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# An Analysis of Factors Associated with Advancement of Selected High School Administrators in Illinois

Janice Mintel Jack

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An Analysis of Factors Associated With Advancement  
of Selected High School Administrators in Illinois

BY

Janice Intel Jack

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1993  
YEAR

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

DATE

ADVISOR

DATE

DEPARTMENT HEAD

Abstract

This study was designed to research and statistically assess intrinsic and extrinsic factors associated with advancement of secondary level administrators, comparing males with females. Administrators from randomly selected high schools in Illinois were surveyed. The survey sought demographic information and reactions to attitudinal statements measured on a Likert scale. An evaluation of demographic information revealed that as groups, men and women administrators are different. T-test analyses of intrinsic and extrinsic factors associated with administrative advancement disclosed that no statistical significant differences exist between males and females. Based on this study, recommendations are made which may prove useful in further research endeavors.

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## Chapter 1

## Overview

Introduction and Background

With the number of retirements that occurred in administrative ranks this past school year and with the number of impending retirements during the next 2 years, a strong possibility exists that there may be a shortage of qualified personnel to fill vacancies. This potential shortage may be attributed to the early retirement incentive passed by the Illinois legislature, allowing qualified individuals to buy up to five additional years of service and acquire an equal number of years for age enhancement. The window period for early retirement extends into the next 2 years. Although school district personnel expected retirements, the number of administrators taking advantage of the incentive has escalated, thus creating several vacancies. Even during summer months, school districts have advertised administrative vacancies, especially the position of superintendent.

As reported by the Illinois Association of School Administrators in the 1992-93 Membership Directory, there are 931 superintendents in Illinois. This number does not include regional superintendents. Of these positions, 50 are filled by women, representing slightly more than 5% of superintendents.



Looking to the future and the potential increase in the number of vacancies for superintendents, the question arises as to whether there is a substantial resource of personnel--women--to be considered for advancement. If women are qualified to be superintendents, several unanswered questions follow, such as whether or not women want to be superintendents and whether or not there are barriers or impediments to their advancement.

#### Statement of the Problem

Statistical data exist that identify administrators in specific positions, but not what led them to their jobs or what may have hindered them in their pursuit. This study was designed to research and assess intrinsic and extrinsic characteristics of career aspirations, with the intent to compare males with females.

Specifically, the research questions to be addressed by this study were:

1. Is there a significant difference between males and females regarding intrinsic factors related to advancement in educational administration?

2. Is there a significant difference between males and females regarding extrinsic factors related to advancement in educational administration?

Because the potential exists for a high demand of superintendents during the next 2 years, education in

Illinois could be seriously affected if enough candidates are not readily available to fill administrative vacancies. Since women superintendents are scarce in Illinois, the possibility exists that more vacancies could be filled by women. However, if the needs of women are different than those of men, specifically in relation to factors that encourage or inhibit advancement, then institutions that provide administrative leadership courses could benefit by an assessment of these factors. The needs of women could be addressed to make them more viable candidates for administrative advancement.

#### Assumptions

The assumptions of this field study are:

1. There are factors which encourage administrative advancement.
2. There are factors which impede administrative advancement.
3. Women represent a viable source of employability in the rank of superintendent.
4. High school administrators surveyed depict a representative sampling of the secondary administrative population in Illinois.

#### Limitations of the Study

This study may be limited by the following:

1. Current superintendents or other central office

personnel were not questioned to explore what encouraged or hindered them in their administrative advancement.

2. Junior high and elementary level administrators were not questioned as to their administrative aspirations.

3. A pre-survey inventory was not conducted to determine if the randomly selected schools had a balance of male and female administrators.

4. The survey was administered during July when some administrators may have been on vacation.

#### Definition of Terms

The following terms have been defined to provide readers with an understanding of their contextual use:

IHSA. Illinois High School Association.

Secondary administrators. High school administrators, such as principals, assistant principals, deans, counselor/deans.

Intrinsic. Those qualities related to self-esteem, feelings of satisfaction, use of one's own skills and talents, and worthwhile and interesting work.

Extrinsic. Those qualities associated with salary, fringe benefits, co-workers, family, friends, job security, and job-related stressors, such as fatigue.

Short term goal. Goal within the next 1 to 4 years.

Ultimate career goal. Desired job before retirement.

## Chapter 2

## Rationale, Related Literature, and Research

Rationale

When public education evolved in the United States, most of the teaching and administrative positions were held by men (Shakeshaft, 1989). However, with the Industrial Revolution in the late 1700s and early 1800s, women made advances into the teaching field. Some women even opened their own schools, especially for elementary-aged children (Shakeshaft).

Reports that women held the majority of administrative positions as early as the mid-1920s is simply not substantiated by statistics, according to Shakeshaft (1989). The year 1905 showed the highest percentage of women administrators, after which percentages steadily and severely declined. Citing few statistics, Shakeshaft states that women have never held a majority of administrative positions in secondary schools or the superintendency. She emphasizes this point by saying that "there never was a golden age for women administrators, only a promise unfulfilled" (p. 51).

Women have held principalships at the elementary level, assistant principalships or deanships at the secondary level, and staff positions in central offices. With the recognition of these women leaders, many people believe

females to be well-represented in educational administration. However, Shakeshaft (1989) states that women administrators have not been identified by their positions--elementary, secondary, and superintendency--since 1930. Therefore, when reviewing statistics of women administrators, one must consider that figures normally symbolize a total number of female representatives, rather than indicate specific positions.

With the apparent lack of statistical data regarding women and their advancement into secondary administration and the superintendency, a need exists to explore what may hinder or encourage women to pursue advancement. Researchers agree that men and women are different, that they behave differently, and that their needs are different. Relative to advancement in educational administration, one question raised by this author, then, is whether a difference exists between men and women regarding intrinsic factors. The other main question, relative to advancement in educational administration, is whether a difference exists between men and women regarding extrinsic factors.

#### Related Literature and Research

According to research conducted by Reagan (1991), women are not well-represented in educational administration because few have had the necessary training. However, other studies and the belief of this author do not support this

opinion. Reagan's study also showed that few women had mentors to whom they could turn for advice. Those who did succeed were either not tied down with children at home or were married to men who were themselves associated with education. Reagan found that women relish the opportunity to serve, to develop new programs, and to use their expertise to shape the future for students.

O'Rourke and Papalewis (1989) found that women administrators possess different attitudes, values, perceptions, and life expectations than men. These differences are reflected in the leadership approaches and actions that women take. Other findings by these authors are:

1. Women are more understanding, nurturing, and caring than men, and they employ a collaborative approach to leadership.

2. Women create a closely knit organization by involving themselves with staff members and students.

3. Women drive themselves to develop a mission for the school, and they motivate others to attain the goals associated with that mission.

4. Women have a higher job satisfaction and are more engaged in their work than men.

Eagly, Karau, and Johnson (1992) also found that women use different styles of leadership than men, but they did

not discover whether those differences are advantages or disadvantages for women. In studies by these authors, the following findings were revealed:

1. Women are more task-oriented than men.
2. Women set standards for school achievement.
3. Men are autocratic, domineering, and directive;

women are democratic and treat colleagues as equals, allowing them to share in decision-making processes.

Rogers and Davis (1991) report that there is to be a target of 50% female representation in positions of responsibility in Ontario by the year 2000. In order to achieve this goal, they suggest that women need to possess political acumen and common sense. They further state that women who wish to advance need to overcome barriers, such as male egos and mundane housework. Rogers and Davis elaborate that women need to balance their time if they are married and have children; women might also have to fight male egos--power positions, jealousy of earning power, and aggressive behaviors.

In 1985 females represented 83.5% of elementary teachers, 16.9% of elementary principals, 50% of secondary teachers, 3.5% of secondary principals, and 3% of superintendents nationwide (Shakeshaft, 1989). An imbalance exists in female representation in educational administration due to several possibilities. First,

according to Shakeshaft, there are few women role models who are strong leaders in this field. Secondly, men advance to leadership positions because they are viewed as the main financial supporter of the family. Thirdly, there is a lack of a good working network system for women. Finally, career aspirations of women are measured by a male-dominated society.

When women advance into administrative positions, they usually receive specialist positions, supervisory posts, or elementary principalships. Many have jobs which are considered staff positions instead of direct line positions. According to research conducted by Shakeshaft (1989), the field of education is comprised of many talented, strong women who choose to pursue education as a career. Her study further indicates that men, however, who are unable to procure other work enter education as an alternative. These men use educational positions as a way to another profession. Shakeshaft also notes that women teach because they want to teach, but men teach as a means to enter administration.

Shakeshaft (1989) reports that "women possess characteristics that are conducive to good schooling and effective leadership" (p. 200). There is a continued rise in the level of education and certification among women. Therefore, Shakeshaft contends that education "is a woman's



natural field, and she is no longer satisfied to do the greatest part of the work and yet be denied leadership" (p. 18).

Since current research is deficient as to what institutions can do to support advancement of women in educational administration, Tinsley (1985) offers advice and suggestions:

1. Chief executive officers and school/university boards have to be committed to appointments of women.
2. Women must make commitments to advancement through obtaining credentials, following logistical political processes, and being risk takers.
3. Institutional projects, such as the establishment of networks, are necessary for support.

Research and literature show that women are underrepresented in the field of educational administration, especially at the secondary level and the superintendency (Greyvenstein & van der Westhuizen, 1991). Men are still viewed as strong and powerful--in control. Women are viewed as those who possess humanistic approaches to education (Pounder, 1990). As more administrators retire and as more women receive the necessary credentials for administration, there may be more opportunities for women to enter a variety of positions in educational administration.

## Chapter 3

## Design of the Study

General Design

As stated in Chapter 1, the purpose of this study was to gain information to answer the following questions:

1. Is there a significant difference between males and females regarding intrinsic factors related to advancement in educational administration?

2. Is there a significant difference between males and females regarding extrinsic factors related to advancement in educational administration?

Data were collected from practicing secondary administrators in Illinois. A survey instrument was developed by the researcher to seek demographic information, as well as attitudinal reactions to statements. Demographic information included school enrollment, school type, present administrative position, past work experience, number of years in teaching, number of years in administration, age, sex, marital status, number of children, short term goal, ultimate career goal, number of times the person has applied for another administrative position, number of times the person has changed jobs within the present school district, and the number of times the person has changed school districts within the last five years.

Attitudinal statements required respondents to choose

an answer among strongly disagree, disagree, undecided, agree, and strongly agree. The statements covered organizational, social, and self-related topics, comprised of intrinsic and extrinsic characteristics.

Sample and Population

A random sample of high schools in Illinois was made by using the 1992-93 IHSA member school directory, specifically using the section entitled, "1992-93 Member School Enrollments in Sequence." Every fourth school was selected to receive a survey questionnaire, totaling 191 schools. The IHSA has divided Illinois into seven administrative divisions. Each selected school was checked against administrative divisions to ensure that all areas of Illinois were represented. The divisions were represented as follows:

- Administrative Division 1: 28 schools
- Administrative Division 2: 19 schools
- Administrative Division 3: 28 schools
- Administrative Division 4: 20 schools
- Administrative Division 5: 26 schools
- Administrative Division 6: 34 schools
- Administrative Division 7: 36 schools

The IHSA has subdivided administrative divisions into legislative districts. Selected schools were determined to represent each legislative district as follows:

Legislative District	1:	10 schools
Legislative District	2:	10 schools
Legislative District	3:	8 schools
Legislative District	4:	9 schools
Legislative District	5:	7 schools
Legislative District	6:	3 schools
Legislative District	7:	12 schools
Legislative District	8:	6 schools
Legislative District	9:	10 schools
Legislative District	10:	7 schools
Legislative District	11:	8 schools
Legislative District	12:	5 schools
Legislative District	13:	5 schools
Legislative District	14:	10 schools
Legislative District	15:	11 schools
Legislative District	16:	11 schools
Legislative District	17:	9 schools
Legislative District	18:	14 schools
Legislative District	19:	14 schools
Legislative District	20:	11 schools
Legislative District	21:	11 schools

Once schools were selected and representation was ensured, two cover letters were created. The first cover letter (see Appendix A) asked the building principal to distribute enclosed surveys to other building

administrators. A cover letter explaining the project (see Appendix B) was attached to each questionnaire, along with a self-addressed, stamped return envelope.

Before packaging, questionnaires were number coded to identify respondents geographically. Since there was no way to determine which administrators would respond, questionnaires were not coded as to principal, assistant principal, dean or counselor/dean.

#### Data Collection and Instrumentation

The survey questionnaire (see Appendix C) was designed by the author of this study. Although the survey appeared to be lengthy at four pages, it could be completed within five minutes. It was spaced to provide ease in readability.

Demographic information, Questions 1-14, included school enrollment, school type, present administrative position, past work experience, number of years in teaching and administration, age, sex, marital status, number of children, short term and ultimate career goals, number of times the person had applied for another administrative position within the last five years, number of times the person had changed jobs within the present school district, and the number of times the person had changed school districts within the last five years.

Attitudinal data, Questions 15-47, included reactions measured on a Likert scale to organizational, personal, and

social concerns which either encourage or impede administrative advancement. Respondents were to choose among strongly disagree, disagree, undecided, agree, and strongly agree.

Statistical validity and reliability are not available because this survey was designed expressly for the purpose of this study.

#### Data Analysis

Demographic information obtained from Questions 1-14 was hand-tabulated by the researcher. The results were expressed as frequencies and percentages. Attitudinal data obtained from Questions 15-47 were analyzed by the Eastern Illinois University Computer Services Department, using two  $t$  tests. The first  $t$  test compared males and females to determine if there was a significant difference in attitudes regarding intrinsic factors related to advancement in educational administration. The second  $t$  test compared males and females to determine if there was a significant difference in attitudes regarding extrinsic factors related to advancement in educational administration.

## Chapter 4

## Results

General Information

The purpose of this study was to seek and evaluate information from practicing secondary administrators in Illinois. Surveys were mailed to building principals, asking them to distribute surveys to other building administrators, as well as complete a survey themselves. Of the 191 schools randomly selected from the IHSA Member Directory, responses were received from 118 schools, representing 61.8% of the selected schools. Surveys were returned by 137 males and 49 females.

School Enrollment and School Type

Since surveys were mailed to representative schools throughout Illinois, Table 1 illustrates the school population and type of school. The majority of males responding to the survey came from rural schools under 500 student population, while the majority of females represented suburban schools between 1,000 and 1,999 student population.

Table 1

School Enrollment and School Type

<u>Question</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
School Enrollment:				
Under 500	51	37.2	15	30.6
500 - 999	31	22.6	13	26.5
1,000 - 1,999	41	29.9	16	32.7
2,000 or over	14	10.2	5	10.2
School Type:				
Rural	67	48.9	4	8.3
Urban	29	21.2	19	39.6
Suburban	41	29.9	25	52.1

Administrative Position and Past Work Experience

Continuing demographic information, respondents were asked their present position, past work experience, total number of years in teaching, and total number of years in administration. As indicated in Table 2, over half of the male respondents were principals, while the majority of women were assistant principals. Other administrative positions included four male superintendents, three male principals/superintendents, two male assistant superintendents, two female presidents of schools, and one female business manager. The remaining positions for both



men and women consisted of athletic director, vocational education director, and director of pupil personnel services. Both males and females indicated overwhelmingly that they had prior administrative experience, with either a teaching or counseling background. Males, however, spent an average of 11.8 years in teaching or counseling, while females averaged 15 years. Male respondents averaged 12.3 years in administration, and females averaged 8.4 years.

Table 2

Administrative Position and Past Work Experience

<u>Question</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>Present Position:</b>				
Principal	80	58.4	19	38.8
Assistant Principal	37	27.0	22	44.9
Dean	4	3.0	1	2.0
Other	16	11.7	7	14.3
<b>Past Work Experience:</b>				
Other administrative position	98	71.5	41	83.7
Teacher	127	92.7	46	93.9
Counselor	17	12.4	9	18.4

Age and Marital Status

Personal information of the respondents included age,

marital status, number of children ages 18 and under, and number of children over age 18. Table 3 illustrates that over half of the men were between 40 and 49, while the majority of women were between 50 and 59. The majority of men and women were married, although a 30% difference exists in the percentages. The average number of children ages 18 and under was 1.2 for male respondents and 0.4 for females. The average number of children over age 18 was 1.1 for males and 0.7 for women.

Table 3

Age and Marital Status

<u>Question</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<b>Age:</b>				
Under 30	0	0.0	0	0.0
30 - 39	22	16.1	6	12.2
40 - 49	70	51.1	21	42.9
50 - 59	43	31.4	22	44.9
60 or over	2	1.5	0	0.0
<b>Marital Status:</b>				
Never married	5	3.6	15	30.6
Divorced/ Separated	8	5.8	5	10.2
Married	122	89.1	29	59.2
Widowed	2	1.5	0	0.0

Short term goal

Respondents were asked to choose what they would most like to do within the next 1 to 4 years. As represented in Table 4, over half of the men and women chose to stay in their present position. A small percentage of men and women chose to seek a higher level administrative position in their own districts. The "other" category in Table 4 includes information from respondents: retirement (five males and one female), part-time teaching, return to higher education, and elementary principalship.

Table 4

Short Term Goal

<u>Question</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Stay in my present position	86	57.0	37	71.2
Seek a similar position in another district	7	4.6	1	1.9
Seek a higher level administrative position in my district	23	15.2	7	13.5
Seek a higher level administrative position in another district	21	13.9	3	5.8
Return to teaching	2	1.3	1	1.9
Leave education	4	2.6	1	1.9
Other	8	5.3	2	3.8

Ultimate Career Goal

Respondents were asked to select the career position they would like to attain before retirement. Table 5 indicates that the majority of both men and women chose high school principal as their desired mark. Approximately one fourth of the male respondents aspired to the superintendency, compared to slightly over 10% of the females. Other responses for men and women included retirement and state government service.

Table 5

Ultimate Career Goal

<u>Question</u>	<u>Males</u>		<u>Females</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Superintendent	38	26.8	6	11.1
Assistant Superintendent	8	5.6	2	3.7
Other Central Position	3	2.1	3	5.6
High School Principal	48	33.8	27	50.0
Assistant High School Principal	7	4.9	4	7.4
Junior High Principal	2	1.4	0	0.0
Assistant Junior High Principal	1	0.7	0	0.0
Elementary Principal	4	2.8	2	3.7
Assistant Elementary Principal	0	0.0	0	0.0
College Administrator	2	1.4	3	5.6
College Professor	9	6.3	1	1.9
Other	20	14.1	6	11.1

Mobility Rate

Survey Questions 12-14 asked respondents to provide information about the number of times they had applied for another administrative position, the number of times they had changed jobs within their school district, and the number of times they had changed school districts within the last five years. Males averaged 2.2 times in applying for

administrative positions, while females averaged 1.5 times. Males changed jobs only 0.5 times within their school district, but females changed an average of 1.1 times. Males and females averaged the same, 0.4 times, in changing school districts within the last five years.

### Attitudinal Responses

The remainder of the survey entailed attitudinal statements where respondents were to choose among strongly disagree, disagree, undecided, agree, and strongly agree. Responses to these statements were coded on a Likert scale from 1 to 5. Statements were divided into two groups for analysis--intrinsic and extrinsic. The author of this study designated Questions 15, 18, 20, 23, 26, 29, 32, 35, 38, 41, 44, and 46 as intrinsic. Extrinsic items were Questions 16, 17, 19, 21, 22, 24, 25, 27, 28, 30, 31, 33, 34, 36, 37, 39, 40, 42, 43, 45, and 47.

Raw data were submitted to the Eastern Illinois Computer Services Department where two t tests were run. One test was to determine if there was a significant difference between males and females regarding intrinsic factors associated with advancement in administrative positions. The second test was to determine if there was a significant difference between males and females regarding extrinsic factors associated with advancement in administrative positions.

The statistical analysis of intrinsic factors, shown in Table 6, indicates that the mean score of male respondents was 3.5386, and the mean score of female respondents was 3.5566. The pooled variance analysis resulted in a  $t$  value of  $-.34$ , 184 degrees of freedom, and a  $p$  value of  $.733$ . Therefore, there was no statistical significant difference between males and females regarding intrinsic factors associated with advancement in administrative positions. Thus, the small difference between the two means is contributed to chance.

Table 6

Statistical Analysis of Intrinsic Factors

<u>Group</u>	<u>Mean</u>	<u>Standard deviation</u>	<u>Pooled Variance Estimate</u>		
			<u>t Value</u>	<u>Degrees of freedom</u>	<u>2-tail probability</u>
Males*	3.5386	.317	-.34	184	.733
Females**	3.5566	.312			
* $N$ = 137					
** $N$ = 49					

As shown in Table 7, the statistical analysis of extrinsic factors indicates that the mean score of male respondents was 3.5540, and the mean score of female respondents was 3.6167. The pooled variance analysis resulted in a  $t$  value of  $-1.41$ , 184 degrees of freedom, and

a p value of .159. These results indicate more difference between males and females to the extrinsic statements than the intrinsic statements, but the p value is not close enough to the range of .05 - .10 to warrant a research designation of significant difference. Thus, the difference between the two means is contributed to chance.

Table 7

Statistical Analysis of Extrinsic Factors

<u>Group</u>	<u>Mean</u>	<u>Standard deviation</u>	<u>Pooled Variance Estimate</u>		
			<u>t Value</u>	<u>Degrees of freedom</u>	<u>2-tail probability</u>
Males*	3.5540	.258	-1.41	184	.159
Females*	3.6167	.291			
* <u>N</u> = 137					
** <u>N</u> = 49					



## Chapter 5

## Summary, Findings, and Recommendations

Summary

This study centered on demographic information and responses to attitudinal statements from practicing secondary administrators in Illinois. A review of literature disclosed that a disproportionate number of women are in elementary administrative positions, but at the secondary level and the superintendency, women usually fill staff jobs. These staff jobs normally include assistant principal, dean, or curriculum director, rather than first line positions of principal or superintendent.

With the anticipated number of retirements in Illinois in the next two years, women could represent a viable source of employment for direct line positions. This study operated under the assumptions that there are factors which encourage administrative advancement and that there are factors which impede administrative advancement. A survey was developed and administered by this researcher to practicing secondary administrators in Illinois. Attitudinal statements were separated into intrinsic and extrinsic factors associated with administrative positions. In order to better assist women in their career aspirations, the research questions to be answered by this study were:

1. Is there a significant difference between males and

females regarding intrinsic factors related to advancement in educational administration?

2. Is there a significant difference between males and females regarding extrinsic factors related to advancement in educational administration?

Answers to these questions could lead institutions of higher learning to provide additional services that women might need to attain direct line administrative positions.

### Findings

Demographic information revealed in this study supported what was found in literature. First, women at the secondary level were predominantly in suburban schools where the student population was between 1,000 and 1,999. Women spent longer in the classroom/counseling office than men before they entered into administrative ranks. Women have been in administration less time than men. This study also revealed that the majority of women were in staff positions, whereas their male counterparts were in direct line positions.

Because women spent a longer time in the classroom/counseling office before entering administration, they were older than men. The majority of female respondents in this study were 50-59, but the majority of male respondents were 40-49. The majority of women and men were married, but there were many more women who had never

married--30.6%, compared to 3.6% of the men. Men averaged more children both under and over 18 years of age than women.

For career aspirations of a short term nature, women chose to stay where they were or sought a higher level administrative position in their own district. Men also chose to stay where they were, but more male respondents chose to seek a higher level administrative position either in their own district or another district.

Both women and men aspired to be high school principals or superintendents. Men were fairly well divided between the two positions--33.8% for high school principal, 26.8% for superintendent. More women aspired to the principalship of a high school (50%), rather than to the superintendency (11.1%).

For the rate of mobility, women did not apply for administrative positions as often as men. Men applied for advancement almost twice as often as women. However, women changed jobs more often than men in their own districts. Men and women averaged the same for changing school districts.

Attitudinal responses to intrinsic statements did not reveal a statistical significant difference between male and female respondents. Most administrators liked their job and found satisfaction in it, accomplishing worthwhile goals.

Although an analysis of extrinsic factors did not reveal a statistical significant difference between males and females, there was enough difference to call attention to this area. Because little research has been conducted in this field, extrinsic factors may present barriers to administrative advancement. This will require more in-depth study.

#### Recommendations Based on the Present Study

This study revealed that no statistical significant difference exists between males and females regarding either intrinsic or extrinsic factors related to administrative advancement. Therefore, with these factors being balanced, there should be more equity between men and women in direct line positions at the secondary level and in the superintendency.

Recommendations for achieving more equity in direct line positions include:

1. Seminars for women, either at the university level or within school districts.
2. In-service presentations for all administrators, both male and female, which address similarities and differences in leadership styles.
3. Increased recruitment of females for direct line positions at the secondary level and for the superintendency.

Recommendations for Further Study

The following recommendations may be beneficial in further research endeavors:

1. The results of this study indicate that there are more differences between males and females regarding extrinsic factors than intrinsic factors associated with administrative advancement. Therefore, further study should be conducted in the area of extrinsic factors for secondary administrators and superintendents.

2. The present study should be replicated to include surveys of practicing superintendents in Illinois.

3. The present study could be augmented by using a research instrument which has been tested for reliability and validity.

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Appendix A

Cover Letter to Principals



*Janice F. Jack*

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*P. O. Box 544 Decatur, IL 62525 217-429-6711*

July 2, 1993

Principal, 1~  
2~  
3~

Dear Colleague:

As a graduate student at Eastern Illinois University, I am conducting a survey to determine the professional aspirations of high school building level administrators in Illinois. This project is under the auspices of the Educational Administration Department of the University and under the direction of Dr. Beverly Findley.

Would you please distribute the enclosed questionnaires to your building administrators? Each questionnaire includes a self-addressed, stamped envelope for each person to return the questionnaire to me. Our goal is to have all questionnaires returned by July 16, 1993. Would you please fill out a questionnaire, too, and return it to me? It will take approximately five minutes to complete the survey. If you have questions, please contact me during the day at 217-424-3096 or after 3:30 p.m. at 217-429-6711. If you wish to know the results of this survey, please enclose a note to that effect. All answers will remain confidential as to the source. The surveys have been coded only for purposes of follow-up and to ensure a geographical balance of responses.

Sincerely,

(Mrs.) Janice F. Jack

Appendix B

Cover Letter to Other Building Administrators

*Janice F. Jack*

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P. O. Box 544 Decatur, IL 62525 217-429-6711

July 2, 1993

Administrator, 1~  
2~  
3~

Dear Colleague:

As a graduate student at Eastern Illinois University, I am conducting a survey to determine the professional aspirations of high school building level administrators in Illinois. This project is under the auspices of the Educational Administration Department of the University and under the direction of Dr. Beverly Findley.

Would you please complete the attached questionnaire and return it to me in the stamped, self-addressed envelope? Our goal is to have all questionnaires returned by July 16, 1993. It will take approximately five minutes to complete the survey. If you have questions, please contact me during the day at 217-424-3096 or after 3:30 p.m. at 217-429-6711. If you wish to know the results of this survey, please enclose a note to that effect. All answers will remain confidential as to the source. The surveys have been coded only for purposes of follow-up and to ensure a geographical balance of responses.

Sincerely,

(Mrs.) Janice F. Jack

Appendix C  
Survey Questionnaire



10. Short term goal (Next 1 - 4 years. Check the most applicable.)
- Stay in my present position
  - Seek a similar position in another district
  - Seek a higher level administrative position in my district
  - Seek a higher level administrative position in another district
  - Return to teaching
  - Leave education
  - Other (Specify: \_\_\_\_\_)
11. Ultimate career goal (Check one.)
- |   |   |
|---|---|
| <input type="checkbox"/> Superintendent         | <input type="checkbox"/> Asst. J.H. Principal       |
| <input type="checkbox"/> Asst. Superintendent   | <input type="checkbox"/> Elementary Principal       |
| <input type="checkbox"/> Other Central Position | <input type="checkbox"/> Asst. Elementary Principal |
| <input type="checkbox"/> H.S. Principal         | <input type="checkbox"/> College Administrator      |
| <input type="checkbox"/> Asst. H.S. Principal   | <input type="checkbox"/> College Professor          |
| <input type="checkbox"/> J.H. Principal         | <input type="checkbox"/> Other                      |
- (Specify: \_\_\_\_\_)
12. Number of times you have applied for another administrative position within the last five years: \_\_\_\_\_
13. Number of times you have changed jobs within your present school district within the last five years: \_\_\_\_\_
14. Number of times you have changed school districts within the last five years: \_\_\_\_\_

Advancement Factors

Please read the following statements and circle the appropriate response for each.

SD - Strongly Disagree

D - Disagree

U - Undecided

A - Agree

SA - Strongly Agree

- |     |  |    |   |   |   |    |
|-----|--|----|---|---|---|----|
| 15. | It is important to me to have a chance to get to the top.                              | SD | D | U | A | SA |
| 16. | It is more important for a job to offer opportunity than security.                     | SD | D | U | A | SA |
| 17. | I am given direction(s) in my job.   | SD | D | U | A | SA |
| 18. | It would be hard to live with the fact that others are passing me up in my occupation. | SD | D | U | A | SA |
| 19. | My pay is commensurate with my job.  | SD | D | U | A | SA |
| 20. | Getting recognition for my own work is important to me.                                | SD | D | U | A | SA |
| 21. | My supervisor shares leadership responsibilities with me.                              | SD | D | U | A | SA |
| 22. | I have access to the materials, information, and assistance I need to do my best work. | SD | D | U | A | SA |
| 23. | I need a chance to develop my own special abilities as they relate to my job.          | SD | D | U | A | SA |
| 24. | Working associates treat me as an equal.   | SD | D | U | A | SA |
| 25. | My present job tires me too much physically.   | SD | D | U | A | SA |
| 26. | I am satisfied with my job.  | SD | D | U | A | SA |
| 27. | My family respects my vocation.  | SD | D | U | A | SA |
| 28. | I have received adequate preparation for my present job.                               | SD | D | U | A | SA |
| 29. | If I could start over again, I would choose a different career.                        | SD | D | U | A | SA |
| 30. | I have time for family activities.   | SD | D | U | A | SA |

Advancement Factors

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31.	It would be difficult for me to advance because of time constraints.	SD	D	U	A	SA
32.	I need opportunities to be creative and original in my job.	SD	D	U	A	SA
33.	I am tied to my present location.	SD	D	U	A	SA
34.	I have role models to whom I can turn for guidance.	SD	D	U	A	SA
35.	I like my job.	SD	D	U	A	SA
36.	I have time for professional growth opportunities.	SD	D	U	A	SA
37.	The community would support me in a higher position.	SD	D	U	A	SA
38.	I accomplish worthwhile goals/objectives in my job.	SD	D	U	A	SA
39.	My friends respect my vocation.	SD	D	U	A	SA
40.	It would be difficult for me to advance because of family constraints.	SD	D	U	A	SA
41.	I accept criticism easily.	SD	D	U	A	SA
42.	I have received adequate preparation for advancement.	SD	D	U	A	SA
43.	I am recognized as someone who could assume a larger leadership role.	SD	D	U	A	SA
44.	My job is interesting.	SD	D	U	A	SA
45.	My present job tires me too much emotionally.	SD	D	U	A	SA
46.	I frequently come home upset, angry or irritable because of something that happened at work.	SD	D	U	A	SA
47.	The community respects my vocation.	SD	D	U	A	SA