ADMINISTRATION DEFINED THROUGH THE

LENS OF FEMINIST PHASE THEORY

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Submitted to the faculty of the
Graduate college of the
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in partial fulfillment of
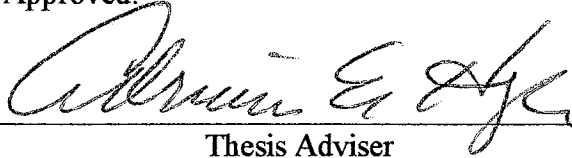the requirements for
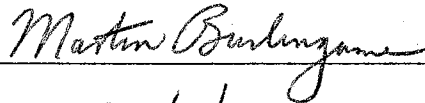the Degree of
DOCTOR OF EDUCATION
May, 1997
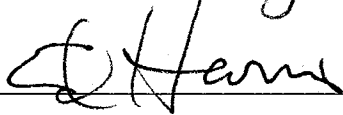
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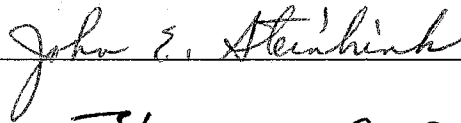
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TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

DESIGN OF THE STUDY

Shakeshaft (1989a) contended that research in organizational theory neglected the female perspective because it only addressed the behavior and characteristics of male administrators. In Women in Educational Administration (1989a), she evaluated the status of women in administration, contending that women were different from men and the androcentric nature of educational administration theory was detrimental to women and schools in general. She believed organizational behavior was defined in male terms and theoretical framing was designed around male behavior. "If the concept of leadership is masculine, it is probably because most leaders are and have been men" (Jacobson & Effertz, 1974, p. 394). According to Shakeshaft (1989a), all theory and research needed to be analyzed to take gender issues into account.

School administrators have not always been men, however, the literature has not reflected such (Shakeshaft, 1989a). "Only in the last couple of years have scholars begun talking about examining current theory and practice for the impact of gender" (Shakeshaft, 1989a, p. 9). Schmuck (1987) stated, "I am even more curious about how our knowledge about school leadership will be transformed when gender is included as a concept" (p. 2). As the numbers of women in administration increased, the definitions of administration

1

were evolving, gender was included as a concept, and our knowledge about administration was transformed (Schmuck, 1993).

Statement of the Problem

Generally, female teachers are over represented in public education classrooms while male teachers are under represented, particularly at the elementary level; yet, despite Title IX, the Civil Rights Act of 1964 and ensuing affirmative action legislation, females remain under represented in educational administration and males remain over represented (Downey, 1994; Ginn, 1989; Lynch, 1989, 1990; National Leadership Network, 1992).

Discipline development research as posited by Tetreault (1985) and Schuster and Van Dyne's (1984) Feminist Phase Theory (FPT) explain this phenomenon in terms of the domination of male perspectives, specifically the content, structure and methodology of public school administration. Their explanation is that women and men still view the world of school administration through the male experience. This results in the continued placement of men in positions of authority in schools. From the perspective of school administration, then, "the knowledge that is researched and taught, the substance of learning, is knowledge articulated by men and about men. There is little or no consciousness that the existence of women as a group is an anomaly calling for a broader definition of knowledge" (Tetreault, 1985, p. 367).

Purpose of the Study

Using the lens of FPT (Schuster & Van Dyne, 1984; Tetreault, 1985), the evaluative classification schema which identified common phases of thinking about knowledge

generation in terms of gender, the purposes of this study were three:

1. to examine the content, structure and methodology of the elementary principalship as seen by elementary principals;

2. to describe the resulting perspectives which emerge; and

3. to assess the usefulness of FPT for exploring elementary principals' perspectives.

Theoretical Frame

Feminist Phase Theory, as developed by Tetreault (1985), is a five phase classification model that explained the developmental phases of feminist thought. The phases developed from thought which was devoid of women to the integration of thought where men and women related to and complemented one another. The five phases identified by Tetreault are: male, compensatory, bifocal, feminist, and multifocal/relational. This system was developed by Tetreault for the purpose of classifying evolution in thought about women in traditional disciplines (Twombly, 1993).

The major strength of Tetreault's theory is that it provides a framework to view the development of thought over a period of time (Twombly, 1993). Feminist Phase Theory furnished an organized framework for ascertaining "....where one has been, where one is, and where one might be going" (Tetreault, 1985, p. 366).

In the male phase, there is an absence of women. There is no awareness of this absence and male thought is the accepted norm. All categories of thought are written by men about men; all women accept the male model of thought as the norm (Tetreault, 1985). "This stage represents the primary body of literature on the profession of

education generally and specifically in educational administration until about 1970" (Schmuck, 1987, p. 5). "What is at issue is the practice of studying male behavior and then assuming that the results are appropriate for understanding all behavior" (Shakeshaft & Nowell, 1984, p. 188).

The compensatory phase recognizes the absence of women. In this phase, there is a search for women, but male thought is still the norm. Traditional structures are not confronted or disputed. Questions concerning the absence of women are starting to be asked. Women who emerged are thought of as different and substandard and are only noted as they achieve positions in male-dominated areas (Schmuck, 1987; Tetreault, 1985).

Efforts to include women begin in the bifocal phase as women's efforts to overcome under representation are recognized; however, male experience is still seen as more appropriate for traditional content, structure, and methodology. Women are no longer thought of as substandard, and the differences between men and women are examined. Because women and men are viewed as distinctly different, there is a proclivity to return to the traditional view of women's thought as substandard (Tetreault, 1985). This phase continues to emphasize men thinking and women being thought about (Lougee, 1981). Tetreault (1985) states that at this phase we begin to ask, "Do we need a new conceptualization of human personality beyond the traditional definitions of masculinity and femininity, a new ideal called androgyny?" (p. 369). The literature in this phase represents much of the literature on women in educational administration in the 1970's (Schmuck, 1987).

In this feminist phase, it is recognized that other factors (race, social class) as well as gender led to diversity. Women's experiences begin to be used to define the human experience and are analyzed within social, cultural, historical, political and economic contexts (Tetreault, 1985). Schmuck (1987) states the essence of literature during this phase was on the "....institutional processes and practices which treat women differently from men" (p. 5).

A fully developed perspective which unites men's and women's experiences into a holistic view of human experience is indicative of the final phase of Feminist Phase Theory: multifocal or relational. This phase is characterized by the question, "Is gender always a difference that makes a difference?" Femininity and masculinity are seen along a continuum of humanness and both can be used to define a person (Tetreault, 1985). Schmuck (1987) feels this phase is "corrective;" this is the phase where varying viewpoints can exist and the transformation of knowledge can take place.

Schuster and Van Dyne's (1984) Feminist Phase Theory presents a sequence of phases similar to Tetreault's. The six phases of their model are: 1) absence of women not noted; 2) search for missing women; 3) women as disadvantaged, subordinate group; 4) women studied on own terms; 5) women as challenge to disciplines; and 6) transformed. The last phase reflects an "inclusive vision of human experience based on difference, diversity, not sameness, generalization" (Schuster & Van Dyne, 1984, p. 419). This phase is where paradigms change.

To summarize,

Feminist phase theory is an approach to evaluation that is consistent with the

academic goals and intellectual content of feminist studies. It enables an evaluator

to check...conceptualizations against the various phases of feminist scholarship in

order to determine the content, structure, and methodology of a discipline in

relation to gender. (Tetreault, 1985, p. 380)

Procedures

Tradition has progressed beyond qualitative vs. quantitative debates to a

recognition that researchers must match research methods with research questions

and the choice of qualitative methods is appropriate for some fundamental

questions about education. (Marshall, 1985, p. 353)

Using Feminist Phase Theory for research calls for "involving those being

researched in the research process" (Tetreault, 1985, p.381). In this study using

qualitative methods, the themes of the definitions of administration are allowed to emerge

rather than be rated or responded to.

Researcher

As a female administrator in a secondary school, I have a special, personal interest

in issues associated with women in administration. I have always been intrigued with the

people who pursued careers in educational administration and how they defined

administration through their practice.

I began my career in education as an industrial arts teacher after graduating as the

first woman in the field at that university. I have spent my entire career in a male

dominated area of education. In my current position as assistant principal in a large urban high school, I am in charge of discipline and activities; areas not normally assigned to a woman.

As a woman in a male dominated profession, I am certain my definitions of administration are filtered through that lens. The way I conduct the business of administration is shaped by those experiences.

Data Needs

To obtain information concerning the definition of elementary public school administration as it is viewed through the lens of Feminist Phase Theory, data needs include content, structure and methodology of school administration.

For the purposes of this research, content is defined as the substance or foundational fabric of an administrator's work. These are the areas which are included in an administrator's job description, ie. discipline, attendance, scheduling, budget, etc. This is what administrators do. Structure indicates the relationship of content to the organization-who does what in an organization and how they fit together to make a whole. This is the organizational chart. Methodology is the system of principles, practices, and procedures applied to elementary school administration. This is how administrators get things done.

Tetreault's (1985) Feminist Phase Theory is operationally defined for the purposes of this project. Each of the phases are outlined with examples of assumptions current administrators may make concerning content, structure and methodology. The works of Lather (1985), Schmuck (1987), Schuster and Van Dyne (1984), Shakeshaft (1989a,

1989b), Tetreault (1985, 1987), Twombly (1991, 1993), and Townsend (1993) are the foundational works supporting these notions.

In Phase One, Male Centered Administration, men are in positions of leadership such as committee chairs and are given extra duty assignments, department heads, etc. The leadership style is whatever is practiced by men.

Phase Two, Compensatory Administration still focuses on men but there are exceptional women noted in administration. These women are mentioned but seen as an exception. Their successes are viewed with surprise. A woman administrator is an anomaly. These are the female counterparts to male success.

An occasional woman is found in the Phase Two organizational chart, but they are seen as an exception. Women are added but the structure and methodology are not challenged. When an occasional exceptional woman is found in administration, male characteristics are mentioned which allow her to do the job. "I was surprised at how well she handled the discipline." "The kids really respected her even though she was a woman." The women in Phase Two fit the male theories of administration.

In Phase Three, Bifocal Administration, there is an admission that women exist and that they are different. A woman makes a good principal because of the things "only a woman can do" and likewise for men. The role of a female administrator and a male administrator are seen as separate. Women can be administrators as long as the requirements of the job fit the qualifications only a woman possesses. "Not enough women who are qualified apply for administrative positions." Women and men were compared and considered to be separate but equal. Examples of administrative positions

held by men are head of budget, finance director, and secondary principal. Examples of administrative positions held by women are curriculum director, social committee chairperson, secretary of committee, and elementary principal. Stereotypical job descriptions abound.

The fourth phase, Feminist Administration, finds women in administration as the focus - not men. Women define women in administration in terms of race, ethnicity, social class, marital status, and how these affect the experiences of women in administration. The life experiences of women in administration and their autobiographies illuminate the perceptions of women and women's perceptions of themselves. Male perspectives are absent.

Phase Four administrators value women administrators' experiences only. Women are found throughout the organization and sought out as a resource to improve the practice of administration. The question is: "How did individual women's experiences define the human experience?" There is a heightened awareness of the limitations of existing frameworks and methodologies.

In the fifth phase, Multifocal or Relational Administration, gender is not an issue. There is never a reference to gender as if it made any difference. Anyone who is qualified can hold any position. Gender is not the issue of being qualified for a position.

Data Sources

To obtain administrators' conceptualizations of content, structure and methodology, a sample of four currently employed male and four currently employed female elementary administrators were selected. All administrators were employed in an

urban district and had been in their administrative positions for at least three years. Eight respondents were interviewed.

Permission was granted from the Oklahoma State University Institutional Review Board to allow human subjects to be used in this research project (See Appendix A).

Data Collection

The long interview, using open ended questions, was used (McCracken, 1988) to examine the content, structure, and methodology of administration. Interviews were one to two hours in duration. Descriptive, demographic, background information was obtained from each of the subjects interviewed. Descriptive information included but was not limited to: gender, years of experience as a classroom teacher, degrees held, years of experience in administration, administrative positions held and gender of administrators for whom they had worked. The background information was obtained through a questionnaire which was to be completed before the interview and presented to the researcher at the interview. This information was discussed to provide a method of getting acquainted and becoming comfortable with the interviewing process.

All interviews took place at a location of the subject's choice before or after regular school hours. Every consideration was made to insure the privacy, confidentiality, and anonymity of each of the subjects. Authorized permission for data collection and signatures of consent was obtained.

Data Analysis

An inductive analysis of the data occurred in terms of content, structure, and methodology (McCracken, 1988). Data was categorized and generalized. I looked for

emergent themes. Using peer reviews and expertise provided by an elementary administrative colleague, responses were analyzed to determine where on the continuum of Feminist Phase Theory the responses fell (See Appendix B).

<div align="center">Significance of the Study</div>

This qualitative study will help expand current research, theory development, and practice for today's educators. The resulting developmental perspectives which emerge will be described and the usefulness of Feminist Phase Theory for exploring administrative perspectives will be assessed.

Research

The significance of this research is that it should establish current content, structure, and methods of public school administration in terms of gender development. The use of Feminist Phase Theory to analyze conceptualizations of administration in terms of current content, structure, and methodology has been overlooked.

As we seek to have a better understanding of women in administration and seek to overcome the barriers encountered in making the numbers of female administrators more representative of the numbers of females in education, new definitions of administration are called for. The definitions and theory currently subscribed to are bound with male thought, derived from the male experience and may not be appropriate for current practice (Shakeshaft, 1989a). The current research concerning administration was developed during a period of time when males dominated the field of administration. The number of men currently in educational administration supports the notion that our present

definitions may be skewed toward male concerns because the knowledge base is male

derived and male dominated.

This study will impact "how we understand human experience, how we organize

knowledge," (Schuster & Van Dyne, 1984, p. 415) concerning the relation of gender to

the principles, practices, and procedures of the business of school administration.

Practice

The questions magnified by redefining school administration may raise even more

questions about the validity of all definitions currently employed in educational

administration theory, research, and practice. This research will potentially impact all

women and men in educational administration and the students affected by their

administrative careers. We can all anticipate the day when gender does not make a

difference and

> ....accept the absolute equality of the sexes, accept sharing of childcare and all
>
> other forms of work, accept freedom of sexual behavior, and accept multiplicity of
>
> gender forms, as being plain common sense and the ordinary basis of civilized life.
>
> (Connell, 1987, p. i)

Theory

Feminist Phase Theory has been employed in the areas of analysis of curriculum,

analysis of literature, and analysis of theory. It has not been used to categorize

administrators' thought concerning the definition of elementary school administration.

This research will test the usefulness of Feminist Phase Theory for the study of thought

development in administration and describe the resulting developmental perspectives which emerge.

Summary

In this chapter, a qualitative study of the current definitions of elementary school administration scrutinized through the lens of Feminist Phase Theory (Tetrault, 1985) has been proposed using the information obtained from long interviews to discover emergent content, methodology and structure themes of public school administration.

Reporting

Subsequent chapters will contain a review of the literature, the presentation of the data, an analysis of the data, and conclusions. The next chapter will review the history of educational administration, the history of women in educational administration and Feminist Phase Theory. The data will be presented in Chapter Three. Chapter Four will be an analysis of the data. The final chapter will contain the findings, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

"Educational administration has developed as a profession occupied by men rather than women even though the number of women in teaching far exceeds the number of men" (Ortiz & Marshall, 1988, p. 123). The history of educational administration in the United States has grown from the days of the one-room schoolhouse of early America where teachers handled the administrative duties to a profession which continues to develop today (Hoy & Miskel, 1982). In this chapter, the history of educational administration, the history of women in educational administration, and Feminist Phase Theory are summarized.

History of Educational Administration

Writers have organized the history of educational administration into different phases. Hoy and Miskel (1982) contended "the science of administration evolved in three phases: (1) classical organization thought (1900), (2) human relations approach (1930), and (3) behavioral science approach (1950)" (p. 1), while Campbell, Fleming, Newell, and Bennion (1987) divided the evolution of administrative thought into four categories: 1) scientific management in industry and education; 2) democratic administration and human relations; 3) rationalism rediscovered: bureaucracy and the study of administration; and 4) open systems: organizations and their environments.

14

For purposes of this review, the history of educational administration was divided

into two major categories: 1) approaches to educational administration which focused on

the organization; and 2) approaches to educational administration which focused on the

individual. Theorists which focused on the organization included Taylor (scientific

management), Fayol (general management), Gulick, Urwick, Thorndike, and Weber

(bureaucratic management). Approaches which focused on the individual, the human

relations movement and behavioral science movement, included such proponents as Mayo,

Roethlisberger, Follett, and Barnard and Simon.

Organizational Focus

Hoy and Miskel (1982) summarized the basic features of traditional or classical

administrative models: 1) time and motion studies, 2) division of labor and specialization,

3) standardization of tasks, 4) unity of command, 5) span of control, 6) uniqueness of

function, and 7) formal organization. "One of the earliest approaches to shape educational

thought about administration in the twentieth century was scientific management, a view

of organizing that made its presence felt in educational administration from the late-

nineteenth century to the time of the Great Depression" (Campbell, Fleming, Newell, and

Bennion, 1987, p. 19). The main thrust of Taylor's scientific management approach was

"the concept of man as machine" (Hoy & Miskel, 1982, p. 2). This approach to

organizations allowed for the standardization of the production process which included

such concepts as time and motion studies and a piece work system of payment. The

system allowed for an equal division of the work and responsibility between management

and laborers, management was no longer dependent upon the expertise of the craftsmen (Campbell et al.).

Taylor's ideas were widely accepted and "his ideas eventually led Americans to apply his efficiency principles more broadly to the foundations of national life....the public school" (Campbell et al., 1987, p. 27). The rapid growth of schools in the early 1900's and increased demands on educational systems from political reformists caused the scientific method to be introduced into the school systems (Kimbrough & Nunnery, 1983). Theorists such as Henri Fayol, Luther Gulick, Lyndall Urwick and Edward Thorndike developed ideas which were closely related to the ideas of Taylor (Campbell et al., 1987).

Fayol took a scientific approach to administration and defined the five functions of administrative behavior as: plan, organize, command, coordinate, and control. "His work led to the organization chart, the logical analysis of administrative tasks, and the fixing of formal lines of authority and communication to provide for administrative structure" (Orlosky, McCleary, Shapiro, & Dean, 1984, p. 11). Luther Gulick was credited with describing the work of the chief executive as POSDCoRB, "an acronym for his seven administrative procedures, planning, organizing, staffing, directing, coordinating, reporting, and budgeting" (Hoy and Miskel, 1982, p. 3). The work of Edward Thorndike, a Harvard psychologist, was instrumental in bringing the scientific method into the school systems (Campbell et al., 1987). Thorndike introduced quantitative research and the use of scientific procedures into education. The use of intelligence testing flourished using the newly found statistical techniques as did methods of analyzing data for cost effectiveness. "The corporate model of administration, which emerged fully in the scientific management

era, remains the model of administration on which school systems are generally based" (Campbell et al., 1987, p. 41).

In 1945, the translation into English of Max Weber's writings concerning bureaucracy encouraged the return of the classical approach to organizational study (Campbell et al., 1987).

By the 1960's, students of educational administration had also begun to apply concepts of bureaucracy to the problems of schools organization, much in the way that educators had applied scientific management and human relations ideas in earlier decades. (Campbell et al., 1987, p. 65)

Many of Weber's ideas were overlooked until the late 60s and early 70s, but his work is now included in most discussions, textbooks and readings which focus on theory of educational administration. This interest caused educators to come in closer contact with social scientists and shifted the focus on human relations to a better understanding of the school's formal organization (Campbell et al., 1987).

Weber's discussions of bureaucracy and authority have provided present-day behavioral scientists with a starting point in their conceptions of organizations as social systems that interact with and are dependent upon their environments. (Hoy & Miskel, 1982, p. 10)

All of these individuals based their viewpoints of the organization and the administrator on an impersonal view of the organizational member and the administrator (Orlosky et al., 1984). The following section explained how the focus shifted from the organization to the individual with the human relations and behavioral science movements.

Individual Focus

After 1945, educational administration was influenced by the human relations movement. The human relations movement developed in contrast to scientific management (Hoy & Miskel, 1982). Like the scientific management ideas, this too was born in industry and the social sciences and moved into the realm of education administration (Campbell et al., 1987).

The development of the human relations movement was usually credited to the studies completed at the Hawthorne Plant of the Western Electric Company in Chicago by Elton Mayo and Fritz Roethlisberger. This work became known as the Hawthorne studies and "replaced the concentration on organizational structure with an emphasis on employees' motivation and satisfaction" (Hoy & Miskel, 1982, p. 9). The Hawthorne studies "are basic to the literature describing informal groups, and the study of informal groups is basic to an analysis of schools" (Hoy & Miskel, 1982, p. 5).

Besides Mayo's and Roethlisberger's Hawthorne studies, Mary Parker Follett made significant contributions to the human relations movement. She "believed that the fundamental problem in all organizations was in developing and maintaining dynamic and harmonious relationships" (Hoy & Miskel, 1982, p. 5). Her basic contention was that any enduring society or organization must be based upon the recognition of the motivating desires of the individual and of the group and that all organizational problems were fundamentally human relations problems (Kimbrough & Nunnery, 1983).

The behavioral science movement was credited to the efforts of Barnard and Simon (Sander & Wiggins, 1985; Hoy & Miskel, 1982). The behavioral science approach

was developed by Chester I. Barnard as a response to the classical and human relations

approaches which ignored the impact of social relations and formal structure. Barnard's,

Functions of the Executive (1938), "provides a comprehensive theory of cooperative

behavior in formal organizations" (Hoy & Miskel, 1982, p. 9) by using the classical and

human relations theories and adding "propositions drawn from psychology, sociology,

political science, and economics" (Hoy & Miskel, 1982, p. 9). His work included the

formal and the informal organization with the definition of the formal organization "as the

activities of conscious, deliberate, and purposeful cooperation" (Kimbrough & Nunnery,

1983, p. 275). Barnard defined informal organization as people who came in contact and

interacted without specific conscious joint purpose (Kimbrough & Nunnery, 1983, p.

275). His work viewed organization as a cooperative system and administration as an

integral part of that system, separable only for analytical purposes (Orlosky et al., 1984, p.

12).

Herbert Simon advanced the work of Barnard by "incorporating the concept of

organizational equilibrium as a focal point for a formal theory of work motivation" (Hoy

& Miskel, 1982, p. 9). He felt that rational decision-making was central to organizational

effectiveness. He also dealt with the concept of role and role playing.

Simon felt that each member of an organization had a purpose to fulfill; an ascribed

role without regard to personal and other considerations. Each member of an organization

was to fulfill an ascribed role, screening out personal and other considerations, with value-

free judgment as essential. He felt that all aspects of administration could be understood

in the quality of decisions made. Furthermore, he contended that administrative behavior was the only basis of data about administrative leadership (Orlosky et al., 1984, p. 12).

What is a scientifically relevant description of an organization? It is a description that, so far as possible, designates for each person in the organization what decisions that person makes, and the influence to which he is subject in making each of these decisions. (Simon, 1947, p. xiv)

The period following World War II led to the development of contemporary schools of thought. Examples of these were the "development notions of Bennis, the development administration of Heady and his associates, the administrative ecology of Riggs, the institutional development of Esman and Blaise, the contingency theory of Lawrence and Lorsche, and the management science of Drucker and others (Sander & Wiggins, 1985, p. 97). These early studies led directly to the development of theories by Maslow and Argyris.

Maslow developed a hierarchy of needs with safety and security being at the lowest levels and self-actualization at the highest point. Argyris dealt with how the individual and individual needs fit organizational requirements. He advocated restructuring organizations to maximize satisfaction for the member and productivity or the organization (Orlosky et al., 1984).

As new theories were explored or old theories revisited, Hoy and Miskel note that caution was advised. Too many behavioral scientists and practitioners assumed that their theories applied universally; instead of asking under what conditions ideas and

propositions were appropriate, they assumed such ideas were always correct (Hoy & Miksel, 1982).

Drake and Roe (1986) maintained, "The major task of the principal is to provide educational leadership to improve learning" (p. 151). Theory and research concerning the current practice of administration was delineated in the works of Gorton (1980), Guthrie and Reed (1986), and Sergiovanni (1991). According to Guthrie and Reed (1986) the areas which administrators dealt with were: (1) finance, (2) law, (3) curriculum, (4) organization, (5) leadership, (6) technology, (7) budgeting, (8) collective bargaining, (9) communicating, and (10) support services.

Gorton (1980) also listed communication and leadership. In addition to these, he included the major areas of: (1) decision making, (2) authority/power/influence, (3) introducing change, (4) conflict resolution, and (6) working with groups.

In Sergiovanni's, The Principalship (1991), a listing of 10 categories which defined principal proficiencies was presented. This data was compiled by the National Association of Elementary School Principals (1986). In addition to the categories described by Guthrie and Reed (1986) and Gorton (1980), the document listed: (1) instruction, (2) performance, (3) evaluation, (4) fiscal and (5) political.

The textbooks listed these areas of proficiency, however, Drake and Roe (1986) stated, "Too often the reward system of the board of education and the central office gives top priority to handling of management detail, discipline, and evaluation" (p. 22). Bosson (1984) gave further support to this notion of management when he stated, "Nearly 85% of

a principals's time is currently devoted to operating the school plant, discipline, and

paperwork" (p. 38).

The research of Morris, Crowson, Porter-Gehrie, and Hurwitz (1984) concluded

the job of administration was accomplished predominantly through one-on-one

communication.

The principalship is a moving, dynamic occupation in almost a literal sense; the

rhythm of the job, from arrival at the parking lot to the close of the business day, is

typified by pace and movement, by frequent and abrupt shifts from one concern to

another, and by the excitement pervading any institution dealing with young

people..., the principal's job is different from other managerial positions because it

is essentially an oral occupation, a job of talking. The principal governs the school

mostly by talking with other people, usually one at a time, throughout the day. (p.

209)

The current theory and research concerning educational administration discussed

specific areas of responsibility for administrators. Administrative tasks were thought to

have provided leadership to improve the education of students. The practice of

administration included finance, law, curriculum, organization, leadership, technology,

budgeting, collective bargaining, communicating, support services, decision making,

authority/power/influence, introducing change, conflict resolution, working with groups,

instruction, performance, evaluation, fiscal and political.

Summary

The history of educational administration was divided into two major categories: (1) approaches to educational administration which focused on the organization, and (2) approaches to educational administration which focused on the individual. Approaches which focused on the organization included: (1) scientific management, (2) general management, and (3) bureaucratic management. Approaches which focused on the individual were developed in contrast to the organizational theories. These included: (1) human relations movement, and (2) behavioral science movement.

Following World War II, other theorists developed what was considered contemporary schools of thought. Examples of these were: (1) administrative development, (2), development administration, (3) institutional development, (4) contingency theory, and (5) management science. Many of the notions may have been correct under certain conditions but were not suitable for universal application.

Current theory and research concerning the practice of administration listed areas of administrative proficiency and responsibility. These areas of responsibility were thought to have provided educational leadership.

<u>History of Women in Educational Administration</u>

The development of educational administration as a field of study has been predominately about men. "The general pattern in schools is that many women teach and a few men supervise, evaluate, and manage" (Ortiz & Marshall, 1988, p. 123). This section outlined the historical development of women in educational administration, the predominance of men in the literature and absence of women, research which supports

women in administration and the implications of the exclusion of women in the majority of the research. Ortiz and Marshall (1988) contended there were four themes in the development of educational administration as a field for men but not for women: 1) teaching and administration have become separate but mutually dependent professions; 2) schools followed the lead of the turn-of-the-century municipal reform to become more hierarchical as well as professional; 3) careers in school administration rested on sponsorship rather than on open competition; 4) knowledge, theory, research, and policy in educational administration coalesced into a social and political structure that discouraged discussion of gender and power issues (Ortiz & Marshall, 1988, p. 123). The prevailing theory was that men were the people who ran schools and women were the people who cared for and nurtured the learners (Loomis & Wild, 1978).

Ortiz and Marshall (1988) indicated the steady decline of women principals. "Women constituted 55 percent of elementary principals in 1928, 41 percent in 1948, 38 percent in 1958, 22.4 percent in 1968, and 19.6 percent in 1973" (Ortiz & Marshall, 1988, p. 127). They contended, "given the persistently large number of women who teach, women who manage represent a trace element in administration" (Ortiz & Marshall, 1988, p. 127).

> In some respects, male and female administrators are indeed quite different. The variables on which they differ (e.g., age, race, marital status), however, are not related to the functions of school administration and do not therefore account for the disparity in women's representation in school administration. (Pigford & Tonnsen, 1993, p. 4)

Tetreault and Schmuck (1985) contended that in spite of the large number of women in education for the last 150 years, "most educators and historians have treated the educational experience as if it were the province of men" (p. 59).

In examining the history of women in educational administration, Shakeshaft stated:

Only in the past decade has there begun to be a literature about women in school administration, and only in the past couple of years have scholars begun talking about examing [sic] current theory and practice for the impact of gender. (Shakeshaft, 1989a, p. 9)

Shakeshaft (1989a) said the history of women in administration included the history of women in teaching, starting with the fact that all teachers were men until the late eighteenth century. Ella Flagg Young, the first woman superintendent of Chicago public schools, appointed in 1909, predicted that there would be more women than men in educational administrative positions in the future. "It is not uncommon to hear or read that as early as the mid-1920's women held a majority of administrative positions in the schools. Statistics do not support these claims" (Shakeshaft, 1989a, p. 19).

Since 1909, there has only been one period of time when women held the majority of principalships. Even though they held the majority, less than 8 percent of the 55 percent women administrators in 1928 were secondary principals with only 1.6 percent being superintendents (Shakeshaft, 1989a). In 1990, only 34 percent of elementary principals and 12 percent of secondary principals were women when three fourths of the public school teachers were female (National Education Association, 1990). "Despite the

enactment of equal opportunity legislation and the Women's Liberation Movement in the 1960's, women continue to be sorely under represented in school administration" (Pigford & Tonnsen, 1993, p. 1).

Proponents of scientific management felt "women should be teachers while men should be retained as principals and superintendents" (Tyack & Strober, 1981, p. 141). "Scientific management and, specifically, bureaucratization, then, helped keep women out of administrative roles because of the belief in male dominance that made it easier for both males and females to view women as natural followers and men as their leaders" (Shakeshaft, 1989a, p. 31-32). Women were inexpensive and teaching was seen as a natural use of their nurturant, maternal characteristics (Shakeshaft, 1989a).

Between 1820 and 1900, then, a handful of women held administrative positions. Although some of these women managed public schools, the majority founded their own schools and served as the chief administrator (Giddings, 1984; Solomon, 1985). "In the first decade of the twentieth century, a larger number of women began to win positions in school administration..." (Shakeshaft, 1989a, p. 33-34). Shakeshaft (1989a) felt there were several reasons for the decline of women in administration after 1928. She felt "century-old patterns of male dominance had solidified a number of beliefs about women that both men and women accepted and that limited women's access to school administration (Shakeshaft, 1989a, p. 39). Additionally, she felt that women were thought to be physically incapable due to their size and perceived lack of strength (Shakeshaft, 1989a).

"Women administrators, from 1920 until 1930, held more than half of the educational administrative and supervisory positions. The decline in that ratio has been steady from 1930 to date" (Schmidt, 1992, p. 2). "Using the scattered sources available...after a bubble [larger number] in the 1920s, women's representation as workers in the schools has diminished. Although it would appear that slight gains are being made, they don't yet warrant optimism" (Shakeshaft, 1989a, p. 20). Four things worked to benefit women during the period from 1900 to 1930: "the feminist movement, the organization of women teachers, the right to vote in local elections, and economic advantages" (Shakeshaft, 1989a, p. 35).

The number of women in educational administration decreased steadily after 1930 except during World War II when the numbers of women in administration experienced an increase. "With the increase in the number of men receiving college educations, which prepared them to be teachers and administrators, women's role in educational administration declined after World War II" (Shakeshaft, 1989a, p. 45).

Women continued to experience difficulty in gaining positions in administration through the 1950s. "Men were encouraged to become teachers and administrators, women were encouraged to stay home" (Shakeshaft, 1989a, p. 45-46). "The 1950s and 1960s witnessed a revival of the prejudices against women that had hindered their advancement into administration from the colonial period onward. In the late 1950s and early 1960s, women--married or single--began to be seen once again as the problem in education, instead of the solution" (Shakeshaft, 1989a, p. 48).

This movement of men into administration in the 1960s coupled with several factors....served to keep the number of women administrators to a minimum through the 1980s...very little movement occurred for women in school administration during the 1960s and 1970s...the gender structure of males as managers and females as workers has remained relatively stable for the past 100 years. (Shakeshaft, 1989a, p. 50-51)

Schmuck (1987) reported the issue of equity in educational administration was explored in the 70s. Questions asked were:

What are the psychological and institutional factors that deter women from assuming positions of school leadership? Are there sex differences in the performance of leadership - do women bring something different to the role of leader compared to men? What are the factors that contribute to sex segregation in the work force?(Schmuck, 1987, p. 3-4)

As numbers of women in administration have grown, Schmuck reported a change from "top-down, authoritarian, head boss concepts of leadership to leadership that is empowering, facilitative, and participatory....a call for relationship building rather than bossing" (1993, p. 8). She viewed the "call for leadership that is facilitative, empowering, engaging and democratic" as the major change in educational administration in the last 20 years (Schmuck, 1993, p. 9). McCarthy and Webb (1977) contended that despite research which indicated women performed as well or better as their male administrator counterparts, women still grappled with the male stereotypes of administration especially at the secondary level. Smith (1978) reported that if a superior executive gift did exist,

than women were far more likely to possess this gift than men. Research indicated women had greater competence than men in building positive school climates, perceiving and solving problems, facilitating positive school and community relationships, making decisions and anticipating potential problem situations (Smith, 1978; Hoyle, 1969). Swiderski (1988), through over 12 studies, found that women were better at promoting pupil learning and teacher performance than male administrators. Frasher and Frasher (1979) have showed that people who worked with administrators (experts, supervisors, and teachers) have rated "feminine" types of behaviors as more effective than "masculine" behaviors.

> Just because the female sex has a stereotyped gender role of being more relational, it does not mean that all biological women are that way. Just as the masculine gender role portrays men as authoritative and decisive, it does not mean all biological men are that way. The stereotyped female gender role may be more in line with the kind of leadership we are calling for today but that will not include all women, nor will it exclude men. (Schmuck, 1993, p. 9)

Schuster and Van Dyne (1984) argued the curriculum was "predominantly white, male, Western, and heterosexist" and these assumptions were "large scale and pervasive" (p. 414). The same could have been said for

> ...existing paradigms, theoretical models, or concepts in organizational theory [which] create imprecise, inaccurate, and imbalanced scholarship. Correcting weaknesses in this scholarship is a methodological issue of enormous importance

as bias affects conceptual formulation as well as issues of reliability and validity.

(Shakeshaft, 1989a, p. 150)

Neitz (1989) cautioned that you could not simply "add women and stir" to create feminist scholarship.

Even when subsequent research has tried to account for the effects of gender, the findings and interpretations were tainted by the androcentrism of the primary research. Women were measured against male standards and were presented with implications that might have been of more detriment than benefit to them.

(Shakeshaft, 1989a, p. 162)

Shakeshaft (1989a) contended that critiques ignored an important attribute of school environments--they were predominantly female workplaces. The effects of such an environment had an effect on the quality of theoretical arguments derived from male-based theories. "These scholars have shown that theories and concepts emerging solely from a male consciousness may be irrelevant for the female experience and inadequate for explaining female behavior" (Shakeshaft, 1989a, p. 149). Subsequently, "the funding of research, the objects of study, the use of research have to date been dominated by white males. Not unexpectedly, they have forged forms of thought within an all-male world and, perhaps without realizing it, have mistaken it for a universal reality" (Shakeshaft, 1989a, p. 150).

"What is at issue is the practice of studying male behavior and then assuming that the results are appropriate for understanding all behavior" (Shakeshaft & Nowell, 1984, p. 188). Androcentrism is when we view the world through a male lens (Shakeshaft, 1989b).

"The accumulated body of knowledge up to the present has not identified the bias of androcentrism and has thus distributed distorted ideas and ideological forms based on observations and assumptions drawn primarily by males from male experiences" (Shakeshaft, 1989a, p. 150).

"Not only does research exclude women from its traditional subject matter in educational administration, it does nothing to explain women's experiences outside the norms of male society" (Shakeshaft, 1989a, p. 162).

The implications of the research on women administrators....are wide ranging. If the field were to heed women's experiences, we might restructure training programs and rewrite the textbooks. Theory and research would need to be reconceptualized to take women into account. Only when this is done will we be able to understand human behavior in organizations. Until then, we are writing a history and practice of males in school administration. As scholarship, this is shoddy and deficient. As practice, it is useful to only some practitioners (Shakeshaft, 1989a, p. 208).

Summary

The predominant theme in the history of women in educational administration was that men were the people who ran schools and women were the people who nurtured the learners. Women held the majority of the teaching positions but have represented only a small fraction of the administrative positions. Only recently has there been literature about women in administration. Despite the legislation and women's liberation movement, women remained under represented in school administration.

The lack of women in administration could have been partially attributed to both women and men accepting undocumented beliefs about women in administration. After World War II, women saw a renewal of prejudices and were expected to stay at home.

As the concept of leader evolved from an authoritarian boss to a style of leadership which was more facilitative and participatory, women saw an upsurge in numbers of women in administrative positions. However, the practice of studying male behavior and assuming that it was appropriate for all human behavior still existed.

<div align="center">Feminist Phase Theory</div>

How we conceptualized our experiences was a reality that defined women's and men's experiences. "Feminist phase theory provides a way of thinking about research on women that may suggest a future agenda for gender research and practice" (Twombly, 1991, p. 10). The following paragraphs will define Feminist Phase Theory and speak to its usefulness in how we define administration.

Although there were several feminist phase theorists, their arguments were basically the same (Lerner, 1983; McIntosh, 1983; Schuster & Van Dyne, 1984; Tetreault, 1985; Warren, 1989). McIntosh (1983) referred to the works of D'Ann Campbell, Gerda Lerner, Catherine Stimpson, Marcia Westkott and the faculty development team of Tetreault and Kirschner as "theories that do not entail ranking and labeling of a sort which perpetuates oppression and exclusion" (p. 2). The goal of Feminist Phase Theory, according to Warren (1989), was "the eradication of all oppressive gender (and related race, class, age, affectional orientation, ability) categories of analysis and the creation of a world in which difference does not breed domination or subordination" (p. 49).

Most authors of Feminist Phase Theory recognized that the boundaries between the phases were not static, but rather that one person's writing may have reflected more than one phase in the evolution of thought about women. Tetreault (1987) asserts that movement through the phases is not obligated to be linear or sequential. The phases were not rigid with unyielding boundaries and that an individual's thinking may actually contain elements of more than one phase at a time.

> None of the authors of phase theories intends them to represent rankings or
> hierarchies of different kinds of feminist scholarship, and it is important to note
> that these phases have fluid boundaries and that their development does not
> necessarily follow a linear progression. (Andersen, 1988, p. 51)

"Feminist phase theory, which explicates issues of content and the conceptualization of the disciplines at each stage, provides a systematic map gauging where one has been, where one is, and where one might be going" (Tetreault, 1985, p. 366). Feminist Phase Theory could have been "an evaluation model sensitive enough to measure curricular change, cognitive learning in women's studies, and changes in how faculty conceptualize including women in their courses and research" (Tetreault, 1985, p. 364).

Twombly asserted the strength of Feminist Phase Theory "is that it permits identification of changes in feminist thinking over time" (1993, p. 196). Twombly further explained, "such an analysis [of FPT] is a necessary and helpful precursor to setting a future research agenda as well as a guide to changed practice" (1991, p. 14). Despite its

usefulness, Twombly (1991) observed feminist research in general had decreased from the 1970's through the 1980's.

According to Margrit Eichler (1980), Feminist Phase Theory accomplished three purposes:

> 1) It is critical of existing social structures and ways of perceiving them, 2) it
>
> serves as a corrective mechanism by providing an alternative viewpoint and data to
>
> substantiate it, and 3) it starts to lay the groundwork for the transformation of
>
> knowledge. (p. 9)

Feminist Phase Theory described each phase and in doing so, provided information which must be understood before change could occur. "Transforming knowledge...involves changing what and how we think and leads us to begin to change who and how we are in the world we share" (Minnich, 1990, p. 80). Margaret Andersen (1988) felt "...changing what we study and know about women will change women's and men's lives" (p. 39).

The first phase of Feminist Phase Theory was the womanless phase. Twombly (1991) reported in the "womanless phase the male experience is reported as exemplary of the best of human thought and deed" (p. 12). Tetreault (1985) described this phase as "male."

The second phase included a few women who had achieved noteworthy status and were the exception instead of the rule and was labeled "compensatory" by Tetreault (1985). "Typically [these are the] women who fit the male model of excellence, women whose careers have conformed closely to those of the men who have preceded them"

(Twombly, 1991, p. 12). Schuster and Van Dyne (1984) maintained the women in this phase were "Women whose outstanding characteristic is their similarity to men" (p. 422).

The third phase "tends to compare men and women" (Twombly, 1991, p. 12). Tetreault (1985) labeled this phase as "bifocal". Three themes were found in this phase. The first theme was where "men and women are conceptualized as generalized, separate, and complementary groups" (Twombly, 1991, p. 12) and "a universal separation of experiences of males and females...exist[s]" (Twombly, 1991, p. 12). The problem with the "universal separation" concept was that it tended to solidify old stereotypical thinking which was difficult to overcome.

The second theme found in bifocal thinking was that of women's oppression (Twombly, 1991). Schuster and Van Dyne (1984) maintained that women became angry after they realized women's contributions had been ignored and therefore started asking questions about why so little was known.

"The third theme of the bifocal phase represents women's attempts to overcome oppression through networks, educational experiences, and similar strategies" (Twombly, 1991, p. 13). To have competed in a male world in this phase, women must have changed.

Stage Four, Feminist Scholarship, was where women were studied on their own terms (Schuster & Van Dyne, 1984). According to Twombly (1991), this was where "the diversity of women's experiences is recognized. Women are viewed as subject rather than object" (Twombly, 1991, p. 13). Tetreault (1985) labeled this stage "feminist."

Twombly (1991) reported the fifth stage, Multifocal Scholarship, was very uncommon and therefore difficult to describe. Tetreault (1985) described this as "multifocal/relational." Warren (1989) contended the reason it was so unrealized was that several intermediate steps needed to be taken. The first would have focused on men's experiences and characteristics associated with maleness. Then he suggested that women and men were combined "into an inclusive, rather than exclusionary, account of human experience and knowledge" (Warren, 1989, p. 48). Only after these steps were taken, Warren contended, can we then reach a stage which is inclusive of all human experience - Multifocal Scholarship.

Andersen (1988) credited Gerda Lerner as an important origin for phase theories. Like the other phase theorists, Lerner's model had five phases.

> Lerner's description of the evolution of feminist thought in history showed feminist scholars in other disciplines that scholarship on women was evolving from simply adding women into existing schemes of knowledge into more fundamental reconstructions of the concepts, methods, and theories of the disciplines. (Andersen, 1988, p. 49)

Shakeshaft (1989b) identified six stages of research on women in educational administration (p. 327). These stages are similar to the five phases of Tetreault's (1985) Feminist Phase Theory: 1) absence of women documented; 2) search for women who have been or are administrators; 3) women as disadvantaged or subordinate; 4) women studied on their own terms; 5) women as challenge to theory; and 6) transformation of theory (Shakeshaft, 1989b).

Epstein (1988) stated that efforts must be undertaken to comprehend how social constructions of gender affected women and men and their relations with each other in the organizational context. Furthermore, Twombly and Amey (1990) stated that higher education literature included specific language which excluded women from important leadership positions.

In reflecting on current theories and the possible exclusion of women, Twombly (1991) developed several important questions:

> Who developed the theories? On what populations were theories tested? What purpose and whose interests do particular theories and methodologies serve? On what populations were theories tested? What purpose and whose interests do particular theories and methodologies serve? Do theories account for diversity among women and among men? (p. 15)

Schuster and Van Dyne (1984) and Warren (1989) used Feminist Phase Theory to study curricular change and felt Feminist Phase Theory could also be used to develop feminist studies. "Because historians tend to concentrate on heroes, they ignore the lives of ordinary men and women" (Andersen, 1988, p. 57).

> From a feminist perspective, including women means not only including those who have been left out but rethinking historical paradigms to generate new frameworks in which women are agents of history and that examine the lives of women in their own terms and bring them into accounts of historical change. (Andersen, 1988, p. 57)

The experiences of men are often mistaken for the experiences of everyone in a culture. In speaking about the social sciences, "the exclusion of women's experiences and perspectives has produced concepts and theories that, while allegedly universal, are, in fact, based on gender-specific experiences, and so these theories often project the assumptions of masculine, Western culture into the social groups under study" (Andersen, 1988, p. 59).

When speaking of women claiming an education, Adrienne Rich (1979) said this meant "refusing to let others do your thinking, talking, and naming for you" (p. 231). Andersen said that "changing the curriculum has three dimensions: changing our selves, changing our work, and changing society" (1988, p. 68). Tetreault maintained that "measuring changes in faculty's conceptualization is of particular importance because faculty are the ones who continually contribute to definitions of legitimate knowledge by making decisions about what is researched and taught" (1985, p. 366).

It is interesting that gender has somehow become identified, and in some cases become synonymous, with women. That is unfortunate because it has led to some confusion both about the direction and the importance of research that examines the influence of gender on organizational dynamics. Research on men is still seen as mainstream and central, whereas research on women and/or gender issue (both male and female) is often considered a special topic not central to understanding organizational behavior. (Shakeshaft, 1989b, p. 326)

The works of Daniels (1975), Eichler (1980), Gilligan (1982), Miller (1976), Parker and Parker (1979), Parlee (1979), Sherif (1979), Slocum (1980), Smith (1979),

Smith-Rosenberg (1983), and Spender (1981) supported Shakeshaft's notion that "theories and concepts emerging solely from a male conscience may be irrelevant for the female experience and inadequate for explaining female behavior" (1989b, p. 324). Likewise, "Gender is inclusive, one cannot study females in our society without studying males...Socially we construct the meaning of what it means to be female and male, and that social meaning changes" (Schmuck, 1993, p. 5). Restine (1993) stated, "The difference in men's and women's development emphasizes the significance of bringing men and women into a variety of educational roles" (p. 28).

Joyce Neilsen and Jeana Abromeit (1991) explored the notion that the inclusion "of women (as subject matter and as creators of knowledge) creates 'anomalies,'...that challenge and ultimately lead to reconstruction of theories, concepts, and models in existing bodies of knowledge" (p. 74). Adding women into the history of administration could have revealed patterns of the exclusion of women administrators and could then reform our definition of what it meant to practice administration and to be an administrator. This process showed the necessity of seeing administration in terms other than those posed by the dominant histories of administration (Andersen, 1988). Including women in the history of administration "helps us build a vision on the premise that men and women always have and will in the future share the world, the world's work and the ideas which help us order the world" (Lerner, 1983, p. 48).

There was little research concerning women in organizations and the effect of gender on behavior in those organizations. Research and practice has ignored the influence of gender on the practice of administration (Shakeshaft & Hansen, 1986). Gerda

Lerner (1983) went further when she stated, "all the systems of ideas of Western

civilization, the explanations of the world and the cosmos, philosophies, and science have

literally been shaped by male thought" (p. 36). "We have missed recording the

activities [of women] first, and then we have missed their meaning" (Lerner, 1983, p. 42).

We could use Feminist Phase Theory "to examine our own thinking and to direct

our research and practice toward a multifocal society in which different does not mean

deficient, in which difference is incorporated into the very fabric of colleges and

universities" (Twombly, 1991, p. 17). Bell (1989) proposed that research in educational

administration "must go beyond simply documenting past and present conditions of

women. New work must begin looking into women's worlds rather than 'the female

world'" (p. 317-318). Shakeshaft asserted "new work must also examine the impact of

gender on both male and female behavior" (1989b, p. 328).

McIntosh (1981) contended that historically our thinking ignored half of the

human race - the women, and that we should be asking the question, "How would my

discipline need to change in order to reflect the fact that women are half the world's

population?" This research addressed our definitions of administration through the lens of

Feminist Phase Theory and determined if new definitions in terms of content, structure and

methodology were warranted. The resulting developmental perspectives which emerged

were analyzed and described and the usefulness of Feminist Phase Theory for further

exploration of administrative perspectives was determined.

Summary

Feminist Phase Theory was a classification schema utilized to determine where one has been, where one is, and where one may be going in terms of feminist thinking. It was an evaluative instrument used to determine categorization in curriculum, literature, and conceptualizations.

Feminist Phase Theory was largely the work of Tetreault (1985, 1987) and was divided into five phases: (1) male, (2) compensatory, (3) bifocal, (4) feminist, and (5) multifocal, relational. Other major contributors to Feminist Phase Theory were Lerner (1983), McIntosh (1983), Schuster & Van Dyne (1984), and Warren (1989).

Chapter Summary

The review of the related literature consisted of the summarization of the history of educational administration, the history of women in educational administration, and Feminist Phase Theory. The history of educational administration was divided into two major categories: (1) approaches to educational administration which focused on the organization (scientific management, general management, and bureaucratic management), and (2) approaches to educational administration which focused on the individual (human relations movement and behavioral science movement). Following World War II, other theories were developed such as administrative development, development administration, institutional development, contingency theory and management science.

The history of women in educational administration has only recently surfaced. Despite the increased numbers of women in school administration, women continue to

remain under represented. The practice of studying male behavior and assuming that it was appropriate for all human behavior still existed.

Feminist Phase Theory is a classification schema used to categorize thought in terms of feminist thinking. It has been used as an instrument to evaluate curriculum, literature and conceptualizations.

FPT is generally attributed to the works of Tetreault (1985, 1987), but also has major contributions from Lerner (1983), McIntosh (1983), Schuster & Van Dyne (1984), and Warren (1989). The five phases of FPT are: (1) male, (2) compensatory, (3) bifocal, (4) feminist, and (5) multifocal or relational.

There was little research concerning women in organization administration and the effects of gender. It was suggested that research in educational administration go beyond the task of documentation and examine the impact of gender on both male and female behavior.

CHAPTER III

PRESENTATION OF THE DATA

In this chapter the procedures used to collect the data are outlined, the participants are described, and the data are presented.

Long Interview Procedures

The long interview is one of the most powerful methods in the qualitative armory. For certain descriptive and analytic purposes, no instrument of inquiry is more revealing. The method can take us into the mental world of the individual, to glimpse the categories and logic by which he or she sees the world. It can also take us into the lifeworld of the individual, to see the content and pattern of daily experience. The long interview gives us the opportunity to step into the mind of another person, to see and experience the world as they do themselves. (McCracken, 1989, p. 9)

Using McCracken's (1989) four step method of inquiry, this research began with an exhaustive review of the literature. This first step, the review of the analytical categories, was a review of the history of administration and women in administration provided insight into the content, structure and methodology as it has existed in educational administration. The review of Feminist Phase Theory (Lerner, 1983;

provided a possible way of analyzing thought concerning content, structure and methodology.

The second step reviewed the cultural categories. McCracken (1989) contended the researcher's long-lived familiarity with the culture provided both assets and liabilities in the investigative process. The familiarity may have lead to the ultimate "dulling of the investigator's powers of observation and analysis. But it also has the advantage of giving the investigator an extraordinarily intimate acquaintance with the object of study" (McCracken, 1989, p. 32).

My cultural review consisted of my experience in administration. I have been in education for 22 years with a total of 4 1/2 years of administrative experience. One and a half years of my administrative experience was as a dean where I handled student discipline and attendance issues. This position required administrative certification although a dean is paid as a teacher with an additional stipend. Three years of my administrative experience has been as an assistant principal.

My teaching experiences were equally divided between junior high and high school settings. Both administrative positions were in a comprehensive urban high school settings. To take advantage of familiarity but yet avoid the pitfalls of over-familiarity, I chose to base my research in an elementary setting. This provided, in the words of McCracken (1989), the opportunity to

> engage the investigator in two processes: familiarization and defamiliarization. Without the first, the listening skills needed for data collection and analysis are impoverished. Without the second, the investigator is not in a position to establish

any distance from the [sic] his or her own deeply embedded cultural assumptions. (p. 34)

To be cognizant of the cultural context of the subjects, only administrators with three or more years of experience within their current school district were chosen.

Under McCracken's third step, a demographic data questionnaire was developed to obtain information about the background and experiences of the subjects. Questions pertained to age, race, gender, birth order, parents' occupation, marital status, spouses' occupation, information about children, educational background and employment history in education. Information was also requested about hobbies and leisure time pursuits (See Appendix C). This questionnaire was valuable in obtaining background information and familiarizing me with subjects' histories and cultural development.

Continuing in the third step, non-directive questions, also known as grand tour questions (Spradley, 1979; Werner & Schoepfle, 1987), were developed "to allow respondents to tell their own story in their own terms" (McCracken, 1989, p. 34). Three grand tour questions were developed around the three areas of content, structure and methodology. The first question concerning content was, "What do you do as an administrator?" This question was designed to discover administrators responsibilities and job descriptions. Discussion was intended to reveal the "stuff" administrators do and what they deemed important in their administrative positions.

The second question dealt with methodology and structure and asked, "How do you do it?" The ways administrators go about doing the business of administration may have differed. This question was designed to discover exactly how it was that they

performed their duties and the differences in how they treat people and their responsibilities.

The final question was, "What do you like and what do you dislike about your job?" This question was meant to examine issues surrounding content, structure and methodology and provide insight into the culture of elementary educational administration.

To encourage continued responses, prompts were given. These prompts were simple probes based on information already revealed in the interview and encouraged the respondent to further elaborate on a subject. Through the use of the grand tour and probing questions, the data collected was intended to provide a working definition of elementary educational administration; however, what was hoped would emerge from the data was a definition of educational administration which could be applied to any school.

The fourth step provided a link between the research findings and the review of the literature. This step allowed looking at the interviews as simply utterances, with no larger significance, to taking thematic developments from each interview and forming a thesis.

In summary, the steps used to collect the data were conducted in the following sequence:

Step One: The demographic data questionnaire was constructed.

Step Two: The grand tour questions were developed (Appendix D).

Step Three: Consent of interviewees was obtained by telephone (See Appendix E).

Step Four: Interviewees were asked to read and sign an informed consent form (See Appendix F).

Step Five: Demographic data was collected using the questionnaire.

Step Six: The interviews were conducted and recorded individually.

Step Seven: The interviews were transcribed.

Step Eight: The data was presented.

Step Nine: The data was analyzed.

<u>Subjects</u>

Interviews were conducted with eight elementary administrators located in urban districts. This non-random procedure could best be described as a "convenience" sample (Rudestam & Newton, 1992).

The subjects in this study were four male and four female principals from urban districts with at least three years of administrative experience in the same urban community. One of the subjects worked within a private school setting in the urban community and the other seven were administrators in the same urban public school district. The urban public school district had 55 elementary administrators. Ages ranged from 43 to 51 years. Interviewees ranged in birth order from first to seventh; the number of siblings ranged from one to nine. All of the respondents were married.

The years of administrative experience was not less than three years for any of the subjects and the highest number years of administrative experience was 15. The number of years in education ranged from 10 to 28 years. Two of the respondents were married to administrators: one to an elementary and one to a secondary principal. One was married to a teacher. One of the subjects held a doctorate, one completed a bachelor degree and still another was nearing completion of a doctorate. The others had acquired a

master's degree with some having completed their administrative course work beyond their master's degree. Three of the respondents had work experience outside of education.

Two of the respondents had no children and the remaining had from one to three children. The children's ages ranged from 6 to 27. Five of the subjects were Caucasian and three were African-American. Hobbies included reading, traveling, sewing, art collection, exercising, shopping, gardening, golf, running, basketball, skiing, fishing, and hunting. The respondents had eight male teachers in their schools with a total of 199 teachers; four percent of the teachers were male. In the urban school district, 27% of the elementary administrators were male. A summary of selected demographic data and school profile information from the respondents can be found in Table 1.

Table I

Subject Demographic Data

Name	Age	Race	Gender	Birth Order	Marital Status	Years Teach- ing	Years Admin- istration	Highest Degree Held
Brown	43	B	M	3/4	M	6	10	MS
Black	50	W	M	1/3	M	23	4	M.Ed.
Green	51	W	M	2/2	M	9	14	Ed.D.
White	47	W	M	7/8	M	0	10	BS+
Johnson	48	W	F	2/2	M	15	11	M.Ed.
Smith	46	W	F	3/4	M	13	12.5	MME
Jackson	44	B	F	6/7	M	10	5	MS+
Jones	43	B	F	3/5	M	13	11	M.Ed.

Pseudonyms were selected on a random basis to maintain confidentiality with male respondents being given last names of colors and female respondents being given common last names.

Male Respondents

All of the male administrators were married. The men interviewed were 43 to 51 years old. One of the respondents was African American and the other three were Caucasian. Their teaching experience ranged from none to 23 years. Their administrative experience ranged from 4 to 14 years. One administrator had a bachelors degree and one held a doctorate. The other two held masters degrees.

Mr. Brown is a 43 year old African American male who is the third of four brothers and sisters. His mother was a homemaker and his father was in the construction business. Mr. Brown grew up in a rural midwestern town. He is married and has two children. Mr. Brown spent two years in industry before becoming a teacher. He spent six years as a physical education and science teacher before becoming an administrator. He has been an administrator for 10 years and has held his current position as an elementary principal of an urban elementary school for 5 years.

Mr. Black is a 50 year old male Caucasian elementary principal. He was the first of three children. His mother was a payroll supervisor and his father was a public utility worker. Mr. Black was raised in a rural midwestern town. He is married to an elementary principal and has one child. Mr. Black's highest degree was a Masters in Education in elementary administration. He had two years of military experience and

was an elementary teacher for 23 years before entering administration. He has been in his current position as an elementary principal of an urban school for four years.

Mr. White is a 47 year old Caucasian male who was the seventh of eight children. He was raised in a mid-size midwestern town. His father was in the construction industry and his mother was a homemaker. Mr. White is married and the father of three children. His wife is a homemaker. He has a Bachelor of Science degree in theology and plans to complete his masters this year in curriculum and instruction in education. He has never been a teacher. He has been an assistant dean of men at a small Christian college for two years, a principal of a private school for three years and then left education to be a pastor for nine years. Upon returning to education, he has been a principal at a Christian school in an urban environment for 5 years.

Mr. Green is a 51 year old male Caucasian elementary principal. He is the second of two children. His mother was a waitress and his father was a route man. He was raised in an urban midwestern city. He is married to an accountant and they have no children. Mr. Green has a doctorate in educational administration. He was a teacher for nine years before becoming a counselor. He was a counselor for four years and an assistant principal for one year. Mr. Green has been a principal for a total of 14 years and has held his current position as the principal of an urban elementary school for 12 years.

Female Respondents

All of the female administrators were married. They ranged from 43 to 48 years old. Two of the respondents were African American and two were Caucasian. Their teaching experience ranged from 10 to 15 years. Their administrative experience ranged from 5 to 12 1/2 years. All women administrators held a masters degree and two of the women were pursuing a doctorate.

Ms. Johnson is a 48 year old female Caucasian and is the second of two children. She was raised in a midwestern suburban town. Her father was a machinist and her mother worked in a mail room. She is married to a high school administrator and has two children. Ms. Johnson holds a Masters in Administration and was a teacher for 15 years before becoming an administrator. She has been a principal for 11 years and has been at the current position for three years. She is a principal of an urban elementary school.

Ms. Smith is a 46 year old female Caucasian and is the third child from among four siblings. Her mother was a music therapist and her father was a social worker and businessman. She was raised in a suburban midwestern town. She is married to a chief financial officer and has one child. Ms. Smith's highest degree held is a Masters in music education and special education and she is currently pursuing a doctorate in educational administration. She spent 13 years in the classroom before entering administration and has been an administrator for 12 1/2 years. She has held her position as an elementary principal in an urban district for 12 years.

Ms. Jackson was a 44 year old African American female. She was the sixth of seven children. Her mother was a nurse and her father was a blue color laborer. She was raised in a large southern city. She was married and her husband was employed by a major airline. They have one child. Ms. Jackson's highest degree held was a masters in counseling. She was a teacher for ten years before becoming a counselor. She was a counselor for six years prior to becoming a principal. She had been a principal for five years and all of those years have been at her current location, an urban elementary school.

Ms. Jones was a 43 year old African American female elementary principal. She was the third child in a family with five children. She was raised in an urban midwestern city. Her father was a bus driver and her mother was a homemaker. She was married to a social worker and had no children. Ms. Jones held a masters in elementary education and was currently working on a doctorate in educational administration. She was a teacher for 13 years before becoming an elementary principal. She had been an elementary principal for 11 years in her current position at an urban school.

Data

To complete this chapter, the data are presented according to the major categories which emerged: (1) Ideals of Administration, and (2) Realities of Administration.

"Ideals" are how administrators perceived administration or other administrators. They were theory versus practice. It was how things could be, ought to be, should not be, or should be in an ideal world of administration with ideal practice and process.

"Realities" are what actually happened in schools. They were the problems, mistakes, accomplishments, and activities of the school - warts and all. It was the actual practice and process of administration.

Where individuals or places were identified in interviews, pseudonyms were used.

Ideals of Administration

When asked about administration, many of the administrators responded by telling me how things were in the ideal world of administration. Three subsets emerged in this area: (1) Administrators/Administration, (2) Teachers, and (3) Students/Parents/Community.

Administrators/Administration. Administrators/ Administration refered to what administrators think about administrators or administration in an ideal educational environment. Responses included the ideal characteristics of the organization, characteristics of the job of administration, and characteristics of administrators.

Ms. Smith indicated a stable climate was an ideal characteristic for an organization.

One of my contentions about potentially low performing schools is that you have to do some things to stabilize every part of the environment. If your organization is doing some things to compound the instability, then you have to work on your own organization.

She further stated that a characteristic of schools was change.

But I think the element of redesign, the element of tinkering is very important for your own intellectual interests and satisfaction. You can't save the previous year and reissue it in the same way because life isn't like that.

Ms. Jones felt an ideal organization was one where "everyone is there and knows what their role is." Mr. Brown envisioned seeing "everyone accomplish their goals." Mr. Green stated his goals for the organization.

I imagine the goals we set in working with the staff, working with the curriculum, in developing the best thing for this community in a collaborative way. To figure out that and still as a leader and an educated person to make some other decisions...what's best for the school...education for the children.

Mr. Brown did not feel an ideal situation always existed when you had race and authority issues in the organization.

I enjoy having male teachers in the building but I've had some experiences that I wouldn't want to go through again with male teachers. Such as...the situation...I'm a black male. There are some white males who do not like to follow instructions from a black male. I've had that experience. Because I

know being a teacher isn't the greatest job in the world for a male to have. But then for a white male to have that position and have a black person supervisory over them.

Ms. Smith explained the benefits to the organization when decisions were reached with a broad base of involvement, an ideal characteristic of schools:

Synergy is the capability of reaching decisions with a broad base of involvement. It may take a little more time to make decisions and create settings in that way but usually the solutions and the ideas created there are by far stronger and far reaching if they are met with a cross section of involvement...I think a lot of people get into product oriented thinking when they are just thinking alone. You have to be very talented at putting together individuals who will work capably as a team....You have to find where individuals are best suited to an energetic setting.

Administrators also spoke of ideal characteristics of administration. Mr. Green argued for more autonomy for more experienced administrators. He expressed, "The longer you are in education, you would like to have more autonomy." Mr. Green further added, concerning the constraints in the selection of teaching staff, "So I don't have that autonomy, but then that would be scary if all teachers had that much autonomy, too. I think all principals would like to be able to choose who stays and who doesn't."

Ms. Jones maintained it would be helpful to have an assistant principal so someone would be able to see the big picture of what is happening in the school.

To be honest, in a school where you are the administrator by yourself, within the elementary school sense, you are the principal and the assistant. It would be nice if the assistant principal or one of the administrators could be that person who is just a people person...walking around, getting a feel for what is going on.

Ms. Smith insinuated that she would have an assistant principal handle the discipline. She stated, "I usually do the discipline. I don't ask the counselor....In fact, it is not the counselor's role. I don't have an assistant principal."

Some of the characteristics of administrators may have caused faculty resentment as expressed by Mr. Black. He remarked, "Some of these principals [female principals] red mark them [lesson plans] - send them back, check them, and correct grammar and all that....Oh yes! That's the kind of stuff that causes people to resent you."

Administrators expressed how they think administrators should not practice. Mr. Black described his feelings concerning playground duty.

...some of the other ones [female principals and playground duty], a lot of them think that is beneath them. Well, I mean, my feeling is, if the kids are on the playground, I could be sitting in here and obviously I have plenty of paperwork

to do but if the kids are out there then that's where I need to be. Because that's when I learn what the kids are really like.

Ms. Smith thought administrators should influence decisions and be a good material and resource person.

We try to get the resources to the individuals who can best use them and most directly. You influence their decisions but not directly make decisions for people if you can. You try to stimulate a lot of thought. And through that you give direction but you can't clone their thinking or rubber stamp their thoughts. What I try to do is be one whale of a material and resource person. But I also try to be another kind of emotional resource for teachers and a professional resource to give them some guidance in their own career awareness and career development. I think it is extremely important. Can't do enough of it.

Mr. White would like to be there for the teachers when there is a need. He professed,

There is a proverb in scripture that says, "The brother is one for the day of adversity." I like the fruit of confrontation. I like confrontation, but I like being there when there is a need. I really like the crisis management part of it. I like reflecting on it. I don't like seeing it coming. I don't like it when it is over or when I think about it, but I like being there when our teachers have the need. I think that is when I am the most energized. When there is a real need. I want to do that.

Other administrators spoke of characteristics of administrators. Mr. White saw administrators as a servant and facilitator and also determined what schools can't do.

> I really see my job as servant. It's so basic that I don't think about it a lot. They [the teachers] are really the ones down in there cutting away the path for the elephant and my job is to climb the pole and see if we are in the right jungle....serving the teachers and serving the school....as a facilitator or server for the teachers....anything that I can do...that we exist to put as many resources in the hands of teachers as we can so that they are free to do the work. Just every aspect...one thing that we are becoming more and more aware of in trying to define is what we can't do.

Ms. Johnson said she liked to think that she was the "instructional leader" of the school. Mr. Brown indicated he would like to be an instructional leader when he divulged, "I am supposed to be an instructional leader and when I have time I try to do some of that." Ms. Smith described an administrator as, "An orchestrator of events and in a way that still suits the job that many of us do." Ms. Smith didn't think principals, in mentoring other new administrators, are ever "'good enough' - to nurture and enable and empower an individual to be able to bring solutions with themselves."

Mr. Green also described the characteristics of administrators in a model educational environment.

> I think it is important to be friendly and warm, be consistent, have high expectations and show those high expectations, expecting the most from the

teachers, the students, and communicating that and still being friendly and collaborative at the same time.

Furthermore, Mr. Green explained the nurturing characteristics of administrators.

Not just because I'm an ex-counselor, but I think there's a lot of real warm men and women principals out there. I think, generally speaking, women are more nurturing than men in elementary and I'm really glad to see a lot more women get into elementary administration. Not just because of that reason, because there are also some kids who don't have fathers and it is nice to have a man around, too. Elementary men, men administrators, are sometimes more nurturing than just the average educator.

Ms. Jones mentioned that being a facilitator and not being the boss was one of the characteristics administrators should have.

I think that all I need to do is basically be a facilitator. And I really try to let the people know "work with me. If you need a boss, if you need someone to tell you what to do, then I would probably not be the principal you want to be with. You would probably not like me as a principal." Probably, in fact, [people] view me as weak because I'm not going to be, I guess, the "bitch".

Ms. Jackson asserted one of the characteristics of being an administrator could cause a difference with the entire staff. She related, "If you have a leader that is laid back, then your whole staff will be laid back."

Ms. Smith felt an administrator's role as a decision maker involved both being collaborative and decisive.

You have to be a combination. You have to let them know that you can be part King Kong but mostly that you are centered and that you can entertain a lot of new solutions. There are times when you have to let people know that you will take very decisive action quickly. You can be very decisive in a minimum number of ways. If you never are highly decisive, they think you are a marshmallow. It's like I asked a former principal one time. I said, "When do you know that you need to take very decisive action?" She said, "Don't worry about it. You'll know."

Teachers. Teachers referred to what administrators felt should or should not happen in an ideal educational community in reference to teachers. Administrators told the role of administrators in relation to teachers and explained the characteristics teachers should or should not have. Some of the responses included the ideal notions of characteristics of teachers, teachers as managers, and the need for males in elementary schools.

Ideally, an administrator will be able to influence teachers. One of the characteristics administrators mentioned that teachers needed to have was open-mindedness. However, Ms. Jackson contended, "Changing the mindset of teachers that have been teaching for a long time is the biggest job any administrator will have."

Ms. Jackson believed teachers should try new ways of doing things. She told, "And what I'm trying to do is open their minds. It can happen. You know. We are in the habit of saying it's always been done this way. Let's try something new."

Administrators have a sense of what characteristics they look for when interviewing and hiring individuals. Mr. Brown sees the opportunity to fill a void each time he hires someone. He maintained, "Most administrators when they are looking at hiring individuals are looking at individuals who will complement their staff. They will know their strong points and their weak points."

Mr. Green remarked that he thought a teacher should be a self-starter. He told how he hires when he said, "I want teachers that are self-starters, that are intrinsically motivated and it's hard to ask questions about that, but you just have to get that feeling." Mr. White did not indicate any qualifications necessary other than desire. He insisted, "Anybody can do it if they have any desire at all."

Ms. Johnson felt it was important for elementary teachers to like children and that qualifications for elementary teachers are different from high school teachers. She commented, "Elementary people are pretty gung ho, pretty much know what they want. You've got to like the little ones to be there. It's not like middle school or high school. I think most elementary people are pretty professional." Ms. Johnson said high school teachers feel differently about their students. She reported, "I think there is a big difference. High school, a lot of teachers don't like kids. They like their

subject. That's what is most important." Mr. Green felt a teacher should be someone who likes children.

> I want someone who really likes children. There are some people who don't. Or they don't act like they do. I want them to care for them. I want them to be consistent. I want them to have high expectations. I want students to do well for them, not because they are afraid to, because they want to do well for them so they won't disappoint them. And they motivate them with their personality. I want teachers that are well balanced and basically happy with life, if I can find them, because we can't make them happy and happy in the profession of education.

Ms. Johnson asserted that you should not be a teacher if you don't like children. She contended, "You need to get out if you don't like the kids." Ms. Johnson searched for someone who likes children.

> ...but what is most important is that you like kids and that you care about kids and you know how to handle kids. So that's what we look for first. Make sure that person; whether they are black, white, female, male...we want that first. We want them to care about kids.

> Mr. Brown believed that someone he hires should have courage. He disclosed, At this particular school, I look for someone that has courage because it is not one of your best neighborhoods. It is so secluded. I look for someone who wants to work with the type of children that we have - who wants to work hard.

Administrators spoke of teachers as managers. Mr. Black feels teachers are the important people in the building because they are in the classrooms managing students every day.

I really feel that I am one of the lesser important people in this building. I believe that. Because the people that are the important people are the people that are in the classrooms every day dealing with those boys and girls.

Ms. Johnson believed the teacher must be in control of the discipline. She contended, "You've got to be a master in your classroom and you've got to get control and I can't do that for them. A counselor can't do that for them. They've got to do that for themselves." Ms. Jackson argued that teachers should call the parents as an effective form of classroom management. She said, "And that's what you've got to get teachers to understand. All you've got to do is call the parents."

Mr. White also expressed his thoughts concerning the role of teachers as managers. He contended that teachers should be the managers of their classrooms. He said, "But they are the managers. I really want them to sense, and I think they do, a sense of ownership in that classroom."

Mr. Green insisted his teachers would take more responsibility if they were involved in the decision making. He stated, "Teachers are more apt to take more responsibilities if they get to make a lot of the decisions themselves. If they are constantly being forced on them, they are going to do what they have to do."

Administrators expressed the need for males in the elementary schools. Ms. Jones communicated the need when she stated she has one male teacher and senses there should be more.

> We need a lot more [males]. I think it would really make a difference. And I'm not saying that all of the sudden we need to pour all of the men into elementary schools. So sometimes when you get into "We need men at the elementary level" - think about it. We haven't had men for a long time and they have been successful. Because of things that have gone on in the family, at home, you know, we need males. But I think we need an equal balance. I think that is healthy in any situation. And I think we need females in roles that are non-traditional. For instance, I know throughout the district it is much better now. Everyone would almost expect the male in my building would probably be the computer teacher....we have not as many girls going into math as we should or you know, roles, and I have to say at the elementary level, even the principalship.

Ms. Smith concurred:

> I don't mean to be sexist about this, but I wish we could find more males effective in teaching roles in the elementary schools. For some it is the pay. Well, working conditions....They don't have regular planning time. I think you have to be a very self-secure male in elementary school particularly because I've been a principal long enough to realize that some children go into shock at

their first male teacher. Society still has that nurturing female role and we

picture our elementary teachers mostly as females. And sometimes children are

just not sure that they can trust a male teacher in an elementary school setting.

Students/Parents/Community. Students/Parents/Community refers to what

administrators feel should or should not happen in an ideal educational setting in

reference to students, parents, and community. Emergent themes were student

centered schools, discipline, and parental involvement.

Ms. Smith felt schools must be centered around the students' needs.

You have to be a strong advocate for students. Keep the strong focus on what

our initial function is and really our only function. And many times, adults in a

setting have to be reminded that the system doesn't exist for their needs. The

system exists for the students needs.

Mr. Green insisted that the most important element in being student centered

was the rapport teachers built with students.

I want teachers that can work as a team but that's not the most important thing.

The important thing is how they teach in the class, the rapport they build with

the students.

Mr. Green based his decisions on "what is best for the children."

If we keep saying, is this what is best for children? Is this what is best for

children? I can trust everybody in the building even though we might see

different things. I try to make the right decision. The focus is not what is best

for them, what's easiest for them. Even though we want to take care of teachers, I still say, is this what is best for the child? There's a lot of trust there. I can give them the freedom and things as long as I can trust them to be truthful to me on things in working with parents. If they make a mistake, they will come to me and say, "I made a mistake on this and let's see what we can do to work around it." Instead of saying, "I didn't do it and everybody else did it." It doesn't happen very often but there still has to be a trust.

Ms. Johnson centered her interest in her job around the student. She claimed the "best part of my job - is the kid. I like the kids. I like to be with kids, work with kids, that's what I like about my job." Mr. Green agreed when he proclaimed, "Once you have a rapport with them, they're great! The hard part is getting that rapport."

Discipline of students was discussed by administrators. Administrators indicated that ideally students should be in class. Ms. Johnson conveyed her viewpoint concerning students being removed from the classroom. She said, "Discipline is a real biggy with me. You know I don't think kids can learn sitting in the hall or in a time-out place."

Ideally, children should treat everyone the same according to Mr. Black.

...and I demand the same of the children. I mean I expect that they will treat any adult in this building the same way they treat me. I don't really expect it because obviously the custodian doesn't have the power to kick them out of

school and I do. I recognize that they recognize that difference but nonetheless, I won't tolerate kids being rude to any adult in this building.

Parental involvement was an issue with many of the administrators interviewed. Ideally, a student has the benefit of a functional family. Mr. Green did not believe that student discipline problems are solely the fault of the student. He spoke about how families should take care of their students.

I think all administrators, like educators, are frustrated with dysfunctional families. It's not completely their fault that they are dysfunctional, but when you are trying to work with someone and they won't....You want certain things for their children because they have the ability to succeed and the parents don't have those high expectation for their children. You can always be forgiving to a child that misbehaves because there is a reason for it, but you just want to shake some parents. You want to do other things to them because they are not taking care of their children like they should.

Ms. Jackson maintained that students did better when parents were involved in the process. She reported teachers should call the parents.

Most parents want their kids to do good. All you've got to do is get on the phone. Call them at the beginning of the year and tell them how glad you are to have their child in your school and what a wonderful job you want to see him do. When you open the door for the negative, but always start out with a

positive comment, regardless of if he killed somebody today. Johnny doing

good in something. And you know, that is the biggest thing that you will have.

Mr. White communicated that not only should parents be involved in the

education of their students but that education was the responsibility of the parents and

their involvement was expected.

Our basic position is, the education of the children is the responsibility of the

parents. That's what we tell them. Now the school provides the expertise. I

think the number one factor in determining student success is parental

involvement. Don't expect to bring your child here for us to do for money what

you aren't doing at home for love and responsibility. We are pretty insistent on

parental involvement. We require that. If their kids are doing things at this

school, if there is a school program, we expect their parents to be there. When

we have parent/teacher conferences, we expect the parents to be there.

He went on to say that the parents and school should work together for solutions. Mr.

White contended, "If someone has a problem with what is going on for whatever

reason, we work together. They can say anything they want to here."

Ms. Jackson indicated you should approach parents with their viewpoint in

mind.

It's all how you approach them about their prized possession, their child. You

can tell a parent anything, but always come from the fact that...this is my child.

How would I want it said to me? And if you use that technique, you will win

every time. But if you come at, if you bump a parent in the wrong way, you are

going to lose.

Mr. Green felt the community was like family.

By being at the same school for quite a while, it's like a big family. This

community is like a big family to a certain extent. There's people moving in

and out, but it's almost like a little town.

Mr. Green thought parents allowed administrators to be strict with their

children if there were trust.

Parents will allow you to be strict if they trust you of being fair and so in

dealing with that with teachers, too. As long as you give them, I can speak to

the community more about trust, and really yes that I will be fair with their

children....in working with parents....Seems like in elementary, after working in

junior high and high school, you didn't work with the parents as much. You

worked with the students to accept and deal with some of their problems, but in

elementary the change process is working mostly through the parents. So my

counseling skills seem to deal more and more with parents, but also in building

rapport with the students so they will trust me and take ownership of their

problems.

Summary

Ideals of Administration were reported to be how administrators perceived

administration or other administrators. Administrators spoke of three areas: (1)

Administrators/ Administration, (2) Teachers, and (3) Students/Parents/ Community.

In the section which concerned Administrators/ Administration, the responses included the characteristics of an organization, characteristics of the job of administration, and characteristics of administrators. Administrators told of the role of administrators in relation to teachers, teachers as managers, and securing males in elementary schools. Administrators also indicated what should or should not happen in an ideal educational setting in reference to students, parents, and community. Emergent themes were: (1) students centered schools, (2) discipline, and (3) parental involvement.

Administrators felt an ideal characteristic for an organization was stability with change as a characteristic needed for improvement. Administrators wanted everyone to accomplish their goals and for everyone to do their respective jobs. Decisions were ideally made with a broad base of involvement.

Ideal characteristics of administration included having autonomy and having assistant principals. Administrators spoke of characteristics of administration which were negative - including the handling of lesson plans and the handling of playground duty. Characteristics of administrators were being a good material and resource person and a person who could influence decision-making. Administrators were also seen as a servant, facilitator, nurturing, and instructional leader.

Administrators felt the role of administrators in relation to teachers was one of influencing them in a positive direction. Characteristics administrators felt teachers

should have were being self-starters, managers of their classroom, in control of discipline, and, most often mentioned, was they should like children. Administrators felt there was a need for more male teachers in elementary schools.

Administrators felt that schools must be centered around the students' needs and decisions must be based on what "is best for the children." Discipline of students was an important issue for administrators and was necessary for an ideal environment, but administrators felt that students should remain in the classrooms. Parental involvement was seen as an ideal way to improve the discipline and performance of students but administrators must cultivate parental trust.

Reality of Administration

Administrators related the reality of administration; what administrators actually did in their practice of administration. The responses included the good and the bad. Mr. White expressed reality was not always what it looked like when he stated, "This place is kind of like eating lobster. On the outside you would say, why would anybody want to have anything to do with that. But what is on the inside...." Three subsets emerged: (1) Administrators/Administration, (2) Teachers, and (3) Students/Parents/Community.

Administrators/Administration. Virtually every administrator interviewed stated their job description included doing everything. For example, Mr. White said he can't be all things to all people when he stated, "One thing is that we don't try to do everything. We know what we do well." Being everything to everyone is how Mr.

Green spoke of his job description when he expressed, "Boy, I guess just a basic job description is that you do whatever you can do."

Ms. Johnson described what she did as an administrator when she communicated that she does "everything that anybody else says, 'It's not my job.'" Mr. Brown said, "You name it, I do it." Mr. Green says he is all things to all people. He described his work as, "Whatever it takes to work with children, work with teachers, work with the community to make things successful."

The participants each saw their job description differently, however, Mr. Green's description named many of the facets named by other administrators such as supervision, discipline, working with teachers, students and parents.

I do all the things it takes to make things successful in the building. We have certain job descriptions that break down different categories: supervise the teachers, work with the students in the classroom, discipline, keeping the school safe and a pleasant place for education. But we, if it means being in the cafeteria, or playing on the playground, walking around the classrooms, sitting in there observing (which is part of our job description), being more involved in science enrichments, dissecting things when it is time to build more rapport with students, shooting baskets with students on the playground to build rapport with those students that don't seem to want to bond with anybody...

The variety of tasks accomplished within a short time-frame was delineated by Ms. Jones when she gave her job description.

You can walk through the hall, and you think you've counseled a kid, you've

reprimanded a kid, and you've signed the RQ - all in 15 seconds you know.

Mr. Green stated that more experience does not necessarily mean more

autonomy. The addition of new administrators to a district meant everyone had to

jump through hoops to keep the novice principals in check. He said, "It's just like we

all have to stop at stop signs even though there's no traffic coming because that's the

rule."

Ms. Jackson and Mr. White described their daily routine as event driven and

reactionary. Ms. Jackson revealed,

You come in one day thinking I just want to talk to little Johnny about the

problem he had and 50 people attack you before you get there. So you forget

about little Johnny and go home for the weekend and you still haven't talked to

little Johnny and it's challenging. Very challenging.

Mr. White described his daily routine as "management by event."

On a day to day basis, however, I don't know if this is true of all administrators,

I don't get to say what I do. Most of my day is management by event. If I am

going to accomplish it, I am going to accomplish it before the school day or

after the school day because I seldom get to set at my desk for any prolonged

period of time.

Mr. Brown depicted a typical day as "putting out fires."

A typical day starts with counseling some student, counseling a teacher or two, a support person or two, and resolving conflicts constantly. Putting out fires as they say. Counseling with parents. Restraining students. You know, I just do a lot of things.

Ms. Johnson's daily routine was also reactionary.

Unfortunately, I spend very little time as an instructional leader. A lot as a disciplinarian, coordinator of events, schedule. How do I do it? Well, you begin the day usually reacting to different things, so a lot of my job and perhaps a lot of elementary principal's jobs is reaction. I wish we could be more proactive...Have more time to do some of the other things.

Mr. Brown's daily routine involved very little time in his office. Most of his administrative tasks were not accomplished in the office.

I think I'm in my office about 5 to 10 minutes when I can sit down and that's usually when I'm counseling with a student, teacher or parents when I'm not going to retrieve a student or talk to teachers.

Ms. Smith told a story about her students and how they caused her to think about her daily routine. Her work was accomplished anywhere.

I tell the story about our kids. I rounded the corner one day coming in the cafeteria. "What are you all doing?" "We're hanging out." "Oh, having a good time hanging out here?" They said, "Yeah." And there was this pause. "Why aren't you hanging out too, Ms. Smith?" It's been a very busy day in the spring

and I thought, "Why am I not hanging out?" I love to wander around and just savor what it is we're doing here, because it is absolutely marvelous.

Mr. White worked to build a relationship with students by greeting them each day.

So during, on a day to day basis, I start the morning trying to greet the kids when they line up to come in. It is really my goal as an administrator, and it is easier here, we only have a couple of hundred kids, but I like to make eye contact, a pat on the head, a high five with each one. I like to be where they are at each day.

Each of the administrators spoke of how their responsibility of paperwork was accomplished or not accomplished. Only one participant said he enjoyed paperwork. All participants said they didn't have the time for paperwork. Ms. Jones said she spent 60% of her day completing paperwork and it kept her from "being out and about and seeing things going on." Her sentiments were repeated by Mr. White who said, "I like people and I would rather be out walking the halls with teachers" instead of completing paperwork. Ms. Jackson said a typical day was so hectic that you "never get to do any paperwork." Mr. Black indicated "the paperwork never stops."

Mr. White found some relief from paperwork because part of the load was carried by the office staff. He acknowledged, "Following up with the paper trail, any of the things we term administrative. Fortunately, we have a tremendous office staff and they free me of a lot of that."

Mr. Brown accomplished his paperwork before school or at home. He explained the pitfalls of paperwork.

I'm usually here from 7 to 7:30 because that is when I can get some of my paperwork done without interruption. The paperwork is a real problem. I don't mind doing it. It's hard to find...you take it home. You may do some of it but you are so exhausted that you probably fall asleep and it is waiting for you the next day.

Ms. Smith reported that paperwork was not what she liked to do. It was so distasteful to her that a secretary had to "bungy cord" her to her desk to get the task accomplished.

I am not a high profile paperwork person. I really have to struggle with that. I have to intentionally set aside time for the work to make sure that it's done and done properly because it's not my first preference. One of my beginning secretaries absolutely bungy corded me to my desk one time to get some paperwork done. It's a can do, but it's something I would prefer not to do.

Mr. Black felt paperwork was a waste of time. He revealed,

I don't do that kind of stuff well. I can't justify it. I think it is a waste of time. We're supposed to be here working with people, and instead, all you are doing is shuffling papers and stuff.

Administrators spoke of how the work of administration was sometimes accomplished by others in the building. Mrs. Jackson told how she had created an

atmosphere when she said, "What we do here is accentuate the positive and eliminate the negatives." While Ms. Jones felt that her years of experience at one site caused people to make decisions for her and that was not always to her advantage.

> Sometimes I have been a little disappointed to think that maybe I have been there too long because some people make decisions that I think that was not a decision for them to make. Now that's a disadvantage of being in a building for a long time.

She further divulged that some of the work of administration was done by the office staff.

> I have a very efficient office staff. It is really unfortunate because they have been with me for 11 years. They make decisions and go on. I'm never involved and they tell me that this happened.

> The work of administration was accomplished through teamwork at Mr. Green's school. He enjoyed the benefits and pitfalls of teamwork and being at one location for an extended period of time.

> I'm a team with the teachers that are motivated and happy and work together and feed off each other in good ways with ideas and sharing and that's not just the teachers. The secretaries, the custodians, the cafeteria people all are one big team and we are equals to a certain extent. And I like teamwork. It's tough sometimes whenever you build friendships and then when you try to work with a friend to try to make changes sometimes but I think there are still more

positive things about being at a school for a long period of time and still have those friendships than changing schools every four or five years because I have a rapport with this community of trust and it takes a long time to build trust. I think it's trust and working together as a team.

People being responsible for their own work was how the work was accomplished at Ms. Jones' school. She let people do their jobs.

I move out of the way and let them do it, basically. I tell the custodian that, "You're the custodian." I really tell him that as the custodian you are here to advise me. I'm not the custodian. And I really try to surround myself with people who are going to be conscientious enough in their area that they are going to cover those bases for me.

How Mr. Black accomplished his work was by doing it himself. He insisted,

I know there are weak and ineffective principals who just let the teachers do everything but you know that's not the case. I am the boss. I run....But I don't feel that way.

Ms. Jones spoke about how she did her work when it involved decision making. She made her best decisions when they were not made quickly. She claimed, "It is probably my strength and weakness. I have always found that I make a better decision when I don't make it quickly." She also used her committees to help make decisions.

...you finally have people that you check with and run things by. Because one of the things people may not realize is that I don't make as many decisions as people think I make because of the committees that I have.

Some administrators differentiated how principals accomplished their work. Mr. Black described how female principals accomplished their tasks differently from male principals.

The female principals that I see coming in. They don't handle discipline. I think that they are trying to prove that they belong. I mean that's the only thing that I can figure out. They are always fiddling with stuff. Fiddling with schedule, fiddling with programs, fiddling with this, fiddling with that...

But ultimately, how administrators determined what was going on in their schools was by being visible. Ms. Jackson conveyed:

You are always visible. You've got to be visible. And my thing is, I would rather be, I'm always in somebody's classroom. The teachers are used to me. The kids are used to me being in the classroom. I might go in and say, you sit down. I'm going to teach the class. I like to do that because I get to see what the teachers are going through. And I have quite a few new teachers...so I am in the classroom a lot.

Responses included administrators' job descriptions (administrators did everything, itemized job descriptions, and how job descriptions changed with

experience), the daily routine of administration (how each day was managed and paperwork) and how the work of administrators was accomplished.

Teachers. This category referred to the responses by administrators which told of their practices in reference to teachers. Two themes emerged: (1) responsibilities related to teachers, and (2) how responsibilities were dealt with.

Administrators explained what their responsibilities were by defining how these responsibilities were dealt with. The areas of responsibility were: worked through teams, maintained faculty through working with teachers individually, evaluated teachers, hired teachers, and maintained faculty through staff development. Data related directly to what administrator's responsibilities were as related to teachers were staff development and hiring.

Staff development was mentioned as a responsibility of administrators to keep teachers at a level where they could teach. Ms. Johnson maintained that her job was that of a cheerleader - to help bolster teacher success.

> Because I don't want kids to be abused. I don't know that is a good word to use, but I want them to be happy. I want them to learn. So I work constantly to try to get those people back up, lifted.

Staff development was also necessary to keep faculty from seeing their profession as just a job. Mr. Green expressed his frustration that some teachers would not be as successful because that was how they saw their work.

But I think my biggest frustration...every once in a while you might get a teacher, I haven't had one for a while, that it was just a job to them. It wasn't a profession. They were neglecting children to a certain extent. The frustration of having a teacher that shouldn't be teaching, or parents that shouldn't be parents. Those are my frustrations.

Many indicated the responsibility of an administrator was hiring. Ms. Johnson wanted to hire more males and minorities in elementary school. "There are more and more lately. Our kids need some male role models. I think that's as important as looking for our minorities, which we always do." Furthermore, she contended the absence of males was due to some of the situations where a male may have not felt comfortable.

A four and five year old can come up and hug my leg and pat on me and it is pretty much acceptable but when it is a man, it is not as acceptable and I think he feels self-conscious.

Ms. Jackson maintained that it was difficult to hire males because the salary was lower in elementary than high school.

It is very hard to find males in the elementary school. I go searching for them. They aren't out there. They want middle school and high schools. Bus duty, cafeteria duty, teacher in charge....those are things you get stipends for. That is still not as much as the coaching fees. They are head of household and it would

be almost impossible for them to make it on a first year salary as a teacher in elementary school.

Ms. Jones also saw the need for males in elementary schools. She reported she has one male teacher "who teaches computers, of course." She stated, "I account for the one man also because in the elementary school, I don't think it offers the opportunity for males to move out and move into other positions as often as high school and middle school."

Ms. Johnson looked for the ability to control student behavior when she hired faculty members. She argued it is something you have or don't have when you come into the job. She said, "Right now discipline is just a big issue with teachers because of this disruptive and unresponsive student. Most regular ed teachers have had no training in discipline. They have either got it or they don't."

Responsibilities were dealt with through teamwork, working with individuals, evaluations of staff, hiring of staff, and staff development. Administrators said teamwork was one way things were done. Mr. Brown felt shared decision making was difficult but it had helped.

Right now I'm into shared decision making. It's something that has been a little bit difficult. I think with the shared decision making - what has been hard for me to accept, there will need to be a decision made but yet we want to exhaust all avenues. Let your team help make that decision before you make it.

Teamwork required effort according to Ms. Jones.

I actually give that group the autonomy to go ahead and work through and plan a calendar of activities whether I'm present or not and they bring it to me for my approval or discussion after they have brainstormed and come up with their agenda for the year. In our site committee our basic guideline is that every team is represented...we ask for a representative from each area to be on the committees. The first round is to ask for people to serve on each of those committees from each area and if it is not filled, then a second time I will come back at a later faculty meeting and ask....we still need people for that. If not, I'll solicit if we cannot get it filled.

Ms. Jones' accomplished the work by utilizing teams.

It is amazing when someone is asking you what are we going to do about such and such. You just turn to them and say, have you talked to your team about this? What is your conclusion about how this should work?

A team approach made stressful situations easier according to Mr. Brown.

It's sort of, we use the team approach. You know, when you work with someone for a long period of time you know exactly how they will react in a certain situation and I'm sure that she was doing what I would have been doing.

Teamwork facilitated communication according to Mr. Green.

We have committees. I have lots of committees. The same grade teachers work together and try to do a lot of the things the same, work as a team. Then

there's communication between teachers above them and teachers below them, vertical articulation on certain things. I try to give teachers freedom within that.

Ms. Smith asserted that leadership skills were developed through teamwork.

I have three instructional coordinators that help me at that point in facilitating the team. These are teachers. It is an important proving ground because I have found it is difficult for us as educators to make that transition from educator to educational leader. There are really some completely different skills that are called on for that and in some cases I have been very successful in helping people to develop their educational leadership skills as well as their instructional skills.

Furthermore, Ms. Smith stated the importance of a balanced team.

And so you want to make sure that there are a couple of very supportive individuals on each team which can be calm, nurturers. You also want to make sure you have a balance of people who are detail oriented as opposed to people who are high creativity, high intuitively oriented.

Ms. Smith conveyed that working as a team was important.

Because team development, at any given time, anyone involved in teaming will tell you that a large majority of the teams can be dysfunctional and you hope that they are all working and working well. Most of them do over the long run. There are still times when people fail to communicate. Human dimension

problems such as travesty or death in the family or divorce. All those human dynamic sorts of things affect teaming in a very real way.

Ms. Smith told how she handled situations where team relationships had changed. She said, "We have had some relationships that have gone kind of sour. Some traumatic events that have hit our staff like they do every staff. So there are times when we have to rearrange."

Mr. Green relayed that there had to be trust in working with teachers.

There's a lot of trust there. I can give them the freedom and things as long as I can trust them to be truthful to me on things in working with parents. If they make a mistake, they will come to me and say, "I made a mistake on this and let's see what we can do to work around it." Instead of saying, "I didn't do it and everybody else did it." It doesn't happen very often but there still has to be a trust.

Trust of individuals was also an issue for Mr. Black. He explained how he dealt with teachers when he said, "If you leave the building I want the date and time you left and time you got back and where you are going." He further told how he had handled a particular situation with a teacher. He acknowledged, "I thought she was doing better but she and I got into a shouting match the other day."

Individual teachers were trained to be responsible, resourceful, and autonomous and being strong collegially generated autonomy for Ms. Smith's staff.

Most of the time they're real willing to work out solutions with one another. They're just strong collegially. I had some teachers find a great deal on some computers last week and they took some steps to try to get those computers in this building. They couldn't reach me. They got them. And then sort of tried to apologize and I said, "Don't you dare apologize. If you hadn't gone for them, we would have all wondered what it would have been like to have those computers. And since you couldn't reach me, would you have given up? I hope not." And the response was, "Well that's how you trained us to do."

Individuals could make things work as Ms. Jackson had learned, "that there are always those two or three people you can go to and make it work." Autonomy helps teachers succeed, as stated by Mr. Green. "I try to give the teachers some autonomy working on committees and in individual ways, and how they teach and how they curriculum."

Ms. Jackson got things done by encouraging her staff individually - "giving strokes." She asserted, "That's what you do all day long. Give brownie points. You always give brownie points." Ms. Jackson had her teachers see new ways of doing things by directing them to go visit other individual classrooms. She had helped her teachers one-on-one. She reported, "What I've done here is go into the classroom and I want you to go visit. And I will go into their classrooms. Come back with ideas."

Mr. Black disclosed that he related to women well because he has been around them all of his life. He declared, "I've spent my whole life around women and I think

that is one reason that I can relate to women well. I don't have any problems from that standpoint."

One of the responsibilities of administrators was the evaluation of teachers defined as the improvement of instruction in the classroom by the techniques and observations of the administrator. Mr. White utilized a self-evaluation technique.

I ask them to come in and ask them to evaluate their class and for them to talk to me about what they are doing and what they think...Invariably, it seems that they are tougher evaluators of themselves than I would ever be. I would never walk into that classroom and say, don't do this, do that. If there are things that they are doing that are pedagogically unsound, then I would visit with them about that personally.

Ms. Johnson sat down and discussed each person's evaluation as a part of the process.

When I do evaluations, I've always done a sit down evaluation where we go through it and talk about it. I say, what are your strengths, what are your weaknesses, what do you want to do better? You know. So all of these things come up. I always talk to them about these things. If you are in a classroom and you are just completely wrung out over discipline, they need to do something else. They need to go to some workshops, read some books. They need to go to another school and visit somebody who is good at it - another person in our building.

Ms. Jones used personal goal-setting as a tool for evaluations.

I begin each year with a faculty meeting where I set out all the guidelines and expectations for the year and that includes asking staff members to set goals for themselves. Written goals. I use the basis of their goals for their evaluation for the rest of the year and that is what is really used to guide my interaction with them. I check with them from time to time to see if they are on track with the goals that they set.

And Mr. Brown revealed it was difficult to evaluate without being interrupted.

Very carefully. Evaluating teachers...how do I do it? I have to inform my counselor that I am going to evaluate teachers this week. Don't disturb me unless it is an emergency. And then I go into the rooms and I try to do that. On the average I get paged out maybe two or three times a day. When I am lucky, I may get to sit in a classroom maybe 30 to 40 minutes without being called to the office for something.

Mr. Black indicated that the good of the school in general was a factor when evaluating faculty members.

I ran one of them off last year that was a basket case, a nut case. Nobody could stand her. And she needs to be doing something else. I can't say that I'm proud that he [my supervisor] moved her to another school, but I am taking care of my own, frankly. I resent that as a profession, but realistically, I did the best that I could. I protected my 300 children and my 25 staff members that she was driving crazy.

Mr. Black also did not believe in having to check on lesson plans or sitting in the classroom to observe and evaluate teachers.

Things like lesson plans, and checking their lesson plans, and all that kind of stuff. I don't play that kind of game. I tell my staff, I expect for there to be lesson plans there, but you are a professional educator. If I walk into your room to sub and find no lesson plans, I'm not going to punish the whole staff. You'll hear about it. I said, "Don't make that mistake because I won't be polite about it." But I said, "I've got way too much work to do to be sitting reading your damn lesson plans." And I said, "I don't have time for that. I have more than I have time to say grace over trying to do my job. I can't do your job as a classroom teacher, too. When I walk up and down the halls and I stick my head in your door, when I visit with these kids, I know what's going on in your classroom. I don't have to sit in your classroom to know whether you are an effective teacher or not." Because I'm all over the building all the time.

Unlike all the other administrators interviewed, Mr. Black established his position concerning evaluation when he thought aloud, "You silly bitch. Don't you know who the boss is here? Don't you know who your evaluator is?"

Administrators also told how they dealt with the responsibility of hiring. Mr. Brown looked for the most qualified when he was hiring individuals. He disclosed, "We have a male and a female. We don't even let those enter into the discussion as far

as...what we are looking for. We are trying to get *the* most qualified person for that position."

> Mr. Green wanted to see the teachers work with students before he hired them.
>
> I want them to either substitute for me or they are teaching somewhere else and
>
> I will observe them. And I've even had people who were not teaching, that
>
> could not sub at that time that I had them come in and teach a class. I want to
>
> see how they work with children and how they communicate.

Ms. Jones liked to find people who wanted to work with others.

> ...when I am questioning them they lead me to believe that they are good. "I do
>
> a good job when I'm on my own with kids in my room"...and not include in
>
> their conversation that I like to get with someone else and do things with other
>
> teachers. I look for that willingness to reach out.

> Administrators provided professional growth experiences for their faculties

through staff development. Mr. White set aside specific time for staff development.
"A week before school starts we have a whole week of staff development plus the
week of Thanksgiving. We are off that whole week."

> Ms. Smith asserted staff development was important becuse it helped overcome

limited resources and limited time.

> It will be very specialized training. I hope that it will pull together some
>
> individuals that may not have worked together as teams too effectively. The
>
> problem is when we get into the day-to-day and resources are limited or there is

a lot of stress, you can't keep up with that. That's why we are taking four days, starting tomorrow, to kind of pull people back into that mode.

Mr. Brown disclosed that he did not like a part of staff development. He did not like to deal with faculty when he had to remind them to be professional. "I don't like counseling with my teachers in regard to some of the things that they should be professional about...coming to work on time, how to get along with a fellow staff member - colleague."

> Ms. Jackson saw her area of responsibility in relation to staff development as
>
> Constantly trying to get them [the teachers] to improve their techniques because
>
> children are different, they are totally different in today's society. You are
>
> trying to bridge the gap between the home and the school and the service
>
> center.

Ms. Smith reported that teachers could burn out under stressful conditions and was a reason she had stressed staff development. She voiced,

> There is a phenomenon commonly discussed that I call relapses. It's where,
>
> even though we've gone into a non-traditional mode or moved that way with
>
> our training, we say that under stress with little resources or little rest they go
>
> back to a traditional mode.

She further stated, "As you know, in urban capacities, there's a high risk of burnout behavior, a lot of isolation, or can be, a need for high energy level but not always the ability to respond with resources in that way.

A part of staff development was tailoring the program to fit the needs of teachers and students. Ms. Smith related that you cannot do the same thing year after year. She said,

It's like in my beginning years as a teacher. I had a teacher tell me, "Why do you save old bulletin boards? You're never going to put them up anyway. You're always going to redesign them somehow." She was right. You can't save the previous year and reissue it in the same way because life isn't like that.

Students/Parents/Community. Students/Parents/Community referred to the responses by administrators which told of their practices in reference to students, parents, and community. The majority of the information related to students/parents/community told "how" things were done and most of "what" was done was discipline. The information was presented according to (1) what and how things were done related to students/parents/community which were not discipline and (2) what and how things were done related to students/parents/community which involved discipline.

What was done emerged as two themes: (1) student relationships, and (2) parent relationships.

Administrators did not see what they did as having much influence on students. Relationships with students was accomplished within limits. Mr. Black didn't think schools had much influence on students. "We don't see them long enough on a daily basis. We don't have enough influence on them to change their lives."

Ms. Smith relayed that today's students were empowered and sometimes the relationship between the teachers and the students was strained. As an administrator, what she had to do was mediate those situations.

On the streets, these kids are empowered. They are under their own jurisdiction for a large part of the day. So it is only in school that adults think that they have to take that power back. Why is that? I guess we have a subtle need there.

Ms. Smith didn't think students were always trusting of a new school and must have some time to develop that relationship. She told what they had, "We have a very strong nurturing school climate and a positive school climate but sometimes they [students] are not trusting of that at the outset."

The relationship between the administrator and the students sometimes extended beyond their academic needs. Mr. Green took care of those needs.

This is a child that doesn't get a lot of food at home and I'll put food in my refrigerator - leftovers from the cafeteria. I know his grandfather and we are trying to do what's best. It's not leftover food. It's crackers and extra milk that haven't been opened and some other things I might put in there and he takes it home with him. He has a wing of my refrigerator.

Because many times the students came from difficult home situations, administrators saw the need to provide stability in the school environment. Mr. Brown expressed what they felt.

A lot of them are coming from single parent homes. A lot of the parents may have a high school diploma. Don't have a father in the household and are receiving some kind of federal assistance. It's tough. It's a tough situation.

Mr. Black considered his relationship with parents to be good if he had a confrontation with them and it was resolved quickly.

For the most part they are very respectful of authority. I bet you I've not had five parents come up here and try to get in my face all year. They just don't. They know, black or white. I've had a few get irritated, but by the end of the conversation, everything is cool. When I call them to come get their kids, they come get them. And if the parent wants a piece of me, then they can get in line.

How administrators dealt with students/parents /community included how administrators supervised the building, and how administrators related to parents and community.

Only Mrs. Jones discuessed how she supervised the building. She indicated she spent a major portion of her day with the students and supervising the general events of the building. Specifically, she spent 40% of her time "actually being out there walking the hall, doing nothing other than looking at kids and looking at teachers and just being there."

Ms. Johnson fostered her relationship with parents through communication. She reported how she communicated, "I talk with parents a lot." Ms. Smith informed

how her relationship with the community was sometimes facilitated by the selection of staff members.

> Staying on top of community issues. Some of our classified staff, one of their best functions is not only the job they perform but also the information they can help you with. Well, you know over in the project apartments, such and such and so and so are having a feud. Well, then wonder that maybe there might be a fight on the playground between the two children of those families. When there's a crisis in this neighborhood, the children bring it with them directly. Knowing who's getting along and who's not. Knowing who's new in the neighborhood or who has just recently moved. And one person can't stay abreast of all that. So I have a lot of people who I say to them, if you will be part of my informal information network, it will help me be a more effective leader. So you have to have good information.

Ms. Smith also hired minority teacher assistants from the community. She saw this as the role of the school.

> I do tend to hire minority teacher assistants from the neighborhood. Some of them are good community workers. Moreover, they keep you posted as to what all the community events may or may not be and the role the school can or cannot play in those events.

> Mr. Green also hired teacher assistants from the community. The use of surveys was how he got key people involved.

Most of the PTA people I have hired as teacher assistants, but there are a lot of other people. In fact, we are sending out a needs assessment questionnaire to 32 parents. These will be the key people who are involved in things.

Another way Ms. Smith involved the community was through various kinds of mentoring programs. Specifically, this was how she involved more males in the school.

So to support that, we try to pull in a lot of male mentors. We also have what we call a VIP reading program where businessmen come in and either read to the students and also have some connections on the Internet where we do mentoring by E-mail. It's loved by the businessman who doesn't have time to come out here often but he can E-mail once a day when he is doing his other business correspondence.

Ms. Jones involved parents was through her site based management committee. She reported that most of the parents on the committee were mothers.

Usually mothers. I mean, we include fathers, but the fathers don't really hang in there. Men are...Let's get in here, let's get it done, let's get through. Women will meet week after week - forever. You know it seems to take longer for them to, you know, really, maybe that's what I'm saying with my decision making...women will meet and meet forever and they will have a hard time saying, OK, this is what we are going to go with.

The needs of the community caused Mr. Brown to spend a great deal of his time facilitating their needs was explained.

What takes up a lot of my time is that a lot of our parents don't have telephones. Don't have vehicles. If a child gets sick, the counselor and I usually have to take them home. Or if it is a real severe discipline problem, we have to take the child home and talk to the parent. You know, that takes time.

Discipline issues were mostly talked about in terms of how discipline was accomplished. Two respondents spoke of discipline in terms of what was done. Mr. White and Mr. Brown both spent a lot of time on discipline. Mr. White stated, "It does take time. I spend a lot of pieces of time." Mr. Brown added, "70 to 75% of my time is spent on discipline."

How things were done related to students/parents/ community which involved discipline were the bulk of the responses. Mostly administrators spoke of "how" they did discipline rather than "what" they did. In this area, three themes emerged: (1) proactive discipline, and (2) reactive discipline, and (3) general discipline.

Proactive discipline was how administrators did things to avoid discipline problems. Mr. Black saw a difference in discipline problems according to how much time he spent with the students.

That's when I learn how they interact with each other. What kind of kid they really are. I see them at play, and most importantly, from a pragmatic

standpoint, if I'm out there, I don't have discipline problems. If I'm out there, I

end up spending an hour every afternoon dealing with discipline problems.

Ms. Smith revealed that they have tried to prevent problems by being attuned to what

real student need was and they had instituted peer mediation to prevent problems for

students.

So what we have done is begin to become more attune to what real student

need is. It might be setting down and talking and listening to one another. We

do the pairings carefully and certainly keep a contrast of race and gender so

there is a good mixture of student idea there. Some of our students are

extremely skilled in problem solving now. And they look forward to it.

Ms. Smith also worked to prevent problems caused by student and teacher

fatigue through the creation of different student and teacher configurations.

We do a lot of regrouping during the instructional day. We have a wonderful

time called pupil integrated grouping; it's called PIG time. It's where we

regroup all the, believe it or not, primary age kids, for the last hour of the day.

Now if you think anything might be preprogrammed for disaster, that might be.

And the reason it works is because everybody by that time is tired of one

another. The kids are tired of the teacher and the teacher is kind of tired of the

kids. So we regroup.

Mr. Green explained how student discipline problems were presented when he

maintained good rapport with students at all times.

I think that being the disciplinarian you have to wear several different hats.
That's the reason I try to keep a good rapport with those problem students when
they are not in trouble, so when they are in trouble they aren't thinking, oh, he
doesn't like me, he's just out to get me, they know that you do care for them
then they will take some ownership of what they've done wrong.

Reactive discipline was how administrators dealt with discipline issues after a
student had committed an infraction of school policy. Dealing with the child was not
the only factor in how Mr. Green made decisions.

My counseling background makes me want to always do what is best for a
student. There are certain times that what is best for a classroom and what is
best for a school [are different]....

Mr. Black's approach to discipline differed from the other administrators.
When they do, I mean, I scream and yell and get right in their face with them.
That may not be the professional thing to do, but I want them to know that I'm
not going to tolerate that kind of nonsense. I just don't do it. I had a couple
early in the year that just kept causing problems in the class and the dad really
got tired of it, of me calling him, but he would always come. Finally, I brought
a little paddle from home - stuck it in the back room in a file cabinet - and I
said, "Here's the keys to that room if you want to go back there and use that.
Feel free." The first couple of times he did it, he borrowed my belt. So I said,
if he's going to do this, I'm going to give him the opportunity without me being

personally involved. He wasn't beating him but he was busting his butt and that's what needs to happen to some of these kids. But I handle all the discipline and I always will.

Mr. White handled serious discipline problems was through the use of corporal punishment. His school was the only school which used corporal punishment.

We certainly do see more boys for those kinds of things and part of it...that's what we have to discern...to use any means of discipline...it becomes ineffective if that's the only means you use. But it doesn't occupy a lot of our time. Not as much as the daily, not getting the homework done. Not getting supplies to school or whatever.

Neither Ms. Johnson nor Ms. Jackson handled serious discipline problems by suspending students. Ms. Johnson argued, "But what good are we going to do when they are suspended? I suspended one child twice this year." Ms. Jackson insisted, "As an educator, I'm a strong believer in not suspending kids - especially on the elementary level. We've got to do something that works. And we keep trying over and over again."

In the area of general discipline, Mr. Brown indicated the students generally behaved better for men than women. He remarked, "The children will probably, I would say 80% of the time, the children will respect the male more than they will the female." Ms. Johnson, a female administrator, indicated how she had dealt with student confrontations. She stated, "I've never had a child that I've been afraid of. I've

had a child that I worry about, that I wonder what is going to happen to them, that you know is not making it in the classroom." Ms. Jackson claimed how discipline was different from previous years when she said,

> Right now we have to do more of it because the children are different. The children are more aggressive than they were 10 to 15 years ago. They don't say, "yes ma'am," anymore. They say, "my mama's going to come up here and get you."

Summary. Reality of Administration was what administrators actually did in the practice of administration. Three subsets emerged: (1) Administrators/Administration, (2) Teachers, and (3) Students/Parents/Community.

In the subset of Administrators/Administration, responses included administrators' job descriptions, the daily routine of administration, and how the work of administrators was accomplished. Two themes emerged when administrators told of their practice in reference to teachers: (1) responsibilities related to teachers, and (2) how those responsibilities were dealt with. When administrators told of their practice in reference to Students/Parents/Community, administrators related what was done and how it was done. The majority of the information was how discipline was handled by administrators.

Administrators stated the reality of administration was they "did everything" and listed many facets of their jobs. The reality of administration was it was event driven and reactionary. The work was accomplished outside of the confines of the

office and much time was spent completing paperwork either before the school day began or after it was completed. The work was accomplished mostly by the administrator, but assistance was provided by office staff and teachers. Teamwork was how the work of the school was accomplished. Female principals were said to accomplish their tasks differently from male principals.

Administrators explained the areas of responsibilitiy as related to teachers as working through teams, maintained faculty through working with teachers individually, evaluated teachers, hired teachers, and maintained faculty through staff development. Administrators did not see what they did as having much influence on students. Administrators relationships with students sometimes extended beyond their academic needs. Communication with students/parents/community strengthened that relationship. Hiring from within the community also fostered that relationship.

Discipline took a great deal of administrators' time. Administrators tried to avoid problems by being with the students and attuned to their needs. Administrators differed on how to handle discipline after an infraction had occurred, however, most administrators agreed that suspension was not the answer for elementary age children. Students were thought to behave better for men administrators than women administrators.

<div align="center">Chapter Summary</div>

In presenting the data in Chapter III, two main areas emerged: (1) Ideals of Administration and (2) Realities of Administration. In the area of Ideals of

Administration and Realities of Administration, three subsets emerged in each: (1)

Administrators/Administration, (2) Teachers, and (3) Students/Parents/Community.

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of the data took three different forms. The demographic data was

first analyzed to see if it fit the profile of a typical administrator as described by Shakeshaft

(1989a). A deductive analysis in terms of content, structure, and methodology was

performed as a way to examine the discipline as evidenced in practice (McCracken, 1988).

These themes were subsequently analyzed through the lens of Feminist Phase Theory

(Tetreault, 1985). The findings are reported.

Respondent Demographics

Shakeshaft (1989a) found the typical female principal to be white, in her mid to

late forties with 10 to 15 years of teaching experience. She was usually the first child or

only child in a two parent family where the mother did not work outside the home and the

father's occupation was farming. Approximately 60 percent of female principals were

married and were probably a parent. The typical female principal held a master's degree

and was pursuing a doctorate.

She found the typical male principal to have only five years of teaching experience

before moving into his first administrative position. This in turn resulted in the average

age being much younger than that of his female counterpart. He was much more likely to

be married (92 percent) and was less likely a minority. Male principals were more likely

than female principals to be from a small rural community.

In comparing male and female administrators, Shakeshaft stated:

The "average" woman administrator...is more likely to be older, of a different race,

religion, and political party, to be unmarried, and from a more urban background

than her male counterpart. She is more likely to hold liberal views, to be more

supportive of women' rights, and to understand the issues of single parents and

divorce more personally (Shakeshaft, 1989a, p. 63).

In comparing the demographic data and career information received from the four

female administrators and the four male administrators in this study to Shakeshaft's

(1989a) profile of the typical male and female administrators, I found the selected subjects

to be comparable in terms of race, teaching experience, and type of community where they

were raised. Table 2 compares Shakeshaft's (1989a) male administrator profiles to those

of the male respondents in this study. Table 3 compares Shakeshaft's (1989a) female

administrator profiles to those of the female respondents in this study.

Table 2

Male Administrator Profiles

Shakeshaft (1989a)	Respondents
Less likely to be a minority	3 Caucasian, 1 African-American
Average age less than females	Average age was 48
Average of 5 years teaching experience	Average of 10 years teaching experience
92% married	100% married
More likely to be from small rural community	2 Rural, 1 Suburban, 1 Urban

NOTE. If Mr. Black were taken out of the profile, the average age of male administrators was 47 and the number years of teaching experience was reduced to 5.

Table 3

Female Administrator Profiles

Shakeshaft (1989a)	Respondents
Often a minority	2 Caucasian, 2 African-American
Average age older than males	Average age was 45
Average of 10 - 15 years teaching experience	Average of 13 years teaching experience
60% married	100% married
Tend to be more urban	2 Suburban, 2 Urban

<center>Content</center>

Content was the substance or foundational fabric of an administrator's work.

These were the areas which would have been included in an administrator's job

description. This was what administrators did: it was the breadth and depth of

administrative work. Two themes emerged: 1) Maintaining the Organization and 2)

Moving the Organization Forward.

Maintaining the Organization

Maintaining the Organization was what administrators said they did to sustain the

educational setting. In analyzing the information given by the administrators, the

principals seemed to do everything - everything necessary to maintain the organization.

This was supported by Ms. Johnson when she stated "I do everything that anybody else

says, 'It's not my job.'" Mr. Green reflected other administrator responses when he stated,

"I do all the things it takes to make things successful in the building." Mr. White

explained "...my job is to climb the pole and see if we are in the right jungle."

To maintain the organization, administrators were proactive and reactive. They

hired, evaluated, and provided staff development activities to prevent difficult faculty

situations. Most of what they dealt with focused on personnel. They were proactive

when they kept a pulse on the organization by being with the students on the playground

and in the cafeteria and felt they could avoid problems if they were visible. They were

reactive when they maintained the organization by "putting out fires." Administrators

typified their work as "management by event" and "orchestrator of events."

One maintenance area all administrators mentioned, and it was spoken of over and over again, was paperwork. Administrators did not like paperwork and felt it kept them from doing more important tasks. The responses concerning paperwork ranged from "the paperwork never stops" to "we're supposed to be here working with people, and instead, all you are doing is shuffling papers and stuff."

Moving the Organization Forward

Moving the Organization Forward was the area where administrators said they did things to move the school in a positive direction. Elementary administrators wanted to "see everyone accomplish their goals" but spent little time as the instructional leader. In analyzing the information given by administrators, elementary administrators desperately felt they should have been the instructional leader but perceived that they had not accomplished this goal because they did not have the time.

What administrators did to move the organization forward included non-traditional hiring and staff development. Female administrators, and only female administrators, saw a need to hire females in non-traditional roles. Only female administrators saw the need to hire more males in elementary schools. Ms. Jones summed up most female administrator responses when she said "we need a lot more. I think it would really make a difference."

Administrators used staff development to encourage teachers to improve their techniques. Administrators set aside time for staff development and used the opportunity to help overcome limited resources and limited time. Two administrators saw staff development as a way to tailor programs to the individual faculty member's and student's needs.

Content Summary

Administrators said they did everything it took to maintain the organization. The content of administration included "everything." Administrators were rarely the instructional leader even though they aspired to be one. Their primary way to facilitate change and move the organization forward was through hiring practices.

Structure

Structure indicated the relationship of content to the organization, "who" did what in an organization, and the ways in which they fit together to make a whole. This was the organizational chart. It was the relationships in administrative work. It told who engaged in administrative work. Two themes emerged: 1) Principals and 2) Others.

Principals

In determining who did what in an organization, again the predominant theme was principals do everything. There was little stated about the structure of the organization. This could have been because there was no need since elementary schools have a flattened hierarchy and the principal did it all - all the administrative tasks.

Others

Even though the principal "does it all," there were others alluded to in the organization who assumed responsibilities. Principals said they "move out of the way and let them do it" and they assumed that everyone knew their role and what they were supposed to do. Principals felt the office staff made some decisions for them and the office staff freed them up from the paperwork.

The elementary principals interviewed did not work in buildings with assistant principals. Each of the principals felt that the addition of an assistant principal would have enhanced their own performance. Assistant principals would have been used to "walk around and get a feel for what [was] going on" and handled discipline.

Structure Summary

Elementary schools had a very simple structure. The principals handled the overwhelming majority of administrative work but they were assisted by some teachers and office personnel. Elementary schools did not have assistant principals but the principals would have liked to had them.

Methodology

Methodology was the system of principles, practices, and procedures applied to elementary school administration. This was the "how" of administration. This was "how" administrators got things done. It was a way of doing anything, the mode, procedure, or process. Three themes emerged: 1) Collaboration, 2) Communication, and 3) Shopkeeping.

Collaboration

Even though administrators stated they did everything, they also accomplished work through collaborative efforts: shared decision making, teamwork and committee work. They used synergistic settings to reach stronger decisions. Staff development activities were used to further the purpose of the organization. Their goals were tested against the benchmark "Is this what is best for the children?"

Communication

Communication was how administrators conveyed and disseminated information throughout the organization or how they dealt with people. Administrators tried to keep teachers, students, and parents informed through one-on-one communication - mostly talking. They also "give strokes," "pat heads and make eye contact." One administrator screamed and yelled to be heard.

Communication was accomplished through paperwork which was done before school, after school, and at times, administrators had to be "bungy corded" to the desk to complete. Administrators viewed communication as two-way and made themselves visible ("You are always visible") and hired key people on their staffs to keep them informed.

Evaluations were also seen as a way administrators communicated. They were used for setting goals and making faculty aware of administrator expectations. Mr. White asked teachers to evaluate themselves and talk to him "about what they are doing and what they think."

Shopkeeping

Shopkeeping was how administrators maintained the organization on a day-to-day basis. Elementary administrators managed by event and accomplished their work almost anywhere but in the office. They were "orchestrator[s] of event[s]." Mr. White described the nature of his work on a "day-to-day basis. I don't get to say what I do. Most of my day is management by event."

Elementary principals used teachers to train other teachers and had teachers assume leadership positions. In all they did, the focus was on the student.

Administrators were emotional resources, servants, and facilitators. They hired people to complement their staffs and they ensured the staff cared about children. They sought autonomy for themselves and their teachers.

Methodology Summary

Collaborative effort was used to a limited extent to accomplish the work of administrators. Teams and committees were the most often used form of collaboration. Schools purposed to form teams to accomplish goals. However, direct one-on-one communication with teachers, students, and parents kept everyone aware and was the preferred method of communication. The day-to-day work of elementary administrators - shopkeeping - was unpredictable and event driven. Administrators wanted to be all things for all people and had autonomous teachers to assume some the responsibilities.

Feminist Phase Theory

To facilitate analysis, each phase of Feminist Phase Theory was operationally defined and the data was cast against FPT categorizations. Resulting assessments are reported.

Phase One

Phase One of FPT was operationally defined as Male Centered Administration. In this phase, generalizations about men were thought to hold true for women: men were the objects and subjects of administration. The thoughts, experiences, and behaviors of women were not considered. Women and issues of gender were not addressed. Men were in positions of leadership such as committee chairs and were given extra duty

assignments, department heads, etc. The leadership style was whatever was practiced by men.

All of the evidence found to support Phase One was from one individual respondent, Mr. Black. None of his responses could be categorized in any other phase. He defined leadership in male terms. It was considered that the women who were administrators were not capable of the responsibilities of an administrative position. Mr. Black stated,

> The female principals that I see coming in. They don't handle discipline. I think that they are trying to prove that they belong. They are always fiddling with stuff. Fiddling with schedule, fiddling with programs, fiddling with this, fiddling with that...

Mr. Black felt female administrators handled lesson plans in an inappropriate - not male - manner. "Some of these [female] principals red mark them [lesson plans] - send them back, check them, and correct grammar and all that...Oh yes! That's the kind of stuff that causes people to resent you."

Mr. Black knew there were female administrators, but he would not have hired a female principal if he were in a position to do so. He did not see them as possessing the (male) characteristics necessary to successfully carry out the responsibilities of an elementary administrator.

Phase Two

Phase Two of FPT was operationally defined as Compensatory Administration. It still focused on men but there were exceptional women noted in administration. These

women were mentioned but seen as an exception. Their successes were viewed with surprise. A woman administrator was an anomaly. These were the female counterparts to male success. When an occasional exceptional woman was found in administration, male characteristics were mentioned which allowed her to do the job. "I was surprised at how well she handled discipline." "The kids really respected her even though she was a woman." The women in Phase Two fit the male theories of administration.

One piece of evidence supported a Phase Two categorization. Ms. Jones, in describing her role as a boss stated, "Probably, in fact, [people] view me as weak because I'm not going to be, I guess, the 'bitch.'" This statement supported the categorization of Phase Two because the concept of being weak versus strong was a male characterization of a female in an administrative position.

Phase Three

Phase Three of FPT was operationally defined as Bifocal Administration. There was an admission that women existed and that they were different. A woman made a good principal because of the things "only a woman could do" and likewise for a man. The roles of a female administrator and a male administrator were seen as separate. Women could be administrators as long as the requirements of the job fit the qualifications only a woman may have possessed. Women and men were compared and considered to be separate but equal. Examples of administrative positions held by men would have been head of budget, finance director, and secondary principal. Examples of administrative positions held by women might have been curriculum director, social committee

chairperson, secretary of committee, and elementary principal. Stereotypical job descriptions abounded.

Most responses support categorization in Phase Three. Ms. Johnson stated that women were comfortable hugging students and men were not. Not only was it not comfortable, it was not acceptable.

A four and five year old can come up and hug my leg and pat on me and it is pretty much acceptable but when it is a man, it is not as acceptable and I think he feels self-conscious.

Men were good at some things and women were good at others. The thing that women were good at was nurturing as shown by this statement from Mr. Green.

I think there's a lot of real warm men and women principals out there. I think, generally speaking, women [administrators] are more nurturing than men in elementary and I'm really glad to see a lot more women get into elementary administration.

Men handled discipline better as evidenced by Mr. Brown's statement: "I would say 80% of the time, the children will respect the male more than they will the female."

All of the female respondents mentioned the need for more males as role models in the elementary setting. One of the male administrators indicated that teaching was not a great job for men. Ms. Smith brought in male mentors for the students because she did not have enough male teachers in the elementary; however, she stated there were problems with males wanting an elementary teaching position.

I wish we could find more males effective in teaching roles in the elementary

schools. For some it is the pay. Well, working conditions....They don't have

regular planning time. I think you have to be a very self-secure male in elementary

school....Society still has that nurturing female role and we picture our elementary

teachers mostly as females.

Ms. Jones also expressed the need for male role models in elementary schools.

She also saw the need for non-traditional females. Her computer teacher was a male and

she had stated she had one male in her building "who teaches computers, of course." Even

though the need for males was real, the need was to provide male teachers for male

students since only male teachers could be role models for male students. Ms. Jones

explained:

We haven't had men for a long time and they have been successful. Because of

things that have gone on in the family, at home, you know, we need males. But I

think we need an equal balance. I think we need females in roles that are non-

traditional.

Ms. Jones also stated most of her committee parents are mothers because of the

difference between males and females and their ability to withstand the committee

experience. She described her committee: "Usually mothers. I mean, we include fathers,

but the fathers don't really hang in there. Men are...Let's get in here, let's get it done, let's

get through. Women will meet week after week - forever."

Ms. Smith indicated a sensitivity to race and gender and showed she felt there was

a difference in male and female thought. Her school used students to help resolve peer

conflicts and in matching the students they "keep a contrast of race and gender so there is

a good mixture of student idea[s]."

Phase Four

Phase Four of FPT was operationally defined as Feminist Administration. In this

phase, women in administration were the focus - not men. Women defined women in

administration in terms of race, ethnicity, social class, and marital status and how these

affected the experiences of women in administration. The life experiences of women in

administration and their autobiographies illuminated the perceptions of women and

women's perceptions of themselves. Male perspectives were absent.

Phase Four administrators valued women administrators' experiences only.

Women were found throughout the organization and sought out as a resource to improve

the practice of administration. The question was: "How did individual women's

experiences define the human experience?" There was a heightened awareness of the

limitations of existing frameworks and methodologies.

A part of Ms. Jones statement concerning the need for males in elementary schools

included a statement about a need for females in non-traditional roles. This statement is

evidence of Phase Four in that the addition of females in non-traditional roles would have

helped define the human experience with individual women's experiences.

Phase Five

The Fifth Phase of FPT was operationally defined as Multifocal or Relational

Administration. In the fifth phase, gender was not an issue. There was never a reference

to gender as if it made any difference. Anyone who was qualified could have held any position. Gender was not the issue of being qualified for a position.

Mr. Brown always looked for the most qualified person when he was interviewing. When speaking of the prospective candidates for an open position he said, "We have a male and a female. We don't even let those enter into the discussion as far as...What we are looking for." This was evidence of Phase Five categorization where there is never a reference to gender as if it made any difference.

Likewise, gender and race made no difference to Ms. Johnson. She just wanted someone who cared about kids. In hiring faculty, she asserted, "Make sure that person; whether they are black, white, female, male...we want that first. We want them to care about kids." The focus was not on gender.

In organizing a site committee, Ms. Jones did not mention any factors other than "our basic guideline is that every team is represented...we ask for a representative to be on each committee." Gender was not an issue. However, this Phase Five categorization could be tempered by the fact that very few faculty members in any of the schools represented in this study were male. Gender did not make a difference because it could not make a difference.

Summary

The data was cast against Feminist Phase Theory and these assessments resulted. Phase One data was supported by only one respondent and therefore could not be considered as relevant to the discussion of the definition of elementary administration

through the lens of Feminist Phase Theory. Phase Two was supported only by one statement which could not be viewed as strong evidence of this categorization.

Phase Three thinking was strongly supported by all the female administrator respondents and two of the male respondents. Twelve different data responses were categorized as Phase Three FPT - far more than any other categorization.

Data which supported Phase Four were found to be minimally significant. This did not show Phase Four thinking as a defining element of elementary administration.

Finally, FPT data in Phase Five was limited to three respondents: one man and two women. The evidence for Phase Five was stronger than evidence for Phase Four, but was still less than Phase Three.

In looking at the data as categorized, the strongest evidence supported Phase Three - Bifocal Administration. There was secondary support for Phase Five - Multifocal or Relational Administration where gender made no difference. The data did not support generalizations of Phase One, Phase Two, or Phase Four of Feminist Phase Theory. Table 4 summarized the Feminist Phase Theory data by respondent.

Table 4

FPT Respondent Data

RESPONDENT	PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE
MR. BROWN			2		1
MR. BLACK	3				
MR. GREEN			1		
MR. WHITE					
MRS. JOHNSON			2		1
MRS. SMITH			3		
MRS. JACKSON			1		
MRS. JONES		1	3	1	1
TOTAL	3	1	12	1	3

Content/Structure/Methodology, and FPT Categorizations by Gender

Analysis of the data revealed no male content FPT data and therefore could not be categorized. Analysis of the male responses in reference to structure revealed limited responses which were in all but one of the phases and could not lend itself to categorization. The male responses concerning methodology were not sufficient to warrant categorization as there were only two responses in each of two categories.

Analysis of the data revealed no female content responses and therefore could not be categorized. Female responses in reference to structure indicated strong support of Phase Three categorization with seven of the nine responses in Phase Three. Female responses in reference to methodology were not sufficient to warrant categorization as there were only three responses spread across two phases.

When both male and female responses in terms of content, structure, and methodology were combined, there was no content FPT respondent data. Structure could generally be categorized as Phase Three with seven of the responses in Phase Three. One response was Phase One, one response was Phase Four, and three responses were Phase Five. Methodology had two responses in Phase One, one response in Phase Two, and four responses in Phase Three.

There were 14 female FPT responses and seven male responses. If the Phase One responses of Mr. Black were not considered, there were 14 female responses and four male responses. Clearly, the women saw gender as more of an issue than men.

The FPT categorization suggests that content was not an area addressed by male or female administrators. Content, as was operationally defined in this study, was a job description and the job description appeared not to be defined in terms of male or female jobs at the elementary level. Structure was generally classified as Phase Three or higher. This indicated that women were in administrative positions. However, the lower categorization of methodology indicated that even though women were present, there was the perception of problems in how they did their work.

Generally, the responses for categorization in methodology were Phase Three or slightly lower. Table 5 summarizes the FPT categorizations in terms of content, structure, and methodology by gender.

Table 5

Content/Structure/Methodology and FPT Categorizations by Gender

	PHASE ONE		PHASE TWO		PHASE THREE		PHASE FOUR		PHASE FIVE	
	M	F	M	F	M	F	M	F	M	F
CONTENT										
STRUCTURE	1				1	7	1		1	2
METHODOLOGY	2			1	2	2				

Chapter Summary

In comparing the demographic data and career information received from the four female administrators and the four male administrators in this study to Shakeshaft's (1989a) profile of the typical male and female administrators, I found the subjects to be comparable in terms of race, teaching experience, and type of community where they were raised.

The content of administration included "everything" it took to maintain the organization and move the organization forward. Administrators wanted to be the instructional leader though they felt they rarely had time to be one. They used hiring practices to change and move the organization forward.

Elementary schools had a very simple structure. Most of the administrative work was handled by principal with some of the work accomplished by teachers and office personnel. Elementary schools did not have assistant principals.

The work of elementary administrators was accomplished to some extent through the collaborative efforts of teams and committees. Direct one-on-one communication with teachers, students, and parents was the preferred method of communication. The work of elementary administrators was event driven and reactionary.

The strongest support was found for Phase Three in Feminist Phase Theory with secondary support for Phase Five thinking. In examining content, structure, and methodology through the lens of Feminist Phase Theory, there was no evidence for categorization of content. Structure was considered as Phase Three or slightly higher, and

Methodology was considered as Phase Three or slightly lower. Women were seen as a

part of the structure but were categorized lower in how they performed their work.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

AND IMPLICATIONS, AND COMMENTARY

This chapter includes a summary of the study, conclusions, recommendations and

implications deduced from the data collected from the administrators in this long interview

study. A commentary concludes the chapter.

Summary

The purposes of this qualitative study were three:

- to examine the content, structure and methodology of urban

  elementary public school principalship;

- to describe the resulting developmental perspectives which

  emerged; and

- to assess the usefulness of Feminist Phase Theory (Tetreault, 1985)

  for exploring resultant urban principals' perspectives.

These purposes were accomplished by:

- Data collection from eight urban elementary administrators, four

  female principals and four male principals, using long interviews.

- Data presentation into ideals of administration and realities of administration collectively from the eight administrators interviewed.

- Data analysis (1) comparing the administrators to Shakeshaft's (1989a) typical male and female principal, (2) content, structure, and methodology of principals, and (3) through the lens of Feminist Phase Theory (Tetreault, 1985).

Data Needs

Data from elementary urban administrators was needed to achieve the purpose of this study. I interviewed four male and four female elementary principals representing urban school districts to gather data on what they did, who did what in the organization, and how it was done.

Data Sources

Eight elementary administrators from urban school districts were used as data sources. All of the participants were willing, very cooperative, and some even eager, to participate in the study.

Data Collection

Data was collected through the use of McCracken's (1988) long interview method. The interviews consisted of one to two hour interviews using semi-structured open ended questions. The interviews took place at a site of their choice to allow them to feel comfortable with their surroundings and as non-threatened as possible. All of the

questions focused on the content, structure, and methodology of elementary public school administration.

A demographic questionnaire was filled out by each respondent at the beginning of the interview session. Descriptive information included gender, years of experience in the classroom, degrees held, years of experience in administration, and current administrative position held.

Data Presentation

A literature review was conducted before the data collection began. The constant comparison method of analysis (Glasser & Strauss, 1967) was used throughout this study and resulted into the development of the following data categories: demographics, ideals of administration, and realities of administration.

Demographics. At the beginning of the interview session, demographic data was collected from the eight elementary administrators located in urban districts. The randomly chosen subjects were comparable in terms of race, teaching experience, and type of community where they were raised to Shakeshaft's (1989a) profile of a typical male and female administrator.

The respondents had eight male teachers employed in their schools and a total of 199 male and female teachers. In the urban district where seven of the eight administrators were employed, 27 percent of the elementary administrators were male. Most of the teachers were female and most of the administrators were male. The literature supported this data (National Education Association, 1990).

Ideals of Administration. Ideal was how administrators perceived administration or other administrators: it was theory versus practice. It was how things could be, ought to be, should not be, or should be in an ideal world of administration with ideal practice and processes. Ideals of Administration was divided into three subsets: (1) Administrators/Administration, (2) Teachers, and (3) Students/Parents/Community. The following were the findings in each of these subsets.

In the area of Administrators/Administration, the findings were categorized into three areas: characteristics of the organization, characteristics of the job of administration, and characteristics of administrators. The characteristics of the organization were that administrators wanted a stable climate, initiated change to improve the organization, and wanted everyone to accomplish their goals by everyone knowing their role and making decisions with a broad base of involvement. The characteristics of the job of administration were that administrators wanted autonomy and wanted assistant principals. Female administrators were thought to not perform the job of administrator in the same manner as their male counterparts, specifically in the areas of playground duty and lesson plans. The characteristics of administrators were servant, facilitator, nurturing, friendly, warm and they wanted to be the instructional leader when they had the time.

Ideals of Administration as it related to teachers emerged into three subsets of findings: characteristics of teachers, teachers as managers, and securing males in elementary schools. The findings about the characteristics of teachers were that administrators controlled the characteristics that their teachers possessed through their hiring practices. They wanted teachers who were self starters, consistent, and had high

expectations. Above all, they wanted teachers who liked children. The findings in the area of teachers as managers were that administrators wanted teachers to be the managers of their classrooms and wanted them to control discipline within their classrooms. The findings about securing more males in elementary schools were that women administrators saw the need of more males in elementary schools as role models for male students, whereas male administrators did not mention the need.

The last area in Ideals of Administration related to students/parents/community and pertained to student centered schools, discipline, and parental involvement. The findings indicated schools existed for students and decisions were based on what was best for the children. Discipline should have happened in the classroom and schools wanted and expected parental involvement. Schools wanted to work together with parents and it was frustrating due to dysfunctional family situations.

Realities of Administration. Reality was what really happened in schools. It was the problems, mistakes, accomplishments, and activities of the school - warts and all. It was the practice and process of administration. Realities of Administration emerged into three subsets of findings: (1) Administrators/Administration, (2) Teachers, and (3) Students/Parents/ Community.

Administrators/Administration findings emerged as three areas of findings: (1) administrators job descriptions, (2) daily routine, and (3) how the work was accomplished. It was found that administrators felt they did everything and listed long laundry lists of job descriptions that covered all aspects of the organization. The discipline says they valued curriculum, instruction, finance, etc., but in reality this wasn't what they practiced (Gorton,

1980; Guthrie and Reed, 1986; Sergiovanni, 1991). Administrators daily routines were characterized as management by event, putting out fires, and reactionary. Paperwork was repeatedly stated as a major part of their daily routine and there was never time enough to accomplish the paperwork. It was found that the work was accomplished through teamwork and sometimes by office staff or others in the organization. Work was accomplished by being visible and was not accomplished in the office.

The Reality of Administration as it related to teachers found that the responsibilities were accomplished through the hiring and evaluation of teachers, and staff development activities. Administrators spent a great deal of their energy devoted to the hiring and evaluation of teachers. Administrators worked primarily through teams and individual teachers.

In the area of Reality of Administration as it related to students/parents/community found areas which were not related to discipline and areas which were related to discipline. Areas not related to discipline were student relationships and parent relationships. Most of this was accomplished through direct communication and networking with the community to maintain communication. Discipline was found to be accomplished through proactive and reactive methods. A great deal of administrator's time was spent dealing with discipline. Administrators were proactive by being with the students and having good rapport with them. Administrators did not react to discipline problems by suspending students. Male administrators felt that students behaved better for men than women. Administrators proclaimed that they liked students and were there

for the students. They gave the picture that they were very student centered, however what they spoke about in the real practice of administration was student discipline.

Analysis

The data gathered from the demographic questionnaire was compared to Shakeshaft's (1989a) typical male and female principal in order to see if the respondents selected were typical administrators. The next step was an inductive analysis in terms of content, structure, and methodology. The final step centered on casting the emerging themes against the five phases of Feminist Phase Theory: male centered administration, compensatory administration, bifocal administration, feminist administration, and multifocal or relational administration.

Findings

The findings in the areas of content, structure, methodology, and Feminist Phase Theory were:

Respondents. Female administrators are more often a minority, are in the classroom longer before becoming an administrator, and tend to be raised in urban areas more often than their male counterparts.

Content. The work of administrators centered around those things which maintained the organization and those things which moved the organization forward. To maintain the organization, administrators did everything, did things which were proactive and reactive, and spent a great deal of their time doing paperwork. To move the organization forward, administrators would have liked to have been the instructional

leader (Drake and Roe, 1986) but did not have the time. They advanced the organization by hiring people in non-traditional positions and provided staff development activities.

Structure. Administrators did everything. This could be attributed to the flattened hierarchy of elementary schools with no other administrators at the building level. They accomplished their work without the aid of assistant principals, were assisted by office staff and moved out of the way so others could do the work.

Methodology. How administrators accomplished their work was through collaboration, communication and shopkeeping. Collaboration was done through shared decision making, teamwork, and committees. Communication was accomplished through talking, giving strokes, paperwork, being visible and evaluations. Shopkeeping, the day-to-day operation, was management by event and was not accomplished in the office. Administrators did their work by being a facilitator and servant.

Feminist Phase Theory. In general, the discipline of elementary administration was categorized as Phase Three. The usefulness of FPT for exploring administrative perspectives is questionable due to the limited number of responses which could be categorized. There were only 20 feminist phase statements out of 16 hours of taped interviews. There were fewer male responses categorized in FPT than female responses. In summary, males did not talk as much about gender.

Conclusions

Given the findings of this qualitative study, some interesting notions can be concluded about administration as defined by these urban elementary principals.

1. What the research and literature on the practice of administration said administrators do and the actual practice of administration are quite different. What was said to have been done and what they did were not comparable.

- In reference to content, administrators view themselves as instructional leaders (Gorton, 1980; Guthrie & Reed, 1986; Sergiovanni, 1991) but spend very little of their time actually being an instructional leader.

- In reference to structure, administrators do everything it takes to make a school successful and there is no organizational structure at the elementary level other than administrator and teacher. There is an extremely flattened hierarchy at the elementary school level.

- In reference to methodology, elementary administrators accomplish their work in small group and individual ways. This was supported by the work of Morris, Crowson, Porter-Gehrie, and Hurwitz (1984). Most of the work of administration is accomplished by management by event.

2. Feminist Phase Theory is extremely useful in looking at the definition of administration in terms of content, structure, and methodology. It provides a unique perspective and allows the discovery of information related to content, structure, and methodology which could have not been obtained otherwise. FPT was not as useful in the categorization of gendered responses into specific phases.

3. What was described by administrators in this study is not male administration because it does not support what is in the administration books which were written by men and about men. Elementary schools are predominantly female. The males in the

elementary setting are acting in a female gendered manner as they deal with mostly women and children. Elementary male administrators are least gendered by default. My male elementary administrator colleague who replicated this study at the secondary level is a good example of this difference in what they value. For example, the administrators in this study valued all decisions being based on what is best for the children. I doubt if there would have been any secondary male administrators who would have had an interest in Feminist Phase Theory as a research interest.

<div align="center">Implications and Recommendations</div>

For research to be significant it must: (1) add to or clarify existing theory, (2) add to the knowledge base, and (3) impact practice (Hoy & Miskel, 1991). The following explains how this qualitative study met each of these criteria.

Theory

Feminist Phase Theory has limited usefulness in looking at the definition of elementary administration. The data gathered was useful in determining into which phase the thoughts of administrators could generally be categorized, but did not provide a useful tool in determining a categorized working definition of elementary administration. The definition of elementary administration in terms of content, structure, and methodology which came from FPT was useful and the study findings could be further examined in suburban and rural settings.

This study relied upon the responses of eight administrators. A different study may have resulted if the data had been verified by interviewing teachers in the administrators' buildings and reviewing documents within the organizations. This might

have resulted in a more accurate FPT categorization of each administrator's thoughts or a categorization of the organization. It is not known if this would have added to the usefulness of FPT for studying the definition of administration through the lens of Feminist Phase Theory.

Research

Feminist Phase Theory had been used to check conceptualizations against the various phases of feminist thought to determine the content, structure and methodology of a discipline related to gender (Tetreault, 1985). It has been used to categorize curriculum, literature and conceptualizations (Maher & Lyman, 1984; Tetreault, 1985; Tetreault, 1986, Twombly, 1993). Margrit Eichler (1980) said FPT accomplishes three purposes: (1) it is critical of existing social structures and how we perceive them, (2) it serves as a corrective mechanism by providing an alternative viewpoint and substantiating data, and (3) it lays the groundwork for the transformation of knowledge.

This study utilizing FPT critically examined existing definitions of school administration and how we perceived them. It also provided an alternative viewpoint with substantiating data to the existing definition and by providing an alternative viewpoint could serve as a corrective mechanism. The knowledge gained can lead to the transformation of knowledge since FPT had never been used to define practice.

Practice

The practice of administration was defined in textbooks as the areas of finance, law, curriculum, organization, leadership, technology, budgeting, collective bargaining, communicating, support services, decision making, authority/power/influence, introducing

change, conflict resolution, working with groups, instruction, performance, evaluation, fiscal and political (Drake & Roe, 1986; Gorton, 1980; Guthrie & Reed, 1986; Sergiovanni, 1991). Of these areas listed, the practice of administration as defined in this research included the areas of communicating, decision making, working with groups and evaluation.

The practice of administration was defined as "administrators do everything" and administrators spent a great deal of their time doing paperwork. Administrators spent most of their time dealing with the hiring and evaluation of teachers with a lesser amount of time spent on staff development. At the elementary level, the hierarchy was flat with little administrative work done by others. The work was accomplished through collaboration, communication, and shopkeeping.

The implication for administrative college preparation courses is that there needs to be a better fit between content, coursework, and practice. The practice as it was defined in textbooks does not fit the practice as it was defined by these elementary administrators. A way to remedy this might be to have university faculty and practitioners team in the delivery of coursework designed to meld the ideals of theory and realities of practice.

Commentary

When I began this project, I had anticipated finding a great deal of difference between the definition of elementary administration and what I perceived as the definition of secondary administration. I knew what I did and I was not even sure if I would find the world of elementary schools interesting.

I discovered the differences and the similarities were not only interesting but intriguing. I was fascinated at the child centered nature of everyone I interviewed. I also saw aspects of administration I had not formalized in my own thoughts. The bulk of what elementary administrators, and I now contend secondary administrators, do is deal with teachers - either in the hiring, evaluating, or staff development.

I also thought elementary schools would be more progressive in terms of gender equity than secondary schools because I felt there were so many more opportunities for women in administration in elementary schools than secondary schools. I was disappointed to learn that despite the increased numbers of women in elementary schools and the number of women administrators in elementary schools, the problem of gender equity exists albeit somewhat disguised. Men advanced more often and more quickly. Women administrators were not as advanced in their thinking as I had hoped. As voiced by Pigford and Tonnsen (1993), "there is no doubt that women still have a long way to go to convince society that the principal can, in fact, wear a skirt" (p. 15).

Gender was not expressed in this study as much of an issue because elementary schools are comprised of predominantly females. Because it is so overbalanced as far as numbers of females in the workplace, females did not express views related to discrimination of women in administration even though the literature indicates they are proportionately under represented. Male administrators did not express the under representation as an issue because they have moved up the ranks rapidly and did not see the problem since it did not apply to them.

Finally, this work provided me with affirmation. There is comfort in knowing that other administrators feel the way I do when I come home at the end of the day never completing the one task I had set out to do at the beginning of the day - never having that moment "to climb the tree to see if we were in the right jungle" - never having time to be the instructional leader. It does not make my practice easier but it does give validity to my frustration.

Administrator preparation programs should be attentive to the research concerning the realities of administration. A preparation program geared to prepare administrators for the hectic, reactionary, day-to-day routine with an emphasis on dealing with people - teachers, students, and parents - would be extremely useful. Administration is not finance, facilities and law. This is the foundational information upon which decisions may be based. However, the work of administration is how to work with people, how we counsel people and and how we talk to people.

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APPENDIXES

APPENDIX A

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

152

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 09-28-95

IRB#: ED-96-027

Proposal Title: ELEMENTARY ADMINISTRATION DEFINED THROUGH THE LENS OF FEMINIST PHASE THEORY

Principal Investigator(s): Adrienne Hyle, Debi S. Boyles

Reviewed and Processed as: Exempt

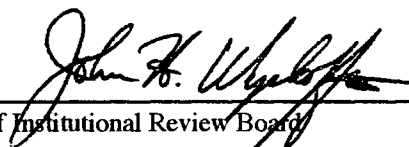**Approval Status Recommended by Reviewer(s):** Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval are as follows:

Signature: _____

Chair of Institutional Review Board

Date: October 10, 1995

APPENDIX B

SUMMARY OF DISSERTATION PROCESS

Summary of Dissertation Process

Debi S. Boyles & Bradley J. Schoeppey

This study evolved through a series of proposals that went nowhere. After studying and examining several options, the idea of looking at the definition of administration through Feminist Phase Theory developed into proposals. These proposals were brought forward to the committee. The original intent was to study secondary administration. Dr. Burlingame suggested Brad study secondary and Debi study elementary to bring validity and remove bias from the work. After fighting this notion for many months, we finally decided to go forward with the project and were pleasantly surprised.

The collection of data was not difficult. The respondents were more than cooperative. Because of the varied backgrounds and personalities of the respondents, we acquired a rich volume of interview data. The initial data numbered in excess of 100 single spaced pages for each of us. The difficult process began when we started analyzing the data. This was the next six months of our lives! Each individual had their own insight into administration but we had to focus and glean the emerging themes from across the data. The most difficult part was deciding what to keep and what to exclude.

Another interesting part of our work was working together. If it had not been for each other we may have gotten discouraged and not gone forward. When Debi was tired of it all, Brad was ready to get the task completed. When Brad was discouraged, Debi would get us back on track. This was an unusual arrangement and probably is not for

everyone. It took a great deal of understanding of each other and this project may have never been completed if each of us had not had someone else depending on our work. We were not only letting ourselves down, but would have been keeping the other from advancing their work. This gave us encouragement, support, and inspiration in what is usually an isolated and independent work. It was unusually rewarding to have someone else to bounce ideas off of and afforded us with another perspective of where the respondents were coming from. It provided us with a system of checks and balances by offering the opportunity to obtain a focus when our ideas were far afield since each of us brought the other some expertise in secondary and elementary settings.

The work had progressed fairly in tandem until we reached Chapter III. The elementary and secondary settings caused this chapter to be quite different for each of us. However, through this process we were still able to read and listen to each other's data and help each other when we would become bogged down and our familiarity with the data was restricting our ability to work.

It was a real advantage for us to work together. Our works were very similar but very different. On the surface it appears the only difference is the elementary and secondary focus, however the conclusions and findings brought about by the culture of the respondents was entirely different.

APPENDIX C

DEMOGRAPHIC DATA QUESTIONNAIRE

Demographic Data

Name _____

Age _____   **Race** _____   **Gender** _____

Birth Order: 1st _____ 2nd _____ 3rd _____ 4th _____ 5th _____

Number of Brothers _____   Number of Sisters _____

Parents' Occupation: Mother_____

Father _____

Mother's age _____ died in what year _____ your age then _____

Father's age _____ died in what year _____ your age then _____

Marital Status:
Married _____   Spouses' Occupation _____
Divorced _____
Single _____

Children:

Age	Gender	Education	Occupation
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Educational Background:

School/College/University	Location	Degree/Area	Dates
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Employment History in Education:

Present Position _____   How long _____

Previous Experiences/Positions	How Long	Location
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Hobbies/Leisure Time Pursuits:

_____

_____

_____

APPENDIX D

GRAND TOUR QUESTIONS

NAME_____

DATE_____

1.   What do you do as an administrator?

2.   How do you do it?

3.   What are the things you like and don't like to do?

APPENDIX E

TELEPHONE SCRIPT

TELEPHONE SCRIPT

I am a doctoral student in Educational Administration and my research involves exploring administrative perspectives. I would like to interview you. The interview will last approximately 1 ½ hours.

Would you be willing to do this with me?

APPENDIX F

CONSENT FORM

CONSENT FORM

General Information

You have been asked by a doctoral student in Educational Administration and Higher Education at Oklahoma State University to be interviewed about your position as an elementary/secondary administrator or teacher.

The interview serves two purposes: (1) information collected in the interview will be used by the researcher to create a dissertation about educational administration, and (2) information collected by the researcher may be used in the scholarly publications of the researcher and/or the dissertation advisor dealing with educational leaders.

The interview should last from one-half to two hours and will be recorded. All subjects will be asked the same general questions. The researcher will type transcripts of the interview for analysis. All tapes and transcripts are treated as confidential materials.

Pseudonyms will be assigned for each person interviewed. These pseudonyms will be used in all written materials dealing with interviews. Lastly, no interview will be accepted or used unless this signed consent form has been received by the researcher and filed.

Understanding

I understand that participation in this interview is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time after notifying the researcher.

I understand that the interview will be conducted according to commonly accepted research procedures and that information taken from the interview will be recorded in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

I understand that interview will not cover topics that could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

I may contact the dissertation advisor, Dr. Adrienne Hyle, Department of Educational Administration and Higher Education, College of Education, Oklahoma State University, Stillwater, Oklahoma 74078; Telephone (405) 744-7244, should I wish further information about the research. I also may contact Jennifer Moore, University Research

Services, 001 Life Sciences East, Oklahoma State University, Stillwater, Oklahoma 74078; Telephone (405)744-5700.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

DATE:_____TIME:_____A.M./P.M.

SIGNED:_____
(Signature of Subject)

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it and provided the subject with a copy of this form.

DATE:_____TIME:_____A.M./P.M.

SIGNED:_____
(Signature of Researcher)

FILED:

INITIALS OF DISSERTATION ADVISOR_____DATE:_____

VITA

Debi Swan Boyles

Candidate for the Degree of

Doctor of Education

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