Systems and Processes

Fallon (1987) found that both males and females could benefit from a formal mentoring program. Salary increases, job satisfaction, and self-esteem were the three areas most affected by the presence of mentors. The study indicated that colleges and universities should develop formal mentoring programs, especially for women.

In a study of ninety-two secondary teachers, Roberts (1992) found that 37% of the females had not received encouragement to seek administrative positions. Thirteen

percent of the women had received encouragement from male administrators. Fifty-eight percent of the females indicated that other female colleagues had encouraged them to seek administrative positions. Others listed as providing support and encouragement, 33% listed female friends, 11% from male family members, and 10% from male colleagues. Seventy-eight percent of the women in the study indicated that their partner was "supportive" or "very supportive" of their career plans. Twenty-five percent of the women indicated they had a mentor within the school system. Of those respondents indicating they had a mentor, 16% listed a female in that role. Seventy-three percent of the females had encouraged another female teacher to pursue an administrative position. In attempting to determine whether these individuals preferred working for a male or female, 85% had no gender preference for an administrator.

Luebkmann and Clemens (1994) examined the effect on mentors for women entering educational administration. The research, conducted at Florida State University, found that the presence of a mentor made it possible for women to achieve administrative positions in a much quicker and more direct career path than those who did not have a mentor. This advantage was due to the increased visibility of the mentored, encouragement to seek administration, and the opportunity to learn the skills necessary for administration.

Konek, Wolfe, and Kitch (1994) looked at the types of mentoring that is given to males and females. They found that males are given more specific criticism for the work they perform than females. Specific criticism provides the individual with the information needed to improve job performance on the next project. Their findings also indicated that in a majority of the cases the males were permitted to present their work

before Boards whereas the work completed by females were presented by males in higher positions.

Summary of Research

The survey instrument was constructed as a composite of the related research studies completed on the various factors related to the decision regarding whether to seek the position of superintendent. The following is a listing of the survey questions with the related study or studies.

1. Gender: Monaghan (1992)
2. Age: Gross & Trask (1976), Monaghan (1992), Penniman (1993)
3. Marital status: Roberts (1992), Monaghan (1992), Penniman (1993)
4. Children at home: Shakeshaft (1989), Roberts (1992), Penniman (1993)
5. Current job position: Roberts (1992), Monaghan (1992)
6. Years in current position: Roberts (1992), Monaghan (1992)
7. Student enrollment: Roberts (1992), Penniman (1993)
9. Degrees held: Gross & Trask (1976), D'Angelo (1991), Monaghan (1992), Grady & O'Connell (1993), Penniman (1993)
10. Educational Experience: Gross & Trask (1974), Roberts (1992), Monaghan (1992), Grady & O'Connell (1993), Penniman (1993)
11. Administrative Experience: Grady & O'Connell (1993)
12. Age of first administrative position: Gross & Trask (1976), D'Angelo (1991), Roberts (1992), Monaghan (1992)
13. Number of different districts employed: Grady & O'Connell (1993), Monaghan

(1992)

15. Superintendent certification in process: Penniman (1993)
16. Administrative positions held and experience in each: Monaghan (1992), Grady & O'Connell (1993)
17. Job responsibilities: Malone (1999)
18. Job factors: Malone (1999)
19. Mentoring source: Gross & Trask (1976), Roberts (1992), Grady & O'Connell (1993)
20. Participation in corporation activities: Konek & Kitch (1994)
21. Responsibility for project: Konek & Kitch (1994)
22. Mentor supervision: Konek & Kitch (1994).

Chapter 3

RESEARCH METHODS

Introduction

The majority of public school teachers are women. However, women are not proportionately represented in school administration. This is especially true as one advances through the levels of educational administration to the superintendency. Since there is insufficient evidence to consider lack of qualifications for females as compared to males, as the certification requirements are the same regardless of gender, the question must be examined as to what factors have an impact on the decision to seek the superintendency, and are any of those factors related to gender.

The purpose of this study was to clarify the relationship of the personal and professional characteristics, examine the internal and external factors associated with the position of superintendent, and review the mentoring/support process available to females and males. The researcher attempted to determine the interrelationship of these characteristics and the role they play in making the decision to seek the position of superintendent, and to identify if the pattern of the characteristics is different for males and females.

A review of the literature finds that males are generally younger when they enter school administration, have less classroom experience, and more often are married with children in the home than their female counterparts. Shakeshaft (1989) found that

women in school administration were older than men holding comparable administrative positions and were less likely to be married.

Clark (1995), Ortiz (1982), and Shakeshaft (1989) are among those that identified a difference in the career paths followed by females in school administration as compared to their male counterparts. Women were more likely to enter central office administration through staff positions as compared to males who follow a line progression. The purpose of the study will be to identify those factors that play a role in the decision to seek the position of superintendent in Indiana, and if there is a difference in the impact of those factors when the gender of the individual is considered. A comparison of the internal and external factors and mentoring/support systems process to females and males will be examined to determine what role, if any, gender plays in choosing to seek the superintendency.

Other factors examined in this study were the external and internal factors considered by males and females as they consider the decision to seek the position of superintendent or not. Roberts (1992) looked at the social role that defines what is appropriate male and female behavior. Because society has traditionally placed women in the role of nurturers and caregivers, they are perceived to fit in the role of teacher. For women to move from the classroom means stepping out of society's expectations, and moving away from the norm. This can create feelings of isolation and uncertainty for women. Another factor has to do with family responsibilities. Women who work automatically have two jobs, one inside the home and one outside. This dual role becomes a formidable barrier when one adds the responsibilities of a school administrator. The ability to relocate to obtain an administrative position may also be a

barrier for women.

In light of the factors that may limit the number of women in educational administration, there may also be a lack of role models and mentors for females. Roberts (1992) examined the importance of support systems for females seeking to advance in school administration. While she found there was no significant difference in the amount of support received by males and females it would appear that the level of family support is a potential consideration for women.

Data Sources

Two Hundred male and female public school administrators, in the State of Indiana, were identified through the 2000-2001 Indiana Association of Public School Superintendents' (IAPSS) Membership Directory and the 2001 Indiana Directory of Schools. Subjects were randomly selected to obtain a sample that represents the public school administrators in Indiana. According to the Indiana Directory of Schools 2001, there are 1064 elementary schools, 314 middle schools, and 345 high schools. Building level administrators were selected in the same proportion as the type of buildings within the state. The building level administrators were grouped to match the eight membership districts of the IAPSS. This provided for coverage of the state in proportion to the number of schools located in each district. The IAPSS membership directory lists twenty-seven females and eighty-one males in central office positions other than superintendent. Surveys were sent to all of the females listed in the IAPSS directory. Sixty of the males were selected from the eight membership districts within the IAPSS.

Data Collection Process

A survey was sent to selected public school administrators in Indiana. The questions sought to examine the personal and professional characteristics, the factors that influence a person to seek the position of superintendent, and to identify the mentoring process available to male and female public school administrators in Indiana. The factors were compared to see if the impact has significance when considering gender. Personal interviews were to be conducted with four female principals, four male principals, four female central office administrators, and four male central office administrators. From each group of administrators, two were selected from those who have decided to seek the position of superintendent and two who have chosen not to seek the position of superintendent. The candidates for personal interviews were selected to represent age categories and years of experience in administration. There was a male and female representative of the categories to determine whether the responses are gender based or have some other common pattern of characteristics that help to form the decision to advance to the superintendency or not. The personal interviews sought to clarify how the personal and professional characteristics are interrelated with the perceptions of the job responsibilities, and the effect of a mentoring/support process on the decision to seek the position of superintendent.

The qualitative method of triangulation sought to provide the link between previous studies and related literature on the career paths, internal and exterior barriers, and access to a mentoring/support process of administrators to the results of the current study.

Qualitative Analysis of Data

The respondents were grouped on the basis of males who have decided to seek the position of superintendent, females who have decided to seek the position of superintendent and the males and females who have decided not to seek the position of superintendent.

The first research question addressed the difference in the personal and professional characteristics between male and female administrators who have decide to seek the position of superintendent and those male and female administrators who do not wish to seek the superintendency. The subjects were grouped according to those who wish to seek the superintendency and those who do not. Further subgroups were identified based upon the personal and professional characteristics of age, marital status, and children at home. The responses on the remainder of the survey were then be compared to determine if any of the factors being examined may have influenced an individual's future career goals decisions and if those factors are significant when gender is compared.

The second phase of the first research question has to do with the career paths taken by those male and female administrators who have decided to seek the superintendency compared to the career paths taken by those male and female administrators who have chosen not to seek the position of superintendent. Past and current literature suggests that there is a traditional career path to the superintendency that has favored and encouraged the advancement of males over females. The study sought to identify if the career paths of those administrators who have decided to seek the position of superintendent follows the traditional lines, and if more females are following

the career paths that have traditionally been male dominated.

The second research question sought to establish the difference between male and female public school administrators regarding the factors that impact the decision to seek the superintendency or not. Survey questions looked at the internal and external factors considered when making the decision to seek the position of superintendent. Comparing the way males and females view each of these factors determined if there is a difference in the factors that limit females as compared to those that limit males in deciding whether to seek the superintendency or not. Survey questions are related to the level of confidence in performing the responsibilities of the superintendent. A second purpose was to identify how males and females view the perceived barriers to the superintendency as identified by a survey of Indiana superintendents by Dr. Bobby Malone (1999). Again the focus was on comparing how each of the perceived barriers are viewed by male and female administrators who wish to seek the position of superintendent and those male and female administrators who do not wish to seek the superintendency.

The third research question examined the difference in the mentoring process available to male and female public school administrators who seek the position of superintendent and those males and females who do not. Survey questions looked at the source of mentoring/support and the process available to males and females to determine if there is a difference in the mentoring process available to males when compared to females, and if that difference is consistent for each gender when making the decision to seek the position of superintendent or not. The categories of mentors/support systems include spouse, teachers, principals, central office administrators, and college professors.

In examining the issue of mentoring/support systems the question is whether males are

more likely to have a mentor/support system that encourages seeking the position of superintendent when compared to the mentoring/support system available to females? A second aspect of the study in this area focused on determining if the type of mentoring/support is the same for males as it is for females and the relationship of the type of mentoring/support that is given to administrators who seek the position of superintendent as compared to those who do not seek the superintendency. The study sought to determine whether an active mentoring/support system is critical for making the decision to seek the superintendency or not and if the type of such mentoring/support system is different for females and males. Analysis of the data was made in comparing the similarities and differences that exist based upon gender as well as those who have chosen to seek the superintendency and those who have not.

To further clarify the conditions that affect the decision to seek the position of superintendent, four male principals, four female principals, four male central administrators, and four female central office administrators were interviewed. Personal interviews sought to clarify each of the three research questions and identify the extent that these factors influence the decision to seek the superintendency.

Summary

The purpose of this study was to determine the interrelatedness of the different factors of personal/professional characteristics, career paths, perceptions/attitudes toward the job responsibilities of the superintendent and the mentoring process of male and female administrators in making the decision to seek the position of superintendent.

Chapter 4

RESULTS AND FINDINGS

The purpose of this study was to identify the relationship of the personal and professional characteristics, examine the internal and external factors associated with the position of superintendent, and review the mentoring/support process available to females and males as they consider whether to seek advancement to the position of superintendent or not.

Research Questions

- 1. Are there differences in the personal and professional characteristics between male and female public school administrators who seek the position of superintendent and the personal and professional characteristics between males and females who do not?**
- 2. Is there a difference between male and female public school administrators regarding the factors that affect the decision to seek the position of superintendent?**
- 3. Are there differences in the mentoring process available to male and female public school administrators who seek the position of superintendent and those who do not?**

Data Analysis

Surveys were sent to 200 public school administrators in the State of Indiana

during March of 2001. One hundred seventeen administrators responded to the survey for a response rate of 59%. Surveys were sent to elementary, middle school, high school and central office administrators. Building level administrators were selected from the Indiana Directory of Schools 2000-01. Counties were organized into groups that followed the district boundaries for the Indiana Association of Public School Superintendents. Building Administrators were then selected to balance representation from around the state as well as to select male and female administrators at each level. Central office administrators were selected from the membership directory of the Indiana Association of Public School Superintendents. Table 4.1 shows the breakdown of the population sample selected and the responses received.

Table 4.1

Population Sample

Category	Total			Males			Females		
	N	R	%	N	R	%	N	R	%
Administrators									
Elementary	70	36	51	40	21	53	30	15	50
Middle School	27	13	48	16	5	31	11	8	73
High School	24	13	54	19	11	58	5	2	40
Central Office	79	55	70	54	37	69	25	18	72
Total	200	117	59	129	74	57	71	43	61

Of the administrators responding to the survey 41% of the males and 65% of the females responded they were not interested in seeking the position of superintendent.

Those indicating they would consider seeking the position of superintendent were 55% of

the males and 28% of the females. Three males and three females indicated they were undecided as to their future career target.

Table 4.2

Population Sample by Response and Current Position

Administrative Position	No	%	Yes	%	Undecided	%
<u>Males</u>						
Elementary	13	42	7	17	1	50
Middle School	3	10	2	5		
High School	6	19	5	12		
Central Office	9	29	27	66	1	50
Total	31	41	41	55	2	3
<u>Females</u>						
Elementary	14	50	1	8		
Middle School	4	15	3	27		
High School	3	11				
Central Office	7	26	8	67	3	100
Total	28	65	12	28	3	7

Table 4.2 indicates the breakdown of the respondents as to their decision to seek the superintendency and their current job position. The undecided respondents were not included in the final data analysis. The elementary administrators responding to the survey were almost the same for males and females in that 42% of the males and 50% of the females responding "No" were currently at the elementary level of administration.

The males and females currently in the central offices administrative positions responded more favorably to the superintendency as a career goal. Sixty-six percent of the males and 67% of the females who are currently central office administrators responded yes to seeking the superintendency.

Table 4.3

Personal Demographics by Decision to Seek Superintendency

	Males		Females	
	% No	% Yes	% No	% Yes
<u>Age Range</u>				
36-40	6	5	4	9
41-45	19	15	19	9
46-50	10	15	19	55
51-55	26	44	33	18
56-60	29	22	22	9
61+	10		4	
<u>Marital Status</u>				
Single			7	
Married	100	95	89	82
Divorced		5	4	18
<u>Children At Home</u>				
Yes	68	49	26	36
No	32	51	74	64

Research question one looked at the personal and professional demographics of the study participants. Table 4.3 indicates the breakdown of each respondent group in regard to the personal demographics of age, marital status, and whether there were children in the home or not. In examining the age factor, 65% of the males and 59% of the females responding "No" were 51 years of age or older. Of the participants responding "Yes" to the position of superintendent, 66% of the males and 27% of the females were 51 years of age and older.

The majority of all respondents with the exception of the undecided females were married. Sixty-eight percent of the males and 26% of the females saying "No" to the position of superintendent indicated they still had children at home. Forty-nine percent of the males and 36% of the females indicating they would be interested in seeking the superintendency indicated they had children still at home.

Table 4.4

Years in Current Position

Years	Males		Females	
	% No	% Yes	% No	% Yes
0-5	42	51	44	73
6-10	10	32	33	27
11-15	6	7	11	
16-20	6	7	7	
21-25	19		4	
26+	13			

Table 4.4 looks at the experience level of the respondents in their current positions, it was found that the majority of all respondents had been in their current position five years or less. Males who were not interested in being a superintendent had been in their current position 20 or more years. A significant percentage of the females and males responding "Yes" have been in their respective positions for ten years or less. The majority of females who are not interested in pursuing the superintendency have been in their positions fifteen years or less.

The next category that was examined was the size and type of district. Table 4.5 details the breakdown for the district enrollment and type of districts. The majority of males responding "No" were in districts of less than 2000. An almost equal number of the males responding "Yes" were in districts of 2000 or less and more than 8000 students. Female respondents were found to be more predominant in districts of 9000 or more. Table 4.5 also presents the breakdown of the type of district each is currently serving. Predominantly the males and females who indicated the superintendency as a career goal are from urban and suburban districts. Males who do not see the superintendency as a possible career goal are predominantly in rural and small town districts. Females who do not wish to be superintendents are split between suburban, rural and small town districts.

Table 4.5

District Enrollment and Type of District

District	Males		Females	
	% No	% Yes	% No	% Yes
Less than 1000	10	7	4	9

Table 4.5 Cont.

Table 4.5 Cont.District Enrollment and Type of District

<u>District</u>	<u>Males</u>		<u>Females</u>	
<u>Enrollment</u>	<u>% No</u>	<u>% Yes</u>	<u>% No</u>	<u>% Yes</u>
1001-2000	42	29	15	18
2001-3000	16	15	11	9
3001-4000	6	12	11	9
4001-5000	6	2	4	9
5001-6000	6		4	9
6001-7000	3	2	7	
7001-8000	3			
8001-9000		5	7	
9001+	3	24	33	36
<u>Type of District</u>				
Urban	16	25	10	33
Suburban	19	39	32	33
Rural	45	21	24	8
Small Town	19	11	34	25

Another area of the professional demographics that was examined was the most current degree held. This is represented in Table 4.6. The majority of males and females who do not seek the position of superintendent hold a masters degree. The males and females who are looking to advance to the position of superintendent hold an educational

specialist degree. Of interest is that more females than males held the Doctor of Education degree, while their male counterparts held either a doctor of education or philosophy degree.

Table 4.6

Current Degree Held

Degree	Males		Females	
	% No	% Yes	% No	% Yes
Masters	58	22	48	18
Educational Specialist	29	49	22	36
Doctor of Philosophy	3	17		
Doctor of Education	10	12	30	36
Other				9

In comparing the categories of total educational experience, administrative experience and age of first administrative position a variety of results emerged. The majority of the respondents have been in education for more than fifteen years. Tables 4.7, 4.8, and 4.9 delineate the data from these three categories. A solid majority of both males and females have been in education for 21 years or more. The males indicated more time in administration as was also indicated by entering their first administrative position at an earlier age than females. However, the females who were interested in seeking the position of superintendent also indicated entrance into administration at an age comparable to the males.

Table 4.7**Total Educational Experience**

Category	Males		Females	
	% No	% Yes	% No	% Yes
Years				
6-10			4	
11-15	3	5	9	
16-20	13	15	22	
21-25	13	12	22	36
26+	68	68	48	55

Table 4.8**Administrative Experience**

Category	Males		Females	
	% No	% Yes	% No	% Yes
Years				
Less Than 5	6	2	15	18
6-10	19	17	30	
11-15	26	20	30	55
16-20	10	22	15	9
21-25	16	20	4	18
26+	23	20	7	

Table 4.9**Age of First Administrative Position**

Category	Males		Females	
	% No	% Yes	% No	% Yes
Under 30	23	54	4	36
31-35	42	24	15	27
36-40	16	10	41	36
41-45	19	7	30	
46-50		5	11	

The number of districts in which the administrators have worked was used as an indicator of the mobility factor affecting the decision to seek the position of superintendent or not. Table 4.10 shows the number of different school districts the respondents have worked for to date.

Table 4.10**Number of Different School Districts of Employment**

Number of Districts	Males		Females	
	% No	% Yes	% No	% Yes
1	26	10	15	9
2	26	15	19	9
3	19	20	41	45
4	10	17	11	18

Table 4.10 Cont

Table 4.10 Cont.**Number of Different School Districts of Employment**

Number of Districts	Males		Females	
	% No	% Yes	% No	% Yes
5	6	20	11	9
6+	13	17	4	9

The majority of females indicated they had worked for three different districts. The majority of the males responding "No" were equally split between working for one or two districts, while the males responding "Yes" were equally divided among all the possible categories.

Table 4.11 shows the responses of the subjects in regard to holding the superintendent's certificate, and if not, are they currently working on it. Thirty-two percent of the males responding "No" hold the license to be a superintendent, and 3% are currently enrolled in a certification program. Twenty-five percent of the females responding "No" currently hold a superintendent's license, and 11% of the remaining females in this category are currently working on this certification. Seventy-three percent of the males and 83% of the females responding "Yes" currently hold the superintendent's license. Five percent of the males in this respondent category are currently working on the superintendent's certification.

Table 4.11

Current Holders of Superintendent Certificate, and Those Currently Enrolled in Certification Program

	Males		Females	
	% No	% Yes	% No	% Yes
<u>Certification</u>				
Yes	32	73	26	82
No	68	27	74	18
<u>Enrolled in Program</u>				
Yes	3	5	11	
No	65	22	59	9

The final category within the first research question looks at the career paths followed to the current administrative position. The study sought to determine the difference in the number of different administrative positions held by males and females. Table 4.12 displays the number of different administrative positions held by the respondents.

Table 4.12

Career Paths

Number	Males		Females	
	% No	% Yes	% No	% Yes
1	35	15	33	9

Table 4.12 Cont.

Table 4.12 Cont.**Career Paths**

Number	Males		Females	
	% No	% Yes	% No	% Yes
2	48	34	48	45
3	10	39	19	18
4	3	12		27

The second research question looked at whether there is a difference between male and female public school administrators regarding the factors that affect the decision to seek the position of superintendent and those who do not. Two questions on the survey form looked at the different job responsibilities of the superintendent, and factors that influence the decision to seek the superintendent position. The first question dealt with the job responsibilities of the superintendent. Respondents were asked to rate each of the responsibilities as to their personal comfort level in performing each of the job responsibilities. The range of the rating scale was from "6" for Very Comfortable to "1" Very Uncomfortable. The job responsibilities rated were: curriculum and instruction; school law/legal issues; board relations; budget preparation/management; personnel management; contract negotiations; facilities management; public relations; and transportation (Table 4.13).

Table 4.13**Comfort Level for Job Responsibilities**

Responsibility	Males		Females	
	% No	% Yes	% No	% Yes
<u>Curriculum & Instruction</u>				
(6) Very Comfortable	13	32	64	75
(5) Somewhat Comfortable	42	41	25	25
(4) Comfortable	26	22	7	
<u>School Law/Legal Issues</u>				
(6) Very Comfortable	6	44	18	42
(5) Somewhat Comfortable	39	37	25	42
(4) Comfortable	42	17	39	17
<u>Board Relations</u>				
(6) Very Comfortable	10	39	18	42
(5) Somewhat Comfortable	45	34	29	33
(4) Comfortable	35	20	25	8
<u>Budget Prep/Management</u>				
(6) Very Comfortable	6	20		8
(5) Somewhat Comfortable	13	24	18	33
(4) Comfortable	32	32	50	33

Table 4.13 Cont.

Table 4.13 Cont.

Comfort Level for Job Responsibilities

Responsibility	Males		Females	
	% No	% Yes	% No	% Yes
<u>Personnel Management</u>				
(6) Very Comfortable	39	51	36	58
(5) Somewhat Comfortable	48	41	39	25
(4) Comfortable	3	7	14	17
<u>Contract Negotiations</u>				
(6) Very Comfortable	16	27	4	42
(5) Somewhat Comfortable	26	34	21	33
(4) Comfortable	6	29	25	8
<u>Facilities Management</u>				
(6) Very Comfortable	29	51	21	
(5) Somewhat Comfortable	35	27	14	50
(4) Comfortable	16	17	36	50
<u>Public Relations</u>				
(6) Very Comfortable	48	46	57	50
(5) Somewhat Comfortable	23	37	29	42
(4) Comfortable	19	15	7	8
<u>Transportation</u>				
(6) Very Comfortable	16	32	7	8

Table 4.13 Cont.

Table 4.13 Cont.

Comfort Level for Job Responsibilities

Responsibility	Males		Females	
	% No	% Yes	% No	% Yes
<u>Transportation</u>				
(5) Somewhat Comfortable	19	32	25	42
(4) Comfortable	35	15	32	50

In the area of curriculum and instruction females tend to be the most comfortable, but no one rated the comfort level below a "3". In reviewing the job responsibility of school law/legal issues, both males and females rated this area high in the comfort zone.

In the area of board relations, both the males and the females responding "Yes" rated a higher comfort level than did the males and females responding "No." Ninety percent of the males responding "No" and 93% of the males responding "Yes" gave a comfort rating of "4" or above to the area of board relations. Seventy-two of the females responding "No" and 83% of the females responding "Yes" gave this area a comfort rating of "4" or above.

Budget preparation/management was an area that was not as comfortable for any of the respondent groups. Six percent of the males responding "No" and 20% of the males responding "Yes" gave this area comfort rating of "6". None of the females responding "No" gave this area a rating of "6". Only 8% of the females responding "Yes" gave this area a rating of "6".

The majority of the respondents rated their comfort level with personnel

management between six and five.

Contract negotiations present a different level of comfort for those who want to be superintendents compared to those who do not. Males and females who do not want to be superintendents were evenly split in rating their comfort level above and below “4”. Forty-eight of the males responding “No” rated this area a comfort level of “4” and above. The same percentage was recorded below “4”. The females responding “No” were evenly split at 50% each above and below “4”. On the other hand, 90% of the males and 83% of the females responding “Yes” gave a comfort level rating of “4” or above in the area of contract negotiations.

The male respondents appeared to be more comfortable overall in the area of facilities management. Females who were interested in seeking the position of superintendent were evenly split in rating this area a “4” or “5”. On the other hand the 51% of the males who indicated “Yes” rated their comfort level as a “6”.

All the respondent groups indicated a strong comfort level for the area of public relations. The males and females who indicated a desire to seek the superintendency were both over 50% in indicating a comfort level of “6” compared to slightly less than 50% for the males and females who do not want to be superintendent.

Transportation was the final area of job responsibilities the respondents were to rate as to their comfort level. The males responding “Yes” indicated a stronger comfort level for this area than the other three groups. Females responding “Yes” were split between a comfort level of “4” or “5”.

The second part of the second research question looked at the factors that impact the decision to seek the superintendency. Twelve areas were identified as being factors

that impact the superintendency (Malone, 1999). The twelve areas were: social problems; student discipline; diminishing financial resources; public demand for educational reform; media attention; difficulties with school boards; high degree of aggravation/stress; negotiations with teachers' unions; low district budgets; lack of career mobility; salary of the superintendent; and reluctance to take risks of job search (Table 4.14). The respondents were to rank the top six factors in the order each had impacted their decision to seek the superintendent's position or not. Some of the respondents rated more than six factors. The rating scale was "6" for the Most Important to "1" for Least Important in having an impact.

Table 4.14

Factors That Impact The Decision to Seek the Superintendency

Category	Males		Females	
	% No	% Yes	% No	% Yes
<u>Low District Budgets</u>				
(6) Most Important	6	5	11	
(5) Somewhat Important	6	5	11	8
(4) Important	10	15	7	8
<u>Lack of Career Mobility</u>				
(6) Most important	3	5		
(5) Somewhat important	3	2	4	17
(4) Important		4	8	

Table 4.14 Cont.

Table 4.14 Cont.

Factors That Impact The Decision to Seek the Superintendency

Category	Males		Females	
	% No	% Yes	% No	% Yes
<u>Salary of Superintendent</u>				
(6) Most Important	3	7	11	
(5) Somewhat Important	10	15	11	8
(4) Important	3	5	14	
<u>Reluctance to Risk</u>				
(6) Most Important		5	4	
(5) Somewhat Important				
(4) Important	6	2	4	
<u>Media Attention</u>				
(6) Most Important	10	2		
(5) Somewhat Important	6	2	11	8
(4) Important	13	5	14	25
<u>Difficulties With Boards</u>				
(6) Most Important	19	22	11	
(5) Somewhat Important	16	15	14	17
(4) Important	16	10	4	17
<u>Aggravation/Stress</u>				
(6) Most Important	32	27	64	50

Table 4.14 Cont.

Table 4.14 Cont.

Factors That Impact The Decision to Seek the Superintendency

Category	Males		Females	
	% No	% Yes	% No	% Yes
<u>Aggravation/Stress</u>				
(5) Somewhat Important	19	22	4	8
(4) Important	6	10	4	
<u>Negotiations</u>				
(6) Most Important	6		4	
(5) Somewhat Important	6	15	11	8
(4) Important	6	24	18	25
<u>Social Problems</u>				
(6) Most Important	6	2	4	8
(5) Somewhat Important	6	5		8
(4) Important	3	5	11	
<u>Student Discipline</u>				
(6) Most Important	3	44	7	
(5) Somewhat Important		37	4	
(4) Important	6	2	4	
<u>Diminishing Finances</u>				
(6) Most Important	16	12	11	17
(5) Somewhat Important	13	20	18	8

Table 4.14 Cont.

Table 4.14 Cont.

Factors That Impact The Decision to Seek the Superintendency

Category	Males		Females	
	% No	% Yes	% No	% Yes
<u>Diminishing Finances</u>				
(4) Important	19	12	4	8
<u>Public Demand for Educational Reform</u>				
(6) Most Important	6	2	4	17
(5) Somewhat Important	13	7	4	
(4) Important	3	5	4	

The top areas, rated by the respondents, are fairly consistent among all groups. Rated as the number one impacting factor was the aggravation/stress of the job. It was rated as a major factor by more of the males and females responding "Yes" compared to the males and females Responding "No." The number one factor for females responding "No" was student discipline with 83% of the females giving this category a rank between "6" and "4". The second most important factor for the males and the females responding "Yes" was difficulties with school boards.

Forty-eight percent of the males responding "No" and 44% of the males responding "Yes" ranked financial resources as the third most important factor. The third most prevalent factor for females responding "Yes" was evenly divided between the factors of diminishing financial resources, media attention, and teachers' union negotiations.

The third research question addressed the issue of mentoring process available to males and females as they entered and progressed in school administration. Data was analyzed to determine if there were differences in the mentoring process between males and females and the impact that mentoring process may have had in the decision to seek the position of superintendent.

Table 4.15

Mentor Sources

	Males		Females	
	% No	% Yes	% No	% Yes
Spouse	81	73	64	75
Fellow Teachers	55	46	46	50
Principals	77	76	86	67
Central Office	42	66	61	67
Superintendent	52	71	39	58
College Professors	39	63	43	83
Other	3	24	21	17

Question nineteen (Table 4.15) asked respondents to identify the sources of mentoring they received during their careers. All respondents indicated several sources of mentoring/support for entering and progressing in administration. For all respondents, spouse support played a key role. The females responding "No" indicated less spousal support than the other groups. Fellow teachers and principals play a role for all groups. Superintendents were more of a source for males who responded "Yes," while females

responding "Yes" indicated college professors played a major role in the mentoring process.

Respondents were asked to indicate the Corporation wide activities (Table 4.16) in which they were involved. The majority of the males and females who are seeking advancement to the superintendency indicated they had been given the opportunity to participate in corporation wide activities except in the area of curriculum development.

Table 4.16

Participation in Corporation Level Activities

Activity	Males		Females	
	% No	% Yes	% No	% Yes
Board Relations	45	76	43	67
Budget Preparation	29	68	54	50
Curriculum Development	74	80	89	92
Contract Negotiations	23	71	36	75
Personnel Management	68	88	75	92
Facilities Management	61	83	57	58
Public Relations	55	83	71	83
Transportation	26	51	32	58
School Law/Legal Issues	58	78	57	75
<u>Full Responsibility</u>				
Yes	55	78	75	83
No	32	20	18	8

All respondent groups indicated they had participated in corporation wide curriculum development, though the percentage for males responding "No" was lower than the other three groups. The one area that indicated a difference in participation by gender was in the area of facilities management.

Table 4.16 also shows the breakdown of level of responsibility for completing the activity for the respondent groups. Overall, the groups responded that they had been given full responsibility for the activity. The males responding that they were not interested in seeking the superintendency did not show the same percentage of full responsibility as the other three groups.

Table 4.17

Types of Feedback Received

Type	Males		Females	
	% No	% Yes	% No	% Yes
Specific Feedback on what was:				
Done Well	32	12	54	75
Needed Improvement	29	10	29	50
Had Complete Freedom	32	7	57	58
Had to Check with Supervisor	19	5	11	8
Presented Final Product	29		54	67
Supervisor Presented Product	3		11	8

Previous research studies indicated that the type of feedback provided was important, and tended to be different for males and females. The current study results did

not indicate the same results as previous research studies as indicated in Table 4.17. The feedback received by the respondents was varied.

Personal Interviews

Sixteen individuals were selected from the survey respondents who indicated a willingness to participate in the personal interview. The personal interview candidates were selected based upon gender, current position, and under 55 years in age. A balance of males and females were selected as well as an equal member of respondents indicating whether the position of superintendent was a career goal or not.

Fourteen of the selected personal interview candidates responded for the personal interview. One female who had responded "No" to the superintendency, and one male who had originally indicated the superintendency was a career goal did not return the interview appointment letter. Therefore the results of the personal interview are based upon conversations with four females and three males who wish to be a superintendent, and three females and four males who do not wish to pursue the position of superintendent. The personal interviews were conducted over the telephone, and took approximately fifteen minutes each.

The open-ended questions of the personal interviews sought to go beyond the initial survey to identify reasons behind the decision regarding future career goals, views of the job responsibilities of the superintendent, mentoring sources/processes desired, and a look at administrative preparation and career paths. The respondents were allowed to respond in their own manner to the questions.

The first question asked what was the main reason or reasons for the decision to

pursue or not to pursue the position of superintendent? The males and females who do not wish to be superintendents listed politics and loss of contact with students. The males also were concerned with the stress that goes with the job as well as dealing with boards. The males and females who do see the position of superintendent in their future focused more on the ability to have a greater impact on many students as well as providing the leadership for systemic change. The administrators who responded "No" were asked what could have made a difference in their decision. One of the females indicated a mentor, someone who would have given her encouragement. Another female indicated if she could feel that the position of superintendent would have an impact on students she would consider the position of superintendent. One male indicated that he could be persuaded to change his mind about being a superintendent if he were convinced he could make a big difference to the corporation. The other three do not feel that anything could have or would change their minds. They viewed the position as one where the superintendent is too removed from the classroom, too much interference from board members, and not enough community support for education. Almost constant conflict was also mentioned by a few of the interviewees.

The second question the respondents were to consider was to identify the major positives or drawbacks of the position of superintendent. The majority of the interviewees indicated they felt the main positive of the position of superintendent was the ability to impact a majority of the students. Leadership and being the final decision maker were also seen as positives for the respondents. The males and the females seeking the position of superintendent indicated the role of the superintendent as a force for systemic change and the person who formulates the vision for the corporation were

seen as positive aspects of the job. The drawbacks of the position were seen as playing politics, hidden agendas, stroking board members, conflicts, less contact with students, and time commitment.

Another question that the administrators were asked had to do with what they would do differently in their administrative preparation or career path if they could? A retrospective view of the administrative preparation yielded the following, the respondents would have liked more hands on, practical experiences. The females indicated areas of finance and budget as areas where they did not feel as well prepared as they thought they should be. They indicated that the principal course work really does not give a good preparation for understanding the corporation budget. Other areas that were mentioned by the males included negotiations, teacher interviewing and evaluation. One female indicated an internship would have been beneficial for her. As far as career paths, most indicated they were happy with the way their careers had progressed. Some felt they spent too much time in the classroom, while others see at least five years or more as necessary to create credibility as an administrator. One of the females who are seeking the superintendency also indicated that having other female administrators to talk to would have been helpful.

In looking at the role and process of a mentor, most indicated that the support of the superintendent and board are critical for administrative advancement. Other sources of support come from peers and colleagues. It is considered important to have someone to call and talk to, to discuss ideas and situations, to clarify thoughts and gather input. The females indicated they would like to be able to network with other women in similar positions. The dual career of female administrators creates a different level of sharing

need. One female indicated that if she were to talk with male administrators about the stress of a dual career, being an administrator and a wife/mother, it would be perceived as a weakness on the part of the female.

The last question asked the respondents to share any remaining thoughts about the decision they had made regarding their career goals. The males and females who are not interested in seeking the position of superintendent indicated a high degree of job satisfaction. Satisfaction with current location was also high. The males and females seeing the position of superintendent as a career option also felt comfortable with their decision to advance up to the position of superintendent. One of the females indicated frustration with the lack of encouragement for females pursuing the superintendency. Even those who want to be superintendent are concerned for the need to move in order to achieve that career goal. There is also a question in one male's mind as to whether he really wants to be a superintendent or not. As he watches what his superintendent goes through each day, he wonders whether he really wants the headaches or not.

Chapter 5

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

The purpose of this study was to clarify the relationship of the personal and professional characteristics of public school administrators in the State of Indiana, and to examine the external and internal factors associated with the position of superintendent, and to review the mentoring/support process available to males and females as they consider whether to seek the advancement to the position of superintendent or not. The study sought to determine whether any of these areas had more of an impact for males or females in making the decision to seek the superintendency or not.

The following research questions were the focus of the study:

1. Are there differences in the personal and professional characteristics between male and female public school administrators who seek the position of superintendent and the personal and professional characteristics between males and females who do not?
2. Is there a difference between male and female public school administrators regarding the factors that affect the decision to seek the position of superintendent?
3. Are there differences in the mentoring process available to male and female public school administrators who seek the position of superintendent and those who do not?

Summary of Findings

A combined study utilizing quantitative and qualitative methodologies was used in collecting and analyzing the data in this study. Quantitative data was used to sort respondents into four groups. The groups formed included male administrators who responded “No” to seeking the superintendency, male administrators responding “Yes” to seeking the position of superintendent, females responding “No” to the position of superintendent as a career goal, and females responding “Yes” to advancement to the position of superintendent.

The results of the demographic study indicate that the females who are interested in pursuing the superintendency tend to be younger than their male counterparts. Marriage and children did not seem to have any significant impact on the decision to seek the superintendency.

As to the current administrative position, the majority of those responding yes to seeking the superintendency were likely already in a central office position. Gender did not play a role in this. Elementary administrators, both male and female, do not consider the superintendents position to be a career goal. The length on their current administrative position did not appear to have any major influence on the decision.

The size and type of district seems to impact males and females differently. The majority of males saying yes indicated they were in districts either less than 2000 or over 9000 students. The majority of men responding "No" were in districts less than 2000. The majority of females were in districts larger than 9000, which may indicate that larger school districts employ females as administrators. These women were also more likely to be in urban and suburban districts. The males who responded "Yes" were more likely to

be in suburban and small town districts. The males responding "No" were more likely to be in rural districts.

The administrators surveyed who responded that they were seeking the superintendent's position held either the educational specialist degree or a doctorate. The females had the majority of the doctorate degrees. Those administrators who did not wish to be a superintendent held the master's degree as their highest degree earned to date. As would be expected the majority of the males and females who wanted to be superintendent do hold the superintendent's certificate. What was of interest is that of the administrators who responded "No," 11% of the women and 3% of the men were continuing their education and pursuing the superintendent's certificate.

Females who responded, "Yes," indicated a slight majority had been in no more than two administrative positions. However, this same group also had the highest percentage having been in at least four different administrative districts. The number of different administrative positions did not seem to be an issue for the males responding "Yes."

All of the groups had been in education 26 or more years. The males tended to be in administration longer than the females. The age of the first administrative position for males and females responding "Yes" were in their first administrative position before they were thirty. The majority of the females responding "No" were in their first position after the age of thirty-six. It would appear for both males and females that the earlier they reach their first administrative position the more inclined they are to advance to the superintendency.

In considering the mobility factor the respondents in this study did not seem to

have a problem with moving from district to district. The females in both groups had worked three or less districts. The males responding "Yes" worked four or more districts. The males who responded "No" indicated they had worked for two or less districts in their careers. Lack of mobility may no longer be an issue that is gender based.

In final consideration of the personal and professional demographics, it may be that the sooner potential administrators are identified and encouraged the more likely they will look at career advancement to the position of superintendent. The type and size of district may also afford aspiring administrators to pursue career advancement. It appears that females may have more opportunity in urban and suburban districts to advance or at least see the potential to advance. Individuals in rural districts may not have as great an opportunity to see early advancement. Females tend to have more degrees than men in administration. Seeking certification for advancement does not indicate a desire to actually hold the position.

The second research question examined two different aspects to be considered when making the decision to seek the superintendency or not. The first part looked at the comfort level of the respondents in regard to the major job responsibilities of the superintendent. The majority of the respondents indicated that they felt comfortable with the job responsibilities of curriculum and instruction, personnel management, and public relations. The males responding "No" felt less comfortable in the areas of curriculum and instruction and public relations than the other three groups of respondents.

Both the males and females who indicated they were interested in pursuing the position of superintendent had a higher comfort level in the remaining areas of school law/legal issues, board relations, budget preparation/management, contract negotiations,

facilities management, and transportation than the males and females responding "No." When comparing the males and females who responded, "Yes," the females were less comfortable in the areas of facilities management and transportation. It was interesting to note that the females responding "Yes" felt more comfortable with contract negotiations than their male counterparts.

The second part of this research question was to identify those factors of the superintendent's position that were considered as important by the respondents. All four groups gave high degree of aggravation/stress as the number one factor to consider. Those responding "No" felt it was more of a consideration than those responding "Yes." Diminishing financial resources, and difficulty with school boards rounded out the top three considerations for all groups. It is interesting to note that the females indicated difficulties with boards less frequently than the males as consideration.

The final three impact factors in order of importance student discipline, salary of superintendent, and low district budgets. Lack of mobility was indicated by more of the females responding "Yes" than the other three groups, but overall as an impacting factor was low on the priority listing.

It would seem that aspiring administrators of both genders need experience in the areas of facilities and transportation. While aspiring administrators may have a comfort level with board relations and budgeting, it seems that two of the three major factors impacting the decision have to do with board relations and budgeting.

The third research question examined the mentoring source and process available to the administrators. Interestingly the role of the spouse is important for encouraging a person to enter administration. There was no difference in the percentage of spouses who

played a role for those choosing to make the superintendency a career goal. Females who responded "No" indicated the lowest percentage of special encouragement. The superintendent as a mentor had more of an impact for the males responding "Yes" than any other group. Females responding "No" indicated the lowest percentage of superintendent support. This may indicate that the superintendent can play a major role in encouraging administrators to seek advancement. The greatest difference was between the males and females responding "Yes" who indicated college professors as a source of mentoring compared to the percentage of males and females responding "No."

It would seem that the role of the spouse, superintendent, and college professors as mentors or support groups has a significant impact on the decision to pursue the superintendency or not.

The mentoring process provided to each administrator was also examined. The respondents were asked to identify the superintendent job responsibilities to which they had been given an assignment. Those males and females who responded, "Yes," indicated more opportunities to work on board relations, school law/legal issues, public relations, and contract negotiations than the males and females who responded "No." Males responding "Yes" had more opportunity to experience budget preparation, and facilities management. Transportation was an area that both males and females did not indicate an opportunity to have a great deal of experience. This would be consistent with the lack of comfort indicated by males and females in this area.

Males and females responding "Yes" and females responding "No" indicated they were given full responsibility for the tasks they were assigned. Both groups of females indicated they had been given full responsibility compared to the males.

Contrary to earlier research females received more specific feedback on what they had done well compared to the males. This was even more so for the females responding "Yes." While the feedback on what needed improvement was not as prevalent for each of the groups, the biggest discrepancy was between the males and females who had responded, "Yes." Again, more females indicated they had been given specific information on what they needed to improve. Females were also given more freedom to proceed independently and were given the opportunity to present the final product.

The feedback may have more significance for females than males as they build confidence in pursuing advancement in administration. The females responding "Yes" reported more positively in receiving positive feedback, constructive suggestions for improvement, freedom to proceed and final presentation of the product than any other group.

The findings of the personal interview further substantiate that the difference may not be as much a gender issue as it is the perception of the role of the superintendent, and the mentoring support system available to administrators. It does seem that mentors are more of a positive for encouraging women administrators. Mobility is a concern for males as well as females. It could be if boards were to look closer to home for selecting administrators more teachers might consider administration as a career goal. The lack of tenure in the superintendent's position does not make it an attractive option for those who want to stay in a certain geographic area. Another plus for aspiring administrators is to be able to stay in current community, but serve as superintendent in a neighboring district.

The personal interviews did substantiate the importance of the board relations as a

key for seeking the position of superintendent. One aspect of the superintendency that was mentioned several times was one of politics. Comments were made that indicated the board's tendency to micro-manage is a strong detriment to wanting to seek the position. Along with the politics of the position, several of the respondents expressed the contact with students as a major issue. It is interesting to note that the administrators who do not wish to seek the superintendency view the position as being too removed from students and not able to make a significant impact on them. Administrators who do wish to seek the superintendency see the position as one where a greater impact on students can be made. These administrators see the superintendent as one who can develop the vision for the corporation, marshal the resources, and provide the leadership necessary for systemic change.

Females expressed a desire for mentors who were also females. This would provide a level of support that recognized the difficulties that females experience fulfilling dual career role expectations. Male administrators do not fully comprehend the difference in the level of responsibility placed on females as they assume the administrative position. The females are reluctant to share these problems as it could be viewed as a weakness. This perception may be a result of the conditioning of females as to their proper role in society.

All of the respondents indicated a high degree of current job satisfaction. It is possible the time commitment of the superintendent coupled with the role of conflict manager that creates the perception that the drawbacks of the superintendency are greater than the perceived rewards. Again the interactions and observations of these administrators with practicing superintendents may go a long way in shaping these

perceptions. The respondents felt that practical experience in their administrative preparation classes may have helped them with a greater understanding of the job responsibilities of the superintendent.

Conclusions

This study sought to answer the following three research questions:

1. Are there differences in the personal and professional characteristics between male and female public school administrators who seek the position of superintendent and the personal and professional characteristics between males and females who do not?
2. Is there a difference between male and female public school administrators regarding the factors that affect the decision to seek the position of superintendent?
3. Are there differences in the mentoring process available to male and female public school administrators who seek the position of superintendent and those who do not?

In regard to the personal and professional demographics, the study results do indicate that marriage and a family are not significant for either males or females. Males do appear to enter administration earlier than females, which may allow them more time to pass through the chairs that lead to the superintendency. The larger and more urban/suburban districts may have a more positive impact on females than males in seeking advancement. It would also appear that smaller more rural districts may not employ as many females, and may not afford the experiences necessary to encourage administrators to move up the ranks.

The respondents indicated that mobility was not a prime factor on the initial

survey, yet during the personal interviews both males and females indicated that they would be reluctant to move from their current homes to seek career advancement. It would appear that the need to relocate to reach a superintendency as well as the short tenure and frequent relocation of superintendents is a drawback for even those males and females who would like to become a superintendent.

The second research question addressed the job components of the superintendent's position and how the respondents perceived those components. The number one negative impactor was the high degree of stress/aggravation that is associated with the position of superintendent. This was substantiated with the personal interviews that mentioned the politics of the office in regard to keeping board members "stroked," the different community groups placated, and almost "constant conflict management," as the primary focus of the superintendent. It is interesting that males saw difficulties with boards as more of an impact than the females. While the females indicated they were less comfortable with budgets, transportation and facilities than the males. Females who had central office experience were more comfortable with these components because of their proximity to these activities.

The personal interviews elicited a response from both males and females that pointed to the ability to impact students as a deciding factor as to whether to pursue the superintendency or not. Those males and females who favor career advancement to the position of superintendent see the position from the positive view of having broader ability to impact the greater number of students. Those who do not wish to be superintendents, see the lack of daily contact as a negative of the position of superintendent.

The third research question looked at the mentoring process available to males and females and whether it would make a difference or not on the decision to seek the superintendency. The original survey form did not indicate any major differences except that females who were positive toward seeking the superintendency received a great deal of encouragement from college professors. During the personal interviews, the females indicated the presence of female mentors might have made a difference in their decision, and would be welcome to their continued tenure in administration. The administrators all indicated the importance of board and superintendent support for them as administrators. Having colleagues to talk with and share ideas was also a strong need.

A question of the personal interviewees sought to identify what they would have done differently in their preparation or career path to try to identify key points for making the decision. More practical experiences and corporation level training would have been a positive for several of the respondents. Several of the respondents also mentioned that the length of time spent in the classroom was a factor for them. The longer the administrators remain in the classroom may be a detriment to career advancement. However, it was also pointed out that there is a need to spend a reasonable amount of time in the classroom to develop credibility once they move into supervisory positions over more veteran teachers.

Recommendations

Based upon the findings of this study, it is recommended that superintendents identify prospective administrators within five to ten years of being in the classroom and encourage them to look at administrative preparation. Further, it would be beneficial for

professional organizations to identify a mentor pool to provide support for aspiring and new administrators. This is probably more important for females than males.

Administrative preparation programs should look to provide practical experiences in the training process as well as theory. Providing building level administrator students with corporation level training might open more doors to prospective central office administrators if the job responsibilities become more familiar and comfortable.

The position of superintendent is viewed both positively and negatively based upon the individuals experience with superintendents, it would be of value to present aspiring administrators with the facts of the position so they may make an informed decision as to its potential as a career goal.

Recommendations for Further Study

A follow-up study should target classroom teachers to see their perception of administration as a career goal. Also it would have been more beneficial if more secondary administrators had replied to the initial survey. A study focused on secondary administrators may shed more light on the factors that affect the decision to seek the superintendency or not.

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Appendix A

SURVEY INSTRUMENT

This survey looks at the various factors that may effect the decision to seek the position of superintendent. Please respond to all items as they pertain to you.

PERSONAL PROFILE

Please mark the appropriate response.

1. ☐ Male ☐ Female
2. Age range: ☐ 35 or younger ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐ 51-55 ☐ 56-60 ☐ 61 or older
3. Marital status: ☐ Single ☐ Married ☐ Divorced ☐ Widowed
4. Children at home: ☐ Yes ☐ No

PROFESSIONAL PROFILE

5. What is your current job position?
☐ Assistant Superintendent for _____
☐ Elementary Principal ☐ Assistant Principal Elementary
☐ Middle School Principal ☐ Assistant Middle School Principal
☐ High School Principal ☐ Assistant High School Principal
6. How many years have you been in your current position? _____
7. How many students are enrolled in your district? _____
8. How would you describe your district? ☐ Urban ☐ Suburban ☐ Rural ☐ Small Town
9. Indicate the degrees you currently hold.
☐ Masters ☐ Educational Specialist ☐ Ph. D. ☐ Ed. D. ☐ Other, please specify _____
10. Indicate the number of years of educational experience. _____
11. Indicate the total number of years of administrative experience. _____
12. Indicate your age when you were appointed to your first administrative position? _____
13. How many different school districts have you worked for during your career? _____
14. Do you hold a superintendent's license in Indiana? _____
15. Are you currently enrolled in a program to become licensed as a superintendent? ☐ Yes
☐ No
16. Administrative positions held, for each position indicate the number of years served.

<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle	<input type="checkbox"/> High School
<input type="checkbox"/> Principal	<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle	<input type="checkbox"/> High School
<input type="checkbox"/> Director	<input type="checkbox"/> Curriculum	<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary
<input type="checkbox"/> Business Manager			
<input type="checkbox"/> Assistant Superintendent for	_____		

17. The superintendent has many job responsibilities to perform. Please rate each of the following as to your comfort level in assuming these responsibilities with "6" being Very Comfortable to "1" Very Uncomfortable.

	Very Comfortable			Very Uncomfortable		
Curriculum and Instruction	6	5	4	3	2	1
School Law/Legal Issues	6	5	4	3	2	1
Board Relations	6	5	4	3	2	1
Budget Preparation/Management	6	5	4	3	2	1
Personnel Management	6	5	4	3	2	1
Contract Negotiations	6	5	4	3	2	1
Facilities Management	6	5	4	3	2	1
Public Relations	6	5	4	3	2	1
Transportation	6	5	4	3	2	1

18. Many factors have a potential impact on the decision to pursue the position of superintendent as a career goal. Please rank the top six factors as to the level of importance each has for you in making the decision not to seek the position of superintendent, "6" being Most Important and "1" being Least Important.

- _____ Social Problems
- _____ Student Discipline
- _____ Diminishing Financial Resources
- _____ Public Demand for Educational Reform
- _____ Media Attention
- _____ Difficulties with School Boards
- _____ High Degree of Aggravation/Stress
- _____ Negotiations with Teachers' Unions
- _____ Low District Budgets
- _____ Lack of Career Mobility
- _____ Low Salary Level of Superintendent in relation to Responsibility and Demands of the Job
- _____ Reluctance to Take Risks Involved in Seeking and Competing for High Level Positions

19. Many educational administrators had a mentor or support system available that encouraged them to get into administration and to continue to move into central office. The following section looks at the mentoring process.

Please check all categories of support that you received as you moved into administration.

- _____ Spouse
- _____ Fellow Teachers
- _____ Principals
- _____ Central Office Administrators
- _____ Superintendent
- _____ College Professors
- _____ Other _____

20. If your mentor has been a school administrator, please indicate all of the following in which you have been given an opportunity to actively participate.

- _____ Board Relations
- _____ Budget Preparation
- _____ Curriculum Development Activities
- _____ Contract Negotiations
- _____ Personnel Management
- _____ Facilities Management

- ☐ Public Relations
- ☐ Transportation
- ☐ School Law/Legal Issues

21. Reflecting on the activities above you participated in, were you given responsibility for developing a project or presentation related to the activity? ☐ Yes ☐ No
22. If the answer to question 21 was yes, please check each statement as it relates to your mentor or supervisor's response to your product.
- ☐ I received specific feedback on what I did well.
 - ☐ I received specific feedback on what I needed to improve.
 - ☐ I had complete freedom to proceed with the project.
 - ☐ I had to check all details of the project with my supervisor.
 - ☐ I was able to present the final project to the appropriate audience.
 - ☐ I was a supporting player as my supervisor presented my project.
23. Would you consider the position of superintendent as a career goal in the future? ☐ Yes ☐ No

If you are willing to participate in a personal interview, please provide your name, phone number, and the best time of the day or evening to contact you.

Name _____ Phone Number _____

Time to Call _____

I thank you for your time in completing this survey.

Appendix B

Dear Administrator,

As you are well aware there is a growing shortage in individuals who are interested in becoming school administrators. As we look to the future in identifying potential candidates for the position of superintendent it is important that we identify those factors or combination of factors that have the greatest impact on the decision to seek the position of superintendent.

I am currently a doctoral candidate at Indiana State University, and I am working on my dissertation. I am requesting your assistance in my research. My goal is to gather information from current public school administrators as to what factors they consider as they make the decision to seek the position of superintendent.

There will be two phases to my research project. The first phase is a written survey that will be sent to approximately 200 school administrators in Indiana. This survey will gather demographic data, career paths, perceptions of the job responsibilities of the superintendent, and the mentoring process provided to you. The second phase will consist of phone interviews with sixteen administrators to gather more in-depth information regarding the factors that impact the decision to seek advancement. The sixteen individuals will be selected from those who indicate on the back of the survey form that they are willing to participate in the interview.

Your participation is completely voluntary in one or both phases of the survey. Participant responses will not be identified in any way in the results. Those who participate in the phone interview will not be identified in any way. In no way will there be a penalty for anyone choosing not to participate in this project.

If you choose to participate in this research project, please complete the survey and return it in the enclosed envelope by March 23rd. If you have any questions regarding this study please feel free to contact either my advisor or myself.

Thank you for your consideration of this project.

Sincerely,

Joyce Fulford (Doctoral Candidate)
Phone: (219) 583-0552
Email: jfulford@sugardog.com

Dr. Robert Boyd (Advisor)
Phone: (812) 237-3804

Appendix C

Informed Consent Form

Dear Administrator:

You have been selected to participate in the phone interview phase of my research project to identify the factors that impact the decision to seek the position of superintendent or not. I appreciate your willingness to discuss the factors that have impacted your decisions as you have sought advancement in school administration.

I want to assure you that the information you share will not be reported in the findings so as to identify you in anyway. The interview will not be recorded. I will only take notes from our conversation. If you are willing to continue your participation in the research project, please sign and return this letter to indicate your willingness to participate in the phone interview and to allow me to use your responses in my findings.

Your signature will indicate both your agreement to participate in the phone interview and that the date and time of the phone call is acceptable to you. If the date and time is not good for you, please indicate an alternative date and time for the contact. The interview should take between 15-30 minutes.

Date _____

Time _____

Phone Number _____

I agree to participate in the phone interview regarding the factors that impact my decision to pursue or not pursue the position of superintendent. Furthermore, I give my permission for my responses to be reported in the study's findings. I understand I will not be identified in any way in the resulting report.

Participant Signature

Date

Joyce Fulford, Doctoral Candidate
(219) 583-0552

Date

Please return by May 30, 2001. If you do not wish to continue in this study, please return this form unsigned. Thank you.