A FEMINIST PHASE THEORY EXPLORATION

OF THE DEVELOPMENT OF LEVELS

OF GENDER AWARENESS IN

THE SUPERINTENDENCY

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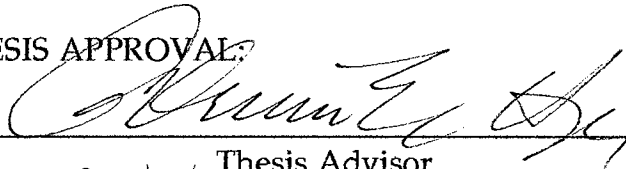the requirements for
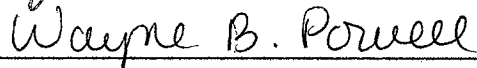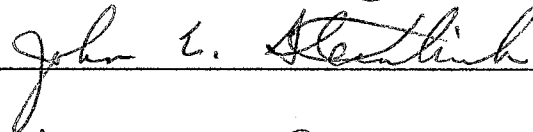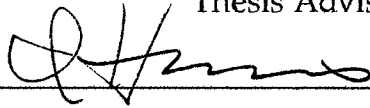the Degree of
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CHAPTER I

DESIGN OF THE STUDY

Gerda Lerner (1979) defines feminism as "a system of ideas and practices which assumes that men and women must share equally in the work, in the privileges, in the defining and dreaming, of the world" (p. 42). In light of an obvious over-representation of women in teaching and under representation of women in positions of authority in school administration (Ortiz & Marshall, 1988), awareness regarding gender domination has created an increased need for ways to examine women's roles in educational administration. There was a need to examine the part women play in educational administration and see if the goal of sharing equally in the world of educational administration was being obtained.

Larger numbers of women are vying for top administrative positions than ever before (McGrath, 1992). While many professional fields are showing increases of women in managerial and executive positions, the status of women in school administration is improving more slowly (Natale, 1992). Women are pursuing advanced degrees in education at an increasing rate. More than half of all doctoral students in educational administration are now women (McGrath, 1992). Yet their efforts are not substantially changing the gender balance of public school administration (Marshall, 1985).

Statement of the Problem

Despite the existence of laws, such as Title IX and the Equal Opportunity Employment Act which require the elimination of bias based on race or gender, society continues to accept the under-representation of women in roles of authority in educational settings. Historically, the field of education has been comprised predominately by women. While women hold 69% of all teaching positions, women hold only a fraction of the administrative positions. The National Center for Educational Information found that 96% of all superintendent positions were held by males and additionally established that 76% of all public school principalships were occupied by men. Further analysis determined that 20% of all elementary principalships were held by women and less than 4% at the secondary level were women (Feistritzer, 1988).

Existing practice accepts and encourages the over-representation of males in roles of authority in schools and school districts (Ortiz & Marshall, 1988). Tetreault (1985) explains this phenomena as a result of the interconnectedness of what is perceived as legitimate knowledge of a discipline and how this knowledge affects what is believed as appropriate inclusion of women in the disciplines. Her contention was that the traditional content, structure, and methodology of disciplines represent the male experience. "Because of the practice of constructing theories that have generally been derived from and standardized on the basis of men's studies of males" (Tetreault, 1985, p. 375) posits that when women differ from these

developed standards they are seen as a deviation from this male. This

perceived deviation from the standards has resulted in an

underrespresentation of women in educational administration.

Purpose of the Study

Given this problem, the purpose of this case study was to examine

thinking patterns and the evolution in thinking about administrative

leadership within the central administration of three public school districts

through Tetreault's (1985) Feminist Phase Theory classification schema. To

achieve this purpose, four activities were completed:

1. examination of the content, structure and methodology of

    administration within three school districts' organizations;

2. description of the resulting developmental perspectives which

    emerge;

3. exploration of other inductive realities evidenced by the data

    themselves; and

4. assessment of the usefulness of FPT for exploring administrative

    perspectives.

Theoretical Frame

To examine an institutional perspective of the status of women in school

districts administration, a model for evaluation can be useful. Feminist

scholars have developed ways of doing systemic research into gender and

gender relationships and, among these theories, Feminist Phase Theory (FPT)

has emerged as a framework and a "classification scheme of evolution of

thought about the incorporation of women's traditions, history, and experiences into selected disciplines" (Tetreault, 1985, p. 76). The idea posited in FPT was that the change process for the inclusion of women in a discipline has occurred in a series of phases. These phases have very fluid boundaries and often not experienced by the individual in a linear progression. By organizing descriptions in a series of phases it could be illustrated that a range of phenomena was occurring (Shuster & Van Dyne, 1984).

Tetreault developed FPT as an evaluative tool "sensitive enough to measure curricular change, cognitive learning in women's studies, and changes in how faculty conceptualize including women in their courses and research" (Tetreault, 1985, p. 364). She proposed that FPT, which examines issues of content and the concerns of the discipline at each phase, would provide a systemic map for determining "where one has been, where one is, and where one might be going" (p. 366).

Tetreault's (1985) model distinguishes five phases of thinking about specific disciplines. The first phase she referred to as "male." In this phase, the male perspective is thought of as universal that can be generalized to all. The absence of women is not noted. Phase two is "compensatory." In this phase, there is a search for the missing women; however, the male perspective is still considered the norm. A few outstanding women are identified for their greatness, because they fit traditional male standards. Phase three is "bifocal." In this phase, dual systems are characterized. Emphasis moves away from the idea of women as deficient and women are considered as complementary and

equal to men. In this phase, there is attention given to the oppression women have had to overcome. "Feminist" is Tetreault's (1985) fourth phase. The female's perspective and not the male's is the norm. The content of women's daily existence is examined and held as significant rather than men's. Both the contextual and personal experiences of women are conceptualized and sex and gender are examined within the scope of history, ideology, and cultural contexts. The fifth and final phase posited is "multifocal". In this phase questions regarding how men and women relate to and complement one another is of foremost concern. Rather than looking at the dual roles and contributions of males and females, the focus is one a single continuum of humanness.

For this study, FPT was used to organize perspectives from the field of school district administration. Content was defined as the task or jobs, which an administrator performs as described in a job description. This could include the nuts and bolts of administration, such as development of budgets, planning, coordination, evaluation of staff, and discipline. Structure was defined as the relationship of content to the organization. It described the rules, roles and relationships, both written and unwritten, within the organization. Methodology was the beliefs and assumptions about how schools work and the role of theory in the practice of educational administration. The operationalized definitions of content, structure, and methodology were asserted through assumptions generally held by those functioning in each phase.

In phase one, the content of administrative tasks would be described as the roles written by and for male administrators. In this phase, all leadership positions would be held by men. The prevailing assumption would be that only a male was capable of caring out the work of administration. There would be no recognition that these roles would or even could be performed by female administrators. The absence of women in the structure of school administration would not even be noted. The methodology and beliefs expounded would be male and based on "the continuity and continuation of the existing standard of excellence" (Schuster & VanDyne, 1984, p. 16).

At phase two, there would be an awareness that women were missing in administration. However, in the content of administration, male roles and perspectives would be still the norm. Women who might be considered appropriate for administration were those who fit within the framework of male images. Women administrators would not view themselves as different than men in the ways they perform tasks, fulfill roles as administrators, and in their relationships in the workplace. Women, in general, would not be seen as part of the picture of administration. Even though the addition of women would be noted, the structure and methodology were unchanged.

In phase three, the bifocal phase, women in administration would no longer be viewed as filling a role developed from a male perspective. Men and women administrators would both be valued for the distinct contributions they provided and attributes they were thought to possess. Women administrators would be thought of as equal to their male counterparts, but

they differed in the duties they performed within the school system. In this phase, attention is focused on the past domination of men in authority positions in educational administration and the efforts by women in overcome this phenomenon. The content of administrative job descriptions in phase three might be stereotypic. The structure of organizational charts and administrative positions may still reflect gender preferences. Certain positions, such as, secondary principal, may still be viewed as male positions, while women are most often seen in curricular positions or elementary principals.

In the fourth phase of FPT, the focus would be on female performance in educational administration. Women would be seen to possess particular skills developed through the nature of the female experience such as, child rearing, household management and gender related behaviors and interactions. The content of administrative job descriptions would be gender specific. Women would be the structure of the organizational chart. Only women would be seen as having the exceptional skills needed to improve educational ethos and practices.

In phase five, the multifocal or relational, men and women would be seen, as both possessing the skills needed to fulfill administrative positions without hesitation. However, the emphasis would begin to focus on how women and men in administrative positions relate to and complement one another. Rather than continuing to focus on the dualistic traits, which exist between males and females, there would instead be a focus on the holistic

view of the human experience. Further move to examine other variables, such as, economics and class structure, race or ethnicity, and even sexual patterns would occur. There would be no reference to gender as an issue of importance.

Procedures

Research methods must appropriately describe a phenomenon, promote understanding, and generate explanations (Crabtree & Miller, 1992). This study used the processes of observing, recording, analyzing, reflecting, dialoguing, and rethinking to examine the gender development of educational administration at the district level. Permission was granted from the Oklahoma State University Institutional Review Board to allow for interviewing the subjects of this study (See Appendix A).

Researcher

My interest in this topic has evolved over the 19 years I have spent as an educator in an urban public school district. I have seen highly qualified women passed over repeatedly for administrative positions for lesser-qualified male applicants. The male educators applying for administrative positions were most often placed in the positions of principal, and women administrative applicants were most often selected for instructional positions, such as, curriculum coordinators. Even though we have many qualified women in administrative positions in most public schools today, I believe discrimination based on gender is still present. I believe that it is necessary

to focus attention on the issue of gender equality in educational administration to enable a better position for women and education in the future.

I first entered education as a special education teacher at Central High School with Tulsa Public Schools in 1981. After teaching at Central High School, I moved to Hale High School where I became the special education department chair and workstudy coordinator. In 1986 I became a special education coordinator at the central office level. My position has changed somewhat over the past ten years, but I still hold that same position.

I do not believe in labeling people or their beliefs. However, I believe myself to be a feminist by my own definition. As a self-defined feminist, I believe that there has existed in the past and still exists today, social subordination of women. I believe that we must work towards the reformation of our thoughts and practices by eliminating gender bias.

Methodological Implications

Because of my educational involvement, training and experience, I have the skills necessary to undertake this study. However, I am aware that I must guard against my personal philosophical beliefs influencing, biasing, or distorting the data gathering and analysis. As the researcher, I must establish credibility by providing a complete and comprehensive description of the realities of the context. This was accomplished by: 1) prolonged engagement, allowing enough time to overcome any distortions due to my impact on the context; 2) persistent observation which allows me the opportunity to identify events and relationships most relevant to the problem; 3) triangulation of the

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data; 4) referential adequacy of materials to give a holistic view of the context (videotapes, documents, photographs and materials which give a good picture); 5) peer debriefing with professionals who are outside of the context studied; and 6) member checks or verification by the people within the study (Erlandson, Harris, Skipper, & Allen,1993).

Data Needs and Sources

Given the problem and the purpose of this study, it was necessary to gather information about the content, structure, and methodology of central office administration. I needed school districts that were similar settings. Additionally, I needed an organization or organizations that had placed women at the helm in central administration. Willingness of the district to allow access and entry were also paramount in the selection of school sites (Erlandson et al., 1993; Yin, 1989; Merriam, 1988).

Data Collection

Several forms of data collection were used to insure triangulation of data sources and trustworthiness of the study. Observation in daily activities and interviewing were used in an attempt to uncover hidden assumptions and thoughts, which would lead to insights in this study. Additionally, documents and artifacts were gathered to provide other sources of evidence useful in providing rich information. Observations and interviews began during the months of March and April 1997. The data was collected on site at that time and continued as long as necessary to gather pertinent information. Observations were made during Principal and Administrative meetings at each

site. Further observations were made during School Board Meetings and school visits.

At each site, I interviewed school board member(s) and school district superintendents. At the beginning of each interview, the research study was explained and the interviewees were assured of the confidentiality of the interviews. The individual administrators and board members signed Informed Consent (See Appendix D) and confidentiality was honored at all time. The interviews were semistructured and guided by basic questions and issues to be explored, yet open-ended in nature (Erlandson, et al., 1993). Questions were asked to gain information regarding the content, structure, and methodology of administration (Appendixes B and C). Observations focused on gender balance of the organization and interactions within the organizational structure.

Documents and artifacts examined included job descriptions, organizational charts, policy manuals, and job vacancy publications, district and school level memos and communications and other appropriate materials. Additionally, field notes and reflective notes were used to document experiences in the districts.

Data Analysis

Data analysis consists of a systematic examining, categorizing, tabulating, and combining of evidence addressing the purpose of the study (Yin, 1989; Merriam, 1988). The analysis of data begins on the first day of research and continues throughout the study. It was a continuous and

ongoing process. The analysis was an interactive process of collecting and analysis and the formation of the entire model at the conclusion of the study. Data analysis was generally a twofold process which occurs first during the data collection process and secondly away from the site following the period of collection (Erlandson, et al., 1983).

An audit trail was developed from the beginning of the data collection process. This was done by use of log journals, field notes, reflective notes, transcriptions of interviews, and other pertinent documents and artifacts. Given that an explanatory case study (Yin, 1989) was generated, analysis of the data were both deductive and inductive. Deductively, the data were compared to the five phases of FPT. Inductively, concepts and categories not explained by FPT were examined in terms of theoretical categories and relational propositions, which emerged from the data themselves (Lincoln & Guba, 1985). In this way, theory development was possible.

Analysis of the three research sites occurred throughout the study. This was an ongoing interactive process. The data was collected and reviewed and analyzed continually until it was determined that no additionally significant information was emerging and no new constructs were being developed or identified.

Significance of the Study

Gerda Lerner (1979) posits that research gender is:

A tool for shifting focus and reconstructing a vision of the world and the future in which women are no longer seen as marginal. It helps us

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build a vision on the premise that men and women always have and will in the future share the world, the world's work and the ideas which help us to order the world (p. 48).

I believe that FPT provided an evaluation tool that enabled us to examine the inclusion of women in the world's work of educational administration (Twombly, 1991). This study also informs research, practice and theory.

<u>Research</u>

Research should allow us to ask how we can best understand and learn from human actions. This study adds to the knowledge of the gender-balance of our public school organizations. Shakeshaft (1989) contends that research in educational administration has focused largely on the male experience. She further posits that scholars have documented that theories and concepts emerging solely from a male centered perspective may be irrelevant for the female experience and inadequate for explaining female behavior. This research provides an evaluation of how women have been thought about and included in educational administration at three school district sites. By using the lens of FPT, it was possible to document the inclusion of women in leadership positions within public school administration. This analysis will be a precursor for helping to direct future research and as a guide to change of practice (Twombly, 1991).

Practice

This research model provides the educational administrator a new perspective of their role in the organization. I believe that once educational administrators understand how their assumptions, beliefs and practices perpetuate social systems, it becomes easier for them to deal with the issues of gender balance in public school administration.

Twombly (1991) states that the use of FPT suggests that if the lives of both women and men are to change, what we study and how we study it must also change. She states that, although it may be viewed as naive, the point that knowledge and action are linked is important. This study provides women the ability to challenge the one-sided development of educational administrative practices and structures. And, as Gerda Lerner contends:

> Our talents must no longer be predetermined as being suitable for one
> kind of activity rather than for another, solely because of our sex. For
> women, education has traditionally meant learning to enter a world of
> intellectual constructs made by men, expressed in symbols controlled by
> men, and arranged in systems and frameworks of the creation of which
> women were marginal (p. 49).

Theory

This research further provides an opportunity to evaluate the usefulness of Feminist Phase Theory (Tetreault, 1985; Schuster & Van Dyne, 1984) in the examination of the thinking, behaviors, and practices of public school district administrators. This study can further impact existing theories of educational

administration. Organizational theorist should begin by examining the experiences of the individual and build research and theories from there. The experiences of each individual within an organization are unique. These individual experiences are what makes an organization what it is (Gronn, 1985). Development of those understandings would advance theory. It was hoped that this study plays a part in that development.

Summary

Women have dominated the field of education for generations. Furthermore, they are preparing themselves with advanced degrees in educational administration at an increasingly rapid rate. Historically, however, they have been underrepresented in leadership positions within public school systems. By using Tetreault's (1985) Feminists Phase Theory classification schema as a lens for analysis of this explanatory case study, I propose to examine the content, structure, and methodology of public school administration and thinking patterns about superintendency at the school district level.

Reporting

This study will be reported in five chapters. Chapter One has presented the background of the problem of the case study at a theoretical level. This chapter described how the problem would be tested. Chapter Two presented the review of literature, including Feminist Phase Theory, central office administration development, and androcentric and patriarchal thinking, as it relates to educational leadership. Chapter Three presented the data

collected from interviews, observations, documents and artifacts. The analysis

of the collected data presented in Chapter Four. The final chapter presents a

summary of the study including conclusions and implications.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter an overview of research on women in the superintendency and educational administration, androcentrism and patriarchy is presented. Feminist Phase Theory was presented as an instrument used to view the development of thought.

Women in the Superintendency

Historically, the first position of superintendent appeared in the cities of Buffalo and Louisville in 1837. However, as early as 1813, there was a first annual report of the Superintendent of Common Schools to New York (Blumberg, 1985). In it's origin, the position is one born in conflict (Knezevich, 1975). The conflict manifests itself by the position of superintendent as the chief administrative office, whose job it was to carry out the policies for the schools determined by lay citizens serving on a school board. While additionally, the superintendent was chief educational officer of a school district whose job was to provide the leadership for the professional employees of the district (Sergiovanni, 1992).

Blumberg (1985) describes conflict as a major theme of the position of superintendent. He states the necessity of having to live daily with conflictual

or potentially conflictual situation in which the superintendent plays a focal role as decision maker, mediator, or simply as a human lightning rod who attracts controversy. Some of the conflicts take on major, systemic proportions, affecting the entire school district. Some are major, but affect only individuals. Some are minor. Some relate to the superintendent as a person, some to his job and career, and some to his family. Regardless of the focus or substance, a seemingly absolute condition of the superintendency was that there are only rarely days when the superintendent was not called upon to make a decision that created some conflict, or was not involved somehow in conflicts not of his own making. (p.1)

The position of superintendent is charged with managing and controlling the education of the community's children. To provide the educational goals for the children of the community, the superintendent of the twentieth century was expected to guide the school boards in making policies, manage the school budget and financing, business management, personnel management, curriculum and instruction, community relations, and strategic planning (Chase, 1995).

The position of superintendent has changed and evolved over the many years of its existence. However, one aspect of the position of superintendent has changed very little. Superintendents, for the most part, are still almost all, upwardly mobile, white, Protestant men who are married and come from a mostly rural origin (Tyack & Hasot, 1982). Brunner (1999) indicates that women dominated the teaching ranks of education since the turn of the

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century. However, men occupy 93 percent of superintendency jobs. The position of superintendent is at a critical risk. The positions are being vacated more quickly than they can be filled. She contends that women may be one of the greatest untapped pool of capable candidates.

Women entering the position of superintendent have all the responsibilities and conflicts that exist in being a superintendent. However, many women superintendents have identified an additional conflict -- the conflict of being a female superintendent. A person who is a strongly committed educator, one who can make a difference through their personal efforts and work, and one who, in a male-dominated profession, is subject to overt sexism, are experiences expressed by a group of female superintendents in a study conducted by Susan Chase (1995). In the book, Ambiguous Empowerment, this conflict is described as "the complexity of women's experience, the intersection of vulnerability and strength, and specifically the ambiguity of professional women's empowerment in a continually inequitable context" (p.5).

Women in Educational Administration

Ortiz and Marshall (1988) describe how the structure of schools developed into two separate but mutually dependent professions. School administration has developed as a profession occupied almost exclusively by men who control the structure and values in the organization, even though, the number of women in teaching is far greater than the number of men. Women dominate the ranks of teaching and men dominate the ranks of

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administration. The statistics show that 69% of the overall teaching positions are held by women yet they hold but a fraction of the administrative positions (Feistritzer, 1988).

Research shows that women in the early 1900's held 55% of educational administrative positions (Chance & Neuhauser, 1991). In 1905 elementary teachers were 97.9% women, and elementary principals were 61.7% women. Women held more than half of the administrative and supervisory positions from 1910 to 1930 (Schmidt, 1992). These statistics change significantly over the years. In 1984-5 women held only 16.9% of the elementary principalships. Women held the position of superintendent at an even lower level. Female superintendents were 1.6% in 1928 and increased to 3.7% in 1988 (Tonnsen & Truesdale, 1993).

Mertz and McNeeley (1994) indicate that women holding line administrative positions increased in every position over a period from 1972 to 1992. They present their data by position over three points of time:

	1972	1982	1992
Superintendent	0%	7%	17%
Deputy / Associate Sup't	42	3%	31%
Assistant Superintendent	13%	21%	35%
High School Principal	7%	15%	32%
High School Ass't Principal	19%	24%	0%
Middle School Principal	10%	20%	39%
Middle School Ass't Principal	20.5%	29%	46%

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Elementary Principal		49%	50%	55%
Elementary Ass't Principal	49%	50%	55%	

There are increases noted in each of the positions. However, increases were greater from 1982 to 1992 than from 1972 to 1982.

Mertz and McNeeley (1994) indicate that while the increases women made in administration during this 20-year period were significant, the pattern shown by these increases were of equal significance. In 1972, women in administrative positions were primarily elementary principals and assistant principals. However, the area of greatest increase between 1972 and 1982 were largely in secondary school positions. What makes this pattern particularly noteworthy is that secondary positions have traditionally been a male stronghold and have served as a "gate" to advancement in school administration. Despite these gains, women are still underrepresented in top line positions. Only 17% of superintendents of urban school districts, 31% of the deputy or associate superintendents and 35% of the assistant superintendents are female.

The educational statistics reported in 1993 indicate that females clearly have a way to go before achieving equal status to men. Male superintendents held 89.4% of the positions and females 10.6%; male high school principals were 89.1% and females 10.9%; junior high/middle school male principals were 79.2% and female 10.8%; and elementary school principals were 56.9% male and 43.1% female (American School Board, 1993).

Chase (1995) points out that when women achieve positions that are usually held by white men, "such as, Supreme Court justice, state governor city mayor, college president, scientist, engineer, doctor, lawyer, clergy, corporate executive" (p. 12) it attracts a great deal of public attention. It is a familiar debate in many circles as to whether women have actually achieved gender equality now that we are living in a postfeminest era.

Eagly (1992) states that there is no evidence that women are less qualified than men to administer public schools. Nonetheless, it is possible that peoples' expectations that women would administer schools differently from men may account in part for the scarcity of women in leadership positions and cause school boards to hesitate to choose a women for these jobs.

Androcentric Bias in Administration

To have a better view of where women are in administration it was important to understand the limitations conveyed by androcentric bias. By looking at androcentric bias, we may better understand the underrepresentation of women in administration.

Androcentrism

A large amount of feminist writing deals with various aspects of the social subordination of women. Patriarchy is a term which Max Weber began using to describe a form of household organization in which the father dominated and controlled the economic production of the household. Kanter (1977) refers to the phenomena of disregarding women in organizations as patriarchy. She describes the effects of patriarchy in her book, Men and

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<u>Women of the Corporation</u>. Kate Millett, an early American feminist writer, describes patriarchy as an overarching category of male dominance. Millett argued that the political power which men wield over women amounts to a fundamental political division of society (Barrett, 1988).

Feminist writers criticized male academicians for presenting as the norm what in reality was the white male experience. Feminists in the 1970s explored three different sorts of explanations of oppression. The first explanation is that the cause of oppression is in the economic system; the second explanation posits that the oppression of women is more universal and rooted in women's reproductive role and the responsibility for child care; the third explanation argued for a separate sex/gender system (Neitz, 1989).

The meaning of gender in public education is socially constructed. Anderson (1990) states that the "sociological way of seeing the world (i.e., the world is not what it appears to be) had a forceful impact on the field of education, resulting in the discovery of 'invisible' or 'hidden' phenomena of all sorts" (p. 40). Scholars have used different labels such as patriarchal or sexist as a way of naming and knowing male-defined scholarship (Shakeshaft, 1986). Shakeshaft (1989) uses the term "androcentric" as the "practice of viewing the world and shaping reality through a male lens" (p. 325) in attempts to understand the hegemony of the white male perspective in research and theory. Trying to understand the domination in the manner in which the world is viewed has been referred to in many ways. Shakeshaft warns that studying male behavior and more particularly white male behavior

is not in and of itself a problem. It becomes a problem when the results of studying male behavior are assumed appropriate for understanding all behaviors.

Derber (1979) describes another form of androcentrism. Derber contends that gender and social class are both described as having significant importance in the interaction between individuals. Because of women's subordinate role status in society, women are expected to be primarily attention givers and men are allowed to generally "control" and seek attention for themselves. Derber indicates that wealth, occupation, and education all significantly affect who gets attention in everyday interactions. In work situations, individuals receive attention as a reward and prestige. Professional people, such as, doctors, lawyers, and college professors are granted attention based on their status as experts and holders of knowledge. In formal business situations, many professionals and business managers rely on their subordinates for attention giving. Some of these individuals even become "invisible" due to their role status or position in the work environment (p. 79). According to R.D. Laing (1965), invisibility is more painful and less human than hostility or other forms of negative attention.

In the book, <u>Stigma: Notes On the Management of Spoiled Identity</u>, Goffman (1969) and Marshall (1995) posit that androcentric bias in society may result in a "stigma" for women. Goffman explains that a "stigma" is the disgrace attributed to an affliction that separates us from the norm. When a person enters into a social situation, certain judgements are made based on the

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perceptions of an individual. This judgement can be influenced by certain characteristics that we think of as undesirable or negative. Goffman says this perception causes the individual to have a "stigma" and can result in the individual being devalued or discriminated against. The "stigmatized" person may develop techniques to cope with these perceptions of being devalued. Coping mechanisms for the "stigmatized" individual may be to either acknowledge the difference, to alienate themselves from society, or to "pass" as normal. Goffman points out that these coping mechanisms do not challenge the perception, but instead sustain the norms of the community.

Androcentric bias has an effect on the ability of women to access leadership positions in society (Shakeshaft & Hanson, 1986). It has only been in the last two decades that women have begun to enter managerial positions in numbers large enough to count. This entry occurred as a result of federal legislation and changing attitudes about women in the work force (Guido-DiBrito, 1986). Although the numbers of women accessing positions in management have increased, women remain invisible in the top ranks of American organizations. Only three women appeared in the list of Chief Executive Officers in the 1989 Fortune 500 list and were equally scarce on the list of Board of Directors of the Fortune 1000 companies (Sachs, 1992).

Fox and Hesse-Biber (1984) indicate that occupational roles have often been disregarded as an extension of gender and family roles. They suggest that this extension of gender and family roles explains the popularity among women in the helping professions, such as, teaching, social work, and nursing

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which encourages more feminine traits as nurturing, empathy, and emotional support. As the antithesis, Fox and Hesse-Biber (1984) describe management as a male culture. Their contention is that because upper management is made up almost exclusively of men, they are more comfortable with other male managers. Sachs, Chrisler, and Devlin's (1992) research reveals that although there are more women in management in the 1990s, it appears to be that these particular women may be self –selected to fit the masculine characteristics of the job. The results of their study of 95 women managers from around the United States indicates that most of the women were androgynous or masculine in their gender-role orientation. The implication was that masculine women would better fit into organizations based on stereotypically male principles. Most had egalitarian views of women's role in society. They voiced strong support of the women's movement, yet most did not define themselves as feminist.

Trust and Power

Kanter (1977) says sex polarization typifies American Corporations. Women work in corporations, but they seldom run them. Kanter (1977) says that most managers in organizations look alike. The managers are generally white males who are good looking and well groomed. Conformity is a very important issue in management and creates a rank that is closed to anyone who does not conform to that image.

Administration or management brings with it a great deal of "uncertainty" (Kanter, 1977, p. 52) because the tasks thrust upon us are

generally unstructured and the decisions administrators make must be made quickly. Trust becomes an important issue in administration and management. Kanter (1977) contends that many administrators or managers believe that they can maintain the greatest level of trust by maintaining a homogenous group. Shakeshaft (1986) adds that trust is a complex issue defined differently by men and women. Men who are either superintendents or as team members, are more likely to describe trust as the "ability and comfortableness to say what they wished to say, confident that the persons they were sharing their thoughts or opinions with would not ridicule or repeat these thoughts elsewhere" (Garfinkel, 1988, p. 311). Women superintendents defined trust as "an expectancy held by an individual, that the word, promise, or written statement of another individual or group can be relied on" (Garfinkel, 1988, p. 311).

Kanter (1977) also contends that power and opportunity are of paramount importance to a person's career. To be success in administration or management, a person must move up the ladder or go through the ranks. When people have no opportunities for advancement, they often lose interest in the organization. Faced with shut doors and limited opportunities for advancements in their careers, they begin examining their limitations. Kanter (1977) warns that workers with low expectations for advancement become passive and lack a commitment to their work. She posits that opportunity tends to breed opportunity. The people with opportunities become visible and develop an attitude of success. Those without opportunity also developed an

"attitude." Kanter (1977) adds that this attitude of defeat merely makes management certain the right decision was not considering them for administration. This process is seen as a self-perpetuating prophecy.

Kanter (1977) defines power as "the ability to get things done, to mobilize resources, to get and use whatever it is that a person needs for the goals he or she is attempting to meet" (p. 166). Power is important in being able to do your job. She believes that subordinates want a powerful boss because a powerful boss is able to get more for their subordinates.

Kanter (1977) describes many ways that people can use the organization to gain power. Those seeking to enter administrative or management positions can positions themselves so that they are seen as doing an exemplary job—above and beyond what is expected. Being the first to volunteer for new tasks and take the lead in their jobs, being a "risk takers" can do this. Kanter (1977) say that this puts the individual who is seeking a promotion in a position of visibility by being on the right committees and taking on certain tasks that are visible.

Kanter (1977) says that another important way to gain power is by an alliance with others in power positions. Having a "sponsor" (p. 181) or a mentor does this. The sponsor or mentor promotes you and fights for you in the organization. The sponsor or mentor provides you with the inside information that enables you to take advantage of opportunities. Kanter (1977) says that sponsors are crucial for women in organizations. She contends, however, that such sponsors are difficult for women to obtain.

A feeling of powerlessness often cause women is limit themselves in an organization. Often a women who is experiencing a feeling of powerlessness will remain silent or limit her interactions in an organization out of fear of censure (Derber, 1979). Since having power is so important in an organization, being without power causes people to have no control over what happens to them. Kanter (1977) says that when people have authority and no power they are "powerless" (p. 186). Powerless people who have authority often become rigid and bound by rules. Problems for women in organizations usually involve power. Often stereotypes are used to describe women when there is a power issue. Women who become leaders in organizations are often called "bossy" or "mean". Women leaders are often said to have a tendency to "henpeck" (p. 201). Power is a critical issue in a corporation more because of an inability to obtain power than a misuse of power.

The number of women in an organization effects the relationship between men and women. Management has typically been a male dominated arena. When a female do get an opportunity to move into the ranks of management, they are so rare they become "tokens" (Kanter, 1977, p. 210). Tokens in an organization have problems gaining accepted from their peers, fitting in, and finding acceptance. Just a slight change in the population, however, makes life much better for the token.

Since Kanter's (1977) book was written things have improved in corporations and organizations. Management is no longer uniform in most organizations. There are women, and people of different ethnic groups in

most organizations. However, organizations are a long way from being balanced. A good looking, athletic, white male still gets the best opportunities and still has the most power.

Women in Educational Administration

In her book, In a Different Voice, Carol Gilligan (1982) describes how androcentric thinking and research disregarded the female perspective. According to (1982), women are so accustomed to being disregarded and only hearing the male "voice" or perspective, that they disassociate from their own thoughts. They begin to have self-doubts – they wonder what is wrong with them. This causes women to self- silence. Women begin to repress their own thought and feelings. Women begin to alter their feelings and opinions and defer to the male "authority."

Gilligan (1982) contends that developmental psychology not only ignores women, they are discounted and ignored in the historical development of educational pedagogy. The intellectual, psychological and moral development theorists, who have established the criteria by which we measure intelligence and character in individuals, have only used research based on the male population. Shakeshaft purports that when the female behaviors do not agree with the theory, it is the female that is found inadequate and not the theory. Androcentric bias, which is embedded in educational administration literature, reinforces the acceptance of male leadership and makes it more difficult for females to move into the ranks of administration (Epps et al., 1994).

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Traditionally, research has focused on the male perspective (Gilligan, 1982) neglecting the female experience and the impact of gender. Shakeshaft (1989a) identifies the phases of research on women in Education Administration. Phase one addresses the underrepresentation of women in administrative positions. Phase two highlights successful women in educational administration. Phase three examines the subordinate and disadvantaged role of women in administration. Phase four looks at the female perspective. Phase five focuses on women challenges of existing administrative theory. The sixth phase takes an experiential approach human gender behavior.

Shakeshaft (1989b) suggests that an androcentric bias exists in educational literature. She points out that theory, identified as androcentric, is not wrong but incomplete. Theories based only on the male experience may not explain female behaviors. Shakeshaft suggests that by identifying the male bias within the research framework, we will be able to define the parameters to be used in accepting, internalizing, and applying results of such research and seeing which is missing or overlooked.

In her examination of androcentric bias in prominent theories of education administration, Shankshaft (1989b) noted examples such as the Getzel and Guba model was "essentially unbalanced and incomplete" because women were not included in the study (p. 153). She stated that even Maslow's famous theory of motivation and self-actualization may be incomplete because his defined needs of "people" assumed that for women self-actualization may

not occur through sex-role fulfillment or sex-role denial. She further argues that when Maslow places self-actualization above self-esteem and self-esteem above affiliation he is assigning greater value to the more traditional male spheres of work and reward and placing them on a higher hierarchy than traditional female spheres of home and relationships. She states that this may be the same as equating "excellence in humanity with excellence in masculinity" (p. 158).

Marshall (1985) applies the theoretical perspective of "stigma" presented by Goffman to research on women in educational administration. She posits that women in education administration are seen as unable to fill the relevant identity norms of "normal women" or "normal school administrator". She further suggests that once women recognize this failure they begin to either deny and retreat, accepting the cultural and organizational norms, or they tended to cope. The methods used for coping are 1) alienation rebellion, 2) coping with stigma, impression management and situations, and 3) management; desensitizing, cover, and passing. (p. 132)

Marshall (1985) explains that the traditional structure of the education system is that all administrators begin their careers as teachers. Teaching for women is a role approved by society that is safe and comfortable. The majority of public school teachers are women. It is a role, which combines their nurturing, community involvement, and wife/mother roles with their career roles. Men cope with being the minority in a female profession by choosing areas and practices that are more typically male sex-types, and by

moving into administration. In education, men are encouraged to move into the management and leadership positions by society but women represent a deviant pattern in the administrative position. Marshall (1985) indicates that women who seek school administrative positions deviate from the typical "women's role."

Shakeshaft and Hanson (1986) examined 10 volumes of Educational Administration Quarterly (EAQ) published during the 1970s for evidence of androcentric bias. They discovered that in all phases of the research reported in the 10 volumes of EAQ there was evidence of androcentric bias. They reported that bias was found in problem selection and formulation, research reviews, sample selections, data collection procedures, and interpretation of results. The use of exclusive language was an obvious problem that was identified. It was especially obvious in the use of male pronouns when referring to school administrators.

Epp, Sackney and Kustaski (1994) of the articles published in EAQ during the 1980s conducted a similar study. They discovered that the levels of androcentric bias had decreased in the areas that were the easiest to address, such as the gender of contributing authors and the use of inclusive language. However, they discovered that the use of inclusive language actually masked other areas of androcentric bias and made it more difficult to evaluate. The study summarizes arguments that androcentric bias does matter because:

Men and women do not perceive the world in the same way. Research on the subject, such as Gilligan's (1982) In a Different Voice suggests that men

and women have differing worldviews. The male ethos is one of power and competition, whereas the female ethos is based on love, duty, and care.

1. Women are discouraged from aspiring to administrative positions by public expectations that encourage "male" characteristics of leadership,

2. Women perceive the functions of the principal differently from men. Women tend to see the role as requiring a higher level of skills and competency than do men.

3. Men and women do not perform their administrative duties in the same way.

4. Women can be effective administrators even though they use different strategies than men.

5. Schools would benefit from a blending of good qualities of male and female leadership styles.

6. Androcentric bias in research affects the practice of educational administration (p. 454).

Studies on women in leadership positions have presented a variety of theories. Brown (1979) presented a review of empirical literature which concluded that one of the most popular reason for women being treated differently than men in management positions stems from stereotyping females as ineffective leaders. What studies have also found is that women did not fit into the existing paradigm of leadership partly due to leadership being defined solely in terms of 'position'. Another theory posited is we

developed the "great man" theory or notion which presents the idea that if

men are the good managers, than women must be bad managers (Astin &

Leland, 1991).

Brown (1979) states that up until the middle of this century a synopsis

of development leadership theories ascribed to the "great man" concept,

which proclaims that good leaders are born, not made. He suggests that one

explanation for sexual discrimination against women in management stems

from sex-role stereotyping which posits that women do not have the

leadership attributes and abilities required for managerial positions. Most of

the research on managers has focused on men (Shakeshaft, 1989b). School

administrative values and expectations have been based on the assumption

that its members are male. Kanter (1977) states that the "masculine ethic" in

organizations seeks traits in managers which are assumed to belong to men to

set aside personal, emotional considerations in the interpretation of task

accomplishments" (p. 22). Powell and Butterfield (1984) points out that

traditionally men, and characteristics thought to be "masculine," such as, self-

reliance, independence, aggression, and domineering behaviors, have been

more highly valued by society than women and characteristics thought of as

more "feminine", such as, sympathy, sensitivity to the needs of others,

gentleness and yielding. Powell and Butterfield (1984) cite research findings

in the 1960s indicating that male managers regarded female managers as

temperamentally unfit for management. Ortiz and Marshall (1988) described

the process in which schools became two separate organizations with men set

up as managers and women as teachers. Foster (1980) noted that texts in educational administration present school management the fundamental purpose, with little attention given to the goal of schooling.

Brown (1979) states that literature has documented sex discrimination against women. He indicates that differential treatment of women has been in the areas of selection, remuneration, promotion policies, and employee satisfaction and employee development. Women have trouble in obtaining entry into an administrative position, survival in the position, and the advancement processes within the school system (Swiderski, 1988). Rees (1991) says that research indicates that school boards do not use equitable employment practices because of stereotypical perceptions, such as, 1) many more qualified applicant are male than female, 2) women did not have the interest, professional credentials, or traditional experience, 3) women did not want the added responsibilities, 4) that women have family responsibilities, and 5) due to a lack of confidence and are reluctant to apply.

Marshall (1985) indicates that career roles or socialization creates a major internal barrier to women's career development. For women, a career in teaching is a natural extension of their role as nurturing, wife-mother, and community involvement. Women who seek positions in administration deviate from societal expectations for women. For example, administrative positions demand long hours, evening meetings, high personal visibility, and frequently a total immersion. Men have usually met these expectations of wife, family, and society approval. For women, however, immersing

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themselves in their careers is in conflict with their role socialization and is often met with disapproval from their spouse, children, and community associates.

Lack of professional preparation is an external barrier that women face. Sandra Prolman (1982)) suggest that career paths for women are a cause of underrespresentation in administrative positions. She indicates that career contingencies disadvantage women's career in administration. Women tend to teach longer than men do and tend to be grouped in elementary schools. Yet, advancement to upper escelon of administration are usually made from the secondary level; and that women usually hold staff positions in the central office rather than line levels at the school or central office. Sex-role stereotyping and career socialization tend to keep aspiring women administrators in the classroom on an average of 10 years longer than their male counterparts. Research suggests that women do not aspire to administration through strategy or long-range planning. Many women mentioned that in the early stages of their careers, one or two men recognized them as having a talent or potential for administration and encouraged them. Many female administrators note a lack of female role models before they became principals or administrators (Swiderski, 1988).

Teaching is often viewed as a convenient profession for women. It is a profession that they can enter and leave as constraints of family and motherhood arise. For many women, teaching has suited their lifestyle and there has been no desire to trade that convenience for a more demanding

career in administration. For many women, teaching can fulfill their professional goals and allow them to realize their domestic goals as well. However, for women who view teaching as the first step in an administrative career, education is viewed as a disappointing profession. Both men and women view women who do apply for principalships as deviant. Women also feel that it is easier for a man to gain access to administrative positions. Given these factors women have hesitated to apply (Swiderski, 1988).

Another cause of the underrespresentation of women in administration is that they just do not apply for administrative jobs. Women often perceive the role of principal or administrator as requiring a higher level of competency than do men. It is suggested that, this form of thinking may be caused by higher expectations the public has for female administrators or because these women have higher expectations for themselves (Epps, et al, 1994). Therefore, women tend to have poor perceptions of their abilities and lack confidence in their qualifications and experiences. Psychologically, this causes women to have low expectations for success in educational administration (Swiderski, 1988).

In 1972, Congress passed Title IX of the Education Amendment, which increased public attention to the status and conditions of women in administrative positions. During the 20-year period, women have made gains. Opinions on how substantial these gains are vary from slow but steady, low, and decreasing to significant. The problem in determining the progress of women during this time period is a lack of a reliable data base either

nationally or state by state (Martz & McNeeley, 1994). Shakeshaft (1994) also complains about lack of reliable, uniform nation-wide database that lets us know just how many women are school administrators and at what levels. Tyack and Hansot (1982) suggest that this is not a mistake but a "conspiracy of silence" which has political ramifications. If we do not have reliable data, we have no way of knowing if the status of women is improving, getting worse or staying the same. In addition, if we do not have the data, it is impossible to justify an action to correct the condition.

Feminist Phase Theory

The use of phase theories in the historical description of women's development in specific disciplines has many sources (Lerner, 1984; McIntosh, 1983; Schuster & VanDyne, 1984; Tetreault, 1985; Warren, 1989; Gerber, 1999; Boyles, 1997; Scheoppey, 1997; Ward & Hyle, 1999 Hess, 1999; Bayouth, 1999). A phase theory description provides a way of thinking about research on women that can help us develop a future agenda (Twomby, 1991). Although, each theorist may approach or identify the stages of phases differently, each makes the same basic argument that the incorporation of women into different disciplines can be described in phases. Since women have been excluded from the creation of formalized knowledge, to incorporating or including women means more than just adding women to the existing knowledge or making them new objects of knowledge (Anderson, 1988). Most of the theorists recognize that the boundaries among the stages or phases are fluid and that a

single piece of data may represent thinking on more than one phase (Twomby, 1991).

<u>Phase One</u>

Gerda Lerner (1984) was one of the first feminist scholars to recognize the use of a stage development to describe events in the development of feminist consciousness. Lerner posits that development occurs as "1) the awareness of a wrong; 2) the development of a sense of sisterhood; 3) autonomous definition of goals and strategies for change and 4) the development of an alternate vision of the future" (p. 36). Lerner proposes that women, historically confined within the limits of a family circle and systematically disadvantaged in access to knowledge and information about their history, had to operate within a knowledge system created solely within a male perspective. She explains that a few female minds searching for the cause of their conditions became challengers of patriarchal and authoritative wisdom. For centuries, a precondition for such an ability to challenge the existing patriarchy was to be upper class. This was because only the women of the upper class had any opportunity to acquire the education needed to theorize and think on such a level. For Lerner (1984) phase one begins with the awareness of a wrong. Lerner states that this precondition is so basic as not to deserve mention. However, she sees this awareness as quite complex. She posits that a skepticism towards a handed-down doctrine is an absolute essential first step in the raising of feminist consciousness. According to Lerner (1984), all the systems of ideas of Western civilization (i.e., the

explanations of the world and the cosmos, philosophies, and science) have literally been shaped by male thought only. Women have been marginalized to this process of idea formation. Women have made contributions and input, which we have no information about. Lerner posits that a few brave female minds searching to find causes for their condition have had to find the strength, fortitude, and insight to challenge the existing male explanations. Lerner contends that in order for a person to develop a reasoned inquiry into these causes required some learning and some examples of intellectual inquiry, in essence it required an education. Historically, only a few exceptional upper-class women had the opportunity to acquire such knowledge and education.

For McIntosh (1985), phase one is referred to as womanless history. Womenless history is reflective of the kind of history that sees nonwhite males and women, the vast majority of the world's population, are unworthy of study in any serious and sustained manner, and not worthy of inclusion in the version of reality presented to students. Womenless history is about "winning" and is written by the "winner," a privileged class of white men in western culture who have defined what is power and what constitutes knowledge.

Schuster and VanDyne (1984) refer to phase one as the invisible women. They describe a teacher who is arrested at this phase often claim, the existence of an indisputable "standard of excellence" that they are morally and intellectually obligated to maintain. The "back to basics" movement that

exists in education is seen by Schuster and VanDyne (1984) as a move that rejects curriculum change to include women as frivolous. Proponents of this phase dismiss the inclusion of women's studies and the diversification of ethnic and cultural studies as confusing fragmentation and purport their place in the curriculum as a misguided notion of "relevance." This thinking distrusts education as a process and prefers the use of fixed principles of values and judgment and supposedly timeless products. Students are conceived of as waiting vessels. The professor or teacher is viewed as not exercising any power in determining what is valued or regarded as "best; nor do they see that the choices on the syllabus or classroom are political in nature. They do not take notice of the absence of women from the curriculum. Schuster and VanDyne (1984) posit that when no representation of women's experience appears in the curriculum, a woman student is encouraged to believe that the "generic man" includes her. The woman student, with no basis for comparison, may erroneously assume those male-derived definitions of truth and beauty actually describes the female experience.

The first phase Tetreault (1985) refers to as male scholarship. This phase purports that the male experience is universal, that is, it is representative of humanity and is a basis for generalization about all humans. All knowledge researched and taught is knowledge articulated by men and about men.

Phase Two

Lerner (1984) believes that phase two is the realization of women as a group. Women first began to form organizations to serve community needs. Only after they formed these organizations, did they become aware of the need to organize for their advancement? In the nineteenth century, women organized great mass movements, such as, women rights conventions, suffrage movements, women's clubs, temperance and trade union movements. In all of these organizations, women went through the necessary phases for developing feminist consciousness out of the organizing experiences.

McIntosh (1983) refers to phase two as women in history. She explains that at first glance this phase appears to be an improvement. However, in phase two history is very problematic. She contends that there is a pretense to showing "women," but really shows us only a designated few. It is however, problematic to argue against phase two history at a time when many people are concerned that young women need something or someone to look up to and when others want to restore to women of the past to the historical records that have been stolen from them. McIntosh (1983) sees this phase as conveying to student the impression that women do not actually exist unless they are exceptional by men's standards. Phase two thinking never recognized "ordinary " life standards and conditions.

Schuster and VanDyne (1984) describe phase two as the search for the missing women. In this phase, women figures good enough to be included on the syllabus, are searched out. This search, however, is hindered by the way

questions are raised at this phase: who are the great women, the female Shakespeare, Napoleons, and Darwin? The missing women are supposed to reflect the men who precede them. A few women, who are anomalies to their gender, show up in the phase. At this phase to return to the familiar on the syllabus may be less problematic to some teacher than to include "minor" figures. Teachers may develop a perceived conflict between their intellectual responsibility to teach the most important materials in their discipline and their moral responsibility to include a representative number of women and minorities in their syllabus.

Tetreault refers to phase two as compensatory. In this phase there has emerged a consciousness that women are missing. However, as with the McIntosh (1983) and Schuster and VanDyne (1984), the male is still perceived as the norm or paradigmatic human. There is a search for the missing women within the framework of the male image and women emerge who fit the male norm of excellence or greatness. Tetreault (1983) believes that only by constructing theories that have been derived from the male standard, the majorities of women reveal themselves as different from this standard and are thus seen as inferior. She further posits that as women present different descriptions and explanations, current theory is not seen as the problem, but as a problem in women's development or of women's inferiority.

Phase Three

Lerner (1984) sees phases three as the defining of goals and strategies autonomously. This implies a deliberate casting aside of the male guidance

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and male forms of organization. However, McIntosh (1983) see things another way. According to McIntosh (1983), women are seen as a problem, anomaly or absence in history. For McIntosh, in this phase it is recognized that curriculum change that addresses only discriminations against women or the barriers faced by women miss the major problems we have faced and the experiences women have had. At this phase, anger exists regarding the issue of women being noted merely as an absence, anomaly, or problem in history and not as part of the world and what people have chosen to value.

Schuster and VanDyne's (1984) phase three is referred to as women as a subordinate group. There is a focus beyond the individual to begin a structural analysis of experiences of women and nonwhite cultural groups. There is a questioning about why there are so few women leaders and why women's traditional roles and forms of expression are not valued. Teachers and faculty who are concerned about gender issues find themselves moving beyond a disciplinary canon of great works and adding a more historical and cultural context as a means of understanding. Schuster and VanDyne warn that this may create a new anxiety. Both teachers and students may express anger and classrooms may heat up as they deal with new materials. Schuster and VanDyne (1983) fear there might be a temptation for some women students to want to disassociate themselves from their perceived disadvantaged women's group. They may adopt a have a belief that their own merit and worth will be sufficient to overcome any disability of gender. There is a fear that, as a result of the women's movement, contemporary women

may believe that the equal opportunity of aspiring towards a particular goal will be matched by equal opportunities available to reach that goal. There is a fear that, rather than work to examine and change persistent and pervasive gender inequalities, these students may deny the problems exist.

Tetreault (1983) presents phase three as bifocal. There are some salient factors to consider in the thinking at this phase. First, there has been a move away from the idea that women are deficient and there is an emphasis on the differences that exist between women and men. Women are thought of as a group that is equal to and complementary to men. Men and women are conceived as having different spheres and different notions of what is of value in life and the human condition this is accompanied by a unique development of personality and values. One of the fears of this analysis is that it might lead to sexual stereotyping which many scholars are trying to overcome. The second factor is examining and dealing with the oppression of women. Tetreault mentions that misogyny of the human experience is an emphasis of this phase, particularly where men have asserted a patriarchal authority to infer female inferiority. Tetreault inserts that the paradoxical position women have existed are ignored with this emphasis on oppression. She offers the example that, within the families, wives and daughters often were closer to a position of real power than men, although they were systematically excluded from real power positions. In addition to the emphasis on the oppression of women, is the focus on notable women who fought to overcome the oppression, particularly within the structure of women's organizations and

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networks. It is noted that when there is too much emphasis on oppression, we, in essence, are perpetuating patriarchy by presenting women as passively responding to the pressures of a sexist society.

Phase Four

Phase four comes in to place, as women demand a voice of their own. Lerner (1984) proposes that this is when women begin to assert and demand their own natural rights. McIntosh (1983) sees history as the way phase four presents women. In this phase, women assert that, based on their own experiential base, they are not losers and have had half of the human experience. That we are different from men does not foretell inferiority. McIntosh (1983) sees curriculum presented not as who wrote what great work, but instead as how did women use what was written.

Schuster and VanDyne's (1984) phase four is, women studied on their own terms. They see this phase as crucial in the transformational process. In this phase, through the development of women focused courses we are able to discover the information needed to present the full human experience. Rather than focus on oppression or anger, there is an intellectual exhilaration about the expanding opportunities and possibilities. Through a "nontraditional" curricular approach, women learn to be more introspective of their own daily behaviors and choices for self-expression.

In phase four, Tetreault (1983) moves to the idea of women as the focus. The idea that emerges is that the activities of women, rather than men's, is the measure of significance. Those very activities that had previously been

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devalued, such as the activities of day to day life, i.e., housework, the raising

of children, female sexuality and female friendships, now assume a new level

of importance in scholastic investigation. Tetreault notes that it was now

important to move from the examination of women as a single group towards

an analysis of a pluralistic conceptualization of women. Attention must be

given to sex and gender to both context and personal inquiry.

<u>Phase Five</u>

Phase five emerges for Lerner (1984) when women, who are as well

educated as men, challenge the one-sided view of the world is presented by an

androcentric civilization as the absolute truth. Those presenting this challenge

contend that the women's side of the truth has not been told and now must be

told. The historical experiences of women must no longer remain unrecorded

and women's talents must no longer be predetermined as suitable for one kind

of activity and not for another, solely because of gender. Traditionally,

education for women, meant learning to enter a world intellectually

constructed by men, expressed in symbols controlled by men, and arranged in

systems of frameworks that marginalilzed women. She suggests that for

women students, becoming educated has been primarily a process of learning

to think like men and to aspire to the goals and modes of living a professional

developed by men. Lerner (1984) sees today's educated women and students

as challenging this process and demanding to be at the core of the human

enterprise and have the right to define and decide. She sees women as

challenging educators to end the distorted and one-sided view of civilization

and history which academies have called universal. This must occur through a transformation of curricula and the approaches and attitudes.

McIntosh (1983) poses phase five as history redefined or reconstructed to include us all. She cites Gerda Lerner (1979) as making a point that we have only a little time to correct major paradigms. She points out that Lerner notes that we do not yet know that a reconstructed history will look like. McIntosh (1983) states that she sees a reconstructed curriculum as examining all of human life and perception. She sees human collaborative potential explored and competitive potential subjected to sustained critique. McIntosh (1983) emphasizes that teachers doing phase five work would be developing an inclusive vision rather than one of exclusion. A curriculum that was phase five would help produce students who can see patterns of similarity, in terms of systems of race, culture, caste, class, gender, religion, national origin, geographical location and of other influences on life that have not yet been named.

Schuster and VanDyne (1984) move into phase five with women as a challenge to the disciplines. In this phase, there is a questioning of the framework that organizes our traditional courses. What is the validity of current definitions within periods of history, standards of greatness or excellence, and norms for behavior? How must the academic disciplines change to account for gender, race and class diversity? Schuster and VanDyne (1984) move onto phase six to the transformed curriculum. What paradigms are needed to understand women's and men's experiences together? How can

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we offer and inclusive vision of the human experience and attend to the difference and genuine pluralism rather than the sameness and generalizations?

Multifocal and relational inquiries continue to be the focus of Tetreault's (1985) phase five. Questions are queried about how women and men relate to and complement one another. Tetreault states that rather than conceptualize the world in terms a duality, "maleness" or "femaleness" is viewed in the continuum of humanness. There may be a query as to whether gender is always a difference that makes a difference. Consideration of variables of sex and gender, ethnicity, social class, and sexual orientation is considered in different contexts. For example we look at how gender, ethnicity, class or sexuality interplay within the political, economic, or family relationship. At this phase, focus is placed on what things traditionally were treated as serious, i.e., the activities of men in the public arena, and those things once perceived as insignificant, i.e., the activities of women in the private sphere.

Karen Warren (1989) says a five or six phase description which moves from a phase she calls "women as...." to a phase of "humans as..." if incomplete and has limitations. Warren used a seven phase integrative model with phase four "women _____ " which includes race or ethnicity, class, age, affectional preference, marital status, nationality, and religion; phase five "men ____" which includes white, racial or ethnic minority men, rich or poor men, gay men, older or younger men, religious or non-religious men, and men

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of different regions or nationalities; phase six as "gendered (women's and men's) _____" which includes white, racial or ethnic minority, rich, middle-class, poor, lesbian or gay, older or younger, religious or non-religious, and different regions or nationality of women and men; phase seven "_____ redefined" to include us all.

Summary

Women entering the position of superintendent of a school district are faced with the same demand of managing and controlling the educational goals for the children of the community that are confronted by all superintendents. However, women who enter the position of superintendent are often confronted with additional conflicts. Women who have risen to the top management position of a school districts and are strongly committed educators often face continual inequities in a male dominated profession.

Women dominate the ranks of teaching, yet struggle to break into the positions of administration and management of a school district. Women in educational administration most commonly hold positions of elementary principal, assistant principal. While women are making great increases in the number of women entering all areas of school management, they still have a long way to go before reaching equal access. Women are still underrepresented in the top line positions.

Feminist writers have written about the social subordination of women in society. Androcentric bias is described as a practice of using a male model

for defining and understanding all behaviors. Androcentric bias has an effect on the ability of women to access leadership positions.

Traditionally, research has focused on the male perspective and neglected female experiences. Theories based on the male experience is not wrong, it is merely incomplete. It is important that we have reliable data and research that includes the female perspectives. If we do not have reliable data we will not be able to determine if the status of women is improving.

Feminist Phase Theory provides a way to look at and classify the female perspective. Feminist Phase Theory identifies the phases in which women of different discipline have developed. The five phases include (1) male centered, (2) compensatory, (3) bifocal, (4) feminist, and (5) multifocal or relational. Feminist phase theory is an evaluative tool that can help us to develop a system map for determining where women have been, where they are and where they may be heading.

CHAPTER III

PRESENTATION OF THE DATA

The purpose of this case study was to examine thinking patterns and the evolution in thinking about superintendent leadership within public school districts through Tetreault's (1985) Feminist Phase Theory classification schema. Three school district sites and perspectives about the superintendency are presented in this chapter.

These three sites were chosen because they were all mid-sized school districts located in small urban areas, typical of the state. At least one of the school districts had a female superintendent or assistant superintendent. Willingness of the district to allow access and entry was also paramount in district selection.

Case Study Procedures

To insure the reliability of this case study design, it was important to use a protocol which contained the procedures and general rules that were followed during the data collection (Yin, 1989). Procedures which were used in this case study were: a) make initial contact with selected sites and schedule field visit, and verify access to sites with verification letter; b) determination of persons to be interviewed and other sources of information; c) determine

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interview questions and observation and document review protocols for specific arrays of data.

Telephone contact was made with the superintendent at each school districts prior to my on-site visit. I discussed the selection of the interviewees over telephone and packets were mailed to each interviewee. Before the on-site visit, the consent or permission forms were signed and were ready when I arrived for my on-site visit at each location.

The case study included demographic data information to obtain information about the background and experiences of each subject. Additionally, observations were made of the daily activities and the staff meetings and board meetings. Inservice agendas and other documents were obtained from each district.

Each of the superintendents and 2 board members from each district were interviewed using a semi-structured interview. The interviews were guided by a list of questions to be explored. However, neither the exact order, nor the wording were determined ahead of time. This format allowed the interviews to take advantage of emerging thoughts and issues and explore new ideas and topics (Merriam, 1988). The interview questions were selected to develop responses regarding the content, structure, and methodology of school district superintendency.

The first interview question, "How would you describe the job of superintendent of this school district?" explored the content of the superintendency. The question was designed to explore the nature of the job

expectations from the three selected superintendents, as well as, the board members interviewed. The question was intended to determine what each interviewee determined as the scope of the administrative responsibilities and job description for the superintendency. The second and third questions, "describe who you interact with in the performance of your administrative work," and, "describe why you perform these tasks in this manner," were designed to gain information about the structure and methodology of the superintendent's administrative role. The final question, "Is there anything that I have not asked that you would like to add?" was designed as a totally open-ended question and was intended to delve into areas that were important to the interviewee. This question was also used to allow additional information to emerge.

Follow up questions were used to take advantage of the respondents drifting into unasked questions. Appropriate questions probed into these spontaneous responses. This allowed the respondents the freedom to offer information they thought was important rather than stifling it in an attempt to stay on track (Erlandson et al., 1993).

Case Study Sites

Sites chosen for this study were in mid-sized communities with populations ranging from 10,000 to 16,000 on the 1990 census. The three school districts had student enrollments that ranged between 2,700 to 3,500 students and served students in grades K-12. Two of the school districts had male superintendents and the third district had a female superintendent. Two

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of the districts had seven-member school boards and the third district had a five-member school board. I was on each site two full days, and was available for interviews throughout the day on both days. Observations were conducted during staff meetings, a board meeting, Principals meeting and throughout the workday. Job descriptions, Board agendas, Board scrapbooks and, school district brochures were examined at individual sites when available.

Telephone contacts were made prior to the study to each site to gather general background information from the participants about the school district, and to inform the contact person at the site what type of information was needed for the case study. Follow-up telephone calls were made after the on-site visits at each school to gather specific information that either could not be interpreted from the interview tapes, or that was not obtained during the on-site visit. Pseudonyms were assigned to all.

Reporting

The three sites have been presented separately. A summary across the three sites documents data breadth and diversity, and completes the chapter. Each site has been organized by first discussing district and school sites. The number of central office personnel and organizational structure at each site is described. The interview data is presented according to the major categories that emerged: 1) career access, 2) administrative responsibilities of the superintendent, and 3) working relations of the superintendent.

School District Number One

The community is located in the middle of the state and had around 10,000 residents. The district encompasses 232 square miles and annually enrolls 3300 to 3400 students. The district had four elementary schools with enrollment of 1819 students. One of the elementary schools served grades 4-6, a second elementary school grade 3, and a third elementary school grade 2. The fourth elementary school served K-1. The middle school enrollment was 560 students and served grades 7-8; and the high school enrollment was 931 students grades 9-12. The district also had one alternative education school serving students 9-12 with an individualized program.

The high school, grades 10 through 12, the junior high school, grades 7 through 9, and the alternative school, grades 9 through 12, had male principals. The four elementary schools served different grade levels: 1) grades 4-6, 2) grade 3, 3) grade 2, and 4) grades K-1. The four elementary schools had female principals.

Personnel within the district include 249 certified teaching and administrative staff members, and 199 non-certified support staff for a total of 448 staff members. The district-operating budget was $12,600,000.00. The percentage of students on free or reduced lunch was approximately 66 percent. The student population by ethnicity was 1) Hispanic, 2.34%, 2) African-American, 12.89%, 3) American Indian, 3.32%, 4) Asian, 1%, and 5) Caucasian, 81.35%.

The Board of Education philosophy as provided in the district brochure is as follows:

We believe the primary responsibility of the schools is to teach the basic educational skills to every boy and girl to the extent of their intellectual capability, and in so doing provide them with the tools necessary to live in today's world.

The superintendent in this school district will be referred to as Mr. Brown. He was a white male in his early 50s. Mr. Brown had been Superintendent of this school district for 2 1/2 years. He was married and had one son who was attending college. His wife was an educator in a community next to School District One. His highest degree was a Masters Degree with postmasters hours needed to obtain superintendent certification.

At the time of the interview, Mr. Brown was 51 years of age. He reported that he was born in a small community in the state and he came from a family of four brothers and one sister.

The first board member interviewed was a male, college graduate and a local rancher. He was also the president of the seven-member board. The second board member that I interviewed was a female board member. She had a Masters degree in education. She was a retired teacher and was a principal in this school district prior to her becoming a board member. The president of the board was on the board during the selection of this superintendent; the female board member was not.

<u>Career Access.</u>

Mr. Brown began his career in education as a high school teacher. He taught for one year and was drafted into the army and sent to Vietnam. When he left the army, he returned to the state and began teaching Social Studies at another high school in a small rural community. He taught there for another year and left to become a basketball coach in a neighboring district. He remained in this position for one year and left there to go to a Catholic School in a large urban area to teach and coach. After one year he left the Catholic School and moved to another small rural community where he stayed for 20 years. During his 20 years in that district he was a teacher and coach, assistant high school principal, high school principal and then assistant superintendent. He had been superintendent of this school district for 2 1/2 years.

Mr. Brown said that he did not originally plan to go into administration. He said that originally he started out in coaching and wanted to be a college coach. He said he had always enjoyed athletics. He came from a family who were all good athletes. He stated that he was a pretty good athlete, but small. He added that when you are in a small school, "sports is the be all and end all: That's what you do. That's who you are."

When he finally figured out he was not good enough to play sports at a professional level he decided to become a coach. To become a coach, he had to go into teaching. He said when you start coaching you naturally assume you are going to move right to the top and become a college coach. He loved coaching. When his coaching began to interfere with his family life he thought

it was a natural time for him to pursue another avenue. He had already been an assistant principal.

Mr. Brown said that something else might have influenced his going into administration. "I have a brother who is a superintendent also" in another district. The brother, who is also a superintendent, is the oldest of the brothers and Mr. Brown is the third. Mr. Brown stated that he had seen what his older brother did and was not really sure how much of an influence that was. He said, "one thing just kind of evolved where I just kept getting promoted in the district I was in, whether I wanted to be or not it seemed like."

<u>Administrative Tasks and Responsibilities</u>

Mr. Brown believed that the job of superintendent was both overrated and underrated. Most people believe you have more power and authority than you have. He said that state and school guidelines determine how a district operates. You also have to work within school board policy and negotiated agreements. There is not a lot of latitude. About the only latitude is how you address them, how you use what you have. He believes how a person uses what they have is what makes the difference in administrators or classroom teachers. You have a certain amount of authority and a certain amount of responsibility and you have to operate within the guidelines that are given to you. How well you adapt to those and how positive you can make them will ultimately decide how successful or unsuccessful you are.

He added that he did not find the job quite as satisfying as most people would believe. He said "maybe some people really get some kind of natural high as to what they perceive to be power or authority". When someone comes in to talk to you, you have to always be wondering about what they really want? They do not just come to see you to talk very often. There is nearly always a hidden agenda.

The president of the district's board described the job of superintendent in business terms as a Chief Executive Officer, carrying out the expectations of the board, just like the president of any corporation. Delegating authority and presiding over the organization are expected tasks. By far, the most important hire that any school board makes is the CEO. He stated that the district board members were looking for someone very strong in the financial area. Mr. Brown gave us a feeling that things could be better through restructuring the way we handle our financing. Probably just as important is team morale and getting all aspects of our district working together, the board, staff, everyone pulling together. The relationship between the board and the superintendent is also important.

The other board member, a female, stated that she expects the superintendent to be a visionary, looking ahead to what can be done to make things better, where they are falling down, and what can be done about it. She said she does not want someone who "just lets things ride along" and waits until something happens to take an action. Instead, she wanted someone who was looking down the road for areas that need improvement.

She expected the superintendent to handle the administrative end of the school system. She said,

> The superintendent recommends something and we approve or disapprove what he recommends. He handles the personnel and it is expected that he will be knowledgeable about the finances and when he recommends spending that the finances are all correct. In fact, I expect him to be pretty well informed in most of what is going on the in district. I like him to keep us informed about what is happening. Sometimes it may be trivial, but just keep us informed so we're not in the dark.

Mr. Brown does not have a formal job description as superintendent. He described his responsibilities as a superintendent as legally defined by Article V of State Constitution that details responsibilities of School Districts and School Boards within the state. The influence more than any other would be the size of the district in which you operate and the amount of support staff you have in your central office. Mr. Brown sees himself as very fortunate in this district. It is the largest district he had ever worked in. "I have more help than I have ever had." In this district he states that he is not as hands on as a superintendent as I've always had to be in other jobs.

He emphasized the importance of keeping the focus on the students in the school district. He stated that, "If it's not for kids we do not have any reason for existence in the job we're in." He said that everything had to be done with that knowledge in mind. It had to be the primary reason you are doing what you do for the school system. He tries to impress this on his

administrators. He thinks they get caught up in doing things the way they have always been done. He believes that administrators can become very self-serving. He said, "If you are self-serving, you are in the wrong business to begin with." He thinks there are too many educators who tend to be self-serving. He said, "I work with them everyday." He added, "I see them at conferences acting pompous."

Mr. Brown described himself as a facilitator. He does not implement the programs, but creates or helps to create the atmosphere for implementation. People come up with the ideas of what they need to have and the plans that need to be put in place. He contends it is his job to take care of the details so they can take care of tending to the kids. He sees his job as exactly that, "taking care of situations so people can do their job of educating students."

Working Relationships

In describing the superintendent's administrative role, several categories emerged which dealt with the superintendent's working relationships. These categories are: 1) board relationships, 2) dealing with administrators, 3) visibility, and 4) public and community relations.

Board Relations. Mr. Brown described his relationship with the seven-member school board as a major aspect of his job as superintendent. He expressed that a seven-member board was very unusual for a district their size and that there are very few in the state. "I had never worked with a seven-member board before. I did not realize the complexities that would go with

that." It is totally different than a five-member board. It takes a lot more time to communicate with your board. He said:

Finding seven people and informing them of something on an almost daily basis is extremely difficult. I do keep my board informed of problems that come up; I do not try to hide anything from them. If there is something I need to tell the board members, by the time I tell every board member, it will take the majority of one day just to get to them, contact them, or leave a message, and to explain the situation whatever that might be.

Mr. Brown expressed he was not prepared for the complexities of dealing with a seven-member board. Due to difficulties with the prior superintendent, little trust existed with the board and the district administration. The board had become very involved in daily operations of the school district. Mr. Brown commented on the great deal of time it had taken to develop a trust factor and have them move towards a board operating the way it should be and the way it is defined in Article V of the State Constitution. Regarding his relationship with the board and the trust factor, Mr. Brown stated, "I have to be in charge of the district and I have to be allowed to run the district. That is what they hire me to do. If I am not doing that the way they think it should be done, they need to get rid of me."

Dealing with the Administration. A task of the superintendent that was spoken of by the board members and superintendent, was dealing with the central office staff and the building site principals. The superintendent

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mentioned the importance of having regularly scheduled administrative meetings and being in regular contact with the administrators.

School District One had two assistant superintendents with well-defined job descriptions. When Mr. Brown first became the superintendent, there were five central office administrators. There had been a great deal of strife and unhappiness. Mr. Brown said that he believed a great deal of the strife resulted from two many central office administrators. He combined the Special Services with Federal Projects and made a person responsible for these areas. This administrator had been with the district for many years and had been the Special Services Director. After a short time, he elevated that administrator to Assistant Superintendent because she was performing assistant superintendent duties and Mr. Brown thought that she deserved that job distinction.

Her job description included: 1) district Family Educational Rights Protection Act (FERPA) coordinator, 2) Special Education Director, 3) district drug education, 4) gifted and talented education, 5) district testing coordinator, 6) director of Federal Projects, and 7) vocational and technical education. The other Assistant Superintendent had been a Superintendent in another district for two years prior to joining this district. Mr. Brown had not known him prior to his interview for the job. Mr. Brown said he needed someone who knew the "nuts and bolts" of the superintendency. He needed someone to help him with the daily operation of the district, someone he could trust and who had the experience. He said this assistant superintendent was a

"nice kind of guy, easy to get along with, very cooperative and very knowledgeable". His job description was 1) district professional development program officer, 2) educational endowment representative, and 3) residency program contact person.

They now have three administrators in central office instead of five. Mr. Brown believes it works a lot better. Additionally, Mr. Brown added a female finance officer this year. She was not a certified person, but she was "very experienced." The finance position completed their administrative team in the central office.

The board president said what makes the job of superintendent so difficult is that, "He has to work with all these different groups." This board member believed that the most important group of people that the superintendent should work with were the building administrators. The next group that was important was the central office personnel. The only reason he said they are ranked after the building administrators was that, "On a day to day basis, it is so important that there is not a break down in the overall district goals." There were problems in the past they had tried to work out through site base management. The board member expressed his belief that site based management opened up opportunities for buildings to go their own way too much. He added, "It is very important for the superintendent to have the building administrator's trust and for them to know where we are headed. Their effort should be channeled through him and directed by him."

Observations were made during an administrative meeting that included the central office administrators and the building principals. The superintendent chaired the meeting and it was his agenda that was followed. The male assistant superintendent was not present during the meeting. The female assistant superintendent had a section of the agenda to handle items regarding Federal Projects and Special Education. During the meeting and on several other observations, the four elementary principals, who are all female, were referred to as the "four blondes." This nickname appeared to be a good natured joke based on the fact that they were the only female principals, usually sat together in meetings, and happened to each had blond hair.

Trust and Visibility. Mr. Brown remarked that so much of his job was just dealing with people. He said,

I try to be in every school at least once every week, and not to just sit down and visit with the principal or anything like that. I walk the halls and go around to talk to the custodians and I walk into the kitchen to say hello to the cooks. My mother was a cook in a school, so I believe I can relate to them or the custodians, or anyone else. I go through and I try to let people know who I am and that I know who they are. I want them to know that I am not too good to do any job that is being done in this district.

Mr. Brown noted that the hardest relationship to build was with the school board. He contends that it was easier with school people because, "I've done so many things; I've been a classroom teacher, I was a coach for years

and I loved it, I was an assistant principal, I was an administrative assistant and, I was an assistant superintendent." He believes that due to his varied experiences in education he had a pretty good working knowledge of what school people have to deal with everyday. He remarked, "I have not had any major problems in dealing with administrators. However, it took a lot of work to build a situation where the teachers' had trust in the district." Mr. Brown believes that trust had now been accomplished by dealing honestly with the teachers in regard to negotiations and the monies available in the district.

Mr. Brown stated that dealing with the school board was more difficult. Prior to Mr. Brown's administration, each board member adopted a site and the board member would go to that site once or twice a month to listen to the teacher's gripes and complaints. Mr. Brown said he thought that had very negative results because it was a way of circumventing the whole administration. The teachers would not deal with the building principal or administration, they would wait until the board member came to their school. Mr. Brown stopped that right away. Surprisingly, he said, "Most of board members were real happy to do away with the practice."

The other board member responded that she thought the most important relationship the superintendent needed to build was with the teachers. "Without the support of the teachers he has a lot harder job." She said. "We had a situation with another superintendent where the teachers were just at each other's throats."

She believed that this superintendent had developed a very good rapport. He developed a Teachers' Counsel that had been very helpful in building a good relationship. She said, "When I was an administrator we did not have a Teachers' Counsel. The counsel had been important because the teachers can express their concerns; but, also, the superintendent can keep the teachers informed of what is going on." She contends that when they know what is happening in the district, they can keep other teachers in their building informed and avoids a lot of rumors.

Both board members see the welfare of the children as the driving force behind the superintendent's actions. Additionally, "He is always visible. He attends all the football, basketball and football games." They added, "It does not stop with the sports though. He can usually be seen at any school activity that takes place in the district."

Public and Community Relationships. Mr. Brown contends that in addition to the poor relationship that had existed within the school district and the school board, the community had no trust in the school district. He remarked that the community had a real propensity to not pass bond issues because of a lack of trust. To improve that trust, Mr. Brown worked on improving communication. He remarked that he wants communication to be very open. Mr. Brown said, "I tell the principals that whether the

community agrees with what we are doing or not, we should clearly know why we are doing what we are doing, and be able to explain it."

Mr. Brown said that the public perception of the school district had not been good. There was a real misconception of what defined quality of the school district. Mr. Brown said that, "In the absence of knowledge, perception is truth." Because of these misperceptions, he states, "I am trying to do positive things to sell the school system. Despite this need to sell and explain policies, Mr. Brown stated that he was not a joiner. He had never joined the Chamber of Commerce, the Lions Club, or the Rotary Club. However, he added, "I make myself available to them in regard to the positive aspects of the school district."

School District Number Two

School District Number Two is located in the northern section of the State. The city had a population of approximately 10,500 citizens. The district served 10 dependent county schools (K-8). The annual enrollment was approximately 3500 students. The district had 425 employees: 16 administrators, 245 certified teachers, and 165 support personnel. Employees having advanced degrees include 152 Masters Degrees and 2 Doctorate Degrees. The average teacher in the district had 13 years teaching experience.

The school district had seven schools: High School (10-12), Junior High School (7-9), a career alternative school (9-12), and four Elementary schools on serving students grades 5-6, and three schools serving grades K-4. The estimated budget for the upcoming school year was $16,000,000.00. The

district had approximately 50 percent of the students on the free or reduced

lunch program. The student population by ethnicity was as follows: Hispanic,

6%, African-American, 2%, American Indian, 57%, Asian, 2%, and Caucasian,

33%.

All the principals were in place when Mr. Smith became superintendent

with the exception of the Junior High Principal. The high school, junior high,

and alternative schools had male principals. There were four elementary

schools. Three of the elementary schools had male principals and the fourth

had a female principal.

The school board mission statement said that the school district:

Will provide academic and career opportunities for all students to become

responsible and respectful lifelong learners and problem-solvers,

confident and equipped to succeed in a technological world; all in a caring

and nurturing environment

The superintendent in School District Two will be referred to as Mr.

Smith. Mr. Smith was a white male. At the time of the interview he was 48

years of age. He was born in a medium sized community in Oklahoma. Mr.

Smith had been Superintendent of this district for 2 years. He was married

and had one daughter who was attending college. His wife was an educator

and had previously been a school administrator. He held a Masters Degree

with postmaster's hours to obtain superintendent certification.

The five-member school board consisted of four men and one female.

The board president had a college degree and was a dental technician. The

female board member interviewed had a master's degree in education and taught at the local university.

Career Access

He began his teaching career as an elementary physical education teacher and remained in that position for two years. He then taught math at the junior high level at the same school district for four years. He then moved to another school district to teach social studies at a Mid-High and remained in that position for four years. He commented that he coached all along in football, basketball and baseball. He was a head coach at a suburban school district for seven years. At the same suburban district, Mr. Smith was the High School principal for four and a half years and was assistant superintendent for five years. He then became the superintendent of School District Number Two.

Mr. Smith commented during the interview that he was influenced regarding the superintendency because he lived next door to a past state superintendent of schools. This neighbor was also a one-time superintendent of one of the states two largest school districts. Mr. Smith said they were very good friends and rode bicycles together, ran around together and went to events together. He said, "I knew what went on in the superintendent because we talked about it every night." He remarked, "My neighbor sharing things about the superintendency helped me as much as any other factor." He said, "I have a lot of this neighbor to blame for becoming a superintendent."

Mr. Smith noted that sometimes there seemed to be more coaches in school administration. He had many discussions with his wife regarding this phenomenon. His wife had also been a school administrator. He remarked that they often argued over the coaches' advantages in going into administration. His belief was that in coaching you get a lot of practice in dealing with kids, parents, parent conferences, public relations, and leadership of young people. These things carryover into administration. You gain experience in, "bringing people together when times are not always good." He said, " you ride a rollercoaster in coaching which helps to prepare you for administration."

He also remarked that he thought it was probably easier to rise through the ranks from a secondary school position rather than an elementary school position. He added, "some of it might be the notoriety of being a secondary school administrator or a coach."

Administrative Tasks and Responsibilities

Mr. Smith remarked that he did not believe there was anything that totally prepares you for everything involved in being a superintendent. He added, "I had about as wide an array of experiences and positions possible" prior to his subsequent climb to the position of superintendent. He added, "But until you're in that chair you cannot know what is involved."

Mr. Smith had a formal job description that was developed by the school board. The job description read:

The superintendent shall serve as the chief executive officer of the Board and shall have the authority to conduct the affairs of the District. The Superintendent shall execute all policies and procedures established by the Board and provide for the effective operation of all District schools and programs. The Superintendent shall provide for the supervision of classroom instruction, the operation of physical facilities, the management of business affairs and appropriate auxiliary services.

He described his responsibilities as a superintendent as one of guidance and leadership. "The board lends their guidance to me in the form of goals and directions that they want the school districts to move towards in the future."

He said that he had multli-tasks everyday. "They just go with the territory. I think we are in the service business," he said. His believes that as superintendent he needs to be "user friendly". He counsels his principals to "listen to people and not get into arguments with them." He remarked that he listens to people whether he agrees with what they say or not. The administrators are the ones to make the policies and decide the direction the school district goes. He added, "However, it is important not to lose sight of the fact that we are here to serve the public."

Mr. Smith believed, "It is also important that we not lose sight of the most important natural resource that they have – the kids." He remarked that when he gets into discussions regarding a particular change or practice he

states, "what are we talking about as far as the kids? Are we forsaking the kids here or sacrificing the kids here?"

"Being a superintendent was a tough job. You have to make difficult decisions." He considers himself a "leader of leaders and a teacher among teachers." He said, "I have not forgotten where I came from."

The female board member, a retired educator, said she sees the superintendent as the "top man in charge" and "responsible for it all." She said,

> We put a lot of responsibilities on his shoulders to see that everything runs well. He or she should be perceptive enough to see problems that might occur. The superintendent should be in control to the point where people cannot run to the board members and complain.

She remarked that the board was looking for someone very strong in the financial area when they hired this superintendent. He proposed that things could be run better in the district by restructuring the way finances were handled. Additionally, she said,

> When we were looking for a new superintendent, we wanted someone who was able to dismiss teachers and staff who were not keeping pace with their job expectations. The districts had several problems with the coaching staff. When we saw that Mr. Smith had been a coach, we felt that he would be able to fix our coaching problems.

Mr. Smith remarked that it was important for a superintendent to be able to provide "everything we can provide for kids." He added, "Student

success is probably what I'm always talking about the most. Making students successful."

He believed that it was hard to make some students successful or motivated. "It's hard to pull, push, or drag some of them along to be successful. But that's what I think is so important", he stated. He believed that everybody had somebody in education they can reflect back on and thank for whatever they have accomplished. He believed, "somewhere along the way each of us has had someone in education that helped." The female board member expressed her belief that a superintendent needs to keep the interest of the children as their "guidepost." She added, "It is more important than building a new school or having a large surplus budget."

Mr. Smith also commented that he did not believe that being a good superintendent had anything to do with your gender or ethnicity.

Some of the best administrators I have worked with have been female. However, you won't see many in a school district this size. There are probably only 10 to 12 female administrators in this state. Ethnicity is another matter. I guess that in the state, administrators are probably 97% Caucasian. There are very few who aren't Caucasian. Coming from an urban setting, I've worked with all ethnic groups and have close friends from every one of them. It should not matter about your gender or ethnicity, but it does. There needs to be more women in administration. I just happen to be married to a female administrator. So I do not struggle with it at all. Considering that at least 50% of the building staffs are female,

and considering whatever percent of each building is of a certain ethnic group, it's ridiculous that we do not have them represented. There are teachers who are great role models, but they need to have role models of every gender and ethnicity in every capacity in the buildings.

An issue that immerged while interviewing the female board member was an overt bias against female teachers by another male board members. During the interview, the female board member made this remark about one of the other board member, "He is really a male chauvinist". She described this board member as sexist in his opinions about women. She said that when she first came on the board he approached her with a conversation that characterized his way of thinking about women in the teaching profession. She described the interaction she had with him when he was sitting next to her at a board meeting after spending a day visiting at schools. She states,

"He knew I had been a teacher, but he said, Boy what a day! Those damn female teachers!"

Even though an issue was made about the way the male board members react to female teachers and that he appeared to be generally biased, the interviewee said that the board members really supported the female assistant superintendent and wanted her to become the superintendent. She also remarked that any female applicants were given fair consideration when they were selecting a superintendent.

<u>Working Relationship</u>

In describing the superintendent's administrative role, several

categories emerged which dealt with the superintendent's working

relationships. These categories are 1) school board relationships, 2) dealing

with administrators, 3) visibility, and 4) public and community relations.

<u>Board Relations.</u> Mr. Smith believed what was so critical to a

superintendent was the board of education and specifically whether or not

they let you do the job. The Board needs to limit their interactions to just

providing the leadership, direction, and guidance for the school district.

He remarked that one thing about the superintendency that he did not

expect was the amount of time involved in communicating with the board

members or keeping them informed about daily things. He thought it was

important to keep them informed of things so there are not any surprises that

hit them. "You do not want to get to your board meeting and get any

surprises. You want them to be pretty well prepared. It is a balancing act

keeping the board informed and then operating the rest of the district." He

remarked that he had a good supportive board so it was not a problem of their

support. He was just talking about the importance of keeping them informed.

Because of this, he said that he types them a weekly review of what's going on

and updates them on everything regularly.

<u>Dealing with the Administration.</u> Mr. Smith stated that anyone in the

leadership role, whether it is the site principal or any other administrative

position, needs to be able to rely on or count on his or her closest assistant. He said, "I rely on a lot of people in this district".

His female assistant superintendent was the person he relies on the most. He said,

> She had a few pieces of history that I do not have. We have a unique
> relationship. She had been very helpful. When I first became the
> superintendent, the female assistant superintendent was the acting
> superintendent. She could have been a very good superintendent for the
> district, however, she was not interested in continuing in that role.

He believed that it took too much time and a total commitment that she was unwilling to make. She was never specific as to her reasons, however, sometimes she'd mention that her husband did not like her being gone so much.

Observations were made during an administrative meeting that included the central office administrators and the building principals. The superintendent chaired the meeting and his agenda was followed. The meeting was fairly informal and the administrators got up and got coffee donuts and such as they wanted them. There were four female administrators. 1) Assistant Superintendent, 2) Director of Special Education, 3) Director of Child Nutrition, and 4) the Director of Indian Education and fifteen male administrators. The female assistant superintendent had a section of the agenda and she handles most of the personnel matters in the district. During

the meeting it was observed that the Director of Special Education, a female, was the person who always made the coffee.

During the observations and interviews, it was evident that the assistant superintendent was a very visible aspect of this district. Everyone I spoke to and interviewed praised the assistant superintendent. The board members commented that they had wanted her to be the superintendent very badly. She had a great deal of experience in education. She was a principal in one of the largest districts in the state prior to joining their district and had also served on the school board in that district. When she joined this district, she was director of personnel, assistant superintendent and also an interim superintendent. Her husband was an attorney specializing in school law, so she also had a built in support system for school leadership. However, she was unwilling to take on the tasks of superintendent. She was never specific regarding what it was about the job of superintendent that she found she did not want to take on. The board member said she did remark that, "because of her family she was not able to take on the responsibilities of the superintendent."

Visibility and Trust. Mr. Smith said that a major portion of his job was "just always being around, present and attentive." He said he had not missed "a nighttime event all year, or missed an event going on at a school." He said that he was in a school building everyday. He added,

It is easy to do in a district that had only seven buildings. However, some days, it 's hard to get where you need to be. I am not a person to sit and

write memos. I am not made that way. So it's easy for me to get out in the building. It's enjoyable.

The board member added that in their district the teachers needed the most attention when this superintendent was hired. She said that the teachers' union is very strong and that negotiations were usually very difficult. She commented, "These teachers have one of the highest levels of pay and benefit packages in the state". However, they were constantly demanding more. She commented that when they hired this superintendent, "We wanted someone who was capable of handling the teachers' demands."

Mr. Smith said he accomplished this by being a "good visitor." He said, "My door is open. I developed a good relationship with the union president. If problems arise, we work them out together."

The male board member describes what a superintendent should do in football terms. He states that the superintendent needs to,

Get a team together. Make sure that everyone on the team is a team player. I think the superintendent has done a good job with his team. I think that if one person drops the ball and gets a fumble, the whole team will suffer.

He added that the superintendent had commented to him at times that "we have got a good team effort here".

Public and Community Relations. Mr. Smith also was involved in the community. If there was some activity going on in the community he tried to get involved. He said,

> I have not been a hermit or climbed under a rock. There have been a
> couple of times when it would have been easy to just get under the rock
> when there's a touchy deal going on somewhere. But you just keep
> surfacing and people get comfortable with you when they know who you
> are.

School District Number Three

School District Number Three is located in the southern section of the state. The city population was approximately 26,500 citizens. The district had an Early Childhood Center which served around 287 students (preschool and K), and five Elementary schools which serve 1172 students grades 1-6, one middle school grades 7-8 served 457 students, a mid high for grades 9-10 serving 414 students, a high school for grades 11-12 with an enrollment of 369 students and an alternative education program which served 100 students in grades 4-12. The total enrollment for the school district was 2799 students. The district had 229 certified teaching and administrative staff and 142 support staff. Fifty-two percent of the instructional and administrative staff have a Master's Degree or higher. The districts annual operating budget was $12,098,941.00. The district also had 52 percent of their students on the free or reduced lunch program. The student population by ethnicity was as follows:

Hispanic, 2%, African-American, 10%, American Indian, 12%, Asian, 2%, and Caucasian, 75%.

The school district had ten schools. The high school, junior high, and alternative schools have male administrators. The elementary schools had the female principals and two male.

The slogan for the school district was "committed to excellence". The school district brochure states,

> We are continually striving to give meaning to these words. Our school system had many strengths, and our students, staff, and community take justifiable pride in them. At the same time we are always trying to improve our school system with our highest priority being to provide an educational program which ensures that each student reaches complete academic, social, and personal potential.

The brochure also states that the school board strives to meet the community's needs in a changing society. The district had a state of the art technology program. The superintendent reported that they had a strong athletic program that was extremely important to the community.

This district had a seven-member board. The documents I reviewed stated that the board establishes major plans and policies of the districts, adopts the budget, and directs the school staff through the superintendent. The board consists of seven unpaid, elected members who meet the second Monday of each month. I interviewed two male school board members. The board president was the first board member interviewed. He was a college

graduate and retired from the military. He was on the board when this superintendent was selected. He was also a classmate of the superintendent when they attended high school in this district. The other board member was a college graduate and a retired engineer. He was not on the board when this superintendent was selected.

The superintendent in School District Three is referred to as Dr. White. Dr. White was a white female. At the time of the interview, Dr. White was 62 years of age. Dr. White reported that she was born in a same community in which she was currently superintendent. She came from a large family. She was married to a professor of business and had four children, a daughter who was a physician, a son who was an attorney, a son who was a dentist, and a son in college.

Career Access

Dr. White had a BA in Music Education, MS in Elementary Education and a Ph.D. in Educational Psychology. Her administrative certification came in post-doctoral study. She began her teaching experience in this district as an Elementary school music teacher. After one year, she moved to another Oklahoma community and taught Elementary for four years. She then became an elementary school counselor. She was also a psychometrist for one year. When she obtained her doctorate, she taught at an Oklahoma university in the educational psychology department. Because of a family situation she moved back to her hometown. When she returned to this school district, she was

made Director of Counseling. She then became Assistant Superintendent over curriculum.

Dr. White noted that the superintendency was not a planned career. She really thought that she wanted become a school psychologist. However, when she got into administration she found out she really liked it. When she was doing her doctoral work she got a provisional certificate in superintendency. She commented that she does not know why she did it. She thought she might have had something in the back of her mind. When she was the Assistant Superintendent she thought she would never want to be superintendent. She loved curriculum. She said that she thought, "I do not want to fool with all those buildings and buses and that part of the job."

Dr. White remarked that she was never urged or even encouraged to apply for the superintendent's position or any other administrative position. She said,

> The reason I applied was fairly simple, the superintendent retired while I was an assistant superintendent. The district did a national search. They hired a superintendent and the district had a very rough two years. When this superintendent left after the two years, I just could not go through all that stress again. I thought I could do this as well as he could.

She indicates that she had never been a principal and did not come up through the "school ranks of administration." She said that she sometimes wishes she had been, because it would give her a better understanding of their

perspective of things. However, she added, "you cannot be everything and I do have a very good understanding of the teacher." Dr. White said,

I do not believe the direction you come through when becoming a superintendent was as important as the person you are. You can call it vision or a sense of believing in what you do; along with a great deal of good listening skills and patience sometimes. It's a passion for what you're doing.

She added that you have to care about the people in your district and your community. Dr. White added,

I did not have a mentor. It would have been nice to have one. I see a lot of people have had someone to help him or her along the way but I really did not. The superintendent who hired me and got me into administration was someone I will always feel grateful towards. But I cannot say he mentored me. He just gave me an opportunity.

She stated that the superintendent that she worked under did not encourage her or tell her that she had an aptitude toward administration. "He just hired me. He let me kind of do things. I really kind of respect him, but he was totally different from me".

Dr. White said that she believes that success as a superintendent had little to do with any kind of training or background, it's just the person. She said, "I do have a of very wonderful husband. Although, I do not always do what he suggests". She describes him as very supportive, very bright, and

that he is a business professor. He is wonderful sounding board and an idea person.

She said that she does think that gender was an issue when she was selected as superintendent. She had one no vote and several months later this gentlemen told her,

> I have to tell you I could not vote for you because you are a women. I'm sorry. But it is my religion and I did not think a women should be in that position over men.

She said to him, "I appreciate your telling me that because I wondered why you did not vote for me." She said she did not resent that. "He went off the board immediately though."

Dr. White also added that she was told by a women on the board who later became a good friend of hers, that there were some on the board who had concerns that she would be able to manage the male principals. She said that she remembers them asking her that question. She said her reply was, "Oh, I do not think that will be a problem".

She said they have had female board members on the board since she's been superintendent off and on. They have one female board member now. She said,

> I think you can set yourself up to feel discriminated against. I think you just have to not consider that as a factor. Again, it's kind of your expectation. But I do not see that as a problem.

She added though,

I think it is hard to get hired into positions. I think depending on the board, like the one guy I had who really feels women should not have authority, or be in authority over men. Deep down some may really feel that way. They may not voice it, but it's probably there.

She added,

I think it's kind of like that for any females who goes into any kind of demanding profession. You really have to make a decision because it will take you away from other things. The superintendency will do that too. You give up a whole lot. You have to. I hear these young girls in high school and they tell me that they want to be a doctor. I look at my daughter, who is a Doctor, and she had a very difficult time managing her life and maintaining some balance between her profession and her children. It is a difficult time to be a women.

Administrative Tasks and Responsibilities

Dr. White said that performing the job of superintendent was complex. She said it was challenging, never boring. It provided a lot of opportunities for growth. It's a difficult job. She added, "Yet, I get up every day and want to come to work. I have really never hated to go to work". Providing the direction, the vision. Dr. White does not have a formal job description. She describes her job as superintendent as complex, challenging, and never boring. There were a great deal of opportunities for growth. She said, "It's a difficult job, yet, I get up every day and want to come to work."

As superintendent, Dr. White sees here job as providing the direction, the vision. She said that what she also did as a superintendent was put a lot of pressure on people. She said that she pressures people to accomplish what the school district needs to be doing. She said you could never let up. You look at things. Sometimes it's a burden because you look at things and say, "my gosh, what's going on?" You've got to be critical, evaluate everything. She said that you could never be totally satisfied. The school district had goals and each year we have objectives for each school. She said that it was important to stay on track. But, it was also just looking at a variety of things: the scores, attendance, and teacher assignment. She said that so many things come across a superintendent's desk that it's just a lot of critically looking at what was going.

The board member, who had been on the board since 1981 and was on the selection committee when Dr. White was selected as the superintendent, describes the job in more legal terms. He said a superintendent had to, "manage and run the school system according to the state and federal guidelines and based on policies set by the board of education." He added that with all of the mandates handed down in education today by state and federal entities, most of the policies were already made.

The other board member believed that Dr. White holds high academic excellence for this school district as a priority in the way she performs her duties. Because of the wonderful rapport and high standards of academic

excellence, the board members both bragged that they had the best superintendent in the state.

Dr. White remarked she feels a great responsibility to both her board and the community. She indicated that in their district,

> If you have a principal with a lot of discipline problems, that is my problem. If you have a principal who had a dirty building – it is my problem. So, when you go into a building, you cannot just think how wonderful this is. You look as you go through the building at the climate. Are the floors clean? Do the bathrooms smell good? It comes down to putting pressure on people.

She said that she was pretty straightforward and does not beat around the bush. She learned that it important to not be embarrassed about that. It's your job. It follows then, that the principal puts pressure on the teachers. She said that she know everyone works in different ways, and some people are kinder about how they deal with things. Some people may not be as straightforward. You just have to operate in your own way. As a result, she said, the principals understand me and do not take offense. Dr. White added,

> The superintendency is a difficult job and we women, which is probably another thing, do not like to be criticized. We like to make everybody happy. That's kind of in our nature. In this job, I'll say that, you are going to make enemies all the time. Because you have to make difficult decisions, you do make enemies.

She said that was where you just stayed true to what you believed. Do what you thought was the right thing and just accept the consequences.

She said,

It's a good advantage to have lived here. I have a real loyalty to this community and this school district that would be hard for anyone else to match. I love this place. I love the people here. Not just the people I have known, but I think I understand the people. It has been a wonderful career for me. I am thankful every day that I drifted into this. I did not plan it. I think some things are just meant to be. I think that this was in the plan for me.

Dr. White commented that, "I think I need to make a remark about being a women superintendent". She said that she does not really like to talk about that, but it is a reality. She remarked,

It is very hard for us to get hired and it is very difficult to function in the superintendency". The kinds of ties that women have to their family and the responsibility they feel for not only their children but their families is an ongoing concern. She stated that she thought women are more involved with their children than men. A man can kind of put that aside. They go on with their work and tasks and then they go back to whatever it is in their family. They can compartmentalize.

She also said,

So, I think the superintendency is very difficult for women. It is not just the fact that women are generally tied to a place more than a man. You do

not always have that man at home supporting you like many male superintendents who often have a women at home who is totally dedicating her life to making life easy for him. I see that all the time with my colleagues. They have the little women who follows them around and takes care of them.

She said that while she had a very supportive husband, he certainly does not take care of her. She said that he does not like to go to meetings with her but does not mind when she goes. She said it does take a family that will allow you to do what you have to do. When you have children at home it is extremely difficult. She said, "So it's hard for a women to be a superintendent. To maintain the focus and the energy that it requires by the job. But it is possible." She states that generally, the male superintendents in the state are open and easy to work with. She remarks that she does not feel discriminated against in any way. "It is just psychologically the way we are as women, and I do not want to be any other way."

She said being a women superintendent was different. She said she had a good friend who was a female superintendent and they talk about it sometimes. It's strange", she said, "how similar we are. Our children, our families, they influence us a lot more." She said, "It could be that I do not know how men feel. I do not talk to men about these things. It could be they have some of the same feelings. But I do not perceive it that way".

She said that when she had something she was dealing with, she does not call her female superintendent friends anymore than she does the male

superintendents. You always kind of have your people you call. She said she does not think gender comes into that. She said, "If I have a personal problem, then I call my female friends, but the job problem no. I have several male superintendent friends and that's extremely helpful".

Every person I spoke to during my visit in this district was open in his or her praise for this superintendent. They were proud of the fact that she was a product of this community, even being a schoolmate of one of the board members. However, in looking at documents provided by a board member during the selection process, it became obvious that Dr. White had a difficult time obtaining this position. She was not a first choice and, according to Dr. White, never had any encouragement along the way.

Working Relations,

In describing the superintendent's administrative role several categories emerged which dealt with the superintendent's working relationships. These categories are 1) board relationships, 2) dealing with administrators, 3) visibility, and 4) public and community relations.

Board Relations. In dealing with her board, Dr. White indicates that she really tries to share a lot with them. She keeps them aware of everything that's going on. They do not like surprises, so she tries to let them know about things as they come up. Sometimes it is sharing things you do not want to share.

"It is an educating job, because you have so much turn over on the board." She said they had a seven-member board and there was a lot of turn

over on the board. The board had to work together to accomplish things. She said they have three new board members right now and they do not always understand exactly what a board member does. Fortunately, there are people who have been on the board for a while who are willing to help, but it takes a lot of working with your board. Again, providing a sense of tone for the board.

Dealing with Administration. Dr. White said that communicating with the principals was an important key. She had a full administrative meeting once a month. She tries to keep that organized because if you do not it just slips by. So, at the first Monday of each month she had an administrative team meeting.

She said that she works very closely with her assistant superintendent. She said,

We really are a team. We work very closely together. I never do anything without bouncing it off him or talking it over. I think it is really important to have someone like that. I cannot imagine being a superintendent where you did not have a colleague that you trusted and who was willing to tell you what he thought and give you advice.

She said that he was key to whatever they do in the district. They meet together with all the principals and all the directors. She said that in a district like this you could do that. They have administrative meetings at least once a month. They also have other meetings with individual groups, like the elementary principals, secondary, and others, as needed. The principals have

to be well informed about things that are going on. They then meet with their teachers to keep them informed.

She said that gender does not come into her selection of staff. "I like to think it does not, because we have female principals and assistants." Her assistant superintendent, she said, "is the most unbiased, he does not have a biased bone in his body." She said, the principals are still a little bit "old school." She thinks the selection of the principal of the alternative school, was the only time they ever questioned, "do we need a male there?" But they did not even have a female apply. She said, "over there with those kids it might need a strong authority figure. If it was the right women, I think she could do it. That's the only time she remembers it being discussed."

Observations were made during an administrative meeting that included some of the central office administrators and the building principals. The superintendent chaired the meeting and her agenda was followed. However, there was a great deal of spontaneity in the input by principals and central office personnel.

Trust and Visibility. Dr. White stated that caring about the people in your district and your community is what is important. "It's very easy for a superintendent to get into a sort of superficial role." She said that it was easy to get stuck in your office. It's important to get out of your office and that's a very hard thing to do. "I struggle with it all the time".

Dr. White said that she had tried many different things to keep in touch with the schools and students. For a while she tried to sub for teachers. She

said that was good but not easy to do. Dealing with the students was always a priority for Dr. White. She said that at the beginning of the year she talks to all the seniors. She added that she thinks it is important to keep in touch with the kids. You can get so removed from them.

To keep in touch with the teachers, Dr. White had a representative counsel she meets with every month. This was the official way she keeps in touch with them. She also tries to get out and get in classrooms when she can. She said she does not always do a very good job at that. The teachers now have e-mail and can e-mail the superintendent when they want to inform her of something. She said she always answer them. "I always check my e-mail and those get answered," she said.

Dr. White said their district does a lot of committee work with the parents too. Generally, that is the main contact with them. She always meets with any parent who comes into the district office. She said, " I never put them off. If they walk in the door I see them. They are top priority, the parents and students."

Public and Community Relations. She said she had a lot of personal contact because she's so active in the community. Dr. White said that she was the president of the Rotary Club this year and it almost killed her. She said she was their first female member and obviously the first female president. She said she was also active in her church, on the local Arts Counsel, and the Chamber of Commerce.

Both of the board members interviewed consider Dr. White's interactions in the community as one of the most important things that she does. They value her as an intricate part of their community. They think that her success in the district was enhanced by the fact that she was a "home town" girl and was a real part of the community. She garners the support of the parents, teachers, and other administrators by always being available there, working on committees and supporting the individual schools.

Cross-Site Comparison

When comparing the three data collection sites of this case study, there were some interesting similarities and differences. The districts were of similar size, socio-economic levels of the schools, and enrollment. Table I shows a cross-site comparison of the three school districts.

The administrators were different, however. Table II compares the three superintendents in the areas of access, administrative tasks and responsibilities, and community and public relations.

Table I

Statistical Data of Research Sites Comparison

	SITE ONE	SITE TWO	SITE THREE
CITY POPULATION	10,518	10,318	16,370
DISTRICT STUDENT ENROLLMENT	3,400	3,500	2,799
PERCENT POVERTY OF SCHOOLS	52%	66%	50%
ENROLLMENT BY ETHNICITY:			
HISPANIC	2.34%	6%	2%
AFRICAN-AMERICAN	12.89%	57%	12%
AMERICAN INDIAN	3.32%	57%	12%
CAUCASIAN	81.35%	33%	75%
OTHER	1%	2%	2%
NUMBER OF SCHOOLS	7	7	10
HIGH SCHOOLS	1	1	1
MIDDLE SCHOOLS	1	1	1
ELEMENTARY SCHOOLS	4	4	6
EARLY CHILDHOOD CENTERS	0	0	1
ALTERNATIVE SCHOOLS	1	1	1

Table II

Comparison of Access, Administrative Tasks & Responsibilities, and Community Relations.

	SITE ONE	SITE TWO	SITE THREE
ACCESS TO SUPERINTENDENCY			
COACH	YES	YES	NO
ADMINISTRATIVE EXPERIENCE PRIOR TO SUPERINTENDENCY	PRINCIPAL, ASS'T SUP'T	PRINCIPAL, ASS'T SUP'T	CURRICULUM COORDINATOR, ASS'T SUP'T
MENTORSHIP OR SPONSORSHIP	YES	YES	NO
URGED TO BECOME AN ADMINISTRATOR	YES	YES	NO
ADMINISTRATIVE TASKS & RESPONSIBILITIES	SIMILAR	SIMILAR	SIMILAR
Job Description Legally State Constitution	YES	YES	YES
Formal Job Description	NO	YES	NO
WORKING RELATIONS	SIMILAR	SIMILAR	SIMILAR
Keeps the Board Informed	YES	YES	YES
Regular administrative meetings	YES	YES	YES
Community Relations	IMPORTANT BUT NOT A JOINER	IMPORTANT	PRESIDENT OF ROTARY, ACTIVE IN COMMUNITY

In the area of access to the superintendency differences emerged. The two male superintendents advanced into administration with the assistance of friends or family, who were superintendents in other school districts. They felt that they were thrust into administration often without any effort on their part. However, the female superintendent received no urging, sponsorship, or mentoring. The male superintendents also went through line advancement from secondary schools, while the female superintendent was never a principal and held central staff positions instead.

In discussing administrative tasks and responsibilities each of the three superintendents responded with similar descriptions of their superintendent's job. The description of the content of the superintendency was described as legally defined by state laws regarding the governance of state schools. They agree that the position was charged with managing and controlling the education of the community children.

All of the superintendents discussed the superintendent's role as administrator in terms of the working relations. Four areas of interaction emerged and were explored, school board relations, dealing with administrators, trust and visibility, and community and public relations. The superintendents expressed the time consuming, but import aspects of keeping the board informed at all times. They discussed the importance of having a strong administrative team that was informed a carried out the goals of the school district. Being visible in the building sites and developing a relationship with the people within the school sites was seen by each

superintendent as something that they had to make sure they made room for in the daily, weekly, and monthly schedules. Finally, each expressed the importance of being available to civic groups and organizations and building a relationship within the community. Each superintendent had their own particular way of carrying out the responsibilities of their positions. However, each had a similar framework for explaining their jobs.

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of the data collected began on the first day of the research

project and continued throughout the study. It was a continuous and ongoing

process accomplished by using log journals, field notes, transcriptions of

interviews, school board agendas, and other important documents. In this

chapter, data were compared to the content, structure and methodology of the

five phases of Feminist Phase Theory (Tetreault, 1985).

The five Feminist Phase Theories are operationally defined in this

section. The evidence of levels of awareness in thinking and development at

each site are then presented in the five phases.

Phase One

Phase One is referred to as womanless. In this phase, male centered

(Tetreault, 1985), the nonwhite males and women are unworthy of any serious

consideration, and not worthy of inclusion in the version of reality. It is a

phase of the invisible women. The standard of "excellence" is that of the male.

The content of administrative tasks would be described as the roles written by

and for male administrators. In this phase, men would hold all leadership

positions. The prevailing assumption would be that only a male is capable of

carrying out the work of administration. There would be no recognition that

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these roles would or even could be performed by female administrators. The absence of women in the structure of school administration is not even noted.

Phase Two

Phase Two looks for the exceptional women, the anomalies. At Phase Two, there is an awareness that women are missing in administration. However, in the content of administration, male roles and perspectives are still the norm. Women who might be considered appropriate for administration are those who fit within the framework of male images. Women administrators do not view themselves as different than men in the ways they perform tasks, fulfill roles as administrators, and in their relationships in the workplace. Women, in general, are not seen as part of the picture of administration.

Phase Three

This phase is referred to as bifocal. In this phase there has been a move away from the idea that women are deficient and there is an emphasis on the differences that exist between women and men (Tetreault, 1985). Women are seen in the administrative structure of schools primarily in the areas of curriculum coordinator positions and as elementary principals.

In this phase women in administration are no longer viewed as filling a role developed by a male perspective. Men and women administrators are both valued for the distinct contributions they provide and attributes they are thought to possess. The content of administrative job descriptions in Phase Three might be stereotypic. The structure of organizational charts and

administrative positions may still reflect gender preferences. Certain positions, such as, secondary principal, are still viewed as male positions, while women are most often seen in curriculum coordinator positions or elementary principals.

Phase Four

In the fourth phase of FPT, women's performance in educational administration positions is seen as the exemplar. Women are seen to possess particular skills developed through the nature of the female experience such as, child rearing, household management and gender related behaviors and interactions. The content, structure, and methodology of administrative job descriptions is gender specific but now is directed towards women.

Phase Five

In phase five, the multifocal or relational, men and women are seen, as both possessing the skills needed to fulfill administrative positions without hesitation. Rather than continue to focus on the dualistic traits, which exist between males and females, there is instead a focus on the holistic view of the human experience. It further moves to examine other variables, such as, economics and class structure, race or ethnicity, and even sexual patterns. There is no reference to gender as an issue of importance.

Because movement through Feminist Phase Theory does not occur in a linear fashion, each phase was examined for evidence of thinking representative of that particular phase. They are reported in their phase arrays.

The boundaries of feminist phase theory are not linear. Data or scholarship can represent more than one phase. Twombly (1991) explains that the phases are "fluid and ... one piece of scholarship might well represent thinking of more than one stage" (p.11).

Site One

At School District One the data gathered regarding the content, structure, and methodology of the superintendency were categorized and analyzed using FPT. The evidence of levels of awareness in thinking and development are presented by each of the phases.

Phase One

Androcentric thinking, which was typical of phase one, was seen in a remark by a board member in Site One. The statement reveals a male perspective of the job of superintendent. The board member talks about the job of the superintendent this way:

> If it was a man with small children he could not handle the job. It has to be someone who has gone through the ranks, their kids are out of school and he has time to be away from home every evening – every evening. I go some places with him off and on, to games or plays or different things. He was at every one of them and I only went to one or two. His wife will tag along every once in awhile. It's very time consuming and stressful. Thirty people pulling at him in thirty directions.

In this discussion no reference to the superintendent other than from the male perspective occurred. The board member was discussing

the current superintendent with this remark. He was also referring to characteristics that would be necessary for a superintendent to be able to perform the demands of the position.

Phase Two

At site one, behavior or thinking at phase two were evidenced in Mr. Brown's discussion of his assistant superintendents. One of the assistants was a female and the other assistant a male. Mr. Brown described the female assistant in terms of the importance of the jobs that she was performing. Mr. Brown was impressed with her ability and alluded to her "exceptional" status in performing her job. He stated:

> I combined the Special Services with Federal Projects and made her
> responsible for these areas. She had been with the district for many years
> and had been the Special Education Director. After a short time I elevated
> her to the position of Assistant Superintendent because she was
> performing assistant superintendent duties and deserved the job
> distinction.

Mr. Brown was impressed with the "exceptional" manner in which this female staff member was performing the jobs she was given. She was meeting the criteria that were in place. Thus, she deserved the distinction.

In contrast, the description of the male assistant superintendent merely discussed the fact that he needed someone he could trust and rely on and who knew the "nuts and bolts" of the superintendency. This individual did not have to earn the distinction of "exceptional" assistant superintendent.

Further evidence of phase two thinking was evidence in the gender of the principals of the schools within the district. The High School, Middle School, and Alternative Schools all had male administrators. Secondary school administrative positions are typically seen as a male stronghold and have served as a "gate" to advancement in school administration (Mertz & McNeeley, 1994). The four elementary schools all had female Principals. Women administrators are more apt to be in positions of elementary school principal or assistant principals. Not only were these women all elementary principals, they were also referred to as the "four blondes". They were the "exceptions" in the groups of administrators. Referring to them as the "four blondes" inferred that they were not the same as the other administrators.

Phase Three

In Phase Three, men and women administrators are both valued for the distinct contributions they provide and the attributes they are thought to possess. At Site Two, the selections of all male secondary principals was seen as an example of Phase Two and Three thinking. The all-male secondary administration indicates that these positions are viewed as male positions. Women principals at site one were only found in elementary principal positions. The elementary principal was still viewed as a more nurturing position and was a stereotypical female position (Mertz & McNeeley, 1994).

Phase Four

"Feminist" is Tetreault's phase four. In this phase, the life experiences of women are the exemplar. I found no evidence to support this phase at Site One.

Phase Five

Phase five is multifocal. In this phase, gender is no longer an issue. Men and women are valued for the skills they possess and anyone can hold any position without consideration of gender. I found no evidence to support this phase.

Site Two

At School District Two the data gathered regarding the content, structure, and methodology of the superintendency was categorized and analyzed using FPT. The evidence of levels of awareness in thinking and development are presented by each of the FPT phases.

Phase One

The superintendent of Site Two was beginning the second year of his tenure as superintendent at the time of the interview. During the interview with the board president, he discussed the selection process that took place when Mr. Smith was hired. A remark regarding the experiences needed to become a superintendent was indicative of Phase One thinking. The board member remarked about a superintendent's experience, "we even want this guy to have been an elementary teacher, and a secondary teacher, and worked themselves up to a principal." This remark indicates that the image of an

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administrator is that of a "guy" or male administrator and is evidence of an

androcentric bias in the selection process.

Another board member from Site Two conveyed the same pattern of

response. She stated that the superintendent was the "top man in charge".

This statement holds the male likeness as a descriptor for administration.

The female board member described an interaction she was involved in

with another board member at Site Two. She described this board member as

sexist in his opinions of women. She said that when she first came on the

board he approached her with a conversation that characterized this way of

thinking about women in the teaching profession. She described the

interaction she had with him when he was sitting next to her at a board

meeting after spending a day visiting at schools. She states, "He knew I had

been a teacher," but he said "Boy what a day! Those damn female teachers."

This remark was indicative of androcentric thinking that occupational

roles are extension of gender and family roles. It suggested that women are

more appropriate for nurturing roles of teaching and the management was for

the male culture. In phase one, males are the norm for school leadership and

teachers are perceived to be women because of the helping nature of that

position (Ortiz & Marshall, 1988; Pigford & Tonnsen 1993; Marshall, 1985;

Sachs, Chrisler, & Devlin, 1992).

Phase Two

The female board member gave further remarks that lend themselves to Phase Two thinking. She described requisite attributes for a superintendent during their hiring process. She said

When I first saw his application and saw that he had been a coach for several years and had served as chief negotiator for the OEA local group several years I knew that was what we needed here with the teachers' demands and everything. We wanted someone who was able to dismiss teachers and staff who are not keeping pace with their job expectations. The district had several problems with the coaching staff. When we saw that Mr. Smith had been a coach, we felt that he would be able to fix our coaching problems.

This comment defines school leadership in masculine terms. The statement inferred that they needed a male leader capable of handling "coaching problems" and tough problems like the dismissal of teachers.

The board president also used masculine references. He described what a superintendent should do in football terms. He stated:

The superintendent needs to get a team together. He's got to make sure that everyone on the team is a team player. I think this superintendent has done a good job with his team. If a person drops the ball and gets a fumble, the whole team will suffer. Mr. Smith had said to me at times that we've got a good team effort here.

The use of the term "team" lends itself to masculine leadership thinking (McIntosh, 1983; Schmuck, 1987; Schuster & Van Dyne, 1984; Tetreault, 1985; Twombly, 1991).

Another example from Site Two an example of a type of thinking that may be indicative of the fluid nature of the Phase Theory. The value placed on the Assistant Superintendent, as an "exceptional" administrator indicative of Phase Two. However, the thinking of the respondents showed evidence of Phase Three thinking also.

Phase Three

A board member and the superintendent described the assistant superintendent at site two in terms that are characteristic of phase three. The board member said:

> Our assistant superintendent was the interim superintendent. We think she is wonderful. She had been here a long time. She started out as a principal. We begged her to take the superintendent position. She said she just could not do it. She had her family to consider. But she is a wonderful asset. She was a principal in an urban school district before she came here. She was also on the school board at that district for a year or so. Her husband is an attorney in school law. I think he just does consulting now. She had a built in source of information there. She is just wonderful.

The superintendent also praised this woman. He stated:

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I think anyone in the leadership role, albeit the site principal or any other administrative position needs to be able to rely on or count on their closest assistant. I rely on a lot of people in this district. It seems ironic, though, how much the assistant superintendent and I have in common. She had been in an urban area school district earlier in her career. Now she is here. We have a lot of commonality when we discuss subjects and matters. She had a lot of information and familiarity about this district. She had a few pieces of history that I do not have. I'm not big in history, but it helps me understand some things a little better about this district. With the assistant superintendent we have a unique relationship. She had been very helpful.

This assistant superintendent had the support of all the board members when she served as interim superintendent of this district. She was thought of as an "exceptional" administrator. However, she had conflicting responsibilities with her career and family (McIntosh, 1983; Schmuck, 1987; Schuster & Van Dyne, 1984; Tetreault, 1985; Twombly, 1991).

Phase Three thinking was evidenced in the gender of the principals of the schools within the district. The high school, middle school, and alternative schools all had male administrators. The secondary school administrative positions are seen as a male stronghold (Mertz & McNeeley, 1994). At the administrators' meeting that was observed during the site visitation, there were only four female administrators present. The females present were staff

level administrators primarily in support capacities such as, child nutrition and Indian education and Special Education.

During the administrators meeting, it was observed that the Director of Special Education, a female, was the person who always made the coffee. Typical of phase three behavior, women were present in administrative staff positions. However, men held the positions of secondary principals.

Mr. Smith, the superintendent, offered an additional example of phase three thinking:

Some of the best administrators I've ever worked with have been female. There needs to be more women in administration. I just happen to be married to a female administrator. So I do not struggle with it at all.

While Mr. Smith seems supportive of female administrators, he admits there are not equal opportunities for women to enter into administrative positions.

Phase Four

In this phase the life experiences of women are found exemplary. I found no evidence to support this phase at Site Two.

Phase Five

In this phase, gender is no longer an issue. Men and women are valued for the skills they possess and anyone can hold any position without consideration of gender. I found no evidence to support this phase at Site Two.

At School District Three the data gathered regarding the content, structure, and methodology of the superintendency was categorized and analyzed using FPT. The evidence of levels of awareness in development are presented by each of the phases.

Phase One

Dr. White, the female superintendent at site three, described a conversation she had with one of the board members of the district when she was first hired as superintendent. She said that she does think that gender was an issue when she was selected as superintendent. She said she had one no vote and several months later, this gentlemen told her, "I have to tell you I could not vote for you because you're a women. I'm sorry but it is my religion and I did not think a women should be in that position over men." She said to him, "I appreciate your telling me that because I wondered why you did not vote for me." She said she did not resent that. He went off the board immediately though.

Dr. White also added that she was told by a women on the board who later became a good friend of hers, that there were some on the board who had concerns about her ability to be able to manage the male principals. She said she remembers them asking her that question. Her reply to them was, "Oh, I do not think that will be a problem."

The attitude of the board members in regard to Dr. White's selection indicates a typical example of phase one thought. Additionally, the remark

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regarding the concern by members of the board that she could manage the male principals shows a belief that leadership is a male domain. The remarks refer directly to gendered thinking and an androcentric bias (McIntosh, 1983; Schmuck, 1987; Schuster & Van Dyne, 1984; Tetreault, 1985; Twombly, 1991).

Phase Two

Dr. White gave an example of her career access that is typical of phase two behavior. Dr. White remarked:

I was not encouraged or urged to apply. I'll tell you why I did it. The superintendent retired while I was an assistant. They did a search. It was a nation wide search. They hired a superintendent and we had a very rough two years. I think it was the feeling that I just could not go through that again. I thought I could do this as well as he did.

She gave an additional example:

I did not have a mentor. It would have been nice to have one. I really never had anyone. The superintendent, who hired me and got me into administration, I'll always feel grateful to. But I cannot say he mentored me. He gave me an opportunity. He hired me.

She indicates that she had never been a principal and did not come up through the ranks of school administration. She sometimes wishes she had been a principal, because it would give her a better understanding of their perspective of things. However, she added, you cannot be everything and she does have a very good understanding of the role of a teacher.

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Tyack and Hasot (1982) profile the typical school superintendent as an upwardly mobile, white, Protestant, married man, from a mostly rural origin. The traditional structure of the education system is that all administrators begin their careers as teachers. The majority of teachers in public schools are women. It is a role that women fit into comfortably and is also a role that is approved by society as safe and comfortable. In education, men are often encouraged to move into management and leadership positions. However, women seeking leadership or management roles in education represent a deviation of a typical "women's role" (Marshall, 1985).

Career contingencies disadvantage women. Many female administrators report they did not aspire to administration through long range planning. It is also noted that women lacked female role models before becoming administrators (Swiderski, 1988). The career path chosen by most women tends to hamper their efforts towards an upper level of administration like the superintendency. Women usually hold staff positions in the central office rather than line level positions in schools (Hoy & Miskel, 1991).

At Phase Two, there is an awareness that women are missing in administration. However, in the content of administration, male roles and perspectives are still the norm. Women who might be considered appropriate for administration are those who fit within the framework of male images. Women administrators do not view themselves as different than men in the ways they perform tasks, fulfill roles as administrators, and in their

relationships in the workplace. Women, in general, are not seen as part of the picture of administration.

> Dr. White presented another example of Phase Two thinking. She said:
> Gender does not come into her selection of staff. I like to think it does not because we have female principals and assistants. My assistant superintendent is the most unbiased; he does not have a biased bone in his body. The principals are still a little bit "old school". The selection of the principal of the alternative school was the only time we ever questioned, "do we need a male there?" But we did not even have a female apply. At the alternative school, there are those kids that might need a strong authority figure. If it was the right women, I think she could do it. That's the only time I remember it being discussed.
> This masculine view of leadership typical of phase two.

Phase Three.

Tetreault (1985) presents phase three as bifocal. There are some salient factors to consider in the thinking at this phase. First, there had been a move away from the idea that women are deficient and there is an emphasis on the differences that exist between women and men. Women are thought of as a group that is equal to and complementary to men. Men and women are conceived as having different spheres and different notions of what is of value in life and the human condition. This is accompanied by a unique development of personality and values. The focus is on notable women who fought to overcome the oppression, particularly within the structure of women's organizations and networks. It is noted that when there is too much

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emphasis on oppression, we are in essence, perpetuating patriarchy by presenting women as passively responding to the pressures of a sexist society.

The emergence of insights into aspects of the superintendency occurred when Dr. White, the female superintendent at site three, was asked if there were anything that she would like to add to our discussion of the superintendency. Her response was:

> I think I need to make a remark about being a women superintendent. Although I do not really, in a way, like to talk about that. But it is a reality. It is very hard for us to get hired and it is very difficult to function in the superintendency, because number one, their family and the kinds of ties women have to their family. The responsibility they feel, for not only children, is an ongoing thing. I used to think that when your children left college it was over. But it's not. I find, particularly with my daughter, that she probably takes a lot of my thoughts and time, because she has a problem in her life. I'm more involved in that. I think women are more involved in their children. A man can kind of put that aside. They go on with their business. They can compartmentalize. So, I think the superintendency is very difficult for women. Not just the fact that you are generally tied to a place more than a man is and you do not have that man at home supporting you like a man superintendent who may have a women at home who is totally dedicating her life to making his life easy. I see that all the time with my colleagues. They have the a little woman who follows them around and takes care of them. While I have a very

supportive husband, I guarantee you he does not take care of me. It does take a family that will allow you to do what you have to do. When you have children at home it is extremely difficult. My youngest has been at home until last year. So you're juggling that all the time. I think it's hard for a woman to be a superintendent. To maintain the focus and the energy that is required to do the job. But it is possible. And it's not because of the way your treated by other superintendents. Generally, other superintendents, the men, are very easy to work with and open. I do not feel discriminated against in any way. It is just psychologically the way we are as women, and I do not want it to be any other way.

She added:

The superintendency is a difficult job for we women. We women do not like to be criticized. We like to make everybody happy. That's kind of in our nature. In this job, you are going to make enemies all the time because you make difficult decisions. So, you do make enemies.

Additional behaviors characterized as phase three include Dr. White's description of her community involvement. She said she had a lot of personal contact because she's so active in the community. Dr. White said that she was the president of the Rotary Club this year and that it almost killed her. She said she was their first female member and obviously the first female presidents. She said she is also active in her church, on the local Arts Counsel, and the Chamber of Commerce.

Both board members interviewed considered Dr. White's interactions in the community as one of the most important things she did. They valued her as an intricate part of their community. They think her success in the district was enhanced by the fact she a "home town" girl and a real part of the community. She garners the support of the parents, teachers, and other administrators by always being available, working on committees, and supporting the individual schools.

Phase Four

In this phase the life experiences of women are found exemplary. I found no evidence to support this phase at Site Three.

Phase Five

In this phase the life experiences of women are found exemplary. I found no evidence to support this phase at Site Three.

By Site, FPT Summary

Feminist Phase Theory was utilized to analyze the data from the three school districts. Evidence emerged in all of the districts for Phase one, two, and three. No evidence of phases four or five emerged in the analysis of the data. Table III gives a summary of responses by board members, superintendents, observations, and other comments.

Table III

FEMINIST PHASE THEORY CATEGORIZATION BY SITE

	RESPONDENT	PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	NOT AN ISSUE
SITE ONE	SUP'T		X				
	BOARD	X					
	BOARD	X					
SITE TWO	SUP'T			X			
	BOARD	X	X				
	BOARD	X	X	X			
SITE THREE	SUP'T		X	X			
	BOARD						X
	BOARD						X

Content, Structure, and Methodology

The content, structure, and methodology were also examined in this section through the lens of Feminist Phase Theory. The analysis was divided into categories of responses and observations in regard to content, structure, and methodology of each of the phases.

Phase One content was operationally defined as the administrative tasks being described and written by and for the male. The structure in Phase One was a complete absence of women in school administration. The methodology and beliefs expounded would be male and the continuity and continuation of the existing standards.

Phase Two content still represented the male perspective. However, there was an awareness of the missing women. The women who might be considered for administrative positions would be those who fit within the framework of male images. In this phase, although the addition of women was noted, the relationship between the women and the content, structure, and methodology remained the same as Phase One.

In Phase Three, the content of administrative job descriptions might be stereotypic. Men would be in positions, such as, the coaching staff, secondary principals, and the superintendency. Women would be present in teaching positions, elementary principals, and curriculum coordination. The structure on organizational charts and administrative positions would reflect gender preferences. There would be two sets of content, structure, and methodologies, each reflecting the specific gender perspective.

In the Fourth Phase the focus was on females. The content of administrative job descriptions is gender specific. Only women are seen as having the exceptional skills needed to improve educational ethos and practices. The structure, methodology, and beliefs expounded would be female and the standards would be based on the female perspective.

In the fifth phase the content includes both male and female possessing the skills needed for all administrative positions without hesitation. There is now a more holistic view of the human experience and potential. The structure of the organizational chart are not gender specific. Women and men would be evidenced in all areas of administration. The methodology and beliefs were not gender specific.

Content. In the two districts that had male superintendents, the board members described aspects of the superintendents' tasks and job responsibilities in terms of the male perspective. This thinking is an example of Phase One awareness. In site one, two, and three the content of the superintendency is presented in a Phase One, androcentric and male centered perspective.

Structure. Structure was defined as the relationship of content to the organization. It describes the rules, roles and relationships, both written and unwritten, within the organization. The structure of all three districts' administration was similar. The structure or the organization remains hierarchical. The absence of women in the structure remains unchanged. Women are seen primarily in roles which are seen nurturing, such as

elementary principals, child nutrition, and curricular coordination. The actual administrative structure still reflects a male bias. This reflects Phase Two levels of awareness.

Methodology. The methodology is the beliefs and assumptions about how schools work and the role of theory in the practice of educational administration. Phase Two thinking in terms of methodology came into play with the inclusion of the "exceptional" women. These are women who have "earned" the right to be included in the organization. Even in the site three, where a women is superintendent, there are fewer women represented in administrative positions. That district has ten schools and only two elementary schools have female administrators.

The content, structure, and methodology are summarized by phases at each site. Table IV Represents remarks made by all respondents and observations at each site.

Table IV

Content, Structure, and Methodology Evaluated with Feminist Phase Theory

	RESPONDENT	PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	NOT AN ISSUE
SITE ONE	CONTENT	X					
	STRUCTURE		X				
	METHODOLOGY		X				
SITE TWO	CONTENT	X					
	STRUCTURE		X				
	METHODOLOGY		X				
SITE THREE	CONTENT	X					
	STRUCTURE		X				
	METHODOLOGY		X				

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS,

IMPLICATIONS, AND COMMENTARY

This chapter includes a summary of the study, conclusions,

recommendations, implications, and a commentary extracted from the case

study interviews. Commentary derived from the analysis of the data from this

study and recommendations for future research are included.

Summary

The purpose of this case study was to examine thinking patterns and

the evolution in thinking regarding administrative leadership within the

superintendency of three public school districts through Tetreault's (1985)

Feminist Phase Theory classification schema. To achieve this purpose, three

activities were completed:

1. examination of the content, structure and methodology of

   administrative positions within three school districts' organizations;

2. description of the resulting developmental perspectives which

   emerged;

3. assessment of the usefulness of FPT for exploring administrative

   perspectives.

4. These purposes were accomplished by:

5. Data collection from documents and superintendents and school board members, documents and observations of three rural school districts;

6. Data presented in (1) demographics, (2) career access, (3) administrative tasks and responsibilities, and (4) working relations, and;

7. Data analysis in terms of content, structure, and methodology in terms of Feminist Phase Theory.

Data Sources and Collection

Information was needed from school board member(s) and superintendents. Several forms of data collection were used to insure triangulation of data sources and trustworthiness of the study. Site visitations occurred over a two-day span. The interviews were semistructured and guided by basic questions of issues to be explored; yet they were open-ended in nature. Questions were asked to gain information regarding the content, structure, and methodology of administration. Observations were made to focus on gender balance of the organization and interactions within the organizational structure. Observation in daily activities and interviewing occurred on both days. Interviews occurred in the superintendent's office and in other offices within the central office site. Additionally, documents and artifacts were gathered in order to provide other sources of evidence useful in providing information.

Each respondent at the beginning of the interview provided demographic information. The information included gender, years of experience, degrees held, administrative positions.

Data Presentation

Four categories of data emerged. In the area of access to the superintendency, the two male superintendents advanced into administration with the assistance of friends or family, who were superintendents in other school districts. They felt that they were thrust into administration often without any effort on their part. However, the female superintendent received no urging, sponsorship, or mentoring. The male superintendents also went through line advancement from secondary schools, while the female superintendent was never a principal and held central staff positions instead.

The administrative tasks and responsibilities of each of superintendency were described by the superintendents and the school board members. The content of the superintendency represented a male bias. The content of the superintendency was the same in all three sites.

The superintendents discussed the structure of the superintendent's role as administrator in terms of the working relations. Four areas of interaction emerged and were explored; school board relations, dealing with administrators, trust and visibility, and community and public relations. The superintendents expressed the time consuming, but import aspects of keeping the board informed at all times. They discussed the importance of having a strong administrative team that was informed and carried out the goals of the

school district. Being visible in the building sites and developing a relationship with the people within the school sites was seen by each superintendent as something that they had to make sure they made room for in the daily, weekly, and monthly schedules. Finally, each expressed the importance of being available to civic groups and organizations and building a relationship within the community.

The methodology is the beliefs and assumptions about how schools work and the role of theory in the practice of educational administration. Phase Two thinking in terms of methodology came into play with the inclusion of the "exceptional" women. These are women who have "earned" the right to be included in the organization. Even in the site three, where a women is superintendent, there are fewer women represented in administrative positions. That district has ten schools and only two elementary schools have female administrators.

Analysis

The data gathered from the respondent interviews, observations, and documents was sorted and categorized in terms of the content, structure, and methodology. The content, structure, and methodology of the superintendency analysis produced similarities in the two school districts with male superintendents. The commonalties occurred despite the fact that a woman held the top position in one of the districts.

Content. Content was defined as the task or jobs, which an administrator performs as described in a job description. This could

include the nuts and bolts of administration, such as development of budgets, planning, coordination, evaluation of staff, and discipline. In the two districts that had male superintendents, the board members described aspects of the superintendents' tasks and job responsibilities in terms of the male perspective. This thinking is an example of Phase One awareness. No such response occurred in the district with a female superintendent. However, the superintendent reported that a board member, who was no longer on the board, did not believe a female should hold the position of school superintendent. Other board members in this district were reported to have had doubts regarding her ability to deal with male principals. The remark by the board member was Phase One level of awareness. The level of awareness in development of thinking is at Phase One in all three school districts.

Structure. Structure was defined as the relationship of content to the organization. It describes the rules, roles and relationships, both written and unwritten, within the organization. The structure of all three districts' administration was similar. Administrative positions in all three districts were stereotypical. Females primarily held position considered nurturing in nature, such as, central staff curricular positions or elementary principals. All three districts had evidence of Phase Two levels of awareness in regard to the structure of administration.

Methodology. The methodology is the beliefs and assumptions about how schools work and the role of theory in the practice of educational

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administration. Phase three thinking in terms of methodology came into play

with the inclusion of "exceptional" women in some administrative positions,

such as, central office administrative staff, and assistant principals.

<u>Findings</u>

These findings emerged while examining the data gathered

1. All three school districts had evidence of levels of awareness

   indicative of Phase One of FPT in the content of the superintendency,

2. All three school districts had evidence of levels of awareness

   indicative of Phase Two in the structure of the superintendency.

3. The addition of the "exceptional" women indicated levels of

   awareness at Phase Two in the methodology of the superintendency

   at all three school districts.

4. Feminist Phase Theory is a useful tool for exploring the levels of

   thinking development in school district administration.

<div align="center"><u>Conclusions</u></div>

The findings of the qualitative study allow some interesting insights.

My study focused on exploring the development of levels of gender awareness

in three school districts. Four conclusions are evidenced by this study

First, gender is still an issue for administrators seeking to access the

position of superintendent. The two male superintendents were both thrust

into a path towards the superintendency. They were both coaches subject to

attention and power. Because of their positions of power, no barriers existed

for them. Both were sponsored by influential friends or family already in

<div align="center">131</div>

superintendent positions. Their ascendancy into top leadership positions advanced efficiently and smoothly.

The female superintendent told a story juxtaposed with self-actualization and subjection (Chase, 1995). She was neither sponsored nor encouraged in her move into administration. She provided her own motivation and determination. She faced obstacles in gaining access into the superintendency. Even though, this female superintendent felt it was necessary to discuss gender as a factor of the superintendency, she did not dwell on this as an issue and in no way let it effect her efficacy in achieving success in her position. Additionally when women enter the realm of administration, they must deal with balancing domestic and professional goals. Gerda Lerner contends that:

> Our talents must no longer be predetermined as being suitable for one kind of activity rather than for another, solely because of our sex. For women, education has traditionally meant learning to enter a world of intellectual constructs made by men, expressed in symbols controlled by men, and arranged in systems and frameworks of the creation of which women were marginal." (p. 49)

Second, this research documents the moves into positions of power of three successful superintendents. The data contrasted the experiences of the two males and one female superintendent's advancement into a field, which continues to be dominated by white men. The narrative described the complexity of female administrator's experiences and highlighted the

capabilities and encumbrances. The experiences are different for men and women in getting the job and performing the job. The male superintendents described a move into administrations with no barriers. They received encouragement and mentoring into the superintendency by friends and/or family members. Gender was never mentioned by the male superintendents in regard to the performance of their jobs. The female superintendent told a much different story. She received no encouragement to enter into administration. The female superintendent stated that the superintendency is a difficult job for a women because of gender issues.

The third conclusion addresses the efficacy of Feminist Phase Theory. Feminist Phase Theory was a useful tool for exploring the development of gender awareness. It provided a tool for evaluating development of thought and awareness of gender in the three school districts regarding the content, structure, and methodology of the superintendency.

Fourth, inequalities at the administrative level of educational administration and in other spheres of leadership positions exist. It is important for us as a society to move towards the goal of equal access to opportunities. The use of a classification schema, such as, Feminist Phase Theory (Tetreault, 1985) might be useful for documenting women's advancement in these other spheres of leadership.

Implications and Recommendations

This research provides an opportunity to evaluate the usefulness of Feminist Phase Theory (Tetreault, 1985; Schuster & Van Dyne, 1984) in the

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examination of the thinking, behaviors, and practices of public school administrators. The study explored the development of gender awareness in the content, structure, and methodology of the superintendency. The study further impacts existing theories of educational administration. The experiences of each individual within an organization are unique. These individual experiences are what makes an organization what it is (Gronn, 1985). This study documents the struggle of female administrators in their right of entry to top-level school district positions and maintaining the balances needed to obtain their professional goals.

Research. A qualitative study allows the research to document the experiences and narratives within the culture being studied. It allows the researcher and reader to reach for a self-understanding. This research project added to the knowledge base of gender research by documenting the stories of three rural superintendents. It examines the access of these individual into the realm of administration and documents the content, structure and, methodology of that position.

This research project is limited in nature. The interviews were limited to the superintendents and selected board members within the three school districts. The study did not take into account the other administrators, teachers, parents, or community within the school districts. Further research into the gendered nature of educational administrative positions at the top-level would benefit from a wider selection of respondents. Additionally,

future research into institutions other than education would provide useful comparisons.

Theory. Feminist Phase Theory has expanded our knowledge of the inclusion of women's traditions, history, and experiences in selected disciplines. The classification schema has been helpful in reviewing the literature in anthropology, history, literature and, psychology (Tetreault, 1985). This study has added to our knowledge base of the usefulness of Feminist Phase Theory by showing that educational administration is not a profession where men and women are equal citizens (Lerner, 1979).

Practice. The data from the respondents of this case study document that gender continues to be an issue in educational administration. Women still struggle to obtain access to top-level leadership positions in school districts. Educational administration must be made more available to competent and capable women. Women must continue to challenge views that certain administrative roles are defined by gender. We must move towards a multi focal educational administration where men and women are viewed, as each possessing the skills needed to fulfill administrative positions without hesitation.

Commentary

Recently there has been a great deal of discussion regarding the progress women have made in gaining equal status in society. When women in society achieve a position of power and importance it draws public scrutiny and attention. This public scrutiny and attention has caused considerable

speculation regarding whether women have truly "arrived" at that sought after goal of equality and shattered the glass ceiling.

It is encouraging to observe capable women, such as Dr. White, the superintendent at site three. However, when these women tell their stories and talk about professional lives, you gain a better understanding of the continuing struggle that still exists today. While many more women are achieving their professional goals and becoming administrators of school districts, large corporations, and organizations. It is not without costs. It remains clear that women, such as Dr. White, are subject to institutionalized male dominance.

When the three school superintendents were allowed to tell their stories and talk about their professional careers, male superintendents talked about being thrust into a path towards the superintendency. No barriers existed for them. Both were sponsored by influential friends or family already in superintendent positions. Their ascendancy into top leadership positions advanced efficiently and smoothly.

Gender is still an issue for women administrators seeking to access the position of superintendent. This study joins with other studies that emphasize a male-domination of the formal and informal hiring practices, decision making, and sponsorship.

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APPENDIXES

APPENDIX A

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 04-16-97   IRB#: ED-97-102

Proposal Title: PERSPECTIVES ON EDUCATIONAL ADMINISTRATION

Principal Investigator(s): Adrienne Hyle, Judy Carla Tanner

Reviewed and Processed as: Exempt

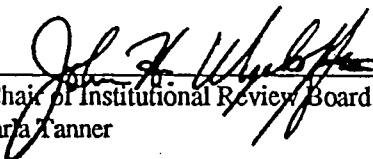Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING
THE APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR
PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE
SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature: Date: April 17, 1997
                Chair of Institutional Review Board
cc: Judy Carla Tanner

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APPRENDIX B

SUPERINTENTDENT'S QUESTIONS

Appendix B

INTERVIEW GUIDE FOR
SUPERINTENDENTS

1. How would you describe the job of superintendent of this school district?

2. Describe who you interact with in the performance of your administrative work?

3. Describe why you perform these tasks in this manner?

4. Is there anything that I haven't asked that you would like to add?

_____ Place participants code name here

_____ Interview Date and Time

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APPRENDIX C

BOARD MEMBER'S QUESTIONS

INTERVIEW GUIDE FOR
School Board Member

1. How would you describe the job of superintendent of this school district?

2. Describe who you think the superintendent needs to interact with in the performance of the administrative work?

3. Describe why you think the superintendent should perform these tasks in this manner?

4. Is there anything that I haven't asked that you would like to add?

_____ Place participants code name here

_____ Interview Date and Time

APPRENDIX D

CONSENT FORM

INFORMED CONSENT FORM FOR THE STUDY OF
PERSPECTIVES ON EDUCATIONAL ADMINISTRATION
(For Superintendents and Board Members)

General Information

You are asked to participate in a study to provide perspectives on Educational Administration. As a participant in this project you are to be interviewed and/or observed about your role as superintendent or school board member. I am a doctoral student at Oklahoma State University. This research is part of a study for my dissertation.

The interview and/or observation serves two purposed.

(1) Information collected in the interview and/or observation will be used by the student interviewer to prepare a scholarly paper (dissertation) about educational administration.
(2) Information collected by the doctoral student may be used in scholarly publications of the student and/or the project director (dissertation advisor).

The interview should last from one to two hours and will be recorded. The questions asked will be developed by the doctoral student. All subjects will be asked the same general questions and their interviews will be tape recorded. The doctoral student will type transcripts of the interview for analysis. The project director (dissertation advisor) may review these transcripts. All tapes and transcripts are treated as confidential materials. These tapes and transcripts will be kept under lock and key for a period of 5 years and then destroyed. Only the project director (dissertation advisor) and doctoral student will have access to these notes during this 5 year period.

The observation may include attendance at a board meeting and an additional observation of superintendent's work environment of no long than 1/2 a day. Notes will be taken by the doctoral student. The project director may also review these notes. All notes are treated as confidential materials. These notes will be kept under lock and key for a period of 5 years and then destroyed. Only the project director (dissertation advisor) and doctoral student will have access these notes during this 5 year period.

Doctoral students will assign pseudonyms for each person that they interview and/or observe. These pseudonyms will be used in all discussions and in all written materials dealing with interviews and observations.

Lastly, no interview or observation will be accepted or used by the doctoral student unless this consent form has been signed by all parties. The form will be filled and retained for at least two years by the project director (dissertation advisor).

Subject Understanding

I understand the participation in this interview and/or observation 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/dissertation advisor.

I understand that the interview and/or observation will be conducted according to commonly accepted research procedures and that information taken from the interview will be recorded in such a manner that subjects cannot be identified directly or through identifies linked to the subjects.

I understand the interview and/or observation will not cover topics that could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior or use of alcohol.

I may contact the project director (dissertation advisor), Professor Adrienne Hyle, Ph.D., Department of EAHED, College of Education, Oklahoma State University, Stillwater, Oklahoma;Telephone: (405) 744-7244 should I wish further information about the research. I also may contact Jennifer Moore, University Services, 001 Life Sciences East, Oklahoma State University, Stillwater, Oklahoma 74078; Telephone: (405) 744-5700.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy has been given to me.

DATE:_____TIME:_____(A.M./P.M.)

SIGNED:_____
                             (Signature of Subject)

I certify that I have personally explained all elements of this form to the subject before requesting the subject to sign it, and provided the subject with a copy of this form.

DATE:_____TIME:_____(A.M./P.M.)

SIGNED:_____
                             (signature of Student)

I agree to abide by the language and the intent of this consent form.

DATE:_____

SIGNED:_____
                    (Signature of Project Director/Dissertation Advisor)

VITA

Judy Carla Tanner

Candidate for the Degree of

Doctorate of Education

Thesis: A FEMINIST PHASE THEORY EXPLORATION OF THE DEVELOPMENT OF LEVELS OF GENDER AWARENESS IN THE SUPERINTENDENCY

Major Field: Educational Administration

Biographical:

Personal Data: Born in Santa Paula, California.

Education: Graduated from Will Rogers High School, Tulsa Oklahoma; Received Bachelor of Education degree from the University of Tulsa, Tulsa, Oklahoma, December 1981; completed the requirements for the Master of Special Education at Northeaster State University, Tahlequah, Oklahoma, May, 1984. Completed requirements for the Doctor of Education degree, with a major in Educational Administration, at Oklahoma State University in May 2000.

Experience: Taught High School at Central High School and Nathan Hale High School in Tulsa Public Schools; currently Coordinator of Special Education at Tulsa Public Schools.

Professional Memberships: Association for Supervision and Curriculum Development, Phi Delta Kappa, and the Counselor for Exceptional Children.