Components of certification programs in school administration in five state colleges in Massachusetts that facilitate the professional development of female administrators.

Joan Connolly-Costello
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COMPONENTS OF CERTIFICATION PROGRAMS IN SCHOOL ADMINISTRATION IN FIVE STATE COLLEGES IN MASSACHUSETTS THAT FACILITATE THE PROFESSIONAL DEVELOPMENT OF FEMALE ADMINISTRATORS

A Dissertation Presented
by
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School of Education
I dedicate this work
to all of the women who have been leaders in public education, and to those who will be

and to Meghan and Jill, two who will be.
ABSTRACT

COMPONENTS OF CERTIFICATION PROGRAMS IN SCHOOL ADMINISTRATION IN FIVE STATE COLLEGES IN MASSACHUSETTS THAT FACILITATE THE PROFESSIONAL DEVELOPMENT OF FEMALE ADMINISTRATORS

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This study was designed to gather information about administrative training provided through certification programs in School Administration in five state colleges in Massachusetts. The colleges selected for this study were Bridgewater State College, Fitchburg State College, Framingham State College, Westfield State College and Salem State College. The goal was to determine what efforts have been made to facilitate the professional development of women who wish to access positions of leadership in education.
This research was undertaken to answer the question, "What is the content or process in the certification programs in the five state colleges studied which specifically addresses the problem of underrepresentation of women in positions of leadership in public schools?" The research was designed to look for programmatic structures that facilitate the professional development of women administrators.

Two kinds of questionnaires were developed to gather data for this study. The first questionnaire was designed to gather information from females who had completed certification requirements necessary to become a school administrator through a program at one of the five selected state colleges in Massachusetts within the five year period from 1987-1991.

The second questionnaire was designed to gather information from Deans, other administrators assigned administrative responsibilities in the programs and faculty who teach in the programs at the five colleges chosen for the study.

The findings indicate that the women who responded to the questionnaire felt that while they do have some special needs as learners and potential leaders, that these needs were not addressed through their graduate or certification programs. There was no content or process in their experience in their programs that addressed the issue of underrepresentation of women in positions of leadership in public education. There were no aspects
of their programs that addressed the special needs of women who are preparing to become school administrators.

The responses of the faculty either paralleled or supported the responses of the graduates. They also felt that women do have special needs as learners and as potential educational leaders but indicated that their courses and graduate programs do not address these needs in any substantive manner.
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CHAPTER 1

INTRODUCTION

Statement of The Problem

For the last 120 years, women have occupied the majority of teaching positions in this country. Two-thirds of American teachers are women. In spite of this, they have not, with the exception of a few politically significant times in history, occupied a proportionate number of administrative positions in the field. The issue of women as school leaders may be viewed in a frame that is built from historical data about the development of public education in the United States, the values and culture of the times, and the stories of women's lives, needs and career aspirations.

The lack of women in positions of leadership in schools is a problem. There are hundreds of talented women who help make up the teaching force in American schools. Not only do they teach, but they raise children and manage homes at the same time. They have wonderful organizational skills, developed over many years of carrying a variety of tasks and responsibilities. They are intelligent and knowledgeable in their academic areas. Many of them have at
least one Masters' Degree. They are perceptive and introspective. They are skilled at working with the parents of the children they teach. They are skilled teachers. Most of them have worked in schools for at least twenty years; some more. They understand the climate and culture of their schools. Yet, most of them have taken direction from men in the workplace for their entire career. Many of the men with whom they graduated from college and with whom they started their teaching careers, have gone on to administrative positions, and it never occurred to them to do the same. While the males earned advanced degrees in school administration, they earned advanced degrees in reading. These women are an untapped resource in schools. Public education in this country is under great pressure to improve and change. If some of these women had been given the encouragement and the opportunity to develop their leadership ability, change could happen faster than it is.

**Background to The Problem**

In order to understand the issue of gender as it relates to leadership in the schools of America, there is need to first look at the history of teachers in this country. During the colonial period, most teachers were male. Although there were some women who taught, they were found in "dame's schools" where pupils studied in the teacher's home. Often these women were the wives of the local
ministers who were looking for a way to earn extra money for their family. They were paid 1/5 of what the local school master was paid and they were allowed to teach only the very youngest students. Some women did teach in the summer sessions of regular schools.¹

Between 1820 and 1830, industry and business grew in the United States and male teachers left the teaching profession for higher paying employment opportunities. At this same time the number of immigrants greatly increased. Consequently there was need for more teachers and a shortage of male teachers. Although there were males from lower socio-economic classes who were available to be teachers, they were not the kind of men that school boards wanted to hire. School boards wanted literate, middle-class men. This type of man, however, was looking for jobs that paid higher wages and brought higher status.² Between 1840 and 1860, the percentage of male teachers in Massachusetts dropped from 60% to 14% and school boards were faced with a labor shortage.³

As public education grew and expanded during the 19th century, schools began to be staffed by mostly women. This was due to the fact that women were available. They were interested in the field of teaching because they had few other options for work. The other kinds of jobs that they were able to obtain were domestic service, factory work, doing laundry or baking.⁴ Local school boards developed an interest in hiring women because they were willing to work for less pay than men would. They were paid 30-50% less than male teachers.⁵
Another aspect of teaching which made it attractive to women in the 1800's was the fact that teachers' early training was minimal. For most of the 19th century teachers studied for 2 years in normal school. Normal school training usually occurred at the secondary school level, most teachers probably had the equivalent of a high school education. Some teachers had normal school training, and a few completed college. Many had as little as 8 years of formal schooling.6

Between 1830 and 1860 almost a quarter of all native-born American women had done some teaching at some time in their lives. The turnover rate was high, for as soon as women married they had to resign.7 There were laws in many communities that forbade married women, but not married men, from continuing to teach.8 Laws were passed that kept the teaching force composed of single women. In 1903, the New York Board of Education adopted a bylaw barring married women from teaching.9 By 1870, there were 123,000 women teaching and 78,000 men. By 1930, there were five times as many female as male teachers, and the men who did teach were mainly found in the higher grades.10

The entry of women into the teaching profession also was a fit with some basic political and ideological ideas of the 18th and 19th century regarding male and female roles. During the 18th century men were seen as the "natural" teachers. During the 19th century teaching came to be seen as women's natural work.11 It was felt that women would make good teachers because teaching fit into
their maternal destiny. Women of the times were seen to be more gentle, loving and nurturing. Leaders such as Catherine Beecher and Emma Willard taught the concept that teaching was the proper sphere for women and that it prepared them for the work of marriage and motherhood. These women led crusades to bring women into teaching. 12 Women of the time were seen to be much more willing to be subordinate than men. In 1878, Harpers reported that "women teachers are often preferred by superintendents because they are more willing to comply with established regulations and less likely to ride headstrong hobbies." 13 In 1841, the Boston School Committee commended women teachers because "they are less intent on scheming for future honors or emoluments than men. As a class they never look forward, as young men almost invariably do, to a period of legal emancipation from parental control". 14 In a further description of the match between women and the teaching profession, a committee meeting in New York in 1844, studying the subject of employing women teachers, said that "women are much more apt to be content with and continue in the occupation of teaching". 15

From 1830 through 1900 women became more identified with teaching. By 1880, 57.2% of the teachers in the United States were women. By 1900, 70.1% were women. 16 However, as the population grew, and as schools grew, expanded and became more complex, they evolved into hierarchal organizations. The majority of positions of formal leadership in these school houses were occupied by men.
In the early days of public schools in the United State there were no separate administrators in schools. The teacher did everything. As schools became larger and more complex, there was need for someone to do separate administrative tasks. As a hierarchy of roles was established, a manager oversaw teachers who instructed large numbers of students. Male teachers were put in charge. There was popular belief at the time that males were dominant and that women were natural followers. It was generally believed that women were subservient and women generally were.

As one examines the problem of the historical lack of women in leadership positions in public schools, it is important to note that there have been two periods in the history of women in education in this country when women have occupied a significant number of administrative positions. The first was the time between 1900 and 1930.

The reason for this was that these were the years of the first wave of feminism in America. The suffrage movement was growing and by 1910 women could vote in school elections in 24 states. These were states primarily in the West and Midwest. As the political consciousness of women grew and developed, they began to unite and to support each other at the polls.

Members of women's groups and teacher organizations united and campaigned for women to insure that they would receive enough votes in the local elections. As the leaders of the Women's Movement of those early years looked about them for places to begin to build
support for female leaders, education was a natural place to begin because women already occupied such a large part of the work force. By 1922, women had been elected as state superintendents in 9 states and 857 women held county superintendencies. In 1928, 900 county superintendents were women and, in states where women could vote, two thirds of the county superintendents were women. By 1928, women held 55% of the elementary principalships, 25% of the county superintendencies, 8% of the secondary school principalships and 1.6% of the district superintendencies.\textsuperscript{17}

While noting these gains in numbers of women in positions of leadership, it must also be added that these were lower positions of authority, which few men sought. It was cheaper to appoint women because they were paid less. Nevertheless, these were the years of some gain. These gains were not sustained much beyond 1930, and have never been equaled to this day.

A research team from the State University of New York reported in 1988 that 95 percent of superintendents, 85 percent of assistant superintendents, 97 percent of high school principals, 85 percent of principals in junior highs or middle schools and 67 percent in elementary schools were male.\textsuperscript{18}

There were two main reasons that women did not retain the gains that they had made in the early 1900's. The early suffrage movement lost membership. Many of the women who had fought and worked for women's rights had to get paying jobs in order to help support their families when the Depression came and many of their
husbands were out of work. The political work that these women had done was, of course, volunteer and they now needed to earn a salary. Others of them switched allegiance and time and energy from the Suffrage Movement to The League of Women Voters. This group was not identified with women’s issues. Consequently, women in the running for higher level educational posts had lost a strong group of supporters.

Many school districts refused to hire married women as teachers and discriminated against single women in administrative promotions. The reason given for this behavior was the belief that a married man was supporting an entire family whereas a single woman was supporting only herself. In fact, many single women educators of the time supported or helped support parents or siblings.

Once the focus was off of women having equal rights, some of society’s notions about the “nature of women” were allowed to become the beliefs of the mainstream. The activists were not present to contradict and clarify. Beliefs about male dominance gained popular support and were accepted by both men and women.

People believed that women could not discipline students because of their smaller stature and alleged lack of strength. Women were expected to hold family life and child rearing as their main vocation and so, school boards were reluctant to hire and train women who would leave as soon as the opportunity for marriage presented itself.
Laws were then actually passed that prevented married women from staying in education in any position. Another issue that arose during the 30's that further prevented women from having equal access to administrative positions was that of equal pay. When a woman could be paid less, school boards were willing to sacrifice the male candidate. Once she was to receive equal pay, she lost that edge. When school boards were given the choice between a man and a woman and they both were to receive the same salary, they chose the man every time.

The second time in our history that women were hired in administrative positions in large numbers was during the years when World War I and World War II were being fought. Men left the schools to serve in the armed forces. Women were welcomed and encouraged to come into the schools to both teach and administer. These same women were dismissed as soon as the men returned.

Women's role in educational administration declined after World War II when the prevailing cultural value was for women to stay at home, bear and care for children, and not worry about work outside of the home. The political tone of the country was one of victory and pride. The men who had served their country well were seen as the natural leaders of schools and young people. The military training that they had received during the war years was seen as fitting and appropriate to lead the schools and school children of America. Consequently, even if women had wanted to stay in the work force, which few did, they wouldn't have had the opportunity to
have received the training of choice. In some communities, the prohibition against married teachers was reinstated. Many of the smaller communities began to consolidate their schools and become regionalized. The few women who were administrators often lost their jobs to men who were hired to lead the larger schools.

The literature that records the history of education in this country and the history of women's place in education discusses a number of significant factors that have accounted for women having limited access to leadership positions in schools. First of all, there is the large political issue of "women's place". With the exception of the years of the fight for women's suffrage and the development over the last twenty years of the second wave of feminism in this country, the prevailing cultural belief has been that women should be subservient to men.

This belief had important impact on the teaching of children and the formation of the public education system. It stood to reason that, if women were weaker than men, and were not able to deal with complex educational issues and were softer and more nurturing than men, they did not belong in positions which allowed them authority over men and over older male students. One of the most interesting aspects of the issue of male and female roles in education is that women were seen as being better suited for teaching than were men. Education stands out as the only work area where the large majority of the preferred workers are women and the large majority of the positions of authority are held by men.
The societal value of males being in charge of females continued to present itself as teaching began to be seen as an acceptable occupation for men, particularly in the years following World War II. As men returned from the war, they were able to go to college using the financial benefits of the G.I. Bill. Men who came from lower working class backgrounds now had the opportunity to cross class lines and to enter a professional field, that of teaching. These men joined middle and upper class women who were already teaching. Men were encouraged to become teachers and administrators, and women were encouraged to stay at home.

There were attempts made to deal with the male self image in relation to choosing teaching as a career. There was an editorial written in the Educational Research Bulletin in 1945 which suggested using the pronoun "he" instead of "she" when referring to teachers. It stated that good English usage requires the masculine pronoun when the reference is to an unidentified member of a group which includes persons of both sexes. By suggesting that teaching is women's work, the use of the pronoun she tended to discourage men from entering the profession.

In the years following World War II, teaching was viewed as a good job for married women because there was a shorter working day, and they would have summers off. These women did not view this profession as one where there were opportunities for advancement or opportunities for entrance into decision making roles. Many of these women were also having large families during
the postwar baby boom and could not have managed large families and administrative responsibilities even if the climate allowed them to be administrators.

As previously noted, the underrepresentation of women in positions of school leadership in the years since World War II has not changed in any significant way. Women continue to make up the majority of the work force in education, but hold a significantly lower proportion of leadership positions.

**Purpose of The Study**

The purpose of this study was to gather information about administrative training provided through certification programs in School Administration in five state colleges in Massachusetts with the goal of determining what efforts are made to facilitate the professional development of women who wish to access positions of leadership in education. These programs serve a great number of teachers through their various graduate programs. Significant numbers of women seeking to obtain new career roles in education frequently undertake programs in school administration in order to obtain certification as a building principal or school superintendent in Massachusetts. They often attend state colleges because they are generally more affordable than private institutions.
There is data in the literature that suggests that graduate programs could potentially play an important role in helping women access leadership positions in public education. But there is also evidence that shows that these graduate experiences must be designed to meet the specific needs of women.

This research was undertaken to answer the question, "What is the content or process in the certification programs in the five colleges studied which specifically addresses the problem of underrepresentation of women in positions of leadership in public schools?" The research was designed to look for programmatic structures that facilitate the professional development of women administrators. The researcher probed for evidence of nonformal components, such as attitudes conducive to encouraging women to strive for administrative positions, language or behavior and the general mood or climate present in the different courses and in the program in general. The ways in which these nonformal components play a role in achieving an atmosphere that assists women in accessing previously closed-out positions was examined. Based on the information gathered, recommendations will be made to the educational communities at the five state colleges concerning how they might change and improve their programs in order to provide encouragement and access to those women who seek to become educational leaders.
Significance of The Study

There is great need for strong leaders in public schools of America in these times. The educational institution is under siege from all sides. There are loud calls for reform, and there must be answers to those calls. There is a largely untapped resource pool. The pool is made up of thousands of strong and able females who make up the majority of the educational work force. This study will help to identify some areas in some training programs that either have helped women access positions of leadership in schools, or have been less than helpful. This information should be useful to policy makers in the field of administrative training in their efforts to provide appropriate and meaningful leadership training for their students.

It is extremely important that members of the educational community in school, districts, professional organizations and higher education develop an awareness and an understanding of the issues surrounding equity for women in educational administration. It is also important that there is an understanding of the fact that there are fewer women in educational administration today than there were in the early part of the 20th century. The bias against women in educational administration has an adverse effect on all members of the educational community, students and educators alike.
In their study, Profile of School Administrators in the U.S., published in 1988, the National Center For Education Information presents the most up-to-date information about people administering America's elementary and secondary education system. The 62 item questionnaire was mailed October 16, 1987 to 5,322 randomly selected elementary and secondary school administrators. The report states that "probably nowhere in America is there a larger bloc that gives more credence to the phrase, "old boys' club" than public school administrators. They are disproportionately men, white and older than their counterparts in other occupations.

Although our language of describing the work of women has been tempered and become more socially sophisticated during the last one hundred years, attitudes have not changed as much. There is still a belief in the minds of some that women are not leaders, and do not possess the necessary characteristics to carry out the responsibilities of one in charge. Women continue to be described as too emotional, not task-oriented enough, too dependent on feedback and evaluations from others, lacking independence and autonomy. Women continue to be seen as able to nurture children and to follow the directions of the educational institutions, but not to be able to construct or run the institution itself.

There has been a certain perception about an alleged necessary attribute of school leaders that has persisted until very recent times, which has to do with physical size. It has been felt that a
school leader had to be big and strong and have a deep and loud voice in order to control students. There is a fear that is still sometimes expressed by parents, school boards and teachers that if a fight breaks out among students, a women in charge will be powerless because of her size.

These definitions and perceptions of what makes an effective and strong leader have definitely prevented women from thinking of leadership roles or from accessing them as schools have developed, grown and changed through the years. During the last ten years, the amount of information concerning leadership, leadership styles, effective and ineffective, has grown tremendously. There have been hundreds of studies done looking at men as leaders and at women as leaders. There is nothing that indicates that women do not possess all of the necessary characteristics to be effective leaders. They behave differently, sometimes think differently, and appear differently. But effective leadership does not split along sexual lines.

The data from this study should provide information from women about their training program and the ways in which it has suited or not suited their needs and the ways that it has helped or not helped them access positions of leadership. The data should be helpful in assisting educators in developing further understanding of the ways in which women must be trained in order to maximize their inherent strengths and characteristics which may look quite different from those of the stereotypical "leader" of years past. The data from this
study can help colleges and universities that offer programs in School Administration address the problem of the limited access of their female students to administrative positions.

**Limitations of The Study**

This study was confined to looking at administrative programs in five State Colleges in Massachusetts. The sample of respondents was small and was dependent on the accuracy of the addresses that the college provided and on the numbers of women who chose to respond. The results reflect the experiences of women who completed the program during one period of time, that of the last five years.

The Program of Studies in each of the five schools are similar by necessity. They must reflect the Standards for Certification drawn up by the Certification Bureau of the Massachusetts State Department of Education. Therefore, it was possible to note any differences among the course offerings in the elective areas at each of the schools. Courses that were designed specifically to meet the needs of women would stand out, either through title or through activities or readings that graduates had experienced during the course.

There is a significant amount of data in the literature that speaks to women's ways of knowing, learning and managing. Through analyzing responses of administrators and professors in the various
programs, the researcher was able to note knowledge of the literature and whether or not any of this material is included in courses taught either directly through content, or indirectly through process. It was more difficult to discern attitudes conducive to encouraging women to strive for administrative positions. There might have been staff who made statements or offered responses about personal practices or political views that speak to the issue of supporting women in their training and quest for leadership positions in education. However, since it is not currently "politically correct" to be actively against women in positions of leadership, there may be limitations as far as personal honesty in responses.

Through written questionnaires from female graduates of these programs, information was gathered about their experiences in their certification programs. First of all, the researcher was able to determine whether or not they were cognizant of the fact that they were entering a field that is not exactly "wide open" to women.

Secondly, the researcher was able to discover if they felt that, in their program, there was attention paid to this fact or to other women's issues either through course content, or programmatic structure. The researcher was able to find out if there were aspects of the program or people on staff in the program, either professors or staff in other capacities, such as Career Services, who provided support, encouragement, or information about jobs to these women. The researcher was able to find out from the graduates if there was anything in the general atmosphere or climate of the program that
offered them something extra or special that they perceived had assisted them in feeling that they could access a leadership position upon completing the program, or indeed, had assisted them in accessing a position.

There will be women, however, who because of individual talent and potential, come through one of these programs and find success in spite of the program. It was difficult to differentiate between this outstanding candidate and the rest of the candidates through this study.
ENDNOTES


13. Sari Biklen, Marilyn Brannigan, p.3.
14. Sari Biklen, Marilyn Brannigan, p.3.

15. Sari Biklen, Marilyn Brannigan, p.3.


17. Charol Shakeshaft, p.34.


CHAPTER 2

REVIEW OF THE LITERATURE

The review of the literature involved examining sources that trace the historical role of women in public education and its administration in the United States. The history of the development of public education is a topic about which much has been written. Until recently, little has been written about women's endeavors in this process. Sources are reviewed that have examined women's roles through the study of journals, personal letters and minutes from professional organizations over the last 120 years, tracing women's roles as teachers and administrators.

Sources have also been reviewed that include material about women as students and learners and about women as managers and leaders. There is evidence in the literature that women have a particular style of learning, knowing and leading that should be taken into consideration in leadership training.
History

Charol Shakeshaft, in her book, *Women in Educational Administration* presents a concise picture of historical data and trends concerning the role of women in education and educational leadership. Her historical picture covers the last ninety years. She notes male dominance in all positions except in the early days of the elementary school principalships. After a slight increase in the 1920's, women's leadership roles diminished. Although the bulk of teachers since 1905 have been women, they have primarily been in the elementary schools. Over the last 80 years, the only administrative position in which women have been dominant is the elementary principalship. Women have never been the majority of secondary principals or district superintendents. Since 1905 there has been a decrease in the percentage of female principals. Between 1905 and 1985, women's representation in the work force in schools has decreased at all levels except for the school board and the superintendency.

Shakeshaft reports that there is much difficulty in even gathering this kind of data because careful attention has not been paid to recording it over the years. She suggests that this indicates that the topic of gender in the field of school administration has not been viewed as at all important in a nation that compiles statistics on the most minute facets of everyday
life. It is not only difficult, but in some cases impossible, she says, to find the number and percentage of women administrators or teachers for a particular year or geographic location. Although numbers are available, they have often not been compiled by sex. A further problem with available statistics is that prior to the 1970's, the number of minority workers in schools was seldom reported. Thus, an historical account of women in administration is the story of white women only, or of women of color, only as hidden in statistics and reports of women in general.

Shakeshaft, as other authorities on this topic, notes that a study of the history of women in school administration reflects a study of women as teachers. One cannot, and should not, be viewed separately from the other. Although teaching has been identified in the twentieth century as a female profession, teachers have not always been women. Records indicate that until the late eighteenth century, all teaching was done by men. However, by the close of the Colonial period, the practice of utilizing women to train boys and girls, ages 4-7, developed. The teacher-housewife would have the local children in her home for the purpose of teaching them their letters. These women were known as "school dames". They were often the wives of the local minister who were looking for extra income. They were paid 1/5 of what the schoolmaster was paid. They could only teach the very young, and in the very hottest part of the summer.
Between 1820 and 1830, growth in industry and business provided more lucrative job opportunities for male teachers and the numbers of immigrants greatly increased the school age population. It was the opening of these new employment opportunities for men, increased industrialization, and population growth in the United States that led both to a need for more teachers and to a shortage of male teachers. Between 1840 and 1860, the percentage of male teachers in Massachusetts dropped from 60% to 14% and school boards were faced with a labor shortage.

Women were first sought for teaching because men were unavailable. In the period from 1830 through 1900, women became more identified with teaching, so that by 1880, 57.2% of the teachers in the United States were women and by 1900, 70.1% were women. By the twentieth century, women were also assuming leadership positions within the field of education, although the majority of positions of formal leadership were occupied by men.

The years between 1900 and 1930 are sometimes referred to as golden years for women in school administration because women did begin to achieve some modest successes in acquiring positions. By 1928, women held 55% of the elementary principalships, 25% of the county superintendencies, 8% of the secondary school principalships and 1.6% of the district superintendencies. These were, however, the lower-paying,
lower-status, lower power positions. Although women's suffrage was not won until 1920, by 1910 women could vote in school elections in 24 states. In these states, primarily in the West and Midwest, the right to vote provided the support for women. Members of women's groups and teacher organizations formed coalitions to ensure that women candidates would receive enough votes to win school elections. By 1922, women had been elected as state superintendents in 9 states and 857 women held county superintendencies. In 1928, 900 county superintendents were women and, in states where women could vote, two thirds of the county superintendents were women. These were low paying, low-status positions that few men sought. There were also economic considerations in the appointment of women administrators because they only earned about three-quarters of what men did in the same positions.

These gains for women were not sustained after 1930. The number of female elementary principals and county and state superintendencies began to decrease and the most powerful position, the district superintendent, was almost always a male. Beliefs about male dominance had solidified and were accepted by both men and women. Women were thought to be incapable of discipline because of their size and supposed lack of strength. School boards did not want to invest time and money in training women, who they felt had short-term commitments because they were expected to leave education after they were married and had
children. Laws were passed that kept the teaching force composed of single women. In 1942 a nationwide survey of school districts reported that 58% of school systems would not employ married women teachers.

There was also a belief that males had special talent for dealing with community issues and problems. Therefore, it would not be sound hiring practice to hire a woman who would not be able to do an important part of the job, relating with community boards, etc.

During the Depression years, the number of women hired to be both teachers and administrators decreased. In many places, laws were passed that prevented married women teachers and administrators from working because school boards felt that men needed the jobs to support their families.

After 1930, the number of women in administration progressively decreased except for during World War II, when male educators began serving in the armed forces. Married women were then welcomed into schools to both teach and administer. These women were dismissed when the men returned. These men who did serve in the military received the G.I. Bill which provided funds for their education, which then trained them to be teachers and administrators. In some communities, prohibitions against married female teachers were reinstated. It was also an era when women were encouraged to stay at home. This was followed by a national push during the sixties and seventies for more males to
enter education, particularly at the elementary level. Many men also entered education during this time to avoid the draft and participation in the Vietnam War. These circumstances had a big impact on administrative structures. Some of these men left teaching after a short time but others of them moved quickly into administration. This situation has kept the number of women administrators to a minimum through the 1980’s. The Women’s Liberation Movement drew attention to the underrepresentation of women in traditional positions of leadership in the schools, but very little movement occurred for women in school administration during the 1960’s and 1970’s. The percentage of women in school administration in the 1980’s is less than the percentage of women in 1905.¹

In their article, "Career Development and Succession of Women to the Superintendency", in the journal, The Clearing House Barbara K. Dopp and Charles A. Sloan, present a brief history of female administrators and the superintendency. They write that, for over three centuries, American women were barred from positions of public authority. Until the early twentieth century, gender disqualified women from participating in political affairs. Women themselves accepted society’s narrow definitions of women’s roles and abilities.

On the other hand, women, since the latter part of the nineteenth century, have predominated as elementary school teachers. Female teachers represented 66 percent of the teaching
force in 1870 and their representation increased to 85 percent by the 1930's. Today, women's proportional representation is at the level it was in the latter part of the nineteenth century, 66 percent.

The data about women's participation in administrative roles is not as complete. One source reported in 1910 that the category of "supervisory officers" included 14,392 positions in the nation's public schools, and 7,605 of them were filled by women. Because this category does not differentiate between different administrative roles and the sex of the individual, one cannot discern how many of these posts were held by women. Dopp and Sloan presume that most of the female administrators cited in 1910 were elementary principals because in 1926 women held 55 percent of those positions.

During the late 1800's and the early 1900's the Women's Rights Movement attracted women interested in a variety of educational reform issues. At the turn of the century, in the newly developed west, women created and ran the schools. From the late 1800's until 1920, the attention of feminists was focused upon school elections. Soon, however, the movement was concerned with a single issue, that of suffrage and the feminist movement lay dormant for several decades after the passage of the Nineteenth Amendment. The demise of women as school administrators occurred during this dormant period.
The authors feel that the new interest in women as school administrators has come from the new wave of feminist consciousness. They present current statistics about numbers of women in administrative positions. In 1971, fewer than 1 percent of superintendents, 3 percent of high school principals, 4 percent of middle school and junior high principals, and 21 percent of elementary principals were women. In 1981, these statistics had changed very little even though these administrators had been chosen from the ranks of teachers who were predominantly women. Presently, women in the role of the superintendency represent less than 2 percent of the total population of superintendents nationally. Since 1950, the number of women in educational administration has declined as administrative positions have been redefined as management rather than teaching positions.

Dopp and Sloan feel that the scarcity of female role models in administration promote what they call a circular socialization; women are not perceived as being competent to hold administrative jobs; therefore they do not hold them and consequently cannot change this perception.\(^2\)

Virginia Sapiro examines the issue of women in educational administration through an historical framework in her book *Women in American Society*. She first looks at the development of educational opportunities for women in this country. Although Harvard was founded as early as 1636 and William and Mary in
1693, women were not allowed to attend. In 1821 Emma Willard opened the Troy Female Seminary which offered a curriculum similar to that offered by men's colleges. In years following, Oberlin, Lawrence College in Wisconsin, Wheaton and Mt. Holyoke offered women educational opportunities with the idea of preparing them to become good wives, mothers and teachers.

Sapiro writes that women gained some ground as teachers, administrators and other shapers of education in the mid 1800's. Throughout the middle decades of the 19th century, the proportion of teachers who were women increased; whereas in the first part of the century the vast majority were men. By the late 1880's the majority of teachers were women, up to 90 percent in some of the larger cities.

Women made less progress in entering administrative and policy making positions. By the end of the nineteenth century, women began to open their own schools. Most of what became the Seven Sisters colleges, Mt. Holyoke 1887, Vassar 1861, Wellesley 1870, Smith 1871, Radcliffe 1879, Bryn Mawr 1880, Barnard 1889, were opened by women in the last three decades of the 19th century.

Sapiro feels that the discrimination against women in school administration over the years is due to similar factors as those that account for discrimination in other fields. She believes that the more a job departs from traditional stereotypes of women's nature and interests, the more obstacles women face.
Many people have argued that women are naturally suited to be educators, but few seem to believe that women’s nature fit them to control the educational process or to work at the higher educational levels. Sapiro writes that in the 19th century women were not encouraged to teach in secondary schools because it was felt that they could not discipline older children as well as men could; they were not encouraged to be administrators because management was thought to be a man’s job. She presents data to support this by giving figures that show women in large numbers at the elementary levels. At secondary levels there is a higher proportion of female teacher aides than teachers, and a much higher proportion of female teachers than school administrators.3

In her book Woman’s Proper Place, Sheila Rothman presents the theory that women became the major part of the teaching work force because men either could not or would not do the work. She writes that large numbers of women had entered the teaching profession in the pre-civil war decades. When public schools were begun in this country in the 1820’s, complaints began to circulate about the unsatisfactory nature of the teaching staffs. School reformers of the times had assumed that “educated, sober, and refined middle class men” would make a career of teaching. Instead, the male teachers either were poorly educated or were using the job as a stepping stone to another career. Many would-be lawyers, for example, supported themselves by classroom teaching. Because of this general
dissatisfaction, Rothman puts forth her theory that the field opened to women in a way that it would not have were the public more satisfied with men's teaching.4

In The Company of Educated Women by Barbara Miller Solomon traces the development of educational opportunities for women in the United States and looks at the connections between this process and the preparation of women for the teaching profession. She examines the impact of religion on the matter and says that educating women to be teachers became a respected element in the good works and goals of all religious groups. The need to Christianize western frontiers created a demand for new schools. The different religious groups taught that people needed to perform some kind of mission to fulfill part of their religious obligation and teaching became an important female mission.

For women to be educated and become teachers also solved some problems for families of the times. Men were marrying later or going west or to sea, and parents had to decide what to do with their unmarried daughters. If they educated them, they could become school teachers and support themselves. At the same time, industrialization in the Northeast was removing some domestic tasks daughters had performed in households. They thus became less housebound than their mothers.

An increase in the attendance of females in district schools also increased demands for elementary school teachers. Girls then not only attended schools, but began to teach in them. Some
used the money they earned to attend academies where they studied and taught. Some of these young women opened schools of their own.

School teaching still had little status. Men who lacked alternatives taught school and some college men taught before turning to business or a profession. Although women were slowly accepted as teachers, they were seen as suitable instructors of young children only. Public prejudice kept them out of more advanced teaching in many places. In the early nineteenth century, people doubted both women's ability to teach and the desirability of their leaving home to work. Families and school boards resisted boarding females out in the community, because they were afraid that they required greater supervision than male teachers. It was also felt that young women would not be able to control older boys in the classroom.

But in the 1830's there was a shift in the thinking. Horace Mann cited woman's tenderness, gentility and patience as qualities contributing to her success as a teacher. Young women in the Northeast started making teaching a women's field. They were available to take the jobs that men increasingly left for better-paying jobs. The numbers of female teachers at the elementary school level grew substantially until, by the late nineteenth century, they predominated. But still, these public schools continued to be run by men. There was only an occasional woman in a position of authority.
Barbara Mayer Wertheimer, in her work *We Were There, The Story of Working Women in America* looks further at the question of women in education and the question of money and economics. She discusses the period in the late 1800's when women outnumbered men almost three to one in the teaching profession. Half a million women taught school, many of them still in one-room schoolhouses, but thousands in established city school systems. Women began to enter teaching in substantial numbers as early as the 1830's.

As opportunities increased during the nineteenth century for women to attend school, this became the profession for middle-class women. School boards were happy to hire them because they paid them one half to one third less than they would have had to pay men. Most women teachers were young and single because in most cases marriage was an automatic bar to teaching for a woman.

Associations of teachers formed as early as 1845 when the Massachusetts State Association of Teachers was organized and twenty-one others formed over the next 12 years. This movement culminated in 1857 in the formation of the National Education Association. Thirteen years later the National Education Association was founded. Teachers protested against arbitrary supervisors or petitioned for pensions and salary adjustments but achieved few concrete gains. The major focus, however, was on the interests of high school administrators, principals and
teachers, few of whom were women. They didn’t do much more than tolerate the elementary school teachers who were viewed as part-time and temporary, a transitional occupation while they waited to be married. The public shared this view of the elementary teacher.

Wortheimer notes that in 1910, 14,751 teachers were women, out of an entire teaching force of 15,333. Only three men were paid less than $1000 a year while at the same time 7,619 women were. By 1912 equal pay had been instituted for high school teachers, but separate scales were still in effect for teachers through the eighth grade. Most male teachers were found on the high school level, while almost the entire classroom teaching staff of elementary schools was female. School superintendents and principals were men. When they married, women teachers were still forced to work as permanent substitutes, at lower pay, rather than as regularly licensed teachers. It had always been the rule that women were fired when they became pregnant. It was not until 1915 that teachers got policies in place for maternal leave. 6

David Tyack and Elizabeth Hansot have co-authored Managers of Virtue which deals with the topic of feminine leadership in schools in America. This book traces public school leadership from 1820-1980. It begins with the founding of the common schools in the 19th century, and follows the development of schools in various parts of the country, placing the history in
both a political and sociological framework. They pay particular attention to various social and reformation movements, and religious groups in the field of education, and their quest throughout the 19th century for public education for the populace. There is consideration given to the connections between culture and tradition and how they impact on educational institutions. The authors record data about strategies used by early feminine educational leaders as they protested the ongoing dilemmas of the domination of top administrative and professional teaching associations by males, and the issue of higher pay for male teachers. 7

In another book authored by David Tyack, The One Best System, he says that as schools became more complex and organized in the United States, it was assumed that a male would be in charge. Tyack notes that the hierarchical organization of schools and the male chauvinism of the larger society of the times fit perfectly together. He says that because the thinking of the times said that women were subordinate to men, that the employment of women as teachers augmented the authority of the largely male administrative leadership. He feels that the general bias against married teachers was because they were less likely to be acquiescent than unmarried ones. 8
Women as Students and Learners

Mary Field Bilenk, Blythe McVicker Clinchy, Nancy Rule Goldberger and Jill Mattuck Tarule examine women's way of knowing and learning in their book, *Women's Way of Knowing*. They examine the ways in which women view reality and draw conclusions about truth, knowledge and authority. They show how women's self concepts and ways of knowing are intertwined. Through looking back on their own experiences and interviews with women they conclude that education as traditionally defined and practiced does not adequately serve the needs of women. Their research indicates that girls and women have more difficulty than boys and men asserting their authority or considering themselves as authorities. In the classroom, women often feel unheard even when they believe that they have something important to say. Most of the women whom they interviewed can recall incidents in which either they or female friends were discouraged from pursuing some line of intellectual work on the grounds that it was "unfeminine" or incompatible with female capabilities.

The authors found that in spite of the increase in the number of women students in higher education and professional schools, faculties, usually predominantly male, argue against a special focus on women students and resist open debate on
whether women's educational needs are different from men's. Little attention has been given to modes of learning, knowing and valuing that may be specific to, or at least common in, women.

Through their interviews, the authors observe that women tend to ground their descriptions of how knowledge is gained and opinions formed in terms of listening and speaking. They found that women repeatedly used the metaphor of voice to depict their intellectual and ethical development. They conclude that the development of a sense of voice, mind and self were intricately intertwined. The authors contrast this emphasis on voice with the emphasis on visual metaphors that have been used more in mainstream educational settings.

None of the women interviewed wanted an educational setting in which knowledge flowed in only one direction, from teacher to student. They felt that they wanted teachers who would help them articulate and expand on their own latent knowledge. They wanted their teachers to support their thinking, rather than do their thinking for them or to expect them to think as they do. The women spoke often of their need for practical information. They also valued classes in which dialogue took place; classes where both teacher and students reflected together, engaged in the process of thinking and talked out what they were thinking, in public dialogue.

The authors recommend that educators can help women to develop their own authentic voice if they emphasize connection,
understanding and collaboration. They need to allow time for knowledge to emerge from first hand experience instead of imposing their own expectations and arbitrary requirements.  

Catherine Marshall explores the role that graduate education plays in the life of a woman who chooses to enter a field that is male sex-typed in a paper entitled "Men and Women in Educational Administration Programs". Her findings indicate that current educational administration programs tend not to address the special needs of their women students. The author feels that there are three important reasons that colleges and universities should address these needs of women: first, that the graduate programs should make an effort to recruit women into their programs at a time when fewer and fewer people are becoming involved with higher education; second, that colleges and universities should concern themselves with the legal aspects and spirit of Title IX; and third, that the college or university could potentially play a key role in helping school districts eliminate the waste of human resources resulting from under-utilization of women in administration. Marshall questions the content of the graduate programs in relation to assisting women in entering and moving up in school administration. She suggests that the general area of organization theory and the education administration and supervision literature are based on assumptions that organizations are run by men and that management is an area where male appropriate behaviors are
preferred. She further questions the relevance of university
course work. She has interviewed women in school administration
programs who have found that course experiences that were
helpful and relevant included simulation of administrative
functions, organizational theory, anthropological and sociological
approaches to administrative problems and/or the special
problems of women entering administration.\textsuperscript{10}

Sally Helgesen draws attention to the special needs of
women in leadership training in her book\textit{ The Female Advantage,}
\textit{Women's Ways of Leadership}. Through direct observation of
successful female organizational leaders, the author has
chronicled some of the unique ways in which women make
decisions, schedule their days, gather and disperse information,
hire and fire. She found that women structure things differently
than men; they refer to themselves as being in the middle, not at
the top. They have a sense of having a larger concern, a concern
for the group or the whole and value what is termed a "web of
connection". Helgeson has found that women don't like the idea of
being alone at the top, and would rather be in the center of things.
Women tend to lead from the center of the web, rather from the
top. Their authority comes from connections to the people around
them rather than from distance from those below. The web
facilitates direct communication, which is free-flowing and
loosely structured. The process of leading from the center of the
web gathers strength from nourishing and strengthening bonds.
The authority in the structure of the web has a teacher-like quality. A strong aspect of women's leadership style is skilled listening. A women's way of leading emphasizes the role of voice over that of vision. It is important that a woman have the ability to model and persuade in an organization where authority is not imposed from the top down in hierarchical fashion. In a web structure, talent is nurtured and encouraged rather than commanded. There is a sense that care and empowerment are leadership tasks.  

Women as Educational Leaders

Sari Knopp Biklen and Marilyn B. Brannigan have co-edited a book entitled *Women and Educational Leadership* which contains a piece written by Joan N. Burstyn, "Historical Perspectives on Women in Educational Leadership". The author analyses the problem of women in leadership position within the framework of how one becomes a leader.

Burstyn states that for one to become a leader there must be a reciprocal relationship between that person and others. When that reciprocity does not exist, one cannot be a leader. She notes that, historically, in our society, women have been ignored as potential leaders. She studies the evolution of the teaching profession since the nineteenth century and notes that women
found it relatively easy to be accepted as classroom teachers, especially in kindergarten and elementary schools. Women demanded less money than men. Even the most conservative people in society were not threatened by the idea that women would exercise authority over young children of both sexes. It was much more difficult to establish women's rights to teach boys and girls at high school level or at college and university level. Women were also not accepted as teachers of teachers.

Burstyn has also studied the history of the National Education Association (NEA) where she has found evidence of discrimination against women as teachers and administrators. In 1857, when the NEA was founded, women were not permitted regular membership. They were only able to acquire honorary membership. They were not allowed to speak at meetings. If they wanted to present written essays, they had to be read by a man. Women brought pressure against the organization and in 1866 the word 'person' replaced the word 'gentleman' in the Constitution. They were then accepted as full members. Even with full membership privileges, however, they were most listened to in the areas of kindergarten business and when the discussion was about young children. It was not until 1910, 43 years after its founding, that a woman became president of the NEA.

Burstyn suggests that part of the problem of women accessing leadership positions was that they did not have the same opportunities for leadership training as men. She traces the
development of some important women's organizations that
developed for a number of reasons but which had one thing in
common; they afforded their members the opportunity to become
leaders, and to learn about collective decision making.

In 1907 a new department of the NEA was established which
was called the Educational Department of National Organizations
of Women. These women engaged in political activity which
resulted in changing curriculum, the introduction of child labor
laws and laws for the protection of juvenile offenders. They also
engaged in the formal teaching, to their members, of leadership
skills. These women leaders of the nineteenth century were
particularly sensitive to the value of participative decision
making because as political and legal nonpersons, they had
directly experienced the indignity of exclusion.

Burstyn further suggests in her analyses that even when
women acquired leadership skills, they were not the "right" kind
of skills. She writes that our society turned towards an
authoritarian form of leadership, very different from that
exercised by women in their organizations. She attributes this to
the fact that the United States engaged in two world wars within
30 years and then became involved with the Korean and Vietnam
wars. Many men, therefore, learned their leadership style in the
armed forces and returned to civilian life already molded by their
military experience. Few women had shared men's military
experience.
In recent years, however, the development of management theory encourages a humanizing of the work place. Burstyn sees this shift as perhaps an opportunity for women to compete equally with men for leadership positions in schools. She feels that women will be able to demonstrate the values of those democratic styles of leadership that were originally pioneered by women's organizations.¹²

Dan Lortie's classic sociological study of the profession of teaching, *Schoolteacher* offers perspective on the gender issue in teaching and administration. He begins his book with a chapter on the history of education in this country. He explains the feminization of teaching as purely economic, since women could be hired for considerably less than men. He also states that teaching was attractive to women because they had few other alternatives. The options to teaching were domestic service, factory jobs, laundering and baking.

Lortie puts forth a theory where he argues that societies tend to assign work roles to men or women. When there is a shift toward women in a particular role, men will withdraw, even when economic reasons are not major. However, Lortie points out that this has not been the case in American education when it comes to high school teaching. Teaching in the high school has remained evenly distributed between men and women. Also, Lortie notes that during the decade following World War II, the proportion of men entering classroom teaching increased. However, Linton's
theory of sex as a basis of allocation does apply to administrative rank within school hierarchies because males have always outnumbered females in these positions.

Lortie notes that the official positions opened by bureaucratization during the 19th century were filled almost exclusively by men. He refers to another work, *The Beginning Teacher*, by W.S. Mason (1961) which indicated that at that time, teaching was institutionalized as temporary employment for men and continuing employment for women. Teaching could be viewed, according to this study, as lifelong employment for a women, but as acceptable for men as a job "on the way up".

While this information is relevant in the 1990's in many ways, some of it sounds somewhat dated. For example, Lortie's study found that women entering teaching expected, (at that time) to work for a short period of time before marriage or childbearing. Today, there is general need for women to continue to work certainly after marriage, and frequently after giving birth to children. At that time, Lortie found that most young teachers did not consider a lifetime of classroom teaching enough. Men wanted to move through the teaching to other work, and women saw it as supplementary to marriage and motherhood.

The most important thing to note for the purpose of this study, however, is that in spite of expectations being different today, the proportion of male to females in school administration
is still not significantly different than it was at the time of Lortie's study.\textsuperscript{13}
ENDNOTES


Two kinds of questionnaires were developed to gather data for this study. The first questionnaire was designed to gather information from females who had completed certification requirements necessary to become a school administrator through a program at one of five selected state colleges in Massachusetts within the last five years, 1987-1991. A second questionnaire was designed to gather information from faculty who taught in the programs.

Graduates of certification programs at state colleges were selected because the programs at these schools are more accessible to the average teacher. Tuition is more affordable than that at a private school. In addition to the cost factor, all of the graduate programs at the state schools are designed to be attended on a part-time basis so that a teacher who works full time can participate over an extended period of time that accommodates her work schedule.
Most teachers struggle to meet financial obligations on a limited salary. Many school systems offer slight wage increases when a teacher completes a certain number of hours of graduate work. Whether a teacher is taking administrative courses for salary advancement, or out of interest in finding out more about the field, or with the intent of becoming certified as an administrator and completing the requirements for a Masters Degree, the cost of a course is a consideration. While there have been serious increases in tuition and fees at state colleges in the last several years, the average teacher can still afford these costs, while frequently, tuition at a private institution may be prohibitive. A teacher who invests large amounts of money into private school tuitions cannot expect to recoup the amount of money expended by salary increases brought about by either upward movement on the salary scale in their current position or by changing from a teaching position to an administrative position.

The five colleges chosen for the study are Bridgewater State College, Fitchburg State College, Westfield State College, Framingham State College and Salem State College.

**Method**

It was discovered that there is no central location within the State Department of Education nor within the State College system
where data is collected or held to keep track of how many people complete certification requirements in any area. While the Certification Bureau at the State Department of Education keeps files on the certification status of individuals, personnel in charge of that bureau have no way of knowing how many individuals, for example, have been certified through Salem State College in School Administration in a given time period. Neither do they know how many people, for example, have ever been certified in School Administration through Salem State College.

Phone calls were then made to each of the selected State Colleges to acquire the name of the individual in charge of each program in School Administration. The researcher then contacted each of these persons in charge by phone, explained the nature of the research, and requested assistance in acquiring the names of the women who had completed certification requirements for administrative certification during the last five years, (1987-1991). This initial phone call was followed up by a letter.

Women were in charge of the programs in two of the five colleges and were immediately interested and responsive. Both of these women assigned a staff member to assist in compiling the data, and the names and mailing labels were received within a month of the original request.

The other three programs were administered by men and the response time varied. One of the three was a professional colleague of the researcher, understood the nature of the research, acquired
the names himself and mailed names and mailing labels within a few weeks. The fourth man was cooperative, but was not sure if he could access the data and asked to be contacted in a few weeks after he had researched the situation. He was able to get the names and mailed them and the mailing labels within a month after the original request.

The man in charge of the 5th program was very hesitant during the initial phone contact. He said that he did not think that there was any way to acquire the data, and even if there was, that issues of confidentiality would prevent him from sharing the names. He requested the researcher to write a letter explaining the nature of the research and to include the names of personal references for the researcher. He said that he would go to his superiors with this information.

After several weeks had gone by, the researcher contacted him again. He said that he needed to present the request to the President of the college and had not done this as yet.

Several more phone calls were made to him and he finally said that he had made the request to the President who had directed him to phone the persons in charge of the programs at the other four colleges to confer with them about issues of legality and confidentiality. The researcher was then asked to provide personal references in support of her character and the nature of her work.

After this paperwork was completed and approved by the President of the college, the researcher was allowed to come to the
school and, in the presence of the program administrator, copy the names and addresses of the graduates from the files. The administrator told her that he had to be with her to make sure that she did not take any other information.

237 women were found to have completed the programs at the five selected schools between the years of 1987-1991 and questionnaires were mailed to all of them.

A second questionnaire was designed to gather data from faculty who teach in the School Administration programs at each of the five colleges. The five people in charge of the programs agreed to distribute the questionnaires to faculty and to collect and return those completed to the researcher. The questions in the faculty questionnaire were designed to parallel the questions asked of the program graduates with the goal of looking for similar trends in responses of faculty and graduates to parallel questions.

**Design of The Questionnaires**

The questionnaire prepared for program graduates consists of eighteen questions divided into four categories designed to gather information in the areas of background information about the respondent, employment status while in the program and since completing the program, motivating reasons for entering the
program and descriptive characteristics of the program, pertaining to the preparation of female students.

A sample questionnaire was field tested on 35 women who were currently graduate students in School Administration at Salem State College. Five professors in the program agreed to ask women in their classes to test the questionnaire by responding to the questions and noting any areas that they did not understand or had difficulty answering. One of the 35 declined to respond and the other 34 completed the questionnaire and reported that they had no difficulty. Several noted that it posed some interesting questions for them.

The questionnaire was then mailed to 237 women, which was the total number of women who had completed a program in School Administration from 1987-1991 at the five selected colleges.

The questionnaire prepared for faculty consists of fourteen questions divided into four categories; background of their female students, employment status of their female students, particular academic needs of their female students as related to their preparation to be school administrators, level of awareness of preparation opportunities in the program for their female students and information about the level of satisfaction they have with the preparation that their female students receive in the certification program in their college.
Data Analysis

The data collected from the surveys was analyzed within each of the four categories of questions. Responses were tabulated and trends noted. Information was sought from categories 1, 2 and 3 as described above concerning how many respondents held teaching positions while going through the program and moved on to administrative positions after completing the program, and concerning people who influenced career decisions of the respondents. Information was sought from category 4 as described above concerning favorable or unfavorable experiences with course work and program structure as it affected the respondents' perception of professional preparation offered and suggestions for improvement. The results of the questionnaires will be discussed in both a qualitative and quantitative manner.

The 2nd questionnaire which was given to ten administrators and faculty in each of the five programs contains questions which parallel the questions asked of the program graduates. The results of this questionnaire were used to gauge the level of awareness of staff at each of the five programs of how students have reported their experiences in the programs. The data was tabulated with the goal of looking for similar trends in responses of faculty and graduates to parallel questions.
The first step in analyzing the data was to determine and calculate:

1. the number of questionnaires returned from each of the five colleges
2. the number of questionnaires not delivered because the graduate had moved and the college did not have her new address
3. the number of questionnaires not returned from each of the five colleges
4. the percentage of questionnaires returned

The second step in analyzing the data was to examine the responses to each of the questions. When the question required a yes or no response, a percentage was determined. When a question required a narrative response, the responses were examined for frequency of similar responses and trends noted.

The third step in analyzing the data was to prepare a qualitative discussion of the findings. The questions posed to program graduates and faculty were based on information from the literature that indicates the kinds of support and teaching that women best respond to in educational and training settings. The researcher looked for evidence that showed either content or process that sought to address either the problem of underrepresentation of women in positions of leadership in schools
or that was designed to facilitate the professional development of female administrators.
CHAPTER 4

RESULTS AND DISCUSSION

Collection of Data

Questionnaires were mailed to 237 women who had completed certification programs in School Administration at five selected state colleges in Massachusetts; Bridgewater State College, Salem State College, Framingham State College, Westfield State College and Fitchburg State College. Included in the mailing were the following: an introductory letter, the questionnaire itself, a stamped, self-addressed envelope and a card for respondents to request the results of the study. After three weeks had passed since the first mailing, a second letter was mailed to those women who had not responded. Of the 237 letters originally mailed, 29 were returned because the women had moved and no forwarding address was available. Assuming then, that 208 were received by the graduates, 105 were returned and 103 were not returned. Therefore, the percentage of return was 50.
Presentation of Data and Tables

Table 1 contains information accounting for the questionnaires mailed and received from the 237 women who had completed certification programs from 1987-1991 from the five selected state colleges.

**TABLE 1**

Accounting of Questionnaire Forms

<table>
<thead>
<tr>
<th></th>
<th>MAILED</th>
<th>NOT DELIVERED</th>
<th>RETURNED</th>
<th>NOT RETURNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>108</td>
<td>11</td>
<td>49</td>
<td>48</td>
</tr>
<tr>
<td>SALEM</td>
<td>46</td>
<td>6</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td>12</td>
<td>0</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>53</td>
<td>12</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>18</td>
<td>0</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>237</strong></td>
<td><strong>29</strong></td>
<td><strong>105</strong></td>
<td><strong>103</strong></td>
</tr>
</tbody>
</table>
### TABLE 2
Percentage of Questionnaires Returned

<table>
<thead>
<tr>
<th></th>
<th>DELIVERED</th>
<th>RETURNED</th>
<th>PERCENT RETURNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>97</td>
<td>49</td>
<td>50%</td>
</tr>
<tr>
<td>SALEM</td>
<td>40</td>
<td>28</td>
<td>70%</td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td>12</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>41</td>
<td>14</td>
<td>34%</td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>18</td>
<td>10</td>
<td>55%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>208</strong></td>
<td><strong>105</strong></td>
<td></td>
</tr>
</tbody>
</table>

The overall percentage of return was 50 percent.

The questionnaire for program graduates (see Appendix B) contains 18 questions. Question 1 asks the respondent to state her name and age. All 105 women did state their names and 87 stated their age.
A total of 82% of the respondents chose to state their age. Of those who stated their age, 71% were 40 years of age or over. Of the 87 who gave their age, 57% were in their forties.

Question 2 asks the respondent to state which of the five state colleges she attended. All 105 women responded to this question.
Question 3 asks for the year that the respondent completed certification and for the year that she completed the entire program in School Administration.
TABLE 5

Timetable for Program Completion

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETED SAME YEAR</td>
<td>75</td>
</tr>
<tr>
<td>COMPLETED WITHIN ONE YEAR</td>
<td>14</td>
</tr>
<tr>
<td>COMPLETED WITHIN TWO YEARS</td>
<td>3</td>
</tr>
<tr>
<td>COMPLETED WITHIN FOUR YEARS</td>
<td>6</td>
</tr>
<tr>
<td>HAVE NOT COMPLETED GRADUATE PROGRAM</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Of the total number of respondents, 85% completed all requirements for certification and for a graduate degree at the same time or within a year's time.

Question 4 asks the respondent to state what she did for employment while she was doing her graduate work. Of the 105 respondents, 69 or 66% were employed as classroom teachers. The remaining 36 were employed in other roles in a school as indicated in the table below. The respondents who were administrators while in the program stated that they were working on waivers from the
State Department of Education while completing certification requirements.

**TABLE 6**  
How Respondents Were Employed

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS 69</td>
</tr>
<tr>
<td>ADMINISTRATORS 23</td>
</tr>
<tr>
<td>TEACHER/ADMINISTRATOR 7</td>
</tr>
<tr>
<td>COUNSELOR 3</td>
</tr>
<tr>
<td>SPEECH PATHOLOGISTS 2</td>
</tr>
<tr>
<td>PSYCHOLOGIST/ADMINISTRATOR 1</td>
</tr>
<tr>
<td>TOTAL 105</td>
</tr>
</tbody>
</table>

Question 5 asks the respondent to state whether or not her professional position had changed since she completed her graduate work in school administration.
TABLE 7

Employment Status Since Program Completion

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAVE CHANGED JOBS</td>
</tr>
<tr>
<td>HAVE NOT CHANGED JOBS</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Of the total number of respondents, 35% reported that they had taken a new position. Nine women reported that they had become Assistant Principals, six reported that they had become Principals, sixteen became Department Heads or Program Coordinators, four reported that they had lost jobs because of reduction in force in their school system and two reported that they had been administrators and had returned to classroom positions because of reduction in force.

Question 6 asked the respondent to state her reason(s) for entering a program in School Administration. All of the women answered this question. The responses fell into one of four categories: 1. A desire to change education, to be a change agent 2.
Professional advancement 3. Out of necessity in order to keep a current position that required certification 4. Default, a desire to study at the Masters' Degree level and was not interested in any of the other programs.

TABLE 8

Reasons for Entering Program

<table>
<thead>
<tr>
<th>REASON</th>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A DESIRE TO CHANGE EDUCATION, TO BE A CHANGE AGENT</td>
<td>24</td>
</tr>
<tr>
<td>PROFESSIONAL ADVANCEMENT, TO BE A LEADER</td>
<td>63</td>
</tr>
<tr>
<td>OUT OF NECESSITY TO KEEP CURRENT POSITION</td>
<td>12</td>
</tr>
<tr>
<td>INTEREST IN THE FIELD</td>
<td>5</td>
</tr>
<tr>
<td>DEFAULT, NOT INTERESTED IN ANY OTHER PROGRAM THAT COLLEGE OFFERED</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

Sixty percent of the respondents stated that their primary reason for entering the program in School Administration was that
of professional advancement. Twenty three percent stated that they wished to be in a position from which they could affect change in their school or in education in general.

Question 7 asked the respondent if she received encouragement from any individual(s) or group to pursue administrative training. 79 or 75% responded that they had. Of the 79 who responded some mentioned more than one person. 26 or 25% responded that they had received no encouragement.

TABLE 9

People Who Encouraged Respondents

<table>
<thead>
<tr>
<th>PEOPLE OR GROUPS</th>
<th>NUMBER OF TIMES MENTIONED</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL PEERS</td>
<td>36</td>
</tr>
<tr>
<td>ADMINISTRATORS</td>
<td>32</td>
</tr>
<tr>
<td>FAMILY</td>
<td>17</td>
</tr>
<tr>
<td>FRIENDS</td>
<td>15</td>
</tr>
<tr>
<td>SPOUSE</td>
<td>12</td>
</tr>
<tr>
<td>COLLEGE PROFESSOR</td>
<td>3</td>
</tr>
<tr>
<td>OLDER FEMALE TEACHERS</td>
<td>1</td>
</tr>
<tr>
<td>SCHOOL COUNSELOR</td>
<td>1</td>
</tr>
<tr>
<td>INDIVIDUAL HERSELF</td>
<td>1</td>
</tr>
<tr>
<td>NECEL (New England Council of Educational Leadership)</td>
<td>1</td>
</tr>
</tbody>
</table>
Question eight asked if there was any type of mentor program in the respondent's school district which allowed interested faculty to gain knowledge and/or experience in the field of educational administration. Thirty two of the respondents answered yes to the question. When asked, however, to describe the program, only 11 described a formal mentoring situation. Eleven described their internship or practicum done to fulfill certification requirements. Nine described an experience which was some kind of unpaid administrative assistant experience which was in place more to assist the administration of a school to complete necessary work in the school than to be considered a situation that was intentionally designed to teach an individual about an administrative career. One woman responded that she was in the process of setting up a Mentoring Program in her district.

TABLE 10

Existence of Mentor Programs

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, A MENTORING PROGRAM EXISTS</td>
</tr>
<tr>
<td>NO MENTORING PROGRAM EXISTS</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
Questions 9 and 10 ask the respondents to state whether or not there were equal numbers of male and female students in their program and whether or not there were equal numbers of male and female professors who taught the courses in their programs. In answer to question 9, 48% of the respondents said that there were equal numbers of male and female students in their classes. In answer to question 10, 7% of the respondents said that there were equal numbers of male and female professors who instructed their classes. Tables XI and XII show the results of those questions. Of the 98 respondents who answered that there were more male than female instructors, the most female instructors that any women had experienced in their courses was 2. Most of the respondents stated that they had had either one female or no females. The results of this issue are shown in TABLE 11.

TABLE 11

Ratio of Male to Female in Classes

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, EQUAL MALE/FEMALE</td>
</tr>
<tr>
<td>NO, MORE MALES THAN FEMALES</td>
</tr>
<tr>
<td>NO, MORE FEMALES THAN MALES</td>
</tr>
<tr>
<td>COULD NOT RECALL</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>
### TABLE 12

Ratio of Male to Female Professors

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EQUAL MALE AND FEMALE</td>
<td>7</td>
</tr>
<tr>
<td>MORE MALE THAN FEMALE</td>
<td>98</td>
</tr>
<tr>
<td>MORE FEMALE THAN MALE</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>105</strong></td>
</tr>
</tbody>
</table>

### TABLE 13

Number of Female Professors

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 FEMALE PROFESSORS</td>
<td>13</td>
</tr>
<tr>
<td>1 FEMALE PROFESSOR</td>
<td>52</td>
</tr>
<tr>
<td>0 FEMALE PROFESSOR</td>
<td>33</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>
Question 11 asks whether or not there were any courses offered in the program which were designed to address the needs of women entering a male-dominated field. If the answer was yes, the respondent was asked to briefly describe the topics presented in the course. Two of the respondents or 2% answered in the affirmative. However, in their description of a course, both described sections of a course, rather than entire courses specifically designed to this end. One woman described a section of a personnel course and the second woman described sections of a course that dealt with general principles of school administration.

TABLE 14

Courses Designed for Women

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, THERE WAS A COURSE</td>
</tr>
<tr>
<td>NO, THERE WAS NO COURSE</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Question 12 asked if there were any workshops offered during the program that were designed to address the needs of women entering a male-dominated field. Four of the respondents answered
in the affirmative. All of the workshops described happened while the respondent was in the graduate program, but not at the college or sponsored by the college. Three of the four attended a workshop or workshops that dealt with leadership issues for women run by NECEL. These women did say that they had learned of this organization from other women in their classes in the graduate program. One of the 4 respondents described a workshop that had been helpful to her titled, High Impact Communication Skills for Women by Career Trak.

TABLE 15

<table>
<thead>
<tr>
<th>Workshops for Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUMBER OF RESPONDENTS</td>
</tr>
<tr>
<td>YES, THERE WERE WORKSHOPS AT THE COLLEGE</td>
</tr>
<tr>
<td>NO, THERE WERE NO WORKSHOPS AT THE COLLEGE</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Question 13 asks if there was any content in required courses that specifically addressed the experiences of women in education. Eighteen of the respondents answered in the affirmative. In
describing that content topics that were frequently mentioned included the additional burdens of family responsibilities for women in leadership positions, the "old boy network", the work of Carol Gilligan regarding female development, school law cases regarding the rights of women, and the history of women in education. Seven of the respondents noted that women's issues were only mentioned in the courses taught by women or in instances when there was a female guest speaker.

TABLE 16

Course Content, Women's Issues

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, THERE WAS CONTENT</td>
</tr>
<tr>
<td>NO, THERE WAS NO CONTENT</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, THERE WAS CONTENT</td>
<td>18</td>
</tr>
<tr>
<td>NO, THERE WAS NO CONTENT</td>
<td>87</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
</tr>
</tbody>
</table>

Question 14 asked if the respondents could recall occasions when the females in the graduate programs discussed issues that were particular to women in administrative training. Thirty nine women, or 37% of the respondents answered in the affirmative to
this question. When asked to comment on those occasions, the respondents frequently made a point of saying that these occasions were informal, i.e., during break from class, in the women's room, in the parking lot after class. Seventeen of the respondents stated that one of the topics discussed among women was the "old boy network" that was apparent when jobs were open. They stated that, in their experience, jobs frequently were obtained by men who they perceived as having less experience and qualifications than female applicants. It seemed to some of the respondents that one of the unstated qualifications for administrative openings in their systems was experience as a coach. Other topics that were mentioned as having been discussed in informal settings were: negative views of assertive women, the difficulties for women balancing home and child rearing responsibilities with those of an administrative position, the male perception of females' lack of ability to administer, and the issue of women having to work harder to gain equal respect. Several respondents mentioned that they networked with women in their classes about job openings and that they frequently discussed sexist comments made in the classes by fellow students or by professors. One woman stated that these issues were too sensitive to discuss in classes that were dominated by males.
TABLE 17

Dialogue With Female Classmates

<table>
<thead>
<tr>
<th></th>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, THERE WERE OCCASIONS</td>
<td>37</td>
</tr>
<tr>
<td>NO, THERE WERE NOT OCCASIONS</td>
<td>68</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
</tr>
</tbody>
</table>

Question fifteen asks if there were any aspects of the structure of the graduate program that was helpful in preparing, as a woman, to enter the field of educational administration. Twenty one percent, or 22 of the respondents answered in the affirmative. Nineteen of the women explained that the networking opportunities, mostly of an informal nature, assisted them. This networking was both with other female students and female professors who were also working administrators. Five of the respondents explained that they had learned of conferences and women's leadership groups through other students in their courses and attended on their own. Four of the respondents stated that the support they received from women in their study groups was helpful, and from this support friendships were formed. Four of the women said that they had
worked with other females in their internships and that this was helpful.

TABLE 18

Helpful Programmatic Structures

<table>
<thead>
<tr>
<th></th>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, THERE WERE HELPFUL ASPECTS OF THE STRUCTURE</td>
<td>22</td>
</tr>
<tr>
<td>NO, THERE WERE NOT HELPFUL ASPECTS OF THE STRUCTURE</td>
<td>83</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
</tr>
</tbody>
</table>

Question sixteen asks the respondents if, from the perspective of being a woman preparing to enter a male-dominated field, the program prepared them. Thirty one percent, or thirty three of the respondents answered in the affirmative. Seventy two of the women said that the program had not prepared them. Of the thirty three who said that they had been prepared, two of them noted that they did not feel that there was any difference if one were a male or female entering the field of school administration. Another woman said that the reason that she felt prepared was because her cooperating practitioner was a female and that her perspective was invaluable. Another who answered yes to this question qualified it by saying
that although she felt prepared, that she is considered to be "not tough enough" and has been passed over several times for principalships in her district. Still another woman who answered yes to this question adds that, although her views and opinions are sought frequently by the administration in her school, they "drain her brain", and keep her in the classroom. She states that she "feels used by them". Another who answers yes states that although she feels prepared and qualified, unfortunately opportunities are few and far between in her district and that all of the administrators are men.

Of the seventy two women who responded that the program had not prepared them, twelve noted that they did feel prepared in general terms for an administrative role, but not in facing issues such as gender bias. Several said that they did learn a lot about women in administration from other practitioners in their classes. One woman stated that she was prepared by women in the field, models and mentors that she chose. One woman said that although professors were encouraging in a general way, not one had spoken of "barriers" that women would meet in seeking positions in administration. Another said that she had not been prepared for dealing with "some of the males who are currently administrators and who will be around for another 5-6 years, who think women should be seen but not heard". Two of the respondents who said that they had not been prepared by the program identified themselves as athletic coaches. Both said that it was this experience, dealing with
the male world of athletics and coaching that had prepared them. Another woman said that she was not prepared to deal with issues such as subtle implications that women cannot handle serious problems, i.e., violence on a high school level.

**TABLE 19**

Program Preparation

<table>
<thead>
<tr>
<th>NUMBER OF RESPONDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES, THE PROGRAM PREPARED ME AS A FEMALE</td>
</tr>
<tr>
<td>NO, THE PROGRAM DID NOT PREPARE ME AS A FEMALE</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Question seventeen asks the respondent to comment on the strengths and weaknesses of the graduate program from the perspective of a woman preparing to enter a male-dominated field. Five of the respondents stated that the issue of gender was a non-issue for them, so that they were unable to talk about strengths and weaknesses in this regard. Most of them went on to explain that they felt that it did not matter if one were male or female, what
mattered was whether or not the person had talent as an administrator.

Forty-two of the respondents mentioned at least one strength of their program. The strengths that were mentioned most often were a well rounded curriculum that prepared graduates for administration in general, but not specifically around issues of gender. A number of women listed male-dominated classes taught by males as a strength for them in the area of preparation. They felt that this gave them the opportunity to study and understand how male administrators think. Several responded that their field placements were most helpful. Another strength frequently noted was the opportunity to network with other women preparing to become administrators.

The weaknesses were noted with much more frequency. Those mentioned most often were the lack of good female role models, very few female professors, and the overall lack of focus or mention of female issues.
<table>
<thead>
<tr>
<th>STRENGTHS (frequently mentioned)</th>
<th>NUMBER OF TIMES MENTIONED</th>
</tr>
</thead>
<tbody>
<tr>
<td>opportunities to network with other women</td>
<td>6</td>
</tr>
<tr>
<td>well rounded curriculum</td>
<td>11</td>
</tr>
<tr>
<td>good field placement</td>
<td>5</td>
</tr>
<tr>
<td>opportunities to study male administrators' way of thinking</td>
<td>5</td>
</tr>
<tr>
<td>professors who were also working administrators</td>
<td>2</td>
</tr>
<tr>
<td>equal treatment for male and female students</td>
<td>3</td>
</tr>
<tr>
<td>a few outstanding female professors</td>
<td>5</td>
</tr>
</tbody>
</table>

Sixty-seven of the respondents mentioned at least one weakness in their program. The weaknesses that were most frequently mentioned were the absence of good female role models.
among the faculty, ineffective professors in general, weak course work, and the lack of focus on, or support for female issues.

**TABLE 21**

<table>
<thead>
<tr>
<th>WEAKNESSES (frequently mentioned)</th>
<th>NUMBER OF TIMES MENTIONED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of focus on or support for women's issues</td>
<td>25</td>
</tr>
<tr>
<td>Few good female faculty</td>
<td>16</td>
</tr>
<tr>
<td>Weak course work</td>
<td>10</td>
</tr>
<tr>
<td>Ineffective faculty</td>
<td>11</td>
</tr>
</tbody>
</table>

Question eighteen asks the respondents to identify areas of their graduate program that could be modified to improve their expertise as a woman in educational administration. The suggested improvements most frequently mentioned were: to add more women to the faculty who teach courses in the programs, to include the study of problems faced by women and the uniqueness of the female administrative style to required courses in the program, (it was
frequently mentioned that these issues should be studied by all students, not just women), to develop elective courses, workshops or seminars that deal with women and leadership and management, to develop structured opportunities for women to network with women in leadership positions, to develop a structured mentoring program as part of the graduate experience, to train professors and instructors about the issues that women face in entering leadership positions in education, and to develop course times that allow women to more easily fulfill family and professional responsibilities (e.g., Saturday courses, double classes bi-monthly).
TABLE 22

Suggestions for Improvement

<table>
<thead>
<tr>
<th>IMPROVEMENTS (Frequently mentioned)</th>
<th>NUMBER OF TIMES MENTIONED</th>
</tr>
</thead>
<tbody>
<tr>
<td>More female professors</td>
<td>35</td>
</tr>
<tr>
<td>Courses that include study of issues of women and leadership</td>
<td>26</td>
</tr>
<tr>
<td>Separate course or elective about issues of women and leadership</td>
<td>23</td>
</tr>
<tr>
<td>Mentoring program</td>
<td>21</td>
</tr>
<tr>
<td>Structured networking opportunities</td>
<td>20</td>
</tr>
<tr>
<td>Course schedule that allows more opportunities for women who have both professional and domestic responsibilities</td>
<td>15</td>
</tr>
</tbody>
</table>
Collection of Faculty Data

Questionnaires were mailed to Department Heads of the School Administration Graduate Programs at five selected state colleges in Massachusetts: Bridgewater State College, Salem State College, Framingham State College, Westfield State College and Fitchburg State College. A cover letter to the Department Head or Dean requested that (s)he distribute the questionnaires to each professor or instructor in the School Administration program. (S)He was instructed to collect the questionnaires for return mailing in a collective envelope.

The questionnaires were designed to retain the anonymity of the professor or instructor. Included in the mailing were the following: the introductory cover letter to the Department Head, 10 copies of the questionnaire with 10 copies of its own explanatory letter, one copy of the graduate student questionnaire (to familiarize the Dean with the project), and a return manila envelope. All five manila envelopes were returned from the respective colleges. Seventeen responses were received. It is difficult to extrapolate the rate of return since the total number of staff receiving them is unknown.
Presentation of Faculty Data and Tables

Table 23 contains information accounting for the questionnaires received from professors and instructors in School Administration at the five colleges in the Spring Semester of 1992.

TABLE 23

Accounting of Faculty Questionnaires

<table>
<thead>
<tr>
<th></th>
<th>MAILED</th>
<th>RETURNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>SALEM</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

| TOTALS    | 50     | 17       |
The questionnaire sent to professors and instructors is duplicated in the Appendix D. It contains 14 questions. Question 1 asks the respondent to describe his or her position at the college. Table 24 details the positions represented by the respondents.

TABLE 24

<table>
<thead>
<tr>
<th>Faculty Positions Held</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DEAN PROFESSION ASSOCIATE  ADJUNCT INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
</tr>
<tr>
<td>SALEM</td>
</tr>
<tr>
<td>FRAMINGHAM</td>
</tr>
<tr>
<td>WESTFIELD</td>
</tr>
<tr>
<td>FITCHBURG</td>
</tr>
</tbody>
</table>

| TOTALS | 1 | 5 | 2 | 6 | 3 |

Question 2 asks the respondent to state how long s/he has been associated with the School Administration at his or her college. Table 25 summarizes the results by college, with all respondents answering this question.
From Table 25, it is possible to determine that the average length of association with the School Administration program is 9.58 years for these 17 respondents.

Question 3 is in two parts, asking first if there are equal numbers of male and female students enrolled in the School Administration program, and if not, the respondent is asked to estimate the approximate ratio of male to female students. The answers are summarized in Table 26.
Table 26 reveals a perception among professors that there are currently more females than males in School Administration programs, or that there are at least equal numbers of females and males, with a single dissenter. The "No" answers are ambiguous unless the response was clarified by an estimate of the M:F ratio that revealed the gender of the majority of the students. The single respondent from Framingham stated: "Cannot answer" to this question, so there is no data on Framingham. The ratios are used to
determine a simple majority in order to clarify the Yes/No answers to this question.

Question 4 asks if the ratio of male to female graduate students in the School Administration has changed or remained relatively constant during the last five years. The results are summarized in Table 27.

TABLE 27

Ratio of Male to Female Constant or Changed

<table>
<thead>
<tr>
<th></th>
<th>CHANGED</th>
<th>CONSTANT</th>
<th>NO REPLY/DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SALEM</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>WESTFIELD</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>7</strong></td>
<td><strong>5</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

Question 5 requests the respondents to estimate the ratio of male to female professors at their respective colleges, if equal numbers of each gender are not employed in the School Administration Program. Table 28 summarizes the responses.
Table 28 reveals that there are no colleges with a majority of female professors, and that a large number of respondents don't know the quantity or the gender of their peers on the staff of their School Administration Program. Most of the estimated ratios reveal a large disparity in males to females.
### TABLE 29

Estimate of Ratio of Male to Female Professors

<table>
<thead>
<tr>
<th>Location</th>
<th>Male to Female Ratio</th>
<th>Gender Distribution</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater</td>
<td>4:15:1</td>
<td>1F ONLY</td>
<td>70:30</td>
</tr>
<tr>
<td>Salem</td>
<td>5:2</td>
<td>10:1</td>
<td>10:1</td>
</tr>
<tr>
<td>Framingham</td>
<td>4:1</td>
<td>6:1</td>
<td></td>
</tr>
<tr>
<td>Westfield</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitchburg</td>
<td>4:1</td>
<td>6:1</td>
<td></td>
</tr>
</tbody>
</table>

Question 6 inquires about the employment of students while in the graduate program, and asks if most are teachers, as well as if there are some holding administrative positions concurrently with their graduate studies. Table 30 reveals that most respondents chose to answer this series of questions affirmatively. A few individuals elaborated; their comments follow the Table entries.
TABLE 30

Nature of Student Employment While in Program

<table>
<thead>
<tr>
<th>College</th>
<th>Agree</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>5</td>
<td>5 (FEW, 30%)</td>
</tr>
<tr>
<td>SALEM</td>
<td>6</td>
<td>6 (FEW, &lt;10%, SOME)</td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

One college reports that there are currently 4 assistant principals, 1 or 2 supervisors and 1 assistant superintendent in its program; another reports that some are assistant principals or department heads.

Question 7 asks if graduates of the program tend to change their professional positions after completion of their degree work. Comments were made in three cases that due to the current economic recession, fewer graduates have the opportunity to change positions now than in the past. There does not appear to be a mechanism for professors to ascertain whether graduates become administrators or not, although a comment was made that this would be very interesting information to have. Table 31 summarizes the responses.
Table 31 reveals widely diverging opinions, which perhaps has more to do with how this information is shared with professors at the individual college, rather than being a true indication of the individual effectiveness of each college's program in turning out graduates who are then able to go on to a new administrative position.

Question 8 is in two parts. The first part asks if graduate students have the opportunity to talk about why they entered the School Administration Program; the second part allows for elaboration: "If you have discussed this with the students, what are
some of their reasons?". Table 32 reveals that most professors do discuss this topic, and Table 33 summarizes the reasons cited.

TABLE 32

Discussion of Reasons for Graduate Study

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NEVER ASKED</th>
<th>NO ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALEM</td>
<td>5</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>15</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

One professor responded: "I ask this question in writing to each class member. " There were no other indications that this question is addressed in a formalized way in writing.
Table 33

Reasons for Women Entering Field

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL; SALARY INCREASE</td>
<td>8</td>
</tr>
<tr>
<td>ADVANCEMENT; ASPIRE TO BE ADMIN/LEADER</td>
<td>10</td>
</tr>
<tr>
<td>IMPACT ON SCHOOLS; MAKE A DIFFERENCE; ACHIEVE CERTIFICATION; TITLE</td>
<td>5</td>
</tr>
<tr>
<td>ACHIEVE CERTIFICATION; TITLE</td>
<td>5</td>
</tr>
<tr>
<td>POWER; CONTROL</td>
<td>2</td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT; SELF-IMPROVEMENT; STAY CURRENT</td>
<td>3</td>
</tr>
<tr>
<td>RECOMMENDED FOR CANDIDACY</td>
<td>1</td>
</tr>
<tr>
<td>UNDERSTAND PROBLEMS IN EDUCATION</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 9 states: "Do you think that women entering the field of school administration have any special needs that should be addressed during their graduate program? If yes, please explain." There were 11 affirmative answers, 4 negative answers, and 2 N/A or unanswered responses.
<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NO ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>SALEM</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

TOTALS       | 11  | 4  | 2         |

There were three basic categories of responses to the explanatory part of the question. One lists the areas that differentiate women's professional challenges from men's, or is strictly workplace-based; one interprets the question as asking if women are as well-qualified or competent to be in the School Administration Program; one responds to the practical or personal challenges a woman faces in balancing work/home issues. Sample comments to illustrate the three categories follow:
"difficulty with sexual stumbling blocks and isolation; Good Old Boy system; low number of female peers; networking poor; support inadequate" or "the notions of leadership still derive from a predominately male perspective; new or revised models are needed."

"they are equally qualified if not better qualified for the benefits of this program" or "most are very competent"

"provision of child care, flexible scheduling of courses, intersessions, weekends, creative time blocks" or "they all need support because the personal demands on their lives are different than for men"

There were 8, 2, and 2, responses respectively in these three categories.

Question 10 asks the respondent if (s)he is aware of any courses or portions of courses in the School Administration program that are designed to address the needs of women entering a male-dominated field. If the answer is affirmative, the respondent is asked to briefly describe the course name and content. Table 35 breaks down the responses to the first part of the question.
TABLE 35

Courses Designed to Address Needs of Women

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NO ANSWER/DON'T KNOW</th>
<th>MAYBE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALEM</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

TOTALS 7 6 3 1

Comments on applicable courses include the following:

"in personnel course (SA564) we discuss the perception of women as administrators"

"we briefly discuss the work of Carol Gilligan"

"Human Concerns of the Schools addresses stereotyping, reasons for the selection of administrators; isolating factors"
"in research course and in superintendent's seminar: women and minority administrators; women's needs and problems in the superintendency"

"Public School Supervision; Human Resources and Personnel Administration: research pertaining to effectiveness of women as administrators"

"issues are handled in every course to best of my knowledge"

"EDU786: developmental issues for males and females; issues of continuing growth for both"

Question 12 asks if the respondent is aware of any opportunities for female School Administration students to come together to discuss issues particular to women in administrative training. If affirmative, the respondent is asked to describe the opportunities. Table 36 summarizes the responses.
Several comments stated that no formal opportunities exist, although informal opportunities for women to discuss these issues do exist. There was one reference to the NECEL organization, one reference to study groups, and two comments that there are no opportunities for men either.

Question 13 states: "In your opinion, does the School Administration Program prepare women to enter a male-dominated field? Please describe your reasons briefly. "The answers to this question were in many cases qualified by statements that allowed some ambiguity, rather than a solid yes-no reply. Some responses maintained that the program equally prepares either gender for the field. or that it shows no preference to either sex.
Table 37 shows the broad categories of replies, with comments following to illustrate.

**TABLE 37**

Program Preparation for Women

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>EQUALLY</th>
<th>POSSIBLY</th>
<th>NO ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRIDGEWATER</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SALEM</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRAMINGHAM</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WESTFIELD</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FITCHBURG</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments here were very telling, and all have been reproduced for evaluation:

"I would say there is no preference shown in either direction"

"many skills required in administration are not related to gender: finances, law, communication" emotional aspects of
the job itself are not addressed for women in this male-dominated field"

"strong preparation in several areas that prepare women to assume administrative positions"

"I'm not sure it remains a male-dominated field, certainly they are as well qualified as males and indeed many times are better qualified"

"yes, but more needs to be done; the research is fairly new. Time needs to be given to more substantially address the issues."

"I believe so. Women have strong leadership roles in the classroom and in the school. Modeling is appropriate and strong."

"absolutely, females as informed and well-trained as males; females are assertive in their roles, most females have experience in teaching and administering, and have developed coping mechanisms."
"possibly, we deal with realities of power and politics in administration; strategies for women to enter administration; how to attain and use power"

"I'm not familiar enough with the scope of the program to know. I suspect not."

"yes, program is not sexist, but people-oriented. It's even easier for women to enter the field than men except for superintendencies, and even that is changing."

"no, probably need a seminar dealing specifically with issues for females"

"prepares everyone to enter the field, however the social and emotional supports women need to survive psychologically are not addressed."

"no, not for males either."

"not specifically, but they are able to compete quite well"
Question 14 states: "Can you identify any areas of the program that could be modified to improve the expertise of the female school administrators?".

There is no clear quantification of results possible with this open-ended question. Several respondents listed strategies for addressing this issue, including workshops, seminars, networking opportunities. The comments are fairly revealing in themselves and are quoted here (edited for brevity) to display the variety of responses generated by Question 14.

"possibly offer a course that would meet this need"

"not at the moment"

"networking structures; realities of gender; interpersonal relationships in the workplace; power use and misuse"

"sensitizing all staff members to the special talents and needs of women"

"I hope the trend of increasing numbers of career opportunities for women educators continues"

"networking"
"I believe the school is committed and strong in this area...[and] does a good job for women issues"

"panel of female executives to discuss how they operate; role-playing; launch conference to address issues regionally; hire female and minority instructors"

"familiarization with real world of school and board politics"

"I would broaden this to include all administrators; my sense is that the program doesn't expect too much of any of them"

"seminar dealing specifically with issues for females"

"staff should be required to participate in workshops to help them develop a conscientious approach to women in administration"

"no, I feel I have treated students equally and without bias"

"I am not sure what this means"
CHAPTER 5

SUMMARY

Summary of The Study

The major purpose of the study was to gather information about administrative training provided through certification programs in School Administration in five state colleges in Massachusetts with the goal of determining what efforts are made to facilitate the professional development of women who wish to access positions of leadership in education.

There is data in the literature that suggests that graduate programs could potentially play an important role in helping women access leadership positions, but there is also evidence that shows that these graduate experiences must be designed to meet the specific needs of women.

The information for this study was collected through two different kinds of questionnaires. The first questionnaire was mailed to all females who had completed a graduate program in School Administration at the five colleges during the last five years. A second questionnaire was distributed to current faculty at the
five colleges through the assistance of the Dean in charge of the program at each of the five colleges.

The questionnaire for the graduates was mailed to 237 women and 105 were returned completed. Ten copies of the faculty questionnaire were mailed to each Dean and seventeen completed questionnaires were returned.

Both the questionnaire for the program graduates and the questionnaire for the faculty asked the respondents to answer questions about their own backgrounds, the proportion of male to female students in the graduate programs, the proportion of male to female faculty in the graduate programs, how women are employed while students in the program, whether or not the women tend to change jobs after completing the program, why women enter the program, whether or not women have special needs in their administrative training and whether or not the program address those needs.

Education is one of the few professions where the work force is made up of primarily workers of one sex (female), and the administration is made up primarily of workers of the other sex, (male). Both the graduates and faculty were asked to respond to a question about whether or not the program addresses the needs of women entering a male-dominated field.

The first step in analyzing the data was to determine and calculate the number and percent of forms returned from both graduates and faculty members.
The second step was to analyze the responses to each question and to calculate numbers or percentages of respondents answering in a similar or like way in an effort to establish either solid information e.g. whether or not mentor programs exist as part of the graduate experience, or to establish the existence of trends, i.e. women discussing issues of importance in informal settings (parking lot, ladies room, break from class) rather than in the formal classroom setting.

The third step in analyzing the data from both sets of questionnaires was to reflect on what the literature says about the needs of women in leadership training and to look for places where these needs are addressed as part of the graduate program.

Conclusions

The study was designed to answer the following question: "What is the content or process in the certification programs in the five colleges studied which specifically addresses the problem of underrepresentation of women in positions of leadership in public schools?" The research was designed to look for aspects of the programs that facilitate the professional development of women administrators.

The data collected through the questionnaires of the graduates suggests that these women are career educators. Of the respondents who stated their age, 71% were 40 or over. They have worked as
teachers and now have a desire for professional advancement, to become educational leaders. They were serious about their graduate studies and completed their graduate work and all courses necessary for certification within a year or two, for the most part. They were preparing to make a career change, to become school administrators because of encouragement from their professional peers. Only three of the respondents indicated that they had received any kind of encouragement for their career plans from a college professor.

Although 50% of the respondents indicated that there were equal numbers of male and female students in their classes, 30% of the respondents said that they had no female professors for their courses, approximately 50% of the respondents said that they had one female for a course and the remainder answered that they had two females for courses in their graduate program.

The vast majority of the respondents indicated that there were no workshops or courses that dealt with issues pertaining to women in leadership positions, while 18 of the 105 respondents said that the issue was mentioned as part of another course.

When the respondents were asked to make recommendations for improvements in their graduate or certification program, the situations described above were frequently mentioned. (TABLE 22). Thirty five of the respondents stated that they would have liked to have had more female professors. Twenty six respondents said that they should have had course work that included the study of women and leadership. Twenty three of the respondents said that they should
have had a separate course or elective that dealt specifically with issues that women face in leadership positions. They also stated that they would have liked formal mentoring opportunities and a structure that facilitated networking with females in leadership positions.

The responses from the program graduates support the information found throughout the literature about women as learners and the kinds of classroom opportunities and training that is most supportive and beneficial. Bilenk, Clinchy, Goldberger and Tarule, in *Women's Way of Knowing*, note that faculties in institutions of higher education, which are frequently staffed with males, argue against a special focus on women students. They resist open debate on whether women's educational needs are different from men's. The authors go on to say that women often feel unheard in classrooms, even when they believe that they have something important to say.¹

The women who responded to the questionnaire felt that they did have some special needs as women learners and potential leaders and that these needs were not addressed. They indicated that there were issues of importance to them as women that they discussed among themselves at certain times throughout their program. But they discussed these things in informal settings, during a break from class, in the ladies room, in the parking lot after class, not as part of a formal class discussion where the professor was present.

The authors of *Women's Way of Knowing* note that women need practical information. They value classes where dialogue takes
place, where teachers and students reflect together. The graduates who responded through this study supported this view. They frequently mentioned a need for networking and mentoring, situations from which they could gain first hand knowledge and information about life as a school administrator. When asked to comment on the strengths of their program with respect to the preparation it afforded them in preparing them to enter the field of educational administration, 19 of the 22 respondents who said that there were strengths, said that the networking opportunities (mostly informal) assisted them. The remaining 83 respondents said that there were no helpful aspects of their program.

In her paper, "Men and Women in Educational Administration Programs", Catherine Marshall questions the content of graduate programs in relation to assisting women in entering and moving up in school administration. She suggests that the general areas of organization theory and educational administration are based on assumptions that organizations are run by men and where male appropriate behaviors are preferred. Sixty nine percent of the women who answered the questionnaire for this study felt that they were not prepared by the program to become a school administrator. Several noted that they were not at all prepared to deal with gender bias, although they did feel prepared in general terms. Some women did feel that a male oriented program and curriculum did prepare them because it helped them to understand how the male administrator's mind works.
In the responses from the faculty members there is recognition that their female students are in the graduate program in school administration because they desire career advancement. They know that they wish to become administrators and leaders in educational settings. There is acknowledgement from more than half of the faculty who responded that women have some special needs that should be addressed during their graduate training. The needs that they note are the same ones as the graduates noted: gender bias, dealing with the "old boy network", need for flexible course scheduling, and having to face stereotypical notions of leadership.

Yet, when asked if they offer any course that deal directly with these needs, 35% said no, 18% said that they didn't know and the remaining 41 % who responded in the affirmative described discussions and or topics covered as part of a general course of some sort.

When the faculty members responded to a question that asked whether there were opportunities for women in the program to discuss issues particular to women in administrative training, all responded that there were no formal structures that allowed for this kind of conversation.

In her book *The Female Advantage: Women's Ways of Leadership*, Sally Helgesen discusses the fact that women structure things differently than men. They value what is called a "web of connection". Their authority comes from connections to the people around them rather than from distance from those below.\(^4\)
women who responded to the questionnaire for this study have a level of awareness of this phenomenon. They emphasize the need for networking, for mentors, for role models. They are looking for these connections.

Neither the graduate programs, nor individual courses within the programs offer the opportunity for these kinds of connections. Both faculty and graduates agree on this issue. While the graduates seem to be looking for professional relationships, the faculty does not seem to see this kind of relationship building as part of their role. In general, the responses of the faculty either paralleled or supported the responses of the graduates. Although there is strong feeling from both groups that women do have special needs as learners and as potential educational leaders, their graduate programs do not address these needs in any substantive manner. Where there is some attempt in topics covered in some courses, this coverage is inconsistent and sporadic. It is highly likely that the coverage occurs when there is interest on the part of the professor, or when topics relating to women are raised by women in the classes. There is no content or process in these graduate programs which addresses the issue of underrepresentation of women in positions of leadership in public education. There are no aspects of the programs that address the special needs of women who are preparing to become school administrators.

The data collected on the questionnaires from faculty results in some unanswered questions. Although some faculty members
indicate that they realize that their female students have some different learning needs than their male students, and that they have need for exposure to some different topics in their course, they appear to do nothing about this situation. This could be the result of disinterest. It could also indicate that the faculty in general do not place value on the role of women in education.

In many of their responses, the program graduates indicate an interest in and need for relationships with women in the field of educational leadership in order to talk, listen and learn. In reading the responses of the faculty members, there is no indication of interest on their part to form collegial relationships with their students nor to facilitate networking opportunities for them with other professionals in the field of educational leadership. Again, this could be the result of disinterest on their part or of their not valuing the importance of professional relationships for or with their students.

A significant piece of data relative to relationships was the fact that only three of the respondents indicated that they had received any kind of encouragement to pursue their studies from one of their professors. Again, this seems to show that the faculty are either disinterested or do not place value on their students' work. In another question, several faculty do acknowledge that networking and talking with others in their field is important to women, but then, they do not follow through with action.
The result of this unwillingness to respond to their female students is a real feeling of alienation and frustration on the part of the students. They are mature, dedicated professionals. They have made a commitment to their careers. They are at a point in those careers where they want to move on and be leaders. They enroll in a graduate program where they hope to obtain both credentials and training and are let down and disappointed.

The women who responded showed tenacity and resiliency, in spite of the disappointment. They find each other and talk "in the parking lot and in the ladies room", before and after class and during the break. They do, as one woman stated, observe how the male administrative mind works. This is knowledge that is bound to be useful.

Limitations

This study was confined to looking at the graduate programs in School Administration in five State Colleges in Massachusetts. The sample of respondents was small and was dependent on the accuracy of the addresses that the colleges provided and on the numbers of women who chose to respond. The results of the data collected from the questionnaires of the graduates reflect the experiences of women who completed the program during one period of time, between 1987 and 1991.
The sample of faculty who chose to answer the faculty questionnaire was also small. Although all faculty who taught in the programs had the opportunity to respond anonymously, there was a response rate of only 35%. The faculty who did respond reflect the experiences of men and women who taught in the program during one period of time, the school year 1991-92.

It seems safe to assume that the data about the lack of attention to women's issues relative to preparation for assuming positions of leadership in an educational setting is accurate because of the consistency of responses from both faculty and graduates from all of the five colleges. However, the conclusions should be seen to apply to the experiences of these graduates and faculty only. The conclusions should not be generalized to apply to any other situations.

**Implications**

This study gathered information about the graduate or certification experience in School Administration of women at five State Colleges in Massachusetts. The goal was to determine what efforts are made in these training programs to facilitate the professional development of women who wish to access positions of leadership in education.

The women who responded to the questionnaire used for this study clearly were striving for positions of leadership in schools,
primarily in the public sector. For the most part they were well aware that, although the work force in education is made up of mostly women, the administration is comprised of more males. These women were aware also, that they faced gender-related difficulties in breaking into the profession.

The graduates were unable to identify any formal components of their graduate experience that they felt would assist them in dealing with the difficulties they would face in accessing administrative positions or with the problems that they would face once they did acquire such a position.

The faculty who responded to the questionnaire seemed somewhat aware of the dilemmas that their female students would face in the field of School Administration but were also unable to identify any components of the program that would assist these students.

There is data in the literature about women and their needs as learners and as leaders that suggests that graduate programs can potentially play an important role in helping women access leadership positions in public education. But there is also evidence that shows that these graduate experiences must be designed to meet the specific needs of women.

The graduate programs in the five State Colleges looked at for purposes of this study could be greatly improved in order to better serve their female students. There could be greater attempts made to recruit more female instructors. The women who responded to the
questionnaire felt that female professors might well be more sensitive to their needs and better understand the issues that are problematic to them in the workplace. They were also anxious to have female role models.

The curriculum for required courses could be designed to include information relating to problems and issues of women in leadership positions. Many graduates stated that it was equally as important for men to study these issues as for women. Men in leadership need to be aware of and sensitive to gender issues in the workplace.

There should be both elective courses and occasional workshops as part of the graduate programs that address issues of interest to women who are attempting to enter a field that has been dominated by men. The structure of the programs in general should be closely examined with an eye to improving the ways in which it might assist women to become well-trained school leaders.

Recommendations To State Colleges

Because many women enroll in graduate and certification programs in state colleges in Massachusetts with the goal of becoming an educational leader and because the results of this study indicate that there are no aspects of the programs which address the special needs of women as potential educational leaders it is recommended that:
1. The Secretary of Education of the State of Massachusetts set up a Task Force to examine the mission of the State College System as it pertains to the education of women training to become school administrators.

2. Each State College examine its certification and graduate programs in School Administration in the areas of both process and content with an eye to the preparation it affords women preparing to become school administrators.

3. Each State College set up an advisory board made up of female school administrators to examine the course offerings and program structure of the School Administration Program in order to make recommendations for program improvement as it pertains to the preparation of women.

4. Each State College recommend that its current faculty who teach in the School Administration Program are familiar with the literature that speaks of the learning and training needs of women in general and of women preparing to become educational leaders in particular.

5. Each State College keep careful follow up records of its female graduates in its School Administration Program in order to
track whether or not graduates are able to access positions of leadership in schools and to keep in contact with those women for purposes of their recommendations for program change, renewal and improvement.

6. Each State College institute a formal Mentoring Program with the goal of connecting female students of School Administration with women currently working in the field for purposes of networking and mentoring.

7. Each State College make aggressive efforts to recruit more women to teach its courses in the School Administration Program.
Recommendations for Further Research

1. It is recommended that further study be done on the specifics of course content of required courses for certification in School Administration in Massachusetts.

2. It is recommended that further study be done on the abilities of women as school leaders in the area of affecting school reform in Massachusetts.

3. It is recommended that further study be done on the attitudes of State College administrators towards women as potential school leaders.

4. It is recommended that further study be done on the attitudes of male students in graduate programs in School Administration concerning the role of women as leaders and addressing this issue in graduate courses.

5. It is recommended that further study be done on ways to assure that "women's voices" are heard in graduate courses in School Administration.
ENDNOTES


2. Mary Field Bilenk, p. 219


APPENDIX A

SAMPLE LETTER TO GRADUATES
March 2, 1992

Dear Ms._________

I am researching training programs for women in School Administration and I am particularly interested in your perception of how well your training prepared you to enter a field currently staffed by more men than women. Your name was provided to me by ________ State College as a recent graduate in School Administration, and I invite your participation in a survey, with the goal of providing data that will make a difference to women in our field.

I am currently a middle school principal in Gloucester, Mass., and an adjunct professor at Salem State College in the Division of School Administration. I am in the process of writing my dissertation about the effectiveness of school administration training. I have found that this type of study has not been conducted in the Massachusetts state college system, and no data exists concerning whether or not the training we received in our administrative programs was effective and/or resulted in our acquiring jobs in school administration.

I feel that the information gathered on the enclosed questionnaire will be helpful to all of us who are interested in the issues of leadership in the schools, in the improvement of public education, and in the role women can and must play in this arena. Please take 15 minutes to complete the questionnaire and mail it back in the enclosed envelope by March 25th, as the results are very important to my work and ultimately to all women in the field.

Please be reassured that I will not use your name at any point and that the results of this survey will be reported in the aggregate and not by individual. Your informed consent to participate in the study under the conditions described is assumed by your completing and submitting the questionnaire to the researcher. Do not complete or submit the questionnaire if you do not understand or agree to these conditions.
If you are interested in the results of the study, please enclose a self-addressed envelope and I will send you a copy of my conclusions. If you have any questions about this survey, please call me at home in Rowley at (508) 948-5569. Thank you for your assistance.

Sincerely,

Joan Connolly
APPENDIX B

SAMPLE LETTER TO FACULTY
March 22, 1992

Dear Faculty Member,

I am researching training programs for women in School Administration, and I am particularly interested in your perception of how well the program prepares women to enter a field currently staffed by more men than women.

I am a middle school principal in Gloucester, Mass., and an adjunct professor at Salem State College in the Division of School Administration. I am in the process of writing my dissertation about the effectiveness of school administration training. I have found that this type of study has not been conducted in the Massachusetts state college system.

I am interested in finding out whether the training we provide in our administrative programs is perceived as effective by students and faculty and whether or not women who complete these programs are acquiring jobs in school administration.

I feel that the information gathered on the enclosed questionnaire will be helpful to all of us who are interested in the issues of leadership in the schools, in the improvement of public education, and in the role women can play in this arena. I realize that you are very busy but please take fifteen minutes to complete the questionnaire and return it to your Dean.

If you are interested in the results of the study, please enclose a self-addressed stamped envelope and I will send you a copy of my conclusions. If you have any questions about this survey, please call me at home in Rowley at (508)948-5569.

Thank you for your valuable assistance in my research.

Sincerely,

Joan Connolly
QUESTIONNAIRE FOR SCHOOL ADMINISTRATION PROGRAM GRADUATES

Background Information (Please correct if necessary)

1. *FIRST NAME* *LAST NAME* Age:  
   *STREET*  
   *CITY*, *STATE* *ZIP*

2. What state college did you attend for Graduate Courses in School Administration: *COLLEGE*

3. What year did you complete graduate program in School Administration? *YEAR GRAD* What year did you complete administrative certification?

4. What did you do for employment while you were taking graduate courses?

5. Has your professional position changed since completing graduate work in School Administration?  
   If yes, what do you do for employment now?

6. What were your reasons for deciding to become certified in School Administration?

7. Did you receive encouragement from any individual or group to pursue administrative training and/or certification?  
   If yes, then what was the relationship between you? e.g. professional peer, friend, relative?
8. Was there any type of mentor program in your school district or job site which allowed interested teachers to gain knowledge and/or experience in the field of educational administration?

   If yes, please describe briefly.

9. Were there equal numbers of males and females in your graduate courses in School Administration? If not, then to the best of your memory, what was the ratio of male to female?

10. Were there equal numbers of male and female professors teaching your courses? If not, then what was the approximate ratio of male to female professors?

11. Were there any courses offered in your program that were designed to address the needs of women entering a male-dominated field?

   If yes, what were the names of those courses? (Please include a brief list of some of the topics presented.)

12. Were there any workshops offered at your college or elsewhere that were designed to address the needs of women entering a male-dominated field?

   If yes, what were the names and contents of those workshops?

13. In the required courses that your took during your program, was there any content that specifically addressed the experiences of
women in education, e.g. women's role in the development of the educational system in the United States?

If yes, please describe that content.

14. Were there any occasions that you can recall when the females in your graduate program discussed issues that were particular to women in administrative training?

If yes, could you please comment on the issues that were discussed on those occasions?

15. Were there any aspects of the structure of your program that were helpful to you as you prepared, as a woman, to enter the field of educational administration, e.g. mentor programs, job fairs, networking opportunities?

16. From the perspective of being a woman preparing to enter a male-dominated field, did your certification or graduate program in School Administration prepare you?

17. From the perspective of being a woman preparing to enter a male-dominated field, what were the strengths and weaknesses of your program?

18. Can you identify any areas of your graduate program in School Administration that could be modified to improve your expertise as a woman in educational administration.
RESEARCH QUESTIONNAIRE FOR SCHOOL ADMINISTRATION PROGRAM FACULTY

1). What is your faculty position at *COLLEGE*?

2). How long have you been associated with the School Administration Program at *COLLEGE*?

3). Are there equal numbers of male and female students enrolled in the School Administration Program at *COLLEGE*? If not, what is the approximate ratio of male to female students?

4). Has this ratio of male to female students remained relatively constant or has it changed during the last five years?

5). Are there equal numbers of male and female professors teaching in the School Administration Program at *COLLEGE*? If not, what is the approximate ratio of male to female professors?

6). What do students enrolled in the Program do for employment? Are most of them teachers? Do some hold administrative positions concurrently with their studies?
7). Do graduates of the School Administration Program tend to change their professional positions after completion of their degree work?

8). Do graduate students have the opportunity to talk about why they entered the School Administration Program?

   If you have discussed this with the students, what are some of their reasons?

9). Do you think that women entering the field of school administration have any special needs that should be addressed during their graduate program? If yes, please explain.

10). Are you aware of any courses or portions of courses in the School Administration Program that are designed to address the needs of women entering a male-dominated field?

   If yes, please describe course name(s) and content briefly.
11). Are there any aspects of the structure of the School Administration Program that are designed to particularly assist women?

If yes, please describe briefly.

12). Are you aware of any opportunities for female School Administration students to come together to discuss issues particular to women in administrative training?

If yes, what kinds of opportunities are there?

13). In your opinion, does the School Administration Program prepare women to enter a male-dominated field?

Please describe your reasons briefly.

14). Can you identify any areas of the program that could be modified to improve the expertise of female school administrators?
APPENDIX E

FOLLOW UP LETTER TO GRADUATES
March 31, 1992

Dear Ms. _____,

I am researching training programs for women in School Administration, and I am very interested in receiving your insights for my survey. Since________directed me to you as a recent graduate in School Administration, I feel that your comments will provide a more complete picture of the effectiveness of that training.

Several weeks ago you should have received a questionnaire inviting your participation in this survey, with the goal of providing data that will make a difference to women in our field.

I have not received your questionnaire yet so I have extended the deadline in order to give you more time to respond. I feel that it is important to have the best possible return rate for accurate statistics.

Please take 15 minutes to complete the questionnaire and mail it back in the stamped envelope provided in my original mailing. The results are important to my work and ultimately to women in the field of educational leadership.

If you are interested in the results of the study, please enclose a self-addressed envelope and I will send you a copy of my conclusions. If you have any questions about this survey, please call me at home in Rowley at (508) 948-5569.

Thank you for your assistance in my research.

Sincerely,

Joan Connolly
March 14, 1992

Dear Dr.__________,

Thank you very much for your cooperation in providing me with the names of women who have completed a program in School Administration at your college in the last 5 years. I have enclosed a copy of the questionnaire and cover letter that was sent to them last week. The questionnaire went to 237 women who attended Salem State, Bridgewater State, Fitchburg State, Framingham State and Westfield. I have already received a number of them back.

I have a second questionnaire that I hope that you can help me distribute as well. This questionnaire is designed to gather information from School Administration faculty members. I hope to be able to look at perceptions of the training experience through the eyes of the graduates as well as through the eyes of faculty at the five state colleges.

Please notice that the faculty questionnaire is designed to be answered anonymously, to encourage full participation in this effort. A cover letter with each questionnaire explains the nature of my research.

Please distribute a copy of this questionnaire to each relevant faculty member at your college. I have included a postage paid return envelope for your use in sending the completed questionnaires back to me for analysis.

I will contact you by telephone within the week to make sure that this task will not present you with any problems. Thank you for your assistance.

Sincerely,

Joan Connolly
BIBLIOGRAPHY


