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Horine, Mary Ellen

**A PROFILE ANALYSIS OF WOMEN EMPLOYED AS ELEMENTARY SCHOOL
PRINCIPALS IN NORTH CAROLINA**

The University of North Carolina at Greensboro

Ed.D. 1984

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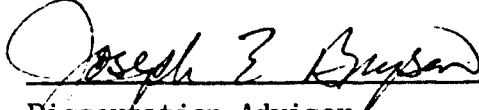
by

Mary Ellen Horine

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirement for the Degree
Doctor of Education

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1984

Approved by


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APPROVAL PAGE

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HORINE, MARY ELLEN, Ed.D., A Profile Analysis of Women Who are Employed as Elementary School Principals in North Carolina. (1984) Directed by Dr. Joseph Bryson. Pp. 130.

The purpose of this study was to identify and describe the personal and professional characteristics of the female elementary principal in the public schools of North Carolina. The backgrounds, qualifications, experiences, and career patterns of these women were examined and analyzed from the data collected.

Questionnaires were mailed to the 279 women elementary principals who were listed in the Education Directory, 1982-83. Of the returned instruments, 229 or 82 percent were complete and used for statistical analysis.

Major findings included the following:

The typical female elementary school principal in North Carolina was white, 45 years of age, and married with two children. The women were successfully combining the responsibilities of families and careers and were less likely to see a conflict between their roles as wives, parents, and professionals than women in earlier studies.

These principals were more likely to administer a school with 300 or less students with an organizational structure of kindergarten through the sixth grade.

The majority of the women had first been classroom teachers with ten or more years of experience. Over half of the women had held staff positions prior to becoming principals.

The women were well educated, as 98.3 percent had earned master's degrees. Thirty percent had attained specialist's degrees and 9.2

percent had earned doctorates.

Data showed that 78.7 percent of the women principals succeeded a male or filled a new position. The women had been principals for an average of 6.6 years.

Less than half felt the principalship was their final occupational goal; however, 66 percent of the women were not willing to relocate in order to advance their careers. The women perceived themselves as being effective administrators.

Data from this study would tend to support the belief that women hold more credentials in education administration than their numbers in the position of elementary principal indicate.

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To my family I owe a special thanks: my husband Larry, for his encouragement and motivation; my three children, Stace, Sherwood, and Mary Sheryl, who accepted a mother in college when they were; and my wonderful parents for their love and understanding from childhood.

This study is dedicated to the memory of my mother. It was her wish that I complete this degree.

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CHAPTER I
INTRODUCTION

The elementary school principalship has undergone many changes since its inception well over a century ago.¹ Early organization of education consisted of one-room schoolhouses where "principal teachers" were designated as controlling heads of the schools. By the end of the nineteenth century the principalship had progressed from an "extra-duty assignment of a head teacher to a position of consequence."² Elementary schools began uniting all their departments under one administrative principal and in 1847, Quincy School in Boston was credited as one of the first schools to practice this policy.³

Teaching and administration became separate professions as job functions were more clearly defined. With this change came the effects of the first wave of feminism (1900-1930) to be felt in America. Many political, social, and legal events changed not only the role of the principalship, but women's participation in that role.⁴

¹Paul R. Pierce, The Origin and Development of the Public School Principal (Chicago: University of Chicago Press, 1935), p. 11.

²Edwin C. Lewis, Developing Women's Potential (Ames: Iowa State University Press, 1968), p. 24.

³Pierce, p. 9.

⁴Elizabeth W. Haven, Women in Educational Administration: The Principalship--A Literature Review (ERIC ED 208 486), 1980, p. 10.

From the late 1890's until the early 1930's women reached higher proportions in school administration than at any time in the history of education.⁵ Not only did women teachers outnumber men by two to one, but women's opportunities in administration increased as women were granted the right to vote and hold elected positions.⁶ However, the increase in numbers of women as school officers was slow until after 1900, with the greatest progress taking place in the western states.⁷ As late as 1904 Chancellor declared that women as a class "seldom furnished valuable school board members," and that women were "out of place in a teaching principalship (high school) and only slightly preferable in elementary principalships."⁸ He concluded that higher salaries should be secured "as far as possible" so as to obtain men, for "the feminization of the schools has gone altogether too far."⁹

By 1928, eight of the 48 state superintendencies of education and 55 percent of the elementary principalships were held by women.¹⁰

⁵Joan Kalvelage, The Decline in Female Elementary Principals Since 1928: Riddles and Clues (ERIC ED 163 594), 1978, p. 7.

⁶Patricia T. Sexton, Women in Education (Bloomington, Indiana: Phi Delta Kappa, 1976), p. 19.

⁷Thomas Woody, A History of Women's Education in the United States (New York: Science Press, 1929), pp. 514-517.

⁸Cited in Woody, p. 515.

⁹Woody, p. 515.

¹⁰Judith A. Adkison, "Women in School Administration: A Review of the Research," Review of Educational Research, 51 (Fall 1981), 313.

After this period there was a steady decrease in the percentage of women in administrative leadership. By 1958 the number of elementary principals had declined to 41 percent and in 1968 had decreased to 22 percent. Women continued to predominate as school teachers, whereas men dominated the administration of the schools.¹¹

Schools underwent a period of massive reorganization modeled after the bureaucratic principles of big businesses. Principals, as differentiated from teachers, were seen as males with masculine concerns for financing, organization, and leadership, as opposed to feminine concerns for nurturing, instructing, and imparting values.¹² Educational administration soon became defined as a profession for men who not only admired industrialists and businessmen but resembled them as well.¹³

The transition from teaching to administration has been especially difficult for women.¹⁴ It seems that the structure of educational careers assumes that men and women approach the field with different orientations. Teaching is viewed as unattractive for men planning a career, being used only as a stepping stone to administration.¹⁵ For women, teaching complements their roles of wife and mother and is seen as an attractive structure suitable for those who may need to quit work

¹¹Patricia Ann Schmuck, "Sex Differentiation in Public School Administration," DAI, 35 (1976), 4563A (University of Oregon).

¹²Kalvelage, p. 14.

¹³Adkison, p. 313.

¹⁴Adkison, p. 322.

¹⁵Adkison, p. 322.

for a few years to take care of children, or for those who plan to accompany their husbands in frequent moves.¹⁶ "Administrators assume that women are not committed to a career or concerned with upward mobility, while they view men as potential administrators."¹⁷

Traditionally, in the United States, fewer men than women have selected teaching as a career choice.¹⁸ From early childhood females are encouraged and trained to nurture, socialize, and care for others, making them candidates for the teaching profession. Males on the other hand are not expected to be interested in caring for children nor to be satisfied with a job that would give limited opportunities to express masculine behavior.¹⁹

Even though leadership roles have traditionally been ascribed to men, evidence strongly implies that good school administration is more characteristic of "feminine" than "masculine" modes of behavior.²⁰

¹⁶Adkison, p. 313.

¹⁷Adkison, p. 322.

¹⁸James M. Frasher, and Ramona S. Frasher, "Educational Administration: A Feminine Profession," Educational Administration Quarterly, 15 (Spring 1979), 6.

¹⁹Adkison, pp. 311-312.

²⁰Frasher and Frasher, p. 5.

Studies by Wiles and Grobman,²¹ Hoyle,²² Hare,²³ and Hemphill, Griffiths and Fredericksen,²⁴ revealed that women principals were generally more democratic in the way they operated their schools. They have tended to outscore men in terms of ability to work with teachers and the community, ability to supervise and administer a school, and ability to encourage pupil participation and evaluate learning.²⁵

Trend data published by the National Association of Elementary School Principals showed that over the years women elementary principals have been consistently older than their male counterparts and have had eight times as much teaching experience.²⁶

The career patterns of women principals showed that they chose education as a profession and entered teaching earlier than did men.

²¹Kimball Wiles and Hulda Gross Grobman, "Principals as Leaders," Nation's Schools, 56 (October 1955), 75-77.

²²John Hoyle, "Who Shall Be Principal—A Man or a Woman?", National Elementary Principal, 48 (January 1969), 23.

²³Norman Q. Hare, "The Vanishing Woman Principal," The National Elementary Principal, 45 (April 1966), 12-13.

²⁴John K. Hemphill, Daniel Griffiths, and Norman Frederiksen, Administrative Performance and Personality (New York: Teachers College Press, 1962), p. 332.

²⁵Andrew Fishel and Janice Pottker, "Performance of Women Principals: A Review of Behavioral and Attitudinal Studies," Journal of the National Association for Women Deans, Administrators, and Counselors, 38 (Spring 1975), 113-117.

²⁶Neal Gross and Anne Trask, The Sex Factor and the Management of Schools (New York: John Wiley and Sons, 1976), pp. 21-46.

However, due to interruptions in careers, or limited mobility, they entered administration when they were older than men. Studies have shown that women sometimes received graduate degrees after obtaining administrative positions. Unlike men, women, after having attained a principalship, tended to remain in the same position longer, with fewer aspirations towards higher career goals.²⁷

Many complex social factors have influenced women's aspirations for leadership positions. Some of these elements have been the attitudes of peers, stereotyped concepts concerning women's ability, lack of role models, level of encouragement from family, the nature of the principalship itself, and our educational system. Most researchers agreed that women's aspirations are generally much lower than those of their male counterparts and that action needs to be taken to raise these aspirations.²⁸

A number of studies have shown that women have not succeeded in becoming administrators because they are less motivated to attain leadership roles, more likely to interrupt careers to rear families than are men, less academically prepared, and more transitory than men.²⁹

²⁷Susan Paddock, "Women's Careers in Administration," DAI, 39 (1977), 5834A (University of Oregon).

²⁸Haven, p. 18.

²⁹Edward J. Van Meir, "Sexual Discrimination in School Administration Opportunities," in Women in Higher Education: A Book of Readings, ed. Margaret C. Berry (ERIC ED 191 342), 1979, p. 58.

Women who do survive in education are likely to be exceptional. A study of women in leadership positions in North Carolina which compared characteristics of male and female leaders found that the women in the study were more intelligent, more abstract in their thinking, and had higher scholastic ability than 91.8 percent of the general population.³⁰

Limited female role models and sponsors restrict women's participation in the informal professional process.³¹ Men receive encouragement and critical information through the "old boy networks", whereas women in leadership positions have no comparable communication system. "The career socialization research has shown both that the informal organizations provide opportunities for learning administrative behaviors and attitudes and that women are less likely than men to have access to informal networks of administrators."³² Women have been systematically excluded from informal network systems and have failed to receive district-wide information because of the male composition of administrative positions.³³ Some believe that a strong

³⁰Blanch Norman, "A Study of Women in Leadership Positions," Delta Kappa Gamma Bulletin, 36 (Winter 1970), 12.

³¹Sylvia-Lee Tibbets, "Why Don't Women Aspire to Leadership Positions in Education?" in Women in Higher Education: A Book of Readings, ed. Margaret C. Berry (ERIC ED 191 342), 1979, p. 32.

³²Adkison, p. 18.

³³Flora Ida Ortiz and Janice Covell, "Women in School Administration: A Case Analysis," Urban Education, 13 (July 1978), 215.

feminist network must be established and maintained in order to increase the support for the participation of women in administration.³⁴

It would seem that sex, rather than ability, has been a determinant in the appointment to principalships.³⁵ Studies have clearly indicated that the criteria used by school boards and superintendents to hire principals are not altogether related to characteristics needed for effective performance as principals.³⁶ To the contrary, personal qualities and administrative skills needed in the particular leadership position should be the determining factors.³⁷

With the consolidation of school districts, declining enrollments, and rising costs and continued inflation as well as a growing conservatism in social values, the trend toward fewer women in administration has continued.³⁸

Studies have shown that fair and just promotion of women to leadership positions may tend to bring unique resources to the field of

³⁴Kalvelage, p. 18.

³⁵Fishel and Pottker, p. 113.

³⁶Fishel and Pottker, pp. 110-113.

³⁷Edward J. Van Meir, "Leadership Behavior of Male and Female Principals," DAI, 32 (1971), 3634A (Northern Illinois University).

³⁸Margaret Weber, Jean Feldman, and Eve Poling, "Why Women are Underrepresented in Educational Administration," Educational Leadership, 38 (January 1981), 320.

administration.³⁹ "Factors that inhibit women from aspiring to leadership positions in education must be identified and eliminated if the decade of the eighties is to offer more opportunity for women in administrative careers in education than did the decade of the seventies."⁴⁰

Statement of Purpose

The purpose of this study was to examine and analyze the career patterns and demographic data of the women who serve as elementary school principals in the state of North Carolina.

Significance of the Study

Nationwide comparisons from a variety of studies show that, over the past 50 years, the representation of women in the principalship has been steadily declining.⁴¹ Women held the majority of the teaching positions, while men predominated at all administrative levels. The conclusion made by the National Association of Elementary School Principals was that "unless concerted affirmative action programs are set in motion, the principalship will become even more the sole

³⁹Frasher and Frasher, p. 11.

⁴⁰Weber, Feldman, and Poling, p. 322.

⁴¹Haven, p. 1.

preserve of the white male."⁴²

At present there are no extensive reports available which deal specifically with women in elementary principalships in North Carolina. The information collected in this study will be used to examine and analyze the backgrounds, qualifications, experiences, and career patterns of women who have been employed as elementary principals during the 1982-1983 school year.

As a result of this study, the information collected will provide the following data about the women principals: (1) personal information including age, ethnic background, marital status, and number and ages of children; (2) related academic background information including degrees obtained and major fields of graduate preparation; (3) number of students enrolled and classification of scholastic population in each principal's school; (4) information pertaining to education experiences including number of years in education, teaching experience, and number of years as an administrator; (5) professional organizations with which each principal is associated; (6) future plans; and (7) self-perceived effectiveness.

This study brings attention to the fact that there is a limited number of women elementary principals, not only in this state, but in the nation. In the North Carolina Education Directory, 1982-83, there were 1,540 elementary principals listed. Of this number, 279 were

⁴²William L. Pharis and Sally Banks Zakariya, The Elementary School Principalship in 1978: A Research Study (Arlington, Virginia: National Association of Elementary School Principals, 1979), p. 103.

women and 1,263 were men. Women will continue to be a part of the educational system. Therefore, a question leaders may confront in the future is, "Will school boards and superintendents move voluntarily to promote more qualified women to administrative positions, and to actively encourage more women to seek these posts"?

If more women are to consider the elementary school principalship as a career, it is only logical that questions be raised about the status of females in education today. The elementary school principalship was selected for study, as this position is usually the level at which most women enter elementary school administration. The information from this study may provide data of interest to all elementary school educators. The results may encourage more women to enter advanced graduate programs and actively to seek administrative positions. Data from this survey will bring attention to the position of women elementary principals in North Carolina and may be the basis for upgrading the profession in this state.

Delimitations

This study included the 143 administrative units within the state of North Carolina. State-approved elementary schools consisting of various combinations of grades kindergarten through grade eight in organizational structure in the public school system were used. All 279 identified female elementary principals employed during the 1982-1983 school year from the 1,458 elementary schools were studied. Female assistant principals and secondary principals were excluded, as

well as male elementary and secondary principals.

Definition of Terms

Administrator: the person "concerned primarily with strategic planning and the executing of policies"⁴³ and may also be called the principal at the elementary school level.

Career Path: the training and prior job assignments of school staff who eventually become principals or higher level administrators.⁴⁴

Elementary School: a public school with one or more grades of kindergarten through grade six or eight.

Principal: the certified administrator or leader assigned to a public elementary school.

Principalship: the position of the school principal as it relates to all areas of the elementary school program.

Public School: a school with either elementary or secondary grades, organized under a school district of the state or municipality, supported by tax revenues, administered by public officials, and open

⁴³Stephen J. Knezevich, Administration of Public Education (New York: Harper and Row, 1974), p. 13.

⁴⁴Haven, p. 28.

to all.⁴⁵

Role: characteristic behavior expected of a person or persons who occupy a position in a group.⁴⁶

School Administration: a social process in the field of education concerned with identifying, maintaining, stimulating, controlling, and unifying formally and informally organized human and material energies within an integrated school system designed to accomplish predetermined educational objectives.⁴⁷

School District: the area covered by a school system or local education authority, normally run by a board of education or school board.⁴⁸

School System: the schools and supporting services operated by the board of education, by a specified administrative unit, or by another organization which operated one or more schools.⁴⁹

⁴⁵Carter V. Good, ed., Dictionary of Education, 3rd ed. (New York: McGraw Hill Book Company, 1973), p. 460.

⁴⁶Toni Antonucci, "The Need for Female Role Models in Education," in Women and Educational Leadership, eds. Sari Biklen and Marilyn Brannigan (Lexington, Mass: D. C. Heath, 1980), p. 187.

⁴⁷Knezevich, p. 12.

⁴⁸G. Terry Page and J.B. Thomas, International Dictionary of Education (New York: London-Nichols Publishing Company, 1977), p. 300.

⁴⁹I. Carl Candoli, Walter G. Hack, John R. Ray, and Dewey H. Stollar, School Business Administration: A Planning Approach (Boston: Allyn and Bacon, Inc., 1978), p. 362.

Questions To Be Answered

The purpose of this study was to identify and describe the personal and professional characteristics of the female elementary principal in North Carolina. Listed below are several key questions which research needs to answer in order to provide the descriptive information needed for the profile analysis of these professional women educators.

1. Will the majority of the women elementary principals in the state be Caucasian and at least 40 years of age?
2. Will more women in this study be single or will they be married with small families of one or two children?
3. Is it possible for women to be successful administrators as well as homemakers?
4. Will the women in this study more often be principals of schools with enrollments under 500 or over 500 students?
5. Will a majority of the principalships have been held by men before the women were appointed?
6. Do women hold the educational qualifications to be administrators?
7. Do women elementary principals pursue advanced degrees more often while employed as principals?
8. Will the women in this study have spent at least ten years teaching in the classroom prior to their appointment as principals?

9. Are the women elementary principals satisfied with their present positions or do they aspire to advance to other career opportunities?

10. Will the women in this study consider the elementary principalship their ultimate career goal?

Research Procedures

The following procedures were used in conducting the study:

The related literature was researched and reviewed. A search of the ERIC database using the DIALOG Information Retrieval Service provided a current index to journals in education as well as other unpublished education research reports and projects. A search of the Comprehensive Dissertation Index database using the DIALOG Information Retrieval Service provided an index of dissertation abstracts accepted at accredited institutions since 1861, when academic doctoral degrees were first granted in the United States. Belk Library at Appalachian State University and Walter Clinton Jackson Library at the University of North Carolina at Greensboro were also researched for relevant articles, books, and materials.

A letter was written to the Information Systems Division of the State Board of Education at the Controller's Office in Raleigh requesting a list of all currently employed females working as elementary school principals within the state of North Carolina (see Appendix A). The computer printout list of 279 female principals from the Controller's Office and the Education Directory of North Carolina,

1982-83 were used to identify the correct names, schools, and addresses of the women to be used in the study.

A questionnaire was designed as a survey instrument. Subsequently, this questionnaire was field tested by submission of the instrument for criticism of construction, design, and content to twenty women in administrative positions at Appalachian State University. Thereafter, the questionnaire was refined and revised so as to strengthen its use as a survey tool.

A cover letter explaining the purpose of the study was written and mailed to each female principal along with the survey questionnaire. A self-addressed, stamped return envelope was included for immediate response (see Appendix A).

The Computer Center at Appalachian State University was used to analyze the findings of the study. Nominal data were collected. Appropriate descriptive statistics were based on the type of information received. Frequency distributions and percentages were developed for each question. Data were selected for crosstabulations to determine the relationships between the different variables. A summary of the findings and analyses were prepared and recorded in tables.

Conclusions were drawn from the data and recommendations were formulated.

Organization of the Study

The study was organized as follows:

Chapter I contains the introduction, statement of purpose,

significance of the study, delimitations, definition of terms, questions to be answered, research procedures, and organization of the study.

Chapter II examines the literature relevant to the study. In addition to dealing specifically with the female elementary principal, the section includes a review of the evolution of the principalship, a comparison of early and contemporary elementary principals, and the barriers which stand as obstacles to professional advancement in administration.

Chapter III includes a narrative discussion of the research methodology and procedures used in this study. This chapter describes the development of the survey instrument, field-testing procedures, sample selection, data collection, and analysis procedures. The relationship of the North Carolina female elementary principal, to principals nationwide is explored.

Chapter IV presents an analysis and an interpretation of the data, which are juxtaposed on national studies for comparison and information.

Chapter V contains the summary, conclusions, and recommendations, as well as the answers to the questions that were proposed in the first chapter.

CHAPTER II

REVIEW OF THE LITERATURE

In order to study the female principal, a review of related literature was conducted to obtain the historical background and status of the elementary school principalship. This chapter examines, (1) the evolution of the principalship, (2) the historical profile of early and contemporary elementary principals, (3) the principalship and the educational system, and (4) the external and internal barriers which stand as obstacles to professional advancement in administration.

Evolution of the Principalship

In order to understand the principalship as it is today, it is important to know how the position began. The first educational administration position to evolve in the United States was that of the local secondary school principal over a century ago. The elementary school principalship emerged after 1830, as cities grew larger and school enrollments increased.¹ Superintendents and local boards of laymen saw the need for more organization and management, so "head teachers" were given more authority and administrative duties;

1

Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perspectives (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973), p. 28.

however, they were still expected to teach classes. The word "principal" did not come into use until the middle of the nineteenth century when these "principal teachers" were finally relieved of their teaching responsibilities.² By the end of the century the principal's position as the supervisory head of the school was well established in large cities.³ Usually a male, the principal was concerned with discipline, routine administration, and classifying pupils.⁴

A Comparison of Early and Contemporary Elementary Principals

In the national study conducted by Pharis and Zakariya in 1978, a profile of the typical principal was constructed.⁵ The study reported the average principal to be a white male, married, and forty-six years of age. He held a master's degree, felt secure in his job, and had been employed for ten years with the past five years being spent in the present position. Most principals had been in the field of education for twenty years and the majority were no longer active in the National Education Association, but held membership in the local and state principals' associations and the National Association

²Jacobson, Logsdon and Wiegman, p. 29.

³Jacobson, Logsdon and Wiegman, p. 32.

⁴Paul R. Pierce, The Origin and Development of the Public School Principal (Chicago: University of Chicago Press, 1935), p. 12.

⁵William L. Pharis and Sally Banks Zakariya, The Elementary School Principalship in 1978: A Research Study (Arglington, Virginia: National Association of Elementary School Principals, 1979), p. 1.

of Elementary School Principals.⁶ The typical principal served one school containing kindergarten through grade six located in a rural community. The size of the school included approximately eighteen teachers, most of them females, with enrollments of 430 pupils.⁷

Other studies have also investigated career patterns and demographic data of the female elementary school principal noting trends and characteristics. Over the years, women elementary principals have been consistently older than their male counterparts.⁸ Table 1 shows the average age of elementary principals from 1928 to 1978.⁹

TABLE 1
MEDIAN AGES OF ELEMENTARY PRINCIPALS
1928 to 1978

	1928	1948	1958	1968	1978	
Men	43.4	44.4	43.7	43.0	45.0	Years
Women	48.5	50.0	52.0	56.0	49.0	Years

Although women usually enter teaching earlier than do men, studies revealed that women principals tended to attain the principalships at an

⁶Pharis and Zakariya, pp. 31-32.

⁷Pharis and Zakariya, p. 49.

⁸Elizabeth W. Haven, Women in Educational Administration: The Principalship--A Literature Review (ERIC ED 208 486), 1980, p. 5.

⁹Pharis and Zakariya, p. 3.

older age than men.¹⁰ Gross and Trask found that twice as many men as women were under age 36 when they attained the principalship.¹¹ Grose,¹² Smith,¹³ Haven,¹⁴ and Paddock¹⁵ found that women as well as men started their careers in classrooms, but women waited longer than men for promotion to principalships. In the Gross and Trask study, eight times as many women as men had taught at the elementary school level for sixteen years or longer.¹⁶

In the 1980 Department of Education review, the authors found that women principals tended to pursue graduate degrees while employed as principals.¹⁷ Hankin, in her more recent study, indicated that most of the women held master's degrees or higher, which were completed on a part-time basis before they became principals. However, they

¹⁰Haven, p. 8.

¹¹Neal Gross and Anne Trask, The Sex Factor and the Management of Schools (New York: John Wiley and Sons, 1976), p. 51.

¹²Margay B. Grose, "Factors Contributing to the Paucity of Women Elementary School Principals in Pennsylvania," DAI, 40 (1979), 3017A (University of Pennsylvania).

¹³Judith Ann Smith, "A Study of Women Who are Certified and Employed as Principals and Assistant Principals in Pennsylvania," DAI, 36 (1977), 7463A (Temple University).

¹⁴Haven, p. 8.

¹⁵Susan Paddock, "Women's Careers in Administration," DAI, 39 (1977), 5834A (University of Oregon).

¹⁶Gross and Trask, p. 45.

¹⁷Haven, p. 8.

continued to educate themselves after entering administration.¹⁸

Frasher and Frasher found the typical female principal to be a mature woman who entered the profession of her choice while spending many years developing and refining her educational skills, whereas the male principal was younger in age with limited teaching experience and possibly not as dedicated to education.¹⁹ Males also far outnumbered females in their desire to move from the principalship to higher levels of administration.²⁰ Women seemed to be less willing to take the risks of seeking higher administrative positions and considered the principalship sufficient reward and challenge.

The differences in the marital status of men and women in the studies have been striking. The 1969 study revealed that most female administrators were single and among those who were married, very few had young children.²¹ Paddock in 1977 also found that many of the women administrators were less often married than men, and usually did not have young children.²² Schmuck also concluded that many of the women who had achieved positions of responsibility were more often

¹⁸Carole G. Hankin, "The Female Elementary School Principal," DAI, 39 (1978), 49A (Columbia University Teachers College).

¹⁹James M. Frasher, and Ramona S. Frasher, "Educational Administration: A Feminine Profession," Educational Administration Quarterly, 15 (Spring 1979), 7.

²⁰Gross and Trask, p. 72.

²¹Gross and Trask, p. 22.

²²Paddock, 1977.

unmarried or divorced than men in similar positions.²³ Hankin, in a later study, found that there were fewer single female principals, and that more had been married or were currently married with more children than those in previous studies.²⁴ Another contrasting study was reported by Edson in 1979. She found that women pursuing their first principalship were more often married, combining family and career with little undue stress.²⁵ These women believed that they had the experience, credentials, and the motivation for success.²⁶

The continuing trend of a predominance of men in administrative positions might indicate that men perform better as educational leaders than do women. Several research studies indicated that women were just as capable administrators as men and that competence was not an issue. Fishel and Pottker found few significant differences between the behavior of men and women principals, although women were perceived as being somewhat more capable in areas that directly related leadership to the positive attitudes of parents, staff, and

²³Patricia Ann Schmuck, "Sex Differentiation in Public School Administration," DAI, 35 (1976), 4563A (University of Oregon).

²⁴Hankin, p. 49A.

²⁵Sakre Kennington Edson, "Female Aspirants in Public School Administration: Why do they Continue to Aspire to Principalships?" DAI, 41 (1980), 3345A (University of Oregon).

²⁶Sakre Kennington Edson, If They Can, I Can, (ERIC ED 201 069), 1981, p. 9.

students toward school.²⁷ According to research highlighted by Meskin of previous studies concerning women administrators, a strong case for the effectiveness of women was presented. "Their propensity toward democratic leadership, thoroughness of approach to problem solving and intent toward instructional leadership leads us to puzzle over the decline in the elementary principalship."²⁸

Women possess greater interest in the objectives of teaching, gaining positive reactions from teachers and superiors, encouraging pupil participation, working with teachers and community, and evaluating learning than do men.²⁹ Since women principals have worked longer as teachers, they tend to have a better understanding of the problems and be more sympathetic to situations facing teachers in their schools.³⁰ Schmuck, in her comparisons, indicated that women were effective if not superior leaders and that barriers that excluded

²⁷Janice Pottker and Andrew Fishel, Sex Bias in the Schools--The Research Evidence (Cranbury, New Jersey: Associated University Presses, Inc., 1977), p. 292.

²⁸Joan D. Meskin, "The Performance of Women School Administrators: A Review of the Literature," Administrator's Notebook, 23 (1974), p. 4.

²⁹Kathryn Cirincione-Coles, "The Administrator: Male or Female?" Journal of Teacher Education, 26 (Winter 1975), pp. 326-328.

³⁰Ginny Mickish, Can Women Function as Successfully as Men in the Role of Elementary Principal? Vol. II of Research Reports in Educational Administration, (ERIC ED 062679), 1980, p. 4.

women from leadership positions must be reduced.³¹

In the study by Gross and Trask which surveyed elementary principals, the results showed that women exercised a greater degree of control over the professional activities of their teachers, and valued more highly their role as instructional leaders. This study also found that the scores of the pupils were higher in the schools administrated by men.³² It would seem that personal qualities, specific capabilities of the individual, and administrative skills that are needed for the position would determine the hiring practices used in administration.

Despite the fact that women outnumber men in education and have a strong background of experience in the field, they are still under-represented in the principalship and other school administrative positions. Both psychological and sociological factors, compounded with institutionalized factors, account for the decreasing number of women in educational administration.³³

³¹Patricia A. Schmuck, "Changing Women's Representation in School Management: A Systems Perspective," in Women and Educational Leadership, eds. Sari Biklen and Marilyn Brannigan (Lexington, Mass.: D. C. Heath, 1980), p. 240.

³²Gross and Trask, pp. 12-15.

³³Margaret Weber, Jean Feldman, and Eve Poling, "Why Women are Underrepresented in Educational Administration," Educational Leadership, 38 (January 1981) 320-322.

Professional advancement is obstructed by both external and internal barriers as women climb up the career ladder.³⁴ External social barriers which affect the status of women include society's attitudes, the educational system, and the principalship itself. Adkison explained women's absence from leadership positions as a result of the interaction of sex role stereotyping, sex role socialization, and overt and subtle discrimination.³⁵ Internal or perceived barriers are characteristics of women themselves, and include qualities inherent in women. Most of these barriers stem from professional and domestic role conflicts, aspiration levels, lack of role models, and factors having to do with geographic mobility.³⁶

The Principalship and the Educational System

The Principalship

The elementary principalship has developed into an important position of leadership in the United States today.³⁷ Over the years, as the role of the principal became more management oriented, this trend

³⁴Effie H. Jones and Xenia Montenegro, "Women in Educational Administration," The School Administrator, 39 (February 1982), 26.

³⁵Judith Adkison, "Women in School Administration: A Review of the Research," Review of Educational Research, 51 (Fall 1981), pp. 311-312.

³⁶Jones and Montenegro, p. 26.

³⁷Samuel Goldman, The School Principal (New York: The Center for Applied Research in Education, Inc., 1966), p. 1.

was thought to be a deterrent to women's entering the field.³⁸

Today's principal must spend much more time as a change agent in the school and community. Women with family responsibilities have sometimes argued that they do not have the necessary time to pursue such a demanding position, and therefore, fewer women are attracted to it.³⁹

Until recently, society has reinforced the fact that rearing a family should be more important than a job, and that for women to be good wives and mothers, they need to give full-time attention to just one role.⁴⁰ Since the principalship is frequently defined by society as a man's role, when women do aspire to these positions, power differences create conflicts for both men and women.⁴¹ Some men feel threatened by women who assume this role or occupy positions of equality or superiority. This in turn may limit a woman's opportunities for learning about an organization or prevent her from further advancement. Discrimination against women at the principalship level is particularly harmful, since the principalship is frequently a steppingstone to higher administrative posts.⁴² "The pattern that emerges is that women who strive to achieve are systematically discouraged from

³⁸Clare Broadhead et al., "Is the Woman Principal Going the Way of the Buffalo?" The National Elementary Principal, 45 (April 1966), 10.

³⁹Broadhead et al., p. 10.

⁴⁰Fishel and Pottker, p. 281.

⁴¹Gross and Trask, p. 3.

⁴²Fishel and Pottker, p. 280.

reaching for their highest human potential."⁴³

A combination of factors rather than discrimination alone gives the male aspirant a definite advantage when seeking the principalship. Men are entering elementary education with the idea of becoming principals and are entering higher education programs at a greater rate than women.⁴⁴ Many women may be reluctant to pursue positions in administration when they know they will not be able to benefit from the same kinds of rewards and advancement as men entering the field. "Women are not encouraged to become educational administrators from within the public education system."⁴⁵

Contributing to the dilemma women face in seeking positions are employment practices which facilitate leadership mobility for men and discourage it for women. Barriers exist which keep women from moving into administrative roles in education on a par with men. Even though women may have the same career ambitions, they do not have the same professional opportunities.

Frasher and Frasher⁴⁶ noted that "evidence of sex discrimination is depressingly plentiful." Schmuck⁴⁷ as well as Fishel and Pottker,

⁴³Charlene T. Dale, "Women are Still Missing Persons in Administrative and Supervisory Jobs," Educational Leadership, 31 (November 1973), 125.

⁴⁴Broadhead et al., p. 8.

⁴⁵Weber et al., p. 321.

⁴⁶Frasher and Frasher, p. 4.

⁴⁷Schmuck, "Sex Differentiation," pp. 24-27.

also found evidence in reviews of literature and descriptions of interviews with hiring administrators which reflected a "general anti-woman bias that has been manifested in blatant, direct, indirect, and subtle forms of discrimination."⁴⁸

Studies revealed that women have been the victims of job discrimination, with prejudice being shown by male teachers, principals, school superintendents and school board members against women serving as principals. Even though many educational leaders are now aware of how to avoid overt sex discrimination, the educational system "still perpetuates subtle forms of bias which often go unrecognized."⁴⁹

Taylor⁵⁰ and Paddock⁵¹ explored the role of educational organizations in maintaining the sexist status quo and indicated that the main hurdle for female aspirants in administration was their gender. "All other things being equal, superintendents (male) were not likely to hire women as administrators." As a result, gender has been a major determinant in appointment to principalships. Taylor revealed that "the only factor which appeared to have any significance on the hiring process was that of sex. Other variables--age, type of position,

⁴⁸Jeana Wirtenberg et al., "Sex Equity in American Education," Educational Leadership, 38 (January 1981), 311.

⁴⁹Wirtenberg et al., p. 316.

⁵⁰Suzanne S. Taylor, "Educational Leadership: A Male Domain?" Phi Delta Kappan, 55 (October 1973), 125.

⁵¹Susan Paddock, Careers in Educational Administration: Are Women the Exception? (ERIC ED 149 468), 1978, pp. 3-20.

length of experience, size of the school district or background—did not have any valid correlation with the hiring process."⁵² Clearly, the criteria used by school boards and superintendents to hire principals are not related to characteristics needed for administrative success.⁵³ "The current imbalance in administrative positions in most school districts can be taken to provide 'prima facie' evidence of discrimination in employment opportunities for women."⁵⁴

Many vacancies in elementary school principalships are filled by local school boards who are usually dominated by males.⁵⁵ Scarlette also found that "The policy-making groups in public school administration consist almost entirely of men. . .with women present at the very lowest level of the policy-making group and then in token numbers which leaves sexual democracy in public education virtually non-existent."⁵⁶

⁵²Taylor, p. 66.

⁵³Andrew Fishel and Janice Pottker, "Women Lose Out - Is There Sex Discrimination in School Administration?" The Clearing House, 47 (March 1974), 389.

⁵⁴Fishel and Pottker, p. 390.

⁵⁵Paula F. Silver, Women in Educational Leadership: A Trend Discussion (Columbus, Ohio: The University Council for Educational Administration), p. 9.

⁵⁶Erma Toomes Scarlette, "A Historical Study of Women in Public School Administration from 1900-1977," DAI, 40 (1979) 1803A (University of North Carolina at Greensboro).

Many times the recruitment and promotion decisions of these males are made to include others with whom they are more identified.⁵⁷ Here the structure of the "old boy" network restricts women from seeking advancement. School boards are often unwilling to hire a woman for an administrative position because they disapprove of women seeking non-traditional roles.⁵⁸ Women applicants are screened out early from among applications received through various "filtering systems." Timpano reported the types of filtering methods used in recruitment, selection criteria, interviews, and selection decisions.⁵⁹

Historical Profile of Women Administrators

No one today would consider the woman principal a "fixture in American schools."⁶⁰ Yet just a little over fifty years ago, the former United States Bureau of Education publication, School Life, described the female principal in just that way. In 1926 when the article was written, 55 percent of the elementary school principals were

⁵⁷Fannie Lovelady-Dawson, "Women and Minorities in the Principalship: Career Opportunities and Problems," National Association of Secondary School Principals, 64 (December 1980), 21.

⁵⁸Lorraine Collins, "About Those Few Females Who Scale the Heights of School Management," American School Board Journal, 163 (June 1976), 27.

⁵⁹Doris M. Timpano, "How to Tell if You're Discriminating Against Would-be Women Administrators," American School Board Journal, 163 (June 1976), 19-22.

⁶⁰"The Woman Principal: A Fixture in American Schools," School Life, 11 (June 1926), 190.

women.⁶¹ Since then the number of women in educational administration has steadily declined.⁶²

Nationwide comparisons from a variety of studies showed that while women constituted a majority of all professional employees in elementary and secondary education, they were significantly underrepresented in educational leadership. This is especially true for the elementary school principal. An interesting trend was seen in the most recent research study from the National Association of Elementary Principals.⁶³ The 1978 report showed that every ten years the typical elementary school principal was less likely to be a female, as can be seen in Table 2. Similar findings were reported for the secondary school principalship conducted by the National Association of Secondary School Principals.⁶⁴

"Women have not always been an endangered species in educational administration."⁶⁵ At the turn of the century in 1910, women filled

⁶¹Ibid.

⁶²Kalvelage, p. 1.

⁶³Pharis and Zakariya, p. 5.

⁶⁴David R. Byrne, Susan A. Hines and Lloyd E. McCleary, The Senior High School Principalship. Volume 1: The National Survey (Reston, Virginia: National Association of Secondary School Principals, 1978), p. 4.

⁶⁵Margaret Gribskov, "Feminism and the Woman School Administrator," in Women and Educational Leadership, ed. Biklen and Brannigan, (Lexington, Mass., D. C. Heath and Company, 1980), p. 27.

TABLE 2
PERCENTAGE OF ELEMENTARY SCHOOL WOMEN PRINCIPALS

Year	Percent of Woman Principals
1928	55
1948	41
1958	38
1968	22
1978	18

more than half of the supervisory positions in education. During the years of the feminist movement of the late nineteenth and early twentieth century, women reached higher proportions in educational administration than in any other point in history.⁶⁶ Catherine E. Beecher, Ella Flagg Young, Emma Willard, Susan B. Anthony and Mary Lyon are just a few of the women noted in history as early leaders in American education.⁶⁷ Susan B. Anthony became a teacher in 1838 and later the principal of a coeducational academy in Canajoharie, New York.⁶⁸

⁶⁶Kalvelage, p. 7.

⁶⁷Thomas Woody, A History of Women's Education in the United States (New York: Science Press, 1929), pp. 319, 344, 358, and 516.

⁶⁸Elizabeth Koontz, The Best Kept Secret of the Past 500 Years: Women are Ready for Leadership in Education. (Bloomington, Indiana: Phi Delta Kappa, 1971), p. 19.

Ella Flagg Young was also a teacher who became a successful principal in 1862, and later superintendent of the Chicago schools.⁶⁹

Between 1928 and 1930 more women were attending college than ever before, receiving 40 percent of all master's degrees and 15 percent of all doctoral degrees conferred.⁷⁰ Women not only accounted for 55 percent of the elementary principalships, but held one-fourth of all county superintendent and many large city superintendent positions as well.⁷¹ The extensive percentages indicated above suggest that women have historically held high aspirations for administrative positions.

By mid-century, a combination of the economic depression of the thirties, the consolidation of school districts, and the passage of state equal-pay laws brought a decline in women's participation in educational administration. After World War II, women steadily lost ground as men returned from the services to acquire college degrees through the G. I. Bill and then moved from careers in teaching to administrative positions. As women retired from principalships, they were quickly replaced by males.⁷² With more men being attracted to

⁶⁹Woody, pp. 510-518.

⁷⁰Adkison, p. 10.

⁷¹Fannie Lovelady-Dawson, "No Room at the Top," Principal, 61 (September 1981), 38.

⁷²Charlene T. Dale, "Women are Still Missing Persons in Administrative and Supervisory Jobs," Educational Leadership, 31 (November 1973), 123.

education administration, the job descriptions of the positions were changed to include more power and money.

Despite the legislation passed to improve women's positions and representation in administration, the number of women principals has declined steadily since 1928.

External Barriers to Education Administration

Sex Role Stereotyping and Socialization

The lower ratio of women to men in administration has often been explained as a result of the interaction of sex role stereotypes, occupational sex typing, and socialization. Weber has indicated that women are not as capable as men of holding leadership positions.⁷³ Social attitudes affect women in education differently from men. Women have been described as too emotional, lacking independence, too task-oriented, and too dependent on feedback from others.⁷⁴ Whereas men are judged by their level of effectiveness at work, women are evaluated in terms of their female roles as well as their occupational ones. The professional female who is achievement oriented faces conflict between the expectations of the traditional role behaviors for women and the demands of the occupational position being held.

⁷³Weber et al., p. 321.

⁷⁴Sari Knopp Biklen and Marilyn B. Brannigan, eds. Women and Educational Leadership (Lexington, Massachusetts: D. C. Heath and Company, 1980), p. 10.

"The role behaviors of an administrator--taking initiative, issuing directives, and managing the work of adult personnel--have always been considered appropriate for men."⁷⁵ However, Frasher and Frasher noted that the adjectives more likely to be associated with feminine than masculine behavior such as "sensitive, empathetic, patient, nurturant, and compromising," are increasingly being associated with effective administration.⁷⁶

When a woman tries to be successful and independent in a "man's" world, she is thought of as being deviant, yet society rewards the male who is stereotypically masculine and takes the superior position.⁷⁷ The qualities of aggression and leadership have become synonymous with good administration, but unfortunately they have been assumed to exist in men, not in women.⁷⁸

From earliest childhood, girls are rewarded for appropriate behavior characterized as being feminine such as passivity rather than independence and dominance.⁷⁹ Consequently, females do not learn

⁷⁵Schmuck, "Sex Differentiation," p. 51.

⁷⁶Frasher and Frasher, p. 9.

⁷⁷Sylvia-Lee Tibbetts, "Sex Role Stereotyping: Why Women Discriminate Against Themselves," National Association of Women Deans and Counselors, 38 (Spring-Summer 1975), 178.

⁷⁸Barbara Zakrajsek, "An Alternative to Women's Lib: Obtaining a Principalship," National Association of Secondary School Principals, 60 (April 1976), 97.

⁷⁹Atkison, p. 321.

behaviors associated with management skills so often stereotyped as being masculine. Over the centuries, women have been stereotyped as not being able to reconcile ambition, competence, independence, intellectual achievement, and success. Society evaluates men and women in terms of these dominant societal stereotypes, which reflect positively on mental health and masculinity, yet are basically inconsistent with being feminine. A strange paradox exists in our culture as well as in our educational system today as it prepares and encourages both men and women for careers which society and internal psychological pressures really limit to men.⁸⁰ As a result, some capable women may fear success or the social consequences of rejection in a masculine field.⁸¹

Elementary schools have been singled out as power socialization agents. Rather than anticipating social change and preparing children to live in a society of the future, they often reflect outdated social patterns. They tend to stereotype sex roles with boys as leaders, being outgoing and courageous, while girls are portrayed as mothers who are helpful and subordinate.⁸² "Primary education reinforces obedience, social and emotional dependence, and docility. Subsequently,

⁸⁰Judith Stacey, Susan Bereaud and Joan Daniels, And Jill Came Tumbling After: Sexism in American Education (New York: Dell Publishing Company, Inc., 1974), p. 46.

⁸¹Matina Horner, "Why Bright Women Fail," Psychology Today, 3 (November 1969), 36.

⁸²Patricia Sexton, Women in Education (Bloomington, Indiana, Phi Delta Kappa, 1976) p. 67.

girls become prisoners of their own experience and others' expectations."⁸³ Sexual separatism has been called the "hidden agenda of schooling" and is often the basis for sex role stereotyping which has been known to damage the future expectations and aspirations of young women.⁸⁴

MacDonald⁸⁵ and Tibbets⁸⁶ found that stereotyping in educational materials as well as attitudes and practices of teachers have reinforced society's attitudes toward male and female roles. This inequality based on sex-typing in early childhood contributed to the differences in career path choices of women and thus led to their limited numbers in administration.

Men were encouraged and pressured to be upwardly mobile and professionally successful in jobs requiring leadership and ability. Women on the other hand were brought up to believe they should have low career expectations and function in supportive capacities rather than pursue leadership positions and their own educational career

⁸³ Patricia L. McGrath, Worldwatch Paper, the Unfinished Assignment: Equal Education for Women (Worldwatch Institute, 1976), p. 20.

⁸⁴ Mary Ellen Verheyden-Hilliard, "Kindergarten: The Training Ground for Women in Administration," National Association for Women Deans, Administrators and Counselors, 38 (Spring-Summer 1975), 152.

⁸⁵ Jane K. MacDonald, "Upward Job Mobility for Women in Elementary Education," in Women in Higher Education: A Book of Readings, ed. Margaret C. Berry (ERIC ED 191 343), 1979, pp. 37-38.

⁸⁶ Sylvia-Lee Tibbits, "Why Don't Women Aspire to Leadership Positions in Higher Education?" in Women in Higher Education: A Book of Readings, ed. Margaret C. Berry (ERIC ED 213 067), 1979, pp. 37-38.

goals. "The perpetuation of sex-role stereotyping in American society has resulted in many women not viewing themselves as potential administrators and men not acknowledging the professional capabilities of women."⁸⁷

Discrimination in the Work Force

Not only are the sexes clearly segregated in education, but in the labor force as well. Women continue to enter nursing, elementary teaching, and clerical and secretarial fields much the same as they have since 1900, and the work that women perform tends to be lower in prestige and pay than that of men.⁸⁸

The history of women in the work force has been one of oppression and discrimination. Society has failed to give opportunities for employment and advancement to women commensurate with their preparation for work and their numbers in the force. The number of women employed outside the home has almost tripled in the past thirty years. In 1950, 17.3 million women were employed in salaried jobs; by 1970 the number had risen to 31.6 million. Today women are entering the work force in unprecedented numbers with almost 47 million women working in 1981. Yet women make only 57 cents for every dollar earned by a man.⁸⁹

⁸⁷Sandra Y. Benton, "Women Administrators for the 1980s: A New Breed," National Association for Women Deans, Administrators and Counselors, 43 (Summer 1980), 7.

⁸⁸Schmuck, "Changing Women's Perspectives," p. 243.

⁸⁹Family Weekly, March 2, 1980, p. 26, col 4.

Due to the economy and the rate of inflation, most families need both husband and wife to work, and women are not leaving their jobs as they once did.⁹⁰ Statistics from 1960 to 1980 showed that one-earner households have declined from 49.6 percent to 22.4 percent. During this same period, the percentage of married women in the work force has risen from 32 percent to 51 percent. For the first time the number of children with mothers who work (31.8 million) has become larger than the number of children with mothers at home (26.3 million).⁹¹ The Department of Labor reported that 47 percent of all women with children under eighteen are in the paid work force and mothers with children under six are entering at a faster rate than any other group.⁹²

"Education, like the labor force, is sharply defined by sex."⁹³ Because education has been characterized traditionally as a woman's field and since teaching is considered to be a female profession, salaries of teachers are lower than those for other professions.⁹⁴

⁹⁰ Shirley Mertz, Donald Grossnickle, and Chery Tutchter, "Women in Administration?" National Association of Secondary School Principals, 64 (December 1980), 38.

⁹¹ "How Long Till Equality," Time, p. 23.

⁹² Mertz et al. p. 36.

⁹³ Schmuck, "Changing Women's Perspectives," p. 243.

⁹⁴ Suzanne Howard, Why Aren't Women Administering Our Schools? Wanted: More Women Series (Arlington, Va.: National Council of Administrative Women in Education, 1975), p. 5.

Women are paid less than men with comparable education and experience at every age and degree level, and in most teaching fields. Seventy percent of all classroom teachers are women earning an average of \$3000 a year less than their male counterparts.⁹⁵ Even the single salary schedule in teaching does not prevent inequities in pay for women and men, as men receive supplements for extra-curricular activities and military service.

Women characteristically hold positions of lower prestige as the better positions in school administration go to men.⁹⁶ "On a nationwide basis, women hold only one in ten top school administrative jobs, including those of superintendent, assistant superintendent, principal, and assistant principal."⁹⁷ Smith also found that women principals tended to earn less than men principals, and were not as well represented at state and national levels.⁹⁸

Role Models in Education Administration

Another aspect of the socialization of occupations is the availability of role models, or 'ego-ideals' which can provide women

⁹⁵ "Women and Minority Men Make Uneven Progress in Professions," Today's Education, 68 (February-March 1979), p. 8.

⁹⁶ Schmuck, "Sex Differentiation," p. 3.

⁹⁷ Diana Hodges Rogers, "A Comparison of Teachers' Perceptions of Female Versus Male Principals Leader Behavior and Organizational Climate in Elementary Schools," DAI, (1980), 1881A (East Tennessee State University).

⁹⁸ Judith Ann Smith, "A Study of Women Who are Certified and Employed as Principals and Assistant Principals in Pennsylvania," DAI, 36 (1977), 7463A (Temple University).

with an example of persons to emulate.⁹⁹ In school administration most of the role models are men, whereas elementary schools are staffed primarily by women. "Women predominate at the lower levels of the educational hierarchy, but are almost nonexistent at the upper level."¹⁰⁰

"Limited opportunities for socialization into the administrative role" make the transition into administration very difficult for women.¹⁰¹ Fitzgerald found that college departments of education significantly contribute to the limits placed on women's careers, as the status of women in higher education has not changed remarkably over the past decade. Approximately 98 percent of the faculties in departments of educational administration or its equivalent are male.¹⁰² The visibility of female professors is critical to women in education if they are to identify with others in similar roles who are in professional positions. Again the structure of the "old boy" sponsorship system excludes women and is seen as a major deterrent to females seeking advancement.¹⁰³ This informal network gives professional

⁹⁹Schmuck, "Sex Differentiation," p. 111.

¹⁰⁰Toni Antonucci, "The Need for Female Role Models in Education," in Women and Educational Leadership, eds. Sari Biklen and Marilyn Brannigan (Lexington, Mass: D. C. Heath, 1980), p. 189.

¹⁰¹Adkison, p. 323.

¹⁰²Weber et al., p. 321.

¹⁰³Laurine E. Fitzgerald, "Our Dwindling National Resource: Women School Administrators," in Women in Higher Education, ed. Margaret C. Berry (ERIC ED 191 342), 1979, pp. 34-36.

leadership and provides information to young men in the field, but women are less likely to have access to this support.¹⁰⁴ The small number of female role models limits women's participation in the critical informal process. This lack of sponsorship excludes opportunities for on-the-job training and encouragement.

Researchers have also indicated the importance of parents and families as well as college professors as models for young women's life choices. Model situations which successfully combine patterns of family and a career are also helpful in preparing women to accept the challenge of administration. The encouragement women receive from others is definitely seen as a promotional factor. "The difficulty for women is finding models in the social context of their particular situation."¹⁰⁵

In summary, a clear male dominance of leadership positions in educational institutions suggested that men and not women were modeling leadership roles to students. Both men and women need formal and informal support systems as well as role models of both sexes in order to overcome the attitudinal barriers and socialization factors present in society today.

¹⁰⁴Jacqueline C. Clement et al., "No Room at the Top," American Education, 13 (June 1977), 23.

¹⁰⁵Biklen and Brannigan, p. 18.

Internal Barriers to Education Administration

Career-Family Role Conflicts

"Women who are interested in becoming educational leaders or who have been chosen for a leadership position, find that their working life is partly shaped by the constraints and contingencies of being a woman. To be a woman and to have a career is not yet socially accepted as natural."¹⁰⁶

The divided role of professional and homemaker is the most frequently mentioned barrier to the career development of working women. Competing demands between a professional role and the responsibilities of a family put women in conflict not only with their spouses in the parental role, but also with themselves in the internal conflict between their dual roles as professional and mother.¹⁰⁷ Whereas marriage actually helps a man's career development, it tends to limit a woman in her professional mobility and choice of positions. "Employers often assume that married women have family commitments which may interfere with their jobs--an assumption not made with married men."¹⁰⁸ Married women are restricted by "home responsibilities" when finding a job, as they must consider factors of location and working hours, rather than simply selecting the best paying position or the one with the greatest

¹⁰⁶ Biklen and Brannigan, pp. 12-13.

¹⁰⁷ Weber et al. p. 321.

¹⁰⁸ Patricia Brown and Hopkin Davies, "Sexism in Education: A Review of the ERIC Data Base, Journal of Teacher Education, 26 (Winter 1975), 358.

possibilities for promotion.¹⁰⁹

As long as society continues to define the status of women in terms of their roles as wives and mothers, the conflict of career versus family will continue; society has prepared women to make a commitment to the family and not to a professional career.¹¹⁰ These role conflicts involve different expectations from different people. Since women must be judged competent in their female roles, they are supposed to be subservient, passive, and non-competitive; yet while in occupying roles as administrators, they are to be independent, aggressive, and assume leadership.¹¹¹

Women have to learn to cope with not only the expectations of others, but also with their own feelings and self-role conflicts. Feminine ethics are such that women often feel guilty when combining career and family. They find they must make choices between their responsibilities of home and profession. This feeling of carrying "two jobs" is lessened when the husband is accommodating. Support from the husband as well as the role the children play in terms of helpfulness and independence are usually seen as essential.¹¹² Scarlett noted that the women in her study placed their homes

¹⁰⁹Brown and Davies, p. 357.

¹¹⁰Jacqueline P. Clement, "Sex Bias in School Administration," in Women and Educational Leadership, eds. Biklen and Brannigan, (Lexington, Mass., D. C. Heath, 1980), pp. 135-136.

¹¹¹Schmuck, "Sex Differentiation," p. 79.

¹¹²Biklen and Brannigan, pp. 13-14.

and family responsibilities first, and that the bio-social role took precedence over the occupational role.¹¹³

One of the reasons teaching and education are preferred by women is that they have found that teaching complements their roles as wives and mothers, as it is structured so that they can stop work for a few years to raise a family. This presents a problem for those contemplating administration, as most women interrupt their careers shortly before the birth of the first child and return to their positions, if they decide to do so, after their last child has entered school. Clement stated that career interruptions result in a bimodal age distribution of women educators, with peaks at under age 25 and at ages 55 to 59 years.¹¹⁴ Another factor is that the typical age for women in graduate school, between 22 and 30 years, is when society makes its greatest demands for traditional role behavior. It is at this time that many husbands are first establishing their own careers, or women have preschool age children, or have settled in the labor force themselves.

Another disadvantage to women in combining career and family is that when they interrupt their careers to have children, this experience is not considered relevant to an administrative job. However, when men interrupt for business or military reasons, it is considered a useful advantage. Evidence suggested that many women administrators

¹¹³Scarlette, p. 1803A.

¹¹⁴Clement, "No Room," p. 22.

may resolve potential conflict either by not marrying and rearing a family or by waiting until their children are grown to assume administrative positions.¹¹⁵

Aspirations of Women

One of the many reasons given for the small number of women in administration was a lack of ambition, not only on the part of younger teachers but also from those who have gone on to receive advanced degrees. Earlier studies indicated that more men than women teachers expressed an interest in becoming administrators. Barter spoke of the "apathetic" attitudes of women elementary teachers toward pursuing administration.¹¹⁶ However, a later survey by Lyon and Saario disagreed with this, stating that "It is highly improbable that women are consistently uninterested in professional advancement."¹¹⁷ Recent research by Haven indicated that aspiration levels of women teachers toward administration were lower than those of men, but that the gap was narrowing.¹¹⁸ Edson concluded from her study of female aspirants in public school administration in Oregon that women were confident in

¹¹⁵Weber et al. p. 321.

¹¹⁶Alice S. Barter, "The Status of Women in School Administration: Where Will They Go From Here?" Educational Horizons, 38 (Spring 1969), 73-74.

¹¹⁷Catherine Dillon Lyon and Terry N. Saario, "Women in Public Education: Sexual Discrimination in Promotions," Phi Delta Kappan, 55 (October 1973), 121.

¹¹⁸Haven, p. 18.

their abilities, motivated to succeed, and determined to become future administrators.¹¹⁹

In studies conducted on women school administrators by Coffin and Eckstrom in 1979, the lack of motivation was determined to be caused by the roadblocks women encountered while pursuing careers.¹²⁰ Some of these roadblocks mentioned as deterrents were racism and age, negative attitude of employers, sex discrimination, predetermined selections, and lack of experience. Fisher, in her 1978 survey of Michigan teachers, also found that women had low aspirations for the principalship.¹²¹ This may have meant they were not willing to sacrifice their independence and values for a demanding professional career when their opportunities for advancement are so limited. Fisher did find that a greater percentage of women than men felt that women could be both successful administrators and happily married.

Again, women's socialization interferes with their leadership aspirations in that women have been brought up to believe they should have low career expectations.¹²² Not only had this led women to

¹¹⁹Edson, pp. 6-10.

¹²⁰Gregory C. Coffin and Ruth B. Ekstrom, "Roadblocks to Women's Careers in Educational Administration," in Berry, ed., Women in Higher Education Administration: A Book of Readings, pp. 57-60.

¹²¹Francine Priscilla Fisher, "A Study of the Relationship Between the Scarcity of Women's Educational Positions and the Multiple Factors Which Influence the Career Aspirations of Women Teachers, DAI, 40 (1979), 574A (Michigan State University).

¹²²Clement, "Sex Bias," pp. 133-135.

different career choices, in contrast to men, but women lack the self-confidence and the ability to take risks in settings other than those socially acceptable for women. Antonucci also observed that women's socialization in education supported society's restrictive view of the career expectations of women.¹²³

Schmuck's interviews of female administrators were consistent with other studies showing that "some of the most formidable barriers to women's entry into management positions is their own lack of self-confidence, their self-deprecation, and their doubts about their ability as capable individuals to do a good job."¹²⁴

It is assumed that all human beings have motivation for achievement and affiliation, but as a consequence of socialization patterns, girls more than boys grow up to be more dependent on others and therefore lack confidence and autonomy in leadership behaviors.¹²⁵

Another study by Ortiz and Covell concluded that women had the same career ambitions as men, but they did not have the same career opportunities.¹²⁶ It is frequently argued that women have not obtained the qualifications to hold administrative positions. Women are repeatedly told in interview situations that they can not be hired

¹²³Antonucci, pp. 185-191.

¹²⁴Schmuck, "Sex Differentiation," p. 72.

¹²⁵Schmuck, pp. 74-76.

¹²⁶Flora I. Ortiz and Janice Covell, "Women in School Administration: A Case Analysis," Urban Education, 13 (July 1978), 219-221.

because they lack administrative experience, which often turns out to be a vicious cycle. How can women gain experience if they are discriminated against in pursuing administrative careers?¹²⁷ Therefore, lack of preparation does not seem to be the problem--the problem relates to the hiring practices of the local school systems.

Research studies showed that "women qualified for school administrative positions exist in substantial numbers."¹²⁸ "More women hold credentials for administrative positions than are being hired."¹²⁹ Although women do not receive graduate degrees in the same proportion as men, data on degrees awarded showed that women are preparing themselves academically for leadership roles. Table 3 shows the percentages of education degrees awarded to women from 1971 to 1977.¹³⁰ Women are less likely than men to have pursued training directly for leadership roles, as historically women did not enroll in educational administration and supervision programs. However, figures from the National Center for Education Statistics indicated this may no longer be true. From 1965 to 1976 the number of doctorate degrees received by women doubled.¹³¹ In 1978, 39 percent of the master's degrees and

¹²⁷Edson, 1981, pp. 4-7.

¹²⁸Thelma Barnes, "Women's Forgotten Minority: Women School Administrators," National Association of Secondary School Principals, 60 (April 1978), 87.

¹²⁹Scarlette, p. 1803A.

¹³⁰Haven, p. 34.

¹³¹Wirtenberg et al., p. 314.

25 percent of the doctor's degrees in educational administration were obtained by women.¹³² Men and women differ from their academic training for administration, as many more women than men have only a bachelor's degree, while more men than women hold specialist's degrees.¹³³

TABLE 3

PERCENTAGE OF EDUCATION DEGREES AWARDED TO WOMEN

School Year Ending	Bachelor's	Master's	Doctor's
1971	74%	52%	21%
1973	74%	58%	25%
1975	73%	62%	31%
1977	72%	66%	35%

For those women who do have professional aspirations, there are often institutional barriers to their achievement. Higher ability

¹³² National Center for Educational Statistics, Data on Earned Degrees Conferred from Institutions of Higher Education by Race, Ethnicity, and Sex, unpublished data.

¹³³ Susan Paddock, Careers in Educational Administration: Are Women the Exception? (ERIC ED 149 468), 1978, p. 9.

for women students is often required for college admission than for men, and less financial assistance is given to women.¹³⁴ Women in larger institutions tend to encounter conflicts and ambiguities from faculty members when obtaining assistance in graduate schools. Few concessions are made for women who must pursue degrees on a parttime basis. Women often receive less encouragement and support from colleges and universities due to the low ratio of female to male faculty.¹³⁵ This environment of nonacceptance contributes to women's hesitation in seeking administrative careers, as women seem to have stronger needs for professional affiliation than men do.¹³⁶ Women may perpetuate some of the sex-role stereotypes themselves when they internalize traits thought to be unacceptable for leadership and see themselves as less competent and less objective than men.¹³⁷

A review of the literature indicated that women seeking leadership positions must first take the initiative themselves to acquire the necessary training and credentials associated with leadership. Next they need to develop positive self-concepts and competence in their administrative skills. Research showed that some women found it difficult, because of their socialization process, to work with other

¹³⁴Suzanne E. Estler, "Women as Leaders in Public Education," Signs: Journal of Women in Culture and Society (Winter 1975), 367-370.

¹³⁵Haven, p. 25.

¹³⁶Hankin, p. 974.

¹³⁷Weber et al., p. 320.

women. "Women must learn the skills associated with teamwork, coalition building, and open communication for effective humanitarian leadership," if they want to achieve equality in the education world.¹³⁸

Lack of geographic mobility inhibits many women aspiring in administration. Women appear to be more immobile than men, and career mobility is seen as one of women's most important family-career conflicts. Studies have found that women who did not want to move cited family ties and responsibilities as the main reasons. Generally, married women seek employment in or near the communities in which their husbands work, so when women choose to remain in one school system, they usually reach the top "at a snail's pace." "Mobility does not guarantee a woman a good job in educational administration, but it helps."¹³⁹

Limited geographical mobility was also related to women's attitudes toward their careers and confusion over their life goals. Men appeared to have higher career aspirations than did women, but women principals indicated a somewhat higher satisfaction than men after they were in the job. In several respects, including job security and self-fulfillment, women exhibited greater job satisfaction than their male counterparts. Perhaps along with lower aspirations, women have lower expectations for their job and career satisfaction and expect to

¹³⁸ Joseph M. Cronin and Sally B. Pancrazio, "Women as Educational Leaders," Phi Delta Kappan, 60 (April 1979), 584-586.

¹³⁹ Collins, p. 26.

remain in their present positions. 'Having 'made it' in a man's world, they expect little more than what they have."¹⁴⁰

Where student population has declined, there are fewer administrative positions, and the organizational climate for education is limited as opportunities for upward mobility are decreased. Therefore, it is imperative that encouragement and special training be offered to women to help them cope with sex-role stereotypes and overcome attitudes and perceptions associated with role conflicts and other internal barriers.

Stiller, in her studies of central office administrators, found that "women actually must be smarter, more competent and more capable than men to perform administrative functions."¹⁴¹ Women must be almost overqualified as well as exceptional in their administrative field to succeed in educational administration. A woman can carry the load if she realizes she has some special problems--"problems which deal with her womanhood, her spouse relationship, her domestic situation, and her awareness of and attitudes about society's double standard."¹⁴² Personal frustration must be expected, but it will be

¹⁴⁰Paddock, Careers in Educational Administration: Are Women the Exception? (ERIC ED 149 468), 1978, p. 17.

¹⁴¹Elaine Sells Stiller, "A Profile Analysis of Women in Central Office Positions in North Carolina Public Schools, DAI, 40 (1979) 1807A (University of North Carolina at Greensboro).

¹⁴²Rosa A. Smith, "Women Administrators - Is the Price too High?" National Association of Secondary School Principals, 60 (April 1976) 102.

the effectiveness in resolving conflicts that will determine the successful female administrator.

Summary

The principalship today is much different and more complex than it was a century ago. Over the years men as well as women have served successfully, not only as principals, but in other responsible administrative positions. However, discrimination against women has been a consistent pattern in the field of education, with a pervasive male dominance of leadership in administration and supervision positions. Not only have women been lacking in professional visibility, they have not had the support systems, job contacts, upward mobility, nor the strategies for advancement that men have had within the educational administrative hierarchy. Even with the federal legislation and affirmative action that now exists to provide equal employment opportunities for men and women, research revealed the number of women in school administration positions is still noticeably small in proportion to men.

It may be that there are fewer women today in elementary principalships because there are not enough qualified women for the positions or because external or internal limits are imposed by others or by the women themselves. While some studies indicated that women have been discriminated against, others noted that women experience role conflicts and have been socialized to accept a secondary status. However, public awareness of this discrimination against women has been slow to emerge.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to examine and analyze the career patterns and demographic data of the women who served as elementary school principals in the state of North Carolina in 1982-83. A questionnaire was used to survey the backgrounds, qualifications, experiences, career development, and pertinent attitudes and expectations of the female elementary school principals in this state.

This chapter describes the research methodology and procedures involved in the study. Prior to the onset of the study, a review of the related literature was conducted using Jackson Library at the University of North Carolina at Greensboro and Belk Library at Appalachian State University in Boone, North Carolina. The Education Index, Current Index to Journals in Education, Reader's Guide to Periodical Literature, Dissertation Abstracts International, and the card catalogs were reviewed to identify related literature and information. An ERIC as well as a DATRIX computer search were also conducted.

Development of the Questionnaire

Questionnaires from similar research and studies were reviewed to aid in developing the most effective instrument to collect data for the study. Particular attention was given to the format of three earlier

nationwide studies: one by Paddock in 1977 which was a study of women district superintendents, assistant superintendents, and secondary school principals; the Byrne, Hines and McCleary 1978 study of secondary school principals, and the Pharis and Zakariya study of elementary principals in 1978. A 1978 study by Hankin of female elementary school principals from a national sample was also examined as well as other similar studies of women principals conducted in particular states.

The format of the questionnaire was designed to examine factors in the lives and careers of women principals which made them similar or different from other female administrators in the United States. The survey instrument contained twenty-five items organized in terms of five major areas needed to provide information about the women principals and their career patterns. These areas were, (1) personal data, (2) the principalship, (3) professional development, (4) experience and career development, and (5) career satisfaction.

Information such as the age, sex, marital classification, ethnic background, and number of children were included under personal data. The next part of the questionnaire revealed data about the role of the principal, including organization of the school, enrollment, and the scholastic population. The third part examined the educational backgrounds of the women as to their professional preparation, degrees earned, date of last degree, and major fields of graduate study as well as plans for further study. Experience and career development questioned the administrative experience of the principal, age at time of

appointment, former positions, levels of teaching experience, number of years as a professional educator, professional affiliations, gender of the former principal, and the persons who were most supportive about going into the principalship. The last section included the principal's ultimate career goals, willingness to relocate, attitude toward position, and perceived effectiveness.

Validation of the Instrument

The survey questionnaire was field tested by twenty women administrators at Appalachian State University. An evaluation of the instrument was completed by each person participating in the pilot testing. The instrument was revised and reviewed by the University Doctoral Committee who made minor alterations and approved it for use in collecting the data (see Appendix B).

Sample Selection

The Controller's Office of the State Department of Public Instruction in Raleigh furnished a computer printout list of the names of all female elementary principals in North Carolina (see Appendix C). The North Carolina Education Directory 1982-83 was also used to identify and compare the different names, schools, and addresses of the women to be used in the study. Principals of schools that contained any combination of grades kindergarten through grade eight were identified. Two hundred seventy-nine female elementary principals were used for the study. Principals were numbered

consecutively for convenience in tabulating.

Data Analysis

The Computer Center at Appalachian State University was used to compile and analyze all data gathered from the completed survey instruments. Deandra Bowman, Director of Computer and Management Services, assisted with the preparation of the information for the computer analysis. The Statistical Package for the Social Sciences (SPSS) was used for all analysis procedures. Frequency distributions and percentages were developed for each of the questions based on the information received.

Responses to four items of the twenty-five questions had to be tabulated individually due to the nature of the questions. After careful review of the data, crosstabulations were made to determine the relationships between the different variables. Percentages were rounded to the next whole number, and percentage frequencies were adjusted for missing cases. Responses to each of the questions were organized in tables, analyzed, and summarized. Comparisons were then made with other studies of elementary principals, where applicable.

CHAPTER IV
ANALYSIS OF THE DATA
INTRODUCTION

The purpose of this chapter was to present an analysis of the data obtained from the questionnaires mailed to the two hundred-seventy-nine women elementary principals in North Carolina. From this number, two hundred thirty nine surveys were returned, representing an 85 percent response of the total number sampled. Ten of the responses were judged invalid and were not included for coding. One of these was incorrectly identified as a high school principal, one an alternate school principal, three were male principals, one was in interim principal who did not feel qualified to answer, and four were returned too late to be included. Two hundred twenty nine or 82 percent were coded and used for analyzing the data pertaining to the female elementary principal in North Carolina. Findings were summarized and tables were then constructed using frequency distributions and percentages pertaining to each of the questions. Where possible, these data are juxtaposed against national studies for comparison and information.

Personal Characteristics

The personal characteristics and attributes of women principals were described in order to give a profile of the average or typical North Carolina female public elementary school administrator.

Age

The average age of the women principals in this study was 45 years, with ages ranging from 28 to 65 years (Table 4).

TABLE 4
AGE OF PRINCIPALS

Age	Principals by Age		
	N.C. Women Principals	Elementary Women	Principals * Men
Mean Age	45	48.6	44.8
Median Age	45	49.0	45.0
Modal Age	46	---	---
Range	28-65	27-68	24-69

*From Pharis and Zakariya, 1979

In the 1968 Pharis and Zakariya study, over three-fourths (76.6 percent) of the women were 50 years of age or older, while almost half (49 percent) were 50 years of age or older in the 1978 study.¹ In this study a little over one-fourth (29.4 percent) of the women were 50 years of age or older, indicating that women are somewhat younger in this current study than in the national studies (Table 5).

¹William L. Pharis and Sally B. Zakariya, The Elementary School Principalship: A Research Study, (Arlington, Va.: National Association of Elementary School Principals, 1979), p. 3.

TABLE 5
DEMOGRAPHIC DATA OF THE WOMEN

Age	Number	Percent
Under 35 years	23	10.1
35 - 39	36	15.8
40 - 44	53	23.2
45 - 49	49	21.5
50 - 54	38	16.7
55 - 59	14	6.1
60 - 64	13	5.7
Over 65	2	0.9
Total	228	100.0
 <u>Race</u>		
White	192	84.6
Black	33	14.5
American Indian	2	.9
Total	227	100.0
 <u>Marital Status</u>		
Single	33	14.4
Divorced	31	13.5
Separated	6	2.6
Married	152	66.4
Widowed	7	3.1
Total	229	100.0

Ethnic Background

The women principals in this study were predominately Caucasian, (84.6 percent), while only 15.4 percent were minority women (Table 5). Of these minorities, 14.5 percent were black while .9 percent were American Indian, with no Hispanic women elementary principals represented.

Pharis and Zakariya² reported that minority women elementary principals outnumbered minority men principals by a ratio of 18.0 percent to 7.4 percent. This would indicate that white male elementary principals are not only preferred over females, but minority males as well.

Marital Status

The majority (66.4 percent) of the women elementary principals who answered the questionnaire were married (Table 5). Of the 229 responding, 19.2 percent were either divorced, separated or widowed, while 14.4 percent were single. The number of married women principals as well as the numbers who were single or divorced, corresponded closely to the national study.³ However, in 1978, 94 percent of the men principals were married compared to only 67 percent of the female principals, and 3.1 percent who were widowed. The fact that fewer women principals were married than their male counterparts may indicate

²Pharis and Zakariya, p. 18.

³Pharis and Zakariya, p. 19.

that some women choose between careers and marriage, which may account for the decreasing number of women in the administrative field.

Children of Women Principals

The family size of North Carolina female elementary school principals ranged from no children to six children (Table 6). More than 90 percent (93.4) of the women had three or fewer children. The largest number of women, 35.4 percent, had two children, while twenty-seven percent had no children.

Table 7 shows the median ages of the children according to their birth order in the family. Most married women in the study (73 percent) had children, but they had small families. Over half of the subjects (55.9 percent) had only one or two children. Five of the married women had five children each and two had six children.

Over half of the married subjects had children who were over 19 in age (65.6 percent) while 34.4 percent had families with children 19 or under. The median ages for those with children are shown in Table 7.

The Principalship

Data comparing the organization of the schools, student enrollment, location, and scholastic population indicated the kind of elementary principalships women held.

TABLE 6
NUMBER OF CHILDREN OF WOMEN PRINCIPALS

Number of Children	Number	Percent
None	62	27.1
One	47	20.5
Two	81	35.4
Three	24	10.5
Four	8	3.5
Five	5	2.2
Six	2	0.8
Total	229	100.0

TABLE 7
AGES OF CHILDREN OF WOMEN PRINCIPALS

Ages of Children	Percentage of Children by Age		
	First Child	Second Child	Third Child
Preschool Age 0 - 5 years	5.5	5.1	---
School Age 6 - 18 years	28.9	35.9	41.0
Adult Age 19 - older	65.6	59.0	59.0
Total	100.0	100.0	100.0

Organization of the Elementary School

The largest percentage (80.7) of the women principals in North Carolina were principals of schools with combinations of grades which included kindergarten through the eighth grade (Table 8). The two most prominent organizational structures were schools with kindergarten through the sixth grade and schools with kindergarten through the fifth grade. Thirty-one percent were principals of schools with kindergarten through the sixth grade while almost 19 percent were principals of schools with kindergarten through fifth grade.

Student Enrollment

The median enrollment for all elementary schools supervised by women principals was 418 in North Carolina. In the national study the 1968 median school enrollment for female elementary principals was 556, higher than for male principals which was 539.⁴ In 1978 the situation was reversed, as schools with male principals had a median enrollment of 440, compared to a median of 386 in schools where a woman was principal. The enrollment of the largest school supervised by a woman in this study was 993 and the smallest school reported had 45 students.

Scholastic Population

Women elementary school principals in North Carolina were mainly employed in small elementary schools located in towns and cities.

⁴Pharis and Zakariya, p. 53.

Sixty-eight percent of the data were collected from principals of schools with 499 or less students, while 32 percent were leaders of schools with 500 or more students (Table 9). There had been little change in the size of the schools over the last five years, with the trend showing a decline in enrollments and consequently smaller schools.

Half of the principals were leaders of schools located in large towns and cities while 36 percent were principals in rural areas (Table 10).

TABLE 8
ORGANIZATION OF ELEMENTARY SCHOOLS
SUPERVISED BY WOMEN PRINCIPALS

Type of School	Number	Percentage of N.C. Women Principals by Organization of School
K - K1	2	.9
K - 2	13	5.7
K - 3	28	12.3
K - 4	14	6.1
K - 5	43	18.9
K - 6	71	31.1
K - 7	2	.9
K - 8	11	4.8
K - 9	2	.9
1 - 6 (or combinations of these grades)	12	5.3
4 - 8	26	11.4
Spec. Ed. Combinations	4	1.7
Total	228	100.0

TABLE 9
SCHOOL ENROLLMENTS IN 1978 and 1983

Number of Students	Percentage of Principals by Number of Students	
	1983 N.C. Women Principals	1978 National Study ⁵
Below 100	1.8	1.7
100 - 199	7.9	6.2
200 - 299	12.8	12.6
300 - 399	22.0	21.3
400 - 499	23.8	20.0
500 - 599	12.3	13.6
600 - 699	9.3	9.9
700 - 799	5.3	6.2
800 - 899	2.6	3.3
900 - 999	2.2	1.7
Over 1000	—	3.6
Total	100.0	100.0

TABLE 10
LOCATION OF SCHOOL IN WHICH
PRINCIPALS WERE EMPLOYED

Type of Location	Number	Percentage of Principals by Types of Location
Over Half Rural	81	35.7
Half Rural and Half Urban	32	14.1
Over Half City or Town	114	50.2
Total	227	100.0

⁵Pharis and Zakariya, p. 52.

Professional Development

Data were collected which analyzed the educational development of the elementary school principal, comparing highest degrees earned, date of last degree, and graduate major in college.

Last Degree Earned

An analysis of the data revealed that 59.4 percent of the women principals had earned a master's degree while 29.7 percent had earned specialist's degrees. Nine percent had secured doctorate degrees while four principals held only bachelor's degrees. Over 98 percent had earned a master's degree or higher (Table 11).

TABLE 11
DEGREES HELD BY ELEMENTARY PRINCIPALS, 1978, 1983

Degree	Percentage of Principals by Highest Degree		
	N. C. Women Elementary Principals - 1983		Elementary Principals 1978*
Bachelor's	4	1.7	3.6
Master's	136	59.4	74.0
Specialist	68	29.7	17.5
Doctorate	21	9.2	4.9
Total	229	100.0	100.0

*1978 National Study

When these results were compared with the national study, there seemed to be a trend toward considering the master's degree the academic qualification for the principalship, as the percentages had risen dramatically for the past fifty years.⁶

In the study by Pharis and Zakayira there was not a significant difference between the number of men and women with master's degrees and doctorates, but a larger number of men had completed a six-year certification program. More than one fourth of the women in this study held specialist's degrees. The data suggested that elementary school principals have continued to improve in academic preparation and that women were educationally well-qualified for their positions.

Twenty-one percent of the respondents indicated they were enrolled in degree programs, while 79 percent were not presently in school. Only 14.4 percent of the principals who were not attending classes planned to pursue formal study at a later date.

Date of Last Degree

Almost one-third (30 percent) of the respondents had received their last degree within the past three years, whereas fifty-three percent had received their last degree within the past six years (Table 12). Exactly one-third of the principals indicated their last degree was awarded ten or more years ago.

⁶Pharis and Zakayira, p. 9.

TABLE 1.2
DATE AND NUMBER OF YEARS SINCE LAST DEGREE

Year of Last Degree	Elapsed Years	Number	Percent
Before 1958	Over 25	15	6.8
1961 - 1959	22 - 24	8	3.5
1962 - 1964	19 - 21	7	3.1
1965 - 1967	16 - 18	12	5.3
1968 - 1970	13 - 15	13	5.8
1971 - 1973	10 - 12	19	8.4
1974 - 1976	7 - 9	32	14.2
1977 - 1979	4 - 6	52	23.1
1980 - 1983	1 - 3	67	29.8
Total		225	100.0

Graduate Majors of Principals

In this study, the majority of the respondents were former elementary teachers. Therefore, an undergraduate major in education may have been a promotional factor for those women who aspired to be elementary principals.

All but four of the principals had pursued graduate study. The overwhelming number of women with graduate degrees would indicate a high level of aspiration on the part of the women principals. This would substantiate the findings by Lyman and Speizer who reported that many more women hold the necessary credentials for administration than

the number who actually obtain the positions.⁷

The largest group (60 percent) of elementary principals had earned their graduate degrees in administration and supervision (Table 13). The remaining women had backgrounds in fields of curriculum and instruction, elementary education or a combination of the areas of administration, curriculum, and elementary education. A small percentage completed graduate majors in administration and counseling, guidance or special education. Since the certification requirements for elementary school principals required the completing of specific courses in administration and supervision, it was assumed that principals with graduate preparation in areas other than administration had satisfied appropriate certification standards.

TABLE 13
GRADUATE MAJOR OF PRINCIPALS

Graduate Major	Number	Percent
Education Administration and Supervision	136	60.0
Curriculum Instruction	13	6.0
Elementary Education	21	9.0
Administration and Curriculum	12	5.0
Administration and Elementary Education	31	14.0
Other combinations of Administration and Counseling, Guidance, or Special Education	6	3.0
Education Administration, Curriculum, and Elementary Education	8	3.0
Total	227	100.0

⁷Kathleen D. Lyman and Jeanne J. Speizer, "Advancing in School Administration: A Pilot Project for Women," Harvard Educational Review, 50 (February 1980), 27.

Experience and Career Development

Data providing formal educational experiences and the career histories of women elementary principals prior to their appointments were examined. Several dimensions of career experiences of the administrators such as amount and type of teaching experience, age at the time of appointment, date of first principalship, and previous positions revealed the patterns women followed when pursuing administrative careers. The number of years in administration and the information concerning the principals who held the previous positions indicated the differences in the educational backgrounds and career experiences of men and women principals. The support and encouragement women received when pursuing the principalship was also reported.

Years in the Principalship

Studies have shown that women entered the administrative field at a later age than men educators. Consequently women principals had fewer years invested in their administrative careers. In the national study Pharis and Zakariya found that the typical (male) elementary school principal had been a principal for ten years.⁸ The national median for years of experience for women principals was only six years.

The women principals in this study had spent 6.6 years in the principalship. Almost half of these women (43 percent) had held the position for five years or less (Table 14). The 1978 study showed the

⁸Pharis and Zakariya, p. 19.

largest percentage of men to have been principals for six or more years, whereas 26.3 percent of the elementary principals in the national study had been in the position for 15 years or more. In North Carolina, 9.6 percent of the women principals had been in the positions for over fifteen years.

TABLE 14

TOTAL YEARS AS A PRINCIPAL

Years	Percentage of Principals by Years in Principalship		
	No. of N. C. Women Principals	N.C. Percent	National Study
1 - 4 Years	99	43.2	21.3
5 - 14	108	47.2	52.4
15 or More	22	9.6	26.3
Total	229	100.0	100.0

Age at First Appointment

Women principals in North Carolina were appointed to their first positions at a median age of 38. The youngest age reported was 24 and the oldest was 56. Pharis and Zakariya found the median age of first appointment for men to be 32 years, compared to 40 for women. The data for this sample were similar to that of the national study. Generally women were older than men when they obtained their first position and were usually nearing the age of 40. The majority (62.6 percent) of the women principals were from 35 to 49 years of age before they secured their first principalship, whereas almost two-thirds (65.2 percent) of the elementary men principals were appointed before age 35 (Table 15).

TABLE 15
AGE AT TIME OF FIRST APPOINTMENT AS A PRINCIPAL

Age Group	N.C. Women Principals	National Study*	
		Men	Women
Under 35	32.5%	65.2%	25.5%
35 - 49	62.2	33.7	61.0
50 - 64	5.3	1.1	13.5
Average Age Obtaining First Principalship	38.0 yrs.	32.0 yrs.	40.0 yrs.
Youngest and Oldest Age Obtaining First Principalship	24 - 56	20 - 55	23 - 61

* Pharis and Zakariya⁹

Former Positions of Principals

While almost all administrators began their careers as teachers, women principals spent more time as teachers than their male counterparts. Teaching had been the first career for 97 percent of the women elementary principals in this study. Only 7 of the respondents had not had previous experience as either elementary, secondary or special education teachers.

Of the 229 principals surveyed, over half of them (55 percent) had spent ten or more years in the classroom before obtaining

⁹Pharis and Zakariya, p. 23.

a principalship (Table 16). The national study found over half (59.5 percent) of the women principals had been in the classroom ten or more years. This was not true for the men principals however. Even though men began their educational careers as teachers, only 17.9 percent spent ten or more years in the classroom before becoming principals.

TABLE 16
TEACHING EXPERIENCE BEFORE BECOMING PRINCIPAL

Years of Teaching Experience	Frequency	Percentage
0	5	2.2
1	1	0.4
2 - 9	97	42.4
10 - 19	109	47.6
20 - 29	16	7.0
30 - 39	1	0.4
Total	229	100.0

Not only were the career patterns of men and women different as to the number of years spent in the classroom, but Gross and Trask¹⁰ found that women usually held staff positions before obtaining a principalship. Men, instead, usually went directly into the principalship from teaching. Andruskiw and Howes concluded that women were more often

¹⁰ Neal Gross and Anne E. Trask, Men and Women as Elementary School Principals, (ERIC Ed 002949), 1964, pp. 48-49.

promoted to managerial staff positions than to line positions.¹¹

Therefore, it was not surprising to find that over half (60.3 percent) of the women in the North Carolina study had held leadership positions before becoming principals (Table 17). These positions included supervisors, central office staff, State Department of Public Instruction personnel, reading coordinators, chairpersons of departments, and area coordinators. The 1978 study reported that only

TABLE 17
FORMER POSITIONS OF PRINCIPALS

Title of Position	Number	Percent
Teacher (elementary, secondary, or special education)	87	37.9
Assistant Principal	76	33.1
Supervisor	28	12.2
Consultant, coordinator, or curriculum development	17	7.5
Reading Coordinator	7	3.0
Department Chairperson	2	.9
Counselor	2	.9
Director of Special Education	3	1.3
State Department Public Instruction	3	1.3
College Professor	2	.9
Coach	1	.5
Administrative Intern	1	.5
Total	229	100.0

¹¹Olga Andruskiw and Nancy J. Howes, "Dispelling a Myth That Stereotypic Attitudes Influence Evaluation of Women as Administrators in Higher Education," Journal of Higher Education, 51 (September/October 1980), 479.

7.3 percent of the men elementary principals had experience in supervisory positions as compared to 17.1 percent of the women.¹²

Women were not only older than men when they entered administration, but due to the years spent in teaching and staff experiences, their careers in administration were briefer. Women climbed the ladder one rung at a time, but arrived at their zenith with a wealth of experience that few men could match.¹³

Years as a Professional in Education

Almost half of the elementary principals (48.2 percent) had been employed in some type of professional education position for ten to nineteen years. The median number of years of experience in education for the total sample was 19 years. Compared to a decade ago, there are few principals today with less than nine years of experience and far more have 30 or more years in school work (Table 18).

TABLE 18
TOTAL EXPERIENCE IN SCHOOL WORK

Years of Experience	Number	Percent
9 years or less	6	2.6
10 - 19	110	48.2
20 - 29	87	38.0
30 - 39	23	9.9
40 or more	3	1.3
Total	229	100.0

¹²Pharis and Zakariya, p. 26.

¹³Lorraine Collins, "About Those Few Females Who Seek the Heights of School Management," American School Board Journal 163 (June 1976), p. 24.

Predecessor in Position

Three-fourths of the elementary women principals reported they had succeeded a man when they occupied their present position. Twenty-one percent were preceded by a woman and three percent were hired in new positions (Table 19).

TABLE 19
PERSON WOMEN SUCCEEDED IN POSITION

Predecessor	Number	Percent
Man	172	75.1
Woman	49	21.4
New Position	8	3.5
Total	229	100.0

Professional Affiliations

Respondents were given a list of state and national education organizations and asked to check the ones to which they belonged. Included were the National Education Association (NEA), Association for Supervisors and Curriculum Development (ASCD), National Association of Elementary School Principals (NAESP), North Carolina Principals and Assistant Principals Association (NCPA/APA), North Carolina Association for School Administrators (NCASA) and Phi Delta Kappa. Spaces were left so that other state and local affiliations could be written in. Many respondents belonged to three or more organizations, while only 5.7 percent reported non-membership in local, state or national organizations.

The highest percentage of elementary women principals belonged to the North Carolina Association of School Administrators (47.2 percent). However, memberships were distributed quite evenly among national and state organizations (Table 20). The largest number of memberships in other organizations than those listed were the International Reading Association, 6 percent; Delta Kappa Gamma, 9 percent; and the North Carolina Association of Educators, 5 percent.

In the national study of 1978, the percentage of women members was significantly higher than the percentage of men members for all national associations.¹⁴

TABLE 20
CURRENT MEMBERSHIP IN NATIONAL ORGANIZATIONS

NEA	ASCD	NAESP	NCPA/APA	NCASA	PDK
30.1%	42.4%	37.1%	33.2%	47.2%	27.1%

Support and Encouragement

Research has shown how important encouragement and support were to women in their career development in education. Gross and Trask indicated that women actually required more support and encouragement than men to become administrators due to their lack of self-confidence and low self-esteem.¹⁴

¹⁴Gross and Trask, p. 115.

Not only did women need female role models, but confident male mentors as well, who could encourage them to employ their leadership qualities to enter administrative careers.

Adkison revealed that women in administrative positions were more likely than men to attribute their success to the encouragement they received from superordinates.¹⁵ Over one-third of the women principals in this study reported they received the most encouragement from their superintendents, while the next largest area of support came from families. Collins also found that most women school administrators admitted that the cooperation of husbands and children was critical to their careers.¹⁶

In the 1968 National Education Association study of elementary school principals, over half (56.4 percent) of the women cited encouragement from the superintendent's office as the primary reason for becoming a principal, whereas only 16.5 percent of the males indicated this.¹⁷

Women in this study reported that support also came from their principals, college advisors, central office staff, school boards and colleagues. Many of the respondents indicated they had received help

¹⁵Judith Adkison, "Women in School Administration: A Review of the Research," Review of Educational Research, 51 (Fall 1981), 311-315.

¹⁶Collins, p. 26.

¹⁷National Education Association, Department of Elementary School Principals, The Elementary School Prinsipalship in 1968: A Research Study, (Washington, D. C.: NEA, 1968), p. 14.

from one or more of the groups. Only six principals felt they had received little support from others and had succeeded on their own.

A very small percentage of principals in this study indicated they received help or support from college or university professors. Andruskiw and Howes stated that women needed the internal sponsorship of these people to help influence hiring officials and to promote females into line positions. Professors have a network of friends and connections in many school systems and are often in positions to make recommendations to school boards.¹⁸

Women also lacked the support from informal social networks of peers and mentors--the type often given to top-level men. A man moving up the career ladder more often has the support of a wife, sympathetic colleagues, and the "social milieu that endorses successful performance."¹⁹

Career Satisfaction

Ultimate Career Goal

Career satisfaction is an important concern of every principal in this time of executive burnout and job stress. Women leave the

¹⁸Olga Andruskiw, and Nancy J. Howes. "Dispelling a Myth That Stereotypic Attitudes Influence Evaluation of Women as Administrators in Higher Education." Journal of Higher Education, 51 (September/October 1980), p. 492.

¹⁹Jacqueline P. Clement, "Sex Bias in School Administration," in Women and Educational Leadership, eds. Sari Biklen and Marilyn Brannigan (Lexington, Mass.: D. C. Heath, 1980), p. 135.

administrative field not only because of role conflicts and for maternity reasons, but for such reasons as lack of societal support, legal constraints, demanding work loads, and staff and morale problems. It would seem that most principals today would be dissatisfied with their careers and would consider leaving the field. This was not the case with the women principals in this study.

When asked whether or not they considered the elementary school principalship to be their ultimate career goal, 41.2 percent of the principals in this study did not plan to pursue another position as compared to 28.5 percent who did. Thirty percent of the respondents were uncertain as to their future plans.

These responses differed somewhat from the comparisons Hankin made of the principalship studies over the past twenty years. She found that the majority of principals in almost every study regarded the elementary school principalship as their final occupational goal.²⁰ In these studies, men principals far outnumbered the women in their desire to move from the principalship to higher levels of administration. In other words, a higher percentage of females than males considered the principalship their final occupational goal.

This may mean that success for women is measured by the quality of the position held rather than by moving from one job to another. Or it

²⁰Carole G. Hankin, "The Female Elementary School Principal," Diss. Columbia University Teachers' College, 1978, p. 1149.

may mean that women principals are unwilling to take the risks involved in competing for higher administrative positions. Paddock speculated that women reported greater job satisfaction than men because they held lower expectations for the principalship or perhaps because the position was more inherently satisfying to women than men.²¹

When asked to rate their attitude concerning their position as an elementary principal, only four out of the total respondents felt dissatisfied with the position. An overwhelming majority were either satisfied or highly satisfied with their elementary principalship (Table 21). One of the principals felt her talents were not being utilized while one was planning on leaving the position.

TABLE 21
ATTITUDE CONCERNING THE ELEMENTARY PRINCIPALSHIP

N.C. Women Principals	Number	Percent
Highly satisfied	153	66.8
Satisfied	70	30.6
Dissatisfied	4	1.7
Other	2	0.9
Total	229	100.0

Due to the fact that women are older when they enter the administrative field and have usually had more experiences in different

²¹Susan Paddock, Careers in Educational Administration: Are Women the Exception? (ERIC ED 149 468) 1978, p. 17.

areas when they reach the position of principal, they may be more easily satisfied and find job characteristics more important than position, title, or salary.

Paddock also found that women exhibited greater job satisfaction than men when they considered their job security, prestige, and self-fulfillment. Moreover, if given another chance, they would most likely make the same career choice.²²

The women in this study who aspired upward were mainly interested in becoming superintendents or assistant superintendents. Other desired positions in order of preference were college administrator or professor, junior high or high school principal, central office staff, or principal of a larger elementary school.

Women principals were questioned as to whether or not they would be willing to relocate for career opportunities. The majority (66 percent) were unwilling to move in order to advance their careers, while 31.7 percent would consider moving in order to obtain better positions. Two percent were uncertain.

In the national sample by Hankin, the female principals appeared to be more mobile, as almost half were willing and able to move for a better position. Yet, the majority of the principals had considered their position a final occupational goal.²³

²²Susan C. Paddock, "Women Principals: The Rule or the Exception?" The National Association of Secondary School Principals, 64 (December 1980), 4.

²³Hankin, p. 190.

This study of North Carolina female elementary principals was more in line with the findings in the literature of other studies concerning the mobility of principals. Educators in general, and female educators in particular, have been found to be less mobile than the general population.²⁴ This may just mean that they are unwilling to move to other locations, and does not mean they have lower career aspirations than men.

The respondents were also requested to rate their perceived effectiveness as an administrator. Of the 226 who answered the question, 85 percent indicated they perceived their effectiveness as excellent most of the time. The other 15 percent felt they were just satisfactory most of the time, while no one indicated ever feeling inadequate.

Summary

From the data collected and analyzed from the questionnaire, a profile of the public elementary school principal in North Carolina, 1982-83 was determined by using the most frequent response to each item (Table 22).

²⁴Patricia Ann Schmuck, "Sex Differentiation in Public School Administration," DAI, 35 (1976), 4563A (University of Oregon).

TABLE 22

PROFILE OF THE FEMALE PUBLIC ELEMENTARY SCHOOL
PRINCIPAL IN NORTH CAROLINA, 1982-83

Table and Item	Most Frequent Response
A. Personal Data	
1. Age	---45 Years
2. Race	---White
3. Marital Status	---Married
4. Number of Children	---1 to 2 Children
5. Ages of Children	---School Age to Adults
B. Principalship	
6. School Enrollment	---K - 6
7. Scholastic Population	---Over Half rural
8. Number of Students	---300 - 500 Students
9. Former Principal of School	---Male
C. Professional Preparation	
10. Degree Earned	---Master's Degree
11. Graduate Major	---Education Administration
12. Date of Last Degree	---After 1976
13. Enrollment Status in Degree Program	---Not Enrolled Not Planning to Enroll
D. Professional Experience	
14. Former Positions	---Teacher
15. Years of Classroom Experience	---10 - 18 Years
16. Type of Teaching Experience	---Elementary - 3 grades
17. Total Years in Education	---19 Years

Table 22 - continued
 Profile of the Female Public Elementary School Principal in
 North Carolina, 1982-83

Table and Item	Most Frequent Response
E. Administrative Experience	
18. Prior to Appointment	---Assistant Principal or Supervisor
19. Age at Appointment to First Principalship	---38 Years
20. Years as Principal	---6.6 Years
F. Career Satisfaction	
21. Professional Affiliation	---Member of NCASA
22. Ultimate Career Goal	---Elementary Principal
23. Willingness to Relocate	---Not Willing
24. Most Supportive	---Superintendent
25. Attitude Toward Position	---Highly Satisfied
26. Perceived Effectiveness	---Excellent

A summary of the findings of this study was as follows:

1. Forty-nine percent of the women principals were 45 years of age or younger, while fifty-one percent were 46 or more years in age.
2. Eighty-five percent revealed their race as Caucasian, as compared to fifteen percent who were black or Indian.
3. Sixty-six percent indicated they were married while nineteen percent were either divorced, widowed, or separated. Fourteen percent had remained single.

4. Twenty-seven percent of the women did not have children. Thirty-five percent of the principals had two children while twenty-one percent were mothers with one child. Seventeen percent indicated they had three or more children. Two of the women had families of six children each, however, one of these women noted that the children had come from foster homes.

5. Sixty-six percent of the oldest children were 19 years or older, while twenty-nine percent were school-aged from six to eighteen years old. Five percent of the oldest children in the families were preschool age.

6. Nine percent of the principals had attained advanced degrees on the doctoral level and thirty percent had received specialist degrees. Fifty-nine percent held master's degrees while two percent had attained only bachelor's degrees.

7. Forty-one percent of the degrees were awarded on or before 1975 as compared to fifty-nine percent of the degrees attained after 1976.

8. Twenty-one percent of the subjects were presently enrolled in graduate school. The other seventy-nine percent were not planning to enroll in degree programs, although fourteen percent of those not presently enrolled were planning further study at a later date.

9. Sixty percent of the degrees at the graduate level were in education administration; fourteen percent were in administration and elementary education; nine percent of the graduate majors were in the field of elementary education; six percent of the graduate degrees were

earned in curriculum instruction; and eleven percent designated majors that were combinations of either education, curriculum, or administration.

10. Ten percent of the women had been employed as elementary principals for fifteen or more years as compared to forty-seven percent who had been employed as principals from five to fourteen years. Forty-three percent had been principals for five years or less.

11. Ninety-seven percent had held former positions as classroom teachers.

12. Thirty-three percent had served as an assistant principal prior to appointment as principal while twenty-seven percent indicated leadership experience as supervisors or coordinators.

13. Fifty-five percent of those who had been teachers had more than ten years of classroom experience.

14. Thirty-three percent of the principals were under 35 years old at the time of appointment to their first principalship, whereas sixty-two percent were between the ages of 35 and 49 at the time of appointment. Five percent were between the ages of 50 and 64 at the time of their first appointment.

15. Fifty-three percent had a total of between 10 and 20 years of experience in education; thirty-six percent reported 20 to 30 years of experience; eight percent had more than 30 years; and three percent indicated less than 10 years of total experience in education.

16. Three-fourths of the principals were affiliated with three or more professional organizations.

17. Seventy-five percent of the respondents succeeded a man when they occupied their present position. Twenty-one percent succeeded another woman, and four percent were appointed to new positions.

18. Two percent of the schools had enrollments of less than 100 students, while sixty-six percent enrolled between 100 and 500 students and thirty-two percent had enrollments with over 500 students.

19. The two most predominant organizational structures were schools with kindergarten through sixth grade with thirty-one percent of the enrollments and kindergarten through fifth grade with nineteen percent of the enrollments.

20. Thirty-six percent of the elementary schools were located in areas that were over half rural, whereas fourteen percent of the principals served schools that had scholastic populations which were either half rural or half urban. Fifty percent of the schools were located in cities or towns.

21. Forty-one percent felt their present positions were their final goals, while twenty-nine percent did not feel that the principalship was their final career goal, and thirty percent were uncertain.

22. Sixty-six percent were not willing to relocate in order to advance their careers, whereas thirty-two percent would consider moving and two percent were uncertain as to whether or not they would relocate for career opportunities.

23. Sixty-seven percent were highly satisfied with their positions, thirty-one percent were just satisfied, and two percent were dissatisfied.

24. Eighty-five percent indicated that they perceived their effectiveness as a principal as excellent most of the time compared to fifteen percent who perceived their effectiveness as just satisfactory as a principal.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Although the elementary school principalship does not extend backward in time as far as the high school principalship, it began to evolve over a century ago. As the duties and responsibilities of the principal have become increasingly complex over the years, the position has grown into an important administrative post in education.

Women were once a vital part of school administration. Throughout the nation in the early part of the twentieth century women made up the majority of the teachers and administrators in the public schools. The trend continued until the beginning of the 1930's, when the number of women in educational administration began to decline. At this time women represented 85 percent of all the elementary teachers and 55 percent of all elementary school principals. Today, women still make up the same 85 percent of the elementary school teachers, but only 16 percent of the elementary principals. It would seem that the role of women in education has been one of teaching, while the role of men, once they entered the field, has been that of managing.

Even though the rate of decline has slowed somewhat since 1968, the trend still continues, so that now fewer than one in five elementary principalships is occupied by a woman. Even though education has traditionally been considered a woman's profession, women

predominate in numbers while men predominate in power and responsibility.

Many factors have contributed to the paucity of women elementary school principals. Studies have indicated that almost the same number of female as male teachers hold the credentials to become administrators, that women have proven they are as competent in leadership roles as men are, and that women do aspire to leadership roles in education. If these statements are true, why then are so few women in the organizational structures of education in the elementary schools of North Carolina, as well as in the rest of the nation?

The purpose of this study was to provide descriptive information concerning the women principals in the public elementary schools of North Carolina. In order to study the female principal, it was necessary to examine the backgrounds of women as to their education, their career paths and aspirations, and the changing world they work in. Specifically, information dealing with the personal characteristics, professional preparation, and experiences as well as the future plans of these principals was sought. Questionnaires were mailed to two hundred and seventy-nine female elementary principals listed in the Education Directory for 1982-83. A total of two hundred and thirty-nine instruments were returned, representing an 85 percent response. Of those returned, two hundred twenty-nine or 82 percent were coded and used for statistical purposes. The Statistical Package for the Social Sciences (SPSS) was used for analyzing the data. These responses were presented in frequencies and percentages in tabular form.

Tables 4 through 21 were compiled into a summation of data presented in Table 22. Thus a profile was determined using the most frequent response to each of the items in the questionnaire. (See Appendix D for the frequency distributions of all the demographic characteristics.)

The demographic data from this study were collected and analyzed to help determine the present status of the female elementary school administrator in North Carolina. The personal backgrounds as well as the professional preparation and experiences of these women were examined and summarized in order to provide a profile analysis of the women principal.

Personal Data

The first research guide question listed in chapter one was to identify the age of the women principals and to specify their ethnic backgrounds. Data from this study showed that the majority of the women elementary principals in North Carolina during the 1982-83 school year were white, and 40 years of age or older. The average age of women in the study was 45 years, with ages ranging from 28 to 65 years. The women were predominately Caucasian with fewer than one in five members of a minority group.

The second question posed in the introductory chapter was concerned with the marital status of the women as well as the number of children in their families. Data indicated that the majority of the women in this study were either married or had been married. Over two-thirds of the women principals had small families with one or two children who were no longer of school age. In fact, 95 percent of

their firstborn children were presently of adult age or of school age. These data suggested that many women had waited until their children were grown or in school before starting their careers in administration.

The possibility of women being successful administrators as well as homemakers was the essence of the third research guide question. A major factor which affects women more often than men in obtaining a job involves home responsibilities. The data from this study suggested that women have accepted the responsibility of families and careers and appeared to have combined the two successfully. Research showed that the attitudes of women toward their home and career have been changing and that women are now less likely to see a conflict among their roles as wives, parents, and professionals.

The Principalship

The fourth question listed in chapter one was concerned with the size of the schools where women principals were employed. Two-thirds of the women were principals of small schools with enrollments of fewer than 500 students. Only thirty-two percent of the principals served schools with enrollments of 500 or more. The median enrollment for all of the schools in the study was 418, with an enrollment of 993 reported in the largest school and 45 students in the smallest school.

Half of the elementary school principals responding to the questionnaire reported that the scholastic population of their schools was made up of students from mostly large towns and cities, while one-third of the respondents classified the school population as being from

largely rural and agricultural areas. Fourteen percent were from areas that were half rural and half urban. Exactly half of the women in this study were principals of schools with kindergarten through sixth grade or kindergarten through fifth grade organizational structures.

The fifth question investigated the possibility that a majority of the principalships had been held by a man prior to the woman being appointed to the position. The study revealed that males more often than females occupied the principalship in the elementary school before a woman was appointed. Seventy-five percent of the women principals indicated they had succeeded a man, while twenty-one percent were preceded by a woman, and four percent were appointed to new positions.

Professional Preparation

Whether or not women have the educational qualifications for administrative positions was the essence of the sixth question. The data indicated that women elementary principals in North Carolina were well educated and have pursued higher education to earn graduate degrees. All respondents held at least a bachelor's degree, while only four of the 229 had not earned a master's degree in the field of education. A substantially large number of principals had completed advanced degrees beyond the master's, as over one-third had obtained either education specialists or doctoral degrees. A majority of the principals had received their graduate degrees in administration and supervision. Over one-half of the respondents had received their last degree within the past six years, while a third had received their last degree over ten years ago. Over three-fourths of the principals were

not presently enrolled in degree programs, while less than one-fourth had plans for graduate study at a later date.

The seventh question inquired whether elementary principals pursued advanced degrees while employed as principals. The data from this study showed that principals had been employed an average of 6.6 years in their present positions. In addition, the results indicated that 1974 was the mean year for having received the last degree. These data tended to suggest that principals in this study had not completed degrees subsequent to their appointment to principalships.

Professional Experience

Since there are more men than women administrators, what men do has often been thought of as being the common pattern. The typical career path for men administrators in large school systems has been one of teacher, assistant principal, principal, and then central office administrator or superintendent. However, women's career patterns differ from men's as they do not follow the paths leading to top-level administrative appointments.

Both men and women administrators begin their careers as teachers, but women typically enter administration at a later age and are older than their male colleagues. Men move up the career ladder more quickly to administrative positions, have fewer interruptions, and have gained a wider variety of administrative skills in a shorter time period. Women, on the other hand, are more often appointed to managerial staff positions than to line positions, lack the internal support and role models, and have spent more time as teachers than men have. Women

more often view a career as a job which provides self-fulfillment, whereas men view a career as a position resulting in more recognition, power, and monetary rewards. The women elementary principals in this study were no exception to this pattern.

The eighth question inquired whether or not the women principals had spent at least ten years in the classroom prior to their appointment as principals. Data confirmed that the majority of the principals had first been classroom teachers, with more than ten years of experience before entering administration.

This study revealed that women elementary principals often got their start as elementary teachers. All but seven of the respondents had been former teachers with experience in either elementary, secondary or special education classes. Of this group, more than half had spent ten or more years as classroom teachers before advancing to principalships.

In addition to being well-qualified in educational training and classroom experience, many principals in this study had held leadership positions which helped qualify them for principalships. A majority of the women had held staff positions as assistant principals, supervisors, and coordinators prior to becoming principals. Over one-third of the women principals had professional education experiences totaling from 20 to 29 years, whereas almost half of the women had been in education from 10 to 20 years.

The women principals in this study, as in many other studies, had not only spent more years in the classroom than most men principals,

but also were older when they entered the administrative field. The median age at first appointment was 38, with one-third of the principals between the ages of 35 and 40. However, 57 percent of the women principals had been less than 40 years old when appointed to their first position. Even though this age was older than the average age for men, these data suggested that women were achieving administrative positions earlier in their careers and at younger ages than they had before.

The data showed that North Carolina women principals were more often affiliated with national and state organizations than with local organizations. Membership was highest in the North Carolina Association for School Administrators and the Association for Supervisors and Curriculum Development.

Career Satisfaction

Whether or not women elementary principals were satisfied with their present positions or aspired to advance to other career opportunities was the essence of the ninth question. Data indicated that a large number of women employed as elementary principals were highly satisfied and did not have aspirations to advance their careers beyond their present positions.

The last question was concerned with the elementary principalship as an ultimate career goal. The women principals indicated that over half did not consider their position as a final career goal or were undecided as to their plans. Forty-one percent felt their current level of position was their final occupational goal. Those who did

aspire upwards desired positions as superintendents, assistant superintendents, college teachers, or secondary principals. However, it was interesting to note that the majority of the women were not willing to relocate in order to advance their careers. Only one-third of the women principals would consider moving in order to obtain better positions. These women attributed their success to the encouragement they had received from their superintendents and families.

North Carolina women elementary principals were well satisfied with their positions, as indicated by the majority of their responses of either "highly satisfied" or "satisfied." Consequently, the majority viewed their effectiveness as excellent most of the time, while just a few felt they were satisfactory. No one perceived herself as inadequate.

Conclusions

Based upon the findings of this study, the following conclusions appear to be justified:

1. The typical female elementary public school principal in North Carolina during the 1982-83 school year was white, 45 years of age, and married. The largest number of women had two children. Fourteen percent of the women were single.

2. It appeared that women principals often waited until their children were either of school age or grown before they started their careers in administration.

3. Women principals were successfully combining careers with domestic and professional responsibilities.

4. Women school administrators manage schools of all sizes; however, they were more likely to administer a school of 300-500 students in an area that was over half rural in population. The largest group of women were principals of schools with organization structures of kindergarten through sixth grade.

5. Women elementary school principals in North Carolina were younger than principals in other studies, and may have begun their first principalship at younger ages. The average age at time of appointment was 38 years, while 32.5 percent of the principals were under 35. Sixty-two percent were between the ages of 35 and 49.

6. The women in this study, compared to national studies, were older than men when they were appointed to administrative positions.

7. Ninety-seven percent of the respondents indicated that women elementary school principals in North Carolina first held an elementary teacher's position. They had averaged 10 or more years in the classroom, and were nearer 40 years of age before they obtained their first principalship.

8. Over half of the women in this study had held administrative or leadership positions before becoming a principal. Those positions were assistant principal, supervisor, or coordinator.

9. Women school administrators were well-qualified in educational training. All but four of the respondents had a master's degree, while 89 of the 229 respondents had earned an educational specialist's or a

doctorate. There were 59.4 percent with master's degrees, 29.7 percent with specialist degrees and 9.2 percent had earned doctorates. These results indicated that the majority of the women had advanced degrees that satisfied requirements for their present positions.

10. Women held more credentials in education administration than their numbers in the positions of elementary principal indicated.

11. Of the women elementary school principals 78.7 percent succeeded a male in their position or filled a new position, indicating that, in North Carolina, more women were being promoted to principalships than formerly.

12. More women in this study received support from their superintendent or their families than from anyone else.

13. Most of the women were satisfied with their position of elementary principal. However, more than half of the women were undecided as to whether or not they considered the elementary principalship to be their final career goal. Out of 227 respondents, 150 were not willing to relocate to advance their careers.

14. Women elementary principals in North Carolina perceived themselves as being effective administrators.

RECOMMENDATIONS

The following recommendations are based on the findings and conclusions of this study:

1. Women should be encouraged to prepare for and accept the challenge of administrative positions through the development of

leadership potential and strong self-concepts.

2. Schools should make in-service training sessions available to administrators, teachers, and staff personnel to make them aware of stereotyped attitudes and practices, recruitment processes, and equity legislation in the field of education.

3. Candidates should be selected for positions based upon their qualifications and abilities, regardless of age, race, marital status, religion, socioeconomic status, or gender.

4. School systems desiring to balance the ratio of administrators should initiate policies and procedures whereby both men and women with potential for educational leadership are identified and encouraged to seek administrative positions.

5. Universities and colleges must further the advancement of women in education through their admission policies, financial aid, scheduling, and special programs.

6. Women aspiring to leadership positions must take more responsibility for themselves, learn the techniques for seeking advancement, and develop the extra competencies and personal qualities to qualify effectively for administrative positions.

7. Women need to show more interest and become active in professional organizations on all levels.

8. Schools should provide women with better guidance and counseling throughout their entire educational preparation, as women need examples of success and role models in traditional and non-traditional occupations.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. A study similar to this one should be replicated with both male and female elementary principals in this state.
2. Similar research should be conducted at the high school level to include women in secondary principalships in North Carolina. Studies of elementary and secondary principals should be replicated every five years to determine and compare the differences which occur over a sustained period of time.
3. Additional studies should be conducted using the interview technique for the purpose of gathering data. This method would lessen the chances of misinterpreting questions and statements. At the same time it would provide the opportunity for making more accurate interpretations of the responses, even though it would be more time consuming.
4. Studies should be made of new generations of women moving into administrative positions so as to compare the changes in their career aspirations and attitudes toward the principalship with those of women in previous studies.
5. A study of salaries and supplements paid to men and women in elementary and secondary principalships should be made to determine whether equal consideration is given to these positions.
6. School boards and superintendents should investigate the changing role of the principal so as to determine what competencies and leadership qualities will be required to fill future positions successfully.

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APPENDIX A

Letters

HARDIN PARK ELEMENTARY SCHOOL

Boone, North Carolina 28607

120

April 26, 1983

Mr. Reeves McGlohon
Director, North Carolina
Leadership Institute
Raleigh, North Carolina 27611

Dear Mr. McGlohon:

I am assistant principal at Hardin Park Elementary here in Boone. Currently, I am pursuing a doctorate in the area of educational administration at the University of North Carolina, at Greensboro.

In partial fulfillment of the requirements for this degree I am preparing a dissertation prospectus under the direction of Dr. Joseph Bryson. The title of my dissertation is "A Profile Analysis of Women Who Are Employed as Elementary School Principals in North Carolina." I plan on sending a questionnaire to all women principals in order to obtain some insights into the characteristics, backgrounds, and career aspirations of these women.

I am interested in finding out if you have a listing of the women elementary principals in the state, and any other information you might have available at this time. I am finding it very difficult to differentiate between some of the names and initials that are printed in the Directory.

If you have specific questions concerning this study, I would be glad to answer them. Also, I would be more than happy to share the results of this study with you.

Thank you very much.

Sincerely,

Mary Ellen Horine

Mary Ellen Horine
Route 5, Box 465
Boone, North Carolina 28607

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO



School of Education

June 10, 1983

Dear Principal,

As a doctoral candidate in Education Administration at the University of North Carolina at Greensboro, Dr. Joseph Bryson advisor, I am constructing a profile analysis of women elementary principals in this state. I feel the study will give a realistic picture of the professional background, career patterns and attitudes evident in this vital group of educational administrators. This questionnaire is being mailed to all female elementary school principals in North Carolina.

In order to collect these data, I would appreciate your completing the enclosed questionnaire and returning it to me in the stamped, self-addressed envelope at your earliest convenience. No one will be identified by name, school or local school system. I have numbered the data sheets so that I will be able to identify returned responses.

Your cooperation and assistance will be greatly appreciated.

Sincerely,

Mary Ellen Horine

Mary Ellen Horine
Assistant Principal

GREENSBORO, NORTH CAROLINA / 27412-5001

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APPENDIX B
Questionnaire

FEMALE ELEMENTARY SCHOOL PRINCIPALS IN NORTH CAROLINA

DIRECTIONS: Please respond to the following items by either checking or filling in the appropriate blanks.

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1. What is your age? _____
2. Ethnic background:
 - _____ Black _____ American Indian
 - _____ Hispanic _____ Caucasian
3. Present marital status:
 - _____ Single _____ Married
 - _____ Divorced _____ Widowed
 - _____ Separated
4. Number of children: _____
5. Ages of children:
 - _____ Child 1 _____ Child 4
 - _____ Child 2 _____ Child 5
 - _____ Child 3 _____ Child 6
6. Grades included in your school:
 - _____ K-8 _____ K-6
 - _____ K-3 _____ Other
 - _____ Specify
7. Number of students enrolled in your elementary school: _____
8. How would you classify your school's scholastic population?
 - _____ Over half rural
 - _____ Half rural & half urban
 - _____ Over half city or town
9. Counting the present year, how many years have you been an elementary principal? _____
10. What was your age when appointed to your first principalship? _____
11. Previous position before appointment to principalship:
 - _____ Assistant principal
 - _____ Teacher
 - _____ Counselor
 - _____ Other _____ Specify
12. If you were a teacher, what grades did you teach? _____
13. How many years were you in this position? _____
14. How many years have you been employed as a professional educator? (Include this year) _____
15. Who held the principalship at your school before you were appointed?
 - _____ Male _____ Female _____ New Position
16. Education (Please check the highest degree earned):
 - _____ Doctorate _____ Education Specialist
 - _____ Master's _____ Bachelor's
17. Are you presently enrolled in a degree program?
 - _____ Yes _____ No _____ Planning to enroll later
18. In what year was your last degree granted? _____
19. Which field of study best describes your major at the graduate level?
 - _____ No graduate study
 - _____ Educational Admin. & Supervision
 - _____ Curriculum & Instruction
 - _____ Elementary Education
20. Check the professional educational organization(s) in which you hold membership:
 - _____ NEA _____ WCPA/APA
 - _____ ASCD _____ NCASA
 - _____ NAESP _____ PDK
 - _____ None _____ Other _____ Specify
21. Do you consider the elementary school principalship to be your ultimate career goal?
 - _____ Yes _____ No _____ Uncertain
 - If not, what? _____
22. Would you be willing to relocate for career opportunities?
 - _____ Yes _____ No
23. What is your present attitude concerning your position as an elementary school principal?
 - _____ Highly satisfied
 - _____ Satisfied
 - _____ Dissatisfied
 - _____ Other _____ Specify
24. How do you perceive your effectiveness as an administrator?
 - _____ Excellent most of the time
 - _____ Satisfactory most of the time
 - _____ Sometimes inadequate
25. Who was the most supportive in your attaining the principalship? _____

THANK YOU FOR YOUR TIME!

APPENDIX C

Responses to Letters

C. D. SPANGLER, JR.
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ROPER, N.C.

125

May 11, 1983

MEMORANDUM

TO: Mary Ellen Horine
Hardin Park Elementary School

FROM: Susan Johnson
Information Systems Division

RE: Listing of Elementary School Principals

The enclosed computer printout lists the 277 currently employed females working as elementary school principals.

These persons are listed by school unit and school number of employment. The report headings can be interpreted as follows:

UNT = Unit of employment
SCH = School of employment (000 is central office)
M = Middle initial
R = Race (W-White, N-Negro, I-Indian)
S = Sex
F = Fund source (S=State, L=Local)
LVL = Elementary school

If there are any questions regarding this report, please contact our office.

SJ/mp

Enclosure

cc: C. Copeland



State of North Carolina

Superintendent of Public Instruction

Raleigh 27611

A. CRAIG PHILLIPS
SUPERINTENDENT

REEVES MCGLOHON
SPECIAL ASSISTANT,
MANAGEMENT

May 2, 1983

Ms. Mary Ellen Horine
Route 5, Box 465
Boone, North Carolina 28607

Dear Ms. Horine:

The purpose of this letter is to respond to your recent request concerning information about women elementary principals in North Carolina. Thank you for taking the time and effort to write on this matter and to provide us with information about your dissertation. We most definitely would be interested in seeing the results of your study once it is completed.

Hopefully the information you have requested will be available in the near future. We have requested a listing of women and minority principals from the Management Information Systems from within the Controller's Office. There has been a great deal of difficulty in obtaining this data but hopefully our perseverance will pay off and we will eventually be able to give you the information you have requested. If you have not heard from me and received the data within a reasonable amount of time, please don't hesitate to "jog" my memory.

Good luck in your efforts. Please let me know if you have any questions or if I can be of further assistance to you.

Sincerely,


Reeves McGlohon

RM:ew

APPENDIX D
Frequency Distribution

APPENDIX D

FREQUENCY DISTRIBUTION OF DEMOGRAPHIC CHARACTERISTICS

Demographic Variables	Frequency Distribution		
	Level	n	Percentage
<u>Personal Data</u>			
Age of Principal	..45 or Under	112	49.0
	..46 or Over	116	51.0
Race	..White	192	84.6
	..Black	33	14.5
	..Indian	2	.9
Marital Status	..Married	152	66.4
	..Divorced, Widowed or Separated	14	19.2
	..Single	33	14.4
Number of Children	..None	62	27.1
	..One	47	20.5
	..Two	81	35.4
	..Three or More	39	17.0
Ages of Oldest Child	..Preschool 0-5 Years	9	5.5
	..School Age 6-18 Years	41	28.9
	..Adult 19-Older	113	65.6
<u>Professional Data</u>			
Principals' Degree Status	..Doctorate	21	9.2
	..Specialist	68	29.7
	..Masters	136	59.4
	..Bachelors	4	1.7
Year Last Degree Granted	..1975 or Before	92	40.9
	..1976 or Later	133	59.1
Present Enrollment in Degree Program	..Yes	48	21.0
	..No	181	79.0
	..Planning to Enroll Later	33	14.4

Appendix D - Continued
 Frequency Distribution of Demographic Characteristics

Demographic Variables	Frequency Distribution		
	Level	n	Percentage
Major Field of Study at the Graduate Level	..Educational Administration	136	60.0
	..Educ. Admin. & Elementary Educ.	31	14.0
	..Elementary Educ.	21	9.0
	..Curriculum Instr.	13	6.0
	..Other Combinations	26	11.0
Years Employed as an Elementary Principal	..1 - 4 Years	99	43.2
	..5 - 14 Years	108	47.2
	..15 or More	22	9.6
Former Positions	..Teacher	222	97.0
	..Other	7	3.0
Experience in Education	..Assistant Principal	76	33.1
	..Supervisors and Coordinators	62	27.2
	..Teachers	89	38.8
	..Counselors	2	.9
Years Experience as a Classroom Teacher	..More than 10 Years	126	55.0
	..Less than 10 Years	103	45.0
Age at Appointment to Principalship	..Under 35	74	32.5
	..35 - 49	142	62.2
	..50 - 64	12	5.3
Total Years in Education	..Less than 10 Years	6	3.0
	..10 - 20 Years	123	53.0
	..20 - 30 Years	82	36.0
	..More than 30	18	8.0
Professional Affiliations	..NEA	69	30.1
	..ASCD	97	42.4
	..NAESP	85	37.1
	..NCPA/APA	76	33.2
	..NCASA	108	47.2
	..PDK	62	27.1
Previous Person in Principalship	..Other	63	27.5
	..Male	172	75.2
	..Female	49	21.4
	..New Position	8	3.5

Appendix D - Continued
 Frequency Distribution of Demographic Characteristics

Demographic Variables	Frequency Distribution		
	Level	n	Percentage
Enrollment of School	..Below 100	4	1.8
	..100 - 499	151	66.5
	..500 - 999	72	31.7
Organization of Schools	..K - 3	28	12.3
	..K - 4	14	6.1
	..K - 5	43	18.9
	..K - 6	71	31.1
	..K - 8	11	4.8
	..1 - 6	12	5.3
	..4 - 8	26	11.4
	..Other	23	10.1
Scholastic Population	..Over Half Rural	81	35.7
	..Half Rural/Half Urban	32	14.1
	..Over Half City or Town	114	50.2
Principalship as Final Goal	..Yes	94	41.2
	..No	65	28.5
	..Uncertain	69	30.3
Willingness to Relocate	..Yes	72	31.7
	..No	150	66.1
	..Uncertain	5	2.2
Attitude Toward Position	..Highly Satisfied	153	66.8
	..Satisfied	70	30.6
	..Dissatisfied	4	1.7
	..Other	2	0.9
Perceived Effectiveness	..Excellent	192	85.0
	..Satisfactory	34	15.0