

**FACTORS INFLUENCING THE UNDERREPRESENTATION OF WOMEN IN  
THE ROLE OF SUPERINTENDENCY AS PERCEIVED BY SELECTED  
SCHOOL BOARD MEMBERS AND SUPERINTENDENTS OF SCHOOL  
DISTRICTS IN REGION XX, EDUCATION SERVICE CENTER IN TEXAS**

A Dissertation

by

VIVIAN S. BARRIOS

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2004

Major Subject: Educational Administration

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August 2004

Major Subject: Educational Administration

**ABSTRACT**

Factors Influencing the Underrepresentation of Women in the Role of Superintendency  
as Perceived by Selected School Board Members and Superintendents of School  
Districts in Region XX, Education Service Center in Texas. (August 2004)

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School board members, superintendents, and assistant superintendents from Region XX, Education Service Center in Texas were surveyed to examine their perceptions regarding the underrepresentation of women in the role of superintendency. Individual t-tests were performed and frequency data were utilized to obtain group means. When compared, the administrative group indicates that there is a significant difference ( $p < 0.05$ ) between genders. Female administrators cite concerns with factors hindering their career advancement to the superintendency.

Research findings of this study included:

1. Data from this study reveal women's concerns with limited time for career mobility, career aspirations being placed behind family responsibilities, and family commitments being a priority to career advancement.

2. Data from this study suggest that women have concerns with factors they encounter with mentors, networking systems, sponsorship, and support systems within their organizations.
3. Results reveal that women have inexperience in fiscal matter compared to men. Fiscal matters are a major concern and a priority for both school board members and administrators.
4. Results indicate that females are capable of performing the superintendent job duties.
5. The results indicate that women are their own worst critic and rate themselves lower than their male counterparts.

The following are recommendations for further study:

1. Further statistical study on in-depth interviews of current female superintendents could be conducted related to barriers encountered during their superintendency in all Education Service Center Regions in Texas.
2. Critical analysis could be made on the actual selection process of the superintendency for several districts within the Education Service Center Regions in Texas.
3. Further research studies could be conducted of networking and mentoring systems already in place. These kinds of studies can add to the review of literature as to their effectiveness in assisting women in administration.

## **DEDICATION**

This dissertation is lovingly dedicated to my daughters Jessica, Chantica, Juzzine, Channay, Channarie, and especially to my husband Jesse Valverde. My greatest personal accomplishment has been my family. It has been through their understanding and encouragement that I have been able to succeed in my educational endeavors.

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## CHAPTER I

### INTRODUCTION

#### **Background of the Study**

Historically women have been the major contributors to the educational system. However, women are underrepresented in the superintendency. Many experts indicate that there is shortage of women at the highest levels of a field they otherwise dominate. Women as teachers, principals, and central office administrators are one of the major leadership issues in public education (Keller, 1999d). The author continues by stating that women constitute 12 percent of the superintendent positions in roughly 14,000 United States school districts and the figure is up 2 percent from 1987 figures.

Brunner (2000a) states that women are overrepresented in teaching and in elementary principal positions in relation to the proportions of the population as a whole. The overrepresentation figures are 65 percent teachers, 52 percent elementary principals and underrepresentation in secondary principals at 26 percent and 12 percent in superintendents versus the 51 percent of the population (Brunner, 2000a). Both Keller (1999d) and Brunner (2000a) are in agreement that women comprise 12 percent of superintendent positions.

According to Björk (2000) the United States public school superintendency continues to be the most gender-stratified executive position in the country. Men are 40

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The style and format of this dissertation follows that of the *Journal of Educational Research*.

times more likely to advance from teaching to the top leadership role in schools than are women (Skrla, 2000). Most of the literature indicates that men dominate the role of superintendent positions. Over the next decade, many baby boomer administrators are expected to retire; and this may be an opportunity for ethnic minorities and women to take their place.

Tallerico (2000) mentions that superintendent positions have been the slowest of all K-12 administrative roles to integrate women and people of color. Brunner (2000a) mentions that at the end of the twentieth century, the percentage of women superintendents is about the same as it was at the beginning of the twentieth century. There are several reasons why women are underrepresented as superintendents. Women seem to face several barriers and obstacles in obtaining a superintendent position. Hill and Ragland (1995) mention that women face interwoven barriers in the lack of political savvy, lack of mentoring, mobility, and male dominance of key leadership positions.

Lougheed (2000) conducted a research study over a 15-year period (1984-1998) to assess the attitudes of women and men toward female leaders. The author states that analysis clearly suggests both women and men in the sample believe that women can be successful leaders. Lougheed (2000) study also revealed that female leaders face discrimination. If women possess skills to be a successful leader, then why are they not superintendents?

Skrla (2000) conducted research on three women former superintendents. The author stated that they faced gender bias from school board members. These three women dealt with issues on sex-role stereotypes from school board members. They felt

that school board members would act and say things to them that in the same circumstances he or she would not say to a male superintendent (Skrla, 2000).

Glass (2000) reports that the latest American Association of School Administrators study suggests seven reasons why female members lag in superintendent positions.

1. Women are not in positions that normally lead to the superintendency (p. 28).
2. Women are not gaining superintendent's credentials in preparation programs (p. 29).
3. Women are not as experienced or interested in district-wide fiscal management as men (p. 29).
4. Women are not interested in the superintendency for personal reasons (p. 29).
5. School boards are reluctant to hire women superintendents (p. 30).
6. Women enter the field of education for different purposes than men (p. 31).
7. Women enter education administration too late (p. 31).

Several of the seven suggested reasons continue to appear in other research studies. For instance, reason four from the AASA study corresponds to the study performed by Keller (1999d) on women's choices for career advancement. Reason five from the AASA study also corresponds to Skrla, Reyes, and Scheurich (2000) results in which three women respond to how school board trustees treatment differs for female and male superintendents. In the AASA study women superintendents perceive some restrictive forces working against them being hired by school board trustees (Glass, 2000). In the AASA report 82 percent of women superintendents indicated that school board members



do not see them as strong managers, and 76 percent of them felt that they are not viewed as capable of handling district finances.

Gupton and Slick (1996) states that the lack of both professional mentor and professional support attributes to the underrepresentation of women in the superintendent position. A report by Glass (2000, p. 31) states, "women seem to have a less - developed mentoring system as compared to men". Mentors provide in-district mobility opportunities for women aspiring to the superintendency. Mentoring and networking are systems that women superintendents must have in place to be a successful superintendent.

### **Statement of the Problem**

Although historically women dominated the roles in education, the high level positions are still dominated by men (Wolverton, 1999). According to Skrla (2000), since the mid-1970s researchers have attempted to account for the continued domination of public school superintendency by men. Women as a group continue to be underrepresented in the ranks of American public school superintendents (Skrla, Reyes, & Scheurich, 2000). The percentage of women superintendents has nearly doubled during the 1990s from 6.6 percent to 13.2 percent. "The vast majority (87%) of superintendents are male" (Glass, 2000, p. 28). The American public school superintendency is a career field dominated by men, a situation that has persisted virtually unchanged for the past 100 years.

The United States Department of Education states that out of the nation's 13,728 superintendents, 1,984 today are women. Yet 72 percent of all K-12 educators in this

country are women (Glass, 2000). The low percentage of women superintendents is partially due to gender bias and faulty assumptions about leadership and gender (Keller, 1999d). Gupton and Slick (1996) states an obvious part of the problem with women superintendents is the lack of support and networking due to the low numbers of female superintendents in executive positions. According to Keller (1999d), superintendency positions have to change from a traditional male dominated leader to a less nontraditional female leader. Brunner (1999) states that women and persons of color mostly conduct studies about women superintendents. Brunner (1999) continues to state that additional research on women superintendents is needed in every category.

### **Purpose of the Study**

The primary purpose of the study was to determine factors influencing the underrepresentation of women in the role of superintendent positions as perceived by selected school board members, assistant superintendents, and superintendents. Furthermore a determination was made regarding whether or not some factors contribute to the underrepresentation of women in the superintendency. The secondary purpose of the study was to detect differences between selected female and male school board members, assistant superintendents, and superintendents in their perceptions toward a female's ability to perform job duties. Finally a determination was made regarding whether or not there are differences in the perceptions of selected school board members and selected superintendents toward the barriers of support, credentials, and experiences women face in obtaining a superintendency position.

More specifically, the study addressed the following questions:

1. What factors influence the selection of male vs. female for superintendent positions as reported by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center, Texas?
2. What factors contribute to the underrepresentation of women in the superintendency as perceived by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center, Texas?
3. Are there differences by gender in the perceptions of selected school board members from Region XX, Education Service Center in Texas toward a female superintendents' ability to perform job-related duties and responsibilities?
4. Are there differences by gender in the perceptions of selected superintendents and assistant superintendents from Region XX, Education Service Center in Texas toward a female superintendents' ability to perform job-related duties and responsibilities?
5. Are there differences in the perceptions of selected (a) school board members and (b) selected superintendents and assistant superintendents, from Region XX, Education Service Center in Texas toward barriers of support, credentials, and experience women encounter in obtaining superintendent positions?

## Definition of Terms

- ◆ **Administrators**: Individuals who have fulfilled the prerequisite requirements of a district and are currently in the positions of elementary, middle, or high school principal or assistant principal.
- ◆ **Acting Superintendent**: An administrator functioning in the capacity as superintendent and making decisions for the district.
- ◆ **Assistant Superintendent**: A person holding a position of assistant or deputy superintendent of a K-12 public school district in Region XX, Education Service Center in Texas.
- ◆ **Credentials**: Education, training and certifications required by state law.
- ◆ **Education Service Center, Region XX (ESC-20)**: One of twenty non-regulatory agencies within Texas which assist public school districts and charter schools in improving student performance and increasing the efficiency and effectiveness of school operations.
- ◆ **Experience**: Leadership skills in dealing with political power, stress and difficult situations.
- ◆ **Leadership Qualities**: Characteristics identified and associated with an employee that are valued by the employer.
- ◆ **Minority Female**: Asian/Pacific, African American (Black), or Hispanic (Cuban, Latin, and Mexican) female.

- ◆ **School Board Member:** A member of the board who oversees the management of a public independent school district and is a member of the Texas Association of School Boards.
- ◆ **Superintendent:** A person holding the position of chief executive officer in a K-12 public school district in Region XX, Education Service Center in Texas.
- ◆ **Support:** Assistance, motivation, or encouragement provided through family, role models, and networking systems.
- ◆ **Texas Education Agency (TEA):** A state agency in charge of policies and regulations and all affairs for all public schools in Texas.
- ◆ **Texas Public School:** A school district in Texas that is responsible for the education of public school students, that receives funds from the state and its local tax efforts, and is governed by a locally elected or appointed board of members. For the purpose of this study, publicly funded choice and charter schools will not be included.
- ◆ **Underrepresentation:** the lack of representation by a gender in a superintendent position. The superintendency position has less than 50 percent of the positions held by a particular gender or ethnic group.
- ◆ **Women Superintendents:** Are identified as assistants, associates, deputy, and superintendents. Assistants, associates, deputy superintendents are the second tier individuals who are responsible and report to the superintendent.

## **Assumptions and Limitations**

### **Assumptions**

1. The population responded to the questionnaire honestly and accurately as possible to measure factors concerning the underrepresentation of women in superintendency.
2. The individual who was mailed a questionnaire was the individual who completed the questionnaire.
3. The interpretations in this study accurately reflect the actual perceptions held by school board members, administrators, superintendents, assistants, associates, and deputy superintendents who were surveyed.

### **Limitations**

1. Findings from this study may not be generalized to any group other than the superintendents in Region XX, Education Service Center, Texas.
2. Only identified 2002-2003 school district administrators, assistants, associates superintendents, and selected school board members from Region XX, Education Service Center, Texas were surveyed.

### **Significance of the Study**

One of the most troubling leadership issues in public education is the shortage of women at the highest levels of a field otherwise dominated by women as teachers and principals (Keller, 1999d). According to Keller (1999d), women are seriously underrepresented in leadership positions, and women face a unique set of challenges in their attempts to overcome bias.

A review of the literature reveals that despite the fact that women hold certifications, they are underrepresented in the top-level positions as superintendents. Due to certain factors women who have all the credentials do not pursue a superintendents positions. The study has indicated which factors influence and determine the reasons that women are underrepresented in superintendent positions in Region XX, Education Service Center in Texas. Brunner (2000b) states that additional research on women superintendents is needed in every lack of role models, mentoring, networking, family responsibilities, and career advancements.

An awareness of barriers can be identified by examining the perceptions of school board members, assistant superintendents, and superintendents in Region XX, Education Service Center in Texas. This study will add to the body of knowledge relating to issues that women encounter in pursuing a position in the superintendency.

### **Contents of the Dissertation**

The dissertation is divided into five major units or chapters. Chapter I contains an introduction of the study, statement of the problem, purpose of the study, definition of terms, assumptions and limitations, and significance of study. Chapter II contains a review of the literature. Chapter III includes the description of the research methodology and procedures. Chapter IV contains the descriptive analysis and comparison of the data collected in the study. Chapter V contains the researcher's summary, conclusions, and recommendations.



## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

#### **Lack of Women Superintendents**

The superintendency position is the most powerful position in public education and men dominate this powerful position. Historically, women make up the majority of the workforce in education so why the lack of women superintendents? Why do men dominate this powerful position? Several authors have provided research studies that identify many reasons why women are not in top level administrative and superintendency positions (e.g., Adkinson, 1981; Berman, 1999; Björk, 2000; Brunner, 1999, 2000a, 2000b, Glass, 2000; Grogan, 2000; Keller, 1999d; McCabe & Dobbertein, 1998; Skrla, 1999, 2000, & Tallerico, 2000). In fact, there is not just one reason rather a combination of reasons for the lack of women in the superintendency position.

Issues related to women who hold superintendent positions in educational administration has been addressed in the literature. The underrepresentation of female superintendents has been mentioned in the literature however; it focuses on leadership styles, family responsibilities, gender-bias, sex-role stereotyping, women entering education to late, and reasons why women do not aspire to become administrators or superintendents. This study concentrates on factors influencing the selection of superintendents and barriers they encounter in obtaining the superintendency. In order to explain the underlying issues of these factors eight strands of relevant literature were reviewed. These strands, according to topic were: (a) administrative background, (b)

school board issues and concerns, (c) barriers (d) gender bias, (e) family, mentorships, and networking support, (f) credentials, (g) leadership experience, and (h) strategies.

### **Administrative Background**

In 1909 women began to see a change in leadership positions. Ella Flagg Young was the first woman superintendent of Chicago and first woman president of National Educational Administration (NEA). Ella Flagg Young stated that in the near future there would be more women than men in leadership roles (Anderson, 2000). Since 1909, Ella Young's prediction has come true; more women have been successful in attaining a leadership position, however women are still underrepresented in the superintendency.

Eakle (1995) stated that out of 1,074 public school superintendents only 157 (14%) were female superintendents. Two-thirds of those female superintendents worked in small districts. Freeman (2003) interviewed Dr. Forsyth, President of Education Research Service in Arlington, Virginia who conducted a salary survey. Dr. Forsyth mentioned that expert teachers are not applying for administrative positions due to the low salary. The salary is based on number of days and hours establishing a daily rate. Dr. Forsyth states that teachers wanting to be administrators would have to take a cut in pay. Therefore, teachers were content to stay in their positions (Freeman, 2003). Newton (2000) reported that seven successful female principals had turned down administrative job offers and opportunities for superintendency. One principal reported that she turned down the job because she wants to stay close and in-touch with the students. The other respondents did not report the reason for turning down the administrative job offers.

Konnert and Augenstein (1995) suggest that women face internal and external barriers. Internal barriers include conflict with family, career expectations, gender issues, and absence of role models. The external barriers are characterized as the exclusion of the good old boys' club, sex discrimination in practice, and attitudes. Polleys (1999) reported that a respondent indicated that having a supportive husband who assisted in housekeeping, rearing children, and lending support for risk taking while she moved up. Another respondent from Polleys (1999) research indicated that she waited until all her children grew up before taking an administrative position. Both respondents eliminated the internal barriers by taking appropriate action in their family situation. Brunner (2000a) conducted a national study that consisted of twelve participants who were superintendent at the time of the study. The author attributes underrepresentation of women superintendents to factors such as family responsibilities, lack of experience, limited leadership roles, lack of role models, lack of support, and mentors. These factors are the same as the internal and external barriers found by Polleys (1999).

Lougheed (2000) conducted a research over 15 years (1984-1998) to assess the attitudes of women and men toward female leader. The research conducted compared the leadership styles of women and men utilizing a factor analysis. Factor analysis was broken down into four factors to analyze the data. The four factors analyzed were women as successful leaders, discrimination against women leaders, similar goals for women and men, and would you choose a woman for a leader. The author analysis clearly suggests women and men in the sample believe women can be successful leaders.

Respondents indicate that female leaders face discrimination. The results indicated that both women and men strongly agree that women are being discriminated against. The results also indicate that a woman's behavior in the workplace is different but is viewed positively. The study provides a clearer picture about the perception of women as leaders. Loughheed (2000) suggest that the awareness level and perception of women has to be raised.

Glass (2000) has conducted several research studies to discover the reasons why women are underrepresented in the superintendency. In fact Glass (2000) latest study suggests seven reasons why female members lag in superintendent positions. The first reason stated is women having limited administrative positions that lead to the superintendency. Second reason stated are women having the lack of superintendent's credentials in preparation programs. Third reason stated was women are not as experienced or interested in district wide fiscal management as men. Fourth reason was women are not interested in the superintendency for personal reasons. Fifth reason explained is the reluctance of school boards to hire women superintendents. Sixth reason discussed is the fact that women enter the field of education for different purposes. Lastly, the seventh reason discussed the reasons why women enter education too late. Glass (2000) continues to state that the role of mother restrains many women teachers from pursuing administrative positions.

Barriers that were reported by Glass (2000) also appear in other research studies (e.g., Kalbus, 2000; Keller, 1999d; Skrla, Reyes, & Scheurich, 2000). For instance reason four from the AASA study corresponds to the study performed by Keller (1999d)

on women choices for career advancements. Reason five from the AASA study also corresponds to Skrla, Reyes, and Scheurich (2000) results in which three women respond to how school board trustees treatment differs for a female and male superintendents. Kalbus (2000) also reported unfair treatment from school board members.

### **School Board Issues and Concerns**

Anderson (2000) states that school board members are mostly men and they tend to hire individuals like themselves. McCreight (1999) is also in agreement that men still hold the majority of the school board positions. Sharp, Malone, Walter, and Supley, (2000) report that boards of education tend to have more male than female members. The authors continue to suggest, "where females are in a majority on the board of education female superintendents tend to be hired more often" (p. 7).

School boards still use experience in management of finances and resources as a major criteria in hiring superintendents. School members do not perceive women administrators as being strong managers, nor capable of handling district finances (Anderson, 2000). School board members also assume that former high school principals are more successful than elementary school principals. Women usually hold the position of elementary principal, whereas men hold the position of high school principals.

Another school board concern is the leadership style of female superintendents. According to Anderson (2000), school board trustees often see the leadership style of a woman as a barrier. The author suggests that school board members perceive a

weakness in women as having collaborative and non-hierarchical leadership styles. Young and Skrla (2003) describe women leadership styles as caring, connected and relational in contrast to male authoritarian or bureaucratic styles.

School board members are interested in the females credentials and education certifications. Hayes (2001) also states that educational requirements are essential for the superintendency position. The author continues to state the necessity to expose yourself to a realistic internship experience. Hayes (2001) indicates that the best way to have a realistic internship is for school districts to offer full-time paid experience with interested and effective mentors. However, the qualified candidate must be provided a leave of absence from the regular duties during the paid internship.

Dunne (2000b) reported that school board members micromanage instead of allowing the superintendent to run the district. The author continues to state that superintendents worry about job security. The school boards are elected and at each election there is a potential to bring a new boss with a different agenda (Dunne, 2000b). In a poll published by the *American School Board Journal* 68 percent of superintendents believe "school board micromanagement" is a cause of the decline pool of superintendent candidates (Masse, 2003, p. 3). The author also states that school board members must widen their vision when hiring superintendents.

Several women have indicated that they feel school board members discriminate them. For instance in the research study conducted by Skrla (2000) three women former superintendents stated that the school board is gender biased. These three women also dealt with issues on sex-role stereotype, from school board members. Those women felt

that school board members would act and in subtle ways say things to them that in the same circumstances they would not say to a male superintendent (Skrla, 2000). Brunner (2000a) reported that a superintendent respondent indicated that male school board members would turn away when she spoke. Newton (2000) reported that an interview respondent suggested school boards have no intentions of hiring a female superintendent. The respondent states, "in the old day, they would seek out three male candidates. Now they seek out four candidates one of whom is a woman they have no intention of hiring" (Newton, 2000, p. 2).

Kalbus (2000) reported to have experience rejection by the county board for the county superintendent position. The retiring superintendent discussed the interview results with Kalbus. Through those discussion the author learned that she had the greatest evidence of knowledge and professionalism. Kalbus asked the retiring superintendent why she was not considered. The response was "you know the framed picture of the county superintendent that hangs on the wall in the board room? They just could not see your face in the picture as superintendent" (Kalbus, 2000, p. 553). The author indicated that regardless of her attributes and credentials her ethnicity and gender were the cause of her rejection. The author continues to state that it takes more than being a qualified candidate to acquire the superintendency. Anderson (2000) reports discrimination by school board members is hard to prove, but does exist. Growe and Montgomery (2000) report that hiring practices due to discrimination is an issue that is not openly discussed by both genders. .

## **Barriers**

The study by Kowalski and Stouder (1999) on female experiences related to becoming a superintendent concluded that gender discrimination, family responsibilities, a lack of mobility, and sponsorship of mentors are leading career barriers for women. A study by Pavan, Winkler, and Dovey (1995) reported gender discrimination, family responsibilities, and lack of local employment opportunities as barriers. Grogan (1996) studied 27 self-identified women aspirants to the superintendency in a Northwestern state of the United States.

Glass (2000) reported that gender bias, credentials, and leadership experience are among several factors that lead to the underrepresentation of women in the superintendency. Colflesh (2000) studied four women who secured their principalship after the age of thirty-five. These women had not aspired to become an administrator. Their career aspirations were due to the lack of role models. University professors encouraged these women to enter educational administration. Through their professor's support these women became principals and continued their administration education (Colflesh, 2000). Mertz and McNeely (1994) study indicates the existence of discriminating against women with appropriate credentials. The author continues to state that women are not selected for administrative positions because of negative attitudes like sex-role stereotype.

Berman (1999) findings from examining barriers to upward mobility reported by female administrators in America and International Overseas School indicates that career advancement is placed behind family responsibilities. Archer (2003) reports that 12 to



15 percent of female district superintendents reported to place career advancement behind family responsibilities. Women are still considered to be primary care givers for children (Eakle, 1995). A respondent from Eakle study stated, "If a man devotes four nights a week to various school and community meetings, it is seen as part of the job. However, if a woman spends four nights a week away from her family, she is neglecting them" (Eakle, 1995, p. 17).

Young and Skrla (2003) reported that a female respondent experience isolation and loneliness during her first superintendency. A respondent indicated that her first task as superintendent was to eliminate 15 % of her administration. The respondent further states that she focused on the job duties and combined tasks to eliminate certain positions. It was until later she realized the relationship between the employees. The respondents reported that it would have made a difference if she brought in a group of people she can trust and talk to (Young & Skrla, 2003). The isolation the respondent prevails could have diminished by having a group of individuals to talk to and discuss issues. A respondent describe her first superintendent to be isolated and lacking support from school board (Eakle, 1995). The respondent further indicates that the lack of good role models is a factor for the underrepresentation of female superintendents.

Horizontal violence such as hostile and aggressive behavior by other females towards female administrators is another barrier that women have to confront. It has been suggested that male administrators are also aggressive toward aspiring female superintendents (Polleys, 1999). The author continues to report that female superintendents have experienced horizontal violence. A respondent further stated, "women are the worst enemies of other women" (Polleys, 1999, p. 11). The respondents indicate that females get competitive and hinder other women instead of supporting other females in their attempts to advance in their career.

Another barrier is the university program not providing a broad knowledge of the issues, concerns, and experiences women will encounter in the superintendency position. Grogan (1996) study revealed that gender is a factor in a woman's preparation for the superintendency. Sharp et al, 2000 state that university programs do not discuss gender issues. The authors continue to report that 71.3 % of the superintendents stated that gender issues were not discussed in preparation programs.

Richard (2000) discussed three studies researched by Glass, Cooper, and Fordham. The author reported that Mr. Glass stated the following statement; "It appears that minorities are pretty much locked into minority districts" (2000, p. 3). To his knowledge, there are very few minority superintendents in predominantly white school districts. The author also reported that Ms. Woodward the superintendent of Anderson South Carolina school suggested, "Women of any race encounter similar obstacles (2000, p. 3). Young and Skrla (2003) reported the findings of a study conducted by

Méndez-Morse in 1997 revealed that a Mexican American female superintendent faced gender discrimination more often than racism.

### **Gender Bias**

Grove and Montgomery (2000) state that one reason so few women are hired for educational administrative positions is due to the gender gap. There has been a rise in the hiring of women and minorities as superintendents although women still face issues in discrimination causing the gender gap. The gender gap is one barrier out of many that women have to face. In fact for African American and Hispanic women who hold leadership positions in the educational system face dual burdens of sexism and racism and confront special challenges in promotion and tenure (Grove & Montgomery, 2000).

The author continues to state the following:

The underrepresentation of qualified women in leadership positions has created a gender gap that exists not only in education but also in many areas of the workplace. Society has determined that only males make good leaders; therefore it continues to deny easy access for women seeking leadership roles because they do not fit the norm. Women who seek leadership positions face barriers and many times give up because they become overwhelmed in dealing with obvious barriers (2003, p. 5).

Ms. Woodward, superintendent for Lexington, South Carolina a 17,000 student population district indicated that you still hear people say, "They had a woman superintendent last time and it didn't work" (Richard, 2000, p. 4). Delisio (2001) reported the results from a research study conducted by Dr. Marie L. Bush whom

interviewed female school administrators. These administrators indicated that they had a tough time getting female subordinates and other administrative peers to take them seriously. The respondents also indicated that people's expectations of female minority administrators are different from what they expect of a male administrator. Ms. Diana Lam, superintendent of schools in Providence, Rhode Island participated in Bush study and indicated that some people reacted strongly because she is a woman than because she is Hispanic.

Polleys (1999) reported that a female superintendent respondent experience gender bias. The superintendent respondent further stated that she was told, "women can't make difficult decisions; women can't handle both a family and career" (p. 7). These types of attitude were among several attitudes experienced in their administrative career. . The author continues to state that one respondent declared that her former boss found her to be useful as an assistant and would not assist in helping her move up the career ladder.

There are many laws to stop discrimination and gender bias. Although these laws are in place, they do not stop individuals from stereotyping others and make a selection from their own perception. Gender bias is a difficult issue to discuss and prove. A perfect example is an Indiana study. One superintendent indicated that she was unsure of discrimination due to the fact that the comments were subtle, such as "I don't like the way she responds in public" (Kowalski & Stouder, 1999, p. 3). Another superintendent from Kowalski and Stouder (1999) study noted that all things being equal most would hire a male over a female.

Even though effective leadership is more behaviorally derived than gender bias, gender remains an obstacle to women seeking and obtaining leadership positions (Getskow, 2000). In fact, numerous models have been offered to explain the low numbers of women in the superintendency. The meritocracy model, individual perspective model, person centered explanations, and internal barriers are just some models used to justify the reasons for the lack of women in the superintendency. Each model is concerned with a concept to explain the underrepresentation of women. The models represent a vast number of reasons yet, there are some models that focus on similar concepts.

The common thread in all of these models is to provide an explanation for the persistence of gender segregation in the superintendency. After reviewing several models the focus was placed on six models provided by two authors Schmuck and Estler. Growe and Montgomery (2000) briefly describe and compare six models provided by Schmuck and Estler. Schmuck and Estler have similar ideas and responses to different types of models such as meritocracy, individual perspective, discrimination, organizational perceptives, social perspective, and women's place. The end result for these six models reflects the views and ideas of the person evaluating the models.

## Synopsis of Gender Bias

### Models of Schmuck and Estler

- Schmuck Meritocracy Model - Indicates the most competent are promoted according to their abilities.
- Estler Individual Perspective Model - Is person centered and individuals are responsible for their own problems.
- Schmuck Discrimination Model - Reflects on society expectations.
- Estler Organizational Perspective Model - Limited opportunities for women.
- Schmuck Social Perspective Model - Lack of female role models.
- Estler Women's Place Model - Emphasizes on role expectations.

Grove and Montgomery (2000) indicate that the gender bias models by Schmuck relates to Estler models. The meritocracy model and the individual perspective model both are psychological and look to women for cause. The discrimination and women's place models both focus on expectations. Role expectations come from one's self as well as the society and therefore, society and role expectations are intertwined. The organizational perspective and social perspective models are also intertwined. Limited opportunities for women create the lack of female role models. The meritocracy model and individual perspective model focus on the individual. Meritocracy focuses on the individual abilities and the other on the individual responsibilities. Schmuck and Estler models are titled and described differently. However, these models when compared represent the same outcome.

Archer (2003) emphasize that women superintendents attributes society expectations to the underrepresentation of the superintendency. Adkinson (1981) stated that sex-role stereotyping and sex-role socialization reduce the chances of women seeking leadership positions. The author continues to state that educational organization will not be receptive to women in leadership.

### **Family, Mentorship, and Network Support**

Support for women in administration comes in many different ways and fashion. Having support from family, mentorships, sponsorships, and networking are good for both women and men. Research shows that men already have their support systems set in place. Women in turn struggle to gain support either from family, friends, mentors, and other programs. Mentorship and responsible internships placements assist women's transition into school administration and continue to be important (Logan, 1998). Berman (1999) reported that mentors are helpful by providing career direction, support, and assist with career changes. Glass (2000) indicates that mentors provide in-district mobility opportunities for women aspiring to the superintendency. Sponsorship and networking is recommended for an aspiring female superintendent (Grogan, 1996). Women need to be visible in professional meetings and conferences. Grogan (1996) also reports that women need support from other women and the presence of other women in a male dominated organization can help other women.

In another study conducted by Keller (1999c) three Seattle women superintendents were interviewed on the issues of women and superintendents. Paula Butterfield, Barbara Groke, and Marlene Halayter are the women interviewed who have

been active members at the national level in promoting women to school administrators. These women were interviewed on the topic of increasing the representation of women at top-level jobs. According to Keller (1999c) a central lesson that emerged from interviewing three Seattle superintendents was that women in education need a mentor who has gone through the superintendency.

The use of mentors is essential for women seeking a superintendency position. In a research study conducted by Manuel and Slate (2003), the respondents indicated lack of professional network (63.7%) and lack of mentoring in school districts (59.1%) were important barriers to the career pathway to superintendency. The Indiana study shows that, "56.8 percent of respondents said it was a barrier and 14.4 percent said it was a serious barriers, a total of 71.2 percent consider lack of support and networking to be a barrier" (Kowalski & Stouder, 1999, p. 5). Glass (2000), states that women seem to have a less developed mentoring system compared to men. Berman (1999) reported that women do not have a good-old-girl network.

Women are still considered the primary care givers while husbands are considered to be the major breadwinners or head of household in the family. Eakle (1995) indicates that women are still considered to be the primary care givers for children. Staples and Neal (2000) state that the majority of the time women follow their husbands' career path. The author states that it is difficult for a man to follow their wives career path. Ramsey (1997) interviewed Sue Fulmer superintendent of the Putnman Central School District, in New York. Fulmer said her husband's encouragement played a key role in her professional success. Having her husband's



encouragement allowed her to freely respond to time demands and focus on career matters. Fulmer relied on her partner's understanding and interest in her job (Ramsey, 1997). A husband's support may have a powerful effect on females entering the superintendency (Ramsey, 1997). A research study by Ramsey (1997) reports that Phillis Hensley a superintendent suggests that no one prepares females for the effects the superintendency will have on personal relationships and lifestyle. For instance, Dr. Gordan Hensley retired from his career in Pennsylvania, so that his wife Phyllis Hensley could take her first superintendency in New York. She thought the transition had gone fine, until her professor asked her husband to speak on life as the superintendent's spouse. Ramsey (1997, p. 3) stated that Dr. Gordan Hensley said, "I live in a fish bowl. I'm no longer Dr. Hensley; I'm the husband of the superintendent. I don't have any identity. I'm alone most of the time." Phyllis Hensley realized that the transition was not as successful as she thought and wonders why no one mentioned nor pointed out the pitfalls of the superintendency (Ramsey, 1997).

Polleys (1999) research study focused on the experiences of three female superintendents. In the research study conducted by Polleys (1999) all the respondents indicate having professional mentors helping them. The respondents reported having mentors is a necessity for a professional career. The author further states that mentors provide guidance to career paths and open doors to new opportunities. One must balance life and a healthy relationship with family and spouse to be a successful superintendent. Husbands of superintendents must adjust to the demands of the profession and learn to share their wives in public (Ramsey, 1997). The female

respondents in Ramsey (1997) study indicate that the biggest difficulty was increase time demands and concerns with gender role changes.

### **Credentials**

Review of the literature indicates that women need to have credentials and be highly qualified. Grogan (1996) study revealed that the respondents felt it was mandatory having their credential and doctoral degree before they attempt a career in the superintendency. The respondents further agreed that it was mandatory for them but helpful for a man. The respondents indicated that school board members assume that women are lacking credentials and skill to be in a position of power. One respondent reported having experience discrimination by the board. The respondent further stated that when she applied for the superintendent position she was asked what has she done in terms of skills and what are her credentials. Whereas, the previous male superintendent was not asked those questions due to the perception that male have administration skills and credentials. The Indiana study shows that superintendents' responses indicate that female applicants had to have higher qualifications, including academic degrees and experiences (Kowalski & Stouder, 1999). Ehara (2000) report the findings discussed at the 2000 National Conference. One of the findings discussed in this conference was the fact that more than half (54 %) of the working superintendents do not have a doctorate degree. The author further discuss that school boards prefer candidates with a doctorate.

Brunner and Björk (2001) reported that female superintendent found their preparation programs to be less relevant to job performance, gender issues, career plans,

use of role models, and mentors. The study conducted by Brunner and Björk (2001) discovered that university preparation programs failed to address the following (p. 55):

1. Superintendent school board interactions.
2. The vulnerability of the superintendent.
3. The importance of the role of a career plan for women.
4. The external and political influences on the superintendent.
5. The influence of media.
6. School board turnover issues.
7. Intense visibility of the superintendent.
8. Emotional demands of the position.
9. Information about gender in the curriculum.
10. Easy student entry standards.
11. Overly theoretical curriculum.
12. Real life issues encountered by the superintendent.

There has been an increase in the number of women who are preparing for career in education administration. Women constitute more than half of the doctoral students in education administration; yet occupy one-fourth of the administrator positions in the field (Glass, 2000). About ten percent of those women are choosing to earn the superintendent certification along with a specialist or doctoral degree. Logan (1998) suggests that more women than men are enrolling in preparation programs for educational administration. Women have more education, degrees, certifications, and years of teaching experience before becoming an administrator (Anderson, 2000).

Women can have better qualifications than men yet it does not advance them to the superintendency. A female superintendent indicated that all of her educational requirements and credentials were topnotch (Polleys, 1999).

### **Leadership Experience**

The leadership and responsibilities of the 21<sup>st</sup> century superintendency position has changed. Women leadership roles and responsibilities are critical for superintendent position (Clinch, 1996). Eakle (1995) reports that leadership styles for men and women are different. The author continues to state that people view assertiveness differently in men and women. However, Eakle (1995) states that assertiveness is required for women moving up the career ladder in education.

Skrla (1999) also reports that leadership styles are different for a male and female superintendent. A respondent from this study indicated that her leadership style is collaborative. Skrla (1999) reported that a respondent stated, "my leadership style is being supportive and nurturing" (p. 26). The respondents indicated that she was told by the board to be more assertive and more aggressive.

Dunne (2000b) indicates a change from a one-dimensional to a three-dimensional leadership style for the 21<sup>st</sup> century superintendent. As reported by the author the superintendent requires a three-dimensional leadership style requiring managerial, educational, and political leadership. Managerial leadership is required in a top-level position. Educational leadership requires the superintendent to understand the core work at the campus level. Political leadership requires a superintendent to build coalitions in

and outside of the school system. Dunne (2000b) reports that the three-dimensional leadership style is essential to survive the superintendency career.

Communication skills are another area that a female superintendent must exhibit as part of their leadership skills. Communication is extremely important, whether it is written or verbal. Another part of communication that is important is listening skills. Much of a superintendent's time is spent in communication. As stated by superintendent Dr. Reid, a lot of time is spent listening to service support groups such as bus drivers (Pavan, 1996). Women need to be able to communicate in all forms to a variety of departments, groups, and all stakeholders. Konnert and Augenstein (1995) phrased poor communication especially written can cause damage to the school district. The authors further state that poor written communication is considered to be sloppy writing, incomplete sentences, or misleading information. Therefore it is imperative that superintendents focus on all skills including communication. Ninety percent of the superintendent's time is spent in communication, while on the phone, meeting, writing letters and reports (Konnert & Augenstein, 1995). The authors also indicate that listening is considered to be another form of communication. Konnert and Augenstein (1995) state, "A superintendent needs to know what, how, and with whom to communicate" (p. 127). Non-verbal communication through body language and appearance reflects on the superintendent. Therefore it is important that female superintendents dress the part. It is equally important to be careful in presenting themselves through body language.

Female superintendents have to establish credibility as educational leaders. According to Pavan (1996) two respondents indicated they led their staff by encouraging teachers and principals to review their practices and consider new ways of working. Holloway (2001) researched the standards and job duties of a superintendent. The information was valuable in improving the superintendent leadership. The results allowed them to create a better evaluation and professional development opportunities for school leaders.

### **Strategies**

There are several strategies that women can use to overcome such barriers as gender discrimination, sex-role stereotyping, family responsibilities, lack of mobility, lack of career aspirations, networking, family support, and sponsorship of mentors. One major strategy is to have mentors provide teachers with support. Mentors can reduce barriers and open doors. Women need mentors that can assist them and provide information on how to handle problems and issues. A study by Kowalski and Stouder (1999) suggest that women should identify and maintain a mentor or sponsor and support from family and friends.

Another issue is that female administrators have less defined networking colleagues, upon which to seek advice and discuss personal issues. Anderson (2000) states that women should build and develop networks in which they can exchange information on solutions to problems and job openings. Women who become successful school superintendents have mentors, role models, and enjoy the support from their family as they pursue their career goals (Delisio, 2001). According to Delisio (2001) a

study conducted by Dr. Marie Latham Bush reported that two superintendent respondents Ms. Diana Lam and Ms. Darline Robles mentioned they had good male and female mentors and a solid family support during the beginning of their superintendency.

Three female superintendents in Washington reported that working with groups such as the Women's Caucus of the American Association of School Administrators has helped them in their administrative career (Keller, 1999b). They furthered indicated that having a strong network with high profile, high powerful women may attract more women to the job. According to Holmes (2000), to be a successful superintendent much time should be spent building alliances, partnerships, and networks in the local community, states, and beyond. Current and former superintendents indicated that networks and profound alliances they had built provided strength and sustenance, when they found themselves under fire (Holmes, 2000).

Leadership experience and communication play major roles in the hiring of a superintendent. Pavan (1996) concluded that the three female superintendent respondents felt open communications with all stakeholders is essential. These three female superintendents responded to all forms of communication. They also spent numerous hours training and educating the board by providing needed information in a timely manner.

Other studies and reports have indicated that communications to all stakeholders is a leadership skill both males and females must possess in a superintendent position. One of the two superintendent finalists for Charleston County will make history as the first black, female superintendent (Graham, 2003). One superintendent finalist

approached the community in a conversational manner emphasizing the importance of conversing with and listening to all stakeholders. The other finalists approached the audience with a straightforward attitude and shared several success stories from her previous employment. School board members that were interviewed indicated both females were excellent candidates and their decision came down to the finalists' personality and leadership experience.

Johnson (1998, p. 16), states, "leadership is a collaborative experience of teaching and learning, and a superintendent who reveals all sides of the truth prepares the way for such leadership." Networking, mentorships, internships, and support from colleagues, friends and family are important. A mentor can provide information on career paths, trends, and expressions helpful in becoming a successful superintendent. Women may have to fight harder, wait longer, and undergo more scrutiny to become a superintendent. Therefore, support is a primary concern. Women should have a healthy primary relationship, trust, and love from their spouse to take a challenge of superintendency (Ramsey, 1997).

McCabe and Dobberteen (1998) report that male and female mentors are important inside and outside the education profession. The author states that women need to seek out mentors and promote their own success. McCabe and Dobberteen (1998) further discussed the issue of school districts organizing programs that encourage female leaders and provide mentors for these aspiring female administrators.

Another strategy that can assist women in overcoming barriers is to understand school board dynamics and local community perceptions. It is helpful for a woman to



understand school board politics, media influence, and community perceptions.

Understanding the way school boards run is an advantage woman can have in attaining a superintendent position (Ramsey, 1997). Understanding the school boards function and politics will help in developing a relationship (Hayes, 2001). Hayes (2001) indicates that a working with district leaders, meeting principals at their campus and having a complete tour of schools including visiting classrooms is a good idea to build relationships. Kalbus (2000) reported her awareness to the school board agenda and process. The author was aware of the school boards hiring practices. However, the author felt that once an opportunity presents itself one must be willing to take it. The author further states that even though she did not get the position she opened the door for other females to follow. Keller (1999b) reports that Ms. Selby the first woman superintendent in Washington uses her own experiences to relieve the board's fear about hiring a woman.

In a 1989 study provided by Shakeshaft (1989) women rated several strategy methods. Among them were developing strong self-confidence, learning characteristics of school district, family support, political know-how, and know job description for the position. These strategies will assist women by providing relationships and increasing their chances in administration.

According to Anderson (2000) education and training are essential strategies for women. Women should be prepared with qualified certifications and demonstrate competencies for administrative positions. Women should enroll in university classes

and training session that will provide valuable knowledge from other female experiences.

Brunner (2000a) listed seven principles of power that have assisted women during their superintendency. One of the principles of power knowing the battle ground such as being aware of surroundings and expectations. A female superintendent should be aware of the expectations related to being a woman in a position filled by a man. Björk (2000a) stated, "their success depended on meeting these gender-specific expectations" (p. 39). Another principle of power is power itself. The author indicated the use of collaborating style was effective rather than an authority or power over others.

Björk (2000) study of advances and research of women superintendents concluded that over the past several decades, research on women has illuminated how culture and professional norms have created masculine myths. The understanding of the superintendency and research studies will provide valuable information for other women aspiring to the superintendency.

### **Summation**

The literature review for this study included the administrative background for women in education. It revealed that women face difficulties in acquiring administrative positions. Women face several barriers working up the ladder to an administrative position. The review of literature indicates that women encounter barriers dealing with gender bias, discrimination, sex-role stereotyping, credentials, support (family, mentorships, and networking), credentials, and leadership experience. Other issues

women encounter is the concerns school boards have in hiring female for the superintendency.

Chapter II was developed to establish an administrative background in the area of the underrepresentation of women in superintendent positions and presenting current issues for examination in this research study. The information compiled for this study of factors women encounter in acquiring the superintendency in Region XX, Education Service Center in Texas as a specific group of individuals concerned with education and top administration. Identifying factors that women encounter will provide valuable information for future female administrators. Aspiring female superintendents can have an understanding of how the educational administration system has worked in the past and is presently working.

### **CHAPTER III**

### **METHODOLOGY**

Following a review of the literature, this study was designed to determine factors influencing the underrepresentation of women in the role of superintendent positions as perceived by selected school board members, assistant superintendents, and superintendents from Region XX, Education Service Center in Texas. Furthermore a determination was made on the data regarding whether or not some factors contribute to the underrepresentation of women in the superintendency. The secondary purpose of the study was to detect differences in the perceptions toward a female's ability to perform job duties between selected female and male school board members, assistant superintendents, and superintendents. Finally, a determination was made regarding whether or not there are differences in the perceptions of selected school board members and selected superintendents toward the barriers of support, credentials, and leadership experiences women face in obtaining a superintendency position.

This chapter reports the procedures employed by the researcher to accomplish the purpose of the study. Chapter III is divided into four sections. The first section examines the population. The second section describes the instrument and validation procedures. The third section reports the data collection procedures. The fourth section looks at the procedures for the analysis of the data.

## Population

The population of this study was selected school board members, superintendents, and assistant superintendents for the 2002-2003 school year listed in the Public Schools Personnel Directory from Region XX, Education Service Center in Texas which services fifty independent school districts in Texas. The primary population was the superintendents and assistant superintendent of schools for each school district. The population was divided into two groups: (a) superintendents and (b) assistant superintendents, deputy, and acting superintendents from the fifty school districts. The researcher identified one hundred school board members from the fifty school districts as the secondary population.

The researcher identified and utilized the primary population in its entirety for group (a) superintendents using the 2002-2003 *Texas Public Schools Personnel Directory* from Region XX as listed in the Texas Education Agency (TEA) website. The researcher then identified group (b) assistant superintendents by setting parameters to create a database listing of all assistant superintendents of schools listed in the *Texas Public Schools Personnel Directory for Region XX* from the Texas Education Agency (TEA) website. The researcher then selected the assistant superintendents for curriculum and instructions. Identifying the primary population for group (b), the researcher noticed that some school districts did not have the same type of administration. In fact, some districts do not have assistant superintendents. Those districts utilized their principals to assist them in their time of need. The researcher selected the population for group (b) as follows: assistant superintendents for

curriculum and instructions, business and finance, personnel, acting superintendents, and high school principals. The researcher contacted the school districts to verify the secondary population and created a spreadsheet using *Microsoft Excel 2000 Software*.

The researcher then identified the secondary source population by setting parameters to create a database listing all school board members for the fifty independent school districts listed in the 2002-2003 *Texas Public Schools Personnel Directory* from Region XX, Education Service Center in Texas provided by Texas Education Agency (TEA) website. The fifty independent school districts consist of seven school board members. The researcher selected two school board members per district. The population for this study consisted of one hundred out of the three hundred and fifty school board members by utilizing the random sample table to identify and select the secondary source population. The researcher selected the random sample by selecting two numbered cards from one through seven. Three and five were the numbers selected therefore the researcher selected every 3<sup>rd</sup> and 5<sup>th</sup> school board member from the 2002-2003 *Texas Public Schools Personnel Directory* from Region XX, Education Service Center in Texas.

The overall population for this study consisted of one hundred school board members and one hundred administrators divided into two groups. The two groups are (a) fifty superintendents and group (b) fifty assistant, associate, or deputy superintendents, and one hundred school board members. Each participant was entered into one of four master files (a) superintendents, (b) assistant superintendents, (c) selected third school board members, and (d) selected fifth school board members using

*Microsoft Excel 2000 Software* program. Of the 200 sample population, a total of 135 participants responded to the questionnaire. The one hundred and thirty-five respondents were identified as thirty-eight superintendents, forty-two assistant superintendents, and fifty-five school board members.

### **Instrumentation**

The researcher developed an instrument named "Assessment Questionnaire". Guidelines found in *Educational research: An introduction* (Gall, Borg, & Gall, 6<sup>th</sup> ed., 1996) was used to develop the instrument. Responses to the questionnaire were made on a four-point Likert scale. Content validity was established by utilizing the review of literature and utilization of the Texas Administrative Code (TAC) Title 19, Part 7, Chapter 242 and Rule 242.15. The researcher reviewed the *Gender and the selection of high school principals' questionnaire* used by Bradford (1998) for a dissertation at Texas A&M University regarding the perceptions of superintendents, personnel directors, and school board presidents in Southeast Texas toward the attributes, barriers, and effectiveness of women as high school principals. The researcher developed the questionnaire under the supervision of Dr. Walter F. Stenning.

The researcher developed separate demographic forms (Part I) Administrators Demographic (Appendix A) and School Board Member Demographic (Appendix B). The researcher modified Skrobarcek (1998) administrators' personal data assessment form for administrator and modified McBride (1976) school board personal data assessment form. The Assessment Questionnaire (Appendix C) was divided into two parts. Part II selection of superintendents and Part III possible factors for women

acquiring superintendency were the same for the administrative and school board respondents. Part II related to job duties and responsibilities for the selection of superintendents. Part III related to the possible factors for women acquiring a superintendency position.

The researcher also utilized the Texas Administrative Code (TAC) Title 19, Part 7, Chapter 242 and Rule 242.15 for the use of job related duties and responsibilities (Appendix D). The researcher created a table dividing the sections under the TAC and created questions for each section to be used for Part II of the instrument.

The researcher created a table (Appendix E) dividing the review of literature into four categories (1) leadership experience and credentials, (2) family support and networking, (3) role models and mentors, and (4) gender bias. The researcher reviewed the literature from Brunner (1999), Dunne (2000a), Glass (2000), Keller (1999a), Ortiz (2000), and Skrla (2000), and coded the statements into one of the four categories. The researcher then created questions for each category to be used as part of the instrument.

The questionnaire was divided into three parts. Part I, requested demographic information from each participant. Part I, required school administrators and school board members to respond to specific personal information and career data. Part I, for school administrators included questions on the selection process, career pathway, and school district information. Part I, for school board members included questions about their educational background and service requirements for the district.

Part II selection of the superintendent was tailored to job related duties and responsibilities for superintendents. The researcher utilized (Appendix D), Texas



Administrative Code Title 19 - Education, Part 7 - State Board for Educator Certification, Chapter 242 Superintendent Certificate, Rule 242.15 - Standards required for the Superintendent Certificate to create Part II. Part II selection of the superintendent required the participants to answer thirty questions representing job related duties and responsibilities of superintendents. The participants were asked to indicate the level of agreement from strongly disagree to strongly agree to 30 questions on job related duties and responsibilities. Question 31 was open for additional comments.

Part III possible factors for women acquiring superintendency was tailored to the use of the review of literature for possible factors women encounter acquiring superintendency positions (Appendix E). The participants were asked to indicate the level of agreement from strongly disagree to strongly agree to 21 items that may be contributing factors for women acquiring a superintendency. Question 22 was open for additional comments.

### **Procedures**

The Texas Public Schools Personnel Directory for the 2002-2003 school year for superintendents, assistant superintendents, and school board members from Region XX was obtained from the Texas Education Agency (TEA) website. The directory includes all school districts, addresses, phone numbers, and names of administrators and their titles within Region XX, Education Service Center in Texas. TEA gathers the information and includes it in their website. Due to procedures in updating the website some school districts had incorrect information. The researcher set parameters to gather the information by categories in a printable database. The researcher created a

spreadsheet and each participant's information was entered into a master list in one of the four files (a) superintendents, (b) assistant superintendents, (c) third school board members, and (d) fifth school board members using *Microsoft Excel 2000 Software*.

A cover letter (Appendix F) signed by the researcher, doctoral student at Texas A&M University, and researcher Advisor, Professor at Texas A&M University requested the participants' cooperation in completing the survey needed for the study. The letter explained the purposes of the study and provided instructions for the completion of the survey. The letter stated that the questionnaire could be completed in approximately 20 minutes or less and that their answers would remain confidential.

Specific demographic information was required from administrators and school board members. Part I, demographic information for administrators (Appendix A) and school board members (Appendix B), Part II, the selection of superintendents and Part III, possible factors for women acquiring superintendency (Appendix C) of the instrument was the same for both the administrators and school board members. The assessment questionnaire was mailed to appropriate participants. The participant's name was not included on the questionnaire, so each questionnaire was assigned a unique number for tracking purposes.

For tracking purposes, a master list of all participants was kept in a folder in a file cabinet located in the researchers home office under lock and key. Each of the questionnaires was checked off the master list as it was received and placed in one of the four separate folders sorted by (a) superintendents, (b) assistant superintendents, (c) third school board members, and (e) fifth school board member.

On February 3, 2003 the first mail-out was sent to the total population. Each participant received an instrument with a cover letter and a self addressed stamped envelope was included with each mail-out. Of the original 100 administrators and 100 school board members selected, a total of 19 superintendents, 31 assistant superintendents, and 18 school board members responded to the instrument.

Follow-up was warranted by the return rate. On March 11, 2003 an additional mail-out was sent to non-respondents in the same manner as the original questionnaire packet was sent. The cover letter included in the second mail-out was slightly different to reflect the status of the mail-out (Appendix G). A total of 13 superintendents, 4 assistant superintendents, and 11 school board members responded to the follow-up letter.

The researcher contacted school districts by phone and was told that school board elections were being held and school board members were not responding at this busy time. Due to the school board elections in March several participants were no longer school board members and others were too busy to answer the questionnaire. The researcher contacted the school districts to gather information on the school board members' status. Changes were appropriately made on the master list. The researcher gathered information on school board members who were not reelected. The researcher did not eliminate the participants and proceeded to contact them via phone, mail, or fax.

On April 9, 2003 another follow-up letter and questionnaire packet was mailed out to non-respondents in the same manner as the previous follow-up. The researcher

received completed surveys from 3 superintendents, 5 assistant superintendents, and 17 school board members.

Numerous attempts were made to collect all questionnaires via phone calls. Follow-up phone calls were made to the participants, a record was kept of whom the researcher contacted and the status of the individuals participation in the study. It was during these phone calls that the researcher was able to determine whether or not the individual was retired, had moved from the district, or was not currently employed as indicated in the Texas Education Agency database. The researcher made appropriate changes to the master list. The researcher did not eliminate any administrator nor school board member as participants for the study. The researcher continued to contact all participants who did not respond to the questionnaire. The researcher also indicated in the master list those individuals whom indicated their non-participation to the study.

During the months of June and July the researcher continued to contact the participants by following-up with another phone call. The researcher either left a message with the secretary for the participant or spoke with the participant requesting that the questionnaire be completed. The importance of the study was explained to each participant or the secretary and appreciation was expressed for the participation in the study.

On June 24, 2003 the researcher contacted one-half of the non-respondents and on July 15, 2003 the researcher contacted the remaining one-half of the non respondents and a fourth questionnaire was faxed to each participant who expressed interest and would like to participate in the study but could not locate the questionnaire. The faxed

form (Appendix H) referenced the phone call and explained that consent was given by the participant to become part of the population by the return of the questionnaire. The researcher's fax number and address were left for each non-respondent participant as appropriate with a request by the researcher to return the questionnaire by either fax or mail. An additional 3 superintendents, 2 assistant superintendents, and 9 school board member completed the questionnaire.

Eighty responses from superintendents and assistant superintendents were received for a response rate of 80.0 percent (Table 1). Fifty-five responses from school board members were received for a response rate of 55.0 percent. A total of one hundred and thirty-five (135) responses were received for a total response rate of 67.5 percent. Table 1, identifies the frequency and percentages to the number respondents who completed the questionnaire.

Table 1. Frequency and Percentages of the Number of Respondents Return Rate

| Respondents          | Population | Number of Responses | Return Rate Percentage |
|----------------------|------------|---------------------|------------------------|
| Administration       | 100        | 80                  | 80.0                   |
| School Board Members | 100        | 55                  | 55.0                   |
| Total                | 200        | 135                 | 67.5                   |

## **Data Analysis**

Results of the study have been reported using quantitative techniques as outlined in *Educational Research: An Introduction* by Gall, Borg, & Gall (6<sup>th</sup> ed. 1996). The data collected from the questionnaire was entered into a statistical program entitled *Statistical Package for Social Studies (SPSS) 11.0* on a personal laptop computer. Several statistical procedures were performed to answer the research question including frequencies, mean scores, descriptive analysis, standard deviations, and t-test. Data analysis included specific statistical procedures for use in answering each research question.

### **Research Question One**

The question "What factors influence the selection of male vs. female for superintendent positions as reported by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center in Texas?" was addressed by analyzing questionnaire responses in Part III, questions 1 through 21 possible factors for women acquiring superintendency. Mean scores, standard deviation, and t-test were noted. This procedure has been discussed in more detail in Chapter IV. Comments from research question 22 were gathered and listed in a table sorted by administrative responses (Appendix K) and school board responses (Appendix L).

**Research Question Two**

The question "What factors contribute to the underrepresentation of women in the superintendency as perceived by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center in Texas?" was addressed by analyzing questionnaire responses in Part III, questions 1 through 21 possible factors for women acquiring superintendency. Frequencies and percentages were noted. The results were sorted by the highest to the lowest frequency. This procedure has been discussed in more detail in Chapter IV. Comments from question 22 were gathered and listed in a table sorted by administrative responses (Appendix K) and school board responses (Appendix L).

**Research Question Three**

The question "Are there differences by gender in the perceptions of selected school board members from Region XX, Education Service Center in Texas toward a female superintendents' ability to perform job-related duties and responsibilities?" was addressed by analyzing questionnaire responses in Part II, questions 1 through 30 selection of the superintendent related to job duties and responsibilities for women acquiring superintendency. Mean, standard deviations, t-tests, and p-values were noted and this procedure has been discussed in more detail in Chapter IV. Comments from research question 31 were gathered and listed in a table sorted by administrative responses (Appendix K) and school board responses (Appendix L).

**Research Question Four**

The question "Are there differences by gender in the perceptions of selected superintendents and assistant superintendents from Region XX, Education Service Center in Texas toward a female superintendent's ability to perform job-related duties and responsibilities?" was addressed by analyzing questionnaire responses in Part II, questions 1 through 30 on job related duties and responsibilities for women acquiring superintendency. Means, standard deviations, t-tests, and p-values were noted. This procedure has been discussed in more detail in Chapter IV.

**Research Question Five**

The question "Are there differences in the perceptions of selected (a) school board members and (b) selected superintendents and assistant superintendents, from Region XX, Education Service Center in Texas toward barriers of support, mentorship, gender bias and leadership experience women encounter in obtaining superintendent positions?" was addressed by analyzing questionnaire responses in Part III questions 1 through 21 possible factors women encountered in acquiring superintendency positions. This procedure has been discussed in detail in Chapter IV.

In summary, the population for this study was 100 school board members, fifty superintendents, and fifty assistant superintendents from Region XX, Education Service Center in Texas. A total of 135 participants were received and all responses were utilized.

The instrument used in this study to identify possible factors for women acquiring superintendency, and the selection of superintendents by the perceptions on a



womens' ability to successfully carry out job related duties and responsibilities in the superintendency was developed by the researcher under the supervision of Dr. Walter F. Stenning, professor at Texas A&M University.

This was primarily a descriptive study detailing the frequency and percentages of responses by the participants. Results for the total population and each subgroup were reported in numerical table presentations for frequencies, percentages, means, standard deviations, and p-values. Analysis and interpretation of the data followed the principles detailed by Gall, Borg, and Gall (1996).

## **CHAPTER IV**

### **ANALYSIS OF THE DATA**

#### **Introduction**

This chapter presents an analysis of the data pertaining to the factors influencing the underrepresentation of women in the role of superintendency as perceived by selected school board members and superintendents of school districts in Region XX, Education Service Center in Texas. Secondly, the study compared the perceptions of (a) school board members and (b) superintendents and assistant superintendents regarding the females ability to perform job related duties and responsibilities as stated by Texas Administrative Code (TAC) Title 19, Part 7, Chapter 24, and Rule 242.15 standards required for the superintendent certification.

The first section presents the demographic data about the respondents and establishes their status as administrators and school board members. Thereafter, data from the findings regarding each of the five research questions and other ancillary findings are discussed. The research questions were:

1. What factors influence the selection of male vs. female for superintendent positions as reported by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center in Texas?
2. What factors contribute to the underrepresentation of women in the superintendency as perceived by selected (a) school board members and

- (b) selected superintendents and assistant superintendents in Region XX, Education Service Center in Texas?
3. Are there differences by gender in the perceptions of selected school board members from Region XX, Education Service Center in Texas toward a female superintendent's ability to perform job-related duties and responsibilities?
  4. Are there differences by gender in the perceptions of selected superintendents and assistant superintendents from Region XX, Education Service Center in Texas toward a female superintendent's ability to perform job-related duties and responsibilities?
  5. Are there differences in the perceptions of selected (a) school board members and (b) selected superintendents and assistant superintendents, from Region XX, Education Service Center in Texas toward barriers of support, mentorship, gender-bias, and leadership experience women encounter in obtaining superintendent position?

The information in this study will be shared with those professionals in the field of education who are concerned with understanding and providing academic programs for students entering the superintendency profession. Data from some respondents were missing for some questions.

At the time of each follow-up phone call made to the participants, a record was kept of whom the researcher spoke and the status of the individual's participation in the study. It was during this phone call that the researcher was able to determine whether or

not the individual was retired, had moved from the district, or was not currently employed as indicated in the Texas Education Agency database. The researcher did not eliminate the participants who left the district.

A total number of 135 respondents completed the questionnaire. The subjects were divided into two groups (a) school board members, and (b) superintendents, assistant superintendents, and acting superintendents or designee. For this research study a designee can be a campus principal. Herein after group (b) is considered to be administrators. Table 2 included the actual number of administrative respondents grouped by position. Data from some respondents were missing for some questions in the study, accounting for discrepancies in total number of responses from one item or another.

Table 2. Frequency and Percentages of Respondents Indicating Administrative Position as Superintendent and Assistant Superintendents from Region XX, Education Service Center in Texas

| Administrative Position   | Population | Frequency | Percentage |
|---------------------------|------------|-----------|------------|
| Superintendents           | 50         | 38        | 7.5        |
| Assistant Superintendents | 50         | 42        | 52.5       |
| Total                     | 100        | 80        | 100.0      |

## **Demographic Data**

The primary purpose of this section was analyzing the data to obtain frequencies and percentages from school board members and superintendents' participants' responses to the questionnaire. A series of descriptive statistics were calculated for each demographic variable including gender, age, ethnicity, marital status, education, career data, and selection process. For the school board member demographic data requested included years of service as board member, education level, and average number of contact hours with the superintendent. For the administrative respondents demographic data requested included years employed in education, selection process, average number of hours worked, mentorship, and the number of times exited the job market.

### **Age**

Table 3 included the actual number of responses by age and what percent those numbers represent. Overall the administrative respondents fell within the ages of 46 to 60 years. Twenty-seven (34.6%) of the administrative respondents for this study fell within the range of 51 to 55 years of age. Eighteen (23.0%) of the administrative respondents fell within the range of 56 to 60 years. Seventeen (21.7%) fell within the range of 46 to 50 years of age.

Table 3 also lists the actual responses for school board respondents. Overall the school board respondents fell within the ages of 41 to 60 years. The largest group is fourteen (25.4%) of the school board respondents for this study fell within the range of 51 to 55 years of age. The next group is ten (18.0%) of the school board respondents fell within the ages of 56 to 60 years. The third largest group of nine (16.3%) fell within the

range of 46 to 50 years. The last largest group of eight (14.5%) fell within the range of 41 to 45 years of age. Overall ages for administrators and school board respondents as reported in Table 3 was from the 40's to 60's.

Table 3. Frequencies and Percentages of Demographic Information Regarding Age for School Administrator and School Board Respondents from Region XX, Education Service Center in Texas

| Age     | Administrators |         | School Board Members |         |
|---------|----------------|---------|----------------------|---------|
|         | Frequency      | Percent | Frequency            | Percent |
| 27-31   | -              | -       | 2                    | 3.6     |
| 32-35   | 3              | 3.9     | 4                    | 7.5     |
| 36-40   | 3              | 3.9     | 5                    | 9.0     |
| 41-45   | 8              | 10.3    | 8                    | 14.5    |
| 46-50   | 17             | 21.7    | 9                    | 16.3    |
| 51-55   | 27             | 34.6    | 14                   | 25.4    |
| 56-60   | 18             | 23.0    | 10                   | 18.0    |
| 61-65   | 2              | 2.6     | 1                    | 2.0     |
| 66-70   | -              | -       | 2                    | 3.6     |
| Missing | 2              | -       | -                    | -       |
| Total   | 80             | 100.0   | 55                   | 100.0   |

## Gender

Table 4 lists the gender for both administrators and school board respondents. The greatest percentages of the total respondents were male. Fifty-two respondents (65.8%) were administrators and forty-four respondents (80.0%) were school board members. Female response rate was twenty-seven (34.2%) for the administrators and 11 (20.0%) were school board members. There was one response missing.

Table 4. Frequencies and Percentages of Demographic Information Regarding Gender of School Administrator and School Board Respondents from Region XX, Education Service Center in Texas

| Gender  | Administrators |         | School Board Members |         |
|---------|----------------|---------|----------------------|---------|
|         | Frequency      | Percent | Frequency            | Percent |
| Male    | 52             | 65.8    | 44                   | 80.0    |
| Female  | 27             | 34.2    | 11                   | 20.0    |
| Missing | 1              | -       | -                    | -       |
| Total   | 80             | 100.0   | 55                   | 100.0   |

## Ethnicity

Table 5 lists the ethnicity for both the administration and school board respondents. Sixty-one (77.2%) of the administrative respondents reported to be White/Caucasian. Thirty-two (58.2%) of the school board respondents reported to be

White/Caucasian. The total number of White/Caucasian respondents was ninety-three out of the total one hundred and thirty-five respondents.

Seventeen (21.5%) of the administrative respondents reported to be Hispanic. Nineteen (34.6%) of the school board respondents reported to be Hispanic. The total number of Hispanic respondents was thirty-six out of the total one hundred and thirty-five respondents.

One (1.3%) administrative respondent reported to be as other and one (1) had missing data. In the administrative group no respondents indicated to be African American ethnicity. Two (3.6%) school board respondents reported to be as other and two (3.6%) as African American.

Table 5. Frequencies and Percentages of Demographic Information Regarding Ethnicity of School Administrator and School Board Respondents from Region XX, Education Service Center in Texas

| Ethnicity        | Administrators |         | School Board Members |         |
|------------------|----------------|---------|----------------------|---------|
|                  | Frequency      | Percent | Frequency            | Percent |
| African American | -              | -       | 2                    | 3.6     |
| Hispanic         | 17             | 21.5    | 19                   | 34.6    |
| White/Caucasian  | 61             | 77.2    | 32                   | 58.2    |
| Other            | 1              | 1.3     | 2                    | 3.6     |
| Missing          | 1              | -       | -                    | -       |
| Total            | 80             | 100.0   | 55                   | 100.0   |



## Marital Status

Table 6 identifies the marital status of both the administrators and school board respondents. The greatest percentage of the administrator respondents reported to be married. Seventy-two (91.1%) administrator respondents indicated to be married. Six (7.6%) of the administrator respondents indicated to be divorced. One (1.3%) administrator reported to be of single status. One administrator respondent did not list the marital status.

The greatest percentage of the school board respondents reported to be married. Forty-nine (89.1%) school board respondents indicated to be married. Four (7.3%) school board respondents reported to be divorced. Two (3.6%) school board respondents reported to be of single status.

Table 6. Frequencies and Percentages of Demographic Information Regarding Marital Status of School Administrator and School Board Respondents from Region XX, Education Service Center in Texas

| Marital Status | Administrators |         | School Board Members |         |
|----------------|----------------|---------|----------------------|---------|
|                | Frequency      | Percent | Frequency            | Percent |
| Single         | 1              | 1.3     | 2                    | 3.6     |
| Married        | 72             | 91.1    | 49                   | 89.1    |
| Divorced       | 6              | 7.6     | 4                    | 7.3     |
| Missing        | 1              | -       | -                    | -       |
| Total          | 80             | 100.0   | 55                   | 100.0   |

## **Years of Employment**

Table 7 indicates the years of employment for both administrators and school board respondents. The greatest percentage for administrator respondents was twenty-three (28.9%) administrators have been employed for 26 to 30 years. Twenty (22.6%) administrative respondents reported to be employed for 21-25 years and seventeen (21.4%) reported to be employed for 31-35 years. Six (7.5%) administrator respondents reported to be employed for 16-20 years and 36-40 years. Five (6.4%) reported to be employed for 11-15 years.

The greatest percentage for school board respondents was forty-four (81.6 %) employed for 1-5 years. Four school board members (7.6%) reported to work for 6 to 10 years. There was however, two (3.5%) employed for 31 to 35 years and 41-45 years. One (1.9%) school board members reported to work for 16-20 years and 21-25 years. One respondent did not report the number of years worked in an agency.

As indicated in Table 7, the majority of the administrator respondents have been employed from an average of 21 to 35 years. On the other hand the majority of school board respondents reported to have been employed for 1 to 5 years.

Table 7. Frequencies and Percentages of Demographic Information Regarding Years of Employment of School Administrator and School Board Respondents from Region XX, Education Service Center in Texas

| Years Employed | Administrators |         | School Board Members |         |
|----------------|----------------|---------|----------------------|---------|
|                | Frequency      | Percent | Frequency            | Percent |
| 1-5            | 1              | 1.0     | 44                   | 81.6    |
| 6-10           | 3              | 3.7     | 4                    | 7.6     |
| 11-15          | 5              | 6.4     | -                    | -       |
| 16-20          | 6              | 7.5     | 1                    | 1.9     |
| 21-25          | 20             | 22.6    | 1                    | 1.9     |
| 26-30          | 23             | 28.9    | -                    | -       |
| 31-35          | 17             | 21.4    | 2                    | 3.5     |
| 36-40          | 6              | 7.5     | -                    | -       |
| 41-45          | 1              | 1.0     | 2                    | 3.5     |
| Missing        | -              | -       | 1                    | -       |
| Total          | 80             | 100.0   | 55                   | 100.0   |

*Note:* Employment in the Context of the study for school board members was the years worked in any agency.

### **Years of Teaching**

Table 8 reflects the years a respondent was teaching prior to transitioning to educational administration. Thirty-one (42.0%) of the administrator respondents indicated they taught for 1 to 5 years in education before transitioning to an administration positions. The second greatest group was twenty-five (33.4%) administrative respondents indicated they taught for 6 to 10 years before transitioning to an administration position. Nine (12.3%) administrators reported to have taught for at least 11 to 15 years before entering into administration. Only seven (9.5%) indicated they taught 16 to 20 years before entering administration. There was one (2.8%) reported to have taught for 21 to 25 and 26-30 years before transitioning into administration. Six of the respondents selected not to respond to this question.

The overall results indicate that on an average a little over one-half of the respondents have five years of teaching experience prior to entering the administration profession. According to Table 8 in this study, the longer an educator taught less likely they entered administration.

Table 8. Frequencies and Percentages of Demographic Information Regarding Years of Teaching of School Administrator Respondents from Region XX, Education Service Center in Texas

| Years as Teacher | Administrators |         |
|------------------|----------------|---------|
|                  | Frequency      | Percent |
| 1-5              | 31             | 42.0    |
| 6-10             | 25             | 33.4    |
| 11-15            | 9              | 12.3    |
| 16-20            | 7              | 9.5     |
| 21-25            | 1              | 1.4     |
| 26-30            | 1              | 1.4     |
| Missing          | 6              | -       |
| Total            | 80             | 100.0   |

### Education Employment

Table 9 indicates that nineteen (23.9%) of administrative respondents have been employed in education for 16 to 20 years. Seventeen (21.4 %) of administrative respondents indicated they working as educators for 21-25 years. Thirteen (16.5%) of the administrative respondents have been employed for 11 to 15 and another thirteen (16.5%) respondents were employed for 6 to 10 years in education. Nine respondents (11.4%) reported to be employed in education for 26-30 years. Only three respondents (3.8%) reported working in education for 31 to 35 years.

Table 9. Frequencies and Percentages of Demographic Information Regarding Years of Employment in Education for School Administrator Respondents from Region XX, Education Service Center in Texas

| Years Employed | Administrators |         |
|----------------|----------------|---------|
|                | Frequency      | Percent |
| 1-5            | 5              | 6.5     |
| 6-10           | 13             | 16.5    |
| 11-15          | 13             | 16.5    |
| 16-20          | 19             | 23.9    |
| 21-25          | 17             | 21.4    |
| 26-30          | 9              | 11.4    |
| 31-35          | 3              | 3.8     |
| Missing        | 1              | -       |
| Total          | 80             | 100.0   |

Table 10 reflects the frequencies of years of service in public schools for school board respondents. Twenty-two (40.7%) of the school board respondents have served in public education for 1 to 5 years. The second group ranked twenty-one (39.0 %) of the school board respondents served in public education for 6 to 10 years. Five (9.4%) of the school board respondents have served in public education for 11 to 15 years and 16 to 20 years. A minimal of one (1.5%) of the school board respondents indicated having served as a member for 21 plus years in public education. One respondent did not indicate the number of years served in public education.

Table 10. Frequencies and Percentages of Demographic Information Regarding Years of Service as a District Board Member of the School Board Respondents from Region XX, Education Service Center in Texas

| Years Employed | School Board Members |         |
|----------------|----------------------|---------|
|                | Frequency            | Percent |
| 1-5            | 22                   | 40.7    |
| 6-10           | 21                   | 39.0    |
| 11-15          | 5                    | 9.4     |
| 16-20          | 5                    | 9.4     |
| 21-25          | 1                    | 1.5     |
| Missing        | 1                    | -       |
| Total          | 55                   | 100.0   |

### Education Level

Table 11 reflects the education level for school board respondents. Fifteen (27.2%) of the school board respondents indicated having a bachelor's degree. Twelve (21.8%) of the school board respondents indicated having some college background. Eleven (20.0%) of the respondents reported having a master degree. Six (10.9%) of the school board respondents reported to have a doctoral degree. Two (3.6%) reported having an associate's degree. Nine (16.5%) reported having a high school diploma. Overall, the majority of the school board respondents indicated having an education level beyond a high school diploma.

Table 11. Frequencies and Percentages of Demographic Information Regarding Education Level for the School Board Respondents from Region XX, Education Service Center in Texas

| Education   | School Board Members |         |
|-------------|----------------------|---------|
|             | Frequency            | Percent |
| High School | 9                    | 16.5    |
| College     | 12                   | 21.8    |
| Associates  | 2                    | 3.6     |
| Bachelor's  | 15                   | 27.2    |
| Master      | 11                   | 20.0    |
| Doctorate   | 6                    | 10.9    |
| Total       | 55                   | 100.0   |

### **Present Independent School District**

According to the responses on this study the administration transferred from a school district after a minimum of five years working in the district. Thirty-two (41.5%) of the administrative respondents reported to be employed for the present school district for one to five years (Table 12). Twelve (15.5%) reported to be employed for six to ten years. Nine (11.5%) respondents reported to be employed in the present school district for 21 to 25 years. Eight (10.0) reported to be employed in the present school district for 11 to 15 years and 16 to 20 years.



Table 12. Frequencies and Percentages of Demographic Information Regarding Years Employed in Present School District of School Administrator Respondents from Region XX, Education Service Center in Texas

| Present<br>Independent School District | Administrators |         |
|--|----------------|---------|
|  | Frequency      | Percent |
| 1-5                                    | 32             | 41.5    |
| 6-10                                   | 12             | 15.5    |
| 11-15                                  | 8              | 10.0    |
| 16-20                                  | 8              | 10.0    |
| 21-25                                  | 9              | 11.5    |
| 26-30                                  | 6              | 9.0     |
| 31-35                                  | 2              | 2.5     |
| Missing                                | 3              | -       |
| Total                                  | 80             | 100.0   |

### **Administrative Hours**

Table 13 reflects administrator respondents working time spent in a typical workweek in public education. Twenty Eight (35.2%) administrators work 56 to 60 hours in a typical school week. Twenty-six (32.6%) administrators work 46 to 50 hours in a typical school week. Ten (12.6%) administrators work 51 to 55 hours in a typical school week. Seven (8.8%) administrators work 66-70 hours in a typical week. One (1%) of the respondents reported working 81 to 85 hours in a typical school week.

Table 13. Frequencies and Percentages of Demographic Information Regarding Hours Worked of School Administrator Respondents from Region XX, Education Service Center in Texas

| Hours Worked | Administrators |         |
|--------------|----------------|---------|
|              | Frequency      | Percent |
| 40-45        | 4              | 5.0     |
| 46-50        | 26             | 32.6    |
| 51-55        | 10             | 12.6    |
| 56-60        | 28             | 35.2    |
| 61-65        | 3              | 3.8     |
| 66-70        | 7              | 8.8     |
| 71-75        | -              | -       |
| 76-80        | 1              | 1.0     |
| 81-85        | 1              | 1.0     |
| Total        | 80             | 100.0   |

### **Mentors**

Table 14 reflects the number of administrators utilizing mentors grouped by gender. A little over fifty percent of the school administrators reported having a mentor and 33 (41.2%) reported not having a mentor. Forty-seven (58.8%) of the respondents indicated the use of a mentorship. Thirty-two (68.1%) reported having male mentors. Eight (17.0%) reported having a female for a mentor. Seven (14.9%) administrators reported having two mentors of both genders.

Table 14. Frequencies and Percentages of Demographic Information Regarding Mentorship of School Administrator Respondents from Region XX, Education Service Center in Texas

| Mentors               | Administrators |         |
|-----------------------|----------------|---------|
|                       | Frequency      | Percent |
| No                    | 33             | 41.2    |
| Yes                   | 47             | 58.8    |
| Total                 | 80             | 100.0   |
| <u>Mentors Gender</u> |                |         |
| Male                  | 32             | 68.1    |
| Female                | 8              | 17.0    |
| Both Female & Male    | 7              | 14.9    |
| Total                 | 47             | 100.0   |

### **Exiting Job Market**

Table 15 reflects the number of times and reasons an administrator exited the job market. Fifty-four (67.5%) of the administrative respondents reported never exiting the job market. Twenty-six (32.5%) of the administrative respondents reported exiting the job market for specific reasons. Two major reasons administrators exited the job were pregnancy and a new career with ten (12.6%). The next category was nine (11.4%) exiting for educational reasons. One (1.3%) reported exiting the education career due to illness. Three (3.8%) reported exiting the job market for other reasons such as illness in the immediate family, moving out of state, and resignation for ethical issues.

Table 15. Frequencies and Percentages of Demographic Information Regarding the Number of Times Exiting the Job Market of School Administrator Respondents from Region XX, Education Service Center in Texas

| Responses             | Administrators |         |
|-----------------------|----------------|---------|
|                       | Frequency      | Percent |
| No                    | 54             | 67.5    |
| Yes                   | 26             | 32.5    |
| Total                 | 80             | 100.0   |
| Responses for Exiting |                |         |
| • Illness             | 1              | 1.3     |
| • Pregnancy           | 10             | 12.6    |
| • New Career          | 10             | 12.6    |
| • Education           | 9              | 11.4    |
| • Other <sup>a</sup>  | 3              | 3.8     |

<sup>a</sup>Other responses were: resigned over ethical issues, mother illness, and moved out of state.

### Employment Selection Process

Table 16 reflects the responses reported regarding the selection process for the superintendency. The majority of thirty-four (42.5%) of the administrative respondents reported having achieved the superintendent position by promotion. Thirty (37.5%) of the school administrators reported having achieved the superintendency by applying. A minority of eleven (13.8%) of the school administrators reported been recruited to the superintendent position. Five (6.2%) reported to have been selected by other means such as board contact, search firm, Education Service Center Region XX, and being promoted from interim position to the superintendent position.

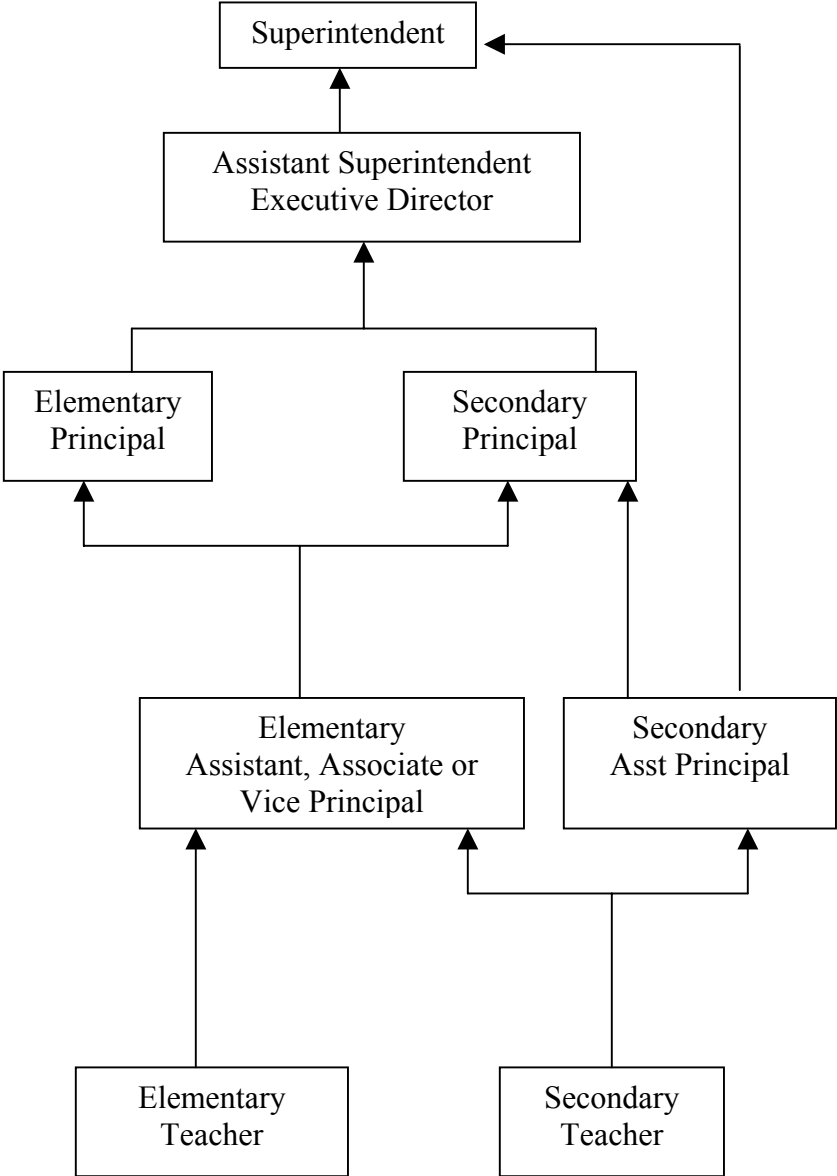
Table 16. Frequencies and Percentages of Demographic Information Regarding the Employment Selection Process of the Current Position of School Administrator Respondents from Region XX, Education Service Center in Texas

| Responses          | Administrators |         |
|--------------------|----------------|---------|
|                    | Frequency      | Percent |
| Recruited          | 11             | 13.8    |
| Promoted           | 34             | 42.5    |
| Applied            | 30             | 37.5    |
| Other <sup>a</sup> | 5              | 6.2     |
| Total              | 80             | 100.0   |

<sup>a</sup>Responses were search firm, board contact, Education Service Center contact, and interim superintendent.

Figure 1, superintendent career ladder reflects the career movement that lead to the superintendency position as reported by administrator respondents. There are various ways leading to the superintendency. The most popular is teacher, assistant principal, principal, assistant superintendent, and finally the superintendency. However, that is not the only way to obtain a superintendency.

Figure 1. Superintendent Career Ladder



### District Type

Table 17 reflects the school districts student population for the administrative respondents. Twenty-nine (36.3%) of the respondents indicated coming from a rural district. Twenty-two (27.5%) of the school administrators reported coming from small towns. Eighteen (22.5%) came from suburban schools and eleven (13.8%) came from urban school settings.

Table 17. Frequencies and Percentages of Demographic Information Regarding the Independent School District of School Administrator Respondents from Region XX, Education Service Center in Texas

| Responses  | Administrators |         |
|------------|----------------|---------|
|            | Frequency      | Percent |
| Rural      | 29             | 36.2    |
| Small Town | 22             | 27.5    |
| Urban      | 11             | 13.8    |
| Suburban   | 18             | 22.5    |
| Total      | 80             | 100.0   |

### Student Population

Table 18 lists the student population of the school administrator responses. Twenty-three (29.2%) reported having a student population under one thousand. Eighteen (22.8%) reported having a student population of five thousand or more. Seventeen (21.5%) reported having greater than one thousand but less than two thousand students. Ten (12.7%) reported to have a student population of greater than two thousand but less than three thousand. The two smallest groups six (7.5%) had a student population greater than three thousand but less than four thousand. Five (6.3%) reported a student population greater than four thousand but less than five thousand.

Table 18. Frequencies and Percentages of Demographic Information Regarding the Student Population of School Administrator Respondents from Region XX, Education Service Center in Texas

| Student Population | Administrators |         |
|--------------------|----------------|---------|
|                    | Frequency      | Percent |
| 0-999              | 23             | 29.2    |
| 1,000-1,999        | 17             | 21.5    |
| 2,000-2,999        | 10             | 12.7    |
| 3,000-3,999        | 6              | 7.5     |
| 4,000-4,999        | 5              | 6.3     |
| 5,000 +            | 18             | 22.8    |
| Total              | 80             | 100.0   |



## Research Questions

### Research Question One

The first research question of this study addressed possible factors that might influence the selection of male vs. female for superintendent positions as reported by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center in Texas.

For this question, the researcher reviewed the possible factors that women encounter in seeking public school superintendency positions. Appendix (E) are the resources utilized to organize the most common factors that were found in the review of the literature. The researcher combined the most common factors into 21 questions to be used in the instrument. The school board members and administrator respondents were asked to indicate whether or not they strongly agreed or strongly disagreed with the possible factors listed in the questionnaire contributing to the selection of a female for the superintendency position.

Table 19 indicates the results using frequencies and percentages for factors identified by school board respondents are listed in (Appendix I). Table 19 also indicates the means and standard deviations for the school board respondents by gender. The sample for the gender group consists of 44 male and 11 female respondents. The means for the school board respondents ranged from 1.82 to 2.59 indicating the disagreement of the 21 statements as possible factors women encounter in acquiring superintendency. There was no significant difference between gender groups relating to possible factors.

Table 19. Mean, Standard Deviation, and Independent T-test for Possible Factors Women Encounter in Superintendentcy, Grouped by Male and Female for the School Board Respondents from Region XX, Education Service Center in Texas (Male sample size 44, Female sample size 11)

| Factors  |        | Mean | Standard Deviation | t     | p    |
|--|--------|------|--------------------|-------|------|
| 1. Limited administrative experience overall.                          | Male   | 2.59 | .923               | .146  | .885 |
|  | Female | 2.55 | .934               |       |      |
| 2. Lack of essential credentials.                                      | Male   | 2.16 | 1.010              | -.347 | .730 |
|  | Female | 2.27 | .786               |       |      |
| 3. Inexperience in handling fiscal matters.                            | Male   | 2.49 | .856               | .757  | .452 |
|  | Female | 2.27 | .786               |       |      |
| 4. Limited experience in leadership roles.                             | Male   | 2.40 | .912               | .439  | .663 |
|  | Female | 2.27 | .786               |       |      |
| 5. Lacking required training and certification.                        | Male   | 2.26 | 1.026              | -.330 | .743 |
|  | Female | 2.36 | .674               |       |      |
| 6. Deficient in administrative training via internship programs.       | Male   | 2.33 | .928               | -.690 | .494 |
|  | Female | 2.55 | .820               |       |      |
| 7. Lack of family support  | Male   | 1.90 | .932               | -.602 | .550 |
|  | Female | 2.09 | .831               |       |      |
| 8. Limited time for career mobility.                                   | Male   | 2.14 | 1.002              | -.390 | .698 |
|  | Female | 2.27 | .905               |       |      |
| 9. Career aspirations have been placed behind family responsibilities. | Male   | 2.36 | 1.008              | .252  | .802 |
|  | Female | 2.27 | .905               |       |      |
| 10. Lacking personal aspirations to seek administrative positions.     | Male   | 2.21 | .914               | .365  | .717 |
|  | Female | 2.09 | 1.136              |       |      |
| 11. Family commitments are a priority to career advancement.           | Male   | 2.45 | .993               | .762  | .450 |
|  | Female | 2.18 | 1.250              |       |      |

Table 19 (continued)

| Factors   |        | Mean | Standard<br>Deviation | t     | p    |
|---|--------|------|-----------------------|-------|------|
| 12. Limited access to mentors within the organization.                      | Male   | 2.23 | .841                  | .173  | .864 |
|   | Female | 2.18 | .982                  |       |      |
| 13. Exclusions from established network system.                             | Male   | 2.19 | .852                  | .941  | .351 |
|   | Female | 1.91 | .944                  |       |      |
| 14. Sponsorship not available within the organization.                      | Male   | 2.07 | .910                  | .531  | .598 |
|   | Female | 1.91 | .831                  |       |      |
| 15. Limited support system within the organization.                         | Male   | 2.12 | .905                  | .390  | .698 |
|   | Female | 2.00 | .775                  |       |      |
| 16. Absence of same gender role models.                                     | Male   | 2.14 | .915                  | -.422 | .675 |
|   | Female | 2.27 | 1.009                 |       |      |
| 17. Mentoring system not available in district.                             | Male   | 2.12 | .889                  | -.522 | .604 |
|   | Female | 2.27 | .786                  |       |      |
| 18. Lack of community support for women administrators.                     | Male   | 2.19 | .932                  | .301  | .764 |
|   | Female | 2.09 | .944                  |       |      |
| 19. Lack of school board support for women administrators.                  | Male   | 1.84 | .949                  | .063  | .950 |
|   | Female | 1.82 | .603                  |       |      |
| 20. Lack of overall support from the organization for women administrators. | Male   | 1.98 | .886                  | -.082 | .935 |
|   | Female | 2.00 | .632                  |       |      |
| 21. Women enter educational administrative positions too late.              | Male   | 2.05 | .785                  | -.804 | .425 |
|   | Female | 2.27 | 1.009                 |       |      |

*Note:* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

Table 20 compared the results of administrative respondents by gender. A t-test was utilized to compare the means of both groups. The alpha level was set at the traditional value of .05 for the level of significance. The sample for the gender group consists of 52 male and 28 female respondents. The means for the school administrative respondents ranged from 1.80 to 3.16 indicating the disagreement with 17 out of the 21 statements as possible factors women experience in acquiring a superintendency.

Table 20 indicates the level of significance in mean difference on eight research questions related to possible factors women encounter in obtaining a superintendency were less than the set level of .05. Comparing the level of significance against the level of significance (in this case .05) the null hypothesis is rejected and the difference between sample means reflect true difference between population means. Eight statements have a significance level value lower than the set level of .05. Statement 8, *limited time for career mobility* has a significant value of 0.009. Statement 9, *career aspirations being placed behind family responsibilities* has a significant value of .036. Statement 11, *family commitment are a priority to career advancement* has a significant value of .019. Statement 12, *limited access to mentors within the organization* has a significant value of .006. Statement 13, *exclusions from established network system* has a significant value of .012. Statement 14, *sponsorship not available within the organization* has a significant value of .004. Statement 15, *limited support system within the organization* has a significant value of .005. Statement 21, *women enter educational administrative positions too late* has a significant value of .003

Table 20. Mean, Standard Deviation, and Independent T-test for Possible Factors Women Encounter in Superintendentcy, Grouped by Male and Female for the School Administrator Respondents from Region XX, Education Service Center in Texas (Male sample Size 52, Female Sample size 28)

| Factors  |        | Mean | Standard Deviation | t      | p     |
|--|--------|------|--------------------|--------|-------|
| 1. Limited administrative experience overall.                          | Male   | 2.37 | .971               | -.838  | .404  |
|  | Female | 2.56 | .917               |        |       |
| 2. Lack of essential credentials.                                      | Male   | 2.19 | .971               | 1.504  | .137  |
|  | Female | 1.84 | .943               |        |       |
| 3. Inexperience in handling fiscal matters.                            | Male   | 2.62 | .953               | -.275  | .784  |
|  | Female | 2.68 | .988               |        |       |
| 4. Limited experience in leadership roles.                             | Male   | 2.37 | .991               | .539   | .592  |
|  | Female | 2.24 | .879               |        |       |
| 5. Lacking required training and certification.                        | Male   | 2.17 | .944               | 1.571  | .120  |
|  | Female | 1.80 | 1.041              |        |       |
| 6. Deficient in administrative training via internship programs.       | Male   | 2.17 | .923               | -.474  | .637  |
|  | Female | 2.28 | .936               |        |       |
| 7. Lack of family support.   | Male   | 2.10 | .891               | -1.390 | .169  |
|  | Female | 2.40 | .913               |        |       |
| 8. Limited time for career mobility.                                   | Male   | 2.23 | .831               | -2.669 | .009* |
|  | Female | 2.76 | .779               |        |       |
| 9. Career aspirations have been placed behind family responsibilities. | Male   | 2.65 | 1.046              | -2.136 | .036* |
|  | Female | 3.16 | .800               |        |       |
| 10. Lacking personal aspirations to seek administrative positions.     | Male   | 2.44 | 1.037              | -1.689 | .095  |
|  | Female | 2.84 | .800               |        |       |
| 11. Family commitments are a priority to career advancement.           | Male   | 2.63 | .886               | -2.401 | .019* |
|  | Female | 3.13 | .680               |        |       |

Table 20 (continued)

| Factors   |        | Mean | Standard<br>Deviation | t      | p     |
|---|--------|------|-----------------------|--------|-------|
| 12. Limited access to mentors within the organization.                      | Male   | 1.90 | .891                  | -2.813 | .006* |
|   | Female | 2.52 | .918                  |        |       |
| 13. Exclusions from established network system.                             | Male   | 2.04 | .989                  | -2.564 | .012* |
|   | Female | 2.64 | .907                  |        |       |
| 14. Sponsorship not available within the organization.                      | Male   | 1.94 | .938                  | -3.001 | .004* |
|   | Female | 2.60 | .816                  |        |       |
| 15. Limited support system within the organization.                         | Male   | 1.98 | .939                  | -2.915 | .005* |
|   | Female | 2.64 | .907                  |        |       |
| 16. Absence of same gender role models.                                     | Male   | 2.31 | .940                  | -.414  | .680  |
|   | Female | 2.40 | .866                  |        |       |
| 17. Mentoring system not available in district.                             | Male   | 2.06 | .958                  | -1.835 | .070  |
|   | Female | 2.48 | .918                  |        |       |
| 18. Lack of community support for women administrators.                     | Male   | 2.79 | .985                  | -1.107 | .272  |
|   | Female | 2.44 | 1.003                 |        |       |
| 19. Lack of school board support for women administrators.                  | Male   | 2.19 | .930                  | -.545  | .587  |
|   | Female | 2.32 | 1.030                 |        |       |
| 20. Lack of overall support from the organization for women administrators. | Male   | 1.87 | .864                  | -1.772 | .081  |
|   | Female | 2.24 | .879                  |        |       |
| 21. Women enter educational administrative positions too late.              | Male   | 1.87 | .768                  | -3.024 | .003* |
|   | Female | 2.48 | .963                  |        |       |

*Note:* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

\* $p < .05$ .

## **Research Question Two**

The second research question of this study addressed factors that may contribute to the underrepresentation of women in the superintendency as perceived by (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center in Texas.

For this question, the researcher reviewed factors that women experience in seeking public school superintendency positions. Appendix (E) is the resources utilized to organize the most commonly factors that were found in the review of the literature. Part II (Appendix C) lists 21 factors for women acquiring a superintendency position. The school board respondents and school administrators were asked to indicate whether or not they strongly disagreed or strongly agreed with the factors listed in the instrument. Table 21 was ranked by highest to lowest frequencies in agreement with the question. Responses with level of agreement 3 and 4 were combined to obtain the agreement levels. The responses are listed by the highest to lowest frequency ranked by the respondents.

The highest frequency indicated was limited administrative experience overall. Thirty-six (65.4%) school board respondents agreed that women have limited experience in administration. Women are inexperienced in fiscal matters is the second factor listed. Thirty (55.6%) school board respondents agreed that women are inexperienced in handling financial fiscal matters. The third factor identified was the limited experience in leadership roles. Twenty-six (49.0%) out of fifty-five (55.0%) school board members indicated that women have limited experience in leadership roles.

These three statements are supported by the review of literature. The review of literature indicates that school board members highest priority is searching superintendent candidates with experience in fiscal matters. School board respondents also indicated that women have limited administrative experience and less time in leadership roles. These statements are in agreement with the review of literature.

Table 21. Frequency and Percent for Possible Factors Identified by School Board Respondents from Region XX, Education Service Center in Texas

| Factors                                       | Scale   | Frequency | Cumulative Percent |
|---|---------|-----------|--------------------|
| 1. Limited administrative experience overall. | 1       | 10        | 18.2               |
|   | 2       | 9         | 16.4               |
|   | 3       | 30        | 54.5               |
|   | 4       | 6         | 10.9               |
|   | Total   | 55        | 100.0              |
| 3. Inexperience in handling fiscal matters.   | 1       | 9         | 16.7               |
|   | 2       | 15        | 27.8               |
|   | 3       | 27        | 50.0               |
|   | 4       | 3         | 5.6                |
|   | Missing | 1         | -                  |
| Total   | 55      | 100.0     |                    |
| 4. Limited experience in leadership roles.    | 1       | 10        | 18.9               |
|   | 2       | 17        | 32.1               |
|   | 3       | 22        | 41.5               |
|   | 4       | 4         | 7.5                |
|   | Missing | 2         | -                  |
| Total   | 55      | 100.0     |                    |



Table 21 (continued)

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 2. Lack of essential credentials.                                      | 1       | 17        | 18.2               |
|  | 2       | 15        | 16.4               |
|  | 3       | 19        | 54.5               |
|  | 4       | 4         | 10.9               |
|  | Total   | 55        | 100.0              |
| 6. Deficient in administrative training via internship programs.       | 1       | 9         | 17.0               |
|  | 2       | 21        | 39.6               |
|  | 3       | 17        | 32.1               |
|  | 4       | 6         | 11.3               |
|  | Missing | 2         | -                  |
| Total  | 55      | 100.0     |                    |
| 9. Career aspirations have been placed behind family responsibilities. | 1       | 12        | 22.6               |
|  | 2       | 18        | 34.0               |
|  | 3       | 16        | 30.2               |
|  | 4       | 7         | 13.2               |
|  | Missing | 2         | -                  |
| Total  | 55      | 100.0     |                    |
| 5. Lacking required training and certification.                        | 1       | 13        | 24.1               |
|  | 2       | 19        | 35.2               |
|  | 3       | 16        | 29.6               |
|  | 4       | 6         | 11.1               |
|  | Missing | 1         | -                  |
| Total  | 55      | 100.0     |                    |
| 11. Family commitments are a priority to career advancement.           | 1       | 11        | 20.8               |
|  | 2       | 21        | 39.6               |
|  | 3       | 10        | 18.9               |
|  | 4       | 11        | 20.8               |
|  | Missing | 2         | -                  |
| Total  | 55      | 100.0     |                    |

Table 21 (continued)

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 10. Lacking personal aspirations to seek administrative positions. | 1       | 15        | 27.8               |
|  | 2       | 19        | 35.2               |
|  | 3       | 15        | 27.8               |
|  | 4       | 5         | 9.3                |
|  | Missing | 1         | -                  |
|  | Total   | 55        | 100.0              |
| 12. Limited access to mentors within the organization.             | 1       | 11        | 20.4               |
|  | 2       | 24        | 44.4               |
|  | 3       | 15        | 27.8               |
|  | 4       | 4         | 7.4                |
|  | Missing | 1         | -                  |
|  | Total   | 55        | 100.0              |
| 8. Limited time for career mobility.                               | 1       | 15        | 28.3               |
|  | 2       | 20        | 37.7               |
|  | 3       | 12        | 22.6               |
|  | 4       | 6         | 11.3               |
|  | Missing | 2         | -                  |
|  | Total   | 55        | 100.0              |
| 16. Absence of same gender role models.                            | 1       | 14        | 25.9               |
|  | 2       | 22        | 40.7               |
|  | 3       | 13        | 24.1               |
|  | 4       | 5         | 9.3                |
|  | Missing | 1         | -                  |
|  | Total   | 55        | 100.0              |

Table 21 (continued)

| Factors   | Scale   | Frequency | Cumulative Percent |
|---|---------|-----------|--------------------|
| 17. Mentoring system not available in district.         | 1       | 13        | 24.5               |
|   | 2       | 22        | 41.5               |
|   | 3       | 15        | 28.3               |
|   | 4       | 3         | 5.7                |
|   | Missing | 2         | -                  |
|   | Total   | 55        | 100.0              |
| 18. Lack of community support for women administrators. | 1       | 13        | 24.1               |
|   | 2       | 25        | 46.3               |
|   | 3       | 10        | 18.5               |
|   | 4       | 6         | 11.1               |
|   | Missing | 1         | -                  |
|   | Total   | 55        | 100.0              |
| 7. Lack of family support.                              | 1       | 20        | 37.7               |
|   | 2       | 19        | 35.8               |
|   | 3       | 11        | 20.8               |
|   | 4       | 3         | 5.7                |
|   | Missing | 2         | -                  |
|   | Total   | 55        | 100.0              |
| 13. Exclusions from established network system.         | 1       | 12        | 22.2               |
|   | 2       | 28        | 51.9               |
|   | 3       | 9         | 16.7               |
|   | 4       | 5         | 9.3                |
|   | Missing | 1         | -                  |
|   | Total   | 55        | 100.0              |

Table 21 (continued)

| Factors   | Scale   | Frequency | Cumulative Percent |
|---|---------|-----------|--------------------|
| 15. Limited support system within the organization                          | 1       | 13        | 24.1               |
|   | 2       | 28        | 51.9               |
|   | 3       | 8         | 14.8               |
|   | 4       | 5         | 9.3                |
|   | Missing | 1         | -                  |
|   | Total   | 55        | 100.0              |
| 21. Women enter educational administrative positions too late.              | 1       | 12        | 22.2               |
|   | 2       | 29        | 53.7               |
|   | 3       | 9         | 16.7               |
|   | 4       | 4         | 7.4                |
|   | Missing | 1         | -                  |
|   | Total   | 55        | 100.0              |
| 14. Sponsorship not available within the organization.                      | 1       | 15        | 27.8               |
|   | 2       | 27        | 50.0               |
|   | 3       | 7         | 13.0               |
|   | 4       | 5         | 9.3                |
|   | Missing | 1         | -                  |
|   | Total   | 55        | 100.0              |
| 20. Lack of overall support from the organization for women administrators. | 1       | 15        | 27.8               |
|   | 2       | 29        | 53.7               |
|   | 3       | 6         | 11.1               |
|   | 4       | 4         | 7.4                |
|   | Missing | 1         | -                  |
|   | Total   | 55        | 100.0              |

Table 21 (continued)

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 19. Lack of school board support for women administrators. | 1       | 22        | 40.7               |
|  | 2       | 23        | 42.6               |
|  | 3       | 5         | 9.3                |
|  | 4       | 4         | 7.4                |
|  | Missing | 1         | -                  |
|  | Total   |           | 55                 |

*Note.* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

Table 22 answers the second part of the research question. Table 22 indicates the administrator respondents to the possible factors women encounter in acquiring a superintendent position. Responses with the level of agreement three and four were combined to obtain the agreement levels. The responses are ranked and listed by the highest priority as reported by the respondents. Fifty-four (69.2%) out of eighty respondents were in agreement with the fact that career aspirations have been placed behind family responsibilities. Fifty-three (67.9 %) school administrative respondents agreed with the statement that family commitments are a priority to career advancement. The next highest frequency is forty-seven (60.2%) responses indicated that women are inexperienced with fiscal matters. Administrative respondents also indicated that women lack personal aspirations to seek administrative positions by forty-three (54.4%) responses. Forty (50.6%) school administrative respondents reported that women have limited experience overall.

Overall these factors reported are in line with the review of literature.

Administrator respondents reported that career aspirations, family commitment, inexperience in fiscal matters, personal aspirations, and limited administrative experience are of concern. On the other hand, school board respondents reported that women have limited administrative experience, inexperience fiscal experience, lack of leadership roles, career aspirations, and lack of administrative training. Overall, both groups are in agreement with the factors women face in acquiring their superintendency position.

Table 22. Frequency and Percent for Possible Factors Identified by School Administrator Respondents from Region XX, Education Service Center in Texas

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 9. Career aspirations have been placed behind family responsibilities. | 1       | 8         | 10.3               |
|  | 2       | 16        | 20.5               |
|  | 3       | 33        | 42.3               |
|  | 4       | 21        | 26.9               |
|  | Missing | 2         | -                  |
|  | Total   | 80        | 100.0              |
| 11. Family commitments are a priority to career advancement.           | 1       | 6         | 7.7                |
|  | 2       | 19        | 24.4               |
|  | 3       | 37        | 47.4               |
|  | 4       | 16        | 20.5               |
|  | Missing | 2         | -                  |
|  | Total   | 80        | 100.0              |

Table 22 (continued)

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 3. Inexperience in handling fiscal matters.                        | 1       | 10        | 12.8               |
|  | 2       | 21        | 26.9               |
|  | 3       | 33        | 42.3               |
|  | 4       | 14        | 17.9               |
|  | Missing | 2         | -                  |
|  | Total   | 80        | 100.0              |
| 10. Lacking personal aspirations to seek administrative positions. | 1       | 15        | 19.0               |
|  | 2       | 21        | 26.6               |
|  | 3       | 29        | 36.7               |
|  | 4       | 14        | 17.7               |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 1. Limited administrative experience overall.                      | 1       | 17        | 21.5               |
|  | 2       | 22        | 27.8               |
|  | 3       | 31        | 39.2               |
|  | 4       | 9         | 11.4               |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 8. Limited time for career mobility.                               | 1       | 11        | 13.9               |
|  | 2       | 33        | 41.8               |
|  | 3       | 28        | 35.4               |
|  | 4       | 7         | 8.9                |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |

Table 22 (continued)

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 16. Absence of same gender role models.                    | 1       | 17        | 21.5               |
|  | 2       | 27        | 34.2               |
|  | 3       | 28        | 35.4               |
|  | 4       | 7         | 8.9                |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 4. Limited experience in leadership roles.                 | 1       | 16        | 20.5               |
|  | 2       | 28        | 35.9               |
|  | 3       | 26        | 33.3               |
|  | 4       | 8         | 10.3               |
|  | Missing | 2         | -                  |
|  | Total   | 80        | 100.0              |
| 19. Lack of school board support for women administrators. | 1       | 23        | 29.1               |
|  | 2       | 24        | 30.4               |
|  | 3       | 25        | 31.6               |
|  | 4       | 7         | 8.9                |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 18. Lack of community support for women administrators.    | 1       | 21        | 26.6               |
|  | 2       | 27        | 34.2               |
|  | 3       | 21        | 26.6               |
|  | 4       | 10        | 12.7               |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |



Table 22 (continued)

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 13. Exclusions from established network system.                  | 1       | 23        | 29.1               |
|  | 2       | 25        | 31.6               |
|  | 3       | 22        | 27.8               |
|  | 4       | 9         | 11.4               |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 6. Deficient in administrative training via internship programs. | 1       | 19        | 24.4               |
|  | 2       | 28        | 35.9               |
|  | 3       | 26        | 33.3               |
|  | 4       | 5         | 6.4                |
|  | Missing | 2         | -                  |
|  | Total   | 80        | 100.0              |
| 17. Mentoring system not available in district.                  | 1       | 23        | 29.1               |
|  | 2       | 26        | 32.9               |
|  | 3       | 23        | 29.1               |
|  | 4       | 7         | 8.9                |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 7. Lack of family support.                                       | 1       | 18        | 23.1               |
|  | 2       | 31        | 39.7               |
|  | 3       | 24        | 30.8               |
|  | 4       | 5         | 6.4                |
|  | Missing | 2         | -                  |
|  | Total   | 80        | 100.0              |

Table 22 (continued)

| Factors  | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 15. Limited support system within the organization.            | 1       | 24        | 30.4               |
|  | 2       | 26        | 32.9               |
|  | 3       | 21        | 26.6               |
|  | 4       | 8         | 10.1               |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 14. Sponsorship not available within the organization.         | 1       | 24        | 30.4               |
|  | 2       | 28        | 35.4               |
|  | 3       | 20        | 25.3               |
|  | 4       | 7         | 8.9                |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 21. Women enter educational administrative positions too late. | 1       | 24        | 30.4               |
|  | 2       | 30        | 38.0               |
|  | 3       | 21        | 26.6               |
|  | 4       | 4         | 5.1                |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 12. Limited access to mentors within the organization.         | 1       | 24        | 30.4               |
|  | 2       | 31        | 39.2               |
|  | 3       | 17        | 21.5               |
|  | 4       | 7         | 8.9                |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |

Table 22 (continued)

| Factors   | Scale   | Frequency | Cumulative Percent |
|---|---------|-----------|--------------------|
| 2. Lack of essential credentials.   | 1       | 25        | 32.1               |
|   | 2       | 29        | 37.2               |
|   | 3       | 17        | 21.8               |
|   | 4       | 7         | 9.0                |
|   | Missing | 2         | -                  |
|   | Total   | 80        | 100.0              |
| 5. Lacking required training and certification.                             | 1       | 26        | 33.3               |
|   | 2       | 30        | 38.5               |
|   | 3       | 14        | 17.9               |
|   | 4       | 8         | 10.3               |
|   | Missing | 2         | -                  |
|   | Total   | 80        | 100.0              |
| 20. Lack of overall support from the organization for women administrators. | 1       | 28        | 35.4               |
|   | 2       | 30        | 38.0               |
|   | 3       | 17        | 21.5               |
|   | 4       | 4         | 5.1                |
|   | Missing | 1         | -                  |
|   | Total   | 80        | 100.0              |

*Note.* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

### Research Question Three

The third research question for this study addressed differences by gender in the perceptions of selected school board members from Region XX, Education Service Center in Texas toward a female superintendent's ability to perform job-related duties and responsibilities.

To answer this question, the researcher reviewed the means, standard deviations, and individual t -test for job related duties. Texas Administrative Code (TAC) (Appendix D) was utilized to organize the job related duties and respondents were asked to indicate whether or not they strongly disagreed or strongly agreed that women are capable of successfully carrying out these duties.

Part II selection of superintendent was tailored to the job related duties listed in TAC. Table 23 lists the responses from school board respondents related to job duties. Table 23 indicates that the comparison between groups is greater than the traditional level of significance .05. Comparing the level of significance to the critical level (in this case .05) the null stands. Therefore, in the population failure to reject the null implies that all means are the same. There was no significant difference between genders of the school board members who responded to the instrument. Both genders are in agreement with the statements that reflect women can perform the job duties. However, there was a gap in the levels of agreement between gender groups. The male gender responded higher to the entire job related questions. The means for the male respondents were slightly higher than the means for female respondents. Table 23 reveal that the male respondents believe women can perform the job duties just as well as men. The female group in this study was in agreement that they could perform the job duties just as well as men. The female responses for the entire questions were lower than those of the male group. Although women agree they can do the job, they do not strongly agree as the male counterparts. Thus, women are more critical of themselves and their own gender.

Table 23. Mean, Standard Deviation, and Individual T-test for Job Related Duties and Responsibilities of the Superintendents Identified by School Board Respondents from Region XX, Education Service Center in Texas

| Job Related Duties  |        | Mean | Standard Deviation | t     | p    |
|---|--------|------|--------------------|-------|------|
| 1. Enhance teaching and learning by participating in higher education or professional development activities. | Male   | 3.57 | .695               | .452  | .653 |
|   | Female | 3.45 | .934               |       |      |
| 2. Maintains personal physical and emotional wellness.  | Male   | 3.39 | .722               | .806  | .424 |
|   | Female | 3.18 | .874               |       |      |
| 3. Implement policies and procedures that comply with (TAC) 247.2C.   | Male   | 3.55 | .697               | 1.092 | .280 |
|   | Female | 3.27 | .905               |       |      |
| 4. Serve as an articulate spokes person.  | Male   | 3.55 | .730               | .349  | .728 |
|   | Female | 3.45 | .934               |       |      |
| 5. Promote success for all students.  | Male   | 3.66 | .745               | .430  | .669 |
|   | Female | 3.55 | .934               |       |      |
| 6. Facilitate and ensure a school district environment is conducive to learning.                              | Male   | 3.59 | .757               | .495  | .622 |
|   | Female | 3.45 | 1.036              |       |      |
| 7. Manage budgetary matters effectively.  | Male   | 3.39 | .813               | .417  | .678 |
|   | Female | 3.27 | .786               |       |      |
| 8. Ability to promote multicultural awareness.  | Male   | 3.52 | .731               | .262  | .795 |
|   | Female | 3.45 | .934               |       |      |
| 9. Supervise and evaluate staff effectively.  | Male   | 3.41 | .844               | .793  | .431 |
|   | Female | 3.18 | .874               |       |      |
| 10. Implement strategies to enhance professional capabilities.  | Male   | 3.50 | .762               | .508  | .613 |
|   | Female | 3.36 | .924               |       |      |

Table 23 (continued)

| Job Related Duties  |        | Mean | Standard<br>Deviation | t     | p    |
|---|--------|------|-----------------------|-------|------|
| 11. Effectively organizing and facilitating professional development activities appropriate for the district. | Male   | 3.55 | .761                  | .679  | .500 |
|   | Female | 3.36 | .924                  |       |      |
| 12. Effectively communicate verbally to a variety of groups.  | Male   | 3.50 | .821                  | .160  | .874 |
|   | Female | 3.45 | .934                  |       |      |
| 13. Legally protect the rights of students.   | Male   | 3.50 | .762                  | .169  | .866 |
|   | Female | 3.45 | .934                  |       |      |
| 14. Applying laws, policies, and procedures fairly, wisely, and consistently.                                 | Male   | 3.48 | .792                  | .745  | .460 |
|   | Female | 3.27 | .905                  |       |      |
| 15. Legally protect the rights of staff.  | Male   | 3.57 | .728                  | .437  | .664 |
|   | Female | 3.45 | .934                  |       |      |
| 16. Ability to effectively communicate with the community.  | Male   | 3.59 | .693                  | .543  | .589 |
|   | Female | 3.45 | .934                  |       |      |
| 17. Promote district vision to the community.   | Male   | 3.43 | .728                  | -.087 | .931 |
|   | Female | 3.45 | .934                  |       |      |
| 18. Establish partnerships to support district goals.   | Male   | 3.43 | .818                  | -.080 | .936 |
|   | Female | 3.45 | .934                  |       |      |
| 19. Ability to utilize conflict management skills.  | Male   | 3.39 | .784                  | .083  | .934 |
|   | Female | 3.36 | .924                  |       |      |
| 20. Demonstrate effective writing skills through written correspondence.                                      | Male   | 3.66 | .713                  | .798  | .428 |
|   | Female | 3.45 | .934                  |       |      |
| 21. Analysis data before decision-making.   | Male   | 3.50 | .792                  | .524  | .602 |
|   | Female | 3.36 | .674                  |       |      |

Table 23 (continued)

| Job Related Duties   |        | Mean | Standard<br>Deviation | t     | p    |
|--|--------|------|-----------------------|-------|------|
| 22. Effectively resolve problems using appropriate problem-solving techniques.                   | Male   | 3.48 | .792                  | .412  | .682 |
|  | Female | 3.36 | .924                  |       |      |
| 23. Maintain overall supervision of the physical plant and equipment.                            | Male   | 3.32 | .883                  | .483  | .631 |
|  | Female | 3.18 | .603                  |       |      |
| 24. Ability to use current technology to enhance district operations.                            | Male   | 3.52 | .762                  | .254  | .801 |
|  | Female | 3.45 | .934                  |       |      |
| 25. Maintains overall management of the district curricular process.                             | Male   | 3.45 | .848                  | .313  | .756 |
|  | Female | 3.36 | .924                  |       |      |
| 26. Enhance school district performance with current technology.                                 | Male   | 3.50 | .762                  | .508  | .613 |
|  | Female | 3.36 | .924                  |       |      |
| 27. Knowledgeable and awareness of curriculum issues and trends affecting education.             | Male   | 3.57 | .728                  | 1.146 | .257 |
|  | Female | 3.27 | .905                  |       |      |
| 28. Create an environment for student learning.  | Male   | 3.57 | .728                  | -.263 | .794 |
|  | Female | 3.64 | .924                  |       |      |
| 29. Maintains overall management of student activity programs.                                   | Male   | 3.48 | .792                  | .412  | .682 |
|  | Female | 3.36 | .924                  |       |      |
| 30. Ensure students with special needs are provided quality instructional services and programs. | Male   | 3.57 | .789                  | .412  | .682 |
|  | Female | 3.45 | .934                  |       |      |

*Note.* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

#### **Research Question Four**

The fourth research question for this study addressed differences by gender in the perceptions of selected superintendents and assistant superintendents from Region XX, Education Service Center in Texas toward a female superintendents' ability to perform job-related duties and responsibilities.

To answer this question, the researcher reviewed the means, standard deviations, and individual t -tests for job related duties listed in table 24. The administrator respondents were asked to indicate whether or not they strongly disagreed or strongly agreed that women are capable of successfully performing the job related duties. Table 24 indicates that the comparison between groups is greater than the traditional level of significance .05. Comparing the level of significance to the critical level (in this case .05) the null stands. Therefore, in the population failure to reject the null implies that all means are the same. Table 24 results indicate no significant difference between genders. Overall the entire job related duties, both genders are in agreement with the statements that reflect women are capable of performing the job duties related to superintendency.

However, a gap exists in the level of agreement between the groups. The male gender responded higher to almost all job related questions with the exception of two questions. The means were higher than the female responses thus indicating they believe women can perform the job duties just as well as men. The female group is in agreement that they can perform the job duties just as well as men. However, the female responses for almost all job related questions with the exception of two were lower than those of the male group. Although women agree they can do their job they do not



strongly agree as the male respondents. Thus women are more critical of themselves and their own gender. The two statements women responded to question 3, *implementation of policies and procedures* as well as question 9, *supervising and evaluating staff effectively*. The male administrators do believe that women can perform those particular job duties however they were not as confident as the female respondents.

Table 24. Mean, Standard Deviation, and Individual T-test for Job Related Duties and Responsibilities of the Superintendents Identified by School Administrator Respondents from Region XX, Education Service Center in Texas

| Job Related Duties  |        | Mean | Standard Deviation | t     | p    |
|---|--------|------|--------------------|-------|------|
| 1. Enhance teaching and learning by participating in higher education or professional development activities. | Male   | 3.69 | .755               | .200  | .842 |
|   | Female | 3.65 | .892               |       |      |
| 2. Maintains personal physical and emotional wellness.  | Male   | 3.42 | .776               | .196  | .845 |
|   | Female | 3.38 | .898               |       |      |
| 3. Implement policies and procedures that comply with (TAC) 247.2C.   | Male   | 3.21 | 1.304              | -.576 | .566 |
|   | Female | 3.38 | 1.134              |       |      |
| 4. Serve as an articulate spokes person.  | Male   | 3.71 | .776               | .878  | .382 |
|   | Female | 3.54 | .905               |       |      |
| 5. Promote success for all students.  | Male   | 3.73 | .744               | .770  | .444 |
|   | Female | 3.58 | .987               |       |      |
| 6. Facilitate and ensure a school district environment is conducive to learning.                              | Male   | 3.71 | .696               | .698  | .487 |
|   | Female | 3.58 | .987               |       |      |
| 7. Manage budgetary matters effectively.  | Male   | 3.56 | .777               | .847  | .400 |
|   | Female | 3.38 | .983               |       |      |
| 8. Ability to promote multicultural awareness.  | Male   | 3.65 | .764               | .591  | .556 |
|   | Female | 3.54 | .905               |       |      |

Table 24 (continued)

| Job Related Duties  |        | Mean | Standard<br>Deviation | t     | p    |
|---|--------|------|-----------------------|-------|------|
| 9. Supervise and evaluate staff effectively.  | Male   | 3.40 | .955                  | -2.49 | .804 |
|   | Female | 3.46 | .989                  |       |      |
| 10. Implement strategies to enhance professional capabilities.  | Male   | 3.69 | .673                  | .810  | .421 |
|   | Female | 3.54 | .989                  |       |      |
| 11. Effectively organizing and facilitating professional development activities appropriate for the district. | Male   | 3.77 | .645                  | 1.239 | .219 |
|   | Female | 3.54 | .905                  |       |      |
| 12. Effectively communicate verbally to a variety of groups.  | Male   | 3.65 | .711                  | .788  | .433 |
|   | Female | 3.50 | .990                  |       |      |
| 13. Legally protect the rights of students.   | Male   | 3.71 | .696                  | 1.095 | .277 |
|   | Female | 3.50 | .990                  |       |      |
| 14. Applying laws, policies, and procedures fairly, wisely, and consistently.                                 | Male   | 3.65 | .711                  | 1.183 | .240 |
|   | Female | 3.42 | .987                  |       |      |
| 15. Legally protect the rights of staff.  | Male   | 3.67 | .678                  | 1.109 | .271 |
|   | Female | 3.46 | .989                  |       |      |
| 16. Ability to effectively communicate with the community.  | Male   | 3.58 | .750                  | .398  | .692 |
|   | Female | 3.50 | .906                  |       |      |
| 17. Promote district vision to the community.   | Male   | 3.71 | .696                  | 1.495 | .139 |
|   | Female | 3.42 | .987                  |       |      |
| 18. Establish partnerships to support district goals.   | Male   | 3.62 | .796                  | .769  | .444 |
|   | Female | 3.46 | .905                  |       |      |
| 19. Ability to utilize conflict management skills.  | Male   | 3.42 | .825                  | .359  | .721 |
|   | Female | 3.35 | 1.018                 |       |      |

Table 24 (continued)

| Job Related Duties   |        | Mean | Standard<br>Deviation | t     | p    |
|--|--------|------|-----------------------|-------|------|
| 20. Demonstrate effective writing skills through written correspondence.                         | Male   | 3.83 | .617                  | 1.58  | .118 |
|  | Female | 3.54 | .989                  |       |      |
| 21. Analysis data before decision-making.  | Male   | 3.56 | .777                  | .469  | .640 |
|  | Female | 3.46 | .989                  |       |      |
| 22. Effectively resolve problems using appropriate problem-solving techniques.                   | Male   | 3.52 | .779                  | .281  | .779 |
|  | Female | 3.46 | .989                  |       |      |
| 23. Maintain overall supervision of the physical plant and equipment.                            | Male   | 3.29 | .977                  | .744  | .459 |
|  | Female | 3.12 | .952                  |       |      |
| 24. Ability to use current technology to enhance district operations.                            | Male   | 3.60 | .721                  | 1.65  | .103 |
|  | Female | 3.27 | 1.002                 |       |      |
| 25. Maintains overall management of the district curricular process.                             | Male   | 3.75 | .653                  | .925  | .358 |
|  | Female | 3.58 | .987                  |       |      |
| 26. Enhance school district performance with current technology.                                 | Male   | 3.65 | .683                  | 1.401 | .162 |
|  | Female | 3.38 | .983                  |       |      |
| 27. Knowledgeable and awareness of curriculum issues and trends affecting education.             | Male   | 3.75 | .682                  | .706  | .482 |
|  | Female | 3.62 | .983                  |       |      |
| 28. Create an environment for student learning.  | Male   | 3.71 | .696                  | .300  | .765 |
|  | Female | 3.65 | .977                  |       |      |
| 29. Maintains overall management of student activity programs.                                   | Male   | 3.54 | .727                  | .766  | .446 |
|  | Female | 3.38 | 1.023                 |       |      |
| 30. Ensure students with special needs are provided quality instructional services and programs. | Male   | 3.75 | .653                  | 1.129 | .262 |
|  | Female | 3.54 | .989                  |       |      |

*Note.* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

### Research Question Five

The final research question for this study addressed differences in the perceptions of selected superintendents, assistant superintendents, and school board members from Region XX, Education Service Center in Texas toward barriers of support, mentorship, gender-bias, and leadership experience women encounter in obtaining superintendent positions.

To answer the final question, a t-test was utilized to compare the means of school administrator and school board respondents by gender. The alpha level was set at the traditional value of .05 for the level of significance. The sample for the gender group consisted of 96 male and 37 female respondents. Table 25 indicates the level of significance in mean difference on six statements related to factors women encounter in obtaining a superintendency were less than the set level of .05. Comparing the level of significance against the level of significance (in this case .05) the null hypothesis is rejected and the difference between sample means reflect true difference between population means. Six statements have a significance level value lower than the set level of .05. Statement 8, *limited time for career mobility* has a significant value of .016. Statement 9, *career aspirations being placed behind family responsibilities* has a significant value of .047. Statement 12, *limited access to mentors within the organization* has a significant value of .035. Statement 14, *sponsorship not available within the organization* has a significant value of .049. Statement 15, *limited support system within the organization* has a significant value of .036. Statement 21, *women enter educational administrative positions too late* has a significant value of .002

Table 25. Mean, Standard Deviation, and Independent T-test for Possible Factors Women Face in A Superintendency, Grouped by Gender for School Administrator and School Board Respondents From Region XX, Education Service Center in Texas (School Board Sample Size 55, School Administrator. Sample size 80)

| Factors  |        | Mean | Standard<br>Deviation | t      | p     |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|--|--------|------|-----------------------|--------|-------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|-------|--------|------|------|--|------|------|-------|--------|------|--------|------|------|--|------|------|------|--------|------|
| 1. Limited administrative experience overall.                          | Male   | 2.47 | .951                  | -.245  | .807  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.51 | .932                  |        |       | 2. Lack of essential credentials.                                      | Male | 2.18 | .984  | 1.238  | .218  | Female | 1.95 | .911 | 3. Inexperience in handling fiscal matters.                            | Male | 2.53 | .940  | .097   | .923  | Female | 2.51 | .961 | 4. Limited experience in leadership roles.                             | Male | 2.33 | 1.002 | .628   | .531  | Female | 2.22 | .854 | 5. Lacking required training and certification.                        | Male | 2.19 | .998  | 1.260  | .210  | Female | 1.95 | .970 | 6. Deficient in administrative training via internship programs.       | Male | 2.22 | .947  | -.722  | .472  | Female | 2.35 | .889 | 7. Lack of family support.   | Male | 1.99 | .928  | -1.573 | .118  | Female | 2.27 | .902 | 8. Limited time for career mobility.                                   | Male | 2.17 | .930  | -2.433 | .016* | Female | 2.59 | .832 | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions. | Male | 2.31 | 1.009 | -1.315 | .191 | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement. | Male | 2.53 | .966 | -1.759 | .081 |
| 2. Lack of essential credentials.                                      | Male   | 2.18 | .984                  | 1.238  | .218  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 1.95 | .911                  |        |       | 3. Inexperience in handling fiscal matters.                            | Male | 2.53 | .940  | .097   | .923  | Female | 2.51 | .961 | 4. Limited experience in leadership roles.                             | Male | 2.33 | 1.002 | .628   | .531  | Female | 2.22 | .854 | 5. Lacking required training and certification.                        | Male | 2.19 | .998  | 1.260  | .210  | Female | 1.95 | .970 | 6. Deficient in administrative training via internship programs.       | Male | 2.22 | .947  | -.722  | .472  | Female | 2.35 | .889 | 7. Lack of family support.   | Male | 1.99 | .928  | -1.573 | .118  | Female | 2.27 | .902 | 8. Limited time for career mobility.                                   | Male | 2.17 | .930  | -2.433 | .016* | Female | 2.59 | .832 | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.       | Male | 2.53 | .966  | -1.759 | .081 | Female | 2.86 | .990 |  |      |      |      |        |      |
| 3. Inexperience in handling fiscal matters.                            | Male   | 2.53 | .940                  | .097   | .923  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.51 | .961                  |        |       | 4. Limited experience in leadership roles.                             | Male | 2.33 | 1.002 | .628   | .531  | Female | 2.22 | .854 | 5. Lacking required training and certification.                        | Male | 2.19 | .998  | 1.260  | .210  | Female | 1.95 | .970 | 6. Deficient in administrative training via internship programs.       | Male | 2.22 | .947  | -.722  | .472  | Female | 2.35 | .889 | 7. Lack of family support.   | Male | 1.99 | .928  | -1.573 | .118  | Female | 2.27 | .902 | 8. Limited time for career mobility.                                   | Male | 2.17 | .930  | -2.433 | .016* | Female | 2.59 | .832 | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 4. Limited experience in leadership roles.                             | Male   | 2.33 | 1.002                 | .628   | .531  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.22 | .854                  |        |       | 5. Lacking required training and certification.                        | Male | 2.19 | .998  | 1.260  | .210  | Female | 1.95 | .970 | 6. Deficient in administrative training via internship programs.       | Male | 2.22 | .947  | -.722  | .472  | Female | 2.35 | .889 | 7. Lack of family support.   | Male | 1.99 | .928  | -1.573 | .118  | Female | 2.27 | .902 | 8. Limited time for career mobility.                                   | Male | 2.17 | .930  | -2.433 | .016* | Female | 2.59 | .832 | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 5. Lacking required training and certification.                        | Male   | 2.19 | .998                  | 1.260  | .210  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 1.95 | .970                  |        |       | 6. Deficient in administrative training via internship programs.       | Male | 2.22 | .947  | -.722  | .472  | Female | 2.35 | .889 | 7. Lack of family support.   | Male | 1.99 | .928  | -1.573 | .118  | Female | 2.27 | .902 | 8. Limited time for career mobility.                                   | Male | 2.17 | .930  | -2.433 | .016* | Female | 2.59 | .832 | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 6. Deficient in administrative training via internship programs.       | Male   | 2.22 | .947                  | -.722  | .472  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.35 | .889                  |        |       | 7. Lack of family support.   | Male | 1.99 | .928  | -1.573 | .118  | Female | 2.27 | .902 | 8. Limited time for career mobility.                                   | Male | 2.17 | .930  | -2.433 | .016* | Female | 2.59 | .832 | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 7. Lack of family support.   | Male   | 1.99 | .928                  | -1.573 | .118  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.27 | .902                  |        |       | 8. Limited time for career mobility.                                   | Male | 2.17 | .930  | -2.433 | .016* | Female | 2.59 | .832 | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 8. Limited time for career mobility.                                   | Male   | 2.17 | .930                  | -2.433 | .016* |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.59 | .832                  |        |       | 9. Career aspirations have been placed behind family responsibilities. | Male | 2.49 | 1.061 | -2.009 | .047* | Female | 2.89 | .906 | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 9. Career aspirations have been placed behind family responsibilities. | Male   | 2.49 | 1.061                 | -2.009 | .047* |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.89 | .906                  |        |       | 10. Lacking personal aspirations to seek administrative positions.     | Male | 2.31 | 1.009 | -1.315 | .191  | Female | 2.57 | .987 | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 10. Lacking personal aspirations to seek administrative positions.     | Male   | 2.31 | 1.009                 | -1.315 | .191  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.57 | .987                  |        |       | 11. Family commitments are a priority to career advancement.           | Male | 2.53 | .966  | -1.759 | .081  | Female | 2.86 | .990 |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
| 11. Family commitments are a priority to career advancement.           | Male   | 2.53 | .966                  | -1.759 | .081  |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |
|  | Female | 2.86 | .990                  |        |       |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |       |        |      |      |  |      |      |       |        |      |        |      |      |  |      |      |      |        |      |

Table 25, (continued)

| Factors   |        | Mean | Standard<br>Deviation | t      | p     |
|---|--------|------|-----------------------|--------|-------|
| 12. Limited access to mentors within the organization.                      | Male   | 2.03 | .900                  | -2.131 | .035* |
|   | Female | 2.41 | .927                  |        |       |
| 13. Exclusions from established network system.                             | Male   | 2.08 | .948                  | -1.752 | .082  |
|   | Female | 2.41 | .956                  |        |       |
| 14. Sponsorship not available within the organization.                      | Male   | 2.00 | .923                  | -1.985 | .049* |
|   | Female | 2.35 | .889                  |        |       |
| 15. Limited support system within the organization.                         | Male   | 2.02 | .940                  | -2.122 | .036* |
|   | Female | 2.41 | .927                  |        |       |
| 16. Absence of same gender role models.                                     | Male   | 2.21 | .951                  | -.791  | .430  |
|   | Female | 2.35 | .889                  |        |       |
| 17. Mentoring system not available in district.                             | Male   | 2.06 | .943                  | -1.915 | .058  |
|   | Female | 2.41 | .865                  |        |       |
| 18. Lack of community support for women administrators.                     | Male   | 2.16 | .977                  | -.742  | .459  |
|   | Female | 2.30 | .996                  |        |       |
| 19. Lack of school board support for women administrators.                  | Male   | 2.01 | .968                  | -.670  | .504  |
|   | Female | 2.14 | .948                  |        |       |
| 20. Lack of overall support from the organization for women administrators. | Male   | 1.90 | .888                  | -1.421 | .158  |
|   | Female | 2.14 | .822                  |        |       |
| 21. Women enter educational administrative positions too late.              | Male   | 1.93 | .798                  | -3.090 | .002* |
|   | Female | 2.43 | .959                  |        |       |

*Note.* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

\* $p < .05$ .

In answering Parts II and III of the instrument, several respondents provided additional valuable information. Space was provided for comments on both parts.

Appendix K is a listing of the exact comments provided by the administrative respondents and Appendix L lists comments by the school board respondents.

Comments were numbered and categorized by topic as follows:

1. *Women are equally capable of performing superintendent duties.*
2. *Mentoring Programs.*
3. *Lack of support from school board, community, districts or other females.*
4. *Career ladder.*
5. *Career aspirations, family commitment and few women apply for the position.*
6. *Leadership roles, experience, qualifications, and strong leadership.*
7. *Race is a factor for women.*
8. *Data not valid, district too small, or answers based on limited experience.*

The researcher numbered the comments as they were listed and not by importance. The most overwhelming comment with twenty-six responses was statement 1, *women are equally capable to perform superintendents duties*. Women are just as confident to perform these tasks. The twenty-six comments are all positive about women's job performance and capabilities. Statement 3, *lack of support from school board members, community, districts, or other females* was the next frequent comment. There are three comments for statement 2, *Mentoring Programs*, statement 4, *Career ladder* statement 6, *Leadership roles, experience, qualifications, and strong leadership* and statement 8, *data not valid, district too small, or answers based on limited*

*experience*. Two individuals mentioned statement 5, *Career aspirations, family commitment and few women apply for the position* and one individual mentioned statement 7, *race is a factor for women race as a factor*. All of these comments are in line with the review of literature and have been documented as such.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of the study was to look at factors that influence the underrepresentation of women in the role of superintendent positions in public school located in Region XX, Education Service Center in Texas. The secondary purpose of the study was to examine differences in the perceptions toward a female's ability to perform job duties related to the superintendency between selected female and male school board members, assistant superintendents, and superintendents. Furthermore, the study was to determine whether or not there were differences in the perceptions of selected school board members and selected superintendents toward the barriers of support, credentials, and experiences women encounter in obtaining a superintendency position.

The study analyzed participant responses on a three section of a four point Likert-type survey questionnaire. Part I of the questionnaire pertained to the demographic, career pathways, and educational background information from each participant. Part II of the questionnaire pertained to the job related responsibilities and duties for superintendent. Part III of the questionnaire pertained to factors women encounter and experience while acquiring superintendency positions according to the review of the literature. The study analyzed is focused on awareness of barriers and factors encountered by women. The study will add to the literature so that women can be attentive and focus on the shortfall of the superintendency. The researcher anticipated that the identification of barriers and factors influencing the

underrepresentation of women in the superintendency could be useful to prepare women educators in becoming a successful superintendent. The researcher anticipated that women should become aware of the potential drawbacks of superintendency prior to their continuation of their education and career movements.

To identify factors that lead to the underrepresentation of women superintendents, the researcher mailed a questionnaire to schools districts in Region XX, Education Service Center in Texas. A total of 200 questionnaires were mailed out, 50 to superintendents, 50 to assistant superintendents, deputy superintendents, or interim superintendent, and 100 to school board members (two per district). The total number of responses included 38 of the 50 superintendents and 42 of the 50 assistant superintendents for an 80% response rate for administrators. Fifty-five of the 100 school board members for a 55% response rate was returned. Administrators and school board members received a cover letter explaining the study and instructions for completing the questionnaire. The questionnaires were to be returned in a self-addressed, stamped envelope included for the convenience of the respondent. The questionnaires were mailed out in February 2003 and follow up contacts occurred March 2003, April 2003, June 2003, and July 2003 to ensure an adequate response rate.

In July 2003 the results of the questionnaire were compiled and the statistical analyses were performed. Inferential statistics were computed to determine, if there was a significance difference in perceptions between administrators and school board members on possible barriers that women face. Descriptive statistics were utilized for the purpose of showing the frequency of barriers and job related duties. Demographic

information was examined as well. The results of the study are discussed in further detail and conclusions drawn, which suggest how the results contribute to the current body of knowledge on barriers that women experience in obtaining the superintendency.

### **Summary**

Education started in the United States in 1647. Towns with fifty families were required to have an elementary school. In the 1790's Pennsylvania provided free public education for poor children (Applied Research Center, 2003). Since the beginning of education women have been underrepresented in administration. Historically women have been involved in education as educators. In 1837 the first state board of education was formed and was headed by a male, Horace Mann. Historically men have dominated school administration and women have dominated the teaching field.

During 1893 - 1913, the school boards system was reformed. The size of school boards was cut and the positions were now elected. This changed the membership from local businessmen to professional businessmen. The majority of the boards were male dominated and continue to be male dominated (Applied Research Center, 2003). The school board plays a major role in the educational system. They are the deciding factor in who gets promoted to the superintendency.

Over time, the education system has been changing. It evolves and takes shape with the status of the country. Policy changes have occurred to smooth out the inconsistency in education. Title IV of the Civil Rights Act of 1964 provides support to schools to comply with the mandate for nondiscrimination by providing funds for

regional Desegregation Assistance Centers and grants to state education departments for providing more equitable education to students (Riley, 1997).

Title IX of the Education Amendments was passed in 1972. This allowed women to have similar rights in having a better primary, secondary, and university education. Title IX has improved the education system overall by allowing equal opportunities for women. Riley (1997) reports that in 1971, only 18 percent of all women, compared to 26 percent of all men, had completed four or more years of college. Today, women make up the majority of students in America's colleges and universities. In 1974 the Women's Educational Equity Act provides for federal financial and technical support to local efforts to remove barriers for females in all areas of education. This has allowed the development of model programs, training, and research for women (Riley, 1997). In 1976, amendments to the Vocational Education Act of 1963 required states to act affirmatively to eliminate sex bias, stereotyping, and discrimination in vocational education.

These acts have changed the education system tremendously. It is no doubt that the United States has become a world leader in giving women the opportunity to receive a higher education. American is given an equal opportunity to achieve success without encountering the obstacle of gender bias. Despite major legislation, women still encounter barriers. Too many women still confront the problem of sexual harassment, women still lag behind men in gaining a decent wage, and only one-third of all intercollegiate athletic scholarships are granted to women (Riley, 1997).

## **Conclusions**

The demographic profile of a white male 51 to 55 years and married respondents was similar to those reported in the literature (Björk, 2000; Brunner, 2000b; Keller 1999d; & Wolverson, 1999) regarding superintendents. The profile revealed by this information suggests that a typical superintendent in Region XX, Education Service Center in Texas was male, white, married, between 51 to 55 years of age, and had at least 5 years of teaching experience prior to transferring to an administrative position. The review of literature indicated that superintendent's work extremely long hours in a school week. The results indicate a superintendent works 56 to 60 hours in a school week. Whether the administrator is a male or female, the work hours are consistent. The administration position takes hours of preparation on and off the job. These hours are considered to be clock hours and time spent on the job site. However, several administrators indicated that hours are spent outside the office working and making connections, communicating, and establishing network systems.

### **Research Question One**

What factors influence the selection of male vs. female for superintendent positions as reported by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center in Texas?

To answer this question, the researcher reviewed the frequency of the responses on Part III of the questionnaire. The researcher also reviewed independent t-tests and group statistics for the responses on Part III of the questionnaire. The researcher

compared results between gender groups from the school board respondents. Table 19 reported that male school board members agreed with female school board members. There is no significance difference between genders in the perceptions of school board respondents on the factors that influence them to hire a superintendent.

However, there was a gap between the levels of agreement between groups. The male school board members reported that statement 1, *limited administrative experience overall*, statement 3, *inexperience in handling fiscal matters*, statement 11, *family commitments are a priority to career advancement* statement 4, *limited experience in leadership roles*, and statement 6, *deficient in administrative training via internship programs* and are the top five factors. These factors are listed by highest order by the highest levels of agreement reported by the male school board respondents.

Whereas female school board members reported that statements 1, *limited administrative experience overall*, statement 6, *deficient in administrative training via internship programs* statement 5, *lacking required training and certification*, statement 3, *inexperience in handling fiscal matters*, and statement 4, *limited experience in leadership roles*, are the top five factors. These factors are listed by highest order by the highest levels of agreement reported by the female school board respondents.

Both genders were in agreement with the top four out of the five factors with a gap between the levels of agreement. Both genders agreed that statement 1, *women having limited administrative experience overall* is the most important factor. Female school board respondents also reported that statement 6, *deficient in administrative training via internship programs* was as equally important as statement 1, *women having*

*limited administrative experience overall*, and considered both to be the number one factor. Both statements have a mean score of 2.55. Female school board respondent's also ranked statement 3, *inexperience in handling fiscal matters*, and statement 4, *limited experience in leadership roles* as the next important factors with the same mean score of 2.27. Statements 16, *absence of same gender role models*, statement 17, *mentoring system not available in district*, statement 21, *women enter educational administrative positions too late*, statement 8, *limited time for career mobility*, and statement 9, *career aspirations have been placed behind family responsibilities*, were equally as important with a mean score of 2.27.

To answer the second part of this question the researcher reviewed the results reported by the administrator respondents. A t-test was performed with a level of significance set at  $p < .05$ . The administrator male group was compared with the female group. Table 20 compared the level of significance against the level of significance (in this case .05) the null hypothesis is rejected and the difference between sample means reflect true difference between population means. Eight statements have a significance level value lower than the set level of .05. Tables 20 reported by gender from the administrator respondents indicate a statistically significant difference between genders in the perceptions of administrative respondents on the factors that influence them to hire a superintendent.

The results indicates when compared to each other, male administrators and female administrators do not think alike with respect to the following statements:

1. Statement 8, *limited time for career mobility*.

2. Statement 9, *career aspirations being placed behind family responsibilities.*
3. Statement 11, *family commitments are a priority to career advancement.*
4. Statement 12, *limited access to mentors within the organization.*
5. Statement 13, *exclusions from established network system.*
6. Statement 14, *sponsorship not available within the organization.*
7. Statement 15, *limited support system within the organization.*
8. Statement 21, *women enter educational administrative positions too late.*

The female group indicated that these factors are indeed a barrier toward the upper mobility to the superintendent position. According to the female population these factors are indeed considered to be a barrier for females as they indeed focus on the superintendent position.

The first part of the question relates to school board respondents and the second part relates to administrator respondents. The first part has no significant difference but a gap between the levels of agreement between the genders from school board respondents. The second part has a statistically significant between groups from the administrator respondents. The administrator group ranked the factors differently than the school board respondents. The administrator respondents and school board respondents level of agreements indicate that statement 3, *inexperience in handling fiscal matters* to be a concern for women candidates for the superintendency position.

**Implications For Practice.** The review of literature is consistent with the results of this study. The first part of the research question indicated the school board members from Region XX, Education Service Center in Texas are in agreement with women



having limited experience and training. Olson (2000) reports that 65 percent of 79,600 principals were male, 10 percent black, 4 percent Hispanics and 1 percent Asian. These lower percentage rates for minorities are derived from several factors such as lack of preparation programs.

The preparation programs that train school administrators is considered one of many causes why women have limited training and experience (Olson, 2000). The school districts are another cause of poor or lack of training. According to Olson (2000), school districts should play a more direct role in preparing future leaders.

The comparison between genders in the administrative group did indicate a significant difference on eight statements regarding factors women encounter in obtaining a superintendency position. Factors such career mobility, career aspirations, family commitments, limited mentors, network system, sponsorship, and support system are barriers causing the underrepresentation of female superintendents. Women have been experiencing these factors for years. Women must become aware of these factors and be prepared to face them. According to the study women indicate that statement 12, *limited access to mentors within the organization*, statement 13, *exclusions from established network system*, statement 14, *sponsorship not available within the organization* and statement 15, *limited support system within the organization* are a major barriers encountered by female administrators. Eakle (1995) describes her first superintendency to be isolated and lacking support from school boards and mentors.

According to Chase and Bell (1994), networking skills has proved to be a successful skill in the superintendency role. Skrla, Reyes, and Scheurich (2000),

indicated that three former superintendents reported gender bias had never been discussed in their preparation programs. According to Funk (2002) horizontal violence is credited to Paul Friere, who explored the effects of oppression on minority in pedagogy of the oppressed. Providing mentors with same gender role models may be difficult to accomplish due to horizontal violence (Funk, 2002). In order for women to succeed in the superintendency they should be aggressive within the organization and seek out mentors, networking systems, sponsorship and support from the organization. Women should discuss internship or training program with a specific administrator within the district. Women need to go get sponsorship and advertise themselves, rather than wait for assistance. As Eakle (1995) stated women have to be more assertive if they want a superintendency position.

Universities should provide training sessions, networking, and mentoring programs for the family and not just the aspiring female administrator. The training sessions should include but not be limited to career mobility, career aspirations, family commitments, mentors, network system, sponsorship, support system within the school district. These are some of the factors that women encounter in advancing up the career ladder. Training session should also be considers for the forgotten husband. University programs providing this training will enhance the awareness of the aspiring female and her husband with problems they will be encountering while the female is trying gain the first superintendency. Training will help the spouse understand superintendent politics, needs, and support his wife requires. Providing support for the whole family and not just the female will help a woman in her journey for superintendent.

According to Staples and Neal (2000), the husband is the forgotten partner. He too can have a mentor (husband) to help and support him with the new acquired role of his wife. Having a supportive husband makes all the difference in the world for a female to acquire a superintendency. Today, most family households are a two-career household having to work to succeed in these times. Both partners work to achieve a common goal for their family. Females are already working outside of the home should try to achieve their career goals and dreams of superintendency. Working females should make a career choice that will benefit the family as a whole. To overcome factors such as career aspirations, family commitments, and entering administration too late, women have to make choice that is the best interest of the family as a whole. It is a family choice rather than a single person choice. According to Eakle (1995) women are still considered to be the primary caregivers for children. A respondent stated, " If a man devotes four nights a week to various school and community meetings, it is seen as part of the job. However, is a women spends four nights a week away from her family, she is neglecting them" (Eakle, 1995, p. 17). Therefore it imperative for a university to teach a course related to the issues women and the partner will face in the education system.

Women need a training course providing them assistance in understanding their needs and commitments. Universities should also design courses for women to increase their training and professional development. University should design classes for women to understand the society expectations and real world issues related to superintendent issues.

Lastly, the study indicated a significant difference in statement 21, *women enter educational administrative positions too late*. According to Kowalski and Stouder (1999), family responsibilities and lack of mobility are factors women experience in obtaining the superintendency. This is in agreement with the results from the study.

In order to increase the representation of females in the superintendency position public schools should be a part of preparing young women. Public schools prepare students to enter the real world or do they? Educators teach students that they are capable of becoming whatever they want to become. Young women can dream to be a successful person but how well do educators prepare them to be that person. Educators have to take a step further back to increase the chances for females aspiring to become superintendent. Public education should provide programs for junior high and high school students to help motivate young girls to enter administration. This does not necessarily have to be in education administration but administration in any top-level organization. Such as the Prefreshman Engineering Program (PREP), which is designed to help students explore their interest in science and math careers. National Aeronautics and Space Administration (NASA) has designed a program for young girls to explore science and engineer. Region XX, Education Service Center in Texas should provide a summer youth camp for young females to discover themselves and explore the possibilities in educational administration.

Providing summer camps and programs for young females will increase their chances of obtaining educational administrative positions. The program should be designed to explore an administrative and superintendency position. Providing

information on barriers women may encounter in this position will increase their chances to obtaining superintendency. Understanding what they want to achieve and what they may experience will help females be better prepared in obtaining the superintendency.

### **Research Question Two**

What factors contribute to the underrepresentation of women in the superintendency as perceived by selected (a) school board members and (b) selected superintendents and assistant superintendents in Region XX, Education Service Center, Texas?

To answer this question, the researcher reviewed the frequency and percent of administrators and school board responses on Part III of the questionnaire. School board responses listed in Table 21 reports the frequency and percent of 21 factors listed by highest degree order. The school board member responses indicated the following as the top ten factors:

1. Statement 1, *limited experience overall.*
2. Statement 3, *Inexperience in handling fiscal matters.*
3. Statement 4, *limited experience in leadership roles.*
4. Statement 2, *lack of essential credentials.*
5. Statement 6, *deficient in administrative training via internship programs.*
6. Statement 9, *career aspirations have been placed behind family responsibilities.*
7. Statement 5, *lacking required training and certification.*
8. Statement 11, *family commitments are a priority to career advancement.*

9. Statement 10, *lacking personal aspirations to seek administrative positions.*

10. Statement 12, *limited access to mentors within the organization.*

The researcher also reviewed the administrative responses listed in Table 22.

Table 22 reports the frequency and ranks the factors by highest degree for the administrative respondents. The administrative responses indicated the following as the top ten factors:

1. Statement 9, *career aspirations have been placed behind family responsibilities.*
2. Statement 11, *family commitments are a priority to career advancement.*
3. Statement 3, *inexperience in handling fiscal matters.*
4. Statement 10, *lacking personal aspirations to seek administrative positions.*
5. Statement 1, *administrative experience overall.*
6. Statement 8, *limited time for career mobility.*
7. Statement 16, *absence of same gender role models.*
8. Statement 4, *limited experience in leadership roles.*
9. Statement 19, *lack of school board support for women administrators.*
10. Statement 18, *lack of Community support for women administrators.*

Both the school board and administrative respondents agreed with six out of the top ten factors as reported in Table 21 and Table 22. The following statements are listed in both groups of respondents:

1. Statements 1, *administrative experience overall.*
2. Statement 3, *inexperience in handling fiscal matters.*

3. Statement 4, *limited experience in leadership roles*.
4. Statement 9, *career aspirations have been placed behind family responsibilities*.
5. Statement 10, *lacking personal aspirations to seek administrative positions*.
6. Statement 11, *family commitments are a priority to career advancement*.

These factors are in agreement with the review of the literature. According to Glass (2000) women are not in positions that normally lead to the superintendency. This is in agreement with statement 1, *women have limited experience overall* and statement 4, *limited experience in leadership roles*. Glass (2000) also indicated that women are not experience in district fiscal management as men. The review of literature also states that school boards still use experience in management and finances as criteria in hiring superintendents. This is in agreement with the results from the school board and administrative respondents in this study that indicated women have inexperience in handling fiscal matters.

According to Glass (2000), women are not gaining superintendent's credentials and school boards are reluctant to hire women superintendents. In a study by Skrla, Reyes, and Scheurich (2000) study results from three women superintendent respondents indicated the treatment from school board trustees differs for a female and a male superintendent. The review of literature supports this study in which the respondents indicated that statement 19, *lack of school board support for women administrators*. Statement 18, *lack of community support for women administrators*, also is supported by the review of literature. Deliscio (2000) indicates that people's expectations of female

minority administrators are different from a male superintendent. Growe and Montgomery (2000) listed a gender biased discrimination model that describes the society expectations. Glass (2000) also indicated lack of community support for female superintendents.

Lastly Statement 16, *absence of same gender role models* is also supported by the review of literature. Schmuck describes the lack of female role models in the social perspective model (Growe & Montgomery, 2000). Funk (2002) describes the horizontal violence that women experience when obtaining the first superintendency. Women should be aware of horizontal violence and lack of mentors.

Research studies rank barriers differently. The commonality between these studies is that barriers such as family commitments, administrative experience, inexperience in fiscal matters, career aspirations and personal aspirations, are factors women encounter during the attempt of climbing up the ladder to the superintendency. As stated by Kowalski and Stouder (1999) a male would be hired over a female if credentials and certifications were equal.

**Implications For Practice.** Factors that females experience in general according to school board and administrator respondents from Region XX, Education Service Center in Texas school was the inexperience in fiscal matters, absences of same gender role models, family commitment and responsibilities are placed behind career aspiration and career advancement. Another factor they encounter is the lack of school board and community support.



The perceptions of school board members and community are difficult to change. School board members are constantly changing from year to year. The same school board team that hired a female might not be there next year. When there is a change in the team differences in opinion, attitudes, and concerns are altered. Dunne (2000b) reports that a superintendent worries about every school board election. The author further states that a potential new boss has a different agenda and preference compared with the board that hired him or her.

Traditional training is required for all new school board members. However, additional training should be provided for the new team. Training should be provided on the success and accomplishments women have dealt with in past experience running a school district. The training sessions should provide proof to the school board members that women too can do the job. The training session should have other females superintendents discuss their success in their school districts.

Fiscal matters are a concern for all stakeholders in public education. According to Kowalski and Stouder, (1999) all things being equally most would hire a male. The superintendency is an administrative position that oversees the entire education system in a school district. Female superintendents should be able to hire an assistant superintendent that specializes in funding and budgeting matters. Training however, should be provided for superintendents to understand complex issues involved with budget, funds, and bond issues of a public school system.

### Research Question Three

Are there differences by gender in the perceptions of selected school board members from Region XX, Education Service Center in Texas toward a female superintendents' ability to perform job-related duties and responsibilities?

To answer this question, the researcher looked at the means, standard deviation, independent t-tests, and p-values for the responses on Part II of the instrument. The school board respondents were asked to indicate whether or not they strongly disagreed or strongly agreed that women can successfully carry out 30 job duties for superintendents listed in Part II. Table 23 reports the mean scores for the school board respondents listed by question order. There is no significant difference between gender groups.

Both genders agreed that women are capable of performing the superintendent job duties just as well as men. Table 23 reflects that the male gender strongly believe that a female can perform these duties. Women on the other hand believe that they can perform the same duties, they are just not as confident as the male gender. Women do feel stronger than the male gender on the following job duties:

1. Statement 17, *promote district vision to the community.*
2. Statement 18, *establish partnerships to support district goals.*
3. Statement 28, *create an environment for student learning.*

Women reflect more confidence about these three job duties. Perhaps it is because these duties are considered to be part of curriculum and instruction. The

researcher believes that promoting, supporting, and creating a student environment is linked to women's natural tendencies of caring, nurturing, helping and supporting others.

The review of literature supports the fact that women are capable of performing the superintendent duties. According to Loughheed (2000), results indicated that both men and women could be successful leaders. Women can have better qualification than men, yet it does not advance them to the superintendency (Anderson, 2000). As noted by Kowalski and Stouder (1999), a superintendent mentioned that all things being equal, most would hire a male over a female.

**Implications For Practice.** The review of literature supports this study that females have the ability to perform superintendent job responsibilities. The male school board respondents indicated that they strongly felt women could perform these duties. According to this study females can perform the duties yet they are not hired.

Females need to promote themselves and assert themselves when climbing up the career ladder. Men already have network systems and mentoring programs in place for themselves. Men are good at networking and helping each other. Women need to create network support groups that are held more than once a year. Region XX, Education Service Center in Texas should provide an ongoing networking system and training sessions provide for these women. The state interest is to promote the best possible person for the job. Region XX, Education Service Center in Texas needs to evaluate the needs of the districts and superintendent to better prepare training changes. Teachers aspiring to become a superintendent require different training and information for that position.

#### Research Question Four

Are there differences by gender in the perceptions of selected superintendents and assistant superintendents from Region XX, Education Service Center in Texas toward a female superintendents' ability to perform job-related duties and responsibilities?

To answer this question, the researcher reviewed the means, standard deviation, independent t-tests, and p-values for the responses on Part II of the instrument. The administrative respondents were asked to indicate whether or not they strongly disagreed or strongly agreed that women can successfully carry out 30 job duties listed in Part II for superintendents. Table 24 reports the mean scores for administrators listed by question order. There were no significant differences between gender groups.

Both administrative groups agreed that women are capable of performing the superintendent job duties just as well as men. Table 24 reports that the male gender strongly believe that the female can perform these duties. Women are not as confident as the male gender and the mean scores are lower than the male group. Women do feel stronger than the male gender on the following job duties:

1. Statement 3, *Implement policies and procedures that comply with (TAC) 247.2C.*
2. Statement 9, *supervise and evaluate staff effectively.*

Women feel more confident about policy, procedures, and supervising staff. There is no gray shaded area in what is right or wrong. Women insure that they follow every rule especially when school board members and community are watching them

under a microscope. These individuals are just waiting to see the female administrator fail. Cubillo and Brown (2003) report that the respondents were faced with hostility and aggression were encountered when working in a male dominated organization. A respondent stated, "When I was chosen, the men didn't think I was capable of doing it. They waited to see if I would fall" (Cubillo & Brown, 2003, p. 286). Female administrators indicated that they are capable of performing the superintendent job duties just as well as men are supported by the literature. As noted by studies from Lougheed (2000), Anderson (2000), and Kowalski (1999) women are capable of performing the duties of a superintendent.

**Implications For Practice.** Region XX, Education Service Center in Texas provides a series of training sessions for paraprofessionals, teachers, and administrators of all levels. These sessions are context specific for each area providing educators well balanced training sessions for all educators. Region XX, Education Service Center in Texas provides constant training during the year so that the quality of education can be improved.

Superintendents can avail themselves to additional training session. A training session should be held for superintendents after all legislation is passed. This session should encompass legal matters and provide policy changes dictated by legislation. This session should also include ethical issues, concerns, and matters that are currently in the public court systems. This will increase awareness of sensitive issues and remind superintendents of the sticky situations they can encounter in the term as superintendent.

### Research Question Five

Are there differences in the perceptions of selected superintendents, assistant superintendents, and school board members from Region XX, Education Service Center in Texas toward barriers of support, credentials, and experience women encounter in obtaining superintendent positions?

To answer the final question the researcher combined the results from administrative and school board respondents. The researcher reviewed the means, standard deviations, and independent t-tests listed in Table 25. A t-test was performed with a level of significance set at  $p < 0.05$ . Comparing the level of significance against the level of significance (in this case .05) the null hypothesis is rejected and the difference between sample means reflect true difference between population means.

There was a significant difference between genders in the perceptions of the respondents on six factors that women face as a barrier to the superintendency. The results indicates when compared to each other, male and female respondents do not agree with respect to the following statements:

1. Statement 8, *limited time for career mobility.*
2. Statement 9, *career aspirations being placed behind family responsibilities.*
3. Statement 12, *limited access to mentors within the organization.*
4. Statement 14, *sponsorship not available within the organization.*
5. Statement 15, *limited support system within the organization.*
6. Statement 21, *women enter educational administrative positions too late.*

The results in Table 25 report that the female group indicated that such factors as career mobility, career aspirations, mentors, sponsorship, support system, and women enter educational administrative positions too late are barriers toward the upper mobility to the superintendent position. The female group has a higher concern on the barriers women encounter as they advance up the career ladder in education administration.

The results from this study support the review of the literature. The review of literature indicates that these factors have been encounter by women. Several studies reflect that several barriers such as career mobility, career aspirations, lack of mentors, sponsorship, limited support system, women enter education too late are factors women encounter in climbing the administrative ladder.

**Implications For Practice.** Positive changes have occurred for females in the work place. In order to increase the representation for females in superintendent positions, women need to continue to help each other. As stated before, women need and require training sessions that will assist them in breaking barriers that lead to the underrepresentation of females. The male administrators and school board members also require additional training that recognizes the qualities, abilities, and accomplishments of successful women. The training should also include a session of reasons why qualified women have been unsuccessful in the administrative positions.

Review of the literature indicates that school board members, community, and even other female teachers have undermined the females administrators position. Several administrative women have experienced horizontal violence. That is the lack of support and undermining their authority by other females. Horizontal violence and

sabotage by other women as well as men have caused successful women to fail in their administrative career (Funk, 2002). The horizontal violence such as hostile and aggressive behavior by other females towards female administrators can be attribute to the factors such as statement 12, *limited access to mentors within the organization*, statement 14, *sponsorship not available within the organization*, statement 15, *limited support system within the organization*. Awareness of horizontal violence and sabotage as well as barriers women encounter is the key to assisting females in their success of obtaining a superintendency position.

Women administrators are aware of their potential and should be aware that other females have these same attributes. Women need to provide support, mentoring, networking, and internship programs for other women. Once in administration, women should not leave other women behind in hopes that they can achieve the superintendency just as they have. Therefore, women should address the needs of other women and be aware of horizontal violence. Elimination of horizontal violence is a step in the right direction. Women need to support other women and provide a networking program. Successful women should become role models and mentors for other women. A woman should not forget the struggles in achieving the superintendency and therefore, should assist other females who are aspiring to become a superintendent.

Training sessions or introduction of these issues in a university course can increase females awareness to barriers and factors experienced by other women. Once a female is aware that these issues exist they can protect themselves against them. Women need to support each other and once a female enters the superintendency, she should in



turn help other aspiring females reach their career aspirations. By understanding the entire educational system including barriers they may encounter will allow women to make better judgments accordingly.

The study indicated that there was significant differences in statement 8, *limited time for career mobility*, statement 9, *career aspirations being placed behind family responsibilities*, and statement 21, *women enter educational administrative positions too late*. In order to increase the representation of females in the superintendency position, public schools should be a part of preparing young women. Public school could provide classes for young ladies to become aware on their opportunities and expectations of society. Expected barriers women encounter in their career and family life is an issue to discuss in the public school classes. Universities might design courses for women to increase their training and professional development.

### **Recommendations**

The primary purpose of the study was to determine factors influencing the underrepresentation of women in the role of superintendent positions as perceived by selected school board members, assistant superintendents, and superintendents from Region XX, Education Service Center in Texas. Furthermore a determination was made regarding whether or not some factors contribute to the underrepresentation of women in the superintendency. The secondary purpose of the study was to detect differences in the perceptions toward a female's ability to perform job duties between selected female and male school board members, assistant superintendents, and superintendents. Finally, a determination was made regarding whether or not there are differences in the

perceptions of selected school board members and selected superintendents toward the barriers of support, credentials, and experiences women face in obtaining a superintendency position. Based upon the review of literature, the findings of this study, and the conclusions drawn from this research, the following recommendations are provided.

### **Recommendations Based on the Study**

1. Data from this study indicates a significant difference between genders and reveal that women have concerns with limited time for career mobility, career aspirations being placed behind family responsibilities and family commitments being a priority to career advancement. Women are also critical when analyzing their capabilities on superintendent job duties. A university course for women to overcome barriers and discuss strategies to overcome family commitments, personal, and career aspirations will assist in this area. A university course could be designed to meet the needs of women and their self-criticism.
2. Data from this study reveals that there was a significant difference between genders and that women are concern with factors such as mentors, networking systems, sponsorship and support systems within their organization. A three day training session during the school year for female administrators to discuss school problems and barriers they encounter is recommended. The training class should occur at the beginning, mid-point, and end of year sessions for superintendents. This will allow female

administrators to openly discuss problems they experience at the most critical times of the school year. In the training classes women will have the opportunity to make connections and create their own networking systems. An informal gathering provided by the university for all administrators who are former alumni to make connections and provide mentors for new administrators is suggested. Women should also create their own network system and seek out opportunities to gain support and sponsorship within their organization.

3. Data from this study reveals that women have limited experience overall. The school districts could provide additional paid internships programs for women in the campus and district level. The internship-training program with the school campus could assist female teachers seeking an administrative position. The internship program could be designed for female teachers around the teacher's conference time. The teacher could follow several administrators in the day-to-day activities during the school year. An internship program could be provided within the district for female administrators to follow the superintendent at least once a week during the school year is suggested.
4. Data from this study reveals that women have inexperience in fiscal matters compared to men. The superintendent internship program requires a set number of hours related to different competencies based on the study needs

and superintendent time availability. A specific number of hours dedicated to the finance area should be added to the superintendent internship program.

5. Data from this study reveals that inexperience in fiscal matters is a priority for both school board members and administrators. Therefore, constant training should be required in this area. An in-depth university course could be provided to analyzing, comparing district funds, and reviewing district funds for three years and up would be recommended. The university course should only focus on budgeting and planning for the district.
6. It is recommended that there be a continuation of training sessions for females relating to school district fiscal matters. A week in depth training session for administrators provided by Region XX, Education Service Center in Texas related only to fiscal matters and policy changes that affect budgeting issues could be implemented prior to fiscal planning.

### **Recommendations for Further Research**

A gap exists in the literature as related to the superintendency positions. University programs do not address the entire issues women encounter and experience during their attempts to the superintendency position. Further studies will assist higher education to evaluate their programs and implements new courses designed to help females in their attempts to gain their superintendency. Further studies will assist aspiring female superintendents to overcome barriers that they might have to confront.

1. Further statistical study on in-depth interviews of current female superintendents could be conducted related to barriers encountered during

their superintendency in all Education Service Center Regions in Texas.

These kinds of research studies will provide valuable information on barriers encountered through out the state of Texas.

2. Further comparison study could be conducted on previous female superintendents whom have left the position with current superintendents. This in depth study can reveal problems that occurred during their tenure as a superintendent. A study of the results from the past superintendent with the present superintendents will be useful to reveal any gaps that exists, changes, barriers, and trends that have occurred in the superintendent position.
3. Critical analysis could be made on the actual selection process of the superintendency for several districts within the Education Service Center Regions in Texas.
4. Further research studies could be conducted of networking and mentoring systems already in place. These kinds of studies can add to the review of literature as to their effectiveness in assisting women in administration.

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**APPENDIX A**  
**ADMINISTRATORS DEMOGRAPHIC (PART I)**



**ADMINISTRATIVE ASSESSMENT QUESTIONNAIRE  
PART I**

**PERSONAL INFORMATION**

1. **Age:** \_\_\_\_\_ 2. **Gender:** \_\_\_\_\_ Male \_\_\_\_\_ Female
3. **Ethnicity:** \_\_\_\_\_ African American \_\_\_\_\_ Hispanic \_\_\_\_\_ White/Caucasian  
 \_\_\_\_\_ Asian/Pacific Islander \_\_\_\_\_ Native American \_\_\_\_\_ Other
4. **Marital Status:** \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Divorce \_\_\_\_\_ Remarried
5. **Sole Provider for Household?** \_\_\_\_\_ Yes \_\_\_\_\_ No

**CAREER DATA**

6. **Years employed in:** \_\_\_\_\_ Educational Profession (Total) \_\_\_\_\_ Educational Admin  
 \_\_\_\_\_ Present School District
7. What is your current position? \_\_\_\_\_
8. Average number of hours worked per week \_\_\_\_\_
9. Number of people directly supervised? \_\_\_\_\_ Female \_\_\_\_\_ Male
10. Number of women holding positions equivalent to yours in district \_\_\_\_\_
11. Number of women holding positions above yours in the district \_\_\_\_\_
12. Career Assisted by Mentor \_\_\_\_\_ Yes \_\_\_\_\_ No
13. Mentor was \_\_\_\_\_ Female \_\_\_\_\_ Male
14. What was the number of times you exited the job market for the following reasons?  
 \_\_\_\_\_ Illness \_\_\_\_\_ Pregnancy \_\_\_\_\_ New Career \_\_\_\_\_ Education \_\_\_\_\_ Other Reasons
15. **Selection Process for current positions:**  
 \_\_\_\_\_ Recruited from another school district \_\_\_\_\_ Promoted from within district  
 \_\_\_\_\_ Applied and selected while employed in another district \_\_\_\_\_ Other \_\_\_\_\_



**APPENDIX B**

**BOARD MEMBERS DEMOGRAPHICS (PART I)**

**SCHOOL BOARD ASSESSMENT QUESTIONNAIRE  
PART I**

**Personal Information**

1. **Age:** \_\_\_\_\_ 2. **Gender:** \_\_\_\_\_ Male \_\_\_\_\_ Female
3. **Ethnicity:** \_\_\_\_\_ African American \_\_\_\_\_ Hispanic \_\_\_\_\_ White/Caucasian  
 \_\_\_\_\_ Asian/Pacific Islander \_\_\_\_\_ Native American \_\_\_\_\_ Other
4. **Marital Status:** \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Divorce \_\_\_\_\_ Remarried
5. **Sole Provider for Household?** \_\_\_\_\_ Yes \_\_\_\_\_ NO

**Career Data**

6. **Years Employed In:**
- Education:** \_\_\_\_\_ Teacher \_\_\_\_\_ Counselor \_\_\_\_\_ Mid-Mgmt  
 \_\_\_\_\_ Principalship \_\_\_\_\_ Administration \_\_\_\_\_ Other
- Business:** Please identify Position \_\_\_\_\_  
 Type of Business \_\_\_\_\_ # of Years \_\_\_\_\_

**Board Member Data**

7. Years served as a board member (Include current year)? \_\_\_\_\_
8. Were you a member of the board of education at the time of appointment of the present superintendent?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
9. Educational level you have attained: (Please check highest level)
- \_\_\_\_\_ High School, no diploma \_\_\_\_\_ High School diploma
- \_\_\_\_\_ College but no degree \_\_\_\_\_ AA or 2 yr certificate
- \_\_\_\_\_ (BA, BS, BED) Degree \_\_\_\_\_ (BA, BS, BED) Degree + hours
- \_\_\_\_\_ (MA, MS, MBA) Degree \_\_\_\_\_ (MA, MS, MBA) Degree + hours
- \_\_\_\_\_ (Phd, EdD, MD, JD, DDS) Degree \_\_\_\_\_ (Phd, EdD, MD, JD, DDS) Degree+ hours
10. Average time in contact with school district superintendent per month:
- \_\_\_\_\_ None \_\_\_\_\_ 1-3 hrs \_\_\_\_\_ 4-6 hrs \_\_\_\_\_ 7-12 hrs \_\_\_\_\_ 13-15  
 \_\_\_\_\_ +16

**APPENDIX C**

**QUESTIONNAIRE INSTRUMENT (PART II & III)**

## PART II

### SELECTION OF SUPERINTENDENTS

The following items represent job-related duties and responsibilities of the Superintendents. Please indicate your belief of the extent to which **WOMEN** can successfully carry out these duties. Please, try to generalize rather than think of a specific person.

**1= Strongly Disagree    2=Disagree    3=Agree    4=Strongly Agree**

Please circle only one number per statement. Try to score each statement.

In your experience do people typically perceive Women as having the ability to successfully carry out the following job related duties and responsibilities?

|   | <b>Strongly<br/>Disagree</b> |   | <b>Strongly<br/>Agree</b> |   |
|---|------------------------------|---|---------------------------|---|
| 1. Enhance teaching and learning by participating in higher education or professional development activities. | 1                            | 2 | 3                         | 4 |
| 2. Maintains personal physical and emotional wellness.  | 1                            | 2 | 3                         | 4 |
| 3. Implement policies and procedures that comply with 247.2C (TAC).   | 1                            | 2 | 3                         | 4 |
| 4. Serve as an articulate spokesperson.   | 1                            | 2 | 3                         | 4 |
| 5. Promote success for all students.  | 1                            | 2 | 3                         | 4 |
| 6. Facilitate and ensure a school district environment is conducive to learning.                              | 1                            | 2 | 3                         | 4 |
| 7. Manage budgetary matters effectively.  | 1                            | 2 | 3                         | 4 |
| 8. Ability to promote multicultural awareness.  | 1                            | 2 | 3                         | 4 |
| 9. Supervise and evaluate staff effectively.  | 1                            | 2 | 3                         | 4 |
| 10. Implement strategies to enhance professional capabilities.  | 1                            | 2 | 3                         | 4 |
| 11. Effectively organizing and facilitating professional development activities appropriate for the district. | 1                            | 2 | 3                         | 4 |
| 12. Effectively communicate verbally to a variety of groups.  | 1                            | 2 | 3                         | 4 |
| 13. Legally protect the rights of students.   | 1                            | 2 | 3                         | 4 |

## PART II

### SELECTION OF SUPERINTENDENTS (Con't)

|  |   |   |   |   |
|--|---|---|---|---|
| 14. Applying laws, policies, and procedures fairly, wisely, and consistently.                    | 1 | 2 | 3 | 4 |
| 15. Legally protect the rights of staff  | 1 | 2 | 3 | 4 |
| 16. Ability to effectively communicate with the community.                                       | 1 | 2 | 3 | 4 |
| 17. Promote district vision to the community.  | 1 | 2 | 3 | 4 |
| 18. Establish partnerships to support district goals.  | 1 | 2 | 3 | 4 |
| 19. Ability to utilize conflict management skills.   | 1 | 2 | 3 | 4 |
| 20. Demonstrate effective writing skills through written correspondence.                         | 1 | 2 | 3 | 4 |
| 21. Analyze data before decision-making  | 1 | 2 | 3 | 4 |
| 22. Effectively resolve problems using appropriate problem-solving techniques                    | 1 | 2 | 3 | 4 |
| 23. Maintain overall supervision of the physical plant and equipment                             | 1 | 2 | 3 | 4 |
| 24. Ability to use current technology to enhance district operations.                            | 1 | 2 | 3 | 4 |
| 25. Maintains overall management of the district curricular process                              | 1 | 2 | 3 | 4 |
| 26. Enhance school district performance with current technology.                                 | 1 | 2 | 3 | 4 |
| 27. Knowledgeable and awareness of curriculum issues and trends affecting education.             | 1 | 2 | 3 | 4 |
| 28. Create an environment for student learning.  | 1 | 2 | 3 | 4 |
| 29. Maintains overall management of student activity programs.                                   | 1 | 2 | 3 | 4 |
| 30. Ensure students with special needs are provided quality instructional services and programs. | 1 | 2 | 3 | 4 |
| 31. Additional Comments: _____   |   |   |   |   |
| _____  |   |   |   |   |
| _____  |   |   |   |   |

### PART III

#### POSSIBLE FACTORS FOR WOMEN ACQUIRING SUPERINTENDENCY

Previous research has focused on factors that **WOMEN** face in seeking public school superintendency positions. Please indicate your level of agreement that these items may be contributing factors for women in your school district, by circling one number per item.

**1= Strongly Disagree    2 Disagree    3 Agree    4=Strongly Agree**

|   | Strongly Disagree |   | Strongly Agree |   |
|---|-------------------|---|----------------|---|
|   | 1                 | 2 | 3              | 4 |
| 1. Limited administrative experience overall.                               | 1                 | 2 | 3              | 4 |
| 2. Lack of essential credentials.   | 1                 | 2 | 3              | 4 |
| 3. Inexperience in handling fiscal matters.                                 | 1                 | 2 | 3              | 4 |
| 4. Limited experience in leadership roles.                                  | 1                 | 2 | 3              | 4 |
| 5. Lacking required training and certification.                             | 1                 | 2 | 3              | 4 |
| 6. Deficient in administrative training via internship programs.            | 1                 | 2 | 3              | 4 |
| 7. Lack of family support   | 1                 | 2 | 3              | 4 |
| 8. Limited time for career mobility.  | 1                 | 2 | 3              | 4 |
| 9. Career aspirations have been placed behind family responsibilities.      | 1                 | 2 | 3              | 4 |
| 10. Lacking personal aspirations to seek administrative positions.          | 1                 | 2 | 3              | 4 |
| 11. Family commitments are a priority to career advancement                 | 1                 | 2 | 3              | 4 |
| 12. Limited access to mentors within the organization.                      | 1                 | 2 | 3              | 4 |
| 13. Exclusions from established network system.                             | 1                 | 2 | 3              | 4 |
| 14. Sponsorship not available within the organization.                      | 1                 | 2 | 3              | 4 |
| 15. Limited support system within the organization                          | 1                 | 2 | 3              | 4 |
| 16. Absence of same gender role models.                                     | 1                 | 2 | 3              | 4 |
| 17. Mentoring system not available in district.                             | 1                 | 2 | 3              | 4 |
| 18. Lack of community support for women administrators.                     | 1                 | 2 | 3              | 4 |
| 19. Lack of school board support for women administrators.                  | 1                 | 2 | 3              | 4 |
| 20. Lack of overall support from the organization for women administrators. | 1                 | 2 | 3              | 4 |
| 21. Women enter educational administrative positions too late.              | 1                 | 2 | 3              | 4 |
| 22. Additional comments _____   |                   |   |                |   |



**APPENDIX D**

**TAC STANDARDS CONVERSION TO QUESTIONS**

Questionnaire Survey Questions  
Job Related Duties TAC, 19

| Texas Administrative Code   | SURVEY QUESTIONS  |
|---|---|
| <p><b>TITLE 19 EDUCATION</b><br/><b>PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION</b><br/><b>CHAPTER 242 SUPERINTENDENT CERTIFICATE</b><br/><b>RULE §242.15 Standards Required for the Superintendent Certificate</b></p> <p><b>(b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:</b></p> <p>(1) Model and promote the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.</p> <p>(2) Implement policies and procedures that encourage all district personnel to comply with §247.2 of this title, (relating to the Code of Ethics and Standard Practices for Texas Educators).</p> <p>(3) Serve as an articulate spokesperson for the importance of education to a free democratic society.</p> <p>(4) Enhance teaching and learning by participation in quality professional development activities, study of current professional literature and research, and interaction with the district's staff and students.</p> <p>(5) Maintain personal physical and emotional wellness.</p> <p>(6) Demonstrate the courage to be a champion for children.</p> | <ol style="list-style-type: none"> <li>1. Enhance teaching and learning by participating in higher education or professional development activities.</li> <li>2. Maintains personal physical and emotional wellness.</li> <li>3. Implement policies and procedures that comply with 247.2C (TX Administrative Code).</li> <li>4. Serve as an articulate spokes person.</li> </ol> |

| Texas Administrative Code  | SURVEY QUESTIONS  |
|--|---|
| <p><b>(c) Learner-Centered Leadership and District Culture. A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:</b></p> <p>(1) Establish and support a district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance.</p> <p>(2) Facilitate the development and implementation of a shared vision that focuses on teaching and learning.</p> <p>(3) Implement strategies for the involvement of all stakeholders in planning processes and facilitate planning between constituencies.</p> <p>(4) Conduct and analyze district/school climate inventories for effective, responsive decision-making.</p> <p>(5) Institute and monitor planning processes that include strategies designed to ensure the accomplishment of district goals and objectives to achieve the district's vision.</p> <p>(6) Facilitate the use and allocation of all available resources to support the implementation of the district's vision and goals.</p> <p>(7) Recognize and celebrate contributions of staff and community toward realization of the district's vision.</p> <p>(8) Demonstrate an awareness of emerging issues and trends affecting the education community.</p> <p>(9) Encourage and model innovative thinking and risk-taking and view problems as learning opportunities.</p> <p>(10) Promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.</p> | <p>5. Promote success for all students.</p> <p>6. Facilitate and ensure a school district environment is conducive to learning.</p> <p>7. Manage budgetary matters effectively.</p> <p>8. Ability to promote multicultural awareness.</p> |

| Texas Administrative Code   | SURVEY QUESTIONS   |
|---|--|
| <p><b>(d) Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:</b></p> <p>(1) Develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified district, campus, and/or staff need.</p> <p>(2) Facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation.</p> <p>(3) Implement strategies to enhance professional capabilities at the district and campus level to ensure support for a continuum of services and programming.</p> <p>(4) Deliver effective presentations and facilitate the learning of both small and large groups.</p> <p>(5) Implement effective strategies for the recruitment, selection, induction, development, and promotion of staff.</p> <p>(6) Develop and institute comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.</p> <p>(7) Demonstrate use of district and staff evaluation data for personnel policy development and decision-making.</p> <p>(8) Demonstrate and apply knowledge of certification requirements and standards.</p> <p>(9) Diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.</p> | <p>9. Supervise and evaluate staff effectively.</p> <p>10. Implement strategies to enhance professional capabilities.</p> <p>11. Effectively organizing and facilitating professional development activities appropriate for the district.</p> <p>12. Effectively communicate verbally to a variety of groups.</p> |

| Texas Administrative Code   | SURVEY QUESTIONS   |
|---|--|
| <p><b>(e) Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:</b></p> <p>(1) Define and apply the general characteristics of internal and external political systems to the educational organization.</p> <p>(2) Demonstrate and apply appropriate knowledge of legal issues affecting education.</p> <p>(3) Provide leadership in defining superintendent and board roles, mutual expectations, and effective superintendent-board working relationships.</p> <p>(4) Determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision-making.</p> <p>(5) Prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.</p> <p>(6) Utilize legal systems to protect the rights of students and staff and to improve learning opportunities.</p> <p>(7) Apply laws, policies, and procedures fairly, wisely, and considerately.</p> <p>(8) Access state and national political systems to provide input on critical educational issues.</p> | <p>13. Legally protect the rights of students.</p> <p>14. Applying laws, policies, and procedures fairly, wisely, and consistently.</p> <p>15. Legally protect the rights of staff</p> |

| Texas Administrative Code   | SURVEY QUESTIONS  |
|---|---|
| <p><b>(f) Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:</b></p> <p>(1) Develop and implement an effective and comprehensive district internal and external communications plan and public relations program.</p> <p>(2) Analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.</p> <p>(3) Establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.</p> <p>(4) Implement effective strategies to systematically communicate with and gather input from all stakeholders in the district.</p> <p>(5) Communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community.</p> <p>(6) Develop and utilize formal and informal techniques to obtain accurate perceptions of the district staff, parents, and community.</p> <p>(7) Use effective consensus building and conflict management skills.</p> <p>(8) Articulate the district's vision and priorities to the community and to the media.</p> <p>(9) Influence the media by utilizing proactive communication strategies that serve to enhance and promote the district's vision.</p> <p>(10) Communicate an articulate position on educational issues.</p> <p>(11) Demonstrate effective and forceful writing, speaking, and active listening skills</p> | <p>16. Ability to effectively communicate with the community.</p> <p>17. Promote district vision to the community.</p> <p>18. Establish partnerships to support district goals.</p> <p>19. Ability to utilize conflict management skills.</p> <p>20. Demonstrate effective writing skills through written correspondence.</p> |

| Texas Administrative Code   | SURVEY QUESTIONS  |
|---|---|
| <p><b>(g) Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:</b></p> <p>(1) Implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.</p> <p>(2) Implement processes for gathering, analyzing, and using data for informed decision-making.</p> <p>(3) Frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.</p> <p>(4) Develop, implement, and evaluate change processes for organizational effectiveness.</p> <p>(5) Implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the district.</p> <p>(6) Apply legal concepts, regulations, and codes for school district operations.</p> <p>(7) Perform effective budget planning, management, account auditing, and monitoring and establish district procedures for accurate and effective fiscal reporting.</p> <p>(8) Acquire, allocate, and manage resources according to district vision and priorities.</p> <p>(9) Manage one's own time and the time of others to maximize attainment of district goals.</p> <p>(10) Use technology to enhance school district operations.</p> | <p>21. Analysis data before decision-making</p> <p>22. Effectively resolve problems using appropriate problem-solving techniques</p> <p>23. Maintain overall supervision of the physical plant and equipment</p> <p>24. Manage budgetary matters effectively</p> <p>25. Ability to use current technology to enhance district operations.</p> |

| Texas Administrative Code  | SURVEY QUESTIONS   |
|--|--|
| <p><b>h) Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:</b></p> <p>(1) Apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective district curricular decisions.</p> <p>(2) Implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning.</p> <p>(3) Implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the district.</p> <p>(4) Develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment.</p> <p>(5) Evaluate and provide direction for improving district curriculum in ways that are based upon sound, research-based practices.</p> <p>(6) Facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students.</p> <p>(7) Facilitate the use of creative, critical thinking, and problem solving tools by staff and other school district stakeholders.</p> <p>(8) Facilitate the effective coordination of district and campus curricular and extracurricular programs.</p> | <p>26. Maintains overall management of the district curricular process</p> <p>27. Enhance school district performance with current technology.</p> <p>28. Knowledgeable and awareness of curriculum issues and trends affecting education.</p> <p>29. Enhance school district performance with current technology.</p> |



| Texas Administrative Code  | SURVEY QUESTIONS   |
|--|--|
| <p><b>(i) Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:</b></p> <p>(1) Apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the district's vision.</p> <p>(2) Facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.</p> <p>(3) Facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice.</p> <p>(4) Facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.</p> <p>(5) Plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership and scholastic needs.</p> <p>(6) Institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.</p> <p>(7) Apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services.</p> <p>(8) Analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning.</p> <p>(9) Develop, implement, and evaluate change processes to improve student and adult learning, and the climate for learning.</p> <p>(10) Create an environment in which all students can learn.</p> | <p>30. Create an environment for student learning.</p> <p>31. Maintains overall management of student activity programs.</p> <p>32. Ensure students with special needs are provided quality instructional services and programs.</p> |

**APPENDIX E**  
**REVIEW OF LITERATURE TABLE CONVERSION TO**  
**QUESTIONS**

**Leadership Experience & Credentials  
Family Support & Networking  
(Role Models & Mentors)  
Gender Bias**

| <b>Research (Review of literature)</b>   | <b>Section</b>  | <b>Question</b>  |
|--|---|--|
| <p>According to Glass, (2000, p28-31) an AASA latest study suggests the seven reasons below why female members lag in superintendent positions:</p> <ol style="list-style-type: none"> <li>1. Women are <b><u>not in positions</u></b> that normally lead to the superintendency</li> <li>2. Women are not gaining superintendent's <b><u>credentials</u></b> in preparation programs.</li> <li>3. Women are not as <b><u>experienced</u></b> or interested in district wide fiscal management as men.</li> </ol> <p>Natalie (1992) offered advice for women attempting to advance their career.</p> <ol style="list-style-type: none"> <li>1. Women need to take <b><u>leadership roles</u></b> on school districts committees and get noticed by peers and administrators.</li> <li>2. Obtain necessary <b><u>degrees &amp; certifications.</u></b></li> </ol> | <p style="text-align: center;"><b>Leadership<br/>Exp</b></p> <p style="text-align: center;"><b>Credentials</b></p> <p style="text-align: center;"><b>Leadership<br/>Exp</b></p> <p style="text-align: center;"><b>Credentials</b></p> | <ol style="list-style-type: none"> <li>1. Limited administrative experience overall.</li> <li>2. Lack of essential credentials.</li> <li>3. Inexperience in handling fiscal matters.</li> <li>4. Limited experience in leadership roles.</li> <li>5. Lacking required training and certification.</li> </ol> |

| Research (Review of literature)   | Section                      | Question  |
|---|------------------------------|---|
| <p>Riehl &amp; Byrd recommended initiatives that should take place in districts to spiral career mobility trends upwards for women. One initiative is that women need to access to part-time <b><u>administrative training</u></b> to include <b><u>internships</u></b> and higher education.</p>   |                              | <p>6. Deficient in administrative training via internship programs.</p>   |
| <p>Ms. Shakeshaft replies, "women tend to have more responsibility for the <b><u>home and family</u></b>" (Keller, 1999d)</p> <p>Glass (2000) suggest that Women are not interested in the superintendency for <b><u>personal reasons</u></b></p> <p>Riehl &amp; Byrd (1997) - study suggested that <b><u>family commitments</u></b> were greater for women than for men.</p> | <p><b>Family Support</b></p> | <p>7. Lack of family support</p> <p>8. Limited time for career mobility.</p> <p>9. Career aspirations have been placed behind family responsibilities.</p> <p>10. Lacking personal aspirations to seek administrative positions.</p> <p>11. Family commitments are a priority to career advancement</p> |



| Research (Review of literature)   | Section                   | Question  |
|---|---------------------------|---|
| <p><b>Gender issues-</b> Diana Lam (Rhode Island Superintendent) reports that a couple of districts might as well said, "No women need apply"(Keller, 1999a).</p> <p>In Skrla (2000), research three women former superintendent stated that the <b>school board</b> is <b>gender bias</b></p> <p>Bush dissertation study found four common obstacles female administrators face:<br/>Two of the obstacles were <b>gender</b> and race issues.</p> <p>According to Glass, (2000, p28-31) an AASA latest study suggests that female members lag in superintendent positions:</p> <ol style="list-style-type: none"> <li>1. <b>School boards</b> are reluctant to hire women superintendents.</li> <li>2. Women enter the field of education for different purposes.</li> <li>3. Women enter education too late.</li> </ol> | <p><b>Gender Bias</b></p> | <p>18. Lack of community support for women administrators.</p> <p>19. Lack of school board support for women administrators.</p> <p>20. Lack of overall support from the organization for women administrators.</p> <p>21. Women enter educational administrative positions too late.</p> |

**APPENDIX F**  
**COVER LETTER**



**TEXAS A&M UNIVERSITY**  
Department of Educational Administration

February 3, 2003

Mr. Roger Cumpian, Board President  
Charlotte ISD (007-901)  
PO Box 489  
Charlotte, TX 78011-0489

Dear Mr. Cumpian:

I am a doctoral student at Texas A&M University in the field of Educational Administration. I am currently working under the supervision of Dr. Clifford Whetten on a research project. The study will seek to identify **factors influencing the underrepresentation of women in the role of superintendency of school districts in Region XX, Education Service Center in Texas.** This information has significance for all who are involved in current trends in educational reform and administration such as female aspiring to the superintendency, males working with female superintendents, school boards involved in hiring of superintendents, and any other rank and employees who are involved with education in the future. You are truly a pioneer and your participation in this project would be most appreciated.

Thank you again for helping with this research project. You are one of 200 superintendents and school board members asked to participate in this survey. The survey form enclosed will yield valuable safety data that can be used to determine the barriers that women face in attempts to climb the administrative ladder to a superintendent position. The survey is completely voluntary, and you can skip any questions that you are not comfortable with, or withdraw from the survey completely. There are no risks for participation and there is no compensation. The study is completely confidential. Completing the survey will only take 15 - 20 minutes of your time. I would appreciate your completion of this form. A self-addressed and stamped envelope has been include for your convenience. Please complete the survey and return it to me by February 18, 2003. I would like to begin compiling the results by the end of February.

This research study has been reviewed and approved by the Institutional Review Board -Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, you may contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Compliance, Office of Vice President for Research at (979) 845-8585 (mwbuckley@tamu.edu).

By answering the survey questions, you are voluntarily agreeing to participate in this study. If you have any questions about this study or survey, you may contact the primary researcher and the faculty advisor at the telephone numbers below:

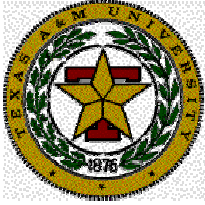
**Vivian S. Barrios**  
**(210) 436-8641**  
**vsb9180@labs.tamu.edu**  
**Researcher Information**

**Dr. Clifford Whetten**  
**(210) 208-9308**  
**cwhetten@tamu.edu**  
**Faculty Advisor**

Enclosures



**APPENDIX G**  
**FOLLOW UP LETTERS**



**TEXAS A&M UNIVERSITY**  
Department of Educational Administration

March 24, 2003

Ms. Karen G. Hartmann, Area Superintendent  
Edgewood ISD (015-905)  
5358 W. Commerce St  
San Antonio, TX 78237-1354

Dear Ms. Hartmann:

I am a doctoral student at Texas A&M University in the field of Educational Administration. I am currently working under the supervision of Dr. Clifford Whetten on a research project. The study will seek to identify **factors influencing the underrepresentation of women in the role of superintendency of school districts in Region XX, Education Service Center in Texas.** This information has significance for all who are involved in current trends in educational reform and administration such as female aspiring to the superintendency, males working with female superintendents, school boards involved with the hiring of superintendents, and any other rank and employees who are or will be involved with education in the future.

I recently mailed a questionnaire to you for your participation in the study, but it has not been returned. You are truly a pioneer and your participation in this project is important to its success. Please complete the enclosed questionnaire and return it to me by 7 April 2003. A self-addressed and stamped envelope has been included for your convenience. If you have any questions, please call me at (210) 436-8641. I would like to begin compiling the results as soon as possible.

Thank you in advance for your support and consideration.

Sincerely yours,

Vivian S. Barrios  
Researcher

Enclosures



**TEXAS A&M UNIVERSITY**  
Department of Educational Administration

April 15, 2003

«Title» «FirstName» «LastName», «JobTitle»  
«District» («Dist\_»)  
«Address1»  
«City», «State» «PostalCode»

Dear «Title» «LastName»:

I am a doctoral student at Texas A&M University in the field of Educational Administration. I am currently working under the supervision of Dr. Clifford Whetten on a research project. The study will seek to identify **factors influencing the underrepresentation of women in the role of superintendency of school districts in Region XX, Education Service Center in Texas.** This information has significance for all who are involved in current trends in educational reform and administration such as female aspiring to the superintendency, males working with female superintendents, school boards involved with the hiring of superintendents, and any other rank and employees who are or will be involved with education in the future.

I recently mailed a questionnaire to you for your participation in the study, but it has not been returned. You are truly a pioneer and your participation in this project is important to its success. Completing the survey will only take 15 - 20 minutes of your time and it is completely confidential. I would appreciate your assistance in the completion of the questionnaire.

The questionnaire is a major part of my dissertation and is required to complete my doctoral program at Texas A&M University, College Station. Please complete the enclosed questionnaire and return it to me by 28 April 2003. A self-addressed and stamped envelope has been included for your convenience. I would like to begin compiling the results as soon as possible.

Thank you again for helping with this research project and if you have any questions, please call me at (210) 436-8641. Thank you in advance for your support and consideration.

Sincerely yours,

Vivian S. Barrios  
Researcher

Enclosures

**APPENDIX H**  
**FAX FOLLOW UP FORM LETTER**



***Vivian Barrios***  
***Graduate Student***  
**TEXAS A&M UNIVERSITY**  
 Department of Educational Administration



FAX Transmittal

**Date:** 7/15/2004

**Pages**

**Phone:**

**FAX:**

**To:**

**Re: Survey - The Selection Process of Superintendent**

*I recently faxed a questionnaire to you for your participation in the selection process of superintendent study, but it has not been returned. I am trying to collect the required number of questionnaires mandatory for the study. I need an additional 15 questionnaires to complete my research study.*

*The questionnaire is a major part of my dissertation and is necessary to complete my doctoral program at Texas A&M University, College Station.*

*I know that you have a busy schedule and your time is precious. I would appreciate it if you would please take a few minutes of your time to respond to the questionnaire. The questionnaire will only take 5-10 minutes of your time and the information will be kept confidential.*

*Upon completion of the questionnaire please mail to or Fax to:*

***Mrs. Vivian Barrios***  
***226 Segura San Antonio, TX 78237***  
***Fax: (210) 436-8641***

*Thank you for your support and assistants. Your respond to the questionnaire is essential to my study and there are no words to let you know how much I appreciate your valuable time.*

**APPENDIX I**

**TABLE 26 FREQUENCIES & PERCENTS FOR ADMINISTRATORS'  
RESPONSES ON JOB RELATED DUTIES**

Table 26. Frequency and Percent for Job Related Duties Identified by School Administrator Respondents from Region XX, Education Service Center in Texas

| Job Related Duties  | Scale   | Frequency | Cumulative Percent |
|---|---------|-----------|--------------------|
| 1. Enhance teaching and learning by participating in higher education or professional development activities. | 1       | 5         | 6.3                |
|   | 2       | 1         | 1.2                |
|   | 3       | 8         | 10.0               |
|   | 4       | 66        | 82.5               |
|   | Total   | 80        | 100.0              |
| 2. Maintains personal physical and emotional wellness.  | 1       | 4         | 5.0                |
|   | 2       | 4         | 5.0                |
|   | 3       | 26        | 32.5               |
|   | 4       | 46        | 57.5               |
|   | Total   | 80        | 100.0              |
| 3. Implement policies and procedures that comply with 247.2C (TAC).   | 1       | 5         | 6.8                |
|   | 2       | 1         | 1.4                |
|   | 3       | 16        | 21.6               |
|   | 4       | 52        | 70.2               |
|   | Missing | 6         | -                  |
|   | Total   | 80        | 100.0              |
| 4. Serve as an articulate spokes person.  | 1       | 5         | 6.3                |
|   | 2       | 2         | 2.5                |
|   | 3       | 8         | 10.0               |
|   | 4       | 65        | 81.2               |
|   | Total   | 80        | 100.0              |
| 5. Promote success for all students.  | 1       | 6         | 7.5                |
|   | 2       | -         | -                  |
|   | 3       | 7         | 8.7                |
|   | 4       | 67        | 83.8               |
|   | Total   | 80        | 100.0              |

Table 26 (continued)

| Job Related Duties   | Scale   | Frequency | Cumulative Percent |
|--|---------|-----------|--------------------|
| 6. Facilitate and ensure a school district environment is conducive to learning. | 1       | 5         | 6.3                |
|  | 2       | 1         | 1.2                |
|  | 3       | 9         | 11.2               |
|  | 4       | 65        | 81.3               |
|  | Total   | 80        | 100.0              |
| 7. Manage budgetary matters effectively.   | 1       | 5         | 6.3                |
|  | 2       | 3         | 3.7                |
|  | 3       | 18        | 22.5               |
|  | 4       | 54        | 67.5               |
|  | Total   | 80        | 100.0              |
| 8. Ability to promote multicultural awareness.                                   | 1       | 5         | 6.3                |
|  | 2       | 1         | 1.3                |
|  | 3       | 13        | 16.1               |
|  | 4       | 61        | 76.3               |
|  | Total   | 80        | 100.0              |
| 9. Supervise and evaluate staff effectively.                                     | 1       | 5         | 6.3                |
|  | 2       | 5         | 6.3                |
|  | 3       | 16        | 20.3               |
|  | 4       | 53        | 67.1               |
|  | Missing | 1         | -                  |
|  | Total   | 80        | 100.0              |
| 10. Implement strategies to enhance professional capabilities.                   | 1       | 5         | 6.3                |
|  | 2       | -         | -                  |
|  | 3       | 13        | 16.1               |
|  | 4       | 62        | 77.6               |
|  | Total   | 80        | 100.0              |



Table 26 (continued)

| Job Related Duties  | Scale | Frequency | Cumulative<br>Percent |
|---|-------|-----------|-----------------------|
| 11. Effectively organizing and facilitating professional development activities appropriate for the district. | 1     | 5         | 6.3                   |
|   | 2     | -         | -                     |
|   | 3     | 9         | 11.3                  |
|   | 4     | 66        | 82.4                  |
|   | Total | 80        | 100.0                 |
| 12. Effectively communicate verbally to a variety of groups.  | 1     | 5         | 6.3                   |
|   | 2     | 1         | 1.3                   |
|   | 3     | 14        | 17.4                  |
|   | 4     | 60        | 75.0                  |
|   | Total | 80        | 100.0                 |
| 13. Legally protect the rights of students.   | 1     | 5         | 6.3                   |
|   | 2     | 1         | 1.3                   |
|   | 3     | 11        | 13.8                  |
|   | 4     | 63        | 78.6                  |
|   | Total | 80        | 100.0                 |
| 14. Applying laws, policies, and procedures fairly, wisely, and consistently.                                 | 1     | 5         | 6.3                   |
|   | 2     | 1         | 1.3                   |
|   | 3     | 16        | 20.0                  |
|   | 4     | 58        | 72.4                  |
|   | Total | 80        | 100.0                 |
| 15. Legally protect the rights of staff.  | 1     | 5         | 6.3                   |
|   | 2     | -         | -                     |
|   | 3     | 16        | 20.0                  |
|   | 4     | 59        | 73.7                  |
|   | Total | 80        | 100.0                 |

Table 26 (continued)

| Job Related Duties   | Scale | Frequency | Cumulative<br>Percent |
|--|-------|-----------|-----------------------|
| 16. Ability to effectively communicate with the community.               | 1     | 4         | 5.0                   |
|  | 2     | 3         | 3.8                   |
|  | 3     | 17        | 21.2                  |
|  | 4     | 56        | 70.0                  |
|  | Total | 80        | 100.0                 |
| 17. Promote district vision to the community.                            | 1     | 5         | 6.3                   |
|  | 2     | 1         | 1.3                   |
|  | 3     | 13        | 16.3                  |
|  | 4     | 61        | 76.1                  |
|  | Total | 80        | 100.0                 |
| 18. Establish partnerships to support district goals.                    | 1     | 4         | 5.0                   |
|  | 2     | 5         | 6.3                   |
|  | 3     | 12        | 15.0                  |
|  | 4     | 59        | 73.7                  |
|  | Total | 80        | 100.0                 |
| 19. Ability to utilize conflict management skills.                       | 1     | 5         | 6.3                   |
|  | 2     | 6         | 7.5                   |
|  | 3     | 20        | 25.0                  |
|  | 4     | 49        | 61.2                  |
|  | Total | 80        | 100.0                 |
| 20. Demonstrate effective writing skills through written correspondence. | 1     | 5         | 6.3                   |
|  | 2     | -         | -                     |
|  | 3     | 6         | 7.5                   |
|  | 4     | 69        | 86.2                  |
|  | Total | 80        | 100.0                 |

Table 26 (continued)

| Job Related Duties   | Scale | Frequency | Cumulative Percent |
|--|-------|-----------|--------------------|
| 21. Analysis data before decision-making.                                      | 1     | 5         | 6.3                |
|  | 2     | 3         | 3.7                |
|  | 3     | 16        | 20.0               |
|  | 4     | 56        | 70.0               |
|  | Total | 80        | 100.0              |
| 22. Effectively resolve problems using appropriate problem-solving techniques. | 1     | 5         | 6.3                |
|  | 2     | 3         | 3.7                |
|  | 3     | 18        | 22.5               |
|  | 4     | 54        | 67.5               |
|  | Total | 80        | 100.0              |
| 23. Maintain overall supervision of the physical plant and equipment.          | 1     | 5         | 6.3                |
|  | 2     | 14        | 17.4               |
|  | 3     | 17        | 21.3               |
|  | 4     | 44        | 55.0               |
|  | Total | 80        | 100.0              |
| 24. Ability to use current technology to enhance district operations.          | 1     | 5         | 6.3                |
|  | 2     | 2         | 2.5                |
|  | 3     | 21        | 26.2               |
|  | 4     | 52        | 65.0               |
|  | Total | 80        | 100.0              |
| 25. Maintains overall management of the district curricular process.           | 1     | 5         | 6.3                |
|  | 2     | -         | -                  |
|  | 3     | 9         | 11.2               |
|  | 4     | 66        | 82.5               |
|  | Total | 80        | 100.0              |

Table 26 (continued)

| Job Related Duties   | Scale | Frequency | Cumulative Percent |
|--|-------|-----------|--------------------|
| 26. Enhance school district performance with current technology.                                 | 1     | 5         | 6.3                |
|  | 2     | -         | -                  |
|  | 3     | 19        | 23.7               |
|  | 4     | 56        | 70.0               |
|  | Total | 80        | 100.0              |
| 27. Knowledgeable and awareness of curriculum issues and trends affecting education.             | 1     | 5         | 6.3                |
|  | 2     | 1         | 1.2                |
|  | 3     | 6         | 7.5                |
|  | 4     | 68        | 85.0               |
|  | Total | 80        | 100.0              |
| 28. Create an environment for student learning.  | 1     | 5         | 6.3                |
|  | 2     | 1         | 1.2                |
|  | 3     | 7         | 8.7                |
|  | 4     | 67        | 83.8               |
|  | Total | 80        | 100.0              |
| 29. Maintains overall management of student activity programs.                                   | 1     | 5         | 6.3                |
|  | 2     | 2         | 2.5                |
|  | 3     | 21        | 26.2               |
|  | 4     | 52        | 65.0               |
|  | Total | 80        | 100.0              |
| 30. Ensure students with special needs are provided quality instructional services and programs. | 1     | 5         | 6.3                |
|  | 2     | -         | -                  |
|  | 3     | 10        | 12.4               |
|  | 4     | 65        | 81.3               |
|  | Total | 80        | 100.0              |

Note: Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

**APPENDIX J****TABLE 27 FREQUENCIES & MEANS FOR SCHOOL BOARD  
RESPONDENTS ON JOB RELATED DUTIES**

Table 27. Frequency and Percent for Job Related Duties Identified by School Board Respondents from Region XX Education Service Center in Texas

| Job Related Duties  | Scale | Frequency | Cumulative Percent |
|---|-------|-----------|--------------------|
| 1. Enhance teaching and learning by participating in higher education or professional development activities. | 1     | 2         | 3.6                |
|   | 2     | 2         | 3.6                |
|   | 3     | 15        | 27.3               |
|   | 4     | 36        | 65.5               |
|   | Total | 55        | 100.0              |
| 2. Maintains personal physical and emotional wellness.  | 1     | 2         | 3.6                |
|   | 2     | 3         | 5.5                |
|   | 3     | 24        | 43.6               |
|   | 4     | 26        | 47.3               |
|   | Total | 80        | 100.0              |
| 3. Implement policies and procedures that comply with 247.2C (TAC).   | 1     | 2         | 3.6                |
|   | 2     | 2         | 3.6                |
|   | 3     | 18        | 32.8               |
|   | 4     | 33        | 60.0               |
|   | Total | 55        | 100.0              |
| 4. Serve as an articulate spokes person.  | 1     | 3         | 5.5                |
|   | 2     | -         | -                  |
|   | 3     | 17        | 30.9               |
|   | 4     | 35        | 63.6               |
|   | Total | 55        | 100.0              |
| 5. Promote success for all students.  | 1     | 3         | 5.5                |
|   | 2     | 1         | 1.8                |
|   | 3     | 9         | 16.4               |
|   | 4     | 42        | 76.3               |
|   | Total | 55        | 100.0              |

Table 27 (continued)

| Job Related Duties   | Scale | Frequency | Cumulative Percent |
|--|-------|-----------|--------------------|
| 6. Facilitate and ensure a school district environment is conducive to learning. | 1     | 3         | 5.5                |
|  | 2     | 2         | 3.6                |
|  | 3     | 11        | 20.0               |
|  | 4     | 39        | 70.9               |
|  | Total | 55        | 100.0              |
| 7. Manage budgetary matters effectively.   | 1     | 2         | 3.6                |
|  | 2     | 5         | 9.2                |
|  | 3     | 19        | 34.5               |
|  | 4     | 29        | 52.7               |
|  | Total | 55        | 100.0              |
| 8. Ability to promote multicultural awareness.                                   | 1     | 2         | 3.6                |
|  | 2     | 3         | 5.5                |
|  | 3     | 15        | 27.3               |
|  | 4     | 35        | 63.6               |
|  | Total | 55        | 100.0              |
| 9. Supervise and evaluate staff effectively.                                     | 1     | 3         | 5.5                |
|  | 2     | 4         | 7.3                |
|  | 3     | 18        | 32.7               |
|  | 4     | 30        | 54.5               |
|  | Total | 55        | 100.0              |
| 10. Implement strategies to enhance professional capabilities.                   | 1     | 3         | 5.5                |
|  | 2     | 1         | 1.8                |
|  | 3     | 18        | 32.7               |
|  | 4     | 33        | 60.0               |
|  | Total | 55        | 100.0              |

Table 27 (continued)

| Job Related Duties  | Scale | Frequency | Cumulative<br>Percent |
|---|-------|-----------|-----------------------|
| 11. Effectively organizing and facilitating professional development activities appropriate for the district. | 1     | 3         | 5.5                   |
|   | 2     | 1         | 1.8                   |
|   | 3     | 16        | 29.1                  |
|   | 4     | 35        | 63.6                  |
|   | Total | 55        | 100.0                 |
| 12. Effectively communicate verbally to a variety of groups.  | 1     | 3         | 5.5                   |
|   | 2     | 3         | 5.5                   |
|   | 3     | 13        | 23.4                  |
|   | 4     | 36        | 65.5                  |
|   | Total | 55        | 100.0                 |
| 13. Legally protect the rights of students.   | 1     | 3         | 5.5                   |
|   | 2     | 1         | 1.8                   |
|   | 3     | 17        | 30.9                  |
|   | 4     | 34        | 61.8                  |
|   | Total | 55        | 100.0                 |
| 14. Applying laws, policies, and procedures fairly, wisely, and consistently.                                 | 1     | 3         | 5.5                   |
|   | 2     | 2         | 3.6                   |
|   | 3     | 18        | 32.7                  |
|   | 4     | 32        | 58.2                  |
|   | Total | 55        | 100.0                 |
| 15. Legally protect the rights of staff.  | 1     | 3         | 5.5                   |
|   | 2     | -         | -                     |
|   | 3     | 16        | 29.0                  |
|   | 4     | 36        | 65.5                  |
|   | Total | 55        | 100.0                 |



Table 27 (continued)

| Job Related Duties   | Scale | Frequency | Cumulative Percent |
|--|-------|-----------|--------------------|
| 16. Ability to effectively communicate with the community.               | 1     | 2         | 3.6                |
|  | 2     | 2         | 3.6                |
|  | 3     | 14        | 25.5               |
|  | 4     | 37        | 67.3               |
|  | Total | 55        | 100.0              |
| 17. Promote district vision to the community.                            | 1     | 2         | 3.6                |
|  | 2     | 3         | 5.5                |
|  | 3     | 19        | 34.5               |
|  | 4     | 31        | 56.4               |
|  | Total | 55        | 100.0              |
| 18. Establish partnerships to support district goals.                    | 1     | 3         | 5.5                |
|  | 2     | 3         | 5.5                |
|  | 3     | 16        | 29.0               |
|  | 4     | 33        | 60.0               |
|  | Total | 55        | 100.0              |
| 19. Ability to utilize conflict management skills.                       | 1     | 2         | 3.6                |
|  | 2     | 5         | 9.2                |
|  | 3     | 18        | 32.7               |
|  | 4     | 30        | 54.5               |
|  | Total | 55        | 100.0              |
| 20. Demonstrate effective writing skills through written correspondence. | 1     | 3         | 5.5                |
|  | 2     | -         | -                  |
|  | 3     | 12        | 21.8               |
|  | 4     | 40        | 72.7               |
|  | Total | 55        | 100.0              |

Table 27 (continued)

| Job Related Duties   | Scale | Frequency | Cumulative Percent |
|--|-------|-----------|--------------------|
| 21. Analysis data before decision-making.                                      | 1     | 2         | 3.6                |
|  | 2     | 3         | 5.5                |
|  | 3     | 17        | 30.9               |
|  | 4     | 33        | 60.0               |
|  | Total | 55        | 100.0              |
| 22. Effectively resolve problems using appropriate problem-solving techniques. | 1     | 2         | 3.6                |
|  | 2     | 5         | 9.1                |
|  | 3     | 14        | 25.5               |
|  | 4     | 34        | 61.8               |
|  | Total | 55        | 100.0              |
| 23. Maintain overall supervision of the physical plant and equipment.          | 1     | 3         | 5.5                |
|  | 2     | 4         | 7.3                |
|  | 3     | 22        | 40.0               |
|  | 4     | 26        | 47.2               |
|  | Total | 55        | 100.0              |
| 24. Ability to use current technology to enhance district operations.          | 1     | 3         | 5.5                |
|  | 2     | 1         | 1.8                |
|  | 3     | 16        | 29.1               |
|  | 4     | 35        | 63.6               |
|  | Total | 55        | 100.0              |
| 25. Maintains overall management of the district curricular process.           | 1     | 4         | 7.3                |
|  | 2     | 1         | 1.8                |
|  | 3     | 17        | 30.9               |
|  | 4     | 33        | 60.0               |
|  | Total | 55        | 100.0              |

Table 27 (continued)

| Job Related Duties   | Scale | Frequency | Cumulative<br>Percent |
|--|-------|-----------|-----------------------|
| 26. Enhance school district performance with current technology.                                 | 1     | 3         | 5.5                   |
|  | 2     | 1         | 1.8                   |
|  | 3     | 18        | 32.7                  |
|  | 4     | 33        | 60.0                  |
|  | Total | 55        | 100.0                 |
| 27. Knowledgeable and awareness of curriculum issues and trends affecting education.             | 1     | 3         | 5.5                   |
|  | 2     | -         | -                     |
|  | 3     | 18        | 32.7                  |
|  | 4     | 34        | 61.8                  |
|  | Total | 55        | 100.0                 |
| 28. Create an environment for student learning.  | 1     | 3         | 5.5                   |
|  | 2     | -         | -                     |
|  | 3     | 14        | 25.5                  |
|  | 4     | 38        | 69.0                  |
|  | Total | 55        | 100.0                 |
| 29. Maintains overall management of student activity programs.                                   | 1     | 3         | 5.5                   |
|  | 2     | 2         | 3.6                   |
|  | 3     | 17        | 30.9                  |
|  | 4     | 33        | 60.0                  |
|  | Total | 55        | 100.0                 |
| 30. Ensure students with special needs are provided quality instructional services and programs. | 1     | 3         | 5.5                   |
|  | 2     | 2         | 3.6                   |
|  | 3     | 12        | 21.8                  |
|  | 4     | 38        | 69.1                  |
|  | Total | 55        | 100.0                 |

*Note.* Responses were made on a 4 point scale: 1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree.

**APPENDIX K**

**ADMINISTRATIVE RESPONDENTS' COMMENTS FOR PART II QUESTION  
31 AND PART III QUESTION 21**

### Superintendents (Comments)

|          | <b>Dist #</b> | <b>Selection - 31</b>   | <b>Factors - 22</b>  |
|----------|---------------|---|--|
| 01       | 15-901        | I cannot see why any of the attributes would be any different -   |  |
| 01       | 15-907        | All of the above are essential for any superintendent regardless of gender.   |  |
| 01<br>02 | 15-909        | I believe women can do all these things, just as men- (It's an individual thing, not a gender thing.  | The role of a mentor is crucial. One should never take a new position without establishing a mentor first.   |
| 01       | 130-091       | Women are generally seen to be as competent or more competent than men by the people I know.  |  |
| 02       | 142-901       | Learn to Listen   |  |
| 01       | 163-901       | I do not feel gender plays a role in a person's ability to carry out the duties of a superintendent.  |  |
| 01       | 163-908       | All depend on the individual regardless of gender.  |  |
| 03       | 193-902       |   | Most of our teachers prefer to work for men. Overwhelming majority of our teachers.  |
| 03<br>03 | 232-902       | The school board has a great deal to do with the selection of Superintendents (They select). These men and women are a reflection of the community. I was not selected for one position because I had a doctorate. Apparently the district had problems with a Superintendent that has a doctorate. | It's interesting that sometimes it is the women on the Board that don't want women superintendent.   |
| 01       | 247-901       |   | I assume you meant limiting factors-. Women are making great strides over the past 10 years.   |
| 04       | 247-903       |   | It appears, at least by my anecdotal observation that many high quality or highly sought after superintendence's are being filled by very qualified women whom are coming from the C&I realm. This trend has been reinforced or heightened by the rise in academic accountability. |
| 01       | 254-901       | The majority of superintendents have high regards for the abilities of women.   |  |

### Assistant Superintendents (Comments)

|          | Dist #  | Selection - 31   | Factors - 22   |
|----------|---------|--|--|
| 04       | 130-91  | The old route was coach → Asst Principal → Administrator → Superintendent. Change in education accountability will make changes in the system. Tomorrows Superintendent will have to be improvement oriented |  |
| 01       | 159-901 | Gender should not hinder one's ability to perform at our job sites!  |  |
| 01       | 232-904 | I have worked under female principals for 8 years and 2 years under female superintendent. They can do it!   |  |
| 04       | 247-901 | Women can do as much or more than men. They just may not be accepted by board members.   |  |
| 05       | 247-903 | I had no aspirations to become an administrator until I taught for 15 years.   |  |
| 01<br>01 | 15-904  | I believe that women, given the opportunity, can successfully lead organizations, as effectively as their male counterparts.   | Districts (Boards) need additional education re: opportunities for women. Also the search firms need to be afforded training.                                      |
| 01       | 15-905  | Articulate, well-educated women are effective superintendents in all aspects of the position.  |  |
| 01<br>06 | 15-911  | I strongly agree women administrators are very capable of all 30 indicators. There are some areas is perceived they are stronger than others.  | For 17 years had same superintendent with mostly male board for all those years. Minimal opportunity for females inspire the organization to move to that position |
| 01       | 15-912  | Insecure women are confident women's most visible advisory.  |  |
| 07       | 15-913  |  | Race is a factor women face.   |
| 01       | 15-914  |  | I think if you work hard, know your "stuff" and treat people fairly, you will move up the ladder.  |

**APPENDIX L**

**SCHOOL BOARD RESPONDENTS' COMMENTS FOR PART II QUESTION 31  
AND PART III QUESTION 21**

### School Board Member #5 (Comments)

|          | <b>Dist #</b> | <b>Selection - 31</b>  | <b>Factors - 22</b>   |
|----------|---------------|--|---|
| 01       | 7-906         |  | Superintendent, business operations, principal, vice-principal women in district.   |
| 01       | 15-901        |  | I am not comfortable with the clarity of these questions as many, as phrased, would apply to men and women, and further, included additional factors and considerations. Except where women are specified within the question (eg. 18-21). These are not gender-based factors whatsoever.   |
| 01       | 10-901        |  | Women have all ways been in the forefront when it comes to education.   |
| 06       | 15-909        | Generally speaking women do not like to crack down on employee - they want to be the good person - it won't work in the school system. You have to be strong.  |   |
| 06       | 15-911        | What about athletics?  |   |
| 02<br>08 | 15-913        | In a small district like ours, your superintendent can control most items. However, in a large district like North East ISD, you have to delegate.   | We are too small to give you valid data. We only have one central office administrator position (Superintendency).  |
| 01<br>01 | 15-914        | I find gender to be a non-factor in the duties listed.   | Our present superintendent is female and our superintendent elect is also female  |
| 08<br>02 | 133-901       | My answers are based upon only one superintendent search and should not be constructed as based upon an extensive experience background. These answers are based upon my perceptions and not what I think others perceive. | Again answers are based upon one superintendency search.  |
| 05       | 136-901       |  | Women make good superintendents too - I believe that in most cases a woman tends to put/feels that family comes 1 <sup>st</sup> and families (kids) take a lot of time. Many women (as are men) are satisfied with a teaching role and direct interaction with kids on a daily basis thru the classroom. I believe there is plenty of opportunity for women to advance to administrative roles if they want to. |



### School Board Member #3 (Comments)

|          | <b>Dist #</b> | <b>Selection - 31</b>   | <b>Factors - 22</b>   |
|----------|---------------|---|---|
| 01<br>02 | 10-901        | Men and women are equal in the ability to perform this job.   | In my time on the board at Medina ISD we have had 4 superintendents. During the screening process we have had few women apply and in my opinion none that fit our needs. I would have no reservations in hiring a woman that I felt fit our needs.  |
| 01<br>01 | 10-902        | Our superintendent is an unmarried woman so all the students are her "children". She knows everyone by name and what makes them special. She is truly amazing and I'm glad she is in charge.  | I am fortunate enough to have been a parent during the previous administration that was <u>all</u> male and can tell you our district is now one to be proud of. We have a "hands on" woman superintendent that has surrounded herself with a professional staff.   |
| 03<br>03 | 133-901       | Our school board hired a superintendent this year. We hired a consultant to do the search. We had over 40 applicants apply. After weeding out all but 2 applicants they were both women. We upset the whole community by spending \$5,000 on the consultant and for hiring a woman. Our new superintendent not only turned our school around to a positive forward and turned the community from being terrified about our school to being supportive of her. | <p>I have hired two superintendents now the first time we didn't have a woman apply I think all schools should hire a firm to do the search as we did and hire the superintendent that has the Best qualifications no-matter of gender. The community if against a woman shouldn't matter they voted the board to do a job.</p> <p>Our woman superintendent runs circles around the ex-male superintendent. We have 6 males and 1 woman on our Board. When I went through all the resumes and interviewed all 40 plus applicants the lady we hired stood above the rest and second place was also a lady. Our whole board and community support our new lady superintendent. I think she is doing an excellent job and support her 200% as do the other Board members.</p> <p>I was myself looking for someone that was young full of new ideas and not put up with the good old boy system. I wasn't looking at gender I was looking for qualifications.</p> |
| 01       | 232-904       | We have had a very competent female superintendent.   | We have had a very competent female superintendent.   |

## VITA

**Vivian S. Barrios**  
**226 Segura**  
**San Antonio, TX 78237**

### EDUCATION

- 2004                      Doctor of Philosophy, Educational Administration  
Texas A&M University, College Station, Texas
- 1997                      Master of Science, Interdisciplinary Studies  
Southwest Texas State University, San Marcos, Texas
- 1993                      Bachelor of Arts, Applied Arts & Science  
Southwest Texas State University, San Marcos, Texas

### CERTIFICATIONS

Professional Principal Grades (EC-12)  
Provisional Office Education Grades (6-12)  
Statewide Articulation (BCIS I)  
Mouse Certified (MS-Office)

### EXPERIENCE

- 2003-2004              DCP Coordinator & CATE Teacher, 9<sup>th</sup> - 12<sup>th</sup> Grades  
Harlandale Independent School District, San Antonio, Texas
- 2003                      Superintendent Intern  
Harlandale Independent School District, San Antonio, Texas
- 2001                      Mid-Management Intern  
Harlandale Independent School District, San Antonio, Texas
- 1997- 2002              Career & Technology Teacher, 9<sup>th</sup> -12<sup>th</sup> Grades  
Harlandale Independent School District, San Antonio, Texas