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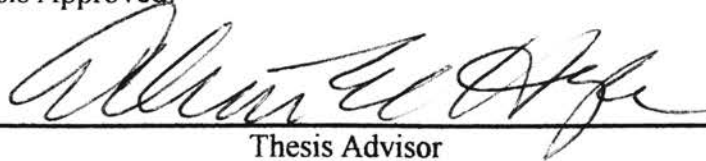
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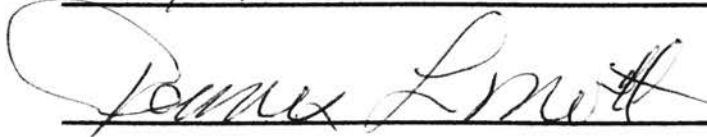
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I would like to dedicate this study to my Mother and Father. The memory of their love and devotion will always exemplify what I must strive to achieve to attain the standard they instilled in me. For my children, Brett and Megan, you are the loves of my life, and I dedicate not only this study, but my life to you. My final and most important dedication goes to God for blessing me with so much in this wonderful life. Now it's time for me to imagine the dreams of my children.

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CHAPTER 1

DESIGN OF THE STUDY

I think success is defined in terms of whether or not people get to do what they perceive as their work. There are so many persons who are females who have not been able to do their work.   Jo-Ann Evans Gardner   (Kundsin, 1973, p.5)

One of the most obvious limitations to understanding the nature and meaning of success for women lies in the overly narrow, and often gendered, definition of what constitutes success in relationship to their profession. In the traditional sense, social science defines work as the production of goods and services that are of value to others (Fox & Hesse-Biber, 1984; Grossman & Chester, 1990). With this in mind, the prevailing circumstances of history and social reasons dictate the importance of exploring women and their successes. Meaningful experiences could denote the notion of success as a vital component as defined by those persons involved in a work activity. Whether it be part of the labor force or related to unpaid work associated with home and family, women do work.

Traditional models of professions derived from men's occupational experiences have been the corollary for understanding women's experiences (Grossman & Chester, 1990). In school administration, the perception of the profession and the successes expected from both men and women are traditionally implicit. Margaret Hennig and Ann Jardim (1977) eloquently stated the following:

In most organizations, the system of relationships finds both its origins and present function in the male culture and in the male experience. Its forms, its rules of behavior, its style of communication and its mode or relationships grow directly out of the male developmental experience. (p. 13)

Clearly, one could describe the profession of educational administration as being male dominated (Shakeshaft, 1989). In the past decade, women in educational administration have moved into positions previously reserved for the opposite sex. The culture in which we have lived has often created expectations for both genders in many professions, including educational administration. However, these expectations often impacted academic studies and may have possibly determined the professional destiny of both males and females.

The knowledge created from women's experience can be accessible to both women and men, in the same way that knowledge created from men's experience became accessible to women once they had access to education. A process of communication between the masculinist and feminist strands can be described as relational knowing. Constructing knowledge out of experience is a new journey for understanding women as educational leaders (Regan & Brooks, 1995).

The notion of success from a professional perspective for a female may be understood by taking into account the scholarship of female history. According to Gerda Lerner (1981), the critical question is "how are we to think about women?" To paraphrase her thoughts from Teaching Women's History (1981), women have always been subordinate to men, often oppressed, but not quite like racial or ethnic groups. Women have been exploited, treated as if they were members of a minority, subsumed under the generic term "man" or "mankind," and yet, they were very diverse and creative in their interests

of class, race, and religion. Could it be that women have been fused into society under a false pretense of expectations that may not be seemingly adaptative to meet success in the workplace? What we know of the past experiences of women has come to us largely through the reflections of men; how we see and interpret what we know about women has been shaped for us through a value system defined by men (Tetreault, 1985).

Meaningful professional experiences and successes by women administrators have not been explored extensively, or shared with other female colleagues. Interestingly, the professional female administrator may be transforming both the traditional and contemporary vogue to attain a career by redesigning the roles of living, such as profession, family, sexuality, equality, and justice. Understanding this change may reveal a deeper understanding of the meaning women make of their own experiences (Grossman & Chester, 1990).

Statement of the Problem

Historically, a male perspective for praxis and theoretical research has been the primary lens describing educational administration (Chodrow, 1989; Shakeshaft, 1989; Tetreault, 1985; and others). And, given that educational organizations are typically "administered" by male principals and superintendents, male "experiences" and "roles" dominate conceptualized knowledge of success for the educational administrator.

At the same time, the demographics of schools nationally reflect a different reality, a reality in which females comprise over half of the teaching workforce and an increasingly greater percentage of principals and superintendents (Schmuck, 1993), the administrative workforce.

Feminist Phase Theory (FPT), as defined and presented by Tetreault (1985) and Schuster and Van Dyne (1985), would explain this inherent conflict as a lack of

development of disciplinary curricula (content, methods, and structures) in school administration inclusive of female experiences and roles. In other words, our conceptualized knowledge of success for educational administration is incomplete and reflective of predominately male perspectives.

Purpose of the Study

The purpose of this study was to examine the perceptions of success held by elementary public school administrators through the lens of Feminist Phase Theory. The intent was to describe the self-reflections of the professional educational experience and success within the lived experience. This study should illuminate the lived experiences of the female administrator as related to women and their successes for public school administration as well as define what is successful administration for both the female and male administrator.

Research Questions

With these thoughts in mind, the following questions guided this study:

1. What is "success" for educational administrators?

2. In what ways does "success" reflect the gender development of educational administration?

3. How useful is Feminist Phase Theory in examining "success" for educational administrators?

Theoretical Framework

Feminist Phase Theory (Schuster & Van Dyne, 1985; Tetreault, 1985) is an experience-derived evaluation model which served as the framework for this study. This theory was a classification scheme of evolution in thought about the incorporation of

women's traditions, history, and experiences into selected academic disciplines. The notion of the phase theory was to provide a conceptual outline of transformation in the way we think about and view women. Feminist Phase Theory, according to Tetreault (1985), proposes a systematic map gauging where one has been, where one is, and where one might be going when referring to feminist thought. With this in mind, the strength of feminist phase theory permits identification of changes in feminist thinking over a period of time.

Characteristic of Feminist Phase Theory is the identification of five common phases of thinking about women: male, compensatory, bifocal, feminist, and multifocal or relational. These phases enable researchers to move from an androcentric perspective to an understanding of a new human experience. This new human experience brings into consideration a conceptual lens to better focus on women (Tetreault, 1985).

An overview of the model's five phases identifies a history of changes in our thinking about women and what was valued when speaking of feminist history. The male phase was representative of the male experience as the only thought for human activity. What was known was based on the male experience and defined by males, it completely omitted the female gender for consideration (Tetreault, 1985). "Womanless" would be the appropriate description for this phase, because the male experience was accepted as the ultimate (Twombly, 1993).

The compensatory phase places the male experience as the accepted norm, but there was evidence that women were a missing variable. This is the awakening phase indicating some women have achieved success measured on the same scale used for a male. The compensatory phase may be synonymatic with amendment meaning women who were recognized for their achievements have emerged, because they fit the male

norm of excellence or greatness (Tetreault, 1985). When women differ from men, the differences were translated as deficiencies (Twombly, 1993). Therefore, women who have succeeded according to male standards were acknowledged, and the male standard was held as the criteria for excellence.

Tetreault (1985) states that the third phase, bifocal, has three common factors. First, there is the concept that defines women and men as being separate, equal, and complimentary sexes. Women and men were viewed as having different ways of making moral judgements and having different value systems. Second, women and men differ in their motivation to achieve. Third, the foci of women can be viewed as a homogeneous group and their uniqueness becomes secondary. Typically, this kind of thinking places women as inferior and subordinate (Twombly, 1993). Gender becomes a variable in studies in this phase even though there may be no theoretical basis for its use (Townsend, 1993). The objective of the bifocal stage was to imply that women's lives provided an alternative paradigm, and the paradigm should be illuminated for others to notice a greater perspective (Twombly, 1993). However, gender was thought of as an issue, and the tendency was to consider women as different, if not deficient (Tetreault, 1985).

In phase four of this theory, women's experiences were valued in and of themselves and women's activities were the focus of attention. In this phase, which is the feminist phase, exploration in the diversity and scope of the activities of women is recognized. The feminist phase illuminates and values women's experiences and the multiplicity of their experiences, which were impacted by such variables as age, race/ethnicity, social class, marital status, sexual orientation, and male perspective (Tetreault, 1985).

Phase five, multifocal or relational, was a focus on how men and women relate to each other and conceptualize their human experience as a continuum rather than dualistic male

and female terms. This phase was about how women and men relate and complement each other. The inquiry does not lead to a separate domain, but rather the "maleness" and "femaleness" are perceived as a continuum of humanness (Tetreault, 1985). The feminine and the masculine began to be understood on their own terms without condemnation (Townsend, 1993). This phase was recognized as the most difficult to describe and perceive, since only when knowledge of both men's and women's experiences exists can truly inclusive knowledge and practice be achieved (Twombly, 1993).

In summary, Feminist Phase Theory appears to be a useful lens for categorizing existing perspectives about women (Townsend, 1993). The strength of the theory provided a modality of thinking which gravitated from one continuum to another. The theory is a series of systematically linked concepts that can be used to guide feminist studies (Tetreault, 1985). Feminist Phase Theory will be studied using the concepts of content, structure, and methodology (Schuster & Van Dyne, 1985). Therefore, studying the experiences of women and men through the Feminist Phase Theory should reflect and bring into focus the acceptance of differences and diversity for understanding rather than an intolerance of judging one group by another group's standards. (Townsend, 1993).

Procedures

This study used an explanatory qualitative research design focusing on real individual's lives. It was an attempt to understand the meaning of participants' lives from the participant's own experiences (Janesick, 1990). The description of persons, their lives, experiences, and events illustrated the substance of qualitative research for constructing the notion for the meaning of success in educational administration.

Researcher

Almost six years have elapsed since I crossed the threshold walking into the role of elementary educational administration. Previously, I served as a classroom teacher, experiencing a variety of grade levels from kindergarten through the eighth grade. The socio-economic levels varied as well as the districts I experienced throughout my career. The experiences and choices I encountered in my profession led me to accept the challenge of becoming an administrator. Once I made the decision to accept this challenge, the lens from which I saw myself, my teaching colleagues, and administrators began to evolve. I began to question the legitimacy of where I had been and where I was going and began to question why I felt so inadequate about what I had achieved in my professional career.

From my experience in education, I was taught the traditional approach to gender placement: women were to be teachers for the most part and men were assumed to be more qualified for administration. As a college student, my impression of employment opportunities in the educational field for women was that women were to be teachers. During my collegiate studies, rarely were opportunities for female administration positions mentioned or discussed. The culture of educational administration has been male dominated. The structure and format of education, as well as the curriculum was male dominant. Primarily, every aspect of education was framed by male studies. Therefore, the lack of understanding of what was meant by the term success in the professional arena was somewhat foreign, because women were not invited to be part of the inner circle based on the expectations given for women in education.

Data Needs

Feminist Phase Theory framed this study. Data pertaining to the notions of content,

method, and structure of success in elementary administration was needed to operationalize the study as indicated by the works of Schmuck (1989), Schuster and Van Dyne (1984), Shakeshaft (1989), Tetreault (1985), Twombly (1991, 1993), and Townsend (1993).

This study defined the content of success as the varying influences of attitudes and behaviors that female or male administrators experienced in their lives. Being conscious of the multiplicity of human behavior served as a source of legitimate knowledge (Tetreault, 1985). Structure was defined as the relationship of experiences in the lives of the administrators that shaped their perceived objectives or goals for measuring success. Methodology is: (1) the means, including principles and practices, by which the individual administrators used to accomplish their standard of success and professional satisfaction that they desire; (2) the approach that the individual utilizes to attain specific goals and objectives; and (3) encompasses the many aspects of an individual's life, including personal beliefs, motivational factors, and experiences. The individual relies on these aspects to make decisions, as well as to aid in direction for the successful attainment of the desired goals and objectives.

Data Sources

Procuring information about content, structure, and methodology for the meaning of success in educational administration required data gathering from female and male public school administrators. The sector of public school administrators chosen for research in this study was elementary administrators. This sector was chosen due to the field being formerly dominated by males, with the evolution to a more balanced population of male and females administrators. Each of the eight respondents served in the capacity of an elementary administrator. They were selected to be interviewed based

on the criteria as follows: 1) longevity of administration experience with a minimum of five years, 2) ethnicity, and 3) gender (Rubin & Rubin, 1995). Permission was granted from the Oklahoma State University Institutional Review Board to allow human subjects to be used in this research project (See Appendix A). Confidentiality of the respondents was revered and respected at all times in order to maintain the integrity of the study.

Data Collection

Data was obtained for this explanatory case study using concepts described by Yin (1989). The qualitative interview process assisted in the clarification and accumulation of additional data pertinent to demographic, chronological, and background information from the respondents.

The explanatory case study allowed the investigation to retain holistic and meaningful characteristics of real-life events (Yin, 1989). The focus was on a contemporary phenomenon within some real-life context. The data obtained from such interviewing techniques encompassed the research arena of culture, explanatory information about events in their lives, and understanding their perceptions of the world (Rubin & Rubin, 1995). Qualitative interviewing emphasized the importance of understanding the overall text of the conversation and, more broadly, the importance of seeing meaning in context (Rubin & Rubin, 1995). The interviews were designed around three types of questions. First, the main grand tour questions began and guided the conversation (See Appendix B). Next, probing occurred for clarification of information, and last, follow –up questions examined closely the events and core concepts for elaboration (Rubin & Rubin, 1995). The interviews were not limited to a specific time frame. All interview sites were selected by the respondents for convenience and comfort. All respondents were given consideration to insure privacy and confidentiality.

Data Analysis

This was an explanatory case study. The data gathered were used to explain the components of Feminist Phase Theory's content, structure, and methodology as they related to the meaning of success. Data gathered from this study was examined, categorized, and tabulated to address the initial theoretical proposition. An explanation-building strategy known as pattern-matching, in which patterns from data were identified, was implemented. The purpose was to analyze the data by building an explanation. The goal was to stimulate and create new ideas. As the data was gathered, both Feminist Phase Theory and the acquisition of data from the investigation allowed for a continuing discovery of themes and concepts embedded in the interviews for meaningful interpretation (Rubin & Rubin, 1995). The interrelationship of Feminist Phase Theory and the evolving data from each respondent was closely examined to determine the extent of their uniformity in thought.

Significance of the Study

This explanatory case study should impact theory, practice, and research, furthering the understanding of success for educational administrators. Many researchers such as Twombly (1993) and Townsend (1993) clearly examined the notion of Tetreault's Feminist Phase Theory (1985) against literature, disciplines, and individuals. Feminist Phase Theory was used in this study to open paradigms in understanding the meaning of success for educational administrators.

Research

This research should result in a meaningful interpretation of success for both female and male educational administrators. The depth of the study will reflect the composition of content, method, and structure for the notion of success. This study will add to a body

of literature on success, one that is defined by males and about males. Research in gender studies will govern strategies and pedagogy for understanding and increase the knowledge for valuing feminist studies (Nielsen & Abromeit, 1993).

Practice

This study will impact the field of public school administration by accentuating the meaning of lived experiences interrelated with professional experiences for the female administrator. Clearly, there will be implications for improving women's career development, empowering women, and transforming the relationships between men and women administrators. Combining the understanding of realities in a profession as well as the context of everyday living should bring into perspective the lives of women who have chosen to follow an administrative path. The study should clearly reflect the presence of females in school administration and the female world (Shakeshaft, 1987). By examining women's experiences, the focus might improve the nature of relationships between women and men (Sprague & Zimmerman, 1989). Consequently, this study may benefit practice relating to administrative behaviors, characteristics, and methodology by engaging the meaning derived from the lived experience. Ultimately, the data ostensibly will make a contribution for related areas crossing into boundaries beyond the field of educational administration. Feminist theorists, from Mary Wollstoncraft to Virginia Woolf and Betty Friedann, view the meaning of a woman's profession as a central element both in understanding sexist social arrangements and in facilitating women's equal social status and power (Grossman & Chester, 1990). Transcending this thought into reality should clarify meaning to the concept of success for the female administrator.

Theory

This study will benefit theory because it will test the usefulness of Feminist Phase

Theory for viewing success in school administration. Feminist Phase Theory has emerged as a classification scheme of evolution in thought about the incorporation of women's traditions, history, and experiences into selected disciplines (Twombly, 1993). Perceptions of success derived from the experiences of administrators may align conceptually with the developmental thought of the Feminist Phase Theory as well as reconstruct the transformation of thought applied to the theory.

Summary

This chapter presented the design of this study. This qualitative explanatory case study was designed to examine the perceptions of success for educational administrators and their schools through the lens of Feminist Phase Theory. The purpose was to describe the meaning of self-reflections of the professional experience and success in context with the lived experience. Emerging data of content, methodology and structure from the long interview process will be framed through the lens of Feminist Phase Theory.

Reporting

Chapter Two will contain a review of literature documenting the foundations of women's history, success, women: education and administration, and Feminist Phase Theory. Chapter Three presents the data. Chapter Four will analyze the findings through the lens of Feminist Phase Theory. Chapter Five will summarize the previous chapters and present summaries, conclusions, recommendations, and implications, as well as commentary for future study.

CHAPTER II
REVIEW OF THE LITERATURE

Work is human. It is not feminine, though women began it. It is not masculine,

though men have taken it. But because men have kept women out of it for so long it

has shared in the disadvantages of excessive masculinity.

Charlotte Perkins Gilman (McPhee & FitzGerald, 1979, p.105).

Educational organizations are typically administered by male principals and

superintendents, and male experiences and roles dominate conceptualized knowledge for

the educational administrator and for schools. The literature for this study will

encapsulate foundations of women's history, success for women, women in education

and administration, and Feminist Phase Theory. Literature on foundations of women's

history will characterize women's stance in history, the female role, and women's studies

within the female culture. Having explored the issues of the female culture, the concept

of success as related to what makes a female administrator successful, the ingredients for

achieving success, and the barriers related to achieving success. Taking into

consideration the background for foundations of women's history and success, women in

education and school administration can be explored with a salient perspective. Feminist

Phase Theory will conclude the literature review by reflecting a variety of perspectives

regarding women. Each of these topics will outline an interpretation for the meaning of success for educational administration.

Foundations for Women's History

The history of women does not exist as an entity of its own. There is no women's history separate and unconnected from "men's history" (Lerner, 1981). Women are and have always been a part of the human race. Therefore, to clearly understand women's participation in history, all activities and events exist within the context of universal history. Both men and women have shared in many of the same experiences throughout history. The male voice has been much more vocal and heard, whereas the female voice has been restrained by barriers of silence.

Beginning with the concept that being born female inherently is a birthright of inferiority, because history has maintained being born male is a birthright of innate superiority, males have naturally inherited power and influence. From a traditional interpretation of being born male or female, barriers created for the female existed not only within the "male system," but the female created strategies to exist within this system. For clarity, the "system" surrounds and permeates the lives of both male and female. Within the "system," are the myths, beliefs, rituals, procedures, and outcomes that affect everything men and women think, feel, and do (Schaef, 1981).

Feminine events and masculine events in history are linked together both in private and public roles. Events do not respect the difference between the sexes, but the truism is that women had been placed outside time and history. Opposition to this lies in the sharing of initiative. Both females and males were instrumental for lack of participation in taking an active role in this initiative. Again, tradition dictated division of tasks and

roles, and politically, women were distanced from decision-making in accordance with public events. Most always, women were reduced to passive experiences involving public events (Perrot, 1992).

The past has created a skewed view of women's historical significance. On the one hand, most of the events, institutions, movements, and written documents of the past which historians hold to be important have been led or produced or symbolically represented by men, and insofar as women have been active in these endeavors, they are thought to have identified themselves with the leadership and models presented by men. On the other hand, insofar as women have not been active in the ways which historians deem significant, they are conceived to have lived out their lives in a limited number of stereotypic roles, essentially changless over time and therefore irrelevant to the "intellectually interesting" questions of historical change. (Carroll, 1976, p. 31)

Stereotypic roles tend to perpetuate themselves, because both females and males tend to go about their daily lives without thinking seriously about who they are and how their persona was influenced by the things taught and experienced (Pigford & Tonnsen, 1993). History and the cultural setting of society, differentiates roles for gender in a biological context when speaking about women and men. Distinctive "roles" are applied to the sexes within the cultural setting of society. Gender is a cultural role or set of roles and its definition shifts over time and place, depending on class, race, religion and ethnicity. Gender is created by cultural prescription; maintained by sex role indoctrination and reinforced by social mores, values, and institutions (Lerner, 1981).

Gender is also embedded in the sexual division of labor and in the forces which determine it (Lerner, 1981). In the most formative years of life, gender roles become individualistic based on family influence and pre-disposed genetic factors. Building on these variables, life experiences, successful experiences, and the interaction of communicating with other individuals impact value systems and attitudes. An attempt to identify those aspects of experiences that influence one's life may be difficult. These issues can often be camouflaged as a result of negative experiences.

Human beings personify what they have been taught and what they have lived. Carol Gilligan's (1982) central assumption for her research expounds the same resonance regarding the socialization process for women and men: that the way people talk about their lives is of significance, that the language they use and the connections they make reveal the world that they see and in which they act. Directly or indirectly, this concept permeates the academic world, reflecting the scholarship of women studies. These studies assume theories about female and male roles. The underlying assumption is that the experiences of females and males are the same, and research on males is appropriate for generalizing to female experiences (Shakeshaft, 1989).

Perceptions are and can be influenced by what is taught and experienced. In order to get past these barriers, to understand perceptions, pre-determined expectations must be undone. Gloria Steinem's (1971, p. 37) thoughts expressed this well, "The first problem for all of us, men and women, is not to learn, but to unlearn." Change from "gender-appropriate" thinking requires a re-socialization process. Understanding discriminatory barriers, internal and external, are an important function of women studies. These are

essential to the perspective of the evolving woman and the significance of her experiences. According to Tannen (1990, p. 16):

> Pretending that women and men are the same hurts women, because the ways they are treated are based on the norms for men. It also hurts men who, with good intentions, speak to women as they would to men, and are nonplussed when their words don't work as they expected, or even spark resentment and anger.

The disparity of the expectations between men and women reflect a paradoxical truth of human experience. Both males and females structure and convey thoughts based on different views of morality and self (Gilligan, 1982). A dilemma seems to exist between judgment and action as related to the perception of the roles for males and females. Knowledge, reflecting values and biases, contributes in turn to social constructions of gender and what and how we think about gender (Twombly, 1993).

Gender and social constructs for male, and female, reveal themselves in the moral domain. Traditionally, masculinity has overshadowed the public world as related to social power, and femininity has been reserved for the domestic and private world (Gilligan, 1982). Essentially, the moral domain espouses itself in the use of language that has been embedded at an early age. Women develop language through an early attachment and ongoing relationship with their mothers while at the same time developing a "fathertongue" in their relationship to their fathers. The consequence of this is a split relationship between the language of the "undernurtured woman's voice" and another, one that women try to speak to bridge the gap in a "man's" world.

From a traditional perspective, the undernurtured woman's voice was considered a sub-topic. The neglect of the importance of women in history reflected the androcentric

bias of academic studies and of the general culture. Therefore, any group, such as women, outside the power structure was ignored and not seen as significant (Lerner, 1981).

Women's experiences should fully be explored and illustrated for their ability to influence studies of academia. So often, the reflection of women's studies seem to be pointed in the direction of controversial issues and the difficulty they present. By studying women's experiences, scholars can then understand and demonstrate to practitioners how the experiences of both women and men are shaped by their sex, and gender stereotypes reinforce and reflect their power imbalances between women and men. At this point, scholars and practitioners can strive together for reflecting an acceptance of differences and diversity rather than an intolerance based on judging one group by another group's standards (Townsend, 1993).

The analysis of women's studies may address why certain behaviors are viewed as male and others as female. The behaviors have evolved through the years and are easily demonstrated by the spectrum of women's studies found on college campuses. It was not until the late 60's that women's studies became an equitable, social status for academia (Fennema & Ayer, 1984). The women's movement was the primary force for the establishment of women's studies at the university level. Many universities espoused the humanistic and political goals of women's studies through their mission statements. Embedded today as well as yesterday, the substance of these goals reflect these words:

In present society, the potential of women has been largely unrecognized and unecouraged. The "scientific, professional, and technological expertise" and the "intellectual, cultural, and humane sensitivities" of women have often been ignored,

denigrated, or suppressed. One major purpose of women's studies is to raise the aspirations of women, expanding their sense of possible future alternatives and opportunities, and their appreciation of their own capabilities. The concurrent purpose is to enable men to widen their spheres of development, for they too have been limited by narrow traditional concepts of "women's roles" and "men's roles. (System Task Force on Women's Studies, 1974, p. 256)

According to Astin (1984), the occuptional behavior of both genders is based on the premise that basic professional motivation is the same for men and women, but that they make different choices because their early socialization experiences and structural opportunities are different. The sex-role socialization process rewards and reinforces gender-differentiated behaviors. Factors related to structural opportunities impacting both genders are economic conditions, family structure, job market, occupational structure, environmental factors, and social/intellectual movements. Her premise links the nature of opportunity and socialization to explain occupational behaviors impacting individual and group changes. The continuation of linear thinking that women's experiences differ from men's implies different theoretical constructs. The implication is that professional behaviors as well as social behaviors convey and reinforce that some behaviors are more appropriate for one sex than the other.

Summary

Foundations of women's history examines the issue of the female gender reflecting history, roles and socialization, as well as women's studies. Gender can be a social construct and woman, like man, makes and defines history. Incredibly as it appears, gender bias of the past is an exiting dilemma in today's society. The arduous task of the

female voice being heard can be based upon the history of male dominance. The constraints of yesterday, of male influence, present obstacles for the female of today. Knowing that women's contributions were not acknowledged in their own right, the presence of women's invisibility in history was clearly stated in the book, New Viewpoints in American History:

> If the silence of the historians is taken to mean anything, it would appear that one half of our population have been negligible factors in our country's history. (Schlesinger, 1922. p. 126)

As we examine the perspectives of the female as a gender impacted by history due to stereotypic roles grounded by society, the influence of the male superiority and dominance is well founded. The events of the past, public and private, removed the female from having a voice in the tasks and roles of these events. In spite of this phenomenon, women's history is not an entity of it's own. Clearly, the baggage of the past, must be examined for gender-specific ways to progress (Hill & Ragland, 1995).

Success

Constructing a description or explanation of success from a female's perspective is often viewed as a problem of women's development or of women's inferiority. This is a result of the standardized results of studies having been based on males (Tetreault, 1985). Therefore, the standard of success for both the female and male may not always be perceived as one in the same. The literature on success integrates the concepts of the professional woman in education as well as outside the educational arena. Regardless of the professional arena, creating a personal definition of success entails asking questions of one self: (1) With whom do you compare yourself? (2) Who is your role model for

success? and (3) By whose standard do you define success? (Gilberd, 1996). These questions along with many other self-propelling indicators set the stage for the fruition of success.

In the professional world, getting the job is half the task and the other half is striving to be successful once the position has been attained. For women, the corporate world of education should offer a natural field for professional advancement. Women not only bear the children and raise them, but women populate the great majority of classrooms to educate them. Therefore, women should also fill the administrative and management positions of education (Enwall & Fabal, 1998). Women by choice, or due to extenuating circumstances, spend at least 33 percent of their lives in their profession. Women, therefore, are just as interested in success as men. Recognition, responsibility, and rewards are values related to success that women also seek to achieve (Enwall & Fabal, 1998).

What exactly makes female administrators successful? In relation to careers, being female or applying the gender issue does not seem to matter. Some women involved in their profession move pass the gender issue and are able to exploit one or two traits or styles perceived as antithetical to success, but only in the context of a professional success pattern. Characteristics such as paying attention to details or being flexible rather than having fixed goals are unique to the styles of successful women. Combining these characteristics with traditional or "man-like" behaviors have served women well too (Adams, 1979). Adding to the ingredients for success is a gender-linked trait of emotionalism. Often, the phrase, "thinking like a woman" has been a negative connotation, however, if the emotion is related to decision-making, to make feeling part

of logic, then this is perceived as an important aspect for responsible decision making. A successful female administrator meets and shapes the demands of her life-style. The female administrator who is successful possesses qualities of intelligence, perseverance, and willingness to accept the challenge of a professional career (Adams, 1979).

Looking for the ingredients depicting a successful female administrator can be varied and extensive. Creating a definition of success can be individualistic and unique. The ingredients for success for females, however, do not always have the same meaning. Lillian Vernon, Founder and President, Lillian Vernon, Inc. states: "Success is measured not necessarily by what others see but by what they don't see - personal worth. Success is accomplishing what you most wish for yourself" (Gilberd, 1996, p.1). The traditional definition of success accepted by the American enterprise expands further into the thought that success is a process and not a destination.

In the exploration for the meaning of success, the intangible attributes seem to be in the forefront: making a difference in the world, integrating passion with accomplishments, giving back to others and to the community, and insuring that accomplishments reflect personal priorities and values (Gilberd, 1996). Interestingly enough, Gilberd's (1996) book, The Eleven Commandments of Wildly Successful Women, the research seems to define the concept of success when it encompasses many aspects of the person, what the expectations and experiences have been, and what are the needs and wants. The best analysis for this particular research was seeking a definition of success reaching far beyond immediate gratification.

A universal truth from women who had seemingly reached the "top" indicated that success was not either professional or personal, but an integrated combination of the two.

The data also implied that the more professionally successful a woman was, the more personally fulfilled, successful, and happy a woman becomes (Adams, 1979). Successful women, in educational administration and other professions, believe in themselves and create a vision for themselves and take responsibility. Personally fulfilled women who considered themselves successful knew the secret of linking constructive thinking with flexibility, clear goals, and forceful action. Fulfilled women who consider themselves successful are not afraid of success or to be seen as less feminine.

In the book, Women on Top, by Jane Adams (1979), a female participant interviewed for the study had achieved money, power, recognition, influence, respect, and prestige, and did not necessarily consider these rewards synonymous with success. Values associated with success can be atypical. Each female has different needs, different aspirations, and different talents, and therefore, success can be highly unique to the individual female. Women who were considered successful were asked to rank success, rewards, or values based on their current needs and desires. Their responses are as follows: (1) independence, (2) integration of personal and professional life, (3) money, (4) impact on society and its institutions, (5) influence, (6) security, (7) power, (8) peer recognition, and (9) opportunity to translate personal or political ideals into professional accomplishments. (Adams, 1979). The success rewards were also tabulated by age. Slightly fewer women assigned independence as high a value as unmarried women and integration of personal and professional life was more important to unmarried women than married women. Variables such as age, marital status, needs and desires of women may influence the ranking of success values.

Women in educational administration have crossed over many boundaries to achieve success. Successful women are often scrutinized due to increased visibility, hostility from males, resentment from females, work overload, increased responsibility, and last, but certainly not least, success impacting personal circumstances (Pigford & Tonnsen, 1993). The existence of these boundaries are both internal and external barriers that may impede opportunities of success for the female administrator. Internal barriers are those that can be overcome by individual change whereas external barriers require social and institutional change (Shakeshaft, 1987).

Hansot and Tyack (1981) used explanatory models to explain the framework for internal and external barriers for women's lack of success in their professional administrative endeavors. Internal barriers that prevent women from succeeding are socialization and sex stereotyping and are the guiding force behind all female behavior. This is a perspective originating from a psychological paradigm and, blames women for their lack of achievement. External barriers describes an organizational structure that shapes the behavior of its members. "The chief source of male hegemony lies not in the psychological makeup of individuals, but in the structure and operation of organizations. Women behave in self-limiting ways not because they were socialized as females, but because they are locked into low-power, low-visibility, dead-end jobs" (p. 7). A third explanation by Hansot and Tyack for women's lack of success portrays a world that is male defined and male run. Male dominance has led to conditions that keep women from advancing into positions of power and prestige. Most often occurring as a personal failing of women is a lack of self-confidence. The consequence of a lack of self-confidence can be traced back to a male-dominated society. The ideology of patriarchy,

meaning male-centered, is perhaps the biggest threshold women must cross in order to achieve success in educational administration. (Shakeshaft, 1987).

The barriers faced by women in administration for achieving success appear to be much more monumental than for men who seek success. Images dictated by society for both genders may often times present unrealistic ideas. Guided by images dictated by society of the "successful" woman may lead to the "Superwoman Syndrome." Associated with the Superwoman Syndrome, the female struggles for perfection and loses a sense of self during this struggle which undermines the concept of how to be a successful woman (Gilberd, 1996). Women on a career track in educational administration who seek success will overcome the barriers through personal growth, self-fulfillment, having satisfaction as making a contribution to others, and as doing what one wants to do. Males on a career track in educational administration who seek success visualize success as a series of jobs, a progression of jobs, as a path leading upward with recognition and reward as implied. Males tend to see success as a concept of advancement as upward progression. Women in turn see success in the context of now and a career as some future self-realization (Hennig & Jardim, 1976).

Success for both genders may be supported by personal experiences and cultural indoctrination. In order for a female to break the glass ceiling for success, the female administrator must be aware of discriminatory policies and a willingness to follow paths through many challenging obstacles in order to attain success (Hill & Ragland, 1995). Regardless of the profession, females who seek success may function in an either-or paradigm, either they think and act like their male counterparts, or they think and act differently (Mertz & McNeely, 1998).

Summary

An important issue to remember when addressing success is not to generalize the

meaning of success as characteristic for a particular gender (Brooks & Brooks, 1997).

However, one must keep in mind, the ideology of patriarchy, meaning male-centered, is

quite prevalent in the literature substantiating the concept of success. Ideology of

patriarch can also be labeled as androcentrism. This is defined as a practice of viewing

the world and shaping reality from a male perspective. This perception creates a belief in

male superiority and a masculine value system in which female values, experiences, and

behaviors are viewed as inferior (Shakeshaft, 1987). Success for the female and male

educational administrator is often determined by the standard set by the individual.

Women who seek professional advancement in educational administration and in

other professional arenas must cross over the threshold of barriers to achieve success.

The female who seeks mobility in educational administration must have an understanding

that a hierarchy of status exists. Succeeding in a man's world for the female can often be

interpreted as having to "do a better job." Overcoming the obstacles set forth in an

established hierarchy of expectations shaped from a history of socialization, the female

administrator may feel the need to be resourceful based on previous experiences and

achievements (Gilberd, 1996). Defining success and creating the "right" ingredients for

the female administrator can be a personal affirmation in a continuous pursuit to achieve.

Knowing and understanding the behaviors and attitudes exhibited by both female and

male administrators can be instrumental for achieving a personal affirmation for success.

Successful women in educational administration and other professional arenas will meet

the demands of their life-style. They will possess the qualities of intelligence, perseverance, and the willingness to accept the challenge of a professional career.

Women in Education and Administration

To understand women in education and administration, one must reflect on the world of women in schools. Early history denotes that American women were consistently disadvantaged when it came to equal access to education. It was not until after the American revolution that feminism began to evolve to address the issue of educating the female. Much resistance was met for admitting women to educational institutions which led to the separation of educational institutions for males and females (Lerner, 1981). Therefore, the expansion of common schools gave way to the demand for teachers and opened opportunities for women to participate. Certainly there were decades of oppression for women, but through perseverance advocates of women's education led to the establishment of educational institutions for women. These institutions provided opportunities for women to train in specific professions. In the twentieth century, women attended college, but were still limited to cultural norms and obstacles established by society (Lerner, 1981). Females who attended college were still faced with the choice of career or marriage. The majority of society continued to view a female's place as being a homemaker. If a female chose to participate in a profession, they were most often resigned to select a career in a "woman's profession" such as nursing and teaching (Lerner, 1981).

Equality for women became revitalized in the early 1960s. President Kennedy appointed the Commission on the Status of Women and a follow up report, American Women, which documented the low status of women in education and work.

During this same time, The Femine Mystique by Betty Friedan (1963) eluded to the idea that American society had "imprisoned" women in their own homes by not encouraging them to pursue their talents and lead independent lives. These two events created a climate of awareness and dissatisfaction with the status quo (Fennema & Ayer, 1984). Clearly, women have had an educational disadvantage throughout history.

As we look at women in education and administration, the history of women in school administration is intertwined with the history of women in teaching (Shakeshaft, 1989). Most often teaching has been viewed as a female profession. However, teaching has not always been a female occupation. Until the late eighteenth century, all teaching was done by men (Shakeshaft, 1989). The movement of females into education became more apparent as the economy flourished, and population growth began to increase in the United States. Due to the changes in society, the male educator sought more lucrative professions. In the first three decades of this century, women made great gains in administration. After 1930, the power position of a school was almost always held by a man. Still deeply ingrained in society were the negative biases and attitudes towards women in administration (Shakeshaft, 1989). There was this sense of unfairness, a notion basic to justice that was denied to the female administrator. A history of unfairness and inequity existed and therefore, women were denied equality of consideration in the arena of education (Peters, 1967).

A stereotype of leadership permeated society for the female teacher and administrator. Traditionally, females in education were viewed as unmarried, harsh prudes. "Undesirable" was the term applied to women in education. They were viewed as living their lives through their school existence. Every aspect of the female educator's behavior

was scrutinized with prescribed rules and regulations, from the number of petticoats they wore to church to permissible social engagements (Hill & Ragland, 1995). Women were simply not allowed the reign of authority even if they were in a leadership position. In 1909, Ella Flagg Young, stated that a woman was better qualified for a leadership position than a man. However, the prevailing attitude of the past continued to dictate that men lead the way and women were to follow. Teaching, not administration, was viewed as a woman's natural profession that prepared women to be subordinates (Pigford & Tonnsen, 1993).

Because of the pervasive stereotype of the female educator, maintaining women to the status quo limited women's access for effective mobility in their professional aspirations. As late as 1988, women were denied membership to many professional organizations. Boundaries for women, existing from social inculcating, continued to block the attainment of school administration even when these positions were beginning to open up for the female educator. The beliefs and myths about women in education have influenced their professional choices concerning "gender-appropriate" roles (Pigford & Tonnson, 1993). William Chancellor, in 1915, illustrated well the position of the female educator in our society by arguing that only men should be appointed as principals, because they had a "superior executive gift" (p. 183). Control in administration by male influence was accomplished through all avenues of education. Professional organizations, school boards, university faculty members, and unions were dominated by males. There were other constraints such as lack of political savvy, lack of career positioning, lack of mentoring, lack of mobility, as well as internal bias against women (Hill & Ragland, 1995).

From the inception of school administration, male dominance and male definition has insured the gap for research in educational administration leadership. Female administrators need to recognize and believe in their own worth and ability, to shake off the shackles of acculturation that have locked them into believing in their own inferiority, and to overcome the socialization process that has discouraged their self-assertion, achievement, leadership, and independence, that has sapped them of their self-confidence and led them to underrate themselves (Collins, 1976). With time and with women moving into school administration, female administrators were evolving into their own. In 1988, Swiderski concluded that women administrators promote better pupil learning and better teacher performance than do male administrators. The struggle has been monumental for the female administrator to overcome the patriarchal view that the ability to be an effective leader rests with a male (Pigford & Tonsen).

The representation of women in administration has been somewhat problematic to track over many decades. Statistical data documenting the numbers and percentages of women in administration has been difficult to validate. Hansot and Tyack (1981) report that the National Education Association ceased breaking down their data by sex by 1930. This conspiracy of silence has made it difficult to determine women's representation in school administration (Shakeshaft, 1989). Shakeshaft (1989) reaffirms the position that "research in educational administration is weak both on research on women in organizations and research on the impact of gender on behavior" (p. 162). This is a compelling statement implying that the world women live in has not been valued nor voiced on the same level of the male administrator. Therefore, if women differed they were outside the norm, which came to mean abnormal and less desirable (Bloom, 1990).

The profiles of female and male administrators varied in important ways. In order to understand the diversity of female and male administrators an eclipse of women from man's culture can be viewed from these parameters:

Let us be clear that we are not talking about prejudice or sexism as a particular bias against women or as a negative stereotype of women. We are talking about the consequences of women's exclusion from a full share in the making of what becomes treated as our culture. We are talking about the consequences of a silence, an absence, a nonpresence. What is there-spoken, sung, written, made emblematic in art- and treated as general, universal, unrelated to a particular position or a particular sex as its source and standpoint, is in fact partial, limited, located in a particular position and permeated by special interests and concerns. (Smith, 1978. p. 283)

These parameters help to define the female world of school administration. A legacy of discrimination and exclusion has embodied a world in which experiences and behaviors are often unlike those of men (Shakeshaft, 1989). Both female and male administrators use a range of behaviors as administrators, but the patterns of use are somewhat different. Women administrators are guided by what Gilligan (1982) described as an "injunction" to care, a responsibility to discern and alleviate the real and recognizable trouble of this world," whereas male administrators are informed by "an injunction to respect the rights of others and thus to protect from interference the rights to life and self-fulfillment" (p. 100).

The feminine and masculine cultures are metaphors used to make distinctions about the female and male administrator. There is a distinctive sensibility, a style of life, a set of values, as well as activities, relationships, and cognitive and emotional predilections

that are present among females, but absent when males and females are together or when males are together (Lenz & Myerhoff, 1985). The feminine and masculine cultures are traditional attributes depicting the source in men's experience in contrast to women's experience. From these experiences, the feminine culture reflects certain behaviors that can be conceptualized in the following ways: (1) Relationship with others are central to all actions of women administrators, (2) Teaching and learning are the major foci of women administrators, (3) Building community is an essential part of a female administrator, (4) Marginality overlays the daily work life of women administrators, and (5) The line separating the public world from the private is blurred. (Shakeshaft, 1987). This is not to say these behaviors do not exist among male administrators, but these behaviors describe what is known of the female world.

Clearly the notion of female attributes for administrators needs to be differentiated between the terms feminine and feminist. Feminine attributes such as nurturance, compassion, and care are culturally ascribed to women and connected to their social roles. Feminist attributes emanate from the active experience of women in the world and named and claimed by women themselves. The qualities of being feminine are subsumed under the qualities of being feminist; however, the notion of feminist connotes empowerment of women to self-define and to act in any and all arenas of the world as they choose (Regan & Brooks, 1995).

Women in administration are viewed as having certain attributes that contribute to effective administration. Bach (1976, p. 465) summarizes much of what is good about women's culture and women administrators in this statement:

The ideal principal must now cultivate all the virtues that have always been expected

of the ideal woman. Women have finally lucked out by having several thousand years to train for jobs where muscles are out and persuasion is in!

The virtues of female administrators include having clear educational goals, their focus is on instructional and educational issues, their communication and decision-making styles stress cooperation, they tend to monitor and intervene more than men, they evaluate student progress more often, they manage more orderly schools, and they demonstrate behaviors that promote achievement and learning as well as high morale and commitment by staffs (Shakeshaft, 1987). In spite of the masculine centered attributes, studies do indicate effective administrators are likely to demonstrate an increasing number of "feminine" characteristics (Pigford & Tonnsen, 1993).

Summary

Clearly, the literature and research on women in education and administration denotes a consistent disadvantage when it came to equal access in education. A history of unfairness and inequity existed for women, and therefore, women were denied equality of consideration in the arena of education (Peters, 1967).

Women in education were stereotyped according to gender-appropriate roles. These roles impacted attitudes and behaviors exhibited by the female educator and administrator. The notion of female attributes, feminine and feminist, affected the representation of women in administration. The composite profile of the female attributes depicts the female administrator as being connected to their social roles as well as connected to their womanly experiences in the world (Pigford & Tonnsen, 1993).

In spite of the male influence in education and administration, female administrators are most likely to demonstrate "feminine" characteristics in a leadership position. The

female administrator tends to reflect behaviors of cooperation, being people-oriented, curriculum-centered, and consensus-driven characteristics in administration (Pigford & Tonnsen, 1993).

Women in education and administration are sculpting a new self as administrators and are forging ahead in a world where societal expectations and mores about women are still challenged (Hill & Ragland, 1995).

Feminist Phase Theory

Feminist Phase Theory focuses on the power relationships between men and women, viewing past and existing relationships and arrangements as patriarchal or male-dominated (Townsend, 1993). From a historical perspective, surveying the human experience serves as a looking glass for attributes associated with shaping lives and judging society. The female perspective is multidimensional. The female administrator has inherited a set of parameters to be used in accepting, internalizing, and applying to a one-sided system of knowledge (Shakeshaft, 1987). Feminist Phase Theory illustrates the way that a one-sided knowledge has been created, ways that excluded the female experience, and the female voice (Shakeshaft, 1987). The philosopher, Jane Roland Martin (1985), argues that not only have women been excluded from educational thought, but that the function, tasks, and traits associated with females have also been excluded. Therefore, history becomes a pictorial representation of the lived experience guiding educational thought for both female and male.

Gerda Lerner (1979) proposes the central concern of women's history should not be women's history in the public sphere, but what women were actually doing and experiencing during a particular time. This thought was the catalyst for theorizing stages

as related to a woman's life. According to Warren (1989), the "goal of Feminist Phase Theory was the eradication of all oppressive gender (and related race, class, age, affectional orientation, ability) categories of analysis and the creation of a world in which differences do not breed domination or subordination"(p. 49).

Personal experiences may serve as a legitimate source of knowledge. Therefore, Feminist Phase Theory describes the actual process of integrating women's studies scholarship as a series of identifiable stages, for both individuals and disciplines (Nielsen & Abromeit, 1993). Contemplating this process for understanding human experiences, gender and culture are also assumed to be additional components to be considered. Human experiences do take place in both public and private spheres. Furthermore, both female, and male, interact in these spheres and should not be regarded as separate. But of course, the past has demonstrated that men's history has focused primarily on the public sphere and at the same time served as the panacea for appropriate role expectations in society. Historian, Peter Filene (1985), questions this lopsided rendition of men's history. Therefore, the supposition would be to develop a gender-balanced perspective for studying history of both the female and the male. Personal experiences with the influence of the past may serve as powerful sources of knowledge.

Feminist Phase Theory examines how feminist thought was not incorporated into disciplinary curricula. Historically, the exclusion of female studies created and conveyed that women and men had an adversarial relationship (Tetreault, 1985). Documenting meaningful perceptions and experiences affiliated with the notion of success in public school administration, Feminist Phase Theory serves as a framework for exploring the cultivation of these perceptions. Clearly, Feminist Phase Theory analyzes and

conceptualizes attitudes and behaviors found in women's studies. In addition, Feminist Phase Theory embodies a systematic map gauging where one has been, where one is, and where one might be going (Tetreault, 1985).

The groundwork for Feminist Phase Theory was developed by reviewing literature in anthropology, history, literature, and psychology. By identifying ways asked about women in each discipline, five common phases of thinking about women evolved (Tetreault, 1985). The phases in Feminist Phase Theory serve as a concrete realization of a description of the paradigm shifting process for ways to think about women. The theory serves to identify phases for both individuals as well as disciplines (Nielsen & Abromeit, 1993). A very important characteristic of the Feminist Phase Theory is to note that progression through each phase is not always linear or sequential, nor rigid. Ways of thinking about women may possibly contain elements of all or several phases at once (Neilsen & Albromeit, 1993). Twombly (1993) affirms the strength of Feminist Phase Theory is that it permits identification of changes in feminist thinking over time. Essentially, phase theories "provide a conceptual outline of transformations in our thinking about women" (p. 195).

Tetreault's phase theory was a basis to build an evaluation model to measure curricular change, cognitive learning in women's studies, and changes in how faculty conceptualize including women in their courses and research. Other theorists such as McIntosh(1983), Schuster and Van Dyne (1984), and Warren's (1989) phase theories mirrored reflecting stages in thinking about women in community colleges.

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

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

The transformation of knowledge is a discourse in thinking about thinking. Revealing institutional conceptualizations and knowledge about women is essential and ultimately this revelation for women and men will begin to make a transformation in their lives. Cynthia Epstein (1988), after reviewing many studies in a variety of fields came to this conclusion about gender differences:

The overwhelming evidence created by the past decade of research on gender supports the theory that gender differentiation, as distinct, of course, from sexual differentiation, is best explained as a social construction rooted in hierarchy, not in biology or in internalization, either through early experiences, as described by psychoanalysts, or through a socialization, as described by psychologists and sociologists. (p. 10)

With this perspective on gender differentiation, according to Elizabeth Minnich (1990), transforming knowledge involves changing what and how we think and leads us "to begin to change who and how we are in the world we share" (p. 80). Seemingly, the Feminist Phase Theory is a paradigm shifting process for ways of thinking about women. The strength of Feminist Phase Theory permits the identification of changes in feminist phase thinking over a period of time.

Tetreault (1985) presents five phases of thinking about women commonly reflected in scholarship: (1) male phase, (2) compensatory phase, (3) bifocal phase, (4) feminist phase, and (5) multifocal or relational phase.

The male phase assumes the universal truth for representing humanity and constituting a basis for generalizing about all human beings is the male experience (Tetreault, 1985). Therefore, this phase is identified as "womanless." The male experience was unquestionable and women were an invisible entity.

The next phase, being the compensatory phase, denoted exactly what the name implies. Knowingly, that women had been omitted in the previous phase, the search began for exceptional women who had succeeded according to male standards (Townsend, 1993). The womanless phase brought about another way of thinking which compensated for the omission of women. What is important to note is that the male experience was still the norm and the criteria for excellence was based on the male standard.

Progression of thinking moved to the third phase, bifocal. Tetreault (1985) interpreted this phase based on three factors. One factor viewed men and women as two different, equal, and complementary groups, each of which is homogeneous (Townsend, 1993). This particular focus was implicit in thought that women and men had different ways of knowing and making moral judgement, different developmental paths, and different values (Twombly, 1993). Women's ways were different and also not to be considered regressive. A second factor in this phase according to Tetreault (1985), is the oppression of women. Forms of oppression took on characteristics of the explorations of sexism, discrimination, and other factors resulting in the disadvantage of women. The third

factor focused to women's efforts to overcome oppression. Emphasis is on the "misogyny" of the human experience, particularly the means men have used to advance their authority and imply female inferiority (Tetreault, 1985. p. 374). McIntosh (1983) and Schuster and Van Dyne (1985) viewed the bifocal stage in feminist thinking as "women as a problem" or " women as a subordinate group. Their explanation for conceptualizing this thought was founded on the continuous search for "missing women."

Phase four, feminist, women's activities are regarded as a measure of significance. Women are studied and valued in and of themselves and not as deviations from the male norm. This way of thinking about women opened new opportunities for experiential differences according to such variables of race, ethnicity, social class, marital status, and sexual orientation (Tetreault, 1985). The diversity of this feminist thinking explored new frameworks accommodating women's history and traditions (Twombly, 1993). In reality, feminist phase, brought attention to individual women's experiences and contributed to the "whole" of the human experience from the perspective of women (Tetreault, 1985).

Perhaps, phase five, multifocal or relational, is the most difficult to delineate. Feminist phase interacts with the multifocal phase. The search is for women and men 's experiences to intersect. In the multifocal phase, a closer examination of how women and men relate to and complement one another is articulated (Tetreault, 1985). The wholeness of the human experience is a continuum rather than perceived in dualistic terms of male and female.

Mentioned earlier in the text, "thinking about thinking" with new perspectives is part of the transformative process to dissect the errors underlying patriarchal thought.

According to Minnich (1990), in order to change knowledge on ways of thinking about women the unveiling of institutional conceptualizations is essential to transforming those conceptualizations and ultimately women's and men's lives.

Feminist scholars such as Tetreault (1985) and Lerner (1990) proposed phase theories for assessing the ways and degrees to which women were conceptualized and incorporated in undergraduate curricula and in the disciplines themselves. Phase theories of McIntosh (1983), Schuster and Van Dyne (1984), and Warren (1989) reflected stages in thinking about women in community colleges more accurately.

Shakeshaft (1989) examined research on educational administration, recognized perspectives embedded in research as a set of parameters used in accepting, internalizing, and applying the results of such research as well as a way of addressing what is missing, what has been overlooked, and what has not been stated. Feminist Phase Theory enables researchers to acknowledge the limitations of androcentrism and move forward to a new vision of human experience (Townsend 1993). Conceptualization of feminist phase theory proposes a better understanding of how women have been presented throughout time. Using Feminist Phase Theory is an avenue for history in women's studies providing a way of thinking moving from a male-centered perspective to a more gendered-balanced analysis.

Summary

Tetreault (1985) formulated Feminist Phase Theory phases based on Gerda Lerner's proposition that the central concern of women's history should not be women's history in the public sphere, but what the majority of women were actually doing and experiencing during a particular time. Therefore, Tetreault's model of Feminist Phase Theory

identifies five common stages of thinking about women: (1) male phase, (2) compensatory phase, (3) bifocal phase, (4) feminist phase, and (5) multifocal / relational phase.

Chapter Summary

The literature in this chapter has reviewed perspectives on the foundations for women's history, success for women, women in education and administration, and Feminist Phase Theory. The background of each topic reviewed substantiates documented information for a composite profile of women in education and administration as related to the notion of success. The literature engages contemplation on the evolutionary thinking of women, and the monumental challenges of women in education and administration.

The history of women denotes bias in educational access and opportunities. The tensions between masculine and feminine roles and their conflicts are threads running throughout anecdotes of history (Perrot, 1984). The influence of the patriarchal social system created pronounced struggles and other conflicts for the female administrator. The cultural system and the whole sphere of social imagination between male and female had spiraling repercussions on the development of women throughout history.(Perot, 1984). The construction of knowledge had been determined by the construction of the male world and evidence of this reality has been reflective throughout women's'history.

Gender, separate from a sexual status, has been a construct determined by society. The way people talk about their lives is of significance, that the language they use and the connections they make reveal the world that they see and in which they act (Gilligan, 1982). The contrast between male and female voices have been distinct. The behaviors

displayed in our society and the expectations for both the female and male have influenced perceptions and experiences. For the educational administrator, female and male, their behaviors have been impacted by the paradigm constructed from society's expectations.

Success is a notion impacted by the socialization process in which females and males engage. The lens from which females and males view their world may clearly personify the notion of success based upon personal and interrelated experiences. These personal experiences become very unique to the individual and therefore, caution must be taken not to generalize the meaning of success as gender specific.

Researching the meaning of success for the public school administrator for both the female and male administrator explored an array of issues concerning "gender" related topics. However, literature related to meaningful experiences and first hand knowledge of understanding the notion of success for the public school administrator was limited. The parameters can be boundless for examining the meaning of success for female and male public school administrators.

The intention of Feminist Phase Theory was to provide a conceptual outline of transformations for thinking about women (Twombly, 1993). Feminist Phase Theory served as a classification scheme of evolution in thought about women. As proposed by Tetreault, (1985) the five phases are as follows: (1) male, (2) compensatory, (3) bifocal, (4) feminist, and (5) multifocal/relational. The use of Feminist Phase Theory provides for women the opportunity to reflect their personal perspectives about their successes in life (Townsend,1993). A profound awareness has evolved for using Feminist Phase

Theory in studies for critiquing research on women in educational administration

(Tetreault, 1985).

CHAPTER III

PRESENTATION OF THE DATA

Chapter three outlines the procedures used to collect the data in an explanatory case study, to describe the subjects interviewed, and to present the data collected.

Explanatory Case Study Procedure for Collecting Data

The explanatory case study is one of many ways of participating in social science research. Case studies hold a unique distinction in research because of the need to understand complex phenomena. When the focus is on a contemporary phenomenon within some real-life context, collection of the data requires the investigator to be insightful and to develop a sharp intuitiveness regarding questions asked during the inquiry. The explanatory case study for social science research explains the casual links in real-life interventions that are too complex for the survey or experimental strategies. It is important to note that the chain of evidence for collecting the data must have explicit links between the questions asked, the data collected, and the conclusions drawn. One of the most important sources of case study information is the interview. The case study investigates an empirical topic by following a set of pre-specified procedures to assure quality control during the data collection process (Yin, 1989).

Step 1

The first component of the study began with an exhaustive review of the literature. In the first step, the review of the analytical categories: foundation of women's history;

success for women, and women in education and administration, provided insight into the content, structure, and methodology relating to the success for the public school administrator. The review of Feminist Phase Theory (Lerner, 1981) provided a possible way of analyzing thought concerning content, structure, and methodology.

Step 2

The second component was to determine the substance and form for the questions to be asked of the respondents. The questions were applied to the explanatory case study after an exhaustive review of literature had been explored along with the review of the analytical categories. The second step was the next aspect of developing the two grand tour questions around the three areas of content, structure, and methodology. The grand tour questions were designed to be nondirective and general (McCracken, 1988). The interview format was also designed to receive responses from the interviewees in a manner to fully address the proposition indicated by the analysis of the research. The questions were open-ended in nature, and this allowed the opportunity for the respondent to propose his or her own insights into certain occurrences.

The interview process served as the primary focus of evidence for data collection in this study. The first question addressed structure and methodology and asked, "How would you describe your work as a public school administrator?" This question was designed to explore the components for measuring success as related to the profession of administration as well as the principles and practices utilized to accomplish a standard of success as an educational administrator. The second question addressed the issue of content and asked, "How would you measure success in this profession?" This question

was designed to extract those elements, such as attitudes and behaviors, exhibited to maintain success in school administration.

As each question was asked, probing was encouraged for continued responses. These simple probes expanded the information revealed thorough out the interview such as having the respondents to elaborate on the subject that was being discussed at the time. Using this format allowed the respondent to enhance the evidence with personal insights and experiences. Interviews, as an essential source of evidence, are reported and interpreted through the eyes of the interviewer. As a female administrator in an urban school district for five years, I worked as a principal of an elementary school. As the interviewer, it was important to use myself as a tool of inquiry and consider my own experiences as an administrator in elementary education. Yin (1989) advocates the investigator must have an understanding of the issues at hand, be a good listener, and be "adaptive and flexible" (p.62). Therefore, as the interviewer, my administrative experience provided avenues of familiarization as well as the opportunity for exploring new data.

Step 3

The third component for data collection has to do with the way the evidence was organized and documented. Because there were eight respondents, this research would be classified as a multiple-case study. All the evidence retrieved from the interviews were compiled in a narrative form and aligned with the questions of the case study. Essentially, in this third step, the data from the narrative form represented an integration of the evidence from the review of literature with the questions denoted by the case study.

<u>Step 4</u>

The fourth component of data collection was the linking of the data to the proposition within the scope of the study and theoretical foundation of the Feminist Phase Theory. Once the data was intertwined with both the proposition and Feminist Phase Theory, interpretation of the findings used a special "pattern-matching" approach. In this fourth step, the goal was to analyze the data from the individual case studies by building a general explanation that accommodated all of the individual case studies. Explanation building of pattern-matching included the element to explain a phenomenon as a way to stipulate a set of causal links about the phenomenon, even though details varied from case to case. Cross-case analysis of the data from the eight interviews was used to analyze the explanation-building process, but caution was given to maintain the focus of the initial inquiry of the study (Yin, 1989).

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

The subjects in this study were four female and four male elementary school principals from an urban school district with a minimum of five years of administrative experience in the same urban community. The urban public school district had 65 elementary administrators. At one time, one of the female subjects worked as a central office administrator and in higher education as an instructor. Another female subject had administrative experience at the middle school level as did two of the male subjects. One male subject had at one time served as an administrator at the high school level. Ages of the female subjects ranged from 42 to 58. Ages of the male subjects ranged from 49 to 60. Three of the four female subjects were single. All of the male subjects were married.

The years of administrative experience for the female subjects ranged from 10 years to 20 years. The years of administrative experience for the male subjects ranged from 8 to 26 years. All of the subjects had at least a masters degree, two female respondents held doctorates as did one male respondent. One female respondent had 30 postmasters hours and two male respondents had 30 pos masters hours.

The total educational experience, teaching and administration, of the eight respondents within this urban school district ranged from 8 years to 37 years. All eight respondents were principals of elementary schools with the student population ranging from approximately 200 to 700 students. Four of the subjects were African-American, two females and two males. Four of the subjects were Caucasian, two females and two males.

Pseudonyms were given to each respondent to maintain confidentiality. Names were randomly selected giving the male and female respondents Greek alphabet names.

Ms. Omega, a 58 year old African-American female, was raised in a small rural community in a close knit family environment. She had been married at one time, but had been divorced for several years. She did not have children. Her highest degree held was a Doctorate of Education in Curriculum and Instruction. She served four years in the curriculum and instruction department at the central office level, and spent two years as a professor at the university level. She served as an elementary public school administrator for 15 years in an urban school district.

Ms. Phi was a 58 year old Caucasian female. She came from a small family structure and was raised in a rural community. She had been married, but had been divorced for several years. She had one son. Her highest degree held was a Masters of Education in

Administration. She has served as an elementary public school administrator for 20 years in an urban school district.

Ms. Zeta was a 42 year old Caucasian female. She was raised in a rural community in a small family structure. She had been married, but had been single for only a few years. She did not have children. The highest degree she held was a Doctorate of Education in Curriculum and Instruction. She served as a part-time administrator for 2 years in a rural community. She served as an elementary public school administrator for 10 years in an urban school district.

Ms. Gamma was a 49 year old African-American female. She grew up in a small rural community with a close knit family structure. She was married and had one son. Her highest degree held was a Masters of Education in Administration and she was pursuing her doctorate with only her dissertation left to complete. She served 14 years as an elementary public school administrator in an urban school district. Her first two and a half years of administration were a combination of elementary and middle school.

Mr. Alpha was a 57 year old Caucasian male. He grew up in an impoverished environment in a small rural community. He completed high school and then joined the military. While he was in the military, he pursued a college education. After leaving the military, he continued to pursue his doctorate. He was married to a teacher and had two sons. He worked as an administrator in an urban school district for the last 11 years. He had previous experience as an administrator in the private sector as well as teaching at the college level.

Mr. Beta was a 60 year old African-American male. He grew up in a small town environment with the concept of having an education as the inspiration for opportunity to

become successful. He was married and had two daughters. His highest degree held was a Masters of Education in Administration. He has been an elementary public school administrator for 8 years and served as a middle school administrator for 18 years in an urban school district.

Mr. Chi was a 49 year old Caucasian male. He grew up in a small rural town in an environment that was sports oriented. He was married and had one son. His highest degree held was a Masters of Education in Administration. The last 8 years he served as an administrator in an urban school district as an elementary school principal. His previous administrative experiences were at the middle school and high school level in a rural school district.

Mr. Delta was a 52 year old African-American male. He was raised in a small rural community. He was married to a teacher and had one son. His highest degree held was a Masters of Education in Administration. He pursued a doctorate degree, but due to personal circumstances was unable to complete the degree. All of his 24 years of administrative experience was in the elementary principalship in an urban school district.

Table 1 summarizes these demographics across the respondents.

Table 1

Data: Subject Demographics

Name	Age	Race	Gender	Marital Status	Years of Teaching & Other Educational Experience	Years of Administrative Experience	Highest Degree Held
Alpha	57	W	M	M	0	11	Ph.D.
Beta	60	B	M	M	12	26	M.Ed.
Chi	49	W	M	M	0	8	M.Ed.
Delta	52	B	M	M	5	24	M.Ed.
Gamma	49	B	F	M	7	14	M.Ed.
Omega	58	B	F	S	13	15	Ed.D.
Phi	58	W	F	S	14	20	M.Ed.
Zeta	42	W	F	S	0	10	Ed.D.

Note: Years of Teaching and Other Educational Experience summarizes years in the present urban district.

<u>Data</u>

Closure to chapter three is the presentation of data according to the major categories which emerged: (1) Foundations for Success for Elementary Administrators, (2) Success Parameters for Elementary Administrators, and (3) Perceptions of Administrators and Administration for Success. Foundations for Success for Elementary Administrators are defined as the fabric of their administrative success. They encompassed the rationales for "why" the individuals moved in the direction of administration. Success Parameters for Elementary Administrators were the techniques used to accomplish a standard of success. These parameters were "how" the administrator achieved administrative success. Perceptions of Administrators and Administration for Success were administrator's thoughts, ideas, and fundamental ideology about administration and administrators. They were "what" the respondents perceived of elementary administrators, as well as gender perceptions of success: How females perceived success for females and males, and vice versa.

<u>Foundations for Success for Elementary Administrators</u>

During the interview, all eight administrators expressed why they did certain things and where their ideas originated. The data forms the foundation for success for elementary administrators. Three subsets emerged in this area: (1) Lived experiences: Professional and Personal, (2) Pursuits: Professional and Personal, and (3) Barriers: Professional and Personal.

<u>Lived Experiences: Professional and Personal.</u> Lived experiences, professional and personal, are those events and activities which influences the belief in the decision to be successful in administration. The responses regarding the lived experiences provided

rationales for understanding why the administrators embarked on the road to success in elementary administration.

Student success was used as a measure of administrative success by Mr. Alpha. He found that success for him was a result of having knowledge that his students were successful.

The neat thing for me as an administrator was when I had a former student come back to see me. He just won a scholarship to Princeton. I would like to think I had a small part in making the school environment a place where students are empowered to learn.

Success influenced many of the respondents through either the association or identification with significant role models during their lives. Two of the female respondents recalled positive role models from their childhood. Ms. Omega stated:

Growing up in a small town most of my life, my role models were educators. My parents and grandparents were really the ones that I think about the most. I had the highest regard for educators. I think that was my first inclination that I wanted to go into education. As I progressed through life's arena, working with people in education seemed to be a natural thing to gravitate towards. There was a teacher that really believed in me and helped me throughout my undergraduate work. She helped me get a work study grant.

Ms. Gamma easily identified with a role model who exposed her to the adventure and enthusiasm of life's potential.

When I was growing up, I had a person other than my mom who was vibrant. She was heavy set, but she had more energy than anyone I had ever known. She had a

story for everything. She exposed me to everything possible. She took me places, told me stories, and gave me books to read. She was always on the go, and when I grew up, I realized that she was a very successful person.

A high school teacher served as an important role model for Mr. Alpha, and challenged him to succeed.

I had a principal that taught history. Personality wise, he was great! I remember when he taught a lesson on John Smith and the colonies. You set a standard for working and you get what you work for. In the colony, if you don't work, you don't eat. If we fail to understand that, the whole function of the colony would change.

In describing the one person who energized success, Mr. Beta emphasized the concept of teamwork. "One person comes to my mind. A vocational teacher, who was also my Sunday school teacher. The way he talked, the way he demonstrated, preparing for speech tournaments. Insisting on teamwork. Play together, do your best." Another male administrator, Mr. Chi, was also influenced by role models for success, but they were not definitive or limited to a specific role model. "I have always had sort of a drive to set goals. I modeled after others. People who I thought were good people."

Contributing to the personal lived experience, responses regarding familial influences seemingly impacted some of the respondents' foundation for their success. Ms. Omega was clearly cognizant of those early surroundings of childhood that seem to evolve and impact her ideas of self-worth.

I think the time and the period in which you are involved shapes whatever you are about. As you progress from infancy until adulthood, activities you encounter along the way are the things that help shape you. I started playing basketball in the fifth

grade, and I had many successes. I was always taught to try to achieve and that you can be a winner. I think the important thing to remember is that you want to keep on growing, you don't want to become stagnated.

The desire to succeed was developed and conceived early on from childhood as well, for Ms. Phi. "I recall all the way back to my childhood, I wanted a better life. I think it is kind of a personal thing. I think it is always on going to want to do better." Mr. Alpha's familial influence in his life impacted why he sought achievement and recognition.

I think my whole background geared me to succeed and achieve. I grew up with a background of poverty and welfare. The first time I had electricity and running water was when I joined the military during the Vietnam war. I had determined as an elementary student I was going to get a college degree. I am the only person in my family to graduate from high school. That was my goal and I was determined not to let anything get in my way. I did everything in the world to make a living. I mowed lawns, worked on shrimp boats, raised chickens, and sold eggs. I had an entrepreneur spirit. For me, it became my way of life.

The experience of being married later in life and starting a family balanced the life of Mr. Chi and imprinted his way of thinking about the importance of his job and life.

My experience of having a child myself has changed my way of thinking. My family has shown me that my family is more important than my job. I believed that I needed to be at school all the time. How many times are you laying on your deathbed and regret you didn't spend more time in the office? I think that is one of the things that really sticks in my head in the last few years. Before I had a child, I always felt successful when I pushed myself harder in school to get good grades and each time I

got a degree or a certificate.

During the course of the interviews, a primary motivating factor for pursuing the field of elementary administration was indicated by a number of the respondents who viewed previous administrators as being deficient in their administrative skills. The respondents thought they could do a better job than their current administrators. Ms. Phi assessed her position as what she could do better based on what she had experienced as a classroom teacher when working with her school administrator.

In dealing with my administrator and others, I felt they were very unfair. I had some good and some what I consider bad administrators. I thought if I go back and go to school, I will try to do a much better job. I felt like I had the talents to do it, and it was just a matter of taking the steps I needed to get it.

Like Ms. Phi, Mr. Alpha stated:

There were two principals in my city where I taught school and they were rude, abrasive, and had no people skills. I thought I'm smarter than this guy, I could do better. I view myself as extremely effective. Having achieved a doctorate in Curriculum and Instruction gave me a good handle on that aspect of an administrator's job.

Ideals for improving school administration were influenced by negative experiences with other administrators, as mentioned by Mr. Chi. "I became a school administrator, because the people that were administrators that I was working with, their skills, and their abilities as administrators were so poor that I felt I could do a better job for teachers and children." Two female respondents viewed themselves as visionary and able to make a difference in elementary administration. Ms. Gamma said: "I found there was very little

change I could do as a teacher to affect any kind of change for students. Then I thought for sure administration might be the route." Ms. Zeta also saw herself as being a visionary leader.

I think I looked ahead and maybe had a vision of how a school that I might run would be able to function. I think when I was recognized as teacher of the year and going through some of the different processes in education that lead me to believe that I had some leadership skills that were valuable to the school and the community.

A positive experience in the classroom resulting in being able to see students respond to him as a educator made Mr. Delta believe that he had the ability to lead successfully in elementary administration. His influence regarding success was the result of professional attainment. "When I got my first teaching job I had 42 students. I didn't think I could do it. I got in there and they started to respond to me, and I felt a level of success had been attained."

Physical needs spurred one of the respondents to strive for success in elementary administration. Where other respondents were apparently impacted by other professional influences, Ms. Phi stated that a primary influence for her was a monetary gain resulting from the pursuit of becoming an elementary school administrator.

To be honest, I needed more money. In the teaching profession I was a single mother going to school. I got my reading certification first and was teaching reading. I decided I wanted to be an administrator. Not just for the money, but that was part of it.

Responses from the interviews indicated that work experiences impacted the interviewee's personal perspective which directed the path towards their concept of

attaining success. Ms. Omega was encouraged in her educational endeavors by her early work experiences. "I worked a lot in high school and did some undergraduate work with children in nursery schools. I decided at that point that I really wanted to go into education." Mr. Alpha described his early work experience at a gas station as a factor for achieving success.

> For me, success was tied up in money and things. As a youngester, I was pumping
>
> gas at a service station. I watched people come down from the north, and they would
>
> stop there for fuel. They had nice cars and were going places. I wanted those things.

Having the experience as a teaching assistant for a children's program was the beginning of Mr. Delta's influence on his road to success.

> When I was in high school, I had my first experience as being a teaching assistant for
>
> a head start program. I went on to college not really sure I wanted to do that, but then
>
> I realized I wanted to be a teacher.

The image of the female gender role from one respondent conjured distinct personal influence and direction. Mr. Beta saw the female as the primary influence in education. "There have been mostly women in the educational system as teachers. They have had a great influence on students. I think all our teachers have touched us."

Pursuits: Professional and Personal. Pursuits, within the framework of professionalism, to attain individual goals as well as having the influence of the organizational structure was instrumental for aiding decisions to achieve success.

Mr. Delta looked upon a fellow educator as a role model who initiated his opportunity to pursue the field of elementary administration. "I was asked to move into a middle

school administrative position. I didn't really want to move, but I did. Then I thought it wouldn't be that tough, but it was not a piece of cake.

Caring for others as well as themselves was seen as an important characteristic for pursuing their goal for success. An important characteristic used by Ms. Omega to create success for herself and others lies in the concept of caring for children.

I like elementary children. I like all children, but I particularly have an interest in elementary children, because I feel like if we can get them at the very beginning of their educational careers and give them a good basic foundation, then I feel I have been successful, because they have been successful.

In caring about the success of others, Ms. Zeta helped to create a quality school environment, and ultimately made a difference in her profession.

I wanted to create and help to create a quality school with curriculum and personnel who were caring about kids and just had an attitude of making children successful. I felt I had a good vision of what a good elementary school could be and I felt like I could get one there.

Mr. Alpha pursued his goals and was motivated to succeed by what he could do for kids.

I came from a poverty and welfare background. There are a lot of kids out there just like me. I want them to taste the good life. I'm on a mission to see if I can help them taste the good life.

The need for black males in elementary administration was the impetus for Mr. Beta's entry into the profession, as well creating the opportunity for success. Mr. Beta revealed that his race provided the opportunity for his education. Because of those circumstances, this paved the way for administration.

-I got my education, because of my basketball coach. He told the college coach that if he didn't take me he wouldn't recommend others to go to school there. As a black, there weren't a lot of fields to get into. I didn't pursue administration. I was assigned. They told me they needed more black men in elementary.

The respondents' personal satisfaction for success was achieved by attaining their goals in a school setting. Mr. Chi expressed:

Seeing my school succeed and having a good reputation with the other principals and teachers. Seeing different goals that my school accomplished. Maybe that is something that makes me feel successful in my life. Reaching some of the goals in my school system can be hard to reach.

Personal satisfaction was instrumental as to why Mr. Delta succeeded in administration. "It is a good feeling to know that I have obtained a goal, but the hard part is to maintain it. Knowing I have accomplished a goal and paid the price and endured the storm is a good feeling." The pursuits of the professional lived experiences do not impact the foundations for success without consideration of those pursuits of the personal lived experiences. For Ms. Gamma, the perception of what she viewed early on in her life and what she experienced influenced her personal goals.

I think maybe when you are a kid you think success is money. What has caused me to change that is I see people who make a lot of money and you see that they are just as unhappy as they can be.

Mr. Chi's personal pursuit for the basis of his success was a powerful statement as to why he was motivated to achieve.

There should always be continual goals and continual missions that we should be

motivated by. It should be ever changing. I have realized that there is a lot more out there in the world than one mission or one goal in life.

Stating that her personal satisfaction was enhanced and was the motivating stimulus for the challenge in the profession of administration, Ms. Omega continued:.

I want to do it. I enjoy what I am doing. It is wonderful to see a rose bud blossom into a rose. I think that is what drives me to do it. I want to. I always think I have an inner spirit or inner drive that drives me on a daily basis to be the best that I can be.

Personal motivation for success was compounded by both an innate drive to make a difference and the opportunity to seek satisfaction through monetary value for Ms. Zeta.

I think my own inner needs to feel that I have made a difference, to feel that I have done my best in life, and to feel that I am expressing myself are vital. At the same time, I think I would be lying if I didn't say that money didn't somewhat drive me in my profession. It is nice to be rewarded monetarily.

Mr. Beta brought into view his spiritual girth in valuing personal satisfaction for his success in administration. "I enjoy making a difference in student's lives. I want to help others. We have been ordained to help others." Mr. Delta revealed his personal motivation to achieve and pursue success in administration as a personal legacy. "I want to leave a legacy behind. I want people to say he gave his all."

Ms. Phi was steadfast in her conviction that her pursuit of success was a moral responsibility. She said "I want to do what is right."

Living her life as an exemplary model in such a manner, while pursuing success was important for Ms. Gamma, so children or other individuals could pattern their lives after

her. This belief served as a window of opportunity for her to be a role model for children.

> I want to be a role model for children. I want to get across to young people in my community that your background does not determine who you are going to be. If you work hard, you can achieve some things. You may not be rich, but you can achieve some things in life and you don't have to settle just because some one says this is as far as you can go. I think that drives me more than anything to be successful.

Ms. Phi eluded to a personal turning-point in her life as being instrumental for developing the desire to pursue an administrative position. "The way my life developed at certain points, it seemed like that was the time to go and do it."

Barriers: Professional and Personal. Success in administration could not exist without exploring those barriers that often times prevent advancement in the profession. The responses from the interviews related to barriers, external and internal, provided data considered as obstacles for achieving success in administration.

External factors, such as politics within the educational arena, present barriers created by individuals outside the immediate school environment. Ms. Omega viewed politics within the organization as a hurdle to overcome. "Politics is right there at the top. Just put it where it is. Everything anymore is political and that is certainly a big hurdle for a lot of people." Mr. Alpha perceived those individuals in positions of authority as creating barriers that impede success in administration.

> There has been times when people in authority sometimes throw barriers in your way. I like to say, if you're going to lead the orchestra, you have to turn your back on the crowd. As an administrator, you have to take ridicule. There have always been

visionaries. They have turned their back on the crowd. The crowd was wrong. As a society, we want people to fit in the same mold. However, you can't run with the rest of the horses in a stampede.

A perception of political hurdles were viewed as competitive and created financial burdens for administrators, as perceived by Ms. Zeta.

In a large district, it is the competition for dollars of other schools and the dollars within that school system. Sometimes those are the biggest hurdles to overcome. You have to be creative and find other means to obtain those things you need in your school. Just the fact by the time a decision is made it might be too late.

Gender issues regarding barriers that impact the respondents themselves were expressed by some of the interviewees. The barriers addressed personal issues in terms of advancement in the profession. Ms. Gamma brought into focus the issue of gender as an obstacle for achieving success.

Knowing that there are still people out there who don't believe women can do things as well as men is a major hurdle. Just being accepted by other people including females is a real challenge. Going into the work place everyday and facing that is monumental.

Ms. Omega perceived an array of familial issues that affected her in a personal way that impeded her road to adminstrative success.

There are many barriers that come to mind. Sometimes there are personal goals, such as family things that could get in the way. Finance and health can be a hurdle. Losing interest can be a hurdle or deviate you from your original goal and going into something else only to realize you should have stayed on track.

Time , energy, and age were of great importance to Ms. Phi, because at this stage of her career, she perceived retirement as the next culminating step as an administrator.

Well, I am almost at the end of my road. I have to stay a few more years, but barriers for success is having the time and energy. I think as you get older you don't have it, so when your young it is nice to do everything you can. I used to hear people say that. The barriers would be that there are some things you need to do when you are younger to get you to the point where you are now. It is hard for me to go back and do those things now, because I don't have the time or the energy that I had maybe when I was younger.

Mr. Alpha had questioned his own ability regarding his skills as barriers as a school administrator.

I do think there were some barriers I had to cross. Can I really do this? Do I have the leadership skills to get other people to follow me? Knowing you have never done this before was a great concern of mine. I thought moving up was a piece of cake. What a surprise?

Burdens and the many facets of being a principal were concerns of Mr. Beta. He was not sure when he entered administration if he possessed the abilities to perform all the tasks that were required of him as an administrator. "There are so many things a principal has to do. If you do your best, and try not to worry about what others think, that is half the battle. You need to have confidence within yourself." Mr. Delta was also concerned about his ability to take criticism and adjust to the tasks of being a principal. "I personally feel like I have to do it all, and that if I don't do it a certain way, it is going to be wrong. I have also struggled with the task not to take criticism personally."

<u>Summary</u>

In the category of Foundations for Success for Elementary Administrators, three subsets emerged in this area: (1) Lived Experiences: Professional and Personal, (2) Pursuits: Professional and Personal, and (3) Barriers: Professional and Personal. In the area of Lived Experiences: Professional and Personal, the administrator's responses provided both a professional and personal narrative sketch of the rationales for their successful move in the direction of administration. The data expressed those events and activities which influenced the belief of the respondents to be successful in administration as a result of their personal lived experiences and the result of being influenced by others. The data revealed student success in the educational environment served as a stimuli for the administrator to achieve goals. The impact of role models influenced the lives of the respondents as well as familial relationships. Also, the notion of administrators viewing themselves as doing a better job in administration than their predecessors and having a positive educational experience in the classroom served as a catalyst to attain their goals for success. Other data, such as physical attainment for monetary inducement, early work experiences in their lives, and the images of specific gender roles were stated by the respondents as rationales for achieving success. In the area of pursuits: professional and personal, the data revealed how others were influential in the decision process for their success as well as each of the respondent's analyzation of their road to success. An array of data was stated in terms of the influence of a professional role model, expressing the importance of caring and nurturing of children, being a black role model, seeking personal satisfaction, having a moral base for making decisions, being an exemplary role model for children, and having knowledge of self for turning one's life in a direction for

success. The administrator's responses in the area of barriers reflected data that often

times prevented advancement in administration. The obstacles for achieving success in

administration as expressed by the respondents were politics, gender, family, age, and

self analysis of their ability to lead as an administrator.

Success Parameters for Elementary Administrators

The respondents described how they utilized certain endeavors to accomplish a

standard of success. Three subsets emerged in this area: (1) Attributes: Professional and

Personal and (2) Values: Professional and Personal.

Attributes: Professional and Personal. The subset of Attributes described how

administrative success was exerted through techniques and certain methods of operations

by principals which had been demonstrated to be worthwhile in their professional and

personal setting.

The mark of a successful administrator was whether or not one had been successful

helping people be involved by helping someone else to be productive in their

life, or showing the evidence of the ideal of helping children. Ms. Omega said:

Success means to me that I have helped some child or individual along the way to

grow up or to live up to being a human being that is fruitful. I view this as having

ethics and caring, being passionate and empathetic. The mark of a good administrator

is whether or not you are able to help the people see that they need to be involved.

You have to be able to work with people of all levels. I think I have been successful

in doing that. I have always had various goals in my mind, and I have always been a

person who is willing to work to get things done. Commitment and dedication are

very important, more so now than ever.

Ms. Zeta described the attributes that she believed enhanced her interpretation for success, happiness and being content with her life, as well as helping others.

I think of myself as a person who cares about students. I view myself as being responsible for taking care of the school, the teachers, and the students. I know I must have stamina, be flexible, be cooperative, and be open minded to meet the needs for all of them. I try to take one day at a time and try to do the best I can for that day, for me, and for others. To me success means finding happiness within your life and that doesn't always mean your job makes you successful. I think that you need to find happiness and be content within your life rather than with your job or anything else.

Administrative skills and instructional knowledge, as well as employing leadership by delegation in Mr. Chi's school, were important assets for him to achieve his professional goals for success.

I have to be successful. In order for me to do this is, I rely on the people I work with to help me. The attitudes of people in the work environment can be a measuring device. I really try to give credit to where it is due. I sort of manage and try to keep everyone headed in the right direction.

Leadership and management skills were considered essential for success in administration by Mr. Delta.

I am like a lawyer or a doctor. I am a practicing administrator. I am not totally successful. If you think you have arrived, then you have not arrived. I am still learning to develop my skills with people. You have to be able to manage yourself and learn how to delegate things out. You have to be able to demonstrate leadership. I don't want to look like a fool. You have to be a public relations person and cause

things to happen.

Management and organizational skills, as well as being able to communicate directly, openly, and in a nurturing manner were keys to successful administration utilized by Ms. Gamma.

> Time management, conflict resolution, and procedure techniques are important. Sometimes I act as the nurturing parent to children and to staff members. Being able to be the curriculum leader, as well as the instructional leader of the school, is important. I have to know when and how to respond when change is indicated and needed. My style has to be flexible in order to be able to meet the challenges of situations that arise and provide the leadership to find answers to problems or needs that arise. You have to know when to be flexible, and you have to know when to stand-up and lead without flexibility, leaving no question as to your decision or your thought process. You have to know what your school needs, and how to do what it takes when the need arises.

Success as an administrator for Mr. Chi was attained due to his talent to direct management decisions based on the understanding of needs and personalities of the individuals who would be impacted by such decisions.

> I believe in using different philosophies with different people you work with. I have to be a good listener. As a principal, you have to gain respect from your staff and patrons. If they feel that you have provided their children with a good education and you have done what is right for them, then you can say you are successful.

According to Ms. Omega, her primary concept for success was based on knowledge and the ability to utilize her position as an administrator to reach her goals.

Knowledge is number one. If you don't know anything, then you can't do anything. It's about what the job entails and being able to work in various situations. Having knowledge is having the ability to use pulling power. In this profession, you have to do a little pulling and a little bit of pushing. Having knowledge determines what the goal is and making plans to reach the goal. The ability to work with people is number two. You are dead in this profession if you can't work with people. Knowing how to do things and how to get things done. Success is based on what you feel success is. I feel at the end of the day if you can go home and still see some good in people and things you are successful.

Ms. Phi stated that she relied on all the knowledge, tools, and talents that she possessed to make her mark in her role as an administrator.

I just use everything that I have. It really takes everything that you have to be to be an elementary school administrator, but I am sure it does in any profession. I believe in following policy. I treat everybody the same and follow policy. Also dealing with the various people in the system effectively is important. You have to deal effectively with students, teachers, and parents who are not always happy, and using effective management and communication tools is important.

Viewing her success in administration as a service oriented role that is pursued on many professional levels, Ms. Omega stated:

I guess to sum it all up, you have to be a Jack of all trades, and hopefully, you will master them all. You definitely serve people, you have to be a curriculum and instructional person, you have to have financial skills, and you have to have administrative skills. You can't be successful without these avenues.

Ms. Zeta responded that she knew the importance of the communication and managerial talents that she perfected during her tenure as an administrator.

I think you have to have excellent communication skills. You also have to be able to foresee problems and be able to plan far enough in advance so that you have contingencies to address possible problems. Being quick on your feet as far as thinking skills is very important. Communication skills are also very important. I try to have a continuous dialogue and feed back. I have an open door policy. I think it is very important to communicate with the students, parents, and teachers in the school in an effective manner in order to meet the needs and goals of all the participants of the school. The principal is the link between the school and the community, and that bridge is very important. Good management techniques are also a key ingredient used by the successful administrator. Being able to oversee and implement curriculum, being capable of incorporating scheduling needs, having the ability to oversee facilities, and evaluate staffing is vital to success in my profession.

His view on success was simply having the moral courage to lead and make decisions for students that may not be politically popular, according to Mr. Alpha.

I think to be successful, you need to be a person with a lot of moral courage. Making decisions in the best interest of children may not be politically popular. Leadership skills lead people and gets them to follow you along the pathway that leads to better education for youngsters. Success is multidimensional. I have been successful, because I have improved the culture of the climate of schools and make decisions based on the situation. I tailor make the situation and believe my leadership will lead the way.

Mr. Beta believed in the concept of setting, pursuing, and achieving goals and related this concept to the educational performance of students in his school.

First, you should want to achieve the goal, set the goal, and stick to the goal. Make a plan and carry out your plan. I think the concept is essential. I look at the outcome at the end of the year to see what the students have learned. We have a responsibility and it must be fulfilled. We must do the best we can. As a principal, I have to be the one to support. The key is to be a role model. We must have a vision.

The ability to focus on goals that led to student success, encompassing what the interviewee would call the "three T's," tenacity, tenacity, tenacity were the basic components for Mr. Alpha 's success in administration.

Tenacity, tenacity, tenacity. I think you have to be extremely focused and compartmentalized on your goals and don't let anything else distract you from that. My measure for success is built upon how students are succeeding. Improving student achievement within the constraints of time requires me to be focused and to move ahead with tenacity.

Mr. Delta 's idea of success was significantly impacted through his accomplishment and the recognition of his goals in the school setting.

My perception of success is when I have been able to have the powers that be say you have done a good job and each level of success that has been reinforced by compliments drive me to do things better. So from the beginning, it has been in steps. It is based on accomplishments. I feel like I do a pretty good job, but I always feel like there is room for improvement. I am looking for ways I can demonstrate to the public that they can have confidence in me.

Innate drive to get things done, and a persistence to get ahead, was described by Ms. Phi as her method to attain her goals and success. "I think I have this inner self, persistence, on going drive to be a perfectionist. To do what is right and be happy with yourself. I adjust and change and do what I have to do to get ahead.

Ms. Gamma based her success on personal commitment to her profession.

Once I made the commitment to go into administration, I knew there would be some good days and some bad days. I had a few people who I still looked up to and thought I wanted to be like that person. I think that to me has helped me to determine what success is. Making some long lasting changes that do make a difference and making it work in education for everyone can really move a school forward.

A wide range of attributes associated with a multi-facet prescription for success as an administrator was vital for Mr. Beta.

In administration, the social, mental, physical, and emotional aspects of a person are used to fulfill professional satisfaction. I think in my profession there is more to life than abc's. For one to be successful is to feel good about themselves. To love themselves. When we love ourselves, we will do more for others. I'm not talking about pride.

Kindness was the specific character trait which set the tone for her successes in administration for Ms. Gamma.

If you can be kind, I think that sets who you are. I just am who I am. I am kind and firm when I have to be. Kindness, respect for others, work ethics, and the ability to work with people are essentials for success. You need to be a good listener and know when to speak.

Mr. Alpha relied on the basic principle of ethics for his success.

> Ethics mean a lot to me. I have a group of character traits, and I refer to them as
> moral intelligence. I think it's those types of principles that guide me in terms of
> being fair, honest, attentive, and having integrity. I work hard and have the tenacity to
> stay focused on my goals. I ascribe to treating people right by using these traits.

Certain priorities were used to maintain a standard for achievement of success by Mr.
Beta.

> I try to prepare daily by establishing priorities. I try to do my best. If you want to
> have satisfaction, you have to have something on the inside of you. You need to have
> an understanding what it is we are about. What are we to do. We need to understand,
> just as we need to be understood.

The inspiration for Mr. Chi's success was based on his desire to become a better person
for himself and others. "Being a better person, caring, and sympathetic towards students
and parents motivated me to push myself. I see myself as a problem solver." Exemplary,
moral constitution was the basis for Mr. Delta's success in his life. "Being a person of
your word, having integrity, and keeping the principles of the Bible, like the ten
commandments, insures fairness. You want to make sure everyone is treated fairly."

Values: Professional and Personal. The responses for Values: Professional and Personal
reflect the belief system, behaviors, and motivational factors on success parameters for
educational administration.

The idea that all children can learn was the basic concept that drove Ms. Omega to
success in administration. The value of this notion impacted all aspects of her life.

> I believe that all children can learn. Certainly not at the same rate, but given time they

- can learn. Even more important, I think the way you act and the way you respond and that you believe in what you do is important. I guess everything that you do is connected in some way, because what you use in your profession, you use when you deal with people in other areas of life.

The theory that no one failed under her administration bolstered and solidified Ms. Phi's belief in her profession. "I don't want anyone to fail. No matter where I am I am going to have the best situation. I feel like no one is going to fail under me. If there is a problem, I am going to work until I get it right." Ms. Zeta amplified the belief, and bestowed the value of caring for others by measuring success by how students, and others, are succeeding.

I think my central personal belief as an administrator or an educator is that you must care. Looking back at my experiences in school, those who were central in my life were those that cared and tried to impact my life. I think I can measure my success by how well the students and teachers are doing. I think success lies within you. It's not something someone can give you. Only yourself can do that.

Ms. Omega's premise of her success was similar to Ms. Zeta's.

You can't know where you are going, unless you know where you came from. My desire to succeed is measured in the hundreds of students who have been successful. I have seen them when they come back to visit or run into them years down the road, and they remember me.

Measuring success as a result of improving student achievement and success was important to Mr. Alpha, and thus made him proud of his profession..

I receive tremendous personal satisfaction with the success of improving student

achievement. I also enjoy the recognition that I receive when I present speeches and workshops concerning my profession. I enjoy being able to discuss my profession with my peers, as well as exchanging expertise with others.

Confident in assessing that success for her encompassed dimensional roles that she encountered as a female. Ms. Phi stated:

I think you have to be successful in many areas of your life. I could have been a stay at home mom. I would have loved to do that. I feel I would have been successful. I could be a good mother or a good business woman or I can be all of those things.

Ms. Gamma depicted her success as being multi-faceted and attached significance to the concept of success as an everlasting value to an individual.

I am somebody else at work. I am somebody else away from work. There is another me that enjoys other things. I get involved and I am successful. It is a personal fulfillment. Success is everlasting. It is not a fly by night thing.

Three males valued ethics and the fair treatment of others in their life. Mr. Beta was influenced by a spiritual background, as well as what he learned in athletics.

I think my success is in response to my belief in Christ and in God, and that we have a purpose. The scriptures are very important to me. Athletics has taught me how to play to win, not lose. In so doing, you need to strive to do your best at all times.

Mr. Chi believed in treating people fairly and well.

One of the things I try to do is try to be fair. I try to treat people as I want to be treated. I put myself in the place of the person or people I am dealing with in order to know how they feel and who they want to be treated.

Mr. Delta also believed fairness and spiritual values were key ingredients to his success.

"I believe I am a fairly religious person. When you make decisions you want to be fair. I think what you believe makes a difference in how you work with people and make decisions."

Summary

In the category of Success Parameters for Elementary Administrators, two subsets emerged: (1) Attributes: Professional and Personal and (2) Values: Professional and Personal. Responses relating to Attributes described how success was exerted through techniques and tools administrators used to achieve success. Views taken from both genders articulated attributes such as ideas for helping children, having leadership skills, having knowledge about the profession, perceiving the role of the administrator as a service oriented profession, having communication and managerial skills, having moral courage for the decision making process in administration, taking responsibility for work related goals, having professional commitment, personify multi-faceted attributes, and having character traits steeped in ethics and nurturing for others. Values: Professional and Personal were viewed with an array of responses for success included the belief that all children can learn, the need for multi-faceted roles and values, and fair and ethical treatment of others. The responses were introspective of the administrators, and included the importance of ideas, skills, and tools used in their profession for success. having personal identity, being spiritually fulfilled, valuing accomplishments and job performance, and understanding success as an administrator has a dimensional roles.

Perceptions of Administrators and Administration for Success

In the interview, respondents were asked to express their thoughts, ideas, and ideology for the female and male administrator as related to the profession of elementary

administration. Two subsets emerged in this area: (1) Past, Present, and Future, and (2) Gender and Success.

Past, Present, and Future. The respondents expressed their views about the role of female and male administrators in the profession of administration by acknowledging their images about the past, the present, and the future of both genders in elementary administration. Both females and males articulated that gender was a contributing factor in their perception of elementary administrators.

Two respondents detailed their thoughts on the evolving role of women in administration. A chronology of women in administration and the future of administration for both female and male administrators, was reflected by Ms. Zeta.

I think particularly in elementary education we have seen over the last ten years a

great deal more women in administration. The majority of elementary teachers have

been women and presently are women. I think that should be reflected in the number

of elementary administrators. The same is really true throughout the educational

system. I think that will still be a reflection. However, I think as long

as higher administration is still held within male dominance, that there is some

tendency to promote males over females in higher positions.

Ms. Gamma also said,

I think women have come a long way. We have a lot more females in middle level

positions. I think that is only because there are more females continuing to stay in

education with the salary scale. We have evolved from being the teacher to

administration, but I still don't see us as having the top paying jobs. I see men

constantly climbing. I see younger men coming into administration and moving up a

lot faster. Once upon a time it was more for disciplinary reasons when men acquired administration. I see male principals continuing to try to establish and develop that buddy system. Male principals can move from one district to another and move up quickly. They are not afraid to hop districts to find a friend to help them move up. They continue to climb and they are still making more money. In some situations, I do see that men are starting to realize that women are important.

The past was instrumental to Ms. Zeta as she spoke about males in administration.

I think there has been a great deal of discussion about males feeling threatened in administration. They were seen as the natural leaders and the natural dominant people in administration and education. I think men truly have changed very little. They were our professionals of yesterday. They were the primary breadwinners.

The absence of women in professions of the previous generations was significant to several respondents. Ms. Omega recalled how males dominated positions of authority according to her personal observation.

When I was growing up, there were some men in the field of education. They have always been the bankers, doctors, lawyers, and dealership owners. I see that continuing, but I also see them sharing it with women. I see women easing into areas now where they have never been before. I think the competition will be stricter and it will be harder for males just to be moved into positions. Where as in the past, it was kind of a given that if you were male, you were it. Now they are going to have to look at it on an individual basis.

As Ms. Phi acknowledged the history of male dominance in administration, she was uncertain of the expectation of the genders in administration today.

Thirty years ago there were probably more males, but since I have been in administration, I felt that women got in just as easily as the men. Now I have two teachers, one male and one female entering a principal's program, so I don't know what that tells us about today.

The recognition that the male administrator moved into positions of authority primarily, because of gender and the perceived notion of pre-ordained skills was explained by Mr. Alpha.

It was fairly common a few decades ago that men just moved into administration. You didn't see female principals. They were almost all males even at the elementary level. I think males got in at a time in which people were moved into that position, because of their perceived ability to manage people. It was also a time when women were not viewed as good managers. They were viewed as emotional.

Mr. Chi simply stated his distinction between the past and presence of female and male administrators.

It seemed like you would see men in many different professions, whereas, you didn't see women in those same professions. Now you see a mixture of men and women, as managers in grocery stores and administrators of schools.

Male dominance in society was viewed as the accepted norm for administrators and administration, according to Mr. Delta.

It was always implied that the man should be the one in control. Due to my direction, the man was always the one that was suppose to be in the leadership role. So there wasn't any other way to look at administration. The female didn't fit.

Some of the respondents viewed women who are moving into administration as viable candidates for the same positions in administration as males. Ms. Omega held this viewpoint, saying,

As we move toward the twenty-first century, the millennium, I think maybe we are beginning to be on an equal playing field. Prior to that, I think women were more qualified, well qualified, had better ideas of what it was all about. This is not a negative, it is just a fact. A lot of men that became principals were originally unfocused. They just didn't have the background they needed in order to work at the principalship as I view it today. Women in administration are coming to the forefront. I think as we move into the future that we are going to have more and more women vying for those positions that are available.

A similar belief was stated by Ms. Phi.

In the years I have been a principal, things have been pretty fair. I haven't had a problem. Men and women have been given the same opportunity. I have always been associated with both female and male principals through my many years.

Ms. Zeta discussed the importance and equality of the personal and professional life that females encounter in today's administration.

Even though men are sharing the responsibility of being the primary breadwinner more with females today, I think their roles at home are still probably less than that of the females. I think the female is doing more of a dual role, where the males are still the main breadwinner.

Expanding on the subject of women emerging in the administrative field, Ms. Zeta continued to state,

- A great deal of change has occurred over the last few years with more and more

women coming into the principalship. It use to be dominated by males and now it is

more of an equal ratio. I think there are still some preconceptions that males are more

natural managers than females. I still see that males are still frequently promoted to

the principalship earlier than females.

The male administrator was seen as becoming extinct in the future, whereas the

female administrator would be the norm, according to Mr. Chi.

I can see there will probably be more and more females involved in administration as

the years go on, especially in elementary, because there are hardly any men involved.

School boards have discovered that females do a good job as administrators. I think

we will see more females and less males. I think we will see more female

superintendents as well.

Mr. Delta's personal thoughts related a tone of importance regarding the future for male's

in education.

A male teacher who has a family looks at education from an economic view. There

will always be men in administration. I don't think they will disappear. In

elementary, it is more women, but in middle and high school it is predominately men.

There has to be a strong presence in secondary.

Gender and Success. Gender behaviors in terms of success for elementary administrators

were described by both female and male respondents. The perceptions of what females

view other females do to meet success as well as what females view males do to meet

success was articulated. Males also expressed their views regarding male and female

contributions for success as an administrator. The behaviors for success were perceived by the respondents as being gender related to achieve success.

The behaviors used by female and male administrators, and how they used the behaviors to achieve success in their profession, was delineated by Mr. Delta. He viewed the female as having to strive to do better than the male administrator in order to achieve the status of success.

> I think males are controlling, possessive, and want everyone to know that they are able to make decisions and confront issues with strength. I think they take on a lot of responsibility. Females are a little different, because they are more particular and want things to go a certain way. Women look at more than what men do. I think women do a good job, but are competitive. They are very good with success, because they say, I can do this better than you.

Women administrators were considered to be more successful, because they focused on details more often than male administrators, according to Ms. Omega.

> From my observation in most instances, not all, I want to underscore the word all, and I also want to underscore the word most, but I feel that women have paid more attention to detail. Women spend more time addressing issues and men look at delegating and go on about their business.

With the female administrators being more detail oriented than their male counterparts, Ms. Phi indicated that female administrators may be harder to work for than males in the profession.

> I just hear from teachers that maybe women are a little bit harder to work for than men. I don't know if that is true or not. I think maybe women have a little bit higher

expectation. There is good and bad in both.

Ms. Gamma clearly articulated what females do as they entered administration and the differences that existed between the female and male approach.

I think females go into administration wanting to do everything. We have a hard time delegating, because we take our womanness into the office. We work side by side with people and probably do more. I am willing to get down and dirty and I don't see males doing that. I see them coming to the workplace with some good ideas, but for the most part they are delegators of some minor responsibility. They have skills or a knack how to get work done and not take it home. We tend to carry it with us and think throughout the night how can I solve tomorrow's problems.

Mr. Chi observed the differences in leadership and management styles of female administrators as compared to males.

I don't work with other administrators, female or male, that closely. I would say that one of my observations is that maybe female principals feel that they need to be involved with everything in the school. They need to have their hands in everything and maybe have some control in it. Some of the male principals I have worked with are maybe a little bit more able to delegate things out. They don't feel the need to make sure that they are involved in everything. I think maybe sometimes a female principal may be more dedicated or maybe more involved. I think it may engulf their life more.

Female and male differences as viewed by Mr. Beta were not gender specific. "I don't think it is female or male. I think it's an individual difference. It's what one has within

them. Their experiences and their training and not the sex of the person that makes the difference."

A number of the respondents discussed how the styles of female administrators were starting to mirror that of the male administrators, and the similarity of such styles, in order to meet success in their profession. Ms. Omega stated that both genders wanted to be successful.

There was a time when I think maybe men were a little bit more unscrupulous about what transpired in the workplace. I think that women to a certain degree are becoming the same way. I think women are willing to sacrifice in order to succeed in a man's world. We might as well face it, this is a man's world. Therefore, we are measured by male standards. Hopefully, in 2010, we will have moved forward to the right and won't be quite so much in that area.

The administrative styles of males and females, and the expectation of both genders, were perceived to be quite contrasting as spoken by Ms. Zeta. "I think most males tend to take more of an authoritative stand and take more of a formal approach in their work, where females tend to take more of a nurturing stance." Ms. Zeta acknowledged her view of male dominance in administration and also discussed what males and females viewed as their conception of success.

I think most males would view their attainment of position and the amount of money they are making in their profession as a success. Most females probably enjoy their position and the amount of money they are making, but I don't think they would view that as the success in their life.

Further explanation of gender differences regarding the concept of success in the profession was given by Ms. Gamma.

> I think women view other women as successful if they are able to handle the job, the home, and the children and not have a nervous breakdown, and yet, still make money at what they do. I think males view males as successful as the guys who have climbed the corporate ladder and also have the leisure time to do what they want. I don't think women view that as success. I think men measure themselves on that little stick compared to other men, and I don't think women do that.

<u>Summary</u>

In the category of Perceptions of Administrators and Administration for Success, two subsets emerged: (1) Past, Present, Future and (2) Gender and Success. The Past, Present, Future responses of the administrators spoke about their distinct images of elementary administrators of both genders. The respondents discussed the perspective of male dominance in administration as viewed from the past. With this knowledge, the respondents also discussed the expectations of both genders in regard to their status in today's setting as administrators. The data indicates that educational administration seemingly had opened the doors for females to serve as administrators, but males still tend to dominate upper levels of administration. The respondents clearly spoke of the past and how certain professions were absent of the female presence. The profession of educational administration from its past to the present lent itself to speculation about the future of female and male administrators. Some of the respondents viewed the dominance of males in administration as a continuing trend over females in upper levels of administration. Other respondents predicted that women would continue to evolve

into administration and males would virtually become non-existent in educational administration. Success behaviors as perceived by female and male administrators were important considerations for the profession of administration. Female and male administrators were viewed as being very different in what they did in administration to be successful. Females administrators were discussed as being very detail oriented, and male administrators were seen as being delegators in order to meet their level of success. Women administrators were viewed as being more involved in the activities of administration than their male counterparts. However, one respondent concluded that the contribution of success was not based on gender, but a result of individual differences in personality. The idea of success for female administrators was viewed as having to model male behaviors in order to succeed. Furthermore, females were seen as being very nurturing, and males were seen to be more authoritative and formal in their work as administrators. The notion of success as perceived by female administrators for male administrators was the attainment of tangible objects and their status of position as seen by their male counterparts. On the other hand, female respondents viewed women who could balance their personal and professional life as being successful. Both female and male respondents indicated behaviors in their respective gender impacted their approach to success as elementary administrators.

Chapter Summary

In presenting the data in Chapter III, three main areas emerged: (1) Foundations for Success for Elementary Administrators, (2) Success Parameters for Elementary Administrators, and (3) Perceptions of Administrators and Administration for Success.

CHAPTER IV

ANALYSIS OF THE DATA

Analysis of the data presented in Chapter III, consisted of placing the responses from the interviews into different categories according to the questions asked of each respondent. The demographic data was analyzed against administrative characteristics as described by Shakeshaft's profile of administrators. Once the data was systematically organized, the data was then examined to reflect the set of research questions and review of literature in terms of content, structure, and methodology. Finally, the emerging themes were structured and designed to build an explanation about the study to reference the theoretical framework of the research.

Respondent Demographics

According to Shakeshaft (1989), women in educational administration tend to be in their mid-to late 40's. Black women were younger than white women in similar positions. Interestingly, the higher the position the female attained, the older they were. On the average, most women in administration were white, but in urban settings, percentages of majority to minority women were almost equal. Women in administration were generally from rural areas. Women administrators were also found to be more often married than not. The black female administrator was more likely to be married than the white female administrator. Women's marital status indicated 56 percent of all female administrators were married, with 63.5 percent being black women.

- Continuing with Shakeshaft, when considering the age of women administrators and male administrators, women in all levels of administration are older than men. Women are less likely to be married and more often members of a minority group than male administrators. Women also are more likely to be single parents than are men in administration. The average woman administrator spends 15 years as a teacher before seeking a principalship, whereas, the average male administrator spends 5 years before entering the principalship. Therefore, women evolved into administration later in life than their male colleagues. According to Shakeshaft (1989, p. 63), the profile of the average woman administrator was more likely to be older, of a different race, religion, and political party, to be unmarried, and from a more urban background than her male colleague.

Correlating the demographic data and the respondent's professional information from the four female administrators and the four male administrators, the findings were as follows according to Shakeshaft: (1) Both female and male administrators very much reflected the data as described in terms of race, (2) The female administrator's average age was younger than her male counterparts, (3) The marital status for female administrators demonstrated only a fourth of the female respondents were married. Whereas, one hundred percent of male administrators were married, (4) Both the female and male respondents grew up in a rural setting. Table 2 and Table 3 illustrated the comparison of the female and male administrators in this study as to Shakeshaft's administrative profiles (1989).

Table 2

<u>Male Adminstrator Profiles</u>

Shakeshaft (1989a)	Respondents
Less likely to be minority	2 Causacsian, 2 African-American
Average age less than females	Average age was 55
92% married	100% married
More likely to be from small	
Rural community	100% were from rural area

Table 3

Female Adminstrator Profiles

Shakeshaft (1989a)	Respondents
More often a minority	2 Caucasian, 2 African-American
Average age older than males	Average age was 42
60% married	25% married
Tend to be more urban	All four from rural areas

<center>Content</center>

Content were the influences from the experiences of the female and male administrators that impacted their attitudes and behaviors as related to their success. Content includes and defines the multiplicity of human behavior and its effect on the individual administrators. This served as one component of the essential fabric for success. The summarized data for content was classified as the emerging theme, Inspirational Paradigms.

<u>Inspirational Paradigms</u>

Inspirational Paradigms were expressed by the administrators in terms of experiences and encounters which affected their lives. As the data was analyzed, the administrators clearly shared their experiences and observations, both personal and professional. These underlying lessons of life were contributing factors impacting the administrators' success. Experiences from working with other administrators in the educational environment impacted the respondent's lives in the form of professional role models. These experiences set in motion a paradigm shift in the way they viewed education and viewed themselves as educators. This evolutionary way of thinking transformed themselves into being visionary and thinking they could make a difference in his or her profession. The administrators were adversely affected by what they perceived as negative behaviors and the results of administrators working in the profession of elementary administration. Supporting this statement, Mr. Chi stated, "I became a school administrator, because people that were administrators that I was working with, their skills and their abilities as administrators were so poor." Further responses reflected this same concept. Ms. Phi purported that "dealing with my administrator and others, I felt they were very unfair."

Mr. Alpha stated, "There were two principals in my city, they were rude, abrasive, and had no people skills."

The inspirational paradigms were also a result of principals wanting to make a difference and found the only avenue to do this was to move from teaching in the classroom to administration where decisions could profoundly impact the overall scheme of the educational environment. For Ms. Gamma, " I found there was very little change I could do as a teacher to affect change for students, I thought for sure administration might be the route." The importance of a vision and the idea of doing "things" better was clearly articulated by many of the administrators. Ms. Zeta seem to state it best, "I looked ahead and maybe had a vision of how a school that I might run would be able to function."

A major component of the inspirational paradigm was supported by the data when administrators recollected those experiences and observations outside the educational arena that also had a profound importance on their road to success. Individuals such as familial influences and friends thought as being instrumental in the administrators' lives left impressionable images. These imprints had a magnitude that later grounded the administrators towards success. Ms. Omega, while living in a small town as she was growing up, found "my role models were educators." Professional role models were found not only in the school setting, but for Ms. Gamma, "a vibrant person exposed me to everything," and "she gave me books to read." Ms. Gamma equated what this vibrant person had done for her as a person who had attained success by stating, "I realized that she was a very successful person." Mr. Beta used the term "energized success" for describing a vocational person who emulated characteristics of success. The concept of

observing was the tool Mr. Chi eluded to when he spoke of success. "I modeled after others," and it was only those "good people" who he viewed as having the standard for success by which he determined his goals.

The persona of the person or persons whom the administrators associated success with was significant. The background for those experiences and the connection related to the perception of these circumstances as described by the respondents accompanied a powerful influence on each of their professional lives.

Content Summary

As administrators, the ability for understanding the mind set for success was created in the environment in which they had lived. The ultimate foundation for the behaviors and attitudes formulated at an early age through shared experiences was provided through the stimulation of both the professional and personal environment of each of the administrators. Their primary facilitator for meeting success was through other human beings known as "role models." The inspiration derived from the experiences and encounters of other persons in the lives of the administrators was instrumental for facilitating their direction towards success.

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

Structure indicated the relationship of experiences in the lives of the administrators that shaped their perceived objective or goal for measuring success. The components rendered from the experiences were considered the yardstick by which the administrators gauged their success. This data for success emerged into a thematic base referred to as Principal Centered.

Principle Centered

Principle centered was determined by what the administrators held to be true for themselves in order for she/he to achieve success in administration. The structure of success, based on the values and principles of each respondent, was essential in helping the administrators to achieve their goals. The data clearly indicated male and female administrators viewed the attainment of success from different avenues. Ms. Gamma viewed success for the female as being related to female attributes in the statement, "we take our womanliness into the office." She continued to say, "we work side by side with people and get down and dirty." To further substantiate success with the same thought, Ms. Zeta stated "we take more of a nurturing stance." Once again, the concept of women being everything to everyone in order to achieve success was candidly spoken when Ms. Gamma expressed, "women view other women as successful if they are able to handle the job, the home and the children, and still make money." As intrinsic as it appeared, women tended to view their success based on what they did for others. Their action was spurred on by their drive to be the superwoman of administration. According to Mr. Delta, male principals achieved the status of success, because they were "controlling, possessive, and want everyone to know that they are able to make decisions and confront issues with strength." Ms. Zeta seemed to reiterate the perception of the male influence in society when she stated "they were seen as the natural leaders and the natural dominant people in administration, I think men have changed very little." Clearly, Mr. Delta viewed male dominance as the norm for administration when he said, "the man was always the one that was suppose to be in the leadership role."

- The data indicated the underlying tenets for achieving success for the female and male administrator was partially a result of the expectations embraced by society. Therefore, those beliefs and images created by design or by myth certainly impacted a self-perception of what the administrator held to be true in order to achieve success. Administrative success was principle centered, taken from personal experiences and perceptions from which society reflected their gender expectations.

Structure Summary

Structure for both female and male administrators was found to be an extension of what was perceived and experienced by the administrators. The standards for success were based on the concept of the expectations held by society. By embracing the gender expectations, a principle centered framework was clearly embedded in thought, behavior, and modus operandi of what the administrator did to achieve success. The relationship of the principle framework with the administrative goals of the respondents was used in interpreting and measuring success in administration.

Methodology

Methodology was the way administrators employed their professional talents to attain desired standards of success. In order to accomplish this standard, the administrators were required to blend their personal beliefs with their desire to achieve and to attain the desired outcome for success. Instrumental in setting their standard for success was the emerging thematic concept: Consequential Interactions.

Consequential Interactions

Consequential Interactions were the actions taken by the individual or the administrator as a result of a previous event. Such "actions" were based upon an

individual's personal history of observations, experiences, and personal beliefs. The goals and expectations of the individual were many times the impetus for making decisions that led to successful outcomes.

Simply stated, Mr. Alpha viewed success as "multidimensional." The term implied that decisions and behaviors demonstrated by the administrator were the result of a phenomenon of the administrator's interactions of observations, experiences, and personal beliefs. "Help an individual to live up to being a human being that is fruitful," or having to be "kind, respectful for others, and having a work ethic," were essential components for Ms. Omega and Ms. Gamma to be successful. Clearly, the spoken word from the administrators on success was resonant of the importance of ethics. "Moral intelligence guides me in terms of being fair, honest, attentive," stated Mr. Alpha. Continuing this same line of thought, Mr. Delta believed in "being a person of your word, and having integrity."

The Consequential Interactions of ethics combined with other tools and instruments of thought from the data continued to be multidimensional. Success was an array of avenues of knowledge, communication, goals, and leadership skills. Knowledge and the role of administration aided Ms. Omega to attain her desired success. "Using effective management and communication tools" for Ms. Zeta were skills she used to perfect her road to success. Not only did time management, organizational skills, and communication skills play an important role for Ms. Gamma, but the aspect of being a nurturing administrator was quite significant for the key to success. Success was cradled in attitudes and the ability to "sort of manage to keep everyone headed in the right direction" for Mr. Delta.

Attaining success set with priorities was sustained by an innate drive to get things done. For Ms. Phi, this drive was her motivation to be a perfectionist. Through this desire to accomplish and perform, the concept of caring, having individual role models, and a personal commitment were part of the persona for success for Ms. Zeta and Ms. Gamma. Personal drive and commitment were not limited to success in the profession of administration, but Ms. Zeta also stated that "success means finding happiness within your life."

Within the scope of "how" administrators attained success, employing individual personal beliefs for developing a work ethic, providing a service for others by helping others, and having moral intelligence by using character traits of kindness and respect were representative of how administrators became successful. How they used the tools of knowledge, communication, goals, and leadership skills along with the innate drive to strive for perfection were the consequential interactions for success.

Methodology Summary

Consequential Interactions were instrumental in the attainment of the desired standard of success for the interviewed administrators. Consequential Interactions were the talents and actions administrators put in place as a result of events, observations, experiences, and personal beliefs for achieving success. These talents were extensive and descriptive, and when molded together enabled the administrator to develop decision patterns to interpret and act upon specific events on his or her road to success.

Table 4 summarizes the responses from the interviewees regarding content, structure, and methodology according to gender.

Table 4

Success in Administration-As Defined by Gender

	Females	Males
Content		
	Influenced by role models	Influenced by role models
	Image of elementary administrators as a child was that of a male.	Image of elementary administrators as a child was that of a male.
	Few females in position of authority.	Males noted as being in authority roles.
	Some viewed entering a male dominated field as being an obstacle	No obstacle to entering field.
Structure		
	Type of Leadership: Nurturing	Type of Leadership: Authoritarian
	Success related to success of school, students, and self	Success rests on material goods, self attainments.
	Avenues for female positions	Pre-ordained male leadership roles
Methodology		
	Detail Oriented	Delegates Tasks
	Work ethics	Integrity
	Managerial and Communication Skills	Directional Leadership
	Knowledge	Moral Intelligence

Note: The source of the above information originated from the respondents' answers to the interview questions.

Feminist Phase Theory

Feminist Phase Theory was used as the framework for the study. All five of the phases are briefly described and the application of the data has been cast against the Feminist Phase Theory classification. The resulting responses are as follows.

Phase One

Phase One of Feminist Phase Theory operationally described the role of male dominance in positions of authority. Both the female and the male were seen as part of the educational environment, but females in the past were not viewed as a "professional" who could be a major player in a position of authority or attain the status equated to success in educational administration. The preconceived notions for the expectations of gender roles as being inequitable and that women of today were experiencing a dual role was recalled by Ms. Zeta. As he reflected on experiences and events in his own life, Mr. Chi said women were seen only as staying home a lot and not participating in a profession.

Ms. Gamma stated "there are still people out there who don't believe women can do things as well as men." Within this statement, the past seems to be very much a part of the present and continues to have the persona of male dominance. The issue of gender as an obstacle for women to achieve success was due to the hurdles women faced in the workplace. "Just being accepted by other people, including females, is a real challenge," stated Ms. Gamma.

The past perception of male dominance in administration, as stated by Mr. Alpha, clearly became an avenue for men based on the "perceived ability to manage people as well as having pre-ordained skills for administration."

Phase Two

Phase Two encompassed the Compensatory phase. As defined, women had been omitted in the previous phase, and the search began to identify who had exceeded in relation to male standards. In the study, only one response clearly related to this phase. Mr. Chi saw the male administrator as becoming extinct, whereas the female administrator will become the norm. He also stated that "more and more females" will be involved in administration as time progresses, especially at the elementary level. He continued to state that "school boards are still using standards set by the male dominated profession," and are becoming more and more aware that females in the profession are able to achieve the standard of success that their male counterparts have achieved.

Phase Three

Phase three of Feminist Phase Theory is the Bifocal phase. In this phase, women administrators were seen and viewed as exhibiting behaviors distinctively different from their male counterparts in order to attain success. Woman and men had different "roads to success," and such roads were based on the individual's experiences, developmental paths, and circumstances.

Ms. Omega stated that "females were found to be more detailed oriented than their male counterparts, as well as willing to do whatever it takes to get their job done in order to reach success." She also said "women spend more time on addressing issues, while male administrators have a tendency to delegate tasks and go on about their business."

Females "take a more nurturing approach in their profession, where males tend to take more of an authoritative position, as well as taking a formal approach to their profession," according to Ms. Zeta.

"Men have a tendency to look at success by the position in the industry that that they have attained, the time that they may have for themselves, as well as material attainments," related Ms. Gamma. She continued that "women view other women as being successful if they can manage their job, their home, and their children without having a mental breakdown, and still making money at what they do."

Mr. Chi stated that "females find that they need to be involved with all the activities and events in the school, and that they try to complete too many tasks in their job on their own, instead of having others perform tasks for them." He also felt that "males were more apt to delegate things, and were more likely to relinquish control."

According to Mr. Delta, he viewed the female as having to do a better job than the male administrator in order to achieve the status of success. He stated that "men are more controlling, possessive, and want to make decisions and confront issues with strength, and they take on a lot of responsibility. Women look at more than men do and do a good job." He stated women "are very good with success, because they say "I can do this better than you.""

Phase Four

Phase Four encompasses the feminist perspective. In this phase, women are studied and valued in and of themselves, without the standards of males being part of the consideration. The feminist phase helped to bring attention to the merits and qualities of women in their professions, as well as contributing to the complete human experience.

Childhood remembrances were important to Ms. Omega. She stated that "there was a teacher that really believed in me and helped me through my undergraduate work, and she helped me get a work study grant." She also stated that "her work experience while

in-high school made her realize that the profession that she would pursue would be in education."

Ms. Gamma's reflection of one person who influenced her in life was that of a woman "who had more energy than anyone I had ever known." She continued to state that the woman "exposed me to everything possible."

The feminist phase encompassed the discovery of woman's motivations and abilities to achieve as a result of interactions with people or events that lead to a pursuit of success, based on their own values, separate from male expectations and standards.

Phase Five

This phase is known as multifocal or relational. The multifocal phase can be operationally defined as there being no distinction in their perspective for success for the female and male genders.

Two respondents during the study discussed the bureaucratic roadblocks involved in the profession. "More financial backing is given to some schools than others, and this can impede the administrator's ability to accomplish or succeed," said Ms. Zeta. The occurrence of "when people in authority (such as central office administration) sometimes throw barriers in your way," was the example used by Mr. Alpha. The following of policy is important to Ms. Phi. "I treat everybody the same, and follow policy"

The importance of personal circumstances that may impede her on the route to success in her profession was detailed by Ms. Omega. She said "many barriers come to mind while striving for success, including finance, health, and personal goals."

Many interviewees discussed personal attributes that they deemed beneficial to themselves in their pursuit of success. Mr. Beta explained the "need to have confidence within yourself" to be a successful administrator. He also stated that it's the "experience and training that makes the difference, and not the sex of the person." While being "kind, have respect for others, work ethics, and the ability to work with people," Ms. Gamma has contributed to her success in her profession as an administrator. Mr. Delta stated that "being a person of your word, having integrity, and having religious principles insures fairness."

Professional attributes were indicated by a number of respondents as being a key ingredient to being successful in the profession. Ms. Omega stated she depended on knowledge and the ability to work with people as key elements to her successful performance as an administrator. With the educational environment being the basis for his success, Mr. Beta had the ability to set a goal, envision a method to reach the goal, and the attainment of the goal all being the result of the education he received. Mr. Delta stated the importance of knowing that success is never-ending is key, while being a manager, delegating tasks, and being a role model is very important. The measure for his success in his profession for Mr. Alpha was the success of the students in his school. He feels that you must be focused as an administrator while being tenacious. "The mark of a good administrator is whether or not you are able to help the people see that they need to be involved," said Ms. Omega. "You have to be able to work with people of all levels." She also mentioned the importance of commitment and dedication to the profession. Mr. Beta felt that the "social, mental, physical, and emotional aspects of a person are used to fulfill professional satisfaction. I think in my profession there is more to life than abc's.

For one to be successful is to feel good about ourselves. To love ourselves. When we love ourselves, we will do more for others."

<u>Summary</u>

The information obtained as a result of the study was cast against Feminist Phase Theory and these findings resulted in the following conclusions:

Phase One of Feminist Phase Theory was supported by four of the respondents, two female and two male administrators. As the respondents spoke about the images of gender expectations from the past, male dominance in administration was still recognized as having an impact on females entering the profession today. Succeeding in administration was viewed as an obstacle for women, because the image from the past for the male administrator had not changed a great deal. The data was relevant to the responses for success for elementary public school administrators.

Phase Two was documented by only one response, a male administrator. This administrator recognized that the past had dictated the absence of women in administration. However, he clearly spoke of how women had emerged into administration and were recognized for their contributions by other professionals in the field. Due to the lack of responses, no evidence for true support in Phase Two was documented.

Phase Three was supported by thirteen responses, seven female and six male administrators. In this phase, the respondents spoke of the distinct behaviors they perceived female and male administrators employed for attaining success. The actions described by both female and male respondents viewed the approaches the administrators

used for success as unique to gender. The data was relevant to the responses to the success for the elementary public school administrator.

The data for Phase Four had only two responses, both females. The respondents experienced a positive interaction with role models that left them with the impression that there were opportunities available for females to succeed. This interaction developed into a significant experience that impacted both administrator's self-worth, as well as his or her ability to attain success. Due to limited response, no true evidence could be documented to support Phase Four due to the lack of responses.

Data in Phase Five was supported by four seven respondents, two females and two male administrators. In this phase, the gender issue was not viewed as a hindrance to being successful as an elementary administrator. The respondents spoke of emerging obstacles unrelated to gender which impaired their ability to succeed as administrators. Gender was not defined as a separate entity for attaining success.

Reviewing the scope of the responses, the data confirmed the strongest support in Phase III, Bifocal: Success for the elementary public school administrator. Female and male administrators were still viewed as behaving in different ways to achieve success in elementary administration. Secondary support was somewhat significant in Phases I and V. In Phase I, in which the male administrator was viewed as dominating the positions of authority to attain success, had four responses, two female and two male administrators. Phase V also received support from two female and two male administrators, which indicated factors other than gender impeded his or her road to success. The Feminist Phase Theory data in Phase II and IV were limited to minimal responses. Phase II had

only one male administrator response. Phase IV had two female administrator's responses.

Table 5 summarized the Feminist Phase Theory data by respondent.

Table 5

FPT Respondent Data

RESPONDENT	PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE
ALPHA	1	0	1	0	1
BETA	0	0	1	0	1
CHI	1	1	2	0	0
DELTA	0	0	2	0	0
GAMMA	1	0	2	1	0
OMEGA	0	0	2	1	1
PHI	0	0	1	0	0
ZETA	1	0	2	0	1
TOTAL	4	1	13	2	4

Content/Structure/Methodolgy, and FPT Categorizations by Gender

Analysis of the responses indicated limited male content responses, and thus hampered classification with only one response being in Phase I and two responses in Phase V. The response for Phase I indicated professional roles were limited to females in the past and the expectation for females were also limited in their opportunity to achieve success. Phase V responses referred to politics and the administrator's self-imposed limitation as being an obstacle for success and not the issue of gender. Male responses in reference to structure again were found to be limited in number, and again fell into three of the five phases of FPT, limiting the ability to categorize such responses. Phase I comment was that male administrators were seemingly pre-ordained to be in the position of administration and thus showing the conception of male dominance in the profession. One comment for Phase II was received and indicated that the idea of women being recognized in elementary administration was acknowledged, and the extinction of males in the profession may be forthcoming. Phase V responses covered a variety of grounds. The responses included how males approached administration in a different way than females in order to be successful, males were viewed as being delegators and controlling, and females were viewed as being competitive and needing to be involved in every aspect of their professional environment. Male responses for methodology were found to be four in number, which could be categorized, since all responses for the category were in Phase III. The male administrators spoke of setting goals, continuing to improve one's self, and an overall prescription of maintaining one's mental, social, physical, and emotional well being to attain success.

- Analysis of the data revealed the female content responses were six in number, which lent limited support for this category, since two responses were registered for Phase I. The comments by the respondents for Phase I stated gender was indeed a factor influencing the expectations of the female role in society. Phase IV, two responses were reported. Both female respondents gave credit to their experience and association with role models who played a significant part along their path of success. Phase V, the two female responsdents, did not differentiate gender as an issue for achieving success, but other issues such as funding and personal circumstances could interfer with their ability to be successful. Female responses for structure indicated support for Phase III, but no support for the other phases of FPT. All three respondents commented specifically the perception they held about the differences of females and males administrative approach to achieve their goal and measure their success. The four female responses for methodology gave support to Phase III of FPT, and again revealed no support of the other phases of FPT. The respondents stated their efforts to accomplish success in administration was pursued through a variety of avenues such as work hard and have high expectations, permeate kindness to everyone, provide an array of services, and helping others to become successful.

When both female and male responses in terms of content, structure, and methodology were combined, respondent data was found for all three categories. For content, nine responses were received and categorized for purposes of FPT: six females and three males. Structure could be generalized as Phase III, with five of the seven responses indicating support for the phase. Methodology was found to be strongly supportive of

Phase III, with the eight responses received for the category being evenly received from females and males.

Of the twenty four total FPT responses, thirteen were received from females, and eleven were received from males. Of the total nine content responses, three of the phases were indicated, but not strongly supported, and Phases II and III were not supported at all. The responses indicated that gender was not a material issue for either females or males involved in the study concerning the pursuit of success in their profession. Content, as operationally defined in this study, encompasses the administrator's attitudes, actions, and behaviors for the path of success. Based on the responses for Structure, it was found to be classified as Phase III or lower. Structure, for the purpose of the study, has been described as the components which enable the administrator to achieve goals for measuring success. The responses for methodology strongly supported Phase III, with all the data received being for Phase III. Methodology encompassed the techniques used by administrators to attain the desired plateaus of success.

Table 6 summarized the FPT categorizations in terms of content, structure, and methodology by gender.

Table 6

Content/Structure, Methodology, and FPT Categorizations by Gender

	Phase One		Phase Two		Phase Three		Phase Four		Phase Five	
	M	F	M	F	M	F	M	F	M	F
Content	1	2	0	0	0	0	0	2	2	2
Structure	1	0	1	0	2	3	0	0	0	0
Methodology	0	0	0	0	4	4	0	0	0	0
Total	2	2	1	0	6	7	0	2	2	2

Note: The above responses were received from the respondents based on their perceptions as being elementary administrators.

Chapter Summary

In analyzing the demographic data information received from the four female and four male respondent's of the study in comparison to the profile of Shakeshaft (1989) of the typical female and male administrators, I found the participants to be comparable in the terms of race and being raised in a small rural setting. Female administrators in the study were found to be younger than male administrators. The martial status of the female administrators closely resembled the profile from Shakeshaft indicating the "average" administrator as being unmarried.

During the study, it was found that the scope of content for the interviewed administrators in terms of their pursuit of success in their field encompassed various attitudes, actions, and behaviors for each subject. The administrators were found to be driven by the goal of providing the students in their schools the best quality education that they could receive. The delivery of this type of education was propelled by the role models that impacted the interviewees lives, as well as the personal satisfaction the administrator would receive as a result of the contribution of such a result.

The structure relied upon by the interviewed elementary public school administrators in pursuit of their success was found to be differentiated by gender. The data indicated that women had tendencies to perform their duties in a more complete, but nurturing manner. The male respondents indicated that they relied upon the ability to lead their schools in an authoritarian manner, with the ability to delegate tasks when needed.

The methods used to achieve success by the respondents in their profession were found to be varied as well as alike. Administrators revealed reliance on management styles that were authority based, with some flexibility and interpretation available,

realizing that the primary importance in their jobs was the quality of education delivered by their schools to the students.

In regards to Feminist Phase Theory, the strongest support was indicated for Phase Three. Phases One and Five also had marginal support, with phases Two and Four registering minimal support. In analyzing content, support existed for Phases One and Five, although it was marginal. Structure was found to indicate Phase III strength. Methodology was indicated as Phase III, with all the votes received for that category registering in that Phase. Women were found to indicate a stronger response in content in comparison to their male counterparts. With approximate equal participation in consideration of structure by the female and male respondents, the women exhibited an approach to methodology that differed from their male counterparts.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

AND IMPLICATIONS, AND COMMENTARY

Chapter five includes a summary of the research study, conclusions, recommendations and implications, and a commentary derived from the data collected from the elementary public school administrators in this explanatory study.

Summary

The purposes of this qualitative study were four:

- to examine the perceptions of success held by elementary public school administrators through the lens of Feminist Phase Theory.

- to describe the self-reflections of the professional educational experience and success within the lived experience.

- to illuminate the lived experiences of the female administrator as related to women and their successes for public school administration.

- to define what is successful administration for both the female and male administrator.

These purposes were accomplished by:

- Data collection from eight urban elementary administrators, four female principals, and four male principals, using the interview process:

- Data presentation into (1) subject demographics, (2) foundations for success

for elementary administrators, (3) success parameters for elementary administrators, (4) perceptions of administrators and administration for success.

- Data analysis: (1) correlating the subject demographics to Shakeshaft's (1989) profile of the typical female and male principal, (2) explanation of the components of content, structure, and methodology, and (3) to frame against the lens of Feminist Phase Theory (Tetreault, 1985).

Data Needs

Data was obtained about content, structure, and methodology of success in elementary administration from eight urban elementary administrators. The interviews were data gathering for "why" certain influences impacted success, "what" was the relationship of experiences for administrative success, and "how" were ideas and principles used to accomplish success in administration..

Data Sources

Data gathering from four female administrators and four male administrators were used as the sources for this study. All administrators were elementary principals and worked for an urban school district. All of the participants were willing and eager to be part of the study.

Data Collection

Data collection for this explanatory case study was obtained by using concepts by Yin (1989). The interviews were not limited to a specific time frame, and did not exceed over one and one half hour. The interviews consisted of semi-structured open ended questions. The interview site for each respondent was selected by the respondent for

convenience and comfort. All of the questions focused on the content, structure, and methodology of success for the elementary public school administrator.

Data Presentation

The first component of the research study began with a review of literature before data collection began. The second component addressed the questions asked of the respondents in order to reflect content, structure, and methodology. Organizing and documenting the collected evidence through a pattern-matching procedure was the third component. The fourth component of the research was linking the data to the proposition within the scope of the study and theoretical foundation of the Feminist Phase Theory. Explanation building to understand the phenomenon of success developed the following data categories: foundations for success for elementary administrators, success parameters for elementary administrators, and perceptions of administrators and administration for success.

Foundations for Success for Elementary Administrators. Foundation for success in elementary administration encompassed the woven fabric for administrative success. These threads of foundations provided the fabric for "why" certain influences impacted success. The area of Lived Experiences: Professional and Personal, administrators spoke from the professional aspect, often viewing themselves as making a difference and being successful. Role models, professional and personal, were viewed as being instrumental for impacting the administrators' desire to succeed. The physical or monetary aspect of administration was also a consideration as an incentive for attaining success. Administrators were also inspired by the educational environment of student achievement as a stimulus for success in administration. Early work related experiences, family,

relationships, positive professional experiences, and the perceived images of gender roles also influenced the administrators' desire for success. In the literature review, these ideas were supported by the research (Schaef, 1981; Carroll, 1976; Gilligan, 1982; Steinem, 1971;Twombly, 1993; System Task Force on Women's Studies, 1974; Tetreault, 1985; Gilberd, 1996; Adams, 1979; Shakeshaft, 1987; Lerner, 1981; Pigford & Tonnsen, 1993; Epstein, 1988; Minnich, 1990.)

In the area of Pursuits, professional and personal, each respondent discussed their premise for success. Pursuits, as related to the professional aspect, were the professional goals desired to be attained in their respective field of administration. Pursuits included the influences of professional role models, caring and nurturing for others, minority status, personal satisfaction, moral integrity, being an exemplary role model, and reacting to moments in one's life when key decisions are made. The administrator's also expressed memorable experiences of their life which served as the motivation for their drive to succeed. According to Gilligan (1982), human beings are personified by what they have been taught and what they have lived. As depicted by Gilberd (1996), expectations are shaped from the socialization process, therefore, impacting the motivation to excel.

Barriers, both professional and personal, were most challenging for the female administrator's attainment for success. The dialogue from the administrators expressed thoughts on bureaucratic and authoritative barriers, such as issues of politics and finances. Barriers such as issues of respondent's gender, age, time, and energy, personal finances, goals, family relations, and self-imposed apprehension of leadership limitations were reasons stated by both genders as having impacted their road to success. As stated

by Hansot and Tyack(1981), the chief source of male dominance lies in the structure and operation of organizations, which explains the reason why women encounter roadblocks in their profession.

Success Parameters for Elementary Administrators: Success parameters are the endeavors utilized to accomplish a standard of success for elementary administrators. The emerging thoughts in this area were: (1) Attributes: Professional and Personal, and (2) Values: Professional and Personal. In the area of attributes, the administrators made references to these beliefs for their standard of success: (1) having knowledge and ability to utilize their position to attain their goals, (2) having an understanding that administration was a service oriented profession, (3) having a professional commitment, (4) having communication and managerial skills, (5) lead with moral courage, (6) having goals within the educational environment, and (7) encompassing administrative skills, instructional knowledge, and responsibility for demonstrating leadership skills. Attributes such as caring, kindness, and being helpful to all of the individuals the administrator comes in contact with were important for success. Sustaining oneself with a foundation of having moral intelligence and striving to be a better person was ascribed to for success. Other multi-faceted attributes such as having stamina, being flexible, being cooperative, and seeking perfection were considered important for setting the standard for success. Responses for Values: Professional and Personal reflected an integration of belief systems, behaviors, and motivational factors for success parameters. The responses ranged from the belief that all children can learn, no one fails under "their" administration, adapting to the diversity of individuals in the educational environment by utilizing many professional roles, having the tenacity to complete established goals, and

exhibiting a sense of ethics and fairness as a professional. Reflecting on the personal aspect of the beliefs of the respondents, statements of feeling good about oneself was considered essential to success. The ideal of compliments acknowledged from colleagues was a motivation to accomplish and perform at a higher standard. Understanding one self and viewing the self as having dimensional roles was seen as an assessment of success. Success for the administrators was very introspective of a standard related to a personal identity encompassing the "whole" person. The research reveals how administrators attain their standard of success (Schaef, 1981; Astin, 1984; Gilberd, 1996; Adams, 1979; Brooks & Brooks, 1997; Gilligan, 1982; Regan & Brooks, 1995; Pigford & Tonnsen, 1993).

Perceptions of Administrators and Administration for Success: Administrator's thoughts, ideas, and ideology on success were considered under the area of Perceptions of Administrators and Administration for Success. Subscribing to administrative success by association of endeavors from the Past, Present, and Future, and Gender and Success, yielded an array of viewpoints. The perceptions of success for administrators acknowledged the past as they knew it, the present as they perceived success in administration, and the future for aspiring administrators to attain success in administration. Women administrators were viewed as moving to the forefront in administration and seen as being the "male" competitor for the area of administration. Male principals who elevated to the level of administrator were not always viewed as being focused and qualified in spite of the fact that males dominated educational administration from a historical stance. The underlying belief implied more women would move into administration, but males would still exist in administration, especially

at the secondary level. From a cultural perspective, the data acknowledged the past as males dominating the positions of authority for administration, but viewed this as a changing phenomena for the future. Three out of the four female administrators stated clearly the role of males in professional fields can still be seen as a cultural expectation, and women who shared these same professions had a dual role, vying between a profession and home. For the female administrator, Gilberd's (1966) research supported the concept of success when it encompassed all aspects of the female, what the expectations and experiences had been, and what were the needs and wants. Integrating these components for success became seemingly dualistic for the female administrator. The female administrators perceived and understood the gender expectation of the traditional view of the male leadership in administration. The literature supported cultural prescriptions and the impact of the socialization process for women (Lerner, 1981; Gilligan, 1982; Twombly, 1993; Adams, 1979; Shakeshaft, 1989; Pigford & Tonnson, 1993). Gender and Success was an expression of the respondent's perception of their respective gender's roles and contributions to the profession of school administration in comparison to that of the opposing gender to the notion of success. The female respondents viewed women administrators in this light: (1) focused on details in the educational environment, (2) used "learned" concepts of male leadership skills to attain success, (3) viewed as being nurturing and caring in their approach of administration, (4) viewed as being "tough" as having high expectations, and (5) viewed women as being successful when balancing their professional and family life. The female respondents perceived their male colleagues as having lower expectations in the professional setting, saw them as authoritative and delegating in their administrative

positions, and perceived that males thought of themselves as successful when they moved up the ladder in a professional organization. On the other hand, one male respondent commented that the notion of success was not gender specific, but individual differences. Further replies viewed females as having to be "involved" in everything in the professional setting. Two of the male administrators responded with these views about male administrators for the notion of success: (1) delegated more than female administrators and (2) were more controlling, possessive, and viewed males as having to denote an image of strength and decisiveness. Thoughts in the literature review supported the respondents views (Schaef, 1981; Gilligan, 1982; Townsend, 1993; Enwall & Fabal, 1998; Adams, 1979; Gilberd, 1990; Shakeshaft, 1987; Mertz & McNeely, 1998).

Analysis

The first step in the analysis process compared the data gathered from the participating respondents in the research to Shakeshaft's (1989) profile of the typical male and female administrator. Next, the compiled data was used to explain the components of content, structure, and methodology by implementing an explanation strategy known as pattern-matching. The final step focused on casting the emerging themes against the theoretical framework of the study, Feminist Phase Theory, and the five phases which defined the substance of the theory: male phase, compensatory phase, bifocal phase, feminist phase, and multifocal or relational phase.

Findings

Given the data from the research, five findings emerged:

- Profile of participating administrators:

  (1) The average age of males were older than the females average age. This data was not typical of Shakeshaft's profile for male and female administrators.

  (2) Married male administrators resembled Shakeshaft's typical profile of administrators in this category.

  (3) Male administrators in this study were from rural communities and were typical of Shakeshaft's profile of male administrators.

  (4) Fewer married female administrators were represented in this study and in accordance to Shakeshaft's profile.

  (5) All of the female administrators in the study were from a rural community and did not represent Shakeshaft's profile of female administrators.

- Feminist Phase Theory:

  Phase I-Indicated four responses, two male and two female. The two male responses recognized the past male dominance of the profession, but did not see gender as an issue for today's administrator. Whereas the two female responses recognized the past male dominance, as well as seeing gender as an issue for gaining entry into the profession, but not in achieving success in administration. Phase III-Indicated thirteen responses, seven female and six male. Female and male administrators were viewed as behaving in different ways to achieve and maintain success in his or her profession.

- The literature validated the emerging themes that were indicated by the data:

  Content: Foundation for Success for Elementary Administrators: (1) Lived experiences: Professional and Personal, (2) Pursuits: Professional and Personal,

(3) Barriers: Professional and Personal. These areas were the rationales for administrators as for the reason certain actions were taken and ideas originated. These influences impacted both female and male administrator's perspectives on success. These compelling views and experiences were considered "inspirational paradigms" impacting the lives of administrators for success.

Structure: Perception of Administrators and Administration for Success: (1) Past, Present, and Future and (2) Gender and Success. Structure provided a relationship of experiences from which administrators took their thoughts to achieve their goals for success. These perceptions were considered "principle centered" for what administrators hold to be true for themselves in order to achieve success in administration.

Methodology: Success Parameters for Elementary Administrators: (1) Attributes: Professional and Personal and (2) Values: Professional and Personal. These parameters defined the endeavors utilized to accomplish a standard of success for elementary administrators. The administrators blended their personal beliefs with their desire to achieve success. These were considered "consequential interactions" taken by the administrators as a result of observation, experience, and personal beliefs.

Conclusions

The findings of this explanatory qualitative study reflected the perceptions on success held by elementary public school administrators. Within the study, the notion for the meaning of success as an elementary administrator, what impact does success reflect the gender issue of elementary administration, and how pragmatic was Feminist Phase

Theory in examining success for elementary administration was addressed through the interview process.

The notion for achieving success as a public school elementary administrator concluded that success was attainable by both genders, but the methodology implemented by female and male administrators used to accomplish success varied. Just as Astin (1984) indicated in the research, occupational behavior of both genders was based on the premise that basic professional motivation was the same for men and women, but that they make different choices, because their early socialization experiences and structural opportunities are different. The female administrator viewed intangible components in their professional and personal life to denote success. The female responses indicated that the female administrator contributed her success as all consuming and not defined by one entity, such as money or position. Generally, the male responses detailed how the male administrator equated the more tangible and monetary components of his profession to qualify success. However, even though gender choices varied in methodology, ultimately each administrator understood how to attain success in administration. Seemingly, female and male administrators wanted to impact the lives of those individuals they felt solely responsible for, students as well as all adults under their leadership.

Another commonality for all administrators in the study, both female and male, encapsulated life's experiences, from early childhood to adulthood, as a catalyst for inspiration embarking on their journey to success. This relates back to Astin's (1994) research in the preceding paragraph. Certainly, from a subjective perception, each administrator with their own unique experience, was influenced to pursue their goals.

Each was impacted by life's experiences and by life's observations. Ultimately, both female and male administrators used a synergetic approach to attain success in their profession. The research does indeed define the concept of success when it encompasses many aspects of the person, what the expectations and experiences have been, and what are the needs and wants (Gilberd, 1996).

By all indications from the responses of the female and male administrators, success was an intricate part of a value system, embedded from an array of experiences in life, and interactions with individuals and situations formulating the basis for the road to success. The components involved in the diversity of the respondent's' lived experiences, still brought about fundamental and similar values. The tools used to achieve success, the personal beliefs, and motivations denoted by the administrators were all part of the woven fabric to achieve the same goal known as success.

Finally, the responses from the study supported the data from Brooks & Brooks, (1997), that an important issue when addressing success was not to generalize the meaning of success as characteristic for a particular gender. The responses in phase five of FPT indicated both female and male articulated similarities, rather than dualistic perceptions.

The most interesting results of the data found in the study suggested that female and male administrators have made great strides regarding perspectives on the issues of success in administration that previously were defined only as female or male. Success and gender did not appear to be an issue of high priority for the administrators and was not considered a deterrent for success in elementary administration. Generally, FPT was instrumental for examining the meaning of success for administrators in elementary

administration in terms of content, structure, and methodology. An interesting revelation of thinking connected the data in the study to content, structure, and methodology in terms of inspirational paradigms, principle centered, and consequential interactions for success in elementary administration.

Success: Process and Outcome

The analysis of the data from the respondents was framed against Feminist Phase Theory. The data received from the respondents was based on his/her perceptions of success as they knew it in his/her current profession. The respective perceptions characterized distinct attributes such as work ethics, leadership strategies, and methods used to attain and sustain success. During the course of the interviews, the respondents analyzed the processes that they, as well as others in the profession, found were instrumental in attaining success as administrators.

During the analysis of the responses from each interviewee, certain ideas and processes were discussed that did not indicate any gender specific traits or attributes when considered on a self-analytical basis. However, when the responses were grouped by gender, the responses indicated probable gender specific traits or processes that were instrumental in their attainment for success. The respondents spoke clearly of specific methods and processes that when grouped together indicated defined attributes that could be considered gender specific.

Analysis of the data revealed that even though the individual female and male respondents took varied avenues to achieve success, the criteria for atttained success outcome in the profession was found to be similar irrespective of the individual or gender.

Implications and Recommendations

The significance of this qualitative explanatory study exemplified insights into the human process for impacting success in administration. For research to be addressed as having importance, it must: (1) add to or clarify existing theory, (2) add to the knowledge base, and (3) impact practice (Hoy & Miskel, 1991). The following information will examine how this qualitative explanatory study met each of these criteria.

Theory

Feminist Phase Theory, according to Margrit Eichler (1980), has accomplished three purposes: (1) It is critical of existing social structures and ways of perceiving them, (2) it serves as a corrective mechanism by providing an alternative viewpoint and data to substantiate it, and (3) it starts to lay the groundwork for the transformation of knowledge. The data in this study adds to the knowledge base of FPT.

The theory was instrumental as serving as a description of the paradigm shifting process for ways to think about success in elementary administration. According to Nielsen & Abromeit (1993), FPT serves to identify stages for both individuals as well as disciplines.

Research for future study should reflect the importance of FPT in professions that were once considered predominately male. The usefulness of FPT would also be interesting in studies related to professions previously reserved for females in order to determine if females have gravitated to a way of thinking that elevates an intersecting and complimentary perspective.

Research

Findings of this qualitative study added to the knowledge base of both female and male data reflecting content, structure, and methodology of success for elementary public

school administrators. The literature review on the meaning of success was limiting and the literature associated with the meaning of success in elementary administration was not found. Throughout the literature review, the discussion of success appeared to be male influenced, with the female perspective sometimes diluted for gender clarification. The characteristics of traditional or "man-like" behaviors have served women well according to Adams (1979). Female administrators have modeled the traditional behaviors in administration depicted by male administrators to attain the status of success. Research in the future might entail not only elementary administrators, but peer into the lens of secondary and higher educational administrators for studies on the meaning of success. Other areas for study could include further representation of diversity for the minority category, extending the study to administrators in urban school districts in other regions of the United States, and also look at the meaning of success from the viewpoint of administrators of rural school districts. Thoughtful attention could be given to interview questions other than what was used in this study. Consideration might also be given to classroom teachers, both female and male for validation of data for the meaning of success in reference to content, structure, and methodology.

Utilizing FPT in this study was found to be useful for tracking the way both female and male administrators processed their thinking in relation to why success in administration was attained, what aspects of an administrator's life determined success, and how an administrator implemented those endeavors to accomplish success.

Practice

The data from the respondents in this study confirmed that the principles and practices used by the female and male administrators to attain success were distinct in their

methodology. Consideration within the " male system" of myths, beliefs, rituals, procedures, and outcomes surrounded and permeated the lives of both female and male administrators. The male system was created from the omission of having considered the knowledge of the female experience. The female created strategies to exist within this system in order to become distinct (Schaef, 1981).

The standard of success for the female administrator was accomplished through an array of responses indicated as having knowledge of administration leadership, the importance of following policy, being service oriented, being competitive, and having a personal commitment to her profession. Interestingly, female administrators utilized tools that were needed to get them where they needed to go, had a firm foundation in the belief that failure was not an option, and motivated to attain success as an extension of living rather than professionally oriented.

Male administrators viewed their "idea" of success from a traditional perspective as being goal oriented, looking at the end product or finished result, belief that success was situational, and worked at creating a personified image that would look like success to others.

Success as implied from the responses for both the female and male administrators demonstrated that in the real world there is a uniqueness within genders how to accomplish what they consider success. Clearly, for what is known from the past to the future considering the tools, personal beliefs, and motivation of individuals, perhaps, an interaction for understanding behaviors that lead to success would induce a development of a human relations thrust from research to practice for elementary school

administrators. The implications could impact career development and transform the relationships between female and male administrators.

<center>Commentary</center>

Success for the public school elementary administrator, as defined by the data in this study, included an array of similar and sometimes overlapping perceptions from both the female and male administrator. Success as a descriptor was found to be abstract and difficult to grasp as related to this topic. Yet, there was a distinction in the voice of the female and the male reflecting about the past and the connection to the future. The road to success has not been the same for either gender. Even in this study, the past was sometimes viewed as a real event in today's time. Nevertheless, success could be described and interpreted by the female and male administrator as an existence of where they had been, who they were today, and where they were going in the future.

Embarking upon this research study, I was not quite sure where I was going and what I would find at the end of this industrious effort. I knew for sure that in each of us, regardless of gender, existed a deep, untapped resource of knowledge, experiences, and feelings contributing to the meaning of success that each of us as individuals searches for in our lives. Knowing my past and reflecting on my experiences first as a human being, second, as a woman, and third, as an administrator, was instrumental in my pursuit to do this research project. Finally, after many setbacks and delays in my life over the last few years, the research project began to unravel.

During the interview process, the revelation from the responses of the administrators was insightful and thus, began the inquiry of discovery. As I completed one interview, the anticipation of the next one was exciting, because the revealing information about the

administrators was very professional, but also very personal. I like to think of it as an artistic adventure, the administrator-portrayed as the artist, was able to create by their responses a familiar, yet individual, image. One of the most extraordinary comments stated by many of the administrators was that they had not given much consideration and thought to the concept of success. Nor, had they taken into consideration the meaning attached to success. The interview itself served as a passage for the administrators' understanding of what they were all about as a person and as an administrator.

Overall, the research revealed that female and male administrators formulated the concept of success in relation to experiences with events, activities, and persons. Administrators also perceived the concept of success based on past experiences within their present lived experiences, and the presence of the culture as related to gender. Both female and male administrators by design implemented parameters that placed them in the arena for success.

It should be noted that gender was not regarded as an issue to be considered a success as an elementary public school administrator. The way female and male administrators approached and accomplished their "ideas" on success were different, but both the female and male administrators articulated the concept of success as an elementary administrator were not gender specific. As an administrator in elementary public schools, success will continue to be individualistic, but articulated in terms of what is important for public school administrators and not determined by male and female. Finally, the data from the research allows for further explanation in other disciplines of study applicable to the success of human endeavors.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

APPENDIXES

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

DATE: 01-15-99   **IRB #: ED-99-072**

Proposal Title: SUCCESS FOR THE ELEMENTARY PUBLIC SCHOOL ADMINISTRATOR

Principal Investigator(s): Adrienne E. Hyle, Gloria J. Bayouth

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature: Date: February 3, 1999

Carol Olson, Director of University Research Compliance
cc: Gloria J. Bayouth

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

APPENDIX B

GRAND TOUR QUESTIONAIRE

GRAND TOUR QUESTIONS

1. Please describe your work as a public school administrator.

2. How would you measure success in this profession?

APPENDIX C

TELEPHONE SCRIPT

TELEPHONE SCRIPT

I am a doctoral student in Educational Administration and my research involves exploring success for the public school administrator. I would like to interview you. The interview will last approximately 1 ½ hours.

Would you be willing to do this with me?

APPENDIX D

CONSENT FORM

SIGNED:_____

(Signature of Subject)

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

DATE:_____ TIME:_____A.M./P.M.

SIGNED:_____

(Signature of Researcher)

FILED:

INITIALS OF DISSERTATION ADVISOR_____DATE:_____

CONSENT FORM

General Information

    You have been asked by a doctoral student in Educational Administration and Higher Education at Oklahoma State University to be interviewed about your position as an elementary/secondary administrator or teacher.

    The interview serves two purposes: (1) information collected in the interview will be used by the researcher to create a dissertation about educational administration, and (2) information collected by the researcher may be used in the scholarly publications of the researcher and/or the dissertation advisor dealing with educational leaders.

    The interview should last from one-half to two hours and will be recorded. All subjects will be asked the same general questions. The researcher will type transcripts of the interview for analysis. All tapes and transcripts are treated as confidential materials.

    Pseudonyms will be assigned for each person interviewed. These pseudonyms will be used in all written materials dealing with interviews. Lastly, no interview will be accepted or used unless this signed consent form has been received by the researcher and filed.

Understanding

    I understand that participation in this interview is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time after notifying the researcher.

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

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

I may contact the dissertation advisor, Dr. Adrienne Hyle, Department of Educational Administration and Higher Education, College of Education, Oklahoma State University, Stillwater, Oklahoma 74078; Telephone (405) 744-7244, should I wish further information about the research. I also may contact Jennifer Moore, University Research Services, 001 Life Sciences East, Oklahoma State University, Stillwater, Oklahoma 74078; Telephone (405)744-5700.

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

DATE:_____TIME:_____A.M./P.M.

VITA

Gloria Jean Bayouth

Candidate for the Degree of

Doctor of Education

Thesis: SUCCESS FOR THE ELEMENTARY PUBLIC SCHOOL ADMINISTRATOR

Major Field: Educational Administration

Biographical:

Personal Data: Born in Childress, Texas on December 17, 1946, the daughter of Louis and Katy Farris.

Education: Graduated from Lawton High School, Lawton, Oklahoma in May 1964; received Bachelor of Science degree in Elementary Education from Oklahoma State University, Stillwater, Oklahoma in July 1968; received Masters of Elementary Education degree from the University of Central Oklahoma, Edmond, Oklahoma in December 1989. Completed the requirements for Doctor of Education degree at Oklahoma State University in December 1999.

Experience: Raised in Snyder, Oklahoma; employed as a teacher for Oklahoma City Public Schools, Oklahoma City, Oklahoma, 1968-1969; employed as a teacher for Clark County Public Schools , Henderson, Nevada, 1969-1970; employed as a teacher for Dallas Public Schools, Dallas, Texas, August 1970-December 1970; employed as a teacher for Clark County Public Schools, Las Vegas, Nevada, 1971-1975; employed as a teacher for Oklahoma City Public Schools, 1976 to 1977; employed as a teacher for Houston Public Schools, 1977-1978; employed as a teacher for Oklahoma City Public Schools, 1978-1979; employed as a teacher for Houston Public Schools, 1979-1980; employed as a teacher for Oklahoma City Public Schools, 1980-1993; employed as Administrative Intern for Oklahoma City Public Schools, 1993-1994; employed as Assistant Principal for Oklahoma City Public Schools, 1994 to 1995; employed as Principal for Oklahoma City Public Schools, from 1995 to present.

Professional Memberships: Oklahoma Association for Elementary School Principals, Oklahoma Educators Association, National Educators Association, Association for Supervision and Curriculum Development, Central Oklahoma Chapter American Society for Training and Development, National Association of Elementary School Principals, Cooperative Council of Oklahoma School Administration.