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## A comparison of the career paths of men and women qualified for school administration from the University of Northern Iowa, 1975-80

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## A comparison of the career paths of men and women qualified for school administration from the University of Northern Iowa, 1975-80

### Abstract

Career paths and attitudes of school administrators have been fairly well documented over the last quarter of a century (Carlson, 1972; Hemphill, Griffiths & Frederikson, 1962; Barter, 1959). These studies have focused on men, since they dominate the field of school administration. The most recent nationwide data available (1972-73), from NEA's 26th Biennial Survey, show that men represented 80.4% of the elementary principals, 97.1% of the junior high school principals, 98.6% of all high school principals, and 99.9% of superintendents in the United States. The number of men in school administration has increased constantly from 1955 when men represented only 45% of the elementary school principals (Appendix I - Parris and Banks, 1979). The statistics for Iowa over a five year period from 1975-80 (Appendix II - DPI, 1980), show that the percentage of women administrators in Iowa is even less than the rest of the nation.

A COMPARISON OF THE CAREER PATHS OF MEN AND WOMEN  
QUALIFIED FOR SCHOOL ADMINISTRATION FROM THE  
UNIVERSITY OF NORTHERN IOWA, 1975-80

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A Research Paper  
Presented to  
Department of School Administration and Personnel Services  
University of Northern Iowa

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In Partial Fulfillment  
of the Requirements of the Degree  
Master of Arts in Education

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by  
Nel Little  
April 1981

This Research Paper by: Nel Little

Entitled: A COMPARISON OF THE CAREER PATHS OF MEN AND WOMEN  
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has been approved as meeting the research paper requirement for the  
Degree of Master of Arts in Education.

Norman McCumsey

5/1/81  
Date Approved

Director of Research Paper

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## CHAPTER 1

## INTRODUCTION

Career paths and attitudes of school administrators have been fairly well documented over the last quarter of a century (Carlson, 1972; Hemphill, Griffiths & Frederikson, 1962; Barter, 1959). These studies have focused on men, since they dominate the field of school administration. The most recent nationwide data available (1972-73), from NEA's 26th Biennial Survey, show that men represented 80.4% of the elementary principals, 97.1% of the junior high school principals, 98.6% of all high school principals, and 99.9% of superintendents in the United States.

The number of men in school administration has increased constantly from 1955 when men represented only 45% of the elementary school principals (Appendix I - Parris and Banks, 1979). The statistics for Iowa over a five year period from 1975-80 (Appendix II - DPI, 1980), show that the percentage of women administrators in Iowa is even less than the rest of the nation.

Table 1

## Iowa School Administrators.

	Male		Female	
	N	%	N	%
Elementary Principal	621	89.2	75	10.8
Secondary Principal	635	98.9	7	1.1
Superintendent	446	99.9	1	.2

Figures averaged for 1975-80. Department of Public Instruction, Iowa.

By the mid-70's, however, studies and articles began to appear detailing and comparing career patterns of women in school administration. Many theories were postulated (and several studies conducted) concerning the reasons for the paucity of women in administration. The research is inconclusive and myths continue to abound. One of the arguments (or myths) presented is that women simply do not want to be administrators. On its face the theory is easily disproved by looking at the matriculation of graduate students in school administration and the large pool of women certified to be school administrators but who have not moved into administrative positions. The following data from the School Administration Program at the University of Northern Iowa is representative of the nation (Barnes, 1976; Young, 1976; Estler, 1975; Lyon & Sarrio, 1973).

Table 2

## School Administrators Receiving Endorsement-UNI.

	Male %	Female %
Elementary Principal	60	40
Secondary Principal	87	13
Superintendent	83	17

Figures averaged for 1975-1980. University of Northern Iowa Registrar Office.

While only 10.8% of the elementary school principals in the past 5 years were women, 40% of those receiving endorsement at U.N.I. in elementary administration over the same 5-year period were women. The same is true with secondary administration, where 1.1% of the principals are women compared to 13% of those receiving endorsement. The figures are even more staggering for superintendents. Out of the 5-year average of 447 superintendents in Iowa, 1 is a woman. Yet, women represent 17% of those receiving superintendency endorsement during the same 5-year period (Table 2).

At this point it may seem that the argument that women do not strive to become school administrators is easily disproved. However, the issue remains unresolved. Along with studies reporting that many of those holding the necessary credentials do not want to be administrators, others report that these women have been deliberately "filtered out" and held back. Still others believe that because some women have moved into the higher echelons, any woman can if they follow the same pattern set by men.

How might this be resolved? Comparing the career patterns and attitudes of those men and women who have obtained the necessary credentials for endorsement in school administration could offer insight into the "how's" and "why's" of the unequal distribution of the sexes in school administration.

#### Statement of the Problem

Since once of the prime factors involved in movement into school administration positions is the sex of the applicant, the focus of

this study was to find the differences in career patterns of men and women educators. The foremost question dealt with what has happened to those men and especially those women who have committed themselves to obtaining the credentials for school administration, but who have failed to move into the field. Are their career patterns and aspirations somehow different from those who have "made it"? Are the differences greater between the sexes than between the groups themselves? In other words, can women move into administration following the obviously successful career patterns of the men, or must they use different paths? Lastly, are there any identifiable differences between those educators who have dropped out of the field completely?

### Hypothesis

Differences in the career patterns and attitudes of men and women educators affect movement into school administration. These differences will be evident between men and women who have achieved the necessary administrative credentials.

### Importance of the Study

By better understanding the variables associated with obtaining administrative positions, it might be possible to mediate those factors in society and in the individual. Educators need to be aware of factors preventing women from actively joining the ranks of school administration. Women have much to offer as administrators. Major studies indicate superior abilities as principals in such

areas as democratic leadership, instructional supervision, and concern about students as individuals.

By surveying educators who have only recently received their administrative endorsements, a comparison with other studies is possible. Changes over time may reveal the influence of the women's rights movement in regards to the perceived roles of men and women. Information obtained from an entire block of students completing the School Administration Program from the University of Northern Iowa, can offer invaluable data to the University concerning not only their graduates, but the graduates' perception of the department. The graduates' successes, failures, and attitudes can offer information that may be used to strengthen university programs to better meet the needs of future administrators. Lastly, because of the wide range of educational positions represented among those certified as school administrators, a more precise view of career patterns can emerge.

### Limitations of the Study

The answers to why men dominate school administration are grounded in cultural values which begin at birth. Measurable answers probably scratch only the surface of deeper held values about the roles of men and women.

This study deals with a non-random group of 193 men and women who, over a 5-year period, prepared themselves to become admini-

strators by attending a small midwestern university - initially a normal school (teachers college). Generalizing to other sections of the country may not be feasible.

The method of gathering the data for this study, a questionnaire, has no proven reliability or validity. The questionnaire was mailed using addresses from the University. A few questionnaires were returned with no forwarding addresses available.

### Definition of Terms

School Administration - For purposes of this study, data will be gathered for elementary principals, secondary principals, and superintendents. It will not include assistant principals or assistant superintendents. Subjects will be identified by the Iowa Department of Public Instruction computer records for 1975-80.

Administrative Credentials - State certified endorsement in elementary administration, secondary administration, and superintendency (endorsement #11, 22, 61, respectively). At the University of Northern Iowa, specific criteria must be met before recommendation for endorsement, not necessarily including a Master's in School Administration or an Education Specialist Degree.

Career Paths - Generally, school administrators move along a basic three step career path - teacher, principal, and superintendent. The term Career Path may also include non-traditional career movement and the variables associated with each step.

## Chapter 2

### REVIEW OF LITERATURE

The career path of school administrators typically involves a straight line move up the hierarchy and is rather easy to trace. Most school districts are simple three or four-level organizations with only a few specializations and classifications. Small school districts usually have only three sequential occupational categories from teacher to principal to superintendent. Larger districts may vary the theme with assistants, directors, supervisors, coordinators, or specialists. Movement up the hierarchy may include passage through one or more of these categories enroute to becoming a principal or superintendent.

Much of the research tracing career paths in educational administration has focused on the top of the career ladder - the superintendency (Rose, 1976; Carlson, 1972; Knezevich, 1971) with secondary and sometimes elementary principalships seen as intermediary stepping stones. Since the elementary principalship has not by and large been the typical avenue for upward mobility in school administration, research has concentrated on secondary principals.

Women have only infrequently occupied high administrative positions, and past research has therefore concentrated on men (Carlson, 1972; Knezevich, 1971; Rose, 1967; Gross & Herriot, 1965; Hemphill, 1965; Wiles & Grobman, 1955). The miniscule proportion of women school managers have only recently begun to have their

careers in educational administration documented (Lyman, 1980; Krchniak, 1978; Paddock, 1978; Baron, 1976). The documentation has been directed at dispelling myths concerning the female administrator (Gross, 1976; Young, 1976), while others explore the differences in their career paths as compared to the male administrators (Schmuck, 1975).

Although systematic research into the career paths of women school administrators is sparse, a quarter of a century of studies demonstrate the differences in leadership styles between males and females. As early as 1955, a group of researchers in Florida found, much to their surprise, that women principals ranked significantly ahead of men as democratic administrators (Wiles & Grobman, 1955). A year later Grobman and Hines (1956) did a well-controlled nationwide follow-up study and found that in almost all areas women principals were ranked significantly more competent and more democratic in their leadership style. In 1962, an extensive research project by Hemphill, Griffiths, and Frederikson (1962) studied principals' effectiveness nationwide. The differences between male and female administrators centered on "in-basket" problems. The women involved teachers, superiors and outsiders in their work, while men tended to make final decisions and take action without involving others.

Later studies by Gross and Trask (1964), Hoyle (1967), and Morsink (1968) reported that women principals, on the average, were more aware of problems facing teachers, had higher student achievement, and exhibited significantly more leadership qualities than did



male administrators. Seawell and Canady (1974), Smith, (1975), and Stockard (1977) continued to find in their research that women administrators were highly rated by superiors as well as parents and the general public.

These studies provide a wealth of evidence for the argument that women are significantly more successful as school administrators. It seems fair to say that the current criteria used by school boards and superintendents to hire school administrators is related to sex rather than the characteristics needed for success.

Therefore it is of the utmost importance to determine the differences in the career path variables by sex for those aspiring to be school administrators as they relate to success or lack of success in moving into administration. Questions need to be answered as to how the career path of women are different from their male counterparts. This data is basic to discovering why they are different and how they can be modified to ensure more equitable access for women.

Recently, three studies have specifically compared the career path of male and female school administrators. Patricia Schmuck (1975) interviewed 10 men and 30 women in administration in the Oregon public schools and identified 3 key variables in comparing men's and women's career development. They were 1) effects of marriage and parenthood, 2) levels and fields of graduate training, and 3) career aspirations and geographic mobility. Susan Paddock (1978) sent a questionnaire (adapted from previous studies of men)

to all women superintendents, assistant/associate superintendents, and high school principals in the United States. The respondents were compared with previous studies of men on career contingencies, patterns, and attitudes. The variables used included the three used by Schmuck, plus race, religion, political and civil organizations, experience, and work history. Stefan Krchniak (1978) reported on data obtained from a questionnaire sent to a random sample of women educators in Illinois who constituted the cartificated pool from which future public school administrators might logically be selected. The variables found to be generally associated with a low incidence of women administrators were 1) aspiration level, 2) position-seeking assertiveness, 3) personal and situational constraints, 4) discriminatory employment practices, 5) university and other placement services, and 6) individual beliefs and attitudes.

Two conclusions should be stressed about this group of studies. First, the populations studied were either those already in administration, or those with the necessary credentials and eligible for administrative positions. It would be logical to combine these two populations in order to offer a more thorough comparison of career paths. Secondly, the multitude of factors identified in the three studies can be combined into five major categories, to facilitate analysis. They are: Demographic Data (Marriage, Family, Age, Mobility), Educational Background, Aspiration Levels, Methods of Acquiring an Administrative Position, and Individual Beliefs and Attitudes.

## DEMOGRAPHIC DATA

Marriage - Male school administrators are expected to be married. Carlson (1972) found that all of the male superintendents were married, with 97.6% of them for the first time. Gross and Trask (1976), Paddock (1978), and Lyman and Speizer (1980) commented on the fact that their studies showed almost half of the female educational administrators had never married, or were widowed or divorced. The national Elementary School Principalship study (Pharis & Zakariya, 1979) showed one-third of women elementary principals unmarried but close to 90% of men administrators as married. There seems to be a strong disposition against hiring married women as superintendents (Gross & Herriott, 1965). Krchniak (1978) found a high percentage of married women in the certified pool of possible administrators (62%). Marriage for male administrators is viewed as stability, whereas female administrators are often viewed as lacking freedom or a commitment to the profession.

Family - McIntosh (1974) found that those women willing to apply for administrative positions had more support from their husbands and viewed their home life and parental responsibilities differently than those women not oriented towards administration. Krchniak (1978) found that few preschool and elementary aged children were connected with potential female administrators, and that 39% of the respondents had no children living at home. Lyman and Speizer (1980) point out that more than half of those attending their institute on advancing in school administration had no children. It appears that

the career system is shaped by and for the man with a family who is, for all practical purposes, family-free.

Age - Differences in career patterns related to the age of men and women administrators are greatest in the elementary schools, becoming more similar for superintendents. Most of the studies cited previously in this review indicate that women 1) enter administration later, 2) teach longer than men, and 3) have briefer careers in school administration (Schmuck, 1975; Paddock, 1978; Carlson, 1972). Women teach an average of 15 years while a majority of men administrators have taught less than 7 years (Grambs, 1978; Paddock, 1978; Lyman & Speizer, 1980). Pharis and Zakariya found that the average age for female elementary principals was 40; this was confirmed for an Iowa sample by Ketchum (1980). Hemphill, Griffiths and Frederikson (1962) confirm the Pharis and Zakariya findings that the average age for male principals was 32. As for superintendents, the average age for men and women at appointment was 36 (Carlson, 1972).

Mobility - Both men and women administrators are relatively immobile, although Carlson (1972) noted that 65% of the male superintendents were willing to relocate while less than half of the women were so willing. Across the board, the pool of certified women not in administration were less likely (78%) to relocate to obtain a job. Krchniak (1978) found that 70% of his sample were even unwilling to travel more than 20 miles round trip to obtain an administrative position. Only 7% were actually willing to relocate.

It is difficult to determine to what extent the mobility factor is significant, since both male and female principals tend to "move up" through their own systems rather than switching to a new system. Ketchum (1980) found that the 27 elementary principals surveyed in Iowa had taught several years in the schools where they were now employed as principals, and that most had only undergone one or no interviews for their administrative positions. The opposite seemed true for male superintendents, where the majority were brought in from outside the system (Dale, 1973).

#### EDUCATIONAL BACKGROUND

There are conflicting studies as to whether women administrators differ from their male cohorts in academic training for administration. "Significantly more women (19) than men (2) have only a bachelor's degree. However, at the other end of the continuum, significantly more women superintendents (33%) than men superintendents (12.5%) have doctorates" (Knezevich, 1971, p. 49). Yet, the National Elementary School Principalship study of 1978 found "no significant difference in academic preparation between men and women . . ." (p. 87). In fact, among their respondents "a slightly larger percentage of women hold bachelor's, master's and doctorate degrees, but a larger percentage of men have completed a six-year certification program" (Pharis & Zakariya, 1979, p. 74). From all these figures, it appears that women administrators have at least equivalent or higher educational backgrounds than men administrators.

The following data deals with the ratio of all men and women receiving administrative degrees. In general, male educators are more likely than female educators to receive advanced training for administrative positions (Howard, 1975). Nationwide figures on degrees conferred in 1970-71 show that women received 21.1% of the master's degrees in educational administration and 8.6% of the doctorates (Niedermeyer, 1974).

These last figures are used in two ways. Some say that there are more men administrators because there are not enough qualified women (Thompson, 1978). Others point out that these same figures suggest a greater pool of women with credentials than is being tapped for administrative positions (Niedermeyer, 1974). In other words, the controversy is this: Since less than one fifth of the graduates are women, employers have few qualified women from which to choose. However, others point out that, since a miniscule number of women are actually chosen, the pool of prospective candidates contains approximately the same absolute number of males and females. Several studies support the latter view (Barnes, 1976; Estler, 1975; Lyon & Saario, 1973). Many of the women with proper credentials for school administration are either in staff (supervisory) positions or still teaching in the classroom. Therefore, "the situation in education dramatically demonstrates that women with credentials are not promoted" (Thompson, 1978).

## ASPIRATION LEVELS

As prospective and practicing teachers, men and women express significantly different aspiration levels toward school administration (Kaye, 1975). McMillin's study (1975) of over 400 prospective teachers (college seniors in education) found that 26% of the women and 100% of the men aspired to work continually during their lifetime. He found that among those who anticipate a lifetime commitment to a professional career, 50% of the women and 65% of the men would accept a position as principal. Although this represents only 13% of the total number of women students and 65% of the men, it translates into almost an equal number of women and men (42 vs. 49) aspiring to become principals. This is so because there are significantly more women entering education.

Studies of practicing teachers have shown that about a quarter of the female teachers and a majority of the males aspiring to move beyond teaching (Lebowitz, 1980). Why is the percentage for women so low? Taylor (1971) found that half of the school systems studied did not encourage women to train or apply for administrative positions. Krchniak (1978) found that 65% of the women studied believed that women are discriminated against in seeking administrative positions. Other studies detail the extent to which women educators, in comparison to male counterparts, are not afforded comparable opportunities for professional advancement (Ortiz, 1978; Cohen, 1971; Ollman, 1970). Madon Ward in The Beginning Teacher found that the aspiration levels diminish as the teaching experience increases for women

(Young, 1978). Cavendar (1974), Sizemore (1973) and Cottrell (1978) lament the low aspiration levels of many women educators and attribute it directly to the fact that, once in the system, women have few role models in administration and often expect (and find) sex discrimination in their schools and districts.

#### METHODS OF ACQUIRING A POSITION

Aspiration levels and expectations are reflected in the methods men and women perceive and use in acquiring administrative positions. Krchniak (1978) found that twice as many women were interested in administrative positions than were making an "all out effort" to obtain one. Schmuck (1975) found that men reapplied for an administrative position on the average three times during a four-year period, and women reapplied on the average less than once. Gross and Trask (1976) found that women require more support and encouragement to become an administrator; more than half of the women principals cited the "influence and persuasion of others" as the primary reason for becoming a principal, while less than a quarter of the men cited this reason.

Hiring practices are probably different for men and women as well. Timpano (1976) cites over 30 "filtering methods" in hiring and promotion which work to the disadvantage of women and the advantage of men. Men generally have an "old boy" network from which to gather and relay information about positions and possible candidates. Lyman and Speizer (1980) speculated that men are hired for



advanced positions because they show potential for learning new skills on the job, while women are hired if they already possess the needed skills.

#### ATTITUDES AND BELIEFS

Men see a career as a series of positions resulting in greater monetary rewards, prestige, power, and recognition. Women tend to see administration as part of their self-fulfillment and find satisfaction in a job well done (Lyman and Speizer, 1980).

In an earlier study, Hemphill (1965) found that men were generally less satisfied and would choose another career, while more women would choose the same career. However, Pharis and Zakariya (1979) found no significant difference for elementary principals.

Pharis and Zakariya (1979) also found that one third of the female principals valued in-service study and training very highly, as compared to only one fifth of the male respondents. Interestingly, in-service programs received the lowest rating from principals who expressed concern about their job security.

Krchniak (1978) found that men and women administrators were more heterogeneous in professional and personal characteristics, and more homogeneous in beliefs and attitudes. The review of literature supports this finding since few differences were found in attitudes and beliefs, contrasted with many differences in professional and personal characteristics.

It should be noted that there is an entire body of literature dealing with the dramatic differences in the way men and women

operate in the school setting as administrators, which relates indirectly to beliefs and attitudes. Indications from the literature are that women are significantly more successful as school administrators than are men (Little, 1980; Erickson & Reller, 1978). These leadership characteristics are beyond the scope of this paper, and the reader is urged to consult this research for a more thorough understanding of leadership traits of men and women in school administration.

## Chapter 3

### METHODS AND PROCEDURES

#### Design

A survey questionnaire method was used to collect descriptive information covering the previously outlined categories. The categories are: Demographic Data, Educational Background, Aspiration Levels, Methods of Acquiring an Administrative Position, and Individual Beliefs and Attitudes. The questionnaire was mailed to a non-random group of men and women who, over a five-year period, had previously completed the necessary requirements for School Administration Endorsement.

#### Sample

The specific population sampled consisted of 193 people (152 males, 41 females) who had completed the requirement for school administration during a five-year period (1975-1980) from the University of Northern Iowa. Their addresses and specific endorsements were obtained from the University of Northern Iowa Registrar's file for recommended endorsements sent to Iowa Department of Public Instruction between January 1, 1975 to December 30, 1980.

Members of the group received endorsement in the following areas: #11 - Elementary Administration (40% female, 60% male); #22 - Secondary Administration (13% female, 87% male); and #61 - Superintendency (17% female, 83% male).

### Development of Questionnaire

Five general categories identified with career paths were sampled by a 58-item instrument assimilated from similar questionnaires used by Hemphill (1965), Krchniak (1978), Pharis and Zakariya (1978), and Paddock (1978). The categories labeled on the questionnaire were: Demographic Data, Educational Background, Professional Positions, Acquiring a Position, Career Goals, and Attitudes and Dynamics. The resulting eight page questionnaire also has specific sections for current administrators, non-administrators, and those no longer in education.

In order to more easily tabulate and reduce time needed to complete the questionnaire, most questions were closed with three to five choices. A few were open ended and allowed space for further comments. The attitude questions offered a Likert-type scale for discrimination. A prototype questionnaire was critiqued by a panel of experts and revised.

### Analysis of Data

Most of the data was cross-tabulated by sex, representing the three population subgroups: current administrators, educators who are not administrators, and those who have left the educational field. A test of the significance of differences between two proportions (Ferguson, 1981) was used to test differences between percentages of response for the male and female groups. For the Likert-type items, a t-test was used to determine the significance of the differences by sex between the mean responses.

## CHAPTER 4

## PRESENTATION OF DATA

Questionnaires were mailed to 193 people identified as having completed a School Administration Program between 1975-80 at the University of Northern Iowa. Six questionnaires were returned because no forwarding address could be located. Out of the 187 questionnaires actually mailed, 2 were returned unusable and discarded. A few respondents skipped a page or chose not to answer specific questions. These instruments were still considered valid and the answered questions were included in the data. One hundred and forty-one usable questionnaires were returned representing a 75.4% return rate. One hundred and twelve men responded representing 76.1% of the male sample and 29 women responded representing 72.5% of the female sample. (Sixty or 32% of the respondents requested a summary of the data.)

Description of the Sample

Table 3 shows the distribution of respondent's areas of certification or endorsements. It should be noted that 90% of the male respondents have secondary teacher certification, while only 10% of the female respondents are certified in that area. In secondary administration 92% of the males, but only 8% of the females, hold certification. The males are concentrated in the areas of Secondary Teachers, Secondary Principals and Coaching. A different pattern

emerges for the females. They are concentrated in the areas of Elementary Teachers, Elementary Principals, and, to some extent, Superintendency. In looking at Career Paths, it is significant to note that women tend to skip the "secondary positions" and go on to obtain certification as superintendents.

Table 3

Percent of Male and Female Respondents Certified in Each Area.

Areas of Certification or Endorsement	Number of Responses	Male (n-112)	Female (n-29)	*Percent of Total Sample
Elementary Teacher	60	56.7% 34	43.3% 26	24%
Secondary Teacher	98	89.8% 88	10.2% 10	62%
Coaching	42	97.6% 41	2.4% 1	29%
Elementary Principal	61	62.3% 38	37.7% 23	27%
Secondary Principal	84	91.7% 77	8.3% 7	55%
Superintendent	36	83.3% 30	16.7% 6	21%
Other	34	73.5% 25	26.5% 9	18%

\* N = 141. Percents in this column total more than 100% because respondents may have more than one area of certification or endorsement.

Table 4 represents the three basic subgroups of the study. About one third of the respondents are currently not employed as school administrators. One hundred respondents indicated they held some kind of administrative position. Percentage differences between males and females are not significant even though a higher percentage

Table 4

Current Positions of Educators Completing A School Administration Program at U.N.I. Between 1975-1980.

Positions held by Sex:	Male (N = 132)	Female (N = 32)	**Overlap with another position
	<u>N</u>	<u>N</u>	<u>N</u>
Special Education Teacher	1	0	0
Elementary Teacher	7	7	1
Junior High Teacher	9	1	1
High School Teacher	7	0	1
A.E.A. Special Services	3	1	1
Other Educational Position	12	6	7
Total Non-Administrative Positions Held	39 (30%)	15 (48%)	11 *30%
Elementary Principal	18	8	3
Junior High Assistant Principal	8	0	2
Junior High Principal	13	1	2
High School Assistant Principal	6	1	0
High School Principal	25	0	2
Assistant Superintendent	2	1	0
Superintendent	14	3	0
Total Administrative Position Held	86 (65%)	14 (45%)	9 *64%
No Longer in Education	5	1	1
Not Employed	1	1	0
Retired	1	0	0
Total Non-Educational Positions	7 (5%)	2 (6%)	1 *6%

\* N = 141 Accounting for overlap, represents actual percent of total respondents.

\*\* Twenty people held more than one position.

of the males are employed as school administrators. As indicated, women are clustered at the elementary levels, while men dominate the secondary levels. Many men held several positions such as Junior and Senior High Teacher or Elementary and Junior High Principal. Some held K-12 positions while others combined administration with athletic or activities director, special education director, or reading consultant.

Professional positions included school psychologists and remedial reading director. Other educational positions listed were district coordinator, business managers, college teachers, and counselors. Those respondents who listed themselves as no longer in education indicated they were employed as Life Insurance Agents and Underwriters, Real Estate Agents, Sales people and a State Senator.

#### Demographic Data

Almost twice the percentage of men compared to women (86% vs. 48%) in the sample are married. Women were more likely to be divorced or single. Of the total group of respondents, almost 17% were not currently married. The amount of time spent weekly doing household chores did not vary significantly between the married or unmarried respondents. Forty-six percent of both groups spend less than ten hours a week. When sex was controlled for, the women spent more time doing household chores; 12% of the men and 44% of the women spent more than 10 hours a week. A full two-thirds of the women respondents reported that they did not live with children, while only one-sixth of the men did not live with children.



Table 5

## Personal Characteristics of the Respondents.

	Male		Female		Total Number of Responses	Total Average
	N	%	N	%		
<u>Marital Status</u>						
Married	96	86	14	48	110	78%
Divorced	3	3	7	24	10	7%
Remarried	5	4	2	7	7	5%
Single	8	7	6	21	14	10%
<u>Live with Children</u>						
Yes	95	85	10	34	105	74%
No	17	15	19	66	36	26%
<u>Weekly Housework</u>						
5-14 hours	99	88	17	59	116	82%
above 14 hours	13	16	12	41	25	18%

Total N = 141.

The mobility of male and female respondents was almost identical. When asked how many times they had changed residences since 1970, both groups reported that 54% had moved twice or less. When asked what their longest move had been, women reported a higher percentage of out of state moves (44% to 23% for men). Basically, men and women in this study tended to have similar mobility patterns as shown in Table 6.

Table 6

Q.: "What Was Your Longest Move Since 1970?"

	Male n = 110	Female n = 25
Within the same county	20%	16%
Within the state of Iowa	57%	40%
Outside the state of Iowa	23%	44%

When the longest move is correlated with administrative position, it can be seen that most administrators have moved out of their county but have remained in the state of Iowa. Approximately one-fourth have lived out of the state in the past ten years.

Table 7

Mobility of School Administrators.

Longest Move Since 1970	Within the same county		Within the state of Iowa		Outside the state of Iowa	
	N	%	N	%	N	%
Elementary Principal	5	21	13	54	6	25
Junior High Principal	1	8	11	84	1	8
High School Principal	3	13	14	56	8	32
Superintendent	2	13	10	62	4	25
Total Administrators	11	14	48	62	19	24

Total N = 78.

When administrators were asked if their spouse's career was a factor in relocation or job change, 12% reported that it had been a factor. There was little difference between males (11%) and females (18%) responses. Some administrators stayed in their present position because their wife had an excellent job; others moved because their husbands were transferred.

When the respondents were asked to identify their economic background by estimating their parents' income at the time of their High School graduation, 36% of the respondents reported they were in the upper 50% of their community. The majority of the respondents (64%) reported they were in the lower 50% income position. One-third of the women reported that their family's income was in the lower 25% of their community, compared to one-fifth of the men.

Table 8 reveals a significant age difference between men and women appointed to their first principalship. The men were appointed at a younger age. Forty-five percent of the women were over 35 years old when they obtained their first position as a principal.

Table 8

## Age of First Principalship.

	Male		Female	
	N	%	N	%
20 to 35 years old	60	86	7	58
35 to 55 years old	10	14	5	42

p = .40      q = .60      Significant to <.05

### Educational Background

Approximately 89% of the men and 83% of the women attended public school during their elementary education. Out of the 141 respondents, only 16 (11%) attended parochial school.

Table 9 shows that undergraduate course work was generally completed on a full-time basis, while graduate course work was completed on a part-time basis. Although the sex differences are not significant, it is interesting to note that a higher percent of women attended both undergraduate and graduate school on a part-time basis.

Table 9

#### Completion of College Course Work.

	Male %	Female %
<u>Undergraduate Course Work</u>		
Full-time	95.5	71.4
Part-time	4.5	28.6
<u>Graduate Course Work</u>		
Full-time	21.6	28.6
Part-time	78.4	71.4

N = 139.

Only one woman out of this sample received an advanced degree higher than the masters level. Table 10 reveals that 12.6% of the men have received advanced degrees beyond the masters.

Table 10

## Highest Degree Earned.

Degree	Male		Female	
	N	%	N	%
Masters	98	87.4	28	96.6
Specialists	12	10.8	0	0
Doctorate	2	1.8	1	3.4

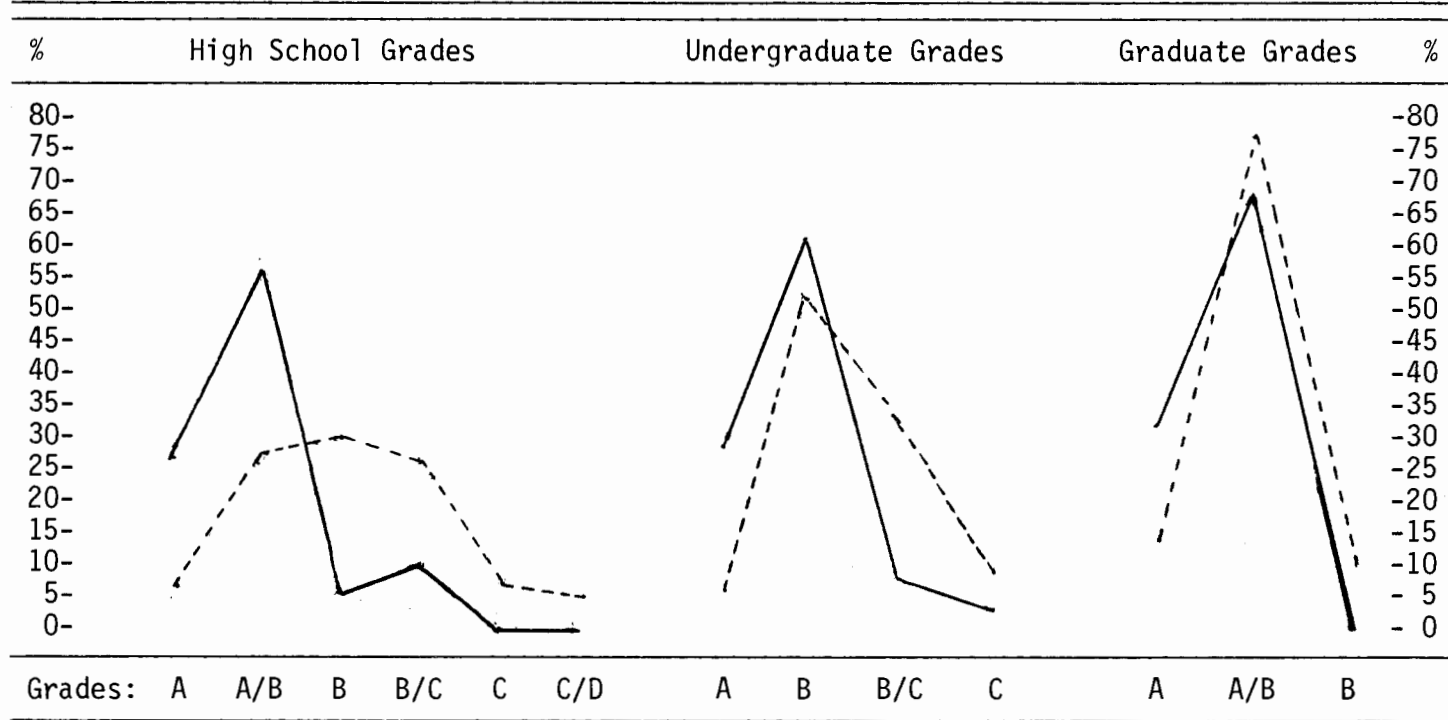
N = 141.

Three questions in the instrument were directed at obtaining information on the standard of academic work achieved by the respondents. Each was asked to identify the quality of their work in High School, undergraduate course work and graduate course work. A higher percentage of women consistently received the highest grades in all three areas. Men received a higher proportion of the lowest grades. Table 11 demonstrates the differences in academic achievement between the sexes.

Table 12 reveals that teachers and administrators at the lower grade levels have higher academic achievement standards than those who have obtained positions at the highest levels of public education. When Table 11 is compared with Table 12 and Table 4 (which outlines current positions held), it can be seen that women cluster in the lower grade levels and also have maintained the higher academic standards.

Table 11

Academic Achievement - Grades in High School, Undergraduate and Graduate Course Work.



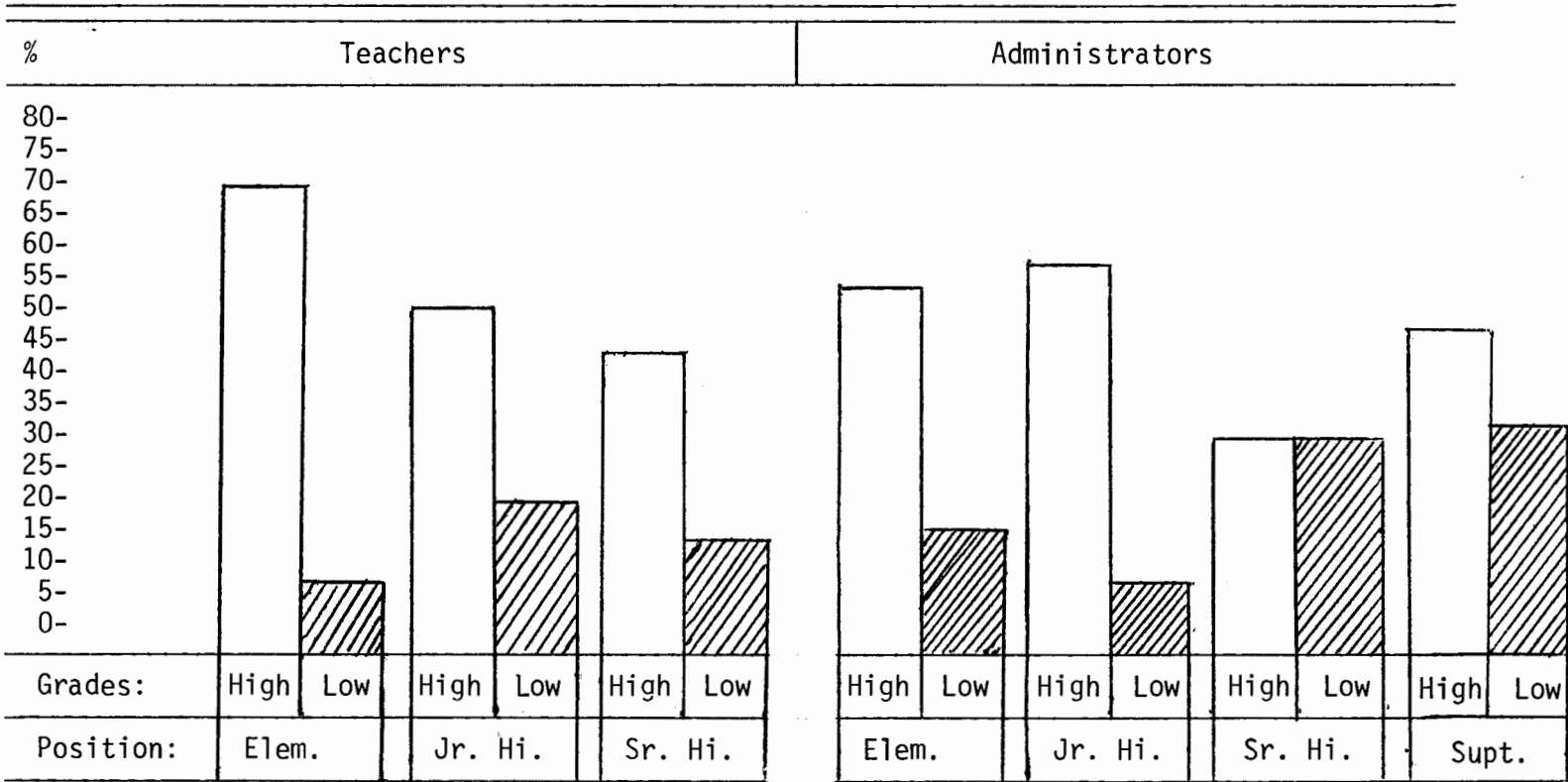
\* ————— Females

\*\* - - - - - Males

N = 139.

Table 12

Academic Achievement: Graduate and Undergraduate Grades controlled for Current Position.



\* High Grades = A's and B's (GPA 2.9 - 4.0)

\*\* Low Grades = B's, C's and D's (GPA 1.7 - 2.8)

\* Must have High Grades in both undergraduate and graduate course work.

\*\* Must have received Low Grades consistently in both undergraduate and graduate course work.

### Aspiration Levels

The respondents were asked about their plans for future education. One-third reported that they had no future plans at this time, another third planned to take course but not work towards a degree, and the other third planned to work towards an advanced degree. There was a tendency for more women to plan to continue their education, but they were less likely than men to work for an advanced degree.

Table 13

#### Future Education.

	Male		Female	
	N	%	N	%
No plans	37	33.6	7	24.1
Take courses, but not towards a degree	34	30.9	14	48.3
Study towards a degree	39	35.5	8	27.6

Male N = 110.

Female N = 29.

When respondents were asked if they had ever withdrawn or considered withdrawing from a graduate program, only two women and seven men reported that they had. The main reason given by the men was lack of support from the trainers in the program. The women reported a lack of time as the reason for withdrawing.

In an attempt to understand the goals of those people who had left education, a question was asked concerning their reason



for leaving the educational field. Two women and six men responded to this question and marked "higher outside pay" and "unable to obtain a position" as the main reasons for leaving education. "Too much frustration in Education" was also reported by a couple of people.

Four specific questions in the instrument asked about career goals in the past, present, and future as they relate to education. Table 14 outlines the questions and presents data that basically shows little difference in the career goals of men and women in education. A slightly higher percentage of women seemed unsure of their goals than did men when they started the school administration program. No women entered the program with definite plans not to become an administrator, although some men did. After completion of their programs 84% of the males and 83% of the females sought some kind of administrative position. Again, the women were clustered in the elementary areas, while the majority of men were seeking secondary positions.

When asked about their present goals it seems that the percentage of women (27%) seeking to move up in education has declined compared to the men (38%). More women are interested in maintaining their present position. It is interesting to note that almost twice the percentage of men compared to women (12% vs. 7%) are planning to move to non-educational jobs. The percentage of respondents planning to maintain their present position over the next ten years drops significantly for both sexes, although the drop is greater for

Table 14

## Career Goals.

		Male		Female	
		N	%	N	%
<u>At the time you began the program were you hoping to become an administrator?</u>					
	Yes	87	81.5	18	62.1
	Maybe	17	15.7	11	37.9
	No	3	2.8	0	0.0
<u>After completion of the program, what administrative position did you seek?</u>					
	Elementary Principal	25	23.1	14	48.4
	Secondary Administration	53	48.5	5	17.3
	Superintendent or Assistant	10	9.3	2	6.5
	Other Administrative Positions	4	3.4	3	10.5
	Did not seek Administrative Positions	14	13.8	5	17.3
	Does Not Apply	2	1.9	0	0.0
<u>What are your present career goals?</u>					
	Maintain Present Position	42	39.2	16	48.3
	Move to Similar Position	11	10.3	5	17.2
	Move to Advanced Educational Position	41	38.4	8	27.6
	Non-Educational Position	13	12.1	2	6.9
<u>What are your goals 10 years in the future?*</u>					
	Maintain Present Position	19	14.8	2	5.7
	Move to Similar Position	18	14.0	4	11.4
	Move to Advanced Educational Position	55	42.9	13	37.2
	Non-Educational Position	24	18.7	7	20.1
	Retired	7	5.5	8	22.8
	Other	5	4.1	1	2.8

N = 137.

\* Male N = 128, Female N = 35 (Some positions were marked twice, once for Iowa and once for Out of the State. 33 males and 13 females indicated a desire to move out of state.)

the women. A greater proportion of both men and women plan to move to advanced educational positions in the future. Almost twice as many women and men plan to move out of education in the future than are attempting to now. Many of the career moves could be out of the state of Iowa. Thirty-three men and 13 women indicated that they might see themselves in another state in 10 years. (Several people marked two categories, and some marked both Iowa and another state.)

### Acquiring a Position

The section of the questionnaire dealing with acquiring a position was divided into two parts: 1) Only for those respondents presently holding a position as a principal or superintendent, and 2) Only for respondents who do not hold a position as a principal or superintendent.

A total of 83 principals and superintendents (70 males and 13 females) answered questions outlining how they obtained their present positions. Table 15 indicates how respondents were made aware of their present position. Almost a third of the administrators read a Des Moines Register advertisement requesting applicants for their present position. Others were told about the position by school administrators encouraging them to apply or heard about it informally from other sources. Information from the University of Northern Placement Office and School Administration Department about possible job openings was sparse. No women received their information from the University. One respondent asked if UNI even had a Placement Office.

Table 15

## How Administrators Were Made Aware of Their Present Position.

	Male N	Female N	Total N*	%
Des Moines Register	26	2	28	29.6
School Administrators	18	3	21	22.3
Word of mouth, informally	13	7	20	21.3
Written Notice	10	2	12	12.7
UNI Placement Office	7	0	7	7.5
UNI Dept. of School Admin.	4	0	4	4.3
Out of State Placement Services	1	1	2	2.1

\* Total N = 94. Respondents marked as many as applied.

Data on Table 16 reveals how much effort was spent in obtaining their present position and the distance required to relocate for the position. A majority of the women (53.8%) made hardly any effort to obtain their administrative position, while a majority of the men (61.4%) made a moderately active effort to obtain their position. Forty-nine percent of the respondents moved less than 100 miles to obtain their present position.

Table 17 details the results of questions directed at respondents who do not currently hold a position as a principal or superintendent. Of these people, almost two-thirds of the men and women were interested in obtaining an administrative position. A higher percentage of men (25.5% vs. 6.7%) were extremely interested in moving to an advanced position. About one-fourth had indicated an interest by written

Table 16

## Factors Involved in Obtaining Present Administrative Position.

Factors	Male		Female	
	N	%	N	%
<u>Degree of Effort Made to Obtain Position</u>				
Hardly Any Effort	9	12.9	7	53.8
Moderately Active Effort	43	61.4	2	15.4
All Out Effort	18	25.7	4	30.8
<u>Relocation to Obtain Present Position</u>				
Within 100 Miles	33	47.1	8	61.5
Within the State	27	38.6	4	30.8
Outside the State of Iowa	10	14.3	1	7.7

Males N = 70.

Females N = 13.

application, while more than one-half had not indicated any formal interest. When asked about their current attempts in hunting a job, no women were making an all out effort.

Less than half of these respondents were listed with the U.N.I. Placement (41.3% & 33.3%) and less than one-fourth had been notified of a position by the Placement Services. Few men and women had sought help from the Professors in the Department of School Administration (15.2% & 6.7%) and even fewer have been notified of a position by them. There was little difference between the sexes on their willingness to relocate to obtain a position.

Table 17

Factors Related to Acquiring an Administrative Position by Those Respondents Currently Not Holding a Position as a Principal or Superintendent.

Factors	Male		Female	
	N	%	N	&
<u>Interest in Position as a Principal or Superintendent at this Time.</u>				
Extremely Interested	12	25.5	1	6.7
Moderately Interested	8	17.0	6	40.0
Somewhat Interested	11	23.4	3	20.0
Not Interested At All	16	34.1	5	33.3
<u>How Indicated Interest in an Administrative Position.*</u>				
Written Application	11	22.5	4	23.5
Telephone	5	10.2	2	11.8
Other	3	4.1	1	5.9
Have Not Indicated Interest	30	61.2	10	58.8
<u>Current Attempts to Obtain a Position.</u>				
All Out Effort	2	4.3	0	0.0
Moderately Active Effort	9	19.6	3	20.0
Hardly Any Effort	13	28.3	5	33.3
No Effort At Present	22	47.8	7	46.7
<u>Registered With University Placement Office.</u>				
Yes	19	41.3	5	33.3
No	27	58.7	10	66.7
<u>Have Been Notified by Placement Office.</u>				
Yes	11	23.9	4	26.7
No	35	76.1	11	73.3

Table 17 Continued.

Factors	Male		Female	
	N	%	N	%
<u>Sought Help from UNI Dept. of School Admin.</u>				
Yes	7	15.2	1	6.7
No	39	84.8	14	93.3
<u>Notified of Position by Dept. of School Admin.</u>				
Yes	5	10.9	1	6.7
No	41	89.1	14	93.3
<u>Willing to Relocate to Obtain Position.</u>				
Yes	13	28.3	4	26.7
Maybe	19	41.3	5	33.3
No	14	30.4	6	40.0

Male N = 46. Female N = 15.

\* Male N = 49. Female N = 17. Respondents marked as many as applied.

Table 18 provides data on interviews and positions offered to those respondents (46 males and 15 females) who do not presently hold a position as a principal or superintendent. A higher percentage of women had interviewed only once or twice (53.3% vs. 26.7%), but a higher percent of men (22.2% vs. 6.7%) had interviewed more than twice.

When asked about unfair questions in the interview, 33% of the women and 12% of the men felt some of the questions were unfair. According to the respondents, the unfair questions centered around: 1) marital status and family responsibility (4 women, 2 men);

Table 18

Interviews and Administrative Positions Offered. (Respondents not presently a principal or superintendent.)

	Male		Female	
	N	%	N	%
<u>Have Interviewed for a Position</u>				
Once or Twice	12	26.7	8	53.3
More Than Twice	10	22.2	1	6.7
None	23	51.1	6	40.0
<u>Unfair Questions in the Interview</u>				
Yes	5	10.9	5	33.3
Somewhat	1	2.1	0	0.0
No, Does Not Apply	40	87.0	15	66.7
<u>Distance from Residence to Interview*</u>				
Within 50 Miles	9	36.0	4	44.4
Within 100 Miles	5	20.0	2	22.2
Within the State	8	32.0	1	11.1
Out of the State	3	12.0	2	22.2
<u>Have Been Offered Admin. Position</u>				
Yes	17	37.8	6	40.0
No	28	62.2	9	60.0
<u>Have Refused an Offer</u>				
Yes	16	35.6	3	20.0
No	29	64.4	12	80.0

Male N = 46.      Female N = 15.

\* Male N = 25.      Female N = 9.



2) intimidating statements about general ability and cover-up interviews for in-house applicants (4 men, 1 woman). Several women were asked leading questions about their "family responsibilities" including questions on day-care and parenting. One woman reported that the Superintendent "could not believe that I was happily married and that my spouse would be willing to relocate". He asked to meet and interview her spouse. The position was offered to a woman who was divorced. A couple of men were asked about their marital status, specifically about one man's divorce.

Nearly 80% of the interviews took place within the state with little difference between men and women. Approximately 40% of both groups had been offered administrative positions, while a slightly higher percentage of men (35.6% vs. 20%) had refused a position. Reasons listed for refusing a position included: Females - too much travel, too far from home, and school too small; Males - facilities too small, not enough money, too far from wife's employment, and chose the best position out of several offered.

### Attitudes and Beliefs

Principals and Superintendents in the sample were asked how demanding they see their present position and how satisfied they were with their performance in that position. Their administrative positions are seen as "totally demanding" by about three-fourths of the respondents (68.6% of males and 76.9% of females). A higher percentage of males (71.2% vs. 46.6%) felt very satisfied with

Table 19

## Job Requirement and Performance.

Principals or Superintendents	Male		Female	
	N	%	N	%
<u>Requirements of the Position</u>				
Totally Demanding	48	68.6	10	76.9
Moderately Demanding	21	30.0	3	23.1
Somewhat Demanding	1	1.4	0	0.0
<u>Performance as an Administrator</u>				
Very Satisfied	50	71.4	6	46.2
Moderately Satisfied	19	21.1	6	46.2
Somewhat Satisfied	1	1.4	1	7.7

Male N = 70.

Female N = 13.

their performance. When the sample is controlled for present position in Table 20, it can be seen that a lower percentage of Superintendents (only 35.3%) feel that their job is both totally demanding and their performance very satisfactory. High School Principals report the highest satisfaction with their performance.

The last page of the instrument included seven statements with which the respondents were asked to disagree or agree on a Likert-type scale. The mean for male and female responses are reported with significant differences between the responses noted. When asked if mainstreaming presents extra problems, both males and females moderately agreed that it did. Several comments were included that indicated mainstreaming was indeed extra work, but it was "not unneeded" and "was not a problem". One respondent reported that

Table 20

## Job Requirement and Performance by Current Position.

Position	Very Satisfied		Moderately Satisfied	
	N	%	N	%
<u>Elementary Principal N = 25</u>				
Totally Demanding	12	46.2	6	23.1
Moderately Demanding	6	24.0	1	4.1
<u>Junior High Principal N = 12</u>				
Totally Demanding	6	50.0	2	16.7
Moderately Demanding	3	25.0	1	8.3
<u>High School Principal N = 25</u>				
Totally Demanding	15	60.0	5	20.0
Moderately Demanding	4	16.0	1	4.0
<u>Superintendent N = 17</u>				
Totally Demanding	6	35.3	6	35.3
Moderately Demanding	3	17.6	2	11.8

Date for the Somewhat Demanding column was not included because of the low response rate.

it was "extra work at first, but not now". Both sexes moderately agreed that administrators are expected to be curriculum experts.

Two questions on Table 21 asked if parents or teachers preferred male school administrators. The response was almost identical to both questions. Both males and females tended to moderately disagree; with the females disagreeing to the statements slightly more than the males.

There was also a slight sex difference on the question asking if Superintendents encourage applications from women for administra-

Table 21

## Attitudes and Dynamics.

Statement	Male	Female	1	2	3	4
	$\bar{X}_M$	$\bar{X}_F$	SD	MD	MA	SA
1. Mainstreaming presents extra problems.	3.0	2.9	FM			
2. Parents prefer male school administrators.	2.8	2.5	FM			
3. Teachers prefer male school administrators.	2.9	2.5	FM			
4. Administrators expected to be curriculum experts.	3.1	3.1	FM			
5. Superintendents encourage applications from women for administrative positions.	2.4	2.1	FM			
6. Educators optimistic about the future.	2.5*	2.0*	FM			
7. Men make better principals.	2.5**	1.2**	FM			

\*  $p < .05$  between males and females.

\*\*  $p < .001$  between males and females.

tive positions. Although both sexes moderately disagreed, the females tended to disagree more than the males. When asked if men make better principals, there was a significant difference between responses. Women strongly disagreed while men only moderately disagreed (Females  $\bar{X} = 1.2$  and Males  $\bar{X} = 2.5$ ).

The questions dealing with the gender of the administrator generated more than a dozen comments. Several people responded that they could not mark those questions because they had not met or worked with enough women administrators. Others commented that the gender makes no difference; it is the individual person who counts. One female noted that "applications are generally encouraged from women, but they hesitate to hire a woman, unless she has outstanding credentials". Another female who strongly agreed that men make the best principals stated that "leadership opportunities are more available to men and men are better prepared". One High School Principal felt that the evening work involved with his position would prevent a "woman in a traditional family setting" from being successful.

Most educators in this sample moderately disagree that educators in general are optimistic about the future of education. The women in the sample are more pessimistic than the men. The comments generally reflected a feeling of concern about the "bleak financial problems" and the belief that schools "have the ability to educate children if they have the staff and money".

## CHAPTER 5

## DISCUSSION

The percentage of men and women who have received administrative endorsement from the University of Northern Iowa is consistently different from the percentage of men and women employed in those positions in Iowa. While 37.7% of the Elementary Administrative graduates were women, only 10.8% of the Elementary Principalships in Iowa are held by women. The same is true for secondary principalships and superintendents. Women represent 8.3% of the Secondary graduates, at UNI, but only 1.1% of those holding Secondary Principalships in Iowa are women. Over the same 5 year period 16.7% of those people receiving endorsement as superintendents were women, yet only 0.4% of the superintendents in Iowa are women. The pattern which emerges shows that women are concentrated in Elementary areas and men are concentrated in Secondary areas. Even at that, none of the areas are truly represented by the pool of women available for those positions.

The focus of this discussion will be on similarities and differences between the 112 men and 29 women in this sample, in order to understand how these differences may affect their career paths. Interestingly enough, the sex differences between those respondents who have acquired a position as an administrator was not as great as the above stated figures would indicate. A full 45% of the women

graduates had obtained some sort of administrative position. The differences surface when the data reveals that men cluster in the secondary areas (which lead to advanced positions) and women cluster in the elementary areas where advancement is not the norm.

### Demographic Data

Significant differences exist between material status and family life for the men and women in this study. The men were almost twice as likely to be married and four times as likely to live with children. Although 66% of the women had no children at home, and more than half were not married, they did more housework each week.

Contrary to the literature, there was little difference in the mobility of male and female respondents. In fact a higher percentage of the women had moved out of state. When mobility was correlated with administrative position, the majority of all groups had moved out of the county, but within the state. This would indicate the areas of administration with less women did not necessarily increase in mobility. The idea that women do not become principals because of their husbands' immobility in his position, did not hold up in this sample. Both men and women seem to have similar concerns about their spouses' work. This signals a change in mobility for women as related in previous studies by Carlson (1972) and Krchniak (1978).

The majority of both male and female respondents are in the lower 50% income brackets of their community which is consistent

with the middle class background of educators. Interestingly enough, one-third of the women were in the lower 25% income bracket. Could it be that these women see school administration as a means upward without venturing out into the business world?

Consistent with the literature, men are still appointed to their first principalship at a significantly earlier age than women. But the current study indicates that the women in the sample were appointed at an earlier age than the average age of 40 which the literature suggests. Almost 60% were appointed before the age of 35, which means that more women among these recent graduates are being appointed to their first principalship at an earlier age.

### Educational Background

Generally, men and women have the same public school education, sought their undergraduate degrees full-time, and earned graduate degrees part-time. All of the respondents had received a masters degree. Ten percent of the men, but only one woman had received an advanced degree beyond the masters. Pharis and Zakariya (1979) found a slightly higher percentage of women holding advanced degrees. Since the respondents for this sample represent only one area of education, it could be assumed that many women have advanced degrees in other areas of education.

The report of the standard of academic work achieved by the respondents is, perhaps, the most significant section of this study. Throughout high school, college, and graduate course work women



consistently received the higher grades. Course work for the educational positions in which men dominate were reported to have the lower grades. Superintendents had the highest percentage of low grades of any position in education. This would indicate that women receiving administrative endorsements have higher academic work in their background than men. Yet it is the men who move into the leadership positions of the nation's schools.

### Aspiration Levels

There were few differences in the aspiration levels of the men and women in this sample. The majority of graduates planned to continue their formal education. A small number of both men and women had withdrawn from a graduate program in the past. Both men and women had left the field of education for various reasons. When asked about their past, present, and future goals, both groups expressed similar aspirations. Although other studies would indicate that men and women teachers have different aspirations levels (Kaye, 1975; Lebowitz, 1980), it seems that those teachers who decide to enter administration had similar goals. This contradicts the popular theory that says even women with administrative degrees do not really want to become principals. Not only do they want to function as an administrator, but their long range goals include moving to a more advanced educational position. This is a distinct change from previous studies, and one could speculate that these recent female graduates represent a new era where women can and do focus their

careers towards the top levels of management. Unfortunately, women in education are still clustered at the lowest level of entry into administration - Elementary schools. In spite of this trend, women have become superintendents, sometimes by-passing the traditional secondary level.

#### Methods of Acquiring a Position

Men and women administrators may have similar aspirations, but their methods of acquiring a position set them apart. The majority of women who had obtained a position as an administrator reported that they had made "hardly any effort". Most (61%) obtained their present position within 100 miles of their previous job. Only half of the men stayed within a hundred miles, and most made a "moderately active effort" to obtain their position. The data is inconclusive as to why one-half of the women were able to obtain positions with hardly any effort.

There was also some major differences among those respondents who do not currently hold an administrative position. A higher percentage of men reported that they were "extremely" interested in a position as a principal or superintendent at this time. It is noteworthy that an equal percentage of men and women reported no interest at all. Men were more likely to interview for a position more than once or twice, but both groups demonstrated their willingness to relocate. Past studies (Carlson, 1972; Krchniak, 1978; Ketchum, 1980) have indicated, and current myths have presumed, that females

seeking administrative roles are tied to home and family with little mobility. This had definitely not been the case with the 29 females in this study. Their actual and projected mobility was consistent with their male counterparts. The high percentage of unmarried women (45%) and the lack of children living at home (66%) may be factors leading to increased mobility for the women in this sample. In the comments dealing with unfair questions, it was also indicated that even those women who were married may have spouses that might be willing to relocate. This increased mobility among the female educator indicates a significant change from previous samples.

The responses concerning unfair questions indicate that those in charge of hiring new administrators may perceive marital status and family responsibility differently for males and females. As Paddock (1978) found in her study, there seems to be a general consensus that for females a family is a liability, while for males a family is an asset.

#### Attitudes and Beliefs

The majority of both male and female administrators felt that their position was totally demanding, yet women were not quite as satisfied with their performance. Interestingly, women were also less optimistic about the future of education. This contradicts an early study by Hemphill (1965) in which male administrators were found to be less satisfied and women administrators were more likely to choose the same career. Lyman and Speizer (1980) reported

that women administrators tend to find more satisfaction in a job well done rather than monetary rewards, prestige or power. It may be possible that their more pessimistic view and less satisfaction with their performance could be correlated with the current public out-cry that schools are not doing "a good job of teaching students".

When asked about the preference for having a male or female administrator, a sex difference in attitudes became obvious. Although males in this sample moderately disagree that parents and teachers prefer male administrators, females tend to disagree more. There was a significant difference in the opinions of males and females when asked if men make better principals. Males moderately disagreed, but females strongly disagreed that men make better principals. Many men in this sample commented that they had no real experience working with, or evaluating, a female principal. The lack of a more positive view of female principals may, in part, be due to a scarcity of contact with women functioning in the role of school administrator.

The majority of the respondents disagree that superintendents encourage applications from women for administrative positions. Women disagree even more strongly. In fact, when this question was controlled for superintendents, even they reported that women were not encouraged to submit applications for administrative positions. Out of 16 superintendents, 2 strongly disagreed and 10 moderately disagreed that women were encouraged to apply for administrative positions. This appears to be irrefutable evidence

that a strong bias exists which prevents women from being easily accepted into the role of administrator, perpetrated by those who do the hiring.

## CHAPTER 6

## SUMMARY AND CONCLUSIONS

When the percentage of men and women completing a School Administration Endorsement at U.N.I. between 1975-80 is compared with the percentage of those holding Iowa administrative positions during the same period, it becomes clear that women were not hired in the same proportion as men. Female administrators tend to enter school administration with an Elementary School background and mostly move into Elementary Principalships. On the other hand, male administrators enter with Secondary School experience, move directly into Secondary School Administration, and from there more easily achieve a position as a Superintendent.

Surprisingly, there are many similarities between both the sexes and the three subgroups: school administrators, non-administrators, and those out of education. Both male and female graduates tended to display the same amount of mobility, similar economic backgrounds, and the lack of a spouse's career as a factor in job relocation. Educationally, most graduated from public high schools, attended college full-time, graduate school part-time, and rarely withdrew from a graduate program. All had earned Masters Degrees and only 13% (mostly males) had earned advanced degrees. Approximately two-thirds of the sample indicated that they planned to continue formal education by either just taking courses or working towards a specific degree.

No significant difference was documented between the past, present, and future career goals of the men and women in this sample. Almost all of the respondents were considering moving into administrative positions when they started the U.N.I. School Administration Program. Close to 85% of all graduates sought an administrative position upon completion of the program. To maintain their present position or move to an advanced educational position was the present career goal of about 70% of the respondents.

A high proportion of both men and women felt their administrative position was demanding and that their performance was satisfactory. The respondents generally agreed that mainstreaming presents some problems, and that administrators are expected to be curriculum experts. They disagreed that parents and teachers prefer male administrators and that men make better principals. They also disagreed with the statement that superintendents encourage applications from women for administrative positions. Lastly, they generally disagreed that educators are optimistic about the future.

Differences appeared in areas of certification, marital status, number of respondents with children living at home, age of first principalship, and the quality of their academic work.

Females were clustered in three certification areas: elementary teachers, elementary principals, and superintendents. Males represented about 90% of those respondents who were certified as secondary teachers and principals, as well as 83% of the superintendents. Males also held over 50% of the Elementary teachers and principals certifications in this sample.

Men in this study were mostly married with children living at home, while almost half of the women were not married, and two-thirds had no children living at home. Females were generally older than their male counterparts when they were appointed to their first principalship.

There was a startling difference between the academic work of male and female respondents who reported grades from high school, college, and graduate work. Women consistently received the higher grades in all three areas. When teachers and administrators are compared on highest grades and lowest grades, elementary teachers have the best record of academic achievement. High school teachers and administrators have a lower percentage of high grades and a higher percentage of low grades. Superintendents as a group have the highest percentages of low grades.

There was a significant difference between male and female administrators and the effort spent in trying to obtain a position. Women put forth less effort and completed fewer interviews. Of those not holding an administrative position, men were again more interested and were making more of an all out effort to obtain an administrative position.

### Recommendations and Conclusions

- 1) Women need to begin their educational careers at the secondary level in order to more easily move into advanced administrative positions.



2) Women need to be more aggressive in their efforts to obtain administrative positions.

3) Generally, the women entering the U.N.I. School Administration Program have a superior background of academic standards. As indicated in the literature, women have the potential to be outstanding administrators.

4) Although the majority of these educators do not agree that men make better principals, they also believe that superintendents do not encourage applications from women for administrative positions.

Some of the differences between male and female administrators can be minimized by women moving into secondary areas, becoming more aggressive in job hunting, and believing that they have the outstanding academic backgrounds to become excellent school managers. The unseen forces that keep superintendents from encouraging women to apply for administrative positions are harder to counteract. If women can continue to plan long range goals in order to move up the educational ladder, then gradually the old stereotypes will begin to fade. Then education will begin to make use of its most outstanding and brightest leaders.

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3833 Heritage Road  
Cedar Falls, Iowa 50613  
January 12, 1981

We would like to use this letter to acquaint you with the study A Comparison of the Career Paths of Men and Women Qualified for School Administration from the University of Northern Iowa. This instrument is being sent to U.N.I. School Administration graduate students who received D.P.I. certification in Elementary Administration (#11), Secondary Administration (#22), and Superintendency (#61) during the years of 1975 - 1980.

The purpose of this research is threefold: 1) as partial fulfillment of the Master of Arts in Education degree requirements; 2) to compare career paths of educators; and 3) to provide valuable information to the Department of School Administration.

Therefore, an invitation is extended to you to participate in this research by sharing with us your responses to questions on the enclosed survey. Please check one answer per question unless otherwise indicated. Your answers will remain anonymous and confidential. Enclosed also is a stamped envelope for your convenience in returning the questionnaire.

Your prompt assistance is greatly appreciated. Thank you for your time and consideration in responding to this request.

Sincerely,

*Nel Little*

Nel Little  
Graduate Student

*Norman L. McCumsey*

Norman L. McCumsey  
Associate Professor  
Elementary Education

Enclosure

Check here if you wish to receive a synopsis of the results. Please return with your completed questionnaire. Thank you.



APPENDIX II  
CAREER PATH SURVEY INSTRUMENT

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I. DEMOGRAPHIC DATA

1. Sex: a.  male b.  female
2. Age: a.  24-29 e.  45-49  
b.  30-34 f.  50-54  
c.  35-49 g.  55-59  
d.  40-44 h.  older
3. Marital Status:  
a.  married d.  widowed/er  
b.  divorced e.  divorced and remarried  
c.  seperated f.  single
4. Do you presently have children living at home with you?  
a.  yes b.  no  
If "NO", proceed to question # 7.
5. If "YES" to question # 4, please enter the number of children at home in each age category.  
a.  less than 5 years old.  
b.  between 5 and 12 years old.  
c.  between 13 and 18 years old.  
d.  above 18 years old.
6. In general, what is the amount of time spent weekly at home with your children?  
a.  5-9 hours a week.  
b.  10-14 hours a week.  
c.  15-20 hours a week.  
d.  above 20 hours a week
7. What is the average amount of time spent on household chores (including cooking and yard/car upkeep)?  
hours a.  b.  c.  d.   
a week: 5-9 10-14 15-20 above 20
8. How many times have you moved (changed dwellings) since 1970?  
a.  none c.  twice  
b.  once d.  more \_\_\_\_\_  
(please specify)
9. Check your longest move.  
a.  same neighborhood.  
b.  within your city.  
c.  within your county.  
d.  within the state.  
e.  out of state.

II. EDUCATIONAL BACKGROUND

10. In what type of school did you recieve most of your elementary school education?  
a.  public  
b.  parochial  
c.  private
11. In general, what was the quality of your work when you were in high school?  
a.  A's. d.  B's and C's.  
b.  A's and B's. e.  C's.  
c.  B's f.  C's and D's.

12. What is your estimate of the income position of your parents at the time of your graduation from High School?

- a.  Highest 25% of your community.
- b.  second highest 25% of your community.
- c.  third highest 25% of your community.
- d.  lowest 25% of your community.

13. In general, what was the quality of your undergraduate college course work or achievement?

- a.  mostly A's. (GPA 3.5 - 4.0)
- b.  mostly B's. (GPA 2.8 - 3.4)
- c.  B's & C's. (GPA 2.3 - 2.7)
- d.  mostly C's. (GPA 1.7 - 2.2)

14. In what way did you do most of your undergraduate college work?

- a.  full-time study.
- b.  part-time study.

15. In what way did you do most of your graduate study?

- a.  full-time study.
- b.  part-time study.

16. In general, what was the quality of your graduate college course work/achievement?

- a.  A's (Graduated with honors).
- b.  A's and B's (GPA 3.4 - 3.8).
- c.  mostly B's. (GPA 2.9 - 3.3).
- d.  B's and C's. (GPA 2.5 - 2.8)

17. Have you ever withdrawn from a graduate program?

- a.  NO (Skip to question 20).
- b.  YES (Continue on #18).

18. Did you ever consider withdrawing from a graduate program at any time?

- a.  no (Skip to question 20).
- b.  yes (Continue on # 19).

19. If "yes" to at least one of the above two questions, please check all the reasons that apply.

- a.  lack of money.
- b.  lack of time.
- c.  lack of emotional support from your family.
- d.  lack of support from college professionals in your program
- e.  other \_\_\_\_\_

20. What is the highest academic degree which you have received?

- a.  bachelor's.
- b.  master's.
- c.  specialist's.
- d.  doctorate.

21. What Iowa State certifications or endorsements do you hold? (List as many as you hold.)

- |          | <u>year</u><br><u>received</u> |
|----------|--------------------------------|
| a. _____ | _____                          |
| b. _____ | _____                          |
| c. _____ | _____                          |
| d. _____ | _____                          |

22. What plans do you have for future formal education?

- a.  I have no plans.
- b.  I plan to take courses, but not towards a specific degree.
- c.  I plan to study towards a \_\_\_\_\_ degree.

III. PROFESSIONAL POSITIONS

23. What position do you currently hold?

- |  |   |
|--|---|
| a. <input type="checkbox"/> special education teacher                      | j. <input type="checkbox"/> assistant superintendent  |
| b. <input type="checkbox"/> elementary school teacher                      | k. <input type="checkbox"/> superintendent  |
| c. <input type="checkbox"/> junior or middle school teacher                | l. <input type="checkbox"/> A.E.A. special services (Specify)<br>_____  |
| d. <input type="checkbox"/> high school teacher                            | m. <input type="checkbox"/> other educational position (Specify)<br>_____   |
| e. <input type="checkbox"/> elementary school principal                    | n. <input type="checkbox"/> no longer in the educational field.<br>(Please specify non-educational job.)<br>_____ |
| f. <input type="checkbox"/> junior or middle school<br>assistant principal |   |
| g. <input type="checkbox"/> junior or middle school principal              |   |
| h. <input type="checkbox"/> high school assistant principal                |   |
| i. <input type="checkbox"/> high school principal                          | o. <input type="checkbox"/> not employed.   |

24. What positions have you held including your present position?  
(Please write the dates for all positions that apply.)

<u>POSITION</u>	<u>1-2 YEARS</u>	<u>3-5 YEARS</u>	<u>6-9 YEARS</u>	<u>MORE THAN 10 YEARS</u>
a. special education teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. elementary school teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. junior or middle school teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
d. high school teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
e. elementary school principal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
f. junior or middle school assistant principal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
g. junior or middle school principal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
h. high school assistant principal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
i. high school principal	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
j. assistant superintendent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
k. superintendent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
l. athletic coach or director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
m. psychologist or counselor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
n. A.E.A. special services	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
o. other _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
_____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

IV. ACQUIRING A POSITION

ONLY for those respondents presently holding a position as PRINCIPAL OR SUPERINTENDENT.

NOTE: Those respondents presently not holding a position as principal or superintendent, PLEASE turn to the next page, question #32.

25. What age were you appointed to your first principalship?

- a.  20-24
- b.  25-29
- c.  30-34
- d.  35-39
- e.  40-44
- f.  45-49
- g.  50-55
- h.  over 55

26. How were you made aware of the administrative position you now hold?  
(CHECK AS MANY AS APPLY)

- a.  word of mouth, informally.
- b.  written notice.
- c.  school administrator
- d.  teacher
- e.  U.N.I. Placement Office.
- f.  U.N.I. Department of School Administration.
- g.  other (specify) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. How would you characterize your efforts to obtain your administrative position?

- a.  hardly any effort.
- b.  moderately active effort.
- c.  all out effort - very active.

28. To obtain your present administrative position did you relocate:  
(Check one.)

- a.  within the same school building.
- b.  within the same school district.
- c.  within 50 miles of previous position.
- d.  within 100 miles of previous position.
- e.  within the state of Iowa.
- f.  from/to another state.

29. Was your spouse's career a factor in your relocation or job change?

- a.  YES
- b.  NO

If "YES", please explain how it was a factor: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

30. Do you feel the job requirement in your position as an administrator is:

- a.  totally demanding.
- b.  moderately demanding.
- c.  somewhat demanding.
- d.  hardly demanding.

31. How do you feel about your performance as an administrator?

- a.  very satisfied.
- b.  moderately satisfied.
- c.  somewhat satisfied.
- d.  hardly ever satisfied.

PLEASE SKIP TO QUESTION #47, PAGE 7.

IV. ACQUIRING A POSITION

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ONLY for those respondents who do NOT presently hold a position as a PRINCIPAL OR SUPERINTENDENT.

32. How interested are you in obtaining a position as a principal or superintendent at this time?

- a.  extremely interested.
- b.  moderately interested.
- c.  somewhat interested.
- d.  not interested at all.

33. Have you attempted to obtain a position as a principal or superintendent since receiving U.N.I. administrative certification?

- a.  YES (Continue to next question)
- b.  NO (Please specify why not:)

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34. How would you characterize your current attempts at seeking an administrative position?

- a.  all out effort, very active.
- b.  moderately active effort.
- c.  hardly any effort.
- d.  no effort at present.

35. Are you registered with a university placement office?

- a.  YES
- b.  NO

36. Have you been notified of an administrative opening by a university placement office?

- a.  YES
- b.  NO

37. Have you sought help in obtaining a position from U.N.I. Department of School Administration?

- a.  YES
- b.  NO

38. Has anyone from the U.N.I. Department of School Administration notified you of job vacancies?

- a.  YES
- b.  NO

39. Have you indicated your interest in a specific administrative position?

- a.  have not indicated interest.
- b.  by written application.
- c.  by telephone.
- d.  other (Please specify) \_\_\_\_\_

---

---

40. Have you personally been made aware of administrative vacancies by:

(CHECK AS MANY AS APPLY.)

- a.  I have not been aware of any.
- b.  word of mouth, informally.
- c.  written notices.
- d.  U.N.I. Placement/Department.
- e.  teachers.
- f.  school administrators
- g.  others (please specify)

---

---

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41. Have you interviewed for an administrative position?

- a.  NO  
 b.  once  
 c.  twice  
 d.  more than twice (How many?)  
 \_\_\_\_\_

42. How far was the school system you interviewed with from your home? (CHECK ONE)

- a.  my own school system.  
 b.  within 20 miles.  
 c.  within 50 miles.  
 d.  within 100 miles.  
 e.  within the State of Iowa.  
 f.  out of state.

43. Are you willing to relocate your home in order to obtain an administrative position?

- a.  YES    b.  MAYBE    c.  NO

44. Based on your best recollection, were questions asked during any of your interviews that you considered to be unfair?

- a.  NO  
 b.  does not apply.  
 c.  somewhat  
 d.  YES

If "yes" or "somewhat", please give some examples: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(Complete examples on back of page 7)

45. Have you been offered an administrative position since you received your school administration certification?

- a.  NO            b.  YES

If "YES", please specify how many offers and for what position/s?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

46. Have you refused any offers?

- a.  NO            b.  YES

If "YES", please specify what positions you refused and briefly why.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ONLY respondents NO longer working in the EDUCATIONAL FIELD.

47. If you are not presently engaged in any educational position, please check as many reasons that apply.

- a.  unable to obtain the desired position in education.  
 b.  decided to stay at home to raise family or be homemaker.  
 c.  positions outside of education paid more money.  
 d.  too much frustration in the teaching field.  
 e.  tried administration, but it didn't work out.  
 f.  other (specify) \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

V. CAREER GOALS

48. At the time you began school administration courses at U.N.I., were you hoping to obtain a position as a school administrator in the future?

- a.  YES
- b.  MAYBE
- c.  NO

If "NO", please explain your reason for entering the program:

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49. After completion of your U.N.I. course work for D.P.I. certification in School Administration, what administrative position did you seek?

- a.  elementary principal.
- b.  ass't secondary principal.
- c.  secondary principal.
- d.  ass't superintendent.
- e.  superintendent.
- f.  other administrative position (Please specify) \_\_\_\_\_
- g.  did not seek an administrative position.
- h.  does not apply (Please explain)

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50. At the present time, what is your career goal?

- a.  maintain present educational position.
- b.  move to a similar position in a different school or district.
- c.  move into a non-educational related position.
- d.  maintain a non-educational job.
- e.  move to a new educational position of:
  - 1. elementary principal.
  - 2. ass't secondary principal.
  - 3. secondary principal
  - 4. ass't superintendent.
  - 5. superintendent.
  - 6. college faculty/staff.
  - 7. other (specify) \_\_\_\_\_

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51. In 10 to 15 years, where do you see yourself?

- |    | IOWA                     | ANOTHER STATE            |                                     |
|----|--------------------------|--------------------------|-------------------------------------|
| a. | <input type="checkbox"/> | <input type="checkbox"/> | present position.                   |
| b. | <input type="checkbox"/> | <input type="checkbox"/> | similar educational position.       |
| c. | <input type="checkbox"/> | <input type="checkbox"/> | advanced educational position.      |
| d. | <input type="checkbox"/> | <input type="checkbox"/> | change to non-educational position. |
| e. | <input type="checkbox"/> | <input type="checkbox"/> | different non-educational position  |
| f. | <input type="checkbox"/> | <input type="checkbox"/> | retired.                            |
| g. | <input type="checkbox"/> | <input type="checkbox"/> | other (please specify) _____        |

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VI. ATTITUDES AND DYNAMICS

Please check the number which indicates your opinion. Give the answer that best represents what you think is happening now.

- |   | <u>SD</u><br><u>1</u>    | <u>MD</u><br><u>2</u>    | <u>MA</u><br><u>3</u>    | <u>SA</u><br><u>4</u>    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 52. Mainstreaming of special education students presents extra problems for administrators.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Parents prefer male rather than female school administrators.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Teachers prefer male rather than female school administrators.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 55. Administrators are generally expected to be curriculum experts.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 56. Superintendents generally encourage applications from women for administrative positions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. Most educators are optimistic about the status of education in the near future.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. In general, men tend to be better principals than women.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YOUR PROMPT RESPONSE WILL BE GREATLY APPRECIATED

THANK YOU FOR YOUR ASSISTANCE WITH THIS RESEARCH

COMMENTS are welcomed about specific questions or the questionnaire itself: