WHAT YOU SEE IS WHAT COUNTS: WOMEN'S PERCEPTIONS

OF ENTRY INTO ADMINISTRATION

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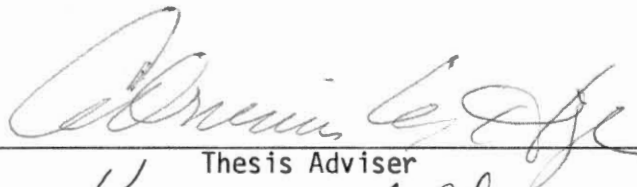Master of Music
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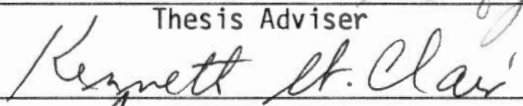for the Degree of
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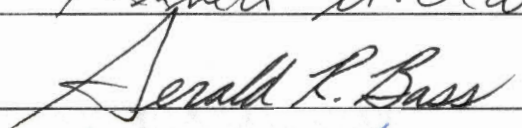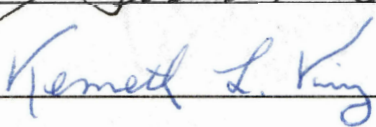WHAT YOU SEE IS WHAT COUNTS: WOMEN'S PERCEPTIONS

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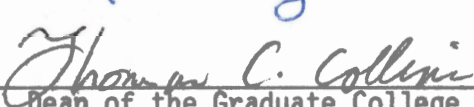
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CHAPTER I

DESIGN OF THE STUDY

"Though we ordinarily see things only with the economy of practical vision, we <u>can</u> look <u>at</u> them instead of <u>through</u> them, and then their suppressed forms and their unusual meanings emerge for us" (Langer, 1974, p. 283).

Langer's charge to look beyond the obvious has powerful implications for the future of female leaders in educational organizations. Although women outnumber men in public education, only 16.9% of elementary principals are women, while 3.5% of secondary principals and 3% of superintendents are women (Shakeshaft, 1989). It is possible that, in order to overcome the continuing underrepresentation of women in educational administration, we must look <u>at</u> our own underlying assumptions of our educational organizations and not <u>through</u> those assumptions.

Many studies have explored variables believed to explain the underrepresentation of women in educational administration. Some studies have provided descriptive information about women administrators (Ortiz, 1982; Paddock, 1980), and numerous unpublished dissertations provide an exhaustive demographic exploration (Shakeshaft, 1989). Other research has documented phenomena over which aspiring female administrators have varying amounts of control. Gender bias, organizational dynamics, socialization, career opportunities, and career paths have been documented (Adkison, 1981, 1985; Jones & Montenegro, 1983; Lovelady-Dawson, 1980; Marshall, 1985; McPheron & Smith, 1981; Ortiz, 1979, 1982; Shakeshaft, 1985,

1986, 1987; Stockard, 1984; Valverde, 1980; Yeakey, Johnston & Adkison, 1986). Strategies said to increase the chances for a woman's successful entry into administration have also been reported (Adkison, 1981; Johnson & Douglas, 1985; Lyman & Speizer, 1980; Mertz & Venditti, 1985; Schmuck, 1986).

All of these studies have presented important insights, but given the fact that women continue to be underrepresented in educational administration, they have not provided definitive answers to this problem. They are symptoms and descriptors of the problem, not solutions.

Statement of the Problem

Women are underrepresented in educational administration (Shakeshaft, 1989). Despite a wealth of research which spans a period of 20 years, no solutions have been found to this problem. Could it be that our focus has been on the symptoms rather than the cause? To overcome the paucity of female leadership within educational organizations, perhaps a more appropriate focus would be on the perceptions and underlying assumptions women possess which cause them to question their entry into administrative ranks.

Few studies have examined the continuing problem of underrepresentation of women in educational administration from the perspective of perceptions aspiring female administrators and practicing female administrators have of administration and the probability for success in obtaining an administrative position. Could it be that beliefs and perceptions about the possibility of successful entry into administration may well be the most powerful factors influencing women to consider administration as an appropriate professional alternative? Do individual perceptions women have influence the strategies that they choose to

strengthen their chances for acquiring an administrative position? Does
a woman's unique perception of her situation color her actions which, in
turn, influence the probability of success in obtaining the desired
position?

The lenses through which a woman views administration may increase
her probability of successful entry into the field. What one woman per-
ceives to be a barrier may not be a significant obstacle in the opinion
of another potential administrator. What one woman perceives to be a
phenomenon over which she has control, another woman may see as an issue
beyond her control. What one woman believes to be true about entry into
administration may be completely inaccurate for another woman in a dif-
ferent situation. Might these perceptions, more than any other factor,
influence the possibility of a woman entering administration?

Theoretical Frame

Research grounded in logical positivism has assumed that reality is
the same for all in educational organizations, men and women (Intriliga-
tor, 1983; Shakeshaft, 1989; Yeakey, Johnston, & Adkison, 1986). Perhaps
the recognition of the inadequacy of this theoretical framework is a key
element in understanding the complex difficulties women have experienced
in entering administration. If we no longer view organizations through
the assumptions of logical positivism, more inclusive frameworks may
emerge. These frameworks recognize that women within educational organi-
zations may perceive different realities. These realities influence
actions. Therefore, it is essential to understand the perceptions held
by both practicing and potential female administrators about entry into
leadership roles in educational organizations.

In order to increase the number of women in educational administration, frameworks used for viewing administration result in clear theoretical lenses, unclouded by misunderstandings and misinformation. Assumptions which underlie perceptions must also be clarified. Women must understand the theoretical base(s) for many of their perceptions about administration and the barriers the lenses establish to successful entry into leadership positions in educational organizations. Armed with her own experiential and theoretical lenses for viewing, the aspiring administrator will then be able to select her strategies more carefully and, hopefully, increase her chances for success.

A key element in understanding the theoretical assumptions that color perception is the use of "what counts," rather than "what constitutes" or "what is" questions (Anderson, 1990). Female educational leaders who ask themselves what counts as meaning in the organizations they aspire to lead will more likely be able to overcome barriers ascribed to organizations by male-oriented definitions of reality. Knowing that actions within educational administration have historically favored males frees a woman from the shortsighted and self-defeating perceptions that she is deficient in some elusive, mysterious qualities of leadership, and thus cannot hope to compete.

An aspiring administrator who adopts a critical perspective will be aware of the ideological hegemony that legitimizes values and practices in educational organizations. Once she is aware of these legitimizing forces, a woman may choose her course of resistance. Every aspiring female administrator is her own theorist, capable of shaping reality to include her, rather than to exclude her (Burrell & Morgan, 1979). Clarifying the source of the perceptions about administration which serve

to perpetuate the hegemony will help women devise strategies for resisting that hegemony and gaining entry into administration in spite of it.

Significance of the Study

The need for outstanding leaders in our public schools has reached a critical juncture. Federal and state mandates for educational reform, coupled with increased cries for accountability by all who contribute to the education of our children, our future, illustrate this low point in the status of America's educational system. At this critical point, our schools need leaders who display characteristics which will insure that every school is an effective learning environment for children.

Sweeney (1982) outlined the following characteristics of principals of effective schools:

1. Effective principals are visible and convey to faculty their commitment to achievement.

2. Effective leaders play an integral part in decisions related to instruction, evaluation procedures, and plans for solving students' learning problems.

3. Effective principals do what is necessary to provide an orderly atmosphere for learning.

4. These principals regularly monitor and evaluate student progress, including setting expectations and checking to see that they are met.

5. Effective principals coordinate and interrelate instructional programs.

6. Effective principals communicate goals and procedures to faculty and support faculty efforts to improve instruction.

Shakeshaft (1989) stated that effective schools often feature characteristics which are associated with female, rather than male, leadership styles. She equated Sweeney's (1982) effective principal characteristics with female leadership styles which emphasize relationships with others, teaching and learning as the major foci, building community through participatory management, and support for teachers. Female administrators also tend to have closely knit schools, where teachers are aware and supportive of goals and job satisfaction is high. Staffs of female administrators are productive and have high morale. Because female administrators have greater knowledge of subject matter than males, they are superior instructional leaders (Shakeshaft, 1989).

At a time when the public perception of education is dismal, it is imperative that we make use of the large talent pool of potential female administrators. Increasing the numbers of female administrators will not come any too soon. Perhaps the excellence in education that Americans long for can be achieved when women achieve parity with men in the ranks of educational administration.

University administrator preparation programs play a key role in overcoming the functionalist perceptions which serve to continue male dominance in educational administration (Yeakey, Johnston, & Adkison, 1986). By identifying women's perceptions of administration and related barriers to entry, this study provides information which may be used by universities to better prepare women to cope with their male-dominated organizations. An emphasis on the sources for perceptions may help to prevent the feeling among aspiring female administrators that, in spite of their tenacity, their struggle is futile.

A critical theoretical viewpoint of administration is an essential, but often missing, portion of administrator preparation programs

(Shakeshaft, 1989). By clarifying or adding to existing literature on women in male-dominated organizations, this study may illuminate avenues of critical theory research which help to dispel the positivist notion that reality is perceived by all members of an organization in the same way. This study also provides information from practicing and aspiring female administrators, which, when combined with a critical theoretical perspective, may result in increasing numbers of female administrators, which, in turn, may result in more effective schools.

Purpose of the Study

The purpose of this study was to describe aspiring and practicing female administrators and their perceptions of administration. Specifically, this study compared perceptions of women currently holding administrative positions with the perceptions of women who are certified to be administrators but have not yet gained entry into the profession in two areas: defining administration and identifying perceived barriers women experience when entering educational administration. Additionally, based on advice generated from both aspiring and practicing administrators, this study speculated about strategies for successful entry into administration.

Objectives

The following research objectives served to focus this study:

Objective 1: Describe aspiring and practicing administrators.

- Demographically, how are these women alike and how are they different?

Objective 2: Describe aspiring and practicing administrators' perceptions about administration.

- What perceptions do aspiring and practicing female administrators have about themselves and administration?

- What perceptions influence decisions to enter and/or remain in administration?

Objective 3: Describe aspiring and practicing administrators' perceptions about barriers to entering administration.

- What encourages entry into administration?

- What discourages entry?

Objective 4: Generate advice from aspiring and practicing administrators for those considering administration.

- What successful lenses can be developed through which to generate perspectives on administration, entry, and persistence in administration?

- What strategies for successful entry and persistence within administration can be generated?

Procedures

Data Needs

Data that described aspiring and practicing female administrators' perceptions about administration as a career choice and barriers to entry into it were needed. Also needed was demographic information about women aspiring and currently persisting in administration.

Population

The population for this study consisted of female administrators currently employed in elementary or secondary public schools and females who held current administrative certification, but had not yet obtained administrative positions in one midwestern state.

Sample

The sample for this study was 10% or 55 female administrators in one midwestern state currently employed in elementary or secondary public schools, and 10%, or 49, of the women who held current administrative certification one midwestern state, but have not yet obtained a position in administration. Interviews were conducted with 10 participants from the initial demographic survey.

Data Collection Methods

Survey Instrument. A survey instrument provided the initial source of information. It was mailed to the sample of practicing female administrators and female candidates certified to hold administrative positions in the state. The instrument was used to collect demographic information and to determine which women were willing to be interviewed. A copy of the instrument may be found in Appendix A.

Interview Protocol. A list of core questions relating to each objective of the study was formulated to provide consistency in all interviews (Marshall & Rossman, 1989). A pilot interview was conducted to ascertain the appropriateness of the questions and the interviewer's ability to obtain the information needed. The pilot interview was audio-taped to aid in data analysis. Following the pilot interview, slight alterations and modifications were made in the interview protocol to elicit information in a consistent and efficient manner. A copy of the protocol may be found in Appendix B.

Interview. Interviews with selected participants served as the primary data collection method. Interviewees were selected to include

the broad range of demographic realities, as revealed by the survey. Spradley (1980) stated that ethnographic interviews employ questions designed to discover cultural meanings people have learned. In a study such as this, where the emphasis is on the perspectives of those involved, letting the participants speak for themselves directly reveals their perceptions, colored by their understandings of cultural meanings.

Marshall and Rossman (1989) noted the strengths of interviewing as a data collection method. They found that interviews allow for a wide variety of information from a large number of subjects. Interviews also allow for immediate follow-up questions and clarification, when necessary. Fetterman (1989) stated, ". . . interviews are useful . . . in describing what people think and how one person's perceptions compare with another's. Such comparisons help identify shared values in the community--values that inform behavior" (p. 48).

Interviewees were selected from those returning surveys indicating a willingness to participate further in a follow-up interview. A semi-structured format was used. This format allowed for flexibility and an organic restructuring as the interview progressed. The semistructured interview was also useful for describing and verifying participants' perceptions of phenomena.

All interviews were audiotaped and transcribed.

Data Analysis

The use of a research design which allows for flexibility in analysis is essential to qualitative research. Lincoln and Guba (1985) described this flexibility as allowing the research to ". . . unfold, cascade, roll, and emerge" (p. 210). Induction, as a method of analysis, provides this needed flexibility. It moves from specifics to

generalizations, unlike deduction, which moves from generalization to specifics. Using an inductive process, inferences were made from data collected in the study. In this way, it was possible to go ". . . beyond the bounds of particulars, making assertions that presumably apply not only to its generating particulars but to all other similar particulars" (Lincoln & Guba, 1985, p. 113).

The structure of the inductive analysis emerged as the data were collected. Interview data were categorized initially by objectives two through four of the study. Four clusters of data emerged from the categorization of interview data: (1) perceptions about administration, (2) perceptions about barriers to entry into administration, (3) perceptions about bridges to entry into administration, and (4) perceptions about careers. Data collection and analysis go hand-in-hand. Predetermined, tightly structured analysis methods may filter out unusual or serendipitous discoveries which enhance the richness and depth of qualitative data (Marshall & Rossman, 1989). Therefore, a more organic set of structures evolved as the study unfolded.

The new structure resulted in two clusters of data: self-defined and other-defined assumptions about administration. From these assumptions, advice for practice was generated.

Research Criteria

Traditional definitions of internal and external validity, reliability, and objectivity depict one reality. A research study which acknowledges individual realities, by necessity, requires alternative definitions of these research criteria.

"All research must respond to canons that stand as criteria against which the trustworthiness of the project can be evaluated" (Marshall &

Rossman, 1989, p. 144). For Marshall and Rossman, as well as Lincoln and Guba (1985), these criteria are termed credibility, transferability, dependability, and confirmability.

Credibility. To achieve credibility, research must be conducted in such a manner as to ensure that the subject is accurately identified and described (Marshall & Rossman, 1989). The focus must move to the match between the constructed realities of respondents and those realities attributed to the respondents by the researcher (Guba & Lincoln, 1989). The research then must be ". . . credible to the constructors of the original multiple realities" (Lincoln & Guba, 1985, p. 296). The researcher must adequately state the parameters of the research setting, population, and theoretical framework for the research to be credible.

Transferability. The traditional requirement for external validity is the ability to generalize from a sample back to the parent population. For a study which acknowledges multiple realities, this definition is no longer appropriate. Transferability takes the place of generalizability because it allows for the existence of multiple realities. Similarities between sending and receiving contexts are sought, with the burden of proof for transferability shifted to the inquirer. In a study such as this, generalizability is not absolute. Those who wish to apply this study to their own situations may make their own transferability judgments (Guba & Lincoln, 1989).

Dependability. Positivist notions of reliability assume an unchanging universe, where research can be replicated. This assumption is in direct contrast to the qualitative assumptions that the social world is always changing (Marshall & Rossman, 1989).

Methodological changes and shifts in constructions are expected products of an emergent design dedicated to increasingly sophisticated constructions. Far from being threats to dependability, such changes and shifts are hallmarks of a maturing--and successful-- inquiry (Guba & Lincoln, 1989, p. 242).

Confirmability. "Confirmability is concerned with assuring that data, interpretations, and outcomes of inquiries are rooted in contexts and persons apart from the evaluator and are not simply figments of the evaluator's imagination" (Guba & Lincoln, 1989, p. 243). This means that data sources can be documented and that a coherent logic exists in the interpretations of data from these sources.

Procedures

Peer debriefing, member checks, and the maintenance of an audit trail served to aid in the achievement of the research criteria. They were the dominant procedures used in the study.

Peer Debriefing. Peer debriefing is the process of using an outside person to discuss findings, conclusions, analyses, and field stresses in order to help the researcher understand his or her own posture and values, as well as role in the study. Adrienne Hyle, as dissertation adviser, filled this role.

Member Checks. Member checking is the process of ascertaining that the researcher's interpretations of what a respondent said are truly what was meant by that respondent. Member checks were conducted as a part of each interview so that respondents might clarify, offer additional information, and confirm facts and interpretations. Member checking takes the

place of the traditional method of triangulation because triangulation assumes that phenomena do not change from person to person, and therefore can be checked. As used in this study, member checking verified that the constructions of reality collected were those intended by respondents, while triangulation verifies specific facts, such as enrollment numbers related to the research (Lincoln & Guba, 1985).

Audit Trail. An audit trail was established which consisted of interview transcripts and tapes, as well as additional interview notes and documents.

Summary

The purpose of this study was to examine the lenses through which women view access to administration in public education. Qualitative methods allowed the examination of these lenses reflected in perceptions, assumptions, and beliefs of aspiring and practicing female administrators.

Reporting

Chapter II contains a review of related literature, Chapter III contains excerpts of the data collected from both aspiring and practicing administrators, Chapter IV provides an analysis and interpretation of the data, and Chapter V includes the summary, implications, and commentary.

CHAPTER II

REVIEW OF RELATED LITERATURE

Women have seldom attained the most powerful and prestigious administrative positions in schools, and the gender structure of males as managers and females as workers has remained relatively stable for the past 100 years. Historical record, then, tells us that there never was a golden age for women administrators, only a promise unfulfilled (Shakeshaft, 1989, p. 51).

The unfulfilled promise Shakeshaft (1989) described has been documented by research exploring variables believed to explain the underrepresentation of women in educational administration. These explorations have included research describing women administrators, their career paths, institutional socialization phenomena that influence women administrators' careers, and the existence of gender bias within educational organizations. Additional research has documented intervention strategies for aspiring female administrators. Researchers have also explored the relationship between theoretical lenses for viewing administration and the underrepresentation of women in educational administration, as well as correlations between effective schools and female leadership characteristics. This chapter presents a review of this literature.

Variables of Underrepresentation

Variables of underrepresentation included demographic studies, studies of women's career paths, studies exploring institutional socialization, and studies exploring gender bias.

Demographic Studies

Early research into the underrepresentation of female administrators centered on obtaining demographic information about aspiring and practicing administrators. Descriptive information about female administrators described them as older than their male counterparts, more experienced in teaching prior to entering administration, more likely to be from an urban, non-Protestant background, and more likely to be single (Gross & Trask, 1976; Ortiz, 1982; Pope, 1982; Shakeshaft, 1989).

As part of an analysis of unpublished dissertations on the subject of women administrators, Shakeshaft (1981) described as of only passing interest those studies which focused on demographic profiles of female administrators. She argued that studies which focused primarily on providing descriptive demographic information about female administrators told what was true and the facts about who these people were, but did not lend insights into the integration of women into school leadership.

Career Paths

Studies which were designed to reach beyond demographic information have often focused on social phenomena related to career opportunities, socialization, and gender issues that affected the careers of aspiring and practicing women administrators. Findings of these studies are conflictual. Adkison (1985) and Ortiz (1979, 1982) documented the tendency

of women to hold staff, rather than line, positions in their school systems' hierarchy, thus inhibiting their advancement. However, Paddock (1981) and Stockard (1984) found no significant differences in the career paths of men and women administrators.

Gaertner (1981) noted previous research findings showing that the position of elementary principal does not prepare a candidate for promotion to the superintendency nearly as well as does the position of secondary principal. She observed that most of the elementary principals in her study were women, and that they did have a low ascendency rate to the superintendency when compared to the predominately male secondary principal group.

Jones and Montenegro (1983) and Ortiz (1979, 1982) also found that previous positions of responsibility held by a candidate significantly influenced that person's upward mobility in administration. Several authors noted that, regardless of previous positions held, a key factor in the career advancement of both women and men administrators was the active presence of a sponsor or mentor (Fauth, 1984; Gross & Trask, 1976; Lovelady-Dawson, 1980; Ortiz, 1979, 1982; Valverde, 1980; Wolcott, 1973). Mentors socialized the candidate into the organization's informal structure and helped the candidate to receive recognition necessary for promotion.

Institutional Socialization

The influence of institutional socialization on female administrators, the informal process of assuming one's role within an organization based on expectations of organizational members, has been documented by several studies. Although institutional socialization through a mentor was found to have a positive influence on aspiring female administrators'

career paths, researchers also studied the negative effect of institutional socialization on women's careers in administration. Institutional socialization was found to play a significant role in the limited career aspirations of women, according to Adkison (1981), Ortiz (1979, 1982), Schmuck and Wyant (1981), and Yeakey, Johnston, and Adkison (1986). Because of institutional socialization into their traditional roles, women chose positions most closely associated with children and instruction. Those positions, usually supervisory or staff positions, did not lead to administrative upward mobility.

Gender Bias

Closely related to institutional socialization in its negative effect on women's career advancement in administration is the issue of gender bias. Despite the federal government's role in regulating hiring practices through Title VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, women administrators continue to be the minority. Schmuck and Wyant (1981) found that women were more likely to be hired for lower-status positions such as director, supervisor, coordinator, or administrative assistant, especially if the positions were filled by appointment within the district, rather than through an open advertisement and application process. Quinn (1989) found that positions may be filled informally, before interviews.

These findings were echoed in Bonuso and Shakeshaft's (1983) study. They found that men and women were rated equally competent based on their resumes, but after an interview process conducted by committees overwhelmingly composed of males, women were not subsequently hired for administrative positions.

Hansot and Tyack (1981) suggested a model for explaining male dominance in educational administration that emphasized male hegemony. Use of this model clarifies the issues of perceived lack of self-confidence and aspiration on the part of female administrators. Within a male-dominated organization, women have fewer opportunities to gain experiences in leadership positions. Therefore, their confidence in their abilities is lower than that of their male colleagues, who have ample opportunity for experience.

Experience in leadership roles is a contributing factor to a woman's success as a leader. "Power, the ability to influence others, is a key to leadership effectiveness. Effective leadership is the ability to get things done in a way that satisfies both organizational goals and the personal need of workers" (Greenfield & Beam, 1980, p. 54). The issue of aspiration may be explained by society's emphasis on a woman's role as wife and mother. The difficulties of combining career responsibilities with family responsibilities reflects not a lack of aspiration but ". . . rather an accurate assessment of hours in the day and the very real limits of the human body" (Shakeshaft, 1989, p. 89).

Marshall (1985) found the stigma of being in a male-dominated career resulted in female administrators making several types of adjustments in their behaviors. In order to move up the organizational hierarchy, women found it necessary to make men more comfortable with their presence. Aspiring female administrators described dressing in a more formal, but unobtrusive manner. Practicing female administrators described altering conversational style to avoid typical male patterns, which were viewed unfavorably when exhibited by a woman. Some women experienced anger and rebellion when faced with the reality that within their organization they were labeled as not-quite-competent administrators and as not-quite-

normal women. Aspiring female administrators learned to minimize their deviance from the male norms, and practicing female administrators learned to use humor to build rapport with male colleagues.

Minimizing deviance is one way in which women cope with gender bias. Another is to deny the existence of bias or minimize its importance. Quell and Pfeiffer (1982) described female administrators denying having experienced gender bias in their careers. This denial of bias was often coupled with statements indicating lack of clout in comparison to male superintendents, tokenism, and being the recipient of inappropriate sexual remarks. When the researchers questioned these women further about their statements, the women dismissed the bias. They also described effective ways in which they coped with or minimized potentially damaging instances of this unidentified/unrecognized bias.

Two other themes emerged from Quell and Pfeiffer's (1982) study. Female administrators felt that in order to achieve their present positions, they had to be better than (not just equal to) their male colleagues. Women in this study also described feeling that they were treated differently in a group situation by male administrators simply because of being female. Assumptions were made about the women's attitudes and abilities that were not based in fact and were not work-related. One woman in the study described her superintendent asking her for a kiss at the beginning of meetings. "Well, do I get a kiss today, honey?" She finally answered, "Yes, if you ask all the other administrators for one, too" (Quell & Pfeiffer, 1982, p. 272).

A crucial point, according to Quell and Pfeiffer (1982), seemed to be the attitude of the women. In spite of being treated differently simply because they were female, the most successful women in the study approached their work situations with a positive outlook and with an

expectation of being treated fairly. These women also had developed effective ways for dealing with the bias they encountered within their organizations.

Summary

Research documenting the existence and ramifications of gender bias, the effects of socialization upon women administrators' careers, and the patterns of women administrators' career paths is interrelated. These phenomena have been documented extensively (Shakeshaft, 1989). As a result of research in these areas, several types of interventions were proposed and implemented to overcome the underrepresentation of women in administration.

Intervention Strategies

There have been a number of federally funded projects and organizational efforts, both formal and informal, including institutes and assessment centers, designed to increase the representation of women in educational administration. Additionally, support systems have been established to provide women with opportunities to reinforce their aspirations and to enhance development of leadership skills.

Institutes

In 1977 and 1978, the Institutes for Women in Educational Administration focused on helping participants identify and overcome the effects of past socialization and discrimination. A study by Lyman and Speizer in 1980 compared the two groups of women attending the seminars. A majority of the women in both groups reported that skills learned at the institutes, especially skills involving organizational behavior, were

useful in advancing their careers. Participants also reported the development of a useful support network with other women who attended the institute.

A similar institute, specifically focused on training both men and women administrators in issues of administration and equity while increasing understanding of the role of educational administrators and developing career-advancement skills, was conducted by Mertz and Venditti at the University of Tennessee in 1985. As a result of training received through the institute, both men and women advanced into administrative positions at a rate of 71%. The authors also reported that training at the institute resulted in a less traditional view of the rights and roles of women in society.

Mertz and Venditti (1985) noted four factors in their institute which could be replicated outside of a university-based program and used by school districts to increase the number of women in administration. The four factors were: (1) focusing selection on women, (2) providing visibility, (3) building group membership, and (4) selecting internships (Mertz & Venditti, 1985).

Funded Projects

In addition to institutes, there have been a number of federally funded projects and individual and organizational efforts to increase the representation of women in administration. Minnesota's Women in School Administration (WISA); A Project of Internships, Certification Equity-Leadership, and Support (ICES); Female Leaders for Administration and Management in Education (FLAME); and Sex Equity in Education Leadership (SEEL) have provided information, financial assistance, and

administration courses and workshops to encourage women to enter school administration (Shakeshaft, 1985).

One administrator preparation program at Hofstra University included a course (Women in Administration) intended to provide female students with information and training to assist them in their careers, without making them carbon copies of male administrators. The course focused on changing women's attitudes and beliefs about themselves and their role in schools. Preliminary results of a three-year study indicated that nearly half of the participants in the course were hired as administrators (Shakeshaft, Gilligan, & Pierce, 1984).

Assessment Centers

The National Association of Secondary School Principals (NASSP) has sponsored assessment centers whose purpose was to evaluate a candidate on preselected skills associated with effective leadership. A 1985 study of the impact of these assessment centers found that 66% of women respondents who were promoted after completing the assessment center process felt that it had totally or partially influenced their selection for an administrative position (Johnson & Douglas, 1985).

Support Systems

In conjunction with formal and informal training strategies, support systems often were formed to provide women with reinforcement for their aspirations and opportunities for developing strategies, providing professional companionship, and ventilation (Shakeshaft, 1985). Support groups may also provide opportunities to practice effective leadership behaviors and encouragement to women considering adopting informal leadership roles within their organizations (Conoley, 1980).

Schmuck (1986) differentiated between the traditional male support systems and the more formal female support systems that have developed among professional women within the last 20 years. The Old Boys' Network, as described by Schmuck, is unconscious, informal, and private. Women's replacement strategy of networking, in contrast, is a conscious duplication of an unconscious process. She stated that men joining openly to advance themselves is considered awkward and embarrassing. However, because men hold the power in educational social systems, there is no need for a formal support system. Additionally, Schmuck pointed out that women must network with men as well as women because of the power structure in most social systems. "Men are an important part of networking: They have the experience and status and they can give sound advice" (Schmuck, 1986, p. 61).

Summary

Although the networking system remains available for women administrators, many of the programs designed to increase the number of female administrators are no longer in existence. Cuts in federal funding have made these strategies inaccessible to aspiring administrators. Efforts to evaluate the effectiveness of the programs were limited by the enormity of the task and methodological difficulties with the studies that were conducted. Change strategies implemented by various programs were limited to "winnable" battles. The revolution needed to increase the number of female administrators requires a more inclusive lens for viewing society that recognizes its androcentric culture and a combination of many strategies on a societal level (Shakeshaft, 1989).

Theoretical Lenses for Viewing Administration

Women who aspire to leadership positions within school organizations must understand the theoretical bases for many of their perceptions about administration and the barriers women establish to successful entry into leadership positions in educational organizations.

Assuming that leadership theory is formed by and impacts on the culture in which it exists, then it is not surprising that traditional leadership theory was proposed for, researched on and normed on male leaders in male-oriented organizations. . . . That is, research that has been informed by that traditional theory does not allow for a wide range of behaviors that includes attention to behaviors that are culturally defined as appropriate for, or attributed to both men and women. Therefore, they are inadequate explanations of the requirements for effective organizational leadership (Intriligator, 1983, p. 3).

Traditional leadership theory is based in logical positivism, which precludes discussion of social issues by divorcing social theory from its social structure. Theories based in logical positivism presume organizational homogeneity and equilibrium without providing any justification for that supposition (Yeakey, Johnson, & Adkison, 1986).

This homogeneous viewpoint of reality has been labeled "androcentric." This framework for reality has limitations and restrictions of a one-sided system of knowledge. Heightening aspiring and practicing male and female administrators' awareness of the parameters of this restrictive lens for viewing reality may assist in re-envisioning the world of educational administration (Shakeshaft & Nowell, 1984).

Essential to this re-envisioning of reality is recognition of denial and institutionalization of organizational and social realities. Organizational phenomena are rendered invisible and redefined as nonissues. A theoretical framework which asks the question, "What counts as knowledge?" rather than, "What constitutes" or "What is" knowledge, provides female administrators with the means to overcome barriers ascribed to organizations by the traditional male-oriented definitions of reality (Anderson, 1990).

Because administrators in educational organizations are in a better position to influence what "counts" as meaning within their organizations, they are the managers of organizational meaning and the definers of organizational reality (Anderson, 1990). Essential to the success of female educational leaders, as managers of meaning within their organizations, is the development of lenses for viewing reality that see a variety of organizational and social contexts. Critical theory offers a way to see organizational and social contexts and their conflictual meanings (Hyle, 1991).

Critical theory provides an attitude, a way of addressing social change through individually formulated actions. It does not prescribe; it does not determine; rather, it attempts to educate, and in so educating, attempts to introduce us to our surroundings and how they consciously or unconsciously influence us (Foster, 1986, p. 90).

Aspiring and practicing female administrators who adopt a critical perspective will be aware of the ideological hegemony that legitimizes practices in educational organizations. A critical perspective offers women educational leaders alternative meanings to reality that include them, rather than exclude them. Every administrator is her own theorist,

capable of shaping reality (Burrell & Morgan, 1979). Aspiring and practicing administrators who view their organizations through lenses that illuminate, rather than render invisible, conflicting organizational phenomena will be more effective leaders in their respective organizations.

Female Administrators and Effective Schools

Research indicates that female administrators display leadership characteristics that result in effective schools (Shakeshaft, 1989; Sweeney, 1982). Effective leaders transform their organizations into nurturing learning environments for children. The overcoming of the underrepresentation of women in educational administration is thus an essential element in improving schooling.

Frasher and Frasher (1979) attempted to dispel the myth that women are incapable of effective administrative performance by summarizing studies comparing male and female administrative behavior. They found either that no gender differences existed or that women received higher ratings. Tibbets (1980) reported that women are better principals than men; female principals demonstrate a greater ability to work with others and maintain discipline, and to display more democratic leadership style and superior teaching expertise.

Sweeney (1982) outlined characteristics of effective principals that are similar to those of Tibbets (1980). Sweeney found that effective principals are visible; play an integral part in instructional decisions, including coordinating instructional programs and monitoring and evaluating student progress; assure an orderly climate for learning; and set and communicate goals and expectations. Similar leadership characteristics of effective principals were described by Rouche and Baker (1986).

They found that effective principals exhibited flexibility in autonomy and innovation, cohesiveness within their organization, commitment to their school's mission, recognition of staff members, collaboration to solve problems, effective delegation, and a focus on teaching and learning.

Shakeshaft (1989) noted that the female world of administration equates with the characteristics associated with effective schools. Female administrators emphasize relationships with others, teaching and learning as the major foci, building community through participatory management, and support for teachers. Female administrators tend to have closely knit schools with high morale, and are superior instructional leaders because of their greater knowledge of subject matter.

Summary

Researchers have documented characteristics of effective school leaders and have documented that women, more often than men, display leadership characteristics associated with effective schools. Attempts to explain the underrepresentation of women in educational administration have progressed through demographic studies, studies of career paths, socialization processes, and evidences of gender bias. The limitations of educational theories based in logical positivism and the need for more inclusive theoretical bases have been illuminated. Lenses for viewing administration from the viewpoints of aspiring and practicing women administrators and strategies and advice generated by these women for those entering and advancing in the field may provide the means for all children to have the opportunity to learn in environments fostered by effective educational leaders. Given the research base, the aim of this study is the improvement of schooling by overcoming the underrepresentation of women administrators.

CHAPTER III

DATA PRESENTATION

Because the purpose of this study was to examine the underrepresentation of women in educational administration from the perspectives that female aspiring and practicing administrators have of administration and entry into it, a variety of data sources were used. The first was demographic data and written responses from a survey instrument sent to a random sample of both aspiring and practicing midwestern female administrators. Additional data were collected as the result of on-site interviews conducted with aspiring and practicing survey respondents who indicated a willingness to be interviewed. This chapter presents the data collected from both sets of surveys and interviews.

Survey Procedures

The survey served as a demographic data collection method and as a way of determining aspiring and practicing administrators who were willing to be interviewed.

Population and Sample

A list of women holding administrative positions in public schools and a list of women certified as administrators, but not currently employed in administrative positions, were obtained from the state department of education in one midwestern state. From these lists, 10% of the aspiring and practicing women administrators were randomly

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selected. Separate survey instruments for aspiring and practicing admin-
istrators were developed and mailed to the selected sample.

Data Collection

The survey instruments requested demographic information (age, eth-
nicity, marital status, children, parents' educational background, sib-
lings, birth order, level of administrative certification, teaching
areas) and information about experiences with barriers to entry or ad-
vancement in administration. Respondents indicated additionally whether
they would be willing to be interviewed about their perceptions of admin-
istration. These individuals then served as the population from which
the interviewees were selected by needed demographics to encompass the
range and diversity of the total population. Survey instruments and the
follow-up letter are included in Appendix A of the study.

One hundred four survey instruments were mailed (49 aspiring, 55
practicing). Sixty surveys were returned. One response was deleted
because the instrument was completed by a man who had recently replaced
the woman administrator to whom the survey was addressed. The resulting
initial overall response rate was 56%. Of the 59 initial respondents, 33
were practicing administrators and 26 were aspiring administrators.
(Nine of the respondents who were listed as aspiring administrators on
the State Department of Education list had recently obtained an adminis-
trative position and were therefore included in the practicing adminis-
trators' group for data analysis purposes.)

The initial response rate for practicing administrators was 62%.
In this first round of responses, there were more respondents from rural
areas than from either suburban or urban areas, and medium-sized schools
were underrepresented (district size descriptions based on OSSAA

guidelines). A follow-up letter and survey were sent to nonrespondents from underrepresented categories, targeting administrators in medium-sized suburban and urban school districts, and additionally targeting administrators from southwest and northwest areas of the state.

The initial response rate for aspiring administrators was 53%. There were twice as many respondents from large, urban schools as there were from small and medium suburban and rural school districts. A follow-up letter and survey were sent to nonrespondents from underrepresented categories, targeting those in small and medium schools from suburban and rural areas of the state, and additionally targeting aspiring administrators from north central, northwest, and south central areas of the state.

A total of 14 surveys (six from aspiring administrators, eight from practicing administrators) were received as a result of the follow-up mailout; the overall response rate was thereby increased to 59%. The final response rate for aspiring administrators remained at 54%; the final response rate for practicing administrators was 65%. Respondents in demographic categories underrepresented in the first round for both aspiring and practicing administrators were obtained and represented in the follow-up responses.

Administrative Demographics

The first objective of this study was to describe aspiring and practicing administrators. Through the use of the survey instruments, the following descriptive information was obtained about aspiring and practicing female administrators in this state.

Aspiring Administrators. These women were mature, experienced educators. Seventy-four percent of the aspiring respondents were at least 40 years old and had a minimum of 10 years' experience in education, although more than half (61%) of them had been an administrative candidate for five or fewer years. They represented diverse public educational backgrounds. Sixty-five percent of the aspiring administrators reported experience in elementary grades. This experiential background was reflected in their levels of administrative certification, with 17 of the 23 respondents holding elementary administrative certification, and 10 of the 23 respondents holding secondary certification (four respondents held certification at more than one level). Other areas of teaching experience indicated by women responding to the survey included secondary content areas, reading, counseling, special education, and technical instruction.

These women were well-educated. Master's degrees were held by 83%. An additional 13% were enrolled in a doctoral program, and 13% had already completed a doctorate. They came from families that were educated. Seventy-eight percent of the aspiring respondents stated that their parents had at least a high school education. Thirteen percent reported that their parents had achieved bachelor's degrees, and only 6% reported that their parents had not completed high school. Four percent of the aspiring administrative respondents reported having parents who had completed an advanced degree.

With the exception of one Native American, all aspiring respondents reported their ethnicity as Caucasian. Seventy-percent of the women were married and 78% had children, with two children being the most common. The birth order of respondents were spread among four categories. Twenty-six percent of the respondents were oldest children in their

families, 30% were the youngest children, 26% were middle children, and 13% were only children.

Practicing Administrators. Like the aspiring respondents, these women were mature, experienced educators. Seventy-nine percent of the female administrators in this sample were 40 years old or older. Although half (48%) of the women had five or fewer years of experience in administration, most (60%) of them had spent over 10 years in the classroom prior to entering administration. Over half (56%) of the women indicated previous experience teaching at the elementary level. This may be due to the fact that 24 of the 50 respondents (33 original respondents, 8 follow-up respondents, and 9 aspiring respondents who now hold administrative positions) were currently elementary principals, and eight of the respondents were assistant elementary principals. Other areas of teaching experience listed by the respondents included secondary content areas, special education, counseling, fine arts, and media.

These women were also well-educated. Master's degrees were held by 80% of this sample, with an additional 14% indicating a master's degree and current enrollment in a doctoral program. Doctorates were held by 10%.

Caucasians represented the largest (88%) ethnic group in the sample. Of the respondents reporting their ethnicity, an additional 6% were Black and 2% were Native American.

Seventy-six percent of the women administrators responding to the survey were married. Eighty-eight percent of them had children, with two children being the most common.

These women also came from families who were educated. Half the women reported that their parents had at least a high school education.

Thirty percent reported that their parents held bachelor's degrees, and 4% held advanced degrees. Sixteen percent of these women's parents had not completed high school.

Oldest children constituted the largest (39%) group of respondents. Other birth-order groups represented in the respondents included 28% who were the youngest children in their families, 24% who were middle children, and 8% who were only children.

Summary

A sample of aspiring and practicing administrators in this midwestern state was obtained. Survey instruments were sent to 10% of the population. Follow-up surveys were sent to underrepresented sizes of schools and geographic areas within the state, and resulted in a 59% response rate overall, which reflected the range and diversity of the population.

From the survey data, demographic characteristics of the aspiring and practicing survey respondents revealed several similarities between the two groups. From the demographic data, a profile of aspiring and practicing respondents emerged which included similarities in age (40 years or older), years of teaching experience (over 10 years), years in administration or as an administrative candidate (five or fewer years), level of teaching experience (elementary), degrees held (master's), ethnicity (Caucasian), marital status (married), and number of children (two). Additionally, the birth order for both aspiring and practicing administrators was distributed evenly over three categories.

Overall, the profile of respondents in this study was similar to profiles found in earlier demographic studies of female administrators, with one exception (Gross & Trask, 1976; Ortiz, 1982; Paddock, 1980;

Pope, 1982; Shakeshaft, 1989). Respondents in this study were more likely to be married than were female administrators described in earlier studies. The demographic data collected for this study revealed that women resembled in virtually every way the women in earlier demographic studies.

Survey Responses Describing Barriers to
Entry Into Administration

Objective three of this study stated: "Describe aspiring and practicing administrators' perceptions about barriers to entering administration." From respondents' written replies to survey questions, written information about barriers to entry into administration was obtained. It reflected perceived barriers in hiring and placement practices, relationship challenges, and family and community constraints.

Hiring and Placement Practices

Aspiring respondents described their inability to get past the "good ole boy" system to obtain the experience required to be hired for administrative positions. This paradoxical situation was summed up by one (suburban) respondent, who said: "How can I get experience if I have to have experience to get the job?"

Practicing administrators' survey responses indicated hiring practices in which men were preferred for positions over female candidates, regardless of qualifications. Women from urban districts described their districts as "seeking new blood," and the necessity for women to go outside their districts for experience before returning to their home districts as administrators. Another respondent (rural) stated that the

Board of Education was trying to fire her because she is married to the superintendent, when there are 38 other cases of administrators supervising relatives within the district.

Relationship Challenges

Relationship challenges described by aspiring and practicing administrators included several examples of women going against tradition, and one example of men feeling intimidated by women.

Aspiring and practicing administrators described several ways women go against tradition in entering administration, including not being a member of the "good ole boy" system, the reluctance of men to allow women to move to positions of more responsibility, and traditional perceptions about acceptable administrative characteristics. One aspiring woman (rural) described her difficulty with the "good ole boys": "I'm not a coach! . . . I'm frustrated. I feel that I have to wait, or change careers. I have a lot to offer and nowhere to go."

Female administrators (rural) described the reluctance of superintendents to move women who were doing a good job in their current assignments to a line administrative position or to a position of more responsibility. Another woman stated that women in administration are not accepted in her part of the state (rural). She described an attitude held by men that women do not belong in decision-making positions. She had reached what she believed to be the highest level of administration for a women in her location (central office administrator). When she walks into a meeting of administrators, the superintendent refers to her as "our token woman."

Aspiring and practicing female administrators also described being told that their personal characteristics were not desirable and that they

"get in the way of upper management success" (practicing, rural). One aspiring woman (urban) described being told that, "I am not 'bubbly' enough, even though 'bubbly' is not a characteristic present in highly regarded male principals." Another aspiring woman (rural) described being told that she was too docile, even though she was highly successful in leadership positions within civic organizations and owned and operated several businesses.

An aspiring respondent (rural) described being turned down for administrative positions 29 times. She believed that she is better educated than the men doing the interviews, and she intimidated them. She described her frustration with still doing playground duty when she is qualified to be superintendent of schools.

Family and Community Restraints

One question on the survey asked aspiring and practicing administrators if they were currently seeking administrative positions. Some aspiring administrators were not currently seeking positions. Many of their replies cited family constraints as barriers. Having to drive to another district discouraged some aspiring respondents, who stated that they would have difficulty meeting the requirements of an administrative position, given their family's reluctance to move and the long commute necessary to acquire an administrative position.

Family constraints such as caring for children and moving around a lot were reported by practicing administrators as barriers to their entry into administration. When they were candidates for administrative positions, practicing administrators reported being asked during interviews how they would care for their children at night during activities and how their husbands would feel about telephone calls at night.

Community constraints were reflected by one aspiring administrator who described being a member of a family within her community that was at odds with administration (rural). Another aspiring woman (rural) described her reluctance to hold an administrative position within her district because she did not agree with many of the educational practices administrators in her district were required to support.

Summary

Barriers described by aspiring and practicing respondents in their written survey responses echoed barriers documented by numerous researchers over the past 25 years. They included hiring and placement practices, relationship challenges, and family and community constraints.

Survey Responses Describing Bridges to
Entry Into Administration

Objective four of this study was to generate advice from aspiring and practicing administrators for those considering administration. Survey respondents reported the following means of advancing their careers.

Networks

Of those aspiring women who were seeking administrative positions, several common means for seeking advancement were described. Aspiring administrators read postings, listened to rumors and "word of mouth," spread the word among administrators that they were interested in positions, and used placement bureaus (urban, suburban, and rural). Practicing administrators did not note any networking strategies in their survey responses.

Mentor

Eleven of the 23 aspiring administrators and 37 of the 50 practicing respondents reported having a mentor or significant other who influenced their careers. Practicing respondents also described having someone in administration who recommended them for positions and made them aware of the availability of positions (urban, suburban, and rural).

Summary

Many of the aspiring and practicing administrators reported having a mentor or significant other as a bridge to entry into administration. Aspiring administrators also used formal and informal network strategies to "get the word out" that they were interested in administrative positions. These bridges described by respondents are consistent with those documented by research.

Interview Procedures

Interviews served as the primary data source for the study. Interviews were audiotaped and transcribed for analysis.

Selection of Interviewees

Interviewees were purposively selected from those survey respondents who indicated a willingness to be interviewed because they needed to represent the population's range of ages, years of experience, level of certification, administrative positions held, ethnicity, and marital status. Size and geographic location of the interviewees' school districts were also considered in the selection process. Interviewees were from all geographic areas of the state, except the northwestern portion. No

respondents from the northwestern portion of the state indicated a willingness to be interviewed. A total of five aspiring and five practicing female administrators were interviewed.

Sample

For purposes of identification, aspiring interviewees were assigned fictitious names beginning with the letter A. Practicing interviewees were assigned names beginning with the letter P.

Aspiring interviewees represented the diversity of the population. The following descriptions give pertinent information about the aspiring administrators:

Anna is an elementary special education counselor for a large urban district. Her duties include some teaching responsibilities. She has taught for almost 20 years. She is in her mid-40's, single, and has no children. She is from the northeastern part of the state.

Adrienne is a secondary math teacher for a large urban district. She has taught for over 20 years. She is in her mid-50's, married, and has two children. She is from the central part of the state.

Abigail is a secondary counselor for a small rural district. She previously taught at the elementary level for 11 years. She is in her late 40's, single, and has two children. She is from the eastern part of the state.

Andrea is an elementary teacher from a large suburban district. She has taught for eight years. She is in her late 20's, married, and has two children. She is from the west central part of the state.

Alice is a secondary counselor from a medium-sized rural district. She has over 20 years of experience at elementary and secondary levels.

She is in her late 40's, married, and has two children. She is from the southern part of the state.

Like the aspiring interviewees, the practicing interviewees represented the diversity of the population. The following descriptions give pertinent information about these practicing administrators:

Paula is a junior high assistant principal from a large rural district. She previously taught for over 10 years and has less than 5 years of experience as an administrator. She is in her late 30's, married, and has three children. She is from the northern part of the state.

Pixie is an elementary principal from a small rural district. She previously taught for 10 years and has less than five years of experience as an administrator. She is in her early 40's, single, and has two children. She is from the southern part of the state.

Peggy is a superintendent of a large rural district. She previously taught for 17 years and has been an administrator for over 10 years, including serving as an assistant superintendent prior to becoming a superintendent. She is in her mid-50's, married, and has four children. She is from the southeastern part of the state.

Penny is a central office administrator from a large suburban district. She previously taught for over 20 years and has seven years of experience as an administrator, including previous experience as a junior high assistant principal. She is 50 years old, married, and has two children. She is from the northeastern part of the state, and is the only Black interviewee.

Patty is an assistant high school principal from a large urban district. She previously taught for 10 years and has less than five years of experience as an administrator. She is in her mid-30's, married, and does not have children. She is from the central part of the state.

Data Collection

Women selected for interviews indicated their willingness to be interviewed on the survey instrument. A target sample of at least five aspiring and five practicing interviewees was believed to be needed to capture the diversity of the population and to reach data saturation. Twelve potential interviewees (six aspiring, six practicing) were contacted by telephone. One aspiring administrator and one practicing administrator declined. The researcher made an effort to meet interviewees at their convenience at a place and time they chose.

Interview questions centered around objectives two through four of this study. Responses revealed perceptions about administration, perceptions about barriers and bridges to entry into administration, and perceptions about their careers. Following the tenth interview, it was determined that no new data categories were emerging and that a saturation of data had been achieved. It was also determined that, had additional interviews been conducted, no new information would have been generated.

Interview Perceptions About Administration

Perceptions about administration centered around two categories: description of administration and roles of administrators.

Description of Administration

Responsibilities of administration, according to the aspiring leaders in this study, included working with curriculum, facilitating all programs of the school, and creating a climate for effective learning. Alice described administration as "making it all gel." Practicing

administrators described administration as facilitating the educational process. Specifically, this included instructional leadership and public relations.

Even though they did not know these facts from experience, job-related stress, long hours, discipline problems, and political issues within their organizations were all described as the most frustrating parts of administration by all but one aspiring administrator.

From the perspective of one who knew, Peggy viewed administration as, "the responsibility to lead, to have the vision to facilitate, to manage--all those things wrapped up in one," and Patty noted repeatedly her concern for student-centered administration:

The whole point of school administration is that anytime you have a goal, which in this case would be a child graduating from high school, ultimately you have to have in place vehicles for that to occur, and I just see administration as a part of that whole process. I view my job as being a child advocate, being here, pretty much specifically to facilitate the child reaching whatever goals they need to reach.

Roles of Administrators

Three different roles emerged from the data: administrators as instructional leaders, managers, and ultimate authorities. Although portions of the administrative role--such as parking lot supervision, supervision of extracurricular activities, and discipline--were mentioned, Ann, Abigail, and Alice emphasized the role of the principal as instructional leader. Working together toward established goals and encouraging teachers' professional growth were described as essential parts of an administrator's job by all interviewees. Both aspiring and

practicing administrators viewed facilitating growth in teachers and students, and in teamwork, as the most enjoyable roles of an administrator.

One exceptional response to this portrait of the administrator as a facilitator of learning came from Adrienne. Her perception of the role of the administrator emphasized "the one who is ultimately responsible for the policies and seeing to it that the policies are followed in the building."

Negative managerial aspects of the administrative role, such as their inability to maintain structure in their day and being a disciplinarian, were described by Paula, Pixie, and Patty as the most frustrating parts of being administrators because of the tendency of those activities to monopolize their time.

Practicing administrators' perceptions of the roles of administrators ranged from Peggy's comment that building principals were more interested in keeping things running smoothly than in taking risks; to Patty, who felt that teachers viewed the role of the assistant principal very differently from the role of the principal.

Additionally, practicing administrators believed that teachers viewed the principal in the role of ultimate authority and were unaware of the power structure over the principal. On the other hand, if teachers disliked what the assistant principal said, they "understand the hierarchy and will go next door." Patty also felt that teachers viewed principals in their administrative roles as being incapable of understanding the role of the teacher and the teacher's viewpoints, even when the principal had recently been a teacher.

Pixie described her faculty's preconceived ideas about her as an autocratic administrator who would make arbitrary decisions because of

previous negative experiences with a female principal. She described spending most of her first year as a manager, not as an instructional leader, and expressed her desire to move in the opposite direction.

Summary

Interview descriptions of administration and administrators' roles revealed a diversity of responses from aspiring and practicing administrators. Descriptions of administration included those typical of instructional leadership, as well as more traditional duties associated with administrative positions. Administrative roles included instructional leaders, managers, and ultimate authority figures.

Interview Perceptions About Barriers to
Entry Into Administration

Aspiring and practicing administrators described three basic groups of barriers to administration: relationship challenges, family and community constraints, and hiring and placement practices.

Relationship Challenges

Lack of recognition, going against tradition, men vs. women, subjugation, and sexual harassment were described by aspiring and practicing administrators as types of relationship challenges.

Lack of Recognition. Alice described a situation in which she was given less desirable portions of her administrator's responsibilities, specifically completing the state accrediting report. When the accrediting officer came to discuss the report, Alice was not allowed to be in the room. During the discussion with the accrediting officer, whenever

questions arose about the report, her principal called Alice to clarify answers. She was told to remain near her telephone, available for answers, until the officer left. Alice also recalled being discouraged when she proudly showed her administrative certificate to the assistant superintendent, and he said, "Sure, everybody's got one of those."

Other aspiring administrators recalled various examples of lack of recognition. Adrienne described her principal's refusal to recognize her completion of a doctorate. She stated that her principal never called her "doctor," even though her fellow teachers did. Andrea felt that she will not be taken seriously as an administrative candidate until she has more experience, even though she already has eight years of classroom experience.

Against Tradition. Women who go against tradition find that credibility in one position does not necessarily mean credibility in a position of more authority. Peggy stated that her board of education was reluctant to hire her for the superintendency, even though they respected her work in their district as an assistant superintendent. They were afraid she could not supervise male principals, they questioned her ability to handle money, and they questioned her judgment. Paula recalled the surprise of students who found out they had a "girl" for an assistant principal. Not only were students surprised, faculty members told her they were afraid that she could not handle the big boys.

Pixie described female teachers' unwillingness to see a woman as an administrator. When the male superintendent came to Pixie's building, a teacher asked if he was the principal today, or was he himself (the superintendent) today? Pixie reminded the teacher that she (Pixie) was the principal--yesterday, today, and, as far as she knew, tomorrow.

Pixie felt that part of the problem stemmed from traditionally oriented older teachers who are accustomed to a father figure for a principal. According to Pixie, a father figure promises to take care of teachers if they ask no questions and to be fair, but he also has to have a "heavy hand" occasionally.

In breaking with traditional roles for women, Peggy, Penny, Patty, and Pixie stated that a female administrator must be better than her male colleagues because the levels of expectation are different. Pixie described her community's feelings as:

They will put up with incompetency from a male. They will not put up with less than the best from a female. . . . An incompetent male . . . can bumble butt his way through and do absolutely nothing, and make the worst decisions in the world, and they'll rationalize him right out of it. That doesn't happen for a female.

According to practicing administrators, when they deviated from traditionally accepted characteristics of administrators, they encountered difficulties with others in the workplace. Negative perceptions about female administrators' dress and demeanor were described by Paula, Pixie, and Patty. If they dressed too well, female administrators were perceived as trying to be better than their colleagues. If they did not dress well enough, the perception, in Patty's words, was that "Women don't know how to dress for business, and she proves that." Patty has started wearing perfume occasionally. She had stopped wearing it as a new administrator when several people commented on it. She felt that teachers in her building now see her as a credible administrator. This gave her a little more freedom in her dress and, as a result, she felt comfortable with her decision to begin wearing perfume again.

Breaking through the traditional "good ole boys" network was cited by aspiring administrators as a significant barrier to entry into administration. Alice described competing against "anyone who ever coached" for administrative positions. The necessity of having connections was also expressed by aspiring administrators. As an example, all of the aspiring administrators described the connections men formed through informal networking at golf tournaments held during professional meetings and through recreational activities such as hunting and fishing.

Men vs. Women. Anna recalled resentment resulting from what the men perceived to be reverse discrimination in hiring for administrative positions. Anna remembered male administrators stating, "It's our turn now. We've hired enough females in this district." Practicing administrators described the same resentment of female administrators. Paula recalled a conversation with her superintendent in which he questioned her about becoming an administrator. He stated that he had more trouble with female administrators, and that people did not like to work for them, so why did she think she could or should do it?

In addition to male resentment of women's accomplishments and successful entry into administration, aspiring female administrators perceived that men are threatened by them. When Abigail made her intentions of seeking an administrative position known in her district, she encountered resistance. This came in the form of harassment over teaching performance, or remarks about her being unsuited to be an administrator because she could not handle boys in discipline situations.

Subjugation. Alice described her frustration with men's attitudes toward women who become administrators. She stated that females who

become administrators are on display. They are especially vulnerable at professional meetings.

No matter how nice they think they're trying to be, you're still either their daughter or their servant girl friend, or somebody there to play with over the weekend. . . . How do you take them seriously? Do you stay away from those situations--just go to the meetings and then retreat back? But that isn't how you meet people. It's like walking a tightrope.

Alice also described catering to the male administrators in her rural district because her evaluation depended on it. Abigail and Alice reported catering to men by learning to joke with them. They also described allowing men to tease them in order to help male administrators feel at ease. As a means of coping with the subjugation, Alice stated that she rationalized her failure to receive an administrative position by settling for the positive aspects of her current role as a counselor.

Sexual Harassment. Perhaps the ultimate in relationship challenges is the issue of sexual harassment, because it contains elements of previously presented relationship challenges; specifically, men vs. women and subjugation.

Before she became a principal, Pixie was a central office administrator. She had, she thought, an excellent professional relationship with the superintendent and received superior evaluations and lots of public praise. The superintendent, who was married, eventually stated that she was everything he had ever wanted in a woman and that he wanted to have an affair with her. She refused, but he persisted. When it became evident that she really was not going to have an affair with him, the superintendent began to publicly and privately criticize Pixie, both

personally and professionally. He questioned her job performance, told her that her blouse was "too low for work," and gave her a less than satisfactory evaluation. Pixie remembered her feelings of helplessness and rage. She was a single parent, supporting two children, and could not afford to alienate him. When a principalship opened up, she applied for it, and through the influence of some board members, she received the job. She planned to marry before the next school year, and took a leave of absence to consider whether or not she wanted to continue in educational administration.

Pixie experienced sexual harassment in the workplace and had to change administrative positions to avoid the situation. When she was recounting this experience, she whispered so that no one could hear her through the door. She was obviously agitated and upset by her memories. She stated that, "Anita Hill is just the tip of the iceberg." Because of her experiences, Pixie refused to have the interview taped, for fear of repercussions if the tape fell into the wrong hands.

Family and Community Constraints

Family and community constraints described by interviewees included others' perceptions of them when they were younger, being placebound, neglecting family, and the loss of privacy.

The Past. Abigail described the constraints placed upon her by others' perceptions of her in the community. She was a hometown girl and felt that people still saw her as a cute high school cheerleader and not as a potential educational leader. Patty recalled the interview for her current position as difficult because she was interviewing with a man who

had been her high school principal, and who still viewed her in a younger role.

Placebound. Abigail believed that she is placebound because her children do not want to move. Adrienne and Alice also described family constraints, including the necessity to commute long distances for an administrative position so that they could avoid uprooting their families.

Neglect of Family. Several practicing administrators cited difficulties with juggling their personal and professional lives. Peggy described her neglect of her family and the necessity of an understanding husband. Because of her husband's support, she felt that she has been able to handle her family responsibilities. She described her husband as paying a price for her career, and described her sacrifice of personal friends because she does not have time for them.

Paula, Pixie, Penny, and Patty, as building administrators, described being ultimately responsible for their school and as "on call" 24 hours a day. As a result, family responsibilities were sacrificed. These women stated that the decision to enter administration carried responsibilities that were not always compatible with family life; interviewees saw these responsibilities as especially difficult for women.

Loss of Privacy. An administrator's private life is not private, according to Pixie. As a single woman, she described other women as hostile toward her because they were afraid she was after their husbands. She was careful not to work too late at night at the district office with male administrators for fear of rumors about her having an affair. On the other hand, she also stated that she discontinued a friendship with a

woman because the woman had a reputation for being a lesbian. When she started to date, Pixie said that everyone heaved a sigh of relief because she had chosen someone "appropriate." "If I had brought a nice-looking Black man or a younger man--you know, a real virile younger man--I would have lost my job, I'm sure." Once she began dating, she described having to worry if her fiance's car was in her driveway too late in the evening because people would gossip about her morals. She described this situation as "being under a microscope," and typical for the culture of a rural community, especially where educators are concerned.

Hiring Practices

Hiring practices that presented barriers included economic conditions, informal district hiring policies, and hiring practices that were a "sham."

Economy. Adrienne described constraints resulting from a sluggish economy and the resulting effects on hiring for administrative positions. She cited positions not being filled after posting, or being reduced to part-time, which made them less desirable.

Informal Policies. Anna stated that she had been told by administrators within her district that she would have to wait her turn for an administrative position, regardless of her qualifications, because that was the way things were done in her district.

A Sham. Adrienne described positions being filled without official postings because the superintendent had stated that he would not hire female administrators. Patty recounted her experiences with token

interviews, where she was asked perfunctory questions, and where she was aware that she was not under serious consideration for the position.

Penny was told that she was not hired for an administrative position because of lack of tenure. She defended this description of the events by stating that she was "bumped" twice for an administrative position because the men who were hired for the position had been in the district longer than she had been. Penny also stated that her district had hired more female administrators than males recently, and her failure to receive the positions was entirely an issue of tenure.

The state department list of female administrators totaled eight which were employed in Penny's district. This did not constitute a majority of administrators for this large suburban district at any level.

Summary

Barriers described by aspiring and practicing administrators centered around relationship challenges, family and community constraints, and hiring and placement practices. Relationship challenges included lack of recognition, going against tradition, men vs. women, subjugation, and sexual harassment. Family and community constraints described by interviewees were: the past, being placebound, neglecting family, and loss of privacy. Hiring and placement practices described as barriers were: economical conditions, informal policies, and "sham" practices.

<div align="center">Interview Perceptions About Bridges to

Entry Into Administration</div>

Aspiring and practicing administrators described four bridges to entry into administration: support systems, networks, personal and professional characteristics, and preparation programs.

Support Systems

Aspiring administrators emphasized the need for a support system. The could be accomplished in a variety of ways such as through a mentor, a role model, or a significant other. Having someone to provide personal support was viewed as a valuable asset for an aspiring administrator by Anna, Andrea, and Alice--someone whose behavior could be emulated, who could provide counsel, and who could encourage aspirations, roles fulfilled by mentors/role models/significant others.

Aspiring administrators such as Adrienne and Abigail, who did not currently have someone to provide personal support, cited the loneliness of pursuing an administrative position, especially when they had been rejected for several administrative positions. Support people described by interviewees included successful administrators, both male and female, role models from their personal and professional lives, and husbands and family.

Practicing administrators in this study described support received from their husbands and mentors as essential to their success. Husbands often provided encouragement and personal support, while mentors were most often described as the persons who gave the women the chance to become administrators, either through direct access to a position, or by providing experiences not normally available to a teacher that paved the way for subsequent administrative positions.

Networks

Aspiring administrators noted the need for women to establish a network of contacts in administration. Adrienne described the informal networking process as "opening windows--not doors--just windows, so that

you can see the possibilities and figure out how to get through the doors yourself."

The process of informal networking is essential to success in administration, according to the administrators interviewed. Peggy, Pixie, and Patty felt that the professional organization within the state for female administrators was not meeting their networking needs. Pixie recommended female retreats, potluck dinners, and other social occasions where women could spend time needed to make contacts with colleagues. She stated that going to prearranged meetings, listening to speakers, and attending a luncheon did not provide opportunities for women to get to know each other.

Personal and Professional Characteristics

Besides the support of others and the need for professional contacts, aspiring administrators also described several personal and professional characteristics they viewed to be helpful for success in administration. Friendliness, determination, and the ability to work as part of a team were cited as the personal characteristics perceived to be helpful by Adrienne, Abigail, and Alice.

Professional expertise and experience were cited by all of the aspiring administrators as professional characteristics essential to administrative success because, according to the aspiring interviewees in this study, women are required to be better than men in administration. Practicing administrators also recommended that women considering administration have professional expertise, be efficient, be excellent listeners, expect to work very hard, and expect that people will not always like them.

Female administrators in this study also recommended that women considering administration carefully consider their personal and family situations before entering the field. Practicing administrators in this study found that balancing the needs of family and professional responsibilities was difficult, even with a supportive spouse.

Peggy suggested the need to get beyond gender and to deal with issues. She refused to allow barriers to get in her way and did not let them dominate her thinking. "If men aren't at ease with you, that's their problem too, because you are there for a job."

Patty stated that, until her competency is proven, teachers and other administrators may try to "run over" a female administrator in the guise of helping her do her job. Patty emphasized that a female administrator must have the ability to accomplish her job independently and to let it be known that she does not always need help, without damaging relationships, so that she can fulfill her role as a leader.

Administrator Preparation Programs

Anna and Alice would like to see changes in administrator preparation programs because they perceived that the courses were not relevant to practice. Strategies for preparing administrators recommended by the aspiring women in this study included more observational classes and shadowing of practicing administrators.

Practicing administrators saw the need for continued education in their field. Pixie described the process of continual learning:

She needs to love knowledge because she needs to continue to learn and grow and not just assume that one preparation program is going to help her be an administrator, because it has nothing to do with anything that goes on in the building.

Summary

Aspiring and practicing administrators described four bridges to administration: perceptions about formal and informal support systems, networking strategies, personal and professional characteristics necessary for success, and perceptions about administrator preparation programs.

Interview Perceptions About Careers

Aspiring and practicing administrators described the decision to enter administration. Additionally, practicing administrators described receiving bad advice about their careers and beliefs about pursuing degree programs.

Decision to Pursue Administration

Aspiring administrators and some practicing administrators described their decision to become administrators as one that evolved over time. Anna stated that she had administration "in the back of her mind." Abigail realized that she needed a career change but was not sure what it should be. Alice described working with administrators and realizing that it was something that she, too, could do. Peggy stated that she did not intend to become an administrator. It was something she discovered as her career progressed. Paula described being in training for an administrative position for several years without being aware of it, because her principal used her as a liaison with parents. Pixie described acquiring counseling and administrative certifications without being sure that she would ever use either one. She subsequently used both.

In contrast to the serendipitous route to administration, the decision to become an administrator was a deliberate one for Patty and Penny. Patty described her career, which began at the age of 16, working in the school office. She continued by becoming a school secretary, then a teacher, and finally an assistant high school principal. Given the fact that she was in her mid-30's, she intended to pursue a central office position as the culmination of her career. Penny, who is ending her career as a central office administrator, described her decision early in her teaching career to end with the last five years of her career in administration and the subsequent planning through the years to accomplish that goal.

Bad Advice

Adrienne related being given bad advice about her career. She described being discouraged from entering counseling and being told that she should go directly from the classroom to administration. She felt, in retrospect, that counseling experience, with the human relations skills involved, would have assisted her in getting an administrative position.

Degree Program

Anna described enjoying her present position (counselor) and her renewed interest in early childhood education. She intended to pursue a doctorate in that area and, as a result of that decision, decided to postpone her pursuit of an administrative position. She stated her belief that the responsibilities of an administrative position would be difficult when combined with the requirements of a doctoral program.

Summary

Aspiring and practicing administrators revealed two contrasting routes to administration. Some of the women described a serendipitous career path; others described deliberate planning for their administrative careers. Additionally, aspiring administrators described receiving bad advice about their careers and discussed pursuing a doctorate.

Summary

Interview data contained information about aspiring and practicing administrators' perceptions about administration, barriers and bridges to entry into administration, and perceptions about their careers. This information, combined with written survey responses, has been analyzed in Chapter IV of the study.

CHAPTER IV

ANALYSES AND INTERPRETATION OF DATA

To examine the underrepresentation of women in educational adminis-
tration, this research was designed to probe beyond "what is" and encom-
pass "what counts." In this way, it may be possible to illuminate lenses
for viewing administration which could result in a more inclusive theo-
retical framework for female educational leaders.

The data analysis strategy used in this study was induction, which
moves from specifics to generalities. Induction ". . . goes beyond the
bounds of particulars, making assertions that presumably apply not only
to its generating particulars but to all other similar particulars" (Guba
& Lincoln, 1989, p. 113). A critical theoretical lens was used to recon-
figurate the data to reveal realities perceived by aspiring and practic-
ing administrators. Advice for practice completes this chapter.

Theoretical Frame

The restrictions and limitations imposed upon reality by logical
positivism result in a presumption of social homogeneity and equilibrium.
Research grounded in logical positivism assumes that reality is the same
for all women in educational organizations. In contrast, critical theory
offers a way to see organizational and social contexts and their con-
flictual meanings (Hyle, 1991). Aspiring and practicing administrators
who adopt a critical perspective for viewing their organizations develop
alternatives not imaginable within the bounds of logical positivism.

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Critical theory provides an attitude, a way of conceptualizing reality, and a way of addressing social change through individually formulated actions. It does not prescribe; it does not determine; rather, it attempts to educate, and in so educating attempts to introduce us to our surroundings and how they consciously or unconsciously influence us (Foster, 1986, p. 90).

In this study, a critical theoretical lens resulted in the illumination of two conflictual themes in the perceptions held by aspiring and practicing administrators: self-defined assumptions and other-defined assumptions. The data revealed that aspiring and practicing administrators have assumptions they have formed about themselves in administration as well as assumptions derived from what others have told them. They also revealed specific advice for those who will follow them. The internalized meanings ascribed to these self-defined and other-defined assumptions may influence a woman's decision to enter administration and her probability for success.

Data Analysis

Four categories of perceptions were presented in Chapter III: perceptions about administration, barriers to administration, bridges to administration, and careers. When these four data categories were analyzed within the framework of self-defined assumptions and other-defined assumptions, three categories of assumptions emerged: assumptions about credibility, inequity, and ability. Assumptions about credibility include beliefs about credentials, education, field experiences, and qualifications which influence a woman's success in administration. Assumptions about inequity are those beliefs that result from women being treated differently because they are women. Assumptions about ability

include beliefs about innate characteristics and personality traits that influence women's success in administration.

Excerpts from data presented in Chapter III were used to show the relationship between the data categories and the assumptions that emerged as a result of the analysis.

Self-Defined Assumptions

Self-defined assumptions are those beliefs that women have formed for and from themselves about administration and their probability of success in its bounds.

Assumptions About Ability

Self-defined assumptions about ability or inability emerged from all four data categories presented in Chapter III: perceptions about administration, barriers to entry into administration, bridges to entry into administration, and perceptions about careers.

Ability and Administration. Paula, Pixie, and Patty described their feelings of frustration about their inability to structure their day. Pixie felt that she spent most of her first year as an administrator in the role of manager, not instructional leader. These perceptions revealed assumptions these women formed about their inability to successfully fulfill the roles of administrators. They assumed that because these difficulties occurred, it reflected negatively on their abilities as administrators.

In contrast to assumptions about inabilities in the roles of administrators, Patty emphasized her ability to be a student advocate. She defined her role to emphasize herself as a facilitator of students, the

one who can/should help them reach their goal to graduate. This role was based on her assumption that she could make a difference for her students through her ability as a student advocate.

Ability and Barriers to Entry Into Administration. Both survey respondents and interviewees cited family constraints in questioning their ability to commute and handle their family responsibilities and their administrative responsibilities. They assumed they were placebound because of their perceived inability to commute for an administrative position.

Practicing administrators described the possibility of their lack of ability to juggle both family demands and administrative responsibilities. Many said they neglected their families because they were administrators. Principals, specifically, felt a conflict between being "on call" 24 hours a day and their family responsibilities. These difficulties revealed practicing women administrators' doubts about their abilities as wives and mothers, when combined with their professional responsibilities.

Patty questioned her ability to function as an effective administrator if she wore perfume. She limited herself from wearing perfume until she felt secure in her position. Only then would she allow herself to display a personal characteristic that she might not have questioned in any other situation.

Ability and Bridges to Entry Into Administration. Aspiring administrators described friendliness, determination, and the ability to be a team player as essential characteristics for administrators. Their descriptions revealed their assumption that these were prerequisites for administrative success.

Peggy stated that it was necessary to "get beyond gender" in order to be successful in administration. Her comment that, "If men aren't at ease with you, that's their problem too, because you are there for a job" revealed her assumption that men and women share the responsibility for successful relationships in the workplace and that the ability to "get beyond gender" is a necessary characteristic for success in administration for both men and women.

Abilities and Careers. Two of the most successful administrators (Patty, a high school assistant principal and Penny, a central office administrator) described their deliberate long-range planning into administration. This well-thought-out process of becoming successful administrators revealed their self-defined assumptions of ability. These women believed in themselves. They did not have their administrative talents illuminated for them by others. They assumed they would be successful, and they were.

In contrast, Anna believed that she could not pursue a doctorate while in an administrative position. She limited her career options by assumming that it would be impossible for her to do both simultaneously.

Assumptions About Credibility

Self-defined assumptions about credibility emerged only in aspiring and practicing administrators' descriptions of bridges to entry into administration.

Changes in administrator preparation programs were recommended by aspiring and practicing administrators as a bridge to success. Aspiring administrators wanted more relevant coursework, and practicing administrators emphasized the need for continual learning. Perhaps the desire

for changes in preparation programs indicated an assumption by these women that changes in preparation programs would increase credibility by improving credentials.

Assumptions About Inequity

Self-defined assumptions about inequity emerged only in aspiring and practicing administrators' descriptions of barriers to entry into administration.

Pixie felt that she lost her privacy when she became an administrator. She felt that because she was a woman, her community was quick to judge her choice of male companions and was equally quick to express relief when she began to date someone the community deemed "appropriate." Pixie felt that, as a woman, her private life would have presented an inequitable barrier to her success as an administrator if the community had not agreed with her choice of companions.

Alice's description of female administrators at administrative meetings as being on display, ". . . either their daughter or their servant girl friend, or somebody there to play with over the weekend," revealed her assumption that women are treated differently than men. Her further comments, "Do you stay away from those situations—just go to the meetings and then retreat back? But that isn't how you meet people. . . . Its like walking a tightrope," illuminated her perception that women must cope with this situation differently than men.

Alice and Abigail's descriptions of catering to male administrators revealed their assumption that this coping strategy was necessary in order to make men more comfortable with women, because women are different. By allowing men to tease them, Alice and Abigail assumed they would be more acceptable to the men.

Penny defended her district's inequitable hiring practices of reverse discrimination by stating that they had hired more female than male administrators, even though the facts are clearly to the contrary. She rationalized her failure to receive an administrative position by creating a self-defined barrier, even when that definition defied the facts of the situation.

Summary

Self-defined assumptions about administration and entry into it centered around assumptions about ability, credibility, and inequity. Women perceived themselves as lacking in ability to handle the role of administrator successfully, to handle family and professional responsibilities, to be effective if they wore perfume, and to simultaneously pursue a doctorate and function in an administrative position. In contrast to these assumed inabilities, successful women described a different set of assumptions of ability, including their ability to get beyond gender issues, and believing in their administrative abilities at the outset of their careers.

Although much less dominant in the assumptions discussed, credibility and inequities were revealed as self-defined assumptions in the women's descriptions of perceived changes needed in administrator preparation programs, feelings that female administrators were on display, and conscious and unconscious coping strategies used by women to manage or change their situations, not themselves.

Advice. Given the self-defined assumptions described by aspiring and practicing administrators, what strategies count for success in administration? What advice can they provide?

First, aspiring and practicing administrators must view administration positively, concentrating on roles where they are successful and minimizing emphasis on the frustrating parts of administration. They also need opportunities to see that it is possible to be a successful administrator in spite of the frustrations inherent to the position, and that it is possible to be an administrator while managing family responsibilities and/or a degree program. Additionally, aspiring and practicing administrators must learn to recognize discrimination and its resulting inequities so that the barriers presented by discrimination do not become internalized. Aspiring and practicing administrators who adopt Peggy's strategy of "getting beyond gender" and those who plan for their administrative careers may also increase their chances for success. Finally, these women believed that training in administrative skills relevant to practice will result in more qualified female administrators.

Other-Defined Assumptions

Other-defined assumptions are those assumptions that are based on external criteria and standards not established by aspiring and practicing female administrators.

Assumptions About Ability

Other-defined assumptions about ability emerged in all four data categories.

Ability and Administration. Aspiring and practicing administrators' descriptions of administration and roles of administrators focused on those elements that are easily visible to others. Whether the

description of administration is facilitating programs, working with curriculum, or creating a climate for effective learning, these women believed the ability of an administrator was based upon her effectiveness in fulfilling the other-defined roles of administrators, such as instructional leader, manager, and ultimate authority.

Ability and Barriers to Entry Into Administration. Survey respondents and interviewees described other-defined assumptions about what constitutes administrative ability. They described their abilities to be administrators being questioned because of a lack of appropriate personal characteristics or demeanor. Survey respondents were told they were not "bubbly" enough or were too docile, despite evidence to the contrary. Paula, Pixie, and Patty described advice from others that revealed the difficulty of dressing "just right," not too well and not too casually, so that their abilities as administrators would not be questioned.

Pixie described her feelings that others hold women to a higher standard. She stated that, "An incompetent male . . . can bumblebutt his way through . . . and they'll rationalize him right out of it. That doesn't happen for a female." Abigail recalled others questioning her ability as a teacher and her ability to handle boys, once her administrative aspirations were known. And, both Patty and Abigail recalled instances where perceptions from their past prevented others from viewing them as having the ability to be administrators.

Ability and Bridges to Entry Into Administration. Being held to a different standard of ability was viewed as both a barrier and a bridge to administration by aspiring administrators. They stated that women are held to a different standard of expectations of ability than are men.

Because of this belief, aspiring administrators emphasized the need for female administrators to be better than men as a bridge to success.

Patty cited what appeared to be a bridge to success but what was actually a barrier. She described a subtle questioning of her ability as an administrator in the form of teachers desiring to help her perform her duties until her ability as an administrator had been proven.

Aspiring and practicing administrators viewed their mentors as persons who believed in their ability as administrators. This support from someone else was considered by these women to be an important bridge to success. Adrienne and Abigail, who did not have this type of support, described the loneliness of pursuing an administrative position, especially in the face of several rejections.

Other-defined assumptions about ability as a bridge to entering administration had positive and negative effects on aspiring and practicing female administrators. The support received from others through mentoring was an example of other-defined assumptions providing what women perceived to be a positive influence on their aspirations. Holding women to a higher standard than men and questioning their administrative ability was an example of other-defined assumptions which can exert a negative effect on a woman's administrative success in the guise of a bridge to success.

Ability and Careers. Some aspiring and practicing administrators described a process of serendipitously discovering administration as a career option. Abigail realized she needed a career change but was not sure what it should be. Paula described being in training for an administrative position without being aware of it, because her principal used her as a liaison with parents. The discovery of administrative talents

involved someone else who affirmed a potential administrator's ability before she recognized it herself. The assumption of administrative ability was other-defined because someone else initiated the discovery of talent.

Assumptions About Credibility

Other-defined assumptions about credibility emerged from aspiring and practicing administrators' descriptions of barriers to entry into administration, bridges to entry into administration, and perceptions about careers.

Credibility and Barriers to Entry Into Administration. Both survey respondents and interviewees described the "good ole boys" as a barriers to their successful entry into administration because, without a coaching background, female candidates were not considered for administrative positions. Survey respondents and interviewees described men being preferred for positions regardless of qualifications, with one respondent describing being turned down 29 times for administrative positions, and an interviewee recalling a "sham" interview, during which she knew she was not being seriously considered for an administrative position.

Practicing interviewees stated that others questioned their credibility by refusing to recognize a doctorate, attempting to dismiss a female administrator because she was married to the superintendent, and not taking a female candidate seriously because of lack of experience when she had more experience than most male candidates. They also stated that credibility in one role did not necessarily transfer to another role. Peggy described her board's reluctance to hire her as superintendent even though they considered her a credible assistant superintendent.

Paula described difficulties with others seeing her as a credible admin-
istrator because a "girl" could not be a principal, and Pixie's teachers
refused to see her as an administrator and looked to a man to fill that
role.

These descriptions stemmed from assumptions others have of what
constitutes a credible administrator. In spite of experience, creden-
tials, or education, aspiring and practicing administrators perceived
that others viewed them as less than qualified for their administrative
roles.

Credibility and Bridges to Entry Into Administration. Aspiring
administrators viewed networks as an avenue for increasing their credi-
bility as potential administrators through formal and informal means.
Having a practicing administrator "spread the word" about them and using
traditional methods such as placement bureaus were viewed as ways to
increase credibility as a candidate. Adrienne described this increased
credibility as "opening windows" for potential administrators. The de-
sire for increased credibility through the use of networking methods
revealed aspiring and practicing administrators' other-defined assumption
that external factors would increase the probability of success in enter-
ing administration and were vital to that success.

Credibility and Careers. Adrienne felt that her opportunities to be
an administrator were damaged by poor advice. She was told not to pursue
the counseling field before entering administration. She perceived that
counseling experience would have helped her become an administrator even
though she currently holds a doctorate in administration. She had ra-
tionalized her failure to receive an administrative position, in part on

the basis of her other-defined assumption about what constituted the correct credentials for administration.

Assumptions About Inequity

Aspiring and practicing administrators described other-defined assumptions about female administrators that resulted in inequitable practices. The inequities described are based on other-defined assumptions that administration was not a place for women, and posed barriers to their entry into administration.

Survey respondents described a general masculine attitude that women do not belong in administration, being labeled as the "token woman," and being asked what their husbands would think about late night telephone calls. Anna remembered male administrators' resentment of what they perceived to be reverse discrimination, and Paula recalled a conversation in which a superintendent expressed resentment against female administrators, describing them as being more trouble than were men. Pixie experienced sexual harassment and the resulting inequitable treatment on the job because she was female.

Summary

Other-defined assumptions about entry into administration and success centered around assumptions of ability and credibility. Inequities also played a part in other-defined assumptions because a woman's perception of her credibility and ability may be adversely affected by inequities resulting from being treated differently because she is female.

Other-defined assumptions about ability pervade all the data from the perceptions of administration, through barriers and bridges, to perceptions about careers. In defining administration, aspiring and

practicing administrators focused on aspects of administration and administrative roles which were easily visible to others. Aspiring and practicing administrators assumed that a woman's ability was dependent upon her successful performance in administrative roles as perceived by others.

In discussing barriers to administration and careers, other-defined assumptions about ability and inequities became interrelated. Aspiring and practicing female administrators felt they were held to a higher standard than males, that they have personality characteristics which did not fit traditional assumptions about acceptable characteristics for administrators, and that they were subjected to inequitable treatment, including sexual harassment. As a result, female administrators' abilities may be held to different standards by others and judgments made by others because of gender, as well as on the more traditional measures of ability.

In addition to ability, assumptions about credibility were believed to be based on inequities resulting from a woman being treated differently because she was female. In describing other-defined barriers to administration, aspiring and practicing female administrators felt that, despite their qualifications, they were less credible candidates in the eyes of others.

Other-defined assumptions about ability and credibility were also interrelated in bridges to administration. Aspiring and practicing administrators described the support they received from others. This support may have come in a recognition of ability by others before a woman recognized it in herself. As a bridge to administration, aspiring candidates also felt it increased their credibility to have an administrator network for them. By having successful administrators define

their credibility for them, aspiring women administrators may be viewed as having ability as well as credibility.

Advice. Given the other-defined assumptions described by aspiring and practicing administrators, what strategies count for success in administration? Aspiring and practicing administrators need opportunities to broaden their picture of administration and administrative roles to include the whole picture, not just that which is visible to others. Aspiring and practicing administrators must recognize the discrimination inherent in different standards, as evidenced by tokenism, reverse discrimination, and sexual harassment. And, most importantly, aspiring and practicing administrators may benefit from a mentor/advocate who can recognize administrative ability and provide support and advice necessary for success.

Discussion

Of the two categories of assumptions discussed (self-defined and other-defined), the largest set of assumptions were those defined for female aspiring and practicing administrators by others. Self-defined assumptions included positive and negative assumptions about female educational leaders; however, the preponderance of other-defined assumptions were negative. Given the overwhelmingly negative set of assumptions about female administrators described by women in this research, it could be assumed that there would be no female educational leaders; yet there are. How does it happen that there are successful female administrators? Examples may be cited from this research and earlier studies which illuminated four important points about what counts for success in administration:

1. <u>Beyond Tradition</u>. Successful female administrators adopt a set
of beliefs that allow them to get beyond the traditional view of educa-
tional administration that excludes women. Peggy's advice to "get beyond
gender" stemmed from her assumption that she could be a successful admin-
istrator in spite of obstacles. Peggy's world view included the possi-
bility of her success as an administrator. She placed responsibility for
working together as educational leaders on the shoulders of both male and
female administrators and refused to consider herself deficient in any
way as a leader merely because she is female.

Peggy's world view echoed research which found that a crucial ele-
ment to women's successes as administrators was their attitude. In spite
of being treated differently simply because they were female, the most
successful women in a 1982 study by Quell and Pfeiffer approached their
own work situations with a positive outlook and with an expectation of
being treated fairly.

2. <u>Planning</u>. Successful administrators increase their chances of
success if they plan for an administrative career. Planning to be an
administrator at the outset of a career is a career strategy associated
more often with male administrators (Gross & Trask, 1976; Ortiz, 1982;
Paddock, 1980; Pope, 1982; Shakeshaft, 1989). Perhaps long-range plan-
ning, while not a necessity to career success, is a strategy that aspir-
ing and practicing administrators may find useful for advancement. Long-
range planning may stem from a belief in one's self. Patty and Penny
described their intention to become administrators from the time they
embarked on their careers. Perhaps their sense of self-efficacy was the
key to their successful careers.

3. <u>World View</u>. Allowing others to define assumptions about ad-
ministration and what is necessary for success, and adopting those

assumptions imposes a narrow world view on female leaders. This restrictive lens excludes female leaders rather than includes them. Women who step out of traditionally acceptable roles find that society views them as deficient until they prove their competency (Hansot & Tyack, 1981; Marshall, 1985; Shakeshaft, 1989). This viewpoint may be the source for aspiring and practicing administrators' perceptions that female administrators must be better than male administrators in order to be accepted within their organizations.

Even when an assumption defined by others appears helpful, it may carry hidden dangers. When Patty described, as a bridge to success, teachers' desires to help her when she first became an administrator, it appeared that the help offered would be beneficial. However, the help offered stemmed from an underlying assumption of inability which may actually have undermined Patty's success as an administrator.

4. <u>Institutionalized Bias</u>. Self-defined assumptions about administration and what is necessary for success in it may result in institutionalization of bias. Penny rationalized her failure to receive an administrative position by defending her district's inequitable hiring practices. Adrienne rationalized her failure to receive an administrative position by blaming bad advice she had received about counseling as a prerequisite for administration. The assumptions underlying the barriers that Penny and Adrienne described restricted their world view so that they denied the existence of inequitable hiring practices. This denial and institutionalization of the resulting phenomena rendered the bias in hiring practices invisible to Penny and Adrienne (Anderson, 1990).

Advice for Practice

Aspiring and practicing female administrators experience bias in educational administration because of our androcentric society. Recognizing bias does not legitimate it; denying it does. Therefore, developing strategies for dispelling self-defined and other-defined assumptions that legitimate bias is essential to what counts for women's success in educational administration. Given the self-defined and other-defined assumptions that emerged from a critical theoretical analysis of the data, what advice for aspiring and practicing female administrators, and those who prepare them can be generated from this study?

- A conscious effort to create networks and a formal support system, as proposed by Schmuck (1986), should benefit aspiring administrators as well as practicing administrators. Aspiring and practicing administrators need opportunities to "test their lenses" so that they can avoid the limitations of self-defined and other-defined assumptions resulting from logical positivism and develop alternative world views that expand opportunities for female leaders. Who better to do this with than colleagues?

- Successful female administrators' perceptions of barriers and bridges to entry into administration are rich in specificity. These perceptions can be valuable to aspiring administrators who tend to focus on assumptions that limit means of access. Entering into an administrative internship program may enrich and broaden the aspiring administrator's perspectives of the complex roles of administrators and avenues for entry.

- Universities which prepare administrators need to take heed of aspiring and practicing administrators' call for changes in administrator preparation programs. Exposing women to alternative definitions of real-

ity encourages development of lenses for viewing the world that encompass multiple realities. However, preparation programs cannot focus on theoretical aspects of administration alone. Opportunities to learn from successful administrators comprise an important, but often missing, portion of preparation programs. It is the combination of alternative theoretical perspectives and opportunities to learn from practicing female administrators that will result in administrator preparation programs relevant to practice. This combination is especially critical to the development of female educational leaders, given the fact that opportunities for developing formal support networks and internship programs are not always readily available to aspiring and practicing female administrators.

Summary

Chapter IV used an inductive analytic process and a critical theoretical lens to illuminate assumptions emerging from data presented in Chapter III. Advice for practice was generated as a result of the analysis. Chapter V contains a summary, recommendations, implications, and commentary.

CHAPTER V

SUMMARY, RECOMMENDATIONS, IMPLICATIONS, AND

COMMENTARY

We don't see things as they are, we see them as we are.

(Anais Nin, 1903-1977)

Despite a wealth of research which spans a period of 20 years, no solutions have been found to the problem that women are underrepresented in educational administration (Shakeshaft, 1989). Few studies have examined the continuing problem of underrepresentation of women in educational administration from the perspective of perceptions aspiring and practicing female administrators have of administration and the probability for success in obtaining an administrative position. This study has.

Women must understand the theoretical base(s) for many of their perceptions about administration and the barriers their theoretical lenses establish to successful entry into leadership positions in educational organizations. Every aspiring and practicing female administrator is her own theorist, capable of shaping reality to include, rather than to exclude her (Burrell & Morgan, 1979). It is hoped that clarifying the source(s) of perceptions about administration will help women devise strategies for gaining entry into educational administration.

Summary of the Study

The purpose of this study was to describe aspiring and practicing

female administrators and their perceptions of administration. Specif-
ically, this study compared perceptions of women currently holding
administrative positions with the perceptions of women who are certified
to be administrators (but who have not yet gained entry into the profes-
sion), and identified perceived barriers women experience when entering
educational administration. Additionally, based on advice generated from
both aspiring and practicing administrators as well as a critical analy-
sis of all data, this study speculated about strategies for successful
entry into administration.

Data Needs and Sources

Data that described aspiring and practicing female administrators'
perceptions about administration as a career choice and barriers to entry
into it were needed. Also needed was demographic information about as-
piring and practicing administrators.

The sample for this study was drawn from female administrators in
one midwestern state who were currently employed in an elementary or
secondary public school, and women who held current administrative cer-
tification in that state but had not yet obtained a position in adminis-
tration. Interviews were conducted with 10 participants from the initial
demographic survey.

Data Collection

To address questions posed in this study, two data collection
strategies were used:

1. A survey instrument provided the initial source of information.
It was mailed to a sample of practicing female administrators and female
candidates certified to hold administrative positions in the state. The

instrument was used to collect demographic information and to determine which women were willing to be interviewed.

2. Interviews with selected participants served as the primary data collection method. Interviewees were selected to include the broad range of demographic realities as revealed by the survey.

Data Analysis and Interpretation

An inductive qualitative research design was used. Induction moves from specifics to generalizations and allows for flexibility within the research design. Emerging clusters of responses gathered from the interviews and written responses were grouped into four categories. Trends emerged that illustrated aspiring and practicing administrators' perceptions about entry into administration and the assumptions underlying those perceptions.

Summary of Demographic Information

Demographic characteristics of the aspiring and practicing survey respondents revealed several similarities between the two groups. From the demographic data, a profile of aspiring and practicing respondents emerged which included similarities in age (40 years or older), years of teaching experience (over 10 years), years in administration or as an administrative candidate (five or fewer), level of teaching experience (elementary), degrees held (master's), ethnicity (Caucasian), marital status (married), and number of children (two). Additionally, the birth order for both aspiring and practicing administrators was distributed evenly over all categories.

Summary of the Data

The interviews were conducted to reveal aspiring and practicing ad-
ministrators' perceptions about administration and entry into it. Emerg-
ing clusters of responses gathered from the interviews were identified
and were grouped into four categories: perceptions about administration,
perceptions about barriers to administration, perceptions about bridges
to administration, and perceptions about careers.

Perceptions About Administration

Interview descriptions of administration and administrators' roles
revealed a diversity of responses from aspiring and practicing adminis-
trators. Descriptions of administration included instructional leader-
ship as well as more traditional duties associated with administrative
positions. Administrative roles included instructional leaders, mana-
gers, and ultimate authority figures.

Perceptions About Barriers to Entry
Into Administration

Barriers described by aspiring and practicing administrators cen-
tered around relationship challenges, family and community constraints,
and hiring and placement practices. Relationship challenges included
lack of recognition, going against traditions, men vs. women, subjuga-
tion, and sexual harassment. Family and community constraints described
by interviewees were the past, being placebound, neglecting family, and
loss of privacy. Hiring and placement practices described as barriers
were economical conditions, informal policies, and "sham" practices.

Perceptions About Bridges to Entry

Into Administration

Aspiring and practicing administrators described four bridges to administration: perceptions about formal and informal support systems, networking strategies, personal and professional characteristics necessary for success, and perceptions about administrator preparation programs.

Perceptions About Careers

Aspiring and practicing administrators revealed two contrasting routes to administration. Some of the women described a serendipitous career path and others described deliberate planning for their administrative careers. Aspiring administrators also described receiving bad advice about their careers and discussed the impossibility of pursuing a doctorate while holding an administrative position.

Summary of Analysis

As a result of the inductive analysis, two themes emerged that influence a woman's entry into administration and probability for success: self-defined assumptions and other-defined assumptions. These assumptions focused on issues of ability, credibility, and inequity, and underlie perceptions about administration, barriers, and bridges for administration and careers. Included in the analysis were four discussion points: getting beyond tradition, planning for an administrative career, the significance of a woman's world view, and institutionalization of bias. As a result of the analysis, the following advice for practice was generated: create networks and a formal support system for aspiring and

practicing administrators, enter administrative internship programs where possible, and change university administrator preparation programs to include alternative definitions of reality and opportunities to learn from others who have been successful.

Recommendations

The advice for practice generated in Chapter IV featured a common element: broadening aspiring and practicing female administrators' experiential bases. The following recommendations result from the four discussion points in the analysis and the advice for practice generated as a result of the analysis:

Recommendation #1. Expand the role of the professional organization for administrators to include those aspiring to administrative positions. Change the structure of meetings to provide more frequent and informal opportunities for aspiring and practicing women to form relationships. Within this organization, establish a mentoring group consisting of those practicing administrators willing to serve as mentors and those aspiring administrators seeking mentor relationships.

Recommendation #2. Public school systems should establish formal internship programs for aspiring administrators. Currently, these internship programs are available on a limited basis that does not meet the needs of aspiring administrators. Internship programs are especially essential for aspiring female administrators who need the opportunity to work closely with successful administrators in order to develop a more inclusive framework for viewing administration. A formal internship program would be cost effective in the resultant improved quality of educational leaders available within districts.

Recommendation #3. University administrator preparation programs should incorporate coursework that exposes future administrators to alternative theoretical frameworks for viewing reality. Preparation programs must also incorporate significant opportunities for future administrators to work with practicing administrators. This might be in the form of "shadowing" administrators, or seminar classes taught by practicing administrators which focus on dialogue about issues from practice. The combination of more inclusive theoretical frameworks and real-life issues provides a more substantive, relevant preparation program for future male and female educational leaders.

Recommendation #4. Universities, in conjunction with public school districts, should establish a continuing education program for practicing administrators. These programs should feature the latest research on current issues and should focus on continually sharpening administrators' abilities to use research to inform practice. These continuing education programs could be incorporated into required staff development activities and should include interested aspiring administrators as well as practicing administrators from all levels of public school administration.

Implications and Commentary

Adrienne's call for ". . . opening windows--not doors, just windows--so that you can see the possibilities and figure out how to get through the doors yourself" is a harbinger of change for the future of educational leaders in our country. This call for opening windows has implications for research, theory, and practice.

Research

In spite of the barriers to entry and success in educational

administration, women are succeeding in administration. What enables these women to defy the assumptions of logical positivism and succeed in a male-oriented profession? What do Peggy, Patty, Penny, Pixie, and Paula have in common that could be emulated by others to increase their chances for success? Is it Peggy's strategy of "getting beyond gender?" Is it Patty and Penny's strategy of planning their administrative careers? Is it the self-efficacy evident in their responses that helps them to interview successfully and succeed in their positions? If so, how can we develop similar efficacy in other female educational leaders? Each of these questions is an opportunity for further research. Opening windows of opportunity by illuminating answers to these questions may result in more effective educational leaders which, in turn, may result in more effective learning environments for children.

The issue of sexual harassment, as perceived by female aspiring and practicing administrators, cannot be ignored. Further research into this issue may help expose underlying assumptions within organizations that encourage this behavior. Research on sexual harassment in educational organizations may reveal its prevalence or scarcity and may provide strategies for eliminating exploitation within educational organizations. It may also open windows of opportunity for educational leaders, regardless of gender.

Self-defined and other-defined assumptions, as described by women in this research, both inhibit and encourage success in administration. Do women change over time from self-defined to other-defined assumptions, or vice versa? Why do successful women defy some commonly held negative assumptions and adopt others? Do successful women predominately hold one category of assumptions or a combination of both? If women are to be successful in administration, research which illuminates the assumptions

they hold, the sources for those assumptions, and the process of acquiring those assumptions is essential to dispelling the institutionalization of discrimination that results in closed windows of opportunity for female educational workers.

Theory

This research demonstrated the power of people to overcome the norms and traditions of logical positivism. The successful women in this study had something other than traditional credentials for success. Perhaps it is their beliefs. These beliefs provide support for movement from the dominant paradigm to an alternative paradigm that results in a world view inclusive of female educational leaders.

The use of alternative theoretical frameworks and the resultant lenses for viewing educational organizations have powerful implications for female educational leaders. Dispelling the one-sided knowledge inherent in logical positivism (Shakeshaft, 1989) opens windows of opportunity for female educational leaders not possible within the constraints of traditional theory. However, the impact of clarification of alternative theoretical frameworks used by educational leaders is not limited to female leaders. All educational leaders would benefit from the opening of these theoretical windows. Further research into the use of more inclusive theoretical frameworks by outstanding practitioners may provide strategies that result in exemplary educational leaders who are theorists in action.

Practice

At a time when the public perception of education is dismal, practitioners need to heed the call to open windows and see the possibilities

for more effective leadership strategies. Research has shown that effective leaders often display what has been characterized as female leadership styles (Shakeshaft, 1989). Perhaps the excellence in education Americans long for will be achieved when women achieve parity with men in educational administration. Aspiring female educational leaders are not asking to have doors opened for them; they are capable of choosing their own doors once the possibility windows have been opened. However, female educational leaders must assume the responsibility for looking out of the windows once they are opened. Women who refuse to look and continue to blind their vision with the tenets of logical positivism have only themselves to blame for their lack of success. A society which refuses to assist in opening the windows has only itself to blame for continued mediocrity in education. At this critical juncture in the history of our public educational system, it is interesting to contemplate that excellence in education may be as close as opening some windows for female educational leaders.

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APPENDIXES

APPENDIX A

SURVEY LETTERS AND INSTRUMENTS

January 20, 1992

Dear Colleague:

Enclosed you will find a brief survey instrument. This survey instrument
is an important part of a research project on potential and practicing
women administrators. Your input is of vital importance to this project.
Please take a moment to complete the instrument and send it back to me in
the postage paid envelope included for your convenience.

I appreciate your willingness to take a few minutes from your hectic
schedule to help with this project. Thank you for your assistance.

Sincerely,

Kathleen Workman, Principal
Liberty Elementary School
Ponca City, OK

(Questionnaire for aspiring administrators)

What levels of administrative certification do you currently hold?

     __ elementary principal   year obtained _____
     __ secondary principal   year obtained _____
     __ superintendent   year obtained _____

What teaching area(s) of certification to you hold?

What subject(s)/grade level(s) do you currently teach? (Please include the number of years you have taught each subject/grade level.)

List any other subject(s)/grade levels previously taught and the number of years taught for each subject/grade level.

Are you actively seeking an administrative position? If yes, how is this being done?

If no, why not?

In seeking to enter administration, have you encountered any barriers to your advancement? ___Yes ___No. If yes, describe what (in your opinion) has prevented you from getting the administrative position you desire.

Do you have a mentor or significant other who has influenced your career? ___Yes ___No.

Please list all degrees held, noting areas of specialization.

Please list below any degree program in which you are currently enrolled.

Your age? _____   Ethnicity? _____   Marital Status? _____

If you have children, please list the age and gender of each child.

What is your parents' educational background?

Mother _____

Father _____

List any siblings. Note where you fall in the birth order.

Would you be willing to be interviewed about your experiences in obtaining administrative positions? ___Yes ___No

Name   _____

Address _____

Phone   (h)_____ (w)_____

.THANK YOU!

(Questionnaire for practicing administrators)

What is your current administrative position?

How long have you held your current position?

List any administrative positions held prior to your current position and note the number of years for year position.

Title: Years:

What level(s) of administrative certification do you currently hold?

    __ elementary principal   year obtained _____
    __ secondary principal   year obtained _____
    __ superintendent   year obtained _____

What teaching area(s) of certification to you hold?

How many years did you teach prior to becoming an administrator?

What subject area(s)/grade levels did you teach prior to entering administration? (Note the number of years taught for each subject/grade level.)

Please list all degrees held, noting areas of specialization.

Please list below any degree program in which you are currently enrolled.

In seeking to enter adminstration, did you encounter any barriers to your entry? ___Yes ___No. If yes, describe what difficulties you encountered in entering administration.

Have you encountered any barriers to your advancement in administration?
___Yes   ___No.   If yes, describe the difficulties you experienced in
attempting to advance in administration.

Do you have a mentor or significant other who has influenced your career?
___Yes   ___No.

Your age? _____   Ethnicity? _____   Marital Status? _____

If you have children, please list the age and gender of each child.

What is your parents' educational background?

    Mother _____

    Father _____

List any siblings. Note where you fall in the birth order.

Would you be willing to be interviewed about your experiences in obtain-
ing an administrative position?   ___Yes   ___No

Name   _____

Address   _____

Phone   (h)_____   (w)_____

THANK YOU!

Follow-Up Letter

March 20, 1992

Dear Colleague:

Recently I mailed you a survey instrument as part of a research study on aspiring and practicing female educational administrators. I have not received a reply from you. Won't you take a few minutes to complete the enclosed survey form and mail it back to me in the enclosed self-addressed stamped envelope?

Your reply is vital to my research. I appreciate your cooperation in mailing the survey back to me so that I may successfully complete this project. Please include your name so that I know I reached you. Thank you.

Sincerely,

Kathleen Workman, Principal
Liberty Elementary School
Ponca City, Oklahoma

APPENDIX B

INTERVIEW PROTOCOL

INTERVIEW PROTOCOL

1. How do you define educational administration?

2. How do you see yourself fulfilling this role?

3. What parts of administration would you/do you stress?

4. What would be/is the most enjoyable part of administration?

5. What would be/is the biggest headache in administration?

6. Why do/did you want to become an administrator?

7. Is this the way you've always felt about it? What caused you to change your perceptions?

8. Was anyone else involved in your decision to enter adminstration?

9. What or who is helping or helped you become an administrator?

10. Have you encountered any hindrances to entering administration?

11. Why do you stay in administration? (practicing). Why do you continue to aspire to an administrative position? (aspiring).

12. Is there anything else I should know from your experiences that would be helpful for my research and for other women?

VITA

Kathleen A. Workman

Candidate for the Degree of

Doctor of Education

Thesis: WHAT YOU SEE IS WHAT COUNTS: WOMEN'S PERCEPTIONS OF ENTRY INTO ADMINISTRATION

Major Field: Educational Administration

Biographical:

Personal Data: Born in Russellville, Arkansas, April 1, 1954, the daughter of Thomas L. and Gussie F. Brown. Married on May 7, 1976, to Paul Steven Workman. Children: John and Jennifer.

Education: Graduated from Russellville High School, Russellville, Arkansas, in May, 1972; received Bachelor of Arts degree in music education from Arkansas Tech University in 1976; received Master of Music degree in Music education from Emporia State University in 1977; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1992.

Professional Experience: Elementary Music Specialist, Alma Elementary School, Alma, Arkansas, 1979-82; Elementary Music Specialist, Special School District of Fort Smith, Arkansas, 1982-85; Elementary Music Specialist, Ponca City Public Schools, Ponca City, Oklahoma, 1985-89; Principal, Liberty Elementary School, Ponca City, Oklahoma, 1989 to present.

Professional Activities: Recipient, Locke, Wright, Foster Graduate Scholarship, Oklahoma State University, 1991; Liberty Elementary, Ponca City Public Schools, commendation for At Risk Program, Oklahoma Foundation for Excellence, 1990; Liberty Elementary selected for the Marva Collins Project, 1990; first place winner, Joint Council of Economic Education, National Competition for Excellence in Teaching Economics, 1985; Graduate Scholarship, Emporia State University, 1976; National Merit Scholarship recipient, 1972; Academic Scholarship, Arkansas Tech University, 1972-76.

Professional Organizations: Cooperative Council of Oklahoma School Administrators; National Association of Elementary School Principals; Delta Kappa Gamma; Ponca City Chamber of Commerce.