1990

A Woman Administrator: To Be or Not to Be

Carole S. Coartney

Eastern Illinois University

This research is a product of the graduate program in Educational Administration at Eastern Illinois University. Find out more about the program.

THESIS REPRODUCTION CERTIFICATE

TO: Graduate Degree Candidates who have written formal theses.

SUBJECT: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements:

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

_____12/11/90_____

Date   Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because _____

_____

_____

_____   _____

Date   Author

m

A WOMAN ADMINISTRATOR:

TO BE OR NOT TO BE
(TITLE)

BY

Carole S. Coartney

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education Degree

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1990
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

December 3, 1990
DATE

December 3, 1990
DATE

ABSTRACT

Every individual who is choosing a career or is contemplating a career change should research the field before making a final decision. This is especially consequential when considering an atypical occupation. A female educational administrator falls into this category. Since the majority of educational leaders are male, a woman administrator can expect to face many challenges associated with her gender.

The major purpose of this field experience was to gather information pertinent to a woman considering a career in educational administration. The specific objectives were five-fold:

1. To obtain a profile of the women administrators in downstate Illinois (south of Interstate 80),
2. To understand why women enter the field of administration and to assess their future goals,
3. To determine the perceived stressors of women administrators,
4. To decide the overall satisfaction or dissatisfaction of women in administration,
5. To obtain advice from women administrators directed toward females who are considering entering the field.

These objectives were met by mailing questionnaires to 115 women administrators in the region south of Interstate 80 in Illinois. Eighty females responded to the survey, and the results were quite promising for the woman who is looking toward educational administration as a career.

The average female in this survey was determined to be a married, middle-aged woman with two children. Her masters degree and 21 years of diversified experience in education have earned her the opportunity to

work the past eight years as an administrator in a small school of less than 500 in enrollment. She is employed for either 10 or 12 months out of the year and earns a salary in the $30,000 to $50,000 range. Typically, she feels that she was hired as an administrator because she was the best qualified for the position. Her initial decision to enter the field was made out of the desire to use her talents in meeting the challenge of management. This female is satisfied with her role as an educational leader and plans to remain in her present position or move upward on the career ladder. She likes working with people and feels that, through her position, she has the opportunity to impact their lives. The greatest complaint that she has to offer is that she has "too much to do in too short a time." Lack of time is one of her greatest stressors, whether it be time to complete tasks at work or to provide for her family and her own needs. Fortunately, her experience with discrimination and sexual biases is minimal. Even though she must work long, hard hours, this female encourages other women to take on the challenge of the occupation.

TABLE OF CONTENTS

CHAPTER I

OVERVIEW OF THE PROBLEM

Introduction

Almost every individual at some time in his or her life is faced with the decision of selecting a career or making a career change. This is a rather frightening experience, especially for the female who is aspiring to enter the "male world." Traditionally, the American working woman has been expected to be a teacher, a secretary, or a nurse.[1] At the onset of women's liberation, however, females were supposedly set free to pursue other options. Unfortunately, some have accepted positions for which they are not suited and have found that they experience stress from feeling incompetent.[2]

Choosing a career is a responsibility that should not be taken lightly. Since over half of a person's life is spent on the job, it is important for people to determine what they really want to do.[3] Richard Nelson Bolles in What Color Is Your Parachute? emphasized this idea when he made the following statement:

---

[1] Colbert Whitaker and William Hales, "Women in Administration" (paper presented at the 68th Annual Meeting of the National Association of Secondary School Principals, Las Vegas, Nevada, February 3-7, 1984), p. 2.

[2] Donald Roy Morse and M. Lawrence Furst, Women Under Stress (New York: Van Nostrand Reinhold Company, 1982), p. 261.

[3] Richard Nelson Bolles, What Color Is Your Parachute? (Berkeley, California: Ten Speed Press, 1984), p. 68.

You have got to know what it is you want, or someone is going to sell you a bill of goods somewhere along the line that can do irreparable damage to your self-esteem, your sense of worth, and your stewardship of the talents that God gave you.[4]

A wise career choice is based on two important factors: knowledge of self and knowledge of occupations. Knowledge of self involves determining personal abilities, goals, values, and priorities.[5] Knowledge of occupations comes from research: reading written material on the subject and talking to people who are employed in the field(s) under consideration. Bolles recommends reading thoroughly and then going out and interviewing people.[6]

It was with this concept in mind that the following research was initiated. The goal in conducting this study was to obtain a profile of women administrators for the purpose of allowing females who are considering entering the field of educational administration to have access to information relevant to making intelligent career decisions. Special emphasis was given to the stressors related to the position, and job satisfaction was examined. Participants were also allowed to offer advice to aspiring female administrators. Because of the variety of data obtained, it is hoped that the information will likewise be beneficial to women who are currently employed in the field. Having the existence of a reference point for comparison and knowing that others are experiencing similar feelings can often be comforting for the frustrated professional.

---

[4] Ibid.

[5] Ibid., p. 75.

[6] Ibid., pp. 129-130.

Statement of the Problem

The subject for this research was born out of personal experience and the indecisiveness of the writer and her colleagues in choosing administration as a career. Being a guidance counselor in a small school, the author was able to view firsthand many of the tasks of the administration, and enthusiasm for the challenge of the position erupted. Later, however, when a female teacher was employed to fill an elementary principalship position, doubts began to arise. Observing the external personality changes that took place in this person and seeing the frustrations to which she was subjected alerted the author to the need for more introspection and investigation of the position. Conversations with fellow female students in the educational administration graduate program at Eastern Illinois University revealed similar concerns. Realizing a need and believing that wiser decisions are made when actual facts are available for consideration, the author chose to survey the opinions of those already employed as administrators.

Due to the fact that women in educational administration are treading on a traditionally male territory, the research was limited to female administrators. It was determined that this would present a more accurate picture of what women will encounter if they continue to pursue their aspirations to become administrators. The decision was also made to confine the study to women administrators in downstate Illinois (the eighty counties south of Interstate 80). Although the author's interests were not restricted to this region and although she did not deem this area to be special in any way, she felt this judgment to be significant for two reasons:

1. Most educational administration students at Eastern Illinois University reside in downstate Illinois; therefore the results will be especially pertinent to those who wish to remain in the area.

2. Even though experiences of women administrators are probably universal, northern Illinois was excluded from the research because of the uniqueness of the Chicago and suburban areas. Including northern Illinois might have altered results due to the possible differences in expectations and salaries of administrators.

The objectives of this project were five-fold:

1. To obtain a profile of the downstate Illinois woman administrator in regard to

    a. position (school size, salary, months of work,

       reasons for being hired)

    b. personal information (age, marital status,

       children)

    c. educational background

    d. employment background.

2. To understand why women enter the field of administration and to assess their future goals.

3. To determine the perceived stressors of women administrators in the areas of

    a. job performance

    b. sex equity

    c. personal life

4. To decide the overall satisfaction or dissatisfaction of women in administration.

5. To obtain advice from women administrators directed toward females who are considering entering the field.

Limitations of the Study

An analysis of women in administration lends itself to several options. The possibilities are almost infinite. Due to the restricted time and space, however, not all areas could be thoroughly addressed. For example, a study of job descriptions would have provided meaningful information. Such knowledge, though, can be acquired from books, classes, and observation. Role expectations may vary some from district to district, but not sufficiently enough to grant consideration. Therefore, this study was limited to the garnering of personal information and perceptions rather than duties.

Also, general observation has indicated that educational administration has traditionally been a male-dominated field, and statistics have clearly proven the fact.[7] Although figures are stated to define the situation, it is not an area that was studied in detail. Except through the review of the literature, no attempt was made to determine why this inequity exists or to compare male and female administrators. The inclusion of these options would have caused the study to be too cumbersome. Therefore, males were eliminated from the survey, and it was assumed that the minority status of women does create some differences, whether real or perceived, in the expectations and stressors of male and female leaders. Again, these differences were not unduly emphasized, but they were presumed in surveying the goals and stressors

---

[7]Flora Ida Ortiz and Catherine Marshall, "Women in Educational Administration," Handbook of Research on Educational Administration, ed. by Norman J. Boyan (New York: Longman, 1988), p. 127.

of the women administrators.

Likewise, discovering how these women deal with their problems and stressors would have made an interesting and informative study. It was not, however, germane to this examination. It would merit research on its own. The assumption was made that women administrators who are making advancements in the field are developing means of overcoming the obstacles and relieving the pressures that were defined in this investigation.

Another viable option for research would have been the assessment of the personalities and leadership styles of women administrators to determine if certain traits are common among successful leaders. This would have served as an additional measuring rod for the woman considering an administrative career. Such a study, however, would have been much too difficult and lengthy for the scope of this field experience. A concern also arose that the findings could possibly produce a negative impact in that a well-qualified female might eliminate herself because her personality differs from the norm. Personal experience has shown that personality may affect people's actions and styles, but that, generally, the end results are similar. It was supposed, that even though personality and leadership styles do play a role, that specific traits are not necessarily a requirement for succeeding in administration and were, therefore, not important to this research.

Definition of Terms

Most of the terminology that was employed in this study is fairly self-explanatory, but a few operational definitions will be provided in order to avoid any confusion that might arise:

Barriers: "Barriers" are obstacles, real or imagined, that interfere with a person's attainment of a goal. These may be either internal barriers, which arise from within the person in the form of attitudes or feelings, or external barriers, which are imposed upon the individual from the outside world.

Conflict: A "conflict" is a struggle or a discord. Women in administration often experience emotional conflicts when dealing with role expectations and personal feelings. These conflicts usually manifest themselves in the form of internal turmoil or stress.

Discrimination: "Discrimination" in this study was primarily used to refer to sex discrimination against women. "Sex discrimination" is acting upon a negative judgment of a person due to that person's gender. This may be displayed in outright acts of favoritism, such as in hiring practices, or in hidden customs, such as in manner of speech.

Sex Equity: "Sex equity" implies the existence of equal opportunities, attitudes, and treatment for both males and females. This study emphasized the lack of sex equity in educational administration, with females receiving different treatment and opportunities than males in comparable positions.

Stereotyping: "Stereotyping" can be defined as assuming certain preconceived actions and feelings toward a person because of his or her position in life. In this study, attention was given to sex-role stereotyping, with emphasis on the traditional attitudes toward women.

Stress: "Stress" is the reaction of the body to the demands made upon it. These demands and the reactions they produce may be physical, mental, or emotional. The created stress may be either positive or

negative. Generally, however, stress is considered to be negative stress and is thought to be undesirable and damaging.

Stressors: "Stressors" are those demands that produce stress. Demands may be self-inflicted or arise from expectations and actions from without.

Upward Mobility: "Upward mobility" refers to the achievement of career promotions. In educational administration, it means moving from the level of elementary principal or central office staff member to the higher level of secondary principal and then on up to the superintendency.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

A study of the history of education quickly reveals that it has traditionally been a male field. From Colonial times until early in this century, men dominated the ranks.[8] It was not until the end of the eighteenth century that women began to emerge as educators. Prior to that time, all teaching positions were filled by males.[9] Toward the end of the eighteenth century, women were beginning to acquire some education, and a few were hired to teach summer sessions in the one-room schools near their homes. Winter sessions were still primarily reserved for men since the older boys were in attendance at that time and required more disciplining.[10] As the eighteenth century came to a close, women were viewed as being capable of instructing young children in their homes, and dame schools surfaced. These women, however, were not considered as qualified as males and were paid much lower salaries. In the 1820's, due to growth in industry and business, a shortage of qualified male teachers arose. By the 1860's, teaching had become more

---

[8]Linda W. Ginn, "A Quick Look at the Past, Present, and Future of Women in Public School Administration" (keynote address at the Conference on Women in Educational Administration of the North Carolina Department of Public Instruction, Greensboro, North Carolina, July 12-13, 1989), p. 4

[9]Charol Shakeshaft, Women in Educational Administration (Newbury Park, California: SAGE Publications, Inc., 1987), p. 23.

[10]Ginn, "A Quick Look at the Past," p. 4.

professional, requiring longer school terms and certification, with no

increase in salary. Men began to drop out of teaching, and women were

brought in to pick up the slack. The women were available and could be

hired for lower wages. Women became known as "natural" teachers because

of their nurturing abilities. Even though they were seen as inferior,

women flocked to the teaching profession.[11] As the Civil War depleted

the supply of men, women continued to fill the demand.[12] By 1900, 70.1

percent of the teachers in the United States were female.

The distinction between teacher and administrator did not appear

until the late 1800's. Prior to that time, all administrative duties

had been absorbed by the teacher. By 1918, though, teaching and

administration had grown apart and were two separate professions.[13]

The first supervisory roles were held by men. Women were considered to

be superior to males in understanding children and were wanted in the

classroom. That, along with the facts that women would work for lower

wages and would do what they were told and the idea that women were

simply awaiting marriage, kept them in the classroom and out of adminis-

tration. Also, social standards of the time modeled the white, married,

middle-class, Protestant male as being superior. Men were to work full-

time and strive for promotion, whereas women were to marry and raise

children. Marriage was not detrimental to the professional male. In

fact, it was an asset to have a supporting wife. Women, on the other

---

[11]Shakeshaft, Women in Educational Administration, pp. 24-26.

[12]Phyllis Rosser, "Women Fight 'Old Boys' for School Administrator Jobs," Learning, VIII (March, 1980), 31.

[13]Shakeshaft, Women in Educational Administration, p. 30.

hand, found marriage a source of conflict, and most women in education remained single or were widowed or divorced.[14]

As the schools continued to inculcate professional business ethics, women were further excluded. Bureaucracy created the concept of a school as being a business to be run in a business-like manner. It was thought that only males were capable of filling that role. Concern for financial, organizational, and mechanical issues were perceived as male traits, while females were still viewed as being attentive to caring for children.[15] Men, therefore, dominated the administrative field. Not only that, they also controlled the unions, the state associations, and the national groups. NEA was an exclusively male organization.[16]

Early in this century, with the first women's movement, females began to win administrative positions. By 1928, women comprised 85 percent of all elementary teaching positions and 55 percent of the elementary principal positions in the United States.[17] They also held 25 percent of the county superintendencies, about 8 percent of the secondary school principalship positions, and 1.6 percent of district superintendencies. Pay, status, and power for these females were lower than for the men.[18] Nevertheless, women had gained recognition, and the United States Department of Education issued a publication entitled

[14]Ginn, "A Quick Look at the Past," 5-6.

[15]Ortiz and Marshall, "Women in Educational Administration," pp. 122-123.

[16]M. Donald Thomas, "Why Aren't Women Administering Our Schools?," NASSP Bulletin, LXX (March, 1986), 90.

[17]Rosser, "Women Fight 'Old Boys,'" 31.

[18]Shakeshaft, Women in Educational Administration, p. 34.

"The Woman Principal: A Fixture in American Schools."[19]

Shortly after this affluence, the "fixture" began to crumble. Women continued to dominate the teaching field, but a steady decline of women in educational administration was exhibited. The high of 55 percent for elementary principals eroded to a low of 18 percent by 1978.[20] During the same period, women high school principals dropped to 3 percent, superintendents to less than 1 percent, and assistant superintendents to 3 percent.[21]

A number of factors contributed to this decline. The depression of the 1930's produced employment problems, and available jobs were generally awarded to males. It was assumed that males were supporting families, while females had only themselves for which to provide. Also, the women who had previously volunteered their efforts in the strong women's clubs could no longer afford to offer their services because of their husbands' financial failings.

The two World Wars were likewise detrimental to the earlier women's movement. Although the number of women administrators increased during World War II, the post war era and the introduction of the G.I. Bill provided the opportunity for men to return to school, and the number of male administrators once again multiplied. In addition, the decades following the war placed heavy family responsibilities on women,

---

[19]Mary Ann Smith, et al., "Women Getting Together and Ahead. Sex Equity in Educational Leadership," (ED236 805, 1983), p. 3.

[20]Ortiz and Marshall, "Women in Educational Administration," p. 127.

[21]Rosser, "Women Fight 'Old Boys,'" 31.

and few were willing to take on the battle of sexism.[22] The conditions

of the 1950's and 1960's created an upsurge in the prejudices against

women and limited their movement into administration.[23] The 1960's

also brought the Vietnam War and men entering education to avoid the

draft. As the school systems expanded, these young men moved into the

administrative positions, keeping the number of women to a minimum.[24]

Furthermore, school consolidation was a contributing factor to the

decline of women administrators. There were 80 percent fewer school

systems in 1977 than there were in 1945. As a result, men were placed

in authority over an entire grade school, and women were designated as

assistants.[25]

Hope was renewed with the equal rights and equal pay mandates of

the 1960's and 1970's, but the picture remained bleak. According to

Yeakey, Johnston, and Adkison, the American Association of School

Administrators (AASA) reported that from 1974 to 1982, the percentage of

white women in supervisory or administrative positions increased from

11.8 percent to 18.9 percent.[26] Metzger reported that the 1982 AASA

study found women to hold 16 percent of all United States principal-

ships. The breakdown revealed that females held 23 percent of the

---

[22]Ginn, "A Quick Look at the Past," pp. 6-7.

[23]Shakeshaft, Women in Educational Administration, p. 48.

[24]Ibid., pp. 50-51.

[25]Smith, "Women Getting Together," pp. 6-7.

[26]Carol Camp Yeakey, Gladys Styles Johnston, and Judith A Adkison,
"In Pursuit of Equity: A Review of Research on Minorities and Women in
Educational Administration," Educational Administration Quarterly, XXII
(Summer, 1986), 127.

elementary principal positions, 7 percent of the secondary principal-ships, and 1.8 percent of the superintendencies.[27] On the other hand, Ginn quoted Porat as showing a decline from 28 percent in 1974 to 11 percent in 1982.[28] Whatever the correct statistics, it is obvious that women have not been represented in administration proportionate to their numbers in teaching. Also, statistics indicate that they have generally been employed as elementary principals, meaning less pay, prestige, and advancement than is realized in other administrative positions.[29]

An examination of Illinois studies found that over the past couple of years, the percentage of women in administrative positions has increased. During the 1987-88 school year, 23 percent of the administrators in the state were female.[30] The figure rose to 25 percent in 1988-89[31] and to 26 percent in 1989-90. The majority of these were employed in elementary principalship positions. The 1989-90 statistics also showed that 2.6 percent of the full-time superintendents were women.[32]

Even though women appear to be making some progress, an imbalance is still apparent. Historically, females have been the "second choice" in school leader selection, and the present-day barriers are not much

---

[27]Christa Metzger, "Helping Women Prepare for Principalships," Phi Delta Kappan, LXVII (December, 1985), 292.

[28]Ginn, "A Quick Look at the Past," p. 8.

[29]Smith, "Women Getting Together," p. 9.

[30]Illinois State Board of Education, Research and Evaluation Section, Statistical Profile of Illinois School Administrators, 1987-88.

[31]Ibid., 1988-89.

[32]Ibid., 1989-90.

different than those of earlier times. During the past few years, studies have been conducted to define what barriers have existed and the impact they have had. A number of theories have been offered for the inequity, but a general consensus of authors appears to implicate a male-dominated culture as the major barrier to women aspiring management positions.[33]

A review of the literature finds most writers categorizing the difficulties that women face into "internal barriers" and "external barriers." Internal barriers are those which women themselves erect, while external barriers are the ones imposed upon them by the outside world. Included as internal barriers are low career aspirations, self-limiting beliefs and attitudes, lack of motivation, and poor self-image. Sex-role stereotyping, discrimination in schools and in society, lack of adequate professional preparation, too few role models, and the demands of family and home life are classified as external barriers.[34]

Gupta chose to divide these hindrances into three groups. She labelled her categories as "personal barriers," "interpersonal barriers," and "organizational/structural barriers." Personal barriers are unique to the female in that they are the personal factors that inhibit her when she is considering administration as a vocation or desiring to climb the career ladder. Being nearly identical to the internal barriers classification, this area covers the typical personality characteristics, background influences, and socialization patterns of

---

[33]Shakeshaft, Women in Educational Administration, pp. 80-81.

[34]Charol Shakeshaft, Arlene Gilligan, and Dorothy Pierce, "Preparing Women School Administrators," Phi Delta Kappan, LXVI (September, 1984), 68.

the American female.

Interpersonal barriers and organizational/structural barriers can be viewed as subgroups of external barriers. Interpersonal barriers describe the interactions between aspiring women and the prominent educational administration power groups. Factors, such as sex role stereotyping about the abilities of women, their motivation, and their commitment, fall into this category.

Organizational/structural barriers arise from within the educational system and affect hiring practices. Institutions often operate on a system which serves to maintain the status quo, thus, continuing the prevalent white male dominance. As a result, females face limited entry into management positions. This restriction may occur either intentionally or inadvertently and takes place in both the formal and informal operations of the organization. Recruitment and selection procedures and reward systems are often designed to make the male power group even more powerful, increasing the struggle of the female who wishes to hurdle the conventional barriers.[35]

Since these obstacles to employment also serve to limit the upward mobility and general acceptance of the female administrator and create an abundance of stress for her, further examination is warranted. The categories defined by Gupta will be used as the basis for this exegesis. Initial consideration will be granted to the area of personal barriers.

The female who approaches the world of administration does not go alone. She is accompanied by her personality, which is not always

---

[35]Nina Gupta, "Barriers to the Advancement of Women in Educational Administration: Sources and Remedies," (ED257 204, March, 1983), pp. 2-3.

compatible with the position. On the whole, women have a tendency to be less self-confident than men. They are not positive of their ability to do a job well and are inclined to believe that past successes have been a result of luck rather than their own expertise. This often limits their willingness to become involved or to take on new challenges.[36]

Theorists have attempted to explain this apparent low self-esteem through the socialization process of females. The conditioning process begins at birth. It is established during childhood and is reinforced throughout adolescence and usually into adulthood. Females are raised to be "nice little girls," and peer pressure serves to maintain this status. A female learns early that she needs to be attractive and should try to please. What people think of her becomes very important. Competiveness and independence are not feminine traits. The female is taught that she needs someone to care for her. She is not expected to take risks or to be good at several things. She is to be perfect in a few things. It is not important to her if she wins a game, but whether or not she plays it fairly. A female is conditioned to be emotional and nurturing, and she must never show anger or act aggressively. Many decisions for women are made on the basis of emotions. For the most part, women have not been trained to deal with the careers that favor male characteristics. Therefore, it can be quite difficult for the female to feel secure in seeking a management position.[37] Many a woman, because of her training to become a housewife, cannot even think

---

[36]Ibid., p. 4.

[37]Sylvia Senter, Marguerite Howe, and Don Saco, Women at Work: A Psychologist's Secrets to Getting Ahead in Business (New York: Coward, McCann & Geoghegan, 1982), pp. 10-30.

in terms of a career, and if she does, she is often either pitied or
ostracized by her friends for not following the norm. In summary, the
typical female is characterized as being passive, dependent, diffident,
submissive, docile, inferior, and noncompetitive.[38] Joan Fobbs stated
the problem well when she said, "To expect young women to rebel against
the cultural standards for females is to demand of them more than is
expected of men attempting to succeed in their field, since men are
supposed to be aggressive and women are not."[39]

In addition to the socialization process, many women have allowed
themselves to be restricted because of past experiences. The security
of experience in instruction and support services and the frequent
failures in attempts to obtain administrative positions have caused some
women to become reluctant to continue seeking management level jobs.
This, along with the socialization process, has left many females
psychologically unprepared for positions of leadership. Lack of
occupational role models only serves to compound the problem. Women
find it more difficult to make objective career choices and, consequent-
ly, tend to be less directed and less straightforward than men.[40] They
experience confusion over life's goals.[41] Many, therefore, do not

---

[38]Margaret V. Higginson and Thomas L. Quick, The Ambitious Woman's
Guide to a Successful Career (New York: AMACOM, 1980), pp. 19-20.

[39]Joan Fobbs, "Barriers and Biases Toward Women: Impediments to
Administrative Progression" (paper presented at the Annual Burlington
International Women's Week, Burlington, Vermont, March 9, 1988), p. 4.

[40]Gupta, "Barriers," p. 5.

[41]Effie H. Jones and Xenia P. Montenegro, "Climbing the Career
Ladder: A Research Study of Women in School Administration," (ED220
984, 1982), p. 44.

apply for administrative positions because of the negative self-percep-
tions and lack of self-confidence. Often, they expect to be placed in
secondary roles and act accordingly.[42]

Research clearly shows that most women have not entered teaching
(the prerequisite to the principalship) to gain access into leadership.
A study completed by Funk in 1987 showed that 90 percent of the respon-
dents had not aspired to become administrators when they first entered
the field of education.[43] Colombutus, in 1962, found that only 2 per-
cent of the women teachers wanted to become administrators, while nearly
half of the men had such aspirations.[44] Careers often "happen" for
women because they are in the right place at the right time, while males
tend to consciously plan for the future.[45]

The women who are able to overcome these personal barriers do so
only to find that they come face to face with additional obstacles
blocking their paths. As they tread upon the road toward advancement,
they are required to interact with those who make up their work environ-
ment and are, thus, confronted with interpersonal barriers. Since
educational administration is still primarily a male domain, the
aspiring women administrators must associate with men who have brought

---

[42]Karin L. Porat, "The Woman in the Principal's Chair in Canada,"
Phi Delta Kappan, LXVII (December, 1985), 298.

[43]Carole Funk, "Female Managers in Business and Education: Sacri-
fices, Stressors, and Support Systems" (paper presented at the Annual
Conference on Women and Work,   Arlington, Texas, May, 1987), p. 8.

[44]John Colombutos, Sources of Professionalism: A Study of High
School Teachers (Washington, D.C.: U.S. Government Printing Office,
1962), p. 68.

[45]Smith, "Women Getting Together," p. 23.

to the job their own personal and social biases. Sex-role stereotyping is common place and continues to uphold a number of myths concerning women. First, a female is thought to lack the ability to be a successful administrator. She is not perceived as having the essential skills and personality to be effective. Many evaluate her as too emotional to cope rationally with difficult situations and too weak to make tough decisions. Research studies have shown, however, that women react similarly to men in comparable situations.[46]

Time and again, the superiority of men over women has been used to explain the predominance of males in administrative positions. Research, however, has refuted the idea. Evidence indicates that women administrators are as effective as men, if not more so. Tibbetts made reference to a number of research studies that have upheld the abilities of women. Her synthesis of the results indicates that females are as competent as males in administrative positions. Some of the findings were as follows: Women elementary principals are superior to males in instructional leadership. Students and teachers in schools administered by women present a higher quality of performance than in schools with male managers. The morale of students and teachers is better in schools headed by women, especially for female students. They have better self-images and higher career aspirations. Female administrators work better with teachers and the community than do men. Parents favor schools with women at the helm and offer more support. Female principals exhibit a greater knowledge of instruction and a greater concern for the welfare

---

[46]Gupta, "Barriers," p. 6.

of the students. The list goes on.[47] Yet, in spite of these findings,
sex-role stereotyping persists.

Many look toward the "proper" role for women. Just as women have
limited themselves because of social conditioning, so do the schools.
Women are still viewed as primary care givers, and any occupational role
is seen as secondary. A career is to be assumed only when family
obligations have been met.[48] Likewise, the nurturing nature of women
is thought to better qualify them for instruction than it is for leader-
ship. Feminine traits are believed to be incompatible with the mascu-
line demands of administration. Yet, when females attempt to display
masculine traits to satisfy the requirements, their supervisors,
subordinates, and colleagues, whether they be male or female, generally
view them unfavorably.

Another interpersonal barrier is the one that argues that women
are not committed to the position. Many feel that females only work for
the extra money, will take more sick leave, and will quit more readily
than men. Families are seen as taking priority over career. A woman
will resign to marry or to follow her husband in his career moves. For
many, this may be true, but statistics indicate that it is not charac-
teristic of everyone.

Unfortunately, women are viewed as a group and not as individuals.
The differences between men and women are emphasized, while the differ-
ences between the individual members of the two groups are downplayed.

---

[47]Sylvia-Lee Tibbetts, "The Woman Principal: Superior to the
Male?," Journal of NAWDAC, XLIII (Summer, 1980), 15-17.

[48]Kay Richards Broschart, "The Avoidance Syndrome and Professional
Careers for Women," Journal of NAWDAC, XLII (Winter, 1979), 34.

Women are treated as all other women, rather than being given credit for individual worth. Each person brings to the position his or her own skills, abilities, and experience, yet these traits are often overlooked because of the larger picture. Since the number of women in administration is small, failures are accentuated to illustrate the consequence of the female who strays from her acceptable place in society.

The final major obstacles to employment that women face are the organizational/structural barriers. These are the problems that are inherent in the policies and procedures and systems of the organization itself. These systems may be either formal or informal, and the discrimination strategies may come about from either conscious or unconscious acts. Discrimination can be targeted in recruitment, selection, placement, evaluation, reward, communication, and power and authority systems. There are also general expectations and norms that prevail.

Many females are initially eliminated from administrative positions, simply because the recruitment system does not allow them timely knowledge of the openings. Often, females are not aware of relevant jobs until it is too late. News generally travels through the "old boys network" long before a position is advertised.[49] Information about an opening is passed along by word of mouth through male principals, central office personnel, department heads, and possibly even salesmen. Posting of positions is frequently done in the summer when interested female teachers are not there to see the notices. Also, contacts are often made with universities to obtain the names of prospects. Due to the limited social encounters between a woman and her male professor,

---

[49]Gupta, "Barriers," pp. 7-17.

she rarely becomes his protégé and, consequently, does not receive the needed sponsorship or recommendation.[50] In addition, sponsors are inclined to select persons who have backgrounds similar to their own, once again limiting the opportunities for women.[51] Since women are not yet established in these networking and sponsoring processes, precious time and information is lost. The situation is even more critical when the deadline for applications is only a few days after the job has been advertised. This does not allow the applicant sufficient time for compiling a good application package. Worse yet is the use of restricted or local advertising.[52] Many times, the position is advertised in a journal that is known to have a basically male readership.[53] Such practices extremely narrow the applicant pool, giving the illusion that women are not available for employment in administration. A Pennsylvania study completed by Pavan, however, discovered that the number of qualified women far exceeds the number hired.[54]

Advanced knowledge of an opening and the submission of a good application, do not necessarily guarantee success. The woman applicant is then often faced with sex bias in the selection process. Both overt

---

[50]Rosser, "Women Fight 'Old Boys,'" 31-32.

[51]Catherine Marshall, "Men and Women in Educational Administration Programs," Journal of NAWDAC, XLVIII (Fall, 1984), 3.

[52]Gupta, "Barriers," p. 10.

[53]Shakeshaft, Women in Educational Administration, p. 99.

[54]Barbara Nelson Pavan, "Certified But Not Hired: Women Administrators in Pennsylvania" (paper presented at the 11th Annual Meeting of the Research on Women in Education Conference, sponsored by the Research on Women in Education Special Interest Group of the American Research Association, October, 1985), p. 12.

and covert sex biases are evident in the qualifications that are established and also in the interviewing process.[55]

Since managers are inclined to hire those most like themselves, it is not uncommon for the white male to employ another white male. With the general lack of specific selection criteria, this practice is easily accomplished without suspicion.[56] Also, the male employer who feels that females are inherently incapable of handling positions of responsibility, experiences no qualms in restricting his applications to men.[57] Even though schools do not have policies denying women access to administration, the majority of the school boards and superintendents feel that sex should be considered when employing someone to fill administrative positions.[58]

The fear of hiring a woman can dictate a selection process. Many male managers are afraid of change. They believe that having a female in the ranks will alter their working relationships. The anticipation of being in close contact with a woman causes others to feel uncomfortable.[59] In a study done by Shakeshaft, superintendents were asked if they would hire a "traditionally attractive" female. Most responded

---

[55]Gupta, "Barriers," 10.

[56]Shakeshaft, Women in Educational Administration, p. 98.

[57]Rachel Dean Greer and Evelyn Anne Finley, "The Role of Women in Public School Administration" (paper presented at the Association of Teacher Educators Workshop, Wichita, Kansas, August 4, 1985), p .2.

[58]Joan Kalvelage, "The Decline in Female Elementary Principal's Since 1928: Riddles and Clues," (Sex Equity in Educational Leadership Project, October, 1978), pp. 3-4.

[59]Ann McKay Thompson and Marcia Donnan Wood, Management Strategies for Women (New York: Simon and Schuster, 1980), pp. 79-80.

positively until queried about the possibility of such a person being an

assistant superintendent with whom they would work very closely. Their

reservations were based upon their idea of the board's perception of the

relationship, the fear of marital friction, and the worry of sexual

attraction.[60] As one executive stated, "I've been raised to date them,

not work with them! It's easier just to avoid any temptation, any

complication."[61] The militancy of some feminists, the anxiety over

vulnerability, the effect of social pressure, and the emotional and

physical differences of men and women have all caused male employers to

be afraid of placing women in management positions.[62]

With doubts lurking in the consciences of school boards and

superintendents, a number of strategies for restricting women from

employment arise. As previously mentioned, females are often expected

to meet nearly impossible qualifications. One of the most common is in

the amount of experience required. Most women have more teaching

experience than men, but they have very little administrative experience

and are not hired. It becomes a "Catch 22" type of situation in which

they are not employed because of lack of experience, and they cannot

gain experience without being given the opportunity.[63] Many times, men

are allowed to substitute comparable experience or to skip rungs on the

---

[60]Charol Shakeshaft, "The Gender Gap in Research in Educational
Administration," Educational Administration Quarterly, XXV (November,
1989), 332.

[61]Thompson, Management Strategies, p. 80.

[62]Ibid.

[63]Smith, "Women Getting Together," p. 15.

career ladder; women are not.[64]

A number of employers still hold to the concept that women are
unfit to be administrators. It is commonly assumed that discipline and
authority are better handled by men[65] and that females cannot handle
the pressures associated with the job.[66] Therefore, the women are
eliminated, because they do not appear to possess the qualities which
are being sought. Some districts even look for specific physical
requirements. For example, a study of one organization found that all
of the women who were chosen to be principals were 5'9" or taller.[67]

These misconceptions and stringent requirements lead to questions
on the application and in the interview that are discriminatory toward
women. A woman may be asked questions such as her age, the ages of her
children, and her marital status. Irrelevant queries about child care
and personal matters may arise. Her reaction to having male subordi-
nates may be probed. Also, the inquiry as to the "lowest salary accept-
able" can pave the way for unequal pay. In addition, the interviewer may
be guilty of focusing on the applicant as a woman rather than as a
professional. In such cases, sex-biased questions, like "Why would such
a bright and attractive woman ever want to be a superintendent?," can be

---

[64]Shakeshaft, Women in Educational Administration, p. 99.

[65]Rosser, "Women Fight 'Old Boys,'" 32.

[66]Rosalie L. Tung, "Comparative Analysis of the Occupational Stress
Profiles of Male versus Female Administrators," Journal of Vocational
Behavior, XVII (1980), 344-345.

[67]Kathleen Kelly Lynch, "Grounding Research in Experience: A Case
Study of Women Administrators" (paper presented at the Annual Meeting of
the American Research Association, San Francisco, California, March 27-
31, 1989), p. 13.

heard.[68] Women are sometimes asked why they would want such a "terrible" job or what they will do if their husbands move out of town. These questions reflect doubt about a woman's commitment to the job. Men rarely face this scrutiny. Their commitment is assumed.[69]

Many times when women are hired to administrative positions, they are hired as "tokens" or to fill affirmative action quotas.[70] Even women administrators are restricted in employing other women. A study by Garfinkel found that some school boards will not allow additional women to be hired, because they already have one woman in the district. This forces the woman superintendent to distance herself from other women and to give the appearance of not being supportive of fellow females. Stress and tension are created for her as she sees her own credibility and job security threatened.[71]

Fortunately, some women are being hired. Unfortunately, however, they are being placed in low-level positions with less pay and less power. Traditionally, women have been located in staff support systems. This restricts their visibility and limits their upward movement.[72] Also, women tend to establish lateral relationships rather than looking to their superiors. By not projecting upward, they are not being

[68]Shakeshaft, Women in Educational Administration, p. 99.

[69]Gupta, "Barriers," p. 11.

[70]Sharon L. Schulte, "The Woman Educational Administrator Is Both the Ideal and Reality," Education, CIX (Winter, 1988), 153.

[71]Shakeshaft, "The Gender Gap," 334.

[72]Ginn, "A Quick Look," p. 10.

seen.[73] This visibility is important, because it allows them the opportunity to demonstrate skills and to attract sponsors.[74] Thus, it is obvious that the placement system is a hindrance to the ambitious female.

An additional barrier is present in the evaluation system. Generally, administrators are evaluated on broad-based global criteria rather than on objective behavioral criteria. Men rate better on global evaluations, whereas specific and concrete information is an advantage to the female. When specific objectives are absent, the evaluator must use high level inferences. This sets the stage for the prejudices of stereotyping to occur. The absence of a good evaluation makes it difficult for an individual to advance. The impact on the reward system is tremendous. The global evaluation has a negative effect on merit, and since women often enter administration late because of child-rearing responsibilities, they also lack the benefit of seniority. With merit and seniority being the basis for pay and advancement, women are stymied and find themselves in a vicious cycle. They receive little recognition, and in turn, little satisfaction. They are often overlooked for committee work, on-the-job training, retooling, conferences, and workshops, all of which are critical to upward movement. Rewards are few, and since rewards are equated with status and power, the idea that the female is not a valued member of the staff is reinforced.[75]

---

[73]Ortiz and Marshall, "Women in Educational Administration," p. 138.

[74]Ibid., p. 132.

[75]Gupta, "Barriers," p. 12.

A study conducted by Knight found that male managers rate female
managers lower following a failure, while they give male managers
equally high ratings whether they fail or succeed. The performance of a
male is generally credited to his ability. The performance of a female
is attributed to luck. There are different standards and terms for a
person's actions, based upon gender.[76]

As previously discussed, the communication system is also a
barrier to women. It serves to retard females in their advancement
through both formal and informal means. Communication generally follows
specific lines of authority. With most women not being in line posi-
tions, they often are not privy to important information or receive it
too late to act upon it. Also, the "old boys network" continues to be a
prohibiting factor and, probably, one of the most damaging. Without
information, a person becomes powerless.

The final organizational barrier is that of the power and authori-
ty system. Due to political, legislative, and economic conditions,
there is an aura of unpredictability about the administrative position.
When the external environment is uncertain, those affected seek stabili-
ty and security by controlling the internal organization. Therefore, an
attempt at establishing homogeneity is made. The result is white males
surrounding themselves with other white males. Bringing in a female
only serves to upset the balance that is desired. Since the upper
echelons are primarily comprised of males, choosing another male is not

---

[76]Patrick A. Knight and Frank E. Saal, "Gender Bias in Managerial
Performance Ratings" (paper presented at the Ninety-first Annual
Convention of the American Psychological Association, Anaheim, Califor-
nia, August 26-30, 1983), p. 2.

a difficult task.[77] Women receive little encouragement from their supervisors to enter the field of administration.[78]

In addition to the various barriers established by the organizational systems, there are simply norms and expectations that exist. For instance, educational administration is assumed to be a "two-person career." One person is to hold the job, while the spouse is expected to carry out the social responsibilities that are critical to the success of the administrator. The woman manager is the sole player in this two-person career. This creates an overload and, thus, jeopardizes her success. Another interfering norm and expectation is the one of treating women like "ladies." Opening doors, helping on with coats, or making reference to clothes and hairstyles, for example, aids in perpetuating the belief that women are weak and need to be taken care of, rather than the concept that they are co-equals.

On the whole, women must work harder and do a better job to be recognized. They must prove themselves and their abilities. No amount of talent is taken for granted. This produces a particularly onerous situation for the female who must fulfill both organizational and social duties. Since many of these barriers that occur do so on the subconscious level, combatting them becomes an extremely complex chore.[79]

Women striving toward educational administration are impeded by sex-role stereotyping, sex discrimination, personal and family constraints, and lack of sponsors; yet, in spite of these numerous deter-

---

[77]Gupta, "Barriers," pp. 13-14.

[78]Smith, "Women Getting Together," p. 15.

[79]Gupta, "Barriers." pp. 15-17.

rents, there are women who are choosing to break away from the norm to seek positions of leadership in our schools. In doing so, they find themselves caught in the middle of conflict. The role of school administrator is a stressful one by its very nature. Along with the myriad of rewards comes frustration and stress for both men and women. They often feel overworked, under fire, and unappreciated.[80] Culbert and McDonough described the assignment as an "invisible war." They stated,

> Each day we march off to an invisible war. We fight battles
> we don't know we're in, we seldom understand what we're
> fighting for, and worst of all, some of our best friends
> turn out to be the enemy. Our average work day consists of
> going to the office, sitting in meetings, speaking on the
> telephone--talking to people. Yet we limp home physically
> battered and mentally anguished. It's like getting attacked
> by a neutron bomb--the buildings are intact, but the people
> are decimated.[81]

Many principals find great satisfaction and rewards associated with their jobs, but feel overwhelmed by the frustrations of it. One principal commented that he felt that he was "doing something socially significant;" yet, he found himself "going home every night acutely aware of what didn't get done."[82] An administrator does his job alone; he is alienated from the group and feels isolation and loneliness. He has problems with role clarification, experiences limitations on his technical expertise, and wonders what others are expecting of him.

---

[80] Frances R. Roberson and Kenneth M. Matthews, "How Principals Can Cope with Stress," NASSP Bulletin, LXXII (September, 1988), 79.

[81] S.A. Culbert and J.J. McDonough, The Invisible War: Pursuing Self Interests at Work (New York: Wiley & Sons, 1980), p. 3.

[82] Daniel L Duke, "Why Principals Consider Quitting," Phi Delta Kappan, LXX (December, 1988), 308.

Beginning principals often feel that they are "drowning in the system."[83] Few, if any, other professions demand so much from an individual. An administrator is expected to be proficient in many diverse areas, often changing roles numerous times within the hour. He/she is to be an instructional leader, a counselor, a disciplinarian, a diplomat, a politician, a fiscal manager, a legal expert, an evaluator, a public relations specialist, and a master in mechanics, plumbing, electricity, health, safety, and transportation.[84] Stress is inevitable and can result in distress and burnout.

Many stressors are common to both genders; however, a woman administrator is considered to experience additional conflicts due to the simple fact that she is a female trespassing on a male terrain. The activities that a woman administrator performs are basically the same as those of her male counterpart. Differences exist, though, in the way female and male managers spend their time and interact with others. Their priorities differ, and other's perceptions of them are dissimilar. These disparities create a work environment that is unique to each.[85]

The female administrator is an anomaly in that she has chosen to enter a masculine world that promotes aggressiveness, control of one's

---

[83]Daresh, John C., "Collegial Support: A Lifeline for the Beginning Principal, NASSP Bulletin, LXXII (November, 1988), 85.

[84]Reuben J. Saenz, "Defining the Principalship," National Association of Secondary School Principals, XXX (September, 1982), 5, cited in John Neiweem, "A Study of Principals' Perceptions of Job Stress in the Six-County Region 11 Educational Service Region, East Central, Illinois" (unpublished field experience paper, Eastern Illinois University, 1983), p. 3.

[85]Charol Shakeshaft, "The Female World of School Administrators," Education Digest, LII (September, 1986), 30.

emotions, and independence. As previously discussed, this is in
conflict with her early socialization.[86] In addition, the perceived
male stereotyping can generate a misogyny which produces a unique atmo-
sphere for the female.[87] Finally, women must deal with decisions that
men are not forced to consider. They are required to make choices
between family and career, between self-defined and institutional goals,
and between identity and role.[88]

The first area of stress is that associated with the job itself.
The demands of the position cause tension for both males and females.
Numerous surveys have been completed to define these areas that breed
anxiety. Tung, in comparing the occupational stress of male and female
administrators, grouped the likely stressors in four categories: role-
based stress, task-based stress, conflict-mediating stress, and bound-
ary-spanning stress.

Role-based stress encompasses the expectations and accompanying
emotions inherent in the position itself. Fear about not having enough
information to carry out responsibilities, uneasiness over conflicting
demands of superiors, lack of clarity about expectations, pressure from
differences with supervisors, feelings of lack of authority, and
uncertainty over the supervisor's evaluation are a few of the stresses

---

[86]H. Lynn Erickson, "Conflict and the Female Principal," Phi Delta Kappan, LXVII (December, 1985), 288.

[87]Charol Shakeshaft, "Women in Educational Administration: Impli-cations for Training," in Leaders for America's Schools, ed. by Daniel E. Griffits, Robert T. Stout, and Patrick B. Forsyth (Berkeley, Califor-nia, McCutchan Publishing Corporation, 1988), p. 406.

[88]Marian Swoboda and Jane Vanderbosch, "The Society of Outsiders: Women in Administration," Journal of NAWDAC, XLVI (Spring, 1983), 3.

that occur.[89] Duke, in his interviews with four principals, found them
overburdened with the weight of their responsibilities. They were
frustrated with the central office and bureaucratic rules. One princi-
pal commented that she felt "caught in the middle." Dissatisfaction was
also evident in responses concerning policy and administration and lack
of responsibility, achievement, and recognition. Restrictive rules, red
tape, and organizational complexity were overwhelming to them. Achieve-
ment became more and more difficult to obtain the longer the employment
in the same district, and success seemed to breed more demands. These
principals, though productive, had become fatigued and disillusioned and
were considering quitting. They had discovered that the things that had
contributed to their satisfaction with their positions had also caused
concern and frustration for them.[90]

Many feel that women are particularly vulnerable in these areas,
but Tung's study of Oregon administrators found that women stood up
better under these pressures than their male counterparts.[91] Shake-
shaft, however, has emphasized one area of particular concern for
females. She feels that it is difficult for a woman to know what her
superior thinks of her work. In her research, Shakeshaft found that
male administrators are not as candid with females as they are with
males. They are less likely to give direct feedback to a woman.
Hearing only neutral or positive comments from her superior, a female
feels that she is doing a good job and is denied the opportunity of

---

[89]Tung, "Comparative Analysis," 348-349.

[90]Duke, "Why Principals Consider Quitting," 308-311.

[91]Tung, "Comparative Analysis," 354.

immediate learning. When criticism does arrive, it is difficult for the female to deal with it. Women administrators, according to Shakeshaft, tend to take criticism hard. They feel that they are inferior and maybe should never have become administrators in the first place. The male supervisor becomes alienated and does not criticize out of the fear of producing tears.[92]

Some other of the job-related stresses are task-based. These are the frustrations that arise out the day-to-day activities of the organizational setting. The culprit is the work load--meetings, paper work, interruptions, extracurricular activities, excessive responsibility, and high self expectations. Once again, Tung's study discovered females handling these areas of concern with much less conflict than males, but others disagree.[93] Many feel that a woman attempts to reduce risks by trying to be "very good" or "better than average," thus creating additional stress for herself.[94] Whether female or male, however, overload appears to be a major area of conflict. A study completed by Roberson revealed that principals were most often bothered by their work loads, and that the stress produced by those work loads was the most intense.[95] Marshall found managers having "too much to do in too little time," resulting in them being "very often very tired."[96]

---

[92] Shakeshaft, "The Gender Gap," 330-331.

[93] Tung, "Comparative Analysis," 348.

[94] Judi Marshall, Women Managers: Travellers in a Male World (New York: John Wiley & Sons Ltd., 1984), p. 183.

[95] Roberson and Matthews, "How Principals Can Cope," 79.

[96] Marshall, J., Women Managers, p. 182.

One new executive commented, "I simply could not find enough hours in the day to handle the paper work, let alone find time to meet the staff and deal with substantive issues."[97] Another stated, "Continuous interruptions by staff and outsiders became frustrating to me."[98] An administrator who chose to return to teaching discovered that her most difficult adjustment, and the one that required the longest recovery, was overcoming the addiction to a schedule. After being accustomed to being controlled by appointments and committee meetings, she experienced guilt when she attempted to slow down or relax.[99] A survey of female school executives in Texas supported this idea. Of the sixty-six women questioned, 75 percent of them stated that they worked a minimum of sixty hours per week. One individual committed seventy-five hours a week to the job![100]

Also included in task-based stress are the duties of coordinating, supervising, and evaluating the work of many people. The administrator may feel angry and powerless when subordinates challenge his or her authority. Self-confidence can be eroded in such situations. Dealing with the incompetent employee also creates conflict and traumatizes the administrator's conscience. The woman manager, in particular, concerns herself with solving the problem, while dealing with her socialized

---

[97]Thompson and Wood, Management Strategies for Women, p. 20.

[98]Ibid.

[99]Barbara H. Mickey, "You Can Go Home Again, But It's Not Easy," Journal of NAWDAC, XLVII (Spring, 1984), 6.

[100]Carole Funk, "The Female Executive in School Administration: Profiles, Pluses, and Problems," (paper presented at the 3rd Annual Conference on Women and Work, Arlington, Texas, May, 1986), p. 5.

"humanistic concern." She has been taught to be helpful, and negative evaluation and termination clash with this concept. Another dilemma arises when the values of the administrator differ from the values of the staff. The choice to force the issue or to avoid it has to be made. Compromise is not always feasible. Some matters are too educationally significant to avoid, and directives must be issued, a decision that is not always popular.[101]

Another job responsibility from which stress emanates is that of conflict-mediating. This area demands resolving differences among students and dealing with parent/school conflicts. It also involves student discipline.

The final source of stress directly related to the position comes in the form of boundary-spanning stress. Obligations such as contending with financial matters, complying with government and local regulations, administering the negotiated contract, and attempting to gain public support for school programs belong to this domain.[102] Over the past few decades, the public has become more critical of the educational system, and the government has imposed continual pressure for new and innovative programs. The administrator is called upon to maintain a clear mind while complying with the constant change. Conflict results.[103]

In addition to the normal stressors associated with the administrative position, women also seem to experience tension due to their

---

[101]Erickson, "Conflict," 290.

[102]Tung, "Comparative Analysis," 349.

[103]Ibid., 353-354.

gender. Literature and research support the idea that female managers continue to combat discrimination and face pressure due to personal and career struggles. As previously discussed, hiring practices give preference to males, and upward mobility is easier for men than for women. Due to the clustering of women in elementary principalships and office staff positions and the limited education and experience of female administrators, salary differentials also exist. On the whole, males receive higher wages than females.[104] Even in statistics comparing the compensations of female and male elementary principals, men have been shown to average more pay than women.[105] Whether or not discrimination is actually present in salaries is difficult to confirm. The potential for the perception of inequity, however, does exist. This reinforces job dissatisfaction and reduces the attractiveness of the occupation for women.[106]

On the job, sexual discrimination and stereotyping become evident in the attitudes toward and treatment of the female administrator. In a survey conducted by Funk, "simply being a woman" was ranked as the number one barrier for the female manager. Other barriers to success were lack of male acceptance, prejudice, not being seen as an authority figure, jealousy, and male chauvinism.[107] Florida women administra-

---

[104]Diana G. Pounder, "The Male/Female Salary Differential for School Administrators: Implications for Career Patterns and Placement of Women," Educational Administration Quarterly, XXIV (February, 1988), 7-8.

[105]Ibid., 14.

[106]Ibid., 17.

[107]Funk, "Female Managers," p. 4.

tors, upon being questioned about conditions that inhibit their professional responsibilities and careers, cited nineteen major barriers that they were experiencing.[108] A few of these will be discussed.

One problem with which a female administrator contends is that of not being taken as seriously or receiving as much respect as her male colleagues. The women in Funk's research mentioned this problem more frequently than any other. They felt that they were often ignored and were victims of subtle male chauvinistic attitudes. In their opinions, both men and women were viewing them as "pushovers" with little authority. They discerned that their female subordinates tried to take advantage of having another female as a supervisor. Visual stereotyping was likewise listed as a concern. They believed that persons walking into the office did not regard them as the "boss."[109]

Lack of respect is also evident in the language used by men. Women are often referred to as "girls," which can be demeaning. Such practice depicts immaturity and helplessness and suggests that females should not be taken seriously.[110] Women do not appreciate being belittled, "fathered," or patronized. It is insulting to them.[111] One woman administrator noted that male managers are generally referred to by title, while women leaders are normally called by their first names.

---

[108]M. Jean Stokes, "Organizational Barriers and Their Impact on Women in Higher Education," (ED264 747, 1984), p. 9.

[109]Funk, "The Female Executive," 5-6.

[110]Whitaker and Hales, "Women in Administration," p. 6.

[111]Thompson and Wood, Management Strategies for Women, pp. 83-85.

This is a subtle form of sexism.[112]

Conversations between men and women also exhibit men's lack of respect for women. Research has shown that men interrupt women more than women interrupt men. This can be annoying for the female who feels she has valuable contributions to make.[113] One woman administrator expressed that she was never granted input into policy matters, but was only allowed to offer minimal assistance in minor areas, such as in new curriculum.[114] Many believe that men simply do not have high expectations for women and automatically place them in low power, "female" positions.[115] When women do achieve, they are less likely to receive credit for their success than their male peers.[116] In Stokes' research, 74 percent of the respondents felt it was difficult to gain recognition for their accomplishments.[117]

Another problem area is lack of trust and misunderstandings due to male/female language differences and management styles. Men and women enter their careers from different backgrounds, and, consequently from unlike viewpoints. Men have participated in sports and have learned to be competitive. They bring that competitive spirit and team work into

---

[112]Lorayne W. Lester, "Administrative Burnout: A Woman's Perspective," Association for Communication Administration Bulletin, XLIX (August, 1984), 43.

[113]Thompson and Wood, Management Strategies for Women, p. 83.

[114]Rosser, "Women Fight 'Old Boys,'" 32.

[115]Dale Feuer, "How Women Manage," Training, XXV (August, 1988), 24.

[116]Yeakey, Johnston, and Adkison, "In Pursuit of Equity," 135.

[117]Stokes, "Organizational Barriers," p.9.

their jobs. They quickly learn the game plan and work with other members of the team to get the job completed. On the other hand, women, until recently, have not been acclimated to the world of sports, and they are more likely to work alone. They consider self-actualization to be more important than winning. Men are attuned to this lack of experience in team work and are reluctant to rely on women to partici-pate.[118]

In addition, a woman is taught to hide her knowledge and abili-ties. Her body language, words, and gestures create an aura of uncer-tainty, and she appears to be less able and experienced in leadership. This contributes to her low self-concept and causes her to renounce her own abilities.[119]

Semantics is likewise a problem. For example, men and women define "trust" differently. Men tend to explain trust as keeping confidences, or not divulging information to others. They feel that trust involves being able to say whatever they wish without worrying that the conversation will be repeated. Conversely, women do not see discussing actions and feelings with others as being untrustworthy. Instead, they expect conversations to be iterated and opinions to be expressed. To them, trust means carrying through on an action that was promised. It implies that a person can be depended upon to perform according to what was stated or written. Men do not evaluate this defi-nition as an issue of trust, but rather one of time management or compe-

---

[118]Elder, "The Importance of Professional Involvement," Journal of NAWDAC, XLVIII (Fall, 1984), 14.

[119]Fobbs, "Barriers and Biases," 6.

tency.[120]

Most communication between males and females takes place in silence. Many nonverbal behaviors contribute to the inequity in power that exists in our society. Gender differences in eye contact, personal space, facial expressions, demeanor, time, touching, and self-disclosure all aid in strengthening the male dominance.[121]

Research has shown that "masculine" characteristics in administration are perceived as leading to success more often than "feminine" characteristics.[122] Since the supposedly ideal manager is androgynous, the female feels pressured to adopt male behaviors. Such action, however, only serves to reinforce the male stereotyping.[123] Also, the woman who attempts to exhibit masculine traits, is judged negatively. What is appraised as "determination" in a man is ruled as "stubbornness" in a female. An "assertive" man becomes a "pushy" or "aggressive" woman when the same actions are displayed. Male-oriented labels and sex-role stereotyping become additional stressors for the female administrator.[124] She is expected to exhibit certain male attitudes and qualities, while maintaining her female role. If an unbalance occurs, other women may reject her for being too "male," and men may feel threatened. The men who do not feel intimidated, and possibly even view the female administrator as being successful, tend to look upon her as "one of the

---

[120]Shakeshaft, "The Gender Gap," 334.

[121]Yeakey, "In Pursuit of Equity," 135.

[122]Schulte, "The Woman Educational Administrator," 153.

[123]Lynch, "Grounding Research," 12.

[124]Schulte, "The Woman Educational Administrator," 153.

boys." This is not necessarily what a woman desires. Therefore, she is faced with the dilemma of establishing an equilibrium in order to avoid the negative self-image and rejection that can result from imbalance. Failure to do so may lead to frustration, withdrawal, or overt aggression.[125]

The balancing act is not an easy one. Every thought and action faces trial. Many authors have advised women to "act like a man," "not cry," and "dress for success."[126] One prospective female executive was told to emulate the "male" style of management. She was cautioned to dress conservatively and uniformally with her male counterparts, to resist the temptation to discuss her personal life, and to avoid being overly social. Work was to be her main objective. Anything less would mean that she was not "man" enough for the position. Following this advice was devastating. She appeared to be untouchable, and people told her that she was "cold." Becoming a "male" had supplanted her distinction as a "human being."[127]

Requiring a women leader to dress and behave in certain ways upholds the assumption that the woman must change because the system will not. Underneath, she is a woman, but on the surface, she is asked to submit to male dictates. This dichotomous dilemma can cause the female to walk a tight-rope for mere survival.[128]

---

[125]Whitaker and Hales, "Women in Administration," 3.

[126]Shakeshaft, "Women in Educational Administration: Implications," 406.

[127]Feuer, "How Women Manage,"30.

[128]Marian Swoboda and Jane Vanderbosch, "Society of Outsiders," 4.

Obtaining acceptance of the school community can be difficult.
Often, women are judged to be too emotional to be rational, well-
organized, or objective.[129] Other women may try to take advantage of
the female administrator, and male parents, maintenance men, and school
board members may attempt to throw "their weight around" until the
female administrator is able to prove that she is the "boss."[130] On
the whole, however, the community is not against a woman being in
leadership. The 1975 Gallup Poll revealed that 39 percent of the people
surveyed preferred a male principal. Fifty-two percent, however, did
not hold a preference as to the gender.[131] Another study which ques-
tioned discipline found that parents approved of women principals more
often than they did of men.[132] General acceptance appears to be
present, but proving it can be stressful.

As the woman administrator becomes aware of the conflicts that
exist and begins to wrestle with them, she comes to believe that she
must work harder to prove herself.[133] The female executives in Funk's
survey felt that they had to be smarter, work harder, and be more
diligent, with more expertise, than their male counterparts in order to
verify their worth. They also felt that they were being given more
difficult jobs to complete than the men.[134] Likewise, 87 percent of

---

[129]Whitaker and Hales, "Women in Administration," p. 4.

[130]Funk, "The Female Executive," p. 6.

[131]Smith, "Women Getting Together," p. 19.

[132]Tibbetts, "The Woman Principal," 16.

[133]Erickson, "Conflict," 289.

[134]Funk, "The Female Executive," pp. 5-6.

the female administrators in Stokes' study indicated that they worked twice as hard as their male colleagues.[135] Some theorize that with such high visibility, the woman leader fears making a mistake. Consequently, she does much of the work herself rather than risking having someone else do it incorrectly. Others think that women simply have not yet learned how to depend on someone else to do a job because of their lack of experience in team sports.[136] Regardless of the reason, the general consensus among authors is that women must work much harder than men in order to succeed.

Compounding the problem is the fact that there are few mentors and role models for the woman administrator. Burnout is less likely if a person has a support system with individuals who share the same problems and responsibilities. Needed are persons who can offer a variety of viewpoints, work styles, and techniques. For the female, there are few of these people in existence. Men do not seem to experience all the same difficulties as women.[137] Also, since women are seldom allowed entrance into the "old boys network," they lack the insider status and comaraderie of the male administrators.[138] Twenty-one percent of the females in Funk's study stated that they feel left out when the "good ol' boys" go fishing. They experience isolation and loneliness as men turn to other men for support.

Normal job stressors and sex-equity difficulties both create

---

[135]Stokes, "Organizational Barriers," p. 9.

[136]Feuer, "How Women Manage," 26.

[137]Lester, "Administrative Burnout," 41.

[138]Feuer, "How Women Manage," 24.

apprehension for the woman administrator. The major stressors, however, appear to be associated with conflicts between job responsibilities and personal life. The female must deal with the traditional roles of women and the career demands placed upon her by her job. Marshall refers to this as "female career role stress."[139] This conflict is on a continuum from total dedication to her job at one end to a balance between family and career at the other. Neither extreme is viewed as appropriate by the male corporate culture.[140]

Unless a woman is assertive or has a liberated husband, she finds herself with the extra burden of maintaining the house and caring for the children.[141] Managing both a career and a home demands a tremendous expenditure of time, and the effort can sometimes become overwhelming. The conflict between the job role and the married role has been cited as the major energy absorber. Women who work outside of the home usually continue to be responsible for 75 percent of the household duties.[142] Even in homes where the husband helps out, it seems to be the woman who feels accountable for the housework. Some researchers have decided that women take the strain, with some help from their hus-

---

[139]C. Marshall, "The Career Socialization of Women in School Administration" (unpublished dissertation, University of California, Santa Barbara, 1979) cited by Kathleen Kelley Lynch, "Grounding Research in Experience: A Case Study of Women Administrators" (paper presented at the Annual Meeting of the American Research Association, San Francisco, California, March, 1989), p. 11.

[140]Lynch, "Grounding Research," 11.

[141]Morse and Furst, Women Under Stress, p. 261.

[142]Alice W. Villadsen and Martha W. Tack, "Combining Home and Career Responsibilities: The Methods Used by Women Executives in Higher Education," Journal of NAWDAC, XLV (Fall, 1981), 21.

bands. Data shows that women see home life as a pressure, with hard work and little time for self. Men, on the other hand, view home as a refuge, a place to recharge. Guilt feelings over not being able to handle the situation smoothly often prevent women from asking for assistance.[143]

Having children further aggravates the problem. Rarely do children complicate the career development of the father, but they have a remarkable effect upon the life of the mother.[144] Traditionally, women have been expected to marry, bear children, and drop out of the work force in order to care for them. Recent data indicates that this trend is slowing down. The social and personal pressures to do so, however, remain strong.[145] With the idea that the woman's primary place is in the home, women continue to assume the responsibility for family obligations. Delegating this obligation to others can create guilt.[146] Historically, the working woman has continued to make child care arrangements, provide transportation, maintain contact with the school, and contribute through volunteer work.[147] Shakeshaft listed lack of reliable child care and limited pregnancy benefits as obstacles to the administrative career. Consequently, many women choose not to

---

[143]Marshall, J., Women Managers, pp. 186-187.

[144]Alice W. Villadsen and Martha W.Tack, "Combining Home and Career Responsibilities: The Methods Used by Women Executives in Higher Education," Journal of NAWDAC, XLV (Fall, 1981), p. 21.

[145]Linda Lange, "Women in School Administration: Problems and Possibilities," The High School Journal, LXVI (December/January, 1983), 87.

[146]Broschart, "The Avoidance Syndrome," 34.

[147]Villadsen and Tack, "Combining Home and Career," 21.

marry or have children in order to further their career goals. Others wait until their children are grown to enter administration.[148]

Lack of time for self and social activities is another area of concern for the female administrator. Schoonmaker, in making reference to primarily male executives, stated, "Executives work such long hours and spend so many more responding to the demands of their bosses or of business socializing that they have little free time left, and most of that must be devoted to their families."[149] The problem is no less intense for the female. In fact, in light of the research that suggests that women carry the major load of household and family duties, one could assume that the conflict is even greater for the female manager. In Funk's survey, 49 percent of the women felt that they lacked time for personal and social life.[150] Woo defines this issue of loss of time for leisure activities and for personal relationships as the "price for success."[151]

Lack of time creates in the woman a devastating sense of guilt, especially when she is accused of spending too much time on her career and not enough time devoted to her family.[152] As the female administrator lets go of some of the culturally defined women's roles, she experiences confusion, anxiety, and anger. In defense, she may take on

---

[148]Shakeshaft, Women in Educational Administration, p. 112.

[149]Alan N. Schoonmaker, Executive Career Strategy (American Management Association, Inc., 1969), p. 24.

[150]Funk, "Female Managers," p. 6.

[151]Lillian C. Woo, "Women Administrators: Profiles of Success," Phi Delta Kappan, LXVII (December, 1985), 288.

[152]Whitaker and Hales, "Women in Administration," p. 2.

the role of "superwoman" to defy the "normal woman" status.[153] The

"superwoman" is an excellent housewife, a wonderful mother, and a

"superworker." What was once done leisurely is now compressed into a

few hours.[154] At work, the female may attempt to do a "perfect" job,

thinking that perfectionism will lead to advancement. Instead, it can

lead to specialization which limits flexibility and loss of perspective,

two important qualities for the administrator.[155] Being perfect in

all things is an invitation to failure. The pressure can bring on

fatigue, headaches, anxiety, and depression, all of which must be denied

because the "superwoman" is beyond illness. The female manager is

forced to learn that perfection is an impossibility.[156] Learning to

cope with this concept is a hard task, because the woman executive is

keenly aware that she is always "on display." She is continually

conscious of the impression that she is making on someone else.

Determining whether to rebel against stereotypes to gain acceptance or

to withdraw is a difficult decision to make.[157]

Complicating the self-imposition of these excessively high stan-

dards are the feelings of inadequacy and low self-esteem. As previously

discussed, the female is socialized to be a second-rate citizen. She

has difficulty in visualizing herself as a success. Inferiority looms

---

[153]Catherine Marshall, "The Stigmatized Woman: The Professional Woman in a Male Sex-Typed Career," The Journal of Educational Administration, XXIII (Summer, 1985), 141-142.

[154]Morse, Women Under Stress, pp. 273-274.

[155]Senter, Howe, and Saco, Women at Work, p. 231.

[156]Morse, Women Under Stress, p. 274.

[157]Marshall, "The Stigmatized Woman," 132.

in her mind. Rejection and criticism are frequently taken personally, and losing out on promotions can be devastating.[158]

Going home for comfort is not always the answer. Not every husband is supportive of his wife's role. Although most tend to be positive, some are merely reluctantly tolerant of her position. This is an important factor for the female administrator. Many feel that working would be difficult without their spouse's approval. Some husbands are "proud" of their wife's achievement, while others are unappreciative.[159] Even in the best situations, however, the potential for conflict is present. The woman who becomes comfortable with asserting herself at work must often change roles when she returns home. One woman expressed her feelings when she said, "I feel resentful and a little ridiculous when I have to ask my husband for $10 for groceries and he questions the expenditure, after I have just spent the day managing a budget of thousands of dollars."[160]

Another significant concern for the married professional woman is relocation. The decision to move may be crucial to the careers of both partners and should be given serious consideration. Traditionally, it has been the wife who has taken the risk of leaving her job to follow her husband. Today, women are sometimes restricted in their ability to accept new and better positions, because their husbands are not free to move.[161] Being faced with either situation creates tension for the

---

[158]Senter, Howe, and Saco, Women at Work, pp. 34-39.

[159]Marshall, J., Women Managers, pp. 184-185.

[160]Erickson, "Conflict," 290.

[161]Villadsen and Tack, "Combining Home and Career," 21.

female manager who wishes to advance her career.

The final stressor is the one of being perceived as being "abnormal." The woman who enters educational administration deviates from the societal expectations. In entering a male sex-typed career, she separates herself from other females and acquires the stigma of being an abnormal woman. The unfairness of the situation becomes apparent. One woman administrator commented, "I've been conscious of being treated differently as a woman for a long time."[162]

The aspiring woman administrator faces many barriers and makes several sacrifices to achieve her goals. There are disagreements among authors as to the reasons for this, and the actual list of stressors is debatable. Research exists to prove or disprove almost any of the accepted concepts about the female executive. The preponderance of the literature, however, supports the idea that barriers do exist, and stressors are in abundance. Nevertheless, women are continuing to pursue careers in educational administration. Funk emphasized that the trend in her study was that even though sacrifices had to be made, there were few who would change their career paths.[163]

Research has attempted to profile those who are breaking ground in the administrative field. Typically, women administrators are older than their male colleagues and have more teaching experience. The majority of both hold the master's degree as their highest academic

---

[162]Marshall, "The Stigmatized Woman," 134-138.

[163]Funk, "Female Managers," p. 7.

achievement.[164] Many exceed the minimum qualifications for a position

and have acquired success in their fields. Several have become good in

all facets of their lives.[165] Although many report that they were

simply in the "right place at the right time,"[166] some have detailed

their motivation by stating that they primarily wished to develop new

skills and to have an impact on the organization. Secondary motivating

factors were listed as greater responsibility, more money, and more

security. The least important aspect was power.[167] The rewards have

been many. Working with people and seeing the results of their labors

have been listed as two of the most enjoyable aspects of the posi-

tion.[168]

These women who are already in the battlefield have offered advice

to the prospective female school administrator. The list presented by

Funk is a good summary:

> a) be exceptionally good at what you do and work harder than
> anyone else; "bloom where you're planted"
> b) be more knowledgeable than anyone else--stay current in
> your field, especially concerning instruction and teacher
> evaluation; constantly learn new things
> c) learn to have real "people skills"--interpersonal skills
> --you must like to work with people
> d) market yourself--shine--maintain high visibility; be
> known by taking on new projects, volunteering for various
> committees, taking part in school-community activities, and
> being active in professional organizations

---

[164]Saundra J. Tracy, "Career Patterns and Aspirations of Elementary School Principals: The Gender Difference," Journal of NAWDAC, XLIX (Fall, 1985), 24.

[165]Schulte, "The Woman Educational Administrator," 153-154.

[166]Elder, "The Importance of Professional Involvement," 14.

[167]Woo, "Women Administrators," p. 287.

[168]Funk, "Female Managers," p. 2.

e) find a mentor and a support group; get involved in net-
working
f) don't be afraid to admit failure or that you don't know
something--ask for advice when you need it[169]

Other "words of wisdom" were as follow:

Become more assertive and independent,
Sharpen organizational and communication skills,
Have excellent credentials,
Be yourself and know yourself,
Watch your image,
Have the courage to stand up for what you believe,
Be confident and believe in yourself,
Be prepared to spend much of your time at your job,
Be persistent.[170]

The way is rocky, but the rewards are many. Several issues must

be considered when looking toward educational administration as a

career. Schulte summed up the situation when she wrote,

It has been said that men don't have to give up much in
order to be good at their jobs. Men aren't expected to go
home, cook meals, take care of children, entertain family
and friends, and remain an interesting marital partner.
Success for men is measured by his accomplishments in the
work area. Success for women is measured in all areas of
their lives. Being a woman is not a liability. It is an
asset.[171]

---

[169]Funk, "The Female Executive," p. 14.

[170]Ibid.

[171]Shulte, "The Woman Educational Administrator," 154.

CHAPTER III

DESIGN OF THE STUDY

Overview

This study was conceived out of the desire to obtain valuable

information to be used by women who are looking toward educational

administration as a possible career choice. Initially, a review of

related literature and research was conducted. This provided an

overview of the general conditions facing aspiring females. Then, an

instrument was designed to survey women who are presently employed in

administrative positions in downstate Illinois. The questionnaire

(Appendix B) inquired about age, marital status, number of children,

educational background, employment history, type of position, size of

organization, salary, term of employment, reasons for employment, job

satisfaction, likes and dislikes, and future goals. Emphasis was placed

upon the stressors related to the position, and the opportunity to offer

advice was granted. The survey results (Appendix C) were analyzed and

presented in terms of raw scores, percentages, and rankings.

Sample and Population

A survey form, a cover letter explaining the study (Appendix A),

and a self-addressed stamped envelope, were mailed to 115 public school

administrators in downstate Illinois. The selection of the participants

for this research was determined after reviewing the objectives of the

study. Women administrators, as opposed to both male and female, were

chosen because of the inequity due to gender differences, as suggested by the literature. Questioning only females supplied information unique to women, whereas a research of both sexes would have furnished data characteristic of the administrator in general. Since the majority of school administrators are male, the opportunity for biased results would have been present, limiting the use for the female. The geographical area was restricted to downstate Illinois due to the location of Eastern Illinois University and its educational administration students. Also, Chicago and its suburbs were eliminated because of the distinct traits that surface when comparing that area to the southern part of the state.

Names and addresses of women administrators in downstate Illinois were obtained by calling all forty of the Educational Service Regions located below Interstate 80. This resulted in information from eighty counties. Some of the regional offices supplied the facts over the telephone. Others mailed copies of directories from the 1989-90 school year. Therefore, a portion of the information was recent, while some was outdated due to job changes after the directories were printed.

Because of the small number of female superintendents, assistant superintendents, and junior and senior high school principals and assistant principals, the decision was made to survey all of the women holding such positions. It was also determined that one female elementary principal from each of the forty Educational Service Regions would be randomly selected for inclusion in the study. This was accomplished by choosing the first name and address submitted by each Region. The remainder of the surveys were mailed to women administrative assistants, business managers, directors, and deans. These participants were also

selected at random. This combination allowed for a representative sampling, both in regard to position and location.

In choosing the administrators to be surveyed, those whose gender was definitely known were selected first. The names that provided no clues whatsoever as to whether or not they were male or female were cast out. A few names that appeared to have "female" spellings were included. The final count came to 17 superintendents, 5 assistant superintendents, 4 business managers, 6 administrative assistants, 9 directors, 13 high school principals, 9 assistant high school principals, 3 high school deans, 6 junior high school principals, 3 assistant junior high school principals, and 40 elementary principals, for a total of 115 in the sample population.

Data Collection and Instrumentation

This study required the development of a survey instrument for obtaining the information needed to meet the objectives of the project. The questionnaire that was devised was arranged in such a manner that there were five sections, with each component representative of one of the five project objectives. The first portion, labeled "General Information," was designed with the first objective in mind. From this, the woman administrator profile was attained. This section asked the respondents to indicate position, school size, annual salary, length of yearly contract, factors leading to employment, educational background, employment experience, and personal information such as age, marital status, and number of children. A list of alternatives for each area were printed, and appropriate responses were to be denoted with check marks in the spaces provided.

The second project objective was to understand why women enter the field of educational administration and to assess their future goals. The second portion of the questionnaire addressed this objective. Three questions were asked: (1) "Why did you choose educational administration as a career?" (2) "What are your goals for the future?" (3) "What is your ultimate career goal?" Again, a checklist was offered. "Other" was provided for those with situations different than the ones indicated.

The third division of the questionnaire was designed for the purpose of assessing the stressors related to the position. This section constituted the major portion of the questionnaire. It was divided into three parts. The first part examined the normal stressors innate to the job itself and the problems associated with job performance. Included were twenty-five possible areas of tension, ranging from relationships with superiors to contending with conflicts and disruptions and keeping up with paperwork and regulations. The topics to be considered were patterned after the stressors used by Roberson[172] and Tung[173] in their studies of administrative stress. The second area explored possible sex-equity barriers. Comprising this section were statements concerning sex discrimination, sex-role stereotyping, and the female responses to these problems. The third segment dealt with the conflicts that occur between job responsibilities and personal obligations and desires. The anxiety that arises from trying to juggle

---

[172] Roberson and Matthews, "How Principals Can Cope," 82-84.

[173] Tung, "Comparative Analysis," 348-349.

a career and a home, while meeting personal needs, was the basis for
this section. The ideas for the selected stressors in the sex-equity
and personal portions were primarily derived from the review of the
literature. Twelve possible stressors were suggested in each group, and
both sections contained an "other" category to allow for personaliza-
tion. Out of curiosity, two more statements for consideration were
added to this portion of the survey form. Each respondent was asked to
compare the amount of time and stress associated with administration to
the amount of time and stress connected with teaching.

The job stressor portion of the questionnaire was arranged in
Likert format. Five alternatives ranging from "strongly disagree" to
"strongly agree" were given, with an additional "not applicable" choice
being provided. Respondents were asked to circle the answers that were
closest to their feelings about the impact that the stressors have had
on their lives.

The fourth category addressed was one of job satisfaction. It was
felt that obtaining a general consensus of satisfaction or dissatisfac-
tion would aid the aspiring female administrator to more realistically
assess the feasibility of entering the occupation. Two statements were
presented, and the respondents were asked to circle the appropriate
replies. Again, the Likert scale was implemented. The two statements
for consideration were simply "I am satisfied with my role as an
administrator," and "If given the opportunity to start over, I would
choose administration again." Since likes and dislikes are closely
related to job satisfaction, space was also provided in this section for
respondents to detail what they like "best" about their jobs and what

they like "least" about their jobs. "Best" responses help to define satisfiers associated with the position, while "least" statements aid in describing some of the dissatisfiers.

Finally, in the last portion of the questionnaire, respondents were granted the opportunity to offer advice to those women who are contemplating a career in educational administration. This area was left unstructured to allow for freedom of expression.

Data Analysis

Initially, the returned questionnaires were sorted according to job position in hopes of making comparisons among the various groups. Difficulty arose with this plan, however, because of the small numbers in some areas. Too, a number of the administrators practice dual roles. For example, four of the superintendents do double duty by serving as principals. In fact, one of them not only is superintendent and elementary principal, but also teaches. The uniqueness of each position made categorization burdensome. In addition, when replies were tallied, the differences were perceived to be negligible. Therefore, all groups were combined, and total raw scores were tabulated. The raw scores were then translated into percentages. These data were then used for the analysis.

The administrator profile, the reasons for entering administration, and the overall satisfaction of the women were obtained by noting where the majority of the responses lay. Major stressors were defined as those which were identified by at least 50 percent of the respondents as being stress producers. These major stressors were then ranked in order of the amount of perceived stress by assigning point

values to each of the choices. On the other end of the spectrum, the stress statements with which the majority of the women disagreed were viewed as producing little or no aggravation.

Finally, the accounts of the "best liked" and "least liked" aspects of the job were categorized and listed. The advice offered to females considering administration received similar treatment.

CHAPTER IV

RESULTS

Background Information

Thirty of the 115 survey forms were not returned. Of the remaining 85, one was returned by the postal service for having an insufficient address; three contained replies indicating the male gender; and one came back with a note from the secretary stating that the principal had changed employment. Eighty questionnaires remained for consideration in the study. Of these, two were from elementary principals beginning their first year in administration. Their questionnaires were only partially completed. The breakdown was as follows:

3	Superintendents
3	Superintendent/K-8 Principals
1	Superintendent/Principal/Teacher
8	Assistant Superintendents
4	Directors
1	Business Manager
3	Administrative Assistants
1	Administrative Assistant/Teacher
1	High School Dean
5	High School Principals
1	Associate High School Principal
7	Assistant High School Principals
2	Junior/Senior High School Principals
1	Elementary/High School Principal
2	Junior High School Principals
1	Middle School Principal
2	Assistant Junior High School Principals
3	Elementary/Junior High School Principals
31	Elementary Principals

The responses to the survey questions were tabulated, percentages were calculated, and then the results were analyzed in regard to the

61

stated objectives. (Note: Respondents were frequently instructed to check all factors that applied to their situations. For this reason, many percentages add up to more than 100 percent. Totals were also affected by the rounding of the percentages to the nearest whole number.)

Objective 1: Administrator Profile

The typical woman administrator in downstate Illinois is 40 to 50 years old, is married, and has 2 children. She works in a school that has less than 500 students; her salary is in the $30,000 to $50,000 range; and she is paid for either 10 or 12 months of work. This woman believes that she was employed as an administrator because she was the best qualified for the position. Her qualifications include an M.S. in Education degree and 21 years of experience in education, serving 8 of those years as an administrator.

This information is consistent with the literature in that it appears that Illinois women are entering the administrative field at an older age with several years of experience. On the other hand, the majority of the female administrators included in this survey are married and have children, whereas much of the literature comments that many women remain single or are divorced, and, if married, do not have children or wait until later in life to begin their families.

Age:

Of the 80 women who responded to the survey, 45 of them, or 56 percent, indicated that they are between 40 and 50 years of age. One female marked that she is over 60 years of age. The remainder of the respondents were equally divided between the "30 to 40" and "50 to 60"

age groups, with each having 17 (21%) of the checks. The "under 30" space remained empty.

Marital Status:

Fifty-eight (73%) of the women respondents are presently married, 9 (11%) are separated or divorced, 2 (3%) are widowed, and 10 (13%) have never married. One person failed to answer the question.

Children:

Respondents were asked to indicate the number of children that they have still living at home and also the number of their children away from home. This item was included to help determine the family responsibilities that the women face in addition to their jobs.

One-fourth of the women have no children. Twenty-nine (36%) have 2 children. Fourteen (18%) of the 29 indicated that their 2 children are away from home, and 12 (15%) stated that their 2 children are living at home. The remaining 3 (4%) are split with 1 at home and 1 away. One person stated that she has college and graduate students at home, but did not supply a number. Other figures include 14 (17%) with 1 child, 10 (16%) with 3 children, 1 (1%) with 4 children, and 1 with 5 children (all at home). One woman has 5 foster children at home and 5 adopted children away from home!

School Enrollment:

The majority of the women administer relatively small schools. Forty-five, or 56%, are in schools of under 500. Thirteen (16%) work in schools with 500 to 1000 in enrollment, 8 (10%) in schools of 1000 to 2000, and 12 (15%) in schools over 2000. Two people did not respond to this item.

Annual Salary:

Most of the annual salaries fall in the $30,000 to $50,000 range. Thirty-three (41%) of the women earn from $40,000 to $50,000 a year, and 32 (40%) receive $30,000 to $40,000. Seven (9%) have a salary of over $50,000, 6 (8%) earn between $25,000 and $30,000, and 2 (3%) have earnings below $25,000.

Term of Employment:

The work year for these women administrators ranges from nine months to twelve months. Only 2 (3%) are employed for 9 months, and 4 (5%) hold 9 1/2 month contracts. Ten months is the most popular term of employment, with 28 (35%) falling in this category. Running a close second is 12 months, with 23 (29%). Fifteen (19%) indicated having an 11 month contract, and 7 (9%) a 10 1/2 month contract.

Factors Leading to Employment:

According to the literature, many women do not plan for their futures and accredit their successes to "luck." Obtainment of a position is often ascribed to being "in the right place at the right time" or to "tokenism." Although 49 (61%) of the respondents expressed this idea, even more (64; 80%) felt that they were the best qualified for the position. Similar views were communicated by others. For example, one stated that her previous track record was a contributing factor. Another referred to "always priding herself in doing a good job." Thirty-seven (46%) of the administrators said that they worked extra hard to "sell" themselves. These figures tend to negate the idea of "luck." Only 9 (11%) felt that they were hired as "tokens" to appease sex-equity activists. Two (3%) thought that being a double

minority (woman and black) played a role. Other factors that were listed included having a special education certificate, gaining visibility in the district, last minute hiring, and successful coaching. One woman wrote that she was assigned the position of head teacher, and the board waited for her to acquire her certification. Another stated that she was hired because she was a "political embarrassment to the superintendent."

Education:

This section held two purposes: (1) to determine the degrees acquired by the administrators, and (2) to examine their educational backgrounds in terms of major areas of study. Although most of the women (43; 54%) hold a M.S. in Education as their highest degree, many have obtained, or are working toward, advanced degrees. Nineteen (24%) have a Specialist in Education degree, and 12 (15%) have acquired either Ed.D. or Ph.D. degrees. Several indicated additional hours beyond their highest degree.

A tally of the major fields of study did not reveal a common area at the undergraduate level. The administrators possess a diversity of educational backgrounds. The only major that was noted more than the others was elementary education. However, since elementary education was only mentioned by 13 women, it cannot be recognized as the dominant field. The advanced degrees leaned toward some type of educational leadership. A few women, though, have earned degrees in other fields and have then obtained administrative certification.

Work Experience:

This section was added to the questionnaire to discover the

variety of positions held by the women prior to their present employment. No definite career pattern emerged. Most of the women have held several jobs, mostly within education. A few have gained experience in noneducational fields. Surprisingly, only 10 expressed having been full-time homemakers. This tends to contradict the opinions stated in the literature. Many authors have commented that women either delay their professions or take time off to raise their children.

A large majority of the women have several years of experience, with backgrounds full of diversity. Many have had previous administrative experience, with the elementary principalship being the most common. Twelve of them have worked as guidance counselors, and most have taught. Elementary education and English were referred to more often than any of the other areas, but they did not possess the majority of the responses. Noneducational experience included everything from mental health positions to secretary, telephone operator, business owner, insurance agent, decorator, church youth coordinator, etc.

An analysis of the number of years in education reveals that women are entering administration with a rich background of teaching experience, showing consistency with the literature. The average number of years in education for these female administrators is 21 years. The mode is 23 years. On the other hand, the mean for the number of years in administration is only 8.1 years, with the mode being 4 years. Ten (13%) of the women have 23 years of experience in education, and 9 (11%) have 20 years. The least amount of time spent in the field is 8 years, and the greatest is 30 1/2 years. Responses to administrative experience revealed 12 (15%) women with 4 years, 10 (13%) with just 3 years,

and 7 (9%) with 5 years. The others are scattered along a range from "just beginning" to 22 years.

Objective 2: Reasons for Administration and Career Goals

Reasons for Entering Administration:

Women enter administration for a variety of reasons. The literature suggests that little career planning is done by females, but this survey fails to support that concept. Although 8 (10%) cited that they had "entered into administration without really giving it any serious consideration," other responses imply contemplated moves. The reasons receiving the greatest attention were "thought I would enjoy the challenge and could best use my talents in leadership" (64; 80%), "desired a greater impact on the organization" (50; 63%), and "wanted a higher salary" (46; 58%). Also, 36 (45%) "felt the need for upward mobility," 20 (25%) "hoped to develop new skills," and 19 (24%) "wished to prove that a female could do the job." Only 7 (9%) "wanted the prestige," and just 4 (5%) "wanted the power." Other comments included "felt I needed a change from the classroom," "was requested by the superintendent to get an M.S. in administration," "was the only person to fill the position when the opening occurred," "thought I would be good at the job," "had strong feelings about teaching and felt I could influence more people," "husband had to move and couldn't find teaching job with 16 years and M.S.," and "female principal took a year off and the faculty encouraged me."

Career Goals:

Even though this section did not address job satisfaction directly, the responses tended to suggest that the females surveyed are

content with their positions. "Stay in my present position" was checked more often as a future goal than any other area. Forty-one, or 51%, of them included this in their plans. Other major goals involved transferring to different administrative positions. Twenty-two (28%) plan to move upward in the districts in which they are presently employed, and 18 (23%) hope to move upward in another district. Twelve (15%) desire to take a similar position in another district. Only 3 (4%) plan to return to teaching, and just 2 (3%) are looking toward leaving education. Other responses included "retire" (4; 5%), "teach at the college level" (1; 1%), "work on my doctorate" (1: 1%), "retire and go into another field" (1; 1%), "seek a business position" (1; 1%), and "move to assistant superintendent position, university position, or educational consultant after receiving doctorate" (1; 1%). Only 2 (3%) people stated that they are undecided.

Ultimate career goals reflect similar ambitions. Twenty-four (30%) of the respondents look toward the superintendency, 18 (23%) wish to be elementary principals, 14 (18%) desire the assistant superintendency, and 7 (6%) want to become college administrators. No one is striving to become an assistant principal at any level. The "other" category included "retirement" (7; 9%), "college instructor" (5; 6%), "director of personnel and labor relations" (1; 1%), "consultant" (1; 1%), "business profession" (1; 1%), "whatever challenge the future holds" (1; 1%), and "undecided" (1; 1%).

Objective 3: Perceived Stressors

This portion of the survey requested that the respondents rate the amount of stress associated with the problems and responsibilities

related to the job. Possible stressors were listed, and the following

Likert scale was provided:

> SD--Strongly Disagree--This produces no or very little
>   stress.
> D--Disagree--This may produce some stress but not enough to
>   be considered important.
> U--Undecided
> A--Agree--This definitely produces some stress.
> SA--Strongly Agree--This is a major stressor.
> N--Does not apply.

Responses to each item were tabulated, and raw scores were

converted to percentages. Any item that had at least 50 percent of the

replies falling in the "agree" and "strongly agree" categories was

considered to be a major stressor. Of the 25 situations detailed in the

"job performance" section, only 6 were targeted as major stressors. The

"personal" portion uncovered 5 out of a possible 12 stressors, and no

major "sex-equity" frustrations surfaced. Twenty-four of the 49

statements had 50 percent of the responses lying in the "disagree" and

"strongly disagree" areas.

The proposed stressors were ranked in order from the greatest

amount of stress felt to the least amount of stress felt. This task was

accomplished by assigning the following point values to each of the

categories:

> Strongly disagree--1
> Disagree--2
> Undecided--3
> Agree--4
> Strongly agree--5

The major areas of stress, listed in order from greatest to least

(based on Likert means), are

> 1. Not having enough time for myself (4.0),
> 2. Not having enough time for my family (3.7),

3. Feeling that I have too heavy a work load to finish during the normal workday (3.7),
4. Imposing excessively high expectations on myself (3.7),
5. Trying to resolve conflicts (3.6),
6. Complying with state, federal, and organizational rules and policies (3.5),
7. Lacking time for social activities (3.4),
8. Trying to complete reports and other paperwork on time (3.4),
9. Trying to keep up with household duties (3.3),
10. Dealing with parent/school problems (3.3), and
11. Feeling that meetings take up too much time (3.1).

It should be noted that 7 of these 11 stressors have to do with "time." Attempting to accomplish a multitude of tasks in a limited period of time appears to be creating pressure on the female administrators.

On the other end of the spectrum are the areas that received 50 percent of the responses in the "disagree" and "strongly disagree" categories. Listed in order from the least amount of stress to the greatest (based on Likert means), they are

1. Not knowing how to dress (1.4),
2. Being expected to do "female" tasks, like make the coffee (1.9),
3. Lacking acceptance by the school community because of gender (1.9),
4. Feeling inadequate/lacking self-esteem (2.2),
5. Feeling that I have to participate in school activities outside normal working hours (2.2),
6. Not knowing what my supervisor thinks of me and my work (2.3),
7. Feeling that no one cares/lack of support (2.3),
8. Experiencing sex discrimination in hiring practices (2.3),
9. Knowing I can't get information needed to carry out my job properly (2.4),
10. Writing memos, letters, and other communications (2.4),
11. Not having many role models (2.4),
12. Being accused of being too aggressive or too emotional (2.4),
13. Not being taken as seriously as my male colleagues/lack of respect because of gender (2.4),
14. Having limited upward mobility (2.5),
15. Being misunderstood because of male/female language differences and/or leadership styles (2.5),

16. Changing roles from work to home (2.5),
17. Feeling different than the "normal" woman (2.5),
18. Trying to resolve differences with my superiors (2.5),
19. Feeling that I have too little authority to carry out respon-
    sibilites assigned to me (2.6),
20. Being interrupted by staff members who want to talk (2.6),
21. Trying to influence my immediate supervisor's and decisions
    that affect me (2.7),
22. Being unclear on the scope and responsibilities of my job
    (2.8),
23. Thinking that I will not be able to satisfy the conflicting
    demands of those who have authority over me (2.8), and
24. Being interrupted by telephone calls (2.9).

These responses tend to imply that the female administrators are

feeling only a small amount of stress directly related to their gender.

Being a woman is apparently not significantly detrimental. In addition,

these women appear to possess a healthy self-confidence, with few

uncertainties about their abilities or responsibilities. They also feel

that they have the support of those around them.

Job Performance Stressors:

Most of the literature and research that has evaluated the stress

associated with an administrative occupation has cited "an unreasonable

work load" as the number one source of frustration. Similarly, the

women in this study pinpointed "feeling that I have too heavy a work

load to finish during the normal day" as the top problem in the job

performance section. Some of the areas, however, that contribute to the

work load were not viewed as significant stressors. Interruptions,

communications, and extracurricular activities were downplayed.

The idea that women lack confidence and feel unable to impact

their own lives was refuted by the responses to the statements in the

first portion of this section. Most of the females surveyed are

apparently clear on their responsibilities and feel that they have the

necessary authority to complete them. Attempting to satisfy demands or to influence the actions of those in authority over them are not viewed as major areas of concern. Neither are these women anxious about their supervisors' evaluations of them.

Listed below are each of the proposed areas of stress and the responses of the females completing the survey. A few of the women placed their answers midway between the printed choices. In order to calculate these responses, the two choices nearest the answer were each credited with one-half of the response.

The following is an account of the areas of stress and the responses that each received.

NA = Not Applicable   NR = No Response   n = Number of Responses

1. Being unclear on the scope and responsibilities of my job.

	NA+NR	SD=1	D=2	U=3	A=4	SA=5
n	7	14	26	1	26	6
%	9	18	33	1	33	8

Mean = 2.8
n = 73

2. Feeling that I have too little authority to carry out responsibilities assigned to me.

	NA+NR	SD	D	U	A	SA
n	6	16	33	1	16	8
%	8	20	41	1	20	10

Mean = 2.6
n = 74

3. Knowing I can't get information needed to carry out my job properly.

	NA+NR	SD	D	U	A	SA
n	6	25	24	1	20	4
%	8	31	30	1	25	5

Mean = 2.4
n = 74

4. Thinking that I will not be able to satisfy the conflicting demands of those who have authority over me.

	NA+NR	SD	D	U	A	SA
n	4	16	24	6	20	10
%	5	20	30	8	25	13

Mean = 2.8
n = 76

5. Trying to resolve differences with my superiors.

	NA+NR	SD	D	U	A	SA
n	9	21	22	4	17	7
%	11	26	28	5	21	9

Mean = 2.5
n = 71

6. Trying to influence my immediate supervisor's actions and decisions that affect me.

	NA+NR	SD	D	U	A	SA
n	5	13	32	2	21	7
%	6	16	40	3	26	9

Mean = 2.7
n = 75

7. Not knowing what my supervisor thinks of me and my work.

	NA+NR	SD	D	U	A	SA
n	12	22	28	3	8	7
%	15	28	35	4	10	9

Mean = 2.3
n = 68

8. Feeling that I have too heavy a work load to finish during the normal workday.

	NA+NR	SD	D	U	A	SA
n	3	3	20	4	21	29
%	4	4	25	5	26	36

Mean = 3.7
n = 77

9. Having to make decisions that affect the lives of others.

	NA+NR	SD	D	U	A	SA
n	4	8	27	5	31	5
%	5	10	34	6	39	6

Mean = 3.0
n = 76

10. Evaluating staff members' performance.

	NA+NR	SD	D	U	A	SA
n	7	8	24	5	25	11
%	9	10	30	6	31	14

Mean = 3.1
n = 73

11. Trying to resolve conflicts.

	NA+NR	SD	D	U	A	SA
n	3	2	18	1.5	45.5	10
%	4	3	23	2	57	13

Mean = 3.6
n = 77

12. Handling student discipline.

	NA+NR	SD	D	U	A	SA
n	12	10	27	1	24	6
%	15	13	34	1	30	8

Mean = 2.8
n = 68

13. Dealing with parent/school problems.

	NA+NR	SD	D	U	A	SA
n	7	0	28	2	33	10
%	9	0	35	3	41	13

Mean = 3.3
n = 73

14. Being interrupted by staff members who want to talk.

	NA+NR	SD	D	U	A	SA
n	1	9	40	7	18	5
%	1	11	50	9	23	6

Mean = 2.6
n = 79

15. Being interrupted by telephone calls.

	NA+NR	SD	D	U	A	SA
n	1	7	35	4	24	9
%	1	9	44	5	30	11

Mean = 2.9
n = 79

16. Feeling that meetings take up too much time.

	NA+NR	SD	D	U	A	SA
n	2	6	26	6	32	8
%	3	8	33	8	40	10

Mean = 3.1
n = 78

17. Feeling that I have to participate in school activities outside normal working hours.

	NA+NR	SD	D	U	A	SA
n	2	13	32	5	18	10
%	3	16	40	6	23	13

Mean = 2.2
n = 78

18. Writing memos, letters, and other communications.

	NA+NR	SD	D	U	A	SA
n	1	12	45	5	16	1
%	1	15	56	6	20	1

Mean = 2.4
n = 79

19. Trying to complete reports and other paperwork on time.

	NA+NR	SD	D	U	A	SA
n	3	3	25	3	31	15
%	4	4	31	4	39	19

Mean = 3.4
n = 77

20. Complying with state, federal, and organizational rules and policies.

	NA+NR	SD	D	U	A	SA
n	3	3	20	5	35	14
%	4	4	25	6	44	18

Mean = 3.5
n = 77

21. Keeping up-to-date on new laws and methods.

	NA+NR	SD	D	U	A	SA
n	3	5	27	7	26	12
%	4	6	34	9	33	15

Mean = 3.2
n = 77

22. Trying to gain public approval for school programs.

	NA+NR	SD	D	U	A	SA
n	9	4	29	8	25	5
%	11	5	36	10	31	6

Mean = 3.0
n = 71

23. Preparing and allocating budget resources.

	NA+NR	SD	D	U	A	SA
n	11	5	27	7	22	8
%	14	6	34	9	28	10

Mean = 3.0
n = 69

24. Being involved in collective bargaining.

	NA+NR	SD	D	U	A	SA
n	35	7	11	7	11	9
%	44	9	14	9	14	11

Mean = 3.1
n = 45

25. Administering the negotiated contract.

	NA+NR	SD	D	U	A	SA
n	20	6	27	8	15	4
%	25	8	34	10	19	5

Mean = 2.7
n = 60

Sex Equity Stressors:

The literature presents sex discrimination and sex-role stereotyping as major barriers to women in educational administration. The females surveyed in this study, however, failed to advance that concept. Few of them seem to be discouraged by sex equity factors. Of the 12 stressors listed, 9 of them had 50 percent or more of the responses falling in the "disagree" and "strongly disagree" categories. None of the possibilities were deemed to be major stress producers. A concern arises, though, in that there are some, though few, who are still experiencing strain because of their gender.

The following are the results of this portion of the questionnaire:

1. Experiencing sex discrimination in hiring practices.

	NA+NR	SD=1	D=2	U=3	A=4	SA=5
n	13	25	20	6	8	8
%	16	31	25	8	10	10

Mean = 2.3
n = 67

2. Having limited upward mobility.

	NA+NR	SD	D	U	A	SA
n	14	20	22	4	14	6
%	18	25	28	5	18	8

Mean = 2.5
n = 66

3. Receiving a lower salary than my male colleagues who have similar qualifications and positions.

	NA+NR	SD	D	U	A	SA
n	15	21	15	3	15	11
%	19	26	19	4	19	14

Mean = 2.7
n = 65

4. Not being taken as seriously as my male colleagues/lack of respect because of gender.

	NA+NR	SD	D	U	A	SA
n	9	21	25	7	10	8
%	11	26	31	9	13	10

Mean = 2.4
n = 71

5. Being misunderstood because of male/female language differences and/or leadership styles.

	NA+NR	SD	D	U	A	SA
n	10	21	22	5	17	5
%	13	26	28	6	21	6

Mean = 2.5
n = 70

6. Being judged according to sex-role stereotyping.

	NA+NR	SD	D	U	A	SA
n	9	21	18	8	19	5
%	11	26	23	10	24	6

Mean = 2.6
n = 71

7. Working twice as hard as the average man in order to succeed.

	NA+NR	SD	D	U	A	SA
n	8	14	16	7	21	14
%	10	18	20	9	26	18

Mean = 3.1
n = 72

8. Being expected to do "female" tasks, like make the coffee.

	NA+NR	SD	D	U	A	SA
n	21	31	17	3	4	4
%	26	39	21	4	5	5

Mean = 1.9
n = 59

9. Being accused of being too aggressive or too emotional.

	NA+NR	SD	D	U	A	SA
n	10	20	29	1	14	6
%	13	25	36	1	18	8

Mean = 2.4
n = 70

10. Lacking acceptance by the school community because of gender.

	NA+NR	SD	D	U	A	SA
n	17	31	17	7	5	3
%	21	39	21	9	6	4

Mean = 1.9
n = 63

11. Not having many role models.

	NA+NR	SD	D	U	A	SA
n	8	22	24	11	7	8
%	10	28	30	14	9	10

Mean = 2.4
n = 72

12. Not knowing how to dress.

	NA+NR	SD	D	U	A	SA
n	11	44	21	2	2	0
%	14	55	26	3	3	0

Mean = 1.4
n = 69

Personal Stressors:

The "personal" category was the location of both major and minor

stressors. The factor receiving the greatest stress response was found

here. "Not having enough time for myself" emerged as the primary

stressor of the women who participated in this survey. The other major

stressors in this category were those concerning lack of time and self-

expectations. These results are consistent with the findings in the

literature, and the targeted stressors appear to be some of the promi-

nent worries of the females involved in this study. The responses to

the remaining components were contrary to the general ideas presented in

the literature.

The detailed results are as follows:

1. Trying to keep up with household duties.

	NA+NR	SD=1	D=2	U=3	A=4	SA=5
n	2	6	24	2	29	17
%	3	8	30	3	36	21

Mean = 3.3
n = 78

2. Not having enough time for my family.

	NA+NR	SD	D	U	A	SA
n	3	4	13	1	41	18
%	4	5	16	1	51	23

Mean = 3.7
n = 77

3. Not having enough time for myself.

	NA+NR	SD	D	U	A	SD
n	1	0	13	1	38.5	26.5
%	1	0	16	1	48	33

Mean = 4.0
n = 79

4. Lacking time for social activities.

	NA+NR	SD	D	U	A	SD
n	5	2	24	4	32	13
%	6	3	30	5	40	16

Mean = 3.4
n = 75

5. Always being "on display."

	NA+NR	SD	D	U	A	SA
n	3	9	24	6	26	12
%	4	11	30	8	33	15

Mean = 3.1
n = 77

6. Feeling that no one cares/lack of support.

	NA+NR	SD	D	U	A	SA
n	6	18	36	5	11	4
%	8	23	45	6	14	5

Mean = 2.3
n = 74

7. Changing roles from work to home.

	NA+NR	SD	D	U	A	SA
n	3	17	30	8	19	3
%	4	21	38	10	24	4

Mean = 2.5
n = 77

8. Being able to move to a better job because of my husband's commitments.

	NA+NR	SD	D	U	A	SA
n	31	17	18	2	6.5	5.5
%	39	21	23	3	8	7

Mean = 2.3
n = 49

9. Imposing excessively high expectations on myself.

	NA+NR	SD	D	U	A	SA
n	3	6	12	2	39	18
%	4	8	15	3	49	23

Mean = 3.7
n = 77

10. Feeling inadequate/lacking self-esteem.

	NA+NR	SD	D	U	A	SA
n	5	23	33	5	10	4
%	6	29	41	6	13	5

Mean = 2.2
n = 75

11. Feeling guilty over time and role conflicts.

	NA+NR	SD	D	U	A	SA
n	2	9	27	6	27	9
%	3	11	34	8	34	11

Mean = 3.0
n = 78

12. Feeling different than the "normal" woman.

	NA+NR	SD	D	U	A	SA
n	6	15	31	9	14	5
%	8	19	39	11	18	6

Mean = 2.5
n = 74

Administration/Teaching Comparison:

Overall, administration is perceived to be more time-consuming and more stressful than teaching.

1. Administration is more time consuming than teaching.

	NR	SD=1	D=2	U=3	A=4	SA=5
n	2	0	7	6.5	18.5	46
%	3	0	9	8	23	58

Mean = 4.3
n = 78

2 Administration is more stressful than teaching.

	NR	SD	D	U	A	SA
n	2	0	7	5	24	42
%	3	0	9	6	30	53

Mean = 4.3
n = 78

Objective 4: Job Satisfaction

The response to this portion of the survey was overwhelmingly positive. A large percentage of the women are satisfied with their roles as administrators and would choose administration again if given the opportunity to start over.

1. I am satisfied with my role as an administrator.

	NR	SD=1	D=2	U=3	A=4	SA=5
n	2	2	2	2	38	34
%	3	3	3	3	48	43

Mean = 4.3
n = 78

2. If given the opportunity to start over, I would choose administration again.

	NR	SD	D	U	A	SA
n	2	2	2	9	28	37
%	3	3	3	11	35	46

Mean = 4.2
n = 78

Likes:

In response to "What do you like best about your job?," the women being surveyed offered many optimistic comments. No one particular idea

or task surfaced as the chief source of fulfillment, but a few common opinions were expressed by many.

Mentioned most frequently was the belief that administration allows a person to have a greater impact on the organization and all those who are a part of it. Watching people grow and change under their leadership seems to foster a feeling of achievement in the lives of the administrators. They perceive that they are "making a difference."

Another common response was "the people." "People" included everyone: teachers, students, parents--the entire school community. The comments ranged from "helping students and teachers" to "receiving support and cooperation from them." Some simply enjoy being around the people who make up the school and communicating with them. They like working closely with them and watching them progress.

A third area to which the administrators alluded was one that encompasses flexibility, freedom, and autonomy. They enjoy the flexibility of their schedules and the freedom of having control over their activities and being their own bosses. This flexibility and autonomy allows some of them to make decisions, "within reason", and to use their creative abilities to "make things happen".

Another "like" that was offered by the female administrators was "variety." The diversity of tasks and people creates a day that is "seldom boring." "Each day is new and different."

Other less frequent replies included "the prestige that comes with the position" and "conflict resolution." Some ideas were stated only once. Examples are "the opportunity to continue learning," "working with curriculum," "interpreting abstract plans into concrete action,"

and "the self-satisfaction." These are all closely related to the previously mentioned positive aspects, yet they are enough different to be listed separately.

Dislikes:

It is doubtful that an occupation exists in which all of the aspects of the position are enjoyed by all of the participants. Educational administration conforms to this belief. Even though there were fewer "like least" answers than there were "like best" replies, many dislikes were exposed. None of these, however, were "nominated" by enough women to be classified as major concerns. What were listed as positive points for some were noted as negative factors for others.

The most common complaint had to do with "too much to do in too short a time." Long hours, after-school obligations, job demands, and taking work home were all cited as culprits. One woman commented that she is "never free." Closely associated were the many comments regarding paperwork (legal forms, federal guidelines, state reports, grant applications, the budget, etc.). Some of the administrators feel that these "meaningless, but necessary," clerical tasks are preventing them from doing the things that they consider more important to education.

Another distasteful task is "resolving conflicts." Confrontation with teachers, parent/teacher conflicts, student discipline, irate parents, incompetent employees, and inflexible teachers were noted as examples in this difficult area.

A few references were made to gender-related problems. Being outside the "good old boys" network, with no equal support for female administrators, was mentioned. Comments were also written concerning

the inconsistency between male and female workloads and expectations.
It was felt that females are expected to do more work and seldom receive
recognition and praise for outstanding work. Also, two of the women
stated that they have been targets of sexism.

Other dislikes that were reported only a few times or just once
were "lack of input," "demanding parents," "teacher evaluation,"
"supervision," "the politics of the job," "low salary," "interruptions,"
"crisis situations," "finances," "details," "busy work," "lack of
privacy," and "the change process." Two references were made to
balancing home and school responsibilities. One woman regrets that she
cannot hire everyone who wants a job, and another becomes upset when she
realizes that she has been inconsiderate or has handled a situation
poorly.

Objective 5: Advice

In spite of the long hours, hard work, and numerous frustrations,
many of the female administrators in this survey encouraged other women
to "take a chance." Several responded to the advice section of the
questionnaire with "Go for it!." One woman commented, "It is the most
rewarding job I have ever had, and I am pleased to be representing other
women administrators." Only one person offered a discouraging remark.
She said, "For the work and education required, industry offers far more
benefits."

Along with the challenge came both warnings and advice. The
responses were so varied that it was difficult to categorize them. The
primary warning, however, was to "be prepared for hard work, long hours,
and dealing with conflicts." Networking and enlisting the assistance of

a mentor were offered as the best ways for coping with the stress. Resource people and support groups who understand the time demands and the strain were rated as important.

The second most commonly expressed word of advice was "be prepared." "Be qualified." "Do your homework." "Train yourself." "Learn all you can." These were some of the supporting statements made.

Receiving an almost equal number of suggestions was an area directed exclusively to females. Here are some of the recommendations: "Don't dwell on the fact that you are a woman in a dominantly male field." "Don't look for differences in male and female." "Do not use feminine wiles to get ahead." "Do not allow yourself to be intimidated, but be tactful. Realize there are people who will never be able to accept a woman administrator, do not take this personally, and do not waste time trying to change their minds." "Try to forget gender as quickly as possible, others will accept and model your behavior." "Don't expect to be treated with kid gloves and lesser assignments because you are a female." "Don't operate like a woman. Be able to talk sports, etc. Don't have a woman 'chip on shoulder.'"

Family relationships were also addressed. The importance of having a supportive family was stressed. One female suggested staying single. Others advised not having children or waiting until the children are grown to enter administration. One woman commented, "Think carefully about how your family will view your decision for without your husband and children helping, it will be almost impossible to succeed." Another one said, "Make sure your family is willing to share you with hundreds of other people." Also written were "Don't let your job

interfere with your home life" and "Ask you family, including children, to help at home."

Other counsel given more than once were "be yourself," "be confident," " be organized," "be able to take criticism," "be able to make decisions," "be fair," "be consistent," "have a positive attitude," "listen," "be strong," and "gain visibility." Numerous additional suggestions were contributed. The following is a partial listing: "Be less emotional." "Always strive to do your best." "Be honest but political with the board." "Budget time for yourself." "Learn to be a peacemaker and be kind." "Be fair, consistent, self-assured, and open-minded." "Do not be concerned that you don't know how to do something, you can learn." "Have a lot of energy." "Dress like an administrator." "Attend professional meetings." "Be ready to carry your own weight." "Start early in your career, if possible." "Be absolutely sure you like children and want only the best for them." "Develop a good sense of humor." "Do your best job." "Hang in there! Keep your head high, be calm, speak kindly and softly, but always honest, consistent and fair! Smile--enjoy every working hour!!! Cherish every complement and be genuine with people. Show them you care."

One woman rather accurately painted the entire picture when she wrote the following comments:

Don't consider this field if you
    a) need people to tell you you are doing a good job
    b) have a hard time making decisions
    c) are timid, shy or afraid of kids
Do consider this field if
    1) you want a strong sense of satisfaction
    2) are self-motivated
    3) (are) willing to work long, unpaid hours
       of overtime--while you smile.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATION

Summary

The conviction that wiser career decisions are made when a
thorough investigation of the job is conducted was the springboard for
this study. This belief, along with the desire to learn more about
educational administration for the female, necessitated a detailed look
at women as leaders. Therefore, efforts were directed toward determin-
ing the characteristics of the women who are entering the educational
administrative occupation, the barriers they face, the stresses they
incur, their future goals, their satisfaction with their positions, and
the advice they have to offer to other females.

Information was obtained through two sources. First, related
literature and research were reviewed to obtain an overview of the
conditions for women who are breaking away from the typical "female"
occupations and entering into the male dominated administrative posi-
tions. This examination revealed that women have been, and still are
being, victims of sexual discrimination and sex-role stereotyping.
Those who are employed as administrators face many stressors, some from
the job itself and others from gender inequities and personal and family
demands.

In addition to the library research, a survey of women administra-
tors in public schools in downstate Illinois was conducted to acquire

89

knowledge about those females who are attempting to make their mark in the educational field through leadership. Questionnaires were mailed to 115 women administrators. They were asked to indicate general information, such as age, marital status, number of children, and educational and experience backgrounds. School size, salary, the number of months of employment, and factors leading to employment were also examined. Then, their reasons for entering administration and their future goals were studied, stressors were analyzed, and job satisfaction was questioned. Finally, the respondents were asked to offer advice to women who are aspiring to become educational administrators.

Findings

The literature revealed that education has historically been a male-dominated field. Women, who have been socialized to be peacemakers and nurturers, have been viewed by many to be inferior to men in areas of management, thus hindering their advancement in educational administration. Their paths have also been blocked or made difficult by other barriers such as low expectations, sex discrimination, sex-role stereotyping, and family demands. In spite of the problems, though, women are entering the field of educational administration and are making advancements. They have conquered the biases and "good old boys" network to become successful leaders. Research has indicated that women excel in many areas of their jobs. Their lives are not easy, however. They not only contend with the normal stressors associated with the professional responsibilities, but they also battle frustrations related to their gender. They work hard to prove themselves, to combat prejudices, and to continue to provide for their families. Yet, women administrators

are succeeding, and they have positive advice to offer to those desiring to follow in their footsteps.

To determine the relevancy of the literature to women in downstate Illinois and to add to the amount of available information, a study of practicing administrators was conducted. Questionnaires were designed and mailed to women in all levels of administration in the region south of Interstate 80 in Illinois. An analysis was then made of the 80 completed survey forms that were returned.

The average female in this survey was determined to be a married, middle-aged woman with two children. Her masters degree and 21 years of diversified experience in education have earned her the opportunity to work the past eight years as an administrator in a small school of less than 500 in enrollment. She is employed for either 10 or 12 months out of the year and earns a salary in the $30,000 to $50,000 range. Typically, she feels that she was hired as an administrator because she was the best qualified for the position. Her initial decision to enter the field was made out of the desire to use her talents in meeting the challenge of management. Since this female is satisfied with her role as an educational leader, she plans to remain in her present position or move upward on the career ladder. She likes working with people and feels that, through her position, she has the opportunity to impact their lives. The greatest complaint that she has to express is that she has "too much to do in too short a time." Lack of time is one of her greatest stressors, whether it be time to complete tasks at work or to provide for her family and her own needs. Fortunately, her experience with discrimination and sexual biases is minimal. Though she must work

long, hard hours, this female encourages other women to take on the challenge of the occupation.

Conclusions and Recommendation

A comparison of the literature and the research uncovered some common components, but it also exposed some discrepancies. The literature and the survey both upheld the idea that women are entering educational administration at a late age with several years of experience in education. It is an occupation with high expectations, and the women who take on the challenge are faced with long, hard work and stress. On the other hand, the amount of stress felt by the women in the survey appears to be less than that suggested by the literature. All of the major stressors fell in the job responsibilities and personal categories, with sex equity factors receiving little attention. The literature highly emphasized the problems of sex discrimination and sex-role stereotyping. Illinois women apparently give little consideration to those influences. As predicted by the literature, however, personal time factors create tension for many of the respondents. They find it difficult to set aside time for themselves and their families. Regardless of the difficulties associated with educational administration, the women who were surveyed have recommended that others choose the option to join them in their occupation.

After experiencing the overall negative and discouraging reports of the literature, it was refreshing to encounter the primarily positive attitude of the survey respondents. The women administrators who participated in the study did not deny the tremendous responsibilities of their roles, but, instead, they accented the pluses. For the female

who is aspiring to become an educational leader, this attitude makes the prospects of securing similar employment a little more promising than the pessimistic perspective of the literature.

The decision to enter administration, however, is an individual choice. The combination of the contents of the literature and the results of the survey provide a fairly balanced picture of the situation. Each woman must study the details and relate them to her own abilities, needs, and personality in order to make a wise career selection.

SELECTED BIBLIOGRAPHY

Bolles, Richard Nelson. What Color Is Your Parachute? Berkeley, California: Ten Speed Press, 1984.

Broschart, Kay Richards. "The Avoidance Syndrome and Professional Careers for Women." Journal of NAWDAC, XLII (Winter, 1979), 34-36.

Colombutos, John. Sources of Professionalism: A Study of High School Teachers. Washington, D.C.: U.S. Government Printing Office, 1962.

Culbert, S.A., and McDonough, J.J. The Invisible War: Pursuing Self Interests at Work. New York: Wiley & Sons, 1980.

Daresh, John. "Collegial Support: A Lifeline for the Beginning Principal." NASSP Bulletin, LXXII (November, 1988), 84-87.

Duke, Daniel L. "Why Principals Consider Quitting." Phi Delta Kappan, LXX (December, 1988), 308-312.

Elder, Peggy. "The Importance of Professional Involvement." Journal of NAWDAC, XLVIII (Fall, 1984), 13-19.

Erickson, H. Lynn. "Conflict and the Female Principal." Phi Delta Kappan, LXVII (December, 1985), 288-291.

Feuer, Dale. "How Women Manage." Training, XXV (August, 1988), 23-31.

Fobbs, Joan. "Barriers and Biases Toward Women: Impediments to Administrative Progression." Paper presented at the Annual Burlington International Women's Week, Burlington, Vermont, March 9, 1988.

Funk, Carole. "The Female Executive in School Administration: Pro-files, Pluses, and Problems." Paper presented at the 3rd Annual Conference on Women and Work, Arlington, Texas, May, 1986.

Funk, Carole. "Female Managers in Business and Education: Sacrifices, Stressors, and Support Systems." Paper presented at the Annual Conference on Women and Work, Arlington, Texas, May, 1987.

94

Ginn, Linda W. "A Quick Look at the Past, Present, and Future of Women in Public School Administration." Keynote address at the Conference on Women in Educational Administration of the North Carolina Department of Public Instruction, Greensboro, North Carolina, July 12-13, 1989.

Greer, Rachel Dean, and Finley, Evelyn Anne. "The Role of Women in Public School Administration." Paper presented at the Association of Teacher Educators Workshop, Wichita, Kansas, August 4, 1985.

Gupta, Nina. "Barriers to the Advancement of Women in Educational Administration: Sources and Remedies." ED257 204, March, 1983.

Higginson, Margaret V., and Quick, Thomas L. The Ambitious Woman's Guide to a Successful Career. New York: AMACOM, 1980.

Illinois State Board of Education. Research and Evaluation Section. Statistical Profile of Illinois School Administrators, 1987-88.

Illinois State Board of Education. Research and Evaluation Section. Statistical Profile of Illinois School Administrators, 1988-89.

Illinois State Board of Education. Research and Evaluation Section. Statistical Profile of Illinois School Administrators, 1989-90.

Jones, Effie H., and Montenegro, Xenia P. "Climbing the Career Ladder: A Research Study of Women in School Administration." ED220 984, 1982.

Kalvelage, Joan. "The Decline in Female Elementary Principals Since 1928: Riddles and Clues." Sex Equity in Educational Leadership Project, October, 1978.

Knight, Patrick A., and Saal, Frank E. "Gender Bias in Managerial Performance Ratings." Paper presented at the 91st Annual Convention of the American Psychological Association, Anaheim, California, August 26-30, 1983.

Lange, Linda. "Women in School Administration: Problems and Possibilities." The High School Journal, LXVI (December/January, 1983), 83-90.

Lester, Lorayne W. "Administrative Burnout: A Woman's Perspective." Association for Communication Administration Bulletin, XLIX (August, 1984), 41-45.

Lynch, Kathleen Kelly. "Grounding Research in Experience: A Case Study of Women Administrators." Paper presented at the Annual Meeting of the American Research Association, San Francisco, California, March 27-31, 1989.

Marshall, Catherine. "Men and Women in Educational Administration Programs." Journal of NAWDAC, XLVIII (Fall, 1984), 3-12.

Marshall, Catherine. "The Stigmatized Woman: The Professional Woman in a Male Sex-Typed Career." The Journal of Educational Administration, XXIII (Summer, 1985), 131-151.

Marshall, Judi. Women Managers: Travellers in a Male World. New York: John Wiley & Sons Ltd., 1984.

Metzger, Christa. "Helping Women Prepare for Principalships." Phi Delta Kappan, LXVII (December, 1985), 292-296.

Mickey, Barbara H. "You Can Go Home Again, But It's Not Easy." Journal of NAWDAC, XLVII (Spring, 1984), 3-7.

Morse, Donald Roy, and Furst, M. Lawrence. Women Under Stress. New York: Van Nostrand Reinhold Company, 1982.

Neiweem, John. "A Study of Principals' Perceptions of Job Stress in the Six-County Region 11 Educational Service Region, East Central, Illinois." Unpublished field experience paper, Eastern Illinois University, 1983.

Ortiz, Flora Ida, and Marshall, Catherine. "Women in Educational Administration." Handbook of Research on Educational Administration. Edited by Norman J. Boyan. New York: Longman, 1988.

Pavan, Barbara Nelson. "Certified But Not Hired: Women Administrators in Pennsylvania." Paper presented at the 11th Annual Meeting of the Research on Women in Education Conference, sponsored by the Research on Women in Education Special Interest Group of the American Educational Research Association, Boston, MA, October, 1985.

Porat, Karin L. "The Woman in the Principal's Chair in Canada." Phi Delta Kappan, LXVII (December, 1985), 297-301.

Pounder, Diana G. "The Male/Female Salary Differential for School Administrators: Implications for Career Patterns and Placement of Women." Educational Administration Quarterly, XXIV (February, 1988), 5-19.

Roberson, Frances R., and Matthews, Kenneth M. "How Principals Can Cope with Stress." NASSP Bulletin, LXXII (September, 1988), 79-85.

Rosser, Phyllis. "Women Fight 'Old Boys' for School Administrator Jobs." Learning, VIII (March, 1980), 31-34.

Schoonmaker, Alan N. Executive Career Strategy. American Management Association, Inc., 1969.

Schulte, Sharon L. "The Woman Educational Administrator Is Both the Ideal and Reality." Education, CIX (Winter, 1988), 153-154.

Senter, Sylvia; Howe, Marguerite; and Saco, Don. Women at Work: A Psychologist's Secrets to Getting Ahead in Business. New York: Coward, McCann & Geoghegan, 1982.

Shakeshaft, Charol. "The Female World of School Administrators." Education Digest, LII (September, 1986), 30-31.

Shakeshaft, Charol. "The Gender Gap in Research in Educational Administration." Educational Administration Quarterly, XXV (November, 1989), 324-337.

Shakeshaft, Charol. Women in Educational Administration. Newbury Park, California: SAGE Publications, Inc., 1987.

Shakeshaft, Charol. "Women in Educational Administration: Implications for Training." Leaders for America's Schools. Edited by Daniel E. Griffits, Robert T. Stout, and Patrick B. Forsyth. Berkeley, California: McCutchan Publishing Corporation, 1988.

Shakeshaft, Charol; Gilligan, Arlene; and Pierce, Dorothy. "Preparing Women School Administrators." Phi Delta Kappan, LXVI (September, 1984), 67-68.

Smith, Mary Ann, et al. "Women Getting Together and Ahead. Sex Equity in Educational Leadership." ED236 805, 1983.

Stokes, Jean M. "Organizational Barriers and Their Impact on Women in Higher Education." ED264 747, 1984.

Swoboda, Marian, and Vanderbosch, Jane. "The Society of Outsiders: Women in Administration." Journal of NAWDAC, XLVI (Spring, 1983), 3-6.

Thomas, M. Donald. "Why Aren't Women Administering Our Schools?" NASSP Bulletin, LXX (March, 1986), 90-92.

Thompson, Ann McKay, and Wood, Marcia Donnan. Management Strategies for Women. New York: Simon and Schuster, 1980.

Tibbetts, Sylvia-Lee. "The Woman Principal: Superior to the Male?" Journal of NAWDAC, XLIII (Summer, 1980), 15-18.

Tracy, Saundra J. "Career Patterns and Aspirations of Elementary School Principals: The Gender Difference." Journal of NAWDAC, XLIX (Fall, 1985), 23-28.

Tung, Rosalie L. "Comparative Analysis of the Occupational Stress Profiles of Male versus Female Administrators." Journal of Vocational Behavior, XVII (1980), 344-355.

Villadsen, Alice W., and Tack, Martha W. "Combining Home and Career Responsibilities: The Methods Used by Women Executives in Higher Education." Journal of NAWDAC, XLV (Fall, 1981), 20-25.

Whitaker, Colbert, and Hales, William. "Women in Administration." Paper presented at the 68th Annual Meeting of the National Association of Secondary School Principals, Las Vegas, Nevada, February 3-11, 1984.

Woo, Lillian C. "Women Administrators: Profiles of Success." Phi Delta Kappan, XLVII (December, 1985), 285-290.

Yeakey, Carol Camp; Johnston, Gladys Styles; and Adkison, Judith A. "In Pursuit of Equity: A Review of Research on Minorities and Women in Educational Administration." Educational Administration Quarterly, XXII (Summer, 1986), 110-149.

APPENDIX A

Survey Letter

Rural Route 1, Box 126
Ashmore, Illinois 61912
August 1, 1990

Dear   :

As an educational administration student at Eastern Illinois
University, I am surveying women administrators as part of the research
for my field experience in the Specialist in Education Degree. I plan
to use the data to make a profile of the average woman administrator in
downstate Illinois and to determine what she perceives as job-related
stressors. The purpose of this study is to provide information for the
female who is considering a career in educational administration.

I would appreciate your taking the time to respond to the enclosed
questionnaire. Please return it to me by **August 24, 1990.**

Thank you very much for your cooperation.

Sincerely yours,

Carole S. Coartney

Survey Questionnaire

GENERAL INFORMATION

Present Position (Check all that apply.)

_____ Superintendent   _____ Asst. Superintendent
_____ High School Principal   _____ Asst. High School Principal
_____ J.H. Principal   _____ Asst. J.H. Principal
_____ Elementary Principal   _____ Asst. Elementary Principal
_____ Other (Specify: _____)

School Enrollment

_____ Under 500   _____ 1000 - 2000
_____ 500 - 1000   _____ Over 2000

Annual Salary

_____ Under $25,000   _____ $40,000 - $50,000
_____ $25,000 - $30,000   _____ Over $50,000
_____ $30,000 - $40,000

Term of Employment

_____ 9 month contract   _____ 11 month contract
_____ 10 month contract   _____ 12 month contract
_____ Other (Specify:_____)

Education
        Degree   Major
_____ B.S. in Ed.
_____ M.S. in Ed.   _____
_____ Specialist in Ed.   _____
_____ Ed.D.   _____
_____ Other: _____   _____

<u>Past Work Experience</u> (Check all that apply.)

_____ Other Administrative Position (Specify: _____)
_____ Elementary Teacher (Grade(s): _____)
_____ J.H. Teacher (Subject(s): _____)
_____ H.S. Teacher (Subject(s): _____)
_____ Guidance Counselor (Grades: _____)
_____ Non-education Position (Specify: _____)
_____ Full-time Homemaker
_____ Other (Specify: _____)

Number of years in education: _____
Number of years in administration: _____

<u>Age</u>

_____ Under 30   _____ 40 - 50   _____ Over 60
_____ 30 - 40   _____ 50 - 60

<u>Marital Status</u>   <u>Children</u>

_____ Married   _____ Number of children at home
_____ Divorced/Separated _____ Number of children away
_____ Never Married   from home

What factor(s) do you feel led to your employment as an administrator?

_____ Was the best qualified for the position.
_____ Worked extra hard to "sell myself."
_____ Was in the "right place at the right time."
_____ Was a "token" to appease sex-equity activists.
_____ Other (Specify: _____
_____)

REASONS FOR ENTERING EDUCATIONAL ADMINISTRATION AND FUTURE GOALS

Why did you choose educational administration as a career? (Check all that apply.)

_____ Thought I would enjoy the challenge and could best use my talents
       in leadership.
_____ Felt the need for upward mobility.
_____ Desired a greater impact on the organization.
_____ Hoped to develop new skills.
_____ Wanted the power.
_____ Wanted the prestige.
_____ Wanted a higher salary.
_____ Wished to prove that a female could do the job.
_____ Entered into it without really giving it any serious consideration.
_____ Other (Explain: _____
_____)

What are your goals for the future?

_____ Stay in my present position.
_____ Take a similar position in another district.
_____ Move upward in my district.
_____ Move upward in another district.
_____ Return to teaching.
_____ Leave education.
_____ Other (Specify: _____)

What is your ultimate career goal?

_____ Superintendent   _____ Asst. Superintendent
_____ H.S. Principal   _____ Asst. High School Principal
_____ J.H. Principal   _____ Asst. J.H. Principal
_____ Elem. Principal   _____ Asst. Elem. Principal
_____ College Administrator   _____ Other (Specify: _____

JOB STRESSORS

Please read the following stressors and evaluate the impact they have on your life. Circle the appropriate response for each.

        SD--Strongly Disagree--This produces no or very little
           stress.
        D--Disagree--This may produce some stress but not enough
           to be considered important.
        U--Undecided
        A--Agree--This definitely produces some stress.
      SA--Strongly Agree--This is a major stressor.
        N--Does not apply.

Job Performance:

1. Being unclear on the scope and responsibilities of my job.	SD	D	U	A	SA	N
2. Feeling that I have too little authority to carry out responsibilities assigned to me.	SD	D	U	A	SA	N
3. Knowing I can't get information needed to carry out my job properly.	SD	D	U	A	SA	N
4. Thinking that I will not be able to satisfy the conflicting demands of those who have authority over me.	SD	D	U	A	SA	N
5. Trying to resolve differences with my superiors.	SD	D	U	A	SA	N
6. Trying to influence my immediate supervisor's actions and decisions that affect me.	SD	D	U	A	SA	N
7. Not knowing what my supervisor thinks of me and my work.	SD	D	U	A	SA	N

8. Feeling that I have too heavy a work load to finish during the normal workday.   SD   D   U   A   SA   N

9. Having to make decisions that affect the lives of others.   SD   D   U   A   SA   N

10. Evaluating staff members' performance.   SD   D   U   A   SA   N

11. Trying to resolve conflicts.   SD   D   U   A   SA   N

12. Handling student discipline.   SD   D   U   A   SA   N

13. Dealing with parent/school problems.   SD   D   U   A   SA   N

14. Being interrupted by staff members who want to talk.   SD   D   U   A   SA   N

15. Being interrupted by telephone calls.   SD   D   U   A   SA   N

16. Feeling that meetings take up too much time.   SD   D   U   A   SA   N

17. Feeling that I have to participate in school activities outside normal working hours.   SD   D   U   A   SA   N

18. Writing memos, letters, and other communications.   SD   D   U   A   SA   N

19. Trying to complete reports and other paperwork on time.   SD   D   U   A   SA   N

20. Complying with state, federal, and organizational rules and policies.   SD   D   U   A   SA   N

21. Keeping up-to-date on new laws and methods.   SD   D   U   A   SA   N

22. Trying to gain public approval for school programs.   SD   D   U   A   SA   N

23. Preparing and allocating budget resources.   SD   D   U   A   SA   N

24. Being involved in collective bargaining.   SD   D   U   A   SA   N

25. Administering the negotiated contract.   SD   D   U   A   SA   N

26. Other (Specify:_____
_____)   SD   D   U   A   SA   N

Sex Equity:

1. Experiencing sex discrimination in hiring practices.   SD   D   U   A   SA   N

2. Having limited upward mobility.   SD   D   U   A   SA   N

3. Receiving a lower salary than my male colleagues who have similar qualifications and positions.   SD   D   U   A   SA   N

4. Not being taken as seriously as my male colleagues/lack of respect because of gender.   SD   D   U   A   SA   N

5. Being misunderstood because of male/female language differences and/or leadership styles.   SD   D   U   A   SA   N

6. Being judged according to sex-role   SD   D   U   A   SA   N
   stereotyping.
7. Working twice as hard as the average   SD   D   U   A   SA   N
   man in order to succeed.
8. Being expected to do "female" tasks,   SD   D   U   A   SA   N
   like make the coffee.
9. Being accused of being too aggres-   SD   D   U   A   SA   N
   sive or too emotional.
10. Lacking acceptance by the school   SD   D   U   A   SA   N
    community because of gender.
11. Not having many role models.   SD   D   U   A   SA   N
12. Not knowing how to dress.   SD   D   U   A   SA   N
13. Other (Specify:_____   SD   D   U   A   SA   N
    _____)

Personal:

1. Trying to keep up with household   SD   D   U   A   SA   N
   duties.
2. Not having enough time for my   SD   D   U   A   SA   N
   family.
3. Not having enough time for myself.   SD   D   U   A   SA   N
4. Lacking time for social activities.   SD   D   U   A   SA   N
5. Always being "on display."   SD   D   U   A   SA   N
6. Feeling that no one cares/lack of   SD   D   U   A   SA   N
   support.
7. Changing roles from work to home.   SD   D   U   A   SA   N
8. Being unable to move to a better   SD   D   U   A   SA   N
   job because of my husband's
   commitments.
9. Imposing excessively high expecta-   SD   D   U   A   SA   N
   tions on myself.
10. Feeling inadequate/lacking self-   SD   D   U   A   SA   N
    esteem.
11. Feeling guilty over time and role   SD   D   U   A   SA   N
    conflicts.
12. Feeling different than the "normal"   SD   D   U   A   SA   N
    woman.
13. Other (Specify:_____   SD   D   U   A   SA   N
    _____)

Please circle the correct response.
   SD--Strongly Disagree   D--Disagree   U--Undecided
        A--Agree   SA--Strongly Agree

1. Administration is more time-consum-   SD   D   U   A   SA
   ing than teaching.
2. Administration is more stressful   SD   D   U   A   SA
   than teaching.

JOB SATISFACTION

Please circle the correct response.

1.	I am satisfied with my role as an administrator.	SD	D	U	A	SA
2.	If given the opportunity to start over, I would choose administration again.	SD	D	U	A	SA

What do you like best about your job?

What do you like least about your job?

ADVICE

If you could give advice to a woman contemplating a career in educational administration, what would it be?

APPENDIX C

Survey Results

GENERAL INFORMATION

Present Position

3 Superintendents
3 Superintendent/K-8 Principals
1 Superintendent/Principal/Teacher
8 Assistant Superintendents
4 Directors
1 Business Manager
3 Administrative Assistants
1 Administrative Assistant/Teacher
1 High School Dean
5 High School Principals
1 Associate High School Principal
7 Assistant High School Principals
2 Junior/Senior High School Principals
1 Elementary/High School Principal
2 Junior High School Principals
1 Middle School Principal
2 Assistant Junior High School Principals
3 Elementary/Junior High School Principals
31 Elementary Principals

School Enrollment

45/56% Under 500   13/16% 500-1000   8/10% 1000-2000   12/15% Over 2000

Annual Salary

2/3% Under $25,000   6/8% $25,000 -$30,000   32/40% $30,000 - $40,000
33/41% $40,000 - $50,000   7/9% Over $50,000

Term of Employment

2/3% 9 mo. contract   4/5% 9.5 mo. contract   28/35% 10 mo. contract
7/11% 10.5 mo. contract 15/19% 11 mo. contract 23/29% 12 mo. contract

106

Education

1/1% B.S. in Ed.	5/6% Ph.D.	1/1% Chief School
43/54% M.S. in Ed.	2/3% B.A.	Business
19/24% Specialist in Ed.	1/1% B.S.	Official
7/9% Ed.D.	1/1% M.A.	

Past Work Experience

Number of years in education: Mean = 21 years; Mode = 23 years
Number of years in administration: Mean = 8.1 years; Mode = 4 years

Age

0/0% Under 30   17/21% 30-40   45/56% 40-50   17/21% 50-60 1/1% Over 60

Marital Status

58/73% Married 9/11% Divorced/Separated 10/13% Never Married 2/3 Widowed

Children

20/25% 0 Children   14/17% 1 Child   29/36% 2 Children   12/16% 3 Children
1/1% 4 Children   1/1% 5 Children   1/1% 10 Children

Factors leading to employment as an administrator

64/80% Was the best qualified for the position.
37/46% Worked extra hard to "sell myself."
49/61% Was in the "right place at the right time."
9/11% Was a "token" to appease sex-equity activists.
10/13% Other

REASONS FOR ENTERING EDUCATIONAL ADMINISTRATION AND FUTURE GOALS

Reasons for choosing educational administration

64/80% Thought I would enjoy the challenge and could best use my talents
        in leadership.
36/45% Felt the need for upward mobility.
50/63% Desired a greater impact on the organization.
20/25% Hoped to develop new skills.
4/ 5% Wanted the power.
7/ 9% Wanted the prestige.
46/58% Wanted a higher salary.
19/24% Wished to prove that a female could do the job.
8/10% Entered into it without really giving it any serious
        consideration.
7/ 9% Other

Goals for the future

41/51% Stay in my present position.
12/15% Take a similar position in another district.
22/28% Move upward in my district.
18/23% Move upward in another district.
 3/ 4% Return to teaching.
 2/ 3% Leave education.
12/15% Other

Ultimate career goals

24/30% Superintendent   14/18% Assistant Superintendent
 4/ 5% High School Principal   0/ 0% Assistant H.S. Principal
 5/ 6% J.H. Principal   0/ 0% Assistant J.H. Principal
18/23% Elementary Principal   0/ 0% Assistant Elem. Principal
 7/ 9% College Administrator   12/21% Other

JOB STRESSORS

Job Performance

1. Being unclear on the scope and responsibilities of my job.

	NA+NR	SD=1	D=2	U=3	A=4	SA=5
n	7	14	26	1	26	6
%	9	18	33	1	33	8

Mean = 2.8   n = 73

2. Feeling that I have too little authority to carry out responsibilities assigned to me.

	NA+NR	SD	D	U	A	SA
n	6	16	33	1	16	8
%	8	20	41	1	20	10

Mean = 2.6   n = 74

3. Knowing I can't get information needed to carry out my job properly.

	NA+NR	SD	D	U	A	SA
n	6	25	24	1	20	4
%	8	31	30	1	25	5

Mean = 2.4   n = 74

4. Thinking that I will not be able to satisfy the conflicting demands of those who have authority over me.

	NA+NR	SD	D	U	A	SA
n	4	16	24	6	20	10
%	5	20	30	8	25	13

Mean = 2.8   n = 76

5. Trying to resolve differences with my superiors.

	NA+NR	SD	D	U	A	SA
n	9	21	22	4	17	7
%	11	26	28	5	21	9

Mean = 2.5   n = 71

6. Trying to influence my immediate supervisor's actions and decisions that affect me.

	NA+NR	SD	D	U	A	SA
n	5	13	32	2	21	7
%	6	16	40	3	26	9

Mean = 2.7   n = 75

7. Not knowing what my supervisor thinks of me and my work.

	NA+NR	SD	D	U	A	SA
n	12	22	28	3	8	7
%	15	28	35	4	10	9

Mean = 2.3   n = 68

8. Feeling that I have too heavy a work load to finish during the normal workday.

	NA+NR	SD	D	U	A	SA
n	3	3	20	4	21	29
%	4	4	25	5	26	36

Mean = 3.7   n = 77

9. Having to make decisions that affect the lives of others.

	NA+NR	SD	D	U	A	SA
n	4	8	27	5	31	5
%	5	10	34	6	39	6

Mean = 3.0   n = 76

10. Evaluating staff members' performance.

	NA+NR	SD	D	U	A	SA
n	7	8	24	5	25	11
%	9	10	30	6	31	14

Mean = 3.1   n = 73

11. Trying to resolve conflicts.

	NA+NR	SD	D	U	A	SA
n	3	2	18	1.5	45.5	10
%	4	3	23	2	57	13

Mean = 3.6   n = 77

12. Handling student discipline.

	NA+NR	SD	D	U	A	SA
n	12	10	27	1	24	6
%	15	13	34	1	30	8

Mean = 2.8   n = 68

13. Dealing with parent/school problems.

	NA+NR	SD	D	U	A	SA
n	7	0	28	2	33	10
%	9	0	35	3	41	13

Mean = 3.3   n = 73

14. Being interrupted by staff members who want to talk.

	NA+NR	SD	D	U	A	SA
n	1	9	40	7	18	5
%	1	11	50	9	23	6

Mean = 2.6   n = 79

15. Being interrupted by telephone calls.

	NA+NR	SD	D	U	A	SA
n	1	7	35	4	24	9
%	1	9	44	5	30	11

Mean = 2.9   n = 79

16. Feeling that meetings take up too much time.

	NA+NR	SD	D	U	A	SA
n	2	6	26	6	32	8
%	3	8	33	8	40	10

Mean = 3.1   n = 78

17. Feeling that I have to participate in school activities outside normal working hours.

	NA+NR	SD	D	U	A	SA
n	2	13	32	5	18	10
%	3	16	40	6	23	13

Mean = 2.2   n = 78

18. Writing memos, letters, and other communications.

	NA+NR	SD	D	U	A	SA
n	1	12	45	5	16	1
%	1	15	56	6	20	1

Mean = 2.4   n = 79

19. Trying to complete reports and other paperwork on time.

	NA+NR	SD	D	U	A	SA
n	3	3	25	3	31	15
%	4	4	31	4	39	19

Mean = 3.4   n = 77

20. Complying with state, federal, and organizational rules and policies.

	NA+NR	SD	D	U	A	SA
n	3	3	20	5	35	14
%	4	4	25	6	44	18

Mean = 3.5   n = 77

21. Keeping up-to-date on new laws and methods.

	NA+NR	SD	D	U	A	SA
n	3	5	27	7	26	12
%	4	6	34	9	33	15

Mean = 3.2   n = 77

22. Trying to gain public approval for school programs.

	NA+NR	SD	D	U	A	SA
n	9	4	29	8	25	5
%	11	5	36	10	31	6

Mean = 3.0   n = 71

23. Preparing and allocating budget resources.

	NA+NR	SD	D	U	A	SA
n	11	5	27	7	22	8
%	14	6	34	9	28	10

Mean = 3.0   n = 69

24. Being involved in collective bargaining.

	NA+NR	SD	D	U	A	SA
n	35	7	11	7	11	9
%	44	9	14	9	14	11

Mean = 3.1   n = 45

25. Administering the negotiated contract.

	NA+NR	SD	D	U	A	SA
n	20	6	27	8	15	4
%	25	8	34	10	19	5

Mean = 2.7   n = 60

Sex Equity

1. Experiencing sex discrimination in hiring practices.

	NA+NR	SD=1	D=2	U=3	A=4	SA=5
n	13	25	20	6	8	8
%	16	31	25	8	10	10

Mean = 2.3   n = 67

2. Having limited upward mobility.

	NA+NR	SD	D	U	A	SA
n	14	20	22	4	14	6
%	18	25	28	5	18	8

Mean = 2.5   n = 66

3. Receiving a lower salary than my male colleagues who have similar qualifications and positions.

	NA+NR	SD	D	U	A	SA
n	15	21	15	3	15	11
%	19	26	19	4	19	14

Mean = 2.7   n = 65

4. Not being taken as seriously as my male colleagues/lack of respect because of gender.

	NA+NR	SD	D	U	A	SA
n	9	21	25	7	10	8
%	11	26	31	9	13	10

Mean = 2.4   n = 71

5. Being misunderstood because of male/female language differences and/or leadership styles.

	NA+NR	SD	D	U	A	SA
n	10	21	22	5	17	5
%	13	26	28	6	21	6

Mean = 2.5   n = 70

6. Being judged according to sex-role stereotyping.

	NA+NR	SD	D	U	A	SA
n	9	21	18	8	19	5
%	11	26	23	10	24	6

Mean = 2.6   n = 71

7. Working twice as hard as the average man in order to succeed.

	NA+NR	SD	D	U	A	SA
n	8	14	16	7	21	14
%	10	18	20	9	26	18

Mean = 3.1   n = 72

8. Being expected to do "female" tasks, like make the coffee.

	NA+NR	SD	D	U	A	SA
n	21	31	17	3	4	4
%	26	39	21	4	5	5

Mean = 1.9   n = 59

9. Being accused of being too aggressive or too emotional.

	NA+NR	SD	D	U	A	SA
n	10	20	29	1	14	6
%	13	25	36	1	18	8

Mean = 2.4   n = 70

10. Lacking acceptance by the school community because of gender.

	NA+NR	SD	D	U	A	SA
n	17	31	17	7	5	3
%	21	39	21	9	6	4

Mean = 1.9   n = 63

11. Not having many role models.

	NA+NR	SD	D	U	A	SA
n	8	22	24	11	7	8
%	10	28	30	14	9	10

Mean = 2.4   n = 72

12. Not knowing how to dress.

	NA+NR	SD	D	U	A	SA
n	11	44	21	2	2	0
%	14	55	26	3	3	0

Mean = 1.4   n = 69

Personal

1. Trying to keep up with household duties.

	NA+NR	SD=1	D=2	U=3	A=4	SA=5
n	2	6	24	2	29	17
%	3	8	30	3	36	21

Mean = 3.3   n = 78

2. Not having enough time for my family.

	NA+NR	SD	D	U	A	SA
n	3	4	13	1	41	18
%	4	5	16	1	51	23

Mean = 3.7   n = 77

3. Not having enough time for myself.

	NA+NR	SD	D	U	A	SD
n	1	0	13	1	38.5	26.5
%	1	0	16	1	48	33

Mean = 4.0   n = 79

4. Lacking time for social activities.

	NA+NR	SD	D	U	A	SD
n	5	2	24	4	32	13
%	6	3	30	5	40	16

Mean = 3.4   n = 75

5. Always being "on display."

	NA+NR	SD	D	U	A	SA
n	3	9	24	6	26	12
%	4	11	30	8	33	15

Mean = 3.1   n = 77

6. Feeling that no one cares/lack of support.

	NA+NR	SD	D	U	A	SA
n	6	18	36	5	11	4
%	8	23	45	6	14	5

Mean = 2.3   n = 74

7. Changing roles from work to home.

	NA+NR	SD	D	U	A	SA
n	3	17	30	8	19	3
%	4	21	38	10	24	4

Mean = 2.5   n = 77

8. Being able to move to a better job because of my husband's commitments.

	NA+NR	SD	D	U	A	SA
n	31	17	18	2	6.5	5.5
%	39	21	23	3	8	7

Mean = 2.3 n = 49

9. Imposing excessively high expectations on myself.

	NA+NR	SD	D	U	A	SA
n	3	6	12	2	39	18
%	4	8	15	3	49	23

Mean = 3.7 n = 77

10. Feeling inadequate/lacking self-esteem.

	NA+NR	SD	D	U	A	SA
n	5	23	33	5	10	4
%	6	29	41	6	13	5

Mean = 2.2 n = 75

11. Feeling guilty over time and role conflicts.

	NA+NR	SD	D	U	A	SA
n	2	9	27	6	27	9
%	3	11	34	8	34	11

Mean = 3.0 n = 78

12. Feeling different than the "normal" woman.

	NA+NR	SD	D	U	A	SA
n	6	15	31	9	14	5
%	8	19	39	11	18	6

Mean = 2.5 n = 74

Administration/Teaching Comparison

1. Administration is more time consuming than teaching.

	NR	SD=1	D=2	U=3	A=4	SA=5
n	2	0	7	6.5	18.5	46
%	3	0	9	8	23	58

Mean = 4.3 n = 78

2 Administration is more stressful than teaching.

	NR	SD	D	U	A	SA
n	2	0	7	5	24	42
%	3	0	9	6	30	53

Mean = 4.3 n = 78

JOB SATISFACTION

     1. I am satisfied with my role as an administrator.

	NR	SD=1	D=2	U=3	A=4	SA=5
n	2	2	2	2	38	34
%	3	3	3	3	48	43

Mean = 4.3 n = 78

     2. If given the opportunity to start over, I would choose administration again.

	NR	SD	D	U	A	SA
n	2	2	2	9	28	37
%	3	3	3	11	35	46

Mean = 4.2 n = 78