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FACTORS AFFECTING THE SELECTION OF FEMALE VERSUS MALE PUBLIC
SCHOOL SUPERINTENDENTS

The University of Arizona

PH.D. 1984

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FACTORS AFFECTING THE SELECTION OF FEMALE
VERSUS MALE PUBLIC SCHOOL SUPERINTENDENTS

by

Virginia Vasquez Sanchez

A Dissertation Submitted to the Faculty of the

DEPARTMENT OF EDUCATIONAL FOUNDATIONS
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For the Degree of

DOCTOR OF PHILOSOPHY
WITH A MAJOR IN EDUCATIONAL ADMINISTRATION

In the Graduate College

THE UNIVERSITY OF ARIZONA

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THE UNIVERSITY OF ARIZONA
GRADUATE COLLEGE

As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Virginia Vasquez Sanchez entitled Factors Affecting the Selection of Female Versus Male Public School Superintendents.

and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Philosophy.

L. O. Nelson

Date

11/27/84

Donald M. Sack

Date

11/27/84

Lee Dreyfus

Date

11/29/84

Date

Date

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

L. O. Nelson
Dissertation Director

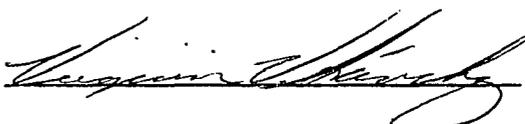
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Signed 

This study is dedicated to
"La Virgin de Guadalupe"

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ABSTRACT

The study was undertaken to identify factors which lead to the selection of females as public school superintendents. Previous studies in current literature appeared to concentrate on negative aspects of female exclusion in administration. Four categories encompassing possible influential factors were studied. Those categories were, (1) family influence, (2) role models, (3) motivation, and (4) personal characteristics. In order to compare female perception of these factors a random sample of male superintendents was selected to determine whether perceptions were similar or different from those of the female superintendents.

In the family influence category, the male and female sample population considered themselves most like their fathers in character and personality while a smaller percentage of male and female respondents indicated a similarity to their mothers. In the Role Model category, both male and female superintendents generally attributed their career decisions to the influence of family and non-family role models, sponsors, and mentors. In the Motivation category, both sexes appeared to be highly motivated by the desire to influence policy, and to better

themselves. The majority of both sexes also agreed that they have not yet reached their ultimate career goals in educational administration. In the category of Personal Characteristics, there was little, if any, difference between male and female respondents. The male and female superintendents, as separate and combined groups, ranked four personal characteristics in the same order of importance: (1) qualifications, (2) administration experience, (3) knowledge, and (4) education. On the whole, there does not seem to be a significant difference in any of the categories; however, in specific items within each category a significant difference can be observed.

Several conclusions can be drawn following this study. Because existing literature on positive influential factors is limited, this can be considered a new area. The researcher is hesitant to generalize from the conclusions about the entire public school superintendent population. The literature reveals several studies have been done to find personal characteristics common to male and female administrators. Finally, one might conclude that most of the population of superintendents may be found to have the same characteristics.

CHAPTER 1

INTRODUCTION

Professions traditionally considered to be female because of the large number of women in them, (e.g., teaching, librarianship, nursing, and social work) are administered by men. With the exception of nursing, these professions also tend to be among the most favorable for enabling men to rise to administrative and managerial positions in proportions that far outnumber women (Walker, 1981, p. 1).

Interest in this study arose when current literature and educational directories revealed that, despite the high ratio of women to men in the field of education, administrative positions continue to be dominated by men. Feurers (1981, p. 6) states that at the elementary school level, 80 percent of the teachers are women while 83 percent of the principals are men.

Nevertheless, there have been substantial increases in the number of women entering and attaining high-level positions in public schools, junior colleges, and university administration. A study conducted in 1980 by the American Council on Education has shown that over the last five years the number of women serving as Chief Executive Officers (CEO's) in American colleges and universities has increased an average of 38 percent (Hemming, 1981, p. 1). In four-year public colleges, the number of women Chief

Executive Officers increased by 180 percent, and in two-year public colleges the figure actually tripled (Hemming, 1981, pp. 1-2). However, "there are approximately 173,000 administrative positions in public schools nationwide; currently only 13 percent of these positions are held by women" (Walker, 1981, pp. 1-2).

For women interested in pursuing careers in school administration, many successful female administrators have taken the time to write articles and books that enumerate the factors they felt most influenced their rise to the 'top'. Hemming (1981, p. 5) has summarized the advice offered to prospective female administrators as follows: "Females can succeed by...working hard, being politically aware and able to play 'the game', being well-prepared academically, experientially, and specifically for issues which arise, setting goals and objectives to work toward, maintaining a sense of humor, and striving to be non-emotional."

In addition, some of the most important qualities needed for success in administration are interpersonal skills, flexibility, organizational ability, self-confidence, fairness, objectivity, and a sense of humor. (Pfiffner (1979, p. 2) supports training and preparation for aspiring female administrators, including internships and a doctoral degree as part of that training. Other advice is to work

hard, be well-prepared and politically astute, set goals and objectives, maintain a sense of humor, and strive to be non-emotional. An article by Breyer and Zalupski (1981, p. 12) indicated one top female administrator strongly recommends that women be career oriented, establish realistic goals, be competent, hone their management skills, establish a work record of demonstrated capability, develop a network of associates and mentors, have self-confidence, and see themselves as leaders. Females must also be willing to take risks. Perhaps most important is the ability to deal with the pressures that come from their jobs, from their personal lives, and from society.

Finally, other writers have observed that women must make it known that they are ready, willing, and able to take on these challenges. They must be realistic and aware that as they get higher and higher in administration, the kdy positions are fewer and fewer.

Joan D. Abrams (1978, p. 27) stated that while much of her advice is directed to women, it can apply to men also. For example, it is pointed out that advanced degrees (such as a Ph.D.) are usually mandatory for someone pursuing an administrative career in education. She suggests that when applying for a position, one should know as much as possible about the prospective school system and assume that all candidates will get a fair hearing. The applicant

should be prepared to analyze questions asked and to ask questions of the interviewers. In sum Abrams says, "Don't be afraid to be a woman, answer biased questions tactfully, and do your best."

Lautzenheiser (1977, p. 26) suggests that factors influential to a woman aspiring to an administrative position are, a good attitude toward oneself and those in the working environment, and toward "being a woman." If a woman feels that being female is a limitation, then it is that feeling itself that could become the actual limitation.

The investments Lautzenheiser recommends to be successful at a job may be applicable to both males and females: "Education (administrative preparation) for a job you want' hard work under pressure, including time, commitment and dedication; and a good attitude. Treating people as people--with consideration and understanding--makes not only the job, but life successful" (Lautzenheiser, 1977, p. 26).

One might conclude that the issue of gender may not be the crucial one. Opportunities exist for both males and females, provided that they meet the requirements for the position in terms of ability, education and experience.

Statement of the Problem

Public school superintendent positions are largely dominated by males, although they are outnumbered by the

female population in education (Walker, 1981, p. 1; Grimm & Stern, 1974, pp. 690-705). Current literature about females in educational administration indicates that the number of females in higher administrative echelons is increasing but not increasing at a rate proportionate to male administrators (Feurs, 1981, p. 7). Studies (Sandorf, 1980, pp. 11-45) indicate that most females still find it difficult to break into educational administrative posts. Several studies identify barriers and negative factors, such as lack of educational preparation and fear of sexual discrimination, which exclude many females from the superintendency (Barter, 1959, p. 73; Dole, 1973, pp. 123-126; Van Meir, 1975, pp. 163-166; and Barnes, 1976, pp. 87-93). However, little literature is found that identifies the positive factors which influence the advancement of females to administrative positions. The purpose of this study will be to identify and examine possible positive influential factors.

The specific problem of this study focuses on two main elements:

1. to identify positive factors that females believe have influenced their achieving the public school superintendency, and
2. to compare the influential factors for women with those for men who are now public school superintendents.

Specific positive factors within categories to be examined are the following:

The family influence category refers to any family member who supports and/or encourages higher educational preparation for job advancement.

The role model factors include any individual who encourages another person to do better or who provides an example worthy of emulation. Other suggested terms for role model are sponsor and mentor.

The motivation factors are those described by Frederick Herzberg as hygiene factors and motivation factors. Hygiene factors are policy and administration, supervision, working conditions, interpersonal relations, money, status, security, and personal life. Motivator factors are achievement, recognition for achievement, work itself, increased responsibility, growth and development and advancement.

The personal characteristic factors are education, age, sex, administrative experience, and physical appearance.

Purpose of Study

The purpose of this study has been to delineate positive factors that have influenced females to achieve the position of public school superintendent.

The findings of this study will add to the research literature on this topic and may reveal added information

of interest to university administrative training program personnel, school board members, school district staff, and professional organization bodies. Studies of the "new generation of women" entering administrative positions are needed to provide current information for future male and female administrators. This study should help make administrators more cognizant of the female administrative potential. Future female administrators should become aware of these assets women may already have or may need to develop which will enable them to achieve the superintendency position.

Research Questions

The major research question of this study was: What factors influenced females in acquiring the position of public school superintendent as compared to male public school superintendents? Those factors were identified within one of four categories:

1. Family Influence
2. Role Models
3. Motivation
4. Personal Characteristics

Specific Research Questions

RQ₁ Is there a significant difference between male and female superintendents in all categories as a whole?

- RQ₂ Is there a significant difference between male and female superintendents in the factors related to family influence?
- RQ₃ Is there a significant difference between male and female superintendents in the factors related to
- RQ₄ Is there a significant difference between male and female superintendents in the factors related to motivation?
- RQ₅ Is there a significant difference between male and female superintendents in perceived factors related to their personal characteristics?

Assumptions

This research was based on the following assumptions:

1. That a questionnaire sent to the selected public school superintendents would be answered honestly and in sufficient number.
2. That returns would be sufficient in number to enable the researcher to make some statistical judgments regarding the data.
3. That the responses received from selected public school superintendents would contain valid and reliable information.

Limitations

The following limitations were inherent in this study:

1. Only those states that have appointed/hired (as opposed to elected) public school district superintendents were included in this study.

2. Only those states were included in the study that had school district superintendents which could be identified by name as female. The primary source of information was the most recent issue of Patterson's American Education, 1984 edition from data gathered in 1983.

3. Only those identified factors within each of the categories were included in the study.

4. Names with a feminine spelling and/or sound were identified at first as females when in reality some of those superintendents identified themselves as males. The reverse was also true; names with a masculine spelling and/or sound were identified as males when in fact some were females.

5. Several education organizations were not allowed to release the names or gender of their membership for this study.

Definition of Terms

1. Family Influence

(a) Home influences and/or family influence related to those persons that directly or indirectly affect the behavior or the development of a person to alter some

situation or determine a result, in this case the attainment of the position of public school superintendent.

(b) Any family member(s) who support(s) or encourage(s) higher education preparation or job advancement, specifically, father, mother, sister, brother, aunt, uncle, grandmother, grandfather, daughter, son, spouse.

2. Role Model

(a) Role models are individuals, male or female, chosen for emulation in one or a selected few of their roles.

(b) Role model and other suggested terms are sponsor and mentor. Any individual who encourages another to do better or who provides an example worthy of emulation.

Sponsor: A sponsor may use his influence to promote the young man's entry and advancement. He may be a host and guide, welcome the initiate into a new occupation and social world and acquainting him with its values, customs, resources, and characters (Bova, 1981, p. 2).

Mentor: Mentors are those who practice most of the following principles: (1) try to understand, shape, and encourage the dreams of their proteges' (2) often give their blessing on the dreams and goals of their proteges; (3) provide opportunities for their proteges to observe and participate in their work by inviting their proteges to work with them; (4) teach their proteges the politics of 'getting ahead' in the organization. A mentor is usually a person of high organizational or specific career status who by mutual consent takes an active interest in the career development of another person (Bova, 1981, p. 5).

3. Motivation

(a) For purposes of this study, motivation was considered to be the forces that initiate, direct, and sustain individual or group behavior in order to satisfy a need or attain a goal.

Motivation: At the most general level, motivation refers to a process governing individual choices among different forms of voluntary activities. Motivation involves the direction of behavior, the strength of response, and the persistence of the behavior. The term also includes a number of other concepts such as drive, need, incentive, reward, reinforcement, goal setting, and the like (Hoy & Miskel, 1982, p. 137).

4. Personal Characteristics

An individual peculiarity, or distinctive trait, revealing a special quality or identify. A distinguishing trait, quality, or property.

5. Public School Superintendent, Chief Executive Officer

He is the central office in the school system, up to which and down from which authority, direction, and inspiration flow. He is the organizer, and director of the work of the schools in all their different phases, and the representative of the schools and all for which the schools stand before the people of the community. He is the executive officer of the school board, also its eyes, and ears, and brains. He is the adviser, inspirer, and friend of the teachers, and between them and the board of education he must, at times, interpose as an arbiter. Amid all his various duties, however, the interests of the children in the schools must be his chief care, and the larger educational interests of the community as a whole he must keep constantly in mind (Grieder, Pierce, & Jordan, 1961, pp. 158-159).

6. Factor

"A something that actively contributes to the production of a result; ingredient; syn. element."

(Webster's New Collegiate Dictionary, Merriam, 1977, p. 410).

7. Miscode

For the purpose of this study, miscode applies to problems which led to discarding certain questionnaires by persons who were not intended for inclusion in the study.

Reasons for invalidation were as follows:

- (1) some females had masculine sounding names and some males had feminine sounding names.
- (2) the superintendent who replaced the addressee completed the questionnaire even though it was addressed to the former incumbent superintendent.
- (3) reorganization had placed different persons in office.

8. Selection

The term selection, as used in this study, refers to the individual incumbent's perception of what they believe led to their attainment of the school district superintendency.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter includes a review of the pertinent literature with the focus on the four selected factor categories: (1) Family Influence, (2) Role Models; (3) Motivation; and (4) Personal Characteristics.

Family Influence

An examination of the literature reveals that both males and females consider family influence to be an influential factor for success in several administrative fields. In the field of educational administration, Ortiz (1981, pp. 26-27) wrote that virtually all school administrators must begin by teaching, and that teaching is therefore the most legitimate means of entering the field. Yet, several significant differences exist between the ways in which men and women are perceived as teachers. Ortiz (1981, p. 26) goes on to write that women generally wish to remain as teachers because they tend to prefer the school schedule (which lets them return home early to care for their families) and that therefore women are often socialized to remain as teachers. Ortiz also suggests that administrators strongly encourage most white males to "move up" to administrative positions. Furthermore,

encouragement and socialization into the educational administrative field comes naturally to most men as society views a man's occupation as a fulltime job whereas a woman's roles as homemaker and mother are considered full-time and her occupation only part-time. A teacher's occupation is fulltime but is, however, considered part-time by many due to the actual teaching period which is usually approximately nine or ten months of the year.

Feuers (1979, pp. 91-93) emphasized that she was a good student, had a college education, and studied under professors who significantly influenced her administrative career. Yet, her most important influence has been her husband who encouraged her to "get out of the house," and who supports her interests. She also believes that women must learn to quality themselves for jobs the way men do when climbing the administrative ladder.

Family influence has as much effect on business administrators as it does on educational administrators. Kerson and Alexander (1979, pp. 314-323) and Burke and Weir (1977, pp. 32-33) discuss the role of society and the family in determining how men and women define masculinity and femininity, how they perceive themselves, their aspirations, and their attitudes toward success and achievement. Topics such as dual career family, alternative lifestyles, the working mother and the effects of her

absence on her children are being dealt with personally and in special workshops.

The researcher has not been able to conduct a literature review on family influence and the military because of a paucity of published information on the subject. Part of the information available has been obtained by personal communication. Conversations with several parents of teen-aged children revealed that while most families encourage or accept the idea of their sons joining the military, they discourage or reject the idea of their daughters joining the military. Despite the lack of family encouragement to enter the military, females are not new in the Army (Mohr & Rowan, 1978, p. 9). The number of females in the Army is indeed increasing.

Role Models

Current literature indicates that role models, be they men or women, are necessary for both males and females pursuing careers in administration. It is important to note that when literature refers to the category of role models, other terms, such as "sponsor" and "mentor" are mentioned. These terms are used to describe persons who have influenced a prospective administrator in his/her climb up the administrative ladder.

Because the majority of administrative positions are occupied by males, the future male administrator

automatically has a role model to identify with, more so than the female. Aery (1977, p. 43) pointed out that the professional woman needs to have appropriate career role models, just as her male counterpart does. Male professionals whose masculinity is not threatened by their affirmation and promotion of women can and do serve as role models for women. Therefore, in some cases men can serve as role models for the professional woman. Aery further believes that women need female role models whose accomplishments attest to female competence.

Blaubergs (1978, pp. 13-14) stated that people have always had role models, whether they have been in fiction or non-fiction books, or have been real-life models, such as fathers, mothers, grandmothers, or career men and women.

Blaubergs (1978, pp. 13-14) also feels that women, as opposed to men, suffer from a lack of role models and have therefore been crippled by the cultural demands and limitations placed upon them; women, consequently, have neither the opportunities nor the encouragement to develop their abilities or to grow in self-confidence and strength.

Ortiz (1982, p. 192) wrote that sponsorship plays a direct role in the determination of an individual's potential. She believes sponsorship is important for several reasons. First, sponsorship is differential. The individual's placement in certain positions depends upon the

sponsor's power, and the duties to which an individual is assigned depend on the sponsor's support. The knowledge that a person's performance is being sanctioned by a powerful sponsor is not only psychologically rewarding, but is also meaningful to the extent that the performance is important to someone else. In brief, sponsorship creates the context within which achievement characteristics become meaningful and is therefore considered an important factor. Because Ortiz has not specified gender in this particular discussion of sponsorship, it is assumed that both male and female sponsors exist.

Community colleges have had few females enter the field of administration, and not many of these females have expressed their views on role models. One community college administrator stated that she could identify with a male role model but not with a female role model (Phiffner, 1979, p. 1).

Breyer and Zalupski (1981, p. 13), writing from a community college perspective, stated that a difficulty females face is the lack of sufficient role models in top management, and in significant positions, particularly in technical fields. Although the number of females entering business administration or scientific programs at various educational institutions has increased, the sad fact remains that there are presently far too few females in

visible positions to have great impact on those females still in the ranks.

In the field of business administration, male role models abound, while the female business role model is again lacking. Burke and Weir (1977, p. 35) wrote:

Even where organizations have a strong affirmative action program, the male managerial model prevails. No one is paying any attention to the fact that, although women may not differ from men on personality variables or abilities and skills important for effective functioning in organizations, they may approach their work in different ways.

The military, without a doubt, has more males than females within all ranks. History, literature, media and stories about the military seldom if ever mention the names of women who have served in the military. This then brings about a lack of role models for females as opposed to role models for males.

Blaubergs (1978, p. 14) wrote that Sara Emma Edmonds, alias Franklin Hampson, may have been influenced by a novel she read as a child. The novel was: Fanny Campbell: or The Female Pirate Captain, a story of a girl whose lover was captured by pirates. After cutting her hair and dressing as a boy, she managed to rescue him. Edmonds served in the Civil War for two years and was officially accepted into the Grand Army of the Republic in 1897.

A study done by the Army Research Institute indicated that in 1975 the first female ROTC cadets attended

advanced camp at Fort Bragg, North Carolina. For that study, 392 males and 83 females participated. The report stated that while females are not new in the Army, the extent of their involvement has increased by participation (Mohr & Rowan, 1978, pp. 9-10). With increased female participation in the military, there is reason to hope that upper echelon military role models for females will soon be available.

Regardless of administrative area, role models have been shown to influence many people, male as well as female.

Motivation

The most frequently asked questions about human behavior are 'why' questions. Why do we initiate effort on a task? Why do some individuals persist in working overtime? Why do others avoid intensive work efforts? Why do some programs of motivation raise the levels of effort while others do not? 'Why' questions are ones of motivation--a fascinating and perplexing area. (Hoy & Miskel, 1982, p. 136).

According to Hoy and Miskel (1982, pp. 136-179), one of the most pervasive concepts in the area of work motivation is that of human needs. Hoy and Miskel discussed several teachers, school administrators, and administrators in other areas, who have high needs for achievement, power, self-actualization, whether these people are male or female.

Maslow's Hierarchy of Needs Theory of Human Motivation is one of the key concepts in the study of human motivation (Hoy & Miskel, 1982, p. 139). The first (lowest) level is physiological need which consists of the fundamental biological functions of a human being. The second level, safety and security needs, derives from the desire for a peaceful, smoothly running, stable environment. Belonging, love, and social needs, the third level, are important in our modern society. The fourth level, esteem needs, reflects the desire to be highly regarded by others. Self-actualization, the fifth level, can be defined as achievement of potential, maximum self-development, creativity, and self-expression.

Another theory of motivation has been proposed by Federick Herzberg. The theory, which is variously termed two-factor, dual-factor, motivator-hygiene, or simply Herzberg's Theory, has been widely accepted by administrators. Its basic postulate is that one set of rewards contributes to job satisfaction and another separate set to job dissatisfaction (Hoy & Miskel, 1982, p. 148). Herzberg defines one category of needs motivators because they seem to be effective in motivating people to superior performance and another category of needs hygiene or maintenance factors which describe the worker's environment and which, if satisfactorily fulfilled, serve the primary

function of preventing job dissatisfaction (Hersey & Blanchard, 1982, pp. 57-62).

Motivators are those satisfying factors which seem capable of having a positive effect on job satisfaction, such as achievement, recognition for accomplishment, work itself, increased responsibility, growth and development and advancement.

Hygiene factors are those dissatisfiers which can create a negative attitude and job dissatisfaction if they are not gratified. Included in this category are policy and administration, supervision, working conditions, interpersonal relations, money, status, security and personal life.

In short, work satisfaction and dissatisfaction are not opposites; instead they are quite distinct dimensions of a person's work attitude. Each of the factors, starting from a neutral point, can move in only one direction--toward satisfaction (for the motivators) or dissatisfaction (for the hygienes).

Adkinson (1981, p. 4) stated that females with growing children, especially those in single-parent families, face their responsibilities with inadequate social support. This type of responsibility can also occur where males are concerned. This responsibility is one which may be the motivation to apply for an administrative position

to satisfy a personal need and the needs of the family.

Personal Characteristics

An examination of the literature reveals several studies have been done to find personal characteristics common to male and female administrators.

Van Meir (1975, p. 165) reported a study of females in leadership positions in North Carolina from 1967 to 1969 which set about to explore the characteristics of women leaders and to relate and compare these characteristics to male leaders. The main characteristics dealt with intelligence, abstract thinking, and scholastic capacity. Other characteristics mentioned were confidence, self-assurance, resourcefulness, strong self-image, self-motivation, and an intellectual approach to the situation.

Leadership style can be a personal characteristic influencing an administrator. Dole (1973, pp. 125-126) wrote about a group of researchers in Florida who, believing that the type of leadership exhibited by a principal was an important determinant of his or her success, studied this facet of the principal's behavior. The leadership styles mentioned are democratic leadership, authoritarian leadership, and laissez-faire.

Another study in a community college in California mentioned several personal characteristics that were found prevalent in those participants in the study (Hemming, 1981, p. 10). The characteristics mentioned were age, level of education, family, marital status, and interpersonal skills. This study consisted of females only.

Campbell, Cunningham, Nystrand, and Usdan (1980, p. 223) discussed characteristics of superintendents in four areas: age factors, professional experiences, professional preparation, and other characteristics which encompassed sex, rural, and city districts, and selection of career. Further review of the literature is undertaken in this study and other personal characteristics are also examined.

CHAPTER 3

RESEARCH DESIGN

Design of the Study

The purpose of this chapter is to define the procedures used in the design of the study.

The purpose of this study is (1) to identify positive factors that females believe have influenced their achieving the public school superintendency; and (2) to compare the influential factors for women with those for men who are now public school superintendents. The specific positive factors to be examined are within four categories: (1) Family Influence, (2) Role Models, (3) Motivation, and (4) Personal Characteristics.

This chapter is divided into four sections: (1) Population and Sampling Procedures, (2) Procedures and Methods, (3) Explanation of Instrument Used, and (4) Statistical procedures.

Population and Sampling Procedures

Population

The population from which the study sample was selected consists of male and female public school

superintendents appointed or hired at the time the lists were made for the Spring 1984 edition of Patterson's American Education. Only those states having at least one female superintendent were included.

Most current state directories or lists from official offices of Public School Superintendents were used to clarify gender.

Gender of superintendents were determined by:

1. Title, if given, and gender specifics (Female: Mrs., Ms., Miss. Male: Mr., Sr., Jr.)
2. First name, if the title was not given or was not gender specific (Dr., Ph.D.), if the first name was given and gender specific (Mary/Donald).
3. First name, if the first name had one or more spellings used only by one gender (Female: Jane, Jaine, Jayne. Male: John, Jon).
4. Second name, if given and gender specific (Mary/Donald) if:
 - a. first name had one or more spelling that is used by both genders (Robin/Lesley).
 - b. the first name was listed with an initial only.
5. The spelling of the name (Female: Frances, Gail, Carol. Male: Francis, Gale, Carroll).

6. The name was deleted from the study if neither the first name nor the title were given or gender specific, and if the second name was not given, or if the second name was listed as initials or has one or more spellings used by both genders.
7. The name was deleted from this study if the first name was used indiscriminately by both sexes (Kolatch, 1976, p. 345) and the title was not given and gender specific (Female: Mrs., Ms., Miss. Male: Mr., Sr., Jr.) or if the second name if given, was not gender specific or if the second name was listed as initials or has one or more spellings used by both genders. "Some of the names used indiscriminately by both sexes are: Barrie, Bert, Beryl, Billy, Bobby, Buddy, Connie, Daryl, Frankie, Ira, Jean, Kay, Lesley, Lynn, Marion, Michel, Noel, Ruby, Sonny, Teddy, and Toby" (Kolatch, 1976, p. 345). For the purpose of this study, the following names were added to the group of names used indiscriminately by both sexes: Bonnie, Lonnie, Pat, Ronnie, and Terry.

Sample

The sample was divided into two parts: female and male. The female population consisted of all identified female public school superintendents in the selected states.

The male sample of public school superintendents was selected at random in numbers equal to the number of female superintendents in that state. The states with at least one female public school superintendent which were selected for this study are listed below.

Names of states included in study and total N:

Alaska	2	Montana	3
Arizona	2	Nebraska	3
Arkansas	2	New Jersey	10
California	18	New Mexico	5
Colorado	6	New York	10
Connecticut	3	North Carolina	2
Idaho	3	North Dakota	4
Illinois	7	Ohio	3
Indiana	5	Oklahoma	2
Iowa	10	Oregon	2
Kansas	1	Pennsylvania	12
Kentucky	3	Rhode Island	1
Maine	1	South Carolina	4
Massachusetts	8	South Dakota	1
Michigan	0	Texas	6
Minnesota	6	Utah	2
Mississippi	2	Washington	8
Missouri	10	Wisconsin	10

Total 36 states = 186

Procedures and Methods

Two necessary preliminary steps were taken to define the procedures and methods to be used in the study design. First, names and addresses of all state superintendents of public instruction, including the Commissioner of Education, were obtained from Patterson's American Education. Then a letter was sent to all state superintendents of public instruction, or to the Commissioner of Education, requesting a list of currently employed public school superintendents in each state.

Following the preliminary procedures, specific steps were taken by the researcher to obtain the additional data.

A letter was sent approximately four weeks after the first letter to those states that had not yet responded. Review and approval of the developed sample "Superintendent's Inventory" was sought from the researcher's Doctoral Committee who served as a panel of experts.

The "Superintendent's Inventory" was refined where necessary, and was administered to a selected pilot study group of five females and five male public school administrators. The pilot study group did not include superintendents. Using the results of this pilot study, the "Superintendent's Inventory" was further refined and improved, and an "interest generating" cover letter was developed.

The cover letter was prepared and mailed along with the "Superintendent's Inventory" to the population of female public school superintendents and randomly selected sample of male public school superintendents.

A male sample of public school superintendents was selected at random in numbers equal to the number of female superintendents in that state. Then a questionnaire was sent to the entire population of female superintendents and the randomly selected male superintendents.

Attention was called to an identifying number on the questionnaire which assured the male and female superintendents who participated that this number would be used solely for the researcher's purpose and not for identification of the respondent. Confidentiality was guaranteed.

To those superintendents who had not responded within three weeks, a follow-up letter was sent. Then a random selection of eight public school superintendents who had not responded was made, four identified as male superintendents and four identified as female superintendents. These superintendents were called by telephone in reference to the "Superintendent's Inventory" which had not been returned. The superintendents were asked the following questions:

1. Did you receive the survey, the "Superintendent's Inventory?"
2. Have you responded? If the answer was no, then they were asked:
3. Do you intend to respond?
4. If the answer to question three was no, then the next question asked, Why?

When the Superintendent's Inventories were received, they were analyzed by descriptive statistics, t-tests, and correlations.

Explanation of the Instrument Used

The instrument used for this study was the "Superintendent's Inventory" (SI). The instrument was a modified compilation of several questionnaires used in valid studies (Bova & Phillips, 1981, pp. 2-19; Williams, 1982, pp. 1-25; Purnell, 1980, pp. 44-56; Guttmacher, 1979, pp. 407-432; Moore, 1977, pp. 55-65; Weber, 1980, pp. 89-94).

The SI consisted of 60 items which were grouped into four distinct categories. They included: (1) Family Influence; (2) Role Models; (3) Motivation; and (4) Personal Characteristics. Each category included 15 items.

Demographic information (age, birth order, sex, height, ethnicity, marital status, number of children, educational background, years of administrative experience, family and personal reason for entering the profession of

administration was collected at the beginning of the questionnaire and included the following items:

- 1) Were you elected to the position of superintendent by a public election?
- 2) Age.
- 3) Position in birth order, sex, height.
- 4) Which group best describes your ethnic or racial background?
- 5) What is your current marital status?
- 6) Number of children.
- 7) Has your marital status changed since you took the superintendent's position?
- 8) Educational background.
- 9) What is your certification?
- 10) How many years of experience do you have in the following educational position?
- 11) My reasons for entering the profession of administration.

The factors relating to the family influence category were: mother, father, sister, brother, aunt, uncle, grandmother, grandfather, spouse, daughter, and son. The questions or statements in the SI relating to these factors in the family influence category include the following items:

- 1) I decided to become a superintendent to please-- my parents; my spouse.

- 2) The family members who were influential in helping me to choose administration as my career,
- 3) The parent or person who assumed most responsibility for supervising my activities as a child,
- 4) The adjective that best describes each of my parents,
- 5) Based on my responses to Question 4, I am most like my.

The factors relating to the role model category were role model, sponsor, and mentor. The questions or statements in the SI relating to those factors in the role model category are the following items:

- 6) I feel I had a: Role Model, Sponsor, Mentor,
- 7) Based on Question 6, my Role Model, Sponsor, and/or Mentor was/is a male or female.
- 8) I feel I am a member of an administrative network,
- 9) A nonfamily person who had the greatest influence in my life regarding my career,
- 12) I am a member of some kind of network,
- 18) My role model significantly assisted my advancement within my career,
- 20) My sponsor significantly assisted my advancement within my career, and
- 28) I feel I am a Role Model, Sponsor, and/or Mentor.

The factors relating to the motivation category were policy and administration, supervision, working conditions, interpersonal relations, money, status, security, personal life, achievement, recognition for achievement, work itself, increased responsibility, growth, and development and advancement. The questions or statements in the SI relating to those factors in the motivation category are the following items.

- 11) I decided to become a superintendent in order to
- 14) I like the responsibilities that come with the job,
- 16) I consider the educational field as a field for administrative growth,
- 22) I like my physical surroundings,
- 26) I am content with my personal life,
- 30) I get along with my peers,
- 32) I consider the educational field as a field for administrative development and advancement, and
- 34) I feel I have reached my ultimate educational goal.

The factors relating to the personal characteristic category were education, age, sex, administrative experience, and physical appearance. The questions or statements in the SI relating to those factors in the personal characteristic category are the following items:

- 10) I feel I have support from: male peers and/or female peers,

13) I feel my physical appearance was an asset when I was considered for the position of superintendent,

15) I consider myself to be an intelligent person,

17) I feel I had a good administrative training program,

19) I feel my administrative experience was an asset when I was considered for the position of Superintendent,

21) I feel my age was an asset when I was considered for the position of superintendent.

24) I feel I am politically aware,

25) I feel I was encouraged to fail which gave me the more reason to succeed,

27) I feel a woman who does the same work as a man should receive equal pay,

29) I feel I am professionally visible,

31) I feel my gender was an asset when I was considered for the position of superintendent,

33) I have experienced 'fear of success',

35) I feel the older one is, the better the chance of obtaining the position of the superintendency,

36) The characteristics I feel were an asset when I was hired for the position of superintendent are:,

37) The characteristic which best describes me as an individual,

38) The personal strength which best describes me as an individual.

Statistical Procedures

Each questionnaire was analyzed to obtain information at specific significant levels. The level of significance was set at .05.

The following statistical analyses were performed. First, descriptive statistics were calculated for both the males and females. This provided general information about the factors of the two samples studied. Secondly, t-tests were employed to compare responses of the female and male superintendents to the questionnaire. Finally, Pearson product moment correlation were used to calculate the information between (1) family influence factors, (2) role model factors, (3) motivation factors, and (4) personal characteristics factors to determine if any relationship existed.

CHAPTER 4

ANALYSIS OF THE DATA

This chapter contains an analysis of the data obtained from the "Superintendent's Inventory" which was developed as part of this study. Data for statistical examination have been classified into four categories:

1. Family Influence
2. Role Models
3. Motivation
4. Personal Characteristics

Analysis of the data in these categories is pertinent to the major research question of this study: What factors influenced females in acquiring the position of public school superintendent as compared to those factors influencing male public school superintendents?

The specific research questions studied are:

RQ1. Is there a significant difference between male and female superintendents in the identified factors?

RQ2. Is there a significant difference between male and female superintendents in the factors related to family influence?

RQ3. Is there a significant difference between male and female superintendents in the factors related to role models?

RQ4. Is there a significant difference between male and female superintendents in the factors related to motivation?

RQ5. Is there a significant difference between male and female superintendents in the factors related to their personal characteristics?

In addition, comments made by respondents to questions in the category labeled "Other" were included here.

The "Superintendent's Inventory" was mailed to the entire population of one hundred seventy-seven (177) identified female superintendents of public schools and to a randomly selected sample of one hundred seventy-seven (177) identified male superintendents. There were two hundred fifty-three (253) respondents to a mailing of three hundred fifty-four (354) Superintendent Inventories. This figure (253) represents a response of 71% of the identified population and selected sample. One hundred eighty-six (186) responses (122 males and 64 females) were used. Sixty-seven (67) were unused for various reasons: 11 were elected officials, 46 were miscoded, and 10 were uncoded. According to Babbie (1973, p. 165, 71% and over is a "very good" response rate.

Analysis of the Sample Population
Demographics Description

The chapter is divided into five major sections; (1) respondents demographic description, (2) family influence, (3) role models, (4) motivation, and (5) personal characteristics. A summary of the findings is presented after each separate category. Conclusions derived from this study and recommendations for further studies are presented in Chapter 5.

Table 1 indicates that the sample population was composed of 122 males, of which 46% were in the 50 to 65 year age group; and that of the 64 females, 42% were in the 50 to 65 years of age category. Table 1 also reveals that 45% of the total sample population of 186 were between the ages of 50-65. Other data relative to the sample population and age show that 41% of the sample population were in the 40-49 years of age group; therefore, 86% of the sample population were between the ages of 40 and 65 years.

Table 2 shows the distribution of percentages reflected in position in birth order for the entire sample population.

Table 2 indicates 71 from the total number of 186 respondents were first born. Seventy-one percent represents 38% of the 186 total. This table indicates that the lower the rank in birth order, the smaller the percentage of the

Table 1. Sample population by age. Total sample population, 186.

Age	Male		Female		Total No. 186
	N 122	%	N 64	%	
25-29	0	0	0	0	0
30-39	16	13.1	8	12.5	24
40-49	48	39.3	29	45.3	77
50-65	57	46.7	27	42.2	84
Older	1	0.8	0	0	1
Total	122	100.0	64	100.0	186

sample population. However, 75% of the sample population were either first, second, third, or fourth born in their families. This researcher questions the respondent's identification of "44" in this category and assumes the figure to be an incorrect number or an honest mistake.

Table 2. Distribution of percentages reflected from position in birth order.

Position in Birth Order	Male 122		Female 64		Total N 186
	N	%	N	%	
1	41	33.6	30	46.9	71
2	23	18.9	14	21.0	37
3	16	13.1	5	7.8	21
4	9	7.4	3	4.7	12
5	4	3.3	2	3.1	6
6	2	1.6	1	1.6	3
7	2	1.6	0	0.0	2
9	1	0.8	1	1.6	2
11	1	0.8	2	3.1	3
12	0	0.0	1	1.6	1
15	0	0.0	1	1.6	1
44	0	0.0	1	1.6	1
Omitted	23	18.9	3	4.7	26
Total N:	122,	100.0	64	100.0	186
Total %:	Male, 100.0, female, 100.0				

Almost half of the female respondents, and over one-third of the male respondents indicated they were first born. Walter Toman (1969, pp. 24-93) described several characteristics of first born males and females. Toman divides these characteristics into four categories: the oldest brother of brothers, the oldest brother of sisters, the oldest sister of sisters, and the oldest sister of brothers. Toman indicates several characteristics of first born males: they are leaders; they are in charge; they are in contro; they are good workers where they choose to be; they are good leaders of work of special enterprises, expeditions or any condition where work and leadership can be combined. They are inspiring; they like to receive credit for their work, and like to keep ther environment in order.

Toman also lists several characteristics of the first born female: she takes care of herself and others and may boss them. At work a female may be responsible, competent, and get things done, especially if she is in the position of leadership. She will tend to identify with her superior who must be male in order for her to accept his authority.

Table 3 shows distribution of the sample population by gender. The figures show the number of total respondents who fit the criterion and the division according to male and female gender. Table 3 suggests that there is a higher concentration of male superintendents in this sample population even though the male sample randomly selected, was equal to the number of female superintendents identified. Some reasons for the greater number of males were: (1) some names identified as feminine, such as Tasha, Izra, and Carroll, were actually male; (2) change in administration where the current superintendent was female and the incoming superintendent was a male; and (3) change of administration which occurred after the deadline for the return of the Superintendent's Inventory.

Table 3. Distribution of percentages reflected in male and female sample population.

Sex	N
Male	122
Female	64
Total N	186

Table 4 shows the distribution of the sample population by height. The total respondents to this question numbered 154 of the total 186 in the sample population.

Table 4. Distribution of the sample population by height.

N	Male Mean	SD	N	Female Mean	SD	N	Total Mean	%
122			64			186		
92	5.9	0.24	62	5.4	0.20	154	5.74	.031

Table 4 shows the mean height for the male sample population as five feet-nine inches, and five feet-four inches for the female population. The range for the males was from five feet-two inches (shortest) to six feet-three inches (tallest), for females the shortest was five feet-two inches and the tallest, five feet-nine inches. These figures indicate a considerable range in height for both male and female respondents.

Table 5 shows the distribution of the sample population by ethnic groups. Table 5 indicates that each ethnic group identified in the Superintendent's Inventory was represented by at least one respondent of the sample population with the exception of "Other Oriental Group."

Table 5. Distribution of the sample population by ethnic group.

Ethnicity	Male		Female		Total N
	N	%	N	%	
	122		64		186
White/Anglo American	119	97.5	57	89.1	176
Black/Afro American	0	0	1	1.6	1
Mexican/Mexican American	1	0.8	2	3.1	3
Other Hispanic Group (Please specify)	0	0	1	1.6	1
Asian-American, Asiatic	0	0	1	1.6	1
Other Oriental Group (Please specify)	0	0	0	.0	0
American Indian (Please specify)	0	0	1	1.6	1
Other (Please specify)	2	1.6	1	1.6	3
Total	122	100.0	64	100.0	186

Table 5 indicates a high concentration of the sample population for both males and females in the White/Anglo-American ethnic group. It is interesting to note that more ethnic groups are represented by females than males.

The two male respondents from the sample population who were in the "Other" category cited "White, first generation Greek" and "White, Italian descent". One female respondent from the sample population who was in the "Other" category specified German-American as her ethnic group.

Table 6 shows the number and percentage of male and female superintendents who responded to the question that referred to current marital status.

The figures in Table 6 indicate that the highest percentage, 87%, of the entire sample population is currently in the "married" category status. These data also show that 98% of the males are in the "Married" category, and 67% of the females are "Married".

Table 6. Distribution of the sample population by their current marital status.

	Male		Female		Total N 186
	N 122	%	N 64	%	
Single	0	0	14	21.9	14
Engaged	0	0	0	0	0
Married	120	98.4	43	67.2	163
Separated	1	0.8	0	0	1
Divorced	1	0.8	4	6.3	5
Widowed	0	0	2	3.1	2
Remarried	0	0	1	1.6	1
Total	122	100.0	64	100.0	186

Table 7 presents the superintendent's response to the item: Number of children.

Table 7 shows the highest percentage (54.3) of the total group to have two or three children. It is interesting to note that the next highest percentage (35.2) for men, were those males with three children, while the next highest percentage for females was 21%, in the two child category. These figures show that most female respondents have fewer children than the male respondents. This researcher assumed that the female

Table 7. Distribution of the sample population by the number of children.

Number of Children	Male		Female		Total N 186
	N 122	%	N 64	%	
0	0	0	0	0	0
1	6	4.9	11	17.2	17
2	35	28.7	14	21.9	49
3	43	35.2	9	14.1	52
4	12	9.8	4	6.3	16
5	11	9.0	0	0	11
6	3	2.5	3	4.7	6
21	0	0	1	1.6	1
Omitted	12	9.8	22	34.4	34
N of respondents	122	100.0	64	100.0	186

respondent who wrote 21 as the number of her children, used that figure in error.

Table 8 shows the number and percent of male and female superintendents whose marital status may have changed since they took the superintendent's position.

Table 8. Distribution of the sample population in reference to marital status change.

	Male		Female		Total N 186
	N 122	%	N 64	%	
No change	117	95.9	54	84.4	171
Married	1	0.8	4	6.3	5
Separated	1	0.8	1	1.6	2
Divorced	2	1.6	1	1.6	3
Widowed	1	0.8	1	1.6	2
Engaged	0	0	0	0	0
Omitted	0	0	3	4.7	3
Total	122	100.0	64	100.0	186

The data in Table 8 indicates that the largest part of the sample population has not had a marital status change since assuming the superintendent's position. Table 8, "Distribution of the Sample Population by reference to marital status change" indicates that two percent of the sample population are in the "Married" category. The figures also indicate that the marital status of most respondents did not change after they took the superintendent's position. It is worth noting that the "No Change" figures in Table 8 are high for both male (M=117) and female (F=54) respondents.

Table 9 shows the number and percent of male and female superintendents who responded to the Educational Background category. As a total group, 62% of the sampled superintendents held Master of Arts, Master of Science, and/or Master of Education degrees. Of the 64 females in the sample population, Table 9 indicates that 28% of them held a Ph.D. degree; and among the male (respondents) nine percent, held a Ph.D. degree.

Table 9 shows the number of degrees earned by the sample population; this table might have been more informative had the question also asked for the highest degree earned.

Table 9. Distribution of the sample population in reference to educational background.

Degree	Male		Female		Total N 186
	N 122	%	N 64	%	
BA/BS	55	45.1	33	51.6	88
MA/MS/MEd	76	62.3	40	62.5	116
Specialist	31	25.4	16	25.0	47
Ed.D.	37	30.3	18	28.1	55
Ph.D.	12	9.8	18	28.1	30
Other	4	3.3	7	10.9	11
Number of Degrees Earned	215		132		347

"Other" degrees held by the sample population were identified by both male and female respondents. Male respondents cited:

1. "School of Hard Knocks" degree
2. ABD ("All But Dissertation")
3. Credits for Superintendent's credential
4. Administrator's certificate

Female respondents cited:

1. Administrative, Superintendent's credential
2. Candidate for Ph.D., working on dissertation
3. Master of Science plus seventy credits
4. Administrative certificate

Table 10 presents the response rate by the sample population to the Superintendent's Inventory question, "What is your certification?" The total figure shows all but 14 males (11.4%) had certification for the superintendency, and all but nine of the females (14.0%) in the sample population had the superintendent certification. The total figure (87.6%) of the sample population indicates the superintendent's certification having the highest percentage. Certification by gender showed a high percentage of females (76.6%) certified in Administration and the lowest percentage of the female population (10.9%) certified in Early Childhood. The male sample population showed high certification (77.9%) in Secondary Education and the least (0.8%) in Early Childhood Education.

Table 10. Distribution of the sample population in reference to certification.

What is your Certification?	Male		Female		Total N 186
	N 122	%	N 64	%	
Early Childhood	1	0.8	7	10.9	8
Elementary	46	37.7	42	65.6	88
Secondary	95	77.9	35	54.7	130
Higher Education	7	5.7	10	15.6	17
Superintendent	108	88.5	55	85.9	163
Administration	85	69.7	49	76.6	134
Other (Please specify)	9	7.4	20	31.3	39
Total	351		218		

The space for "Other" types of certification was utilized by both males and females in the sample population. Other types of certification cited by the male sample population were:

1. Principal (5),
2. Vocational instructors (3),
3. Assistant superintendent,
4. School psychologist,
5. Science,
6. Curriculum, and
7. Physical education and coach.

The female sample population appeared to have more variety in its certification than did the males.

Other types of certification cited by females were:

1. Counseling and psychology (2),
2. Technical chemistry and vocational education,
3. Specialist in industrial education (3),
4. Reading specialist in education (4),
5. Special education (3),
6. School supervision (3),
7. Guidance counselors (3), and
8. Music, and student director.

At times both genders listed two types of certification, therefore, creating an overlap of total numbers.

Table 11 presents the responses of the sample population to the question, "How many years of experience do you have in the following educational position?" The largest percentage of the total sample population indicated that they had from one to five years experience in the positions of teacher, assistant principal, principal, and central office. A higher percent of the female population had more years of experience than the male population in the position of teacher. Three percent (3%) of the females had 29 to 31 years of teaching experience, no male respondent cited this amount of experience as teachers. Three percent of the female population cited 13 to 15 years

Table 11. Numbers and percents of the sample population in reference to years of experience in educational positions.

Position	Years of Experience	Male		Female		Total N 186
		N 122	%	N 64	%	
Aide	1	2	1.6	1	1.6	3
Teacher	1	3	2.5	1	1.6	4
	2	9	7.4	0	0	9
	3	9	7.4	7	10.9	16
	4	16	13.1	4	6.3	20
	5	19	15.6	8	12.5	27
	6	14	11.5	7	10.9	21
	7	9	7.4	4	6.3	13
	8	10	8.2	3	4.7	13
	9	6	4.9	3	4.7	9
	10	6	4.9	10	15.6	16
	11	3	2.5	4	6.3	7
	12	3	2.5	4	6.3	7
	13	2	1.6	1	1.6	3
	14	2	1.6	0	0	2
	15	3	2.5	0	0	3
	16	1	0.8	0	0	1
17	1	0.8	1	1.6	2	
20	0	0	1	1.6	1	
23	0	0	1	1.6	1	

Table 11--Continued

Position	Years of Experience	Male		Female		Total N 186
		N 122	%	N 64	%	
Teacher (Continued)	24	1	0.8	1	1.6	2
	25	1	0.8	0	0	1
	29	0	0	1	1.6	1
	31	0	0	1	1.5	1
Master Teacher	1	3	2.5	1	20.0	4
	2	0	0	1	20.0	
	3	3	2.5	0	0	3
	7	0	0	1	20.0	1
	10	1	0.8	0	0	1
	13	0	0	1	20.0	1
	15	0	0	1	20.0	1
Assistant Principal	1	14	11.5	4	6.3	18
	2	5	4.1	1	1.6	6
	3	6	4.9	2	3.1	8
	4	2	1.6	2	3.1	4
	5	4	3.3	2	3.1	6
	6	3	2.5	0	0.0	3
	7	3	2.5	1	1.6	4
	8	1	0.8	0	0.0	1
	9	1	0.8	0	0.0	1

Table 11--Continued

Position	Years of Experience	Male		Female		Total N 186
		N 122	%	N 64	%	
Principal	1	7	5.7	7	10.9	14
	2	9	7.4	6	9.4	15
	3	15	12.3	4	6.3	19
	4	16	13.1	8	12.5	24
	5	9	7.4	4	6.3	13
	6	8	6.6	0	0	8
	7	6	4.9	3	4.7	9
	8	2	1.6	1	1.6	3
	9	3	2.5	1	1.6	4
	10	6	4.9	1	1.6	7
	11	1	0.8	1	1.6	2
	12	3	2.5	2	3.1	5
	13	3	2.5	0	0	3
	14	1	0.8	0	0	1
	15	1	0.8	0	0	1
	19	1	0.8	0	0	1
	20	0	0	1	1.5	1

Table 11--Continued

Position	Years of Experience	Male		Female		Total N 186
		N 122	%	N 64	%	
Supervisor	1	2	1.6	0	0	2
	2	2	1.6	1	1.6	3
	3	3	2.5	3	4.7	6
	4	0	0.0	2	3.1	2
	5	0	0.0	1	1.6	1
	6	0	0	2	3.1	2
	7	1	0.8	0	0	1
	10	0	0	1	1.6	1
	11	1	0.8	0	0	1
	13	0	0	2	3.1	2
	15	0	0	1	1.6	1
17	0	0	1	1.6	1	
Director of Programs	1	2	1.6	2	3.1	4
	2	3	2.5	2	3.1	5
	3	2	1.6	3	4.7	5
	4	0	0	1	1.6	1
	5	2	1.6	2	3.1	4
	6	1	0.8	1	1.6	2
	7	4	3.3	0	0	4
	8	0	0	1	1.6	1

Table 11--Continued

Position	Years of Experience	Male		Female		Total N 186
		N 122	%	N 64	%	
Director of Programs	10	1	0.8	0	0	1
	11	1	0.8	1	1.6	2
Central Office	1	6	4.9	1	1.6	7
	2	10	8.2	5	7.8	15
	3	8	6.6	6	9.4	14
	4	4	3.3	1	1.6	5
	5	2	1.6	3	4.7	5
	6	0	0	3	4.7	3
	7	5	4.1	1	1.6	3
	8	2	1.6	1	1.6	3
	9	2	1.6	0	0	2
	10	3	2.5	2	3.1	5
	11	3	2.5	0	0	3
	12	1	0.8	3	4.7	4
	13	0	0	1	1.6	1
19	1	0.8	0	0	1	

Table 11--Continued

Position	Years of Experience	Male		Female		Total N 186
		N 122	%	N 64	%	
Superin- tendent	1	7	5.7	1	1.6	8
	2	6	4.9	13	20.3	19
	3	10	8.2	12	18.8	22
	4	3	2.5	9	14.1	12
	5	11	9.0	7	10.9	18
	6	8	6.6	6	9.4	14
	7	5	4.1	5	7.8	10
	8	7	5.7	2	3.1	9
	9	6	4.9	1	1.6	7
	10	6	4.9	2	3.1	8
	11	11	9.0	2	3.1	13
	12	7	5.7	1	1.6	8
	13	7	5.7	0	0	7
	14	3	2.5	0	0	3
	15	5	4.1	0	0	5
	16	2	1.6	1	1.6	3
	17	3	2.5	0	0	3
	18	3	2.5	0	0	3

Table 11--Continued

Position	Years of Experience	Male		Female		Total N 186
		N 122	%	N 64	%	
Superin- tendent (Continued)	20	3	2.5	0	0	0
	22	1	0.8	0	0	1
	23	2	0.8	0	0	1
	25	1	0.8	0	0	1
	26	0	0.0	0	0	0
	27	0	0.0	1	1.6	1
	28	1	0.8	0	0	1
	34	1	0.8	0	0	1
Other	1	2	1.6	1	1.6	3
	2	3	2.5	2	3.1	5
	3	4	3.3	4	6.3	8
	4	3	2.5	0	0	3
	5	3	2.5	3	4.7	6
	7	0	0.0	1	1.6	1
	8	1	0.8	2	3.1	3
	9	0	0.0	2	3.1	2
	14	0	0.0	1	1.6	1
	18	1	0.8	0	0	1

of experience as master teachers, while no male respondents cited this level of experience as master teacher. Three percent of the female respondents cited 15 to 17 years of experience in the position of supervisor and no male respondents cited similar amounts of experience in the position of supervisor. A higher percent of the male sample population reported more years of experience than the female sample population in the positions of assistant principal and principal. One percent (1.6%) of the male population cited eight to nine years experience as assistant principal, whereas no female respondents indicated this extent of experience as assistant principals. Four percent (4.9%) of the male respondents cited 13 to 20 years of experience as principal, compared to one percent (1.5%) of female respondents with the same years of experience in the position of principal. These data also showed one female (1.5%) in the sample population with 31 years experience as a teacher and one male (0.8%) of the sample population with 34 years of experience as a superintendent.

The male and female sample population also indicated other positions where they felt the years of experience should be mentioned. The male sample population listed the following positions:

1. Management, private industry,
2. University professor,

3. College professor (4 years),
4. Dean and Vice President, College,
5. University, school education, graduate fellow,
6. Executive administrator to majority leader of Michigan Senate,
7. Principal of a private school (8 years),
8. The male who cited 18 years of experience did not indicate the position.

The female sample population listed the following positions:

1. Counselor five years, psychologist four years (9 years),
2. Assistant professor,
3. Director of regional educational center, Industry physicist (5 years),
4. State agency, one year, University professor,
5. College professor two years, Reading specialist eight years,
6. The last eight years of my twenty-three years of teaching have combined teacher, principal at the elementary level,
7. Director of non-profit organization for developmentally mentally disabled--comparable to a superintendent,
8. University dean,
9. Assistant superintendent,
10. Coordinator intergroup education,
11. Higher Education, 14 years.

The results in Table 12 provide the means and standard deviation for the question, "How many years of experience do you have in the following educational positions?"

Table 12. Means and standard deviations of the sample population in reference to years of experience in educational positions.

Position	Male			Female			Total		
	N 122	\bar{X}	SD	N 64	\bar{X}	SD	N 186	\bar{X}	SD
Aide	2	1.0	0.0	1	1.0	0.0	3	1.0	0.0
Teacher	118	6.7	4.2	62	8.8	5.9	180	7.4	4.9
Master Teacher	7	3.1	3.1	5	7.6	6.3	12	5.0	5.0
Assistant Principal	39	3.2	2.3	12	3.0	1.9	51	3.1	2.2
Principal	91	5.5	3.7	39	4.7	4.0	130	5.3	3.8
Supervisor	9	3.6	3.2	14	7.4	5.1	23	5.9	4.7
Director of Programs	16	4.9	3.1	13	4.1	2.8	29	4.5	2.9
Central Office	47	5.0	3.9	27	5.5	3.6	74	5.2	3.8
Superin- tendent	118	9.4	6.1	63	5.1	4.0	181	7.9	5.8
Other	17	4.2	3.9	16	5.4	3.4	33	4.8	3.7

It appears that for the male and female respondents found that a wide variety of experience could be counted as significant background for the superintendent's position.

The female sample population had more average years ($\bar{X}= 7.4$ to $\bar{X}=8.8$) of experience than the male sample population ($\bar{X}=3.6$ to $\bar{X}=6.7$) in the position of teacher, master teacher, and supervisor observed in Table 12. Means for the male sample population for the positions of assistant principal and principal were ($\bar{X}=3.2$ to $\bar{X}=5.5$) more than the female population ($\bar{X}=3.0$ to $\bar{X}=4.7$) as seen in Table 12. Table 12 shows that for the total group of identified positions, the years of experience are usually from one to seven years.

Table 13 shows the number and percent of the male and female sample population who indicated their reasons for entering the profession of educational administration. Both males and females from the sample population agreed with statements 11-1, "Allow me to be my own boss," (39.7%), 11-7, "Give me prestige," (45.1%) and 11-9, "Permit me to be creative and original" (59.6%). A high percentage of the males and females indicated "Agree" and "Strongly Agree," on items 11-3, "Give me opportunity to use my special interest," (82.7%), 11-6, "Provide the opportunity to work with people rather than things" (83.8%), 11-10, "Provide opportunity to help others" (94.0%), and 11-12, "Allow me to use my mind" (94.6%). These statements reflect strong agreement on opportunities to use their special interests, opportunities to work with people, opportunities to help others, and

Table 13. Distribution of the sample population response to Question 11, "My reason for entering the profession of administration was because it would:

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
11-1	Allows me to be my own boss.							
	Male	N 12	32	10	51	17	0	122
		% 9.8	26.2	8.2	41.8	13.9	0	100
	Female	N 10	17	5	23	7	2	64
		% 15.6	26.6	7.8	35.9	10.9	3.1	100
	Total	N 22	49	15	74	24	2	186
11-2	Involves clean, non-physical activity.							
	Male	N 40	53	11	18			122
		% 32.8	43.4	9.0	14.8			100
	Female	N 26	23	8	6		1	64
		% 40.6	35.9	12.5	9.4		1.6	100
	Total	N 66	76	19	24		1	186

Table 13--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
11-3 Gives me the opportunity to use my special interest.								
Male	N	5	8	9	71	29	0	122
	%	4.1	6.6	7.4	58.2	23.8	0	.100
Female	N	4	2	4	27	27		64
	%	6.3	3.1	6.3	42.2	42.2	100.0	
Total	N	9	10	13	98	56		186
11-4 Have hours which fit well with home responsibilities								
Male	N	58	45	5	13	1	0	122
	%	47.5	36.9	4.1	10.7	0.8	0	100
Female	N	42	12	5	5	0		64
	%	65.6	18.8	7.8	7.8	0.0	0	100
Total	N	100	57	10	18	1	0	186

Table 13--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
11-5	Provides a secure future							
Male	N	29	44	14	30	4	1	122
	%	23.8	36.1	11.5	24.6	3.3	0.8	100
Female	N	26	17	9	11	1	0	64
	%	40.6	26.6	14.1	17.2	1.6	0	100
Total	N	55	61	23	41	5	1	186
11-6	Provides the opportunity to work with people rather than things.							
Male	N	0	9	8	72	33	0	122
	%	0.0	7.4	6.6	59.0	27.0	0	100
Female	N	5	4	3	23	28	1	64
	%	7.8	6.3	4.7	35.9	43.8	1.6	100
Total	N	5	13	11	95	61	1	186

Table 13--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
11-7 Gives me prestige.								
Male	N	6	24	24	59	9	0	122
	%	4.9	19.7	19.7	48.4	7.4	0	100
Female	N	8	9	11	25	10	1	64
	%	12.5	14.1	17.2	39.1	15.6	1.6	100
Total	N	14	33	35	84	19	1	186
11-8 Is easy to return to after child rearing.								
Male	N	68	23	7	4	2	18	122
	%	55.7	18.9	5.7	3.3	1.6	14.8	100
Female	N	41	13	5	1	1	3	64
	%	64.1	20.3	7.8	1.6	1.6	4.7	100
Total	N	109	36	12	5	3	21	186

Table 13--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
11-9	Permits me to be creative and original							
Male	N	2	6	8	81	24	1	122
	%	1.6	4.9	6.6	66.4	19.7	0.8	100
Female	N	2	1	3	30	28	0	64
	%	3.1	1.6	4.7	46.0	43.8	0	100
Total	N	4	7	11	111	52	1	186
11-10	Provides opportunity to help others							
Male	N	0	5	3	66	48	0	122
	%	0.0	4.1	2.5	54.1	39.3	0	100
Female	N	1	1	1	24	37	0	64
	%	1.6	1.6	1.6	37.5	57.8	0	100
Total	N	1	6	4	90	85		186

Table 13--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
11-11	Does not require me to take my job home.							
Male	N	82	33	3	2	2	0	122
	%	67.2	27.0	2.5	1.6	1.6	0	100
Female	N	49	14	0	1	0	0	64
	%	76.6	21.9	0.0	1.6	0.0	0	100
Total	N	131	47	3	3	2		186
11-12	Allows me to use my mind.							
Male	N		3	4	64	50	1	122
	%		2.5	3.3	52.5	41.0	0.8	100
Female	N		1	1	17	45	0	64
	%		1.6	1.6	26.6	70.3	0.0	100
Total	N		4	5	81	95	1	186

Table 13--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
Other								
Male	N	1			5	11	105	122
	%	0.8			4.1	9.0	86.1	100
Female	N	0			0	5	59	64
	%	0.0			0.0	7.8	92.2	100
Total	N	1			5	16	164	186

allowing them to use their own minds. It may be noted that 11-12, "Allow me to use my mind" received "0" response in the "Strongly Disagree" block.

The data also shows that the male and female sample population had a high rate on "Strongly Disagree" on statements 11-2, "Involve clean, nonphysical activity" (35.4%), 11-4, "Have hours which fit well with home responsibilities," (53.7%), 11-5, "Provide a secure future" (29.5%), 11-8, "Be easy to return to after child rearing" (58.6%), and 11-11, "Not require me to take my job home" (70.4%).

These statements were in reference to clean non-physical activities, hours which fit well with home responsibilities, a secure future, and returning to the administrative position after child rearing. It is interesting that 11-2, "Involves clean, nonphysical activity" showed no response in the "Strongly Agree" block. Table 13 shows a high percentage cluster for both male and female groups of the sample population either in agreement or disagreement.

The space where "Other" is specified for Statement 11 was responded to by both males and females of the sample population. It was observed by the researcher that some reasons were given more than once by different respondents. The reasons stated by the male sample population were:

1. Afford a higher income level,
2. Greater opportunity for learning in education,
3. Be a balancing factor in educational philosophy,
4. I was interested in expanding my ideas,
5. Only way to increase compensation,
6. More money for family; superintendent encouraged me,
7. Contribute significantly to children,
8. Provide leadership and influence education,
9. Develop educational programs that serve the students' current and future needs, and
10. Greater impact on more learners.

"Other reasons stated by the female sample population were:

1. I knew from experience that I could help our school expand,
2. The position provided a challenge,
3. Gives me the power to be a change agent,
4. Be a role model for students,
5. Pays well,
6. Opportunity to lead others for better education.

It appears that the reasons for both males and females choosing a superintendent's career encompasses a broad range of motivation: altruistic, economic, and professional.

Table 14 shows the percents, means, and standard deviations of the total sample population in reference to "My reason for entering the profession of administration." The data again showed agreement with the statements by a high percentage. Those statements are 11-6, "Provide the opportunity to work with people rather than things" (51.1%), 11-9, "Permit me to be creative and original" (59.7%), 11-10, "Provide opportunity to help others" (48.4%), and 11-12, "Allow me to use my mind" (43.5%). In the calculated group means relating to Table 14, the pattern seems to indicate more agreement with these same statements, 11-6, "Provide the opportunity to work with people rather than things" ($\bar{X}=4.0$), 11-9, "Permit me to be creative and original" ($\bar{X}=4.0$), 11-10, "Provide opportunity to help others" ($\bar{X}=4.3$), and 11-12, "Allow me to use my mind" ($\bar{X}=4.4$).

The group indicated a high percentage of strong disagreement with statements 11-4, "Have hours which fit well with home responsibilities" (53.8%), 11-8, "Be easy to return to after child rearing" (58.6%), and 11-11, "Not require me to take my job home" (70.4%). In the calculated group means, the pattern seems to indicate disagreement with statements 11-4, "Have hours which fit well with home responsibilities" ($\bar{X}=1.7$), 11-8, "Be easy to return to after child rearing" ($\bar{X}=1.5$), and 11-11, "Not require me to take my job home" ($\bar{X}=1.3$).

Table 14. Percents, means, and standard deviation from the Likert-type statements related to reason for entering the profession.

	$\frac{SD}{1}$	$\frac{D}{2}$	$\frac{U}{3}$	$\frac{A}{4}$	$\frac{SA}{5}$	Omitted	Total 186	Total N 186	\bar{X}	SD
11-1 Allow me to be my own boss.	22 11.8	49 26.3	15 8.1	74 39.8	24 12.9	2 1.1	186 100.0	184	3.1	1.2
11-2 Involve clean, non-physical activity.	66 35.5	76 40.9	19 10.2	24 12.9	0 0	1 0.5	186 100.0	185	2.0	0.9
11-3 Give me the opportunity to use my special interest.	9 4.8	10 5.4	13 6.9	98 52.7	56 30.1	0 0	186 100.0	186	3.9	1.0
11-4 Have hours which fit well with home responsibilities.	100 53.8	57 30.6	10 5.4	18 9.7	1 0.5	0 0	186 100.0	186	1.7	0.9
11-5 Provide a secure future.	55 29.6	61 32.8	23 12.4	41 22.0	5 2.7	1 0.5	186 100.0	185	2.4	1.1

Table 14--Continued

	<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>	Omitted	Total 186	Total N 186	\bar{X}	SD
11-6 Provide the opportunity to work with people rather than things.	5 2.7	13 6.9	11 5.9	95 51.1	61 32.8	1 0.5	186 100.0	185	4.0	0.9
11-7 Give me prestige.	14 7.5	33 17.7	35 18.8	84 45.2	19 10.2	1 0.5	186 100.0	185	3.3	1.1
11-8 Be easy to return to after child rearing.	109 58.6	36 19.4	12 6.5	5 2.7	3 1.6	21 11.3	186 100.0	165	1.5	0.8
11-9 Permit me to be creative and original.	4 2.2	7 3.8	11 5.9	111 59.7	52 28.0	1 0.5	186 100.0	185	4.0	0.8

Table 14--Continued

	$\frac{SD}{1}$	$\frac{D}{2}$	$\frac{U}{3}$	$\frac{A}{4}$	$\frac{SA}{5}$	Omitted	Total	Total N	\bar{X}	SD
							186	186		
11-10 Provide oppor- tunities to help others.	1 0.5	6 3.2	4 2.2	90 48.4	85 45.7	0 0	186 100.0	186	4.3	0.7
11-11 Not require me to take my job home.	131 70.4	47 25.3	3 1.6	3 1.6	2 1.1	0 0	186 100.0	186	1.3	0.7
11-12 Allow me to use my mind.	0 0.0	4 2.2	5 2.7	81 43.5	95 51.1	1 0.5	186 100.0	185	4.4	0.6
Other	1 0.5	0 -	0 -	5 2.7	16 8.6	164 88.2	186 100.0	22	4.5	0.9

Table 15 indicates a t-test comparing male and female superintendent's ratings on their reason for entering the profession of administrator.

Male and female superintendents differed significantly on two statements relating to reasons for entering the profession of administration. To permit the superintendent to be creative and original appeared to be significant ($t=-2.23, p<.027$). The data indicated that female superintendents rated this statement more influential as a reason ($M=4.26$) than did the male superintendents ($M=3.9$). The reason "allow me to use my mind" appeared to be an influential reason for entering the profession of administration ($t=-3.29, p<.001$). This item showed female superintendents rated this reason as more influential in their decision ($M=4.65$) than did the male superintendents ($M=4.33$).

Table 15. Distribution of Levels of Significance in mean scores based on, "My reason for entering the profession of administration was because it would":

	N	\bar{X}	SD	t value	p
Allow me to be my own boss.					
Male	122	3.23	1.26	1.19	.237
Female	62	3.00	1.33		
Involve clean, non-physical activity.					
Male	122	2.05	1.00	0.99	.323
Female	64	4.10	1.08		
Give opportunity to use special interests.					
Male	122	3.90	0.97	-1.28	.203
Female	64	4.10	1.08		
Hours fit with home responsibilities.					
Male	122	1.80	0.99	1.50	.136
Female	64	1.57	0.94		
Provide a secure future.					
Male	121	2.47	1.19	1.88	.061
Female	64	2.12	1.17		
Opportunity to work with people					
Male	122	4.05	0.79	0.17	.864
Female	63	4.03	1.21		

Table 15--Continued

	N	\bar{X}	SD	t-value	p
Give me prestige.					
Male	122	3.33	1.03	0.11	.915
Female	63	3.31	1.26		
Easy to return after child rearing.					
Male	104	1.54	0.92	0.39	.698
Female	61	1.49	0.84		
Permit to be creative and original.					
Male	121	3.98	0.78	-2.23	-.027*
Female	64	4.26	0.87		
Provide opportunity to help others.					
Male	122	4.28	0.71	-1.76	.080
Female	64	4.48	0.75		
Not require me to take job home.					
Male	122	1.43	0.77	1.56	.121
Female	64	1.26	0.54		
Allow me to use my mind.					
Male	121	4.33	0.66	-3.29	.001***
Female	64	4.65	0.59		
Other reasons for entering profession.					
Male	17	4.47	1.00	-1.15	.262
Female	5	5.00	0.00		

*.05, ** .01, *** .001

In summary, the demographic information indicates this sample population to be composed of 122 males and 64 females. The total number of responses to the demographic section shows a high percentage of White/Anglo-Americans (94.6%), and the age range of 40 to 65 years was 86% (86.5), both high percentages. Almost one-half of the female respondents, and over one-third of the male respondents indicated they were first born. Most of the sample population are married and their marital status has not changed since they took the superintendent's position.

The demographic portion of this study indicates that a majority of the sample population is male, White/Anglo-American, married, between the ages of 40 and 65. Females tended to represent more ethnic groups than did males, and generally had more doctoral degrees.

Both males and females showed a diversity of previous experience as background for the superintendent's position.

Analysis of the Family Influence Category

In the family influence category, the male and female population sample responses were examined by gender and as a total group. The questions related to the family influence category and the order in which they appeared in the Superintendent's Inventory are in Appendix .

Table 16 shows the number and percent of the Superintendent's response to question 1: "I decided to become a superintendent to please my parents, my spouse, other."

Table 16 shows that the male and female respondents, both as separate groups and as a total group, disagree about the reasons they became superintendents. The male respondents indicated greater disagreement than the female superintendents in the parent and spouse category. In the "I decided to become a superintendent to please my parents" the male respondent cited 59% (59.8%) "Strongly Disagree" and "Disagree" compared to the female respondents who cited 53% (53.1%). In the "I decided to become a superintendent to please my spouse," the male respondents cited 55% (55.7%) "Strongly Disagree" and "Disagree" compared to the female respondents 51% (51.5%) on both "Strongly Disagree" and "Disagree."

An observation that merits reporting concerned those figures in the "Strongly Agree" space relating to parents and spouse. The data indicated that while 7% (7.8%) of the females reported "Strong Agreement", the male population sample indicated zero. The data further showed that a high percentage (33.3%) of the total group of male and female superintendents responded to "Strongly Agree" in the "Other" choice block.

Table 16. Family influence. "I decided to become a superintendent to please my parents, my spouse, other.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
								186
Parents								
Male	N	52	21	8	8	0	33	122
	%	42.6	17.2	6.6	6.6	0.0	27.0	100
Female	N	23	11	3	4	2	21	64
	%	35.9	17.2	4.7	6.3	3.1	32.8	100
Total	N	75	32	11	12	2	54	186
Spouse								
Male	N	42	26	9	16	0	29	122
	%	34.4	21.3	7.4	13.1	0.0	23.8	100
Female	N	22	11	2	5	3	21	64
	%	34.4	17.2	3.1	7.8	4.7	32.8	100
Total	N	64	37	11	21	3	50	186

Table 16--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total
Other								186
Male	N	8	2	1	20	40	51	122
	%	6.6	1.6	0.8	16.4	32.8	41.8	100
Female	N	2	1	1	5	22	33	64
	%	3.1	1.6	1.6	7.8	34.4	51.6	100
Total	N	10	3	2	25	62	84	186

The "Other" choices reported by male and female respondents were similar. The male respondents reported:

1. myself,
2. board request,
3. abrupt departure of former superintendent, and
4. please myself.

The female superintendent reported:

1. to please myself,
2. I was asked by the board to take the job,
3. me--achieve personal goal,
4. myself--my training was in this area.

Interesting to note, a high percentage (52.6%) of the population sample reported "myself" in the "Other" space as their first choice. The personal motivations for achievement of the population sample was clear. Both male and female superintendents were generally self-motivated, self-directed individuals who based their career decisions on their own priorities and values.

The results from three t-tests comparing male and female superintendent's responses for item 1, "I decided to become a superintendent to please my parents, my spouse and "other" is shown in Table 17.

Table 17. Family influence, "I decided to become a superintendent to please my (A) parents, (B) spouse, (C) other.

	N 186	\bar{X}	SD	t- value	p
A Parents					
Male	89	1.68	0.97	-0.90	.369
Female	43	1.86	1.18		
B Spouse					
Male	93	1.98	1.11	0.06	.954
Female	43	1.97	1.30		
C Other					
Male	71	4.15	1.30	-0.97	.332
Female	31	4.41	1.14		

*.05, **.01, ***.001

Table 17 shows that there is no significant difference between the male respondents and the female ratings to indicate a significant difference where reference was made to parents, spouse, and other.

Table 18 indicates the number and percent of male and female responses to question 2, referring to family influence on the respondent's decision to choose administration as a career.

Table 18. Family influence, "The family members who were influential in helping me choose administration as my career":

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
Mother								
Male	N	23	16	4	24	0	55	122
	%	18.9	13.1	3.3	19.7	0.0	45.1	100
Female	N	10	2	1	12	11	28	64
	%	15.6	3.1	1.6	18.8	17.2	43.8	100
Total	N	33	18	5	36	11	83	186
Father								
Male	N	23	12	7	22	1	57	122
	%	18.9	9.8	5.7	18.0	0.8	46.7	100
Female	N	11	4	2	10	10	27	64
	%	17.2	6.3	3.1	15.6	15.6	42.2	100
Total	N	34	16	9	32	11	84	186

Table 18--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
Sister								
Male	N	26	15	8	3	1	69	122
	%	21.3	12.3	6.6	2.5	0.8	56.6	100
Female	N	11	2	4	5	3	39	64
	%	17.2	3.1	6.3	7.8	4.7	60.9	100
Total	N	37	17	12	8	4	108	186
Brother								
Male	N	25	12	7	8	1	69	122
	%	20.5	9.8	5.7	6.6	0.8	56.6	100
Female	N	13	6	2	3	1	39	64
	%	20.3	9.4	3.1	4.7	1.6	60.9	100
Total	N	38	18	9	11	2	108	186

Table 18--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
Aunt								
Male	N	30	15	6	2	0	69	122
	%	24.6	12.3	4.9	1.6	0.0	56.6	100
Female	N	14	4	2	1	2	41	64
	%	21.9	6.3	3.1	1.6	3.1	64.1	100
Total	N	44	19	8	3	2	110	186
Uncle								
Male	N	29	14	7	3	2	67	122
	%	23.8	11.5	5.7	2.5	1.6	54.9	100
Female	N	14	4	3	1	1	41	64
	%	21.9	6.3	4.7	1.6	1.6	64.1	100
Total	N	43	18	10	4	3	108	186

Table 18--Continued

		Strongly Disagree	Disagreed	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
Grandmother								
Male	N	31	15	5	2		69	122
	%	25.4	12.3	4.1	1.6		56.6	100
Female	N	13	5	3	0	0	43	64
	%	20.3	7.8	4.7	0	0	67.2	100
Total	N	44	20	8	2		112	186
Grandfather								
Male	N	31	14	5	2		70	122
	%	25.4	11.5	4.1	1.6		57.4	100
Female	N	13	4	3	2	0	42	64
	%	20.3	6.3	4.7	3.1	0	65.6	100
Total	N	44	18	8	4	0	112	186

Table 18--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
Spouse								
Male	N	13	13	3	49	11	33	122
	%	10.7	10.7	2.5	40.2	9.0	27.0	100
Female	N	11	0	2	16	9	26	64
	%	17.2	0	3.1	25.0	14.1	40.6	100
Total	N	24	13	5	65	20	59	186
Daughter								
Male	N	26	16	6	7	1	66	122
	%	21.3	13.1	4.9	5.7	0.8	54.1	100
Female	N	12	4	2	3	5	38	64
	%	18.8	6.3	3.1	4.7	7.8	59.4	100
Total	N	38	20	8	10	6	104	186

Table 18--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
Son								
Male	N	26	15	4	7	0	70	122
	%	21.3	12.3	3.3	5.7	0	57.4	100
Female	N	11	4	2	5	4	38	64
	%	17.2	6.3	3.1	7.8	6.3	59.4	100
Total	N	37	19	6	12	4	108	186
Other								
Male	N	5	7	1	4	13	92	122
	%	4.1	5.7	0.8	3.3	10.7	75.4	100
Female	N	3	0	1	3	7	50	64
	%	4.7	0	1.6	4.7	10.9	78.1	100
Total	N	8	7	2	7	20	142	186

Table 18 indicates that 49% (49.1%) of the male superintendents considered that their spouses were most influential in helping them choose administration as their career. Thirty-seven percent (37.7%) of the male superintendents "Disagreed" and "Strongly Disagreed" that a grandmother was influential in helping them choose administration as their career. Twenty-five percent (25%) of the female superintendents were in agreement with the male superintendents (40.2%) and indicated the spouse was the most influential family member in helping them to choose administration as their career. The highest percent (29.6%) of the female superintendents indicated a brother to be the least influential family member. Table 18 shows that grandmothers and grandfathers scored the lowest (0.0%) in the "Strongly Agree" choice by both male and female superintendents. The total group agreed that the most influential family member who helped them choose administration as their career were: spouse, mother, and father. The total group agreed that the family members least influential in helping them choose their careers were: aunts, uncles, and grandparents.

The data was further analyzed by obtaining the mean and the standard deviation from the question related to family members who were influential in helping to choose administration as a career. These results are presented in Table 19.

Table 19. Family influence, "The family members who were influential in helping me choose administration as my career":

Family Member	Total N 186	\bar{X}	SD
Mother	103	2.7	1.4
Father	102	2.7	1.4
Sister	78	2.0	1.2
Brother	78	1.9	1.1
Aunt	76	1.6	0.9
Uncle	78	1.7	1.0
Grandmother	74	1.5	0.7
Grandfather	74	1.6	0.8
Spouse	127	3.3	1.3
Daughter	82	2.9	1.3
Son	78	2.0	1.2
Other	44	3.5	1.6

The data again indicated that the population sample responded to "spouse" as most influential family member, ($\bar{X}=3.3$) and grandmother ($\bar{X}=1.5$), as the least influential family member in helping them choose administration as their career. The space for "Other" also has a Mean of 3.5. Both male and female superintendents were instructed to write in another family member who they felt had been influential in helping them make administration as their career. Some respondents reported that no family member had influenced their decision; however, other respondents cited those persons they felt had been influential in their decision to become superintendent. The male superintendents cited the following:

1. Self,
2. Former employer,
3. Professor,
4. Father-in-law,
5. Friend (2),
6. None helped, all were supportive--I chose,
7. An assistant principal,
8. It was my own influence--self-motivation.

The female population sample indicated the following:

1. My colleagues,
2. Myself,

3. Friends,

4. Professor.

Again, it is apparent that while friends, colleagues, and family members were supportive and influential, both male and female respondents relied largely upon their own self-perceptions and goals, the males somewhat more than the females.

The data was further analyzed by other t-tests comparing male and female superintendent's ratings of the influence of family members. Table 20 shows the results. Male and female superintendents differed significantly on four questions relating to the influence of family members on their decision to enter administration. The influence of the mother appeared to be substantial ($t = -3.06$; $p < .003$). This indicated that female superintendents rated their mothers as more influential in their decision ($M = 3.33$) than did the male superintendents ($M = 2.43$).

Table 20. Family influence, "The family members who were influential in helping me choose administration as my career":

Family Member	N 186	\bar{X}	SD	t- value	p
Mother					
Male	67	2.43	1.29	-3.06	.003***
Female	36	3.33	1.63		
Father					
Male	65	2.47	1.32	-2.12	.037*
Female	37	3.10	1.64		
Sister					
Male	53	1.83	1.01	-2.23	.029*
Female	25	2.48	1.53		
Brother					
Male	53	2.01	1.18	0.34	.734
Female	25	1.92	1.22		
Aunt					
Male	53	1.62	0.83	-0.82	.417
Female	23	1.82	1.30		
Uncle					
Male	55	1.81	1.09	0.29	.774
Female	23	1.73	1.13		
Grandmother					
Male	53	1.58	0.819	0.30	.768
Female	21	1.52	0.75		

Table 20--Continued

Family Member	N 186	\bar{X}	SD	t- value	p
Grandfather					
Male	52	1.57	0.82	-0.66	.509
Female	22	1.72	1.03		
Spouse					
Male	89	3.35	1.29	0.16	.870
Female	38	3.31	1.57		
Daughter					
Male	56	1.94	1.11	-1.55	.126
Female	26	2.42	1.62		
Son					
Male	52	1.84	1.05	-2.17	.033**
Female	26	2.50	1.58		
Other					
Male	30	3.43	1.63	-0.67	.508
Female	14	3.78	1.62		

* .05, ** .01, *** .001

The influence of the father was considerable ($t=-2.12$, $p<.037$). This indicated that female respondents rated their father as more influential in their decision ($M=3.10$) than did the male respondents ($M=2.47$). The influence of a sister was considerable ($t= -2.23$, $p<.029$). This shows that female superintendents rated their sisters as more influential in their decision ($M=2.48$) than did the male superintendents ($M=1.83$). The influence of a son was also significant ($t= -2.17$, $p<.033$). Again this indicates that female superintendents rated their sons as more influential in their decision ($M=2.50$) than did the male superintendents ($M=1.84$). The data indicated the female superintendents rating of a mother, father, sister, and son were greater than the male superintendent's ratings.

Table 21 shows the number and percent of male and female superintendents who responded to item 3 "The parent or person who assumed more responsibility for supervising my activities as a child," on the Superintendent's Inventory (See Appendix A).

Table 21 illustrates the mother's assumed responsibility with the highest percent (69.8%) indicated by both male and female respondents. The mother and father category showed the next highest percent (15.0%) by both male and female respondents. For the total group the figures again indicated the mother as having the greatest responsibility and both mother and father with the next highest percent.

Table 21. Family influence, "The parent or person who assumed most responsibility for supervising my activities as a child":

Family Member	Male		Female		Total N 186
	N 122	%	N 64	%	
Mother	89	73.0	41	64.1	130
Father	10	8.2	5	7.8	15
Other	4	3.3	3	4.7	7
Mother & Father	16	13.1	12	18.8	28
Mother & Other	0	0	1	1.6	1
Father & Other	1	0.8	1	1.6	2
Omitted	2	1.6	1	1.6	3
Total	122	100.0	64	100.0	186

The other part of this statement asked the respondents to cite "Other" persons that they felt had supervised their activities as a child. The males cited:

1. Coach,
2. All three: Mother, father, and teachers,
3. Aunt,
4. Nanny,
5. Grandparents,
6. Grandmothers.
7. Aunt--lived with aunt and uncle, father died at age 8.

The female superintendents cited:

1. Grandfather,
2. Grandmother,
3. Sister.

Although male superintendents cited a wider variety of persons who had supervised their childhood activities, respondents of both sexes named mother as having assumed greatest responsibility for supervising activities.

Table 22 illustrates the numbers and percent of the male and female superintendents who responded to item four on the Superintendent's Inventory, "The adjective that best describes each of my parents," (See Appendix A).

As a separate group, 31% (31.1%) of the males specified "confident" and "dominant" as the adjectives which best described their mothers. Twenty-nine percent (29.6%) of the female respondents indicated "confident," "dominant," and "directive" as the adjectives which best described their mothers. This researcher cited "dominant" and "directive" because both adjectives had identical percentages reported. In the total group, the adjectives selected by both male and female superintendents as best describing their mothers were "confident" and "dominant".

Table 22. Family influence, "The adjective that best describes each of my parents" : (A) mother, (B) father:

Adjective	Parent	Male		Female		Total N 186
		N 122	%	N 64	%	
Aggressive	Mother	2	1.6	0	0.0	2
	Father	11	9.0	1	1.6	12
Compliant	Mother	6	4.9	1	1.6	7
	Father	3	2.5	2	3.1	5
Dominant	Mother	12	9.8	4	6.3	16
	Father	14	11.5	6	9.4	20
Forceful	Mother	10	8.2	2	3.1	12
	Father	6	4.9	1	1.6	7
Passive	Mother	5	4.1	1	1.6	6
	Father	9	7.4	2	3.1	11
Confident	Mother	26	21.3	11	17.2	37
	Father	22	18.0	12	18.8	34
Diffident	Mother	0	0	0	0	0
	Father	1	0.8	2	3.1	3
Submissive	Mother	2	1.6	2	3.1	4
	Father	0	0	0	0	0
Retiring	Mother	0	0	0	0	0
	Father	4	3.3	0	0	4
Directive	Mother	11	9.0	4	6.3	15
	Father	6	4.9	3	4.7	9
Dependent	Mother	4	3.3	0	0	4
	Father	1	0.8	0	0	1
Other	Mother	7	5.2	0	0	7
	Father	7	5.7	1	1.6	8

As a separate group, 29% (29.5%) of the males indicated "confident" and "dominant" as the adjectives which best described their fathers. Twenty-eight percent of the female respondents indicated "confident" and "dominant" as the adjectives which best describes their father. The adjectives selected by both males and females as a total group again were "confident" and "dominant" as best describing their fathers. In summary, the two characteristics of "confident" and "dominant" applied to both the mothers and the fathers of both male and female superintendents.

The "Other" category produced these adjectives:

Males:

<u>Mother</u>	<u>Father</u>
Cannot describe	Absent
Caring, loving	Apprehensive
Deceased at age 2	Strict
Persuasive	Deceased at my birth
Encouraging	I didn't know him--died when I was 5
Empathetic	Old
Patient	Unknown
Supportive	Cooperative
Loving	
Old	
Hardworking	

All of above
 Compassionate
 Loving, understanding
 Caring
 Dependable
 Mother died at my birth

Females:

<u>Mother</u>	<u>Father</u>
Faith in their belief in God	Serious
Hardworking	Likeable
Compassionate	Elusive
Supportive	Supportive
Independent	Caring
Loving	Related to people well
Died at my birth	
I had a step-mother	
Resourceful	
Argumentative	
All fit according to the circumstances	

After having cited these adjectives which best described their mothers and fathers, each respondent was asked to indicate which parent he/she most resembled. Table 23 shows the numbers and percents of the respondents as separate groups and as a total group. Forty percent (40.2%)

of the males indicated they were most like their fathers and 36% (36.1%) of the males indicated they were most like their mothers. Forty percent (40.6%) of the females indicated they were most like their fathers and 29% (29.7%) of the female superintendents indicated they were most like their mothers. Table 23 indicates that as a total group, both males and females indicated (by percent) that they were most like their father and next (by percent) most like their mothers. In the "Other" space the males cited"

1. My parents were very much alike. A minister and a teacher; loving and service oriented,
2. Nanny,
3. I have both of their traits,
4. My uncle,
5. My father was killed in WWII when I was only two-years-old,
6. No one I can think of,
7. Neither,
8. High school coach,

In the "Other" space the females cited:

1. Grandmother,
2. Both--yet neither' I'm much more of a risk-taker, adventurer,
3. Neither,
4. Combination,
5. Aunt,

6. Really pretty much of a blend since they were alike.

Table 23. Family influence, "I am most like my mother, father, other":

	Male		Female		Total N 186
	N	%	N	%	
Mother	44	36.1	19	29.7	63
Father	49	40.2	26	40.6	75
Other	14	11.5	10	15.6	24
Omitted	15	12.3	9	14.1	24
Total	122	100.0	64	100.0	186

Nearly half of the male and female respondents considered themselves most like their fathers in personality and character with somewhat smaller percentage (41%) for males, 34 (34%) for females, indicating similarity to their mothers.

Analysis of the Role Model Category

The Superintendent's Inventory contained a definition of role model, sponsor, and mentor as used for this study. The respondents were instructed to answer all questions which related to them and the role model category.

Table 24 shows the numbers and percents of the male and female sample populations who answered the question which related to each model, sponsor, and/or mentor.

Table 24 shows that both male and female superintendents indicated high percentages (53.2%) in the "agree" and "Strongly Agree" space that they had a role model; however, the female respondents Agreed and Strongly Agreed more often (59.3%), than male respondents (50%). Table 24 also indicates that as a group both male and female respondents had had sponsors and mentors. Table 24 shows that the female respondents Agree and Strongly Agree more often on the items "sponsor" and "mentor" than did the male respondents. The female respondents cited 54% (54.6%) for "sponsor" compared to 45% (45.0%) as cited by the male respondents. The female sample population cited 62% (62.5%) for "mentor" compared to 49% (49.1%) as cited by the male sample population.

Table 24. Role model, "I feel I had a role model, sponsor and/or mentor.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
I feel I had a role model.								
Male	N	11	12	14	35	26	24	122
	%	9.0	9.8	11.5	28.7	21.3	19.7	100
Female	N	10	4	2	18	20	10	64
	%	15.6	6.3	3.1	28.1	31.3	15.6	100
I feel I had a sponsor.								
Male	N	8	19	10	36	19	30	122
	%	6.6	15.6	8.2	29.5	15.6	24.6	100
Female	N	9	6	1	18	17	13	64
	%	14.1	9.4	1.6	28.1	26.6	20.3	100

Table 24--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
I feel I had a mentor.								
Male	N	8	15	10	34	26	29	122
	%	6.6	12.3	8.2	27.9	21.3	23.8	100
Female	N	7	4	1	10	30	12	64
	%	10.9	6.3	1.6	15.6	46.9	18.8	100
Total	N	15	19	11	44	56	41	186

The results in Table 25 provide the means and standard deviation on the item of each model, sponsor, and/or mentor.

Table 25. Role model, "I feel I had a role model, sponsor, and/or mentor."

	Total N	\bar{X}	SD
	186		
Role model	152	3.5	1.3
Sponsor	143	3.4	1.3
Mentor	145	3.7	1.3

The average mean for all three items showed a tendency toward agreement. Both Table 24 and Table 25 indicated that the male and female sample population; as a total group and as separate groups, agreed on the three items "role model," "sponsor," and "mentor."

Table 26 shows t-tests comparing male and female superintendent ratings of the role model, sponsor, and/or mentor variables.

Table 26. Role model, "I feel I had a role model, sponsor, and/or mentor."

	Total N 186	\bar{X}	SD	t	p
I feel I had a role model.					
Male	98	3.42	1.31	-0.38	.705
Female	54	3.62	1.50		
I feel I had a sponsor.					
Male	92	3.42	1.26	-0.53	.598
Female	51	3.54	1.50		
I feel I had a mentor.					
Male	93	3.59	1.28	-1.74	.084
Female	52	4.00	1.46		

*.05, **.01, ***.001

The t-tests comparing male and female superintendents responses to role model, sponsor, and/or mentor variables were nonsignificant. Table 26 indicates a majority of both male and female respondents indicated agreement on their having had a role model, sponsor, and/or mentor.

Table 27 shows the numbers and percents of male and female superintendents who responded to the statement, "I feel I am a member of an administrative network."

Table 27. Role model, "I feel I am a member of an administrative network":

	N Male % 122		N Female % 64		Total N 186
Old Boy Network	27	22.1	7	10.9	34
New Boy Network	20	16.4	3	4.7	23
Old Girl System	0	0.0	1	1.6	1
New Girl System	0	0.0	8	12.5	8
Other	8	6.6	10	15.6	18
None	52	42.6	20	31.3	72
More than One Network	3	2.5	11	17.2	14
Omitted	12	9.8	4	6.3	16
Total	122	100.0	64	100.0	186

A higher percentage of the female superintendents (62.5%) indicated they belonged to an administrative network than the male superintendents (47.5%). Further observation of the data shows that while 14% of the female respondents indicated that they belong to the "Old Girl" and "New Girl" system, none of the male respondents indicated their representation in these two networks. These data indicate that females may be represented in both the male and female networks identified while this male sample population is not represented in the female networks identified.

The male and female sample populations identified other networks to which they belong, or made comments related to networks in general. A few of the male sample population cited the following:

1. Professional and effective network,
2. Transitional/conservative,
3. Because of length of service--"Old Boy Network",
4. Cooperative superintendent--program and foundation in Educational Administration,
5. Old Boy Network in the past,
6. Independent,
7. Old Nanny,
8. My own man,
9. Small school district superintendent,
10. Rural old timers.

A few of the female sample population cited the following "Other" networks:

1. Combination of Networks,
2. I have male support and I am supportive of New Women superintendents.
3. Network at university,
4. Person System,
5. I do have a few key people who are influential,
6. A group of male and female superintendents,
7. Somewhat "New Girl System"--I am not strongly involved in a network at this time.

According to the data, approximately 47.5% of the male superintendents identified themselves as non-members of an administrative network, whereas 62.5% of the female respondents cited themselves as members of an administrative network.

Table 28 shows the number and percent of the male and female sample population who responded to the item concerning a non-family person who had the greatest influence regarding their careers.

It is interesting to observe that as separate groups, both male and female superintendents attributed the greatest influence to "friend," "teacher," "professor," and another person in the "Other" space. Table 28 also shows that 65% (65.0%) of the total group indicated the non-family persons who had the greatest influence regarding their life were: friend, teacher, and professor. The next highest percent (22.5%) indicates "Other" significant persons. "Other" non-family persons are listed by the male and female populations.

Tabel 28. Role model: "A non-family person who had the greatest influence in my life regarding my career":

	Male		Female		Total N 186
	N 122	%	N 64	%	
Friend	16	13.1	16	25.0	32
Teacher	39	32.0	8	12.5	47
Counselor	1	0.8	0	0.0	1
TV/Movie Character	1	0.8	0	0	1
Dean	1	0.8	1	1.6	2
Professor	24	19.7	18	28.1	42
Other	29	23.8	13	20.3	42
Omitted	11	9.0	8	12.5	19
Total	122	100.0	64	100.0	184

Several of the male population indicated the following non-family members who influenced their lives regarding administration as a career choice:

1. School administrator,
2. Coach,
3. School principal,
4. Superintendent,
5. Nanny,
6. Superintendent and school board members,

7. Placement director,
8. Previous employer.

A few of the female superintendents cited the following non-family members who influenced their lives in regard to choosing administration as a career:

1. Superintendent,
2. myself,
3. school administration,
4. my own motivation,
5. administrator,
6. ex-boss, superintendent,
7. board member,
8. district administrator.

In general, respondents have had a few non-family members in common who influenced their lives regarding their careers: Superintendents, self-motivation, other administrators, and school board members were dominant on the list.

The results in Table 29 provide the numbers, percents, means, and standard deviations for statements related to role model, sponsor, mentor, and network.

Table 29. Role model--statements relating to role model categories.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N	\bar{X}	SD
								186		
My role model significantly assisted my advancement within my career.										
Male	N	11	15	21	49	20	6	122		
	%	9.0	12.3	17.2	40.2	16.4	4.9	100.0		
Female	N	5	13	6	21	15	4	64		
	%	7.8	20.3	9.4	32.8	23.4	6.3	100.0		
Total	N	16	28	27	70	35	10	186	3.4	1.2
My sponsor significantly assisted my advancement within my career.										
Male	N	12	25	21	42	11	11	122		
	%	9.8	20.5	17.2	34.4	9.0	9.0	100.0		

Table 29--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186	\bar{X}	SD
Female	N	5	14	4	19	13	9	64		
	%	7.8	21.9	6.3	29.7	20.3	14.1	100.0		
Total	N	17	39	25	61	24	20	186	3.2	1.2
I am a member of some kind of network.										
Male	N	19	21	17	50	8	7	122		
	%	15.6	17.2	13.9	40.9	6.6	5.7	100.0		
Female	N	9	8	4	27	13	3	64		
	%	14.1	12.5	6.3	42.2	20.3	4.7	100.0		
Total	N	28	29	21	77	21	10	186	3.1	1.2
My mentor significantly assisted my advancement within my career.										
Male	N	13	24	23	32	15	15	122		
	%	10.7	19.7	18.9	26.2	12.3	12.3	100.0		

Table 29--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186	\bar{X}	SD
Female	N	6	8	6	18	17	9	64		
	%	9.4	12.5	9.4	28.1	26.6	14.1	100.0		
Total	N	19	32	29	50	32	24	186	3.2	1.3

The data in Table 29 indicates that as a total group, a higher percent of the male and female sample population, according to percent, agreed that role models (37.6%), sponsors (32.7%), and mentors (26.8%) significantly assisted them in their advancement within their careers. Further observation of this data indicated that the male sample population agreed slightly more than the female population. The data again indicated that the total male and female sample population agree, by percent (41.3%), that they were members of some kind of network. The female superintendents agreed somewhat more (42.2%) than the male superintendents (40.9%) that they belonged to some type of support network. Table 29 also indicates that the average mean for all four statements was generally in agreement (3.1-3.4). There was not much difference. The female superintendents agreed more (42.2%) than the male superintendents (40.9%) on their being a member of some kind of network. This indicates a higher percent of males (17.2%) "disagreed" more than the female superintendents (12.5%) on their belonging to a network.

Table 30 shows the results of four t-tests comparing the responses of male and female superintendents concerning role models, sponsors, mentors, and membership in some kind of network.

Table 30. Role model--statements relating to role model category.

	Total N 186	\bar{X}	SD	t	p
Role model assisted advancement.					
Male	116	3.44	1.19	-0.09	.926
Female	60	3.46	1.30		
Sponsor assisted advancement.					
Male	111	3.13	1.19	-1.20	.231
Female	55	3.38	1.34		
Mentor assisted my advancement.					
Male	107	3.11	1.25	-2.20	.030*
Female	55	3.58	1.35		
I am a member of some kind of network.					
Male	115	3.06	1.25	-1.87	.063
Female	61	3.44	1.36		

* .05, **.01, ***.001

Male and female superintendents differed significantly on the statement, "My mentor significantly assisted my advancement within my career." The mentor's assistance appeared to be substantial ($t=-2.20, p<.30$). This indicated that female superintendents rated their mentor's assistance more influential in their administrative advancement ($M=3.58$) than did the male superintendents ($M=3.11$). Other t-tests comparing male and female responses to role model, sponsor, and being a member of some kind of network were non-significant.

Table 31 shows the numbers, percents, means, and standard deviations to the items that relate to role model, sponsor, and mentor.

Table 31 indicates, by percent, that the female superintendents strongly agreed they were role models ($F=50\%$, $M=23.8\%$), sponsor ($F=28.1\%$, $M=13.1\%$), and mentors ($F=32.8\%$, $M=15.6\%$) more than do the male superintendents. This data also shows that the total sample population agrees that they are role models (47.3%), sponsors (42.4%), and mentors (45.1%). The highest percent indicated "Agree", for the entire group. In the calculated group means relating to role model, sponsor, and mentor, the pattern indicated more agreement than disagreement. The group means ranged from $\bar{X}=3.75$ - $\bar{X}=4.49$.

Table 31. Role model, "I feel I am a role model, sponsor, mentor.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186	\bar{X}	SD
Role Model										
Male	N	1	2	12	64	29	14	122	4.09	0.73
	%	0.8	1.6	9.8	52.5	23.8	11.5	100.0		
Female	N	0	0	3	24	32	5	64	4.49	0.59
	%	0	0	4.7	37.5	50.0	7.8	100.0		
Total	N	1	2	15	88	61	19	186		
Sponsor										
Male	N	3	10	10	56	16	27	122	3.75	0.96
	%	2.5	8.2	8.2	45.9	13.1	22.1	100.0		
Female	N	1	2	4	23	18	16	64	4.14	0.89
	%	1.6	3.1	6.3	35.9	28.1	25.0	100.0		
Total	N	4	12	14	79	34	43	186		

Table 31--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186	\bar{X}	SD
Mentor										
Male	N	1	9	14	59	19	20	122	3.84	0.86
	%	0.8	7.4	11.5	48.4	15.6	16.4	100.0		
Female	N	1	0	5	25	21	12	64	4.25	0.78
	%	1.6	0	7.8	39.1	32.8	18.8	100.0		
Total	N	2	9	19	84	40	32	186		

Table 32 shows the data further analyzed by t-tests comparing male and female superintendents to item 28, "I feel I am a role model, a sponsor, a mentor."

Table 32. Role model, " I feel I am a role model, sponsor, mentor.

	Total N 186	\bar{X}	SD	t	p
I feel I am a role model.					
Male	108	4.09	0.73	-3.59	0.00***
Female	59	4.49	0.59		
I feel I am a sponsor.					
Male	95	3.75	0.96	-2.32	.022*
Female	48	4.14	0.89		
I feel I am a mentor.					
Male	102	3.84	0.86	-2.84	.005**
Female	52	4.25	0.78		

* .05, ** .01, *** .001

Male and female superintendents differed significantly on three statements relating to the role model variable. The feeling of being a role model was significant ($t=-3.59$, $p<0.000$). This indicated that female superintendents rated their being a role model more ($M=4.49$) more than did the male superintendents ($M=4.09$).

The feeling of being a sponsor was substantial ($t=-2.32$; $p<.022$). This indicated that female respondents rated their being sponsors more ($M=4.14$) than did the male respondents. The feeling of being a mentor was considerable ($t=-2.84$; $p<.005$). This indicated that female respondents rated their being a mentor more ($M=4.25$) than did the male respondents ($M=3.84$). All three t-tests comparing male and female superintendents were significant.

Table 33 shows the number and percent of the male and female superintendents who responded to gender on the items related to role model, sponsor, and mentor.

The data shows that a higher percent (97.5%) of male respondents than females (26.5%) felt that a male had been or was a role model and sponsor. A higher percent (14.1%) of female superintendents indicated that a female had been or was their mentor. The female sample population had a lesser percent of instances than the male respondents did, in which the role model ($F=21.9\%-M=39.1\%$), sponsor ($F=12.5\%-M=32.2\%$), and mentor ($F=14.1\%-M=50\%$) was a female. In general, it can be stated that a high percent of the sample population indicated having had a role model, sponsor or mentor.

In summary, the data on the role model items showed that both male and female superintendents felt they had a role model, sponsor, and/or mentor. The male population did seem to agree more than the female population did on those items relating to a sponsor and mentor.

Table 33. Role model, "My role model was/is; my sponsor was/is; my mentor was/is."

		Male 122	Female 64	Both	Omitted	Total N 186
<hr/>						
My role model was/is						
Male	N	64	6	3	49	122
	%	52.5	4.9	2.5	40.1	100
Female	N	25	14	2	23	64
	%	39.1	21.9	3.1	35.9	100
My role sponsor was/is						
Male	N	55	11	0	56	122
	%	45.1	9.0	0	45.9	100
Female	N	27	8	3	26	64
	%	42.2	12.5	4.7	40.6	100
My mentor was/is						
Male	N	53	13	4	52	122
	%	43.4	10.7	3.3	42.6	100
Female	N	32	9	1	22	64
	%	50.0	14.1	1.6	34.4	100

Regarding the item referring to networks, it is interesting to note that although female superintendents seem to be represented in the identified networks, the reverse does not seem true, i.e., the male sample population apparently is not represented in the identified female networks.

This sample population indicated that teachers, professors, and school administrators were the non-family influencing individuals in their careers. In addition, both the male and female sample populations agreed more than disagreed that they are role models, sponsors, and mentors.

It is noted that both male and female respondents generally attributed considerable influence on their career decisions to family and non-family role models, sponsors, and mentors. Additionally, the majority of superintendents of both sexes appeared to agree that they themselves are role models, sponsors, and mentors.

Analysis of the Motivation Category

In the Motivation section, the male and female sample population responses were examined by gender and as a total group. The questions related to the Motivation category and the order in which they appeared in the Superintendent's Inventory are shown in Appendix .

The results in Table 34 provide the number and percent of male and female superintendents who responded to question 11, which refers to respondent's reasons for having become a superintendent.

Table 34. Motivation. "I decided to become a superintendent in order to":

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
11-a Have an influence on educational policy.								
Male	N	1	2	2	67	47	3	122
	%	0.8	1.6	1.6	54.9	38.5	2.5	100
Female	N	1	0	1	22	39	1	64
	%	1.6	0	1.6	34.4	60.9	1.6	100
Total	N	2	2	3	89	86	4	186
11-b Be recognized for my work								
Male	N	2	11	18	68	17	6	122
	%	1.6	9.0	14.8	55.7	13.9	4.9	100
Female	N	1	10	7	24	19	3	64
	%	1.6	15.6	10.9	37.5	29.7	4.7	100
Total	N	3	21	25	92	36	9	186

Table 34--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
11-c Have a good job.								
Male	N	0	4	10	83	19	6	122
	%	0	3.3	8.2	68.0	15.6	4.9	100
Female	N	3	8	9	22	19	3	64
	%	4.7	12.5	14.1	34.4	29.7	4.7	100
Total	N	3	12	19	105	38	9	186
11-d Have job security.								
Male	N	29	38	17	28	4	6	122
	%	23.8	31.1	13.9	23.0	3.3	4.9	100
Female	N	19	18	9	10	4	4	64
	%	29.7	28.1	14.1	15.6	6.3	6.3	100
Total	N	48	56	26	38	8	10	186

Table 34--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
11-e Gain status.								
Male	N	2	20	27	57	9	7	122
	%	1.6	16.4	22.1	46.7	7.4	5.7	100
Female	N	4	9	14	21	13	3	64
	%	6.3	14.1	21.9	32.8	20.3	4.7	100
Total	N	6	29	41	78	22	10	186
11-f Have an effect on the administration of educational programs.								
Male	N	0	1	1	66	51	3	122
	%	0	0.8	0.8	54.1	41.8	2.5	100
Female	N	0	0	0	17	46	1	64
	%	0	0	0	26.6	71.9	1.6	100
Total	N	0	1	1	83	97	4	186

Table 34--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
11-g Have an increase in salary.								
Male	N	0	10	6	67	33	6	122
	%	0	8.2	4.9	54.9	27.0	4.9	100
Female	N	4	11	10	18	18	3	64
	%	6.3	17.2	15.6	28.1	28.1	4.7	100
Total	N	4	21	16	85	51	9	186

The data in Table 34 indicated that both male and female superintendents agreed, according to percentages and statements 11-a, "Have an influence on educational policy" (47.8%), 11-b, "Be recognized for my work" (49.4%), 11-c, "Have a good job" (56.4%), 11-e, "Gain status" (41.9%), 11-f, "Have an effect on the administration of educational programs" (44.6%), and 11-g, "Have an increase in salary" (45.6%). Both male and female respondents disagreed with statements 11-d, "Have job security" (30.1%). According to the percent rate, the male population agreed more often than the female respondents did with items 11-a, "Have an influence on educational policy" (M=54.9%, F=34.4%), 11-b, "Be recognized for my work" (M=55.7%, F=37.5%), 11-c, "Have a good job" (M=68.0%, F=34.4%), 11-d, "Have job security" (M=23.0%, F=15.6%), 11-e, "Gain status" (M=46.7%, F=32.8%), 11-f, "Have an effect on the administration of educational programs" (M=54.1, F=26.6%), and 11-g, "Have an increase in salary" (M=54.9%, F=28.1%).

Table 34 also shows, according to percentage rates, that the females Strongly Agreed with statements 11-a, "Have an influence on educational policy" (F=60.9%), 11-b, "Be recognized for my work" (F=29.7%), 11-c, "Have a good job" (F=29.7%), 11-e, "Gain status" (F=20.3%), 11-f, "Have an effect on the administration of educational programs" (F=71.9), and 11-g, "Have an increase in salary" (F=28.1%).

It is interesting that the sample population did indicate "Strongly Disagree" in statement 11-f, "Have an effect on the administration of educational programs" and the males did indicate "Strongly Disagree" in statement 11-g, "Have an increase in salary." In general, the group indicated more agreement than disagreement, with the exception of statement 11-d, "Have job security," "Strongly Disagree" and "Disagree" are 55% (55.9%) and "Agree" and "Strongly Agree" are 24% (24.7%).

The results in Table 35 provide the means and standard deviations for the male and female respondents as total groups.

Table 35. Motivation. "I decided to become a superintendent in order to":

	Total N	\bar{X}	SD
	186		
11-a Have an influence on educational policy.	182	4.4	0.6
11-b Be recognized for my work.	177	3.7	0.9
11-c Have a good job.	177	3.9	0.8
11-d Have job security.	176	2.4	1.2
11-e Gain status.	176	3.4	1.0
11-f Have an effect on the administration of educational programs.	182	4.5	0.5
11-g Have an increase in salary.	177	3.8	1.0

The average for statements 11-a, "Have an influence on educational policy" ($\bar{X}=4.4$), 11-b, "Be recognized for my work" ($\bar{X}=3.7$), 11-c, "Have a good job" ($\bar{X}=3.9$), 11-e, "Gain status" ($\bar{X}=3.4$), 11-f, "Have an effect on the administration of educational programs" ($\bar{X}=4.5$), and 11-g, "Have an increase in salary" ($\bar{X}=3.8$) generally showed agreement, with a greater number of respondents agreeing with statements 11-a, "Have an influence on educational policy" ($\bar{X}=4.4$), 11-b, "Be recognized for my work" ($\bar{X}=3.7$), 11-c, "Have a good job" ($\bar{X}=3.9$), 11-e, "Gain status" ($\bar{X}=3.4$), 11-f, "Have an effect on the administration of educational programs" ($\bar{X}=4.5$), and 11-g, "Have an increase in salary" ($\bar{X}=3.8$) generally showed agreement with a greater number of respondents agreeing with statements 11-a, "Have an influence on educational policy" ($\bar{X}=4.4$), and 11-f, "Have an effect on the administration of educational programs" ($\bar{X}=4.5$). There was a tendency to "Disagree" with statement 11-d, "Have job security" ($\bar{X}=2.4$). In the calculated group mean for each statement, the respondents generally agreed with most statements except 11-d, "Have job security" ($\bar{X}=2.4$).

The data was further analyzed by t-tests comparing male and female experimental responses to their reasons for having become superintendents. Table 36 presents these results.

Table 36. Motivation. "I decided to become a superintendent in order to":

	Total N 186	\bar{X}	SD	t	p
11-a	Have influence on educational policy.				
	Male	119	4.31	0.67	
	Female	63	4.55	0.69	
				-2.23	.027**
11-b	Be recognized for my work.				
	Male	116	3.75	0.88	
	Female	61	3.81	1.10	
				-0.46	.648
11-c	Have a good job.				
	Male	116	4.00	0.62	
	Female	61	3.75	1.17	
				1.88	.062
11-d	Have job security.				
	Male	116	2.48	1.20	
	Female	60	2.36	1.27	
				0.59	.553
11-e	Gain status				
	Male	115	3.44	0.92	
	Female	61	3.49	1.17	
				-0.30	.766
11-f	Effect administration of educational programs.				
	Male	119	4.40	0.55	
	Female	63	4.73	0.44	
				-4.02	0.000***
11-g	Increase in salary.				
	Male	116	4.06	0.82	
	Female	61	3.57	1.27	
				3.07	.002***

*.05, **.01, ***.001

Male and female superintendents differed significantly on three questions relating to reasons for having become a superintendent. The reason, "to have influence on educational policy," was substantial ($t=-2.23, p<.027$). This indicates that female superintendents rated "to have influence on educational policy," more often ($M=4.55$) than did the male superintendents ($M=4.31$). The reason "to have effect on the administration of educational programs" appeared to be considerable ($t=-4.02; p<0.000$). This indicated that female superintendents rated to "have effect on the administration of educational programs" more often as a reason for becoming a superintendent ($M=4.73$) than did the male superintendents ($M=4.40$). The increase in salary was significant ($t=3.07; p<.002$). This indicated that male superintendents rated an increase in salary as an important motivation ($M=4.06$) more often than did the female superintendents ($M=3.57$). Other t-tests comparing male and female respondents' responses concerning their various reasons for having become a superintendent were nonsignificant.

Table 37 shows the numbers and percents to statements relating to the Motivation Category. Those statements are:

1. I like the responsibilities that come with the job,
2. I consider the educational field as a field for administrative growth,

Table 37. Motivation Category--statements.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
1. I like the responsibilities that come with the job.								
Male	N	0	0	6	80	34	2	122
	%	0	0	4.9	65.6	27.9	1.6	100
Female	N	1	0	0	27	36	0	64
	%	1.6	0	0	42.2	56.3	0	100
Total	N	1	0	6	107	70	2	186
2. I consider the educational field for administrative growth.								
Male	N	1	1	9	77	32	2	122
	%	0.8	0.8	7.4	63.1	26.2	1.6	100
Female	N	1	1	1	23	37	1	64
	%	1.6	1.6	1.6	35.9	57.8	1.6	100
Total	N	2	2	10	100	69	3	186

Table 37--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
3. I like my physical surroundings.								
Male	N	0	1	10	85	23	3	122
	%	0	0.8	8.2	69.7	18.9	2.5	100
Female	N	2	3	5	31	23	0	64
	%	3.1	4.7	7.8	48.4	35.9	0	100
Total	N	2	4	15	116	46	3	186
4. I am content with my personal life.								
Male	N	0	11	8	69	32	2	122
	%	0	9.0	6.6	56.6	26.2	1.6	100
Female	N	2	2	8	22	30	0	64
	%	3.1	3.1	12.5	34.4	46.9	0	100
Total	N	2	13	16	91	62	2	186

Table 37--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N
<hr/>								
5. I get along with my peers.								
Male	N	0	0	0	82	36	4	122
	%	0	0	0	67.2	29.5	3.3	100
Female	N	0	0	0	25	37	2	64
	%	0	0	0	39.1	57.8	3.1	100
Total	N	0	0	0	107	73	6	186
6. I consider the educational field as a field for administrative development and advancement.								
Male	N	0	1	12	73	33	3	122
	%	0	0.8	9.8	59.8	27.0	2.5	100
Female	N	0	2	3	29	30	0	64
	%	0	3.1	4.7	45.3	46.9	0	100
Total	N	0	3	15	102	63	3	186

Table 37--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
7. I feel I have reached my ultimate educational goal.								
Male	N	14	42	21	35	8	2	122
	%	11.5	34.4	17.2	28.7	6.6	1.6	100
Female	N	12	24	12	3	13	0	64
	%	18.8	37.5	18.8	4.7	20.3	0	100
Total	N	26	66	33	38	21	2	186

3. I like my physical surroundings,
4. I am content with my personal life,
5. I get along with my peers,
6. I consider the educational field as a field for administrative development and advancement,
7. I feel I have reached my ultimate educational goal.

Table 37 indicates that as separate groups the male and female sample population agreed with statements 1, "I like the responsibilities that come with the job" (M=65.6%, F=42.4%), 2, "I consider the educational field as a field for administrative growth" (M=63.1%, F=35.9%), 3, "I like my physical surroundings" (M=69.7%, F=48.4%), 4, "I am content with my personal life" (M=56.6%, F=34.4%), 5, "I get along with my peers" (M=67.2%, F=39.1%), and 6, "I consider the educational field as a field for administrative development and advancement" (M=59.8%, F=45.3%). Both male and female superintendents "Disagree" (35.4%) with statement 7, "I feel I have reached my ultimate educational goal." It is worth noting that for statement 5, "I get along with my peers" both male and female respondents agreed and strongly agreed" however, not one respondent indicated a "Disagree" or "Strongly Disagree." The female respondents "Agree" and "Strongly Agree" with statements 1, "I like the responsibilities that come with the job" (M=65.6%, F=42.2%), and 2, "I consider

the educational field as a field for administrative growth" (M=89.3%, F=93.7%). The male and female respondents indicated they "Disagree" (M=34.4%, F=37.5%) with statement 7, "I feel I have reached my ultimate educational goal.

In general, most respondents of both sexes held positive views of themselves and their jobs, with the female favoring career growth, responsibilities and advancement somewhat more than did the males. Both male and female superintendents generally felt that they have not yet reached their educational goals.

The results in Table 38 provide the means and standard deviations of the responses to the Motivation Category statement. See Table 38 for these results.

In the calculated group means, the group indicated agreement with all the statements except statement 7, "I feel I have reached my ultimate educational goal" ($\bar{X}=2.7$). According to the mean of 2.7 for statement 7, most of the sample population felt they had not reached their ultimate educational goal.

Table 38. Motivation Category--statements.

	Total N 186	X	SD
1. I like the responsibilities that come with the job.	184	4.3	0.5
2. I consider the educational field as a field for administrative growth.	183	4.2	0.7
3. I like my physical surroundings.	183	4.0	0.7
4. I am content with my personal life.	184	4.0	0.8
5. I get along with my peers.	180	4.4	0.4
6. I consider the educational field as a field for administrative development and advancement.	183	4.2	0.6
7. I feel I have reached my ultimate educational goal.	184	2.7	1.2

The data was further analyzed by t-tests comparing male and female superintendent's responses to those statements related to the motivation category (See Table 39).

Table 39. Motivation Categories--statements.

	Total N 186	\bar{X}	SD	t	p
I like the responsibilities that come with the job.					
Male	120	4.23	0.53	-3.14	.002*
Female	64	4.51	0.66		
Education is a field for administrative growth.					
Male	120	4.15	0.65	-3.17	.002**
Female	63	4.49	0.75		
I like my physical surroundings.					
Male	119	4.09	0.55	-0.01	.991
Female	64	4.09	0.95		
I am content with my personal life.					
Male	120	4.01	0.84	-1.23	.219
Female	64	4.18	0.99		
I get along with my peers.					
Male	118	4.30	0.46	-3.93	0.000***
Female	62	4.59	0.49		
Educational field for administrative advancement and development.					
Male	119	4.15	0.62	-1.95	.052
Female	64	4.35	0.72		
I have recieved ultimate educational goal.					
Male	120	2.84	1.16	0.72	.474
Female	64	2.70	1.38		

* .05, ** .01, *** .001

Male and female superintendents differed significantly on three statements related to their decision to become superintendents. Liking the responsibilities that come with the superintendent's position was a substantial motivating factor ($t=-3.14, p<.002$). This indicated that female superintendents rated the job responsibilities as more important ($M=4.51$) than did the male superintendents ($M=4.23$). The number of these in both groups who saw the educational field as a field for administrative growth was significant ($t=-3.17, p<.002$). However, this study indicated that female superintendents rated administrative growth more important ($M=4.49$) than did the male superintendents ($M=4.15$). The statement "I get along with my peers," received a significant response ($t=-3.93, p<0.000$). The study indicated that female superintendents rated getting along with their peers more important ($M=4.59$) than did the male superintendents ($M=4.30$). Other t-tests comparing male and female superintendents ratings on the motivation category statements were nonsignificant.

In summary, most respondents of both sexes appeared to be highly motivated in their career choices by the opportunity to: influence educational policy, achieve recognition, have a good job, gain status, affect educational programs, and gain an increase in salary. They appeared to

gain job satisfaction from the possibilities for assuming responsibility, career growth, and advancement. The majority of both sexes also agreed that they have not yet reached their ultimate career goals in educational administration.

Analysis of the Personal Characteristics Category

In the Personal Characteristics Category, the male and female population sample responses were examined by gender and also as a total group. The questions which related to the Personal Characteristics Category and the order in which they appeared in the Superintendent's Inventory are shown in Appendix A.

Table 40 shows the numbers, percents, means, and standard deviations of male and female superintendents who felt they had support from male and female peers.

The male sample population agreed (M=59.0%) and strongly agreed (M=36.1%) that they had support from their male peers. No male respondents disagreed or strongly disagreed in reference to male peer support. The female superintendents indicated that they agreed (F=42.2%) and strongly agreed (F=46.9%) more often than they indicated that they disagreed (F=1.6%) in reference to male peer support. Further observation of Table 40 shows that one percent (1.6%) of the female superintendents indicated that they disagreed with the statement regarding male peer support.

Table 40. Personal Characteristics Category: I feel I have support from:

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N
<hr/>								
I feel I have support from male peers.								
Male	N	0	0	2	72	44	4	122
	%	0	0	1.6	59.0	36.1	3.3	100
Female	N	1	1	5	27	30	0	64
	%	1.6	1.6	7.8	42.2	46.9	0	100
Total	N	1	1	7	99	74	4	186
I feel I have support from female peers.								
Male	N	0	0	4	70	39	9	122
	%	0	0	3.3	57.3	31.9	7.4	100
Female	N	0	1	5	32	25	1	64
	%	0	1.6	7.8	50.0	39.1	1.6	100
Total	N	0	1	9	102	64	10	186
I feel I have support from: (Check all that apply)					\bar{X}	SD		
(a) Male peers					4.3	0.6		
(b) Female peers					4.3	0.5		

Table 40 indicates that the male superintendents agreed and strongly agreed (89.3%) with the item concerning female peer support. One female respondent indicated that she disagreed with the statement about female peer support, while 89% of the female superintendents stated they agreed and strongly agreed.

Table 40 indicated that as a total group there was agreement; both male and female superintendents felt they had male and female peer support. Observation will indicate that although both groups showed agreement, a small percent (1.6%) of the female respondents indicated disagreement as opposed to male respondents (0.0%) who did not indicate disagreement at all. In the calculated group means, the average mean for the statements relating to male and female peer support shows an agreement ($\bar{X}=4.3$) indicating the importance of male and female peer support for all who have become superintendents.

The data was further analyzed by t-tests comparing male and female superintendent's responses concerning male and female peer support. Table 41 presents these results.

The t-tests in Table 41, comparing male and female superintendent's ratings on male and female peer support were nonsignificant; however, it is evident that both sexes agreed they have had peer support from both sexes.

Table 41. Personal Characteristics. I feel I have support from (a) male peers; (b) female peers.

	Total N 186	\bar{X}	SD	t	p
I feel I have support from male peers.					
Male	118	4.35	0.51	0.44	.661
Female	64	4.31	0.81		
I feel I have support from female peers.					
Male	113	4.30	0.53	0.26	.797
Female	63	4.28	0.68		

*.05, **.01, ***.001

Table 42 shows the numbers, percents, means, and standard deviations for twelve statements in the personal characteristics category. The male and female respondents are shown as separate groups for numbers and percents and as a total group for means and standard deviations. The personal characteristics examined were education, age, sex, administrative experience, and physical appearance.

Table 42 indicates that as separate groups, the male respondents agreed more often than did the female respondents with statements (according to percents) 3, "I feel I had a good administrative training program" (M=57.4%, F=43.8%), 5, "I feel my age was an asset when I was considered for the

Table 42. Personal Characteristic Category statements.

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N
<hr/>								
1. I feel my physical appearance was an asset when I was considered for the position of superintendent.								
Male	N	5	18	34	50	11	4	122
	%	4.1	14.8	27.9	41.0	9.0	3.3	100
Female	N	3	8	17	23	12	1	64
	%	4.7	12.5	26.6	35.9	18.8	1.6	100
Total	N	8	26	51	73	23	5	186
2. I consider myself to be an intelligent person.								
Male	N	0	1	3	88	28	2	122
	%	0	0.8	2.5	72.1	23.0	1.6	100
Female	N	0	0	0	28	36	0	64
	%	0	0	0	43.8	56.3	0	100
Total	N	0	1	3	116	64	2	186

Table 42--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
3. I feel I had a good administrative training program.								
Male	N	2	13	10	70	25	2	122
	%	1.6	10.7	8.2	57.4	20.5	1.6	100
Female	N	2	8	6	28	20	0	64
	%	3.1	12.5	9.4	43.8	31.3	0	100
Total	N	4	21	16	98	45	2	186
4. I feel my administrative experience was an asset when I was considered for the position of superintendent.								
Male	N	1	9	0	62	47	3	122
	%	0.8	7.4	0	50.8	38.5	2.5	100
Female	N	0	2	2	17	43	0	64
	%	0	3.1	3.1	26.6	67.2	0	100
Total	N	1	11	2	79	90	3	186

Table 42--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
5. I feel my age was an asset when I was considered for the position of superintendent.								
Male	N	2	24	14	68	11	3	122
	%	1.6	19.7	11.5	55.7	9.0	2.5	100
Female	N	1	12	21	12	18	0	64
	%	1.6	18.8	32.8	18.8	28.1	0	100
Total	N	3	36	35	80	29	3	186
6. I feel I am politically aware.								
Male	N	0	1	6	76	37	2	122
	%	0	0.8	4.9	62.3	30.3	1.6	100
Female	N	1	0	3	34	26	0	64
	%	1.6	0	4.7	53.1	40.6	0	100
Total	N	1	1	9	110	63	2	186

Table 42--Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
7. I feel I was encouraged to fail which gave me the more reason to succeed.								
Male	N	29	50	16	20	2	5	122
	%	23.8	41.0	13.1	16.4	1.6	4.1	100
Female	N	21	13	11	11	7	1	64
	%	32.8	20.3	17.2	17.2	10.9	1.6	100
Total	N	50	63	27	31	9	6	186
8. I feel a woman who does the same work as a man should receive equal pay.								
Male	N	0	1	0	42	77	2	122
	%	0	0.8	0	34.4	63.1	1.6	100
Female	N	0	0	0	6	58	0	64
	%	0	0	0	9.4	90.6	0	100
Total	N	0	1	0	48	135	2	186

Table 42-Continued

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Omitted	Total N 186
9. I feel I am professionally visible.								
Male	N	0	1	2	75	42	2	122
	%	0	0.8	1.6	61.5	34.4	1.6	100
Female	N	0	0	0	25	39	0	64
	%	0	0	0	39.1	60.9	0	100
Total	N	0	1	2	100	81	2	186
10. I feel my gender was an asset when I was considered for the position of superintendent.								
Male	N	2	8	23	57	29	3	122
	%	1.6	6.6	18.9	46.7	23.8	2.5	100
Female	N	16	18	21	5	4	0	64
	%	25.0	28.1	32.8	7.8	6.3	0	100
Total	N	18	26	44	62	33	3	186

Table 42--Continued

		Strongly Disagree	Disagree	Uncertain	Again	Strongly Agree	Omitted	Total N 186
11. I have experienced "fear of success".								
Male	N	12	33	32	32	10	3	122
	%	9.8	27.0	26.2	26.2	8.2	2.5	100
Female	N	14	17	11	17	5	0	64
	%	21.9	26.6	17.2	26.6	7.8	0	100
Total	N	26	50	43	49	15	3	186
12. I feel the older one is, the better the chances of obtaining the position of the superintendency.								
Male	N	18	69	20	10	2	3	122
	%	14.8	56.6	16.4	8.2	1.6	2.5	100
Female	N	12	25	20	7	0	0	64
	%	18.8	39.1	31.1	10.9	0	0	100
Total	N	30	94	40	17	2	3	186

Table 42 --Continued

	Total N 186	\bar{X}	SD
1. I feel my physical appearance was an asset when I was considered for the position of superintendent.	181	3.4	1.0
2. I consider myself to be an intelligent person.	184	4.3	0.5
3. I feel I had a good administrative training program.	184	3.8	0.9
4. I feel my administrative experience was an asset when I was considered for the position of superintendent.	183	4.3	0.8
5. I feel my age was an asset when I was considered for the position of superintendent.	183	3.5	1.0
6. I feel I am politically aware.	184	4.2	0.6

Table 42--Continued

	Total N ,186	\bar{X}	SD
7. I feel I was encouraged to fail which gave me the more reason to succeed.	180	2.3	1.2
8. I feel a woman who does the same work as a man should receive equal pay.	184	4.7	0.4
9. I feel I am professionally visible.	184	4.4	0.5
10. I feel my gender was an asset when I was considered for the position of superintendent.	183	3.3	1.2
11. I have experienced "fear of success."	183	2.8	1.1
12. I feel the older one is, the better the chances of obtaining the position of the superintendency.	183	2.2	0.8

position of superintendent" (M=55.7%, F=18.8%), 6, "I feel I am politically aware" (M=62.3%, F=53.1%), and 10, "I feel my gender was an asset when I was considered for the position of superintendent" (M=46.7%, F=7.8%).

By percents, the male superintendents strongly agreed more than the female respondents did with the statements 1, "I feel my physical appearance was an asset when I was considered for the position of superintendent" (M=9.0%, F=18.8%), 2, "I consider myself to be an intelligent person" (M=23.0%, F=56.3%), 3, "I feel I had a good administrative training program" (M=20.5%, F=31.3%), 4, "I feel my administrative experience was an asset when I was considered for the position of superintendent" (M=38.5%, F=67.2%), 5, "I feel my age was an asset when I was considered for the position of superintendent" (M=9.0%, F=28.1%), 6, "I feel I am politically aware" (M=30.3%, F=40.6%), 7, "I feel I was encouraged to fail which gave me the more reason to succeed" (M=1.6%, F=10.9%), 8, "I feel a woman who does the same work as a man should receive equal pay" (M=63.1%, F=90.6%), 9, "I feel I am professionally visible" (M=34.4%, F=60.9%). It is interesting to note in statement 5, (M=55.7%, F=18.8%) and statement 10, (M=46.7%, F=7.8%) concerning age and gender as assets when being considered for the superintendency, the males agreed more often than the females did. Further

observation of Table 42 indicates the female sample population disagreed more often than the males with statement 10, (M=6.6%, F=28.1%), which related to gender of the respondents. In statement 7, "I feel I was encouraged to fail, which gave me the more reason to succeed" more disagreement (M=41.0%, F=20.3%), was reported, according to percent by the male respondents.

The average mean for statements 2, 4, 6, 8, and 9 showed agreement. Statement 2, "I consider myself to be an intelligent person" ($\bar{X}=4.3$), 4, "I feel my administrative experience was an asset when I was considered for the position of superintendent" ($\bar{X}=4.3$), 6, "I feel I am politically aware" ($\bar{X}=4.2$), 8, "I feel a woman who does the same work as a man should receive equal pay" ($\bar{X}=4.7$), 9, "I feel I am professionally visible" ($\bar{X}=4.4$). The average mean for statements 7, "I feel I was encouraged to fail which gave me the more reason to succeed" ($\bar{X}=2.3$), 11, "I have experienced fear of success" ($\bar{X}=2.8$), and 12, "I feel the older one is, the better the chances of obtaining the position of the superintendency" ($\bar{X}=2.2$) indicated disagreement. A high percent (50.5%) of the total group indicated disagreement with statement 12 in reference to age. As a total group, the respondents agreed more than they disagreed with these statements.

The data in Table 43 was further analyzed by t-tests comparing male and female superintendent's ratings

Table 43. Personal Characteristics Category statements.

Question		Total N 186	\bar{X}	SD	t	p
1.	Male	118	3.37	0.99	-0.94	.348
	Female	63	3.52	1.09		
2.	Male	120	4.19	0.50	-4.75	0.000***
	Female	64	4.56	0.50		
3.	Male	120	3.85	0.92	-0.11	.913
	Female	64	3.87	1.09		
4.	Male	119	4.21	0.85	-2.87	.005**
	Female	64	4.57	0.70		
5.	Male	119	3.52	0.97	-0.06	.949
	Female	64	3.52	1.14		
6.	Male	120	4.24	0.58	-0.73	.467
	Female	64	4.31	0.71		
7.	Male	117	2.28	1.07	-1.29	.198
	Female	63	2.52	1.40		
8.	Male	120	4.62	0.53	-3.90	.000***
	Female	64	4.90	0.29		
9.	Male	120	4.31	0.55	-3.57	.000***
	Female	64	4.60	0.49		
10.	Male	119	3.86	0.92	9.30	.000***
	Female	64	2.42	1.13		

Table 43--Continued

		Total N 186	\bar{X}	SD	t	p
11.	Male	119	2.95	1.13		
	Female	64	2.71	1.29	1.29	.198
12.	Male	119	2.23	0.87		
	Female	64	2.34	0.91	-0.79	.430

* .05, ** .01, *** .001

concerning personal characteristics which were considered to have been an asset in having obtained the superintendent's position.

Male and female superintendents differed significantly on five statements relating to their personal characteristics. The response to the personal characteristic "intelligent" was significant ($t=4.75$; $p<0.000$). This indicated that female superintendents rated their intelligence as an asset more often ($M=4.56$) than did the male superintendents ($M=4.19$). The personal characteristic relating to administrative experience drew a considerable response ($t=2.87$; $p < .005$). The t-test results indicated that female superintendents rated administrative experience more important ($M=4.57$) than did the male superintendents ($M=4.21$). The response to their belief in equal pay for males and females for equal work was substantial ($t=3.90$; $p < 0.000$). This indicated that female superintendents felt more strongly about equal pay for equal work ($F=4.90$) than did the male superintendents ($M=4.62$). The response to the item concerning professional visibility was large ($t=3.57$; $p<0.000$), indicating that female superintendents rated professional visibility as an asset more often ($M=4.60$) than did the male superintendents ($M=4.31$). The gender characteristic was significant ($t=9.30$; $p<0.000$). This indicated that male superintendents considered their gender to be an asset ($M=3.86$) than the female superintendents

(M=2.42). It was evident the personal characteristic of intelligence, administrative experience, the belief in equal pay for equal work for males and females, and professional visibility were most significant. Other t-tests contrasting male and female superintendent ratings on personal characteristics were nonsignificant. All superintendents were asked to rank in order seven personal characteristics which they felt were assets in obtaining their positions. Table 44 shows the results of this question.

Table 44 indicates that male and female superintendents, as separate groups and as a total group, ranked four personal characteristics in the same order; "qualifications" first, "administrative experience" second, "knowledge" third, and "education" fourth. Table 42 shows that both male and female respondents did not rank their gender as an asset and the female respondents did not rank "age" or "physical appearance" as personal characteristic assets when they were hired for the superintendent position. As a total group, the highest ranked personal characteristic was "qualification," and the lowest ranked personal characteristic was "sex."

Table 44. Personal Characteristics Category. "The characteristics I feel were an asset when I was hired for the position of superintendent are: (Rank in order)."

	N	Male %	N	Female %	Total N 186
1. Qualifications	29	23.7	25	39.0	54
2. Administrative experience	29	23.7	9	14.0	38
3. Knowledge	11	9.0	7	10.9	18
4. Education	8	6.5	2	3.1	10
5. Physical appearance	1	0.8	0	0	1
6. Age	1	0.8	0	0	1
7. Sex	0	0	0	0	0
Omitted	43	35.2	21	32.8	64
Total N	122	100.0	64	100.0	186

Table 45 presents the male and female superintendent's response rate according to numbers and percents, to the statement, "The characteristic which best describes me as an individual."

This table shows that the male sample population ranked the highest by percent, "hard working person," "a person that likes challenges," as those personal characteristics which best described them. The female sample population ranked the highest, by percent, "a strong leader," "a hard working person," and "a person that likes challenges" as those personal characteristics best descriptive of them. As a total group the highest ranked personal characteristic was a "hard working person" and the lowest ranked personal characteristics were "able to 'play the game'," and "secure person."

In addition, the sample population had a space marked "Other" where they could indicate the personal characteristic which best described them should it not have been in the given list. The male superintendents cited as the best description of their personal characteristics:

1. A combination--can't identify one
2. Listener
3. I can visualize the "big Picture" or the "holistic" view long before others and I am a risk taker
4. I'm fair
5. All of the above.

Table 45. Personal characteristics. The characteristic which best describes me as an individual.

	Male		Female		Total	
	N	%	N	%	N	%
	122		64		186	
I am politically aware.	2	1.6	1	1.6	3	1.1
I am able to 'play the game.'	0	0.0	2	3.1	2	1.1
I am a risk taker.	4	3.3	4	6.3	8	4.3
I am a strong leader.	15	12.3	10	15.6	25	13.4
I am an intelligent person.	6	4.9	8	12.5	14	7.5
I am a dominant person.	3	2.5	0	0.0	3	1.6
I am a secure person.	1	0.8	1	1.6	2	1.1
I am a hard-working person.	28	23.0	9	14.1	27	19.9
I am a person that likes challenges.	14	11.5	9	14.1	23	12.4
I am a flexible person.	4	3.3	2	3.1	6	3.2

Table 45--Continued

	Male		Female		Total	
	N	%	N	%	N	%
I am an organized person.	5	4.1	1	1.6	6	3.2
I am self-confident.	7	5.7	6	9.4	13	7.0
I am fair.	8	6.6	1	1.6	9	4.8
I am objective.	3	2.5	0	0.0	3	1.6
Blank.	1	0.8	1	1.6	2	1.1
More than one.	10	8.2	7	10.9	17	9.1
Other.	11	9.0	2	3.1	13	7.0

The female superintendents cited:

1. Ability to work with people
2. A person who likes challenges
3. Objective

as the personal characteristics which described them best.

Table 46 shows the numbers and percents of male and female superintendents who responded to the statement "The personal strength which best describes me as an individual." The male sample population ranked the highest, by percent, "common sense" and "determination" as their personal strengths. The characteristics with no rating at all from the male superintendents was, "happy-go-lucky"

The female superintendents ranked by the highest percents, "self-motivated" and "a person with determination" as being descriptive of their personal strength. The characteristics with no ratings from the female superintendents were "assertive," "unselfish," "courteous," and "happy-go-lucky." For the total group, the personal strength rated the highest by percent was "common sense" and the lowest rated personal characteristic was "happy-go-lucky person."

Table 46. Personal Characteristics Category. The personal strength which best describes me as an individual.

	Male		Female		Total	
	N 122	%	N 64	%	N 186	%
I exercise common sense.	29	23.8	4	6.3	33	17.7
I am a person with determination.	11	9.0	8	12.5	19	10.2
I am assertive.	3	2.5	0.	0.0	3	1.6
I am a motivator.	7	5.7	5	7.8	12	6.5
I am a strong person.	8	6.6	7	10.9	15	8.1
I am a positive person.	9	7.4	7	10.9	16	8.6
I have a positive, strong self-image.	10	8.2	9	14.1	19	10.2
I am nonemotional on the job.	3	2.5	4	6.3	7	3.8
I am an unselfish person.	2	1.6	0	0.0	2	1.1
I am a courteous person.	3	2.5	0	0.0	3	1.6
I am a "happy-go-lucky person.	0	0.0	0	0.0	0	0.0
I am a compassionate person.	9	7.4	3	4.7	12	6.5
I am self-motivated.	8	6.6	12	18.8	20	10.8
Blank	2	1.6	2	3.1	4	2.2
More than one.	7	5.7	3	4.7	10	5.4
Other	11	9.0	0	0.0	11	5.9

Again, the sample population had a space marked "other" to indicate the personal strength which best described them should it not have been identified in the given list. The male sample population cited:

1. Honesty
2. Intelligence moderated by pragmatism
3. I have deep faith in Jesus Christ, God
4. I am a Christian
5. I am unafraid
6. Can't identify one--combination of personal strengths.

The female population cited:

1. I have a sense of mission
2. In addition to L (compassionate person),
I am a person that exercises common sense, and
that is not so common any more.

Table 47 shows the correlations between family influence, role models, motivation, and personal characteristics. The questionnaire items included in each composite variable are found in Appendix A.

Table 47. Correlations between family influence, role models, motivation, and personal characteristics.

Variables	Family Influence	Role Models	Motivation	Personal Characteristics
1. Family influence	1.00			
2. Role Models	.27***	1.00		
3. Motivation	.12	.18**	1.00	
4. Personal characteristics	.08	.32***	.50***	1.00

*p<.05

**p< .01

*** p< .001

The correlations were calculated among composite variables, family influence, role models, motivation, and personal characteristics. Table 47 shows four significant correlations. The correlation between the role models and the family influence variables was highly significant $r=.27$, $p<.001$.

Those respondents who rated family influence as important rated role models as important also. The correlation between having role models and motivation was very significant, $r=.18$, $p<.007$. This correlation shows that those superintendents who rated the role model high also rated their motivation high. The correlation between the role model and the personal characteristics was highly significant, $r=.32$, $p<.001$. The respondents who considered the role models to be influential in their having become superintendents also considered their personal characteristics as important facts. The correlation between the personal characteristics and motivation variables was very significant, $r=.50$, $p<.001$. The superintendents who rated personal characteristics as important also rated their motivation high. Further correlations in Table 47 indicated nonsignificant correlations between family influence, role model, motivation, and personal characteristics.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The intent of Chapter 5 is to summarize the study, draw conclusions, and make recommendations for further research. The format of the chapter incorporates three elements: summary, conclusions, and recommendations.

Summary

The purpose of this study has been to delineate positive factors that have influenced females to achieve the position of public school superintendent as compared to those factors influencing male public school superintendents. The population from which the study sample was selected consisted of male and female public school superintendents appointed or hired at the time lists were prepared for the Spring 1984 edition of Patterson's American Education. Only those states employing at least one identified female superintendent were included. It was expected that the results of this study would identify those factors which the superintendents believed had led to the attainment of their positions, and would also compare those same factors between male and female respondents. These expectations were met.

The questions considered pertinent to the research fell into four categories: family influence, role models, motivation, and personal characteristics. The research questions that formed the basis of this study were:

- RQ₁. Is there a significant difference between male and female superintendents in all categories as a whole?
- RQ₂. Is there a significant difference between male and female superintendents in the factors related to family influence?
- RQ₃. Is there a significant difference between male and female superintendents in the factors related to role models?
- RQ₄. Is there a significant difference between male and female superintendents in the factors related to motivation?
- RQ₅. Is there a significant difference between male and female superintendents in perceived factors related to their personal characteristics?

The research questions were tested using a questionnaire (Superintendent's Inventory) which was modified by the researcher from a compilation of several questionnaires used in studies by (Bova & Phillips, 1981, pp. 2-19; Guttmacker, 1979, pp. 407-432; Moore, 1977, pp. 55-65; Purnell, 1980, pp. 44-56; Williams, 1982, pp. 1-25; Weber, pp. 89-94 and the

researcher). The Superintendent's Inventory was mailed to the population of identified public school superintendents and to a like number of randomly selected male public school superintendents. A 71% return was obtained. Each questionnaire was analyzed to obtain information at the .05 level of significance.

The following statistical analyses were performed: First, descriptive statistics were collected and calculated for both the males and females. This provided general information about the factors of the population and samples studied. Secondly, the t-tests were calculated to compare the responses of the female and male superintendents to the questionnaire. Finally, Pearson's product moment correlations were used to calculate the information between (1) family influence factors, (2) role model factors, (3) motivation factors, and (4) personal characteristic factors to determine if any relationship existed.

The fact that men held the majority of top level administrative positions in education is supported by national, state and local statistics. The disparate number of women in these same positions increases the need to explore the reason why this is so. It can be easily documented that the number of female teachers exceed the number of male teachers, but as one views the hierarchial, managerial structure of education, one finds fewer women at the top--at the perceived policy-making levels. Many educators share the belief that the exclusion of women from these top positions in educational administration constitute a refusal to utilize a valuable and untapped resource which is essential to the resolution of many of the

problems now facing contemporary education. If females are as qualified as males, why then do they not hold these positions at least in the same numbers as men? (Walker, 1982, p. 130).

The review of the pertinent literature and other related material focused on the four selected factor categories (1) Family Influence, (2) Role Models, (3) Motivation, and (4) Personal Characteristics. The literature indicated that while some factors were common to both male and female administrators, there were several factors which were different. Current literature reveals that both males and females consider family influence an important factor for success, and that in the field of educational administration virtually all school administrators begin by teaching. However, most females generally wish to remain teachers, and are socialized to remain teachers, as opposed to males who start as teachers, with the understanding that to teach is the first step into educational administration. Therefore, most men are encouraged and socialized to enter the educational administration field.

Current literature indicates that role models are necessary for both males and females pursuing careers in administration. The literature also indicates that the majority of educational administrators are males, therefore, the future male administrator has a built-in role model,

whereas the female probably does not. Literature also indicated that future professional females need to have appropriate career role models, just as males do.

Current literature and related materials indicated that both males and females have the same motivating factors as well as different ones. Aside from factors such as economic, social status, and single versus two-parent families, other motivators may be purely personal, such as a long-standing goal to become a school superintendent.

In addition, the review of the literature on personal characteristics revealed that several studies have been done where a number of personal characteristics were found common to both male and female administrators. The research indicated that the personal characteristics examined were prevalent in the particular sample population studied. In other words, the public school superintendent sample populations showed personal characteristics common to both males and females.

However, the literature identified fewer positive factors influencing the advancement of females to superintendents' positions than that literature which reported obstacles keeping females from those positions.

Conclusions

From the data collected in this study, several conclusions were drawn. Because the literature on positive influential factors identified by educational administrators is limited, this can be considered a new area. Therefore, the researcher is hesitant to generalize from these conclusions about the entire public school superintendent population. Specific research questions will be limited to the following four categories: Family Influence, Role Model, Motivation, and Personal Characteristics.

Research question 1, "Is there a significant difference between male and female superintendents in the identified factors?"

In the category of Family Influence, almost half of the male and female sample population considered themselves most like their fathers in character and personality with a smaller percentage of male and female superintendents indicating similarity to their mothers. In the Role Model category, both male and female superintendents attributed considerable influence on their career decisions to family and non-family role models, sponsors, and mentors. Both genders agreed that they themselves are role models, sponsors, and mentors. In the Motivation category, both sexes were highly motivated in

their career choices by the opportunity to: influence policy, achieve recognition, have a good job, gain status, affect educational programs, and gain an increase in salary. They appeared to gain job satisfaction from the possibilities for assuming responsibility, career growth, and advancement. The majority of both sexes also agreed that they have not yet reached their ultimate career goals in educational administration. In the category of Personal Characteristics, there was little, if any, difference between male and female respondents. The male sample population indicated "a hard-working person" and "a person that likes challenges," as those personal characteristics which best described them. The female sample population ranked highest (by percentages) "a strong leader," "a hard working person," and "a person that likes challenges," as their personal characteristics best describing them. The male sample population ranked highest, by percent, "common sense" and "determination" as their personal strengths. The female superintendents ranked highest, "self-motivated" and "a person with determination." As a total sample population, there is no significant difference in each category as a whole, however, in a few items within each category, a significant difference can be observed in the t-test analysis of these items. These few significant differences are dealt within the discussions of the five research questions.

The correlations were calculated with the total sample population among composite variables within the four categories. There were four significant correlations. The correlation between the role models and the family influence variable was highly significant. Those respondents who rated family influence as important rated role models as important also. The correlation between having role models and motivation was very significant of the .05 level. This shows that those superintendents who rated the role model high also rated their motivation high. The correlation between the role model and the personal characteristics was highly significant. The respondents who considered the role models influential in their having become superintendents also considered their personal characteristics as important elements. The correlation between the personal characteristics and motivation variables was very significant. The superintendents who rated personal characteristics as important elements also rated their motivations high. Other calculations between family influence, role models, motivation, and personal characteristics were nonsignificant.

Research question 2. "Is there a significant difference between male and female superintendents in the factors related to family influence? On the item "The family members who were influential in helping me to choose

administration as my career," the male and female superintendents differed significantly. The female respondents cited mother, father, sister, and son, as more influential than did the male respondents. Almost half of the male respondents and half of the females considered their spouses influential in helping them choose administration as a career. The data indicates that both the male superintendents and female superintendents (as a total group and also as separate groups) described their parents, both father and mother, as dominant and confident.

Nearly half of the male and female respondents considered themselves most like their fathers in personality and character, with somewhat smaller percentages of males and females indicating similarity to their mothers.

Research question 3. "Is there a significant difference between male and female superintendents in factors related to role models?"

Male and female superintendents agreed that role models, sponsors, and mentors assisted them in advancement within their careers; however, the male and female respondents differed significantly regarding the item, "My mentor significantly assisted my advancement within my career." The female respondents rated their mentor's assistance more influential in their administrative

advancement ($M=3.58$) than did the male respondents ($M=3.11$). On the item "I feel I am a role model, sponsor, mentor, the male and female superintendents differed significantly in their responses to the three items. The female sample population indicated that they perceived themselves more as role models, sponsors, and mentors than did the male sample population.

The male sample population feel they are members of an administrative network, and so does the female sample population. This female sample population indicated representation in both male and female administrative networks.

Finally, both male and female respondents generally attributed considerable influence on their career decisions to family and non-family role models, sponsors, and mentors.

Research question 4. "Is there a significant difference between male and female superintendents with factors related to motivation?"

The female respondents indicated, more than the male respondents, that they became superintendents in order to have an influence on educational policy, and to have an effect on the administration of educational programs. The increase in salary was significant for the male superintendents.

Other significant differences in the motivation statement dealt with "liking the responsibilities that come with the job," "administrative growth," and "get along with my peers." These differences indicated that in general, female superintendents reported greater motivation than did males.

Research question 5. "Is there a significant difference between male and female superintendents in perceived factors related to their personal characteristics?"

The female superintendents agreed more than did the males that the factors of intelligence, experience, equal pay for same work, and professional visibility were significant. The male respondents indicated that (their) gender was a more important characteristic than did the females.

It is interesting to note that male and female superintendents, as separate groups and as a total group, ranked four personal characteristics in the same order: (1) "qualifications," (2) "administrative experience," (3) "knowledge," and (4) "education." The highest ranked personal characteristic was "qualifications," and the lowest ranked was sex. Other personal characteristics ranked highly were "hard working person," "a person that likes challenges," and "a strong leader."

The male and female sample populations were asked to indicate their personal strengths which were ranked by percent. "A person with administration" was cited by both genders, and the male superintendents also ranked "common sense," as next highest. The female superintendents ranked highest (by percent) "self-motivated" and "a person with determination" as descriptive of their strengths.

Although there are some differences, most of the personal characteristics cited by male and female respondents are very similar, as are factors cited in the other categories.

The final section of this study includes profiles of the male and female public school superintendents.

Profile of a Public School Superintendent

The following two profiles, a male public school superintendent and a female public school superintendent are from data gathered in the demographic section of the Superintendents Inventory used for this study.

Male Public School Superintendent

The males were in the 50-65 age bracket and over 1/3 of them were first-born. Their heights ranged from 5'2" to 6'3". Of the 122 males studied, 97.5% were white Anglo-Saxon. A very high percentage were married (98.4%), and most indicated there had been no change in marital

status since taking that position. Most have four-five children.

As for their educational background, the highest percentage of them had M.A., M.S., or M.Ed. degrees. Most superintendents have administrative certification. Males had spent less time as teachers than had the females, and the preominant reasons they gave for entering the profession were altruistic, economic, and professiona.

Female Public School Superintendent

The females were 40-49 years of age and almost 1/2 were first-born. They ranged between 5' 2" to 5' 9" in height. Fifty seven of them (89.1%) were White Anglo-Saxon and 67.2% were married. Most of them had two children. Most females indicated they have made no changes in marital status since they acquired the superintendency. Like the males, the highest percentage of the females had M.A., M.S., or M.Ed. degrees. Next to administration and superintendent certification, the highest percentage of certification obtained by females was in Elementary Education at 65.6%. Females had more years of teaching experience than the males and their reasons for entering the profession were the same as those of the males.

Recommendations for Future Research

The study indicated that there were indeed, factors which were perceived to affect the advancement of males and females into the superintendent position in public schools. In most factors there is no significant difference between male and female superintendents whereas there is a significant difference in other factors. Other studies of regional and national scope are recommended to extend this relatively new field of research because the population and sample population in this study were small. Recommendations for future research are as follows:

1. Any future study in this field should consider rewording some of the questions in the Superintendents Inventory in order to obtain more specific information.
2. A case study could be made using male and female superintendents to ascertain whether the career paths are significantly different.
3. Survey those women who have applied for the superintendent's position and have not acquired it to see if there is a significant difference in the perceived influential factors and those of the women who have been hired to that position.
4. A study could be made to identify other categories and factors considered influential for males and females in their achieving the superintendent's position.

5. Any future study in this field should consider using six states with the highest concentration of female superintendents.

6. Definition of terms should be revised in order to provide for inclusion of both male and female genders.

7. Further investigation should compare the degrees of emotional intensity of the responses by males and females to the question using the term "strongly".

APPENDIX A

SUPERINTENDENT'S INVENTORY

May 7, 1984

Superintendent of Public Schools/
Chief Executive Officer
Educational Administrative Building

Dear Superintendent:

I am a doctoral candidate at The University of Arizona in Tucson, Arizona, conducting research for my dissertation. This study will focus on factors affecting the selection of Public School Superintendents. You are one of a selected group to whom I have sent the enclosed questionnaire. I would greatly appreciate your participation as your responses are most valuable to the final results.

During the pilot test, it was determined that approximately twenty minutes are required to complete the questionnaire. The questionnaire is confidential; it will be identified only through the code number appearing at the top of page one.

A stamped, self addressed envelope is enclosed for your convenience in returning the questionnaire to me; please return it by May 21, 1984. If you would like to receive a copy of the results of this study, please indicate on number 39 of the questionnaire.

Thank you very much for the time and effort you give to this most important matter.

Sincerely,

(Ms.) Virginia V. Sanchez

SUPERINTENDENT'S INVENTORY

Directions:

Please

1. Complete all sections of the Superintendent's Inventory as fully, honestly, and candidly as possible.
2. Respond briefly to those sections, "Other, please specify".
3. Place a check (✓) on the lines provided for you.

Legend:

- | | | | | | |
|----------------------|----|---|---|---|----|
| | SD | D | U | A | SA |
| 1. Strongly Disagree | 1 | 2 | 3 | 4 | 5 |
| 2. Disagree | | | | | |
| 3. Uncertain | | | | | |
| 4. Agree | | | | | |
| 5. Strongly Agree | | | | | |

Note:

The confidentiality of your responses will be maintained. The code number appearing at the top of page 1 will be used solely to identify non-respondents for follow-up purposes and to make it possible to send results of the study to those requesting them.

I Demographic Section

1. Were you elected to the position of superintendent by a public election? _____ Yes _____ No
2. Age: (Please put a check mark)
 _____ 25-29 _____ 30-39 _____ 40-49 _____ 50-65 _____ Older
3. Position in Birth Order: _____ Sex: _____ Height: _____

4. Which group best describes your ethnic or racial background?
(Check one only.)

White/Anglo-American
 Black/Afro-American
 Mexican/Mexican-American
 Other Hispanic Group (Please specify) _____
 Asian-American, Asiatic
 Other Oriental Group (Please specify) _____
 American Indian (Please specify) _____
 Other (Please specify) _____

5. What is your current marital status:
(Check appropriate answer)

Single
 Engaged
 Married
 Separated
 Divorced
 Widowed
 Remarried

6. Number of children: _____

7. Has your marital status changed since you took the superintendent's position?

No change
 Married
 Separated
 Divorced
 Widowed
 Engaged

8. Educational Background: (Check all that apply)

BA/BS
 MA/MS/MED
 Specialist
 Ed. D
 Ph. D
 Other (Please specify) _____

9. What is your certification: (Check all that apply)

- Early Childhood
- Elementary
- Secondary
- Higher Education
- Superintendent
- Administration
- Other (please specify) _____

10. How many years of experience do you have in the following educational positions?

- Aide
- Teacher
- Master Teacher
- Assistant Principal
- Principal
- Supervisor
- Director of Programs
- Central Office
- Superintendent
- Other (Please specify) _____

	$\frac{SD}{1}$	$\frac{D}{2}$	$\frac{U}{3}$	$\frac{A}{4}$	$\frac{SA}{5}$
11. My reason for entering the profession of administration was because it would: (Check all <input checked="" type="checkbox"/>)					
Allow me to be my own boss.	_____	_____	_____	_____	_____
Involve clean, non-physical activity.	_____	_____	_____	_____	_____
Give me the opportunity to use my special interest.	_____	_____	_____	_____	_____
Have hours which fit well with home responsibilities.	_____	_____	_____	_____	_____
Provide a secure future.	_____	_____	_____	_____	_____
Provide the opportunity to work with people rather than things.	_____	_____	_____	_____	_____
Give me prestige.	_____	_____	_____	_____	_____
Be easy to return to after child rearing.	_____	_____	_____	_____	_____
Permit me to be creative and original.	_____	_____	_____	_____	_____
Provide opportunity to help others.	_____	_____	_____	_____	_____
Not require me to take my job home.	_____	_____	_____	_____	_____
Allow me to use my mind.	_____	_____	_____	_____	_____
Other. _____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

	<u>SD</u> 1	<u>D</u> 2	<u>U</u> 3	<u>A</u> 4	<u>SA</u> 5
11. I decided to become a superintendent in order to: (Check all that apply)					
(a) Have an influence on educational policy.	_____	_____	_____	_____	_____
(b) Be recognized for my work.	_____	_____	_____	_____	_____
(c) Have a good job.	_____	_____	_____	_____	_____
(d) Have job security.	_____	_____	_____	_____	_____
(e) Gain status.	_____	_____	_____	_____	_____
(f) Have an effect on the administration of educational programs.	_____	_____	_____	_____	_____
(g) Have an increase in salary.	_____	_____	_____	_____	_____
12. I am a member of some kind of network.	_____	_____	_____	_____	_____
13. I feel my physical appearance was an asset when I was considered for the position of superintendent.	_____	_____	_____	_____	_____
14. I like the responsibilities that come with the job.	_____	_____	_____	_____	_____
15. I consider myself to be an intelligent person.	_____	_____	_____	_____	_____
16. I consider the educational field as a field for administrative growth.	_____	_____	_____	_____	_____

	<u>SD</u> 1	<u>D</u> 2	<u>U</u> 3	<u>A</u> 4	<u>SA</u> 5
17. I feel I had a good administrative training program.	_____	_____	_____	_____	_____
18. My role model significantly assisted my advancement within my career.	_____	_____	_____	_____	_____
19. I feel my administrative experience was an asset when I was considered for the position of superintendent.	_____	_____	_____	_____	_____
20. My sponsor significantly assisted my advancement within my career.	_____	_____	_____	_____	_____
21. I feel my age was an asset when I was considered for the position of superintendent.	_____	_____	_____	_____	_____
22. I like my physical surroundings.	_____	_____	_____	_____	_____
23. My mentor significantly assisted my advancement within my career.	_____	_____	_____	_____	_____
24. I feel I am politically aware.	_____	_____	_____	_____	_____
25. I feel I was encouraged to fail which gave me the more reason to succeed.	_____	_____	_____	_____	_____
26. I am content with my personal life.	_____	_____	_____	_____	_____
27. I feel a woman who does the same work as a man should receive equal pay.	_____	_____	_____	_____	_____

<u>SD</u>	<u>D</u>	<u>U</u>	<u>A</u>	<u>SA</u>
1	2	3	4	5

II. Category Section

The questions which follow are related to data collection on the categories: Family Influence, Motivation, Personal Characteristics, and Role Models.

1. I decided to become a superintendent to please my parents: _____
- my spouse: _____
- other: _____

2. The family members who were influential in helping me to choose administration as my career were my:
(Check all that apply)
- | | | | | | |
|-------------|-------|-------|-------|-------|-------|
| Mother | _____ | _____ | _____ | _____ | _____ |
| Father | _____ | _____ | _____ | _____ | _____ |
| Sister | _____ | _____ | _____ | _____ | _____ |
| Brother | _____ | _____ | _____ | _____ | _____ |
| Aunt | _____ | _____ | _____ | _____ | _____ |
| Uncle | _____ | _____ | _____ | _____ | _____ |
| Grandmother | _____ | _____ | _____ | _____ | _____ |
| Grandfather | _____ | _____ | _____ | _____ | _____ |
| Spouse | _____ | _____ | _____ | _____ | _____ |
| Daughter | _____ | _____ | _____ | _____ | _____ |
| Son | _____ | _____ | _____ | _____ | _____ |
| Other _____ | _____ | _____ | _____ | _____ | _____ |

3. The parent or person who assumed most responsibility for supervising my activities as a child:
- | | |
|------------------|-------|
| Mother | _____ |
| Father | _____ |
| Other _____ | _____ |
| (Please specify) | |

4. The adjective that best describes each of my parents:
(Check one in each category)

<u>Mother</u>	<u>Father</u>
<input type="checkbox"/> Aggressive	<input type="checkbox"/> Aggressive
<input type="checkbox"/> Compliant	<input type="checkbox"/> Compliant
<input type="checkbox"/> Dominant	<input type="checkbox"/> Dominant
<input type="checkbox"/> Forceful	<input type="checkbox"/> Forceful
<input type="checkbox"/> Passive	<input type="checkbox"/> Passive
<input type="checkbox"/> Confident	<input type="checkbox"/> Confident
<input type="checkbox"/> Diffident	<input type="checkbox"/> Diffident
<input type="checkbox"/> Submissive	<input type="checkbox"/> Submissive
<input type="checkbox"/> Retiring	<input type="checkbox"/> Retiring
<input type="checkbox"/> Directive	<input type="checkbox"/> Directive
<input type="checkbox"/> Dependent	<input type="checkbox"/> Dependent
<input type="checkbox"/> Other	<input type="checkbox"/> Other
<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
(Please specify)	(Please specify)

5. Based on my responses to Question 4, I am most like my:
(Check one ✓)

Mother
 Father
 Other (Please specify)

Definitions:

- Role Model:** An individual(s), male or female, chosen for emulation in one or a selected few of their roles. (Bova, 1981, p. 5)
- Sponsor:** An individual(s), male or female, who may use his/her influence to promote a person's entry or advancement to career or job. (Bova, 1981, p. 5)
- Mentor:** An individual(s), male or female, who may understand, shape and encourage the dreams of their proteges. (Bova, 1981, p. 5)

	<u>SD</u> 1	<u>D</u> 2	<u>U</u> 3	<u>A</u> 4	<u>SA</u> 5
(Check all that apply)					
6. I feel I had a:					
Role Model	_____	_____	_____	_____	_____
Sponsor	_____	_____	_____	_____	_____
Mentor	_____	_____	_____	_____	_____

(Check all that apply)		
7. Based on Question 6,	<u>Male</u>	<u>Female</u>
my Role Model was/is	_____	_____
my Sponsor was/is	_____	_____
my Mentor was/is	_____	_____

8. I feel I am a member of an administrative network. (Please specify)	_____	Old Boy Network
	_____	New Boy Network
	_____	Old Girl System
	_____	New Girl System
	_____	Other (Please specify)
	_____	None

9. A nonfamily person who had the greatest influence in my life regarding my career: (Check only one)	_____	Friend
	_____	Teacher
	_____	Counselor
	_____	TV/Movie Character
	_____	Dean
	_____	Professor
	_____	Other (Please specify)

	<u>SD</u> 1	<u>D</u> 2	<u>U</u> 3	<u>A</u> 4	<u>SA</u> 5
10. I feel I have support from: (Check all that apply)					
(a) Male peers	_____	_____	_____	_____	_____
(b) Female peers	_____	_____	_____	_____	_____

	<u>SD</u> 1	<u>D</u> 2	<u>U</u> 3	<u>A</u> 4	<u>SA</u> 5
28. I feel I am a Role Model Sponsor Mentor	_____	_____	_____	_____	_____
29. I feel I am profes- sionally visible.	_____	_____	_____	_____	_____
30. I get along with my peers.	_____	_____	_____	_____	_____
31. I feel my gender was an asset when I was considered for the position of super- intendent.	_____	_____	_____	_____	_____
32. I consider the educa- tional field as a field for administrative de- velopment and advancement.	_____	_____	_____	_____	_____
33. I have experienced 'fear of success'.	_____	_____	_____	_____	_____
34. I feel I have reached my ultimate educational goal.	_____	_____	_____	_____	_____
35. I feel the older one is, the better the chances of obtaining the position of the superintendency.	_____	_____	_____	_____	_____
36. The characteristics I feel were an asset when I was hired for the position of superintendent are: (Rank in order)					
_____ Physical appearance					
_____ Sex					
_____ Knowledge					
_____ Qualifications					
_____ Administrative Experience					
_____ Age					
_____ Education					

37. The characteristic which best describes me as an individual: (Check only one)

- (a) _____ I am politically aware.
- (b) _____ I am able to 'play the game'.
- (c) _____ I am a risk taker.
- (d) _____ I am a strong leader.
- (e) _____ I am an intelligent person.
- (f) _____ I am a dominant person.
- (g) _____ I am a secure person.
- (h) _____ I am a hard-working person.
- (i) _____ I am a person that likes challenges.
- (j) _____ I am a flexible person.
- (k) _____ I am an organized person.
- (l) _____ I am self-confident.
- (m) _____ I am fair.
- (n) _____ I am objective.

The characteristic which best describes me as an individual (if not listed above) is:

38. The personal strength which best describes me as an individual: (Check only one)

- (a) _____ I exercise common sense.
- (b) _____ I am a person with determination.
- (c) _____ I am assertive.
- (d) _____ I am a motivator.
- (e) _____ I am a strong person.
- (f) _____ I am a positive person.
- (g) _____ I have a positive, strong self-image.
- (h) _____ I am nonemotional on the job.
- (i) _____ I am an unselfish person.
- (j) _____ I am a courteous person.
- (k) _____ I am a 'happy-go-lucky' person.
- (l) _____ I am a compassionate person.
- (m) _____ I am self-motivated.

The personal strength which best describes me as an individual (if not listed above) is:

39. Would you like to receive a copy of the study results?

_____ Yes, thank you.

_____ No, thank you.

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