

2000

Career path advancement and the female principal

Beverly Toombs Chappell
William & Mary - School of Education

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Educational Administration and Supervision Commons](#), and the [Women's Studies Commons](#)

Recommended Citation

Chappell, Beverly Toombs, "Career path advancement and the female principal" (2000). *Dissertations, Theses, and Masters Projects*. Paper 1550154039.
<https://dx.doi.org/doi:10.25774/w4-x6tq-qb63>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.

INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

Bell & Howell Information and Learning
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
800-521-0600

UMI[®]

CAREER PATH ADVANCEMENT AND THE FEMALE PRINCIPAL

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

by

Beverly Toombs Chappell

August 2000

UMI Number: 9989336

**Copyright 2001 by
Chappell, Beverly Toombs**

All rights reserved.

UMI[®]

UMI Microform 9989336

Copyright 2001 by Bell & Howell Information and Learning Company.

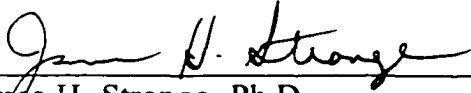
**All rights reserved. This microform edition is protected against
unauthorized copying under Title 17, United States Code.**

**Bell & Howell Information and Learning Company
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346**

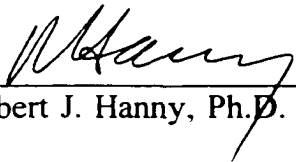
**CAREER PATH ACHIEVEMENT
AND THE
FEMALE PRINCIPAL**

By Beverly Toombs Chappell

Approved August 2000



James H. Stronge, Ph.D.
Chair of Dissertation Committee



Robert J. Hanny, Ph.D.



Brenda T. Williams, Ed.D.

DEDICATION

This dissertation is dedicated to those people in my life who have sacrificed in order for me to reach my goals: my mother, who taught me the importance of a good education; my father, who is no longer with me, but is watching from above; my husband, Jimmy, who has supported and encouraged me from the beginning to the end; and my children, Brooke and Meredith, who shared their time with me and my computer.

TABLE OF CONTENTS

Acknowledgments	ix
List of Tables	x
List of Figures	xii
Abstract	xiii
Half-Title Page	xv
Chapter 1: The Problem	1
Introduction	1
Rationale	3
Statement of the Problem	6
Research Questions	6
Operational Definitions	7
Significance of the Study	8
Limitations of the Study	9
Chapter 2: Review of Research	10
History of Women in Administration	10
Women in Administration (1900 - 1930)	11
Decline of Women School Leaders (1930 - 1970)	12
Demographics of Male and Female Principals	15
Personal Demographics of Female Principals	16
Educational Demographics of Female Principals	17
Professional Demographics of Female Principals	17

Organizational Demographics of Female Principals	18
Career Path Patterns	19
Career Aspirations	21
Inhibiting Factors	22
Internal Barriers	23
External Barriers	23
Group Inhibiting Factors	23
Interpersonal Barriers	23
Organizational Barriers	24
Societal Inhibiting Factors	24
Socialization	24
Sex Discrimination	25
Facilitative Strategies	34
Professional Strategies	34
Mentoring	34
Networking	36
Educational Patterns	37
Professional Visibility Strategies	37
Personal Strategies	38
Summary	42
Chapter 3: Methodology	44
Research Questions	44

Sample	45
Generalizability	45
Instrumentation	45
Administrator’s Barrier-Strategy Inventory	46
Content Analysis	49
Procedures	50
Data Analysis	51
Ethical Safeguards	54
Chapter 4: Analysis of Results	55
Demographics of Female Principals	55
Personal Demographics	56
Educational Demographics	58
Professional Demographics	61
Organizational Demographics	62
Findings for Research Questions	64
Internal Barriers	65
External Barriers	67
Group Inhibiting Factors	67
Interpersonal Barriers	67
Organizational Barriers	69
Societal Inhibiting Factors	71
Socialization Barriers	71

Sex Discrimination Barriers	73
Rank Order of Inhibiting Factors	75
Other Inhibiting Factors	77
Facilitative Strategies	78
Professional Strategies	78
Professional Visibility Strategies	81
Personal Strategies	83
Rank Order of Facilitative Strategies	85
Other Facilitative Strategies	87
Career Paths	89
Other Career Paths	92
Career Aspirations	94
Chapter 5: Summary/Discussion/Recommendations	98
Summary of Findings	98
Discussion of Findings	104
Demographics	105
Inhibiting Factors	105
Facilitative Strategies	108
Career Paths	109
Career Aspirations	110
Conclusions	110
Recommendations for Future Research	113

Appendix A	114
Appendix B	118
Appendix C	125
References	127
Vita	140

ACKNOWLEDGMENTS

This dissertation has been a product of a very long process filled with moments of self-discovery and thoughtful reflection. I wish to gratefully acknowledge a very special friend, Katharine Snavely, my very own computer expert, who helped me throughout every step of this process. I would also like to thank Dr. Robert Hanny and Dr. Brenda Williams who asked needed questions and offered constructive feedback to guide my thinking. I especially wish to thank Dr. James Stronge for his support and guidance throughout this difficult and rewarding experience.

LIST OF TABLES

1. Inhibiting Factors-Internal Barriers	28
2. Inhibiting Factors-Interpersonal Barriers	29
3. Inhibiting Factors-Organizational Barriers	30
4. Inhibiting Factors-Socialization Barriers	31
5. Inhibiting Factors-Sex Discrimination Barriers	32
6. Summary Table of Inhibiting Factors	33
7. Facilitative Strategies-Professional Strategies	39
8. Facilitative Strategies-Professional Visibility Strategies	39
9. Facilitative Strategies-Personal Strategies	40
10. Summary Table of Facilitative Strategies	41
11. Data Analysis	53
12. Personal Demographics	57
13. Educational Demographics	59
14. Professional Demographics	61
15. Organizational Demographics	63
16. Internal Barriers	65
17. External Barriers-Interpersonal Barriers	67
18. External Barriers-Organizational Barriers	70
19. External Barriers-Socialization Barriers	72
20. External Barriers-Sex Discrimination Barriers	74
21. Rank Order of Inhibiting Factors	75

22. Facilitative Strategies-Professional Strategies	79
23. Facilitative Strategies-Professional Visibility Strategies	81
24. Facilitative Strategies-Personal Strategies	84
25. Rank Order of Facilitative Strategies	86
26. Analysis of Variance of Inhibiting Factors by Level of Principalship	88
27. Analysis of Variance of Facilitative Strategies by Level of Principalship	88
28. Analysis of Variance of Inhibiting Factors by Urbanicity	89
29. Analysis of Variance of Facilitative Strategies by Urbanicity	89
30. Career Paths	90
31. Other Career Paths	93
32. Career Aspirations	96

LIST OF FIGURES

1. Percentage of career paths followed by female principals	91
2. Structural overview of inhibiting factors	101
3. Structural overview of facilitative strategies	103

CAREER PATH ADVANCEMENT AND THE FEMALE PRINCIPAL

ABSTRACT

The major purpose of this study was to examine the demographics, encountered inhibiting factors, and the facilitative strategies used in the pursuit of the principalship by female principals in the Commonwealth of Virginia. Research data were used to determine: (a) major inhibiting factors encountered by female principals, (b) major facilitative strategies used by female principals, (c) differences among female elementary, middle, and high school principals relative to these factors and strategies, (d) the role that urbanicity plays regarding these factors and strategies, (e) differences in the career paths of female elementary, middle, and high school principals, and (f) differences in the career aspirations of female elementary, middle, and high school principals. A questionnaire was used to collect this data from a randomly selected sample of female elementary, middle, and high school principals in Virginia's public schools.

Elementary, middle, and high school principals ranked exclusion from the "old boys/new girls" network as the number one inhibiting factor encountered in their pursuit of the principalship. Volunteering for committees was ranked as the number one facilitative strategy by elementary and middle school principals.

There were no statistically significant differences among female elementary, middle, and high school principals related to their school level or urbanicity concerning inhibiting factors encountered and facilitative strategies used in their pursuit of the principalship.

Similar and diverse career path patterns for each level of the principalship emerged from the data. Career aspirations of all three levels of the principalship were also varied, with middle school principals the most satisfied to stay in their current positions.

BEVERLY TOOMBS CHAPPELL
PROGRAM IN EDUCATIONAL POLICY, PLANNING AND LEADERSHIP
THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

**CAREER PATH ACHIEVEMENT AND
THE FEMALE PRINCIPAL**

CHAPTER 1

THE PROBLEM

Introduction

In the past, there has been a popular belief that women are not suited to leadership roles. Society has conditioned women and men to believe that women are not as capable of holding administrative positions as men. Men are socialized to seek professional success while women are socialized to nurture as they undertake the traditional role of mother and keeper of the home (Whitaker & Lane, 1990). "This differing socialization results in the selection of roles and occupations defined as appropriate for one sex or the other" (Whitaker & Lane, 1990, p. 12). Professions like nursing, teaching, or social work have been considered appropriate careers for women, whereas, law, medicine, and educational administration have been considered proper male career choices. In the field of education, schools are "structured as a traditional home: Men manage the schools, and women nurture the learners" (Whitaker & Lane, 1990, p. 13).

Teaching has been historically considered a female occupation. Traditionally, there has been an underrepresentation of women administrators compared with the number of female teachers. For example, during the 1970s, male principals increased from 63% to 86.5% as compared with 37% to 13.5% for female principals (Weber et al., 1981). In elementary schools where women represented 85% of the teachers, only 18% of the principalships were held by women. The National Education Association (1973) reported that 83% of elementary teachers were women, but only 20% of the elementary principalships were held by women. Underrepresentation was also shown at the secondary level, where 46% of

the teachers were women but only 3% of junior high principals and 19% of senior high principals were women.

In the 1980s, the same trend prevailed. Females represented only 5% of the superintendents in the nation, 3% of high school principals, and 15% of middle school principals. Females also only represented 33% of elementary principals according to a 1988 survey reported in Education USA.

In the 1990s, the underrepresentation of women in administration has continued. In 1993, Montenegro reported that in elementary schools, where 88% of the teachers were female only 34% of principals were female (Montenegro, 1993). However, the percentage of women recruited as elementary principals has risen from 20% to 33% in the last ten years. This number is up from 20 percent in 1988. This change is due to the increase of newly hired female principals in the last ten years (Doud & Keller, 1998). The number of women secondary principals also increased to 11% in 1991. Therefore, women have begun to make headway in advancing up the administrative ladder in the field of educational administration. Although the percentages are small, the number of female superintendents, assistant superintendents, and principals has increased during the 1980s and the 1990s (Hill & Ragland, 1995).

In Virginia, only 23% of high school and 35% of middle school principalships were held by women in 1999 (Virginia Educational Directory, 1999). The elementary principalship was the only administrative level where female principals fared better than males by 60% to 40%. In addition, only 16% of all superintendents in the Commonwealth of Virginia were female (Virginia Educational Directory, 1999). Although the percentages may change, one

fact is clear: male educators have maintained a significantly higher percentage of administrative positions. In the field of education, women still outnumber men in the teaching ranks and men still outnumber women in the administrative ranks.

Researchers have studied the underrepresentation of women in administration with differing conclusions. Some studies point to sex discrimination and organizational systems that exclude women from advancing "up the ladder" (Truesdale, 1988; Warren, 1990). Other scholars suggest women choose not to pursue the "brass ring" to administrative power (Shakeshaft, 1989).

Due to the problems within our culture, expectations of leaders are changing. Schools, in particular, have taken on many of the ills of society. If there is a problem, schools are expected to fix it. These responsibilities create challenging times for administrators. The view of leadership today suggests that we need to seek leaders who are able to foster relationships that can lead to increased productivity. Therefore, all segments of society, men and women, need to be considered for administrative positions. However, the female half of our population has, to some extent, been neglected in school administration (Hill & Ragland, 1995). Consequently, the female administrative aspirant may face unique inhibiting factors that make it more difficult for her to be hired as an administrator (Shakeshaft, 1989). Due to a variety of factors, a woman may need to develop adaptive strategies if she plans to be successful in her pursuit for advancement in the field of educational administration.

Rationale

Although women constitute a majority in the teaching ranks, they are still underrepresented in the principalship and other higher level administrative positions. Scholars

have studied the reasons why women are underrepresented in educational administration and have formulated several theories. Some believe that women do not actively pursue these higher level administrative positions (Shakeshaft, 1989); others point to sex discrimination (Warren, 1990). Still other researchers believe that a lack of mentors and role models play a role while others suggest that women are not as competent in their roles as administrators as men (Gibson, 1992).

Whereas the gap between the sexes seems to have narrowed in terms of job opportunity, it has not in relationship to time served as a teacher and age reached prior to obtaining a principalship. In the 1970s, women moving into administrative positions were usually older than their male counterparts, being approximately ten years older than male principals when they entered the principalship (Haven, Adkinson, & Bagley, 1980). A survey conducted by the National Education Association of Elementary Principals found that 65% of men were appointed to a principalship before the age of 35, whereas 25% of the women were appointed before 35 (Pharis & Zachariva, 1979).

Women usually spend more time than men as teachers before becoming principals (Beason, 1992; Doud, 1989a). Men seem to advance faster with less experience. Gross and Trask (1976) found that women principals had more than three times as much teaching experience as men principals. Beason (1992) discovered that 57% of female teachers taught more than 10 years as compared with 60% of male teachers who had taught less than ten years prior to obtaining a principalship. Gips (1989) further postulated that women have more years of experience in education, begin teaching at an earlier age, serve as teachers longer before becoming an administrator, and are older than their male counterparts when they

do finally land an administrative position.

In addition to the differences in demographics, women follow different career paths than men. Men are more likely to follow a career path that allows them opportunities for professional growth and reward which usually are linked to career advancement (Moore & Sagaria, 1981). These opportunities allow men to move from teaching to line positions as administrators, whereas, women are more often employed as staff supervisors (Gips, 1989; Pavan & D'Angelo, 1990; Tabin & Coleman, 1991).

When women do attain a line administrative position it is usually at the elementary principalship level. This position has the lowest mobility rate for career advancement. However, the secondary principalship is the most direct path to the superintendency and men currently dominate these positions; therefore, women planning to advance need to understand the career paths that must be followed to reach their goals (Pavan & D'Angelo, 1990).

Researchers have concluded that to succeed in educational administration, women need to adopt and implement needed facilitative strategies to overcome these barriers to advancement. These professional strategies include: securing a mentor, networking, attending seminars and/or workshops, obtaining an advanced degree or doctorate, and moving to another city or district to take an administrative position (Beason, 1992; Warren, 1990).

Professional visibility facilitative strategies such as participating in professional and community organizations, participating in club activities, and volunteering for special assignments allow the female administrative aspirant an opportunity to gain visibility and experience needed to pursue her career goals (Beason, 1992; Warren, 1990). Formulating a career plan, improving interviewing skills, developing time management skills, using positive

self-talk strategies, promoting yourself, and maintaining a positive attitude are personal facilitative strategies that the aspirant should use to be prepared and confident in seeking a leadership position in education (Beason, 1992).

Statement of the Problem

This study investigated the differences among female elementary, middle, and high school principals in relation to demographics, inhibiting factors encountered, and facilitative strategies used in the pursuit of the principalship. Additionally, the career path patterns of female principals were examined in an effort to better understand the steps that must be taken for women to reach advancement in their chosen field.

Research Questions

1. What are the major inhibiting factors encountered by females in attaining and retaining a principalship?
2. What are the major facilitative strategies used by females in attaining and retaining a principalship?
3. Are there differences among female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies used leading to the principalship?
4. What are the differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies?
5. What are the differences in career paths leading to the principalship among female elementary, middle, and high school principals in Virginia?
6. Are there differences in career aspirations among female elementary, middle, and high

school principals in Virginia?

Operational Definitions

Elementary Principal--The chief executive officer of a public school serving grades kindergarten through second, kindergarten through third, or kindergarten through fifth. The majority of elementary schools listed in the Virginia Educational Directory housed grades kindergarten through fifth.

Middle School Principal--The chief executive officer of a public school serving grades fifth through seventh, seventh through ninth, or sixth through eighth. The majority of middle schools listed in the Virginia Educational Directory contained grades sixth through eighth.

High School Principal--The chief executive officer of a public school serving grades eighth through twelfth, tenth through twelfth, or ninth through twelfth. The majority of high schools listed in the Virginia Educational Directory are comprised of grades ninth through twelfth.

Inhibiting Factors--Inhibiting factors are obstacles that aspiring administrators must overcome in order to reach their ultimate career goal. Inhibiting factors can be divided into internal and external barriers.

Facilitative Strategies--Facilitative strategies are techniques used by aspiring administrators to overcome certain inhibiting factors encountered in the pursuit of an administrative position. Those strategies can be divided into personal, professional visibility, and professional strategies.

Urbanicity--The classification of a school's geographical location as urban, rural, or suburban.

Career Path Patterns--The sequence of career positions leading to the individual's current position.

Career Aspirations--The desire to move upward in an organization to gain power, authority, or job satisfaction.

Significance of the Study

This study was significant to women aspiring to become administrators relative to current policies and established practices in education. The study focused on female school administrators who have achieved a principalship. These women hold elementary, middle, and high school principalships in the Commonwealth of Virginia. The information collected from the subjects of the study serve as a guide to other women seeking career path advancement in administration.

Due to the underrepresentation of women in administration, their valuable experiences and abilities are not being fully utilized. With all the problems facing educators today, the field of administration needs to include the female perspective and benefit from a broadened pool of capable educators. Women's experiences are different from men. The world of educational administration has not always included these experiences and, therefore, only a partial picture has been developed. The experiences of women need to be taken into account so all the experiences of all the players can be known. Their experiences can have implications relating to leadership theory and practice.

The present study was intended to discern those demographic factors that may add to or detract from the opportunity of women to receive a principalship. The study also yielded information relating to the inhibiting factors encountered by female principals and the

facilitative strategies that are used to overcome these barriers. Additionally, the study provided needed information to aid a female aspirant in attaining an administrative position.

Limitations of the Study

The data collected for this study involved the completion of *The Administrator's Barrier-Strategy Inventory* to measure the inhibiting factors encountered and facilitative strategies used by female principals. The study was limited by the willingness of the participants to provide accurate information when responding to the questionnaire. Since the questions required the participants to remember certain facts and feelings, this study was limited by their ability to recall information and convey their perceptions. It is possible that these recollections were distorted. In addition, some principals encountered other inhibiting factors not noted in this study and consequently, used facilitative strategies different than those cited.

CHAPTER 2

REVIEW OF RESEARCH

Current job announcements for educational administrative positions encourage women to apply and reflect the need to hire women as school leaders. In the past decades, the number of women administrators has increased. However, women are still underrepresented in many areas of educational leadership. The theories of educational administration are based on research conducted and focused on male educational leaders. "Now that the landscapes of educational leadership reflect expanded hues, philosophies, and another gender, newly formulated as well as replicated research is needed to balance the picture" (Hill & Ragland, 1995, p. ix).

In this chapter related literature and research are reviewed to provide further insight into the roadblocks that can impede a woman's career path advancement and the strategies that can be used to overcome these obstacles. The review is organized into six sections: history of women in administration, demographics of male and female principals, career path patterns, career aspirations, and the inhibiting factors encountered and the facilitative strategies used by women in order to obtain and retain a principalship.

History of Women in Administration

The history of women in administration is interrelated with the history of women in teaching. Therefore, to understand women in administration, one must understand the role of women in teaching. Even though teaching has been considered a female profession that has not always been the case. Gender has always played a role in education.

During the colonial days, men were teachers and women were considered unfit for

teaching. At the end of this period, women were used only to train young children from the local community. These wives/teachers gathered children in their homes and taught them their alphabet letters. These women were called "school dames," and their homes, "dame schools" (Bonn, 1974). These "school dames" could only teach young children and only in the summertime. Since they had not received formal training, the "school dames" were not recognized as "real" teachers.

New employment opportunities were available to men during the 1820s and 1830s due to urbanization and industrialization. In addition, the population of the United States increased significantly because of the great influx of immigrants. Therefore, a shortage of male teachers existed at a time when more teachers were needed (Stern, 1973).

Women could fill the void of the teacher shortage and do so cheaply. Men teachers in 1838 earned \$14.50 a month and women teachers only \$5.75 (Melder, 1972). Men were also named as principals and women were referred to as assistant teachers. Even though the pay was low and their abilities unrecognized, women continued to pursue teaching as a profession.

During this time period, unmarried women outnumbered available men and, therefore, women chose teaching so as not to be a burden on their families financially (Solomon, 1985). Additionally, industrialization had caused many jobs that women performed at home to be obsolete. Teaching offered those women who needed to earn a living a perfect opportunity to work outside the home (Melder, 1972). By the time of the Civil War, women were more often teachers than men (Clifford, 1989).

Women in Administration (1900-1930)

By the late 1800s, the superintendent was the only person within the system that did

not teach children. Principals still taught children and teachers still performed administrative duties. However, by 1918, teaching and administration had become two separate professions. There were now special requirements needed prior to becoming an administrator (Callahan, 1962). The one-room schoolhouse was beginning to disappear and schools were being reorganized into graded schools with a hierarchical bureaucracy.

This hierarchy was based on the scientific method of management. Schools were managed by a principal who supervised teachers who taught students. According to the principles of scientific management, men were viewed as managers of schools and women as instructors of students (Tyack, 1974). Additionally, the style of leadership attributed to women was often democratic in nature which was at odds with the current administrative theory of scientific management (Burstyn, 1980).

Prior to World War II, women completely dominated the teaching arena because they were paid much less than men (Butts & Cremin, 1955; Sapiro, 1990; Sklar, 1991). From 1900 to 1930, 55% of elementary principals, 25% of county superintendents, 8% of secondary principals, and 1.6% of district superintendents were female (Hansot & Tyack, 1981). However, the positions of elementary principal and county superintendent were paid less and viewed as less powerful than secondary principals and district superintendents.

Decline of Women School Leaders (1930-1970)

After 1930, the number of female administrators decreased. One of the inhibiting factors that caused this decline was the same one encountered by women during the previous century. Women were still considered less able of controlling students and less capable of being a strong leader. Many school districts would still not hire married women teachers

(NEA, 1942). Women were also excluded from activities that would have helped them become more professional visible. For example, it was not until the 1970s that women were allowed acceptance into Phi Delta Kappa, a professional educational organization. The lack of access to professional organizations did not allow women the opportunity to grow professionally.

Another important reason for the lack of female administrators was the economic depression of the 1930s. It was felt that women did not need a job because they did not have to support a family like men. However, this was not true. Many unmarried women were responsible for the care of their elderly parents and, therefore, their financial needs equaled men (Gribskov, 1980).

After World War II, more and more men became teachers (Tyack, 1967). Men returning from the war used the G.I. Bill to earn a college education and enter the teaching field. Many of these male teachers quickly entered the administrative ranks as principals. Clifford (1989) stated that during this time men were viewed as important role models for young men and, therefore, preferred as teachers. In order to keep these men in the field of education, they were promised the possibility of a future principalship. Typically, men taught about five years prior to becoming a principal (Mason, 1961).

In the 1950s, a move to consolidate small school systems into larger ones took place. Many women lost their jobs due to this consolidation. Men were also actively recruited during this time. "And while recruiting more men, let the profession look for the kind of men who see in teaching its great and vital challenges . . . Let it make sure that teachers' salaries will enable men to live . . . treated with respect and dignity" (American Association of School

Administrators, 1950, pp. 161-162).

The view of why women should be teachers also changed during this time period. In the mid-1800s, women were told by society that teaching prepared a woman for marriage and motherhood. A hundred years later, women were being told that teaching was a good profession for married women because of the shorter work days and summer vacations. This rationale had been used during World War II when female teachers were needed because of the shortage of male teachers. In addition, the belief that female teachers should be unmarried changed with the view that single women were no longer appropriate for the teaching profession (Chamberlain & Meece, 1937).

The late 1950s saw a woman's competence as a teacher called into question. Due to Sputnik and the Cold War, Americans began to fear that the Soviet Union would surpass the United States' ability to achieve and maintain its superpower status. According to Sexton (1973), female teachers were emasculating young boys and causing them to become too feminine. Many people equated effective schools with male teachers and administrators.

The 1960s was a time of social unrest and the Civil Rights movement. It would be easy to assume that this decade would be a period in which women would finally make advancements in the field of educational administration. However, this did not happen. Men continued to maintain their dominance within the administrative ranks. With the onset of the Vietnam War, more men became teachers. Poll's (1979) study indicated that males did enter teaching to avoid the draft. Even though the Women's Liberation Movement recognized that women were underrepresented in administration, very little movement occurred throughout the next two decades.

Demographics of Male and Female Principals

Demographics play a role in providing the aspiring administrator with a description of the individual an organization usually hires. The aspirant is able to discern whether certain people or groups of people are excluded from a particular organization. Demographics cannot definitely point to bias or discrimination but can highlight areas of weakness that may need to be further analyzed.

The field of education has suffered from some of the same biases as other areas of society. Throughout society, there have been times when one group has been favored over another, especially in the area of leadership. This study was intended to investigate whether there were differences relating to the demographics of female elementary, middle, and high school principals.

Recent studies have outlined the general demographics of elementary, middle, and high school principals.

The typical K-8 principal is a 50-year old white male who became a principal at age 36. He is an administrator at a suburban school, is responsible for 425 students, and has been the school's principal for six years. An educational professional for 25 years, he has been a principal for 11 years. He is certified by state law and holds a master's degree. If he started over again, he would choose to be a principal again, which would be his final career goal. He is able to retire at age 57 and plans to do so. (Doud & Keller, 1998, p. 8)

The average middle school principal is a white male between the ages of 40 and 50. He has been a principal for 7 years and holds a master's degree. He

has served as an assistant principal and department chairman. The school he serves as principal houses grades 6 through 8 and he plans to stay in this position for three to five years. (Valentine et al., 1993, p. 23).

The average high school principal is a white male between the ages of 40 and 55. He has a master's degree and has taught for seven to nine years. He began his career as a principal in an urban school before moving to a large suburban one. He is content to stay in the principalship. However, if he did leave this position he would like to work at the central office level or as a superintendent (Pellicer et al., 1988).

Personal Demographics of Female Principals

Dill noted that female high school principals earned their first principalship at age 42 compared to 38 years for males. However, Beason's study (1992) found that in the last ten years the gap has narrowed between the age when a female obtains her first principalship and when a male does. Her study indicated no significant differences in the ages of male and female principals. Ethnicity also plays a role in the age of a principal. Minorities are usually two years older than white principals (Campbell, 1984).

However, a gender shift has occurred over the last decade. Women now hold nearly 42% of K-8 principalships. This number is up from 20% in 1988. This shift is most apparent among principals with five years experience or less, with 65% being female (Doud & Keller, 1998). This is due to the increase of newly hired female principals in the last ten years.

Male principals are more often married than female principals. Beason (1992) discovered that 95% of the male high school respondents in her study were married compared

to 61% for female principals. Only 1% of the male principals were not married, whereas 16% of the female principals were single. The female respondents had a divorce rate of 16%, whereas only 4% of the male respondents were divorced. Two percent of the female respondents' husbands had died compared with none of the male principals' spouses. Beason further noted in her study that none of the male principals had taken time off from work for child care as compared to 40% of the female principals. Grant (1988) also found that only 6% of male administrative aspirants had taken time off, whereas 22% of the female aspirants had left work to care for their children.

Educational Demographics of Female Principals

The number of women pursuing advanced degrees in education has changed greatly in the last 20 years. Women received "11% of the doctoral degrees in educational administration in 1971, 20% in 1980, 39% in 1982 and 49% in 1991" (Gupton & Slick, 1996, p. xxvii). Yeakey et al. (1986) noted a 20% increase in the number of women doctoral candidates. Doctoral degrees conferred on women have also changed from 28% in 1979 to 39% in 1994 and were predicted to reach 45% by 2000 (Database, 1994). Additionally, McCathy, Kuh, Newell and Iacona's study (1988) stated that 60% of the students enrolled in educational administration programs were women.

Professional Demographics of Female Principals

A study by Beason (1992) found that 57% of female high school principals had taught more than 10 years before obtaining a principalship, whereas 60% of men had taught 10 years or less. Dill (1987) reported that men were appointed to their first principalship at the age of 38 compared to 42 for females. Another study (Tashkandi, 1991) indicated that 57% of the

female principals had spent four years or more as an assistant principal compared to 23% of the male principals.

Men aspired to higher administrative positions beyond the principalship and women more often favored central office positions (Doud, 1989b). Female principals tended to view the principalship as their ultimate career goal (Dill, 1987). Due to their desire for advancement, men are more often willing to move to secure a higher level administrative position. For example, Beason (1992) found 41% of males had relocated to take an administrative position compared to 22% of females.

Mims (1992) reported that 57% of female graduate students were willing to move to take an administrative position. However, 36% of the students would not move more than 50 miles, only 5% would move more than 100 miles, and only 10% would consider moving to another state.

According to Hill and Ragland (1995), the power balance in a household is based on income. In the past, men earned more money than their spouses and, therefore, the husband's job determined whether a family relocated. However, the power is shifting due to the higher salaries that some women are currently earning. In the future, the women's job opportunities may be viewed as the primary reason for relocation.

Organizational Demographics of Female Principals

The number of students enrolled in a school can affect a principal's career. Financial rewards, available resources, and the prestige associated with the principal's position can be related to student enrollment. Since men have a long history of being administrators, they usually head schools with large enrollments. However, this seems to be changing. In

Beason's study (1992), 62% of female high school principals led schools with over 1,000 students compared with 46% of her male counterparts.

Women also head schools with larger numbers of minority students than men (Choy et al., 1993). Beason (1992) found that 22% of female principals had a student population with less than 50% white students compared to 9% for male principals. Many studies reported that more females were principals in urban school districts than males (Choy et al., 1993, Dill, 1987, Doud, 1989a, Truesdale, 1988).

Career Path Patterns

There is no one path that a woman must follow in order to obtain a principalship or other higher level administrative position (Crandall, 1986; Moore & Sagaria, 1981; Natale, 1992; Pavan & D'Angelo, 1990). However, the career path that men usually follow leads directly to the superintendency (Radick, 1992). Men follow a path that leads to recognition and reward, whereas women envision a career as a journey of personal growth, satisfaction, and as a way of helping others (Crandall, 1986, Gips, 1989, Young, 1990). Therefore, women are more often satisfied to remain in the classroom or at the middle management level of administration.

The fastest route to the superintendency is one that follows the career path of teacher, principal, and central office line administrator (Natale, 1992). Men maintain a career path that leads from teaching to a line position. The high school principalship is the most direct path to becoming a superintendent (Pavan & D'Angelo, 1990). In Virginia, 77% of all high school principals are male and 84% are superintendents. This statement reinforces the idea that the secondary principalship and the position of superintendent are dominated by males

and the career path that includes a high school principalship can lead to the superintendency.

A quicker path to the superintendency can occur if the administrative aspirant is willing to move from district to district or state to state. However, men are more likely to stay in the same district because they believe that they will receive an administrative position in the future (Gips, 1989). Moving from one district or state to another requires aspirants to change homes, schools for their children, and their spouses' jobs. The unwillingness to change districts can limit career opportunities unless the aspirant's current district is very large (Martin & Grant, 1990; Natale, 1992; Negroni, 1992). This unwillingness to relocate for career opportunities can make an individual placebound (Pavan & D'Angelo, 1990). However, when opportunities have been limited, Beason (1992) stated that 41% of males and only 22% of females have changed districts or states in order to gain an administrative position.

Women are more likely to leave teaching to become a central office supervisor or specialist where they are supervised by administrators in line positions (Gips, 1989; Pavan & D'Angelo, 1990; Tabin & Coleman, 1991). A woman's contributions in these positions are often overlooked in favor of a line officer's accomplishments.

When a woman does move into administration, it is usually at the elementary principalship level. This level has the lowest mobility for career path advancement (Pavan & D'Angelo, 1990). In Virginia, the elementary principalship is the only level where over 50% of the principals are female. This tends to validate the belief that the elementary principalship can be a dead-end for women who want to achieve a superintendency since only 16% of Virginia's superintendents, 23% of high school principals, and 35% of middle school

principals are female (Virginia Educational Directory, 1999).

Two career paths have been documented to lead to the superintendency (Gaertner, 1981). One path is from specialist to supervisor or director of instruction to assistant superintendent to superintendent. Men usually follow this path, whereas women stop at the director of instruction (Ortiz, 1982). The second career route moves from assistant principal of a secondary school to secondary principal to assistant or associate superintendent to superintendent. Women do not usually follow this path either (Gaertner, 1981).

There is also a third career path that women usually follow but it does not lead to a superintendency. This path goes from the assistant elementary principal position to the elementary principalship. These three paths are available for men and women, but women seem to stop at the elementary principalship or supervisory level. These two positions do not lead to powerful line positions (Shakeshaft, 1987). Why do women stop at these positions? Do they lack aspiration or are there inhibiting factors that prevent them from going further?

Career Aspirations

The definition of the word "aspiration" is different for females than for males (Reynolds & Elliott, 1980). Women view success as not being "measured in moving from job to job in a vertical continuum . . . it is measured by the quality of any job held (Carlson & Schmuck, 1981, pp. 122-123). Therefore, in order to understand a woman's failure to aspire to higher levels, one must take into account the female perspective on success and achievement.

Women view teaching and administration as two separate and different careers. Women become teachers because they enjoy working with children and helping them to learn.

Administration and administrators seem too far removed from students. Oliver (1974) described women's career aspirations as containing both achievement and affiliation needs. Women aspire and achieve in their chosen field -- teaching. Many women do not want to be principals, they just prefer to be teachers. This is not an example of low aspiration.

Women may realize that trying to maintain a teaching job and taking care of family responsibilities are enough for them and, therefore, they are not interested in becoming an administrator. Men view working and family responsibilities as one in the same. Women recognize that the pursuit of an administrative career and family responsibilities would be too difficult to balance successfully. Women are being realistic, not demonstrating low aspirations (Shakeshaft, 1987).

The lack of opportunities for career advancement also can depress women's aspirations (Coffin & Eckstrom, 1979; Kanter, 1977). Edson (1981) discovered when women were encouraged to pursue an administrative position and as other women began securing these positions, their career aspiration level was elevated.

Inhibiting Factors

Many studies have been undertaken to highlight the inhibiting factors that females encounter when pursuing administrative positions (Beason, 1992; Gardner, 1991; Grant, 1988). For this study, these inhibiting factors have been divided into two groups: internal and external. Internal inhibiting factors are individual barriers over which a woman has control and, therefore, can change. External inhibiting factors are divided into group and societal barriers. Group inhibiting factors are subdivided into interpersonal and organizational barriers. Societal inhibiting factors are subdivided into socialization and sex discrimination

barriers. Sex discrimination can be further categorized into covert and overt factors.

Internal Barriers

Internal barriers are inhibiting factors that can be changed from within an individual. These factors include: lack of assertiveness, low self-esteem, lack of self-confidence, and a reluctance to take risks (Beason, 1992; Schmuck, 1976). Internal factors are not the only ones that hinder the representation of women in education (Williams, 1977). Shakeshaft (1989) stated a position that there are no internal barriers, only external. Additionally, most researchers state that study respondents report that external inhibiting factors impeded success more often than internal factors (Campbell, 1984; Pacheco, 1982).

External Barriers

Group Inhibiting Factors

Interpersonal barriers. Group inhibiting factors that women have to overcome involve the lack of supportive interpersonal relationships. The lack of mentors and role models, the lack of encouragement, and the lack of professional networking can adversely affect a woman's career advancement opportunities (Beason, 1992; Shakeshaft, 1989). The lack of sponsors and the lack of professional networks were the important factors noted by the respondents in Jones and Montenegro's study (1982).

Mentoring is also an important part of network support (Gibson, 1992). Over half of women administrators in Schmuck's (1975) study noted that encouragement and support from their supervisors helped them to make the decision to pursue an administrative career. In addition, more women felt that the lack of participation in a network and the lack of role models were inhibiting factors to them securing an administrative position (Beason, 1992).

Organizational barriers. Organizational barriers include: a lack of experience, lack of opportunities for social interactions, too many staff positions occupied by women, and certain job requirements. However, the main organizational barrier is the lack of administrative experience (Truesdale, 1988). Edson's (1981) study also found that the number one inhibiting factor for women was the lack of administrative experience. The female respondents felt that males were hired for their potential; whereas, women had to prove they were competent before they would be selected for an administrative position.

The lack of opportunities for social interactions can also hinder the progress of female administrative aspirants. Many decisions are made at private socials, country clubs, and golf courses. Only formal information is discussed at public meetings (Betz & Fitzgerald, 1987).

The promotion of women to administrative positions has more to do with employment practices of the school system than with the number of times women apply for these positions (Truesdale, 1988). Truesdale's study respondents had a higher appointment rate in the mid-Atlantic and Pacific states than in the Mountain and Northeast regions of the United States.

Societal Inhibiting Factors

Socialization. Society views teaching as a female occupation and administration as a male profession (Shakeshaft, 1987). This stereotyping of professions may cause many women not to pursue administration as a career choice (Adkison, 1981). Key inhibiting factors associated with socialization are: the lack of training opportunities, reluctance to leave teaching, career interruptions, and conflict with family responsibilities.

Women have very demanding lives. They must balance work and family obligations. Many male school board presidents and superintendents believe that leadership roles are not

acceptable positions for women (Educational Research Service, 1981). Over 50% of the superintendents and 59% of the board presidents felt that motherhood and administrative careers do not go together. However, an overwhelming majority of female superintendents and school board presidents did not agree with this idea (ERS, 1981).

Women interrupt their careers to raise children, whereas, men interrupt their careers for military reasons. Paddock's (1981) study indicates that the military experience men receive outside of their careers is considered valuable, but a women's time spent raising a family is not. Nonetheless, many women do not feel that staying home to raise children is an inhibiting factor to career advancement (Beason, 1992). However, women do not usually interrupt their careers once they have secured an administrative position. Since men usually advance faster into the administrative ranks, their breaks come during their administrative careers; women's come during their teaching years (Schmuck, 1975).

Sex discrimination. One reason found in the literature for not selecting a woman for an administrative position was based on sex discrimination. In the past, male teachers have been paid more than females and married females were not allowed to teach (Clement, 1975). The reasons given for not hiring women as administrators have been "men do not want to take directions from a woman and the community was not ready for a woman administrator " (Shakeshaft, 1987, p. 97).

Previous research indicates that people tend to hire people like themselves. Therefore, males hire other males (Shakeshaft, 1987). In addition, the criteria used for hiring administrators may not be specific and detailed enough which allows discriminatory practices to occur overtly (Baltzell & Dentler, 1983). Overt sex discrimination practices include:

preferential hiring procedures, posting of selective positions, and fitting a job description to a particular person (Shakeshaft, 1987).

Covert inhibiting factors related to sex discrimination include: negative attitudes about women, negative attitudes about female administrators, and exclusion of women from the "good old boys" network. Covert sex discrimination practices are more subtle, but still can affect a woman's chance to secure an administrative position. In fact, many women experience discrimination, but deny it (Shakeshaft, 1987).

Grant's (1988) study of unequally qualified men and women administrative aspirants illustrates this point. The female administrative aspirants had more teaching experience and advanced degrees than their male counterparts. Grant found no significant difference in the number of times male and female respondents applied for a principalship. The female study respondents applied 5% more than the males, but 20% more of the males obtained a principalship. Only 17% of the females were encouraged to apply for administrative positions compared with 31% of the males.

Beason's (1992) study indicates that sex discrimination is an inhibiting factor for career advancement. In a study of female secondary principals, at least 20% felt women administrators were viewed negatively. The teachers in Moore's (1977) study did not feel the same and indicated no preference. However, when there was a difference, male teachers perceived male administrators as more effective and female teachers believed that female administrators were more successful (Carlson, 1986).

Ortiz (1982) reported that elementary principals and supervisors are considered female positions within a school system. Her study reported that school board members and

superintendents would rather select women for these positions and men for the positions of superintendents and secondary principals. The sex-typing of these positions can impede a woman's ability to advance up the administrative ladder.

Table 1 Inhibiting Factors		
* These researchers' findings were used due to their close alignment to this study.		
Studies Concerning Internal Barriers Encountered by Female Principals		
Study	Statistically Significant Difference	Findings
1995 Angulo	No	<u>Male and Female Principals.</u> Male and female principals felt that internal barriers had not hindered their pursuit of a principalship.
1992 Beason	No	<u>High School Principals.</u> There were no differences between men and women relating to: lack of assertiveness, confusion regarding life goals, reluctance to take risks, poor self-image, and anxieties about being a parent while having a career.
1988 Grant	Yes	<u>Administrative Aspirants.</u> There were significant differences between men and women respondents relating to the "lack of motivation to advance candidacy for administrative positions due to past obstacles," 15% for women and 2% for men, and "lack of desire to assume responsibility," 17% for women and 8% for men. However, the percentages are based on less than 20% of the women's sample population (p. 114).

Table 2 Inhibiting Factors		
* These researchers' findings were used due to their close alignment to this study.		
Studies Concerning Interpersonal Barriers Encountered by Female Principals		
Study	Statistically Significant Difference	Findings
1995 Angulo	Yes	<u>Male and Female Principals.</u> Thirty-seven percent of female principals compared to 24% of their male counterparts felt that the lack of a professional network had hindered their career advancement.
1992 Beason	Yes	<u>High School Principals.</u> Lack of a professional network- Males-12% Females-20% Role Models- Males-2% Females-18% Exclusion from "old boy/new girl" network- Males-14% Females-43%
1988 Grant	Yes	<u>Administrative Aspirants.</u> Seventeen percent of female aspirants were asked to apply for an administrative position compared to 31% for males. Thirty-five percent of the males stated that a sponsor had aided their career compared to 16% for females. Fifteen percent of males considered their career advancement as luck and opportunity, whereas, only 8% of females did. Eighteen percent of females believed the lack of a professional network was an inhibiting factor compared to 10% of males.

Table 3 Inhibiting Factors		
* These researchers' findings were used due to their close alignment to this study.		
Studies Concerning Organizational Barriers Encountered by Female Principals		
Study	Statistically Significant Difference	Findings
1995 Angulo	Yes	<u>Male and Female Principals.</u> Twenty-four percent of females compared to 16% of the males felt that the lack of access to informal interactions within an organization was an inhibiting factor.
1992 Beason	Yes	<u>High School Principals.</u> Twenty-one percent of the male principals viewed the lack of administrative experience as an inhibiting factor. Lack of access to informal interactions was deemed as an inhibiting factor by 20% of the female principals and 6% of their male counterparts.
1988 Grant	Yes	<u>Administrative Aspirants.</u> Twelve percent of the males had administrative experience in the principalship, superintendency, central office, and directorships, only lack of training and experience was different with 15% of the males and 8% of the females reporting it as an inhibiting factor.

Table 4 Inhibiting Factors		
* These researchers' findings were used due to their close alignment to this study.		
Studies Concerning Socialization Barriers Encountered by Female Principals		
Study	Statistically Significant Difference	Findings
1995 Angulo	Yes	<u>Male and Female Principals.</u> Nine percent of female principals compared to 0% of the males felt a conflict with their spouse's career had been an inhibiting factor.
1992 Beason	Yes	<u>High School Principals.</u> Eleven percent of female principals felt that time taken off from work for child care was an inhibiting factor. Only 3% of the male principals felt this way. Female principals (13%) also regarded conflict with their spouse's career as an inhibiting factor compared to 5% of males.
1988 Grant	No	<u>Administrative Aspirants.</u> Male and female administrative aspirants did not consider an interruption in their career as an inhibiting factor.

Table 5 Inhibiting Factors		
* These researchers' findings were used due to their close alignment to this study.		
Studies Concerning Sex Discrimination Barriers Encountered by Female Principals		
Study	Statistically Significant Difference	Findings
1992 Beason	Yes	<u>High School Principals.</u> Twenty percent of the female principals and 4% of their male counterparts felt that sex discrimination was an inhibiting factor. Twenty-two percent of the women principals felt that a negative attitude toward men or women was an inhibiting factor compared to only 1% of the males.
1988 Grant	Yes	<u>Administrative Aspirants.</u> Sixty-one percent of females felt that preferential hiring and promotion was an inhibiting factor compared to 39% of the males. Thirty-six percent of the females and 19% of the males viewed discrimination as an inhibiting factor.

Table 6

Summary Table of Inhibiting Factors

	Angulo 1995	Beason 1992	Grant 1988	Nelson 1982
A. Internal Barriers				
Lack of assertiveness	N	N	Y	N
Reluctance to take risks	N	N	Y	N
B. External Barriers				
1. Interpersonal Barriers				
Lack of network	Y	Y	Y	Y
Lack of role models/sponsors	*	Y	Y	*
2. Organizational Barriers				
Lack of administrative experience	N	Y	Y	Y
3. Socialization Barriers				
Career interruption	*	Y	N	N
4. Sex Discrimination Barriers				
Negative attitudes/hiring practices	*	Y	Y	Y

Facilitative Strategies

Programs have been developed to help women advance in their professional administrative careers. Project Assisting Women to Advance Through Resources and Encouragement (AWARE), Women in School Administration (WISA), Sex Equity in Educational Leadership (SEEL), and Female Leaders for Administration and Management in Education (FLAME) are examples of these programs. Additionally, women are using facilitative strategies to overcome those obstacles that hinder their progress. Securing a mentor, participating in a network, volunteering for special projects and assignments, earning an advanced degree, developing a career plan, improving interviewing skills, and having a positive attitude are strategies that women can use to better their chances of securing an administrative position (Warren, 1990).

Professional Strategies

Mentoring

If women are to secure administrative positions, the professional facilitative strategy of mentoring needs to occur (Gibson, 1992; Whitaker & Lane, 1990). Mentoring is the relationship between two individuals, the mentor who encourages and assists the protege or mentee, and the mentee, who seeks and values the mentor's knowledge and wisdom. This relationship usually develops into a close friendship where learning is shared in relation to work and career development. Mentoring can provide the mentee the opportunity to better understand the organization's communication networks - both formal and informal. This relationship allows the mentee to also discuss professional problems, personal difficulties, and to receive advice from a mentor. Most importantly, the self-esteem of the mentee is

strengthened by the support, friendship, counseling, and acceptance demonstrated by the mentor (Fleming, 1991; Luna & Cullen, 1990).

Principals are in a natural position to mentor future administrators. They are able to screen the aspiring administrators and select the aspirants that they believe are qualified and capable to become successful administrators (Whitaker & Lane, 1990). Previous research has concluded that the mentoring relationship is different for women than for men (Fowler, 1982; McNeer, 1983; Russell & Wright, 1990). Gross and Trask (1976) concluded that it is more important for women than for men to have encouragement by their supervisors. Schmuck (1975) reported that over 50% of women administrators would not have chosen to become an administrator without the help and support from a supervisor. However, women usually do not receive as much support as men do from their supervisors (Matheny, 1973). Additional opportunities for women to have mentors are reduced due to the lower percentages of female principals, especially at the middle and high school levels.

Cross-mentoring between male principals and female aspirants "is frequently of reduced value or importance because of sex role attitudes (Whitaker & Lane, 1990, p. 15). The perceived needs and goals of female mentees may be different from their male mentors (Luna & Cullen, 1990). Women do not seem to perceive the relationship as a mentoring situation until some professional value is noted. Unfortunately, men still are needed as role models for women because many women are not willing to serve as mentors to other women (Porat, 1985; Schneider, 1991). However, a mentor is able to promote and aid the individual mentee more effectively than a role model (Shakeshaft, 1987).

Mentors tend to select mentees that are similar to them in background and interests

(Marshall, 1984). Due to this fact, men may select other men as mentees and reinforce the continuation of male preferences in the selection of administrators (Chen & Addi, 1992; Goering, 1987). Therefore, it is imperative that female principals mentor female aspirants in their pursuit of an administrative position.

Networking

Professional networking is another way of having access to information within an organization. This strategy can alleviate the loneliness of women administrators and aid them in advancing their careers. Networking allows women to gain important information, solve problems with others, develop bonds and friendships, and affect change. Women are aware that the "old boys network" helps men to advance up the career ladder often at the expense of them. Some women accept the "good old boys network" in order to keep the status quo and shun women's networks (Kleiman, 1980). This is a barrier for women trying to establish bonds with other women to boost confidence needed in the pursuit of an administrative position.

The need for female networking has gained popularity in the last ten years for several reasons. First, during the 1990s, there has been an information explosion that makes it difficult for individuals to keep current on any given topic. Therefore, it is impossible for women to know who can help them with problems they are currently encountering.

Second, networking increases social interactions with people. Due to time limitations, networking can enable women to schedule time for needed discussions that can aid them in their careers and also keep balance in their lives. Finally, networking has the same benefits as mentoring, but allows a woman greater independence (Hill & Ragland, 1995). Since

networking involves a larger circle of people than mentoring, networking can help women develop greater self-reliance (Swoboda & Millar, 1986). Women that network can increase their knowledge base, extend social interactions, foster confidence in their ability to be effective leaders and, therefore, increase their opportunities for career path advancement (Hill & Ragland, 1995).

Educational Patterns

Studies from the 1950s concluded that men had earned higher degrees in education than women. However, this trend began to change in the 1970s and recent data suggest that the opposite is now true. For example, over 50% or more of doctoral students are women (Shakeshaft, 1987). From 1976 to 1980, 71% of Ph.D. students and 63% of Ed.D. students were women (Marshall, 1984). Most women administrative aspirants complete their masters' degrees in their 30s and their doctorates in their 40s (Shakeshaft, 1987). More women than men believe that earning an advanced degree is a strategy that needs to be utilized in the pursuit of an administrative position (Beason, 1992). Attendance at workshops and seminars also allows women to gain knowledge about current educational trends and issues (Campbell, 1984).

Professional Visibility Strategies

Adopting strategies that can aid an individual to become professionally visible has been a successful strategy for women (Campbell, 1984). Bowman (1987) suggested that female administrative aspirants volunteer for special assignments and projects. Volunteering allows the individual the opportunity to demonstrate leadership and teamwork skills and abilities.

Since school boards are interested in hiring well-rounded individuals, it is important for women to also become involved in community activities (Witte, 1980). Previous research suggests that men are more involved in fraternal organizations and women are engaged more often in professional activities (Beason, 1992; Doud, 1989b).

Campbell (1984) reported that over 70% of female principals felt that becoming professionally visible was a successful facilitative strategy for women to use in the pursuit of an administrative position. Volunteering for special projects, committees, and internships was noted in Beason's (1992) study more by women than men as an effective strategy of increasing professional visibility.

Personal Strategies

Women need to adopt personal strategies that can be used to further their career. Developing a career plan and setting goals, improving interviewing skills, and maintaining a positive attitude are strategies that can prove beneficial to female administrative aspirants. Campbell's (1984) study noted that female administrators believed that setting career goals, keeping a positive attitude, and becoming more aggressive in pursuing an administrative position as successful strategies for them. Female principals stated that they had become principals due to the use of time management skills, self-talk strategies, and a detailed career plan (Beason, 1992).

Researchers recommend that aspiring administrators need to be organized, certified, and qualified (Truesdale, 1988; Warren, 1990). Women can help themselves overcome obstacles to career advancement if they are personally prepared.

Table 7 Facilitative Strategies * These researchers' findings were used due to their close alignment to this study.														
Studies Concerning Professional Strategies Used by Female Principals														
Study	Statistically Significant Difference	Findings												
1992 Beason	Yes	<p><u>High School Principals.</u></p> <p>The following strategies were significantly different for men and women:</p> <table> <tr> <td>Obtain mentor</td> <td>Males-39%</td> <td>Females-58%</td> </tr> <tr> <td>Old boy/girl network</td> <td>Males-13%</td> <td>Females-23%</td> </tr> <tr> <td>Attend seminars/workshops</td> <td>Males-50%</td> <td>Females-62%</td> </tr> <tr> <td>Relocate for administrative position</td> <td>Males-41%</td> <td>Females-21%</td> </tr> </table>	Obtain mentor	Males-39%	Females-58%	Old boy/girl network	Males-13%	Females-23%	Attend seminars/workshops	Males-50%	Females-62%	Relocate for administrative position	Males-41%	Females-21%
Obtain mentor	Males-39%	Females-58%												
Old boy/girl network	Males-13%	Females-23%												
Attend seminars/workshops	Males-50%	Females-62%												
Relocate for administrative position	Males-41%	Females-21%												

Table 8 Facilitative Strategies * These researchers' findings were used due to their close alignment to this study.		
Studies Concerning Professional Visibility Strategies Used by Female Principals		
Study	Statistically Significant Difference	Findings
1995 Angulo	Yes	<p><u>Male and Female Principals.</u></p> <p>Sixteen percent of males compared to 7% of females participated in club activities and 39% of males compared to 22% of females participated in internships.</p>
1992 Beason	Yes	<p><u>High School Principals.</u></p> <p>Eighty percent of women and 67% of men were involved in professional organizations. Seventy-nine percent of women volunteered for committees compared to 61% for men. A larger percentage of women (68%) participated in internships compared with 31% of men.</p>

Table 9 Facilitative Strategies														
* These researchers' findings were used due to their close alignment to this study.														
Studies Concerning Personal Strategies Used by Female Principals														
Study	Statistically Significant Difference	Findings												
1995 Angulo	Yes	<p><u>Male and Female Principals.</u></p> <p>The following strategies were different for men and women:</p> <table> <tr> <td>Time management skills</td> <td>Males-31%</td> <td>Females-48%</td> </tr> <tr> <td>Self-talk strategies</td> <td>Males-35%</td> <td>Females-46%</td> </tr> <tr> <td>Interviewing skills</td> <td>Males-27%</td> <td>Females-48%</td> </tr> <tr> <td>Career plan</td> <td>Males-49%</td> <td>Females-52%</td> </tr> </table>	Time management skills	Males-31%	Females-48%	Self-talk strategies	Males-35%	Females-46%	Interviewing skills	Males-27%	Females-48%	Career plan	Males-49%	Females-52%
Time management skills	Males-31%	Females-48%												
Self-talk strategies	Males-35%	Females-46%												
Interviewing skills	Males-27%	Females-48%												
Career plan	Males-49%	Females-52%												
1992 Beason	Yes	<p><u>High School Principals.</u></p> <p>Sixty percent of women used time management skills as a strategy compared to 39% of men. Positive self-talk was considered a strategy for career advancement for 62% of women and 49% of men.</p>												
	No	<p>There was no difference between men and women regarding the strategies of promoting oneself, setting career goals, and improving interviewing skills.</p>												

Table 10

Summary Table of Facilitative Strategies

	Angulo 1995	Beason 1992	Warren 1990	Doud 1989
A. Professional Strategies				
Obtained mentor	N	Y		
Old "boy/girl" network	Y	Y		
Attended seminars/workshops	Y	Y		
Relocated for administrative position	N	Y		
B. Professional Visibility Strategies				
Professional organizations	N	Y	N	Y
Volunteered for committees	N	Y	*	*
Internships	Y	Y	*	*
Community organizations	N	N	*	*
Club activities	Y	N	*	*
C. Personal Strategies				
Time managements skills	Y	Y		
Positive self-talk	Y	Y		
Promoted oneself	*	N		
Set career goals	Y	N		
Improved interviewing skills	Y	N		

Summary

Women cited internal barriers, such as the lack of aggressiveness, the lack of self-confidence, the lack of self-esteem, and a reluctance to take risks as inhibiting factors to their career advancement. However, they felt that external inhibiting factors have more of an effect on their careers than internal barriers.

Women also believed that the lack of interpersonal relationships adversely affected their careers. The lack of mentors, role models, and exclusion from the "good old boys" network hindered a woman's opportunity to gain support from her peers. Men gained more support and encouragement from their supervisors than women.

Women of today felt that socialization and the sex-typing of professions does not create a strong barrier to their career advancement. However, women felt that sex discrimination and negative attitudes about women administrators still do exist. In addition, men are often invited to apply for administrative positions more often than women.

The lack of previous administrative experience was the major organizational inhibiting factor impeding women. They were often told that they were not "right" for a position because they lacked experience. Women felt that men were hired based on potential rather than proven competency required for them. Therefore, sex discrimination does play a role concerning the lack of women administrators.

In order to overcome these inhibiting factors, women need to use successful facilitative strategies. It is important for women to be professionally visible. Volunteering for committees, extra projects and assignments, and interning can help women to be visible and gain new experiences. Besides visibility, women need to continue their education by earning

an advanced degree and acquiring administrative experience. In addition, women should apply for positions in large urban school systems where there are more openings and higher turnover. This strategy can increase a woman's chance of obtaining an administrative position.

Most women principals realized that personal strategies are also important. Formulating a career plan, improving interviewing skills, and having a positive attitude enables women to be better prepared in their pursuit of administrative positions.

Over the last 40 years, the strategies women use to secure an administrative position have not changed. For example, Cibik's (1957) study suggested that women need to participate in community organizations, gain additional education, obtain administrative experience, and develop a plan for their professional career in order to obtain an administrative position. Therefore, women need to be aware of these strategies so they can be in control of their future career goals.

CHAPTER 3

METHODOLOGY

The purpose of this study was to examine the demographics, inhibiting factors encountered, and facilitative strategies used by female elementary, middle, and high school principals in the Commonwealth of Virginia while in pursuit of the principalship. The career path patterns and career aspirations of female principals were also examined in an effort to better understand the steps that must be taken for women to reach advancement in their chosen field. A cross-sectional survey design using a questionnaire was utilized to collect data from a randomly selected sample of female elementary, middle, and high school principals in Virginia's public schools.

Research Questions

1. What are the major inhibiting factors encountered by females in attaining and retaining a principalship?
2. What are the major facilitative strategies used by females in attaining and retaining a principalship?
3. Are there differences among female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies leading to the principalship?
4. What are the differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies?
5. What are the differences in career paths leading to the principalship among female elementary, middle, and high school principals in Virginia?

6. Are there differences in career aspirations among female elementary, middle, and high school principals in Virginia?

Sample

The population for this study was female principals employed by the 134 school divisions in the Commonwealth of Virginia. Vice or assistant principals were not included in the study. An equal size stratified sample of 40 elementary, 40 middle, and 40 high school principals was selected from the 855 female principals listed in the 1999 Virginia Educational Directory published by the Virginia Department of Education.

Only full-time female principals with at least three years of experience were asked to complete the survey. In order to ensure that each principal met this criterion, the researcher contacted each possible participant by phone prior to their final selection as a study respondent.

Generalizability

The results of this study can be generalized to all public schools in the Commonwealth of Virginia. The survey's responses were compared to similar studies by Angulo (1995) and Beason (1992) to increase generalizability.

Instrumentation

The purposes of this study were to identify the inhibiting factors encountered by female elementary, middle, and high school principals and the facilitative strategies used to overcome these barriers. A cross-sectional survey was used for data collection because this methodology has been found to be valuable in collecting information for purposes of description (Borg & Gall, 1989). A survey was chosen for data collection because it could

provide standardized information from a representative sample of female principals.

The Administrator's Barrier-Strategy Inventory

Surveys and questionnaires from studies and dissertations were examined for content, style, and format. *The Administrator's Barrier-Strategy Inventory* (ABSI) related closely with the variables outlined in this study. This inventory was developed by Janet Harris Beason at Arizona State University during her doctoral studies in 1992. Angulo (1995) also used Beason's survey for her dissertation study. A letter from Dr. Beason granting permission to copy her survey is located in Appendix C of the study.

This instrument was designed to identify the inhibiting factors to upward mobility for females in public schools and ways to overcome these barriers. The questionnaire also contained attitude and perception questions that highlighted these barriers.

The questionnaire included mainly closed formed items to aid the ease of response and comparability. The ABSI was originally reviewed by three male and two female retired principals to determine content validity. Each judge completed the survey independently. A criterion of at least 80% agreement among the judges was used to determine whether the item would be included in the final questionnaire. For purposes of this study, the survey was reviewed by three retired female principals since several questions were added to include items relating to career aspirations and career path patterns. Revisions were made to the instrument to reflect their feedback. These items were reworked to match the specific purposes of this study.

The questionnaire was divided into three sections: demographics, inhibiting factors, and facilitative strategies. The first section, Part I, contained items related to the principals'

demographical information, career aspirations, and future career plans. The second section, Part II, included items concerning the inhibiting factors encountered in the pursuit of the principalship. The third section, Part III, contained items on the facilitative strategies used to overcome the inhibiting factors listed in Part II. Each section of the survey contained specific directions for the completion of the items.

In Part I, items #1-19, contained short answer and multiple-choice responses to collect data on the principals' demographical information in the following areas: a) age, b) marital status, c) number of children, d) time taken off to stay with children, e) time taken off for other reasons, f) racial ethnicity, g) educational level prior to being appointed as principal, h) present educational level, i) number of degrees held prior to principalship, j) number of degrees presently held, k) number of years teaching, l) number of years as a principal, m) number of districts in which employed, n) willingness to relocate, o) level of principalship, p) number of students enrolled, q) racial composition of school, r) percentage of students on free or reduced lunch, and s) classification of school.

The second group of items contained in Part I, items #20-22, addressed future career aspirations and career plans. Principals were asked to select the item that best reflected the career path used to reach their current position, whether they had ever served as a principal on a different level, and the position that they ultimately aspired to hold in the future.

In Part II, 25 inhibiting factors were listed and the respondents were asked to rate the inhibiting factors encountered in the pursuit of the principalship. Items #23, #33, #36, #39, and #42 related to internal barriers, such as lack of assertiveness, reluctance to take risks, conflict or confusion regarding life goals, poor self-image, and personal anxieties about being

a mother while pursuing a career. Items #25-26, #29-30, #32, and #37 referred to interpersonal barriers, such as lack of a sponsor, lack of incentives, lack of support or encouragement from peers and family, lack of professional network, lack of female role models, and selecting the wrong career path.

Items #28, #34-35, and #41 related to socialization barriers, such as lack of opportunities for training, reluctance to leave teaching, time taken away from their career to stay home with children, and conflict with spouse's or significant other's career. Items #43-46 referred to sex discrimination barriers, such as sex discrimination in hiring, employer's negative attitude toward your sex in general, exclusion from "old boy/girl" network, and negative attitudes toward your sex in administrative positions.

Items #24, #27, #31, #38, #40, and #47 related to organizational barriers, such as lack of training in leadership skills, lack of access to informal interactions, lack of administrative experience, stuck in positions that do not provide opportunities for upward mobility, racial discrimination in hiring and job requirements that eliminate eligibility. Item #48 was a description of whether their climb to the principalship had been relatively barrier-free. Item #49 was a description of other factors experienced by respondents. This item allowed the principals the opportunity to describe other inhibiting factors that they have encountered that are not listed in the survey.

In Part III, 16 facilitative strategies were listed and the respondents were asked to rate the strategies used in order to reach their current position. Items #51-56, referred to professional visibility strategies, such as participated in professional organizations, participated in community organizations, participated in club activities, volunteered for committees, took

on extra jobs, and participated in internships. Items #57-59, #63-64 related to personal strategies, such as promoted yourself, developed time management skills to balance family and career. used positive self-talk strategies, improved interviewing skills, and set career goals and formulated a plan of action.

Items #50, #60-62, #65 referred to professional strategies, such as obtained a mentor. utilized an "old boy/new girl" network, attended seminars and/or workshops for aspiring administrators. obtained a doctorate, and moved to another district or city to take an administrative position. Item #66 was a description of other strategies utilized by respondents. This item enabled the principals to describe other facilitative strategies not included in the questionnaire.

Content Analysis

Content analysis can be used to investigate written, oral, and visual communication. This methodology involves categorizing, comparing, and synthesizing data (Glesne & Peshkin, 1992). The procedures for content analysis in this study included the definition of the categories, determination of the coding unit, and interpretation of the data's results.

Definition of the categories is the substance of the research and should be exhaustive, exclusive, and independent. Exhaustive means that the data collected must be capable of being categorized. Exclusive refers to the data only being placed in one category and independent means that the data assigned to one category will not affect other data.

Determination of the coding unit refers to what unit of written language will be analyzed. According to Glesne & Peshkin (1992), "coding is a progressive process of sorting and defining and defining and sorting scraps of collected data" (p. 133). Key words relating

to inhibiting factors, facilitative strategies, and career aspirations were used so major themes could be formulated. A code book was used to assign key words to coded themes related to research questions #1-2 and #5-6.

Procedures

The questionnaire and transmittal letter were mailed to 40 elementary, 40 middle, and 40 high school female principals for completion during May and June of 2000. The cover letter contained information about the researcher, the purpose of the study, a description of the instrument, and the criterion for participation discussed previously by phone. The survey was six pages long, three pages were printed on the front and back of each sheet. Blanks to fill in or numbers to circle were used to make the format as simple as possible. The items listed on the survey were easy to read and complete. A stamped, self-addressed postcard was attached so the respondents could return it separately to the researcher to indicate the completion and request copies of the study's results if desired. The postcard allowed the researcher to track the respondents and to ensure confidentiality of their responses. A stamped, self-addressed return envelope was used for the respondents to return the survey.

Two follow-up mailings were sent to increase the study's response rate. As suggested by Borg & Gall (1989), a postcard reminder was sent 12 days after the initial mailing. Ten days later, a follow-up letter with another copy of the questionnaire, postcard, and stamped, self-addressed envelope was sent to those principals who requested another copy of the questionnaire after receiving the postcard reminder. The phone call placed prior to the mailing of the initial questionnaire also increased the study's response rate. The transmittal letter, code card, and postcard reminder are located in Appendix A and the survey is included

in Appendix B.

Data Analysis

Quantitative and qualitative strategies were used to analyze the data collected from *The Administrator's Barrier-Strategy Inventory*. Background information about the principals was requested in items #1-19 of the survey and was summarized in Chapter 4 of the study. Items #1, #3-5, #11-12, and #16-18 requested information from the participant relating to age, number of children, time taken off from work to care for children, time taken off for other reasons, number of years teaching, number of years as a principal, number of students enrolled, racial composition of school, and percentage of students on free or reduced lunch were reported as means with standard deviations. Items #2, #6-10, #13-14, #19 relating to marital status, racial ethnicity, educational level when appointed as principal, present educational level, number of degrees, number of degrees presently held, number of districts in which employed, willingness to relocate, and classification of school were addressed using descriptive statistics, such as frequency counts and percentages.

Data for question one, *"What are the major inhibiting factors encountered by females in attaining and retaining a principalship?"* was reported using frequency counts, percentages, and means. A rank order of mean scores was used to note the major inhibiting factors for each level of the principalship. Content analysis was used to address other inhibiting factors listed by the respondents. Coding procedures were developed to analyze the data based on key words.

For question two, *"What are the major facilitative strategies used by females in attaining and retaining a principalship?"* was reported using frequency counts, percentages,

and means. A rank order of mean scores was used to note the major facilitative strategies for each level of the principalship. Content analysis was used to address other facilitative strategies listed by the respondents. Coding procedures were developed to analyze the data based on key words.

Question three, "*Are there differences among female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies leading to the principalship?*," was analyzed using a one-way analysis of variance (ANOVA). A post-hoc test, the Tukey HSD test, was used to determine whether there were differences among female elementary, middle, and high school principals based on mean scores.

Question four, "*What are the differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies?*," was analyzed using a one-way analysis of variance (ANOVA). A post-hoc test, the Tukey HSD test, was used to determine whether there were differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies used in pursuit of the principalship.

Question five, "*What are the differences in career paths leading to the principalship among female elementary, middle, and high school principals in Virginia?*," was reported using frequency counts, percentages, and content analysis.

Question six, "*Are their differences in career aspirations among female elementary, middle, and high school principals?*," was reported using descriptive statistics, frequency counts, percentages, and content analysis. Coding procedures based on emerging themes were developed for this question to analyze the collected data based on key words.

Table 11 Data Analysis		
Research Questions	Survey Item Numbers	Statistical Analysis
1. What are the major inhibiting factors encountered by females in attaining and retaining a principalship?	#23-49	Descriptive/ Content Analysis
2. What are the major facilitative strategies used by females in attaining and retaining a principalship?	#50-66	Descriptive/ Content Analysis
3. Are there differences among female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies leading to the principalship?	#15, #23-66	ANOVA Tukey HSD Test (post-hoc test)
4. What are the differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies?	#19, #23-66	ANOVA Tukey HSD Test (post-hoc test)
5. What are the differences in career paths leading to the principalship among female elementary, middle, and high school principals in Virginia?	#20-21	Frequency Count/Content Analysis
6. Are there differences in career aspirations among female elementary, middle, and high school principals in Virginia?	#22	Frequency Count/Content Analysis

Ethical Safeguards

This study protected the anonymity of the school divisions and principals who participated in the study. The principals' names and school divisions were not listed on the survey to protect the confidentiality of the participants. However, a postcard was attached to each survey so the principals could return the postcard and also request a copy of the study's results if desired. The use of the postcard allowed the researcher to check off those principals that have completed the survey for purpose of generalizability and those principals that have not responded to the initial mailing and, therefore, needed additional follow-up.

The transmittal letter outlined how the researcher would protect the confidentiality of the participating principals and their school divisions. Additionally, the research proposal for this study was approved by the Human Subjects Committee of The College of William and Mary on May 2, 2000. The study was also conducted by following acceptable research practices and the results of the study were mailed to all participants that requested a copy.

CHAPTER 4

ANALYSIS OF RESULTS

The purpose of this study was to examine the demographics, encountered inhibiting factors, and the facilitative strategies used in the pursuit of the principalship by female principals in the Commonwealth of Virginia. *The Administrator's Barrier-Strategy Inventory* (ABSI) was sent to 120 female elementary, middle, and high school principals employed throughout the 134 public school divisions of Virginia.

The seventy-six completed inventories received by the researcher represented a response rate of 63%. Twenty-nine (73%) elementary principals, 25 (62%) middle school principals, and 22 (55%) high school principals completed the surveys and returned them to the researcher in usable form. Several questionnaires were missing responses to a few items which had a minimal effect on the data analysis and these questionnaires were used. Since all available information was used for each analysis, the sample size fluctuated somewhat and is noted in each table.

Demographics of Female Principals

The Administrator's Barrier-Strategy Inventory included 19 items of demographical information in the following areas: a) age, b) marital status, c) number of children, d) time taken off to stay home with children, e) time taken off for other reasons, f) racial ethnicity, g) educational level prior to being appointed as principal, h) present educational level, i) number of degrees held prior to principalship, j) number of degrees presently held, k) number of years teaching, l) number of years as a principal, m) number of districts in which employed, n) willingness to relocate, o) level of principalship, p) number of students enrolled, q) racial

composition of school, r) percentage of students on free or reduced lunch, and s) classification of school. Means, standard deviations, percentages, and frequencies for the numerical information are summarized in Tables 12-15.

Personal Demographics

Female elementary (50.5) and high school principals (51.3) were the oldest of all principals with a mean age of 51 years old. The average age of responding female middle school principals was 48 years old. More middle school principals (84%) were married than elementary (75.9%) or high school principals (81.9%). Eighteen percent of high school principals were divorced compared to elementary (17.2%) or middle school principals (8%). Only two middle school principals had been divorced. One middle school and one elementary principal had never been married. However, only one elementary principal had been widowed (5%).

Middle school principals had the lowest number of children (1.4) compared to 1.6 for elementary and 1.8 for high school principals. However, the mode for all principals was two children. Elementary principals had taken off a mean average of 68.3 weeks to care for their children compared to 54.3 weeks for middle school principals and 34.9 weeks for high school principals. High school principals also had taken off six months for other reasons: jobs outside of the educational field, sickness, and doctoral residency requirements. Elementary principals had taken off two months and middle school principals only several weeks.

High school principals were the most racially diverse of all the principals surveyed. Over sixty-eight percent (68.2%) were white, 27.3% were African American, and 4.5% were Asian American. Middle and elementary school principals were composed of only two racial

groups: white and African American. Principals at both the middle and elementary levels were 76% white and 24% African American.

Demographics	Elementary School		Middle School		High School		Total	
	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
Age	50.5	5.6	48.4	4.6	51.3	4.2	50.0	5.0
	<u>n</u> =28		<u>n</u> =24		<u>n</u> =21		<u>n</u> =73	
Marital Status	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Married	22	75.9	21	87.5	18	81.8	61	81.3
Never Married	1	3.4	1	4.2	0	0	2	2.7
Divorced	5	17.2	2	8.3	4	18.2	11	14.7
Widowed	1	3.4	0	0	0	0	1	1.3
	<u>n</u> =29	100.0	<u>n</u> =24	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0
Number of Children *	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
	1.6	1.0	1.4	.82	1.8	.75	1.6	.92
	Mode	2.0	Mode	2.0	Mode	2.0	Mode	2.0
	<u>n</u> =29		<u>n</u> =25		<u>n</u> =18 *		<u>n</u> =72	
Time Taken Off/Children (In Weeks)	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
	68.3	98.3	54.3	142.0	34.9	65.1	54.0	106.9
	<u>n</u> =29		<u>n</u> =25		<u>n</u> =22		<u>n</u> =76	
Time Off/Other Reasons (In Months)	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
	2.0	9.1	.54	2.4	6.6	19.4	2.0	12.0
	<u>n</u> =29		<u>n</u> =25		<u>n</u> =22		<u>n</u> =76	

* It is assumed that four high school principals did not respond to this question because they did not have any children.

Continued Personal Demographics								
Demographics	Elementary School		Middle School		High School		Total	
Racial Ethnicity	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
White	22	75.9	19	76.0	15	68.2	56	73.7
Native American	0	0	0	0	0	0	0	0
African American	7	24.1	6	24.0	6	27.3	19	25.0
Hispanic	0	0	0	0	0	0	0	0
Asian American	0	0	0	0	1	4.5	1	1.3
Other	0	0	0	0	0	0	0	0
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0

Educational Demographics

A greater percentage of high school principals (26.7%) than elementary (9.1%) or middle school principals (6.3%) held a doctorate upon appointment to their first principalship. None of the principals were appointed to their first principalship with only a bachelor's degree. Higher percentages of elementary (54.5%) and middle school principals (43.8%) achieved a master's degree plus 32 hours prior to their appointment. The highest percentage of high school principals achieved a principalship with a master's degree only.

The lowest level for the principals' present education was a master's degree. Thirty-two percent of the middle school, 21.4% of the elementary, and 18.2% of the high school principals had stopped at the master's level. Fifty-two percent of middle school principals, 46.4% of elementary principals, and 36.4% high school principals stopped at a master's plus 32 hours. High school principals (40.9%) held the highest percentage of doctoral degrees compared to 21.4% of elementary, and 8% of middle school principals.

Two elementary principals, one middle, and one high school principal had earned

another master's degree since their appointment to the principalship. No female principal had more than one specialist's degree at the time of her appointment to a principalship. However, at the time of this survey, one middle, and one high school principal had received a second specialist's degree. Four elementary principals, two middle, and five high school principals had earned a doctorate and one high school principal had even earned three doctoral degrees since her appointment to the principalship.

Demographics	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Level Before Principalship *								
Bachelor's	0	0	0	0	0	0	0	0
Bachelor's + 16	0	0	0	0	0	0	0	0
Bachelor's + 32	0	0	0	0	0	0	0	0
Master's	5	22.7	6	37.5	5	33.3	16	30.2
Master's + 16	3	13.6	2	12.5	3	20.0	8	15.1
Master's + 32	12	54.5	7	43.8	3	20.0	22	41.5
Doctorate	2	9.1	1	6.3	4	26.7	7	13.2
	<u>n</u> =22	100.0	<u>n</u> =16	100.0	<u>n</u> =15	100.0	<u>n</u> =53	100.0
Survey respondents were instructed to skip this question if their present principalship was also their first principalship. This greatly impacted the sample size related to this question.								
Present Educational Level	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Bachelor's	0	0	0	0	0	0	0	0
Bachelor's + 16	0	0	0	0	0	0	0	0
Bachelor's + 32	0	0	0	0	0	0	0	0
Master's	6	21.4	8	32.0	4	18.2	18	24.0
Master's + 16	3	10.7	2	8.0	1	4.5	6	8.0
Master's + 32	13	46.4	13	52.0	8	36.4	34	45.3

Continued		Educational Demographics							
Demographics	Elementary School		Middle School		High School		Total		
Present Educational Level	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Doctorate	6	21.4	2	8.0	9	40.9	17	22.7	
	<u>n</u> =28	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0	
Number of Degrees Held in Each Category Before Principalship *	Frequency	<u>n</u> =	Frequency	<u>n</u> =	Frequency	<u>n</u> =	Frequency	<u>n</u> =	
Bachelor's (1)	17	18	13	13	13	14	43	45	
Bachelor's (2)	1	18	0	13	1	14	2	45	
Master's (1)	18	18	13	13	13	14	44	45	
Master's (2)	0	18	0	13	1	14	1	45	
Specialist's	2	18	4	13	4	14	10	45	
Doctorate	3	18	0	13	3	14	6	45	
Survey respondents were instructed to skip this question if their present principalship was also their first principalship. This greatly impacted the sample size related to this question.									
Number of Degrees Presently Held in Each Category	Frequency	<u>n</u> =	Frequency	<u>n</u> =	Frequency	<u>n</u> =	Frequency	<u>n</u> =	
Bachelor's (1)	28	28	25	25	21	22	74	75	
Bachelor's (2)	1	28	0	25	1	22	2	75	
Master's (1)	27	28	24	25	20	22	71	75	
Master's (2)	2	28	1	25	2	22	5	75	
Specialist's (1)	4	28	8	25	7	22	19	75	
Specialist's (2)	0	28	1	25	1	22	2	75	
Doctorate (1)	7	28	2	25	8	22	17	75	
Doctorate (3)	0	28	0	25	1	22	1	75	

Professional Demographics

The mean number of years spent teaching was highest for elementary principals (14.9). High school principals averaged 13.2 years and 11.4 years for middle school principals. Elementary principals also had more experience in the principalship (8.9) than high school (8.6) or middle school principals (7.3).

Fifty-two percent of middle school principals had been employed in only one school district. A higher percentage of elementary principals (20.7) compared to middle (16%) and high school principals (13.6) had worked in two districts. However, a higher percentage of high school principals (36.4%) were employed in three school districts compared to 31% of elementary principals and 24% of middle school principals. About half of all middle (48%) and high school principals (50%) would be willing to relocate for purposes of career advancement. Only 31% of elementary principals were willing to relocate.

Table 14 Professional Demographics								
Demographics	Elementary School		Middle School		High School		Total	
Years/Teaching *	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
	14.9	7.5	11.4	5.6	13.2	7.1	13.3	6.9
	<u>n</u> =26		<u>n</u> =19		<u>n</u> =20		<u>n</u> =65	
It is not clear why 11 of the 76 survey respondents did not answer this question. This missing data does impact the sample size.								
Years/Principal *	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>
	8.9	3.8	7.3	5.7	8.6	5.2	8.3	4.8
	<u>n</u> =26		<u>n</u> =20		<u>n</u> =19		<u>n</u> =65	
It is not clear why 11 of the 76 survey respondents did not answer this question. This missing data does impact the sample size.								

Continued								
Professional Demographics								
Demographics	Elementary School		Middle School		High School		Total	
Districts/Employed	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1.0	11	37.9	13	52.0	7	31.8	31	40.8
2.0	6	20.7	4	16.0	3	13.6	13	17.1
3.0	9	31.0	6	24.0	8	36.4	23	30.3
4.0	2	6.9	0	0	3	13.6	5	6.6
5.0	1	3.4	2	8.0	0	0	3	3.9
7.0	0	0	0	0	1	4.5	1	1.3
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0
Willing to Relocate	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	9	32.1	12	48.0	11	50.0	32	42.7
No	19	67.9	13	52.0	11	50.0	43	57.3
	$\underline{n}=28$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=75$	100.0

Organizational Demographics

The mean number of students (1,526) was greatest at the high school level.

Elementary schools averaged the lowest with the number of students at 527. Middle schools averaged 806 students. The mean percentage of students (39.3) on free lunch was highest at the elementary level compared to 30.8% of middle and 21.2% of high schools.

According to the principals surveyed, the racial composition of their schools represented several different ethnic groups. However, white students comprised the highest mean percentages for elementary (58.9), middle (60.3), and high schools (59.3%). African American represented the second largest ethnic group at all three school levels.

Equal percentages (41.4%) of elementary schools were also considered either urban or suburban. Equal percentages (36%) of middle schools were viewed as suburban or rural.

More high schools (63.6%) were rated as suburban by the respondents surveyed.

Demographics	Elementary School		Middle School		High School		Total					
	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>				
Number of Students	527.1	208.8	805.6	275.6	1526.0	648.3	907.9	574.3				
	<u>n</u> =29		<u>n</u> =25		<u>n</u> =22		<u>n</u> =76					
Racial Composition	Mean	<u>n</u>	<u>SD</u>	Mean	<u>n</u>	<u>SD</u>	Mean	<u>n</u>	<u>SD</u>			
Hispanic	2.8	28	5.6	3.1	24	5.4	10.4	20	17.2	5.0	72	10.6
African American	37.4	28	33.1	34.3	24	23.4	23.8	20	22.4	32.6	72	27.6
White	58.9	28	32.0	60.3	24	22.6	59.3	20	30.7	59.5	72	28.4
Asian American	1.1	28	2.6	1.2	24	2.4	3.6	20	6.5	1.9	72	4.1
Native American	0	0	0	.22	24	1.0	0	0	0	.07	72	.59
African	0	0	0	0	0	0	.10	20	.44	0.2	72	.23
Other	.44	28	1.2	.31	24	.81	.88	20	1.7	.52	72	1.2
Percentage of Free/Reduced Lunch	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>	Mean	<u>SD</u>				
	39.3	29.7	30.8	19.5	21.2	22.1	31.3	25.4				
	<u>n</u> =29		<u>n</u> =24		<u>n</u> =22		<u>n</u> =75					
School Classification	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent				
Urban	12	41.4	6	25.0	5	22.7	23	30.7				
Suburban	12	41.4	9	37.5	14	63.6	35	46.7				
Rural	5	17.2	9	37.5	3	13.6	17	22.7				
	<u>n</u> =29	100.0	<u>n</u> =24	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0				

Findings for Research Questions

This study investigated six research questions and the results obtained from the respondents are presented by individually addressing each research question.

1. *What are the major inhibiting factors encountered by females in attaining and retaining a principalship?*

The inhibiting factors listed on *The Administrator's Barrier-Strategy Inventory* consisted of questions related to internal and external barriers. Internal barriers are inhibiting factors that can be changed from within an individual. Questions #23, #33, #36, #39, and #42 measured the internal barriers of: lack of assertiveness or self-confidence, reluctance to take risks, conflict or confusion regarding life goals, poor self-image, and personal anxieties about being a parent while pursuing a career.

External inhibiting factors are composed of group and societal barriers. Group inhibiting factors are divided into interpersonal and organizational barriers. Questions #25-26, #29-30, #32, and #37 measured the interpersonal barriers of: lack of a sponsor, lack of incentives, lack of support or encouragement from peers or family, lack of a professional network, lack of male/female role models, and selecting the wrong career path. Questions #24, #27, #31, #38, #40, and #47 measured the organizational barriers of: lack of training in leadership skills, lack of access to informal interactions, lack of administrative experience, stuck in positions that do not provide opportunities for upward mobility, racial discrimination in hiring, and job requirements that eliminate eligibility.

Societal barriers are divided into socialization and sex discrimination barriers. Questions #28, #34-35, and #41 measured the socialization barriers of: lack of opportunities

for training, reluctance to leave teaching, time taken away from the career to stay home with children, and conflict with spouse's or significant other's career. Questions #43-46 measured the sex discrimination barriers of: sex discrimination in hiring, employer's negative attitude toward your sex in general, exclusion from "old boys/new girls" network, and negative attitudes toward your sex in administrative positions. These factors reflect legal and non-legal views of sex discrimination. Percentages and frequencies for the numerical information related to inhibiting factors are summarized in Tables 16-19.

Internal Barriers

Elementary (3.4%) and middle school principals (8%) felt that *personal anxieties about being a parent while pursuing a career* was a major inhibiting factor to their attaining a principalship. No high school principal considered this barrier to be a major inhibiting factor. Elementary principals (3.4%) also believed that the *reluctance to take risks* was a major factor. *Poor self-image* was perceived as the least important internal barrier to the principalship by 86.2% of elementary, 88% of middle, and 86.4% of high school principals.

Internal Barriers	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lack of Assertiveness								
0	20	69.0	16	66.7	17	77.3	53	70.7
1	6	20.7	3	12.5	3	13.6	12	16.0
2	3	10.3	5	20.8	2	9.1	10	13.3
3	0	0	0	0	0	0	0	0
	<u>n</u> =29	100.0	<u>n</u> =24	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0

Continued		Internal Barriers							
Internal Barriers	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Reluctance to Take Risks									
0	20	69.0	19	76.0	17	77.3	56	73.7	
1	4	13.8	4	16.0	3	13.6	11	14.5	
2	4	13.8	2	8.0	2	9.1	8	10.5	
3	1	3.4	0	0	0	0	1	1.3	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Conflict or Confusion	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	19	65.5	19	76.0	16	72.7	54	71.1	
1	8	27.6	5	20.0	5	22.7	18	23.7	
2	2	6.9	1	4.0	1	4.5	4	5.3	
3	0	0	0	0	0	0	0	0	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Poor Self-Image	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	25	86.2	22	88.0	19	86.4	66	86.8	
1	4	13.8	2	8.0	2	9.1	8	10.5	
2	0	0	1	4.0	1	4.5	2	2.6	
3	0	0	0	0	0	0	0	0	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Personal Anxieties/ Parent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	14	48.3	11	44.0	14	63.6	39	51.3	
1	5	17.2	10	40.0	7	31.8	22	28.9	
2	9	31.0	2	8.0	1	4.5	12	15.8	
3	1	3.4	2	8.0	0	0	3	3.9	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	

Continued	Internal Barriers
0 = This was not an inhibiting factor.	
1 = This was somewhat an inhibiting factor.	
2 = This was a minor inhibiting factor.	
3 = This was a major inhibiting factor.	

External Barriers

Group Inhibiting Factors

Interpersonal barriers. Elementary (10.3%), middle (4%), and high school principals (4.5%) considered the *lack of a professional network* as a major inhibiting factor. The *lack of a sponsor* was viewed by elementary (10.3%) and middle school principals (8%) as a major barrier to their appointment as principals. Only one elementary principal considered the *lack of incentives* (3.4%) a major inhibiting factor and one middle school principal (4%) also perceived the *lack of male/female role models* as a major barrier to their attainment of the principalship. The *selection of the wrong career path* was viewed as the least important interpersonal barrier to the principalship by 86.2% of elementary, 96% of middle, and 95.5% of high school principals.

External Barriers								
Interpersonal Barriers	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lack of a Sponsor								
0	21	72.4	18	72.0	14	63.6	53	69.7
1	2	6.9	3	12.0	6	27.3	11	14.5
2	3	10.3	2	8.0	2	9.1	7	9.2

Continued		External Barriers							
Interpersonal Barriers	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Lack of a Sponsor	3	10.3	2	8.0	0	0	5	6.6	
	<u>n</u> =29	99.9	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Lack of Incentives	0	75.9	20	80.0	18	81.8	60	78.9	
	22	13.8	3	12.0	3	13.6	10	13.2	
	4	6.9	2	8.0	1	4.5	5	6.6	
	2	3.4	0	0	0	0	1	1.3	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Lack of Support	0	86.2	24	96.0	22	100.0	71	93.4	
	25	6.9	0	0	0	0	2	2.6	
	2	6.9	1	4.0	0	0	3	3.9	
	2	0	0	0	0	0	0	0	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Lack of Professional Network	0	44.8	13	52.0	13	59.1	39	51.3	
	13	34.5	6	24.0	3	13.6	19	25.0	
	10	10.3	5	20.0	5	22.7	13	17.1	
	3	10.3	1	4.0	1	4.5	5	6.6	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	

Continued		External Barriers							
Interpersonal Barriers	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Lack of Role Models									
0	23	79.3	17	68.0	16	72.7	56	73.7	
1	3	10.3	4	16.0	4	18.2	11	14.5	
2	3	10.3	3	12.0	2	9.1	8	10.5	
3	0	0	1	4.0	0	0	1	1.3	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
Selecting the Wrong Career Path									
0	25	86.2	24	96.0	21	95.5	70	92.1	
1	4	13.8	1	4.0	0	0	5	6.6	
2	0	0	0	0	1	4.5	1	1.3	
3	0	0	0	0	0	0	0	0	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
0 = This was not an inhibiting factor.									
1 = This was somewhat an inhibiting factor.									
2 = This was a minor inhibiting factor.									
3 = This was a major inhibiting factor.									

Organizational barriers. Female principals agreed that the *lack of training in leadership skills and job requirements eliminating eligibility* were not major inhibiting factors to their career advancement. On the other hand, 12% of middle and 4.5% of high school principals rated the *lack of administrative experience* as a major barrier. Elementary (6.9%) and middle school (4%) principals perceived the *lack of access to informal interactions* as a

major inhibiting factor to their attainment of the principalship. Only two elementary principals (6.9%) rated *racial discrimination in hiring* as a major barrier.

Organizational Barriers	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lack of Training in Leadership Skills								
0	20	69.0	19	79.2	19	86.4	58	77.3
1	7	24.1	4	16.7	3	13.6	14	18.7
2	2	6.9	1	4.2	0	0	3	4.0
3	0	0	0	0	0	0	0	0
	<u>n</u> =29	100.0	<u>n</u> =24	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0
Lack of Access to Informal Interactions								
0	17	58.6	14	56.0	14	63.6	45	59.2
1	6	20.7	6	24.0	4	18.2	16	21.1
2	4	13.8	4	16.0	4	18.2	12	15.8
3	2	6.9	1	4.0	0	0	3	3.9
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0
Lack of Administrative Experience								
0	15	51.7	14	56.0	15	68.2	44	57.9
1	13	44.8	5	20.0	5	22.7	23	30.3
2	0	0	3	12.0	1	4.5	4	5.3
3	1	3.4	3	12.0	1	4.5	5	6.6
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0
Positions that Lack Mobility								
0	19	65.5	20	80.0	17	77.3	56	73.7
1	7	24.1	4	16.0	3	13.6	14	18.4

Continued		External Barriers							
Organizational Barriers	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Positions that Lack Mobility									
2	2	6.9	1	4.0	1	4.5	4	5.3	
3	1	3.4	0	0	1	4.5	2	2.6	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
Racial Discrimination									
0	26	89.7	20	80.0	16	72.7	62	81.6	
1	0	0	2	8.0	2	9.1	4	5.3	
2	1	3.4	3	12.0	4	18.2	8	10.5	
3	2	6.9	0	0	0	0	2	2.6	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
Job Requirements									
0	25	86.2	23	92.0	17	77.3	65	85.5	
1	3	10.3	2	8.0	4	18.2	9	11.8	
2	1	3.4	0	0	1	4.5	2	2.6	
3	0	0	0	0	0	0	0	0	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
0 = This was not an inhibiting factor.									
1 = This was somewhat an inhibiting factor.									
2 = This was a minor inhibiting factor.									
3 = This was a major inhibiting factor.									

Societal Inhibiting Factors

Socialization barriers. The lack of opportunities for training was not rated as a major inhibiting factor. However, *time taken off to stay home with their children* was considered a

major barrier by one elementary (3.4%) and two high school principals (9.1%). All three levels of principals rated *conflict with their spouse or significant other's career and reluctance to leave teaching* as major inhibiting factors.

Table 19 External Barriers								
Socialization Barriers	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lack of Opportunities for Training								
0	21	72.4	15	60.0	19	86.4	55	72.4
1	7	24.1	6	24.0	2	9.1	15	19.7
2	1	3.4	4	16.0	1	4.5	6	7.9
3	0	0	0	0	0	0	0	0
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0
Reluctance to Leave Teaching								
0	20	69.0	13	52.0	11	50.0	44	57.9
1	4	13.8	5	20.0	4	18.2	13	17.1
2	4	13.8	4	16.0	6	27.3	14	18.4
3	1	3.4	3	12.0	1	4.5	5	6.6
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0
Time Taken Away/Children								
0	22	75.9	23	92.0	18	81.8	63	82.9
1	5	17.2	2	8.0	0	0	7	9.2
2	1	3.4	0	0	2	9.1	3	3.9
3	1	3.4	0	0	2	9.1	3	3.9
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0

Continued		External Barriers							
Socialization Barriers	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Conflict with Spouse/Other's Career									
0	23	79.3	21	84.0	13	59.1	57	75.0	
1	2	6.9	2	8.0	5	22.7	9	11.8	
2	3	10.3	1	4.0	1	4.5	5	6.6	
3	1	3.4	1	4.0	3	13.6	5	6.6	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
0 = This was not an inhibiting factor.									
1 = This was somewhat an inhibiting factor.									
2 = This was a minor inhibiting factor.									
3 = This was a major inhibiting factor.									

Sex discrimination barriers. All sex discrimination barriers were rated by one level or another of the principalship as major inhibiting factors. Elementary principals (10.3%) perceived a *negative attitude toward their gender* as a major barrier. Elementary (17.2%) and high school principals (4.5%) also considered an *employer's negative attitude toward their gender in general* as a major inhibiting factor.

Sixteen percent of middle, 6.9% of elementary, and 4.5% of high school principals believed that *sex discrimination in the hiring* of administrators existed. However, greater percentages of principals from all three levels perceived *exclusion from the "old boy/new girl" network* as a major inhibiting factor in their career advancement.

Table 20		External Barriers							
Sex Discrimination Barriers	Elementary School		Middle School		High School		Total		
Sex Discrimination	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	16	55.2	18	72.0	12	54.5	46	60.5	
1	5	17.2	2	8.0	4	18.2	11	14.5	
2	6	20.7	1	4.0	5	22.7	12	15.8	
3	2	6.9	4	16.0	1	4.5	7	9.2	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Negative Attitude/ Employer	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	21	72.4	19	76.0	14	63.6	54	71.1	
1	2	6.9	3	12.0	7	31.8	12	15.8	
2	1	3.4	3	12.0	0	0	4	5.3	
3	5	17.2	0	0	1	4.5	6	7.9	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Old Boys/Girls Network	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	12	41.4	13	52.0	11	50.0	36	47.4	
1	7	24.1	2	8.0	4	18.2	13	17.1	
2	2	6.9	6	24.0	5	22.7	13	17.1	
3	8	27.6	4	16.0	2	9.1	14	18.4	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Negative Attitudes/ Administration	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	20	69.0	18	72.0	11	50.0	49	64.5	
1	2	6.9	3	12.0	5	22.7	10	13.2	
2	4	13.8	4	16.0	6	27.3	14	18.4	
3	3	10.3	0	0	0	0	3	3.9	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	

Continued	External Barriers
0 = This was not an inhibiting factor.	
1 = This was somewhat an inhibiting factor.	
2 = This was a minor inhibiting factor.	
3 = This was a major inhibiting factor.	

Rank Order of Inhibiting Factors

Respondents from all three levels of the principalship ranked *exclusion from the "old boy/new girl" network* as the number one inhibiting factor to their career advancement. *Personal anxieties about being a parent while pursuing a career* was ranked second by elementary and third by middle school principals. *Reluctance to leave teaching* was ranked second by middle and high school principals and *sex discrimination* was ranked third by high school principals. *The lack of a professional network* was ranked third by elementary principals. The complete ranking of all 25 inhibiting factors is contained in Table 21.

Table 21 Rank Order of Inhibiting Factors								
Comparison of Mean Scores								
Inhibiting Factors	Elementary School		Middle School		High School		Total	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Exclusion From "Old Boys/ New Girls" Network	1	1.21	1	1.04	1	.91	1	1.07
Personal Anxieties About Being a Parent	2	.90	3	.80	13	.41	5	.72
Lack of Professional Network	3	.86	5	.76	6	.73	2	.79
Sex Discrimination in Hiring	4	.79	7	.64	3	.86	4	.74
Lack of Access	5	.69	6	.68	7	.55	6	.64

Continued								
Rank Order of Inhibiting Factors								
Comparison of Mean Scores								
Inhibiting Factors	Elementary School		Middle School		High School		Total	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Negative Attitudes About Your Sex in Administrative Positions	6	.66	12	.44	4	.77	7	.62
Employer's Negative Attitude Toward Your Sex	7	.66	13	.36	11	.45	10	.50
Lack of Sponsor	8	.59	10	.52	10	.45	9	.53
Lack of Administrative Experience	9	.55	4	.80	12	.45	8	.61
Reluctance to Leave Teaching	10	.52	2	.88	2	.91	3	.74
Reluctance to Take Risks	11	.52	14	.32	16	.32	14	.39
Stuck in Positions That Do Not Provide Mobility	12	.48	20	.24	14	.36	15	.37
Lack of Assertiveness	13	.41	9	.54	18	.32	12	.43
Conflict or Confusion Regarding Life Goals	14	.41	17	.28	17	.32	18	.34
Lack of Training in Leadership Skills	15	.38	19	.25	23	.14	21	.27
Conflict With Spouse's or Significant Other's Career	16	.38	16	.28	5	.73	11	.45
Lack of Incentives	17	.38	18	.28	20	.23	19	.30
Time Taken Off to Stay Home	18	.34	23	.08	9	.45	20	.29
Lack of Opportunities for Training	19	.31	8	.56	21	.18	16	.36
Lack of Male/Female Role Models	20	.31	11	.52	15	.36	13	.39
Racial Discrimination in Hiring	21	.28	15	.32	8	.45	17	.34

Continued Rank Order of Inhibiting Factors								
Comparison of Mean Scores								
Inhibiting Factors	Elementary School		Middle School		High School		Total	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Lack of Support or Encouragement	22	.21	24	.08	25	.00	24	.11
Job Requirements That Eliminate Eligibility	23	.17	22	.08	19	.27	22	.17
Poor Self-Image	24	.14	21	.16	22	.18	23	.16
Selecting the Wrong Career Path	25	.14	25	.04	24	.09	25	.09

Other Inhibiting Factors

Item 49 asked the respondents to describe other inhibiting factors the principals had encountered. Key words reflecting similar thoughts and ideas were clustered into major themes. Themes and singular responses emerging from these written descriptions by the elementary principals were: sex discrimination, politics, credit not given for previous knowledge and experience, limited advancement opportunities related to working in a small district, personal problems at home, others wanted respondent to stay in supervisory position, and large numbers of eligible candidates leading to stiff competition for principalship.

Themes and singular responses emerging from descriptions by the middle school principals included the following: reluctance to hire two female administrators for one building, lack of self-confidence, hiring less qualified candidates, and hiring from within the division.

Themes and singular responses emerging from written descriptions by the high school principals were: racial discrimination (Asian and African American), not willing to relocate to

increase opportunities, relocated too often due to husband's job, lower salaries for females, and politics related to the application process.

2. *What are the major facilitative strategies used by females in attaining and retaining a principalship?*

The facilitative strategies listed on *The Administrator's Barrier-Strategy Inventory* consisted of questions divided into three groups: professional, professional visibility, and personal strategies. Questions #50, #60-62, #65 measured the professional strategies of: obtaining a mentor, utilizing an "old boy/new girl" network, attending seminars and/or workshops for aspiring administrators, obtaining a doctorate, and moving to another district or city to take an administrative position.

Questions #51-56 measured the professional visibility strategies of: participating in professional organizations, participating in community organizations, participating in club activities, volunteering for committees, taking on extra jobs, and participating in internships. Questions #57-59, #63-64 measured the personal strategies of: promoting yourself, developing time management skills to balance family and career, using positive self-talk strategies, improving interviewing skills, setting career goals, and formulating a plan of action. Percentages and frequencies for the numerical information related to facilitative strategies are summarized in Tables 22-24.

Facilitative Strategies

Professional Strategies

Over 6% of elementary and 8.3% of middle school principals *obtained a doctorate* as a strategy for their career advancement. However, 31.8% of high school principals used this

strategy to further their career. Likewise, 4% of middle and 10.3% of elementary principals moved to another district or city to take a position as a principal. Once again, 25% of high school principals believed this was an effective strategy to utilize when seeking an administrative position. Only 4.5% of high school and 6.9% of elementary principals utilized an "old boy/new girl" network as a facilitative strategy. Twenty percent of middle school principals found this strategy to be helpful in their pursuit of the principalship.

Over 13% of high school, 37.9% of elementary and 48% of middle school principals obtained a mentor as a major facilitative strategy. However, a higher percentage of the principals' responses at each of the three levels rated attending seminars and/or workshops for aspiring administrators as a major factor in attaining a principalship; 36% of middle, 41.4% of elementary and half of the high school principals (50%) viewed this factor as a major facilitative strategy to career advancement.

Professional Strategies	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Obtaining a Mentor								
0	11	37.9	6	24.0	7	31.8	25	32.9
1	4	13.8	5	20.0	5	22.7	14	18.4
2	3	10.3	2	8.0	7	31.8	11	14.5
3	11	37.9	12	48.0	3	13.6	26	34.2
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0
Utilizing an Old Boy/Girl Network								
0	18	62.1	9	36.0	13	59.1	40	52.6
1	5	17.2	6	24.0	5	22.7	16	21.1

Continued		Facilitative Strategies							
Professional Strategies	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Utilizing an Old Boy/Girl Network									
2	4	13.8	5	20.0	3	13.6	12	15.8	
3	2	6.9	5	20.0	1	4.5	8	10.5	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Attending Seminars/Workshops									
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	7	24.1	7	28.0	4	18.2	18	23.7	
1	2	6.9	6	24.0	4	18.2	12	15.8	
2	8	27.6	3	12.0	3	13.6	14	18.4	
3	12	41.4	9	36.0	11	50.0	32	42.1	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Obtaining a Doctorate									
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	23	79.3	18	75.0	14	63.6	55	73.3	
1	0	0	2	8.3	1	4.5	3	4.0	
2	4	13.8	2	8.3	0	0	6	8.0	
3	2	6.9	2	8.3	7	31.8	11	14.7	
	<u>n</u> =29	100.0	<u>n</u> =24	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0	
Moving to Another District/City									
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
0	25	86.2	22	88.0	15	75.0	62	83.8	
1	0	0	0	0	0	0	0	0	
2	1	3.4	2	8.0	0	0	3	4.1	
3	3	10.3	1	4.0	5	25.0	9	12.2	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =20	100.0	<u>n</u> =74	100.0	

0 = This was not a facilitative strategy.
1 = This was somewhat a facilitative strategy.
2 = This was a minor facilitative strategy.
3 = This was a major facilitative strategy.

Professional Visibility Strategies

A similar percentage of elementary (34.5%), middle (28%), and high school principals (33.3%) *participated in professional organizations*; likewise, 23.8% of high school, 26.1% of middle, and 24.1% of elementary principals *participated in community organizations*.

However, *participation in club activities* was not considered a major facilitative strategy by 72.7% of high school, 65.5% of elementary, and 60% of middle school principals.

A similar percentage of middle (32%) and 36.4% of high school principals *volunteered for committees* and over half of all elementary principals (53.6%) perceived this strategy as a major factor in their career advancement. In addition, *taking on extra jobs* was considered a major professional visibility strategy by 34.5% of elementary, 44% of middle, and 45.5% of high school principals. Lastly, *participation in internships* was not perceived by the female principals as a major facilitative strategy; only 13.6% of high school, 17.2% of elementary, and 28% of middle school principals used this strategy.

Professional Visibility Strategies	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
0	5	17.2	5	20.0	4	19.0	14	18.7
1	8	27.6	7	28.0	6	28.6	21	28.0

Continued		Facilitative Strategies							
Professional Visibility Strategies	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Participating in Professional Organizations									
2	6	20.7	6	24.0	4	19.0	16	21.3	
3	10	34.5	7	28.0	7	33.3	24	32.0	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =21	100.0	<u>n</u> =75	100.0	
Participating in Community Organizations									
0	7	24.1	8	34.8	5	23.8	20	27.4	
1	9	31.0	4	17.4	7	33.3	20	27.4	
2	6	20.7	5	21.7	4	19.0	15	20.5	
3	7	24.1	6	26.1	5	23.8	18	24.7	
	<u>n</u> =29	100.0	<u>n</u> =23	100.0	<u>n</u> =21	100.0	<u>n</u> =73	100.0	
Participating in Club Activities									
0	19	65.5	15	60.0	16	72.7	50	65.8	
1	5	17.2	3	12.0	2	9.1	10	13.2	
2	3	10.3	5	20.0	3	13.6	11	14.5	
3	2	6.9	2	8.0	1	4.5	5	6.6	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Volunteering for Committees									
0	3	10.7	3	12.0	4	18.2	10	13.3	
1	5	17.9	3	12.0	3	13.6	11	14.7	
2	5	17.9	11	44.0	7	31.8	23	30.7	
3	15	53.6	8	32.0	8	36.4	31	41.3	
	<u>n</u> =28	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0	

Continued		Facilitative Strategies							
Professional Visibility Strategies	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Extra Jobs									
0	7	24.1	6	24.0	5	22.7	18	23.7	
1	6	20.7	3	12.0	1	4.5	10	13.2	
2	6	20.7	5	20.0	6	27.3	17	22.4	
3	10	34.5	11	44.0	10	45.5	31	40.8	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
Participating in Internships									
0	17	58.6	12	48.0	11	50.0	40	52.6	
1	3	10.3	3	12.0	2	9.1	8	10.5	
2	4	13.8	3	12.0	6	27.3	13	17.1	
3	5	17.2	7	28.0	3	13.6	15	19.7	
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0	
0 = This was not a facilitative strategy.									
1 = This was somewhat a facilitative strategy.									
2 = This was a minor facilitative strategy.									
3 = This was a major facilitative strategy.									

Personal Strategies

A similar percentage of high school (18.2%) and elementary principals (20.7%) perceived *promoting themselves* as a major strategy. However, a greater percentage of middle school principals (40%) viewed this factor as a major facilitative strategy. Over thirty-seven percent of middle, 37.9% of elementary, and 40.9% of high school principals *developed time management skills to balance family and career* as a major facilitative strategy.

In addition, 27.6% of elementary, 36.4% of high school and 41.7% of middle school

principals *used positive self-talk* such as, "I know I can do this." A smaller percentage of elementary (17.2%) and 20% of middle school principals compared to 40.9% of high school principals *improved their interviewing skills* as a major facilitative strategy for career advancement. Only 27.6% of elementary principals *set career goals and formulated a plan of action* compared to 36.4% of high school and 40% of middle school principals.

Personal Strategies	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Promoting Yourself								
0	9	31.0	4	16.0	7	31.8	20	26.3
1	5	17.2	5	20.0	4	18.2	14	18.4
2	9	31.0	6	24.0	7	31.8	22	28.9
3	6	20.7	10	40.0	4	18.2	20	26.3
	<u>n</u> =29	100.0	<u>n</u> =25	100.0	<u>n</u> =22	100.0	<u>n</u> =76	100.0
Developing Time Management Skills								
0	4	13.8	6	25.0	6	27.3	16	21.3
1	3	10.3	5	20.8	4	18.2	12	16.0
2	11	37.9	4	16.7	3	13.6	18	24.0
3	11	37.9	9	37.5	9	40.9	29	38.7
	<u>n</u> =29	100.0	<u>n</u> =24	100.0	<u>n</u> =22	100.0	<u>n</u> =75	100.0
Using Self-Talk Strategies								
0	6	20.7	5	20.8	8	36.4	19	25.3
1	9	31.0	6	25.0	3	13.6	18	24.0
2	6	20.7	3	12.5	3	13.6	12	16.0

Continued		Facilitative Strategies							
Personal Strategies	Elementary School		Middle School		High School		Total		
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
Using Self-Talk Strategies									
3	8	27.6	10	41.7	8	36.4	26	34.7	
	$\underline{n}=29$	100.0	$\underline{n}=24$	100.0	$\underline{n}=22$	100.0	$\underline{n}=75$	100.0	
Improving Interviewing Skills									
0	5	17.2	10	40.0	7	31.8	22	28.9	
1	6	20.7	3	12.0	4	18.2	13	17.1	
2	13	44.8	7	28.0	2	9.1	22	28.9	
3	5	17.2	5	20.0	9	40.9	19	25.0	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
Setting Career Goals and Formulating a Plan									
0	7	24.1	7	28.0	4	18.2	18	23.7	
1	5	17.2	4	16.0	4	18.2	13	17.1	
2	9	31.0	4	16.0	6	27.3	19	25.0	
3	8	27.6	10	40.0	8	36.4	26	34.2	
	$\underline{n}=29$	100.0	$\underline{n}=25$	100.0	$\underline{n}=22$	100.0	$\underline{n}=76$	100.0	
0 = This was not a facilitative strategy.									
1 = This was somewhat a facilitative strategy.									
2 = This was a minor facilitative strategy.									
3 = This was a major facilitative strategy.									

Rank Order of Facilitative Strategies

Elementary and middle school principals ranked *volunteering for committees* as the number one facilitative strategy used to further their career. It was ranked third by high

school principals. *Attending seminars and/or workshops* was ranked first by high school principals and third by elementary principals. *Developing time management skills to balance family and career* was ranked second by elementary principals and *promoting yourself* was ranked second by middle school principals. *Taking on extra jobs in the district* was ranked second by high school principals and third by middle school principals. The complete ranking of all 16 facilitative strategies is located in Table 25.

Comparison By Mean Scores								
Facilitative Strategies	Elementary School		Middle School		High School		Total	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Volunteering for Committees	1	2.14	1	1.96	3	1.86	1	2.00
Developing Time Management Skills to Balance Family/Career	2	2.00	7	1.67	5	1.68	3	1.80
Attending Seminars and/or Workshops	3	1.86	9	1.56	1	1.95	4	1.79
Participating in Professional Organizations	4	1.72	8	1.60	6	1.67	6	1.67
Taking on Extra Jobs in the District	5	1.66	3	1.84	2	1.95	2	1.80
Improving Interviewing Skills	6	1.62	11	1.28	7	1.59	9	1.50
Setting Career Goals and Formulated a Plan of Action	7	1.62	6	1.68	4	1.82	5	1.70
Using Positive Self-Talk Strategies	8	1.55	5	1.75	8	1.50	7	1.60
Obtaining a Mentor	9	1.48	4	1.80	11	1.27	10	1.50
Participating in Community Organizations	10	1.45	10	1.39	9	1.43	11	1.42
Promoting Yourself	11	1.41	2	1.88	10	1.36	8	1.55
Participating in Internships	12	.90	13	1.20	12	1.05	12	1.04

Continued Rank Order of Facilitative Strategies								
Comparison By Mean Scores								
Facilitative Strategies	Elementary School		Middle School		High School		Total	
	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score	Rank Order	Mean Score
Utilizing an "Old Boy/New Girl" Network	13	.66	12	1.24	15	.64	13	.84
Participating in Club Activities	14	.59	14	.76	16	.50	15	.62
Obtaining a Doctorate	15	.48	15	.50	13	1.00	14	.64
Moving to Another District or City for an Administrative Position	16	.38	16	.28	14	.75	16	.45

Other Facilitative Strategies

Item 66 asked the respondents to describe other facilitative strategies the principals had used. Key words reflecting similar thoughts and ideas were clustered into major themes. Themes and singular responses emerging from these descriptions by the elementary principals were: persistence, presented at conferences, strong work ethic and the production of quality work, recognition of expertise, overcame "old boy" network, became "known," and high visibility.

Themes and singular responses emerging from the written descriptions by middle school principals included the following: dressed professionally, reviewed educational literature prior to interview, hard work, determination, and preparation, created special projects for school improvement, studied other leaders, held leadership positions, and mentored other aspiring administrators.

Themes and singular responses emerging from descriptions by high school principals

were: worked hard and "walked the talk," asked for what I wanted, took initiative, good organizational skills, and visited and evaluated other school systems.

3. *Are there differences among female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies leading to the principalship?*

The differences among female elementary, middle, and high school principals regarding inhibiting factors and facilitative strategies were analyzed using an analysis of variance (ANOVA). The analysis of variance conducted for survey items #15, #23-66 revealed no statistically significant differences ($p < .05$) among the scores of the groups as shown in Tables 26-27.

Table 26

Analysis of Variance of Inhibiting Factors by Level of Principalship

Source of Variation	<u>df</u>	Sum of Squares	Mean Squares	F-ratio	<u>p</u>
Level of Principalship	2	47.5049	23.7525	.3146	.7311
Error	72	5435.6151	75.4947		
Total	74	5483.1200			

Table 27

Analysis of Variance of Facilitative Strategies by Level of Principalship

Source of Variation	<u>df</u>	Sum of Squares	Mean Squares	F-ratio	<u>p</u>
Level of Principalship	2	34.1084	17.0542	.1901	.8273
Error	64	5740.3095	89.6923		
Total	66	5774.4179			

4. What are the differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies?

The differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies were analyzed using an analysis of variance (ANOVA). The analysis of variance conducted for survey items #19, #23-66 revealed no statistically significant differences ($p < .05$) among the scores of the groups as shown in Tables 28-29.

Table 28

Analysis of Variance of Inhibiting Factors by Urbanicity

Source of Variation	<u>df</u>	Sum of Squares	Mean Squares	F-ratio	<u>p</u>
Categories of Urbanicity	2	336.8865	168.4433	2.3323	.1045
Error	71	5127.6675	72.2207		
Total	73	5464.5541			

Table 29

Analysis of Variance of Facilitative Strategies by Urbanicity

Source of Variation	<u>df</u>	Sum of Squares	Mean Squares	F-ratio	<u>p</u>
Categories of Urbanicity	2	258.3742	129.1871	1.5282	.2249
Error	63	5325.8833	84.5378		
Total	65	5584.2576			

5. What are the differences in career paths leading to the principalship among female elementary, middle, and high school principals in Virginia?

Career Paths

More middle school principals (60%) followed a career path of teacher, assistant principal, and principal compared to 48.3% of elementary and 40.9% of high school principals. Over 18% of high school principals reached the principalship by first being employed as a teacher and then as a central administrator or supervisor. Sixteen percent of middle school principals followed this same route, whereas, only 6.9% of elementary principals used this path to reach the principalship.

None of the principals followed a career path of teacher, guidance counselor, and principal. However, 44.8% of elementary, 40.9% of high, and 24% of middle school principals used career paths other than the ones listed on the survey. Percentages and frequencies for the numerical information related to career paths are summarized in Table 30 and Figure 1.

Career Paths	Elementary School		Middle School		High School		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Teacher, Assistant Principal, Principal	14	48.3	15	60.0	9	40.9	38	50.0
Teacher, Central Office Adm./Sup., Principal	2	6.9	4	16.0	4	18.2	10	13.2
Teacher, Guidance Counselor, Principal	0	0	0	0	0	0	0	0
Other	13	44.8	6	24.0	9	40.9	28	36.8
	$\underline{n=29}$	100.0	$\underline{n=25}$	100.0	$\underline{n=22}$	100.0	$\underline{n=76}$	100.0

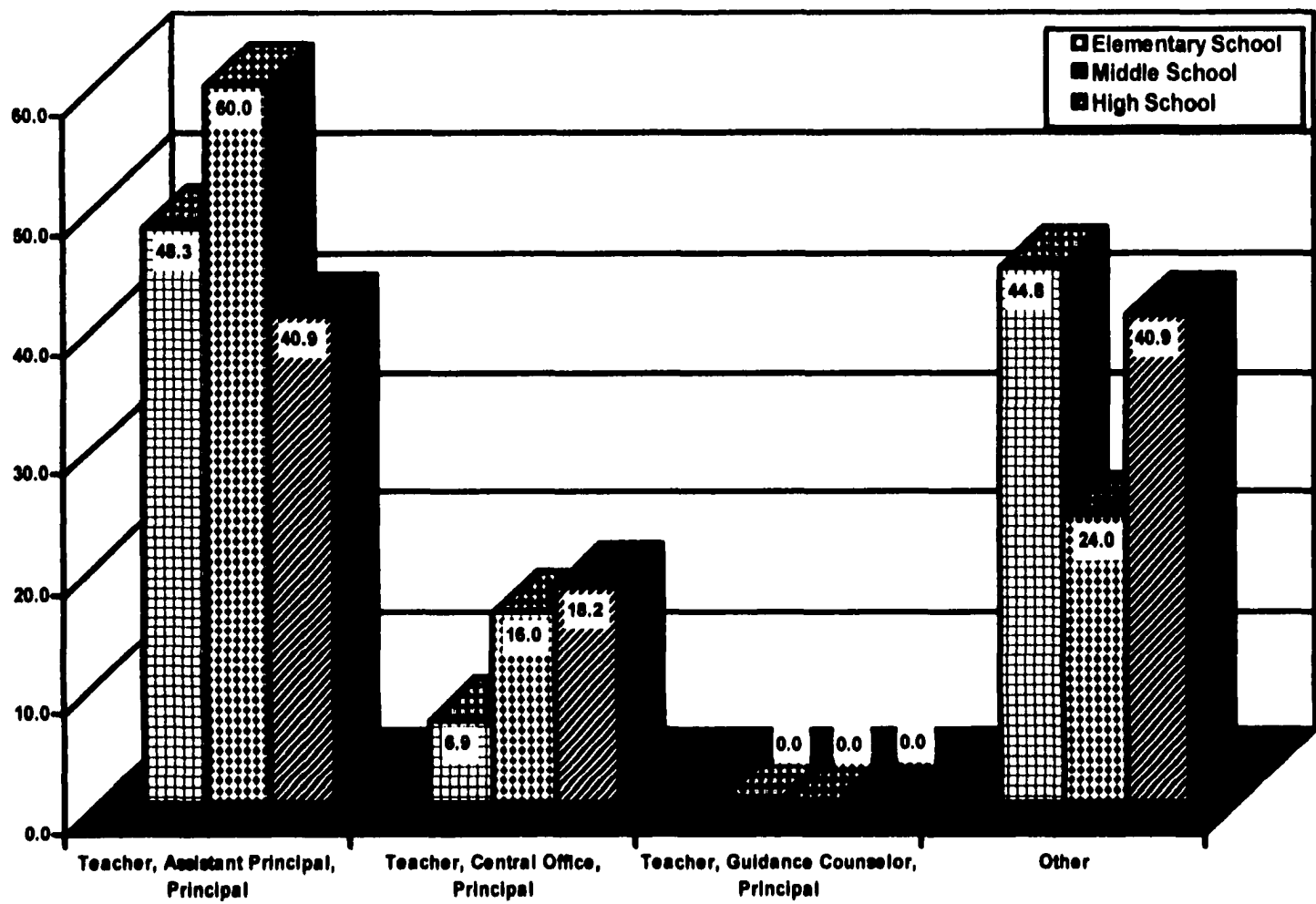


Figure 1. Percentage of career paths followed by female principals.

Other Career Paths

Four out of 13 elementary principals began their career as a teacher and then became a principal without ever being an assistant principal. Four principals went from teaching to a resource position prior to their appointment as an assistant principal and later, as a principal. Two of the principals followed a similar route, but went from a resource/specialist position directly to the principalship. Three principals left teaching: one worked with higher education, one with adult education, and one as a lawyer prior to her appointment as principal.

Two middle school principals went from teaching to higher education as a dean before returning to K-12 education as an assistant principal and later, as a principal. One individual left teaching to go to counseling before becoming an assistant principal and principal. Three principals worked at the central office level prior to their appointment to the principalship.

Three high school principals became assistant principals and then went to central office as an administrator prior to becoming a principal. Two principals went to central office supervision before becoming an assistant principal and later, as a principal. One principal left teaching to be a guidance counselor before becoming employed as an assistant principal and principal. One principal went to central office as a specialist, became an assistant principal, then worked in staff development prior to the principalship. Another assistant principal worked in private industry before becoming a principal. Only one high school teacher went directly to the principalship. A complete listing of other career paths used by female principals is summarized in Table 31.

Additionally, four current middle school principals had served as a principal on a

different instructional level; three as elementary principals and one as a high school principal. Nine high school principals had served at different levels of the principalship; six as middle school principals, one as an elementary principal, and two as both elementary and middle school principals. No elementary principal had served at a different level of the principalship.

Table 31		Other Career Paths	
Number of Elementary Principals		Other Career Paths of Elementary Principals	
4		Teacher, Principal	
1		Teacher, Central Office Supervisor, Assistant Principal, Principal	
1		Teacher, Resource Team Member, Assistant Principal, Principal	
2		Teacher, Staff Development Specialist, Principal	
1		Teacher, Specialist, Assistant Principal, Principal	
1		Teacher, Central Office Resource Teacher, Assistant Principal, Principal	
1		Teacher, Assistant Principal, Lawyer, Principal	
1		Teacher, Adult Education Administrator, Principal	
1		Teacher, Higher Education, Central Office, Teacher, Principal	
13		TOTAL	
Other Career Paths			
Number of Middle School Principals		Other Career Paths of Middle School Principals	
1		Teacher, Assistant Principal, Central Office Administrator, Teacher, Assistant Principal, Principal	
1		Teacher, Dean, Assistant Principal, Principal	
1		Teacher, Counselor, Director of Guidance, Assistant Principal, Principal	
1		Teacher, Department Head/Dean of Students, Assistant Principal, Principal	
1		Teacher, Central Office, Assistant Principal, Central Office, Principal	
1		Teacher, Central Office, Assistant Principal, Principal	

Continued		Other Career Paths	
Number of Middle School Principals		Other Career Paths of Middle School Principals	
6		TOTAL	
Other Career Paths			
Number of High School Principals		Other Career Paths of High School Principals	
2		Teacher, Central Office, Assistant Principal, Principal	
1		Teacher, Assistant Principal, Central Office, Principal	
1		Teacher, Assistant Principal, Private Industry, Principal	
1		Teacher, Department Chairperson, Central Office Specialist, Assistant Principal, Staff Development Specialist, Principal	
1		Teacher, Principal	
2		Teacher, Assistant Principal, School Board Office/Central Office Administrator, Principal	
1		Teacher, Guidance Counselor, Assistant Principal, Principal	
9		TOTAL	

6. *Are there differences in career aspirations among female elementary, middle, and high school principals in Virginia?*

Career Aspirations

The career aspiration of 11 out of 29 elementary principals (37.9%) was to stay in their present position as principal. Three of the elementary respondents were not sure of their future aspirations and four had no response to this question. Two respondents were interested in aspiring to the superintendency. Two principals listed two or three possible career goals such as, present position/director of instruction and principal/staff developer/assistant superintendent. Five principals were varied in their future career aspirations: principal to assistant superintendent, assistant superintendent for curriculum, director of instruction, school

administration relating to law, and a position in which she could educate future educators.

Two respondents were looking to retirement as a future career aspiration.

Eleven out of 25 middle school principals (44%) wished to stay in their current position. Two middle school respondents aspired to the superintendency, two to the assistant superintendency, and two had no response to this question. Seven principals were varied in their responses: director of human resources, central office, college professor, principal of different school, trainer of aspiring school administrators, working with student teachers, and obtaining a doctorate degree. One of the respondents was not sure of her future goals and one was not sure whether she wanted to be a principal or supervisor. Only one middle school respondent was looking forward to retirement.

Eight out of 22 high school principals (36.3%) were satisfied to stay in their present position. Three respondents aspired to the superintendency and three to the assistant superintendency. Three high school respondents were not sure if they wanted to aspire to the assistant superintendency/superintendency or superintendency/college professor or director/assistant superintendency. One respondent was not sure whether to stay as a principal or not.

One principal was interested in high school administration and one wanted to raise the achievement of the students in her school. Only one principal listed no career aspiration and two did not respond to this question. None of the respondents listed retirement as a future aspiration. A complete listing of the career aspirations of female principals is summarized in Table 32.

Table 32 Career Aspirations	
Number of Elementary Principals	Career Aspirations of Elementary Principals
2	Superintendent
1	Assistant Superintendent for Curriculum
1	Principal to Assistant Superintendent
1	Principal, Staff Development, Assistant Superintendent
1	Director of Instruction
1	Present Position/Director of Instruction
1	School Administration/Law
1	To Educate Future Educators
11	Principalship
3	Not Sure
4	No Response
2	Retirement
29	TOTAL
Career Aspirations	
Number of Middle School Principals	Career Aspirations of Middle School Principals
2	Superintendent
2	Assistant Superintendent
1	Director of Human Resources
1	Central Office
1	College Professor
1	To Train Aspiring School Administrators
1	To Work With Student Teachers/Obtain Doctorate Degree
11	Principalship
1	Principal/Supervisor
1	Not Sure

Continued		Career Aspirations	
Number of Middle School Principals		Career Aspirations of Middle School Principals	
2		No Response	
1		Retirement	
25		TOTAL	
		Career Aspirations	
Number of High School Principals		Career Aspirations of High School Principals	
3		Superintendent	
1		Superintendent/College Professor	
1		Assistant Superintendent/Superintendent	
4		Assistant Superintendent of Instruction	
1		High School Administration	
8		Principalship	
1		None	
1		Not Sure/Principal	
2		No Response	
22		TOTAL	

CHAPTER 5

SUMMARY, DISCUSSION, RECOMMENDATIONS

The purpose of this study was to discover what differences existed among female elementary, middle and high school principals in demographics, inhibiting factors encountered, and facilitative strategies used in their pursuit of the principalship. A concise summary of the research findings along with a discussion of how these findings relate to other work in the field of educational administration is presented in this chapter. In addition, the implications of the research findings for administrative practice are discussed and possible directions for the future are recommended.

Summary of Findings

To analyze the inhibiting factors, facilitative strategies, career paths, and career aspirations of female principals, a randomly selected sample of 120 female elementary, middle, and high school principals employed throughout the 134 school divisions in Virginia were surveyed using *The Administrator's Barrier-Strategy Inventory*. This survey contained questions related to the following five major categories: demographics (personal, educational, professional, and organizational); inhibiting factors (internal, interpersonal, socialization, sex discrimination, and organizational); facilitative strategies (professional, professional visibility, and personal); career paths, and career aspirations. Sixty-three percent ($n=76$) of the principals responded to the survey. Data for the six research questions were analyzed using descriptive statistics and content analysis. The findings are summarized as follows:

RQ: 1. What are the major inhibiting factors encountered by females in attaining and retaining a principalship? About 3.4% of elementary and 8% of middle school principals

(8%) felt that *personal anxieties about being a parent while pursuing a career* was a major internal barrier to their attaining a principalship. Over 3% of elementary principals also rated the *reluctance to take risks* as an internal barrier.

About 10.3% of elementary, 4% of middle, and 4.5% of high school principals considered the *lack of a professional network* as a major interpersonal inhibiting factor in their pursuit of the principalship. The *lack of a sponsor* was viewed by 10.3% of elementary and 8% of middle school principals as a major interpersonal barrier. Only one elementary principal considered the *lack of incentives* as a major interpersonal barrier and 4% of middle school principals also perceived the *lack of male/female role models* as a barrier in this category.

Twelve percent of middle and 4.5% of high school principals rated the *lack of administrative experience* as a major organizational barrier. Over 6% of elementary and 4% of middle school principals perceived the *lack of access to informal interactions* as a major inhibiting factor to their attainment of the principalship. Only two elementary principals rated *racial discrimination in hiring* as a major organizational barrier.

Time taken off to stay home with their children was considered a major socialization barrier by one elementary and two high school principals. Respondents from all three levels of the principalship rated *conflict with their spouse or significant other's career* as a major inhibiting factor in this category.

About 10.3% of elementary principals perceived a *negative attitude toward their gender* as a major sex discrimination barrier. Over 17% of elementary and 4.5% of high school principals also considered an *employer's negative attitude toward their gender in*

general as a major barrier. Sixteen percent of middle, 6.9% of elementary and 4.5% of high school principals believed that *sex discrimination in the hiring of administrators* existed. However, greater percentages of all principals perceived *exclusion from the "old boys/new girls" network* as the major sex discrimination barrier to career advancement. All levels of the principalship ranked *exclusion from the "old boys/new girls" network* as the number one inhibiting factor. A structural overview of inhibiting factors is represented in Figure 2.

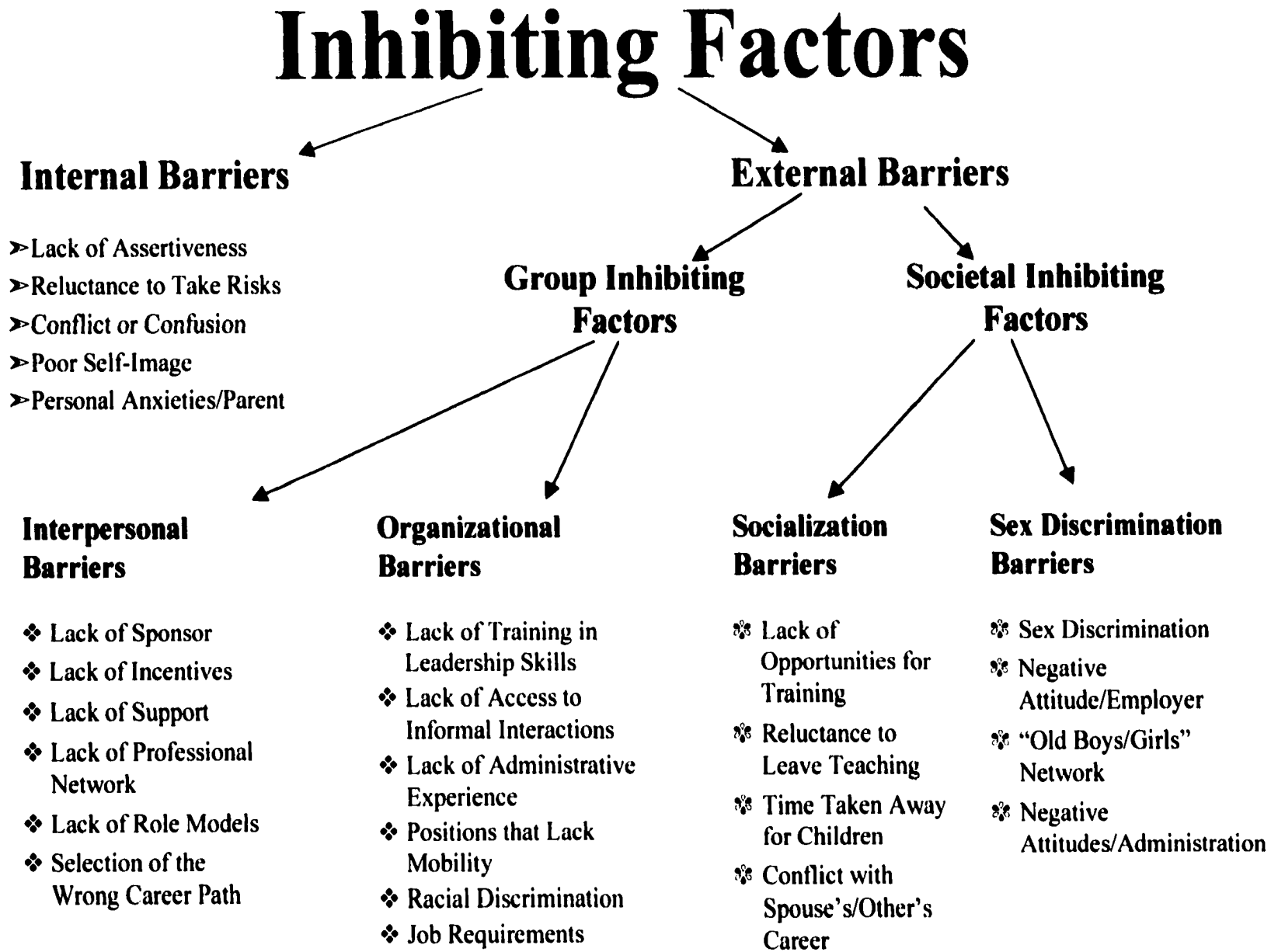


Figure 2. Structural overview of inhibiting factors.

RQ: 2. What are the major facilitative strategies used by females in attaining and retaining a principalship? The *obtainment of a mentor* was viewed by 48% of middle, 37.9% of elementary, and 13.6% of high school principals as a major professional facilitative strategy. Fifty percent of high school, 41.4% of elementary, and 36% of middle school principals rated *attending seminars and/or workshops* as a major factor in attaining a principalship.

Similar percentages of elementary, middle, and high school principals *participated in professional organizations*; likewise, 23.8% of high school, 26.1% of middle, and 24.1% of elementary principals *participated in community organizations*. Similar percentages of middle and high school principals *volunteered for committees* and over half of all elementary principals perceived this strategy as a major factor in their career advancement. In addition, *taking on extra jobs* was considered a major professional visibility strategy by 34.5% of elementary, 44% of middle, and 45.5% of high school principals.

The personal facilitative strategies of *promoting yourself, developing time management skills, using positive self-talk strategies, improving interviewing skills, and setting career goals and formulating a plan* were rated by the respondents from all three levels of the principalship as major facilitative strategies in the attainment of their present positions. *Volunteering for committees* was ranked as the number one facilitative strategy by elementary and middle school principals. It was ranked third by high school principals. *Attending seminars and/or workshops* was ranked first by high school principals. A structural overview of facilitative strategies is represented in Figure 3.

Facilitative Strategies

Professional Strategies

- Obtaining a Mentor
- Utilizing an “Old Boy/Girl” Network
- Attending Seminars/Workshops
- Obtaining a Doctorate
- Moving to Another District/City

Professional Visibility Strategies

- Participating in Professional Organizations
- Participating in Community Organizations
- Participating in Club Activities
- Volunteering for Committees
- Extra Jobs
- Participating in Internships

Personal Strategies

- Promoting Yourself
- Developing Time Management Skills
- Using Self-Talk Strategies
- Improving Interviewing Skills
- Setting Career Goals and Formulating a Plan

Figure 3. Structural overview of facilitative strategies.

RQ: 3. Are there differences among female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies used leading to the principalship? There were no statistically significant differences among female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies leading to the principalship.

RQ: 4. What are the differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies? There were no statistically significant differences among female principals relative to urbanicity regarding encountered inhibiting factors and facilitative strategies.

RQ: 5. What are the differences in career paths leading to the principalship among female elementary, middle, and high school principals in Virginia? Sixty percent of middle school principals followed a career path of teacher, assistant principal, and principal compared to 48.3% of elementary and 40.9% of high school principals. However, 44.8% of elementary, 40.9% of high, and 24% of middle school principals used career paths other than the ones listed on the survey.

RQ: 6. Are there differences in career aspirations among female elementary, middle, and high school principals in Virginia? The ultimate career aspiration of 11 out of 25 middle school principals or 44% was to stay in their present position compared to 31.8% of high and 34.3% of elementary principals.

Discussions of Findings

The findings of this study will be compared and contrasted with findings of other research related to women principals. However, research based solely on women leaders is

limited and any observations based on the research at this point must be viewed as working hypotheses and not well-founded conclusions.

Demographics

Elementary principals took off more time from work to care for their children, taught longer, had more experience in the principalship, and were not willing to move for purposes of career advancement. Elementary schools had a lower student enrollment and more students on free lunch than middle or high schools. Elementary principals also headed more urban schools than either middle or high school principals.

Middle school principals were younger, more often married, had the lowest percentage of children, and took off less time for other reasons compared to elementary or high school principals. They also earned less advanced degrees and more often headed rural schools compared to elementary or high school principals.

High school principals were the oldest group of respondents surveyed. They held more doctoral degrees, took more time off from work for other reasons, worked in more school districts, and were more racially diverse than elementary or middle school principals. High school principals were less satisfied to stay in their current position and over half of them were willing to relocate to further their career. High school principals also served more often than elementary or middle school principals as heads of suburban schools. This seems to contradict previous research. According to Angulo (1995), female secondary principals most often served in lower socio-economic urban, not suburban schools.

Inhibiting Factors

Elementary principals felt that *personal anxieties about being a parent while pursuing*

a career, reluctance to take risks, and conflict or confusion regarding their life goals were internal barriers to their attainment of the principalship. Middle school principals agreed with elementary principals that they had also encountered these same barriers. High school principals felt that they had only experienced *conflict or confusion regarding their life goals* as an internal inhibiting factor to their career advancement.

These inhibiting factors reinforce the idea that the preparation for women to secure a principalship is multifaceted. According to Gupton & Slick (1996), women must be prepared for additional challenges beyond what their male counterparts experience. Sacrifices relating to family responsibilities are not uncommon for women. Therefore, it is understandable that women would feel anxious and confused about how well they are balancing work and family.

Elementary principals considered *lack of a professional network, lack of a sponsor, and lack of incentives* as interpersonal barriers. Middle school principals agreed that the *lack of a professional network* and the *lack of a sponsor* were barriers to their career. They also perceived the *lack of male/female role models* as a major barrier. However, high school principals believed that the *lack of a professional network* was the only major interpersonal inhibiting factor that they had encountered in their pursuit of the principalship. Bonuso & Shakeshaft (1983) reviewed several studies related to these topics and concluded that the lack of support, too few sponsors, and the lack of a network did influence the underrepresentation of women in leadership positions.

Elementary principals perceived the *lack of access to informal interactions* and *racial discrimination in hiring* as major organizational barriers. Middle school principals agreed that the *lack of access* had been a barrier to their career advancement as well. A study of female

higher education administrators in Florida discussed the importance of having access to informal interactions. For example, they recalled examples of being excluded from informal gatherings or golf matches where important decisions were made (Stokes, 1984).

Middle and high school principals believed that the *lack of administrative experience* had been an inhibiting factor that they had encountered on the road to the principalship. High school principals had more varied career paths than elementary or middle school principals and, therefore, felt that additional experience was necessary to secure a principalship. Several elementary principals went directly to the principalship from the teaching ranks and did not perceive this factor as an important barrier. However, according to Hill & Ragland (1995), it has been reported that women have received letters of rejection for administrative positions and lack of experience has been cited as the main reason they were not hired.

Time taken off to stay home with their children was a major inhibiting factor for elementary and high school principals. All three levels of the principalship agreed that *conflict with their spouse or significant other's career* was a major inhibiting factor to their career advancement. The survey respondents in Gupton & Slick's (1996) study agreed that the balance between family and work is a difficult challenge for many women administrators. "Spending longer hours on the job, robbed of time and experience with children and husband, the aspiring women professional sacrifices her personal relationships to reach a top administrative position" (p. 5).

Reluctance to leave teaching was also a major barrier for most women principals. According to a quote from a study by Payne & Jackson (1978): "I never expected to be in the field of administration . . . I happened to have wanted to be just a teacher" (p. 7). Many

women are reluctant to leave a position they know in order to go into the unknown world of administration.

All three levels of the principalship believed that *sex discrimination in hiring and exclusion from the "old boy/new girl" network* were major inhibiting factors that they encountered in their pursuit of the principalship. Elementary principals also perceived a *negative attitude toward their gender* and an *employer's negative attitude toward their gender in general* as sex discrimination barriers. High school principals also agreed with the elementary principals that an *employer's negative attitude toward their gender in general* had been a barrier that they had encountered as well. Even though more and more women are becoming educational leaders, sex and gender discrimination still seem to exist.

Facilitative Strategies

All three levels of the principalship viewed the *obtainment of a mentor and attendance at seminars and/or workshops* as major professional strategies. High school principals viewed the *obtainment of a doctorate and moving to another city or district* to pursue their career as important facilitative strategies. In addition, middle school principals viewed their use of the *"old boys/girls" network* as a major professional strategy.

Elementary, middle, and high school principals believed that *participating in professional and community organizations, volunteering for committees, and taking on extra jobs in their districts* were effective professional visibility strategies. *Participation in internships* was not considered important because so few internships have been available for women. A survey by Erickson & Pitner (1980) of female educational administrators regarding professional strategies advised women to "dialogue with male coworkers, make

opportunities to speak, build a network of contact, find a mentor, and increase their visibility to achieve the success they are seeking" (p. 7).

All three levels of the principalship *promoted themselves, used positive self-talk strategies, improved interviewing skills, and set career goals and formulated a plan of action.* All personal strategies listed on *The Administrator's Barrier-Strategy Inventory* were considered major facilitative strategies that aspiring administrators needed to utilize when advancing their careers.

Career Paths

Elementary, middle, and high school principals followed similar and diverse paths to their current positions. However, certain career path patterns relating to each level of the principalship did emerge. Most middle school principals went from teaching to the assistant principalship, and then to the principalship. This is considered by many as the typical path to advancement (Gaertner, 1981). Over 44% of elementary and 40.9% of high school principals did not follow this same path. Thirty-one percent out of the 44% of elementary principals that followed other career paths went directly from teaching to the principalship and 15% went into central office supervision prior to the principalship. Since the assistant principal position is not always part of the elementary administrative structure, fewer women are able to obtain this position prior to the principalship.

More often, high school principals worked at the district level as an administrator prior to their principalship. It seems that high school principals felt or needed more experience in various positions before becoming a principal. This is also revealed in the high school principals' belief that the lack of administrative experience could be an inhibiting factor for

some women aspiring to the principalship.

Career Aspirations

The career aspiration of the majority of middle school principals was to stay in their current position as principal. Elementary principals also seemed to be satisfied in the principalship. This belief was reinforced by a majority of elementary principals unwillingness to relocate for advancement purposes. Middle school principals aspired to various positions in the field of education. They were most interested in working as an instructor at the college level or as an administrator/supervisor at the central office level. High school principals were the least satisfied in their current position as principal and aspired more often than elementary or middle school principals to the superintendency as their ultimate career goal. This further explains why half of the high school respondents were willing to relocate in order to further their career advancement.

Conclusions

In spite of promising statistics in the number of women currently holding leadership positions, equal opportunities for career advancement are still hampered by certain internal and external barriers. As a necessary step to even greater success, these barriers need to be examined to find paths around these obstacles. The female respondents of the study have used different paths around these barriers. They have used effective facilitative strategies to obtain and retain their positions as principals. This is true for principals of all levels-- elementary, middle, and high school.

One surprising result of the study was the ranking of *exclusion from the "old boys/new girls" network* as the top inhibiting factor encountered by principals in their pursuit of the

principalship. Since more and more women have made inroads into the field of educational leadership, this researcher originally believed that sex discrimination was no longer the barrier it had been in the past. This particular inhibiting factor was also unique because it was the only factor listed as both a barrier and a strategy on *The Administrator's Barrier-Strategy Inventory*. Only middle school principals believed that their use of the "old boy/new girl" network was a major facilitative strategy. It was not clear why some middle school principals perceived the use of or the lack of this network as both a barrier and a strategy.

Another question raised by the female principals related to their ratings of inhibiting factors and facilitative strategies. A higher percentage of principals ranked the barriers encountered as minor, whereas, the facilitative strategies used were viewed as major and important to their career advancement. Were the inhibiting factors viewed by the majority of principals as minor because times have truly changed for women or because an overwhelming majority of principals used facilitative strategies to overcome these barriers?

One explanation could be that since these principals have been successful in obtaining a leadership position, perhaps in spite of these barriers, they may have perceived that they have overcome barriers and, therefore, viewed them as less important roadblocks to advancing their careers. How would unsuccessful women aspiring to the principalship view these barriers? How well would they have rated the facilitative strategies listed as effective tools for overcoming these inhibiting factors?

There were no statistically significant differences among elementary, middle, and high school principals related to their school level or urbanicity concerning inhibiting factors encountered and facilitative strategies used in their pursuit of the principalship. However,

differences were noted in relation to career paths used by elementary, middle, and high school principals.

Several different career path patterns were noted by female principals. Several elementary principals went directly from teaching to the principalship, whereas, middle and high school principals followed other paths. A majority of middle school principals used the common path of teacher, assistant principal, and principal compared to elementary or high school principals. High school principals had more varied career paths and believed that experience was needed in order to obtain this level of the principalship. Additionally, all the principals pursued graduate degrees as the single most common option after their experience as classroom teachers.

There were also differences among elementary, middle, and high school principals regarding their ultimate career goals. Middle school principals were the most satisfied to stay in their present positions. However, over a third of elementary principals were also content to stay in their current positions. Additionally, two-thirds of elementary principals were not willing to relocate to advance their career. Past research has viewed the elementary principalship as a dead-end job and the position with the least upward mobility (Pavan & D'Angelo, 1990; Shakeshaft, 1987). However, according to the elementary principals surveyed, many were satisfied and did not aspire to a higher position. Is the elementary principalship truly a dead-end job or do elementary principals just prefer to stay in this position?

The results of the study answered many questions about the differences among elementary, middle, and high school principals regarding encountered inhibiting factors and

facilitative strategies used in the pursuit of the principalship. Differences in career paths and career aspirations were also noted. However, each question answered raises additional questions that would be ideal for future study.

Recommendations for Future Research

1. A replication of this study should be undertaken in order to compare male and female elementary, middle, and high school principals regarding encountered inhibiting factors and facilitative strategies used, career paths followed, and aspired career goals in the pursuit of the principalship.
2. Similar studies should be done with female administrative aspirants currently enrolled in college preparation classes to determine their perceptions of inhibiting factors that could impede the career advancement of women.
3. A study of unsuccessful female administrative applicants might offer insight into other potential inhibiting factors.
4. A study of recruitment, screening, and application practices in public schools could also highlight the reasons women are still underrepresented in the field of educational administration.
5. A study of the types of college preparation, mentoring, and networking that are the most effective for female administrative aspirants could be investigated.

Appendix A
Correspondence to Principals in the Sample

Beverly T. Chappell

11810 Old Stage Road, Petersburg, Virginia 23805

May 2000

(Inside Address)

(Transmittal Letter)

Dear (Principal),

I am presently conducting a study on female elementary, middle and high school principals in the Commonwealth of Virginia in order to complete my Ph.D. degree requirements. The study will focus on the inhibiting factors encountered and the facilitative strategies used in your pursuit of a principalship. This information will provide guidance and support to aspiring female principals who might find themselves similarly situated.

Your honest response, as a principal, to the enclosed questionnaire would be most helpful in securing the information needed to complete this study. It will take about 30 minutes of your time to complete the questionnaire. As a former principal, myself, I know how valuable your time is to you. However, the questions can be addressed with mostly short responses. I will need to have the completed questionnaire returned to me in the enclosed stamped, self-addressed envelope by _____, 2000.

To protect the anonymity of the school divisions and individuals, no name or code will be used on any questionnaire. A coded postcard is attached to each survey and you are asked to mail the postcard separately so that I can track who has responded to the survey without compromising the confidentiality of the study's participants. I will be the only person with access to the code list.

The questions on the survey require experience as a principal. Therefore, phone calls were made prior to the sending of this survey, so only female principals with at least three years of experience are included in the project.

If you have any questions regarding this study, please feel free to contact me at 804/861-4777 or my dissertation chairperson, Dr. James Stronge of The College of William & Mary, at 757/221-2339. To receive a summary of the survey results, check the appropriate box on the enclosed postcard or contact me directly by phone. Your participation, of course, is voluntary and there is no penalty for non-response to the survey as a whole or any specific question on it, but I do hope you will take the time to respond. Please accept my sincere thanks for your assistance in this endeavor.

Sincerely,

Beverly T. Chappell
Doctoral Candidate
The College of William & Mary

(postcard sent with transmittal letter.)

Code: _____

I have completed *The Administrator's Barrier-Strategy Inventory* and have put it in the mail.

Please check the appropriate box.

I would like a copy of the results of this study.

I do not need a copy of the results of this study.

(Postcard sent as reminder to return questionnaire.)

Reminder

Dear Principal,

This is a reminder that I have not received the survey that I mailed to you several weeks ago. If you have already completed and returned it to me, please accept my sincere thanks. If not, please respond today.

If by chance you did or receive the survey or it was misplaced, please contact Beverly Chappell at (804) 861-4777.

Thank you.

Appendix B
Questionnaire

The Administrator's Barrier-Strategy Inventory

Part I

1. Age _____ Years
2. Marital Status (Circle number)
 - 1- Married
 - 2- Never Been Married
 - 3- Divorced
 - 4- Widowed
3. Number of children (If none, write 0) _____
4. If you have children, how long did you take off from your educational career (teaching or administrative) to stay home with them?
 - _____ Years
 - _____ Months
 - _____ Weeks
 - _____ Took no time off
5. Other than the time you might have taken off to stay home with your children, have you taken any other time off away from your educational career? (Circle number)
 - 1- Yes
 - 2- No
 If yes, how long?
 - _____ Years
 - _____ Months
6. Racial Ethnicity (Circle number)
 - 1- White
 - 2- Native American (American Indian)
 - 3- African American
 - 4- Hispanic
 - 5- Asian American
 - 6- Other (Please specify) _____

7. Educational level upon appointment to first principalship (If your present principalship is also your first principalship, do not answer this question. Go on to question 8.)
(Circle number)

- 1- Bachelor's
- 2- Bachelor's + 16
- 3- Bachelor's + 32
- 4- Master's
- 5- Master's + 16
- 6- Master's + 32
- 7- Doctorate

8. Present Educational Level (Circle number)

- 1- Bachelor's
- 2- Bachelor's + 16
- 3- Bachelor's + 32
- 4- Master's
- 5- Master's + 16
- 6- Master's + 32
- 7- Doctorate

9. In the blank, write the number of degrees held in each category upon appointment to first principalship. (If your present principalship is also your first principalship, do not answer this question, answer question 10.)

_____ Bachelor's

_____ Master's

_____ Specialist's

_____ Doctorate

10. In the blank, write the number of degrees presently held in each category.

_____ Bachelor's

_____ Master's

_____ Specialist's

_____ Doctorate

11. _____ Number of years teaching

12. _____ Number of years as a principal

13. What is the number of districts in which you have been employed as either a teacher or administrator? _____

(Continue on next page)

14. Would you relocate for purposes of career advancement? (Circle number)
- 1- Yes
2- No
15. Level of current principalship (Circle number)
- 1- Elementary School
2- Middle School
3- High School
16. Number of students presently enrolled in your school _____
17. Racial composition of your students (e.g., 50% Hispanic, 10% African American, 40% White) _____
18. Percentage of students on free or reduced lunch (Fill in percentage. If not applicable, check "not applicable.")
- _____ % On free or reduced lunch
- _____ Not applicable
19. How would you classify your current school? (Circle number)
- 1- Urban
2- Suburban
3- Rural
20. What career path have you followed in obtaining your first principalship? (Circle number)
- 1- Teacher, assistant principal, principal
2- Teacher, central office administrator/supervisor, principal
3- Teacher, guidance counselor, principal
4- Other (If the career path you used was different from those listed above, please specify.) _____
21. Have you ever served as a principal on a different level from your current position? (Circle number)
- 1- Yes
2- No
- If yes, please specify _____
22. Specify ultimate career aspiration (May include present position).
- _____

Listed below are some of the inhibiting factors other administrators have indicated they faced while pursuing an administrative position. Please circle the number that most closely represents your experience regarding encountered barriers.

Part II

0 = This was NOT an inhibiting factor that I experienced.

1 = This was somewhat an inhibiting factor.

2 = This was a minor inhibiting factor.

3 = This was a major inhibiting factor.

23- Lack of assertiveness or self-confidence	0	1	2	3
24- Lack of training in leadership skills	0	1	2	3
25- Lack of a sponsor	0	1	2	3
26- Lack of incentives	0	1	2	3
27- Lack of access to informal interactions	0	1	2	3
28- Lack of opportunities for training	0	1	2	3
29- Lack of support or encouragement from peers or family	0	1	2	3
30- Lack of a professional network	0	1	2	3
31- Lack of administrative experience	0	1	2	3
32- Lack of male/female role models	0	1	2	3
33- Reluctance to take risks	0	1	2	3
34- Reluctance to leave teaching	0	1	2	3
35- Time taken away from career to stay home with children	0	1	2	3
36- Conflict or confusion regarding life goals	0	1	2	3
37- Selecting the wrong career path	0	1	2	3
38- Stuck in positions that do not provide opportunities for mobility	0	1	2	3
39- Poor self-image	0	1	2	3
40- Racial discrimination in hiring	0	1	2	3

(Continued on next page)

- | | | | | |
|--|---|---|---|---|
| 41- Conflict with spouse's or significant other's career | 0 | 1 | 2 | 3 |
| 42- Personal anxieties about being a parent while pursuing a career | 0 | 1 | 2 | 3 |
| 43- Sex discrimination in hiring | 0 | 1 | 2 | 3 |
| 44- Employer's negative attitude toward your sex in general | 0 | 1 | 2 | 3 |
| 45- Exclusion from "old boys/new girls" network | 0 | 1 | 2 | 3 |
| 46- Negative attitudes toward your sex in administrative positions | 0 | 1 | 2 | 3 |
| 47- Job requirements that eliminate eligibility | 0 | 1 | 2 | 3 |
| 48- You found your climb to the principalship relatively barrier-free | 0 | 1 | 2 | 3 |
| 49- Please describe other barriers you encountered. (Use the back page of this survey for additional space.) | | | | |

Listed below are some facilitative strategies other administrators have indicated they used to achieve administrative positions. Please circle the number that most closely represents strategies that you have used in pursuit of an administrative position.

Part III

- 0 = This is NOT a facilitative strategy that I have used.
- 1 = This is somewhat of a facilitative strategy.
- 2 = This is a minor facilitative strategy.
- 3 = This is a major facilitative strategy.

- | | | | | |
|--|---|---|---|---|
| 50- Obtained a mentor | 0 | 1 | 2 | 3 |
| 51- Participated in professional organizations (NASSP, NEA, etc.) | 0 | 1 | 2 | 3 |
| 52- Participated in community organizations (Scouts, Church, etc.) | 0 | 1 | 2 | 3 |
| 53- Participated in club activities (Tennis, Golf, etc.) | 0 | 1 | 2 | 3 |
| 54- Volunteered for committees | 0 | 1 | 2 | 3 |

- 55- Took on extra jobs in the district 0 1 2 3
- 56- Participated in internships 0 1 2 3
- 57- Promoted yourself 0 1 2 3
- 58- Developed time management skills to balance family and career 0 1 2 3
- 59- Used positive self-talk such as "I know I am good and that I can do this" 0 1 2 3
- 60- Utilized an "old boy/new girl" network 0 1 2 3
- 61- Attended seminars and/or workshops for aspiring administrators 0 1 2 3
- 62- Obtained a doctorate 0 1 2 3
- 63- Improved interviewing skills 0 1 2 3
- 64- Set career goals and formulated a plan of action 0 1 2 3
- 65- Moved to another district or city for an administrative position 0 1 2 3
- 66- Please describe other strategies you used. (Use the back of this survey for additional space.)

This concludes the survey. Thank you for your cooperation and professionalism in taking the time to complete this survey. Your input will serve as a valuable resource for aspiring administrators. Please drop the postcard in the mail to indicate that you have completed the survey and check the appropriate box if you would like to receive a summary of the research results. Return this survey separately using the enclosed self-addressed, stamped envelope to:

Beverly Chappell
11810 Old Stage Road
Petersburg, Virginia 23805
804/861-4777

Appendix C
Copyright Permission Form

Avondale Elementary School

126

Dr. Janet Beason, Principal
Mrs. Linda Wemple, Assistant Principal
45 South 3rd Avenue Avondale, AZ 85323
623-772-5100

June 15, 2000

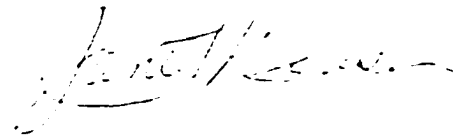
Beverly T. Chappell
The College of William & Mary
Williamsburg, Virginia 23187

Dear Ms Chappell,

You have my permission to use the Administrator's Barrier-Strategy Inventory for your research. I am pleased that it will be ideal for your study.

The best of luck with your dissertation at the College of William and Mary. If you have any questions, feel free to call me at 623-772-5105. My address has changed to 10914 W. Almeria Rd., Avondale AZ 85323.

Sincerely,



Janet Beason, Ed. D.



Verbal permission was received prior to data analysis.

References

- Adkison, J. A. (1981, Fall). Women in school administration: A review of the research. Review of Educational Research, 51(3), 311-343.
- American Association of School Administrators. (1950). Public relations for America's schools. Washington, DC: Author.
- Angulo, A. H. (1995). Differences between male and female principals in terms of demographics, perceived barriers encountered and strategies used in the pursuit of the principalship. Doctoral dissertation, University of Nevada, 1995). Dissertation Abstracts International (UMI Microform, 9537097).
- Baltzell, D. C., & Dentler, R. A. (1983). Selecting American school principals: A sourcebook for educators. Washington, DC: National Institute of Education.
- Beason, J. H. (1992). Identification of career barriers faced and professional strategies used by female secondary school principals. (Doctoral dissertation, Arizona State University, 1992). Dissertation Abstracts International, 53, 668A.
- Betz, N. E., & Fitzgerald, L. F. (1987). The career psychology of women. Orlando, FL: Academic.
- Bonn, M. (1974). An American paradox. American Education, 10(9), 24-28.
- Bonusco, C., & Shakeshaft, C. (1983). The gender of secondary school principals. Integrated Education, 21(6), 143-146.
- Borg, W. R., & Gall, M. D. (1989). Educational research: An introduction. White Plains, NY: Longman.
- Bowman, M. D. (1987). Characteristics of the woman secondary school principal in

California. (Doctoral dissertation, University of Southern California, 1987). Dissertation Abstracts International, 43, 3014A.

Burstyn, J. N. (1980). Historical perspectives on women in educational leadership. In S.K. Biklen & M. B. Brannigan (Eds.), Women and educational leadership (pp.65-75). Lexington, MA: D. C. Heath.

Butts, F., & Cremin, L. L. (1953). A history of education in American culture. New York: Holt.

Callahan, R. E. (1962). Education and the cult of efficiency. Chicago: University of Chicago Press.

Campbell, M. V. (1984). A study of perceived barriers and strategies to career advancement for selected female school administrators in Indiana. (Doctoral dissertation, Indiana University, 1984). Dissertation Abstracts International, 46, 306A.

Carlson, J. R. (1986). Teachers' perceptions of the competency of female versus male elementary school principals. (Doctoral dissertation, Brigham Young University, 1986). Dissertation Abstracts International, 47, 724A.

Carlson, R. O., & Schmuck, P. A. (1981). The sex dimension of careers in educational management: Overview and synthesis. In P. A. Schmuck, W. W. Charters, Jr., & R. O. Carlson (Eds.), Educational policy and management: Sex differentials (pp. 117-130). New York: Academic Press.

Chamberlain, L. M., & Meece, L. E. (1937, March). Women and men in the teaching profession. Bulletin of the Bureau of School Service, University of Kentucky, 9(3).

Chen, M. & Addi, A. (1992). Principals' gender and work orientation of male and

female teachers. (Report No. SP 033 832). San Francisco, CA: American Educational Research Association. (ERIC Document Reproduction Service No. ED 346 071).

Choy, S. P., Henke, R. R., Alt, N. M., Medrich, E. A., MPR Associates, Inc., Bobbitt, S. A. (1993). Schools and staffing in the United States: A statistical profile, 1990-1991. Washington, DC: National Center for Education Statistics, U.S. Department of Education.

Cibik, R. S. (1957). The personal, social, and professional backgrounds and the duties and responsibilities of women high school principals in the United States. (Doctoral dissertation, University of Pittsburgh, 1957). Dissertation Abstracts, 17, 2186.

Clement, J. P. (1975). Sex bias in school leadership. Evanston, IL: Integrated Education Associates.

Clifford, G. J. (1989). Man/Woman/Teacher: Gender, family, and career in American educational history. In D. Warren (Ed.), American teachers: Histories of a profession at work. (pp. 293-343). New York: Macmillan.

Coffin, G. C., & Eckstrom, R. B. (1979). Roadblocks to women's careers in educational administration. (pp.53-63). Washington, DC: National Association for Women Deans, Administrators, and Counselors.

Crandall, K. W. & Reed, D. B. (1986). Career patterns of female administrators in public schools. (Report No. EA 018 681). San Francisco, CA: American Educational Research Association. (ERIC Document Reproduction Service No. ED 272 965).

Database. (1994, July 11). U. S. News and World Report, 12.

Dill, N. W. (1987). Tennessee's male and female secondary principals: A comparison

of demographic and career factors. (Doctoral dissertation, Tennessee State University, 1987).
Dissertation Abstracts International, 48, 2771A.

Doud, J. L. (1989a). The K-8 principal in 1988. Alexandria, VA: National Association of Elementary School Principals.

Doud, J. L. (1989b). The K-8 principal in 1988. Principal, 68(3), 9-16.

Doud, J. L., & Keller, E. P. (1998). The K-8 principal in 1998: A ten-year study of the National Association of Elementary Principals, Alexandria, VA: National Association of Elementary Principals, 1998.

Edson, S. K. (1981). "If they can, I can": Women aspirants in administrative positions in public schools. In P. A. Schmuck, W. W. Charters, Jr., & R. O. Carlson (Eds.), Educational policy and management: Sex differentials (pp. 169-185). New York: Academic Press.

Educational Research Service. (1981). Survey: Attitudes toward women as school district administrators. Arlington, VA: American Association of School Administrators.

Education USA. (September, 1988). White males dominate administrator ranks, 9.

Erickson, K. A., & Pitner, N. J. (1980, December). The mentor concept is alive and well. NASSP Bulletin, pp. 8-13.

Fleming, K. A. (1991, Fall). Mentoring, is it the key to opening doors for women in educational administration? Education Canada, 27-33.

Fowler, A. H. (1982, Spring). Mentoring relationships and the perceived quality of the academic work environment. Journal of National Association for Women Deans, Administrators, and Counselors. 45(3), 77-83.

Gaertner, K. N. (1981). Administrative careers in public school organizations. In P. A. Schmuck, W. W. Charters, Jr., & R. O. Carlson (Eds.), Educational policy and management: Sex differentials (pp.199-217) New York: Academic Press.

Gardner, M. J. (1991). A comparison of gender-related factors perceived as contributing to career advancement and factors perceived as barriers to career advancement between aspiring and practicing educational administrators. (Doctoral dissertation, University of Denver, 1991). Dissertation Abstracts International, 52, 1590A.

Gibson, F. C. (1992). A profile of Hispanic women administrators in New Jersey public schools: Their entry and retention in educational administration. (Doctoral dissertation, Temple University, 1991). Dissertation Abstracts International, 54, 3277A.

Gips, C. J. (1989, November). Women's ways: A model for leadership in democratic schools. Paper presented at the annual conference of the National Council of States on Inservice Education. San Antonio, TX.

Glesne, C., & Peshkin, A. (1992). Becoming qualitative researchers: An introduction. White Plains, NY: Longman.

Goering, L. A. (1987). Effect of training on attitudes toward women managers. (Report No. CE 048 441). Washington, DC: American Association for Adult and Continuing Education. (ERIC Document Reproduction Service No. ED 287 013).

Grant, G. P. (1988). Female employment disparities in West Virginia education administration: Why they exist. (Doctoral dissertation, West Virginia University, 1988). Dissertation Abstracts International, 49, 3216A.

Gribskov, M. (1980). Feminism and the woman school administrator. In S.K. Biklen &

M. B. Brannigan (Eds.). Women and educational leadership (pp.77-91). Lexington, MA: D. C. Heath.

Gross, N., & Trask A. E. (1976). The sex factor and the management of schools. New York, NY: John Wiley & Sons.

Gupton, S. L., & Slick, G. A. (1996). Highly successful women administrators. Thousand Oaks, CA: Sage Publications.

Hansot, E., & Tyack, D. (1981). The dream deferred: A golden age for women school administrators (Policy Paper No. 81-C2). Stanford University, Institute for Research on Educational Finance and Government.

Haven, E. W., Adkinson, P. D., & Bagley, M. (1980). Women in educational administration: The principalship. Annandale, VA: JWK International Corporation.

Hill, M. S., & Ragland, J. C. (1995). Women as educational leaders: Opening windows, pushing ceilings. Thousands Oaks, CA: Sage Publications.

Jones, E. H., & Montenegro, K. P. (1982). Climbing the career ladder: A research study of women in school administration. Arlington, VA: American Association of School Administrators. (ERIC Document Reproduction Service No. ED 220 984).

Kanter, R. M. (1977). Men and women of the corporation. New York: Basic Books.

Kleiman, C. (1980). Women's networks. New York: Lippincott and Crowell Publishers.

Luna, G. & Cullen, D. (1990). An ethnographic comparison of mentoring functions for women in academe and business. (Report No. HE 023 737). Boston, MA: American Educational Research Association. (ERIC Document Reproduction Service No. ED 322 817).

Marshall, C. (1984). Men and women in educational administration programs. Journal of the National Association for Women Deans, Administrators, and Counselors, 48(1), 50-58.

Martin, J. A., & Grant, G. P. (1990, November). Sex discrimination in West Virginia. Principal, 40.

Mason, W. (1961). The beginning teacher. Washington, DC: U. S. Government Printing Office.

Matheny, P. H. P. (1973). A study of the attitudes of selected male and female teachers, administrators and board of education presidents toward women in educational administrative positions. (Doctoral dissertation, Northwestern University, 1973). Dissertation Abstracts International, 34, 2976A.

McCarthy, M., Kuh, G. D., Newell, L., & Iacona, C. M. (1988). Under scrutiny: The educational administration professoriate. Tempe, AZ: University Council for Educational Administration.

McNeer, E. J. (1983, Fall). Two opportunities for mentoring: A study of women's career development in higher education administration. Journal of National Association for Women Deans, Administrators, and Counselors, 47(1), 70, 76.

Melder, K. E. (1972, Fall). Woman's high calling: The teaching profession in America, 1830-60. American Studies, 19-32.

Mims, N. G. (1992, November). Can women aspiring to administrative positions break the glass ceiling? Paper presented at the annual conference of the Southern Regional Council on Educational Administration, Atlanta, GA.

Montenegro, X. (1993). Women and racial minority representation in school

administration. American Association of School Administrators.

Moore, S. E. (1977). Opportunities for women administrators in the field of public school administration in the New Jersey counties of Cumberland, Hunterdon, and Passaic. (Doctoral dissertation, Rutgers University, 1977). Dissertation Abstracts International, 37, 7451A.

Moore, K. M., & Sagaria, M. A. (1981, Winter). Women administrators and mobility: The second struggle. Journal of National Association for Women Deans, Administrators, and Counselors, 44(2), 28-35.

Natale, J. A. (1992, December). Up the career ladder. Executive Educator, 16-23.

National Education Association (1942). Marriage as related to eligibility. NEA Research Bulletin, 20(2), 60-62.

National Education Association (1973). 26th biennial salary and staff survey of public-school professional personnel. Washington, DC: NEA.

Negrone, P. J. (1992). Landing the big one. Executive Educator, 21-23.

Oliver, L. W. (1974). Achievement and affiliation motivation in career-oriented and home-making oriented college women. Journal of Vocational Behavior, 4(3), 275-281.

Ortiz, F. I. (1982). Career patterns in education: Women, men and minorities in public school administration. South Hadley, MA: J. F. Bergin.

Pacheco, B. A. (1982). Barriers to advancement in educational administration as perceived by women administrators. (Doctoral dissertation, University of the Pacific, 1982). Dissertation Abstracts International, 43, 1377A.

Paddock, S. C. (1981). Male and female career paths in school administration. In P.

A. Schmuck, W. W. Charters, Jr., & R. O. Carlson (Eds.), Educational policy and management: Sex differentials (pp. 187-198). New York: Academic Press.

Pavan, B. N., & D' Angelo, J. M. (1990). Gender differences in the career paths of aspiring and incumbent educational administrators (Report No. EA 022 046). Boston, MA: American Association. (ERIC Document Reproduction Service No. ED 321 393).

Payne, N. J., & Jackson, B. L. (1978). Status of black women in educational administration. Emergent Leadership: Focus on Minorities and Women in Educational Administration, 2(3), 1-15.

Pellicer, L. O., Anderson, L. W., Keefe, J. W., Kelly, E. A., & McCleary, L. E. (1988). High school leaders and their schools (Vol. I). Reston, VA: National Association of Secondary School Principals.

Pharis, W. L., & Zakariya, S. B. (1979). The elementary school principalship in 1978: A research study. Arlington, VA: National Association of Elementary School Principals.

Poll, C. (1979, August). It's a good job for a women (and a man): Why males and females choose to be elementary school teachers. Paper presented at the annual meeting of the American Sociological Association. Boston.

Porat, K. L. (1985, December). The woman in the principal's chair in Canada. Phi Delta Kappan, 297-300.

Radick, P. A. (1992). Access and entry to the public school superintendency in the state of Washington: A comparison between men and women. (Report No. EA 023 939). San Francisco, CA: American Educational Research Association. (ERIC Document Reproduction Service No. ED 345 352).

Reynolds, B., & Elliott, B. (1980). Differences between men and women in their aspirations for careers in educational administration. Unpublished manuscript.

Russell, R. J. & Wright, R. L. (1990). Visible minorities and women in educational leadership: A report of research in progress. (Report No. EA 023 394). Ottawa, Ontario: Canadian Council for Multicultural and Intercultural Education. (ERIC Document Reproduction No. ED 337 867).

Sapiro, V. (1990). Women in American society. Mountain View, CA: Mayfield.

Schmuck, P. (1975). Sex differentiation in public school administration. Arlington, VA: National Council of Women in Educational Administration.

Schmuck, P. A. (1976). Sex differentiation in public school administration. Dissertation Abstracts International, 36, 5191A. (University Microfilms No. 76 5204).

Schneider, A. M. (1991). Mentoring women and minorities into positions of educational leadership: Gender differences and implications for mentoring. (Report No. EA 022 937). Houston, TX: National Council of States on Inservice Education. (ERIC Document Reproduction Service No. ED 448843).

Sexton, P. C. (1973). The feminized male. In C. S. Stall, (Ed.) Sexism: Scientific debates. Reading, MA: Addison-Wesley.

Shakeshaft, C. (1987). Women in educational administration. Newbury Park, CA: Sage Publications.

Shakeshaft, C. (1989). Women in educational administration. Newbury Park, CA: Sage Publications.

Sklar, K. K. (1991). Catherine Beecher: Transforming the teaching profession. In L.

K. Kerber & J. S. DeHart (Eds.), Women's America (pp. 171-178). New York: Oxford University.

Solomon, B. M. (1985). In the company of educated women: A history of women and higher education in America. New Haven, CT: Yale University Press.

Stern, M. (1973). An insider's view of the teacher's union and women's rights. Urban Review, 6(5), 46-49.

Stokes, M. J. (1984). Organizational barriers and their impact on women in higher education. Washington, DC: National Association for Women Deans, Administrators, and Counselors.

Swoboda, M. J., & Millar, S. B. (1986). Networking-mentoring: Career strategy of women in academic administration. Journal of the National Association for Women Deans, Administrators, and Counselors, 50(1), 8-12.

Tabin, Y. & Coleman, P. (1991). Joining the old boys club? Women's careers as school principals in British Columbia, Canada, 1980 to 1990. (Report No. EA 023 040). Chicago, IL: American Educational Research Association. (ERIC Document Reproduction Service No. ED 332 371).

Tashkandi, S. M. (1991). Comparing leadership thinking styles of male and female secondary school principals. (Doctoral dissertation, University of Connecticut, 1971). Dissertation Abstracts International, 52, 2363A.

Truesdale, V. P. (1988). Employment practices and procedures which result in high percentages of women in secondary school principalships. (Doctoral dissertation, University of South Carolina, 1988). Dissertation Abstracts International, 49, 2889A.

Tyack, D. B. (1967). Turning point in American educational history. Waltham, MA: Blaisdell.

Tyack, D. (1974). The one best system: A history of American urban education. Cambridge, MA: Harvard University Press.

Valentine, J. W., Clark, D. C., Irvin, J. L., Keefe, J. W., & Melton, G. (1993). Leadership in middle level education: A national survey of middle level leaders and schools (Vol.I). Reston, VA: National Association of Secondary School Principals.

Virginia Department of Education. (November 12, 1999). School divisions. Retrieved on January 21, 2000 from the World Wide Web:<http://www.pen.k12.va.us/VDOE/dbpubs/doedir/EA/sa001.html>

Warren, P. B. (1990). Massachusetts female public school administrators and their professional development. (Doctoral dissertation. Boston University, 1990). Dissertation Abstracts International, 51, 51A.

Weber, M. B., Feldman, J. R., & Poling, E. C. (1981, January). Why women are underrepresented in educational administration? Educational Leadership, 320-322.

Whitaker, K. S., & Lane, K. (1990, November). What is "a woman's place" in educational administration? The Education Digest, 12-15.

Williams, P. J. (1977). Career aspirations of selected women teachers as related to their perceptions of the chances of success in becoming a school administrator. (Doctoral dissertation, University of Northern Colorado, 1977). Dissertation Abstracts International, 38, 4507A. (University Microfilms No. 77 30880).

Witte, S. (1980, December). How do I get the job now that I'm educated? NASSP

Bulletin, 39-41.

Yeakey, C. C., Johnston, G. S., & Adkison, J. A. (1986). In pursuit of equity: A review of research on minorities and women in educational administration. Educational Administration Quarterly, 22(3), 110-149.

Young, B. (1990). Chance, choice, and opportunity in the careers of four women educators. (Report No. EA 022 272). Victoria, British Columbia: Canadian Society for Studies in Education. (ERIC Document Reproduction Service No. ED 323 668).

Vita**Beverly Toombs Chappell**

Birthdate: January 12, 1955

Birthplace: Petersburg, Virginia

Education:

1991-1994 **The College of William and Mary**
Williamsburg, Virginia
Ed.S. in Educational Administration

1986-1988 **Virginia Commonwealth University**
Richmond, Virginia
M.Ed. in Reading

1975-1976 **Virginia Commonwealth University**
Richmond, Virginia
B.S. in Elementary Education

1973-1975 **Richard Bland College**
Petersburg, Virginia
A.A. Associate in Arts