

SCHOOL ADMINISTRATORS WHO ARE
PARTNERS: PERSPECTIVES
AND PARADOX

BY

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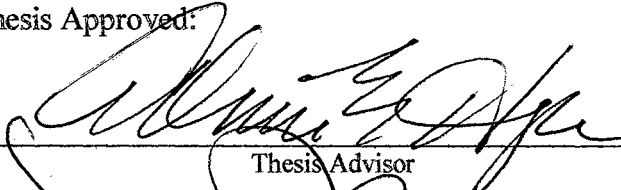
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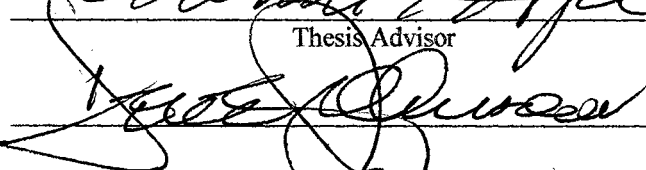
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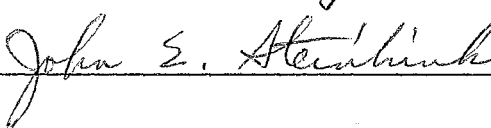
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CHAPTER I

SCHOOL ADMINISTRATORS WHO ARE PARTNERS: PERSPECTIVES AND PARADOX

Educational leaders have major constraints and pressures that bleed into their private lives. These complexities can be displayed as being more demanding and more compounded as each partner steps into administrative leadership roles. Blumberg (1985) tells us that, "the fact of being a superintendent seems to create a condition of personal and family life rather unlike that which most of us experience" (p. 156). These constraints and pressures may be viewed in a very different light depending upon the gender of the partner. Additionally these constraints and pressures may be multiplied when both partners are not only in dual careers but are also both school administrators.

Chase and Bell (1990) found that the underrepresentation that exists for women in educational leadership roles can be partially explained by the "placeboundedness" of women applicants. Women are much more inclined to refuse positions or simply neglect to pursue positions because of the location of the opportunity in regard to where they reside or to where their spouse has employment.

Bell and Chase (1993) assert that several interrelated processes impede women's integration into educational administration. These notions of which Bell and Chase refer include gender stratification, gatekeepers, and the persistence of blatant forms of sex and racial discrimination as well as the

continued underrepresentation of white women and women of color as leaders in educational systems.

Gender stratification is perpetuated by the fact that while women vastly dominate line positions in schools men maintain the positions of power. In 1991, only 5.6% of the nation's superintendents were women with only 7.6% of the secondary principals being women. The percentages increased at the lower grade levels with 23% of middle level positions belonging to women and 37% of the elementary leadership positions being held by women (Bell & Chase, 1993, Table I, p. 21). The National Center for Educational Statistics reports that although 73% of teaching positions were held by women during the 1993-94 school term only 35% of all principal positions were held by women (Digest for Educational Statistics 1997, Table 67 and Table 87, pp. 98-105). This gender stratification is nurtured by the cultural stereotyping of women.

Likewise, gatekeepers contribute to the disparity of women in administration by controlling the formal and informal sites of hiring, decision-making, power brokering and sponsorship (Chase & Bell, 1990). Chase and Bell (1990) point out that, "although the numbers of women are slowly increasing at the lower levels of various male-dominated professional and administrative occupations, barriers to women's integration into the high paid, more prestigious jobs remain" (p. 164).

Blatant forms of sex or racial discrimination still exist though sometimes in subtle ways. The wide spread awareness of the Title IX issues

of the Civil Rights Act has transitioned society into a more subtle discrimination process. The more prevalent form of discrimination is carried out by establishing the benchmark for a woman's capability in job performance as that of her male counterpart in the same occupation. Kanter (1977) reports that "even successful women who reported little or no discrimination said that they had to 'work twice as hard' and expend more energy than the average man to succeed" (pp. 238-239). Gilligan (1993) points out that the social sciences are exploring the differences between sexes at the same time that the demand for social equality and justice is making efforts to eradicate discrimination and further presents evidence that "women perceive and construe social reality differently from men" (p. 171).

Women are disempowered, economically disadvantaged and socially delegitimated and women have found legitimation only to the extent that they are willing to accept the male agenda (Lewis & Simon, 1986). Lewis and Simon (1986) point out that men must assist in the emancipation of women and they must understand that emancipation is not just freedom from power over us but also freedom from our power over others. Finally, McGrath (1992) asserts that administrative women generally possess more expert information than men because they have had more classroom experience and that in an age focused on the teaching process, women in leadership will prove to be a valuable asset. Even when women are numerically dominant at one level in a system, if they are isolated from

influential networks, they remain underrepresented in national education policy (Bell & Chase, 1993). "Men and women may need to meet different expectations in order to be successful, but those expectations appear to vary across situations and cultures" (Bolman & Deal, 1992, p. 327).

Statement of the Problem

Many women aspiring to administrative positions describe a "glass ceiling" through which they are unable to pass. They are assumed to be appropriate candidates for only certain positions requiring a nurturing or feminine touch (Chase & Bell, 1990). At the same time, a growing phenomenon in school administration is the existence of dual career couples. Couples who both hold administrative positions in school districts are increasing nationally. There are currently 27 couples serving as top school officials (Pardini, 2000, p. 44). The women in these couples have successfully bridged the gendered stereotypes of marital roles, language patterns, expectations and career paths. They are administrators in traditionally male dominated positions such as school district superintendent or secondary school administration.

Hochschild (1989) would predict this anomaly through the existence of differing marital roles. In dual administrative career couples with egalitarian roles, there is a crossover of thought processing for partners who have both entered into school administration. The male's knowledge of and emersion in the dominant culture assists in empowering the female in breaking through the glass ceiling that so often exists for women. In so doing, the male partner

helps bridge differing societal and individual assumptions about ability, interests and responsibility.

Purpose of the Study

The purpose of this study is to delve into the perceptions of dual career partners as they describe their careers, their career paths, marital roles ("traditional," "transitional," or "egalitarian"), and the professional interrelationship trade-offs of dual careers in the same field. Specifically, the following will be done:

1. describe the perspectives of dual career partners about their careers and their abilities to be successful in their careers;
2. analyze these perspectives through Hochschild's (1989) gender ideology lenses (traditional, transitional and egalitarian);
3. describe other realities that are revealed; and
4. assess the usefulness of Hochschild's (1989) lens for exploring the realities revealed.

Theoretical Frame

Hochschild identified three gender ideologies and practices of marital roles. She identified these ideologies as "traditional," "transitional," and "egalitarian" (Hochschild, 1989). Hochschild contends that men and women alike draw on their beliefs "that are forged in early childhood and thus anchored in deep emotions" (Hochschild, 1989, p. 15). Both men and women think of manhood and womanhood and of work and home responsibilities through the lenses that were developed for them and imbedded into their

thought processing at a very early age. "A gender strategy is a plan of action through which a person tries to solve problems at hand, given the cultural notions of gender at play" (Hochschild, 1989, p. 15). When a gender strategy is developed men and women alike make conclusions based on what they feel about manhood and womanhood. They tend to link this thought into work or home issues.

Hochschild (1989) studied 50 couples to ascertain their attitudes or ideologies toward the roles by gender. Her study involved long term observation and extensive case studies beginning in 1976 and ending in 1988. It was from this study that she embraced the three gender ideologies of "traditional," "transitional," and "egalitarian."

In developing the three gender ideologies Hochschild (1989) purports that the traditional woman wants to identify with her responsibilities at home even though she works and furthermore wants her husband to identify with work. The male who functions in the traditional frame feels the same way. The purely egalitarian woman wants to identify with the same sphere of thought that her husband does. Some couples in her study wanted to be acclimated toward work and others toward the home or simply have a balance between the two spheres. The transitional couples fell somewhere in the middle.

Procedures

The case study method was used to allow for an in-depth look at this particular phenomenon. The case study method allowed a more systematic

way of looking at what was happening, collecting data, analyzing information and reporting results (Davey, 1991). The result was a more focused understanding of the ways in which dual career partners in educational administration complement each other. The qualitative method provided a more complete understanding of the people and the way they view their world.

Researcher Biographical Data

While attending college and dreaming of being a teacher little did I realize that someday I would serve in an administrative role in the public schools of Oklahoma. Such has been the situation for many men and a much fewer number of women. I have spent in excess of 20 years as an administrator in the public schools in Oklahoma. My spouse is an upper level administrator as well.

I graduated from high school at age 16, the second of 5 children and a product of a rural Cherokee County small dependent school. Coming from a family where college degrees did not exist, a dream like this seemed hard to imagine coming true. But having parents who wanted their children to take advantage of the college in our home area there was not a choice to neglect attempting a degree.

I was pursuing a career in mathematics education when I met and married my husband who was also entering into mathematics education. My non-traditional major area was chosen because I had received several mathematics awards in high school and had had two different mathematics

teachers encourage me to do so. At the very youthful age of 19 we began marriage and as we dreamed and planned our future lives together we jointly decided to each stay with our major fields although we knew that the reality of a reduced job market would come into play when locating jobs if we had the same credentials. We did however develop differing minors with his in physics and mine in English.

I completed my degree and began teaching at age 20 in the local school system while my husband completed his final year of school. We were then fortunate to be employed in a school system that welcomed two mathematics teachers. Just prior to the beginning of that school year we had our first child.

Shortly into our careers as teachers and after the birth of a second child, my husband began to feel the need to add some further credentials to his resume by attaining a master's degree in administration. He began to work on a degree by taking the very limited hours that could be taken at that point in time on Saturday mornings. The babies and I found other things to do as he worked on his additional degree.

As my husband progressed on his next degree we decided that we could be a great team as principal and counselor. Thus was the beginning of our joint pursuit into administrative type positions. This was the decade of the seventies when the idea of counselors had barely come into being and as we contemplated the acceptance of us as a team we felt that the male would most definitely be accepted as a principal, while the female could surely

fulfill the position of a counselor.

We relocated to a district nearer the university so that we might each complete the higher degrees with new qualifications. By the end of the first year in the new district we had completed the degrees we had embarked to attain. We continued to teach mathematics for the following two years and added another child to our family when we each were given the opportunity to explore the use of our newly earned credentials. With the passage of P.L.94-142 it was imminently important that being a counselor in this district would require some further preparation in testing and the field of special education in order to deal with the special education administrative responsibilities. I returned to school and completed the necessary coursework for psychometric certification.

We spent the following three years as a principal/counselor team. During that time we experienced two midterm miscarriages. But on December 18, 1980 this principal/counselor team became the proud parents of fraternal twins. Our 5 children were regulars at all school activities.

By the spring of 1982, the superintendent's position came open and the Board selected my husband as the new superintendent. Prior to the end of the four-year tenure of the preceding superintendent, he had recommended that the district withdraw from the special education cooperative for severe students. The newly appointed superintendent began immediately developing a plan to accommodate these students within the district. He decided to enlist my assistance by asking the Board of Education to appoint

me as Director of Special Services and they agreed.

Being new to the true administrative ranks, I began attending administrative meetings with my husband. In the early 1980's it was very difficult for fellow administrators to accept the attendance of a female in their meetings. This was something I had also observed while taking administrative coursework. But as other administrators began to realize that I had expertise in the areas where I had responsibilities they became more willing to ask my opinions or advice on topics when the Superintendent was not available. As the years went by the Superintendent assigned more and more total district tasks to me as an administrative assistant. In 1989 the Board appointed me as an assistant superintendent. My husband and I have worked together in these dual roles since that time.

Having spent three decades in a dual-career family, two decades of which have been in public school administration, I have provided an insider's perspective to the research. Since my husband and I are committed to an egalitarian based marriage and have historically placed equal importance on each other's career I can provide first hand experience to the personal and professional concerns of members of dual-career couples who were included in the study sample.

Empirical Needs and Sources

Dual-career heterogeneous partners who have chosen the career route of school administration were the targeted population. The partners were each serving or had served in an administrative capacity in the public schools.

Data Collection

Interviews were centered around a group of open-ended questions (Appendix A) allowing the informants to put their own personal flavor into the pool of information. The interviews ranged from 30 minutes to one and one-half hours in length. Spradley (1979) asserts that occupational groups have cultural differences with different languages, values, clothing styles and activities. Biographical information was obtained from each interviewee to determine differences in background and demographics of the participants. During the interview process, Spradley refers to these native speakers as "informants" who use their own language or dialect and become teachers. Spradley sees this as a method by which the researcher can view the world through the informant's eyes, thus gaining a more explicit understanding of the reality of the culture.

The researcher must have communication skills, which allow the researcher to empathize, establish rapport, elicit descriptive responses from the interview, and to listen effectively (Lancy, 1993). Yin (1998) insists that an inquiring mind and the willingness to ask questions before, during and after data collection are central to good case studies. He also tells us that being a good listener, being flexible in the data collection process, possessing a working understanding of the issues being studied and remaining neutrally biased during the study are essential to the case study process.

Permission was requested and obtained from the Oklahoma State University Institutional Review Board to allow human subjects to be used in

the research project (See Appendix B).

Data Analysis

The interviews were transcribed and checked for accuracy, and then the information was sifted through for commonalities. According to Stake (1978), "knowledge is a form of generalization too, not scientific induction but naturalistic generalization, arrived at by recognizing the similarities of objects and issues in and out of context and by sensing the natural co-variations of happenings" (p. 7). Similar comments were compiled to establish patterns that may exist within the sample.

Yin (1993) identified some specific types of case studies. These were exploratory, explanatory and descriptive. The explanatory type may be used for doing casual investigation and was used in this study.

There are four modes of data analysis, according to Yin (1994), which include, pattern matching, explanation building, time series analysis, and use of logic models. In this study, I used pattern building, the comparison of an empirically based pattern with a predicted one as the dominant analysis technique. The patterns discussed were consideration of alternative or rival explanations. Time series analysis refers to tracking multiple indicators of a phenomenon over time. Logic models blend pattern matching and time series analysis.

Significance of the Study

With the number of working women steadily increasing in all career areas as well as in the field of educational administration, the roles of both

the male and female change—both on the job and in the home. As this transition occurs it is important that research be in place to confirm, console, and solidify the realities that exist for those who live the roles of educational administrators who are partners as well. The study should have heuristic value by offering insights into the realities of dual career partners in school administration as well as to offer insight for the male and female in dual careers. It also serves a personal interest in that my husband and I each are public school administrators.

Research

The body of research about gender differences in the workplace is varied and becoming more abundant in the area of advancement in the workplace including that in the education workplace (Bell, 1988; Bell & Chase, 1993; Bolman & Deal, 1992; Chase & Bell, 1990; Hochschild 1989; Gilligan, 1993; Kanter, 1977; Lewis & Simon, 1986; McGrath, 1992; and Shakeshaft, 1989, 1995). Work has also been done in the area of gender differences and expectations (Bolman & Deal, 1992; Chase & Bell, 1990; Hochschild, 1989; and Shakeshaft, 1989, 1995). Hochschild (1989) in her quest to understand why women's advancement in the workplace is strangled unveiled what she terms gender ideologies of home/housework responsibilities in dual career families that impact the feasibility of women advancing into higher level positions in the workplace. She classified these ideologies as traditional, transitional, and egalitarian. Although research has and is being performed in the area of advancement of women in educational administration there has

been no research involving dual career heterogeneous partners each serving in administrative roles in education.

Practice

As generations come and go so does the modeling of what each generation has experienced in their development. In order for men and women to meet on equal terms the gender ideologies must convert into a more egalitarian one both at home and in the workplace. Women must be seen in positions of authority in the areas of leadership in the school setting in order for the subsequent generations to respect that role and to break the cycle (Bell & Chase, 1993; Chase & Bell, 1990; McGrath, 1992).

Theory

This study used the gender ideologies as proposed by Hochschild (1989) to examine how the gender beliefs of dual career partners both in the educational administrative workforce impact the development of women in the field of education. The data collected was analyzed in regard to Hochschild's gender ideologies of traditional, transitional, and egalitarian. This research should help clarify observations.

Summary

Although the evidence of women in the ranks of educational administration has increased during the last two decades this increase has predominantly been in the area of elementary administration where nurturing is perceived to be the role of the principal (Chase & Bell, 1990). Unfortunately, these positions are the least likely to lead to further

advancement. Women in the areas of administration at the secondary and district-level are still drastically lagging (Bell & Chase, 1993). Through a qualitative research study I attempted to discover the realities of dual career couples each serving in administrative roles.

Reporting

The second chapter consists of a review of the literature pertaining to women in the workplace, the history of women in administration, gender bias, and gender ideology as espoused by Hochschild (1989). The data collected is presented in the third chapter followed by an analysis of the data in the fourth chapter. The last chapter presents a précis of the study, discussion, conclusions, and recommendations for future practice and research.

CHAPTER II

REVIEW OF THE LITERATURE

The related body of literature that has pertinence to this study can be categorized into four areas. These four areas include: (1) women in the workplace/dual careers; (2) the history of women in educational administration; (3) gender bias, and (4) gender ideology/perspectives about marital roles.

Women in the Workplace/Dual Careers

The number of women who work has steadily increased since World War II. Not only have more women climbed on board the work train, the train is moving faster (Hochschild, 1997, p. 6). In 1950, only 30 percent of American women were in the work force (Hochschild, 1989, p. 2). These numbers included 12.6 percent of married mothers with children under the age of seventeen who worked for pay (Hochschild, 1997, p. 6). By 1986 the workforce included 55 percent of all American women (Hochschild, 1989, p. 2). In 1994, 69 percent of married mothers with young children worked outside the home with many of these mothers not only caring for their children but caring for aging relatives as well (Hochschild, 1997, p. 6).

Even as it has become an established fact that married women account for a very significant portion of the workforce, society is still set up to meet the needs of two-parent families with only one partner employed (Vannoy-Hiller & Philliber, 1989, p. 101). The existence of two outside jobs in the family demands that couples take time to establish a division of labor that once was a

given. However, employment absorbs a greater amount of time and requires a greater efficiency in performing household responsibilities. Establishing equity and fairness in distributing responsibility, expenses and rewards can become an issue.

Professional couples are and will continue to be a very small portion of the population. This parallels professional one-career families that have been a very small portion of the population in the past (Vannoy-Hiller & Philliber, 1989). As two breadwinner families have become more prevalent in today's society and as women have moved into educational administration so has the number of dual career educational administrators increased.

A History of Women in Educational Administration

In leadership positions men have typically held positions where prestige was the greatest. Positions, which involved the supervision of adult males as opposed to females and children, fell to the male. These jobs were managerial in nature rather than instructional (Shakeshaft, 1989, p. 33). In school leadership this imbalance has consistently remained. However, the proportion of females holding these positions has been more prominent at times than during other periods. It is a given that women have never held the majority of managerial positions in schools, however they previously presided over proportionately twice as many school systems as at present (Blount, 1998, p. 5).

Prior to 1900, few women held administrative positions in schools. Women began gaining employment outside of the home during the 1800's. Many served as teachers and accounted for 70 percent of all teaching positions at the turn of the century (Blount, 1998). However, of those women holding the management positions prior to 1900 the overwhelming majority had founded their own schools and simply served as the chief executive for their own school (Shakeshaft, 1989). This period was during the era of female seminaries leading into the women suffrage movement as outlined by Blount (1998).

Ella Flagg Young when named superintendent of Chicago Public Schools in 1909 made the prediction, "In the near future, we shall have more women than men in charge of the vast educational system. It is a woman's natural field, and she is no longer satisfied to do the larger part of the work and yet be denied the leadership" (McGrath, 1992, p. 62). Sadly to say, although there have been some gains in the number of administrative positions held by women, Mrs. Young's prediction is still waiting to be fulfilled. The proportion of female workers to leaders remains severely imbalanced. When Young headed the Chicago schools, women accounted for approximately 9 percent of all superintendent positions (Blount, 1998, p. 2). It appeared that the numbers were heading upward as predicted by Mrs. Young. However many of these positions were in small rural communities often thought of as being undesirable for men (Blount, 1998, p. 2).

During these early decades of the twentieth century women were attaining positions of middle management such as lead teacher, teaching principals, supervisors or mid-level administrators (Blount, 1998, p. 1). The emergence of women into top leadership roles continued and inclined until 1930 when the prevalence began to fall reaching an all time percentage low in 1970 (Blount, 1998, p. 5). The fact that many men returned to school following World War II is partially responsible for this decline of the presence of women pursuing training. There has been little recovery from this sharp decline to the present (Blount, 1998).

Given the tremendous shortage in the number of available candidates for administrative positions as noted by Vail (1999), it is imminent that the members of the education profession and those in power reach out to people who may possess the necessary characteristics or who may be able to hone skills that will allow them to serve in an administrative position. There has been a slight upward movement of females into top education jobs. With about 12 percent today compared to 4 percent a decade ago, however women still remain a very small minority given that the candidates for top education positions are predominately female. Therefore, it is just as critical that we as educators bridge the gap for that heretofore seemingly untapped pool of female members of the teaching profession.

C. Cryss Brunner (1999) summarizes her study of female superintendents by identifying the fearlessness that individuals must possess in order to step forward (p. 6). Additionally, Brunner espouses

“their fearlessness about moving into a position that is most often viewed as ‘off limits’ was inspired by people in their lives who told them they could do anything” (Brunner, 1999, p. 6). Brunner also revealed that the women in her study had circumstances in their lives and personal characteristics that helped them relax and take risks. She also identified as the most important circumstances and characteristics as community, challenge, courage and curiosity.

Women overwhelmingly hold the predominant number of line positions in education, however, the vast majority of administrative positions are held by men. Chase and Bell (1990) purport that “men in positions of power control the formal and informal sites of hiring, decision making, power-brokering and sponsorship” (p. 164). Brunner (1999) suggests that since the male power wielders in any given community are a dominant force, and since the position of superintendent is seen as a powerful and masculine position, then a woman aspiring to be a superintendent must define and use power in the same ways as the community’s male superintendents before her (p. 63).

Grogan (1996) found in her study of women aspiring to be educational administrators that the aspirants portrayed various themes when asked what it was like to be a woman administrator. These themes include (1) aspects of the job influencing administrative styles, such as male/female behavior, treatment by community members, peers, superiors and subordinates; (2) the absence or presence of support groups; and (3) how marital status and other

issues of sexuality have an impact on their working lives. Grogan's participants mostly felt that they were first and foremost educational administrators, but few neglected to admit that they were judged as women administrators rather than simply administrators. This was especially true of those aspiring to the superintendency (Grogan, 1996).

Gender Bias

"Gender is virtually invisible in school leadership" (Grogan, 1996, p. 1). Grogan explains her meaning of invisible by the fact that the male gender is synonymous with the position so that it was "possible not to notice the absence of women leaders" (Grogan, 1996, p. 1). "The average female is ignored—neither reprimanded nor praised.... They learn that, if they do well in school, it is because they are lucky or work hard, not because they are smart or capable. The interactions of teachers with students reinforce the societal message that females are inferior" (Shakeshaft, 1986).

Paradoxically, women who become as well as women who aspire to become administrators often find themselves with limited support from other women in the profession. Female administrators are many times more readily accepted by their male staff members than by their female staff members (Gupton & Slick, 1996, p. 137). Many report that traditionally oriented women actually harbor resentment toward other women who accept a position typically held by a man. Additionally, women in positions of authority frequently work to keep other women out to protect their "queenly" status. Gupton & Slick (1996) identify this phenomenon as

the “queen bee” syndrome (p. 137). This type of behavior leaves the female administrator lagging in the necessary support to be successful.

“Little girls don’t dream of becoming a superintendent” (Vail, 1999, p. 20). The superintendency has been dominated by men for so long that the position has been defined by them. In education, the accepted philosophy is that women are teachers while men are administrators.

There has, however, been a shift in the number of women who hold degrees and certification qualifying them for administrative positions. Women received only 11% of the doctoral degrees in educational administration in 1972, increasing to 20% in 1980, with 32% in 1982, advancing to 51% in 1991 (Gupton & Slick, 1996, p. 136). This significant increase in training received has refocused the explanation for underrepresentation of women from the lack of aspiration to the lack of the necessary support—role models, mentors, networks and family support—in order to succeed.

The superintendency is a precarious job that offers little security. Females who accept the positions are thrust into an arena that values decisive leadership. Men can get away with being authoritarian and directive, women simply cannot (Brunner, 1999). Grogan (1996) suggests that a woman “whose administrative style is aggressive is not only out of line professionally, she is not acceptable as a woman” (p. 84). North (1991) may state it best when she tells us,

I do believe that we could be witnessing a powerful paradigm shift toward identifying the special and unique contributions women can bring to organizations and away from assuming that male and female administrators operate pretty much the same way—the male way (p. 52).

Gender Ideologies/Perspectives about Marital Roles

Central to the reality that the predominant number of administrative positions are held by male members of the education profession is the idea that this may very well be a result of the paradigm that individuals hold of the administrative position and of the entire perspective that individuals place on the male and female roles at home as well as in the workplace. Arlie Hochschild's (1989) work on gender ideologies gives us a closer view of the transitioning that takes place in the home as more and more women enter the workforce and of how simultaneously the same type of influence is occurring in the workplace as women are transitioning into the workforce at higher level positions.

In her study, Hochschild (1989) intensively interviewed 50 couples on how they contended with the demands of both work and family. The study ascertained not only how the couples dealt with the family work, but also how each partner feels about the contribution to the family. Hochschild (1989) identified three gender ideologies in her research. She categorized the thoughts of the dual career couples she studied into "traditional", "transitional", and "egalitarian" (p. 15). In her study she found that 10

percent of the couples fell in the traditional range with 70 percent of the couples classified in the transitional category leaving 20 percent to actually be egalitarian in their actions.

The couples that held the traditional thought processing primarily were products of homes where the mother was a housewife and the father did little at home. In these homes often the wife was very accepting of being solely responsible for the second shift that was created by both partners working outside the home. Other couples were characterized by the fact that the woman in the partnership seemed bitter that she alone was responsible for this extra month of work. The second shift or extra month of work of which Hochschild refers is that of maintaining the household and being the person primarily responsible for the children when both partners are employed outside the home (Hochschild, 1989, p. 8). Hochschild concluded that women worked an extra 15 hours per week than the men. Thus, when the time for a paid job, housework and childcare were considered the women in dual career couples worked an extra month of 24-hour days per year (Hochschild, 1989, p. 3). This second shift at home translates into an extra year of 24-hour days at the end of each 12-year period (Hochschild, 1989, p. 4).

In contrast to the traditional the egalitarian woman wants to identify with the same spheres as her husband does, and to have an equal amount of power within the marriage. Hochschild (1989) further discovered that even when the division of family responsibility was considered equal it sometimes

fell into a quasi-equal category or "family myth". Some couples divided responsibilities into housework and childcare or in "upstairs" and "downstairs" obligations when in reality the wife was responsible for more of the household load (p. 43). The wife would deal with the living area while the husband dealt with the car and the garage or simply the children. This in turn leaves the women with juggling three spheres—job, children and housework, while typically the men juggle two—job and children. Wives spend more time "mothering" the house, while husbands "mother" the children. Since most people would rather care for children than clean, it simply means that men do more of what they would rather do (Hochschild, 1989, pp. 8-9).

Between the traditional and egalitarian lies the transitional ideology which in contrast to the traditional, a transitional woman wants to identify with her role at work as well as at home. Differing from the egalitarian, she feels that her husband should identify more with work than she does. The typical transitional wife wants to identify both with caring for the home and with sharing the responsibility of earning money. She, on the other hand, wants her husband to focus simply on earning a living for the family (Hochschild, 1989, pp. 15-16). Hochschild (1989) in her study found that whichever ideology the couples seemed to have developed these ideologies were products of deeply rooted early life experiences (p. 39).

When women take or have taken the same career path as their husbands the demands may be more arduous for the female partner. Hochschild (1989) discussed issues of leisure time as well as actual time

worked on the job. Many times male workers take pleasure in longer coffee breaks and enjoy a longer lunch than do their female counterparts.

Hochschild (1989) cited a study by Frank Stafford and Greg Duncan (1978) which concluded that men average over an hour and forty minutes more rest at work than women do each week (p. 281).

In the course of this study I attempted to identify the realities as seen by those who actually live their lives as partners in dual-career families both of whom are serving in educational administration. This study will describe the perspectives of these dual career partners. Their perspectives about their careers and their abilities to be successful in their careers have also been explored. Additionally, I have analyzed these perspectives through Hochschild's gender ideology lenses (traditional, transitional, and egalitarian). Other realities that have been revealed are described. Finally, I have assessed the usefulness of Hochschild's lenses for exploring the realities revealed.

Ultimately, this study examines whether men and women in dual-career families in the same field of educational administration serve as a support system for each other with a legitimate division of home responsibilities thus allowing the women to take on a more demanding position. This common respect for each other and each other's profession will hopefully assist in the increase of women who are willing to embrace the hectic lifestyle of educational administrators. This phenomenon increases the role modeling available to others and it can perhaps

strengthen the support system necessary to give women the appropriate mind-set to feel that they too are capable of stepping into the male-dominated field of educational administration. With the shortage of capable candidates for these top positions and considering that the largest pool available is the tremendous number of women who serve in the teaching positions this pool must be tapped. The expansion of networking and support of others in the field is the necessary ingredient for beginning to develop a crack in the glass ceiling.

CHAPTER III

PRESENTATION OF THE DATA

Qualitative Study Procedures

The purpose of this study was to delve into the perceptions of dual career partners in educational administration. The study allowed each participant to describe their careers, their career paths, marital roles (traditional, transitional, or egalitarian), and the professional interrelationship trade-offs of dual careers in the same field.

The exploratory case study method as identified by Yin (1993) was used. McCracken (1988) suggests that the qualitative method is most useful and powerful when it is used to discover how the respondents see the world. Qualitative interviews were used to gain access to the cultural categories and assumptions according to which one culture construes the world, not to generalize, simply to gain access (McCracken, 1988, p. 17). This open-ended interview style allowed the respondents to impart their views on their relationships within the dual careers they live.

Each interview was audio tape-recorded, transcribed verbatim as soon as possible. I listened to all taped interviews on several occasions not only to accomplish an exact transcription but also to accomplish the constant immersion into the data so that the full meaning of each statement could be obtained. This allowed for not only the comprehension of the words spoken but allows for the grasp of the tone and the implied meaning portrayed by

these tones and voice inflections. In this way it is insured that true insider perspective into the meaning of words spoken could be achieved.

McCracken (1988) asserts the importance of selecting the proper sample and to think in terms of "less is more"; he suggests that often eight respondents is an appropriate sample (p. 17). Four couples or eight respondents in dual careers in educational administration were contacted and subsequently interviewed. Each individual participated in a privately taped interview. Some of the partners in the couples were professionals who had participated in doctoral classes at Sooner State University or professional meetings with me. Other dual career couples that were interviewed were couples identified to me by fellow professionals. Each couple resides and practices their profession in northeastern Oklahoma.

Respondents

The four case studies involved the separate and private interview of each member of a dual career partnership. Each of the eight people involved in the interview process was very willing to participate in the interviews and in fact was quite interested in the study itself. Furthermore, each participant was extremely pleased to be included in the study.

One member of each couple was contacted and interviews were then arranged. Three of the sets of interviews were conducted in one of the partner's offices during off duty hours. The fourth couple's interviews were conducted on separate days, the male in his office, while the female's interview was conducted in my office. Each of the interviews lasted from 30

minutes to one and one-half hour.

I met with each participant in private before beginning the interview. A brief description of the study and the interview process was explained to them. Each shared some general personal information before beginning the interview questions. The IRB consent form was explained and each participant signed the form prior to beginning the interview. All of the informants were very free and eager to share their information. Every participant impressed me and made me proud to be in the same profession.

Three of the couples interviewed currently worked or had worked in the same district. The fourth did the same job but in neighboring districts. All participants practiced their career within the public schools in Oklahoma. Each couple has been married in excess of 25 years. Two of the couples were white; one couple was black; the remaining couple had one partner who was white with the other partner of Native American descent. Three of the females held earned doctorates while only one of the males held a doctorate.

Because it is essential the investigator cover the same terrain with all participants as well as to manufacture distance and establish channels for the direction and scope of discourse (McCracken, 1988, p. 24) each participant was welcomed to the interview and was posed four open-ended questions or statements in order to solicit free-flowing response and to obtain the most accurate and useful information from each of the informants. An interview protocol (Appendix A) was utilized in order to

maintain an order to the collection of data.

To report the data, numbers were given to each couple and to each partner within the couple. Being comfortable working with numbers and for ease of following the study a combination of letters and numbers were used to create the pseudonyms. The couples were each assigned simple identifiers of C-1, C-2, C-3 and C-4. The partners within the couples were assigned designations for males of M-1, M-2, M-3 and M-4 while designations for females were F-1, F-2, F-3, and F-4. This method of identification should allow the reader to readily follow the gender of the respondent as well as to quickly identify the dual partner relationship.

Each participant was given a transcript of the taped interview and asked to read it and correct or clarify it if necessary to insure validity to the information. Additionally, they were each asked to add data or detail if they had other insider information that would express their personal situation in a clearer more distinct manner than the way they had expressed themselves during the interview.

Interviews

As the participant was given notice that the interview would begin and the tape recorder was started each respondent was given the first statement requiring a reply. They were each asked to simply "Tell me about your career." Reactions ranged from being startled in disbelief that they would be posed such an open-ended question to those who simply proceeded to begin 'telling me about their career'. The quote that expressed shock the

most was the male who responded with "You're not kidding—open-ended!" (M-3). Possibly the most interesting reply was from one of the male participants who queried, "I aspire to retire" (M-1).

Most respondents flowed right in to detailing their career, beginning with their education and elaborating on each position they had held in public schools, detailing both administration and other professional positions with most explaining each grade level they had taught or population they had dealt with prior to becoming an administrator. Most gave an insider perspective with some even indicating what had prompted them to explore the administrative area. These particular respondents gave credence to the fact that often a network of support is needed to give the self-confidence necessary for stepping into the much more demanding role of administration. For those female respondents it revealed those who had attained the willingness to 'ford the stream' into the forbidden territory of the male-dominated position in educational administration. Other respondents, however, proceeded to only include a brief synopsis of what they had been doing most recently in an administrative role leaving unanswered the question of why it was that they had even been interested in pursuing an administrative position or even having the interest to engage in an elevated degree above the minimal requirements for teaching.

After the respondent appeared to be finished with the first question, each respondent was then asked to "Tell me about your spouse's career."

Each respondent seemed at ease and ready to flow into the conversational discourse of detailing their spouse's career. Most paralleled the detail or lack thereof in disclosing information concerning their spouse's career.

Now it was time to explore how the couple actually dealt with demands of choosing the life course they had embarked upon. Each interviewee was now faced with responding to "Tell me how you manage each having a demanding career." Perhaps the most career parallel response was the reply "managing is just something we do—it's our life" (M-2).

This prompt brought responses from three of the four females that indicated that work was left at work. These responses included, "we leave our work at work we do not bring it home with us"(F-1), "when you leave work you leave work at work"(F-2), and "we try to not carry our jobs home"(F-3). Overall, the males seemed more interested in whether or not they shared in extra responsibility at home with responses such as "we try to share, but she may have a different standard for cleanliness"(M-4).

The fourth and final question put forth to the participants was "Tell me how your spouse being in the same career area impacts you." This time all the participants male and female indicated that it was most helpful having a common ground and to be able to have someone to understand their job. Some simply implied this, while others verbalized it in detail. Replies varied from "there's never a conflict" (F-1) to a comment such as "someone to talk to,"(F-3 & F-4) "someone to bounce things off of" (F-3) or "we know each other's needs" (F-3). One respondent indicated, "It hasn't impacted me a lot

but maybe her”(M-4). This was followed by “It may impact her more than me” (M-4). Another male informant simply said, “If it impacts me, I’m not aware of it” (M-2). Each participant was very candid with replies made in response to the prompt and quite frankly very open and seemingly very honest. Frequently, I did receive peaked interest in what responses their spouse may have made and a curiosity of whether their spouse shared the same view or perceived reality in the same way.

Dual Career Couple C-1

The interviews for the first dual career couple, C-1, were arranged by initially speaking to the male, M-1, at the couple’s home. His wife, F-1, was not there at the time. M-1 was very interested in being a part of the study and indicated that he would speak to his wife and let me know a date, time and place for the interviews. A short time later M-1 returned a call to me indicating that both he and F-1 were very interested in taking part in the study and suggested a time and a place. He suggested that he and his wife meet me at her school because it was much closer for me to travel and was nearby for them. He gave directions and we agreed to meet for the interviews.

I arrived at the selected school shortly before the two of them. They each drove to the school separately; the male had a small child with him who was later identified as the couple’s grandchild who resided with them. Introductions were accomplished and a small degree of casual conversation took place as the couple suggested that we use the conference table in the

principal's office for the interviews. They also suggested that M-1 do his interview first so that he could take care of the shuttling of the small child to a sport practice.

Dual career couple C-1 each serve as elementary principals and both are white. The female partner has her doctorate while the male partner holds a master's degree with proper coursework for his administrative position. They are principals in neighboring cities and reside in the city where the wife's school is located. In fact M-1 reported that their home is only a short distance from his wife's school. Each partner reported about their job and career in the dual relationship with a sense of fondness even considering the extra demands of their highly visible jobs in the community.

M-1 Professional Biographical Data

Probably M-1 was the respondent who would be identified as the most reluctant to share the very personal details of what his work experience has been. He simply breezed through his work experience and went straight to telling how effective he is as a principal and how long he has done his present job. M-1 has served as a principal for 19 years. However, when his taped interview data was compared to data collected from him prior to the actual taped interview he had reported that he had 5 years of teaching experience at three different schools previous to his present principalship as well as 2 years as a teaching principal in a K-8 elementary school.

M-1's Perspective

When M-1 was given the prompt, "Tell me about your career," the first point he made was to state, "I aspire to retire." He indicated that he was an educator and had been so for about 24 years and that he felt that he was "a very effective principal." He supported this by continuing into a narrative about how his school was stable and how he had very competitive test scores county-wide when it comes to state testing. He continued, "There was one year, two years ago when I did not have a turnover in staff for five years all up before that time." He stated that he had 49 total staff members in his elementary school followed by, "It's a very good school, a good place to work, and probably will end up retiring there."

As we continued on to the next query, "Tell me about your spouse's career," he began by saying, "Probably, I'd say F-1 is probably a step above me. I look at her as being more innovative she's got a very good school, I'm somewhat jealous of her environment." He went on to say that she had a good staff but she has a 'high turnover' and that this was partially caused by F-1 being a 'demanding principal' but that probably it was just the community itself. He elaborated by explaining that the community was experiencing lots of changes, moves, and growth all of which dictate a great deal of change and for this he does not envy her at all. This constant change is probably her biggest handicap.

Next, he went on to say that he is very proud of F-1 and stated, "there is absolutely no regret on my part as to or stress because she has a doctorate

and I don't." and "... if she can bring the money in all power to her." He followed this by elaborating on the differences between the two of them,

I handle things differently as she does in her school and there was a time maybe where I was under stress and I didn't deal with school at home and I think she's learned to accept that role, too, and I think she could see why I did not like talking about school when I got home. I like to put out those problems and leave them there.

He closed his comments on his wife's career by stating,

And I think that over time that's probably been good for us. We just, it's easier for us to deal with problems now too. You know we can relate in that sense but there are certain things that we don't deal with too much it's just too stressful. I'm very proud of her situation.

In response to the query, "Tell me how you manage each having a demanding career," he initially stated, "It doesn't seem to be that demanding." He went on to elaborate by stating, "she can look at theory and you know decipher it where I have to be more practical." Then he went into explaining how he tries to be supportive and assists with household chores, he explained it this way,

I think a lot of it has to do with the convenience of schedule. I think both being supportive because of the young grandchild that we have in our house we always at times have to take up a

different role. I try to be real supportive in the home situation where there are certain duties I do for her. You know housekeeping, dishwashing and stuff like that I try to do because I know her job in some ways is probably more demanding than mine is because of being so close, living so close to her school. And I've been, I should say I'm set in my ways at school I mean it seems like a routine is there, I've been doing it for so long everybody knows what I need, when I need it done and I think the changes that she has to deal with here at school take more time for her than it does me. But overall I don't think it's, we try to be conscious of each other's needs I think and I think at times we are helpful and there is somebody to fall back on in times of stress when things are needed. The sharing of textbooks, supplies, it's easy for us to get on the phone and talk to your spouse 'gosh I need this, do you have something' and it's yes. Then you have, sometimes you get into districts and it may be right or wrong but there's more competition amongst schools.

He then continued, "Where we don't have that we're always trying to help each other do better in their position so that right there alleviates any stress I think there is."

When asked to, "Tell me how your spouse being in the same career area impacts you" he began by indicating that he had just given this reply but went on to say,

Yeah, uh yeah it's a repeat but again, too, I think it probably provides me with insight, stimulates me in certain areas that at times I feel like I need to be motivated, I've been doing this a long time and I'm always very conscientious about my attitudes toward my school and not taking things too seriously nor taking them for granted.

Then he continued by adding,

I think there are times that I, I really have to focus in on what I'm doing, being innovative, supportive to staff and by watching her, seeing what she does and I think it's a two way street I think it's the same way with me. She probably thinks in many ways that I'm, that she's learning, she's guided through what I do at my school and I think it's just a two way street and it balances out where if we weren't in the same profession, I wouldn't get that support and so maybe at times that's where I didn't feel I needed where I mentioned earlier I didn't want to talk about work because I didn't think she understood what I was going through. And it's like being a sergeant in the army you're caught between two areas: you're dictating rules and regulations, but there's always somebody above you telling you what to do and you have to keep the troops motivated. And that is basically what I see our role is. We are sergeants in the army and we're both master sergeants at what we do.

He then said,

And I think you know the feeling, the positive attitudes and I think she does too, are because of the dual roles we have with different schools but in the same profession. I think it's a challenge we both we're working for each other and in a sense there's some competition you know: how's your school doing, how are your test scores. Basically we're pretty competitive and but again too it's in a good natured way, it's never, it's always discussing things and how to better our individual situations with our partners help.

M-1 concluded with these statements,

I can't say enough that I'm very pleased with what she does and she's an awfully good principal. I probably, now I push her more as to get out of the profession as a principal and get into other areas of administration because I think she is probably, she is very curriculum oriented. She is very, she has a very, her mind is very theory oriented she can look at theory and you know decipher it where I have to be more practical. I have to see things on paper and hands on kinesthetic type where she has a very logical mind in that sense, so . . . she, I think her avenues and goals and I, I'm trying to press her into being more oriented towards career involvement and bettering her situation. She has more years in education probably than I do. And I'll probably aspire to do something else in time I've been doing this for quite a while where she hasn't. She's still a young gun.

F-1 Professional Biographical Data

Participant F-1 shared information dating back to high school, however she failed to include a very detailed account of her career. Again it was necessary to go back to pre-taped interview data to ascertain a broader scope of what she had experienced in her education career. She has spent the last six years in her present principalship, her only administrative experience. She began her career by teaching seventh grade for five years in another district, followed by teaching fourth grade for two years in her present district and then serving as a reading specialist for nine years in this district prior to becoming a principal in the school she is now leading. F-1 has completed her doctorate in educational administration.

F-1's Perspective

When posed with "Tell me about your career," F-1 followed with a question, "Tell me like how I chose my career, so I get to create my own questions here, right?" She then began telling that she had gone to high school in Illinois but had decided to come to Oklahoma for college where it is more laid back. She explained her choice of her career in this manner,

So, I decided in high school that . . . I went to Farmington High School in Illinois . . . that I wanted to be in education. I didn't have it narrowed down to what, a teacher, or whatever, but anyway I did go, come here to Sooner State University, I did want to leave the state, I was tired of Illinois, I wanted a smaller, more laid back and friendly atmosphere to live in and hopefully to start a family and all

of that, so I wanted to come to Oklahoma, to Sooner State University, and I got my education through there.

She went on to state,

I got a Bachelor of Science in Elementary Education and then I went right on, I didn't stop to teach in between that time. I got my master's degree and I got my reading specialist certification. And then I got my doctorate in 1992 and I became a principal in 1993.

She simply concluded her answer by saying, "And here I am."

As I began the next inquiry of "Tell me about your spouse's career," F-1 began by reporting that M-1 was not particularly motivated in the education arena, she then followed by giving a detailed account of how they first met.

She began,

Yes, he was one of those people who he's very intelligent he didn't have a lot of direction as a child. His parents were, they did have their high school education, GED, but he didn't, he wasn't particularly motivated in that arena until he met me.

F-1 then went on to detail how they met by stating,

So, we met when I was a senior in high school and he was working at Penney's as a stock boy. And a plainclothes policeman there set us up on a blind date, and he didn't like the boy I was dating, he was from Plains State University. He said I shouldn't, I shouldn't be with this person, but he knew the perfect person for me to go out with and that's M-1.

She continued,

He was supposed to be drafted into the military; he was supposed to be going within three months. So we started dating with the notion that he was going to be going to Viet Nam and he never went. And, he had, he said if he had only made his grades at Plains State where he was going to that he wouldn't have been drafted. I was a senior in high school and I went ahead and came on to school here and he followed me to Oklahoma."

F-1 next reported that she had encouraged him to enter the same field as she had chosen. She stated,

And he was, he had been majoring in business and he had some real quandaries about what to do with himself and where he, his career path would lead. And I told him I said, 'I really think the best place to be is education.' I said, 'We could work together we could help each other and I think our careers have a lot to do with us and who we are because we're, we're very much a couple in this situation.' So and that's the way it turned out.

F-1 concluded her comments about her spouse's career by stating, "And we've always supported each other greatly. He's pushed me along and I've pushed him along and it's been a tug and push and he's always been wonderfully supportive and I have too."

When faced with the prompt of, "Tell me how you manage each having a demanding career", F-1 was quick to respond with, "Well we leave our work at

work, we do not bring it home with us." She continued,

That's something we decided early on that we could not do that and we've, we've learned to bring what we have to bring home. If we need, if we have a question of each other we usually call each other at work and talk about it. But we usually don't take it home. And we save home life for fun stuff and relaxing.

F-1 responded to the prompt, "Tell me how your spouse being in the same career area impacts you" with nothing but accolades, she immediately reported,

Well, I think it's wonderful. It's worked wonderfully for us. I have nothing to compare it to since I don't know anything else. I think it's been wonderful we have the same breaks, the same vacations. There's never any conflict about what we're gonna do here or somebody has to work late there. Sometimes we'll go to each other's school and help each other when we have times like this during the summertime if we have projects we're working on. We can really help each other.

F-1 finalized her interview with these comments,

We're just, just like we were when we were first married. We're still so in love and happy with our career and happy with what we've chosen. Sometimes I think well we would have been better off if we would have gone into some line of business where we could

have made more money but I don't think we would have been as happy. No regrets!

Dual Career Couple C-2

While I was in search of the next couple to interview I spent a number of days actually achieving just that. After a few days of phone tag, I finally managed to speak to the male's secretary who informed me that M-2 would be out for a few days but that she would contact him about my request and have him return my call. M-2 did return my call and said that he would check with his wife, that he understood the need for participants, and that he would call me back.

After a few days the arrangements were made. We were to meet in his office and he would have F-2 come to his office about an hour later so that both interviews could be completed on the same day. Each partner in the couple is black and has had all of their administrative experience in the same urban school district. The female partner has her doctorate and now works as an assistant professor in the education department with a local university. The male partner is working toward a doctorate.

M-2 Professional Biographical Data

Participant M-2 by far gave the most detailed report or overview of his career. He was very careful to make sure that I processed what he was telling me both in the taped portion of the interview and the pre-taping conference. He wanted me to understand and digest each position he had held. He has been in education for 28 years.

M-2 began his career in education with a teaching position at a junior high school in a large urban school district. He taught Cooperative Vocational Education Training; he did this for two years. For the next seven years he was named to a dean of boys position at a high school in that same district. He served alternating positions of dean of boys or dean of students depending upon the need and whether there was one dean or two in the building.

Entering into a true administrative position after having experience as a dean, M-2 served as an assistant principal for the following nine years. He served in this position at two different high schools and one junior high school. He was then named principal; a position he has maintained for the past 10 years, all within the same school district, just at different school sites, sometimes at different levels. Levels he has served include high school and middle school. The later being a position he resents having filled. He presently serves as a high school principal in one of the district's high schools and has completed two years in that position.

M-2's Perspective

When asked to "Tell me about your career" M-2 was very precise in detailing his education experience, especially his administrative years. He also shared a brief outline of what his responsibilities included for each position held. He even included the detail of how some of the buildings had changed locations and occasionally referred to people who had served as supervisors to him. A good example of the careful meticulous detail used by

this informant is when he was explaining various assistant principal positions and said,

. . . went to Lincoln High School as an assistant principal, did that job for five years. That was a very good experience for me, because that gave me an opportunity to do every job that the assistant principals do. I had done discipline and attendance at Redwood High School, I had done the operations of the building as well as the organizations and the athletics, but had never worked with curriculum, so midway through my career at Lincoln High School had an opportunity to do curriculum.

At one point while explaining his many positions within this same district, M-2 seemed bitter that one of the re-assignments had been made. This was identified more by the tone and inflection in his voice than what he actually said. This is the way it was stated,

In 1990 I became principal at Carver High School a job that I did for four years. Then we got a new superintendent, Dr. Henry Johnson, who felt that I could serve the district better as a middle school principal even though I had never worked in middle school and had never been a middle school anything. So I went to Monroe Middle School and worked as principal there for two years, learned the middle school concept and then went to Franklin Middle School as principal, they reassigned me there, they felt that my expertise were needed there. And then in 1998 I had an opportunity to come

back to high school, which is where my true love really is and so I have been here for the past two years getting ready to start my third year at Clay High School.

M-2 proceeded to answer the next inquiry of "Tell me about your spouse's career" with the same detail and preciseness that he had used before while outlining his own career. She had worked a few less years in education so he was not as sure of the number of years as he was for his own nonetheless he outlined her experience with a great deal of care as well. This attention to detail was portrayed as he stated,

And then she moved into her specialty which is special education, and that was at Pine Grove High School. A place that she worked for 16 years in many different capacities, as an EMH teacher, as the department chair eventually, a librarian and then she became a counselor. And then she left that and went to the Education Service Center after 16 years then was a special education supervisor serving Area Three under Bryan Howard's supervision. In 1995 I know it was that she had an opportunity, I believe it was in January of '95, to become an assistant principal at Lincoln High School, working not only in the same school where I had worked as an assistant principal, but she worked in the same office that I had used . . . when I was there, using the same desk, the same chair, the same furniture, the same everything, doing the same job that I did when I was there, the last two and one-half years there. And

then she left the Maple Public Schools in September of '97 and went to Oaktree University as an assistant professor working in what they referred to as the Urban Center, known as Oaktree-Maple.

Now it was time to explore, "Tell me how you manage each having a demanding career." His reply was very quick and perhaps the most parallel in regard to their life path. M-2 stated,

Well, managing is just something that we do. It's our life. Since we have been married, I have been in the school system and she basically has been in the school system or working in education in some capacity. It's just part of our lives, the managing is, it's hard to say how do we manage, we deal with it, we come home, we share things that take place, some things we share, some things we don't. We try not to overburden the other one with some of the problems that we may experience or be experiencing. Sometimes we seek help and advise from the other as it relates to our job performance.

When given the query of "Tell me how your spouse being in the same career area impacts you," M-2 was quick to respond once again. This time he stated,

Hum, if it impacts me, I'm not aware of it. It's hard to say that it impacts me. I'll say that we both have a certain amount of expertise in the field of education; we draw on each other for help and advice. We have some common ground there where some of the people know

us and it's amazing how many people don't know us as being a couple. There are people who know her and they know me, but they never put the two of us together. Until they see us together, and then they go 'You mean you all are married to each other. God! As long as I've known you, and as long as I've known you, and I've never made the connection.'

He then went on to give an example of just such an incident. This concluded the interview for M-2.

F-2 Professional Biographical Data

F-2 is the participant with the most varied background in education. She began teaching in a large urban district, taught elementary education for one year, then received an assignment in the field she had prepared for and began teaching secondary special education. She then served as a counselor in the same high school where she also had served as a work-study coordinator and department chair. She was then named to an area supervisor for special education and subsequently to an assistant principal's position within that same urban district. She has completed her doctorate. F-2 now serves in an education assistant professorship in a local university.

F-2's Perspective

As F-1 was given the prompt of "Tell me about your career," she immediately began a narrative of intricate detail outlining for me each period in her life with the various array of positions she had held during that time. She indicated that she had always thought she would not teach until she was

in college and was drawn to the field. Her account started like this "I finished high school in Maple in 1970, went off to Sooner State. I'd always said I didn't want to teach but ended up being drawn to the field because I just, well, liked kids."

Now she began the flow of detailing each position she had held. She relayed her story in this manner,

I started the fall of 1974 as a teacher in an elementary school here in Maple. My major teaching area at that time was special education. But, I was a regular education teacher that year. The following year, the 75-76 year, a position came open in high school in the special education department. So I went to Pine Grove High School.

Then, mentally thinking this through went to the counseling office as a counselor mid-year one year due to a counselor retirement. I stayed at Pine Grove in the counseling position three years and during that time I was always looking for a new experience.

F-2 followed this statement by more or less explaining how it was that she decided to undertake an administrative challenge. This is what she said,

So, I started to watch the Superintendent's Bulletin and there were some changes going on in the central office in the special education department and I applied for a district level supervisor position. The third time was a charm. I went through the interview process three times and finally got my foot into the door. Then I went to the Education Service Center and worked in Area Three.

She continued with explaining the kinds of responsibilities she had with this new assignment. This is what she said,

So I had super, supervision responsibilities with all those programs dealing with parent issues you know potential legal concerns, just doing anything that I needed to do to keep the ship floating smoothly in the building. The previous boss that I had at the time described the position as a fireman, fire person where you just put out fires and that's basically what we did but it was rewarding working through the issues with the parents, see the changes the kids made, and the contacts I had with teachers in the building and administrators I really got to work with some nice people. Even though when I took the position they told me it was the most difficult area in the city to work but I grew out of it.

F-2 then gave insight into how it was that she seemed to keep searching for her niche. She referred to this as looking for challenges. This is how she stated it,

But still looking for challenges and working my way through the process I started working on my doctorate in the fall of '92 at Sooner State so while working full-time and being a mother and a wife, family person, I also started going to school. But while I was at the Service Center I did complete the necessary coursework for, I got my certification in school administration and also school superintendency. So I started to look for other positions. Applied

and interviewed for secondary principal and got lucky, the first time was a charm this time, I got on the list and was told the next opening I would get. And sure enough within the month some changes transpired at the end of the semester and so I left the Service Center mid-year and went to Lincoln High School as an assistant principal. Worked curriculum and instruction for three years and I don't need to tell you all the duties that came with that so I won't go into that. But basically I did that and during the three years I got in on working to help implement the block schedule there. Saw the schedule go through some major changes. I worked while I was at Lincoln for two principals. The first was a male and then he moved away and they promoted the other assistant principal that I worked with who was a female. So we eventually became a ship that was run by three females, administrators. So for a year and often times people jokingly said the ship was run by all females and that was a novelty to Maple Public Schools to have a high school that had an all female administration. But we worked quite well together. And then they brought a male in the next year. The superintendent just thought he needed to have a man there but we did quite well with three females.

Once again she referred to that need to constantly look for challenges.

This time she said,

And then always looking for a challenge, new and different

experiences, I had been approached while I was at Lincoln as an assistant principal, I had been approached by a university here that has a branch in town. The first time I had been approached I said no, you know no way I want to stay with my kids then a year passed and I ran into the same person and she said you know we are still hiring and we need good people, would you possibly be interested in coming. I thought, this time I said, something just clicked and I said well you know let's talk about it and see what's there. You know there's nothing to be lost. So we chatted and after I investigated and checked into it I found out that actually I wouldn't lose anything and I had always thought long term that when I retired from public schools that I would go work university level, but the opportunity presented itself so I just thought 'take a risk and do it because you can always go back to a public school setting.' And that just kind of brings you up to date where I am. I'm working for a university in the college of education and behavioral sciences doing teacher preparation courses. And it's rewarding to train future teachers.

F-2 finalized her comments on her career by indicating she is still looking for that challenge and will very likely make that change again. She commented,

But I think after three years I'm beginning to realize what my true calling is and I think it is back dealing with students on a daily basis. So that kind of brings you up to date. So I'm always trying to

grow up, I'm still in the process of growing up and deciding what I want to be.

Now F-2 was posed with "Tell me about your spouse's career." She entered into responding to this prompt in the same manner as she had responded to the first prompt giving extensive detail to her husband's entire career in education. She began by pointing out that M-2 had been in education longer than she, he began in 1972. She went on to mention that he worked in a junior high school and had developed a very good working relationship with the assistant principal and that M-2 had returned to school almost immediately to complete counseling certification.

After two years there the assistant principal was promoted to a high school assistant principal position and encouraged M-2 to apply for a dean's position at the high school. F-2 related his tour of varied administrative roles as follows,

M-2 did and that's how he ended up as a, for a number of years he was either dean of boys and/or dean of students depending upon the whims of the budgetary people at the time and those who make the decisions so he did that for a number of years at Redwood High School starting with the old building down town and even transitioning over to the new building. He also, let's see here he did, he completed counseling certification and then he went back later on and completed what he needed in school administration. So he changed from dean's position after a number of years and

went to a promotion as an assistant principal in a junior high he did that for one year and then went back to the same high school that he worked in as dean as an assistant principal and he did that for some time I have to add it up I'm sure he told you. I'll say two years three years I could be wrong then after he left the assistant principal's position at Redwood then he went to oh the assistant principal at Redwood he was mainly student services, discipline that type of issues then he went to assistant principal at Lincoln High School and he did both sides of the principalship when he was there student services and then also curriculum and instruction so he got to learn the entire scope of that role he then left Lincoln High School and went to Carver High School that was the time around his fortieth birthday so that's how I keep up with that. He worked there I don't have to give you a lot of history that to me would be what I consider the most stressful job that he ever had but he you know he gave it his best. And during the time when he was there we had a change in superintendents in Maple Public Schools and at that time he was reassigned as a principal at a middle school. Which he detested because he saw it as a demotion, I saw it as a blessing you know we still disagree about that to this day. But then he went to, it was Monroe Middle School, he worked there two years then he went to Franklin Middle School as a principal for I want to say two years and then at that point he got

back into high school administration and he's been at Clay uh time runs away from me but I want to say this is his third year here and during that time he has started on his doctorate which he has not completed but that's another issue.

Now that F-2 had provided the specifics of each of their careers it was time to explore, "Tell me how you manage each having a demanding career." She gave a very quick response of, "Oh, my strategy and I don't know what he tells you but my strategy is when you leave work you leave work at work." She expounded,

And if that means me going in a little bit earlier and staying a little later that's the way I handle it and I try very hard to mentally to turn work off when I walk out the door and to not bring anything home unless it's just an absolute necessity I mean even if it means going back to a building and work sometimes on the weekend rather than bring it in my house and that's kind of how I handle it now. I just feel like an individual can be a better employee if they can relax, refresh rather than burden themselves. So when I leave work I try to turn it off mentally that's what I do.

The fourth and final prompt, "Tell me how your spouse being in the same career area impacts you," resulted in mixed feelings as reported by F-2. She stated, "Mm, I think it can be both a positive and then it can be a negative." She explained the positive side in this manner,

You know, on the positive side of it we are able to bounce ideas off each other, share, you know there is that common interest that we have, you know we both, you know, love children and education, you know work toward that common goal. Um how we relate to each other because I understand what he's going through, whether it be good, bad, or ugly and the same thing. It's not like we are coming from two different worlds you know we understand, we truly understand what the other person is doing on the job.

The negative aspects as F-2 viewed her reality were reported in this manner,

Some of the negatives we might have and it's not really a negative but it might cause a some philosophical differences you know I don't want to say arguments but maybe some disagreements on certain situations. Sometimes I wonder you know depending on the district and how the power is to be how they look at promoting two people from the same family and letting them go through the ranks. I you know there's not anything I can prove on that but I have my own opinion. Particularly I think if there is a couple the male might be more free to advance than the female I think there are some unwritten limitations that are placed if you've got two people working in the same district. I could be wrong it's just what my gut tells me. Basically negatives another thing, my sanity is to turn it off.

She then went on to state,

He likes to unwind and talk about it so I try to give an ear but it's like sometimes I want to say you know I don't want to hear that. You know I do the same thing so can we talk about something else you know besides work or work related issues. Let's see what other negatives or positives that I picked up so maybe I'm not quite as sensitive as I should be. Sometimes maybe if I bring up something for discussion I want someone to just listen where as he has the tendency to want to solve the problem. It's like sometimes I say I don't need you to solve my problem. I can do that I just want you to listen. You know don't tell me how to do it just give me your ear.

F-2 also related the story of how even in the large urban district many professionals did not realize that they were married however she did reiterate the feelings she had about biases that exist toward married people both of whom are trying to climb the ladder of advancement into administration. She gave her account in this way,

It makes for great working relationships we know a lot of the same people and believe it or not because of the size of our district there were people who knew both of us but didn't realize we were married until they saw us together at social events. The reaction sometimes was funny you're married to him, I never thought, you know with the last names just calling the last names so there were people who didn't know we were married to each so you know we

try to be independent of each other professionally but assist each other where we can and one of the reasons that I saw my, that I left at this point the reason that I, one of the reasons that I left was because I felt that I had reached a point where I was just in, locked in professionally and I couldn't go anywhere and like I said I don't want to say it is because my husband was working in the district but we just don't know. There are female there are issues that are being played out there. And I just don't know I'll stop there before I get myself in trouble.

She finalized her statements with these comments,

In terms of us both working in administration, I think that a couple can do it but they've really got to reach a balance. And you know I wouldn't say how that can be done you know it's up to the individuals and the relationship. It can take its toll I think sometimes unknowingly on your family how we deal with our own children, how they view us.

Dual Career Couple C-3

Couple C-3 and I spent a number of days playing phone tag. This time my original conversation was with the female in their home. She indicated a great deal of interest in the study and was quite sure that they would be willing to participate. She indicated that she would check with her husband and after a brief vacation they would get back with me. Eventually we were able to establish a time and place for the interviews. The final arrangement

was to meet at F-3's school at a time when M-3 would be participating in a negotiations meeting later in the day. This would allow each interview to be accomplished on the same day. Each partner is white and each serves as an elementary principal in the same suburban district. They represent the couple in the study with the most parallel administrative positions. Each holds a master's degree along with the necessary credentials for being a principal. In order for the interviews to not interfere with the planned meeting, once again the male partner was interviewed first.

M-3 Professional Biographical Data

Participant M-3 probably would have to be identified as the respondent most willing to detail why each job change happened as well as detailing the positions both he and his wife had held. M-3 has been an elementary principal for 23 years all in the same suburban district, changing school sites only when a new site was established, thus opening the new building. He has been at that site for the past 11 years. He is a native Oklahoman, however he began his career by moving to a neighboring state due to the job market. He taught sixth grade in a large urban district out of state for 2 years and then returned to Oklahoma moving to the community where he now resides. He then took a teaching position in a large urban district. He taught seventh grade mathematics for 5 years prior to being employed as a principal in his present district.

M-3's Perspective

As M-3 responded to the prompt of "Tell me about your career," he did so

in disbelief and shock that the questions would be just what I had indicated—very open-ended. His initial reply was, “You’re not kidding, open ended!” He then began to collect his thoughts and express his feelings toward being an educator and started outlining his career.

One of those situations where I would, I really enjoy, I mean I’m probably like any other educator there are times when I’d go out in a minute but a huge majority of the time I’ve enjoyed it from the beginning. I can’t think of anything else I’d rather do. Pay has never been a big issue or I would have never become a teacher in the first place back in the late sixties. After about seven years I became a principal, like most administrators, learned on the job.

M-3 then began elaborating on where he had taken his administrative coursework and then made the comment that actually he ended up in administration by default. He stated that he really enjoyed teaching and had taught just math most often, he also indicated that he enjoyed the kids. He had begun his career out of state and after two years due to personal reasons with his wife’s family they returned to Oklahoma where he was then employed in a large urban school district. His account of ending up in administration by default is as follows,

And then a position opened up at Carter and literally the principal and I traded positions. I interviewed out here, he interviewed in Maple and they put him in my position as a sixth grade teacher and I came out as a principal for a school of about six hundred and fifty

kids at that time. I never look back, I enjoyed it, it was challenging, it's never, I mean there are some things I guess that are routinized a bit, but it's basically, to me, at least, always a challenge, that's always something I can't say I look forward to getting into but I never regret having been a principal, never have regretted all the trials and tribulations. And there have been many in mine as I guess in any other profession.

Then M-3 refers to what a supportive community both he and F-3 have and then begins to explain why it is that he has not looked at advancing.

He puts it like this,

Uh, kind of had the intentions, when I first began working, to become a superintendent, as a principal first I thought that's where I'd want to go. And I got my degree work at R. U. then at Sooner State did post-masters work at, all the post-masters work has been at Sooner State. And then when F-3 became a principal I didn't much feel like I could move around and seek a superintendent's position, but even more philosophically, I began to look at it, I got to know it more and became friends with more and more superintendents, I thought, why do I want to. One of the reasons I became a principal is because of the direct involvement with the families that I wanted, the counseling, the, the opportunity to get to know families in a way that I couldn't. I guess my first motivation in education at all was in psychology,

that's where I first thought I wanted to do. And it's allowed me, I guess, to become sort of a pseudo-psychologist to an extent, but I certainly have been allowed and trusted by a lot of parents over the years as a principal to help them with their families and making decisions in ways, most of them involve education, but many of them involving other things. And I suppose you know it sounds corny and a lot of people would laugh, but as an educator you probably recognize the idea that it is to me a calling to be a teacher, to be an educator. To be a good one, you can learn the science, but the art is part of you or it will never be a part of you. And I just can't even think of anything I want to do. I don't even look forward to retiring believe it or not. I'm not even sure, I think I could leave and retire in two or three years, but I don't know what I'd do, I sure don't want to sit home. So until they kick me out I'll probably stay here.

Now it was time to hear the response from the informant on, "Tell me about your spouse's career." This time M-3 was probably more prepared to deal with the question and he began to detail her college preparation and where their early years of marriage were spent. As he began to detail he again referred to going out of state to work for his first professional job and how she had gone with him and completed her bachelor's degree out of state. He intertwined their careers and why they had been led down the path they had taken. His account went as follows,

And the one in Choctaw was significantly higher than Arkansas and Oklahoma so I, F-3 and I jumped in the car and drove to Choctaw one day just to see where it was and before we left signed a position there to make sixty-five hundred dollars. And F-3 gave up her family connections to an extent and moved as a new bride to Kansas, finished up her classes at C.S.U. and then her dad had a heart attack and passed away and then we moved back, actually before he passed away but after the first heart attack, we moved back to Oklahoma at that time and she got a position here and we both interviewed and got a position here we both interviewed and got a position with the district. About I guess it was seventy-one she was hired as a first grade teacher. I was hired, I was hired for the same building as a sixth grade teacher. Because of pay I was also offered a position in Maple so I took that position.

He spoke of his wife's career with both adoration and respect.

And she worked as one of the more popular first grade teachers for about seventeen years. Superintendent had his kids go through her school and kids just about all of the 'in' families in the early seventies put them through her classroom to the extent that they could request. She was high regarded and did a tremendous job of balancing the riggers of my education, putting two, a young boy and young girl, through school, our children, keeping them going, and starting as soon as I finished my early educational work, master's

work, starting on her own thinking she wanted to be a reading teacher.

M-3 then detailed how it was that his wife ended up in the administrative ranks.

Drove to E.S.U. and finished her master's work coincidentally and I don't even remember the year, but they decided that they were going to offer her an assistant principal job with where she was working then at Sandcreek and I was principal at Carter and she moved out to Sandcreek as soon as they built it. It opened and the principal's health got bad so she moved out to Sandcreek as soon as they built worked there for a number of years and they offered her this position as assistant principal and stayed through that. Then when they built, I think it was about three or four years. Did a very good job, of course I'm biased, but did a very good job in a very trying situation where the principal was not able to do the job but yet he wanted to. Both to their credit the district kept him on and kind of put it on her to make things work no matter what he did during his more severe bouts with diabetes. And she pulled that off and then when they built this building offered her this position or to stay at that building but by that time his health had gotten to the point where they knew they were going to have to do something. But she decided she didn't want there with him still there. Plus she had taught there since they had opened the building. So she opened this one up and a

number of teachers came out with her and she's been very successful and I think by most accords as principal here.

Now it was time to hear M-3's response to "Tell me how you manage each having a demanding career." His first response was most interesting, "I don't know I'm still trying to figure that one out." He then reported the cautions that they were given by others.

One of the things that everybody almost without fail told us was that this was going to be a really tough situation for us. That there will be a lot of competition; there will be times when our careers are pulled in opposite directions, and uh-family considerations.

He then explained how they had dealt with these demands,

But we to a very great extent I think shared, and of course the timing was good, the kids were much older, it didn't make it easier but they were older so at least there weren't the demands of young children. So in the home-life we kind of divided up the duty along the lines of the traditional family. There are things that are my primary role or things that are her primary role, and then the fact that through a number of those years where she was in the classroom which gave her a little more flexibility than as principal our kids were at that much younger stage. Generally, if one of them were ill I'd stay home because you didn't have to get a substitute. So we tried to alternate that but generally speaking, I was out maybe sixty percent with the kids and she was out forty unless there was

something insurmountable I couldn't get out from, it was easier for me because I could kind of come and go. On the more traditional home front, she was probably the primary person but as far as the actual positions or pull of our positions as principals I think it's probably been, for us at least, and evidently as far as community standards, has been more good than bad. We've had competition, she sometimes if we are losing, if Dotson loses she says we aren't really competing, so I tease her about that and visa versa. But it's always friendly competition, we've never taken that personally, we for one don't think that we can. We have been able to be supportive of each other at home. If something comes up, a problem one of us would have, we would share it with the other one and kind of help us reason it through. I think we've been both I know this is not what you asked but in our marriage we've been both each other's best friend and confidant, and that carried over in our positions. So I think it's kind of greased the skid, so to speak, where there might have been frustration and competition and that kind of thing between us. We felt like we could be more supportive of one another so it's really not been a particular problem, professionally, not at all I don't think F-3 would see it different. But professionally I have seen this as nothing but a plus. Financially it has made it where we didn't have to chase a career, from an educational standpoint I think it's been beneficial because we could help each other in terms of our

computer set up and you know those kinds of things that we've been a major part for the district in getting set up. I think there is just a number of things that have been a plus and in fact I can't even think of anything off the top of my head that has been a negative in our dual careers.

Once again M-3 had nothing but fondness and high regard to report about their relationship both personally and professionally.

The response given by M-3 to, "Tell me how your spouse being in the same career area impacts you," paralleled the other responses. However, this time his answer was concise. He said,

Yeah, it's been nothing but beneficial for us, the kids might feel differently you know they've occasionally heard over the dinner table discussions I think. We tried not to dwell on those as the kids were growing up, and certainly as they got older it was impossible because we were interrupted if we ever brought up anything. But in terms of professional demands not at all.

F-3 Professional Biographical Data

Of the professionals interviewed F-3 can boast the most years as a classroom teacher. F-3 was a first grade teacher for 18 years. She was then asked by the assistant superintendent if she would consider assuming an assistant principal's role in her building. The district had been faced with an ailing principal so they had created the position in conjunction with assuming the Title I and Gifted programs for the district. She accepted the challenge

and did this position for 2 years and was then given the opportunity to open a new school campus in the same district. Once again F-3 accepted the challenge and became an elementary principal and has served in that position for ten years.

F-3's Perspective

As the first prompt or question, "Tell me about your career," was posed to F-3 she began immediately relaying information about her career and how she had arrived at each port of entry for the different phases of her career. She began, "I have been in elementary education now for about twenty-eight years." She then proceeded to explain how it was that she had finished her degree out of state and proceeded to detail and intertwine her and her husband's careers. Then she explained how it was that she had entered elementary education.

I had two loves, two passions. I knew I wanted to be an educator, at first I thought it would be in English, secondary English and of course in elementary education. And what turned the tide over is when I went to Choctaw State to enroll the advisor said, 'Honey you're too small to work with secondary.' So I thought maybe this is a sign. I knew that I would not be disappointed in elementary education so I immediately got classes.

F-3 then began discussing her career intertwining both careers.

I began teaching in Maplewood in 1972 in first grade. First grade was my love, we had our family, and in the meantime my husband

continued working in Maple. A principal's position opened in Maplewood, he applied and got the job. So it was nice that both of us, he could be a principal at one school and I could be a teacher at another site. However he was my boss for a few months until the new school was built for me to transfer to. When I moved into the new elementary school, continued in first grade, we had our family, and I decided it was time to go back to school and get my master's. I love teaching reading so I went after my master's degree in reading. I had almost finished my master's when I got a call from our assistant superintendent asking me if I would consider being a vice principal. I was blown out of the water my husband was out of town so I had never dreamed of being an administrator to be quite honest. I considered it and told him that I was not working on my administrators degree and he said it didn't matter I was working on my master's and we could continue. So as it turned out I decided to go toward a major professional change, I became a vice principal, finished my master's degree in reading, finished my master's degree in elementary administration, and was vice principal for a couple of years and then when they built Brenda Dotson Elementary I threw my name in a hat and I was, I don't know if you would say fortunate enough, but was lucky enough perhaps and had some experience in opening a new elementary school which not many had other than experience as vice principal so I got that pleasure, that joy, of

opening a new school. So I learned a lot. One time is enough. So from then on I've been at Brenda Dotson Elementary completing ten years.

F-3 concluded her remarks about her career by saying,

It has been a pleasure, I have had wonderful students, their supportive parents, which says a great deal. And I've had a tremendous faculty they've given me the opportunity to interview my own teachers so there is that personality match you know meeting with them and trying to make a good click with the staff has been great and I've been very appreciative to our administration for allowing us to do that. Great students, great parents, and wonderful faculty, including janitorial services, great custodial services, I've been very happy, very pleased. Our students are tremendous. Our scores are very high. I mean it could always improve but with the parental support that we have I've been very pleased with our school, we've been very blessed.

As F-3 heard the prompt, "Tell me about your spouse's career," she replied, "Okay, I think I just said that in my preceding statement. Alright this is just great!" F-3 then began to flow into the details of how she and her husband were high school sweethearts and that they had both gone to the same university until her husband had completed his degree and then she moved out of state with him and completed her degree there. She explained how this move had made them stronger. She put it this way,

So we made the great change of like four hundred miles and moved to Choctaw, Kansas. Which has been a wonderful experience for us because I think it helped us as a couple. We depended on each other; we were strung out just two kids on their own. He taught there for a few years until I completed my degree at Choctaw State. When my dad had a heart attack we knew then that it was time to come back. Family was very important to us, we knew it was time to get back closer to home.

She continued to convey information about how her husband had taken a position in the larger urban district when they moved to the community where they reside. She then detailed the events that had been a part of his career and how he had become an elementary principal. She made these remarks about his expertise at being a principal.

He has been, I don't know, I would just say he has a feel for it. He works very well with people. He has a good head on his shoulders. He was an excellent mentor for me. The community, he came in at a time when they were ready for some changes and he had a vision. So there are some changes that I feel my husband has contributed and made to the district that has made at least my school as effective as it has been. And he is still an elementary principal and has worked for the district for some years, has been active in the community, and just a good guy.

In response to "Tell me how you manage each having a demanding

career", F-3 initially replied, "I think first of all we realize that our jobs are demanding." She then went on to speak of the many expectations placed on administrators that people in general do not understand. F-3 said,

There are so many things that this job has that the typical lay person or teacher has no idea. I know when I was still in the classroom and M-3 was, you know, he was the administrator there were days that I spent a lot of extra time as a classroom teacher but he also spent long hours at the office and many times I would get home before he would get home. And when we got home we would talk a little bit about that day. I would say, 'Hon you know what did you do that day.' And he would think you know I really can't tell you, I was so busy I really can't tell you everything that went on. I see that now because there are a lot of little things that you are tossed with on a daily basis that you can't really pinpoint but you know you have been on the job all day long. You've given the taxpayer's their money's worth for the job that you do. But I think it is a respect that we know that our jobs are important, they are very time-consuming.

F-3 then went on to expound upon the importance of having someone who understands the job of public school administration. She stated,

We have learned that it is good to have each other to bounce ideas off of. We try not to carry our jobs home, especially when our children were home. Now that our children are gone it's a little

different because you know we can, we bring our work home sometimes—that, that we can do on the computer. It's good to be able to share ideas, to talk about things that probably no one else would understand. We have the confidence that each of us will keep the confidentiality. It's been, it's been very helpful. I have friends who are administrators and whose husbands do other jobs and their husbands don't have a clue, they just think that it's an easy job, you're in education, it's an easy job, and I'm fortunate that my husband sees that it's time consuming. It is an important job.

When given the prompt "Tell me how your spouse being in the same career area impacts you," F-3 went on to elaborate on the professional networking that they share. F-3 stated,

Okay, it impacts me first of all the professional part, I know that I have someone I can go to whether it's operation of school, whether it's student concerns, academic concerns. I guess that I would have to say that it is that person that I can bounce ideas off of.

She then asked me to restate the question and then went on to discuss how they hurt for each other and always wanted to make situations better for the other. F-3 continued,

It impacts me also to the extent that I have found that I hurt when he hurts. When he has problems that, and he doesn't have any problems and we are very fortunate that we don't, but I know that

when something is bothering him, when he wants to make a change, or he's trying to work through things I see that it is troubling him it impacts me. It, because maybe I can't help, there are some things as a spouse maybe you can't help you just have to be there and listen. I think it's the fact that I just can't get in there roll my sleeves up and argue for him whether it's a parent conflict where I can go in and say you know he's spent a lot of time worrying about this and wanting to do the right thing. I just want to jump in and I guess be protective. You just want to be protective of them. And I feel he probably feels the same way about me. Coming into this position, he knew what I had to be facing and there were times when he just wanted to you know step in and help me out and that's visa versa. That's what I would want to do for him. I think it's just the fact that we know what's in front of each other, what we have in store for each other and we want the best for each other, we want it to go smoothly for each other, and we want to be there for each other and help. Just be a help mate.

She concluded by stating how she feels about entering into educational administration.

As I look and get closer to retirement I think, what other jobs? What could I have done differently? There is really nothing. I get you know I get not tired but sometimes overloaded and I think, man we're not appreciated as much as far as administrators, as far as

teachers because I see that too. I know how many hours the classroom teacher puts in. I'm the one that when he or she is struggling over a child, you know what to do or how to help that child, I see what they go through in trying to give the best education for the students. There are times I say you know why. Why did I ever do this? The bottom line is, I can't think of anything else I'd rather do. It's rewarding. Those hugs that I get from the kids, the thank you I get from teachers, being appreciated, and I think most of all the support of the parents. That's what makes it worth it. It really does.

Dual Career Couple C-4

The initial contact with dual career couple, C-4, was with the male member. In fact he was the first participant contacted about the study but the last one to be interviewed. Upon contacting this potential interviewee I was told that he and his wife would shortly be going out of state for a daughter's graduation but that they would probably be willing to participate. He did not think that they had time to arrange the interviews now since he had been promoted and was very busy. He concluded by asking me to contact them back in a couple of weeks.

Then upon making the next contact, I was told that they would like to participate but that they would be out of the country for the next several weeks. We seesawed with making arrangements until I had completed most of the interviews. I then contacted the female member at their home and she

agreed to establish a time to meet but further stated that I would need to visit with her husband for a date for his interview, and that I might possibly be able to conduct it at a time when we would be at an administrators conference later in that same week. I met with the female at my office the next day. The male's interview was conducted in his office the next week since arrangements could not be made at the conference.

The female arrived at my office at the scheduled time and was very interested in being a part of the study. We met in the conference room, accomplished a short amount of small talk and then began the interview. At the time of the interview, F-4 was an assistant principal at a large high school in a suburban school district. She did not refrain from making sure I knew that she was in fact looking for a new position and that she felt that she was stymied by the lack of being able to be promoted in her present district. She is now a principal of a junior high school in a neighboring school district.

The next week I met with the male partner at his office to accomplish his interview. He was very apologetic for taking so long to arrange the interview and was most interested in participating in the study. The interview was conducted at a conference table in his office. He had just recently received a promotion in his district and was actually just arranging his office with new furniture when I arrived. He was also in the process of getting acclimated to the new position of assistant superintendent.

The partners in Dual Career Couple C-4 have each worked in the same school district for in excess of twenty years. They have both been

administrators unilaterally for 10 years in a large suburban district. The male has many additional years of administrative experience as a director of special services with the female having completed 10 years as an assistant principal in the district's high school. The female partner is of Native American descent while the male partner is white. They each hold an earned doctorate. The male has had a doctorate for in excess of 20 years, while the female accomplished the degree within the last year.

F-4 Professional Biographical Data

Participant F-4 would have to be the interviewee who outwardly felt the impact of her spouse's career to the greatest degree. She very quickly outlined her career and her spouse's career. F-4 reported only briefly about the management of career demands. However, she gave a great deal of credence to the impact felt from her spouse's career. At the time of the interview she was serving as an assistant principal in a very large suburban high school. A position she had held in some form or fashion for the past 10 years. Three of those ten years had been as a staff assistant. Then she had done a similar job, just without the title. F-4 had held that position under four different principals. Prior to that she had accomplished 12 years of teaching English and French at the secondary level. Eleven of those years had been within that same district while one had been in a neighboring district prior to the birth of her two children. She is now the principal of a junior high school with six hundred students in a neighboring suburban community.

F-4's Perspective

As F-4 was given the prompt to "Tell me about your career," she began to relate that she had taught 1 year prior to the birth of her children and had stayed home for about 5 years and then went back to work. She discussed the cost of babysitting and daycare arrangements as being the factors for this break in career for her. She explained resuming teaching and then being named to an administrative position in this manner,

So then I resumed my career and taught in the classroom for 11 years teaching both French and English to ninth and tenth graders and then in 1990 moved to Senior High School as an administrator doing the activity accounts, the budget, anything that had to do with money, was in my territory, and after three years in that role with a change in principal we reorganized and I got a better title and little bit better rate of pay and started doing discipline primarily and problem solving, when there's a problem with a teacher or something of that nature, I'll work with that, also. Actually at the Senior High level I'd say not more than a third of my time is spent on actual discipline issues. It's more problem solving than anything else.

In response to "Tell me about your spouse's career," F-4 paralleled the same brief outline of his career. This time she elaborated on how he was initially promoted into administration. She complimented his accomplishments, but failed to discuss his latest promotion within their home

district. This is what she said,

He started his career in 1974 and I worked for the district in 1979 so he's got about five years more in than I do, I've got 21 years in for the district, he's got 26. He was hired as a school psychometrist. He did testing of students that was just right after the P.L. 94-142 and so he was very, he had a great opportunity at that time to develop a program from its infancy because a law had just been passed. He was just out of school he was very knowledgeable and when he was hired I don't believe that anyone in the district above him had much inkling at all what special education was about. So he had a golden opportunity as they promoted him from psychometrist to director of the program, to create programs and envision what might we do with this population, what would be good for kids in this population, and he's very creative and did what I think is a magnificent job, and I know I'm prejudice, but he did, he did do a magnificent job in getting the program up in running and watching it grow for those 26 years.

As F-4 was given the next prompt of "Tell me how you manage each having a demanding career," she immediately explained that it was easier now that the 'kids are grown.' She replied,

Now in our stage in life it's much easier because our kids are grown. When I took the administrative position my daughter was a senior in high school and my son was, let's see, he would have been a ninth grader so they were older getting to that independent age. He didn't

have his license yet but got it soon after. So it was easier then than it would have been when they were younger because when you have young kids you are constantly driving them to practices and different activities that they're involved in and church activities and that sort of thing. But you know starting when they were in high school I think was easier, we were youth group sponsors at that time but it didn't seem to be a problem. We are used to being busy. We are used to going home and being active like we were during the day and helping each other find time when there's a deadline for something, we've got to take a block of time and focus on something. August is a real busy time for planning for meetings and that sort of thing so we help each other find a block of time. And I think we've always been pretty helpful to one another both ways.

She included no further elaboration. F-4 had a more detailed and revealing response for "Tell me how your spouse being in the same career area impacts you." To this prompt she had a great deal to report. She began by saying that most things were positive. She told how it was helpful to talk about issues. F-4 stated,

For the most part it's been very positive because we can sit down and talk to each other about issues, about problems, problems with people, problems when you're just thinking what would be a good approach to take, in this area and, the other person understands. We are both pretty knowledgeable about education in general and I

feel like I've learned a whole lot about special education from talking with him and then from having just about every special program at the high school that there is except for visually impaired and orthopedically impaired. And actually we've had some orthopedically impaired kids come through. Oh, deaf we have not had. But everything else I've worked with directly. So we have a real good understanding of what that other person is talking about and, of course, we know the same people. Um, and so I think we've really helped each other. A lot of times you solve problems through talking, as you talk you think. I think women do that probably more than men do, but M-4 uses me as a sounding board a lot of times. But I know as I talk a lot of times a solution just, it becomes clear to me, then as I'm explaining it, because I'm explaining it describing salient points of the issue, the heart of the issue, and then I clarify it for myself as I'm talking. So, I think that's been a good aspect, um, I think just thinking along the same lines, we think alike. We have a great deal in common we enjoy the same things in life so it's just been a good pairing. We're fortunate in that respect cause I know a lot of couples who are not that way.

Then she began explaining the aspects that she views as detrimental. F-4 continued,

One detriment that I found in the last few years and I did not see it coming was that both being in the same district and both being in

administration now there is somewhat of a problem. His career has advanced pretty well, and he's always had the higher position than I had and I'd like to be promoted, I'd like to have a principalship. And now he's an assistant superintendent, he wouldn't be my direct supervisor. I'm going for a job right now at East Ridge for a principalship; that may be a problem. The superintendent may look at that and I just look at it from all the totally different perspectives; if I were in his shoes, 'if I give that position to the spouse of one of my assistants, am I creating problems for myself down the road?' He is going to be in charge of the hearings for suspension appeals and some issues like that that will directly affect different buildings at times. And I kind of wish that when I started into administration and got a little experience that I had moved to another school district. There are reasons to do that, reasons not to do that. I just got really attached to the Spring Brook School District. I've got a lot invested in it. It's my hometown, but it's his hometown, too. So you know you get emotionally attached to a community. You invest a lot of yourself into it that you want to stay with it. But, on the other hand, I know if I had gone to another district it might have been better for me maybe my chances would have been better. But, you know, if you sit back and think what if, what if, what if you drive yourself crazy, too. So, you know, if I don't get this one I don't think I'll try anymore, because I have tried for several in the past and I

didn't have the experience I have now. I, I didn't have the degree I have now. But now that M-4's been promoted that might be the very thing that causes the superintendent to look at it twice and put somebody else there. I know that one of my colleagues at the high school two of them actually are going for this position. And one of them in particular, I know, would be excellent, too. I think we'd both do a nice job and we've both got equal experience. It's a guy and he doesn't have the connection. He may look at it as an advantage; I look at it as impossible to make up. I try to be very realistic and I think if I were superintendent how would I do that. It's kind of like we've got a vacancy for an art teacher at the high school right now and one of the teachers that's been recommended to come up and replace her is married to the other art teacher at the high school. Do we want to have a married couple teaching in the same department next door to each other, in the same building, doing the same thing? Is that something that we should do or shouldn't do, well, you can think of reasons that are pro and con. Our district has a policy that's against it, so I don't know if that will happen. I think I've been at it long enough to know when it comes to personnel issues that you've got to look at a big picture. There are lots of things that come into play.

F-4 added,

Sometimes people talk about central office administrators in the

building. And at times you know as many years as I've been at it, maybe there is some sentiment against a decision that's been made downtown. I try to be open-minded, I try to look at it from the teachers' perspective, too because I was in the classroom for twelve years, I relate to the teachers real well. I think I've played the role of diplomat at times whether they were second guessing the superintendent or my husband. Uh, to say well have you ever considered though that they have to look at this aspect for the situation? I know his judgment is good and there are other issues there that come into play and that teacher hasn't thought of them and you know we are all narrow in our vision when it comes to our turf and what we do and how the decision impacts us directly. I'm, sure I'm the same way, but I play the role of diplomat and try to get people to look at the bigger picture, other issues, and not take offense at it because it's not meant personally. And I think sometimes other teachers are taken back and they think, oh, I forgot she's married to a central office administrator. I didn't let that, you know, affect my relationship with those people, you know, unless it was a personal derogatory remark that was out of line because they are coming from a professional position too. Everybody has a viewpoint. You have to consider them all. Um, likewise I can give feedback to M-4 on what the sentiment was out at the buildings. The grass roots of it all. That's something I've dealt with on occasion, but not a great deal.

Not a lot.

Then F-4 elaborated on being seen in the shadow of her husband. F-4 put it this way,

I know when I first started teaching after staying home for five years before I started. I heard so many times, oh you're M-4's wife, and I took a little offense at that at times, not directed to that person, but that I'm living in a person's shadow. I'm not the kind of person that wants to live in anyone's shadow. So it bothered me to some degree. And I was real pleased when M-4 came home to me one day after I'd been at the high school for sometime and said, "Remember when people used to say this to you and it bothered you, now all I hear lately is, 'Oh, you're F-4's husband.' And he said, 'It's like they don't know who I am, I guess I don't get out to the buildings enough anymore.' And he said, 'It's like, oh you're F-4's husband. I know what you were feeling then.'" So it happened to him in reverse a few years later. But we had a good laugh out of it and after I became my own person, you know, with my own professional identity I didn't feel that way much anymore, but his career is a little longer than mine, he's got a little higher up than I have, quite a bit up, higher than I have. Is that a problem for me? Well sometimes, yes if I'm really honest, sometimes I'm a little jealous of that success because I'd like to have it, too. And I'm a little bit pessimistic sometimes in my thinking, that I'm never gonna get there. I'm not gonna get that

position. I'd really hate to retire where I'm at, because I know I have more to offer than that. But I have noticed that males are mentored more. I certainly know some principals moving up others. But it's just, it's hard to get noticed sometimes and having that connection doesn't make it easier for you. Like I said sometimes it might be a negative. It just depends on how people mean that. And what kinds of problems they've had before with married couples. If they've had a problem before they are going to shy away from it and if it's been a plus they might not see a problem with it at all. So I don't know about this man's history and what that's going to mean for us. I mean in going for this position.

M-4 Professional Biographical Data

Participant M-4 can boast the greatest number of years in administration of those interviewed. He also has attained the highest job in administration of all participants. In addition, he has the most precise resume to report. M-4 spent one year as a school psychometrist in western Oklahoma, returning to his hometown the next year as a school psychologist and special education director. He touts a total of 27 years as special education director for that district. He has just been elevated to an assistant superintendent position in his same district. He explained his career with a considerable amount of detail however, when he expounded upon his wife's career he shared an even greater detail.

M-4's Perspective

As M-4 responded to "Tell me about your career," he began by stating that he had obtained a master's degree in school psychology and since they had a child on the way he needed to go to work so therefore he took a job in western Oklahoma. He took great care in explaining the position and why it was that the position needed to exist. He stayed with that position for only six months, came back to his hometown and began with that district in the fall of 1974. He served as a school psychologist and special education director. This is how he described his position and details about the district's demographics,

Spring Brook had four special ed. programs and a speech pathologist when I came in and shortly after I got in here in mid August of '74 the growth also took off and we had a period of time from 1974 to about 1979 where we gained about a thousand students a school year in student growth. What was interesting about that is about a quarter of that was special ed. students moving into the district. It was really a tense time trying to get everything in place, and establish the programs, and meet the law and that sort of thing. And then we had a time in the eighties where we kind of slacked off a little bit and growth was a little more manageable. But in any case over the years my role was to build that department and make those programs effective and to keep us out of legal hot water.

When asked to "Tell me about your spouse's career," M-4 elaborated in a much more detailed manner discussing a period of time when she did not

work as well as her career. M-4 stated,

F-4 actually stayed home, oh, let me think, she got her, of course, she was pregnant when I took my first job. We had just had our baby when we moved to Stanfeld, and were there about six months. She stayed home until our second child was three years old so it was approximately a five or six-year period that she stayed home. As soon as the last one was a toddler she was ready to go back to work. And she started out teaching. She taught one year in Claremore, I believe it was. And then I believe she went to Spring Brook after that. She taught at the Intermediate High School level, she taught ninth and tenth graders, taught English primarily. I can't remember exactly how many years she taught English. She started out at Eastridge and she taught that approximately five years at South and then they converted the Senior High School campus, they opened a new Senior High campus, converted West Intermediate to an Intermediate, and she moved over to West and taught a little while over at West Intermediate. Let's see, somewhere in there, and I think the kids were about seven and about four she decided that she would like to, and the district needed foreign language, so she decided that she would like to do something with her minor in French.

M-4 elaborated further regarding his support for her in her career endeavors,

And so in order to teach it she needed a few more hours and she needed it quickly so we through Oklahoma University made arrangements and she went to the University of Grenoble in France for two months during the summertime and I had a seven year old and a four year old and I was working twelve months out of the year, too. She was gone two months. It took really intense training at the University of Grenoble an emerging program. She came back with uh-native French accent; she was already good. When she would take students over to France she was often mistaken for a native and they often commented when they found out she was American about how native she spoke and that was part of the reason. F-4 loved teaching it and was very, very good at it. She taught French for about five or six years I believe after that, I'm not sure exactly on those years and everything. But she's, she's really not one to stay she likes a challenge and she loved teaching French but the opportunity arose at the High School to move into a position there, it was actually assistant principal there but they called it something different. She had assistant principal level responsibilities called it a staff assistant.

M-4 continued to explain his wife's first administrative assignment.

And the original conceptualization of that position had her doing lots of things including some discipline, attendance, and all that but the primary thing it ended up being because of the sheer size of

that school was it ended up being a lot of accounting and a lot of paper work. She really didn't like that she wanted to be more dealing with kids and working with curriculum and those sorts of things. So after about, oh let's see, I think she was in that about maybe three years then it actually got converted to an assistant principal position and from there she began to handle everything an assistant principal handles, she was involved in discipline and instruction.

M-4 continued with a description of the uniqueness of her being in that position in that particular district.

During that time period in Spring Brook of course it was a very conservative school district; it was very unusual for a woman to be involved in discipline. We had had a structure previously where women were always hired for the curriculum positions and uh you'd have assistant principals, a male would be assistant principal and he'd do discipline and accounting and all that stuff, and a female would do curriculum and instruction. Shortly after she became assistant principal over there they decide that they were just going to split it across the board, all the duties, so she did discipline and the whole works. I feel like she was mentored by a couple of the men there that she was very good friends with, that just kind of took her under their wing and taught her what she needed to know about discipline and she was very good at it, still is very good at it, she uses

a different approach than what some of the men do. The men can be very brisk and blunt, lose their temper. She is very hardnosed on discipline, but she is also very fair. They don't go out of there feeling like they've been raked over the coals, they know they've done something wrong and they're going to receive consequences, but they don't go out of there, their parents don't either. She's very good at both. She, also eventually they picked up some additional assistant principals, the school is just getting huge, it's growing by leaps and bounds and so they picked up some additional assistant principals and they started dividing instructional duties out too. So she's been the liaison of special ed. so she's had extensive experience doing those conferences and running that department as well. But she's pretty much stayed in that location as assistant principal, she's been here ten years I think as an assistant principal. I think I'm right on this, I think it was three years as a staff assistant and ten years as an assistant principal. But, um, her career, she is ready for a new challenge.

Then M-4 went on to expound upon how his position had maybe harmed her chances for advancement.

And I'll just say this, I think being in the same district as me has probably held her back, I think there is some underlying feeling about two people in the top of administration being in the same school district. Even to the point that we have a, and maybe a lot of

districts have this too, but we have a policy drafted even that they take a, your nepotism policy basically has to do with your board members, well we have a school district policy against administrators and their family members being in a direct supervisor relationship or in the same department and that sort of thing. So we have a lot of history of that that was put in by Barton and it's been maintained all of this time, it's still a policy. So you know by my estimate it's probably her, uh, I've been very good at what I do. There is a reputation that has been put there, its not bragging, I'm just saying it's there. There's a certain extent of, oh, 'you're M-4's wife'. That sort of thing and that that's real hard sometimes.

Next the prompt "Tell me how you manage each having a demanding career," generated this response from M-4,

We have always been very supportive of each other. And tried to do the things that would help the other one be successful. The example is when F-4 went to France I just marked out my summer and you know I knew it was going to be a problem, but you know I wanted her to do that. And she's done the same for me when I got my doctorate for really four years I wasn't around really; I could not do it and be a parent. She had to do it all she did everything around the house and went to everything they had to go to. And I kind of regret that to this day that I had to be that focused on that because it came

to the time when my kids were in their teens and I probably lost some things there with them that I regret. But she stepped up and that's the kind of thing we've done all along for each other.

He had me restate the question and continued,

Well, besides that stuff just the old run of the mill stuff as far as trying to maintain a household, I mean we do share. I probably see that as more of an equal share than F-4 does. To be honest, I'm not real good at washing clothes you know those kinds of things I've never really picked up on, you know I don't have the same standard for pick up and cleanliness as she does so I might leave things lying around or the bed unmade and she likes to have everything neat and in order. So we probably don't have the same along that line. But we pretty well share everything as we go; when one is really overwhelmed the other one-steps in. Um, sometimes you can be and this has happened where you're really busy too and you're not paying attention and the other one is just dying here. So finally the one that's dying says you're going to have to help over here. And so we've done some of that too, cause you know you get busy and you don't notice sometimes that the other one is having a problem. But it's been a nice balance back and forth I think.

The initial response from M-4 to "Tell me how your spouse being in the same career area impacts you," was,

You know, I'm not sure, I'm not sure it's impacted me a lot. It's never been, it's never been something I worry about; it's not been something that I felt like has been detrimental to me in any way.

However, then M-4 immediately began to relay the way he felt his wife viewed the reality and impact of his career. He elaborated,

But I don't think F-4 would view that the same way. I think maybe she'd have some difficulty with that just because you know the reputation; oh, 'you're M-4's wife' and that sort of thing. But the only thing I guess that is a problem that I see is often the only thing we have to talk about is education. You know, when you're both in the same field it is hard to leave it all there and not lapse into talking about it. We have to really practice trying to spread our interests around a little bit otherwise you're working at work and you're working at home because you're talking about it all the time. So that's probably been difficult. I've had a lot of responsibilities that have been nighttime responsibilities so that's probably been difficult because I recruit some and she's gone through and had lots of duties and when our kids were at home that was becoming a problem because she'd have to go to duty and I'd have to go to a nighttime meeting and here we had kids at home and so that was a problem sometimes. Not for a long time because the kids were getting older and we didn't have to worry about them too much. But there were times; that was an issue.

M-4 then brought up another way that he deals with having the dual career in the same district.

I probably, one thing I've caught myself doing that is probably an impact is I listen more tentatively to things that might interest her or affect her probably than I would otherwise. You know, if somebody is standing next to me having a conversation not necessarily with me but they're talking about something that has to do with her building or something her staff might be interested in or might involve her in a round about way, I find myself tuning in. You know you can't help that, really. You do some of that. So that's probably you wouldn't do that if your wife's not in the same field. That's probably it. I'm not sure I've had much impact and no impact I guess on my professional career whereas I think she, she may have some impact on.

M-4 once again elaborated on the impact the dual careers has had on his wife.

I get the distinct feeling from the current superintendent that he's not for husband-wife teams in the same district, although he's not said anything specific to me, he said it. All through his career he's not had his wife in the same district with him so that shows a pretty strong interest to not have the same. So, I'm just trying to pick up on those queues. That's why F-4's looking.

He continued and concluded his remarks,

Well, the very fact that she's, she's looking is an impact because she's been in this district nearly as long as I have and this is a sacrifice she's probably going to need to make since I've moved into this position, to me that's a big impact, which is very unfortunate I mean it's like you said it's unfortunate that's the situation, but, um, see I'm going to be evaluating principals.

Summary

This section presented data by outlining the interviews and then the questionnaire. The major portion of this section presented the data collected from the qualitative interviews. First of all each couple was described followed by a description of each participant's professional biographical data then a discussion of each interview consisting of four propositions or questions presented to each of the participants. The data presented was a compilation of information gleaned from individual taped interviews of the eight participants.

The most significant characteristic identified among the participants was the support for the career they had each pursued. Each participant had verbally walked through their spouse's career with almost the same precision as they did their own. This type of career knowledge indicates a true interest in their spouse's career and indicates that male or female they have taken a genuine interest in the other's career, career aspirations and have high regard for their spouse's career development.

In all instances of couples interviewed, the female had followed the male in advancing. All male members of the partnerships were well established in their career prior to the female stepping into that same type of career advancement. This type of career followership mirrors the typical pattern of career advancement that is seen throughout the literature (Blount, 1998) and affirms that women typically have spent more years in the classroom than men therefore possessing more expert information about the learning process than do their male counterparts (McGrath, 1992).

However, since the male had already established his capability in performing administrative tasks he did not feel threatened by his spouse because each could bring a different strength to the administrative position and in at least two of the partnerships the couples used this to their advantage (C-1 & C-3). These were dual career couples that do exactly the same job and have capitalized on the others' strengths to make themselves more proficient in their own position.

The couples had each established their initial career in education at very early ages. This allowed each member to participate fully in the other's career development and advancement. Each understands the other's work and challenges that they undertake each day and have so since the outset of their work experience. No one needs to feel threatened by the other's career advancement. Each one together has a mutual respect for the whole person who shares their life.

The couples not only draw on each other's expertise they have learned that it is this strong career/marriage relationship that together works to make them successful and each realizes that they must at some point make a separation between work and marriage. It is with this understanding that each have realized that they use the work day to discuss problems as much as possible and that whenever feasible they leave the work at work.

CHAPTER IV

ANALYSIS OF THE DATA

As I began to reflect back on the data collected and the information shared with me by each dual career couple in educational administration, I marveled at the realities that began to unravel. Some of these realities were grounded in supposition drawn from reflecting back on my own experience as a partner in a dual career of school administrators. Other realities began to be construed from the words spoken by those who participated in the study. The first phase of the analysis of the data will consist of each participant's views of gender roles as identified in Hochschild's categories for gender ideology. The second portion of this chapter will consist of other realities that are revealed from the interviews.

Perceived Gender Ideology

Each participant's perspective has been viewed through Hochschild's gender ideologies and categorized accordingly. For this presentation each participant's views will be re-visited and analyzed one participant at a time.

M-1's Gender Ideology

When asked, "Tell me how you manage each having a demanding career," M-1 replied,

I think both being supportive because of the young grandchild that we have in our house we always at times have to take up a different role. I try to be real supportive in the home situation where there are certain duties I do for her. You know

housekeeping, dishwashing and stuff like that I try to do because I know her job in some ways is probably more demanding than mine is because of being so close, living so close to her school.

M-1 appears to fall within the true egalitarian perception of gender roles. This perhaps can be explained because he sees his wife needs equal support for doing an equal job in the workplace.

F-1's Gender Ideology

The theme throughout F-1's interview seemed to be somewhat laced with the fact that her husband had always been supportive of her and she hoped that was true of his thoughts toward her. F-1 stated, "And we've always supported each other greatly. He's always been wonderfully supportive and I have too."

F-1 made no true reference to who does what at home, therefore I will deduct that the load must be relatively balanced. Resources and modern conveniences that are available today may explain why F-1 was not concerned with household issues. Because of these factors it appears that F-1 would view her gender ideology for sex roles as egalitarian as did her spouse.

M-2's Gender Ideology

As M-2 proceeded through his interview he took great care to detail his wife's career indicating that he had been continually involved in each stage of his wife's career. This is an example of what M-2 said about one of his wife's career moves.

In 1995 I know it was that she had an opportunity, I believe it was in January of '95, to become an assistant principal at Lincoln High School, working not only in the same school where I had worked as an assistant principal, but she worked in the same office that I had used when I was there, using the same desk, the same chair, the same furniture, the same everything, doing the same job that I did when I was there, the last two and one-half years there.

He continued to expound and elaborate on each detail of their careers and pointed out that the way they survived the demands of their careers is to simply share some things while others they do not and this is how M-2 explained that,

We come home. We share things that take place, some things we don't. We try not to overburden the other one with some of the problems that we may experience or be experiencing. Sometimes we seek help and advise from the other as it relates to our job performance.

There was no reference to who does what at home, therefore I conclude that since there was no emphasis placed on this aspect of their relationship M-2 must feel that they abide by an equal division of responsibility. The espoused gender ideology for M-2 is egalitarian, if not fully in this frame he is at the very final phase of transitional emerging toward egalitarian.

F-2's Gender Ideology

Once again there was a great abundance of detail used to cover each facet of both her and her spouse's career. She did not focus on how they shared their marriage responsibilities only how they dealt with work. F-2 said,

Oh, my strategy and I don't know what he tells you but my strategy is when you leave work you leave work at work. And if that means me going in a little bit earlier and staying a little later that's the way I handle it and I try very hard to mentally to turn work off when I walk out the door and to not bring anything home unless it's just an absolute necessity I mean even if it means going back to a building and work sometimes on the weekend rather than bring it in my house and that's kind of how I handle it now. I just feel like an individual can be a better employee if they can relax, refresh rather than burden themselves. So when I leave work I try to turn it off mentally that's what I do.

She went on to point out that, "It's not like we are coming from two different worlds you know we understand we truly understand what the other person is doing on the job." Once again as did F-1, there was no emphasis placed on who did what at home so I would purport that F-2 would be at the egalitarian stage of interpreting gender roles in her marriage.

M-3's Gender Ideology

In the discussion of how they managed demanding careers M-3 said, But we to a very great extent I think shared, and of course the timing was good, the kids were much older, it didn't make it easier but they were older so at least there weren't the demands of young children. So in the home-life we kind of divided up the duty along the lines of the traditional family.

Here the reference to the traditional family is not a reference to Hochschild's type of gender ideology but more in line with what Hochschild explained as dividing duties along the line of upstairs and downstairs responsibility. M-3 went on to explain how they shared in responsibility for children.

There are things that are my primary role or things that are her primary role, and then the fact that through a number of those years where she was in the classroom which gave her a little more flexibility than as principal our kids were at that much younger stage. Generally, if one of them were ill I stayed home because you didn't have to get a substitute. So we tried to alternate that but generally speaking, I was out maybe 60 percent with the kids and she was out 40 unless there was something insurmountable I couldn't get out from, it was easier for me because I could kind of come and go. On the more traditional home front, she was probably the primary person but as far as the actual positions or pull of our positions as principals I think it has been more good than bad.

It appears that M-3's view of his marital role is egalitarian though some aspects of the division of responsibility fall down Hochschild's traditional family role lines or perhaps lie in the quasi-equal or "family myth" category. As he continued in his discussion of dealing with demanding careers he explained how he and his spouse had been continually supportive of one another. This type of loyalty leads me to believe that his true view of their marital roles is equal or egalitarian.

F-3's Gender Ideology

Once again the female respondent did not make a direct reference to the way the couple shared in home responsibilities. She did however discuss the way they handle some aspects of their demanding careers. F-3 had this to say about it,

But I think it is a respect that we know that our jobs are important, they are very time- consuming. We have learned that it is good to have each other to bounce ideas off of. We try not to carry our jobs at home, especially when our children were home. Now that our children are gone it's a little different because you know we can, we bring our work home sometimes, that that we can do on the computer. It's good to be able to share ideas, to talk about things that probably no one else would understand we have the confidence that each of us will keep the confidentiality.

F-3 went on to elaborate the importance of understanding each other's job and the work that each performs. F-3 said,

It's been, it's been very helpful. I, I have friends who are administrators and whose husbands do other jobs and their husbands don't have a clue, they just think that it's an easy job, you're in education, it's an easy job, and I'm fortunate that my husband sees that it's time consuming, it is an important job.

It is from these statements and from the lack of discussion of who does what at home that I concluded that F-3 has an egalitarian view of her relationship with her husband.

F-4's Gender Ideology

The fourth and final female also had very little to say about the sharing of household chores and responsibilities. This led me to believe that once again these responsibilities must be at least somewhat balanced because it simply was not an issue with F-4.

When asked to "Tell me how you manage each having a demanding career," F-4 made reference to when she entered into administration. This is what F-4 had to say,

When I took the administrative position my daughter was a senior in high school and my son was, let's see, he would have been a ninth grader so they were older getting to that independent age. He didn't have his license yet but got it soon after. So it was easier then than it would have been when they were younger because when you have young kids you are constantly driving them to practices and different activities that they're involved in and church activities and that sort

of thing. But you know starting when they were in high school I think was easier, we were youth group sponsors at that time but it didn't seem to be a problem. We are used to being busy. We are used to going home and being active like we were during the day and helping each other find time when there's a deadline for something, we've got to take a block of time and focus on something. And I think we've always been pretty helpful to one another both ways.

F-4 simply refers to helping each other find the time to meet the demands of their careers. I would once again identify F-4 to be thinking along the lines of participating in an egalitarian relationship since she failed to place any emphasis on how the household responsibilities are divided.

M-4's Gender Ideology

The fourth and final male to be interviewed as well as the final person in the study was M-4. His remarks concerning the sharing of household responsibilities went like this:

The example is when F-4 went to France I just marked out my summer and you know I knew it was going to be a problem, but you know I wanted her to do that. And she's done the same for me when I got my doctorate for really four years I wasn't around really; I could not do it and be a parent. She had to do it all she did everything around the house and went to everything they had to go to. And I kind of regret that to this day that I had to be that focused on that because it came at the time when my kids were in

their teens and I probably lost some things there with them that I regret. But she stepped up and that's the kind of thing we've done all along for each other.

M-4 continued in explaining how he helped his spouse with household responsibilities. He said it this way,

Well besides that stuff just the old run of the mill stuff as far as trying to maintain a household, I mean we do share. I probably see that as more of an equal share than Betty does. To be honest, I'm not real good at washing clothes you know those kinds of things I've never really picked up on, you know I don't have the same standard for pick up and cleanliness as she does so I might leave things lying around or the bed unmade and she likes to have everything neat and in order. So we probably don't have the same along that line. But we pretty well share everything as we go; when one is really overwhelmed the other one-steps in. Um, sometimes you can be and this has happened where you're really busy too and you're not paying attention and the other one is just dying here. So finally the one that's dying says you're going to have to help over here. And so we've done some of that too, cause you know you get busy and you don't notice sometimes that the other one is having a problem. But it's been a nice balance back and forth I think.

M-4 elaborated to a much greater degree on the sharing of home responsibilities than did any other male or female respondent. Probably, I

would have to categorize M-4 as being egalitarian as well in his definition of the couple's gender roles.

Gender Ideology for Dual Career Couples

The study revealed that all couples as well as all partners in the couples seemed to be functioning in the egalitarian stage in their marriage relationship. None of the female members of the partnership made reference to the sharing of household obligations. This led me to identify them as definitely egalitarian because it just was not an issue.

On the other hand, three of the male informants made reference to specific things they do or have done to balance the work at home. The fourth male implied the sharing of support for each other. This indicates that the male members of these dual career couples in educational administration are in fact cognizant that their spouse is performing the same type tasks that they are and therefore need their support at home to make the partnership successful.

Other Realities Revealed

When I reflected on the literature I had reviewed and the data collected I began to identify parallels in the information obtained as well as contradictions of the typical hypotheses. These parallels and contradictions will follow.

Placeboundedness

While in the process of analyzing the data collected from this cluster of dual career partners serving in educational administration it seemed that

perhaps a paradox might be revealed as well. That is the paradox of placeboundedness for men being created by women stepping into administration as well.

The term placeboundedness was used by Chase and Bell (1990) to describe women who were more inclined to refuse positions or simply neglect to pursue positions because of the location of the opportunity in regard to where they reside or to where their spouse has employment. Ironically, the only reference to placeboundedness is from one of the male participants who simply indicates the advancing of his career was restricted by his wife moving into administration. He is neither saddened nor bitter because of this he is simply stating why he has been satisfied with the challenge he has been dealing with as an elementary principal. This is how M-3 stated it,

Kind of had the intentions when I first began working to become a superintendent. As a principal first I thought that's where I'd want to go. And then when F-3 became a principal I didn't much feel like I could move around and seek a superintendent's position.

Ultimately, M-3 may have never pursued the superintendency or even a central office position, however he realizes that his wife having an administrative position as well does restrict him. This is an example of how dual careers in the same fields can be a hindrance to the advancing of one or more of the partners.

Gender Stratification

Gender stratification is identified by Bell and Chase (1993) and refers to the fact that although women hold the vast majority of the line positions males hold the overwhelming majority of positions of power. Of the administrators included in this study, two of the women were in an elementary principalship while the other two women had served as assistant principals at the secondary level. One of the two assistants is presently teaching in higher education. The other assistant has gone on to a junior high principalship since the time of the interviews. The predominant number of these female participants have only served in the positions most acceptable for women to do. The positions are those that require the nurturing or feminine touch (Chase & Bell, 1990).

The men on the other hand had experienced their careers in much different ways. All men had been placed in positions of power at earlier ages than were women. Although two of the males were also elementary principals as were their wives these men had been in those positions for a much longer period of time.

Gatekeepers

Gatekeepers were identified by Bell and Chase (1993). This term refers to the controlling of the formal and informal sites of hiring, decision-making, power-brokering and sponsorship. I think perhaps the gatekeepers who provide the day-to-day support network and serve as the backbone for self-assurance for each of the female participants is their spouse. Each of the male

participants seemed to be very confident of their spouse having the capability to perform administrative positions. Although the male partner may have not served as the original sponsor or power-broker for their wife, this type of constant and unwavering support may just be the thing that keeps them going in these demanding jobs on a daily basis. The male may be the driving force that assists the female partner in acquiring the appropriate discourse and community support needed to continue. Each female participant had something to say that reflects that type of feeling.

F-1 refers to this support in this way,

Sometimes we'll go to each other's school and help each other when we have times like this during the summertime if we have projects we're working on. We can really help each other.

F-2 made these comments about the moral support she receives from her husband,

We are able to bounce ideas off each other, share you know there is that common interest that, that we have you know we both, you know, love children and education you know work toward that common goal. Um how we relate to each other because I understand what he's going through, whether it be good, bad, or ugly and the same thing. It's not like we are coming from two different worlds you know we understand we truly understand what the other person is doing on the job.

F-3 had this to say about the supporting relationship she has with her

husband,

We realize our jobs are demanding. . . . It's good to be able to share ideas, to talk about things that probably no one else would understand. We have the confidence that each of us will keep the confidentiality. It's been, it's been very helpful.

F-4 had several things to say that allude to the support she feels from her husband.

We can sit down and talk to each other about issues, about problems, problems with people, problems when you're just thinking what would be a good approach to take in this area and the other person understands. We are both pretty knowledgeable about education in general and I feel like I've learned a whole lot about special education from talking with him. So we have a real good understanding of what that other person is talking about and, of course, we know the same people. Um, and so I think we've really helped each other. A lot of times you solve problems through talking, as you talk you think. We have a great deal in common we enjoy the same things in life so it's just been a good pairing. We're fortunate in that respect cause I know a lot of couples who are not that way.

Discrimination

Although none of the participants made a direct reference to sex or racial discrimination two of the female participants made reference to the fact that they may have been discriminated against on the basis of their marriage

relationship. Neither female has proof but each one felt it deeply. F-2 had this to say:

Sometimes I wonder you know depending on the district and how the power is to be how they look at promoting two people from the same family and letting them go through the ranks. I you know there's not anything I can prove on that but I have my own opinion.

Particularly I think if there is a couple the male might be more free to advance than the female I think there are some unwritten limitations that are placed if you've got two people working in the same district. I could be wrong it's just what my gut tells me.

F-4 elaborated about the possible discrimination she had felt:

One detriment that I found in the last few years and I did not see it coming was that both being in the same district and both being in administration now there is somewhat of a problem. His career has advanced pretty well, and he's always had the higher position than I had and I'd like to be promoted, I'd like to have a principalship. And now he's an assistant superintendent, he wouldn't be my direct supervisor. I'm going for a job right now at Eastridge for a principalship that may be a problem. The superintendent may look at that and I just look at it from all the totally different perspectives; if I were in his shoes, if I give that position to the spouse of one of my assistants, am I creating problems for myself down the road? He is going to be in charge of

the hearings for suspension appeals and some issues like that that will directly affect different buildings at times. And I kind of wish that when I started into administration and got a little experience that I had moved to another school district.

F-4 continued to relay her feelings about the what-ifs and the whys of whether or not she would get the principalship she was pursuing.

But, you know, if you sit back and think what if, what if, what if you drive yourself crazy, too. So, you know, if I don't get this one I don't think I'll try anymore, because I have tried for several in the past and I didn't have the experience I have now. I, I didn't have the degree I have now. But now that M-4 has been promoted that might be the very thing that causes the superintendent to look at it twice and put somebody else there. I know that one of my colleagues at the high school two of them actually are going for this position. And one of them in particular, I know, would be excellent, too. I think we'd both do a nice job and we've both got equal experience. It's a guy and he doesn't have the connection. He may look at it as an advantage; I look at it as impossible to make up. I try to be very realistic and I think if I were superintendent how would I do that.

Both F-2 and F-4 expressed very deep feelings about the lack of promotion that they had experienced within their respective districts and felt that they could not penetrate the "glass ceiling" (Chase & Bell, 1990)

that remained above them in their present district. They had each completed their doctorates and felt like they were stuck at the lower level positions primarily due to their husbands serving in higher positions within the same district.

Summary

Arlie Hochschild's gender ideologies for working couples has allowed me to view each of the couples and each of the individuals within the dual career partnership in their work as well as marriage relationship. It has given me the framework by which to identify the aspects of each couple's marriage and work relationship that has made them successful in their marriage as well as in their work. It appears that the mutual respect that each partner has for the other in their marriage relationship as well as their work relationship has been the bond that has strengthened them in each aspect of their lives. It is this constant support that allows them to accomplish the high demands of working in educational administration.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V will include a précis or summing up of the study, conclusions and recommendations for future practice and research. Also incorporated in this final chapter will be an assessment of Arlie Hochschild's lens (1989) for exploring the realities revealed in the study.

Summary

The stated purpose of this study was to obtain a complete and true perspective of dual career partners in educational administration as they describe their careers, their career paths, marital roles (traditional, transitional, or egalitarian), and the professional interrelationship trade-offs of dual careers in the same field.

A review of the literature in Chapter II took a look at not only dual career partners but those individuals who had followed the path of educational administration as well. It also reviewed the stumbling blocks that have prevailed for those females who have or have strived to enter the field. However, there was a dearth of literature that studied dual career couples both of which are in educational administration.

To accomplish the purpose of this study the following procedures were used:

- * Data collection from identifying and interviewing four couples of dual career administrators using the long interview method;

* Data presentation in the order of individual interviewed as well as couple participating. Categories included their own career, their spouse's career, meeting their career demands, and the impact of having dual careers in the same career area; and,

* Data analysis by the interrelated processes that impede women's integration into educational administration and concluding with an analysis of each participant's perspective through Hochschild's lens for identifying gender roles (1989).

Empirical Needs, Sources and Data Collection

Dual-career heterogeneous partners who have chosen the career route of school administration were the targeted population. The eight respondents or four couples participating in the study were asked four open-ended questions using the long interview process for qualitative studies. This method was selected in order to give the true insider perspective to the data collected. Each interview was audio tape-recorded and transcribed verbatim.

The material was then presented in order of interviews conducted as well as replies to questions regarding their career, their spouse's career, managing the demands of dual careers and the impact of dual careers in the same field. The data was then analyzed for common threads or themes that would parallel those interrelated processes that impede women's integration into educational administration that may perhaps be rectified having a partner in the same career field. Lastly, the data was analyzed through the

lenses of Arlie Hochschild's (1989) gender ideologies to ascertain whether or not these roles are viewed differently when the same job is performed at work.

Findings

- (1) Arlie Hochschild's lenses for exploring the gender ideologies of individuals would imply that each couple and each individual in that couple had some level of an egalitarian relationship. The high regard for the job that each member of the partnership performed allowed each individual to relate to the fact that since jobs were essentially the same so should the load of the household.
- (2) In reviewing the literature it was revealed that placeboundedness was one of the primary factors in restricting women's range of career opportunities when striving to advance into administrative positions in the public schools. Ironically, the only respondent who made reference to this aspect of having dual careers was one of the male respondents.
- (3) Gender stratification was truly exemplified in the study because although all of the women interviewed were or had been administrators in public schools all four women up to the time they were interviewed had held those positions that could be seen as being more acceptable for women to hold. Two of the females were elementary principals while the other two were or had been able to

only accomplish assistant principal positions at the secondary level.

- (4) In each of the four couples it appeared that the male member served as a form of a gatekeeper for his spouse. At the inception of the female becoming a public school administrator the male had not originally served as the sponsor or power-broker for his wife, however he provided that network of support and that avenue for appropriate discourse needed to be successful in the demanding job of school administration. This abiding support and mentorship are the forces that assist in keeping her balanced and suspended above the glass ceiling not beneath it.
- (5) The female respondents did not allude to obvious sex or racial discrimination, however two of the females did relay instances where they had felt that they may have been discriminated against by the fact that their spouse was already a successful administrator in the district.

Conclusions

McCracken's (1988) long interview process was selected in order to delve into the lives of those dual career couples that found that they participated as a member of a partnership in the same career field. This method allowed those innermost feelings to be expressed with a true insider perspective from those participating in the study.

This study gazed into the perspectives of eight individuals each belonging to one of the four couples in educational administration who participated in the study. They were partners who had each walked down the demanding career path of public school administration.

In retrospect, this study of dual career couples in educational administration has brought to light perspectives that have concurred with other studies. However, it has also unveiled a contradiction of what the typical hypothesis would have been from previous literature.

This study mirrors others that identify the interrelated processes of gender stratification and the value of gatekeepers as well as the existence of discrimination in the workplace for those women seeking upward mobility. Bell and Chase (1993) identified these processes as impeding women's integration into educational administration. Paradoxically, it has also unveiled that when women in dual career couples do step into power positions it creates a placedboundedness for men not unlike that for women.

Throughout history it has been etched in stone that although females account for the overwhelming majority of line positions in public school teaching they only account for a minimal number of head positions. This new generation of dual career couples is paving the way for generations to come to perceive acceptability for men as well as women to hold positions of power. As we are modeling these roles in one household at a time as well as one school at a time the vision and perception will be changed so that we will no longer have the glass ceiling restricting the advancement of women into power

positions, nor will men be treated differently because they share in household tasks and responsibility.

The female candidate will remain at a disadvantage because of the overpowering history and cultural perceptions of gender for power positions. However, dual career couples working as a team can network and create a more readily acceptable image for female candidates that will perhaps be part of the solution for the dearth that exists for school administrative positions. Gatekeepers can assist by recognizing that dual career partners may fill this void.

It is inevitable that eventually the pool of models will be so vast and the network of support so great that the tide will change. I would be saddened to envision that this phenomenon would be another century in developing. This would only echo the unfulfilled prediction made by Ella Flagg Young in 1909.

Future Practice and Research

The tremendous shortage in the number of available candidates for administrative positions is one of the many problems facing schools today. The most likely pool of candidates would be from the pool created by those individuals who presently perform the line positions in schools. This pool must be tapped in order for schools to fill the positions that come available. However, for this pool to be a viable pool those who compile the pool must be willing and convinced that they can perform the job in administration. It is self-confidence and self-assuredness that must be cultivated, supported and

harvested in order to replenish this constantly depleting pool. The most likely pool is that of women but for women to step forward that self-confidence must be there as well as a network of support. The self-confidence can be inspired and developed by those who know them best. That same source can give birth to a network of support. That source can be men who entered the teaching ranks with their wife but who now are administrators.

As more and more women enter the workforce the structure of the family will change. With modern conveniences household responsibilities have been transformed. Family dynamics have and should evolve with the two breadwinner family. This gives credence to the fact that more studies should be performed on people in dual careers as well as individuals who participate in dual careers in the same field. Hochschild's gender ideologies could be used to study the evolution of these dynamics.

When applying Hochschild's ideologies to people who each hold power positions in educational administration there can become a void. The three categories of traditional, transitional, and egalitarian as espoused by Hochschild fall short in some cases when both members of dual career families choose to be in the administrative track. Couple C-3 had each chosen the elementary principalship. Although the male had originally desired to pursue the superintendency he decided against the pursuit of that career goal when his wife became a principal as well. Studies may need to be conducted to develop further categories of gender ideology that encompass couples who

each hold power positions and to ascertain the impact on the family in these circumstances.

Other studies should be accomplished to ascertain whether the interrelated processes that tend to affect women aspiring to educational administration have conflicting affects when people are in dual careers. Placeboundedness has been identified as a commonly impeding factor for women. Frequently, it can become just that for men in dual careers in educational administration. Other such impedances may exist and limit one or both of the partners when practicing the same career. These studies will provide guidance to those venturing down the path of dual careers in the same field and will serve as a beacon for those in dual careers in educational administration.

Concluding Remarks

As I journeyed through the process of this study I found that I was very impressed with those interviewed and the level of respect that they garnered for each other. I also discovered that many of the convictions, suppositions, and beliefs that I hold regarding the dual career I follow are repeated time and time again by others who have chosen to follow the same type of career path. This has been a reinvigorating source of inspiration for me as my husband and I continue our dual careers in educational administration.

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APPENDIX A

QUESTIONS ASKED OF PARTICIPANTS:

1. Tell me about your career.
2. Tell me about your spouse's career.
3. Tell me how you manage each having a demanding career.
4. Tell me how your spouse being in same career area impacts you.

APPENDIX B

Oklahoma State University
Institutional Review Board

Protocol Expires: 5/23/01

Date: Tuesday, May 23, 2000

IRB Application No: ED00274

Proposal Title: SCHOOL ADMINISTRATORS WHO ARE PARTNERS: PERSPECTIVES AND PARADOX

Principal
Investigator(s):

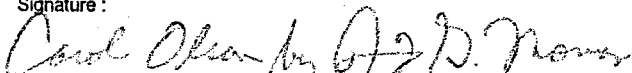
Sandra Farmer
PO Box 844
Coweta, OK 74429

Adrienne Hyle
314 Willard Hall
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s) : Approved

Signature:



Carol Olson, Director of University Research Compliance

Tuesday, May 23, 2000

Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX C
CONSENT FORM

A. AUTHORIZATION

I, _____, hereby authorize or direct Sandra Farmer, or associates or assistants of his or her choosing, to perform the following treatment or procedure.

B. DESCRIPTION

You have been asked by a doctoral student of Oklahoma State University who is writing a dissertation to be interviewed about your thoughts and perspectives of being a part of a married couple having dual careers in the same field of educational administration.

The interview will serve the purpose of providing information to be used by the doctoral student in the completion of the dissertation as well as providing information that may be used by the student or the dissertation advisor in research publications.

The interview should last approximately one hour. The questions will be asked in an open-ended format allowing each participant to put their own personal flavor in the answers. All participants will be asked the same questions with the interviews being tape-recorded and consequently transcribed by the researcher or a paid transcriber. All tapes and transcriptions will be kept for five years and then destroyed. During the five-year period only the dissertation advisor and the student will have access to these recordings and transcriptions.

The doctoral student will assign pseudonyms for each participant of the study. These pseudonyms will be used in all discussions or written material about the interviews. No interviews will be conducted unless the consent form is signed. The form will be filed and retained for at least two years by the dissertation advisor.

SUBJECT UNDERSTANDING

I understand that the 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

without penalty after notifying the project director or dissertation advisor.

I understand that the interview will be conducted according to commonly accepted research procedures and that information taken from the interview will be utilized in such a way that the identity of the subject cannot be identified directly or through identifiers linked to the subject.

I understand that the 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 subjects own behavior such as illegal conduct, drug use, sexual behavior or use of alcohol.

I may contact the project director, Adrienne Hyle, Ph.D., School of Educational Studies, College of Education, Oklahoma State University, Stillwater, Ok 74078, Telephone 405-744-9893, should I wish further information about the research. I also may contact Sharon Bacher, IRB Secretary, Oklahoma State University, 203 Whitehurst, Stillwater, Ok 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 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 Doctoral Student

INTERVIEW PROTOCOL

The interview will begin with a brief introduction of the purpose of the research study and will allow the interviewee to ask any questions necessary to clarify the process. Issues of confidentiality will be explained. The nature of the interview and possible benefits from the research will be summarized for the subject.

VITA²

Sandra Kaye Farmer

Candidate for the Degree of

Doctor of Education

Thesis: SCHOOL ADMINISTRATORS WHO ARE PARTNERS:
PERSPECTIVES AND PARADOX

Major Field: Educational Administration

Biographical:

Personal Data: Born in Tahlequah, Oklahoma, On February 27, 1949, the daughter of Leon and Jessie Carlile, Married to Sam D. Farmer and the mother of five children, Sam II, Sheri, Steven, Shelley & Scott.

Education: Graduated from Tahlequah High School, Tahlequah, Oklahoma in May 1965; received Bachelor of Science in Education in Mathematics Education in May of 1969; received Master of Education in Counseling in July of 1975; Completed the requirements for the Doctor of Education with an emphasis in Educational Administration in December of 2000.

Experience: Teacher of Mathematics for eight years, 1 at Tahlequah Junior High, 4 at Bristow High and 3 at Coweta High; Counselor at Coweta High for 5 years; Director of Special Services/Administrative Assistant for Coweta Public Schools 7 years; Assistant Superintendent for Coweta Public Schools for 11 years.

Professional Membership: Oklahoma Association of School Administrators, American Association of School Administrators, and the Oklahoma State School Boards Association