

SECONDARY SCHOOL ADMINISTRATION DEFINED THROUGH THE
LENS OF FEMINIST PHASE THEORY

By

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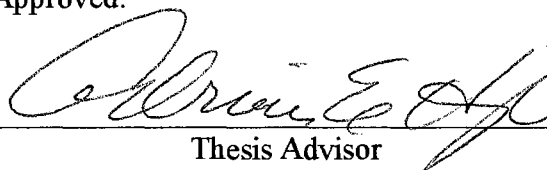
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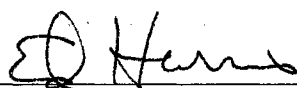
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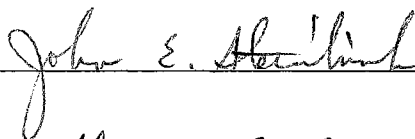
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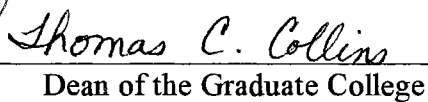


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CHAPTER I

DESIGN OF THE STUDY

Despite increases in the number of female principals in public education, women are still not represented in the ranks of administration in proportion to their numbers among teachers even though "women are [being] certified as administrators in greater numbers than are men" (National Leadership Network, 1992, p. 165). Many have tried to explain this phenomenon. Metzger (1985) believed that "sex role stereotyping, sex discrimination, personal and family-imposed constraints, women's low career aspirations, women's lack of self-confidence and initiative, women's lack of sponsors within the existing power structure, and an insufficient pool of highly qualified women" (p. 292) impacted this under representation. Shakeshaft's (1987, 1989a) analysis of the situation concluded that women were excluded from "old boy networks," and subsequent success in attaining administrative positions; there was a lack of male participation in child rearing (particularly affecting women's attendance at evening events); and women had difficulty being noticed by supervisors as a potential administrator. Others have confirmed that the "good old boy" network was not open to women (Funk, 1986; Whitaker & Hales, 1984; Whitfield, 1990). Because they have not been allowed to be in line positions such as secondary principal, assistant superintendent, or directors of personnel and finance,

women either did not receive relevant information or often received it too late (Funk, 1986; Gupta, 1983; Metzger, 1985; Woo, 1985; Yeakey, Johnston, & Adkinson, 1986).

Ginn (1989) told that "school faculties, which are largely female and often very traditional, are sometimes reluctant to accept a woman as a leader. Women who have a traditional approach to life are openly negative to women who aspire to roles which are non-traditional" (p. 9). It seemed that women were working from a zero-sum model where if one woman receives recognition, made gains, or accomplished something, other women felt that success took away from what they could have receive recognition for, gained, or accomplished (Schaefer, 1981).

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 administration (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 resulting 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 identifies 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 suburban secondary public school principalship;
2. to describe the resulting developmental perspectives which emerge; and
3. to assess the usefulness of FPT for exploring resultant suburban principals' perspectives.

Theoretical Frame

Feminist Phase Theory, as developed by Tetreault (1985), is a five phase classification model that explained the developmental stages of feminist thought and.... "provides a systematic map gauging where one has been, where one is, and where one might be going" (p. 366).

The classification schema was developed by reviewing the literature in anthropology, history, literature, and psychology; by identifying five common phases of thinking about women; and by providing examples of questions commonly asked about women in each discipline. (Tetreault, 1985, p. 366)

Tetreault (1985) further states that 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. (p. 380)

For the purpose of this paper, content was defined as the foundational beliefs of an administrator's work. This included "why" an administrator did certain things and "where" beliefs came from. These were the areas which would have been included in an administrator's job description. Structure was the relationship of content to the organization. In other words, "who" did "what" in the organization and the ways in which they fit together to make a whole. Methodology was the system of principles, practices, and procedures applied to secondary school administration; the "how" of administration.

"Feminist Phase Theory provides a useful developmental model to trace our thinking about gender as a relevant concept in educational administration. The model illustrates how gender is excluded and how it can be included" (Schmuck, 1987, p. 14). The five phases identified by Tetreault (1985) are: 1) male; 2) compensatory; 3) bifocal; 4) feminist; and 5) multifocal, relational.

In describing Phase One, Tetreault (1985) states:

... the male phase assumes that the male experience is universal, that it is representative of humanity and that it constitutes a basis for generalizing about all human beings. (p. 367)

From this perspective, what was known about the male experience went unquestioned. "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).

Phase Two, compensatory, acknowledges the absence of women although maleness is still considered the standard for humanness. Theories are still constructed from men studying other men, causing the majority of women to be different and thus thought of as inferior. When women do not match the male's paradigm of the world, it is not seen as a problem with extant theory but a sign of their weakness (Schuster & Van Dyne, 1984; Tetreault, 1985).

Phase Three, bifocal, is made up of three factors which are common ways of thinking about women. The first factor is that women, as a group, are thought of as analogous but equal to men. The second factor is the oppression of women and the exploration of the many forms it takes. The final commonality is the use of women's organizations and networks to overcome the many forms of oppression. Bifocal scholarship "emphasizes men thinking and women being thought about" (Tetreault, 1985, p. 374).

Scholarship of this type tends to view women as a homogenous group having universally different characteristics from men. As a result women are often treated as a homogeneous group and differences are overlooked and new stereotypes emerge to replace the old ones. (Twombly, 1993, p. 199) In phase Four, feminist, the spotlight turns to women's endeavors, not men's, as the measure of

importance. Things that had no significance in the past, such as the everyday lives of women, assume new significance (Tetreault, 1985). "To document the experiences of women would mean documenting all of history. They always have been of it, in it and making it" (Lerner, 1979, p. 160). In this phase, "by paying attention to women as subjects and objects of study, scholars have found that the extant theories are no longer adequate" (Schmuck, 1987, p. 3).

Phase Five, multifocal or relational, continues many of the explorations started in the preceding phase but begins to look at how women and men compare and complement one another. It starts to look at how men's and women's experiences converge (Tetreault, 1985).

Schuster and Van Dyne's (1984) Feminist Phase Theory presented a sequence of six stages similar to Tetreault's: 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 first five phases corresponded to Tetreault (1985, 1987) with the last phase described as 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.

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)

This study was designed to achieve this goal.

Researcher

Being a male and second year principal in a medium size school district in the Midwest, I have come to the realization that many of the discriminations that I thought were a thing of the past are still present today.

As I started work on this dissertation and tried to explain to many colleagues my topic of research, a question that ultimately arose among them was, "Why are you doing something that focuses on women's issues?" After thinking long and hard about my topic, I came to the realization that this was not a women's issue but rather was an issue of equity. The knowledge I gain might give me some understanding of an issue that possibly allowed me to move quickly up in the ranks of administration while women were still struggling. Did I get my principal's position because I was a man and the people in charge of hiring felt that a man could do a better job in the position because of their stereotyped ideals and past experiences with a male dominated position? Was I the most qualified candidate for the position?

After looking at the research in this area, I found few men working on these issues. It is not that I am trying to be a maverick, but, I feel that we should accept and foster the absolute equality of all individuals. This should be common sense and a part of our civilized life. I see the next big step forward in educational administration as taking into account the abilities and knowledge that all people have to offer and changing our educational paradigms accordingly.

Data Needs and Sources

To obtain information about content, structure, and methodology of administration, data was gathered from four male and four female secondary principals and assistant principals representing suburban school districts. 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). Confidentiality was honored and respected at all times (McCracken, 1988).

Data Collection

Data was gathered through the use of the McCracken (1988) long interview method. The administrative interviews consisted of 45 minutes to 2 hour long interviews using semi-structured open ended questions. The interviews took place during non-school hours at a site of their choice to allow them to feel comfortable with their surroundings and allow the interview to be as non-threatening as possible. The interview questions focused on the content, structure, and methodology of secondary public school administration.

Descriptive, demographic, chronological, and background information was obtained from each of the subjects interviewed in order to understand where one has been, where one is, and where one is going. Descriptive information included: gender, years of experience as a classroom teacher, degrees held, years of experience in administration, and administrative positions held.

Data Analysis

All data was analyzed inductively for emergent themes and issues (McCracken,

1988). Using peer reviews and expertise provided by a secondary administrative colleague, the data then was cast against FPT, specifically in terms of content, structure, and methodology (See Appendix B).

To operationally define Tetreault's (1985) Feminist Phase Theory for the purposes of this project, each of the phases were 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) were used as the foundation for these notions.

In Phase One, Male Centered Administration, 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. All positions of leadership such as committee chairs, extra duty assignments, and department heads were held by men. The leadership style was whatever was practiced by men.

In Phase Two, Compensatory Administration, exceptional women were noted in administration. These women were mentioned but seen as an exception. Their successes were viewed with surprise. They were an anomaly.

When an occasional exceptional woman was found in administration, male characteristics were mentioned which allowed her to do the job such as, "I was surprised at how well she handled the discipline," or "The kids really respected her even though she

was a woman." Women were added but the structure and methodology were not challenged.

In Phase Three, Bifocal Administration, there was an admission that women could do some things better. A woman made 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 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.

In Phase Four, Feminist Administration, women in administration were the focus - not men. Questions were asked about how the particulars of race, ethnicity, social class, marital status, and sexual orientation 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.

Phase Four administrators valued women administrators' experiences. Women were found throughout the organization and sought out as a resource to improve the practice of administration. The question was, "How do individual women's experiences speak for themselves, define the human experience?"

An administrator in Phase Five, Multifocal or Relational Administration, referred to other administrators as he/she without thought or hesitation. There was never a reference to gender as if it made any difference; gender was not an issue. Anyone could hold any position.

Significance of the Study

Knowledge obtained from this study should help make current research, theory development, and practice relevant for today's educators, practicing administrators, individuals considering a career in administration, and education administration preparation programs.

Research

This paper is of significance to research not only because the topic is important, but also because of the lack of research done in this area. Many studies have looked at the barriers to the advancement of women in administration (Funk, 1986; Ginn, 1989; Gupta, 1983; Metzger, 1985; Schaef, 1981; Shakeshaft, 1987, 1989a; Whitaker & Hales, 1984; Whitfield, 1990; Woo, 1985; Yeakey, Johnston, & Adkinson, 1986) but none of them have looked through the lens of Feminist Phase Theory to see if our definition of administration is gendered due to the fact that "most administrators are and have been men" (Jacobson & Effertz, 1974, p. 394). In a time where we think that we are treating women equally, we still see a discrepancy between the numbers of female and male administrators.

Little research has focused on the use of Feminist Phase Theory for exploring administrative perspectives; the research that has been done was in the areas of analysis of

curriculum, literature, and theory. The categorization of administrator's perspectives about the content, structure, and methodology of secondary school administration viewed through the lens of Feminist Phase Theory has been overlooked.

Practice

As we seek to have a better understanding of women in administration and seek to overcome the barriers encountered in increasing the numbers of women as administrators in secondary schools, new definitions of administration are called for. The definitions and theory currently used are bound with male thought, derived from the male experience and may not be appropriate for current practice (Shakeshaft, 1989a).

Eagly (1983) maintained that "if we cease to expect sex-typed behavior in ourselves and others, the cycle would be broken by which a social pattern of inequality existing in the larger society spills over into our laboratories, committees, and conversation groups and establishes those small and stereotypic sex differences" (p. 980). The goal of this research is to enlighten thought which will break the cycle of under representation in educational administration.

As we increase knowledge in this area, we will gain insight into looking away from the normal surface barriers to the advancement of women in administration and to a deeper understanding of how a male dominated viewpoint permeates even female thought.

Theory

This study will also 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 recent years, the number of women in educational administration has increased yet women are still not represented in the same percentage as women in the classroom. Through the use of qualitative research, the structure, content and methodology of public school administration will be examined through the lens of Feminist Phase Theory (Tetreault, 1985).

Reporting

In the second chapter there will be a review of the literature pertaining to the development of administrative theory, the history of women in administration, research on women, and Feminist Phase Theory. The collected data will be presented in the third chapter followed by an analysis of the data in Chapter Four. The last chapter will present the findings, discussion, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, an overview of the development of administrative theory, the history of women in administration, research on women, and Feminist Phase Theory, a tool used to view the development of thought, will be presented.

History of Administrative Theory

To have a better understanding of where we are today concerning educational administration, the first step was to look at the history of administrative theory. At the time of the one room school house there was no need for a group of specialized administrators, but as our modern schools have developed and grown, so has the science of educational administration (Hoy & Miskel, 1982).

According to Cubberly (1929) school administration, as a subject of study, did not begin to attract attention until around 1875. "From a historical point of view, administrative theory of the current century developed from three schools of thought: the classical, the psychosocial, and the contemporary" (Sanders & Wiggins, 1985, p. 95). Hoy and Miskel (1982) define these phases as: "(1) Classical Organization Thought (1900), (2) Human Relations Approach (1930), and (3) Behavioral Science Approach (1950)" (p. 1).

Classical Theory

Three major movements were largely responsible for classical theory: scientific management (Taylor), general management (Fayol), and bureaucratic management (Weber). Under this type of thought, the organization was seen as a mechanical and rational system in which management was founded upon the criterion of economic efficiency (Sanders & Wiggins, 1985).

"Man as machine" was the fundamental belief of the scientific management approach. Taylor felt that workers could be programmed to be efficient machines. In his introduction to The Principles of Scientific Management, Taylor (1911), wrote "In the past, the man has been first; in the future, the system must be first" (p. 7). This brief but sweeping statement captured the essence of the change Taylor sought to bring about in American industry.

The essence of Taylor's position, and of others who wrote in the same vein, was that job analysis was to be used to determine each element of each job; using empirical data, "best" methods of performing each job were to be determined; standard times, rates, and equipment were to be employed; there was to be a clear division of responsibility between management and the workers. (Kimbrough and Nunnery, 1983, p. 249)

You may view these principles in almost any large organization, particularly those which have a production goal. There has also been an increase use of these principles in service organizations including education (Kimbrough et al., 1983, p. 249).

In the early 1900s, public schools were swept up in the storm of social criticism and political reform known as progressivism. There were increasing numbers attending public schools, educational services and curriculum were being expanded, school construction was booming, the clientele was becoming more diverse, and the teaching body itself was becoming increasingly large. All these factors brought about a rapid increase in educational costs. This increase in cost brought about great concern and public demand for efficiency that brought cause for administrators to look at Taylor's methods in part for their own survival (Campbell, Fleming, Newell, & Bennion, 1987).

Other proponents of Scientific Management theories include Henri Fayol and Luther Gulick. Fayol, following along the same lines of Taylor, was credited with developing five functions of administrative behavior. The five functions were: 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, & Webb, 1984). Gulick later expanded these functions to POSDCoRB, an acronym for procedures, planning, organizing, staffing, directing, coordinating, reporting, and budgeting (Hoy & Miskel, 1982).

While some, such as Taylor, focused on scientific principles that could be applied directly to supervising employees, other were looking at organizational structure (Kimbrough et al. 1983). One of these researchers was Max Weber, a German legal scholar and sociologist. Weber was credited with developing the theory of bureaucratic management. Much of his writings had little influence during the time of Taylor due to the

fact that his works were not translated into English until after 1945 (Campbell, Fleming, Newell & Bennion, 1987).

Weber was concerned with the legal and ethical, rather than the purely rational, import of bureaucracy. "Bureaucracy represented to Weber what public education represented to Jefferson--namely, a social structure that would foster and preserve democratic practices" (Campbell et al. 1987, p. 66).

Weber stated his position as follows:

The purely bureaucratic type of administrative organization--that is, the monocratic variety of bureaucracy--is, from a purely technical point of view, capable of attaining the highest degree of efficiency and in this sense formally the most rational known means of carrying out imperative control over human beings. It is superior to any other form in precision, in stability, in the stringency of its discipline, and in its reliability. (Weber, 1964, p. 377)

The study of Weber's ideas on the bureaucratic characteristics of educational organizations increased greatly in the late 1960s and early 1970s. This brought about a shift of educational thought away from a major focus on human relations and the informal side of organizational life and reemphasized the importance of understanding the character of the school's formal organization (Campbell et al. 1987).

The classical approach to administrative study including the ideas of Taylor, Fayol, Gulick, Urwick, and Weber are still studied by students of administration. The practices

they advocated can still be seen in administrative offices across the country today (Campbell et al. 1987).

Human Relations

All of the theorist in the preceding section based their ideology on a very impersonal view of the worker and the manager. The perceived defects of traditional theory led others to develop the next major school of thought, human relations. Human relations evolved around the time of the Great Depression in the United States and also affected the world at large at the end of the 1920s. "The human relations view of school management was made up of two interpenetrating bodies of ideas. The first was democratic administration, a philosophy of school administration originating shortly after 1900 and manifested in the work of John Dewey" (Campbell et al., 1987 p. 43). The second arose after 1945, when notions about democratizing school organizations became joined with human relations ideas, drawn from behavioral science and industrial studies pioneered by individuals such as Kurt Lewin and Elton Mayo (Campbell et al.). The proponents of the human relations movement saw the organization as an organic and natural system. "Management was perceived as being concerned with the functional integration of its component elements in the light of the criteria of institutional effectiveness and economic efficiency" (Sanders & Wiggins, 1985, p. 96).

The first writer to formulate a comprehensive view of administration reflecting the post-1918 social and philosophical mood was Mary Parker Follett. "Follett, who was knowledgeable in both governmental and business administration, was a contemporary of the traditional era theorists, and her writings and speeches, which began around 1900,

extended over roughly a thirty-year period" (Kimbrough, 1983, p. 269). She authored a number of theoretical studies that came to be recognized as major contributions to the study of general administration (Campbell et al., 1987; Hoy & Miskel, 1982).

Follett was particularly concerned with improving industrial relations between managers and workers and with the general problems of personnel administration. "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, 1983, p. 269).

Follett's views differed markedly from much of the administrative thinking of her day. She was one of the first theorists who sought to enlarge the bounds of management study from the difficulties of production units to a greater consideration of how organizations worked, but she also confronted what were then vastly held ideas about the character of administrative authority and leadership. She asserted that if enterprises hoped to improve attitude, communications, and, finally, productivity, it would be necessary to restructure their power relationships and decentralize authority (Campbell et al., 1987).

In the mid 1920s, Elton Mayo and Fritz Roethlisberger studied the effects of illumination and other physical variables on productivity. These studies became known as the Hawthorne studies, named for the electric plant in which they took place. Through their studies they found that social and psychological satisfaction derived from

management support and consideration and the feeling of group membership and special status that employees obtained from their new working arrangements accounted for the changes in human behavior. (Campbell et al., 1987; Hoy & Miskel, 1982).

The outcome of the experimental work at Hawthorne was obvious. "If management failed to appreciate the nature of the human element and its ultimate expression in group productivity, then industry could not 'make the most of men'" (Campbell et al., 1987, p.48). It was these ideas that were reproduced by human relations proponents through the publication of books such as Mayo's The Human Problems of an Industrial Civilization (1933), Roethlisberger and Dickson's Management and the Worker (1939), Roethlisberger's Management and Morale (1941), and Mayo's The Social Problems of an Industrial Civilization (1945) (Campbell et al.).

John Dewey, an early supporter of democratic administration in education, argued that if America was to remain a democratic nation, the goal of political and social equality must be revealed in a participatory form of industrial government that would permit shared decision making by all those involved. Dewey felt if teachers were given more opportunities for participation, the character of the organization and the quality of the relationship between teachers and administrators would improve (Campbell et al., 1987). He believed that the school should never "become an instrument of perpetuating unchanged the existing industrial order of society, instead of operating as a means of its transformation" (Dewey, 1916, p. 316). The conclusion of research from the human relations movement confirmed "that organizational morale and productivity could be enhanced by humanistic leadership practices" (Campbell et al.).

Behavioral Science

An extension of the Human Relations movement was the Behavioral Science approach. The Behavioral Science approach used the perspectives of social relations and formal structure and added suggestions taken from psychology, sociology, political science, and economics. Chester Barnard, in analyzing organizational life, originated the ideas of behavioral science in his book Functions of the Executive (1938). Barnard's emphasis was on the formal and informal organization. "He defined formal organization as the activities of conscious, deliberate, and purposeful cooperation and informal organization as people who come in contact and interact without specific conscious joint purpose" (Kimbrough et al., 1983, p. 275). Herbert Simon (1947) extended these ideas in his book Administrative Behavior (Hoy & Miskel, 1982). "Simon viewed rationality and, unlike Barnard, value-free judgment as essential. The task at hand was to guide action, and he proposed that rational decisions were the key to organizational effectiveness" (Kimbrough et al., 1983, p. 12). Simon (1947) described his perspective of an organization with the following:

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 [sic] is subject in making each of these decisions. (p. xiv)

Developments in the 1950's led to the contemporary school of thought. The proponents of this school attempted to replace the former thought with one where political

responsiveness was the basis. The contemporary school had different, but closely paralleled, lines of thought.

Examples of these would be the organizational development notion 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 Lorsch, and the management science of Drucker and others. (Sanders & Wiggins, 1985, p. 97)

The 1970s saw a decline in progress toward relevant theory and research in educational administration. The behavioral science theory had been promoted in excess, and extreme expectations turned to scornful disillusionment. The 1960s and 1970s saw meager advancement of research and theory in educational administration. The overriding thought of the 1980s was that if the behavioral science approach was to endure, it would be necessary for theory and research to mature into a more refined, useful, and situationally oriented approach (Hoy & Miskel, 1982).

Critical theory and new theoretical perspectives in the field of administration gained attention because of inter-American economic and political instability that began at the end of the 1970s and the early years of the 1980s (Campbell et al., 1987). Hoy and Miskel (1982) concluded that "the behavioral science approach can and should offer a set of conceptual guidelines to aid administrators as they attempt to understand the complexities of organizational life (p. 11).

Current theory and research about educational administration was provided through the works of Gorton (1980), Guthrie and Reed (1986), and Sergiovanni (1991).

When discussing the major areas that administrators contended with, Guthrie and Reed (1986) listed: (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) had a few of the same notions while adding additional areas. His list included: (1) Decision Making, (2) Communication, (3) Leadership, (4) Authority/Power/Influence, (5) Introducing Change, (6) Conflict Resolution, and (7) Working with Groups. Sergiovanni (1991) gave a list of 10 categories which defined expertness in the principalship. These categories were compiled by the National Association of Elementary School Principals (1986) in a document entitled Elementary and Middle School Proficiencies for Principals. The categories were: (1) Leadership Behavior, (2) Communication Skills, (3) Group Processes, (4) Curriculum, (5) Instruction, (6) Performance, (7) Evaluation, (8) Organization, (9) Fiscal, and (10) Political.

Drake and Roe (1986) contended, "The major task of the principal is to provide educational leadership to improve learning" (p. 151). They went on to say, "The fact remains, however, that 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) supported these same thoughts when he stated, "Nearly 85 percent of a principal's time is currently devoted to operating the school plant, discipline, and paperwork" (p. 38).

In the research of Morris, Crowson, Porter-Gehrie, and Hurwitz (1984), they concluded:

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)

Summary

The history of administrative theory began around 1875 and was comprised of three schools of thought: (1) classical theory, (2) human relations, and (3) behavioral science. The thought behind classical theory was that the organization was seen as a mechanical and rational system in which management was founded upon the criterion of economic efficiency (Sanders & Wiggins, 1985). In human relations, "Management was perceived as being concerned with the functional integration of its component elements in the light of the criteria of institutional effectiveness and economic efficiency" (Sanders & Wiggins, 1985, p. 96). The behavioral science approach used the perspectives of social relations and formal structure and added suggestions taken from psychology, sociology, political science, and economics.

Dissillusionment with these theories led to the development of critical theory and other new theoretical perspectives. Current research of administration discussed specific

areas of responsibilities for administrators in order to provide educational leadership to improve learning.

Having a full understanding of the history of administration, the next section will look at the history of women in administration.

Women in Administration

In this section of women in administration, we looked at the number of women in administrative history, some of the reasons for their under representation, and the outlook for women in administration. "The history of women in school administration is intertwined with the history of women in teaching. Although teaching has been identified in the twentieth century as a female profession, teachers have not always been women. "Records indicate that until the late eighteenth century, all teaching was done by men" (Shakeshaft, 1989a, p. 23).

The time between 1820 and 1900 saw a handful of women holding both public and private administrative positions. A few of these women were public school administrators, while the vast majority were serving as administrators in school they had founded themselves (Giddings, 1984; Solomon, 1985). Women in these positions comprise the majority of women in administration during the nineteenth century (Giddings, 1984; Shakeshaft, 1989a; Solomon, 1985).

Because statistical information during this time was very difficult to obtain, there are varying opinions on just how many administrators were women. Schmidt (1992) stated, "Women administrators, from 1910 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. Shakeshaft (1989a) argues that "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" (p. 19). A look at the number of women in school administration since 1905 uncovered consistent male dominance in all positions except in the early days of the elementary school principalship (Shakeshaft, 1989a, p. 19-20).

The early part of the 20th century saw women begin to make inroads into school administration...but the only position in administration that women were dominant in over the past 80 years was the elementary principalship (Shakeshaft, 1989a). Because of this, some refer to the years 1900-1930 as the golden age for women in school administration (Hansot & Tyack, 1981). Four factors attributed to benefitting women during this period and allowing this increase in numbers are the feminist movement, the organization of women teachers, the right to vote in local elections, and economic advantages (Shakeshaft, 1989a).

After a small increase in the number of women administrators in the 1920's and 1930's, the numbers have been on a steady decline (Shakeshaft, 1989a). Shakeshaft (1989a) reported:

Several factors worked against women and resulted in their decline in administrative positions after 1928...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...Women are thought to be constitutionally incapable of discipline and order, primarily because of their size and supposed lack of strength. (p. 39)

She further stated that "Women were seen as natural teachers--using their nurturant "maternal" abilities in a natural extension from home to schoolroom and back again. Women were also cheap" (Shakeshaft, 1989a, p. 26).

As the ideas of Taylor's scientific management spread, those who supported it felt that "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, pp. 31-32).

Whitaker and Lane (1990) agreed that society's attitude and perception toward women were a major factor in limiting women's opportunities in educational administration. Society too often sees women in the traditional roles of mother and caretaker. As long as women were in the customary role of teacher and caretaker, they were accepted readily into education. Acceptance decreases when they tried to leave that traditional role and enter the ranks of administration.

"After 1930, the number of women in administration progressively decreased except for during World War II, when male educators began serving in the armed forces" (Shakeshaft, 1989a, p. 45). When the war was over, veterans who were mainly men, were given funds through the G.I. Bill that allowed them to get their educations. Many received degrees in education and administration. "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 educators saw the 1950s as discouraging years once again. During this time men were persuaded to pursue positions as teachers and administrators while women were encouraged to stay home (Shakeshaft, 1989a).

The 1950's and 1960s saw a renewal of the discrimination against women that had impeded their moving into administration from the colonial period onward and allowed men to move into these positions in greater numbers. 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).

"Despite the enactment of equal opportunity legislation and the Women's Liberation Movement in the 1960s, women continue to be sorely underrepresented in school administration" (Pigford & Tonnsen, 1993, p. 1). "A push for males into school, first as teachers, had an enormous impact upon the administrative structure. Most of the men stayed in teaching for short periods" (Shakeshaft, 1989a, p. 50). A large group of these men moved quickly up the ranks to administration (Shakeshaft, 1989a). With men moving into administration in the 1960s, the movement of women into administration was kept at a minimum through the 1980s. The 1980s and 1990s saw a slight increase in the number of women in administration though "the gender structure of males as managers and females as workers has remained relatively stable for the past 100 years (Shakeshaft, 1989a, p. 51).

Schmuck (1993) felt the most promising occurrence in the last 20 years was the development of new concepts and constructs of educational leadership. "...as women have moved into administration there is a change from top-down, authoritarian, head boss concepts of leadership to leadership that is empowering, facilitative, and participatory" (p. 8). "The kind of leadership that is called for today is more like the gender stereotype of the female than the stereotype of the male" (p.9).

Jacobson and Effertz (1974), contended:

If the concept of leadership is masculine, it is probably because most leaders are and have been men. Traditional sex roles are undergoing change. As more women occupy positions of leadership, it will be seen that womanhood and leadership are not necessarily incompatible or antagonistic. (p. 394)

From the research of Mertz and McNeely (1987), they felt there was a "signal of change from the traditional description of principal, to a new, non-gender defined description" (p. 12).

Schmuck (1993) felt there were women who have modeled themselves after the old styles of leadership mainly because these were the only models available to them. "They try hard not to be the gender stereotyped female and model themselves after the old school of leadership. And I tell you it doesn't work--it especially doesn't work for women" (p. 9).

Summary

Women have been under represented in educational administration with the exception of the early days of the elementary principalship. Society's attitude and

perception toward women has been seen as the major factor in limiting women's opportunities in educational administration (Whitaker & Lane, 1990). In recent years we have seen an increase of women moving into administrative positions but they are still sorely under represented.

Women and Research

To gain a better understanding of the term gender, its use in this paper is first defined in the following manner.

Technically, gender refers not only to the biological sex of a person but the social roles prescribed to that sex. It is not a biological distinction, it is a social distinction. Gender is inclusive, one cannot study females in our society without studying males. Gender is a concept that is socially constructed. Socially we construct the meaning of what it means to be female and male, and that social meaning changes. (Schmuck, 1993, p. 5)

Research in educational administration has mainly looked at the experiences of males. Instructors in the social science divisions that give counsel to educational administration have been critical of theory and research that is male-based. They acknowledge that looking at a single perspective in understanding social reality has its limitations. Researchers in these disciplines began to inquire about the soundness of theoretical constructs that undergird their viewpoint.

The research of Daniels (1975), Eichler (1980), Gilligan (1982), Miller (1976), Parker & Parker (1979), Parlee (1979), Sherif (1979), Slocum (1980), Smith (1979), Smith-Rosenberg (1983), and Spender (1981) has shown us theoretical foundations,

conceptualizations, and methodological practices that have resulted in impoverished theories. "These scholars have shown that theories and concepts emerging solely from a male conscience may be irrelevant for the female experience and inadequate for explaining female behavior" (Shakeshaft, 1989b, p. 324). "Existing paradigms, theoretical models, or concepts in organizational theory 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).

Shakeshaft (1989b) explained that when we look at the world and shape our reality through a male lens it is called androcentrism. The research of Shakeshaft and Hanson (1986) found, in over ten years of articles from *Educational Administration Quarterly*, a majority of the articles showed androcentric conceptualizations and methods. Several years later Shakeshaft (1989a) stated "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" (p. 150). The problem was not in and of itself just studying white male behavior. The problem arose when researchers only studied male behavior and assumed that it was appropriate for understanding all behavior. "Of paramount importance in trusting and using research is the ability to recognize perspectives and to explain the methods and finding in ways that make it unmistakably clear to the consumer just what the perspective is" (Shakeshaft, 1989b, p. 325). Shakeshaft (1989b) stated that when labeling research in educational administration as androcentric, it "establish[es] for

the consumer a set of parameters to be used in accepting, internalizing and applying the results of such research as well as a way of addressing what is missing, what has been overlooked, what has not been stated" (p. 325).

Shakeshaft (1989b) has determined "one's biological identification as male or female has very little to do with how people behave and the work they do in schools. However, one's gender identification has a tremendous influence on behavior, perceptions, and effectiveness" (p. 326).

Shakeshaft further reported:

"...because we now know that gender and race differences in behavior and perspective do exist (Garfinkel, 1988; Gilligan, 1982; Shakeshaft, 1987), it becomes important to examine theory and research for androcentrism and to expand theory and research to include the perspectives of nondominant groups. (p. 325)

Shakeshaft (1989b) further stated that the term gender has become synonymous with women for many people and has caused confusion in research about the direction and the importance of gender on organizational behavior. "Research on men is still seen as mainstream and central, whereas research on women and/or gender issues (both male and female) is often considered a special topic not central to understanding organizational behavior" (Shakeshaft, 1989b, p. 326).

"...Research in educational administration is weak both in research on women in organizations and research on the impact of gender on behavior" (Shakeshaft, 1989a, p. 162). Shakeshaft and Hansen (1986) found the research about theory and practice has

seemed to leave out female experiences and the effects of gender on actions and outcomes leaving us with research that is androcentric and gender barren. Later research tried to explain the effects of gender, but the outcome still showed the results of androcentrism from the first 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).

Klein (1983) pointed out there was a large amount of research on women but little for women. There has been very little research that explores what impact gender has on interactions in organizations. "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). Bell (1989) stated 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'" (pp. 317-318). "Examining issues of practice--first looking at them through the eyes of women and then reexamining the male perspective--allows us a more comprehensive understanding of administrative functions" (Shakeshaft, 1989b, p. 329).

Although research studies have substantiated that women administrators perform as well as or better than their male counterparts (McCarthy & Webb, 1977, p. 49-57), women aspiring to administrative positions (especially at the high school level) still struggle to overcome the stereotype of the "man in the office". (Pigford & Tonnsen, 1993, p.15)

Whether by accident or design, the socialization that men receive is different than women's. Men's prepared them to be leaders while women's prepared them to be helpers. "Given their socialization and the fact that a leader is defined using what are generally considered "masculine" traits, women seeking positions of leadership may find themselves in a quandry" (Pigford & Tonnsen, 1993, p.10).

Townsend (1993) asserted that "Feminist Phase Theory enables users of research to acknowledge the limitations of androcentrism and move forward to a new vision of human experience. Feminist Phase Theory also helps readers understand better what is feminist scholarship and what is not" (p. 34).

Shakeshaft (1989b) summed up the history of women and research very well when she stated:

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. (Shakeshaft, 1989a, p. 209)

Summary

The research in educational administration has mainly looked at the experiences of males and assumed that it was appropriate for understanding all behavior. Feminist Phase Theory, the next section, is a starting point of looking at women in history and research. It moves beyond the androcentrism of the past and attempts to incorporate the

achievements of women throughout history giving a more accurate picture of school administration.

Feminist Phase Theory

This section looked at the development of Feminist Phase Theory from the works of Gerda Lerner (1984), Schuster and Van Dyne (1984), Tetreault (1985), and Warren (1989). Feminist Phase Theory was initially developed to study the incorporation of feminist thought into curricula. "It is also a useful way of classifying [examining] scholarship about women and their concerns because it enables readers to see how this scholarship reflects a variety of perspectives about women, not all of which are feminist" (Townsend, 1993, p. 23). "Such an examination has the potential to reveal how we have thought about women and whether this has changed over time" (Twombly, 1991, p. 14). "The classification schema was developed by reviewing the literature in anthropology, history, literature, and psychology; by identifying five common phases of thinking about women; and by providing examples of questions commonly asked about women in each discipline" (Tetreault, 1985, p. 366).

The main emphasis of those who work in women's studies since the early 1970s has been the effects of legitimate knowledge in a discipline when women are included. They first tried adding women while at the same time trying to retain traditional beliefs about what should be valued and emphasized. They soon found problems by simply adding women. "...traditional content, structure, and methodology did not permit satisfactory explanations of women's experiences and were more appropriate to the male experience" (Tetreault, 1985, p. 367). Eventually, new thoughts brought about new

questions, categories, and notions of significance to the disciplines. "These new paradigms not only pushed scholars to challenge the traditional conceptualizations of the disciplines but to challenge the way knowledge is conceptualized and what is considered worth learning" (Tetreault, 1985, p. 367).

The origin of phase theories began partly with the work of Gerda Lerner (1984) when she described the development of feminist thought in women's history. Through the use of five phases, Lerner describes the theoretical challenges of women's history. In Lerner's first phase, women were recognized as having a history. This led to the second phase conceptualizing women as a group. The third phase had women asking new questions about the history of women and compiling new information about women. In the fourth phase, women's history contested the history that had been developed through the historical experiences of men. The fifth and final phase brought about the redefinition of categories and values of male-centered history by considering women's past and present (Andersen, 1988).

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. She was not the first to see this, but her articulation of these phases of change provided a map for the process through which women were traveling. (Andersen, 1988, p. 49)

There were many versions of Feminist Phase Theory (Lerner, 1984; McIntosh, 1983; Schuster & Van Dyne, 1984; Tetreault, 1985; Warren, 1989). Common themes ran

throughout each version even though they were intended for different purposes. Early phase theories started with four to five stages, the first being a lack of the existence of women and closing with a transformation to represent inclusive knowledge. Warren (1989) added two stages to include a male equivalent of the feminist stage and a gendered stage in which the relations of men and women were recognized as precursors to redefining the knowledge of a discipline (Twombly, 1991).

The first stage was basically the same according to all the feminist phase theorist although they may have called it by different names. "In all cases, in the womenless stage, the male experience is reported as exemplary of the best of human thought and deed" (Twombly, 1991, p. 12).

Because of the absence of women and women's experiences in the first stage, the second stage tried to compensate for this (Tetreault, 1985). "At this stage, scholars identify missing women according to male images of excellence, exceptional women who are worthy...of inclusion" (Twombly, 1991, p. 12).

There were three themes running through the literature representative of the third or bifocal stage. The first theme saw men and women as generalized, separate, and complementary groups (Twombly, 1991). The second theme found in bifocal thinking was that of women's oppression (Twombly, 1991). Schuster and Van Dyne (1984) argued that women came to the realization that their contributions were being ignored, got angry, and started to ask why so little was known about women. "The third theme of the bifocal phase represented women's attempts to overcome oppression through networks, educational experiences, and similar strategies (Twombly, 1991, p. 13).

In the fourth stage, feminist scholarship, women are studied on their own terms (Schuster & Van Dyne, 1984). "The question driving scholarship at this phase was: What is the nature of women's experience as it is expressed by women" (Twombly, 1991, p. 13).

The next and final stage for most feminist phase theorists was the multifocal or discipline redefined/ transformed phase. "The accumulated scholarship on women and women's experiences forces a redefinition of the disciplines and their methodologies" (Twombly, 1991, p. 13). Warren (1989) felt that transitional steps were necessary and may be part of the reason this stage was so difficult to achieve. He felt the first step should focus on man's experiences and on characteristics associated with maleness. The next step Warren suggested would combine the "gendered perspectives on both women and men into an inclusive, rather than exclusionary, account of human experience and knowledge" (p. 48). Only after these steps have been added, Warren posits, can we then come to a realization of a multifocal stage that includes all human experience.

Feminist Phase Theory has been and can be used beyond the application to curricula. "It is useful both for examining how past research in higher education has conceptualized women and for suggesting new directions for research on women" (Twombly, 1991, p.). Tetreault (1985) explained that Feminist Phase Theory could be "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 course and research" (p. 364). Feminist Phase Theory has had many uses including the evaluation of a faculty development seminar in women's studies, analyzation of United States history textbooks' treatment of women, evaluation of the effects of gender-

balancing a teacher education curriculum, and to analyze education journals for feminist scholarship (Maher & Lyman, 1984; Tetreault, 1985; Tetreault, 1986; Twombly, 1993). It has also been adapted to study women's inclusion in education course syllabi and research on women in educational administration (Lather, 1985; Schmuck, 1984).

Feminist Phase Theory, like many conceptual lenses, has its limitations. When using Feminist Phase Theory, Twombly (1993) found it difficult to classify some pieces of scholarship into just one phase. Reinharz (1992) found that feminists tend to experience stages in their thinking, some simultaneously and some sequentially. Schuster and Van Dyne (1984) suggest

that teachers move through a sequence of stages, trying a variety of strategies in order to represent women and minorities adequately in their courses. Yet we would like to acknowledge at the outset that these stages have fluid boundaries and that individuals may not experience them as a strictly linear progression. Of course, it is unlikely that different groups of teachers within a single institution will be moving through the same stages at the same time. (p. 418)

Tetreault (1987) argued that movement through the phases does not necessarily progress in a linear or sequential fashion, that each phase was not clearly differentiated or fixed, and that a person's thinking might accommodate components of all or several phases at once.

Twombly (1991) states:

Though phase theories are not intended to represent hierarchies or rankings (Andersen, 1988), it is difficult not to view the various stages as representing progressive evolution in thought precisely because feminists admit their scholarship

is political and because the authors frequently allude to stages building on each other. (p. 11)

In essence, feminist phase theories "provide a conceptual outline of transformations in our thinking about women..." (Andersen, 1988, p. 48). Adding women into the history of administration can reveal patterns of the exclusion of women administrators and can then recast our definition of what it means to practice administration and to be an administrator; this shows the necessity of seeing administration in terms other than those posed by the dominant histories of administration (Andersen, 1988).

Feminist Phase Theory suggests that if women's and men's lives are to change, what we study and how we study it must also change (Twombly, 1991).

What must be avoided is perpetuating forms of scholarship and practice that trap women into maintaining traditional sex stereotypes or adding new ones, and conspiring in their own oppression. We can guard against this eventuality by attending to and using ideas from 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)

Our goal then becomes 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" (Warren, 1989, p. 49).

"Too much emphasis on women's oppression perpetuates a patriarchal framework presenting women as primarily passive, reacting only to the pressures of a sexist society" (Tetreault, 1985, p. 374). "For women, education has traditionally meant learning to enter a world of intellectual constructs made by men, expressed in symbols controlled by men, and arranged in systems and frameworks to the creation of which women were marginal" (Lerner, 1984, p. 49). "More importantly, women have had to operate within an ideas system entirely defined and dominated by male thoughts. Women have been educationally disadvantaged systematically and deliberately since the creation of Western civilization and the invention of writing" (Lerner, 1984, p. 36).

Women's studies help "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 to order the world" (Lerner, 1984, p. 48). "Thinking about thinking, examining familiar concepts--even feminist discourse--with new insights are key to the transformative process" (Twombly, 1993, p. 188). Many researchers agreed that changing what we study will ultimately lead to changes in women's and men's lives (Anderson, 1988; Twombly, 1991, 1993).

The female sex has been stereotyped with a gender role of being more relational while at the same time the masculine gender role sees men as authoritative and decisive. This does not mean that all biological women or 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).

"Educational leadership remains "male defined" and that is a loss to schools. We need alternative models of leadership not a repetition of the same old models" (Schmuck, 1987, p. 16). Catherine Marshall (1985) felt that women who pursue a career in administration were seen as "abnormal women" and "abnormal administrators." "The traditional and male model of career advancement and leadership performed [sic] must be changed so that women who proceed on this path are not considered abnormal" (Schmuck, 1987, p. 16).

Summary

Feminist Phase Theory was initially developed to study the incorporation of feminist thought into curricula. "It is also a useful way of classifying [examining] scholarship about women and their concerns because it enables readers to see how this scholarship reflects a variety of perspectives about women, not all of which are feminist" (Townsend, 1993, p. 23). Although there are several versions of Feminist Phase Theory, there are common themes running throughout all of them. The phases included: (1) Male Centered, (2) Compensatory, (3) Bifocal, (4) Feminist, and (5) Multifocal or Relational. Feminist Phase Theory gave a conceptual outline that would allow us to change our thinking about women (Anderson, 1988, p. 48). By adding women into the history of administration, we can then begin to see patterns of the exclusion of women administrators. We can then redefine our definition of the practice administration and what it means to be an administrator.

Chapter Summary

The history of administrative theory was comprised of three schools of thought: (1) classical theory, the organization was seen as a mechanical and rational system in which management was founded upon the criterion of economic efficiency, (2) human relations, the organization was concerned with integrating institutional effectiveness and economic efficiency, and (3) behavioral science, where the perspectives of social relations and formal structure were added. The study of administration began around 1875.

There were a handful of women in administration in the nineteenth century mostly those who were serving as administrators in schools they had founded themselves. Women have been under represented in administration with the exception of the early days of the elementary principalship. There are many contributing factors including society's attitude and perception toward women. We have seen an increase in the number of women moving into administration in recent years but they still remain sorely under represented.

Research in administration has used males as their source of data. It has looked at the experiences of males and assumed that it was appropriate for understanding all behaviors. Until we begin to look at women in administration we are unable to understand human behavior in organizations.

Feminist Phase Theory allows us to look feminist thought in administration. It allows us to classify perspectives about women and change our thinking about women. The five phases include: (1) Male Centered, (2) Compensatory, (3) Bifocal, (4) Feminist,

and (5) Multifocal or Relational. Feminist Phase Theory allows us to see the exclusion of women in administration and redefine the concept administration.

CHAPTER III

PRESENTATION OF THE DATA

The purpose of this chapter was to outline the procedures used to collect the data, describe the subjects interviewed, and present the data collected.

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)

To gain an understanding of how "culture mediates human action" for without it "we can only know what the numbers tell us" (McCracken, 1989, p. 9), the method of choice was McCracken's (1989) four step method of inquiry.

Step 1

An exhaustive review of the literature was the first step in employing McCracken's (1989) four step method of inquiry. Reviewing 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 provided the foundation for a way of analyzing thought concerning content, structure and methodology.

Step 2

The second step investigated cultural categories. McCracken (1989) contends that in the investigative process, the researcher's long term intimacy with the culture provides both advantages and disadvantages. This intimacy may lead to the definitive "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).

To begin the process of cultural review, I first used myself as an instrument of inquiry and considered my experiences in administration. I have been in education for 10 years and in administration for three years, one of those years as an assistant middle school principal and two years as an elementary principal. My year as an assistant middle school principal was in a large urban school district and my two years as an elementary principal have been in a large suburban district. To take advantage of the intimate knowledge of administration yet avoid the pitfalls of over-intimacy, I chose to base my research in a secondary high school 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

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. Distance was manufactured by choosing eight respondents who were relatively unfamiliar to me. I deliberately created a contrast by choosing people of different ages, gender, years of administrative experience and administrative roles.

Step 3

To complete McCracken's third step in his four step method of inquiry, a demographic data questionnaire was developed (see Appendix C) to obtain information about the background and experiences of each subject. Questions pertained to age, race, gender, birth order, parents' occupation, marital status, spouse's occupation, information about children, educational background and employment history in education.

Information gathered also included hobbies and leisure time pursuits.

The next aspect was to develop a set of non-directive questions, also known as grand tour questions (Spradley, 1979; Werner & Schoepfle, 1987) "to allow respondents to tell their own story in their own terms" (McCracken, 1989, p. 34). The ground tour questions were developed around the three areas of content, structure and methodology (See Appendix D).

The first question concerning content was, "What do you do as an administrator?" This question was designed to discover the nature of how the administrators perceive their responsibilities and job description. The discussion was intended to reveal the essence of what administrators do and what they deem important in their administrative positions. The second question, "How do you do it?", help gain understanding of structure and

methodology. Differences may occur in the way administrators go about doing the business of administration. To discover the differences, this question was designed to unveil exactly how it was they performed their duties and the differences in how they treat people and 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 provided insight into the culture of secondary educational administration. To encourage each subject to explore the issues more deeply in an unassuming manner, probing techniques were used when necessary. The data collected was intended to provide a working definition of secondary educational administration, however, what was hoped would emerge from the data was a definition of educational administration which could be applied to any school.

Step 4

The fourth step provided a link between the research findings and the review of the literature. This step allowed me to move from looking at the interviews as simply utterances, with no larger significance, to taking thematic developments from each interview and forming a thesis. This process transformed cultural categories into analytical categories which assisted in the analysis and composition of the study. Chapter Four, Analysis of the Data, includes a detailed explanation of the fourth step.

Summary

In summary, the steps used to conduct the data collection were in the following sequence:

- Step One: The demographic data questionnaire was constructed.
- Step Two: The grand tour questions were developed.
- Step Three: Consent of interviewees was obtained by telephone (See Appendix E).
- Step Four: Interviewees were asked to read, ask questions 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 using the grand tour questions.
- Step Seven: The interviews were transcribed.
- Step Eight: The data was presented.
- Step Nine: The data was analyzed.

Subjects

The interviews were administered to eight selected secondary high school administrators of suburban 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 district. The respondents ranged in age from 38 to 54 years old. They ranged in birth order from 1st to 14th. The number of siblings ranged from one to 13. 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 of years of administrative experience was 22. Five of the respondents had spouses who were also in education; one spouse was working on an education degree. All of the subjects had at least a masters degree, two were working on their doctorate, one had 30 post masters hours and one had 45 post masters hours.

All of the respondents had children with the number ranging from two to four. The children's ages ranged from 4 to 35. Six of the subjects were Caucasian, one was Native American and one was African-American. Hobbies included coaching, working at home, travel, attending athletic events, antiques, boating, listening to music, exercise, golf, reading, singing, and computers.

The four males were all principals and the four females were all assistant principals. The average age for both the males and females was 46. The average number of years in the classroom for the males was 8 years while for females it was 17 years. The average number of years of administrative experience for the males was 14 years while for females it was 6 years. Table 1 summarizes these demographics.

Table 1

Selected Respondent Demographics

Gender	Principals	Assistant Principals	Average Age	Average # of years in classroom	Average # of years in administration
Male	4	0	46	8	14
Female	0	4	46	17	6

Pseudonyms were given to each participant to maintain confidentiality. Names were randomly selected giving the male participants common color names and the female participants commonly used last names.

At the time of the study, Mr. White was a 38 year old white male. He was second among three siblings having one brother and one sister. His mother was a retired computer operator and his father was a veterinary supply salesman and he was raised in a small rural community. He was married to a college student pursuing an education degree and had one daughter and one son. His highest degree held was a Masters of Education in School Administration. He was a teacher and a coach for 10 years and had been in administration for six years. He was a principal at a small suburban high school.

Mr. Green was a 38 year old white male. He was fifth among five siblings having three brothers and one sister. His mother was a homemaker and his father was a common laborer. He was raised in a small rural town. Mr. Green was married and his wife was a homemaker. They had three children, two girls and one boy. His highest degree earned was a Master's of Education in Administration and he was pursuing his doctorate. Mr. Green taught in the classroom for 7.5 years and was starting his second year as the principal in a large suburban high school where he was the assistant principal for three years. He was out of education for two years and before that was an assistant principal at a junior high in a small rural community for two and one half years.

Mr. Brown was a 54 year old white male. He was third among three siblings having one brother and one sister. His mother was a homemaker and his father was an electrical contractor. He was raised in a small rural town. Mr. Brown was married to a

school teacher and had two daughters. His highest degree held was a Masters of Education in School Counseling and also had 45 hours beyond his Masters. He taught in the classroom for four years and then was an administrator for nine years. He then left education for 8 years to pursue a business career. He had been back in administration for 11 years and was the principal in a large suburban mid high school.

Mr. Black was a 54 year old white male. He was 1st among three siblings having one brother and one sister. His mother was a homemaker and his father was an auto repairman and farmer. He was raised in what was a small suburban community but the town had seen dramatic growth in the last 10 years. He was married to a school teacher and had three sons and one daughter. His highest degree held was a Masters of Education in School Administration. He was a teacher and coach for nine years serving also as a principal for one of those years. He was the principal of a large suburban high school and had been for the past 21 years.

Mrs. Smith was a 45 year old Native American/White female. She was the third child among three siblings having one brother and one sister. Her mother was a secretary and her father was a postmaster. She was raised in a small rural town. She was married to a school administrator and had one daughter and one son. Her highest degree held was a Masters of Science in Educational Administration and she was pursuing her doctorate with only her dissertation left to complete. She taught in the classroom for 12 years and had been an assistant principal at a large suburban high school for six years.

Mrs. Jones was a 52 year old white female. She was the 2nd child among two siblings having one brother. Both of her parents were teachers and she was raised in a

small rural community. She was married to a retired administrator and had three sons. A Masters of Science in School Counseling was her highest degree held. Mrs. Jones was a speech therapist for five years and a guidance counselor 14 years before moving to her the position of assistant principal at a large suburban high school where she has been for the last five years.

Mrs. Jackson was a 44 year old African American female. She was the 14th child of 14 siblings and had four brothers and nine sisters. Her mother was a housewife and her father was retired from the military and a farmer. She grew up in a small rural community. Mrs. Jackson was married to a printer and they had four children, three girls and one boy, ranging in age from 10 to 19. Her highest degree held was a Masters of Science in Business Administration with 30 hours past her masters. She taught in the classroom for 18 years and had been an assistant principal for three years at a large suburban high school, mid high, and middle school.

Mrs. Johnson was a 51 year old white female. She was the 2nd child of three siblings having two sisters. Her mother was in retail sales and her father was a carpenter. She was raised in a large urban community. Mrs. Johnson was married to a high school counselor and they had one daughter. Her highest degree was a Masters of Education in English with 30 post master's hours in administration. Mrs. Johnson taught in the classroom for 17 years before beginning her administrative career. She had been an assistant high school principal in a large suburban district for the last eight years. Table 2 summarizes these demographics across respondents.

Table 2

Subject Demographic Data

NAME	AGE	RACE	GENDER	BIRTH ORDER	MARITAL STATUS	YEARS OF TEACHING EXPER- IENCE	YEARS OF ADMINISTRA- TIVE EXPERIENCE	HIGHEST DEGREE HELD
WHITE	38	W	M	3/3	M	10	6	M
GREEN	38	W	M	5/5	M	7.5	6.5	M.Ed.
BROWN	54	W	M	3/3	M	4	20	M.Ed.
BLACK	54	W	M	1/3	M	9	22	M.Ed.
SMITH	45	I	F	3/3	M	12	6	MS
JONES	52	W	F	2/2	M	19	5	MS
JACKSON	44	B	F	14/14	M	18	3	MS
JOHNSON	43	W	F	2/3	M	17	9	M.Ed.

Data

The final section of this chapter is the data presented according to the major categories which emerged: (1) Perceptions About Administration and Administrators, (2) Positions of Administration, and (3) Procedures of Administration. Perceptions are administrator's thoughts, philosophies, ideas and fundamental beliefs about administration or administrators. They are the "why" of administration. Positions are "what" people in the organization do and the way they fit together to make a whole. Procedures are "how" administrative tasks are accomplished; how administrators get things done. This is the practice of administration.

Perceptions of Administration

When asked about administration, many of the administrators responded by telling why they did certain things and where their ideas were coming from. Four subsets emerged in this area: (1) Roles and Responsibilities, (2) Relationships, (3) Evaluation, and (4) Discipline.

Roles and Responsibilities. Roles and Responsibilities are the underlying foundational beliefs that administrators have about the capacities in which they and other administrators function. Some the responses included general roles, why gender effected their own and others roles, why past proven expertise decided part of their responsibilities, and why their responsibilities included dealing successfully with people.

Mr. Green sees his role in administration to be that of a "designer".

I perceive my job to be a designer. I think that I am supposed to design a structure that allows education to work and the structure to work in this building.

Ms. Jones asserted why she felt that there may be times when a males presence was more effective when dealing with high school students. She stated,

Probably because women are smart enough not to want to do that. You are dealing with adults out here and probably there are times that the presence of a male is probably more effective. I mean I've stepped in between kids fighting, great big old guys, and done that sort of thing. I've walked in and taken a knife away but maybe it's the perception of a male being more in control that would be more effective, I don't know.

In describing her desire to be in the role of principal, Ms. Smith told my why she felt the lack of female principals is a "cultural" problem not only in her school district but around the world.

It's a cultural problem because how many times when we were growing up did we hear our mothers say "You just wait till your daddy gets home"? Every mother has said it at least once I'm sure and fathers are heads of households they are the authority figure in our culture and I'm a part of that culture too, in fact, there was a time when I would've felt like I'm sure that I couldn't see it. I mean yea I guess I could do it but maybe there would be some circumstance that I couldn't handle and that I'm sure there was a time when I couldn't see it either. I think we do a real disservice to our daughters when we fail to have equal representation gender wise in the top level jobs because that's why the little girls say "Wow, I've never seen a woman principal before. That just doesn't sound right that just doesn't seem right". You know they can't imagine it. They can't picture it. That very fact is why it's

going to continue. It's a cultural problem and it's not just America, it's all around the world I'm sure.

Ms. Smith further argued why she felt she was having difficulty changing to the role of principal because of gender.

I've found it extremely difficult to find a movement upward within the district. I have interviewed for a number of positions in this district, I guess five, and did not get them. I do feel like a lot of people which would be students, parents, teachers and other administrators have a very difficult time seeing a woman in the role of high school principal. I think there are certain individuals in key positions who probably just couldn't really handle a woman to have the principalship out here.

Ms. Johnson described why her role had changed the longer she has been in administration. She felt that she has had to prove her abilities over the years, especially to other women, to find acceptance in her role.

When I first got the job and would be in conferences, and I felt this more from mothers than from fathers, it was almost like they would act like I wasn't there. Because I was a woman. I don't get that anymore and I think it's the fact that I have had the job so long. But women are more non-accepting of a woman in authority than men are. And I found that extremely amusing.

Ms. Johnson also noted that her role was defined based on her past experiences as a former English teacher.

A lot of these things I do because I am a former English teacher and they want to make sure that publications are done grammatically correct. So that's why I do all those things.

Mr. Brown saw his role as being a servant to teachers. He stated,

I see my role as a servant to teachers. I'm here to support their efforts to teach these kids and to do everything in my power to make it work for them and make the school a good place to be.

Ms. Jones described why the characteristic of being open to new ideas was an important part of her role in being an effective administrator. She said,

You must be very willing to keep an open mind and that's something I learned. I think one of my strengths is I am real open to new ideas. I like to do different things. I like to find solutions. Everything doesn't have to be done the same way year after year the same old way.

Mr. Black described why being around and enjoying kids is an important part of his role as an administrator. He stated,

I don't know. Gotta be a little crazy. Gotta enjoy kids, bottom line, right there. If you can't enjoy being around em, you don't need to be here. They've got to enjoy you. You can't be that hammer person all the time. For an administrator you better enjoy being around kids. You better be able to have fun with kids. Cuz if you can't have fun with the kids and have fun with your staff, I mean we have fun with our staff, I mean we have fun I hope.

Ms. Smith told why she felt that part of her role was working with others as a team to make a difference in her students lives. She reported,

...there was one young man, I worked with for two years as a Junior and a Senior, and he was very impulsive and he blew up a lot but he had fantastic potential and with my efforts, the efforts of his vo-ag teachers and the efforts of his football coaches we got him through high school. Had he not had as many people caring about him and working with him and his aunt and his dad were raising him and seeing the value in the kid he probably would have just quit and gone his merry way but right know he is on football scholarship down at small Oklahoma junior college and he is trying to do something with his life and he is a success story. He is one that will always come up to me and say hello if I see him at a football game or someplace he will come up and say hello.

Mr. Brown stated in his role as an administrator, attitude is important. He said,

A matter of fact there is a poster right up there on my wall that says "Attitude is Everything" and I really believe that.

Ms. Smith explained why you must be resilient or very thick skinned in the role of administrator to obtain your desired goals and be able to get along with teachers, students and parents. She said,

If you are going to get anywhere though, you have to be able to handle the rejection or you'll never stick with it long enough to get what you want. You have to be thick skinned in this job. You'll have teachers upset with you, you have students that are upset with you, you have parents that are upset with you. Your

the dog and they want to kick you so you just have to put up with that and do your job anyway.

Ms. Jones states a different viewpoint concerning her role as she nears retirement. She explains why she is content in what she is doing and has no desire to move to any other position. She revealed,

I'm getting close to probably the end of my career. When I took this job, when the principal left the year after I was here, I was asked if I was interested in being the principal and I was asked again last year when our principal here went downtown and we switched again and I'm not interested in being a principal. I really like the things that this particular assistant principal's job description entails.

Ms. Johnson, like Ms. Jones, is close to retirement and happy with what she is doing and told me why she has no plans to move to another job. She disclosed,

I am not unhappy with what I am doing. I could not find a better system to work for. I could not find a better man to work for. I am at an age I could retire in a year and even though I don't plan on that because I couldn't live but I know my principal is not going anyplace. I do not aspire to work for another system and when my principal retires I don't know that would even be my ambition or goal at that time.

Ms. Jackson saw her role changing in the future.

Principal for sure, superintendent question mark. When I leave the public schools I do want to go on to collegiate level but I do have very high goals and in due time they will be accomplished.

Mr. White was very tentative about what his role would be in the future and told why he felt like he would like to move up into the superintendency but was not sure this was the best time. He commented,

I've got my superintendents certificate and at one time that was and probably still is my goal. I haven't gone away from that goal but it probably you know superintendents job in schools is a tough job and I'm not saying it's not my goal anymore because of that reason but I look at it and I probably look at myself here in the next few years trying hopefully to move up to an assistant superintendents role and at that point I will take a long hard look at whether or not I want to try to pursue the superintendents job.

The administrators described many responsibilities that came along with their position of being an administrator. Ms. Smith stated one of the responsibilities of an administrator was to have a balance in your life and not letting your work take over. She explained,

If you give too much to the job then it becomes drudgery. You've got to have some balance in your life or it's not going to be fun any more and if it's not fun anymore then you've got to change something. You want your work to be enjoyable because your putting so much of yourself into it for it not to be.

One of the responsibilities described by administrators is hiring personnel. Mr. Black talked about why the process of hiring was very restrictive making it very hard to find if the applicant had the characteristics he was looking for. He argued,

The interview process is so restricted today legally that it hurts both parties about not being able to ask simple questions for no intent but to allow that person to be comfortable with you. "How's your family? You got a family?" You wouldn't even consider asking somebody, where you go to church? That's just something you don't ask people anymore. That's unfortunate because if you can't get that information voluntarily then often you don't have a good picture of the person you are talking to.

Mr. Brown indicated why hiring was so important.

I think the most important job that there is for a principal is in hiring, because you want to hire a teacher that will fit in with what you're doing and the direction you're moving. So I am extremely careful when I hire people. When we hire we should always hire for the best reasons and that's to hire teachers that can really relate well with kids and are really good strong teachers. I really prefer to hire 40 year old mothers with 15 years experience or ladies who have gone back to school after their kids are in school. They always seem to be more highly motivated.

Mr. Green sought to hire someone who was an optimist and he discovered this through the interviewing process.

I think the most critical piece to hiring a person is to hire an optimist. When you ferret that out of them in an interview process and dialog, that kind of person is going to be a problem solving person for your organization. Regardless of what they run into they are going to find a way to get it done. They are going to be a person who is not moody as often, they recognize their moods, and I think that

would translate in the classroom to a person who would take the time to understand the kids and the needs of the kids in the classroom.

Another responsibility of administrators was to assure the success of their faculty.

Ms. Smith professed why some teachers just could not make it. She said,

That's the role that I like to assume. By golly you're going to be successful and this is how you do it. Step one step two step three but not everyone is cut out for that and not everyone has it in their personality to be assertive and take control.

Mr. Black also acknowledged why he felt that there were teachers out there that just could not make it.

They all have credentials, they all have nice transcripts, they're all probably very intelligent but if they can't survive and communicate they won't be successful and ultimately they will cause grief.

Ms. Jones reported why she felt strongly that she could not motivate teachers but that it was her responsibility to create a climate where they felt supportive and hopefully that would make them want to do a better job. She stated,

I think the only way you can lead to better teaching, as an administrator, is to create the kind of climate where teachers talk to one another, watch what's going on, and want to change. I don't think we can do anything to make them want to change we just have to create a climate where they will want to do a better job or want to be motivated.

Mr. Green felt that part of his responsibility was to make sure that teachers were not only socially successful with kids but also academically successful. He described it as a,

...paradox. As a group, the group that I find that are the most positive are coaches. The paradox is that they seldom do their job as a teacher and yet they are the most socially effective with the kids in the classroom. I think administrators are largely to blame for not demanding more from those coaches. Any competition be it music, be it athletics, be it speech and debate, I think that builds in the element of understanding losing, and understanding that that is just simply a process that leads to success. Coaches understand that. Our society often allows them to believe they're something special, to be able to go into their classroom and read a newspaper.

Relationships. Relationships is the perception of why an administrator should get along with other members of the educational community. Several talked about why they build trust with the teachers while another described why he considered himself to be a teacher "worshipper." Another described why she felt that her relationships with the teachers were the most enjoyable thing about her job. This category also included why they thought certain administrative characteristics made successful relationships with students including the ability to communicate, listen, interact, and never give up.

Ms. Jones voiced why she felt strongly that building a relationship with trust as the foundation was the only way to make change in a building. She asserted,

I feel like teachers know that I will listen and if they have come up with a better way to do things, I'm all ready to change. I think when they begin to see that they can actually have a part in making a decision or that you really do listen to them, then that trust is beginning to be built and then you can make some change or be effective and supportive of what they want to do. But until they feel like theirs really real trust there, that they can believe what you are saying to them, a lot of times the teachers are not willing to take a lot of risks so you have to get that foundation there.

Mr. Green, like Ms. Jones, revealed why trust was the key to relationships and working together. His view on trust was described like this.

I like the challenge of getting people to view a problem or view their situation differently than they have ever viewed it before. The only way that can ever occur is to build a relationship where they trust you. And one step further, trust can only occur when you understand when you recognize that your obligation is to understand the people you are dealing with. Not agree with, understand.

Mr. Brown's relationship with teachers differed.

I really like being with kids and teachers. I am a teacher worshipper. I think teachers are the most wonderful people in the world as a group. There are teachers who are lousy and should not be in this profession hopefully we'll get rid of them as we go along but teachers truly, as Christa McAuliffe said in her famous statement, they "touch the future" and teachers are the most important people on

earth as far as I am concerned because they develop the morals of our society and give kids the opportunity to have a productive adult life.

Ms. Johnson's relationships with teachers were the most fulfilling part of her job. She described this in the following statement.

I think my relationship with the teachers is what I enjoy the most of anything and I think our building is unique in that I have never felt an us them. As I have heard is felt in other schools. Not necessarily in our system but in other schools. "Well the administration this. Well the teachers this". With us it's never an us them.

Mr. White explained why being with the kids was his favorite part of the job.

Oh really to be real honest with you I just the interaction with the kids. I could have enough to do to just sit in this office all day but I don't think that's the way this office ought to be run and I don't think the kids want that. I have been in places where the kids say "Well I never see the principal or I never see.." and I don't ever want to be like that. I have to be in here enough and meetings enough away from the kids that I feel guilty sometimes but that's just part of the job description. What I like best is when it comes graduation time, those kids hug your neck and say thank you and you tell them your proud of them and be sincere in it.

Ms. Johnson's relationship with the students was similar.

When a sophomore comes in and is just as ornery as can be and is in trouble constantly. When that sophomore graduates as a senior and has matured and is a productive young adult I see that as a reward. So I guess that's it. Seeing the kids

that come in really ornery not knowing that there going to graduate from High School making it.

Ms. Smith described a more inclusive form of relationships and why you have to work with people and show them your competency. She stated,

I think that until you have some meaningful interaction with someone you're an unknown quantity to them and so they may not take you as seriously as they might should you have the opportunity to work on something together where they come to know your skill and expertise and they can recognize that regardless of your gender.

Mr. White believed it was important for people to feel like they were a part of the school and he was not sitting in his office making all the decisions for his school. He described this by saying,

My philosophy is that I want to make them and the students and everybody as comfortable as I possibly can and I just think it makes for a better school environment. It makes everybody feel like they're a part of it instead of me sitting up here and writing all the rules that's kind of silly.

Evaluation. Evaluation was the administrators' beliefs about improving instruction in the classroom. They used evaluation to remove a teacher from the classroom and to tell whether a teacher was effective or not. They described why they placed little importance on evaluation, one thought it was a waste of his time, and another felt it did not need to be done every year on all teachers.

Each administrator viewed evaluation slightly different. Ms. Jones felt that there needed to be some form of evaluation in place but did not feel that the evaluation system used in her district really improved instruction.

You have to have something in place to be able to get a teacher removed from the class, and that doesn't happen very often. But as far as using the evaluation in a real positive way for the teachers to grow, I don't see that happening. Therefore, in those instances, I probably don't place as much importance on it as I should.

In Mr. Brown's case, he was a strong opponent of yearly evaluations and felt he knew whether or not he needed to be evaluating a teacher yearly. He felt that many administrators did not use evaluation properly because it was such a struggle to tell someone they would not have a job the next year.

I've never been an advocate of yearly evaluations for every teacher and as a matter of fact I have been an opponent of that process. All principals have at their disposal is time. If you do evaluations properly you really can use a lot of time on a teacher. Before you ever start you know that they're going to be sparkling, wonderful, the kids love, they're good teachers, they've proven over and over and over again that they're good. We have three years to evaluate and keep or not keep a teacher. The truth for most people is it's really hard to talk to a colleague and say "I'm sorry I know you bought a new house and you have a wife and three kids but you're not going to be here next year." I mean that's very very difficult to do but on the other hand if it's a young teacher you may be sentencing thousands

of kids in the future to having a poor teacher for a year as they go through your system. So evaluation is very very critical.

In a similar way, Ms. Smith stated why evaluation was difficult for her.

I don't think we have a teacher on campus that doesn't believe he or she is doing a really decent job in the classroom and trying so hard to do a decent job. So when you call them in and say, "Well I have five parents and students here that don't think you are doing such a good job and here are the problems" they take it very personally, they get defensive. And, so how do you handle that without alienating the teacher, you look at the history of that teacher. Are they effective?

She continued by stating that when you do evaluate a teacher and try to get them to improve, you have very little success. She said,

Unfortunately the teaching habits that people have tend to come again and again so what you deal with this fall it's not too unlikely you won't have to deal with it again next fall because they tend to make the same mistakes over again.

Discipline. Discipline on student behavior. The responses from administrators ranged from why students were or were not different today to why discipline should be seen as part of the curriculum.

Mr. Black argued problems with discipline were no worse today at his school than they were 15 years ago. He insisted,

There's no question about it, times have caused it to be a battle. We don't have any more difficult or bad kids today than we had 15 year ago. Problems are no different. We're still drinking beer. Beer was here 20 years ago beer is still here

today. Still the choice of alcohol. Drugs are probably here, I shouldn't say probably here, drugs are here. Drugs are anywhere you want them and if you want them, they're available. It's just different, not bad, just different.

Conversely, Mr. White told why he felt kids were different today than when he was growing up. He asserted,

We're in an era right now with kids where you know they question things more than we used to when we were younger you know use to you just took it and went on and now they now they want an answer you know they want somebody to tell them why do I have to this you know and so we have to that sometimes.

Mr. Brown's philosophy of discipline included it as part of the curriculum when he reported,

I view discipline like reading, writing, arithmetic. Discipline is just another part of the educational process. I don't see it as punitive as much as I do as seeing it as educational because a kid has to learn and as they go through elementary school and middle school by the time they get to the high school they're almost to the real world and they have to learn that discipline means that I am responsible for my actions and there are consequences for those actions. The only thing you have to sell in that role is consistency in that you treat every child whether their dad is president of a large corporation or a poor kid from the wrong side of town. If you ever make a mistake and you ever treat one differently than you do the other then it haunts you for the rest of that year.

Mr. Brown then went on to tell why he did not believe that discipline should destroy a child's ability to get an education. He disclosed,

I don't think discipline should wipe out a kids chance of getting grades. I'm a real proponent of kids doing their homework if they're out of school for discipline but I think kids like we adults need to be treated with respect and with dignity when you discipline them. If you do that then you'll get discipline and then you'll get respect back from it. You can be rock solid and still be nice about it and not treat people, adults or kids, with disrespect or talk down to them. I guess to put it in a nutshell is that I believe that no child and this is an old cliché but it is absolutely true, that no child should keep another child from learning or a teacher from teaching. When they do, they are too disruptive to be in that classroom and they need to be dealt with. I do suspend kids but I do it after a very strong effort to not suspend and that includes parental involvement, time spent in time out areas, in our PASS program or intervention center, or at home.

Summary

In the category of Perceptions of Administration, four subsets emerged: (1) Roles and Responsibilities, (2) Relationships, (3) Evaluation, and (4) Discipline. In the area of Roles and Responsibilities, the administrators responses included dealing successfully with people and the effects of gender on their own and others roles. In the area of Relationships, the administrators responses included building trust and characteristics they felt helped build successful relationships with students. The administrators responses in the area of evaluation included such thoughts as placing little importance in evaluation, it

was a waste of time, and evaluation did not need to take place every year on every teacher. The administrators thoughts about discipline ranged from why students are no different today to why discipline should be taught as an area of the curriculum.

Positions of Administration

When asked about administration, many of the administrators responded by telling what they did or others did to make things work as a whole. Three subsets emerged in this area: (1) Principals, (2) Assistant Principals, and (3) Others.

Principals. Principals described the assignments they did in their jobs. The responses include being with the students, fixing problems that arise, paperwork, evaluation, and discipline.

When it comes to responsibilities, Mr. White wanted to be out with the kids, helping teachers and making sure things run smoothly. He argued,

Well I think the main job as a principal is taking care of your faculty and making sure the school runs smoothly. I do not like to sit in my office. I want to be out and around with the kids. Things that come up with the teachers, I need this, I need that, that kind of stuff.

Mr. Black believed that his role was to be out among the students and staff simply to make his presence known.

I feel like my role is to be out there among 'em. If that's just walking in and out of a classroom, not for the purpose of making a teacher observation, but so the natives know that I am there and present.

In looking at responsibilities, Mr. Green saw himself as one that evaluated his situation and did what ever was necessary to fix the problem. That ranged from changing policy to counseling a teacher to retire.

The things that I determine are either disruptive to the educational environment here or that sidetrack me from improving instruction, I try to figure out a way to get rid of that. Whether that is changing the policy. I do that. If it is changing the culture here by the internal rules. I'll do that. If that is counseling a teacher to retire. I'll do that.

Mr. Black found it difficult to describe his position because each day was so different. "It's one of those things to where you open the doors in the morning and at that point the day begins and there are no two days the same".

Mr. White's description of his job on a day to day basis was slightly different. He started out his day unlocking his building and remained busy from that time on.

Here at my building I am required to unlock the building. We have our custodians at night time. On the surface you would think there is going to be some time and there is some time when you don't have a lot going on right then but probably 90% of the time you've got something going on constantly.

Mr. Black's job from day to day was so unpredictable that he was no longer sure what school things were. He argued,

At some point you would like to think that you were going to have the opportunity to do school things. I have a hard time sometime always identifying what school things are.

As part of their job description, administrators talked about paperwork. Mr. Black said "Paperwork is absolutely necessary and that's getting more and more complicated with the auditors and the way they want things done". Mr. White had very strong feelings about how the increase in paperwork was keeping administrators from being able to do their jobs.

The paperwork that has come about in the last ten years or maybe the last 5 years, and most principals will tell you that their paperwork load whether it be the principal the counselor or even the teachers the paperwork load has increased dramatically. It's almost got to the point, to be real honest with you, it's almost got to the point where we can't do our job as effectively because we're spending too much time filling out paperwork as opposed to doing the job we're suppose to be doing.

Mr. Green on the other hand felt that the paperwork was necessary to give administrators some guidelines and structure. He stated, "Paperwork. Some of it is necessary most of it is an accountability in education and that's necessary and it is comfortable it gives us some guidelines and some structure".

Administrators also talked about evaluation as being part of their job description. Most agreed, that as principal, they ended up evaluating the teachers who were having difficulty. Mr. Brown asserted,

I always wind up with the teachers who are having problems or there's questions about or new teachers or difficult ones I take all those because I feel like it's my responsibility if someone is not doing their job and there's a chance that they may

leave this building that I need to be the one that does it. So that's kind of how I do evaluations.

Mr. White agreed.

I normally take the teachers I feel like that I may need that may need a little improvement and I usually take them myself.

Another job description area included discipline. Only one administrator noted discipline as part of his job. Mr. Brown stated,

I am the first step of the appeals process. When kids are sent to the office for discipline they are not sent to me but I wind up with ones that are harder to deal with, that are sensitive, that are close to being suspended for the rest of the year, and also as I'm out in the hall and another principal is not handy I wind up doing some discipline as the day goes through....

If a child is suspended from this building, we've gone through an extensive process where he knows why he is being suspended. He knows that he has made that decision to be suspended not me. Kids and parents can leave knowing that you have done everything in your power to see to it that that kid stays in school and has an education but he has chosen a different path. Even though kids are 15, 14, 15, 16, years old in this building they clearly understand the consequences they just choose sometimes to make the wrong decisions.

Assistant Principals. Assistant Principals described the assignments they did in their job. This ranged from being a support to teachers, students, and parents to parking spaces.

Ms. Jones saw her responsibilities as being a support to the school by working with teachers, students, and parents to make everything work.

I work with teachers, I work with students, I work with parents. I think the main role that I see is, really just to make everything work here. Make it so that the teachers are able to do their job, that the students have a conducive climate here that they can come to school and feel safe and want to learn. I am accessible if parents want to talk about any concerns, questions or input and I act as kind of a support for everything that is happening here.

Ms. Smith described her responsibilities as many and varied. She worked with teachers and students doing varied activities from budgeting to searching cars. Her thoughts about her responsibilities were,

Some days I joke that I just make people mad. I'm a professional at doing that. I have only been doing discipline for about three and a half years. Prior to that there was not a female doing discipline in this district. I do certain things in the curriculum. I am a department liaison this year for the English department and the Foreign Language department and I will be evaluating those English teachers and Foreign Language teachers. I will attend some of their department meetings if they have a change in the curriculum they will probably visit with me about that. In addition to that, I oversee the budget for those two departments and then other parts of the budget as well. I am in charge of setting up the budget each year for the site and in addition to that I deal with entry year teachers, interns, approve films, different things like that for our teachers and then I handle student discipline

for a third of our students which takes a great deal of my time and that's everything from dress code to doing searching on vehicles in the parking lot.

Ms. Johnson had a wide variety of responsibilities ranging from parking spaces to discipline. She asserted,

I do the curriculum, I do the scheduling, do schedule changes, I do the AP program, the teacher procedure book, the student handbook, teacher parking, and non-accredited school testing. We have a number of students that come to us from usually Christian schools in the surrounding area. I do the secretary non-certified personnel relations, as far as keeping track of their comp and so forth, I do the tabloid that is printed each spring that list all the classes, do back to school night, I do all the publications for the newspaper, teachers letters, I do the four year plan, and the grade check program. I make sure that all teacher certification records are up so teachers are teaching in an area they are certified and those type of things. Girls attendance is like the major thing that the office does and we have a male that does boys attendance.

Ms. Jones was in charge of curriculum and described her responsibilities by the things she would rather not do such as discipline and attendance. She explained,

From my general nature I don't enjoy the discipline area, I don't mind doing it but that's not something I would want to deal with all day long. Same thing with attendance that's not to me that's not a fulfilling job. So I would not want to be an assistant principal that dealt with whether the kids were truant and whether they

were there all day and you did a lot of paperwork and you dealt with kids all day that were in trouble. So I that's just not something I would enjoy doing.

Ms. Jones felt that the paperwork did not bother her but it had gotten so overwhelming that she could no longer interact with the kids on a more personal basis.

She remarked,

I like least the fact that I end up doing an awful lot of paperwork and not as much interaction with the kids. I don't know the students. Paperwork doesn't really bother me I just hate the amount of time it takes up.

Ms. Jackson felt paperwork took up a large portion of her day.

We have a lot of paperwork coming across our desk's you know, memos, and E-mail. Taking the time to go through and read all the information and getting an answer back to the person who is requesting that answer takes a lot of time.

The way Ms. Johnson described her day is one of just flying by. She spent her day helping teachers, disciplining students and in the cafeteria with the students. She conveyed,

Most of the day is spent getting the schedule in order, visiting with teachers, if students are sent down during the day for disciplining, that's taken care of right at that moment. The day just flies, oh lunch duty, I forgot my favorite part of the day. I am down in the cafeteria for the entire hour and a half of lunch duty.

She further asserted that she spends time looking for positive things to balance with the negative she deals with so often. She imparted the following,

Seeing I deal with negatives almost constantly, I have to go out and look for the positives. So I do the positives. I look for the positive.

When describing the roles of the two assistant principals at her school, Ms. Johnson believed there will always be a male and female assistant principal because of their dealing with male and female students but when they hire someone, they will be careful to not say that this is a male or female position. She described this belief about their roles by saying,

Because of a dress code men, and this is what they are telling me, they have a problem and receive criticism for trying to deal with high school young ladies dress code issues. They were just so thankful that a woman came along. I don't have a problem with reaching down and touching a girls knee and saying, hey, we have tape out here we measure. I think it is difficult in this day and age from a males perspective to be critical of a young ladies dress. And sometimes young ladies wear very inappropriate things. And I don't think you can put those duties on a counselor, a women counselor, because that is not her job. This is a disciplinarian type thing and if you put that on her then that takes away from what her job is. And I have been told by my principal that aspect of my job makes his job a lot easier. I think also some of the things that I have to deal with, so many of our girl fights are over boys and I think a women has a different perspective and I can sit here and say that's stupid you know why would you and you know they are very open in why they're fighting, I mean they're unbelievable these days and I think from my perspective I'm an open enough person I can just I always say what I

think and I think it is more comfortable for a women to deal with those things.

Not that, and I know I'm not suppose to say that, that there is not suppose to be this division of the sexes and so forth but it's reality. I would assume that it will always be a male/female job. Only because now when the job is advertised, no, it will not be advertised that way. When the principal or anyone else talks to the people involved, that can never be mentioned. Personally I feel that's the way it will stay. Only because it works.

Ms. Jackson described a different major role she held in her school. She remarked, I handle the attendance for all of the students in the school - students truant. I deal with that. If a student is tardy, I handle the tardy situation. We have an attendance policy in the school district that if the student has more than eight chargeable absences, then we have to deal with that student because the policy states they have to be in attendance at least 90% of the time. So with all the students that violate that policy I have to deal with those students. That's my major role.

Ms. Smith described a similar role; she handled "the rowdy boys." She said, "You have to handle those rowdy boys which I have been doing for three and a half years. I have been handling the rowdy boys. They come in here and they get unrowdy."

Mr. Black described the assignments that his assistant principals had and how he worked with them to fulfill those responsibilities.

Mr. Franco (assistant principal), deals with the boys and with things like parking lot problems. His problems is, he'll deal with eight boys for every one girl that Ms.

Roberson (assistant principal) will deal with. Those eight boys just require more of his time so consequently he gets to do the less feminine things and we let Ms. Roberson do the easy things. She doesn't do bus duty. Mr. Franco and I do bus duty. We don't ask Ms. Roberson to go out and cruise the parking lot. Mr. Franco and I cruise the parking lot. So the assistants do a great deal as far as making it flow everyday. They take care of discipline, their responsible for attendance, Ms. Roberson with the girls, Mr. Franco with the boys.

Other. The subset of Other described the responsibilities non-administrative members of the faculty and staff did as well as the work administrators did together to accomplish their tasks. Teamwork and committees comprised this category.

Mr. Black talked about the efforts of the secretaries, assistant principals, custodians and cooks in making the school run smoothly.

Couldn't function without great assistants and outstanding secretaries. And custodians and cooks. Those folks run the world we just don't know it. They have such an impact on the success of the day. If each of them are there and each of them are doing all they can do then things usually go pretty good.

Ms. Smith felt her relationships with the other administrators at her school were important and helped spread out the workload. Because of their good relationship together, they worked so no one person was overloaded. She said, "We have a really good relationship and give and take in sharing the burdens so nobody is sinking under you know too much to do."

When describing who does the evaluations in their building, Ms. Smith said,

If it is an entry year teacher then we try not to have any one administrator have more than two. There was one year we had several and so we disregarded the departmental lines and just assigned them to certain ones so that no one had too much of a burden.

Ms. Jones described the teamwork of the assistant principals in her building when she said,

---even the budget you know we work as a team the three of us out here on some of these things and although I am primarily responsible for the curriculum the other two principals are very supportive in those areas and although I pretty well do the master schedule, activities we share, evaluations of teachers we share, finance, budgeting, and planning as far as trying to make a strategic plan for our building we work on that pretty much as a team. The three administrators with our site.

Mr. Brown had several committees that were used in his building for various activities. He described it in the following manner.

We have three major committees in this building. We have a steering committee in the building that deals primarily with the curriculum, the academic side, and the tone of the building. We use our North Central Steering Committee which helps establish particular goals for our building. The second committee, is our Staff Development Committee and it is very very active in this building. It meets regularly with our steering committee because when we decide on our goals then we have to decide what we are going to have to do for ourselves to be able to fulfill that mission and so the staff development committee with the steering

committee decide for a year in advance our staff development activities and things we are going to need to do to be able to it. The third committee is the executive committee and they are the building coordinators in all the curricular areas and they meet on a monthly basis sometimes more often and theirs is more operational. I don't believe that principals should appoint committees because then they become a function of that principal and his ideas his or her ideas.

Mr. White also had several committees in his building but did not use the process as much as Mr. Brown.

We do have some committees. We have a curriculum committee that meets periodically and they, we're trying to revise our curriculum a little bit. Move it around a little bit. There is staff development committees that and I serve on both of those as a principal. At one time we had a discipline committee through the high school and we kind of got away from that because they weren't as comfortable with that. I had them judge what we did for discipline and they came up with some ideas and it was more of a one time shot anyway.

Summary

In the category of Positions of Administration, three subsets emerged: (1) Principals, (2) Assistant Principals, and (3) Others. Principals did such things as being out with the kids, helping teachers, fixing problems, unlocking the building, paperwork, evaluation of teachers, and a small amount of discipline. Assistant Principals did such things as work with teachers, students, and parents. Others described doing things ranging from budgeting to searching cars. In the area of Others, the responses from

administrators included the teamwork of administrators and committees in helping to maintain the school and its focus.

Procedures of Administration

When asked about administration, many of the administrators responded by telling how they did certain things. Three subsets emerged in this area: (1) Maintaining, (2) Observing, and (3) Communicating.

Maintaining. The subset of Maintaining describes how administrators go about maintaining the organization. This is how an administrator kept the school functioning on a day to day basis.

Ms. Jackson told how in order to fulfill her role in maintaining the organization she had to work outside the regular school day. Her work

....requires working after hours and when schools out and students and teachers are gone then it's wind down time and you can get quite a few things done. I take things home and come up on weekends, that's basically how those things are accomplished. In your mind you have made a little list as to what you want to accomplish and looking at when those things need to be done to get the main things first. We have the E-mail and from time to time you've got mail you've got to stop, it could be something very important, and you want to take care of that. Just in your mind knowing what you have to do and when it has to be done and you want to be sure that it gets done. Sometimes something gets neglected but the main things get done.

She went to talk about how you come in each day with a set agenda but because of the interruptions throughout the day, you must learn to readjust that agenda and make sure that you get the really important things accomplished. She maintained,

I come in the office with my mind focused on one point, this is what I would like to do today. Realizing that it might not get accomplished and that's how I sorta get my mind set knowing that everything I have listed I won't get accomplished. Any problems that come up during the day I have to just stop, readjust, and get my mind focused. If it's a teacher coming in needing some assistance, if a parent calls in and interrupts and I'm with a student, I have to sorta change hats and then just get refocused all over again. So there's not a certain script that we work by, we just have our overall duties and we work those duties the best we can.

Ms. Smith asserted that to maintain the organization she had to prioritize but not plan. She felt that most of what she did walked in the door each day and you could not really plan for whatever may come your way.

You have to prioritize every day. What is the most pressing thing for me to get done today and in most cases what I intend to work on is really not what I get to work on at all because most of the things I work on in a day walk in the door that day. Most of them need immediate attention and I think that is true for any administrator that you don't plan your time. You have very little control over your time. You work in those other lower priority items through the day as you've got five or ten minutes here or there.

Mr. Black described how in order to maintain the organization and avoid problems, especially with new teachers, you needed to team them up with another teacher. He felt that this teamwork allowed his teachers to be successful from the beginning.

New teachers have been paired with someone here. And they are paired with someone with common interest, with common family goals, connections, with common subject matter, and then that person is responsible for helping the new person make the transition. We do it with everybody, not just teachers right out of college. We do it with the person that has been teaching 15 years but they're coming to us as a new teacher. So we match them up. You don't go swimming by yourself, you don't go in the classroom by yourself either.

Ms. Smith, felt that the evaluation system would at least allow you to help maintain the organization by making a teacher look for something else if they were ineffective.

If they cannot perform the duties that we need them to perform you have to do something more drastic. By the time we finished the growth plan and it isn't completed satisfactory then it's best for them to look for something else to do.

Ms. Smith also talked about how it was necessary to have male and female assistant principals in order to help maintain the organization and do searches correctly. She stated,

We do more searches on boys. When you are doing a search on a student, a person of the same sex is suppose to be present and conduct the search so I should be searching the girls they should be searching the guys or if I'm searching a young

man then I need to have one of the males present. In those instances, we handle a whole lot more boys than we do girls. That's just the nature of the beast. As far as feeling physically inferior, as far as physically interacting with a student, it so rarely happens at the 11th and 12th grade level-- it just never does. I can't think of a fight that we have had out here in the last 6 years and some weeks that was actually broken up physically by teachers or administrators.

Observing. The subset of Observing described a range of responses focused on looking, seeing, and being aware.

In describing his responsibilities, Mr. Black felt that it was important to have fun and when he was not having fun, he observed the students and that brought the fun back in to his job. He said,

I thoroughly have fun everyday that I come in here and if I can't have fun then I am going down to the art room and see what they are doing. If I have just been ripped on the phone for some reason I have no ability to control no ability to alter then at that time I need to go down and see what they are doing down in the chemistry lab. I need to go see what they are doing in the physics lab.

In dealing with teachers, Mr. Green, by observing transcripts, determined who might be good teachers. He looked at transcripts but did not put a lot of weight in them. He stated,

There is a very quick check of transcripts, although not to have some kind of a standard of all A's or anything, just to allow yourself to know that the person has

understood persistence and what persistence means. Most of them come out of school with a knowledge of their subject matter.

Mr. Black told us previously that he did not do evaluations "the way the normal folks do" but if he had a teacher that he felt was not being effective, he would go in and do an observation on that teacher.

I would go in and sit down and make that observation in the prescribed manner that will make all parties happy. When I say all parties happy, to maintain the legal process to make sure you have dotted the I's and crossed the T's when it comes time to make recommendations. So that's kind of a clue around here when folks see me sitting in a classroom with a clipboard they know that somebody's in a bind or I wouldn't be there.

Ms. Jackson on the other hand was very precise about what she does when she goes in and observes in a classroom. She described it like this.

I know that the teachers first of all have the objectives and every class that I go in what is your objective for this day or what is your objective for this unit or whatever the case may be then I look at the activities. What activities will support your accomplishing these objectives and they basically will have activities whatever course it is how are you going to evaluate your students to be sure that these objectives were accomplished.

Mr. Brown felt one tool you could use to find out if teachers were effective or not was to observe them in the classroom.

If over a year you take into your mind all the things that you've heard and all the things you have observed yourself and roll it all up into a nice little bundle, you can really tell a lot about a teacher. Whether they're effective or whether they're a good teacher or not.

Mr. Black made it very clear that he did not do evaluations like he was required to by the State. He felt that his teachers were teaching and when he came in to observe them in their room, he was simply a distraction in that room. He did evaluations

....not like the normal folks do. Not like the books say I should. I don't need to observe them. They are teaching school. As far as going in and sitting down and spending an hour with some of those teachers, it would be a waste of my time and theirs. They're teaching school. For the newer folks it makes them a little nervous in that I don't come in and sit down with them. I may go in and out of their rooms a couple of times a week. That's an observation. I try to put them at ease. My presence in a room totally disrupts a room. I don't see that there is any purpose at all for me to go in and cause a teacher to be anxious and cause kids to loose concentration and focus on what's trying to be done.

Mr. White used observations as a strategy for dealing with students. He stated how you needed to be out observing kids to help prevent discipline problems.

If you are out with them, kids are going to have a less tendency you know the kid that may think that I'm going to start a little trouble here or something they're going to be less apt to do it if you are standing within 10 feet of them or as opposed to being in here in my office.

Communicating. The subset of Communicating describes how administrators work with other members or prospective members of the organization. The focus was on dealing with teachers - specifically hiring.

Many of the administrators used communication in their process of hiring new faculty. Mr. Black said, "Through the interviewing process, I have to make some kind of determination as to whether that person can communicate."

When talking about his relationships with teachers, Mr. Brown felt it was important to communicate with each other in order to establish a common vision or goal. He expressed,

First of all it takes a certain amount of talking and explaining to people and also to allow teachers into the role of decision making in the building to where they can talk and you can hear what they have to say to establish a common vision or common goal for that school.

Mr. Brown used communication to try and determine very quickly if the teacher he were interviewing had appropriate reasons for teaching.

The first thing I want to know about a teacher is their feeling towards kids if they really like to be with kids. If I get the feeling that they do not like kids or that they're in teaching for reasons that I don't see as really strong reasons than I don't go very far with that interview. I look at first their mission and how they feel about kids. That's sort of my litmus test for hiring and then I look at their credentials from that point on.

Mr. Green further felt that it was important to find out who a teacher modeled their life after because that would tell you what kind of teacher they were going to be. To find that information out, he told me he does the following,

I go about this, often by finding out in some way who their favorite teacher was and the characteristics of that person and their worst teacher and what were the characteristics of that person. You usually find a pattern of what type of mentor they chose to live their life after. You can also find out how much they have reflected on their own mistakes.

In talking further about his communication during the hiring process, Mr. Green stated,

I dip in and out of their personal life, whatever is given at the time, because that's very dear to them and there can be no canned answers with your own emotional life. I would find people who are interested in learning, that they take the time to understand their environment around them and not as a verbal masturbation.

Mr. Black, through communicating with an individual in the interviewing process, described how he looked for certain characteristics when hiring. He stated,

Somebody that is comfortable, relaxed and confident in themselves and if they happen to have the proper certification and a transcript that would tell you they've got the credentials than that is just a big old plus.

Mr. Brown spent a lot of time out communicating with students and letting students know who he was during the lunch hours. He stated,

We have a thousand kids here and they're confined not only to the campus but to the building most days and so I'm out and visiting with the kids and I go up and

introduce myself to kids and ask for their names and I get acquainted that way. I do that a lot during lunch for an hour and a half and that's sorta the way my day goes.

Mr. Brown stressed the importance of communicating with teachers on a daily basis. He stated,

I think that it is my job to work with teachers and to talk to teachers as the day goes on and to encourage them to have them know that I really care about them as a person and it keeps the morale and the camaraderie up.

Ms. Jackson felt that it worked great in her building to be able to communicate to the other administrators about what was going on and getting input on decisions. She reported,

I certainly will work with the principal as well as getting some input from the other administrators. We have teamwork. We sometimes don't make decisions on our own we go and consult and say "what do you think about this, how do you think this will happen", and that works great when you can have that kind of support from the other administrators. Were just not out there on the limb by ourselves.

Mr. Black described the communication he had with his assistants when he stated,

Three or four times a week we'll meet as a group whether it be at the lunch table, down at the commons, or out on the bus line and we're going to stand around and visit and laugh and laughing is extremely important.

Mr. Green described the communication process he used when an individual had a problem in his building. He asserted,

The best way to do that I think is with your faculty one on one. I get with them and ask lots of questions, I inquire, I advocate my position, my beliefs, I weave in and out of that with them to try to get them to understand where they are coming from. About what their needs are. After we develop the symptoms, I think only then can you define the problem or the set of problems. Then I go about analyzing the problem based on perceptions. As many different perspectives as I can but from the perceptions of each party that has an interest in it. After I analyze that then I begin to move with them towards an option. Following the development of options, I think the people you are working with have to be allowed to see your thinking along that same road. If they do not jump through the same hoops with you, you loose them somewhere and they do not have the interest in maintaining what is done in the solving of the problem, solution.

Mr. Brown described the communication process he used in evaluating teachers as one of getting input from a plethora of sources when he stated,

You get all sorts of input from the other principals, from other teachers, from kids, from parents, from the teacher themselves by walking past their room, by looking at their grade distribution at the end of the nine weeks, by looking at lesson plans if they offer and just listening to the talk.

He went on to say, "Many times I will just walk into a classroom just to be seen".

Ms. Johnson told how the communication process for evaluations was different in her building because of their lack of formal evaluations. She declared,

We don't sit down and do a formal evaluation of a teacher but Mr. Moss when he does them at the end of the year when it is time to evaluate teachers, he will sit down with Mr. Franco and I and he will go through and ask our opinions of our observations and so forth, so we do kind of an informal for him.

Mr. Black communicated with new teachers in order to make them understand that his role was to assist them in being successful especially in the area of discipline. His thoughts were,

Well, you have to stay close to new people. You just have to stay close to them from the first day. You've got to make them understand that your total role is to assist them to be successful. If that means to hammer a kid then hammer him.

Right there in front of 'em in front of the whole world publicly humiliate him and take your blows with the mom and dad later.

Ms. Johnson felt real positive about the communication the parents were given by sending progress reports home with all the students not just the ones that were having difficulty. She said, "We used to only send out progress reports to students that were failing now we do it to the whole student body which we think is a positive."

Ms. Jones told how she communicated with students in order to "know what's happening".

I think you have to be able to communicate with students. You've got to listen and be aware and be with kids and be out in the community and be at the activities so that you know what's happening. You have to be able to know what's going on.

Ms. Smith dealt with discipline quite a bit but she enjoyed the communication of counseling with the students and seeing them take responsibility for their actions. She communicated,

Well I like working with the students and I think doing the discipline you also have to counsel them to some degree. "How could you handle this better? You blew up at your teacher and look where it got you. What could you have done? What are other alternatives?" And they'll usually tell you some and they'll say "I know, I know, I need to work on that" and when you can see some improvement over the course of a year that's I mean these kids are really making a lot of gains.

Ms. Johnson also dealt with discipline but described in the following statement that she spent many hours just dealing with detention. She communicated to the students through reminders about their detention. She described it by stating,

I deal with girls only. We have detention from 7:00 in the morning until 7:50 and from 2:30 until 3:30. So I get my board like this morning I picked this up and it shows me which girls didn't show. So if there is anyone on here that didn't show for detention, then I call them in and it doubles. So first and a little bit of second hour is spent cleaning up things like this. Into second hour I am sending out my notices for today's detention. We send them reminders.

Summary

In the category of Procedures of Administration, three subsets emerged: (1) Maintaining, (2) Communicating, and (3) Observing. In the area of maintaining, the administrators responded with such things as having to work after hours and outside the

regular school day to get things done, prioritizing but not planning, being flexible, and doing paperwork. In the area of Observing, the administrators responses ranged from being in the classrooms to looking at transcripts. When it came to the area of Communicating, the responses were communicating with prospective teachers, students in the hallways and lunchroom, classroom teachers and other administrators.

Chapter Summary

In presenting the data in Chapter III, three main areas emerged: (1) Perceptions of Administration, (2) Positions of Administration, and (3) Procedures of Administration.

CHAPTER IV

ANALYSIS OF THE DATA

Analysis of the data presented in Chapter III, occurred in three different steps..

The first step was to analyze the demographic data to see if the respondents selected were typical administrators. The next step was a deductive analysis in terms of content, structure, and methodology. The final step centered on casting the emerging themes against Feminist Phase Theory (Tetreault, 1985).

Respondents

In her research, 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 of the home and the father's occupation was farming. Approximately 60 percent of the female principals were married and were probably a parent. The typical female principal held a master's degree and was pursuing a doctorate.

Shakeshaft (1989a) 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 an average age much younger than that of their female counterparts. 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 states:

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's rights, and to understand the issues of single parents and divorce more personally. (Shakeshaft, 1989a, p. 63)

Comparing the demographic data and career information received from the respondents in this study to Shakeshaft's (1989a) profile of the typical male and female administrator, I found the convenience sample to be comparable in terms of race, teaching experience, and the type of community they grew up in. Tables 3 and 4 present these gendered results.

Table 3

Male Administrator Profiles

Shakeshaft (1989a)	Respondents
Less likely to be a minority	All Caucasian
Average age less than females	Average age is 46
Average of 5 years teaching experience	Average of 8 years teaching experience
92% married	100% married
More likely to be from small rural community	All from small rural communities

Table 4

Female Administrator Profiles

Shakeshaft (1989a)	Respondents
More often a minority	2 Caucasian, 1 African American, 1 Native American
Average age older than males	Average age is 46
Average of 10 - 15 years of teaching experience	Average of 16.5 years of teaching experience
60% married	100% married
Tend to be more urban	3 rural and 1 urban

Structure and Content: Who Does What

Structure indicated the relationship of content to the organization. In other words, "who" did the work to maintain the organization and in what ways did they fit together to make a whole. This was the organizational chart. Content, in this study, was the substance or foundational fabric of an administrator's work. These were the areas which would be included in an administrator's job description, i.e., discipline, attendance, scheduling, and budgeting. Content is what administrators do. Because of the way the administrators answered the questions, I combined the areas of content and structure into "who" does "what" to determine the organizational position of the respondents, principal or assistant principal.

When I started looking for respondents, I was unable to find any female principals of suburban high schools in the area around me. Therefore, this study used four male principals and four female assistant principals. When dividing the data into principals and assistant principals this also divided the data into female responses and male responses.

Principals

When looking at structure and content, I found principals did four things: (1) interview and hire, (2) paperwork, (3) discipline, and (4) evaluation.

All the principals talked about what they did to gain the highest quality faculty possible. One of the administrators went so far as to say that the most important job a principal had was hiring. Mr. Brown maintained "I think the most important job that there is for a principal is in hiring, because you want to hire a teacher that will fit in with what you're doing and the direction you are moving." Another talked about how restrictive the

hiring process had become while another mentioned that he interviewed in order to determine if a person could communicate.

All of the administrators talked about paperwork. Their responses mentioned how paperwork was dramatically increasing and getting more complicated. Mr. White went so far as to say "It's almost got to the point where we can't do our job as effectively because we're spending too much time filling out paperwork as opposed to doing the job we're supposed to be doing." On the other hand, one even mentioned how paperwork was good because it gave administrators some guidelines and structure.

Very little was mentioned about discipline. This was probably because in most instances it was handled by the assistant principals. Mr. Brown stated that if, "I'm out in the hall and another principal is not handy, I wind up doing some discipline as the day goes through." The main point given by the administrators was they usually ended up handling the harder cases, the ones that would most likely end up in a suspension.

All talked about evaluation in some form whether they did it as instructed or "not like the normal folks do." Several mentioned how they would be the ones to take a difficult teacher or one there might be a question about. Mr. White mentioned, "I normally take the teachers I feel may need a little improvement."

Assistant Principals

When looking at structure and content, I found assistant principals did everything. They were specific and gave a very detailed laundry list of everything they did. The assistant principals also reported that they were assigned to specific areas such as curriculum, discipline, or attendance. Even though most were assigned to one of these

areas, none of them ended up just working in that area. Ms. Johnson stated "I do the curriculum, I do the scheduling, do schedule changes, I do the AP program..."

Responses from the assistant principals included doing discipline, curriculum, being a department liaison, evaluating teachers, overseeing budget issues, overseeing entry year teachers and interns, approving films, enforcing dress codes, searching vehicles, scheduling, schedule changes, the AP program, the teachers procedure book, the student handbook, the parking spaces, non-accredited school testing, class schedule, back to school night, four year plan, grade check program, teacher certification records, and lunch duty. Ms. Jones summed it up nicely when she said, "I work with teachers, I work with students, I work with parents. I think the main role that I see is, really just to make everything work here."

With the obvious absence of female principals in the suburban high school setting, the structure of the organization seemed to be divided along gender lines. This idea was supported by many of the statements given by the assistant principals: the presence of a male is more effective in dealing with discipline, women are more non-accepting than men of women in authority, many people have a difficult time seeing a woman in the role of principal, certain individuals could not handle a woman principal, men have trouble dealing with the female dress code and they are so thankful a woman came along, and we do a real disservice to our daughters by having unequal representation gender wise in top administrative positions. Mr. Black, a principal, reinforced this idea when talking about his assistant principals. He stated "he gets to do the less feminine things and we let Ms.

Roberson do the easy things. They take care of discipline, Ms. Roberson with the girls, Mr. Franco with the boys."

One of assistant principal's responsibilities was divided according to gender. Ms. Johnson stated, "I deal with girls only." While the rest did a little bit of everything with no specific divisions.

Summary

In the area of content and structure, there was a large contrast in what the principals and assistant principals said they did. The principals mentioned they did the hiring, paperwork, and a little bit of discipline, while the assistant principals talked about a wide variety of responsibilities that had been given to them. The principals spoke in generalities and were much more vague about what they did while the assistant principals were very specific and could itemize their responsibilities. The assistant principals felt that the structure of the organization was divided along gender lines; men had certain responsibilities while women had another set. The overriding theme was: men were principals and women were assistant principals.

Methodology

Methodology was the system of principles, practices, and procedures applied to secondary school administration; it was "how" administrators got things done.

Principals

The work of principals centered around three main activities associated with the following groups: (1) Administration, (2) Teachers, and (3) Students.

Administration. The principals talked about how they administered in such ways as being crazy, enjoying kids, taking care of your faculty, having fun, being out among everyone, being a servant to teachers, changing policy and the culture, teaming with other administrators, working with committees, and making the school run smoothly. Mr. White told how he helped the school to run smoothly by being out of his office and with the kids. He stated, "I think the main job as a principal is taking care of your faculty and making sure the school runs smoothly. I do not like to sit in my office. I want to be out with the kids."

Teachers. The principals mentioned many ways in which they went about obtaining a staff they thought would provide the best educational environment for their students. They mentioned such things as a very quick check of transcripts only to see if the person had understood persistence, dipping in and out of their personal lives, finding teachers who were comfortable, relaxed, and confident in themselves, hiring an optimist, and finding out who their favorite teachers were and who they had modeled their lives after. Mr. Green told how he did this when he said "I go about this, by finding out their favorite teacher and the characteristics of that person. You usually find a pattern of what type of mentor they chose to live their live after."

When talking about how they evaluated teachers, the principals mentioned such things as using a lot of time, going in and sitting down and make that observation, getting input from lots of sources, and taking all the things you've heard and observed and rolling it up into a nice little package. Mr. Brown explained this when he said "if over a year you

take into mind all the things that you've heard and observed yourself and roll it all up into a nice little bundle, you can really tell a lot about a teacher."

In generally dealing with teachers, the principals told how they got people to view a problem or situation differently, encouraged teachers to keep morale and camaraderie up, dealt with problems one on one, paired teachers up with other teachers of similar interest and subjects, and stayed close to new people. Mr. Black stated "you have to stay close to new people. You just have to stay close to them from the first day. You've got to make them understand that your total role is to assist them to be successful".

Students. In telling how they dealt with students, principals mentioned such things as being out and visiting with the kids, interacting with the kids, walking out and piddling with the kids, and being out with them so they have less tendency to misbehave.

They also mentioned how they taught kids to be responsible for their own actions, gave students answers to their "why" questions, went through an extensive process before suspending a student, and if necessary, hammered kids in front of everyone to publicly humiliate them. Mr. Black supported this when he stated "if that means to hammer a kid then hammer him. Right there in front of 'em in front of the whole world publicly humiliate him and take your blows with the mom and dad later".

Assistant Principals

Like principals, the work of assistant principals also centered around three main ideas: (1) Administration, (2) Teachers, and (3) Students. Although these were the same categories that emerged in the area of Principals, assistant principals dealt with them differently.

Administration. An area that the assistant principals talked about was how they preserved themselves within the organization. They mentioned such things as keeping an open mind, doing different things, finding solutions, keeping a balance in their life, being thick skinned and going out and looking for the positives. Ms. Johnson conveyed this when she said "seeing I deal with negatives almost constantly, I have to go out and look for the positives. So I do the positives. I look for the positive."

They also talked about how much of their work was done through teaming, sharing and interacting with other administrators. They conveyed such thoughts as having meaningful interaction with other administrators, having a good relationship that included taking and sharing, sharing with their principals their thoughts about evaluations, and working with the principal and other administrators in a teaming fashion to get things done. Ms. Jackson stated this very clearly when she said "I work with the principal as well as getting some input from the other administrators. We have teamwork. We sometimes don't make decisions on our own. We're just not out there on the limb by ourselves."

The assistant principals made it very clear that time was a problem when it came to getting things done. In telling how they dealt with the issue of time they mentioned such things as coming in to the office with their mind focused knowing that they won't get everything done; getting schedules in order; working after hours and when school was out and students and teachers were gone; taking the time to go through their e-mail, memos, and paperwork; and prioritizing everyday what the most important things are and what you must get accomplished. Ms. Smith explained "you have to prioritize every day. Most

of the things I work on in a day walk in the door that day and need immediate attention. I think that is true for any administrator that you don't plan your time."

Teachers. The assistant principals told how they worked with teachers to make the educational environment successful. Some of their responses talked about telling teachers step by step what it takes to be successful, creating a climate where teachers can be successful, letting teachers have a part in the decision making process, building trust, and building a relationship with the teachers. Ms. Jones' statement sums up what most of the administrators were saying when talking about how they work with teachers: "I think when they begin to see that they can actually have a part in making a decision or that you really do listen to them, then that trust is beginning to be built."

When dealing with teachers that were having problems, the assistant principals talked about such things as using the evaluation process to remove a teacher, calling in teachers to tell them they're not doing well, going in and observing them, and if they could not perform, having them look for something else to do. Ms. Smith related this to us when she asserted "if they can not perform the duties, you have to do something more drastic. By the time we finished the growth plan and it isn't completed satisfactorily then it's best for them to look for something else to do."

Students. When it came to students, all of the responses from the assistant principals centered around how they built relationships with students and discipline. The assistant principals told how they communicated with students in order to work with them, worked with others to help students succeed, sent out progress reports to all students, and counseled students when they had to discipline them. Ms. Smith told how she "liked

working with the students and I think doing the discipline you also have to counsel them to some degree."

Summary

In the area of methodology, as in the area of content and structure, the principals and assistant principals had contrasting roles. In administration, the principals mainly talked about their relationships with others and making the school run smoothly. The assistant principals talked more about prioritizing your day, and not being able to do what you needed to during the day. The assistant principals role seemed to be under much more stress.

When talking about teachers, the principals concentrated on hiring, evaluation, and once again relationships. The assistant principals talked more on evaluation and relationships but nothing about hiring.

When it came to students, the principals only talked about how they built relationships with their students while the assistant principals talked about both relationships and discipline.

Feminist Phase Theory Analysis

In the following section, the data collected in the areas of content, structure, and methodology were cast against the lens of FPT and the resulting developmental perspectives which emerged were described.

Phase One

Phase One, Male Centered Administration, was operationally defined as 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. All positions of leadership such as committee chairs, given extra duty assignments, and department heads, were held by men. The leadership style was whatever was practiced by men.

An example of Phase One was given by Ms. Smith when she admitted she was part of a culture in which "fathers are heads of households. They are the authority figure in our culture." She had applied for several principal positions, felt she was ready for each, and thinks "we do a real disservice to our daughters when we fail to have equal representation, gender wise, in the top level positions."

Another example also comes from Ms. Smith when she states "students, parents, teachers and other administrators have a very difficult time seeing a woman in the role of high school principal." This response told me that the people in her district were still focused on male centered administration. The thinking was that men were still more qualified and made better principals than women. The issue of women in the principalship was still failing to be addressed.

One last example of Phase One was a comment made by Ms. Johnson. She stated "I could not find a better system to work for. I could not find a better man to work for." Obviously she worked for a male principal but the thought that she might have been able to find a female principal that would be better to work for never seemed to cross her mind. She seemed to be saying that all principals were male and there were none better than the one she worked for.

Phase Two

Phase Two, Compensatory Administration, was operationally defined as exceptional women were noted in administration. These women were mentioned but seen as an exception. Their successes were viewed with surprise, they were anomalies. When an occasional exceptional woman was found in administration, male characteristics were mentioned which allowed her to do the job.

Two examples of Phase Two emerged in the data. One example was given by Ms. Johnson. She said "I felt this more from mothers than from fathers, it was almost like they would act like I wasn't there. Because I was a women." She went on to say "women are more non accepting of a woman in authority than men are." Both of these statements gave me the perspective that women are in administration but people still are more accepting of men in the role of administration than they are of women. It was also interesting for her to point out that women have a harder time with women in administration than men.

Another example showed movement from Phase One to Phase Two. Ms. Smith stated "I have only been doing discipline for about three and a half years. Prior to that there was not a female doing discipline in this district."

Phase Three

Phase Three, Bifocal Administration, was operationally defined as an admission that women could do some things better. A woman made a good principal because of the things "only a woman could do" and likewise for men. The role 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 women possessed. Women and men were compared and considered to be separate but equal.

One example was given by Ms. Jones when she stated "probably there are times that the presence of a male is probably more effective....maybe it's the perception of a male being more in control that would be more effective." Women were at least present in this comment but seen as being less effective when dealing with discipline issues. She tried to soften what she said by using the terms "probably" and "maybe," but still felt there was a perception that men were better administrators at least when it came to discipline.

A good example of seeing the separation of male and female roles was given by Mr. Black while discussing what assistant principals do. He stated "he [male assistant principal] gets to do the less feminine things and we let Ms. Roberson [female assistant principal] do the easy things. They take care of discipline, Ms. Roberson with the girls, Mr. Franco with the boys."

Another example of the separation of duties was given by Ms. Johnson. She asserted "men have a problem and receive criticism for trying to deal with high school young ladies dress code issues. They were just so thankful that a woman came along." She went on to say such things as "I think a woman has a different perspective" and "there is not supposed to be this division of the sexes and so forth but it's reality." In all of these quotes, what she was telling me was women can be administrators as long as the requirements of the job fit the qualifications only a woman may possess.

Phase Four

Phase Four, Feminist Administration, was operationally defined as 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 experience 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.

I found no evidence to support this categorization.

Phase Five

Phase Five, Multifocal or Relational Administration, was operationally defined as referring to other administrators as he/she without thought or hesitation. There was never a reference to gender as if it made any difference; gender was not an issue. Anyone can hold any position.

I found no evidence to support this categorization.

Summary

In analyzing the data through the lens of Feminist Phase Theory, I found support for Phases One, Two, and Three only. None of the administrators gave a response that could be categorized into Phases Four or Five. Table 5 gives a summary of responses by administrator and phase.

Table 5

FPT Respondent Data

RESPONDENT	PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE
BROWN					
BLACK			1		
GREEN					
WHITE					
JOHNSON	1	1	2		
SMITH	2	1			
JACKSON					
JONES			1		
TOTAL	3	2	4		

Content/Structure, Methodology and FPT Categorizations by Gender

This section looks at Content/Structure and Methodology and casts them against the lens of FPT to determine their categorization. The analysis will be divided into male categorizations of Content/Structure and Methodology and female categorizations of Content/Structure and Methodology.

Male Content/Structure and Methodology

In terms of Content/Structure and Methodology only one response could be categorized through the lens of FPT. Even though this response was a Phase Three categorization, the lack of responses prohibited the transference of this response to the respondent sample. The lack of responses by the males would leave them to be categorized in to either Phase One or Phase Five. Based on the responses of two female assistant principals that work with two of the male principals, the lack of Phase Five responses by anyone, the overall responses, I would place the males in Phase One of Content/Structure and Methodology.

Female Content/Structure and Methodology

In terms of Female Content/Structure and Methodology, eight responses were categorized. None of the responses were about Content. Even though the descriptions of what principals and assistant principals do was vastly different, the women did not seem to see that as a problem based on gender.

In the area of structure, seven responses were given with three falling into Phase One, one into Phase Two and three into Phase Three. Based on analysis of these

responses, I did not feel there was enough data to place Structure into one phase but would like to note that they do fall into the lower phases of FPT.

In the area of Methodology, one response was given that fell into Phase Two. This one response does not lend itself to categorization of Methodology into any of the phases. A summary of the Content/Structure and Methodology responses by gender follows in Table 6.

Table 6

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	1									
Structure		3		1		3				
Methodology				1						
Total	1	3	0	2	0	3	0	0	0	0

In analyzing the areas of Content/Structure and Methodology together, I determined that for females structure is their biggest concern; Inability to achieve their goals of the principalship was evident in their responses. This was not a problem for the males because they had achieved the principalship. The responses may have been different if the females had all been principals.

Chapter Summary

In analyzing the data in Chapter III based on the categories of Structure/Content and Methodology, what principals and assistant principals did and how they did it was very different based on their assignment and what would seem to be gender. When the data was cast against the lens of FPT, I found responses that would fall into Phases One, Two, and Three, with no responses falling into Phase Four and Five. I found content/structure and methodology for males to be Phase One; I found lack of consensus for any phases regarding content/structure and methodology for females.

CHAPTER V
SUMMARY, CONCLUSIONS, RECOMMENDATIONS
AND IMPLICATIONS, AND COMMENTARY

This chapter includes a summary of the study, conclusions, recommendations and implications, and a commentary derived from the data collected from the administrators in this long interview study.

Summary

The purposes of this qualitative study were three:

- to examine the content, structure and methodology of suburban secondary 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 suburban principals' ~~and assistant principals'~~ perspectives.

These purposes were accomplished by:

- Data collection from eight suburban secondary administrators, four female assistant principals and four male principals, using long interviews;
- Data presentation into (1) demographics, (2) perceptions, (3) position, and (4) procedures; and

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

Data Needs

Data from secondary suburban administrators was needed to achieve the purpose of this study. I needed to interview male and female secondary principals and assistant principals representing suburban school districts to gather data on what they did, who did what, and how it was done.

Data Sources

Eight secondary administrators from suburban school districts were used as data sources. Because of the lack of female principals in suburban secondary schools, the four males were principals while the four females were assistant principals. All of the participants were willing, 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 45 minutes to one and one half hour interviews using semi-structured open ended questions. The interviews took place at a site of the administrator's 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 secondary public school administration.

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

Data Presentation

A literature review was conducted before the data collection began. The constant comparison method of analysis (Glaser & Strauss, 1967) was used throughout this study and resulted in the development of the following data categories: demographics, perceptions, position, and procedures.

Demographics. From the demographic data collected it was found that the convenience sample were comparable to Shakeshaft's (1989a) profile of a typical male and female administrator in terms of race, teaching experience, and type of community where they were raised. All of the women in this study were assistant principals. The literature supported the demographic data collected (Shakeshaft 1989a).

Perceptions. Perceptions were administrator's thoughts, philosophies, ideas and fundamental beliefs about administration or administrators. They are the "why" of administration. In the area of Roles and Responsibilities, the administrators offered their beliefs about the importance of dealing successfully with other people. They talked about being a servant to teachers, being open to new ideas, being around and enjoying kids, working with others, having the right kind of attitude, being thick skinned, having a balance in your life, hiring personnel, and assuring success of their faculty. The culmination of their thoughts leads to the idea that administrators must work with faculty

and students not in a dictatorial role but one where all work together for the success of the students. Being open to work with others also made them vulnerable to others opinions and ideas and of sharing the power. These ideas were supported in the literature review in the area of Human Relations (Campbell, Fleming, Newell & Bennion, 1987; Hoy & Miskel, 1982; Kimbrough, 1983; Sanders & Wiggins, 1985).

The administrators also expressed their beliefs on the effects of gender on their own and others roles. Thoughts included how a males presence was more effective when dealing with high school students, how the lack of female principals is a "cultural" problem and we do a disservice to female students when we fail to have equal representation of genders in the top level positions, the feeling that students, parents, teachers, and other administrators have a very difficult time seeing a woman in the role of high school principal, and women are more non-accepting of a woman in authority than men. All of these thoughts were expressed by female administrators and are supported in the research (Jacobson & Effertz, 1974; Shakeshaft, 1989a, 1989b; Tyack & Strober, 1981; Whitaker & Lane, 1990).

In the area of Evaluation, the administrators felt that evaluation was something that had been forced upon them and placed very little importance in it. Several expressed the opinion that its only real value was seen if you were trying to get rid of a teacher. Most thought it was a waste of time, they knew whether a teachers was doing a good job or not, and that it did not need to take place very year on every teacher. This is in contrast to the research of Sergiovanni (1991) which listed evaluation as a category defining the expertness of the principal.

Positions. Positions were "what" people in the organization did and the way they fit together to make a whole. In the area of Principals, the administrators described four main areas that were not necessarily parts of their job descriptions but took up most of their time. The first area was relating to students, teachers and parents. The second area was paperwork followed by evaluation of teachers and finally discipline. They mentioned they should be the instructional leaders of the school but did not have the time. They spent the majority of their time dealing with problems that walked through the door each day. This is supported by several researchers (Bosson, 1984; Drake & Roe, 1986; Morris, Crowson, Porter-Gehrie, & Hurwitz, 1984).

From the responses of assistant principals, it was concluded they basically do everything. Their tasks ranged from working with students, parents, and teachers to budgeting and searching cars. The assistant principals were the backbone of school operations. Although the literature reviewed was looking at administration in general, most of it dealt with the principalship. The literature states a perception of what principals do in their assignments. This research reveals assistant principals actually do this work (Gorton, 1980; Guthrie & Reed, 1986; Sergiovanni, 1991).

In the area of Others, the administrators responses included teaming with other administrators and committees to maintain the school and its focus. There was a strong feeling from all the administrators that their job was working with others to ensure the success of all students. This did not see themselves as telling people what to do or how to do it but through teamwork, accomplishing the task that need to be done. This is supported in the research of Morris, Crowson, Porter-Gehrie, and Hurwitz (1984).

Procedures. Procedures were "how" administrative tasks were accomplished; how administrators got things done. The three areas that emerged were Maintaining, Observing, and Communicating. From the administrators interviewed, it can be determined that the majority of their time was spent in these three areas. There was not enough time during the day, because of daily problems that arose, to accomplish their tasks. Much had to be done during hours outside the regular school day. The priorities of a principal such as budgeting, finance, law, and curriculum, that research described usually were accomplished outside the school day (Gorton, 1980; Guthrie & Reed, 1986; Sergiovanni, 1991).

Communication and personnel were the areas that administrators devoted most their time. This included interviews, visiting with students, teachers, parents, and other administrators, and observing classrooms. This was not supported in the research of Bosson (1984) or Drake and Roe (1986) but was supported in the research of Morris, Crowson, Porter-Gehrie, and Hurwitz (1984). They stated, "...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).

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 deductive 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

Given the data, four findings emerged:

- Developmentally we have made little progress in terms of Feminist Phase Theory; all of the responses from the administrators fell into the first three phases of Feminist Phase Theory;
- Gender is not an issue with males. They do not talk about gender;
- The principalship in suburban settings is defined as male, and;
- The textbook definition of administration is vastly different than what actually occurs in administration.

Conclusions

Given the findings of this qualitative study, some very interesting notions could be concluded about administration as defined by these suburban principals. The first thing I found interesting was that all of the gender related quotes came from females except one. I think this could be saying one of two things about the male principals. The first is that gender is not an issue with them. The second one I find more likely. Men, because they are in a higher level position with no apparent barrier to their upward mobility, just do not see there is a problem. They are oblivious to the problem.

The responses received from the assistant principals would leave one to believe that there has been little change in movement of women in to the upper levels of

administration. Their thoughts also lead to the determination there has been very little change in the definition of administration, in contrast to the research of Mertz and McNeely (1987).

It also appears that some of the females quotes would place them at a very low level in FPT. I would have expected the women all to fall into Phase Three or higher but some of their responses did not support this. This tells me that some women are still struggling with a definition of administration that is bound with male thought, derived from the male experience (Shakeshaft, 1989a).

This conclusion is very disturbing to me and suggests we have made little improvements in removing the barriers facing women to achieve their goals of becoming secondary principals at least in a suburban setting. It seems that male and female administrators are still unaware of the genderedness of administration and little attempts, if any, are being made to correct this problem. Although from the lack of male response you would think that gender was not an issue, obviously from the lack of female principals and because of the female responses, gender is an issue.

Implications and Recommendations

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 will examine how this qualitative study met each of these criteria.

Theory

Feminist Phase Theory (Tetreault, 1985) has shown its usefulness in the evaluation of a faculty development seminar in women's studies, analyzation of United States history

textbooks' treatment of women, evaluation of the effects of gender-balancing a teacher education curriculum, analyzing education journals for feminist scholarship, studying women's inclusion in education course syllabi and research on women in educational administration (Maher & Lyman, 1984; Schmuck, 1984; Lather, 1985; Tetreault, 1985; Tetreault, 1986; Twombly, 1993). This research has added to the knowledge base of theory by showing the usefulness of Feminist Phase Theory in defining secondary educational administration as gendered.

Future research should examine its usefulness in other disciplines that are typically considered to be male roles. Is Feminist Phase Theory (Tetreault, 1985) as useful when defining what it is to be a lawyer, doctor, superintendent, engineer, mechanic or CEO?

Research

The findings of this qualitative study added to the knowledge base of gender research by documenting the content, structure, and methodology of suburban secondary administrators. No research was found in the literature to indicate that this kind of study had ever been attempted previously. Future research might examine the differences between secondary, middle school, and elementary suburban administrators, specifically in terms of content, structure, and methodology. Is elementary and middle school administration gendered to the extent of secondary administration?

This research project did not take in to account teachers thoughts about administration. To corroborate the findings, future research might include data collected from classroom teachers. Do classroom teacher responses support the findings that the definition of administration is male?

Since the subjects in this study represented four different school districts, future research might use all of the administrators in a single system. This might make it easier to see patterns and give a more global picture of the discipline.

Practice

Given the data from the respondents in this study, secondary school administration is gendered. Those who are doing the hiring and even those already in the position of principal have failed to see that women are being left out of the principalship. This study has shown us exactly what is happening. Additionally, there is still a lack of understanding of how the addition of women breaks the boundaries of male thought and makes our definition of administration richer.

The implication to administrator preparation programs is, we are not doing what we should be doing to prepare administrators for the job they will actually be doing. From this research, the emphasis on training should focus around personnel and counseling. Since the majority of the administrator's time was spent on hiring, evaluating, communicating and dealing with people, this should be where emphasis is in our administrator preparation program. At the present time, this is probably the least emphasized areas. 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 the realities of practice.

Commentary

Is the definition of secondary administration gendered? After completing this research project I can definitely answer yes - at least in secondary suburban schools in the

midwest - and I am confident this is true across the United States. When I began this project, I had in my mind that discrimination in the ranks of administration was present but I did not realize how imbedded it was even among the principals themselves.

There were two questions that I wanted to answer for myself from this research. The first was, did I get my principal's position because I was a man and the people in charge of hiring felt that a man could do a better job in the position because of their stereotyped ideals and past experiences with a male dominated position? The results of this research would lead me to believe that the answer to this question is yes. There were many candidates with more years of experience both in teaching and administration. Gender may have not been the only factor but I would contend that it was a major factor, especially since the school was considered to be very tough because of its high minority population and low socio-economic level. In their minds, a male could handle this position better.

The second question had to do with whether I was the most qualified candidate for the position. From what I have already said, I was not the most qualified based on resumes alone.

The finding that astonished me most in this research was administrative preparation programs are falling short on training administrators to deal with the realities of day to day administration. Administration is a job of communication. What administrators did was talk to teachers, students, and parents. We must start training administrators to be communicators and counselors. The majority of an administrators day was spent

communicating and counseling with people. If I had not received my Masters in school counseling, I would not have received any training in this area.

We require administrators to take school law, facilities, finance, and politics but not one administrator ever mentioned using any of this in their work. We must train administrators how to work with people, how to use counseling techniques, and how to communicate effectively. In my current position as a principal, I have been able to use the knowledge gained from my counseling degree to a greater extent than the knowledge gained through administration courses. Until we do this, we have programs that are producing ineffective administrators and forcing people to just jump through hoops to be administrators.

Finally, this research has opened my eyes to the hidden discrimination that exists among men. We do not feel that we are discriminating against women as long as we get what we want. We do see the part we play in this problem of discrimination because we are not being discriminated against. Until we start taking into account the abilities and knowledge that all people have to offer and changing our educational paradigms accordingly, we will remain in a field that is seen as male.

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APPENDIXES

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 09-28-95

IRB#: ED-96-028

Proposal Title: SECONDARY ADMINISTRATION DEFINED THROUGH THE
LENS OF FEMINIST PHASE THEORY

Principal Investigator(s): Adrienne Hyle, Bradley Jack Schoeppey

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

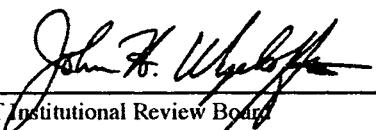
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING.

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

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: _____

2

VITA

Brad Schoeppey

Candidate for the Degree of

Doctor of Education

Thesis: SECONDARY ADMINISTRATION DEFINED THROUGH THE LENS OF FEMINIST PHASE THEORY

Major Field: Education Administration

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma.

Education: Graduated from West High School, Wichita, Kansas; received Bachelor of Music Education degree from John Brown University, Siloam Springs, Arkansas in December, 1984; completed the requirements for the Master of Education degree with a major in School Counseling at Northeastern State University in May, 1990; completed the requirements for Elementary School Principal from Oklahoma State University in May 1992; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1997.

Experience: Taught Middle and Elementary School Music at Owasso Middle School and Barnes Elementary in Owasso, Oklahoma; practiced as a Guidance Counselor at Kendall Elementary in Tulsa, Oklahoma; practiced as an Assistant Principal at Carver Middle School in Tulsa, Oklahoma; practiced as an Elementary Principal at Jane Philips Elementary in Bartlesville, Oklahoma; currently Principal of Wayside Elementary in Bartlesville, Oklahoma.

Professional Memberships: Oklahoma Association of Elementary School Principals, National Association of Elementary School Principals, Association for Supervision and Curriculum Development.